

Agenda

- I. Call to Order
- II. Open Public Hearing on Student Fees Policy - to discuss, consider, and receive input
- III. Open Public Hearing on Parent Involvement Policy - to discuss, consider, and receive input
- IV. Declaration of Open Meeting
- V. Pledge of Allegiance
- VI. Approval of Agenda
- VII. Approval of Minutes
- VIII. Approval of Financial Report
- IX. Public Comment
- X. Market Plan Team presentation
- XI. Reports
 1. Activity Director
 2. Principals
 3. Superintendent
- XII. Action Items
 1. Take all necessary action to approve the 2017-18 new and reaffirmed policies
 2. Take all necessary action to appoint Joey Lefdal as the district non-compliance officer, non-discrimination officer and Title IX coordinator for 2017-18.
 3. Take all necessary action to appoint Joseph Lefdal as District Representative for local, state and federal programs for the 2017-18 school year
 4. Take all necessary action to approve bus barn financing.
 5. Consider, discuss, and take action to reaffirm the student fees policy for the 2017-2018 school year.
 6. Take all necessary action to reaffirm the parent involvement policy for the 2017-2018 school year.
- XIII. Discussion Items
 1. External Review Report
 2. Building and Grounds Rotation
 3. Census
 4. Review Multicultural Plan
 5. Carpet replacement
- XIV. Adjourn

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

Section 1 Extracurricular Activity Philosophy

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

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

Safety

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

Warning for Participants and Parents

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

Section 2 Extracurricular Activity Code of Conduct

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

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

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Scope of the Code of Conduct.

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

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

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

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

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

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

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

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

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

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

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

Drug and Alcohol Violations.

Meaning of Terms.

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

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

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

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

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

Consequences.

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

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

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

Drugs and Alcohol.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 3 Attendance

Student participants are expected to meet the following attendance expectations:

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

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

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

Section 4 Academic Standards

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

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

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

Section 5 “Team Selection” and “Playing Time”

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

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

Section 6 School Dances

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

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

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

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

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

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

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

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

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

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Section 7 Relationships Between Parents and Coaches/Sponsors

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

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

Parents' Role in Interscholastic Athletics and Other Extracurricular Activities

Communicating with your children

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

Communicating with the Coach

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

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

- Discipline that results in the denial of your child’s participation
- Communication coaches expect from parents
 - Concerns expressed directly to the coach
 - Notification of any schedule conflicts well in advance
 - Specific concerns in regard to a coach’s philosophy and/or expectations
- Appropriate concerns to discuss with coaches:
 - The treatment of your child, mentally and physically
 - Ways to help your child improve
 - Concerns about your child’s behavior

 - Injuries or health concerns. Report injuries to the coach immediately!! Tell the coach about any health concerns that may make it necessary to limit your child’s participation or require assistance of trainers. Students are sometimes unwilling to tell coaches when they are injured, so please make sure the coach is told.
- Issues not appropriate to discuss with coaches:
 - Playing time
 - Team strategy
 - Play calling
 - Other student-athletes (except for reporting activity code violations)
- Appropriate procedures for discussing concerns with the coaches:
 - Call to set up an appointment with the coach
 - Do not confront a coach before or after a contest or practice (these can be emotional times for all parties involved and do not promote resolution)
- What should a parent do if the meeting with the coach did not provide satisfactory resolution?
 - Call the athletic director to set up a meeting with the athletic director, coach, and parent present.
 - At this meeting, an appropriate next step can be determined, if necessary.

Section 8 Good Sportsmanship—Behavior Expectations of Spectators

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

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Responsibilities of Spectators Attending Interscholastic Athletics and Other Extracurricular Activities

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

Section 9 Student Fees Policy

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

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

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

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

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

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

(2) Personal or consumable items & miscellaneous

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

(b) Courses

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Appendix“1” to 2017-2018 Student Fees Policy of Chase County Schools—
Additional Specification of Required Materials and Fees**

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

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

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

STUDENT FEES

The Board of Education of Chase County 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.

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. 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, 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 building, 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.

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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 required to pay for parking on school grounds or at school-sponsored activities, and may be subject to payment of fines or damages for damages caused with or to vehicles 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

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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 are further specified in Appendix "1". Admission fees are charged for extracurricular activities and events.
- 5) Post-secondary 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 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

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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 the 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 students 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.

Legal References:

Neb. Rev. Stat. §§72-2,125 to 7-2,135 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. §79-2,104 (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)

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Section 1 Notice of Nondiscrimination

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

Section 2 Designation of Coordinators

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

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

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

Section 3 Anti-discrimination & Harassment Policy

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

Preventing Harassment and Discrimination of Students.

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

For purposes of this policy, discrimination or harassment based on a person's race, color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status, is prohibited. The following are general definitions of what might constitute

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prohibited harassment.

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

Age harassment (40 years of age and higher) has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.

Sexual harassment is defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

Sexual harassment may exist when:

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

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

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

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

Complaint and Grievance Procedures:

Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or classroom teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision. In the case of a student, the Principal would be the next or alternative person to contact.

If the employee or student's complaint is not resolved to his or her satisfaction within five (5) to

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ten (10) calendar days, or if the discrimination or harassment continues, or if as a student you feel you need immediate help for any reason, please report your complaint to the Superintendent of Chase County Schools. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.

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

Section 4 Multicultural Policy

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

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

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

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

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8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent.)
11. File a local grievance.

Section 6 Notification of Rights Under FERPA

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

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

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

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

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

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

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

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official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

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

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

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

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

Notice Concerning Directory Information

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

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

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

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first received. Please contact the Superintendent's office to indicate your refusal to have your child's information designated as directory information.

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

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

Notice Concerning Designation of Law Enforcement Unit:

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

Section 7 Notice Concerning Disclosure of Student Recruiting Information

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

Section 8 Notice Concerning Staff Qualifications

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

1. Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or provisional teaching certificate.
3. The baccalaureate degree major of the teacher. You may also get information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree. We will also, upon request, tell parents/guardians whether their child is being provided services by a paraprofessional and, if so, the qualifications of the paraprofessional. The request

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for information should be made to an administrator in your child's school building. The information will be provided to you in a timely manner. Finally, the District will give timely notice to you if your child has been assigned, or has been taught for four (4) or more consecutive weeks by a teacher who does not meet the requirements of the Act.

Section 9 Student Privacy Protection Policy

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

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

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

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

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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

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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

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- relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 7. Religious practices, affiliations, or beliefs of the students or the student's parent;
 8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Section 10 Parental Involvement Policies

A. General - Parental/Community Involvement in Schools:

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

1. Parental involvement is a part of the ongoing and timely planning, review and improvement of district and building programs.
2. Parents are encouraged to support the implementation of district policies and regulations.
3. Parents are encouraged to monitor their student's progress by reviewing quarterly report cards and attending parent-teacher conferences.
4. Textbooks, tests and other curriculum materials used in the district are available for review by parents upon request.
5. Parents are provided access to records of students according to law and school policy.
6. Parents are encouraged to attend courses, assemblies, counseling sessions and other instructional activities with prior approval of the proper teacher or counselor and administrator. Parents' continued attendance at such activities will be based on the students' well-being.
7. Testing occurs in this school district as determined to be appropriate by district staff to assure proper measurement of educational progress and achievement.
8. Parents submitting written requests to have their student excused from testing, classroom instruction and other school experiences will be granted that request when possible and educationally appropriate. Requests should be submitted to the proper teacher or administrator within a reasonable time prior to the testing, classroom instruction or other school experience and should be accompanied by a written explanation for the request. A plan for an acceptable alternative shall be approved by the proper teacher and administrator prior to, or as a part of, the granting of any parent request.
9. Participation in surveys of students occurs in this district when determined appropriate by district staff for educational purposes. Parents will be notified prior to the administration of surveys in accordance with district policy. Timely written parental requests to remove students from such surveys will be granted in accordance with district policy and law. In some cases, parental permission must be given before the survey is administered.

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10. Parents are invited to express their concerns, share their ideas and advocate for their children's education with board members, administrators and staff.
11. School district staff and parents will participate in an annual evaluation and revision, if needed, of the content and effectiveness of the parental involvement policy.

B. Title I Parental Involvement Policy:

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

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

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

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

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for more effective parental involvement, and to revise, if necessary, the parental involvement policies of the District.

6. Involving parents in the activities of the schools served under Title I.

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

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

Shared Responsibilities for High Student Academic Achievement: As a component of the District's parental involvement policy, each school served under the Title I program will jointly develop with parents for all children served under the Title I program a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall: (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum: (i) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (ii) frequent reports to parents on their children's progress; and (iii) reasonable access to staff, opportunities

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to volunteer and participate in their child's class, and observation of classroom activities.

Building Capacity for Involvement: To ensure effective involvement of parents and to support a partnership among the District, parents, and the community to improve student academic achievement, each school participating in the Title I program and the District: (1) shall provide assistance to participating parents, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators to improve the achievement of their children; (2) shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; (3) shall educate teachers, student service personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teacher Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; (7) may provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training; (8) may pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; (9) may train parents to enhance the involvement of other parents; (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; (11) may adopt and implement model approaches to improving parental involvement; (12) may establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and (14) shall provide such other reasonable support for parental involvement activities under Title I as parents may request.

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

Use, Distribution, and Updating of this Policy: This Title I Parental Involvement Policy shall be

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incorporated into the District's Title I plan, shall be distributed to parents of participating children, shall be made available to the local community, and shall be updated periodically to meet the changing needs of the parents and the school.

Section 11 Homeless Students Policy

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

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

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

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

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

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

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

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

Section 12 Breakfast and Lunch Programs

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

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

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To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 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. USDA is an equal opportunity provider and employer.

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

1. Agrees to serve meals free to children from families whose income meets eligibility guidelines.
2. Agrees to serve meals at a reduced price to children from families whose income falls between free meal scale and the poverty guidelines.
3. Agrees to provide these benefits to any child whose family's income falls within the criteria in Attachment A after deductions are made for the following special hardship conditions which could not reasonably be anticipated or controlled by the household: Unusually high medical expenses; shelter costs in excess of 30 percent of reported income; special education expenses due to the mental or physical condition of a child; disaster or casualty losses.
4. In addition, agrees to provide these benefits to children from families who are experiencing strikes, layoffs and unemployment which cause the family income to fall within the criteria set forth in federal guidelines.
5. Agrees there will be no physical segregation of, nor any other discrimination against, any child because of his inability to pay the full price of the meal. The names of the children eligible to receive free and reduced price meals shall not be published, posted or announced in any manner and there shall be no overt identification of any such children by use of special tokens or tickets or any other means. Further assurance is given that children eligible for free or reduced price meals shall not be required to: Work for their meals; use a separate lunch room; go through a separate serving line; enter the lunchroom through a separate entrance; eat meals at a different time; or eat a meal different from the one sold to children paying the full price.
6. Agrees in the operation of child nutrition programs, no child shall be discriminated against because of race, sex, color, or national origin.
7. Agrees to establish and use a fair hearing procedure for parental appeals to the school's decisions on applications and for school officials' challenges to the correctness of information contained in an application or to be continued eligibility of any child for free or reduced price meals. During the appeal and hearing the child will continue to receive free or reduced priced meals. A record of all such appeals and challenges and their dispositions shall be retained for three (3) years. Prior to initiating the hearing procedures, the parent or local school official may request a conference to provide an opportunity for the parent and school official to discuss the situation, present information, and obtain an explanation of data submitted in the application and decisions rendered. Such a

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conference shall not in any way prejudice or diminish the right to a fair hearing. The hearing procedure shall provide the following:

- A publicly announced, simple method for making an oral or written request for a hearing.
 - An opportunity to be assisted or represented by an attorney or other person.
 - An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal.
 - Reasonable promptness and convenience in scheduling a hearing and adequate notice as to the time and place of the hearing.
 - An opportunity to present oral or documentary evidence and arguments supporting a position without undue interference.
 - An opportunity to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses.
 - The hearing be conducted and the decision made by a hearing official who did not participate in the decision under appeal or in any previous conference.
 - The parties concerned and any designated representative thereof be notified in writing of the decision of the hearing official.
8. Agrees to designate the Superintendent to review applications and make determinations of eligibility. This official will use the criteria outlined in this policy to determine which individual children are eligible for free or reduced price meals.
9. Agrees to develop and send to each child's parent or guardian a letter as outlined by State Department of Education including an application form for free or reduced price meals at the beginning of each school year. Applications may be filed at any time during the year. All children from a family will receive the same benefits.

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

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

Chase County Schools
Elementary and Middle School Wide Plan Corrections

Changes made to handbook for 2017-18 school year, page 91 section titled Policy Involvement.
Just added the red section.

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

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

PARENTAL INVOLVEMENT IN SCHOOLS

It is the policy of this school district to foster and facilitate, to the extent appropriate, parental information about, and involvement in, the education of their children. Along these lines:

- A. Textbooks, tests, and other curriculum materials used in this school district are, and shall be, available for review by parents at school upon request. Since textbooks, tests and other curriculum materials constantly change, and may be discarded when no longer needed by the school district, parents wishing to review such items must govern their requests accordingly.
- B. The Board of Education encourages visits by parents to your school. We urge parents to visit our facilities and programs, in accordance with reasonable procedures, to evaluate the quality of education, determine needs, and to join with the Board in improving our system. Parents attending and monitoring courses, assemblies, counseling sessions, and other instructional activities, who by their conduct or presence interfere with the educational process or constitute an interference with school purposes, shall be given the opportunity to provide their rationale for continued attendance and monitoring.
- C. The school district will excuse students from testing, classroom instruction, surveys and other school experiences, upon parental request, only under circumstances required by law. Parental requests must be in writing and submitted to the proper teacher and administrator a reasonable time prior to testing, classroom instruction, or other school experience, and must be accompanied by written proof, acceptable to the school district, that the action is required by law. A plan for an acceptable alternative shall be approved by the proper teacher and administrator prior to, or as a part of, the granting of any parent request.
- D. Parents and others will be provided access to records of students according to law (e.g., Family Educational Rights & Privacy Act, 20 U.S.C.ss1232g or ss79-4,157.R.R.S., et seq.).

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Board of Education Regular Meeting June 13, 2017 6:00 PM Conference Room

Attendance Taken at 6:01 PM: Present Board Members: Karl Meeske, Jeff Olsen, Dan Reeves, Penny Strand, Sheila Stromberger, Steve Wallin Absent Board Members: Josh Fries, Willy O'Neil, Carrie Terryberry Updated Attendance: Dan Reeves was updated to present at: 6:07 PM

I. Call to Order Discussion: Pres. Olsen called the meeting to order at 6:00 PM.

II. Declaration of Open Meeting Rationale: This meeting has been preceded by advance notice and is hereby declared to be in open session. A copy of the Open Meetings Act is posted in the board room.

III. Pledge of Allegiance Discussion: Pres. Olsen led assembly in the pledge.

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

Subsidiary Motion Passed: Motion to amend the agenda and move Randy Hayes from public comment to first discussion item passed with a motion by Karl Meeske and a second by Sheila Stromberger. Josh Fries-Absent, Karl Meeske-Yes, Willy O'Neil-Absent, Jeff Olsen-Yes, Dan Reeves-Absent, Penny Strand-Yes, Sheila Stromberger-Yes, Carrie Terryberry-Absent, Steve Wallin-Yes

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

VI. Approval of Financial Report Motion Passed: Motion to approve the financial report as presented in the amount of \$578,137.94 passed with a motion by Karl Meeske and a second by Steve Wallin. Josh Fries-Absent, Karl Meeske-Yes, Willy O'Neil-Absent, Jeff Olsen-Yes, Dan Reeves-Absent, Penny Strand-Yes, Sheila Stromberger-Yes, Carrie Terryberry-Absent, Steve Wallin-Yes

VII. Public Comment Discussion: Mr. Kent Silvester inquired regarding the Wellington property and public auction and Mr. Lefdal addressed Silvester noting he is going to recommend auction to the Board after his most recent discussions with District legal counsel. Silvester also inquired surrounding the asbestos at the Wellington property and again Lefdal addressed noting the written assessments that have been completed will be available upon sale and/or auction.

VII.A. Kayla Jensen- American Red Cross Discussion: Ms. Jensen was here to thank Mrs. Jodi Schuller for being a "rock star" in promoting health & fitness here at Chase County Schools

VII.B. Randy Hayes

VII.C. Kathy Christensen Discussion: Mr. Mark Christensen spoke regarding the quality of the current music program and expressed his concerns that the proposed changes to the program will degrade the quality the existing music program. Kathy Christensen re-iterated the importance of both band and choir programs. She also spoke briefly on how she doesn't believe that ACT scores are as important as well-rounded individuals in which she believes the current music program promotes.

VIII. Reports

VIII.A. Activity Director Discussion: Summer time is up and running and busy. Score Camp June 12th-16th with everything underway for approx. 330 kids and another 40 staff participating. Transportation for camp: 3 buses Mon. & Fri., 6 buses Tues. & Wed., and no buses Thurs. They have been using 4 school vans. In addition, summer weightlifting has begun with the following schedules: HS boys 6-7 AM M-F and JH boys 8-9 AM M/T/TH and W/Fr running with HS and HS & JH girls 6:30-7:30 AM M/T/TH. Hauxwell note a great group attending so far. HS XC summer running has also begun; open to anyone. Runners meet at 6:15 AM Monday-Friday and are lead by Asst. Coach Jonathan Beverly. Volleyball Camp is June 19th-22nd in the Longhorn Gym. The NSAA will hold the annual coaching clinic in Lincoln July 25-27th. In addition, Hauxwell added HS girls bball team has been playing in McCook on Tues. nights and 18 girls also attended the P2P bball Camp in Windsor, CO June 8-10th. HS boys attended bball team camp in

McCook Saturday June 3rd and HS wrestlers attended wrestling camp in Gering on Saturday June 3rd. Unitech will be refinishing gym floors over July 4th as follows: \$2,890 for 2 coats in longhorn and \$1,850.00 for shorthorn. Related, Randy Ross with Specialty Installation was here and inspected bleachers and installed padding on the back boards and everything was approved. Hauxwell had a couple final highlights noting the HS Show Choir opened for The Haygoods and performed at Silver Dollar City in Branson, MO during their trip June 7-10th and new addition looks great with recent compliments from the flooring installers saying how square the floor was with a nice job done on the block work.

VIII.B. Principals Discussion: Prin. Odens highlighted the character based awards given for MS at year end and the Kg-4 field day was well organized by Jodie Schuller. Odens said she is working on EOY reports, as well as homeroom assignments for 17-18 school year. Odens said approx. 13 letters Kg-1 for summer school went home with students and Mrs. Cochran & Ms. Haake will be teaching. Odens, Prin. Scheel and Mr. Ahlers attended Marzano framework training at the ESU today. Prin. Scheel said hats off to the MS team of teachers for creating a positive MS culture out of nothing this year. Scheel said he is completing EOY discipline reports, and working to transition to aQwest reporting and behavioral using IC from the classroom.

VIII.C. Student Board Member Discussion: No member present.

VIII.D. Superintendent Rationale: NeSA testing changes, new board meeting website, new lift for our bus with a wheel chair lift, next Tues. noon special meeting for bus barn, State reporting, Federal SRSA Small Rural Schools Achievement formerly (REAP) Rural Education Achievement Program Grant Discussion: Supt. Lefdal said MAPS assessment will replace NESAs for certain grades in 17-18. New board meeting site will roll June 30 and we will implement for July meeting. Wheelchair lift repair will approx. \$7,000. Bus barn options will be discussed at special meeting next Tues. Supt. Lefdal is working on EOY reporting as well as REAP grant estimated at approx. \$19,000 for students with disabilities and migrant. Lefdal noted the Lions Club & District combined \$2,000 each towards the purchase of a vision screener. Member Stromberger inquired as to whether juniors will still be required to take ACT and Lefdal confirmed yes and whether the District will continue to do just one MAP assessment and Lefdal said this will be revisited by the admin team this fall. Stromberger also inquired as to whether the lift could be submitted to insurance, however, both Lefdal and Felker, Dir. of Transportation said the repair was due to ordinary wear and tear on the lift, however, discussion did include limiting this buses rural travel as well as some additional blocking to keep the lift more secure. Pres. Olsen inquired regarding NESAs scores and Supt. Lefdal said the data is still embargoed until late August, however, a preliminary review highlighted some notable growth.

IX. Action Items

IX.A. Take all necessary action to approve all resignations and appointments

Motion Passed: Approve all resignations and appointments as presented passed with a motion by Sheila Stromberger and a second by Steve Wallin. Josh Fries-Absent, Karl Meeske-Yes, Willy O'Neil- Absent, Jeff Olsen-Yes, Dan Reeves-Absent, Penny Strand-Yes, Sheila Stromberger-Yes, Carrie Terryberry-Absent, Steve Wallin-Yes Discussion: Denise Smith -.50 Librarian, Todd Westover - Alternative Education, Melissa Markee- Resignation Bus, Berenice Marquez- Resignation Para, Cheryl Dreiling- Resignation Custodian, Maricela Frias-Hire Custodian, Maria Casillas- Hire Custodian, Annie Sieperda-Resignation Para

IX.B. Take all necessary action to approve the 2017-18 student/parent handbooks.

Motion Passed: Motion to approve the 17-18 student/parent handbook as presented passed with a motion by Karl Meeske and a second by Sheila Stromberger. Josh Fries-Absent, Karl Meeske-Yes, Willy O'Neil- Absent, Jeff Olsen-Yes, Dan Reeves-Absent, Penny Strand-Yes, Sheila Stromberger-Yes, Carrie Terryberry-Absent, Steve Wallin-Yes

IX.C. Take all necessary action on new and reaffirmed policies for the 2017-18 school year (Second Reading.)

Motion Passed: Accept the new and reaffirmed policies for the 2017-18 school year as presented passed with a motion by Sheila Stromberger and a second by Steve Wallin. Josh Fries-Absent, Karl Meeske-Yes, Willy O'Neil- Absent, Jeff Olsen-Yes, Dan Reeves-Absent, Penny Strand-Yes, Sheila Stromberger-Yes, Carrie Terryberry-Absent, Steve Wallin-Yes Discussion: Lefdal briefly walked through the following proposed policies: Wellness policy, meal charge policy, safety, updated I-9 policy.

X. Discussion Items

X.A. Randy Hayes Discussion: Mr. Hayes opened noting his presence here tonight was not self-serving but for the interest of the students. He highlighted CCS contest performances and the districts history of a max number of entries proposing that reorganizing the music program would require limiting SPVA & District contest entries. He emphasized the importance of his presence at all contest performances citing this relationship as critical to student performance. Hayes addressed concerns regarding JH and the expertise he offers that Mrs. Strand does not. Hayes expressed concern of limiting class size to less than 3. Both Karl Meeske and Sheila Stromberger expressed concern regarding discussing publicly personnel issues and Sheila also addressed the lack of appropriate chain of command that had been followed with concerns. Pres. Olsen also spoke expressing his opinion that any proposed changes did not seem in the best interest of students and Supt. Lefdal closed the discussion stating Mr. Hayes would continue to do HS vocal, choir and show choir, as he has been and would not be assigned to instruct any band, however, that he would be assigned a full seven class periods to teach.

X.B. Bus barn and Wellington Property Discussion: Member Reeves spoke for the facility committee regarding bus barn bids that the committee feels need to be acted upon. The committee would like to move away from the Wellington property and build. Further details will be provided at the Tuesday special meeting. Mr. Lefdal noted the larger proposed building is cheaper per sq. footage than the smaller proposed alternative. Current competitive bids will expire in less than 60 days. Board is taking under consideration both sides of whether to build or not.

X.C. Superintendent search Discussion: Supt. Lefdal prepared a brief summary of the groups and a discussion of using a new alternative, as the NASB search has been used previously. Member Meeske summarized the committee's thoughts of trying a new alternative this time. It was noted McPerson and Jacobson was the most expensive alternative, and the Board was considering firm interviews prior to selection.

X.D. Annual Review of Policy JIA - Violence Free/Anti-Bullying Policy

X.E. First reading on new 2017-18 new and reaffirmed policies

X.F. Board Retreat Dates Discussion: Supt. Lefdal opened discussion and the Board tentative set for Monday the 26th with dinner starting at 6 pm.

XI. Adjourn Discussion: Meeting adjourned at 8:20 pm.

Board President

Board Secretary

Board of Education Special Meeting June 20, 2017 12:00 PM Conference Room

Attendance Taken at 12:02 PM: Present Board Members: Josh Fries, Karl Meeske, Willy O'Neil, Jeff Olsen, Dan Reeves, Penny Strand, Sheila Stromberger, Carrie Terryberry Steve Wallin

I. Call to Order Discussion: Pres. Olsen called the meeting to order at 12:02 pm.

II. Declaration of Open Meeting

III. Pledge of Allegiance Discussion: Pres. Olsen led assembly in the allegiance.

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

V. Reports

V.A. Superintendent Discussion: Supt. Lefdal used a presentation to summarize for the Board an assessment of the entire Wellington facility including the bus barn. The current bus barn sq. footage was assessed adequate for District needs, however, areas of concern were storage, tile, transitional flooring concerns, pit fill in, breezeway & leaking, venting concerns, alarm system, door security, fire exit & emergency lighting, minimal hot water, broken glass, heating unit in office, exterior downspouts, electrical, exit rails and steps, in addition spot repair will be difficult due to the volume of damaged areas, and once any changes begin to be made with the facility we will void "grandfathering" and will need to be bring up to current code. The estimate of repair costs was addressed with some items being mandatory and more immediate while others could be considered discretionary at this time. Estimate of total costs would be approx. \$325k with \$150k in the next 1-2 years and approximately \$65-70k in immediate concrete needs. Wellington is approximately 55 years old with minimal upkeep since that site was left 25 years ago. An agreement to sell with lease option was discussed, however, investing money in a facility we do not own but are leasing was not advised per District legal counsel. New building financing was estimated at \$600,000, 20 year with balloon payment at year 7. Interest rates at time of addition a year ago were 2% and now we are looking at approx. 3.8% and above. Supt. Lefdal noted with all other factors constant the cost of a bus barn has increased \$70k just through the increase in interest rates since the District considered a year ago. Supt. Lefdal presented a table of the related cost of continuing to wait to invest in a new facility. Supt. Lefdal was also asked to research surrounding projects if any and noted both Alma & Holdredge have projects underway that include transportation facilities and though not an exact comparable in any way, both projects are \$500k to \$1.2m respectively.

VI. Public Comment Discussion: Nick Schultz inquired and Supt. Lefdal said disclosure of all reports will be made. Kathy Kuenning expressed budget concerns, as a former Chase County Board Member, stating from the perspective of a taxpayer, what can we afford and how much is the limit. Discussion highlights included Wellington is zoned residential, and current lighting does not meet energy code requirements, however Member Terryberry said the property demands for energy and safety for maintaining the property as part of the school District are much greater than a private owner would have to maintain. Supt. Lefdal noted in the proposed financing, the District is looking at an annual \$40,000 principal & interest payment, which he says can be made within the existing budget. In addition, he added that State of Nebraska has set the 17-18 valuation max at a 1.5% increase and the State has indicated a 0-1% increase in the following year, asking would not increase.

VII. Action Items

VII.A. Take all necessary action to approve or reject the bid from C&S Construction for \$565,850. Motion Passed: Motion to accept 113 x 70 bid from C&S construction for \$565,850 passed with a motion by Karl Meeske and a second by Steve Wallin. Josh Fries-Yes, Karl Meeske-Yes, Willy O'Neil-Yes, Jeff Olsen-No, Dan Reeves-Yes, Penny Strand-No, Sheila Stromberger-Yes, Carrie Terryberry-Yes, Steve Wallin-Yes
Discussion: Olsen & Reeves inquired regarding financing terms and Supt. Lefdal clarified noting a balloon payment is just an option, not required, however best rate

of 3.8% was for 20 yr term. Quotes were received from FSB, Adams & Pinnacle. Member Meeske feels building new is better way; District has neglected maintenance at Wellington because the intent has always been to move away from that property. Meeske also noted current structure was originally built as an ag shop, not a bus barn, likely contributing to the concrete issues. Member Stromberger noted she was hoping to have sale proceeds to apply towards new construction, while Member Wallin said the District can't sell without a place to go. Member Stromberger inquired as to committee's assessment of "other sites" and members O'Neil & Terryberry both affirmed yes the committee has considering drainage, other buildings, location and still preserving adequate ground for future needs. Member Stromberger then thanked the committee for all of their work. Member Strand said her concern is really just the timing of another new construction project, and both she and Olsen would prefer holding off a year or two. Members noted in the first year the building payment will be equal to if not less than what it would cost to maintain Wellington. Member Stromberger and Nick Schultz, City Building Inspector, briefly discussed re-zoning of the Wellington property. Committee member Reeves noted current bid is very competitive. Reeves said there is nothing excessive, but neither were corners cut; it's functional. Pres. Olsen doesn't disagree that it makes sense for the District but he challenges tax payers are still going to see an increase in the levy because of the project. Supt. Lefdal added he believes there is a place to absorb that \$40k annual payment in the existing budget; Lefdal added the State of Nebraska has set the 17-18 valuation max at a 1.5% increase with an estimated 0-1% increase the following year. Member O'Neil encouraged the Board to just make a decision, stay or go from Wellington. Lastly, liability issues were discussed, the importance of the quality of the facility for our employees. Stromberger thanked the several public members present but reiterated it is the Board's responsibility to educate the public.

VII.B. Take all necessary action to approve an auction for the Wellington site with the option of a potential lease agreement for the bus barn. Motion Passed: Motion to approve an auction for the Wellington property with a 12 month possession of barn & office passed with a motion by Willy O'Neil and a second by Steve Wallin. Josh Fries -Yes, Karl Meeske-Yes, Willy O'Neil-Yes, Jeff Olsen-Yes, Dan Reeves-Yes, Penny Strand -Yes, Sheila Stromberger-Yes, Carrie Terryberry-Yes, Steve Wallin-Yes Discussion: ETA date on bid is December/January. 45-60 days for auction. Auction entire Wellington property, however, discussion on parceling, building vs. football field. Member Olsen was not in favor of parceling off. Member Meeske suggested selling combined option and then selling parcel A & B and them combined would have to be equal to or greater. Member Reeves suggested immediate possession on all but bus barn/office. The Board agreed the buyer(s) will be responsible for survey off cost, if this option is pursued. Member Meeske emphasized all would be contingent to the buyer. Board discussed auction costs, noting it would be a % or minimum would be cost to advertise. Board agreed to have committee pursue auction options and the Board would then intend to act upon terms of sale and contract with auction service at the next meeting.

VIII. Adjourn Discussion: Meeting adjourned at 1:30 pm.

Board President

Board Secretary

Chase County Schools

Account Balance Report

Cycle: FY16-17; Begin Date: 09/01/2016; End Date: 07/11/2017; Primary Sort Element: Fund; Secondary Sort Element: Function; Account List: (([Fund] In ('01','10')) AND ([Function] Between '1000' AND '8000') AND ([Object] Between '000' AND '755')) ; Created On: 7/7/2017 2:26:24 PM

Primary Sort Element	Secondary Sort Element	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01	Function:1000 - ALL INSTRUCTION							
Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-1000-000-000	ALL INSTRUCTION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Sub Total		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
01	Function:1100 - REGULAR INSTRUCTIONAL PROGRAMS							
Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-1100-000-000	REGULAR INSTRUCTIONAL PROGRAMS	\$0.00	\$0.00	\$338.40	\$338.40	\$0.00	\$338.40	(\$338.40)
01-1100-110-000	Salaries-Teachers	\$69,000.00	\$69,000.00	\$134,611.29	\$134,611.29	\$0.00	\$134,611.29	(\$65,611.29)
01-1100-110-100	Salaries - Elementary	\$732,008.00	\$732,008.00	\$640,026.27	\$640,026.27	\$0.00	\$640,026.27	\$91,981.73
01-1100-110-200	Salaries - High School	\$987,425.00	\$987,425.00	\$822,426.13	\$822,426.13	\$0.00	\$822,426.13	\$164,998.87
01-1100-110-300	Salaries - Middle School	\$431,080.00	\$431,080.00	\$397,096.34	\$397,096.34	\$0.00	\$397,096.34	\$33,983.66
01-1100-111-000	Salaries-ESU Stipends	\$5,500.00	\$5,500.00	\$7,186.66	\$7,186.66	\$0.00	\$7,186.66	(\$1,686.66)
01-1100-112-000	Schedule B	\$0.00	\$0.00	\$146,389.57	\$146,389.57	\$0.00	\$146,389.57	(\$146,389.57)
01-1100-112-100	Schedule B - Elementary	\$5,185.00	\$5,185.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,185.00
01-1100-112-200	Schedule B - High School	\$137,370.00	\$137,370.00	\$7,447.00	\$7,447.00	\$0.00	\$7,447.00	\$129,923.00
01-1100-120-000	Salaries-Subs	\$75,000.00	\$75,000.00	\$3,811.50	\$3,811.50	\$0.00	\$3,811.50	\$71,188.50
01-1100-120-100	Salaries - Subs - Elementary	\$50,000.00	\$25,000.00	\$25,883.84	\$25,883.84	\$0.00	\$25,883.84	(\$883.84)
01-1100-120-200	Salaries - Subs - High School	\$25,000.00	\$25,000.00	\$26,459.94	\$26,459.94	\$0.00	\$26,459.94	(\$1,459.94)
01-1100-120-300	Salaries - Subs - Middle School	\$25,000.00	\$25,000.00	\$9,523.60	\$9,523.60	\$0.00	\$9,523.60	\$15,476.40
01-1100-150-000	Benefit payout Unused Personal	\$19,375.00	\$19,375.00	\$599.43	\$599.43	\$0.00	\$599.43	\$18,775.57
01-1100-210-000	Social Security	\$5,280.00	\$5,280.00	\$21,295.85	\$21,295.85	\$0.00	\$21,295.85	(\$16,015.85)
01-1100-210-100	Social Security - Elementary	\$57,438.00	\$55,433.00	\$49,061.22	\$49,061.22	\$0.00	\$49,061.22	\$6,371.78
01-1100-210-200	Social Security - High School	\$77,440.00	\$77,440.00	\$63,551.98	\$63,551.98	\$0.00	\$63,551.98	\$13,888.02
01-1100-210-300	Social Security - Middle School	\$33,470.00	\$33,470.00	\$30,422.21	\$30,422.21	\$0.00	\$30,422.21	\$3,047.79
01-1100-220-000	Retirement	\$6,815.00	\$6,815.00	\$23,237.09	\$23,237.09	\$0.00	\$23,237.09	(\$16,422.09)
01-1100-220-100	Retirement - Elementary	\$73,600.00	\$73,600.00	\$63,356.23	\$63,356.23	\$0.00	\$63,356.23	\$10,243.77
01-1100-220-200	Retirement - High School	\$107,970.00	\$107,970.00	\$85,263.60	\$85,263.60	\$0.00	\$85,263.60	\$22,706.40
01-1100-220-300	Retirement - Middle School	\$42,585.00	\$42,585.00	\$38,883.84	\$38,883.84	\$0.00	\$38,883.84	\$3,701.16
01-1100-230-000	Health Ins	\$13,345.00	\$13,345.00	\$37,370.82	\$37,370.82	\$0.00	\$37,370.82	(\$24,025.82)
01-1100-230-100	Health Ins - Elementary	\$180,285.00	\$180,285.00	\$154,575.08	\$154,575.08	\$0.00	\$154,575.08	\$25,709.92
01-1100-230-200	Health Ins - High School	\$195,880.00	\$195,880.00	\$177,364.50	\$177,364.50	\$0.00	\$177,364.50	\$18,515.50
01-1100-230-300	Health Ins - Middle School	\$78,375.00	\$78,375.00	\$72,380.67	\$72,380.67	\$0.00	\$72,380.67	\$5,994.33
01-1100-231-000	Health Ins. - Deductible	\$450.00	\$450.00	\$0.00	\$0.00	\$0.00	\$0.00	\$450.00
01-1100-231-100	Health Ins Deductible - Elementary	\$13,275.00	\$13,275.00	\$0.00	\$0.00	\$0.00	\$0.00	\$13,275.00
01-1100-231-200	Health Ins Deductible - High School	\$13,050.00	\$13,050.00	\$0.00	\$0.00	\$0.00	\$0.00	\$13,050.00
01-1100-231-300	Health Ins Deductible - Middle School	\$7,425.00	\$7,425.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,425.00
01-1100-284-000	Early Retirement	\$3,000.00	\$3,000.00	\$1,000.00	\$1,000.00	\$0.00	\$1,000.00	\$2,000.00
01-1100-290-000	Other Emp Benefits	\$175.00	\$175.00	\$1,705.30	\$1,705.30	\$0.00	\$1,705.30	(\$1,530.30)
01-1100-290-100	Other Employee Benefits - Elementary	\$1,835.00	\$1,835.00	\$1,625.17	\$1,625.17	\$0.00	\$1,625.17	\$209.83
01-1100-290-200	Other Employee Benefits - High School	\$2,470.00	\$2,470.00	\$2,055.03	\$2,055.03	\$0.00	\$2,055.03	\$414.97
01-1100-290-300	Other Employee Benefits - Middle School	\$1,035.00	\$1,035.00	\$995.99	\$995.99	\$0.00	\$995.99	\$39.01
01-1100-319-000	Services	\$5,000.00	\$5,000.00	\$6,967.93	\$6,967.93	\$0.00	\$6,967.93	(\$1,967.93)
01-1100-410-000	Supplies	\$75,847.00	\$75,847.00	\$24,327.10	\$24,327.10	\$5,955.32	\$30,282.42	\$45,564.58
01-1100-410-100	Supplies - Elementary	\$0.00	\$0.00	\$6,850.84	\$6,850.84	\$9,222.43	\$16,073.27	(\$16,073.27)
01-1100-410-200	Supplies - High School	\$0.00	\$0.00	\$11,031.94	\$11,031.94	\$2,012.80	\$13,044.74	(\$13,044.74)
01-1100-410-300	Supplies - Middle School	\$0.00	\$0.00	\$2,571.27	\$2,571.27	\$1,529.59	\$4,100.86	(\$4,100.86)
01-1100-411-000	Field Trips	\$1,500.00	\$1,500.00	\$752.67	\$752.67	\$0.00	\$752.67	\$747.33
01-1100-411-300	Field Trips - Middle School	\$0.00	\$0.00	\$70.00	\$70.00	\$0.00	\$70.00	(\$70.00)
01-1100-420-000	Textbooks	\$70,000.00	\$50,000.00	\$2,702.03	\$2,702.03	\$0.00	\$2,702.03	\$47,297.97
01-1100-420-200	Textbooks - High School	\$0.00	\$0.00	\$1,328.37	\$1,328.37	\$0.00	\$1,328.37	(\$1,328.37)
01-1100-425-000	E-BOOKS	\$6,500.00	\$6,500.00	\$2,047.92	\$2,047.92	\$0.00	\$2,047.92	\$4,452.08
01-1100-425-100	E-Books - Elementary	\$0.00	\$0.00	\$0.00	\$0.00	\$1,971.94	\$1,971.94	(\$1,971.94)
01-1100-440-000	Periodicals	\$2,500.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,500.00
01-1100-440-100	Periodicals - Elementary	\$0.00	\$0.00	\$420.75	\$420.75	\$694.35	\$1,115.10	(\$1,115.10)
01-1100-450-000	Audio-visual	\$2,000.00	\$2,000.00	\$1,167.80	\$1,167.80	\$0.00	\$1,167.80	\$832.20
01-1100-460-000	Hardware	\$75,000.00	\$75,000.00	\$21,803.09	\$21,803.09	\$2,362.90	\$24,165.99	\$50,834.01
01-1100-460-100	Hardware - Elementary (< \$5k)	\$0.00	\$0.00	\$1,389.70	\$1,389.70	\$0.00	\$1,389.70	(\$1,389.70)
01-1100-460-200	Hardware - High School (< \$5k)	\$0.00	\$0.00	\$2,227.14	\$2,227.14	\$0.00	\$2,227.14	(\$2,227.14)
01-1100-460-300	Hardware - Middle School (< \$5k)	\$0.00	\$0.00	\$303.93	\$303.93	\$0.00	\$303.93	(\$303.93)
01-1100-465-000	Computer Software	\$16,000.00	\$16,000.00	\$211.18	\$211.18	\$0.00	\$211.18	\$15,788.82
01-1100-465-100	Computer Software Elementary	\$0.00	\$0.00	\$137.38	\$137.38	\$1,028.41	\$1,165.79	(\$1,165.79)

01-1100-465-300	Computer Software Middle School	\$0.00	\$0.00	\$4,215.25	\$4,215.25	\$850.00	\$5,065.25	(\$5,065.25)
01-1100-467-000	Web/Cloud Based Software	\$2,800.00	\$2,800.00	\$14,543.75	\$14,543.75	\$0.00	\$14,543.75	(\$11,743.75)
01-1100-490-000	Other Supplies & Materials (Testing)	\$17,000.00	\$17,000.00	\$8,975.00	\$8,975.00	\$0.00	\$8,975.00	\$8,025.00
01-1100-530-000	Furniture/Equipment > \$5k ea	\$26,000.00	\$26,000.00	\$5,832.49	\$5,832.49	\$543.40	\$6,375.89	\$19,624.11
01-1100-530-100	Furniture/Equipment - Elem > \$5k ea	\$0.00	\$0.00	\$323.38	\$323.38	\$0.00	\$323.38	(\$323.38)
01-1100-530-200	Furniture/Equipment - HS > \$5k ea	\$0.00	\$0.00	\$422.26	\$422.26	\$0.00	\$422.26	(\$422.26)
01-1100-530-300	Furniture/Equipment - MS > \$5k ea	\$0.00	\$0.00	\$1,741.99	\$1,741.99	\$0.00	\$1,741.99	(\$1,741.99)
01-1100-531-000	REGULAR INSTRUCTIONAL PROGRAMS	\$13,500.00	\$13,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$13,500.00
01-1100-560-000	Computer Hardware > \$5k	\$30,000.00	\$3,000.00	\$592.44	\$592.44	\$0.00	\$592.44	\$2,407.56
01-1100-560-200	Comp. Hardware - High School > \$5k	\$0.00	\$0.00	\$235.00	\$235.00	\$0.00	\$235.00	(\$235.00)
01-1100-630-000	Dues & Fees	\$6,000.00	\$6,000.00	\$2,862.44	\$2,862.44	\$330.00	\$3,192.44	\$2,807.56
01-1100-630-100	Dues & Fees - Elementary	\$0.00	\$0.00	\$367.00	\$367.00	\$0.00	\$367.00	(\$367.00)
01-1100-630-200	Dues & Fees - High School	\$0.00	\$0.00	\$810.00	\$810.00	\$45.00	\$855.00	(\$855.00)
01-1100-630-300	Dues & Fees - Middle School	\$0.00	\$0.00	\$61.00	\$61.00	\$0.00	\$61.00	(\$61.00)
01-1100-670-000	Travel-trans-meals-lodging	\$6,500.00	\$6,500.00	\$1,195.92	\$1,195.92	\$0.00	\$1,195.92	\$5,304.08
01-1100-670-100	Travel-trans-meals-lodging - Elementary	\$0.00	\$0.00	\$770.43	\$770.43	\$0.00	\$770.43	(\$770.43)
01-1100-670-200	Travel-trans-meals-lodging - High School	\$0.00	\$0.00	\$5,486.51	\$5,486.51	\$455.65	\$5,942.16	(\$5,942.16)
01-1100-670-300	Travel-trans-meals-lodging - Middle School	\$0.00	\$0.00	\$569.24	\$569.24	\$0.00	\$569.24	(\$569.24)
01-1100-690-000	All Other	\$4,000.00	\$4,000.00	\$2,516.86	\$2,516.86	\$0.00	\$2,516.86	\$1,483.14
01-1100-690-100	Other Misc Expense - Elementary	\$0.00	\$0.00	\$487.40	\$487.40	\$0.00	\$487.40	(\$487.40)
01-1100-690-200	Other Misc Expense - High School	\$0.00	\$0.00	\$364.95	\$364.95	\$0.00	\$364.95	(\$364.95)
01-1100-690-300	Other Misc Expense - Middle School	\$0.00	\$0.00	\$682.38	\$682.38	\$0.00	\$682.38	(\$682.38)
Sub Total		\$3,837,288.00	\$3,763,283.00	\$3,185,311.28	\$3,185,311.28	\$27,001.79	\$3,212,313.07	\$550,969.93

Primary Sort Element	Secondary Sort Element
01	Function:1150 - LIMITED ENGLISH PROFICIENCY PROGRAMS

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-1150-110-000	E.L.L. Salaries-teachers	\$122,540.00	\$122,540.00	\$112,325.62	\$112,325.62	\$0.00	\$112,325.62	\$10,214.38
01-1150-120-000	E.L.L. Salaries - subs	\$3,000.00	\$3,000.00	\$4,018.72	\$4,018.72	\$0.00	\$4,018.72	(\$1,018.72)
01-1150-140-000	E.L.L. Salaries - clerks-aides	\$12,505.00	\$12,505.00	\$9,366.92	\$9,366.92	\$0.00	\$9,366.92	\$3,138.08
01-1150-145-000	Overtime	\$100.00	\$100.00	\$199.75	\$199.75	\$0.00	\$199.75	(\$99.75)
01-1150-210-000	E.L.L. Social Security	\$10,570.00	\$10,570.00	\$9,359.17	\$9,359.17	\$0.00	\$9,359.17	\$1,210.83
01-1150-220-000	E.L.L. Retirement	\$13,350.00	\$13,350.00	\$12,071.55	\$12,071.55	\$0.00	\$12,071.55	\$1,278.45
01-1150-230-000	E.L.L. Health Ins	\$24,630.00	\$24,630.00	\$18,481.36	\$18,481.36	\$0.00	\$18,481.36	\$6,148.64
01-1150-231-000	E.L.L. Health Ins Deductible	\$1,350.00	\$1,350.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,350.00
01-1150-290-000	E.L.L. Other Emp Benefits	\$340.00	\$340.00	\$309.07	\$309.07	\$0.00	\$309.07	\$30.93
01-1150-410-000	E.L.L. Supplies	\$800.00	\$800.00	\$0.00	\$0.00	\$0.00	\$0.00	\$800.00
01-1150-410-100	E.L.L. Supplies - Elementary	\$0.00	\$0.00	\$0.00	\$0.00	\$56.53	\$56.53	(\$56.53)
01-1150-420-000	ELL Textbooks	\$10,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,000.00
01-1150-450-000	ELL Audio-visual	\$850.00	\$850.00	\$0.00	\$0.00	\$0.00	\$0.00	\$850.00
01-1150-530-000	ELL Furn And Equip	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-1150-670-000	ELL Travel	\$750.00	\$750.00	\$182.00	\$182.00	\$0.00	\$182.00	\$568.00
01-1150-690-000	E.L.L. All Others	\$500.00	\$500.00	\$441.34	\$441.34	\$254.32	\$695.66	(\$195.66)
Sub Total		\$201,785.00	\$196,785.00	\$166,755.50	\$166,755.50	\$310.85	\$167,066.35	\$29,718.65

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

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-1160-110-000	Poverty Program Salaries-teachers	\$130,325.00	\$53,655.00	\$50,978.95	\$50,978.95	\$0.00	\$50,978.95	\$2,676.05
01-1160-120-000	Poverty Program Salaries - subs	\$12,300.00	\$6,000.00	\$12,314.44	\$12,314.44	\$0.00	\$12,314.44	(\$6,314.44)
01-1160-140-000	Poverty Program Salaries - clerks-aides	\$141,500.00	\$131,080.00	\$126,507.01	\$126,507.01	\$0.00	\$126,507.01	\$4,572.99
01-1160-145-000	Overtime	\$3,500.00	\$2,700.00	\$6,625.43	\$6,625.43	\$0.00	\$6,625.43	(\$3,925.43)
01-1160-210-000	Poverty Program Social Security	\$22,005.00	\$14,800.00	\$12,978.49	\$12,978.49	\$0.00	\$12,978.49	\$1,821.51
01-1160-220-000	Poverty Program Retirement	\$26,850.00	\$18,250.00	\$18,043.55	\$18,043.55	\$0.00	\$18,043.55	\$206.45
01-1160-230-000	Poverty Program Health Ins	\$55,240.00	\$43,370.00	\$45,778.29	\$45,778.29	\$0.00	\$45,778.29	(\$2,408.29)
01-1160-231-000	Poverty Program Health Ins Deductible	\$4,275.00	\$3,150.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,150.00
01-1160-290-000	Poverty Program Other Emp Benefits	\$680.00	\$680.00	\$455.08	\$455.08	\$0.00	\$455.08	\$224.92
01-1160-410-000	Poverty Program Supplies	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-1160-420-000	Poverty Textbooks	\$250.00	\$250.00	\$0.00	\$0.00	\$0.00	\$0.00	\$250.00
01-1160-450-000	Poverty Audio-visual	\$250.00	\$250.00	\$0.00	\$0.00	\$0.00	\$0.00	\$250.00
01-1160-690-000	Poverty Program All Others	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
Sub Total		\$398,175.00	\$275,185.00	\$273,681.24	\$273,681.24	\$0.00	\$273,681.24	\$1,503.76

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

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-1200-110-000	Salary	\$0.00	\$130,325.00	\$121,107.59	\$121,107.59	\$0.00	\$121,107.59	\$9,217.41
01-1200-120-000	Sal-sub	\$0.00	\$12,300.00	\$8,975.87	\$8,975.87	\$0.00	\$8,975.87	\$3,324.13
01-1200-121-000	Sal-ESU subs	\$0.00	\$0.00	\$103.00	\$103.00	\$0.00	\$103.00	(\$103.00)
01-1200-140-000	Sal-aides	\$0.00	\$141,500.00	\$134,278.49	\$134,278.49	\$0.00	\$134,278.49	\$7,221.51
01-1200-145-000	Overtime	\$0.00	\$3,500.00	\$8,938.41	\$8,938.41	\$0.00	\$8,938.41	(\$5,438.41)
01-1200-210-000	Social Security	\$0.00	\$22,005.00	\$18,666.47	\$18,666.47	\$0.00	\$18,666.47	\$3,338.53
01-1200-220-000	Retirement	\$0.00	\$26,850.00	\$26,490.38	\$26,490.38	\$0.00	\$26,490.38	\$359.62
01-1200-230-000	Health Ins	\$0.00	\$55,240.00	\$56,327.36	\$56,327.36	\$0.00	\$56,327.36	(\$1,087.36)
01-1200-231-000	Health Ins Deductible	\$0.00	\$4,275.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,275.00
01-1200-290-000	Other Emp Benefits	\$0.00	\$1,000.00	\$1,254.59	\$1,254.59	\$0.00	\$1,254.59	(\$254.59)
01-1200-350-000	Advertising & Printing	\$750.00	\$750.00	\$876.10	\$876.10	\$0.00	\$876.10	(\$126.10)
01-1200-363-000	SA-Tuition Other Agencies	\$318,222.00	\$318,222.00	\$319,664.27	\$319,664.27	\$0.00	\$319,664.27	(\$1,442.27)
01-1200-410-000	Supplies	\$8,000.00	\$8,000.00	\$1,881.00	\$1,881.00	\$0.00	\$1,881.00	\$6,119.00
01-1200-410-100	Supplies	\$0.00	\$0.00	\$1,114.01	\$1,114.01	\$1,472.32	\$2,586.33	(\$2,586.33)
01-1200-410-200	Supplies	\$0.00	\$0.00	\$178.20	\$178.20	\$311.56	\$489.76	(\$489.76)
01-1200-420-000	Textbooks	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,000.00
01-1200-420-100	Textbooks	\$0.00	\$0.00	\$3,825.00	\$3,825.00	\$0.00	\$3,825.00	(\$3,825.00)
01-1200-450-000	Audio Visual	\$300.00	\$300.00	\$0.00	\$0.00	\$0.00	\$0.00	\$300.00
01-1200-450-100	Audio Visual	\$0.00	\$0.00	\$0.00	\$0.00	\$56.94	\$56.94	(\$56.94)
01-1200-450-200	Audio Visual	\$0.00	\$0.00	\$0.00	\$0.00	\$124.99	\$124.99	(\$124.99)
01-1200-460-000	Hardware	\$0.00	\$0.00	\$638.00	\$638.00	\$0.00	\$638.00	(\$638.00)
01-1200-460-200	Hardware	\$0.00	\$0.00	\$479.00	\$479.00	\$0.00	\$479.00	(\$479.00)
01-1200-530-000	Furniture & Equipment	\$5,000.00	\$5,000.00	\$75.64	\$75.64	\$0.00	\$75.64	\$4,924.36
01-1200-530-100	Furniture & Equipment - Elementary	\$0.00	\$0.00	\$626.31	\$626.31	\$34.99	\$661.30	(\$661.30)
01-1200-530-300	Furniture & Equipment - Middle School	\$0.00	\$0.00	\$0.00	\$0.00	\$95.55	\$95.55	(\$95.55)
01-1200-630-000	Dues & Fees	\$500.00	\$500.00	\$2,456.00	\$2,456.00	\$0.00	\$2,456.00	(\$1,956.00)
01-1200-630-200	Dues & Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
01-1200-670-000	Travel	\$1,000.00	\$1,000.00	\$159.00	\$159.00	\$0.00	\$159.00	\$841.00
01-1200-690-000	All Other	\$1,000.00	\$1,000.00	\$539.93	\$539.93	\$0.00	\$539.93	\$460.07
01-1200-690-100	Misc	\$0.00	\$0.00	\$20.00	\$20.00	\$0.00	\$20.00	(\$20.00)
Sub Total		\$339,772.00	\$736,767.00	\$708,674.62	\$708,674.62	\$2,096.35	\$710,770.97	\$25,996.03

Primary Sort Element 01 **Secondary Sort Element** Function:1310 - GIFTED EDUCATION-HAL

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-1310-110-000	H.A.L. Salary Teacher	\$29,875.00	\$29,875.00	\$54,766.25	\$54,766.25	\$0.00	\$54,766.25	(\$24,891.25)
01-1310-120-000	HAL Subs	\$800.00	\$800.00	\$623.65	\$623.65	\$0.00	\$623.65	\$176.35
01-1310-210-000	H.A.L. Social Security	\$2,350.00	\$2,350.00	\$4,044.64	\$4,044.64	\$0.00	\$4,044.64	(\$1,694.64)
01-1310-220-000	H.A.L. Retirement	\$2,955.00	\$2,955.00	\$5,409.69	\$5,409.69	\$0.00	\$5,409.69	(\$2,454.69)
01-1310-230-000	H.A.L. Health Insurance	\$3,260.00	\$3,260.00	\$5,976.41	\$5,976.41	\$0.00	\$5,976.41	(\$2,716.41)
01-1310-231-000	H.A.L. Health Ins. Deduct.	\$225.00	\$225.00	\$0.00	\$0.00	\$0.00	\$0.00	\$225.00
01-1310-290-000	H.A.L. Other Employee Benefits	\$75.00	\$75.00	\$139.15	\$139.15	\$0.00	\$139.15	(\$64.15)
01-1310-410-000	H.A.L. Supplies	\$700.00	\$700.00	\$0.00	\$0.00	\$0.00	\$0.00	\$700.00
01-1310-420-000	H.A.L. Textbooks	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
01-1310-630-000	HAL Dues and Fees	\$400.00	\$400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$400.00
01-1310-670-000	H.A.L. Travel	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
01-1310-690-000	H.A.L. All Other	\$200.00	\$200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$200.00
Sub Total		\$42,840.00	\$42,840.00	\$70,959.79	\$70,959.79	\$0.00	\$70,959.79	(\$28,119.79)

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

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-2120-110-000	Salary-guidance	\$53,655.00	\$53,655.00	\$50,979.06	\$50,979.06	\$0.00	\$50,979.06	\$2,675.94
01-2120-210-000	Social Security	\$4,105.00	\$4,105.00	\$3,756.77	\$3,756.77	\$0.00	\$3,756.77	\$348.23
01-2120-220-000	Retirement	\$5,305.00	\$5,305.00	\$4,808.59	\$4,808.59	\$0.00	\$4,808.59	\$496.41
01-2120-230-000	Health Ins	\$15,750.00	\$15,750.00	\$14,030.97	\$14,030.97	\$0.00	\$14,030.97	\$1,719.03
01-2120-231-000	Health Ins - Deductible	\$900.00	\$900.00	\$0.00	\$0.00	\$0.00	\$0.00	\$900.00
01-2120-290-000	Other Emp Benefits	\$135.00	\$135.00	\$123.74	\$123.74	\$0.00	\$123.74	\$11.26
01-2120-410-000	Supplies	\$1,500.00	\$1,500.00	\$464.76	\$464.76	\$0.00	\$464.76	\$1,035.24
01-2120-410-100	Guidance Supplies	\$0.00	\$0.00	\$30.05	\$30.05	\$0.00	\$30.05	(\$30.05)
01-2120-410-200	Guidance Supplies	\$0.00	\$0.00	\$572.04	\$572.04	\$137.50	\$709.54	(\$709.54)
01-2120-420-100	Guidance Textbooks	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
01-2120-460-000	Guidance Hardware	\$500.00	\$500.00	\$1,270.00	\$1,270.00	\$0.00	\$1,270.00	(\$770.00)
01-2120-530-000	Guidance Furniture & Equipment	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-2120-630-000	Dues & Fees	\$500.00	\$500.00	\$546.25	\$546.25	\$0.00	\$546.25	(\$46.25)
01-2120-670-000	Guidance Travel	\$500.00	\$500.00	\$327.75	\$327.75	\$0.00	\$327.75	\$172.25
01-2120-670-100	Guidance Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$746.38	\$746.38	(\$746.38)
01-2120-690-000	All Other	\$750.00	\$750.00	\$675.00	\$675.00	\$0.00	\$675.00	\$75.00
01-2120-690-100	All Other	\$0.00	\$0.00	\$389.00	\$389.00	\$389.00	\$778.00	(\$778.00)
Sub Total		\$84,100.00	\$84,100.00	\$77,973.98	\$77,973.98	\$1,272.88	\$79,246.86	\$4,853.14

Primary Sort Element **Secondary Sort Element**

01		Function:2130 - HEALTH SERVICES						
Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-2130-110-000	Sal-nurse	\$43,400.00	\$43,400.00	\$39,468.87	\$39,468.87	\$0.00	\$39,468.87	\$3,931.13
01-2130-120-000	Salaries of Substitues	\$1,000.00	\$1,000.00	\$1,314.80	\$1,314.80	\$0.00	\$1,314.80	(\$314.80)
01-2130-210-000	Social Security	\$3,400.00	\$3,400.00	\$2,952.84	\$2,952.84	\$0.00	\$2,952.84	\$447.16
01-2130-220-000	Retirement	\$4,290.00	\$4,290.00	\$3,898.68	\$3,898.68	\$0.00	\$3,898.68	\$391.32
01-2130-230-000	Health	\$13,340.00	\$13,340.00	\$12,229.36	\$12,229.36	\$0.00	\$12,229.36	\$1,110.64
01-2130-231-000	Health Ins - Deductible	\$900.00	\$900.00	\$0.00	\$0.00	\$0.00	\$0.00	\$900.00
01-2130-290-000	Other Benefits	\$110.00	\$110.00	\$100.29	\$100.29	\$0.00	\$100.29	\$9.71
01-2130-410-000	Supplies	\$4,095.00	\$1,500.00	\$757.02	\$757.02	\$235.00	\$992.02	\$507.98
01-2130-410-100	Health Supplies - Elementary	\$0.00	\$0.00	\$361.05	\$361.05	\$0.00	\$361.05	(\$361.05)
01-2130-410-200	Health Supplies - High School	\$0.00	\$0.00	\$423.76	\$423.76	\$0.00	\$423.76	(\$423.76)
01-2130-450-000	Audio Visual	\$100.00	\$100.00	\$0.00	\$0.00	\$0.00	\$0.00	\$100.00
01-2130-530-000	Furn And Equip	\$100.00	\$100.00	\$0.00	\$0.00	\$7,776.09	\$7,776.09	(\$7,676.09)
01-2130-530-100	Furniture/Equipment - Elem > \$5k	\$0.00	\$0.00	\$6,526.00	\$6,526.00	\$0.00	\$6,526.00	(\$6,526.00)
01-2130-530-200	Furniture/Equipment - HS > \$5k	\$0.00	\$0.00	\$365.72	\$365.72	\$0.00	\$365.72	(\$365.72)
01-2130-630-000	HEALTH SERVICES	\$100.00	\$100.00	\$0.00	\$0.00	\$0.00	\$0.00	\$100.00
01-2130-670-000	Travel	\$550.00	\$550.00	\$28.00	\$28.00	\$0.00	\$28.00	\$522.00
01-2130-690-000	HEALTH SERVICES	\$250.00	\$250.00	\$104.15	\$104.15	\$0.00	\$104.15	\$145.85
Sub Total		\$71,635.00	\$69,040.00	\$68,530.54	\$68,530.54	\$8,011.09	\$76,541.63	(\$7,501.63)

01		Function:2140 - PSYCHOLOGICAL SERVICES						
Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-2140-313-000	Purchased Services	\$15,000.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,000.00
Sub Total		\$15,000.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,000.00

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

01		Function:2222 - SCHOOL LIBRARY SERVICES						
Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-2222-110-000	Salary-library	\$52,130.00	\$52,130.00	\$47,784.88	\$47,784.88	\$0.00	\$47,784.88	\$4,345.12
01-2222-120-000	Sal Of Sub	\$500.00	\$500.00	\$1,170.00	\$1,170.00	\$0.00	\$1,170.00	(\$670.00)
01-2222-140-000	Sal Of Aide	\$12,335.00	\$12,335.00	\$11,305.91	\$11,305.91	\$0.00	\$11,305.91	\$1,029.09
01-2222-145-000	SCHOOL LIBRARY SERVICES	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-2222-210-000	Social Security	\$4,970.00	\$4,970.00	\$4,610.03	\$4,610.03	\$0.00	\$4,610.03	\$359.97
01-2222-220-000	Retirement	\$6,370.00	\$6,370.00	\$5,836.86	\$5,836.86	\$0.00	\$5,836.86	\$533.14
01-2222-290-000	Other Emp Benefits	\$160.00	\$160.00	\$150.04	\$150.04	\$0.00	\$150.04	\$9.96
01-2222-318-000	L.d. Consortium	\$46,000.00	\$35,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$35,000.00
01-2222-410-000	Supplies	\$10,000.00	\$5,000.00	\$565.24	\$565.24	\$0.00	\$565.24	\$4,434.76
01-2222-410-100	Supplies - Elementary	\$0.00	\$0.00	\$778.32	\$778.32	\$105.37	\$883.69	(\$883.69)
01-2222-430-000	Library Books	\$20,000.00	\$16,500.00	\$1,594.47	\$1,594.47	\$479.60	\$2,074.07	\$14,425.93
01-2222-430-100	Library Books - Elementary	\$0.00	\$0.00	\$3,621.99	\$3,621.99	\$1,593.17	\$5,215.16	(\$5,215.16)
01-2222-440-000	Periodicals	\$5,000.00	\$500.00	\$155.84	\$155.84	\$0.00	\$155.84	\$344.16
01-2222-450-100	Elem A-v Materials	\$5,000.00	\$500.00	\$1,121.37	\$1,121.37	\$1.00	\$1,122.37	(\$622.37)
01-2222-460-000	Hardware	\$7,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
01-2222-530-000	SCHOOL LIBRARY SERVICES	\$8,040.00	\$2,500.00	\$2,780.00	\$2,780.00	\$0.00	\$2,780.00	(\$280.00)
01-2222-670-000	Travel	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-2222-690-000	SCHOOL LIBRARY SERVICES	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
Sub Total		\$179,005.00	\$138,965.00	\$81,474.95	\$81,474.95	\$2,179.14	\$83,654.09	\$55,310.91

01		Function:2310 - BOARD OF EDUCATION						
Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-2310-317-000	Legal Services	\$10,000.00	\$10,000.00	\$5,340.00	\$5,340.00	\$0.00	\$5,340.00	\$4,660.00
01-2310-350-000	Adv And Print	\$2,000.00	\$2,000.00	\$3,410.77	\$3,410.77	\$0.00	\$3,410.77	(\$1,410.77)
01-2310-410-000	Supplies	\$2,000.00	\$2,000.00	\$664.64	\$664.64	\$0.00	\$664.64	\$1,335.36
01-2310-460-000	Board of Ed-Computer Hardware (<\$5k)	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00
01-2310-530-000	Furniture and Equipment	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00
01-2310-630-000	Dues And Fees	\$2,000.00	\$2,000.00	\$11,144.79	\$11,144.79	\$0.00	\$11,144.79	(\$9,144.79)
01-2310-642-000	Fidelity Bon Premium	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-2310-670-000	Travel	\$5,500.00	\$5,500.00	\$2,503.20	\$2,503.20	\$0.00	\$2,503.20	\$2,996.80
Sub Total		\$26,000.00	\$26,000.00	\$23,063.40	\$23,063.40	\$0.00	\$23,063.40	\$2,936.60

Primary Sort Element	Secondary Sort Element
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01		Function:2320 - EXECUTIVE ADMINISTRATION SERVICES						
Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-2320-105-000	Salary-supt	\$135,000.00	\$135,000.00	\$124,000.00	\$124,000.00	\$0.00	\$124,000.00	\$11,000.00
01-2320-140-000	Salary-clerks	\$53,145.00	\$53,145.00	\$48,617.26	\$48,617.26	\$0.00	\$48,617.26	\$4,527.74
01-2320-145-000	Overtime Classified	\$9,000.00	\$9,000.00	\$4,545.89	\$4,545.89	\$0.00	\$4,545.89	\$4,454.11
01-2320-210-000	Social Security	\$15,100.00	\$15,100.00	\$12,695.16	\$12,695.16	\$0.00	\$12,695.16	\$2,404.84
01-2320-220-000	Retirement	\$19,480.00	\$19,480.00	\$17,499.83	\$17,499.83	\$0.00	\$17,499.83	\$1,980.17
01-2320-230-000	Health Ins	\$52,460.00	\$52,460.00	\$50,135.87	\$50,135.87	\$0.00	\$50,135.87	\$2,324.13
01-2320-231-000	Health Ins - Deductible	\$2,700.00	\$2,700.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,700.00
01-2320-290-000	Other Emp Benefits	\$475.00	\$475.00	\$3,180.51	\$3,180.51	\$0.00	\$3,180.51	(\$2,705.51)
01-2320-350-000	Advertising & Printing	\$1,500.00	\$1,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,500.00
01-2320-410-000	Supplies	\$1,000.00	\$1,000.00	\$1,261.62	\$1,261.62	\$0.00	\$1,261.62	(\$261.62)
01-2320-530-000	Furn. & Equip.	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
01-2320-560-000	Computer	\$1,000.00	\$1,000.00	\$106.25	\$106.25	\$0.00	\$106.25	\$893.75
01-2320-630-000	Dues And Fees	\$5,000.00	\$5,000.00	\$3,811.70	\$3,811.70	\$0.00	\$3,811.70	\$1,188.30
01-2320-670-000	Travel	\$5,000.00	\$5,000.00	\$1,332.24	\$1,332.24	\$0.00	\$1,332.24	\$3,667.76
01-2320-690-000	EXECUTIVE ADMINISTRATION SERVICES	\$1,130.00	\$1,130.00	\$2,456.71	\$2,456.71	\$0.00	\$2,456.71	(\$1,326.71)
Sub Total		\$302,990.00	\$302,990.00	\$269,643.04	\$269,643.04	\$0.00	\$269,643.04	\$33,346.96

01		Function:2410 - OFFICE OF THE PRINCIPAL						
Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-2410-110-000	Salary-principal-ath.dir.	\$162,000.00	\$162,000.00	\$162,174.33	\$162,174.33	\$0.00	\$162,174.33	(\$174.33)
01-2410-120-000	Substitutes	\$1,000.00	\$1,000.00	\$1,122.75	\$1,122.75	\$0.00	\$1,122.75	(\$122.75)
01-2410-140-000	Sal-clerk	\$64,495.00	\$64,495.00	\$45,310.43	\$45,310.43	\$0.00	\$45,310.43	\$19,184.57
01-2410-145-000	Overtime Classified	\$2,500.00	\$2,500.00	\$1,807.28	\$1,807.28	\$0.00	\$1,807.28	\$692.72
01-2410-210-000	Social Security	\$17,520.00	\$17,520.00	\$15,767.66	\$15,767.66	\$0.00	\$15,767.66	\$1,752.34
01-2410-220-000	Retirement	\$22,625.00	\$22,625.00	\$19,997.63	\$19,997.63	\$0.00	\$19,997.63	\$2,627.37
01-2410-230-000	Health Insurance	\$58,715.00	\$58,715.00	\$53,845.99	\$53,845.99	\$0.00	\$53,845.99	\$4,869.01
01-2410-231-000	Health Ins - Deductible	\$3,150.00	\$3,150.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,150.00
01-2410-290-000	Other Emp Benefits	\$570.00	\$570.00	\$509.33	\$509.33	\$0.00	\$509.33	\$60.67
01-2410-319-000	Repairs	\$550.00	\$550.00	\$0.00	\$0.00	\$0.00	\$0.00	\$550.00
01-2410-410-000	Supplies	\$7,000.00	\$2,500.00	\$86.64	\$86.64	\$0.00	\$86.64	\$2,413.36
01-2410-460-000	Hardware	\$5,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
01-2410-530-000	Furniture & Equipment	\$2,500.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
01-2410-560-000	Computer	\$2,000.00	\$1,000.00	\$1,486.74	\$1,486.74	\$0.00	\$1,486.74	(\$486.74)
01-2410-630-000	Principal High School Dues and Fees	\$1,500.00	\$1,500.00	\$516.50	\$516.50	\$0.00	\$516.50	\$983.50
01-2410-670-000	Travel	\$6,000.00	\$6,000.00	\$1,896.23	\$1,896.23	\$0.00	\$1,896.23	\$4,103.77
01-2410-670-100	Travel	\$0.00	\$0.00	\$76.56	\$76.56	\$0.00	\$76.56	(\$76.56)
01-2410-690-000	All Other	\$3,700.00	\$3,700.00	\$704.95	\$704.95	\$0.00	\$704.95	\$2,995.05
01-2410-690-200	All Other	\$0.00	\$0.00	\$412.25	\$412.25	\$0.00	\$412.25	(\$412.25)
Sub Total		\$360,825.00	\$349,825.00	\$305,715.27	\$305,715.27	\$0.00	\$305,715.27	\$44,109.73

01		Function:2510 - SUPPORT SERVICES-BUSINESS						
Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-2510-315-000	Accounting & Audit Fees	\$8,000.00	\$8,000.00	\$8,308.94	\$8,308.94	\$0.00	\$8,308.94	(\$308.94)
01-2510-316-000	Business Office Data Processing	\$20,000.00	\$20,000.00	\$15,669.50	\$15,669.50	\$0.00	\$15,669.50	\$4,330.50
01-2510-319-000	Purch Prof Tech Service	\$60,000.00	\$60,000.00	\$1,397.00	\$1,397.00	\$0.00	\$1,397.00	\$58,603.00
01-2510-327-000	Rent-leases	\$48,000.00	\$48,000.00	\$36,237.81	\$36,237.81	\$0.00	\$36,237.81	\$11,762.19
01-2510-336-000	Gas & Oil	\$2,500.00	\$2,500.00	\$1,731.61	\$1,731.61	\$0.00	\$1,731.61	\$768.39
01-2510-350-000	Advertising/printing	\$500.00	\$500.00	\$496.83	\$496.83	\$0.00	\$496.83	\$3.17
01-2510-381-000	SUPPORT SERVICES-BUSINESS	\$5,000.00	\$1,000.00	\$384.76	\$384.76	\$0.00	\$384.76	\$615.24
01-2510-382-000	Telephone	\$15,000.00	\$15,000.00	\$12,548.39	\$12,548.39	\$0.00	\$12,548.39	\$2,451.61
01-2510-383-000	Internet	\$5,000.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,500.00
01-2510-410-000	Supplies	\$4,000.00	\$2,500.00	\$109.95	\$109.95	\$0.00	\$109.95	\$2,390.05
01-2510-520-000	Bldg Improvements	\$186,000.00	\$186,000.00	\$42,279.00	\$42,279.00	\$0.00	\$42,279.00	\$143,721.00
01-2510-530-000	Furn And Equip	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00
01-2510-630-000	Dues & Fees	\$0.00	\$0.00	\$84,982.50	\$84,982.50	\$0.00	\$84,982.50	(\$84,982.50)
01-2510-690-000	Audit - All Other	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
Sub Total		\$358,000.00	\$350,000.00	\$204,146.29	\$204,146.29	\$0.00	\$204,146.29	\$145,853.71

01		Function:2520 - VEHICLE ACQUISITION AND MAINTENANCE OTHER THAN PUBLIC TRANSPORTATION						
Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-2520-334-000	Maintenance	\$1,500.00	\$1,500.00	\$68.00	\$68.00	\$0.00	\$68.00	\$1,432.00
01-2520-336-000	Gas And Oil (No Students)	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00
01-2520-550-000	Vehicle Purchase	\$65,500.00	\$51,135.00	\$0.00	\$0.00	\$0.00	\$0.00	\$51,135.00
Sub Total		\$70,000.00	\$55,635.00	\$68.00	\$68.00	\$0.00	\$68.00	\$55,567.00

Primary Sort Element	Secondary Sort Element							
01	Function:2610 - OPERATION OF PLANT							
Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-2610-120-000	Substitutes	\$12,500.00	\$12,500.00	\$6,847.50	\$6,847.50	\$0.00	\$6,847.50	\$5,652.50
01-2610-140-000	Sal-custodian	\$210,000.00	\$210,000.00	\$188,609.65	\$188,609.65	\$0.00	\$188,609.65	\$21,390.35
01-2610-145-000	Overtime Classified	\$1,500.00	\$1,500.00	\$512.06	\$512.06	\$0.00	\$512.06	\$987.94
01-2610-210-000	Social Security	\$17,150.00	\$17,150.00	\$14,741.20	\$14,741.20	\$0.00	\$14,741.20	\$2,408.80
01-2610-220-000	Retirement	\$20,950.00	\$20,950.00	\$18,718.12	\$18,718.12	\$0.00	\$18,718.12	\$2,231.88
01-2610-230-000	Health Ins	\$50,950.00	\$50,950.00	\$46,425.14	\$46,425.14	\$0.00	\$46,425.14	\$4,524.86
01-2610-231-000	Health Ins - Deductible	\$3,150.00	\$3,150.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,150.00
01-2610-290-000	Other Emp Benefits	\$800.00	\$800.00	\$444.07	\$444.07	\$0.00	\$444.07	\$355.93
01-2610-318-000	Repairman	\$60,000.00	\$50,000.00	\$30,108.59	\$30,108.59	\$0.00	\$30,108.59	\$19,891.41
01-2610-320-000	Property Services	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-2610-321-000	Fuel	\$50,000.00	\$50,000.00	\$41,588.97	\$41,588.97	\$0.00	\$41,588.97	\$8,411.03
01-2610-322-000	Electricity	\$125,000.00	\$125,000.00	\$113,193.75	\$113,193.75	\$0.00	\$113,193.75	\$11,806.25
01-2610-323-000	Water And Sewer	\$35,000.00	\$35,000.00	\$28,518.72	\$28,518.72	\$0.00	\$28,518.72	\$6,481.28
01-2610-327-000	Rentals and Leases	\$3,500.00	\$3,500.00	\$5,296.29	\$5,296.29	\$0.00	\$5,296.29	(\$1,796.29)
01-2610-328-000	Insurance	\$140,000.00	\$120,000.00	\$4,074.33	\$4,074.33	\$0.00	\$4,074.33	\$115,925.67
01-2610-329-000	Other Property Services	\$500.00	\$500.00	\$62.50	\$62.50	\$0.00	\$62.50	\$437.50
01-2610-338-000	Repairs	\$500.00	\$500.00	\$326.73	\$326.73	\$0.00	\$326.73	\$173.27
01-2610-382-000	OPERATION OF PLANT	\$3,810.00	\$3,810.00	\$827.42	\$827.42	\$0.00	\$827.42	\$2,982.58
01-2610-410-000	Supplies	\$69,000.00	\$69,000.00	\$54,228.74	\$54,228.74	\$0.00	\$54,228.74	\$14,771.26
01-2610-530-000	Furniture & Equipment	\$25,000.00	\$25,000.00	\$5,522.71	\$5,522.71	\$0.00	\$5,522.71	\$19,477.29
01-2610-670-000	Travel	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-2610-690-000	Training and Travel	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
Sub Total		\$830,810.00	\$800,810.00	\$560,046.49	\$560,046.49	\$0.00	\$560,046.49	\$240,763.51

Primary Sort Element	Secondary Sort Element							
01	Function:2750 - PUPIL TRANSPORTATION							
Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-2750-120-000	Substitutes	\$23,000.00	\$23,000.00	\$20,090.41	\$20,090.41	\$0.00	\$20,090.41	\$2,909.59
01-2750-140-000	Sal-bus Driver	\$165,370.00	\$165,370.00	\$152,557.39	\$152,557.39	\$0.00	\$152,557.39	\$12,812.61
01-2750-141-000	Activity Driving	\$22,000.00	\$22,000.00	\$17,326.12	\$17,326.12	\$0.00	\$17,326.12	\$4,673.88
01-2750-160-000	Poverty - Town Drop	\$7,200.00	\$7,200.00	\$7,245.00	\$7,245.00	\$0.00	\$7,245.00	(\$45.00)
01-2750-210-000	Social Security	\$16,650.00	\$16,650.00	\$14,698.74	\$14,698.74	\$0.00	\$14,698.74	\$1,951.26
01-2750-220-000	Retirement	\$18,670.00	\$18,670.00	\$15,806.60	\$15,806.60	\$0.00	\$15,806.60	\$2,863.40
01-2750-230-000	Health Ins	\$6,500.00	\$6,500.00	\$10,577.18	\$10,577.18	\$0.00	\$10,577.18	(\$4,077.18)
01-2750-231-000	Health Ins - Deductible	\$450.00	\$450.00	\$0.00	\$0.00	\$0.00	\$0.00	\$450.00
01-2750-290-000	Other Emp Benefits	\$2,000.00	\$2,000.00	\$1,134.65	\$1,134.65	\$0.00	\$1,134.65	\$865.35
01-2750-336-000	Gas And Oil (Students)	\$65,000.00	\$65,000.00	\$45,845.16	\$45,845.16	\$0.00	\$45,845.16	\$19,154.84
01-2750-337-000	Tires And Parts	\$32,000.00	\$32,000.00	\$19,059.45	\$19,059.45	\$1,083.81	\$20,143.26	\$11,856.74
01-2750-338-000	Bus Repairs	\$15,000.00	\$15,000.00	\$9,046.62	\$9,046.62	\$40.00	\$9,086.62	\$5,913.38
01-2750-342-000	Telephone	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-2750-382-000	Trans-Distance Learning	\$100.00	\$100.00	\$0.00	\$0.00	\$0.00	\$0.00	\$100.00
01-2750-410-000	Pupil Trans Supplies	\$3,000.00	\$3,000.00	\$2,332.74	\$2,332.74	\$0.00	\$2,332.74	\$667.26
01-2750-460-000	TRANS- Computer Hardware (<\$5k)	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
01-2750-465-000	TRANS-Software	\$6,000.00	\$6,000.00	\$40.42	\$40.42	\$0.00	\$40.42	\$5,959.58
01-2750-530-000	furn & equip	\$0.00	\$0.00	\$5,778.25	\$5,778.25	\$0.00	\$5,778.25	(\$5,778.25)
01-2750-540-000	Bus Acquisition	\$130,000.00	\$130,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$130,000.00
01-2750-630-000	PUPIL TRANSPORTATION	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-2750-670-000	Travel	\$350.00	\$350.00	\$69.51	\$69.51	\$0.00	\$69.51	\$280.49
01-2750-690-000	Other Misc	\$10,000.00	\$10,000.00	\$5,162.15	\$5,162.15	\$0.00	\$5,162.15	\$4,837.85
Sub Total		\$525,290.00	\$525,290.00	\$326,770.39	\$326,770.39	\$1,123.81	\$327,894.20	\$197,395.80

Primary Sort Element	Secondary Sort Element							
01	Function:2760 - SCHOOL AGE SPECIAL EDUCATION PUPIL TRANSPORTATION							
Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-2760-120-000	Substitutes	\$0.00	\$0.00	\$87.96	\$87.96	\$0.00	\$87.96	(\$87.96)
01-2760-140-000	Salary-sped Driver	\$7,500.00	\$7,500.00	\$3,451.23	\$3,451.23	\$0.00	\$3,451.23	\$4,048.77
01-2760-210-000	Sped Social Security	\$575.00	\$575.00	\$249.64	\$249.64	\$0.00	\$249.64	\$325.36
01-2760-220-000	Sped Retirement	\$740.00	\$740.00	\$349.58	\$349.58	\$0.00	\$349.58	\$390.42
01-2760-290-000	Other Emp Benefits	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-2760-331-000	SPED SA Contracted Transportation	\$2,500.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,500.00
01-2760-332-000	Mil To Parents Sp Ed Reg	\$500.00	\$500.00	\$1,303.02	\$1,303.02	\$0.00	\$1,303.02	(\$803.02)
01-2760-336-000	SCHOOL AGE SPECIAL EDUCATION PUPIL TRANSPORTATION	\$1,000.00	\$1,000.00	\$1,947.48	\$1,947.48	\$0.00	\$1,947.48	(\$947.48)
Sub Total		\$13,315.00	\$13,315.00	\$7,388.91	\$7,388.91	\$0.00	\$7,388.91	\$5,926.09

Primary Sort Element	Secondary Sort Element							
01	Function:4202 - TITLE I- INSTRUCTIONAL							
Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available

01-4202-110-000	Title I - Salary	\$92,665.00	\$92,665.00	\$59,917.77	\$59,917.77	\$0.00	\$59,917.77	\$32,747.23
01-4202-120-000	Title I - Substitute	\$3,100.00	\$3,100.00	\$2,387.17	\$2,387.17	\$0.00	\$2,387.17	\$712.83
01-4202-130-000	Staff Development - Title Allocations	\$15,000.00	\$15,000.00	\$1,250.00	\$1,250.00	\$0.00	\$1,250.00	\$13,750.00
01-4202-210-000	Title I - Social Security	\$7,325.00	\$7,325.00	\$4,656.31	\$4,656.31	\$0.00	\$4,656.31	\$2,668.69
01-4202-220-000	Title I - Retirement	\$9,155.00	\$9,155.00	\$5,924.08	\$5,924.08	\$0.00	\$5,924.08	\$3,230.92
01-4202-230-000	Title I - Health Insurance	\$21,065.00	\$21,065.00	\$16,320.92	\$16,320.92	\$0.00	\$16,320.92	\$4,744.08
01-4202-231-000	Title I - Health Ins. Deduct.	\$1,125.00	\$1,125.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,125.00
01-4202-290-000	Title I - Income Protection	\$235.00	\$235.00	\$146.19	\$146.19	\$0.00	\$146.19	\$88.81
01-4202-410-000	Title I - Supplies	\$3,500.00	\$3,500.00	\$910.51	\$910.51	\$0.00	\$910.51	\$2,589.49
01-4202-420-000	Title I - Textbooks	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00
01-4202-670-000	Title I - Travel	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00
01-4202-670-200	Title 1-Instructional	\$0.00	\$0.00	\$198.00	\$198.00	\$0.00	\$198.00	(\$198.00)
01-4202-690-000	Other - PD	\$0.00	\$0.00	\$40.06	\$40.06	\$0.00	\$40.06	(\$40.06)
Sub Total		\$158,170.00	\$158,170.00	\$91,751.01	\$91,751.01	\$0.00	\$91,751.01	\$66,418.99

Primary Sort Element 01 **Secondary Sort Element** Function:4213 - TITLE I - SCHOOL IMPROVEMENT

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-4213-410-000	Title I Acct - Supplies	\$0.00	\$0.00	\$900.00	\$900.00	\$0.00	\$900.00	(\$900.00)
01-4213-690-000	Title I Acct. - Other Expenses (Trai	\$20,000.00	\$20,000.00	\$3,039.50	\$3,039.50	\$0.00	\$3,039.50	\$16,960.50
Sub Total		\$20,000.00	\$20,000.00	\$3,939.50	\$3,939.50	\$0.00	\$3,939.50	\$16,060.50

Primary Sort Element 01 **Secondary Sort Element** Function:4404 - IDEA PART B (611) BASE ALLOCATION - BIRTH THROUGH AGE FOUR

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-4404-300-000	IDEA PART B (611) BASE ALLOCATION - BIRTH THROUGH AGE FOUR	\$30,000.00	\$30,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30,000.00
Sub Total		\$30,000.00	\$30,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30,000.00

Primary Sort Element 01 **Secondary Sort Element** Function:4406 - SPED IDEA PRESCHOOL

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-4406-300-000	SPED IDEA PRESCHOOL-Purch Svces	\$4,500.00	\$4,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,500.00
Sub Total		\$4,500.00	\$4,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,500.00

Primary Sort Element 01 **Secondary Sort Element** Function:4990 - OTHER FEDERAL CATEGORICAL RECEIPTS

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-4990-460-000	ERate	\$0.00	\$0.00	\$6,087.60	\$6,087.60	\$0.00	\$6,087.60	(\$6,087.60)
Sub Total		\$0.00	\$0.00	\$6,087.60	\$6,087.60	\$0.00	\$6,087.60	(\$6,087.60)

Primary Sort Element 01 **Secondary Sort Element** Function:5000 - DEBT SERVICES

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-5000-610-000	Debt Service	\$120,000.00	\$120,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$120,000.00
Sub Total		\$120,000.00	\$120,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$120,000.00

Primary Sort Element 01 **Secondary Sort Element** Function:6000 - SUMMER SCHOOL

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-6000-110-000	Summer-dr.ed. Salary	\$0.00	\$5,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,500.00
01-6000-210-000	Summer-dr.ed. Social Security	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-6000-220-000	Summer-dr.ed.-teacher Retirem	\$0.00	\$550.00	\$0.00	\$0.00	\$0.00	\$0.00	\$550.00
01-6000-336-000	Dr. Ed.-gas & Oil	\$0.00	\$1,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,500.00
01-6000-410-000	Dr. Ed.-supplies	\$0.00	\$750.00	\$0.00	\$0.00	\$0.00	\$0.00	\$750.00
01-6000-420-000	Dr. Ed.-textbooks	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-6000-450-000	Audio Visual	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01-6000-530-000	Dr. Ed.-equipment	\$0.00	\$200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$200.00
Sub Total		\$0.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00

Primary Sort Element 01 **Secondary Sort Element** Function:7820 - VOCATIONAL EDUCATION

Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-7820-110-000	Sal-ad Ed Voc Ed	\$0.00	\$600.00	\$550.00	\$550.00	\$0.00	\$550.00	\$50.00
01-7820-210-000	Social Security	\$0.00	\$50.00	\$41.80	\$41.80	\$0.00	\$41.80	\$8.20
01-7820-220-000	Retirement	\$0.00	\$60.00	\$54.34	\$54.34	\$0.00	\$54.34	\$5.66
01-7820-230-000	Health	\$0.00	\$0.00	\$36.52	\$36.52	\$0.00	\$36.52	(\$36.52)
01-7820-313-000	Purchased Services	\$0.00	\$290.00	\$0.00	\$0.00	\$0.00	\$0.00	\$290.00

Sub Total		\$0.00	\$1,000.00	\$682.66	\$682.66	\$0.00	\$682.66	\$317.34
Primary Sort Element	Secondary Sort Element							
01	Function:8000 - TRANSFERS (OUTGOING)							
Account Code	Description	Adopted Budget	Current Budget	Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-8000-700-000	TRANSFERS (OUTGOING)	\$200,000.00	\$100,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$100,000.00
01-8000-752-000	Transfer-activity	\$0.00	\$0.00	(\$200,000.00)	(\$200,000.00)	\$0.00	(\$200,000.00)	\$200,000.00
Sub Total		\$200,000.00	\$100,000.00	(\$200,000.00)	(\$200,000.00)	\$0.00	(\$200,000.00)	\$300,000.00
Grand Total		\$8,267,000.00	\$8,267,000.00	\$6,232,664.46	\$6,232,664.46	\$41,995.91	\$6,274,660.37	\$1,992,339.63

Actual	78%
Budget	92%
Under (Over)	13%

Chase County Schools

Period Activity Report - Detail

Cycle: FY16-17; Fund: 09; Begin Date: 06/01/2017; End Date: 06/30/2017; Account Type: All Accounts; Transaction Type: Actual; Created On: 7/7/2017 2:18:29 PM

Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9001	CCHS Athletics	(\$5,859.77)	\$1,050.00	\$3,030.00	(\$3,879.77)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
6/2/2017	00013935	Batch: 1043	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1043; Receipt No.: 00004	\$0.00	\$3,030.00	(\$8,889.77)
6/23/2017	00013962	AP Voucher: ACT06232017	Vendor: NSAA	Expenditure For Invoice=2017-18ACTType=Direct	\$1,050.00	\$0.00	(\$4,809.77)
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9003	CCHS Football	(\$23,479.03)	\$331.42	\$331.42	(\$23,479.03)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
6/16/2017	00013936	Batch: 1044	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1044; Receipt No.: 00004	\$0.00	\$331.42	(\$23,810.45)
6/2/2017	00013800	AP Voucher: ACT06022017	Vendor: Team Graphics	Expenditure For Invoice=6311; Type=Direct	\$331.42	\$0.00	(\$23,147.61)
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-901	Cash Account	\$108,097.73	\$8,931.36	\$8,778.83	\$108,250.26	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
6/2/2017	00013801	AP Voucher: ACT06022017		Disbursement for Voucher: ACT06022017	\$0.00	\$1,486.06	\$106,611.67
6/5/2017	00013810	AP Voucher: ACT06052017		Disbursement for Voucher: ACT06052017	\$0.00	\$848.50	\$107,249.23
6/12/2017	00013843	AP Voucher: ACT06122017		Disbursement for Voucher: ACT06122017	\$0.00	\$5,328.26	\$102,769.47
6/16/2017	00013936	Batch: 1044	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1044; Receipt No.: 00004	\$331.42	\$0.00	\$108,429.15
6/2/2017	00013937	Batch: 1045	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1045; Receipt No.: 00004	\$3,570.00	\$0.00	\$111,999.15
6/2/2017	00013935	Batch: 1043	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1043; Receipt No.: 00004	\$3,030.00	\$0.00	\$111,127.73
6/2/2017	00013938	Batch: 1046	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1046; Receipt No.: 00004	\$70.00	\$0.00	\$108,167.73
6/2/2017	00013938	Batch: 1046	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1046; Receipt No.: 00004	\$120.00	\$0.00	\$108,217.73
6/2/2017	00013938	Batch: 1046	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1046; Receipt No.: 00004	\$70.00	\$0.00	\$108,167.73
6/2/2017	00013938	Batch: 1046	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1046; Receipt No.: 00002	\$45.00	\$0.00	\$108,142.73
6/23/2017	00013963	AP Voucher: ACT06232017		Disbursement for Voucher: ACT06232017	\$0.00	\$1,116.01	\$106,981.72

6/2/2017	00013972	Batch: 1070	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1070-Receipt No.: 00001	\$120.00	\$0.00	\$108,217.73
6/2/2017	00013972	Batch: 1070	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1070-Receipt No.: 00002	\$45.00	\$0.00	\$108,142.73
6/2/2017	00013972	Batch: 1070	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1070-Receipt No.: 00003	\$70.00	\$0.00	\$108,167.73
6/2/2017	00013972	Batch: 1070	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1070-Receipt No.: 00004	\$70.00	\$0.00	\$108,167.73
6/21/2017	00013973	Batch: 1071	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1071-Receipt No.: 00001	\$1,004.00	\$0.00	\$109,101.73
6/21/2017	00013974	Batch: 1072	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1072-Receipt No.: 00001	\$205.94	\$0.00	\$108,303.67
6/21/2017	00013974	Batch: 1072	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1072-Receipt No.: 00002	\$180.00	\$0.00	\$108,277.73
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9018	JH Track-Girls	(\$3,825.05)	\$0.00	\$210.00	(\$3,615.05)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
6/2/2017	00013972	Batch: 1070	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1070-Receipt No.: 00002	\$0.00	\$70.00	(\$3,895.05)
6/2/2017	00013938	Batch: 1046	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1046-Receipt No.: 00002	\$0.00	\$70.00	(\$3,895.05)
6/2/2017	00013938	Batch: 1046	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1046-Receipt No.: 00001	\$0.00	\$70.00	(\$3,895.05)
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9019	JH Track-Boys	(\$862.99)	\$0.00	\$70.00	(\$792.99)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
6/2/2017	00013972	Batch: 1070	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1070-Receipt No.: 00004	\$0.00	\$70.00	(\$932.99)
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9100	Cheerleaders	(\$3,135.48)	\$370.00	\$0.00	(\$3,505.48)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
6/12/2017	00013840	AP Voucher: ACT06122017	Vendor: National Cheerleaders Association	Expenditure For Invoice=0010284423; Type=Regular; Vendor=National	\$370.00	\$0.00	(\$2,765.48)
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9101	CCHS Annual	\$4,712.28	\$0.00	\$295.94	\$5,008.22	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance

6/2/2017	00013938	Batch: 1046	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1046; Receipt No.: 00003	\$0.00	\$45.00	\$4,667.28
6/21/2017	00013974	Batch: 1072	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1072; Receipt No.: 00004	\$0.00	\$205.94	\$4,506.34
6/2/2017	00013972	Batch: 1070	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1070; Receipt No.: 00002	\$0.00	\$45.00	\$4,667.28
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9102	CCES Yearbook	\$903.67	\$2,202.26	\$0.00	(\$1,298.59)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
6/12/2017	00013840	AP Voucher: ACT06122017	Vendor: Inter-State Publishing Co	Expenditure For Invoice=0001311285/0001316468; Type=Regular;	\$2,202.26	\$0.00	\$3,105.93
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9205	FCCLA	(\$6,739.70)	\$2,161.00	\$0.00	(\$8,900.70)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
6/12/2017	00013840	AP Voucher: ACT06122017	Vendor: Association for Career & Technical Education	Expenditure For Invoice=FCCLA2017MembershipRenewal; Type=Direct;	\$142.00	\$0.00	(\$6,597.70)
6/12/2017	00013840	AP Voucher: ACT06122017	Vendor: Family, Career & Community Leaders of American	Expenditure For Invoice=43308/44943; Type=Regular; Vendor=Family, Career &	\$2,019.00	\$0.00	(\$4,720.70)
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9206	FCCLA-Sponsor	(\$2,741.23)	\$595.00	\$0.00	(\$3,336.23)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
6/12/2017	00013840	AP Voucher: ACT06122017	Vendor: Family, Career & Community Leaders of American	Expenditure For Invoice=43308/44943; Type=Regular; Vendor=Family, Career &	\$595.00	\$0.00	(\$2,146.23)
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9210	FFA	(\$27,105.82)	\$858.14	\$1,004.00	(\$26,959.96)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
6/5/2017	00013808	AP Voucher: ACT06052017	Vendor: The Parliamentary Procedure Instructional Material Cente	Expenditure For Invoice=17099; Type=Regular; Vendor=The	\$368.50	\$0.00	(\$26,737.32)
6/2/2017	00013800	AP Voucher: ACT06022017	Vendor: Platinum T-Shirt and Embroidery	Expenditure For Invoice=3018/2671; Type=Direct;	\$489.64	\$0.00	(\$26,616.18)

6/21/2017	00013973	Batch: 1071	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1071; Receipt No.: 00004	\$0.00	\$1,004.00	(\$28,109.82)
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9300	Show Choir	(\$14,995.56)	\$480.00	\$0.00	(\$15,475.56)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
6/5/2017	00013808	AP Voucher: ACT06052017	Vendor: Flash Photo	Expenditure For Invoice=BOSLGRPPIX20 17; Type=Regular; Vendor: Flash Photo	\$480.00	\$0.00	(\$14,515.56)
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9307	District XI Music	(\$25.13)	\$455.00	\$240.00	(\$240.13)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
6/2/2017	00013800	AP Voucher: ACT06022017	Vendor: Balcony House	Expenditure For Invoice=DistrictMRooms; Type=Direct;	\$455.00	\$0.00	\$429.87
6/2/2017	00013938	Batch: 1046	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1046; Receipt No.: 00004	\$0.00	\$120.00	(\$145.13)
6/2/2017	00013972	Batch: 1070	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1070; Receipt No.: 00004	\$0.00	\$120.00	(\$145.13)
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-931	Payable Account	\$0.00	\$8,778.83	\$8,778.83	\$0.00	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
6/23/2017	00013963	AP Voucher: ACT06232017		Disbursement for Voucher: ACT06232017:	\$1,116.01	\$0.00	\$1,116.01
6/23/2017	00013962	AP Voucher: ACT06232017		AP Liability For Approve Voucher = ACT06232017	\$0.00	\$1,116.01	(\$1,116.01)
6/2/2017	00013800	AP Voucher: ACT06022017		AP Liability For Approve Voucher = ACT06022017	\$0.00	\$1,486.06	(\$1,486.06)
6/2/2017	00013801	AP Voucher: ACT06022017		Disbursement for Voucher: ACT06022017:	\$1,486.06	\$0.00	\$1,486.06
6/5/2017	00013808	AP Voucher: ACT06052017		AP Liability For Approve Voucher = ACT06052017	\$0.00	\$848.50	\$637.56
6/5/2017	00013810	AP Voucher: ACT06052017		Disbursement for Voucher: ACT06052017:	\$848.50	\$0.00	\$848.50
6/12/2017	00013840	AP Voucher: ACT06122017		AP Liability For Approve Voucher = ACT06122017	\$0.00	\$5,328.26	(\$4,479.76)
6/12/2017	00013843	AP Voucher: ACT06122017		Disbursement for Voucher: ACT06122017:	\$5,328.26	\$0.00	\$5,328.26
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9402	Elementary Activity Fund	(\$499.85)	\$210.00	\$0.00	(\$709.85)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
6/2/2017	00013800	AP Voucher: ACT06022017	Vendor: Sharon Maris	Expenditure For Invoice=05252017; Type=Direct:	\$210.00	\$0.00	(\$289.85)

Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9506	Class of 2017	(\$7,190.69)	\$66.01	\$0.00	(\$7,256.70)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
6/23/2017	00013962	AP Voucher: ACT06232017	Vendor: Added Touch	Expenditure For Invoice=3006; Type=Direct	\$66.01	\$0.00	(\$7,124.68)
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9999	Clearing	(\$212,483.02)	\$0.00	\$3,750.00	(\$208,733.02)	
Transaction Date	Transaction Number	Source Document	Source Entity	Comment	Transaction DR	Transaction CR	Running Balance
6/2/2017	00013937	Batch: 1045	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1045; Receipt No.: 00001	\$0.00	\$3,570.00	(\$216,053.02)
6/21/2017	00013974	Batch: 1072	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1072; Receipt No.: 00002	\$0.00	\$180.00	(\$212,663.02)

JULY 2017 Board Bills

Invoice(s)	Invoice	Submit Date	Payment Vendor	Comment	Invoice Amount
12273725	Regular	06/30/2017	Accucut	Library books	\$679.00
1622383	Direct	06/30/2017	Ace Industrial Supply	Band saw/blade, magnetic pickup tool	\$685.30
396070/396072	Direct	06/30/2017	Adams Lumber Co	4X8' Flex Alum Duct, quiet switch, duplex wall plate (overcharged and then credited back, this was remaining amount)	\$14.87
June292017	Direct	06/30/2017	Affiliated Benefits	June FSA/Daycare, Benny Card fee/HRA Tracking & processing	\$394.00
06122017	Direct	06/30/2017	A T & T	LD usage 5/12-6/12	\$131.42
06092017	Direct	06/30/2017	Black Hills Energy	gas charges from 05/08-06/06 for 505 E 9th *letter sent stating meter showed usage was miscalculated from Nov 2016-May 2017 this bill shows adjustments made*	\$5,187.71
7822407	Regular	06/30/2017	Blick Art Materials	Classroom supplies	\$447.17
7789628	Direct	06/30/2017	Blick Art Materials	art supplies for high school	\$215.78
17426430	Credit	06/30/2017	Blick Art Materials	credit on invoice 17426430	(\$19.95)
71114108	Direct	06/30/2017	Bomgaars	Tape measure, utility,worktunes hearing prtctor am/fm digital safety glasses	\$84.55
17785	Direct	06/30/2017	Brico Pest Control	regular service	\$44.00
CI10575291	Regular	06/30/2017	Capstone Press	library books	\$2,625.69
208118387978	Regular	06/30/2017	Classroom Direct	classroom supplies	\$112.53
208118387830	Regular	06/30/2017	Classroom Direct	Classroom supplies	\$52.44
29811	Regular	06/30/2017	Classroomproducts.com	Desktop carrels	\$109.45
13030	Direct	06/30/2017	Cohagen Transfer & Storage, Inc	6 volt 7 AH battery/shipping	\$49.98
000036	Direct	06/30/2017	Culligan	33 bags of salt	\$302.50
126602/126608/126758/12750019804	Direct	07/03/2017	Carquest Auto Parts	transportation/vehicle parts	\$492.54
6152162	Direct	07/03/2017	DataShield	shredding service for June 2017	\$61.00
416676	Regular	07/03/2017	Demco, Inc.	Library books	\$334.53
0824521	Regular	07/03/2017	DWF Wholesale Florists	Flower for arrangements in Advanced Horticulture	\$61.28
0824522	Regular	07/03/2017	EAI	Jumbo Magnetic XY grid	\$36.95
572272	Regular	07/03/2017	EAI	Create a space storage center	\$42.90
572272	Regular	07/03/2017	Frenchman Valley Co-op	two tires for front of van	\$255.06
572468	Direct	07/03/2017	Frenchman Valley Co-op	Tire repair on van 26/transportation fuel	\$2,904.72
MN00101369	Direct	07/03/2017	Harris Computer Solutions	Annual Maintenance August 2017 to July 2018	\$165.38
1204	Direct	07/03/2017	Holiday Farms	Mowing 5/4,5/12,5/18,5/25, spraying around school, playground & track, football field, practice field and front of school	\$4,500.00
34676499	Regular	07/03/2017	Music Express Magazine	Magazine subscription	\$195.00
0678199/0675388/0672566/046283/46264	Direct	07/03/2017	Ideal Linen Supply Inc	towels/uniforms	\$84.40
12-92136	Regular	07/03/2017	Imperial Yost Farm Supply	Blades for MC35 mower repair, damage on deck belt and blades	\$287.78
12-92136	Regular	07/03/2017	Inland	rebush front springs and return	\$535.12
MayLeasing20	Direct	07/03/2017	Hometown Leasing	May 2017 copier lease payment	\$962.11
639764	Direct	07/03/2017	Imperial NAPA	truflex v belt, powerated belt	\$27.98
5393716	Regular	07/06/2017	Juice Plus	Garden Tower (purchased with Perkins Money)	\$1,755.90
130669	Regular	07/03/2017	Laminator.com	Clear school roll Laminating film	\$443.79
4136920617	Regular	07/05/2017	Lakeshore Learning	My word Journal-set of 10 (classroom supplies)	\$206.93
4137060617	Regular	07/05/2017	Lakeshore Learning	Red Baseline Ruled Newsprint-grade 1	\$41.33
4136950617	Regular	07/05/2017	Lakeshore Learning	Fractions-Hands on Kit	\$91.99
4137000617	Regular	07/05/2017	Lakeshore Learning	privacy dividers,word bldg mag letters,teaching chart, math skills play set cards	\$711.82
4136980617	Regular	07/05/2017	Lakeshore Learning	Giant magnetic graph, hands on number grid, rda comp journals, privacy dividers	\$203.49
4137020617	Regular	07/05/2017	Lakeshore Learning	magnetic answer boards, sound it out rhonics, blends vowels & diagraphs	\$77.03
468703	Regular	07/05/2017	NASCO	Alphabetter desk without book box, discovery putty animal rescue,medium writing claw.	\$64.28

49862	Direct	07/05/2017	NE Council School Administrators	NCE Conference 6/5-6/8, NCE Meals, AFNR Professional Development, Mobile App Dev, NAEA Social/Awards banquet, NAEA, Young	\$1,418.00
0157423	Regular	07/05/2017	Nebraska Central Equipment	parts for bus repair	\$537.56
172467	Regular	07/05/2017	Nebraska Truck Center-N.P.	park brake valve	\$213.85
8136	Direct	07/05/2017	New Victorian Inn	hotel room for CDL bus driver training	\$109.98
01358092	Direct	07/05/2017	O'Keefe Elevator Co	Elevator inspection	\$486.00
4182	Direct	07/05/2017	Overhead Door Specialists	yearly maintenance check on northeast	\$181.18
5/26-6/25/2017	Direct	07/05/2017	Owens True Value	property maintenance supplies, transportation, bus ham supplies & LIPS	\$667.04
1736279	Regular	07/05/2017	Perma Bound	Library books (53)	\$726.47
3098	Direct	07/05/2017	Platinum T-Shirt and Embroidery	shirts for maintenance staff	\$364.58
1342910-1	Regular	07/05/2017	Pyramid School Products	liquitex acrylic paints	\$28.72
1342910-2	Regular	07/05/2017	Pyramid School Products	liquidtex basic acrylic paints, rollerball pens, erasers, kneaded rubber erasers	\$406.36
1342910-3	Regular	07/05/2017	Pyramid School Products	gel ink rolleball pens	\$9.93
1342910-4	Regular	07/05/2017	Pyramid School Products	batteries	\$87.12
1342910-5	Regular	07/05/2017	Pyramid School Products	batteries	\$126.72
1342910-6	Regular	07/05/2017	Pyramid School Products	stapler, paper clips, erasers, sheet protectors, dry erase markers, white laser labels, highlighters	\$442.71
5982862	Regular	07/05/2017	Really Good Stuff	Spot on Sues Library pockets	\$15.93
5982955	Regular	07/05/2017	Really Good Stuff	Vinyl name plate sleeves	\$40.93
5982953	Regular	07/05/2017	Really Good Stuff	privacy folders, desktop paper organizer with wire holders	\$143.62
5982951	Regular	07/05/2017	Really Good Stuff	math card stock desktop helpers with sleeves, peanuts, snoopy trimmers, Peanuts be the best you can be bulletin board set, Peanuts you can be anything classroom	\$141.00
5982948	Regular	07/05/2017	Really Good Stuff	compartment caddy	\$25.94
5982946	Regular	07/05/2017	Really Good Stuff	Zaner 10 grid desk top helper, kindergarten pencils	\$106.30
5983669	Regular	07/05/2017	Really Good Stuff	Oh the places you will go awards, carpet mark its 4 color, classroom rainbow clothspin, alphabet clothespins, ten frame	\$90.77
5983659	Regular	07/05/2017	Really Good Stuff	double sided magnetic money, giant magnetic pattern books, kindergarten graduation kit, It's my birthday crown, decorate 100 day glasses/crown, johnny appleseed hat, carpet mark it 6 colors, collect & carry Valentine bags	\$443.61
P51876	Regular	07/05/2017	Nicky's Folders	Navy blue nicky's folders	\$125.00
084782/08488	Regular	07/06/2017	Rowley Welding	4X4 3/16 plate for bench	\$143.12
083939/084782	Regular	07/06/2017	Rowley Welding	metal for intro to ag, tig gun for tig welder, gas for welding, welding wire and rods	\$1,965.07
0636343	Regular	07/06/2017	School Nurse Supply	nurse supplies	\$809.13
208118387825	Regular	07/06/2017	Classroom Direct	sparkling glitter assortment, Dr. Sues School Selfie kit, EZ stamper	\$35.81
23216	Regular	07/06/2017	Sinners Paint & Body	hood repair on 13-800 hood broken up had to brace and glue back together	\$983.21
4566422	Direct	07/06/2017	SoftChoice Corporation	MS enrollment for education solutions	\$4,155.28
201556	Regular	07/06/2017	Studies Weekly Publications	1st grade studies weekly	\$420.75
17182	Regular	07/06/2017	Summit Products	dog tags for AR	\$161.45
1915941	Direct	07/06/2017	Thompson Company-Maint	disposables and janitorial supplies	\$636.15
048573	Regular	07/06/2017	Total Fitness Equipment	spring collars, green bands, red bands	\$264.00
977861433	Direct	07/06/2017	Verizon Wireless	phone usage 6/21-7/20	\$107.64
07152017	Direct	07/06/2017	City Of Imperial	electric/water/sewer usage 5/18-6/20	\$11,771.66
232	Direct	07/06/2017	Perry Guthery Haase Gessford	Legal services 5/25,6/07	\$600.00
46095	Direct	07/06/2017	Imperial Yost Farm Supply	hose, hose cover cap	\$108.68
17-042128	Regular	07/06/2017	Plank Road Publishing	Music supplies	\$113.49
17-042130	Regular	07/06/2017	Plank Road Publishing	subscription to Music k-8 magazine	\$132.45
5986667	Regular	07/06/2017	Really Good Stuff	Green folders set of 12	\$47.11
676507-1	Regular	07/06/2017	National Art & School Supplies	classroom supplies	\$854.82

676507-2	Regular	07/06/2017	National Art & School Supplies	HS Art Room supplies	\$221.12
676507-3	Regular	07/06/2017	National Art & School Supplies	Sharpie Markers for MS classroom	\$11.04
676507	Regular	07/06/2017	National Art & School Supplies	Book Tape library	\$53.60
676507-5	Regular	07/06/2017	National Art & School Supplies	Elem Art Classroom supplies	\$271.09
4136990617	Regular	07/06/2017	Lakeshore Learning	soft seats, Classroom magnetic letters, Peel/stick magnet dots	\$125.33
308102752396	Regular	07/06/2017	Classroom Direct	Teacher pro pencil sharpener, sparkle stickers, plastic file tote	\$67.41
5988392	Regular	07/06/2017	Really Good Stuff	1st grade classroom supplies	\$170.93
4800	Direct	07/06/2017	ESU #10	Cozad Center Miscellaneous "News 2 You" subscription	\$118.30
SPED8of8Billing	Direct	07/07/2017	ESU #15	Sped 8 of 8 billing: Mar-May Services, Pre-K Sped, Alternative Ed, sub pay, student record system fees	\$48,875.46
42299/42347	Direct	07/06/2017	NASB	School Law Seminar Fees/Open meetings law fee	\$180.00
1650/1657/166	Direct	07/06/2017	L & L Ready Mix	Sidewalk repair	\$1,052.00
07012017	Direct	07/06/2017	Great Plains Communication	telephone use 7/01-7/31	\$728.61
198094A/1980	Direct	07/06/2017	Decker Equipment	fire safe round waste basket, dogging key,	\$177.26
P27692/28048	Direct	07/06/2017	21st Century Equipment	transportation parts/supplies	\$442.82
5393716-1	Direct	07/06/2017	Juice Plus	Add'l to PO 7425 for Garden Tower	\$466.00
7824339	Regular	07/06/2017	Blick Art Materials	HS Art classroom supplies	\$823.90
411072	Direct	07/06/2017	MidAmerica Books	library books	\$269.83
2017-18 Member	Direct	07/06/2017	Nebraska Rural Community Schools Association	2017-18 membership dues renewal	\$850.00
172807	Regular	07/06/2017	Nebraska Truck Center-N.P.	airbrake valve	\$839.43
6-26-2017	Direct	07/07/2017	US Bank	US Bank instructional, activity, supplies charges 6-26-2017	\$9,911.95
1983/2518/263	Direct	07/07/2017	Johnson Publication Newspaper	Ads, Legal proceedings, Child dev	\$702.37
3/2634/3301/3 1557	Direct	07/07/2017	20/20 Technologies LLC	Ads Special meeting ad Wireless access, license upgrade, apple cache server. cat 6 price.fiber	\$6,087.60
					\$128,354.94
					July General Bills Fund
					\$463,997.40
					July General Payroll
					\$592,352.34
					Total July General Fund Expenditures
					\$42,370.98
					Total New Building Fund
					\$35,960.40

Reichert-progress bill

CDI Computers-Chromebooks

Chase County Schools

Vendor Invoice Detail Report

[Cycle Name]: "FY16-17"; Created On: 7/7/2017 2:39:47 PM

Item No.	Item Description	Item Total
1	sidewalk chalk, flip top containers, scented markers, art supplies, folders, color monster finger puppets	\$545.62
2	Library periodicals	\$155.84
3	pens, dry erase markers	\$18.00
4	HDMI extender, Ether LAN switch	\$75.99
5	Van repairs (Van that took show choir kids broke down on trip).	\$611.53
6	Tables for Sped (elementary)	\$626.31
7	Bunn coffee pot for Board Room	\$110.71
8	vacuum & blue tooth speaker for weight room	\$510.92
9	Rocket math wall chart, folders, tablets, markers, dividers	\$208.88
10	NASSP membership 2017-18	\$385.00
11	assortment of birthday gifts for students	\$224.57
12	Teacher chairs	\$674.31
13	materials for high school	\$632.82
14	envelopes for central office	\$1,011.75
15	fertilizer pump for greenhouse	\$465.99
16	Activities(FFA, cheerleading, Show Choir to Branson)	\$3,653.71
	Total	\$9,911.95

Activities Director's Report

Athlete's continue to be active with Summer Camps!!!

The Nebraska School Activities Association will hold the annual coaching clinic in Lincoln on July 25th, 26th, and 27th. We have 10 coaches registered to attend the clinic.

The Longhorn and Shorthorn gym floors were refinished last week. Both Gyms look great!!! Dan, Jodie, and Jerry have also done some painting. Jodie and Jerry in the shorthorn and Dan painted the railings going down to the longhorn gym.

Prices stayed the same as last year.

Longhorn Gym: \$2,890.00 (2 coats of Showtime Urethane Oil Base Finish)

Shorthorn Gym: \$1,850.00

The Wellington Gym was not refinished.

Specialty Installation LLC out of Rapid City, SD

I called Randy Ross about the installation of basketball goals in the new gym. He is working about 500 miles north of Rapid City, SD. If they are not up before school or the end up with some down time he could try and make the trip down to install them.

The football field is getting a little dry. We looked at raising some of the sprinkler heads on the practice field. Some of them are about 4 inches below ground level and may need to be raised.

Sports camps are starting to wind down. Football, Volleyball, and Softball are still going in July.

First official practice start date is Monday August 7th.

Bridgeport and McCook dropped us from their Basketball schedule, so trying to find additional opponents to play during the 2017-2018 season. McCook will possibly be able to play a girls game on the corresponding date, but not their boys.

Southern Valley also canceled their JH football games as they will only have 13 out and are going to play 8-man.



Chase County

July, 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						FBLA @ Anaheim, CA 1
FBLA @ Anaheim, CA FCCLA National Leadership Conference @ Nashville, TN 2	FBLA @ Anaheim, CA FCCLA National Leadership Conference @ Nashville, TN 1:00pm-2:30pm Athletic Physicals @ Wauneta Clinic 3	FCCLA National Leadership Conference @ Nashville, TN 4	FCCLA National Leadership Conference @ Nashville, TN 2:00pm-5:00pm Athletic Physicals @ Chase County Clinic 5	FCCLA National Leadership Conference @ Nashville, TN 6	10:00am-12:00pm Athletic Physicals @ Chase County Clinic 7	8
9	10	6:00pm Monthly Meeting @ Board Room 11	1:00pm-3:00pm Athletic Physicals @ Chase County Clinic 12	13	14	15
16	17	8:00am-10:00am JH Football Camp @ Chase County Schools 18	8:00am-10:00am JH Football Camp @ Chase County Schools 19	8:00am-10:00am JH Football Camp @ Chase County Schools 20	21	22
23	24	25	26	27	28	29
30	31					

August, 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
		1	2	3	4	5
		7:00pm Education Foundation Mtg @ Board Room				
6	7	8	9	10	11	12
				Teacher In-Service @ McCook	Teacher In-Service @ McCook	
13	14	15	16	17	18	19
		6:00pm Monthly Meeting @ Board Room				
20	21	22	23	24	25	26
		Teacher In-Service @ Chase County Schools	8:00am-3:30pm 1st Day of School		6:00pm Football-B/Varsity Cozad	12:00pm Softball-Varsity Scottsbluff
27	28	29	30	31		
		4:00pm Softball-Varsity Holyoke		4:00pm Volleyball-C/JV/Varsity Haxtun		

2017/18 BUDGET AUTHORITY AND ALLOWABLE RESERVE PERCENTAGE CERTIFICATION

COUNTY: CHASE
COUNTY-DISTRICT NUMBER: 15-0010-000
DISTRICT NAME: CHASE COUNTY SCHOOLS

Certified Budget Authority	\$8,069,692	Formula Needs
Allowable Reserve Percentage	35 %	
Access to Prior Year's Unused Budget Authority	\$140,453	

Certified Budget Authority:

Certified Budget Authority is calculated three ways. The greater of the Budget Based Calculation, the Student Growth Adjustment Calculation, or the Formula Needs Calculation becomes a district's Certified Budget Authority.

Budget Based Calculation: $((GFBE - SGF - SPED - GFLE) \times 1.015)$

Student Growth Adjustment Calculation: $((GFBE - SGF - SPED - GFLE) + (SGA +/- SGACORR))$

Formula Needs Calculation: $((FN \times 1.10) - (SPED \times 1.015))$

		Data Source
GFBE	2016/17 General Fund Budget	2016/17 LC-2 Line B-100
SGF	2016/17 Special Grant Funds	2016/17 LC-2 Line B-110
SPED	2016/17 Special Education Budget	2016/17 LC-2 Line B-120
GFLE	2016/17 General Fund Lid Exclusions (Schedule A)	2016/17 LC-2 Line B-130
SGA	2017/18 Student Growth Adjustment	2017/18 State Aid
SGACORR	2017/18 Student Growth Correction	2017/18 State Aid
FN	2017/18 Formula Needs	2017/18 State Aid

Access to Prior Year's Unused Budget Authority:

This amount is equal to the lesser of 2% of 2016/17 adjusted expenditures (2% of LC-2 Line B-140) or 2017/18 Total Unused Budget Authority (LC-2 Line B-175) *if the district has Unused Budget Authority.*

Please Note: *To access this additional budget growth, the amount must be manually entered on Line A-355 of the 2017/18 LC-2.*

Data components used to calculate Certified Budget Authority may be found at the following website:
<http://www.education.ne.gov/FOS/SchoolFinance/Budget/Certification.html>

For further clarification of Certified Budget Authority, see the Budget Text available at the link listed below. Any questions about this information or how it is to be used in meeting the budgeting requirements of state law can also be directed to School Finance at the Nebraska Department of Education, 301 Centennial Mall South, Box 94987, Lincoln, NE 68509-4987, by calling (402)471-2248 or (402)471-0526, or by visiting our website at education.ne.gov/FOS/SchoolFinance/Budget/Index.html.

Chase County Schools Alumni Links

We are still working on improving and adding more information to each of the following areas for our alumni. Keep checking back for more and updated information.

1. Vintage Board Meeting and Sports Information

<https://meeting.sparqdata.com/Public/Agenda/111?meeting=15258>

Step 1: Just follow the above link.

Step 2: Scroll all the way to the bottom.

Step 3: Click on “Vintage Athletic Information” or “Vintage Board Meetings and Vintage Athletic Information.”

Step 4: Select “Agenda.”

Step 5: Pick which item you would like to see.

2. Chase County Alumni Composites, Trophies and Awards

<http://www.chasecountyschools.org/vnews/display.v/SEC/Alumni>

Step 1: Just follow the above link.

Step 2: Click on “Alumni Class Pictures”

Step 3: Click on the composite or “View Trophies”

3. Chase County Alumni “Youtube” page

<http://www.chasecountyschools.org/vnews/display.v/SEC/Alumni>

Step 1: Just follow the above link.

Step 2: Click on “Alumni Youtube.”

Step 3: Click on “CCS Videos of Previous Activities.”

Step 4: Watch some classic basketball games!



The month of June has been extremely fast. We have finalized all the state reporting, finished our SRSA grant and are now working on fine tuning a few other things such as extra-curricular cost report, budget work has started, Ed-Fi with Infinite Campus, School pride ACT boards, continuing to work on the tunnel an, safety info, and Aptafund updates.

We are also finalizing the student parking lot, and continuing with summer maintenance. We have also started updating our training rotation through Alicap and have continued work on auctioning the Wellington property.

So much more to do, so little time!

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES
2017/18 STATE AID CERTIFICATION

CHASE COUNTY SCHOOLS (15-0010-000)

FORMULA STUDENTS CALCULATION

(Fall Membership	x	ADM/FM Ratio)	+	Contracted Out	=	Formula Students
(640	x	0.9877374834)	+	0	=	632.15
KDG Adjustment		(0 students	x .5)	times	ADM Factor	=	0.00
<i>Total Formula Students</i>							632.15

FORMULA NEEDS CALCULATION

Basic Funding	7,274,425.00
Poverty Allowance	69,262.00
Limited English Proficiency Allowance	175,865.00
Focus School & Program Allowance	0.00
Summer School Allowance	0.00
Special Receipts Allowance	218,912.00
Transportation Allowance	291,447.00
Elementary Site Allowance	0.00
Distance Education & Telecommunications Allowance	12,059.00
Averaging Adjustment	0.00
New School Adjustment	0.00
Student Growth Adjustment	0.00
Community Achievement Plan Adjustment	0.00
Limited English Proficiency Allowance Correction	0.00
Student Growth Adjustment Correction	0.00
Poverty Allowance Correction	0.00
Non Qualified LEP Adjustment	0.00
Total Calculated Formula Needs	8,041,970.00
Formula Needs Stabilization	0.00
Total Formula Needs	8,041,970.00

FORMULA RESOURCES CALCULATION

Yield From Local Effort Rate	1,442,631,308 / 100 x 1.0203000000	14,719,167.00
Net Option Funding		71,502.00
Allocated Income Tax Funds		85,341.00
Other Actual Receipts		823,374.00
Community Achievement Plan Aid		0.00
Total Formula Resources		15,699,384.00

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES
2017/18 STATE AID CERTIFICATION

CHASE COUNTY SCHOOLS (15-0010-000)

STATE AID CALCULATION

Equalization Aid	0.00
Net Option Funding	71,502.00
Allocated Income Tax Funds	85,341.00
Community Achievement Plan Aid	0.00
Transition Aid	0.00
Total State Aid Calculated	156,843.00
Prior Year (2016/17) State Aid Correction	29.00
Total State Aid	156,872.00
Carryover Adjustment from years prior to 2016/17	0.00

Business OperationsPurchasing Policies

The Superintendent shall ensure that all purchases are made in the interest of economy and efficiency. Where necessary, standards and procedures shall be established to accomplish the following policies of the Board of Education:

1. Purchases up to \$5,000. For the greatest efficiency in expediting purchases, the administration shall be authorized to purchase any item specifically budgeted which has a sale price within the established limit.
2. Purchases from \$5,000 up to \$90,000. The Superintendent shall request the submission of proposals for purchases which have a sale price within the established limit. The Superintendent shall receive and evaluate all proposals in making a recommendation to the Board of Education for acceptance. The Board of Education may review all proposals submitted relating to the recommended purchase. Since this is a proposal system, not a bidding process, the school district in no way shall be obligated to arbitrarily award the contract to the lowest proposal, but shall reserve the right to reject any and all proposals or to waive any informality in any proposal it deems advisable, and to award to the proposer which, in its opinion, is most desirable.
3. Purchases of \$90,000 and above. The Superintendent shall advertise for sealed bids which shall be opened in conformity with any applicable laws and in compliance with any procedures established by the Superintendent. The Board retains the right to determine the responsibility of the bidders, and shall award the contract to the lowest responsible bidder meeting specifications, be the bidder a member or apart from the local community.
4. Any school employee who orders any supplies or equipment outside of that which has been included in the annual budget and without written authorization of the principal or superintendent shall be personally liable for payment for the supplies or equipment purchased.
5. School employees or students purchasing supplies and equipment out of an activity account must first secure a purchase order from the principal authorizing the purchase. Failure to do so will cause the person to be personally liable for payment for the supplies or equipment purchased.

Credit Card Purchasing Program

1. The Board of Education authorizes the Superintendent or designee to contract with one or more financial institutions, card-issuing banks, credit card companies, charge card companies, debit card companies, or third-party merchant banks capable of operating a purchasing card program on behalf of the District.

2. The Board of Education delegates to the Superintendent or designee: (a) the determination of the type of purchasing card or cards to be utilized in the District's purchasing card program; and (b) the determination of which employees shall be approved or disapproved to be assigned a purchasing card in the District's purchasing card program. The Superintendent shall submit the approved names to the Board, from time to time.
3. The District's purchasing card program may only be utilized for the purchase of goods and services for and on behalf of the District. No officer or employee of the District shall use a purchasing card for any unauthorized use.
4. An itemized receipt for purposes of tracking expenditures shall accompany all purchasing card purchases. In the event that a receipt does not accompany an authorized cardholder's purchase, the Superintendent or designee shall temporarily or permanently suspend said cardholder's purchasing card privileges.
5. Upon the termination or suspension of employment of an individual using a purchasing card, the Superintendent or designee shall immediately close such individual's purchasing card account and said employee shall immediately return the purchasing card.

Legal Reference: Neb. Rev. Stat. § 13-610

Date of Adoption: [Insert Date]

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Legal Reference: Neb. Rev. Stat. § 13-610

Date of Adoption: [Insert Date]

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: [Insert Date]

InstructionComputerInternet Safety and Acceptable Use PolicyA. Internet Safety Policy

It is the policy of [Name] Public Schools to comply with the Children's Internet Protection Act (CIPA) and Children's Online Privacy Protection Act (COPPA). With respect to the District's computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called "hacking," and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (e) obtain verifiable parental consent before allowing third parties to collect personal information online from students; and (f) implement measures designed to restrict minors' access to materials (visual or non-visual) that are harmful to minors.

1. Definitions. Key terms are as defined in CIPA. "Inappropriate material" for purposes of this policy includes material that is obscene, child pornography, or harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
2. Access to Inappropriate Material. To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.
3. Inappropriate Network Usage. To the extent practical, steps shall be taken to promote the safety and security of users of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.
4. Supervision and Monitoring. It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and

access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent's designees.

5. Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.
6. Parental Consent. The District shall obtain verifiable parental consent prior to students providing or otherwise disclosing personal information online.
7. Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.
8. The District shall comply with the Nebraska Student Online Personal Protection Act and will endeavor to take all reasonable and necessary steps to protect the online privacy of all students.

B. Computer Acceptable Use Policy

This computer acceptable use policy is supplemental to the District's Internet Safety Policy.

1. Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources of the District or made available by the District. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the internet.
2. Access and User Agreements. Use of the District technology resources is a privilege and not a right. The Superintendent or designee shall develop appropriate user agreements and shall require that employees, students (and their parents or guardians), and others to sign such user agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents and guardians of students in programs operated by the District shall inform the Superintendent or designee in writing if they do not want their child to have access.

The Superintendent and designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this Policy.

The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.

3. Acceptable Uses. The technology resources are to be used for the limited purpose of advancing the District's mission. The technology resources are to be used, in general,

for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.

4. Unacceptable Uses.

The following are unacceptable uses of the technology resources:

- a. **Personal Gain:** Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.
- b. **Personal Matters:** Technology resources shall not be used, and no person shall authorize its use, for personal matters unless the User has entered into a lease agreement or other similar agreement with the School District that makes such use permissible under law.

Occasional use that the Superintendent or designee determines to ultimately facilitate the mission of the District is not prohibited by this provision. Examples of occasional use that may be determined to ultimately facilitate the mission of the District: sending an e-mail to a minor child or spouse; sending an e-mail related to a community group in which an employee is a member where the membership in the community group facilitates the District's mission.

This occasional use exception does not permit use by employees contrary to the expectations of their position. For example, employees may not play games or surf the net for purposes not directly related to their job during duty time; nor may students do so during instructional time.

The occasional use exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the internet for non-school use; or sending an e-mail related to one's own private consulting business.

- c. **Campaigning:** Technology resources shall not be used, and no person shall authorize its use, for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.
- d. **Technology-Related Limitations:** Technology resources shall not be used in any manner which impairs its effective operations or the rights of other technology users. Without limitation:
 1. Users shall not use another person's name, log-on, password, or files for any reason, or allow another to use their password (except for authorized staff members).
 2. Users shall not erase, remake, or make unusable another person's computer, information, files, programs or disks.

3. Users shall not access resources not specifically granted to the user or engage in electronic trespassing.
 4. Users shall not engage in “hacking” to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
 5. Users shall not copy, change, or transfer any software without permission from the network administrators.
 6. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer’s memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
 7. Users shall not engage in any form of vandalism of the technology resources.
 8. Users shall follow the generally accepted rules of network etiquette. The Superintendent or designees may further define such rules.
- e. Other Policies and Laws: Technology resources shall not be used for any purpose contrary to any District policy, any school rules to which a student user is subject, or any applicable law. Without limitation, this means that technology resources may not be used:
1. to access any material contrary to the Internet Safety Policy; or to create or generate any such material.
 2. to engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.
 3. to engage in violations of employee ethical standards and employee standards of performance, such as sending e-mails that are threatening or offensive or which contain abusive language; use of end messages on e-mails that may imply that the District is supportive of a particular religion or religious belief system, a political candidate or issue, or a controversial issue; or sending e-mails that divulge protected confidential student information to unauthorized persons.
 4. to engage in or promote violations of student conduct rules.
 5. to engage in illegal activity, such as gambling.
 6. in a manner contrary to copyright laws.
 7. in a manner contrary to software licenses.
5. Disclaimer. The technology resources are supplied on an “as is, as available” basis. The District does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the system will operate error free. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.
6. Filter. A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate.

Notwithstanding technology protection measures, some inappropriate material may be accessible by the Internet, including material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Users accept the risk of access to such material and responsibility for promptly exiting any such material.

The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed District training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of the Superintendent. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

7. Monitoring. Use of the technology resources, including but not limited to internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and insure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system. All technology equipment shall be used under the supervision of the Superintendent and the Superintendent's designees.
8. Sanctions. Violation of the policies and procedures concerning the use of the District technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use.

Legal Reference: Children's Internet Protection Act, 47 USC § 254
 Children's Online Privacy Protection Act, 15 U.S.C. § 6501
 FCC Order adopted August 10, 2011
 47 USC § 254(h)(1)(b); 47 CFR 54.500(b) and 68 FR 36932 (2003) (E-rate restrictions)
 Neb. Rev. Stat. § 49-14,101.01 (Political Accountability and Disclosure Act) LB 512 (2017).

Date of Adoption: [Insert Date]

[Name] Public Schools
Addition to Employee Code of Conduct
Appendix "1"

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

ADMINISTRATORS, FACULTY AND STAFF AGREEMENT

In order to make sure that all members of [Name] Public Schools community understand and agree to these rules of conduct for use of the e-mail and Internet systems of the school district, the [Name] Public School District asks that you, as an administrator, faculty member, or staff member user, sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the [Name] Public Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of [Name] Public Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the [Name] Public Schools, any of its employees, or any institution providing network access to [Name] Public Schools responsible for the performance of the system or the content of any material accessed through it.

Employee's Name _____

Employee's Signature _____ Date: _____

This form will be retained on file by authorized
faculty designee for duration of applicable
computer/network/Internet use.

[Name] Public Schools
Addition to Student Code of Conduct
Appendix "2"

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

STUDENT’S AGREEMENT

In order to make sure that all members of [Name] Public Schools community understand and agree to these rules of conduct, [Name] Public Schools asks that you as a student user sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the [Name] Public Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of [Name] Public Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the [Name] Public Schools, any of its employees, or any institution providing network access to [Name] Public Schools responsible for the performance of the system or the content of any material accessed through it.

Student's Name _____

Student's Signature _____ Date: _____

This form will be retained on file by authorized faculty designee for duration of applicable computer/network/Internet use.

[Name] Public Schools
Addition to Student Code of Conduct
Appendix "3"

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

PARENT'S AGREEMENT

In order to make sure that all members of [Name] Public Schools community understand and agree to these rules of conduct, we ask that you as a parent/guardian sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by [Name] Public Schools. As parent or guardian of the student named below, I grant permission for my son or daughter to access networked computer services such as electronic mail (e-mail) and the Internet. I understand that this free access is designed for educational purposes. I also understand that individuals may be held liable for violations of those Terms and Conditions. However, I also recognize that it is impossible to restrict access to all controversial materials and I will not hold [Name] Public Schools responsible for materials acquired or sent via the network.

I agree not to hold the [Name] Public Schools, any of its employees, or any institution providing network access to [Name] Public Schools responsible for the performance of the system or the content of any material accessed through it.

Student's Name _____

Parent's Signature _____ Date: _____

This form will be retained on file by authorized
faculty designee for duration of applicable
computer/network/Internet use.

InstructionComputerInternet Safety and Acceptable Use PolicyA. Internet Safety Policy

It is the policy of [Name] Public Schools to comply with the Children’s Internet Protection Act (CIPA) and Children’s Online Privacy Protection Act (COPPA). With respect to the District’s computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called “hacking,” and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (e) obtain verifiable parental consent before allowing third parties to collect personal information online from students; and (f) implement measures designed to restrict minors’ access to materials (visual or non-visual) that are harmful to minors.

1. Definitions. Key terms are as defined in CIPA. “Inappropriate material” for purposes of this policy includes material that is obscene, child pornography, or harmful to minors. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
2. Access to Inappropriate Material. To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.
3. Inappropriate Network Usage. To the extent practical, steps shall be taken to promote the safety and security of users of the District’s online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking,’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.
4. Supervision and Monitoring. It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and

access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent's designees.

5. Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.
6. Parental Consent. The District shall obtain verifiable parental consent prior to students providing or otherwise disclosing personal information online.
7. Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.
8. The District shall comply with the Nebraska Student Online Personal Protection Act and will endeavor to take all reasonable and necessary steps to protect the online privacy of all students.

B. Computer Acceptable Use Policy

This computer acceptable use policy is supplemental to the District's Internet Safety Policy.

1. Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources of the District or made available by the District. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the internet.
2. Access and User Agreements. Use of the District technology resources is a privilege and not a right. The Superintendent or designee shall develop appropriate user agreements and shall require that employees, students (and their parents or guardians), and others to sign such user agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents and guardians of students in programs operated by the District shall inform the Superintendent or designee in writing if they do not want their child to have access.

The Superintendent and designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this Policy.

The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.

3. Acceptable Uses. The technology resources are to be used for the limited purpose of advancing the District's mission. The technology resources are to be used, in general,

for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.

4. Unacceptable Uses.

The following are unacceptable uses of the technology resources:

- a. **Personal Gain:** Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.
- b. **Personal Matters:** Technology resources shall not be used, and no person shall authorize its use, for personal matters unless the User has entered into a lease agreement or other similar agreement with the School District that makes such use permissible under law.

Occasional use that the Superintendent or designee determines to ultimately facilitate the mission of the District is not prohibited by this provision. Examples of occasional use that may be determined to ultimately facilitate the mission of the District: sending an e-mail to a minor child or spouse; sending an e-mail related to a community group in which an employee is a member where the membership in the community group facilitates the District's mission.

This occasional use exception does not permit use by employees contrary to the expectations of their position. For example, employees may not play games or surf the net for purposes not directly related to their job during duty time; nor may students do so during instructional time.

The occasional use exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the internet for non-school use; or sending an e-mail related to one's own private consulting business.

- c. **Campaigning:** Technology resources shall not be used, and no person shall authorize its use, for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.
- d. **Technology-Related Limitations:** Technology resources shall not be used in any manner which impairs its effective operations or the rights of other technology users. Without limitation:
 1. Users shall not use another person's name, log-on, password, or files for any reason, or allow another to use their password (except for authorized staff members).
 2. Users shall not erase, remake, or make unusable another person's computer, information, files, programs or disks.

3. Users shall not access resources not specifically granted to the user or engage in electronic trespassing.
 4. Users shall not engage in “hacking” to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
 5. Users shall not copy, change, or transfer any software without permission from the network administrators.
 6. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer’s memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
 7. Users shall not engage in any form of vandalism of the technology resources.
 8. Users shall follow the generally accepted rules of network etiquette. The Superintendent or designees may further define such rules.
- e. Other Policies and Laws: Technology resources shall not be used for any purpose contrary to any District policy, any school rules to which a student user is subject, or any applicable law. Without limitation, this means that technology resources may not be used:
1. to access any material contrary to the Internet Safety Policy; or to create or generate any such material.
 2. to engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.
 3. to engage in violations of employee ethical standards and employee standards of performance, such as sending e-mails that are threatening or offensive or which contain abusive language; use of end messages on e-mails that may imply that the District is supportive of a particular religion or religious belief system, a political candidate or issue, or a controversial issue; or sending e-mails that divulge protected confidential student information to unauthorized persons.
 4. to engage in or promote violations of student conduct rules.
 5. to engage in illegal activity, such as gambling.
 6. in a manner contrary to copyright laws.
 7. in a manner contrary to software licenses.
5. Disclaimer. The technology resources are supplied on an “as is, as available” basis. The District does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the system will operate error free. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.
6. Filter. A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate.

Notwithstanding technology protection measures, some inappropriate material may be accessible by the Internet, including material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Users accept the risk of access to such material and responsibility for promptly exiting any such material.

The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed District training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of the Superintendent. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

7. Monitoring. Use of the technology resources, including but not limited to internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and insure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system. All technology equipment shall be used under the supervision of the Superintendent and the Superintendent's designees.
8. Sanctions. Violation of the policies and procedures concerning the use of the District technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use.

Legal Reference: Children's Internet Protection Act, 47 USC § 254
 Children's Online Privacy Protection Act, 15 U.S.C. § 6501
 FCC Order adopted August 10, 2011
 47 USC § 254(h)(1)(b); 47 CFR 54.500(b) and 68 FR 36932 (2003) (E-rate restrictions)
 Neb. Rev. Stat. § 49-14,101.01 (Political Accountability and Disclosure Act) LB 512 (2017).

Date of Adoption: [Insert Date]

[Name] Public Schools
Addition to Employee Code of Conduct
Appendix "I"

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

ADMINISTRATORS, FACULTY AND STAFF AGREEMENT

In order to make sure that all members of [Name] Public Schools community understand and agree to these rules of conduct for use of the e-mail and Internet systems of the school district, the [Name] Public School District asks that you, as an administrator, faculty member, or staff member user, sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the [Name] Public Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of [Name] Public Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the [Name] Public Schools, any of its employees, or any institution providing network access to [Name] Public Schools responsible for the performance of the system or the content of any material accessed through it.

Employee's Name _____

Employee's Signature _____ Date: _____

This form will be retained on file by authorized
faculty designee for duration of applicable
computer/network/Internet use.

[Name] Public Schools
Addition to Student Code of Conduct
Appendix "2"

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

STUDENT’S AGREEMENT

In order to make sure that all members of [Name] Public Schools community understand and agree to these rules of conduct, [Name] Public Schools asks that you as a student user sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the [Name] Public Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of [Name] Public Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the [Name] Public Schools, any of its employees, or any institution providing network access to [Name] Public Schools responsible for the performance of the system or the content of any material accessed through it.

Student's Name _____

Student's Signature _____ Date: _____

This form will be retained on file by authorized faculty designee for duration of applicable computer/network/Internet use.

[Name] Public Schools
Addition to Student Code of Conduct
Appendix "3"

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

PARENT'S AGREEMENT

In order to make sure that all members of [Name] Public Schools community understand and agree to these rules of conduct, we ask that you as a parent/guardian sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by [Name] Public Schools. As parent or guardian of the student named below, I grant permission for my son or daughter to access networked computer services such as electronic mail (e-mail) and the Internet. I understand that this free access is designed for educational purposes. I also understand that individuals may be held liable for violations of those Terms and Conditions. However, I also recognize that it is impossible to restrict access to all controversial materials and I will not hold [Name] Public Schools responsible for materials acquired or sent via the network.

I agree not to hold the [Name] Public Schools, any of its employees, or any institution providing network access to [Name] Public Schools responsible for the performance of the system or the content of any material accessed through it.

Student's Name _____

Parent's Signature _____ Date: _____

This form will be retained on file by authorized
faculty designee for duration of applicable
computer/network/Internet use.

Internal Board Policies - OrganizationAnnual Organizational Meeting

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

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

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

Upon call for nominations for each office by the Chair, nominations shall be made by written or oral ballot. Voting will be by oral or written ballot on all members nominated and repeated until a majority is achieved for a nominee. If no member receives a majority of votes after _____ ballots or _____ hours, the Board member who was the President of the Board during the immediately preceding term shall continue as President. In the event that the previous Board President is no longer a Board member, then the Vice President from the immediately preceding term shall become the President. In the event that both the prior President and Vice President are no longer members of the Board, then the longest tenured Board member shall serve as President. The vote may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes of the meeting.

2. The President shall assume the chair immediately upon the President's election.
3. The motions for the officer elections should read: Move that _____ be elected as _____ (name of office) to serve a term of one year, or until the person's successor is elected and qualified.

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

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

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

Date of Adoption: [Insert Date]

RESOLUTION

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

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

_____.
The following members voted against the same: _____

_____.
The following members were absent or not voting: _____

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

DATED this ____ day of _____, 20__.

[Name] Public Schools

BY: _____
President

Attest:

Secretary

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

Date of Adoption: [Insert Date]

Internal Board Policies - OrganizationAnnual Organizational Meeting

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

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

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

Upon call for nominations for each office by the Chair, nominations shall be made by written or oral ballot. Voting will be by oral or written ballot on all members nominated and repeated until a majority is achieved for a nominee. If no member receives a majority of votes after _____ ballots or _____ hours, the Board member who was the President of the Board during the immediately preceding term shall continue as President. In the event that the previous Board President is no longer a Board member, then the Vice President from the immediately preceding term shall become the President. In the event that both the prior President and Vice President are no longer members of the Board, then the longest tenured Board member shall serve as President. The vote may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes of the meeting.

2. The President shall assume the chair immediately upon the President's election.
3. The motions for the officer elections should read: Move that _____ be elected as _____ (name of office) to serve a term of one year, or until the person's successor is elected and qualified.

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

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

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

Date of Adoption: [Insert Date]

RESOLUTION

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

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

_____.
The following members voted against the same: _____

_____.
The following members were absent or not voting: _____

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

DATED this ____ day of _____, 20__.

[Name] Public Schools

BY: _____
President

Attest:

Secretary

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

Date of Adoption: [Insert Date]

Bylaws of the Board - MeetingsParliamentary Procedure

The rules of parliamentary procedures as embodied in Robert's Rules of Order, latest edition, may guide the school Board in the conduct of Board meetings. Exceptions shall be made when the issue in question is covered by Board policies or bylaws, and as to minutes, adjournment and as otherwise required by statute. The President, or meeting chair, shall decide all questions of procedure and order, subject to an appeal to the Board, with the object that Board meetings be conducted with order, decency, and regularity and to accomplish the work of the school Board in the best possible manner.

Date of Adoption: [Insert Date]

Bylaws of the Board - MeetingsParliamentary Procedure

The rules of parliamentary procedures as embodied in Robert's Rules of Order, latest edition, may guide the school Board in the conduct of Board meetings. Exceptions shall be made when the issue in question is covered by Board policies or bylaws, and as to minutes, adjournment and as otherwise required by statute. The President, or meeting chair, shall decide all questions of procedure and order, subject to an appeal to the Board, with the object that Board meetings be conducted with order, decency, and regularity and to accomplish the work of the school Board in the best possible manner.

Date of Adoption: [Insert Date]

BOARD OF EDUCATION--CONFLICTS OF INTEREST STATUTES**NEBRASKA POLITICAL ACCOUNTABILITY AND DISCLOSURE ACT****GENERAL PROVISIONS**

49-1401.	Act, how cited.
49-1402.	Legislative findings.
49-1403.	Definitions, where found.
49-1407.	Business, defined.
49-1408.	Business with which the individual is associated or business association, defined.
49-1412.	Commission, defined.
49-1423.	Gift, defined.
49-1424.	Government body, defined.
49-1425.	Immediate family, defined.
49-1438.	Person, defined.
49-1442.	Public employee, defined.
49-1443.	Public official, defined.
49-1443.01.	Relative, defined.

CONFLICTS OF INTEREST.

49-1498.	Members of a nonelective governmental body or of a committee or subcommittee of a governmental body; no financial interest in matters before body; exception.
49-1499.03.	Political subdivision; school board; discharge of official duties; potential conflict; actions required.
49-1499.04.	Political subdivision; employment of family member; when; exception.
49-1499.05.	Official or employee; abuse of official position.
49-1499.06.	Nebraska Environmental Trust Board; abstention; when.
49-14,100.	Advisory opinions; application; effect.
49-14,101.	Public official, employee, candidate, and other individuals; prohibited acts; penalty.
49-14,101.01.	Personal financial gain; gift of travel or lodging; prohibited acts; violation; penalty.
49-14,101.02.	Public official or public employee; use of resources or funds; prohibited acts; exceptions.
49-14,102.	Contracts with governmental bodies; procedure; purpose.
49-14,103.	Contract; conflict of interest; voidable; decree.
49-14,103.01.	Officer, defined; interest in contract prohibited; when.
49-14,103.02.	Contract with officer; information required; ledger maintained.
49-14,103.03.	Open account with officer; how treated.
49-14,103.04.	Violations; penalties.
49-14,103.05.	Governing body; prohibit certain contracts.
49-14,103.06.	Governing body; exempt certain contracts.
49-14,103.07.	Filing of potential conflict of interest statement not required; when.
49-14,104.	Official or full
79-544	Class I, II, III, IV, or VI school district; school board members; employment as teacher forbidden.
79-818	School board; employment of teachers and administrators; contracts; how executed; prohibitions.

GENERAL PROVISIONS

§ 49-1401. Act, how cited. Sections 49-1401 to 49-14,141 shall be known and may be cited as the Nebraska Political Accountability and Disclosure Act.

HISTORY: ... Laws 2009, LB322, § 1; Laws 2009, LB626, § 1.

§ 49-1402. Legislative findings. The Legislature finds:

(1) That the public interest in the manner in which election campaigns are conducted has increased greatly in recent years, creating a need for additional disclosure and accountability;

(2) That there is a compelling state interest in ensuring that the state and local elections are free of corruption and the appearance of corruption and that this can only be achieved if (a) the sources of funding of campaigns are fully disclosed and (b) the use of money in campaigns is fully disclosed;

(3) That it is essential to the proper operation of democratic government that public officials and employees be independent and impartial, that governmental decisions and policy be made in the proper channels of governmental structure, and that public office or employment not be used for private gain other than the compensation provided by law; and

(4) That the attainment of one or more of these ends is impaired when there exists, or appears to exist, a substantial conflict between the private interests of a public official and his or her duties as such official; and that although the vast majority of public officials and employees are dedicated and serve with high integrity, the public interest requires that the law provide greater accountability, disclosure, and guidance with respect to the conduct of public officials and employees.

Source: ... Laws 1997, LB 49, § 2.

§ 49-1403. Definitions, where found. For purposes of the Nebraska Political Accountability and Disclosure Act, unless the context otherwise requires, the definitions found in sections 49-1404 to 49-1444 shall be used.

Source: ... Laws 2000, LB 1021, § 2.

§ 49-1407. Business, defined. Business shall mean any corporation, partnership, limited liability company, sole proprietorship, firm, enterprise, franchise, association, organization, self-employed individual, holding company, joint-stock company, receivership, trust, activity, or entity.

Source: ... Laws 1993, LB 121, § 304.

§ 49-1408. Business with which the individual is associated or business association, defined.

Business with which the individual is associated or business association shall mean a business:

(1) In which the individual is a partner, limited liability company member, director, or officer; or

(2) in which the individual or a member of the individual's immediate family is a stockholder of closed corporation stock worth one thousand dollars or more at fair market value or which represents more than a five percent equity interest or is a stockholder of publicly traded stock worth ten thousand dollars or more at fair market value or which represents more than ten percent equity interest. An individual who occupies a confidential professional relationship protected by law shall be exempt from this section. This section shall not apply to publicly traded stock under a trading account if the filer reports the name and address of the stockbroker.

Source: ... Laws 1994, LB 884, § 67.

§ 49-1412. Commission, defined. Commission shall mean the Nebraska Accountability and Disclosure Commission created by section 49-14,105.

Source: Laws 1976, LB 987, § 12.

§ 49-1423. Gift, defined. Gift shall mean a payment, subscription, advance, forbearance, rendering, or deposit of money, services, or anything of value, unless consideration of equal or greater value is given therefor. Gift shall not include a campaign contribution otherwise reported as required by law, a commercially reasonable loan made in the ordinary course of business, a gift received from a relative, a breakfast, luncheon, dinner, or other refreshments consisting of food and beverage provided for immediate consumption, or the occasional provision of transportation within the State of Nebraska.

Source: ... Laws 2000, LB 1021, § 3.

§ 49-1424. Government body, defined. Government body shall mean an authority, department, commission, committee, council, board, bureau, division, office, legislative body, or other agency in the executive, legislative, or judicial branch of state government or of one or more political subdivisions thereof or a school district, state college, state university, or other state-supported institution of higher education.

Source: Laws 1976, LB 987, § 24.

§ 49-1425. Immediate family, defined. Immediate family shall mean a child residing in an individual's household, a spouse of an individual, or an individual claimed by that individual or that individual's spouse as a dependent for federal income tax purposes.

Source: Laws 1976, LB 987, § 25.

§ 49-1438. Person, defined. Person shall mean a business, individual, proprietorship, firm, partnership, limited liability company, joint venture, syndicate, business trust, labor organization, company, corporation, association, committee, or other organization or group of persons acting jointly.

Source: ... Laws 1993, LB 121, § 306.

§ 49-1442. Public employee, defined. Public employee shall mean an employee of the state or a political subdivision thereof.

Source: Laws 1976, LB 987, § 42.

§ 49-1443. Public official, defined. Public official shall mean an official in the executive branch, an official in the legislative branch, or an elected or appointed official in the judicial branch of the state government or a political subdivision thereof; any elected or appointed member of a school board; and an elected or appointed member of a governing body of a state institution of higher education.

Source: Laws 1976, LB 987, § 43.

§ 49-1443.01. Relative, defined. Relative shall mean any person related to another by blood or marriage to the third degree of consanguinity, including a foster parent, foster child, stepparent, stepchild, and adopted children and their adoptive parents.

Source: Laws 2000, LB 1021, § 4.

CONFLICTS OF INTEREST

§ 49-1498. Members of a nonelective governmental body or of a committee or subcommittee of a governmental body; no financial interest in matters before body; exception. Unless otherwise provided by law, the majority of the members of a nonelective governmental body, or of a committee or subcommittee of a governmental body, whether that body is elective or not, shall not have a financial interest, either personally or through a member of their immediate family or a business with which they are associated, other than an interest of a de minimis nature or an interest that is not distinct from that of the general public, in matters subject to the jurisdiction of the body or committee or subcommittee.

Source: Laws 1976, LB 987, § 98.

49-1499.03 Political subdivision personnel; school board; discharge of official duties; potential conflict; actions required; nepotism; restrictions on supervision of family members.

(1)(a) An official of a political subdivision designated in section 49-1493 who would be required to take any action or make any decision in the discharge of his or her official duties that may cause financial benefit or detriment to him or her, a member of his or her immediate family, or a business with which he or she is associated, which is distinguishable from the effects of such action on the public generally or a broad segment of the public, shall take the following actions as soon as he or she is aware of such potential conflict or should reasonably be aware of such potential conflict, whichever is sooner:

(i) Prepare a written statement describing the matter requiring action or decision and the nature of the potential conflict; and

(ii) Deliver a copy of the statement to the commission and to the person in charge of keeping records for the political subdivision who shall enter the statement onto the public records of the subdivision.

(b) The official shall take such action as the commission shall advise or prescribe to remove himself or herself from influence over the action or decision on the matter.

(c) This subsection does not prevent such a person from making or participating in the making of a governmental decision to the extent that the individual's participation is legally required for the action or decision to be made. A person acting pursuant to this subdivision shall report the occurrence to the commission.

(2)(a) Any person holding an elective office of a city or village not designated in section 49-1493 and any person holding an elective office of a school district who would be required to take any action or make any decision in the discharge of his or her official duties that may cause financial benefit or detriment to him or her, a member of his or her immediate family, or a business with which he or she is associated, which is distinguishable from the effects of such action on the public generally or a broad segment of the public, shall take the following actions as soon as he or she is aware of such potential conflict or should reasonably be aware of such potential conflict, whichever is sooner:

(i) Prepare a written statement describing the matter requiring action or decision and the nature of the potential conflict;

(ii) Deliver a copy of the statement to the person in charge of keeping records for the city, village, or school district who shall enter the statement onto the public records of the city, village, or school district; and

(iii) Abstain from participating or voting on the matter in which the person holding elective office has a conflict of interest.

(b) The person holding elective office may apply to the commission for an opinion as to whether the person has a conflict of interest.

(3) Matters involving an interest in a contract are governed either by sections 49-14,102 and 49-14,103 or by sections 49-14,103.01 to 49-14,103.06. Matters involving the hiring of an immediate family member are governed by section 49-1499.04. Matters involving nepotism or the supervision of a family member by an official or employee in the executive branch of state government are governed by section 49-1499.07.

History: ... Laws 2009, LB322, § 3.

§ 49-1499.04. Political subdivision; employment of family member; when; exception. (1)

An official or employee of a political subdivision may employ or recommend or supervise the employment of an immediate family member if (a) he or she does not abuse his or her official position as described in section 49-1499.05, (b) he or she makes a full disclosure on the record to the governing body of the political subdivision and a written disclosure to the person in charge of keeping records for the governing body, and (c) the governing body of the political subdivision approves the employment or supervisory position.

(2) No official or employee shall employ an immediate family member (a) without first having made a reasonable solicitation and consideration of applications for such employment, (b) who is not qualified for and able to perform the duties of the position, (c) for any unreasonably high salary, or (d) who is not required to perform the duties of the position.

(3) No official or employee of a political subdivision shall terminate the employment of another employee so as to make funds or a position available for the purpose of hiring an immediate family member.

(4) This section does not apply to an immediate family member of an official or employee who (a) was previously employed in a position subject to this section prior to the election or appointment of the official or employee or (b) was employed in a position subject to provisions similar to this section prior to September 1, 2001.

(5) Prior to, upon, or as soon as reasonably possible after the official date of taking office, a newly elected or appointed official or employee shall make a full disclosure of any immediate family member employed in a position subject to subdivision (4)(a) or (b) of this section.

HISTORY: ... Laws 2005, LB 242, § 43.

§ 49-1499.05. Official or employee; abuse of official position. An official or employee shall not abuse his or her official position. Abuse of an official position includes, but is not limited to, employing an immediate family member (1) who is not qualified for and able to perform the duties of the position, (2) for any unreasonably high salary, or (3) who is not required to perform the duties of the position.

Source: Laws 2001, LB 242, § 17.

§ 49-14,100. Advisory opinions; application; effect. Any person who is in doubt as to the propriety of action proposed to be taken by him may apply to the commission for an advisory opinion relating thereto, and the commission shall have authority to render such opinions. When an advisory opinion is issued pursuant to a complete and accurate request, such opinion shall be a complete defense to any charge of violation of sections 49-1493 to 49-14,104 as to any action taken strictly subject to the terms of such opinion.

Source: Laws 1976, LB 987, § 100.

§ 49-14,101. Public official, employee, candidate, and other individuals; prohibited acts; penalty. (1) No person shall offer or give to the following persons anything of value, including a gift, loan, contribution, reward, or promise of future employment, based on an agreement that the vote, official action, or judgment of any public official, public employee, or candidate would be influenced thereby:

- (a) A public official, public employee, or candidate;
- (b) A member of the immediate family of an individual listed in subdivision (a) of this subsection; or
- (c) A business with which an individual listed under subdivision (a) or (b) of this subsection is associated.

(2) No person listed in subsection (1) of this section shall solicit or accept anything of value, including a gift, loan, contribution, reward, or promise of future employment based on an agreement that the vote, official action, or judgment of the public official, public employee, or candidate would be influenced thereby.

(3) Except as provided in section 23-3113, any person violating this section shall be guilty of a Class III misdemeanor, except that no vote by any member of the Legislature shall subject such member to any criminal sanction under this section.

Source: ... Laws 2001, LB 242, § 18.

49-14,101.01 Financial gain; gift of travel or lodging; prohibited acts; violation; penalty; permissible activities and uses.

(1) A public official or public employee shall not use or authorize the use of his or her public office or any confidential information received through the holding of a public office to obtain financial gain, other than compensation provided by law, for himself or herself, a member of his or her immediate family, or a business with which the individual is associated.

(2) A public official or public employee shall not use or authorize the use of personnel, resources, property, or funds under his or her official care and control other than in accordance with prescribed constitutional, statutory, and regulatory procedures or use such items, other than compensation provided by law, for personal financial gain.

(3) Unless otherwise restricted by an employment contract, a collective-bargaining agreement, or a written agreement or policy approved by a government body, a public official or public employee may use a telecommunication system, a cellular telephone, an electronic handheld device, or a computer under the control of a government body for email, text messaging, a local call, or a long-distance call to a child at home, a teacher, a doctor, a day care center, a baby-sitter, a family member, or any other person to inform any such person of an unexpected schedule change or for other essential personal business. Any such communication shall be kept to a minimum and shall not interfere with the conduct of public business. A public official or public employee shall be responsible for payment or reimbursement of charges, if any, that directly result from any such communication. An agency or government body may establish procedures for reimbursement of charges pursuant to this subsection.

(4) A public official shall not accept a gift of travel or lodging or a gift of reimbursement for travel or lodging if the gift is made so that a member of the public official's immediate family can accompany the public official in the performance of his or her official duties.

(5) A member of the immediate family of a public official shall not accept a gift of travel or lodging or a gift of reimbursement for travel or lodging if the gift is made so that a member of

the public official's immediate family can accompany the public official in the performance of his or her official duties.

(6) This section does not prohibit the Executive Board of the Legislative Council from adopting policies that allow a member of the Legislature to install and use with private funds a telephone line, telephone, and telefax machine in his or her public office for private purposes.

(7) Except as provided in section 23-3113, any person violating this section shall be guilty of a Class III misdemeanor, except that no vote by any member of the Legislature shall subject such member to any criminal sanction under this section.

Source: ... Laws 2009, LB626, § 4.

49-14,101.02 Public official or public employee; use of public resources or funds; prohibited acts; exceptions.

(1) For purposes of this section, public resources means personnel, property, resources, or funds under the official care and control of a public official or public employee.

(2) Except as otherwise provided in this section, a public official or public employee shall not use or authorize the use of public resources for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.

(3) This section does not prohibit a public official or public employee from making government facilities available to a person for campaign purposes if the identity of the candidate or the support for or opposition to the ballot question is not a factor in making the government facility available or a factor in determining the cost or conditions of use.

(4) This section does not prohibit a governing body from discussing and voting upon a resolution supporting or opposing a ballot question or a public corporation organized under Chapter 70 from otherwise supporting or opposing a ballot question concerning the sale or purchase of its assets.

(5) This section does not prohibit a public official or a public employee under the direct supervision of a public official from responding to specific inquiries by the press or the public as to his or her opinion regarding a ballot question or from providing information in response to a request for information.

(6) This section does not prohibit a member of the Legislature from making use of public resources in expressing his or her opinion regarding a candidate or a ballot question or from communicating that opinion. A member is not authorized by this section to utilize mass mailings or other mass communications at public expense for the purpose of campaigning for or against the nomination or election of a candidate. A member is not authorized by this section to utilize mass mailings at public expense for the purpose of qualifying, supporting, or opposing a ballot question.

(7) This subsection applies to public officials other than members of the Legislature provided for in subsection (6) of this section. This section does not prohibit, in the normal course of his or her duties, a public official or a public employee under the direct supervision of a public official from using public resources to research and prepare materials to assist the government body for which the individual is a public official or public employee in determining the effect of the ballot question on the government body. This section does not authorize mass mailings, mass duplication, or other mass communications at public expense for the purpose of qualifying, supporting, or opposing a ballot question. Mass communications shall not include placing public records demonstrating the consequences of the passage or defeat of a ballot question affecting the government body for which the individual is a public official or public employee on existing web sites of such government body.

(8) Nothing in this section prohibits a public official from campaigning for or against the qualification, passage, or defeat of a ballot question or the nomination or election of a candidate when no public resources are used.

(9) Nothing in this section prohibits a public employee from campaigning for or against the qualification, passage, or defeat of a ballot question or the nomination or election of a candidate when no public resources are used. Except as otherwise provided in this section, a public employee shall not engage in campaign activity for or against the qualification, passage, or defeat of a ballot question or the nomination or election of a candidate while on government work time or when otherwise engaged in his or her official duties.

(10) This section does not prohibit an employee of the Legislature from using public resources consistent with this section for the purpose of researching or campaigning for or against the qualification, passage, or defeat of a ballot question if the employee is under the direction and supervision of a member of the Legislature.

(11) Nothing in this section prohibits a public official or public employee from identifying himself or herself by his or her official title.

Source: ... Laws 2009, LB626, § 5.

49-14,102. Contracts with government bodies; procedure; powers of certain cities; purpose.

(1) Except as otherwise provided by law, no public official or public employee, a member of that individual's immediate family, or business with which the individual is associated shall enter into a contract valued at two thousand dollars or more, in any one year, with a government body unless the contract is awarded through an open and public process.

(2) For purposes of this section, an open and public process includes prior public notice and subsequent availability for public inspection during the regular office hours of the contracting government body of the proposals considered and the contract awarded.

(3) No contract may be divided for the purpose of evading the requirements of this section.

(4) This section shall not apply to a contract when the public official or public employee does not in any way represent either party in the transaction.

(5) Notwithstanding any other provision of this section, any city of the metropolitan, primary, or first class may prohibit contracts over a specific dollar amount in which a public official or a public employee of such city may have an interest.

(6) This section prohibits public officials and public employees from engaging in certain activities under circumstances creating a substantial conflict of interest. This section is not intended to penalize innocent persons, and a contract shall not be absolutely void by reason of this section.

(7) This section does not apply to contracts covered by sections 49-14,103.01 to 49-14,103.06.

Source Laws 2014, LB364, § 1.

§ 49-14,103. Contract; conflict of interest; voidable; decree. (1) A contract involving a prohibited conflict of interest under section 49-14,102 shall be voidable only by decree of a court of proper jurisdiction in an action brought by any citizen of this state as to any person that entered into the contract or took assignment thereof, with actual knowledge of the prohibited conflict. In the case of a person other than an individual, the actual knowledge must be that of an individual or body finally approving the contract for the person.

(2) An action to void any contract shall be brought within one year after discovery of circumstances suggesting the existence of a violation.

(3) Any such decree voiding such contract may, to meet the ends of justice, provide for the

reimbursement of any person for the reasonable value of all money, goods, material, labor, or services furnished under the contract, to the extent that the state or political subdivision has benefited thereby.

(4) Sections 49-14,102 and 49-14,103 shall not apply to a contract for labor which is negotiated or is being negotiated pursuant to the laws of this state.

Source: Laws 2005, LB 242, § 47.

§ 49-14,103.01. Officer, defined; interest in contract prohibited; when. (1) For purposes of sections 49-14,103.01 to 49-14,103.06, unless the context otherwise requires, officer means (a) a member of the board of directors of a natural resources district, (b) a member of any board or commission of any county, school district, city, or village which spends and administers its own funds, who is dealing with a contract made by such board or commission, (c) any elected county, school district, educational service unit, city, or village official, and (d) a member of any board of directors or trustees of a hospital district as provided by the Nebraska Local Hospital District Act or a county hospital as provided by sections 23-3501 to 23-3519. Officer does not mean volunteer firefighters or ambulance drivers with respect to their duties as firefighters or ambulance drivers.

(2) Except as provided in section 49-1499.04 or 70-624.04, no officer may have an interest in any contract to which his or her governing body, or anyone for its benefit, is a party. The existence of such an interest in any contract shall render the contract voidable by decree of a court of competent jurisdiction as to any person who entered into the contract or took assignment of such contract with actual knowledge of the prohibited conflict.

(3) An action to have a contract declared void under this section may be brought by the county attorney, the governing body, or any resident within the jurisdiction of the governing body and shall be brought within one year after the contract is signed or assigned. The decree may provide for the reimbursement of any person for the reasonable value of all money, goods, material, labor, or services furnished under the contract, to the extent that the governing body has benefited thereby.

(4) The prohibition in this section shall apply only when the officer or his or her parent, spouse, or child (a) has a business association as defined in section 49-1408 with the business involved in the contract or (b) will receive a direct pecuniary fee or commission as a result of the contract.

(5) The prohibition in this section does not apply if the contract is an agenda item approved at a board meeting and the interested officer:

(a) Makes a declaration on the record to the governing body responsible for approving the contract regarding the nature and extent of his or her interest prior to official consideration of the contract;

(b) Does not vote on the matters of granting the contract, making payments pursuant to the contract, or accepting performance of work under the contract, or similar matters relating to the contract, except that if the number of members of the governing body declaring an interest in the contract would prevent the body with all members present from securing a quorum on the issue, then all members may vote on the matters; and

(c) Does not act for the governing body which is party to the contract as to inspection or performance under the contract in which he or she has an interest.

(6) An officer who (a) has no business association as defined in section 49-1408 with the business involved in the contract or (b) will not receive a direct pecuniary fee or commission as a result of the contract shall not be deemed to have an interest within the meaning of this section.

(7) The receiving of deposits, cashing of checks, and buying and selling of warrants and bonds of

indebtedness of any such governing body by a financial institution shall not be considered a contract for purposes of this section. The ownership of less than five percent of the outstanding shares of a corporation shall not constitute an interest within the meaning of this section.

(8) If an officer's parent, spouse, or child is an employee of his or her governing body, the officer may vote on all issues of the contract which are generally applicable to (a) all employees or (b) all employees within a classification and do not single out his or her parent, spouse, or child for special action.

(9) Section 49-14,102 does not apply to contracts covered by sections 49-14,103.01 to 49-14,103.06.

(10) (a) This section does not prohibit a director of a natural resources district from acting as a participant in any of the conservation or other general district programs which are available for like participation to other residents and landowners of the district or from granting, selling, or otherwise transferring to such district any interest in real property necessary for the exercise of its powers and authorities if the cost of acquisition thereof is equal to or less than that established by a board of three credentialed real property appraisers or by a court of competent jurisdiction in an eminent domain proceeding.

(b) District payments to a director of a natural resources district of the fair market value for real property owned by him or her and needed for district projects, or for cost sharing for conservation work on such director's land or land in which a director may have an interest, shall not be deemed subject to this section.

Source: Laws 2006, LB 778, § 5.

§ 49-14,103.02. Contract with officer; information required; ledger maintained. (1) The person charged with keeping records for each governing body shall maintain separately from other records a ledger containing the information listed in subdivisions (1)(a) through (e) of this section about every contract entered into by the governing body in which an officer of the body has an interest and for which disclosure is made pursuant to section 49-14,103.01. Such information shall be kept in the ledger for five years from the date of the officer's last day in office and shall include the:

- (a) Names of the contracting parties;
- (b) Nature of the interest of the officer in question;
- (c) Date that the contract was approved by the governing body;
- (d) Amount of the contract; and
- (e) Basic terms of the contract.

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

Source: Laws 2005, LB 242, § 49.

§ 49-14,103.03. Open account with officer; how treated. (1) An open account established for the benefit of any governing body with a business in which an officer has an interest shall be deemed a contract subject to sections 49-14,103.01 to 49-14,103.06.

(2) The statement required to be filed by section 49-14,103.02 shall be filed within ten days after such account is opened. Thereafter, the person charged with keeping records for such governing body shall maintain a running account of amounts purchased on the open account.

(3) Purchases made from petty cash or a petty cash fund shall not be subject to sections 49-14,103.01 to 49-14,103.06.

Source: Laws 2005, LB 242, § 50.

§ 49-14,103.04. Violations; penalties. (1) Any officer who knowingly violates sections 49-14,103.01 to 49-14,103.03 shall be guilty of a Class III misdemeanor.

(2) Any officer who negligently violates sections 49-14,103.01 to 49-14,103.03 shall be guilty of a Class V misdemeanor.

Source: Laws 2005, LB 242, § 51.

§ 49-14,103.05. Governing body; prohibit certain contracts. Notwithstanding sections 49-14,103.01 to 49-14,103.03, any governing body may prohibit contracts over a specific dollar amount in which an officer of such body may have an interest.

Source: Laws 1986, LB 548, § 6.

§ 49-14,103.06. Governing body; exempt certain contracts. Any governing body may exempt from sections 49-14,103.01 to 49-14,103.03 contracts involving one hundred dollars or less in which an officer of such body may have an interest.

Source: Laws 1986, LB 548, § 7.

§ 49-14,103.07. Filing of potential conflict of interest statement not required; when. Individuals required to make disclosures pursuant to section 49-1499.04 or sections 49-14,103.01 to 49-14,103.06 shall not be required to file potential conflict of interest statements pursuant to section 49-1499.03.

Source: Laws 2001, LB 242, § 23.

§ 49-14,104. Official or full-time employee of executive branch; not to represent a person or act as an expert witness; when; violation; penalty. (1) An official or full-time employee of the executive branch of state government shall not represent a person or act as an expert witness for compensation before a government body when the action or nonaction of the government body is of a nonministerial nature, except in a matter of public record in a court of law.

(2) This prohibition shall not apply to an official or employee acting in an official capacity.

(3) Any person violating this section shall be guilty of a Class III misdemeanor.

Source: Laws 2005, LB 242, § 52.

79-544 School board members; contract to teach prohibited.

No member of a school board shall be engaged in a contract to teach pursuant to sections 79-817 to 79-821 with the school district which he or she serves as a board member.

Source: Laws 2009, LB163, § 1.

§ 79-818. School board; employment of teachers and administrators; contracts; how executed; prohibitions. A majority of the members of a school board of any school district may enter into a contract of employment with a legally qualified teacher or administrator. Such majority has authority to designate one or more members of the board to sign such contract, which signature shall be binding upon the entire board. A duplicate of such contract shall be filed with the secretary. No member of the board shall enter into or execute on behalf of the district any contract with any teacher or administrator related to him or her or to the majority of the board by blood or marriage notwithstanding section 49-1499.04. The secretary shall notify the State Department of Education, at the time the contract is made, of the length of the proposed term of school and the name of the teacher or administrator. No money belonging to the district

shall be paid for teaching to any but legally qualified teachers, and a board shall not pay out money belonging to the school district to any teacher or administrator after such board has received a sworn statement upon behalf of a board that the services of the teacher or administrator in question are under previous contract to that board.

Source: Laws 2001, LB 242, § 25.

OPEN MEETINGS LAW

84-1410.	Closed session; when; purpose; reasons listed; procedure; right to challenge; prohibited acts; chance meetings, conventions, or workshops.
84-1411.	Meetings of public body; notice; contents; when available; right to modify; duties concerning notice; videoconferencing or telephone conferencing authorized; emergency meeting without notice; appearance before public body.
84-1414.	Unlawful action by public body; declared void or voidable by district court; when; duty to enforce open meeting laws; citizen's suit; procedure; violations; penalties.

84-1410. Closed session; when; purpose; reasons listed; procedure; right to challenge; prohibited acts; chance meetings, conventions, or workshops. (1) Any public body may hold a closed session by the affirmative vote of a majority of its voting members if a closed session is clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting. The subject matter and the reason necessitating the closed session shall be identified in the motion to close. Closed sessions may be held for, but shall not be limited to, such reasons as:

- (a) Strategy sessions with respect to collective bargaining, real estate purchases, pending litigation, or litigation which is imminent as evidenced by communication of a claim or threat of litigation to or by the public body;
- (b) Discussion regarding deployment of security personnel or devices;
- (c) Investigative proceedings regarding allegations of criminal misconduct;
- (d) Evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting;
- (e) For the Community Trust created under section 81-1801.02, discussion regarding the amounts to be paid to individuals who have suffered from a tragedy of violence or natural disaster; or
- (f) For public hospitals, governing board peer review activities, professional review activities, review and discussion of medical staff investigations or disciplinary actions, and any strategy session concerning transactional negotiations with any referral source that is required by federal law to be conducted at arms length.

Nothing in this section shall permit a closed meeting for discussion of the appointment or election of a new member to any public body.

(2) The vote to hold a closed session shall be taken in open session. The entire motion, the vote of each member on the question of holding a closed session, and the time when the closed session commenced and concluded shall be recorded in the minutes. If the motion to close passes, then the presiding officer immediately prior to the closed session shall restate on the record the limitation of the subject matter of the closed session. The public body holding such a closed session shall restrict its consideration of matters during the closed portions to only those purposes set forth in the motion to close as the reason for the closed session. The meeting shall be reconvened in open session before any formal action may be taken. For purposes of this section, formal action shall mean a collective decision or a collective commitment or promise to

make a decision on any question, motion, proposal, resolution, order, or ordinance or formation of a position or policy but shall not include negotiating guidance given by members of the public body to legal counsel or other negotiators in closed sessions authorized under subdivision (1)(a) of this section.

(3) Any member of any public body shall have the right to challenge the continuation of a closed session if the member determines that the session has exceeded the reason stated in the original motion to hold a closed session or if the member contends that the closed session is neither clearly necessary for (a) the protection of the public interest or (b) the prevention of needless injury to the reputation of an individual. Such challenge shall be overruled only by a majority vote of the members of the public body. Such challenge and its disposition shall be recorded in the minutes.

(4) Nothing in this section shall be construed to require that any meeting be closed to the public. No person or public body shall fail to invite a portion of its members to a meeting, and no public body shall designate itself a subcommittee of the whole body for the purpose of circumventing the Open Meetings Act. No closed session, informal meeting, chance meeting, social gathering, email, fax, or other electronic communication shall be used for the purpose of circumventing the requirements of the act.

(5) The act does not apply to chance meetings or to attendance at or travel to conventions or workshops of members of a public body at which there is no meeting of the body then intentionally convened, if there is no vote or other action taken regarding any matter over which the public body has supervision, control, jurisdiction, or advisory power.

Source: Laws 2012, LB995, § 17.

84-1411. Meetings of public body; notice; contents; when available; right to modify; duties concerning notice; videoconferencing or telephone conferencing authorized; emergency meeting without notice; appearance before public body. (1) Each public body shall give reasonable advance publicized notice of the time and place of each meeting by a method designated by each public body and recorded in its minutes. Such notice shall be transmitted to all members of the public body and to the public. Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda shall not be altered later than (a) twenty-four hours before the scheduled commencement of the meeting or (b) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the agenda to include items of an emergency nature only at such public meeting.

(2) A meeting of a state agency, state board, state commission, state council, or state committee, of an advisory committee of any such state entity, of an organization created under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a public power district having a chartered territory of more than one county in this state, of the governing body of a public power and irrigation district having a chartered territory of more than one county in this state, of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, or of a community college board of governors may be

held by means of videoconferencing or, in the case of the Judicial Resources Commission in those cases specified in section 24-1204, by telephone conference, if:

- (a) Reasonable advance publicized notice is given;
- (b) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recordation by audio or visual recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if videoconferencing or telephone conferencing was not used;
- (c) At least one copy of all documents being considered is available to the public at each site of the videoconference or telephone conference;
- (d) At least one member of the state entity, advisory committee, board, council, or governing body is present at each site of the videoconference or telephone conference; and
- (e) No more than one-half of the state entity's, advisory committee's, board's, council's, or governing body's meetings in a calendar year are held by videoconference or telephone conference.

Videoconferencing, telephone conferencing, or conferencing by other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(3) A meeting of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of an entity formed under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, of a community college board of governors, of the governing body of a public power district, or of the governing body of a public power and irrigation district may be held by telephone conference call if:

(a) The territory represented by the educational service unit, member educational service units, community college board of governors, public power district, public power and irrigation district, or member public agencies of the entity or pool covers more than one county;

(b) Reasonable advance publicized notice is given which identifies each telephone conference location at which an educational service unit board member, a council member, a member of a community college board of governors, a member of the governing body of a public power district, a member of the governing body of a public power and irrigation district, or a member of the entity's or pool's governing body will be present;

(c) All telephone conference meeting sites identified in the notice are located within public buildings used by members of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, or entity or pool or at a place which will accommodate the anticipated audience;

(d) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recordation by audio recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if a telephone conference call was not used;

(e) At least one copy of all documents being considered is available to the public at each site of the telephone conference call;

(f) At least one member of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, or governing body of the entity or pool is present at each site of the telephone conference call identified in the public notice;

(g) The telephone conference call lasts no more than two hours; and

(h) No more than one-half of the board's, council's, governing body's, entity's, or pool's meetings in a calendar year are held by telephone conference call, except that a governing body of a risk management pool that meets at least quarterly and the advisory committees of the governing body may each hold more than one-half of its meetings by telephone conference call if the governing body's quarterly meetings are not held by telephone conference call or videoconferencing.

Nothing in this subsection shall prevent the participation of consultants, members of the press, and other nonmembers of the governing body at sites not identified in the public notice. Telephone conference calls, emails, faxes, or other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(4) The secretary or other designee of each public body shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting.

(5) When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes and any formal action taken in such meeting shall pertain only to the emergency. Such emergency meetings may be held by means of electronic or telecommunication equipment. The provisions of subsection (4) of this section shall be complied with in conducting emergency meetings. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public by no later than the end of the next regular business day.

(6) A public body may allow a member of the public or any other witness other than a member of the public body to appear before the public body by means of video or telecommunications equipment.

Source: Laws 2013, LB510, § 1.

§ 84-1414. Unlawful action by public body; declared void or voidable by district court; when; duty to enforce open meeting laws; citizen's suit; procedure; violations; penalties.

(1) Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or

taken in violation of the Open Meetings Act shall be declared void by the district court if the suit is commenced within one hundred twenty days of the meeting of the public body at which the alleged violation occurred. Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in substantial violation of the Open Meetings Act shall be voidable by the district court if the suit is commenced more than one hundred twenty days after but within one year of the meeting of the public body in which the alleged violation occurred. A suit to void any final action shall be commenced within one year of the action.

(2) The Attorney General and the county attorney of the county in which the public body ordinarily meets shall enforce the Open Meetings Act.

(3) Any citizen of this state may commence a suit in the district court of the county in which the public body ordinarily meets or in which the plaintiff resides for the purpose of requiring compliance with or preventing violations of the Open Meetings Act, for the purpose of declaring an action of a public body void, or for the purpose of determining the applicability of the act to discussions or decisions of the public body. It shall not be a defense that the citizen attended the meeting and failed to object at such time. The court may order payment of reasonable attorney's fees and court costs to a successful plaintiff in a suit brought under this section.

(4) Any member of a public body who knowingly violates or conspires to violate or who attends or remains at a meeting knowing that the public body is in violation of any provision of the Open Meetings Act shall be guilty of a Class IV misdemeanor for a first offense and a Class III misdemeanor for a second or subsequent offense.

Source: Laws 2006, LB 898, § 4.

Application for Certificated Personnel [Name] Public Schools

An Equal Opportunity/Affirmative Action Employer

[Street Address]
[City], NE [Zip]
Phone: (____) ____-____
Fax: (____) ____-____

Please type or print your responses in ink.

I. PERSONAL & CONTACT INFORMATION

Name _____
First Middle Last (Maiden)
Present Address _____ Telephone (____) _____
Street City State Zip
Permanent Address _____ Telephone (____) _____
(If different from present address.) Street City State Zip
Social Security Number ____ / ____ / _____ E-mail address _____

___ Yes ___ No. Are you a former [Name] Public Schools employee? Date of separation _____
Date available to work with [Name] Public Schools _____

II. CERTIFICATION

CERTIFICATION--Type of certificate now held

___ None ___ Valid Nebraska teaching certificate.* _____ Expiration date _____ Type _____ Rank _____ Level _____

Areas of Specialization _____

___ Valid certificate--other state (specify) _____

* Attach photocopy of current teaching certificate. (Front and back)

III. POSITION DESIRED

If you are endorsed in more than one area, mark first choice 1, second choice 2, etc.:

Specialist ___ Elementary ___ Secondary ___

SPECIALIST--check below the specialist area in which you are certified and seek assignment:

___ Art Counselor ___ English Language Learners ___ Family Specialist (Social Worker) ___ Media Specialist

___ Music ___ Physical Education ___ School Psychologist ___ Speech Pathologist ___ Other _____

Special Ed. (check): ___ Behaviorally Disordered ___ Early Childhood Special Education ___ Hearing Impaired

___ Learning Disabled ___ Mentally Handicapped: Mild ___ Mentally Handicapped: Moderate

___ Mentally Handicapped: Severe/Profound ___ Orthopedically Impaired ___ Visually Handicapped

Level preferred: Mark first choice 1, second choice 2, etc.

Elementary _____ Middle School _____ High School _____

ELEMENTARY TEACHER--complete the following:

Level preferred: Mark first choice 1, second choice 2, etc.

Kindergarten _____ Grade 1-2 _____ Grade 3-4 _____ Grade 5-6 _____

Check any of the following in which you have additional training or expertise for an elementary setting: ___ Art

___ Computer ___ Early Childhood ___ English Language Learners ___ Gifted ___ Headstart ___ Reading ___ Science

SECONDARY TEACHER--complete the following:

Level preferred: Mark first choice 1, second choice 2.

Middle School (6-8) _____ High School (9-12) _____

List in order of preference the subjects you are certified to teach:

1. _____ 2. _____ 3. _____

Activities: Check any of the following which you would be willing to sponsor, direct, coach or manage.

Check B for boys and/or G for girls.

___ Basketball B G ___ Cross Country B G ___ Football ___ Golf B G ___ Track B G ___ Volleyball

___ Drama ___ Instrumental Music ___ Newspaper ___ Speech ___ Instrumental Music ___ Vocal Music ___ Yearbook

___ Other _____

Describe Your Experiences/Success/Qualifications for marked activities:

IV. PROFESSIONAL TRAINING & EXPERIENCE

A. SECONDARY SCHOOL(S) ATTENDED

Name of School	Grades Attended	Special Honors or Recognition

B. STUDENT TEACHING

From	To	School	Location City/State/State	Grade & Subject
Cooperating Teacher:				
From	To	School	Location City/State/State	Grade & Subject
Cooperating Teacher:				

C. COLLEGE or UNIVERSITIES ATTENDED

Name of Institution (City, State)	Major	Hrs	Minor	Hrs	Year Graduated	Degree	GPA (4.0 scale) & Special Honors or Recognition

D. EDUCATIONAL WORK EXPERIENCE—Include at least the last five employers

Years Taught	No. of Mos.	Position (also state if full or part- time)	Grades and Subject Taught & Extracurricular Duties	Name and Mailing Address of School	Reason for Leaving

V. REFERENCES

List names and addresses of persons who are qualified to answer questions concerning your fitness for the position you seek. Include especially supervisors, principals and superintendents under whom you have taught in the past 15 years. If you have not taught previously, include the names of cooperating teachers, college or university supervisors and building principals who have been associated with your student teaching. Indicate with an (*) any reference which is included in your credentials.

Name	Position	Contact Info: Telephone & Complete Mailing Address

Please state where your current references may be secured (College or University Placement Office or Agency)

NOTE: Please have references sent. Be certain that they are up to date. It is important to include evaluations from principals, superintendents, or supervisors under whom you have taught or worked.

VI. VETERAN PREFERENCE

If you wish to be considered for a Veterans Preference please indicate ___ Yes ___ No, and submit the appropriate documentation with your application. **Note: This section is optional; you need to request a Veterans Preference even if you are eligible, and if you do not request the preference, you need not submit information about your veteran status.**

1. **Applicant Veteran?** ___ Yes ___ No. If yes, submit DD Form 214.
2. **Disabled Veteran?** ___ Yes ___ No. If yes, submit DD Form 214 and Veteran's disability verification.
3. **Spouse of 100% Disabled Veteran?** ___ Yes ___ No. If yes, submit DD Form 214, veteran's disability verification and proof of marriage.
4. **Spouse of Veteran on active duty at this time or within 180 days of the spouse's discharge or separation of service.** ___ Yes ___ No.

VII. QUESTIONS

Directions: Please answer each of the questions below as best you can. If more space is needed please attach additional pages. If you are typing your answers, please respond to at least one question in your own handwriting.

1. Eligibility for hire:

- Are you now under contract? ___ Yes ___ No.

If yes, with which school are you under contract & why do you wish to leave your current position? _____

- Do you have any condition (physical, mental, or otherwise) which prevents you from performing the essential functions of any of the positions for which you have applied, with or without accommodation? (Note: regular, dependable attendance is an essential function of certificated positions at [Name] Public Schools.)

___ Yes ___ No. If yes, describe: _____

2. Interest in [Name] Public Schools:

- Have you previously filed a written application for employment with [Name] Public Schools? ___ Yes ___ No. If yes, give date: _____

- Why do you want to be employed at [Name] Public Schools? _____

- What experiences have you had with [Name] Public Schools or the community of Ashland? _____

3. Prior History:

- Have you ever had failed or refused to fulfill a contract of employment with any school district? ___ Yes ___ No. If yes, describe: _____

- Have you ever had a diploma, credential, or certificate denied or revoked? ___ Yes ___ No.

If yes, describe: _____

4. Educational & Multi-cultural Background:

- Are you familiar with the School Improvement Process? ___ Yes ___ No.

If yes, describe your familiarity/experience with that process _____

- Are you familiar with Computer Assisted Instruction? ___ Yes ___ No.

If yes, describe your experiences with such instruction _____

Have you had experiences with instruction in (check as applicable): Foreign Language: ___ Special Education ___ Gifted Students ___ Music ___ Art ___ P.E. ___ Penmanship ___ Reasoning Skills ___

- How would you address different racial/ethnic, gender or culturally based attitudes of students and infuse a multicultural perspective into your classroom/subject area? _____

5. Personal and Professional Self-Evaluation:

- Describe an effective teacher: _____

- Describe your professional strengths and abilities and personal characteristics which will apply to your position: _____

- Describe your weakness/areas in which you feel you need to improve: _____

- Describe your future plans and goals in education & your plans for remaining at our school if hired: _____

VIII. PERSONAL DISCLOSURE

Respond to EACH item. If there is no response to any item, or if the required attachments do not accompany your application, your application WILL BE REMOVED FROM CONSIDERATION. Information provided in this disclosure will not automatically bar you from employment but will be considered in view of all relevant circumstances.

1. Have you ever received a ticket, been charged with, or been convicted of, a criminal offense relating to sexual or physical abuse?
Yes ___ No ___

2. If you answered "Yes" to Question #1 above, you must explain each situation including location(s), date(s), agency(ies) involved, and the outcome of the each ticket, charge, or arrest (use an attachment if needed):

3. Have you ever had any license, permit, or certificate terminated, revoked, suspended, received a private or public reprimand or admonishment from a licensing agency or been subject to a judicial restraining or contempt order?
Yes___ No___
4. If you answered "Yes" to Question #3 above, you must attach an explanation of each situation including location(s), date(s), agency(ies) involved, and the outcome of the each situation (use an attachment if needed):

5. Have you ever been involuntarily terminated or asked to resign, or resigned in lieu of termination from employment?
Yes___ No___
6. If you answered "Yes" to Question #5 above, you must explain each situation including the name of the employer(s), the date(s) and reason(s) for the resignation or termination.

Note: School policy requires that a criminal history record information check be completed prior to employment.

VIII. VERIFICATION

I certify that I have made true, correct and complete answers and statements on this application in the knowledge that they may be relied upon in considering my application. I understand it is my responsibility to immediately provide updated, correct information if any of the information changes at any time. I understand that any omission, falsification or misrepresentation made by me on this application or any supplement will be sufficient grounds for failure to employ me or for my discharge should I become employed with the school district. I understand that disclosure of social security number is optional. It will be used to conduct background checks for employment purposes and for personnel and payroll processing and required reporting if I am employed.

Legal Signature of Applicant

Date: _____, 20__

It is the policy of [Name] Public Schools to not discriminate on the basis of sex, handicap or disability, race, color, religion, marital status, veteran status, or national or ethnic origin, or on the basis of genetic information, in its educational programs, admission policies, employment policies or other administered programs. This position is subject to a veterans preference. Persons requiring accommodations to apply and/or be considered for positions with [Name] Public Schools are asked to make their request to the Superintendent.

Application for Classified Personnel

[Name] Public Schools

An Equal Opportunity/Affirmative Action Employer

[Street Address]
 [City], NE [Zip]
 Phone: (____) ____-____
 Fax: (____) ____-____

Please type or print your responses in ink.

I. PERSONAL & CONTACT INFORMATION

Name _____
First Middle Last (Maiden)
 Present Address _____ Telephone (____) _____
Street City State Zip
 Permanent Address _____ Telephone (____) _____
(If different from present address.) Street City State Zip
 Social Security Number ____ / ____ / _____ E-mail address _____

___ Yes ___ No. Are you a former [Name] Public Schools employee? Date of separation _____
 Date available to work with [Name] Public Schools _____

II. POSITION DESIRED

For what position(s) are you applying? If more than one area, mark first choice 1, second choice 2, etc.:

III. EDUCATION

A. SECONDARY SCHOOL(S) ATTENDED and GED: ___ Yes ___ No

Name of School	Grades Attended	Special Honors or Recognition

B. COLLEGE or UNIVERSITIES ATTENDED and OTHER POST-SECONDARY EDUCATIONAL PROGRAMS

Name of Institution (City, State)	Major	Hrs	Minor	Hrs	Year Graduated	Degree	GPA (4.0 scale) & Special Honors or Recognition

IV. WORK EXPERIENCE

Include all of your last five employers, and all employers for the last 15 years, starting with your current or most recent employer. Omission of prior employment or false reasons for leaving may be considered falsification of information.

Start Date	End Date	Position (also state if full or part-time)	Duties	Name, Mailing Address and Telephone of Employer	Reason for Leaving

If yes, describe: _____

4. Self-Evaluation:

●Describe your employment strengths and abilities and personal characteristics which will apply to your position:

●Describe your weakness/areas in which you feel you need to improve: _____

●Describe your future plans and goals in employment & your plans for remaining at our school if hired: _____

IX. PERSONAL DISCLOSURE

Respond to EACH item. If there is no response to any item, or if the required attachments do not accompany your application, your application WILL BE REMOVED FROM CONSIDERATION. Information provided in this disclosure will not automatically bar you from employment but will be considered in view of all relevant circumstances.

1. Have you ever received a ticket, been charged with, or been convicted of, a criminal offense relating to sexual or physical abuse?
Yes___ No ___

2. If you answered “Yes” to Question #1 above, you must explain each situation including location(s), date(s), agency(ies) involved, and the outcome of the each ticket, charge, or arrest (use an attachment if needed):

3. Have you ever had any license, permit, or certificate terminated, revoked, suspended, received a private or public reprimand or admonishment from a licensing agency or been subject to a judicial restraining or contempt order?
Yes___ No ___

4. If you answered “Yes” to Question #3 above, you must attach an explanation of each situation including location(s), date(s), agency(ies) involved, and the outcome of the each situation (use an attachment if needed):

5. Have you ever been involuntarily terminated or asked to resign, or resigned in lieu of termination from employment?
Yes___ No ___

6. If you answered “Yes” to Question #5 above, you must explain each situation including the name of the employer(s), the date(s) and reason(s) for the resignation or termination.

Note: School policy requires that a criminal history record information check be completed prior to employment.

X. VERIFICATION

I certify that I have made true, correct and complete answers and statements on this application in the knowledge that they may be relied upon in considering my application. I understand it is my responsibility to immediately provide updated, correct information if any of the information changes at any time. I understand that any omission, falsification or misrepresentation made by me on this application or any supplement will be sufficient grounds for failure to employ me or for my discharge should I become employed with the school district. I understand that disclosure of social security number is optional. It will be used to conduct background checks for employment purposes and for personnel and payroll processing and required reporting if I am employed. I further understand that employment in a classified position would be on an at will basis, terminable at will.

Legal Signature of Applicant

Date: _____, 20__

It is the policy of [Name] Public Schools to not discriminate on the basis of sex, handicap or disability, race, color, religion, marital status, veteran status, or national or ethnic origin, or on the basis of genetic information, in its educational programs, admission policies, employment policies or other administered programs. This position is subject to a veterans preference. Persons requiring accommodations to apply and/or be considered for positions with [Name] Public Schools are asked to make their request to the Superintendent.

FOR CDL REQUIRED POSITIONS ONLY
APPLICANT'S CONSENT
TO OBTAIN PAST DRUG AND ALCOHOL TEST RESULTS
Required by Federal Law

I, _____ (*insert applicant's name*), understand that as a condition of hire with [Name] Public Schools (*School District*) I must give the School District written Consent to obtain the results of all DOT-required drug and/or alcohol tests (including my refusals to be tested) from all of the companies for which I worked as a driver, or for which I took a pre-employment drug and/or alcohol test during the past two (2) years. I also understand that the School District requires me to consent to access to the same information concerning any non-DOT driver drug and/or alcohol tests which I took during this same period of time. I have also been advised and understand that my signing of this consent does not guarantee me a job or guarantee that I will be offered a position with the School District.

Below I have listed all of the companies for which I worked as a driver, or for which I took a pre-employment driver position drug and/or alcohol test during the past two (2) years. I hereby consent to the School District obtaining from those companies, and I hereby consent to those companies furnishing to the School District, all requested information concerning my drug and alcohol tests, including:

- (i) all DOT and non-DOT alcohol test results of 0.04 or greater during the past two (2) years;
- (ii) all verified positive DOT and non-DOT drug test results during the past two (2) years;
- (iii) all instances in which I refused to submit to a DOT-required drug and/or alcohol test during the past two (2) years
- (iv) any other violations of DOT agency drug and alcohol testing regulations during the past two (2) years; and
- (v) documentation of successful completion of DOT return-to-duty requirements (including follow-up tests) in the event of a violation of a DOT drug and alcohol testing regulations during the past two (2) years.

I specifically authorize the companies to fully complete the School District's Report of Past Drug and/or Alcohol Test Results form.

The following is a list of all of the companies for which I worked as a driver, or for which I took a pre-employment driver position drug and/or alcohol test, during the past two (2) years;

Company name

Dates worked for/took pre-employment test

APPLICANT CERTIFICATION

I have carefully read and fully understand this Consent to release my past drug and alcohol test results. In authorizing the release of my test results, I consent and agree to waive any physician-patient privilege that may otherwise exist with respect to the confidentiality of my drug and alcohol test results. I further release the Company and its medical review officer, and any officer, employee or agent of the Company whose disclosure of the results is in accordance with this release from any and all claims or causes of actions which may result from the disclosure of such test results to the person or persons identified on this release form.

I signing below, I certify that all of the information which I have furnished on this form is true and complete, and that I have identified all of the companies for which I have either worked, or for which I took a pre-employment drug and/or alcohol test, as a driver during the past two years. I understand that this information is material to my hiring and that my failure to provide true and complete information will automatically disqualify me for a position with the School District or, in the event that I am hired, subject me to immediate termination. Further, I understand that in the event of a receipt of a report of past drug and/or alcohol violation, any conditional offer of employment will be revoked and in the event I have been hired, any employment will be automatically ended.

Signature of Applicant

Print Name

Date

FOR CDL REQUIRED POSITIONS ONLY

**APPLICANT'S CERTIFICATION OF
PAST DRUG AND ALCOHOL TEST RESULTS**
Required by Federal Law

During the past two years before this application, I:

Did Did not (*check applicable blank*) **TEST POSITIVE OR REFUSE TO SUBMIT** to any pre-employment drug or alcohol test administered by an employer to which I applied for, but did not obtain, safety-sensitive transportation work covered by DOT agency drug and alcohol testing rules.

If I did test positive or refuse to submit, then I further certify that I:

Did Did not N/A (*check applicable blank*) complete the return-to-duty process of the DOT agency drug and alcohol testing rules. I agree that it is my responsibility to provide the School District with documents establishing completion of such process before I may perform safety-sensitive functions for the School District.

APPLICANT CERTIFICATION

In signing below, I certify that all of the information which I have furnished on this form is true and complete. I understand that this information is material to my hiring and that my failure to provide true and complete information concerning the time period in question will automatically disqualify me for a position with the School District or in the event that I am hired, subject me to immediate termination.

Signature of Applicant

Print Name

Date

Business Operations

Procurement Plan – School Food Authorities

The following procurement policy statement shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. This statement is meant to provide guidance to our personnel and vendors on acceptable and/or required procurement practices. Our goal is to fully implement all required and recommended procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and 3019, and by the State Agency.

Procurement Policy

The purchasing procedure to be followed shall be determined by the anticipated total annual expenditure on items related to the food service program:

- When the annual total for food service program related items is less than \$150,000 per year (per procurement event or in aggregate purchases) this organization will follow the informal Small Purchase Procedure.
- When the annual total for food service program related items is greater than \$150,000 per year (per procurement event or in aggregate purchases) this organization will follow the Formal Competitive Solicitation Procedures.

Micro-Purchase Procedures

Micro-Purchases may be used for annual transactions under \$3,500 made with a vendor [2 CFR 200.320(a)].

Prices will be reviewed for reasonableness [2 CFR 200.320(a)].

Purchases will be spread equitably among all qualified sources [2 CFR 200.320(a)].

Small Purchase Procedures

For purchases made below the small purchase threshold, Small Purchase Procedures will be utilized to purchase necessary goods and services. When Small Purchase Procedures are used, this organization will take the following steps:

1. Contact a minimum of three potential vendors
2. Document each vendor's quoted price
3. Select the company that provides the lowest, most responsive, and responsible bid
4. Inform all bidding companies in writing of the final decision made by the sponsor
5. Write contract for meal service between the sponsor and the winning bidder.

Formal Competitive Solicitation Procedures

For purchases made in excess of the small purchase threshold, a Formal Competitive Solicitation will be conducted. When Formal Competitive Solicitation Procedures are used, this organization will take the following steps:

1. Prepare an Invitation for Bid (“IFB”) or Request for Proposal (“RFP”) document specifically addressing the items to be procured
 - a. Include detailed specifications

- b. Ensure price will be most heavily weighted
2. Publicly announce and advertise the bid/proposal at least 21 calendar days prior to bid opening
 - a. Announcements will include the date, time and location in which bids will be opened
3. Determine the most responsive and responsible bid/proposal by using the selection criteria set forth in the bid/proposal document
 - a. Responsible bidders will be those whose bid/proposal conform to all of the terms, conditions and requirements of the IFB/RFP
4. Award the contract
 - a. To the most responsive and responsible bidder based on the criteria set forth in the IFB/RFP
 - b. At least two weeks before program operations begin
 - c. If a protest is received, it must be handled in accordance with 7 CFR 210.21
5. Retain all records pertaining to the formal competitive bid process for a period of five years plus the current year

(Note: If the bid threshold established in the sponsor's procurement policy statement is less than \$150,000, the smaller bid threshold will govern.)

This organization incorporates the following elements into the Procurement Policy Statement, as required by 2 CFR 200 and 7 CFR parts 210, 3016 and 3019.

- A. Competition: We shall demonstrate our goods and services are procured in an openly competitive manner. Competition will not be unreasonably restricted. [7 CFR 210.21(c)(1)] [2 CFR Part 200.319(a)(1-7)]
- B. Comparability: We recognize for true competition to take place, we must maintain reasonable product specifications to adequately describe the products to be purchased and the volume of planned purchases based upon pre-planned menu cycles. 2 CFR 200.319(a)(6)/7 CFR 3016.36(c)(3)(i)/7 CFR 3019.44(a)(3)(iv)]
- C. Documentation: We shall maintain for the current year and the preceding three years all menus, production records, invitations to bid, bid results, bid tabulations or any other significant materials that will serve to document our policies and procedures. [2 CFR 200.318(i)/7 CFR 3016.36(9)]
- D. Code of Conduct: This program shall be governed by the attached Code of Conduct and it shall apply to all personnel, employees, directors, agents, officers, volunteers or any person(s) acting in any capacity concerning the food service procurement program. [2 CFR 200.318(c)(1)/7 CFR 3016.36(3)(1-1 v)]
- E. Procurement Review Process: This procurement plan shall receive an internal program review on an annual basis by a staff person who is not associated with food service

procurement process. This review shall be summarized in written form and kept with the other required program documentation.

- F. Contract Administration: Purchases shall be checked or verified by designated staff to assure that all goods and services are received and prices verified. All invoices and receipts shall be signed, dated, and maintained in the documentation file. [2 CFR Part 200.318(b)] [7 CFR Part 3016.36(b)(2)]
- G. General Requirements:
- Small, minority and women's businesses enterprises and labor surplus firms are used when possible. [2 CFR 200.321]
 - A cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold including contract modifications. [2 CFR 200.323(a)]
 - Documented Procurement Procedures and activities will be maintained. [2 CFR 200.318(a)]
- H. Duties of Food Service Supervisor:
1. To work with staff and clients in developing acceptable menus for breakfast and lunch.
 2. To compile market orders or requisitions for purchases which accurately reflect the total quantities of required foods to be ordered per (day, week or month).
 3. To place and confirm orders with vendors, or make plans to purchase the required items.
 4. To keep program menus up to date by testing and using new products and seeking feedback from staff and clients.
 5. To send out bid quotation forms to vendors who have expressed an interest in doing business with the sponsor.
 6. To make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service and price.
 7. To work with vendors on a fair and equal basis.
 8. To develop a list of acceptable brands. (Multiple brands per bid item when possible.)
 9. To conduct an in-house procurement review once per year.

Date of Adoption: [Insert Date]

Thomas M. Haase
James B. Gessford
Rex R. Schultze***
Daniel F. Kaplan
Gregory H. Perry
Joseph F. Bachmann*
R.J. Shortridge*
Jeanette Stull
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**Also Admitted in Kansas
***Also Admitted in Wyoming
****Also Admitted in Colorado

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

To: ESU Administrators
From: Gregory H. Perry and Justin J. Knight
Date: June 29, 2017

We have been asked to provide further guidance on two policies included in the 2017 Annual Policy Update: Policies 3131 and 5004.

1. Policy 3131.

Policy 3131 requires districts to formally bid when the annual amount of food items in the district is greater than \$150,000. We understand that some districts already formally bid for some food items—now they must do so for all food items (assuming they meet the \$150,000 threshold). We also understand that many districts use a co-operative through an ESU to secure food products. However, according to NDE, districts must still formally bid before purchasing through the co-operative, if the total annual amount will exceed \$150,000.

We have been in contact with Shannon Fowler at the Nebraska Department of Education about the procurement requirements. Ms. Fowler has offered to speak directly with anyone who has district-specific questions to contact her at (402) 471-3566 or Shannon.Fowler@nebraska.gov.

2. Policy 5004.

This policy change is in response to the NSAA's change to its eligibility rules. Under the NSAA's new eligibility rule, a student need only be enrolled in 10 credit hours (generally, two classes) to be eligible to participate.

Under the "old" Policy 5004, a part-time student was not allowed to enroll in more than two classes, unless the student had an interest in participating in an extracurricular activity. If the student had an interest in participating in an extracurricular activity, the "old" Policy 5004 allowed the part-time student to enroll in 20 semester credit hours.

With the NSAA's new eligibility rule, there is no longer a need for the "exception" for 20 credit hours in Policy 5004. Instead, the "general" rule of two classes per semester is now the NSAA's threshold.

2017 Annual Policy Update

Clarification Memo

June 29, 2017

Page 2

Through this process, we have heard from various districts that some schools have different rules in place for part-time students, including some schools that allow part-time students to take as many or as few classes as they see fit. As such, any change to this policy might need to include district-specific considerations.

Should you have any questions or the underlying legal regulations and requirements, please do not hesitate to contact us.

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

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

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

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

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

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

For purposes of this policy, discrimination or harassment based on a person's sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, 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, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, constitutes harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

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

Sexual harassment may exist when:

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

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

2. **Procedures:**

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

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

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

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

Date of Adoption: [Insert Date]

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

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

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

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

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

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

For purposes of this policy, discrimination or harassment based on a person's sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, is prohibited. The following are general definitions of what might constitute prohibited harassment.

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- c. Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

Sexual harassment may exist when:

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

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

2. **Procedures:**

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

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

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

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

Date of Adoption: [Insert Date]

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

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

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

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

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

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

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

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

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's race, color, national origin, religion, disability, age, sex, or other protected category, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

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

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

Discriminatory harassment because of a person's race, color, national origin, religion, disability, age, sex, or other protected category, may include, but is not limited to:

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

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

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled "Grievance Procedures," below), and take appropriate interim measures, if necessary. If

the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

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

2. Anti-retaliation:

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

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

3. Grievance (or Complaint) Procedures:

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

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

District employees, supervisors and administrators must immediately report any complaints, reports, observations, or other information of alleged discrimination to the designated coordinator, even if that District employee is investigating the alleged

discrimination as part of the District's student or employee disciplinary process, and provide the complainant with information for filing a complaint of discrimination, including a complaint form if requested, and contact information for the District's designated coordinator. If the District uses its disciplinary procedures to investigate and resolve an alleged discrimination complaint, those disciplinary procedures will comply with the District's standards for a prompt and equitable grievance procedure outlined in section B.2., below.

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

i. Level 1 (Investigation and Findings):

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

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

The District will complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. Extenuating circumstances do not include summer vacation, and if a designated compliance coordinator or investigator is unavailable, another coordinator or trained employee will be designated to conduct the investigation. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant**. Periodic status updates will be given to the parties, if necessary.

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

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

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

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

- a. A summary of the facts,
- b. An analysis of the appropriate legal standards applied to the specific facts,
- c. Findings regarding whether discrimination occurred, and
- d. If a finding is made that discrimination occurred, the recommended remedy or remedies necessary to eliminate discrimination, including harassment and retaliation, prevent its recurrence, and remedy its effects, if applicable.

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

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **ten (10) working days** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose to a student who was discriminated against or harassed (victim), information about the sanction imposed upon a student who was found to have engaged in discrimination or harassment (student who discriminated) when the sanction directly relates to the victim. This includes an order that the student who discriminated stay away from the victim, or that the student who discriminated is prohibited from attending school for a period of time, or transferred to other classes.

ii. Level 2 (Appeal to the Superintendent):

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within **ten (10) working days** after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education **within ten (10) working days** after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at the next scheduled Board meeting to present his or her appeal. The Board will issue a written determination about the appeal **within thirty (30) working days** after receiving the appeal. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

4. Remedies:

If the District knows or reasonably should know about possible discrimination, including harassment or violence, the District will take immediate, interim action or measures to protect the alleged victim, ensure the safety of the school community, and prevent further potential discrimination, harassment, or retaliation during the District's pending investigation. These interim measures will be prompt, age-appropriate, effective, and tailored to the specific situation, and may include a change in the student's seating assignment or class, a change in an employee's work area, prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation, and other remedies, such as those listed below.

The District will minimize any burden on the alleged victim when taking interim measures. For instance, the District generally will not remove the alleged victim from his or her class or work area and allow the alleged harasser to remain. In addition the District will ensure that the complainant is aware of his or her Title IX rights, including a strong prohibition against retaliation for reporting discrimination or harassment or cooperating with any investigation or proceeding, and any available resources, such as counseling, health, and mental health services, and the right to file a complaint with local law enforcement, if applicable.

If the District determines that unlawful discrimination or harassment occurred, the District will take prompt and effective action to eliminate the discrimination or harassment, prevent its recurrence, and remedy its effects on the complainant and others, if appropriate. The remedies will be tailored to the specific allegations and facts of each situation, including, but not limited to, the following remedies:

- a. Providing an escort to ensure the complainant can move safely between classes and activities.
- b. Ensuring the complainant and alleged harasser do not attend the same classes.
- c. Moving the alleged harasser to another school or work area within the District.
- d. Providing counseling services or reimbursement, if appropriate.
- e. Providing medical services or reimbursement, if appropriate.
- f. Providing academic support services, such as tutoring.
- g. Arranging for the complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the complainant's academic record.

The District may provide remedies for the broader student population as well, including but not limited to:

- a. Offering counseling, health, mental health, or other holistic and comprehensive victim services to all students or employees affected by sexual harassment or sexual violence, and notifying students and employees of campus and community counseling, health, mental health, and other student services.
- b. Designating an individual from the District's counseling center to be "on call" to assist victims of sexual harassment or violence whenever needed.
- c. Providing additional training to the District's designated compliance coordinators and other employees who are involved in addressing, investigating, or resolving complaints of discrimination, harassment, and retaliation, to better respond to specific types of harassment and violence.
- d. Informing students and employees of their options to notify proper law enforcement authorities, including school and local police, and the option to be assisted by District employees in notifying those authorities.
- e. Creating a committee of students or employees and District officials to identify strategies for ensuring that students and employees:
 - i. Know the school's prohibition against discrimination, harassment, and retaliation.
 - ii. Recognize acts of discrimination, harassment (including acts of violence), and retaliation when they occur.
 - iii. Understand how and to whom to report any incidents of discrimination.
 - iv. Know the connection between alcohol and drug abuse and harassment or violence based on sex or other protected characteristics.
 - v. Feel comfortable that District officials will respond promptly and equitably to reports of discrimination, harassment (including violence) and retaliation.
- f. Conducting periodic assessments of student or employee activities to ensure that the practices and behavior of students or employees do not violate the District's policies against anti-discrimination, anti-harassment, and anti-retaliation.

- g. Conducting in conjunction with students or employees, a “climate check” to assess the effectiveness of efforts to ensure that the District is free from discrimination, harassment (including violence), and retaliation, and using the resulting information to inform future proactive steps that will be taken by the District.

In addition to these remedies, the District may impose disciplinary sanctions against the student or employee who discriminated, harassed, or retaliated against the complainant, up to and including possible expulsion or termination or cancellation of employment.

5. Confidentiality:

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

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

At the same time, the District will evaluate a confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. Thus, the District may weigh the confidentiality request against factors such as: the seriousness of the alleged harassment, the complainant's age; whether there have been other harassment complaints about the same individual and the alleged harasser's rights to receive information about the allegations if the information is maintained by the District as an “education record” under FERPA. In some cases, the District may be required to report alleged misconduct or discrimination, such as sexual harassment involving sexual violence, to local law enforcement or other officials, and the District may not be able to maintain the complainant's confidentiality. The District will inform the complainant that it cannot ensure confidentiality, if applicable.

6. Training:

The District will ensure that District employees, including but not limited to officials, administrators, teachers, substitute teachers, counselors, nurses and other health personnel, coaches, assistant coaches, paraprofessionals, aides, bus drivers, and school law enforcement officers, are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees. This training will include, at a minimum, the following areas:

- a. The current legal standards and compliance requirements of anti-discrimination, anti-harassment, and anti-retaliation federal, state, and any local laws and regulations, including several specific examples of discrimination, harassment (including acts of violence because of a person's sex or other protected characteristics), and retaliation.
- b. The District's current anti-discrimination, anti-harassment, and anti-retaliation notice, policies, grievance procedure, and discrimination complaint form, including the specific steps and timeframes of the investigative procedures, and the District's disciplinary procedures.
- c. Identification of the District's designated compliance coordinators and their job responsibilities.
- d. Specific examples and information regarding how to report complaints or observations of discrimination, harassment, or retaliation to appropriate District officials or employees. In addition, the District will emphasize that employees, students, third parties, and others should not be deterred from filing a complaint or reporting discrimination. For instance, if a student is the victim of sexual violence, a form of sexual harassment, but the student is concerned that alcohol or drugs were involved, school staff should inform the student that the District's primary concern is student safety, that any other rules violations will be addressed separately from the sexual violence allegation, and that the use of alcohol or drugs never makes the victim at fault for sexual violence.
- e. Potential consequences for violating the District's anti-discrimination, anti-harassment, and anti-retaliation policies, including discipline.
- f. Potential remedies, including immediate, interim remedies, to eliminate the discrimination, harassment, and retaliation, prevent its recurrence, and remedy its effects.
- g. A description of victim resources, including comprehensive victim services, to address acts of discrimination and harassment, including acts of violence because of a person's sex or other protected characteristics, and a list of those resources for distribution to trainees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive additional specific training to promptly and effectively investigate and respond to complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

7. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).

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

The designated compliance coordinators will not have other job responsibilities that may create a conflict of interest with their coordinator responsibilities.

8. Preventive Measures:

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas (B.6.a-g) identified in the Training section, above.

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

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

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

Date of Adoption: [Insert Date]

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

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

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

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

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

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

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

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

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's race, color, national origin, religion, disability, age, sex, or other protected category, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

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

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

Discriminatory harassment because of a person's race, color, national origin, religion, disability, age, sex, or other protected category, may include, but is not limited to:

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

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

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled "Grievance Procedures," below), and take appropriate interim measures, if necessary. If

the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

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

2. Anti-retaliation:

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

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

3. Grievance (or Complaint) Procedures:

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

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

District employees, supervisors and administrators must immediately report any complaints, reports, observations, or other information of alleged discrimination to the designated coordinator, even if that District employee is investigating the alleged

discrimination as part of the District's student or employee disciplinary process, and provide the complainant with information for filing a complaint of discrimination, including a complaint form if requested, and contact information for the District's designated coordinator. If the District uses its disciplinary procedures to investigate and resolve an alleged discrimination complaint, those disciplinary procedures will comply with the District's standards for a prompt and equitable grievance procedure outlined in section B.2., below.

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

i. Level 1 (Investigation and Findings):

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

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

The District will complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. Extenuating circumstances do not include summer vacation, and if a designated compliance coordinator or investigator is unavailable, another coordinator or trained employee will be designated to conduct the investigation. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant**. Periodic status updates will be given to the parties, if necessary.

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

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

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

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

- a. A summary of the facts,
- b. An analysis of the appropriate legal standards applied to the specific facts,
- c. Findings regarding whether discrimination occurred, and
- d. If a finding is made that discrimination occurred, the recommended remedy or remedies necessary to eliminate discrimination, including harassment and retaliation, prevent its recurrence, and remedy its effects, if applicable.

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

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **ten (10) working days** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose to a student who was discriminated against or harassed (victim), information about the sanction imposed upon a student who was found to have engaged in discrimination or harassment (student who discriminated) when the sanction directly relates to the victim. This includes an order that the student who discriminated stay away from the victim, or that the student who discriminated is prohibited from attending school for a period of time, or transferred to other classes.

ii. Level 2 (Appeal to the Superintendent):

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within **ten (10) working days** after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education **within ten (10) working days** after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at the next scheduled Board meeting to present his or her appeal. The Board will issue a written determination about the appeal **within thirty (30) working days** after receiving the appeal. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

4. Remedies:

If the District knows or reasonably should know about possible discrimination, including harassment or violence, the District will take immediate, interim action or measures to protect the alleged victim, ensure the safety of the school community, and prevent further potential discrimination, harassment, or retaliation during the District's pending investigation. These interim measures will be prompt, age-appropriate, effective, and tailored to the specific situation, and may include a change in the student's seating assignment or class, a change in an employee's work area, prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation, and other remedies, such as those listed below.

The District will minimize any burden on the alleged victim when taking interim measures. For instance, the District generally will not remove the alleged victim from his or her class or work area and allow the alleged harasser to remain. In addition the District will ensure that the complainant is aware of his or her Title IX rights, including a strong prohibition against retaliation for reporting discrimination or harassment or cooperating with any investigation or proceeding, and any available resources, such as counseling, health, and mental health services, and the right to file a complaint with local law enforcement, if applicable.

If the District determines that unlawful discrimination or harassment occurred, the District will take prompt and effective action to eliminate the discrimination or harassment, prevent its recurrence, and remedy its effects on the complainant and others, if appropriate. The remedies will be tailored to the specific allegations and facts of each situation, including, but not limited to, the following remedies:

- a. Providing an escort to ensure the complainant can move safely between classes and activities.
- b. Ensuring the complainant and alleged harasser do not attend the same classes.
- c. Moving the alleged harasser to another school or work area within the District.
- d. Providing counseling services or reimbursement, if appropriate.
- e. Providing medical services or reimbursement, if appropriate.
- f. Providing academic support services, such as tutoring.
- g. Arranging for the complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the complainant's academic record.

The District may provide remedies for the broader student population as well, including but not limited to:

- a. Offering counseling, health, mental health, or other holistic and comprehensive victim services to all students or employees affected by sexual harassment or sexual violence, and notifying students and employees of campus and community counseling, health, mental health, and other student services.
- b. Designating an individual from the District's counseling center to be "on call" to assist victims of sexual harassment or violence whenever needed.
- c. Providing additional training to the District's designated compliance coordinators and other employees who are involved in addressing, investigating, or resolving complaints of discrimination, harassment, and retaliation, to better respond to specific types of harassment and violence.
- d. Informing students and employees of their options to notify proper law enforcement authorities, including school and local police, and the option to be assisted by District employees in notifying those authorities.
- e. Creating a committee of students or employees and District officials to identify strategies for ensuring that students and employees:
 - i. Know the school's prohibition against discrimination, harassment, and retaliation.
 - ii. Recognize acts of discrimination, harassment (including acts of violence), and retaliation when they occur.
 - iii. Understand how and to whom to report any incidents of discrimination.
 - iv. Know the connection between alcohol and drug abuse and harassment or violence based on sex or other protected characteristics.
 - v. Feel comfortable that District officials will respond promptly and equitably to reports of discrimination, harassment (including violence) and retaliation.
- f. Conducting periodic assessments of student or employee activities to ensure that the practices and behavior of students or employees do not violate the District's policies against anti-discrimination, anti-harassment, and anti-retaliation.

- g. Conducting in conjunction with students or employees, a “climate check” to assess the effectiveness of efforts to ensure that the District is free from discrimination, harassment (including violence), and retaliation, and using the resulting information to inform future proactive steps that will be taken by the District.

In addition to these remedies, the District may impose disciplinary sanctions against the student or employee who discriminated, harassed, or retaliated against the complainant, up to and including possible expulsion or termination or cancellation of employment.

5. Confidentiality:

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

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

At the same time, the District will evaluate a confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. Thus, the District may weigh the confidentiality request against factors such as: the seriousness of the alleged harassment, the complainant's age; whether there have been other harassment complaints about the same individual and the alleged harasser's rights to receive information about the allegations if the information is maintained by the District as an “education record” under FERPA. In some cases, the District may be required to report alleged misconduct or discrimination, such as sexual harassment involving sexual violence, to local law enforcement or other officials, and the District may not be able to maintain the complainant's confidentiality. The District will inform the complainant that it cannot ensure confidentiality, if applicable.

6. Training:

The District will ensure that District employees, including but not limited to officials, administrators, teachers, substitute teachers, counselors, nurses and other health personnel, coaches, assistant coaches, paraprofessionals, aides, bus drivers, and school law enforcement officers, are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees. This training will include, at a minimum, the following areas:

- a. The current legal standards and compliance requirements of anti-discrimination, anti-harassment, and anti-retaliation federal, state, and any local laws and regulations, including several specific examples of discrimination, harassment (including acts of violence because of a person's sex or other protected characteristics), and retaliation.
- b. The District's current anti-discrimination, anti-harassment, and anti-retaliation notice, policies, grievance procedure, and discrimination complaint form, including the specific steps and timeframes of the investigative procedures, and the District's disciplinary procedures.
- c. Identification of the District's designated compliance coordinators and their job responsibilities.
- d. Specific examples and information regarding how to report complaints or observations of discrimination, harassment, or retaliation to appropriate District officials or employees. In addition, the District will emphasize that employees, students, third parties, and others should not be deterred from filing a complaint or reporting discrimination. For instance, if a student is the victim of sexual violence, a form of sexual harassment, but the student is concerned that alcohol or drugs were involved, school staff should inform the student that the District's primary concern is student safety, that any other rules violations will be addressed separately from the sexual violence allegation, and that the use of alcohol or drugs never makes the victim at fault for sexual violence.
- e. Potential consequences for violating the District's anti-discrimination, anti-harassment, and anti-retaliation policies, including discipline.
- f. Potential remedies, including immediate, interim remedies, to eliminate the discrimination, harassment, and retaliation, prevent its recurrence, and remedy its effects.
- g. A description of victim resources, including comprehensive victim services, to address acts of discrimination and harassment, including acts of violence because of a person's sex or other protected characteristics, and a list of those resources for distribution to trainees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive additional specific training to promptly and effectively investigate and respond to complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

7. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).

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

The designated compliance coordinators will not have other job responsibilities that may create a conflict of interest with their coordinator responsibilities.

8. Preventive Measures:

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas (B.6.a-g) identified in the Training section, above.

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

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

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

Date of Adoption: [Insert Date]

Business OperationsESSA

It is the policy of the District to comply with the Every Student Succeeds Act (“ESSA”) and federal grant programs in which the District participates.

1. Authority to Sign Applications. The Superintendent is authorized to sign applications for any of the ESSA formula grants on behalf of the District and may delegate such authority to other administrators in the Superintendent’s discretion. The Superintendent shall submit such applications as determined appropriate so long as acceptance of the funds does not include conditions contrary to the policies of the Board of Education.
2. Supplement not Supplant. Federal funds shall be used to supplement, not supplant the amount of funds or services available from non-federal sources, in compliance with the requirements of federal law. ESSA funds shall not be used to provide services otherwise required by law to be made available.
3. Equitable Allocation. Federal funds shall be used in a manner to ensure equitable allocation of resources. Staff are to be assigned and curriculum materials and instructional supplies are to be distributed to the schools in such a way that equivalence of personnel and materials is ensured among the schools in compliance with the requirements of federal law.
4. Maintenance of Effort. The District shall maintain fiscal effort related to ESSA programs in compliance with the requirements of federal law.
5. Resources. The procurement of resources related to the ESSA programs, including contracts and purchase or service agreements for such program, shall be in accordance with the District’s written procedures for purchasing and contracting. Purchase orders and invoices shall indicate an appropriate record of expenditures. All equipment purchased with federal funds, including those used in nonpublic and other facilities, shall be appropriately identified, inventoried, and when no longer useful to the program, properly disposed. Resources such as staff, materials and equipment funded by Title I shall be used only for children participating in the program.
6. Maintenance of Records. Records of all federal financial and program information shall be kept for a minimum of 5 years after the start date of the project.
7. Identification of Eligible Children. The Superintendent and the designees shall implement an appropriate process to identify children eligible for services provided under federal programs.

8. Coordination of Services. Title I services shall be coordinated and integrated with the regular classroom, with other agencies providing services and with other federal, state and local programs.
9. Standards and Expectations. Students receiving services in Title I are held to the same standards and expectations as all other students.
10. Assessments. Students receiving services in Title I are assessed with the regular population without accommodations.
11. Parents Right to Know. At the beginning of each school year, if the District receives Title I funding, the District shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the District will provide the parents 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.
12. Testing Opt-Out. At the beginning of each school year, if the District receives Title I funding, the District shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the District will provide the parents 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.
13. Language Instruction Programs. At the beginning of each school year, if the District receives Title I funding, the District will implement an effective means of outreach to parents of English learners to inform the parents 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.

14. Other Requirements. The Superintendent shall take or cause other staff to take such action as required by law for the District to maintain compliance with ESSA and specific ESSA grant programs in which the District participates.
15. Certification Regarding Debarment, Suspension and Ineligibility. The District will endeavor to ensure that all contracts and purchase orders reimbursed using federal funds will include the following “suspension and disbarment” language:

To the best of its knowledge and belief, the contractor or any of its principals are not presently debarred, suspended, proposed for debarment or otherwise declared ineligible for the award of contracts by any Federal agency by the inclusion of the contractor or its principals in the current “LIST OF PARTIES EXCLUDED FROM FEDERAL PROCUREMENT OR NONPROCUREMENT PROGRAMS” published by the U.S. General Services Administration Office of Acquisition Policy.

The prospective lower tier participant shall provide immediate written notice to the District if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances. Should the prospective lower tier participant enter into a covered transaction with another person at the next lower tier, the prospective lower tier participant agrees by accepting this agreement that it will verify that the person with whom it intends to do business is not excluded or disqualified.

Notwithstanding anything to the contrary, all persons or entities contracting with the District with any reimbursement using federal funds shall be bound by this certification and shall fully abide by and comply with the same.

Legal Reference: ESSA

Date of Adoption: [Insert Date]

Business OperationsESSA

It is the policy of the District to comply with the Every Student Succeeds Act (“ESSA”) and federal grant programs in which the District participates.

1. Authority to Sign Applications. The Superintendent is authorized to sign applications for any of the ESSA formula grants on behalf of the District and may delegate such authority to other administrators in the Superintendent’s discretion. The Superintendent shall submit such applications as determined appropriate so long as acceptance of the funds does not include conditions contrary to the policies of the Board of Education.
2. Supplement not Supplant. Federal funds shall be used to supplement, not supplant the amount of funds or services available from non-federal sources, in compliance with the requirements of federal law. ESSA funds shall not be used to provide services otherwise required by law to be made available.
3. Equitable Allocation. Federal funds shall be used in a manner to ensure equitable allocation of resources. Staff are to be assigned and curriculum materials and instructional supplies are to be distributed to the schools in such a way that equivalence of personnel and materials is ensured among the schools in compliance with the requirements of federal law.
4. Maintenance of Effort. The District shall maintain fiscal effort related to ESSA programs in compliance with the requirements of federal law.
5. Resources. The procurement of resources related to the ESSA programs, including contracts and purchase or service agreements for such program, shall be in accordance with the District’s written procedures for purchasing and contracting. Purchase orders and invoices shall indicate an appropriate record of expenditures. All equipment purchased with federal funds, including those used in nonpublic and other facilities, shall be appropriately identified, inventoried, and when no longer useful to the program, properly disposed. Resources such as staff, materials and equipment funded by Title I shall be used only for children participating in the program.
6. Maintenance of Records. Records of all federal financial and program information shall be kept for a minimum of 5 years after the start date of the project.
7. Identification of Eligible Children. The Superintendent and the designees shall implement an appropriate process to identify children eligible for services provided under federal programs.

8. Coordination of Services. Title I services shall be coordinated and integrated with the regular classroom, with other agencies providing services and with other federal, state and local programs.
9. Standards and Expectations. Students receiving services in Title I are held to the same standards and expectations as all other students.
10. Assessments. Students receiving services in Title I are assessed with the regular population without accommodations.
11. Parents Right to Know. At the beginning of each school year, if the District receives Title I funding, the District shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the District will provide the parents 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.
12. Testing Opt-Out. At the beginning of each school year, if the District receives Title I funding, the District shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the District will provide the parents 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.
13. Language Instruction Programs. At the beginning of each school year, if the District receives Title I funding, the District will implement an effective means of outreach to parents of English learners to inform the parents 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.

14. Other Requirements. The Superintendent shall take or cause other staff to take such action as required by law for the District to maintain compliance with ESSA and specific ESSA grant programs in which the District participates.
15. Certification Regarding Debarment, Suspension and Ineligibility. The District will endeavor to ensure that all contracts and purchase orders reimbursed using federal funds will include the following “suspension and disbarment” language:

To the best of its knowledge and belief, the contractor or any of its principals are not presently debarred, suspended, proposed for debarment or otherwise declared ineligible for the award of contracts by any Federal agency by the inclusion of the contractor or its principals in the current “LIST OF PARTIES EXCLUDED FROM FEDERAL PROCUREMENT OR NONPROCUREMENT PROGRAMS” published by the U.S. General Services Administration Office of Acquisition Policy.

The prospective lower tier participant shall provide immediate written notice to the District if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances. Should the prospective lower tier participant enter into a covered transaction with another person at the next lower tier, the prospective lower tier participant agrees by accepting this agreement that it will verify that the person with whom it intends to do business is not excluded or disqualified.

Notwithstanding anything to the contrary, all persons or entities contracting with the District with any reimbursement using federal funds shall be bound by this certification and shall fully abide by and comply with the same.

Legal Reference: ESSA

Date of Adoption: [Insert Date]

Personnel - All Employees

Employee Fundraising

Any employee who directly or indirectly seeks to use their position as a District employee to fundraise (such as through a crowd funding initiative) must obtain prior approval from the Superintendent or Superintendent's designee before taking any action to fundraise.

An employee who receives permission to fundraise shall abide by the following requirements:

- a. The employee shall inform the Superintendent or Superintendent's designee of any content (including online messages or requests) that the employee intends to publish.
- b. The employee shall not violate any District policy, rule or law in any fundraising efforts and shall keep all student information confidential.
- c. The employee must account for any money raised through the approved fundraising effort and shall provide evidence to the Superintendent or Superintendent's designee as to how the money was spent.

District employees who engage in fundraising efforts in their private capacities need not abide by this policy.

Date of Adoption: [Insert Date]

**Summary of the School Immunization Rules and Regulations
For 2017-2018 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	<p>4 doses of DTaP, DTP, or DT vaccine</p> <p>3 doses of Polio vaccine</p> <p>3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age</p> <p>3 doses of pediatric Hepatitis B vaccine</p> <p>1 dose of MMR or MMRV given on or after 12 months of age</p> <p>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.</p> <p>4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age</p>
Students entering school (Kindergarten or 1 st Grade depending on the school district's entering grade)	<p>3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday</p> <p>3 doses of Polio vaccine</p> <p>3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age</p> <p>2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month</p> <p>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.</p>
Students entering 7 th grade	<p>Must be current with the above vaccinations AND receive 1 dose of Tdap (contain Pertussis booster)</p>
Students transferring from outside the state at any grade	<p>Must be immunized appropriately according to the grade entered.</p>

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

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

Updated 1/25/2017

**Summary of the School Immunization Rules and Regulations
For 2017-2018 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	<p>4 doses of DTaP, DTP, or DT vaccine</p> <p>3 doses of Polio vaccine</p> <p>3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age</p> <p>3 doses of pediatric Hepatitis B vaccine</p> <p>1 dose of MMR or MMRV given on or after 12 months of age</p> <p>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.</p> <p>4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age</p>
Students entering school (Kindergarten or 1 st Grade depending on the school district's entering grade)	<p>3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday</p> <p>3 doses of Polio vaccine</p> <p>3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age</p> <p>2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month</p> <p>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.</p>
Students entering 7 th grade	<p>Must be current with the above vaccinations AND receive 1 dose of Tdap (contain Pertussis booster)</p>
Students transferring from outside the state at any grade	<p>Must be immunized appropriately according to the grade entered.</p>

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

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Updated 1/25/2017

Students

Full-time and Part-time Enrollment

Full-time Enrollment

Students must be enrolled in [Name] Public Schools on a full-time basis. Full-time basis is defined as attending classes for the full instructional day within the public school system.

Exceptions are permitted only for:

1. enrolled students attending another state accredited institution such as a vocational-technical school or a college or university for school credit;
2. enrolled students taking the limited number of credits needed to graduate in the school year;
3. enrolled students in need of modified school attendance as an accommodation for a disability or similar unique circumstance;
4. enrolled students receiving special education services where the student's IEP requires a modified schedule, or non-enrolled students receiving special education services or other legally mandated services required to be provided to eligible resident children under state and federal laws and regulations;
5. students from other school districts participating in programs offered by the District pursuant to an interlocal agreement or other arrangement approved by the School Board; and
6. non-public school students in accordance with the policies and procedures set forth in this policy.

Part-Time Enrollment of Non-Public School Students

The School Board shall allow the part-time enrollment of students who are residents of the school district and who are also enrolled in a private, denominational, or parochial school or in a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements. Such students are referred to herein as “non-public school students.”

The School Board establishes the following guiding principles for enrollment of non-public school students:

- (1) The primary school for a non-public school student is the student's private, denominational, parochial or home school.
- (2) Enrollment of a non-public school student in [Name] Public Schools is allowed for the purpose of providing enhanced educational opportunities not otherwise available to the non-public school student. It is not to supplant programming of the student's primary school.
- (3) Non-public school students are not to be given priority over full-time students.
- (4) Non-public school students are to be enrolled only in programs or courses that are educationally appropriate for the student.
- (5) Enrollment of non-public school students is not to negatively affect the educational services to be provided to full-time students.

The School Board establishes the following specific policies and procedures for enrollment of non-public school students. In the event the specific policies and procedures require interpretation or do not fully resolve an issue, the above established guiding principles are to be considered.

A. Non-Public School Student Enrollment Application Procedures.

1. Application. Parent or guardian must submit an Application of Non-Public School Student for Part-Time Enrollment to the principal of the school the student desires to attend.
2. Deadline for Applications. The application must be received by August 1st preceding the school year the student wishes to enroll.
 - a. Change of Residence Exception: The application deadline for a student who becomes a resident of the District after the school year has commenced is: 20 calendar days after the student becomes a resident of the District. The principal may delay enrollment until the next following quarter or semester starts, or at such other time as determined to be educationally appropriate.
 - b. High School Course Exception: The application deadline for a student who desires to enroll in a second semester high school course is December 1st.
3. Action on Applications. The principal will review the application and will notify the parent of the approval or denial of the application within 2 weeks of receipt of the application or 2 weeks prior to the start of school or 2 weeks prior to the start of the next semester, whichever is later.
4. Appeals. The parent or guardian may appeal the principal's action to deny their application. Any such appeal must be submitted to the Superintendent within 14 calendar days from the date of the principal's action. The appeal shall be in writing and shall be decided on the basis of the written submission. The Superintendent may request the parent or guardian to provide further explanation or information and the appeal may be denied in the event the parent or guardian fails to fully respond on a timely basis. The Superintendent shall decide the appeal within 10 calendar days of the submission of the appeal. The Superintendent may make a decision later than the 10 days in the event good reason for delay exists. Good reason includes but is not limited to the Superintendent being unable to gather the information the Superintendent determines necessary to make the decision within the decision period.
5. Annual Applications. Part-time enrollment is determined annually. Application must be made each school year. There will be no guarantee that enrollment will be continued from one year to the next.

B. Non-Public School Student Admission

1. Admission Requirements. Students must meet the normal admission requirements. This includes the requirements that the student: be a resident of the District, be of school attendance age and not have graduated or have received a GED.
2. Admission Process. Students must complete the normal enrollment process and forms required by the District and/or the building for enrollment of all children. This includes the requirements relating to: birth certificates, immunizations, physical examinations, and visual evaluations.

C. Non-Public School Student Enrollment Standards

1. Maximum Enrollment. Students may not enroll in more than 2 middle school or high school courses during any one semester. Elementary students may not enroll in programming of greater than 90 minutes of instruction each day.
2. Capacity Limits. Enrollment will be subject to capacity limits. Any grade level, program, or course which has been determined to be at capacity for option enrollment purposes shall not be available for non-public school students. The middle school principal and counselor shall also establish capacity limits for particular courses each semester. Students will not be permitted to enroll in courses beyond the established capacity limits.
3. Integrated Courses. Students must meet prerequisite requirements to be enrolled in a course by appropriate credits earned through an accredited program. The principal may on a discretionary basis allow prerequisite requirements to be satisfied where the student provides reasonable indications that the academic criteria have been met, such as results from achievement tests or other indications of adequate preparation.
4. Educationally Appropriate Programs and Courses. Students will not be allowed to enroll in programs or courses which the school administration determines to not be educationally appropriate for the student. Determination of whether a program or course is educationally appropriate will be made based on the standards the District uses for making academic placement decisions.
5. Essential versus Non-Essential Elective Courses. Non-public school students are not permitted to enroll in essential courses. Essential courses are those which are required to be offered by the student's private, denominational, parochial or home school. For non-public school students attending an approved school, essential courses are: language arts, social

studies, science, mathematics, vocational education, foreign language, visual and performing arts, and personal health and physical fitness. For non-public school students attending an exempt school, essential courses consist of a sequential program of instruction designed to lead to basic skills in the language arts, mathematics, science, social studies, and health. A non-public school student will not be precluded by this provision from enrolling in non-essential elective courses.

D. Non-Public School Student Policies

1. General Standard. Non-public school students who are enrolled part-time are to be subject to the same standards as full-time enrolled students except where appropriate to reflect their part-time status.
2. Building assignment. Students must enroll in the attendance center that serves the student's residence, provided that the administration reserves the authority to make a different attendance center assignment. A student may request assignment to an attendance center other than that of the student's residence under the intra-district transfer procedures.
3. No Partial Part-Time Enrollment. Students must apply for enrollment and attend the entire school year for which enrollment is made or, for high school courses, for the full length of the course. Once enrolled, part-time students will be required to participate in all activities, programs, and tests related to the program or course for which the student is enrolled, including as applicable State or District-wide assessments, as full-time students.
4. Student Conduct Policies. Students enrolled on a part-time basis shall be required to follow all school policies that apply to other students at any time the part-time student is present on school grounds or at a school-sponsored activity or athletic event. This includes the District's student conduct policies. Students enrolled on a part-time basis shall be subject to discipline, including suspension or expulsion, for violation of student conduct rules.
5. Attendance. Students enrolled on a part-time basis are not exempt from the compulsory attendance laws or from the District's attendance policies. Students who engage in excessive absenteeism as defined in Board policy are to be reported under the truancy laws.
6. Presence on School Grounds. Students enrolled on a part-time basis are to be present on school grounds during the school day only at the times required for their attendance in the program or course in which they are enrolled. Exceptions may be made in the discretion of the principal or the

principal's designee. Students must sign in and out of the school by following the building level procedure. Students are responsible for being aware of any changes in the school schedule during inclement weather or for other reasons.

7. Transportation. Students enrolled on a part-time basis are not entitled to transportation or transportation reimbursement. Full-time students will be given first consideration for parking on the high school campus.
8. Academic Honors. Students enrolled on a part-time basis will not be eligible to graduate or receive a diploma from the District or receive academic honors (for example, class rank and honor roll) except to the extent the student meets all requirements of the District's policies for such, including attainment of minimum credits and semesters of attendance.
9. Extracurricular Activities. Students enrolled on a part-time basis may be permitted in the discretion of the principal and athletic director to participate in extracurricular activities. Participation in activities that are subject to the bylaws of the Nebraska School Activities Association (NSAA) will be limited to those students who meet the NSAA bylaws.

Legal Reference: Neb. Rev. Stat. §79-2,136 and §79-526
Title 92, Nebraska Administrative Code, Chapter 10

Date of Adoption: [Insert Date]

Students

Full-time and Part-time Enrollment

Full-time Enrollment

Students must be enrolled in [Name] Public Schools on a full-time basis. Full-time basis is defined as attending classes for the full instructional day within the public school system.

Exceptions are permitted only for:

1. enrolled students attending another state accredited institution such as a vocational-technical school or a college or university for school credit;
2. enrolled students taking the limited number of credits needed to graduate in the school year;
3. enrolled students in need of modified school attendance as an accommodation for a disability or similar unique circumstance;
4. enrolled students receiving special education services where the student's IEP requires a modified schedule, or non-enrolled students receiving special education services or other legally mandated services required to be provided to eligible resident children under state and federal laws and regulations;
5. students from other school districts participating in programs offered by the District pursuant to an interlocal agreement or other arrangement approved by the School Board; and
6. non-public school students in accordance with the policies and procedures set forth in this policy.

Part-Time Enrollment of Non-Public School Students

The School Board shall allow the part-time enrollment of students who are residents of the school district and who are also enrolled in a private, denominational, or parochial school or in a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements. Such students are referred to herein as "non-public school students."

The School Board establishes the following guiding principles for enrollment of non-public school students:

- (1) The primary school for a non-public school student is the student's private, denominational, parochial or home school.
- (2) Enrollment of a non-public school student in [Name] Public Schools is allowed for the purpose of providing enhanced educational opportunities not otherwise available to the non-public school student. It is not to supplant programming of the student's primary school.
- (3) Non-public school students are not to be given priority over full-time students.
- (4) Non-public school students are to be enrolled only in programs or courses that are educationally appropriate for the student.
- (5) Enrollment of non-public school students is not to negatively affect the educational services to be provided to full-time students.

The School Board establishes the following specific policies and procedures for enrollment of non-public school students. In the event the specific policies and procedures require interpretation or do not fully resolve an issue, the above established guiding principles are to be considered.

A. Non-Public School Student Enrollment Application Procedures.

1. Application. Parent or guardian must submit an Application of Non-Public School Student for Part-Time Enrollment to the principal of the school the student desires to attend.
2. Deadline for Applications. The application must be received by August 1st preceding the school year the student wishes to enroll.
 - a. Change of Residence Exception: The application deadline for a student who becomes a resident of the District after the school year has commenced is: 20 calendar days after the student becomes a resident of the District. The principal may delay enrollment until the next following quarter or semester starts, or at such other time as determined to be educationally appropriate.
 - b. High School Course Exception: The application deadline for a student who desires to enroll in a second semester high school course is December 1st.
3. Action on Applications. The principal will review the application and will notify the parent of the approval or denial of the application within 2 weeks of receipt of the application or 2 weeks prior to the start of school or 2 weeks prior to the start of the next semester, whichever is later.
4. Appeals. The parent or guardian may appeal the principal's action to deny their application. Any such appeal must be submitted to the Superintendent within 14 calendar days from the date of the principal's action. The appeal shall be in writing and shall be decided on the basis of the written submission. The Superintendent may request the parent or guardian to provide further explanation or information and the appeal may be denied in the event the parent or guardian fails to fully respond on a timely basis. The Superintendent shall decide the appeal within 10 calendar days of the submission of the appeal. The Superintendent may make a decision later than the 10 days in the event good reason for delay exists. Good reason includes but is not limited to the Superintendent being unable to gather the information the Superintendent determines necessary to make the decision within the decision period.
5. Annual Applications. Part-time enrollment is determined annually. Application must be made each school year. There will be no guarantee that enrollment will be continued from one year to the next.

B. Non-Public School Student Admission

1. Admission Requirements. Students must meet the normal admission requirements. This includes the requirements that the student: be a resident of the District, be of school attendance age and not have graduated or have received a GED.
2. Admission Process. Students must complete the normal enrollment process and forms required by the District and/or the building for enrollment of all children. This includes the requirements relating to: birth certificates, immunizations, physical examinations, and visual evaluations.

C. Non-Public School Student Enrollment Standards

1. Maximum Enrollment. Students may not enroll in more than 2 middle school or high school courses during any one semester. Elementary students may not enroll in programming of greater than 90 minutes of instruction each day.
2. Capacity Limits. Enrollment will be subject to capacity limits. Any grade level, program, or course which has been determined to be at capacity for option enrollment purposes shall not be available for non-public school students. The middle school principal and counselor shall also establish capacity limits for particular courses each semester. Students will not be permitted to enroll in courses beyond the established capacity limits.
3. Integrated Courses. Students must meet prerequisite requirements to be enrolled in a course by appropriate credits earned through an accredited program. The principal may on a discretionary basis allow prerequisite requirements to be satisfied where the student provides reasonable indications that the academic criteria have been met, such as results from achievement tests or other indications of adequate preparation.
4. Educationally Appropriate Programs and Courses. Students will not be allowed to enroll in programs or courses which the school administration determines to not be educationally appropriate for the student. Determination of whether a program or course is educationally appropriate will be made based on the standards the District uses for making academic placement decisions.
5. Essential versus Non-Essential Elective Courses. Non-public school students are not permitted to enroll in essential courses. Essential courses are those which are required to be offered by the student's private, denominational, parochial or home school. For non-public school students

attending an approved school, essential courses are: language arts, social studies, science, mathematics, vocational education, foreign language, visual and performing arts, and personal health and physical fitness. For non-public school students attending an exempt school, essential courses consist of a sequential program of instruction designed to lead to basic skills in the language arts, mathematics, science, social studies, and health. A non-public school student will not be precluded by this provision from enrolling in non-essential elective courses.

D. Non-Public School Student Policies

1. General Standard. Non-public school students who are enrolled part-time are to be subject to the same standards as full-time enrolled students except where appropriate to reflect their part-time status.
2. Building assignment. Students must enroll in the attendance center that serves the student's residence, provided that the administration reserves the authority to make a different attendance center assignment. A student may request assignment to an attendance center other than that of the student's residence under the intra-district transfer procedures.
3. No Partial Part-Time Enrollment. Students must apply for enrollment and attend the entire school year for which enrollment is made or, for high school courses, for the full length of the course. Once enrolled, part-time students will be required to participate in all activities, programs, and tests related to the program or course for which the student is enrolled, including as applicable State or District-wide assessments, as full-time students.
4. Student Conduct Policies. Students enrolled on a part-time basis shall be required to follow all school policies that apply to other students at any time the part-time student is present on school grounds or at a school-sponsored activity or athletic event. This includes the District's student conduct policies. Students enrolled on a part-time basis shall be subject to discipline, including suspension or expulsion, for violation of student conduct rules.
5. Attendance. Students enrolled on a part-time basis are not exempt from the compulsory attendance laws or from the District's attendance policies. Students who engage in excessive absenteeism as defined in Board policy are to be reported under the truancy laws.
6. Presence on School Grounds. Students enrolled on a part-time basis are to be present on school grounds during the school day only at the times required for their attendance in the program or course in which they are

enrolled. Exceptions may be made in the discretion of the principal or the principal's designee. Students must sign in and out of the school by following the building level procedure. Students are responsible for being aware of any changes in the school schedule during inclement weather or for other reasons.

7. Transportation. Students enrolled on a part-time basis are not entitled to transportation or transportation reimbursement. Full-time students will be given first consideration for parking on the high school campus.
8. Academic Honors. Students enrolled on a part-time basis will not be eligible to graduate or receive a diploma from the District or receive academic honors (for example, class rank and honor roll) except to the extent the student meets all requirements of the District's policies for such, including attainment of minimum credits and semesters of attendance.
9. Extracurricular Activities. Students enrolled on a part-time basis may be permitted in the discretion of the principal and athletic director to participate in extracurricular activities. Participation in activities that are subject to the bylaws of the Nebraska School Activities Association (NSAA) will be limited to those students who meet the NSAA bylaws.

Legal Reference: Neb. Rev. Stat. §79-2,136 and §79-526
Title 92, Nebraska Administrative Code, Chapter 10

Date of Adoption: [Insert Date]

Notification of Rights Under FERPA

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

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

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

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

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

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

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

Kathleen Styles, Office of the Chief Privacy Officer
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Notice Concerning Directory Information

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

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

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District determines that the disclosure to the potential recipient poses a risk to student safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex 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 weeks from the time this information is first received. Please contact the Superintendent's office to indicate your refusal to have your child's information designated as directory information.

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

OPTIONAL

In addition, notice is further given that FERPA permits the disclosure of personally identifiable information from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the District to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. The District may disclose personally identifiable information from the education records of a student without obtaining prior written consent of the parents or the eligible student —

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the District has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the Nebraska Department of Education. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of personally identifiable information to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the District, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the District has designated as “directory information” under §99.37. (§99.31(a)(11))

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 [Name] 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.

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

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

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

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2. School and dates of attendance;
3. Student's current grade;
4. Student's enrollment status (e.g. full-time or part-time);
5. Student's date of birth and place of birth;
6. Student's extra-curricular participation;
7. Student's achievement awards or honors;
8. Student's weight and height if a member of an athletic team;
9. Student's photograph; and
10. School or school district the student attended before he or she enrolled in [Name] Public Schools.

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

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StudentsRequests to Contact Students and Student Interviews by Non-School PersonnelA. Removals of Students and Interviews of Students

In dealing with law enforcement officials, [Name] Public Schools' employees are not to obstruct government operations or unreasonably refuse or fail to aid a peace officer, but are also to attempt to prevent undue interference with District operations or educational programming.

1. Removals of Students by Law Enforcement Officials

Law enforcement officers should not be permitted to remove a child from school while the child is properly in attendance, without permission of the child's parent or guardian, except when legally authorized to do so. For purposes of this policy, a law enforcement officer is defined as: sheriffs, coroners, jailers, marshals, police officers, state highway patrol officers, members of the National Guard on active service by direction of the Governor during periods of emergency, and all other persons with similar authority to make arrests. (Neb. Rev. Stat. §49-801).

Law enforcement officers may in the line of duty require a student to accompany him or her for questioning or detention either with or without an arrest warrant. A peace officer has the lawful authority to take immediate temporary custody of children under the age of 18 with an arrest warrant, or without a warrant or order of the court when:

- (a) the child has violated a state law or municipal ordinance and such child was eleven years of age or older at the time of the violation, and the officer has reasonable grounds to believe such child committed such violation and was eleven years of age or older at the time of the violation;
- (b) the child is seriously endangered in his or her surroundings and immediate removal appears to be necessary for the child's protection;
- (c) the officer believes the child to be mentally ill and dangerous as defined in Neb. Rev. Stat. §71-908 and that the harm described in that section is likely to occur before proceedings may be instituted before the juvenile court;
- (d) the officer has reasonable grounds to believe that the juvenile has run away from his or her parent, guardian, or custodian;
- (e) a probation officer has reasonable cause to believe that a juvenile is in violation of probation and that the juvenile will attempt to leave the jurisdiction or place lives or property in danger;
- (f) the officer has reasonable grounds to believe the juvenile is truant from school. (Neb. Rev. Stat. §§43-418 and 43-248).

- (g) the officer has reasonable grounds to believe the child is immune from prosecution for prostitution under subsection (5) of section 28-801; or
- (h) the child has committed an act or engaged in behavior described in subdivision (1), (2), (3)(b), or (4) of section 43-247 and such child was under eleven years of age at the time of such act or behavior, and the officer has reasonable cause to believe such child committed such act or engaged in such behavior and was under eleven years of age at such time.

If a peace officer or probation officer requests to take custody of a student who is at that time under the control and jurisdiction of [Name] Public Schools, the following action is to be taken:

- (a) Establish Authority to Remove. The student should be released after appropriate measures are taken and documented to ensure that the officer has the authority to take the student. The form attached as Exhibit “A” to this Policy may be used for this purpose.
- (b) Notify Local Law Enforcement. In some instances there may be orders for custody of a student served by the officers with authority to arrest from outside the jurisdiction of [Name] Public Schools. Local law enforcement should be contacted and requested to participate in or monitor the removal.
- (c) Notify Parent of Removal. When a principal or other school official releases a minor student to a peace officer for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor student to the officer and the place to which the student is reportedly being taken. Provided, however, when a minor student has been taken into custody as a victim of suspected child abuse, the principal or other school official is not required to notify the parent or guardian, but shall provide the peace officer with the address and telephone number of the minor student’s parents or guardian.

A student should not be released to a private detective or “special police officer” who is not an officer of a Nebraska political subdivision or an officer of an agency of the federal government without consent of the student’s parent, guardian or custodian.

2. Interviews of Students by Law Enforcement Officials

Law enforcement officers and other law authorities should be urged to contact students for questioning outside the instructional day and off school premises whenever possible. When it is appropriate that such questioning occur, the following guidelines are to be followed:

- (a) Interviews not related to District Events. If an interview of a student is requested during school hours concerning an ongoing investigation of a crime not related to [Name] Public Schools, questioning should not take place until the student's parent, guardian or custodian has been contacted and permission is given for such interview. The consent should be documented. The presence of a school employee during the interview is not necessary.
- (b) Interviews Related to District Events. If the investigation relates to an incident which took place on school premises or during instructional time, it is not necessary to obtain consent of the student's parent, guardian or custodian. In these situations, an employee of the District should be present during the interview to ensure that the interview relates only to the incident which took place on school premises or during instructional time or something which is directly related thereto.
- (c) Child Abuse or Neglect. If an investigator represents that an interview is necessary to collect information concerning an allegation of child abuse or neglect or an offense involving a family relation and it is clear that obtaining parental consent for the interview would be impossible or counter-productive, the interview may be conducted without consent of the student's parent, guardian or custodian. In these situations, an employee of [Name] Public Schools should be present during the interview to ensure that the interview relates only to those matters.
- (d) Probation Officer Interview. A probation officer assigned to a student by a court may be allowed the opportunity, on request, to interview a student on school premises. In such situations, it is neither necessary nor desirable that a District employee be present during the interview. It also is not necessary to obtain the consent of the parent, guardian, or custodian.

3. Disclosure of Student Records

School employees shall not, in the course of dealing with a peace officer or probation officer, disclose any confidential student records or information from such student records other than in response to a court order or subpoena or as otherwise authorized by state law and the Family Educational Rights and Privacy Act (FERPA).

4. Removals and Interviews by Persons other than Law Enforcement Officials

A person who comes to school premises to interview a student or remove a student prior to the end of the student's instructional day must obtain permission of an administrator or designee.

Permission to remove is not to be granted without consent of the student's parent, guardian or custodian, or a person authorized by the student's parent, guardian or custodian to give such permission.

Permission to interview on subjects not related to school matters is not to be granted unless there is a clearly valid and proper reason for the interview and such is not disruptive to school operations or the student's educational program. Ordinarily such contacts shall be restricted to the student's parent, guardian or custodian or a friend of the family when an emergency or other similar circumstance exists.

Legal Reference: Neb. Rev. Stat. §§43-248; 43-418; 79-294; 79-2104
20 U.S.C. §1232g (FERPA)

Date of Adoption: [Insert Date]

AR-5413--Exhibit A

Affidavit and Release to Remove Student

Date: _____

The undersigned hereby states and affirms to the [Name] Public Schools as follows:

1. That I am duly-appointed and acting peace officer employed by _____ and am currently acting within the scope of such employment.

2. That request is hereby made of the [Name] Public Schools to deliver to me the following named student: _____.

3. That I am entitled to immediate physical custody of said student by virtue of:

() Neb. Rev. Stat. 43-248 for the reason that said student (1) violated a state or municipal law in my presence, (2) is believed by me to have committed a felony, (3) is seriously endangered in his or her surroundings and immediate removal appears to be necessary for the student’s protection, or (4) is believed to have run away from his or her parent, guardian, or custodian.

() There having been issued a valid warrant for such student’s arrest, a true copy of which is attached hereto.

() There being reasonable grounds for me to arrest such student without a warrant, such grounds being that: _____

() Other (specify) the student being placed under arrest due to following authority: _____

4. That the undersigned will take immediate action to notify the parent(s), custodian, or legal guardian of said student that said student has been taken into custody and the reason or reasons for said custody.

5. That the undersigned has the legal right to take custody of the student without the consent of said student’s parent(s), guardian, custodian, or the [Name] Public Schools.

6. That any facts or circumstances set out on the back of this affidavit and release are true and correct and are incorporated herein by reference.

(Give complete description of officer’s name and position, including badge number)

**AR-5413--Exhibit B
Affidavit to Interview or Question Student**

Date: _____

The undersigned requests the right to interview or question _____, a student of the [Name] Public Schools, and hereby states and affirms to the [Name] Public Schools as follows:

() That the undersigned is a duly appointed probation officer acting pursuant to a valid appointment by the _____ Court of _____ County, Nebraska.

() That the undersigned is duly authorized by law to investigate allegations of criminal activity and this request is made to facilitate such an investigation.

() That the undersigned is duly authorized by law to investigate allegations of criminal activity and this request is made to facilitate an investigation of criminal activity which occurred on the school premises.

() That the undersigned is duly authorized by law to investigate allegations of abuse or neglect as defined in Neb. Rev. Stat. 28-710(3) and this request is made to facilitate an investigation where a family member is alleged to have committed acts of abuse or neglect against the above-named student.

() That requesting consent to the interview from the child's parent or guardian and notification of child's parent or guardian of the interview would be counter productive, and request is hereby made that the same be kept confidential.

That the additional information, if any, set out on the back of this affidavit is true and correct and is incorporated herein by reference.

(Give complete description of officer's name and position including badge number)

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Law enforcement officers should not be permitted to remove a child from school while the child is properly in attendance, without permission of the child's parent or guardian, except when legally authorized to do so. For purposes of this policy, a law enforcement officer is defined as: sheriffs, coroners, jailers, marshals, police officers, state highway patrol officers, members of the National Guard on active service by direction of the Governor during periods of emergency, and all other persons with similar authority to make arrests. (Neb. Rev. Stat. §49-801).

Law enforcement officers may in the line of duty require a student to accompany him or her for questioning or detention either with or without an arrest warrant. A peace officer has the lawful authority to take immediate temporary custody of children under the age of 18 with an arrest warrant, or without a warrant or order of the court when:

- (a) the child has violated a state law or municipal ordinance and such child was eleven years of age or older at the time of the violation, and the officer has reasonable grounds to believe such child committed such violation and was eleven years of age or older at the time of the violation;
- (b) the child is seriously endangered in his or her surroundings and immediate removal appears to be necessary for the child's protection;
- (c) the officer believes the child to be mentally ill and dangerous as defined in Neb. Rev. Stat. §71-908 and that the harm described in that section is likely to occur before proceedings may be instituted before the juvenile court;
- (d) the officer has reasonable grounds to believe that the juvenile has run away from his or her parent, guardian, or custodian;
- (e) a probation officer has reasonable cause to believe that a juvenile is in violation of probation and that the juvenile will attempt to leave the jurisdiction or place lives or property in danger;
- (f) the officer has reasonable grounds to believe the juvenile is truant from school. (Neb. Rev. Stat. §§43-418 and 43-248).

- (g) the officer has reasonable grounds to believe the child is immune from prosecution for prostitution under subsection (5) of section 28-801; or
- (h) the child has committed an act or engaged in behavior described in subdivision (1), (2), (3)(b), or (4) of section 43-247 and such child was under eleven years of age at the time of such act or behavior, and the officer has reasonable cause to believe such child committed such act or engaged in such behavior and was under eleven years of age at such time.

If a peace officer or probation officer requests to take custody of a student who is at that time under the control and jurisdiction of [Name] Public Schools, the following action is to be taken:

- (a) Establish Authority to Remove. The student should be released after appropriate measures are taken and documented to ensure that the officer has the authority to take the student. The form attached as Exhibit “A” to this Policy may be used for this purpose.
- (b) Notify Local Law Enforcement. In some instances there may be orders for custody of a student served by the officers with authority to arrest from outside the jurisdiction of [Name] Public Schools. Local law enforcement should be contacted and requested to participate in or monitor the removal.
- (c) Notify Parent of Removal. When a principal or other school official releases a minor student to a peace officer for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor student to the officer and the place to which the student is reportedly being taken. Provided, however, when a minor student has been taken into custody as a victim of suspected child abuse, the principal or other school official is not required to notify the parent or guardian, but shall provide the peace officer with the address and telephone number of the minor student’s parents or guardian.

A student should not be released to a private detective or “special police officer” who is not an officer of a Nebraska political subdivision or an officer of an agency of the federal government without consent of the student’s parent, guardian or custodian.

2. Interviews of Students by Law Enforcement Officials

Law enforcement officers and other law authorities should be urged to contact students for questioning outside the instructional day and off school premises whenever possible. When it is appropriate that such questioning occur, the following guidelines are to be followed:

- (a) Interviews not related to District Events. If an interview of a student is requested during school hours concerning an ongoing investigation of a crime not related to [Name] Public Schools, questioning should not take place until the student's parent, guardian or custodian has been contacted and permission is given for such interview. The consent should be documented. The presence of a school employee during the interview is not necessary.
- (b) Interviews Related to District Events. If the investigation relates to an incident which took place on school premises or during instructional time, it is not necessary to obtain consent of the student's parent, guardian or custodian. In these situations, an employee of the District should be present during the interview to ensure that the interview relates only to the incident which took place on school premises or during instructional time or something which is directly related thereto.
- (c) Child Abuse or Neglect. If an investigator represents that an interview is necessary to collect information concerning an allegation of child abuse or neglect or an offense involving a family relation and it is clear that obtaining parental consent for the interview would be impossible or counter-productive, the interview may be conducted without consent of the student's parent, guardian or custodian. In these situations, an employee of [Name] Public Schools should be present during the interview to ensure that the interview relates only to those matters.
- (d) Probation Officer Interview. A probation officer assigned to a student by a court may be allowed the opportunity, on request, to interview a student on school premises. In such situations, it is neither necessary nor desirable that a District employee be present during the interview. It also is not necessary to obtain the consent of the parent, guardian, or custodian.

3. Disclosure of Student Records

School employees shall not, in the course of dealing with a peace officer or probation officer, disclose any confidential student records or information from such student records other than in response to a court order or subpoena or as

otherwise authorized by state law and the Family Educational Rights and Privacy Act (FERPA).

4. Removals and Interviews by Persons other than Law Enforcement Officials

A person who comes to school premises to interview a student or remove a student prior to the end of the student’s instructional day must obtain permission of an administrator or designee.

Permission to remove is not to be granted without consent of the student’s parent, guardian or custodian, or a person authorized by the student’s parent, guardian or custodian to give such permission.

Permission to interview on subjects not related to school matters is not to be granted unless there is a clearly valid and proper reason for the interview and such is not disruptive to school operations or the student’s educational program. Ordinarily such contacts shall be restricted to the student’s parent, guardian or custodian or a friend of the family when an emergency or other similar circumstance exists.

Legal Reference: Neb. Rev. Stat. §§43-248; 43-418; 79-294; 79-2104
20 U.S.C. §1232g (FERPA)

Date of Adoption: [Insert Date]

AR-5413--Exhibit A

Affidavit and Release to Remove Student

Date: _____

The undersigned hereby states and affirms to the [Name] Public Schools as follows:

1. That I am duly-appointed and acting peace officer employed by _____ and am currently acting within the scope of such employment.
2. That request is hereby made of the [Name] Public Schools to deliver to me the following named student:_____.
3. That I am entitled to immediate physical custody of said student by virtue of:
 - () Neb. Rev. Stat. 43-248 for the reason that said student (1) violated a state or municipal law in my presence, (2) is believed by me to have committed a felony, (3) is seriously endangered in his or her surroundings and immediate removal appears to be necessary for the student’s protection, or (4) is believed to have run away from his or her parent, guardian, or custodian.
 - () There having been issued a valid warrant for such student’s arrest, a true copy of which is attached hereto.
 - () There being reasonable grounds for me to arrest such student without a warrant, such grounds being that: _____
 - () Other (specify) the student being placed under arrest due to following authority: _____
4. That the undersigned will take immediate action to notify the parent(s), custodian, or legal guardian of said student that said student has been taken into custody and the reason or reasons for said custody.
5. That the undersigned has the legal right to take custody of the student without the consent of said student’s parent(s), guardian, custodian, or the [Name] Public Schools.
6. That any facts or circumstances set out on the back of this affidavit and release are true and correct and are incorporated herein by reference.

 (Give complete description of officer’s name and position, including badge number)

AR-5413--Exhibit B
Affidavit to Interview or Question Student

Date: _____

The undersigned requests the right to interview or question _____, a student of the [Name] Public Schools, and hereby states and affirms to the [Name] Public Schools as follows:

() That the undersigned is a duly appointed probation officer acting pursuant to a valid appointment by the _____ Court of _____ County, Nebraska.

() That the undersigned is duly authorized by law to investigate allegations of criminal activity and this request is made to facilitate such an investigation.

() That the undersigned is duly authorized by law to investigate allegations of criminal activity and this request is made to facilitate an investigation of criminal activity which occurred on the school premises.

() That the undersigned is duly authorized by law to investigate allegations of abuse or neglect as defined in Neb. Rev. Stat. 28-710(3) and this request is made to facilitate an investigation where a family member is alleged to have committed acts of abuse or neglect against the above-named student.

() That requesting consent to the interview from the child’s parent or guardian and notification of child’s parent or guardian of the interview would be counter productive, and request is hereby made that the same be kept confidential.

That the additional information, if any, set out on the back of this affidavit is true and correct and is incorporated herein by reference.

(Give complete description of officer’s name and position including badge number)



Justin Knight <jknight@perrylawfirm.com>

RE: NDE NS: USDA Procurement Review Components

1 message

Fowler, Shannon <Shannon.Fowler@nebraska.gov>
To: Justin Knight <jknight@perrylawfirm.com>

Thu, Jun 22, 2017 at 12:35 PM

Hi Justin,

I apologize for the confusion. But the conflicting information you received is very likely.

When we began the procurement review process during this past school year, we were told by our Accounting Division that the State small purchase threshold was \$50,000 – which is the information we had relayed to our contractor who completed procurement reviews for our agency.

In May, however, we learned from our legal team that the State small purchase threshold, aligning with the Federal small purchase threshold, is **\$150,000**.

The district should follow the State/Federal small purchase threshold of \$150,000, unless they elect to institute a lower/more restrictive amount.

We have updated our documentation and are working to educate (re-educate) our schools on the State small purchase threshold of \$150,000.

Hope that helps clarify. Let me know if you need more information.

Thanks!

Shannon Fowler, MS

Assistant Director, Nebraska Dept. of Education – Nutrition Services

Report of the External Review Team for Chase County Schools

520 E 9th St
P.O. Box 577
Imperial
NE 69033-3138
US

JOEY LEFDAL

Date: April 2, 2017 - April 4, 2017



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Introduction

The External Review is an integral component of AdvancED Performance Accreditation and provides the institution with a comprehensive evaluation guided by the results of diagnostic instruments, in-depth review of data and documentation, and the professional judgment of a team of qualified and highly trained evaluators. A series of diagnostic instruments examines the impact of teaching and learning on student performance, the capacity of leadership to effect continuous improvement, and the degree to which the institution optimizes its use of available resources to facilitate and support student success. The results of this evaluation are represented in the Index of Education Quality (IEQ™) and through critical observations, namely, Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED Standards specific to their institution type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the conditions, processes, and practices within a system that impact student performance and organizational effectiveness.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality, and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED External Review Team uses AdvancED Standards, associated indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Team examines adherence to standards as well as how the institution functions as a whole and embodies the practices and characteristics expected of an accredited institution. The Standards, indicators and related criteria are evaluated using indicator-specific performance levels. The Team rates each indicator and criterion on a scale of 1 to 4. The final scores assigned to the indicators and criteria represent the average of the External Review Team members' individual ratings.

The External Review is the hallmark of AdvancED Performance Accreditation. It energizes and equips the institution's leadership and stakeholders to achieve higher levels of performance and address those areas that

may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes the in-depth examination of evidence and relevant data, interviews with all stakeholder groups, and extensive observations of learning, instruction, and operations.

Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the External Review the institution conducted a Self Assessment that applied the standards and criteria for accreditation. The institution provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- an indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The External Review Team's findings and critical observations are shared in this report through the IEQ™ results as well as through the identification of Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Index of Education Quality

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the AdvancED Standards and other evaluative criteria. Beginning in the 2013-14 school year, AdvancED introduced a new framework to describe the results of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduced an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ™). The IEQ™ comprises three domains of performance: 1) the impact of teaching and learning on student performance; 2) the capacity of leadership to guide the institution toward the achievement of its

vision and strategic priorities; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ™ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring and demonstrated improvement.

The three domains of performance are derived from the AdvancED Standards and associated indicators, the analysis of student performance, and the engagement and feedback of stakeholders. Within each domain institutions can connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that serve as a valuable source of guidance for continuous improvement. Upon review of the findings in this report and building on their Powerful Practices, institutional leaders should work with their staff to review and understand the evidence and rationale for each Opportunity for Improvement and Improvement Priority as well as the corresponding pathway to improvement described in the performance levels of the selected indicator(s).

The IEQ™ provides a new framework that recognizes and supports the journey of continuous improvement. An institution's IEQ™ is the starting point for continuous improvement. Subsequent actions for improvement and evidence that these have had a positive impact will raise the institution's IEQ™ score.

Benchmark Data

Throughout this report, AdvancED provides benchmark data for each indicator and for each component of the evaluative criteria. These benchmark data represent the overall averages across the entire AdvancED Network for your institution type. Thus, the AdvancED Network average provides an extraordinary opportunity for institutions to understand their context on a global scale rather than simply compared to a state, region, or country.

It is important to understand that the AdvancED Network averages are provided primarily to serve as a tool for continuous improvement and not as a measure of quality in and of itself. Benchmark data, when wisely employed, have a unique capacity to help institutions identify and leverage their strengths and areas of improvement to significantly impact student learning.

Powerful Practices

A key to continuous improvement is the institution's ability to learn from and build upon its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. A hallmark of the accreditation process is its commitment to identifying with evidence, the conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. Throughout this report, the External Review Team has captured and defined Powerful Practices. These noteworthy practices are essential to the institution's effort to continue its journey of improvement.

Opportunities for Improvement

Every institution can and must improve no matter what levels of performance it has achieved in its past. During the process of the review, the External Review Team identified areas of improvement where the institution is meeting the expectations for accreditation but in the professional judgment of the Team these are Opportunities for Improvement that should be considered by the institution. Using the criteria described in the corresponding rubric(s) to the Opportunity for Improvement, the institution can identify what elements of practice must be addressed to guide the improvement.

Improvement Priorities

The expectations for accreditation are clearly defined in a series of the rubric-based AdvancED Standards, indicators and evaluative criteria focused on the impact of teaching and learning on student performance, the capacity of the institution to be guided by effective leadership, and the allocation and use of resources to support student learning. As such, the External Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the Team during the process. In the professional judgment of the Team as well as the results of the diagnostic process, the Team defined, with rationale, Improvement Priorities. The priorities must be addressed in a timely manner by the institution to retain and improve their accreditation performance as represented by the IEQ™. Improvement Priorities serve as the basis for the follow-up and monitoring process that will begin upon conclusion of the External Review. The institution must complete and submit an Accreditation Progress Report within two years of the External Review. The report must include actions taken by the institution to address the Improvement Priorities along with the corresponding evidence and results. The IEQ™ will be recalculated by AdvancED upon review of the evidence and results associated with the Improvement Priorities.

The Review

The External Team comprised of a cross-section of team member experience convened in Imperial, Nebraska, for the External Review on the evening of April 2, 2017. External Team members included representation from administration, teaching, the Nebraska Department of Education, and curriculum/assessment consultants. The team reviewed artifacts and data provided by Chase County Public Schools and walked through the schedule for the review for the next two days. The team identified additional stakeholder groups for interviews and identified questions to ask for each groups. The External Review Team also identified potential documents that still needed to be viewed and evaluated in order to clarify different indicators in the standards.

The morning of April 3rd, 2017, the team was given a presentation by the superintendent of Chase County Public Schools. The presentation and subsequent conversation with the administration helped guide the direction of the External Review. Following the presentation, the team was given a tour of the K-12 building including the soon-to-be completed new facilities.

The rest of the day was filled with interviews of stakeholder groups and eleot classroom observations. The team was also encouraged by the administration to engage in conversation with any student or staff member during the course of the review. At the end of the school day, the team reconvened to discuss the events of

the day. The team reviewed each of the indicators in the five standards and discussed how interviews, classroom observations, and artifacts supported the elements of each of the standards. Each individual team member gave an evaluation of each of the standards and as a group discussed potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities. The team also identified additional stakeholder groups to be interviewed, classrooms to observe, and artifacts needed to provide clarity or further the team discussion to give a final score in some of the standards.

On Tuesday, April 4th, 2017, the team started the day with interviews of school board members and after more classroom observations, they interviewed school counselors and students from the elementary, middle, and high school levels. In the afternoon, the team identified Powerful Practices, Opportunities for Improvement, and Improvement Priorities, entered final diagnostic scores, and created the final presentation. The Exit Report was delivered to the staff at the end of the school day.

The External Review Team would like to thank the staff, community, and stakeholders who were involved in the hospitality that was demonstrated, making the Chase County Public Schools External Review a positive and informative experience. A hospitable school improvement committee, transparent school and community, and a genuine commitment to improvement highlighted the review. Documents and artifacts were organized by standards and made available to team members in advance of the review. The school continued to provide support and any additional information as requested quickly and without hesitation. The schedule provided the External Review Team with ample opportunities for engagement. Staff demonstrated flexibility with meeting the needs of the team when changes were requested. Stakeholders approached interviews with honest, open answers and demonstrated a willingness to share and collaborate. The team thoroughly enjoyed its time spent in Imperial and truly appreciates the effort and dedication put forth.

Stakeholders were interviewed by members of the External Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the External Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Interviewed	Number
Superintendents	1
Board Members	2
Administrators	2
Instructional Staff	12
Support Staff	6
Students	41
Parents/Community/Business Leaders	9
Total	73

Results

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results, instructional quality, learner and family engagement, support services for student learning, curriculum quality and efficacy, and college and career readiness data. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six

key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 3 - Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	2.00	2.82
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	1.40	2.45
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.00	2.63
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.20	2.69
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.00	2.52
3.6	Teachers implement the school's instructional process in support of student learning.	2.00	2.56
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	1.60	2.56
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2.60	3.07

Indicator	Description	Review Team Score	AdvancED Network Average
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	2.60	3.01
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.60	2.71
3.11	All staff members participate in a continuous program of professional learning.	2.00	2.48
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	2.80	2.63

Standard 5 - Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	2.40	2.64
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	2.00	2.33
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	2.00	2.03
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	1.60	2.45
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	1.60	2.68

Student Performance Diagnostic

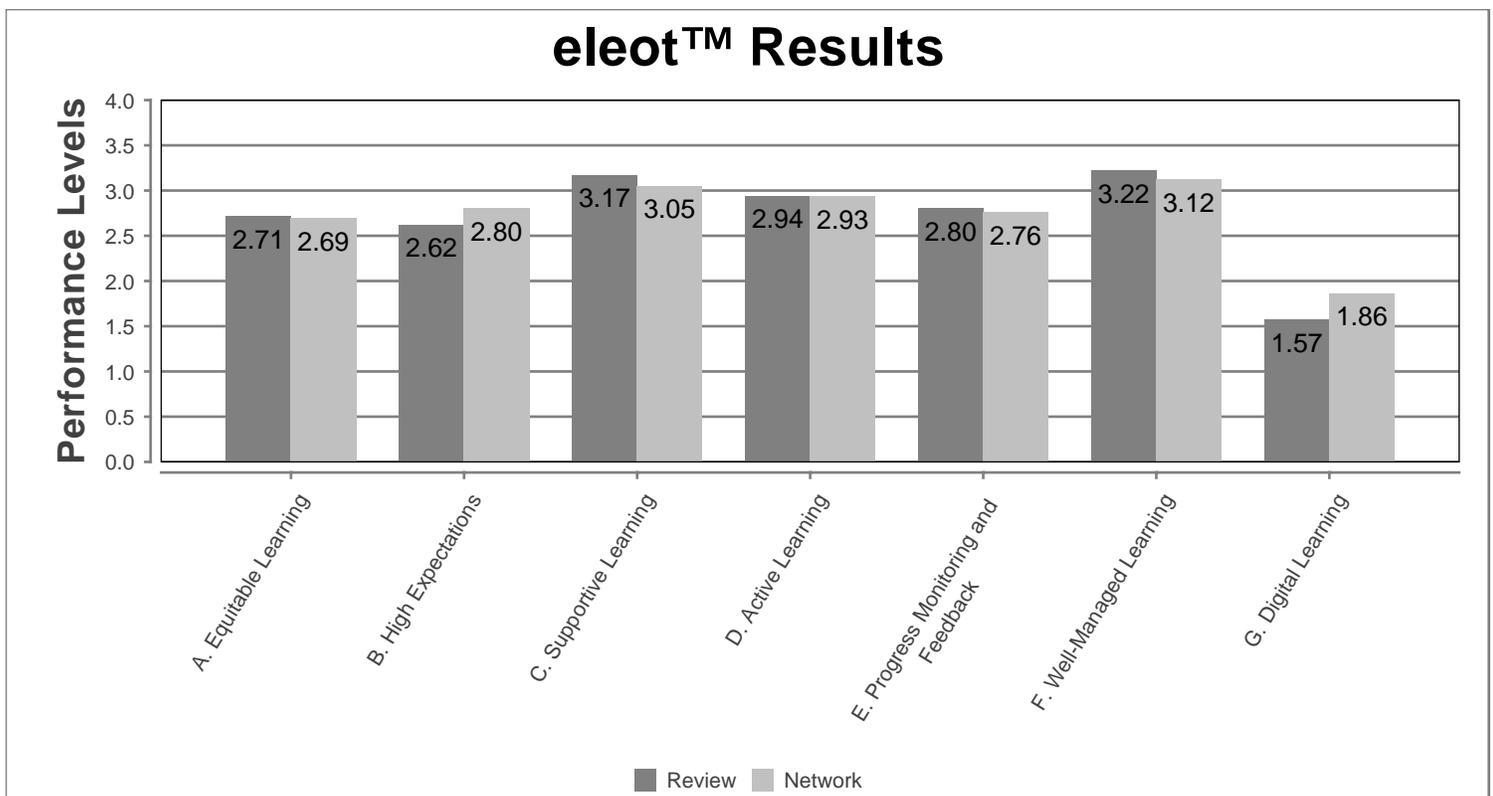
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	4.00	3.11
Test Administration	4.00	3.46
Equity of Learning	2.00	2.75
Quality of Learning	3.00	2.93

Effective Learning Environments Observation Tool (eleot™)

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (eleot™) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™ as well as benchmark results across the AdvancED Network.



The External Review Team observed 23 classrooms over the course of two days. To observe classrooms the team divided responsibilities based on interest and expertise across elementary, middle, and high school levels. Throughout the two days on site, each team member had several opportunities to visit a variety of school classrooms.

Compared to the AdvancED Network (AEN) averages, Chase County ratings were above average in every Learning Environment category except Digital Learning and High Expectations Environment. Elements that were observed that scored well above the AEN average were Well-Managed and Supportive Learning Environment. The team noted elementary classrooms, in general, to be active, well-managed and supportive for all students. In one activity, students were moving from station to station solving different math problems in a semi self-paced and collaborative environment.

Evidence of differentiated use of instructional strategies was observed in some classrooms. In one creative writing classroom, students were sharing in a circle group, the poetry they had written. After each student read their haikus, the group offered feedback and asked questions. In nearly every conversation post poetry reading, students elaborated on elements of their haikus and how the haikus related to an experience or event in their lives. The teacher facilitated the conversation prompting students to go into more detail. Strategies clearly observed included cooperative learning, high student engagement, academic games, higher-level thinking and questioning, and checks for understanding. Similarly, technology integration was evident in some classes, but not all. Where observed, students were going beyond technology consumption and were creating original work.

Environments with lower eleot scores were in the areas of Digital and High Expectations Learning Environments. Observations documented a predominance of traditional direct-instructional strategies with a lack of differentiated instruction. Classrooms typically engaged students with technology, but often times as a substitution for textbooks, paper, and pencils rather than innovative practices. In one classroom observed, the Smartboard was used to introduce a question to the students as they entered the room. The students responded to the question, smoothly transitioning from entering the room to work time. Evidence of consistently rigorous coursework, higher-order thinking skills, and applicable assignments and tasks was not readily observed in all environments.

Overall, school classrooms observed were warm, resource-rich learning environments. Students demonstrated an understanding of rules, procedures, and protocols. Classroom and cultural expectations were understood and widely demonstrated throughout the review. Teachers maintained positive relationships with students. The External Review Team observed a wide range of instructional practice from student-centered to teacher-centered. Varying levels of technology integration were observed throughout the district, as well, resulting in varying levels of student engagement.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.74	Has differentiated learning opportunities and activities that meet her/his needs	30.43%	30.43%	21.74%	17.39%
2.	3.00	Has equal access to classroom discussions, activities, resources, technology, and support	39.13%	30.43%	21.74%	8.70%
3.	3.22	Knows that rules and consequences are fair, clear, and consistently applied	47.83%	30.43%	17.39%	4.35%
4.	1.87	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	8.70%	21.74%	17.39%	52.17%
Overall rating on a 4 point scale: 2.71						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.17	Knows and strives to meet the high expectations established by the teacher	34.78%	47.83%	17.39%	0.00%
2.	3.04	Is tasked with activities and learning that are challenging but attainable	30.43%	47.83%	17.39%	4.35%
3.	2.13	Is provided exemplars of high quality work	17.39%	21.74%	17.39%	43.48%
4.	2.70	Is engaged in rigorous coursework, discussions, and/or tasks	17.39%	34.78%	47.83%	0.00%
5.	2.04	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	8.70%	30.43%	17.39%	43.48%
Overall rating on a 4 point scale: 2.62						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.48	Demonstrates or expresses that learning experiences are positive	65.22%	21.74%	8.70%	4.35%
2.	3.57	Demonstrates positive attitude about the classroom and learning	60.87%	34.78%	4.35%	0.00%
3.	3.17	Takes risks in learning (without fear of negative feedback)	43.48%	34.78%	17.39%	4.35%
4.	3.00	Is provided support and assistance to understand content and accomplish tasks	30.43%	47.83%	13.04%	8.70%
5.	2.61	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	8.70%	56.52%	21.74%	13.04%
Overall rating on a 4 point scale: 3.17						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.91	Has several opportunities to engage in discussions with teacher and other students	30.43%	34.78%	30.43%	4.35%
2.	2.78	Makes connections from content to real-life experiences	30.43%	39.13%	8.70%	21.74%
3.	3.13	Is actively engaged in the learning activities	39.13%	39.13%	17.39%	4.35%
Overall rating on a 4 point scale: 2.94						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.61	Is asked and/or quizzed about individual progress/learning	13.04%	47.83%	26.09%	13.04%
2.	3.00	Responds to teacher feedback to improve understanding	30.43%	47.83%	13.04%	8.70%
3.	3.17	Demonstrates or verbalizes understanding of the lesson/content	34.78%	52.17%	8.70%	4.35%
4.	2.48	Understands how her/his work is assessed	17.39%	39.13%	17.39%	26.09%
5.	2.74	Has opportunities to revise/improve work based on feedback	21.74%	43.48%	21.74%	13.04%
Overall rating on a 4 point scale: 2.80						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.65	Speaks and interacts respectfully with teacher(s) and peers	73.91%	17.39%	8.70%	0.00%
2.	3.39	Follows classroom rules and works well with others	60.87%	21.74%	13.04%	4.35%
3.	3.30	Transitions smoothly and efficiently to activities	56.52%	21.74%	17.39%	4.35%
4.	2.35	Collaborates with other students during student-centered activities	21.74%	26.09%	17.39%	34.78%
5.	3.39	Knows classroom routines, behavioral expectations and consequences	56.52%	26.09%	17.39%	0.00%
Overall rating on a 4 point scale: 3.22						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.70	Uses digital tools/technology to gather, evaluate, and/or use information for learning	13.04%	13.04%	4.35%	69.57%
2.	1.52	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	13.04%	4.35%	4.35%	78.26%
3.	1.48	Uses digital tools/technology to communicate and work collaboratively for learning	8.70%	8.70%	4.35%	78.26%
Overall rating on a 4 point scale: 1.57						

Findings

Improvement Priority

Define, adopt, and implement a research-based instructional model in order to provide a common instructional language, consistency, and accountability.

(Indicator 3.1, Indicator 3.2, Indicator 3.3, Indicator 3.4, Indicator 3.6, Indicator 3.10)

Primary Indicator

Indicator 3.6

Evidence and Rationale

The inconsistency of the eleot observations show there is a need to formalize a process to adopt an instructional model. An instructional model will provide consistency, accountability, and a common language for students and staff. The instructional model should be developed and adopted collaboratively among all stakeholders. In addition to providing consistency for students and staff, a school-wide instructional model will provide a common language of instruction for the school in order to build a framework more conducive to growth and professional development. As the intent of classroom walk throughs becomes more transparent and consistent, the process creates the opportunity for teachers to become more reflective in their teaching practice and better able to focus on improvement rather than see a classroom visit as a pejorative event.

Improvement Priority

Develop and document a comprehensive communication plan that will include multiple delivery methods to inform and collaborate with stakeholders issues concerning achievement, school improvement, and district-wide initiatives.

(Indicator 1.1, Indicator 1.2, Indicator 5.5)

Primary Indicator

Indicator 5.5

Evidence and Rationale

It became clear throughout the process that some small items have become a distraction when larger conversations needed to take place. Evidence gathered from the stakeholder group interviews suggested that there was a need to set some guidelines and processes that can be used to inform parents, students, teachers, staff, school board members, and patrons.

The establishment of norms and a communication process will allow for more input from stakeholder groups on issues affecting the district. A comprehensive communication plan also opens pathways of support for school initiatives, creates opportunities for authentic dialog, and builds a sense of community.

Opportunity For Improvement

Explore, develop, and implement a well-organized mentoring program for all staff, students, and board members to assist their orientation and future effectiveness.

(Indicator 3.7, Indicator 3.11, Indicator 4.2)

Primary Indicator

Indicator 3.7

Evidence and Rationale

Experienced teachers and administrators who have served multiple years in a district possess a history of practices both documented and traditional. As a result, personnel has the potential to pass on to their less experienced colleague's great wisdom on effective teaching, management, and planning.

A well-organized mentoring system assures a school that policies and procedures will be followed with a certain amount of fidelity that otherwise may be haphazard and not serve the best interests of students or teachers.

Powerful Practice

Chase County has a supportive, proud, and passionate community deeply committed to the education of their students.

(Indicator 3.8)

Primary Indicator

Indicator 3.8

Evidence and Rationale

Is is clear through stakeholder interviews that Imperial is supportive of Chase County Schools. Chase County Schools includes a proud community of stakeholders who are committed to the success of all students.

Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in more than 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience, gained through evaluation of best practices, has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 1 - Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	1.80	2.73
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	1.80	3.00
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.00	2.52

Standard 2 - Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Indicator	Description	Review Team Score	AdvancED Network Average
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	2.20	2.95
2.2	The governing body operates responsibly and functions effectively.	2.60	2.90
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	2.00	3.15
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.20	3.11
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.00	2.79
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2.20	2.71

Stakeholder Feedback Diagnostic

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys (student, parent, and teacher) are directly correlated to the AdvancED Standards and indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution, survey results, and the degree to which the institution analyzed and acted on the results.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Questionnaire Administration	4.00	3.43
Stakeholder Feedback Results and Analysis	3.00	3.08

Findings

Improvement Priority

Develop a mission and vision that captures the diverse and unique needs of all stakeholders including students, staff, administration, school board, and community members.

(Indicator 1.1, Indicator 1.2, Indicator 2.4, Indicator 2.5, SF1. Questionnaire Administration)

Primary Indicator

Indicator 2.5

Evidence and Rationale

Through various stakeholder interviews, the current vision statement was referred to as, “outdated and meaningless.” The school has undergone significant changes to demographics, administration, teachers, and facilities recently. The changes warrant the need to create a more cohesive vision and mission that contains the voices of all stakeholders impacted by Chase County Schools.

In looking at different initiatives in the district, as set forth by administration and the school board, it is clear the vision and mission does not accurately reflect the direction of the school. Developing a mission and vision more reflective of Chase County's current and future direction provides a valuable opportunity for stakeholders to think deeply about the direction of their school and community. By including as many stakeholders in the process as possible, a new mission and vision can capture and support the many and unique needs of all in the community. A new mission and vision will also help inform and identify resources and support needed to achieve the vision.

Opportunity For Improvement

Collaborate to research, develop, and implement a school improvement process that is sustainable and

inclusive.

(Indicator 1.3, Indicator 2.6, Indicator 5.4, Indicator 5.5, SP3. Quality of Learning)

Primary Indicator

Indicator 1.3

Evidence and Rationale

Developing leadership capacity to enable staff, students, and stakeholders to continuously look for and evaluate their progress toward the School Improvement Plan is essential for creating meaningful change at the district level. Empowering staff and stakeholders in the process will ensure that a common vision is established throughout Chase County Schools and the stakeholders therein. Throughout the AdvancED process, it became evident that many of the components/pieces of evidence were placed in the hands of a select few resulting in an unclear process for the rest of the staff and especially stakeholder groups.

Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

Standard 4 - Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	3.00	2.95
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	2.60	2.98
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.40	3.14
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.40	2.84
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	3.00	2.63

Indicator	Description	Review Team Score	AdvancED Network Average
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	2.20	2.86
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	2.20	2.75

Findings

Powerful Practice

Chase County Schools has prioritized resources which provide services that support success for all students. (Indicator 4.1, Indicator 4.2, Indicator 4.3, Indicator 4.5)

Primary Indicator

Indicator 4.2

Evidence and Rationale

Through stakeholder interviews and a tour of the grounds, it is clear that resource utilization is a strength for Chase County Schools. Qualified professional and support staff are sufficient in number to fulfill the roles and responsibilities needed for student success. Instructional time, material, and fiscal resources are also sufficient to support the needs of the students and staff. The school maintains facilities, providing a safe and clean environment for all students and staff. The technology infrastructure is also sufficient to support the school's teaching and learning needs.

Conclusion

During the External Review several themes related to student success and organizational effectiveness emerged for Chase County Schools.

There is a sense of pride and strong community ties within Chase County Schools. With increasing enrollment, the district and leadership have taken initial steps to provide support and resources to meet the needs of a growing, diverse community. This is evident in the upkeep and maintenance of facilities, including a new addition to the building, and an abundance of resources to support instruction. The diversity of the community is a valuable asset to Chase County and one of many strengths of the school. There was a desire, as articulated in nearly all stakeholder interviews, for more inclusion of voices to be heard in the school community. In the surveys distributed by the school, and supported through interviews and observations, there is a sense of a lack of unity in the school. Several stakeholders described observing negative behaviors not conducive to a constructive environment but didn't respond or correct them because, "It's just not worth it." citing fear of retribution or retaliation for intervening. The students echoed these sentiments during interviews and when asked if there is bullying in the school, in unison said, "Yes!" The school community is keenly aware of these issues and intends to implement a behavior plan in the future.

The External Review Team was impressed in particular with the work in the elementary school. Student performance on NeSA is at or above state average in tested subjects, and has been classified as "great" in the Nebraska's AQuESTT accountability system. Observations in the classrooms supported this work as evidenced by rooms with differentiated instruction, positive caring environments, and a collaborative nature of work.

School leadership and teachers discussed the importance of addressing transitions from elementary to middle to high school for its students. In the 2015-2016 school year, the district created a separate middle school for its students. While the transitions took some adjustment by the school and staff, the administration reported positive outcomes of this move. This, among several decisions made by the administration, reflect thoughtful and intentional decision making.

The administration recognizes the need for a cohesive mission and vision for the school and emphasized the importance to have a succinct and cohesive vision for the future of the school. The Board of Education members who were interviewed voiced support of the administration's efforts in the school.

The leadership and the school has identified and outlined several key areas for school improvement in the coming years. The External Review Team felt the improvement goals aligned well with the identified needs. One way the school has responded is to implement the Response to Intervention (RtI) model to close learning gaps within the first years of school. Another plan the school has implemented is to focus on increasing the participation rate and success level for high school students in athletics and fine arts. The school has also made significant facility upgrades to roofs, classrooms, and a gym addition to improve and enhance the learning environment. The school also added AimsWeb and NWEA (MAP) testing to give teachers better data

for instruction. It was noted through interviews with staff and administration that all parties could become better at using data to guide and drive instruction. The administration also noted the importance of working on school culture by developing a new mission and vision statement to reflect a more focused and cohesive vision for the district. The External Review Team stressed the importance of including the voice of all stakeholder groups within the school to create an inclusive mission for all students.

The Improvement Priorities provided by the External Review Team in large part echo the direction of the administration and school leadership. With a relatively new administration, the team felt like the second year of implementation of new strategies, processes and procedures is on track and that the challenges the school community is facing in implementation are to be expected. The leadership has identified a road map for the school to stay the course of continuous improvement, while creating an inclusive culture that will propel students to excellence in a school community with resources and support. The review team encourages the school to seek new and innovative ways to engage the community, continue to create opportunities for dialogue, and celebrate the diverse cultural community in Imperial.

Improvement Priorities

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Define, adopt, and implement a research-based instructional model in order to provide a common instructional language, consistency, and accountability.
- Develop a mission and vision that captures the diverse and unique needs of all stakeholders including students, staff, administration, school board, and community members.
- Develop and document a comprehensive communication plan that will include multiple delivery methods to inform and collaborate with stakeholders issues concerning achievement, school improvement, and district-wide initiatives.

Accreditation Recommendation

Index of Education Quality

The Index of Education Quality (IEQ™) provides a holistic measure of overall performance based on a comprehensive set of indicators and evaluative criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus.

The IEQ™ comprises three domains: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the use of resources and data to support and optimize learning.

The overall and domain scores can range from 100-400. The domain scores are derived from: the AdvancED Standards and indicators ratings; results of the Analysis of Student Performance; and data from Stakeholder Feedback Surveys (students, parents, and staff).

	External Review IEQ Score	AdvancED Network Average
Overall Score	238.46	278.94
Teaching and Learning Impact	230.48	268.48
Leadership Capacity	234.55	293.71
Resource Utilization	268.57	286.27

The IEQ™ results include information about how the institution is performing compared to expected criteria as well as to other institutions in the AdvancED Network. The institution should use the information in this report, including the corresponding performance rubrics, to identify specific areas of improvement.

Consequently, the External Review Team recommends to the AdvancED Accreditation Commission that the institution earn the distinction of accreditation for a five-year term. AdvancED will review the results of the External Review to make a final determination including the appropriate next steps for the institution in response to these findings.

Addenda

Team Roster

Member	Brief Biography
Mr. Matt Heusman	<p>Matt Heusman currently works as a specialist in Data, Research, and Evaluation at Nebraska Department of Education. Prior to his work at NDE, Matt worked in staff development for Salina Public Schools in Salina, Kansas as a Instructional Technologist. He began his career in education also with Salina Public Schools as a sixth grade classroom teacher. Matt holds a master’s degree in Instructional Design and Technology and a bachelor’s degree in Elementary Education, both from Emporia State University in Emporia, Kansas.</p>
Sara Zabrowski	<p>Sara is an educational consultant with Educational Service Unit #3, located in Omaha, Nebraska. Sara earned a Bachelor's Degree in Elementary Education from Creighton University, a Master's Degree in Curriculum & Instruction from Doane College, and an Administration Endorsement from Wayne State College. Prior to her current role, Sara was an elementary teacher for ten years, working in fourth and fifth grade. During her last seven years as a teacher she served in a number of leadership capacities, leading the district in the areas of Language Arts, School Improvement, and as a Data Coach. Currently, as an educational consultant, Sara serves area school districts in the areas of curriculum, instruction, and assessment.</p>
Dr. Kim Snyder	<p>Dr. Snyder serves as an Accreditation and School Improvement Consultant for the Nebraska Department of Education (NDE). Prior to accepting the position at the NDE, she was a reading specialist at Lincoln Northeast High School. Throughout her 27 years of teaching, she also taught at Wahoo High School, Raymond Central Jr./Sr. High School, and Bradshaw Jr./Sr. High School. Kim received her undergraduate degree from Wayne State College and her Master’s Degree and Educational Doctorate Degree from the University of Nebraska-Lincoln. Kim enjoys assisting schools with the continuous improvement process by leading or serving on external visit teams.</p>
Mr. Matthew Joseph McLaughlin	<p>Taught 5th Grade at Linwood Elementary School in Wichita, Kansas for 5 years.</p> <p>Currently serve as Elementary School Principal for Bayard Elementary School and have been in this role for 3 years..</p> <p>Graduated from the University of Nebraska-Lincoln Masters Degree from Wichita State University</p>

Member	Brief Biography
Mrs. Michelle Peters	<p>Michelle Peters is currently the Assessment and Curriculum Director at Mitchell Public schools. This is her second year at this position. Her responsibilities with assessment include organizing assessment dates, proctors, methods, and assessment locations for student testing. She administers district and state assessments, and also distributes assessment data to administrators and teachers. Michelle creates data reporting forms for teachers to share assessment results with parents. For staff, she provides instructional review of assessment practices and progress monitoring. Michelle's responsibilities in curriculum include staff distribution, updates, and review of the state standards and curriculum accountability recording forms. She provides staff development opportunities and conducts reading fidelity checks. Her role at Mitchell Public Schools also includes the school improvement process and procedures. In this role, she conducts school improvement staff meetings and collects evidence for the AdvancED indicators.</p> <p>Prior to her position as the Curriculum and Assessment Director, Michelle was a classroom teacher for 20 years. She taught fifth and sixth grade in Mirage Flats School for a year. Then taught 5th grade in Hay Springs Public School before moving to Mitchell. During her first year in the Mitchell area, Michelle taught fifth through eighth grade social studies at Haig School before teaching in the Mitchell Public School district. At MPS, Michelle taught Title I Math for the first three years. She then taught first grade for nine years before moving to fifth and sixth grade math for the last five years as a classroom teacher.</p>
Mr. Clayton Waddle	<p>Mr. Clayton Waddle attended the University of Nebraska at Kearney where he earned a Specialist and Masters degree with certifications in PK-12 Superintendent and 7-12 Principal. Mr. Waddle also earned a Bachelor of Science degree from Peru State College in the area of mathematics education and an Associates of Science degree from Central Community College. He is currently working on his Educational Doctorate at the University of Nebraska - Lincoln.</p> <p>Mr. Waddle started his professional teaching career as a secondary math teacher and technology coordinator for four years before entering the administrative ranks. His administrative experience includes serving as an elementary principal, K-12 principal, and superintendent. Mr. Waddle has worked in districts from as small as a D-2 (175 students) to a C-2 (450 students). He also taught College Algebra for Central Community College for several semesters both in the classroom and online.</p> <p>Mr. Waddle has worked at three districts that were accredited using the AdvancEd model. He is just starting to play a larger role in the accreditation process with AdvancEd by attending an evaluator training workshop and will be a team member for a visit in the spring of 2017.</p>

Next Steps

1. Review and discuss the findings from this report with stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Consider the Opportunities for Improvement identified throughout the report that are provided by the team in the spirit of continuous improvement and the institution's commitment to improving its capacity to improve student learning.
4. Develop action plans to address the Improvement Priorities identified by the team. Include methods for monitoring progress toward addressing the Improvement Priorities.
5. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
6. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Improvement Priorities. Institutions are required to respond to all Improvement Priorities. The report will be reviewed at the appropriate state, national, and/or international levels to monitor and ensure that the system has implemented the necessary actions to address the Improvement Priorities. The accreditation status will be reviewed and acted upon based on the responses to the Improvement Priorities and the resulting improvement.
7. Continue to meet the AdvancED Standards, submit required reports, engage in continuous improvement, and document results.

About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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Building and Grounds Maintenance Schedule

2015-16

Replace safety equipment in gyms
Carpet replacement year 1
Paint interior hallways
Start painting trim
Re-tile kindergarten classroom
Playground upgrade

2016-17

Add new addition on NE corner of building	3.3 Million
Carpet replacement year 2	10,000
Paint interior section 2	2,000
Continue painting trim	2,000

2017-18

Bus barn remodel or rebuild	565,000
Carpet replacement year 3	10,000
Storage unit built near football field	15,000
Storage unit east side of building	5,000
Door and window replacement 1	Not Available
HVAC software update	12,000
Concrete slab replacement 1	5,000
Sidewalk by building	5,000
Indoor track replacement	30,000

2018-19

Light replacement front of building	1000 per light
Carpet replacement year 4	10,000
Track re-surface or repaint	Not Available
Door and window replacement 2	Not Available
Concrete slab replacement 2	5,000
Gym floor resurface	30,000
Address parking lot	
Auditorium Lighting	200,000

2019-20

Carpet replacement year 5	
Door and window replacement 3	
Softball field development	
Restructure office area	15,000

2020-21

Carpet replacement year 6	
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2021-22

Carpet replacement year 7

Gym Floor Resurface

30,000

2022-23

Construct new auditorium and cafeteria

School Census Report to County Superintendent Census of School District No. 1 of Chase County

Census for 2017

Summary of This Year's School Census

(The number of boys and girls here must agree with the total number of school age persons in the district)

Ages	5	6	7	8	9	10	11	12	13	14	15	16	17	18	5..18	19	20	5..20	7..15
Girls	26	27	25	26	22	26	26	28	30	20	27	13	28	25	349	19	24	392	230
Boys	16	23	28	28	25	33	27	23	12	23	27	26	22	24	337	15	17	369	226
Totals	42	50	53	54	47	59	53	51	42	43	54	39	50	49	686	34	41	761	456

Pre-School Census

Number of Children under 5 Years

Ages	0..1	1	2	3	4	1..4
Girls	16	15	18	11	15	75
Boys	15	14	17	17	21	84
Total	31	29	35	28	36	159

Number of Handicapped	
Visually	0
Deaf	0
Other Physically	0
Mentally	0
Total Children	0

Summary by County Residence of School Age Children 5 to 18 years inclusively

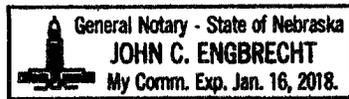
County	Girls	Boys	Total
Chase	348	336	684
Dundy	1	1	2
Total	349	337	686

Area in square miles of the School District, 0

ENUMERATOR'S OATH

State of Nebraska

County of CHASE



Subscribed in my presence and sworn to me before this

30TH day of JUNE, 20 17

I do solemnly affirm that this census report is a correct list of the names of all the children belonging to the said school district from birth to twenty-one years of age as taken by me.

Signed: John C. Engbrecht

Official Title: Notary

Signed: Julie Schaller, Enumerator (Official Title)
Secretary or Enumerator (President, Co. Supt., Notary, or Justice of Peace)

School Census Report to County Superintendent

Census of School District No. 1 of Chase County Schools

Arranged by:
Head of Family

All Records

Census for 2017

Parent or Guardian	Children	Address	City of Birth	County	State	Date of Birth	Age of	
							Girls	Boys
Abdellah, Eltaib		510 E. 2nd Imperial, NE 69033		Chase				
Acosta, Arturo		1430 Broadway Imperial, NE 69033		Chase				
Acuna, Jesus		33626 733 Rd. Enders, NE 69027		Chase				
Acuna, Bianca	Giselle Acuna Vasquez				NE	11/25/2004	12	
	Jesus Acuna Vasquez				NE	04/14/2011		6
	Yamilee Acuna Vasquez				NE	10/29/2008	8	
Adams, Charles		831 Shopp Dr. Imperial, NE 69033		Chase				
Adams, Jean								
Adriana, Josefina		311 E. 3rd Imperial, NE 69033		Chase				
Aeby, Billy		243 W. 14th Imperial, NE 69033		Chase				
Aeby, Leslie	Clay Jerrett Meeske		North Platte		NE	03/17/2003		14
	Hannah Gayle Meeske		Grant		NE	12/18/2001	15	
	Mason Meeske		North Platte		NE	03/27/1998		19
	Mylah Kay Aeby		Denver		CO	05/18/2011	6	
	Myles William Aeby		North Platte		NE	12/08/2015		1
Aguero, Jesus				Chase				
Frias-Palacios, Margarita		Imperial, NE 69033						
	Evelyn Aguero Frias				NE	04/20/2017	0	
	Jesus David Aguero Frias				NE	10/09/2014		2
Aguero, Socorro		1005 Chase Imperial, NE 69033		Chase				
Aguilar, Manuel		1344 Court Imperial, NE 69033		Chase				
Aguilar, Tayde	Kinberlyn Pahola Benitez-Aguilar					04/30/1998	19	
	Victor Manuel Benitez-Aguilar					06/07/2001		16
Ahlers, Drew		315 S 15 A Highway Imperial, NE 69033		Chase				
Ahrens, Robert		72831 328 Ave. Imperial, NE 69033		Chase				
Ahrens, Burnetta								
Alarcon, XY		73982 315 Ave., Champion, NE 69023		Chase				
Ortega, XX	Alexa Iveth Alarcon Ortega				NE	12/04/2008	8	
	Joel Alejandro Alarcon Ortega				NE	02/23/2004		13
	Sergio Saul Alarcon Ortega				NE	09/29/2001		15
	Vanessa Alarcon Ortega				NE	06/12/2010	7	

School Census Report to County Superintendent

Census of School District No. 1 of Chase County Schools

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All Records

Census for 2017

Parent or Guardian	Children	Address	City of Birth	County	State	Date of Birth	Age of Girls	Age of Boys
Alderson, Suzie		360 Washika Lamar, NE 69023		Chase				
Allen, Aric		1308 Park		Chase				
Allen, Tiffany		Imperial, NE 69033						
	Sarah Marie Allen					10/01/1998	18	
	Sofie Ilene Allen				NE	07/12/2007	9	
	Sydney Louise Allen					02/20/2002	15	
Almanza, Omar		911 Court		Chase				
Almanza, Gloria		Imperial, NE 69033						
	Abigail Almanza					06/10/1999	18	
	Yeraldin Almanza					12/17/2001	15	
Almanza, Roberto		241 E. 18th Imperial, NE 69033		Chase				
Almanza, Sergio		540 Park		Chase				
Almanza, Lorena		Imperial, NE 69033						
	Sergio Almanza					02/18/1997		20
Ambrosek, Chad		326 W. 9th		Chase				
Ambrosek, Joni		Imperial, NE 69033						
	Ellie Faye Lee Ambrosek		Imperial		NE	04/29/2010	7	
	Eve Daniell Ambrosek					09/09/1999	17	
	Jack Andrew Ambrosek		Imperial		NE	07/28/2008		8
Ambrosek, Janet		1110 Broadway Imperial, NE 69033		Chase				
Ambrosek, Jerrah		330 W. 5th Imperial, NE 69033		Chase				
Ambrosek, Leslie		72651 Green Rd.		Dundy				
Ambrosek, Sonia		Haigler, NE 69030						
Anderson, Charles		32958 741 Rd.		Chase				
Anderson, Marilyn		Imperial, NE 69033						
Anderson, Jason		73242 339 Ave.		Chase				
Anderson, Heidi		Enders, NE 69027						
	Kade Anderson					03/04/2005		12
	Karlie Morgan Anderson					05/21/2007	10	
	Zakary Dane Anderson		Ogallala		NE	06/09/2009		8
Anderson, Ronald		902 W. 11th Imperial, NE 69033		Chase				
Andrade, Sue		Winters Court #24 311 E. 17th Imperial, NE 69033		Chase				

School Census Report to County Superintendent

Census of School District No. 1 of Chase County Schools

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Head of Family

All Records

Census for 2017

Parent or Guardian	Children	Address	City of Birth	County	State	Date of Birth	Age of Girls	Age of Boys
Aragon, Octavio		74807 335 Ave.		Chase				
Aragon, Luz		Imperial, NE 69033						
	Anna Lucia Aragon Bustillos				NE	08/13/2007	9	
	Kathya Aragon Bustillos				NE	09/22/2005	11	
Aragon, Rudolfo		74807 335 Ave.		Chase				
Mireles, Vicki		Imperial, NE 69033						
	Rudolfo Aragon				NE	08/24/2008		8
Arnison, Esther		305 Wellington		Chase				
		Imperial, NE 69033						
Arterburn, John		1540 Sioux		Chase				
Arterburn, Cynthia		Imperial, NE 69033						
Ashmore, Adrian		1520 Chase		Chase				
		Imperial, NE 69033						
Ashmore, Glen		1530 Chase		Chase				
Ashmore, Janet		Imperial, NE 69033						
Ashmore, Randy		1520 Chase		Chase				
		Imperial, NE 69033						
Aslesen, Rob		204 Holland		Chase				
Aslesen, Rebecca		Imperial, NE 69033						
Austin, Wilma		33262 740 Rd.		Chase				
		Imperial, NE 69033						
Aviles, Silvia		546 E. 2nd		Chase				
		Imperial, NE 69033						
	Idaly Reyes-Aviles				NE	04/22/2008	9	
	Natalia Reyes-Aviles				NE	07/18/2014	2	
Bahler, Wayne		73662 314 Ave.		Chase				
Bahler, Cynthia Lynn		Champion, NE 69023						
	Hayden Todd Bahler		Imperial		NE	11/27/2001		15
	Trey Allyn Bahler		Imperial		NE	12/09/1998		18
Baird, Rodney		73376 Hwy 6		Chase				
Baird, Dawn		Enders, NE 69027						
	Kara Jo Baird				NE	04/09/2009	8	
	Megan Marie Baird		Colby		KS	08/28/2001	15	
	Shelby Lynn Baird				NE	05/19/2004	13	
Baker, Ryan		1321 Park		Chase				
Baker, Angie		Imperial, NE 69033						
Balderrama, Lazaro		74891 331 Ave.		Chase				
Vazquez, Yesi		Imperial, NE 69033						

School Census Report to County Superintendent

Census of School District No. 1 of Chase County Schools

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All Records

Census for 2017

Parent or Guardian	Children	Address	City of Birth	County	State	Date of Birth	Age of	
							Girls	Boys
	Daphne Jacqueline	Balderrama-Vazquez			NE	09/10/2001	15	
	Dayana	Balderrama-Vazquez			NE	01/13/2011	6	
Ballesteros Duarte, Luis		1138 Douglas		Chase				
Bencomo Leon, Alexandra		Imperial, NE 69033						
	Leonardo Ballesteros				NE	12/21/2011		5
	Oliver Ballesteros				NE	10/21/2010		6
Baluska, Diane		403 W. 5th		Chase				
		Imperial, NE 69033						
Baney, Dallas		400 Second		Chase				
Baney, Jennifer		Champion, NE 69023						
Baney, Danny		73403 326 Ave.		Chase				
Baney, Pat		Champion, NE 69023						
Banks, Don		606 Wellington		Chase				
Banks, Jan		Imperial, NE 69033						
Banks, Jason		1406 Douglas		Chase				
Banks, Michelle		Imperial, NE 69033						
	Logan Banks		Imperial		NE	03/14/2015		2
	Peyton Elizabeth Banks		Imperial		NE	01/15/2013	4	
Banks, Richard		1536 Grant		Chase				
		Imperial, NE 69033						
Bardsley, William		520 Navajoe		Chase				
		Lamar, NE 69023						
Barger, Brendon		74097 324 Ave.		Chase				
Barger, Bonnie		Champion, NE 69023						
Barnard, Doug		31296 736 Ave.		Chase				
Barnard, Shari		Champion, NE 69023						
Barnard, Eric		365 O		Chase				
		Champion, NE 69023						
Barnard, Kevin		317 Holland		Chase				
Barnard, Brittany		Imperial, NE 69033						
	Jonterrin Zachary	Barnard	Ft. Collins		CO	08/15/2015		1
Barnes, Charles		350 E. 5th		Chase				
Barnes, Nicole		Imperial, NE 69033						
	Charles Phoenix	Barnes	Imperial		NE	09/24/2003		13
Barnes, Daryl		243 W. 5th		Chase				
		Imperial, NE 69033						

School Census Report to County Superintendent

Census of School District No. 1 of Chase County Schools

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Census for 2017

Parent or Guardian	Children	Address	City of Birth	County	State	Date of Birth	Age of Girls	Age of Boys
Barnes, Dwight		73416 336 Ave.		Chase				
Barnes, Sherry		Enders, NE 69027						
Barrett, Kelly		1015 Chase		Chase				
Barrett, Mattie		Imperial, NE 69033						
Bartels, Chris		230 W. 16th		Chase				
Bartels, Kaylee		Imperial, NE 69033						
Bartels, Jay		702 S 15 A Highway		Chase				
Arenz, Jami		Imperial, NE 69033						
	Ansley Rai Bartels				NE	01/07/2009	8	
	Kacie Jo Arenz				NE	02/25/1999		18
Bartels, Richard		680 W. 5th		Chase				
Bartels, Joan		Imperial, NE 69033						
Bartels, Robert		332 W. 9th		Chase				
Bartels, Joanna		Imperial, NE 69033						
Bartels, Sid		1528 Court		Chase				
		Imperial, NE 69033						
Bartels, Tami		205 E. 15th		Chase				
		Imperial, NE 69033						
	Hunter Eugene Bartels		Kearney		NE	08/30/1998		18
Bartels, Wayne		72685 338 Ave.		Chase				
Bartels, Donna		Enders, NE 69027						
Bartholomew, Chuck		807 Park		Chase				
Bartholomew, Kim		Imperial, NE 69033						
	Sheldon Bartholomew		Valentine		NE	11/09/1996		20
Bartlett, Randy		608 Max Dr.		Chase				
Bartlett, Debra		Imperial, NE 69033						
Barton, Laura		1118 Court		Chase				
		Imperial, NE 69033						
Batterman, Dennis		935 Wellington		Chase				
		Imperial, NE 69033						
Bauerle, Burdette		33063 737 Rd.		Chase				
		Imperial, NE 69033						
Bauerle, David		73097 328 Ave.		Chase				
Bauerle, Jayne		Champion, NE 69023						

School Census Report to County Superintendent

Census of School District No. 1 of Chase County Schools

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Head of Family

All Records

Census for 2017

Parent or Guardian	Children	Address	City of Birth	County	State	Date of Birth	Age of Girls	Age of Boys
Bauerle, Debra		1723 Wesley Dr. Imperial, NE 69033		Chase				
Bauerle, Dirk		446 W. 14th Imperial, NE 69033		Chase				
Bauerle, Don		73129 328 Ave. Champion, NE 69023		Chase				
Bauerle, Irvin		73591 328 Ave. Champion, NE 69023		Chase				
Bauerle, Jamilah		73262 325 Ave. Champion, NE 69023		Chase				
Bauerle, Michael		32772 15A S Champion, NE 69023		Chase				
Bauerle, Jill	Bennett James Bauerle					02/20/2002		15
	Emma Elizabeth Bauerle					08/07/1997	19	
	Jack Michael Bauerle					04/20/2000		17
Bauerle, William		500 W. 15th Imperial, NE 69033		Chase				
Bard, Ben		32489 734 Rd. Champion, NE 69023		Chase				
Bard, Brandon		460 Third Champion, NE 69023		Chase				
Bard, Charles		180 Second Champion, NE 69023		Chase				
Bard, Kelly		417 Park Imperial, NE 69033		Chase				
Bard, Maxine		736 Grant Imperial, NE 69033		Chase				
Bard, Murlena		73989 320 Ave. Imperial, NE 69033		Chase				
Bard, Richard		230 E. 5th Imperial, NE 69033		Chase				
Bard, Jordan	Sophie Ann Bard				NE	12/23/2014		2
Bard, Vickie		32591 734 Rd. Champion, NE 69023		Chase				

School Census Report to County Superintendent

Census of School District No. 1 of Chase County Schools

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Head of Family

All Records

Census for 2017

Parent or Guardian	Children	Address	City of Birth	County	State	Date of Birth	Age of Girls	Age of Boys
Becker, Eric				Chase				
Becker, Emilee		Imperial, NE	69033					
Beckman, Jennifer		1105 Court		Chase				
		Imperial, NE	69033					
Beemer, Geoffrey		201 W. 17th		Chase				
Beemer, Jennifer		Imperial, NE	69033					
	Avery Nicole Beemer		Ogallala		NE	02/08/2009	8	
	Emerson Jade Beemer		Ogallala		NE	03/17/2012	5	
	Grayson Beemer				NE	08/29/2014		2
Beemer, Rodney		74757 333 Ave.		Chase				
Beemer, Trudy		Imperial, NE	69033					
Belau, Cathy		210 E. 17th		Chase				
		Imperial, NE	69033					
Belau, Phyllis		324 E. 14th		Chase				
		Imperial, NE	69033					
Bell, Brian		243 W. 9th		Chase				
		Imperial, NE	69033					
Benge, David		212 W. 4th		Chase				
Benge, Billy Jo		Imperial, NE	69033					
	Ashlie Rose Benge		Imperial		NE	08/09/2002	14	
	Brittanie Anne Benge		Imperial		NE	02/04/1999	18	
Benson, Tom		346 W. 4th		Chase				
		Imperial, NE	69033					
Bernard, Jess		72616 334 Ave.		Chase				
Bernard, Joyce		Imperial, NE	69033					
Bernard, Rebecca		226 W. 10th		Chase				
		Imperial, NE	69033					
	Max Bernard		Imperial		NE	08/11/2009		7
Bernard, Royce		928 Broadway		Chase				
Bernard, Catherine		Imperial, NE	69033					
Bernhardt, Don		520 Golf Course Rd.		Chase				
Bernhardt, JoAnn		Imperial, NE	69033					
Bernhardt, Kerry		73097 321 Ave.		Chase				
		Champion, NE	69023					

School Census Report to County Superintendent

Census of School District No. 1 of Chase County Schools

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Head of Family

All Records

Census for 2017

Parent or Guardian	Children	Address	City of Birth	County	State	Date of Birth	Age of Girls	Boys
Bernhardt, Kurt		73874 315 Ave.		Chase				
Bernhardt, Kristi		Champion, NE 69023						
	Austin Tayler Bernhardt		McCook		NE	10/04/2001		15
	Ryan Jay Bernhardt		Imperial		NE	12/18/2003		13
Berry, Kelly		1140 Grant		Chase				
Berry, Tonja		Imperial, NE 69033						
	MaKenna Ketter		Goodland		KS	03/24/1997		20
Berry, Mark		73795 317 Ave.		Chase				
Berry, Marge		Champion, NE 69023						
Berry, Marlon		1140 Sage		Chase				
Berry, Vivian		Imperial, NE 69033						
Berry, Ronald		336 Wellington		Chase				
Berry, Becky		Imperial, NE 69033						
Bessler, Fred		1535 Court		Chase				
Bessler, Sandra		Imperial, NE 69033						
Beverly, Johnathan		74302 327 Ave.		Chase				
Beverly, Tracy		Imperial, NE 69033						
	Landis Beverly		New York		NY	04/04/2001		16
Bialas, Anthony		1543 Broadway		Chase				
Bialas, Rachel		Imperial, NE 69033						
	Jackson Wessels				NE	04/23/2009		8
	Jayce Bialas				NE	01/27/2016		1
	Kyleigh Wessels				NE	08/07/2013	3	
	Luke Sim				NE	11/20/2006		10
	Tayton Wessels				NE	08/16/2012		4
Biesecker, James		1540 Wellington		Chase				
Biesecker, Lael		Imperial, NE 69033						
	Kenyan Charles Biesecker					10/04/2002		14
	Kirsten Dawn Biesecker					08/05/2000		16
Bigham, Shawn				Chase				
		Imperial, NE 69033						
Bigham, Shawwna		515 W. 5th		Chase				
		Imperial, NE 69033						
	Shalissa Ann Bigham		Grant		NE	10/17/2006		10
	Shelby Jean Bigham		Grant		NE	12/19/1997		19
Bilka, Nanette		220 E. 13th		Chase				
		Imperial, NE 69033						
Bilka, Terry		72915 335 A Ave.		Chase				
		Enders, NE 69027						

School Census Report to County Superintendent Census of School District No. 1 of Chase County Schools

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All Records

Census for 2017

Parent or Guardian	Children	Address	City of Birth	County	State	Date of Birth	Age of Girls	Boys
Bischoff, Marilou		606 W. 11th Imperial, NE 69033		Chase				
Bischoff, Rayburn		927 Chase		Chase				
Bischoff, Diane		Imperial, NE 69033						
Bishop, Mark		842 Shopp Dr.		Chase				
Bishop, Nadine		Imperial, NE 69033						
Blocher, Gina		308 W. 15th Imperial, NE 69033		Chase				
Bollman, Cooper		1101 Max Dr.		Chase				
Bollman, Jana		Imperial, NE 69033						
	Calvin Bollman				NE	12/07/2016		0
Boman, Ashley		348 W. 7th Imperial, NE 69033		Chase				
Boman, Darcie		623 Wellington Imperial, NE 69033		Chase				
Bond, Duane		236 W. 5th		Chase				
Bond, Linda		Imperial, NE 69033						
Bonilla, Juana		Winters Court #1 1607.5 Park Imperial, NE 69033		Chase				
Bopp, Jody		436 W. 11th		Chase				
Bopp, Debbie		Imperial, NE 69033						
Bottom, Mark		346 E. 12th		Chase				
Bottom, Renee		Imperial, NE 69033						
Bradley, Robert		706 Wellington		Chase				
Bradley, Connie		Imperial, NE 69033						
Brady, Gelene		527 Park Imperial, NE 69033		Chase				
Brandner, Sara		1027 Broadway Imperial, NE 69033		Chase				
Brandt, Douglas		33242 740 Rd.		Chase				
Brandt, Jean		Imperial, NE 69033						

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Parent or Guardian	Children	Address	City of Birth	County	State	Date of Birth	Age of Girls	Age of Boys
Bremer, Kip		32362 736 Rd.		Chase				
Bremer, Janet		Imperial, NE 69033						
Briggs, Dan		74431 323 Ave.		Chase				
Briggs, Shari		Imperial, NE 69033						
Briggs, Justin		74199 325 Ave.		Chase				
Briggs, Nichole		Imperial, NE 69033						
	Daniel Briggs				NE	08/22/2006		10
	Trynity Briggs				NE	12/24/2003	13	
Brophy, Ben		612 Max Dr.		Chase				
Brophy, Lindsey		Imperial, NE 69033						
	Adelaide Reese Brophy		North Platte		NE	06/03/2015	2	
	Camrie Brophy				NE	12/27/2016	0	
Brophy, William		1543 Court		Chase				
Brophy, Julie		Imperial, NE 69033						
Broughton, Elroy		1330 Park		Chase				
Broughton, Jane		Imperial, NE 69033						
Broughton, Rhonda		346 E. 13th		Chase				
		Imperial, NE 69033						
Brown, Andrew		73591 321 Ave.		Chase				
Brown, Carol		Champion, NE 69023						
Brown, Barbara		243 Court		Chase				
		Imperial, NE 69033						
Brown, Dave		32495 729 Rd.		Chase				
Brown, Jacci		Champion, NE 69023						
	Madison Lynne Brown		Imperial		NE	08/04/2001	15	
	Myla Joy Brown		North Platte		NE	05/10/2006	11	
Brown, DiAnne		Sunrise Apts.		Chase				
		Imperial, NE 69033						
	Rodney Silas Brown					02/03/2000		17
Brown, Don		209 Golf Course Rd.		Chase				
Brown, Manette		Imperial, NE 69033						
Brown, Jim		73495 314 Ave.		Chase				
Brown, Vicki		Champion, NE 69023						
Brown, Stephanie		538 E. 2nd		Chase				
		Imperial, NE 69033						
	Bennett Dale Brown				NE	06/02/2016		1
	Phoenix Jaye Brown				NE	03/27/2015	2	

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Browning, Charles		226 W. 6th		Chase				
Browning, Elaine		Imperial, NE	69033					
Browning, Rob		230 E. 9th		Chase				
		Imperial, NE	69033					
Brunkhorst, Sandra		200 E. 5th		Chase				
		Imperial, NE	69033					
Brush, David		1000 Max Dr.		Chase				
Brush, Valrie		Imperial, NE	69033					
Bryan, Bill		438 W. 10th		Chase				
Bryan, Cheryl		Imperial, NE	69033					
Bubak, Jeff		73005 331 Ave.		Chase				
Bubak, Kim		Imperial, NE	69033					
	Ashley Dawn Bubak		Imperial		NE	08/07/2001	15	
	Caleb James Bubak		Imperial		NE	06/24/1997		20
Bubak, Vivian		564 W. 11th		Chase				
		Imperial, NE	69033					
Buffington, Ray		308 W. 7th		Chase				
Buffington, Vicki		Imperial, NE	69033					
Buls, Marjie		Winters Court #6		Chase				
		1611.5 Park						
		Imperial, NE	69033					
Burke, Jason		888 Shopp Dr.		Chase				
Burke, Whitney		Imperial, NE	69033					
	Samuel Burke				NE	10/13/2016		0
	Silas Edward Burke		Ogallala		NE	05/06/2014		3
Burke, Joel		843 Wellington		Chase				
		Imperial, NE	69033					
Burke, John		562 W. 11th		Chase				
Burke, Cheri		Imperial, NE	69033					
Burke, Joshua		618 Court		Chase				
Burke, Courtney		Imperial, NE	69033					
	Kaci Burke				NE	11/01/2010	6	
	Kendra Nichole Burke				NE	11/17/2003	13	
	Kristopher Burke				NE	05/23/2008		9
Burke, Sherri		415 Court		Chase				
		Imperial, NE	69033					

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Burtis, Roma Jean		323 Wellington Imperial, NE 69033		Chase				
Bussell, Brent		1117 Broadway Imperial, NE 69033		Chase				
	Jadin Lynn Bussell		Imperial		NE	10/24/1998		18
Bussell, Delbert		32197 742 Rd. Imperial, NE 69033		Chase				
Bussell, Linda								
Bussell, Scott		32261 742 Rd. Imperial, NE 69033		Chase				
Bussell, Trevia								
Cady, Ellen		1313 Douglas Imperial, NE 69033		Chase				
Cahow, Brenda		237 W. 5th Imperial, NE 69033		Chase				
Calvin, Jim		32815 S 15 A Imperial, NE 69033		Chase				
Calvin, Lesia								
Cardosa, Humberto		938 Park Imperial, NE 69033		Chase				
Munoz, Martha								
	Mitsy Cardosa					12/03/1996		20
Carman, Alan		1240 Douglas Imperial, NE 69033		Chase				
Carman, Joni								
Carman, Douglas		235 W. 17th Imperial, NE 69033		Chase				
Carman, Rabecca								
Carman, Mary		937 Wellington Imperial, NE 69033		Chase				
Carman, Melanie		945 Wellington Imperial, NE 69033		Chase				
Carmin, Richard		136 W. 16th Imperial, NE 69033		Chase				
Carmin, Janette								
Carpenter, Larry		813 Douglas Imperial, NE 69033		Chase				
Carpenter, Deaun								
Carter, Denise		742 Wellington Imperial, NE 69033		Chase				
	Charlie Ann Carter		Imperial		NE	04/17/1998		19

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Case, Mitch		349 E. 4th Imperial, NE 69033		Chase				
Casillas-Rascon, Refugio		74202 321 Ave. Imperial, NE 69033		Chase				
Casillas, Maria								
Cassel, Rick		641 W. 5th Imperial, NE 69033		Chase				
Cassel, Nancy								
Castillo, Jose		310 E. 16th Imperial, NE 69033		Chase				
Castillo, Estela								
	Alejandra Castillo					01/16/2005	12	
Castle, Larry		74912 331 Ave. Imperial, NE 69033		Chase				
Castle, Susan								
	Dawn Marie Castle		Imperial		NE	05/02/1999	18	
	Mindy Kay Castle		Imperial		NE	01/30/1997	20	
Castle, Merlin		1529 Grant Imperial, NE 69033		Chase				
Castle, Kay								
Castor, Jeff		1145 Broadway Imperial, NE 69033		Chase				
Castor, Cindy								
Cazares, Ivan		347 E. 5th Imperial, NE 69033		Chase				
Cazares, Elvia								
	Ashley Dailyn Cazares		Imperial		NE	01/22/2007	10	
	Brayan Ivan Cazares Enriquez		Imperial		NE	07/12/2005		11
Cervantes, Jorge				Chase				
Dominguez, Olga		Imperial, NE 69033						
	Aaron Cervantes				NE	08/17/2009		7
	Jorge Cervantes					02/24/2000		17
	Valeria Cervantes					11/13/1996		20
Chambers, Monte		285 Hokes Champion, NE 69023		Chase				
Chambers, Shannon		680 Second Champion, NE 69023		Chase				
Chandler, Slater		33211 749 Rd. Imperial, NE 69033		Chase				
Chandler, Ashley								
	Lylabeth Chandler				NE	08/19/2011	5	
Chaparro, Vanessa		Capital Court #17 403 E. 11th Imperial, NE 69033		Chase				
	Clarissa Chaparro				NE	02/08/2000	17	
	Ricardo Chaparro Granados				NE	01/13/2005		12

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							Girls	Boys
Chavez Almanza, Armando		SeLoCySe #6		Chase				
Flores, Marlen Alejandra		211.5 E. 2nd						
	Jolanie Chavez	Imperial, NE 69033			NE	04/18/2016	1	
	Jolethzi Chavez				NE	07/25/2011	5	
Chavez, Leslie		33221 749 Rd.		Chase				
	Ethan Christopher Clermont	Imperial, NE 69033			NE	07/24/2002		14
	Madelyn Clermont				NE	02/27/2007	10	
Chavez, Lorena		Sunrise Apts.		Chase				
	Paulina Nailea Orozco Chavez	Imperial, NE 69033			NE	09/09/2000	16	
Chavez, Morel		SeLoCySe #11		Chase				
		220 E. Highway 6						
		Imperial, NE 69033						
Chavez, Obed		508 Park		Chase				
Enriquez, Teresa		Imperial, NE 69033						
	Brittany Tamara Chavez				NE	07/27/2003	13	
	Carlos Chavez Enriquez				NE	01/03/1998		19
Chavez, Oscar		Winters Court #8		Chase				
Bencomo, Erika		1611 Park						
	Brian Chavez Bencomo	Imperial, NE 69033			NE	01/27/2011		6
	Itzel Yovanni Chavez Bencomo				NE	09/02/2003	13	
Chavira, Baltazar		446 W. 5th		Chase				
Chavira, Blanca		Imperial, NE 69033						
	Eric Chavira		Goodland		KS	05/07/1998		19
Chavira, Reyes		405 E. 5th		Chase				
Cazares de Chavira, Gaby		Imperial, NE 69033						
	Johnathan Chavira		Goodland		KS	11/26/2000		16
	Kayla Joely Chavira		Imperial		NE	03/04/2005	12	
	Kevin David Chavira				MX	06/06/1997		20
Chavira, Simon		Winters Court #31		Chase				
Chavira, Laura		1620 Chase						
	Brandon Chavira	Imperial, NE 69033			NE	03/15/1998		19
Christensen, Mark		139 Yucca Dr.		Chase				
Christensen, Kathy		Imperial, NE 69033						
	Brooklyn Anne Christensen		Kearney		NE	03/23/2001	16	
	Isaiah Mark Christensen		Kearney		NE	11/24/1997		19
	Malachi Mark Christensen				NE	11/27/2005		11
	Ryelee Faye Christensen		Kearney		NE	03/25/1999	18	
Christiansen, William		1043 Broadway		Chase				
Christiansen, Nancy		Imperial, NE 69033						
	Jacob Christiansen		Rapid City		SD	08/07/1996		20
	Kelly Virginia Christiansen		Pierre		SD	09/11/1998	18	

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Chubb, Amanda		302 Holland		Chase				
	Adler Benton Chubb	Imperial, NE 69033	Lincoln		NE	08/23/2012		4
	Braxton Scott Chubb				NE	09/24/2008		8
Chubb, Brad				Chase				
		Imperial, NE 69033						
Church, Clifford		613 W. 5th		Chase				
Church, Karmin		Imperial, NE 69033						
Claney, Jack		240 W. 8th		Chase				
		Imperial, NE 69033						
Clark, Debra		129 E. 13th		Chase				
		Imperial, NE 69033						
Clark, Jerry		341 W. 3rd		Chase				
Clark, Sharon		Imperial, NE 69033						
Clark, Lane		205 E. South		Chase				
Clark, Brittany		Imperial, NE 69033						
	Braelyn Clark				NE	07/04/2016		0
	James Bentley Sweet				NE	09/13/2009		7
	Payton Daniel Sweet				NE	02/19/2012		5
Clark, Rodney		780 Broadway		Chase				
Clark, Janice		Champion, NE 69023						
Claus, Jacqueline		340 E. 17th		Chase				
		Imperial, NE 69033						
Claus, Tony		718 Douglas		Chase				
		Imperial, NE 69033						
Clay, Robby		442 W. 11th		Chase				
Clay, Amanda		Imperial, NE 69033						
	Ezekiel Clay				NE	01/01/2013		4
	Jocelyn Clay				NE	07/05/2010		6
	Katherine Elise Clay				NE	08/09/2008		8
	Lydia Clay				NE	07/05/2010		6
Clements, Frank		73598 331 Ave.		Chase				
		Imperial, NE 69033						
Clements, Scott		33008 732 A Rd.		Chase				
Clements, Linda		Imperial, NE 69033						

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Clevenger, Kelly		136 Yucca Dr.		Chase				
Clevenger, Christine		Imperial, NE 69033						
	Jace Treidan Clevenger		Kearney		NE	10/18/1999		17
	Joee Laine Clevenger					11/16/2004	12	
	Kobe Bronson Clevenger		Kearney		NE	07/02/2001		15
	Kole Rex Clevenger		North Platte		NE	03/23/2007		10
Clevenger, Rex		1003 Max Dr.		Chase				
Clevenger, Sherry		Imperial, NE 69033						
Co' Chumajay, Jose		143 W. 13th		Chase				
Hernandez-Co', Laura		Imperial, NE 69033						
	Jesus Moris Caballero, Jr.				NE	09/15/1999		17
	Juan Emilio Co'				NE	07/17/2013		3
	Luis Enrique Co'				NE	11/07/2006		10
	Michael Lorenzo Hernandez				NE	06/30/2005		12
Cochran, Brad		208 W. 15th		Chase				
Cochran, Melanie		Imperial, NE 69033						
Cochran, Chad		329 E. 9th		Chase				
Cochran, Bethany		Imperial, NE 69033						
	Makenzie Rae Cochran				NE	05/21/2015	2	
Cochran, Keithan				Chase				
Cochran, Michaela		Imperial, NE 69033						
Cochran, Stacy		31422 744 Rd.		Chase				
Cochran, Michele		Champion, NE 69023						
	Ali Corinne Cochran		Imperial		NE	08/02/2004	12	
	Kassidy Colt Cochran		Imperial		NE	10/12/1999		17
	Roper Lane Cochran					07/29/1998		18
	Triston Dante Cochran					06/18/2002		15
Cochran, Tony		1630 Court		Chase				
Cochran, Melissa		Imperial, NE 69033						
Coleman, Dwight		330 E. 9th		Chase				
Coleman, Tracy		Imperial, NE 69033						
	Macy Lyn Coleman		Imperial		NE	07/31/2001	15	
	Mallory Ann Coleman		Imperial		NE	07/16/1996	20	
Colson, Miles		1102 Max Dr.		Chase				
Colson, Christy		Imperial, NE 69033						
	Brady Robert Colson		Imperial		NE	09/04/2015	1	
	Ella Renae Colson		Imperial		NE	09/27/2005	11	
	Kate Alexa Colson		Imperial		NE	02/18/2009	8	
Colson, Robert		33335 737A Rd.		Chase				
Colson, Elaine		Imperial, NE 69033						
Colton, Charles		32314 740 Rd.		Chase				
Colton, Carla		Imperial, NE 69033						

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	Ashleigh Colton				NE	07/10/2013	3	
	LaReina Raphaeleta Colton					08/05/2003	13	
	Shakota LeAnne Colton				OK	03/18/2002	15	
Colton, Nick		1009 Kramer		Chase				
Colton, Jennifer		Imperial, NE 69033						
	Chloe Louise Colton		Imperial		NE	05/01/2009	8	
	George Daxton Colton		Imperial		NE	08/15/2006		10
	Keirsten Shea Colton		Imperial		NE	02/25/2005	12	
Confer, Trevor		824 Court		Chase				
Smart, Mykaela		Imperial, NE 69033						
Consepcion, Maria				Chase				
		Imperial, NE 69033						
	Evelyn Molina				NE	03/03/2011	6	
Cook, Bradley		73600 317 Ave.		Chase				
Cook, Faith		Champion, NE 69023						
	Bailey Chandler Cook		Grant		NE	11/06/2006		10
	Jade Caylin Cook		Grant		NE	12/18/2009	7	
Cook, David		73626 317 Ave.		Chase				
Cook, Kathy		Champion, NE 69023						
Cooper, DeMarys		619 Park		Chase				
		Imperial, NE 69033						
Cotant, Mick		735 Court		Chase				
		Imperial, NE 69033						
Courter, Amanda		642 Court		Chase				
		Imperial, NE 69033						
	Brody Lee Courter				NE	05/14/2003		14
	Maycie Courter				NE	03/12/2012	5	
Courter, Martin		328 W. 8th		Chase				
		Imperial, NE 69033						
Courter, Wade		530 W. 5th		Chase				
Bartholomew, Brittany		Imperial, NE 69033						
Cox, Jeannine		32472 734 Rd.		Chase				
		Champion, NE 69023						
Crabtree, Sam		607 Douglas		Chase				
Crabtree, Peri		Imperial, NE 69033						
Crapson, Andrew		121 E. 18th		Chase				
		Imperial, NE 69033						
	Hope Marie Crapson				NE	03/12/2010	7	

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Cravey, Cody	Garrett	926 Douglas Imperial, NE 69033		Chase				
Cravey, Shirley		220 W. 16th Imperial, NE 69033		Chase				
Cravey, Tom		33403 740 Rd. Imperial, NE 69033		Chase				
Cravey, Melissa	Nicole Ann Brown-Cravey		Grant		NE	01/05/2000	17	
	Steven Daniel Brown-Cravey		Cambridge		NE	08/09/1996		20
Croner, Carla		1535 Douglas Imperial, NE 69033		Chase				
Cross, David		31752 741 Rd.		Chase				
Cross, Amanda		Champion, NE 69023						
Cross, Stanley		31792 741 Rd.		Chase				
Cross, Janelle		Champion, NE 69023						
Crowell, Christopher		1046 Broadway		Chase				
Crowell, Jadia	Colestyn Crowell				NE	08/02/2014		2
	Jerusson Jax Crowell				NE	06/26/2016		1
	MaeLeigh Crowell				NE	05/07/2012	5	
Crown, Florence		1243 Court Imperial, NE 69033		Chase				
Cupp, Ed		73382 324 Ave.		Chase				
Cupp, Arlys	Morayah Ashley Martinez		Greeley		CO	10/14/2002	14	
Curtis, Bruce Allen		98 Yucca Dr.		Chase				
Curtis, Sherryl Ann		Imperial, NE 69033						
Cyboron, Aaron		627 W. 11th		Chase				
Cyboron, Abigail	Avery Cyboron				NE	06/09/2010	7	
	Jackson Stanley Cyboron				NE	06/17/2007		10
	Porter Cyboron				NE	04/16/2014		3
DaMoude, Russ		1344 Grant		Chase				
DaMoude, DaVon	Joel Earl Burton DaMoude		Goodland		KS	04/30/2000		17
	Makayla Orlea Grace DaMoude		Imperial		NE	11/18/1997	19	
Dannar, Tosha		Imperial, NE 69033		Chase				
	Jorja Jean Dannar				NE	02/07/2002	15	

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Dannatt, Gregory		200 W 16th		Chase				
Dannatt, Brandi		Imperial, NE	69033					
Dannatt, Norma		1810 Chase		Chase				
		Imperial, NE	69033					
Dart, Ron		33628 733 Rd.		Chase				
Dart, Connie		Enders, NE	69027					
Daschofsky, Wava		1443 Court		Chase				
		Imperial, NE	69033					
Davidson, Glen		73895 315 Ave.		Chase				
Davidson, Loraine		Champion, NE	69023					
Davidson, Mark		73908 315 Rd.		Chase				
		Champion, NE	69023					
Davidson, Merl		74391 312 Ave.		Chase				
Davidson, Mary Kay		Champion, NE	69023					
Davidson, Roxie		1115 Max Dr.		Chase				
		Imperial, NE	69033					
Davis, Chrissy		1431 Grant		Chase				
		Imperial, NE	69033					
	Abraham Robert Davis		Grant		NE	07/13/2015		1
	Alyssa Lee Davis		Ogallala		NE	05/28/2009	8	
	Andrew Elmo Davis				NE	09/25/2007		9
Davison, Pat		1226 Park		Chase				
Davison, Carla		Imperial, NE	69033					
De La Fuente, Jr., Juan		SeLoCySe #1		Chase				
		219 E. 2nd						
		Imperial, NE	69033					
Dean, Douglas		74398 342 Ave.		Chase				
Dean, Kaye		Wauneta, NE	69045					
Deaver, Ryan		74331 321 Ave.		Chase				
Deaver, Kendra		Imperial, NE	69033					
DeHart, Jody		324 E. 3rd		Chase				
		Imperial, NE	69033					

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							Girls	Boys
Denbo, Gary		31585 742 Rd.		Chase				
Denbo, Lynne		Champion, NE 69023						
	Cody Garrett Denbo					06/30/1998		19
	Spencer Truman Denbo					09/20/1999		17
Denbo, Spencer (Ernie)		480 Navajoe Lamar, NE 69023		Chase				
Denman, Derick		538 W. 6th Imperial, NE 69033		Chase				
Deyle, Mary		216 W. 8th Imperial, NE 69033		Chase				
Diaz, Ascencion		211 Park St.		Chase				
Gonzalez, Erica		Imperial, NE 69033						
	Anahy Diaz Gonzalez				NE	09/01/2005		11
	Erik Alexis Diaz Gonzalez				NE	11/24/2010		6
	Etni Jimena Quezada Mendoza				NE	03/09/2002		15
Dickey, Greg		1540 Douglas		Chase				
Dickey, Angela		Imperial, NE 69033						
	Jeffrey Taylor Dickey		Grand Island		NE	12/20/1996		20
Dietz, Ashley		1228 Broadway Imperial, NE 69033		Chase				
	Valerie Sue Dietz				NE	07/25/2003		13
Dillan, Brad		715 Park		Chase				
Dillan, Terri		Imperial, NE 69033						
	Chloe Abigail Dillan		North Platte		NE	05/31/2003		14
	Cooper Maxwell Dillan		Imperial		NE	06/11/2005		12
	Kamrie Marva Dillan		Imperial		NE	12/31/2001		15
	Parker Bradley Dillan		Imperial		NE	07/30/2000		16
Dillan, Harlan (Pete)		73882 314 Ave.		Chase				
Dillan, Paulette		Champion, NE 69023						
Dinnel, Verlon		1345 Wellington		Chase				
Dinnel, Lucille		Imperial, NE 69033						
Dittler, Eric		304 W. 8th		Chase				
Dittler, Bobbi		Imperial, NE 69033						
	Chloe Madison Dittler				NE	10/01/2007		9
Dizmang, Ruth		Winters Court #3 1605 Park Imperial, NE 69033		Chase				
Dockery, Brian		Capital Court #24		Chase				
Dockery, Yolanda		1009 Shorthorn Imperial, NE 69033						
	Aiden Dockery				NE	08/17/2009		7

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							Girls	Boys
	Alissa Ann Dockery		Imperial		NE	07/11/2007	9	
Dodge, Neal		33748 738 Rd.		Chase				
Dodge, Kerrie		Imperial, NE 69033						
	Benjamin Aaron Dodge				NE	02/21/2007		10
	Elizabeth Ann Dodge				NE	11/09/2002	14	
	Hannah Marie Dodge				NE	12/22/2005	11	
	Jonathon Ryan Dodge				NE	07/29/2004		12
	Michael David Dodge				NE	12/30/2008		8
	Ruth Grace Dodge				NE	06/08/2001	16	
	Zach Dodge				NE	01/28/2012		5
Dominguez, Diana		Winters Court #35 318 E. 16th Imperial, NE 69033		Chase				
Dominguez, Javier		1414 Park		Chase				
Chavez, Elisa		Imperial, NE 69033						
	Analy Dominguez Chavez				NE	05/28/2010	7	
	Idally Dominguez Chavez				NE	02/15/2017	0	
	Jaeli Yaiza Dominguez Chavez				NE	10/28/2015	1	
	Jeilyn Kamila Dominguez Chavez				NE	12/08/2008	8	
Dones, Mark		842 Wellington		Chase				
Soltis, Teresa		Imperial, NE 69033						
	Chloe Lynn Soltis				NE	07/02/2003	13	
	Mackenzie Kathleen Soltis				NE	11/02/2001	15	
Dorn, Chad		34304 727 Rd.		Chase				
Dorn, Trish		Wauneta, NE 69045						
	Blaine Thomas Dorn					03/21/2001		16
	Kaden Michael Dorn				NE	04/18/2008		9
	Shaylee Marie Dorn					06/10/1997	20	
Dreiling, Duane		669 W. 5th		Chase				
Dreiling, Devin		Imperial, NE 69033						
	Dylan Scott Dreiling					08/14/2001		15
	Holden Jeffrey Dreiling					12/09/1996		20
Dreiling, Mike		305 Broadway		Chase				
Dreiling, Cheryl		Champion, NE 69023						
Druse, Candy		126 W. 12th Imperial, NE 69033		Chase				
Dubas, Kendall		624 Grant		Chase				
Dubas, Harmaleigh		Imperial, NE 69033						
	Hannaleigh A, Dubas		Imperial		NE	03/08/2001	16	
	Peyton David Dubas		Imperial		NE	03/10/2005		12
Duffy, Mike		73565 319 Ave.		Chase				
Mayberry, Dena		Champion, NE 69023						
	Cody McRae Duffy		Springfield		MO	03/24/2003		14
	Cole Michael Duffy				NE	05/14/2009		8

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DuPeire, Matthew		33150 S 15A		Chase				
DuPeire, Kristy		Imperial, NE	69033					
Duysen, Clair		1023 Court		Chase				
		Imperial, NE	69033					
Dye, Don		678 W. 5th		Chase				
Dye, Sandi		Imperial, NE	69033					
Eckert, Matt				Chase				
Eckert, Olivia		Champion, NE	69023					
	Chris Eckert				NE	02/07/2013		4
	Cody Eckert				NE	05/07/2010		7
	Elizabeth Nicole Eckert				NE	02/10/2015	2	
Edwards, Kenneth		1429 Wellington		Chase				
Edwards, Karen		Imperial, NE	69033					
Eidson, Joni		73854 314 Ave.		Chase				
		Champion, NE	69023					
Einspahr, Alvin		221 First		Chase				
Einspahr, Kaye		Enders, NE	69027					
Einspahr, Duncan		919 Douglas		Chase				
Einspahr, Elizabeth		Imperial, NE	69033					
	Addyson Morgan Einspahr				NE	02/16/2010	7	
	Connor Patrick Einspahr				NE	08/23/2008		8
Ekart, Jackie		1508 Park		Chase				
Ekart, Dona June		Imperial, NE	69033					
Ekart, Margaret (Peg)		910 Park		Chase				
		Imperial, NE	69033					
Ekart, Tamala		74588 334 Ave.		Chase				
		Imperial, NE	69033					
Elder, James		244 W. 12th		Chase				
Elder, Idonna		Imperial, NE	69033					
Elder, Thomas		1420 Grant		Chase				
Elder, Marcia		Imperial, NE	69033					
Elliott, Rick		804 Broadway		Chase				
Elliott, Jan		Imperial, NE	69033					
	Madison Faye Elliott		Grant		NE	01/06/2000		17

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Engbrecht, Eli		33661 738 Rd. Imperial, NE 69033		Chase				
Engbrecht, John		33664 738 Rd. Imperial, NE 69033		Chase				
Engbrecht, Kara	Elias John Engbrecht		Imperial		NE	04/20/1997		20
	Megan Elizabeth Engbrecht		North Platte		NE	04/28/1999	18	
Enriquez, Maribel		Imperial, NE 69033		Chase				
	Cesar Adrian Valencia Enriquez				NE	04/29/2007		10
	Keiry Enriquez				NE	02/08/2010	7	
Eskew, Aaron		73222 331 Ave. Imperial, NE 69033		Chase				
Eskew, Ashley	Adelle Nicolee Eskew					07/03/2006		10
	Cy Augustus Eskew				NE	11/05/2010		6
	Sebastian Joe Sis					04/03/2001		16
Eskew, Arlene		204 W. 14th Imperial, NE 69033		Chase				
Eskew, Bill		32651 734 Rd. Champion, NE 69023		Chase				
Eskew, Kristy								
Eskew, Bob		1128 Douglas Imperial, NE 69033		Chase				
Eskew, Sue								
Eskew, Greg		73572 331 Ave. Imperial, NE 69033		Chase				
Eskew, Kay								
Espinoza, Claudia		SeLoCySe #12 218 E. Hwy 6 Imperial, NE 69033		Chase				
	Joanna Garcia				NE	02/17/2013		4
Estrada, Astrid		Capital Court #32 404 E. 10th Imperial, NE 69033		Chase				
	Maria Olivia Mendez				NE	02/23/2016		1
Estrada, Hugo		73402 314 Ave. Champion, NE 69023		Chase				
Estrada, Delfina	Brandon Abdel Estrada				NE	06/23/2008		9
	Jaquelin Estrada				NE	08/19/1997	19	
Estrada, Tomas		1751 Chase Imperial, NE 69033		Chase				
Gomez, Julissa	Davian Estrada				NE	08/10/2016		0
Evans, Wendy		415 Wellington Imperial, NE 69033		Chase				
Kurz-Wheeler, Antonette	Jim Sims				NE	11/10/2000		16

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							Girls	Boys
Exum, Eric		1040 Sage		Chase				
Exum, Ashley		Imperial, NE 69033						
	Briella Harper Exum		Kearney		NE	10/29/2011	5	
	Everly Shae Exum		Grant		NE	04/25/2017	0	
	Kinzee Alivia Exum		Ogallala		NE	06/28/2013	4	
	Ryker Allen Exum		Grant		NE	07/08/2015		1
Falla, Mark		73688 340 Ave.		Chase				
Falla, Bethel		Enders, NE 69027						
Fanning, Mark		73502 338 Ave.		Chase				
Fanning, Karen		Imperial, NE 69033						
Fanning, Mason		480 Pioneer		Chase				
Fanning, Daleann		Enders, NE 69027						
	Mardith Fanning				NE	11/18/2014	2	
	Micheal Leon Fanning		Imperial		NE	08/08/2013		3
Fanning, Mike		465 Chase		Chase				
Fanning, Elania		Enders, NE 69027						
Fanning, Shirley		832 Broadway		Chase				
		Imperial, NE 69033						
Farr, Lisa		500 Lincoln		Chase				
		Enders, NE 69027						
Felker, Rex		34038 737 Rd.		Chase				
		Enders, NE 69027						
Fenwick, Jody		548 W. 5th		Chase				
		Imperial, NE 69033						
Ferebee, Douglas		380 Mill St.		Chase				
Ferebee, Donna		Champion, NE 69023						
Ferebee, Jake		32815 S 15 A		Chase				
Ferebee, Katie		Imperial, NE 69033						
	Jayden Ferebee				NE	09/11/2016		0
	Kaitlyn Ferebee				NE	10/09/2011	5	
Ferebee, Luke		946 Broadway		Chase				
Ferebee, Crystal		Imperial, NE 69033						
	Emma Oakley					10/26/2003	13	
	Rylee Ann Oakley					07/21/2002	14	
	Samuel Trey Oakley				NE	08/15/2006		10
Ferebee, Mary Lou		324 W. 16th		Chase				
		Imperial, NE 69033						

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Ferguson, Mark		315 W. 5th		Chase				
Ferguson, Julie		Imperial, NE 69033						
	Emma Ann Ferguson		Ft. Collins		CO	03/04/2000	17	
	Tristan John Ferguson		Ft. Collins		CO	01/07/2003		14
Ferrell, Donnabeth		827 Grant		Chase				
		Imperial, NE 69033						
Fidler, Chris		224 Wellington		Chase				
		Imperial, NE 69033						
Fiedler, Scott		1039 Kramer		Chase				
Fiedler, Jill		Imperial, NE 69033						
	Halle Makenna Fiedler					06/26/2002	15	
	Peyton Elise Fiedler					12/03/1999	17	
	Sophie Chayse Fiedler					08/31/2003	13	
Fine, Loran		73192 335 A Ave.		Chase				
Fine, Vicky		Enders, NE 69027						
Finley, Jarett		518 E. 2nd		Chase				
		Imperial, NE 69033						
Fisher, Chad		132 Yucca Dr.		Chase				
Fisher, Carrie		Imperial, NE 69033						
	Bryson Luke Fisher		Imperial		NE	09/03/1998		18
	Evan Blake Fisher		Imperial		NE	12/19/2000		16
	Kelton Fisher		Imperial		NE	08/27/1996		20
Fisher, Edmond		33997 734 Rd.		Chase				
Fisher, Becky		Enders, NE 69027						
Fisher, Robert		1207 Douglas		Chase				
Fisher, Tina		Imperial, NE 69033						
	Holly Lynn Cameron				NE	10/02/1996	20	
Fitzke, Russell		32821 S 15 A		Chase				
Fitzke, Margaret		Imperial, NE 69033						
Fitzpatrick, Seth		1717 Wesley Dr.		Chase				
Fitzpatrick, Norma		Imperial, NE 69033						
Flores, Jesus		460 Second		Chase				
Moreno, Juana		Champion, NE 69023						
	Anapaola Flores Moreno				NE	08/19/2008	8	
	Angel Romero Moreno					01/25/2001		16
Flores, Mauricio				Chase				
Resendez, Ellie		Imperial, NE 69033						
	Marley Noe Flores		North Platte		NE	05/26/2013		4
	Noemi Flores				NE	05/27/2016	1	

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Foote, Brad		123 Yucca Dr.		Chase				
Foote, Lynsey		Imperial, NE 69033						
	Harrison Robert Foote		Grand Island		NE	03/06/2007		10
	London Foote				NE	06/09/2016	1	
	Tilly Colleen Foote				NE	06/03/2009	8	
Fortkamp, Jerel		1533 Broadway		Chase				
Fortkamp, Mary		Imperial, NE 69033						
	Andrew Dietrich Fortkamp				NE	01/10/2013		4
	Sophie Adele Fortkamp		Ogallala		NE	03/17/2015	2	
Fortkamp, Joan		241 W. 4th		Chase				
		Imperial, NE 69033						
Fortkamp, Kelen		1416 Broadway		Chase				
Fortkamp, Lisa		Imperial, NE 69033						
	Jason Lynn Fortkamp		Ogallala		NE	03/26/2013		4
	Taylor Leroy Fortkamp		Grant		NE	04/17/2015		2
Fortkamp, Lynn		72798 327 Ave.		Chase				
Fortkamp, Joyce		Champion, NE 69023						
Fowler, Nick		33364 738 Rd.		Chase				
Fowler, Kory		Imperial, NE 69033						
	Grady Dustin Fowler		Grant		NE	09/23/2016		0
	Hayden Lucy Fowler		Ogallala		NE	07/15/2012	4	
Francis, Casey		346 Wellington		Chase				
Loeffler, Tondarae		Imperial, NE 69033						
	Riley Francis				NE	03/20/2014		3
Francis, Delores		431 Court		Chase				
		Imperial, NE 69033						
Francis, Heather		430 W. 5th		Chase				
		Imperial, NE 69033						
Francis, Mike		610 S 15 A Highway		Chase				
Francis, Robin		Imperial, NE 69033						
	Cade Ryan Francis		Imperial		NE	01/05/1999		18
	Jordan Laurel Hopp				NE	04/22/2003	14	
	Whitney Claire Hopp				NE	11/03/1999	17	
Franck, Juia		331 W. 6th		Chase				
		Imperial, NE 69033						
Frazier, Jonathan		552 W. 5th		Chase				
		Imperial, NE 69033						
Frederick, John		447 W. 11th		Chase				
Frederick, Elizabeth		Imperial, NE 69033						

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							Girls	Boys
Frescas, Veronica		Winters Court #2 1605.5 Park Imperial, NE 69033		Chase				
	Eduardo Flores Frescas				NE	11/17/2001		15
	Hector Flores Frescas				NE	02/01/2006		11
	Keiry Aylin Flores Frescas				NE	08/11/2003	13	
Frias, Bersabe		141 E. 18th		Chase				
Frias, Maricela		Imperial, NE 69033						
	Abigail Frias					04/02/2000	17	
	Bersabe Frias Munoz				NE	02/02/2006		11
Frias, Jose		402 Douglas		Chase				
Montes, Leticia		Imperial, NE 69033						
	Joan Lorenzo Frias Montes				NE	10/21/2001		15
	Jose Alexis Frias Montes				NE	09/03/1999		17
	Luis Angel Frias Montes				NE	07/08/1998		18
Frias, Raudel		Winters Court #23		Chase				
Goytia Avita, Lilia		309 E. 17th Imperial, NE 69033						
	Carlos Daniel Frias Goytia				NE	08/29/2006		10
	Jissell Frias Goytia				NE	11/23/2002	14	
	Michell Paloma Frias Goytia				NE	11/08/2008	8	
	Raudel Fernando Frias Goytia				NE	12/12/2003		13
Fries, Joshua		250 W. 16th		Chase				
Fries, Alicia		Imperial, NE 69033						
	Amelia Kenly Fries				NE	09/24/2010	6	
	Easton John Fries				NE	11/07/2005		11
	Lukas Paul Fries				NE	07/04/2008		8
Frihauf, Abigail		1319 Wellington Imperial, NE 69033		Chase				
Fuehrer, Dan		32888 739 Rd. Imperial, NE 69033		Chase				
Fuehrer, Kurt		32758 740 Rd. Imperial, NE 69033		Chase				
Fuehrer, Mark		74302 329 AVe.		Chase				
Fuehrer, Debra		Imperial, NE 69033						
Fulton, Dan		1110 Sage		Chase				
Fulton, Pamela		Imperial, NE 69033						
Gager, Eldon		411 W. 5th		Chase				
Gager, Shirley		Imperial, NE 69033						
Garcia, Brenda		SeLoCySe #10 219.5 E. 2nd		Chase				

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		Imperial, NE	69033					
Garcia, Cesar		231 E. 16th		Chase				
Garcia, Olga		Imperial, NE	69033					
	Elmer Daniel Jaquez				NE	01/06/2001		16
	Lydia Yareli Garcia				MX	09/20/1996	20	
Garcia, Gabriel		Winters Court #27		Chase				
Gallegos, Ofelia		401 E. 17th						
		Imperial, NE	69033					
Garcia, Maria		Capital Court #4		Chase				
		Imperial, NE	69033					
Garcia, Santos				Chase				
Espinoza, Claudia		Champion, NE	69023					
	Joanna Garcia				NE	02/17/2013	4	
Garcia, Tom		357 E. 4th		Chase				
		Imperial, NE	69033					
Gardner, Connie		340 N		Chase				
		Champion, NE	69023					
Gardner, Shirley		1041 Court		Chase				
		Imperial, NE	69033					
Garrido, Deborah		322 W. 8th		Chase				
		Imperial, NE	69033					
Garrison, Doreen		315 E. 12th		Chase				
		Imperial, NE	69033					
Garza, Ruben		1027 Chase		Chase				
Salazar, Danielle		Imperial, NE	69033					
	Alejandro Eligio Garza		Imperial		NE	04/03/2014		3
	Alexis Nayali Garza		Imperial		NE	05/20/2008	9	
	Olivia Joseanna Garza		Imperial		NE	12/06/2010	6	
Gaschler, Thomas		831 Park		Chase				
Gaschler, Laura		Imperial, NE	69033					
Gassiot, Jed		1430 Douglas		Chase				
Gassiot, Emma		Imperial, NE	69033					
	Shawna Marie Gassiot				NE	06/23/2010	7	
Gaswick, Doug		1040 Chase		Chase				
Gaswick, Judy		Imperial, NE	69033					

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Geary, Josh		32423 740 Rd.		Chase				
Geary, Jasey	Trey Jackson Geary	Imperial, NE 69033	Imperial		NE	01/14/2017		0
German, Cal		73141 333 Ave.		Chase				
German, Barbara		Imperial, NE 69033						
German, Eric		73454 333 Ave.		Chase				
German, Brenda	Jacob Taevion German	Imperial, NE 69033			NE	03/26/2002		15
	Jayden Matthew German				NE	05/28/1999		18
Gittlein, Jeremy		74747 344 Ave.		Chase				
Gittlein, Amy	Brady Peter Gittlein	Wauneta, NE 69045	North Platte		NE	01/23/2000		17
	Jayne Renee Gittlein		Imperial		NE	04/11/2008	9	
	Regan Gittlein		Imperial		NE	10/03/1997		19
Gleisberg, Jeffrey		431 Park		Chase				
		Imperial, NE 69033						
Gockley, Joel		106 Yucca Dr.		Chase				
Gockley, Julie	Brit Logan Gockley	Imperial, NE 69033	Imperial		NE	12/17/2002		14
	Lauren Kay Gockley		Imperial		NE	05/23/2000	17	
Goff, Duane		1430 Wellington		Chase				
Goff, LeAnna		Imperial, NE 69033						
Gomez, Mirna		33403 749 Rd.		Chase				
	Jesica Pacheco	Imperial, NE 69033			NE	03/05/1999		18
Goytia, Guillermo		Winters Court #11		Chase				
Najera, Lilia	Alma Joseline Goytia Quintero	1627 Wellington			NE	01/26/2006		11
	Ashley Vanessa Goytia Najera	Imperial, NE 69033			NE	02/08/2007		10
Graham, Jim		534 Douglas		Chase				
Graham, Jan		Imperial, NE 69033						
Grams, Leroy		33064 Rd. 725		Dundy				
Grams, Sue		Benkelman, NE 69021						
Grams, Robert		72686 331 Ave.		Chase				
Grams, Jacquelyn		Imperial, NE 69033						
Grams, Steve		1105 Buffalo		Chase				
		Imperial, NE 69033						

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Grauerholz, Tim		234 W. 11th		Chase				
Grauerholz, Deloris		Imperial, NE 69033						
Greeley, Raymond		33798 745 Rd.		Chase				
Greeley, Bernita		Imperial, NE 69033						
Greeley, William		33722 745 Rd.		Chase				
Greeley, Christine		Imperial, NE 69033						
Green, Orville, Jr.		508 W. 7th		Chase				
Green, Pam		Imperial, NE 69033						
Greene, Aaron		905 Douglas		Chase				
Greene, Erica		Imperial, NE 69033						
	Forest Dale Greene		Imperial		NE	06/13/2010		7
	Hunter Reginald Greene		North Platte		NE	09/29/2013		3
	Oliver Franklin Greene		Imperial		NE	12/12/2011		5
Greene, Dirk		800 Shopp Dr.		Chase				
Greene, Linda		Imperial, NE 69033						
Greene, Ryan		615 Grant		Chase				
Greene, Jane		Imperial, NE 69033						
	Bernadette Greene		Imperial		NE	01/30/2012		5
	Loralie Jenae Greene		Imperial		NE	06/13/2010		7
	Veda Susanna Greene		Imperial		NE	11/23/2016		0
Greene, Tim		552 Kramer		Chase				
Greene, Jacqueline		Imperial, NE 69033						
Greim, Gilbert		72728 328 Ave.		Chase				
Greim, Leona		Imperial, NE 69033						
Griebel, Lensey		530 E. 2nd		Chase				
	Aurora Lynn Griebel				NE	07/19/2005		11
	Maryah Hansen				NE	05/07/2012		5
Griess, Merle		325 N St.		Chase				
Griess, Connie		Champion, NE 69023						
Groff, Jerry		1320 Wellington		Chase				
Groff, Teresa		Imperial, NE 69033						
Grosbach, Duane		73386 335 Ave.		Chase				
Grosbach, Tina		Enders, NE 69027						
Grosbach, Joel		73490 335 Ave.		Chase				
Grosbach, Amber		Enders, NE 69027						

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	Anneliese Grosbach				NE	05/09/2015	2	
	Meredith Grosbach				NE	05/12/2017	0	
Grosbach, Ronald		73367 338 Ave.		Chase				
Grosbach, Alberta		Enders, NE 69027						
Grotzky, Richard		348 W. 5th		Chase				
Grotzky, R. Leigh		Imperial, NE 69033						
Guillen, Humberto		Winters Court #5		Chase				
Guillen, Irazema		1609.5 Park						
		Imperial, NE 69033						
	Denisse Guillen Zubia					12/02/2005	11	
	Kheren Guillen					03/30/2002	15	
Gutierrez, Juan P.		Capital Court #14		Chase				
		1117 Shorthorn						
		Imperial, NE 69033						
Haake, Jordyn		628 Wellington		Chase				
		Imperial, NE 69033						
Haarberg, Dirk		119 Yucca Dr.		Chase				
Haarberg, Elizabeth		Imperial, NE 69033						
Haarberg, James		115 Yucca Dr.		Chase				
Haarberg, Mary		Imperial, NE 69033						
Haarberg, Kay		127 Yucca Dr.		Chase				
		Imperial, NE 69033						
Haarberg, Tracy		605 Kramer		Chase				
Haarberg, Janice		Imperial, NE 69033						
	Caine Michael Haarberg		Imperial		NE	10/13/1999		17
	Janessa Maureen Haarberg		Imperial		NE	07/29/1996	20	
Haarberg, Wayne		33042 739 Rd.		Chase				
		Imperial, NE 69033						
Hager, Bonnie		430 E. 3rd		Chase				
		Imperial, NE 69033						
Hallet, Nina		1421 Court		Chase				
		Imperial, NE 69033						
Hallett, George		73677 334 Ave.		Chase				
Hallett, Cyndi		Imperial, NE 69033						
Hamilton, Marty		565 Third		Chase				
Hamilton, Connie		Champion, NE 69023						

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							Girls	Boys
Hamilton, Rodger		32742 729 Rd.		Chase				
Hamilton, Marla		Champion, NE 69023						
Hammel, Pat		333 E. 4th		Chase				
		Imperial, NE 69033						
Hammerlun, Kelly		33397 737 Rd.		Chase				
Hammerlun, Jordan		Imperial, NE 69033						
	Tate Hammerlun				NE	12/06/2012		4
	Tyce David Hammerlun					09/27/2008		8
Hampton, Scott		1629 Wellington		Chase				
		Imperial, NE 69033						
Hanes, James		643 W. 5th		Chase				
Hanes, Pamela		Imperial, NE 69033						
Hanes, Jamie		212 E. 13th		Chase				
Hanes, Brandy		Imperial, NE 69033						
	Madelynn Marie Hanes					01/30/2005		12
	Malcolm Hanes				NE	01/08/2014		3
	Miles Alden Hanes					11/17/2007		9
Hanes, Julie		635 Douglas		Chase				
		Imperial, NE 69033						
Hanna, David		566 W. 11th		Chase				
Hanna, Cathryn		Imperial, NE 69033						
Hanna, Matthew		1004 Max Dr.		Chase				
Hanna, Tanna		Imperial, NE 69033						
	Elizabeth Cathryn Hanna				NE	10/29/2008		8
	Ethan Hanna				NE	08/27/2010		6
Hansen, Don		74118 313 Ave.		Chase				
Hansen, Twila		Champion, NE 69023						
Hansen, Ivan		812 Broadway		Chase				
Hansen, Julie		Imperial, NE 69033						
Harchelroad, Dillon		808 Wellington		Chase				
Harchelroad, Ashley		Imperial, NE 69033						
Harchelroad, Sid		122 Yucca		Chase				
Harchelroad, Carol		Imperial, NE 69033						
Harmon, Alvin		31977 740 Rd.		Chase				
Harmon, Cora Mae		Imperial, NE 69033						

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Harmon, Brett		127 E. 15th		Chase				
		Imperial, NE 69033						
Harmon, David		74188 331 Ave.		Chase				
Harmon, Debra		Imperial, NE 69033						
Harmon, Harold		73292 314 Ave.		Chase				
Harmon, Atona		Champion, NE 69023						
Harmon, Lester		245 E. 4th		Chase				
Harmon, Suzanne		Imperial, NE 69033						
Harmon, Robert		Winters Court #19		Chase				
Harmon, Mary		301 E. 17th						
		Imperial, NE 69033						
Harmon, Roger		31979 740 Rd.		Chase				
		Imperial, NE 69033						
Harms, Dennis		242 W. 6th		Chase				
Harms, Donna		Imperial, NE 69033						
Harms, Greg		1405 Grant		Chase				
		Imperial, NE 69033						
Harms, Sara				Chase				
		Imperial, NE 69033						
	Gunner Scott Browning				NE	11/17/2007		9
Harms, Tiffany		204 E. 12th		Chase				
		Imperial, NE 69033						
Harris, Dustin		1324 Court St.		Chase				
		Imperial, NE 69033						
Harris, Jim		1347 Grant		Chase				
Harris, Jennifer		Imperial, NE 69033						
	Jade Abigail Allen				NE	04/12/2000		17
Harshbarger, Trent		535 Douglas		Chase				
		Imperial, NE 69033						
Hartman, Doug		32548 728 Rd.		Chase				
Hartman, Jody		Champion, NE 69023						
Hartman, Rob		32629 731 Rd.		Chase				
Hartman, Carma		Champion, NE 69023						

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	Jessica Anne Hartman					03/25/1997	20	
Hartman, Robert		73062 327 Ave. Champion, NE 69023		Chase				
Harvey, Pat		234 E. 18th Imperial, NE 69033		Chase				
Hatcher, Dawn			Imperial, NE 69033	Chase				
	Samuel Martin Hatcher				NE	01/11/1999		18
Hattendorf, Bryan		324 E. 4th Imperial, NE 69033		Chase				
Hauxwell, Troy		1145 Grant		Chase				
Hauxwell, Mercedes		Imperial, NE 69033						
	Addison Hauxwell				NE	09/29/2010	6	
	Faith M. Hauxwell				NE	12/07/2005	11	
	Haven Troy Hauxwell				NE	11/01/2007		9
	Kaley A. Hauxwell				NE	12/19/1999	17	
Hayes, Billie		1020 Douglas Imperial, NE 69033		Chase				
Hayes, Jim		609 Douglas		Chase				
Hayes, Deb		Imperial, NE 69033						
Hayes, Randy		600 E. 5th		Chase				
Hayes, Marjene		Imperial, NE 69033						
Hayes, Thomas		508 W. 5th		Chase				
Hayes, Karen		Imperial, NE 69033						
Hayes, Tina		73798 329 Ave. Imperial, NE 69033		Chase				
Hazard, Lloyd		73535 331 Ave.		Chase				
Hazard, Kay		Imperial, NE 69033						
Heathers, Gene		73522 318 A Ave.		Chase				
Heathers, Tracy		Champion, NE 69023						
	Shaylee Ann Heathers		Imperial		NE	03/21/1999	18	
Heckenkively, Rex		1425 Park		Chase				
Heckenkively, Jeanette		Imperial, NE 69033						
Hegwood, Ron		1445 Park		Chase				
Hegwood, Mary Lou		Imperial, NE 69033						

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							Girls	Boys
Heim, Shona		73227 328 Ave. Champion, NE 69023		Chase				
Heinen, Tyler		940 Chase		Chase				
Heinen, Kelsey		Imperial, NE 69033						
Helser, Brian		32353 734 Rd.		Chase				
Helser, Tammy		Champion, NE 69023						
	Trace Charles Helser		Imperial		NE	07/26/1999		17
Hendricks, Chad		73654 334 Ave.		Chase				
Hendricks, Nicole		Imperial, NE 69033						
	Clay Allen Hendricks				NE	11/02/2016		0
Henry, Neil		33395 750 Rd.		Chase				
Henry, Jayne		Imperial, NE 69033						
Herbert, Trent		1517 Grant		Chase				
Herbert, Angella		Imperial, NE 69033						
	Valerie Amber Herbert				NE	05/03/2002		15
	Zachary Kent Herbert				NE	12/02/2005		11
Hernandez Arizmendi, Oliver		103 E. 12th Imperial, NE 69033		Chase				
	Oliver Yahir Hernandez Contreras				NE	04/12/2010		7
Herrick, Lorraine		73701 324 Ave. Champion, NE 69023		Chase				
Heskett, Ben		601 W. 6th Imperial, NE 69033		Chase				
Heskett, Ernest		661 W. 5th		Chase				
Heskett, Vlckie		Imperial, NE 69033						
Hess, Carol		221 W. 17th Imperial, NE 69033		Chase				
Hieber, Travis		1525 Broadway		Chase				
Hieber, Janette		Imperial, NE 69033						
Hileman, Randy		325 Pioneer		Chase				
Hileman, Darlene		Enders, NE 69027						
Hilker, XY		607 Wellington		Chase				
Hilker, Samantha		Imperial, NE 69033						
	Diesel Hilker				NE	09/28/2009		7
	Harley Hilker				NE	04/26/2013		4
Hill, Ansel		1522 Wellington		Chase				
Hill, Joyce		Imperial, NE 69033						

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							Girls	Boys
Hill, Dirk		225 W. 17th		Chase				
Hill, Rhonda		Imperial, NE 69033						
	Carissa Lorraine Hill		Scottsbluff		NE	01/05/2002	15	
	Jaiden Mae Hill		Imperial		NE	05/03/2005	12	
	Lily Star Hill		Omaha		NE	10/09/2011	5	
	Marina Moon Hill		Omaha		NE	10/09/2011	5	
Hill, Harlow		33955 745 Rd.		Chase				
Hill, Barbara		Wauneta, NE 69045						
Hink-Wagner, Brad		1324 Grant		Chase				
Hink-Wagner, Sheri		Imperial, NE 69033						
	Lane Elaine Hink-Wagner				NE	10/24/2015	1	
	Leo Larry Hink-Wagner				NE	11/04/2011		5
	Ty Aidin Hink-Wagner				NE	09/30/2009		7
Hinojosa, Abel		426 W. 12th		Chase				
		Imperial, NE 69033						
	Aaron Eli Hinojosa		Imperial		NE	08/11/1999		17
Hinojosa, Abelardo, Jr.		360 Second		Chase				
Hinojosa, Elisha		Enders, NE 69027						
Hinojosa, Nathan		319 W. 8th		Chase				
Hinojosa, Alysha		Imperial, NE 69033						
	Samuel Chase Hinojosa				NE	08/06/2011		5
Hinojoza Mendoza, Leovardo		Capital Court #8		Chase				
Pedroza, Rosa Maria		416 E. 11th						
		Imperial, NE 69033						
	Beiliam Leovardo Hinojosa Pedroza				NE	02/05/2012		5
	Getsemani Guadalupe Hinojoza Pedroza				NE	01/23/2002	15	
	Samira Yanet Hinojoza Pedroza				NE	04/09/2005	12	
Hixson, Dorothy		611 Court		Chase				
		Imperial, NE 69033						
Hiykel, Fay D.		519 W. 6th		Chase				
Hiykel, Elisabeth		Imperial, NE 69033						
	Gavin Kohl Hiykel				NE	01/26/2010		7
	Karolyn Rose Hiykel				NE	06/19/2006	11	
	Olivia Scarlett Hiykel				NE	10/17/2003	13	
Hoff, Dwight		136 W. 12th		Chase				
		Imperial, NE 69033						
Hoffman, Fred		745 Wellington		Chase				
Hoffman, Lisa		Imperial, NE 69033						
Hoffman, Jordan		203 Court		Chase				
		Imperial, NE 69033						

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						Birth	Girls	Boys
Hoffmeister, Fred		73498 331 Ave. Imperial, NE 69033		Chase				
Hoffmeister, Max		33151 738 Rd. Imperial, NE 69033		Chase				
Hoffmeister, Gladys								
Hofman, Stan		340 O Champion, NE 69023		Chase				
Hogsett, Barbara		560 Kramer Imperial, NE 69033		Chase				
Hogsett, David		73161 317 Ave. Champion, NE 69023		Chase				
Hogsett, Rita								
Holien, Larry		220 Second Enders, NE 69027		Chase				
Holien, Hertha								
Holloway, Dennis		130 E. 17th Imperial, NE 69033		Chase				
Holloway, Teresa								
Holman, Nathan		540 W. 7th Imperial, NE 69033		Chase				
Holman, Cynthia								
Holman, Robert		505 Main Champion, NE 69023		Chase				
Holman, Nancy								
Holmes, Mason		713 Douglas Imperial, NE 69033		Chase				
Holmes, Wesley		550 Park Imperial, NE 69033		Chase				
Holmes, Kayla								
	Dustin Holmes				NE	08/26/1996		20
Holscher, Cale		419 Court Imperial, NE 69033		Chase				
Horton, Kara		1343 Broadway Imperial, NE 69033		Chase				
Hoskovec, Mitchell		1421 Grant Imperial, NE 69033		Chase				
Hoskovec, Sarah								
Houghton, Richard		1430 Grant Imperial, NE 69033		Chase				

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Howard, Catherine		357 E. 5th Imperial, NE 69033		Chase				
Howard, Greg		530 Wellington		Chase				
Edwards, Lara	Alexandria Brianna Howard	Imperial, NE 69033				06/18/1997	20	
	Lance Robert Howard		Imperial		NE	08/20/2002		14
Hrcka, Joe		32760 740 Rd.		Chase				
Hrcka, Deborah		Champion, NE 69023						
Hubbard, Larry		841 Broadway		Chase				
Hubbard, Gloria		Imperial, NE 69033						
Hudson, Cody		74561 342 Ave. Wauneta, NE 69045		Chase				
Hudson, Robert		74521 342 Ave.		Chase				
Hudson, Cindy		Wauneta, NE 69045						
Huff, Kody		73823 321 Ave.		Chase				
Hernandez, Brenna	Fabian Cristobal Garcia	Champion, NE 69023			NE	10/22/2009		7
	Gabriel Hernandez				NE	08/24/2012		4
Hughes, Dan		74868 318 Ave.		Chase				
Hughes, Josie		Venango, NE 19168						
Huicochea, Andres		73468 340 Ave.		Chase				
Huicochea, Rhonda	Abby Siltman	Enders, NE 69027			NE	06/04/2009		8
	Linda Siltman				NE	06/04/2009		8
	Rabecca Renee Huicochea				NE	06/12/1998		19
Humphreys, Merrill		310 W. 14th		Chase				
Humphreys, Sylvia		Imperial, NE 69033						
Hunt, Jerry		73552 318 A Ave.		Chase				
Hunt, Scheryl		Champion, NE 69023						
Hunt, Junior		316 E. 3rd		Chase				
Hunt, Doris		Imperial, NE 69033						
Hurd, Ralph		218 E. 8th		Chase				
Hurd, Mava Jane		Imperial, NE 69033						
Hust, Byron		1741 Broadway		Chase				
Hust, Marilyn		Imperial, NE 69033						

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Irey, David		216 Wellington		Chase				
Irey, Susan		Imperial, NE 69033						
Iverson, Marilyn		327 Park		Chase				
		Imperial, NE 69033						
Jablonski, Lucas		73351 322 Ave.		Chase				
Jablonski, Ally		Champion, NE 69023						
Jablonski, Matt		504 W. 14th		Chase				
Jablonski, Johna		Imperial, NE 69033						
	Jordan Mackenzie Jablonski		Grant		NE	08/20/2003	13	
	Taylor John Jablonski		Grant		NE	09/12/2001		15
	Tristan Michael Jablonski				NE	04/11/2007		10
Jablonski, Randy		32508 736 Rd.		Chase				
Jablonski, Heidi		Champion, NE 69023						
Jaeger, Doug		1323 Court		Chase				
		Imperial, NE 69033						
Jaeger, Duke		104 E. 10th		Chase				
		Imperial, NE 69033						
Jaeger, Janice		630 Douglas		Chase				
		Imperial, NE 69033						
Jaeger, John		74261 324 Ave.		Chase				
		Imperial, NE 69033						
Jaeger, Keith		Winters Court #7		Chase				
		1609 Park						
		Imperial, NE 69033						
Jaeger, Mike		1119 Wellington		Chase				
Jaeger, Joeanna		Imperial, NE 69033						
Jaeger, Muriel		74297 324 Ave.		Chase				
		Imperial, NE 69033						
Jahn, Lendall		1521 Park		Chase				
Jahn, Mary Ann		Imperial, NE 69033						
Jameson, David		620 Broadway		Chase				
Hinojosa, Maria Belen		Champion, NE 69023						
	Erik David Jameson				NE	05/24/2001		16
	Kisha Shantel Marie Jameson				NE	11/02/2006		10

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							Girls	Boys
	Manuel Angel Hinojosa				NE	01/21/1998		19
Jantz, Cody		340 E. 5th		Chase				
Jantz, Amanda		Imperial, NE 69033						
	Andy Dale Jantz		Imperial		NE	03/04/2013		4
	Avery LaRae Jantz		Imperial		NE	08/01/2010	6	
	Shane William Jantz		Imperial		NE	08/07/2014		2
Jantz, Gary		1029 Kramer		Chase				
Jantz, Linda		Imperial, NE 69033						
Jantz, Holly		1036 Court		Chase				
		Imperial, NE 69033						
Jaquez, Adrian		Winters Court #38		Chase				
		312 E. 16th						
		Imperial, NE 69033						
Jaquez, Jonathan		Capital Court #35		Chase				
Nieves, Aide		408.5 E. 10th						
		Imperial, NE 69033						
	Edian Jaquez				NE	05/04/2016		1
	Genesis Jaquez				NE	06/10/2017		0
Jenkins, Nate		1307 Grant		Chase				
Jenkins, Emma		Imperial, NE 69033						
	Isla Angela Jenkins				NE	05/26/2009	8	
	Rosalee Dolores Jenkins				NE	11/08/2013	3	
Jens, Rick		1045 Wellington		Chase				
		Imperial, NE 69033						
Jens, Rory		306 Wellington		Chase				
		Imperial, NE 69033						
Jensen, Jewel		1739 Wesley Dr.		Chase				
		Imperial, NE 69033						
Jessee, Betty		1002 Chase		Chase				
		Imperial, NE 69033						
Jacobson, Cole		419 Court		Chase				
		Imperial, NE 69033						
Johnsen, David		33411 736 Rd.		Chase				
Johnsen, Monica		Imperial, NE 69033						
Johnson, Cecil		33998 738 Rd.		Chase				
Johnson, Rachel		Enders, NE 69027						

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							Girls	Boys
Johnson, Chris		31951 736 Rd.		Chase				
Johnson, Samie		Champion, NE 69023						
	Alex Jo Johnson				NE	01/04/2007		10
	Blake Lee Johnson		Imperial		NE	01/06/2013		4
	Charlie Jade Johnson				NE	05/12/2010		7
Johnson, Christina		Capital Court #11 1111 Shorthorn Imperial, NE 69033		Chase				
Johnson, Clint		380 Hokes Champion, NE 69023		Chase				
Johnson, Curtis		205 E. 3rd Imperial, NE 69033		Chase				
Johnson, Mary			McCook		NE	08/30/2012		4
Johnson, Elna		209 W. 7th Imperial, NE 69033		Chase				
Johnson, Gale		710 W. 5th		Chase				
Johnson, Tabitha		Imperial, NE 69033						
	Cameron Michael Johnson					02/21/2006		11
	Landon Matthew Johnson		Granite City		IL	06/16/2009		8
Johnson, Jeremiah (Jake)		742 Douglas		Chase				
Johnson, Alexandria		Imperial, NE 69033						
	Sophie Jean Johnson		Imperial		NE	12/03/2016		0
Johnson, Nate		560 Max Dr.		Chase				
Johnson, Heather		Imperial, NE 69033						
	Heidi Grace Johnson		North Platte		NE	04/16/2013		4
Johnson, Richard		74208 333 Ave.		Chase				
Johnson, Jean		Imperial, NE 69033						
Johnson, Rod		32971 730 Rd.		Chase				
Johnson, Lynette		Imperial, NE 69033						
Johnson, Ron		103 Yucca Dr.		Chase				
Johnson, Jeri		Imperial, NE 69033						
Johnson, Ryan		33667 738 Rd.		Chase				
Johnson, Tonya		Imperial, NE 69033						
	Jasmine Lynn Johnson				NE	01/20/2007		10
	Keylee Lynn Johnson				NE	10/19/2008		8
	Stephen Joseph Johnson					07/02/2001		15
	Stevie Lynn Johnson					02/18/2000		17
Johnston, Kenneth		74024 312 Ave.		Chase				
Johnston, Kathleen		Champion, NE 69023						
	Ethan Michael Johnston				NE	10/05/2007		9

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							Girls	Boys
Juarez, Jesus		Capital Court #30		Chase				
Gamboa, Diana		408 E. 10th Imperial, NE 69033						
	Celeste Juarez Gamboa				NE	11/26/1997	19	
	Jesus Antonio Juarez Gamboa				NE	05/24/2007		10
	Julian Juarez Gamboa				NE	09/19/2004		12
Jurado, Morel		74649 322 Ave.		Chase				
Torres, Susanna		Imperial, NE 69033						
	Levy Jurado Torres				NE	07/04/2010		6
	Morel Jurado Torres				NE	06/23/2004		13
Jussel, Chris		74180 330 Ave.		Chase				
Jussel, Jamie		Imperial, NE 69033						
	Logan Cade Jussel		Grant		NE	12/24/2001		15
Kahle, David		211 E. 14th		Chase				
Kahle, Merinda		Imperial, NE 69033						
Kaiser, Max		74052 331 Ave.		Chase				
Kaiser, Joni		Imperial, NE 69033						
Kaye, Winona		73461 326 Ave. Champion, NE 69023		Chase				
Keating, Joshua		33204 741 Rd.		Chase				
Keating, Cara		Imperial, NE 69033						
	Jaela Jane Keating		Imperial		NE	01/22/2013	4	
	Johnny Keating				NE	03/26/2015		2
Keep, Andrew		307 E. 4th Imperial, NE 69033		Chase				
Kelley, Don		1620 Broadway		Chase				
Kelley, Ann		Imperial, NE 69033						
Kelley, Scott		73565 336 Ave.		Chase				
Kelley, Marcie		Enders, NE 69027						
	Spencer Scott Kelley		Imperial		NE	08/06/2008		8
	Zoey Ann Kelley		Imperial		NE	12/09/2010	6	
Kelley, Skip		1151 Bluestem		Chase				
Kelley, Anne		Imperial, NE 69033						
	Porter Isaac Kelley		Imperial		NE	11/07/2008		8
	Zed Kelley				NE	10/11/2014		2
Kelly, Laura Lou		325 Fourth Champion, NE 69023		Chase				
Kelly, Pat		32551 732 Rd.		Chase				
Kelly, Sonia		Champion, NE 69023						

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Kempkes, David		33492 744 Rd.		Chase				
Kempkes, Ann		Imperial, NE 69033						
Keneipp, Amanda		Capital Court #3 406 E. 11th Imperial, NE 69033		Chase				
	Quinton Keneipp				NE	01/28/2013		4
Kimberling, Vinton		840 Grant		Chase				
Kimberling, Fauneil		Imperial, NE 69033						
Kimble, Jason		33464 736 Rd.		Chase				
Kimble, Amanda		Imperial, NE 69033						
	Annabelle Grace Kimble		Imperial		NE	12/26/2008	8	
	Cruz Ross Kimble		Imperial		NE	04/26/2011		6
	Joslyn Marie Kimble					06/16/2007	10	
	Virginia June Kimble					05/18/2004	13	
Kimble, Lance		420 Wellington		Chase				
Kimble, Janiel		Imperial, NE 69033						
Kimble, Rick		323 W. 5th		Chase				
Kimble, Olga		Imperial, NE 69033						
Kinder, Colleen		819 Court Imperial, NE 69033		Chase				
Kirwan, Mike		417 Douglas Imperial, NE 69033		Chase				
Kline, Jr.		1012 Kramer		Chase				
Kline, Charlesa		Imperial, NE 69033						
	Cambell Grace Kline				NE	09/12/2010	6	
	Corbin Charles Kline		North Platte		NE	11/02/2013		3
Klinzmann, Kyle		236 W 6th Imperial, NE 69033		Chase				
Kluender, Robert W.		33838 737 Rd.		Chase				
Kluender, Sharon		Enders, NE 69027						
Knapp, Betty		645 Wellington Imperial, NE 69033		Chase				
Knehans, Shelly		1225 Court Imperial, NE 69033		Chase				
	Jazzmyn Shanae Knehans				NE	09/22/2004	12	
Knobbe, Glen		1016 Chase		Chase				
Knobbe, Susan		Imperial, NE 69033						

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Knoetzel, Stephen		74591 335		Chase				
Knoetzel, Carrie		Imperial, NE 69033						
Koehn, Terry		33568 739 Rd.		Chase				
Koehn, Debra		Imperial, NE 69033						
Koellner, Greg		33730 736 Rd.		Chase				
Koellner, Rebecca		Imperial, NE 69033						
	Correy Anne Koellner		Imperial		NE	12/05/2003	13	
	Hudson Mikell Koellner		Imperial		NE	07/10/2007		9
	Jodi Morgan Koellner				NE	06/13/1996	21	
Kohl, Gale		1146 Park		Chase				
Kohl, Judy		Imperial, NE 69033						
Kohl, Robert		32696 Spur 15A		Chase				
Kohl, Debra		Champion, NE 69023						
	ShyAnn Ashley McMillin					07/06/2002	14	
Krausnick, Wayne		74476 325 Ave.		Chase				
Krausnick, Christina		Imperial, NE 69033						
	Brooke Renee Schilke				NE	03/07/2000	17	
	Jesse Wayne Krausnick		Grant		NE	06/14/2003		14
	Wyatt Christian Krausnick		Grant		NE	05/21/2008		9
Kruger, Brent		37252 736 Rd.		Chase				
Kruger, Ronee		Champion, NE 69023						
Krutsinger, Dennis		226 W. 14th		Chase				
Krutsinger, Larue		Imperial, NE 69033						
Krutsinger, Kriss		457 Golf Course Road		Chase				
Krutsinger, Lisa		Imperial, NE 69033						
	Delaney Grace Krutsinger				NE	03/06/2004	13	
	Gabrielle Kristine Krutsinger				NE	05/31/2001	16	
Kuenne, Jeffrey		94 Yucca Dr.		Chase				
Kuenne, Dianne		Imperial, NE 69033						
	Claire Kuenne					06/19/1997	20	
	William Kuenne					08/11/1999		17
Kuenning, Ernest		74334 335 Rd.		Chase				
		Imperial, NE 69033						
Kuenning, Jerry		74868 330 Ave.		Chase				
Kuenning, Kathleen		Imperial, NE 69033						
Kuenning, Joyce		1310 Park		Chase				
		Imperial, NE 69033						

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Kuenning, Lance		32748 741 Rd.		Chase				
Kuenning, Deborah		Imperial, NE 69033						
	Bennett Owen Kuenning		Grant		NE	05/25/2010		7
	Carter Bond Kuenning				NE	10/22/2007		9
Kuhlmann, Dan		601 W. 16th		Chase				
Kuhlmann, Shannon		Imperial, NE 69033						
	Cheyenne Kuhlmann		Imperial		NE	04/07/1998	19	
	Mikael David Kuhlmann		Imperial		NE	09/18/2001		15
Kuhlmann, Samantha		308 E. 3rd		Chase				
		Imperial, NE 69033						
Kuhn, Harlan		227 W. 3rd		Chase				
		Imperial, NE 69033						
Kunkel, Jason		31502 738 Rd.		Chase				
Kunkel, Kelsey		Champion, NE 69023						
	Joshua Chamberlain Kunkel		Grant		NE	06/12/2010		7
	Kendra Pauline Kunkel		Grant		NE	10/07/2006	10	
Kunkel, Jim		31482 738 Rd.		Chase				
Kunkel, Debbie		Champion, NE 69023						
Kunnemann, Carol		930 Park		Chase				
		Imperial, NE 69033						
	Sydney Paige Vetter		Imperial		NE	12/29/1999	17	
Kunnemann, Dan		74032 325 Ave.		Chase				
		Imperial, NE 69033						
Kunnemann, Dennis		33252 741 Rd.		Chase				
Kunnemann, Zo		Imperial, NE 69033						
Kunnemann, Kenneth		32221 744 Rd.		Chase				
Kunnemann, Katherine		Imperial, NE 69033						
Kunnemann, Marissa		140 W. 4th		Chase				
		Imperial, NE 69033						
Kunnemann, Marlon		74482 325 Ave.		Chase				
		Imperial, NE 69033						
Kunnemann, Miles		936 Grant		Chase				
		Imperial, NE 69033						
Kunnemann, Myron		74571 322 Ave.		Chase				
		Imperial, NE 69033						

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Kunnemann, Orville		74027 325 Ave. Imperial, NE 69033		Chase				
Kunnemann, Paul		1420 Douglas Imperial, NE 69033		Chase				
Kunnemann, Lorna								
Kunnemann, Sam		234 W 7th Imperial, NE 69033		Chase				
Kunnemann, Seth		210 W. 17th Imperial, NE 69033		Chase				
Kunnemann, Kimberly								
	Camden Scott Kunnemann		North Platte		NE	07/12/2010		6
	Camilla Faye Kunnemann		North Platte		NE	05/02/2012	5	
Kunnemann, William		74334 323 Ave. Imperial, NE 69033		Chase				
Kunnemann, Mary Ann								
Kuntzelman, Eldon		242 E. 14th Imperial, NE 69033		Chase				
Kuntzelman, Becky								
Kurth, Janice		308 E. 4th Imperial, NE 69033		Chase				
Laird, Angela		627 Park Imperial, NE 69033		Chase				
	Austin Lee Laird		Grant		NE	03/18/2001		16
	Jasmine Genevieve Laird		Colorado Springs		CO	08/14/1997	19	
	Jill Ann Pankonin					06/27/2006	11	
Lakey, Clifford		300 N Champion, NE 69023		Chase				
Bright, Crystal								
	Harper Kaye Lakey		McCook		NE	02/07/2017	0	
Lakey, David		221 E. 18th Imperial, NE 69033		Chase				
Lakey, Linda								
Land, Steven		418 Douglas Imperial, NE 69033		Chase				
Langhofer, Ralph		208 W. 12th Imperial, NE 69033		Chase				
Langin, Joe		816 Court Imperial, NE 69033		Chase				
Langin, Martha								
Langin, Phyllis		844 Park Imperial, NE 69033		Chase				

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							Girls	Boys
Lantry, Bruce		32798 741 Rd.		Chase				
Lantry, Joan		Imperial, NE 69033						
Large, Dale		32457 739 Rd.		Chase				
Large, Elisa		Imperial, NE 69033						
Large, Dean		34316 747 Rd.		Chase				
Large, Janice		Imperial, NE 69033						
Large, Iris Ann		420 W. 7th Imperial, NE 69033		Chase				
Large, Marvin		410 Holland		Chase				
Large, Arlene		Imperial, NE 69033						
Larrabee, Bill		31421 740 Rd. Champion, NE 69023		Chase				
Lattimer, Glenda		33527 738 Rd. Imperial, NE 69033		Chase				
Lau, Doug		74771 335 Ave.		Chase				
Lau, Deb		Imperial, NE 69033						
Ledall, Gary		1035 W. 12th		Chase				
Ledall, Brenda		Imperial, NE 69033						
Lee, Charley		31284 736 Rd.		Chase				
Lee, Mary		Champion, NE 69023						
Lee, Chris		664 W. 5th Imperial, NE 69033		Chase				
Lee, Gary		731 Grant		Chase				
Lee, Carolyn		Imperial, NE 69033						
Lee, John		820 Park		Chase				
Arkels, Kacie		Imperial, NE 69033						
Lee, R. Edward		1630 Broadway		Chase				
Lee, Betty Jean		Imperial, NE 69033						
Lefdal, Joey		711 Grant		Chase				
Lefdal, Becky		Imperial, NE 69033						
	Benjamin Brian Lefdal				NE	08/20/2004		12
	Bergan Lee Lefdal				NE	08/11/2009		7

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	Piper Lefdal				NE	08/20/2004	12	
Leibbrandt, Chad		604 Kramer		Chase				
Leibbrandt, Amy		Imperial, NE 69033						
	Addisen Michelle Leibbrandt					03/13/2007	10	
	Carter Martin Leibbrandt		Imperial		NE	10/24/2004		12
Leibbrandt, Martin		933 Douglas		Chase				
Leibbrandt, Lois		Imperial, NE 69033						
Leibbrandt, Merrilyn		1305 Park		Chase				
		Imperial, NE 69033						
Leibbrandt, Steven		72952 334 Ave.		Chase				
Leibbrandt, Deborah		Imperial, NE 69033						
Leibbrandt, Timothy		74393 335 Ave.		Chase				
Leibbrandt, Terri		Imperial, NE 69033						
Leibhart, Bradley		530 Park		Chase				
Leibhart, Pamela		Imperial, NE 69033						
Leibhart, Dan		73551 337 Ave.		Chase				
Leibhart, Stacy		Enders, NE 69027						
	Brock Daniel Leibhart		Imperial		NE	07/09/2004		12
	Katelyn Hannah Leibhart		Imperial		NE	05/01/2001	16	
Leibhart, Ron		921 Court		Chase				
Leibhart, Linda		Imperial, NE 69033						
Lempke, Jeff		1445 Broadway		Chase				
Lempke, Holly		Imperial, NE 69033						
	Camron Steven Lempke				NE	10/10/2006		10
	Shaylen Lempke				NE	12/13/2010	6	
	Tysen Jeffery Lempke				NE	02/21/2004		13
Lenners, Dan		1135 Max Dr.		Chase				
Lenners, Jane		Imperial, NE 69033						
Levy, Carl		73724 324 Ave.		Chase				
Levy, Julie		Champion, NE 69023						
Levy, Rand		73516 323 Ave.		Chase				
		Champion, NE 69023						
Lewis, Jeffry		73612 334 Ave.		Chase				
Lewis, Angela		Imperial, NE 69033						
	Carleigh Rae Lewis		Imperial		NE	10/21/2004	12	
	Johnathan Edward Lewis		Imperial		NE	11/14/1998		18
	William Trenton Lewis		Trenton-Portsmouth		VA	10/09/1996	20	

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Lewis, Steve		212 Holland		Chase				
Lewis, Shirley		Imperial, NE	69033					
Leyland, Jeff		902 Chase		Chase				
Leyland, Jo		Imperial, NE	69033					
Libra, Jr., Francis J.		1344 Sioux St.		Chase				
Libra, Amanda		Imperial, NE	69033					
	Chase Libra, Jr.				NE	05/28/2015		2
Licking, Beau		520 Chase		Chase				
		Enders, NE	69027					
Liess, Jodie		333 Wellington		Chase				
		Imperial, NE	69033					
Liewer, Michael		73091 337 A		Chase				
Liewer, Cynthia		Enders, NE	69027					
Lindekugel, Ray		513 W. 6th		Chase				
		Imperial, NE	69033					
Lindskov, Dwight		73898 331 Ave.		Chase				
Lindskov, Diana		Imperial, NE	69033					
Lines, Jerry		422 W. 5th		Chase				
Lines, Sherry		Imperial, NE	69033					
Lines, Leo		325 E. 12th		Chase				
Lines, Bethene		Imperial, NE	69033					
Lines, Leslie		Capital Court #13		Chase				
		1115 Shorthorn						
		Imperial, NE	69033					
Little, Dean				Chase				
Little, Jenny		Imperial, NE	69033					
	Brynn Sophia Little				NE	08/11/2012		4
	Taycen Little				NE	03/13/2014		3
	Tessa Little				NE	12/14/2006		10
	Westin Little				NE	06/22/2009		8
Loeffler, Craig		404 E. 3rd		Chase				
Loeffler, Desiree		Imperial, NE	69033					
	Kassidy Marie Barrett		Holyoke		CO	04/17/2000		17
Longan, Annette		820 Broadway		Chase				
		Imperial, NE	69033					

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							Girls	Boys
Loop, Earl		1336 Wellington		Chase				
Loop, Beth		Imperial, NE 69033						
Lopez, Ismael		33282 740 Rd.		Chase				
Lopez, Aida		Imperial, NE 69033						
Lorimer, Mike		73555 336 Ave.		Chase				
Lorimer, Laura		Enders, NE 69027						
Loring, A.W. (Butch)		1525 Wellington		Chase				
Loring, Kathy		Imperial, NE 69033						
Lotspeich, Clay D.		31705 746 Rd.		Chase				
Lotspeich, Jenifer M.		Venango, NE 69168						
	Chance D. Lotspeich					03/10/2002		15
	Kaylie Marie Lotspeich					09/09/2004	12	
Lovenburg, Don		560 Chase		Chase				
Texter, Peggy		Enders, NE 69027						
Lucero, Brody		32172 736 Rd.		Chase				
Dannatt-Lucero, Hillary		Champion, NE 69023						
	Bentley Lucero				NE	09/13/2014		2
	Kevin Charles Dannatt		North Platte		NE	07/20/2005		11
	Tate Eugene Lucero				NE	05/23/2016		1
Luevano, Mark		922 Douglas		Chase				
		Imperial, NE 69033						
Luhrs, Mary		829 Broadway		Chase				
		Imperial, NE 69033						
Luhrs, Tom		126 Yucca Dr.		Chase				
Luhrs, Lynn		Imperial, NE 69033						
	Molly Faye Luhrs		Imperial		NE	07/26/1999	17	
	Travis Mark Luhrs		Imperial		NE	10/05/1996		20
Macias Madrid, Orlando		Winters Court #37		Chase				
		314 E. 16th						
		Imperial, NE 69033						
Macklin, Carol		34152 738 Rd.		Chase				
		Enders, NE 69027						
Macklin, Merle		1114 Park		Chase				
Macklin, Twyla		Imperial, NE 69033						
Maddux, John		74287 333 Ave.		Chase				
Maddux, Julia		Imperial, NE 69033						

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							Girls	Boys
	Taylor Jackson Maddux					06/06/2008		9
	Thomas Antonio Maddux		North Platte		NE	02/13/2011		6
Malleck, Ray		930 Chase		Chase				
Malleck, Joyce		Imperial, NE 69033						
Mandeville, Jack		538 Wellington		Chase				
Mandeville, Tina		Imperial, NE 69033						
Mandeville, John James		545 Park		Chase				
Mandeville, Michelle		Imperial, NE 69033						
	Bryce James Mandeville				NE	07/22/2010		6
Manley, Brian		1530 Grant		Chase				
Manley, Jennifer		Imperial, NE 69033						
	Emma Lynn Koller				NE	06/14/2007		10
	Mavis Manley				NE	05/02/2016		1
Margritz, Kylee		333 W. 16th		Chase				
		Imperial, NE 69033						
Maris, Jayden		1240 Wellington		Chase				
Maris, Ashli		Imperial, NE 69033						
	Anna Jo Maris		Cambridge		NE	10/23/2010		6
	Braxton Lee Maris		Benkelman		NE	05/17/2005		12
	Gavyn Charles Maris				NE	10/17/2009		7
	Kobe James Maris		Scottsbluff		NE	09/19/2002		14
Maris, Marvin		634 Court		Chase				
Maris, Mary		Imperial, NE 69033						
Markee, Brad		229 W. 12th		Chase				
		Imperial, NE 69033						
Markee, Melissa		1427 Grant		Chase				
		Imperial, NE 69033						
	Hailey Lin Markee		Imperial		NE	10/02/2005		11
	Harley Danielle Markee		McCook		NE	11/15/2007		9
	Hayden Mae Markee		McCook		NE	03/22/2010		7
Markee, Rod		427 W. 15th		Chase				
Markee, Jeri		Imperial, NE 69033						
Markley, Nancy		246 E. 9th		Chase				
		Imperial, NE 69033						
Marquez, Eloy		1510 Chase		Chase				
Marquez, Flor		Imperial, NE 69033						
	Andreina Marquez					05/30/1997		20
	Jesus Marquez				NE	08/14/2009		7
Marquez, Jorge		310 E. 17th		Chase				
Marquez, Griselda		Imperial, NE 69033						

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							Girls	Boys
	Aleida Marquez					08/24/1996	20	
	Dariana Marquez				NE	06/23/1999	18	
	Luis Marquez				NE	12/21/2002		14
	Vianey Marquez					06/05/1999	18	
Marquez, Jorge		Winters Court #20		Chase				
Marquez, XX		303 E. 17th Imperial, NE 69033						
Marquez, Luciano		Winters Court #34		Chase				
Gamboa Gomez, Norma		410 E. 16th Imperial, NE 69033						
	Berenice Marquez		MEXICO			08/04/1996	20	
	Liliana Marquez Gamboa				NE	10/18/2004	12	
Marquez, Patricia		Sunrise Apts. Imperial, NE 69033		Chase				
	Jose Alonso Corral Marquez				NE	06/05/2006		11
	Luis Fernando Gonzalez Marquez				NE	09/06/2003		13
Marshall, Barry		210 E. 13th		Chase				
Marshall, Kim		Imperial, NE 69033						
Marshall, Daniel		73061 337 A Ave.		Chase				
Marshall, Gloria		Imperial, NE 69033						
Marshall, Sara D.		385 Broadway Champion, NE 69023		Chase				
Martin, Ernest		73808 314 Ave. Champion, NE 69023		Chase				
Martin, Jeff		340 Chase		Chase				
Martin, Anna		Champion, NE 69023						
	Jeffrey Martin, Jr.				NE	10/28/2011		5
	Nevaeh Marie Martin		McCook		NE	01/25/2007	10	
Martin, Mary Ann		633 Grant Imperial, NE 69033		Chase				
Martin, Rocky		32121 733 Rd.		Chase				
Martin, Janet		Champion, NE 69023						
Martin, Tab		72875 314 Ave.		Chase				
Martin, Kristy		Champion, NE 69023						
Martin, Tina		606 Max Dr. Imperial, NE 69033		Chase				
	Trevin Martin		Omaha		NE	11/22/2000		16
Martinez, Alonso		33109 749 Rd.		Chase				
Marquez, Veronica		Imperial, NE 69033						

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							Girls	Boys
	Alejandro Vargas Marquez				NE	07/29/2010		6
	Alonso Enrique Martinez Vargas				NE	05/05/2006		11
	Damian Martinez Vargas				NE	08/27/2013		3
	Leslie Ann Vargas Marquez				NE	12/29/1999	17	
	Misel Alexa Martinez Vargas				NE	10/19/2007	9	
Martinez, Manuel				Chase				
Lozano, Alma		Imperial, NE 69033						
	Mike Martinez-Lozano				NE	06/24/1999		18
Martinez, Michelle		32103 739 Rd. Imperial, NE 69033		Chase				
	Brittney E. Martinez				NE	12/20/1999	17	
Marvin, Bernard		32751 739 Rd.		Chase				
Marvin, Margaret		Imperial, NE 69033						
Mastin, Jerry		319 Park Imperial, NE 69033		Chase				
Matute, Reina		SeLoCySe #8 215.5 E. 2nd Imperial, NE 69033		Chase				
	Marlon Rene Turcios				NE	10/19/2004		12
Maucher, Don		632 Broadway Imperial, NE 69033		Chase				
Maxwell, Matthew		1442 Grant		Chase				
Maxwell, Rachel		Imperial, NE 69033						
	Adelaide Ann Maxwell				NE	12/04/2000	16	
	Cedric Maxwell				NE	06/24/2002		15
	Isaac Maxwell				NE	04/19/1999		18
May, Michael		1528 Douglas Imperial, NE 69033		Chase				
May, Taylor		33111 738 A Rd.		Chase				
May, Michelle		Imperial, NE 69033						
	Maura Josephine May				NE	11/14/2012	4	
	Milliana Wynne May		Imperial		NE	05/26/2015	2	
	Timothy Tatum May		Imperial		NE	01/01/2011		6
May, Tim		33161 738 A Rd.		Chase				
May, Tammy		Imperial, NE 69033						
Mays, Monte		142 W. 8th		Chase				
Mays, Jill		Imperial, NE 69033						
	Tagan Mays					01/17/1999		18
	Zane Wyatt Mays					01/30/2006		11
McArthur, Kasey		72772 328 Ave.		Chase				
McArthur, Lorena		Champion, NE 69023						
	James Dean McArthur				NE	04/01/2006		11

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							Girls	Boys
	Kaden Christopher McArthur				NE	05/26/2008		9
McBride, Jeremiah		31919 742 Rd.		Chase				
McBride, Lisa		Champion, NE 69023						
	Michael Joel Johnson McBride				NE	04/04/2005		12
McBride, Tiffany		Winters Court #40 1623 Chase Imperial, NE 69033		Chase				
McClure, Lynn		Capital Court #25 1007 Shorthorn Imperial, NE 69033		Chase				
	Emmanuel Herrera Garcia				NE	01/03/2002		15
McCormick, Gale		324 W. 8th		Chase				
McCormick, Londa		Imperial, NE 69033						
McDaniel, Eric		146 Yucca Dr.		Chase				
McDaniel, Marilyn		Imperial, NE 69033						
	Annika Misha McDaniel		Ogallala		NE	08/10/2005		11
	Lleyton Allen McDaniel		Ogallala		NE	10/07/2008		8
McDaniel, Lamar		72935 315 Ave.		Chase				
McDaniel, Rhonda		Champion, NE 69023						
McDaniel, Scott		560 Broadway		Chase				
McDaniel, Sharon		Champion, NE 69023						
McGarr, Max		1135 Broadway		Chase				
McGarr, Tonda		Imperial, NE 69033						
McNair, Alex		1005 Max Dr.		Chase				
McNair, Kristi		Imperial, NE 69033						
	Bryn Elyssa McNair		Imperial		NE	08/19/2004		12
	Landree Alexis McNair		Imperial		NE	05/08/2006		11
	Mallie Renae McNair		Imperial		NE	03/04/2002		15
	Taylin Leigh McNair		Imperial		NE	11/13/1998		18
McNair, Patrick		614 Max Dr. Imperial, NE 69033		Chase				
McNair, Sam		321 W. 9th		Chase				
McNair, Abby		Imperial, NE 69033						
	Aliana Mae McNair				NE	08/03/2004		12
	Anna Louise McNair		Imperial		NE	03/05/2012		5
	Aria Leigh McNair				NE	04/01/2008		9
	Ava Elizabeth McNair				NE	03/12/2006		11
McNamara, Timothy		622 Douglas Imperial, NE 69033		Chase				

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							Girls	Boys
Medrano, Jose		34155 738 Rd.		Chase				
Medrano, Norma		Enders, NE 69027						
	Esmeralda Medrano Flores				NE	10/02/2006	10	
	Jose Medrano					07/20/1999		17
Medrano, Jose		SeLoCySe #2 217 E. 2nd Imperial, NE 69033		Chase				
	Brigitte Kassandra Bejarano Mendoza				NE	08/12/1997	19	
Medrano, Manuel		Winters Court #26		Chase				
Treviso, Elizabeth		315 E. 17th Imperial, NE 69033						
	Emyly Medrano Treviso				NE	03/07/2008	9	
	Mariana Medrano Treviso				NE	01/01/2002	15	
Meeske, Galen		1230 Chase Imperial, NE 69033		Chase				
Meeske, Karl		73505 328 Ave.		Chase				
Meeske, Karra		Champion, NE 69023						
	Kambree Clair Meeske		Imperial		NE	12/18/2002	14	
	Kaylee J. Meeske		Imperial		NE	04/28/1999	18	
	Krista Lee Meeske		North Platte		NE	08/09/2004	12	
Meeske, Lloyd		72991 328 Ave.		Chase				
Meeske, Lynnette		Champion, NE 69023						
Mendenhall, Bob		33398 738 Rd.		Chase				
Mendenhall, Judy		Imperial, NE 69033						
Mendenhall, Robert		33389 737 Rd.		Chase				
Mendenhall, Lori		Imperial, NE 69033						
	Lindsey Erin Mendenhall		Imperial		NE	05/09/2003	14	
	Logan John Mendenhall		Imperial		NE	06/21/2001		16
	Westyn Robert Mendenhall		Imperial		NE	08/11/2006		10
Mendoza, Leonel		Winters Court #21		Chase				
Ramirez, XX		305 E.17th Imperial, NE 69033						
	Alejandro Mendoza Ramirez				NE	07/15/2005		11
	Jesus Mendoza Ramirez				NE	11/30/1999		17
Mendoza, Silvia		SeLoCySe #17 201 E. 2nd Imperial, NE 69033		Chase				
Menendez, Abraham				Chase				
Iracem, Nadan		Imperial, NE 69033						
	Danna Abigail Zunega				NE	12/28/2013	3	
Meyer, Gregg		409 Wellington		Chase				
Meyer, Terri		Imperial, NE 69033						

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Meyer, Rich		1236 Broadway		Chase				
Meyer, Lynn		Imperial, NE 69033						
Meyers, Sara		525 Second		Chase				
		Champion, NE 69023						
Millan, Fernando				Chase				
		Imperial, NE 69033						
	Fernando Demian Millan				NE	10/26/2002		14
Miller, Dan		31923 740 Rd.		Chase				
		Champion, NE 69023						
Miller, Dorothy		33352 738 Rd.		Chase				
		Imperial, NE 69033						
Miller, John		935 Court		Chase				
Miller, Roxanne		Imperial, NE 69033						
Miller, Kathy Ann		323 W. 13th		Chase				
		Imperial, NE 69033						
Miller, Linda		423 E. 6th		Chase				
		Imperial, NE 69033						
Miller, Merl		74345 326 Ave.		Chase				
Miller, Ann		Imperial, NE 69033						
Milner, Charles		414 E. 12th		Chase				
		Imperial, NE 69033						
Milner, Delmer		73474 321 Ave.		Chase				
Milner, Wilma		Champion, NE 69023						
Milner, Monna		1638 Grant		Chase				
		Imperial, NE 69033						
Milner, Robert		73464 321 Ave.		Chase				
Milner, Jippi		Champion, NE 69023						
	Destyn Dean Milner					06/24/1997		20
	Jerzee Raye Milner		Imperial		NE	03/22/2004	13	
	Kadyn Denali Milner					03/25/1999	18	
Miner, Gary D.		440 Chase		Chase				
Miner, Vickie L.		Enders, NE 69027						
Miner, Kenny		420 Chase		Chase				
		Enders, NE 69027						

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Miners, Susan		73762 321 Ave. Imperial, NE 69033		Chase				
Mintling, Ryan		340 W. 16th Imperial, NE 69033		Chase				
Mintling, Lisa								
Mireles, Javier		427 W. 5th Imperial, NE 69033		Chase				
Mireles, Estellan								
Miscles, Arturo		Winters Court #36 316 E. 16th Imperial, NE 69033		Chase				
Gamboa Mendoza, Lina								
	Arturo Emanuel Miscles Gamboa				NE	04/29/2004		13
	Dylan Miscles Gamboa		Imperial		NE	09/29/2009		7
	Marylin Miscles Gamboa		Imperial		NE	07/09/2015		1
Mitchell, Douglas		330 Leech Imperial, NE 69033		Chase				
Mitchell, Shelley								
Mitchell, Evelyn		1104 Max Dr. Imperial, NE 69033		Chase				
Mock, Lyndon		590 Lincoln Enders, NE 69027		Chase				
Mock, Phyllis								
Mohr, Gary		120 Dorsey Enders, NE 69027		Chase				
Mohr, Dorene								
Molinar, Ruben		SeLoCySe #20 208 E. Highway 6 Imperial, NE 69033		Chase				
Moline, Brad		440 W. 11th Imperial, NE 69033		Chase				
Moline, Jill								
	Ryan Moline		Chattanooga		TN	03/08/1997		20
Moline, Roger		31425 739 Rd. Champion, NE 69023		Chase				
Molino Perez, Jose Adrian		Winters Court #37 314 E. 16th Imperial, NE 69033		Chase				
Mollender, David		31692 739 Rd. Champion, NE 69023		Chase				
Mollender, Liz								
	Dawson James Mollender				MS	12/09/2004		12
	Emma Hunter Mollender					07/02/1996		20
	Tucker James Mollender		Holyoke		CO	09/20/2007		9

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Parent or Guardian	Children	Address	City of Birth	County	State	Date of Birth	Age of Girls	Age of Boys
	Walker James Mollender		Fort Collins		CO	02/02/2006		11
Mollendor, Robert		73915 316 Ave. Champion, NE 69023		Chase				
Molzahn, Rosetta		1028 Broadway Imperial, NE 69033		Chase				
Molzer, Neva		440 W. 7th Imperial, NE 69033		Chase				
Monteith, Paul		130 E. 9th Imperial, NE 69033		Chase				
Montes, Vicente		402 Douglas Imperial, NE 69033		Chase				
	Axel Raul Montes Lujan				NE	05/03/2006		11
	Erik Octavio Montes Lujan				NE	08/21/2001		15
Moore, Halie		1401 Court Imperial, NE 69033		Chase				
	Colton Blitz				NE	09/05/2014		2
Moore, Sue		1505 Wellington Imperial, NE 69033		Chase				
Morales, Daniel		340 E. 12th Imperial, NE 69033		Chase				
Morales, Marina		Imperial, NE 69033		Chase				
	Jonathan Sosa Morales				NE	04/02/2006		11
Morales, William		820 Broadway		Chase				
Morales, Francisca		Champion, NE 69023						
Moran, Richard		410 Wellington		Chase				
Moran, Barbara		Imperial, NE 69033						
Moreland, Blake		616 Max Dr.		Chase				
Moreland, Darcy		Imperial, NE 69033						
Moreland, Mike				Chase				
Moreland, Jane		Imperial, NE 69033						
Moreno, Jesus		160 Pawnee		Chase				
Moreno, Reyna		Lamar, NE 69023						
	Ian Jacob Moreno					08/28/2005		11
	Yosgart Daniel Moreno					11/15/2008		8

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Moreno, Josh		73898 332 A Ave.		Chase				
Moreno, Tricia		Imperial, NE 69033						
	Alyssa Jordan Moreno				NE	04/06/1998	19	
	Brextin Moreno				NE	07/06/2008		8
	Trevin Moreno				NE	06/19/2007		10
Moreno, Ramon		SeLoCySe #15		Chase				
Moreno, Maria		212 E. Hwy 6						
		Imperial, NE 69033						
Moritz, Bonnie		944 Grant		Chase				
		Imperial, NE 69033						
Morris, Judy		231 E. 18th		Chase				
		Imperial, NE 69033						
Morse, Gerietta		1512 Court		Chase				
		Imperial, NE 69033						
Morse, Sarah		300 W. 13th		Chase				
		Imperial, NE 69033						
Mort, Steve		74564 315 Ave		Chase				
		Venango, NE 69168						
Moser, Bill		205 E. 5th		Chase				
Moser, Linda		Imperial, NE 69033						
Moser, Matthew		220 Park		Chase				
Moser, Kari		Imperial, NE 69033						
Most, Richard		Winters Court #39		Chase				
Most, Patsy		1621 Chase						
		Imperial, NE 69033						
Mueller, Kevin		33212 740 Rd.		Chase				
Mueller, Karen		Imperial, NE 69033						
Mullanix, Dan		73308 329 Ave.		Chase				
Mullanix, Janie		Champion, NE 69023						
Mullanix, David		73998 318 Ave.		Chase				
Mullanix, Colleen		Champion, NE 69023						
Mullanix, Jackie		404 Wellington		Chase				
		Imperial, NE 69033						

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Mumford, Coleen		1531 Park Imperial, NE 69033		Chase				
Munger, Larry		1308 Douglas Imperial, NE 69033		Chase				
Munoz Molino, Ruben		1343 Douglas Imperial, NE 69033		Chase				
Murillo, Irma	Alondra Guadalupe Garcia		Imperial		NE	05/09/1997	20	
	Josefina Garcia		Grant		NE	11/19/2003	13	
Munson, Richard		1446 Broadway Imperial, NE 69033		Chase				
Munson, Letitia								
Murillo, Angie		Imperial, NE 69033		Chase				
	Isabella Torres				NE	05/10/2004	13	
	Pricilla Rubi Torres				NE	03/06/2007	10	
Murillo, Greg		1750 Chase Imperial, NE 69033		Chase				
Murillo, Maria								
Murillo, Gregorio		Winters Court #13 209 E. 17th Imperial, NE 69033		Chase				
Murillo, Socorro								
Murillo, Jesse		Winters Court #22 307 E. 17th Imperial, NE 69033		Chase				
Murillo, Peggy		1129 Court Imperial, NE 69033		Chase				
	Brittany Simeon		Imperial		NE	12/08/1998	18	
	Caitlyn Murillo		Imperial		NE	02/23/1999	18	
	Ray Murillo, Jr.		Imperial		NE	08/29/2006	10	
	Tiffany Dawn Castle		Imperial		NE	07/08/1997	19	
	Zackary James Barrett		Imperial		NE	07/20/2001		15
Murillo, Ramon		320 E. 3rd Imperial, NE 69033		Chase				
Murillo, Ray		542 E. 2nd Imperial, NE 69033		Chase				
Murillo, Abby	Elena Esperanza Murillo				NE	07/05/2007	9	
	Georgina Marie Murillo		North Platte		NE	01/03/2014	3	
	Guadalupe Yazmin Murillo				NE	07/05/2007	9	
Murray, Archie		580 Sioux Lamar, NE 69023		Chase				

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Musgrove, Curtis L.		522 W. 5th Imperial, NE 69033		Chase				
	Michael Wayne Musgrove		Imperial		NE	10/09/1997		19
Musgrove, Matthew		546 W. 5th Imperial, NE 69033		Chase				
Musick, Kristy		210 W. 12th Imperial, NE 69033		Chase				
Musick, Leroy		1543 Grant		Chase				
Musick, Lavonne		Imperial, NE 69033						
Musick, Melda		73454 321 Ave. Champion, NE 69023		Chase				
Myers, Lowell		73422 323 Ave.		Chase				
Myers, Susan		Champion, NE 69023						
Nanney, Beverly		SeLoCySe #4 213 E. 2nd Imperial, NE 69033		Chase				
Navarro, Sintia		Winters Court #17 207 E. 17th Imperial, NE 69033		Chase				
	Alexa Naomi Salinas Navarro				NE	05/03/2011		6
	Fernanda Daniela Salinas Navarro				NE	10/14/2014		2
Nelsen, Marvin		31602 744 Rd.		Chase				
Nelsen, Patricia		Champion, NE 69023						
Nelson, Bernard		33477 Rd. 724		Chase				
Nelson, Sandra		Benkelman, NE 69021						
Nelson, Michael		33878 733 Rd.		Chase				
Nelson, Linda		Enders, NE 69027						
	Alex Romane Nelson					08/13/2008		8
	Jason Michael Nelson		North Platte		NE	04/29/2006		11
Nesbitt, Mike		324 E. 5th		Chase				
Nesbitt, Marcy		Imperial, NE 69033						
Nestlebush, John		74471 318 Ave.		Chase				
Nestlebush, Loren		Champion, NE 69023						
Nevarez, Jose Luiz		Winters Court #29		Chase				
Gonzalez, Rosa		405 E. 17th Imperial, NE 69033						
	Edwin Ricardo de la Cruz Nevarez				NE	07/28/2001		15

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Nevarez, Sindia D.				Chase				
	Jackeline Nevarez	Imperial, NE 69033			NE	07/13/2011	5	
	Raissa Bianey Nevarez					08/04/2005	11	
Nevarez, Victor		Winters Court #30		Chase				
Gomez, Luz		1622 Chase						
	Kimberly Yamileth Hernandez	Imperial, NE 69033			NE	04/20/2005	12	
Newman, Donald		126 W. 10th		Chase				
Newman, Melody		Imperial, NE 69033						
Newman, Rich		385 Main		Chase				
		Champion, NE 69023						
Newman, Terry		232 E. 12th		Chase				
		Imperial, NE 69033						
Nickel, Rita		401 W. 6th		Chase				
		Imperial, NE 69033						
Nickerson, Lyle		1135 Grant		Chase				
Nickerson, Judy		Imperial, NE 69033						
Nickless, Jon		73461 328 Ave.		Chase				
Nickless, Tammy		Champion, NE 69023						
	Colby Jake Nickless				NE	04/09/2003		14
	Paige Ryan Nickless				NE	01/17/2008	9	
	Ragan Bryann Nickless				NE	11/07/1999	17	
	Taylor Ashton Nickless				NE	07/26/1996	20	
Nordhausen, Clinton		74652 335 Ave.		Chase				
Nordhausen, Nettie		Imperial, NE 69033						
Nordhausen, Cory		73017 337A Ave.		Chase				
Nordhausen, Leslie		Enders, NE 69027						
Nordhausen, Jay		920 Broadway		Chase				
Nordhausen, Abbie		Imperial, NE 69033						
	Ava June Nordhausen				NE	08/27/2013	3	
	Lottie Mae Nordhausen				NE	08/27/2016	0	
Nordhausen, Jon		138 Yucca Dr.		Chase				
Nordhausen, Lesley		Imperial, NE 69033						
	Mason Dietrich Nordhausen				NE	08/07/2002		14
	Tristan Nicole Nordhausen				NE	06/27/2005	12	
Norman, Lindsey		31835 734 Rd.		Chase				
		Champion, NE 69023						
	Austin Cole Norman				NE	12/10/2009		7
	Kobe G. Norman				NE	05/09/2005		12

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							Girls	Boys
	Peyton Eli Norman				NE	01/24/2007		10
Norman, Richard		73679 334 Ave.		Chase				
Banks, Jackie		Imperial, NE 69033						
Null, Pat		280 Washika		Chase				
		Lamar, NE 69023						
O'Brien, Patricia		420 E. 12th		Chase				
		Imperial, NE 69033						
O'Neil, Willy		1125 Max Dr.		Chase				
O'Neil, Allison		Imperial, NE 69033						
	Colin Thomas O'Neil		Imperial		NE	11/06/2004		12
	Evan Michael O'Neil		Imperial		NE	09/25/2008		8
	Juliette Catherine O'Neil		Imperial		NE	05/11/2014	3	
	Lila Clare O'Neil		Imperial		NE	10/30/2010	6	
Oakley, David		1446 Park		Chase				
Oakley, Gwen		Imperial, NE 69033						
Oakley, Sam		724 Wellington		Chase				
		Imperial, NE 69033						
Ochoa, Edgar				Chase				
Camacho, Rosa		Imperial, NE 69033						
	Ashley Fregoso-Camacho		Imperial		NE	12/04/2004	12	
	Evangelin Ochoa-Camacho				NE	06/29/2010	7	
	Kevin Jesus Fregoso-Camacho					05/10/2007		10
Ochoa, Oscar		Winters Court #33		Chase				
		412 E. 16th						
		Imperial, NE 69033						
Odens, Kyle		1001 Kramer		Chase				
Odens, Becky		Imperial, NE 69033						
	Bridgette Odens					11/07/1998	18	
	Courtney Brooke Odens		Imperial		NE	06/30/2002	15	
Ohlson, Doug		1101 Bluestem		Chase				
Ohlson, Keri		Imperial, NE 69033						
Olsen, Jeff		1110 Buffalo		Chase				
Richmond-Olsen, Tonya		Imperial, NE 69033						
	Emalyn Marie Olsen		Omaha		NE	06/08/2012	5	
	Jensen Jeffrey Olsen		Omaha		NE	04/01/2005		12
	Truman Grant Olsen		Omaha		NE	08/13/2010		6
Olson, Brooke		415 Leech		Chase				
		Imperial, NE 69033						

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							Girls	Boys
Orozco, Karla		Winters Court #32 414 E. 16th Imperial, NE 69033		Chase				
	William Fuentes				NE	02/09/2012		5
Orozco, Pedro		Winters #15 Imperial, NE 69033		Chase				
Payan, Claudia					NE	07/05/2013		3
	Ximena Orozco				NE	12/27/2015	1	
Ortega, Pascual		142 Wellington Imperial, NE 69033		Chase				
Ortega, Yedith					NE	07/04/1997		19
	Adolfo Ortega Ortega				NE	01/07/1999		18
	Grisleydi Ortega Ortega				NE	03/18/2004	13	
Orvis, Paul		610 Max Dr. Imperial, NE 69033		Chase				
Orvis, Shirley								
Ostermiller, Todd		72241 Ave. 331 Benkelman, NE 69021		Chase				
Ostermiller, Jordan					NE	11/29/2016		0
	Casen Ostermiller				NE	04/25/2015	2	
	Rylee Jensen Ostermiller							
Osthus, Aja		543 Court Imperial, NE 69033		Chase				
	Keenan Jasper Cole		Grant		NE	11/22/2003		13
Osthus, Cole		543 Douglas Imperial, NE 69033		Chase				
Osthus, Patrick		543 Court Imperial, NE 69033		Chase				
Ostmeyer, Chad		517 E. 4th Imperial, NE 69033		Chase				
Ostmeyer, Shaina					NE	05/09/2011		6
	Noah Briggs							
Owens, Clay		656 W. 5th Imperial, NE 69033		Chase				
Owens, Melisa					NE	06/23/2011		6
	Grayson Owens				NE	09/07/2002	14	
	Riley Rae Owens							
Owens, Greg		1030 Kramer Imperial, NE 69033		Chase				
Owens, Lori					NE	10/15/2002		14
	Nathan Andrew Owens		Imperial					
Owens, Matthew		73102 328 Ave. Champion, NE 69023		Chase				
Owens, Kelsey					NE	09/21/2012		4
	Bo Owens				NE	08/12/2009	7	
	Paige Justice Owens					03/15/2007	10	
	Peyton Justice Owens							
Owings, Justin		228 E. 7th Imperial, NE 69033		Chase				
	Allison Marie Owings				NE	03/23/2001		16

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Oxford, Chad		73194 335 A Ave.		Chase				
Oxford, Tara		Enders, NE 69027						
	Samantha Dawn Oxford		Imperial		NE	10/28/1998	18	
Oxford, David		73198 335 A Ave.		Chase				
Oxford, Linda		Enders, NE 69027						
Oxford, David, Jr.		73196 335 A Ave.		Chase				
Oxford, Trisha		Enders, NE 69027						
	Destry Ryan Oxford		North Platte		NE	08/03/2009		7
Oxford, Trevor		1127 Broadway		Chase				
		Imperial, NE 69033						
Paisley, Garrett		1006 Max Dr.		Chase				
Paisley, Jacci		Imperial, NE 69033						
	Knox Paul Paisley		Ogallala		NE	05/24/2011		6
	Kollins Rose Paisley		Grant		NE	03/02/2017	0	
	Koy Henning Paisley		Ogallala		NE	11/20/2014		2
	Krayton Paisley				NE	05/07/2008		9
Paisley, John		310 W. 16th		Chase				
Paisley, Angela		Imperial, NE 69033						
Pajerski, Gerald		323 W. 6th		Chase				
Pajerski, Caroline		Imperial, NE 69033						
Pankonin, Jim, Sr.		345 W. 16th		Chase				
Pankonin, Joyce		Imperial, NE 69033						
Pankonin, Mark		329 Douglas		Chase				
Pankonin, Kathy		Imperial, NE 69033						
Pankonin, Philip		643 Douglas		Chase				
Pankonin, Kelsea		Imperial, NE 69033						
	Cole James Pankonin				NE	02/20/2008		9
	Paisley Pankonin				NE	08/04/2016	0	
	Tesslyn Pankonin				NE	01/28/2011	6	
Pankonin, Russell		413 Holland		Chase				
Pankonin, Lori		Imperial, NE 69033						
Parker, David		603 Grant		Chase				
Parker, Tammi		Imperial, NE 69033						
Parker, Margaret		320 E. 12th		Chase				
		Imperial, NE 69033						
Patch, Gary		410 E. 17th		Chase				
Patch, Sharon		Imperial, NE 69033						

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							Girls	Boys
Patch, Tim		33412 749 Rd.		Chase				
Patch, Julie		Imperial, NE 69033						
Patterson, Zack		306 W. 5th		Chase				
Patterson, Shalee		Imperial, NE 69033						
	Jett Kenneth Patterson				NE	02/28/2014		3
Pawley, Jack		73961 321 Ave.		Chase				
		Imperial, NE 69033						
Payne, Scott		33272 740 Rd.		Chase				
Payne, Linda		Imperial, NE 69033						
Perez, Ariel				Chase				
Perez, Manuela		Imperial, NE 69033						
	Adan Perez					04/07/2006		11
	Marcos Ariel Perez-Gamboa					10/17/1999		17
	Oyuky Perez-Gamboa					04/18/2002		15
Perez, Heliodora		Winters Court #28		Chase				
Simitria, Silvia		403 E. 17th						
		Imperial, NE 69033						
	Jennifer Perez				NE	02/11/2012		5
	Marco Antonio Perez				NE	10/22/1999		17
Peters, Denise		73398 314 Ave.		Chase				
		Champion, NE 69023						
Peterson, Bruce		73531 336 Ave.		Chase				
Peterson, Crystal		Enders, NE 69027						
	Jaret Alin Peterson		Imperial		NE	06/30/2006		11
	Josie Cass Peterson		Brighton		CO	09/04/1999		17
	Morgan Brady Peterson		Imperial		NE	05/20/2004		13
	Trevor Amel Peterson		Brighton		CO	04/03/2002		15
Peterson, Christina		912 Broadway		Chase				
		Imperial, NE 69033						
Peterson, Eric		353 W. 6th		Chase				
Peterson, Christina		Imperial, NE 69033						
	Mercedes Deaun Peterson		Imperial		NE	10/28/2002		14
Peterson, Janette		33953 734 Rd.		Chase				
		Enders, NE 69027						
Peterson, Larry		33557 738 Rd.		Chase				
Peterson, Gail		Imperial, NE 69033						
Pettinger, Daryl		328 E. 15th		Chase				
		Imperial, NE 69033						

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Pflum, Robert		74305 319 Ave.		Chase				
Pflum, Julie		Champion, NE 69023						
	Alexandria Pflum		Imperial		NE	03/23/2000	17	
	Camron Wayne Kilpatrick					12/12/1999		17
	Kristina Ann Pflum		Imperial		NE	07/01/1998	18	
Pflum, Steve		1208 Grant		Chase				
Pflum, Hallie		Imperial, NE 69033						
	Andrew Wiest		Imperial		NE	07/29/2007		9
	Brody Pflum				NE	11/21/2013		3
	Carston James Pflum		Grant		NE	12/01/2016		0
	Jayden Baker				NE	05/20/2012		5
	Sophie Baker				NE	03/10/2011	6	
Pirog, Jim		1006 Court		Chase				
Pirog, Linda		Imperial, NE 69033						
Ponce Vega, Luis				Chase				
Casillas, Isamar		Imperial, NE 69033						
	Daniel Ponce Casillas				NE	06/04/2011		6
	Rebecca Ponce Casillas				NE	06/20/2013	4	
Ponce, Ana		SeLoCySe #19 205.5 E. 2nd Imperial, NE 69033		Chase				
Poppe, Craig		73701 Ave. 336		Chase				
Poppe, Evonne		Imperial, NE 69033						
Pribbano, Doug		211 Court		Chase				
Pribbano, Tracy		Imperial, NE 69033						
Pribbano, Jeffrey		110 Yucca Dr.		Chase				
Pribbano, Connie		Imperial, NE 69033						
Pribbano, Logan		447 W. 10th		Chase				
Pribbano, Brianna		Imperial, NE 69033						
	Pearl Pribbano				NE	05/02/2015	2	
Pribbano, Michael		243 W. 12th		Chase				
Pribbano, Jana		Imperial, NE 69033						
Pribbano, Tyler		216 E. 2nd Imperial, NE 69033		Chase				
Prior, Merlin		32605 739 Rd.		Chase				
Prior, Janet		Imperial, NE 69033						
Prior, Rex		999 Max Dr.		Chase				
Prior, Amy		Imperial, NE 69033						
	Kendall Ann Prior		Kearney		NE	08/27/2003	13	

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	Lauren Brooke Prior		Imperial		NE	12/18/1999	17	
Prosser, Brian		31502 744 Rd.		Chase				
Prosser, Lynn		Champion, NE 69023						
Prosser, Cody		420 Broadway		Chase				
Prosser, Adrienne		Champion, NE 69023						
	Brandtley Dean Prosser		Imperial		NE	03/21/2014		3
	Cutter James Prosser		Imperial		NE	06/17/2012		5
Protsman, Marlon		1145 Wellington		Chase				
Protsman, Barbara		Imperial, NE 69033						
Pump, Bill		1310 Grant		Chase				
Pump, Kristin		Imperial, NE 69033						
	Brendan Keith Pump				NE	07/24/2005		11
	Lessly William Pump				NE	07/24/2005		11
	Nathan Jack Pump				NE	08/09/2010		6
Pump, James		407 E. 12th		Chase				
		Imperial, NE 69033						
Purdy, Jerry		1145 Douglas		Chase				
Purdy, Tina		Imperial, NE 69033						
Pursley, Chris		72852 338 Ave.		Chase				
Pursley, Anne		Enders, NE 69027						
Quezada, Gladis		235 W. 11th		Chase				
		Imperial, NE 69033						
Quezada, Jaime		129 W. 15th		Chase				
Quezada, Maria (Mary)		Imperial, NE 69033						
	Jaime Angel Quezada		Holyoke		CO	05/08/1999		18
Quintana, Diana		Sunrise Apts.		Chase				
		Imperial, NE 69033						
	Damara Irma Cardona				NE	09/27/2011		5
Raasch, Larry		340 Kelly		Chase				
Raasch, Tinker		Champion, NE 69023						
	Tyler Wayne Raasch		Grant		NE	11/19/1998		18
Radcliffe, Larry		1040 Kramer		Chase				
Radcliffe, Dianne		Imperial, NE 69033						
Raffaelli, Samuel		341 E. 4th		Chase				
Raffaelli, Robbyn		Imperial, NE 69033						
Raffaelli, Tom		415 E. 4th		Chase				
Raffaelli, Melody		Imperial, NE 69033						

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							Girls	Boys
Raile, Larry		219 W. 11th		Chase				
Raile, Phyllis		Imperial, NE	69033					
Raille, Alan (Butch)		351 W. 7th		Chase				
Raille, Jacqueline		Imperial, NE	69033					
Ramirez, Dominga		Capital Court #5 410 E. 11th		Chase				
	Adolfo Angel Ramirez					12/13/1996		20
Ramirez, Jorge		311 E. 18th		Chase				
Ramirez, Ema		Imperial, NE	69033					
	Erick Ricardo Perez				NE	10/30/2006		10
	Yubia Anahi Ramirez		Wray		CO	12/29/2001		15
Rammage, Gordon		480 Chase		Chase				
Rammage, Janet		Enders, NE	69027					
Ramos, Maria				Chase				
		Imperial, NE	69033					
	Farrah Esperanza Gray		Imperial		NE	01/21/2011		6
Rascon, Delma				Chase				
		Imperial, NE	69033					
	Aurora Zuseth Marquez Rascon				NE	07/31/2009		7
	Guadalupe Garcia Rascon				NE	02/27/2003		14
	Jackeline Bencomo Marquez				NE	03/09/2004		13
	Yamileth Bencomo Marquez				NE	03/14/2010		7
Rau, Tom		74151 327 Ave.		Chase				
Rau, Stephanie		Imperial, NE	69033					
	Nathanael Logan Rau					12/15/2001		15
	Nickolas Cooper Rau					08/30/2004		12
	Noah Isaac Rau					06/30/2008		9
Real, Marvin		74691 318 Ave.		Chase				
		Venango, NE	69168					
Reasoner, Stacy		627 Court		Chase				
		Imperial, NE	69033					
	Chase Daniel Reasoner		Imperial		NE	01/23/1998		19
Redfield, Craig		73701 324 Ave.		Chase				
		Champion, NE	69023					
Reeves, Dan		33098 741 Rd.		Chase				
Reeves, Tiffany		Imperial, NE	69033					
	Alexandria Claire Reeves		Imperial		NE	05/15/2009		8
	Elizabeth Grace Reeves		Imperial		NE	07/02/2004		12
	Gianna Reeves				NE	11/20/2015		1
	Rebecca Marie Reeves		Imperial		NE	06/08/2011		6
	Thomas Jacob Reeves					01/20/2007		10

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Regier, Keith		1249 Chase		Chase				
Regier, Sherryn		Imperial, NE 69033						
Reinke, Doug		505 W. 5th		Chase				
Reinke, Sandra		Imperial, NE 69033						
Reinke, Stephanie		74022 333 Ave.		Chase				
	Adrian Foreman		Windfield		KS	07/25/1997		19
	Destiny Reinke		Grant		NE	11/02/1998	18	
	Faith Reinke		Grant		NE	08/20/1996	20	
	Hope Reinke				NE	05/30/2007	10	
Reyes, Aldemar		Capital Court #14		Chase				
Leon, Josefina Adriana		1117 Shorthorn St.						
		Imperial, NE 69033						
	Brayan Reyes Leon				NE	12/19/2006		10
	Emiliano Reyes Leon				NE	01/24/2013		4
	Kevin Reyes Leon				NE	09/15/2002		14
Rice, Richard		31645 746 Rd.		Chase				
Rice, Laura		Venango, NE 69068						
Richardson, Dale		1516 Wellington		Chase				
Richardson, Kelli		Imperial, NE 69033						
	Orrin Dale Richardson				NE	12/13/2000		16
	Samuel Tell Richardson				NE	10/07/2002		14
	Traven Print Richardson				NE	07/11/2006		10
	Tyrell Douglas Richardson				NE	11/08/2004		12
Richey, Delores		1205 Grant		Chase				
		Imperial, NE 69033						
Richmond, Angela		208 Holland		Chase				
		Imperial, NE 69033						
	Alexis Marie Richmond				NE	02/10/2003		14
Rider, Marcia		228 W. 8th		Chase				
		Imperial, NE 69033						
Ridlen, Pamela		320 Third		Chase				
		Enders, NE 69027						
Riggio, Nick		334 W. 7th		Chase				
		Imperial, NE 69033						
Ringleman, John		331 Douglas		Chase				
Ringleman, Rosalie		Imperial, NE 69033						
Ringleman, Launy		435 W. 5th		Chase				
Ringleman, Lorrie		Imperial, NE 69033						

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Rios, Pedro		345 Kelly Champion, NE 69023		Chase				
Robb, Carol		235 E. 7th Imperial, NE 69033		Chase				
Robb, Tim		1545 Wellington Imperial, NE 69033		Chase				
Robertson, Norman		73576 322 Ave. Champion, NE 69023		Chase				
	JessLynn Nicole Robertson				NE	05/09/2006	11	
Robinson, Dan		938 Grant Imperial, NE 69033		Chase				
Robinson, Heather	Addison Marie Robinson		Imperial		NE	08/26/2005	11	
	Ashton Daniel Robinson		Imperial		NE	10/04/2004		12
	Terrin Michael Robinson		Imperial		NE	05/19/2014		3
	Tessa Jo Robinson		Imperial		NE	02/24/2012	5	
Robinson, Kenneth		402 E. 4th Imperial, NE 69033		Chase				
Robinson, Vikki								
Robledo, Erik		314 Eskew Imperial, NE 69033		Chase				
Lopez, Keila	Arida Robledo Lopez				NE	09/16/2014	2	
	Erik Samuel Robledo Lopez				NE	04/11/2017		0
Robles, Jaime				Chase				
Mireles, Esthela		Imperial, NE 69033						
	Iris Jimena Robles				NE	03/19/2006	11	
	Rodrigo Robles Mireles				NE	02/10/2010		7
Rodriguez, Ana		74181 323 Ave. Imperial, NE 69033		Chase				
	Humberto Calderon Rodriguez				NE	09/02/1998		18
	Nayeli Calderon Rodriguez				NE	04/08/2001	16	
Rodriguez, Andrei E.		700 Second St. Champion, NE 69023		Chase				
Rodriguez, Jenna								
Rodriguez, Armando		Capital Court #1 402 E. 11th Imperial, NE 69033		Chase				
Rodriguez, Luis Angel		208 W. 4th Imperial, NE 69033		Chase				
Rodriguez Garcia, Leticia								
Roefeldt, Nick		844 Broadway Imperial, NE 69033		Chase				
Roefeldt, Brandy								
	Tanner L. R. Roefeldt		Imperial		NE	12/10/2002		14

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Roesener, Randy		360 E. 5th		Chase				
Roesener, Cynthia		Imperial, NE	69033					
Rolfe, Roberta		73424 323 Ave.		Chase				
		Champion, NE	69023					
Rosas, Ambrosio		Winters Court #25		Chase				
		313 E. 17th						
		Imperial, NE	69033					
Roschewski, Dan		73594 338 Ave.		Chase				
Roschewski, Sharla		Imperial, NE	69033					
Roschewski, Eldon		729 Douglas		Chase				
Roschewski, Mildred		Imperial, NE	69033					
Rose, Larry		34053 Old Highway 6		Chase				
Rose, Linda		Enders, NE	69027					
Rowley, Dwight		418 W. 5th		Chase				
Rowley, JoAnn		Imperial, NE	69033					
Rowley, Evelyn		624 Court		Chase				
		Imperial, NE	69033					
Rowley, Jerry		331 E. 5th		Chase				
Rowley, Lori		Imperial, NE	69033					
Rowley, Mike		136 W. 11th		Chase				
Rowley, Lena		Imperial, NE	69033					
	Chase Douglas Rowley		Imperial		NE	08/21/2002		14
	Kymerli Dawn Rowley		Imperial		NE	07/30/1997	19	
	Travis Michael Rowley		Imperial		NE	10/11/2000		16
Rowley, Tom		202 S 15 A Highway		Chase				
		Imperial, NE	69033					
Ruiz, Juan		542 Douglas		Chase				
Barrientos, Monica		Imperial, NE	69033					
	Francisco Barrientos Rodriguez				NE	06/02/2000		17
	Jesusita Enelia Ruiz				NE	03/25/2005	12	
	Yesenia Ruiz				NE	11/13/2007	9	
Ruiz, Juan		408 E. 11th		Chase				
		Imperial, NE	69033					
Ruiz, Maria		522 E. 2nd		Chase				
		Imperial, NE	69033					

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							Girls	Boys
	Jesus Adan Mireles				NE	04/23/2009		8
	Juan Luis Ruiz					09/10/2004	12	
	Lizbet Jazlyn Mireles		Imperial		NE	10/31/2006	10	
Rundlett, Richard		74071 328 Ave.		Chase				
Rundlett, Marjorie		Imperial, NE 69033						
Ruppert, Riley		316 E. 4th		Chase				
		Imperial, NE 69033						
Rusher, Jeff		1002 Max Dr.		Chase				
Rusher, Shawwna		Imperial, NE 69033						
	Edward Jaxon Rusher		Ogallala		NE	05/12/2010		7
	Hayley Jo Rusher				NE	02/12/2008	9	
	Riley Ann Rusher				NE	03/13/2007	10	
Rusk, Robert		208 Court		Chase				
		Imperial, NE 69033						
Russell, Daniel		839 Shopp		Chase				
Russell, Theresa		Imperial, NE 69033						
Russell, Derek		440 W. 10th		Chase				
Russell, Amber		Imperial, NE 69033						
	Adlilynn Christine Russell				NE	04/15/2009	8	
	Amelia Celine Russell		Imperial		NE	05/24/2011	6	
	Destry Beau Russell					08/26/2007		9
Russell, Tom		242 W. 5th		Chase				
Russell, Sharon		Imperial, NE 69033						
Ryan, Angelita		1043 Court		Chase				
		Imperial, NE 69033						
Sabetti, Nicole		940 Douglas		Chase				
		Imperial, NE 69033						
Saenz, Jose		32282 745 Rd.		Chase				
Najera, Idalia		Imperial, NE 69033						
	Yalexsa Saenz Najera				NE	12/15/2004	12	
	Yamilet Kenner Najera				NE	11/14/2001	15	
Salinas, Tomas		100 Wellington		Chase				
		Imperial, NE 69033						
Sandquist, John		408 E. 12th		Chase				
Sandquist, Laurie		Imperial, NE 69033						
Santos, Ramon		SeLoCySe #7		Chase				
		213.5 E. 2nd						
		Imperial, NE 69033						

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							Girls	Boys
Sauder, Benjamin		828 Wellington		Chase				
Sauder, Kayla		Imperial, NE 69033						
	Jackson Montgomery Sauder		Wray		CO	09/05/2012		4
	Josie Mae Sauder		Wray		CO	02/24/2016	1	
	Sadie Lee Sauder				NE	04/29/2014	3	
	Sawyer James Sauder		McCook		NE	08/30/2010		6
Scheel, Chad		1145 Max Dr.		Chase				
Scheel, Rachel		Imperial, NE 69033						
	Knox Scheel				NE	05/01/2008		9
Schellhorn, Ethel		328 W. 6th		Chase				
		Imperial, NE 69033						
Schilke, Audra		335 Broadway		Chase				
		Champion, NE 69023						
	Jaret Manley				NE	09/23/2006		10
	Westen Eugene Manley				NE	07/31/2008		8
Schilke, Dale		438 W. 11th		Chase				
Schilke, Alexandria		Imperial, NE 69033						
Schilke, Danny		140 Chase		Chase				
		Champion, NE 69023						
Schilke, David		74302 331 Ave.		Chase				
Schilke, Candy		Imperial, NE 69033						
Schilke, Donnie		73808 321 Ave.		Chase				
Schilke, Christina		Imperial, NE 69033						
Schilke, Doris		73734 321 Ave.		Chase				
		Imperial, NE 69033						
Schilke, Dorman (Darty)		74157 333 Ave.		Chase				
Schilke, Marla		Imperial, NE 69033						
Schilke, Helen		32272 736 Rd.		Chase				
		Imperial, NE 69033						
Schilke, Jeff		32454 Rd. 742		Chase				
Schilke, Ramona		Imperial, NE 69033						
Schilke, John		1547 Douglas		Chase				
Schilke, Theresa		Imperial, NE 69033						
Schilke, Josh		1538 Park		Chase				
Schilke, Seven		Imperial, NE 69033						

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Schilke, Kenneth		415 W. 6th		Chase				
Schilke, Sonya		Imperial, NE 69033						
	Maxwell Clay Schilke		McCook		NE	12/31/2006		10
	Sydney Le Schilke					07/24/2003	13	
Schilke, Kile		637 Park		Chase				
Schilke, Kalli		Imperial, NE 69033						
	Kensington Jace Schilke		North Platte		NE	01/05/2017	0	
Schilke, Larry		32194 742 Rd.		Chase				
Schilke, Diann		Imperial, NE 69033						
Schilke, Mark		33382 740 Rd.		Chase				
Schilke, Cathy		Imperial, NE 69033						
	Caleb Michael Weiss		Ogallala		NE	06/25/1999		18
	Kora RayAnne Weiss		Grant		NE	03/24/2003	14	
Schilke, Mike		74342 333 Ave.		Chase				
		Imperial, NE 69033						
Schilke, Nick		73715 321 Ave,		Chase				
Schilke, Michelle		Imperial, NE 69033						
	Alyssa Rosemarie Schilke		Wray		CO	03/04/2009	8	
	Jozie Christine Schilke		McCook		NE	05/15/2002	15	
	Kaden Lane Schilke		McCook		NE	07/20/2004		12
Schilke, Rob		33385 740 Rd.		Chase				
Schilke, Candice		Imperial, NE 69033						
	Blake Schilke					11/28/1998		18
	Brooke Jean Schilke		Imperial		NE	10/29/2005	11	
Schilke, Robert		73931 333 Ave.		Chase				
		Imperial, NE 69033						
Schilke, Russell		74096 333 Ave.		Chase				
Schilke, Kathy		Imperial, NE 69033						
Schilke, Steve		74097 328 Ave.		Chase				
Schilke, Deborah		Imperial, NE 69033						
Schilke, Tim		31413 738 Rd.		Chase				
Schilke, Lisa		Champion, NE 69023						
	Kayla Alyssa Schilke					10/26/1999		17
Schippert, Brian		1341 Park		Chase				
Schippert, Rebecca		Imperial, NE 69033						
Schmidt, Phil		73484 326 Ave.		Chase				
Schmidt, Jessie		Champion, NE 69023						

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Schmidt, Philip		385 Hokes St.		Chase				
Schmidt, Donna		Champion, NE	69023					
Schneider, LuAnna		126 E. 13th		Chase				
		Imperial, NE	69033					
Schnieder, Jack		110 W. 10th		Chase				
Schnieder, Deanna		Imperial, NE	69033					
Schoenberger, Rob		520 Pioneer		Chase				
Schoenberger, Cynthia		Enders, NE	69027					
Schoenfelder, Patricia		225 W. 9th		Chase				
		Imperial, NE	69033					
Schoenholz, Daniel		33252 740 Rd.		Chase				
Schoenholz, Sherrie		Imperial, NE	69033					
Schoenholz, Justin		33258 740 Rd.		Chase				
Schoenholz, Heather		Imperial, NE	69033					
	Andee Mae Schoenholz		Imperial		NE	01/09/2009		8
	Ella Gage Schoenholz		Imperial		NE	04/08/2005		12
	Jolee Michale Schoenholz		Ogallala		NE	09/08/2003		13
	Shelby Isabel Schoenholz					04/26/2007		10
Schrotberger, Cody		73970 329 Ave.		Chase				
Schrotberger, Leann		Imperial, NE	69033					
	Devin Gene O'Brien				NE	05/15/2002		15
	Mikaela Lynn O'Brien				NE	12/22/1998		18
	Samantha Marie Schrotberger				NE	01/11/2006		11
Schrotberger, Kevin		32952 740 Rd.		Chase				
		Imperial, NE	69033					
Schueler, Kurt		145 Pawnee		Chase				
McCarty, Kristin		Lamar, NE	69023					
	Bryan Joseph Dobak				NE	08/12/1996		20
Schuller, Cory		109 Golf Course Rd.		Chase				
Schuller, Jodie		Imperial, NE	69033					
	Madison Leigh Schuller		North Platte		NE	03/21/2002		15
Schultz, Bonnie		307 Holland		Chase				
		Imperial, NE	69033					
Schultz, Darrin		938 Broadway		Chase				
Schultz, Jenna		Imperial, NE	69033					
	Leo Anthony Schultz				NE	11/12/2016		0
Schultz, Nick		1001 Max Dr.		Chase				
Schultz, Jan		Imperial, NE	69033					

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Parent or Guardian	Children	Address	City of Birth	County	State	Date of Birth	Age of Girls	Age of Boys
Schuman, Carol		604 Max Dr. Imperial, NE 69033		Chase				
Shafer, Kenneth		545 2nd Champion, NE 69023		Chase				
Shapley, Jr., Roy		72634 320 Ave. Champion, NE 69023		Chase				
Shapley, Alisha	Annalee Jo Dawn Shapley				NE	05/31/2010	7	
	Brittany C. Shapley				NE	05/12/1998	19	
	Olivya Shapley				NE	11/06/2014	2	
	Roy Darwin Shapley				NE	10/13/2001		15
	Zachary Michael Shapley				NE	05/22/2006		11
Sharp, Daryl		112 E. 14th Imperial, NE 69033		Chase				
Sharp, Julie	Jared Sharp		Imperial		NE	08/21/1997		19
Sharp, Wayne		73387 338 Ave. Enders, NE 69027		Chase				
Sharp, William		1022 Broadway Imperial, NE 69033		Chase				
Sharp, June								
Sheaffer, Janet		337 E. 5th Imperial, NE 69033		Chase				
Shinn, Steven		240 E. 5th Imperial, NE 69033		Chase				
Shinn, Brenda								
Shriver, Frederick		140 E. 11th Imperial, NE 69033		Chase				
Shriver, Teresa								
Shrout, James		1017 Chase Imperial, NE 69033		Chase				
Shrout, Denise								
Sieperda, Anne		1321 Douglas Imperial, NE 69033		Chase				
Silvester, Kent		216 E. 5th Imperial, NE 69033		Chase				
Silvester, Sandra								
Silvester, Lois		32106 732 Rd. Champion, NE 69023		Chase				
Sinclair, Raymond		760 Broadway Champion, NE 69023		Chase				
Sinclair, Jean								

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							Girls	Boys
	Aaron Ray Sinclair				NE	05/31/2009		8
	Violet Rose Sinclair				NE	01/12/2013	4	
Sines, Jack		717 Wellington Imperial, NE 69033		Chase				
Sis, Lori		607 Park Imperial, NE 69033		Chase				
Sis, Susan		233 W. 12th Imperial, NE 69033		Chase				
Siverson, Todd		73684 334 Ave. Imperial, NE 69033		Chase				
Siverson, Tammy	Ginny Siverson				NE	10/20/2010	6	
	Logan Hager Siverson		Springfield		OR	10/17/2011		5
Skomp, Chance		31288 746 Rd. Champion, NE 69023		Chase				
Skomp, Jessica	Calder J. Skomp		Imperial		NE	03/11/2016		1
	Canton W. Skomp				NE	10/27/2011		5
Skomp, Deon		73698 314 Ave. Champion, NE 69023		Chase				
Skomp, Matt		644 W. 5th Imperial, NE 69033		Chase				
Slager, Andrew		1?? Chase Champion, NE 69023		Chase				
Smith, Betty		32333 736 Rd. Champion, NE 69023		Chase				
Smith, Gene		530 W. 7th Imperial, NE 69033		Chase				
Rowley, Cathy								
Smith, Gregg		1500 Wellington Imperial, NE 69033		Chase				
Smith, Denise	Indy Smith		Imperial		NE	03/25/1997		20
	Navy KeYi Smith		Imperial		NE	03/25/2006		11
	Nike JeDi Smith		Imperial		NE	05/04/2001		16
Smith, Leonard		845 Park Imperial, NE 69033		Chase				
Chandler, Julie								
Smith, Leslie		803 Shopp Dr. Imperial, NE 69033		Chase				
Smith, Sue								

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Smith, Lloyd		32331 736 Rd.		Chase				
Smith, Rhonda		Champion, NE 69023						
Smith, Marla		424 W. 14th		Chase				
		Imperial, NE 69033						
Smith, Mike		916 Grant		Chase				
Smith, Ann		Imperial, NE 69033						
Smith, Nick		32341 736 Rd.		Chase				
Smith, Kristine		Champion, NE 69023						
	Allan Robert Smith					07/24/1996	20	
	Austin James Smith		Grant		NE	07/02/2007		9
	Krystal Ann Smith					10/17/2005	11	
Smith, Peggy		32956 741 Rd.		Chase				
		Imperial, NE 69033						
Smith, Preston		1224 Court		Chase				
Smith, Marissa		Imperial, NE 69033						
	Alayna Dee Smith				NE	01/26/2010	7	
	Bennett Smith				NE	10/28/2011	5	
	Tessa Smith				NE	09/20/2007	9	
	Wesly Ray Smith				NE	07/05/2016		0
Smith, Stanley R.		344 W. 6th		Chase				
Smith, Shirley		Imperial, NE 69033						
Smith, Steve		554 Kramer		Chase				
Smith, Jennifer		Imperial, NE 69033						
Snyder, Norman		318 E. 15th		Chase				
Snyder, Leatha		Imperial, NE 69033						
	Sean Michael Snyder		Imperial		NE	07/30/2000		16
Snyder, Peter J.		1136 Grant		Chase				
Snyder, Beverly		Imperial, NE 69033						
Sorensen, Dana		322 W. 5th		Chase				
		Imperial, NE 69033						
	Mylee Jaymes Sorensen		Imperial		NE	01/26/1997	20	
Sorensen, Kyle		33202 740 Rd.		Chase				
Schilke-Sorensen, Erica		Imperial, NE 69033						
	Ace Sorensen				NE	05/03/2017		0
	Mercedes Sorensen				NE	12/29/2014	2	
Sorge, James		1419 Douglas		Chase				
Sorge, Susan		Imperial, NE 69033						

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							Girls	Boys
Sosa, Jazmin		SeLoCySe #5 211 E. 2nd Imperial, NE 69033		Chase				
Soukup, M.E.		130 E. 14th Imperial, NE 69033		Chase				
Soukup, Elaine								
Sowers, Stephen		142 W. 12th Imperial, NE 69033		Chase				
Sowers, Nancy								
Space, Troy		1525 Court Imperial, NE 69033		Chase				
Space, Traci								
	Abby Lyn Spicer		Imperial		NE	04/24/2007	10	
	Braden Dee Space		Imperial		NE	05/20/2000		17
	Emma Riley DeGrasse		Denver		CO	03/12/2002	15	
	Molly Ann Spicer		Imperial		NE	01/24/2005	12	
	Zachary Allen Space		Imperial		NE	05/25/1999		18
Spady, Alec		526 Park Imperial, NE 69033		Chase				
Spady, Nicole								
	Creedence Austin Spady				NE	09/17/2015		1
Spady, Brad		807 Wellington Imperial, NE 69033		Chase				
Spady, Kimberly								
Spady, Carol		323 E. 5th Imperial, NE 69033		Chase				
Spady, Celia		220 Second Champion, NE 69023		Chase				
Spady, Deloyce (Pete)		33318 730 Rd. Imperial, NE 69033		Chase				
Spady, Rebecca								
Spady, Garry		1305 Court Imperial, NE 69033		Chase				
Spady, Sharon								
Spady, Lennie		1301 Wellington Imperial, NE 69033		Chase				
Spady, Teri								
Spady, Mark		1327 Wellington Imperial, NE 69033		Chase				
Spady, Michelle								
	Lucy Michelle Spady		Imperial		NE	05/24/2004	13	
	Nolan Paul Spady		Imperial		NE	03/08/1999		18
	Olivia Ann Spady		Imperial		NE	01/05/2007	10	
	Paige Spady		Imperial		NE	09/10/1996	20	
	Quinn Marie Spady		Imperial		NE	04/23/2012	5	
	Sophie Grace Spady		Imperial		NE	05/09/2002	15	

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							Girls	Boys
Spady, Trent		73151 339 Ave.		Chase				
Spady, Jodi		Enders, NE 69027						
	Cydney Taylor Spady		Grant		NE	08/31/1999	17	
	Damon Justus Spady		Imperial		NE	10/14/2009		7
	Miranda Ann Spady		Imperial		NE	01/17/2008	9	
Sparks, Mary Pha		304 E. 12th Imperial, NE 69033		Chase				
Sparrow, Jon		72652 339 Ave.		Chase				
Sparrow, Julie		Imperial, NE 69033						
	Adam Sparrow				NE	02/15/2012		5
	Violet Addison Sparrow				NE	01/25/2010	7	
Speaker, Dustin		74263 324 Ave.		Chase				
Speaker, Jacki		Imperial, NE 69033						
	Bradley Jay Speaker				NE	05/30/2007		10
	Kourtynie Joy Speaker				NE	12/08/2003	13	
Speck, Jason		1010 Douglas Imperial, NE 69033		Chase				
Spicer, David		34122 738 Rd.		Chase				
Spicer, Susan		Enders, NE 69027						
Spicer, Seth		34062 738 Rd. Enders, NE 69027		Chase				
	Braxton Spicer				NE	06/22/2011		6
Spickelmier, Brandon		74988 333 Ave. Imperial, NE 69033		Chase				
Spickelmier, Wesley		1207 Broadway		Chase				
Spickelmier, Ilene		Imperial, NE 69033						
Sprague, Kirk		Main St.		Chase				
Sprague, Janet		Champion, NE 69023						
Springer, Gwendoline		Winters Court #10 1620 Park Imperial, NE 69033		Chase				
Stafford, Carl		72692 314 Ave.		Chase				
Stafford, Gail		Haigler, NE 69030						
Stafford, Derek				Chase				
Stafford, Jennifer		Imperial, NE 69033						
	Dawson Keith Stafford		McCook		NE	02/01/2013		4
	Jordan Stafford				NE	12/08/2010	6	

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Stamm, Jed		72456 331 Ave.		Dundy				
Stamm, Diane		Benkelman, NE 69021						
	Caleb Walker Stamm		McCook		NE	10/01/2008		8
	Katelyn Marie Stamm					09/29/2005	11	
Stanley, Mike		31381 739 Rd.		Chase				
Stanley, Barb		Champion, NE 69023						
Stanley, Tyler		74648 322 Ave.		Chase				
Stanley, Alyssa		Imperial, NE 69033						
	Brooks Stanley				NE	06/12/2015		2
	Emma Elizabeth Stanley				NE	08/30/2013	3	
	Lexi Grace Stanley		Imperial		NE	11/23/2011	5	
State, Gary		33322 736 Rd.		Chase				
State, Terrie		Imperial, NE 69033						
Statz, Bud		31922 734 Rd.		Chase				
Statz, Sharon		Champion, NE 69023						
Steggs, Jeff E.		72691 326 Ave.		Chase				
Steggs, Dianna		Imperial, NE 69033						
Steggs, June		741 Court		Chase				
		Imperial, NE 69033						
Steinkraus, Tim		73251 324 Ave.		Chase				
Steinkraus, Kelsey		Champion, NE 69023						
Stelling, Cory		1219 Court		Chase				
		Imperial, NE 69033						
Steuben, Ron		1335 Court		Chase				
Steuben, Margaret		Imperial, NE 69033						
Stinnette, Jack		33587 738 Rd.		Chase				
Stinnette, Christy		Imperial, NE 69033						
Stinnette, Mary Ann		1416 Wellington		Chase				
		Imperial, NE 69033						
Stolz, Richard		380 Chase		Chase				
Stolz, Stephanie		Champion, NE 69023						
	Eris Kathleen Stolz		Grant		NE	12/27/2011	5	
	Slade Stolz				NE	12/24/2009		7
Strand, Ann		600 E. Highway 6		Chase				
		Imperial, NE 69033						

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Strand, Brian		514 Park		Chase				
Strand, Sarah	Oliver Strand	Imperial, NE 69033			NE	05/13/2016		1
Strand, Penny		555 Kramer Imperial, NE 69033		Chase				
Strand, Tim		739 Douglas		Chase				
Strand, Gina		Imperial, NE 69033						
Stretesky, Mitch		1725 Wesley Dr.		Chase				
Carroll-Stretesky, Sara	Caroline Elizabeth Stretesky Isaac Mitchell Stretesky	Imperial, NE 69033	Imperial		NE	09/08/2010 10/27/2006	6	10
Stromberger, Bart		385 Mill Rd. Champion, NE 69023		Chase				
Stromberger, Brock		31982 734 Rd.		Chase				
Stromberger, Lana		Champion, NE 69023						
Stromberger, Ryan		73301 322 Ave.		Chase				
Stromberger, Stephanie	Conner Jacob Stromberger Taya Jean Stromberger	Champion, NE 69023			NE	08/18/2008 12/15/2010		8 6
Stromberger, Sheila		711 W. 7th Imperial, NE 69033		Chase				
Stumpff, Brian		1615 Wellington		Chase				
Stumpff, Loretta	Amber Faye Stumpff Heather Ann Stumpff Tristen Mae Stumpff	Imperial, NE 69033			NE	11/26/1999 07/16/2002 05/30/2006	17 14 11	
Subia Molina, Uriel		301 Douglas		Chase				
Verdugo, Dolores	Azeneth Subia Verdugo Rebeca Adilene Subia Verdugo Uriel Subia Verdugo	Imperial, NE 69033			NE	01/25/2003 08/15/1999 07/24/2012	14 17	4
Sullivan, William G.		1719 Wesley Dr.		Chase				
Sullivan, Marianne	Rose Marie Sullivan	Imperial, NE 69033	Imperial		NE	06/29/1998	19	
Sutton, Sam		325 E. 4th Imperial, NE 69033		Chase				
Swanson, Chris		451 W. 11th		Chase				
Swanson, Stephanie		Imperial, NE 69033						

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Swanson, Michal		1520 Court		Chase				
Swanson, Angela		Imperial, NE 69033						
	Raegan Grace Swanson		North Platte		NE	07/16/2012	4	
	Tenley Jo Swanson		Lincoln		NE	03/19/2009		8
Swanson, Monte		928 Douglas		Chase				
Swanson, Cheryl		Imperial, NE 69033						
	Annika Bessie Swanson		Imperial		NE	10/09/1997		19
Swanson, Owen		602 Max Dr.		Chase				
Swanson, Claudette		Imperial, NE 69033						
Swink, Charles		32672 734 Rd.		Chase				
Swink, Billie		Champion, NE 69023						
Swink, Kent		32484 736 Rd.		Chase				
Swink, Debra		Champion, NE 69023						
Talbott, Larry		400 W. 15th		Chase				
Talbott, Carrie		Imperial, NE 69033						
Tammy, Schaffert		Capital Court #10 1109 Shorthorn Imperial, NE 69033		Chase				
Taylor, Rick		34070 Hiway 6		Chase				
Taylor, Kimberly		Enders, NE 69027						
	Colby Christopher Taylor				NE	01/22/2002		15
	Garrett Ryan Taylor				NE	08/04/1998		18
Taylor, Ron		340 Second		Chase				
Taylor, Dena		Champion, NE 69023						
Teply, Dave		74171 330 Ave. Imperial, NE 69033		Chase				
Teply, Karen		945 Chase Imperial, NE 69033		Chase				
Teply, Marvin		1521 Chase		Chase				
Teply, Teri		Imperial, NE 69033						
Teply, Matthew		74172 330 Ave.		Chase				
Teply, Lindsey		Imperial, NE 69033						
	Edisyn Leona Teply		Grant		NE	05/17/2011	6	
	Tate Daniel Teply		Grant		NE	11/18/2008		8
Teply, Penny		904 Broadway Imperial, NE 69033		Chase				

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Teply, Rick		73435 328 Ave. Champion, NE 69023		Chase				
Teply, Roger		73421 327 Ave. Champion, NE 69023		Chase				
Terryberry, Danny		745 Park Imperial, NE 69033		Chase				
Terryberry, Vanessa	Kye Evan Terryberry		Lincoln		NE	12/20/2007		9
	Trace Dalton Terryberry		Lincoln		NE	12/20/2007		9
Terryberry, Matt		558 Kramer Imperial, NE 69033		Chase				
Terryberry, Carrie	Carson Alan Terryberry		Imperial		NE	09/29/2006		10
	Markenna Elizabeth Terryberry		Imperial		NE	02/15/2004	13	
	Parker Matthew Terryberry		Imperial		NE	05/07/2008		9
Terryberry, Steve		500 W. 14th Imperial, NE 69033		Chase				
Terryberry, Joyce								
Terryberry, Tom		564 Max Dr. Imperial, NE 69033		Chase				
Terryberry, Nancy								
Thayer, Matt		514 W. 5th Imperial, NE 69033		Chase				
Thayer, Chelsie								
Thayer, Rodney		73100 327 Ave. Champion, NE 69023		Chase				
Thayer, Brenda								
Thoendel, Faye		562 Max Dr. Imperial, NE 69033		Chase				
Thomas, Robert (B.T.)		227 W. 11th Imperial, NE 69033		Chase				
Hogan, Anna								
Thompson, Dan		322 Holland Imperial, NE 69033		Chase				
Thompson, Connie								
Thompson, Lex		73697 334 Ave. Imperial, NE 69033		Chase				
Thompson, Jodi								
Thompson, Marlea		1435 Park Imperial, NE 69033		Chase				
Thompson, Patricia		1007 Court Imperial, NE 69033		Chase				

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Thomson, Ian		670 Broadway Champion, NE 69023		Chase				
Tidwell, Debra		319 W. 6th Imperial, NE 69033		Chase				
Timmons, Don		1113 Court Imperial, NE 69033		Chase				
Todd, Duane		421 W. 6th		Chase				
Todd, Lolita		Imperial, NE 69033						
Todd, Vivian		642 Douglas Imperial, NE 69033		Chase				
Tomky, Bill		74072 314 Ave.		Chase				
Tomky, Chris		Champion, NE 69023						
	Joseph Christopher Tomky		Imperial		NE	03/02/1998		19
Tomky, Kenny		31251 742 Rd.		Chase				
Tomky, Janet		Champion, NE 69023						
	Aidan Gerard Tomky				NE	12/26/2009		7
	Evan Matthew Tomky		North Platte		NE	09/09/2006		10
Tomky, Will		74132 314 Ave.		Chase				
Tomky, Genevieve		Champion, NE 69023						
Torres, Leonel		Winters Court #4		Chase				
Torres, Lucinda		1607 Park Imperial, NE 69033						
Torres, Rafael		424 W. 11th		Chase				
Torres Almanza, Alondra		Imperial, NE 69033						
	Sophia Torres				NE	05/26/2017		0
Torres, Susana		Capital Court #28 412 E. 10th Imperial, NE 69033		Chase				
Towns, Chris		33474 729 Rd.		Chase				
Towns, Stacy		Imperial, NE 69033						
	Tegan Leann Towns				NE	07/30/2002		14
Tropf, Amel		32149 736 Rd.		Chase				
Tropf, Alice		Champion, NE 69023						
Tropf, Arlo		1628 Wellington		Chase				
Tropf, Darby		Imperial, NE 69033						

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							Girls	Boys
Tropf, Dona		225 Hokes Champion, NE 69023		Chase				
Tropf, Vernon		73523 321 Ave. Champion, NE 69023		Chase				
Troxell, Aaron		307 E. 5th Imperial, NE 69033		Chase				
Troxell, Michelle	Kasen Allen Troxell		North Platte		NE	10/21/2015		1
	Zoey Elizabeth Troxell		North Platte		NE	06/09/2010		7
True, Denny		320 First Enders, NE 69027		Chase				
Tuller, Jason		603 Court Imperial, NE 69033		Chase				
Tuller, Dawn	Amanda Tuller				NE	02/12/1998		19
	Amber Tuller				NE	06/10/2008		9
	Ashley Tuller				NE	04/01/2001		16
	JD Tuller				NE	12/10/2004		12
Tyerman, Lana		534 E. 2nd Imperial, NE 69033		Chase				
Tyerman, Luke		538 W. 5th Imperial, NE 69033		Chase				
Pryor, Allison	Conner Franklin Tyerman				NE	03/15/2007		10
	Mason William Tyerman				NE	04/04/2006		11
Tyerman, Timothy		560 Second Champion, NE 69023		Chase				
Noyes, Stephanie								
Underwood, Kyle		1013 Court Imperial, NE 69033		Chase				
Valencia, David		239 Park St. Imperial, NE 69033		Chase				
Valencia, Rubina	Princess Valencia				NE	09/15/2004		12
Valencia, Lorena		SeLoCySe #3 215 E. 2nd Imperial, NE 69033		Chase				
Valenzuela, Raul		1504 Court Imperial, NE 69033		Chase				
Valenzuela, Irma	Alexandra Valenzuela				NE	05/01/1999		18
	Athziry Valenzuela				NE	08/12/2006		10
	Bahola Arcelia Valenzuela				NE	01/08/1998		19
Varay, Erica		Winters Court #12 207 E. 17th Imperial, NE 69033		Chase				

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							Girls	Boys
	Antonio White				NE	01/26/2011		6
	Mya White				NE	12/03/2008	8	
Varela, Fernando		Winters Court #15		Chase				
Varela, Mirna		213 E. 17th Imperial, NE 69033						
Vargas, Beatriz		Winters Court #6 Imperial, NE 69033		Chase				
	Diego Nevarez Vargas				NE	09/03/2002		14
Vargas, Rogelio		Winters Court #16		Chase				
Vargas, Adriana		1620.5 Chase Imperial, NE 69033						
	Adriana Esther Vargas Frias					06/05/2001	16	
	Rogelio Enrique Vargas Frias					01/08/1999		18
Varilek, Jerry		31611 740 Rd.		Chase				
Varilek, Linda		Champion, NE 69023						
Varilek, Tim				Chase				
Varilek, Stephanie		Imperial, NE 69033						
	Christopher Michael Varilek				NE	11/29/2014		2
	Colin Matthew Varilek		Lincoln		NE	06/03/2013		4
Vazquez, Balderramo		33021 750 Rd. Imperial, NE 69033		Chase				
Vega, Angelica		Winters Court #35 Imperial, NE 69033		Chase				
	Sergio Angel Quintana Vega				NE	01/10/2007		10
Venegas, Salvador		33356 737A Ave.		Chase				
Veleta, Flora		Imperial, NE 69033						
	Andrea Dalay Venegas Veleta				NE	01/18/2003	14	
	Juan Daniel Venegas Veleta				NE	07/28/2000		16
	Salvador Venegas Veleta				NE	02/28/2006		11
Vera, Ramon		Capital Court #21 411 E. 11th Imperial, NE 69033		Chase				
Vetter, Angela		Sunrise Apts. Imperial, NE 69033		Chase				
	Connor Knapp				NE	09/05/2009		7
Vetter, Marsie		Sunrise Apts. Imperial, NE 69033		Chase				
	Noah R. Griffin				NE	07/17/2000		16
Villalobos, Zeida		Sunrise Apts. Imperial, NE 69033		Chase				
	Mayrin Dayrelis Sanchez Villalobos				NE	06/29/2010	7	
Villarreal, Armando		305 Park		Chase				
Villarreal, Lora		Imperial, NE 69033						

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Parent or Guardian	Children	Address	City of Birth	County	State	Date of Birth	Age of	
							Girls	Boys
	Ben Villareal				NE	12/04/2012		4
	Jaxsen Villareal				NE	04/01/2010		7
Villarreal, Benjamin		1102 Douglas		Chase				
Villarreal, Tammy		Imperial, NE 69033						
Vinson, Gene		240 E. 17th		Chase				
Vinson, Patty		Imperial, NE 69033						
Vitosh, Nathan		901 Chase		Chase				
Vitosh, Kelly		Imperial, NE 69033						
	Brice Vitosh					02/29/2004		13
	Hayley Ann Vitosh					10/03/1999	17	
Vlasin, Jeremy		124 E. 10th		Chase				
Vlasin, Amanda		Imperial, NE 69033						
	Aidan Joseph Vlasin		Imperial		NE	12/21/2009		7
	Avila Joy Vlasin		Imperial		NE	06/05/2015	2	
	Chantal Grace Vlasin		Imperial		NE	03/10/2011	6	
	Kolbe James Vlasin		Imperial		NE	11/01/2013		3
Vlasin, Matt		1125 Grant		Chase				
Vlasin, Ashley		Imperial, NE 69033						
	Booker Edison Vlasin				NE	07/18/2015		1
	Graham Oliver Vlasin		Grant		NE	11/21/2013		3
Vlasin, Randy		614 Wellington		Chase				
Vlasin, Donna		Imperial, NE 69033						
Vogt, John		32001 733 Rd.		Chase				
Vogt, Starla		Champion, NE 69023						
Vogt, John		210 W. 16th		Chase				
Vogt, Emily		Imperial, NE 69033						
	DeLanie Vogt				NE	06/22/2010		7
	Henlie Renee Vogt		Imperial		NE	01/23/2012		5
	Kaden John Vogt		Imperial		NE	03/07/2007		10
	Kyson James Vogt		North Platte		NE	03/27/2009		8
	McKenzie Lynn Vogt		Imperial		NE	12/14/2004	12	
Vrbas, Gayle		340 W. 14th		Chase				
Vrbas, Kathy		Imperial, NE 69033						
	Kadin Joseph Vrbas		Imperial		NE	01/19/2001		16
	Ryley Jo Vrbas					01/10/2003	14	
Vrbka, Kate		340 E. 4th		Chase				
		Imperial, NE 69033						
Wagner, Art		1536 Park		Chase				
Wagner, Eleanor		Imperial, NE 69033						
Wagner, Crystal		Sunrise Apts.		Chase				
		Imperial, NE 69033						

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Census for 2017

Parent or Guardian	Children	Address	City of Birth	County	State	Date of Birth	Age of Girls	Boys
	Chloe Marie Wagner				NE	08/18/2014	2	
Wagner, Terry		336 W. 15th		Chase				
Wagner, Joan		Imperial, NE 69033						
Waide, Corkey		1333 Grant		Chase				
Waide, Carrie		Imperial, NE 69033						
	John M. J. Waide				NE	11/19/2001		15
Walker, Erica		242 W. 9th		Chase				
		Imperial, NE 69033						
	Morgan Dawn Walker				NE	11/13/2009	7	
Wallin, Destry		1047 Chase		Chase				
		Imperial, NE 69033						
Wallin, Jeff		850 W 12th		Chase				
Wallin, Marilee		Imperial, NE 69033						
	Dakota James Wallin		North Platte		NE	09/02/1998		18
	Kalen Jeffry Wallin		North Platte		NE	12/05/2000		16
	Makenna Dawn Wallin		Imperial		NE	06/06/1997	20	
Wallin, Patricia		32558 739 Rd.		Chase				
		Imperial, NE 69033						
Wallin, Steve		33154 737 Rd.		Chase				
Wallin, Char		Imperial, NE 69033						
	Kadence Isabel Wallin		Ogallala		NE	02/15/2009	8	
	Mason Everett Wallin		North Platte		NE	11/09/2005		11
	Matalie Jae Wallin		Imperial		NE	09/06/2003	13	
Walter, Bryan		1329 Douglas		Chase				
		Imperial, NE 69033						
Way, Bruce		1627 Broadway		Chase				
Way, Dianne		Imperial, NE 69033						
Way, Kevin		480 Arapahoe		Chase				
		Lamar, NE 69023						
Way, Scott		208 W. 8th		Chase				
Way, Tiffany		Imperial, NE 69033						
	Harper Way				NE	10/17/2015	1	
Way, Steven		227 W. 5th		Chase				
		Imperial, NE 69033						
Weir, Tad		73651 334 Ave.		Chase				
Weir, Rose		Imperial, NE 69033						
Weiss, Chris		316 E. 5th		Chase				
		Imperial, NE 69033						

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Parent or Guardian	Children	Address	City of Birth	County	State	Date of Birth	Age of	
							Girls	Boys
Weiss, Dirk		424 E. 4th		Chase				
Weiss, Wenny		Imperial, NE 69033						
	David Weiss				NE	02/28/2003		14
	Jacob Weiss				NE	06/18/2004		13
Weiss, Don, Jr.		32804 741 Rd.		Chase				
		Imperial, NE 69033						
Weiss, Dustin		73593 333 Ave.		Chase				
Weiss, Cyndi		Imperial, NE 69033						
	Asher Martin Weiss		Ogallala		NE	03/27/2013		4
	Beau Eugene Weiss		Imperial		NE	09/06/2007		9
	Norah Jean Weiss		Imperial		NE	11/17/2009		7
Weiss, Janet		32952 740 Rd.		Chase				
		Imperial, NE 69033						
Weiss, Joe		231 W. 17th		Chase				
Weiss, Jeanne		Imperial, NE 69033						
Weiss, John		1439 Douglas		Chase				
		Imperial, NE 69033						
Weiss, Kelsey		328 W. 12th		Chase				
Weiss, Kymberli		Imperial, NE 69033						
	Braxtyn Michael Weiss		Grant		NE	05/23/2012		5
	Preston James Weiss				NE	10/31/2014		2
Weiss, Kevin		317 E. 4th		Chase				
		Imperial, NE 69033						
Weiss, Kody		227 E. 5th		Chase				
Tropf, Alexis		Imperial, NE 69033						
	Keagan Douglas Weiss		Imperial		NE	01/15/2017		0
Weiss, Lucille		73656 338 Ave.		Chase				
		Imperial, NE 69033						
Weiss, Matt		480 Lincoln		Chase				
Weiss, Leann		Enders, NE 69027						
	Alyssa June Weiss		Imperial		NE	09/30/2011		5
	Cyann Weiss				NE	03/01/2008		9
Weiss, Stewart		1328 Douglas		Chase				
Weiss, Bonnie		Imperial, NE 69033						
Weiss, Tom		74148 329 Ave.		Chase				
Weiss, Cate		Imperial, NE 69033						

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Parent or Guardian	Children	Address	City of Birth	County	State	Date of Birth	Age of Girls	Age of Boys
Welch, Don		265 Kelly Champion, NE 69023		Chase				
Welch, Jack		946 Park		Chase				
Welch, Karen		Imperial, NE 69033						
Welch, Jon		480 Second		Chase				
Welch, LaDonna		Champion, NE 69023						
Welsh, Scott		73187 327 Ave.		Chase				
Welsh, Nichole		Champion, NE 69023						
	Giovanna Victoria Welsh				NE	12/01/1999	17	
	Jayden Millard				NE	01/11/2005		12
Wenzlick, Doug		1240 Chase		Chase				
Wenzlick, Joan		Imperial, NE 69033						
Wenzlick, Nathan		72787 Ave. 321		Chase				
Wenzlick, Megan		Haigler, NE 69030						
	Ari Capree Wenzlick		Omaha		NE	10/13/2011	5	
	Italy Palmer Wenzlick				NE	10/20/2015	1	
	Kacen Dasch Wenzlick				NE	06/27/2010		7
	Penelope Martin Wenzlick		Omaha		NE	11/15/2016	0	
Werner, Valarie		Sunrise Apts. Imperial, NE 69033		Chase				
	Dallas Kolton Werner		Imperial		NE	04/02/2013		4
	Haven K. Werner		Imperial		NE	06/06/2017	0	
Westfahl, John		74016 328 Ave.		Chase				
Westfahl, Wanda		Imperial, NE 69033						
Westfahl, Johnny		72855 320 Ave. Imperial, NE 69033		Chase				
Wheeler, Brad		333 W. 5th		Chase				
Wheeler, Heidi		Imperial, NE 69033						
	Katelyn Nellie Wheeler		Imperial		NE	12/22/1998	18	
	Scott Lovell Wheeler		Imperial		NE	11/04/2000		16
Wheeler, Bruce		531 W. 5th		Chase				
Wheeler, Sherrie		Imperial, NE 69033						
Wheeler, Travis		407 Park Imperial, NE 69033		Chase				
White, Lance				Chase				
		Imperial, NE 69033						

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Parent or Guardian	Children	Address	City of Birth	County	State	Date of Birth	Age of Girls	Boys
White, Logan		310 Eskew		Chase				
Cameron, Holly		Imperial, NE 69033						
White, Megan		33658 727 Rd.		Chase				
		Enders, NE 69027						
	Braxton Wayne White		Grant		NE	10/15/2011		5
	Brittney Nicole White		Imperial		NE	06/24/2008	9	
	Gentry White				NE	06/03/2016	1	
	Gregg Michael White		Grant		NE	12/12/2009		7
White, William		365 N		Chase				
White, Kim		Champion, NE 69023						
	Cayden James White				NE	02/26/2004		13
Whitlow, Bill		413 E. 5th		Chase				
Whitlow, Stephanie		Imperial, NE 69033						
Widger, Janice		1100 Grant		Chase				
		Imperial, NE 69033						
Wiest, Eric		465 Golf Course Rd.		Chase				
Wiest, Kimberly		Imperial, NE 69033						
	Cole James Wiest		Lincoln		NE	03/11/2001		16
	Kylie Jo Wiest				NE	12/01/2005	11	
Wiest, Jason		345 O		Chase				
		Champion, NE 69023						
Wiest, Rodd		145 Apache		Chase				
Wiest, Dorene		Lamar, NE 69023						
Williams, Angela		214 Wellington		Chase				
		Imperial, NE 69033						
	Cody Jay Williams				NE	02/10/1999		18
	Taylor Jade Williams				NE	05/01/2001	16	
Williams, Ken		1502 Broadway		Chase				
		Imperial, NE 69033						
Williams, Ryan		32222 744 Rd.		Chase				
		Imperial, NE 69033						
Wilson, Doug		1017 Wesley Dr.		Chase				
Wilson, Tonya		Imperial, NE 69033						
	Garrett Cole Wilson					12/12/2000		16
	Taylor Scott Wilson				NE	02/09/1998		19
Wilson, Jack		321 Court		Chase				
Wilson, Ina		Imperial, NE 69033						

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Parent or Guardian	Children	Address	City of Birth	County	State	Date of Birth	Age of Girls	Age of Boys
Wilson, Kirk		915 Wellington		Chase				
Wilson, Mary		Imperial, NE 69033						
Wilson, Lloyd		33152 737 Rd.		Chase				
Wilson, Sandy		Imperial, NE 69033						
Wine, Dallas		547 W. 6th		Chase				
Wine, Charlotte		Imperial, NE 69033						
Winscott, Bill		1511 Chase		Chase				
Winscott, Donna		Imperial, NE 69033						
Winslow, Sara		242 W. 7th		Chase				
		Imperial, NE 69033						
Winters, Lennie		218 E. 16th		Chase				
		Imperial, NE 69033						
Wisnieski, Ryan		216 Holland		Chase				
Wisnieski, Megan		Imperial, NE 69033						
	Corbin Wisnieski				NE	08/14/2014		2
	Gavin James Wisnieski					11/06/2006		10
Wolgamott, Ray		234 W. 15th		Chase				
		Imperial, NE 69033						
Wood, Jerry		208 E. 14th		Chase				
Regier, Dori		Imperial, NE 69033						
Wooden, Korey		1442 Douglas		Chase				
		Imperial, NE 69033						
Woods, Robert		365 Chase		Chase				
Naber, Anna		Enders, NE 69027						
	Hemi Woods				NE	01/22/2015		2
Woofter, Alan		140 W. 6th		Chase				
Woofter, Janeece		Imperial, NE 69033						
Worth, Troy		73702 334 Ave.		Chase				
Worth, Angie		Imperial, NE 69033						
	Hadley Worth		Imperial		NE	03/06/2012		5
	Hayden Lee Worth		Imperial		NE	08/28/2010		6
	Henley Grace Worth		imperial		NE	04/27/2014		3
Wright, Douglas		322 Wellington		Chase				
Wright, Sabre		Imperial, NE 69033						

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Parent or Guardian	Children	Address	City of Birth	County	State	Date of Birth	Age of Girls	Age of Boys
Wright, Ray J.		1541 Park		Chase				
Wright, Tina D.		Imperial, NE	69033					
Yaw, Amber		731 Park		Chase				
		Imperial, NE	69033					
	Bodie Cooper Yaw		Ogallala		NE	12/27/2008		8
	Jecca Belle Yaw		Imperial		NE	12/05/2005	11	
	Remington Alexis Yaw		Imperial		NE	11/20/2003	13	
Yaw, Chad		102 Yucca Dr.		Chase				
		Imperial, NE	69033					
Yaw, Kent		901 Max Dr.		Chase				
Yaw, Marcia		Imperial, NE	69033					
Yost, Steve		118 Yucca Dr.		Chase				
Yost, Terry		Imperial, NE	69033					
Younger, David		142 Yucca Dr.		Chase				
Younger, Kay		Imperial, NE	69033					
Zadina, Brandon		34132 738 Rd.		Chase				
Zadina, Penny		Enders, NE	69027					
	Odessa Rose Zadina		Imperial		NE	01/16/2008	9	
Zapata, XY		320 Washika		Chase				
Munoz, XX		Lamar, NE	69023					
	Brandon Zapata Munoz				NE	07/02/2008		8
Zubaia Molina, Raudel		628 Grant		Chase				
Camberos Macias, Zoraida		Imperial, NE	69033					
Zubia, Raudel		301 Douglas		Chase				
Zubia, Zoraida		Imperial, NE	69033					
Zuege, Albert		322 E. 9th		Chase				
Zuege, Ginny		Imperial, NE	69033					
Zuege, Carl		1509 Broadway		Chase				
Zuege, Chelsea		Imperial, NE	69033					
	Bryce Albert Zuege		Aurora		CO	03/05/2000		17
	Emmitt Peter Zuege		Grant		NE	05/28/2003		14
Zwickl, Trent		129 W. 16th		Chase				
Zwickl, DeAnn		Imperial, NE	69033					
	Brandon Ryan Mintling		North Platte		NE	01/23/2003		14
	Drew Daniel Zwickl		Grant		NE	02/06/2013		4
	Rylie Mintling		Imperial		NE	10/06/2000		16

Total Households: 1269

Total Adults: 2076

Total Students: 921

2997

Article 10 - State and Federal Programs

Section 1 Notice of Nondiscrimination

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

Section 2 Designation of Coordinators

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

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

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

Section 3 Anti-discrimination & Harassment Policy

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

Preventing Harassment and Discrimination of Students.

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

For purposes of this policy, discrimination or harassment based on a person's race, color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status, is prohibited. The following are general definitions of what might constitute

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prohibited harassment.

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

Age harassment (40 years of age and higher) has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.

Sexual harassment is defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

Sexual harassment may exist when:

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

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

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

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

Complaint and Grievance Procedures:

Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or classroom teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision. In the case of a student, the Principal would be the next or alternative person to contact.

If the employee or student's complaint is not resolved to his or her satisfaction within five (5) to

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ten (10) calendar days, or if the discrimination or harassment continues, or if as a student you feel you need immediate help for any reason, please report your complaint to the Superintendent of Chase County Schools. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.

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

Section 4 Multicultural Policy

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

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

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

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

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8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent.)
11. File a local grievance.

Section 6 Notification of Rights Under FERPA

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

They are:

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

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

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

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

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

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

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official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

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

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

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

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

Notice Concerning Directory Information

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

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

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

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first received. Please contact the Superintendent's office to indicate your refusal to have your child's information designated as directory information.

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

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

Notice Concerning Designation of Law Enforcement Unit:

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

Section 7 Notice Concerning Disclosure of Student Recruiting Information

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

Section 8 Notice Concerning Staff Qualifications

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

1. Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or provisional teaching certificate.
3. The baccalaureate degree major of the teacher. You may also get information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree. We will also, upon request, tell parents/guardians whether their child is being provided services by a paraprofessional and, if so, the qualifications of the paraprofessional. The request

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for information should be made to an administrator in your child's school building. The information will be provided to you in a timely manner. Finally, the District will give timely notice to you if your child has been assigned, or has been taught for four (4) or more consecutive weeks by a teacher who does not meet the requirements of the Act.

Section 9 Student Privacy Protection Policy

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

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

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

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

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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

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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

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- relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 7. Religious practices, affiliations, or beliefs of the students or the student's parent;
 8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Section 10 Parental Involvement Policies

A. General - Parental/Community Involvement in Schools:

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

1. Parental involvement is a part of the ongoing and timely planning, review and improvement of district and building programs.
2. Parents are encouraged to support the implementation of district policies and regulations.
3. Parents are encouraged to monitor their student's progress by reviewing quarterly report cards and attending parent-teacher conferences.
4. Textbooks, tests and other curriculum materials used in the district are available for review by parents upon request.
5. Parents are provided access to records of students according to law and school policy.
6. Parents are encouraged to attend courses, assemblies, counseling sessions and other instructional activities with prior approval of the proper teacher or counselor and administrator. Parents' continued attendance at such activities will be based on the students' well-being.
7. Testing occurs in this school district as determined to be appropriate by district staff to assure proper measurement of educational progress and achievement.
8. Parents submitting written requests to have their student excused from testing, classroom instruction and other school experiences will be granted that request when possible and educationally appropriate. Requests should be submitted to the proper teacher or administrator within a reasonable time prior to the testing, classroom instruction or other school experience and should be accompanied by a written explanation for the request. A plan for an acceptable alternative shall be approved by the proper teacher and administrator prior to, or as a part of, the granting of any parent request.
9. Participation in surveys of students occurs in this district when determined appropriate by district staff for educational purposes. Parents will be notified prior to the administration of surveys in accordance with district policy. Timely written parental requests to remove students from such surveys will be granted in accordance with district policy and law. In some cases, parental permission must be given before the survey is administered.

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10. Parents are invited to express their concerns, share their ideas and advocate for their children's education with board members, administrators and staff.
11. School district staff and parents will participate in an annual evaluation and revision, if needed, of the content and effectiveness of the parental involvement policy.

B. Title I Parental Involvement Policy:

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

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

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

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

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for more effective parental involvement, and to revise, if necessary, the parental involvement policies of the District.

6. Involving parents in the activities of the schools served under Title I.

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

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

Shared Responsibilities for High Student Academic Achievement: As a component of the District's parental involvement policy, each school served under the Title I program will jointly develop with parents for all children served under the Title I program a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall: (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum: (i) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (ii) frequent reports to parents on their children's progress; and (iii) reasonable access to staff, opportunities

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to volunteer and participate in their child's class, and observation of classroom activities.

Building Capacity for Involvement: To ensure effective involvement of parents and to support a partnership among the District, parents, and the community to improve student academic achievement, each school participating in the Title I program and the District: (1) shall provide assistance to participating parents, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators to improve the achievement of their children; (2) shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; (3) shall educate teachers, student service personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teacher Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; (7) may provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training; (8) may pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; (9) may train parents to enhance the involvement of other parents; (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; (11) may adopt and implement model approaches to improving parental involvement; (12) may establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and (14) shall provide such other reasonable support for parental involvement activities under Title I as parents may request.

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

Use, Distribution, and Updating of this Policy: This Title I Parental Involvement Policy shall be

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incorporated into the District's Title I plan, shall be distributed to parents of participating children, shall be made available to the local community, and shall be updated periodically to meet the changing needs of the parents and the school.

Section 11 Homeless Students Policy

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

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

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

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

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

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

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

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

Section 12 Breakfast and Lunch Programs

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

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

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To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 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. USDA is an equal opportunity provider and employer.

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

1. Agrees to serve meals free to children from families whose income meets eligibility guidelines.
2. Agrees to serve meals at a reduced price to children from families whose income falls between free meal scale and the poverty guidelines.
3. Agrees to provide these benefits to any child whose family's income falls within the criteria in Attachment A after deductions are made for the following special hardship conditions which could not reasonably be anticipated or controlled by the household: Unusually high medical expenses; shelter costs in excess of 30 percent of reported income; special education expenses due to the mental or physical condition of a child; disaster or casualty losses.
4. In addition, agrees to provide these benefits to children from families who are experiencing strikes, layoffs and unemployment which cause the family income to fall within the criteria set forth in federal guidelines.
5. Agrees there will be no physical segregation of, nor any other discrimination against, any child because of his inability to pay the full price of the meal. The names of the children eligible to receive free and reduced price meals shall not be published, posted or announced in any manner and there shall be no overt identification of any such children by use of special tokens or tickets or any other means. Further assurance is given that children eligible for free or reduced price meals shall not be required to: Work for their meals; use a separate lunch room; go through a separate serving line; enter the lunchroom through a separate entrance; eat meals at a different time; or eat a meal different from the one sold to children paying the full price.
6. Agrees in the operation of child nutrition programs, no child shall be discriminated against because of race, sex, color, or national origin.
7. Agrees to establish and use a fair hearing procedure for parental appeals to the school's decisions on applications and for school officials' challenges to the correctness of information contained in an application or to be continued eligibility of any child for free or reduced price meals. During the appeal and hearing the child will continue to receive free or reduced priced meals. A record of all such appeals and challenges and their dispositions shall be retained for three (3) years. Prior to initiating the hearing procedures, the parent or local school official may request a conference to provide an opportunity for the parent and school official to discuss the situation, present information, and obtain an explanation of data submitted in the application and decisions rendered. Such a

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conference shall not in any way prejudice or diminish the right to a fair hearing. The hearing procedure shall provide the following:

- A publicly announced, simple method for making an oral or written request for a hearing.
 - An opportunity to be assisted or represented by an attorney or other person.
 - An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal.
 - Reasonable promptness and convenience in scheduling a hearing and adequate notice as to the time and place of the hearing.
 - An opportunity to present oral or documentary evidence and arguments supporting a position without undue interference.
 - An opportunity to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses.
 - The hearing be conducted and the decision made by a hearing official who did not participate in the decision under appeal or in any previous conference.
 - The parties concerned and any designated representative thereof be notified in writing of the decision of the hearing official.
8. Agrees to designate the Superintendent to review applications and make determinations of eligibility. This official will use the criteria outlined in this policy to determine which individual children are eligible for free or reduced price meals.
9. Agrees to develop and send to each child's parent or guardian a letter as outlined by State Department of Education including an application form for free or reduced price meals at the beginning of each school year. Applications may be filed at any time during the year. All children from a family will receive the same benefits.

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

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

Multicultural Report 2017-18

Multicultural Philosophy

Multicultural education is an interdisciplinary educational process, which promotes the understanding and appreciation of the cultural diversity of our pluralistic society. Within the total multicultural education process, special emphasis shall be placed on the following groups: Asian American, Black American, Hispanic American, and Native American. The educational program shall be characterized by practices, which provide equal opportunity for all participants regardless of race, color, age, national origin, gender, or religion.

Program Goals

To complement and enhance the K-12 student experience as developed by the school district, the multicultural curriculum will:

1. Demonstrate knowledge about the cultures, history and contributions of African American, Hispanic American, Native American and Asian American.
2. Demonstrate behavior and conduct that reflects respect toward all races.
3. Understand the dynamic diversity of the experiences, cultures, and individuals within each ethnic group.
4. Help students develop their decision-making abilities, and social and civic participation skills as necessary bases for effective citizenship in a pluralistic nation.
5. Help students develop the skills necessary for effective interpersonal, inter-ethnic and intercultural group interactions including critical thinking, consensus building, and conflict management.

Goals for Social Studies Curriculum

1. Civic responsibility and active civic participation.
2. Perspectives on their own life experiences so they see themselves as part of the larger human adventure in time and place.
3. A critical understanding of the history, geography, economic, political and social institutions, traditions, and values of the United States as expressed in both their unity and diversity.
4. An understanding of other peoples and the unity and diversity of world history, geography, institutions, traditions, and values.
5. Critical attitudes and analytical perspectives appropriate to analysis of the human condition.
6. Recognize the importance of the cultural, historical, and social contributions or our global society.

7. Recognize and be sensitive to cultural differences of all people.

Goals for Language Arts Curriculum

1. Communicate effectively in written and oral language.
2. Acquire information through reading, research, and listening.
3. Respect literature and its contributions to the development of humanity.
4. Apply critical thinking skills.
5. Develop an appreciation for the culture, history and contributions of African Americans, Hispanic Americans, Native Americans, and Asian Americans.

Goals for Art Education

1. The vocabulary and application of the art elements and principles.
2. An appreciation through Art History for various cultures and techniques.
3. Perspectives on their own life experiences based on cultural diversities and commonalities so they can see themselves as part of a larger human adventure.
4. Provide avenues for self-expression via the visual arts.

Goals for D.O.

1. Provide students with continuous opportunities to develop a better sense of self-image, and an appreciation for their personal backgrounds and family heritages.
2. To provide career-guidance, which will serve as a sound basis for career choice.
3. To facilitate the transition from school to work.
4. To study money management including banking, good buying practices and consumer credit.
5. To learn how to find jobs and apply for them, through the use of application forms, letters of application, resumes and interviews.
6. To make use of and further develop in a real job setting, the skills learned in Diversified Occupations.
7. To encourage the development of pride in doing one's job well.
8. To develop a training plan of activities for on the job training developed on an individual student's basis with employer supervision at the training station.
9. To evaluate on the job performance of the student during the years work experience program.

Goals for Music Education

1. Develop an understanding of the organization of musical sound, melodic line, harmonic structure, rhythmic patterns and notation.

2. Express and communicate information regarding music clearly and accurately.
3. Integrate and synthesize musical information and ideas into a written product or performance.
4. Instrumental and vocal music is capable of capturing the emotional ranges and feelings of a human being when no other means of expression is meaningful.
5. Identification of musical styles, tonalities, consonance and dissonance, and historical elements.

Goals for Guidance

1. Identify and access resources available to overcome language barriers for guidance and counseling services.
2. Provide forms for services rendered (reporting and recording academic progress, registration forms, career information, college search catalogs, scholarship forms and information, and testing materials), and make available when necessary.

Goals for Foreign Language

1. Be familiar with and be able to use vocabulary related to family life, school, shopping, eating in restaurants and travel.
2. Be able to talk in simple sentences and put those sentences together properly.
3. The four year program extends those goals to include reading, writing and conversational fluency.
4. Recognize the importance of the cultural, historical, and social contributions of our global society.
5. Recognize and be sensitive to cultural differences of all peoples.
6. Develop an understanding of other peoples and the unity and diversity of world history, geography, traditions, and values.

Goals for Family Consumer Science

1. Recognize the importance of the cultural and social contributions of our global society.
2. Recognize and be sensitive to cultural differences of all peoples.
3. Develop perspectives on their own life experiences so they see themselves as part of the larger human adventure in time and place.
4. Develop mutual understanding and appreciation of differing cultures and ways of life, and cooperate with people of other cultures.

Goals for Business Education

1. Refining basic communication skills for writing, speaking, listening and reading.
2. Expanding and improving computational skills
3. Working toward development and achievement of group goals.
4. Developing critical thinking, reasoning, and decision-making skills.
5. Improving and refining interpersonal skills and business ethics.
6. Strengthening basic skills and becoming technologically literate.
7. Strengthening an awareness of business on the global plane.
8. Preparing for the world of work internationally.
9. Recognizing and being sensitive to cultural differences of all peoples.
10. Developing an understanding of other peoples and the unity and diversity of international business.
11. Developing skills for an effective information processor.

Goals for Science

1. Demonstrate the ability to evaluate a situation and make recommendations with information gathered through problem solving and questioning techniques.
2. Demonstrate a general understanding of the following areas: life science, environmental science, earth science, physical science and health science.
3. Recognize the importance of changing technology in our world.
4. Recognize the limitations as well as the usefulness of science and technology in advancing human welfare.
5. Demonstrate the use of the scientific method through process skills, writing and problem solving techniques.

Goals for Physical Education

1. Develop physical growth and basic movement skills.
2. Develop and maintain suitable levels of physical fitness.
3. Develop good citizenship, good sportsmanship, and respect for facilities and equipment.
4. Develop a flexible program that will allow for individual interests, abilities, and handicapping conditions.
5. Develop the child's needs, which include the physical, social, mental, emotional, and writing skills.
6. Develop interests and activities in activities, which can be carried on in leisure time and lifetime activities.

Goals for Math Education

1. Develop thinking, reasoning, and problem solving strategies.
2. Develop computation and estimation skills.
3. Develop mathematical skills necessary to communicate.
4. Develop skills in the use of mathematical resources and technology.

5. Demonstrate a knowledge and sensitivity towards cultural differences.
6. Understand, represent, and use numeration in a variety of real world situations.

Goals for Agricultural Education

1. Demonstrate the ability to evaluate a situation and make recommendations with information gathered through problem solving and questioning techniques.
2. Demonstrate a general understanding of the following areas and their relationship to agricultural applications: environmental science, earth science, life science, physical science, business management, mechanization, leadership development and interpersonal skills.
3. Recognize the importance of changing technology in our world.
4. Develop an understanding of the role of agriculture in our local, state, national and world communities.
5. Develop an understanding of effective communication skills such as reading, writing, listening, verbal, nonverbal and questioning and demonstrate use of these skills in agricultural based applications.
6. Recognize education as a life long learning process.

Selection of Multicultural Materials

1. Staff meetings will be held to explain and determine the purpose of multicultural education as it relates to the law and Chase County Schools.
2. Surveys will be conducted with the teaching staff, students and community to determine what is being taught and if it fulfills the needs of our state and federal requirements as well as the needs of our school and community in regards to all ethnic groups.
3. Staff meetings are held to inform teaching staff or the available materials online and currently housed in our district. The administration will also seek input from fellow teachers as to any personal materials that can be shared with colleagues.
4. Review for adoption of new curriculum series on a rotating basis from school year to school year.

Review and Assessment of Multicultural Education Programs

Board Policy Related to Multiculturalism (Policy IDG)

It is the policy of the district to utilize the resources of curriculum, instruction, in-service counseling, and guidance to reflect the racial, ethnic, language, and cultural heritage of both historical and modern-day United States of America by observing the following objectives:

1. To select materials and methods that will eliminate bias and stereotype in our schools.
2. To provide in-service programs for the staff that will help them to understand the multicultural approach in order to help them utilize it in their teaching and administrative duties.
3. To encourage all students to grow in self-esteem and to understand and develop their academic and human potential.
4. To guard against the grouping of students that, reflect racial, ethnic, language, or cultural bias.

McCook Floor Covering, Inc.
dba Samway Floor Covering & Furniture
1801 North Highway 83
McCook, NE 69001

Quote

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Ship To:

Chase County Schools
520 E 9th POB 577
Imperial, NE 69033

Chase County Schools
520 E 9th POB 577
Imperial, NE 69033

Description	Amount	Tx
Estimate for track area above gym		
Shaw Carbon Copy carpet tile nylon w/covebase, glue and transition strips	\$8,150.00	
Installation, removal & Mileage	\$3,435.00	
ANY FLOOR PREP \$35.00 AN HOUR		

We appreciate your business.	Freight:	\$0.00
	Sales Tax:	\$0.00
	Total Amount:	\$11,585.00
	Amount Applied:	\$0.00
	Balance Due:	\$11,585.00
Your Order #:		
Shipping Date:		
Terms: C.O.D.		