

October Regular Meeting
Monday, October 12, 2020 7:00 PM
Plattsmouth Administration Center

1. Call Meeting to Order-Acknowledge Open Meetings Law
2. Roll Call: Foster, Barr, Fuller, Glup, Tesarek-Parsons, Wehrbein, Jensen, Muller, Winters
3. Public Forum: Reception of Delegates-A time limit of three minutes will be set for individual speakers on a given topic. A total time limit of thirty minutes will be set for all speakers on a given topic, with an effort to provide equal time for pros, cons, and neutral opinions.
4. Consent Agenda
 1. Agenda
 2. Minutes of the September 14, 2020 meeting
 3. Minutes of the September 14, 2020 Committee on American Civics meeting
 4. Treasurer's Report
 5. Review of the Control Budget
 6. Claim and transfers in the amount of \$1,493,500.18
5. Administrative Reports
 1. Superintendent's Report
 2. High School Principal's Report
 3. Middle School Principal's Report
 4. Elementary Principal's Report
 5. Early Childhood Report
6. Action Items
 1. Discuss, consider, and take all action to approve the first reading of policy 4025 Professional Boundaries.

2. Discuss, consider, and take all action to approve the first reading of policy 5008 Attendance.
3. Discuss, consider, and take all action to approve the first reading of 6000 Instruction (Curriculum Committee).
4. Discuss, consider, and take all action to approve the first reading of policy 8342 Designated Method of Giving Notice of Meetings.
5. Discuss, consider, and take all action to approve the second reading of Policy 1211 Title IX Complaint Procedure.
6. Discuss, consider, and take all action to approve the second reading of Policy 7000 New Construction (Operations).
7. Discuss, consider, and take all action authorizing the superintendent to sell/dispose of curriculum materials.
8. Discuss, consider, and take all action to approve the FY2020 Head Start Self-Assessment.
9. Discuss, consider, and take all action to approve a payment of \$62,996.00 to Mid States School Bus for March, April, and May of 2020.
10. Discuss, consider, and take all action to approve extended contract days for the high school agriculture/FFA teacher (10 days), high school career academy director (20 days), high school media center specialist (5 days), and middle school nurse (3 days).

7. Announcements

1. Next meeting: Monday, November 9, 2020 6:30 PM Workshop 7:00 PM Regular Meeting
2. Nebraska Association of School Boards (NASB) State Education Conference-Nov. 18-20, 2020, CHI Health Center, Omaha

8. ADJOURNMENT. Time _____

September Regular Meeting
Monday, September 14, 2020 7:00 PM
Plattsmouth Administration Center
1912 Old Highway 34
Plattsmouth, NE 68048

Subject to
approval at the
next regularly
scheduled Board

1. Call Meeting to Order-Acknowledge Open Meetings Law

The meeting was called to order by the President at 7:00 p.m.

2. Roll Call: Foster, Barr, Fuller, Glup, Tesarek-Parsons, Wehrbein, Jensen, Muller, Winters

All Board members were present.

3. Public Forum: Reception of Delegates-A time limit of three minutes will be set for individual speakers on a given topic. A total time limit of thirty minutes will be set for all speakers on a given topic, with an effort to provide equal time for pros, cons, and neutral opinions.

Tallie VanWesten and Christine Knust addressed the board regarding extended contract days. Rebecca McDaniel, OPAA spoke about free meals for students including remote learners.

4. Budget Hearing-Call to Order at 7:09 p.m.

4.1. Presentation of the 2020-2021 Budget

4.2. Invite Public Input

4.3. Close the Hearing at 7:29 p.m.

5. Tax Request Hearing-Call to Order at 7:29 p.m.

5.1. Presentation of the 2020-2021 Tax Request

5.2. Invite Public Input

5.3. Close the Hearing at 7:29 p.m.

6. Special Hearing-Per LB 103, 2019-2020 and 2020-2021 Property Tax-Call to Order at 7:29 p.m.

6.1. Presentation of 2019-2020 and 2020-2021 Tax Request

6.2. Invite Public Input

6.3. Close the Hearing at 7:30 p.m.

7. Consent Agenda

Motion passed 9-0 to approve the Consent Agenda with a motion by Foster and a second by Barr.

- 7.1. Agenda**
- 7.2. Minutes of the August 10, 2020 meeting**
- 7.3. Treasurer's Report**
- 7.4. Review of the Control Budget**
- 7.5. Claim and transfers in the amount of \$803,971,51**
- 8. Administrative Reports**
 - 8.1. High School Principal's Report**
 - 8.2. Middle School Principal's Report**
 - 8.3. Elementary Principal's Report**
 - 8.4. Early Childhood Report**
 - 8.5. Instructional Services Report**
 - 8.6. Special Education Report**

9. Action Items

- 9.1. Discuss, consider, and take all action to approve a 2020-2021 early graduation request for Gavin Brink.**

Motion to approve early graduation requests 9.1 to 9.6. **Motion passed 9-0** with a motion by Foster and a second by Barr.

- 9.2. Discuss, consider, and take all action to approve a 2020-2021 early graduation request for Elizabeth Casart.**

- 9.3. Discuss, consider, and take all action to approve a 2020-2021 early graduation request for Casey Dovenbarger.**

- 9.4. Discuss, consider, and take all action to approve a 2020-2021 early graduation request for Isabella Fleury-Fitton.**

- 9.5. Discuss, consider and take all action to approve a 2020-2021 early graduation request for Alicia Oswald.**

- 9.6. Discuss, consider and take all action to approve a 2020-2021 early graduation request for Ben Wright.**

9.7. Discuss, consider, and take all action to approve an addendum to the 20-21 Student-Parent High School Handbook.

Motion passed 9-0 with a motion by Foster and a second by Glup.

9.8. Discuss, consider and take all action to approve the FY2021 Head Start Continuation Grant.

Motion passed 9-0 with a motion by Foster and a second by Glup.

9.9. Discuss, consider and take all action to approve the Strategic Plan Update for FY2021.

Motion passed 9-0 with a motion by Foster and a second by Barr.

9.10. Discuss, consider, and take all action to approve the first reading of Policy 1211 Title IX Complaint Procedure.

Motion passed 9-0 with a motion by Glup and a second by Barr.

9.11. Discuss, consider, and take all action to approve the first reading of Policy 7000 New Construction (Operations).

Motion passed 9-0 with a motion by Glup and a second by Barr.

9.12. Discuss, consider, and take all action to approve the final reading of Policy 1200 Anti-harassment.

Motion passed 9-0 with a motion by Glup and a second by Barr.

9.13. Discuss, consider, and take all action to approve the final reading of Policy 3560 Records of Management.

Motion to approve items 9.13 to 9.25. **Motion passed 9-0** with a motion by Jensen and a second by Glup.

9.14. Discuss, consider, and take all action to approve the final reading of Policy 4002 EEO.

9.15. Discuss, consider, and take all action to approve the final reading of Policy 4003 Employee Anti-discrimination.

9.16. Discuss, consider, and take all action to approve the final reading of 4003a Notice of Nondiscrimination.

9.17. Discuss, consider, and take all action to approve the final reading of 4003b Complaint form: Discrimination, Harassment or Retaliation.

9.18. Discuss, consider, and take all action to approve the final reading of Policy 4190 Standards of Performance.

9.19. Discuss, consider, and take all action to approve the final reading of Policy 4260 Standards of Performance for Non-Certified Staff.

9.20. Discuss, consider, and take all action to approve the final reading of Policy 5001 Admission Requirements.

9.21. Discuss, consider, and take all action to approve the final reading of Policy 5401 Equal Opportunity.

9.22. Discuss, consider, and take all action to approve the final reading of 5401z Complaint form: Discrimination, Harassment or Retaliation.

9.23. Discuss, consider, and take all action to approve the final reading of Policy 6380 Affirmative Action Instruction Program.

9.24. Discuss, consider, and take all action to approve the final reading of Policy 7060 Design Build.

9.25. Discuss, consider, and take all action to approve the final reading of Policy 7070 Construction Manager at Risk.

9.26. Discuss, consider, and take all action to adopt the 2020-2021 Budget for the Plattsmouth Community School District (13-0001) as published.

Motion passed 9-0 with a motion by Foster and a second by Barr.

9.27. Discuss, consider, and take all action to adopt the 2020-2021 Tax Request for the Plattsmouth Community School District (13-0001) as published.

Motion passed 9-0 with a motion by Foster and a second by Glup.

9.28. Discuss, consider, and take all action to pass a resolution regarding LB 103 and property tax relative to 2019-2020 and 2020-2021.

Motion passed 9-0 with a motion by Foster and a second by Glup.

9.29. Discuss, consider, and take all action to approve a A RESOLUTION AUTHORIZING THE ISSUANCE AND SALE BY CASS COUNTY SCHOOL DISTRICT 0001 (PLATTSMOUTH COMMUNITY SCHOOLS) IN THE STATE OF NEBRASKA OF ITS GENERAL OBLIGATION SCHOOL BUILDING BONDS, SERIES 2020, IN ONE OR MORE SERIES AND IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED FIVE MILLION FIVE HUNDRED SEVENTY-FIVE THOUSAND DOLLARS (\$5,575,000); CANVASSING THE RETURNS OF THE SPECIAL ELECTION HELD IN CONNECTION WITH SUCH BONDS; AUTHORIZING CERTAIN OFFICERS TO DETERMINE THE FINAL AGGREGATE PRINCIPAL AMOUNT, MATURITIES, RATES, TERMS AND OTHER DETAILS OF SUCH BONDS; IMPOSING AN AD VALOREM TAX ON ALL TAXABLE PROPERTY WITHIN THE DISTRICT TO PAY THE PRINCIPAL OF, PREMIUM, IF ANY, AND THE INTEREST ON SUCH BONDS; AUTHORIZING THE DESIGNATION OF CERTAIN BONDS AS QUALIFIED TAX-EXEMPT OBLIGATIONS; AUTHORIZING THE SALE AND DELIVERY OF THE BONDS TO THE PURCHASER THEREOF; ADOPTING CERTAIN POST-ISSUANCE TAX COMPLIANCE AND DISCLOSURE POLICIES AND PROCEDURES WITH RESPECT TO THE BONDS; AUTHORIZING THE TAKING OF CERTAIN ACTIONS AND THE EXECUTION AND DELIVERY OF CERTAIN DOCUMENTS; AND PRESCRIBING OTHER MATTERS RELATING THERETO.

Motion passed 9-0 with a motion by Foster and a second by Barr.

10. Announcements

10.1. Next meeting: Monday, Oct. 12, 2020, 6:30 PM Workshop 7 PM Regular Meeting

11. ADJOURNMENT. The meeting was adjourned at 7:47 p.m.

Chairperson

Superintendent

Committee on American Civics
Monday, September 14, 2020 5:45 PM
Plattsmouth Administration Center

1. Call Meeting to Order-Acknowledge Open Meetings Law
Chair Muller called the meeting to order at 5:47 PM.

2. Roll Call: Barr, Fuller, Muller
Barr and Muller were present.

3. Public Forum: Reception of Delegates-A time limit of three minutes will be set for individual speakers on a given topic. A total time limit of thirty minutes will be set for all speakers on a given topic, with an effort to provide equal time for pros, cons, and neutral opinions.
No one addressed the committee.

4. Discuss and review the social studies curriculum to ensure alignment with the Nebraska Department of Education standards and LB 399.
The committee discussed the social studies curriculum and alignment with the Nebraska Department of Education standards and LB 399.

5. Adjournment
Chair Muller adjourned the meeting at 5:50 PM.

Chairperson

Superintendent

**PLATTSMOUTH COMMUNITY SCHOOLS
TREASURER'S REPORT
OCTOBER 1, 2020**

Reconciled bank balance September 1, 2020 \$ 75,280.83-

RECEIPTS:

| | | |
|---------------------------------------|---------------------|------------------------|
| Cass Co. Treasurer - Local taxes | 2,737,656.49 | |
| Interest | 123.38 | |
| Head Start Fund - Transfers | 126,137.32 | |
| Special Bldg Fund – Transfers | 114,693.21 | |
| Student Fee Fund – Transfers | 318.58 | |
| QCPUF Fund – Transfers | 400.00 | |
| Cafeteria receipts | 10,142.71 | |
| State of Nebr. – State Aid | 592,729.00 | |
| State of Nebr. – Federal lunch | 17,401.46 | |
| State of Nebr. – Birth to 3 Endowment | 30,543.00 | |
| State of Nebr. – Title IIA | 20,359.00 | |
| Department of Defense - ROTC | 7,366.45 | |
| State of Nebr. – ABE | 588.21 | |
| Patrons - BDA | 409.74 | |
| Patrons – PK tuition | 4,021.87 | |
| Department of Defense – ROTC supplies | 1,287.03 | |
| Total Receipts | 3,734,177.45 | \$ 3,734,177.45 |

EXPENDITURES:

| | | |
|---------------------------|---------------------|------------------------|
| Payroll | 1,418,853.83 | |
| Vendor checks | 796,595.48 | |
| Petty Cash checks | 1,628.95 | |
| Total Expenditures | 2,217,078.26 | \$ 2,217,078.26 |

Reconciled bank balance September 30, 2020 \$ 1,441,818.36

Through Sept 30, 2020, receipts are at 16.35% of budget
Expenditures are at 10.51% of budget

Through Sept 30, 2020, 8.54% of the general fund budget was spent on instruction and instruction support, and 1.97% was spent on all other functions

HEAD START FEDERAL FUND (merged with General Fund):

| | | |
|---|-----------|--------------------|
| Reconciled bank balance September 1, 2020 | \$ | 43,387.34- |
| Receipts | | 43,455.01 |
| Expenditures | | <u>126,137.32</u> |
| Head Start Federal Fund balance | \$ | 126,069.65- |

TREASURER'S REPORT
OCTOBER 1, 2020
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GENERAL FUND

| | | |
|---|----|---------------|
| Bank account balance | | 1,441,818.36 |
| Nutrition Fund balance | | 187,459.33 |
| Head Start transition to Fund 01 - adjustment | | 195,778.19 |
| Employee Benefit Fund balance | | 358.40 |
| Investment – N.L.A.F. | | 96,849.59 |
| Loan from Depreciation | | 999,500.00 |
| Credit line draw | | 950,675.00 |
| Loan from Special Building Fund | | 630,000.00 |
| General Fund Balance | \$ | 1,425,102.97- |

NUTRITION FUND

| | | |
|------------------------|----|------------------|
| Beginning cash balance | \$ | 195,974.35 |
| Receipts | | 27,544.17 |
| Expenditures | | <u>36,059.19</u> |
| Cafeteria Fund balance | \$ | 187,459.33 |

FLEXIBLE BENEFIT FUND/EMPLOYEE BENEFIT

| | | |
|---|----|-----------------|
| Reconciled bank balance September 1, 2020 | \$ | 34,653.17 |
| Receipts | | 3,609.11 |
| Expenditures | | <u>3,355.25</u> |
| Flexible Benefit Fund balance | \$ | 34,907.03 |

SPECIAL BUILDING FUND

| | | |
|---|----|-------------------|
| Reconciled bank balance September 1, 2020 | \$ | 104,308.59 |
| Receipts | | 155,082.90 |
| Expenditures | | 114,693.21 |
| Bond Proceeds - draw | | <u>114,693.21</u> |
| Special Building Fund bank balance | \$ | 259,391.49 |
| Investment in Nebr. Liquid Asset Fund | \$ | 63,518.65 |
| Bond investment in NSDLAF | \$ | 3,548,483.38 |
| Loan to General Fund | \$ | 630,000.00 |

BOND FUND

| | | |
|---|----|------------------|
| Reconciled bank balance September 1, 2020 | \$ | 72,512.96 |
| Receipts | | 309,980.29 |
| Line of credit repay | | <u>70,000.00</u> |
| Bond Fund bank balance | \$ | 312,493.25 |
| Investment in NSDLAF | \$ | 1,523.23 |
| Line of Credit | \$ | 479,325.00 |

TREASURER'S REPORT
OCTOBER 1, 2020
PAGE 3

QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

| | | |
|---|----|---------------|
| Reconciled bank balance September 1, 2020 | \$ | 194,422.70 |
| Receipts | | 116,081.64 |
| Expenditures | | <u>400.00</u> |
| QCPU Fund bank balance | \$ | 310,104.34 |
| Certificate of Deposit – Plattsmouth State Bank | \$ | 38,313.83 |

DEPRECIATION FUND

| | | |
|---|----|-------------|
| Reconciled bank balance September 1, 2020 | \$ | 25,857.54 |
| Receipts/loan repay | | 1.69 |
| Expenditures | | <u>0.00</u> |
| Depreciation Fund Balance | \$ | 25,859.23 |
| CD @ Plattsmouth State Bank | \$ | 216,957.06 |
| Loan to General | \$ | 999,500.00 |

STUDENT FEE FUND

| | | |
|---|----|---------------|
| Reconciled bank balance September 1, 2020 | \$ | 93,897.25 |
| Receipts | \$ | 4,907.91 |
| Expenditures | \$ | <u>318.58</u> |
| Student Fee Fund Balance | \$ | 98,486.58 |

ROBERT WILEY ESTATE

Investment Account with Edward D. Jones as of 9-25-20:

| | | |
|------------------|----|--------------|
| Beginning value | \$ | 1,205,156.02 |
| Fees and charges | \$ | 962.58 |
| Change in value | \$ | 34,932.31- |
| Total | \$ | 1,169,261.13 |

WILES SCHOLARSHIP

Investment Account with Edward D. Jones as of 9-25-20:

| | | |
|-----------------|----|-----------|
| Beginning value | \$ | 39,820.35 |
| Change in value | \$ | 966.24- |
| Total | \$ | 38,824.11 |

TREASURER'S REPORT
OCTOBER 1, 2020
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DUDA SCHOLARSHIP

Investment account with Vanguard as of 9-30-20: \$ 518,679.85

GENERAL FUND balance September 30, 2018 \$ 295,621.81
GENERAL FUND balance September 30, 2019 \$ 1,084,232.21-
GENERAL FUND balance September 30, 2020 \$ 1,425,102.97-

SPECIAL BLDG FUND balance September 30, 2018 \$ 96,463.60
SPECIAL BLDG FUND balance September 30, 2019 \$ 256,510.19
SPECIAL BLDG FUND balance September 30, 2020 \$ 322,910.14

**ROBERT E. WILEY SCHOLARSHIP UPDATE
SEPTEMBER 30, 2020**

| | | |
|-------------------------------------|-----------|----------------------|
| BEG VALUE 8-29-20 | \$ | 1,205,156.02 |
| PLUS: INTEREST AND DIVIDENDS | \$ | 1,876.11 |
| LESS: CHANGE IN VALUE | \$ | 36,808.42 |
| LESS: FEES AND CHARGES | \$ | <u>962.58</u> |
| END VALUE 9-25-20 | \$ | 1,169,261.13 |

- 1. For the month, the account dropped \$35,894.89, after fees, or 2.98%.**
- 2. Year to date, the account is still up 1.08%.**
- 3. Currently at 53% in equities.**
- 4. No major allocation changes were made during the month.**
- 5. The market and account dropped this past month due to significant decline in the technology sector. Expect continued market volatility leading up to the election.**
- 6. See the attached market update.**



CASS COUNTY SCHOOL DISTRICT #1
ROBERT E WILEY SCHOLARSHIP FD
C/O TONDA HAITH
1912 HIGHWAY 34
PLATTSMOUTH NE 68048-5676

Portfolio Summary

Total Portfolio Value

\$1,208,085.25

| | |
|-------------|----------------|
| 1 Month Ago | \$1,244,976.38 |
| 1 Year Ago | \$1,192,925.03 |
| 3 Years Ago | \$1,215,716.91 |
| 5 Years Ago | \$1,099,356.95 |

Keep Performance in Perspective

When you look at your account on a short-term basis, it's easy to get caught up in day-to-day movements. But it's likely you aren't saving for tomorrow or even for the next day - you're saving for long-term financial goals. That's why it's important to maintain a proper perspective. While you can't control market volatility, you can control what you do to keep your investment strategy on track. You and your financial advisor can partner together to make adjustments as needed, so you can stay invested tomorrow and beyond.

It's Open Enrollment Season

If your employer offers open enrollment for insurance benefits, consider meeting with your financial advisor before making any decisions. He or she can help you evaluate your options to determine what may be right for your situation. (Edward Jones is a licensed insurance producer in all states and Washington, D.C., through Edward D. Jones & Co. L.P. and in CA, NM and MA through Edward Jones Insurance Agency of CA, LLC; Edward Jones Insurance Agency of NM, LLC; and Edward Jones Insurance Agency of MA, LLC.)

Overview of Accounts

| Accounts | Account Holder | Account Number | Value 1 Year Ago | Current Value |
|---|--------------------------------|----------------|-----------------------|-----------------------|
| Association Account Select | Cass County School District #1 | 693-12504-1-6 | \$0.01 | \$0.01 |
| Association Account Select | Cass County School District #1 | 693-12506-1-4 | \$37,357.12 | \$38,824.11 |
| Association Account Advisory Solutions Fund Model | Cass County School District #1 | 693-19740-1-5 | \$1,155,567.90 | \$1,169,261.13 |
| Total Accounts | | | \$1,192,925.03 | \$1,208,085.25 |

Although account information is provided on this page, it does not guarantee an actual statement was produced. Refer to your account statement for the exact registration and more specific details regarding each account.

Important disclosures, such as Statement of Financial Condition, Conditions that Govern Your Account, Account Safety, Errors, Complaints, Withholding, Free Credit Balance, Fair Market Value or Terminology, relating to your account(s) are available on the last page of this package or at www.edwardjones.com/statementdisclosures.



Cass County School District #1

Different Needs, Many Choices

It's good to have choices. With Edward Jones, you choose the account options that fit your goals and the way you like to invest. No matter which options you choose, you and your financial advisor will work together to develop a strategy to help you achieve your long-term goals. Talk with your financial advisor today to discuss your choices and which account options may be best-suited to you.

Association - Advisory Solutions Fund Model

Portfolio Objective - Account: Balanced Growth and Income

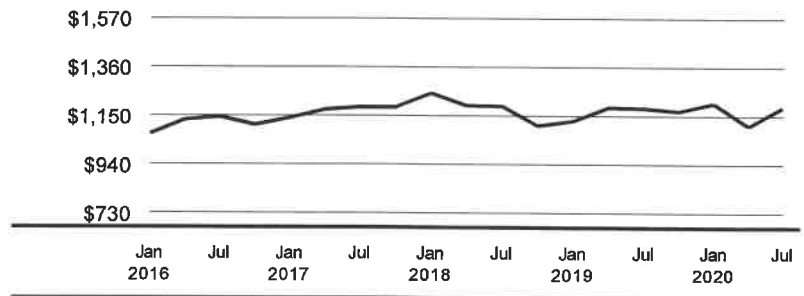
For more information about the Advisory Solutions program go to www.edwardjones.com/advisorybrochures.

Account Value

\$1,169,261.13

| | |
|-------------|----------------|
| 1 Month Ago | \$1,205,156.02 |
| 1 Year Ago | \$1,155,567.90 |
| 3 Years Ago | \$1,181,368.81 |
| 5 Years Ago | \$0.00 |

Value of Your Account (in 000s)



Value Summary

| | This Period | This Year |
|-------------------------------|-----------------------|----------------|
| Beginning Value | \$1,205,156.02 | \$1,207,286.98 |
| Assets Added to Account | 0.00 | 0.00 |
| Assets Withdrawn from Account | 0.00 | -49,000.00 |
| Fees and Charges | -962.58 | -8,362.62 |
| Change In Value | -34,932.31 | 19,336.77 |
| Ending Value | \$1,169,261.13 | |

For more information regarding the Value Summary section, please visit www.edwardjones.com/mystatementguide.

Rate of Return

| Your Personal Rate of Return for Assets Held at Edward Jones | This Quarter | Year to Date | Last 12 Months | 3 Years Annualized | 5 Years Annualized |
|--|--------------|--------------|----------------|--------------------|--------------------|
| | 3.24% | 1.08% | 5.31% | 4.64% | — |

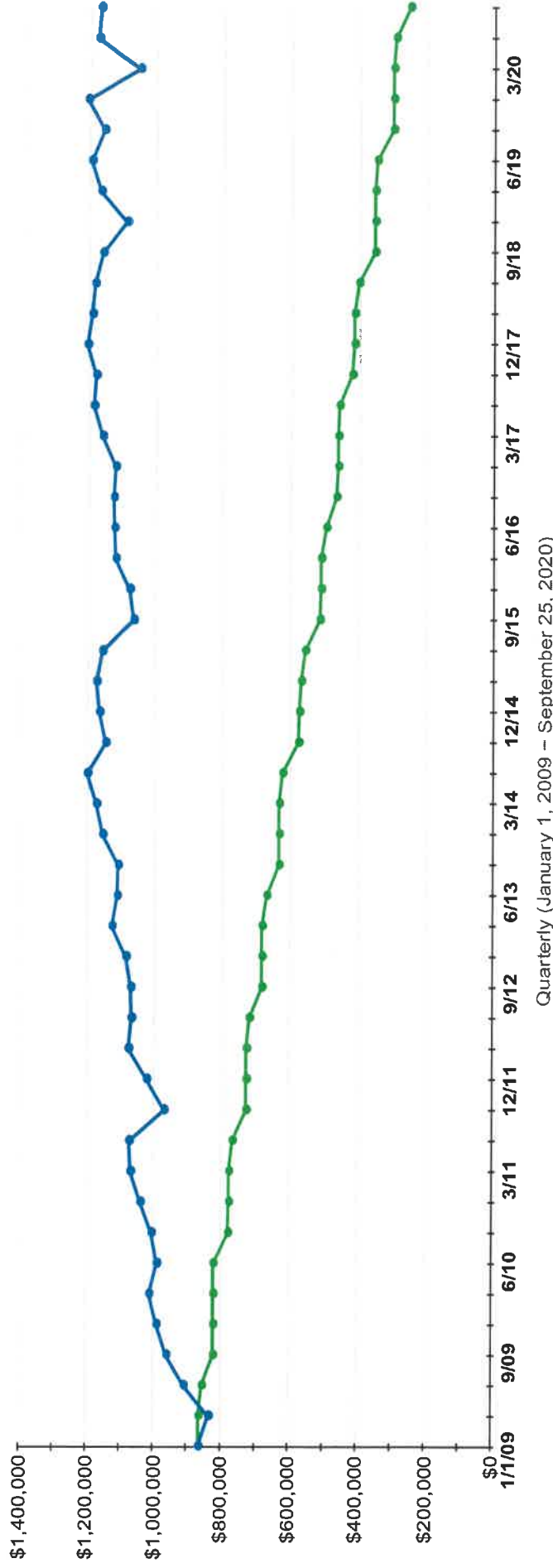
Performance Summary

Portfolio Objective: Balanced Growth & Income

Michael A. Schuidt
Financial Advisor
(402) 296-6025

Prepared for: WILEY SCHOLARSHIP FUND – COMBINED ACCTS
Saving for SCHOLARSHIPS

This summary details the value of your account(s) at Edward Jones. It excludes information about assets held by a vendor outside of Edward Jones.



| Value of Account(s) at Edward Jones | 2017 | 2018 | 2019 | 2020 | Since 01-Jan-2009 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|
| Beginning Value | \$1,120,915.53 | \$1,206,817.44 | \$1,089,153.70 | \$1,207,286.46 | \$864,350.66 |
| Amount Added / Withdrawn | (\$46,500.00) | (\$58,900.00) | (\$54,100.00) | (\$49,000.00) | (\$609,580.93) |
| Return in \$ | \$132,401.90 | (\$58,763.73) | \$172,232.75 | \$10,974.68 | \$914,491.41 |
| Ending Value of Account(s) at Edward Jones | \$1,206,817.44 | \$1,089,153.70 | \$1,207,286.46 | \$1,169,261.14 | \$1,169,261.14 |
| Your Personal Rate of Return as of September 25, 2020 | 12.00% | -4.97% | 16.15% | 1.08% | Annualized Return 7.99% |

Please refer to "Putting Your Performance into Perspective" for Important Information.

Diversification by Investment Category

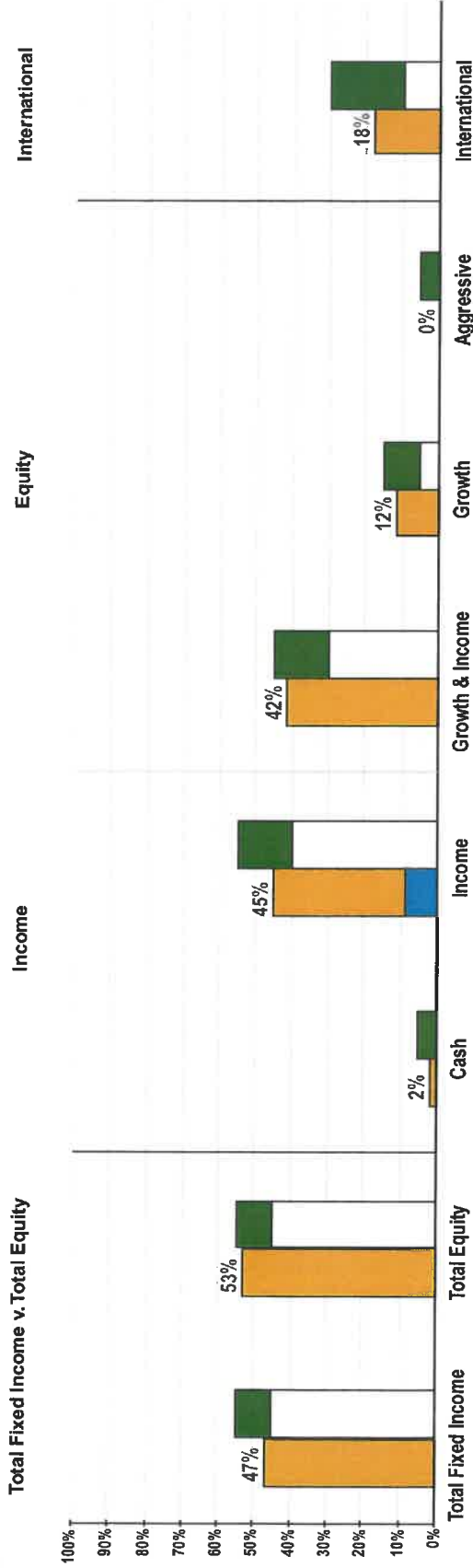
Portfolio Objective: Balanced Growth & Income

Michael A. Schuidt

Financial Advisor

(402) 296-6025

Prepared for: WILEY SCHOLARSHIP FUND – COMBINED ACCTS
Saving for SCHOLARSHIPS



| Investment Category | Value | Actual | Suggested Range | Recommended Target |
|--|--------------------|---------------|-----------------|--------------------|
| Fixed Income | | | | |
| Cash | \$20,267 | 1.73% | 0-5% | Middle |
| Income | \$526,001 | 45.01% | 40-55% | Middle |
| Total Fixed Income | \$546,268 | 46.74% | 45-55% | Middle |
| Equity | | | | |
| Growth and Income | \$485,212 | 41.52% | 30-45% | Middle |
| Growth | \$137,108 | 11.73% | 5-15% | Middle |
| Aggressive | \$0 | 0.00% | 0-5% | Middle |
| Total Equity | \$622,320 | 53.25% | 45-55% | Middle |
| Portfolio Total | \$1,168,588 | | | |
| International | \$206,502 | 17.67% | 10-30% | Middle |
| Aggressive Income (Included in Income) | \$100,494 | 8.60% | 0-15% | High |

The Suggested Range reflects the Edward Jones Investment Policy Committee's recommended weightings for each investment category based on your Portfolio Objective. To take advantage of timely market opportunities and risks, we also recommend specific targets within those Suggested Ranges. This report is for informational purposes only and is not an account statement. You should not rely on it to reflect your investment holdings at Edward Jones. To review your investment holdings, please refer to your account statement or Online Access. This report may include information about assets you hold outside of Edward Jones ("Outside Assets"), as well as assets held by a vendor outside of Edward Jones ("Vendor-held Assets"). The ownership, quantity and market value of these Outside and Vendor-held Assets have not been verified by Edward Jones and Edward Jones assumes no responsibility for the accuracy of data relating to these assets. Outside and Vendor-held Assets may not be covered by SIPC. For information on SIPC coverage, you should contact the holder of those assets. If you believe any of this information is inaccurate or have concerns regarding this report, please contact your financial advisor, call our Client Relations department at 800-441-2357 or review your account online at edwardjones.com/access. Additional important disclosures can be found at edwardjones.com/disclosures.



The Election and the Market: 4 Facts to Know Today

Craig Fehr, CFA • Investment Strategist

Nela Richardson, Ph.D. • Investment Strategist

Angelo Kourkafas, CFA • Investment Strategy Analyst

Sloane Marshall • Associate Analyst

4 key facts to know about this election:

1. The market doesn't "win" or "lose" on election day.
2. Differing policies may rock the boat but won't sink the ship.
3. The market doesn't have a political party. Elections matter, but fundamentals matter more.
4. When it comes to your portfolio, vote with your goals, not the polls.

The 2020 presidential election is dominating the headlines and capturing investors' attention, given the polarized political environment and disparate policy principles of the candidates. Despite this, we don't think the outcome will be the determining factor in the broader direction of the financial markets over the long run.

Does this election matter? Yes.

Will the stock market have short-term reactions to the policy proposals and election uncertainties? We think so.

But there is good news for long-term investors. History shows us it's the fundamental factors – such as economic growth, rising corporate profits and interest rate conditions – that are the more powerful and lasting determinant of market performance. When it comes to your portfolio, ensure your financial goals, not election uncertainties, are your guide.

Here are four key facts to know about this election:

1. The market doesn't "win" or "lose" on election day.

We don't think this election presents an exclusively good or bad outcome for the financial markets. Historically, the stock market has returned 13.9% during election years. Looking more closely, the average return in the six months leading up to November elections was 6.1%, and the average return in the following six months was 6.5%.¹

The average total return for stocks in the two years following an election year is 10.5% per year, with only four instances in which the market was down over that two-year period. This indicates an election outcome doesn't represent a larger downside catalyst.¹

In elections since World War II that have resulted in a change in the party occupying the White House, the average stock market return in the following year was 5.8%. When the incumbent party retained the White House, the average return was 15.5%. This includes four instances in which Democrats retained the White House and five times when Republicans retained the presidency.

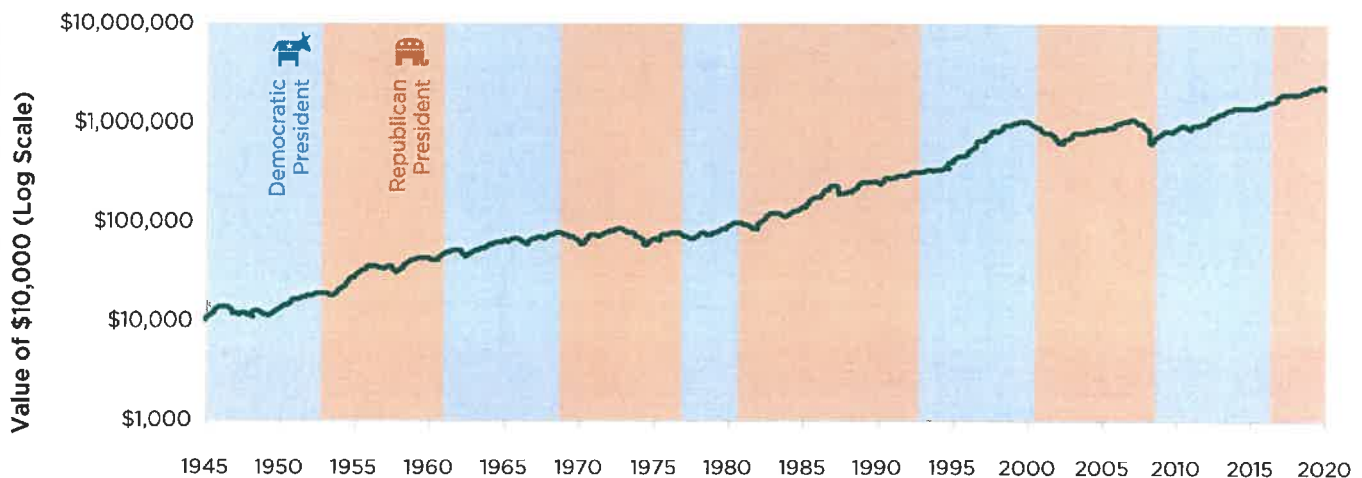
When we look historically at an incumbent Republican win (a potential outcome in this election), the average market return in the following year was 8.6%. When the incumbent Republican party lost and the Democratic party moved into the Oval Office, the market averaged a return of 14.1% in the following year. **The bottom line:** Markets have performed well following a wide variety of election outcomes.²

We expect market fluctuations to increase as we approach the election, given the polarized political climate and potential policy shifts. Historically, market volatility has

risen in the two months ahead of an election but has subsided by an average of 16% in the month afterward,³ with smaller post-election fluctuations reflecting reduced political uncertainty regardless of the outcome. We suspect the same can play out this time, with election anxiety being replaced by a focus on the economic recovery, which may instigate volatility in its own right. However, a disputed or inconclusive result on Nov. 3 (similar to the 2000 election recount) would likely produce elevated market volatility that extends beyond election day.

Markets Have Performed Well Under Both Political Parties

The S&P 500 and Presidential Party (\$10,000 Invested in 1945)



Source: Bloomberg, S&P 500 Index total return. The S&P 500 is unmanaged, not available for direct investment and is not meant to depict an actual investment.

2. Differing policies may rock the boat but won't sink the ship.

This election highlights the sizable chasm between Trump and Biden on key policy elements such as taxes, regulation and the government's role in economic growth. These differing policy principles are perhaps more acute given the existing pandemic and current political environment, but they are not new or unique to this election.

The election outcome poses different policy approaches, but in our view, neither administration will solely determine the fate of the economy or the financial markets. It's worth remembering that campaign rhetoric often differs from actual legislation, as proposals can change considerably as they move through our democratic process.

White House policies can help shape the economic terrain, but history shows that broader path has been rather similar over time, even as the party in the Oval Office has shifted. We attribute this to the composition of the U.S. economy, which is principally made up of consumer spending and business investment. Also, the nature of our democratic system largely limits the ability of one administration or political party to fully re-engineer the economy, keeping consumer and business behavior behind the wheel over time.

While we don't think this election is the determining factor in the economy's long-term fate, these three potential scenarios will, in our view, pose the following implications:

Trump wins; Congress remains divided:

Likely a continuation of existing policies, with a split Congress tempering any major legislative initiatives. Policy implications include:

- Lower taxes for households and businesses
- Ongoing deregulation
- Continuation of the existing private health care system and a focus on lowering drug prices

Biden wins; Congress remains divided:

Biden's executive agenda will look to roll back some of Trump's more recent policies, but a split Congress will likely prevent a sweeping or swift policy overhaul, with gridlock producing slightly more moderate policy shifts. Implications include:



- Increased tax rates for upper-income earners and corporations
- Tighter regulations related to labor (minimum wage) and environmental issues
- Expansion of the public health care option to expand coverage and lower costs

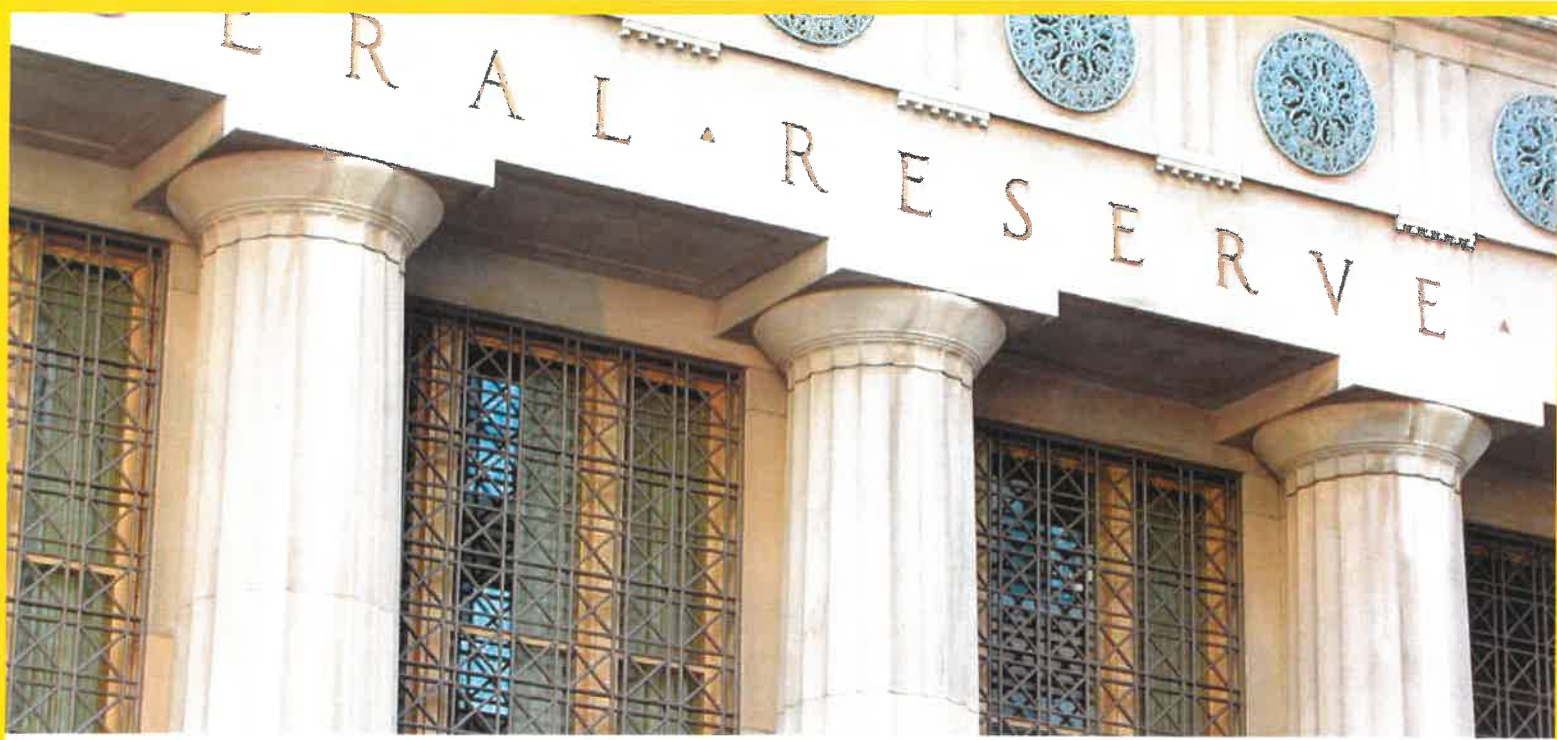
Biden wins; Senate flips for Democratic control of Congress:

A possible scenario includes a Democratic sweep that would result in White House and congressional control. This would likely fast-track some of Biden's policies mentioned above, perhaps most notably on taxes, regulation and fiscal spending initiatives.

While the campaign and the headlines will highlight the dramatic differences, we do think there will be some consistent outcomes between the administrations, including a tough trade stance with China, support for a combination of fiscal and monetary (low interest rates) stimulus to aid the recovery, infrastructure spending and ongoing deficit spending, adding to high government debt levels.

Policy Proposal Comparison

| |  Trump |  Biden |
|-----------------------|--|---|
| Taxes | <ul style="list-style-type: none"> • Maintain 21% corporate tax rate • Additional income tax cuts | <ul style="list-style-type: none"> • Raise corporate tax rate to 28%; create minimum corporate rate • Raise taxes on earners over \$400k; increase top marginal rate |
| Regulation | <ul style="list-style-type: none"> • Continued easing of financial and energy sector regulations | <ul style="list-style-type: none"> • Raise environmental standards and regulations |
| Jobs | <ul style="list-style-type: none"> • Potential payroll tax reductions | <ul style="list-style-type: none"> • Raise federal minimum wage |
| Health Care | <ul style="list-style-type: none"> • Support private health care system over expanded gov't benefits • Executive actions to reduce drug prices | <ul style="list-style-type: none"> • Expand public option (ACA) and Medicare • Reduce health care costs via price caps and potential imports |
| Gov't Spending | <ul style="list-style-type: none"> • Ongoing deficit spending; rising federal debt • Proposed infrastructure bill • Military spending | <ul style="list-style-type: none"> • Ongoing deficit spending; rising federal debt • Proposed infrastructure bill • Clean energy/ climate change spending |
| Trade Policy | <ul style="list-style-type: none"> • Maintain trade pressure on China • Unlikely to impose new tariffs • Maintain harder line on U.S.-int'l trade balances and negotiations | <ul style="list-style-type: none"> • Maintain trade pressure on China • Unlikely to roll back existing tariffs • Support an int'l coalition for trade negotiations |



3. The market doesn't have a political party. Elections matter, but fundamentals matter more.

Since World War II, the average annual return of the U.S. stock market has been 11.1%. It has performed well under both Republican and Democratic presidents, with the strongest annualized returns occurring during the Reagan (R), Eisenhower (R), Obama (D), Clinton (D) and Ford (R) presidencies.^{1,3}

History shows that over time, market performance is driven principally by fundamentals, not elections. Trends in economic conditions, corporate profits and interest rates have been the more powerful and lasting guide for investment values. We think the following fundamental conditions – though not immune to presidential policies – will set the broader course for the markets regardless of the election outcome:

A gradual but sustained economic recovery – After a partial initial snapback from the spring shutdown, we think the economy will gradually recover amid slowly declining unemployment and eventual renewed business spending. Fiscal aid, while having a different complexion depending on the party, will be a necessary component of the early stage recovery that the president will preside over early in the term.

Rising corporate profitability – Various industries and business sizes will navigate this environment differently given the disproportionate pandemic impacts. Nevertheless, corporate profits have shown an ability to flourish under all varieties of Washington control. While corporate tax rates likely hang in the balance with this election and a rate

increase would pose an initial hit to profitability that would instigate stock price volatility, we don't think the longer-term corporate earnings rebound will be derailed by a hike to the proposed 28% tax rate.

Ongoing monetary policy stimulus – Federal Reserve policy stimulus has been a key component of the market rebound this year. We think highly supportive monetary stimulus and ultra-low interest rates will persist. Monetary policy is governed by employment conditions, inflation trends and financial conditions, all of which we believe will support ongoing stimulus in the coming years.

Since 1960, there have been five instances in which the economy was in recession or the stock market declined 20% in an election year. The incumbent party lost each of those elections, highlighting the weight voters place on economic and personal financial conditions.

It's worth noting, however, that there are some differences this time:

1. This recession and bear market were sparked by a global pandemic, not existing presidential policies.
2. The recession and bear market have both ended, with conditions improving heading into the election.

This does not mean conditions are ideal, but this may create a different environment versus past instances where some voters attributed economic hardships more directly to the incumbent party.

4. When it comes to your portfolio, vote with your goals, not the polls.

Political changes occur frequently, and your investment timeline will likely span numerous presidential terms. Ensure you're making decisions aligned with your financial goals rather than election headlines or political parties.

Action for investors: We do think election uncertainty will be a catalyst for market fluctuations. However, staying invested and building an appropriately balanced, diversified portfolio can be an effective strategy for navigating market volatility.

We don't think being "all in" or "all out" of the market is an effective strategy for the long run. The candidates' disparate policies pose some unique implications for certain sectors such as energy and health care, but history has shown us that each industry can survive, and quality companies can thrive, under a range of political scenarios.

Action for investors: We think the economic backdrop warrants appropriate balance across equity sectors, while the broader global rebound still supports some diversified exposure to international markets.

Aggressive Fed stimulus and additional deficit spending raise the prospects of higher inflation down the road. We think inflation will remain subdued as the economy navigates the pandemic and gathers its footing in the coming years, but currently policies pose potential implications for long-run inflation.

Action for investors: An appropriate allocation to equities, along with exposure to those with rising dividend potential, can help position for the impacts of inflation over time.

While changes to tax policies can be unpredictable over time, taxes are at historically low levels, and the government deficit has increased substantially as a result of the pandemic and the government's response to it.

Action for investors: Regardless of which party is elected in 2020, it's not unreasonable to expect taxes will rise at some point in the near or distant future, which may present the opportunity to discuss strategies with your financial advisor and tax professional, such as Roth conversions. There may be even more flexibility with your tax situation to take Roth conversions in 2020, since required minimum distributions were eliminated for 2020 because of the CARES Act.

1 Source: Bloomberg, S&P 500 Index total return.

2 Source: Ned Davis Research.

3 Volatility measured by the CBOE Volatility Index.

Diversification does not guarantee a profit or protect against loss in declining markets.

Past performance is not a guarantee of future results. Special risks are inherent in international investing, including those related to currency fluctuations and foreign political and economic events.

Investing in equities involves risks. The value of your shares will fluctuate, and you may lose principal.

Dividends can be increased, decreased or eliminated at any point without notice.

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MAKING SENSE OF INVESTING

EXPENDITURE BY FUNCTION SUMMARY
09/2020

| Account Number | Account Description | Revised Budget | During Month | To Date | % of Budget | Balance at EOM | Unencumbered Balance |
|----------------|----------------------------------|----------------|--------------|--------------|-------------|----------------|----------------------|
| 01 | GENERAL | | | | | | |
| 1100 | REGULAR INSTRUCTIONAL PROGRAMS | \$7,660,243.00 | \$665,833.71 | \$665,833.71 | 8.75 | \$6,994,409.29 | \$6,989,685.07 |
| 1125 | SA FLEX FUNDING | \$183,084.00 | \$11,421.66 | \$11,421.66 | 8.97 | \$171,662.34 | \$166,667.48 |
| 1150 | LIMITED ENGLISH PROFICIENCY | \$73,882.00 | \$8,686.73 | \$8,686.73 | 11.78 | \$65,195.27 | \$65,175.28 |
| 1160 | POVERTY PROGRAMS | \$783,969.00 | \$61,898.92 | \$61,898.92 | 7.90 | \$722,070.08 | \$722,070.08 |
| 1195 | BAF FLEX FUNDING | \$26,305.00 | \$1,922.67 | \$1,922.67 | 7.31 | \$24,382.33 | \$24,382.33 |
| 1200 | SPECIAL EDUCATION PROGRAMS | \$2,991,559.00 | \$293,428.04 | \$293,428.04 | 9.81 | \$2,698,130.96 | \$2,698,130.96 |
| 1291 | SPED INSTRUCTIONAL PROGRAMS 3-5 | \$242,487.00 | \$26,775.25 | \$26,775.25 | 11.26 | \$215,711.75 | \$215,189.35 |
| 1300 | SUMMER SCHOOL | \$19,558.00 | \$0.00 | \$0.00 | 0.00 | \$19,558.00 | \$19,558.00 |
| 2110 | SOCIAL WORK SERVICES | \$212,699.00 | \$17,732.15 | \$17,732.15 | 8.34 | \$194,966.85 | \$194,966.85 |
| 2120 | GUIDANCE SERVICES | \$315,206.00 | \$26,621.38 | \$26,621.38 | 8.45 | \$288,584.62 | \$288,584.62 |
| 2130 | HEALTH SERVICES | \$89,814.00 | \$8,300.43 | \$8,300.43 | 9.24 | \$81,513.57 | \$81,513.57 |
| 2141 | SCHOOL PSYCHOLOGY SERVICES | \$179,237.00 | \$15,083.33 | \$15,083.33 | 8.57 | \$164,153.67 | \$163,867.82 |
| 2151 | SA SPEECH PATHOLOGY | \$163,656.00 | \$12,700.16 | \$12,700.16 | 7.76 | \$150,955.84 | \$150,955.84 |
| 2152 | PK 3-5 SPEECH PATHOLOGY | \$126,100.00 | \$9,725.75 | \$9,725.75 | 7.71 | \$116,374.25 | \$116,374.25 |
| 2161 | SA OCCUPATIONAL THERAPY | \$25,000.00 | \$1,888.00 | \$1,888.00 | 7.55 | \$23,112.00 | \$23,112.00 |
| 2162 | PK OCCUPATIONAL THERAPY | \$25,000.00 | \$1,135.75 | \$1,135.75 | 4.54 | \$23,864.25 | \$23,864.25 |
| 2171 | SA PHYSICAL THERAPY | \$20,000.00 | \$1,017.75 | \$1,017.75 | 5.09 | \$18,982.25 | \$18,982.25 |
| 2172 | PK PHYSICAL THERAPY | \$18,000.00 | \$427.75 | \$427.75 | 2.38 | \$17,572.25 | \$17,572.25 |
| 2181 | SA VISION | \$20,000.00 | \$0.00 | \$0.00 | 0.00 | \$20,000.00 | \$20,000.00 |
| 2212 | INSTR AND CURRICULUM DEVELOPMENT | \$99,000.00 | \$147,485.20 | \$147,485.20 | 148.97 | (\$48,485.20) | (\$48,485.20) |
| 2213 | INSTRUCTIONAL STAFF TRAINING | \$23,000.00 | \$429.00 | \$429.00 | 1.87 | \$22,571.00 | \$22,571.00 |
| 2214 | IMPLEMENTATION OF STANDARDS | \$5,000.00 | \$0.00 | \$0.00 | 0.00 | \$5,000.00 | \$5,000.00 |
| 2220 | LIBRARY/MEDIA SERVICES | \$229,094.00 | \$24,899.07 | \$24,899.07 | 11.16 | \$204,194.93 | \$203,517.93 |
| 2230 | INSTRUCTION RELATED TECHNOLOGY | \$141,185.00 | \$7,172.91 | \$7,172.91 | 5.08 | \$134,012.09 | \$134,012.09 |

EXPENDITURE BY FUNCTION SUMMARY
09/2020

| Account Number | Account Description | Revised Budget | During Month | To Date | % of Budget | Balance at EOM | Unencumbered Balance |
|----------------|-------------------------------------|----------------|---------------|---------------|-------------|----------------|----------------------|
| 2310 | BOARD OF EDUCATION | \$239,300.00 | \$7,924.96 | \$7,924.96 | 3.67 | \$231,375.04 | \$230,525.04 |
| 2320 | EXECUTIVE ADMIN. SERVICES | \$211,765.00 | \$17,109.52 | \$17,109.52 | 8.08 | \$194,655.48 | \$194,655.48 |
| 2330 | DISTRICT LEGAL SERVICES | \$70,000.00 | (\$19,403.30) | (\$19,403.30) | (27.72) | \$89,403.30 | \$89,403.30 |
| 2410 | OFFICE OF THE PRINCIPAL SERV. | \$1,297,559.00 | \$109,819.74 | \$109,819.74 | 8.46 | \$1,187,739.26 | \$1,187,739.26 |
| 2510 | GENERAL BUSINESS SUPPORT | \$249,843.00 | \$54,497.76 | \$54,497.76 | 21.81 | \$195,345.24 | \$195,345.24 |
| 2530 | DUPLICATNG SERVICES | \$96,700.00 | \$12,643.05 | \$12,643.05 | 13.07 | \$84,056.95 | \$84,056.95 |
| 2540 | EVALUATION SERVICES | \$100.00 | \$0.00 | \$0.00 | 0.00 | \$100.00 | \$100.00 |
| 2580 | ADMIN TECHNOLOGY SERVICES | \$243,441.00 | \$44,179.70 | \$44,179.70 | 21.39 | \$199,261.30 | \$191,370.42 |
| 2610 | OPERATION OF PLANT | \$798,792.00 | \$126,143.31 | \$126,143.31 | 15.79 | \$672,648.69 | \$672,648.69 |
| 2620 | MAINTENANCE OF PLANT | \$411,109.00 | \$49,460.45 | \$49,460.45 | 13.94 | \$361,648.55 | \$353,798.55 |
| 2630 | UPKEEP OF GROUNDS | \$17,850.00 | \$4,778.21 | \$4,778.21 | 26.77 | \$13,071.79 | \$13,071.79 |
| 2650 | VEHICLE OPERATION/MAINTENANCE | \$66,500.00 | \$4,270.94 | \$4,270.94 | 6.42 | \$62,229.06 | \$62,229.06 |
| 2660 | SECURITY SERVICES | \$210,000.00 | \$0.00 | \$0.00 | 0.00 | \$210,000.00 | \$210,000.00 |
| 2670 | SAFETY SERVICES | \$12,000.00 | \$1,453.10 | \$1,453.10 | 12.11 | \$10,546.90 | \$10,546.90 |
| 2710 | REGULAR STUDENT TRANSPORTATION | \$450,300.00 | \$39,181.53 | \$39,181.53 | 8.70 | \$411,118.47 | \$411,118.47 |
| 2712 | SA SPED VEHICLE OPERATION | \$214,000.00 | \$4,568.96 | \$4,568.96 | 2.14 | \$209,431.04 | \$209,431.04 |
| 2713 | PK VEHICLE OPERATION | \$40,000.00 | \$3,329.48 | \$3,329.48 | 8.32 | \$36,670.52 | \$36,670.52 |
| 3300 | COMMUNITY SERVICE OPERATIONS | \$32,815.00 | \$2,089.42 | \$2,089.42 | 6.37 | \$30,725.58 | \$30,725.58 |
| 3400 | GRANTS FR PRIVATE INTERESTS/EDQUEST | \$4,600.00 | \$40.00 | \$40.00 | 0.87 | \$4,560.00 | \$4,560.00 |
| 3500 | STATE CATEGORICAL PROGRAMS/RULE 82 | \$1,302.00 | \$119.06 | \$119.06 | 9.14 | \$1,182.94 | \$1,182.94 |
| 3535 | HIGH ABILITY LEARNERS | \$11,723.00 | \$898.42 | \$898.42 | 7.66 | \$10,824.58 | \$10,824.58 |
| 3541 | BIRTH TO 3 ENDOWMENT | \$75,000.00 | \$6,695.95 | \$6,695.95 | 8.93 | \$68,304.05 | \$68,304.05 |
| 3550 | OTHER STATE CATEGORICAL/RULE 4 | \$10,000.00 | \$0.00 | \$0.00 | 0.00 | \$10,000.00 | \$10,000.00 |
| 6200 | TITLE I PART A | \$205,665.00 | \$13,214.45 | \$13,214.45 | 6.43 | \$192,450.55 | \$192,450.55 |
| 6210 | TITLE I PART A ACCOUNTABILITY | \$0.00 | \$5,750.00 | \$5,750.00 | 0.00 | (\$5,750.00) | (\$5,750.00) |

EXPENDITURE BY FUNCTION SUMMARY

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| Account Number | Account Description | Revised Budget | During Month | To Date | % of Budget | Balance at EOM | Unencumbered Balance |
|----------------|---|-----------------|----------------|----------------|-------------|-----------------|----------------------|
| 6310 | TITLE II PART A | \$34,089.00 | \$2,368.84 | \$2,368.84 | 6.95 | \$31,720.16 | \$31,720.16 |
| 6406 | IDEA PRESCHOOL (619) BASE | \$12,493.00 | \$1,002.32 | \$1,002.32 | 8.02 | \$11,490.68 | \$11,490.68 |
| 6408 | IDEA BASE/EP | \$374,336.00 | \$30,104.33 | \$30,104.33 | 8.04 | \$344,231.67 | \$344,231.67 |
| 6412 | IDEA PART B PROPORTIONATE SHARE | \$18,976.00 | \$1,700.05 | \$1,700.05 | 8.96 | \$17,275.95 | \$17,275.95 |
| 6690 | OTHER NON CATEGORICAL EXP/MEDICAID | \$200.00 | \$0.00 | \$0.00 | 0.00 | \$200.00 | \$200.00 |
| 6940 | HEAD START | \$1,270,364.00 | \$125,845.86 | \$125,845.86 | 10.07 | \$1,144,518.14 | \$1,142,486.54 |
| 6968 | TITLE IV PART B 21ST CENTURY | \$58,312.00 | \$3,647.78 | \$3,647.78 | 6.26 | \$54,664.22 | \$54,664.22 |
| 6969 | TITLE IVA STU SUPPORT & ACADEMIC ENRICH | \$12,000.00 | \$0.00 | \$0.00 | 0.00 | \$12,000.00 | \$12,000.00 |
| 6980 | ADULT BASIC EDUCATION | \$11,110.00 | \$445.63 | \$445.63 | 4.01 | \$10,664.37 | \$10,664.37 |
| 6996 | ESSERS (EMERGENCY RELIEF) | \$175,847.00 | \$66,286.24 | \$66,286.24 | 79.63 | \$109,560.76 | \$35,822.76 |
| 8000 | TRANSFERS | \$15,000.00 | \$0.00 | \$0.00 | 0.00 | \$15,000.00 | \$15,000.00 |
| 9000 | NON PROGRAM EXPENDITURES | \$3,000.00 | \$0.00 | \$0.00 | 0.00 | \$3,000.00 | \$3,000.00 |
| 01 | GENERAL | \$20,629,169.00 | \$2,064,751.37 | \$2,064,751.37 | 10.51 | \$18,564,417.63 | \$18,460,832.83 |

EXPENDITURE BY FUNCTION SUMMARY
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| Account Number | Account Description | Revised Budget | During Month | To Date | % of Budget | Balance at EOM | Unencumbered Balance |
|----------------|--------------------------|-----------------------|---------------|---------------|-------------|-----------------------|-----------------------|
| 02 | DEPRECIATION FUND | | | | | | |
| 2900 | OTHER SUPPORT SERVICES | \$1,244,715.00 | \$0.00 | \$0.00 | 0.00 | \$1,244,715.00 | \$1,244,715.00 |
| 8000 | TRANSFERS | \$1,000.00 | \$0.00 | \$0.00 | 0.00 | \$1,000.00 | \$1,000.00 |
| 02 | DEPRECIATION FUND | <u>\$1,245,715.00</u> | <u>\$0.00</u> | <u>\$0.00</u> | <u>0.00</u> | <u>\$1,245,715.00</u> | <u>\$1,245,715.00</u> |

EXPENDITURE BY FUNCTION SUMMARY
09/2020

| Account Number | Account Description | Revised Budget | During Month | To Date | % of Budget | Balance at EOM | Unencumbered Balance |
|----------------|-------------------------------|----------------|--------------|------------|-------------|----------------|----------------------|
| 03 | EMPLOYEE BENEFITS FUND | | | | | | |
| 2900 | OTHER SUPPORT SERVICES | \$50,000.00 | \$3,355.25 | \$3,355.25 | 6.71 | \$46,644.75 | \$46,644.75 |
| 03 | EMPLOYEE BENEFITS FUND | \$50,000.00 | \$3,355.25 | \$3,355.25 | 6.71 | \$46,644.75 | \$46,644.75 |

EXPENDITURE BY FUNCTION SUMMARY

09/2020

| Account Number | Account Description | Revised Budget | During Month | To Date | % of Budget | Balance at EOM | Unencumbered Balance |
|----------------|-------------------------|----------------|--------------|-------------|-------------|----------------|----------------------|
| 06 | CAFETERIA | | | | | | |
| 3100 | FOOD SERVICE OPERATIONS | \$946,187.00 | \$36,059.19 | \$36,059.19 | 3.81 | \$910,127.81 | \$910,127.81 |
| 06 | CAFETERIA | \$946,187.00 | \$36,059.19 | \$36,059.19 | 3.81 | \$910,127.81 | \$910,127.81 |

EXPENDITURE BY FUNCTION SUMMARY
09/2020

| Account Number | Account Description | Revised Budget | During Month | To Date | % of Budget | Balance at EOM | Unencumbered Balance |
|----------------|---------------------|---------------------|---------------|---------------|-------------|---------------------|----------------------|
| 07 | BOND FUND | | | | | | |
| 5000 | DEBT SERVICES | \$697,918.00 | \$0.00 | \$0.00 | 0.00 | \$697,918.00 | \$697,918.00 |
| 07 | BOND FUND | <u>\$697,918.00</u> | <u>\$0.00</u> | <u>\$0.00</u> | <u>0.00</u> | <u>\$697,918.00</u> | <u>\$697,918.00</u> |

EXPENDITURE BY FUNCTION SUMMARY
09/2020

| Account Number | Account Description | Revised Budget | During Month | To Date | % of Budget | Balance at EOM | Unencumbered Balance |
|----------------|---------------------------------------|-----------------|--------------|--------------|-------------|-----------------|----------------------|
| 08 | SPECIAL BLDG FUND | | | | | | |
| 2610 | OPERATION OF PLANT | \$100,000.00 | \$521.98 | \$521.98 | 0.52 | \$99,478.02 | \$99,478.02 |
| 2660 | SECURITY SERVICES | \$200,000.00 | \$0.00 | \$0.00 | 0.00 | \$200,000.00 | \$200,000.00 |
| 2670 | SAFETY SERVICES | \$210,000.00 | \$0.00 | \$0.00 | 0.00 | \$210,000.00 | \$210,000.00 |
| 4300 | FACILITY ACQ/ARCHITEC AND ENGINEERING | \$60,000.00 | \$8,138.65 | \$8,138.65 | 13.56 | \$51,861.35 | \$51,861.35 |
| 4500 | BUILDING CONSTRUCTION | \$5,843,543.00 | \$5,052.00 | \$5,052.00 | 0.09 | \$5,838,491.00 | \$5,838,491.00 |
| 4700 | BUILDING IMPROVEMENTS | \$3,940,914.00 | \$100,980.58 | \$100,980.58 | 2.56 | \$3,839,933.42 | \$3,839,933.42 |
| 08 | SPECIAL BLDG FUND | \$10,354,457.00 | \$114,693.21 | \$114,693.21 | 1.11 | \$10,239,763.79 | \$10,239,763.79 |

EXPENDITURE BY FUNCTION SUMMARY

09/2020

| Account Number | Account Description | Revised Budget | During Month | To Date | % of Budget | Balance at EOM | Unencumbered Balance |
|----------------|---|----------------|--------------|----------|-------------|----------------|----------------------|
| 09 | QUALIFIED CAPITAL PURPOSE UNDERTAKING FU | | | | | | |
| 2610 | OPERATION OF PLANT | \$375,000.00 | \$0.00 | \$0.00 | 0.00 | \$375,000.00 | \$375,000.00 |
| 5000 | DEBT SERVICES | \$316,478.00 | \$400.00 | \$400.00 | 0.13 | \$316,078.00 | \$316,078.00 |
| 09 | QUALIFIED CAPITAL PURPOSE UNDERTAKING FU | \$691,478.00 | \$400.00 | \$400.00 | 0.06 | \$691,078.00 | \$691,078.00 |

EXPENDITURE BY FUNCTION SUMMARY
09/2020

| Account Number | Account Description | Revised Budget | During Month | To Date | % of Budget | Balance at EOM | Unencumbered Balance |
|----------------|---------------------|----------------|--------------|----------------|-------------|----------------|----------------------|
| 10 | HEADSTART 20 | | | | | | |
| 6940 | HEAD START | \$0.00 | \$291.46 | (\$794,662.76) | 0.00 | \$794,662.76 | \$794,585.76 |
| 10 | HEADSTART 20 | \$0.00 | \$291.46 | (\$794,662.76) | 0.00 | \$794,662.76 | \$794,585.76 |

EXPENDITURE BY FUNCTION SUMMARY
09/2020

| Account Number | Account Description | Revised Budget | During Month | To Date | % of Budget | Balance at EOM | Unencumbered Balance |
|----------------|------------------------------|----------------|--------------|----------|-------------|----------------|----------------------|
| 12 | STUDENT FEES | | | | | | |
| 2190 | OTHER PUPIL SUPPORT SERVICES | \$110,265.00 | \$318.58 | \$318.58 | 0.54 | \$109,946.42 | \$109,671.42 |
| 12 | STUDENT FEES | \$110,265.00 | \$318.58 | \$318.58 | 0.54 | \$109,946.42 | \$109,671.42 |

Fund: 01 GENERAL

| Account Number | Description | Revised Budget | During Month | To Date | % of Budget | Budget Balance |
|----------------|--------------------------------------|----------------|--------------|--------------|-------------|----------------|
| 01 1100 | TAXED LEVIED BY SCHOOL DISTRICT | 8,561,097.00 | 2,637,553.71 | 2,637,553.71 | 30.81 | 5,923,543.29 |
| 01 1115 | CARLINE TAXES | 10,000.00 | 2,050.69 | 2,050.69 | 20.51 | 7,949.31 |
| 01 1120 | PUBLIC POWER DIST SALES TAX | 180,000.00 | 0.00 | 0.00 | 0.00 | 180,000.00 |
| 01 1125 | MOTOR VEHICLE TAX | 1,250,000.00 | 92,812.55 | 92,812.55 | 7.43 | 1,157,187.45 |
| 01 1370 | PRESCHOOL TUITION | 50,000.00 | 4,021.87 | 4,021.87 | 8.04 | 45,978.13 |
| 01 1510 | INTEREST ON INVESTMENTS | 2,500.00 | 125.04 | 125.04 | 5.00 | 2,374.96 |
| 01 1510 0003 | INTEREST ON INVESTMENTS/HD ST | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1510 0004 | INTEREST ON INVESTMENTS/HD ST | 0.00 | 2.06 | 2.06 | 0.00 | (2.06) |
| 01 1800 | REVENUE FR COMM SERVICE/GED/BDA | 7,000.00 | 409.74 | 409.74 | 5.85 | 6,590.26 |
| 01 1910 | RENTAL OF SCHOOL FACILITIES/PROPERTY | 20,000.00 | 0.00 | 0.00 | 0.00 | 20,000.00 |
| 01 1911 | LOCAL LICENSE FEES | 3,500.00 | 0.00 | 0.00 | 0.00 | 3,500.00 |
| 01 1920 | CONTRIB FR PRIVATE SOURCES | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1921 | CITY POLICE COURT FINES | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1990 | MISCELLANEOUS LOCAL REVENUE | 31,500.00 | 0.00 | 0.00 | 0.00 | 31,500.00 |
| 01 1990 0004 | MISCELLANEOUS LOCAL REVENUE/HD ST | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Subtotal: 1000 | | 10,115,597.00 | 2,736,975.66 | 2,736,975.66 | 27.06 | 7,378,621.34 |
| 01 2110 | COUNTY FINE & LICENSE FEES | 90,000.00 | 5,239.54 | 5,239.54 | 5.82 | 84,760.46 |
| 01 2210 | ESU RECEIPTS | 5,000.00 | 0.00 | 0.00 | 0.00 | 5,000.00 |
| Subtotal: 2000 | | 95,000.00 | 5,239.54 | 5,239.54 | 5.52 | 89,760.46 |
| 01 3110 | STATE AID TO DISTRICTS | 5,927,291.00 | 592,729.00 | 592,729.00 | 10.00 | 5,334,562.00 |
| 01 3120 | SPECIAL ED PROGRAMS | 1,500,000.00 | 0.00 | 0.00 | 0.00 | 1,500,000.00 |
| 01 3125 | SPECIAL ED TRANSPORTATION | 130,000.00 | 0.00 | 0.00 | 0.00 | 130,000.00 |
| 01 3130 | HOMESTEAD EXEMPTION | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3131 | RELIEF TO PROPERTY TAXPAYERS | 500,000.00 | 0.00 | 0.00 | 0.00 | 500,000.00 |
| 01 3132 | PERSONAL PROPERTY TAX CREDIT | 6,500.00 | 0.00 | 0.00 | 0.00 | 6,500.00 |
| 01 3134 | RAILROAD TAX/PUBLIC SERVICE ENTITIES | 8,000.00 | 0.00 | 0.00 | 0.00 | 8,000.00 |
| 01 3155 | RULE 4 TEXTBOOK LOAN | 10,000.00 | 0.00 | 0.00 | 0.00 | 10,000.00 |
| 01 3165 | PRESCHOOL FLEX FUNDING | 12,000.00 | 0.00 | 0.00 | 0.00 | 12,000.00 |
| 01 3166 | SCHOOL AGE FLEX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3175 | ABE/STATE GRANT | 1,300.00 | 0.00 | 0.00 | 0.00 | 1,300.00 |
| 01 3180 | PRO-RATA MOTOR VEHICLE | 25,000.00 | 0.00 | 0.00 | 0.00 | 25,000.00 |
| 01 3400 | STATE APPORTIONMENT | 260,000.00 | 0.00 | 0.00 | 0.00 | 260,000.00 |
| 01 3535 | HIGH ABILITY LEARNERS | 12,500.00 | 0.00 | 0.00 | 0.00 | 12,500.00 |
| 01 3541 | BIRTH TO 3 ENDOWMENT | 75,000.00 | 30,543.00 | 30,543.00 | 40.72 | 44,457.00 |
| 01 3575 | NEBR INNOVATION GRANT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3990 | OTHER STATE SOURCES/ED QUEST | 2,800.00 | 0.00 | 0.00 | 0.00 | 2,800.00 |
| Subtotal: 3000 | | 8,470,391.00 | 623,272.00 | 623,272.00 | 7.36 | 7,847,119.00 |
| 01 4105 | USF - E RATE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4305 | IMPACT AID PL 874 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4307 | AMERICAN INDIAN EDUCATION | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4309 0003 | HEAD START | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4309 0004 | HEAD START | 1,270,364.00 | 43,452.95 | 43,452.95 | 3.42 | 1,226,911.05 |
| 01 4505 | TITLE I ESEA | 250,000.00 | 0.00 | 0.00 | 0.00 | 250,000.00 |
| 01 4506 | TITLE I ACCOUNTABILITY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4509 | TITLE II PART A | 40,000.00 | 20,359.00 | 20,359.00 | 50.90 | 19,641.00 |
| 01 4512 | IDEA POVERTY/BASE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4515 | IDEA PART B SUPPLEMENTAL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4516 | IDEA PART B (619) PRESCHOOL | 12,000.00 | 0.00 | 0.00 | 0.00 | 12,000.00 |
| 01 4518 | IDEA BASE AND E/P | 400,000.00 | 0.00 | 0.00 | 0.00 | 400,000.00 |
| 01 4519 | IDEA PART B E/POVERTY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4521 | IDEA NON PUBLIC | 18,000.00 | 0.00 | 0.00 | 0.00 | 18,000.00 |
| 01 4524 | ROTC REIMBURSEMENT FROM DOD | 75,000.00 | 7,366.45 | 7,366.45 | 9.82 | 67,633.55 |
| 01 4529 | ADULT BASIC EDUCATION | 10,000.00 | 588.21 | 588.21 | 5.88 | 9,411.79 |
| 01 4530 | OTHER FEDERAL RECEIPTS | 8,000.00 | 0.00 | 0.00 | 0.00 | 8,000.00 |

Fund: 01 GENERAL

| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|-----------------------|----------------------------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| 01 4531 | 21ST CENTURY LEARNING GRANT/MS | 50,000.00 | 0.00 | 0.00 | 0.00 | 50,000.00 |
| 01 4701 | CENTRAL NEB ROBOTICS GRANT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4708 | MEDICAID IN PUBLIC SCHOOLS | 10,000.00 | 0.00 | 0.00 | 0.00 | 10,000.00 |
| 01 4709 | MEDICAID ADM ACTIVITIES | 20,000.00 | 0.00 | 0.00 | 0.00 | 20,000.00 |
| 01 4969 | TITLE IV STUDENT SUPPORT | 10,000.00 | 0.00 | 0.00 | 0.00 | 10,000.00 |
| 01 4995 | PRESIDENTIAL DISASTER AID/ESSERS | 175,847.00 | 0.00 | 0.00 | 0.00 | 175,847.00 |
| Subtotal: 4000 | | 2,349,211.00 | 71,766.61 | 71,766.61 | 3.05 | 2,277,444.39 |
| 01 5300 | SALE OF PROPERTY | 5,000.00 | 0.00 | 0.00 | 0.00 | 5,000.00 |
| 01 5690 | OTHER NON-REVENUE RECEIPTS | 1,500.00 | 1,287.03 | 1,287.03 | 85.80 | 212.97 |
| Subtotal: 5000 | | 6,500.00 | 1,287.03 | 1,287.03 | 19.80 | 5,212.97 |
| Fund Total: | | 21,036,699.00 | 3,438,540.84 | 3,438,540.84 | 16.35 | 17,598,158.16 |

Fund: 02 DEPRECIATION FUND

| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|-----------------------|--------------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| 02 1510 | INVESTMENT INCOME | 3,400.00 | 1.69 | 1.69 | 0.05 | 3,398.31 |
| | Subtotal: 1000 | 3,400.00 | 1.69 | 1.69 | 0.05 | 3,398.31 |
| 02 5200 | FUND TRANFERS IN | 25,000.00 | 0.00 | 0.00 | 0.00 | 25,000.00 |
| | Subtotal: 5000 | 25,000.00 | 0.00 | 0.00 | 0.00 | 25,000.00 |
| | Fund Total: | 28,400.00 | 1.69 | 1.69 | 0.01 | 28,398.31 |

Fund: 03 EMPLOYEE BENEFITS FUND

| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|-----------------------|--------------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| 03 5200 | FUND TRANSFERS IN | 85,000.00 | 3,609.11 | 3,609.11 | 4.25 | 81,390.89 |
| | Subtotal: 5000 | 85,000.00 | 3,609.11 | 3,609.11 | 4.25 | 81,390.89 |
| | Fund Total: | 85,000.00 | 3,609.11 | 3,609.11 | 4.25 | 81,390.89 |

Fund: 06 CAFETERIA

| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|-----------------------|-----------------------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| 06 1611 | DAILY SALES | 320,000.00 | 10,142.71 | 10,142.71 | 3.17 | 309,857.29 |
| 06 1650 | SUMMER MEAL PROGRAM | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 06 1990 0005 | MISCELLANEOUS LOCAL REVENUE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Subtotal: 1000 | 320,000.00 | 10,142.71 | 10,142.71 | 3.17 | 309,857.29 |
| 06 3150 | STATE REIMBURSEMENT | 3,850.00 | 0.00 | 0.00 | 0.00 | 3,850.00 |
| | Subtotal: 3000 | 3,850.00 | 0.00 | 0.00 | 0.00 | 3,850.00 |
| 06 4210 | FEDERAL REIMBURSEMENT | 440,000.00 | 17,401.46 | 17,401.46 | 3.95 | 422,598.54 |
| 06 4211 0005 | FED REIMB/CACFP | 65,000.00 | 0.00 | 0.00 | 0.00 | 65,000.00 |
| | Subtotal: 4000 | 505,000.00 | 17,401.46 | 17,401.46 | 3.45 | 487,598.54 |
| 06 5200 | FUND TRANSFERS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Subtotal: 5000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Fund Total: | 828,850.00 | 27,544.17 | 27,544.17 | 3.32 | 801,305.83 |

Fund: 07 BOND FUND

| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|-----------------------|--------------------------------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| 07 1100 | LOCAL TAXES | 1,125,153.00 | 309,723.35 | 309,723.35 | 27.53 | 815,429.65 |
| 07 1115 | CARLINE TAXES | 1,000.00 | 240.91 | 240.91 | 24.09 | 759.09 |
| 07 1120 | PUBLIC POWER DIST SALES TAX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 07 1510 | INVESTMENT INCOME | 300.00 | 16.06 | 16.06 | 5.35 | 283.94 |
| Subtotal: 1000 | | 1,126,453.00 | 309,980.32 | 309,980.32 | 27.52 | 816,472.68 |
| 07 3130 | HOMESTEAD EXEMPTION | 80,000.00 | 0.00 | 0.00 | 0.00 | 80,000.00 |
| 07 3131 | RELIEF TO PROPERTY TAXPAYERS | 10,000.00 | 0.00 | 0.00 | 0.00 | 10,000.00 |
| 07 3132 | PERSONAL PROPERTY TAX CREDIT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 07 3134 | RAILROAD TAX/PUBLIC SERVICE ENTITIES | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 07 3180 | PRO-RATA MOTOR VEHICLE | 2,500.00 | 0.00 | 0.00 | 0.00 | 2,500.00 |
| Subtotal: 3000 | | 92,500.00 | 0.00 | 0.00 | 0.00 | 92,500.00 |
| 07 5100 | BOND PROCEEDS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 07 5200 | LONG TERM LOAN | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 07 5690 | OTHER NON REVENUE RECEIPTS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Subtotal: 5000 | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Fund Total: | | 1,218,953.00 | 309,980.32 | 309,980.32 | 25.43 | 908,972.68 |

Fund: 08 SPECIAL BLDG FUND

| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|-----------------------|------------------------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| 08 1100 | LOCAL TAXES | 0.00 | 84.40 | 84.40 | 0.00 | (84.40) |
| 08 1115 | CARLINE TAXES | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 08 1510 | INTEREST ON LOCAL RECEIPTS | 75,000.00 | 82.63 | 82.63 | 0.11 | 74,917.37 |
| 08 1990 | OTHER LOCAL RECEIPTS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Subtotal: 1000 | | 75,000.00 | 167.03 | 167.03 | 0.22 | 74,832.97 |
| 08 3130 | HOMESTEAD EXEMPTION | 100.00 | 0.00 | 0.00 | 0.00 | 100.00 |
| 08 3131 | RELIEF TO PROPERTY TAXPAYERS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 08 3180 | PRO-RATA MOTOR VEHICLE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Subtotal: 3000 | | 100.00 | 0.00 | 0.00 | 0.00 | 100.00 |
| 08 5100 | BOND PROCEEDS | 5,652,565.00 | 0.00 | 0.00 | 0.00 | 5,652,565.00 |
| 08 5120 | PREMIUM ON ISSUANCE OF BONDS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 08 5300 | SALE OF PROPERTY | 165,000.00 | 154,979.00 | 154,979.00 | 93.93 | 10,021.00 |
| 08 5690 | OTHER NON REVENUE RECEIPTS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Subtotal: 5000 | | 5,817,565.00 | 154,979.00 | 154,979.00 | 2.66 | 5,662,586.00 |
| Fund Total: | | 5,892,665.00 | 155,146.03 | 155,146.03 | 2.63 | 5,737,518.97 |

Fund: 09 QUALIFIED CAPITAL PURPOSE UNDERTAKING FU

| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|-----------------------|--------------------------------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| 09 1100 | TAXES LEVIED BY SCHOOL DISTRICT | 384,082.00 | 115,991.39 | 115,991.39 | 30.20 | 268,090.61 |
| 09 1115 | CARLINE TAXES | 350.00 | 90.25 | 90.25 | 25.79 | 259.75 |
| 09 1510 | INVESTMENT INCOME | 475.00 | 0.00 | 0.00 | 0.00 | 475.00 |
| 09 1990 | OTHER LOCAL RECEIPTS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Subtotal: 1000 | | 384,907.00 | 116,081.64 | 116,081.64 | 30.16 | 268,825.36 |
| 09 3130 | HOMESTEAD EXEMPTION | 15,000.00 | 0.00 | 0.00 | 0.00 | 15,000.00 |
| 09 3131 | RELIEF TO PROPERTY TAXPAYERS | 14,826.00 | 0.00 | 0.00 | 0.00 | 14,826.00 |
| 09 3132 | PERSONAL PROPERTY TAX CREDIT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 09 3134 | RAILROAD TAX/PUBLIC SERVICE ENTITIES | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 09 3180 | PRO-RATA MOTOR VEHICLE | 650.00 | 0.00 | 0.00 | 0.00 | 650.00 |
| Subtotal: 3000 | | 30,476.00 | 0.00 | 0.00 | 0.00 | 30,476.00 |
| 09 5100 | BOND PROCEEDS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 09 5103 | QUALIFIED SCHOOL CONSTRUCTION BONDS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Subtotal: 5000 | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Fund Total: | | 415,383.00 | 116,081.64 | 116,081.64 | 27.95 | 299,301.36 |

Fund: 12 STUDENT FEES

| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|-----------------------|--------------------------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| 12 1741 1510 | INTEREST ON INVESTMENTS | 300.00 | 0.00 | 0.00 | 0.00 | 300.00 |
| 12 1741 1696 | H.S. PARTICIPATION FEES | 15,000.00 | 2,835.45 | 2,835.45 | 18.90 | 12,164.55 |
| 12 1741 1697 | M.S. PARTICIPATION FEES | 10,000.00 | 530.56 | 530.56 | 5.31 | 9,469.44 |
| 12 1741 1698 | H.S. BAND RENTALS | 750.00 | 246.10 | 246.10 | 32.81 | 503.90 |
| 12 1741 1706 | M.S. BAND RENTALS | 500.00 | 150.00 | 150.00 | 30.00 | 350.00 |
| 12 1741 1708 | FCS FEES | 500.00 | 48.05 | 48.05 | 9.61 | 451.95 |
| 12 1741 1710 | H.S. ART FEES | 750.00 | 234.02 | 234.02 | 31.20 | 515.98 |
| 12 1741 1718 | DRIVERS ED | 5,000.00 | 0.00 | 0.00 | 0.00 | 5,000.00 |
| 12 1741 1722 | CASS COUNTY VOLLEYBALL CLUB | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 12 1741 1723 | HS LAPTOP INS FEE | 10,000.00 | 863.73 | 863.73 | 8.64 | 9,136.27 |
| 12 1741 1790 | EXTRA CURRICULAR ACTIVITY FEES | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 12 1741 1809 | OTHER LOCAL RECEIPTS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Subtotal: 1000 | | 42,800.00 | 4,907.91 | 4,907.91 | 11.47 | 37,892.09 |
| Fund Total: | | 42,800.00 | 4,907.91 | 4,907.91 | 11.47 | 37,892.09 |

Revenue Summary Report

Processing Month: 09/2020

| | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|--------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| Grand Total: | 29,548,750.00 | 4,055,811.71 | 4,055,811.71 | 13.73 | 25,492,938.29 |

Fund: 12 STUDENT FEES

| Chart of Account Number | | Chart of Account Description | | | | Entity Name | Expenses | Revenues | Outstanding AP | Outstanding PO | Balance Change | Balance |
|-------------------------|----|-----------------------------------|------------|---------|---|--------------------------|----------|----------|----------------|----------------|----------------|-----------|
| Entry Date | JR | Reference # | Check Acct | Check # | Description | | | | | | | |
| 12 704 1410 | | INTEREST | | | | *Previous Balance | | | | | | 680.03 |
| | | | | | | *Ending Balance: | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 680.03 |
| 12 704 1696 | | HS PARTICIPATION FEES | | | | *Previous Balance | | | | | | 24,864.00 |
| 12 704 1696 | | HS PARTICIPATION FEES | | | | | | | | | | |
| 12 1741 1696 | | H.S. PARTICIPATION FEES | | | | | | | | | | |
| 09/01/2020 | CR | 876098 | | | FEES | PATRONS | 0.00 | 1,360.00 | 0.00 | 0.00 | | |
| 09/16/2020 | CR | 876099 | | | FEES | PATRONS | 0.00 | 255.00 | 0.00 | 0.00 | | |
| 09/16/2020 | CR | 876099 | | | FEES | PATRONS | 0.00 | 65.00 | 0.00 | 0.00 | | |
| 09/30/2020 | CR | 357006 | | | FEES | PATRONS | 0.00 | 1,155.45 | 0.00 | 0.00 | | |
| 12 2190 151 001 1696 | | ADD'L COMP TO TEACHERS/PROF STAFF | | | | | | | | | | |
| 09/18/2020 | PR | PR Checks | | | PR Salary Expense | | 150.00 | 0.00 | 0.00 | 0.00 | | |
| 12 2190 221 001 1696 | | SOCIAL SECURITY | | | | | | | | | | |
| 09/18/2020 | PR | PR Checks | | | PR Tax Expense | | 11.48 | 0.00 | 0.00 | 0.00 | | |
| 12 704 1696 | | HS PARTICIPATION FEES | | | | *Current Activity | | | | | | 2,673.97 |
| | | | | | | *Ending Balance: | 161.48 | 2,835.45 | 0.00 | 0.00 | 0.00 | 27,537.97 |
| 12 704 1697 | | M.S. PARTICIPATION FEE | | | | *Previous Balance | | | | | | (633.00) |
| 12 704 1697 | | M.S. PARTICIPATION FEE | | | | | | | | | | |
| 12 1741 1697 | | M.S. PARTICIPATION FEES | | | | | | | | | | |
| 09/30/2020 | CR | 357006 | | | IC FEES | PATRONS | 0.00 | 0.41 | 0.00 | 0.00 | | |
| 09/30/2020 | CR | 357006 | | | FEES | PATRONS | 0.00 | 530.15 | 0.00 | 0.00 | | |
| 12 2190 810 003 1697 | | MS PARTICIPATION FEES | | | | | | | | | | |
| 09/14/2020 | CD | 115845 115845 | 1 | 73288 | REFUND OF FEE | DANNER, DEBRA | 50.00 | 0.00 | 0.00 | 0.00 | | |
| 12 704 1697 | | M.S. PARTICIPATION FEE | | | | *Current Activity | | | | | | 480.56 |
| | | | | | | *Ending Balance: | 50.00 | 530.56 | 0.00 | 0.00 | 0.00 | (152.44) |
| 12 704 1698 | | H.S. BAND RENTALS | | | | *Previous Balance | | | | | | 7,823.78 |
| 12 704 1698 | | H.S. BAND RENTALS | | | | | | | | | | |
| 12 1741 1698 | | H.S. BAND RENTALS | | | | | | | | | | |
| 09/01/2020 | CR | 876098 | | | FEES | PATRONS | 0.00 | 150.00 | 0.00 | 0.00 | | |
| 09/30/2020 | CR | 357006 | | | FEES | PATRONS | 0.00 | 96.10 | 0.00 | 0.00 | | |
| 12 704 1698 | | H.S. BAND RENTALS | | | | *Current Activity | | | | | | 246.10 |
| | | | | | | *Ending Balance: | 0.00 | 246.10 | 0.00 | 0.00 | 0.00 | 8,069.88 |
| 12 704 1706 | | MS BAND RENTALS | | | | *Previous Balance | | | | | | 5,471.13 |
| 12 704 1706 | | MS BAND RENTALS | | | | | | | | | | |
| 12 1741 1706 | | M.S. BAND RENTALS | | | | | | | | | | |
| 09/30/2020 | CR | 357006 | | | FEES | PATRONS | 0.00 | 150.00 | 0.00 | 0.00 | | |
| 12 2190 810 003 1706 | | MS BAND RENTALS | | | | | | | | | | |
| 09/14/2020 | CD | 115742 115742 | 1 | 73293 | Repair of school B. Cl, Trom, and A sax | DIETZE MUSIC HOUSE | 107.10 | 0.00 | 0.00 | 0.00 | | |
| 09/18/2020 | PO | 115950 | | | Repair School Clarinet | SCHMITT MUSIC CENTERS | 0.00 | 0.00 | 0.00 | 50.00 | | |
| 09/23/2020 | PO | 115981 | | | Repair of 3 school baritones | SCHMITT MUSIC CENTERS | 0.00 | 0.00 | 0.00 | 225.00 | | |
| 12 704 1706 | | MS BAND RENTALS | | | | *Previous Balance | | | | | | (232.10) |
| | | | | | | *Ending Balance: | 107.10 | 150.00 | 0.00 | 275.00 | 0.00 | 5,239.03 |

Activity Fund Balance Report - Detail - Include Encumbrances

09/2020 - 09/2020

Fund: 12 STUDENT FEES

| Chart of Account Number | | Chart of Account Description | | | Entity Name | Expenses | Revenues | Outstanding AP | Outstanding PO | Balance Change | Balance |
|-------------------------|----|------------------------------|----------------------------------|---------|-------------|----------|----------|----------------|----------------|----------------|-------------|
| Entry Date | JR | Reference # | Check Acct | Check # | | | | | | | |
| 12 704 1708 | | | FCS FEES | | | | | | | | |
| | | | *Previous Balance | | | | | | | | 697.34 |
| 12 704 1708 | | | FCS FEES | | | | | | | | |
| 12 1741 1708 | | | FCS FEES | | | | | | | | |
| 09/30/2020 | CR | 357006 | | | FEES | PATRONS | 0.00 | 48.05 | 0.00 | 0.00 | |
| 12 704 1708 | | | FCS FEES | | | | | | | | |
| | | | *Current Activity | | | | | | | | 48.05 |
| | | | *Ending Balance: | | | | 0.00 | 48.05 | 0.00 | 0.00 | 745.39 |
| 12 704 1710 | | | H.S. ART FEES | | | | | | | | |
| | | | *Previous Balance | | | | | | | | 4,158.91 |
| 12 704 1710 | | | H.S. ART FEES | | | | | | | | |
| 12 1741 1710 | | | H.S. ART FEES | | | | | | | | |
| 09/01/2020 | CR | 876098 | | | FEES | PATRONS | 0.00 | 210.00 | 0.00 | 0.00 | |
| 09/30/2020 | CR | 357006 | | | FEES | PATRONS | 0.00 | 24.02 | 0.00 | 0.00 | |
| 12 704 1710 | | | H.S. ART FEES | | | | | | | | |
| | | | *Current Activity | | | | | | | | 234.02 |
| | | | *Ending Balance: | | | | 0.00 | 234.02 | 0.00 | 0.00 | 4,392.93 |
| 12 704 1718 | | | DRIVERS ED | | | | | | | | |
| | | | *Previous Balance | | | | | | | | (12,576.44) |
| | | | *Ending Balance: | | | | 0.00 | 0.00 | 0.00 | 0.00 | (12,576.44) |
| 12 704 1719 | | | WOOD SHOP | | | | | | | | |
| | | | *Previous Balance | | | | | | | | (227.88) |
| | | | *Ending Balance: | | | | 0.00 | 0.00 | 0.00 | 0.00 | (227.88) |
| 12 704 1722 | | | CASS COUNTY VBC | | | | | | | | |
| | | | *Previous Balance | | | | | | | | 1,050.94 |
| | | | *Ending Balance: | | | | 0.00 | 0.00 | 0.00 | 0.00 | 1,050.94 |
| 12 704 1723 | | | H.S. LAPTOP INSURANCE FEE | | | | | | | | |
| | | | *Previous Balance | | | | | | | | 62,648.30 |
| 12 704 1723 | | | H.S. LAPTOP INSURANCE FEE | | | | | | | | |
| 12 1741 1723 | | | HS LAPTOP INS FEE | | | | | | | | |
| 09/01/2020 | CR | 876098 | | | FEES | PATRONS | 0.00 | 560.00 | 0.00 | 0.00 | |
| 09/30/2020 | CR | 357006 | | | FEES | PATRONS | 0.00 | 303.73 | 0.00 | 0.00 | |
| 12 704 1723 | | | H.S. LAPTOP INSURANCE FEE | | | | | | | | |
| | | | *Current Activity | | | | | | | | 863.73 |
| | | | *Ending Balance: | | | | 0.00 | 863.73 | 0.00 | 0.00 | 63,512.03 |
| | | | Fund Total: 12 | | | | 318.58 | 4,907.91 | 0.00 | 275.00 | 98,271.44 |

| <u>Vendor Name</u> | | <u>Vendor Description</u> | <u>Amount</u> |
|--|----------|---------------------------|---------------|
| Checking | 1 | | |
| Checking | 1 | Fund: 01 GENERAL | |
| A A ACTIVITY ACCOUNT | | TRANSFERS | 1,686.03 |
| AGRIVISION GROUP LLC | | SERVICE/SUPPLIES | 909.55 |
| AMAZON CAPITAL SERVICES INC | | SUPPLIES | 1,860.26 |
| APPLE COMPUTER INC | | EQUIPMENT | 383.99 |
| BAYLOR ENTERPRISES INC | | TEST PREP | 5,500.00 |
| BOMGAARS | | SUPPLIES | 776.76 |
| BRAINPOP LLC | | SUPPLIES | 1,795.00 |
| CENTERPOINT ENERGY SERVICES INC | | FUEL | 320.23 |
| CHANDLER, PHYLLIS | | SERVICE | 151.25 |
| CHARTER COMMUNICATIONS HOLDING COMPANY LLC | | SERVICE | 25.28 |
| CITY OF PLATTSMOUTH | | WATER & SEWER | 2,262.56 |
| COLUMBUS TELEGRAM | | SUPPLIES/ADVERTISING | 150.48 |
| CORNERSTONES OF CARE | | SERVICES | 700.00 |
| COUNCIL BLUFFS WINNELSON | | SUPPLIES | 9,431.38 |
| DBQ COMPANY, THE | | REGISTRATION | 1,050.00 |
| DICK BLICK | | SUPPLIES | 278.40 |
| DOBROVOLNY, PAMELA | | REIMBURSEMENT | 137.37 |
| DUECHTING, CYNTHIA | | LEP SERVICES | 3,502.50 |
| EDUCATIONAL SERVICE UNIT #3 | | SERVICE | 12,801.58 |
| ELECTRONIC SOUND, INC | | SUPPLIES/SERVICE | 286.40 |
| EWELL EDUCATIONAL SERVICES INC | | SUPPLIES | 325.00 |
| FASTENAL COMPANY | | SUPPLIES | 3,490.27 |
| FIBER PLATFORM LLC | | EDUC VIDEO BUNDLE | 624.07 |
| FOLLETT SCHOOL SOLUTIONS INC | | SUPPLIES | 19.30 |
| FRED J MILLER INC | | SUPPLIES | 1,370.00 |
| FUN EXPRESS LLC | | SUPPLIES | 56.30 |
| GM CONSTRUCTION INC | | SERVICES | 150.00 |

| <u>Vendor Name</u> | <u>Vendor Description</u> | <u>Amount</u> |
|--|---------------------------|---------------|
| GOODWILL INDUSTRIES INC | WORK EXPERIENCE TUITION | 1,204.00 |
| HCH SALES INC | SERVICE/SUPPLIES | 54.99 |
| HEARTLAND FOUNDATION | TUITION | 7,770.00 |
| HOME DEPOT U.S.A. D/B/A HOME DEPOT PRO | SUPPLIES | 7,947.76 |
| HY-VEE STORES | FUEL/SUPPLIES | 1,089.30 |
| INTERNATIONAL ACADEMY OF SCIENCE | SUPPLIES | 2,100.00 |
| J.W. PEPPER & SON INC | SUPPLIES | 243.98 |
| JOHANSEN, LAURA | NUTRITION SERVICES | 150.00 |
| JUST FOR KIDS THERAPY INC | SERVICES | 7,257.00 |
| KERNS EXCAVATING | SERVICE/SUPPLIES | 200.00 |
| KONICA MINOLTA BUSINESS SOLUTIONS | COPIER LEASES/SUPPLIES | 2,796.31 |
| KONICA MINOLTA PREMIER FINANCE | COPIER LEASES/SUPPLIES | 3,958.53 |
| KONRAD, ZAC | REIMBURSEMENT | 900.00 |
| LANGFELDT OVERHEAD DOOR INC | SERVICE | 470.00 |
| LESSONPIX INC | SUPPLIES | 486.00 |
| MAKE MUSIC | SUPPLIES | 80.00 |
| MCGRAW-HILL SCHOOL EDUCATION | SUPPLIES | 4,717.28 |
| MENARDS BELLEVUE | SUPPLIES | 50.37 |
| MID-STATES SCHOOL BUS INC | BUS SERVICE | 69,116.89 |
| MID-WEST 3D SOLUTIONS LLC | SUPPLIES | 2,500.00 |
| MOSS, DONNA | SPEECH LANGUAGE SERVICES | 6,206.00 |
| MULLENAX AUTO SUPPLY | SUPPLIES | 73.16 |
| MYSTERY SCIENCE INC | SUPPLIES | 999.00 |
| NATIONAL CAREER ACADEMY COALITION INC | SERVICE/SUPPLIES | 1,000.00 |
| NATIONAL CONCRETE CUTTING INC | SERVICE | 250.00 |
| NCECBVI | VISION SERVICES | 2,496.00 |
| NCS PEARSON INCORPORATED | SUPPLIES | 1,822.45 |
| NEBR COUNCIL ON ECONOMIC EDUCATION | STOCK MARKET GAME | 60.00 |

| <u>Vendor Name</u> | <u>Vendor Description</u> | <u>Amount</u> |
|---|----------------------------|---------------|
| NEBRASKA CITY SCHOOLS | SERVICE/FEES | 35.24 |
| NEBRASKA PUBLIC POWER DISTRICT | ELECTRICITY | 27,501.33 |
| NETA | REGISTRATION | 199.00 |
| NEW DIRECTIONS SOLUTIONS LLC | SERVICES | 11,212.50 |
| NIELSEN SIGN & DESIGN | SERVICE | 264.00 |
| NUSCHY, MIKE | TRANSITION SERVICES | 1,060.00 |
| OMAHA PUBLIC POWER DISTRICT | UPS/SERVICE | 45.80 |
| ONE SOURCE THE BACKGROUND CHECK COMPANY | SERVICE | 200.50 |
| PERRY, GUTHERY, HAASE & GESSFORD PC LLO | SERVICES | 483.00 |
| PHILLIPSON, AMANDA | REIMBURSEMENT | 55.00 |
| PLATTSMOUTH READY MIXED CONCRETE | SUPPLIES | 280.09 |
| PRESTO X COMPANY | PEST CONTROL | 471.50 |
| PRIME COMMUNICATIONS | REPAIRS | 28.75 |
| PROFESSIONAL LOCK AND SAFE LLC | SERVICES | 305.00 |
| QUADIENT LEASING USA INC | POSTAGE METER LEASE | 585.00 |
| QUALITY SIGNS | SIGNS | 263.75 |
| RAINBOW GLASS & SUPPLY INC | SERVICE/SUPPLIES | 440.12 |
| RAUNER, DEBORAH | SERVICES | 449.50 |
| RGS REPAIR INC | SERVICES | 2,311.35 |
| RHYLANDER WELDING | SERVICE/SUPPLIES | 876.60 |
| RIVERSIDE ASSESSMENTS LLC | SUPPLIES | 475.86 |
| SCHOOL SPECIALTY INC | SUPPLIES | 4,887.22 |
| SCHOOL SPECIALTY | SUPPLIES | 1,783.58 |
| SDI INNOVATIONS INC | SUPPLIES | 1,874.67 |
| SEDLAK, MERI | REIMBURSEMENT | 66.74 |
| SHRED IT US JV LLC | SHREDDING | 116.43 |
| STAPLES BUSINESS ADVANTAGE | SUPPLIES | 1,749.94 |
| TIME MANAGEMENT SYSTEMS | TIMEKEEPING SYSTEM SERVICE | 331.00 |

| <u>Vendor Name</u> | <u>Vendor Description</u> | <u>Amount</u> | | |
|-------------------------------------|---------------------------|-----------------|--------------------------------|---------------------|
| US BANK NA | FUEL PURCHASES | 314.87 | | |
| VERIZON WIRELESS | CELL SERVICE | 490.03 | | |
| VOICE & DATA SYSTEMS INC | SERVICE | 738.05 | | |
| WARGA, STEVE | ADVERTISING | 174.00 | | |
| WASTE MANAGEMENT OF NEBRASKA INC | TRASH SERVICE | 2,830.90 | | |
| WINDSTREAM | TELEPHONE SERVICE | 3,919.66 | | |
| WITTE PHYSICAL THERAPY | SERVICES/SUPPLIES | 2,150.00 | | |
| | | | Fund Total: | 245,013.96 |
| Checking | 1 | Fund: 06 | CAFETERIA | |
| CFG INC | | | SERVICE/SUPPLIES | 441.71 |
| CLASSIC REFRIGERATION | | | SERVICE | 835.87 |
| CONESTOGA SCHOOLS | | | LUNCHES | 1,516.04 |
| OPAA FOOD MANAGEMENT INC | | | SERVICE | 25,134.16 |
| | | | Fund Total: | 27,927.78 |
| Checking | 1 | Fund: 07 | BOND FUND | |
| S&P GLOBAL INC | | | SERVICES | 15,500.00 |
| | | | Fund Total: | 15,500.00 |
| Checking | 1 | Fund: 08 | SPECIAL BLDG FUND | |
| CENTRAL NEBRASKA EQUIPMENT | | | STS EQUIPMENT | 1,725.00 |
| DLR GROUP INC | | | SERVICES | 30,257.30 |
| LUND-ROSS CONSTRUCTORS INC | | | SERVICES | 1,045,691.10 |
| PRIME COMMUNICATIONS | | | REPAIRS | 5,725.27 |
| PROFESSIONAL HEATING AND AIR | | | SERVICE | 800.00 |
| THIELE GEOTECH INC | | | SERVICES | 10,776.00 |
| VANWINKLE CONSTRUCTION SERVICES LLC | | | SERVICES | 89,466.00 |
| | | | Fund Total: | 1,184,440.67 |
| Checking | 1 | Fund: 12 | STUDENT FEES | |
| A A ACTIVITY ACCOUNT | | | TRANSFERS | 65.00 |
| APPLE FINANCIAL SERVICES | | | LEASE | 18,425.86 |
| DIETZE MUSIC HOUSE | | | SUPPLIES | 414.56 |
| SCHMITT MUSIC CENTERS | | | SUPPLIES | 83.40 |
| | | | Fund Total: | 18,988.82 |
| | | | Checking Account Total: | 1,491,871.23 |

| <u>Vendor Name</u> | | <u>Vendor Description</u> | <u>Amount</u> |
|----------------------------------|----------|--------------------------------|-----------------|
| <u>Checking</u> | 3 | | |
| Checking | 3 | Fund: 05 ACTIVITY FUND | |
| AMAZON CAPITAL SERVICES INC | | SUPPLIES | 86.87 |
| BOMGAARS | | SUPPLIES | 14.99 |
| DIETZE MUSIC HOUSE | | SUPPLIES | 58.05 |
| RIDDELL/ALL AMERICAN SPORTS CORP | | SERVICE/SUPPLIES | 4,010.13 |
| SCHOOL SPECIALTY INC | | SUPPLIES | 204.40 |
| | | Fund Total: | 4,374.44 |
| | | Checking Account Total: | 4,374.44 |

| <u>Vendor Name</u> | | <u>Vendor Description</u> | <u>Amount</u> |
|-----------------------|----------|--------------------------------|-----------------|
| <u>Checking</u> | 1 | | |
| Checking | 1 | Fund: 01 GENERAL | |
| CITI CARDS | | SUPPLIES | 169.57 |
| FIRST NATIONAL BANK | | EXPENSES | 1,349.61 |
| UNITED PARCEL SERVICE | | SERVICE | 15.85 |
| WAL-MART | | SUPPLIES | 93.92 |
| | | Fund Total: | 1,628.95 |
| | | Checking Account Total: | 1,628.95 |

COVID-19 UPDATE

PCS Superintendent Coronavirus (COVID-19) Update October 9, 2020

Parents/Guardians/Staff Members,

Good evening. Our current directed health measure (DHM) dated Mon., Sept. 21, 2020 is available [HERE](#). Our Sarpy/Cass Health Department COVID-19 risk dial remains in the moderate (yellow) risk level at 1.75. Check out the COVID-19 risk dial and related data at <https://www.sarpycasshealthdepartment.org/>.

REMEMBER THE 3 W'S



Wash your hands



Wear your face
covering



Watch your distance

As you can see on the SCDH website, we have been experiencing several weeks of high daily positive cases. **It is important for all of us to remain diligent with wearing masks, striving for 6 feet of physical distance, and regularly washing/sanitizing our hands at school, at home, and in the community.** I believe our patience and diligence will reap benefits for our students and staff members.



Thank you for your open and honest communication with the SCHED and PCS. If someone from the SCHED or PCS contacts you regarding a possible COVID-19 exposure for you or your child, please work with them to adequately address the situation. **Your open and honest communication with PCS and the SCHED has enabled us to continue with in-person instruction and activities for our students. Let's stay on this positive path throughout the entire 2020-2021 school year!**



As of Mon., Sept. 14, 2020, no student will be charged for a full breakfast or lunch. Seconds and a la carte (including milk) will still be charged to their accounts. This is for in-person and remote learners. Meal pickup for remote learners is now from 1-2 PM daily, with a hot lunch and cold breakfast available for any student participating in remote learning. The CACFP food program at the early childhood center/Head Start does not change right now.



We are in the process of purchasing and installing Reme Halo air purifiers in our buildings. We are doing this to enhance our safe and healthy learning environment for our students, staff members, and anyone that visits our buildings. It appears that it will be several weeks before we will receive them. We plan to install them as soon as possible for improved safety at PCS. Learn more about Reme Halo at <https://www.rgf.com/products/air/reme-halo>.



PCS guidelines for attendance at high school activities are available by clicking [HERE](#). The guidelines did not change for the week of Oct. 5, 2020. We will continue to work in collaboration with the Sarpy/Cass Health Department relative to COVID-19.



Information about COVID-19 test sites is available below.

-Nebraska Medicine at 402-559-0041.

-Bellevue Intermediate Care Nebraska Medicine at 402-559-7800. 6:00 PM start time. Call ahead from a parking stall on the south side by the pharmacy parking area.

-Visit www.testnebraska.com to complete an assessment and sign up for an appointment at a drive-through testing site offered through the State of Nebraska.

-OneWorld Community Health Center, 4920 South 30th St., Omaha, NE. Testing is for OneWorld patients with symptoms. Call 402-734-4110 for an appointment.

-Charles Drew Health Centers, 2915 Grant Street and 5319 North 30th St., Omaha, NE. Call 402-451-3553 for an appointment.

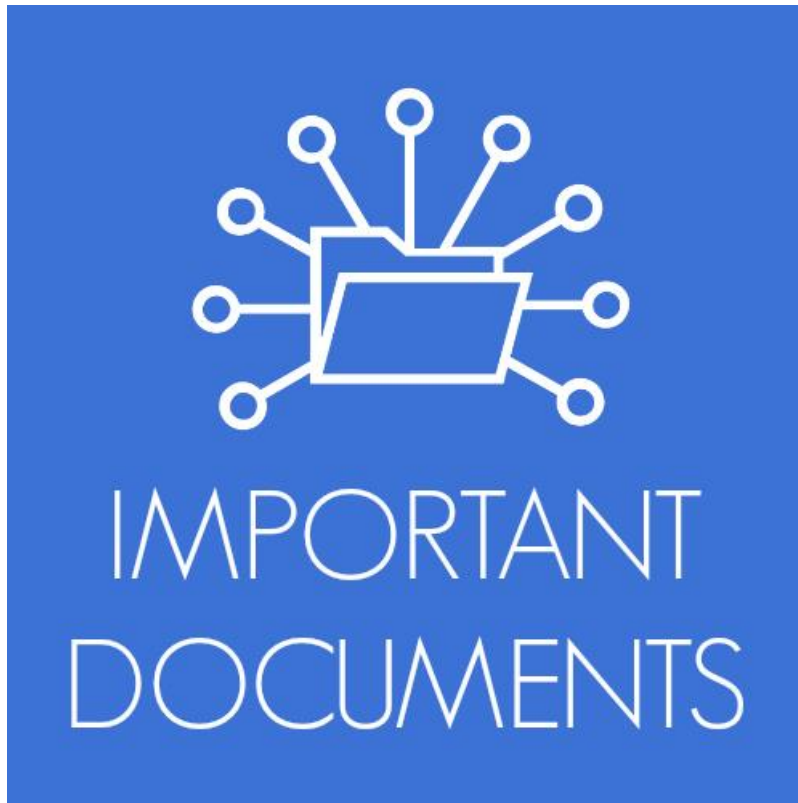
-CVS Minute Clinics.

Visit <https://www.cvs.com/minuteclinic/covid-19-testing> to schedule an appointment. Locations include 14460 West Maple Road, 4840 Dodge Street, and 6901 South 84th St., Omaha, NE.

-University of Nebraska Medical Center at 50th and G, Omaha, NE. Visit <https://is.gd/sohatest> to schedule an appointment.

Let's stay on our positive path with the implementation of the protocols. If you see a friend not following the protocols, remind them to wear a mask and maintain 6 feet of physical distance whenever possible, along with regular handwashing. If you are sick, stay home. I believe we can do this together, if we remain diligent with our protocols.

The PCS molecular test is preferred over the antigen test, per feedback from the SCHED.



Oct. 2, 2020

[SCHD COVID Investigation Oct 2 2020](#)

[SCHD Required Screening Exclusion and Re-Admittance Oct 2 2020](#)

New Documents - Sept. 21, 2020

[SCHD-DHM-September 21 2020](#)

[NALHD COVID Investigation School Setting Sept 21 2020](#)

PCS 2020-2021 Return to School Documents

[PCS Fall 2020 Return to School Protocols](#)

[PCS Protocol Brief Overview Document](#)

[PCS Protocol Frequently Asked Questions \(FAQ\) Document](#)

[Directed Health Measure \(DHM\) for Sarpy and Cass Counties Sept 1 2020](#)

[SCHD School Quarantine Recommendations](#)

[Public Health Recommendations for the Screening, Exclusion, and Re-Admittance of Ill Students and Staff for COVID-19 in Schools](#)

Activities Document

[PHS Letter – Attendance During COVID-19 Revised Sept 28 2020](#)

State of Nebraska (Governor Pete Ricketts)

<https://governor.nebraska.gov/>

Nebraska Department of Education (Commissioner Dr. Matt Blomstedt)

<https://www.education.ne.gov/>

Sarpy/Cass Health Department (Director Sarah Schram)

<https://www.sarpycasshealthdepartment.org/>

Plattsmouth Community Schools (Dr. Richard E. Hasty)

<https://www.pcsd.org/>



What can we do right now? All of us can help prevent the spread of COVID-19 and “flatten the curve.” Click [HERE](#) for some tips from the Centers for Disease Control.



According to the Centers for Disease Control, people with COVID-19 have reported a wide range

of symptoms from mild to severe illness. Symptoms may appear 2-14 days after exposure to the virus and include, but are not necessarily limited to, fever, chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea, vomiting, and diarrhea. Learn more at <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>.

If you or someone you know experiences symptoms, please consider contacting a medical provider. Timely reporting of COVID-19 will help ensure those affected are quarantined/isolated and there is a limited spread of the virus.

Another option for screening yourself or those that you know is an app called 1-Check COVID. The app was launched by the University of Nebraska Medical Center. Download it from the app store on your Apple and Android devices. Simply enter "1-Check COVID."

Thank you for your patience and support of everyone as we navigate the environment of COVID-19. We will get through this together. If we consistently wear masks when around others, maintain 6 ft. of physical distance when possible,

wash our hands regularly, and report positive cases of COVID-19 in a timely manner, I am confident that we can collectively slow the spread of the virus. Let's do this together!

MANAGING CORONA VIRUS (COVID-19) ANXIETY

BlessingManifesting

For You

- Avoid excessive exposure to media coverage
- Connect through calls/text/internet
- Add extra time for daily stress relief
- Practice self-care
- Focus on your mental health

For Kids

- Reassure them that they're safe
- Let them talk about their worries
- Share your own coping skills
- Limit their news exposure
- Create a routine & structure

For Quarantine/Isolation

- Keep in contact with your loved ones via social media, texts, and phone calls
- Create a daily self-care routine
- Keep yourself busy: games, books, movies
- Focus on new relaxation techniques

Social/emotional health of students, families, and staff members is extremely important in our

COVID-19 environment. If you or someone you know needs assistance, please contact one of our four school social workers/licensed mental health practitioners (SSW/LMHP).

Early Childhood/Head Start: Bri Renninger,
brenninger@pcsd.org

Elementary School: Sarah Coniglio,
sconiglio@pcsd.org

Middle School: Sara Barada, sbarada@pcsd.org

High School: Keryl Mines, kmines@pcsd.org

WHAT IF YOU CAN'T TELL A TRUSTED ADULT
OR YOU WANT TO REMAIN ANONYMOUS?



HOW DOES IT WORK?

- 1** SUBMIT AN ANONYMOUS TIP
- 2** ALL TIPS ARE SENT TO A 24/7 MULTI-LINGUAL CRISIS CENTER
- 3** SCHOOL OFFICIALS & LAW ENFORCEMENT INTERVENE AND HELP

1 SUBMIT YOUR TIP ANONYMOUSLY 24/7 – 365 Days a Year

-  MOBILE APP
-  1-844-5-SAYNOW
-  SAYSOMETHING.NET

HOW DO I USE THE APP?

DOWNLOAD THE APP ONTO
YOUR PHONE OR MOBILE DEVICE



Search for
"Say Something Anonymous
Reporting System"

Given our COVID-19 environment, I believe it is important to remind everyone about Say Something-Anonymous Reporting System (SS-ARS). In addition to saying something to a trusted adult, the SS-ARS provides other methods (telephone, website, and app) for reporting potentially unsafe situations. Please speak with your children about these ways to report potentially unsafe situations, as we continue to focus on keeping our schools safe for everyone. For more information, please visit <https://www.saysomething.net>.

In-Person and Remote Learning

As a reminder, if you have concerns with your child attending school in-person, we have the option of remote learning available for you. If you are interested in remote learning, please contact the building principal where your child attends school.



We have come a long way over the past few months, but we are not out of the woods yet. Stay focused on positive things. We will get through this together! *We Are Blue Devil Nation!* We are **#PLATTSMOUTHSTRONG!**

Best regards,

A handwritten signature in blue ink that reads "Dr. Richard E. Hasty". The signature is fluid and cursive, with a prominent initial "D" and a stylized "H".

Superintendent Dr. Richard E. Hasty

**Plattsmouth High School
Principal's Report
Todd Halvorsen
October 12, 2020**

Helping students build their future with
Positive Respectful Intentional Determined and Engaged
students and staff.

Plattsmouth High School Enrollment

| | |
|----------|-----|
| Grade 9 | 111 |
| Grade 10 | 109 |
| Grade 11 | 128 |
| Grade 12 | 122 |
| Other | 8 |
| Total | 478 |

High Academic Achievement and Professional Learning Communities (PLC)

Plattsmouth High School teachers participated in a Continuous Improvement event this past Friday with Janet Foss, from ESU 3. The focus was on engagement and each department is going to select a strategy or two to incorporate in their instruction. Engagement is an important role in academic success. Later this month we will have a Continuous Improvement Day on data.

Administrators have been reviewing SMART goals with teachers. Each teacher has established an academic goal and a professional goal that they want to pursue throughout the 20-21 school year.

Wall-to-Wall Academies

There have been two meetings of the Community Advisory Board. Their role is to help guide us as we continue to improve our academy style of learning for students at Plattsmouth High School. One of our goals this year is to produce a video for the high school website that highlights our Wall-to-Wall Academies.

Counseling News

ACT Day was September 22:

- Sophomores took the PreACT for practice and will get a predicted score for the real test. They also attended presentations about college, military, and apprenticeships.
- Juniors took a practice ACT test. They will get results to see their actual scores. They also attended a presentation about preparing for life after high school.
- Seniors took the ACT which is reportable to colleges of their choice.

ASVAB Test

Juniors and seniors took the ASVAB Test on Thursday, October 8. The ASVAB Test is for students interested in military service or interested in gaining insight on how their characteristics lineup with different military branches.

Leadership

Recently, students have been asked to apply for the Optimist Youth Award (seniors), the Joseph Baldwin Academy (freshmen), HOBY (sophomores), NLS (sophomores) and CLeW (freshmen). Students that are chosen for these awards will represent PHS this summer at camps and clinics. This is a busy time of year for seniors. They are currently completing applications for scholarships and applying for college. Some of our seniors are participating in

virtual tours with a college representative while others are able to visit their college sites and meet with an admissions representative in person.

Dual Credit Courses Offered at PHS:

Through Southeast Community College

- Medical Terminology
- Introduction to Composition I

Through UNO

- AP Government
- AP Computer Programming
- Cybersecurity
- Introduction to Business
- Introduction to Sports Officiating
- AP Biology (Independent Study)

Activities Report

The Marching Blue Devils were not able to participate in their usual competitions this year due to COVID, but they continue to entertain the crowd at home football games.

The season came to an end this past week for both girls golf and softball at districts. Softball ended their season at 10-18 and tied the school record for home runs, with 19.

The boys and girls cross country teams have been competing and doing very well. Their final competitions will be coming up in the next few weeks with the Trailblazer Conference , Districts, and State meets.

Volleyball is currently 7-10. They will compete in the first Trailblazer Conference Tournament on Saturday, October 10.

Football is 5-1 with their only loss to the #2 team in Class B, Norris. At this time, it appears Plattsmouth High School will be hosting a Class B first round playoff game on October 30.

Organization Development and Capacity

The 2020-2021 school year will focus on the following points:

1. Continuing the growth of Wall-to-Wall Academies and expanding internship opportunities
2. Concentrating on a culture of respect, inclusion, encouragement and celebration of students and staff.
3. Advancing civic engagement.

Plattsmouth High School staff continually seeks to improve upon the processes of our curriculum and academy teams. That effort is focused upon data interpretation, identifying student needs, and responding with collective efficacy.

Educationally yours,
Todd Halvorsen

Middle School Board Report
John Campin-Principal
October 12th, 2020

School is still off to a great start.

Projected Enrollment Numbers for 2020-21

5th-96

6th-90

7th-132

8th-108

Total-426

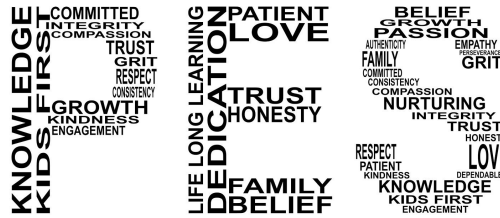
Decrease of 12 students since last month.

Remote Learners-70 was at 68 last month.

Staff-Amazing staff all around. Everyone has positive attitudes and are doing what is needed to be in school. We used to say, "Day by Day." Now we don't even think about that as we believe we will be at school all year.

Check out our school Facebook page. You will see our weekly newsletter where we share students of the week in each grade and sports updates.

Thank you to Raylene Frazier for dedication to PCMS and the district for many years. Raylene will be moving to Kentucky at the end of November. Raylene will be missed!!!



**Plattsmouth Elementary School
Principal's Report
Amy Petricek
October 12, 2020**

Current Enrollment Numbers for 2020-21

| Teacher | Grade | Boys | Girls | Total |
|--------------------------------|-------|-----------|-----------|-----------|
| Ecklund, Kim | Kdg | 11 | 5 | 16 |
| Haynes, Ann | Kdg | 10 | 6 | 16 |
| Hicks, Stacey/Blomstedt, Laura | Kdg | 1 | 1 | 2 |
| Loper, Christine | Kdg | 10 | 5 | 15 |
| Knox, Susan | Kdg | 7 | 7 | 14 |
| Meisinger, Julie (Remote) | Kdg | 2 | 5 | 7 |
| Morrison, Wendy | Kdg | 10 | 6 | 16 |
| Jesus, Allyson (Acellus) | Kdg | 1 | 3 | 4 |
| Subtotal | | 52 | 38 | 90 |
| | | | | |
| Bourgeois, Mindy (Remote) | 1 | 3 | 6 | 9 |
| Brodersen, April | 1 | 7 | 7 | 14 |
| Hicks, Stacey/Blomstedt, Laura | 1 | 3 | 1 | 4 |
| Rea, Gayle | 1 | 9 | 8 | 17 |
| Schenkelberg, Julie | 1 | 5 | 11 | 16 |
| Wiseman, Deb | 1 | 10 | 7 | 17 |
| Jesus, Allyson (Acellus) | 1 | 3 | 3 | 6 |
| Winters, Tim | 1 | 1 | 0 | 1 |
| Subtotal | | 41 | 43 | 84 |
| | | | | |
| Anderson, Mike | 2 | 9 | 5 | 14 |
| Johnson, Cathy | 2 | 9 | 7 | 16 |
| Hicks, Stacey/Blomstedt, Laura | 2 | 2 | 0 | 2 |
| Meisinger, Julie (Remote) | 2 | 5 | 6 | 11 |

| | | | | |
|--------------------------------|---|------------|------------|------------|
| Stoskopf, Becky | 2 | 7 | 7 | 14 |
| Warrick, Marlene | 2 | 6 | 9 | 15 |
| Jesus, Allyson (Acellus) | 2 | 3 | 1 | 4 |
| Subtotal | | 41 | 35 | 76 |
| | | | | |
| Bach, Stephanie | 3 | 9 | 9 | 18 |
| Clark, Brianna | 3 | 13 | 5 | 18 |
| Thomas, Riley | 3 | 11 | 6 | 17 |
| Fenton, CJ | 3 | 7 | 11 | 18 |
| Bourgeois, Mindy (Remote) | 3 | 6 | 3 | 9 |
| Jesus, Allyson (Acellus) | 3 | 3 | 1 | 4 |
| Subtotal | | 49 | 38 | 87 |
| | | | | |
| Coplen, Kari | 4 | 9 | 12 | 21 |
| Day, Tricia | 4 | 14 | 9 | 23 |
| Hicks, Stacey/Blomstedt, Laura | 4 | 1 | 1 | 2 |
| Icenogle, Stephanie | 4 | 9 | 9 | 18 |
| Joy, Holly | 4 | 11 | 9 | 20 |
| Jesus, Allyson (Acellus) | 4 | 3 | 3 | 6 |
| Subtotal | | 48 | 43 | 91 |
| | | 231 | 197 | 428 |

Enhancing Digital Learning

Thank you to our PTO for purchasing licenses for iXL and Spelling City!

Parent-Teacher Conferences

Parent-Teacher Conferences are scheduled for the evenings of October 21st and 22nd. Parents were sent a Sign Up Genius link to sign up for a virtual conference time. If you did not receive a link, please contact your child's teacher. Teachers will be conducting conferences via Zoom.

Staff Shout-outs

Thank you to Mrs. Foster for being our Remote Learning Courier on Mondays! She spends the majority of her day collecting assignments and delivering materials to cars for our remote learners.

Thanks also to Ms. Adkins for being our Health Room on Wheels! In order to keep the traffic down in the office and keep students and staff more physically distant, Ms. Adkins triages students and delivers medicine to classrooms.

**Plattsmouth Community Schools
Early Childhood/Early Head Start/Head Start Report
October, 2020**

Early Childhood Numbers as of: 9/8/2020

Accepted for Tuition/Head Start for 2020-2021:

| | |
|-----------------------------|----------------------|
| PECC | 47 |
| Conestoga Head Start | 9 |
| Total for Head Start | 56 out of 100 |
| Tuition at PECC | 13 |

Birth to Three Program Enrollment Report:

| | |
|---|---------------------|
| Sixpence | 11 |
| Birth to 5 Special Education Home/Community Based | 19 |
| Early Head Start | 10 out of 10 |

Enrollment:

We currently have seven families who have chosen the remote learning option.

Attendance (2020-2021):

| Week of: | Head Start Only | Tuition Only | Combined |
|--------------------|-----------------|--------------|----------|
| September 7, 2020 | 89.5% | 94.4% | 90.3% |
| September 14, 2020 | 88.1% | 95.0 % | 89.4 % |
| September 21, 2020 | 93.4 % | 100 % | 94.6 % |

Head Start Grant Information:

The Fiscal Year (FY) 2021 continuation grant application was due on October 1, 2020 and was submitted on September 23, 2020. The chart below outlines the funding amounts for the grant for fiscal year 2021.

| Common Accounting Number (CAN) | Projected Funding | Funded Federal Enrollment |
|---|--------------------|---------------------------|
| Head Start Program Operations & Training and Technical Assistance | \$1,013,833 | 100 |
| Early Head Start Program Operations & Training and Technical Assistance | \$159,862 | 10 |
| TOTAL GRANT FUNDING | \$1,173,695 | 110 |
| In-Kind (non-federal share) for HS & EHS | \$293,424 | |
| TOTAL GRANT AMOUNT | \$1,467,119 | |

Office of Head Start Communications:

- [New on ECLKC: July and August, 2020](#)
- [Director's E-mail Digest: July to August, 2020](#)
- [Staff Wages and Benefits: Flexibility through Sept 30th](#)

Personnel:

- We are currently still searching for a part-time custodial position.

Policy Council:

Policy Council met via Zoom on Monday, September 21, 2020 at 6 pm and conducted the following business:

- Approved the FY2021 Continuation Grant Application
- Approved Personnel Policies (Certificated and Support Staff Handbooks)
- Approved Self-Assessment
- Approved Community Assessment Update
- Approved Strategic Plan Update -- Action Item
- Provided Budget Input for FY2021 Grant Application
- Approved FY2020 Non-Federal Share Waiver

Policy Council will meet on Monday, October 19, 2020 at 6 pm via Zoom.

Training:**Revised Head Start Program Performance Standards on the Designated Renewal System (DRS)**

- Effective Oct. 27, 2020, the Head Start Program Performance Standards at 45 CFR § 1304 Subpart B will be updated -- please refer to the attachment under the EC Report for the document



**CASS COUNTY HEAD START & EARLY HEAD START
PLATTSMOUTH EARLY CHILDHOOD CENTER**

Main office: 902 Main Street, Plattsmouth, NE 68048
Mailing address: 1912 Old Highway 34
Plattsmouth, Nebraska 68048
402-296-5250



**Head Start Treasurer's Report
September, 2020**

| | | |
|--|------------------------|--------------------|
| Total Grant Funds from 1/1/2020 to 12/31/2020 | | \$1,270,364 |
| Continuation Grant from 1/1/2020 to 12/31/2020 | | \$1,097,120 |
| Breakdown of Funding: | | |
| Head Start Continuation Grant | | \$ 946,849 |
| Head Start COLA Grant | | \$ 18,636 |
| Head Start Quality Improvement Grant | | \$ 48,348 |
| Head Start CARES Act Grant | | \$ 87,881 |
| Early Head Start Continuation Grant | | \$ 150,271 |
| Early Head Start COLA Grant | | \$ 2,939 |
| Early Head Start Quality Improvement Grant | | \$ 6,652 |
| Early Head Start CARES Act Grant | | \$ 8,788 |
| Total Head Start Grant Funds from 1/1/2020 to 12/31/2020 | | \$1,101,714 |
| Total Early Head Start Grant Funds from 1/1/2020 to 12/31/2020 | | \$ 168,650 |
| Head Start Expenditures for the Month of: | August, 2020 | \$ 54,122 |
| Early Head Start Expenditures for the Month of: | August, 2020 | \$ 6,631 |
| Total Grant Period Expenditures | 1/1/2020 to 8/31/2020 | |
| Head Start | | \$ 572,291 |
| Early Head Start | | \$ 56,151 |
| Percent of Budget | 1/1/2020 to 8/31/2020 | |
| Head Start | | 52.0 % |
| Early Head Start | | 33.3 % |
| In-Kind for the Month of: | August, 2020 | \$ 20,733 |
| In-Kind Credited to Date: | | |
| Head Start | 1/1/2020 to 12/31/2020 | \$ 119,504 |
| Early Head Start | 1/1/2020 to 12/31/2020 | \$ 36,209 |
| Total | 1/1/2020 to 12/31/2020 | \$ 155,713 |
| Percent of Required In-Kind For Fiscal Year 2020 | | |
| Head Start (\$236,713 Total Required) | | 50.5 % |
| Early Head Start (\$37,568 Total Required) | | 96.4 % |
| Total Required (\$274,281) | | 56.8 % |

Head Start Nutrition Expenditures for the Month of: August, 2020 \$ 0

Meals served (qualified as "free") in the month of: **August, 2020**

Conestoga: Breakfast: 77 Lunch: 77

Plattsmouth: Breakfast: 283 Lunch: 280

| | | |
|--|--|-----------------------------|
| ACF Administration for Children and Families | U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES | |
| | 1. Log No. ACF-PI-HS-20-05 | 2. Issuance Date: 8/27/2020 |
| | 3. Originating Office: Office of Head Start | |
| | 4. Key Words: Designation Renewal System (DRS); Head Start Program Performance Standards (HSPPS); Revision; Final Rule; Regulation; Head Start; Competition; Classroom Assessment Scoring System (CLASS®); Monitoring; Deficiency; Fiscal; Audit | |

PROGRAM INSTRUCTION

SUBJECT: Final Rule on Designation Renewal System Changes

INSTRUCTION:

The Office of Head Start (OHS) announced in the [Federal Register](#) a final rule updating the Designation Renewal System (DRS). In the Improving Head Start for School Readiness Act of 2007, Congress required the U.S. Department of Health and Human Services (HHS) to both establish a DRS and to periodically review the system. HHS first established the DRS through a final rule in 2011, and has been regularly analyzing data on the implementation of the system and on the grantees required to compete. OHS is confident the DRS has driven increases in the quality of Head Start and Early Head Start services, but believes improvements can be made to the system.

This final rule includes revisions to three of the seven conditions of the DRS: the deficiency condition, the condition related to the Classroom Assessment Scoring System (CLASS®), and the fiscal condition related to audit findings. These changes will ensure OHS identifies those grantees where competition is the most warranted and more effectively holds grantees accountable, while also making the DRS more transparent.

Key Changes from the Prior DRS Rule

Deficiency Condition

Under this final rule, the DRS no longer requires competition for grantees with a single deficiency during their project period. While all deficiencies are serious and substantial or systemic, changing the condition to require competition if a grantee receives two deficiencies during the project period better reflects significant quality failures of an agency. Additionally, the change will appropriately put the focus on grantees having systems in place to ensure health and safety incidents do not occur or are quickly identified and rectified and on financial and human resource systems that support ongoing, high-quality operations.

CLASS® Condition

For the CLASS® condition, the final rule facilitates the use of CLASS® as a quality improvement tool and promotes greater transparency for grantees. To achieve this, the final rule removes the lowest 10% criterion while simultaneously establishing quality thresholds and raising the competitive thresholds (formerly minimum thresholds) for each domain of the CLASS®.

The quality thresholds are as follows: 6 for Emotional Support, 6 for Classroom Organization, and 3 for Instructional Support. These new thresholds represent the expectations of OHS for the quality of the learning environment in every Head Start program. These thresholds do not relate to competition, but instead reflect a quality improvement focus in teacher-child interactions, with support from OHS. For any grantee with a score below one or more of the quality thresholds, OHS will provide support for quality improvement. OHS will help ensure the grantee's coordinated approach to training and professional development is targeting those areas of teaching practices and teacher-child interactions that most need improvements. The establishment of quality thresholds is intended to build on existing program quality improvement efforts to enhance classroom interactions beyond any set floor and will include more intentional OHS support for such efforts through training and technical assistance supports across a variety of platforms.

The final rule also sets more rigorous competitive thresholds for all three CLASS® domains and represents the floor for quality in terms of teacher-child interactions. Any grantee with a CLASS® score below one or more of the competitive thresholds will be designated for competition. Specifically, the competitive threshold for Classroom Organization is raised from 3 to 5 and Emotional Support is raised from 4 to 5. These competitive thresholds increase the minimum standard of quality and set the expectation for programs to work toward moving into the high-quality range. Because Instructional Support is a domain in which grantees tend to score lower, but is nonetheless important for ensuring high-quality teacher-child interactions, we take a graduated approach to increasing the threshold for this domain. More specifically, the competitive threshold for Instructional Support is initially raised from 2 to an interim threshold of 2.3 for all CLASS® reviews conducted through July 31, 2025. For all CLASS® reviews conducted on or after August 1, 2025, the competitive threshold for this domain raises to 2.5. This approach recognizes where most grantees currently score in this domain and will allow sufficient time for grantees to make necessary quality improvements and gradually move to higher quality.

Fiscal Condition

For the fiscal condition, the final rule retains the requirement to compete if a going concern is identified in an audit report. It also adds a second criterion that requires competition if a grantee has a total of two or more audit findings of material weakness or questioned costs related to their Head Start funds in audit reports for a financial period within the current project period. This change results in a fiscal condition that better detects risks to fiscal management and oversight.

Effective Date

The new DRS conditions will be effective October 27, 2020. The prior DRS conditions will apply to all programs until the effective date of this final rule. In general, grantee performance before the effective date of the final rule is subject to the prior DRS conditions and grantee performance after the effective date is subject to the revised DRS conditions. There will be no retroactive implementation of the revised conditions to ensure grantees are not designated for competition based a condition on which they did not know they would be judged.

For all grantees that have been designated for competition under the prior conditions and a funding opportunity announcement (FOA) has not been posted, OHS will reexamine the existing data to determine if they also meet the revised conditions. The new second criterion added to the fiscal condition will not be considered. These grantees will be required to compete if they would also be required to compete under the revised conditions. OHS will send redetermination letters to this group of grantees either reconfirming their competitive status or notifying them of preliminary eligibility for non-competitive funding.

Preliminary non-competitive decisions made prior to the effective date of this final rule will not be revisited under the revised DRS conditions; these grantees will continue to be eligible for a noncompetitive new grant. Only in the rare case that such a grantee receives two or more deficiencies, a license revocation, suspension, debarment from any federal or state funds, disqualification from the Child and Adult Care Food Program, or an audit finding of a going concern before receiving their non-competitive five-year grant award would the grantee be required to compete. This would also have happened under the prior regulation, with the only difference being the number of deficiencies requiring competition.

Next Steps

Programs are urged to take the time to read the final rule in its entirety, including the preamble and the text of the regulation. OHS will continue to provide direction, guidance, and resources that support our mission to prepare Head Start children and families for school and beyond.

Thank you for the work you do on behalf of children and families.

/ Dr. Deborah Bergeron /

Dr. Deborah Bergeron
Director
Office of Head Start
Office of Early Childhood Development

Head Start Program Performance Standards on the Designation Renewal System

45 CFR Part 1304 Subpart B and
amendment to Part 1305

DEPARTMENT OF HEALTH AND HUMAN SERVICES
Administration for Children and Families
RIN 0970-AC63 and 0970-AC77
Effective October 27, 2020

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Head Start Program Performance Standards on the Designation Renewal System

45 CFR Part 1304 Subpart B and amendment to Part 1305

DEPARTMENT OF HEALTH AND HUMAN SERVICES
Administration for Children and Families
RIN 0970-AC63 and 0970-AC77
Effective October 27, 2020

PART 1304- FEDERAL ADMINISTRATIVE PROCEDURES

Subpart B — Designation Renewal

§1304.10 Purpose and scope.

The purpose of this subpart is to set forth policies and procedures for the designation renewal of Head Start and Early Head Start programs. It is intended that these programs be administered effectively and responsibly; that applicants to administer programs receive fair and equitable consideration; and that the legal rights of current Head Start and Early Head Start grantees be fully protected. The Designation Renewal System is established in this part to determine whether Head Start and Early Head Start agencies deliver high-quality services to meet the educational, health, nutritional, and social needs of the children and families they serve; meet the program and financial requirements and standards described in section [641A](#)(a)(1) of the Head Start Act; and qualify to be designated for funding for five years without competing for such funding as required under section [641](#)(c) of the Head Start Act with respect to Head Start agencies and pursuant to section [645A](#)(b)(12) and (d) with respect to Early Head Start agencies. A competition to select a new Head Start or Early Head Start agency to replace a Head Start or Early Head Start agency that has been terminated voluntarily or involuntarily is not part of the Designation Renewal System established in this Part, and is subject instead to the requirements of [§1304.20](#).

§1304.11 Basis for determining whether a Head Start agency will be subject to an open competition.

A Head Start or Early Head Start agency will be required to compete for its next five years of funding whenever the responsible HHS official determines that one or more of the following seven conditions existed during the relevant time period under §1304.15:

- (a) An agency has two or more deficiencies across reviews conducted under section [641A](#)(c)(1)(A), (C), or (D) of the Act during the relevant time period under §1304.15.
- (b) An agency has not, based on a review conducted under section [641A](#)(c)(1)(A), (C), or (D) of the Act during the relevant time period under §1304.15:
 - (1) Established program goals for improving the school readiness of children participating in its program in accordance with the requirements of section [641A](#)(g)(2) of the Act and demonstrated that such goals:
 - (i) Appropriately reflect the ages of children, birth to five, participating in the program;

- (ii) Align with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, state early learning guidelines, and the requirements and expectations of the schools, to the extent that they apply to the ages of children, birth to five, participating in the program and at a minimum address the domains of language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development;
- (iii) Were established in consultation with the parents of children participating in the program.

(2) Taken steps to achieve the school readiness goals described under paragraph (b)(1) of this section demonstrated by:

- (i) Aggregating and analyzing aggregate child-level assessment data at least three times per year (except for programs operating less than 90 days, which will be required to do so at least twice within their operating program period) and using that data in combination with other program data to determine grantees' progress toward meeting its goals, to inform parents and the community of results, and to direct continuous improvement related to curriculum, instruction, professional development, program design and other program decisions; and
- (ii) Analyzing individual ongoing, child-level assessment data for all children birth to age five participating in the program and using that data in combination with input from parents and families to determine each child's status and progress with regard to, at a minimum, language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development, and to individualize the experiences, instructional strategies, and services to best support each child.

(c) An agency has been determined during the relevant time period covered by the responsible HHS official's review under §1304.15:

(1) To have an average score across all classrooms observed that is below the following competitive thresholds on any of the three CLASS: Pre-K domains from the most recent CLASS: Pre-K observation:

- (i) For the Emotional Support domain, the competitive threshold is 5;
- (ii) For the Classroom Organization domain, the competitive threshold is 5;
- (iii) For the Instructional Support domain, the competitive threshold is 2.3 through July 31, 2025, and 2.5 on and after August 1, 2025.

(2) If an agency is determined to have an average score across all classrooms observed below the quality threshold on any of the three CLASS: Pre-K domains, the Office of Head Start will

support the program to strengthen its coordinated approach to training and professional development as required in §1302.92(b) and (c), to help promote improvement in teaching practices and teacher-child interactions. The quality threshold for each domain is as follows:

- (i) For the Emotional Support domain, the quality threshold is 6;
- (ii) For the Classroom Organization domain, the quality threshold is 6;
- (iii) For the Instructional Support domain, the quality threshold is 3.

(d) An agency has had a revocation of its license to operate a Head Start or Early Head Start center or program by a state or local licensing agency during the relevant time period under §1304.15, and the revocation has not been overturned or withdrawn before a competition for funding for the next five-year period is announced. A pending challenge to the license revocation or restoration of the license after correction of the violation will not affect application of this requirement after the competition for funding for the next five-year period has been announced.

(e) An agency has been suspended from the Head Start or Early Head Start program by ACF during the relevant time period covered by the responsible HHS official's review under §1304.15 and the suspension has not been overturned or withdrawn. If the agency did not have an opportunity to show cause as to why the suspension should not have been imposed or why the suspension should have been lifted if it had already been imposed under part 1304, the agency will not be required to compete based on this condition. If an agency has received an opportunity to show cause and the suspension remains in place, the condition will be implemented.

(f) An agency has been debarred from receiving federal or state funds from any federal or state department or agency or has been disqualified from the Child and Adult Care Food Program (CACFP) any time during the relevant time period covered by the responsible HHS official's review under §1304.15 but has not yet been terminated or denied refunding by ACF. (A debarred agency will only be eligible to compete for Head Start funding if it receives a waiver described in 2 CFR 180.135.)

(g) An agency meets one of two fiscal criteria, if the agency:

(1) Is at risk of failing to continue functioning as a going concern within the current project period. The final determination is made by the responsible HHS official based on a review of the findings and opinions of an audit conducted in accordance with section 647 of the Act; an audit, review or investigation by a state agency; a review by the National External Audit Review (NEAR) Center; or an audit, investigation or inspection by the Department of Health and Human Services Office of Inspector General; or

(2) Has a total of two or more audit findings of material weakness or questioned costs associated with its Head Start funds in audit reports submitted to the Federal Audit Clearinghouse (in accordance with section 647 of the Act) for a financial period within the current project period.

§ 1304.12 Grantee reporting requirements concerning certain conditions.

A Head Start agency must report in writing to the responsible HHS official within 10 working days of occurrence of any of the following events:

- (a) The agency has had a revocation of a license to operate a center by a state or local licensing entity.
- (b) The agency has filed for bankruptcy or agreed to a reorganization plan as part of a bankruptcy settlement.
- (c) The agency has been debarred from receiving federal or state funds from any federal or state department or agency or has been disqualified from the Child and Adult Care Food Program (CACFP).
- (d) The agency has received an audit, audit review, investigation or inspection report from the agency's auditor, a state agency, or the cognizant federal audit agency containing a determination that the agency is at risk of ceasing to be a going concern.

§ 1304.13 Requirements to be considered for designation for a five-year period when the existing grantee in a community is not determined to be delivering a high-quality and comprehensive Head Start program and is not automatically renewed.

In order to compete for the opportunity to be awarded a five-year grant, an agency must submit an application to the responsible HHS official that demonstrates that it is the most qualified entity to deliver a high-quality and comprehensive Head Start or Early Head Start program. The application must address the criteria for selection listed at section [641\(d\)\(2\)](#) of the Act for Head Start. Any agency that has had its Head Start or Early Head Start grant terminated for cause in the preceding five years is excluded from competing in such competition for the next five years. A Head Start or Early Head Start agency that has had a denial of refunding, as defined in 45 CFR part [1305](#), in the preceding five years is also excluded from competing.

§ 1304.14 Tribal government consultation under the Designation Renewal System for when an Indian Head Start grant is being considered for competition.

- (a) In the case of an Indian Head Start or Early Head Start agency determined not to be delivering a high-quality and comprehensive Head Start or Early Head Start program, the responsible HHS official will engage in government-to-government consultation with the appropriate tribal government or governments for the purpose of establishing a plan to improve the quality of the

Head Start program or Early Head Start program operated by the Indian Head Start or Indian Early Head Start agency.

(1) The plan will be established and implemented within six months after the responsible HHS official's determination.

(2) Not more than six months after the implementation of that plan, the responsible HHS official will reevaluate the performance of the Indian Head Start or Early Head Start agency.

(3) If the Indian Head Start or Early Head Start agency is still not delivering a high-quality and comprehensive Head Start or Early Head Start program, the responsible HHS official will conduct an open competition to select a grantee to provide services for the community currently being served by the Indian Head Start or Early Head Start agency.

(b) A non-Indian Head Start or Early Head Start agency will not be eligible to receive a grant to carry out an Indian Head Start program, unless there is no Indian Head Start or Early Head Start agency available for designation to carry out an Indian Head Start or Indian Early Head Start program.

(c) A non-Indian Head Start or Early Head Start agency may receive a grant to carry out an Indian Head Start program only until such time as an Indian Head Start or Indian Early Head Start agency in such community becomes available and is designated pursuant to this Part.

§ 1304.15 Designation request, review and notification process.

(a) A grantee must apply to be considered for Designation Renewal. A Head Start or Early Head Start agency wishing to be considered to have its designation as a Head Start or Early Head Start agency renewed for another five year period without competition must request that status from ACF at least 12 months before the end of their five year grant period or by such time as required by the Secretary.

(b) ACF will review the relevant data to determine if one or more of the conditions under §1304.11 were met by the Head Start and Early Head Start agency during the current project period.

(c) ACF will give notice to grantees on Designation Renewal System status, except as provided in §1304.14, at least 12 months before the expiration date of a Head Start or Early Head Start agency's current grant, stating:

(1) The Head Start or Early Head Start agency will be required to compete for funding for an additional five-year period because ACF finds that one or more conditions under §1304.11 were met by the agency's program during the relevant time period described in paragraph (b) of this section, identifying the conditions ACF found, and summarizing the basis for the finding; or

(2) That such agency has been determined on a preliminary basis to be eligible for renewed funding for five years without competition because ACF finds that none of the conditions under §1304.11 have been met during the relevant time period described in paragraph (b) of this section. If prior to the award of that grant, ACF determines that the grantee has met one of the conditions under §1304.11 during the relevant time period described in paragraph (b) of this section, this determination will change and the grantee will receive notice under paragraph (c)(1) of this section that it will be required to compete for funding for an additional five-year period.

§ 1304.16 Use of CLASS: Pre-K instrument in the Designation Renewal System.

Except when all children are served in a single classroom, ACF will conduct observations of multiple classes operated by the grantee based on a random sample of all classes and rate the conduct of the classes observed using the CLASS: Pre-K instrument. When the grantee serves children in its program in a single class, that class will be observed and rated using the CLASS: Pre-K instrument. The domain scores for that class will be the domain scores for the grantee for that observation. After the observations are completed, ACF will report to the grantee the scores of the classes observed during the CLASS: Pre-K observations in each of the domains covered by the CLASS: Pre-K instrument. ACF will average CLASS: Pre-K instrument scores in each domain for the classes operated by the agency that ACF observed to determine the agency's score in each domain.

Part 1305 — Definitions

§1305.2 Terms.

The definition “Denial of Refunding” is added

* * * * *

Denial of Refunding means the refusal of a funding agency to fund an application for a continuation of a Head Start program for a subsequent program year when the decision is based on a determination that the grantee has improperly conducted its program, or is incapable of doing so properly in the future, or otherwise is in violation of applicable law, regulations, or other policies.

* * * * *

Personnel - All EmployeesProfessional Boundaries Between Employees and Students

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

- Using e-mail, text messaging, instant messaging or social networking sites to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).
- Engaging in social-networking friendships with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children. Employees shall not friend or follow students on any social networking site.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student **within one year of the student graduating or otherwise leaving the District.**
- Making any sexual advance - verbal, written, or physical - towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.

- Giving gifts of a personal nature to a specific student.
- Discussing alcohol, tobacco or other illicit drugs in a non-instructional setting, such as describing a party that the employee attended.
- Discussing another student's or employee's personal matters when it is not appropriate outside of the instructional setting.
- "Grooming," which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of family relationships between employees and their children who are students in the District. A staff member seeking an exception must receive advance approval from his or her administrator. If a staff member is unable to communicate with an administrator in advance (such as in the event of an emergency), the staff member must notify the administrator as soon as possible, but not later than 24 hours immediately following the event.

Any person who suspects a District employee of engaging in any prohibited conduct under this policy, including grooming, should contact the Superintendent as soon as practical.

An employee who violates this policy may face discipline, up to and including termination of employment, and may be referred to the appropriate certification or credentialing agencies for further discipline.

A violation of this policy will result in referral to the Department of Health and Human Services, law enforcement, or both.

Legal Reference: LB 1080 (2020)

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 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 must 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, 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, but is not limited to, illness, vacations, and medical appointments.
 - (2) Other absences are those in which the parent has not communicated a reason for the student's absence.

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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.

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

Two school days will be allowed to make up work for each day missed, with a maximum of 10 days allowed to make up work.

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]

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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

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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 administrator, teacher, or member of the board of education 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 such person(s) who the superintendent designates to be the attendance officer (hereafter, "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 some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to address the problem of excessive absenteeism. Such services shall include, as appropriate, the services listed below under "Excessive Absenteeism" and "Reporting Excessive Absenteeism."
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 which are Not School Excused and the absences are of concern due to the effect of the absences on the student's academics, the student's attendance history, the time of the school year, the reasons for the absences, or other circumstances, one or more meetings will be held between the school (a school attendance officer, a school administrator or his or her designee, and/or a social worker), 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

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identified to improve regular attendance. The plan shall consider, but not be limited to:

- (a) ~~Illness related to~~The physical, mental, or behavioral health of the child.
- (b) Educational counseling;
- (c) Educational evaluation;
- (d) Referral to community agencies for economic services;
- (e) Family or individual counseling; and
- (f) 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 year. The school shall notify the child's family in writing prior to making the referral to the county attorney. Illness that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney. A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined.

Article 5

STUDENTS

Policy No. 5008

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

Date of Adoption: [Insert Date]

InstructionCurriculum Renewal Cycle

Plattsmouth School District reviews curriculum guides, creates new guides and aligns curriculum with state standards and develops assessments in academic and interdisciplinary units to help meet and assess standards. Plattsmouth Community School District (PCSD) is dedicated to working in partnership to ensure academic achievement, civic engagement, and responsible behavior for all students. In order to meet this mission, it is important to articulate what students should know and be able to do as well as the educational materials, strategies, and experience provided to support and monitor attainment of these learning targets. In short, it is important to answer the following questions:

What do we want students to know and be able to do?

How will we support student learning?

How do we know if students know it?

What do we do if students know it what do we do if they can't?

In order to ensure that curriculum renewal is effective, the district has identified a renewal cycle, articulated partnership and organizational structures that support curriculum renewal, identified practices that ensure continual renewal of curriculum, and provided a set of documents that provide teachers with the curriculum information they need. Finally, a system has been put in place for creating new courses that support the curriculum. These components of the curriculum plan are described below.

The Curriculum Renewal Cycle

The Plattsmouth Community School District has a **seven** ~~six~~-year curriculum review cycle that ensures these questions are answered systemically and systematically. The cycle includes four phases:

Preliminary Study

Development

Implementation

Support and Monitoring

The Preliminary Study and Development phases ensure that data and best practice are used to develop and refine curriculum. The Implementation phase provides parents, teachers, and students with the support needed to meet learning targets. The Support and Monitoring phase helps ensure the process is being implemented as designed.

| School Year | Pre-Assessment | Research and Assessment | Development and Approval | Implementation and PD | Adjustment, Alignment and Evaluation | Monitoring and Management | Monitoring and Management |
|-------------|--|--|--|--|--|--|--|
| 18-19 | PE Health and Wellness | Social Studies K-12; Foreign Languages | Science K-12 | Voc. Ed./Business/ Ind.Tech/Coop | Curriculum Integration | Curriculum Integration | Curriculum Integration |
| 19-20 | Math K-12 | PE Health and Wellness | Social Studies 5-12; Foreign Languages | Science K-12 | Voc. Ed./Business/ Ind.Tech/Coop | Curriculum Integration | Curriculum Integration |
| 20-21 | Reading/L. Arts K-12 | Math K-12 | PE Health and Wellness; K-4 SS | Social Studies K-12; Foreign Languages | Science K-12 | Voc. Ed./Business/ Ind.Tech/Coop | Curriculum Integration |
| 21-22 | F. Arts, Art, V. Music, I. Music, Spch & Drama. K-12 | Reading/L. Arts K-12 | Math K-12 | PE Health and Wellness; K-4 SS | Social Studies K-12; Foreign Languages | Science K-12 | Voc. Ed./Business/ Ind.Tech/Coop |
| 22-23 | Voc. Ed./Business/ Ind.Tech/Coop | F. Arts, Art, V. Music, I. Music, Spch & Drama. K-12 | Reading/L. Arts K-12 | Math K-12 | PE Health and Wellness; K-4 SS | Social Studies K-12; Foreign Languages | Science K-12 |
| 23-24 | Science K-12; PE Health and Wellness | Voc. Ed./Business/ Ind.Tech/Coop | F. Arts, Art, V. Music, I. Music, Spch & Drama. K-12 | Reading/L. Arts K-12 | Math K-12 | PE Health and Wellness | Social Studies K-12; Foreign Languages |
| 24-25 | Social Studies K-12; Foreign Languages | Science K-12; PE Health and Wellness | Voc. Ed./Business/ Ind.Tech/Coop | F. Arts, Art, V. Music, I. Music, Spch & Drama. K-12 | Reading/L. Arts K-12 | Math K-12 | PE Health and Wellness |
| 25-26 | PE Health and Wellness | Social Studies K-12; Foreign Languages | Science K-12; PE Health and Wellness | Voc. Ed./Business/ Ind.Tech/Coop | F. Arts, Art, V. Music, I. Music, Spch & Drama. K-12 | Reading/L. Arts K-12 | Math K-12 |
| 26-27 | Reading/L. Arts K-12 | PE Health and Wellness | Social Studies K-12; Foreign Languages | Science K-12; PE Health and Wellness | Voc. Ed./Business/ Ind.Tech/Coop | F. Arts, Art, V. Music, I. Music, Spch & Drama. K-12 | Reading/L. Arts K-12 |

Date of Adoption: March 13, 2006

Reviewed: Nov. 12, 2007, Nov. 10, 2008

Revised: Nov. 9, 2009

Reviewed: Nov. 8, 2010, Nov. 14, 2011, Nov. 12, 2012, Nov. 11, 2013, Nov. 10, 2014, Nov. 9, 2015, Nov. 14, 2016, Nov. 13, 2017,
Nov. 12, 2018, Jan. 13, 2020

Revised: Nov. 9, 2020

InstructionCurriculum Renewal Cycle Procedures

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The Plattsmouth Community School District has a ~~six~~ **seven**-year curriculum review cycle that ensures these questions are answered systemically and systematically. The cycle includes four phases:

Preliminary Study

Development

Implementation

Support and Monitoring

The Preliminary Study and Development phases ensure that data and best practice are used to develop and refine curriculum. The Implementation phase provides parents, teachers, and students with the support needed to meet learning targets. The Support and Monitoring phase helps ensure the process is being implemented as designed.

Preliminary Study

The Preliminary Study phase includes two years. The first year of this phase is called Pre-Assessment, and the second year is Research and Assessment. The following will occur during these years.

Pre-Assessment

The purpose of this year is to provide the foundation for a successful research and assessment review. During this year:

1. Committees are formed

2. Data is Reviewed

- a. Partners will review disaggregated student learning data (including NRT as well as local and state CRT assessments) and identify areas of need.

Research and Assessment

The purpose of this year is to provide the curriculum committee members with program and content area expertise in the subject area. During this year the committee, *including at least one student and at least one parent*, will review data and complete research.

1. Data Review

Partners will collect and review:

- b. Perceptual data- including survey data and feedback from all stakeholders, and
- c. Program data (when appropriate)- including review of program operation and effectiveness.

2. Research

During the first quarter of the study year, partners will review:

- a. State curricular standards,
- b. Best-practice recommendations from professional organizations and research on effective schools,
- c. Exemplary state and national curriculum documents, and
- d. Current curricular alignment with district and school improvement plans.

3. Developing Expertise

In order to ensure partners have the expertise needed to make effective changes the district will facilitate learning. Options include:

- a. Sending curricular representatives to professional conferences,
- b. Providing articles and/or books for the committee to review,
- c. Sending curricular representatives to local professional development sessions, and
- d. Providing in-district professional development (ASCD courses, DVD's videos).

Development

The following will occur during the *Development and Approval* year:

- Teachers and partners work in PreK-12 content area teams to:
 - Update mission and vision statements.
 - Update a list of effective instructional guidelines and strategies.
 - Update the curriculum document, program guide, and course descriptions,
 - Update essential learnings,
 - Update the curriculum map related to standards.
 - Align all documents to assure a PreK-12 coherent and developmental sequence.

- Update building level assessments ensuring a PreK-12 coherent and developmental progression.
 - Review textbooks and materials for adoption by:
 - Reviewing the research supporting the program and its impact on student learning.
 - Conducting a skills trace.
 - Using the district textbook evaluation form to ensure general quality standards are met.
 - Verify that the materials adopted provide a coherent and appropriate development of the standards and essentials.
 - Identify issues related to content area that need to be addressed.
 - Identify Action Research projects, professional development options or other strategies needed to address these issues.
- Teachers work in grade level or building groups to:
 - Provide input and guidance on mission and vision statements.
 - Provide input and guidance on a list of effective instructional guidelines and strategies.
 - Provide input and guidance on articulated essential learnings tied to state standards and supported by current research.
 - Provide input and guidance on a curriculum map related to standards.
 - Create a timeline for addressing district essentials.
 - Create assessments related to standards.
 - Review and propose textbooks and materials for adoption.
 - Provide input and guidance on issues related to content area that need to be addressed.
 - Identify Action Research projects, professional development options or other strategies needed to address these issues.
 - Draft curriculum documents will be posted on the district website for public review and feedback before being officially adopted.

Implementation

During the *Implementation and Professional Development* year the district will:

1. Provide professional development as needed,
2. Monitor implementation throughout the year,
3. Gather data and feedback at the end of the year,
4. Have preK-12 teachers and partners, including at least one student and at least one parent, review data and feedback and make any needed adjustments to the curriculum, and
5. Continue to develop assessments and **program curriculum** guides when appropriate.

Support and Monitoring

There are ~~three~~ ~~two~~ years within this phase: *Adjustment, Alignment, and Evaluation* and *Monitoring and Management*. The following describes what will happen each of these years.

Adjustment, Alignment, and Evaluation

During this year, teachers and administrators will:

1. Ensure all district documents have been adjusted to reflect the new curriculum and programs.
2. Ensure data on student achievement are being reviewed and used to evaluate curriculum and related program effectiveness.
3. Ensure all new curriculum and related programs are running efficiently any needed adjustments are made to meet the needs to students.
4. Ensure teachers and being implemented with the curriculum and any related programs with fidelity.

Monitor and Management

During ~~these two years~~ ~~this year~~, teachers and administrators will:

1. Continue to monitor student data and teacher implementation to ensure the curriculum and related programs are being used effectively to impact student learning.

Partnerships/Organization

1. Curriculum development committees will include grade level, special education, parent and student representatives. Community representatives may be invited in for career education courses.
2. At least one parent and at least one student will meet with the committee during the *Research and Assessment* year and at the end of the *Implementation* year. Partners will act as advisors throughout the curriculum renewal process.
3. Grade level representatives are provided with three full day work sessions spread throughout the *Development and Approval* year for PreK-12 discussions. On interim months, representatives meet with teachers in their building to share ideas and get input.
4. Materials adoption and assessment work will be completed after curriculum changes are adopted.

Continual Review

The following practices have been established in order to ensure that the curriculum and instructional materials are answering the four key questions.

1. Regular preK-12 Professional Learning Community meetings will provide time to subject and program area review of data and monitoring of the effectiveness of the program or curriculum.

2. Annual PreK-12 content area workdays will be held each summer to review data, curriculum, and assessments and set goals for the next year.
3. Teacher academic goals are tied to district academic goals.
4. Teacher professional goals are focused around best practice options targeted at meeting district academic goals.

Curriculum Documents

Curriculum Documents will include:

- 1) The *Vision Statement*,
- 2) A *Statement of Beliefs* – statements about how best to teach the subject,
- 3) The *Curriculum* –based on state standards and including observable and measureable descriptions of what will be taught at each grade level,
- 4) *Essential Learnings*- 10-12 focused objectives essential to that subject area and grade-level,
- 5) A **Program** ~~Curriculum~~ *Guide* – including enduring understandings, guiding questions, assessments, suggested and required instructional strategies, suggested and required lessons, materials, and
- 6) *A Curriculum Map*- general instructional timeline.

Course-level Curriculum Change Process

Changes made at the course level do not always take place during the curriculum cycle. Course-level Curriculum Change Guidelines have been articulated. Teachers will complete the Course-level Curriculum Change Proposal. The administrative team will use the guidelines and accompanying checklist to determine if the proposal is accepted and should be presented to the School Board. The Board Curriculum Committee reviews all the proposals and presents them to the Board for approval.

Throughout the process, communicate with parents, staff and students about purpose and effectiveness of curriculum.

Adopted: Dec. 1, 1998

Date of Re-adoption: March 13, 2006

Reviewed: Nov. 12, 2007, Nov. 10, 2008

Revised: Nov. 9, 2009

Reviewed: Nov. 8, 2010, Nov. 14, 2011, Nov. 12, 2012, Nov. 11, 2013, Nov. 10, 2014, Nov. 9, 2015, Nov. 14, 2016, Nov. 13, 2017, Nov. 12, 2018, Jan. 13, 2020

Revised: Nov. 9, 2020

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. The designated methods of giving advance notice of meetings of the Board of Education of the [Name] School District shall be by publication or by~~ 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]

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

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

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

Allegations of sexual harassment or discrimination shall be investigated and, if substantiated, corrective or disciplinary action taken, up to and including dismissal from employment if the offender is an employee, or suspension and/or expulsion, if the offender is a student. Retaliatory action will not be taken against an employee or student for reporting discrimination or harassment.

B. Response to a Formal Complaint:

1. Filing Formal Complaint: An employee or student can allege sexual harassment by filing a formal complaint in writing with the Title IX Coordinator in person or by mail, or by electronic mail using the following contact information:

TITLE IX COORDINATOR CONTACT INFORMATION
[NAME]
[ADDRESS]
[PHONE NUMBER]
[EMAIL ADDRESS]

The formal complaint must be signed by the complainant or by the Title IX Coordinator. **The following procedures apply only in the event that a formal complaint is filed. All other allegations of sexual harassment shall be resolved using the general complaint procedure. Any timelines set forth in the following procedures may be extended by the Title IX Coordinator with notice to the parties.**

2. Immediate Actions upon Receipt of Formal Complaint: Upon receipt of a formal complaint, the Title IX Coordinator shall provide the following to all known parties of (A): The complaint procedure as outlined in this regulation; and (B): Notice of the allegations of sexual harassment, including: (i) the identities of the parties involved, if known; and (ii) the conduct allegedly constituting sexual harassment; and (iii) the date and location of the alleged incident.

The parties to the formal complaint may select an advisor of their choice, who may be, but is not required to be, an attorney.

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

The Investigator will aim to complete its investigation within a reasonable time frame, as determined by the Title IX Coordinator. The factors to determine a reasonable time frame include, but are not limited to, the allegations of the formal complaint, the number of witnesses that may need to be interviewed, and whether the police are also conducting an investigation into the allegations. The time frame originally set by the Title IX Coordinator may be extended by the Title IX Coordinator, upon notice to the parties, as he or she deems necessary to complete the investigation. Periodic status updates will be given to the parties, when appropriate.

(A) *Neutrality*: The Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate this complaint procedure, shall not have any conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The District shall ensure that Title IX Coordinators, investigators, decision-makers, and any persons who facilitate this complaint procedure shall receive training on the definition of sexual harassment in accordance with this regulation, the scope of the District's education program or activity, how to conduct an investigation and complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the fact at issue, conflicts of interest, and bias. The District shall ensure that the individuals involved in the complaint procedure receive training on issues of relevance of questions and evidence and on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

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

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

(C) *Rights of the Parties*: The respondent is entitled to a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the complaint process.

The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

The Investigator shall not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

The Investigator shall provide the parties with the same opportunities to have others present during any complaint proceeding, including the opportunity to be accompanied to any

related meeting or proceeding by the advisor of their choice if the Investigator deems appropriate. However, the Investigator may establish restrictions regarding the extent to which the advisor may participate in the proceedings, if the restrictions apply equally to both parties.

The Investigator shall provide to all witnesses expected to attend a meeting notice of the date, time, location, participants, and purpose of all hearings within two (2) days of the meeting.

Up until the conclusion of the investigation, the parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint. This includes the evidence upon which the Investigator does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence obtained from any source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

The District retains the right to place an employee on administrative leave during the pendency of an investigation. The District also retains the right to remove a student from the District's educational program prior to the conclusion of the investigation. In the event of a removal, the respondent shall have the opportunity to challenge the decision for removal.

(D) *Conclusion of Investigation:* Prior to the conclusion of the investigation, the investigator shall send each party and the party's advisor, if any, the evidence that is subject to inspection and review in an electronic format or a hard copy. The parties shall then have ten (10) days to submit a written response, which the investigator will consider.

Once the investigator has considered the written statements of the parties, if any, and any questions of the parties, if any, the investigator shall create an investigative report that fairly summarizes relevant evidence. The investigator shall then submit the written investigation report to the decision-maker. The parties shall each receive a copy of the final investigative report at the same time as the decision-maker.

4. Decision of Responsibility: The decision-maker shall review the investigative report. Prior to coming to a determination regarding responsibility, the decision-maker shall provide ten (10) days for each party to submit written, relevant questions that a party wants asked of any party or witness, provide each party with answers, and allow for additional, limited follow-up questions from each party.

Once the decision-maker has considered the written questions of the parties, if any, the decision-maker shall issue a written determination regarding responsibility by a preponderance of the evidence within a reasonable time frame as determined by the Title IX Coordinator. The decision-maker shall consider all relevant evidence, including inculpatory and exculpatory evidence, and will not consider the credibility of the evidence to be based on a person's status, such as complainant, respondent, or witness. The decision-maker shall provide the written determination to both parties simultaneously. The written determination must include:

- a. Identification of the allegations potentially constituting sexual harassment;
- b. A description of the procedural steps taken from the receipt of the formal complaint

- through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather evidence;
- c. Findings of fact supporting the determination;
 - d. Conclusions regarding the application of each recipient's code of conduct to the facts;
 - e. A statement of, and rationale for, the results as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
 - f. The recipient's procedures and permissible bases for the complainant and respondent to appeal.

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Sec. 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

5. Supportive Measures and Disciplinary Actions:

Throughout the investigation, either party may be entitled to supportive measures. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment to deter sexual harassment.

Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.

At the conclusion of the investigation, the decision-maker may institute disciplinary measures to the respondent if the decision-maker determines that the respondent engaged in sexual abuse or harassment. Disciplinary measures may include, but are not limited to, in-school suspension, out-of-school suspension, expulsion, and in the case of an employee, disciplinary action up to and including dismissal from employment. This policy does not limit or prohibit the District from instituting disciplinary measures if, in the course of the investigation, it determines that the complainant or respondent violated the student code of conduct.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

C. Appeals

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

- a. Procedural irregularity that affected the outcome of the matter;
- b. New evidence, that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- c. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against the complainant or respondent generally or the individual complainant or respondent that affected the outcome of the matter.

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

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

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

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

D. Informal Resolution

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

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

E. Record Keeping

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

Legal Reference: Title IX

Date of Adoption: [Insert Date]

For the reasons discussed in the preamble, the Secretary amends part 106 of title 34 of the Code of Federal Regulations as follows:

PART 106—NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES RECEIVING FEDERAL FINANCIAL ASSISTANCE

1. The authority citation for part 106 continues to read as follows:

Authority: 20 U.S.C. 1681 *et seq.*, unless otherwise noted.

2. Section 106.3 is amended by revising paragraph (a) to read as follows:

§106.3 Remedial and affirmative action and self-evaluation.

(a) *Remedial action.* If the Assistant Secretary finds that a recipient has discriminated against persons on the basis of sex in an education program or activity under this part, or otherwise violated this part, such recipient must take such remedial action as the Assistant Secretary deems necessary to remedy the violation, consistent with 20 U.S.C. 1682.

* * * * *

3. Section 106.6 is amended by revising the section heading and adding paragraphs (d), (e), (f), (g), and (h) to read as follows:

§ 106.6 Effect of other requirements and preservation of rights.

* * * * *

(d) *Constitutional protections.* Nothing in this part requires a recipient to:

(1) Restrict any rights that would otherwise be protected from government action by the First Amendment of the U.S. Constitution;

(2) Deprive a person of any rights that would otherwise be protected from government action under the Due Process Clauses of the Fifth and Fourteenth Amendments of the U.S. Constitution; or

(3) Restrict any other rights guaranteed against government action by the U.S. Constitution.

(e) *Effect of Section 444 of General Education Provisions Act (GEPA)/Family Educational Rights and Privacy Act (FERPA)*. The obligation to comply with this part is not obviated or alleviated by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99.

(f) *Title VII of the Civil Rights Act of 1964*. Nothing in this part may be read in derogation of any individual's rights under title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e *et seq.* or any regulations promulgated thereunder.

(g) *Exercise of rights by parents or guardians*. Nothing in this part may be read in derogation of any legal right of a parent or guardian to act on behalf of a "complainant," "respondent," "party," or other individual, subject to paragraph (e) of this section, including but not limited to filing a formal complaint.

(h) *Preemptive effect*. To the extent of a conflict between State or local law and title IX as implemented by §§ 106.30, 106.44, and 106.45, the obligation to comply with §§ 106.30, 106.44, and 106.45 is not obviated or alleviated by any State or local law.

4. Section 106.8 is revised to read as follows:

§ 106.8 Designation of coordinator, dissemination of policy, and adoption of grievance procedures.

(a) *Designation of coordinator*. Each recipient must designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this part, which employee must be referred to as the "Title IX Coordinator." The recipient must notify applicants

for admission and employment, students, parents or legal guardians of elementary and secondary school students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, of the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator pursuant to this paragraph. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

(b) *Dissemination of policy*—(1) *Notification of policy*. Each recipient must notify persons entitled to a notification under paragraph (a) of this section that the recipient does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by title IX and this part not to discriminate in such a manner. Such notification must state that the requirement not to discriminate in the education program or activity extends to admission (unless subpart C of this part does not apply) and employment, and that inquiries about the application of title IX and this part to such recipient may be referred to the recipient's Title IX Coordinator, to the Assistant Secretary, or both.

(2) *Publications*. (i) Each recipient must prominently display the contact information required to be listed for the Title IX Coordinator under paragraph (a) of this section and the policy described in paragraph (b)(1) of this section on its website, if any, and in each handbook

or catalog that it makes available to persons entitled to a notification under paragraph (a) of this section.

(ii) A recipient must not use or distribute a publication stating that the recipient treats applicants, students, or employees differently on the basis of sex except as such treatment is permitted by title IX or this part.

(c) *Adoption of grievance procedures.* A recipient must adopt and publish grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by this part and a grievance process that complies with § 106.45 for formal complaints as defined in § 106.30. A recipient must provide to persons entitled to a notification under paragraph (a) of this section notice of the recipient's grievance procedures and grievance process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the recipient will respond.

(d) *Application outside the United States.* The requirements of paragraph (c) of this section apply only to sex discrimination occurring against a person in the United States.

5. Section 106.9 is revised to read as follows:

§ 106.9 Severability.

If any provision of this subpart or its application to any person, act, or practice is held invalid, the remainder of the subpart or the application of its provisions to any person, act, or practice shall not be affected thereby.

6. Section 106.12 is amended by revising paragraph (b) to read as follows:

§ 106.12 Educational institutions controlled by religious organizations.

* * * * *

(b) *Assurance of exemption.* An educational institution that seeks assurance of the exemption set forth in paragraph (a) of this section may do so by submitting in writing to the Assistant Secretary a statement by the highest ranking official of the institution, identifying the provisions of this part that conflict with a specific tenet of the religious organization. An institution is not required to seek assurance from the Assistant Secretary in order to assert such an exemption. In the event the Department notifies an institution that it is under investigation for noncompliance with this part and the institution wishes to assert an exemption set forth in paragraph (a) of this section, the institution may at that time raise its exemption by submitting in writing to the Assistant Secretary a statement by the highest ranking official of the institution, identifying the provisions of this part which conflict with a specific tenet of the religious organization, whether or not the institution had previously sought assurance of an exemption from the Assistant Secretary.

* * * * *

7. Add § 106.18 to subpart B to read as follows:

§ 106.18 Severability.

If any provision of this subpart or its application to any person, act, or practice is held invalid, the remainder of the subpart or the application of its provisions to any person, act, or practice shall not be affected thereby.

8. Add § 106.24 to subpart C to read as follows:

§ 106.24 Severability.

If any provision of this subpart or its application to any person, act, or practice is held invalid, the remainder of the subpart or the application of its provisions to any person, act, or practice shall not be affected thereby.

9. Add § 106.30 to subpart D to read as follows:

§ 106.30 Definitions.

(a) As used in this part:

Actual knowledge means notice of sexual harassment or allegations of sexual harassment to a recipient's Title IX Coordinator or any official of the recipient who has authority to institute corrective measures on behalf of the recipient, or to any employee of an elementary and secondary school. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the recipient with actual knowledge is the respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the recipient. "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator as described in § 106.8(a).

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Consent. The Assistant Secretary will not require recipients to adopt a particular definition of consent with respect to sexual assault, as referenced in this section.

Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the recipient investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the recipient with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator under § 106.8(a), and by any additional method designated by the recipient. As used in this paragraph, the phrase “document filed by a complainant” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the recipient) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under this part or under § 106.45, and must comply with the requirements of this part, including § 106.45(b)(1)(iii).

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

(1) An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual’s participation in unwelcome sexual conduct;

(2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient’s education program or activity; or

(3) “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The recipient must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

(b) As used in §§ 106.44 and 106.45:

Elementary and secondary school means a local educational agency (LEA), as defined in the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act, a preschool, or a private elementary or secondary school.

Postsecondary institution means an institution of graduate higher education as defined in § 106.2(l), an institution of undergraduate higher education as defined in § 106.2(m), an institution of professional education as defined in § 106.2(n), or an institution of vocational education as defined in § 106.2(o).

10. Add § 106.44 to subpart D to read as follows:

§ 106.44 Recipient's response to sexual harassment.

(a) *General response to sexual harassment.* A recipient with actual knowledge of sexual harassment in an education program or activity of the recipient against a person in the United States, must respond promptly in a manner that is not deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this section, §§ 106.30, and 106.45, "education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by a postsecondary institution. A recipient's response must treat complainants and respondents equitably by offering supportive measures as defined in § 106.30 to a complainant, and by following a grievance process that complies with § 106.45 before the imposition of any disciplinary sanctions or other actions that are not supportive measures as defined in § 106.30, against a respondent. The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures as defined in § 106.30, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The Department may not deem a

recipient to have satisfied the recipient's duty to not be deliberately indifferent under this part based on the recipient's restriction of rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment.

(b) *Response to a formal complaint.* (1) In response to a formal complaint, a recipient must follow a grievance process that complies with § 106.45. With or without a formal complaint, a recipient must comply with § 106.44(a).

(2) The Assistant Secretary will not deem a recipient's determination regarding responsibility to be evidence of deliberate indifference by the recipient, or otherwise evidence of discrimination under title IX by the recipient, solely because the Assistant Secretary would have reached a different determination based on an independent weighing of the evidence.

(c) *Emergency removal.* Nothing in this part precludes a recipient from removing a respondent from the recipient's education program or activity on an emergency basis, provided that the recipient undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

(d) *Administrative leave.* Nothing in this subpart precludes a recipient from placing a non-student employee respondent on administrative leave during the pendency of a grievance process that complies with § 106.45. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

11. Add § 106.45 to subpart D to read as follows:

§ 106.45 Grievance process for formal complaints of sexual harassment.

(a) *Discrimination on the basis of sex.* A recipient's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under title IX.

(b) *Grievance process.* For the purpose of addressing formal complaints of sexual harassment, a recipient's grievance process must comply with the requirements of this section. Any provisions, rules, or practices other than those required by this section that a recipient adopts as part of its grievance process for handling formal complaints of sexual harassment as defined in § 106.30, must apply equally to both parties.

(1) *Basic requirements for grievance process.* A recipient's grievance process must—

(i) Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following a grievance process that complies with this section before the imposition of any disciplinary sanctions or other actions that are not supportive measures as defined in § 106.30, against a respondent. Remedies must be designed to restore or preserve equal access to the recipient's education program or activity. Such remedies may include the same individualized services described in § 106.30 as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent;

(ii) Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a complainant, respondent, or witness;

(iii) Require that any individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any person designated by a recipient to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A recipient must ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment in § 106.30, the scope of the recipient's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. A recipient must ensure that decision-makers receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in paragraph (b)(6) of this section. A recipient also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in paragraph (b)(5)(vii) of this section. Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment;

(iv) Include a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process;

(v) Include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the recipient offers informal resolution processes, and a process that allows for the

temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities;

(vi) Describe the range of possible disciplinary sanctions and remedies or list the possible disciplinary sanctions and remedies that the recipient may implement following any determination of responsibility;

(vii) State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard, apply the same standard of evidence for formal complaints against students as for formal complaints against employees, including faculty, and apply the same standard of evidence to all formal complaints of sexual harassment;

(viii) Include the procedures and permissible bases for the complainant and respondent to appeal;

(ix) Describe the range of supportive measures available to complainants and respondents; and

(x) Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

(2) *Notice of allegations*—(i) Upon receipt of a formal complaint, a recipient must provide the following written notice to the parties who are known:

(A) Notice of the recipient's grievance process that complies with this section, including any informal resolution process.

(B) Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in § 106.30, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment under § 106.30, and the date and location of the alleged incident, if known. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, under paragraph (b)(5)(iv) of this section, and may inspect and review evidence under paragraph (b)(5)(vi) of this section. The written notice must inform the parties of any provision in the recipient's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

(ii) If, in the course of an investigation, the recipient decides to investigate allegations about the complainant or respondent that are not included in the notice provided pursuant to paragraph (b)(2)(i)(B) of this section, the recipient must provide notice of the additional allegations to the parties whose identities are known.

(3) *Dismissal of a formal complaint*—(i) The recipient must investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in § 106.30 even if proved, did not occur in the recipient's education program or activity, or did not occur against a person in the United States, then the recipient

must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under title IX or this part; such a dismissal does not preclude action under another provision of the recipient's code of conduct.

(ii) The recipient may dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by the recipient; or specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

(iii) Upon a dismissal required or permitted pursuant to paragraph (b)(3)(i) or (b)(3)(ii) of this section, the recipient must promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.

(4) *Consolidation of formal complaints.* A recipient may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this section to the singular "party," "complainant," or "respondent" include the plural, as applicable.

(5) *Investigation of a formal complaint.* When investigating a formal complaint and throughout the grievance process, a recipient must—

(i) Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the recipient and not on the parties provided that the recipient cannot access, consider, disclose, or otherwise use a party's records

that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the recipient obtains that party's voluntary, written consent to do so for a grievance process under this section (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the recipient must obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3);

(ii) Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;

(iii) Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;

(iv) Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the recipient may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

(v) Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;

(vi) Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal

complaint, including the evidence upon which the recipient does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the recipient must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report. The recipient must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination; and

(vii) Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to a hearing (if a hearing is required under this section or otherwise provided) or other time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

(6) *Hearings.* (i) For postsecondary institutions, the recipient's grievance process must provide for a live hearing. At the live hearing, the decision-maker(s) must permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Such cross-examination at the live hearing must be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally, notwithstanding the discretion of the recipient under paragraph (b)(5)(iv) of this section to otherwise restrict the extent to which advisors may participate in the proceedings. At the request of either party, the recipient must provide for the live hearing to occur with the

parties located in separate rooms with technology enabling the decision-maker(s) and parties to simultaneously see and hear the party or the witness answering questions. Only relevant cross-examination and other questions may be asked of a party or witness. Before a complainant, respondent, or witness answers a cross-examination or other question, the decision-maker(s) must first determine whether the question is relevant and explain any decision to exclude a question as not relevant. If a party does not have an advisor present at the live hearing, the recipient must provide without fee or charge to that party, an advisor of the recipient's choice, who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. If a party or witness does not submit to cross-examination at the live hearing, the decision-maker(s) must not rely on any statement of that party or witness in reaching a determination regarding responsibility; provided, however, that the decision-maker(s) cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions. Live hearings pursuant to this paragraph may be conducted with all parties physically present in the same geographic location or, at the recipient's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other. Recipients must create an audio

or audiovisual recording, or transcript, of any live hearing and make it available to the parties for inspection and review.

(ii) For recipients that are elementary and secondary schools, and other recipients that are not postsecondary institutions, the recipient's grievance process may, but need not, provide for a hearing. With or without a hearing, after the recipient has sent the investigative report to the parties pursuant to paragraph (b)(5)(vii) of this section and before reaching a determination regarding responsibility, the decision-maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. With or without a hearing, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

(7) *Determination regarding responsibility.* (i) The decision-maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), must issue a written determination regarding responsibility. To reach this determination, the recipient must apply the standard of evidence described in paragraph (b)(1)(vii) of this section.

(ii) The written determination must include—

(A) Identification of the allegations potentially constituting sexual harassment as defined in § 106.30;

(B) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

(C) Findings of fact supporting the determination;

(D) Conclusions regarding the application of the recipient's code of conduct to the facts;

(E) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and

(F) The recipient's procedures and permissible bases for the complainant and respondent to appeal.

(iii) The recipient must provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the recipient provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

(iv) The Title IX Coordinator is responsible for effective implementation of any remedies.

(8) *Appeals.* (i) A recipient must offer both parties an appeal from a determination regarding responsibility, and from a recipient's dismissal of a formal complaint or any allegations therein, on the following bases:

(A) Procedural irregularity that affected the outcome of the matter;

(B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

(C) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

(ii) A recipient may offer an appeal equally to both parties on additional bases.

(iii) As to all appeals, the recipient must:

(A) Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;

(B) Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

(C) Ensure that the decision-maker(s) for the appeal complies with the standards set forth in paragraph (b)(1)(iii) of this section;

(D) Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;

(E) Issue a written decision describing the result of the appeal and the rationale for the result; and

(F) Provide the written decision simultaneously to both parties.

(9) *Informal resolution.* A recipient may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this section. Similarly, a recipient may not require the parties to

participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the recipient may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the recipient –

(i) Provides to the parties a written notice disclosing: the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

(ii) Obtains the parties' voluntary, written consent to the informal resolution process; and

(iii) Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

(10) *Recordkeeping.* (i) A recipient must maintain for a period of seven years records of –

(A) Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required under paragraph

(b)(6)(i) of this section, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;

(B) Any appeal and the result therefrom;

(C) Any informal resolution and the result therefrom; and

(D) All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. A recipient must make these training materials publicly available on its website, or if the recipient does not maintain a website the recipient must make these materials available upon request for inspection by members of the public.

(ii) For each response required under § 106.44, a recipient must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the recipient must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the recipient's education program or activity. If a recipient does not provide a complainant with supportive measures, then the recipient must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.

12. Add §_106.46 to subpart D to read as follows:

§ 106.46 Severability.

If any provision of this subpart or its application to any person, act, or practice is held invalid, the remainder of the subpart or the application of its provisions to any person, act, or practice shall not be affected thereby.

13. Add § 106.62 to subpart E to read as follows:

§ 106.62 Severability.

If any provision of this subpart or its application to any person, act, or practice is held invalid, the remainder of the subpart or the application of its provisions to any person, act, or practice shall not be affected thereby.

14. Subpart F is revised to read as follows:

Subpart F–Retaliation

Sec.

106.71 Retaliation

106.72 Severability

Subpart F–Retaliation

§ 106.71 Retaliation.

(a) *Retaliation prohibited.* No recipient or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by title IX or this part, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this part. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by title IX or this part, constitutes retaliation. The recipient must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or

filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination required to be adopted under § 106.8(c).

(b) *Specific circumstances.* (1) The exercise of rights protected under the First Amendment does not constitute retaliation prohibited under paragraph (a) of this section.

(2) Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under paragraph (a) of this section, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

§ 106.72 Severability.

If any provision of this subpart or its application to any person, act, or practice is held invalid, the remainder of the subpart or the application of its provisions to any person, act, or practice shall not be affected thereby.

15. Add subpart G to read as follows:

Subpart G – Procedures

Sec.

106.81 Procedures

106.82 Severability

Subpart G – Procedures

§ 106.81 Procedures.

The procedural provisions applicable to title VI of the Civil Rights Act of 1964 are hereby adopted and incorporated herein by reference. These procedures may be found at 34 CFR 100.6-100.11 and 34 CFR part 101. The definitions in § 106.30 do not apply to 34 CFR 100.6-100.11 and 34 CFR part 101.

§ 106.82 Severability.

If any provision of this subpart or its application to any person, act, or practice is held invalid, the remainder of the subpart or the application of its provisions to any person, act, or practice shall not be affected thereby.

Subject Index to Title IX Preamble and Regulation [Removed]

16. Remove the Subject Index to Title IX Preamble and Regulation.

17. In addition to the amendments set forth above, in 34 CFR part 106, remove the parenthetical authority citation at the ends of §§ 106.1, 106.2, 106.3, 106.4, 106.5, 106.6, 106.7, , 106.11, 106.12, 106.13, 106.14, 106.15, 106.16, 106.17, 106.21, 106.22, 106.23, 106.31, 106.32, 106.33, 106.34, 106.35, 106.36, 106.37, 106.38, 106.39, 106.40, 106.41, 106.42, 106.43, 106.51, 106.52, 106.53, 106.54, 106.55, 106.56, 106.57, 106.58, 106.59, 106.60, and 106.61.

New ConstructionFacilities - Performance, Labor and Material Payment Bonds

Whenever any contract is entered into for the erecting, furnishing, or repairing of any building or other public structure or improvement, the contractor shall be required, before commencing such work, to furnish a performance, labor and material payment bond. The bond requirement shall not apply, however, to any project bid or proposed project that has a total cost of ~~\$10,000~~ **\$40,000** or less, unless the School Board includes a bond requirement in the specifications for the project.

The bond shall be in an amount not less than the contract price. The bond shall be conditioned on the faithful performance of the contract and the payment by the contracting party of all laborers and mechanics for labor that is performed and of all material and equipment rental that is actually used or rented in connection with the improvement project and the performance of the contract. Such bond shall contain such provisions as are required by statutes, and be in a form prescribed and required by the district.

Legal Reference: Neb. Rev. Stat. 52-118

Date of Adoption: August 13, 2007

Reviewed: Oct. 13, 2008, Oct. 12, 2009, Oct. 11, 2010, Oct. 10, 2011, Oct. 8, 2012,

Nov. 11, 2013, Nov. 10, 2014, Oct. 12, 2015, Oct. 10, 2016, Oct. 9, 2017, Oct. 8, 2018, Oct. 14, 2019

Revised: Oct. 12, 2020



**Plattsmouth Community School District Central Office
1912 East Highway 34
Plattsmouth, NE 68048**

Dr. Richard E. Hasty, Superintendent/Special Ed. Director

Dr. Cherie Larson, Director of Instructional Services

**Pamela Dobrovlny, Assistant Special Education Director
and Early Childhood/Head Start Director**

Phone: (402) 296-3361 Fax: (402) 296-2667

*Working in partnership to ensure **A**cademic achievement, responsible **B**ehavior and **C**ivic engagement.*

Curriculum Materials Disposal Request

October 12, 2020

- 1 set of Reading Recovery materials (We currently have 2 staff members and are not in need of a third kit)
- PECC Parents as Teachers materials (PECC has a new program for Birth -3)

2020 Plattsmouth Community School District Head Start Self-Assessment Report

Purpose of Self-Assessment

Head Start Performance Standard §1302.102(b)(2)(i) indicates that a program must effectively oversee progress towards program goals on an ongoing basis and annually must conduct a self-assessment that uses program data, and professional development and parent and family engagement data as appropriate, to evaluate the program's progress towards meeting program goals, compliance with program performance standards throughout the program year and the effectiveness of the professional development and family engagement systems in promoting school readiness.

Head Start Performance Standard §1302.102(c)(2)(iv) indicates that a program must use information from ongoing monitoring and the annual self-assessment, and program data on teaching practice, staffing and professional development, child-level assessments, family needs assessments, and comprehensive services, to identify program needs, and develop and implement plans for program improvement.

Some questions that helped guide the process were:

- Is our program meeting all Head Start Performance Standards?
- Are our services responding effectively to the changing needs of children and families?
- Are we doing what we need to do, or are we just doing it the way we have always done it?
- Can we refine our program design and management systems to further improve outcomes for children and families?

The 2019-2020 program year was unique in that Plattsmouth Community School District (PCSD) Head Start/Early Head Start was required to be conducted solely through remote learning beginning on March 9, 2020 due to the COVID-19 pandemic. Due to this situation, the self-assessment process that typically occurred near the end of the school year was delayed. Once school resumed in August of 2020, during the September 11, 2020 professional development day, teachers and FSAs were divided into two groups in order to provide self-assessment feedback for:

- Family/Community Engagement & ERSEA
- Child Development & Education, Mental Health, & Disabilities

Policy Council and Board of Education members provided feedback during their regularly scheduled meetings and this information was shared with the self-assessment teams. The teams were led by a team leader with expertise and data from the assigned area. Each team leader developed questions for their assigned area to start the team discussion and team members could also add additional questions. Once these questions were discussed, the team gave the area an overall rating of meets standards, strength area, or opportunity area. The team also identified strengths and areas for improvement within each area.

The Self-Assessment process involved the collection of information from a variety of sources to determine if systems and services have been implemented and are working effectively. Some sources that were utilized for this Self-Assessment included, but was not limited to:

- Child Outcome Data (from October, 2019 and February, 2020)
- Community Assessment Report
- PCSD Board of Education (BOE) Agendas and Minutes
- Information Entered into Child Plus
- Policy Council Agendas and Minutes
- Classroom Assessment Data (CLASS & ECERS-R)
- GOLD data/School Readiness data(from October, 2019 and February, 2020)
- Parent Survey Information
- Budget Information
- Family Needs Assessments
- Program Data on Teaching Practices (checklists, etc.)
- Professional Development Data and Feedback

Update on Goals Identified Through the 2019-2020 Self-Assessment Process

Goals for 2019-20 Program Year and Updates:

1. Provide systems (e.g., checklist, notes, etc.) to communicate with staff regarding the health/safety paperwork required for them to provide throughout the program year.
 - a. The Health/Nutrition Specialist provided a spreadsheet to staff in order to communicate regarding health/safety paperwork requirements and due dates.
2. Provide information to parents at the beginning of the 2019-2020 program year (registration, conferences) regarding available supports provided by the school social worker.
 - a. The school social worker was available during the 2019-2020 and 2020-2021 registration days to provide information to parents regarding supports. She was also available during P/T conferences and home visits to provide supports as needed.
3. The family support advocates will implement a plan to encourage father/father figure involvement during the 2019-2020 program year. Data will be collected to monitor the effectiveness of the plan.
 - a. The FSAs did create a father/father figure involvement plan -- Big Buddy Time -- that was held monthly. This will start again once we are able to host events in our center.
4. Preschool teachers will have a set planning time to support planning and implementation of individualized learning plans for children with special needs. The education coordinator will be available to each teacher during their plan time on a regular basis to provide support and guidance as needed.
 - a. The education coordinator set up regularly scheduled meetings with each teacher to review plans for children with special needs. She was also available to each teacher when needed to review plans and offer support.
5. Preschool classroom teams (teacher and paraeducators) will have set team meeting times throughout the school year. An agenda will be used by staff to ensure all aspects of the classrooms' needs are shared with the team.
 - a. Classroom team meetings were set up at the start of the 2019-2020 school year. Each teacher was given a 20 minute block of time when the classroom was covered by other staff members so the team could meet to review classroom plans. An agenda was shared with all staff members. For the 2020-2021 school year, the classroom team meetings occur after school for 20 minutes once a week.

6. The recruitment action plan will continue to be updated as needed in order for our program to achieve full enrollment and an active waitlist throughout the 2019-2020 program year.
 - a. The recruitment action plan was updated and approved by Policy Council and the Board of Education in the spring of 2020. Our program did have full enrollment during part of the 2019-2020 school year.
7. Provide continued training specific to behavior and autism for all staff during the 2019-2020 program year.
 - a. Training was provided to all staff from the regional Metro Area ASD team regarding strategies for working with children with ASD. Training was also provided regarding PBiS (positive behavior/intervention supports) throughout the 2019-2020 school year.

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| Family/Community Engagement & ERSEA |
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Team Members (team leader in bold):

- **Melinda Zimmerer, Family Support Specialist**
- Jill Titus, Family Support Advocate
- Lea Gunter, Family Support Advocate
- Dorla Kliegl, Family Support Advocate

Overall Systems Ratings:

- ERSEA: Opportunity Area
- Family/Community Engagement: Strengths Area

Group Discussion Questions:

- How do we ensure that we are involving the community?
- How do we ensure that we are engaging our families in our program and do we give them sufficient opportunities to be involved in their child's education?
- How do we ensure that we are fully enrolled and maintain a viable waitlist?
- How do we ensure children attend school regularly?
- How do we ensure that we are serving the neediest children/families?

Identified Strengths:

- Many strategies are used to engage parents
- Monthly fun and educational activities were offered monthly for father figures to do with their child
- PACT and parent events are held at different times of the day to increase participation
- Staff is available and welcoming to parents
- Home Visits and conferences are done with all families throughout the year
- Advisory Committees help our program
- Interagency Networking Group meets monthly at PECC
- Relationships with the dental van and pediatricians benefit our families
- Many partnerships in the community benefit our program
- Social Media is used to spread the word about PECC
- Many recruitment efforts are in place to recruit children/families for Head Start and Early Head Start

- Early Head Start is fully enrolled
- Head Start was above 97% of our funded enrollment for the entire year
- ERSEA Procedures are in place to keep everyone on the same page
- Point system and process is in place to gain information about family needs
- Agencies refer needy children to our program
- Face to face intake interview helps to build relationships
- Recruitment plans are in place for each site
- Attendance policies and forms have clear expectations
- The importance of attendance is discussed with families at the initial visit
- Procedures are in place to help families that have children with poor attendance

Areas for Improvement:

- Continue looking for new ways to communicate with parents
- Strengthen ways of engaging with families remotely during uncertain times
- Work to build trust with families during the pandemic
- Increase utilization of social media to showcase and get the word out about our program
- Look for new ways to engage future parents and achieve full enrollment in the HS program
- Work to get our enrollment application available to be filled out on-line.
- Encourage families to participate and develop ways to document attendance during remote learning.

Child Development/Education, Disabilities, & Mental Health

Team Members (team leader in bold):

- **Diana Furcini, Education Coordinator**
- Desiree Petrich, Preschool Teacher
- Amy Gordon, Preschool Teacher
- Kristina Rivas, Preschool Teacher
- Bri Renninger, School Social Worker
- Megan Coy, Preschool Teacher
- Rachel Metzler, Preschool Teacher
- Carolyn Winters, Preschool Teacher
- Michelle Christensen, Instructional Coach

Overall Systems Ratings:

- Child Development/Education: Strength Area
- Disabilities: Strength Area
- Mental Health: Strength Area

Group Discussion Questions:

- How do we identify and determine if students need additional mental health support?
- How do we ensure all students receive the mental health support that they need?
- How do we ensure students have enough support in the classroom when there are mental health and/or challenging behavior concerns?
- How do we involve parents with their child’s mental and behavioral health?
- How do we provide high quality learning environments and opportunities/experiences to promote child development? Is it enough?
- How do we keep a strong learning environment at school? What do we do to help create a strong learning environment for homes?
- How do we involve parents in their child’s learning and development? Is it enough?

Identified Strengths:

- New system involving PTR-YC forms that directs teachers on when & what to do when students start exhibiting challenging behaviors--this allows more timely involvement of school social worker, parents, and other program staff (as needed)
- Updated 2nd Step Kits for each classroom--staff report that both they and their students really like the new kit and the materials & supports that it provides
- Monthly homework calendars to strengthen the learning environment at home
- Monthly PACTS (sending home as a packet this year due to COVID)
- B-3 programs
- Classroom Facebook pages--help connect with parents when we have limited face-to-face interactions
- Curriculum
- Newsletters--both building & individual classrooms

Areas for Improvement:

- Lack of nap time--students seem less able to focus in the afternoon
- Parent interactions/involvement--not enough for teachers to feel like they are developing a relationship with parents (COVID prevents almost all face to face communications)

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| Goals for 2020-2021 Program Year |
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1. The recruitment action plan will continue to be updated as needed in order for our program to achieve full enrollment and an active waitlist for the 2021-2022 program year. The 2020-2021 program year will have less enrolled children due to COVID-19 pandemic restrictions.
2. Staff will focus on methods to improve/increase parent communication/engagement.
3. Create a fillable application for on-line access by parents.
4. The family support advocates will monitor the plan to encourage father/father figure involvement during the 2020-2021 program year.

Reviewed by Policy Council: 9/21/2020
Approved by BOE:



2020 STATE EDUCATION CONFERENCE AGENDA

WEDNESDAY, NOVEMBER 18

- 1:00 TO 4:00 PM - PRE-CONFERENCES
- 4:00 TO 6:00 PM - EXHIBITOR RECEPTION

THURSDAY, NOVEMBER 19

- 8:30 – 9:30 AM – OPENING GENERAL SESSION - COMMISSIONER MATT BLOMSTEDT
- 9:45 – 10:30 AM – A SESSIONS
- 11:00 – 11:45 AM - B SESSIONS
- NOON – 1:30 PM – LUNCH
- SUPERINTENDENT OF THE YEAR WILL BE AWARDED AT THE THURSDAY LUNCHEON
- 2:00 – 2:45 PM – C SESSIONS
- 3:15 – 4:00 PM – D SESSIONS

FRIDAY, NOVEMBER 20

- 8:30 – 11:30 AM - CLASSROOM SHOWCASE
- 8:30 – 9:15 AM – E SESSIONS
- 9:45 – 10:30 AM – F SESSIONS
- 11:00 – 11:45 AM – G SESSIONS
- NOON – 1:15 PM – CLOSING GENERAL SESSION - STATE OF THE ASSOCIATIONS ADDRESS BY NASB AND NCSA LEADERSHIP
- ANN MACTIER/SBM OF THE YEAR AWARD WILL BE GIVEN AT THE FRIDAY LUNCHEON

WEDNESDAY, NOVEMBER 18 - 1:00 TO 4:00 PM - PRE-CONFERENCES

Risk Dial Turned Red

Three months into the school year, and things continue to change by the week--sometimes by the day. This presentation will look at COVID-19 from a variety of disciplines. You'll hear real experiences from school administrators, followed by a discussion of legal issues for boards and administrators to think about for the coming months. The next portion of the presentation will go through considerations for moving into the winter activity seasons with Dr. Bellar. We'll conclude with a discussion from the public health perspective with Dr. Rauner, who has been tracking and informing board members, administrators, and the public on COVID-related issues since the beginning of the pandemic. Most importantly, we'll have plenty of time for questions and group discussion whether you're tuning in remotely or attending in person.

School District Administrators; Jay Bellar - NSAA; Bobby Truhe - KSB School Law; Dr. Bob Rauner - School Board Member & Medical Doctor

A Silver Lining: Digital Learning in the COVID Era

The COVID-related school closures in the spring and the subsequent hybrid and remote learning approaches that have continued into the fall semester have brought the importance of technology in education to the forefront. This session will discuss the fundamental requirements to ensure your district is not merely surviving with technology but thriving. We will take a deep dive into the rocky legal terrain that must be considered when schools rely on technology to deliver instruction. We will close the session with a celebration of success, sharing examples that illustrate great technology integration in Nebraska schools.

Presenters: John Skretta & Jamen Hall - ESU 6; Justin Knight - Perry Law Firm

THURSDAY, NOVEMBER 19

8:30 TO 9:30 AM – OPENING GENERAL SESSION – COMMISSIONER MATT BLOMSTEDT

9:45 TO 10:30 AM – A SESSIONS

A1- Board Meeting Fundamentals

From proper board policies to what should go on the consent agenda, this session will cover numerous board meeting fundamentals all school boards should have in place.

Presenter: Jim Gessford - Perry Law Firm

A2 - Board Goal: Defining Equity

With an overarching mission to achieve a 90% on-time graduation rate and realizing the toughest work is addressing the needs of students who struggle the most, the Lincoln Board Education adopted a goal to support academic success and improve equitable outcomes for all students. This work required a detailed analysis of failure indicators such as attendance, grades, participation, family structure, behavior, etc. The data was sobering. The team quickly moved to develop a definition of equity and worked to formulate strategies to address those areas deemed most chronic. As each district struggles with similar challenges, this presentation will provide information on the LPS approach that may help attendees along their journeys.

Presenters: Steve Joel, Kathy Danek, Annie Mumgaard & Connie Duncan - Lincoln Public Schools

A3 - Hot Topics in School Law!

They're baaaaaaack! We will take you through the most interesting, terrifying, and noteworthy developments in school law over the last year that all board members and administrators need to know. We can only promise you'll be entertained, and probably a little terrified. Bring your questions, too!

Presenters: Bobby Truhe & Steve Williams - KSB School Law

A4 - A Conversation with the State Board of Education

A5 - School Financing and Covid's Impact on the Bond Market

COVID 19 has impacted everyone in a variety of ways, and perhaps no one knows that more than School Administrators. The pandemic has caused an uproar in the financial markets as well, but the results are actually very favorable for the Issuers of debt. Come learn how COVID 19 has impacted the bond market and what opportunities may exist for your School District.

Presenters: Cody Wickham, Paul Grieger & Andy Forney - D.A. Davidson

A6 - Strategies for Success!

What Your District Needs to Know about Sparq Negotiations and Meetings! Come see why over half the school districts are using Sparq Negotiations and Meetings. Discover the new capabilities your district has available to further streamline your processes and reduce time spent working on daily tasks. See how to use this intuitive, user-friendly platform to create and maintain meetings for your board and committees. The Negotiations platform provides a quick way for negotiating teams to pull Reports, review a Midpoint Analysis, and project costs for the upcoming school year. See how quickly you can review other districts' information, including salary schedules, detailed health and benefits information, and staff summaries.

Presenters: Craig Caples, Darion Miller & Nicole Kobus - Sparq Data Solutions

A7 - National Update on the Teacher Shortage and Vision Planning for the Future

As the demand for public education increases, states will continue to struggle to recruit and retain high-quality educators. While the need to educate our students is consistent, how we get educators in the right placement at the right times will vary from state to state. Join Kelly as she shares what the American Association of School Personnel Administrators (AASPA) has been tracking with regards to the national teacher shortage pre-COVID19 and present. Learn what is going on in some key states good and bad that could affect how Nebraska deals with their own shortages. We will discuss some key strategies districts and K12 HR teams can use to improve their recruitment and retention.

Presenter: Kelly Coash-Johnson - American Association of School Personnel Administrators

11:00 TO 11:45 AM - B SESSIONS

B1 - Student Legal and Technology Issues for Board Members

As technology evolves, school districts need to adapt. Student codes of conduct and student discipline policies need to consider how to keep students safe while, at the same time, ensure that the rules are clear. In this

session, the Perry Law Firm will address emerging student legal issues and prepare board members for what they may soon encounter in their district. This session will also consider various legal and best practice issues schools are facing related to developments in technology.

Presenter: Justin Knight - Perry Law Firm

B2 - I'm A New Board Member, Now What?

Are you a newly elected board member? Have you recently been appointed to fill a vacancy on the Board? How do you properly prepare for this new role? Who do you reach out to as a resource with your questions about board service? This session will cover the roles and responsibilities of a board, address frequently asked questions, and engage participants in an interactive discussion.

Presenter: Marcia Herring - NASB

B3 - Know and Grow Your CEO! Superintendent Contracts, Evaluations, and Employment

The school board employs everyone on staff, but the Superintendent is your key employee. Do you conduct the superintendent evaluation in open or closed session? Is the superintendent evaluation a public record, or confidential personnel record? What's the actual term of your superintendent contract? This presentation will talk through the key issues related to superintendent contracts, evaluations, pay transparency, and more.

Clarity is key, for everyone.

Presenters: Bobby Truhe & Karen Haase - KSB School Law

B4 - New Faces, Same Issues; A Legislative Primer for 2021

The 2021 session will usher several new Senators and new Leadership. In addition to a new Speaker, the Legislature will select new leadership for important committees including, Education, Revenue, and Government. With new members come new ideas. With that said, many topics will be familiar to members. Returning Senators have indicated several topics as unfinished business. Senators have signaled legislative ideas that will affect district operations, spending, board authority, curriculum, discipline, and school safety. Come learn how these initiatives may affect your district and how you can prepare to be great education advocates.

Presenters: Colby Coash - NASB; Mike Dulaney - NCSA

B5 - When the Bell Rings

As schools worked through the challenges caused by the onset of COVID 19 in March of 2020, the issues of finishing the 19/20 school year and planning for the 20/21 were daunting to school districts throughout the state. Leadership in the state stepped up to these challenges and once again showed the importance of schools in each and every community. No other group faced the complexities that the school's faced. No other group could have responded as effectively as the schools. This session will discuss the challenges that were front and center for schools as they planned for the 20/21 school year.

Presenters: Cinde Wendell, Kyle McGowan & Keith Rohwer - NCSA Ambassadors

B6 - Senior Fridays - A Transition to College or Career

Northeast Nebraska Schools are scheduling "Senior Fridays" for their Senior students. Seniors have the option

of internships or to take classes at college campuses on Fridays. School Staff, students and Board Members from Bancroft-Rosalie, Battle Creek, Bloomfield, and Osmond will describe how Senior Fridays works at their schools, the options available for students, and how partnerships with Northeast Community College and Wayne State College get their High School Seniors dual credit on a college campus.

Presenters: Jon Cerny - Bancroft-Rosalie; Jake Luhr - Battle Creek; Shane Alexander - Bloomfield; & David Hamm - Osmond

B7 - Educational Service Unit 5: 4ALL Mental Health Model

With one in five students diagnosed with a mental health disorder, and educators leaving the profession at over 40% in the first five years - ESU5's 4ALL Mental Health Model is being seen as the standard for providing mental wellness for all in schools. This session will focus on the impacts of ESU5's 4ALL model, partnership with UNL & Doane University, evidenced based practices and data to support the model.

Presenters: Jen McNally & Brenda McNiff - ESU 5

NOON TO 1:30 PM – LUNCH – SUPERINTENDENT OF THE YEAR WILL BE AWARDED

2:00 TO 2:45 PM – C SESSIONS

C1 - The "Woke" Generation: School Obligations Under Title IX

With increased media attention of sexual abuse and similar allegations, it is more important than ever to understand your school's obligations under both Title IX and state law. This session will address these obligations and the potential liability your school faces. We will also include a discussion of ways to potentially avoid such liability and cover best practices to protect students and staff.

Presenter: Josh Schauer - Perry Law Firm

C2 - Student Voices

Students from Nebraska high schools share their perspectives on issues that are important to the leaders of tomorrow.

C3 - STOP IT! A School Lawyer's List of Things You Must, Can't, Should and Shouldn't Do

They've been wanting to do it for years, and they've finally committed. We are reviewing a combined 40+ years of notes on all the things school boards and administrators struggle with in terms of legal compliance. This presentation will be great for longtime board members, new board members, and administrators who want to embrace the complexity of school legal issues and FINALLY tackle the most common misconceptions and mistakes on school law issues.

Presenters: Steve Williams & Karen Haase - KSB School Law

C4 - Public Health and the Public School

On March 3, 2020 Three Rivers Health Department and ESU 2 held a joint meeting to discuss the arrival of a new virus to America. Since that day, the joint effort between Three Rivers Health Department and area

superintendents, through the facilitation of ESU 2 and other area leaders, has proven to be effective, reasonable and collaborative. This session will help board members understand the complexity of the decisions made over six months ago and how a model of teamwork continues in the days and months to come as health departments and schools work together to combat the coronavirus.

Presenters: Dan Endorf - North Bend Central; Mark Shepard - Fremont; Terra Uhing - 3 Rivers Health Department

C5 - Facility Planning During Tough Economic Times

Presenters will address some of the key considerations that districts need to be aware of as they look to maintain and improve facilities. This will include long term planning, proper use of the various funds, and tools that can be used to finance projects.

Presenters: First National Capital Markets

C6 - Transparent and Effective Communications During a Crisis

Effective communication with all stakeholders is a challenge in the best of time. When a crisis occurs; transparent, effective communication becomes daunting. Hear how the Grand Island Public Schools navigated the communication needed during the Covid-19 pandemic through collaboration, by building stronger trust, and expanding its reach to engage with all parts of the community. Come learn how to develop an innovative process to create two-way communication leading to a unified message.

Presenters: Tawana Grover & Bonnie Hinkle - Grand Island Public Schools

C7 - Working Together for a Behavioral and Mental Health Support Program

Support for students and teachers in the areas of behavioral and mental health is often difficult to find, especially in rural communities. This session will explore the partnership that has formed between a few schools and a local hospital to provide needed support. Successes, pitfalls, and ideas as to how to start a program in your area of the state will be shared.

Presenters: Brad Best - Heartland Community Schools; Stephanie Knight; Dana Reinke; Jeri George & Tim Carr

3:15 TO 4:00 PM – D SESSIONS

D1 - Extracurricular Events: Legal Issues

Every year, schools run into problems involving extracurricular activities. From unruly fans, prayers before/after games, or student-athlete safety, this session will walk through current events and legal issues that administrators and board members need to know.

Presenter: Justin Knight - Perry Law Firm

D2 - NSAA Update

Come and learn about what the Nebraska School Activities Association has been working on and what they see as important issues for future years.

Presenter: Jay Bellar - NSAA

D3 - IX Things We Love About You!

Title IX has been a topic at every State Conference for the last decade! We are finally able to talk about some certainty...right? We finally, actually, have some answers! Your school or ESU board and administrators have read the headlines, been through policy updates, and started to live in the new and strange world of Title IX in 2020. This fast-paced presentation will take you through a quick overview of the legal landscape and bring you real life examples from the field.

Presenters: Bobby Truhe, Karen Haase & Steve Williams - KSB School Law

D4 - Step by Step Guide for Passing School Bonds

Are you facing an upcoming election? This presentation will walk you step by step through the how to conduct a successful campaign. Learn how this school district passed the largest bond issue ever by the nearly 70%. The session will cover how to actively engage your community up front in the decision making and then how to focus your campaign for success. It will include strategies for how to manage social media during a campaign and utilize it to gain the best possible results. It will also cover general communication strategies you can use to maximize your supporters.

Presenter: Annette Eyman - Papillion La Vista Community Schools

D5 - Barbarians at the Gate: Disruptive Patrons, Arguing Parents and Unwanted Visitors

"It's public property!" "I'm a taxpayer!" "It's my 1st Amendment right!" Today, schools are encountering more and more visits from community members and others who believe they have an absolute right of access to the school. On top of this, some parents seem to believe that they have the right to supervise (literally) their student's education. Further, schools are confronted with sex offenders who move into town and want to attend the football game or attend their child's play during the school day. This session will walk through case illustrations, real world examples, and practical suggestions to help you deal with unwelcome visitors.

Presenter: Derek Aldridge - Perry Law Firm

D6 - Conflicts of Interest and More

This session will review and discuss Nebraska's conflict of interest laws, its nepotism laws and its contractual interest laws as they apply to members of school boards. Real world scenarios will be used to illustrate the application and effect of these laws on school board members. Attendees will be provided with information as to how to seek information and advice when faced with issues in these areas.

Presenter: Frank Daley - Nebraska Accountability and Disclosure Commission

D7 - From Seed to Feed - The High Plains Community Schools Student Agriculture Education Experience

High Plains Community Schools Agriculture Education program has evolved and expanded in the last 6 years to now include an animal science lab, seed to feed agriculture experience, and hands on learning environment that has enabled our students to dive deeper into their education program than ever before. This session is designed to be student led as HPC students will talk about our Ag Ed. program and its impact on their education at our school. With space to spare, HPC took the initiative to turn a solid program into a great one by creating a living farm 50 feet from our school doors. HPC students are able to utilize our test plot, complete with pivot irrigation, and our working animal farm to learn the basics of farm management as well as the complexities of marketing, pesticide management, and animal care complexities. With partnerships built

throughout our program through agriculture industry mainstays like Orthman Enterprises and John Deere along with local teaching experiences through vet techs, agronomists, and fabricators, HPC students get a real word experience throughout their Ag. Education classes at HPC.

Presenter: Tom Hofmann - High Plains Community Schools

FRIDAY, NOVEMBER 20

8:30 TO 9:15 AM – E SESSIONS

E1 - Superintendent/Board Relationships

Over the past 12 months, more than 40 school districts changed superintendents. In that same time period, a number of board members have resigned or otherwise left the board. In this session, we will talk through common scenarios involving the relationships between the board and superintendent, and the relationships between different members of the same board. There will also be a discussion about the legal aspect of these scenarios.

Presenter: Justin Knight - Perry Law Firm; Kent Edwards - Kearney Public Schools; Kearney Public Schools Board Members

E2 - 2021/2022 EHA Health and Dental Plan Changes

Attend this session to learn more about changes to benefits and rates for the EHA Health and Dental plans. Session attendees will be invited to engage in discussion and ask questions to one another about best practices on educating employees on their health and dental benefits.

Presenter: Greg Long - EHA

E3 - Finally! A Title IX Presentation about Sports

Can we add baseball? Do we have to cap roster spots? Do we have to drop a sport? Can we make cuts? School leaders around the country face these and other questions as they make short- and long-term decisions about their athletic programs. This presentation will discuss Title IX's requirement that schools provide equal athletic opportunities, and the various alternatives that you can use to show compliance. More than just evaluating your current athletic program under Title IX, you will learn about tools that you can use to help make informed decisions to meet your students' athletic interests and abilities (and comply with the law).

Presenter: Karen Haase, Coady Pruett & Bobby Truhe - KSB School Law

E4 - School Foundations - National Best Practices

This session will provide attendees the principles and practical ideas for current or future-planned school foundations in the strive for excellence. This session will share the wisdom gathered from 20 states' school foundations, which developed the National School Foundation Association's guiding principles for education foundations.

Presenter: Wendy Van - Foundation for Lincoln Public Schools

E5 - Powered by Foresight - A Forward Facing Approach to Strategic Planning

Strategic Planning is crucial work for any successful organization. A strategic plan must be more than a binder that collects dust on an obscure office shelf. The plan must look forward, anticipate opportunities and focus on the students it serves. Schools districts, not consultants, must drive the development of a strategic plan. This session will cover the unique approach the Omaha Public Schools embarked on to create a meaningful strategic plan that unites the community moving forward.

Presenter: Matthew Ray - Omaha Public Schools

E6 - Rules, Rules, and More Rules!

The rule is changing, and board members need to understand how modifications to Rule 10 will impact the decision-making at the board table. Join us for this session, as we take a deep dive into accreditation of the school district and compliance with Rule 10.

Presenter: Marcia Herring - NASB

E7 - AQuESTT System of Support: The Board's Role in School Improvement

Each year, schools and districts across the state are classified as Excellent, Great, Good, or Needs Improvement. Additionally, schools may receive an additional designation for support including TSI, ATSI, or CSI. This session has three objectives: 1) Briefly describe the classification and designation levels; 2) Identify the processes involved for improvement; 3) Discuss the board role in improvement.

Presenters: Shirley Vargas & Lane Carr - NDE

9:45 TO 10:30 AM – F SESSIONS

F1 - Emergencies, Pandemics and Other Emerging Issues: Preparing for the Next Unknown Crisis

From massive floods to the coronavirus, schools and ESUs need to be prepared to respond to major crises on extremely short notice. This session will walk through recent and current situations and provide guidance and strategies for your board to consider implementing to prepare for the next unforeseen emergency.

Presenters: Justin Knight - Perry Law Firm; Dan Schnoes - ESU 3, Kraig Lofquist - ESU Coordinating Council; Scott Blum - ESU 3

F2 - I Get By With a Little Help From my Friends: How to involve all, and financially support a successful Strategic Plan

In 2019, the Anselmo-Merna school board set out on a journey to create a Strategic Plan. Our school district encompasses over 400 square miles, and two unique communities. We aimed to create a Strategic Plan that united all of our stakeholders by defining the values and goals of our school district. We included long-term financial planning to support our goals and outcomes. Like many rural school districts, we face challenges of student enrollment, a volatile agricultural economy, and the ability to recruit high-quality staff to our area. As we went through our journey of strategic planning, we were able to examine all of these issues. Most importantly, we defined a successful graduate of our school district, and created a road map to make sure that each A-M student is able to become a successful graduate. In this session, we will discuss how we were able to engage our communities, unite our school under a common mission, and include financial analysis to create the Anselmo-Merna Strategic Plan.

Presenters: Logan Lightfoot - Anselmo-Merna; Michelle Miller; Matt Fisher - First National Capital Markets; Marcia Herring - NASB; & Kyle Cantrell

F3 - Pain in the App 6.0

Your annual update on all things cyberbullying, sexting, technology, and social media use is back again this year! This presentation will cover the trends in student and staff social media use that all board members and school administrators must know as we close 2020 and enter 2021. Whether you're a "flip phone kinda guy" or "Snapchat usin' kind of gal," this presentation will have something for everyone.

Presenters: Karen Haase & Coady Pruett - KSB School Law

F4 - The Thundering Herd: A Holistic View at School Improvement

Gibbon Public School's school improvement model is built on a foundation of shared leadership and a highly collaborative culture. The Thundering Herd is a collective and collaborative model that provides guidance, direction, and leadership for the entire education family. Our session will illustrate how we successfully tackle multiple initiatives simultaneously with a focus on creating high-functioning collaborative teams, developing rigorous curriculum and assessments, improving budgetary practices, increasing levels of safety and security, implementing professional learning communities, designing professional development, & establishing a healthy climate and culture...and in three short years.

Presenters: Vern Fisher, Brian Kroll & Kim Wadkins - Gibbon Public Schools

F5 - Creating Community Partnerships: From The Strategic Plan to Reality

Creating community partnerships is a goal of every school district. However, getting from the planning/dreaming phase to reality can be a daunting thought. During this session, we hope to share with you our journey in creating community partnerships in our district. We will begin with our strategic planning phase, share information about our ReVISION process and then share with you how we intentionally created partnerships with various businesses in our community. In our district, we are creating partnerships to increase our student's understanding of the businesses that serve our community and explore the various career fields. Our vision for community partnerships is to create more opportunities for site visits, business leader presentations at our schools, interview opportunities and internships. While we are still on the journey of creating meaningful partnerships, we hope to share with other districts a roadmap to success.

Presenter: Matt Dominy - Seward Public Schools

F6 - The Importance of Visioning...Raymond Central's Journey toward C-H-A-N-G-E!

As elected officials, it is critical to look to the future anticipating opportunities and roadblocks while preparing for success. Using a targeted planning process, Raymond Central developed goals and objectives to strategically move the district forward meeting challenges of the 21st Century. When developing the strategic planning process, many questions were asked about what the future holds for students. The overarching question remains, how do we prepare students for a future job market we can't predict? Join the Raymond Central Board of Education and their Superintendent as they share their data-driven strategic planning process titled "Vision 2025".

Presenters: Harriet Gould & Derrick Joel - Raymond Central Public Schools

F7 - Quality Early Childhood Takes a Community: Lessons from Norfolk Public Schools

The Norfolk Public School Board recognized the value of quality early childhood care and education requirements, and they made a choice to be active in creating solutions. They included this goal in their strategic plan: By Fall of 2023, NPS will, through research-based program development and community collaboration, assure all children entering kindergarten have had opportunities for early childhood experiences that enable them to transition successfully to kindergarten. To reach this goal, they recognized they would need to find ways to support parents and private child care providers within their community. The group formed to move this goal forward, Power of Preschool, includes various providers and community representatives. In this session, we will share the successes and challenges of this broad community coalition. Presenters: Adam Feser & Melissa Jantz - Norfolk Public Schools

11:00 TO 11:45 AM – G SESSIONS

G1 - Big Solutions for Small Rural Schools

Learn how Shickley Public Schools (PK-12 enrollment of 180), through creativity, has worked through many challenges facing small, rural school districts. Rural schools in Nebraska continue to do MORE with less. Find out how Shickley continues to do more through its daycare services for students 6 weeks of age through PK, sports cooperative with Bruning-Davenport Unified School, and teacher recruitment & retention efforts. Presenters: Sadie Coffey - Shickley Public Schools

G2 - Creative Solutions For the Substitute Shortage

Papillion La Vista Community Schools requires between 70-100 sub teachers and paras on any given day. During the recent times of sub shortages, district administrators and our Board of Education partnered together, looked at research, and then took creative action to combat the problem. Results have been increased sub engagement, happier school staff, and fewer unfilled jobs. We will share with participants our 10 favorite strategies that could work for any size school district. Presenter: Kati Settles & Valerie Fisher - Papillion La Vista Community Schools

G3 - Preventing Open Mic Night During Public Comment

Public comment can be very useful for board members who value community input. However, some individuals can abuse the public comment. In this session, the Perry Law Firm will address ways that boards should consider establishing public comment rules and regulations. This session will also examine real-world examples of public comment conundrums, such as disruptive patrons, patrons who want to discuss staff or student issues, and patrons who want to turn a board meeting into a political stunt. Presenter: Derek Aldridge - Perry Law Firm

G4 - Rural Nebraska Districts CAN Provide Sustainable Rule 11 Childcare Programs!

You've heard many say, that public schools can NOT afford to provide infant and toddler care and be fiscally responsible. Is that true or is it a myth? Morrill Public Schools has been providing Rule 11 Early Childhood programming for children 6 weeks to pre-kindergarten for three years now. Numbers are growing, revenue EXCEEDS expenses, and we are attracting certificated staff to our program. Come learn our process; learn how

the TEOSSA Basic Funding + Local Revenue fully funds the program. Learn about how to build a Highly Qualified Effective Workforce in order to meet the needs of your communities.

Presenters: Sunny Edwards & Joe Sherwood - Morrill Public Schools

G5 - Involving Student Voices at the District Level

This session will highlight some of the strategies that Westside Community Schools uses to engage its students with the board of education and senior leadership team. Attendees will learn how Westside's Board of Education "Student Advisory Council" and "Superintendent's Student Advisory Council" operate. Presenters will also share outreach endeavors that include our "First Friday Feedbacks," "Lunch & Learns," and "Community Coffees." Finally, an overview of the newly developed, student-led "Warrior Marketing Group" will share how they work with board members and district-level departments to gain real-world experiences while bringing positive attention to their school district.

Presenters: Mike Lucas, Kris Karnes & Adam Yale - Westside Community Schools

G6 - Take Your Board of Education from Great to Excellent Through Governance

Successful school districts are led by successful Boards of Education. In order for our children to be prepared for their future, we have asked teachers and the school district to dramatically evolve. The Board of Education must evolve as well. It is imperative the school board, superintendent and entire school district work together cohesively and unified for children to thrive in an ever changing world. Learn how the Grand Island Public Schools Board of Education formed a Governance Committee to focus on the evolution the board must take to go from a great board to an excellent board.

Presenters: Bonnie Hinkle & Tawana Grover - Grand Island Public Schools

G7 - Best Practices for School Construction Planning

You've decided to start planning a school construction or renovation project in unprecedented, uncertain times – what are some of the reasons to proceed and the risks? Join us for an engaging discussion on the steps your district can take to prepare for a facilities project and ensure success. Topics will include construction delivery methods, choosing your team of consultants, potential funding sources, and best practices for initial planning.

Presenters: Boyd Jones

NOON TO 1:15 PM – CLOSING GENERAL SESSION
STATE OF THE ASSOCIATIONS ADDRESS BY NASB AND NCSA LEADERSHIP
ANN MACTIER AWARD WILL BE GIVEN AT THE FRIDAY LUNCHEON