

November Regular Meeting
Monday, November 9, 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 October 12, 2020 meeting
 3. Treasurer's Report
 4. Review of the Control Budget
 5. Claim and transfers in the amount of \$2,770,658.87
 6. Resignations: Rick Cusick-PLUS Center 7-12 Teacher
5. Administrative Reports
 1. High School Principal's Report
 2. Middle School Principal's Report
 3. Elementary Principal's Report
 4. Early Childhood Report
 5. Instructional Services Report
 6. Special Education Report
6. Action Items

1. Discuss, consider, and take all action to approve the first reading of 2000 Administration (Finance Committee).
 2. Discuss, consider, and take all action to approve the second reading of policy 4025 Professional Boundaries.
 3. Discuss, consider, and take all action to approve the second reading of policy 5008 Attendance.
 4. Discuss, consider, and take all action to approve the second reading of 6000 Instruction (Curriculum Committee).
 5. Discuss, consider, and take all action to approve the second reading of policy 8342 Designated Method of Giving Notice of Meetings.
 6. Discuss, consider, and take all action to approve the final reading of Policy 1211 Title IX Complaint Procedure.
 7. Discuss, consider, and take all action to approve the final reading of Policy 7000 New Construction (Operations).
7. Announcements
1. Next meeting: Monday, Dec. 14, 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 _____

October Regular Meeting
Monday, October 12, 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

Fuller and Jensen were absent. All other 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.

Rebecca McDaniel, OPPA gave update on food service.

4. Consent Agenda

Motion passed 7-0 to approve the Consent Agenda with a motion by Foster and a second by Muller.

4.1. Agenda

4.2. Minutes of the September 14, 2020 meeting

4.3. Minutes of the September 14, 2020 Committee on American Civics meeting

4.4. Treasurer's Report

4.5. Review of the Control Budget

4.6. Claim and transfers in the amount of \$1,493,500.18

5. Administrative Reports

5.1. Superintendent's Report

5.2. High School Principal's Report

5.3. Middle School Principal's Report

5.4. Elementary Principal's Report

5.5. Early Childhood Report

6. Action Items

6.1. Discuss, consider, and take all action to approve the first reading of policy 4025 Professional Boundaries.

Motion passed 7-0 with a motion by Foster and a second by Barr.

6.2. Discuss, consider, and take all action to approve the first reading of policy 5008 Attendance.

Motion passed 7-0 with a motion by Foster and a second by Glup.

6.3. Discuss, consider, and take all action to approve the first reading of 6000 Instruction (Curriculum Committee).

Motion passed 7-0 with a motion by Foster and a second by Muller.

6.4. Discuss, consider, and take all action to approve the first reading of policy 8342 Designated Method of Giving Notice of Meetings.

Motion passed 7-0 with a motion Foster and a second by Glup.

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

Motion passed 7-0 with a motion by Glup and a second by Foster.

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

Motion passed 7-0 with a motion by Foster and a second by Barr.

6.7. Discuss, consider, and take all action authorizing the superintendent to sell/dispose of curriculum materials.

Motion passed 7-0 with a motion by Foster and a second by Muller.

6.8. Discuss, consider, and take all action to approve the FY2020 Head Start Self-Assessment.

Motion passed 7-0 with a motion by Foster and a second by Glup.

6.9. 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.

Motion passed 6-1 with a motion by Barr and a second by Tesarek-Parsons. Muller voted no.

6.10. 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).

Motion passed 7-0 with a motion by Muller and a second by Barr.

7. Announcements

7.1. Next meeting: Monday, November 9, 2020 6:30 PM Workshop 7:00 PM Regular Meeting

7.2. Nebraska Association of School Boards (NASB) State Education Conference-Nov. 18-20, 2020, CHI Health Center, Omaha

8. ADJOURNMENT. The meeting was adjourned at 7:13 p.m.

DRAFT

Chairperson

Superintendent

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

Reconciled bank balance October 1, 2020 \$ 1,141,818.36

RECEIPTS:

Cass Co. Treasurer - Local taxes	374,983.82	
Interest	132.35	
Head Start Fund - Transfers	102,272.87	
Special Bldg Fund – Transfers	1,184,440.67	
Student Fee Fund – Transfers	19,355.52	
Bond Fund – Transfers	15,500.00	
Activity Fund – Transfers	246.81	
Cafeteria receipts	5,096.61	
State of Nebr. – State Aid	592,729.00	
State of Nebr. – Federal lunch	48,070.77	
State of Nebr. – CACFP meals	7,304.18	
State of Nebr. – High Ability Learners 20-21	12,073.00	
Department of Defense - ROTC	7,366.45	
Patrons – BDA	412.53	
Patrons – PK tuition	3,259.78	
Patrons – Facility use	60.00	
Total Receipts	2,373,304.36	\$ 2,373,304.36

EXPENDITURES:

Payroll	1,379,314.43	
Vendor checks	1,481,183.73	
Petty Cash checks	1,460.10	
Total Expenditures	2,861,958.26	\$ 2,861,958.26

Reconciled bank balance October 31, 2020 \$ 953,164.46

Through Oct 31, 2020, receipts are at 22.67% of budget
Expenditures are at 18.34% of budget

Through October 31, 2020, 15.22% of the general fund budget was spent on instruction and instruction support, and 3.12% was spent on all other functions

HEAD START FEDERAL FUND (merged with General Fund):

Reconciled bank balance October 1, 2020	\$	126,069.65-
Receipts		238,096.36
Expenditures		<u>214,214.58</u>
Head Start Federal Fund balance	\$	102,187.87-

TREASURER'S REPORT
NOVEMBER 1, 2020
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GENERAL FUND

Bank account balance		953,164.46
Nutrition Fund balance		217,944.08
Head Start		102,187.87-
Employee Benefit Fund balance		358.40
Investment – N.L.A.F.		96,851.32
Loan from Depreciation		999,500.00
Line of Credit		1,142,036.99
Loan from Special Building Fund		630,000.00
General Fund Balance	\$	2,042,011.56-

NUTRITION FUND

Beginning cash balance	\$	187,459.33
Receipts		60,471.56
Expenditures		<u>29,986.81</u>
Cafeteria Fund balance	\$	217,944.08

FLEXIBLE BENEFIT FUND/EMPLOYEE BENEFIT

Reconciled bank balance October 1, 2020	\$	34,907.03
Receipts		3,539.11
Expenditures		<u>5,885.76</u>
Flexible Benefit Fund balance	\$	32,560.38

SPECIAL BUILDING FUND

Reconciled bank balance October 1, 2020	\$	259,391.49
Receipts		5,567,153.20
Expenditures		1,184,440.67
Bond Proceeds - draw		1,184,440.67
Transfer to investment account		<u>5,567,000.00</u>
Special Building Fund bank balance	\$	259,544.69
Investment in Nebr. Liquid Asset Fund	\$	63,519.79
Bond investment in NSDLAF	\$	7,931,146.00
Loan to General Fund	\$	630,000.00

BOND FUND

Reconciled bank balance October 1, 2020	\$	312,493.25
Receipts		33,389.50
Line of credit repay		<u>15,500.00</u>
Bond Fund bank balance	\$	330,382.75
Investment in NSDLAF	\$	1,523.76
Line of Credit	\$	479,325.00

**TREASURER'S REPORT
NOVEMBER 1, 2020
PAGE 3**

QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

Reconciled bank balance October 1, 2020	\$	310,104.34
Receipts		12,470.03
Expenditures		<u>0.00</u>
QCPU Fund bank balance	\$	322,574.37
Certificate of Deposit – Plattsmouth State Bank	\$	38,509.66

DEPRECIATION FUND

Reconciled bank balance October 1, 2020	\$	25,859.23
Receipts/loan repay		1.75
Expenditures		<u>0.00</u>
Depreciation Fund Balance	\$	25,860.98
CD @ Plattsmouth State Bank	\$	216,957.06
Loan to General	\$	999,500.00

STUDENT FEE FUND

Reconciled bank balance October 1, 2020	\$	98,486.58
Receipts	\$	2,951.98
Expenditures	\$	<u>19,355.52</u>
Student Fee Fund Balance	\$	82,083.04

ROBERT WILEY ESTATE

Investment Account with Edward D. Jones as of 10-30-20:

Beginning value	\$	1,169,261.13
Fees and charges	\$	925.12
Change in value	\$	4,038.49
Total	\$	1,172,374.50

WILES SCHOLARSHIP

Investment Account with Edward D. Jones as of 10-30-20:

Beginning value	\$	38,824.11
Change in value	\$	335.35-
Total	\$	38,488.76

**TREASURER'S REPORT
NOVEMBER 1, 2020
PAGE 4**

DUDA SCHOLARSHIP

Investment account with Vanguard as of 10-31-20: \$ 514,256.21

GENERAL FUND balance October 31, 2018 \$ 490,268.94-
GENERAL FUND balance October 31, 2019 \$ 1,376,657.32-
GENERAL FUND balance October 31, 2020 \$ 2,042,011.56-

SPECIAL BLDG FUND balance October 31, 2018 \$ 183,170.69
SPECIAL BLDG FUND balance October 31, 2019 \$ 283,645.60
SPECIAL BLDG FUND balance October 31, 2020 \$ 323,064.48

**ROBERT E. WILEY SCHOLARSHIP UPDATE
OCTOBER 31, 2020**

BEG VALUE 9-26-20	\$	1,169,261.13
PLUS: INTEREST AND DIVIDENDS	\$	3,129.81
PLUS: CHANGE IN VALUE	\$	908.68
LESS: FEES AND CHARGES	\$	<u>925.12</u>
END VALUE 10-30-20	\$	1,172,374.50

- 1. For the month, the account made \$3,113.37, after fees, or 2.66%.**
- 2. Currently at 48% in equities.**
- 3. Year to date, the account is up 1.18%.**
- 4. Several significant changes were made during the month, as the account was rebalanced, and several mutual funds and ETF's were replaced with something else.**
- 5. See the attached market and election update.**



Markets Await Election Results: Our Initial Investment Takeaways

Craig V Fehr, CFA

- In a holding pattern awaiting an election outcome...** After a rally in the days heading up to the election, the stock market's initial reaction on Wednesday has maintained that positive stance. That said, markets are likely to take a "wait-and-see" approach, which we think this is a rational response as markets await clarity on the outcome in order to begin to price in economic implications of the verdict in Washington. We don't expect markets to sit still indefinitely, and any indications of a prolonged waiting period or disputed result would likely spark larger short-term market swings. One takeaway of note is the apparent lack of momentum in the Democratic sweep (the so-called "Blue Wave") across the White House and Congress. To the extent that the result produces a divided government (regardless of the presidential winner), this could reduce the potential of swift tax changes while also calling into question the size and speed of any upcoming fiscal-aid package. This is showing up Wednesday in Treasury rates (pulling back from recent highs) and market leadership in technology (which have outperformed amid slower economic growth).
- ...but the outcome shouldn't hold up the recovery.** While we await clarity on the election results, we believe there is visibility on fundamental conditions that will play out regardless of the political outcome. First, we think the economic rebound will continue, driven by a continued-but-lumpy reopening of the economy and sustained, gradual improvement in the labor market. A vaccine in 2021 won't snap the economy immediately back to its pre-pandemic form, but it will, in our view, be a catalyst for a return of many impaired industries (travel, entertainment, leisure), a further decline in unemployment, and a persistent economic expansion. Second, we think some form of fiscal stimulus will transpire under either administration. Timing and size will be influenced by the election outcome, but we think fiscal aid will add to GDP in coming quarters. And third, we think monetary policy will remain exceptionally accommodative for some time to come and won't be dependent upon the political complexion in Washington. A growing economy, rising corporate profits, and low interest rates are a favorable combination for market performance over time.
- Don't put a hold on your investment strategy.** Uncertainty remains elevated, which we think sets the stage for potentially higher market volatility in the coming days. We don't, however, think the political sparks will persist indefinitely. As the election dust settles, we expect markets to refocus on the fundamental conditions mentioned above. While the pandemic continues to pose risks, we think the broader investment outlook remains positive. Avoid the temptation to make political bets with your investments, and instead leverage diversification across asset classes and sectors to best position your portfolio to navigate these conditions. Moreover, regardless of the political uncertainty, December 31 is certain to arrive. Consider year-end financial strategies that may be appropriate or optimal for your situation.

After sizable swings heading into election day, equities are awaiting an outcome in Washington



Source: FactSet. Past performance is no guarantee of future results.

Please see important information on page 2 of the report.

Market Stats

	1-Day	1-Year
S&P 500	1.5%	9.5%
Int'l Stocks	0.5%	-3.2%
U.S. Bonds	0.0%	6.6%
10-yr Rate	0.77%	1.78%

11/4/20. Bloomberg, MSCI All-Country World Index ex-U.S., Barclays U.S. Agg Bond Index, price returns. Past performance is no guarantee of future results.

- Indications of delayed or disputed election results could likely spark increased market volatility in the coming days.
- A continued economic expansion alongside supportive fiscal and monetary policies is, in our view, a favorable backdrop for market performance as we move past election uncertainties.
- With the guidance of a tax professional, market volatility may present opportunities to harvest losses or gains depending on your tax situation. If you're working, any time is a good time to maximize contributions to your retirement accounts. If you're retired, a year with no RMDs and potentially lower income may make Roth conversions more appealing*.

Note:

*Edward Jones, its employees and financial advisors cannot provide tax or legal advice. You should consult your attorney or qualified tax advisor regarding your situation.

November 4, 2020

Important information

The content of this report is for informational purposes only and should not be interpreted as specific investment advice. Investors should make investment decisions based on their unique investment objectives and financial situation. While the information is believed to be accurate, it is not guaranteed and is subject to change without notice.

Investors should understand the risks involved of owning investments, including interest rate risk, credit risk and market risk. The value of investments fluctuates and investors can lose some or all of their principal.

Past performance is no guarantee of future results.

An index is not managed and is unavailable for direct investment.

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

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

Special risks are inherent to international investing including those related to currency fluctuations, foreign political and economic events.

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

Giving Thanks

As Thanksgiving approaches, we pause to reflect on all for which we are grateful. We want you to know how much we appreciate the confidence you have placed in Edward Jones. We are grateful for your business, and we value the relationship we've built together.

Thank You, Veterans

This Veterans Day, we honor all those who have served our country. We join the rest of the nation in expressing our gratitude for the sacrifices of America's veterans.

Portfolio Summary

Total Portfolio Value

\$1,210,863.27

1 Month Ago	\$1,208,085.25
1 Year Ago	\$1,206,793.98
3 Years Ago	\$1,221,444.36
5 Years Ago	\$1,133,673.72

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	\$37,669.33	\$38,488.76
Association Account Advisory Solutions Fund Model	Cass County School District #1	693-19740-1-5	\$1,169,124.64	\$1,172,374.50
Total Accounts			\$1,206,793.98	\$1,210,863.27

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

Rules of the Road: Invest for the Long Term

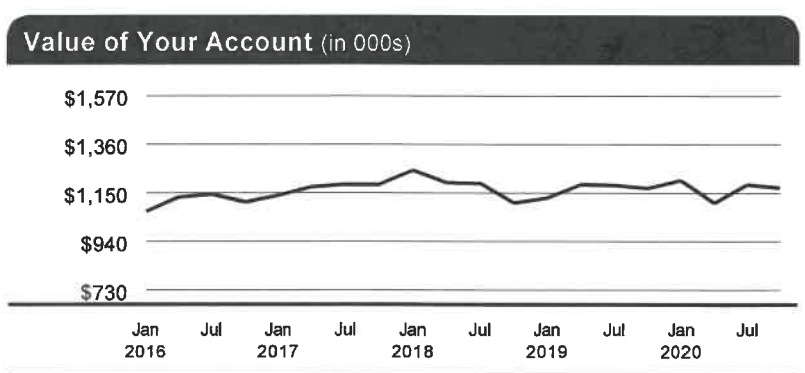
One of the biggest mistakes investors make is trying to time the markets, moving in and out based on short-term declines or the latest prediction. Getting in and out of the market at the wrong time can result in lower performance over time. While buy and hold doesn't mean buy and forget, it's important to make changes for the right reasons. Work with your financial advisor to review the role those investments play in your overall strategy. See all 10 rules at edwardjones.com/investingrules.

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	
\$1,172,374.50	
1 Month Ago	\$1,169,261.13
1 Year Ago	\$1,169,124.64
3 Years Ago	\$1,186,931.99
5 Years Ago	\$0.00



Value Summary		
	This Period	This Year
Beginning Value	\$1,169,261.13	\$1,207,286.98
Assets Added to Account	0.00	0.00
Assets Withdrawn from Account	0.00	-49,000.00
Fees and Charges	-925.12	-9,287.74
Change In Value	4,038.49	23,375.26
Ending Value	\$1,172,374.50	

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

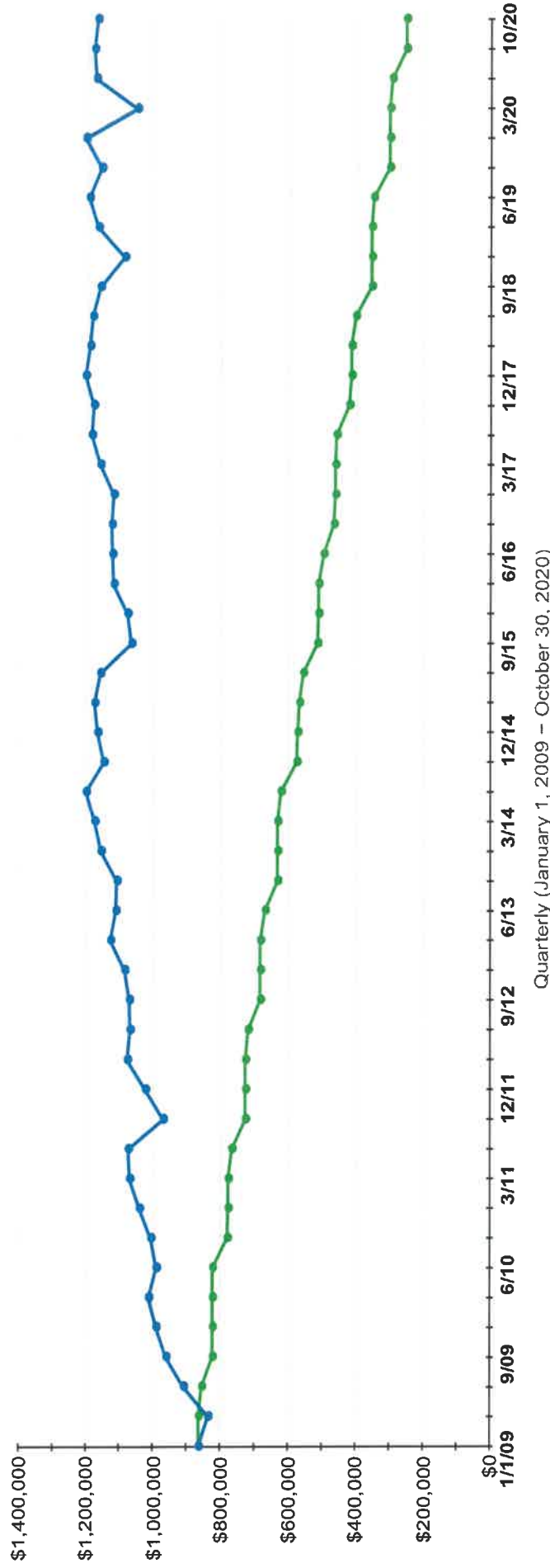
Rate of Return					
Your Personal Rate of Return for Assets Held at Edward Jones	This Quarter	Year to Date	Last 12 Months	3 Years Annualized	5 Years Annualized
	-0.83%	1.18%	4.11%	4.31%	—

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

Prepared for: **WILEY SCHOLARSHIP FUND - COMBINED ACCTS**
Saving for **SCHOLARSHIPS**

November 2, 2020

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	\$14,088.06	\$917,604.79
Ending Value of Account(s) at Edward Jones	\$1,206,817.44	\$1,089,153.70	\$1,207,286.46	\$1,172,374.51	\$1,172,374.51
Your Personal Rate of Return as of October 30, 2020	12.00%	-4.97%	16.15%	1.18%	Annualized Return
Please refer to "Putting Your Performance into Perspective" for Important Information.					7.94%

Diversification by Investment Category

Portfolio Objective: Balanced Growth & Income

Michael A. Schuidt
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Prepared for: WILEY SCHOLARSHIP FUND – COMBINED ACCTS
Saving for SCHOLARSHIPS

November 2, 2020



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.

EXPENDITURE BY FUNCTION SUMMARY
10/2020

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	\$662,048.14	\$1,327,881.85	17.35	\$6,332,361.15	\$6,330,838.22
1125	SA FLEX FUNDING	\$183,084.00	\$12,252.95	\$23,674.61	13.68	\$159,409.39	\$158,037.69
1150	LIMITED ENGLISH PROFICIENCY	\$73,882.00	\$9,059.72	\$17,746.45	24.05	\$56,135.55	\$56,115.56
1160	POVERTY PROGRAMS	\$783,969.00	\$60,917.90	\$122,816.82	16.19	\$661,152.18	\$657,022.18
1195	BAF FLEX FUNDING	\$26,305.00	\$2,402.74	\$4,325.41	16.44	\$21,979.59	\$21,979.59
1200	SPECIAL EDUCATION PROGRAMS	\$2,991,559.00	\$199,988.05	\$493,416.09	16.49	\$2,498,142.91	\$2,498,142.91
1291	SPED INSTRUCTIONAL PROGRAMS 3-5	\$242,487.00	\$14,370.79	\$41,146.04	17.19	\$201,340.96	\$200,792.57
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	\$35,464.30	16.67	\$177,234.70	\$177,234.70
2120	GUIDANCE SERVICES	\$315,206.00	\$26,107.36	\$52,728.74	16.73	\$262,477.26	\$262,477.26
2130	HEALTH SERVICES	\$89,814.00	\$7,549.00	\$15,849.43	17.65	\$73,964.57	\$73,964.57
2141	SCHOOL PSYCHOLOGY SERVICES	\$179,237.00	\$17,011.66	\$32,094.99	17.91	\$147,142.01	\$147,142.01
2151	SA SPEECH PATHOLOGY	\$163,656.00	\$12,418.38	\$25,118.54	15.35	\$138,537.46	\$138,537.46
2152	PK 3-5 SPEECH PATHOLOGY	\$126,100.00	\$17,418.50	\$27,144.25	21.53	\$98,955.75	\$98,955.75
2161	SA OCCUPATIONAL THERAPY	\$25,000.00	\$3,245.00	\$5,133.00	20.53	\$19,867.00	\$19,867.00
2162	PK OCCUPATIONAL THERAPY	\$25,000.00	\$1,784.75	\$2,920.50	11.68	\$22,079.50	\$22,079.50
2171	SA PHYSICAL THERAPY	\$20,000.00	\$1,829.00	\$2,846.75	14.23	\$17,153.25	\$17,153.25
2172	PK PHYSICAL THERAPY	\$18,000.00	\$398.25	\$826.00	4.59	\$17,174.00	\$17,174.00
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	\$5,842.36	\$153,327.56	162.62	(\$54,327.56)	(\$61,997.56)
2213	INSTRUCTIONAL STAFF TRAINING	\$23,000.00	\$0.00	\$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	\$18,309.82	\$43,208.89	18.86	\$185,885.11	\$185,885.11
2230	INSTRUCTION RELATED TECHNOLOGY	\$141,185.00	\$7,131.91	\$14,304.82	10.13	\$126,880.18	\$126,880.18

EXPENDITURE BY FUNCTION SUMMARY
10/2020

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
2310	BOARD OF EDUCATION	\$239,300.00	\$14,808.58	\$22,733.54	9.50	\$216,566.46	\$216,566.46
2320	EXECUTIVE ADMIN. SERVICES	\$211,765.00	\$16,327.72	\$33,437.24	15.86	\$178,327.76	\$178,185.76
2330	DISTRICT LEGAL SERVICES	\$70,000.00	\$483.00	(\$18,920.30)	(27.03)	\$88,920.30	\$88,920.30
2410	OFFICE OF THE PRINCIPAL SERV.	\$1,297,559.00	\$108,254.69	\$218,074.43	16.81	\$1,079,484.57	\$1,079,484.57
2510	GENERAL BUSINESS SUPPORT	\$249,843.00	\$13,293.75	\$67,791.51	27.13	\$182,051.49	\$182,051.49
2530	DUPLICATNG SERVICES	\$96,700.00	\$6,454.36	\$19,097.41	19.75	\$77,602.59	\$77,602.59
2540	EVALUATION SERVICES	\$100.00	\$0.00	\$0.00	0.00	\$100.00	\$100.00
2580	ADMIN TECHNOLOGY SERVICES	\$243,441.00	\$10,868.77	\$55,048.47	26.78	\$188,392.53	\$178,257.19
2610	OPERATION OF PLANT	\$798,792.00	\$61,429.91	\$187,573.22	23.55	\$611,218.78	\$610,693.78
2620	MAINTENANCE OF PLANT	\$411,109.00	\$36,973.11	\$86,433.56	23.11	\$324,675.44	\$316,090.88
2630	UPKEEP OF GROUNDS	\$17,850.00	\$1,339.64	\$6,117.85	42.19	\$11,732.15	\$10,319.76
2650	VEHICLE OPERATION/MAINTENANCE	\$66,500.00	\$2,375.83	\$6,646.77	10.00	\$59,853.23	\$59,853.23
2660	SECURITY SERVICES	\$210,000.00	\$0.00	\$0.00	0.00	\$210,000.00	\$210,000.00
2670	SAFETY SERVICES	\$12,000.00	\$227.50	\$1,680.60	14.01	\$10,319.40	\$10,319.40
2710	REGULAR STUDENT TRANSPORTATION	\$450,300.00	\$42,742.21	\$81,923.74	18.19	\$368,376.26	\$368,376.26
2712	SA SPED VEHICLE OPERATION	\$214,000.00	\$20,315.03	\$24,883.99	11.63	\$189,116.01	\$189,116.01
2713	PK VEHICLE OPERATION	\$40,000.00	\$0.00	\$3,329.48	8.32	\$36,670.52	\$36,670.52
3300	COMMUNITY SERVICE OPERATIONS	\$32,815.00	\$799.40	\$2,888.82	9.52	\$29,926.18	\$29,691.18
3400	GRANTS FR PRIVATE INTERESTS/EDQUEST	\$4,600.00	\$0.00	\$40.00	2.50	\$4,560.00	\$4,485.00
3500	STATE CATEGORICAL PROGRAMS/RULE 82	\$800.00	\$59.54	\$178.60	22.33	\$621.40	\$621.40
3535	HIGH ABILITY LEARNERS	\$11,723.00	\$999.00	\$1,897.42	16.19	\$9,825.58	\$9,825.58
3541	BIRTH TO 3 ENDOWMENT	\$75,000.00	\$6,080.99	\$12,776.94	17.04	\$62,223.06	\$62,223.06
3599	OTHER STATE CATEGORICAL PROGRAMS	\$10,502.00	\$0.00	\$0.00	0.00	\$10,502.00	\$10,502.00
6200	TITLE I PART A	\$205,665.00	\$13,821.90	\$27,036.35	13.15	\$178,628.65	\$178,628.65
6210	TITLE I PART A ACCOUNTABILITY	\$0.00	\$0.00	\$5,750.00	0.00	(\$5,750.00)	(\$5,750.00)

EXPENDITURE BY FUNCTION SUMMARY
10/2020

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	\$4,737.68	13.90	\$29,351.32	\$29,351.32
6406	IDEA PRESCHOOL (619) BASE	\$12,493.00	\$1,002.32	\$2,004.64	16.05	\$10,488.36	\$10,488.36
6408	IDEA BASE/EP	\$374,336.00	\$30,104.33	\$60,208.66	16.08	\$314,127.34	\$314,127.34
6412	IDEA PART B PROPORTIONATE SHARE	\$18,976.00	\$1,700.05	\$3,400.10	17.92	\$15,575.90	\$15,575.90
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	\$102,272.87	\$228,118.73	18.12	\$1,042,245.27	\$1,040,168.71
6968	TITLE IV PART B 21ST CENTURY	\$58,312.00	\$3,549.01	\$7,196.79	12.34	\$51,115.21	\$51,115.21
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	\$928.75	\$1,374.38	12.37	\$9,735.62	\$9,735.62
6996	ESSERS (EMERGENCY RELIEF)	\$175,847.00	\$13,733.79	\$80,020.03	84.58	\$95,826.97	\$27,111.97
8000	TRANSFERS	\$15,000.00	\$0.00	\$0.00	0.00	\$15,000.00	\$15,000.00
9000	NON PROGRAM EXPENDITURES	\$3,000.00	\$1,287.03	\$1,287.03	42.90	\$1,712.97	\$1,712.97
01	GENERAL	\$20,629,169.00	\$1,612,420.35	\$3,677,171.72	18.34	\$16,951,997.28	\$16,844,833.42

EXPENDITURE BY FUNCTION SUMMARY
10/2020

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
10/2020

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	\$5,885.76	\$9,241.01	18.48	\$40,758.99	\$40,758.99
03	EMPLOYEE BENEFITS FUND	\$50,000.00	\$5,885.76	\$9,241.01	18.48	\$40,758.99	\$40,758.99

EXPENDITURE BY FUNCTION SUMMARY
10/2020

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	\$29,986.81	\$66,046.00	6.98	\$880,141.00	\$880,141.00
06	CAFETERIA	\$946,187.00	\$29,986.81	\$66,046.00	6.98	\$880,141.00	\$880,141.00

EXPENDITURE BY FUNCTION SUMMARY
10/2020

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	\$15,500.00	\$15,500.00	2.22	\$682,418.00	\$682,418.00
07	BOND FUND	\$697,918.00	\$15,500.00	\$15,500.00	2.22	\$682,418.00	\$682,418.00

EXPENDITURE BY FUNCTION SUMMARY
10/2020

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	\$0.00	\$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
4100	BOND RELATED EXPENDITURES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
4300	FACILITY ACQ/ARCHITEC AND ENGINEERING	\$60,000.00	\$41,033.30	\$49,171.95	81.95	\$10,828.05	\$10,828.05
4500	BUILDING CONSTRUCTION	\$5,843,543.00	\$89,466.00	\$94,518.00	1.62	\$5,749,025.00	\$5,749,025.00
4700	BUILDING IMPROVEMENTS	\$3,940,914.00	\$1,053,941.37	\$1,154,921.95	29.31	\$2,785,992.05	\$2,785,992.05
08	SPECIAL BLDG FUND	\$10,354,457.00	\$1,184,440.67	\$1,299,133.88	12.55	\$9,055,323.12	\$9,055,323.12

EXPENDITURE BY FUNCTION SUMMARY
10/2020

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	\$0.00	\$400.00	0.13	\$316,078.00	\$316,078.00
09	QUALIFIED CAPITAL PURPOSE UNDERTAKING FU	\$691,478.00	\$0.00	\$400.00	0.06	\$691,078.00	\$691,078.00

EXPENDITURE BY FUNCTION SUMMARY
10/2020

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	\$19,355.52	\$19,674.10	17.84	\$90,590.90	\$90,590.90
12	STUDENT FEES	\$110,265.00	\$19,355.52	\$19,674.10	17.84	\$90,590.90	\$90,590.90

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	280,767.80	3,020,465.92	35.28	5,540,631.08
01 1115	CARLINE TAXES	10,000.00	0.00	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	85,482.41	178,294.96	14.26	1,071,705.04
01 1370	PRESCHOOL TUITION	50,000.00	3,259.78	7,281.65	14.56	42,718.35
01 1510	INTEREST ON INVESTMENTS	2,500.00	134.08	259.12	10.36	2,240.88
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	3.80	5.86	0.00	(5.86)
01 1800	REVENUE FR COMM SERVICE/GED/BDA	7,000.00	412.53	822.27	11.75	6,177.73
01 1910	RENTAL OF SCHOOL FACILITIES/PROPERTY	20,000.00	60.00	60.00	0.30	19,940.00
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	370,120.40	3,209,240.47	31.73	6,906,356.53
01 2110	COUNTY FINE & LICENSE FEES	90,000.00	6,182.47	11,422.01	12.69	78,577.99
01 2210	ESU RECEIPTS	5,000.00	0.00	0.00	0.00	5,000.00
Subtotal: 2000		95,000.00	6,182.47	11,422.01	12.02	83,577.99
01 3110	STATE AID TO DISTRICTS	5,927,291.00	592,729.00	1,185,458.00	20.00	4,741,833.00
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	2,551.14	2,551.14	10.20	22,448.86
01 3400	STATE APPORTIONMENT	260,000.00	0.00	0.00	0.00	260,000.00
01 3535	HIGH ABILITY LEARNERS	12,500.00	12,073.00	12,073.00	96.58	427.00
01 3541	BIRTH TO 3 ENDOWMENT	75,000.00	0.00	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	607,353.14	1,230,625.14	14.53	7,239,765.86
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	238,092.56	281,545.51	22.16	988,818.49
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	0.00	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	14,732.90	19.64	60,267.10
01 4529	ADULT BASIC EDUCATION	10,000.00	0.00	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	245,459.01	317,225.62	13.50	2,031,985.38
01 5200	FUND TRANSFERS IN	0.00	0.00	0.00	0.00	0.00
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	0.00	1,287.03	85.80	212.97
Subtotal: 5000		6,500.00	0.00	1,287.03	19.80	5,212.97
Fund Total:		21,036,699.00	1,229,115.02	4,769,800.27	22.67	16,266,898.73

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	1.75	3.44	0.10	3,396.56
	Subtotal: 1000	3,400.00	1.75	3.44	0.10	3,396.56
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	1.75	3.44	0.01	28,396.56

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	3,539.11	7,148.22	8.41	77,851.78
	Subtotal: 5000	85,000.00	3,539.11	7,148.22	8.41	77,851.78
	Fund Total:	85,000.00	3,539.11	7,148.22	8.41	77,851.78

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	5,096.61	15,239.32	4.76	304,760.68
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	5,096.61	15,239.32	4.76	304,760.68
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	48,070.77	65,472.23	14.88	374,527.77
06 4211 0005	FED REIMB/CACFP	65,000.00	7,304.18	7,304.18	11.24	57,695.82
	Subtotal: 4000	505,000.00	55,374.95	72,776.41	14.41	432,223.59
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	60,471.56	88,015.73	10.62	740,834.27

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	33,076.86	447,583.28	39.78	677,569.72
07 1115	CARLINE TAXES	1,000.00	0.00	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	12.96	29.02	9.67	270.98
Subtotal: 1000		1,126,453.00	33,089.82	447,853.21	39.76	678,599.79
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	299.71	299.71	11.99	2,200.29
Subtotal: 3000		92,500.00	299.71	299.71	0.32	92,200.29
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	33,389.53	448,152.92	36.77	770,800.08

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	0.00	0.17	0.00	(0.17)
08 1115	CARLINE TAXES	0.00	0.00	0.00	0.00	0.00
08 1510	INTEREST ON LOCAL RECEIPTS	75,000.00	137.48	220.11	0.29	74,779.89
08 1990	OTHER LOCAL RECEIPTS	0.00	0.00	0.00	0.00	0.00
Subtotal: 1000		75,000.00	137.48	220.28	0.29	74,779.72
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	0.00	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	0.00	154,979.00	2.66	5,662,586.00
Fund Total:		5,892,665.00	137.48	155,199.28	2.63	5,737,465.72

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	12,357.76	117,518.32	30.60	266,563.68
09 1115	CARLINE TAXES	350.00	0.00	90.25	25.79	259.75
09 1510	INVESTMENT INCOME	475.00	195.83	195.83	41.23	279.17
09 1990	OTHER LOCAL RECEIPTS	0.00	0.00	0.00	0.00	0.00
Subtotal: 1000		384,907.00	12,553.59	117,804.40	30.61	267,102.60
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	112.27	112.27	17.27	537.73
Subtotal: 3000		30,476.00	112.27	112.27	0.37	30,363.73
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	12,665.86	117,916.67	28.39	297,466.33

Fund: 10 HEADSTART 20

<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>
10 1510	INTEREST ON INVESTMENTS	0.00	0.00	0.00	0.00	0.00
10 1510 0003	INTEREST ON INVESTMENTS 2019	0.00	0.00	(7.91)	0.00	7.91
10 1510 0004	INTEREST ON LOCAL REV RECEIPTS	0.00	0.00	(3.75)	0.00	3.75
10 1990 0004	MISCELLANEOUS LOCAL REVENUE	0.00	0.00	0.00	0.00	0.00
Subtotal: 1000		0.00	0.00	(11.66)	0.00	11.66
10 4309	HEAD START	0.00	0.00	0.00	0.00	0.00
10 4309 0003	HEAD START 2019	0.00	0.00	(329,466.48)	0.00	329,466.48
10 4309 0004	HEAD START FUNDS 2018	0.00	0.00	(336,408.17)	0.00	336,408.17
Subtotal: 4000		0.00	0.00	(665,874.65)	0.00	665,874.65
Fund Total:		0.00	0.00	(665,886.31)	0.00	665,886.31

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	1,323.68	4,159.13	27.73	10,840.87
12 1741 1697	M.S. PARTICIPATION FEES	10,000.00	1,117.00	1,647.56	16.48	8,352.44
12 1741 1698	H.S. BAND RENTALS	750.00	193.50	439.60	58.61	310.40
12 1741 1706	M.S. BAND RENTALS	500.00	100.00	250.00	50.00	250.00
12 1741 1708	FCS FEES	500.00	57.80	105.85	21.17	394.15
12 1741 1710	H.S. ART FEES	750.00	125.00	359.02	47.87	390.98
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	35.00	898.73	8.99	9,101.27
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	2,951.98	7,859.89	18.36	34,940.11
Fund Total:		42,800.00	2,951.98	7,859.89	18.36	34,940.11

Revenue Summary Report

Processing Month: 10/2020

User ID: THAITH

	<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	1,342,272.29	4,928,210.11	16.68	24,620,539.89

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						27,537.97
12 704 1696		HS PARTICIPATION FEES										
12 1741 1696		H.S. PARTICIPATION FEES										
10/02/2020	CR	357021			FEES	PATRONS	0.00	85.00	0.00	0.00		
10/31/2020	CR	357041			IC FEES	PATRONS	0.00	1,238.68	0.00	0.00		
12 2190 151 001 1696		ADD'L COMP TO TEACHERS/PROF STAFF										
10/16/2020	PR	PR Checks			PR Salary Expense		320.00	0.00	0.00	0.00		
12 2190 221 001 1696		SOCIAL SECURITY										
10/16/2020	PR	PR Checks			PR Tax Expense		24.48	0.00	0.00	0.00		
12 2190 231 001 1696		RETIREMENT/TEACHERS PROF STAFF										
10/16/2020	PR	PR Checks			PR Deduction Expense		16.54	0.00	0.00	0.00		
12 2190 237 001 1696		ADD'L RETIREMENT CONTRIBUTION										
10/16/2020	PR	PR Checks			PR Deduction Expense		5.68	0.00	0.00	0.00		
12 2190 810 001 1696		DUES AND FEES/ENTRY FEES										
10/12/2020	CD	116134 116134	1	73419	YEARBOOK DEP TO ST FEES	A A ACTIVITY ACCOUNT	65.00	0.00	0.00	0.00		
12 704 1696		HS PARTICIPATION FEES				*Current Activity						891.98
						*Ending Balance:	431.70	1,323.68	0.00	0.00	0.00	28,429.95
12 704 1697		M.S. PARTICIPATION FEE				*Previous Balance						(152.44)
12 704 1697		M.S. PARTICIPATION FEE										
12 1741 1697		M.S. PARTICIPATION FEES										
10/02/2020	CR	357021			FEES	PATRONS	0.00	350.00	0.00	0.00		
10/02/2020	CR	357022			FEES	DIST #1	0.00	50.00	0.00	0.00		
10/31/2020	CR	357041			IC FEES	PATRONS	0.00	717.00	0.00	0.00		
12 704 1697		M.S. PARTICIPATION FEE				*Current Activity						1,117.00
						*Ending Balance:	0.00	1,117.00	0.00	0.00	0.00	964.56
12 704 1698		H.S. BAND RENTALS				*Previous Balance						8,069.88
12 704 1698		H.S. BAND RENTALS										
12 1741 1698		H.S. BAND RENTALS										
10/28/2020	CR	357023			FEES	PATRONS	0.00	50.00	0.00	0.00		
10/31/2020	CR	357041			IC FEES	PATRONS	0.00	143.50	0.00	0.00		
12 704 1698		H.S. BAND RENTALS				*Current Activity						193.50
						*Ending Balance:	0.00	193.50	0.00	0.00	0.00	8,263.38
12 704 1706		MS BAND RENTALS				*Previous Balance						5,514.03
12 704 1706		MS BAND RENTALS										
12 1741 1706		M.S. BAND RENTALS										
10/02/2020	CR	357021			FEES	PATRONS	0.00	100.00	0.00	0.00		
12 2190 810 003 1706		MS BAND RENTALS										
10/12/2020	CD	115669 115669	1	73507	2 Ligatures, 1 neck strap, 1 MP	SCHMITT MUSIC CENTERS	83.40	0.00	0.00	0.00		
10/12/2020	CD	115988 115988	1	73441	Repair School owned flute	DIETZE MUSIC HOUSE	69.56	0.00	0.00	0.00		
10/12/2020	CD	115931 115931	1	73441	Repair School A. Sax - 1301594	DIETZE MUSIC HOUSE	115.00	0.00	0.00	0.00		

Activity Fund Balance Report - Detail - Include Encumbrances

10/2020 - 10/2020

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 #	Description							
10/12/2020	CD	115742 115742-1		73441	Repair of school B. Cl, Trom, and A sax	DIETZE MUSIC HOUSE	230.00	0.00	0.00	0.00		
12 704 1706					MS BAND RENTALS	*Current Activity						(397.96)
						*Ending Balance:	497.96	100.00	0.00	0.00	0.00	5,116.07
12 704 1708					FCS FEES	*Previous Balance						745.39
12 704 1708					FCS FEES							
12 1741 1708					FCS FEES							
10/02/2020	CR	357022			FEES	DIST #1	0.00	10.00	0.00	0.00		
10/31/2020	CR	357041			IC FEES	PATRONS	0.00	47.80	0.00	0.00		
12 704 1708					FCS FEES	*Current Activity						57.80
						*Ending Balance:	0.00	57.80	0.00	0.00	0.00	803.19
12 704 1710					H.S. ART FEES	*Previous Balance						4,392.93
12 704 1710					H.S. ART FEES							
12 1741 1710					H.S. ART FEES							
10/02/2020	CR	357021			FEES	PATRONS	0.00	125.00	0.00	0.00		
12 704 1710					H.S. ART FEES	*Current Activity						125.00
						*Ending Balance:	0.00	125.00	0.00	0.00	0.00	4,517.93
12 704 1718					DRIVERS ED	*Previous Balance						(12,576.44)
						*Ending Balance:	0.00	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	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	0.00	1,050.94
12 704 1723					H.S. LAPTOP INSURANCE FEE	*Previous Balance						63,512.03
12 704 1723					H.S. LAPTOP INSURANCE FEE							
12 1741 1723					HS LAPTOP INS FEE							
10/28/2020	CR	357023			FEES	PATRONS	0.00	35.00	0.00	0.00		
12 2190 734 001 1723					TECHNOLOGY HARDWARE							
10/12/2020	CD	115335 115335 1		73424	3-year Lease agreement for 1:1 iPads at	APPLE FINANCIAL SERVICES	18,425.86	0.00	0.00	0.00		
12 704 1723					H.S. LAPTOP INSURANCE FEE	*Current Activity						(18,390.86)
						*Ending Balance:	18,425.86	35.00	0.00	0.00	0.00	45,121.17
						Fund Total: 12	19,355.52	2,951.98	0.00	0.00	0.00	82,142.90

<u>Vendor Name</u>		<u>Vendor Description</u>	<u>Amount</u>
Checking	1		
Checking	1	Fund: 01 GENERAL	
ACCELERATED GRAPHX LLC		SUPPLIES	75.60
ACTION BATTERIES UNLIMITED INC		SUPPLIES	105.00
ADKINS, SHERIE			50.00
ALL COVERED		SERVICES	1,874.25
AMAZON CAPITAL SERVICES INC		SUPPLIES	7,114.03
ANDERSON, AMY		REIMBURSEMENT	50.00
APPLE COMPUTER INC		EQUIPMENT	239.68
AVERY RENTS INC		SERVICE	22.09
BOMGAARS		SUPPLIES	597.70
CDW GOVERNMENT INC		SUPPLIES	3,532.52
CHARTER COMMUNICATIONS HOLDING COMPANY LLC		SERVICE	25.28
CITY OF PLATTSMOUTH		WATER & SEWER	201.86
CITY OF PLATTSMOUTH		SUPPLIES/SERVICES	1,431.51
COLUMBUS TELEGRAM		SUPPLIES/ADVERTISING	105.54
COUNCIL BLUFFS WINNELSON		SUPPLIES	1,148.27
DIAMOND VOGEL PAINTS		SUPPLIES	29.19
DICK BLICK		SUPPLIES	122.19
DIETZE MUSIC HOUSE		SUPPLIES	1,273.00
DIFFERENT ROADS TO LEARNING		SUPPLIES	267.90
DMG INC		SERVICE/SUPPLIES	306.42
DOBROVOLNY, PAMELA		REIMBURSEMENT	965.32
DOLLAR GENERAL		SUPPLIES	72.80
DREWES, DANIELLE		REIMBURSEMENT	55.00
DUECHTING, CYNTHIA		LEP SERVICES	3,131.00
EDUCATIONAL SERVICE UNIT #3		SERVICE	44,700.24
FASTENAL COMPANY		SUPPLIES	3,697.98
FIBER PLATFORM LLC		EDUC VIDEO BUNDLE	1,248.12

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
FIREGUARD INC	SUPPLIES/SERVICE	3,132.13
FOLLETT SCHOOL SOLUTIONS INC	SUPPLIES	309.40
FRANKEL ZACHARIA	AUDIT SERVICES	15,000.00
G'S FOODS INC	CATERING	300.00
GOODWILL INDUSTRIES INC	WORK EXPERIENCE TUITION	1,204.00
GRACENOTES LLC	SUPPLIES	223.24
HEARTLAND FOUNDATION	TUITION	7,770.00
HEINEMANN	SUPPLIES	3,623.16
HILLER ELECTRIC COMPANY	SERVICE	8,673.30
HOME DEPOT U.S.A. D/B/A HOME DEPOT PRO	SUPPLIES	12,437.31
HY-VEE STORES	FUEL/SUPPLIES	1,224.18
IDW LLC	SUPPLIES	889.98
JOHANSEN, LAURA	NUTRITION SERVICES	210.00
JUST FOR KIDS THERAPY INC	SERVICES	6,504.75
KONICA MINOLTA BUSINESS SOLUTIONS	COPIER LEASES/SUPPLIES	3,120.02
KONICA MINOLTA PREMIER FINANCE	COPIER LEASES/SUPPLIES	3,958.53
LAKESHORE LEARNING MATERIALS	SUPPLIES	9.54
LOGAN CONTRACTORS SUPPLY INC	SUPPLIES	287.51
MACGILL, WILLIAM V	SUPPLIES	62.40
MATH DAY	REGISTRATION	20.00
MATHESON TRI-GAS INC	SUPPLIES	651.32
MATHISON, KIM	REIMBURSEMENT	55.00
MENARDS BELLEVUE	SUPPLIES	943.29
MICHAEL TODD & COMPANY INC	CHAINS	550.10
MID-STATES SCHOOL BUS INC	BUS SERVICE	138,639.76
MOSS, DONNA	SPEECH LANGUAGE SERVICES	5,379.50
MOSYLE CORPORATION	SUPPLIES	5,830.00
MULLENAX AUTO SUPPLY	SUPPLIES	37.67

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
NASB ALICAP	INSURANCE	206,635.00
NATIONAL ASSOCIATION OF SCHOOL NURSES	REGISTRATION/SUPPLIES	125.00
NATIONAL INVENTORS HALL OF FAME INC	REGISTRATION/SUPPLIES	375.00
NCECBVI	VISION SERVICES	2,496.00
NEBR ASSOC OF SCHOOL BOARDS	INSERVICE/FEES	1,107.00
NEBR COUNCIL ON ECONOMIC EDUCATION	STOCK MARKET GAME	60.00
NEBRASKA COUNCIL OF SCHOOL ADM	DUES/FEES	150.00
NEBRASKA HEAD START ASSOC	DUES	1,500.00
NEBRASKA PUBLIC POWER DISTRICT	ELECTRICITY	29,419.01
NEBRASKA SAFETY CENTER	DRIVER TRAINING	100.00
NEW DIRECTIONS SOLUTIONS LLC	SERVICES	10,687.50
NIELSEN SIGN & DESIGN	SERVICE	360.00
NIMCO	SUPPLIES	372.40
NUSCHY, MIKE	TRANSITION SERVICES	980.00
O'REILLY AUTOMOTIVE INC	SUPPLIES	32.02
OKEEFE ELEVATOR COMPANY INC.	SERVICE	552.75
OMAHA PUBLIC POWER DISTRICT	UPS/SERVICE	45.80
OMAHA WINLECTRIC CO	SUPPLIES	732.19
ONE SOURCE THE BACKGROUND CHECK COMPANY	SERVICE	265.00
OPAA FOOD MANAGEMENT INC	SERVICE	408.00
PAINTIN PLACE CERAMICS	SUPPLIES	386.75
PARALYZED VETERANS OF AMERICA	MEMORIAL DONATION	50.00
PERRY, GUTHERY, HAASE & GESSFORD PC LLO	SERVICES	624.00
PRESTO X COMPANY	PEST CONTROL	471.50
PRIDE HOME SERVICES INC	REPAIRS	1,120.00
PRIME COMMUNICATIONS	REPAIRS	1,917.50
PRIME HOME DEVELOPMENTAL DISABILITIES SERVICES INC	SERVICES	8,107.23
PROFESSIONAL HEATING AND AIR	SERVICE	2,250.00

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
PROFESSIONAL LOCK AND SAFE LLC	SERVICES	305.00
PROPHET CORPORATION, THE	SUPPLIES	250.32
QUADIENT FINANCE USA INC	POSTAGE	1,300.00
QUALITY SIGNS	SIGNS	2,784.00
RAINBOW GLASS & SUPPLY INC	SERVICE/SUPPLIES	625.44
RAINS, LISA	REIMBURSEMENT	50.00
RAUNER, DEBORAH	SERVICES	174.00
RGS REPAIR INC	SERVICES	450.34
RIEKES EQUIPMENT COMPANY	SUPPLIES	268.61
SCHOLASTIC LIBRARY	SUPPLIES	377.00
SCHOOL SPECIALTY INC	SUPPLIES	114.29
SCHOOL SPECIALTY	SUPPLIES	454.17
SDI INNOVATIONS INC	SUPPLIES	69.00
SEESAW LEARNING INC	SUPPLIES	550.00
SHRED IT US JV LLC	SHREDDING	118.42
SMARTWAVE TECHNOLOGIES LLC	SUPPLIES	8,030.70
SOTER TECHNOLOGIES LLC	SUPPLIES	150.00
SUBWAY SANDWICHES & SALADS	FOOD	349.50
TEACHERS CURRICULUM INSTITUTE	SUPPLIES	9,339.15
TEACHING STRATEGIES INC	SUPPLIES	7,266.66
TIME MANAGEMENT SYSTEMS	TIMEKEEPING SYSTEM SERVICE	331.00
UNITED SEATING AND MOBILITY LLC	SUPPLIES	7,017.30
US BANK NA	FUEL PURCHASES	421.74
VERIZON WIRELESS	CELL SERVICE	489.34
WARGA, STEVE	ADVERTISING	144.00
WASTE MANAGEMENT OF NEBRASKA INC	TRASH SERVICE	1,656.39
WINDSTREAM	TELEPHONE SERVICE	3,846.27
WITTE PHYSICAL THERAPY	SERVICES/SUPPLIES	2,150.00

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>		
ZIMMERER, MELINDA	REIMBURSEMENT	34.00		
			Fund Total:	613,934.87
Checking	1	Fund: 06	CAFETERIA	
CLASSIC REFRIGERATION	SERVICE	451.70		
CONESTOGA SCHOOLS	LUNCHES	863.72		
INFINITE CAMPUS INC	SERVICE	10,668.00		
OPAA FOOD MANAGEMENT INC	SERVICE	52,198.99		
			Fund Total:	64,182.41
Checking	1	Fund: 07	BOND FUND	
BOK FINANCIAL CORPORATION	SERVICE	750.00		
			Fund Total:	750.00
Checking	1	Fund: 08	SPECIAL BLDG FUND	
ANDERSON, KENNETH	SERVICE	4,275.00		
AOI CORPORATION	SERVICES	854,300.69		
CENTRAL NEBRASKA EQUIPMENT	STS EQUIPMENT	20,560.00		
DLR GROUP INC	SERVICES	10,840.59		
KUTAK ROCK LLP	LEGAL SERVICES	8,362.50		
LUND-ROSS CONSTRUCTORS INC	SERVICES	493,533.45		
NATIONAL CONCRETE CUTTING INC	SERVICE	500.00		
PRIME COMMUNICATIONS	REPAIRS	6,414.13		
PROFESSIONAL HEATING AND AIR	SERVICE	682,000.00		
THIELE GEOTECH INC	SERVICES	6,999.00		
			Fund Total:	2,087,785.36
Checking	1	Fund: 12	STUDENT FEES	
DIETZE MUSIC HOUSE	SUPPLIES	77.00		
MUSICIAN GEAR GARAGE LLC	SERVICE	260.00		
SCHMITT MUSIC CENTERS	SUPPLIES	275.00		
			Fund Total:	612.00
			Checking Account Total:	2,767,264.64
<u>Checking</u>	3			
Checking	3	Fund: 05	ACTIVITY FUND	
AMAZON CAPITAL SERVICES INC	SUPPLIES	878.95		
G'S FOODS INC	CATERING	300.00		
GOLDEN DRAGON	MEALS	330.00		

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>	
HY-VEE STORES	FUEL/SUPPLIES	59.94	
MENARDS BELLEVUE	SUPPLIES	163.09	
NEBRASKA SPORTS IND. INC	SUPPLIES	62.15	
SCHMITT MUSIC CENTERS	SUPPLIES	140.00	
		Fund Total:	1,934.13
		Checking Account Total:	1,934.13

<u>Vendor Name</u>		<u>Vendor Description</u>	<u>Amount</u>	
<u>Checking</u>		1		
Checking	1	Fund: 01 GENERAL		
MASCHMANN, BRIAN		HEARING OFFICIAL	610.10	
NEBR RURAL COMMUNITY SCHOOLS ASSOC MEMBERSHIP			850.00	
			Fund Total:	1,460.10
			Checking Account Total:	1,460.10

**Plattsmouth High School
Principal's Report
Todd Halvorsen
November 9, 2020**

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

Plattsmouth High School Enrollment

Grade 9	112
Grade 10	110
Grade 11	127
Grade 12	120
Other	8
Total	477

High Academic Achievement and Professional Learning Communities (PLC)

Plattsmouth High School teachers held virtual Parent-Teacher Conferences on October 20 and 21.

On October 22 Plattsmouth High school teachers participated in a Continuous Improvement Day. This day consisted of district staff working together along with Building and Department teams working together to begin the process of establishing Continuous Improvement goals.

Wall-to-Wall Academies

The Plattsmouth Academy Core Leadership team will be presenting via zoom at the National Career Academy Coalition National Conference on November 16 and 17.

Activities Report

Football qualified for playoffs and defeated McCook in the first round of the pla. They plan=yed Bennington in the second round on Friday, November 6.

Cross Country finished their season. The boys finished third at the State Championships. Sam Campin was awarded All-State.

TrailBlazer Conference Awards

Academic All Conference

Boys Cross Country- Kaleb Wooten, Jacob Z?itek, and Carter Moss

Girls Cross Country- Ava LaSure, Sophie Wehrbein, and Natalie Brigges

Football- Jack Alexander, Kevin Sohl, and Caleb Wiseman

Girls Golf- Julianna Hamilton, Jayden Hamilton

Softball- Jessica Meisinger, Emma Field, Amelia Field, Cassidy Fisk, and Kaley Clark

Volleyball- Mackenzie Caba, Rylee Hellbusch

All- Conference Softball

Jessica Meisinger- First Team

Paige Druskis- Second Team

Hailey Montes, Kaley Clark, and Josie Knust- Honorable Mention

All- Conference Volleyball

Savanna Burger- First Team

Rylee Hellbusch- Honorable Mention

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
November 9, 2020

School is still off to a great start.

Projected Enrollment Numbers for 2020-21

5th-95

6th-90

7th-133

8th-108

Total-426

Same number as last month.

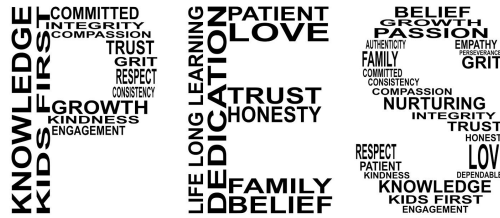
Remote Learners-72 was at 70 last month.

Currently we have 16 students returning from Remote to In-Person learning on December 1st. The staff is in the process of making a learning transition plan for each student.

Staff-The Middle School Staff is really working hard. It has been a struggle for the teachers to manage Remote and In-person learning. I am trying my best to keep the culture positive and staff respond well. Covid fatigue has set in for staff and students, but all of us want to be in school. I am very proud of everyone in this difficult time.

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.

Jill Bradney has been hired as our new Attendance Secretary.



**Plattsmouth Elementary School
Principal's Report
Amy Petricek
November 9, 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	8	6	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		39	36	75
Bach, Stephanie	3	10	9	18
Clark, Brianna	3	13	5	18
Thomas, Riley	3	12	5	17
Fenton, CJ	3	7	11	18
Bourgeois, Mindy (Remote)	3	6	3	9
Jesus, Allyson (Acellus)	3	1	4	5
Subtotal		51	37	88
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
		232	197	429

Enhancing Digital Learning

Title I Carryover funds have been used to purchase additional iPads for the elementary school.

Parent-Teacher Conferences

For our first semester Zoom Parent-Teacher Conferences, 80% of our families participated in Parent-Teacher Conferences.

Staff Shout Outs

Thanks to Rhonda Heim and Sarah Coniglio for always being willing to cover classrooms and lunch duties when we're short staffed!

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

Early Childhood Numbers as of: 11/2/2020

Accepted for Tuition/Head Start for 2020-2021:

PECC	44
Conestoga Head Start	10
Total for Head Start	54 out of 100
Tuition at PECC	14

Birth to Three Program Enrollment Report:

Sixpence	12
Birth to 5 Special Education Home/Community Based	26
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 28, 2020	97.0%	90.0%	95.7%
October 5, 2020	91.7%	92.3%	91.8%
October 12, 2020	90.4%	100%	92.4%
October 19, 2020	87.5%	100%	90.2%
October 26, 2020	89.6%	90.0%	89.7%

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:

- [Director's Email Digest: September 2020](#)
- [Director's Email Digest: October 2020](#)
- [New on ECLKC: September, 2020](#)
- [Staff Wages and Benefits: Flexibility through Sept 30th](#)

Personnel:

- Chantel Dess recently started as a para-educator at PECC.
- Jill Bradney, PECC para-educator, recently accepted an administrative assistant position at the Middle School. We are in the process of replacing this position.
- We are currently still searching for a part-time custodial position.

Policy Council:

Policy Council met via Zoom on Monday, October 19, 2020 at 6 pm and conducted the following business:

- Elected new Officers for the 2020-2021 Policy Council year:
 - Jacqueline Miller-Pearson, Chairperson
 - Amy Whitmore, Vice-Chairperson
 - Cassie Boyle, Treasurer
 - Melissa McLane-Wood, Secretary
- Appointed the following members to committees for the 2020-2021 Policy Council year:
 - Crystal Merrill, School Readiness Committee
 - Cassie Boyle, Health Advisory Committee
- Set Meeting Times/Dates for the 2020-2021 Policy Council year

Policy Council will meet on Monday, November 23, 2020 at 6 pm via Zoom.

Training: Federal Monitoring

The Head Start Act requires periodic federal review of all Head Start programs. Our program received a Focus Area One: Understanding the Approach to Program Services review in October of 2019. A final report was received in December, 2019 and no areas of deficiency or non-compliance were identified. We are currently in year three of our five year grant cycle and our program should receive a Focus Area Two: Understanding Performance for Continuous Program Improvement review in either grant year three or four. The Office of Head Start (OHS) has indicated that notices were sent to grantees receiving a monitoring review this year so it would appear that we will receive our monitoring review next year (2021-2022).

How does the Office of Head Start monitor grantees?

The Office of Head Start (OHS) uses the Head Start Monitoring System to measure the performance and accountability of Head Start programs across the country. OHS assesses grantee compliance with the Head Start Program Performance Standards, the Head Start Act, and other regulations. The Head Start Monitoring System gives OHS a multi-year perspective on grantee operations with a focus on performance, progress, and compliance. It also provides grantees with opportunities for continuous improvement. This system conducts off- and on-site reviews, and disseminates its findings through formal monitoring reports.

What does the Aligned Monitoring System (AMS 2.0) address?

The Aligned Monitoring Virtual Expo provides a comprehensive introduction to the Head Start monitoring process and each of the review topics. The AMS 2.0 Focus Area Reviews take a systemic view of a grantee's services and functions across the five-year grant cycle. It creates a more progressive monitoring system that is able to evaluate grantee compliance, progress, and performance across multiple years of program implementation, instead of simply capturing data from grantees at a single place in time.

- Classroom Assessment Scoring System (CLASS®) – **Paused for FY2021**
- Focus Area One: Understanding the Approach to Program Services
- Focus Area Two: Understanding Performance for Continuous Program Improvement

AMS 2.0 will provide OHS with the performance data needed by year four of the grant cycle. The data is used to determine whether the grantee will need to compete for further Head Start funding according to the Designation Renewal System (DRS). OHS also will better distinguish between compliance and quality, enabling them to identify and track elements that reflect strong performance.

What kind of reports will a typical grantee receive throughout their five-year monitoring cycle?

The monitoring reports will provide grantees with information regarding their performance, including areas of compliance, non-compliances, and deficiencies.

What happens after a review?

Once an AMS 2.0 review has been closed out and the grantee has received the resulting report, the OHS Regional Office program specialists begin to work with their grantees to provide support during the corrective action process. When the correction period comes to an end, the Regional Office will conduct a follow-up review to determine if findings identified in the monitoring report have been addressed. Regardless of the findings of the monitoring report and whether any corrective actions must be taken, Regional Offices practice ongoing oversight throughout the five-year grant cycle.

The various activities that occur after a review assist grantees in correcting any areas of non-compliance or concern in a systematic and timely manner.



**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
October, 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:	September, 2020	\$ 118,599
Early Head Start Expenditures for the Month of:	September, 2020	\$ 7,247
Total Grant Period Expenditures	1/1/2020 to 9/30/2020	
	Head Start	\$ 690,890
	Early Head Start	\$ 63,398
Percent of Budget	1/1/2020 to 9/30/2020	
	Head Start	62.7 %
	Early Head Start	37.6 %
In-Kind for the Month of:	September, 2020	\$ 21,170
In-Kind Credited to Date:		
Head Start	1/1/2020 to 12/31/2020	\$ 136,139
Early Head Start	1/1/2020 to 12/31/2020	\$ 40,763
Total	1/1/2020 to 12/31/2020	\$ 176,902
Percent of Required In-Kind For Fiscal Year 2020		
Head Start (\$236,713 Total Required)		57.5 %
Early Head Start (\$37,568 Total Required)		108.5 %
Total Required (\$274,281)		64.5 %

Head Start Nutrition Expenditures for the Month of: September, 2020 \$ 2,966

Meals served (qualified as “free”) in the month of: **September, 2020**

Conestoga: Breakfast: 174 Lunch: 173

Plattsmouth: Breakfast: 718 Lunch: 711

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-PI-HS-20-06	2. Issuance Date: 10/28/2020
	3. Originating Office: Office of Head Start	
	4. Key Word: Administrative Simplification; Consolidating Grants; Combining Grants	

PROGRAM INSTRUCTION

TO: Head Start and Early Head Start Grantees

SUBJECT: Administrative Simplification for Consolidating Head Start Grants, Including Early Head Start-Child Care Partnerships

INSTRUCTION:

On December 19, 2019, the Office of Head Start (OHS) published [ACF-PI-HS-19-02 Administrative Simplification for Consolidating Head Start Grants](#). That Program Instruction informed grantees operating multiple Head Start grants of their ability to request to consolidate all of their grants into one grant or, at a minimum, consolidate two or more grants. The goal of that Program Instruction was to reduce the administrative and financial burden associated with managing multiple grants. It also described the benefits and risks of consolidating multiple grants.

This instruction expands on ACF-PI-HS-19-02 by providing an additional option for consolidation. The option is intended primarily for grantees that have both a traditional Head Start or Early Head Start grant and an Early Head Start-Child Care (EHS-CC) Partnership grant.

Background

Prior to fiscal year 2020, grantees requesting to consolidate multiple Head Start grants were limited to consolidating those that shared the same project code. These project codes include CH, CI, or CM for grant award numbers that operate traditional Head Start or Early Head Start programs, and HI, HM, or HP for grant award numbers that operate EHS-CC Partnership and Early Head Start Expansion programs.

Since the inception of the EHS-CC Partnership and Early Head Start Expansion programs, each appropriation set aside funding specifically for these programs. This required accounting of the program funding separate from the grant award funding associated with traditional Head Start and Early Head Start programs. The Further Consolidated Appropriations Act, 2020 (Public Law 116-94) provided greater flexibility by not delineating all of the funding for the EHS-CC Partnership and Early Head Start Expansion programs separately. This appropriation only delineated new funding of \$100 million specifically for EHS-CC Partnership and Early Head Start Expansion programs *for new awards scheduled to be made in the winter of 2021*.

Effective immediately, grantees may include multiple Head Start grants across all project codes in their consolidation requests. It is now possible for a grantee to have one grant for the operation of all of its programs, including Head Start, Early Head Start, and EHS-CC Partnerships. In these cases, the primary grant that assumes all approved funding, slot levels, service areas, and options will remain with the traditional Head Start grant or award number with project codes of CH, CI, or CM.

During the grant consolidation process, project period end dates are subject to change. The grant with the oldest project period — typically the grant scheduled to end the soonest — becomes the primary grant. If this grant is that of the EHS-CC Partnership, the traditional project will assume the project period end date of the EHS-CC Partnership grant, along with all approved funding, slot levels, service areas, and options included in the consolidation.

To further explain, take for example a consolidation between a CH project scheduled to end June 30, 2025, and an HP project scheduled to end June 30, 2024. During the consolidation, the CH project becomes the primary grant. However, the project end date will be adjusted to June 30, 2024, to prevent any component of the consolidated award from exceeding the five-year limit on a grant.

Early Head Start-Child Care Partnership Slots

If EHS-CC Partnership grants are consolidated with other grants, grantees will be required to document the number of EHS-CCP slots in the annual applications. For end-of-month enrollment reporting in the Head Start Enterprise System (HSES), grantees will continue to include partnership slots in the total count for Early Head Start.

Request to Consolidate Grants

Grantees interested in consolidating multiple Head Start or EHS-CC Partnership grants should contact their Regional Office to learn more about the options available. Along with the many benefits that come with consolidating multiple grants, grantees will continue to assume some risks that accompany the decision to operate under one award. These benefits and risks are further described in [ACF-PI-HS-19-02](#).

Right of Refusal

The Administration for Children and Families continues to reserve the right to deny or delay approval of requests to consolidate Head Start or EHS-CC Partnership grants.

Please contact your Regional Office should you have questions about requesting to consolidate grants.

Thank you for your work on behalf of children and families.

/ Dr. Deborah Bergeron /

Dr. Deborah Bergeron
Director
Office of Head Start

Office of Early Childhood Development

Plattsmouth Director of Instructional Services

Board of Education Report

Cherie Larson November 9, 2020

Plattsmouth Community Schools

Working in partnership to ensure academic achievement, responsible behavior and civic engagement.

Academic Achievement

Blue Devil Academy

- BDA is running with safe guidelines.
- The Lion King Experience will begin virtually on November 16th. Students will perform skits, dances, and songs and/or share costume and stage designs virtually later in February.

Assessments

- State ACT testing for last year's 11th graders took place on September 22, 2020. We had most of the students take the test. Teachers will analyze the results to help plan for in-class support.
- Juniors took the practice ACT
- Sophomores took the PreACT. Teachers will analyze the results to help plan for in class support.
- All high school teachers will focus on reading difficult texts in their classes. Math teachers are using ACT type bell-ringers to prepare students for the test. Training on how to take the ACT test will happen in Advisory sessions.

Curriculum

- The Acellus program is being used for K-8th grade remote learners who signed up after remote classes were established. Ms. Jesus supports these learners.
- Edgenuity is being used for 9-12th grade remote learners.
- All teachers have are monitoring student-progress and addressing unfinished learning from last spring.
- Teachers are making sure their online curriculum resources are ready in case we move to remote learning.
- The new math curriculum for the basic math class is working well for students.
- The new 5th-12th grade social studies programs are working well for students.

Curriculum Work

- Social studies -ES
- NDE is revising the English Language Arts standards.
- Our math program licenses are expiring at the end of this year. NDE is redoing math standards next year.
- A guide for blended learning was created and presented to teachers. The guide is based on best practice and the Plattsmouth Teacher Evaluation Learning Model.

Professional Development/Professional Learning Communities

- Professional development on remote learning took place on September 11th, during building meetings, in weekly emails, and during the October 22nd Continuous Improvement Day.
- The professional development plan was approved. The focus will be on continuous improvement and remote learning.
- Parents, students, and staff are being provided professional development and support for implementing the Acellus program.

Continuous Improvement

- The Continuous Improvement Process (CIP) review schedule was approved. Elements of the process will be addressed during the mornings of each of the CIP/Professional Development days on the District Calendar.
- On October 22nd, staff were trained on the Nebraska Frameworks Continuous Improvement Process (CIP) model and the 2021 accreditation visit.
- The District Data Dashboard and building-level dashboards were presented to teachers at that same meeting. They began the data analysis process needed to guide building-level CIP plans for the next five years.
- The District-Level and Building-Level CIP teams have been created and trained.
- The District-Level team met to create surveys that are going out to parents, students, and staff this week. They will be completed by November 17th. Teachers will analyze the data from the surveys on November 25th.
- All CIP plans will be aligned to the Board Strategic Plan.

Responsible Behavior

- In support of the Multi-tiered system of support for behavior issues, teachers and parents are being given information about developing a growth mindset in students.
- The district is exploring a common behavior program. Plattsmouth Elementary adopted the BIST behavior model. Teachers are working with students daily on social skills.

Civic Engagement

- Many civic engagement activities are being implemented.

Grants

- Grant Updates
 - The ESSA Grants have been written and submitted to NDE.
 - Grants for career education are being explored.



November 2020 Report

	Nov. 2019	Nov. 2020
Early Childhood (Birth to 5)	58	48
Elementary School (K-4)	74	95
Middle School (5-8)	87	66
High School (9-12)	94	83
Non-public Schools	14	14
Total	327	306

Special education department chairs for 2020-2021 are as follows:

Early childhood-Diana Furcini

Elementary school-Tracy Tegtmeier

Middle school-Kelli Henry

High school-Charlotte Urbauer

Several new paraeducators have been hired to fill positions in numerous buildings. We are thankful that we had qualified applicants for these positions.

With regard to district special education supervision for 2020-2021, Mrs. Pam Dobrovolny will oversee PreK through 4th grade. She will also be the district supervisor for the K-8 life skills program.

Dr. Richard E. Hasty will be the district contact for middle school and high school special education. He will also be the district supervisor for the K-6 and the 7-12 Plattsburgh Learning and Universal Support (PLUS) programs.

Our Plattsburgh Academy for Learning (PAL) programs serve students in general education and students that receive special education services. The administrator for the K-8 PAL program is Dr. Richard E. Hasty. The administrator for the 9-12 PAL program is Mr. Todd Halvorsen.

We are moving forward with in-person and remote learning (parent choice) for another great year supporting our students that receive special education services!

Educationally yours,

Dr. Richard E. Hasty, Special Education Director

Pamela Dobrovolny, Assistant Special Education Director

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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Preliminary Study

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Support and Monitoring

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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



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