

Board of Education Regular Meeting
Monday, July 11, 2022 5:00 PM
Early Learning Center, 803 Providence Road
611 West 7th Street
Wayne, Nebraska 68787

- I. Call the Meeting to Order
 - I.a. Pledge of Allegiance
 - I.b. Announce Open Meetings Act Posting and Location - Posted at Wayne Community Schools, Published in the Wayne Herald (7/7/2022), and online: www.wayneschools.org
 - I.c. Action on Absence and Roll Call
 - I.d. Approval of Agenda - The Board may enter Executive Session to discuss any matter for which Executive Session is lawful and appropriate.
 - I.e. Consent Agenda - Discuss, Consider, and Take Necessary Action on Minutes of Previous Meetings and Financial Claims
 - I.e.I. Approval of Minutes of Previous Meetings
 - I.e.II. Approval of Financial Reports and Claims
 - I.f. Personnel
- II. Communications from the Public (Policy 8346) and Requested Presentations
 - II.a. Annual Hearing and Review of Policies
 - II.a.I. Policy 5415: Bullying
 - II.a.II. Policy 5416: Student Fees
 - II.a.III. Policy 5418: Homeless Student
 - II.a.IV. Policy 6400: Parent Involvement
- III. Action Items
 - III.a. Old Business

III.a.I. Second Reading of Policy Updates - Discuss, Consider, and Take Necessary Action on Second Reading of Policy Updates

III.a.II. Second Reading of K-6 2022-23 Student Handbook - Discuss, Consider, and Take Necessary Action on Second Reading of K-6 2022-23 Student Handbook

III.a.III. First Student Bus Contract Addendum - Discuss, Consider, and Take Necessary Action on First Student Bus Contract Addendum

III.b. New Business

III.b.I. Policy 2101: Acknowledgement of Superintendent as CEO of District - Discuss, Consider, and Take Necessary Action on Policy 2101: Acknowledgement of Superintendent as CEO of District

III.b.II. First Reading Superintendent Evaluation Handbook - Discuss, Consider, and Take Necessary Action on the First Reading of the Superintendent Evaluation Handbook

III.b.III. Substitute Teacher Rates - Discuss, Consider, and Take Necessary Action on Substitute Teacher Rates

III.b.IV. Second Reading of Policy 4133: Substitute Teachers - Discuss, Consider, and Take Necessary Action on First Reading of Policy 4133: Substitute Teachers

III.b.V. Technology Quote - Discuss, Consider, and Take Necessary Action on Technology Quote

III.b.VI. Auditor Engagement Letter - Discuss, Consider, and Take Necessary Action on the Dana Cole Auditor Engagement Letter

III.b.VII. NRCSA (Nebraska Rural Community Schools Association) Membership - Discuss, Consider, and Take Necessary Action on NRCSA Membership

IV. Administration and Board Committee Reports:

IV.a. Administration - Written reports were provided by Administration. Copies of their reports are available at the District Office upon request.

IV.a.I. Superintendent

IV.a.I.1. 2022-23 Reimbursement Rates

IV.a.I.2. Accreditation

IV.a.I.3. Heartland Counseling

IV.a.I.4. Budget Update

- IV.a.I.5. CM@R Process Update
- IV.a.I.6. Strategic Plan - Strategies 2 & 4
- IV.a.I.7. SkilsUSA Follow-Up Discussion

IV.b. Board Committees

IV.b.I. Foundation and Community Relations - Justin Davis, Jaime Manz, Sylvia Ruhl, Dave Wragge, Mark Lenihan, Brandon Foote

IV.b.II. Curriculum and Committee on American Civics - Jaime Manz, Jeryl Nelson, Sylvia Ruhl, Mark Lenihan, Misty Bear

Committee on American Civics - meet before August 8th school board meeting

IV.b.III. Facility/Safety/Finance - Justin Davis, Lynn Junck, Jeryl Nelson, Mark Lenihan, Russ Plager, Jordan Widner, Mary Jean Roberson

IV.b.IV. Policy/Title IX - Jaime Manz, Jeryl Nelson, Jodi Pulfer, Mark Lenihan, Tucker Hight, Russ Plager

IV.b.V. Negotiations - Justin Davis, Lynn Junck, Jodi Pulfer, Mark Lenihan

IV.b.VI. Legislative - Lynn Junck, Jodi Pulfer, Sylvia Ruhl, Mark Lenihan

V. Boardsmanship

V.a. Review of Policies: 7000-8000

V.b. Review of NASB Strategic Plan - Strategy 6

VI. Future Agenda Items:

- *Second Reading of Superintendent Evaluation Handbook
- *Second Reading of Policy 4133: Substitute Teachers
- *Board/Staff Breakfast - Monday, August 15, 2022, 8:00 a.m.
- *District Open House - Monday, August 15, 2022, 5:00-7:00 p.m.
- *Americanism Hearing
- *Special Meeting - August 29 or 30, 2022 5:00 p.m.
- *Board Review of Policies: 9000

VII. Adjournment

Wayne Community Schools
Board of Education Regular Meeting Minutes
June 13, 2022

The regular meeting of the Wayne Board of Education was held at 611 West 7th Street, Wayne, NE, 68787, on Monday, June 13, 2022, at 5:00 PM. Notice of the meeting and place of agenda was posted at Wayne Community Schools, posted in The Wayne Herald (6/9/2022), and online: wayneschools.org. A copy of the Nebraska Open Meetings Act was displayed for the public to read.

Present Board Members:

Mr. Lynn Junck
Mrs. Jaime Manz
Dr. Jeryl Nelson
Dr. Jodi Pulfer
Mrs. Sylvia Ruhl

Absent Board Member:

Mr. Justin Davis

I. Call the Meeting to Order

Discussion: The meeting was called to order at 5:00 p.m. at the Early Learning Center.

I.a. Pledge of Allegiance

I.b. Announce Open Meetings Act Posting and Location - Posted at Wayne Community Schools, Published in the Wayne Herald (6/9/2022), and online: www.wayneschools.org

I.c. Action on Absence and Roll Call

Motion to excuse absent board member, Mr. Justin Davis, passed with a motion by Mr. Lynn Junck and a second by Dr. Jeryl Nelson. Motion carried with five yes votes.

Mr. Justin Davis:	Absent
Mr. Lynn Junck:	Yes
Mrs. Jaime Manz:	Yes
Dr. Jeryl Nelson:	Yes
Dr. Jodi Pulfer:	Yes
Mrs. Sylvia Ruhl:	Yes

I.d. Approval of Agenda - The Board may enter Executive Session to discuss any matter for which Executive Session is lawful and appropriate.

Motion to approve agenda, as presented, passed with a motion by Mrs. Jaime Manz and a second by Mrs. Sylvia Ruhl. Motion carried with five yes votes.

Mr. Justin Davis: Absent
Mr. Lynn Junck: Yes
Mrs. Jaime Manz: Yes
Dr. Jeryl Nelson: Yes
Dr. Jodi Pulfer: Yes
Mrs. Sylvia Ruhl: Yes

I.e. Consent Agenda - Discuss, Consider, and Take Necessary Action on Minutes of Previous Meetings and Financial Claims

Motion to approve consent agenda, as presented, passed with a motion by Mr. Lynn Junck and a second by Mrs. Jaime Manz. Motion carried with five yes votes.

Mr. Justin Davis: Absent
Mr. Lynn Junck: Yes
Mrs. Jaime Manz: Yes
Dr. Jeryl Nelson: Yes
Dr. Jodi Pulfer: Yes
Mrs. Sylvia Ruhl: Yes

I.e.I. Approval of Minutes of Previous Meetings

I.e.II. Approval of Financial Reports and Claims

I.f. Personnel

I.f.I. Extra Duty Assignments

Discussion: Dr. Lenihan explained the Extra Duty assignments to the Board. He also noted that a couple of areas still need to be filled.

II. Communications from the Public (Policy 8346) and Requested Presentations

II.a. Business and Industry Committee members BJ Woehler, Broch Muhs, John Vinchattle, Luke Virgil - Skills U.S.A. Information

Discussion:

Luke Virgil: 108 West 3rd Street, Wayne

BJ Woehler: 902 Bressler Court, Wayne

Broch Muhs: 321 East 4th Street, Wayne

John Vinchattle: 419 Donner Pass, Wayne

Business and Industry Committee Members gave the Board information on Skills USA. They feel it would be an important piece to the school's curriculum.

II.b. School Counselors - Information regarding Mental Health - Heartland

Discussion:

Kim Lubberstedt: 407 Oak Drive, Wayne

Lindsey Knutson: 1207 Grainland Road, Wayne

The school counselors, Ms. Lubberstedt and Mrs. Knutson, gave the Board a counseling update. They stated that adding Mrs. Behmer, from Heartland Counseling, has been a great addition. They gave the Board the number of students that are being served by Mrs. Behmer over the summer. Looking forward, they would like to continue the mental health services with a counselor in each building.

II.c. WCS Foundation Annual Report

Discussion:

Brandon Foote: 425 Oak Drive, Wayne

Mr. Brandon Foote, WCS Foundation Director, gave the Board the annual Foundation review. He discussed scholarships awarded, signage sold, and the IDEA teacher grants awarded.

III. Action Items

III.a. Old Business

III.b. New Business

III.b.I. Construction Management at Risk Method of Construction Delivery - Discuss, Consider, and Take all Necessary Action with Regard to Selecting the Construction Management at Risk Method of Construction Delivery for a Proposed School Facility Project under the Political Subdivisions Construction Alternatives Act

MOTION by Dr. Jeryl Nelson and a second by Mr. Lynn Junck that the Board of Education for this School District should and does hereby select the Construction Management at Risk construction delivery method pursuant to the Nebraska Political Subdivisions Construction Alternatives Act and Board policy for a proposed early childhood and high school improvements project, and hereby delegates to and directs the Superintendent of Schools, or designee, along with selected legal counsel, to initiate and carry out all actions necessary to comply with the requirements of the Act, including but not limited to the development and issuance of a Request for Proposals for the position of Construction Management at Risk for the project; provided that letters of interest shall not be required. Motion carried with five yes votes.

Mr. Justin Davis:	Absent
Mr. Lynn Junck:	Yes
Mrs. Jaime Manz:	Yes
Dr. Jeryl Nelson:	Yes

Dr. Jodi Pulfer: Yes
Mrs. Sylvia Ruhl: Yes

Discussion: Dr. Lenihan discussed the community facility meetings. He also discussed the site plans considerations. The Board approved the Construction Management at Risk Method of Construction Delivery motion. Mr. Eric Knutson, attorney, read the motion.

III.b.II. Adopting the Construction Management at Risk Selection Criteria - Discuss, Consider, and Take all Necessary Action with Regard to Adopting the Construction Management at Risk Selection Criteria and the Evaluation Point Values for a Proposed School Facility Project

MOTION by Mr. Lynn Junck and a second by Dr. Jeryl Nelson that the Board of Education for this School District should and does hereby adopt and approve the Construction Manager at Risk selection criteria and evaluation weights for a proposed early childhood and high school improvements project as presented. Motion carried with five yes votes.

Mr. Justin Davis: Absent
Mr. Lynn Junck: Yes
Mrs. Jaime Manz: Yes
Dr. Jeryl Nelson: Yes
Dr. Jodi Pulfer: Yes
Mrs. Sylvia Ruhl: Yes

Discussion: Dr. Lenihan discussed the criteria motion for the Construction Management at Risk Method of Construction Delivery. Mr. Eric Knutson, attorney, read the motion. The Board approved the motion.

III.b.III. Appointing Member to the Construction Management at Risk Selection Committee - Discuss, Consider, and Take all Necessary Action with Regard to Appointing Members to the Construction Management at Risk Selection Committee for a Proposed School Facility Project

MOTION by Mr. Lynn Junck and a second by Mrs. Jaime Manz that the Board of Education for this School District should and does hereby appoint the Construction Manager at Risk Selection Committee as presented, to evaluate the proposals received from firms in response to the Request for Proposals for a proposed early childhood and high school improvements project. Motion carried with five yes votes.

Mr. Justin Davis: Absent
Mr. Lynn Junck: Yes
Mrs. Jaime Manz: Yes
Dr. Jeryl Nelson: Yes

Dr. Jodi Pulfer: Yes
Mrs. Sylvia Ruhl: Yes

Discussion: Dr. Lenihan gave the Board the names of the individuals who will be on the Construction Manager at Risk Selection Committee. These individuals will evaluate the received proposals for the early childhood and high school improvement project. Mr. Eric Knutson, attorney, read the motion. The Board approved the motion.

III.b.IV. First Reading of Policy Updates - Discuss, Consider, and Take Necessary Action on First Reading of Policy Updates

Motion to approve the First Reading of the Policy updates passed with a motion by Mrs. Sylvia Ruhl and a second by Mrs. Jaime Manz. Motion carried with five yes votes.

Mr. Justin Davis: Absent
Mr. Lynn Junck: Yes
Mrs. Jaime Manz: Yes
Dr. Jeryl Nelson: Yes
Dr. Jodi Pulfer: Yes
Mrs. Sylvia Ruhl: Yes

Discussion: The Board approved the first reading of the Policy Updates. The updates are required by the state.

III.b.V. First Reading of K-6 2022-23 Student Handbook - Discuss, Consider, and Take Necessary Action on First Reading of K-6 2022-23 Student Handbook

Motion to approve the First Reading of the K-6 Handbook passed with a motion by Mrs. Sylvia Ruhl and a second by Mrs. Jaime Manz. Motion carried with five yes votes.

Mr. Justin Davis: Absent
Mr. Lynn Junck: Yes
Mrs. Jaime Manz: Yes
Dr. Jeryl Nelson: Yes
Dr. Jodi Pulfer: Yes
Mrs. Sylvia Ruhl: Yes

Discussion: The Board approved the First Reading of the 2022-23 K-6 Student Handbook.

III.b.VI. 2022-23 Milk and Dairy Prices - Discuss, Consider, and Take Necessary Action on 2022-23 Milk and Dairy Prices

Motion to approve the quote from Kemps LeMars for Milk and Dairy products for the 2022-23 school year, passed with a motion by Mrs. Sylvia Ruhl and a second by Mrs. Jaime Manz. Motion carried with five yes votes.

Mr. Justin Davis: Absent
Mr. Lynn Junck: Yes
Mrs. Jaime Manz: Yes
Dr. Jeryl Nelson: Yes
Dr. Jodi Pulfer: Yes
Mrs. Sylvia Ruhl: Yes

Discussion: The Board approved the bid for milk and dairy products from Kemps Le Mars for the 2022-23 school year.

III.b.VII. First Reading of 2022-23 Teacher Handbook - Discuss, Consider, and Take Necessary Action on First Reading of 2022-23 Teacher Handbook

Motion to approve the 2022-23 Teacher Handbook on first and final reading passed with a motion by Dr. Jeryl Nelson and a second by Mrs. Sylvia Ruhl. Motion carried with five yes votes.

Mr. Justin Davis: Absent
Mr. Lynn Junck: Yes
Mrs. Jaime Manz: Yes
Dr. Jeryl Nelson: Yes
Dr. Jodi Pulfer: Yes
Mrs. Sylvia Ruhl: Yes

Discussion: The Board approved the first and final reading of the 2022-23 Teacher Handbook.

III.b.VIII. First Student Bus Contract Addendum - Discuss, Consider, and Take Necessary Action on First Student Bus Contract Addendum

Motion to table First Student Bus Contract Addendum passed with a motion by Mr. Lynn Junck and a second by Dr. Jeryl Nelson. Motion carried with five yes votes.

Mr. Justin Davis: Absent
Mr. Lynn Junck: Yes
Mrs. Jaime Manz: Yes
Dr. Jeryl Nelson: Yes
Dr. Jodi Pulfer: Yes
Mrs. Sylvia Ruhl: Yes

Discussion: With no formal addendum to present, the Board tabled this agenda item until the July Board Meeting.

IV. Administration and Board Committee Reports:

IV.a. Administration - Written reports were provided by Administration. Copies of their reports are available at the District Office upon request.

IV.a.I. Superintendent

IV.a.I.1. Strategic Plan Update

Discussion: Dr. Lenihan gave an update on the Strategic Plan. He will keep the Board informed as the process is completed.

IV.a.I.2. 2022-23 Substitute Teacher Rates

Discussion: Dr. Lenihan surveyed area schools to find out their sub pay rates. He will have a recommendation for the Board in July.

IV.a.I.3. Line Item Budget Update

Discussion: Dr. Lenihan discussed updates to the proposed budget with the Board.

IV.a.I.4. LB 644 - Joint Public Tax Request Hearing

If a school district is required to participate in the Joint Public Hearing, due to their total tax request exceeding 2% plus real growth, the district does **NOT** have to hold a tax request hearing. The Joint Public Hearing replaces the Tax Request Hearing. More information will be provided in the budget text to be released in June and will be covered at upcoming presentations including the June budget webinar.

Discussion: Dr. Lenihan discussed the potential LB 644 bill. He will keep the Board informed of any updates.

IV.a.I.5. ESSA Monitoring Review (Every Student Succeeds Act)

Discussion: Dr. Lenihan discussed the results from the ESSA (Every Student Succeeds Act) Monitoring Review. Dr. Lenihan thanked Mr. Plager for all the work put into this.

IV.a.II. High School Principal

Discussion: Mr. Tucker Hight stated that graduation went very well in the High School gym. Many compliments have been received.

IV.a.III. Special Education/Early Learning Center Director

Discussion: Mrs. Misty Bear gave the preliminary State Assessment and ACT scores. She also discussed the reduction of assessments at most grade levels, beginning next fall.

IV.a.III.1. Preliminary State Assessment Results

IV.a.IV. Elementary Principal

Discussion: Mr. Plager noted the end of year went very well, with many activities planned.

IV.a.V. Junior High Principal/Activities Director

Discussion: The spring sports season ended well with several Track athletes and Boys Golf going to State.

IV.b. Board Committees

IV.b.I. Foundation and Community Relations - Justin Davis, Jaime Manz, Sylvia Ruhl, Dave Wragge, Mark Lenihan, Brandon Foote

Discussion: Mr. Brandon Foote, WCS Foundation Director, reminded everyone of the FFA Ag Breakfast at the Fire Hall on Wednesday, June 15, 2022. The breakfast will be held at the Fire Hall. The All-Class Reunion will be July 9, 2022, at the City Auditorium.

IV.b.II. Curriculum and Committee on American Civics - Jaime Manz, Jeryl Nelson, Sylvia Ruhl, Mark Lenihan, Misty Bear

IV.b.II.1. American Civics Report 2021-2022 School Year

Discussion: Dr. Lenihan discussed the activities and lessons the teachers have done throughout the year for Americanism. Some items included discussions on Thanksgiving, Martin Luther King, Jr. Day, and Constitution Day.

IV.b.III. Facility/Safety/Finance - Justin Davis, Lynn Junck, Jeryl Nelson, Mark Lenihan, Russ Plager, Jordan Widner, Mary Jean Roberson

Discussion: The Facility/Safety/Finance Committee met and discussed summer projects and budget updates. Dr. Lenihan told the Board the cement has been poured on the east side of the Jr/Sr High School. The steps on the west side will begin soon, but the contractor has been in contact with Mr. Jordan Widner regularly.

IV.b.IV. Policy/Title IX - Jaime Manz, Jeryl Nelson, Jodi Pulfer, Mark Lenihan, Tucker Hight, Russ Plager

Discussion: The Policy Committee met to discuss current policy updates.

IV.b.V. Negotiations - Justin Davis, Lynn Junck, Jodi Pulfer, Mark Lenihan

Discussion: No report.

IV.b.VI. Legislative - Lynn Junck, Jodi Pulfer, Sylvia Ruhl, Mark Lenihan

Discussion: No report.

V. Boardsmanship

*Board Review of Policies 7000-8000

*NASB School Leaders & Law Conference - June 22-23, Kearney, NE

VI. Future Agenda Items

*Review of Policies:

2101: Superintendent as CEO of District

5415: Anti-Bullying

5416: Student Fees

5418: Homeless

6400: Parental Involvement

*Second Reading of 2022-23 K-6 Student Handbook

*Second Reading of 2022-23 Teacher Handbook

Discussion: Additional Future Agenda items include: Second Reading of Policy Updates and a recommendation for Substitute Teacher Rates.

VII. Adjournment

Motion to Adjourn Meeting passed with a motion by Mr. Lynn Junck and a second by Mrs. Jaime Manz. Motion carried with five yes votes.

Mr. Justin Davis: Absent

Mr. Lynn Junck: Yes

Mrs. Jaime Manz: Yes

Dr. Jeryl Nelson: Yes

Dr. Jodi Pulfer: Yes

Mrs. Sylvia Ruhl: Yes

Discussion: The meeting was adjourned at 7:13 p.m. The next regular Board Meeting will be Monday, July 11, 2022, beginning at 5:00 p.m. The meeting will be held at the Early Learning Center, 803 Providence Road, Wayne.

Deb Daum, Secretary

Wayne Public Schools

Check Listing Report

Accounting Cycle: FY21-22; Begin Date: 06/13/2022; End Date: 06/14/2022; Bank: State Nebraska Bank; Sort By Element: FUND; Account Expression: ([FUND] = "06"); Created On: 6/13/2022 5:25:47 PM

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
LF-06142022	State Nebraska Bank	540978	5272	Cash-Wa Distributing	\$1,062.04	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Cash-Wa Distributing		6/1/2022	06-2-031000-610-000-000	supply, SN		\$444.41
Cash-Wa Distributing		6/1/2022	06-2-031000-630-000-000	food, SN		\$617.63
Sub Total						\$1,062.04
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
LF-06142022	State Nebraska Bank	540978	5273	Hiland Dairy	\$1,927.23	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Hiland Dairy		5/31/22	06-2-031000-630-000-000	food, SN		\$1,927.23
Sub Total						\$1,927.23
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
LF-06142022	State Nebraska Bank	540978	5274	Main Street Garage, LLC	\$214.60	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Main Street Garage, LLC		011236	06-2-031000-350-000-000	2003 Ford E-350 oil change & inspection/rep. & maint., SN		\$109.50
Main Street Garage, LLC		011223	06-2-031000-350-000-000	2006 Freestar oil change & inspection/rep. & maint., SN		\$105.10
Sub Total						\$214.60
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
LF-06142022	State Nebraska Bank	540978	5275	Nebraska Food Distribution Program	\$272.50	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Nebraska Food Distribution Program		5/1/2022	06-2-031000-630-000-000	commodities/food, SN		\$272.50
Sub Total						\$272.50
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
LF-06142022	State Nebraska Bank	540978	5276	Pizza Hut - Wayne	\$966.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Pizza Hut - Wayne		5/12/22	06-2-031000-630-000-000	food, SN		\$966.00
Sub Total						\$966.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
LF-06142022	State Nebraska Bank	540978	5277	Wayne County Farm Bureau	\$2,422.50	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Wayne County Farm Bureau		5/24/2022	06-2-031000-630-000-000	712.5 lbs beef patties/food, SN		\$2,422.50
Sub Total						\$2,422.50
Grand Total						\$6,864.87

Wayne Public Schools

Check Listing Report

Accounting Cycle: FY21-22; Begin Date: 06/13/2022; End Date: 06/14/2022; Bank: State Nebraska Bank; Sort By Element: FUND; Account Expression: (FUND] = "06") ; Created On: 6/13/2022 5:25:48 PM

Check Date	Check Number	Payee	Type	Amount
06/14/2022	5272	Cash-Wa Distributing	Accounts Payable	\$1,062.04
06/14/2022	5273	Hiland Dairy	Accounts Payable	\$1,927.23
06/14/2022	5274	Main Street Garage, LLC	Accounts Payable	\$214.60
06/14/2022	5275	Nebraska Food Distribution Program	Accounts Payable	\$272.50
06/14/2022	5276	Pizza Hut - Wayne	Accounts Payable	\$966.00
06/14/2022	5277	Wayne County Farm Bureau	Accounts Payable	\$2,422.50
Sub Total				\$6,864.87

Wayne Public Schools

Check Listing Report

Accounting Cycle: FY21-22; Begin Date: 06/13/2022; End Date: 06/14/2022; Bank: State Nebraska Bank; Sort By Element: FUND; Account Expression: ([FUND] = "06"); Created On: 6/13/2022 5:25:48 PM

Check Date	Check Number	Payee	Description	Type	Amount
06/14/2022	5272	Cash-Wa Distributing	food & supply, SN	Accounts Payable	\$1,062.04
06/14/2022	5273	Hiland Dairy	food, SN	Accounts Payable	\$1,927.23
06/14/2022	5274	Main Street Garage, LLC	2006 Freestar oil change/inspections, rep. & maint., SN	Accounts Payable	\$105.10
06/14/2022	5274	Main Street Garage, LLC	2003 Ford E-350 oil change/inspection, rep. & maint., SN	Accounts Payable	\$109.50
06/14/2022	5275	Nebraska Food Distribution Program	commodities/food, SN	Accounts Payable	\$272.50
06/14/2022	5276	Pizza Hut - Wayne	food, SN	Accounts Payable	\$966.00
06/14/2022	5277	Wayne County Farm Bureau	beef patties/food, SN	Accounts Payable	\$2,422.50
Sub Total					\$6,864.87

Activity Fund Check Report - June 2022

Check #	Check Date	Vendor Name	Paid from Account	Description	Amount
15473	6/6/2022	NSAA	Athletic	2022-2023 activities reg.	\$ 1,380.00
15474	6/6/2022	Wayne Country Club	Athletic	Mac Invite fees & meals; meals for Dist. Golf	1,415.00
15475	6/6/2022	Stadium Sports	GB	camp t-shirts	513.00
15476	6/6/2022	Hauff Mid America Sports	VB	camp t-shirts	569.22
15477	6/6/2022	Nicole Harmer	VB	refund/VB camp	20.00
15478	6/6/2022	Godfather's Pizza	TR	pizza	855.42
			Musical		167.42
			Student Assistance		96.00
			Speech/Drama		208.00
15479	6/6/2022	Grossenburg Imp.	Power Drive	part	10.37
15480	6/6/2022	Bomgaars	Power Drive	supplies	232.92
			FFA		61.26
15481	6/6/2022	Linpepco - Siouxland	Student Council	vending machine	132.15
15482	6/6/2022	Linpepco - Siouxland	Grades	vending machine	63.00
15483	6/6/2022	Amazon Capital Services	Emporium	restock fee/apparel	11.33
15484	6/10/2022	Amazon Capital Services	Athletic	roll tickets	31.56
15485	6/10/2022	U.S. Bank (credit card)	Athletic	meals - State TR/State Golf	6,470.61
			NHS	candy/Buckle Up project	33.75
			FCCLA	6 plane tickets, 3 red blazers for Nat'l Conv.	5,471.16
			Grades	Scholastic Book Fair purchase	126.82
15486	6/10/2022	Rob Sweetland	BB	reimb.-gas, lodging/ basketball camp	703.87
15487	6/10/2022	Black Squirrel Enterprises	TR	15 springback hurdles	1,500.00
15488	6/10/2022	Midbell Music	Band	reeds, etc.	225.83
15489	6/10/2022	Wayne Greenhouse		graduation balloons, flowers	812.50
15490	6/10/2022	Pac 'n' Save	TR	supplies	997.12
			SPED Trans.		34.89
			Speech/Drama		28.90
			Baseball		180.00
			Staff Support		750.75
15491	6/10/2022	Rugged Protection	St. Fee - Chromebooks	97 chromebook cases	2,307.66

Activity Fund Check Report - June 2022

15492	6/10/2022	Scholastic Inc.	Grades	Bookflix renewal	1,436.00
15493	6/10/2022	Wayne Country Club	Athletic	Dist. Golf entry fees for Wayne, Blair, Lakeview, Pierce, So. Sioux, West Pt.-Beemer (Checks payable to WHS)	600.00
15494	6/15/2022	Brian Kesting	BB	refund/BB camp	30.00
15495	6/15/2022	Valentine Girls Basketball	GB	camp reg.	400.00
15496	6/15/2022	Brewers Canoers	GB	tubing @ GB camp	665.00
15497	6/15/2022	Total Graphics	Emporium	supply	24.00
15498	6/15/2022	Pac 'n' Save	FFA	deli charge for FFA banquet, 5/1	762.85
15499	6/15/2022	WSC Athletic Camps	VB	VB camp reg.	<u>765.00</u>
				TOTAL	\$ 22,934.41

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2406	State Nebraska Bank	540935	1673	Perry, Guthery, Haase &	\$2,606.50	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Perry, Guthery, Haase &		61922	08-2-026200-340-000-010	RFP and CM@R		\$2,606.50
Sub Total						\$2,606.50
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2401	State Nebraska Bank	537047	22546	Wayne Public Schools - Building Fund	\$5,497.55	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Wayne Public Schools - Building Fund		06292022	01-2-034001-450-001-002	Concrete pad for outdoor lunch tables		\$5,497.55
Sub Total						\$5,497.55
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22547	Ace Hardware & Home	\$214.85	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Ace Hardware & Home		063022	01-2-026200-431-005-010	Paint		\$93.98
Ace Hardware & Home		063022	01-2-026200-610-001-000	bug sprays, fly swatters		\$48.92
Ace Hardware & Home		063022	01-2-026300-610-000-000	Roundup, bolts turnbuckles		\$71.95
Sub Total						\$214.85
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22548	Amazon Capital Services	\$4,701.34	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Amazon Capital Services	6578-2022	1J3Q-MP9Q-38WR	01-2-023200-610-000-000	alphabet page dividers/supt. supply, dist.	06/15/2022	\$13.29
Amazon Capital Services	6113B-2022	1JFP-VJJR-VY9D	01-2-021200-610-005-000	ES guidance office supply	06/15/2022	\$49.98
Amazon Capital Services	6619-2022	1K7M-HQWN-G43Q	01-2-011000-610-006-030	food processor, 2 blenders, food containers, disposable aprons/JH FACS supply	07/05/2022	\$1,214.15
Amazon Capital Services	6612-2022	11P6-LQYV-NWHW	01-2-011000-610-006-010	JH t. supply	07/05/2022	\$31.09
Amazon Capital Services	6585-2022	1FV7-PVPL-HP9R	01-2-026300-431-000-020	sprinkler valve/grounds upkeep & rep. maint.	07/05/2022	\$103.08
Amazon Capital Services	6581-2022	1JKM-YKLV-9V9V	01-2-022300-610-000-000	2 computer shelves for time clock system/supplies, tech dist.	07/05/2022	\$46.99
Amazon Capital Services	6579-2022	1YNW-1NGQ-611L	01-2-026200-431-001-010	coupling/HS bldg. upkeep & rep. maint.	07/05/2022	\$37.93
Amazon Capital Services	6140-2022	11VV-1YPN-MDKY	01-2-011000-610-005-010	credit on order/K-5 science supply	07/05/2022	(\$12.89)
Amazon Capital Services	6140-2022	11VV-1YPN-MDKY	01-2-011000-610-005-010	K-5 science supply	07/05/2022	\$266.61
Amazon Capital Services	6115-2022	1JHN-7RYG-CKT3	01-2-011000-610-005-010	ES t. supply	07/05/2022	\$224.52
Amazon Capital Services	6111-2022	1PYG-4HPM-C167	01-2-011000-610-005-010	ES t. supply	07/05/2022	\$157.64
Amazon Capital Services	6100-2022	1Q4H-91MG-46QY	01-2-011000-610-005-010	ES t. supply	07/05/2022	\$425.38
Amazon Capital Services	5321-2022	1D113QTR-G6F1	01-2-021900-610-001-010	3 SB training mats/athl. equip. supply	07/05/2022	\$119.97
Amazon Capital Services	4499-2022	1FLJ-JVVP-G49Q	01-2-064110-610-000-001	storage cabinet/IDEA CCEIS supply	07/05/2022	\$399.00
Amazon Capital Services	6156-2022	1HTK-PHJW-WKMG	01-2-011000-610-005-010	storage cabinet for Kid's Club supplies/ES t. supply	07/06/2022	\$330.98
Amazon Capital Services	6698-2022	14CX-7Y3W-777H	01-2-025100-610-000-000	laneyards for staff badges/supplies, office dist.	07/07/2022	\$29.50
Amazon Capital Services	6586-2022	1KY9-6WHC-946G	01-2-026200-431-300-010	wireless doorbell for ELC/ELC bldg. upkeep & rep. maint.	07/07/2022	\$69.49
Amazon Capital Services	6614-2022	1QKJ-VH7J-DGH4	01-2-021900-610-001-010	HS athletic supply	07/07/2022	\$529.40
Amazon Capital Services	6680-2022	1JXD-FJKG-YRPR	01-2-012003-610-006-121	L-shaped desk for new SPED services office at JH- HS/JH SPED furn. & fixt. supply	07/07/2022	\$167.98
Amazon Capital Services	6631-2022	19MX-CWQ3-9C7T, 1FV7-PVPL-F9PH,1	01-2-011000-640-001-000	credit on order/HS grammar textbooks	07/07/2022	(\$34.95)
Amazon Capital Services	6631-2022	19MX-CWQ3-9C7T, 1FV7-PVPL-F9PH,1	01-2-011000-640-001-000	HS grammar textbooks	07/07/2022	\$209.08
Amazon Capital Services	6605-2022	11R1-VV77-9H4H	01-2-011000-610-001-070	HS science lab supply	07/07/2022	\$127.52
Amazon Capital Services	3250-2022	1GFP-KJG6-JVHF	01-2-011000-610-006-070	JH science lab supplies	07/07/2022	\$107.99
Amazon Capital Services	6356-2022	1K7M-HQWN-QP6C	01-2-011000-610-006-070	JH science lab supplies	07/07/2022	\$87.61
Sub Total						\$4,701.34
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22549	American Broadband	\$791.04	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22557	Carhart Lumber Company	\$43.90	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Carhart Lumber Company	6656-2922	k24159	01-2-026200-431-005-010	lumber supply/ES bldg. upkeep & rep.	06/27/2022	\$43.90
Sub Total						\$43.90
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22558	Carolina Biological Supply Co.	\$602.45	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Carolina Biological Supply Co.	6638-2022	51809138RI, 51810365RI	01-2-011000-610-001-070	HS science lab supplies	06/28/2022	\$602.45
Sub Total						\$602.45
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22559	Chemsearch FE	\$1,026.79	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Chemsearch FE		7842689	01-2-026200-431-005-010	ES water treatment contract		\$1,026.79
Sub Total						\$1,026.79
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22560	City of Wayne	\$19,176.87	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
City of Wayne		070822	01-2-026100-410-001-000	HS water 5-13 thru 6-15		\$942.10
City of Wayne		070822	01-2-026100-410-005-000	ES water 5-13 thru 6-15		\$1,278.30
City of Wayne		070822	01-2-026100-410-006-000	JH water 5-13 thru 6-15		\$464.01
City of Wayne		2148	01-2-026100-621-001-010	electricity at baseball field		\$153.98
City of Wayne		070822	01-2-026100-621-001-010	HS electricity 5-13 thru 6-15		\$5,845.30
City of Wayne		070822	01-2-026100-621-005-010	ES Electricity 5-13 thru 6-15		\$7,358.72
City of Wayne		070822	01-2-026100-621-006-010	JH electricity 5-13 thru 6-15		\$2,879.03
City of Wayne		070822	01-2-026100-621-300-010	PRE-K Elec 5-13 thru 6-15		\$255.43
Sub Total						\$19,176.87
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22561	Cole Papers Inc.	\$23.99	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Cole Papers Inc.	6506B-2022	10157104	01-2-026200-610-000-000	maint. supply, dist.	06/28/2022	\$23.99
Sub Total						\$23.99
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22562	Computers Etc.	\$78.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Computers Etc.	6543-2022	53416	01-2-011000-610-001-010	coop order/HS, JH, ES t. supply	07/05/2022	\$10.19
Computers Etc.	6543-2022	53416	01-2-011000-610-005-010	coop order/HS, JH, ES t. supply	07/05/2022	\$57.62
Computers Etc.	6543-2022	53416	01-2-011000-610-006-010	coop order/HS, JH, ES t. supply	07/05/2022	\$10.19
Sub Total						\$78.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22563	Constellation NewEnergy Gas Div., LLC	\$1,773.07	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Constellation NewEnergy Gas Div., LLC		3502676	01-2-026100-621-001-000	Natural Gas Supply 4-22 thru 5-23		\$670.72
Constellation NewEnergy Gas Div., LLC		3502676	01-2-026100-621-005-000	Natural Gas Supply 4-22 thru 5-23		\$771.99
Constellation NewEnergy Gas Div., LLC		3502676	01-2-026100-621-006-000	Natural Gas Supply 4-22 thru 5-23		\$330.36
Sub Total						\$1,773.07
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type

2405	State Nebraska Bank	537047	22564	CPI	\$12,698.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
CPI	6155-2022	CUSO297370, CUSO297379	01-2-064110-330-000-001	NCI Mental Health Virtual Training/IDEA (CCEIS) training for J. Daum & N. Daum	06/27/2022	\$4,200.00
CPI	6155-2022	CUSO297370, CUSO297379	01-2-064110-330-000-001	NCI renewal w/Trauma Blended/IDEA CCEIS training for J. Daum & N. Daum	06/27/2022	\$8,498.00
Sub Total						\$12,698.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22565	Curtis & Coleen Jeffries (Copy Write Publ.)	\$26.28	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Curtis & Coleen Jeffries (Copy Write Publ.)	6574-2022	22018	01-2-023100-610-000-000	bd. mtg. nameplate for J. Osborn/bd. supply	07/05/2022	\$26.28
Sub Total						\$26.28
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22566	Dakota Potters Supply, LLC	\$391.40	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Dakota Potters Supply, LLC	6568-2022	62928	01-2-011000-610-006-090	clay/JH art supply	07/06/2022	\$391.40
Sub Total						\$391.40
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22567	ESU #1	\$195,074.29	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
ESU #1		SP6753	01-2-012001-591-000-001	Program Supervision		\$3,099.87
ESU #1		10916	01-2-012003-330-001-001	Transition Review Meeting		\$20.00
ESU #1		10916	01-2-012003-330-006-001	Transition Review Meeting		\$20.00
ESU #1		SP6753	01-2-012004-591-001-001	Transition		\$1,279.80
ESU #1		SP6753	01-2-012005-591-000-011	Behavior Disorder		\$12,775.00
ESU #1		SP6753	01-2-012005-591-000-021	Profound		\$113,312.50
ESU #1		SP6753	01-2-021410-591-000-001	Psych Services		\$35,437.50
ESU #1		SP6753	01-2-021510-591-000-001	Speech		\$1,243.00
ESU #1		SP6753	01-2-021510-591-000-011	Deaf/Audio		\$813.37
ESU #1		SP6753	01-2-021610-591-000-001	OT credit		(\$75.25)
ESU #1		SP6753	01-2-021810-591-000-001	Vision		\$50.00
ESU #1		SP6753	01-2-064040-591-000-001	Below Age 5		\$26,998.50
ESU #1		10926	01-2-064110-330-000-001	SEBL workshop student core- MB, RK, LK, KL, JS		\$100.00
Sub Total						\$195,074.29
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22568	ESU #10	\$120.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
ESU #10		21996-1	01-2-011000-330-005-000	ES science workshop JMc		\$120.00
Sub Total						\$120.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22569	First Concord Benefits Group	\$100.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
First Concord Benefits Group		070222	01-2-025100-810-000-010	Monthly 125 plan fee		\$100.00
Sub Total						\$100.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22570	First Student, Inc.	\$9,041.34	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
First Student, Inc.		11810580	01-2-021900-580-001-000	HS track and baseball		\$2,298.98
First Student, Inc.		11810580	01-2-021900-580-005-000	May ES field trips		\$3,297.16

First Student, Inc.		11810580	01-2-027100-626-000-000	excess fuel costs		\$3,368.62
First Student, Inc.		11810580	01-2-035350-580-000-002	HAL fieldtrip power plant and newspaper		\$76.58
Sub Total						\$9,041.34

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22571	Flinn Scientific, Inc.	\$465.81	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Flinn Scientific, Inc.	6607-2022	2719646	01-2-011000-610-001-070	HS science lab supply	07/05/2022	\$465.81
Sub Total						\$465.81

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22572	Francotyp-Postalia, Inc.	\$141.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Francotyp-Postalia, Inc.		RI105353930	01-2-025100-531-000-000	Quarterly Postage Meter Rent		\$141.00
Sub Total						\$141.00

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22573	Gopher	\$1,269.74	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Gopher	6609-2022	IN190918	01-2-011000-610-001-000	HS P.E. supply	07/05/2022	\$226.75
Gopher	6609-2022	IN190918	01-2-011000-610-006-000	JH P.E. supply	07/05/2022	\$174.64
Gopher	6609-2022	IN190918	01-2-011000-610-006-010	JH t. supply	07/05/2022	\$174.79
Gopher	6608-2022	IN191380	01-2-011000-610-001-000	HS P.E. supply	07/05/2022	\$693.56
Sub Total						\$1,269.74

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22574	Grossenburg Implement, Inc.	\$20.29	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Grossenburg Implement, Inc.		1515113, 1510962	01-2-026300-431-000-020	lock nut, screw, bearing cap, key		\$20.29
Sub Total						\$20.29

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22575	Hampton Inn Of Kearney	\$1,013.86	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Hampton Inn Of Kearney	6475-2022	281267A	01-2-067000-580-001-002	lodging (T. Rasmussen)-Nebr. Career Ed. Conf./Carl Perkins, travel	07/05/2022	\$477.00
Hampton Inn Of Kearney	6448-2022	280176A	01-2-021300-580-000-000	lodging (A. Wragge)-School Nurse Conf./travel,	07/05/2022	\$366.86
Hampton Inn Of Kearney	6663B-2022	287665A	01-2-023200-580-000-000	lodging for NASB Leaders & Law Conf./travel, supt. dist.	07/06/2022	\$170.00
Sub Total						\$1,013.86

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22576	Heartland Counseling Services, Inc.	\$1,000.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Heartland Counseling Services, Inc.		602	01-2-064110-340-000-001	June '22 Counseling Services		\$1,000.00
Sub Total						\$1,000.00

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22577	Houghton Mifflin Harcourt Publ. Co.	\$146.16	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Houghton Mifflin Harcourt Publ. Co.	6130-2022	955576853	01-2-011000-640-005-000	5 math textbooks (gr. 4)	07/05/2022	\$146.16
Sub Total						\$146.16

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22578	Instru-Med, Inc.	\$100.00	Accounts Payable

Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Instru-Med, Inc.		938	01-2-021510-432-000-001	calibrate audiometer SPED speech		\$100.00
Sub Total						\$100.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22579	IXL Learning, Inc.	\$4,000.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
IXL Learning, Inc.	6636-2022	S436215	01-2-069980-643-000-002	1 yr. site license (Gr. 7-12)/ESSER III web based	07/06/2022	\$4,000.00
Sub Total						\$4,000.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22580	Johnson Controls Fire Protection LP	\$2,799.50	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Johnson Controls Fire Protection LP		88888751	01-2-026200-431-005-010	ES alarm service call		\$2,086.34
Johnson Controls Fire Protection LP		88886720	01-2-026200-431-005-010	ES fire alarm photo sensors		\$713.16
Sub Total						\$2,799.50
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22581	Knutson Law	\$540.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Knutson Law		1511	01-2-023300-317-000-000	May and June Board meeting attendance		\$540.00
Sub Total						\$540.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22582	Lakeshore	\$162.09	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Lakeshore	5738-2022	201368062322	01-2-011900-610-300-000	ELC supply	07/05/2022	\$162.09
Sub Total						\$162.09
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22583	Liminex, Inc. dba GoGuardian	\$9,395.50	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Liminex, Inc. dba GoGuardian	5679-2022	INV34827	01-2-022300-650-001-020	online filtering & monitoring of student devices (yr. 2 of 3)/HS tech software	07/06/2022	\$2,891.87
Liminex, Inc. dba GoGuardian	5679-2022	INV34827	01-2-022300-650-005-020	online filtering & monitoring of student devices (yr. 2 of 3)/ES tech software	07/06/2022	\$5,057.73
Liminex, Inc. dba GoGuardian	5679-2022	INV34827	01-2-022300-650-006-020	online filtering & monitoring of student devices (yr. 2 of 3)/JH tech software	07/06/2022	\$1,445.90
Sub Total						\$9,395.50
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22584	Lutt Oil	\$2,213.80	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Lutt Oil		0622	01-2-013000-610-000-000	June Driver's Ed gasoline		\$1,005.38
Lutt Oil		0622	01-2-021900-580-001-000	May HS Athletics trips		\$485.92
Lutt Oil		0622	01-2-023200-580-000-000	June Superintendent travel		\$18.35
Lutt Oil		0622	01-2-026500-626-000-000	June Pickup-Custodian-Grounds gasoline		\$328.49
Lutt Oil		0622	01-2-026500-626-000-000	June Lunch gas		\$173.95
Lutt Oil		0622	01-2-027120-626-000-001	June SPED trips		\$201.71
Sub Total						\$2,213.80
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22585	Mahaska Snack - Nebraska	\$283.50	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Mahaska Snack - Nebraska	6583-2022	JORO016143	01-2-023200-610-000-000	coffee supply/supt.	07/06/2022	\$70.88
Mahaska Snack - Nebraska	6583-2022	JORO016143	01-2-024100-610-001-000	coffee supply/HS princ.	07/06/2022	\$70.86

Mahaska Snack - Nebraska	6583-2022	JORO016143	01-2-024100-610-006-000	coffee supply/JH princ.	07/06/2022	\$70.88
Mahaska Snack - Nebraska	6583-2022	JORO016143	01-2-026200-610-000-000	coffee supply/maint.	07/06/2022	\$70.88
Sub Total						\$283.50

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22586	Main Street Garage, LLC	\$955.43	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Main Street Garage, LLC		011039	01-2-013000-430-000-000	'14 ford Transit install Drivers Ed brake		\$85.00
Main Street Garage, LLC		011515	01-2-027300-350-000-000	'06 Ford Taurus strut and suspension		\$508.64
Main Street Garage, LLC		011458	01-2-027300-350-000-000	'11 Ford Van vacuum reservoir repair		\$252.29
Main Street Garage, LLC		011039	01-2-027300-350-000-000	'14 Ford Transit service, inspection		\$109.50
Sub Total						\$955.43

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22587	McGraw-Hill LLC	\$4,997.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
McGraw-Hill LLC		123007964001, 123027136001	01-2-011000-640-005-000	ES science textbooks	07/08/2022	\$198.90
McGraw-Hill LLC		6109B-2022 123007964001, 123027136001	01-2-011000-641-005-000	ES science e-books	07/08/2022	\$1,154.04
McGraw-Hill LLC		6146E-2022 123105702001, 123113955001	01-2-011000-640-005-000	ES reading textbooks	07/08/2022	\$2,919.20
McGraw-Hill LLC		6146E-2022 123105702001, 123113955001	01-2-011000-641-005-000	ES science e-books	07/08/2022	\$724.86
Sub Total						\$4,997.00

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22588	Menards - Norfolk	\$374.17	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Menards - Norfolk		6652-2022 24711	01-2-026200-431-000-010	materials to update ES office/bldg. upkeep & rep.,	06/15/2022	\$374.17
Sub Total						\$374.17

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22589	Midbell Music, Inc.	\$644.99	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Midbell Music, Inc.		5794-2022 10645952	01-2-011000-610-001-110	Yamaha Harmony Director/HS band instrument & supply	07/06/2022	\$644.99
Sub Total						\$644.99

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22590	Midwest Alarm Services	\$431.58	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Midwest Alarm Services		382804, 384963	01-2-026200-431-005-010	6- 12 volt batteries for power supply		\$195.30
Midwest Alarm Services		382804, 384963	01-2-026200-431-300-010	Qrly fire alarm inspection		\$236.28
Sub Total						\$431.58

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22591	Midwest Grads	\$1,060.65	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Midwest Grads		61222	01-2-021900-890-001-000	diploma covers and medallions		\$1,060.65
Sub Total						\$1,060.65

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22592	Molly Redden	\$1,000.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Molly Redden		070622	01-2-023100-310-000-000	2022 Census		\$1,000.00
Sub Total						\$1,000.00

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
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2405	State Nebraska Bank	537047	22593	Nebr. Assoc. Of School Boards	\$170.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Nebr. Assoc. Of School Boards	6663-2022	INV-10331-W4NOX9	01-2-023200-810-000-000	reg. for 2022 School Leaders & Law Conf. (M. Lenihan)/dues & fees, supt. dist.	06/28/2022	\$170.00
Sub Total						\$170.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22594	Nebraska State Fire Marshal Agency	\$324.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Nebraska State Fire Marshal Agency		124076	01-2-026200-431-001-010	Annual boiler certificates		\$144.00
Nebraska State Fire Marshal Agency		124076	01-2-026200-431-005-010	annual boiler certificates		\$144.00
Nebraska State Fire Marshal Agency		124076	01-2-026200-431-006-010	Annual boiler certificates		\$36.00
Sub Total						\$324.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22595	Norfolk Daily News	\$180.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Norfolk Daily News	6668-2022	81722SUB	01-2-022200-640-001-010	HS libr. subscription/HS periodical	06/28/2022	\$180.00
Sub Total						\$180.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22596	Northwest Evaluation Association	\$6,525.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Northwest Evaluation Association	6154-2022	72280	01-2-011000-610-001-010	MAP Growth testing/ES, JH, HS t. supply	06/29/2022	\$932.14
Northwest Evaluation Association	6154-2022	72280	01-2-011000-610-005-010	MAP Growth testing/ES, JH, HS t. supply	06/29/2022	\$3,728.57
Northwest Evaluation Association	6154-2022	72280	01-2-011000-610-006-010	MAP Growth testing/ES, JH, HS t. supply	06/29/2022	\$1,864.29
Sub Total						\$6,525.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22597	NSIAAA	\$800.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
NSIAAA	6697-2022	LIFETIME	01-2-024100-810-006-000	Lifetime fee (D. Wragge)/dues & fees, JH princ.	07/06/2022	\$800.00
Sub Total						\$800.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22598	One Source	\$204.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
One Source		2561-20220430	01-2-023300-317-000-000	April Background Checks		\$50.00
One Source		2022010673	01-2-023300-317-000-000	June Background Checks		\$154.00
Sub Total						\$204.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22599	OTC Brands, Inc.	\$231.43	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
OTC Brands, Inc.	5739-2022	717510805-01	01-2-011900-610-300-000	ELC supplies	07/05/2022	\$231.43
Sub Total						\$231.43
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22600	Pac 'n' Save	\$27.76	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Pac 'n' Save		7122	01-2-011000-610-001-080	water		\$7.50
Pac 'n' Save		7122	01-2-023100-610-000-000	cookies		\$20.26
Sub Total						\$27.76
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type

2405	State Nebraska Bank	537047	22601	Plunkett's/Varment Guard	\$251.15	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Plunkett's/Varment Guard		7600663	01-2-026200-431-000-010	monthly pest control		\$251.15
Sub Total						\$251.15
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22602	Providence Medical Center	\$720.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Providence Medical Center		7722	01-2-021610-591-000-001	Providence MC SPED OT May		\$662.50
Providence Medical Center		7722	01-2-021710-591-000-001	Providence MC SPED PT- May		\$57.50
Sub Total						\$720.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22603	Rasmussen Mechanical Services	\$2,713.41	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Rasmussen Mechanical Services		SRV093116, SRV093139	01-2-026200-431-001-010	HS CHILLER service		\$725.91
Rasmussen Mechanical Services		SRV092271	01-2-026200-431-005-010	ES service HP204 & 304, pump 5 & cooling tower		\$1,237.00
Rasmussen Mechanical Services		SRV093116, SRV093139	01-2-026200-431-005-010	HEAT PUMPS 100 & 206		\$750.50
Sub Total						\$2,713.41
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22604	Reams Sprinkler Supply	\$34.28	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Reams Sprinkler Supply		6889831-001	01-2-026300-431-005-020	ES sprinkler parts		\$34.28
Sub Total						\$34.28
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22605	Rochester 100 Inc.	\$790.25	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Rochester 100 Inc.		6083-2022	01-2-011000-610-005-010	communication folders/ES t. supply	06/28/2022	\$790.25
Sub Total						\$790.25
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22606	Rotary Club of Wayne	\$160.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Rotary Club of Wayne		250	01-2-024100-610-005-000	22-23 dues RP		\$160.00
Sub Total						\$160.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22607	Scholastic Inc.	\$600.38	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Scholastic Inc.		6094-2022	01-2-011000-610-005-010	paperback books/ES t. supply	06/28/2022	\$600.38
Sub Total						\$600.38
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22608	School Service, Inc.	\$33.99	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
School Service, Inc.		6641-2022	01-2-024100-610-001-000	forms/JH, HS princ. office supplies	06/28/2022	\$22.66
School Service, Inc.		6641-2022	01-2-024100-610-006-000	forms/JH, HS princ. office supplies	06/28/2022	\$11.33
Sub Total						\$33.99
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22609	School Specialty, LLC	\$978.08	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount

School Specialty, LLC	6112-2022	208130069623	01-2-011000-610-005-010	ES t. supply	06/14/2022	\$44.45
School Specialty, LLC	6099-2022	308103994805	01-2-011000-610-005-010	ES t. supply	06/14/2022	\$98.37
School Specialty, LLC	6541-2022	308103994477	01-2-011000-610-001-010	coop order/HS t. supply	06/14/2022	\$286.81
School Specialty, LLC	6541-2022	308103994477	01-2-011000-610-005-010	coop order/ES t. supply	06/14/2022	\$419.76
School Specialty, LLC	6541-2022	308103994477	01-2-011000-610-006-010	coop order/JH t. supply	06/14/2022	\$53.64
School Specialty, LLC	6541-2022	308103994477	01-2-011900-610-300-000	coop order/ELC supply	06/14/2022	\$15.07
School Specialty, LLC	6541-2022	308103994477	01-2-012003-610-001-011	coop order/HS SPED t. supply	06/14/2022	\$14.12
School Specialty, LLC	6541-2022	308103994477	01-2-012003-610-005-011	coop order/ES SPED t. supply	06/14/2022	\$36.13
School Specialty, LLC	6541-2022	308103994477	01-2-012003-610-006-011	coop order/JH SPED t. supply	06/14/2022	\$6.96
School Specialty, LLC	6541-2022	308103994477	01-2-022200-610-005-000	coop order/ES libr. supply	06/14/2022	\$2.77
Sub Total						\$978.08

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22610	Security Shredding Services	\$35.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Security Shredding Services		19000	01-2-025100-310-000-020	1 bin shredding		\$35.00
Sub Total						\$35.00

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22611	State Nebraska Bank and Trust Co.	\$165.29	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
State Nebraska Bank and Trust Co.	6691-2022	60922CKS	01-2-025100-610-000-000	checks/deposit slips for Activity Fund/office sup., dist.	06/28/2022	\$165.29
Sub Total						\$165.29

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22612	Strivven Media LLC	\$2,775.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Strivven Media LLC	6150-2022	1WCS2022	01-2-012003-610-001-011	1 yr. Virtual Job Shadow site license/HS SPED t. supply	06/28/2022	\$2,775.00
Sub Total						\$2,775.00

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22613	Sunnyview Place, LLC	\$4,482.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Sunnyview Place, LLC		0722	01-2-026100-441-300-000	July rent		\$4,207.00
Sunnyview Place, LLC		0722	01-2-026100-441-300-000	June rate increase		\$275.00
Sub Total						\$4,482.00

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22614	Supreme School Supply Co.	\$301.12	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Supreme School Supply Co.	6640-2022	144256	01-2-024100-610-001-000	forms/JH, HS princ. office supply	06/28/2022	\$195.91
Supreme School Supply Co.	6640-2022	144256	01-2-024100-610-006-000	forms/JH, HS princ. office supply	06/28/2022	\$105.21
Sub Total						\$301.12

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22615	Sway	\$779.70	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Sway	6731-2022	11940	01-2-021900-610-001-010	2022-2023 annual sports profiles (qty. 230)	07/05/2022	\$779.70
Sub Total						\$779.70

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22616	Teaching Strategies, LLC	\$1,845.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Teaching Strategies, LLC	6147-2022	INV146611	01-2-011250-650-000-001	150 TS Gold subscriptions/software, Flex	06/28/2022	\$1,845.00

Sub Total						\$1,845.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22617	TK Elevator Corporation	\$590.82	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
TK Elevator Corporation		3006679492	01-2-012003-350-000-001	SPED Qtrly Elevator Maintenance		\$590.82
Sub Total						\$590.82
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22618	U.S. Bank	\$1,342.56	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
U.S. Bank		62722	01-2-011000-640-001-000	English TH		\$49.86
U.S. Bank		62722	01-2-011900-610-300-000	board books		\$34.21
U.S. Bank		62722	01-2-012001-580-000-001	NAESES Meeting MB		\$37.91
U.S. Bank		62722	01-2-021900-580-001-010	State Golf Lodging		\$1,089.89
U.S. Bank		62722	01-2-023200-580-000-000	School Law meeting gas, food ML		\$87.69
U.S. Bank		62722	01-2-023200-610-000-000	Admin team meeting - pizza		\$43.00
Sub Total						\$1,342.56
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22619	US Cellular	\$72.65	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
US Cellular		0515849881	01-2-025100-382-000-000	monthly cell phone bill- maint. director		\$72.65
Sub Total						\$72.65
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22620	Volkman Plumbing & Heating, Inc.	\$581.50	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Volkman Plumbing & Heating, Inc.		209306	01-2-026200-431-005-010	ES service call storm sewer run off		\$581.50
Sub Total						\$581.50
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22621	Waste Connections of Nebraska Inc.	\$913.45	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Waste Connections of Nebraska Inc.		2487690T052	01-2-026200-410-000-010	July garbage and recycling		\$627.17
Waste Connections of Nebraska Inc.		2487690T052	01-2-026200-410-000-010	June extra roll off and pick up		\$286.28
Sub Total						\$913.45
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22622	Wayne Auto Parts Inc.	\$199.99	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Wayne Auto Parts Inc.		258676	01-2-027320-350-000-001	SPED bus battery		\$199.99
Sub Total						\$199.99
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22623	Wayne Herald	\$1,122.98	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Wayne Herald		63022	01-2-023100-540-000-000	construction manager notice		\$34.77
Wayne Herald		63022	01-2-023100-540-000-000	help wanted ads		\$606.00
Wayne Herald		63022	01-2-023100-540-000-000	legals		\$264.21
Wayne Herald		63022	01-2-023100-540-000-000	state golf ad		\$70.00
Wayne Herald		63022	01-2-023100-540-000-000	website ad		\$100.00
Wayne Herald	6666-2022	2223SUB	01-2-022200-640-001-010	HS libr. subscription/HS periodical	06/28/2022	\$48.00
Sub Total						\$1,122.98

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22624	Wayne State College	\$20,000.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Wayne State College		62122	01-2-021900-440-000-000	22-23 WSC facilities lease		\$20,000.00
Sub Total						\$20,000.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22625	Winners' Circle	\$83.80	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Winners' Circle	6672-2022	54340	01-2-021900-890-001-000	Valedictorian/Salutatorian plaques - graduation expense/misc, HS	06/28/2022	\$83.80
Sub Total						\$83.80
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2405	State Nebraska Bank	537047	22626	Zach Heating and Cooling	\$680.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Zach Heating and Cooling		24416	01-2-026200-431-001-010	HS HVAC repair outside leak, charge and test AC		\$680.00
Sub Total						\$680.00
Grand Total						\$598,723.93

Wayne Public Schools

Check Report July 11, 2022 Board Meeting

Begin Date: 06/01/2022; End Date: 06/30/2022; Check Type: Payroll Liability; Payee: [All]; Bank: State Nebraska Bank; Accounting Cycle: FY21-22;
Limit Results to This Cycle: No; Account Expression: ([FUND] = "06") ; Show Detail by Voucher: Yes; Created On: 6/17/2022 5:41:57 PM

Check Date	Check Number	Payee	Type	Amount
06/16/2022	5278	Aetna Insurance	Payroll Liability	\$2,500.03
06/16/2022	5279	Ameritas Life Insurance Co. (Dent)	Payroll Liability	\$233.92
06/16/2022	5280	Elkhorn Valley Bank	Payroll Liability	\$400.00
06/16/2022	5281	Mutual of Omaha	Payroll Liability	\$44.22
06/16/2022	5282	S.D. 17 Payroll Account	Payroll Liability	\$3,244.83
06/16/2022	EFT	Direct Deposit	Payroll Liability	\$6,489.65
Sub Total				\$12,912.65

Wayne Public Schools

Check Report

Begin Date: 06/01/2022; End Date: 06/30/2022; Check Type: Payroll Liability; Payee: [All]; Bank: State Nebraska Bank; Accounting Cycle: FY21-22; Limit Results to This Cycle: No; Account Expression: ([FUND] = "06") ; Show Detail by Voucher: Yes; Created On: 6/17/2022 5:41:57 PM

Payee	Check Date	Check Number	Description	Type	Amount
Aetna Insurance	06/16/2022	5278	HSA Health Ins ER	Payroll Liability	\$2,500.03
Ameritas Life Insurance Co. (Dent)	06/16/2022	5279	Dental	Payroll Liability	\$77.36
Ameritas Life Insurance Co. (Dent)	06/16/2022	5279	Dental 125	Payroll Liability	\$77.36
Ameritas Life Insurance Co. (Dent)	06/16/2022	5279	Dental ER	Payroll Liability	\$79.20
Direct Deposit	06/16/2022	EFT	Direct Deposit	Payroll Liability	\$6,489.65
Elkhorn Valley Bank	06/16/2022	5280	HSA 125	Payroll Liability	\$400.00
Mutual of Omaha	06/16/2022	5281	Disability	Payroll Liability	\$24.72
Mutual of Omaha	06/16/2022	5281	Llife Ins ER	Payroll Liability	\$19.50
S.D. 17 Payroll Account	06/16/2022	5282	Federal Withholding	Payroll Liability	\$308.75
S.D. 17 Payroll Account	06/16/2022	5282	FICA	Payroll Liability	\$1,047.72
S.D. 17 Payroll Account	06/16/2022	5282	Medicare	Payroll Liability	\$245.04
S.D. 17 Payroll Account	06/16/2022	5282	NPERS	Payroll Liability	\$1,282.47
S.D. 17 Payroll Account	06/16/2022	5282	NPERS - Adl	Payroll Liability	\$191.61
S.D. 17 Payroll Account	06/16/2022	5282	State Withholding - NE	Payroll Liability	\$169.24
Sub Total					\$12,912.65

Wayne Public Schools

Check Report

Begin Date: 06/01/2022; End Date: 06/30/2022; Check Type: Payroll Liability; Payee: [All]; Bank: State Nebraska Bank; Accounting Cycle: FY21-22; Limit Results to This Cycle: No; Account Expression: ((FUND) = "06"); Show Detail by Voucher: Yes; Created On: 6/17/2022 5:41:58 PM

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
54	State Nebraska Bank	540978	5278	Aetna Insurance	\$2,500.03	Payroll Liability
Vendor	Deduction Name	Register Number	Account Code		Amount	
Aetna Insurance	HSA Health Ins ER	98	06-00941-000		\$2,500.03	
Sub Total					\$2,500.03	
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
54	State Nebraska Bank	540978	5279	Ameritas Life Insurance Co. (Dent)	\$233.92	Payroll Liability
Vendor	Deduction Name	Register Number	Account Code		Amount	
Ameritas Life Insurance Co. (Dent)	Dental	98	06-00941-000		\$77.36	
Ameritas Life Insurance Co. (Dent)	Dental 125	98	06-00941-000		\$77.36	
Ameritas Life Insurance Co. (Dent)	Dental ER	98	06-00941-000		\$79.20	
Sub Total					\$233.92	
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
54	State Nebraska Bank	540978	5280	Elkhorn Valley Bank	\$400.00	Payroll Liability
Vendor	Deduction Name	Register Number	Account Code		Amount	
Elkhorn Valley Bank	HSA 125	98	06-00941-000		\$400.00	
Sub Total					\$400.00	
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
54	State Nebraska Bank	540978	5281	Mutual of Omaha	\$44.22	Payroll Liability
Vendor	Deduction Name	Register Number	Account Code		Amount	
Mutual of Omaha	Disability	98	06-00941-000		\$24.72	
Mutual of Omaha	Life Ins ER	98	06-00941-000		\$19.50	
Sub Total					\$44.22	
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
54	State Nebraska Bank	540978	5282	S.D. 17 Payroll Account	\$3,244.83	Payroll Liability
Vendor	Deduction Name	Register Number	Account Code		Amount	
S.D. 17 Payroll Account	Federal Withholding	98	06-00941-000		\$308.75	
S.D. 17 Payroll Account	FICA	98	06-00941-000		\$1,047.72	
S.D. 17 Payroll Account	Medicare	98	06-00941-000		\$245.04	
S.D. 17 Payroll Account	NPERS	98	06-00941-000		\$1,282.47	
S.D. 17 Payroll Account	NPERS - Adl	98	06-00941-000		\$191.61	
S.D. 17 Payroll Account	State Withholding - NE	98	06-00941-000		\$169.24	
Sub Total					\$3,244.83	
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
54	State Nebraska Bank	540978	EFT	Direct Deposit	\$6,489.65	Payroll Liability
Vendor	Deduction Name	Register Number	Account Code		Amount	
First National Omaha	Direct Deposit	98	06-00941-000		\$6,489.65	
Sub Total					\$6,489.65	
Grand Total					\$12,912.65	

StudentsAnti-Bullying Policy

One of the missions of the District is to provide a physically safe and emotionally secure environment for students and staff.

The administration and staff are to implement strategies and practices to reinforce and encourage positive behaviors by students. Positive behaviors include non-violence, cooperation, teamwork, understanding, and acceptance of others.

The administration and staff are to implement strategies and practices to identify and prevent inappropriate behaviors by all students, including anti-bullying education for all students. Inappropriate behaviors include bullying, intimidation, and harassment. Bullying means any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by the school being used for a school purpose by a school employee or designee, or at school-sponsored activities or school-sponsored athletic events.

The school district shall review the anti-bullying policy annually.

Legal Reference: Neb. Rev. Stat. § 79-2,137
Student Discipline Act, Neb. Rev. Stat. §§ 79-254 to 79-296
NDE February 2003 State Board Action; Reaffirmed December 2005

Date of Adoption: August 14, 2017

StudentsStudent Fees Policy

The Board of Education of Wayne Community Schools adopts the following student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

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

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

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

(1) Guidelines for non-specialized attire required for specified courses and activities. Students have the responsibility to furnish and wear non-specialized attire meeting general District grooming and attire guidelines, as well as grooming and attire guidelines established for the building or programs attended by the students or in which the students participate. Students also have the responsibility to furnish and wear non-specialized attire reasonably related to the programs, courses and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program, course or activity.

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious

radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

(2) Personal or consumable items & miscellaneous

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

(b) Courses

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

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

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

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

(v) Parking. Students may be subject to payment of fines or damages for damages caused with or to vehicles or for failure to comply with school parking rules.

(3) Extracurricular Activities-Specialized equipment or attire. Extracurricular activities means student activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the District. The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The

District is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouth pieces, and the like) are the responsibility of the student participant. Students have the responsibility to furnish personal or consumable equipment or attire for participation in extracurricular activities or for paying a reasonable usage cost for such equipment or attire. For musical extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

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

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

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

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

(8) Participation in before-and-after-school or pre-kindergarten services. Students are responsible for fees required for participation in before-and-after-school or pre-kindergarten

services offered by the District, except to the extent such services are required to be provided without cost.

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

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

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

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

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

CERTIFICATION

On the ___ day of _____, 20___, the school board held a public hearing at a meeting of the school board on a proposed student fee policy. Such public hearing followed 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 preceding school year. The foregoing student fee policy was adopted after such public hearing by a majority vote of the school board at an open public meeting in compliance with the public meetings laws.

Superintendent or Other Authorized School Official

Legal Reference: Neb. Rev. Stat. §§79-2125 to 79-2135 and Laws 2003, LB 249 (The Public Elementary and Secondary Student Fee Authorization Act)
Neb. Constitution, Article VII, section 1.
Neb. Rev. Stat. §§79-241, 79-605, and 79-611(transportation)
Neb. Rev. Stat. §79-2104 (student files or records)
Neb. Rev. Stat. §79-715 (eye-protective devices)
Neb. Rev. Stat. §79-737 (liability of students for damages to school books)
Neb. Rev. Stat. §79-1104 (before-and-after-school or pre-kindergarten services)
Neb. Rev. Stat. §§79-1106 to 79-1108.03 (accelerated or differentiated curriculum program)

Date of Adoption: July 13, 2020

**APPLICATION FOR FEE WAIVER
AND SHARING INFORMATION CONSENT
WAYNE COMMUNITY SCHOOLS**

FEE WAIVER REQUEST

The Nebraska Public Elementary and Secondary Student Fee Authorization Act allows fee waivers for students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs. The fee waivers give qualifying students the right to not have to pay certain student fees and to be provided with specialized materials or equipment to participate in certain activities. **Specifically, the fee waiver applies to: (1) participation in extracurricular activities, and (2) use of a musical instrument in optional music courses that are not extracurricular activities.** Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced-price lunches for purposes of this section.

The Board's Student Fee Policy states: *Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.* To request a fee waiver, or to decline a fee waiver, complete the following:

- No! I **DO NOT** want a fee waiver for any programs or activities.
- Yes! I **DO** want a fee waiver. I request a fee waiver for the following (Note: Please describe the fee waiver, materials, or equipment requested, and the activity or course; failure to make timely request for a fee waiver for any fees, equipment, material, or instrument not listed may result in a fee waiver not being provided):

Student Name: _____ Student Number: _____

Activity or Course: _____

Describe fee waiver or materials or equipment requested, including amount if known:

Activity or Course: _____

Describe fee waiver or materials or equipment requested, including amount if known:

Activity or Course: _____

Describe fee waiver or materials or equipment requested, including amount if known:

Parent/Guardian Signature: _____ **Date:** _____

Principal/Designee Signature: _____ Date: _____

This form is to be returned to the Principal/Designee.

SHARING INFORMATION CONSENT

To save you time and effort, the information you gave on your Application for Free or Reduced Meals may be shared with other programs for which your children may qualify. **For the fee waiver program, we must have your permission to share your Application for Free or Reduced Meals information in order to confirm your eligibility for a fee waiver. However, in no event will the manner in which you complete the consent form change whether your child gets free or reduced price meals.**

- No! I **DO NOT** want information from my Application for Free or Reduced Meals share for purposes of the fee waiver program.
- Yes! I **DO** want school officials to share information from my Application for Free or Reduced Meals with appropriate school officials for purposes of the student fee waiver program and any other program that would benefit student(s).

Child's Name: _____ School: _____

Student Identification Number: _____

Printed Name: _____

Address: _____

Parent/Guardian Signature: _____ Date: _____

For more information, you may call your school Principal.

Original to Superintendent

Once this fee waiver application form is turned into the school completed correctly, the school will verify the student's free and reduced lunch status. The School will also review the items on the Application to insure consistency with the School Board's policy. The fee waived items for your student are covered by the district as long as your student is actively participating in fund raising (where applicable), and contributing to their activity.

StudentsHomeless StudentsA. General Policy Statement

The District shall ensure that homeless children and youths shall have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths.

B. Definitions

“School of Origin” shall mean the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including preschool. School of origin shall also include any designated receiving school for the next grade level for all feeder schools when a student completes the final grade level served by the school of origin.

“Homeless children and youths” shall mean any individuals who lack a fixed, regular, and adequate nighttime residence; and includes:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children who qualify as homeless because they are living in circumstances described in (1-3).

“Unaccompanied youth” shall mean a homeless child or youth not in the physical custody of a parent or guardian.

C. School Stability

1. School Selection: Each school shall presume that keeping a homeless child or youth enrolled in the child’s or youth’s school of origin is in the child’s or youth’s best interest, except when doing so is contrary to the request of the child’s or youth’s parent or guardian or, in the case of an unaccompanied youth, the youth.

To overcome the presumption that a child or youth should remain in his/her school of origin, the school shall consider student-centered factors including: the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or, in the case of an unaccompanied youth, the youth.

2. Enrollment: Once the school is selected in accordance with the child's or youth's best interest, that child or youth shall be immediately enrolled even if the child or youth is unable to produce records normally required for enrollment including, but not limited to, previous academic records, immunization or other health records, proof of residency or has missed any application or enrollment deadlines during any period of homelessness.
3. Transportation: If the child or youth continues to attend his or her school of origin, transportation shall be provided promptly even if there is a dispute pending regarding which school is in the child's or youth's best interest to attend. Transportation will continue to be provided to and from the school of origin for the remainder of any academic year during which the child or youth becomes permanently housed.

D. Records

Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained:

1. Such that all records are available, in a timely fashion, when a child or youth enrolls in a new school or school district;
2. Any information about a homeless child's or youth's living situation shall be treated as a confidential student education record, and shall not be deemed to be directory information; and
3. In a manner consistent with the Federal Education Rights and Privacy Act.

E. Services

The Local Education Agency Liaison shall identify an appropriate staff person to be the Local Educational Liaison (LEL) for all homeless children and youth attending school in the District. The LEL responsibilities shall include, but are not limited to:

1. Ensure homeless children and youth are identified through outreach and coordination activities including coordination with the Nebraska Department of Education Homeless Education Liaison, community, and school personnel responsible for education and related services to homeless children and youths;

2. Receive appropriate time and training in order to carry out the duties required by law and this policy;
3. Ensure homeless families and homeless children and youths are referred to health care, dental, mental health, substance abuse, housing and any other appropriate services;
4. Ensure that homeless children and youths:
 - a. Are enrolled in school which includes attending classes and participating fully in school activities;
 - b. Have a full and equal opportunity to meet the same challenging State academic standards as other children and youths;
 - c. Receive individualized counseling from counselors to prepare and improve their readiness for college, including college selection, application, financial aid, and on-campus supports.
 - d. Unaccompanied youths are informed of their status as independent students under the Higher Education Act of 1965 and may obtain assistance from the LEL to receive verification of such status for purposes of the Free Application for Federal Student Aid.
5. Ensure that public notice of the educational rights and available transportation services of the homeless children and youths is disseminated in locations frequented by parents or guardians of such youths and unaccompanied homeless youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is easily understandable.
6. Ensure the dispute resolution process identified below is carried out in accordance with the law and district policy.

F. Dispute Resolution

1. The dispute procedure must be available for disputes over eligibility, as well as school selection or enrollment.
2. In the event of a dispute regarding where a child or youth should enroll, the child or youth shall be immediately enrolled in the school in which enrollment is sought pending final resolution of the dispute, including all available appeals. The district shall immediately provide the child's parent or guardian or, in the case of an unaccompanied youth, the youth a written explanation of the decision made regarding the school selection including the right to appeal such decision. Said writing shall be provided in a manner and form understandable to such parent, guardian, or unaccompanied youth and also include the LEL contact information.

The LEL shall carry out the dispute resolution process within 30 calendar days from the date of said writing pursuant to 92 Nebraska Administrative Code 19-005.02.

3. Appeals: Any parent, guardian or other person having legal or actual charge of a homeless child or youth that is dissatisfied with the decision of a school district after the dispute resolution process may file an appeal with the Commissioner within thirty calendar days of receipt of the decision by following the process in 92 Nebraska Administrative Code 19-005.03 and 19-005.03C.

Legal Reference: Neb. Rev. Stat. § 79-215
Nebraska Department of Education Rule 19
McKinney-Vento Homeless Assistance Act, 42 USC §§11431, et seq.
Every Student Succeeds Act

Date of Adoption: August 14, 2017

Homeless Education Program

HOMELESS STUDENT ENROLLMENT INFORMATION & PLACEMENT REQUEST

Child's Name: (Last Name) (First Name) (M.I.) Birth Date: Grade

Parent/Guardian Name (Last Name) (First Name) (M.I.) Unaccompanied Youth ("Yes" or "No")

Current Address

Telephone Number: (If phone # not available, phone number of someone who can be contacted and their relationship, if any).

Information provided on this form is confidential.

1. Homeless Status

a. Do you live in any of these following situations?

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (example: evicted from home, cannot afford housing, etc.)
in a motel, hotel, campground or similar setting due to lack of alternative adequate accommodations
in emergency or transitional shelters such as domestic violence or homeless shelters or transitional housing shelter or agency
have a primary nighttime residence that is a place not designed for or ordinarily used as a regular sleeping accommodation for humans
in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
None of the above.

b. How long do you anticipate living in current location?

2. School Most Recently Attended

School: (School Name) (City) (State)

Dates of Attendance: to

Grade level when last attended:

3. Eligible for any of these educational and school related activities and services?

Special Education (IDEA) If yes, please identify disability and special education services previously provided :

- English Language Learners (ELL) Gifted Vocational Education
- Other _____

4. Possible Barriers to Education

- No Birth Certificate No immunizations or other medical records
- No School Records Transportation School Selection
- Other issues/barriers _____

5. Requested Services and Activities to be Provided by Homeless Student Program

- Obtaining or transferring records necessary for enrollment
- Emergency assistance related to school attendance
- Expedited evaluations
- Transportation Clothing to meet a school requirement School supplies
- Early childhood program Tutoring or other instructional support
- Before/after-school, mentoring, summer programs
- Referrals for medical, dental, or other health services
- Referral to other programs/services
- Assistance with participation in school programs
- Parent education related to rights/resources
- Coordination between schools and agencies
- Counseling Addressing needs related to domestic violence
- Staff professional development/awareness
- Other _____

6. Placement

a. School placement requested by parent/guardian or unaccompanied youth: _____

b. Reason(s) for Request: _____

c. Name of "School of Origin" _____

(School of Origin means the school that the child attended when permanently housed or the school in which the child was last enrolled).

Enrollment Date _____

Has student been withdrawn? _____

If so, what was the withdraw date? _____

d. Distance from:

i. Residence to the school of origin (miles): _____

ii. Residence to the school requested (if not school of origin): _____

Parent or Guardian or Unaccompanied Youth's signature

Date

Children living in homeless situations have certain rights under the McKinney-Vento Homeless Assistance Act. Please contact the Homeless Coordinator with any questions.

WRITTEN NOTIFICATION OF ENROLLMENT/PLACEMENT DECISION FOR HOMELESS STUDENT

Child's Name: _____

In compliance with the McKinney-Vento Homeless Assistance Act, the following written notification is provided to:

Parent/Guardian _____ Unaccompanied Youth _____
(Name) (Name)

After reviewing your request to enroll the child, the determinations are as follows:

Homeless student program eligibility:

_____ Child does not qualify under the homeless student program.
_____ Child qualifies under the homeless student program. This determination was based upon: _____

Placement (if enrolled under the homeless student program) was made based on best interest of the student. The placement will be at: _____
(Name)

Explanation for this determination (if not school of origin or the choice of parent/guardian or unaccompanied youth, give detail): _____

If you are not satisfied with the determinations, you have the right to use the dispute resolution process. Contact the Homeless Coordinator and complete a Dispute Resolution Form.

Notices:

- The student has the right to be immediately admitted in the school in which enrollment is sought pending resolution of the dispute.
- You may contact the state coordinator:
Education Specialist & Homeless Education / NCLB Programs
Nebraska Department of Education
<http://www.education.ne.gov/federalprograms/Title%20X.html>
Telephone: (402) 471-1419 Facsimile: (402) 742-2371
- You may seek the assistance of advocates or attorneys.

Administrator

Date

Written Notification Form was given to parent/guardian or unaccompanied youth on _____ (Date).

**Homeless Education Program
DISPUTE RESOLUTION FORM**

This form should be completed when a dispute arises over school enrollment/placement.

Child's Name: _____

Person completing form: _____
(Name) (Relation to Student)

I may be contacted at (address/phone/e-mail): _____

I wish to dispute the following decision: _____

The decision I am disputing was wrong because (give detailed information in support of your position and use an attachment if necessary): _____

Persons who have information to support my position (include contact information):

I request that the following action be taken on this dispute: _____

Parent or Guardian or Unaccompanied Youth's signature

Date

-----For School Use-----

Date received by Homeless Coordinator _____

-----Determination of Homeless Coordinator-----

In compliance with the McKinney-Vento Homeless Assistance Act, the following written notification is provided to:

Parent/Guardian _____ Unaccompanied Youth _____
(Name) (Name)

After reviewing the information relevant to your dispute my determination is as follows:

Explanation for this determination: _____

Notice of Right to Appeal: If you are not satisfied with the determination on this dispute, you have the right to appeal as provided for in the Nebraska Department of Education Rule 19. The appeal is to be filed with the Commissioner of Education within 30 calendar days of receipt of this decision. For information about an appeal you may contact the state coordinator:

Education Specialist & Homeless Education / NCLB Programs
Nebraska Department of Education
<http://www.education.ne.gov/federalprograms/Title%20X.html>
Telephone: (402) 471-1419 Facsimile: (402) 471-0117

Administrator

Date

The Determination of the Homeless Coordinator on this dispute was given to parent/guardian or unaccompanied youth on _____ (Date).

InstructionParental/Community Involvement in Schools

Wayne County School District 90-0017, a/k/a Wayne Community Schools, after having conducted a public hearing concerning parental involvement and participation, declares that it shall be the policy of the District:

1. In the event any parent has a complaint or objection to textbooks, tests, curriculum materials, and any other instructional materials, the parent may request a personal conference with the parent and appropriate school personnel to discuss such concerns as the superintendent or designee may deem appropriate. The Superintendent or designee shall prepare a complaint form which may be used by a parent to express objections to any such instructional material. Such complaint forms shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent.
2. Upon reasonable advance request a parent will be permitted to attend and monitor courses, assemblies, counseling sessions, and other instructional activities unless the school determines that such attendance would substantially interfere with a legitimate school interest, which includes the interests of the parent's child, other students, and the educational staff.
3. Parents are encouraged to communicate to school staff when the parent believes it to be appropriate for their child to be excused from testing, classroom instruction, and other school experiences that the parent finds objectionable. The Superintendent or designee shall make a provision on the complaint form hereinabove referenced for receiving information from a parent concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the parent's objection and a proposed solution for dealing with the objection that would be satisfactory to the parent and consistent with the mission of the District and legitimate school interests.
4. Upon request of a parent, the District will provide access to the education records of their child consistent with applicable law. Access will be provided during regular business hours of the school.
5. The District will notify parents when their child may be subjected to a standard norm referenced or criterion referenced test or standard tests such as but not limited to the Measure of Academic Progress (MAP) test. When reasonable to do so or required by law the parents will be notified of where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent or guardian of such student shall be prohibited unless a parent requests in writing that such tests be administered to their child.

6. Prior to any school sponsored survey being administered to the students of the District, it shall be the responsibility of the Superintendent or designee to notify the parent or parents of each student involved in the survey of the nature of the survey, the date and time when such survey shall be administered, and the purpose for which and the uses of which survey exist from the school's perspective.
7. As a general matter substantive decision-making processes will be left to the judgment of the professional staff, administration and the Board of Education, subject to an effort to receive information from parents as to any concerns, objections, or other information such parents would wish to provide to the school district concerning a parent's access, involvement, and participation in activities of the school.

Legal Reference: Neb. Rev. Stat. §§ 79-530 to 79-533
Family Educational Rights and Privacy Act, 20 U.S.C. 1232g
Protection of Pupil Rights Amendment, 20 U.S.C. 1232h

Date of Adoption: June 12, 2017

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Ernest B. Perry (1876-1962)
Arthur E. Perry (1910-1982)
R.R. Perry (1917-1999)
Edwin C. Perry (1931-2012)

MEMORANDUM

To: Bill Heimann, ESU 1 Administrator
From: Perry Law Firm
Date: May 1, 2022
RE: School District Annual Policy Service Update

A. REQUIRED POLICY UPDATES

1. **Policy 1220 – Title IX Grievance Policy** – The grievance policy needed several clarifications and adjustments to comply with the current Title IX regulations, and Policy 1220 incorporates these technical changes. However, as the Biden Administration reviews current Title IX regulations, this Policy may need to be updated again next year.

2. **Policy 3132 – Internal Controls** – NDE has asked for additional policy provisions under federal monitoring and reporting requirements. This policy update will also be applicable for schools that are audited and/or monitored for use of ESSER funds.

3. **Policy 3540 – Bidding Construction Projects** – Neb. Rev. Stat. 73-106 generally requires the District to bid construction projects in excess of \$100,000. However, that amount is subject to adjustment by the State Board of Education. The State Board of Education has adjusted this amount to \$109,000, so Policy 3540 has been updated to reflect this change. The requirement to hire an engineer or architect has also been increased to projects in excess of \$118,000.

4. **Policy 4009 – Drug and Substance Abuse** – This policy reflects updates at the federal level for drug and substance abuse testing for employees.

5. **Policy 4133 – Substitute Teachers** – There were some timing issues with Boards approving local substitute teachers and when the District needed the substitute to begin teaching. This policy specifically authorizes the Superintendent to sign off on a local substitute permit.

6. **Policy 6600 – Special Education** – Over the past year, NDE has developed new special education guidance for district policies and procedures. You can access the majority of this guidance here: <https://cdn.education.ne.gov/wp-content/uploads/2017/09/Developing-Local-Policies-and-Procedures-Required-for-Implementation-of-Special-Education-Part-B-Regulations-in-Nebraskas-Public-Schools.pdf>. In response to this new guidance, we have updated Policy 6600.

7. **Policy 8343 – Agenda Construction and Control** – LB 83 requires persons wishing to address the Board of Education to state their name, address, and any organization they represent.

8. **Policy 8343 – Agenda Construction and Control & Policy 9340 – Minutes** – Beginning July 31st, LB 83 requires that Board agendas and meeting minutes be posted on the District’s website. Each agenda must be posted at least twenty-four hours before the meeting. Both the agendas and meeting minutes must remain on the District’s website for at least six months.

B. OTHER CONSIDERATIONS

1. **LB 644 / Property Tax Request Joint Hearing.** This summer, Districts will need to prepare for and review LB 644, and the new budget and tax request process and timelines. Of note, districts will need to sufficiently plan to ensure that they meet the new law’s very specific and condensed timeframe. Within the next week or so, we will be sending out a more detailed guidance on complying with LB 644.

2. **Juneteenth.** This session, LB 29 made Juneteenth (June 19th) a Nebraska State holiday. Although most policies (including 6117) are limited to holidays that occur during the school year, some school districts (either by contract, handbook, or business practice) offer paid holidays for employees on state or federal holidays. Districts should review their holiday pay practices to determine if Juneteenth needs to be added as an additional paid holiday.

3. **Seizure Safe Schools Act.** Last year, the Legislature enacted LB 639, which requires, among other things, that “at least one school employee at each school who has met the training requirements necessary to administer or assist with the self-administration of a seizure rescue medication or medication prescribed to treat seizure disorder symptoms as approved by the United States Food and Drug Administration.” This requirement becomes effective, beginning in 2022-2023 school year.

4. ***Mahanoy v. BL Case.*** Last summer, the United States Supreme Court issued its decision in the “Snapchat cheerleader case.” The case mainly focused on whether a cheerleader had a First Amendment right to post negative comments about the cheer coaches and school while off-school grounds and outside of school hours. The United States Supreme Court held that the school overstepped its authority by removing the student from the cheer squad in response to her Snaps. One key takeaway from this case is that schools need to review their activity handbooks, activity agreements, and so forth, to ensure that there are no prohibitions against “any” negative speech, comments, and the like. Overbroad and/or vague rules regarding student speech are now subject to higher scrutiny under the *Mahanoy* case.

5. Polling Place or Election Training. LB 843 requires that any political subdivision that receives state or federal funding must make their building available to the County Election Commissioner either as a polling place or for election training. Schools should be aware of this new requirement, if contacted by their Election Commissioner.

6. Holocaust and Financial Literacy Standards. LB 888 requires the State Board of Education to incorporate education on the Holocaust and financial literacy into the social studies standards. This does not necessarily require a policy update but is something to keep in mind as you review and update your curriculum.

7. Bond Timing Correction. LB 1165 fixed a timing dispute over the approval and issuance of voter-approved bonds. Districts who are interested in pursuing a bond election should consult with their bond counsel to confirm that LB 1165 would address any timing concerns with their bond election.

8. Student Attendance Policies. Several schools ran into problems with NDE over student attendance reporting and their Student Attendance Policy. This summer would be a good time to review your Student Attendance Policy and related handbook provisions to ensure that your policy matches current practice.

9. Temporary Memorials Policy. Recent guidance has led some to rethink their Temporary Memorials Policy. Typically, this Policy outlines how deceased staff and/or students will (or will not) be memorialized by the District. There is no requirement to have a Temporary Memorials Policy, but some Districts have adopted a policy for the sake of consistency. For those Districts interested in different policy options on this point, please let us know and we can send you different draft policies.

10. Release from Contract. Some Districts have a policy that allows a teacher or administrator to be released from their contract up to a certain date. The current teacher shortage has led some Districts to question their current practices. In advance of the 2022-2023 school year, this summer would be a good time to decide if your District needs to change its policy and/or practice related to releasing certificated employees from contracts by a certain date.

As always, please let us know if you have any questions or concerns.

Community RelationsTitle IX – Procedure for Complaints of Sexual Harassment**A. Complaint Procedure - Generally**

1. Reporting Procedures: All employees are responsible for helping to prevent sexual harassment. Employees or students who believe they have been subjected to, or believe they have witnessed sexual harassment should follow these procedures:

1. Directly inform the person engaging in the discrimination or harassment that such conduct is offensive and must stop.
2. For employee reporters, contact your principal or supervisor, the principal or supervisor of the offending person, or the Title IX Coordinator if you do not wish to communicate directly with the person whose conduct is offensive or if direct communication with the offending person has been ineffective.
3. Report the matter to the Title IX Coordinator if the offending conduct continues or has not been resolved to your satisfaction after you have reported the matter to a principal or supervisor.
4. For student reporters, contact any teacher, counselor, or administrator, or the Title IX Coordinator.
5. Report to the Title IX Coordinator if you are the adult to whom the student has made a report so that the matter can be properly resolved. The Title IX Coordinator is:

TITLE IX COORDINATOR CONTACT INFORMATION

Misty Bear
611 West 7th Street
Wayne, NE 68787
402-375-3150
mibeair1@waynebluedevils.org

2. District Actions upon Report of Sexual Harassment or Sexual Misconduct: Upon receipt of a report of sexual harassment, the Title IX Coordinator, or designee, including but not limited to a building principal or assistant principal, will conduct an initial inquiry. The first step of the inquiry will typically include a preliminary meeting between the individual whom the reporting party alleges has been subjected to sexual harassment or sexual misconduct and the Title IX Coordinator, or designee. The initial inquiry may also include a meeting between the Title IX Coordinator, or designee, and the individual whom the reporting party alleges has committed sexual harassment or sexual misconduct. The purpose of these meetings is to gain a basic understanding of the nature and circumstances of the report, it is not intended to be a full investigative interview. During the initial assessment, the reporting party may also receive

information about resources, rights, procedural options, and supportive measures. The Title IX Coordinator, or designee, may inquire into whether the person who has is alleged to have been subject to sexual harassment or misconduct requests resources, no further action, supportive measures, and/or initiation of the “Formal Complaint” process. The Title IX Coordinator will make a reasonable effort to respect the wishes of the person who experienced sexual harassment or sexual misconduct; however, if the reported incident constitutes an imminent or ongoing threat to school safety, based on the assessment of the Title IX Coordinator, then the Title IX Coordinator may file a Formal Complaint, on behalf of the District, with or without the consent or permission of the person who has experienced sexual harassment or sexual misconduct.

With or without a Formal Complaint, allegations of sexual harassment or discrimination shall be investigated and if substantiated, corrective or disciplinary action will be taken, up to and including dismissal from employment, if the offender is an employee, or suspension and/or expulsion, if the offender is a student. Retaliatory action will not be taken against any person for reporting discrimination or harassment. This policy does not limit or prohibit the District from instituting disciplinary measures pursuant to other Board Policy, rules, or other expectations if the District determines that a person violated District rules or expectations.

B. Formal Complaint Process

The following procedures apply only in the event that a Formal Complaint is filed. All other reports of sexual harassment shall be resolved using the general complaint procedure. Any timelines set forth in the following procedures may be extended by the Title IX Coordinator with notice to the parties.

1. Misconduct Which May Be Investigated Under a Formal Complaint: The Formal Complaint process is only available if the Formal Complaint alleges: (i) conduct which occurs on District grounds or property owned or controlled by the District; (ii) conduct which occurs in the context of District employment or an education program or District-sponsored activity within the United States, and (iii) conduct which occurs when the District has substantial control over both the Respondent and the context in which the sexual harassment or sexual misconduct occurs. The conduct must also fall within one of the following categories: (a) an employee of the District conditioning an aid, service, or benefit of the District on an individual’s participation in unwelcome sexual contact; (b) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the District’s education program or activity; (c) sexual assault; (d) domestic violence; (e) dating violence; or (f) stalking.

2. Parties to a Formal Complaint: The only parties to a Formal Complaint are the Complainant, who is the person alleged to have been subject to misconduct, and the Respondent, the person who is alleged to have committed the misconduct.

3. Filing a Formal Complaint: A Formal Complaint may only be filed by a Complainant or the Title IX Coordinator. An employee or student Complainant may file a Formal Complaint in writing with the Title IX Coordinator in person or by mail, or by electronic mail. The Formal Complaint must be signed by the Complainant or by the Title IX Coordinator.

4. Immediate Actions Upon Receipt of Formal Complaint: Upon receipt of a Formal Complaint, the Title IX Coordinator will conduct an initial assessment of the allegations contained within the Formal Complaint to determine if the allegations in the Formal Complaint, if true, allege misconduct which may be investigated under the Formal Complaint process. If the allegations in the Formal Complaint do not allege misconduct which may be investigated under the Formal Complaint process, the Title IX Coordinator must dismiss the Formal Complaint and may proceed under other District policies or procedures. The Complainant will be provided notice in writing if the Formal Complaint is dismissed.

If the allegations in the Formal Complaint allege misconduct which may be investigated under the Formal Complaint process, the Title IX Coordinator shall provide the following to all known parties: (1) The complaint procedure as outlined in this policy; and (2) Notice of the allegations of sexual harassment, known by the District at the time of filing the Notice, including (i) the identities of the parties involved, if known, (ii) the conduct allegedly constituting sexual harassment, and (iii) the date and location of the alleged incident.

The Title IX Coordinator shall then provide the Formal Complaint and the Notice of the Formal Complaint to the District's Title IX Investigator.

5. Investigation of Formal Complaint: Upon receipt of a Formal Complaint, the Investigator will promptly investigate the allegations contained within, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The Investigator will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this complaint procedure. If the allegation(s) involve possible criminal conduct, the District will notify the Complainant of his or her right to file a criminal complaint, and District employees will not dissuade the Complainant from filing a criminal complaint either during or after the District's investigation.

The Investigator will contact the Complainant, Respondent, and relevant witnesses to schedule interviews. All parties may bring up to two people to this meeting: (1) Support Person and/or (2) Advisor of Choice. The Advisor of Choice may or may not be an attorney. Neither the Support Person nor the Advisor of Choice can direct questions or comments to the Investigator, nor may the Support Person or Advisor of Choice advise a student or employee how to answer the Investigator's questions.

The Investigator will also aim to collect all tangible evidence relevant to the investigation.

The Investigator will complete the investigation within a reasonable time frame, as determined by the Title IX Coordinator. The factors to determine a reasonable time frame include, but are not limited to, the allegations of the Formal Complaint and the number of witnesses that may need to be interviewed. The time frame originally set by the Title IX Coordinator may be extended by the

Title IX Coordinator, upon notice to the parties, as deemed necessary to complete the investigation. Periodic status updates will be given to the parties, when appropriate.

(A) *Neutrality*: The Title IX Coordinator, Investigator, Decision-Maker, or any person designated by the District to facilitate this Formal Complaint process, shall not have any conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent. The District shall ensure that Title IX Coordinator, Investigator, Decision-Maker, and any person who facilitates this Formal Complaint process shall receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the fact at issue, conflicts of interest, and bias.

(B) *Burden of Production*: It shall be the Investigator's burden to gather evidence sufficient to reach a determination regarding the outcome of the Formal Complaint. To reach a determination, the investigation will include, but is not limited to:

- i. Providing the parties with the opportunity to present witnesses and provide evidence.
- ii. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- iii. A consideration of various factors, including: (1) the nature of the conduct and whether the conduct was unwelcome, (2) the surrounding circumstances, expectations, and relationships, (3) the degree to which the conduct affected one or more students' education, (4) the type, frequency, and duration of the conduct, (5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, (6) the number of individuals involved, (7) the age and sex, if applicable, of the alleged harasser and the alleged victim(s) of the harassment, (8) the location of the incidents and the context in which they occurred, (9) the totality of the circumstances, and (10) other relevant evidence.
- iv. A review of the evidence using a "preponderance of the evidence" standard. To meet the "preponderance of the evidence" standard, the evidence must show that the discrimination, harassment, or retaliation more likely occurred than did not occur.

(C) *Rights of the Parties*: The Respondent is entitled to a presumption that the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the complaint process. The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. The Investigator shall not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

The District retains the right to place any person on administrative leave during the pendency of the investigation. The District also retains the right to remove a Respondent from the District's educational program prior to the conclusion of the investigation. In the event of a removal, the Respondent shall have the opportunity to challenge the decision for removal by meeting with the Title IX Coordinator to discuss the removal.

(D) *Conclusion of Investigation:* Prior to the conclusion of the investigation, the Investigator shall send each party the evidence that is subject to inspection and review in an electronic format or a hard copy. This information shall be known as the “Draft Investigative Report.” The Draft Investigative Report shall include all evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including the evidence upon which the Investigator does not intend to relay to the Decision-Maker. The parties shall then have ten (10) calendar days to submit a written response, which the Investigator will consider. Responses may not be submitted by the parties’ Advisor of Choice or Support Person, unless such person is the parent or guardian of the Complainant or Respondent. Responses may include corrections to the Investigator’s summary of the parties’ interviews, suggestions for additional investigation, or additional information not known at the time of the interviews. Any new information provided by the parties during the response period will not result in an additional time period for response by the other party unless determined necessary by the Title IX Coordinator. The Investigator is not obliged to respond to any question or requests for information in the parties’ responses. The Investigator will consider the information provided by the parties and will incorporate relevant information into the Final Investigative Report. The Final Investigative Report will fairly summarize the relevant evidence. The Investigator shall then submit the Final Investigation Report to the Decision-Maker. The parties shall each receive a copy of the Final Investigative Report at the same time as the Decision-Maker.

6. Actions Taken By Decision-Maker Upon Receipt of Final Investigative Report: Upon receipt of the Final Investigative Report, the Decision-Maker shall provide 10 days for each party to submit written, relevant questions that a party wants asked of any party or witness. Questions shall be submitted to the Title IX Coordinator who shall determine whether questions are relevant. The Title IX Coordinator shall contact parties or witnesses to request answers to the parties’ relevant questions. The Title IX Coordinator will provide each party, and the Decision-Maker with the answers provided by the opposing party or witness and allow for additional, limited follow-up questions from each party.

7. Notice of Determination: Once the Decision-Maker has received the answers to relevant questions submitted by the parties, the Decision-Maker shall consider the answers and the Decision-Maker shall issue a written determination regarding responsibility by a preponderance of the evidence within a reasonable time frame, as determined by the Title IX Coordinator. The Decision-Maker shall consider all relevant evidence, including inculpatory and exculpatory evidence, and will not consider the credibility of the evidence to be based on a person’s status, such as the Complainant, Respondent, or witness. The Decision-Maker shall provide the written determination to both parties simultaneously. The written determination shall include:

- (a) Identification of the allegations potentially constituting sexual harassment;
- (b) A description of the procedural steps taken from the receipt of the Formal Complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather evidence;
- (c) Findings of fact supporting the determination;
- (d) Conclusions regarding the application of each recipient’s code of conduct to the facts;
- (e) A statement of, and rationale for, the results as to each allegation, including a

determination regarding responsibility, any disciplinary sanctions the recipient imposes on the Respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the Complainant; and

- (f) The recipient's procedures and permissible bases for the Complainant and Respondent to appeal.

The Family Educational Rights and Privacy Act (FERPA) permits the District to disclose relevant information to a student who was discriminated against or harassed.

8. Sanctions: At the conclusion of the investigation, the Decision-Maker may institute disciplinary measures against the Respondent if the Decision-Maker determines that the Respondent engaged in sexual abuse or harassment. Disciplinary measures may include, but are not limited to, in-school suspension, out-of-school suspension, expulsion, and, in the case of an employee disciplinary action, up to and including immediate termination from employment.

The Title IX Coordinator is responsible for coordinating the implementation of supportive measures for the victim(s).

C. Appeals

If either party is not satisfied with the outcome of the investigation and the decision of the Decision-Maker, they may appeal on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against the Complainant or Respondent generally or the individual Complainant or Respondent that affected the outcome of the matter.

The request for an appeal shall be in writing and submitted on the appropriate document. The appeal document shall be submitted to the Superintendent.

Upon notice of an appeal by either party, the Superintendent of Schools shall notify the other party in writing when the appeal is filed and of the appeal procedures, which apply equally to both parties.

The Superintendent shall give both parties a reasonable and equal opportunity to submit a written statement in support of or challenging the outcome.

The Superintendent shall review the investigative report, Decision-Maker's determination, and written statements of the parties and then issue a written decision describing the result of the appeal and the rationale for the result. The Superintendent shall provide the written decision simultaneously to both parties.

D. Informal Resolution

If a Formal Complaint is filed, the District may offer the Complainant and Respondent the opportunity to participate in an informal resolution process. The informal resolution process may take place at any time prior to reaching a determination regarding responsibility. The informal resolution process shall only take place upon:

1. Written notice to both parties disclosing: the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a Formal Complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the resolution process and resume the complaint process with respect to the Formal Complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
2. The parties' voluntary, written consent to the informal resolution process; and
3. That the allegations of the Formal Complaint do not involve any allegations that an employee sexually harassed a student.

E. Record Keeping

The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings for a period of seven (7) years.

Legal Reference: Title IX

Date of Adoption: July 11, 2022

Business OperationsInternal Controls

The District will develop and maintain internal control procedures as required by law and in accordance with sound fiscal monitoring practices that will ensure appropriate oversight of state and federal funds. The following internal control procedures will be utilized for all federal grants:

Generally: If the District receives federal awards, grants, or other funds, the District will:

- (a) Establish and maintain effective internal control over the federal award that provides reasonable assurance that the District manages the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. The District will endeavor to develop and maintain these internal controls consistent with the “Standards for Internal Control in the Federal Government” issued by the Comptroller General of the United States or the “Internal Control Integrated Framework” issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO);
- (b) Comply with the U.S. Constitution, federal statutes, regulations, and the terms and conditions of the federal award;
- (c) Evaluate and monitor the District's compliance with statutes, regulations and the terms and conditions of federal award;
- (d) Take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; and
- (e) Take reasonable measures to safeguard protected personally identifiable information and other information the federal awarding agency, or pass-through entity, designates as “sensitive” or the District considers sensitive, consistent with applicable federal, state, and local laws regarding privacy and responsibility over confidentiality.

Legal Reference: 2 C.F.R. § 200.303.

Management requirements: The District will manage equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until the District disposes of such equipment. The District will, as a minimum, meet the following requirements:

- 1) Maintain property records of the equipment (including equipment description, serial number or other identification number, source of funding, acquisition date, and the like);
- 2) Maintain a physical inventory procedure, with an inventory occurring at a minimum of every two (2) years;
- 3) Implement a Control System procedure;

- 4) Continue to develop and implement adequate maintenance procedures for the equipment;
- 5) Continue to develop and implement sales procedures for the equipment; and
- 6) Continue to develop and implement disposition procedure for the equipment.

Legal Reference: 2 C.F.R. §§ 200.313 & 200.33.

Procurement: The District will use its own documented procurement procedures which reflect applicable State, local, and tribal laws and regulations, provided that the procurements conform to applicable Federal law and the requirement standards imposed by law, including:

- 1) A procedure for micro-purchases (Under \$10,000);
- 2) A procedure for small purchases (between \$10,000 to \$250,000);
- 3) A procedure for sealed bids;
- 4) A procedure for competitive proposals; and
- 5) A procedure for noncompetitive bids.

Legal Reference: 2 C.F.R. §§ 200.317 through 200.326.

Cross-Reference: Policies 3130 & 3131.

Record Retention: Financial records, supporting documents, statistical records, and all other related records pertinent to a federal award will be retained for a period of three (3) years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the federal awarding agency or pass-through entity in the case of a sub-recipient.

For all other records, the District will retain such records for the length of time as required by law.
Legal Reference: 2 C.F.R. § 200.333.

Suspension and Debarment: The District will not contract with any entity or individual who has been debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities. Before entering into a contract regarding a federal award, the District will verify that a vendor has not been debarred, suspended or otherwise excluded, and the District will maintain a copy of said verification.

Legal Reference: 2 C.F.R. § 200.213.

Financial Management: The District will maintain financial management systems to account for the federal funds, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award. These records will be sufficient to permit the District to prepare reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award. The financial management system will provide for the following:

- 1) Identifying all of the federal awards received and expended and the federal programs under which they were received;

- 2) Ensuring that accurate, current, and complete disclosure of the financial results of each federal award or program are maintained in accordance with reporting requirements;
- 3) Identifying adequately the source and application of funds for federally-funded activities;
- 4) Ensuring effective controls over and accountability for all funds, property, and other assets;
- 5) Comparing actual expenditures with budget amounts for each federal award;
- 6) Ensuring payments of federal funds are made in accordance with applicable law, including 2 CFR § 200.305; and
- 7) Determining the allowability of costs in accordance with applicable law and the conditions of the federal award.

Legal Reference: 2 C.F.R. § 200.302.

Program Income: The District will consult with the federal awarding agency and refer to the applicable law and federal program terms and conditions to determine how to account for, deduct and otherwise handle income from federal programs.

Legal Reference: 2 C.F.R. § 200.307.

Cost Sharing or Matching: For all federal awards, any shared costs or matching funds and all contributions, including cash and third party in-kind contributions, must be accepted as part of the District's cost sharing or matching, when such contributions meet all of the following criteria:

- 1) Are verifiable from the District's records;
- 2) Are not included as contributions for any other Federal award;
- 3) Are necessary and reasonable for accomplishment of project or program objectives;
- 4) Are allowable under the applicable Cost Principles requirements;
- 5) Are not paid by the Federal Government under another Federal award, except where the federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
- 6) Are provided for in the approved budget when required by the federal awarding agency; and
- 7) Conform to other provisions of the law or terms and conditions of the federal award, as applicable.

Legal Reference: 2 C.F.R. § 200.306.

Compensation: Compensation for personal services includes all remuneration for services of employees rendered during the period of performance under the federal award, including, but not limited to wages, salaries, and fringe benefits. Costs of compensation may be allowable under federal law and the federal grant to the extent that they satisfy the following requirements:

- 1) Is reasonable for the services rendered; and
- 2) Conforms to the established written expectations of the District, as applied consistently to both Federal and non-Federal activities.

If the District intends to charge compensation to federal awards, such charges will be based on records that accurately reflect the work performed, and will:

- 1) Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- 2) Be incorporated into the official records of the District;
- 3) Reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of compensated activities;
- 4) Encompass both federally-assisted and all other activities compensated by the District on an integrated basis, but may include the use of subsidiary records as defined in the District's written procedures;
- 5) Comply with the established accounting policies and practices of the District; and
- 6) Differentiate and account for the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one (1) Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two (2) or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.

Budget estimates will generally not be used to support charges to Federal awards but may be used for interim accounting purposes.

Legal Reference: 2 C.F.R. §§ 200.430 & 200.431.

Federal Funds for Construction Projects: For all federal awards, the District will comply with all applicable legal requirements, including the Davis-Bacon Act.

Legal Reference: 34 C.F.R. § 75.600, et seq.

Capitalization and Depreciation: The District will follow the rules for selected items of cost at 2 C.F.R. Part 200, Subpart E, when charging these specific expenditures to a federal grant. When applicable, District staff will check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, federal, state, or program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those requirements. The following rules of allowability apply to equipment and other capital expenditures:

- A. Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges, except with the prior written approval of the federal awarding agency or pass-through entity.
- B. Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$5,000 or more have the prior written approval of the federal awarding agency or pass-through entity.
- C. Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life are unallowable as a direct cost except with the prior written approval of the federal awarding agency or pass-through entity.

D. Allowability of depreciation on buildings, capital improvements, and equipment shall be in accordance with 2 CFR § 200.436 and 2 CFR § 200.465.

E. When approved as a direct cost by the federal awarding agency or pass-through entity under Sections A - C, capital expenditures will be charged in the period in which the expenditure is incurred, or as otherwise determined appropriate and negotiated with the Federal awarding agency.

F. If the District is instructed by the federal awarding agency to otherwise dispose of or transfer the equipment, the costs of such disposal or transfer are allowable.

G. Any depreciation will be computed, charged, and recorded in a manner consistent with federal regulations and any requirements of the federal awarding agency.

Legal Reference: 2 C.F.R. §§200.436 & 200.439.

Maintaining Records: Financial records, supporting documents, statistical records, and all other District records pertinent to a federal award must be retained for the minimum period time as required by federal law or the terms of the federal awarding agency, whichever is longer in time.

Legal Reference: 2 C.F.R. § 200.334.

Conflict of Interest: Notwithstanding any other Board Policies or Procedures, the District shall ensure that it avoids any conflicts of interest regarding any federal awards. The District will disclose in writing any potential conflict of interest to the federal awarding agency or pass-through entity in accordance with applicable federal awarding agency policy.

Legal Reference: 2 C.F.R. § 200.112.

Unexpected or Extraordinary Circumstances: For all federal awards, if the District does not currently have in place a sufficient policy that addresses extraordinary circumstances, such as those caused by COVID-19, the District may amend or create a policy at a later date in order to put emergency contingencies in place for federal and non-federal similarly situated employees. If the conditions exist for charges to be made to the federal grant, then charges may also be made to any non-federal sources that are used by the District in order to meet a matching requirement. The District will take other steps to comply with federal award requirements in the event of unexpected or extraordinary circumstances.

Legal Reference: 2 C.F.R. § 200, et seq.

Date of Adoption: July 11, 2022

Business OperationsProcedures—Bidding Construction Projects

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for the project is in excess of one hundred nine thousand dollars (\$109,000), or such sum as adjusted pursuant to Section 73-106. The bidding procedures shall comply with the requirements of state law and shall include the following:

1. Notice to Bidders: The Administration shall prepare a notice to bidders containing a general description of the scope of the project being bid; the location of the project; the means of obtaining project documents, including plans and specifications; the date and hour bids will close; and the date, hour and place bids are to be returned, received and opened, and a provision that such bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders, when the hour is reached for the bids to close.
2. Regular Manner of Advertisement for Bids: The notice to bidders shall be published one time in a newspaper of general circulation in the School District. The notice shall be published at least seven (7) days prior to the date designated for the opening of such bids. The Board of Education or Administration may, in its sole discretion, elect to utilize further advertisement for bids as it may determine appropriate to secure a sufficient number of qualified bidders for the scope of the project.
3. Bid Opening: When the hour is reached for such bids to close, bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders.
4. Contract Award: The contract shall be awarded to the lowest responsible bidder as to the extent required by law. When not so required, the award shall be made on the basis of consideration of the contract award criteria determined appropriate by the Board or administration.
5. Performance and Payment Bonds. Whenever any contract is entered into for the erecting, furnishing, or repairing of any building or other public structure or improvement, the contractor shall be required, before commencing such work, to furnish a performance, labor and material payment bond. The bond requirement shall not apply, however, to any project bid or proposed which has a total cost of ten thousand dollars (\$10,000) or less unless the School Board or Administration includes a bond requirement in the specifications for the project. The bond shall be in an amount not less than the contract price. The bond shall be conditioned on the faithful performance of the contract and the payment by the contracting party of all laborers and mechanics for labor that is performed and of all material and equipment rental that is actually used or rented in connection with the improvement project and the performance of the contract. Such bond shall contain such provisions as are required by statutes, and be in a form prescribed and required by the district.

6. Retention of an Architect or Engineer. The School District shall not engage in the construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect, professional engineer, or those under the direct supervision of an architect or professional engineer; provided that such requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed one hundred and eighteen thousand dollars (\$118,000), as adjusted from time to time by Section 81-3445 or other applicable law.
7. Additional Procedures. Each bid for which a labor and material bond is required shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid unless the School Board or Administration waives such requirement. The Board of Education or Administration may provide for additional procedures for the procurement, opening and acceptance of bids as deemed appropriate for a particular project.

Legal Reference: Neb. Rev. Stat. Sec. 52-118; Neb. Rev. Stat. Sec. 73-101 *et seq.*; Neb. Rev. Stat. Sec. 73-106; Neb. Rev. Stat. Sec. 81-3445

Date of Adoption: July 11, 2022

Personnel - All EmployeesDrug and Substance Use and Abuse

It is the policy of the Wayne Community Schools District to eliminate the influence of drugs, alcohol and other chemicals within the school environment and to educate students against the usage of drugs, alcohol and illegal substances. The District will implement regulations and practices which will ensure compliance with laws relating to drugs and alcohol, including: the Drug-Free Workplace Act and the Omnibus Transportation Employee Testing Act of 1991, and all regulations and rules promulgated pursuant thereto.

Section 1 Drug-Free Workplace

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held. The school district recognizes that the use, possession, or being under the influence of illicit drugs or alcohol constitutes a hazard to the positive development of students and employees and a substantial interference with school purposes.

1. The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the work place. Employees are also prohibited from possessing, using or distributing illicit drugs or alcohol, or being under the influence of illicit drugs or alcohol, on any district property or district sponsored event. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol in the work place or on duty time shall be a violation of the drug-free workplace.
2. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, employees are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the employee commits a criminal drug or alcohol offense off the work place or off duty time.
3. As a condition of employment, employees will abide by the District's drug-free workplace policies and notify the Superintendent or designee in writing of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
4. Disciplinary sanctions, up to and including termination of employment and referral for prosecution, will be imposed upon employees who violate the aforementioned standards of conduct. Sanctions for violation thereof may include the requirement that the employee complete an appropriate rehabilitation program, reprimands, and non-renewal, cancellation, or termination of contract of employment.
5. Employees shall be advised through employee publications about drug and alcohol counseling and rehabilitation and reentry programs that are available.

6. Employees shall be furnished with a paper or digital copy of this policy.

This policy supplements and is in addition to all other policies, regulations, practices, procedures and contractual provisions regarding or related to the improper or unlawful possession, use, or distribution of illicit drugs and alcohol.

Section 2 Alcohol and Drug Testing

The District will implement regulations and practices which will insure compliance with the Omnibus Transportation Employee Testing Act of 1991, the Moving Ahead for Progress in the 21st Century (MAP-21) Act, and all regulations and rules promulgated pursuant to such Acts. Employees in "safety-sensitive" positions, as defined by the Act and regulations promulgated thereunder, including employees whose position requires a commercial driver's license (CDL), shall be tested for alcohol and controlled substances as required by law. (See attached Appendix "1"). Refusal to submit to such pre-employment testing, or testing positive, shall disqualify an applicant from employment. Reasonable suspicion, random, post-accident, return-to-duty, and follow-up testing shall also be conducted. Employees who test positive shall be immediately removed from safety-sensitive positions and shall be removed from employment.

Legal Reference: 41 U.S.C. §§701 to 707
49 U.S.C. §§5331(b) and 31306; 49 CFR Part 382

Date of Adoption: July 11, 2022

**CONTROLLED SUBSTANCES AND ALCOHOL USE AND TESTING:
FEDERAL REGULATIONS, [NAME] PUBLIC SCHOOLS' COMPLIANCE POLICIES
AND PROCEDURES, AND EDUCATIONAL MATERIALS**

The U.S. Department of Transportation (DOT) and the Federal Highway Administration (FHWA) have issued regulations requiring that individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs) be tested for controlled substances and alcohol and not engage in controlled substances use or alcohol misuse. Information concerning those regulations, [Name] Public Schools policies and procedures, and educational materials relating to controlled substances use and alcohol misuse is set forth as follows:

(A) The persons designated by Wayne Community Schools to answer employee questions about these materials are:

Superintendent of Schools
Secondary Principal

(B) The categories of employees who are subject to the provisions of the federal controlled substances and alcohol use and testing regulations are:

Individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs), including bus drivers and distribution and maintenance employees who are subject to driving commercial motor vehicles.

(C) The term "safety-sensitive functions" means:

- (1) All time waiting to be dispatched, unless the driver has been relieved from duty;
- (2) All time inspecting equipment or inspecting, servicing, or conditioning any commercial motor vehicle (i.e., a vehicle in excess of 26,000 pounds GVWR or designed to carry 16 or more passengers, including the driver) at any time;
- (3) All driving time (i.e., time spent at the controls of a commercial motor vehicle in operation);
- (4) All time, other than driving time, in or upon any commercial motor vehicle;
- (5) All time loading or unloading a vehicle, supervising, or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or receiving receipts for shipments loaded or unloaded;
- (6) All time spent performing the driver requirements of 49 CFR §§392.40 and 392.41 relating to accidents;
- (7) All time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

(D) Employee conduct that is prohibited by the federal controlled substances and alcohol use and testing regulations includes:

1. **Alcohol concentration.**
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater.
2. **Alcohol possession.**
No driver shall be on duty or operate a commercial motor vehicle while the driver possesses alcohol.
3. **On-duty use.**
No driver shall use alcohol while performing safety-sensitive functions.
4. **Pre-duty use.**
No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. **Use following an accident.**
No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.
6. **Refusal to submit to a required alcohol or controlled substances test.**
No driver shall refuse to submit to a post-accident alcohol or controlled substances test, a reasonable suspicion alcohol or controlled substance test, or a follow-up alcohol or controlled substances test.
7. **Controlled substances use.**
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to the instructions of a physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a commercial motor vehicle.
8. **Controlled substances test.**
No driver shall report for duty, remain on duty or perform a safety-sensitive function, if the driver tests positive for controlled substances.

(E) The circumstances under which an employee will be tested for alcohol and/or controlled substances pursuant to the federal regulations include:

1. **Pre-employment testing.**
Prior to the first time a driver performs safety-sensitive functions, the driver shall undergo testing for alcohol and controlled substances. No safety-sensitive functions are to be performed unless the driver has been administered an alcohol test with a result indicating an alcohol concentration less than 0.04, and has received a controlled substances test result from the medical review officer indicating a verified negative test result.
2. **Post-accident testing.**
 - (a) As soon as practicable following an accident involving a commercial motor vehicle, each surviving driver:
 - (1) Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved the loss of human life; or

- (2) Who receives a citation under State or local law for a moving traffic violation arising from the accident shall undergo a test for alcohol and controlled substances.
- (b) (1) *Alcohol tests.* Shall be administered within two hours following the accident unless such cannot reasonably be done, and not more than eight hours following the accident.
- (2) *Controlled substance tests.* Shall be administered within 32 hours following the accident.
- (c) A driver who is subject to post-accident testing shall remain readily available for such testing or may be deemed by the employer to have refused to submit to testing. The driver shall be permitted to leave the immediate scene of an accident for the period necessary to obtain assistance in responding to the accident, or to obtain necessary emergency medical care, but shall otherwise remain readily available for testing.

3. **Random testing.**

(a) Drivers shall be subject to random testing. The minimum annual percentage rate for random alcohol testing should be 25 percent of the average number of driver positions, or such minimum annual percentage rate as established from time to time by the FHWA. The minimum annual percentage rate for random controlled substance testing shall be 50 percent of the average number of driver positions.

(b) The selection of drivers for random alcohol and controlled substances testing shall be made by a scientifically valid method. Under the selection process used, each driver shall have an equal chance of being tested each time selections are made.

(c) The random alcohol and controlled substances tests shall be unannounced and the dates for administering random alcohol and controlled substances tests shall be spread reasonably throughout the calendar year.

(d) Each driver who is notified of selection for random alcohol and/or controlled substances testing shall proceed to the test site immediately; provided, however, that if the driver is performing a safety-sensitive function at the time of notification, the driver shall cease to perform the safety-sensitive function and proceed to the testing site as soon as possible.

4. **Reasonable suspicion testing.**

(a) A driver shall submit to an alcohol test when the employer has reasonable suspicion to believe that the driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations (except for possession of alcohol).

(b) Under federal law, notwithstanding the absence of a reasonable suspicion alcohol test, a driver is prohibited from reporting for duty or remaining on duty requiring the performance of safety-sensitive functions while the driver is under the influence of or impaired by alcohol and must not perform or continue to perform safety-sensitive functions, until:

- (i) An alcohol test is administered and the driver's alcohol concentration measures less than 0.02; or
- (ii) Twenty-four hours have elapsed following the determination that there is reasonable suspicion to believe that the driver has violated the prohibitions concerning the use of alcohol.

5. **Return-to-duty testing.**

(a) Alcohol. If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning alcohol and has not been terminated, the driver shall undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02.

(b) Controlled Substances. If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning controlled substances, and has not been terminated, the driver shall undergo a return-to-duty controlled substances test with a result indicating a verified negative result for controlled substances use.

6. **Follow-up testing.**

Following a determination that a driver is in need of assistance in resolving problems associated with alcohol misuse and/or use of controlled substances, the driver shall, if still employed, be subject to unannounced follow-up alcohol and/or controlled substances testing as directed by a substance abuse professional in accordance with the provisions of federal regulations.

Random, reasonable suspicion, and follow-up alcohol testing shall be conducted only when the driver is performing safety-sensitive functions, just before the driver is to perform safety-sensitive functions, or just after the driver has ceased performing safety-sensitive functions.

(F) The procedures that will be used to test for the presence of alcohol and controlled substances, to protect the employee and the integrity of the testing processes, to safeguard the validity of the test results, and to ensure that those results are attributed to the correct employee include:

The procedures outlined in 49 CFR 40, concerning procedures for Transportation Workplace Drug and Alcohol Testing Program, will be followed. This includes use of a "split sample" approach for drug testing and chain of custody procedures including documentation of screening aliquots.

(G) An employee is required to submit to alcohol and controlled substances tests administered pursuant to the federal regulations.

(H) A "refusal to submit" to an alcohol or controlled substance test includes:

Refuse to submit (to an alcohol or controlled substances test) means that a driver (1) Fails to provide adequate breath for testing without a valid medical explanation after he or she has received notice of the requirement for breath testing, (2) fails to provide adequate urine for controlled substances testing without a valid medical explanation after he or she has received notice of the requirement for urine testing, or (3) engages in conduct that clearly obstructs the testing process. A failure to remain readily available for post-accident testing, or to notify the employer of the need for such testing, or to proceed to the test site immediately for random testing, may be deemed by the employer to constitute a refusal to submit.

The consequences for refusing to submit to an alcohol or controlled substances test are as follows: A driver who has refused to submit to a required alcohol or controlled substance test is subject to the same consequences as a driver who has tested positive on an alcohol (concentration of 0.04 or greater) or controlled substances test.

(I) The consequences under the federal regulations for employees who have violated the federal regulations relating to controlled substances and alcohol use and testing include:

The driver shall be removed from and not permitted to perform safety-sensitive functions. The driver shall be referred for evaluation by a substance abuse professional for a determination of what assistance, if any, the employee needs in resolving problems associated with alcohol misuse and controlled substances abuse.

Before a driver returns to duty requiring the performance of a safety-sensitive function after engaging in conduct prohibited by the federal regulations, the driver shall, if still employed, undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02 if the conduct involved alcohol, or a controlled substances test with a verified negative result if the conduct involved a controlled substance.

In addition, each driver identified as needing assistance in resolving problems associated with alcohol misuse or controlled substance use, if still employed,

- (i) Shall be evaluated by a substance abuse professional to determine that the driver has properly followed any rehabilitation program prescribed, and
- (ii) Shall be subject to unannounced follow-up alcohol and controlled substances tests administered by the employer following the driver's return to duty.

The driver may also be subject to the penalty provisions of 49 U.S.C. § 521(b).

(J) The consequences under the federal regulations for employees found to have an alcohol concentration of 0.02 or greater but less than 0.04 include: Removal from safety-sensitive functions for a period of not less than 24 hours following administration of the test.

(K) Information to assist employees in avoiding alcohol misuse and controlled substances use, signs and symptoms of an alcohol or a controlled substances problem, and available methods of intervening when such a problem is suspected: Information will be made available by the counselor to employees upon request.

Date of Adoption: July 11, 2022

InstructionSpecial Education

Wayne Community Schools adopts this special education policy with the intent that the policy maintains the District's compliance with all applicable laws affecting special education services and programs. The Superintendent or designees shall develop regulations or procedures to implement these policies. Employees and contractors of the District are expected to comply with these policies and all regulations, guidelines and procedures related to this policy in all respects.

The District will abide by all state and federal laws relating to special education. The District's special education policy and regulations, guidelines and procedures related to this policy are to be interpreted so as to be in compliance with such laws. In the event of changes in law, the school administration shall be authorized to implement modifications of practice to comply with such changes (whether the changes impose more or less stringent procedural or substantive requirements) until such time as amended policies are adopted by the Board of Education. References herein to 92 NAC 51 citations are made to Rule 51 as in effect on the date of the adoption of these policies. In the event of renumbering or other revisions to Rule 51, the policy shall be interpreted and implemented consistent with such renumbering or revisions.

1. Free Appropriate Public Education

A free appropriate public education shall be made available to all children with disabilities residing in the District, including children with disabilities who have been suspended or expelled, from date of verification through the school year in which the child is no longer eligible or the student reaches twenty-one (21) years of age, whichever occurs earlier. An Individualized Education Plan ("IEP") will be created for each such child that will enable the student to make progress appropriate in light of the student's unique circumstances

Legal Reference: 92 NAC 51-004.01 through 004.03A and 007.07C2 through 007.07C6

2. Full Educational Opportunity Goal

The District shall take steps to ensure that its children with verified disabilities have available to them the variety of educational programs and services available to children without disabilities in the areas served by the District, including art, music, industrial arts, family consumer science education, and vocational education.

Legal Reference: 92 NAC 51-004.11A

3. Child Find

All children from birth to age twenty-one (21) with disabilities residing in the District, including children with disabilities who are homeless or are wards of the state or attending nonpublic schools, regardless of the severity of their disabilities, who are in need of special education and related services, will be identified, located and evaluated. A practical method shall be developed and implemented by the administration to determine which children with disabilities are currently receiving needed special education and related services. The District will implement multiple methods to provide parents, guardians, and community members with information regarding how to refer a child for an evaluation and the identification process and will publish an annual notice of any significant activity that is designed to identify, locate, or

evaluate children to publicly notify parents, guardians, or appointed surrogates. The District's child find process will be consistent with Federal and Nebraska regulations. Legal Reference: 92 NAC 51-006.01 through 006.01A2

4. Pre-Referral Interventions

For a school age student, a general education student assistance team (SAT) or a comparable problem solving team shall be used prior to referral for multidisciplinary team evaluation. The SAT or comparable problem solving team shall utilize and document problem solving and intervention strategies to assist the teacher in the provision of general education. If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation shall be completed. A referral shall include information from the SAT or comparable problem solving team, meeting the requirements of 92 NAC 51-006.01B and a listing of the members of the SAT or comparable problem solving team.

Legal Reference: 92 NAC 51-006.01B

5. Disability Verification and Eligibility

Eligibility for services will be determined by a multidisciplinary team based on the results of a comprehensive evaluation. The multidisciplinary team will identify whether a child is eligible for special education services based on the disability categories identified by Nebraska and Federal regulations. The multidisciplinary team will rule out the determinant factor is due to a lack of appropriate instruction in reading or math or due to lack of English proficiency. The team will prepare a written report documenting all evaluation findings in accordance with Federal and Nebraska requirements that will be provided to the parent, guardian, or appointed surrogate. When a child is not eligible for services, the multidisciplinary team will determine if general education interventions or strategies are needed.

Legal Reference: 92 NAC 51-006.03; 92 NAC 51-006.04B through 006.04N;

6. Individualized Education Program (IEP)

An individualized education program, or an individualized family service plan, is to be developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007 by teams that will include all roles identified within Federal and Nebraska rules. Any draft of an IEP that is developed will not be considered final until it is reviewed and revised based on the team, including the parent, guardian, or appointed surrogate, input, and consensus. The district will make reasonable efforts to obtain informed consent from the parent, guardian, or appointed surrogate for special education placement on the IEP form before services are initiated. Revocation of consent for services must be documented by the parent, guardian, or appointed surrogate in writing.

Legal Reference: 92 NAC 51-007

7. Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are to be educated with children who are not disabled. Placement for a student with a disability will be based upon a completed IEP developed by a group of persons, including the parent, guardian, or appointed surrogate, knowledgeable about the child, the meaning of the evaluation data, and the placement options. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (the "Least

Restrictive Environment Rules”). The District will ensure that a continuum of alternative placements is available to meet the needs of children with disabilities, particularly those in disproportionate groups, for special education and related services.

Legal Reference: 92 NAC 51-008.01

8. Procedural Safeguards

Children with disabilities and their parents, guardians, or appointed surrogates shall be afforded the required procedural safeguards. Parents, guardians, and appointed surrogates will be given a copy of their procedural safeguards annually or upon initial referral or parental (parent, guardian, or appointed surrogate) request for evaluation; upon request by a parent, guardian, or appointed surrogate; upon receipt by the school district or approved cooperative of the first occurrence of the filing of a complaint under 92 NAC 51-009.11 and the first occurrence of filing a special education due process case under 92 NAC 55; and in accordance with the discipline procedures in 92 NAC 51-016.

Legal Reference: 92 NAC 51-009.01 through 009.07; 009.10 through 009.12; 009.14, 006.07

9. Disciplinary Removal of Children with Disabilities

School personnel may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for no more than ten (10) consecutive school days and for additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement. If a student with a disability violates a code of student conduct, the school district will ensure that school personnel appropriately consider unique circumstances on a case-by-case basis when determining whether a change in placement, as defined in Federal and Nebraska rules, is appropriate for the student. Change of placement decisions related to disciplinary removals will be consistent with Federal and Nebraska regulations. For disciplinary changes in placement that would exceed ten (10) consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child’s disability, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures that would be applied to children without disabilities.

Legal Reference: 92 NAC 51-016

10. Evaluation, Identification, and Reevaluation Procedures

Children with disabilities shall be evaluated, identified, and reevaluated by a team of multidisciplinary qualified professionals in accordance with 92 NAC 51-006. The MDT of a child suspected of having a specific learning disability shall include the additional requirements in accordance with 92 NAC 51-006.04K. The District will make reasonable efforts to obtain written permission for evaluation in accordance with Federal and Nebraska rules. Revocation for consent for evaluation must be documented by the parent, guardian, or appointed surrogate in writing.

The documented results of the evaluation will be provided to parent, guardian, or appointed surrogate and included in student files. All evaluation components will be at district expense. The District will utilize a variety of assessment instruments to ensure district teams have access to appropriate measures to complete evaluations. The district will follow any publisher guidelines for assessments and will not use outdated or culturally inappropriate tools.

The District will respond to a request for an Independent Educational Evaluation without unnecessary delay. The parent, guardian, or appointed surrogate will be given written notice of the District's decision to either move forward with the Independent Educational Evaluation or to initiate a hearing to determine the appropriateness of the evaluation. If the District agrees to move forward with the evaluation, locations of any evaluator shall be within a reasonable distance of the District. A reasonable distance means within 100 miles of the school building the child attends and within Nebraska. In the event this geographic area restriction would prevent a parent, guardian, or appointed surrogate from obtaining an Independent Educational Evaluation, the location of the evaluator may be outside the specified geographic area but must be within Nebraska. The District will provide the parent, guardian, or appointed surrogate with a list of qualified agencies/evaluators within the geographic area. The evaluators are to have their rates approved by the Nebraska Department of Education to be authorized to conduct the evaluation.

Legal Reference: 92 NAC 51-006

11. Confidentiality of Personally Identifiable Information

A system of safeguards will be implemented to protect the confidentiality of student records and information in accordance with law.

Legal Reference: 92 NAC 51-003.16, 003.20, 009.03 through 009.03M3

12. Transition of Children from Part C to Preschool Programs

Children participating in early intervention programs under Part C of the IDEA (early intervention services) will be appropriately evaluated, identified, and have services under Part B of the IDEA by age 3 in a manner consistent with 92 NAC 52-008. Children receiving early intervention services under Part C of the IDEA may continue to receive Part C services, upon parental consent, until the August 31st following the child's third birthday. The District will participate in transition planning conferences arranged by the designated lead agency.

Legal Reference: 92 NAC 52-008

13. Children in Nonpublic Schools

To the extent consistent with the number and location of children with disabilities in the District who are enrolled by their parents, guardians, or appointed surrogates in nonpublic elementary and secondary schools in the District, provision will be made for the participation of those children in the programs assisted or carried out under Part B of the IDEA (services for school-aged children) by providing them with special education and related services.

Legal Reference: 92 NAC 51-012.08 and 015

14. Personnel Standards and Personnel Development

Personnel providing special education or related services to children with disabilities shall be appropriately and adequately prepared and trained in accordance with IDEA requirements and the District will take measurable steps to recruit, hire, train and retain personnel meeting the requirements of IDEA to provide such services.

Legal Reference: 92 NAC 51-010

15. Participation in and Reporting of State and District Wide Assessments

All children with disabilities shall be included in all general state and district wide assessment programs, including assessments described under section 612(a)(16)(A) of the IDEA with

appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. The District will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities participation in assessments.

Legal Reference: 92 NAC 51-004.05

16. Suspension and Expulsion Rates

The District will examine data, including data disaggregated by race/ethnicity, gender, LEP status, and disability category, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities.

Legal Reference: 92 NAC 51-004.06E

17. Access to Instructional Materials

As part of any printed instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of printed instructional materials, the District will enter into a written contract with the publisher of the printed instructional materials to:

- A. Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Material Access Center, electronic files containing the contents of the printed instructional materials using the National Instructional Materials Accessibility Standard, or
- B. Purchase instructional materials from the publisher that are produced in, or may be rendered in specialized formats.

Legal Reference: 92 NAC 51-004.15

18. Over-Identification and Disproportionality

Procedures shall be in place to ensure that testing and evaluation materials and procedures utilized for the evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child. All District special education provisions will be equitably available to all children regardless of race, ethnicity, language, location, transience, income level, and access to medical care.

Legal Reference: 92 NAC 51-006.02C

19. Prohibition on Mandatory Medication

Children shall not be required to obtain a prescription for a controlled substance as a condition of attending school, receiving an evaluation to determine whether a child has a disability or the nature and extent of special education and related services the child needs, or receiving special education services.

Legal Reference: 92 NAC 51-004.11D; 21 U.S.C. §812(c)

20. Transportation

Transportation will be provided for children with disabilities who are eligible for transportation and residents of the school district as required by law to access academic, related services, and nonacademic services and activities as determined by the child's IEP. Except when a parent is

transporting only his or her child, the District shall require that the driver and vehicle meet the standards required by 92 NAC 91 and 92.

Legal Reference: 92 NAC 51-014.01 through 014.02

21. Surrogates

A surrogate will be appointed, and other action taken to ensure the rights of children with a disability as required by law. The surrogate may represent the child in all matters related to the identification, evaluation, and educational placement of a child and the provision of a free appropriate public education to the child.

Legal Reference: 92 NAC 51-009.10

22. Early Intervention Services – Consent

When a parent refuses to provide consent under 92 NAC 52, a meeting will be held or offered to explain to the parents how their failure to consent affects the ability of their child to receive services under 92 NAC 52.

Legal Reference: 92 NAC 52

Legal Reference: 34 CFR Parts 300, 303 and 304
Neb. Rev. Stat. Sec. 79-1110 to 79-1167
92 NAC 51, 52 and 55

Date of Adoption: July 11, 2022

Internal Board Policies - Methods of OperationAgenda Construction and Control

- A. Written meeting agendas will be prepared by the Superintendent in collaboration with the President of the Board of Education. Any Board member may submit agenda items to be placed on the agenda by the Superintendent and the Board President.
- B. Control of the agenda is the responsibility of the Board President. Agenda items shall set forth the matter to be discussed at that agenda item. An agenda, kept continuously current, shall be readily available for public inspection on the District's website and at the office of the Superintendent of Schools of the Wayne Community Schools District during normal business hours. Except for items of an emergency nature, the agenda shall not be altered later than 24 hours before the scheduled commencement of the meeting. The School Board shall have the right to modify the agenda to include items of an emergency nature only by action taken at the public meeting at which the item is to be considered. Agenda items shall be sufficiently specific to advise the public of the issues to be discussed under that agenda item.

Legal Reference: Neb. Rev. Stat. Sec. 84-1411

Date of Adoption: July 11, 2022

Internal Board Policies - Methods of OperationPublic Participation at Board MeetingsA. Attend

Members of the public shall be permitted to attend and to speak at board meetings. They will not be required to identify themselves as a condition for admission to the meeting.

The Board may allow advisors, consultants, and other persons who are not Board members to appear at the meeting via telephone or other similar means.

The chair has the authority to assure that people conduct themselves in an orderly manner at the meeting. Undue interruption or other interference with the orderly conduct of business will not be allowed. The chair may order persons who are disorderly to be removed from the meeting.

Legal Reference:	Sections 79-570; 79-571; Sec. 84-1411 (3) and (6); Sec. 84-1412 (1) and (3)
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B. Hear

The board will, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting.

Legal Reference:	Sec. 84-1412 (7)
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C. Record

Members of the public may use recording devices (tape recorder, video camera, etc.) to record any part of a meeting of a public body, except for closed sessions. No recording, other than note taking, shall be done without informing the President in advance. The President shall control the placement of the recording device so the device does not obstruct the view of Board members or other members of the public attending the meeting and does not otherwise interfere with the meeting.

Legal Reference:	Sec. 84-1412 (1)
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D. Access to Written Materials

At least one copy of all reproducible written material to be discussed at an open meeting will be made available at the meeting for examination and copying by members of the public.

Legal Reference:	Sec. 84-1412 (8)
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E. Speak

Members of the public will be permitted to speak at Board meetings at which a public forum is on the Agenda. Members of the public may also speak when invited to make a presentation or when recognized by the chair. The Board is not required to allow members of the public to speak at each meeting. However, the Board will not forbid public participation at all meetings.

Members of the public will not be required to have their name be placed on the agenda prior to the meeting in order to speak about items on the agenda.

Any member of the public desiring to address the body shall be required to identify himself or herself, including an address and the name of any organization represented by such person, unless the address requirement is waived to protect the security of the individual.

The President or chair for the meeting shall have the authority to establish reasonable time limits for individual speakers and for the duration of public forum sessions.

Speakers will be permitted to address the Board consistent with free speech rights. However, offensive language, defamatory remarks, and hostile conduct will not be tolerated. Further, charges or complaints against a school employee shall not be made for the first time at a public Board meeting without having followed the school's complaint procedure.

Legal Reference: Neb. Rev. Stat. 84-1412

Date of Adoption: July 11, 2022

Bylaws of the Board - MeetingsMinutes

The Board of Education shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed. The resignation of a Board member or any other circumstance that results in a vacancy in office shall be made a part of the minutes.

The minutes shall be prepared by the secretary immediately following the meeting, shall be written, shall be available on the District's website and for inspection by the public and for distribution to the members of the Board within ten (10) working days, or prior to the next convened meeting, whichever occurs earlier, and shall be a part of the agenda for the next regular meeting at which time they shall be corrected, if necessary, and approved.

The minutes shall be kept in the office of the superintendent and shall be public records and open to public inspection during normal business hours. The minutes shall also be available on the District's website for at least six (6) months.

Legal Reference: Neb. Rev. Stat. Sections 79-555; 79-570; and 79-577
Neb. Rev. Stat. Sections 84-1408 to 1414

Date of Adoption: July 11, 2022

STUDENT - PARENT HANDBOOK OF WAYNE ELEMENTARY



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Wayne Community Schools Student-Parent Handbook
2022-2023 School Year

Foreword

Section 1 Intent of Handbook

This handbook is intended to be used by students, parents and staff as a guide to the rules, regulations, and general information about Wayne Community 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. This handbook does not create a “contract.” 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 and the educational program. 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.

Section 2 Members of the Board of Education

Name	Contact Information
Jodi Pulfer, President	jopulfe1@waynebluedevils.org 402-375-3150
Jaime Manz, Vice President	jamanz1@waynebluedevils.org 402-375-3150
Deb Daum, Secretary/Treasurer	dedaum1@waynebluedevils.org 402-375-3150
Jeryl Nelson	jenelso1@waynebluedevils.org 402-375-3150
Sylvia Ruhl	syruhl1@waynebluedevils.org 402-375-3150
Justin Davis	judavis1@waynebluedevils.org 402-375-3150
Jodi Pulfer	jopulfe1@waynebluedevils.org 402-375-3150
Lynn Junck	ljunk1@waynebluedevils.org

	402-375-3150
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Section 3 Administrative Staff

Name	Position	School	Contact Information
Mark Lenihan	Superintendent	All District	maleni1@waynebluedevels.org 402-375-3150
Russ Plager	Principal	Elementary School	ruplage1@waynebluedevels.org 402-375-3854
Johanna Osborn	Assistant Principal	Elementary School	joosbor1@waynebluedevels.org 402-375-3854
Misty Bear	Special Education Director	All District	mibeair1@waynebluedevels.org 402-833-1450

Section 4 Teaching Staff

Wayne Elementary School

Name	Department	Grades
Jaimie Behmer	Heartland Counseling	K-12
Grace Bennett	School Psychologist	K-6
Aaron Carlson	Physical Education	K-6
Nichelle Daum	Special Education	4-6
Andi Diediker	Language Arts, Math	Fifth Grade
Jean Dorcey	Title	K-6
Staci Foote	Language Arts, Math, Science, Social Studies	4th Grade
Tanya Heikes	Language Arts, Math, Science, Social Studies	Kindergarten
Kara Heithold	Speech Therapist	PK-12
Kim Hix	Language Arts, Math, Science	Fourth Grade
Laura Hochstein	ELL	K-6
Ashley Hoffman	Title	K-6
Joyce Hoskins	Language Arts, Math	Sixth Grade

Mike Jaixen	Language Arts, Math, Science, Social Studies	Second Grade
Colleen Janke	Language Arts, Social Studies	Sixth Grade
Rachel Kerby	School Psychologist	PK-12
Christiana Koeppe	General Music/Band	K-6
Kim Lubberstedt	Counselor	K-6
Jodi Lutt	Language Arts, Math, Science, Social Studies	Second Grade
Courtney Maas	Language Arts, Math, Science, Social Studies	First Grade
Jessica McPhillips	Language Arts, Science	Fifth Grade
Susan Metzler	Language Arts, Math, Writing	Fourth Grade
Lisa Meyer	Language Arts, Math, Science, Social Studies	Kindergarten
Samantha Novak	Language Arts, Science	Sixth Grade
Sarah Oltjenbruns	Media Specialist	K-6
Johanna Osborn	Assistant Principal	K-6
Kathy Ostrand	Language Arts, Math, Science, Social Studies	First Grade
Candace Petersen	Special Education	K-6
Annette Phipps	Language Arts, Science	3rd Grade
Ben Promes	Technology Director	PK-12
Kelly Ptacek	Special Education	K-4
Emily Rockhill	Language Arts, Math, Science, Social Studies	Kindergarten
Emily Sims	Language Arts, Math, Science, Social Studies	Third Grade
Winter Stewart	Language Arts, Math, Social Studies	Fourth Grade
Cheryl Suehl	Language Arts, Math, Science, Social Studies	Second Grade
Jennifer Thomas	Language Arts, Math, Science, Social Studies	First Grade

Phylis Trenhaile	Language Arts, Social Studies	Fifth Grade
Carrie Wendte	Language Arts, Math, Science, Social Studies	Third Grade
Alex Wieland	Band	5-6
Abby Wragge	Nurse	PK-12

Section 5 Support Staff

Name	Building	Position
Brenna Anderson	Elementary	Bilingual Administrative Assistant
Deb Daum	Jr./Sr. High	Superintendent Assistant
Kurt Daum	All Buildings	Grounds
Mary Jean Roberson	Jr./Sr. High	Business Manager
Diane Peters	Jr./Sr. High	Assistant Bookkeeper
Judy Poehlman	Jr./Sr. High	Food Service Manager
Ben Promes	Jr./Sr. High	Technology Director
Cindy Sherman	Elementary	Administrative Assistant
Jordan Widner	All Buildings	Director of Maintenance
Dennis Raulston	All Buildings	Grounds

Section 6 School Calendar

See 2022-2023 School year calendar attached here to as Appendix A.

Article 1 – Mission and Goals

Section 1 School Mission Statement/Vision Statement/District Expectations/Character Traits

Mission Statement

Wayne Community Schools' Mission Statement

Wayne Community Schools is committed to the success of all students and the development of independent lifelong learners

Wayne Community Schools' Vision Statement

Learning for Life, Every Student, Every Day

Wayne Community Schools' Value Statement

Wayne Community Schools values...

W – Working in Partnerships

C – Committing/Commitment to Excellences

S – Success in Life

District Expectations

Be Responsible/Be Prepared

Be Respectful

Be Safe/Do The Right Thing

Character Traits

- 1: Respectful
- 2: Responsibility
- 3: Honesty/Trust
- 4: Caring/Fairness
- 5: Perseverance
- 6: Self-Discipline
- 7: Courage
- 8: Citizenship

Section 2 Goals and Objectives

The goals and objectives of the Wayne Community Schools are to provide:

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

8. A school system that demonstrates accountability to the school community. School staff periodically assesses and reports student progress toward accomplishment of academic content standards. Results are used to plan and make needed changes to improve instruction for all students.
9. School facilities and a general environment that supports quality learning. Facilities and grounds are safe, orderly, and well maintained, and facilities that have adequate space, lighting, and furnishings. The system has plans or provisions for climate-controlled buildings to the extent feasible. The environment is emotionally safe and supportive and promotes respect, trust, and integrity.
10. A Board of Education that governs through orderly procedures which focus efforts of the school upon quality learning, result in equitable opportunities for learning for all students, and ensure accountability to the local community.
11. An activities program that is scheduled outside the regular school day, focuses on active participation of all students involved in the activity, and promotes a positive image of the school and community.
12. A welcoming environment for parents and the community.

Section 3 Mutual Respect

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

Section 4 Complaint Procedures

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

1. Complaint procedure

- Step 1. Schedule a conference with the staff person most immediately or directly involved in the matter.
- Step 2. Address the concern to the Principal if the matter is not resolved at Step 1.
- Step 3. Address the concern to the Superintendent if the matter is not resolved at Step 2.
- Step 4. Address the concern to the Board of Education if the matter is not resolved at Step 3.

2. Conditions Applicable to All Levels of Complaint Procedure

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

Section 5 K-12 Rights and Responsibilities

The Rights

of the Students are to:

- learn in a safe and caring environment.
- be treated with respect and dignity.
- be actively involved in learning.
- express their opinions appropriately

of the Staff Members are to:

- teach in a safe and caring environment.
- be treated with respect and dignity.
- teach and guide students.
- receive cooperation from students.

The Responsibilities

of the Administration are to:

- implement and consistently follow school-wide student management plans.
- provide opportunities to train all staff, parents/guardians, and students in the implementation of the student management plan.
- inform teachers and/or parents/guardians of disciplinary actions taken when applicable.
 - develop a partnership with parents and community.

of the Teaching Staff are to:

- teach, model, and review appropriate learning skills in a positive environment.
- establish and implement classroom rules and procedures consistent with the student management plan.
- be consistent in administering consequences according to the student management plan.
 - maintain communication with parents/guardians regarding student progress.
 - develop a partnership with parents/guardians and community.

of the Students are to:

- be prepared to learn.
- participate in class.
- complete assignments on time.
- follow rules and regulations and accept the consequences of their actions.
- respect the rights and property of others.

of the Parents /Guardians are to:

- know the rules and consequences of the student management plan.
- teach respect, the school guidelines, and appropriate behavior.
- support school policy.
- develop a partnership with the school.
- support students' activities in school and the community.

of the Community are to:

- provide an atmosphere of safety and support for students.
- act as a cooperative partner of the school in an educational/business role.

Article 2 – School Day

Section 1 Daily Schedule – Elementary

The office is open from 7:30 am to 4:30 pm. Supervision will be available starting at 7:30 am. The students will attend classes from 8:00 am to 3:20 pm.

Section 2 Shortened Schedule – Elementary

The office is open from 7:30 am to 4:30 pm. Supervision will be available starting at 7:30 am. The students will attend classes from 8:00 am to 2:00 pm.

Section 3 Severe Weather and School Cancellations

Inclement Weather

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

Decision to Close Schools In cases of storms or bad weather when it becomes necessary to close the school, students and parents are urged to tune radios to the local radio station, KTCH AM/FM, and listen for announcements. When it is known before school hours that school will be closed for that day, the radio announcement will generally be made several times between 6:30 and 8:00 A.M. When it becomes necessary to terminate school during the school day due to bad weather conditions, a radio announcement will be made about one hour prior to the dismissal of students and repeated several times after that. It is important to keep a current phone number on file as Blackboard connect phone messages will also be sent when necessary.

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

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

What Not To Do. Parents should not attempt to come to school during a tornado warning. **School officials are not permitted to release students from the school building during a tornado warning.** Tornado safety procedures are practiced regularly by students and staff members. Also, parents are urged not to call radio and television stations and school buildings during severe weather.

Emergency Conditions. The school has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. Regular drills are held as

required by law through the school year. There are plans for an Emergency Exit system, Tornado Warning System, and Critical Incident Response.

Section 4 Supervision Responsibility Before/After School

Arrival at School/Dismissal From School

Students should not enter the building before 7:30 a.m. unless appointments have been made with teachers or administrators. **Prior to this time, the school is not responsible for supervision of the students.** Students are permitted in the building evenings or weekends only if directly supervised by a teacher or administrator. Students are to enter through their assigned entrance and proceed to designated areas.

Students will be dismissed at 3:20 p.m. unless there are other circumstances (early dismissal, detention etc.). Upon dismissal, students must leave the school grounds and proceed home or to a previously designated location unless participating in a school-sponsored activity. **The school is not responsible for supervision of students once the students are to have left school grounds.**

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

Signing a Child In and Out of School

Parents or guardians are required to sign their children in and/or out of school if they are entering after the start of the day or leaving prior to the end of the day. The parent or guardian must report to the main office for this purpose (note or phone call). The sheet for signing a child in and/or out of school is located on the front counter. If a child is being signed out, the school secretary will call the appropriate classroom and indicate to the teacher that the child is leaving. **Parents are not to go directly to the classrooms.** The schools will only release children to adults designated on the student information form. If a request by a parent is made for a student to be picked up by an adult that is not on the student information form they must come to the office and show a photo ID before the student is released.

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

Students are expected to leave school within 10 minutes of the end of the day, unless they are participating in an extra-curricular activity, or under direct supervision of a teacher or administrator.

Emergency Closing Procedures

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

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

Section 5 Messages/Deliveries

Routine messages will be relayed to students at a time that is non-interrupting to class. Only emergency messages will be hand delivered immediately. Teachers must know how your child is getting home and who will be picking them up. If this information changes, teachers must be made aware. Teachers may not have time to check emails or phone messages until students have left for the day, so call the office if the message is needed promptly. Students will be given a note to pick up personal flowers, presents, or balloon gifts from the office at the end of the school day. (Exceptions may be made for early dismissals.)

Section 6 Recess

Students at Wayne Elementary will have the following amount of supervised recess on an ordinary day of school. Adjustments will be made based on changes of schedules. Recess will be outside unless the weather does not permit us to go outside. Indoor recess will be in the gym or in the classrooms.

Kindergarten/1st Grade: 45 minutes (3 recess times)

2nd-3rd-4th Grade: 30 minutes (2 recess times)

5th-6th Grade: 15 minutes (1 recess)

Section 7 Wayne Elementary Recess and School Clothing Guidelines (Recess)

Living in Nebraska requires adaptability to frequent weather changes. We will go outside for recess every day that we can. Should there be rain, wind, or snow, we watch the radar and thermometer and if there is no precipitation we will go outside, at least on the blacktop. We care about your child's health but also know that outdoor activity is crucial to a healthy lifestyle. Watch/Listen to local weather reports and help your child dress according to our guidelines below or also be prepared for delays and cancellations. The teachers will all use Real Feel AccuWeather to determine what the temperature is for each recess. If a student is not appropriately dressed, they will not be allowed to go outside for recess.

Wind Chill and Temperature

The decision about what students can wear will be decided before each recess. It is not decided based upon the forecasted high temperature for the day.

55 – and up

- Clothing Guidelines: Regular dress code applies

40 – 54 degrees

- Clothing Guidelines: Pants and jacket or hooded sweatshirt

0 – 39 degrees

- Clothing Guidelines: Winter coat required (Hats and gloves recommended)

0 degrees & below

- Clothing Guidelines: No outdoor recess but please continue to wear appropriate clothing in case of an emergency or emergency drill

Playing in the Snow

- If a student has snow gear (snow pants, coat, gloves) they will be able to play in the snow.
- If a student has boots and no snow pants they can walk on the snow, but not play in the snow.
- If a student does not have snow boots and snow pants they will be allowed to play on the concrete/blacktop areas that are cleared of snow.

Section 8 School Meals

Both breakfast and lunch are available for students each day. We begin serving breakfast at 7:30 a.m. If your child arrives between 7:30 a.m. and 7:50 a.m., they will be receiving a hot breakfast. If your child arrives after 7:50 a.m., they will receive a grab ‘n go breakfast, so they are not tardy to class. Please make sure to call the school prior to 9:00 a.m. in order to get a correct lunch count if you plan on eating with your child.

Meal prices are set annually before the school year begins. Meal prices will be posted in the school newsletter, on the monthly menu, on the school website, and in The Wayne Herald newspaper. Milk may be purchased separately to drink with a sack lunch. **Food or drinks from outside school during school lunch hours (11:00 a.m. - 1:00 p.m.) are not allowed in the building. Students with a negative balance are not allowed to buy ala carte items.**

“Under Federal law, there is no requirement that children paying the reduced or full price be given credit which permits them to charge the price of meals when they don’t have money with them to pay.” As a courtesy, Wayne Community Schools will continue to serve meals until the family lunch balance reaches **negative** \$25.00. At that time, students will not be allowed to eat school meals. Once a positive account balance is established, students will be allowed to resume eating school meals. Families will be sent a statement by mail (every Wednesday) when their balance reaches **negative** \$10 or more. A call from the school office will be made when an account reaches **negative** \$25.00.

Families using the meal program may access their account information online. You can check your account balance at any time, and view two weeks worth of meal purchases for your family members. To get your login and password, please contact your school. To access the site, please

go to the Wayne Community Schools website www.wayneschools.org, press the District button on the left side and then press Lunch Account Information. This will take you to WordWare to check your account balance and make payments online.

Section 9 Birthdays

Birthdays are celebrated in homerooms through a variety of activities that do not include food. Please contact your child's homeroom teacher if you have any questions. Invitations to parties are not to be distributed at school unless the entire class is invited. Office personnel may not share addresses, telephone numbers, or parents' names.

Section 10 Assemblies

School wide assemblies will be held as needed to recognize student success, provide students with experiences, and to promote school wide programs.

Section 11 Instrumental Music

The instrumental music department offers the student an opportunity to progress in all phases of musicianship. Beginning in fifth grade, students advance their development through participation in large ensembles, small ensembles, and solos. Additional activities exist for those who are interested.

Section 12 Nuisance Items

Nuisance Items such as fidget spinners, pop-its, trading cards, and all other toys should not be brought to school unless the student gains special permission. This is done to reduce distractions.

Section 13 Change of Information

Should any student move to a new place of residence, the parent must notify the principal's office as soon as possible of address, phone number, or job changes.

Section 14 Emergency Evacuation Lockout and Lockdown

Tornado, earthquake, and fire drills are conducted according to the requirements of state law. Procedures are posted in each classroom. Tampering with fire safety equipment or deliberately setting off fire alarm equipment is a serious offense. Such an act is grounds for suspension or expulsion and may be accompanied by a complaint filed with the State Fire Marshal.

Section 15 Wayne Community Schools Emergency Response Plan Managing Student Release to Parents/Guardians

In Case of Emergency

General Emergency Information

It is everyone's hope that there will never be a need to enact the following emergency procedures. Being prepared in the event of an emergency or disaster is a responsibility the Wayne Community Schools has to the students and families of our community, and is a responsibility that is taken very seriously. Thank you for taking the time to review this emergency information and these emergency procedures. All staff have been trained in the

implementation of our Emergency Plan. Students have been trained through drills of various disasters.

Wayne Community Schools are well prepared to deal with emergency situations. A detailed Emergency Response Plan is in place for all staff to follow. Teams have been set up to handle the safety of the students and communication to the public.

If there is an emergency during the school day, the safety and well-being of the students will be the highest priority. Staff members are required by state law to serve as emergency workers, and staff will be on site to care for students, no matter how long it takes to reunite students with their families.

Certain situations may involve releasing students from school or relocating them at a time when parents expect their children to be at school. Such actions are authorized by the superintendent or principal only in times of extreme emergency.

Specific procedures, as described in this packet, are established to maintain a safe and secure environment during what will likely be a very stressful time. All parents/guardians will be asked to follow the direction of staff and volunteers. We ask that all individuals remain calm and patient. It is truly in the best interest of every child that all adults present in emergency situations are patient while cooperating with established emergency procedures.

In Case of Emergency:

Please DO NOT call the school!

Listen to local radio and check social media for information:

KTCH

FaceBook: www.facebook.com/Wayne-Community-Schools

Twitter: Wayne Blue Devils@WayneSchools

To Prepare for an Emergency

- It is critical that parents/guardians keep the information for emergency contacts at the school office up-to-date.
- Parents/Guardians should confirm that the school has the current cell phone or other phone numbers to be used in case of an emergency.

Student Release:

Certain situations may involve releasing students from school or relocating them to an alternate site. Such actions are authorized by the superintendent or principals only in times of extreme emergency.

Guidance for Parents:

- Remain calm!

- Please DO NOT CALL THE SCHOOL!
- If telephone lines are operational, each school will notify parents/guardians, at the telephone number provided on the Emergency Form.
- DO NOT automatically rush to the school.

Guidance for Parents Involving Child Pick-up:

- Parents/guardians will be notified when and where their child may be picked up.
- Please DO NOT park in the parking lots or directly around the schools. These areas are reserved for emergency vehicle parking.
- Students will be released to parents/guardians ONLY – Photo ID is required.
 - Students will be out of sight to parents/guardians. Staff will bring your child to you. Please be respectful of this rule.
- Plan on picking up your youngest student first.
- Plan on the check-out procedure taking time – PATIENCE!

Thank you for your cooperation in this!

Article 3 – Use of Building and Grounds

Section 1 Visitors

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

Section 2 Smoke-Free Environment

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

Section 3 Care of School Property

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

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

Section 4 Lockers

Some grade-levels will be assigned a locker. Students are expected to keep all books, etc., in their assigned locker. Students are also responsible for the cleanliness inside their locker and the door of their locker. Students may be assessed a fine for damage to lockers.

Section 5 Searches of Lockers and Other Types of Searches

Student lockers, desks, computer equipment, and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy

regarding usage of or items placed in or on school property because school property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers and other such property may be conducted at the discretion of the administration.

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

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or a school rule violation. The search is to be conducted in a reasonable manner under the circumstances.
1. Random searches of student lockers, desks, and other similar school property provided for use by students may be conducted at the discretion of the administration.
2. School officials may search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for a non-investigatory work-related purpose, such as to retrieve a file.
3. Searches of the District's computer system may be conducted at the discretion of the administration at any time.

Section 6 Video Surveillance

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

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

Section 7 Use of Telephone

USE OF THE OFFICE PHONE WILL ONLY BE ALLOWED IN AN EMERGENCY OR WHEN A STUDENT IS ILL. There is a courtesy phone available for student use in the office. Use of the phone is not an excuse to be tardy to class.

Section 8 Bicycles

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

Section 9 Student Valuables

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

Section 10 Lost and Found

Students who find lost articles are asked to take them to the office, where the articles can be claimed by the owner. If articles are lost at school, report that loss to office personnel. Periodically throughout the year, all lost and found items will be taken to Micah's closet.

Section 11 Accidents

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

Section 12 Laboratory Safety Glasses

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

Section 13 Insurance

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

Section 14 Bulletin Boards, Display Case, and Posted Material

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

Section 15 Copyright and Fair Use Policy

It is the school's policy to follow the federal copyright law. Students are reminded that, when using school equipment and when completing coursework, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format.

Copyrighted works are not limited to those that bear a copyright notice.

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

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

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

Section 16 Grounds/Parking/Pick Up/Drop Off

Grounds/Parking

All traffic laws of the state apply to the operation of motor vehicles on the school grounds including the prohibition of passing a school bus loading or unloading pupils. Extreme care must be taken to prevent accidents. The school assumes no liability for damage, loss, or theft from vehicles.

East side is for parents/guardians to bring and pick up students. West side is for busses and the City Van to transport children.

Parents

1. Drive vehicles slowly, safely, and watch for children at all times.
2. Park only in designated areas. Do NOT park on crosswalks.
3. Keep bus areas (west side of school) clear from other traffic.
4. Model patience for your children.

Student Drop Off

Student drop off is on the east side of the school. Please travel south on Douglas St. and drop off your student on the east side of the building. This is a one way street that will be monitored by the staff and police. Please do not travel east down 4th street to get to the east side of the building. 4th street is where teachers park before the school day. We do not want parents dropping off their children in this busy area due to safety concerns. In addition, when dropping off your student, please park as far south on Douglas St. as far as possible to allow multiple parents to drop off their children. Please do not drop your student off on the west side of the building. This request is made due to buses traveling on this street to drop off students.

Student Pick Up

Student pick up is on the east side of the school. The following pick up procedures for each grade will help us make dismissal safe and timely. Our goal is to dismiss students in a manner that reduces instructional distractions, minimizes congestion in the commons area, and allows the staff to systematically get your students home safely. Please do not enter the building before 3:20 p.m. unless you need to communicate with school personnel. This will help us avoid distractions at the end of the day, and it will keep the congestion in the commons area to a minimum.

Kindergarten/1st Grade

Our Kindergarten and 1st grade students that ride home with their parents will be walked out the east doors of the building, and will be released to their parents to make sure that all students are safe.

2nd Grade

Our 2nd grade students will be dismissed by their teachers from their classroom. They will walk out the east doors and the students will meet their parents outside.

3rd/4th/5th/6th Grade

Our 3rd, 4th, 5th, and 6th grade students will be dismissed by their teachers from their classroom. They will walk out the north doors and the students will meet their parents outside.

Siblings Meeting Spot

Our elementary students that need to meet up with their siblings in other grades will use the gym as their meeting spot. The sibling groups will then walk out the east doors and meet their parents outside.

Bus/Van/Rainbow/Activities Center

The students will be loaded and dropped off on the west side of the school.

Article 4 – Attendance

Section 1 Attendance Policy

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

Section 2 Attendance and Absences

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

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

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

2. Unexcused Absences: An absence which is not excused is unexcused. If a student's absence is unexcused the student may receive zeros for any class work missed during the absence, and may be required to make-up work and the time missed.

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

Leaving School or Class. Students who leave school for any reason during the school day must check out at the office before leaving. Students leaving school must be cleared in advance by a note or phone call from the student's parent or legal guardian. **Upon returning to school students need to report to the office to get an admit slip before returning to class.**

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

Section 3 Absence Procedures

Please call the office informing them of the reason your child will not be in attendance. (375-3854). Police may be contacted to do a wellness check if there has been no communication. A student will not be allowed to enter class after a same day absence until an admit slip, based upon a written or verbal parental excuse, or a conditional admit slip, is issued by the Principal's office.

Section 4 Make-up Work

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

The student has the responsibility to contact teachers, initially, regarding make-up assignments. Assignment sheets will be sent only for extended absences. Assignment sheets and homework may be picked up from the office at 3:30 or earlier per/parent request.

Section 5 Attendance is Required to Participate in Activities

Students must attend school all day the day of any scheduled school activity in order to participate in the activity. This includes concerts, contests, clubs, and dances. Failure to attend will result in a student being withheld from participation in the activity. The Principal retains the right to grant participation should exceptional circumstances prevail.

Section 6 Truancy

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

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

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

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

problem. If services for the child and his or her family are determined to be needed, the person performing the investigation shall meet with the parent/guardian and the child to discuss any referral to appropriate community agencies for economic services, family or individual counseling, or other services required to remedy the conditions that are contributing to the truancy problem.

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

CORE Team

- This is a team at our building that is composed of administrators and support staff that collaborate in order to support families in the areas of tardies, attendance, and community resources. The team uses the following criteria and/or their professional judgement as they make decisions for our students:

5 days absent-Absent-letter

5 tardies-Tardy letter

10 days absent-Absent letter/Call home

10 tardies-Tardy letter

15 days absent- Collaborative plan

15 tardies- Tardy Letter/call home

20 days absent-Refer to county attorney

20 tardies-Tardy letter/call home

Article 5 – Scholastic Achievement

Section 1 Promotion and Retention

Students will be placed at the grade level and in the courses best suited to them academically, socially and emotionally as determined by the professional staff. Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the professional staff to be appropriate for the educational interests of the student and the educational program. (See school policy 5201 and administrative regulation 5201)

Section 2 Interim Reports

Various supplemental reports may be made available to parents throughout the school year concerning student's performance. These reports may describe student work of an exceptional

nature or work which needs improving. These reports will be sent as the teacher determines appropriate.

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

Section 3 Report Cards

Report cards are issued at the end of each quarter for grades 1 through 6. Kindergarten will receive TS Gold report cards 3 times a year. Grades 4, 5, and 6 will receive mid-term reports.

Section 4 Parent-Teacher Conferences

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

Section 5 Academic Integrity

A. Policy Statement

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

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

B. Definitions

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

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

Cheating includes, but is not limited to:

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

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

(2) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulate in calculators, or other unauthorized material,

devices or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

(3) Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.

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

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

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

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

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

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

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

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

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

2. "Plagiarism" means to take and present as one's own a material portion of the ideas or

words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works.

Plagiarism includes, but is not limited to:

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

C. Sanctions

The following sanctions will occur for academic integrity offenses:

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

Article 6 - Support Services

Section 1 Special Education Services

What Does Special Education Mean?

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

Students Who May Benefit

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

How are Students With Disabilities Identified?

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

Child Find

The Board of Education, at Wayne Community Schools, District 17 wishes to reaffirm its position that all children ages 0-21 in the Wayne Community School District, regardless of their handicapping condition, are entitled to a Free Appropriate Public Education and an equal opportunity for education according to the individual's needs.

The Board assumes the responsibility to assure that handicapped children are identified, evaluated and verified, and are provided or contracted for program services for all resident handicapped children who benefit from such programs. If you have a child or know of a child which may require special education please contact Misty Bear, Special Director, at (402)833-1450.

Special Education Placement

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

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

More Information

Anyone interested in obtaining a copy of the District's special education policy, the Parental Rights in Special Education brochure, or a copy of the Nebraska Department of Education Rule 51 (special education regulations and complaint procedures) or Rule 55 (special education appeal procedures) may contact the Special Education Director. A notice of parental rights, Rules 51 and 55 and more information about special education are also available at the Nebraska Department of

Education's website: <http://www.nde.state.ne.us/SPED/sped.html>.

Section 2 Students with Disabilities: Section 504

Accommodations and related services are made available to students with disabilities under Section 504 of the Rehabilitation Act of 1973. "Section 504 is a federal anti-discrimination law that prohibits school districts from discriminating against students with disabilities. A student may be identified with a disability under Section 504 if the student has a physical or mental impairment that substantially limits one or more major life activities, included but not limited to learning. The school district has specific responsibilities under Section 504, including the responsibility to identify, evaluate, and if the student is determined to be eligible under Section 504, to afford access to appropriate educational services. If you believe your child may qualify for services under Section 504 please contact your building principal."

Section 3 School Counseling Services

Wayne Community Schools employs counselor(s) for the purpose of assisting with the District's testing program, to assist with scheduling and for students to discuss problems and resolve conflicts. If you wish to see a counselor, stop by a counselor's office and make arrangements for an appointment. **Heartland Counseling services are available through a referral process.**

Section 4 Health Services

Student Illnesses

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

Guidelines for Administering Medication

The administration of prescription and/or non-prescription (over-the-counter) medications by school personnel is subject to the following conditions:

1. For the safety of all children, elementary students are not permitted to have medicine in their possession while at school. Students may carry some types of medications if pre-approved by their physician and school officials. Other medicines should be kept in the nurse's or building office.
2. Medication must be brought to school in the original container appropriately labeled by the pharmacy or physician.
3. All medications must be properly labeled with the child's name, medication name, directions for administration and possible side effects.
4. A signed and dated note from the parent or guardian must accompany all requests for students to receive medication at school.
5. In the case of a medication that the student takes on a regular basis, further documentation is required by the state and can be obtained through the school nurse. This documentation must be renewed annually.

School Health Screening

Children in Preschool and grades one through fourth, as well as Sophomores are screened for

vision, hearing, dental defects, height and weight. Students may also be screened if a health concern has been identified. Parents who do not wish their child to participate in the school screenings program must communicate this in writing to the school health office at the start of the school year. Nebraska statutes require school-age screening and in order for parents to remove their children from the program they must submit findings from an alternate medical provider to the school by December 1 of that year.

Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six (6) months prior to entrance into kindergarten and, in the case of transfer from out of state, to any other grade. A physical examination is also required prior to entrance into the seventh grade. The physical examination is to be completed by a physician, a physician's assistant, or an advanced practice registered nurse; the visual evaluation is to be completed by any of the 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. Forms are available in school health offices.

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

**Summary of the School Immunization Rules and Regulations
For 2022-2023 School Year**

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

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

The School Rules & Regulations are available on the internet: http://dhhs.ne.gov/Pages/reg_t173.aspx (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011)

Updated 01/26/2018

Birth Certificate Requirements

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

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

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

Guidelines for Head Lice

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

The Academy of Pediatrics no longer considers head lice as a health issue or a reason to exclude children from school.

1. If live head lice are discovered on a child the parent will be called and informed. The school then assumes that the parent will treat the child that day after.
2. Written treatment information and instructions will be made available to parents upon request. (including how to check for head lice*.)
3. A child who has been identified with live lice will be able to return to school after treatment.
4. Families are encouraged to report head lice to the school health office.

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

Section 5 Transportation Services

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

Behavior on School Buses

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

A. Rules for Getting On and Off the Bus

1. Be on time to be picked up. As a general rule, get to your bus stop five (5) minutes before your scheduled pick up time. If you miss the bus, immediately return to your home and tell your parents so they can get you to school.
2. While waiting for the bus, stay at least five (5) feet away from the street, road or highway. Wait until the bus comes to a complete stop before approaching the bus.

3. You may exit the bus only at your approved destination (your school or your approved bus stop). Exit the bus as directed by the driver. Do not run.
4. If you must cross the street after exiting the bus, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

B. Rules on the Bus

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

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

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

Article 7 – Drugs, Alcohol and Tobacco

Section 1 Drug-Free Schools

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

Section 2 Education and Prevention

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

of the school's activities.

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

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

These standards are in addition to standards of student conduct elsewhere adopted by board policy or administrative regulation. The District's standards prohibit the possession, use, or distribution of illicit drugs or alcohol on school premises, in school vehicles, or as a part of any of the school's activities on or off school premises. Conduct prohibited at places and activities as hereinabove described shall include, but not be limited to, the following:

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

Disciplinary Sanctions

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

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

Intervention

The District does not have the authority or responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or function in the educational environment,

the school has the right and responsibility to refer the student for a formal chemical dependency diagnosis based on behavior observed by school staff.

Administration

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

Article 8 – Student Conduct Rules

Section 1 Purpose of Student Conduct Rules

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

Section 2 Forms of School Discipline

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

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

The following process will apply to short-term suspensions:

1. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.

4. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference.

5. A student on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.

B. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five (5) school days but less than twenty (20) school days. A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension. The procedures will be those set forth in the Student Discipline Act.

C. Expulsion:

1. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless (a) the misconduct occurred within ten (10) school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) the misconduct occurred within ten (10) school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.

2. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent. The suspension pending hearing may be imposed if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.

3. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.

4. Alternative Education. Students who are expelled may be provided an alternative education program that will enable the student to continue academic work for credit

toward graduation. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.

5. Suspension of Enforcement of an Expulsion. Enforcement of an expulsion action may be suspended (i.e., “stayed”) for a period of not more than one (1) full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.

 6. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than 19 years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to a court order, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal’s designee shall meet with the student's probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal’s designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.
- D. Emergency Exclusion: A student may be excluded from school in the following circumstances:
1. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
 2. If the student’s conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

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

If the emergency exclusion will be for five school days or less, the procedures for a short-term suspension shall be followed. If the Superintendent or his or her designee determines that an emergency exclusion shall extend beyond five days, a hearing is to be held and a final determination made within ten school days after the initial date of exclusion. Such procedures shall

substantially comply with the procedures set forth in this policy for a long-term suspension or expulsion, and be modified only to the extent necessary to accomplish the hearing and determination within this shorter time period.

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

Section 3 Student Conduct Expectations

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

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

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

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another;
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude;
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-

- defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations;
 6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks;
 7. Selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine devices, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant;
 8. Public indecency or sexual conduct;
 9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events;
 10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction;
 11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten; or
 12. Repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes;
 13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities;
 14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion;

15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
16. Willfully violating the behavioral expectations for those students riding Wayne Community Schools' buses.
17. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:
 - a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
 - b. 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). If a student desires to carry or possess a personal safety or security device, the student must obtain prior approval from the building principal before bringing such device on school grounds. If a student obtains prior approval from the building principal, the student must store the device during the school day in the student's locker, in the main office or in another secure location designated by the building principal. A student shall not carry a personal safety or security device during the school day.
18. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one (1) calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such one (1) year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

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

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

B. Additional Student Conduct Expectations and Grounds for Discipline

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

- (1) Student Appearance: Students at Wayne Community Schools are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:
 - a. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground (age appropriate).
 - b. Shorts, skirts, or skorts that do not reach mid-thigh or longer (age appropriate)
 - c. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
 - d. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horse-play” or that would damage property (e.g. cleats).
 - e. Head wear including hats, caps, bandannas, and scarves;

- f. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
- g. Clothing or jewelry that is gang related.
- h. Visible body piercing (other than ears).
- i. Open toed footwear (Sandals and shoes that damage the gym floor are not allowed in PE class)

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

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

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

(2) Electronic Devices

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

b. Definitions.

- (1) "Electronic devices" include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, laptop computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.
- (2) "Sexting" means generating, sending or receiving, encouraging others to

send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:

- (i) Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or
- (ii) Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,
- (iii)

c. Possession and Use of Electronic Devices.

- (1) Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging.
- (2) Students are permitted to possess and use electronic devices before school hours (7:30 on regular start days) and after school hours, provided that the student does not commit any abusive use of the device (see paragraph (4)(a)). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.
- (3) Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a laptop computer for a class presentation).
- (4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).

d. Violations

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

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

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

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

(iii) Third Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her

parent/guardian and the school principal or assistant principal, and suspension of the student from school. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

e. Penalties for Prohibited Use of Electronic Devices:

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

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

f. Reporting to Law Enforcement.

Violations of this policy regarding the prohibited use of electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or the Nebraska Child Pornography Prevention Act shall be reported to appropriate legal authorities and law enforcement.

g. Responsibility for Electronic Devices.

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

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

"Bullying" is behavior where one person or group engages in harmful action towards another person or group acting on a real or perceived imbalance of power or view of superiority. The

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

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

- (4) Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:
 - a. 1st Offense: Student will be confronted and directed to cease.
 - b. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
 - c. 3rd Offense: Student will be suspended from school for a minimum of one (1) day, and parents and student will need to meet with Administrator(s) and/or counselor.
 - d. If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.

- (5) Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion.
 - a. Students must have a pass when not in class during class time. Students are to use the pass only for the purpose requested. For example, if given a pass to use the restroom, the student must promptly proceed to and use the nearest restroom and promptly return to class.
 - b. Gum, candy, seeds, etc. are not allowed in the school building or classrooms. The pop machine is closed until after school and pop is to be consumed outside.
 - c. Students are expected to bring all books and necessary materials to class. This includes study halls.
 - d. Assignments for all classes are due as assigned by the teacher.
 - e. Students are not to operate the mini-blinds or the windows without permission of the teacher.
 - f. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
 - g. Students are to be in their seats and ready for class on the tardy bell.
 - h. Special classes such as Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to students by that teacher which must be followed.

- i. Students are not to bring “nuisance items” to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
- j. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.
- k. Snow handling is prohibited.

(6) Network, E-Mail, Internet and Other Computer Use Rules:

(a) General Rules:

- (i) The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Parental permission is required for student use. Access for all staff and students is a privilege and not a right.
- (ii) Individual users of the district network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.
- (iii) Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and ensure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.
- (iv) Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.
- (v) The district will not be liable for, and does not warrant in any way, purchases made by any user over the network. Users shall not make purchases of goods and/or services via the district's network.

- (b) Policy and Rules for Acceptable Use of Computers and the Network: The following policy and rules for acceptable use of computers and the network, including Internet, shall apply to all district administrators, faculty, staff and students. The term "Users", as contained herein, shall apply to all such individuals. The Superintendent, or the Superintendent's designee, is hereby delegated all authority and is the ultimate person in charge of the district network and technology resources or equipment, and the same shall also be

under the direct supervision of the site or building administrator where located, sometimes herein called "network administrators."

- (i) Users shall not erase, remake, or make unusable anyone else's computer, information, files, programs or disks. In addition to any other disciplinary action or legal action that may occur, any user violating this rule shall be liable for any and all damages to the computer, information, files, programs or disks.
 - (ii) Users shall not let other persons use their name, account, log-on password, or files for any reason (except for authorized staff members).
 - (iii) Users shall not use or try to discover another user's account or password.
 - (iv) Users shall not use the computers or network for non-instructional or non-administrative purposes (e.g., games or activities for personal profit).
 - (v) Users shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
 - (vi) Users shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.
 - (vii) Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
 - (viii) Users shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.
 - (ix) Users shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources. In addition to any other disciplinary action or legal action that may occur, any user violating this or any other rule shall be liable for any and all damages to the computer, network, information, files, programs or disks.
 - (x) Users shall not tamper with computers, networks, printers, or other associated equipment except as directed by the teacher or network administrator.
 - (xi) Users shall not take technology equipment (hardware or software) from the school grounds or remove such from computer work areas without written permission of the network administrator.
- (c) Etiquette and Rules for Use of Computers and the Network: All users of computers and the network are expected to abide by the generally accepted rules of network etiquette. Informal rules of behavior have evolved for the use of and communication on the network, Internet and other on-line services. Breaches can result in harsh criticism by others. These rules of behavior include (but are not limited to) the following:

- (i) Be polite. Do not become abusive in your messages to others.
- (ii) Use appropriate language. Do not swear, use vulgarities or any other inappropriate language, message, information or images.
- (iii) Do not reveal your personal account, address or phone numbers, or that of other students or colleagues.
- (iv) Note that electronic mail (e-mail) is specifically not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities. Messages which violate the rules will result in disciplinary action.
- (v) All communications and information accessible via the network should be assumed to be private property of others.
- (vi) Do not place unlawful information on any network system.
- (vii) Keep paragraphs and messages short and to the point. Focus on one subject per message.
- (viii) Include your signature at the bottom of email messages. Your signature footer should include your name, position, affiliation, and network or Internet address.
- (ix) Other rules may be established by the network administrators or teachers from time to time.

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

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

(7) Risks of Social Networking:

The purpose of this message is to give our students information about the risks of using social networking sites.

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

What you post on social networks may also affect you right now. Pictures or writings that show that you have violated student conduct rules may result in school discipline. A picture of a student drinking a beer may very well lead to a suspension from activities if the school learns about it. Criminal charges may be filed against you based on information posted on social network sites.

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

Ø Don't forget that your profile on social network forums are public spaces. Don't post anything you wouldn't want the world to know (e.g., your phone number, address, IM screens name, or specific whereabouts).

Ø Avoid posting anything that would make it easy for a stranger to find you, such as where you hang out every day after school.

Ø People aren't always who they say they are. Be careful about adding strangers to your friends list. Avoid meeting people in person whom you do not fully know. If you must meet someone, do it in a public place and bring a friend or trusted adult.

Ø Harassment, hate speech and inappropriate content should be reported. If you feel someone's behavior is inappropriate, react. Talk with a trusted adult, or report it to the authorities.

Ø Don't post anything that would embarrass you later. Think twice before posting a photo or info you wouldn't want your parents or boss to see!

Ø Don't mislead people into thinking that you're older or younger.

We urge all students to follow these common sense guidelines.

Section 4 Reporting Student Law Violations:

A. Any act of a student which is a basis for expulsion and which the principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement as soon as possible. Conduct to be reported for law enforcement referral includes conduct that may constitute a felony, conduct which may constitute a threat to the safety or well-being of students or others in school programs and activities, and conduct that the legal system is better equipped to address than school officials. Conduct that does not need to be reported for law enforcement referral includes typical adolescent behavior that can be addressed by school administrators without the involvement of law enforcement. In making the decision of whether to report, consideration should be given to the student's maturity, mental capacity, and behavioral disorders, where applicable. When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made.

The foregoing reporting standards shall be reviewed annually by the school board on or before August 1 of each year, be annually reviewed in collaboration with the County Attorney each year, be distributed to each student and his or her parent or guardian at the beginning of each school year, or at the time of enrollment if during the school year, and shall be posted in conspicuous places in each school during the school year.

B. 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.

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

Section 1 Student Fees Policy

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

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

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

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

(1) Guidelines for non-specialized attire required for specified courses and activities. Students have the responsibility to furnish and wear non-specialized attire meeting general District grooming and attire guidelines, as well as grooming and attire guidelines established for the building or programs attended by the students or in which the students participate. Students also have the responsibility to furnish and wear non-specialized attire reasonably related to the programs, courses and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program, course or activity.

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering,

or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

(2) Personal or consumable items & miscellaneous

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

(b) Courses

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

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

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

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

(7) Copies of student files or records. The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in

accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one (1) copy of the requested records to be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

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

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

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

Article 10 – State and Federal Programs

Section 1 Notice of Nondiscrimination

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

Students: Director of Student Services, 611 W 7th St,

Wayne, NE 68787 (402) 375-3150

Employees and Others: Human Resources Director,

611 W 7th St, Wayne, NE 68787 (402) 375-3150

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

Section 2 Designation of Coordinators

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

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

The Coordinator may be contacted at: 611 West 7th Street, Wayne, Nebraska 68787, telephone number (402) 375-3150.

Section 3 Anti-discrimination & Harassment Policy

Elimination of Discrimination

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

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

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

Preventing Harassment and Discrimination of Employees and Students.

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

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

- a. In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, constitutes harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.
- b. Age harassment has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.
- c. Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests

for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

Sexual harassment may exist when:

(a) Supervisors or managers make submission to such conduct either an explicit or implicit term and condition of employment (including hiring, compensation, promotion, or retention);

(b) Submission to or rejection of such conduct is used by supervisors or managers as a basis for employment related decisions such as promotion, performance evaluation, pay adjustment, discipline, work assignment, etc.

(c) The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, class room or educational environment.

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

Procedures:

a. Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision.

b. If the report is not satisfactorily resolved within ten calendar days, or if the discrimination or harassment continues, please report your complaint to the Superintendent of Wayne Community Schools.

c. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.

d. The person to whom the complaint is made is to thoroughly investigate the complaint and work with the person filing the complaint to seek an appropriate resolution so the discrimination or harassment can be remedied and put to an end.

e. Complaints of discrimination or harassment will be treated with the utmost confidence, consistent with resolution of the problem.

f. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, etc., may be taken.

g. Under no circumstances will a supervisor or a teacher or the Board threaten or retaliate against a person for alleging discrimination or harassment.

Section 4 Multicultural Policy

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

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

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

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are

- to be made to the Superintendent.)
11. File a local grievance.

Section 6 Notification of Rights Under FERPA

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

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

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

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

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

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

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

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

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

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

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

Notice Concerning Directory Information

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

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

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

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

The District may disclose information about former students, meeting the conditions in this section.

The District's policy is for education records to be kept confidential except as permitted by the FERPA law, and the District does not approve any practice which involves an unauthorized disclosure of education records. In some courses student work may be displayed or made available to others. Also, some teachers may have persons other than the teacher or school staff, such as volunteers or fellow students, assist with the task of grading student work and returning graded

work to students. The District does not either approve or disapprove such teaching practices, and designates such student work as directory information and/or as non-education records. Each parent and eligible student shall be presumed to have accepted this designation in the absence of the parent or eligible student giving notification to the District in writing in the manner set forth above pertaining to the designation of directory information. Consent will be presumed to have been given in the absence of such a notification from the parent or eligible student.

Notice Concerning Designation of Law Enforcement Unit:

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

Section 7 Notice to Parents of Students in Programs Receiving Title I Funding

Staff Qualifications. Parents may request, and the District will provide the parents of students attending any school receiving Title I funds on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

- (A) Whether the student's teacher—
 - (i) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - (ii) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - (iii) is teaching in the field of discipline of the certification of the teacher.

- (B) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Testing Opt-Out. Parents may request, and the District will provide the parents of students attending any school receiving Title I funds on request (and in a timely manner), information regarding any State or District policy regarding student participation in any State or District assessments, including the District's policy and procedure on the parental right to opt the child out of such assessment(s). The District shall also make widely available through public means (including by posting in a clear and easily accessible manner on the District's website) information on each State or District assessment, including:

- (A) the subject matter assessed;
- (B) the purpose for which the assessment is designed and used;
- (C) the source of the requirement for the assessment;
- (D) the amount of time students will spend taking the assessment, and the schedule for the assessment; and
- (E) the time and format for disseminating results.

Language Instruction Programs. If the District receives Title I funds, parents of English learners will be informed regarding how the parents can—

- (A) be involved in the education of their children; and
- (B) be active participants in assisting their children to—
 - (i) attain English proficiency;

- (ii) achieve at high levels within a well-rounded education; and
- (iii) meet the challenging State academic standards expected of all students.

The District will also inform parents of an English learner identified student of opportunities to participate in various school programs, as set forth in ESSA.

Please contact the administrative office to receive the foregoing information.

Section 8 Dating Violence Prevention

The board 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 actual uses of, physical, sexual, verbal or emotional abuse to control his/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.

Section 9 HIPAA (Health Insurance Portability and Accountability Act, 1996)

Parents must give written consent to the health care provider before information can be released to the school.

Section 10 Public Notification for Eliminating Discrimination And Denial of Services in Vocational Education Program

"No person who falls under the jurisdiction of the Wayne School District shall on the basis of race, color, national origin, sex, or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity which is part of the Wayne School District program offerings."

Section 11 Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents and students who are 18 or emancipated minors ("eligible students") certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protection areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;

3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of–*
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
 - *Inspect, upon request and before administration or use –*
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202-4605

Section 12 Administrative Regulation Admittance-Home School Educated Students

This regulation provides procedures for the admittance to Wayne Community Schools of students who have previously been in attendance at an exempt school or home school pursuant to Section 79-1701, Nebraska School Law.

These procedures apply only to students from exempt schools or home schools and are not applicable to students who have been in attendance at approved or accredited schools.

Thirty (30) Days

A. Prior to the projected date for admission of a student from an exempt or home school to Wayne Community Schools, the parent or guardian will submit:

1. A statement to school officials, of the receiving school (superintendent/principal), containing the name(s) and age(s) of all children requesting

admittance and the name(s) of parents or guardian(s) containing assurances of access to enrollment, attendance, health and psychological records.

2. A copy of materials which were submitted to the Nebraska Commissioner of Education under Section 004, Rule 13, Nebraska Department of Education prior to the opening or beginning of operation of the exempt or home school. Items included are: (1) a calendar for the school year; (2) a list of names of all instructional monitors; (3) a chart or written summary showing scope and sequence of the program of instruction; (4) a list of all classes or courses and the names of monitors for these classes; (5) chart of grade levels included in the exempt/home school.

3. In order to verify information submitted in Section 004, Rule 13, Nebraska Department of Education, the receiving school (Wayne Community Schools), may deem it necessary to conduct achievement testing. School officials will contact the parent/guardian and a test(s), a time, and a procedure shall be mutually designated and established.

Should the testing be requested from a source outside the receiving school, cost for such testing shall be borne by the parents/guardians of the exempt/home school student(s).

4. Teachers of basic skill courses in language arts, mathematics, science, social studies and health for which exempt/home school students will enroll shall assist in the review of materials submitted by parents/guardians under Section 004, Rule 13, Nebraska Department of Education.

5. School officials of the receiving school may request an interview be conducted with parents and/or student(s) from the home/exempt school seeking admittance. The interview would serve as a supplemental tool in final placement of the student(s).

6. All above procedures must be completed prior to enrollment or exempt/home school student(s).

Section 13 Business Operations

Meal Charge Policy

As a courtesy, Wayne Community Schools will continue to serve meals until the family lunch balance reaches **negative** \$25.00. At that time, students will not be allowed to eat school meals. Once a positive account balance is established, students will be allowed to resume eating school meals. Families will be sent a statement when their balance reaches **negative** \$10 or more. A call from the school office will be made when an account reaches **negative** \$25.00.

Student Eligibility

Families of students who may be eligible for free or reduced price school meals should submit an application to determine their eligibility. Applications are available through the Superintendent or Superintendent's designee. As long as an application is submitted on or after July 1, the application will be considered current for the new school year. A student may become eligible for free or reduced meals at any time during the school year if the household experiences a change in financial circumstances.

Meal Account Balances

The District will ensure that families can check their meal account balances in a manner other than exclusively online. The District will ensure that at least one form of meal account payment is free of charge.

The District encourages families to pre-pay without an additional transaction fee for free or reduced price meals. Notwithstanding the option to pre-pay, students and families will have a method to add funds during the school day. Any balance remaining in a pre-paid account shall carry over into the next month. When a student leaves the District or graduates, the District shall attempt to contact the student's household to return any funds remaining in the student's meal account.

Unpaid meal charges may be carried over at the end of the school year as a delinquent debt and the District shall undertake reasonable collection efforts to collect unpaid meal charges classified as delinquent debt, pursuant to and in compliance with state and federal law. The District shall maintain records of its collection efforts and, once delinquent meal charges are converted to bad debt, its documentation establishing and handling of the bad debt.

Student Confidentiality

The District will disclose individual student eligibility information only to those persons (and organizations) who require the information in order to carry out an activity specifically authorized by the National School Lunch Act, subject to applicable legal exceptions.

The District shall not use or implement any colored or coded meal cards, tickets, tokens, or other methods of payment that would overtly identify a student as being eligible for free or reduced price meals.

Section 14 Student Privacy Protection Policy

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

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

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

Events.”

Right of Parents to Inspect Instructional Materials: Parents have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term “instructional materials” for purposes of this policy. The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within five (5) school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable times and places as will not interfere with the educator’s intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern, and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

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

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

such tests and assessments, and the subsequent analysis and public release of the aggregate data from such tests and assessments; (v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

Parental Access to Instruments used in the Collection of Personal Information: While the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect, upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a reasonable period of time after the request is received. The procedures for making and granting such a request are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within five (5) school days, shall consult with the school staff member or person responsible for the program which has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In the event such collection, disclosure, or use of personal information is occurring or there is a plan for such to occur, the building principal shall consult with the Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

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

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

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

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

Any non-emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students. (Note: the general practice of the District is to not engage in physical

examinations or screenings which require advance notice, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions to the advance notice requirement and parental opt-out right: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law, and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act).

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

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

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

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

Section 15 Parental Involvement

6410 Policy Title I Parental and Family Involvement Policy

This Parental and Family Involvement[JK1] Policy is established in compliance with Title I. Wayne Community Schools has a parental and family involvement policy applicable to parents and family members of all children. The parental and family involvement policy applicable to parents and family members of all children is not replaced by this Title I Parental and Family Involvement Policy and shall continue to be applicable to all parents and family members, including parents and family members participating in Title I programs.

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

Expectations for Parental Involvement

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

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

B. Providing coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.

C. Building the schools', parents' and family's capacity for strong parental and family involvement.

D. Coordinating and integrating parental and family involvement strategies under Title I with parental and family involvement strategies under other programs.

E. Conducting, with the involvement of parents and family members, an annual evaluation of the content and effectiveness of the parental and family involvement policy in improving the academic quality of the schools served under the Title I program, including identifying barriers to greater participation by parents and family members in Title I programs, with particular attention to parents and families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental and family involvement policies of the District.

F. Involving parents and family members in the activities of the schools served under Title I.

Policy Involvement

Each school served under the Title I program shall:

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

Shared Responsibilities for High Student Academic Achievement

As a component of the District's parental and family involvement policy, each school served under the Title I program shall jointly develop with parents and family members for all children served under the Title I program a school-parent compact that outlines how parents, family members, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school, parents and family members will build and develop a partnership to help children achieve the State's high standards. Such compact shall—(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards and the ways in which each parent and family will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers, parents and family members on an ongoing basis through, at a minimum—(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed

as the compact relates to the individual child's achievement; (B) frequent reports to parents and family members on their children's progress; and (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Building Capacity for Involvement

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

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

Accessibility

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

Use, Distribution, and Updating of this Policy

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

Section 16 Homeless Students Policy

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

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

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

Enrollment of and Services to Homeless Children: A homeless child shall be enrolled in compliance with law and be provided services comparable to services offered to other students in the school in which the homeless child has been placed. Placement of a homeless child is determined based on the child's "school of origin" and the "best interests" of the child. The "school of origin" means the school that the child attended when permanently housed or the school in which the child was last enrolled. Placement decisions shall be made according to the District's determination of the child's best interests, and shall be at either: (1) the child's school of origin for the duration of the child's homelessness (or, if the child becomes permanently housed during the school year, for the remainder of that school year) or (2) the school of the attendance area where the child is actually living. To the extent feasible, the placement shall be in the school of origin, except when such is contrary to the wishes of the homeless child's parent or legal guardian. If the placement is not in the school of origin or a school requested by the homeless child's parent or legal guardian, the District shall provide a written explanation of the placement decision and a statement of appeal rights to the parent or guardian as provided in Nebraska Rule 19.

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

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

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

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

and Wayne Community Schools shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin and, if they are unable to agree, the responsibility and cost for transportation shall be shared equally.

**Wayne Community Schools Expectations
Title I Student/Parent/Teacher Compact
“Learning For Life”**

Students Promise:

- Return completed school work on time. Be at school on time unless I am sick.
- Be responsible for my own behavior.
- Try my best at all times.
- Respect and cooperate with other students and adults.

Family Promise

- Provide a quiet place/time to do schoolwork and encourage my child to complete homework.
- Ensure my child gets adequate sleep and has a healthy diet.
- Make sure my child is at school on time.
- Communicate and work with teachers and staff to support and challenge my child.

School Promise

- Teach necessary and challenging academic concepts to your child.
- Be aware of the needs of your child.
- Regularly communicate with you on your child’s progress.
- Provide high quality curriculum and instruction in a supportive and effective learning environment, to enable children to meet challenging state academic standards.
- Provide a safe, positive learning environment for your child.
- Respect the cultural differences of students and their families.
- Provide high quality curriculum and instruction to your child while being aware of the specific needs of your child.

Signing this demonstrates your willingness and eagerness to participate with us to ensure your child’s success:

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

Principal Signature: _____ Date: _____

(Please return entire page. A copy will be made and sent home.)

Digital Equity Survey

Student Name: _____ **Grade:** _____

Question:	Internet in Residence
Is there internet access in the residence?	Yes-Internet Access in Residence
	No-Not Available
	No-Not Affordable
	No-Other
Question:	Internet Access
What is the primary type of internet service used at the residence?	Residential Broadband (DSL, Cable)
	Cellular Network
	School Provided Hot Spot
	Satellite
	Dial-Up
	Other
	None
	Community Provided WiFi
Unknown	
Question:	Internet Performance
Can the student stream videos without interruption?	Yes-No Issues
	Yes-But Not Consistent
	No
Question:	Device Access
Is the primary learning device a personal device or school-provided?	Personal-Dedicated (one person per machine)
	Personal-Shared (sharing among others in the household)
	School Provided-Dedicated
	School Provided-Shared
	None
Question:	Device Type
What device does this student most often use to complete online learning at home?	Desktop
	Tablet

	Chromebook
	Smartphone
	Other
	None
	Laptop

Encuesta de equidad digital

Nombre: _____ **Grado:** _____

Pregunta		Acceso a Internet en la residencia
¿Hay acceso a Internet en la residencia?		Sí - Acceso a Internet en la residencia
		No - No disponible
		No - No asequible
		No - Otra
pregunta		Tipo de acceso a Internet en la residencia
¿Cuál es el tipo principal de servicio de Internet que se utiliza en la residencia?		Banda ancha residencial (DSL, cable)
		Red celular
		HotSpot proporcionado por la escuela
		Satélite
		Dial-up
		Otro
		Ninguno
		Wifi proporcionado por la comunidad
		desconocido
Pregunta		Rendimiento de Internet
¿Puede el estudiante transmitir videos sin interrupción?		Sí - No hay problemas
		Sí - Pero no es consistente
		No
Pregunta		Acceso al dispositivo
¿El dispositivo de aprendizaje principal es un dispositivo personal o proporcionado por la escuela?		Personal - Dedicado
		Personal - Compartido
		Escuela proporcionada- Dedicada
		Escuela proporcionada- Compartido
		Ninguno
Pregunta		Dispositivo digital
¿Qué dispositivo utiliza este estudiante con más frecuencia para completar el		Computadora de escritorio / computadora portátil
		Tableta

aprendizaje en línea en casa?	<input type="checkbox"/>	Chromebook
	<input type="checkbox"/>	Teléfono inteligente
	<input type="checkbox"/>	Ninguno
	<input type="checkbox"/>	Otro
	<input type="checkbox"/>	ordenador portátil

**ADMINISTRATIVE REGULATION 5416
STUDENTS**

Student Fee Waiver

To qualify for Student Fee Waiver the family must meet the federal guidelines to be eligible for the free and reduced lunch. A student does not have to be taking free and reduced lunch; they just have to be eligible to do so.

To receive the Fee Waiver the following steps must be complete (prior to the fee being charged);

Step One – Complete and File with the school district “Free and Reduced Price School Meals Application” form (this form will be mailed out the beginning of the school year and is also available in the school district offices).

Step Two – Complete and File with the school district a “Sharing Information With Other Programs” form (this form will be mailed out the beginning of the school year and is also available in the school district offices).

For those students who qualify, a Fee Waiver can be used for providing a musical instrument.

Student Fees for Curricular Activities

None

Fee waivers are allowed for the students who qualify for free and reduced lunch. The Student Fee Waiver Application must be completed prior to the activity.

Student Fee Waiver Application

Students whose families meet the income guidelines for free and reduced price lunches are eligible to have expenses of certain fees, specialized equipment, specialized attire and project materials waived as provided by district policy. All information provided in connection with this application will be kept confidential. This waiver does not carry over from year to year and must be completed annually.

ALL INFORMATION REQUESTED ON THIS FORM MUST BE COMPLETED FOR THE FEE WAIVER APPLICATION
TO BE PROCESSED

PLEASE PRINT

Date Completed: _____

Name of Parent or Guardian: _____

Street Address: _____

City, State, Zip Code: _____

<u>Student Name(s)</u>	<u>School Attending</u>	<u>Grade</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Your signature below is required for the release of information regarding the student or student’s family financial eligibility for the programs checked above. Without your signature, this application cannot be processed.

Signature of parent or guardian: _____

Specific fees, equipment, attire or materials to which this waiver applies:

Administrator's signature: _____

Students' Rights and Responsibilities

The rules and regulations are included in the handbook for the 2022-2023 school year. We request you return the Acknowledgment Sheet for our files. If you have any questions regarding the attached material, please feel free to contact the school.

The family of _____ had an opportunity to read the Elementary Handbook for Parents, which includes **Students' Rights and Responsibilities in Wayne Elementary Schools, the Internet Policy, and the Staff and Student Harassment Policy.**

Parent/Guardian Signature: _____ Date _____

Student Signature(s): _____

Date _____

Please have a signature from each elementary child in your family.

NOTE: PLEASE RETURN THIS ENTIRE PAGE WITH ALL THE NECESSARY INFORMATION AND SIGNATURES COMPLETED SEVEN DAYS AFTER THE FIRST DAY OF ATTENDANCE.

Includes within the handbook

AVAILABILITY OF HANDBOOKS

The **2022-2023** Student-Parent Handbook of Wayne Community Schools is available on the internet at <http://www.wayneschools.org>.

Because of the expense of printing the handbooks, we are asking that you consider using the internet to access and review the **2022-2023** Student-Parent Handbook. Using the internet to access the handbook will allow the district to direct printing dollars to instructional needs and eliminate the need for you to search for your handbook when you have questions throughout the year. Thank you for considering this new use of technology to improve school-home communication.

Please return to the Principal's Office by **August 30, 2022**. This will allow us time to get the Handbook to all students and parents before school starts while avoiding the necessity of printing more copies of the Handbooks than necessary.

- Thank you for providing the **2022-2023** Student-Parent Handbook online. I will review it on the internet. My signed receipt below acknowledges receipt of the Handbook in a satisfactory manner via the internet.**

- I prefer a paper copy of the Handbook.**

Name

RECEIPT OF 2022-2023 STUDENT-PARENT HANDBOOK

This signed receipt acknowledges receipt of the 2022-2023 Student-Parent Handbook of Wayne Community Schools. It is understood that the handbook contains student conduct and discipline rules and information about Safe and Drug-Free Schools and that the undersigned, as student, agrees to follow such conduct and discipline rules. This receipt also serves to acknowledge that it is understood that the District’s policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used to respond to harassment or discrimination.

Date: _____

Date: _____

Student’s Signature

Parent or Legal Guardian’s Signature

TRANSPORTATION AGREEMENT

THIS AGREEMENT, made and entered into this 9th day of MARCH, 20 20,

between Mid States School Bus, Inc., a Nebraska Corporation, ("Carrier" hereinafter) and Wayne Community Schools, ("District" hereinafter).

WITNESSETH: In consideration of the covenants, terms and conditions contained herein, it is hereby agreed and understood by the parties as follows:

1. **Transportation:** Carrier shall, for the life of this Agreement, or any extension thereof, transport in a safe and reliable manner all pupils attending school in the District.

2. **Equipment:**
 - a. Carrier agrees to furnish buses or other equipment as specified to be used on rural-city routes. During the course of this Agreement, or any extension thereof, all buses used on the rural-city routes will meet and/or exceed all Nebraska specifications. All buses shall be of such capacity not to exceed a rating of ninety (90) student passengers, as shall be necessary to meet the needs of the District. Spare buses, in reliable condition, shall be available to insure full and continuous route service to the District.
 - b. Carrier shall furnish all buses and other equipment required, fully maintained and equipped in compliance with all the laws of the state of Nebraska, federal DOT regulations, regulations of the appropriate agencies, and the District, such as may now exist or hereafter be promulgated or amended during the life of the Agreement. The buses must be certified to be in a sufficiently maintained condition to meet state, federal, and district standards for safety, maintenance, and appearance. At least once a year, representatives of the District may meet with the Carrier to review both the condition of the buses in use and plans for replacement of buses. The average age of the fleet is not to exceed 10 (ten) years.
 - c. Base price ceiling for fuel minus the federal tax is One and 25/100 (\$1.25) Dollars per gallon plus \$.243/ gallon Diesel fuel tax (currently in effect) for a total fuel allowance of **\$1.493** per gallon (gasoline tax is presently \$.183 per gallon)
 - d. It is further understood that Carrier shall perform, or cause to be performed, necessary maintenance and repairs at costs consistent with industry standards. Maintenance shall include keeping all equipment in a safe and reliable condition for purposes of this Agreement and in a clean and sanitary condition. Buses and equipment shall be open to inspection by District at all times.

3. **Liability Insurance:** Carrier agrees and covenants to furnish liability insurance with minimum bodily injury liability and property damage liability coverage of \$10,000,000.00, combined single limit, per occurrence; and medical payment coverage of not less than \$10,000.00 per person. The District shall be named in the policy as an additional insured. Such insurance shall provide protection for the District, its Board of Education and the individual members thereof, the carrier, drivers and other related personnel. A copy of the policy shall be furnished to the District upon request.

4. **Worker's Compensation Insurance:** Carrier agrees to furnish Worker's Compensation insurance on all such employees as may be used to carry out the terms of this agreement. A copy of the policy shall be furnished upon request by the District.

5. **Employees:** Employees must meet the criteria set by carrier; these drivers will be the first to be offered positions. Carrier agrees to meet federal and state requirements for drug and alcohol testing, and licensing.

6. **Operation:**

- a. Carrier agrees to accept full responsibility for the entire bus operation and specifically agrees to comply with all policies of the District and all reasonable directives of the Superintendent of Schools or Business Manager of the District.
 - b. Carrier agrees to operate buses each and every day during which school is in session, over such routes as shall be established as hereinafter provided; PROVIDED HOWEVER, that the Superintendent or their assigned designee may specifically waive operations during any particular day.
 - c. **Carrier agrees to furnish additional buses for school activities in addition to those needed on regular routes whenever two (2) days' notice has been given. Said buses must meet all the requirements set forth in paragraph two above. Due to the increasing costs of fuel, it is agreed that a deadhead charge, to bring additional equipment to and from the District, shall be assessed at the rate specified on the attached addendum (See Exhibit "A").**
 - d. District agrees that spare buses may be used on routes from time to time to ensure compliance with these provisions.
 - e. Carrier shall establish and schedule all routes and will review these with the District. Upon approval by the District, such routes and schedules shall become the official routes and schedules of the District.
 - f. Carrier agrees to provide to the Superintendent of the District or their designee, a complete list of students riding each route, prepared in consultation with District, showing the approximate times of loading for each student.
7. **Payment:** Payment of such amounts for Agreement transportation shall be made on the basis of equal monthly installments for each school year for which transportation is provided. Such monthly installments shall be made no later than three days after the district's monthly board meeting. Payment for the following school years shall increase each preceding year's base by Two and Three Quarter percent (2.75%).
Both parties shall negotiate any significant changes regarding District transportation beyond the control of either the District or Carrier, in good faith. This will include, but not be limited to, additions or reductions in the number of routes, local, State, or Federal mandates pertaining to school bus operations, and other unforeseeable changes from outside influences on this agreement.
8. **Operator:** Carrier shall provide for each operating bus a fully qualified and licensed operator of high moral and emotionally stable character, in compliance with all applicable laws, rules and regulations of the State of Nebraska, and U. S. DOT Regulations.
- a. As a condition of employment, drivers shall agree to the requirement that they meet no less than twice and not more than five times each school year for the purpose of reviewing busing regulations, laws, rules and safety procedures.
 - b. Operator shall be responsible for discipline on the bus.
9. **Term:** This Agreement shall be for four (4) years and become effective on July 1st, 2020, and shall remain effective through June 30th, 2024.
10. **Non-Assignable:** It is mutually understood and agreed that no part of this Agreement may be sublet by the Carrier, and that no assignment of this Agreement may be made without the express written approval of the District.
11. **Notice:** Whenever, under this Agreement, notice shall be required to or from the District, it is hereby agreed that notice to or from the Superintendent of Schools of the District shall constitute such notice. Likewise, any notice to or from the Carrier shall be made to its President.
12. **Carrier Not an Agent:** In the interpretation of this Agreement and the relations between Carrier and District, Carrier shall be deemed an independent Agreement or furnishing transportation only, and Agreement or shall not be held or deemed in any way to be an agent, employee, or official of the District.

13. **Cancellation:** This Agreement may be canceled by District upon Carrier's failure to comply with any of the Agreement terms or conditions or upon the occurrence of any of the following events:

- a. Insolvency of Carrier,
- b. Carrier making an assignment for benefit of creditors,
- c. Filing of voluntary or involuntary petition in bankruptcy by or against Carrier, and
- d. Appointment of receiver to take charge of Carrier's affairs or property.

14. **Performance Indemnification:** Carrier shall indemnify District from any loss, cost or expense it may sustain from any cause arising out of the performance or lack of performance of this Agreement by Carrier.

15. **Liability Indemnification and Duty to Defend:** The District, or its authorized representatives, shall not in any way or manner be answerable or suffer loss, damage, expense, or liability for any loss or injury that may happen as a result of the transportation service required by this Agreement. The Carrier shall assume all liability arising from such transportation service either by accident, negligence, theft, vandalism, or any cause whatever, and shall indemnify and defend the District or its authorized representatives from all liability arising from accident, negligence, or any cause whatever that District may suffer as a result of the transportation services provided herein.

16. **Renewal of Agreement:** The Carrier/District shall have the right to renew this Agreement for an additional four (4) years at the completion of the term of this Agreement. At a time not less than 90 days prior to the expiration of the term of this Agreement, the Carrier/District shall inform the other in writing if it does not intend to renew the Agreement for an additional term.

17. **Operations Center:** Any operations center provided or erected by Carrier for the storage and maintenance of Carrier's buses in furtherance of this Agreement, to include equipment and fixtures placed therein in furtherance of this Agreement, shall be located within the geographical boundaries of the District.

IN WITNESS WHEREOF, we have hereunder set our hands and seals the day and year first above written.

Wayne Community Schools

Mid States School Bus, Inc.

BY: Mark Lenihan
Mark Lenihan, Superintendent

BY: _____
Dean Carroll General Manager

BY: Deb Dawn
Witness Deb Dawn

BY: _____
Witness

Agreement-Wayne Agreement-2020/2024

MID STATES SCHOOL BUS, INC

**216 West 1st St
Wayne, NE 68787
402-375-2887**

ADDENDUM TO THE WAYNE COMMUNITY SCHOOL CONTRACT

Rates for the 2020-2021 school year will be as follows:

Regular Routes will be billed at \$38,681.82 monthly for a period of 9 months.

Activities will be billed at \$2.00 per mile and \$16.60 per hour sitting time; with a minimum trip of \$28.78 (yellow bus)


For trips that are cancelled, without a 24-hour notice, there is a \$51.30 canceled trip fee.

In-town shuttle service: \$33.04 per round trip; sit time, if incurred, will be billed at \$16.60 per hour.


Deadhead miles for additional buses brought into the district for activities will be billed at \$1.70 per mile.

Payment is due within three (3) business days after each monthly board meeting. If received later than the 20th, a \$50.00 late fee will be charged to your next month's bill.

Wayne Community School



Mark Lenihan, Superintendent



Witness Deb Daum

Mid States School Bus, Inc.

Dean A. Carroll, General Manager

Witness

AdministrationAuthority and Responsibility of the Superintendent

The administration of the District in all its aspects, except as otherwise provided by law, is delegated to the Superintendent who shall carry out the executive and administrative functions in accordance with the policies adopted by the Board. The School Board shall establish the Superintendent as CEO of the Wayne Community Schools District 17 annually at the July meeting of the Board of Education.

The execution of all decisions made by the Board shall be delegated to the Superintendent.

Date of Adoption: June 12, 2017



NASB STANDARD SUPERINTENDENT EVALUATION HANDBOOK

THE NASB MISSION STATEMENT

THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS
PROVIDES PROGRAMS, SERVICES, AND ADVOCACY TO
STRENGTHEN PUBLIC EDUCATION FOR ALL NEBRASKANS.



NASB BOARD LEADERSHIP TEAM MISSION

TO PROMOTE AND ADVANCE EFFECTIVE BOARD
GOVERNANCE AND LEADERSHIP TO SUPPORT
LEARNING FOR ALL STUDENTS.

Marcia R. Herring, NASB Director of Board Leadership

mherring@NASBonline.org

Katie Coble, NASB Board Leadership Associate

kcoble@NASBonline.org

1.800.422.4572

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NASB SUPERINTENDENT EVALUATION SYSTEM

The superintendent evaluation is one of the fundamental responsibilities of the school board. The intended purpose is to assess the superintendent in relation to performance-based standards that prove effective in relation to student learning. The superintendent should take the lead by conducting a self-assessment to aid in the development of goal setting, a professional development plan, and personal reflection of how he/she has demonstrated success in the performance of his/her duties.

The board and superintendent must exercise mutual understanding of the value and overall purpose of the evaluation process. Personalities and personal relationships must be removed from the process placing an emphasis on the professional attributes of the superintendent’s job performance. When effective and purposeful, a quality superintendent evaluation process will also aid in the development of mutual respect between the board-superintendent working relationship, benefit and clarify respective roles and responsibilities, create common understanding of the leadership qualities, and provide a mechanism for public accountability. Consequently, it is important to allow for flexibility in the process, remembering to differentiate between goals that can reasonably be expected to be achieved and goals that are subject to circumstances beyond the superintendent’s ability to control.

The board through their governance role should accomplish the following objectives through the evaluation process:

- Clarify the superintendent’s role as defined by the board
- Develop an appropriate working relationship between the board and superintendent
- Support job performance improvement and development
- Establish goals and objectives to align to the district goals, strategic plan, and vision of the district

Strengthening the board-superintendent working relationship is vital to the continuing health and productive performance of the school district’s leadership team. The evaluation process is not an exercise that can be accomplished without design and purpose. The board and superintendent must be equally familiar with the process, adapt and apply the performance criteria to the expectations and responsibilities of the superintendent and the mission, vision, and goals for the school district. Therefore, it is important to understand the performance evaluation is an applicable method of communicating future expectations, not simply for reviewing past performance. A carefully administered evaluation reflects the record of the superintendent’s annual performance and provides a constructive accountability method for communication.

SUPERINTENDENT EVALUATION OUTLINE

The Association recommends a defined course of action to ensure the board executes an effective and appropriate evaluation process.

Designing an effective board process:

The board president will:

- ✓ Connect with NDE to verify the tool on record with the department
Contact Dr. Micki Charf micki.charf@nebraska.gov or Mr. Todd Wolverton todd.wolverton@nebraska.gov at the Nebraska Department of Education to:
 - 1) Verify the superintendent evaluation on file with NDE, or
 - 2) Email a new superintendent evaluation to NDE requesting certification
- ✓ Request certification of the tool the board is adopting
- ✓ Upon receipt of certification place the new superintendent evaluation on the board meeting agenda for the board to officially adopt
- ✓ Forward a copy of the board meeting minutes to the contact who provided certification to validate the board's action to adopt
- ✓ Review and update a superintendent job description aligned to the evaluation instrument
- ✓ Review, update, and adopt the evaluation instrument periodically
- ✓ Consider board policy to determine if the evaluation is to be reviewed at a specific board meeting (i.e., November, December, etc.)
- ✓ Review the language of the superintendent contract to determine if the contract addresses superintendent evaluation
- ✓ Adopt an annual timeline to support board procedures for administering the superintendent evaluation according to policy and applicable contract language

Administering the Superintendent Evaluation through the NASB Online Survey Service

The Association will:

- ✓ Distribute the superintendent evaluation on behalf of the board according to the timeline set forth
- ✓ Forward the superintendent link to complete a self-evaluation (this is typically a seven-day period)
- ✓ Compile the results of the self-evaluation and email a copy to each board member along with the link to the superintendent evaluation
- ✓ Distribute a link to all board members to complete evaluation (this is typically a ten-day period)
- ✓ Send reminders to board members who have not completed the assessment prior to the deadline
- ✓ Compile the results of the feedback provided by the board
- ✓ Develop an Executive Summary highlighting board strengths and areas of need

- ✓ Distribute the evaluation report and summary to the Board President either through email or the U.S. Postal Service.
- ✓ Provide follow-up call with Board President to discuss summary and explain best practice and protocols/procedures moving forward

Note: A sample report is included on page 21 of this handbook

Returning districts will be given a comparative Superintendent Evaluation report showing standard averages from the current year and the most recent assessment. This use of comparative data allows the board to establish progress on areas of growth and goals.

- ✓ Add superintendent evaluation to the regular board meeting agenda
- ✓ Remember, the superintendent evaluation summary is protected from the Open Meetings Law request as it is a personnel document
- ✓ Discuss the superintendent evaluation during a regular meeting of the board in open session unless otherwise guided
- ✓ Contact the school attorney to verify the need for a closed session to discuss the superintendent evaluation

Note: It is the recommendation of the Association that the board conduct the superintendent evaluation in open session to ensure the board does not risk violating the Nebraska Open Meetings Law. The Association strongly advises the board president to contact the school attorney to ascertain his/her position with respect to the evaluation of the superintendent.

- ✓ Celebrate the positive success derived under the leadership of the current superintendent
- ✓ Work collaboratively with the superintendent to define goals and expectations to align to the identified areas of growth

NASB recommends the board continually review and adopt a superintendent evaluation instrument that effectively identifies the district's achievement progress under the superintendent's leadership.

NASB STANDARD SUPERINTENDENT EVALUATION INSTRUMENT

The superintendent's evaluation serves several functions. Most importantly, it will link the superintendent's assessment to the district's vision and goals by establishing a set of performance indicators for the superintendent. The effective evaluation process fosters communication and understanding between the board and superintendent, commends the superintendent for accomplishments, and documents decisions made regarding the superintendent's employment.

Standard I: Mission, Vision, & Goals

Standard Descriptor: The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure the progress and success of student learning and achievement.

Please indicate what you feel is the most accurate descriptor to the following statements.
The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
I.a.	Works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals.						
I.b.	Assumes the key leadership role and responsibility for growth and improved student learning.						
I.c.	Seeks input from the board when appropriate.						
I.d.	Engages internal stakeholders (i.e. administration, staff, students) and external stakeholders (i.e. parents, community) in the discussion of long-term plans and goals.						
I.e.	Effectively utilizes data to guide and monitor progress of district goals.						
I.f.	Implements and monitors progress of the district/strategic plan.						
I.g.	Identifies and proactively addresses potential barriers to ensure the success of the school district.						
	<p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • District strategic plan/district goals • Plan for implementing monitoring and reporting progress of strategic plan/district goals • School improvement plan (including updates/assessment of progress and modifications) • School improvement teams • Superintendent performance plan aligned with district priorities and indicators to measure progress and success • Student performance data • Engagement/communication plan • Meeting agendas/minutes 						
	If you were to suggest one improvement to Mission, Vision, and Goals for the upcoming year, what would it be?						

Standard II: Policy

Standard Descriptor: The superintendent works collaboratively with the board to define, update, and adopt effective and purposeful district policy.

Please indicate what you feel is the most accurate descriptor to the following statements.
The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
II.a.	Works with the board to review, update and adopt effective and purposeful district policy.						
II.b.	Governs consistently through board policy and administrative protocol and procedures.						
II.c.	Provides public access to district policy.						
II.d.	Ensures all handbooks are aligned to district policy.						
II.e.	Implements a policy to ensure curriculum is reviewed and aligned with current state standards.						
II.f.	Ensures student discipline is implemented with integrity and consistency.						
II.g.	Personnel policies are clear and implemented consistently.						
II.h.	Monitors administrators' implementation of policy and procedures.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • District adopted policy review process/calendar • Progress/updates of the board's work with policy • Policy committee minutes • Curriculum review policy • Meeting agendas/minutes 						
	If you were to suggest one improvement to Policy for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*

Standard III: Budget Planning & Management

Standard Descriptor: The superintendent provides organizational leadership district-wide to ensure fiscal responsibility by allocating, using, and investing district resources to support effective instruction and improved student learning.

Please indicate what you feel is the most accurate descriptor to the following statements.
The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
III.a.	Upholds fiscal responsibility and accountability.						
III.b.	Leads a collaborative board and administrative budget planning process to align resources with the district mission, vision, and goals.						
III.c.	Utilizes data, research, and informed decision-making to support the allocation of district resources.						
III.d.	Updates board with historical and current budget data to monitor revenue and expenditures.						
III.e.	Ensures that the district completes an annual CPA audit and discloses findings to the finance committee/board.						
III.f.	Advocates for and pursues innovative solutions to improve and expand fiscal and human resources.						
III.g.	Ensures the maintenance and upkeep of facilities.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Budget strategic/district goals • Professional development plan • Monthly budget reports • Quarterly expenditure updates • District audit • Management and use of alternative resources (i.e. ESU funding, all grant applications, etc.) • Five/Ten-year facility plan • Budget development calendar/board • Financial policies • Forecast financial data 						
	If you were to suggest one improvement to Budget Planning and Management for the upcoming year, what would it be?						

Standard IV: Educational Leadership

Standard Descriptor: The superintendent provides educational leadership ensuring resources align and support best practice for instructional standards, as well as implementation of current/applicable curriculum and assessments to support student success.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
IV.a.	Advocates for the learning needs of all students.						
IV.b.	Promotes a student-centered culture.						
IV.c.	Advocates for the engagement of parents/families as partners in the education of students.						
IV.d.	Ensures curricular and instructional decision-making is based upon current research, data, and best practice.						
IV.e.	Provides the time and resources to align curriculum vertically, horizontally, and to the state standards.						
IV.f.	Provides comprehensive coursework and opportunities to ensure college/career readiness for every student.						
IV.g.	Ensures the district-adopted instructional framework is implemented consistently.						
IV.h.	Integrates the district-adopted instructional framework into certificated staff evaluations.						
IV.i.	Advocates for curriculum and instruction that challenges each student.						
IV.j.	Optimizes alignment of resources, curriculum, and assessments to support student success.						
IV.k.	Provides integrated technology curriculum and resources.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • District strategic plan/district goals • School improvement plan (including assessment of progress and modifications) • School improvement teams • District calendar • Curriculum review cycle plan and updated policy for curriculum and assessment review • Curriculum review committee minutes • Student performance data and goals • Data to support instruction strategies and student-centered initiatives • Curriculum/programs additions/modifications • Instructional model 						
	If you were to suggest one improvement to Educational Leadership for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*

Standard V: Organizational & Cultural Leadership

Standard Descriptor: The superintendent provides cultural leadership through accountability, inclusiveness, engagement, and advocacy for staff and students.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
V.a.	Contributes to a unified school environment of trust and respect among students, staff, families, and community members.						
V.b.	Develops, implements, and sustains a responsive district crisis and safety plan.						
V.c.	Commits to developing a high-performing leadership team.						
V.d.	Ensures a purposeful and equitable recruiting and hiring process.						
V.e.	Integrates an effective conflict resolution process to address matters in a purposeful and timely manner.						
V.f.	Promotes a culture of shared expectations and mutual accountability.						
V.g.	Provides leadership to support the health and well-being of staff and students.						
V.h.	Promotes an environment where differing opinions and backgrounds are welcomed and embraced among staff and students.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Conflict resolution process • Leadership development plan • Professional development plan • Crisis and safety plan • Executive summary of the safety audit • Hiring protocols and procedures • Evidence to validate engagement of parents/families • Diversity, equity, and inclusion initiatives • Personnel policies 						
	If you were to suggest one improvement to Organizational and Cultural Leadership for the upcoming year, what would it be?						

Standard VI: Community Relations

Standard Descriptor: The superintendent establishes and sustains effective communication to inform and engage the board, parents, students, staff, local and state government officials, community members, and business leaders.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
VI.a.	Establishes a visible presence in the district and community.						
VI.b.	Regularly attends and participates in school activities, events, and programs.						
VI.c.	Interacts and expresses genuine interest in building a connection with students.						
VI.d.	Develops collaborative partnerships to foster support for the school district.						
VI.e.	Effectively communicates key public information in a timely manner.						
VI.f.	Promotes a positive image of the district.						
VI.g.	Understands and is respectful of the political, economic, and social aspects of the community.						
VI.h.	Seeks a positive relationship with parents and community members.						
VI.i.	Engages special interest groups to work collaboratively to address concerns and opinions that may present conflict.						
	<p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • Community engagement summary/report • District partnerships and initiatives established to provide resources and support • Partnership support received through the district foundation, scholarships, grant monies, etc. • Inter-local agreements • District annual report • Communications designed by and distributed to generate support of the district • Membership and participation with civic, community and state organizations • Meeting invitations/agendas 						
	If you were to suggest one improvement to Community Relations for the upcoming year, what would it be?						

Standard VII: Professional Leadership

The superintendent models and demonstrates professional leadership, ethics, and a commitment to growth and improved instruction and learning for staff and students.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
VII.a.	Models positive and professional leadership based upon ethics, trust, integrity, and respect.						
VII.b.	Addresses concerns and opinions with respect and confidence.						
VII.c.	Provides professional development for you to fulfill your responsibilities and grow in your position.						
VII.d.	Provides an effective evaluation process with constructive feedback.						
VII.e.	Exemplifies a life-long learning model to grow personal and professional knowledge.						
VII.f.	Demonstrates knowledge of current evidence-based practices for teaching and learning and seeks to develop others in this area.						
VII.g.	Establishes clear and consistent expectations for staff.						
	Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to: <ul style="list-style-type: none"> • Memberships • Professional development activities (including, but not limited to conferences, workshops, committee work, studies, research, and published works) • Educational growth plan (professional goals and development) • Leadership team development plan • District staff professional development plan 						
	If you were to suggest one improvement to Professional Leadership for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*

Standard VIII: Board-Superintendent Relations

The superintendent collaborates with the board to define district expectations, policies, and goals to support instruction and student learning.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
VIII.a.	Maintains an appropriate and professional relationship with the board.						
VIII.b.	Keeps all board members informed with consistent and open communication.						
VIII.c.	Demonstrates support and respect for the board and refrains from public criticism of the board.						
VIII.d.	Demonstrates collaborative problem solving and decision-making.						
VIII.e.	Supports board committee work as part of effective board decision-making.						
VIII.f.	Collaboratively supports or opposes, local, state and/or federal legislation impacting the district.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Superintendent performance plan/goals • Board committee minutes • Communication plan • Board development plan • Board policies • Meeting agendas/minutes • Retreat agendas/minutes 						
	If you were to suggest one improvement to Board-Superintendent Relations for the upcoming year, what would it be?						

Standard IX: Strategic Planning

The superintendent collaborates with the board to implement and monitor progress of the strategic plan.

Please provide evidence to support the superintendent's leadership in strategic planning.

		Excellent	Good	Average	Fair	Poor	Unsure
IX.a.	What evidence can the board identify to validate the superintendent is implementing and monitoring progress of the strategic plan priorities?						
IX.b.	When is the superintendent reviewing the progress/success of the strategic plan with the board?						
IX.c.	How and where is the superintendent documenting the progress and success of the strategic plan priorities?						
IX.d.	Is the superintendent aligning the budget and district resources to ensure the success of the strategic plan priorities?						
IX.e.	How has the implementation of the strategic plan altered the focus of the superintendent and his/her engagement with the board?						
	If you were to suggest one improvement to Strategic Planning for the upcoming year, what would it be?						
	Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to: <ul style="list-style-type: none"> • Superintendent performance plan/goals • NASB Strategic Plan Progress Analysis Reports • Board committee minutes • Communication plan • Board development plan • Board policies • Meeting agendas/minutes • Retreat agendas/minutes 						
	If you were to suggest one improvement to Strategic Planning for the upcoming year, what would it be?						

NASB STANDARD SUPERINTENDENT JOB DESCRIPTION

The superintendent's job description identifies the essential tasks that are assigned and expected of the district leader. The job description may also identify reporting relationships, describe required and desirable qualifications. The board and superintendent are collectively responsible for developing and maintaining an accurate and current job description to support the superintendent. The duties should be appropriate to the position and leadership responsibilities and aligned to the accountability defined in the evaluation instrument.

Overview of the Position of Superintendent

The Superintendent of Schools reports directly to the board and holds all staff accountable. The superintendent promotes leadership to ensure the district provides the best possible educational programs and services for all students at the school district. To lead, guide, direct every member of the administrative, instruction, and support services staff in setting and achieving the highest standards of excellence in educational programs and operations. To be responsible for a system of supervision and evaluation for all staff designed to meet the goals of the school district. To oversee and administer the use of all facilities, property, and funds in the best interest of students, the school district, and community.

Performance Responsibilities:

The job responsibilities of the Superintendent include the ability to function effectively in each of the following areas:

Job Requirements:

- A. Education Specialist Degree or Doctorate
- B. Nebraska Administrative and Supervisory Certificate
- C. Experience (as defined by the Board)

Reports to:

The Superintendent of Schools reports directly to the Board and may delegate specific powers or duties to assistants or subordinates, while maintaining final responsibility and actions taken.

Job Responsibilities:

The Superintendent is the chief executive officer of the school district and serves in both a leadership and management role. The Superintendent may delegate performance of management; however, the Superintendent will maintain final responsibility for actions taken.

Standard I: Mission, Vision, and Goals

The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure the progress and success of student learning and achievement.

Performance Indicators:

- A. Develops, implements, and monitors plans for accomplishing the district mission, vision, and goals

- B. Engages internal and external stakeholders in the educational vision and priorities of the district
- C. Reviews the progress of the School Improvement Plan
- D. Leads the board in the development of a vision to support goals and long-range decision-making
- E. Provides and advocates for decision-making based upon data and best practice in allocation of district resources
- F. Plans, formulates, recommends, and advises the board concerning various issues, trends, concerns, and/or any legislation that may impact the district's mission or strategic plans

Standard II: Policy

The superintendent works collaboratively with the board to define, update, and adopt effective and purposeful district policy.

Performance Indicators:

- A. Provides guidance to the board in the development of policy, adoption, and revisions
- B. Implements administrative protocol and procedures via effective and purposeful board policy
- C. Provides public access to district policy and ensures all handbooks aligned to board policy
- D. Ensures and monitors administrators in providing procedural enforcement and regulation
- E. Conducts all meetings of the board in accordance with the Nebraska Open Meetings Law
- F. Conducts all school business and decision-making within the parameters of NDE Rules and Regulations, state and federal laws, and board policy
- G. Files all reports required by state or federal law/regulations

Standard III: Budget Planning and Management

The superintendent provides organizational leadership district-wide to ensure fiscal responsibility by allocating, using, and investing district resources to support effective instruction and improved student learning.

Performance Indicators:

- A. Educates and engages the board in discussion of the development of the budget, acting in accordance with rules and regulations, statute, and policy
- B. Leads budget planning process including forecasting potential revenue, expenditures, and needs to align with available resources and district mission, vision, and goals
- C. Establishes and maintains efficient procedures and effective controls for operations and all expenditures
- D. Administers the adopted budget in accordance with legal requirements and board policy
- E. Remains accountable to the board for utilization of fiscal and human resources
- F. Provides effective financial forecasting and long and short-term financial planning to support decision-making

- G. Ensures the upkeep and maintenance of all facilities, and in collaboration with the board, plans for long-range facilities maintenance and upkeep
- H. Ensures completion of an annual CPA audit in accordance with law, board policy, and prompt disclosure of findings to board and/or finance committee

Standard IV: Educational Leadership

The superintendent provides educational leadership ensuring resources align and support best practice for instructional standards, as well as implementation of current and/or applicable curriculum/ assessments to support student success.

Performance Indicators:

- A. Assumes the key educational leadership role by promoting a culture centered around students, curriculum, and instruction to meet the needs of all students
- B. Promotes the engagement of parents and families as partners in the education of students
- C. Considers methods to advance programs and services to address the needs of the district
- D. Validates district is in compliance with NDE Accreditation requirements
- E. Informs the board of AQuESTT status for each building and the school district
- F. Ensures alignment of curriculum vertically, horizontally, and to the state standards and consistent implementation of the district-adopted instructional framework
- G. Integrates the district-adopted instructional framework into certificated staff evaluations
- H. Provides comprehensive coursework and opportunities to ensure college/career readiness for every student
- I. Optimizes alignment of resources, curriculum, and assessments to support student success

Standard V: Organizational and Cultural Leadership

The superintendent provides cultural leadership through accountability, inclusiveness, engagement and advocacy for staff and students.

Performance Indicators:

- A. Promotes a healthy environment advocating for diversity, equity, and inclusion initiatives for staff and students
- B. Creates a respectful culture of shared expectations, mutual accountabilities, and constructive feedback
- C. Develops a high-performing leadership team and conducts purposeful and equitable recruiting and hiring processes
- D. Resolves conflict and addresses social-emotional matters in a purposeful and timely manner
- E. Coordinates a responsive district crisis and safety plan

Standard VI: Community Relations

The superintendent establishes and sustains effective communication to inform and engage the board, parents, students, staff, local and state government officials, community members and business leaders.

Performance Indicators:

- A. Represents the school district through effective public relations and engagement
- B. Develops and sustains purposeful community partners to support the educational needs of the district
- C. Establishes a visible presence and positive relationships with board members, parents, students, and community members
- D. Expresses genuine interest in building a connection with students and regularly attends and participates in school activities, events, and programs

Standard VII: Professional Leadership

The superintendent models and demonstrates professional leadership, ethics, and a commitment to growth and improved instruction and learning for staff and students.

Performance Indicators:

- A. Delegates duties as appropriate, with the knowledge of final responsibilities for action taken
- B. Models ethical leadership in word and deed that is based upon integrity, trust, and respect
- C. Conducts staff observations and evaluations per board policy and legal requirements, ensures that evaluations are completed by other district staff as assigned, improvement plans are implemented as the need is identified
- D. Affords opportunities for staff to participate in professional development
- E. Demonstrates a personal and professional commitment to life-long learning knowledge of current evidence-based practices, trends to support effective instruction and learning
- F. Assigns conditions of employment for staff in the best interest of the district and educational programs provided for students
- G. Participates, as deemed appropriate by the board, in negotiations with recognized employee bargaining groups

Standard VIII: Board-Superintendent Relations

The superintendent collaborates with the board to define district expectations, policies, and goals to support instruction and student learning.

Performance Indicators:

- A. Serves as the educational leader of the school district
- B. Assists the board in fulfilling their proper roles, responsibilities, and duties in an effective manner
- C. Coordinates the work of the board through collaborative problem-solving and decision-making

- D. Demonstrates support and respect for the board and board committee work
- E. Prepares for board adoption and distribution to the public an annual report as prescribed by law
- F. Maintains an appropriate and professional relationship with the board
- G. Provides the board with facts, information, data, and recommendation for action to support informed decision-making
- H. Ensures all board members are informed with timely, consistent, and open communication

Standard IX. Strategic Plan

The superintendent collaborates with the board to implement and monitor the progress of the strategic plan.

Performance Indicators:

- A. Provides evidence to validate the progress of the strategic plan priorities
- B. Reviews the progress and success of the strategic plan with the board
- C. Documents the progress and success of the strategic plan priorities
- D. Aligns the budget and district resources to the identified needs and priorities within the strategic plan
- E. Utilizes the strategic plan to support board discussion and engagement

NASB STANDARD SUPERINTENDENT EVALUATION SAMPLE REPORT:

Nebraskaland Public Schools Superintendent Evaluation Spring 2022

Superintendent
John Smith

Board of Education
John Doe, President
David Hart
Leslie Johnson
Jane Miller
Joseph Smith
Karen Swanson



Board Evaluation Standard Averages <i>(listed highest to lowest)</i>		Self-Evaluation Standard Averages <i>(listed highest to lowest)</i>	
Standard VI: Community Relations	5.24	Standard VIII: Board-Superintendent Relations	4.83
Standard II: Policy	5.14	Standard I: Mission, Vision, & Goals	4.71
Standard VIII: Board-Superintendent Relations	5.13	Standard III: Budget Planning & Management	4.57
Standard IV: Educational Leadership	5.10	Standard V: Organizational & Cultural Leadership	4.50
Standard V: Organizational & Cultural Leadership	5.09	Standard VI: Community Relations	4.44
Standard VII: Professional Leadership	5.08	Standard II: Policy	4.40
Standard III: Budget Planning & Management	4.99	Standard VII: Professional Leadership	4.16
Standard I: Mission, Vision, & Goals	4.96	Standard IV: Educational Leadership	3.90

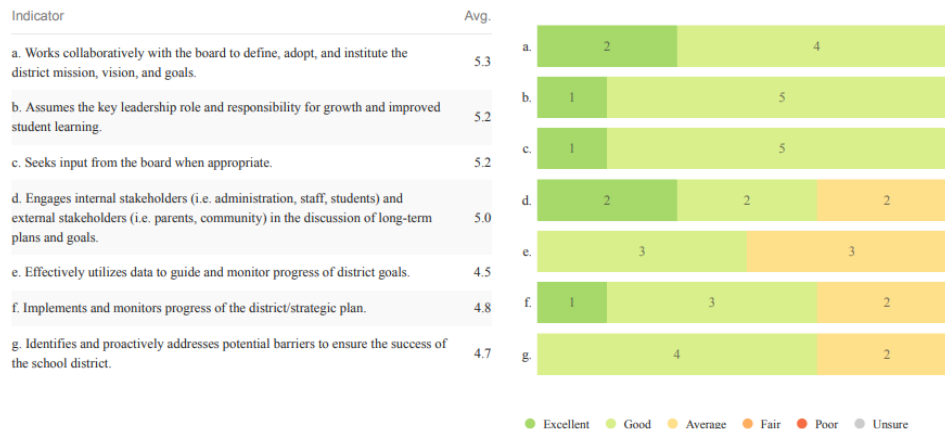
Averages range from 1.00-6.00 with averages closer to 6.00 indicating strengths and averages closer to 1.00 indicating areas for growth.

Standard I: Mission, Vision, & Goals

Standard Descriptor: The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure the progress and success of student learning and achievement.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .



Values are as follows: Excellent: 6 Good: 5 Average: 4 Fair: 2 Poor: 1 Unsure: 3

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Standard I: Mission, Vision, & Goals

Provide evidence to support your choices above.

Cras fringilla egestas massa! Turpis rhoncus amet cursus massa velit.

Elit dapibus felis temporibus elementum tortor lacus viverra. Magnis vehicula duis eget.

Cursus odio consectetur iaculis lorem vehicula facilisis pede ligula luctus! Porta cras. Vestibulum elementum mattis.

Fringilla. Vestibulum aliquam id facilisi nibh porttitor euismod ut a dignissim egestas egestas laoreet.

Convallis dolorem etiam. Vitae montes placerat? Felis fringilla porttitor dignissim turpis! Amet eleifend est donec.

Tortor? Posuere consectetur faucibus! Odio sit! Porttitor vulputate purus posuere eros porta.

If you were to suggest one improvement to Mission, Vision, & Goals for the upcoming year, what would it be?

Rhoncus? Blandit nulla rutrum morbi eros! Mattis eu lacus atque.

Temporibus. Accusamus consectetur venenatis dolorem eleifend eros magnis! Diam. Dignissim.

Augue! Aenean ipsum donec fringilla suspendisse cursus malesuada ac. Pretium orci! Vivamus.

Justo aliquam iaculis accusamus vel. Lacus vestibulum ridiculus montes felis.

Lacus purus duis tempor venenatis non odio consectetur potenti lectus? Voluptat etiam.

Ut, maecenas vestibulum dictumst rutrum, a. Nulla? Ultricies orci luctus cras? Proin! Elit.

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FOLLOWING THE SUPERINTENDENT EVALUATION, THE SUPERINTENDENT AND BOARD WILL:

- Adopt a timeline and develop goals to address the improvement and growth of the superintendent's performance in the identified areas as set forth in the evaluation summary
- At the conclusion of the evaluation process, it is important that all board members return their individual copies of the evaluation and the executive summary to the Board President for appropriate and secure disposal
- The Superintendent and Board President will sign one copy and that official copy will be placed in the superintendent's personnel file.
- Schedule and advertise a board work session to review the results of the assessment
- Discuss the success of the board and consider areas of growth
- Establish goals to address areas of growth, define performance indicators to measure progress, and set timelines to review, update and amend goals as progress is realized

Or,

Request support of the NASB Board Leadership team to facilitate a board retreat to lead the board through the review of the Board Self-Assessment Summary and establish board goals.

If the board would value additional support from the NASB Board Leadership Department to facilitate the development of goals, a board retreat will be scheduled and the fee for the evaluation will be waived. A board retreat fee will be assessed plus reasonable travel expenses.

Personnel - Certificated EmployeesSubstitute Teachers

Persons employed as substitute teachers shall meet such qualifications as are established by law and the State Department of Education and may be employed for periods of time in the absence of the regular teacher.

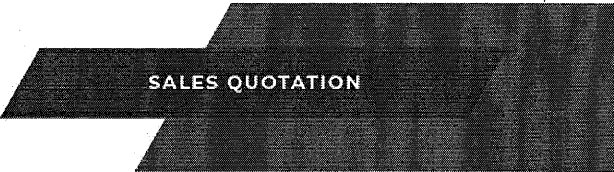
~~The pay for substitute teachers is \$120.00 per day without benefits.~~ Rates of compensation for all substitute teachers will be set by the Board. After 20 days of continuous teaching¹ in the same position, the substitute teacher shall be placed on the lowest step (BA Step 1) of the regular salary schedule, without fringe benefits. In the event that a substitute teacher is needed to begin the school year and remain in the same position from the previous year, he/she shall be placed on the lowest step (BA Step 1) of the regular salary schedule, without fringe benefits, retroactive to the twenty-first day of teaching. Substitute teachers are required to have a valid Nebraska teacher certificate registered with the superintendent.

When substitute teachers are needed in high demand areas such as Math, Science, and Engineering, faculty may immediately be paid at the 1/185 rate with the prior approval of the superintendent. The superintendent will refer to the list of endorsement areas in high demand as provided annually by the Nebraska Department of Education. The Superintendent, or Superintendent's designee, is hereby authorized on behalf of the District to execute any necessary documents to assist a substitute teacher to secure a local substitute teaching permit.

Legal Reference: Neb. Rev. Stat. § 79-808

Date of Adoption: June 8, 2020

¹ Continuous teaching shall mean teaching only at the Wayne Community Schools (in the same position and assignment unless approved by the School Superintendent). A sick day shall not be paid for and shall not be considered as a break in the continuous teaching cycle.



SALES QUOTATION

Quote No. Q-00474380
Ref. No. Wayne - Dell 3100 Chromebooks (100)

Date 7/6/2022
Exp. Date 8/4/2022

Sterling Account Manager

Angie Sexton
303 Centennial Dr
North Sioux City, SD 57049
P: (605) 242-4037
F: (605) 242-4001
angie.sexton@sterling.com

Customer Information

Wayne Public School
Ben Promes
611 W 7th St
Wayne, NE 68787-1715
P: (402) 375-3150
beprome1@waynebluedevils.org

Terms	FOB	Contract	Lead Time
Net 30	Destination	Open Market	30 Days ARO

Line No.	QTY	Part Number	Description	Unit Price	Extension
1	100	210-ARJL	Dell Chromebook 3100 Intel Celeron N4020 (Dual Core, up to 2.8GHz, 4M Cache, 6W). 4GB 2400MHz LPDDR4 Non-ECC. 32GB eMMC Hard Drive. 11.6" HD (1366 x 768) Embedded Touch, Camera & Microphone, WLAN Capable. Onsite/In-Home Service After Remote Diagnosis, 1 Year. Google Chrome OS Management Console.	\$278.22	\$27,822.00

TOTAL \$ 27,822.00

Quotation Comments

Ask your Sterling Account Manager about our Complete Ship Services: An efficient, convenient, and secure way to receive your order.

CAGE: 06APO | DUNS: 938836541 | UEID: YZTLALWM4UC7





**DANA F. COLE
& COMPANY LLP**
CERTIFIED PUBLIC ACCOUNTANTS

112 NORTH SIXTH STREET
PO BOX 359
O'NEILL, NEBRASKA 68763
T: 402.336.2030 F: 402.336.3276

DANACOLE.COM

June 20, 2022

To the Members of the School Board
Wayne Community Schools
611 W. 7th Street
Wayne, NE 68787

To Whom It May Concern:

Enclosed please find the engagement letter for the audit of the Wayne Community Schools for the year ended August 31, 2022. If acceptable, please have a Board member and the Superintendent sign the original letter and return it to us in the enclosed envelope. We have enclosed a copy for your records.

Please note the estimated fee for our services included on page eight. After careful consideration we find it necessary to increase our audit fees in order to cover the costs to continue to provide quality audit services. The proposed fee is based on our increased staffing costs and increasing audit regulations and related compliance requirements. These costs include resources needed for hiring, training and retention of quality staff, and related overhead. We appreciate the privilege to provide services to your district over the years and remain committed to continue to offer quality audit and related services.

Our professional standards require communication of certain information regarding audit services contained in the enclosed letters to the Board of Education. The Board acknowledges this communication with the signature of a Board member.

Dana F. Cole & Company appreciates the opportunity to be of service to the Wayne Community Schools.

Please call us if you have questions.

Yours truly,

LORI OLSON, CPA
For the Firm

Email: olson@danacole.com

Enclosures



**DANA F. COLE
& COMPANY_{LLP}**
CERTIFIED PUBLIC ACCOUNTANTS

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June 10, 2022

To the Board of Education
Mark Lenihan, Superintendent
Wayne Community Schools
611 West 7th Street
Wayne, NE 68787

We are pleased to confirm our understanding of the services we are to provide the Wayne Community Schools, Wayne, Nebraska, for the year ended August 31, 2022.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, the aggregate discretely presented component unit, each major fund, and the aggregate remaining fund information, and the disclosures, which collectively comprise the basic financial statements of the Wayne Community Schools, Wayne, Nebraska, as of and for the year ended August 31, 2022.

We have also been engaged to report on supplementary information that accompanies Wayne Community Schools, Wayne, Nebraska's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole, in a report combined with our auditors' report on the financial statements:

1. Schedule of Expenditures of Federal Awards.
2. General Fund Components - Combining Schedule of Receipts, Disbursements, and Changes in Fund Balances - Modified Cash Basis and Schedule of Assets and Fund Balance - Modified Cash Basis.
3. Schedules of Receipts, Disbursements, and Changes in Fund Balance - Modified Cash Basis - Budget and Actual - All Funds.
4. Schedule of Receipts, Disbursements, and Changes in Net Position - Modified Cash Basis - Wayne Community Schools Foundation.
5. Nonmajor Funds - Combining Statement of Receipts, Disbursements, and Changes in Fund Balances - Modified Cash Basis and Statement of Assets and Fund Balances - Modified Cash Basis.

In connection with our audit of the basic financial statements, we will read the following other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report:

Other supplementary information required or requested.

If applicable, we will also audit the schedule of classifications of payrolls by NCCI codes for the year ended August 31, 2022, to obtain reasonable assurance about whether the classification of payrolls by NCCI codes and payrolls in total is free of material misstatements and we will issue an opinion thereon.

The objectives of our audit are to obtain reasonable assurance as to whether the financial statements as a whole are free from material misstatement, whether due to fraud or error; issue an auditor's report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with the modified cash basis of accounting, and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

Auditor's Responsibilities for the Audit of the Financial Statements and Single Audit

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, fraudulent financial reporting, or misappropriation of assets that comes to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and direct confirmation of certain assets and liabilities by correspondence with selected customers, creditors, and financial institutions. These procedures will be applied to Wayne Community Schools Foundation, as we consider necessary. We may also request written representations from your attorneys as part of the engagement, and they may bill you for this inquiry.

We have identified the following significant risks of material misstatement as part of our audit planning:

Management override of controls.

Planning has not been concluded as of the date of this communication, and modifications may be made.

Our audit of financial statements does not relieve you of your responsibilities.

Audit Procedures - Internal Control

We will obtain an understanding of the government and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures - Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the Wayne Community Schools, Wayne, Nebraska's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the Wayne Community Schools, Wayne, Nebraska's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on the Wayne Community Schools, Wayne, Nebraska's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Other Services

We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes of the Wayne Community Schools, Wayne, Nebraska, in conformity with the modified cash basis of accounting and the *Uniform Guidance* based on information provided by you. We will prepare a trial balance for use during the audit. Our preparation of the trial balance will be limited to formatting information in the Wayne Community Schools, Wayne, Nebraska's general ledger into a working trial balance. We will also assist the District with the AFR upload process, if requested. This will be limited to assistance with formatting and reclassification of reports from the District's software into the format needed for the AFR system. We will also propose journal entries.

These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, schedule of expenditures of federal awards, and related notes services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities for the financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, the schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Responsibilities of Management for the Financial Statements and Single Audit

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with the modified cash basis of accounting; and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are responsible for including all informative disclosures that are appropriate the modified cash basis of accounting. Those disclosures will include (1) a description of the modified cash basis of accounting, including a summary of significant accounting policies, and how the modified cash basis of accounting differs from GAAP, (2) informative disclosures similar to those required by GAAP, and (3) additional disclosures beyond those specifically required that may be necessary for the financial statements to achieve fair presentation.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review by October 2022.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID-19-related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains, and indicates that we have reported on, the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the *Uniform Guidance*; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with the modified cash basis of accounting. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with the modified cash basis of accounting; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with the modified cash basis of accounting; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

In connection with this engagement, we may communicate with you or others via email transmission. As emails can be intercepted and read, disclosed, or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed and only to such parties, we cannot guarantee or warrant that emails from us will be properly delivered and read only by the addressee. Therefore, we specifically disclaim and waive any liability or responsibility whatsoever for interception or unintentional disclosure of emails transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage to any person or entity resulting from the use of email transmissions, including any consequential, incidental, direct, indirect, or special damages, such as loss of revenues or anticipated profits, or disclosure or communication of confidential or proprietary information.

With regard to including the auditor's report in an exempt offering document, you agree that the aforementioned auditor's report, or reference to Dana F. Cole & Company, LLP, will not be included in any such offering document without our prior permission or consent. Any agreement to perform work in connection with an exempt offering document, including an agreement to provide permission or consent, will be a separate engagement.

With regard to an exempt offering document with which Dana F. Cole & Company, LLP, is not involved, you agree to clearly indicate in the exempt offering document that Dana F. Cole & Company, LLP, is not involved with the contents of such offering document.

With regard to publishing the financial statements on your website, you understand that websites are a means of distributing information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information on the website with the original document.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, or other confirmations and schedules we request and will locate any documents selected by us for testing. We will schedule the engagement based in part on deadlines, working conditions, and the availability of your key personnel. We will plan the engagement based on the assumption that your personnel will cooperate and provide assistance by performing tasks such as preparing requested schedules, retrieving supporting documents, and preparing confirmations. If, for whatever reason, your personnel are unavailable to provide the necessary assistance in a timely manner, it may substantially increase the work we have to do to complete the engagement within the established deadlines, resulting in an increase in fees over our original fee estimate.

Wayne Community Schools
June 10, 2022
Page eight

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide copies of our reports to the District; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Dana F. Cole & Company, LLP, and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the State of Nebraska Auditor of Public Accounts and the Nebraska Department of Education or its designee. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Dana F. Cole & Company, LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the State of Nebraska Auditor of Public Accounts and the Nebraska Department of Education or its designee. The State of Nebraska Auditor of Public Accounts and the Nebraska Department of Education or its designee may intend or decide to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the State of Nebraska Auditor of Public Accounts and the Nebraska Department of Education. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Lori Olson is the engagement partner and is responsible for supervising the engagement and signing the report or authorizing another individual to sign it. To ensure that Dana F. Cole & Company, LLP's independence is not impaired under the AICPA *Code of Professional Conduct*, you agree to inform the engagement partner before entering into any substantive employment discussions with any of our personnel. We expect to begin our audit in early October, and to issue our reports no later than November 5, 2022. Our audit engagement ends on delivery of our audit report. Any follow-up services that might be required will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service.

Our fee for these services will be at our standard hourly rates for the individuals involved. We estimate that our fees for these services will not exceed \$12,800 for the financial statement audit and AFR of the District, \$4,000 for a single audit, and \$3,000 for the Foundation. You will also be billed for travel and other out-of-pocket costs such as report production, word processing, postage, etc. The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs. Bills will be rendered as the work progresses with payment to be made upon presentation. Interest will be charged at the rate of 1% per month on balances in excess of 60 days. In accordance with our firm policies, work may be suspended if your account becomes 30 days or more overdue and will not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be

deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket expenditures through the date of termination. Our audit engagement ends on delivery of our audit report. Any follow-up services that might be required will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service.

You may request that we perform additional services not addressed in this engagement letter. If this occurs, we will communicate with you regarding the scope of the additional services and the estimated fees. We also may issue a separate engagement letter covering the additional services. In the absence of any other written communication from us documenting such additional services, our services will continue to be governed by the terms of this engagement letter.

We would expect to continue to perform our services under the arrangements discussed above from year to year unless for some reason you or we find that some change is necessary.

Reporting

We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the Board of Education of the Wayne Community Schools, Wayne, Nebraska. Circumstances may arise in which our reports may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawing from the engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

You have requested that we provide you with our most recent external peer review report and any subsequent reports received during the contract period. Accordingly, our 2020 peer review report accompanies this letter.

Wayne Community Schools
June 10, 2022
Page ten

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the original and return it to us. The copy enclosed is for your records.

Yours truly,



LORI OLSON
For the Firm

e-mail: olson@danacole.com

LO:gep

Enclosures

RESPONSE:

This letter correctly sets forth the understanding of the Wayne Community Schools, Wayne, Nebraska.

By: _____

Title: _____



Report on the Firm's System of Quality Control

January 21, 2021

To the Partners of Dana F. Cole & Company, LLP
and the Peer Review Committee of the Nevada Society of CPA's

We have reviewed the system of quality control for the accounting and auditing practice of Dana F. Cole & Company, LLP (the firm) in effect for the year ended February 29, 2020. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under Government Auditing Standards, including compliance audits under the Single Audit Act, and an audit of an employee benefit plan.

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Dana F. Cole & Company, LLP in effect for the year ended February 29, 2020, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)*, or *fail*. Dana F. Cole & Company, LLP has received a peer review rating of *pass*.

Clark, Schaefer, Hackett & Co.

Certified Public Accountants

June 07, 2021

Kent Klute
Dana F. Cole & Company, LLP
1248 O Street Ste 500
LINCOLN, NE 68508

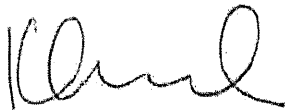
Dear Kent Klute:

It is my pleasure to notify you that on June 02, 2021, the Nevada Peer Review Committee accepted the report on the most recent System Review of your firm. The due date for your next review is August 31, 2023. This is the date by which all review documents should be completed and submitted to the administering entity.

As you know, the report had a peer review rating of pass. The Committee asked me to convey its congratulations to the firm.

Thank you for your cooperation.

Sincerely,



Kary Arnold
Finance & Peer Review Program Manager
karnold@nevadacpa.org
(775) 826-6800

cc: Daniel Wernke, Ryan Bruns

Firm Number: 900010013136

Review Number: 576005



Nebraska Rural Community Schools Association
455 S.11th St, Ste B
Lincoln, NE 68508

Invoice #:	Mem 201
Date:	7/1/2022

Bill To:
 WAYNE COMMUNITY SCHOOLS
 611 W 7TH ST
 WAYNE NE 68787

For: NRCSA Membership Dues

Description	Amount
<i>2022-23 NRCSA Membership Dues</i>	<i>\$850.00</i>
Invoice Total	<i>\$850.00</i>

Make all checks payable to **NRCSA**

If you have any questions concerning this invoice, contact Jeff Bundy at (402) 202-6028 or e-mail: jbundy@nrca.net



--YOUR ANNUAL MEMBERSHIP PROVIDES SUPPORT FOR --
Nebraska Rural Community Schools Association

<p><u>STATE LEGISLATIVE ADVOCACY</u> NRCSA is active in representing rural public schools in the Unicameral. The Executive Director is the main spokesperson for NRCSA, but is also represented by the lobbying firm of Nowka and Edwards. NRCSA's Legislative Committee includes 20 Superintendents from member schools and helps to direct the legislative efforts of the organization.</p>	<p><u>RURAL ADVOCACY</u> NRCSA is the only organization that speaks solely on behalf of public rural schools in the State of Nebraska. Other groups do a great job of representing their members, but at times cannot take a stand as they represent both very large and smaller districts. NRCSA is not necessarily tied down along those lines.</p>	<p><u>SUPERINTENDENT SEARCHES</u> NRCSA's Superintendent Search Service is conducted by veteran Superintendents whose professional lives were involved in rural education in Nebraska. The service is available to all Nebraska school districts, with member districts paying a lower rate than non-member districts. A professional cost effective proposal and fee structure is available upon request.</p>
<p><u>PLANNING WORKSHOPS</u> The NRCSA Planning Support Service is an elective service that assists districts in planning and goal-setting. The service is conducted by veteran Superintendents whose professional lives were involved in rural education in Nebraska.</p>	<p><u>NATIONAL ADVOCACY</u> NRCSA is a member of the National Rural Education Advocacy Consortium (NREAC), which represents the interests of rural public schools in national forums where education issues are decided.</p>	<p><u>LEGISLATIVE FORUM</u> During each legislative session NRCSA offers a forum for Board members and administrators. The forum provides the opportunity to hear from Senators as to what is happening in the Unicameral, as well as to provide input to Senators. The forum is held in Lincoln.</p>
<p><u>COMMUNICATIONS</u> NRCSA provides regular updates from the Executive Director to member schools. A more in-depth update is provided to all members just prior to monthly Board of Education meetings. The NRCSA web-page is www.nrcsa.net. NRCSA also has a social media presence on Twitter (@NRCSA1980) and on Facebook (www.facebook.com/nrcsahome).</p>	<p><u>SPRING CONFERENCE</u> NRCSA offers an annual conference in Kearney in March. The conference targets issues and interests of rural schools. An opportunity is created to network with other rural school districts and to interact directly with policymakers and NRCSA leaders.</p>	<p><u>GARY FISHER FINE ARTS SCHOLARSHIPS</u> NRCSA awards two \$2,000 scholarships to high school seniors from NRCSA-member schools who are entering college with the plan to major in a fine arts field.</p>
<p><u>DISTRICT MEETINGS</u> Each fall NRCSA conducts a meeting in each of the six membership districts. These meetings provide an opportunity for rural schools to connect with NRCSA leadership on a face-to-face basis.</p>	<p><u>US BANK ONE CARD PROGRAM</u> NRCSA has partnered with US Bank to provide this unique purchase card program for school districts. Individual school districts decide which staff members receive purchase cards. The district has control over where purchases can be made and for what amounts. This can be especially helpful when sending sponsors out with student groups.</p>	<p><u>NRCSA AWARDS</u> NRCSA annually recognizes individuals who are outstanding at serving member districts. At the Spring Conference each year NRCSA recognizes an Outstanding Elementary Teacher, Secondary Teacher, Classified Staff Member, ESU Staff Member, Music Teacher, Principal, Board of Education Member, and Superintendent/ESU Administrator.</p>
<p><u>NRCSA EXECUTIVE BOARD</u> The 10-member Executive Board provides leadership and direction for the organization. Each of the six NRCSA districts is represented by at least one Superintendent from a district within the district.</p>	<p><u>NRCSA SCHOLARSHIPS</u> NRCSA annually awards 14 \$2,000 scholarships to high school seniors from NRCSA-member schools who are entering college with the goal of becoming school teachers.</p>	<p><u>EXCESS EQUIPMENT CLEARINGHOUSE</u> A free service to member districts and ESUs is the opportunity to post items for sale to all other members. Items such as vehicles, scoreboards, weight equipment, and text books have been posted on behalf of members.</p>
<p><u>NEBRASKANS UNITED</u> NRCSA is a strong member of this group which includes most education and ag-related organizations in the State. The purpose is to work to provide property tax relief, as well as to protect and promote funding to public education.</p>	<p><u>CORONAVIRUS ISSUES</u> Over 100 NRCSA member Superintendents and ESU Administrators worked together to produce NRCSA's Reopening Document to help districts develop their own plans for reopening school in the fall. Over 70 rural educators worked together to develop Remote Learning Assistance sites for teachers and administrators.</p>	<p><u>LEADERSHIP OPPORTUNITIES</u> Each year there are over 70 leadership positions on the Executive Committee or other NRCSA committees that provide opportunities for member Superintendents.</p>
<p><u>EDUCATION ASSOCIATIONS COALITION</u> NRCSA is an active member of this group that is comprised of all of the major education associations in the state. The purpose of the group is to work together on legislative issues facing public education.</p>	<p><u>NATIONAL RURAL EDUCATION ASSOCIATION</u> NRCSA is a strong member of the NREA. The NREA provides leadership on issues facing rural education on the national level. Dr. Jon Habben, former NRCSA Executive Director of NRCSA, has served as the President of NREA the past two years.</p>	<p><u>RURAL TEACHER SHORTAGE</u> NRCSA has started a Rural Teacher Committee that was established to find ways to address the shortage of teachers in rural schools. Twelve member Superintendents work with representatives from Chadron State College, Wayne State College, and Peru State College in this work.</p>

"QUALITY RURAL SCHOOLS"

Nebraska Rural Community Schools Association 455 S. 11th St, Suite B, Lincoln, NE 68508

Reimbursement Rates

Mileage Reimbursement Rate

Established by the Department of Administrative Services under State Statute Section 81-1176

The rates for regular pupil transportation (non-special education) and enrollment option transportation are as follows:

- Effective July 1, 2022, the State Mileage Rate is \$.625
 - Regular Resident District Students: 285% of \$.625 = 1.7813
 - Enrollment Option Reimbursement: 142.5% of \$.625 = .8906
- From January 1, 2022 to June 30, 2022, the State Mileage Rate was \$.585
 - Regular Resident District Students: 285% of \$.585 = 1.6673
 - Enrollment Option Reimbursement: 142.5% of \$.585 = .8336
- From January 1, 2021 – December 31, 2021, the State Mileage Rate was \$.56
 - Regular Resident District Students: 285% of \$.56 = 1.596
 - Enrollment Option Reimbursement: 142.5% of \$.56 = .798

Nutrition Services

- [Rates of Reimbursement for School Lunch and Child Adult Care Food Programs](#)

Special Education

- Special Education Service Agency Rates
- Mileage Reimbursement Rate
 - 2022 @ \$.625 (July 1, 2022 – current)
 - 2022 @ \$.585 (January 1, 2022 – June 30, 2022)
 - 2021 @ \$.56 (January 1, 2021 – December 31, 2021)

Updated June 29, 2022 4:36pm

MATTHEW L. BLOMSTEDT, PH.D., COMMISSIONER



TEL 402.471.2295
FAX 402.471.0117



P.O. Box 94987
Lincoln, NE 68509-4987



education.ne.gov



June 9, 2022

Administrator
Wayne Community Schools
611 W 7th St
Wayne, NE 68787

RE: 2022/2023 Accreditation

Dear Administrator,

On June 3, 2022, the State Board of Education voted to grant accreditation to Wayne Community Schools for the period July 1, 2022, through June 30, 2023. This action is based upon records indicating that Wayne Community Schools operated in compliance with Title 92, *Nebraska Administrative Code*, Chapter 10 (Rule 10), *Regulations and Procedures for the Accreditation of Schools*. This action confers upon your school system the legal right to fulfill provisions of the compulsory education law.

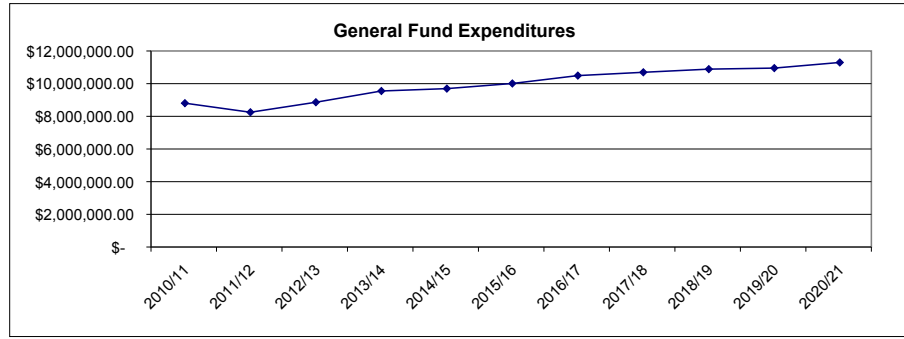
We have appreciated the cooperation you have extended to us during the past year in the continued efforts to provide a quality education to Nebraska students.

Sincerely,

Michelle R. Charf – Ed. D
Accreditation Section Director
Office of Accountability, Accreditation, and Program Approval
Nebraska Department of Education

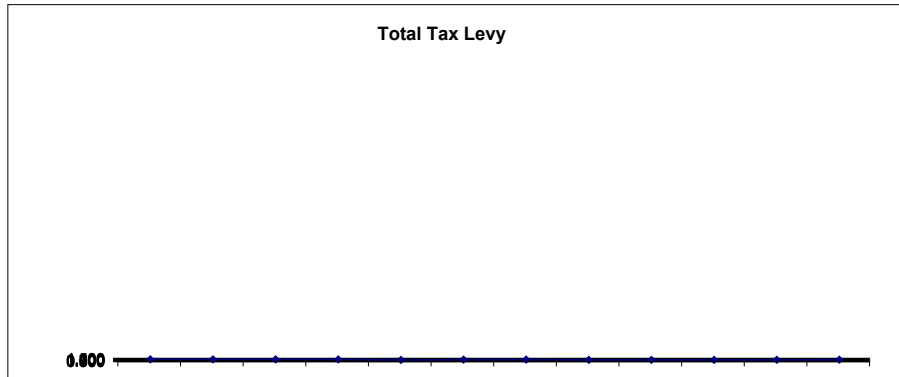
General Fund Expenditures

Year	Expenditures	Dollar Change	% Change
2010/11	\$ 8,805,248.00	\$ 8,805,248.00	
2011/12	\$ 8,249,199.13	\$ (556,048.87)	-6.31%
2012/13	\$ 8,862,218.58	\$ 613,019.45	7.43%
2013/14	\$ 9,550,619.43	\$ 688,400.85	7.77%
2014/15	\$ 9,696,165.54	\$ 145,546.11	1.52%
2015/16	\$ 10,010,552.00	\$ 314,386.46	3.24%
2016/17	\$ 10,492,965.00	\$ 482,413.00	4.82%
2017/18	\$ 10,695,495.00	\$ 202,530.00	1.93%
2018/19	\$ 10,888,676.00	\$ 193,181.00	1.81%
2019/20	\$ 10,952,752.00	\$ 64,076.00	0.59%
2020/21	\$ 11,297,685.00	\$ 344,933.00	3.10%
Average			2.59%



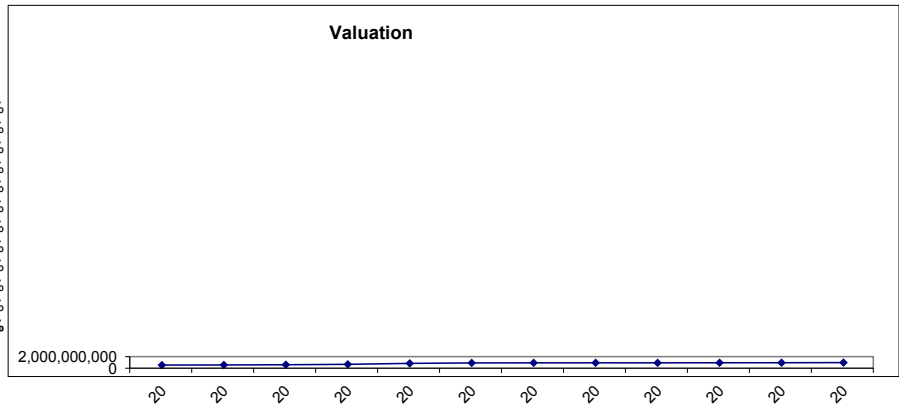
Total Tax Levy

Year	Total Levy	Dollar Change	% Change
2010/11	1.187		
2011/12	1.180	-0.01	-0.59%
2012/13	1.180	0.00	0.00%
2013/14	1.177	0.00	-0.25%
2014/15	1.008	-0.17	-14.36%
2015/16	1.097	0.09	8.83%
2016/17	1.127	0.03	2.73%
2017/18	1.036	-0.09	-8.07%
2018/19	1.039	0.00	0.29%
2019/20	1.028	-0.01	-1.06%
2020/21	1.049	0.02	2.04%
2021/22	1.081	0.03	3.05%
Average			-0.67%



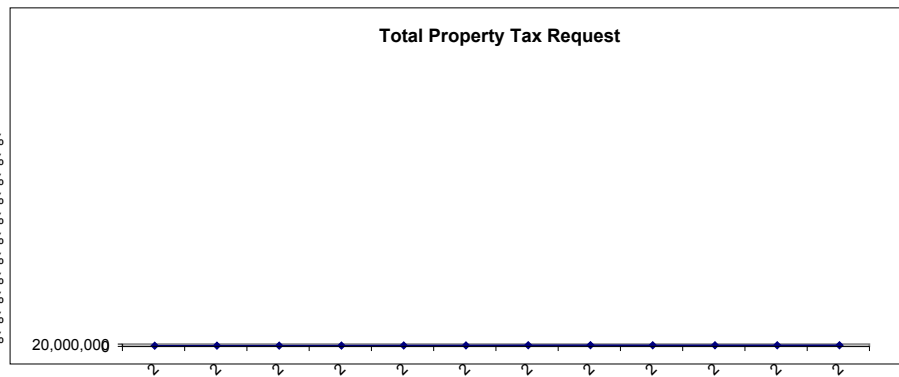
Valuation

Year	Valuation	Dollar Change	% Change
2010/11	541,352,089		
2011/12	563,489,478	22,137,389	4.09%
2012/13	601,213,303	37,723,825	6.69%
2013/14	671,730,054	70,516,751	11.73%
2014/15	835,569,792	163,839,738	24.39%
2015/16	912,108,473	76,538,681	9.16%
2016/17	928,117,634	16,009,161	1.76%
2017/18	933,622,310	5,504,676	0.59%
2018/19	930,575,568	-3,046,742	-0.33%
2019/20	940,972,248	10,396,680	1.12%
2020/21	946,483,881	5,511,633	0.59%
2021/22	970,374,093	23,890,212	2.52%
Average			5.66%



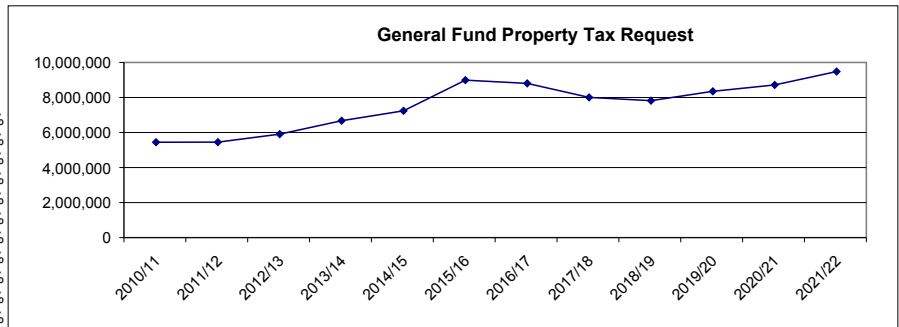
Total Property Tax Request

Year	Tax Request	Dollar Change	% Change
2009/10	5,893,104		
2010/11	6,424,993	531,889	9.03%
2011/12	6,651,482	226,489	3.53%
2012/13	7,096,547	445,066	6.69%
2013/14	7,904,061	807,513	11.38%
2014/15	8,425,494	521,433	6.60%
2015/16	10,003,535	1,578,041	18.73%
2016/17	10,463,372	459,837	4.60%
2017/18	9,673,639	-789,733	-7.55%
2018/19	9,672,985	-654	-0.01%
2019/20	9,672,984	-1	0.00%
2020/21	9,889,754	216,770	2.24%



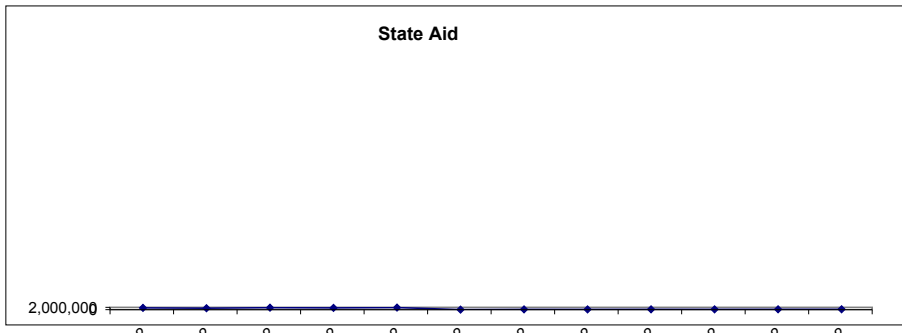
General Fund Property Tax Request

Year	Tax Request	Dollar Change	% Change
2010/11	5,445,323		
2011/12	5,451,385	6,062	0.11%
2012/13	5,907,625	456,241	8.37%
2013/14	6,674,242	766,617	12.98%
2014/15	7,238,893	564,651	8.46%
2015/16	8,989,163	1,750,270	24.18%
2016/17	8,804,768	-184,394	-2.05%
2017/18	8,005,029	-799,739	-9.08%
2018/19	7,818,916	-186,112	-2.32%
2019/20	8,352,194	533,278	6.82%
2020/21	8,715,835	363,641	4.35%
2021/22	9,479,621	763,786	8.76%



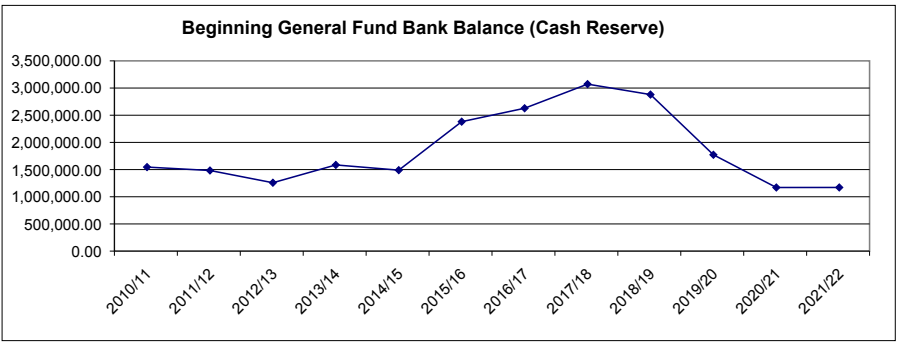
State Aid

Year	State Aid	Dollar Change	% Change
2010/11	1,531,607		
2011/12	1,235,210	-296,397	-19.35%
2012/13	1,713,922	478,712	38.76%
2013/14	1,520,090	-193,832	-11.31%
2014/15	1,797,242	277,152	18.23%
2015/16	37,054	-1,760,188	-97.94%
2016/17	231,357	194,303	524.38%
2017/18	218,522	-12,835	-5.55%
2018/19	279,153	60,631	27.75%
2019/20	259,224	-19,929	-7.14%
2020/21	304,830	45,606	17.59%
2021/22	326,494	21,664	7.11%



Beginning General Fund Bank Balance (Cash Reserve)

Year	Bank Balance	Dollar Change	% Change
2010/11	1,545,930.71		
2011/12	1,483,337.01	-62,594	-4.05%
2012/13	1,257,959.06	-225,378	-15.19%
2013/14	1,585,463.76	327,505	26.03%
2014/15	1,489,428.79	-96,035	-6.06%
2015/16	2,381,335.73	891,907	59.88%
2016/17	2,628,307.90	246,972	10.37%
2017/18	3,072,199.66	443,892	16.89%
2018/19	2,880,041.09	-192,159	-6.25%
2019/20	1,772,301.35	-1,107,740	-38.46%
2020/21	1,170,378.99	-601,922	-33.96%
2021/22	1,171,036.78	658	0.06%



<u>Disb & Transfers</u>	<u>Funct Num</u>	<u>20-21 actual</u>	<u>21-22 budget</u>	<u>22-23 projection</u>	<u>Comments</u>
All Instruction	1100	\$ 6,042,965.00	\$ 6,094,648.00	\$ 6,378,758.00	4.7% - staff increases salary&benefits
SPED Inst Programs	1200/1300	\$ 1,240,378.00	\$ 1,365,828.00	\$ 1,446,638.00	5.9% - Para increases salary&benefits
Support serv - pupils (SPED)	2100's	\$ 330,155.00	\$ 332,250.00	\$ 264,660.00	
Support serv - pupils (non-SPED)	2100's	\$ 425,891.00	\$ 373,893.00	\$ 373,843.00	
Support serv - staff	2200	\$ 475,592.00	\$ 381,432.00	\$ 387,707.00	
Board of Ed	2310	\$ 71,925.00	\$ 71,925.00	\$ 71,925.00	
Exec Admin Serv	2320	\$ 286,850.00	\$ 294,300.00	\$ 290,950.00	
District legal services	2330	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	
Off of Prin	2400	\$ 777,654.00	\$ 812,975.00	\$ 863,099.00	Elem Asst. out of SPED
Gen Admin/Bus serv	2510	\$ 323,715.00	\$ 278,815.00	\$ 299,210.00	
Maintenance	2600's	\$ 1,154,800.00	\$ 1,174,200.00	\$ 1,261,470.00	Inc. utilities
Veh Acq	2650	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	
Reg Pupil Trans.	2700's	\$ 516,100.00	\$ 542,100.00	\$ 498,500.00	
					2710 / 2720 / 2730 / 2790
SPED Trans	2700's	\$ 6,000.00	\$ 6,000.00	\$ 63,600.00	2712 / 2713 / 2722 / 2723 / 2732 / 2733 / 2792 / 2793 - More detailed codes, same\$\$
Community Services	3300	\$ 33,685.00	\$ 38,505.00	\$ 28,505.00	
Categorical grant from Corp.	3400	\$ -	\$ -	\$ -	
State Prog	3500's	\$ 50,150.00	\$ 50,150.00	\$ 50,150.00	
Debt services	5000	\$ -	\$ -	\$ -	
Federal programs	6000's	\$ 380,226.00	\$ 384,850.00	\$ 368,915.00	
Transfers	8000	\$ 12,000.00	\$ 12,000.00	\$ 10,000.00	
Budgeted cash reserve					
<u>Total</u>		<u>\$ 12,173,086.00</u>	<u>\$ 12,258,871.00</u>	<u>\$ 12,702,930.00</u>	

\$ 444,059.00 3.60%



Wayne Community Schools

2022-2027 DISTRICT STRATEGIC PLAN

Dr. Mark Lenihan, Superintendent of Schools

Wayne Community Schools Strategic Plan - Table of Contents

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78



Wayne Community Schools

Dr. Mark Lenihan
Superintendent

Board of Education

Dr. Jodi Pulfer, President

Jaime Manz

Justin Davis

Lynn Junck

Dr. Jeryl Nelson

Sylvia Ruhl





Introduction

This strategic plan is a recognition by the Wayne Community Schools' Board of Education that its mission requires not only the commitment and contributions of the teachers, administrators, and staff of WCS, but also the commitment and contributions of our district's internal and external stakeholders: parents, students, community leaders, and citizens of our community. We all have a stake in the success of WCS and we should all have the opportunity to help shape the idea of what success looks like for our district. Therefore, it was central to this entire strategic planning process that we engage all stakeholder groups.

We would like to thank members of the Strategic Overview Committee for their considerable contributions to the creation of this strategic plan.

Wayne Community Schools Strategic Overview Committee

Administrators

Mark Lenihan, Superintendent
 Russ Plager, Principal
 Tucker Hight, Principal
 Misty Bear, Special Education/Early Learning Center Director
 Dave Wragge, Athletic/Activities Director
 Jean Steen, Special Education Coordinator

Members of the Board

Jodi Pulfer
 Lynn Junck
 Justin Davis
 Jaime Man
 Jeryl Nelson
 Sylvia Ruhl

Other Members:

Teri Koenig, Community
 BJ Woehler, Community
 Jean Dorcey, Teacher
 Brandon Foote, School Foundation
 Jason Karskey, Community
 Brent Pick, Community
 Ryan Allemann, Community
 Gwen Frideres, Teacher
 Judy Poehlman, Food Service

Scott Sievers, Community
 Caden Hopkins, Student
 Mike Jaixen, Teacher
 Deb Daum, Secretary
 Melissa Heithold, Community
 Sydney Redden, Student
 Jordan Winder, Maintenance
 Casey Hurner, Community
 Nick Hochstein, Community

Phyl Trenhaile, Teacher
 Drew Fertig, Student
 Kirby Hall, Community
 Lindsay McLaughlin, Community
 Diana Davis, Teacher
 Terri Buck, Community
 Lyndi McElroy, Community
 Bob Liska, Community
 Mary Jean Roberson, Business Office





Strategic Process

Working with facilitators from the Nebraska Association of School Boards, we established a Strategic Overview Committee comprised of board members, administrators, teachers, students, parents, and community leaders. The Strategic Overview Committee reexamined our district mission of being “**committed to the success of all students and the development of independent lifelong learners**” and our vision “**learning for life, every student, every day**” for our future and helped guide the strategic planning process. We conducted meetings with business and community leaders, parents, and students at the middle school and high school. We met with staff in every building in the district. We asked all of these groups to share their thoughts, ideas, and concerns about the district. We listened.

This process allowed us, as a community, to closely examine where we are now as a district. We examined our strengths, but also had frank conversations about what our most pressing needs are today and the challenges we are sure to face in the days ahead. To be clear, while we reaffirmed that we have much to be proud of in our district, we also learned that we have many areas in which we must improve if we are to fulfill our mission.

Because all of us – the Wayne Community Schools’ board, administrators, teachers, and staff – are committed to doing all we can to improve our district, we used those identified areas of need to form the structure of this strategic plan. These are the priorities we have set for our district for the next three years. The effort to address these priorities – by setting goals, defining specific strategies, and completing concrete actions – will inform much of what the district does over the next three years. Methodologies employed in individual classrooms, programs enacted in buildings, district-wide initiatives implemented by district administration, and policy set by the Wayne Community Schools’ board will all be influenced by this plan.



Guiding Principles, Objectives, Strategies, and Performance Indicators

Our process enabled us to identify needs and establish priorities (guiding principles). To have an impact on student learning, however, a strategic plan must include a plan of action for affecting change. In the following strategic plan, each Guiding Principle is further defined in the form of an objective. Each objective state with specificity a goal that, when achieved, will have a direct impact on WCS' ability to meet our mission. For each objective, strategies have been created that define the action necessary to meet the objective. Each strategy is expressed through manageable and measurable action steps (performance indicators).

Implementation of the Strategic Plan Phase I

This strategic plan represents our collective resolve to inspire and empower students. The guiding principles, objectives, and strategies set forth below are the building blocks of the path we have laid out to reach the 2022-2026 benchmarks for student learning. Meeting those benchmarks depends on more than just designing a path – we must be dedicated, at every level, to the consistent and effective implementation of the specific strategies and measurable action steps (performance indicators) and work to integrate the strategic plan into the regular operation of the district.

To ensure the success and implementation of the WCS Strategic Plan, district leadership will:

- A. Assign staff to manage and oversee Measures and Objectives
- B. Monitor and assess the implementation, making necessary and appropriate adjustments as needed
- C. Collect evidence to illustrate the progress/success of the implementation of the strategies
- D. Commit resources needed to ensure the progress and success of the plan
- E. Align the plan to the board's annual calendar and monthly meeting agenda to measure progress and success of the plan
- F. Communicate progress of the plan to internal and external stakeholders annually



Strategic Planning Phase II – Strategic Leadership Accountability



Once the strategic plan has been adopted, superintendent and school administrators will begin implementing strategies. At the end of every year there after the Association will administer a progress analysis to monitor the progress/successes the district has made. The district will continue following the strategic plan, sustaining the strategies where growth has been made and moving forward on other strategies. At the end of year 3 along with the progress analysis, the district will take a deeper dive to assess the impact of the strategic plan related to student learning within the district. Districts will reengage all internal and external stakeholders to gain perspective.

Guiding Principles

The guiding principles highlight the areas WCS will build upon to support the mission and vision of the school district.

Objective

The objective states the area of focus and outcome that WCS will achieve.

Strategy

The strategy provides detail of how the objective will be met

Performance Indicator

The performance indicators identify specific tasks, assignments, or action staff members will follow to realize the stated objective and strategy.

Program/Building Level

The Program/Building Level identifies the point of impact.

Responsible

The assigned responsibility is to ensure progress/success of the Indicator.

Target Date

The Target Date identifies when the indicator is to be assessed for progress and/or a target completion date.



The Funding identifies an approximate figure for how the program/service will impact district resources.

Evidence of Progress

The Evidence of Progress identifies the action that has been taken to meet the Indicator.

Final Steps Remaining

SIT

The Strategic Implementation Team (SIT) provides accountability and validation of work and progress completed by the assigned staff member.

Progress Analysis

Once the strategic plan has been adopted, superintendent and school administrators will begin implementing strategies. At the end of every year there after the Association will administer a progress analysis to monitor the progress/successes the district has made. The district will continue following the strategic plan, sustaining the strategies where growth has been made and moving forward on other strategies. At the end of year three along with the progress analysis, the district will take a deeper dive to assess the impact of the strategic plan related to student learning within the district. Districts will reengage all internal and external stakeholders to gain perspective.



Wayne Community Schools' Mission Statement

Wayne Community Schools is committed to the success of all students and the development of independent lifelong learners

Wayne Community Schools' Vision Statement

Learning for Life, Every Student, Every Day

Wayne Community Schools' Value Statements

Wayne Community Schools values...

W – Working in Partnerships

C – Committing/Commitment to Excellences

S – Success in Life





Careful and collaborative analysis of the data collected through the strategic planning needs assessment process resulted in the identification of a number of priorities. These identified priorities, in turn, informed the creation of several areas of focus that form the structure of the WCS Strategic Plan.

I. Expanded Learning Opportunities

Comprehensive and diverse learning experiences are critical to student growth. By offering diverse experiences (i.e. Dual Credit, HAL, STEM, CTE, non-athletic choices, etc.) students will be able to achieve greater successes. Furthermore, enhancing expanded learning opportunities will help foster students' problem-solving abilities to prepare for their future successes. Relevant curriculum and effective instructional methods are critical to student learning and support the WCS goals and objectives to instructional and activities programming that focuses on achievement and provides for the needs of all students, thus maximizing student betterment. Through adopted core curriculum, vertical and horizontal alignment, scope and sequence, the district promotes effective transitions for students at each grade and level throughout the PK-12 system.

II. District Resources

We aspire and are committed to providing well-maintained and safe buildings and grounds to support an environment in which students can learn and staff can perform effectively. To ensure that we continue to meet this priority, purposeful budget, planning, and management will sustain financial stability while continuing to improve our district. The success of the WCS district and its ability to bring the mission and vision to life for the students is predicated on the district's most valuable assets — the dedicated and professional teachers, administrators, and staff. As the WCS staff is supported and challenged they will grow as professionals, and WCS students will ultimately benefit.

III. Engagement and Inclusion

To fully engage and include under-represented stakeholder groups: parents, families, community, and partners, WCS must continue to develop, grow, and sustain learning opportunities, communication, engagement, and transparency that builds trust, relationships, engagement, and support of WCS.

IV. Student and Staff Well-Being

Creating opportunities for students and staff to establish and maintain a district climate that emphasizes the importance of respect, acceptance, inclusion, social-emotional, mental health well-being, and school pride is vital to the success of students and staff of WCS.



V. Personnel Effectiveness

Fundamental to the success of WCS is the ability of the district to recruit, develop, and retain high-quality educators. Investing in their skills, knowledge, and personal expertise will advance the content and instruction districtwide. By providing purposeful and meaningful professional development for all staff this builds collaboration and ensures a cohesive and growing school community.

VI. Board Governance

As the board, we will commit resources to support the long-term goals of the school district. Through evaluation, accountability, and policy, we leverage the capacity to ensure the success of our goals. Our collective voice will be represented at the state level by developing a board advocacy committee to tell our district’s story.





Prioritization Summary

The following list provides the cumulative prioritization (listed top priority to lowest priority) based on the *overall averages* presented in the previous pages.

Prioritization Summary

The following list provides the cumulative prioritization (listed top priority to lowest priority) based on the *overall averages* presented in the previous pages.

1) Guiding Principle II: District Resources

1. Strategy 2.1: Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future needs of the district.
2. Strategy 2.2: Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.
3. Strategy 2.3: Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students' academic, social-emotional, and mental health well-being.
4. Strategy 2.4: Align district resources to support a quality education system and high-level learning environment.

2) Guiding Principle IV: Student and Staff Well-Being

1. Strategy 4.3: Implement the Multi-Tiered System of Supports (MTSS) model with fidelity throughout the entire district to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students with emphasis at the secondary level.
2. Strategy 4.1: Improve the school district climate and learning environment through implementing positive behavior models to support improved student behavior and increased social-emotional skills.
3. Strategy 4.2: Ensure all students learn in a supportive, safe, and nurturing environment.

3) Guiding Principle I: Expanded Learning Opportunities

1. Strategy 1.3: Build district resource capacities that include the community, students, families, college/universities, and industries working together for college credit and readiness, academic growth in the English Language Learner population, and overall diversity of curricular offerings.
2. Strategy 1.1: Set high expectations to ensure the integrity, quality and rigor of the curriculum provided supports diverse learning opportunities for the students at Wayne Community Schools.
3. Strategy 1.4: Challenge and engage students in learning experiences that enables personal growth and learning success.
4. Strategy 1.2: Create improvements and increased student achievement opportunities for High-Ability Learners (HAL).
5. Strategy 1.5: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

4) Guiding Principle III: Engagement and Inclusion

1. Strategy 3.1: Build a strong culture of student, staff, family, and community engagement to overcome barriers.
2. Strategy 3.2: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective purposeful, and meaningful relationships.
3. Strategy 3.3: Provide people with the opportunity to voice their concerns in a way that is just, civil, and fair, and builds trust between the schools and the community.



5) Guiding Principle V: Personnel Effectiveness

1. Strategy 5.1: Identify and implement a plan for administration and staff members to work cooperatively, to build trust, collaboration, cohesion, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.
2. Strategy 5.2: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.
3. Strategy 5.3: Provide meaningful professional development and training for staff to improve student learning and teacher success.

6) Guiding Principle VI: Board Governance

1. Strategy 6.2: Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.
2. Strategy 6.3: Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve education.
3. Strategy 6.1: Annually review the district's vision and mission statements, review and assess the progress-success of the district strategic plan.



Priority 3	<h2 style="margin: 0;">WCS Guiding Principle I: Expanded Learning Opportunities</h2>	<p>AQuESTT Tenets Aligning to Strategy 1.1: Leadership; Educational Opportunities and Access; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain</p> <p>Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement</p>
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Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

***Strategy 1.1:** Set high expectations to ensure the integrity, quality and rigor of the curriculum provided supports diverse learning opportunities for the students at Wayne Community Schools.*

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	1.1(a) Review the adopted WCS curriculum cycle and process in all subject areas.		<p><i>What will you do to accomplish the Indicator?</i></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Priority		Responsible		
		Priority #2				



Priority 3	<h2 style="margin: 0;">WCS Guiding Principle I: Expanded Learning Opportunities</h2>	<p>AQuESTT Tenets Aligning to Strategy 1.1: Leadership; Educational Opportunities and Access; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain</p> <p>Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement</p>
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		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	1.1(b) Review and update elective course offerings and life and career readiness programs, as well as class choice opportunities to enhance the learning opportunities for WCS students.		<p><i>What will you do to accomplish the Indicator?</i></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Priority	Responsible			
		Priority #2				



Priority 3	<h2 style="margin: 0;">WCS Guiding Principle I: Expanded Learning Opportunities</h2>	<p>AQuESTT Tenets Aligning to Strategy 1.1: Leadership; Educational Opportunities and Access; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain</p> <p>Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement</p>
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		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
PERFORMANCE INDICATOR	1.1(c) Update and support career, college, and technical training curriculum and learning experiences throughout the district.		<p><i>What will you do to accomplish the Indicator?</i></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>				
	Target Date	Priority					Responsible
		Priority #2					



Priority 3	<h2 style="margin: 0;">WCS Guiding Principle I: Expanded Learning Opportunities</h2>	AQuESTT Tenets Aligning to Strategy 1.1: Leadership; Educational Opportunities and Access; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement
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***Strategy 1.1:** Set high expectations to ensure the integrity, quality and rigor of the curriculum provided supports diverse learning opportunities for the students at Wayne Community Schools.*

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
PERFORMANCE INDICATOR	1.1(d) Collaborate with community partners and post-secondary institutions to explore opportunities for partnering and collaboration to maximize the use of community resources in the educational process.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority					Responsible
		Priority #2					



Priority 3	<h2 style="margin: 0;">WCS Guiding Principle I: Expanded Learning Opportunities</h2>	<p>AQuESTT Tenets Aligning to Strategy 1.1: Leadership; Educational Opportunities and Access; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain</p> <p>Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement</p>
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		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
PERFORMANCE INDICATOR	1.1(e) Utilize the curriculum review cycle policy to provide a systematic process to examine content and to ensure the curriculum is aligned to the standards and meeting the learning needs of students.		<p><i>What will you do to accomplish the Indicator?</i></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>				
	Target Date	Priority					Responsible
		Priority #2					



Priority 3	<h2 style="margin: 0;">WCS Guiding Principle I: Expanded Learning Opportunities</h2>	<p>AQuESTT Tenets Aligning to Strategy 1.1: Leadership; Educational Opportunities and Access; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain</p> <p>Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement</p>
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		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	1.1(f) Evaluate the quality and rigor of the curriculum provided to ensure it supports the diverse learning opportunities for the student.		<p><i>What will you do to accomplish the Indicator?</i></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Priority	Responsible			
		Priority #2				



Priority 3	<h2 style="margin: 0;">WCS Guiding Principle I: Expanded Learning Opportunities</h2>	<p>AQuESTT Tenets Aligning to Strategy 1.2: Educational Opportunities and Access; Student Achievement and Growth</p> <p>COGNIA: Learning Capacity Domain</p> <p>Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement</p>
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Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 1.2: Create improvements and increased student achievement opportunities for High-Ability Learners (HAL).

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	1.2(a) Create and implement a preassessment of HAL students to lead and develop a targeted curriculum design.		<p><i>What will you do to accomplish the Indicator?</i></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Priority		Responsible		
		Priority #4				



Priority 3	WCS Guiding Principle I: Expanded Learning Opportunities	AQuESTT Tenets Aligning to Strategy 1.2: Educational Opportunities and Access; Student Achievement and Growth COGNIA: Learning Capacity Domain Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement
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PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	1.2(b) Provide appropriate professional learning and resources to support teachers to meet the needs of the High Ability Learners (HAL) for students.				<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
	Target Date	Priority	Responsible				
		Priority #4					



Priority 3	WCS Guiding Principle I: Expanded Learning Opportunities	AQuESTT Tenets Aligning to Strategy 1.2: Educational Opportunities and Access; Student Achievement and Growth COGNIA: Learning Capacity Domain Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement
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PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	1.2(c) Modify curriculum designed to differentiate basic skills and higher-level thinking.				What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>		
		Target Date	Priority	Responsible			
			Priority #4				



Priority 3	WCS Guiding Principle I: Expanded Learning Opportunities	AQuESTT Tenets Aligning to Strategy 1.2: Educational Opportunities and Access; Student Achievement and Growth COGNIA: Learning Capacity Domain Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement
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PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	1.2(d) Evaluation of HAL student outcomes using multi-method criteria of self-evaluation and standardized tools with flexible pacing and supportive differentiated learning environments.				<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
	Target Date	Priority	Responsible				
		Priority #4					



Priority 3	WCS Guiding Principle I: Expanded Learning Opportunities	AQuESTT Tenets Aligning to Strategy 1.3: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement
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Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 1.3: Build district resource capacities that include the community, students, families, college/universities, and industries working together for college credit and readiness, academic growth in the English Language Learner population, and overall diversity of curricular offerings.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	1.3(a) Designate internal leaders and champions to study the scope and feasibility of internal and external opportunities to grow diverse district offerings such as partnerships, staffing, course alignment, space allocation, resource expenditures, etc.				What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>		
	Target Date	Priority	Responsible				
		Priority #1					



Priority 3	<h2 style="margin: 0;">WCS Guiding Principle I: Expanded Learning Opportunities</h2>	AQuESTT Tenets Aligning to Strategy 1.3: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement
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		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
PERFORMANCE INDICATOR	1.3(b) Consider and assess the value of expanding course offerings to include, but not limited to: science, technology, engineering, and math (STEM/CTE).		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority					Responsible
		Priority #1					



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		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	1.3(c) Implement a district-wide academic plan that includes rigorous dual credit opportunities.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority		Responsible		
		Priority #1				



Priority 3	WCS Guiding Principle I: Expanded Learning Opportunities	AQuESTT Tenets Aligning to Strategy 1.3: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement
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PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	1.3(d) Evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum, and instruction.				What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>		
	Target Date	Priority	Responsible				
		Priority #1					



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		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	1.3(e) Evaluate the effectiveness of expanding knowledge and capacity of programs and services that grow district resources and challenging, creative, and rigorous curriculum and instruction.		<p>What will you do to accomplish the Indicator?</p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Priority	Responsible			
		Priority #1				



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PERFORMANCE INDICATOR	1.3(f) Ensure new and existing curriculum and instruction across all courses contain materials that reflect the contributions, perspectives, and experiences of diversity and inclusion.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<p><i>What will you do to accomplish the Indicator?</i></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Priority	Responsible			
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		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
PERFORMANCE INDICATOR	1.3(g) Collaborate with industry and community representatives for job shadow opportunities, career pathways exploration, student internships, and teacher externships to increase awareness of career opportunities.		<p><i>What will you do to accomplish the Indicator?</i></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>				
	Target Date	Priority					Responsible
		Priority #1					



Priority 3	<h2 style="margin: 0;">WCS Guiding Principle I: Expanded Learning Opportunities</h2>	<p>AQuESTT Tenets Aligning to Strategy 1.3: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness</p> <p>COGNIA: Learning Capacity Domain; Resource Capacity Domain</p> <p>Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement</p>
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Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

***Strategy 1.3:** Build district resource capacities that include the community, students, families, college/universities, and industries working together for college credit and readiness, academic growth in the English Language Learner population, and overall diversity of curricular offerings.*

PERFORMANCE INDICATOR	1.3(h) Advance ELL instruction and supports to ensure the success of our students.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
		<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>				
		Target Date	Priority	Responsible		
	Priority #1					



Priority 3	WCS Guiding Principle I: Expanded Learning Opportunities	AQuESTT Tenets Aligning to Strategy 1.3: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement
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Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 1.3: Build district resource capacities that include the community, students, families, college/universities, and industries working together for college credit and readiness, academic growth in the English Language Learner population, and overall diversity of curricular offerings.

PERFORMANCE INDICATOR	1.3(i) Evaluate and monitor the learning opportunities provided by WCS.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<p>What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>				
	Target Date	Priority	Responsible				
	Priority #1						



Priority 3	<h2 style="margin: 0;">WCS Guiding Principle I: Expanded Learning Opportunities</h2>	<p>AQuESTT Tenets Aligning to Strategy 1.4: Educational Opportunities and Access; Educator Effectiveness; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness</p> <p>COGNIA: Learning Capacity Domain</p> <p>Nebraska Framework: Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement</p>
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Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

***Strategy 1.4:** Challenge and engage students in learning experiences that enables personal growth and learning success.*

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	1.4(a) Provide learning opportunities that align to student learning styles utilizing instructional practices and technology to support the needs of the student.		<p><i>What will you do to accomplish the Indicator?</i></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Priority	Responsible			
		Priority #3				



Priority 3	<h2 style="margin: 0;">WCS Guiding Principle I: Expanded Learning Opportunities</h2>	<p>AQuESTT Tenets Aligning to Strategy 1.4: Educational Opportunities and Access; Educator Effectiveness: Student Achievement and Growth; Postsecondary, Career, and Civic Readiness</p> <p>COGNIA: Learning Capacity Domain</p> <p>Nebraska Framework: Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement</p>
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Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 1.4: Challenge and engage students in learning experiences that enables personal growth and learning success.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	1.4(b) Continue to work in partnership proactively and consistently with students, families, and the community to support the needs of students to ensure high attendance and graduation rates.		<p>What will you do to accomplish the Indicator?</p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Priority	Responsible			
		Priority #3				



Priority 3	<h2 style="margin: 0;">WCS Guiding Principle I: Expanded Learning Opportunities</h2>	<p>AQuESTT Tenets Aligning to Strategy 1.4: Educational Opportunities and Access; Educator Effectiveness: Student Achievement and Growth; Postsecondary, Career, and Civic Readiness</p> <p>COGNIA: Learning Capacity Domain</p> <p>Nebraska Framework: Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement</p>
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Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

***Strategy 1.4:** Challenge and engage students in learning experiences that enables personal growth and learning success.*

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	1.4(c) Evaluate the effectiveness the growth and engagement of the modified learning experiences.		<p><i>What will you do to accomplish the Indicator?</i></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Priority		Responsible		
		Priority #3				



Priority 3	WCS Guiding Principle I: Expanded Learning Opportunities	AQuESTT Tenets Aligning to Strategy 1.5: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Learning Capacity Domain Nebraska Framework: Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement
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Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 1.5: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
PERFORMANCE INDICATOR	1.5(a) Provide mentorships, internships, and/or job shadowing opportunities for the secondary students.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority					Responsible
		Priority #5					



Priority 3	<h2 style="margin: 0;">WCS Guiding Principle I: Expanded Learning Opportunities</h2>	<p>AQuESTT Tenets Aligning to Strategy 1.5: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness</p> <p>COGNIA: Learning Capacity Domain</p> <p>Nebraska Framework: Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement</p>
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Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 1.5: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	1.5(b) Expand partnerships with post-secondary institutions to explore educational opportunities and options for partnering to enhance curricular offerings for students.		<p><i>What will you do to accomplish the Indicator?</i></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Priority	Responsible			
		Priority #5				



Priority 3	<h2 style="margin: 0;">WCS Guiding Principle I: Expanded Learning Opportunities</h2>	<p>AQuESTT Tenets Aligning to Strategy 1.5: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness</p> <p>COGNIA: Learning Capacity Domain</p> <p>Nebraska Framework: Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement</p>
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Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 1.5: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	1.5(c) Integrate relational skill building characteristics including leadership, communication, conflict resolution, respectfulness, and collaboration through life skills and career/life readiness instruction.		<p><i>What will you do to accomplish the Indicator?</i></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Priority	Responsible			
		Priority #5				



Priority 3	<h2 style="margin: 0;">WCS Guiding Principle I: Expanded Learning Opportunities</h2>	<p>AQuESTT Tenets Aligning to Strategy 1.5: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness</p> <p>COGNIA: Learning Capacity Domain</p> <p>Nebraska Framework: Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement</p>
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Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 1.5: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
PERFORMANCE INDICATOR	1.5(d) Emphasize the importance of personal life skills including work ethic, character, integrity, and personal confidence.		<p><i>What will you do to accomplish the Indicator?</i></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>				
	Target Date	Priority					Responsible
		Priority #5					



Priority 3	<h2 style="margin: 0;">WCS Guiding Principle I: Expanded Learning Opportunities</h2>	<p>AQuESTT Tenets Aligning to Strategy 1.5: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness</p> <p>COGNIA: Learning Capacity Domain</p> <p>Nebraska Framework: Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement</p>
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Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

***Strategy 1.5:** Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.*

	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
PERFORMANCE INDICATOR	1.5(e) Consider and assess the value of expanding course offerings to include, but not limited to: CTE, Vocational Training, Computer Science – Coding, Programming, Robotics, etc., Speech/Public Speaking/Motivational Speaking, and Family Consumer Science (interpersonal relationships, leadership, and management)	<p><i>What will you do to accomplish the Indicator?</i></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>				
	Target Date	Priority	Responsible			
		Priority #5				



Priority 3	WCS Guiding Principle I: Expanded Learning Opportunities	AQuESTT Tenets Aligning to Strategy 1.5: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Learning Capacity Domain Nebraska Framework: Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement
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Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 1.5: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	1.5(f) Evaluate the effectiveness of modifications made to instruction and curriculum and the overall impact to learning and students' post-graduate opportunities.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible			
		Priority #5				



GUIDING PRINCIPLE I: Expanded Learning Opportunities	(5) Accomplished This strategy has been realized and is sustainable.		(3) Progressing Some measurable progress has been made, but this strategy has not been fully realized.		(1) Developing This strategy has not been initiated.		(0) Unmet This strategy has not been addressed.	
STRATEGY	End of Year 1: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 2: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 3: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)			
1.1 Set high expectations to ensure the integrity, quality and rigor of the curriculum provided supports diverse learning opportunities for the students at Wayne Community Schools.	0		0		0			
1.2 Create improvements and increased student achievement opportunities for High-Ability Learners (HAL).	0		0		0			
1.3 Build district resource capacities that include the community, students,	0		0		0			



<p>families, college/universities, and industries working together for college credit and readiness, academic growth in the English Language Learner population, and overall diversity of curricular offerings.</p>					
<p>1.4 Challenge and engage students in learning experiences that enables personal growth and learning success.</p>	0		0		0
<p>1.5 Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.</p>	0		0		0



Priority 1	WCS Guiding Principle II: District Resources	<p>AQuESTT Tenets Aligning to Strategy 2.1: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success</p> <p>COGNIA: Leadership Capacity Domain; Resource Capacity Domain</p> <p>Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement</p>
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Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

***Strategy 2.1:** Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities and acquiring property to meet the future needs of the district.*

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	2.1(a) Evaluate current facility needs, building utilization, and current/projected enrollment to ensure facilities will accommodate the visionary needs of WCS educational programs and priorities.	District			<p><i>The superintendent will identify community members to be part of a community facility committee. This committee will tour the district facilities in May, 2022, and will evaluate the 2019 facility study.</i></p> <p><i>The committee will evaluate the 2019 study and will adjust to reflect current enrollment, enrollment projections, and building capacities.</i></p>		
	Target Date	Priority	Responsible				
	June 2022	Priority #1	Superintendent & Facility Committee				



Priority 1	WCS Guiding Principle II: District Resources	<p>AQuESTT Tenets Aligning to Strategy 2.1: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success</p> <p>COGNIA: Leadership Capacity Domain; Resource Capacity Domain</p> <p>Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement</p>
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Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

Strategy 2.1: *Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities and acquiring property to meet the future needs of the district.*

PERFORMANCE INDICATOR	2.1(b) Develop a short-long term facility plan to support needs and enable the district to plan in a purposeful and efficient manner. Consider existing priorities identified in the strategic plan needs analysis, including but not limited to:		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
	<ul style="list-style-type: none"> ▪ Capacity to Support Enrollment ▪ Functionality of Learning Spaces ▪ All Schools at One Campus ▪ Capacity to Support All Co-Curricular and Extra-Curricular Programs ▪ Parking ▪ Building Access and Security 		District	<p><i>CWP Architects will coordinate a bond study with a staff and community facility committee to address building capacity, functionality of space, capacity to support programs, parking, and security.</i></p> <p><i>A recommendation will be brought forth to the school board in fall of 2022</i></p>				
	Target Date	Priority	Responsible					
	November 2022	Priority #1	Superintendent & Facility Committee					



Priority 1	WCS Guiding Principle II: District Resources	AQuESTT Tenets Aligning to Strategy 2.1: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success COGNIA: Leadership Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement
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Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

Strategy 2.1: *Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities and acquiring property to meet the future needs of the district.*

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	2.1(c) Continue to engage stakeholders to educate and inform patrons of the identified needs and plans for addressing facilities and grounds, maintenance and upkeep, renovations, and new construction, and transportation services.			District	<i>Architect, CM, facility committee, and staff will engage with community stakeholders to educate on findings of facility study and promote a potential bond referendum if applicable.</i>		
	Target Date	Priority	Responsible				
	Late fall'22-Early spring '23	Priority #1	Superintendent & Facility Committee				



Priority 1	WCS Guiding Principle II: District Resources	AQuESTT Tenets Aligning to Strategy 2.1: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success COGNIA: Leadership Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement
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Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

***Strategy 2.1:** Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities and acquiring property to meet the future needs of the district.*

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	2.1(d) Creation of a timeline to support planning to maintain district facilities and grounds.			District Buildings & Grounds	<i>Head of Maintenance and Principals will develop and propose a 2-5 year short term facility plan to the school board. Input from staff, students, and community will be considered.</i>		
	Target Date	Priority	Responsible				
	Summer 2023	Priority #1	Dir. Of Maint. & Bldg. Administrators				



Priority 1	WCS Guiding Principle II: District Resources		AQuESTT Tenets Aligning to Strategy 2.1: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success COGNIA: Leadership Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement				
	Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.						
Strategy 2.1: Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities and acquiring property to meet the future needs of the district.							
PERFORMANCE INDICATOR	2.1(e) Evaluate the effectiveness of the short-term and long-term facilities plan.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<p style="text-align: center;"><i>Annual evaluation of the short-term plan will be conducted by Head of Maintenance and Administrators to determine progress.</i></p> <p style="text-align: center;"><i>The school board and superintendent will oversee and evaluate the status of the bond project for facility expansion and monitor and adjust as necessary.</i></p>				
	Target Date	Priority	Responsible				
	Annually June	Priority #1	Dir. Of Maint. &Bldg. Administrators				



Priority 1	WCS Guiding Principle II: District Resources	AQuESTT Tenets Aligning to Strategy 2.2: Leadership; Educational Opportunities and Access; Transitions; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Resource and Support Systems
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Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

***Strategy 2.2:** Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.*

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	2.2(a) Designate internal leaders to study the need and scope of programs and services to evaluate and grow district programming to meet the needs of a diverse student population.			Jr/Sr High Schools	<p><i>Review the 7-12 CTE curriculum and ensure alignment with NDE Model.</i></p> <p><i>Consider 7-12 course change recommendations and appropriate staffing and resources for the 2024-25 school year.</i></p>		
	Target Date	Priority	Responsible				
	2022-23 school year/Summer'23	Priority #2	7-12 Counselor, JH&SH Principals,,CTE Tchrs.				



Priority 1	WCS Guiding Principle II: District Resources	AQuESTT Tenets Aligning to Strategy 2.2: Leadership; Educational Opportunities and Access; Transitions; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Resource and Support Systems
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Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

Strategy 2.2: Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	2.2(b) Evaluate current operations, programs, facilities, and the investment of resources to ensure we meet the diverse needs of our enrollment.			School Board	<i>The school board and administrative team will conduct semi-annual retreats to evaluate operations, resources, programming, and current student needs</i>		
	Target Date	Priority	Responsible				
	Semi-annual	Priority #2	School Board and Supt.				



Priority 1	WCS Guiding Principle II: District Resources	AQuESTT Tenets Aligning to Strategy 2.2: Leadership; Educational Opportunities and Access; Transitions; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Resource and Support Systems
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Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

Strategy 2.2: Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	2.2(c) Commit the resources needed to sustain integrated technology to support instructional needs and access to learning for the students at Wayne Community Schools.		Elementary and Jr/Sr High Buildings	<p><i>Technology committee will meet during the 22-23 school year to develop a 3-5 year technology integration plan with appropriate and sustainable budget.</i></p> <p><i>Recommendation to the superintendent by May, 2023.</i></p>			
	Target Date	Priority	Responsible				
	May 2023	Priority #2	Tech. Dir. Librarians, Teacher committee				



Priority 1	WCS Guiding Principle II: District Resources	AQuESTT Tenets Aligning to Strategy 2.2: Leadership; Educational Opportunities and Access; Transitions; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Resource and Support Systems
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Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

***Strategy 2.2:** Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.*

PERFORMANCE INDICATOR	2.2(d) Evaluate the overall effectiveness of the allocation of resources to support the growth and success of WCS.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<i>The superintendent and school board finance committee will conduct a review of current budgeting processes and develop a 3-5 year budget plan by June, 2023.</i>			
		Target Date	Priority	Responsible		
	June 2023	Priority #2	Superintendent, Board Finance committee			



Priority 1	WCS Guiding Principle II: District Resources	<p>AQuESTT Tenets Aligning to Strategy 2.3: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain</p> <p>Nebraska Framework: Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement</p>
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Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

Strategy 2.3: Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students' academic, social-emotional, and mental health well-being.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	2.3(a) Complete a staff analysis of endorsements of all staffing assignments to benefit the learning opportunities.			<p><i>The annual NSSRS staff report will be submitted annually by the data steward and business manager by the June due date.</i></p> <p><i>Principals will ensure staff are appropriately endorsed within Rule 10 guidelines annually and upon assigning classes and/or hiring new teachers.</i></p>			
	Target Date	Priority	Responsible				
	Annually in spring	Priority #3	Data Steward, Bus. Manager, Principals				



Priority 1	WCS Guiding Principle II: District Resources	AQuESTT Tenets Aligning to Strategy 2.3: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement
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Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

***Strategy 2.3:** Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students’ academic, social-emotional, and mental health well-being.*

PERFORMANCE INDICATOR	2.3(b) Budget and allocate resources to support staffing needs. Consider existing priorities identified in the strategic plan needs analysis, including but not limited to:	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	<ul style="list-style-type: none"> ▪ Collaborate with Outside Resources to Support All Learners ▪ Social-Emotional, Mental Health Support ▪ Coordinate Certified and Classified Staffing to Support Programming in All Grades (pK-12) 		<p style="text-align: center;"><i>Continue partnerships with Heartland Counseling, WSC, and PMC to support programming and specialized learning needs.</i></p> <p style="text-align: center;"><i>Administrative Team will conduct annual reviews and assessments of all staff to ensure support for students in all grades.</i></p>			
	Target Date	Priority	Responsible			
Annual and On-going	Priority #3	Administrators, Counselors				



Priority 1	WCS Guiding Principle II: District Resources	<p>AQuESTT Tenets Aligning to Strategy 2.3: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain</p> <p>Nebraska Framework: Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement</p>
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Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

***Strategy 2.3:** Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students’ academic, social-emotional, and mental health well-being.*

PERFORMANCE INDICATOR	2.3(c) Maintain accountability of staff to ensure systematic growth that supports and rewards continuous improvement for every student, building or learning level, and educator.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
		District	<p><i>MTSS District Team will review the WCS Instructional Model and Behavior Expectations annually at the fall meeting.</i></p> <p><i>Principals will review Instructional Model and Behavior Expectations with staff annually at the fall in-service, Principals will conduct the teacher appraisal process with fidelity annually.</i></p>			
		Target Date	Priority	Responsible		
	Annually	Priority #3	Principals, MTSS District Team			



Priority 1	WCS Guiding Principle II: District Resources	<p>AQuESTT Tenets Aligning to Strategy 2.3: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain</p> <p>Nebraska Framework: Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement</p>
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Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

Strategy 2.3: Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students' academic, social-emotional, and mental health well-being.

PERFORMANCE INDICATOR	2.3(d) Promote an atmosphere of mutual trust through regular collaboration and feedback from peers and administrators.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			District	<p style="text-align: center;"><i>Administrators and MTSS District Team will develop the MTSS process and introduce to staff by fall, 2022.</i></p> <p style="text-align: center;"><i>Monthly meetings of the MTSS District, Building, and Collaborative Teams will occur during the Wednesday In-service schedule.</i></p>			
	Target Date	Priority	Responsible				
Fall 2022/Annually	Priority #3	MTSS District Team					



Priority 1	WCS Guiding Principle II: District Resources	AQuESTT Tenets Aligning to Strategy 2.3: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement
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Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

***Strategy 2.3:** Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students’ academic, social-emotional, and mental health well-being.*

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	2.3(e) Ensure the capacity, infrastructure, staffing, and equipment to meet the academic and administrative needs for effective and efficient operations across the district. CHANGE THIS WITH PRINCIPALS		Building level	<i>Building level administrators will ensure capacity by utilizing effective hiring practices, effective budgeting principles, and annual purchase orders to ensure effective and efficient building operations.</i>			
Target Date		Priority	Responsible				
Annual		Priority #3	Principals				



Priority 1	WCS Guiding Principle II: District Resources	AQuESTT Tenets Aligning to Strategy 2.3: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement
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Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

***Strategy 2.3:** Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students’ academic, social-emotional, and mental health well-being.*

PERFORMANCE INDICATOR	2.3(f) Evaluate the effectiveness of the alignment of resources to support learning environments, quality of educators, and student successes.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
		Building and District	<i>Utilize annual perceptual surveys of students, parents, and staff to evaluate the effectiveness of school and district programming.</i>			
	Target Date	Priority	Responsible			
	Annually in fall	Priority #3	Administrators			



Priority 1	WCS Guiding Principle II: District Resources	<p>AQuESTT Tenets Aligning to Strategy 2.4: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain</p> <p>Nebraska Framework: Governance & Leadership, Teaching & Learning, Documenting & Using Results, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement</p>
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Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

Strategy 2.4: Align district resources to support a quality education system and high-level learning environment.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	2.4(a) Ensure that resources and programs are available that proactively address individual student academic, social-emotional, and mental health well-being.			District	<i>WCS will seek an additional Counselor from Heartland to serve students in the areas of SEL. The counselors and district SEL team will monitor data, and present to the school board in June 2023.</i>		
	Target Date	Priority	Responsible				
	2022-23 school year	Priority #4	Superintendent, Principals,				



Priority 1	WCS Guiding Principle II: District Resources	<p>AQuESTT Tenets Aligning to Strategy 2.4: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain</p> <p>Nebraska Framework: Governance & Leadership, Teaching & Learning, Documenting & Using Results, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement</p>
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Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

Strategy 2.4: Align district resources to support a quality education system and high-level learning environment.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	2.4(b) Provide appropriate and sufficient resources to accomplish the mission of the WCS.			District Wide	<i>The administrative will bring forward new initiatives and staffing needs to the board through the Agenda Item Management (AIM) process for review and approval.</i>		
	Target Date	Priority	Responsible				
	On-going	Priority #4	Administrative Team and School Board				



Priority 1	WCS Guiding Principle II: District Resources	<p>AQuESTT Tenets Aligning to Strategy 2.4: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain</p> <p>Nebraska Framework: Governance & Leadership, Teaching & Learning, Documenting & Using Results, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement</p>
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Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

Strategy 2.4: Align district resources to support a quality education system and high-level learning environment.

PERFORMANCE INDICATOR	2.4(c) Utilize disaggregated data to inform and support decision-making in: staffing, resource and funding allocation, instructional strategies and interventions, professional development, discipline protocols/procedures, extracurricular/activity recruitment, facility improvements, and other areas identified by the district.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			District Wide	<i>The WCS MTSS process will schedule meetings during the 2:00 in-service Wednesdays to allow decision making to occur at the district building and PLC levels using data.</i>			
	Target Date	Priority	Responsible				
	Annual during Weds. In-service	Priority #4	All staff				



Priority 1	WCS Guiding Principle II: District Resources	<p>AQuESTT Tenets Aligning to Strategy 2.4: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain</p> <p>Nebraska Framework: Governance & Leadership, Teaching & Learning, Documenting & Using Results, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement</p>
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Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

Strategy 2.4: Align district resources to support a quality education system and high-level learning environment.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	2.4(d) Evaluate the effectiveness of the alignment of resources to support learning environments and student successes.			District Wide	<i>The MTSS Leadership team will conduct semi-annual reviews of the MTSS process to evaluate the learning environment, student achievement, and success of the MTSS process.</i>		
	Target Date	Priority	Responsible				
	Semi- Annual	Priority #4	MTSS Leadership Team				



Strategic Leadership Accountability						
GUIDING PRINCIPLE II: District Resources	(5) Accomplished This strategy has been realized and is sustainable.		(3) Progressing Some measurable progress has been made, but this strategy has not been fully realized.		(1) Developing This strategy has not been initiated.	(0) Unmet This strategy has not been addressed.
STRATEGY	End of Year 1: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 2: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 3: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)	
2.1 Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future needs of the district.	0		0		0	
2.2 Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.	0		0		0	



<p>2.3 Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students' academic, social-emotional, and mental health well-being.</p>	<p>0</p>		<p>0</p>		<p>0</p>	
<p>2.4 Align district resources to support a quality education system and high-level learning environment.</p>	<p>0</p>		<p>0</p>		<p>0</p>	



Priority 4	WCS Guiding Principle III: Engagement and Inclusion	<p>AQuESTT Tenets Aligning to Strategy 3.1: Leadership, Positive Partnerships, Relationships, & Success, Student Achievement & Growth</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain</p> <p>Nebraska Framework: Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement</p>
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Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.

Strategy 3.1: Build a strong culture of student, staff, family, and community engagement to overcome barriers.

PERFORMANCE INDICATOR	3.1(a) Engage parents as partners to create a shared ownership of established and emerging cultures to enhance learning of students.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
		<p>What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>				
		Target Date	Priority	Responsible		
	Priority #1					



Priority 4	WCS Guiding Principle III: Engagement and Inclusion	<p>AQuESTT Tenets Aligning to Strategy 3.1: Leadership, Positive Partnerships, Relationships, & Success, Student Achievement & Growth</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain</p> <p>Nebraska Framework: Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement</p>
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Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.

Strategy 3.1: Build a strong culture of student, staff, family, and community engagement to overcome barriers.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	3.1(b) Consider methods of improving Parent-Teacher Conference format, teacher communication with parents/guardians, and expectations of the conference.				<p><i>What will you do to accomplish the Indicator?</i></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
	Target Date	Priority	Responsible				
		Priority #1					



Priority 4	WCS Guiding Principle III: Engagement and Inclusion	<p>AQuESTT Tenets Aligning to Strategy 3.1: Leadership, Positive Partnerships, Relationships, & Success, Student Achievement & Growth</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain</p> <p>Nebraska Framework: Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement</p>
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Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.

Strategy 3.1: Build a strong culture of student, staff, family, and community engagement to overcome barriers.

PERFORMANCE INDICATOR	3.1(c) Expand learning opportunities for parents to increase their capacity to support their students.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
		<p>What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>				
		Target Date	Priority	Responsible		
	Priority #1					



Priority 4	WCS Guiding Principle III: Engagement and Inclusion	AQuESTT Tenets Aligning to Strategy 3.1: Leadership, Positive Partnerships, Relationships, & Success, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement
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Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.

Strategy 3.1: Build a strong culture of student, staff, family, and community engagement to overcome barriers.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	3.1(d) Identify and pursue opportunities to engage our WCS community.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible			
		Priority #1				



Priority 4	WCS Guiding Principle III: Engagement and Inclusion	<p>AQuESTT Tenets Aligning to Strategy 3.1: Leadership, Positive Partnerships, Relationships, & Success, Student Achievement & Growth</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain</p> <p>Nebraska Framework: Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement</p>
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Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.

Strategy 3.1: Build a strong culture of student, staff, family, and community engagement to overcome barriers.

PERFORMANCE INDICATOR	3.1(e) Evaluate the efforts and implementation of engagement of all stakeholders on a regular/annual basis.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
		<p>What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>				
	Target Date	Priority	Responsible			
	Priority #1					



Priority 4	WCS Guiding Principle III: Engagement and Inclusion	AQuESTT Tenets Aligning to Strategy 3.2: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement
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Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.

Strategy 3.2: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective purposeful, and meaningful relationships.

PERFORMANCE INDICATOR	3.2(a) Identify and implement the most effective methods by which to engage parents/guardians in the education of their child.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>				
	Target Date	Priority	Responsible				
	Priority #2						



Priority 4	WCS Guiding Principle III: Engagement and Inclusion	<p>AQuESTT Tenets Aligning to Strategy 3.2: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain</p> <p>Nebraska Framework: Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement</p>
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Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.

Strategy 3.2: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective purposeful, and meaningful relationships.

PERFORMANCE INDICATOR	3.2(b) Provide opportunities for parents/guardians to access strategies and resources available to engage their child in learning outside of the classroom.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	Target Date	Priority	Responsible	<p>What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Priority #2						



Priority 4	WCS Guiding Principle III: Engagement and Inclusion	AQuESTT Tenets Aligning to Strategy 3.2: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement
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Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.

Strategy 3.2: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective purposeful, and meaningful relationships.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	3.2(c) Increase community connections and relationships that positively contribute to the academic and social success of students.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible			
		Priority #2				



Priority 4	WCS Guiding Principle III: Engagement and Inclusion	<p>AQuESTT Tenets Aligning to Strategy 3.2: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain</p> <p>Nebraska Framework: Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement</p>
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Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.

Strategy 3.2: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective purposeful, and meaningful relationships.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	3.2(d) Increase district outreach efforts with community organization, business partners, and other external stakeholders to keep stakeholders informed of the programs, services, and news of district.				<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
	Target Date	Priority	Responsible				
		Priority #2					



Priority 4	WCS Guiding Principle III: Engagement and Inclusion	AQuESTT Tenets Aligning to Strategy 3.2: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement
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Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.

Strategy 3.2: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective purposeful, and meaningful relationships.

	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	3.2(e) Evaluate the effectiveness of enhanced opportunities to build relationships with parents/guardians and community members.	What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible		
		Priority #2			



<p>Priority 4</p>	<p>WCS Guiding Principle III: Engagement and Inclusion</p>		<p>AQuESTT Tenets Aligning to Strategy 3.3: Leadership, Positive Partnerships, Relationships COGNIA: Leadership Capacity Domain Nebraska Framework: Vision & Purpose, Governance & Leadership, Stakeholders Communication & Relationships, Commitment to Continuous Improvement</p>				
			<p>Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.</p>				
<p><i>Strategy 3.3: Provide people with the opportunity to voice their concerns in a way that is just, civil, and fair, and builds trust between the schools and the community.</i></p>							
<p>PERFORMANCE INDICATOR</p>	<p>3.3(a) Expand opportunities for active parent/guardian participation and direct communication between parent/guardians with staff.</p>		<p>Program, Level, or Bldg.</p>	<p>Action Plan</p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>
	<p>Target Date</p>		<p>Responsible</p>		<p><i>What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.</i></p>		
	<p>Priority</p>		<p>Priority #3</p>				



Priority 4	WCS Guiding Principle III: Engagement and Inclusion	AQuESTT Tenets Aligning to Strategy 3.3: Leadership, Positive Partnerships, Relationships COGNIA: Leadership Capacity Domain Nebraska Framework: Vision & Purpose, Governance & Leadership, Stakeholders Communication & Relationships, Commitment to Continuous Improvement
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Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.

Strategy 3.3: Provide people with the opportunity to voice their concerns in a way that is just, civil, and fair, and builds trust between the schools and the community.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	3.3(b) Support proactive and transparent communication with all stakeholders to foster trust and increase collaboration.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible			
		Priority #3				



Priority 4	WCS Guiding Principle III: Engagement and Inclusion	AQuESTT Tenets Aligning to Strategy 3.3: Leadership, Positive Partnerships, Relationships COGNIA: Leadership Capacity Domain Nebraska Framework: Vision & Purpose, Governance & Leadership, Stakeholders Communication & Relationships, Commitment to Continuous Improvement
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Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.

Strategy 3.3: Provide people with the opportunity to voice their concerns in a way that is just, civil, and fair, and builds trust between the schools and the community.

PERFORMANCE INDICATOR		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	3.3(c) Provide a translator at school events to support families who first language is not English.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible			
	Priority #3					



Priority 4	WCS Guiding Principle III: Engagement and Inclusion	AQuESTT Tenets Aligning to Strategy 3.3: Leadership, Positive Partnerships, Relationships COGNIA: Leadership Capacity Domain Nebraska Framework: Vision & Purpose, Governance & Leadership, Stakeholders Communication & Relationships, Commitment to Continuous Improvement
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Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.

Strategy 3.3: Provide people with the opportunity to voice their concerns in a way that is just, civil, and fair, and builds trust between the schools and the community.

PERFORMANCE INDICATOR	3.3(d) Evaluate the effectiveness of enhanced communications with parents/guardians.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible			
	Priority #3					



Strategic Leadership Accountability								
GUIDING PRINCIPLE III: Engagement and Inclusion	(5) Accomplished This strategy has been realized and is sustainable.		(3) Progressing Some measurable progress has been made, but this strategy has not been fully realized.		(1) Developing This strategy has not been initiated.		(0) Unmet This strategy has not been addressed.	
STRATEGY	End of Year 1: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 2: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 3: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)			
3.1 Build a strong culture of student, staff, family, and community engagement to overcome barriers.	0		0		0			
3.2 Foster a positive working partnership with parents/guardians and community members to improve and sustain effective purposeful, and meaningful relationships.	0		0		0			
3.3 Provide people with the opportunity to voice their concerns in a way that is just, civil, and fair, and builds trust between the schools and the community.	0		0		0			



Priority 2	WCS Guiding Principle IV: Student and Staff Well-Being	AQuESTT Tenets Aligning to Strategy 4.1: Leadership; Educator Effectiveness; Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement
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Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.

***Strategy 4.1:** Improve the school district climate and learning environment through consistent behavior expectations and character traits, to support improved student behavior and increased social-emotional skills.*

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	4.1(a) Create and commit to consistent expectations for staff and students to hold everyone equally accountable.			District	Through the District MTSS process, align pK-12 behavior expectations in a developmentally appropriate manner.		
	Target Date	Priority	Responsible				
	May, 2023	Priority #2	Administrative Team and teaching staff				



Priority 2	WCS Guiding Principle IV: Student and Staff Well-Being	AQuESTT Tenets Aligning to Strategy 4.1: Leadership; Educator Effectiveness; Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement
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Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.

Strategy 4.1: *Improve the school district climate and learning environment through implementing consistent behavior expectations to support improved student behavior and increased social-emotional skills.*

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
PERFORMANCE INDICATOR	4.1(b) Implement WCS Behavior Expectation model and character education traits throughout the district.		District	Through the district MTSS process, analyze data from walkthrough observations, class removals and ISS/OSS to improve school district climate and learning environment.			
	Target Date	Priority					Responsible
	May, 2023	Priority #2					Administrative team and teaching staff



Priority 2	WCS Guiding Principle IV: Student and Staff Well-Being	AQuESTT Tenets Aligning to Strategy 4.1: Leadership; Educator Effectiveness; Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement
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Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.

***Strategy 4.1:** Improve the school district climate and learning environment through implementing positive behavior models to support improved student behavior and increased social-emotional skills.*

	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
PERFORMANCE INDICATOR	4.1(c) Engage appropriate staff for guidance and support when addressing issues that impact classroom instruction, curriculum, professional development, and/or matters that will add value to their role and responsibilities.		<i>Utilizing the new MTSS systematic district process, all staff will participate in PLCs to improve Tier 1 classroom instruction, curriculum and professional development.</i>			
	Target Date	Priority				Responsible
	May of 2024	Priority #2				MTSS Leadership team



Priority 2	WCS Guiding Principle IV: Student and Staff Well-Being	AQuESTT Tenets Aligning to Strategy 4.1: Leadership; Educator Effectiveness; Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement
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Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.

Strategy ### 4.1: *Improve the school district climate and learning environment through implementing positive behavior models to support improved student behavior and increased social-emotional skills.*

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	4.1(d) Provide district guidance and resources for staff involved in the district initiatives for social-emotional learning.		<i>Compile SEBL staff and student data to provide appropriate resources as determined by the district and building level leadership teams.</i>			
	Target Date	Priority		Responsible		
	May 2024	Priority #2		Building and District level MTSS teams		



Priority 2	WCS Guiding Principle IV: Student and Staff Well-Being	AQuESTT Tenets Aligning to Strategy 4.1: Leadership; Educator Effectiveness; Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement
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Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.

Strategy ### 4.1: *Improve the school district climate and learning environment through implementing positive behavior models to support improved student behavior and increased social-emotional skills.*

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	4.1(e) Evaluate the progress realized through purposeful measures implemented to address social-emotional, mental health well-being of students and staff.		<i>Analyze SEBL screener data through PLCs to determine progress of SEBL services.</i>			
	Target Date	Priority		Responsible		
	May 2024	Priority #2		Counselors and School Psychologist		



Priority 2	WCS Guiding Principle IV: Student and Staff Well-Being	AQuESTT Tenets Aligning to Strategy 4.2: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Educational Opportunities and Access COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement
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Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.

Strategy 4.2 Ensure all students learn in a supportive, safe, and nurturing environment.

PERFORMANCE INDICATOR	4.2(a) Develop student outcome goals and competencies to support social-emotional learning for the purpose of enhancing student decision-making skills, responsible behavior, and a student’s independent role personally, at school, and as a community member.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25				
			<i>Continue district wide IMPACT and ADVISORY programs, along with counselors in the classroom, and PreK home visits. Maintain and expand upon partnership with Heartland counseling. To measure progress the district will conduct annual climate surveys of students and staff.</i>							
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Target Date</td> <td style="width: 15%; padding: 5px;">Priority</td> <td style="width: 70%; padding: 5px;">Responsible</td> </tr> <tr> <td style="padding: 5px;">May 2024</td> <td style="padding: 5px;">Priority #3</td> <td style="padding: 5px;">Administrative team/MTSS District</td> </tr> </table>	Target Date	Priority	Responsible	May 2024	Priority #3	Administrative team/MTSS District			
Target Date	Priority	Responsible								
May 2024	Priority #3	Administrative team/MTSS District								



Priority 2	WCS Guiding Principle IV: Student and Staff Well-Being	AQuESTT Tenets Aligning to Strategy 4.2: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Educational Opportunities and Access COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement
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Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.

Strategy 4.2 Ensure all students learn in a supportive, safe, and nurturing environment.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
PERFORMANCE INDICATOR	4.2(b) Provide students with opportunities to develop their own capacity to make choices, set individual goals, monitor their progress, and reflect upon their learning.		<i>Students will continue to utilize MAP data to set individual learning goals and monitor their progress</i>				
	Target Date	Priority					Responsible
	Annual and Ongoing	Priority #3					Teaching Staff



Priority 2	<h2 style="margin: 0;">WCS Guiding Principle IV: Student and Staff Well-Being</h2>	<p>AQuESTT Tenets Aligning to Strategy 4.2: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Educational Opportunities and Access</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain</p> <p>Nebraska Framework: Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement</p>
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Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.

Strategy 4.2 Ensure all students learn in a supportive, safe, and nurturing environment.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
PERFORMANCE INDICATOR	4.2(c) Create a system to support and equip staff with tools and techniques to address social-emotional skills and behavior.		<i>Semiannually, the district will bring in outside resources to provide staff with practical tools and techniques to address SEBL.</i>				
	Target Date	Priority					Responsible
	May 2024	Priority #3					Administration



Priority 2	<h2 style="margin: 0;">WCS Guiding Principle IV: Student and Staff Well-Being</h2>	<p>AQuESTT Tenets Aligning to Strategy 4.2: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Educational Opportunities and Access</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain</p> <p>Nebraska Framework: Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement</p> <p>School Improvement Goals: Develop a comprehensive professional development plan that is relevant, job-embedded, and focused on engagement and equality for all students.</p>
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Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.

Strategy 4.2 Ensure all students learn in a supportive, safe, and nurturing environment.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
PERFORMANCE INDICATOR	4.2(d) Provide consistent and on-going professional development to all staff to effectively implement social-emotional learning district-wide.		<i>Scheduled PLC time will focus on SEBL.</i>				
	Target Date	Priority					Responsible
	May 2024	Priority #3					Administrative team



Priority 2	WCS Guiding Principle IV: Student and Staff Well-Being	<p>AQuESTT Tenets Aligning to Strategy 4.2: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Educational Opportunities and Access</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain</p> <p>Nebraska Framework: Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement</p> <p>School Improvement Goals: Develop a comprehensive professional development plan that is relevant, job-embedded, and focused on engagement and equality for all students.</p>
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Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.

Strategy 4.2 Ensure all students learn in a supportive, safe, and nurturing environment.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
PERFORMANCE INDICATOR	4.2(e) Evaluate the progress realized through purposeful measures implemented to address the environment.		<i>The district leadership team will meet annually to review MTSS district level goals and data.</i>				
	Target Date	Priority					Responsible
	May 2023	Priority #3					District MTSS Team



Priority 2	WCS Guiding Principle IV: Student and Staff Well-Being	AQuESTT Tenets Aligning to Strategy 4.3: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement
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Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.

***Strategy 4.3:** Implement the Multi-Tiered System of Supports (MTSS) model with fidelity throughout the entire district to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students.*

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
PERFORMANCE INDICATOR	4.3(a) Develop a district-wide team with defined roles that will research strategies, monitor, and evaluate the effectiveness of the MTSS model.		<i>Consult with NeMTSS and ESU 1 staff to develop a district wide MTSS team.</i>	The district committed IDEA-CCEIS funds to support the development of the MTSS model through a 3 day retreat with the MTSS District level and Building level teams.			
	Target Date	Priority					Responsible
	May 2022	Priority #1					Administrative team



Priority 2	WCS Guiding Principle IV: Student and Staff Well-Being	AQuESTT Tenets Aligning to Strategy 4.3: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement
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Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.

Strategy 4.3: Implement the Multi-Tiered System of Supports (MTSS) model with fidelity throughout the entire district to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	4.3(b) Develop a common understanding across the district of MTSS through targeted professional development.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time-bound.</i> Professional development will be provided at the beginning of the school year. Calendar for professional development will be shared with all staff			
	Target Date	Priority	Responsible			
	August 2022	Priority #1	Administrative team			



Priority 2	WCS Guiding Principle IV: Student and Staff Well-Being	AQuESTT Tenets Aligning to Strategy 4.3: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement
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Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.

Strategy 4.3: Implement the Multi-Tiered System of Supports (MTSS) model with fidelity throughout the entire district to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students with emphasis at the secondary level.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	4.3(c) Develop a consistent process across all buildings for implementation of MTSS.		<i>Create an annual MTSS professional development calendar for district, building and collaborative meetings utilizing the 2:00 dismissals on Wednesdays.</i>			
	Target Date	Priority		Responsible		
	August 2022	Priority #1		Administrative team		



Priority 2	WCS Guiding Principle IV: Student and Staff Well-Being	AQuESTT Tenets Aligning to Strategy 4.3: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement
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Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.

***Strategy 4.3:** Implement the Multi-Tiered System of Supports (MTSS) model with fidelity throughout the entire district to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students with emphasis at the secondary level.*

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	4.3(d) Intentionally communicate our MTSS model and additional academic, social, emotional, and behavioral supports with WCS families and our community.		<i>Board meetings, District newsletters, building communications, district website, parent nights, stakeholder groups. Create elevator speech.</i>			
	Target Date	Priority		Responsible		
	Annual and Ongoing	Priority #1		Administrative team/School Board		



Strategic Leadership Accountability

GUIDING PRINCIPLE IV: Student and Staff Well-Being	(5) Accomplished This strategy has been realized and is sustainable.	(3) Progressing Some measurable progress has been made, but this strategy has not been fully realized.	(1) Developing This strategy has not been initiated.	(0) Unmet This strategy has not been addressed.
STRATEGY	End of Year 1: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)	End of Year 2: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)	End of Year 3: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)	
4.1 <i>Improve the school district climate and learning environment through implementing consistent behavior expectations to support improved student behavior and increased social-emotional skills.</i>	0	0	0	
4.2 Ensure all students learn in a supportive, safe, and nurturing environment.	0	0	0	
PERFORMANCE			Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>	
	Target Date	Priority	Responsible	
	Annual and Ongoing	Priority #1	Leadership team	



<p>4.3 Implement the Multi-Tiered System of Supports (MTSS) model with fidelity throughout the entire district to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students with emphasis at the secondary level.</p>	<p>0</p>	<p>0</p>	<p>0</p>
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<p>Priority 5</p>	<p>WCS Guiding Principle V: Personnel Effectiveness</p>		<p>AQuESTT Tenets Aligning to Strategy 5.1: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness, Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Commitment to Continuous Improvement</p>				
	<p>Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.</p>						
<p><i>Strategy 5.1: Identify and implement a plan for administration and staff members to work cooperatively, to build trust, collaboration, cohesion, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.</i></p>							
<p>PERFORMANCE INDICATOR</p>	<p>5.1(a) Build relationships and engagement between staff and administrators in ongoing conversations to determine how the district can best support long-term improvements of academic achievement.</p>	<p>Program, Level, or Bldg.</p>	<p>Action Plan</p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>	
	<p>Target Date Priority</p>		<p>Responsible</p>	<p>What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
		<p>Priority #1</p>					



Priority 5	WCS Guiding Principle V: Personnel Effectiveness	<p>AQuESTT Tenets Aligning to Strategy 5.1: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness, Student Achievement and Growth</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain</p> <p>Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Commitment to Continuous Improvement</p> <p>School Improvement Goals: Develop a comprehensive professional development plan that is relevant, job-embedded, and focused on engagement and equality for all students.</p>
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Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.

Strategy 5.1: Identify and implement a plan for administration and staff members to work cooperatively, to build trust, collaboration, cohesion, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
PERFORMANCE INDICATOR	5.1(b) Work collaboratively to identify areas of growth in the professional development topics and presentations that administration can provide for staff to improve student achievement.		<p><i>What will you do to accomplish the Indicator?</i></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>				
	Target Date	Priority					Responsible
		Priority #1					



Priority 5	WCS Guiding Principle V: Personnel Effectiveness	AQuESTT Tenets Aligning to Strategy 5.1: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness, Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Commitment to Continuous Improvement
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Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.

Strategy 5.1: Identify and implement a plan for administration and staff members to work cooperatively, to build trust, collaboration, cohesion, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	5.1(c) Allow and encourage staff regular and safe opportunities to work collaboratively and to provide feedback for growing and improving student achievement.				<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
	Target Date	Priority	Responsible				
		Priority #1					



Priority 5	WCS Guiding Principle V: Personnel Effectiveness	<p>AQuESTT Tenets Aligning to Strategy 5.1: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness, Student Achievement and Growth</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain</p> <p>Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Commitment to Continuous Improvement</p> <p>School Improvement Goals: Develop a comprehensive professional development plan that is relevant, job-embedded, and focused on engagement and equality for all students.</p>
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Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.

Strategy 5.1: Identify and implement a plan for administration and staff members to work cooperatively, to build trust, collaboration, cohesion, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	5.1(d) Engage staff and administration to assess personal development progress, impact, and benefits to WCS initiatives, instruction, and personal development.				<p>What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
	Target Date	Priority	Responsible				
		Priority #1					



Priority 5	WCS Guiding Principle V: Personnel Effectiveness	<p>AQuESTT Tenets Aligning to Strategy 5.1: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness, Student Achievement and Growth</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain</p> <p>Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Commitment to Continuous Improvement</p> <p>School Improvement Goals: Develop a comprehensive professional development plan that is relevant, job-embedded, and focused on engagement and equality for all students.</p>
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Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.

Strategy 5.1: Identify and implement a plan for administration and staff members to work cooperatively, to build trust, collaboration, cohesion, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	5.1(e) Evaluate the effectiveness of cooperative efforts to improve and grow staff relations district-wide to increase positive working relationships, the climate, and student learning.		<p><i>What will you do to accomplish the Indicator?</i></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Priority	Responsible			
		Priority #1				



Priority 5	WCS Guiding Principle V: Personnel Effectiveness	AQuESTT Tenets Aligning to Strategy 5.2: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness, Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Commitment to Continuous Improvement
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Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.

Strategy 5.2: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	5.2(a) Explore opportunities and successful communication processes that enable staff to build and foster relationships with administrators and colleagues that provide a source of consistency built upon mutual respect and trust.	<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible		
		Priority #2			



Priority 5	WCS Guiding Principle V: Personnel Effectiveness	AQuESTT Tenets Aligning to Strategy 5.2: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness, Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Commitment to Continuous Improvement
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Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.

Strategy 5.2: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	5.2(b) Provide a structured PLC process to encourage the use of best practice instruction, enhance staff connectedness and professional growth.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible			
		Priority #2				



Priority 5	WCS Guiding Principle V: Personnel Effectiveness	AQuESTT Tenets Aligning to Strategy 5.2: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness, Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Commitment to Continuous Improvement
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Strategy 5.2: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	5.2(c) Explore options to provide feedback for student growth and increased achievement.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority		Responsible		
		Priority #2				



Priority 5	WCS Guiding Principle V: Personnel Effectiveness	AQuESTT Tenets Aligning to Strategy 5.2: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness, Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Commitment to Continuous Improvement
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Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.

Strategy 5.2: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	5.2(d) Develop the capacity of staff to effectively use purposeful data to guide instruction, revise school strategies and interventions, assess program effectiveness, and prioritize learning needs.				<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>		
	Target Date	Priority	Responsible				
		Priority #2					



Priority 5	WCS Guiding Principle V: Personnel Effectiveness	AQuESTT Tenets Aligning to Strategy 5.2: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness, Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Commitment to Continuous Improvement
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Strategy 5.2: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	5.2(e) Evaluate the effectiveness of the professional collaboration opportunities impact student instruction and learning.				<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>		
Target Date		Priority	Responsible				
		Priority #2					



Priority 5	WCS Guiding Principle V: Personnel Effectiveness	<p>AQuESTT Tenets Aligning to Strategy 5.3: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness; Student Achievement and Growth</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain</p> <p>Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement</p> <p>School Improvement Goals: Develop a comprehensive professional development plan that is relevant, job-embedded, and focused on engagement and equality for all students.</p>
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Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.

Strategy 5.3: Provide meaningful professional development and training for staff to improve student learning and teacher success.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	5.3(a) Allocate time and resources to ensure curriculum is vertically and horizontally aligned and staff is equipped with scope and sequence pacing guides.		<p><i>What will you do to accomplish the Indicator?</i></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Priority	Responsible			
		Priority #3				



Priority 5	WCS Guiding Principle V: Personnel Effectiveness	<p>AQuESTT Tenets Aligning to Strategy 5.3: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness; Student Achievement and Growth</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain</p> <p>Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement</p> <p>School Improvement Goals: Develop a comprehensive professional development plan that is relevant, job-embedded, and focused on engagement and equality for all students.</p>
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Strategy 5.3: Provide meaningful professional development and training for staff to improve student learning and teacher success.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	5.3(b) Develop the capacity of staff to effectively utilize purposeful data to guide instruction, revise school strategies and interventions, assess program effectiveness, and prioritize learning needs.		<p>What will you do to accomplish the Indicator?</p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Priority	Responsible			
		Priority #3				



Priority 5	WCS Guiding Principle V: Personnel Effectiveness	<p>AQuESTT Tenets Aligning to Strategy 5.3: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness; Student Achievement and Growth</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain</p> <p>Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement</p> <p>School Improvement Goals: Develop a comprehensive professional development plan that is relevant, job-embedded, and focused on engagement and equality for all students.</p>
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Strategy 5.3: Provide meaningful professional development and training for staff to improve student learning and teacher success.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
PERFORMANCE INDICATOR	5.3(c) Develop a common understanding across the district of MTSS through targeted professional development.		<p><i>What will you do to accomplish the Indicator?</i></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>				
	Target Date	Priority					Responsible
		Priority #3					



Priority 5	WCS Guiding Principle V: Personnel Effectiveness	<p>AQuESTT Tenets Aligning to Strategy 5.3: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness; Student Achievement and Growth</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain</p> <p>Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement</p> <p>School Improvement Goals: Develop a comprehensive professional development plan that is relevant, job-embedded, and focused on engagement and equality for all students.</p>
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Strategy 5.3: Provide meaningful professional development and training for staff to improve student learning and teacher success.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	5.3(d) Provide SPED/504 training, resources, and support to ensure all students are receiving appropriate, high-quality accommodations.		<p>What will you do to accomplish the Indicator?</p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Priority	Responsible			
		Priority #3				



Priority 5	WCS Guiding Principle V: Personnel Effectiveness	<p>AQuESTT Tenets Aligning to Strategy 5.3: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness; Student Achievement and Growth</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain</p> <p>Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement</p> <p>School Improvement Goals: Develop a comprehensive professional development plan that is relevant, job-embedded, and focused on engagement and equality for all students.</p>
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Strategy 5.3: Provide meaningful professional development and training for staff to improve student learning and teacher success.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
PERFORMANCE INDICATOR	5.3(e) Provide EL training, resources, and support to ensure all students are engaged to improve student learning.		<p><i>What will you do to accomplish the Indicator?</i></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>				
	Target Date	Priority					Responsible
		Priority #3					



Priority 5	WCS Guiding Principle V: Personnel Effectiveness	<p>AQuESTT Tenets Aligning to Strategy 5.3: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness; Student Achievement and Growth</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain</p> <p>Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement</p> <p>School Improvement Goals: Develop a comprehensive professional development plan that is relevant, job-embedded, and focused on engagement and equality for all students.</p>
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Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.

Strategy 5.3: Provide meaningful professional development and training for staff to improve student learning and teacher success.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	5.3(f) Provide training and resources needed to equip staff for social-emotional learning.		<p><i>What will you do to accomplish the Indicator?</i></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Priority		Responsible		
		Priority #3				



Priority 5	WCS Guiding Principle V: Personnel Effectiveness	<p>AQuESTT Tenets Aligning to Strategy 5.3: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness; Student Achievement and Growth</p> <p>COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain</p> <p>Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement</p> <p>School Improvement Goals: Develop a comprehensive professional development plan that is relevant, job-embedded, and focused on engagement and equality for all students.</p>
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Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.

Strategy 5.3: Provide meaningful professional development and training for staff to improve student learning and teacher success.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
PERFORMANCE INDICATOR	5.3(g) Evaluate the effectiveness of professional development to improve student learning.		<p>What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>				
	Target Date	Priority		Responsible			
		Priority #3					

GUIDING PRINCIPLE V: Personnel Effectiveness	(5) Accomplished This strategy has been realized and is sustainable.		(3) Progressing Some measurable progress has been made, but this strategy has not been fully realized.		(1) Developing This strategy has not been initiated.		(0) Unmet This strategy has not been addressed.	
STRATEGY	End of Year 1: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 2: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 3: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)			
5.1 Identify and implement a plan for administration and staff members to work cooperatively, to build trust, collaboration, cohesion, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.	0		0		0			
5.2 Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.	0		0		0			
5.3 Provide meaningful professional development and training for staff to improve student learning and teacher success.	0		0		0			





Priority 6	WCS Guiding Principle VI: Board Governance	AQuESTT Tenets Aligning to Strategy 6.1: Leadership COGNIA: Leadership Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership
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Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy 6.1: Annually review the district’s vision and mission statements, review and assess the progress-success of the district strategic plan.

PERFORMANCE INDICATOR		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25		
		6.1(a) Include stakeholders and the community in the development and revisions of the district’s mission, vision, and goals.		<i>Began the strategic planning process in Fall of 2021. Organized community group input and formed a Strategic Oversight Committee. This group along with Board revised the district’s mission, vision and goals. This will be analyzed yearly at the summer retreat.</i>		Funding – budgeted for hiring of the Nebraska School Boards Association for coordination. Accomplished in early 2022.		
		Target Date	Priority	Responsible				
		12/2021	Priority #3	Superintendent Board				



Priority 6		WCS Guiding Principle VI: Board Governance			AQuESTT Tenets Aligning to Strategy 6.1: Leadership COGNIA: Leadership Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership		
Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
Strategy 6.1: Annually review the district’s vision and mission statements, review and asses the progress-success of the district strategic plan.							
PERFORMANCE INDICATOR	6.1(b) Align the mission and vision to drive planning, decision-making, and evaluation of district operations and progress.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
					<i>Began the strategic planning process that included stakeholders of the district. Our vision, mission statements were revised. The strategic planning developed from these. Our mission and vision will be clearly visible in the school, on our website and agendas</i>		Hired the NASB to facilitate the strategic planning process. Utilize Sparq agenda/meetings so our strategic plan should be implemented into our meeting planning.
	Target Date	Priority			Responsible		
	On-going	Priority #3	Superintendent Board				



Priority 6	WCS Guiding Principle VI: Board Governance	AQuESTT Tenets Aligning to Strategy 6.1: Leadership COGNIA: Leadership Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership
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Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy 6.1: Annually review the district’s vision and mission statements, review and assess the progress-success of the district strategic plan.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.1(c) Review and assess progress-success of the strategic plan and the impact to progress and growth of student learning.				<i>Testing scores for the district will be presented at the June or July meeting (depending on their availability). Discussion of any adaptations that need to take place. Evaluate if our strategic plan is on track or needs revision to improve student learning.</i>		
		Target Date	Priority	Responsible			
		June, 2022 & Annually	Priority #3	Superintendent Assessment Coord.			



<p>Priority 6</p>	<p>WCS Guiding Principle VI: Board Governance</p>		<p>AQuESTT Tenets Aligning to Strategy 6.1: Leadership COGNIA: Leadership Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership</p>					
			<p>Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.</p>					
<p>Strategy 6.1: Annually review the district’s vision and mission statements, review and assess the progress-success of the district strategic plan.</p>								
<p>PERFORMANCE INDICATOR</p>	<p>6.1(d) Align board agenda, discussion, and action items to the strategic plan.</p>		<p>Program, Level, or Bldg.</p>	<p>Action Plan</p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>	
			<p></p>		<p><i>Monthly agenda planning will identify if the agenda item is needed for the strategic plan and what each item is to accomplish for it to be included on the agenda.</i></p>	<p>We utilize Sparq meetings/agendas. The strategic plan should be added to this and allow us to continually monitor our progress.</p>	<p></p>	<p></p>
<p>Monthly</p>	<p>Priority #3</p>	<p>Supt. Bd Pres. And Vice Pres.</p>						



Priority 6	WCS Guiding Principle VI: Board Governance	AQuESTT Tenets Aligning to Strategy 6.1: Leadership COGNIA: Leadership Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership
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Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy 6.1: Annually review the district’s vision and mission statements, review, and asses the progress-success of the district strategic plan.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	6.1(e) Continually monitor the district plan and progress of goals and outcomes and hold superintendent accountable to carrying out the strategic plan.		<i>The Superintendent will present strategic plan accomplishments at each board meeting under the Superintendent’s report. The superintendent’s evaluation will be focused on the advancement of the strategic plan. NASB has been contacted about updating the evaluation process.</i>			
	Target Date	Priority		Responsible		
	October Annually	Priority #3		Superintendent and Board		



Priority 6	WCS Guiding Principle VI: Board Governance	AQuESTT Tenets Aligning to Strategy 6.1: Leadership COGNIA: Leadership Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership
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Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy 6.1: Annually review the district’s vision and mission statements, review, and asses the progress-success of the district strategic plan.

PERFORMANCE INDICATOR		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.1(f) Consistently complete a board self-assessment to measure progress and success of the board standards and governance.	Board	<i>The Board will complete an annual evaluation of the Board’s work at or before the summer retreat.</i>	The board completed an evaluation as part of the strategic planning process.		
	Target Date	Priority	Responsible			
	June Annually	Priority #3	Board			



Priority 6	WCS Guiding Principle VI: Board Governance	AQuESTT Tenets Aligning to Strategy 6.2: Leadership; Educational Opportunities and Access; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Resource and Support Systems; Commitment to Continuous Improvement
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Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy 6.2: Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.

PERFORMANCE INDICATOR		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
		6.2(a) Adopt a fiscally responsible annual budget that is aligned with the district’s mission, vision, and goals.		<i>Budget will be completed for the Budget Hearing and Tax Request hearing in September. Work on the completion of the budget will begin in March of each year. The budget will be aligned with the strategic plans of the district. General fund will retain 2-3 months of expenditures in reserves Building fund will show a minimum balance of \$250,000 in September of each budget year.</i>			
		Target Date	Priority	Responsible			
		September Annually	Priority #1	Superintendent/Finance committee/Board			



Priority 6	WCS Guiding Principle VI: Board Governance	AQuESTT Tenets Aligning to Strategy 6.2: Leadership; Educational Opportunities and Access; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Resource and Support Systems; Commitment to Continuous Improvement
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PERFORMANCE INDICATOR		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.2(b) Consider a budget that is aligned to the priorities within the strategic plan.		<i>Identify what resources are needed to accomplish the strategic plan and build the budget accordingly. Strategic plan is evaluated ongoingly, but the summer retreat should identify priorities for the year and they will be included in the budget that is being worked on at that time.</i>			
	Target Date	Priority	Responsible			
Annual and On-going	Priority #1	Superintendent, Finance Committee and Board				



Priority 6	WCS Guiding Principle VI: Board Governance	AQuESTT Tenets Aligning to Strategy 6.2: Leadership; Educational Opportunities and Access; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Resource and Support Systems; Commitment to Continuous Improvement
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PERFORMANCE INDICATOR		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
		6.2(c) Ensure monthly budget reports including comparison data to monitor budget management and expenditures.			<i>The Board is presented with monthly general fund cash in/out, cash summary of all accounts and rollup report. These reports allow the Board to monitor actual spending versus the budget.</i>	
	Target Date	Priority	Responsible			
	Monthly	Priority #1	Supt. And Business Manager			



Priority 6	WCS Guiding Principle VI: Board Governance	AQuESTT Tenets Aligning to Strategy 6.2: Leadership; Educational Opportunities and Access; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Resource and Support Systems; Commitment to Continuous Improvement
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Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy 6.2: Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	6.2(d) Ensure the superintendent’s financial recommendations align with the district’s mission and goals and allocate budget resources accordingly.		<i>The Board will meet at the summer retreat to evaluate progress on strategic plan and to prioritize for the coming year. The budget will then include the prioritized needs. The finance committee will oversee the process with the Board’s approval. Advancement/funding of the strategic plan will be evaluated in the superintendent’s annual evaluation.</i>			
	Target Date	Priority		Responsible		
	June-Sept. Annually	Priority #1		Finance committee and Board		



Priority 6	WCS Guiding Principle VI: Board Governance	AQuESTT Tenets Aligning to Strategy 6.2: Leadership; Educational Opportunities and Access; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Resource and Support Systems; Commitment to Continuous Improvement
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Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy 6.2: Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
		6.2(e) Review and adopt a master facility plan to support a safe and effective learning environment districtwide.			<i>A master facility plan will be completed with the assistance of CWP. This will evaluate needed additions or renovations.</i>	The process has resumed with the community group being organized and prioritization beginning. The CM@R process has started. The initial fees for the CWP have been budgeted for.	
	Target Date	Priority	Responsible				
	Nov. 2022	Priority #1	Director of Maintenance, Facility Committee, Superintendent				



Priority 6	WCS Guiding Principle VI: Board Governance	AQuESTT Tenets Aligning to Strategy 6.2: Leadership; Educational Opportunities and Access; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Resource and Support Systems; Commitment to Continuous Improvement
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Strategy 6.2: Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.

PERFORMANCE INDICATOR		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.2(f) Authorize an annual audit of all of the district’s financial records.		<i>An annual audit will be completed each year and presented to the Board at the December meeting.</i>			
	Target Date	Priority	Responsible			
	Dec. Annually	Priority #1	Supt. Business Manager			



Priority 6	WCS Guiding Principle VI: Board Governance	AQuESTT Tenets Aligning to Strategy 6.3: Leadership; Positive Partnerships, Relationships, and Success COGNIA: Leadership Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement
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Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

***Strategy 6.3:** Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve the best interest of education.*

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	6.3(a) Continue to engage the community to build understanding and support for public education, the school district, and district initiatives and goals.		District and Community	<i>Continue to interact with stakeholder groups. Including but not limited to parents, WSC, NECC, Alumni, Wayne Area Economic Development, local businesses, ag community, early childhood organization, district residents. School Board Honor coffee, administrator with each booster organization, utilize the Foundation, district representatives will attend community organization gatherings, involvement with other community boards, pursue relationships with WSC, NECC. Utilize radio, newspaper, school website, social media and online school board meeting access.</i>		
	Target Date	Priority	Responsible			
	Annual and On-going	Priority #2	Administrators, Foundation Director, Board members, staff/Communications comm.			



Priority 6	WCS Guiding Principle VI: Board Governance	AQuESTT Tenets Aligning to Strategy 6.3: Leadership; Positive Partnerships, Relationships, and Success COGNIA: Leadership Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement
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Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

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PERFORMANCE INDICATOR	6.3(b) Continue to seek input from internal and external stakeholders (i.e., administrators, certified and classified staff, parents, students, community members, and business leaders) and update all stakeholders on the progress-success of the 2022-2027 strategic plan.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<i>Continued involvement of the community members in the facility study and utilize them as advocates in the community. Reengage the SOC committee yearly for updates. Post strategic plan overview on school's website. Continue monthly updates on the radio and monthly newsletters.</i>			
	Target Date	Priority	Responsible			
Annual and On-Going	Priority #2	Supt. Board Admin				



Priority 6	WCS Guiding Principle VI: Board Governance	AQuESTT Tenets Aligning to Strategy 6.3: Leadership; Positive Partnerships, Relationships, and Success COGNIA: Leadership Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement
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Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

***Strategy 6.3:** Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve the best interest of education.*

		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
PERFORMANCE INDICATOR	6.3(c) Maintain a cohesive communications plan to inform and educate the community on district issues.		<p style="text-align: center;"><i>Host semi-annual brown bag lunch community meetings to inform patrons and solicit feedback.</i></p> <p style="text-align: center;"><i>Update and maintain District Goal Three from the prior Strategic Plan</i></p>			
	Target Date	Priority		Responsible		
	Annually	Priority #2		Board Communication committee/Supt.		



<p>Priority 6</p>	<p>WCS Guiding Principle VI: Board Governance</p>		<p>AQuESTT Tenets Aligning to Strategy 6.3: Leadership; Positive Partnerships, Relationships, and Success COGNIA: Leadership Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement</p>				
			<p>Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.</p>				
<p><i>Strategy 6.3: Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve the best interest of education.</i></p>							
<p>PERFORMANCE INDICATOR</p>	<p>6.3(d) Ensure that a district report is provided to patrons annually.</p>		<p>Program, Level, or Bldg.</p>	<p>Action Plan</p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>
	<p>Target Date</p>		<p>Responsible</p>	<p><i>The annual district report is posted on the school's website and published in the Shopper which is delivered to all households within the District yearly</i></p>			
	<p>May Annually</p>	<p>Priority #2</p>	<p>Superintendent Secretary</p>				



Strategic Leadership Accountability						
GUIDING PRINCIPLE VI: Board Governance	(5) Accomplished This strategy has been realized and is sustainable.		(3) Progressing Some measurable progress has been made, but this strategy has not been fully realized.		(1) Developing This strategy has not been initiated.	(0) Unmet This strategy has not been addressed.
STRATEGY	End of Year 1: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 2: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 3: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)	
6.1 Annually review the district’s vision and mission statements, review and asses the progress-success of the district strategic plan.	0		0		0	
6.2 Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.	0		0		0	



6.3 Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve education.	0		0		0	
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NASB Strategic Planning Service

Next Steps: Following the presentation of the District Needs Analysis and Strategic Plan Framework, the board may expect that:

*District Administration/Board Responsibilities

*NASB Board Leadership Responsibilities

- 1) Association staff (Kari Stephens) will embed the final Strategic Plan into the working template along with the administrative Prioritization results and forward for board approval.
- 2) Board will take action in a regular board meeting to adopt the District Strategic Plan. [Timeline: Next Regular Board Meeting]
- 3) Board and Administration will re-engage SOC and present the adopted plan.
- 4) Administration will assign Priorities to the responsible administrator/building/districtwide.
- 5) Administration or Association will embed the strategic plan goals into SPARQ Meetings and the Board's Annual Board Calendar.
- 6) Association staff (Kari Stephens) will forward the Strategic Implementation Team (SIT) criteria.
- 7) Association staff (Marcia and/or Kari) will conduct a conference call with the Superintendent and Board President to review the progress analysis process and Strategic Implementation Team (SIT) criteria.
- 1)8) **Board and Administration will align board agenda to monitor and assess monthly progress-success of the Strategic Plan.**
- 9) Association staff will administer a Progress Analysis Survey to administrators at the end of the first, second, and third year of the strategic plan work. A report will be presented to the board following each Progress Analysis.
- 10) Association staff at the end of year three, four, or five, will administer a comprehensive Progress Analysis and initiate the engagement of stakeholders for the purpose of updating the strategic plan (Phase II).

Questions, please contact Marcia Herring or Kari Stephens at NASB 1.800.422.4572 or via cell phone.



Wayne Public Schools

Cash Summary Report June 2022

Fund	Description	Beginning Balance	Revenue	Expenditure	Ending Balance
01	General Fund	\$3,010,014.69	\$928,773.05	(\$955,061.33)	\$2,983,726.41
02	Depreciation Fund	\$148,809.75	\$376.53	(\$11,808.28)	\$137,378.00
03	Employee Benefit Fund	\$4,108.12	\$239,775.53	(\$239,515.94)	\$4,367.71
05	Activity Fund	\$197,960.26	\$0.00	\$0.00	\$197,960.26
06	School Nutrition Fund	\$205,765.52	\$0.00	(\$19,777.52)	\$185,988.00
07	Bond Fund	\$472,804.70	\$34,481.59	\$0.00	\$507,286.29
08	Special Building Fund	\$1,126,532.89	\$10,590.36	(\$23,700.00)	\$1,113,423.25
09	Qualified Capital Fund	\$369,426.12	\$37,349.04	\$0.00	\$406,775.16
Sub Total		\$5,535,422.05	\$1,251,346.10	(\$1,249,863.07)	\$5,536,905.08

General Fund Bank Cash Balance									
(Includes Qualified Capital Balance through 8/31/09)									
Beginning 2009, Depreciation and Int Bearing are included)									
	2013	2014	2015	2016	2017	2018	2019	2020	2021-22
Beginning Balance Gen Fund	1,585,463.76	1,489,428.79	2,381,335.73	2,628,307.90	3,072,199.66	2,880,041.09	1,772,301.35	1,170,378.99	1,171,036.78
-Qual Cap to 2010 Dep to 20	273,698.95	285,864.58	264,126.12	283,975.81	279,510.11	208,659.61	-	-	-
	1,859,162.71	1,775,293.37	2,645,461.85	2,912,283.71	3,351,709.77	3,088,700.70	1,772,301.35	1,170,378.99	1,171,036.78
September									
Cash Receipts	1,574,742.03	1,901,841.43	2,079,281.88	2,389,138.56	2,164,460.75	2,070,539.53	2,032,423.79	2,176,439.93	2,427,050.00
Cash Expenditures	699,795.78	749,897.82	770,340.43	784,463.93	861,764.76	868,981.32	936,028.95	931,542.53	900,672.00
Month End Cash Balance	2,460,410.01	2,641,372.40	3,690,277.18	4,232,982.53	4,374,895.65	4,081,599.30	2,868,696.19	2,415,276.39	2,697,414.78
-Qual Cap to 2010 Dep to 20	271,786.55	285,864.58	262,457.12	283,975.81	279,510.11	208,659.61			
	2,732,196.56	2,927,236.98	3,952,734.30	4,516,958.34	4,654,405.76	4,290,258.91	2,868,696.19	2,415,276.39	2,697,414.78
End Check Acct Balance									
October									
Cash Receipts	922,326.61	705,820.41	342,338.19	539,961.39	632,890.14	390,868.24	590,673.84	659,454.01	330,665.00
Cash Expenditures	780,667.00	784,224.80	808,854.94	808,447.45	826,275.75	853,726.95	893,526.18	897,048.58	851,004.00
Month End Cash Balance	2,602,069.62	2,562,968.01	3,223,760.43	3,964,496.47	4,181,510.04	3,618,740.59	2,565,843.85	2,177,681.82	2,177,075.78
-Qual Cap to 2010 Dep to 20	271,786.55	285,864.58	262,457.12	283,975.81	251,319.11	208,659.61			
End check Acct Balance	2,873,856.17	2,848,832.59	3,486,217.55	4,248,472.28	4,432,829.15	3,827,400.20	2,565,843.85	2,177,681.82	2,177,075.78
November									
Cash Receipts	256,136.20	283,261.27	276,900.56	152,010.85	301,034.31	144,747.59	148,672.91	189,339.89	132,383.06
Cash Expenditures	805,845.22	891,905.56	897,974.59	1,034,561.56	1,024,178.04	1,058,002.01	1,026,118.38	1,110,649.89	995,916.37
End Chk Acct Balance	2,052,360.60	1,954,323.72	2,602,686.40	3,081,945.76	3,458,366.31	2,705,486.17	1,688,398.38	1,256,371.82	1,313,542.47
-Qual Cap to 2010 Dep to 20	271,786.55	285,864.58	262,457.12	283,975.81	237,001.86	208,659.61			
End Chk Acct Balance	2,324,147.15	2,240,188.30	2,865,143.52	3,365,921.57	3,695,368.17	2,914,145.78	1,688,398.38	1,256,371.82	1,313,542.47
December									
Cash Receipts	281,901.30	318,816.73	183,565.85	248,227.51	167,658.14	352,086.99	185,317.66	170,821.39	235,029.00
Cash Expenditures	742,576.59	771,307.96	781,020.54	794,564.23	817,475.27	893,399.65	920,082.83	903,917.26	1,046,238.00
Month End Cash Balance	1,591,685.31	1,501,832.49	2,005,231.71	2,535,609.04	2,808,549.18	2,164,173.51	953,633.21	523,275.95	502,333.47
-Qual Cap to 2010 Dep to 20	271,786.55	285,864.58	262,457.12	283,975.81	233,965.92				
End Chk Acct Balance	1,863,471.86	1,787,697.07	2,267,688.83	2,819,584.85	3,042,515.10				
January									
Cash Receipts	1,434,923.24	1,865,042.00	1,904,482.24	1,758,387.98	1,600,378.84	1,405,040.11	1,444,210.92	1,506,032.72	2,340,159.00
Cash Expenditures	857,283.76	861,675.54	811,692.06	896,957.50	846,506.33	857,572.22	882,259.48	868,868.38	899,520.00
Month End Total	2,169,324.79	2,505,198.95	3,098,021.89	3,397,039.52	3,562,421.69	2,711,641.40	1,515,584.65	1,160,440.29	1,942,972.47
-Qual Cap to 2010 Dep to 20	271,786.55	285,864.58	262,457.12	283,975.81	233,965.92				
End Chk Acct Balance	2,441,111.34	2,791,063.53	3,360,479.01	3,681,015.33	3,796,387.61				
February									
Cash Receipts	620,761.06	716,588.06	661,182.53	789,776.06	796,399.95	564,395.79	742,250.21	644,793.61	678,784.67
Cash Expenditures	752,725.07	759,230.29	889,961.02	899,588.08	1,002,823.90	976,953.80	897,779.93	868,434.42	955,524.40

Month End Total	2,037,360.78	2,462,556.72	2,869,243.40	3,287,227.50	3,355,997.74	2,299,083.39	1,360,054.93	936,799.48	1,666,232.74
-Qual Cap to 2010 Dep to 20	208,706.55	285,864.58	262,457.12	283,975.81	233,965.92				
End Chk Acct Balance	2,246,067.33	2,748,421.30	3,131,700.52	3,571,203.31	3,589,963.66				
March									
Cash Receipts	445,480.88	601,244.39	467,981.80	546,787.36	505,316.58	498,500.80	654,502.30	608,803.83	627,405.00
Cash Expenditures	777,883.01	754,360.93	824,769.35	793,112.90	799,409.70	810,096.43	927,120.20	816,973.30	1,076,093.00
Month End Total	1,704,958.65	2,309,440.18	2,512,455.85	3,040,901.96	3,061,904.62	1,987,487.76	1,087,437.03	728,630.01	1,217,544.74
-Qual Cap to 2010 Dep to 20	208,706.55	285,864.58	262,457.12	283,975.81	233,965.92				
End Chk Acct Balance	1,913,665.20	2,595,304.76	2,774,912.97	3,324,877.77	3,295,870.54				
April									
Cash Receipts	418,470.73	482,389.43	401,911.22	472,010.44	576,145.18	460,516.61	509,610.36	635,634.67	733,184.00
Cash Expenditures	818,417.96	858,547.93	883,917.19	900,153.47	770,451.88	828,378.82	826,888.68	943,996.02	992,472.00
Month End Total	1,305,011.42	1,933,281.68	2,030,449.88	2,612,758.93	2,867,597.92	1,619,625.55	770,158.71	420,268.66	958,256.74
-Qual Cap to 2010 Dep to 20	194,772.92	276,864.58	262,451.12	283,975.81	233,965.92				
End Chk Acct Balance	1,499,784.34	2,210,146.26	2,292,901.00	2,896,734.74	3,101,563.84				
May									
Cash Receipts	2,498,696.02	2,648,551.21	2,462,495.13	2,325,525.95	2,297,523.79	2,665,006.46	3,341,112.96	3,264,238.39	3,185,794.00
Cash Expenditures	736,135.45	742,221.16	757,324.38	840,947.23	1,049,245.47	1,074,728.38	937,444.35	1,379,090.35	1,132,427.00
Month End Total	3,067,571.99	3,839,611.73	3,735,620.63	4,097,337.65	4,115,876.24	3,209,903.63	3,173,827.32	2,305,416.70	3,011,623.74
-Qual Cap to 2010 Dep to 20	166,374.52	276,864.28	238,062.10	283,975.81	233,965.92				
End Chk Acct Balance	3,233,946.51	4,116,476.01	3,973,682.73	4,381,313.46	4,349,842.16				
June									
Cash Receipts	791,233.86	781,685.78	1,231,067.50	1,389,240.76	1,088,957.55	934,839.52	343,740.41	823,668.43	928,773.00
Cash Expenditure	814,811.45	787,943.27	805,837.02	841,703.12	822,606.96	829,381.31	843,548.45	807,538.76	955,061.00
Month End Total	3,043,994.40	3,833,354.24	4,160,851.11	4,644,875.29	4,382,226.83	3,315,361.84	2,674,019.28	2,321,546.37	2,985,335.74
-Qual Cap to 2010 Dep to 20	166,374.52	276,564.58	237,256.50	233,707.37	158,659.61				
End Chk Acct Balance	3,210,368.92	4,109,918.82	4,398,107.61	4,878,582.66	4,540,886.44				
July									
Cash Receipts	74,408.52	138,536.92	130,949.53	166,613.97	174,917.61	123,433.81	181,177.06	374,240.47	
Cash Expenditures	791,387.78	805,292.30	902,920.20	1,005,178.81	926,970.47	925,075.10	1,064,956.23	930,820.06	
Month End Total	2,327,015.14	3,166,598.86	3,388,880.44	3,806,310.45	3,630,173.97	2,513,720.55	1,790,240.11	1,764,966.78	2,985,335.74
-Qual Cap to 2010 Dep to 20	135,864.58	268,574.99	228,712.81	229,510.11	158,659.61				
End Chk Acct Balance	2,462,879.72	3,435,173.85	3,617,593.25	4,035,820.56	3,788,833.58				
August									
Cash Receipts	143,913.82	143,292.77	143,931.34	159,624.44	143,342.54	177,787.62	178,321.82	246,814.00	
Cash Expenditures	981,500.17	928,555.90	904,503.88	893,735.23	893,475.42	919,207.09	798,182.94	840,744.00	
Month End Total	1,489,428.79	2,381,335.73	2,628,307.90	3,072,199.66	2,880,041.09	1,772,301.08	1,170,378.99	1,171,036.78	2,985,335.74
-Qual Cap to 2010 Dep to 20	285,864.58	264,126.12	283,975.81	279,510.11	208,659.61				
End Chk Acct Balance	1,775,293.37	2,645,461.85	2,912,283.71	3,351,709.77	3,088,700.70				

Total GF Cash Receipts for Year	9,462,994.27	10,587,070.40	10,286,087.77	10,937,305.27	10,449,025.38	9,787,763.07	10,352,014.24	11,300,281.34	11,619,226.73	
	0.03	0.12	(0.03)	0.06	(0.04)	(0.06)	0.06	0.09	#DIV/0!	

Wayne Public Schools

Rollup Report June 2022

FUND	FUNCTION	Actuals June '22	Adopted Budget	Current Budget	Actuals (YTD)	Available	% of Budget
01 - General Fund	011000 - Reg. Inst	\$472,923.39	\$5,810,078.05	\$5,810,078.05	\$4,626,906.31	\$1,183,171.74	79.64
01 - General Fund	011250 - Regular Instructional Programs School Age (Flex-Spending)	\$800.26	\$38,240.05	\$38,240.05	\$24,917.91	\$13,322.14	65.16
01 - General Fund	011500 - Limited English Proficiency Programs	\$5,645.60	\$90,580.04	\$90,580.04	\$66,014.20	\$24,565.84	72.88
01 - General Fund	011600 - Poverty Programs	\$5,991.96	\$73,350.03	\$73,350.03	\$59,870.28	\$13,479.75	81.62
01 - General Fund	011900 - Early Childhood Educational Programs	\$556.63	\$82,400.01	\$82,400.01	\$37,945.76	\$44,454.25	46.05
01 - General Fund	012001 - Sped - Administration	\$11,791.56	\$166,712.03	\$166,712.03	\$128,846.28	\$37,865.75	77.29
01 - General Fund	012003 - Sped - Teaching	\$46,995.80	\$816,966.21	\$816,966.21	\$707,898.81	\$109,067.40	86.65
01 - General Fund	012004 - Sped - Transition	\$0.00	\$6,000.00	\$6,000.00	\$5,665.10	\$334.90	94.42
01 - General Fund	012005 - Sped - Barrier removal	\$0.00	\$290,000.00	\$290,000.00	\$344,747.50	(\$54,747.50)	118.88
01 - General Fund	012910 - Special Education Instructional Programs - Ages 3-5	\$0.00	\$44,900.02	\$44,900.02	\$310.50	\$44,589.52	0.69
01 - General Fund	012950 - Special Education Instructional Programs - Unified Sports	\$290.16	\$3,550.01	\$3,550.01	\$2,899.73	\$650.28	81.68
01 - General Fund	013000 - Summer School -Driver Ed	\$475.48	\$20,000.00	\$20,000.00	\$490.48	\$19,509.52	2.45
01 - General Fund	013001 - Summer School - Jump Start	\$806.53	\$17,700.01	\$17,700.01	\$806.53	\$16,893.48	4.56
01 - General Fund	021200 - Guidance Services	\$14,641.49	\$182,437.03	\$182,437.03	\$146,858.63	\$35,578.40	80.50
01 - General Fund	021300 - Health Services	\$3,415.61	\$43,755.01	\$43,755.01	\$35,952.10	\$7,802.91	82.17
01 - General Fund	021310 - Health Services: Sped School Age	\$1,634.50	\$18,050.01	\$18,050.01	\$16,481.83	\$1,568.18	91.31
01 - General Fund	021410 - Psychological Services - SPED - School	\$0.00	\$156,100.00	\$156,100.00	\$106,312.50	\$49,787.50	68.11
01 - General Fund	021510 - Speech Pathology and Audiology Services - SPED - School Age	\$9,392.28	\$122,100.02	\$122,100.02	\$104,199.42	\$17,900.60	85.34
01 - General Fund	021610 - Occupational Therapy-Related Services - SPED - School Age	\$762.50	\$20,000.00	\$20,000.00	\$9,915.60	\$10,084.40	49.58
01 - General Fund	021710 - Physical Therapy-Related Services - SPED - School Age	\$117.50	\$7,500.00	\$7,500.00	\$2,283.75	\$5,216.25	30.45
01 - General Fund	021810 - Visually Impaired or Vision Services - SPED - School Age	\$398.40	\$8,500.01	\$8,500.01	\$6,132.00	\$2,368.01	72.14
01 - General Fund	021900 - Support Services - Student - Other	\$13,957.74	\$147,701.02	\$147,701.02	\$91,768.06	\$55,932.96	62.13
01 - General Fund	022130 - Instructional Staff Training	\$0.00		\$0.00	\$905.00	(\$905.00)	
01 - General Fund	022200 - Library or Media Services	\$5,784.93	\$166,590.03	\$166,590.03	\$57,181.73	\$109,408.30	34.32
01 - General Fund	022240 - Educational Television Services	\$0.00	\$15,000.00	\$15,000.00	\$6,613.88	\$8,386.12	44.09
01 - General Fund	022300 - Instruction-Related Technology	\$24,906.03	\$199,842.04	\$199,842.04	\$114,435.58	\$85,406.46	57.26
01 - General Fund	023100 - Board of Education	\$2,910.92	\$71,925.00	\$71,925.00	\$34,109.25	\$37,815.75	47.42
01 - General Fund	023200 - Executive Administration	\$23,153.27	\$294,300.01	\$294,300.01	\$230,996.06	\$63,303.95	78.49
01 - General Fund	023300 - District Legal Services	\$557.50	\$25,000.00	\$25,000.00	\$11,740.41	\$13,259.59	46.96
01 - General Fund	024100 - Office of the Principal	\$64,017.95	\$746,374.06	\$746,374.06	\$605,688.09	\$140,685.97	81.15
01 - General Fund	024900 - School Administration Other	\$5,451.01	\$66,600.01	\$66,600.01	\$54,650.83	\$11,949.18	82.06
01 - General Fund	025100 - Fiscal Services	\$20,019.85	\$278,815.03	\$278,815.03	\$184,517.45	\$94,297.58	66.18
01 - General Fund	025300 - Printing, Publishing, and Duplicating Services	\$1,986.70		\$0.00	\$17,880.30	(\$17,880.30)	

01 - General Fund	025700 - Personnel Services	\$0.00		\$0.00	\$40.00	(\$40.00)	
01 - General Fund	026100 - Operation of Buildings	\$44,258.68	\$416,000.01	\$416,000.01	\$352,657.88	\$63,342.13	84.77
01 - General Fund	026200 - Maintenance of Buildings	\$54,312.65	\$681,800.02	\$681,800.02	\$470,819.61	\$210,980.41	69.06
01 - General Fund	026300 - Care and Upkeep of Grounds	\$277.51	\$46,400.00	\$46,400.00	\$17,043.23	\$29,356.77	36.73
01 - General Fund	026400 - Care and Upkeep of Equipment	\$22,242.00	\$30,000.00	\$30,000.00	\$48,669.25	(\$18,669.25)	162.23
01 - General Fund	026500 - Vehicle Operation and Maintenance (Other Than Student Transportation Vehicles)	\$3,078.85	\$20,000.00	\$20,000.00	\$10,957.17	\$9,042.83	54.79
01 - General Fund	027100 - Vehicle Operation and Purchasing - Regular Education	\$44,913.05	\$468,500.00	\$468,500.00	\$402,197.41	\$66,302.59	85.85
01 - General Fund	027120 - Vehicle Operation and Purchasing - School Age SPED	\$1,385.60	\$45,830.07	\$45,830.07	\$22,335.31	\$23,494.76	48.74
01 - General Fund	027220 - Monitoring Services - School Age SPED	\$103.20	\$11,770.05	\$11,770.05	\$5,820.60	\$5,949.45	49.45
01 - General Fund	027300 - Vehicle Servicing and Maintenance - Regular Education	\$991.04	\$16,000.00	\$16,000.00	\$6,491.46	\$9,508.54	40.57
01 - General Fund	027320 - Vehicle Servicing and Maintenance - School Age SPED	\$583.80	\$6,000.00	\$6,000.00	\$2,188.50	\$3,811.50	36.48
01 - General Fund	033000 - Community Services Operations	\$152.47	\$38,505.01	\$38,505.01	\$11,250.12	\$27,254.89	29.22
01 - General Fund	034000 - Categorical Grants from Corporations and Other Private Interests	\$0.00		\$0.00	\$734.95	(\$734.95)	
01 - General Fund	034001 - Categorical Grants from Corporations & Other Private Citizens	\$0.00		\$0.00	\$4,502.45	(\$4,502.45)	
01 - General Fund	035350 - High Ability Learners	\$739.21	\$7,000.00	\$7,000.00	\$4,518.56	\$2,481.44	64.55
01 - General Fund	035400 - State Early Childhood	\$7,982.47	\$43,150.00	\$43,150.00	\$79,824.70	(\$36,674.70)	184.99
01 - General Fund	062000 - Federal Services - Title I, Part A ESSA Improving Basic Programs Operated by Local Educational Agencies	\$9,097.90	\$128,700.00	\$128,700.00	\$96,164.16	\$32,535.84	74.72
01 - General Fund	062100 - Federal Services - Title I, Part A Accountability ESSA Improving Basic Programs Accountability	\$0.00		\$0.00	\$326.34	(\$326.34)	
01 - General Fund	063100 - Federal Services - Title II, Part A ESSA Supporting Effective Instruction	\$3,022.72	\$19,000.01	\$19,000.01	\$25,070.49	(\$6,070.48)	131.95
01 - General Fund	064040 - Federal Services - IDEA Part B (611) Base Allocation - Birth Through Age Four	\$674.63	\$144,350.07	\$144,350.07	\$117,801.37	\$26,548.70	81.61
01 - General Fund	064060 - Federal Services - IDEA Preschool (619) Base Allocation	\$0.00	\$0.01	\$0.01	\$0.00	\$0.01	0.00
01 - General Fund	064100 - Federal Services - IDEA Enrollment or Poverty (611)	\$0.00	\$66,800.01	\$66,800.01	\$0.00	\$66,800.01	0.00
01 - General Fund	064110 - Federal Services - IDEA Part B Early Intervening Services	\$9,609.60		\$0.00	\$22,567.50	(\$22,567.50)	
01 - General Fund	064120 - Federal Services - IDEA Part B Proportionate Share	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$5,000.00	0.00
01 - General Fund	069250 - Federal Services - Title III ESSA - ELL	\$0.00	\$11,000.00	\$11,000.00	\$704.95	\$10,295.05	6.41
01 - General Fund	069690 - Federal Services - Title IV, Part A ESSA	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00	0.00
01 - General Fund	069970 - CRRSA ESSER II - Elementary and Secondary Emergency Relief II	\$0.00		\$0.00	\$2,896.71	(\$2,896.71)	
01 - General Fund	069980 - CRRSA ESSER III - Elementary and Secondary Emergency Relief III	\$6,752.85		\$0.00	\$247,797.87	(\$247,797.87)	
01 - General Fund	080000 - Transfers (Outgoing)	\$0.00	\$12,000.00	\$12,000.00	\$0.00	\$12,000.00	0.00
01 - General Fund	090000 - Non-Program Expenditure	\$0.00		\$0.00	\$2,553.00	(\$2,553.00)	
Subtotal of Element: [FUND] 01 - General Fund		\$949,563.78	\$12,258,871.00	\$12,258,871.00	\$9,801,875.45	\$2,456,995.55	
Grand Total		\$949,563.78	\$12,258,871.00	\$12,258,871.00	\$9,801,875.45	\$2,456,995.55	

Priority 6

**WCS Guiding Principle VI:
Board Governance**

AQuESTT Tenets Aligning to Strategy 6.1: Leadership
COGNIA: Leadership Capacity Domain
Nebraska Framework: Vision and Purpose; Governance and Leadership

Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy 6.1: Annually review the district’s vision and mission statements, review and assess the progress-success of the district strategic plan.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.1(a) Include stakeholders and the community in the development and revisions of the district’s mission, vision, and goals.		District wide	<p><i>Began the strategic planning process in Fall of 2021. Organized community group input and formed a Strategic Oversight Committee. This group along with Board revised the district’s mission, vision and goals. This will be analyzed yearly at the summer retreat.</i></p>	<p>Funding – budgeted for hiring of the Nebraska School Boards Association for coordination. Accomplished in early 2022.</p>		
	Target Date	Priority	Responsible				
	12/2021	Priority #3	Superintendent Board				

Priority 6

**WCS Guiding Principle VI:
Board Governance**

AQuESTT Tenets Aligning to Strategy 6.1: Leadership
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Strategy 6.1: Annually review the district’s vision and mission statements, review and asses the progress-success of the district strategic plan.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.1(b) Align the mission and vision to drive planning, decision-making, and evaluation of district operations and progress.		Districtwide	<p><i>Began the strategic planning process that included stakeholders of the district. Our vision, mission statements were revised. The strategic planning developed from these. Our mission and vision will be clearly visible in the school, on our website and agendas.</i></p>	<p>Hired the NASB to facilitate the strategic planning process. Utilize Sparq agenda/meetings so our strategic plan should be implemented into our meeting planning.</p>		
Target Date	Priority	Responsible					
ongoing	Priority #3	Superintendent and Board					

Priority 6

**WCS Guiding Principle VI:
Board Governance**

AQuESTT Tenets Aligning to Strategy 6.1: Leadership
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Strategy 6.1: Annually review the district’s vision and mission statements, review and asses the progress-success of the district strategic plan.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.1(c) Review and assess progress-success of the strategic plan and the impact to progress and growth of student learning.		Districtwide	<p><i>Testing scores for the district will be presented at the June or July meeting (depending on their availability). Discussion of any adaptations that need to take place. Evaluate if our strategic plan is on track or needs revision to improve student learning.</i></p>			
	Target Date	Priority	Responsible				
	June 2022	Priority #3	Mrs. Bear/Dr. Lenihan				

Priority 6

**WCS Guiding Principle VI:
Board Governance**

AQuESTT Tenets Aligning to Strategy 6.1: Leadership
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Nebraska Framework: Vision and Purpose; Governance and Leadership

Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy 6.1: Annually review the district’s vision and mission statements, review and asses the progress-success of the district strategic plan.

PERFORMANCE INDICATOR	6.1(d) Align board agenda, discussion, and action items to the strategic plan.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			Board/Districtwide	<i>Monthly agenda planning will identify if the agenda item is needed for the strategic plan and what each item is to accomplish for it to be included on the agenda.</i>	We utilize Sparq meetings/agendas. The strategic plan should be added to this and allow us to continually monitor our progress.		
	Target Date	Priority	Responsible				
	monthly	Priority #3	Superintendent, Board President, Board Vice President				

Priority 6

**WCS Guiding Principle VI:
Board Governance**

AQuESTT Tenets Aligning to Strategy 6.1: Leadership
COGNIA: Leadership Capacity Domain
Nebraska Framework: Vision and Purpose; Governance and Leadership

Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy 6.1: Annually review the district’s vision and mission statements, review, and asses the progress-success of the district strategic plan.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.1(e) Continually monitor the district plan and progress of goals and outcomes and hold superintendent accountable to carrying out the strategic plan.		Board and Districtwide	<p><i>The Superintendent will present strategic plan accomplishments at each board meeting under the Superintendent’s report. The superintendent’s evaluation will be focused on the advancement of the strategic plan. NASB has been contacted about updating the evaluation process.</i></p>			
Target Date	Priority	Responsible					
October each year	Priority #3	Superintendent and Board					

Priority 6

**WCS Guiding Principle VI:
Board Governance**

AQuESTT Tenets Aligning to Strategy 6.1: Leadership
COGNIA: Leadership Capacity Domain
Nebraska Framework: Vision and Purpose; Governance and Leadership

Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy 6.1: Annually review the district’s vision and mission statements, review, and asses the progress-success of the district strategic plan.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.1(f) Consistently complete a board self-assessment to measure progress and success of the board standards and governance.		Board	<i>The Board will complete an annual evaluation of the Board’s work at or before the summer retreat.</i>	The board completed an evaluation as part of the strategic planning process.		
	Target Date	Priority	Responsible				
	June annually	Priority #3	Board President				

Priority 6

**WCS Guiding Principle VI:
Board Governance**

AQuESTT Tenets Aligning to Strategy 6.2: Leadership; Educational Opportunities and Access; Postsecondary, Career, and Civic Readiness
COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain
Nebraska Framework: Governance and Leadership; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy 6.2: Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.2(a) Adopt a fiscally responsible annual budget that is aligned with the district’s mission, vision, and goals.		Districtwide	<p><i>Budget will be completed for the Budget Hearing and Tax Request hearing in September. Work on the completion of the budget will begin in March of each year. The budget will be aligned with the strategic plans of the district. General fund will retain 2-3 months of expenditures in reserves</i></p> <p><i>Building fund will show a minimum balance of \$250,000 in September of each budget year.</i></p>			
	Target Date	Priority	Responsible				
	September annually	Priority #1	Superintendent/Finance committee/Board				

Priority 6

**WCS Guiding Principle VI:
Board Governance**

AQuESTT Tenets Aligning to Strategy 6.2: Leadership; Educational Opportunities and Access; Postsecondary, Career, and Civic Readiness
COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain
Nebraska Framework: Governance and Leadership; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy 6.2: Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.2(b) Consider a budget that is aligned to the priorities within the strategic plan.		Districtwide	<p><i>Identify what resources are needed to accomplish the strategic plan and build the budget accordingly. Strategic plan is evaluated ongoingly, but the summer retreat should identify priorities for the year and they will be included in the budget that is being worked on at that time.</i></p>			
	Target Date	Priority	Responsible				
	ongoing	Priority #1	Superintendent, Finance Committee and Board				

Priority 6

**WCS Guiding Principle VI:
Board Governance**

AQuESTT Tenets Aligning to Strategy 6.2: Leadership; Educational Opportunities and Access; Postsecondary, Career, and Civic Readiness
COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain
Nebraska Framework: Governance and Leadership; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy 6.2: Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.2(c) Ensure monthly budget reports including comparison data to monitor budget management and expenditures.		Districtwide	<p><i>The Board is presented with monthly general fund cash in/out, cash summary of all accounts and rollup report. These reports allow the Board to monitor actual spending versus the budget.</i></p>			
	Target Date	Priority	Responsible				
	monthly	Priority #1	Superintendent and Business Manager				

Priority 6

**WCS Guiding Principle VI:
Board Governance**

AQuESTT Tenets Aligning to Strategy 6.2: Leadership; Educational Opportunities and Access; Postsecondary, Career, and Civic Readiness
COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain
Nebraska Framework: Governance and Leadership; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy 6.2: Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.2(d) Ensure the superintendent's financial recommendations align with the district's mission and goals and allocate budget resources accordingly.		Districtwide	<p><i>The Board will meet at the summer retreat to evaluate progress on strategic plan and to prioritize for the coming year. The budget will then include the prioritized needs. The finance committee will oversee the process with the Board's approval. Advancement/funding of the strategic plan will be evaluated in the superintendent's annual evaluation.</i></p>			
	Target Date	Priority	Responsible				
	June and September yearly	Priority #1	Finance committee and Board				

Priority 6

**WCS Guiding Principle VI:
Board Governance**

AQuESTT Tenets Aligning to Strategy 6.2: Leadership; Educational Opportunities and Access; Postsecondary, Career, and Civic Readiness
COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain
Nebraska Framework: Governance and Leadership; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy 6.2: Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.2(e) Review and adopt a master facility plan to support a safe and effective learning environment districtwide.		Districtwide	<p><i>A master facility plan will be completed with the assistance of CWP. This will evaluate needed additions or renovations.</i></p>	<p>The process has resumed with the community group being organized and prioritization beginning. The CM@R process has started. The initial fees for the CWP have been budgeted for.</p>		
	Target Date	Priority	Responsible				
	Nov 2022	Priority #1	Director of Maintenance, Facility Committee, Superintendent				

Priority 6

**WCS Guiding Principle VI:
Board Governance**

AQuESTT Tenets Aligning to Strategy 6.2: Leadership; Educational Opportunities and Access; Postsecondary, Career, and Civic Readiness
COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain
Nebraska Framework: Governance and Leadership; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy 6.2: Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.2(f) Authorize an annual audit of all of the district’s financial records.		Districtwide	<i>An annual audit will be completed each year and presented to the Board at the December meeting.</i>			
	Target Date	Priority	Responsible				
	December each year	Priority #1	Business Manager and Superintendent				

Priority 6

**WCS Guiding Principle VI:
Board Governance**

AQuESTT Tenets Aligning to Strategy 6.3: Leadership; Positive Partnerships, Relationships, and Success
COGNIA: Leadership Capacity Domain; Resource Capacity Domain
Nebraska Framework: Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement

Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

***Strategy 6.3:** Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve the best interest of education.*

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.3(a) Continue to engage the community to build understanding and support for public education, the school district, and district initiatives and goals.		Districtwide and Community	<i>Continue to interact with stakeholder groups. Including but not limited to parents, WSC, NECC, Alumni, Wayne Area Economic Development, local businesses, ag community, early childhood organization, district residents. School Board Honor coffee, administrator with each booster organization, utilize the Foundation, district representatives will attend community organization gatherings, involvement with other community boards, pursue relationships with WSC, NECC. Utilize radio, newspaper, school website, social media and online school board meeting access.</i>			
	Target Date	Priority					
ongoing	Priority #2	Administrators, Foundation Director, Board members, staff/Communications comm.					

Priority 6

**WCS Guiding Principle VI:
Board Governance**

AQuESTT Tenets Aligning to Strategy 6.3: Leadership; Positive Partnerships, Relationships, and Success
COGNIA: Leadership Capacity Domain; Resource Capacity Domain
Nebraska Framework: Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement

Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy 6.3: Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve the best interest of education.

PERFORMANCE INDICATOR	6.3(b) Continue to seek input from internal and external stakeholders (i.e., administrators, certified and classified staff, parents, students, community members, and business leaders) and update all stakeholders on the progress-success of the 2022-2027 strategic plan.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	Target Date	Priority	Responsible	Districtwide and community	<i>Continued involvement of the community members in the facility study and utilize them as advocates in the community. Reengage the SOC committee yearly for updates. Post strategic plan overview on school's website. Continue monthly updates on the radio and monthly newsletters.</i>		
ongoing	Priority #2	Superintendent/CWF /Bond company					

Priority 6

**WCS Guiding Principle VI:
Board Governance**

AQuESTT Tenets Aligning to Strategy 6.3: Leadership; Positive Partnerships, Relationships, and Success
COGNIA: Leadership Capacity Domain; Resource Capacity Domain
Nebraska Framework: Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement

Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy 6.3: Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve the best interest of education.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.3(c) Maintain a cohesive communications plan to inform and educate the community on district issues.		Districtwide and Community	<ul style="list-style-type: none"> -Honor coffees -Admin. involved with booster/foundation. -Support Booster/foundation -Quarterly community information lunches -Coordinate and establish ag producer group -District reps will attend community organizations meetings & gatherings -District reps will serve on community boards -Utilize media --monthly KTCH "The View" --newspaper articles about student act, events and board meetings --district website --District and Foundation Facebook pages - -Twitter @WayneSchools --school board online access to meeting minutes 			
	Target Date	Priority	Responsible				
		Priority #2	Communication committee/Board/ Administrators				

Priority 6

**WCS Guiding Principle VI:
Board Governance**

AQuESTT Tenets Aligning to Strategy 6.3: Leadership; Positive Partnerships, Relationships, and Success
COGNIA: Leadership Capacity Domain; Resource Capacity Domain
Nebraska Framework: Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement

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Strategy 6.3: Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve the best interest of education.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.3(d) Ensure that a district report is provided to patrons annually.		Districtwide	<i>The annual district report is posted on the school's website and published in the Shopper which is delivered to all households within the District yearly.</i>			
	Target Date	Priority	Responsible				
	May yearly	Priority #2	Superintendent/Board Secretary				

Strategic Leadership Accountability

GUIDING PRINCIPLE VI: Board Governance	(5) Accomplished This strategy has been realized and is sustainable.	(3) Progressing Some measurable progress has been made, but this strategy has not been fully realized.	(1) Developing This strategy has not been initiated.	(0) Unmet This strategy has not been addressed.		
STRATEGY	End of Year 1: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 2: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 3: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)	
6.1 Annually review the district’s vision and mission statements, review and asses the progress-success of the district strategic plan.	0		0		0	
6.2 Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.	0		0		0	

6.3 Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve education.	0		0		0	
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