

AGENDA

School District #145 - Waverly Public Schools

1. OPENING OF THE MEETING

1.1. Public Hearing: Committee on American Civics

1.2. Call to Order

1.3. Open Meetings Act

1.4. Publication of Meeting

1.5. Roll Call

1.6. Pledge of Allegiance

2. APPROVAL OF AGENDA

2.1. Approve Agenda

Approval of the agenda for the meeting Passed with a motion by Board Member #1 and a second by Board Member #2.

3. REPORTS

3.1. Building / District Administrators

3.2. Superintendent

3.3. Board Reports

4. RECOGNITION OF VISITORS / OPEN FORUM

5. ACTION ITEMS

5.1. Consent Agenda

Approval of the consent agenda Passed with a motion by Board Member #1 and a second by Board Member #2.

5.1.1. Meeting Minutes

5.1.2. Staff Resignations / Terminations

5.1.3. Staff Hires / Reassignments

5.1.4. Extra-Duty Assignments

5.1.5. Fund Balances

5.1.6. Fund Claims

5.1.7. Acceptance of Donations

5.1.7.1. Randy Lawrence Memorial (Donations from Randy Lawrence Family) \$190 to help pay overdue lunch or library bills and 5 bicycles donated to District 145 students.

5.2. Mid-Term Graduation Requests

Approve mid term graduations for Alexis Arehart, Miles Beckstead, Quintin Edwards, Aaliyah Hinn, Mariah Lanum, Iyleigh Nieman, Aiden Pavelka and Ellias Rodriquez Passed with a motion by Board Member #1 and a second by Board Member #2.

5.3. Set Administrator Salaries for the 2024-2025 School Year

Set the administrator salaries for 2024-2025 as follows: Megan Flohr, \$113,392 Craig Patzel, \$116,184 Ross Ricenbaw, \$127,555 George Schere, \$104,428 Scott Shepard \$138,500 Kristen Delehant \$96,408 Brad McMillan, \$108,075 Adam Bauman \$102,198 Debbie Hennessey \$74,045 Delanie McMillan \$147,215 Philip Steffen, \$74,146 Angie Plugge \$157,726 Rob Scholl \$85,696 Mikal Shalikow \$149,968 Passed with a motion by Board Member #1 and a second by Board Member #2.

5.4. Administrator Evaluation Handbook

Approve Principal Evaluation Handbook for the 2024-2025 school year Passed with a motion by Board Member #1 and a second by Board Member #2.

5.5. SNRP Contract

Approve SNRP annual contract for the 2024-2025 school year Passed with a motion by Board Member #1 and a second by Board Member #2.

5.6. Policy Review

Approve review of board policies 5425, 6000 and 6015 Passed with a motion by Board Member #1 and a second by Board Member #2.

5.7. First Read on Policies

Approve first reading on policies 5305, 5010, 1050, 8342, 5022, 8220, 5000, 4120, 5023, 5007, 8346, 3060, 6310, 3120 and 3132 Passed with a motion by Board Member #1 and a second by Board Member #2.

5.8. Surplus Computers

Approve surplus computers for sale Passed with a motion by Board Member #1 and a second by Board Member #2.

6. Discussion Items

6.1. NASB Board Notes

6.2. Bond Issue Follow Up discussion

7. Convene Closed Session

7.1. Convene Closed Session

Enter into closed session at 8:14 p.m. to negotiate the superintendent's salary for 2024-2025 and a contract extension Passed with a motion by Board Member #1 and a second by Board Member #2.

7.1.1. Restate Closed Session Reason

8. Reconvene to Open Session

8.1. Reconvene Open Session

To reconvene in open session Passed with a motion by Board Member #1 and a second by Board Member #2.

9. Superintendent's Salary and Contract

Set the superintendent's salary for the 2024-2025 school year at \$193,238 and extend the superintendent's contract an additional year Passed with a motion by Board Member #1 and a second by Board Member #2.

9.1. Committee Meetings

9.2. Board Meetings

9.3. Board Training/Development

10. Adjournment

11. For Your Information

Meeting Notice

Notice of Regular Meeting
School District 145 (aka Waverly Public Schools)

The School District 145-Waverly Board of Education will convene in regular session at 7:00 p.m. on Monday, June 3rd, 2024 in the Central Office Board Room, 14511 Heywood Street, Waverly, Nebraska.

This meeting will also be District 145's American Civics Committee Meeting of the Board of Education. The purpose of the meeting is to receive public testimony concerning the districts American civics curriculum.

The agenda for this meeting, which shall be kept continually current, shall be readily available for public inspection at the School District 145-Waverly Central Office, located at 14511 Heywood Street, Waverly, Nebraska.

Posted this 24th day of May, 2024.



Cory Worrell
Superintendent

2023-2024

ACTIVITIES YEAR-END REPORT

SUBMITTED BY
BRAD MCMILLAN, ASSISTANT PRINCIPAL & ACTIVITIES DIRECTOR

ART CLUB - Amanda Bultman

Number of Participants: 60

Freshmen: 19

Sophomores: 14

Juniors: 17

Seniors: 10

Highlights: *T-shirts were designed by club members. Art club students visited local glass artist Pat Beeson, learned about the art of fusing glass, and created a Christmas ornament. Three students created Memory Project portraits of children in India during the Fall semester and 3 completed drawings of students from Cameroon in the Spring. The art club also did several face painting events for the community this year at Tractor Supply Market days in October, and The Santa Express event at the Wave. The art club assisted with setting up and hosting two school wide shows and created send off banners that were posted in the commons for the seniors.*

Awards & Recognition: *A team of 6 artists competed at the Hastings College Mural Day Event on October 4th. Waverly received 3rd place out of 30 schools with their collaborative banner showing the Nebraska state capital, Goldenrod Flowers, bumblebees, meadowlarks, and the Kool-Aid Man. Local artist Mr. David Reiser was our 1st-semester art show judge, and Kelli Rolfs was the judge for the 2nd-semester art show. 14 students were recognized for their artwork.*

CLASS COUNCILS - Kelly Bielenberg (Junior)

Juniors - 5 participants

Highlights: *Planned prom at the Lincoln Firefighter's Hall. 260 students purchased tickets @ \$15 per ticket. A good time was had by all.*

INTERNATIONAL THESPIAN SOCIETY - Chase King

Number of Participants:

Freshmen: 17

Sophomores: 13

Juniors: 12

Seniors: 5

Highlights: *The group went to the State ITS festival and had our annual Murder Mystery fundraiser in January.*

Play Production - Chase King

Assistants: Jeromy Doele and Tatum Sesow

Number of Participants: 39

Freshmen: 12

Sophomores: 11

Juniors: 12

Seniors: 4

Highlights: Our team placed 2nd at the Schuyler Invite, 1st at the Faribury Invited, and 3rd at Districts. Avery Behrend, Ben Michael, and Malcolm Witte won acting awards at all the competitions that we participated in.

SPRING MUSICAL - Directors Chase King & Madisen White

Assistants: Jeromy Doele and Madison White

Number of Participants: 47

Freshmen: 17

Sophomores: 13

Juniors: 12

Seniors: 5

Highlights:

Ben Michael and Poppy Doele will represent Waverly at the NHSTA awards in June.

FBLA - Tara Bohaboj

Number of Participants: 38

Freshmen: 13

Sophomores: 7

Juniors: 12

Seniors: 6

Highlights: Recruitment Scavenger Hunt, Fall Leadership Conference, Butter Braid Sales, Made Senior Citizen Crafts and delivered to Waverly Care Center (fall, winter, Valentine's), Stock Market Challenge, Kindergarten Fall Festival, March of Dimes Fundraiser, Path to Success Conference, Blood Drive, Teacher Stockings, FBLA Week

Awards & Recognition:

UNO Business Competition, October 6, 2023

WAVERLY TAKES 2ND PLACE OVERALL!!!

Economics: Malcolm Witte 3rd, Aden Smith 2nd

Introduction to Business: Mason Heather 1st

Accounting: Marlee Persinger 4th, Malcolm Witte 1st

Personal Finance: Marlee Persinger 3rd

Entrepreneurship: Aden Smith 2nd, Mason Heather 1st

UNL Business Competition, February 9, 2024

Accounting: Aden Smith 1st

Business Communications: Malcolm Witte 2nd

Economics: Aden Smith 4th

Introduction to Business: Mason Heather 4th

State Leadership Conference

April 11-13, 2024

TEAM AWARDS:

Management Information Systems: Aden Smith and Malcolm Witte, 1st Place STATE CHAMPS - *National Qualifier*

INDIVIDUAL AWARDS:

Coding and Programming: Aden Smith, 3rd Place - *National Qualifier*

Introduction to Information Technology: Mason Heather, 2nd Place - *National Qualifier*

Mobile Application Development: Aden Smith, 5th Place

Personal Finance: Malcolm Witte, 8th Place (out of 488)

Website Coding and Programming: Mason Heather, 5th Place

Accounting 1: Aden Smith, 6th Place

Malcolm Witte, 7th Place

UX Design: Laila Trout, 7th Place

Economics: Mari Brasch, Honorable Mention

Healthcare Administration: Malcolm Witte, Honorable Mention

CHAPTER AWARDS:

Gold Seal Award of Merit

Sweepstakes Chapter

StepUp2Tech

GoGreen

March of Dimes

FCCLA - Audrey Foster & Rachelle Hinrichs

Number of Participants: 40

Freshmen:

Sophomores:

Juniors:

Seniors:

Highlights:

- *Door Sign Fundraiser*
- *Snowball Dance*
- *Concession Stands*
- *Club Meetings - Kickball & Cake balls;*
- *STAR Project Work Nights*
- *Trick or Treat So Kids Can Eat*

Awards & Recognition:

Allison Brandl State Champion in baking and pastry competition

FFA- Kris Spath

Number of Participants: 58

Eighth Grade: 14

Freshmen: 19

Sophomores: 8

Juniors: 7

Seniors: 10

Highlights: 8 members attend National FFA Convention in Indianapolis, IN; 24 members competed in at least 1 district competition; 20 members attended State FFA Convention in Lincoln. Continued to support the Adopt-a-Family program through the FFE at Christmas.

Awards & Recognition: *(all teams & individuals must qualify through districts to compete at state, must win state to compete at the national level)*

- 2023 National 2 Star Chapter (Silver)
- Nebraska Premier Chapter & application qualified for National competition (9th consecutive year)
- Model of Excellence recognition:
 - 1st place Strengthening Agriculture
 - 1st place Building Communities
 - 2nd place Growing Leaders
- Top Chapter in Nebraska
- Top 10 "I Believe" Chapter

District Career Development Events:

- District Livestock Judging - Noah Jelinek - 1st place
- District Land Judging - Kolter Wellman - 12th place
- District Ag Biotechnology - 2nd place & State Qualifying team, Individuals: Lauren Culver, Noah Jelinek, TJ Mueller, Esther VanOverbeke
- District Ag Sales - 2nd place & State Qualifying team, Individuals: Jared Schroeder - 10th place, Hunter Claycomb, Mya Rourke, & TJ Mueller
- District Meats Evaluation - 1st place & State Qualifying team, Individuals: Esther VanOverbeke - 1st place, Noah Jelinek - 4th place, Kolter Wellman - 12th place, James Schmidt
- District Nursery & Landscape - 4th place & State Qualifying team. Individuals: James Schmidt - 8th place, Madi Schwarten, Brooke Sindelar, Ambree Molnar
- District Poultry Evaluation - Noah Jelinek - 3rd place

State Career Development Events:

- State Horse Judging
- State Ag Sales - 21st place team, Individuals:
- State Meats Evaluation - 15th place team
- State Ag Biotechnology - 12th place team
- State Nursery & Landscape - 35th place

District Leadership Development Events:

- Parliamentary Procedure - 4th place
- Extemporaneous Speaking - TJ Mueller - 2nd place, Silver at state
- Natural Resources Speaking - Noah Jelinek - 4th place
- Jr. Public Speaking - Esther VanOverbeke - 1st place

State FFA Degree recipients: Hunter Claycomb, Noah Jelinek, & Jack Michael

American FFA Degree recipient: Emelia Rourke

District & State Proficiency Awards

- Poultry Proficiency - Noah Jelinek; District Champion & Gold at state
- Agricultural Education - Kaylei Denison; District Champion & State Runner-up
- Diversified Agricultural Production - Jack Michael; 2nd place - District Runner-up & Silver at state

SHOW CHOIR - Rachel Kornfeld

Number of Participants: 21

Freshmen: 9

Sophomores: 6

Juniors: 5

Seniors: 1

Highlights: District Music Contest- 3 superior ratings (Plaque awarded)

5 Concerts/ Norris Competition, Northeast Competition, Midlands Arts Festival, Peru State Festival

VOCAL MUSIC - Rachel Kornfeld

Number of Participants: 33

Freshmen: 12

Sophomores: 10

Juniors: 9

Seniors: 2

Highlights: 5 Concerts / EMC performance

Awards & Recognition: District Music Contest: Superior rating

MARCHING BAND - Brady Rohlf

Assistant: Maddy Aiken

Color Guard: Maggie Cook

Frontline: Gabrielle Brady

Drumline: Jacob Dill

Number of Participants: 130

Highlights: Superior rating at all 5 competitions. Capitol City Championships, All Class Runner-Up, Class 3A Champions - Sioux Falls, SD, Superior rating All Class 11th Place - Omaha Marching Competition, All Class 5th Place, Class 3A Runner-Up - Nebraska State Marching Competition - Class 3A High Score

Started first ever Waverly Marching and Parade Competition

Awards & Recognition:

CONCERT BAND - Brady Rohlfs

Number of Participants: 145

Varsity: 98

Freshmen: 47

Highlights: District Music - 19 Superior Solos, 3 Excellent Solos, Freshmen Band Superior rating, Varsity Band Superior rating including two out of 3 perfect scores. Selected as one of three bands in the state to be the band to debut Dr. Nicole Piunno (composer) music at Doane College

PEP BAND - Brady Rohlfs

Number of Participants: Various

Highlights: Home games as well as District and State Volleyball, Football and Basketball games

JAZZ BAND - Brady Rohlfs

Number of Participants: 24

Freshmen: 4

Sophomores: 2

Juniors: 14

Seniors: 4

Highlights: Superior rating at UNO Jazz Competition, Class 3A Runner-Up - Nebraska State Bandmasters Association - Superior Rating, Class 3A Runner-Up. Jazz Band Dance attended by 150 patrons held at Peace Lutheran Church

MATH CLUB - Alek Gaard

Number of Participants: 3

Freshmen: 0

Sophomores: 3

Juniors: 0

Seniors: 0

Highlights: Playing critical thinking/problem based games and actually losing to a student.

Awards & Recognition: N/A

NATIONAL HONOR SOCIETY - Katrina Darling

Number of Participants:

Juniors: 50

Seniors: 36

Highlights: National Honor Society held two inductions this school year in a move to return to a springtime induction. 57 new members were inducted in the fall ceremony and 35 new members were inducted in the spring. Students are required to complete 40

community service hours each year and our students fulfilled their requirements in a number of ways. Students participated in concession stands, helped out serving meals for homeless, assisted with PTO childcare, worked at the annual WIS track and field day, as well as many other services.

QUIZ BOWL - Dr. David Hartman

Number of Participants: 25

Freshmen: 10

Sophomores: 3

Juniors: 7

Seniors: 5

Highlights: *Made it to the 3rd place match at districts...boom...hit the champion schools (Elk and Elk North) at Conference...but competed well.*

SADD - Kelly Bielenberg

Number of Participants: 40

Freshmen: 28

Sophomores: 5

Juniors: 2

Seniors: 5

Highlights: *Participated in Red Ribbon Week activities, Presented RRW and Halloween safety at to the WIS 3rd graders in October. In April we went to Eagle and presented online safety to 5th graders.*

Awards & Recognition: *None*

SCIENCE CLUB - Hollie Burson

Number of Participants: 4 (of the best students around!)

Freshmen: Alizabeth N.W., JoLee A.

Sophomores: William P.

Juniors: Landon T.

Seniors:

Highlights: *Designed, built, and tested their own kites in the fall. Tested system design ideas using a Rube-Goldberg Machine. Designed, built and tested roller coaster models. Made plans to continue the design process for the fall. We will use technology to measure the velocity of the car once we can get it to go all the way around. We had a great year in Science club.*

Awards & Recognition:

SPANISH CLUB - Cass Didier, Laura Hilkemann

Number of Participants: 90

Freshmen: 27

Sophomores: 27

Juniors: 20

Seniors: 16

Highlights:

- Día de los Muertos celebration: making altar + decorations
- 2026 Costa Rica/Panama Trip Planning
- Cultural studies
- Concessions Fundraising

Awards & Recognition:

- Two scholarship recipients based on activity in club:

GLOBAL VOICES - Cass Didier

Number of Participants: 46

Freshmen: 10

Sophomores: 6

Juniors: 21

Seniors: 9

Highlights:

Ethics Bowl State Runner Up

Capitol Forum

Model United Nations

Awards & Recognition:

Robotics- Laurie Little

Number of Participants: 14 students

Freshmen: 6

Sophomores: 5

Juniors: 3

Seniors:

Highlights:

During our VEX EDR season, students designed, built, and programmed robots using the VEX Robotics Design System. They compete in events like the VEX Robotics Competition (VRC), VEX IQ Challenge, and drone competitions. These events tested teams' abilities in tasks ranging from navigating obstacle courses to solving complex challenges. Additionally, teams participated in community events like the Waverly Christmas Parade, working with younger students showcasing their robots and engaging with the public and students while demonstrating STEM concepts in action. Throughout the season, students learn valuable technical skills, teamwork, and sportsmanship. At times we struggled with having to meet at Waverly Intermediate School and had difficulty transporting students back / forth.

Awards & Recognition:

History - Ryan Abbott

Number of Participants: 15

Freshmen: 2

Sophomores: 5

Juniors: 5

Seniors: 3

Highlights: We were able to maintain interests through new activities, and looking forward to adding more for next year.

Awards & Recognition:

SLAM POETRY - Kelly Bielenberg

Number of Participants: 4

Highlights: With 4 new participants this year we did not attend any competitions, however we met during our scheduled time for practices and repetitions.

SPEECH TEAM - Chase King

Assistant Coach: Tavia Steenson

Number of Participants: 7

Freshmen: 1

Sophomores: 0

Juniors: 5

Seniors: 1

Highlights:

We had four conference medalist and five district medalist. There was lots of growth from the beginning of the year to the end.

STUDENT COUNCIL - TJ Wynn

Number of Participants: 27

Freshmen: 6

Sophomores: 7

Juniors: 8

Seniors: 6

Highlights:

- Homecoming Pep Rally
- District Homecoming Pep Rally (All District 145 Schools)
- Homecoming Dance
- Inaugural Film on the Field
- Trunk-or-Treat
- Teacher Appreciation
- Vendor Bash

- Hamlow Grandparents Day
- Supported Vendor Bash
- Holiday Wishes Donor
- Valentines Day Gifts
- WIS Grandparents Day
- Spring Pep Rally
- 8th Grade Tours
- Spring Blood Drive
- Concessions

SKILLSUSA - Kate Jones

Number of Participants: 37

Freshmen: 20

Sophomores: 3

Juniors: 6

Seniors: 8

Highlights:

This year Waverly SkillsUSA was able to work numerous concession stands, held our Annual Lawn Mower Service Fundraiser, had our 1st year fundraiser of combining Christmas Wreaths and Bakers Chocolate, did community service by cleaning Mr. Murphy's (district Sub) yard, and collaborated with other CTSO's for Trick or Treat so Kids Can Eat, and was able to participate in the National Signing Day for SkillsUSA.

Leadership opportunities included taking two students to Mid America Leadership Conference in Columbus Nebraska, 7 students to Fall Leadership Conference in Hastings, NE and 17 kids to State Leadership Conference in Grand Island, NE. Waverly walked away with three medals through their efforts at Skills State- Garret Hartweg won Gold in Power Equipment Technology (going to Nationals in Atlanta in June), Allison Brandl won Silver in Baking and Pastry Arts and Isaac Behrend won Silver in Job Skills Demo - Infant CPR.

YEARBOOK - Stephanie Flink

Number of Participants: 42 (between yearbook 1 and 2)

Freshmen: 20

Sophomores: 5

Juniors: 6

Seniors: 9

Highlights:

We finished another great yearbook. We also sold over 100 more yearbooks than the last few years this year.

Awards & Recognition:

NHSPA Winter Contest: 10 awards/recognitions:

Austin Ockinga (3)

Jadyn Converse (2)

Zoie Holbein

Teddy Hergenrader

Carleigh Bodfield
Aaliyah Hinn
Payton Vorderstrasse
NSAA State Journalism Contest:
2nd: Austin Ockinga: Sports
Feature
7th: Allison Pulford: Infographic
5th Jady Converse, Eden Moore, Austin Ockinga: Theme Development
6th: Lauren Bohling: Advertising
8th: Zoie Holbein: Sports Features
8th: Austin Ockinga: Layout

WEIGHT ROOM (School Year) - Anthony Harms

Fall Head Coach : Anthony Harms
Fall Assistant Coach(s): Reed Manstedt, Brian Benson
Winter Head Coach : Landon Miller
Winter Assistant Coach(s): Brian Benson, Laura Hilkemann
Spring Head Coach : Anthony Harms
Spring Assistant Coach(s): Reed Manstedt, Landon Miller
Number of Participants:
Middle School: 90
Freshmen: 30
Sophomores: 4
Juniors: 3
Seniors: 3

Highlights:

Awards & Recognition: Millie Waldo and Aden Smith Named lifter of the year. Most consistent group of 7,8,9 we have had.

WEIGHT ROOM (Summer) - Anthony Harms

Head Coach: Anthony Harms
Assistant Coach(s): Reed Manstedt, Landon Miller, Brian Benson
Number of Participants: 340
7th grade: Going into 7th grade not eligible for summer weights. Start 2nd semester.
8th Grade: 80
Freshmen: 75
Sophomores: 70
Juniors: 65
Seniors: 50

Highlights: Fantastic #s again for the entire summer. Most #s we have had at the end of the summer.

FALL SPORTS

CHEER TEAM

Head Coach: Jamie Lanik
Assistant Coach:
Number of Participants: Varsity-15, JV-5
Freshmen: 6
Sophomores: 5
Juniors: 7
Seniors: 2

Highlights: It was great to cheer on the Football Team in the State Playoffs, Volleyball at State and Girls Basketball in their State Tournaments as well. We love that we get to be a small part of their days!! We continued to grow enough to have another JV Cheer Team. It has been a great opportunity for the girls to learn about cheerleading and build confidence and skills away from the big lights of the Varsity team. We are very honored to receive the UCA Summer Camp “banana”. This is the top award of the summer to the most spirited, disciplined, and talented team at summer camp. Waverly has only won that honor 1 other time about 15 years ago. We also participated in the 1st annual Waverly Christmas parade. They decorated and designed their own float, and we made it actually snow! The Varsity Cheer Team also placed 3rd out of 17 teams at the State Championship. The team was very proud and hungry to get started for next year and bring a trophy home and get a banner on the wall! They only missed out on State Runner Up by less than 2 points.

Awards & Recognition: UCA Summer Camp (Varsity) - Sideline Cheer - Champion (1st place), Rally Routine - Champion (1st place), 4 Day Spirit Stick Recipient, Superior Team Award, 5 All-American Award Recipients (Bre Bockelman, Harlee Hespe, Eli Saenz, Harper Weyers, Aimee Larson), 4 Pin-It-Forward Recipients (Varsity-Harlee Hespe, Bre Bockelman, Hailey Carr, JV-Kaydence Doremus) UCA Summer Camp (JV) - Game Day - Champion 1st Place, Best sideline - Champion 1st Place, 4 Day Spirit Stick Recipient, Superior Team Award. **Varsity - 3rd Place in Game Day at the Nebraska Cheer and Dance Championships**

DANCE TEAM

Head Coach: Maryn Heald
Number of Participants: 12
Freshmen: 5
Sophomores: 1
Juniors: 3
Seniors: 3

Highlights: The team dance had a very successful year! We received 3rd place at UDA Dance Camp in our home routine which was choreographed by a WDT alum. We enjoyed dancing for football and basketball games, especially Football District Playoffs and 1st round of Girls State Basketball. The dance team participated in the inaugural Waverly Christmas Parade and hosted our annual Jr Dance Clinic with over 70 participants! We also had an amazing experience at the National Dance Team Championship in Orlando, Florida.

Awards & Recognition:

UDA Summer Dance Camp

- Pin It Forward Award: Brooke Cooley.
- All blue ribbons in style routines
- All Americans - Ava Meinke, Linsey Larson & Kaylyn Rosecrans
- 4 day Spirit Stick Recipient

4th Place Pom and Jazz at Nebraska State Dance.

CROSS COUNTRY

Record: NA--

Head Coach: Laura Hilkemann

Assistant Coaches: Alek Gaard

Volunteer Coaches: NA

Number of Participants: 36

Freshmen: 8

Sophomores : 10

Juniors: 11

Seniors: 7

Highlights:

- Competed in new athletic race: Platte River Rumble
- Team Bonding events every other week
- Started journal prompt writing
- Multiple PRs and Lifetime PRs through the season
- Qualifying 4 runners for State
- Post Season GoodLife Half Marathon

Awards & Recognition:

- Lillie Benes, Emma Steffensen, Jared Schroeder & Gregory Cockerill State Qualifiers
- Lillie Benes- team MVP
- Academic All Conference: Caleb McCornick, Christian Kaiser, Ellie Bentjen, Gregory Cockerill, Josiah Bultman, Lillie Benes, Mille Waldo, Noah Darling, Nora Erickson,
- NSAA Honorable Mention: Emma Steffensen, Lillie Benes, Josiah Bultman, Christian Kaiser

FOOTBALL – VARSITY

Head Coach: Reed Manstedt

Assistant Coaches: Landon Miller, Brian Benson, Matt Brewer, Mike Johnson, Hunter Smith,
Derek Whisenhunt.

Volunteer Coaches: Mike Hix, Ozzy Rodriguez, Tate Wildeman, Jeff Reed.

Number of Participants: 103

Freshmen: 39

Sophomores: 27

Juniors: 18

Seniors: 19

Highlights: State Semi-Final Team, District Champions, Undefeated Regular Season 9-0, 11-1 season record.

Awards & Recognition: .

First Team All Conference- Drew Moser, Nolan Maahs, Garrett Rine, Cohen Burhoop, Aden Smith

First Team All-District- Drew Moser, Nolan Maahs, Garrett Rine, Cohen Burhoop, Aden Smith, Camden Chaffin, Harrison Smith.

All-State- Drew Moser and Nolan Maahs

Shrine Bowl Selected: Drew Moser and Nolan Maahs

FOOTBALL – JUNIOR VARSITY

Head Coach: Matt Brewer

Assistant Coaches: All assistant varsity

Volunteer Coaches: All assistant varsity

Number of Participants: Varied from game to game

Highlights:

*Record of 6-2

FOOTBALL – FRESHMEN

Head Coach: Tony Jacobsen

Assistant Coaches: Creighton Pearse , Scott Wineman

Volunteer Coaches: Tyler Lauenstein

Number of Participants: 39

Highlights:

Finished the season with a record of: 7-1

GIRLS GOLF

Head Coach: Kristi Bowker

Assistant Coach: Tiffany Johnson

Number of Participants: 12

Freshmen: 4

Sophomores: 3

Juniors: 2

Seniors: 3

Awards & Recognition: Tia Phaisan was named to Class B Girls Golf All-State. Six varsity letter winners. Five EMC Academic.

Highlights: Tia Phaisan placed 6th in the state tournament. Team earned a trip to the state tournament by placing 3rd in the district.

SOFTBALL

Head Coach: Beth Singleton
Assistant Coaches: Mike Otte, Joe Selvage, Jake Bauer
Volunteer Coaches: Maddie Otte
Number of Participants: 20
Freshmen: 2
Sophomores: 5
Juniors: 7
Seniors: 6

Highlights: *District Final Champion, State Qualifiers*

Awards & Recognition: Tatum Peery & Alexis Shepherd - 2nd Team All State, Blakely Meyers & Kassie Newell - Honorable Mention All State, EMC All Conference: Alexis Shepherd, Tataum Peery, Blakeley Meyers EMC Honorable Mention: Olivia Grube, Lexi Adams, Alexis Bivens, Kassie Newell

SOFTBALL - JV

Head Coach: Joe Selvage
Assistant Coaches: Jake Bauer
Volunteer Coaches: Maddie Otte
Number of Participants: 11
Freshmen: 4
Sophomores: 2
Juniors: 5

Highlights: Competed in a reserve & JV schedule with continued improvement throughout the season

BOYS TENNIS

Head Coach: Tammy Tegler
Assistant Coaches: Zach Tegler
Volunteer Coaches: Jake Tegler, Zach Tabor, Josh Doppler, Adam Haeffner, Carson Vachal
Number of Participants: 14
Freshmen: 5
Sophomores: 2
Juniors: 7
Seniors:

Highlights:

Team: 2nd at York Invite, 2nd at GICC Invite, 2nd at EMC, 6th at State

Awards & Recognition:

4th at State: Royce Klucas at 1 Singles, Grey Klucas/Isaac Clarke at 1 Doubles

8th at State: Chase McInteer/Aidan Jespersen at 2 Doubles

1st Team All-State: Royce Klucas

VOLLEYBALL – VARSITY

Head Coach: Terri Neujahr
Assistant Coaches: Karissa Heun,
Volunteer Coaches: Christy Scott,
Number of Participants:
Freshmen: 4
Sophomores:3
Juniors:2
Seniors: 5

Highlights:

Beatrice Invitational - First Place

Kearney Invitational - Fifth Place

Aurora Invitational - Third Place

Lincoln Northeast Invitational - Fifth Place

EMC Regular Season - Third Place

EMC Tournament - Fourth Place

District Champions

State Finish: Lost to Skutt in the Quarterfinals, 1-3. Only Class B team to take a set off of Skutt this season.

Awards & Recognition:

All Conference: Caylee Rowley, Eden Moore

Honorable Mention All-Conference: Joslyn Rice, Renae Landon, Ashley Warner, Ellie Rine

Academic All-Conference: Ashley Warner, Joslyn Rice, Eden Moore

OWH Honorable Mention All-State Class B: Eden Moore, Caylee Rowley ,

LJS Second Team Class B: Eden Moore

LJS Honorable Mention All-State: Caylee Rowley, Renae Landon, Hallie Lauenstein, Joslyn Rice

AVCA Best and Brightest: Eden Moore (First Team), Joslyn Rice and Ashley Warner (Second Team)

AVCA All-Region Team: Eden Moore, Caylee Rowley

NCA All-Star Team Selection: Eden Moore

VOLLEYBALL – JUNIOR VARSITY

Head Coach: Karissa Heun
Assistant Coaches:
Number of Participants: 10
Freshmen: 7
Sophomores: 3
Juniors: 1
Seniors: 0

VOLLEYBALL - Reserve

Head Coach: Kenzie Hyde
Assistant Coaches:

Number of Participants:10
Freshmen: 1
Sophomores: 9
Juniors: 1
Seniors:

VOLLEYBALL - Freshmen

Head Coach: Kila Jordon
Assistant Coaches:
Number of Participants: 11
Freshmen:11
Sophomores:0
Juniors: 0
Seniors: 0

UNIFIED BOWLING

Head Coach: Abbie Huenink
Assistant Coach: Kate Jones and Lauren Rezac
Volunteer Coaches:
Number of Participants: 21
Freshmen: 4
Sophomores: 5
Juniors: 6
Seniors: 6
Highlights: We had 11 student-athletes letter this year.

Awards & Recognition:

eSports - Adam Qualset

Head Coach: Adam Qualset
Number of Participants: 24
Freshmen: 8
Sophomores: 4
Juniors: 6
Seniors: 6

Highlights: All three esports teams went to the state competition at Wayne State College. Valorant (Connor Frey, Tyson Brokenicky, Mason Westerholt, Matthew Novoselov, Owen Johnson, Brye Stovall) received 4th place (12 teams in our division). Smash Brothers 2v2 (Keegan Benson, Brysen Adams) received 5th place (34 teams in our division). Clash Royale (Brennan Cooper, Dannie Li, Dax Bates) received 4th place (12 teams in our division). Streamed almost all Valorant games.

WINTER SPORTS

BOYS BASKETBALL - VARSITY

Head Coach: Garrett Borchert

Assistant Coaches: John Wheeler, Kaleb Unvert, Christian Ghilardi

Volunteer Coaches: Dave Novak

Number of Participants: 15

Freshmen: 0

Sophomores: 6

Juniors: 3

Seniors: 6

Highlights:

- Record of 10-13 - Of our 13 losses 7 of them were decided by 10 points or less and 5 out of those 7 were by 5 points or less.
- The biggest win of the year was over #5 Elkhorn North. What a special night that was for Waverly Basketball between the girls upset of Britt Prince and Co. followed by our win on Keaton's last-second heroics. We could not have asked for a better Vike Hoops night as our future Vikings got to see us in our best form and celebrate a huge victory with us in the locker room following the game.
- District B-7 Runner-up - 5th straight season Waverly Boys Basketball has played in a district final game.
- Ranked #10 in Class B in the OWH and NebPreps final rankings. 4th Straight season finishing ranked inside the top 10.

Awards & Recognition:

- LJS/OWH Honorable Mention All-State - Reece Bader, Ashton Heffelfinger, Keaton Rine
- EMC All-Conference: Reece Bader
- EMC Honorable Mention All-Conference: Keaton Rine, Ashton Heffelfinger
- EMC Academic All-Conference: Ashton Heffelfinger, Reece Bader, Isaac Clarke
- School Record for Most Assists in a Single Game - Ashton Heffelfinger with 9 assists against Plattsmouth High School on February 21st.
- Varsity Lettermen: 15 total
 - Sophomores: Cameron Dubas, Nathan Axmann, Riley Bowker, Brady Schieffer, Crew Verkamp, Cooper Happold
 - Juniors: Isaac Clarke, Carter McMillan, Ashton Heffelfinger
 - Seniors: Keaton Rine, Nolan Maahs, Reece Bader, Connor Nielsen, Hunter Havlovic, Evan Kastens

BOYS BASKETBALL – JUNIOR VARSITY

Head Coach: John Wheeler

Assistant Coaches: Kaleb Unvert

Number of Participants: 10

Freshmen: 0
Sophomores: 6
Juniors: 4
Seniors:

Highlights:

- Record of 7-10. Ended the season with 4 straight victories.

BOYS BASKETBALL – RESERVE

Head Coach: Kaleb Unvert
Assistant Coaches: Christian Ghilardi
Number of Participants: 14
Freshmen: 11
Sophomores: 1
Juniors: 1

Highlights:

- Record of 3-10
- Many freshmen and JV players also played on reserve and gained great experience by playing more games.

BOYS BASKETBALL – FRESHMEN

Head Coach: Christian Ghilardi
Number of Participants: 11

Highlights:

- Record of 6-8. All freshmen also were able to gain valuable experience by playing up on the reserve team all year long.

GIRLS BASKETBALL – VARSITY

Head Coach: John Cockerill
Assistant Coaches: Joel Fritz, Andrea Ehrke
Volunteer Coaches:
Number of Participants: 13
Freshmen: 3
Sophomores: 3
Juniors: 5
Seniors: 2

Highlights:

- 18-5 State Qualifier!
- Sub district and district champions

- 1st in EMC Regular Season 7-0
- 3rd in EMC Tournament
- Ranked #6 OWH, #6 Neb Preps, #6 LJS
- Team Broke School record for MADE 3's–153 Made
- 1st team to qualify for state 3 years in a row as far as we can tell..
- Peyton Tritz school record for Charges taken in a career with 18..
- Parker Christiansen broke the record for Blocks in a season with 78.
- Team tied school record for Field goal Percentage 38.1%
- Team broke school record for Free Throw Percentage 69%
- Parker Christiansen was LJS 1st team all state Class B
- Parker Christiansen was OWH 2nd team all state Class B
- OWH & LJS HM: Peyton Tritz, Lexi Adams, Annie Harms
- EMC All Conference: Peyton Tritz, Anastyn Harms, Parker Christiansen.
- EMC HM: Lexi Adams, Berkeley Lambrecht, Kenna Kottman
- EMC Academic All Conf: Peyton Tritz, Anastyn Harms, Parker Christiansen, Berkeley Lambrecht, Carson Fink, Breeley King, Alyson Recker
- NSAA Academic All-State: Peyton Tritz & Anastyn Harms
- Peyton Tritz played in the Battle Sports/Sarpy County Sheriff's All-Star Game.
- Peyton Tritz was selected to play in the NCA Coach All-Star.
- Peyton Tritz was selected to play in the Striv All-Star game in Grand Island.
- All 13 varsity players lettered and Alyson Recker & Karlie Kassebaum our Student Managers.

GIRLS BASKETBALL – JV

Head Coach: Joel Fritz

Assistant: Andrea Ehrke

Number of Participants: 15

Freshmen: 10

Sophomores: 3

Juniors: 2

Highlights:

Record 14-3

Highlights:

Having the success we did with such a young JV team. Beating Scottsbluff getting there with 28 minutes on the warm-up clock and using the shot clock for the only time this year on JV.

GIRLS BASKETBALL – RESERVE

Head Coach: Andrea Ehrke

Number of Participants: 10

Freshmen: 10

Sophomores: 0

Highlights:

Record: 5 and 5

Best wins: Seward 51-25 (26 pt win) LNE 57-37 (20 pt win) Bennington 59-36 (23 pt win)

Standing Bear 56-31 (25 pt win)

WRESTLING – VARSITY & JUNIOR VARSITY

Head Coach: Eric Dolezal

Assistant Coach: JP Malcolm, Brad Canoyer

Volunteer Assistant Coaches: Nick Sims, Brayden Dowding, Kaleb Canoyer

Number of Participants: 45

Freshmen: 11

Sophomores: 17

Juniors: 9

Seniors: 8

Highlights:

Team:

Dual Record (20-3)

EMC Dual Champions - 1st Time in School History

Burke Invite Champions - Scored 296.5 Points in the tournament which is a new school record

EMC Tournament Champions - Won for the 2nd Straight Year

State Dual Runner Up - Highest Team Finish

District Champions - Won for the 3rd Straight Year

State Tournament Champions - 1st in School History

Individual:

13 State Qualifiers, 7 State Medalists, 6 State Finalists, 3 State Champions (All School Records)

106 Grey Klucas - EMC Champ, District Champ, SQ 34-13 State Runner Up

113 Royce Klucas - EMC 2nd, District Champ, SQ

120 Hunter Jacobsen - EMC Champ, District Champ, SQ, State Champion

132 Garrison Brehm - EMC Champ, District Champ, SQ, State Runner Up

138 Brayden Canoyer - EMC 2nd, District Champ, SQ, State Champion

144 Trev Greve - EMC 2nd, District Champ, SQ

150 Garrett Rine - EMC 2nd, District Champ, SQ, State Runner Up

157 Gavin McMillan - EMC 3rd, District 2nd, SQ

165 Aden Smith - EMC 2nd, District 2nd, SQ, State 5th Place

175 Drew Moser - EMC Champ, District Champ, SQ, State Champion, Class B Nearfall Record Holder

190 Camden Chaffin - EMC Champ, District 4th, SQ

215 Max Leininger - EMC 3rd, District 3rd, SQ

285 Harrison Smith - EMC 2nd, District 2nd, SQ

GIRLS WRESTLING – VARSITY & JUNIOR VARSITY

Head Coach: Brayden Dowding

Assistant Coach: Eric Dolezal

Volunteer Assistant Coaches: Kyle Fogerty

Number of Participants: 5

Freshmen: 0

Sophomores: 1

Juniors: 3

Seniors: 1

Highlights:

Team:

Beatrice Invite - 88 Tournament Points (School Record)

Schools first ever state qualifiers (2)

Individual:

115 Mackenzie Olson: School Record of 33 Season Wins, District 3rd, SQ

125 Grace Neemann: District 4th, SQ

BOYS BOWLING – JV and Varsity

Head Coach: Mikal Shalikow

Volunteer Coaches: Monte Steenson

Number of Participants: 13

Freshmen: 3

Sophomores: 8

Juniors: 2

Highlights: EMC tourney top 10: Jonah Tucker; Pius Thunderbolts JV Tourney Top 10: Hayden Brandl and Maddox Hasenkamp

GIRLS BOWLING – VARSITY

Head Coach: Tracie Hasenkamp

Volunteer Coaches: Monte Steenson

Number of Participants: 6

Freshmen: 2

Sophomores: 1

Juniors:

Seniors: 3

Highlights: EMC tourney top 10: Olivia Grube and Ve'Anna Dotson

Awards and Recognition:

Record board: Maddie Fritz - 214 HIGH GAME; Olivia Grube - 542 HIGH SERIES (3 GAMES);

Ellie Bentjen, Rylee Hanke, Ve'Anna Dotson, Maddie Fritz, Olivia Grube - 815 TEAM HIGH GAME

Letter winners: Ellie Bentjen, Maddie Fritz, Olivia Grube, Ve'Anna Dotson, Rylee Hanke, Macy Prang

State Qualifier: Olivia Grube placed 6th at State; District finals: Maddie Fritz 8th; District Finals and State qualifiers: Ve'Anna Dotson 5th, Olivia Grube 3rd, Ellie Bentjen 2nd

GIRLS BOWLING – JV (Not enough numbers)

Head Coach: Tracie Hasenkamp

Volunteer Coaches:

Number of Participants:

Freshmen:

Sophomores:

Juniors:

Seniors:

Highlights:

eSports - Adam Qualset

Head Coach: Adam Qualset

Number of Participants: 18

Freshmen: 8

Sophomores: 2

Juniors: 6

Seniors: 2

Highlights: Streamed most Overwatch games. A coach from the Overwatch National Guard team spent two practices with our overwatch team.

SPRING SPORTS

BOYS GOLF

Head Coach: Michael Cobelens

Assistant Coaches: Kristi Bowker

Number of Participants: 23 cut to 17

Freshmen: 3

Sophomores: 1

Juniors: 10

Seniors: 3

Highlights: The team won the Nebraska City Invite, first time first place finish at an invite since 2007, Runner Up at B-1 Districts, first time since 2007.

Awards & Recognition: Team qualified for the second straight year for the State Golf Tournament, 2nd place finish at B-1 Districts! 3 top ten medal winners at districts!

BOYS SOCCER

Head Coach: Jorge Zuniga
Assistant Coaches: Justin Haas
Volunteer Coaches: Jacob Kleinback and Chase Heck
Number of Participants: 33
Freshmen: 10
Sophomores: 5
Juniors: 10
Seniors: 7

Highlights: The Waverly High School varsity boys' soccer team ended the season with a balanced 8-8 overall record and a strong 4-1 in district play, showing a competitive spirit and potential for growth. Freshman contributions were significant, especially from starter Felix Masur, who excelled both offensively and defensively, averaging 0.3 goals per game. Ito Zuniga, a versatile starter midfielder, provided 0.2 assists per match, scored key goals for Varsity and JV, and made 31 shots on target. Davin Clark, as forward, was notable for his scoring, contributing several critical goals (3 goals this season) and numerous shots on target.

GIRLS SOCCER

Head Coach: Joel Fritz
Assistant Coaches: Ben Welch
Volunteer Coaches: Price Fowler, Tessa Johnson
Number of Participants: 41
Freshmen: 17
Sophomores: 15
Juniors: 3
Seniors: 6
Student Managers: 3 (2 seniors, 1 junior)

Highlights:

EMC 1st Team: Lexi Adams

EMC Honorable Mention: Olivia Hind, Jade Martin, Sammy Linscott, Finley Keim, Piper Morehead

EMC Academic: Emily Dutton, Jade Martin, Alyson Recker, Isabel Cardenas, Olivia Hind, Ashley Warner

NSAA/NCPA: Olivia Hind, Isabel Cardenas

Awards & Recognition:

All state selections have not been made by the newspapers yet. Those should be out in the next couple of weeks.

The team finished with a record of 7-9. Not where we wanted to be as a team. Had some injuries that allowed us to gain some experience with some younger players that will help in the future, but hurt us in the short term losing a couple of games that we would like to have another shot at.

GIRLS TENNIS

Head Coach: Tammy Tegler

Assistant Coaches: Zach Tegler

Volunteer Coaches: Jake Tegler, Carson Vachal, Adam Haeffner, Heather Manning

Number of Participants: 23

Freshmen: 8

Sophomores: 8

Juniors: 5

Seniors: 2

Highlights:

Team: Runner-up at Beatrice Invite

Team: 14th at State

Tessa Cockerill/Camryn Happold: medaled at every invite and at State

Chloe King medaled at 2 invites

Reagan Landis/Sophie Johnson medaled at 3 invites, won a match at State

Maylie Jones medaled at 1 invite

TRACK

Head Coach: Brian Benson

Assistant Coaches: Anthony Harms, Allen Osborn, Laura Hilkemann, Tony Jacobsen, Reed Manstedt, Anna Briggs, Brady Rohlfs

Volunteer Coaches: Ken Adkisson, Anna Buchholz

Freshmen: 35

Sophomores: 31

Juniors: 26

Seniors: 12

Highlights:

- *Boys Team Champions (Doane A, Central City, GINW) Runner Up (Doane B, Norris, Waverly, EMC)*
- *Girls Team Champions (Crete) Runner Up (Doane A, Central City, GINW)*
- *Boys and Girls District Champions*
- *47 - new top 10 individual marks, 8 - New individual School Records*
- *6-new top 10 relay marks - 2-new school relay records*

Awards & Recognition:

- **2024 - GIRLS STATE CHAMPIONS**
- **2024 - BOYS STATE RUNNER-UP**

UNIFIED TRACK

Head Coach: Abbie Huenink

Assistant Coach: Landon Miller and Lauren Rezac

Number of Participants: 10

Freshmen: 4

Sophomores: 0

Juniors: 3

Seniors: 3

Highlights: A lot of PRs as the track season progressed. Athletes and partners were very invested in doing better at each meet and exceeded their goals. Landon Miller was a new assistant coach and due to the intensity of the athlete's needs, we hired Lauren Rezac as an assistant as well. The dynamics between the three of us was

Awards & Recognition:

At EMC the athletes/partners earned 1st place in all events:

- Connor Pojar and Chase Dittenber 1st place in the Shot Put (Broke the EMC record, which we held from the previous year)
- Connor Pojar and Garrison Brehm 1st place in the Long Jump (Broke the EMC record, which we held from the previous year)
- Connor Pojar and Garrison Brehm 1st place in 100 M Dash
- Brayden Canoyer, Morgan Jenkins, Garrison Brehm, and Connor Brehm 1st place in the 4x1

Connor Pojar and Garrison Brehm earned 8th place in both the long jump and 100M dash at State Track out of 70 schools.

Connor and Garrison were interviewed after the awards ceremony by NSAA about their experience in Unified track to promote Unified sports around the state. The release date of the interview is TBA.

BASEBALL

Head Coach: Jerry Dittenber

Assistant Coaches: Logan Foster, Mike Sterns,

Volunteer Coaches: Griffing Everitt, Troy Charf

Number of Participants: 23

Freshmen: 1

Sophomores: 5

Juniors: 7

Seniors: 9

Highlights: 18-9, Program wide 3.43 GPA first semester (62 kids), No unexcused absences in all offseason workouts, (over 200 small group workouts) Beat back to back state champ Elkhorn North in Opening game, Ranked #1 for a couple weeks in a couple papers, Hosted districts, Won a great game at Werner Park at State

Awards & Recognition:

Owen Schieffer, Garrett Rine, Zach Schawang, Quinn Kment, Drew Koch- Academic All Conference (most in conference)

Garrett Rine and Chase Dittenber were Repeat winners from last year of the NCPA ACADEMIC ALL-STATE AWARDS

Hunter Thoms, Brennan Miller, Lando Oelke- 1st All Conference (Incredibly hard to do in our conference for baseball 7/8 state teams for EMC)

Owen Schieffer, Eli Russell, Drew Koch, Kael Lade, Bruin Sampson- All Conference Honorable
Mention

BASEBALL - JUNIOR VARSITY

Head Coach: Zack Peterson
Assistant Coaches: Jake Bream
Number of Participants: 18
Freshmen: 2
Sophomores: 8
Juniors: 8

Highlights: 13-3, outscored opponents 127-51 on the season

BASEBALL - RESERVE

Head Coach: Paul Riley
Assistant Coaches: Nick Backencamp Drew Chesley
Number of Participants: 21
Freshmen:

Highlights: 15-6, outscored opponents 221-118

eSports - Adam Qualset

Head Coach: Adam Qualset
Number of Participants: 12
Freshmen: 5
Sophomores: 2
Juniors: 3
Seniors: 2

Highlights: Ended the year with a classic video game competition/pizza party. Played frogger, pac man and dig dug. Winner of each won a small trophy, highest score signed their name on a trophy we will use again for next year's end of year party. Was a good bonding experience for the students.

MIDDLE SCHOOL SPORTS

2023-2024

FOOTBALL – 8th GRADE

Head Coach: Eric Dozal

Assistant Coaches: JP Malcome, Connor Sears

Volunteer Coaches: Chad Bacon

Record: 5-1

Number of Participants: 37

FOOTBALL – 7th GRADE

Head Coach: Brayden Dowding

Assistant Coaches: Dwight Malcome, Chad Kendal

Volunteer Coaches:

Record: 5-1

Number of Participants: 40

VOLLEYBALL - 8th GRADE

Head Coach: Ty Peteranetz

Assistant Coaches: Jillian Kepler

Record: 6-5

Number of Participants: 23

INTRAMURAL VOLLEYBALL – 7th / 8th GRADE

Head Coach: Gary Brown

Number of Participants: 16

VOLLEYBALL – 7th GRADE

Head Coach: Andrea Ehrke

Assistant Coaches: Joe Sutko

Record: 7-4

Number of Participants: 25

CROSS COUNTRY 7th & 8th GRADE

Head Coach: Randy Jensen

Number of meets: 7

Number of participants: 37

INTRAMURAL BOYS BASKETBALL – 7TH / 8TH GRADE

Head Coach: Gary Brown

Record:

Number of Participants: 14

BOYS BASKETBALL – 8th GRADE

Head Coach: Shawn Elkwall

Assistant Coaches: TJ Winn

Record: 3-8

Number of Participants: 19

INTRAMURAL BOYS BASKETBALL – 7TH / 8TH GRADE

Head Coach:

Record:

Number of Participants:

BOYS Basketball - 7th GRADE

Head Coach: Rob Retzlaf

Assistant Coaches: Brad Bowker

Record: 6-5

Number of Participants: 18

GIRLS BASKETBALL – 8th GRADE

Head Coach: Rob Retzlas

Assistant Coaches: Christin Sutter

Record: 3-8

Number of Participants: 11

GIRLS BASKETBALL – 7th GRADE

Head Coach: Anthony Harms

Assistant Coaches: Brad Bowker

Record: 1-10

Number of Participants: 20

INTRAMURAL GIRLS BASKETBALL – 7th & 8TH GRADE

Head Coach: Gary Brown, Kaylyn Brannigan

Record:

Number of Participants: 11

WRESTLING – 7th & 8th GRADE

Head Coach: Brayden Dowding

Head Coach: Dwight Malcolm

Number of Participants: 34 boys 8 girls

BOYS & GIRLS TRACK – 7th & 8th GRADE

Head Coach: Creighton Pearse

Assistant Coaches: Daryl Poppe, Vicki Fehringer, Brayden Dowding, Alec Gaard, Brad Bowker

Number of Participants: 167

MIDDLE SCHOOL CLUBS

2023-2024

ART CLUB

Sponsor: Amanda Hellrich
Number of Participants: 40

Highlights:

DRAMA CLUB

Sponsor: Brittany Hying
Number of Participants: 30

Highlights: MS play production Matilda

JAZZ BAND

Sponsor: Emily Berry
Number of Participants: 27

Highlights:

STUDENT COUNCIL

Sponsors: Caitlyn Bell, Jeromy Doelle
Number of Participants: 16

Highlights:



2024-25 NSAA Changes

Baseball

- During postseason play, the home team will be the highest seeded team. For if necessary games, the home/away team status will be alternated for the next game. **(AR)**
- Class A district dates will be adjusted to avoid playing doubleheaders during district play. Higher seed will host each game. **(CC)**
- An organized practice shall mean more than 7 students under the direct supervision of a sponsor. **(RA)**

Basketball

- The largest 65 registered schools will be in Class A & B. **(AR)**
- Classes C1 & C2 Sub-District Assignments - Each class will be divided into 4 regions, based on geography. The westernmost region will consist of 1 sub-district of 5 or 6 teams. The other 3 regions will have 15-18 teams. Those 3 regions will then serpentine into 3 sub-districts of 4-6 teams, based on wildcard points. 10 sub-district winners + 6 wildcards qualify for district finals. **(AR)**
- The higher seed will host district finals in Classes C1 & C2. **(AR)**
- Classes C1, C2, D1 & D2 will utilize the shot clock in regular season and postseason play. **(AR)**
- Class A schedules can accrue 22 points. Single game = 1 point. Tournament = 2 points. **(CC)**
- 7th and 8th grade team managers are allowed to participate in practice. **(RA)**

Cross Country

- Largest 65 registered schools will be in Class A & B. **(AR)**
- 7th and 8th grade students are allowed to participate in practice. **(RA)**

Golf

- The top 4 seeds in Class A will not be switched to move district host schools/sites. **(AR)**
- Class B will assign districts using a serpentine method, based on average differentials. Class B will be required to submit schedules/scores on the NSAA website. **(CC)**

Play Production

- Two “Outstanding Performer Awards” will be presented at district and state contests. **(AR)**

Soccer

- Class A district games played on Saturday of Week 43 will only be play-in games. **(CC)**

Softball

- Class C district assignments will be made using a statewide serpentine based on wildcard points. **(AR)**
- During postseason play, the home team will be the highest seeded team. For if necessary games, the home/away team status will be alternated for the next game. **(AR)**
- Class B Sub-District Assignments – The number of districts will be based on the number of teams in the class. Greater than 40 Teams = 10 sub-districts, with 4-5 teams. 40 Teams = 10 sub-districts. Less than 40 Teams = number of sub-districts determined by dividing the total number of Class B teams by 4, rounding down to the nearest whole number. **(CC)**
- An organized practice shall mean more than 7 students under the direct supervision of a sponsor. **(RA)**

Speech

- “Opponent’s Average Rank” will now be the 2nd step of the tie-breaking procedure to determine speakers qualifying for finals. **(AR)**

Track & Field

- An organized practice shall mean more than 12 students under the direct supervision of a sponsor. Coaches can attend unattached meets 12 or less of their students are participating. **(CC)**
- 7th and 8th grade students are allowed to participate in practice. **(RA)**

Volleyball

- Largest 65 registered schools will be in Class A & B. **(AR)**
- Classes C1 & C2 Sub-District Assignments - Each class will be divided into 4 regions, based on geography. The westernmost region will consist of 1 sub-district of 5 or 6 teams. The other 3 regions will have 15-18 teams. Those 3 regions will then serpentine into 3 sub-districts of 4-6 teams, based on wildcard points. 10 sub-district winners + 6 wildcards qualify for district finals. **(AR)**
- The higher seed will host district finals in Classes C1 & C2. **(AR)**
- In Class D, 7th and 8th grade team managers are allowed to participate in practice. **(RA)**

Wrestling

- Girls Wrestling will add Class B. **(AR)**
- Class C Boys Wrestling District Assignments - The top 16 schools will be placed in districts by using a serpentine method based on returning state points. The next 12 western most schools will make up the remainder of the westernmost district. Remaining schools will be placed in districts by using a serpentine method based on returning state points. **(RA++)**

Home School Transfer Bylaws (RA+)

- New NSAA Bylaw, 2.7.6.8 – Students who were regular member school students and transfer to a home school in grades 9-12 remain eligible to participate for the member school under the following conditions:
 1. The student must have received twenty credit hours for the immediate preceding semester.
 2. The student must be continuously enrolled in at least twenty credit hours of instruction, and a minimum of five credit hours must be from the member school the student represents in interscholastic competition.
 3. The student's part-time enrollment must be in the school in which the student's home school is located.

NSAA Bylaw – Law Compliance (RA+)

- New NSAA Bylaw, 1.5.3.9 – Amendments Made by Board of Directors. The Board of Directors may amend the Constitution & Bylaws of the NSAA outside of the Legislative Procedure by action taken at a regular or special meeting, when those changes are required by law.

Classification/Competitive Balance Committee (RA+)

- A committee will be established for the 2024-25 school year to address school classification issues for the purposes of competitive balance. The committee will hear appeals from schools that wish to opt-down from their assigned class and be eligible for district and state competitions. The committee will make a recommendation on each appeal to the Board of Directors.

Coaches and Sponsors – 2.12.2 (RA)

- Adding language to 2.12.2, stating “school districts may choose to hire their own external coaches and employ those individuals who do not possess a Nebraska Teacher Certificate or Nebraska Administrative and Supervisory Certificate”.

Out-of-State Transfers – May 1st List (RA+)

- Students transferring from out of state to an NSAA member school can now use the May 1st Transfer List.

(AR) = Proposal that passed a vote in at least one November 2023 NSAA District Meeting and passed a vote of the NSAA Board of Directors at their April 2024 meeting.

(CC) = Proposal that passed through the Class Caucus.

(RA) = Proposal that passed a vote in at least one November 2023 NSAA District Meeting, passed a vote in at least three January NSAA District Meetings and passed the vote of the NSAA Representative Assembly in April 2024.

(RA+) = Proposal that passed a vote in at least one November 2023 NSAA District Meeting, passed a vote in at least three January NSAA District Meetings, passed the vote of the NSAA Representative Assembly in April 2024 and passed a referendum vote of NSAA member schools.

(RA++) = Proposal that was brought from the floor and passed at NSAA Representative Assembly in April 2024 and passed a referendum vote of NSAA member schools.

Public Input to the Board

It is the policy of the Board of Education to provide for and encourage input from its various constituents in an appropriate and orderly fashion at regularly scheduled Board of Education meetings. The board is open to and encourages input on school issues from the public. The board would prefer that individuals or groups with school related concerns first attempt to resolve those concerns through established administrative channels.

1. Matters concerning an individual school shall be discussed first with the respective building administrator of the school.
2. If the matter is not resolved satisfactorily at the school level, it may then be brought to the Superintendent.
3. If the matter is not resolved satisfactorily at the Superintendent's level, it may then be brought before the board of education by:
 - a. Addressing the matter during Open Forum at a regular, monthly board meeting; individual presentations should be no longer than three (3) minutes and the total allotted Open Forum agenda time will be a maximum of thirty (30) minutes.
 - b. Requesting a formal agenda item by contacting the superintendent or board president on or before the Thursday prior to the regular, monthly meeting which, unless otherwise announced, will be on the first Monday of every month.
 - c. Submitting the matter in writing, said documentation can either be presented at the regular meeting or appended to the agenda, if received in the superintendent's office on the designated Thursday.
4. A response will be provided once the board has the opportunity to inquire about the matter. Possible board responses when appropriate may include, but are not limited to: directing the superintendent to address the matter; tabling for further study; appointing a temporary board committee to study and/or resolve the matter; scheduling a special meeting to hear the matter; or not taking action. Public input to the board is heard during Open Forum. Matters brought to the board in this fashion will be taken under advisement and not acted upon at that time.

Note: The chair will not allow complaints about individuals. There are appropriate channels to address such matters. Because of the potential of introducing bias into board hearings on termination cases, complaints on individual employees will be received by the board only through the Superintendent of schools.

Policy Adopted: 04/10/78
 Policy Revised: 03/07/88
 Policy Revised: 01/02/06
 Policy Revised: 11/03/08

SCHOOL DISTRICT 145
 WAVERLY, NEBRASKA

Board of Education Regular Meeting
Monday, May 6, 2024 7:00 PM Central

Central Office Building, 14511 Heywood Street,
Waverly, Nebraska
14511 Heywood
Waverly, NE 68462-0426

1. OPENING OF THE MEETING

1.1. Call to Order

The regular meeting of the School District 145 Board of Education was called to order on Monday, May 06, 2024 7:00 P.M., at the Central Office Board Room, 14511 Heywood Street, Waverly, Nebraska.

1.2. Open Meetings Act

COPY OF OPEN MEETINGS ACT: The Board of Education makes available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. The Act is posted on the wall of the meeting room.

1.3. Publication of Meeting

Notice of the meeting was given in advance by posting in accordance with the Board of Education approved method for giving notice of meetings. Notice of this meeting was given in advance to all members of the Board of Education. Availability of the agenda was communicated in the posted notice and a current copy of the agenda was maintained as stated in the posted notice.

The board meeting notice was also posted in the April 26th, 2024 edition of the Waverly/Wahoo News.

1.4. Roll Call

Members Present: Scott Claycomb, Andy Grosshans, Travis Moore, Chad Kendall, Cheryl Landon, and Jessica Zuniga

1.5. Pledge of Allegiance

2. APPROVAL OF AGENDA

2.1. Approve Agenda

Approval of the agenda for the meeting Passed with a motion by Jessica Zuniga and a second by Scott Claycomb.
Scott Claycomb: Yea, Andy Grosshans: Yea, Chad Kendall: Yea, Cheryl Landon: Yea, Travis Moore: Yea, Jessica Zuniga: Yea Yea: 6, Nay: 0

3. REPORTS

3.1. Building / District Administrators

Mr. Shepard and Mrs. Delehant from WHS presented.

Dr. Plugge presented on curriculum needs.

Dr. Bess Scott and Dr. Worrell presented on the new administrator evaluation system.

Attached is a report from Waverly Middle School Principal, George Schere.

3.2. Superintendent

-Personnel Update

-Civics Committee Hearing in June. Civics Committee meeting in May.

-Administrator Salaries will be in the June board meeting

-Bond Issue Update

3.3. Board Reports

Policy Committee

Building, Grounds, Transportation Committee

Planning and Development Committee

Performance and Assessment Committee

Board Trainings/Activity/Events

4. RECOGNITION OF VISITORS / OPEN FORUM

The regular board meeting agenda provides for citizens to present information or to express opinions to the board through public comment.

5. ACTION ITEMS

5.1. Consent Agenda

Approval of the consent agenda Passed with a motion by Cheryl Landon and a second by Chad Kendall.
Scott Claycomb: Yea, Andy Grosshans: Yea, Chad Kendall: Yea, Cheryl Landon: Yea, Travis Moore: Yea, Jessica Zuniga: Yea Yea: 6, Nay: 0

5.1.1. Meeting Minutes

5.1.2. Staff Resignations / Terminations

Name, Position, School

Brian Williams, District Maintenance/Transportation, Effective May 31, 2024, Letter of Resignation attached

Kelly Bielenberg, SADD and Slam Poetry Sponsor, Effective at the end of the 2023-2024 school year, Letter of resignation attached

Mackenzie Hyde, Volleyball Coach, Waverly High School, Effective immediately, Letter of resignation attached

Nicholle Todd, School Psychologist, District, Effective at the end of the 2023-2024 school year, Letter of resignation attached

Tracie Hasenkamp, Assistant Bowling Coach, Effective at the end of the 2023-2024 school year, Letter of resignation attached

Caitlin Bell, Language Arts Teacher, Waverly Middle School, Effective at the end of the 2023-2024 school year,

Letter of resignation attached

Rich Dillon, Transportation, Effective immediately, Letter of resignation attached

Kila Jordan, Assistant Volleyball Coach, Waverly High School, Effective immediately, Letter of resignation attached

Melissa Kasuske, Reading Instructor, Hamlow, Effective at the end of the 2023-2024 school year, Letter of resignation attached

Brooklyn Giannou, Second Grade Teacher, Eagle Elementary, Effective at th end of the 2023-2024 school year, Letter of resignation attached

5.1.3. Staff Hires / Reassignments

The information may be protected by privacy legislation until the Board of Education takes action on the staff recommendations. Therefore, this attachment(s) is not included in agenda materials provided the public and the news media. Any information in the attachment(s) that is not protected by privacy legislation, however, is available for public inspection at the Superintendent Office upon request.

Angie Cobelens, Special Education Facilitator, District Position, Same salary as now + 10 day daily rate, Reassignment from special education opening, District Position, Effective date 8/1/2024

Carissa Stock, Behavior Specialist, District Position, Step 13, MA + 36, Re-allocated position from sped department at WHS, Effective date 8/1/2024

Camryn Tompkins, Science Teacher, Waverly High School, Step 1, BA, Replacement for sub Ken Smith, Effective date 8/1/2024

Summer Student Crew

Hayden Brandl - Student Summer Maintenance, District \$12.91

Braden Romans - Student Summer Maintenance, District \$12.91

Hayden Guthard - Student Summer Maintenance, District, \$13.23

Ezra Keim - Student Summer Maintenance, District, \$12.91

Trevor Roesler - Student Summer Maintenance, District, \$12.91

Sawyer Robers - Student Summer Maintenance, District, \$12.91

Vadra Stuzman, Administrative Assistant, Waverly High School, 8 hrs./day, \$18.70/hr., Step 16, Replacement for Kari Pagels who is moving to Guidance Admin. Asst., Beginning date 4/16/2024

Mike Stumme, Custodian, Eagle Elementary, 8 hrs./day, \$18.70 hr., Step 16, Replacement for Jeff Spiering, Beginning date 4/22/2024

Brittany Hying, HAL Facilitator, District Position, same salary as now, Replacement for Laurie Little, Beginning date 8/1/2024

Kylie Janssen, Schoo. Psychologist Intern, District, Step 1, Column MA + 18, Replacement for Angie Cobelens, Effective date 8/1/2024

Shelby Siel, 2nd Grade Teacher, Eagle Elementary, Step 8, Column MA, Replacement for Brooklyn Giannou,

Beginning date 8/1/2024

5.1.4. Extra-Duty Assignments

Name, Position, Extra-Duty, School Building, Category, Level, Replacement for...

Madison White, Musical Director, Waverly High School, Category V, Level 4, Replacement for Nate Lee

Paige Piper, Head Dance Coach, Waverly High School, Category V, Level 4, Replacement for Marya Heald

Jeromy Doele, Musical Assistant, Waverly High School, Category IV, Level 3, Added position

Paul Riley, Assistant Baseball Coach, Waverly High School, New position, Category VI, Level I, Effective date 2/26/2024

Jake Bream, Assistant Baseball Coach, Waverly High School, Replacement for Sam Tewes, Category VI, Level I, Effective date 2/26/2024

Zach Peterson, Assistant Baseball Coach, Waverly High School, Replacement for Mike Goodrich, Category VI, Level 2, Effective date 2/26/2024

Drew Chesley, Assistant Baseball Coach, Waverly High School, New Position, Category VI, Level I, Effective date 2/26/2024

Nick Backencamp, Assistant Baseball Coach, Waverly High School, New Position, Category VI, Level I, Effective date 2/26/2024

5.1.5. Fund Balances

5.1.6. Fund Claims

5.1.7. Acceptance of Donations

5.2. Math Curriculum

This math curriculum material purchase for Grades 9-11, are for Reveal Math. The money to pay for these materials will come from ESSER funds.

Approve Grades 9-11 math materials at a cost of \$66,935.30 Passed with a motion by Scott Claycomb and a second by Chad Kendall.

Scott Claycomb: Yea, Andy Grosshans: Yea, Chad Kendall: Yea, Cheryl Landon: Yea, Travis Moore: Yea, Jessica Zuniga: Yea Yea: 6, Nay: 0

5.3. Science Materials

This purchase is for a six-year subscription for Amplify Science of print and online materials for K-5 plus the additional consumable materials required to perform the inquiry activities and investigations. The cost is \$399,432.21 and ESSER dollars will be used for this.

Approve the purchase of Amplify Science materials at a cost of \$399,432.41 Passed with a motion by Scott Claycomb and a second by Cheryl Landon.

Scott Claycomb: Yea, Andy Grosshans: Yea, Chad Kendall: Yea, Cheryl Landon: Yea, Travis Moore: Yea, Jessica Zuniga: Yea Yea: 6, Nay: 0

5.4. Review and Approve Facility Advocates HVAC Maintenance Agreement 24-25

Motion to approve the Facility Advocates Service Contract for 1 year. Passed with a motion by Scott Claycomb and a second by Chad Kendall.

Scott Claycomb: Yea, Andy Grosshans: Yea, Chad Kendall: Yea, Cheryl Landon: Yea, Travis Moore: Yea, Jessica Zuniga: Yea Yea: 6, Nay: 0

Motion to approve the Facility Advocates Service Contract for 1 year. Passed with a motion by Jessica Zuniga and a second by Scott Claycomb.

Scott Claycomb: Yea, Andy Grosshans: Yea, Chad Kendall: Yea, Cheryl Landon: Yea, Travis Moore: Yea, Jessica Zuniga: Yea Yea: 6, Nay: 0

5.5. Review, Discuss, Approve, and take all necessary action for Policy 5049/5417 - Triennial Wellness Policy.

Motion to wave all readings and adopt policy 5417 and remove policy 5049. Passed with a motion by Travis Moore and a second by Chad Kendall.

Scott Claycomb: Yea, Andy Grosshans: Yea, Chad Kendall: Yea, Cheryl Landon: Yea, Travis Moore: Yea, Jessica Zuniga: Yea Yea: 6, Nay: 0

5.6. Review Board Policies

Review of two policies this month. These include:

-BP 5413-Requests to Contact Students and Student Interviews by Non-School Personnel

-BP 6030-Restraint and Seclusion of Students

-BP 6030-Restraint and Seclusion/Administrative Regulations/Guidelines

Review board policies 5413 and 6030 Passed with a motion by Travis Moore and a second by Scott Claycomb.

Scott Claycomb: Yea, Andy Grosshans: Yea, Chad Kendall: Yea, Cheryl Landon: Yea, Travis Moore: Yea, Jessica Zuniga: Yea Yea: 6, Nay: 0

5.7. Change (Oct 2023) \$150,000 Interfund Loan (General Fund to Special Building) to General Fund to Special Building Fund Transfer.

Motion to make the October 2023 GF to SBF interfund loan of \$150,000 change to a GF to SBF \$150,000 transfer. Passed with a motion by Cheryl Landon and a second by Scott Claycomb.

Scott Claycomb: Yea, Andy Grosshans: Yea, Chad Kendall: Yea, Cheryl Landon: Yea, Travis Moore: Yea, Jessica Zuniga: Yea Yea: 6, Nay: 0

5.8. Review and Discuss Modified Eakes Copier/Printer Lease

Motion to approve the modified Eakes Copier/Printer Lease. Passed with a motion by Scott Claycomb and a second by Chad Kendall.

Scott Claycomb: Yea, Andy Grosshans: Yea, Chad Kendall: Yea, Cheryl Landon: Yea, Travis Moore: Yea, Jessica Zuniga: Yea Yea: 6, Nay: 0

5.9. Out of State Trip

Skills USA out of state trip attached.

Approve out of state trip for Skills USA Passed with a motion by Jessica Zuniga and a second by Travis Moore.

Scott Claycomb: Yea, Andy Grosshans: Yea, Chad Kendall: Yea, Cheryl Landon: Yea, Travis Moore: Yea, Jessica Zuniga: Yea Yea: 6, Nay: 0

5.10. Math Materials

This is for a six-year subscription of print and online materials for Big Ideas Math: Grades 6-8. We will use general funds to purchase these materials.

Approve the purchase of Big Ideas Math materials at a cost of \$64,207.50 Passed with a motion by Cheryl Landon and a second by Chad Kendall.

Scott Claycomb: Yea, Andy Grosshans: Yea, Chad Kendall: Yea, Cheryl Landon: Yea, Travis Moore: Yea, Jessica Zuniga: Yea Yea: 6, Nay: 0

6. Discussion Items

7. Convene Closed Session

7.1. Convene Closed Session

The Board of Education is authorized by state statute to hold closed sessions. Closed sessions may be held when clearly necessary for the protection of the public interest or for the prevention of the needless injury to the reputation of the individual. Reasons that meet this standard include but are not limited to: (a) strategy sessions with respect to collective bargaining, real estate matters, 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 the allegations of criminal misconduct; (d) evaluation of the job performance of a person when necessary to prevent the needless injury to the reputation of a person and if such person has not requested a public meeting; and (e) legal advice.

7.1.1. Restate Closed Session Reason

Restate that the reason to enter closed session is for

8. Reconvene to Open Session

8.1. Reconvene Open Session

Official Record of Time Board of Education Reconvenes into Open Session

9. Upcoming Board Activities

9.1. Committee Meetings

Policy Committee

Building, Grounds, Transportation Committee

Planning and Development Committee

Performance and Assessment Committee

Board Trainings/Activity/Events

Civics Committee

9.2. Board Meetings

The next regular board of education meeting will be held on Monday, June 3rd, 2024 at 7:00 p.m. at the Central Office in Waverly.

9.3. Board Training/Development

NASB Events

June 2024

NASB Leadership Workshop
June 5-6-Lincoln

NASB Golf Outing
June 12-Kearney Country Club

School Leaders and Law Conference
June 12-13-Kearney

July

Board Candidate Workshops
July 16-Milford

Alicap Summer Workshops
July 11-Kearney
July 12-Lincoln

August/September
Area Membership Meetings
August 28-York
September 11-Nebraska City
September 24-Omaha
September 25-Fremont

October

Labor Relations Conference
October 2-3-Lincoln

November

State Education Conference
November 20-22-CHI Health Center, Omaha
November 22-Delegate Assembly

December

New Board Member Workshops
December 10-York
December 11-Omaha

10. Adjournment

The meeting was declared adjourned by the President at 8:23PM

11. For Your Information

The School District #145 – Board of Education reserves the right to convene a Closed Session for purposes in accordance with §84-1410(1).

Board Member

Business Manager



Cory Worrell <cory.worrell@district145.org>

Fwd: Resignation Email

1 message

Brad McMillan <brad.mcmillan@district145.org>
To: Cory Worrell <cory.worrell@district145.org>

Tue, May 14, 2024 at 6:23 AM

----- Forwarded message -----

From: **Jake Bauer** <jbauer780@hotmail.com>
Date: Mon, May 13, 2024 at 9:52AM
Subject: Resignation Email
To: <brad.mcmillan@district145.org>
Cc: Beth Singleton <beth.singleton@district145.org>

Good Morning,

I have already spoke with Beth on this but I am writing this email advising my resignation from the assistant coaching position on the Waverly Softball team. Please accept this email. If you have any questions please do not be afraid to reach out. It has been a pleasure being apart of the build for the past two years.

Go Vikes!

Thanks,

Jake Bauer

--

Brad McMillan, CAA
Assistant Principal/Activities Director
Waverly High School
402-786-2765
www.waverlyactivities.com

I am retiring. My last day will be June 7th

Mike Adams

**Fund Balances as of:
May 29, 2024**

Fund	April 30, 2024	Receipts	Expenditures	Transfers	May 29, 2024
Money Market	5,810,962.46	16,741.44	-	-	5,827,703.90
General	7,049,027.19	4,024,002.70	2,191,754.35	-	8,881,275.54
Building	454,803.91	165,240.25	203,375.20	-	416,668.96
Bond 15 Construction	0.33	-	-	-	0.33
Bond 2016- 2021B (Debt)	123,544.28	61,461.19	-	-	185,005.47
Bond 2015- 2015/2020 (Debt)	191,681.32	95,949.40	-	-	287,630.72
Bond 11 A/B K-8- 2021A Debt	311,322.97	88,674.28	-	-	399,997.25
Bond 11 C 9-12- 2016B Debt	86,433.06	70,994.60	-	-	157,427.66
Hot Lunch	843,255.54	100,068.14	106,373.82	-	836,949.86
2003 QCPUF (Env Hazards)	2.33	-	-	-	2.33
2010 QCPUF	8.84	0.01	-	-	8.85
2012 QCPUF	878.54	15.51	-	-	894.05
2013 QCPUF	138,116.37	68,429.03	20,719.70	-	185,825.70
Depreciation	75,659.53	7.81	62,010.00	-	13,657.34
Total	15,085,696.67	4,691,584.36	2,584,233.07	-	17,193,047.96

Check #	Vendor Name	Amount			Amount
Account Number	Invoice	Description			Amount
Checking	1				
Checking	1	Fund: 01	GENERAL FUND		
71678	ABANTE MARKETING				657.33
01 2310 890 0 000	141179	APPLE ICE PACKS			657.33
				Vendor Total:	657.33
71679	AIRGAS				268.35
01 1100 442 2 001	5507364770	CYLINDER RENTAL 4/1/24-			268.35
1170		4/30/24			
				Vendor Total:	268.35
71680	AKRS EQUIPMENT SOLUTIONS INC				189.91
01 2630 610 1 003	3840996	TRIMMER HOLDER FOR MOWER			37.99
01 2630 610 1 004	3840996	TRIMMER HOLDER FOR MOWER			37.98
01 2630 610 1 006	3840996	TRIMMER HOLDER FOR MOWER			37.98
01 2630 610 2 002	3840996	TRIMMER HOLDER FOR MOWER			37.98
01 2630 610 2 001	3840996	TRIMMER HOLDER FOR MOWER			37.98
71680	AKRS EQUIPMENT SOLUTIONS INC				99.70
01 2630 610 1 006	3841070	VALVE FOR CHEMICAL SPRAYER			19.94
01 2630 610 2 002	3841070	VALVE FOR CHEMICAL SPRAYER			19.94
01 2630 610 2 001	3841070	VALVE FOR CHEMICAL SPRAYER			19.94
01 2630 610 1 003	3841070	VALVE FOR CHEMICAL SPRAYER			19.94
01 2630 610 1 004	3841070	VALVE FOR CHEMICAL SPRAYER			19.94
71680	AKRS EQUIPMENT SOLUTIONS INC				95.24
01 2630 610 1 004	3841384	MOWER FILTERS			19.05
01 2630 610 1 006	3841384	MOWER FILTERS			19.05
01 2630 610 2 002	3841384	MOWER FILTERS			19.05
01 2630 610 2 001	3841384	MOWER FILTERS			19.05
01 2630 610 1 003	3841384	MOWER FILTERS			19.04
				Vendor Total:	384.85
71670	ALLO COMMUNICATIONS				115.00
01 2230 340 0 000	2307659 JU-0001	INTERNET SERVICES			115.00
				Vendor Total:	115.00
71681	AMAZON CAPITAL SERVICES				37.35
01 1200 610 2 002	14KT-CT37-1222	Shindel 330 Sheets Multicolor Tissue Pap			7.98
01 1200 610 2 002	14KT-CT37-1222	Chef Craft Easy to Read Plastic, Measuri			6.78
01 1200 610 2 002	14KT-CT37-1222	Blank White Cards and Envelopes 100 Pack			22.59
71681	AMAZON CAPITAL SERVICES				441.79
01 3540 610 1 003	14Q9-FJQJ-74MM	EC Supplies-40 items			441.79
71681	AMAZON CAPITAL SERVICES				37.95
01 2620 610 0 000	167X-J1GV-4RPV	BATTERIES			37.95
71681	AMAZON CAPITAL SERVICES				424.77
01 6998 610 0 000	16FM-94DQ-6JNV	100 Pack Sentence Strips, Ruled Rainbow			29.97
01 6998 610 0 000	16FM-94DQ-6JNV	EOOUT 40 Pack A5 Kraft Notebooks, Compos			28.89
01 6998 610 0 000	16FM-94DQ-6JNV	Amazon Basics Blank Index Cards, 1000 Co			7.53
01 6998 610 0 000	16FM-94DQ-6JNV	Sanford® Mr. Sketch® Watercolor Markers,			33.30
01 6998 610 0 000	16FM-94DQ-6JNV	EXPO Low Odor Dry Erase Markers, Chisel			47.97

Check #	Vendor Name	Amount		Amount
Account Number	Invoice	Description		Amount
01 6998 610 0 000	16FM-94DQ-6JNV	Discount		(10.11)
01 6998 610 0 000	16FM-94DQ-6JNV	Two Pocket Folders, PANDRI 75 Pack 2 Poc		29.66
01 6998 610 0 000	16FM-94DQ-6JNV	Skittles Pouch - 174g - Pack of 2 (174g		86.82
01 6998 610 0 000	16FM-94DQ-6JNV	Fidget Toys Set, 80 Pack Sensory Toys Pa		59.97
01 6998 610 0 000	16FM-94DQ-6JNV	SUNEE 30 Packs Oversized Reusable Dry Er		19.79
01 6998 610 0 000	16FM-94DQ-6JNV	Madisi Wood-Cased #2 HB Pencils, Yellow,		19.98
01 6998 610 0 000	16FM-94DQ-6JNV	Color Swell Bulk Crayon Packs - 36 Boxes		71.00
	71681 AMAZON CAPITAL SERVICES		36.08	
01 1100 610 1 006 1111	16PJ-FPNC-TGL3	Utopia Home Clothes Hangers 50 pk - whit		36.08
	71681 AMAZON CAPITAL SERVICES		29.14	
01 1100 610 1 006 1193	1CKF-TMHK-4D1G	X-ACTO School Pro Electric Pencil Sharpe		29.14
	71681 AMAZON CAPITAL SERVICES		373.76	
01 1200 610 2 002 1221	1CQ1-N379-1P9F	See Cart		373.76
	71681 AMAZON CAPITAL SERVICES		496.94	
01 1200 610 2 002 1222	1CR6-J6GJ-P43D	See Cart		496.94
	71681 AMAZON CAPITAL SERVICES		19.55	
01 1100 610 2 002 1169	1D4P-9CDV-L1KN	Wireless Bluetooth Mouse,LED Rechargeabl		12.56
01 1100 610 2 002 1169	1D4P-9CDV-L1KN	shipping		6.99
	71681 AMAZON CAPITAL SERVICES		125.96	
01 1100 610 2 001 1168	1DPM-7F17-4JHJ	GoSports Slammo Game Set (Includes 3 Bal		125.96
	71681 AMAZON CAPITAL SERVICES		29.98	
01 2320 610 0 000	1GWP-JXTY-D36W	SUPPLIES		29.98
	71681 AMAZON CAPITAL SERVICES		35.10	
01 2710 610 0 000	1JKH-J3G3-997G	SUPPLIES		35.10
	71681 AMAZON CAPITAL SERVICES		58.50	
01 2620 610 1 004	1JT4-HTWN-9HIY	SUPPLIES		58.50
	71681 AMAZON CAPITAL SERVICES		129.99	
01 1100 610 1 006 1111	1L9F-XR3D-3N6R	kemanner Heavy Duty Rolling Garment Rack		129.99
	71681 AMAZON CAPITAL SERVICES		175.00	
01 2630 610 1 003	1LH4-VW9M-G76T	HANDICAP STENCIL KIT		35.00
01 2630 610 1 004	1LH4-VW9M-G76T	HANDICAP STENCIL KIT		35.00
01 2630 610 1 006	1LH4-VW9M-G76T	HANDICAP STENCIL KIT		35.00
01 2630 610 2 002	1LH4-VW9M-G76T	HANDICAP STENCIL KIT		35.00
01 2630 610 2 001	1LH4-VW9M-G76T	HANDICAP STENCIL KIT		35.00
	71681 AMAZON CAPITAL SERVICES		23.99	

Check #	Vendor Name	Amount		Amount
Account Number	Invoice	Description		Amount
01 1200 610 1 003 1221	1LXD-K67M- LNDW	Amazon Cart		23.99
	71681 AMAZON CAPITAL SERVICES		259.98	
01 1100 733 2 001 1111	1N9C-9WL9- QYKN	VIVO 32 inch Desk Converter, K Series, H		259.98
	71681 AMAZON CAPITAL SERVICES		555.58	
01 3540 610 1 003	1NTM-CCRW- TPR7	EC Supplies-40 items		555.58
	71681 AMAZON CAPITAL SERVICES		77.34	
01 2610 610 2 002	1P7C-T4N7- CG9D	BATTERIES		77.34
	71681 AMAZON CAPITAL SERVICES		26.98	
01 1100 610 2 001 1111	1R49-1WGR- TD1M	HappyTrends 2 PCS Kitchen Mat Cushioned		19.99
01 1100 610 2 001 1111	1R49-1WGR- TD1M	S/H		6.99
	71681 AMAZON CAPITAL SERVICES		(15.03)	
01 1200 610 2 002 1221	1RCJ-NJP3- 77GW	GAME RETURN		(15.03)
	71681 AMAZON CAPITAL SERVICES		422.67	
01 1100 610 2 001 1110	1RT7-JP16- 6TT4	See attached cart		422.67
	71681 AMAZON CAPITAL SERVICES		151.46	
01 1100 610 2 002 1111	1W3R-M7X6- 1FND	Energizer Alkaline Power AAA Batteries (18.98
01 1200 610 2 002 1221	1W3R-M7X6- 1FND	Bananagrams: Multi-Award- Winning Word Ga		14.89
01 1100 610 2 002 1111	1W3R-M7X6- 1FND	Avery Removable ID Labels, Sure Feed, Re		15.73
01 1100 610 2 002 1111	1W3R-M7X6- 1FND	1" x 2-5/8" Address Labels 900 Labels St		6.88
01 1100 610 2 002 1111	1W3R-M7X6- 1FND	Elmer's Disappearing Purple School Glue		4.27
01 1100 610 2 002 1111	1W3R-M7X6- 1FND	Energizer Alkaline Power D Batteries (12		22.54
01 1100 610 2 002 1111	1W3R-M7X6- 1FND	Energizer MAX C Batteries, Premium Alkal		12.99
01 1100 610 2 002 1111	1W3R-M7X6- 1FND	Energizer AA Batteries, Alkaline Power D		18.00
01 1100 610 2 002 1111	1W3R-M7X6- 1FND	Avery Heavy-Duty 3 Ring Binder, 4 Inch O		37.18
	71681 AMAZON CAPITAL SERVICES		379.28	
01 1100 610 2 002 1168	1W63-MMPH- XXKH	Champion Sports Rhino Playground Ball Se		29.35
01 1100 610 2 002 1168	1W63-MMPH- XXKH	Champion Sports Rhino Skin Basic Dodgeba		89.98
01 1100 610 2 002 1168	1W63-MMPH- XXKH	JBL PartyBox 100 - High Power Portable W		259.95
	71681 AMAZON CAPITAL SERVICES		95.83	
01 2141 610 2 002	1XFJ-GXGF- HYCX	SUPPLIES		31.95
01 2141 610 1 004	1XFJ-GXGF- HYCX	SUPPLIES		31.94
01 2141 610 1 006	1XFJ-GXGF- HYCX	SUPPLIES		31.94
	71682 AMERICAN MESSAGING		38.72	
01 2510 382 0 000	D3201922YF	SVS 6/1/24-6/30/24		38.72
			Vendor Total:	4,429.94

Check #	Vendor Name	Amount			
Account Number	Invoice	Description	Amount		
	71683 AMI HEFFELFINGER-MARX		3,520.00		
01 1200 320 0 000 1215	4/30/24- 5/23/24	SVS 4/30/24-5/23/24	3,520.00		
				Vendor Total:	38.72
	71684 AMPLIFY EDUCATION INC		399,432.41		
01 6998 640 0 000	INV-258776	Amplify Science GK Kits	41,840.00		
01 6998 640 0 000	INV-258776	Amplify Science GK Student Investigation	6,033.30		
01 6998 640 0 000	INV-258776	Amplify Science G1 Kits	40,240.00		
01 6998 640 0 000	INV-258776	Amplify Science G1 Students Investigatio	6,033.30		
01 6998 640 0 000	INV-258776	Amplify Science G5 Kits	49,840.00		
01 6998 640 0 000	INV-258776	Amplify Science G5 Student Investigation	12,090.40		
01 6998 640 0 000	INV-258776	Shipping	47,386.81		
01 6998 640 0 000	INV-258776	Amplify Science G2 Kits	40,880.00		
01 6998 640 0 000	INV-258776	Amplify Science G2 Student Investigation	9,067.80		
01 6998 640 0 000	INV-258776	Amplify Science G3 Kits	66,800.00		
01 6998 640 0 000	INV-258776	Amplify Science G3 Student Investigation	12,090.40		
01 6998 640 0 000	INV-258776	Amplify Science G4 Kits	55,040.00		
01 6998 640 0 000	INV-258776	Amplify Science G4 Student Investigation	12,090.40		
	71684 AMPLIFY EDUCATION INC		11,750.00		
01 2212 640 0 000	INV-260824	BOOST Reading Site License Hamlow	7,750.00		
01 2212 640 0 000	INV-260824	BOOST Reading Licences K-2 Eagle	4,000.00		
				Vendor Total:	411,182.41
	71685 APTEGY INC		10,805.00		
01 2230 735 0 000	INV22391	Apptegy website and hosting for district	10,805.00		
				Vendor Total:	10,805.00
	71686 AUTO GLASS NATION, INC		275.00		
01 2712 610 0 000	1-35100	WINDSHIELD BUS 25	275.00		
				Vendor Total:	275.00
	71687 BARNES & NOBLE INC		168.69		
01 2220 640 2 001	4541436	Open PO	168.69		
				Vendor Total:	168.69
	71688 BLACK DIAMOND ENTERPRISES INC		590.00		
01 2630 610 1 003	100236-5477	MULCH	118.00		
01 2630 610 1 004	100236-5477	MULCH	118.00		
01 2630 610 1 006	100236-5477	MULCH	118.00		
01 2630 610 2 002	100236-5477	MULCH	118.00		
01 2630 610 2 001	100236-5477	MULCH	118.00		
				Vendor Total:	590.00
	71671 BLUE CROSS BLUE SHIELD		317,472.00		
01 1100 281 1 003 1100	JUN 24-0001	HEALTH BENEFITS	2,851.06		
01 1100 281 1 004 1100	JUN 24-0001	HEALTH BENEFITS	8,798.72		
01 1100 281 1 003 1101	JUN 24-0001	HEALTH BENEFITS	5,315.34		
01 1100 281 1 004	JUN 24-0001	HEALTH BENEFITS	9,386.62		

Check #	Vendor Name			Amount
Account	Number	Invoice	Description	Amount
1101				
01 1100 281 1 003		JUN 24-0001	HEALTH BENEFITS	5,987.02
1102				
01 1100 281 1 004		JUN 24-0001	HEALTH BENEFITS	8,431.99
1102				
01 6408 281 1 000		JUN 24-0001	HEALTH BENEFITS	1,658.42
01 6408 281 2 000		JUN 24-0001	HEALTH BENEFITS	1,583.30
01 2710 286 0 000		JUN 24-0001	HEALTH BENEFITS	395.83
01 2712 286 0 000		JUN 24-0001	HEALTH BENEFITS	395.82
01 3540 281 1 003		JUN 24-0001	HEALTH BENEFITS	672.54
01 3535 281 0 000		JUN 24-0001	HEALTH BENEFITS	791.65
01 6200 281 1 003		JUN 24-0001	HEALTH BENEFITS	2,178.52
01 6408 281 0 000		JUN 24-0001	HEALTH BENEFITS	2,178.52
01 2630 286 0 000		JUN 24-0001	HEALTH BENEFITS	1,991.86
01 2620 280 1 003		JUN 24-0001	HEALTH BENEFITS	831.76
01 2620 280 1 004		JUN 24-0001	HEALTH BENEFITS	831.76
01 2620 280 2 001		JUN 24-0001	HEALTH BENEFITS	831.76
01 2620 280 2 002		JUN 24-0001	HEALTH BENEFITS	706.38
01 2710 280 0 000		JUN 24-0001	HEALTH BENEFITS	2,345.37
01 2610 280 1 003		JUN 24-0001	HEALTH BENEFITS	2,744.81
01 2610 280 1 004		JUN 24-0001	HEALTH BENEFITS	831.76
01 2610 280 1 006		JUN 24-0001	HEALTH BENEFITS	831.76
01 2610 280 2 001		JUN 24-0001	HEALTH BENEFITS	1,082.52
01 2610 280 2 002		JUN 24-0001	HEALTH BENEFITS	2,369.90
01 2630 280 0 000		JUN 24-0001	HEALTH BENEFITS	1,663.52
01 2410 281 1 006		JUN 24-0001	HEALTH BENEFITS	2,232.27
01 2410 280 1 006		JUN 24-0001	HEALTH BENEFITS	831.76
01 2410 281 2 001		JUN 24-0001	HEALTH BENEFITS	4,128.70
01 2410 280 2 001		JUN 24-0001	HEALTH BENEFITS	1,663.52
01 2410 281 2 002		JUN 24-0001	HEALTH BENEFITS	2,232.27
01 2410 280 2 002		JUN 24-0001	HEALTH BENEFITS	1,538.14
01 2320 286 0 000		JUN 24-0001	HEALTH BENEFITS	672.54
01 2320 280 0 000		JUN 24-0001	HEALTH BENEFITS	3,327.04
01 2410 281 1 003		JUN 24-0001	HEALTH BENEFITS	2,232.27
01 2410 280 1 003		JUN 24-0001	HEALTH BENEFITS	831.76
01 2410 281 1 004		JUN 24-0001	HEALTH BENEFITS	1,662.44
01 2410 280 1 004		JUN 24-0001	HEALTH BENEFITS	831.76
01 2220 281 1 006		JUN 24-0001	HEALTH BENEFITS	1,842.68
01 2220 281 2 001		JUN 24-0001	HEALTH BENEFITS	1,842.68
01 2220 281 2 002		JUN 24-0001	HEALTH BENEFITS	1,379.87
01 2230 281 0 000		JUN 24-0001	HEALTH BENEFITS	2,232.27
01 2230 284 0 000		JUN 24-0001	HEALTH BENEFITS	2,369.90
01 2320 285 0 000		JUN 24-0001	HEALTH BENEFITS	2,232.27
01 2151 281 1 004		JUN 24-0001	HEALTH BENEFITS	2,178.52
01 2151 281 2 001		JUN 24-0001	HEALTH BENEFITS	1,623.77
01 2190 280 2 001		JUN 24-0001	HEALTH BENEFITS	706.38
01 2212 281 0 000		JUN 24-0001	HEALTH BENEFITS	1,464.53
01 2220 281 1 003		JUN 24-0001	HEALTH BENEFITS	2,178.52
01 2220 281 1 004		JUN 24-0001	HEALTH BENEFITS	2,178.52
01 2130 282 2 002		JUN 24-0001	HEALTH BENEFITS	831.76
01 2141 281 1 003		JUN 24-0001	HEALTH BENEFITS	1,089.26
01 2141 281 1 004		JUN 24-0001	HEALTH BENEFITS	565.22
01 2141 281 1 006		JUN 24-0001	HEALTH BENEFITS	548.61
01 2141 281 2 001		JUN 24-0001	HEALTH BENEFITS	1,089.26
01 2141 281 2 002		JUN 24-0001	HEALTH BENEFITS	548.61

<u>Check #</u>	<u>Vendor Name</u>			<u>Amount</u>
<u>Account</u>	<u>Number</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>
01 2120 281 1 004		JUN 24-0001	HEALTH BENEFITS	791.65
01 2120 281 2 001		JUN 24-0001	HEALTH BENEFITS	5,971.38
01 2120 280 2 001		JUN 24-0001	HEALTH BENEFITS	831.76
01 2120 281 2 002		JUN 24-0001	HEALTH BENEFITS	1,896.43
01 2130 282 1 006		JUN 24-0001	HEALTH BENEFITS	831.76
01 2130 282 2 001		JUN 24-0001	HEALTH BENEFITS	706.38
01 1200 281 2 002 1221		JUN 24-0001	HEALTH BENEFITS	6,991.37
01 1200 281 1 004 1222		JUN 24-0001	HEALTH BENEFITS	2,178.52
01 1200 281 2 001 1222		JUN 24-0001	HEALTH BENEFITS	672.54
01 1200 281 2 002 1222		JUN 24-0001	HEALTH BENEFITS	1,842.68
01 1200 281 2 001 1225		JUN 24-0001	HEALTH BENEFITS	1,379.87
01 2120 281 1 003		JUN 24-0001	HEALTH BENEFITS	814.99
01 1100 281 2 002 1194		JUN 24-0001	HEALTH BENEFITS	1,041.28
01 1200 281 0 000 1214		JUN 24-0001	HEALTH BENEFITS	1,896.43
01 1200 281 1 003 1221		JUN 24-0001	HEALTH BENEFITS	5,796.50
01 1200 281 1 004 1221		JUN 24-0001	HEALTH BENEFITS	4,021.20
01 1200 281 1 006 1221		JUN 24-0001	HEALTH BENEFITS	6,535.56
01 1200 281 2 001 1221		JUN 24-0001	HEALTH BENEFITS	4,021.20
01 1100 281 1 006 1193		JUN 24-0001	HEALTH BENEFITS	921.34
01 1100 281 2 001 1193		JUN 24-0001	HEALTH BENEFITS	537.89
01 1100 281 2 002 1193		JUN 24-0001	HEALTH BENEFITS	1,092.09
01 1100 281 1 003 1194		JUN 24-0001	HEALTH BENEFITS	39.59
01 1100 281 1 006 1194		JUN 24-0001	HEALTH BENEFITS	451.48
01 1100 281 2 001 1194		JUN 24-0001	HEALTH BENEFITS	1,437.82
01 1100 281 1 004 1190		JUN 24-0001	HEALTH BENEFITS	814.99
01 1100 281 1 006 1190		JUN 24-0001	HEALTH BENEFITS	814.99
01 1100 281 2 001 1190		JUN 24-0001	HEALTH BENEFITS	672.54
01 1100 281 2 002 1190		JUN 24-0001	HEALTH BENEFITS	2,178.52
01 1100 281 1 003 1193		JUN 24-0001	HEALTH BENEFITS	2,178.52
01 1100 281 1 004 1193		JUN 24-0001	HEALTH BENEFITS	921.34
01 1100 281 2 001 1172		JUN 24-0001	HEALTH BENEFITS	1,145.29
01 1100 281 2 002 1172		JUN 24-0001	HEALTH BENEFITS	234.58
01 1100 281 2 001 1174		JUN 24-0001	HEALTH BENEFITS	3,472.66
01 1100 281 2 002 1174		JUN 24-0001	HEALTH BENEFITS	672.54

<u>Check #</u>	<u>Vendor Name</u>			<u>Amount</u>
<u>Account</u>	<u>Number</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>
01 1100 281 2 001 1176		JUN 24-0001	HEALTH BENEFITS	3,667.30
01 1100 281 2 002 1176		JUN 24-0001	HEALTH BENEFITS	1,842.68
01 1100 281 1 004 1169		JUN 24-0001	HEALTH BENEFITS	921.34
01 1100 281 1 006 1169		JUN 24-0001	HEALTH BENEFITS	921.34
01 1100 281 2 001 1169		JUN 24-0001	HEALTH BENEFITS	1,674.20
01 1100 281 2 002 1169		JUN 24-0001	HEALTH BENEFITS	1,415.87
01 1100 281 2 001 1170		JUN 24-0001	HEALTH BENEFITS	3,685.36
01 1100 281 2 002 1170		JUN 24-0001	HEALTH BENEFITS	2,178.52
01 1160 281 1 004		JUN 24-0001	HEALTH BENEFITS	609.56
01 1100 281 1 003 1168		JUN 24-0001	HEALTH BENEFITS	1,219.13
01 1100 281 1 004 1168		JUN 24-0001	HEALTH BENEFITS	921.34
01 1100 281 1 006 1168		JUN 24-0001	HEALTH BENEFITS	921.34
01 1100 281 2 001 1168		JUN 24-0001	HEALTH BENEFITS	4,208.92
01 1100 281 2 002 1168		JUN 24-0001	HEALTH BENEFITS	3,151.75
01 1100 281 2 001 1130		JUN 24-0001	HEALTH BENEFITS	5,865.94
01 1100 281 2 001 1140		JUN 24-0001	HEALTH BENEFITS	8,285.51
01 1150 281 1 004		JUN 24-0001	HEALTH BENEFITS	609.57
01 1100 281 2 001 1153		JUN 24-0001	HEALTH BENEFITS	5,863.88
01 1100 281 2 001 1155		JUN 24-0001	HEALTH BENEFITS	672.54
01 1160 281 1 003		JUN 24-0001	HEALTH BENEFITS	3,785.16
01 1100 281 2 002 1106		JUN 24-0001	HEALTH BENEFITS	11,617.73
01 1100 281 2 002 1107		JUN 24-0001	HEALTH BENEFITS	15,745.13
01 1100 281 2 002 1108		JUN 24-0001	HEALTH BENEFITS	11,413.69
01 1100 281 2 001 1110		JUN 24-0001	HEALTH BENEFITS	5,237.84
01 1100 281 2 001 1114		JUN 24-0001	HEALTH BENEFITS	697.13
01 1100 281 2 001 1124		JUN 24-0001	HEALTH BENEFITS	5,089.56
01 1100 281 1 003 1103		JUN 24-0001	HEALTH BENEFITS	4,021.20
01 1100 281 1 006 1103		JUN 24-0001	HEALTH BENEFITS	8,834.05
01 1100 281 1 003 1104		JUN 24-0001	HEALTH BENEFITS	791.65
01 1100 281 1 006 1104		JUN 24-0001	HEALTH BENEFITS	8,252.13
01 1100 281 1 003 1105		JUN 24-0001	HEALTH BENEFITS	2,851.06
01 1100 281 1 006 1105		JUN 24-0001	HEALTH BENEFITS	7,916.29

Vendor Total: 317,472.00

Check #	Vendor Name	Amount		Amount
Account Number	Invoice	Description		Amount
71689	BLUM, KYLA			8,572.90
01 2151 320 1 006	5/23/24-5/20/24	SVS 4/23/24-5/20/24		8,265.60
01 2151 334 1 006	5/23/24-5/20/24	SVS 4/23/24-5/20/24		307.30
			Vendor Total:	8,572.90
71690	BREAKTHROUGH COACH, THE			795.00
01 2213 330 1 003	INV-10870	Administrator & Secretary online seminar		795.00
			Vendor Total:	795.00
71691	BUESCHER, STACY			29.93
01 1200 333 2 001	12/11/23-5/1/24	MILEAGE 12/11/23-5/1/24		29.93
1226			Vendor Total:	29.93
71692	CASS COUNTY REFUSE			420.00
01 2620 431 1 003	698-0423	TRASH SVS APR 24		420.00
			Vendor Total:	420.00
71693	CEI SECURITY AND SOUND			4,560.00
01 2230 735 0 000	2023477	RS2 License & Web Client 1 year renewal,		4,560.00
			Vendor Total:	4,560.00
71694	CLASSLINK, INC			8,184.90
01 2230 735 0 000	e-117436	ClassLink Annual LaunchPad Renewal Licen		7,684.90
01 2230 735 0 000	e-117436	ClassLink Annual Roster Server Hosting R		500.00
			Vendor Total:	8,184.90
71695	COBELENS, ANGIE			24.29
01 2141 333 2 002	JAN-MAY 24	MILEAGE JAN-MAY 24		8.10
01 2141 333 1 004	JAN-MAY 24	MILEAGE JAN-MAY 24		8.10
01 2141 333 1 006	JAN-MAY 24	MILEAGE JAN-MAY 24		8.09
			Vendor Total:	24.29
71696	COMMAND PERFORMANCE BOOKS			282.55
01 1100 610 2 001	1124 SHP6751	Selena, by Nelly Andrade Hughes, from Wa		269.78
01 1100 610 2 001	1124 SHP6751	Shipping		12.77
			Vendor Total:	282.55
71697	CONSOLIDATED ELECTRICAL DISTRIBUTOR			31.24
01 2710 610 0 000	8555954-00	SUPPLIES		31.24
			Vendor Total:	31.24
71698	CORNHUSKER INTNL TRUCKS INC			4,095.91
01 2710 610 0 000	3398383	ENTRY DOOR ACTUATOR BUS 1		4,095.91
71698	CORNHUSKER INTNL TRUCKS INC			180.82
01 2710 610 0 000	3398723	RADIATOR HOSE BUS 2 & STOCK		180.82
71698	CORNHUSKER INTNL TRUCKS INC			90.18
01 2710 610 0 000	3399104	EXTRUSION BUS 9 & STOCK		90.18
			Vendor Total:	4,366.91
71699	CROUCH, ELLIOTT			93.13
01 2410 333 1 006	8/16-5/22	MILEAGE 8/16-5/22		93.13
			Vendor Total:	93.13
71700	CUDNEY, KARA			1,810.80
01 6412 320 0 000	4/22/24-5/22/24	SVS 4/22/24-5/22/24		1,810.80

Check #	Vendor Name	Amount		Amount	
Account Number	Invoice	Description		Amount	
	71701 CULLIGAN			38.00	
01 2320 440 0 000	215334	RO RENTAL 5/1/24-5/31/24		38.00	
					Vendor Total: 1,810.80
	71702 DAS STATE ACCOUNTING - CENTRAL FINANCE			267.63	
01 2230 340 0 000	1425906	Network Neb Monthly Participation & Inte		267.63	
					Vendor Total: 38.00
	71672 DEERE CREDIT			340.16	
01 2630 442 0 000	JUN5 24-0001	GATOR 0122749 LEASE PMT JUN 24		340.16	
	71673 DEERE CREDIT			369.50	
01 2630 442 0 000	JUN7 24-0001	MOWER 0130010 LEASE PMT JUN 24		369.50	
	71674 DEERE CREDIT			648.25	
01 2630 442 0 000	JUN8 24-0001	MOWER 0129999 LEASE PMT JUN 24		648.25	
	71675 DEERE CREDIT			799.19	
01 2630 442 0 000	JUN9 24-0001	TRACTOR 0130009 LEASE PMT JUN 24		799.19	
					Vendor Total: 2,157.10
	71703 DIETZE MUSIC HOUSE			800.80	
01 2212 640 0 000	FE2317-0	Dev/Flute		96.00	
01 2212 640 0 000	FE2317-0	Dev/Oboe		21.60	
01 2212 640 0 000	FE2317-0	Dev/1st Clarin		72.00	
01 2212 640 0 000	FE2317-0	Dev/2nd Clarin		57.60	
01 2212 640 0 000	FE2317-0	Dev/1st Alto Sax		43.20	
01 2212 640 0 000	FE2317-0	Dev/Tenor Sax		40.00	
01 2212 640 0 000	FE2317-0	Dev/2nd Alto Sax		43.20	
01 2212 640 0 000	FE2317-0	DEV/BC BARITONE		40.00	
01 2212 640 0 000	FE2317-0	Dev/Tuba		36.00	
01 2212 640 0 000	FE2317-0	Dev/Mallet Per		40.00	
01 2212 640 0 000	FE2317-0	Dev/1st PERC		21.60	
01 2212 640 0 000	FE2317-0	Dev/2nd Perc		14.40	
01 2212 640 0 000	FE2317-0	Dev/Timpani		7.20	
01 2212 640 0 000	FE2317-0	Dev/Bari Sax		28.80	
01 2212 640 0 000	FE2317-0	Dev/1st Trumpet		64.00	
01 2212 640 0 000	FE2317-0	Dev/2nd Trumpet		56.00	
01 2212 640 0 000	FE2317-0	Dev/F Horn		43.20	
01 2212 640 0 000	FE2317-0	Dev/1st Trombone		36.00	
01 2212 640 0 000	FE2317-0	Dev/2nd Trombone		40.00	
	71703 DIETZE MUSIC HOUSE			46.80	
01 1100 610 2 002	FE2804	REEDS		46.80	
1194					
	71703 DIETZE MUSIC HOUSE			75.00	
01 1100 340 2 002	FE2840	REPAIR		75.00	
1194					
	71703 DIETZE MUSIC HOUSE			25.00	
01 1100 340 2 002	FE3025	REPAIR		25.00	
1194					
	71703 DIETZE MUSIC HOUSE			22.00	
01 1100 340 2 002	FE3029	REPAIR		22.00	
1194					
					Vendor Total: 969.60

Check #	Vendor Name	Amount		Amount
Account Number	Invoice	Description		Amount
71704	DULTMEIER SALES LLC			88.60
01 2630 610 1 003	4151903	SPRAYER PARTS FOR CHEMICAL SPRAYER		17.72
01 2630 610 1 004	4151903	SPRAYER PARTS FOR CHEMICAL SPRAYER		17.72
01 2630 610 1 006	4151903	SPRAYER PARTS FOR CHEMICAL SPRAYER		17.72
01 2630 610 2 002	4151903	SPRAYER PARTS FOR CHEMICAL SPRAYER		17.72
01 2630 610 2 001	4151903	SPRAYER PARTS FOR CHEMICAL SPRAYER		17.72
			Vendor Total:	88.60
71705	ELECTRONIC CONTRACTING			2,187.32
01 2620 431 1 003	55285	BATTERIES		156.24
01 2620 431 1 004	55285	BATTERIES		312.48
01 2620 431 1 006	55285	BATTERIES		624.96
01 2620 431 2 002	55285	BATTERIES		1,093.64
71705	ELECTRONIC CONTRACTING			275.63
01 2620 431 2 002	56806	CRACKLING INTERCOM		275.63
71705	ELECTRONIC CONTRACTING			85.05
01 2620 431 1 003	57127	MONITORING SVS 5/1/24-7/31/24		85.05
71705	ELECTRONIC CONTRACTING			141.75
01 2620 431 1 006	57234	MONITORING SVS 5/1/24-7/31/24		141.75
71705	ELECTRONIC CONTRACTING			525.00
01 2620 431 2 001	57445	GROUND FAULT		525.00
			Vendor Total:	3,214.75
71706	ESU #6			631.30
01 2230 320 0 000	20249	Server Hosting. Monthly cost		631.30
			Vendor Total:	631.30
71707	ESU #7			780.00
01 2181 320 2 002	APR 24	SVS APR 1-30 2024		780.00
			Vendor Total:	780.00
71708	ESU 2			3,551.77
01 1200 591 2 000	1215	INDY7 2023-4 SVS APR-MAY 24		3,551.77
			Vendor Total:	3,551.77
71709	FACILITY ADVOCATES			7,920.00
01 2620 431 1 003	2228	MAINTENANCE AGREEMENT MAY 24		1,584.00
01 2620 431 1 004	2228	MAINTENANCE AGREEMENT MAY 24		1,584.00
01 2620 431 1 006	2228	MAINTENANCE AGREEMENT MAY 24		1,584.00
01 2620 431 2 002	2228	MAINTENANCE AGREEMENT MAY 24		1,584.00
01 2620 431 2 001	2228	MAINTENANCE AGREEMENT MAY 24		1,584.00
			Vendor Total:	7,920.00
71710	FASTENAL COMPANY			96.08
01 2630 610 2 001	NELIN460734	CABLE TIES		96.08
			Vendor Total:	96.08
71711	FOLLETT CONTENT SOLUTIONS LLC			254.97
01 2220 640 2 001	370407	Book Order per quote		240.23

Check #	Vendor Name	Amount		Amount
Account Number	Invoice	Description		Amount
01 2220 640 2 001	370407	Shipping Fee		14.74
	71711 FOLLETT CONTENT SOLUTIONS LLC		221.46	
01 2220 640 2 001	370407F	Book Order per quote		208.06
		description #115001		
01 2220 640 2 001	370407F	Shipping Fee		13.40
				Vendor Total:
				476.43
	71712 FRESHWORKS INC		3,164.39	
01 2230 735 0 000	FS269245	Freshservice - Growth		2,940.00
		Annual		
01 2230 735 0 000	FS269245	Freshservice - Growth		(243.61)
		Annual DISCOUNT		
01 2230 735 0 000	FS269245	Freshservice - 500 Asset		1,800.00
		Packet V3		
01 2230 735 0 000	FS269245	Freshservice - 500 Asset		(1,332.00)
		Packet V3 DISCO		
				Vendor Total:
				3,164.39
	71713 FRONTLINE TECHNOLOGIES		5,457.38	
01 2230 735 0 000	INVUS199242	EHR & SCHOOL NURSING MGMT		5,457.38
	71713 FRONTLINE TECHNOLOGIES		1,922.21	
01 2230 735 0 000	INVUS199634	STRONG LEADERS ONLY EVAL		1,922.21
	71713 FRONTLINE TECHNOLOGIES		25,774.93	
01 2230 735 0 000	INVUS201233	ABSENSE & SUBSTITUTE MGMT		15,422.34
01 2230 735 0 000	INVUS201233	EMPLOYEE EVALUATION MGMT		10,352.59
				Vendor Total:
				33,154.52
	71714 GENTRUP, KAYLA		100.19	
01 2130 610 2 001	REIMB 6/4/24	SUPPLIES		100.19
				Vendor Total:
				100.19
	71715 GRAINGER		41.26	
01 2630 610 2 001	9106100267	SUPPLIES		41.26
	71715 GRAINGER		77.60	
01 2620 610 0 000	9114354203	SAFETY GLASSES		77.60
				Vendor Total:
				118.86
	71716 HD SUPPLY		1,111.11	
01 2610 610 2 001	801439274	SUPPLIES		1,111.11
	71716 HD SUPPLY		225.41	
01 2610 610 1 003	801439282	SUPPLIES		225.41
	71716 HD SUPPLY		823.60	
01 2610 610 2 002	801672098	SUPPLIES		823.60
	71716 HD SUPPLY		844.63	
01 2610 610 1 003	801672106	SUPPLIES		844.63
	71716 HD SUPPLY		561.28	
01 2610 610 1 006	801892142	SUPPLIES		561.28
	71716 HD SUPPLY		688.60	
01 2610 610 1 004	802589861	SUPPLIES		688.60
	71716 HD SUPPLY		9.69	
01 2610 610 1 004	803350099	SUPPLIES		9.69
	71716 HD SUPPLY		255.92	
01 2610 610 1 006	803350107	SUPPLIES		255.92
	71716 HD SUPPLY		185.68	
01 2610 610 1 006	803350115	SUPPLIES		185.68
	71716 HD SUPPLY		848.79	

Check #	Vendor Name	Amount	Amount
Account Number	Invoice	Description	Amount
01 2610 610 2 001	803855030	SUPPLIES	848.79
71716	HD SUPPLY		87.58
01 2610 610 1 003	804805877	SUPPLIES	87.58
71716	HD SUPPLY		864.79
01 2610 610 1 003	805052867	SUPPLIES	864.79
71716	HD SUPPLY		59.68
01 2610 610 1 004	805298619	SUPPLIES	59.68
71716	HD SUPPLY		6.25
01 2610 610 2 001	805521267	SUPPLIES	6.25
71716	HD SUPPLY		9.69
01 2610 610 1 004	805521275	SUPPLIES	9.69
71717	HEGGERTY		192.24
01 1200 610 1 006	348985	Pre-Kindergarten Curriculum 2022	89.00
1221			
01 1200 610 1 006	348985	Kindergarten Curriculum 2022	89.00
1221			
01 1200 610 1 006	348985	S/H	14.24
1221			
71718	HELENA AGRI-ENTERPRISES, LLC		620.00
01 2630 610 1 003	381562361	HERBICIDE	124.00
01 2630 610 1 004	381562361	HERBICIDE	124.00
01 2630 610 1 006	381562361	HERBICIDE	124.00
01 2630 610 2 002	381562361	HERBICIDE	124.00
01 2630 610 2 001	381562361	HERBICIDE	124.00
71719	HENRICKSON, MICHELLE		357.00
01 2410 610 1 006	REIMB 060424	STAFF BREAKFAST	357.00
71720	HIRERIGHT SOLUTIONS INC.		136.85
01 2710 340 0 000	P1225846	SVS 4/1/24-4/30/24	136.85
71676	HOMETOWN LEASING		2,225.48
01 2510 443 0 000	JUN 24-0001	COPIER LEASE JUN 24	2,225.48
71721	HOOS, STEPHANIE		8.72
01 2710 580 0 000	REIMB 060424	STATE BASEBALL TICKET	8.72
71722	HOTSYS EQUIPMENT CO		245.30
01 2710 610 0 000	344012	POWERWASH SOAP	245.30
71723	HRUSKA, TERESA		93.13
01 2410 333 1 006	8/16-5/22	MILEAGE 5/16-5/22	93.13
71724	HUMANEX VENTURES		2,200.00
01 2310 350 0 000	9464	TEACHER CERTIFICATION - RENKEN	2,200.00
71725	HUSKER LOCK & KEY		11.80
01 2710 610 0 000	11748	KEYS	11.80

Vendor Total: 6,582.70

Vendor Total: 192.24

Vendor Total: 620.00

Vendor Total: 357.00

Vendor Total: 136.85

Vendor Total: 2,225.48

Vendor Total: 8.72

Vendor Total: 245.30

Vendor Total: 93.13

Vendor Total: 2,200.00

Vendor Total: 11.80

Check #	Vendor Name	Amount		Amount
Account Number	Invoice	Description		Amount
	71726 IDEAL PURE WATER		9.35	
01 2620 610 0 000	293316	WATER		9.35
	71726 IDEAL PURE WATER		9.35	
01 2710 610 0 000	295073	WATER		9.35
	71726 IDEAL PURE WATER		9.35	
01 2620 610 0 000	295075	WATER		9.35
	71726 IDEAL PURE WATER		15.70	
01 2620 610 0 000	296005	WATER		15.70
	71726 IDEAL PURE WATER		11.00	
01 2620 610 0 000	296585	WATER		11.00
	71726 IDEAL PURE WATER		11.00	
01 2710 610 0 000	296715	WATER		11.00
	71726 IDEAL PURE WATER		9.35	
01 2710 610 0 000	393313	WATER		9.35
				Vendor Total:
				75.10
	71727 INDUSTRIAL SERVICES INC		2,869.48	
01 2620 431 1 006	2405-3371	TRASH SVS MAY 24		907.45
01 2620 431 1 004	2405-3371	TRASH SVS MAY 24		297.52
01 2620 431 2 001	2405-3371	TRASH SVS MAY 24		945.33
01 2620 431 2 002	2405-3371	TRASH SVS MAY 24		681.08
01 2620 431 2 001	2405-3371	TRASH SVS MAY 24		38.10
	71727 INDUSTRIAL SERVICES INC		50.45	
01 2620 431 1 006	2405-3372	TRASH SVS MAY 24		50.45
				Vendor Total:
				2,919.93
	71728 INSPIRA FINANCIAL HEALTH INC		529.50	
01 2310 350 0 000	21014- 1964116	SVS 5/1/24-5/31/24		529.50
				Vendor Total:
				529.50
	71729 INTELEPEER CLOUD COMMUNICATION LLC		422.61	
01 2510 382 0 000	INV00163449	SVS 4/1/24-4/30/24		422.61
				Vendor Total:
				422.61
	71730 JEN WILKE PHOTOGRAPHY		200.00	
01 1100 340 2 001	125	GRADUATION PHOTOS		200.00
1111				
				Vendor Total:
				200.00
	71731 JONES, STEPHANIE		123.28	
01 2151 333 1 006	1/1/24- 5/20/24	MILEAGE 1/1/24-5/20/24		123.28
				Vendor Total:
				123.28
	71732 JUST FOR KIDS THERAPY		2,372.44	
01 6408 320 0 000	2354	SVS 4/25/24-5/8/24		972.00
01 6408 320 1 000	2354	SVS 4/25/24-5/8/24		40.50
01 2171 320 1 000	2354	SVS 4/25/24-5/8/24		506.25
01 2171 320 2 000	2354	SVS 4/25/24-5/8/24		141.75
01 6408 320 0 000	2354	SVS 4/25/24-5/8/24		506.25
01 6408 334 1 000	2354	SVS 4/25/24-5/8/24		205.69
				Vendor Total:
				2,372.44
	71733 KAMI		4,452.00	
01 2212 640 0 000	INVOICE- 229729	District Kami Licenses		4,452.00
				Vendor Total:
				4,452.00
	71734 KAPCO		191.70	

Check #	Vendor Name	Amount		Amount
Account Number	Invoice	Description		Amount
01 1100 610 2 002 1194	1483768	Kaplam 14x400 laminate		191.70
			Vendor Total:	191.70
71735	KELLER, CHRIS			174.31
01 2230 580 0 000	REIMB 060424	NETA CONV REIMB		174.31
			Vendor Total:	174.31
71736	KSB SCHOOL LAW			75.00
01 2330 317 0 000	16372	SVS 4/5/24		75.00
			Vendor Total:	75.00
71737	LAMPE'S CLEAN AIR SPECIALIST			620.40
01 2620 610 1 003	023117	FILTERS		620.40
71737	LAMPE'S CLEAN AIR SPECIALIST			547.00
01 2620 610 1 006	033161	FILTERS		472.00
01 2620 610 1 004	033161	FILTERS		51.60
01 2620 610 2 001	033161	FILTERS		23.40
			Vendor Total:	1,167.40
71738	LANGUAGELINC INTERPRETATION SERVICES			126.72
01 1150 320 1 006	18802	SVS 3/12/24		126.72
			Vendor Total:	126.72
71739	LD PRODUCTS			191.98
01 1100 610 2 001 1111	SIP002290750 3	Compatible HP 80X HY Black Toner Cartrid		47.98
01 1100 610 2 001 1111	SIP002290750 3	Set of 5 HP 26X Compatible Black Toner C		144.00
			Vendor Total:	191.98
71740	LINCOLN ELECTRIC SYSTEM			2,689.08
01 2610 621 2 001	023814703- 0524	SVS 4/1/24-4/30/24		2,689.08
71740	LINCOLN ELECTRIC SYSTEM			5,433.16
01 2610 621 2 002	023832404- 0524	SVS 4/1/24-4/30/24		5,433.16
71740	LINCOLN ELECTRIC SYSTEM			3,621.88
01 2610 621 2 002	023832504- 0524	SVS 4/1/24-4/30/24		3,621.88
71740	LINCOLN ELECTRIC SYSTEM			14,032.37
01 2610 621 2 001	942809903- 0524	SVS 4/1/24-4/30/24		14,032.37
71740	LINCOLN ELECTRIC SYSTEM			2,981.53
01 2610 621 1 006	944800303- 0524	SVS 4/1/24-4/30/24		2,981.53
71740	LINCOLN ELECTRIC SYSTEM			226.72
01 2610 621 1 006	944800403- 0524	SVS 4/2/24-5/1/24		226.72
71740	LINCOLN ELECTRIC SYSTEM			57.38
01 2610 621 1 006	944800503- 0524	SVS 4/2/24-5/1/24		57.38
71740	LINCOLN ELECTRIC SYSTEM			37.29
01 2610 621 1 006	944800603- 0524	SVS 4/2/24-5/1/24		37.29
71740	LINCOLN ELECTRIC SYSTEM			2,641.48
01 2610 621 1 006	944800703- 0524	SVS 4/1/24-4/30/24		2,641.48
71740	LINCOLN ELECTRIC SYSTEM			93.37
01 2610 621 1 006	944800803-	SVS 4/2/24-5/1/24		93.37

Check #	Vendor Name	Amount		Amount
Account Number	Invoice	Description		Amount
	0524			
71740 LINCOLN ELECTRIC SYSTEM				106.53
01 2610 621 0 000	944800903-0524	SVS 4/2/24-5/1/24		106.53
71740 LINCOLN ELECTRIC SYSTEM				106.66
01 2610 621 0 000	944801003-0524	SVS 4/2/24-5/1/24		106.66
71740 LINCOLN ELECTRIC SYSTEM				3,268.04
01 2610 621 1 004	944801103-0524	SVS 4/1/24-4/30/24		3,268.04
			Vendor Total:	35,295.49
71741 LINCOLN JOURNAL STAR				612.50
01 2310 540 0 000	1216584-1.	ADV		612.50
71741 LINCOLN JOURNAL STAR				275.00
01 2310 540 0 000	1217405-1	ADV		275.00
71741 LINCOLN JOURNAL STAR				550.00
01 2310 540 0 000	1217826-1	ADV		550.00
71741 LINCOLN JOURNAL STAR				825.00
01 2310 540 0 000	1219381-1	ADV		825.00
71741 LINCOLN JOURNAL STAR				275.00
01 2310 540 0 000	1219383-1	ADV		275.00
71741 LINCOLN JOURNAL STAR				902.50
01 2310 540 0 000	1219405-1	ADV		902.50
71741 LINCOLN JOURNAL STAR				48.10
01 2310 540 0 000	97835914-0003	ADV		48.10
			Vendor Total:	3,488.10
71742 LINCOLN TRUCK CENTER				32.11
01 2710 610 0 000	XA108128757: 01	PARTS BUS 4		32.11
71742 LINCOLN TRUCK CENTER				86.32
01 2710 610 0 000	XA108133436: 01	PARTS BUS 11		86.32
71742 LINCOLN TRUCK CENTER				27.96
01 2710 610 0 000	XA108133436: 02	PARTS BUS 11		27.96
71742 LINCOLN TRUCK CENTER				9.76
01 2710 610 0 000	XA108133886: 01	PARTS BUS 11		9.76
			Vendor Total:	156.15
71677 MADISON NATIONAL LIFE INSURANCE CO INC				459.60
01 1100 211 1 006	LIFE- JUN - 0007	LIFE INSURANCE		1.20
1169				
01 2151 211 2 002	LIFE- JUN - 0007	LIFE INSURANCE		2.40
01 1200 211 2 002	LIFE- JUN - 0007	LIFE INSURANCE		2.40
1222				
01 1100 211 1 003	LIFE- JUN - 0007	LIFE INSURANCE		4.80
1100				
01 1100 211 1 004	LIFE- JUN - 0007	LIFE INSURANCE		12.00
1100				
01 1100 211 1 003	LIFE- JUN - 0007	LIFE INSURANCE		7.20
1101				
01 1100 211 1 004	LIFE- JUN - 0007	LIFE INSURANCE		12.00
1101				

<u>Check #</u>	<u>Vendor Name</u>	<u>Amount</u>	
<u>Account Number</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>
01 1100 211 1 003 1102	LIFE- JUN - 0007	LIFE INSURANCE	7.20
01 1100 211 1 004 1102	LIFE- JUN - 0007	LIFE INSURANCE	12.00
01 6200 211 1 006	LIFE- JUN - 0007	LIFE INSURANCE	2.40
01 6408 211 0 000	LIFE- JUN - 0007	LIFE INSURANCE	2.40
01 6408 211 1 000	LIFE- JUN - 0007	LIFE INSURANCE	2.16
01 6408 211 2 000	LIFE- JUN - 0007	LIFE INSURANCE	4.80
01 2630 216 0 000	LIFE- JUN - 0007	LIFE INSURANCE	3.00
01 1100 211 1 004 1169	LIFE- JUN - 0007	LIFE INSURANCE	1.20
01 2410 211 2 002	LIFE- JUN - 0007	LIFE INSURANCE	6.00
01 2710 216 0 000	LIFE- JUN - 0007	LIFE INSURANCE	1.50
01 2712 216 0 000	LIFE- JUN - 0007	LIFE INSURANCE	1.50
01 3540 211 1 003	LIFE- JUN - 0007	LIFE INSURANCE	2.40
01 3535 211 0 000	LIFE- JUN - 0007	LIFE INSURANCE	2.40
01 6200 211 1 003	LIFE- JUN - 0007	LIFE INSURANCE	2.40
01 2320 215 0 000	LIFE- JUN - 0007	LIFE INSURANCE	12.00
01 2320 216 0 000	LIFE- JUN - 0007	LIFE INSURANCE	3.00
01 2410 211 1 003	LIFE- JUN - 0007	LIFE INSURANCE	3.00
01 2410 211 1 004	LIFE- JUN - 0007	LIFE INSURANCE	3.00
01 2410 211 1 006	LIFE- JUN - 0007	LIFE INSURANCE	3.00
01 2410 211 2 001	LIFE- JUN - 0007	LIFE INSURANCE	7.50
01 2220 211 1 003	LIFE- JUN - 0007	LIFE INSURANCE	2.40
01 2220 211 1 004	LIFE- JUN - 0007	LIFE INSURANCE	2.40
01 2220 211 1 006	LIFE- JUN - 0007	LIFE INSURANCE	2.40
01 2220 211 2 001	LIFE- JUN - 0007	LIFE INSURANCE	2.40
01 2220 211 2 002	LIFE- JUN - 0007	LIFE INSURANCE	2.40
01 2230 211 0 000	LIFE- JUN - 0007	LIFE INSURANCE	3.00
01 2141 211 2 002	LIFE- JUN - 0007	LIFE INSURANCE	0.79
01 2151 211 1 003	LIFE- JUN - 0007	LIFE INSURANCE	0.00
01 2151 211 1 004	LIFE- JUN - 0007	LIFE INSURANCE	2.40
01 2151 211 2 001	LIFE- JUN - 0007	LIFE INSURANCE	1.44
01 2190 211 2 001	LIFE- JUN - 0007	LIFE INSURANCE	1.50

Check #	Vendor Name	Amount
Account Number	Invoice Description	Amount
01 2212 211 0 000	LIFE- JUN - LIFE INSURANCE 0007	3.00
01 2120 211 2 001	LIFE- JUN - LIFE INSURANCE 0007	7.20
01 2120 211 2 002	LIFE- JUN - LIFE INSURANCE 0007	4.80
01 2141 211 1 003	LIFE- JUN - LIFE INSURANCE 0007	1.20
01 2141 211 1 004	LIFE- JUN - LIFE INSURANCE 0007	0.82
01 2141 211 1 006	LIFE- JUN - LIFE INSURANCE 0007	0.79
01 2141 211 2 001	LIFE- JUN - LIFE INSURANCE 0007	1.20
01 1200 211 1 004 1222	LIFE- JUN - LIFE INSURANCE 0007	2.40
01 1200 211 2 001 1222	LIFE- JUN - LIFE INSURANCE 0007	2.40
01 1200 211 2 001 1225	LIFE- JUN - LIFE INSURANCE 0007	2.40
01 2120 211 1 003	LIFE- JUN - LIFE INSURANCE 0007	1.20
01 2120 211 1 004	LIFE- JUN - LIFE INSURANCE 0007	2.40
01 2120 211 1 006	LIFE- JUN - LIFE INSURANCE 0007	2.40
01 1200 211 0 000 1214	LIFE- JUN - LIFE INSURANCE 0007	3.00
01 1200 211 1 003 1221	LIFE- JUN - LIFE INSURANCE 0007	7.20
01 1200 211 1 004 1221	LIFE- JUN - LIFE INSURANCE 0007	7.20
01 1200 211 1 006 1221	LIFE- JUN - LIFE INSURANCE 0007	7.20
01 1200 211 2 001 1221	LIFE- JUN - LIFE INSURANCE 0007	9.60
01 1200 211 2 002 1221	LIFE- JUN - LIFE INSURANCE 0007	9.60
01 1100 211 2 001 1193	LIFE- JUN - LIFE INSURANCE 0007	0.79
01 1100 211 2 002 1193	LIFE- JUN - LIFE INSURANCE 0007	1.61
01 1100 211 1 003 1194	LIFE- JUN - LIFE INSURANCE 0007	0.12
01 1100 211 1 006 1194	LIFE- JUN - LIFE INSURANCE 0007	0.70
01 1100 211 2 001 1194	LIFE- JUN - LIFE INSURANCE 0007	1.58
01 1100 211 2 002 1194	LIFE- JUN - LIFE INSURANCE 0007	2.40
01 1100 211 1 006 1190	LIFE- JUN - LIFE INSURANCE 0007	1.20
01 1100 211 2 001 1190	LIFE- JUN - LIFE INSURANCE 0007	2.40
01 1100 211 2 002 1190	LIFE- JUN - LIFE INSURANCE 0007	2.40
01 1100 211 1 003 1193	LIFE- JUN - LIFE INSURANCE 0007	2.40
01 1100 211 1 004 1193	LIFE- JUN - LIFE INSURANCE 0007	1.20
01 1100 211 1 006 1193	LIFE- JUN - LIFE INSURANCE 0007	1.20

Check #	Vendor Name		Amount	
Account	Number	Invoice	Description	Amount
01 1100 211 2 001 1174		LIFE- JUN - 0007	LIFE INSURANCE	4.80
01 1100 211 2 002 1174		LIFE- JUN - 0007	LIFE INSURANCE	2.40
01 1100 211 2 001 1176		LIFE- JUN - 0007	LIFE INSURANCE	5.57
01 1100 211 2 002 1176		LIFE- JUN - 0007	LIFE INSURANCE	2.40
01 1100 211 1 003 1190		LIFE- JUN - 0007	LIFE INSURANCE	1.20
01 1100 211 1 004 1190		LIFE- JUN - 0007	LIFE INSURANCE	1.20
01 1100 211 2 001 1169		LIFE- JUN - 0007	LIFE INSURANCE	1.80
01 1100 211 2 002 1169		LIFE- JUN - 0007	LIFE INSURANCE	2.38
01 1100 211 2 001 1170		LIFE- JUN - 0007	LIFE INSURANCE	4.80
01 1100 211 2 002 1170		LIFE- JUN - 0007	LIFE INSURANCE	2.40
01 1100 211 2 001 1172		LIFE- JUN - 0007	LIFE INSURANCE	1.99
01 1100 211 2 002 1172		LIFE- JUN - 0007	LIFE INSURANCE	0.41
01 1160 211 1 004		LIFE- JUN - 0007	LIFE INSURANCE	1.20
01 1100 211 1 003 1168		LIFE- JUN - 0007	LIFE INSURANCE	2.40
01 1100 211 1 004 1168		LIFE- JUN - 0007	LIFE INSURANCE	1.20
01 1100 211 1 006 1168		LIFE- JUN - 0007	LIFE INSURANCE	1.20
01 1100 211 2 001 1168		LIFE- JUN - 0007	LIFE INSURANCE	4.99
01 1100 211 2 002 1168		LIFE- JUN - 0007	LIFE INSURANCE	5.23
01 1100 211 2 001 1130		LIFE- JUN - 0007	LIFE INSURANCE	11.64
01 1100 211 2 001 1140		LIFE- JUN - 0007	LIFE INSURANCE	14.40
01 1150 211 1 004		LIFE- JUN - 0007	LIFE INSURANCE	1.20
01 1100 211 2 001 1153		LIFE- JUN - 0007	LIFE INSURANCE	12.00
01 1100 211 2 001 1155		LIFE- JUN - 0007	LIFE INSURANCE	2.40
01 1160 211 1 003		LIFE- JUN - 0007	LIFE INSURANCE	6.00
01 1100 211 2 002 1106		LIFE- JUN - 0007	LIFE INSURANCE	19.20
01 1100 211 2 002 1107		LIFE- JUN - 0007	LIFE INSURANCE	19.20
01 1100 211 2 002 1108		LIFE- JUN - 0007	LIFE INSURANCE	16.39
01 1100 211 2 001 1110		LIFE- JUN - 0007	LIFE INSURANCE	12.43
01 1100 211 2 001 1114		LIFE- JUN - 0007	LIFE INSURANCE	0.77
01 1100 211 2 001 1124		LIFE- JUN - 0007	LIFE INSURANCE	8.40
01 1100 211 1 003 1103		LIFE- JUN - 0007	LIFE INSURANCE	4.80

Check #	Vendor Name	Amount	
Account Number	Invoice	Description	Amount
01 1100 211 1 006 1103	LIFE- JUN - 0007	LIFE INSURANCE	12.00
01 1100 211 1 003 1104	LIFE- JUN - 0007	LIFE INSURANCE	2.40
01 1100 211 1 006 1104	LIFE- JUN - 0007	LIFE INSURANCE	12.00
01 1100 211 1 003 1105	LIFE- JUN - 0007	LIFE INSURANCE	4.80
01 1100 211 1 006 1105	LIFE- JUN - 0007	LIFE INSURANCE	12.00
71677	MADISON NATIONAL LIFE INSURANCE CO INC		3,164.84
01 6408 211 2 000	LTD-JUN 24- 0001	LTD INSURANCE	33.63
01 2630 216 0 000	LTD-JUN 24- 0001	LTD INSURANCE	20.00
01 1100 211 1 004 1169	LTD-JUN 24- 0001	LTD INSURANCE	8.40
01 1100 211 1 006 1169	LTD-JUN 24- 0001	LTD INSURANCE	8.40
01 1200 211 2 002 1222	LTD-JUN 24- 0001	LTD INSURANCE	17.56
01 2151 211 2 002	LTD-JUN 24- 0001	LTD INSURANCE	11.19
01 3540 211 1 003	LTD-JUN 24- 0001	LTD INSURANCE	16.02
01 3535 211 0 000	LTD-JUN 24- 0001	LTD INSURANCE	19.72
01 6200 211 1 003	LTD-JUN 24- 0001	LTD INSURANCE	11.10
01 6200 211 1 006	LTD-JUN 24- 0001	LTD INSURANCE	16.02
01 6408 211 0 000	LTD-JUN 24- 0001	LTD INSURANCE	18.89
01 6408 211 1 000	LTD-JUN 24- 0001	LTD INSURANCE	16.68
01 2410 211 1 004	LTD-JUN 24- 0001	LTD INSURANCE	27.60
01 2410 211 1 006	LTD-JUN 24- 0001	LTD INSURANCE	27.93
01 2410 211 2 001	LTD-JUN 24- 0001	LTD INSURANCE	69.73
01 2410 211 2 002	LTD-JUN 24- 0001	LTD INSURANCE	55.76
01 2710 216 0 000	LTD-JUN 24- 0001	LTD INSURANCE	8.60
01 2712 216 0 000	LTD-JUN 24- 0001	LTD INSURANCE	8.60
01 2220 211 2 001	LTD-JUN 24- 0001	LTD INSURANCE	17.78
01 2220 211 2 002	LTD-JUN 24- 0001	LTD INSURANCE	18.57
01 2230 211 0 000	LTD-JUN 24- 0001	LTD INSURANCE	24.57
01 2320 215 0 000	LTD-JUN 24- 0001	LTD INSURANCE	46.45
01 2320 216 0 000	LTD-JUN 24- 0001	LTD INSURANCE	36.05
01 2410 211 1 003	LTD-JUN 24- 0001	LTD INSURANCE	27.26
01 2151 211 2 001	LTD-JUN 24- 0001	LTD INSURANCE	11.12

<u>Check #</u>	<u>Vendor Name</u>	<u>Amount</u>		
<u>Account</u>	<u>Number</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>
01 2190 211 2 001	LTD-JUN 24- 0001	LTD INSURANCE	12.99	
01 2212 211 0 000	LTD-JUN 24- 0001	LTD INSURANCE	37.92	
01 2220 211 1 003	LTD-JUN 24- 0001	LTD INSURANCE	15.34	
01 2220 211 1 004	LTD-JUN 24- 0001	LTD INSURANCE	18.13	
01 2220 211 1 006	LTD-JUN 24- 0001	LTD INSURANCE	17.04	
01 2141 211 1 004	LTD-JUN 24- 0001	LTD INSURANCE	6.42	
01 2141 211 1 006	LTD-JUN 24- 0001	LTD INSURANCE	6.23	
01 2141 211 2 001	LTD-JUN 24- 0001	LTD INSURANCE	7.58	
01 2141 211 2 002	LTD-JUN 24- 0001	LTD INSURANCE	6.23	
01 2151 211 1 003	LTD-JUN 24- 0001	LTD INSURANCE	0.00	
01 2151 211 1 004	LTD-JUN 24- 0001	LTD INSURANCE	16.02	
01 2120 211 1 003	LTD-JUN 24- 0001	LTD INSURANCE	9.45	
01 2120 211 1 004	LTD-JUN 24- 0001	LTD INSURANCE	14.67	
01 2120 211 1 006	LTD-JUN 24- 0001	LTD INSURANCE	18.78	
01 2120 211 2 001	LTD-JUN 24- 0001	LTD INSURANCE	58.56	
01 2120 211 2 002	LTD-JUN 24- 0001	LTD INSURANCE	33.31	
01 2141 211 1 003	LTD-JUN 24- 0001	LTD INSURANCE	7.58	
01 1200 211 1 006 1221	LTD-JUN 24- 0001	LTD INSURANCE	41.21	
01 1200 211 2 001 1221	LTD-JUN 24- 0001	LTD INSURANCE	63.88	
01 1200 211 2 002 1221	LTD-JUN 24- 0001	LTD INSURANCE	65.52	
01 1200 211 1 004 1222	LTD-JUN 24- 0001	LTD INSURANCE	19.29	
01 1200 211 2 001 1222	LTD-JUN 24- 0001	LTD INSURANCE	19.62	
01 1200 211 2 001 1225	LTD-JUN 24- 0001	LTD INSURANCE	16.18	
01 1100 211 1 006 1194	LTD-JUN 24- 0001	LTD INSURANCE	5.76	
01 1100 211 2 001 1194	LTD-JUN 24- 0001	LTD INSURANCE	15.43	
01 1100 211 2 002 1194	LTD-JUN 24- 0001	LTD INSURANCE	16.96	
01 1200 211 0 000 1214	LTD-JUN 24- 0001	LTD INSURANCE	35.39	
01 1200 211 1 003 1221	LTD-JUN 24- 0001	LTD INSURANCE	44.48	
01 1200 211 1 004 1221	LTD-JUN 24- 0001	LTD INSURANCE	52.50	
01 1100 211 1 003 1193	LTD-JUN 24- 0001	LTD INSURANCE	15.24	
01 1100 211 1 004 1193	LTD-JUN 24- 0001	LTD INSURANCE	5.74	

BOARD REPORT FOR PERIOD ENDING JUNE 3, 2024

<u>Check #</u>	<u>Vendor Name</u>		<u>Amount</u>	
<u>Account</u>	<u>Number</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>
01 1100 211 1 006 1193		LTD-JUN 24- 0001	LTD INSURANCE	5.74
01 1100 211 2 001 1193		LTD-JUN 24- 0001	LTD INSURANCE	5.66
01 1100 211 2 002 1193		LTD-JUN 24- 0001	LTD INSURANCE	11.50
01 1100 211 1 003 1194		LTD-JUN 24- 0001	LTD INSURANCE	0.78
01 1100 211 2 002 1176		LTD-JUN 24- 0001	LTD INSURANCE	16.61
01 1100 211 1 003 1190		LTD-JUN 24- 0001	LTD INSURANCE	5.55
01 1100 211 1 004 1190		LTD-JUN 24- 0001	LTD INSURANCE	8.30
01 1100 211 1 006 1190		LTD-JUN 24- 0001	LTD INSURANCE	8.30
01 1100 211 2 001 1190		LTD-JUN 24- 0001	LTD INSURANCE	17.22
01 1100 211 2 002 1190		LTD-JUN 24- 0001	LTD INSURANCE	16.37
01 1100 211 2 002 1170		LTD-JUN 24- 0001	LTD INSURANCE	17.21
01 1100 211 2 001 1172		LTD-JUN 24- 0001	LTD INSURANCE	17.00
01 1100 211 2 002 1172		LTD-JUN 24- 0001	LTD INSURANCE	3.48
01 1100 211 2 001 1174		LTD-JUN 24- 0001	LTD INSURANCE	20.09
01 1100 211 2 002 1174		LTD-JUN 24- 0001	LTD INSURANCE	11.99
01 1100 211 2 001 1176		LTD-JUN 24- 0001	LTD INSURANCE	34.87
01 1100 211 1 006 1168		LTD-JUN 24- 0001	LTD INSURANCE	8.47
01 1100 211 2 001 1168		LTD-JUN 24- 0001	LTD INSURANCE	43.05
01 1100 211 2 002 1168		LTD-JUN 24- 0001	LTD INSURANCE	30.33
01 1100 211 2 001 1169		LTD-JUN 24- 0001	LTD INSURANCE	14.56
01 1100 211 2 002 1169		LTD-JUN 24- 0001	LTD INSURANCE	13.57
01 1100 211 2 001 1170		LTD-JUN 24- 0001	LTD INSURANCE	38.93
01 1100 211 2 001 1153		LTD-JUN 24- 0001	LTD INSURANCE	66.00
01 1100 211 2 001 1155		LTD-JUN 24- 0001	LTD INSURANCE	19.49
01 1160 211 1 003		LTD-JUN 24- 0001	LTD INSURANCE	44.15
01 1160 211 1 004		LTD-JUN 24- 0001	LTD INSURANCE	8.83
01 1100 211 1 003 1168		LTD-JUN 24- 0001	LTD INSURANCE	13.32
01 1100 211 1 004 1168		LTD-JUN 24- 0001	LTD INSURANCE	8.47
01 1100 211 2 001 1110		LTD-JUN 24- 0001	LTD INSURANCE	87.85
01 1100 211 2 001 1114		LTD-JUN 24- 0001	LTD INSURANCE	5.03
01 1100 211 2 001 1124		LTD-JUN 24- 0001	LTD INSURANCE	55.80

<u>Check #</u>	<u>Vendor Name</u>	<u>Amount</u>		<u>Amount</u>
<u>Account Number</u>	<u>Invoice</u>	<u>Description</u>		<u>Amount</u>
01 1100 211 2 001 1130	LTD-JUN 24- 0001	LTD INSURANCE		66.25
01 1100 211 2 001 1140	LTD-JUN 24- 0001	LTD INSURANCE		111.14
01 1150 211 1 004	LTD-JUN 24- 0001	LTD INSURANCE		8.83
01 1100 211 1 006 1104	LTD-JUN 24- 0001	LTD INSURANCE		80.12
01 1100 211 1 003 1105	LTD-JUN 24- 0001	LTD INSURANCE		29.43
01 1100 211 1 006 1105	LTD-JUN 24- 0001	LTD INSURANCE		82.05
01 1100 211 2 002 1106	LTD-JUN 24- 0001	LTD INSURANCE		126.51
01 1100 211 2 002 1107	LTD-JUN 24- 0001	LTD INSURANCE		135.25
01 1100 211 2 002 1108	LTD-JUN 24- 0001	LTD INSURANCE		122.21
01 1100 211 1 004 1101	LTD-JUN 24- 0001	LTD INSURANCE		71.22
01 1100 211 1 003 1102	LTD-JUN 24- 0001	LTD INSURANCE		39.95
01 1100 211 1 004 1102	LTD-JUN 24- 0001	LTD INSURANCE		73.44
01 1100 211 1 003 1103	LTD-JUN 24- 0001	LTD INSURANCE		33.68
01 1100 211 1 006 1103	LTD-JUN 24- 0001	LTD INSURANCE		79.42
01 1100 211 1 003 1104	LTD-JUN 24- 0001	LTD INSURANCE		13.12
01 1100 211 1 003 1100	LTD-JUN 24- 0001	LTD INSURANCE		27.02
01 1100 211 1 004 1100	LTD-JUN 24- 0001	LTD INSURANCE		75.17
01 1100 211 1 003 1101	LTD-JUN 24- 0001	LTD INSURANCE		50.43
			Vendor Total:	3,624.44
71743 MATHESON TRI-GAS INC			162.68	
01 2620 610 0 000	29658807	ACETYLENE		162.68
71743 MATHESON TRI-GAS INC			117.95	
01 2710 440 0 000	52336371	CYLINDER RENTAL 4/1/24- 4/30/24		117.95
71743 MATHESON TRI-GAS INC			64.13	
01 2620 440 0 000	5236370	CYLINDER RENTAL 4/1/24- 4/30/24		64.13
			Vendor Total:	344.76
71744 MCINTIRE, NICOLE			93.13	
01 2410 333 1 006	REIMB 060424	MILEAGE 8/16-5/22		93.13
			Vendor Total:	93.13
71745 MENARDS LINCOLN-NORTH			481.39	
01 2620 610 0 000	87840	SUPPLIES		481.39
71745 MENARDS LINCOLN-NORTH			94.34	
01 2710 610 0 000	88579	SUPPLIES		94.34
			Vendor Total:	575.73
71746 MENARDS LINCOLN-SOUTH			65.97	
01 2620 610 0 000	32756	SUPPLIES		65.97
			Vendor Total:	65.97
71747 METAL CRAFT			1,072.53	

Check #	Vendor Name	Amount		Amount
Account Number	Invoice	Description		Amount
01 2230 610 0 000	620114	Roll Label Product Premium Poly Die Size		1,026.40
01 2230 610 0 000	620114	Additional roll		30.00
01 2230 610 0 000	620114	S/H		16.13
			Vendor Total:	1,072.53
	71748 MILLARD LUMBER INC			5.43
01 2620 610 0 000	77958	WEATHER STRIPPING		5.43
	71748 MILLARD LUMBER INC			10.86
01 2620 610 0 000	779940	WEATHER STRIPPING		10.86
			Vendor Total:	16.29
	71755 O'REILLY AUTOMOTIVE STORES INC			135.26
01 2712 610 0 000	5824-328456	MANIFOLD SET CAR 35		135.26
	71755 O'REILLY AUTOMOTIVE STORES INC			71.32
01 2710 610 0 000	5824-329072	SUPPLIES		71.32
			Vendor Total:	206.58
	71749 ODEYS INC			3,462.00
01 2630 739 0 000	124845	PAINT SPRAYER FOR PARKING LOTS		3,462.00
			Vendor Total:	3,462.00
	71750 OLTMAN, NEALEY			9,326.20
01 2151 320 1 003	4/22/24-5/22/24	SVS 4/22/24-5/22/24		9,326.20
			Vendor Total:	9,326.20
	71751 OMAHA PUBLIC POWER DISTRICT			5,155.25
01 2610 621 1 003	8764000061-0524	SVS 4/22/24-5/22/24		5,155.25
			Vendor Total:	5,155.25
	71752 OMAHA WORLD HERALD			437.50
01 2310 540 0 000	I0000406614-0505	ADV		437.50
	71752 OMAHA WORLD HERALD			1,845.00
01 2310 540 0 000	I0000407760-0512	ADV		1,845.00
	71752 OMAHA WORLD HERALD			1,426.23
01 2310 540 0 000	I0000408905-0526	ADV		1,426.23
			Vendor Total:	3,708.73
	71753 ONE CALL CONCEPTS INC			0.80
01 2230 340 0 000	4040599	APR 24 LOCATES (1)		0.80
			Vendor Total:	0.80
	71754 ONE SOURCE			121.00
01 2310 350 0 000	2022153593	SVS 4/1/24-5/1/24		121.00
			Vendor Total:	121.00
	71756 OSBORN, ALLEN			93.13
01 2410 333 1 006	REIMB 060424	MILEAGE 8/16-5/22		93.13
			Vendor Total:	93.13
	71757 PARAMOUNT SUPPLY COMPANY			156.03
01 2620 610 2 001	WQDT17	SUPPLIES		156.03
	71757 PARAMOUNT SUPPLY COMPANY			15.98
01 2620 610 1 003	WRHC21	SUPPLIES		15.98
			Vendor Total:	172.01
	71758 PEAR DECK, INC			3,576.92
01 2212 640 0 000	INV-116282	Pear Deck Subscription with		3,576.92

Check #	Vendor Name	Amount		Amount	
Account Number	Invoice	Description		Amount	
		LMS Access			
			Vendor Total:		3,576.92
	71759 PERMA-BOUND			205.61	
01 2220 640 2 002	1982999-01	Books		205.61	
			Vendor Total:		205.61
	71760 PERRY GUTHERY HAASE & GESSFORD			1,530.75	
01 2330 317 0 000	422	SVS 3/25/24-4/19/24		1,530.75	
			Vendor Total:		1,530.75
	71761 PETAL & VINE			413.42	
01 1100 610 2 001	GRAD2024	GRADUATION FLOWER		413.42	
1111		ARRANGEMENT			
			Vendor Total:		413.42
	71762 PRESTO X COMPANY			539.45	
01 2620 431 1 003	398941C	PEST CONTROL SVS 4/17/24		68.37	
01 2620 431 1 003	398941C	PEST CONTROL SVS 4/17/24		185.21	
01 2620 431 2 001	398941C	PEST CONTROL SVS 4/17/24		74.58	
01 2620 431 2 002	398941C	PEST CONTROL SVS 4/17/24		68.34	
01 2620 431 1 004	398941C	PEST CONTROL SVS 4/17/24		68.37	
01 2620 431 1 006	398941C	PEST CONTROL SVS 4/17/24		74.58	
			Vendor Total:		539.45
	71763 PRINTER, THE			1,675.13	
01 1100 610 2 001	i51011	GRADUATION PROGRAMS		1,675.13	
1111					
			Vendor Total:		1,675.13
	71764 PROJECT LEAD THE WAY INC			2,400.00	
01 2212 640 0 000	437221	Computer Science Essentials Learning		2,400.00	
			Vendor Total:		2,400.00
	71765 RAMSEY SOLUTIONS			10,529.97	
01 2212 640 0 000	INV2163877	4th Edition Unlimited Digital Seats (Site)		10,499.97	
01 2212 640 0 000	INV2163877	Shipping		30.00	
			Vendor Total:		10,529.97
	71766 RECYCLING ENTERPRISES OF NE, INC.			1,300.00	
01 2620 431 1 004	24A1582	RECY SVS JUN 24		260.00	
01 2620 431 1 006	24A1582	RECY SVS JUN 24		260.00	
01 2620 431 2 002	24A1582	RECY SVS JUN 24		340.00	
01 2630 431 2 001	24A1582	RECY SVS JUN 24		260.00	
01 2620 431 1 003	24A1582	RECY SVS JUN 24		180.00	
			Vendor Total:		1,300.00
	71767 REZAC, LAUREN			22.45	
01 2151 333 2 001	1/4/24-5/14/24	MILEAGE 1/4/24-5/14/24		22.45	
			Vendor Total:		22.45
	71768 RUSS'S MARKET EXPRESS			50.35	
01 1100 610 2 002	5093	SUPPLIES		50.35	
1172					
	71768 RUSS'S MARKET EXPRESS			20.94	
01 1100 610 2 002	5128	SUPPLIES		20.94	
1111					
			Vendor Total:		71.29
	71769 SAPP BROS, INC - LINCOLN			23,503.52	
01 2710 626 0 000	IN4444384	FUEL		18,802.82	
01 2712 626 0 000	IN4444384	FUEL		4,700.70	

Check #	Vendor Name	Amount		Amount
Account Number	Invoice	Description		Amount
71769	SAPP BROS, INC - LINCOLN		223.07	
01 2710 610 0 000	IN4458951	DEF		178.46
01 2712 610 0 000	IN4458951	DEF		44.61
			Vendor Total:	23,726.59
71770	SCHMIT AUTOMOTIVE, INC.		95.11	
01 2712 610 0 000	53670	CAR 35 DIAGNOSTIC		95.11
			Vendor Total:	95.11
71771	SCHOLASTIC		329.67	
01 1100 640 2 002	M7482483	Scholastic / Scope - Print & Digital		299.70
1108				
01 1100 640 2 002	M7482483	Shipping		29.97
1108				
			Vendor Total:	329.67
71772	SCHOOL TRADITIONS		146.40	
01 1100 610 2 001	03/26/24	CAP & TASSELS		146.40
1111				
			Vendor Total:	146.40
71773	SCHROEDER, BECKY		313.90	
01 6408 333 0 000	1/10/24-5/21/24	B-2 MILEAGE 1/10/24-5/21/24		313.90
			Vendor Total:	313.90
71774	SMALL ENGINE SPECIALISTS INC		104.97	
01 2630 610 1 003	421142	TRIMMER HEADS		20.99
01 2630 610 1 004	421142	TRIMMER HEADS		20.99
01 2630 610 1 006	421142	TRIMMER HEADS		20.99
01 2630 610 2 002	421142	TRIMMER HEADS		21.00
01 2630 610 2 001	421142	TRIMMER HEADS		21.00
71774	SMALL ENGINE SPECIALISTS INC		139.80	
01 2630 610 1 003	422461	EDGER BLADES		27.96
01 2630 610 1 004	422461	EDGER BLADES		27.96
01 2630 610 1 006	422461	EDGER BLADES		27.96
01 2630 610 2 001	422461	EDGER BLADES		27.96
01 2630 610 2 002	422461	EDGER BLADES		27.96
			Vendor Total:	244.77
71775	STRIV, INC.		795.00	
01 2212 640 0 000	4342	DIGITAL MEDIA CURRICULUM		795.00
			Vendor Total:	795.00
71776	SULLIVAN SCOTT, ELIZABETH		4,000.00	
01 2540 330 0 000	PP#2310W	MAY LEADERSHIP MODEL		4,000.00
			Vendor Total:	4,000.00
71777	SUPER DUPER INC		239.80	
01 2151 610 1 004	2911269A	Vocabulary Chipper Chat		79.95
01 2151 610 1 004	2911269A	Articulation Chipper Chat		79.95
01 2151 610 1 004	2911269A	Webber PHoto Cards-WH Questions		29.95
01 2151 610 1 004	2911269A	Descripto Dinos Vocabulary Game Boards		49.95
			Vendor Total:	239.80
71778	SUPREME SCHOOL SUPPLY CO.		180.92	
01 1100 610 2 001	175076	Make Up Report & Admit To Class NCR (714		165.00
1111				
01 1100 610 2 001	175076	S/H		15.92
1111				
			Vendor Total:	180.92

Check #	Vendor Name	Amount		Amount
Account Number	Invoice	Description		Amount
71779	SUTTER, ANISSA		19.97	
01 2410 580 1 003	REIMB 060424	MILEAGE ZOO TRIP 5/8/24		19.97
			Vendor Total:	19.97
71780	TAYLOR MUSIC, INC		2,795.00	
01 1100 610 2 002	2165214-IN	Jupiter 378L 3/4 Size Tuba w/Case		2,795.00
1194				
71780	TAYLOR MUSIC, INC		3,749.00	
01 1100 610 2 002	2165299-IN	Econo Bari Sax Selmer 1256		2,499.00
1194				
01 1100 610 2 002	2165299-IN	Econo Bass Clarinet Selmer Bundy		1,250.00
1194				
			Vendor Total:	6,544.00
71781	TJ CABLE & UNDERGROUND SVS, LLC		50.00	
01 2230 340 0 000	933	APRIL LOCATES (1)		50.00
			Vendor Total:	50.00
71782	UNITE PRIVATE NETWORKS LLC		1,241.15	
01 1100 735 1 003	SI-24-017100	ETHERNET 5/1/24-5/31/24		248.23
1111				
01 1100 735 1 004	SI-24-017100	ETHERNET 5/1/24-5/31/24		248.23
1111				
01 1100 735 1 006	SI-24-017100	ETHERNET 5/1/24-5/31/24		248.23
1111				
01 1100 735 2 002	SI-24-017100	ETHERNET 5/1/24-5/31/24		248.23
1111				
01 1100 735 2 001	SI-24-017100	ETHERNET 5/1/24-5/31/24		248.23
1111				
			Vendor Total:	1,241.15
71783	UNMC		2,633.12	
01 1200 320 2 000	1840001759	APRIL 24 SCHOOL SVS		2,633.12
1215				
			Vendor Total:	2,633.12
71784	VENTRIS LEARNING LLC		90.00	
01 2212 640 0 000	20244384	UFLI Materias for WIS		70.00
01 2212 640 0 000	20244384	Shipping & Handling		20.00
			Vendor Total:	90.00
71785	VILLAGE OF EAGLE		238.72	
01 2610 410 1 003	0990011385-0524	SVS 4/11/24-5/13/24		238.72
			Vendor Total:	238.72
71786	VODICKA, MOLLY		71.63	
01 1200 610 2 002	REIMB 060424	SUPPLIES		71.63
1222				
			Vendor Total:	71.63
71787	WATERLINK INC		324.83	
01 2620 431 1 003	36885	MONTHLY WATER TREATMENT		81.20
01 2620 431 1 004	36885	MONTHLY WATER TREATMENT		81.21
01 2620 431 2 002	36885	MONTHLY WATER TREATMENT		81.21
01 2620 431 2 001	36885	MONTHLY WATER TREATMENT		81.21
			Vendor Total:	324.83
71788	WOODRIVER ENERGY LLC		8,516.89	
01 2610 621 1 003	392764	SVS 3/21/24-4/22/24		1,469.00
01 2610 621 1 004	392764	SVS 3/21/24-4/22/24		112.81
01 2610 621 1 006	392764	SVS 3/21/24-4/22/24		2,418.41
01 2610 621 2 001	392764	SVS 3/21/24-4/22/24		4,070.24
01 2610 621 0 000	392764	SVS 3/21/24-4/22/24		446.43

<u>Check #</u>	<u>Vendor Name</u>		<u>Amount</u>		<u>Amount</u>
<u>Account Number</u>	<u>Invoice</u>	<u>Description</u>			
				Vendor Total:	8,516.89
71789	ZUNIGA, JESSIE		23.75		
01 1200 333 2 001 1226	REIMB 060424	PROJECT SEARCH PARKING		23.75	
				Vendor Total:	23.75
				Fund Total:	1,000,572.85
				Checking Account Total:	1,000,572.85
				Windstream:	182.67
				American Express:	1026.62
				Tractor Supply:	635.63
				Payroll:	1,623,633.57
				Total:	\$2,626,051.34

BOARD REPORT FOR PERIOD ENDING JUNE 3, 2024

<u>Check #</u>	<u>Vendor Name</u>		<u>Amount</u>		
<u>Account Number</u>	<u>Invoice</u>	<u>Description</u>		<u>Amount</u>	
Checking	8				
Checking	8	Fund: 08	SPECIAL BUILDING FUND		
2949	ELECTRONIC CONTRACTING		2,103.05		
08 4700 720 0 000	57090	INSTALL CELLULAR COMMUNICATOR		2,103.05	
				Vendor Total:	2,103.05
2950	FACILITY ADVOCATES		1,353.00		
08 4700 720 0 000	2174	HS PH 3 & MS PUMP 6		1,353.00	
2950	FACILITY ADVOCATES		1,593.00		
08 4700 720 0 000	2175	HAMLOW ES HP 7-1,3,4-2		1,593.00	
2950	FACILITY ADVOCATES		3,591.00		
08 4700 720 0 000	2178	HS COND UNIT 1 REPAIR		3,591.00	
2950	FACILITY ADVOCATES		1,458.00		
08 4700 720 0 000	2192	HAMLOW HP REPAIRS		1,458.00	
2950	FACILITY ADVOCATES		510.00		
08 4700 720 0 000	2193	HS BOILER SERVICE		510.00	
2950	FACILITY ADVOCATES		463.50		
08 4700 720 0 000	2197	EAGLE ES VAV RM B118		463.50	
2950	FACILITY ADVOCATES		926.75		
08 4700 720 0 000	2201	EAGLE ES RTU1 REPAIRS		926.75	
2950	FACILITY ADVOCATES		678.00		
08 4700 720 0 000	2202	EAGLE ES AREA D VAV BX		678.00	
2950	FACILITY ADVOCATES		347.50		
08 4700 720 0 000	2203	MS HP19 NOT WORKING		347.50	
2950	FACILITY ADVOCATES		195.00		
08 4700 720 0 000	2204	WIS EAST VRF LEAK CK		195.00	
2950	FACILITY ADVOCATES		2,595.00		
08 4700 720 0 000	2207	EAGLE POD B PUMP REBLD		2,595.00	
2950	FACILITY ADVOCATES		5,360.85		
08 4700 720 0 000	2227	HAMLOW HP REPAIRS		5,360.85	
2950	FACILITY ADVOCATES		1,574.00		
08 4700 720 0 000	2231	HS VAV3004 NOT WKG		1,574.00	
				Vendor Total:	20,645.60
				Fund Total:	22,748.65
				Checking Account Total:	22,748.65



SCHOOL DISTRICT 145

Commitment to Excellence

Dr. Cory Worrell
Superintendent

Mr. Robin Hoffman
Business Manager

Mrs. Delanie McMillan
Student Services Director

Ms. Angie Plugge
Director of Learning

Mr. Adam Bauman
Technology Director

June 4, 2024

To: Horizon Bank

From: Mikal Shalikow
Business Manager

School District 145 – Waverly has the following payments for “FEE’S.” Please make these wire transfers as soon as possible.

- 1) \$17,450.00 from Account 765 - 529 to BOKF, NA, ABA 103900036, Account Name: Wealth Management, Account Number: 600024642, Reference: NEB Corporate Trust – WAVERLYPS21A (2021A), Attention: Chad Shirk.
- 2) \$3,366.25 from Account 765 - 537 to BOKF, NA, ABA 103900036, Account Name: Wealth Management, Account Number: 600024642, Reference NEB Corporate Trust: LCSD145GO16B (2016B), Attention: Chad Shirk.
- 3) \$68,195.00 from Account 749-572 to BOKF, NA, ABA 103900036, Account Name: Wealth Management, Account Number: 600024642, Reference Number: NEB Corporate Trust – WaverlyPSG20 (2020), Attention: Chad Shirk.
- 4) \$36,757.50 from Account 749-606 to BOKF, NA, ABA 103900036, Account Name: Wealth Management, Account Number: 600024642, Reference Number: NEB Corporate Trust – WAVERLYPS21B (2021B), Attention: Chad Shirk.

Please call me at 402-786-2321 ext. 1104. Thanks!

Including Communities of Alvo, Eagle, Prairie Home, Walton, and Waverly

STUDENTS

5030

MIDTERM GRADUATION POLICIES AND PROCEDURES

- 1) By the last Monday of the school year in May of the student's junior year, he/she must submit a letter to the high school principal requesting midterm graduation, listing reasons for the request and providing any appropriate supporting documentation.
- 2) The student will pick up a Statement of Agreement for Mid-Term Graduation packet from the counseling office. This packet must be returned to the Counseling Office by the last Monday of the school year in May. Parent/guardian permission is required.
- 3) The School Board will approve or deny the Mid-term Graduation request at their regular June meeting.
- 4) With the exceptions of prom and the graduation ceremony, participation in all extra-curricular high school activities will be terminated at the end of the first semester.
- 5) Participation in class-rank (and all recognition potentially associated with that rank) will be terminated at the end of the first semester for all midterm graduates. A midterm graduate WILL NOT compete for a spot in 2nd semester class rank, for recognition for graduate honors that is recognized at the graduation ceremony, or for local scholarships decided by the District #145 Scholarship Committee during 2nd semester.
- 6) A midterm graduate's diploma will be dated with the last school day of the 1st semester of that student's senior year. A diploma will be given to the student at that time if requested. If he/she plans to participate in the graduation ceremony, then he/she will not receive the diploma until that ceremony.
- 7) The student shall meet all academic subject requirements as currently outlined in the Student Handbook and School Board Policies in regard to subjects and total credits required for an academic diploma.
- 8) The student must meet all obligations and stipulations of such an arrangement, or he or she will be asked to return to full time high school attendance. Failure to do so in that situation would jeopardize the student's goal of receiving a diploma.

Policy Adopted: 08/10/2020

SCHOOL DISTRICT 145

Policy Revised: 01/10/2022

WAVERLY, NEBRASKA

Mid-Term Graduation Acknowledgement and Consent

My son/daughter Alexis Arehart (Student Name) is considering a mid-term graduation. I am fully aware of this and support the consideration. I realize this excludes him/her from participation in all second semester school activities other than Prom and Graduation.

Alexis Arehart
Student Signature

3/18/24
Date

[Signature]
Parent/Guardian Signature

3-31-24
Date

*****For Office Use Only*****

Request Received: _____
(Date)

_____ has been recommended
(Student Name)
for mid-term graduation.

[Signature]
Counselor Signature

5-2-24
Date

[Signature]
Principal Signature

5-2-24
Date

Commencement and Diploma Information

I Alexis Arehart am planning on participating in the
(Student Name)

Commencement Exercises in May: (Circle One) Yes **No** Unknown

A cap and gown is required to participate in the Commencement Exercises.
Please visit [Waverly High School's Cap & Gown page on Jostens.com](#) to order.

Please PRINT on the line below how you would like your name on your diploma.
Please remember this is a legal document.

Alexis Arehart

Please provide an email address where information can be emailed regarding important upcoming dates and other information:

jacharron87@gmail.com

03/18/2024

Dear Mr Sheppard,

My name is Alexis Arehart, I have been a student in the LIFE Program for almost 2 years. LIFE has made school a safe and comfortable environment for me. It has changed my life for the better. I am so thankful for the opportunity to be a part of it, however, I cannot wait for whatever is next!

I have almost all the credits needed to graduate. Ms Fehringer and I have set up a plan for work credits during my senior year, as well as for the rest of this semester. I have a job at a Dairy Queen in Fallbrook and will be starting at SCC hopefully in the next year to be a professional welder. I am writing this in hopes of graduating at the end of 1st semester of the 2024-2025 school year! I am excited about my journey and cannot wait to hear back!

Sincerely,

A handwritten signature in black ink that reads "ALEXIS AREHART". The letters are slanted and connected in a cursive-like style.

Alexis Arehart

Miles Beckstea
5-6-24

STUDENTS

5030

MIDTERM GRADUATION POLICIES AND PROCEDURES

- 1) By the last Monday of the school year in May of the student's junior year, he/she must submit a letter to the high school principal requesting midterm graduation, listing reasons for the request and providing any appropriate supporting documentation.
- 2) The student will pick up a Statement of Agreement for Mid-Term Graduation packet from the counseling office. This packet must be returned to the Counseling Office by the last Monday of the school year in May. Parent/guardian permission is required.
- 3) The School Board will approve or deny the Mid-term Graduation request at their regular June meeting.
- 4) With the exceptions of prom and the graduation ceremony, participation in all extra-curricular high school activities will be terminated at the end of the first semester.
- 5) Participation in class-rank (and all recognition potentially associated with that rank) will be terminated at the end of the first semester for all midterm graduates. A midterm graduate WILL NOT compete for a spot in 2nd semester class rank, for recognition for graduate honors that is recognized at the graduation ceremony, or for local scholarships decided by the District #145 Scholarship Committee during 2nd semester.
- 6) A midterm graduate's diploma will be dated with the last school day of the 1st semester of that student's senior year. A diploma will be given to the student at that time if requested. If he/she plans to participate in the graduation ceremony, then he/she will not receive the diploma until that ceremony.
- 7) The student shall meet all academic subject requirements as currently outlined in the Student Handbook and School Board Policies in regard to subjects and total credits required for an academic diploma.
- 8) The student must meet all obligations and stipulations of such an arrangement, or he or she will be asked to return to full time high school attendance. Failure to do so in that situation would jeopardize the student's goal of receiving a diploma.

Policy Adopted: 08/10/2020

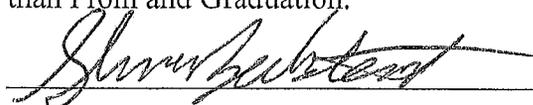
SCHOOL DISTRICT 145

Policy Revised: 01/10/2022

WAVERLY, NEBRASKA

Waverly High School

My son/daughter Miles Becustead is (Student Name) considering a mid-term graduation. I am fully aware of this and support the consideration. I realize this excludes him/her from participation in all second semester school activities other than Prom and Graduation.

 ~~5-6-24~~ 5-6-24

Parent/Guardian Signature Date

Miles Becustead 05/05/24

Student Signature Date

~~~~~

\*\*\*\*\*For Office Use Only\*\*\*\*\*

Requested Received \_\_\_\_\_

\_\_\_\_\_ has been (Student Name)

recommended for mid-term graduation.

 5-6-24

Counselor Signature Date



Principal Signature Date

**Commencement and Diploma Information**

Student Name: Miles Beckstead

I am planning on participating in the Commencement Exercises in May:  Yes  No  Unknown  
(Circle One)

A cap and gown is required to participate in the Commencement Exercises. School Traditions will be available for you to order a cap and gown. School Traditions can be contacted at 800-733-7988.

Please PRINT on the line below how you would like your name on your diploma. Please remember this is a legal document.

Faith Beckstead

Email address where information can be emailed regarding important upcoming dates and other information: becksteadfaith@gmail.com

Dear Mr. Shepard,

I am writing this letter in regards to midterm graduation. I believe that I would personally benefit from midterm graduation, and that it would help me down the road. Currently, I have passed all of my recent classes throughout my high school career, and so after this year, and my first semester of Senior year, I will have all of my credits necessary. If I am granted permission to graduate midterm, I plan to take those few months of second semester to work full time. Working full time during those months will help give me a boost on saving up for college. I would like to go to Southeast Community College during the fall, and so anytime I have to save up will help immensely. Thank you for your time and consideration.

Sincerely, Miles Beckstead

Name: Quintin Edwards

Date: 3/25/24

## STUDENTS

5030

### MIDTERM GRADUATION POLICIES AND PROCEDURES

- 1) By the last Monday of the school year in May of the student's junior year, he/she must submit a letter to the high school principal requesting midterm graduation, listing reasons for the request and providing any appropriate supporting documentation.
- 2) The student will pick up a Statement of Agreement for Mid-Term Graduation packet from the counseling office. This packet must be returned to the Counseling Office by the last Monday of the school year in May. Parent/guardian permission is required.
- 3) The School Board will approve or deny the Mid-term Graduation request at their regular June meeting.
- 4) With the exceptions of prom and the graduation ceremony, participation in all extra-curricular high school activities will be terminated at the end of the first semester.
- 5) Participation in class-rank (and all recognition potentially associated with that rank) will be terminated at the end of the first semester for all midterm graduates. A midterm graduate WILL NOT compete for a spot in 2nd semester class rank, for recognition for graduate honors that is recognized at the graduation ceremony, or for local scholarships decided by the District #145 Scholarship Committee during 2nd semester.
- 6) A midterm graduate's diploma will be dated with the last school day of the 1st semester of that student's senior year. A diploma will be given to the student at that time if requested. If he/she plans to participate in the graduation ceremony, then he/she will not receive the diploma until that ceremony.
- 7) The student shall meet all academic subject requirements as currently outlined in the Student Handbook and School Board Policies in regard to subjects and total credits required for an academic diploma.
- 8) The student must meet all obligations and stipulations of such an arrangement, or he or she will be asked to return to full time high school attendance. Failure to do so in that situation would jeopardize the student's goal of receiving a diploma.

Policy Adopted: 08/10/2020

SCHOOL DISTRICT 145

Policy Revised: 01/10/2022

WAVERLY, NEBRASKA

## Mid-Term Graduation Paper.

Graduating early offers a myriad of benefits, compelling individuals to pursue this path. Firstly, it accelerates entry into the workforce or higher education, providing a head start in career progression or academic pursuits. Early graduates often gain a competitive edge, demonstrating initiative, discipline, and efficiency to potential employers or admissions committees. Additionally, it can lead to substantial cost savings by reducing tuition fees and living expenses. Beyond financial advantages, early graduation grants individuals the freedom to pursue their passions sooner, whether it be traveling, volunteering, or diving into entrepreneurial ventures. Ultimately, graduating early empowers individuals to seize opportunities and shape their futures proactively, aligning with the modern ethos of agility and adaptability in a rapidly evolving world. My plan to exploit these benefits is to pursue higher education and use the extra semester I would have had in highschool to work and save up to pay for SCC, gain college credits, then transfer into a four-year college like NWU and study psychology and philosophy to become a therapist. My back-up plan would be to apply at a police station and become a police officer.

# Commencement and Diploma Information

I Quintin Edwards am planning on participating in the  
(Student Name)

Commencement Exercises in May: (Circle One) Yes No Unknown

***A cap and gown is required to participate in the Commencement Exercises.***

Please visit [Waverly High School's Cap & Gown page on Jostens.com](#) to order.

Please PRINT on the line below how you would like your name on your diploma.

***Please remember this is a legal document.***

Edwards, Quintin Tanner

Please provide an email address where information can be emailed regarding important upcoming dates and other information:

lexi4854@gmail.com

# Mid-Term Graduation Acknowledgement and Consent

My son/daughter Quintin Edwards is considering a mid-term graduation. I am fully aware of this and support the consideration. I realize this excludes him/her from participation in all second semester school activities other than Prom and Graduation.

Edwards Quintin  
Student Signature

3/28/24  
Date

De A. Hartley  
Parent/Guardian Signature

28 March '24  
Date

-----  
\*\*\*\*\*For Office Use Only\*\*\*\*\*

Request Received: \_\_\_\_\_  
(Date)

\_\_\_\_\_ has been recommended  
(Student Name)  
for mid-term graduation.

[Signature]  
Counselor Signature

5-6-24  
Date

[Signature]  
Principal Signature

5-6-24  
Date

Name: Aaliyah Hinn

Date: 5-2-24

**STUDENTS**

**5030**

**MIDTERM GRADUATION POLICIES AND PROCEDURES**

- 1) By the last Monday of the school year in May of the student's junior year, he/she must submit a letter to the high school principal requesting midterm graduation, listing reasons for the request and providing any appropriate supporting documentation.
- 2) The student will pick up a Statement of Agreement for Mid-Term Graduation packet from the counseling office. This packet must be returned to the Counseling Office by the last Monday of the school year in May. Parent/guardian permission is required.
- 3) The School Board will approve or deny the Mid-term Graduation request at their regular June meeting.
- 4) With the exceptions of prom and the graduation ceremony, participation in all extra-curricular high school activities will be terminated at the end of the first semester.
- 5) Participation in class-rank (and all recognition potentially associated with that rank) will be terminated at the end of the first semester for all midterm graduates. A midterm graduate WILL NOT compete for a spot in 2nd semester class rank, for recognition for graduate honors that is recognized at the graduation ceremony, or for local scholarships decided by the District #145 Scholarship Committee during 2nd semester.
- 6) A midterm graduate's diploma will be dated with the last school day of the 1st semester of that student's senior year. A diploma will be given to the student at that time if requested. If he/she plans to participate in the graduation ceremony, then he/she will not receive the diploma until that ceremony.
- 7) The student shall meet all academic subject requirements as currently outlined in the Student Handbook and School Board Policies in regard to subjects and total credits required for an academic diploma.
- 8) The student must meet all obligations and stipulations of such an arrangement, or he or she will be asked to return to full time high school attendance. Failure to do so in that situation would jeopardize the student's goal of receiving a diploma.

Policy Adopted: 08/10/2020

SCHOOL DISTRICT 145

Policy Revised: 01/10/2022

WAVERLY, NEBRASKA

# Mid-Term Graduation Acknowledgement and Consent

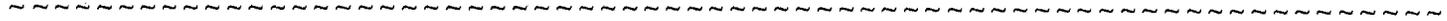
My son/daughter Aaliyah Hinn is considering a  
(Student Name)  
mid-term graduation. I am fully aware of this and support the consideration. I realize this excludes him/her from participation in all second semester school activities other than Prom and Graduation.

Aaliyah Hinn  
Student Signature

3/21/2024  
Date

Tara Holbeck  
Parent/Guardian Signature

4-4-24  
Date



\*\*\*\*\*For Office Use Only\*\*\*\*\*

Request Received: \_\_\_\_\_  
(Date)

\_\_\_\_\_ has been recommended  
(Student Name)  
for mid-term graduation.

[Signature]  
Counselor Signature

5-~~11~~-2-24  
Date

[Signature]  
Principal Signature

5-2-24  
Date

# Commencement and Diploma Information

I Aaliyah Hinn am planning on participating in the  
(Student Name)

Commencement Exercises in May: (Circle One)

Yes

No

Unknown

***A cap and gown is required to participate in the Commencement Exercises.***

Please visit [Waverly High School's Cap & Gown page on Jostens.com](#) to order.

Please PRINT on the line below how you would like your name on your diploma.

***Please remember this is a legal document.***

Aaliyah Hinn

Please provide an email address where information can be emailed regarding important upcoming dates and other information:

ahinn6200@gmail.com

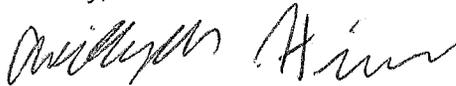
Dear Mr. Shepard:

I would like to graduate mid-term to get a start on my future. I would like to become a Real Estate agent. My aunt and older cousin are very successful real estate agents, and I have spoken to them about this career choice. I would need to complete a 66-hour online course, and then take the state test. I have put a lot of thought into this decision and decided it's the best for my goals and future.

If I decide to not pursue a career in real estate, I will go to Southeast Community College. I would go for an ultrasound technician which has been my second choice for a while. I have also researched this career, and it would be the best choice if real estate doesn't work out in my favor.

I am ready to start my post-secondary plans and graduating mid-term would allow me to move forward at a pace that I think is best for me. Please consider my request for mid-term graduation.

Sincerely,

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

Aaliyah HInn

Name: Marcia Conner

Date: 4-18-24

## STUDENTS

5030

### MIDTERM GRADUATION POLICIES AND PROCEDURES

- 1) By the last Monday of the school year in May of the student's junior year, he/she must submit a letter to the high school principal requesting midterm graduation, listing reasons for the request and providing any appropriate supporting documentation.
- 2) The student will pick up a Statement of Agreement for Mid-Term Graduation packet from the counseling office. This packet must be returned to the Counseling Office by the last Monday of the school year in May. Parent/guardian permission is required.
- 3) The School Board will approve or deny the Mid-term Graduation request at their regular June meeting.
- 4) With the exceptions of prom and the graduation ceremony, participation in all extra-curricular high school activities will be terminated at the end of the first semester.
- 5) Participation in class-rank (and all recognition potentially associated with that rank) will be terminated at the end of the first semester for all midterm graduates. A midterm graduate WILL NOT compete for a spot in 2nd semester class rank, for recognition for graduate honors that is recognized at the graduation ceremony, or for local scholarships decided by the District #145 Scholarship Committee during 2nd semester.
- 6) A midterm graduate's diploma will be dated with the last school day of the 1st semester of that student's senior year. A diploma will be given to the student at that time if requested. If he/she plans to participate in the graduation ceremony, then he/she will not receive the diploma until that ceremony.
- 7) The student shall meet all academic subject requirements as currently outlined in the Student Handbook and School Board Policies in regard to subjects and total credits required for an academic diploma.
- 8) The student must meet all obligations and stipulations of such an arrangement, or he or she will be asked to return to full time high school attendance. Failure to do so in that situation would jeopardize the student's goal of receiving a diploma.

Policy Adopted: 08/10/2020

Policy Revised: 01/10/2022

SCHOOL DISTRICT 145

WAVERLY, NEBRASKA

jeopardize the student's goal of receiving a diploma.

Policy Adopted: 08/10/2020 SCHOOL DISTRICT 145

Policy Revised: 01/10/2022 WAVERLY,

NEBRASKA

**Waverly High School**

My son/daughter

Maria h K Lanum

is (Student Name) considering a mid-term graduation. I am fully aware of this and support the consideration. I realize this excludes him/her from participation in all second semester school activities other than Prom and Graduation.

[Signature]

4/18/2024

Parent/Guardian Signature Date

Mariah Lanum

4/18/2024

Student Signature Date

~~~~~  
~~~~~  
**\*\*\*\*\*For Office Use Only\*\*\*\*\***

Requested Received \_\_\_\_\_

\_\_\_\_\_ has been (Student Name)

recommended for mid-term graduation.

[Signature] 5-2-24

Counselor Signature Date

[Signature] 5-2-24

Principal Signature Date

## Commencement and Diploma Information

Student Name:

Mariah K Lanum

I am planning on participating in the Commencement Exercises in May:  Yes  No Unknown (Circle One)

A cap and gown is required to participate in the Commencement Exercises. School Traditions will be available for you to order a cap and gown. School Traditions can be contacted at 800-733-7988.

Please PRINT on the line below how you would like your name on your diploma. Please remember this is a legal document.

Mariah Kate Lanum

Email address where information can be emailed regarding important upcoming dates and other information:

ericandqing01@gmail.com

---

**Mariah Lanum**

11952 N 143RD ST  
Waverly, NE 68462  
(402) 326-0497  
ericandging01@gmail.com

18 April 2024

**Mr. Scott Shepard**

Waverly High School  
13401 Amberly Rd  
Waverly, NE 68462

Dear Mr. Shepard,

I am writing to request approval to graduate midterm of my senior year in December 2024. A few reasons I am asking to graduate midterm is because of my anxiety, PTSD, and other mental factors. I have difficulty being motivated to go to school. I have a goal of being a Labor and Delivery nurse and with that, I need to go to college to get that degree. Being able to graduate midterm would allow me to pursue my nursing career early with all my high school requirements being fulfilled by December of 2024. This will allow me and my parents relief from the stress of getting me to school, my IEP meeting, and any other meetings. I will continue to work at Bryan East Hospital after graduation so I will be kept busy and always learning.

Sincerely,

**Mariah Lanum**

Name: Lyleigh Nieman  
Date: 02-14-2024

## STUDENTS

5030

### MIDTERM GRADUATION POLICIES AND PROCEDURES

- 1) By the last Monday of the school year in May of the student's junior year, he/she must submit a letter to the high school principal requesting midterm graduation, listing reasons for the request and providing any appropriate supporting documentation.
- 2) The student will pick up a Statement of Agreement for Mid-Term Graduation packet from the counseling office. This packet must be returned to the Counseling Office by the last Monday of the school year in May. Parent/guardian permission is required.
- 3) The School Board will approve or deny the Mid-term Graduation request at their regular June meeting.
- 4) With the exceptions of prom and the graduation ceremony, participation in all extra-curricular high school activities will be terminated at the end of the first semester.
- 5) Participation in class-rank (and all recognition potentially associated with that rank) will be terminated at the end of the first semester for all midterm graduates. A midterm graduate WILL NOT compete for a spot in 2nd semester class rank, for recognition for graduate honors that is recognized at the graduation ceremony, or for local scholarships decided by the District #145 Scholarship Committee during 2nd semester.
- 6) A midterm graduate's diploma will be dated with the last school day of the 1st semester of that student's senior year. A diploma will be given to the student at that time if requested. If he/she plans to participate in the graduation ceremony, then he/she will not receive the diploma until that ceremony.
- 7) The student shall meet all academic subject requirements as currently outlined in the Student Handbook and School Board Policies in regard to subjects and total credits required for an academic diploma.
- 8) The student must meet all obligations and stipulations of such an arrangement, or he or she will be asked to return to full time high school attendance. Failure to do so in that situation would jeopardize the student's goal of receiving a diploma.

Policy Adopted: 08/10/2020

SCHOOL DISTRICT 145

Policy Revised: 01/10/2022

WAVERLY, NEBRASKA

# Mid-Term Graduation Acknowledgement and Consent

My son/daughter Lyleigh Nieman (Student Name) is considering a mid-term graduation. I am fully aware of this and support the consideration. I realize this excludes him/her from participation in all second semester school activities other than Prom and Graduation.

Lyleigh Nieman  
Student Signature

2-13-2024  
Date

Annika Nieman  
Parent/Guardian Signature

2-13-2024  
Date

-----  
\*\*\*\*\*For Office Use Only\*\*\*\*\*

Request Received: \_\_\_\_\_  
(Date)

\_\_\_\_\_ has been recommended  
(Student Name)  
for mid-term graduation.

[Signature]  
Counselor Signature

2-14-24  
Date

[Signature]  
Principal Signature

2-20-24  
Date

# Commencement and Diploma Information

I Lyleigh Nieman am planning on participating in the  
(Student Name)

Commencement Exercises in May: (Circle One)  Yes  No  Unknown

**A cap and gown is required to participate in the Commencement Exercises.**

Please visit [Waverly High School's Cap & Gown page on Jostens.com](#) to order.

Please PRINT on the line below how you would like your name on your diploma.

**Please remember this is a legal document.**

Lyleigh Claire Nieman

Please provide an email address where information can be emailed regarding important upcoming dates and other information:

~~lynieman07@gmail.com~~

Lyleigh.nieman123@gmail.com

February 14, 2024

Dear Waverly School Board:

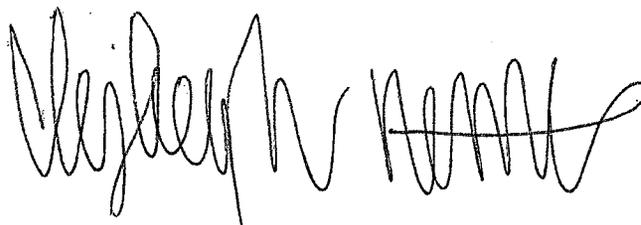
Waverly High School has been a great support and part of my life as I have grown up. Not only the teachers in each school but also the coaches. Everyone at Waverly has helped me push myself and become more confident with schoolwork and friendships. I would not be the person I am today without these experiences.

As I look to my senior year, I am pushing to graduate at midterm. I believe it would benefit me because as I select a college I am not just going for education, but also for the rodeo team. Graduating at midterm would help me be able to work and save money to buy myself better transportation for my next steps. Not only would I be working full-time when I graduate at midterm, but I would also be training two horses for college. Right now I have a yearling named Cowboy. I need to focus on training him and finishing him for college. If I don't finish him and train him it would be a large setback and I wouldn't be able to take and compete with both of my horses at college rodeo.

Currently, I work as much as possible and also train my horses, but it is always a challenge to balance these responsibilities and my schoolwork. Graduating midterm would help me excel in my goals for not only college but also after college. I plan to study agriculture business and get my degree at either NCTA or Iowa Central Community College. Following this training, I strive to be employed as an agricultural sales representative or a ranch manager. Graduating at midterm would help me stay up-to-date and focus on my horses.

That being said, I request you support my request for midterm graduation during the 2024-2025 school year.

Sincerely,

A handwritten signature in black ink, appearing to read "Iyleigh Nieman". The signature is fluid and cursive, with a long horizontal stroke at the end.

Iyleigh Nieman

- Aiden Pavelka  
• 5-6-24  
5030

## STUDENTS

### MIDTERM GRADUATION POLICIES AND PROCEDURES

- 1) By the last Monday of the school year in May of the student's junior year, he/she must submit a letter to the high school principal requesting midterm graduation, listing reasons for the request and providing any appropriate supporting documentation.
- 2) The student will pick up a Statement of Agreement for Mid-Term Graduation packet from the counseling office. This packet must be returned to the Counseling Office by the last Monday of the school year in May. Parent/guardian permission is required.
- 3) The School Board will approve or deny the Mid-term Graduation request at their regular June meeting.
- 4) With the exceptions of prom and the graduation ceremony, participation in all extra-curricular high school activities will be terminated at the end of the first semester.
- 5) Participation in class-rank (and all recognition potentially associated with that rank) will be terminated at the end of the first semester for all midterm graduates. A midterm graduate WILL NOT compete for a spot in 2nd semester class rank, for recognition for graduate honors that is recognized at the graduation ceremony, or for local scholarships decided by the District #145 Scholarship Committee during 2nd semester.
- 6) A midterm graduate's diploma will be dated with the last school day of the 1st semester of that student's senior year. A diploma will be given to the student at that time if requested. If he/she plans to participate in the graduation ceremony, then he/she will not receive the diploma until that ceremony.
- 7) The student shall meet all academic subject requirements as currently outlined in the Student Handbook and School Board Policies in regard to subjects and total credits required for an academic diploma.
- 8) The student must meet all obligations and stipulations of such an arrangement, or he or she will be asked to return to full time high school attendance. Failure to do so in that situation would jeopardize the student's goal of receiving a diploma.

Policy Adopted: 08/10/2020

SCHOOL DISTRICT 145

Policy Revised: 01/10/2022

WAVERLY, NEBRASKA

**Waverly High School**

My son/daughter Aiden Pavelka is (Student Name) considering a mid-term graduation. I am fully aware of this and support the consideration. I realize this excludes him/her from participation in all second semester school activities other than Prom and Graduation.

Parent/Guardian Signature Date

Will Pavelka

Student Signature Date

Aiden Pavelka

\*\*\*\*\*For Office Use Only\*\*\*\*\*

Requested Received \_\_\_\_\_

\_\_\_\_\_ has been (Student Name)

recommended for mid-term graduation.

John But 5-6-24

Counselor Signature Date

Scott G. G...

Principal Signature Date

**Commencement and Diploma Information**

Student Name: Aiden Pavelka

I am planning on participating in the Commencement Exercises in May:  Yes  No  Unknown  
(Circle One)

A cap and gown is required to participate in the Commencement Exercises. School Traditions will be available for you to order a cap and gown. School Traditions can be contacted at 800-733-7988.

Please PRINT on the line below how you would like your name on your diploma. Please remember this is a legal document.

Aiden C. Pavelka

Email address where information can be emailed regarding important upcoming dates and other information: aidenpavelka4@gmail.com

Dear Mr. Shepard,

This letter concerns my plan to graduate from WHS midterm next year. Waverly's school system has provided me with great experiences in learning, as well as providing me with new friends. I have learned everything I need to know to go into the real world and expand my knowledge in working skills. As of now with school, I work around 20-25 hours a week. I know there are programs such as Work Release, but I think I'm ready to move on from school and start working more to gain knowledge that school can't help me with. I also don't have plans to go to college of any sort. College has never really felt like my style. One of my main focuses ever since I could was to earn or work for money. These are my reasons why I would appreciate a midterm graduation, I hope you consider what I have said, and thank you for your time.

Sincerely,  
Aiden Pavelka

Name: Ellias Rodriguez

Date: 5-2-24

**STUDENTS**

**5030**

**MIDTERM GRADUATION POLICIES AND PROCEDURES**

- 1) By the last Monday of the school year in May of the student's junior year, he/she must submit a letter to the high school principal requesting midterm graduation, listing reasons for the request and providing any appropriate supporting documentation.
- 2) The student will pick up a Statement of Agreement for Mid-Term Graduation packet from the counseling office. This packet must be returned to the Counseling Office by the last Monday of the school year in May. Parent/guardian permission is required.
- 3) The School Board will approve or deny the Mid-term Graduation request at their regular June meeting.
- 4) With the exceptions of prom and the graduation ceremony, participation in all extra-curricular high school activities will be terminated at the end of the first semester.
- 5) Participation in class-rank (and all recognition potentially associated with that rank) will be terminated at the end of the first semester for all midterm graduates. A midterm graduate WILL NOT compete for a spot in 2nd semester class rank, for recognition for graduate honors that is recognized at the graduation ceremony, or for local scholarships decided by the District #145 Scholarship Committee during 2nd semester.
- 6) A midterm graduate's diploma will be dated with the last school day of the 1st semester of that student's senior year. A diploma will be given to the student at that time if requested. If he/she plans to participate in the graduation ceremony, then he/she will not receive the diploma until that ceremony.
- 7) The student shall meet all academic subject requirements as currently outlined in the Student Handbook and School Board Policies in regard to subjects and total credits required for an academic diploma.
- 8) The student must meet all obligations and stipulations of such an arrangement, or he or she will be asked to return to full time high school attendance. Failure to do so in that situation would jeopardize the student's goal of receiving a diploma.

Policy Adopted: 08/10/2020

SCHOOL DISTRICT 145

Policy Revised: 01/10/2022

WAVERLY, NEBRASKA

**Commencement and Diploma Information**

Student Name: Ellias Rodriguez

I am planning on participating in the Commencement Exercises in May: Yes  No  Unknown   
(Circle One)

A cap and gown is required to participate in the Commencement Exercises. School Traditions will be available for you to order a cap and gown. School Traditions can be contacted at 800-733-7988.

Please PRINT on the line below how you would like your name on your diploma. Please remember this is a legal document.

Ellias Ray Rodriguez

Email address where information can be emailed regarding important upcoming dates and other information: mrodriguez7tribed@gmail.com

**Waverly High School**

My son/daughter Ellias R Rodriguez is (Student Name) considering a mid-term graduation. I am fully aware of this and support the consideration. I realize this excludes him/her from participation in all second semester school activities other than Prom and Graduation.

[Signature] 5-1-24

Parent/Guardian Signature Date

[Signature] 5-1-24

Student Signature Date



**\*\*\*\*\*For Office Use Only\*\*\*\*\***

Requested Received \_\_\_\_\_

\_\_\_\_\_ has been (Student Name)

recommended for mid-term graduation.

[Signature]

Counselor Signature Date

[Signature] 5-2-24

Principal Signature Date

May 2, 2024

Dear Mr. Shepherd:

First, thank you for considering my application. There are several reasons I believe that midterm graduation would be beneficial for me. First, I am in the LIFE program and I have made good progress. I've made it so far in this class so I can obtain an earlier graduation because of my completed credits. Also with the career that I've chosen, which is the Army, I would like to get an earlier start. So far I'm set to graduate early, either first semester or even first quarter. I've made the strides to graduate early and I am going to stick to the plans. I've made it so that I can graduate early. I am eager to get out into the world and make a start in my life as soon as possible and feel as if I would benefit from it.

In regards to my career choice, the Army, I am set to attend boot camp starting May 29, 2024. My MOS is 91 Bravo, which is a wheeled-vehicle mechanic. I will complete the beginning steps this summer and I have the plan to attend AIT training immediately upon graduation in January 2025.

Thank you for your consideration. Waverly High School, the support of my teachers, and the support of my family has been a huge impact in preparing me for my future.

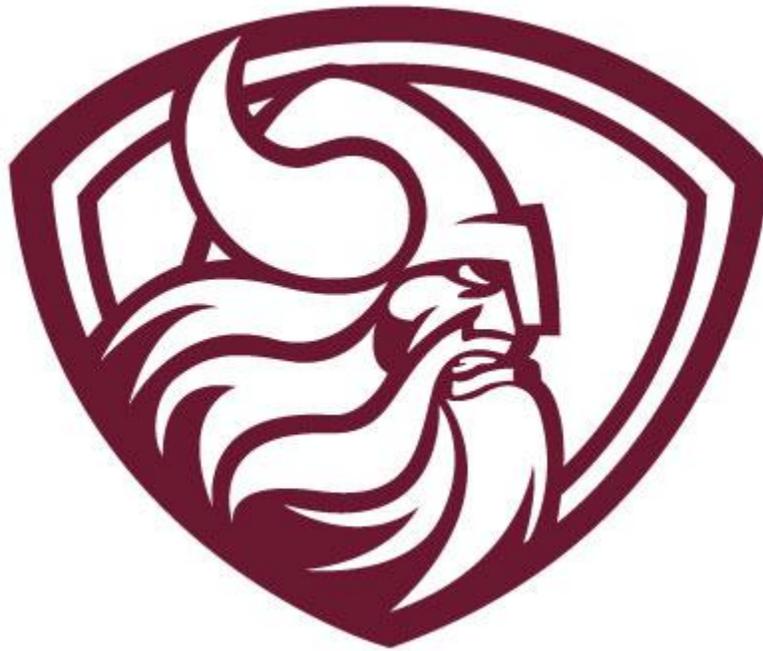
Sincerely,

A handwritten signature in black ink, appearing to read "Ellias R Rodriguez". The signature is written in a cursive style with a long, sweeping underline.

- Ellias R Rodriguez

# District 145 Principal Evaluation Handbook

"Commitment to Excellence"



*Approved by the Nebraska Department of Education: \_\_\_\_\_*

*Approved by the School Board: \_\_\_\_\_*

# Table of Contents

|                                            |       |
|--------------------------------------------|-------|
| Introduction/Acknowledgements              | p.2   |
| Evaluation Overview                        | p. 3  |
| Processes for Probationary Administrators  | p. 4  |
| Processes for Permanent Administrators     | p. 5  |
| Processes for Needs Improvement            | p. 6  |
| Professional Growth Goal Process and Forms | p. 7  |
| Formal Observation Process and Forms       | p. 8  |
| Summative Evaluation Process and Forms     | p.14  |
| Glossary of Terms                          | p. 17 |

# Introduction and Acknowledgements

---

It is the belief of District 145 Schools that effective principal evaluation leads to the growth and efficacy of principals, teachers, and the achievement of students by:

- Providing opportunities for reflection and feedback
- Fostering growth and improvement in principals
- Creating a partnership between principals and central office administration

Effective evaluation facilitates the continuous development of principal practice through goal setting, feedback, and reflection. Furthermore, principal evaluation informs and drives the professional learning of individual and collective groups of principals.

This handbook is designed to support administrators with the District 145 principal evaluation process and the implementation of the District 145 Leadership Model. The District 145 Leadership Model is a comprehensive framework that supports principal effectiveness, leadership, teaching and learning, and research-informed leadership practices.

In the spring of 2024, after the study of *The Qualities of Effective Principals* by James Stronge and XianXuan Xu, District 145 administrators and administrators reviewed and recommended a district leadership model and revised principal evaluation process.

The following staff served on the pilot committee responsible for reviewing and providing feedback to inform the creation of the principal evaluation process. These individuals included:

- |                  |                   |                  |               |
|------------------|-------------------|------------------|---------------|
| Megan Flohr      | Michelle Rezek    | Craig Patzel     | Ross Ricenbaw |
| George Scherer   | Scott Shepard     | Kristin Delehant | Brad McMillan |
| Dr. Cory Worrell | Dr. Angela Plugge | Delanie McMillan |               |

# Evaluation Overview

Figure 1.1

## Evaluation Overview

| <b>Principal in Years 1, 2, 3</b>                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Review of Evaluation Process with written notification of evaluation cycle year by October 1                                                                                                              |
| Professional Goal Setting by end of Quarter 1<br>One goal based on self-assessment of Domain 1, Instructional Leadership, and Domain 2, Continuous Improvement. Quarterly reflection on goal progress.    |
| Formal observation: One first semester, one second semester before the end of the third quarter                                                                                                           |
| Self-Assessment with Formative Feedback: One per quarter (Domains 1 and 2 - First Quarter; Domains 3 and 5 - Second Quarter; Domain 4 - Third Quarter)                                                    |
| Professional Goal Reflection, Self-Assessment, Artifact Identification: Each Quarter on designated Domains (Domains 1 and 2 - First Quarter; Domains 3 and 5 - Second Quarter; Domain 4 - Third Quarter). |
| Principal Evaluation Survey administered during second semester each year.                                                                                                                                |
| Summative Evaluation: Before the end of the third quarter.                                                                                                                                                |
| Supervisor may do school walk-through visits at their discretion with informal feedback given.                                                                                                            |

| <b>Principal in Years 4+</b>                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Review of Evaluation Process with written notification of evaluation cycle year by October 1                                                                                                              |
| Professional Goal Setting by end of Quarter 1<br>One goal based on self-assessment of Domain 1, Instructional Leadership, and Domain 2, Continuous Improvement. Quarterly reflection on goal progress.    |
| Formal observation: Before April 15                                                                                                                                                                       |
| Self-Assessment with Formative Feedback: One per quarter (Domains 1 and 2 - First Quarter; Domains 3 and 5 - Second Quarter; Domain 4 - Third Quarter)                                                    |
| Professional Goal Reflection, Self-Assessment, Artifact Identification: Each Quarter on designated Domains (Domains 1 and 2 - First Quarter; Domains 3 and 5 - Second Quarter; Domain 4 - Third Quarter). |
| Principal Evaluation Survey administered during second semester of third year of the cycle or additionally at supervisor's discretion.                                                                    |
| Summative Evaluation: Every Year before June 30                                                                                                                                                           |
| Supervisor may do school walk-through visits at their discretion- informal feedback may be given.                                                                                                         |

# Processes for Probationary Principals

---

Probationary certificated administrators are those administrators who are in years one through three of employment and are classified as probationary administrators according to Nebraska Revised Statute 79-828.

- All probationary administrators will receive training regarding the District 145 leadership model and evaluation process prior to October 1st. This training will review the processes, timelines, and expectations regarding all components of the leadership model and evaluation process.
- Every year, probationary certificated administrators will complete a self-assessment of Domains 1 and 2 - Instructional Leadership and Continuous Improvement. The goal will be selected by the administrator, will align with the district strategic plan or building continuous improvement plan, and will be based on an area identified in the self-assessment of Domains 1 and 2, previous supervisor feedback, or a specific growth area. The goal will be submitted to the supervisor during the first quarter via Frontline. Every quarter, the administrator will complete a reflection in Frontline on goal progress.
- Every year probationary certificated administrators will have two formal observations by their supervisor. One observation (equivalent to the length of an instructional period) must be completed during the first semester, and the second observation during the third quarter. Before each observation, the administrator will complete the designated domain(s) self-assessment(s), identify artifacts, submit in Frontline, plan an “evidence-walk observation,” and discuss with the supervisor. The supervisor will provide formative feedback on the designated domain(s) for that quarter on the Frontline Assessment form. An in-person conference between the administrator and supervisor will occur in a timely manner to discuss the self-assessment and supervisor assessment. The supervisor will complete the assessment of the designated domain(s) in collaboration with the principal.
- Every year, a principal evaluation survey will be given.
- Every year, each quarter, the principal will complete the designated domain(s) self-assessment(s), identify artifacts, submit in Frontline, plan an “evidence-walk observation,” and discuss with the supervisor. The supervisor will provide formative feedback.
- Every year, by the end of the third quarter, the supervisor will complete the summative evaluation form, conference with the probationary administrator, and submit it via Frontline.

# Processes for Permanent Staff

---

Permanent certificated administrators are those who have successfully completed three full years as certificated employees in the district, meet district expectations on all five domains, and have been recommended to the superintendent for continuing employment.

- All permanent administrators will receive training regarding the District 145 leadership model and evaluation process prior to October 1st. This training will review the processes, timelines, and expectations regarding all components of the leadership model and evaluation process.
- Every year, permanent certificated administrators will complete a self-assessment of Domains 1 and 2 - Instructional Leadership and Continuous Improvement. The goal will be selected by the administrator, will align with the district strategic plan or building continuous improvement plan, and will be based on an area identified in the self-assessment of Domains 1 and 2, previous supervisor feedback, or a specific growth area. The goal will be submitted to the supervisor during the first quarter via Frontline. Every quarter, the administrator will complete a reflection in Frontline on goal progress.
- Every year permanent certificated administrators will have one formal observation by their supervisor. One observation must be completed before April 15. Before each observation, the administrator will complete the designated domain(s) self-assessment(s), identify artifacts, submit in Frontline, plan an “evidence-walk observation,” and discuss with the supervisor. The supervisor will provide formative feedback on the designated domain(s) for that quarter on the Frontline Assessment form. An in-person conference between the administrator and supervisor will occur in a timely manner to discuss the self-assessment and supervisor assessment. The supervisor will complete the assessment of the designated domain(s) in collaboration with the principal.
- A principal evaluation survey will be given every third year during the second semester of the permanent three-year evaluation cycle or additionally at the supervisor’s discretion.
- Every year, each quarter, the principal will complete the designated domain(s) self-assessment(s), identify artifacts, submit in Frontline, plan an “evidence-walk observation,” and discuss with the supervisor. The supervisor will provide formative feedback.
- Every year, by June 30, the supervisor will complete the summative evaluation form, conference with the probationary administrator, and submit it via Frontline.

# Process for Staff Needing Improvement

---

## **Plan of Improvement**

### **Plan of Assistance**

There may be times when there are concerns that an administrator is not meeting district expectations. In most cases, the evaluator will work informally within the evaluation process to assist the principal in meeting district expectations. If the performance concerns remain after informal interventions, the supervisor will issue a plan of improvement.

## **Plan of Improvement**

Administrators who have been notified by their supervisor that they have performance concerns may be placed on a plan of improvement. The plan of improvement will:

- Identify the concerns citing specific domains and components with evidence supporting the concern.
- Communicate the expectations regarding the concern area and how progress will be monitored.
- Include a plan of remediation, including strategies and supports for the principal
- Provide a reasonable timeline for improvement.

At the conclusion of the timeline, the supervisor may decide if adequate progress has been made and the administrator will no longer be on a **Plan of Improvement**, or a plan of improvement is to be continued.

## **Plan of Assistance**

If progress has not been made on the **Plan of Improvement**, a more intensive plan of assistance will be created. This plan will:

- Identify the concerns citing specific domains and components with evidence supporting the concern.
- Communicate the expectations regarding the concern area and how progress will be monitored.
- Include a plan of remediation, including strategies and supports for the principal
- Provide a reasonable timeline for improvement.

If an administrator makes adequate progress on the **Plan of Assistance**, the supervisor may determine the professional goal for the next school year and or specific domain(s) for focused, formative feedback. If an administrator does not make adequate progress on the Plan of Assistance, the supervisor may recommend that the contract for that administrator not be renewed.

# Professional Growth Goal Process and Forms

All certificated administrators will complete a self-assessment of Domains 1 and 2 - Instructional Leadership and Continuous Improvement. The goal will be selected by the administrator, will align with the district strategic plan or building continuous improvement plan, and will be based on an area identified in the self-assessment of Domains 1 and 2, previous supervisor feedback, or a specific growth area. The goal will be submitted to the supervisor during the first quarter via Frontline. Every quarter, the administrator will complete a reflection in Frontline on goal progress.

Figure 1.2 **Administrator Professional Growth Goal Form (Complete before end of First Quarter)with Quarterly Goal Reflection Completed by Administrator**



**Leadership Professional Growth Goal**

Date:

All leaders will write one professional growth goal for the school year in addition to defining their role as a leader in supporting the district and school student achievement goals. The leader's professional growth goal is connected to student learning and focuses on a component or components of choice within domains 1 and/or 2. The goal will be reviewed quarterly by the leader's evaluator.

**Leadership Role, Actions, and Focus**

1. What is the district goal?  
\_\_\_\_\_
2. What is the school goal?  
\_\_\_\_\_
3. What specific instructional leadership actions and strategies will you use to support the achievement of the district and school goals?  
\_\_\_\_\_
4. What evidence or artifacts will be used to demonstrate your specific instructional leadership actions in support of achievement of the goals including specific teacher and student outcomes?  
\_\_\_\_\_

**Professional Goal Connected to Student Learning within Domains 1 and/or 2**

1. What is your professional goal connected to student learning this year? Why did you select this goal and what do you hope to accomplish this year?  
\_\_\_\_\_
2. What specific instructional leadership actions and/or strategies will you use to accomplish this goal?  
\_\_\_\_\_
3. What evidence or artifacts will be used quarterly to demonstrate your specific instructional leadership actions in support of achieving this goal?  
\_\_\_\_\_
4. What teacher instructional practice or student learning achievement evidence will be used to demonstrate the achievement of this goal?  
\_\_\_\_\_
5. Specify your timeline to achieve this goal  
\_\_\_\_\_

Section to upload a document if applicable for action plan

| Artifacts |             |             |      |  |
|-----------|-------------|-------------|------|--|
| Name      | Upload Date | Upload User | File |  |
|           |             |             |      |  |

**Leadership Professional Growth Goal Reflection**

Reflect on the work you have done to meet your professional growth goal this quarter.

1. Describe the action steps you have taken this quarter and how they have impacted teacher practice and student learning.  
\_\_\_\_\_
2. What adjustments have you made or will you make to your action plan? Why?  
\_\_\_\_\_
3. What are you most proud of this quarter?  
\_\_\_\_\_
4. What are your next steps for your professional growth goal?  
\_\_\_\_\_



# Formal Observation Process and Forms

## Quarter 1

Before each observation, the administrator will complete the quarterly designated domain(s) self-assessment(s), identify artifacts, submit in Frontline, plan an “evidence-walk observation,” and discuss with the supervisor. The supervisor will provide formative feedback on the designated domain(s) for that quarter on the Frontline Assessment form. An in-person conference between the administrator and supervisor will occur in a timely manner to discuss the self-assessment and supervisor assessment. The supervisor will complete the assessment of the designated domain(s) in collaboration with the principal.

**Figure 1.3 Instructional Leadership (Domain 1) and Continuous Improvement (Domain 2) Completed by the Administrator**



Instructional Leadership and Continuous Improvement Leadership Self-Assessment and Goal Reflection

Complete the Instructional Leadership and Continuous Improvement Reflection within the first two weeks of the quarter, prior to your quarterly domain observation.

Date:

Dates of Observations:

Quarterly Domain Conference Date:



Instructional Leadership and Continuous Improvement Self Assessment & Reflection  
 Complete the Instructional leadership and continuous improvement self assessment after the building visit.

Domain 1: Instructional Leadership

The leader fosters the success of all students and staff by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning, leading to staff growth and improvement, resulting in student academic progress and school improvement.

| Leadership Component 1a                            |                                                                                                                                                                                |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Element                                            | Unsatisfactory                                                                                                                                                                 | Basic                                                                                                                                                                                                | Proficient                                                                                                                                                                                                                                                        | Distinguished                                                                                                                                                                                                                                                                  |
| <b>1a: Building and Sustaining a School Vision</b> | Does not articulate a clear vision for the school; Does not focus on continuous school improvement; Does not communicate learning as the most important mission of the school. | Inconsistently Articulates a clear vision for the school; Inconsistently Focuses on continuous school improvement; Inconsistently Communicates learning as the most important mission of the school. | Systematically Develops and articulates a clear vision for the school with goals to accomplish the vision and mission; Systematically Focuses on continuous school improvement; Systematically Communicates learning as the most important mission of the school. | Reflects on systems, adjusts a system when needed, meets all descriptors in Proficient plus; Systematically Displays and develops in others confidence in accomplishing the vision and mission; Systematically Protects the focus on continuous improvement from distractions. |
| <a href="#">Enter Notes</a><br>Rubric Score: 0/0   |                                                                                                                                                                                |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                |

Domain 2: Continuous Improvement

The leader fosters the success of all students and staff by leading and facilitating the development, communication, implementation, and monitoring of Continuous Improvement. The leader supports the alignment of goals (district, school, department/teams, individual) and facilitates the creation of theories of action that drive strategic action plans to improve adult practice resulting in increased student learning.

| Leadership Component 2a                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Element                                          | Unsatisfactory                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Basic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Distinguished                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>2a: Focusing on Student Learning</b>          | Does not Hold high expectations for students and staff to meet challenging and attainable student learning goals; Does not Communicate to staff and students a belief in their ability to succeed; Does not operationalize the district Theory of Action to meet the district learning goal; Does not facilitate goal creation that aligns with district goal; Does not Use an effective data collection and analysis system to set success criteria to monitor progress and make needed midcourse corrections as needed; Does not Prioritize and protect academic learning time. | Inconsistently Holds high expectations for students and staff to meet challenging and attainable student learning goals; Inconsistently Communicates to staff and students a belief in their ability to succeed; Inconsistently operationalizes the district Theory of Action to meet the district learning goal; Inconsistently facilitates goal creation that aligns with district goal; Inconsistently Uses an effective data collection and analysis system to set success criteria to monitor progress and make needed midcourse corrections as needed; Inconsistently Prioritizes and protects academic learning time. | Systematically Holds high expectations for students and staff to meet challenging and attainable student learning goals; Systematically Communicates to staff and students a belief in their ability to succeed; Systematically operationalizes the district Theory of Action to meet the district learning goal; Systematically facilitates goal creation that aligns with district goal; Systematically Uses an effective data collection and analysis system to set success criteria to monitor progress and make needed midcourse corrections as needed; Systematically Prioritizes and protects academic learning time. | Reflects on systems, adjusts a system when needed, meets all descriptors in Proficient plus; Systematically Articulates, reinforces, and monitors high expectations for staff and students; Systematically Recognizes and celebrates high achievement by students and staff; Systematically Uses implementation or success criteria data to intervene when necessary with individuals and/or departments/teams. |
| <a href="#">Enter Notes</a><br>Rubric Score: 0/0 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                 |

**Figure 1.4 Instructional Leadership (Domain 1) and Continuous Improvement (Domain 2)  
Completed by the Supervisor**



**Assessment of Leadership in Instruction and Continuous Improvement (Domains 1 and 2)**

Quarterly Domain Observation Date:

Time of Observation:

Quarterly Domain Conference Date:

With the leader, examine all the evidence generated by self reflection and observation.  
Look jointly at the Levels of Performance by component for each domain. Highlight or circle the relevant part(s) of the statements. Together, review the Domain Summaries and develop suggestions for future practice.

Summary of Leader Performance

**Domain 1: Instructional Leadership**

| Leadership Component 1a                               |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Element                                               | Unsatisfactory                                                                                                                                                                                                                                                                                                                                                                                                                         | Basic                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Distinguished                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>1a: Building and Sustaining a School Vision</b>    | <b>Does not</b> articulate a clear vision for the school;<br><b>Does not</b> focus on continuous school improvement;<br><b>Does not</b> communicate learning as the most important mission of the school.                                                                                                                                                                                                                              | <b>Inconsistently</b> Articulates a clear vision for the school;<br><b>Inconsistently</b> Focuses on continuous school improvement;<br><b>Inconsistently</b> Communicates learning as the most important mission of the school.                                                                                                                                                                                                                              | <b>Systematically</b> Develops and articulates a clear vision for the school with goals to accomplish the vision and mission;<br><b>Systematically</b> Focuses on continuous school improvement;<br><b>Systematically</b> Communicates learning as the most important mission of the school.                                                                                                                                                                        | <b>Reflects on systems</b> , adjusts a system when needed, meets all descriptors in Proficient plus;<br><b>Systematically</b> Displays and develops in others confidence in accomplishing the vision and mission; <b>Systematically</b> Protects the focus on continuous improvement from distractions.                                                                                            |
| <a href="#">Enter Notes</a>                           |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                    |
| Rubric Score: 0/0                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                    |
| Leadership Component 1b                               |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                    |
| Element                                               | Unsatisfactory                                                                                                                                                                                                                                                                                                                                                                                                                         | Basic                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Distinguished                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>1b: Monitoring and Supporting Instruction</b>      | <b>Does not</b> know nor communicate good instructional practices of different subject areas; <b>Does not</b> communicate expectations of high-quality instruction;<br><b>Does not</b> Discuss teaching practices with individual staff members;<br><b>Does not</b> Provide timely, specific, evidence-based, and actionable feedback to teachers.                                                                                     | <b>Inconsistently</b> Knows and communicates good instructional practices of different subject areas;<br><b>Inconsistently</b> Communicates expectations of high-quality instruction;<br><b>Inconsistently</b> Discusses teaching practices with individual staff members;<br><b>Inconsistently</b> Provides timely, specific, evidence-based, and actionable feedback to teachers.                                                                          | <b>Knows and Systematically</b> communicates good instructional practices of different subject areas;<br><b>Systematically</b> Communicates expectations of high-quality instruction;<br><b>Systematically</b> Discusses teaching practices with individual staff members; <b>Systematically</b> Provides timely, specific, evidence-based, and actionable feedback to teachers.                                                                                    | <b>Reflects on systems</b> , adjusts a system when needed, meets all descriptors in Proficient plus;<br><b>Systematically</b> Works with teacher leaders to spread and develop effective instructional practices in others;<br><b>Systematically</b> Provides timely, specific, evidence-based, and actionable feedback both verbally and in writing inside and outside of the evaluation process. |
| <a href="#">Enter Notes</a>                           |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                    |
| Rubric Score: 0/0                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                    |
| Leadership Component 1c                               |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                    |
| Element                                               | Unsatisfactory                                                                                                                                                                                                                                                                                                                                                                                                                         | Basic                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Distinguished                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>1c: Coordinating and Supervising Curriculum</b>    | <b>Does not</b> Understand the curriculum and support teachers implementing the curriculum with fidelity across subjects;<br><b>Does not</b> Assure alignment of curriculum, instruction, and assessment to meet district and state standards to increase student learning;<br><b>Does not</b> Collaborate with Central Office and teachers to monitor and evaluate curriculum implementation fidelity and impact on student learning. | <b>Inconsistently</b> Understands the curriculum and supports teachers implementing the curriculum with fidelity across subjects;<br><b>Inconsistently</b> Assures alignment of curriculum, instruction, and assessment to meet district and state standards to increase student learning;<br><b>Inconsistently</b> Collaborates with Central Office and teachers to monitor and evaluate curriculum implementation fidelity and impact on student learning. | <b>Understands</b> the curriculum and <b>Systematically</b> supports teachers implementing the curriculum with fidelity across subjects;<br><b>Systematically</b> Assures alignment of curriculum, instruction, and assessment to meet district and state standards to increase student learning;<br><b>Systematically</b> Collaborates with Central Office and teachers to monitor and evaluate curriculum implementation fidelity and impact on student learning. | <b>Reflects on systems</b> , adjusts a system when needed, meets all descriptors in Proficient plus;<br><b>Systematically</b> Uses implementation and learning data (student learning data, teacher evaluation data, and team/department meeting data) to make necessary adaptations and changes.                                                                                                  |
| <a href="#">Enter Notes</a>                           |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                    |
| Rubric Score: 0/0                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                    |
| Leadership Component 1d                               |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                    |
| Element                                               | Unsatisfactory                                                                                                                                                                                                                                                                                                                                                                                                                         | Basic                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Distinguished                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>1d: Using Data to Make Instructional Decisions</b> | <b>Does not</b> Identify and gather various types of data for analysis;<br><b>Does not</b> Organize, analyze, and summarize data to determine school effectiveness and develop interventions;<br><b>Does not</b> Develop data skills in staff and expect use of data to make instructional decisions                                                                                                                                   | <b>Inconsistently</b> Identifies and gathers various types of data for analysis;<br><b>Inconsistently</b> Organizes, analyzes, and summarizes data to determine school effectiveness and develop interventions;<br><b>Inconsistently</b> Develops data skills in staff and expects use of data to make instructional decisions                                                                                                                               | <b>Systematically</b> Identifies and gathers various types of data for analysis;<br><b>Systematically</b> Organizes, analyzes, and summarizes data to determine school effectiveness and develop interventions;<br><b>Systematically</b> Develops data skills in staff and expects use of data to make instructional decisions                                                                                                                                      | <b>Reflects on systems</b> , adjusts a system when needed, meets all descriptors in Proficient plus;<br><b>Systematically</b> Uses aggregated, disaggregated, and longitudinal data of cohorts, grade levels, and subjects to make instructional decisions                                                                                                                                         |



## Quarter 2

Before each observation, the administrator will complete the quarterly designated domain(s) self-assessment(s), identify artifacts, submit in Frontline, plan an “evidence-walk observation,” and discuss with the supervisor. The supervisor will provide formative feedback on the designated domain(s) for that quarter on the Frontline Assessment form. An in-person conference between the administrator and supervisor will occur in a timely manner to discuss the self-assessment and supervisor assessment. The supervisor will complete the assessment of the designated domain(s) in collaboration with the principal.

**Figure 1.5 Human Development and Relationships (Domain 3) and Professionalism (Domain 5) Completed by the Administrator**



Domain 3 Human Development and Relationships Leadership and Domain 5 Professionalism Self-Assessment and Goal Reflection



Complete the Human Development and Relationships Leadership and Professionalism Reflection within the first two weeks of the quarter, prior to your quarterly domain observation.

Date:

Dates of Observations:

Quarterly Domain Conference Date:

Human Development and Relationships Leadership and Professionalism Self Assessment & Reflection  
 Complete the human development and relationships leadership and professionalism self assessment after the building visit.

Domain 3: Human Development and Relationships

The leader fosters the success of all students and staff by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate through communicating and collaborating with students, families, staff, the community, and all other stakeholders.

Leadership Component 3a

| Element                                               | Unsatisfactory                                                                                                                                                                                                                                                                                                                                                                                                                                       | Basic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Distinguished                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3a: Building and Sustaining a Positive School Climate | <b>Does not Establish</b> a climate of trust within the school;<br><b>Does not Demonstrate</b> honesty and credibility;<br><b>Does not Monitor</b> internal and external factors affecting school;<br><b>Does not Build</b> positive social relationships among members of the school community. <b>Does not Involve</b> all stakeholders in the school;<br><b>Does not Provide</b> an environment that is safe for risk-taking and experimentation. | <b>Inconsistently Establishes</b> a climate of trust within the school;<br><b>Inconsistently Demonstrates</b> honesty and credibility;<br><b>Inconsistently Monitors</b> internal and external factors affecting school;<br><b>Inconsistently Builds</b> positive social relationships among members of the school community.<br><b>Inconsistently Involves</b> all stakeholders in the school; <b>Inconsistently Provides</b> an environment that is safe for risk-taking and experimentation. | <b>Systematically Establishes</b> a climate of trust within the school;<br><b>Systematically Demonstrates</b> honesty and credibility;<br><b>Systematically Monitors</b> internal and external factors affecting school;<br><b>Systematically Builds</b> positive social relationships among members of the school community.<br><b>Systematically Involves</b> all stakeholders in the school;<br><b>Systematically Provides</b> an environment that is safe for risk-taking and experimentation. | <b>Reflects on systems</b> , adjusts a system when needed, meets all descriptors in Proficient plus:<br><br><b>Systematically seeks</b> input, feedback, and perceptual data from students, staff, and families to measure the positivity of the climate and makes changes when needed. |

Enter Notes

Domain 5: Professionalism

The leader fosters the success of all students and staff by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Leadership Component 5a

| Element                            | Unsatisfactory                                                                                                                                                                                                                                                                                                                                 | Basic                                                                                                                                                                                                                                                                                                                                                                               | Proficient                                                                                                                                                                                                                                                                                                                                                                    | Distinguished                                                                                                                                                                                                                                 |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5a: Standards and Ethical Behavior | <b>Does not Work</b> within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements; <b>Does not Balance</b> responsibilities to students with needs of educators; <b>Does not Maintain</b> high ethical standards; <b>Does not Perform</b> duties with competence and integrity. | <b>Inconsistently Works</b> within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements;<br><b>Inconsistently Balances</b> responsibilities to students with needs of educators;<br><b>Inconsistently Maintains</b> high ethical standards;<br><b>Inconsistently Performs</b> duties with competence and integrity. | <b>Systematically Works</b> within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements;<br><b>Systematically Balances</b> responsibilities to students with needs of educators; <b>Systematically Maintains</b> high ethical standards; <b>Systematically Performs</b> duties with competence and integrity. | <b>Reflects on systems</b> , adjusts a system when needed, meets all descriptors in Proficient plus:<br><br><b>Systematically self-assesses</b> and seeks feedback from all students, families, and staff on ethical behavior and competence. |

Enter Notes

**Figure 1.6 Human Development and Relationships (Domain 3) and Professionalism (Domain 5)  
Completed by the Supervisor**



**Assessment of Domain 3 Human Development and Relationships and Domain 5 Professionalism**

Quarterly Domain Observation Date:

Time of Observation:

Quarterly Domain Conference Date:

Summary of Leader Performance



**Domain 3: Human Development and Relationships**

The leader fosters the success of all students and staff by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate through communicating and collaborating with students, families, staff, the community, and all other stakeholders.

**Leadership Component 3a: Building and Sustaining a Positive School Climate**

| Element                                                      | Unsatisfactory                                                                                                                                                                                                                                                                                                                                                                                                                                       | Basic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Distinguished                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3a: Building and Sustaining a Positive School Climate</b> | <b>Does not Establish</b> a climate of trust within the school;<br><b>Does not Demonstrate</b> honesty and credibility;<br><b>Does not Monitor</b> internal and external factors affecting school;<br><b>Does not Build</b> positive social relationships among members of the school community. <b>Does not Involve</b> all stakeholders in the school;<br><b>Does not Provide</b> an environment that is safe for risk-taking and experimentation. | <b>Inconsistently Establishes</b> a climate of trust within the school;<br><b>Inconsistently Demonstrates</b> honesty and credibility;<br><b>Inconsistently Monitors</b> internal and external factors affecting school;<br><b>Inconsistently Builds</b> positive social relationships among members of the school community.<br><b>Inconsistently Involves</b> all stakeholders in the school; <b>Inconsistently Provides</b> an environment that is safe for risk-taking and experimentation. | <b>Systematically Establishes</b> a climate of trust within the school;<br><b>Systematically Demonstrates</b> honesty and credibility;<br><b>Systematically Monitors</b> internal and external factors affecting school;<br><b>Systematically Builds</b> positive social relationships among members of the school community.<br><b>Systematically Involves</b> all stakeholders in the school;<br><b>Systematically Provides</b> an environment that is safe for risk-taking and experimentation. | <b>Reflects on systems</b> , adjusts a system when needed, meets all descriptors in Proficient plus;<br><br><b>Systematically seeks</b> input, feedback, and perceptual data from students, staff, and families to measure the positivity of the climate and makes changes when needed. |
| <a href="#">Enter Notes</a>                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                         |
| Rubric Score: 0/0                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                         |

**Leadership Component 3b: Establishing an Orderly and Positive Learning Environment**

| Element                                                              | Unsatisfactory                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Basic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Distinguished                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3b: Establishing an Orderly and Positive Learning Environment</b> | <b>Does not Implement</b> then monitor and evaluate MTSS;<br><b>Does not Communicate</b> well-defined norms and behavioral expectations for staff, students, and families;<br><b>Does not Hold</b> staff and students accountable to behavioral expectations;<br><b>Does not Promote</b> students' socio-emotional learning;<br><b>Does not Demonstrate</b> caring, support, and respect to students, families, and staff;<br><b>Does not Manage</b> conflict and crisis in a timely and expert manner; | <b>Inconsistently Implements</b> then monitors and evaluates MTSS;<br><b>Inconsistently Communicates</b> well-defined norms and behavioral expectations for staff, students, and families;<br><b>Inconsistently Holds</b> staff and students accountable to behavioral expectations;<br><b>Inconsistently Promotes</b> students' socio-emotional learning;<br><b>Inconsistently Demonstrates</b> caring, support, and respect to students, families, and staff;<br><b>Inconsistently Manages</b> conflict and crisis in a timely and expert manner; | <b>Systematically Implements</b> then monitors and evaluates MTSS;<br><b>Systematically Communicates</b> well-defined norms and behavioral expectations for staff, students, and families;<br><b>Systematically Holds</b> staff and students accountable to behavioral expectations;<br><b>Systematically Promotes</b> students' socio-emotional learning;<br><b>Systematically Demonstrates</b> caring, support, and respect to students, families, and staff;<br><b>Systematically Manages</b> conflict and crisis in a timely and expert manner; | Reflects on systems, adjusts a system when needed, meets all descriptors in Proficient plus;<br><br><b>Systematically communicates</b> the interconnectedness of MTSS, continuous improvement, and teacher evaluation. Systematically models and facilitates the development, implementation, and monitoring of research-informed MTSS practices. |
| <a href="#">Enter Notes</a>                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                   |
| Rubric Score: 0/0                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                   |

**Leadership Component 3c**

| Element                                 | Unsatisfactory                                                                                                                                                                                                                                                                                                                                | Basic                                                                                                                                                                                                                                                                                                                                                   | Proficient                                                                                                                                                                                                                                                                                                                                                           | Distinguished                                                                                                                                                                                                                                                   |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3c: Handling Conflict and Crisis</b> | <b>Does not develop</b> in staff and self the skills to focus conflict on ideas, not personalities and emotions, to solve the complex problems of student learning;<br><b>Does not Proactively</b> establish crisis management plans;<br><b>Does not Keep</b> families and community informed of safety issues and how incidents are handled. | <b>Inconsistently develops</b> in staff and self the skills to focus conflict on ideas, not personalities and emotions, to solve the complex problems of student learning;<br><b>Inconsistently establishes</b> crisis management plans;<br><b>Inconsistently Keeps</b> families and community informed of safety issues and how incidents are handled. | <b>Systematically develops</b> in staff and self the skills to focus conflict on ideas, not personalities and emotions, to solve the complex problems of student learning; <b>Systematically and Proactively</b> establishes crisis management plans;<br><b>Systematically Keeps</b> families and community informed of safety issues and how incidents are handled. | <b>Reflects on systems</b> , adjusts a system when needed, meets all descriptors in Proficient plus;<br><br><b>Systematically models</b> effective conflict resolution skills that contribute to a positive, more trusting climate focused on student learning. |
| <a href="#">Enter Notes</a>             |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                 |

## Quarter 3

Before each observation, the administrator will complete the quarterly designated domain(s) self-assessment(s), identify artifacts, submit in Frontline, plan an “evidence-walk observation,” and discuss with the supervisor. The supervisor will provide formative feedback on the designated domain(s) for that quarter on the Frontline Assessment form. An in-person conference between the administrator and supervisor will occur in a timely manner to discuss the self-assessment and supervisor assessment. The supervisor will complete the assessment of the designated domain(s) in collaboration with the principal.

**Figure 1.7 Leadership in System Management (Domain 4)  
Completed by Administrator**



### System Management Leadership Self Assessment (Domain 4)

Complete the System Management Leadership Self Assessment and Reflection within the first two weeks of the quarter, prior to your quarterly domain observation.

Date:

Dates of Observations:

Quarterly Domain Conference Date:

**Systems Management Leadership Self Assessment & Reflection**  
Complete the systems management leadership self assessment and reflection prior to the quarterly domain observation.

### Domain 4: System Management

The leader fosters the success of all students and staff by supporting, managing, and overseeing the school's organization, operation, personnel, and use of resources.

#### Leadership Component 4a

| Element                                              | Unsatisfactory                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Basic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Distinguished                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4a: Coordination of Operations and Facilities</b> | <p><b>Does not Establish</b> and enforce rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds;</p> <p><b>Does not Monitor</b> and provide supervision efficiently for all physical plants and all related activities through an appropriately prioritized process;</p> <p><b>Does not Oversee</b> routine maintenance of the facility;</p> <p><b>Does not Develop</b> a master schedule that maximizes student learning.</p> | <p><b>Inconsistently Establishes</b> and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds;</p> <p><b>Inconsistently Monitors</b> and provides supervision efficiently for all physical plants and all related activities through an appropriately prioritized process;</p> <p><b>Inconsistently Oversees</b> routine maintenance of the facility;</p> <p><b>Inconsistently Develops</b> a master schedule that maximizes student learning.</p> | <p><b>Systematically Establishes</b> and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds;</p> <p><b>Systematically Monitors</b> and provides supervision efficiently for all physical plants and all related activities through an appropriately prioritized process;</p> <p><b>Systematically Oversees</b> routine maintenance of the facility;</p> <p><b>Systematically Develops</b> a master schedule that maximizes student learning.</p> | <p><b>Reflects on systems</b>, adjusts a system when needed, meets all descriptors in Proficient plus:</p> <p><b>Systematically develops</b> a positive relationship with Central Office personnel responsible for operations and facilities to maintain a safe, secure, efficient, and orderly facility and grounds.</p> <p><b>Systematically uses</b> longitudinal demographic and learning data to develop a master schedule that efficiently uses the facility and personnel to maximize student learning.</p> |

[Enter Notes](#)

**Figure 1.8 Leadership in System Management (Domain 4)  
Completed by Supervisor**



**Assessment of Leadership in System Management (Domains 4)**

Quarterly Domain Observation Date:

Time of Observation:

Quarterly Domain Conference Date:

With the leader, examine all the evidence generated by self reflection and observation. Look jointly at the Levels of Performance by component for each domain. Highlight or circle the relevant part(s) of the statements. Together, review the Domain Summaries and develop suggestions for future practice.



Summary of Leader Performance

**Domain 4: Systems Management**

**Leadership Component 4a**

| Element                                              | Unsatisfactory                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Basic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Distinguished                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4a: Coordination of Operations and Facilities</b> | <p><b>Does not Establish</b> and enforce rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds;</p> <p><b>Does not Monitor</b> and provide supervision efficiently for all physical plants and all related activities through an appropriately prioritized process;</p> <p><b>Does not Oversee</b> routine maintenance of the facility;</p> <p><b>Does not Develop</b> a master schedule that maximizes student learning.</p> | <p><b>Inconsistently Establishes</b> and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds;</p> <p><b>Inconsistently Monitors</b> and provides supervision efficiently for all physical plants and all related activities through an appropriately prioritized process;</p> <p><b>Inconsistently Oversees</b> routine maintenance of the facility;</p> <p><b>Inconsistently Develops</b> a master schedule that maximizes student learning.</p> | <p><b>Systematically Establishes</b> and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds;</p> <p><b>Systematically Monitors</b> and provides supervision efficiently for all physical plants and all related activities through an appropriately prioritized process;</p> <p><b>Systematically Oversees</b> routine maintenance of the facility;</p> <p><b>Systematically Develops</b> a master schedule that maximizes student learning.</p> | <p><b>Reflects on systems</b>, adjusts a system when needed, meets all descriptors in Proficient plus:</p> <p><b>Systematically develops</b> a positive relationship with Central Office personnel responsible for operations and facilities to maintain a safe, secure, efficient, and orderly facility and grounds.</p> <p><b>Systematically uses</b> longitudinal demographic and learning data to develop a master schedule that efficiently uses the facility and personnel to maximize student learning.</p> |

[Enter Notes](#)

Rubric Score: 0/0

**Leadership Component 4b**

| Element                                            | Unsatisfactory                                                                                                                                                                                                                                                                                                                                                                                     | Basic                                                                                                                                                                                                                                                                                                                                                                                                                   | Proficient                                                                                                                                                                                                                                                                                                                                                                                                              | Distinguished                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4b: Using Data in Organizational Leadership</b> | <p><b>Does not use</b> internal school-level data to gain information and insights about school performance, structure, and resources;</p> <p><b>Does not Conduct</b> comprehensive needs assessments to strategically prioritize goals and make data-driven decisions;</p> <p><b>Does not Organize</b> school-level task forces to design, implement and track progress of improvement plans.</p> | <p><b>Inconsistently Uses</b> internal school-level data to gain information and insights about school performance, structure, and resources;</p> <p><b>Inconsistently Conducts</b> comprehensive needs assessments to strategically prioritize goals and make data-driven decisions;</p> <p><b>Inconsistently Organizes</b> school-level task forces to design, implement and track progress of improvement plans.</p> | <p><b>Systematically Uses</b> internal school-level data to gain information and insights about school performance, structure, and resources;</p> <p><b>Systematically Conducts</b> comprehensive needs assessments to strategically prioritize goals and make data-driven decisions;</p> <p><b>Systematically Organizes</b> school-level task forces to design, implement and track progress of improvement plans.</p> | <p><b>Reflects on systems</b>, adjusts a system when needed, meets all descriptors in Proficient plus:</p> <p><b>Systematically uses</b> data to examine the interactions among and between the facility, personnel assignments and performance, operations, resource distribution, and the master schedule to determine impacts on student learning, staff engagement, and employee satisfaction.</p> |

[Enter Notes](#)

Rubric Score: 0/0

**Leadership Component 4c**

| Element                                   | Unsatisfactory                                                                                                                                                                                                                                                                                                                                                                                                         | Basic                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Distinguished                                                                                                                                                                                                                    |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4c: Allocation of Fiscal Resources</b> | <p><b>Does not engage</b> in effective, ethical, and transparent budgeting and accounting practices;</p> <p><b>Does not develop</b> and review budget regularly;</p> <p><b>Does not Plan</b> and prioritize expenses; Does not Communicate distribution procedures to staff;</p> <p><b>Does not Create</b> procedures for reimbursement;</p> <p><b>Does not Develop</b> partnerships with community organizations.</p> | <p><b>Inconsistently Engages</b> in effective, ethical, and transparent budgeting and accounting practices;</p> <p><b>Inconsistently develops</b> and reviews budget regularly;</p> <p><b>Inconsistently Plans</b> and prioritizes expenses;</p> <p><b>Inconsistently Communicates</b> distribution procedures to staff;</p> <p><b>Inconsistently Creates</b> procedures for reimbursement;</p> <p><b>Inconsistently Develops</b> partnerships with community organizations.</p> | <p><b>Systematically Engages</b> in effective, ethical, and transparent budgeting and accounting practices;</p> <p><b>Systematically develops</b> and reviews budget regularly;</p> <p><b>Systematically Plans</b> and prioritizes expenses;</p> <p><b>Systematically Communicates</b> distribution procedures to staff;</p> <p><b>Systematically Creates</b> procedures for reimbursement;</p> <p><b>Systematically Develops</b> partnerships with community organizations.</p> | <p><b>Reflects on systems</b>, adjusts a system when needed, meets all descriptors in Proficient plus:</p> <p><b>Systematically seeks</b> input and feedback on the efficiency and equity of allocation of fiscal resources.</p> |

# Summative

## Quarter 3 (Probationary) Quarter 4 (Permanent)

Before the supervisor's school visit, the administrator will complete **The Leader Self-Assessment End of the Year** and **Reflections Professional Growth Goals** forms in Frontline, updating the self-assessments and adding additional artifacts. An in-person conference between the administrator and supervisor will occur in a timely manner to discuss the administrator's self-assessment. The supervisor will then complete the **Leadership Summative Evaluation** to be shared in an in-person conference before the end of the third quarter (probationary) or June (permanent).

**Figure 1.9 Leader Self-Assessment End of the Year Completed by Administrator**



### Leader Self Assessment: End of Year

Date:

#### Domain 1: Instructional Leadership

The leader fosters the success of all students and staff by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning, leading to staff growth and improvement, resulting in student academic progress and school improvement.

| Leadership Component 1a                            |                                                                                                                                                                                                           |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Element                                            | Unsatisfactory                                                                                                                                                                                            | Basic                                                                                                                                                                                                                           | Proficient                                                                                                                                                                                                                                                                                   | Distinguished                                                                                                                                                                                                                                                                                        |
| <b>1a: Building and Sustaining a School Vision</b> | <b>Does not</b> articulate a clear vision for the school;<br><b>Does not</b> focus on continuous school improvement;<br><b>Does not</b> communicate learning as the most important mission of the school. | <b>Inconsistently</b> Articulates a clear vision for the school;<br><b>Inconsistently</b> Focuses on continuous school improvement;<br><b>Inconsistently</b> Communicates learning as the most important mission of the school. | <b>Systematically</b> Develops and articulates a clear vision for the school with goals to accomplish the vision and mission;<br><b>Systematically</b> Focuses on continuous school improvement;<br><b>Systematically</b> Communicates learning as the most important mission of the school. | <b>Reflects on systems</b> , adjusts a system when needed, meets all descriptors in Proficient plus:<br><br><b>Systematically</b> Displays and develops in others confidence in accomplishing the vision and mission; Systematically Protects the focus on continuous improvement from distractions. |
| <a href="#">Enter Notes</a><br>Rubric Score: 0/0   |                                                                                                                                                                                                           |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                      |

| Leadership Component 1b: Monitoring and Supporting Instruction |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Element                                                        | Unsatisfactory                                                                                                                                                                                                                                                                                                                                     | Basic                                                                                                                                                                                                                                                                                                                                                                               | Proficient                                                                                                                                                                                                                                                                                                                                                                       | Distinguished                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>1b: Monitoring and Supporting Instruction</b>               | <b>Does not</b> Know nor communicate good instructional practices of different subject areas; <b>Does not</b> Communicate expectations of high-quality instruction;<br><b>Does not</b> Discuss teaching practices with individual staff members;<br><b>Does not</b> Provide timely, specific, evidence-based, and actionable feedback to teachers. | <b>Inconsistently</b> Knows and communicates good instructional practices of different subject areas;<br><b>Inconsistently</b> Communicates expectations of high-quality instruction;<br><b>Inconsistently</b> Discusses teaching practices with individual staff members;<br><b>Inconsistently</b> Provides timely, specific, evidence-based, and actionable feedback to teachers. | <b>Knows and Systematically</b> communicates good instructional practices of different subject areas;<br><b>Systematically Communicates</b> expectations of high-quality instruction;<br><b>Systematically Discusses</b> teaching practices with individual staff members; <b>Systematically Provides</b> timely, specific, evidence-based, and actionable feedback to teachers. | <b>Reflects on systems</b> , adjusts a system when needed, meets all descriptors in Proficient plus:<br><b>Systematically Works</b> with teacher leaders to spread and develop effective instructional practices in others;<br><b>Systematically Provides</b> timely, specific, evidence-based, and actionable feedback both verbally and in writing inside and outside of the evaluation process. |



**Figure 1.9 Reflection Professional Growth Goals Completed by Administrator**

| Reflections: Professional Growth Goals                                                                                 |                      |
|------------------------------------------------------------------------------------------------------------------------|----------------------|
| Date:                                                                                                                  | <input type="text"/> |
| Leadership Role, Actions, and Focus                                                                                    |                      |
| 1. Reflect on your leadership in supporting the achievement of district & school goals. What did you accomplish?       | <hr/> <hr/>          |
| 2. Describe what you learned about your leadership role in supporting the achievement of district & school goals?      | <hr/> <hr/>          |
| 3. Describe the impact of your leadership role on your staff and student learning/outcomes?                            | <hr/> <hr/>          |
| 4. What are your next steps as a leader of continuous improvement next year?                                           | <hr/> <hr/>          |
| Professional Growth Goal connected to Student Learning                                                                 |                      |
| 1. Reflect on your Professional Goal connected to Student Learning. What progress did you make in achieving your goal? | <hr/> <hr/>          |
| 2. Describe the impact of your goal on your learning and your leadership?                                              | <hr/> <hr/>          |
| 3. Describe the impact of your goal on staff and student learning/outcomes                                             | <hr/> <hr/>          |
| 4. Will you continue with this goal next year? Why?                                                                    | <hr/> <hr/>          |



**Figure 1.10 Leadership Summative Evaluation  
Completed by Supervisor**



**Leadership Summative Evaluation**

Conference Date:

Observation Dates:



**Domain 1: Instructional Leadership**

The leader fosters the success of all students and staff by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning, leading to staff growth and improvement, resulting in student academic progress and school improvement.

| Leadership Component 1a                            |                                                                                                                                                                                                           |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Element                                            | Unsatisfactory                                                                                                                                                                                            | Basic                                                                                                                                                                                                                           | Proficient                                                                                                                                                                                                                                                                                   | Distinguished                                                                                                                                                                                                                                                                                               |
| <b>1a: Building and Sustaining a School Vision</b> | <b>Does not</b> articulate a clear vision for the school;<br><b>Does not</b> focus on continuous school improvement;<br><b>Does not</b> communicate learning as the most important mission of the school. | <b>Inconsistently</b> Articulates a clear vision for the school;<br><b>Inconsistently</b> Focuses on continuous school improvement;<br><b>Inconsistently</b> Communicates learning as the most important mission of the school. | <b>Systematically</b> Develops and articulates a clear vision for the school with goals to accomplish the vision and mission;<br><b>Systematically</b> Focuses on continuous school improvement;<br><b>Systematically</b> Communicates learning as the most important mission of the school. | <b>Reflects on systems</b> , adjusts a system when needed, meets all descriptors in Proficient plus:<br><br><b>Systematically</b> Displays and develops in others confidence in accomplishing the vision and mission; <b>Systematically</b> Protects the focus on continuous improvement from distractions. |
|                                                    | <a href="#">Enter Notes</a>                                                                                                                                                                               |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                             |
| Rubric Score: 0/0                                  |                                                                                                                                                                                                           |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                             |

| Leadership Component 1b                          |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Element                                          | Unsatisfactory                                                                                                                                                                                                                                                                                                                                     | Basic                                                                                                                                                                                                                                                                                                                                                                               | Proficient                                                                                                                                                                                                                                                                                                                                                                       | Distinguished                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>1b: Monitoring and Supporting Instruction</b> | <b>Does not</b> Know nor communicate good instructional practices of different subject areas; <b>Does not</b> Communicate expectations of high-quality instruction;<br><b>Does not</b> Discuss teaching practices with individual staff members;<br><b>Does not</b> Provide timely, specific, evidence-based, and actionable feedback to teachers. | <b>Inconsistently</b> Knows and communicates good instructional practices of different subject areas;<br><b>Inconsistently</b> Communicates expectations of high-quality instruction;<br><b>Inconsistently</b> Discusses teaching practices with individual staff members;<br><b>Inconsistently</b> Provides timely, specific, evidence-based, and actionable feedback to teachers. | <b>Knows and Systematically</b> communicates good instructional practices of different subject areas;<br><b>Systematically Communicates</b> expectations of high-quality instruction;<br><b>Systematically Discusses</b> teaching practices with individual staff members; <b>Systematically Provides</b> timely, specific, evidence-based, and actionable feedback to teachers. | <b>Reflects on systems</b> , adjusts a system when needed, meets all descriptors in Proficient plus:<br><b>Systematically Works</b> with teacher leaders to spread and develop effective instructional practices in others; <b>Systematically Provides</b> timely, specific, evidence-based, and actionable feedback both verbally and in writing inside and outside of the evaluation process. |
|                                                  | <a href="#">Enter Notes</a>                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                 |

# Glossary of Terms

---

**Artifacts:** Evidence routinely produced by an administrator to demonstrate performance levels on a domain. Examples include continuous improvement plans, student learning data, student behavior data, MTSS school processes, communications, collaborative work, master schedule, professional learning, etc.

**Component:** A component is a coherent body of knowledge and skill within a domain that can stand independently from other domains.

**Domain:** A distinct aspect of teaching and learning. There are five domains of leadership responsibility: (1) Instructional Leadership, (2) Continuous Improvement, (3) Human Development and Relationships, (4) System Management, and (5) Professionalism.

**Evidence:** Evidence can include but is not limited to observations by the supervisor, administrator self-assessments, and documents such as handbooks, completed teacher evaluation forms, informal feedback given to teachers, meeting agendas, professional learning agendas, etc.

**Evaluation process:** the overall actions that are completed by the administrator and the supervisor to support leader growth.

**Formal Observation:** (Full “instructional” period) A formal observation of an administrator consists of an in-person visit by the supervisor to the school for an “evidence walk” and sharing of self-assessments with artifacts. The supervisor provides feedback on the “evidence walk,” self-assessment, and artifacts in Frontline and discusses in an in-person conference.

**Formative Feedback:** Each quarter, the supervisor provides formative feedback on the designated domains using the Frontline platform.

**Frontline:** The digital platform where all evaluation forms are held. All administrator evaluation processes will be housed in this system and available from year to year.

**Goals:** Administrator developed professional goals. Administrators will select a goal that aligns with the district and school goals and connects to the domains, Instructional Leadership and Continuous Improvement.

**Performance Level:** Levels of performance identify the expertise of teaching demonstrated.

- **Unsatisfactory:** (Does Not) The leader does not know how to, cannot, or chooses not to “do” the leadership action.
- **Basic:** (Inconsistently) The leader knows how to and can “do” the leadership action in isolated instances then struggles to replicate when needed.
- **Proficient:** (Systematically) The leader has an established procedure/protocol to effectively “do” a leadership action and routinely replicates the process as needed.
- **Distinguished:** The leader meets all descriptors in Proficient. The leader reflects on systems, adjusts a system when needed, and elevates leadership as described.

**Permanent Status:** Permanent certificated administrators are those who have successfully completed three full years as certificated employees in the district, meet district expectations on all five domains, and have been recommended to the superintendent for continuing employment.

**Plan of Improvement/Assistance:** When a supervisor identifies a performance concern based on the evaluation process an administrator may be placed on a plan of improvement. The plan of improvement is individualized and focused on current concerns, expectations, support, and timelines. A plan of assistance is a more targeted plan when the principal is not making adequate progress on the plan of improvement.

**Probationary Status:** A certificated administrator who is in their first 3 years of leading in the district. Administrator has different due process rights than a permanent status administrator.

**Rubric:** A scoring tool that describes each performance level.

**Self-Assessment:** Part of the evaluation process where an administrator self-assesses each component in each domain. The self-assessment cycle focuses on Domains 1 and 2 first quarter, Domains 3 and 5 second quarter, and Domain 4 third quarter. The supervisor may determine a change of focus if indicated by prior evaluations.

**Supervisor:** A person, who holds a Nebraska administrative and supervisory certificate and is assigned the responsibility of observing and evaluating staff. The supervisor receives annual professional learning on the District 145 Leadership Model and Principal Evaluation process.

INTERLOCAL CONTRACT FOR ENRICHMENT ACTIVITIES  
SOUTHEAST NEBRASKA REGIONAL PROGRAM

THIS AGREEMENT is made the date and year hereinafter written by and between Educational Service Unit #18, Lincoln, Nebraska, hereinafter identified as the "Consultant", and \_\_\_\_\_ County School District \_\_\_\_\_, a/k/a \_\_\_\_\_ Public Schools, hereinafter identified as the "District", pursuant to the Interlocal Cooperation Act, and other Nebraska Law.

**In consideration of the terms and conditions hereinafter provided, the Consultant and the District agree as follows:**

1. The Consultant agrees to provide consulting, and planning, coordination and networking of enrichment activities for children who are deaf or hard of hearing and who are residents of the District (the "enrichment program" or "program"). This contract shall apply to any student of or from the District who during its term, receives services or otherwise participates in the program. Unless earlier terminated as provided herein, the initial term of this contract is for the period of one (1) school year beginning on or about July 1, 2024 and ending on or about June 30, 2025. The program and the types and levels of services under this contract shall be as follows:

**IN WITNESS HEREOF** we have hereunto subscribed our names this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

| <b>District</b>               |       | <b>Consultant</b> |       |
|-------------------------------|-------|-------------------|-------|
| Secretary, Board of Education |       | ESU Administrator |       |
| School District No.           | City  | ESU No.           | City  |
| County                        | State | County            | State |

2. The Consultant and the District agree that either party may terminate this contract without cause on (10) days' advance notice to the other, at any time during the term of this contract. If any student continues to receive services or otherwise participate in the program in subsequent school years, this contract will be considered as renewed for such additional school year, and the District agrees to pay the Consultant's then current NDE or Consultant approved servicing rates for the program and the types and levels of services then in effect. Either Party may terminate the renewed contract without cause on ten (10) days' advance notice to the other at any time during any renewed term of this contract. The District agrees that upon termination of this contract, at any time, for any reason, Consultant may immediately terminate all services to any student of the District and that any further services to any student of the District will also be terminated. In any such event, any such student shall be the sole responsibility of the District as a resident and/or the legal responsibility of the District.
3. The District, unless otherwise agreed by the director of special education of the Consultant shall continue to maintain the regular school or other records of any student from the District. It is agreed that the District shall provide to the Consultant student records as may be needed by the Consultant under this Contract. Unless agreed in writing by the director of special education of the Consultant, the District shall, at all times, be responsible for transportation and the development and updating of any student's IEP, all IEP meetings, and for initiating and completing all other required special education notices, consents, approvals, procedures, verification requirements, multidisciplinary team requirements, evaluations and documents.
4. Any student receiving services from the Consultant is a legal resident of the District. It is the obligation of the District to give notice and to terminate this agreement when any student ceases to be a legal resident of the District, and upon receipt of such written notice by the Consultant from the District, the obligation of the District for the payment of services as provided by this agreement shall end, and the obligation of the Consultant to provide any services under this contract shall also end. The District shall indemnify and hold harmless the Consultant, its employees, agents, and assigns against all claims, actions, damages, liabilities, and expenses, including attorney's fees, of whatsoever nature, arising out of or related to any transportation, supervision, or activity, or arising out of or related to the program or any consulting or other services, provided to any student of the District, and the District shall indemnify and hold harmless the Consultant, its employees, agents and assigns against all claims, actions, damages, liabilities, and expenses, including attorney's fees, of whatsoever nature, arising out of or related to any other claims in connection with the Consultant's performance of or under this Contract.

See Attachment, incorporated herein by this reference, as it set forth in full.

**OUTSIDE SERVICE PROVIDERS ACCESS TO STUDENTS  
DURING THE SCHOOL DAY**

The district recognizes that parents may choose to independently contract additional services for their children from agencies outside the district and outside of their educational program. The district is not compelled to allow outside service providers during the school day. However, this can be allowed as a courtesy to the family. It is recognized that these additional services provided for a student are outside of the student's educational program, are paid for by the parent, are not a requirement of FAPE (free and appropriate public education) and are the choice of the parents as an addition to the free and appropriate public education that the district provides for students.

It is recognized that there may be reason for a family to request that outside service providers be allowed to provide independent services to their children during the school day. It is a courtesy of the district to allow access to students during the school day and this extension of services provided by the parents is unrelated to the IEP, 504 or any other learning plan. This courtesy is extended when appropriate and when doing so does not compromise a student's learning at school, and does not disrupt the education of any student.

The district provides a full school day of instructional activities to all students. All school activities are important for students' progress towards educational achievement. Outside community agencies may not interrupt a student's school day for the provision of any services that are not directed by school staff.

This does not constitute an endorsement of the outside agency by the district.

## **OUTSIDE SERVICE PROVIDERS ACCESS TO STUDENTS DURING THE SCHOOL DAY PROCESS FOR APPROVAL**

Requests by parents to allow providers from outside agencies with whom they have independently contracted to provide additional services that are outside of the child's educational program for their child during the school day and within the school facility, must be submitted to the (Director of Student Services or designee) for approval.

**A completed request package must include the following:**

- Completed *Request for Independently Contracted Outside Providers to Provide Parent Contracted Independent Services to Their Child At School During the School Day* form
- Proof of accident and liability insurance by the organization with whom the parents have contracted
- Release of information signed by parents and the outside provider
- Copy of contract/agreements between the parents and the outside provider
- Proof of Background check

**Once the completed proposal has been received by the Director or Student Services or designee, the Director or Student Services or designee will review the proposal within the context of the following standards/criteria:**

- Complete request package (All items listed above)
- The student's classroom schedule
- Principal and teacher feedback
- Days and times requested
- Nature of the service
- Reason why the service needs to be provided during the school day at school
- Reputation of the outside provider
- Location of the service to be provided (in classroom, in hall, etc.)
- Classroom enrollment
- Space availability
- If the classroom already has other outside providers scheduled
- The parent/s/provider's expectations for the district and/or school
- Impact on the educational program of the student
- Impact on the educational program of the other students
- Impact on the ability of the school to maintain a safe and orderly learning environment
- Complies with all relevant district policies.
- Complies with all relevant state and federal laws

**SCHOOL DISTRICT 145 - WAVERLY**

**Request for Independently Contracted Outside Providers to Provide Parent-Contracted Independent Services to Their Child at School During the School Day**

Submit to Director of Student Services for approval

Student: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Name of Organization Providing Independently Contracted Services for your child:

\_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Name of Individual Providing the Independently Contracted Service: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Description of specific independently contracted service requested to be provided for your child at school during the school day (include day(s) of the week, time, duration, specific facility needs and any other relevant information)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why are you requesting that this independently contracted service be provided for your child at school during the school day?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I understand that if the school district grants my request to have my independently contracted provider provide specific independently contracted services for my child at school during the school day, I agree to the following conditions:

(Please initial all)

\_\_\_\_ The services provided by the independently contracted provider are outside of my child's educational program.

\_\_\_\_ The services provided by the independently contracted provider are unrelated to the IEP, 504 or any other learning plan for my child.

\_\_\_\_ By allowing the independently contracted provider to provide these specific services for my child at school during the school day, the school and district are not agreeing that these services are part of any of my child's educational plans or a requirement of FAPE

\_\_\_\_ While at the school, the independently contracted provider must abide by all school and district policies and procedures that pertain to volunteers and visitors.

\_\_\_\_ The independently contracted provider must only work with your child and must not have unsupervised or unapproved contact with any other students.

\_\_\_\_ Providing the independently contracted services must not disrupt the normal operation of the classroom or school.

\_\_\_\_\_ The parent is responsible and accountable for any impact to the student's educational achievement (e.g., grades) due to time missed or any other impact resulting from the provision of the independent services for the student at school during the school day.

\_\_\_\_\_ Failure of the independently contracted provider to abide by any school or district policy may result in immediate termination of the approval for the independently contracted provider to provide services at school during the school day.

\_\_\_\_\_ If the provision of the independently contracted services results in the disruption of the normal operation of the school or classroom or negatively impacts the education of other students, approval for the independently contracted provider to provide services at school during the school day may be immediately terminated.

\_\_\_\_\_ The parents are responsible for all actions of the independently contracted service provider while he/she is providing the services for their child at school during the school day.

\_\_\_\_\_ The parents will review and ensure that the independently contracted provider understands all the conditions described in this request form.

---

Parent/Guardian Signature

Date

---

Parent/Guardian Signature

Date

---

**For District Use**

Date Received: \_\_\_\_\_ Reviewed By: \_\_\_\_\_ Date: \_\_\_\_\_

Contacted Principal \_\_\_\_\_ Date: \_\_\_\_\_

Approve  Disapprove      Effective Date: \_\_\_\_\_

Principal's Input: \_\_\_\_\_

---

Special Conditions (if any): \_\_\_\_\_

---

**General Policy Statement**

All substantive decisions about curriculum, instructional procedures, textbook and instructional materials selection, research and testing, and staff development be made in accordance with the policies, philosophy and objectives of the Board of Education. The superintendent of schools is directed to organize the instructional program and to bring all major changes thereupon before the board, in a timely manner, for final determination. Further, the superintendent is to administer a continuous assessment of the effectiveness of the instructional program and to share the results of that assessment with the board and public through periodic reports.

The principle of equity be observed in the allocation of material and personnel resources to all buildings, grade levels, and established curricular programs.

Policy Adopted: 05/01/78  
Policy Revised: 10/09/89  
Policy Revised: 05/05/03  
Policy Revised: 02/05/18

SCHOOL DISTRICT 145  
WAVERLY, NEBRASKA

**Learning Climate Assessment**

The superintendent, or designee, will conduct assessment of the district’s learning climate at the request of the Board of Education or, as required by the Nebraska Department of Education Rule 10. Staff, students as appropriate, and patrons or representative samples thereof will be polled anonymously concerning their satisfaction with and support for the learning climate. A summary of the results will be reported to the board of education and published in the district’s annual report.

Policy Adopted: 11/05/90  
Policy Revised: 05/05/03  
Policy Revised: 02/05/18

SCHOOL DISTRICT 145  
WAVERLY, NEBRASKA

StudentsSchool 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 [Name] Public Schools and their guests may attend.
  - a. Students currently attending [Name] High School or another Nebraska high school who have not been restricted from attending extracurricular activities at [Name] High School or their own school are generally considered appropriate dates or invited guests.
  - b. Persons who are younger than 16 **14** or older than 19 **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 [Name] Public Schools. For any dances at the middle school level, only students attending [Name] Public 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.
  - 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 (including electronic nicotine delivery systems) are prohibited. Anyone using these 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 of Royalty.** Nomination and selection of 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. 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 queen and king will be chosen from the qualified nominees by secret vote of the junior class.

Policy Adopted: 08/05/19

StudentsStudent Discipline

- A. Development of Uniform Discipline System. It shall be the responsibility of the Superintendent to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent contacts and parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.
1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:
    - a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
    - b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
- c. Within 24 hours or such additional time as is reasonably necessary, not to exceed an additional 48 hours, following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
- d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference. The Principal shall document their

- attempt to make a reasonable effort to hold a conference with the parent or guardian.
- e. A student who is on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.
2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.
3. Expulsion:
- a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.
- b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the Superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers. If the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations, missed during the period of suspension. During this period, the student will not be required to attend the alternative

programs for expelled students in order to complete classwork or homework.

- c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
- d. Alternative Education: Students who are expelled may be offered an alternative education program that will enable the student to continue academic work for credit toward graduation. A student will not be required to attend the alternative education program in order to complete classwork and homework. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
- e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.
- f. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal's designee shall meet with the student's probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal's designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.
- g. Returning from Expulsion. At the conclusion of an expulsion, the District will reinstate the student and accept nonduplicative, grade-appropriate credits earned by the student during the term of expulsion from any

Nebraska accredited institution or institution accredited by one of the six regional accrediting bodies in the United States.

h. Exception for Pre-Kindergarten through Second Grade Students. Notwithstanding the foregoing, no pre-kindergarten through second grade student may be suspended from school, unless the student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity. Instead, the Principal or Principal's designee may implement alternative disciplinary measures on a case-by-case basis if a pre-kindergarten through second grade student engages in misconduct that would otherwise result in a short-term suspension. If a pre-kindergarten through second grade student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity, then the student may be suspended or expelled in accordance with this Policy's disciplinary procedures.

h.i. Religious Freedom. The District will not substantially burden a student's right to religious exercise unless the student's religious exercise is disruptive to the school environment, not permitted by staff, may pose a safety risk, or would otherwise interfere with the school day.

4. Emergency Exclusion: A student may be excluded from school in the following circumstances:
- a. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
  - b. If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

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

If the emergency exclusion will be for five school days or less, the procedures for a short-term suspension shall be followed. If the Superintendent or his or her designee determines that an emergency exclusion shall extend beyond five days, a hearing may be held, upon a parent's timely request, and a final determination made within ten school days after the initial date of exclusion. Such procedures shall substantially comply with the procedures set forth in this policy for a long-term suspension or expulsion, and be modified only to the extent necessary to accomplish the hearing and determination within this shorter time period.

5. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of

schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

- B. Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.
- C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.
1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
  2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
  3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
  4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
  5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
  6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
  7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or

dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.

8. Public indecency or sexual conduct.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
16. Willfully violating the behavioral expectations for riding school buses or vehicles.

A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the

expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:

- a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
- b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.

Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing. Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.

For purposes of this policy, the term "dangerous weapon" includes any personal safety or security device (such as tasers, mace and pepper spray). If a student desires to carry or possess a personal safety or security device, the student must obtain prior approval from the building principal before bringing such device on school grounds. If a student obtains prior approval from the building principal, the student must store the device during the school day in the student's locker, in the main office or in another secure location designated by the building principal. A student shall not carry a personal safety or security device during the school day.

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

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

A student who is a member of an indigenous tribe of the United States or another country may wear tribal regalia in any location where the student is authorized to be on such school grounds or at any school function, as long as the tribal regalia does not interfere with the educational process and does not endanger another person, as determined by the administration.

The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school’s guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal’s office.

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

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

- b. Definitions: The following definitions provide a guide to the standards of academic integrity:
- (1) “Cheating” means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:
    - (a) Tests (includes tests, quizzes and other examinations or academic performances):
      - (i) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.
      - (ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
      - (iii) Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.
      - (iv) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
      - (v) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student’s real reason for missing class was because the student was not prepared for the test.
    - (b) Papers (includes papers, essays, lab projects, and other similar academic work):

- i) Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
    - (ii) Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
    - (iii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.
    - (iv) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
    - (v) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.
  - (c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.
- (2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:
  - (a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.

- (b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
- (3) "Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.
- c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:
- (1) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.
  - (2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.
  - (3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

#### E. Law Violations

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

appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made.

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

2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

Legal Reference: Neb. Rev. Stat. Sections 79-254 to 79-296  
[LB 43 \(2024\)](#)

Date of Adoption: [Insert Date]

Community RelationsPublic Access to School Records - Examination, Making Memoranda, and Copying

1. The School District, through the Superintendent, shall provide interested persons access to the records of the School District as required by law. Such access shall include the opportunity to examine School District records, when permitted by law. The School District shall not make records of individual students, personnel, or other confidential material available, except as allowed by law or compelled by court order.

2. Records may be examined at the School District offices during the hours such offices are open for the ordinary transaction of business. School district offices will be open for the ordinary transaction of business (a) during the school year on such days as school is in session, and (b) during the summer months when school is not in session, Monday through Friday, except legal holidays or other days the District is closed.

3. Records may be obtained in the form in which the record is maintained including, but not limited to, printouts, electronic data, and photocopies. The School District will not be required to produce or generate any record in a new or different form or format modified from that of the original School District record. Copies of records may be made as follows:

(a) Copies may be made by persons using their own copying or photocopying equipment, provided that such copies shall be made on the premises of the School District offices or at a location mutually agreed to by the requester and the School District.

(b) Copies may be obtained from the School District if the School District has copying equipment reasonably available, and upon payment of a fee for providing copies. The Superintendent shall determine a reasonable fee for the copying of school district records, provided that such fee is not to exceed the actual cost of making the copies available. If the copies requested are estimated by the School District to be more than fifty dollars (\$50.00), the School District may require the requester to furnish a deposit prior to fulfilling such request.

4. For residents of Nebraska and news media desiring to submit a public records request to the School District, a requester must submit a written request to the School District. Upon written request for access to records, the School District will provide to the requester as soon as is practicable and without delay, but not more than four (4) business days after actual receipt of the request:

(a) Access to or, if copying equipment is reasonably available, copies of the school district records requested;

(b) A written denial of the request, or portion thereof, if there is a legal basis for such denial of access to school district records on a written form from the school district; or

(c) If the entire request cannot with reasonable good faith efforts be fulfilled within four (4) business days after actual receipt of the request due to the significant difficulty or extensiveness of the request, the school district shall provide a written explanation, including the earliest practicable date for fulfilling the request, and estimate of the expected cost of any copies, and an opportunity to modify or prioritize the items within the request. If the response to the request is expected to require more than eight cumulative hours of staff time spent searching, identifying, physically redacting, or copying, the District may require the requester to furnish a deposit, as permitted under the Public Records Request Laws.

5. For nonresidents of Nebraska, a requester must submit a written request to the School District. The School District may then require the requester to submit a deposit, as permitted under the Public Records Request Laws.

Legal Reference: Neb. Rev. Stat. Sec. 84-712 et seq.

Date of Adoption: [Insert Date]

Internal Board Policies - Methods of OperationDesignated Method of Giving Notice of Meetings

The Board of Education will give advance notice of meetings by publishing such notice in a newspaper of general circulation within the District's jurisdiction and, if available, on such newspaper's web site. ~~If a newspaper refuses, neglects, or is unable to timely publish such notice, then notice may be given by (1) posting on the newspaper's website, if available, and (2) posting such notice in conspicuous public places within the District. The Board Secretary shall keep a written record of such postings. The Board may also give advance notice of meetings by posting. If notice is given by posting, such notice shall be given by posting notice in at least three (3) public places throughout the school district. The school house door, the post office, and a local bank are designated posting places, though other or different places at which the public may reasonably be notified are also designated as permissible places.~~

Notice shall be given a reasonable time in advance of the meeting. Two (2) days advance notice shall be considered sufficient.

For an emergency meeting, notice shall not be required to be given; however, the Board will complete minutes for such an emergency meeting as required by law. An emergency has been defined as any event or occasional combination of circumstances which calls for immediate action or remedy; pressing necessity; exigency; a sudden or unexpected happening; an unforeseen occurrence or condition.

The Secretary of the Board of Education, or the Secretary's designee, shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to such news media of the time and place of each meeting and the subjects to be discussed at the meeting.

Legal Reference: Neb. Rev. Stat. Sections 79-554; 79-555 and 84-1411

Date of Adoption: [Insert Date]

StudentsPromotion and Retention

Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the Principal, in consultation with the student's teachers and counselor, to be appropriate for the educational interests of the student and the school's educational program.

If a parent or guardian would like their student to retake a grade level, the parent or guardian must meet with the Superintendent or designee to discuss the student repeating a grade. At that meeting, the parent or guardian must provide evidence of academic needs, illness, or excessive absenteeism that would warrant the student to repeat the grade. A student in kindergarten through fourth grade may be retained due to academic needs, illness, or excessive absenteeism. A student in grades fifth through twelfth grade may be retained due to excessive absenteeism. At such meeting, the Superintendent or designee shall identify any alternative educational opportunities, including remedial instruction, if applicable, and verify any special education supports available to such student. If the student's parent or guardian still intends for their student to repeat a grade, such parent or guardian shall then complete the required form and return such form to the District. Upon completion of the form and if all requirements pursuant to this policy and law are met, the District shall permit the student to repeat the student's grade for the next school year.

Legal Reference: Neb. Rev. Stat. Sec. 79-526

Date of Adoption: [Insert Date]

## Internal Board Policies - Board Members

### Membership in School Board Associations

The Board of Education shall hold memberships in such school board associations as it may from time to time determine appropriate.

The Board will list on the school's website the organizations and memberships that the Board belongs to and the annual membership dues (if any) for such organizations and memberships, as well as the fees paid by the Board to any individual lobbyist or lobbying firm (if any).

Legal Reference: Neb. Rev. Stat. Sec. 79-512  
LB 304 (2024)

Date of Adoption: [Insert Date]

StudentsStudent AttendanceAttendance Policy and Excessive Absenteeism

Regular and punctual student attendance is required. The administration is responsible for developing further attendance rules and regulations, and all staff are expected to implement this policy and administrative rules and regulations to encourage regular and punctual student attendance. The ~~Principals and teachers are required to~~District will maintain an accurate record of student attendance.

A. Attendance and Absences.

1. Circumstances of Absences – Definitions. The circumstances for all absences from school will be identified as School Excused or Not School Excused. Absences should be cleared through the Principal's office in advance whenever possible. All absences, except for illness and/or death in the family, require advance approval.
  - a. School Excused. Any of the following circumstances that lead to an absence will be identified as a School Excused absence, provided the required attendance procedures have been followed:
    - (1) Impossible or impracticable barriers outside the control of the parent or child prevent a student from attending school. The parent may be required to provide the school with documentation to demonstrate the absence was beyond the control of the parent or child. This could include, but is not limited to documented illness (including physical or mental illness), court, death of a family member, or suspension.
    - (2) Other absences as determined by the principal or the principal's designee.
  - b. Not School Excused. Absences that are not school excused may result in a report to the county attorney and may be classified as follows:
    - (1) Parent acknowledged absences are those in which the parent communicated with the school in the prescribed manner that the child is absent and is the parent's responsibility for the extent of the school day. This includes vacations or other events that do not meet the criteria for a School Excused absence.
    - (2) Other absences are those in which the parent has not communicated a reason for the student's absence.

2. Absence Procedure. In its Student Information System, the District may identify many different codes that provide greater definition to the circumstances of a child's absence, but all of the codes need to be identified to parents and students as fitting into one of the above defined absence circumstances.
3. Mandatory Ages of Attendance. A child is of mandatory age if the child will reach age 6 prior to January 1 of the then-current school year and has not reached 18 years of age.

Exceptions for Younger Students. Attendance is not mandatory for a child who has reached 6 years of age prior to January 1 of the then-current school year, but will not reach age 7 prior to January 1 of such school year, if the child's parent or guardian has signed and filed with the school district in which the child resides an affidavit stating either: (1) that the child is participating in an education program that the parent or guardian believes will prepare the child to enter grade one for the following school year; or (2) that the parent or guardian intends for the child to participate in a school which has elected or will elect pursuant to law not to meet accreditation or approval requirements and the parent or guardian intends to provide the Commissioner of Education with a statement pursuant to section 79-1601(3) on or before the child's seventh birthday.

Exceptions for Older Students. Attendance is also not mandatory for a child who: (1) has obtained a high school diploma by meeting statutory graduation requirements; (2) has completed the program of instruction offered by a school which elects pursuant to law not to meet accreditation or approval requirements; or (3) has reached the age of 16 years and has been withdrawn from school in the manner prescribed by law.

Early Withdrawal for Students Enrolled in Accredited or Approved Schools. A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if an exit interview is conducted and a withdrawal form is signed.

Exit Interview. The process is initiated by a person who has legal or actual charge or control of the child submitting a withdrawal form. The form is to be as prescribed by the Commissioner of Education. Upon submission of the form, the Superintendent or Superintendent's designee shall set a time and place for an exit interview if the child is enrolled in [Name] Public Schools or resides in the [Name] Public School District and is enrolled in a private, denominational, or parochial school.

The exit interview shall be personally attended by:

- The child, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable;
- the person who has legal or actual charge or control of the child who requested the exit interview;
- the Superintendent or Superintendent's designee;
- the child's principal or the principal's designee if the child at the time of the exit interview is enrolled in a school operated by the school district; and
- any other person requested by any of the required parties who agrees to attend the exit interview and is available at the time designated for the exit interview which may include, for example, other school personnel or the child's principal if the child is enrolled in a private school.

At the exit interview, the person making the written request must present evidence that (a) the person has legal or actual charge or control of the child and (b) the child would be withdrawing due to either:

- financial hardships requiring the child to be employed to support the child's family or one or more dependents of the child, or
- an illness of the child making attendance impossible or impracticable.

The Superintendent or Superintendent's designee shall identify all known alternative educational opportunities, including vocational courses of study, that are available to the child in the school district and how withdrawing from school is likely to reduce potential future earnings for the child and increase the likelihood of the child being unemployed in the future. Any other relevant information may be presented and discussed by any of the parties in attendance.

At the conclusion of the exit interview, the person making the written request may sign a withdrawal form provided by the school district agreeing to the withdrawal of the child or may rescind the written request for the withdrawal.

Withdrawal Form. Any withdrawal form signed by the person making the written request shall be valid only if:

- the child also signs the form, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable, and
- the Superintendent or Superintendent's designee signs the form acknowledging that the interview was held, the required information was provided and discussed at the interview, and, in the opinion of the Superintendent or Superintendent's designee, the person making the written request does in fact have legal or actual charge or control of the child and the child is experiencing either (i) financial hardship, or (ii) an illness making attendance impossible or impracticable.

Early Withdrawal for Students Enrolled in an Exempt School (Home Schools). A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if such child has been enrolled in a school that elects not to meet the accreditation or approval requirements by filing with the State Department of Education a signed notarized release on a form prescribed by the Commissioner of Education.

4. Reporting and Responding to Excessive Absenteeism. Any District staff member or board member who knows of any failure on the part of any child of mandatory school attendance age to attend school regularly without lawful reason, shall within three days report such violation to the Superintendent or Superintendent's designee to be the attendance officer. The attendance officer shall immediately cause an investigation into any such report to be made. The attendance officer shall also investigate any case when of his or her personal knowledge, or by report or complaint from any resident of the district, the attendance officer believes there is a violation of the compulsory attendance laws. The school shall render all services in its power to compel such child to attend school
5. Excessive Absenteeism. Students who accumulate five (5) unexcused absences in a quarter which are Not School Excused shall be deemed to have "excessive absences." Such absences shall be determined on a per day (or hourly equivalent) basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, school officials will have verbal or written communication with the person or persons who have legal or actual charge or control of any child.

When a student continues thereafter to have absences of at least twenty days which are Not School Excused, one or more meetings will be held between the school, the child's parent or guardian, and the child, when appropriate, to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall include, if agreed to by the person who is responsible for making educational decisions on behalf of the child, an educational evaluation to determine whether any intellectual, academic, physical, or social-emotional barriers are contributing factors to the lack of attendance. The plan shall also consider, but not be limited to:

- (a) The physical, mental, or behavioral health of the child.
- (b) Educational counseling;
- ~~(c)~~ — Educational evaluation;
- ~~(cd)~~ Referral to community agencies for economic services;
- ~~(de)~~ Family or individual counseling; and
- ~~(ef)~~ Assisting the family in working with other community services.

If the parent/guardian refuses to participate in such meeting, the principal shall place documentation of such refusal in the child's attendance records.

6. Reporting Excessive Absenteeism to the County Attorney.

The school may report to the county attorney of the county in which the person having control of the student resides when the school has documented the efforts to address excessive absences, the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and the student has accumulated more than twenty (20) absences per school year. The school shall notify the child's family in writing prior to making the referral to the county attorney. Illness (including physical or mental illness) that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney.

Legal Reference: Neb. Rev. Stat. Sections 79-201 and 79-209

Date of Adoption: [Insert Date]

Personnel - Certificated EmployeesTeacher Training

The district shall provide and promote development programs for all professional staff - Superintendent, principals, teachers and the Board of education. Features of the staff development program:

1. Staff development resources and time shall be allocated in keeping with the key values and priorities of the district.
2. The staff development program shall concentrate on the programs and practices of effective schools and teaching, goal setting, assessment procedures, evaluation of staff, and the change process.
3. Content shall be selected that has been verified by research to improve student outcomes.
4. Teachers shall be actively involved in initiating, planning, and conducting the development programs for teachers.

At least annually, the administration will present to the Board the planned staff training as required by law. The Board will then approve those training requirements if the Board determines that the length of each training is reasonable.

Legal Reference: LB 1329 (2024)

Date of Adoption: [Insert Date]

## **Graduation Requirements Waverly High School**

The board approved graduation requirements for Waverly High School represent abilities that are necessary not just for employment and further education, but also those that are essential to becoming a productive and contributing member of society. These requirements are not meant to define minimum competencies; rather, they set a standard for an educated citizen. Students must complete all requirements for graduation prior to the graduation ceremony. Student not completing ALL requirements prior to graduation will not participate in the ceremony.

Two-hundred and forty (240) earned credits are required for graduation from Waverly High School.

The following are the graduation requirements:

**English**-40 credit hours, including English 9, 10, 11, and Speech or the equivalent.

**Mathematics**-30 credit hours, including Algebra or the equivalent.

**Social Studies**-30 credit hours, including American History, World History, and Constitution, or the equivalent.

**Science**-30 credit hours, including Earth Science, Biology, or the equivalent.

**Physical Education/Health**-15 credit hours, including health.

**Fine Arts**-10 credit hours may include music, art, drama, or foreign language.

**Business**-Must include a Personal Finance class worth 5 credit hours.

### **Credits**

Waverly High School students may enroll for 35 credits a semester or 70 credits a year. Semester credits are awarded according to the number of hours a class is scheduled to meet during a week, i.e. 5 credits for a class that meets 5 days per week. Credits are awarded only on a semester basis.

Each student shall also complete and submit a Free Application for Federal Student Aid prior to graduation, unless the required opt-out form is completed by either: (1) the student's parent or legal guardian; (2) the Principal, if the Principal determines that good cause exists not to require the student to complete the FAFSA; or (3) an emancipated student or student of at least 19 years of age.

Page 1 of 2

### **Grading System Grades 9-12:**

A= 93-100

D= 69-76

I= Incomplete

B= 85-92

F= 0-68

P=Achieving to ability, credit awarded

C= 77-84

Policy Adopted: 05/04/15  
Policy Revised: 02/03/2020  
Policy Revised: 07/05/2021  
Policy Reviewed: 01/02/2023

SCHOOL DISTRICT 145  
WAVERLY, NEBRASKA

Students

Preschool Enrollment

The District’s preschool program shall be operated in accordance with this policy.

Eligibility

The Superintendent or designee will develop and maintain eligibility guidelines for children to enroll in the District’s preschool program.

If the Superintendent or designee determines that the preschool program is at capacity, then children will be admitted to the dayare preschool program in the following order of priority:

1. Those students that are required by law to participate or be given a preference in the preschool program;
2. Resident students who are or will turn four-years old during the school year;
3. Resident students who are not otherwise eligible to enroll in kindergarten;
4. Non-resident students who are not eligible to enroll in kindergarten; (To follow our Option Enrollment priority of acceptance, BP 5008).
5. Resident or non-resident students who are eligible to enroll in kindergarten.

**Commented [1]:** staff members? following our option in criteria

**Commented [2R1]:** From Option in policy: Children of employees, or of newly hired certified employees of the district.

**Commented [3]:** In the event that more families register than there are available slots, priority will be given to:  
 Students living within the Eagle school district boundaries  
 Students with identified needs/disabilities  
 Students entering Kindergarten in Fall 2024  
 Students returning from the 22/23 school year  
 Students on the waitlist from the 22/23 school year

Please note: 3-year-olds, whether or not they have siblings attending, are not given priority. \*3-year-olds with identified needs/disabilities are an exception\*

The Superintendent or designee shall have the authority to implement and interpret capacity and enrollment decisions to ensure the best interests of the District and its preschool program, and there shall be no appeal process to the Board of Education related to the Superintendent or designee’s decision.

Enrollment Process

Enrollment for the preschool program will be conducted on an annual basis. Parents or legal guardians must complete and submit a preschool enrollment application form by the specified deadline. Applications will be reviewed, and enrollment decisions will be based on available space, eligibility criteria, and other factors deemed appropriate by District staff. Parents will be notified of their child's enrollment status within a reasonable timeframe after the application deadline.

Waitlist

In the event that the number of applicants exceeds the preschool program’s capacity, a waitlist may be established. Priority on the waitlist may be given to eligible children based on the priorities listed in this policy. Parents will be notified if their child is placed on the waitlist and will receive updates regarding their status if openings become available.

Compliance

All aspects of this policy shall be implemented in accordance with applicable state and federal laws, regulations, and guidelines related to preschool education and enrollment.

Date of Adoption: [Insert Date]

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

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

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

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

B. Hear

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

C. Record

Members of the public may use recording devices (phone, video camera, etc.) to record any part of a board meeting, except for closed sessions. The President shall control the placement of the recording device so the device does not obstruct the view of Board members or other members of the public attending the meeting and does not otherwise interfere with the meeting.

D. Access to Written Materials

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

E. Speak

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

Option #1: For all meetings of the Board, individual speakers shall have up to [redacted] minutes to address the Board, and the Board shall hear up to [redacted] cumulative minutes of public comment. The Board may vote to modify these time limits when the Board deems appropriate. The President may implement other reasonable requirements for public comment, consistent with the Open Meetings Act.

Option #2: For regular meetings of the Board, individual speakers shall have up to [redacted] minutes to address the Board, and the Board shall hear up to [redacted] cumulative minutes of public comment. For all meetings other than regular meetings of the Board, individual speakers shall have up to [redacted] minutes to address the Board, and the Board shall hear up to [redacted] cumulative minutes of public comment. The Board may vote to modify these time limits when the Board deems appropriate. The President may implement other reasonable requirements for public comment, consistent with the Open Meetings Act.

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

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

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

Option #3: To ensure the Board completes its business during meetings other than regular meetings, public comment will be listed at the end of the agenda for all meetings other than regular meetings.

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

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

Date of Adoption: [Insert Date]

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. These purchasing limits or requirements will not apply in the event of a time-sensitive purchase, or a purchase where these requirements would not reasonably or practically apply, as long as the Superintendent obtains prior approval from the Board President, and the Board of Education subsequently ratifies said purchase at a subsequent Board meeting.
5. 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.
6. 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.
7. The District need not comply with the bidding requirements if the District purchases property from the Nebraska State Purchasing Bureau, so long as the Nebraska State

Purchasing Bureau competitively bid the purchase of property.

8. Notwithstanding anything to the contrary, no employee may enter into any agreement or understanding on behalf of the District that may financially benefit the employee, member of the employee's immediate family, or a business with which the employee is associated, unless the Board of Education approves such contract or arrangement in advance.

#### 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. Sec. 13-610  
Neb. Rev. Stat. Sec. 49-1401, et seq

Date of Adoption: [Insert Date]

InstructionSelection and Review of Instructional and Media MaterialsA) Assignment of Responsibility

The Board of Education reserves responsibility for the final acquisition of materials, but the responsibility for the selection of instructional materials is delegated to the Superintendent, with the assistance of the instructional and media staff, to establish procedures and regulations for the selection of instructional and media materials, reviewing their effectiveness, and dealing with complaints concerning instructional materials. The Superintendent may establish committees consisting of teachers and media staff to assist with these responsibilities.

B) Criteria for Instructional Materials

The selection of instructional materials shall be made in accordance with Board of Education policies, legal requirements, and reflect the following philosophy:

1. To provide materials that will stimulate growth in factual knowledge, practical skills, literary appreciation, aesthetic values, and ethical standards.
2. To provide a background of information which will enable students to make intelligent judgments in their daily life.
3. To provide materials that will enrich and support the curriculum, taking into consideration the varied interest, abilities, and maturity levels of the students served.
4. To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical thinking and analysis.
5. To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. To place principle above personal opinion and reason above prejudices in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the instructional materials.

C) Criteria for Media Materials

The selection of media materials shall be made in accordance with Board of Education policies, legal requirements, and with the Library Bill of Rights of the American Library Association, which Bill of Rights has been accepted by the American Association of School Librarians reflect the following philosophy:

To provide a comprehensive collection of instructional materials selected in compliance with basic, written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interest, ability, socio-economic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American World Heritage and Culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement, approved by the local Boards of Education of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

At all times, teachers are expected to organize, maintain and ensure that their classroom is in a safe, orderly and clean condition for student learning. Classrooms should be free from distractions (such as inappropriate or unprofessional posters or other displays) and other apparatus that may cause student health problems (such as essential oils and/or essential oil diffusers). Teacher who are uncertain as to whether their classroom meets this requirements are encouraged to consult with their building principal in a proactive manner. (Added Perry's policy)

The district will only permit the Gall-Peters projection map (or a similar cylindrical equal-area projection map) or the AuthaGraph projection map for display or use in the classroom.

D) Procedures for Reconsideration of Materials

Occasional objections to some materials may be voiced despite the care taken in selection and qualification of the personnel selecting materials. The following procedures apply equally to all complaints whether they be from students, parents, school personnel or district patrons.

1. Complaints should be presented to the Principal of the school where the material is used. In the event the person with the concern does not wish to make a formal complaint, the concern may be expressed to the Principal at the school at which the material was received. The Principal shall submit informal concerns to the Superintendent for the Superintendent's consideration.

2. Formal complaints about instructional materials must be presented in writing on a form approved by the board of education. In the absence of such a form, the complainant shall be required to submit a written complaint setting forth: complainant's identity, material challenged, detailed statement of reason(s) for challenging the material, action the complainant is requesting, and such other information as the Principal may reasonably request.
3. When a formal written complaint is completed and returned to the principal, the principal will discuss the issue and the procedures to be followed in resolving the issues with the person filing the complaint. The principal with whom the complaint was filed shall notify the other school administrators and also advise those faculty members who may use the instructional material, or the media staff in the case of media material, that a complaint has been filed. The school administrators shall decide whether to appoint a building-level review committee or a district-level review committee to study the complaint. The principals will convene building-level review committees. These building-level committees shall consist of five or more committee members composed of staff and community patrons. The superintendent of schools or his designee will convene district-level review committees. These district-level committees shall consist of five or more members composed of staff and community patrons.
4. The review committees shall consider district philosophy, the professional judgment of teachers, reviews of the material by other competent authorities, compatibility with the school district's adopted curriculum, the teacher's stated goals, as well as the views of the complainant. The review committee's recommendation and all accompanying rationale shall be forwarded to the board of education for its review and final decision. The school board's decision may be to remove the material in question from district use, to modify the material for continued uses, or to reject the complaint and continue to use the material.
5. Any materials identified in a complaint may remain in use pending its review and its disposition by the board of education. Principals may, upon written request of parent(s), excuse students from using the material, or may direct teachers to use suitable substitutes, and in the case of challenged media material the Principal may place the material on a reserve shelf where it may be checked out by students only with written parent permission. However, the school shall reserve the right to require students to use material or to engage in activities which are a part of regular and/or required curricular activities.
6. Where the same or essentially the same materials have been the subject of a challenge which has been decided by the board, and another complaint is made against the material by either the same or a different person, the complaint shall be considered by the Superintendent, who may deny the complaint without following the review procedure. In considering the complaint, the Superintendent shall consider whether the complaint raises any substantially different issue than that previously decided by the board.

Policy Revised: 08/05/19

## Business Operations

### Meal Charge Policy

It is the policy of the District to comply with the National School Lunch Program and School Breakfast Program and all other federal grant programs that provide free or reduced meals to qualifying students.

### Student Eligibility

Families of students who may be eligible for free or reduced price school meals should submit an application to determine their eligibility. Applications are available through the Superintendent or Superintendent's designee. As long as an application is submitted on or after July 1, the application will be considered current for the new school year. A student may become eligible for free or reduced meals at any time during the school year if the household experiences a change in financial circumstances.

### Meal Account Balances

The District will ensure that families can check their meal account balances in a manner other than exclusively online. The District will ensure that at least one form of meal account payment is free of charge.

The District encourages families to pre-pay without charge for free or reduced price meals. Notwithstanding the option to pre-pay, students and families will have a method to add funds during the school day. Any balance remaining in a pre-paid account shall carry over into the next month. Households approved for free or reduced price meals with funds remaining in their meal account at the end of the school year shall receive a refund. When a student leaves the District or graduates, the District shall attempt to contact the student's household to return any funds remaining in the student's meal account.

Unpaid meal charges may be carried over at the end of the school year as a delinquent debt and the District shall undertake reasonable collection efforts to collect unpaid meal charges classified as delinquent debt, pursuant to and in compliance with state and federal law. The District shall maintain records of its collection efforts and, once delinquent meal charges are converted to bad debt, its documentation establishing and handling of the bad debt.

The District will not use a debt collection agency to collect or attempt to collect, directly or indirectly, debts due or assessed to be owed for outstanding debts on a school lunch or breakfast account of any student. Nor will the District assess or collect any interest, fees, or other monetary penalties for outstanding debts on a school lunch or breakfast account of any student.

### Student Confidentiality

The District will disclose individual student eligibility information only to those persons (and organizations) who require the information in order to carry out an activity specifically authorized

by the National School Lunch Act, subject to applicable legal exceptions.

The District shall not use or implement any colored or coded meal cards, tickets, tokens, or other methods of payment that would overtly identify a student as being eligible for free or reduced price meals.

#### Distribution Annually

This policy shall be provided or made available to all students' households at the start of each school year and to households transferring to the District during the school year.

This policy shall also be provided annually to District staff members responsible for the enforcement of this policy, including food service professionals.

The Superintendent or the Superintendent's designee shall maintain documentation of the annual distribution of this policy to students' households and District staff.

Legal Reference: Richard B. Russell National School Lunch Act (42 U.S.C. Sec. 1751);  
U.S.D.A. Memorandum SP 57-2016.  
LB 1329 (2024)

Date of Adoption: [Insert Date]

## Business Operations

### Internal Controls

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

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

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

Legal Reference: 2 C.F.R. § 200.303.

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

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

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

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

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

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

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

Cross-Reference: Policies 3130 & 3131.

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

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

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

Legal Reference: 2 C.F.R. § 200.213.

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

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

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

Legal Reference: 2 C.F.R. § 200.302.

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

Legal Reference: 2 C.F.R. § 200.307.

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

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

Legal Reference: 2 C.F.R. § 200.306.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Legal Reference: 2 C.F.R. § 200.334.

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

Legal Reference: 2 C.F.R. § 200.112.

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

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

For any company that submits a bid or proposal for any technology-related product or service, and before entering into any contract with any company for any technology-related product or service, the company must certify that: (1) the company is not a scrutinized company (as defined by law); (2) the company will not subcontract with any scrutinized company for any aspect of performance of the contemplated contract; and (3) any products or services to be provided do not originate with a scrutinized company. The District will not knowingly enter into any contract with any scrutinized company.

Date of Adoption: 08/03/2021

SCHOOL DISTRICT 145  
WAVERLY, NEBRASKA

Policy Revised: 07/05/2022

June 3, 2024

School District 145 Board of Education,

The technology department is requesting the following items be deemed surplus. These Macbook Air laptops were teacher laptops which have been replaced with new models. These machines are no longer needed. The technology department is holding 3 of the MacBook Air (13-inch 2020) back from being surplus to use with long term subs and temporary replacement machines. These computers being surplus will not load the latest Mac operating system however some still receive Mac security updates.

| <b>Model</b>                         | <b>Quantity</b> | <b>Operating System and Security Updates</b>     |
|--------------------------------------|-----------------|--------------------------------------------------|
| MacBook Air (13-inch 2017)           | 30              | Monterey v12. May still get security updates.    |
| MacBook Air (13-inch Early 2015)     | 1               | Monterey v12. May still get security updates.    |
| MacBook Air (13-inch Early 2014)     | 2               | Big Sur v11. Not getting security updates.       |
| MacBook Air (13-inch Mid 2012)       | 9               | Catalina (v10.15). Not getting security updates. |
| MacBook Pro (15-inch, Mid-2014)      | 10              | Big Sur v11. Not getting security updates.       |
| MacBook Pro (15-inch, Early 2013)    | 1               | Unknown. Not getting security updates.           |
| MacBook Pro (15-inch, Mid 2009)      | 1               | Unknown. Not getting security updates.           |
| MacBook Pro (15-inch, Mid/Late 2007) | 1               | Unknown. Not getting security updates.           |
| MacBook Pro (17-inch), Early 2011)   | 1               | Unknown. Not getting security updates.           |

In accord with Board Policy 3020, the items will be advertised in the superintendent's Friday Update email and district website (District > Technology > Surplus Equipment) to be sold.

- Any item sold but not picked up will be sold again.
- Any item that doesn't sell will be disposed/recycled.

All items are being sold as-is. The items will be erased and set to an out-of-the-box experience.

Respectfully submitted,  
Adam Bauman  
Director of Technology  
School District 145 - Waverly

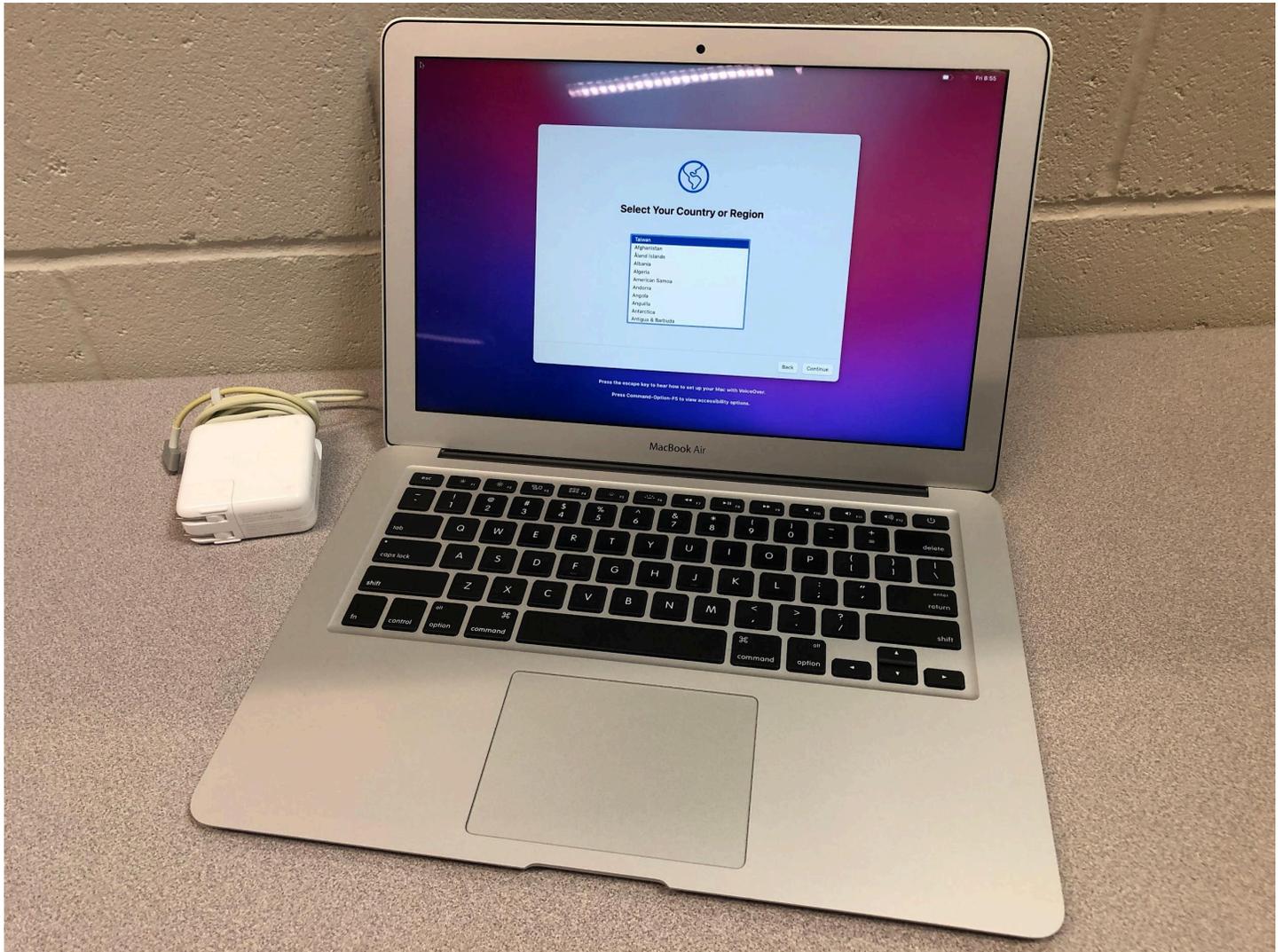
## Apple Macbook Pro 13-inch (2009-2012)

The technology department is requesting the Macbook Air model 13-inch 2009-2012 be deemed surplus. These Macbook Air laptops were teacher laptops which have been replaced with new models. These machines are no longer needed.



## Apple Macbook Air 13-inch (2013-2017)

The technology department is requesting the Macbook Air 13-inch 2013-2017 be deemed surplus. These Macbook Air laptops were teacher laptops which have been replaced with new models. These machines are no longer needed.



## **Apple Macbook Pro 15-inch (2008-2012)**

The technology department is requesting the Macbook Pro 15-inch 2008-2012 be deemed surplus. These Macbook Pro laptops are over 10 years old and no longer receiving security updates from Apple. These machines are no longer needed.



## Apple Macbook Pro 15-inch (2012-2015)

The technology department is requesting the Macbook Pro 15-inch 2012-2015 be deemed surplus. These Macbook Air laptops have been replaced with new models. These machines are no longer needed.



## Apple Macbook Pro 15-inch (2007)

The technology department is requesting the MacBook Pro 15-inch 2007 be deemed surplus. These MacBook Pro laptops have been replaced with new models. These machines are no longer needed.



## Apple Macbook Pro 17-inch (2009-2011)

The technology department is requesting the MacBook Pro 17-inch 2009-2011 be deemed surplus. These Macbook Pro laptops have been replaced with new models. These machines are no longer needed.



# NASB BOARD NOTES

A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



Leadership

Innovation

Vision

Engagement

#liveNASB

#weLIVEhere

1,960,000 Nebraskans

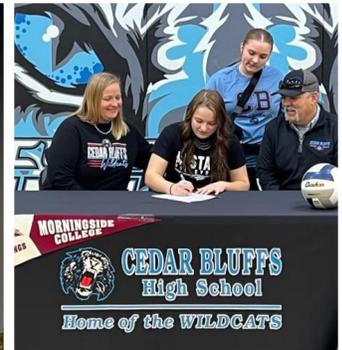
324,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

# Snapshots



**IN THIS EDITION OF BOARD NOTES ...**

**TO THE CLASS OF 2024 ...**

**AT THE BOARD TABLE**

**NPLF AWARDS TWO SCHOLARSHIPS TO FUTURE EDUCATORS**

**NASB MAKES OUR WAY BACK TO DC**

**NDE STRATEGIC PLAN REVIEW AND RECOMMENDATIONS**

**JOIN US THIS JUNE**

**YOUR 2024 NASB AFFILIATES**

**THIS MONTH IN ... AND MUCH MORE!**

The NASB provides programs, services, and advocacy to strengthen public education for all Nebraskans. Learn more at [www.NASBonline.org](http://www.NASBonline.org)

# TRAINING, NETWORKING, ENGAGEMENT & EVENTS



Leadership

Innovation

Vision

Engagement

#liveNASB

#weLIVEhere



1,960,000 Nebraskans 324,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

<https://members.nasbonline.org/events>

**NASB is hiring an Administrative Assistant ... visit the About Us page to learn more.**



**NASB Leadership Workshop - June 5-6 - Lincoln**

**NASB Member Golf Outing - June 12 - Kearney**

**School Leaders & Law Conference - June 12-13 - Kearney**



**Call for Legislative Proposals - Due July 1**

Legislative Proposals for 2025 can be submitted at any time between now and July 1 at <https://members.nasbonline.org/government-relations/legislative-proposals>



**Board Candidate Workshop - July 9 - Ogallala**

**Board Candidate Workshop - July 10 - Hastings**

**Board Candidate Workshop - July 11 - Ord**

**Board Candidate Workshop - July 16 - Milford**

**ALICAP Summer Workshop - July 10 - Gering**

**ALICAP Summer Workshop - July 11 - Kearney**

**ALICAP Summer Workshop - July 12 - Lincoln**



**Area Membership Meetings - August & September**

**North Platte, Gering, Valentine, Kearney, York, Norfolk, Nebraska City, Omaha & Fremont**

To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'. If you do not have an email and password to log in or have forgotten it, please contact NASB at 402-423-4951 for assistance.

# TO THE CLASS OF 2024 ...

Leadership

Innovation

Vision

Engagement

#liveNASB

#weLIVEhere



1,960,000 Nebraskans

324,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA



## The Class of 2024 did some pretty cool things. Here are just a few quick highlights ...

A Ralston Senior discovered a new virus!

In Friend, the Senior class completed a treasure map left by a longtime former teacher in 2012. They found the treasure in a crawl space by a brick wall that they had to dig about 6 inches into. It was a great time capsule with items and memories from the teacher's years at Friend!

Jack Hoffman of TEAM JACK not only graduated from West Holt High School but gave the graduation speech!

Bancroft-Rosalie had the first high school student to also graduate from Nebraska Indian Community College with an Associates Degree!

The Seward Community Foundation gave out \$233,000 to graduating seniors this year. A tremendous benefit to help them start at either a four-year college or a community college. Each student who applied for a community scholarship received one!

Hundreds if not thousands intend to become future educators! (See Page 5)

Kearney proudly celebrated the graduation of EIGHT Eagle Scouts, and had a group receive the Quill and Scroll Award for their outstanding work in multimedia!

Two students, one from Lincoln and one from Blair, will be headed to Broadway to perform and compete with 100 others from across the US at the National High School Musical Theatre Awards this June! They were 2 of 16 Nebraska students to be named National Finalists!

Millard has a number of students working towards the AP Capstone diploma, and Millard North specifically includes the highest number of National Merit finalists in the state!

Not to mention all of those not only receiving their high school diploma, but to all of the Nebraska graduates who have also already earned higher ed degrees in a number of fields from biomedical engineering, to applied technology, certifications in Auto Tech, Welding, Collision Repair & Refinish, Phlebotomy, EMT, and more!

Just a few of MANY stories out there!



# AT THE BOARD TABLE

Leadership

Innovation

Vision

Engagement

#liveNASB

#weLIVEhere



1,960,000 Nebraskans

324,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

## BOARD AGENDA ITEMS FOR YOUR MONTHLY MEETINGS

<https://members.nasbonline.org/board-leadership>



Each month, this space reflects recommended regular board meeting agenda items to include in the upcoming board meeting agenda. Please contact Marcia at [mherring@NASBonline.org](mailto:mherring@NASBonline.org) if you have questions or recommendations for improving the Board Meeting Annual Calendar.

### JUNE BOARD AGENDA ITEMS

Please see the May 15 email from [mherring@NASBonline.org](mailto:mherring@NASBonline.org) and [shiggins@NASBonline.org](mailto:shiggins@NASBonline.org) for the draft of the June Board Meeting Agenda. If you have questions or need us to resend the email, please feel free to contact Marcia at 402-450-5152 or Stacie at 402-209-1608.

### UPCOMING NASB BOARD LEADERSHIP EVENTS

#### 2024 Board Candidate Workshops

**July 9 - Board Candidate Workshop - Ogallala Library**

**July 10 - Board Candidate Workshop - Hastings - ESU 9**

**July 11 - Board Candidate Workshop - Ord High School**

**July 16 - Board Candidate Workshop - Milford - ESU 6**

*\*\*Additional Sites to be added, updates will be posted at [www.NASBonline.org](http://www.NASBonline.org)*

The Board Leadership team encourages the Superintendent and Board President to reach out to invite the non-incumbent board candidate(s) to visit the district to initiate a positive working relationship by learning more about the individual and share information pertaining to board service.

Work begins today to compile a full list of all non-incumbent board candidates. Board Leadership will mail a Board Candidate packet to each non-incumbent who will appear on the General Election ballot. We will include a copy of the 2024 Preparing to Serve publication, NASB Association Membership guide and a personal invite to attend the Board Candidate Workshop to be held throughout the State, July 2024.

The Board Candidate Workshop is designed to provide a high-level overview of the role and responsibilities of a board member. This workshop is sponsored/provided free of charge to all participants courtesy of the Nebraska Public Leadership Foundation [NPLF]. Target audience includes non-incumbent board candidates, experienced board members who wish to accompany candidates, and superintendents.

If you have questions and/or wish to learn more about the workshop, please feel free to contact Marcia at 402-423-4951. Registration is not required but appreciated.

# NPLF AWARDS TWO SCHOLARSHIPS TO FUTURE EDUCATORS

Leadership

Innovation

Vision

Engagement

#liveNASB

#weLIVEhere



1,960,000 Nebraskans 324,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

<https://www.nepublicleadership.org/>

The Nebraska Public Leadership Foundation (NPLF) recently awarded two \$1,000 scholarships to two high school seniors who are pursuing higher education to become a teacher in a Nebraska public school system. In thousands of classrooms across Nebraska, teachers lead our students to discover new and important facts and ideas, the stepping stones that shape their future. NPLF supports the students who want to give to the overall mission of success for every student in Nebraska. Applications were due March 1st, with NPLF receiving over 80 individual applicants. This year's recipients are Lauren Schnoonveld of Mullen High School who will be attending UNL and majoring in Elementary Education, and Harrison Sjuts of Doniphan-Trumbull High School who will be attending Doane and also majoring in Elementary Education. Please consider helping today's student leaders become tomorrow's education leaders by donating to the NPLF Student Scholarship Program at [www.nepublicleadership.org](http://www.nepublicleadership.org).



**Lauren Schnoonveld**  
**Mullen High School**  
**University of Nebraska-Lincoln - Elementary Education**

"I have been inspired by generations of educators within my family. My goal is not only to continue that tradition of exceptional teaching, but to leave an educational legacy of my own. I've had the privilege of being part of Sandhills Youth Leadership, an organization that allows students to have a voice and create change through passion projects in rural communities in the Sandhills region. One of the main focuses of the past two years has been centered on how to keep people from leaving rural communities. I am committed to staying connected to my rural roots, with plans to teach in a rural community, leveraging my experiences to positively impact the lives of children who have grown up and often under served areas." Lauren is pictured with NPLF Board Member, Barb Svoboda.



**Harrison Sjuts**  
**Doniphan-Trumbull High School**  
**Doane University - Elementary Education**

"I have answered the question, "What do you want to be when you grow up?" the same way since kindergarten, a teacher. I've been blessed to be able to attend a small school, which has allowed me to be very active in a large variety of school and community activities and this has shaped my desire to become an educator. Last year, I was able to shadow my fourth grade teacher. Being back in her classroom and seeing her connection with students from a different lens amplified my desire to become a teacher. This year I have tutored some seventh grade students who struggled with the transition to junior high. I meet with them to build their confidence and learn how to advocate for themselves with the classroom teacher. Through these experiences, I have learned that I want to be a teacher who strives to make strong connections with my students to help them realize their full potential. My ultimate goal is to become a middle-grade elementary teacher in a smaller community where I can be involved in as many activities as possible along with my students, both in and out of the classroom." Harrison is pictured with Sallie Horky, NPLF staff member.



You can learn more about NPLF and donating to this annual scholarship at [www.nepublicleadership.org](http://www.nepublicleadership.org)  
Congrats Lauren and Harrison!

# NASB MAKES OUR WAY BACK TO DC

Leadership

Innovation

Vision

Engagement

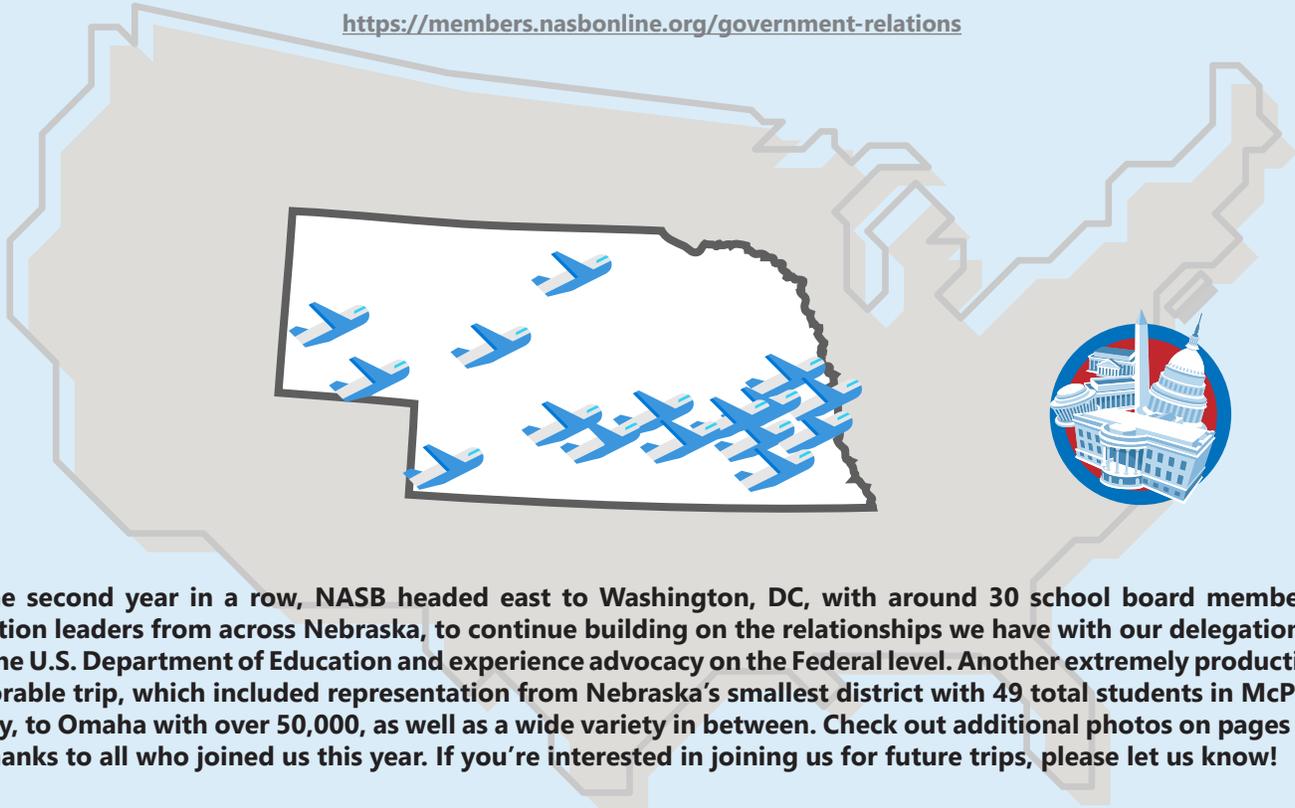
#liveNASB

#weLIVEhere



1,960,000 Nebraskans 324,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

<https://members.nasbonline.org/government-relations>



For the second year in a row, NASB headed east to Washington, DC, with around 30 school board members and education leaders from across Nebraska, to continue building on the relationships we have with our delegation, meet with the U.S. Department of Education and experience advocacy on the Federal level. Another extremely productive and memorable trip, which included representation from Nebraska's smallest district with 49 total students in McPherson County, to Omaha with over 50,000, as well as a wide variety in between. Check out additional photos on pages 15 and 16! Thanks to all who joined us this year. If you're interested in joining us for future trips, please let us know!



# NDE STRATEGIC PLAN REVIEW AND RECOMMENDATIONS

Leadership

Innovation

Vision

Engagement

#liveNASB

#weLIVEhere



1,960,000 Nebraskans

324,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

***Prior to her election to the State Board of Education in November 2020, Patti Gubbels served on the Norfolk Board of Education, and was a member of the NASB Board of Directors, and the NASB Legislation Committee since 2016.***

At a recent State Board of Education meeting, Commissioner Maher reported the findings of his NDE Strategic Direction review and recommended that, with modifications to the plan itself and to procedures for using the plan, we rely on the current plan through 2025 and develop a new plan to take effect in January 2026.

NDE initiated the current strategic plan in 2016 to provide guidance for education in Nebraska for the next ten years.



The plan identified roles of the NDE and included guiding principles, general goals, strategies, and measures of progress. The plan, revised in 2019 following an internal review, resulted in changes to the structure of the plan, and incorporated strategies related to stakeholder engagement and equity. Proposed modification to the existing plan includes replacing the current goals and measures of progress with the Nebraska Every Student Succeeds Act Long Term Goals and the State Board's Legislative Priorities.

The Every Student Succeeds Act (ESSA) is a federal law that governs education policy for K-12 students. ESSA (2015) takes the place of No Child Left Behind signed into law in 2002. ESSA requires that state education leaders establish goals and measures to meet specific federal requirements. For example, state education leaders must report data on effectiveness of teachers and on student achievement. State education leaders must also identify schools that need additional support and improvement. The Nebraska ESSA long term goals focus on improving academic achievement, increasing graduation rates, and increasing proficiency of English language learners.

The State Board aligned the Legislative Priorities, approved in December 2022, with the Nebraska Ready: PK-12 Policy Priorities. These priorities supported the postsecondary attainment goal outlined by the State Legislature for 70% of Nebraskans to have a postsecondary credential or degree by 2030. The State Board priorities included goals such as increasing third graders English Language Arts proficiency, reducing the gap in eighth grade math achievement for each student group, and increasing the number of high school students enrolled in career and technical education programs.

The State Board is in the process of determining new Legislative Priorities for the next biennium. The Board intends to identify priorities by topic rather than as specific goals. For example, the Board might identify foundational literacy as a priority rather than indicate that third grade English Language Arts proficiency percentages improve. Potential topics such as literacy, early childhood education, and teacher shortages might rise to the top as Legislative Priorities for the next biennium. The State Board hopes to have the priorities approved by early summer, incorporated in the current strategic plan, and used by the NDE to advocate for and support legislation aligned with the adopted priorities.

Incorporating the ESSA goals and the State Board Legislative Priorities in the strategic plan and eliminating existing goals and measures will provide coherence and give NDE staff and the State Board a unified sense of what we want to accomplish and how to get there over the next two years.

The Commissioner also recommended development of a mechanism for NDE offices to report progress on strategic plan goals, measures, and priorities to the Board on a regular basis. NDE staff and office administrators will be trained so they can implement the plan effectively and use metrics to measure and report progress.

With the proposed changes the strategic plan will be a coherent living document that guides the work of the NDE. The plan will be adjusted with need and will serve as a roadmap for the Department and the State Board of Education through December 2025.

*Editor's Note: The opinions expressed in the column are those of Patti Gubbels and do not necessarily represent the Nebraska State Board of Education.*

# JOIN US THIS JUNE

Leadership

Innovation

Vision

Engagement

#liveNASB

#weLIVEhere



1,960,000 Nebraskans

324,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

Team Building - Self-Assessment - Discussion - Networking - Meeting Protocols/Agendas & Minutes - Policy Review

## 2024 NASB LEADERSHIP WORKSHOP



# NASB SCHOOL LEADERS & LAW CONFERENCE

## JUNE 12-13 - KEARNEY

### WEDNESDAY, JUNE 12

#### 12:30 PM - NASB Member Golf Outing

Kearney Country Club

\$79 - (Includes lunch provided by ALICAP)

Email [sendorf@NASBonline.org](mailto:sendorf@NASBonline.org) to register for golf

#### 6:30 to 11:00 PM - Networking Reception

Younes South Conference Center

Join us for an evening of networking that will include prizes from the golf outing, a light dinner buffet, live music, and a hospitality suite. Open to golfers, vendors, and School Leaders & Law Conference attendees.

#### TO REGISTER

\$185 Member Registration

\$110 NCOSA Member Registration

Registration Deadline is June 6

\$25 Cancellation fee

15 Awards of Achievement points

<https://nasb.envisiams.com/>

### THURSDAY, JUNE 13

#### 9:00 to 10:00 AM - Opening General Session

From Crossing Paths to Collaboration: How Understanding the Processes of your County Attorney can Improve Collaboration

#### 10:30 to 11:15 AM - Breakouts Sessions

"Board's Role in Teacher Hearings/Judge & Jury"

"Legislative and Election Update"

"Best Practices in School Safety & Security"

#### 11:45 AM to 12:30 PM - Breakout Sessions

"Special Ed Developments: What Board Members and Administrators Need to Know"

"Creators, Cultivators, Connectors:

Roles of School and Community Leadership"

"Technology in Schools is Evolving Daily?"

#### 12:30 PM - Lunch

#### 1:15 to 2:00 PM - Finance General Session

Changes to School Finance by the 108th Legislature, Second Session

#### 2:15 to 3:15 PM - Closing General Session

Hot Topics in School Law

# SUMMER SAFETY WORKSHOPS

Leadership

Innovation

Vision

Engagement

#liveNASB

#weLIVEhere



1,960,000 Nebraskans

324,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

<https://members.nasbonline.org/events>

You're  
invited  
to a  
FREE



**Wednesday, July 10 - Gering Civic Center**

**Thursday, July 11 - Kearney Holiday Inn**

**Friday, July 12 - Lincoln Wilderness Ridge**

School Administrators and central office staff are invited to attend the 2024 ALICAP Summer Safety Workshops!

ALICAP is once again hosting a FREE\* Summer Safety Workshop! This workshop offers a great opportunity for school administrators and central office staff to get the latest information from:

Megan Boldt, Director of ALICAP

Jay Martin, Safety Director at NDE.

Registration desk opens at 9:30 AM and the workshop will adjourn by 2:30 PM. Lunch will be provided. You won't want to miss this workshop! \*Each ALICAP member district receives 3 complimentary registrations. Non-member and additional registrations can be purchased for \$40. Register by Wednesday, July 3.



***We Listen - We Design - We Deliver***

***For Over 40 Years***

Planning | Architecture | Engineering | Interiors  
Facility Management

402-334-0755

[www.prochaska.us](http://www.prochaska.us)

[info@prochaska.us](mailto:info@prochaska.us)

**NASB CALL FOR LEGISLATIVE PROPOSALS - DUE JULY 1**  
<https://members.nasbonline.org/government-relations/legislative-proposals>

# THIS MONTH IN ...

Leadership

Innovation

Vision

Engagement

#liveNASB

#weLIVEhere



1,960,000 Nebraskans

324,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

## ... ADVOCACY & GOVERNMENT RELATIONS

Check out this May's Primary results and look for upcoming candidate meet and greets this Summer/Fall on NASB's GR page at

<https://members.nasbonline.org/government-relations>

Stay engaged between now and the special session, and submit any proposal ideas between now and July 1st for the 2025 Session at <https://members.nasbonline.org/government-relations/legislative-proposals>

Call Colby & Matt with questions any time!

## ... ALICAP & INSURANCE

ALICAP's Summer Workshops have been scheduled and registration is open! All ALICAP member districts are requested to attend one of the following events:

Wednesday, July 10th in Gering  
Thursday, July 11th in Kearney  
Friday, July 12th in Lincoln

Mark your calendars!  
Registration details coming soon!  
Thanks, Megan!

## ... BOARD LEADERSHIP

Check out "At the Board Table" on page 4.

Marcia, Kari, Katie,  
Caden, Stacie, Ben & Stephanie

## ... MEMBER ENGAGEMENT

I look forward to seeing everyone throughout the Summer starting with Leadership Workshop, NASB Golf Outing, and School Leaders & Law Conference! July stays busy with the ALICAP and Board Candidate Workshops as well. Before we know it, Area Membership Meetings (and State Conference) will be here too! December ALSO includes the New Board Member Workshops following the General election. Check out the Events page for all dates and locations. This month I have visited South Sioux City and Lakeview and am looking forward to visiting many of you this Summer!"

- Sharon -

## ... POLICY

NASB lobbyists worked hard this session to allow boards to have more input about how much training their staffs should have regarding the many issues that face districts each year including concussion awareness, suicide awareness, dating violence prevention, and several others. LB 1329 included language stating, "the length of such training shall be a reasonable amount as determined by each school board." Boards can now better focus their staff training on those issues most critical to their local needs.

Contact Jim to learn more!

## ... DATA ANALYTICS

We create district data summary analyses for districts who would like to have a quick, clear means of showing parents, political representatives, and patrons how your own district compares to both nearby districts and similar-sized districts at a glance. As your district gets deep into the budget process for next year, these summaries are useful for answering questions of how your district's valuation, levy, cost per pupil, and poverty indicators compare to others.

Contact Jim Luebbe if you are interested in creating one of these summaries for your own school.

## ... AWARDS OF ACHIEVEMENT

Check board member points for accuracy. Contact Kem with questions at [kloecker@NASBOnline.org](mailto:kloecker@NASBOnline.org)

## ... GALLUP STRENGTHS

Achieve your goals with CONTEXT. Use your past successes to inform future accomplishments. Analyze past experiences to identify patterns, learn from successes and setbacks, and strategically apply lessons learned to achieve your own objectives.

Contact Shari to setup a Gallup retreat [sbecker@NASBOnline.org](mailto:sbecker@NASBOnline.org)

# THIS MONTH IN ...

Leadership

Innovation

Vision

Engagement

#liveNASB

#weLIVEhere



1,960,000 Nebraskans 324,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

## ... ENERGY PURCHASING

2023 set a record for U.S. consumption of natural gas and every month from March to November broke previous records.

Many electrical utilities have switched from coal or oil to natural gas and with the rapid expansion of crypto mining and massive AI data centers, industry forecasters expect the U.S. to experience double the normal amount of increase in electrical demand the next two years. Meanwhile, your marketing consultants at NJUMP and CJUMP will be watching natural gas prices daily to find opportunities to buy your gas supplies at competitive prices.

## ... TECHNOLOGY

Welcome New Subscribers  
Bloomfield Community Schools

Did You Know? You have the ability to postpone meetings using Sparq!

Darion - [dmiller@NASBonline.org](mailto:dmiller@NASBonline.org)  
Nicole - [nkobus@NASBonline.org](mailto:nkobus@NASBonline.org)  
[www.sparqdata.com](http://www.sparqdata.com)



## Building a Better Future with Nebraska's Public Finance Partner



Paul Grieger  
Managing Director,  
Public Finance  
402-392-7986  
[pgrieger@dadco.com](mailto:pgrieger@dadco.com)



Cody Wickham  
Senior Vice President,  
Public Finance  
402-392-7989  
[cwickham@dadco.com](mailto:cwickham@dadco.com)



Andy Forney  
Senior Vice President,  
Public Finance  
402-392-7988  
[aforney@dadco.com](mailto:aforney@dadco.com)

D.A. Davidson & Co. has long been a leader in innovative debt financing for school districts. What we're most proud of are the relationships we've nourished and the strong community improvements that are made as a result.

Our public finance professionals take a personal interest and a hands-on approach, carrying our deals from start to finish. Because you deserve solutions tailored to fit you.

- School Bond Issues
- Tax Anticipation / Construction Notes
- Lease-Purchase Financing
- QCPUF Bonds
- Refinancing Bond Issues



D | A | DAVIDSON

450 Regency Parkway, Suite 400 | Omaha, NE 68114  
[dadavidson.com](http://dadavidson.com) | D.A. Davidson & Co. member FINRA and SIPC

## ... NOW HIRING

NASB is hiring an Administrative Assistant for Board Leadership  
<https://members.nasbonline.org/about-us>

If you or someone you know might be interested in this position, please visit our About Us page to learn more!

# YOUR NASB BOARD OF DIRECTORS & STAFF

Leadership

Innovation

Vision

Engagement

#liveNASB

#weLIVEhere



1,960,000 Nebraskans 324,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA



**Sandy Noffsinger - President**  
Dundy County Stratton



**Stacy Jolley - President-Elect**  
Millard



**Brad Wilkins - Vice President**  
Ainsworth



**Kim Burry - Past President**  
Bayard

## YOUR NASB OFFICERS AND REGION DIRECTORS

<https://members.nasbonline.org/board-of-directors>



**Region 1 - Neal Kanel**  
HTRS



**Region 2 - Sarah Centineo**  
Bellevue



**Region 3 - Renee Vokt**  
Elkhorn



**Region 4 - Elizabeth Kumru**  
Ralston



**Region 5 - Shavonna Holman**  
Omaha



**Region 6 - Ricky Smith**  
Omaha



**Region 7 - Tracy Casady**  
Omaha



**Region 8 - Bob Rauner**  
Lincoln



**Region 9 - Annie Mumgaard**  
Lincoln



**Region 10 - Ed Swotek**  
Malcolm



**Region 11 - Jim Vlach**  
Lyons-Decatur Northeast



**Region 12 - Lisa Wagner**  
Central City



**Region 13 - Marilyn Bohn**  
ESU 10



**Region 14 - Steve Koch**  
Hershey



**Region 15 - Allison Sandman**  
Wauneta-Palisade



**Region 16 - Suzanne Sapp**  
Ashland-Greenwood



**Region 17 - Michelle Reikofski**  
Osmond



**Region 18 - Susan Ernest**  
Leyton



**Region 19 - Amanda McGill Johnson**  
Millard



**John Spatz**  
Executive Director

## YOUR NASB STAFF

<https://members.nasbonline.org/about-us/nasb-staff>

**Ben Anderjaska**  
Board Leadership Data  
and Support Specialist



**Makenzie Barry**  
ALICAP Data &  
Financial Specialist



**Shari Becker**  
Director of Education  
Leadership Search Service



**Matt Belka**  
Director of Marketing,  
Communications & Advocacy



**Megan Boldt**  
Associate Executive Director  
Director of ALICAP



**Craig Caples**  
Director of Technology



**Colby Coash**  
Associate Executive Director  
Dir. of Government Relations



**Katie Corfield**  
Board Leadership Associate



**Abi Dettmer**  
Event & Search Service  
Associate



**Sharon Endorf**  
Director of  
Member Engagement



**Caden Frank**  
Board Leadership Community  
Engagement Specialist



**Marcia Herring**  
Director of Board Leadership



**Stacie Higgins**  
Board Leadership Specialist



**Sallie Horky**  
Chief Operating Officer



**Rachel Horstman**  
Business Manager



**Kem Loecker**  
Executive Administrative  
Assistant



**Jim Luebke**  
Director of Policy Services



**Kari Stephens**  
Board Leadership Development  
& Learning Specialist



**Stephanie Summers**  
Board Leadership Specialist



**Lindsey Wooton**  
Administrative Specialist



# YOUR 2024 NASB AFFILIATES

Leadership

Innovation

Vision

Engagement

#liveNASB

#weLIVEhere



1,960,000 Nebraskans

324,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

View the full, detailed listings with contact info at:

<https://members.nasbonline.org/about-us/affiliate-members>

## YOUR 2024 PLATINUM AFFILIATES

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## YOUR 2024 GOLD AFFILIATES

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# YOUR 2024 NASB AFFILIATES

Leadership

Innovation

Vision

Engagement

#liveNASB

#weLIVEhere

View the full, detailed listings with contact info at:  
<https://members.nasbonline.org/about-us/affiliate-members>

## ACCOUNTING

Watts and Hershberger, P.C.

## ARCHITECTS

Alley Poyner Macchietto Architecture

**BCDM Architects**  
PLATINUM LEVEL AFFILIATE

**BVH Architecture**  
PLATINUM LEVEL AFFILIATE

**Carlson West Povondra Architects**  
PLATINUM LEVEL AFFILIATE

**Clark & Enersen**  
GOLD LEVEL AFFILIATE

**CMBA Architects**  
PLATINUM LEVEL AFFILIATE

**DLR Group**  
GOLD LEVEL AFFILIATE

## AWARDS & PLAQUES

Awards Unlimited

## BUILDING CONTROLS AND BUILDING SERVICES

**Navitas**  
GOLD LEVEL AFFILIATE

## CONSTRUCTION SERVICES

**914 Coatings**  
GOLD LEVEL AFFILIATE

**BD Construction**  
GOLD LEVEL AFFILIATE

**Boyd Jones**  
PLATINUM LEVEL AFFILIATE

**Cheever Construction**  
GOLD LEVEL AFFILIATE

**Hausmann Construction**  
PLATINUM LEVEL AFFILIATE

**MCL Construction**  
GOLD LEVEL AFFILIATE

Project Control

**Sampson Construction**  
PLATINUM LEVEL AFFILIATE

## ENERGY SERVICES

**Facility Advocates**  
PLATINUM LEVEL AFFILIATE

## EQUIPMENT AND FURNITURE

**Outdoor Recreation Products**  
PLATINUM LEVEL AFFILIATE

## FINANCIAL SERVICES

Ameritas Investment Company

**D.A. Davidson & CO.**  
PLATINUM LEVEL AFFILIATE

**Nebraska Liquid Asset Fund**  
PLATINUM LEVEL AFFILIATE

**Northland, (First National Capital Markets)**  
PLATINUM LEVEL AFFILIATE

**Piper Sandler**  
PLATINUM LEVEL AFFILIATE

## FOOD SERVICE

**Lunchtime Solutions**  
GOLD LEVEL AFFILIATE

Opa! Food Management

## FUNDRAISING

**Omaha Public Schools Foundation**  
GOLD LEVEL AFFILIATE

## INSURANCE SERVICES

**American Fidelity**  
PLATINUM LEVEL AFFILIATE

**Blue Cross Blue Shield of Nebraska**  
GOLD LEVEL AFFILIATE

National Insurance Services

**Public Risk Management/ALICAP**  
PLATINUM LEVEL AFFILIATE

## LEGAL SERVICES

Mueller Robak, LLC

## PLAYGROUND/SCOREBOARDS/SURFACING

**Creative Sites, LLC**  
SILVER LEVEL AFFILIATE

## PLAYGROUND/SCOREBOARDS (CONTINUED)

**Crouch Recreation**  
PLATINUM LEVEL AFFILIATE

Cunningham Recreation/GameTime

Fisher Tracks, Inc.

## SAFETY & SECURITY SERVICES

**One Source The Background Check Company**  
GOLD LEVEL AFFILIATE

## STUDENT SERVICES

**Doane University**  
GOLD LEVEL AFFILIATE

**TeamMates Mentoring Program**  
SILVER LEVEL AFFILIATE

## TECHNOLOGY/SOFTWARE

**Bishop Business**  
PLATINUM LEVEL AFFILIATE

**Envisi**  
PLATINUM LEVEL AFFILIATE

**Hamilton**  
PLATINUM LEVEL AFFILIATE

**Sparq Data Solutions**  
PLATINUM LEVEL AFFILIATE

## TRANSPORTATION PRODUCTS

**Cornhusker International**  
GOLD LEVEL AFFILIATE

**Master's Transportation**  
GOLD LEVEL AFFILIATE

BOARD NOTES IS PUBLISHED ON A MONTHLY BASIS AS A MEMBER SERVICE. ADVERTISING IS AVAILABLE IN EVERY ISSUE. TO ADVERTISE OR BECOME AN AFFILIATE, PLEASE CONTACT MATT BELKA FOR FURTHER INFORMATION. ARTICLES OR ADVERTISING CONTAINED HEREIN DO NOT NECESSARILY REPRESENT THE VIEWS OR POLICIES OF NASB.

# NASB MAKES OUR WAY BACK TO DC: PHOTOS

Leadership

Innovation

Vision

Engagement

#liveNASB

#weLIVEhere





1311 STOCKWELL STREET  
LINCOLN, NE 68502  
WWW.NASBONLINE.ORG

RETURN SERVICE REQUESTED

# NASB BOARD NOTES



A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



Leadership

Innovation

Vision

Engagement

#liveNASB

#weLIVEhere

1,960,000 Nebraskans

324,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA



The NASB provides programs, services and advocacy to strengthen public education for all Nebraskans. Learn more at [www.NASBonline.org](http://www.NASBonline.org)