

Board of Education Study Session
Monday, August 14, 2023 5:30 PM

School District Office 410 South St., Seward,
NE
410 South St
Seward, NE 68434

Agenda

1. Preliminary Procedures
 - 1.1. Call meeting to order & announce Open Meetings Act is Posted
 - 1.2. Public Notice as publicized per board policy
 - 1.3. Roll Call
 - 1.3.1. Action to excuse board members if necessary
2. Possible Discussion Items
 - 2.1. Summer Projects Report
 - 2.2. Superintendent Goals
 - 2.3. JAG Program
 - 2.4. Capacity Numbers for Special Education
 - 2.5. Update on Agricultural Science Plan 2023-2024
3. Adjournment

Please publish the following legal notice in the August 9, 2023 edition of the Seward County Independent. Thank you.

NOTICE OF SCHOOL BOARD MEETING

The board of education of the School District of Seward will meet in regular session on Monday, August 14, 2023 at 5:30 p.m. for a board study session to be followed by the 7:00 p.m. regular business meeting. The meeting will be held at the Administrative Offices located at 410 South St., Seward, Nebraska. An agenda for the meeting which shall be kept continually current is readily available for public inspection at the Superintendent's Office during normal business hours.

To view the agenda go to <http://SewardPublicSchools.org/> and find the eMeeting link.



United Way
of the Midlands

First two years - Fully Provided

Third Year 10,000 to help w/ costs
- Provide Supplies,



JAG|NE

- Classroom Spaces
- Field trip Transportation →
- New Teacher on Boarding
- Communication
- Trainings

Behind the scenes for different Companies

Annual Meetings w/ JAG



JAG Nebraska Programs

SY 2018-2019

Columbus High School (11-12)
Fremont High School (11-12)
Umo Ho Nation High School (9-12)

SY 2019-2020

Grand Island High School (11-12)
Hastings High School (11-12)
Nebraska City High School (11-12)
York High School (11-12)
Fremont High School (9-10)

SY 2020-2021

Omaha Public Schools
Monroe Middle School (7-8)
Bryan Middle School (7-8)

SY 2021-2022

Omaha Public Schools
Benson High School (9-10)
Bryan High School (9-10)
Nathan Hale Middle School (7-8)
Norris Middle School (7-8)

SY 2022-2023

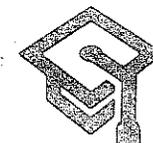
Omaha Public Schools
Bryan High School (11-12)
South High School (9-10)
Northwest High School (9-10)
Buena Vista High School (9-10)
King Science Middle School (7-8)
McMillan Middle School (7-8)

Blair High School (9-12)
Blair Middle School (7-8)
Auburn High School (9-12)
Johnson County Central High School (9-12)

SY 2023-2024

Bellevue Public Schools
Mission Middle School (7-8)
Logan Middle School (7-8)
Lewis and Clark Middle School (7-8)
East High School (9-10)
Alternative Education (ACE) High School (9-12)

Banner County High School (6-12)
Louisville Middle School (7-8)
Humbolt Table Rock Steinauer (HTRS) High School (9-12)
Grand Island High School (9-10)
Omaha Public Schools
Marrs Middle School (7-8)



JAG | NE

JAG Nebraska

Designed for a year

JAG Nebraska is...

4-Credit Course - Schedule Depends on the school

- Data-driven and evidence-based
- for-credit, in-school career and technical education (CTE) class elective
- provided to students on a need, want, and benefit basis
- inclusive of all students
- community partner

JAG Specialists are...

- teachers and educators (Department of Education Career and Technical Education Certified)
- advocates for students
- caring adults and mentors

JAG Students are...

- mastering academic and employability skills
- practicing leadership, interpersonal, and community service engagement
- achieving success in education, employment and life!

The JAG Advantage

- **Trauma Informed Care.** Students receive individual supports as they navigate a variety of challenges experienced. JAG Nebraska students are overcoming an average of six to nine challenges, ranging from three to 22 per student.
- **Project Based Learning.** Hands-on methodology engages student participation in realistic learning experiences. Smaller diverse classes create a dynamic learning environment conducive to mastering competencies applicable to life and workforce.
- **Employer Engagement.** First-hand experiences of Nebraska's high skill and high wage occupations through opportunities provided by the generosity of our local industry partners increase awareness and successful employment outcomes for JAG students.
- **Community Service.** Through *voice* and *choice* students identify a challenge in the community and how they can be the solution. Students lead and coordinate all planning for their community service project in second semester.



JAG Career Association Chapters

- **Local Career Association Chapter Officer Elections**
 - President, Vice President, and Secretary
- **State and National Leadership Development Conference**
 - Statewide conference for local chapter officers last Thursday of October.
 - State Officers attend Washington, D.C. the last week of November.
- **State and National Career Development Conference**
 - Showcase event designed for students to demonstrate skills learned throughout the school year through interviews, public speaking, and outstanding chapter events.

JAG Classroom Enrollment

Each class block or period should...

- Engage students who want to participate in JAG classes.
- Consist evenly of male and female students each class.
- Include a variety of academic and social levels.
- All students selected for JAG must return a signed consent form to the JAG Specialist at the start of the school year.



School Advisory Committees

- Comprised of school faculty who can provide sufficient insight on students who could benefit from JAG.
 - Administrative staff
 - Counselors
 - Core academic teachers
 - Vocational faculty
 - Other supportive school personnel
- Responsible for identifying potential students for JAG and approving class rosters.
- Participate in Advisory Committee meetings once per semester.

Inviting Students to Participate

Academic Performance

GPA lower than 2.0, skills deficiencies identified, repeated grade levels, did not pass state proficiency exam(s), excessive absenteeism, suspensions or expulsions, lack of academic technology or internet access from home.

Personal Development

Student has a 504 plan, motivation or maturity supports needed for pursuit of post-graduation success.

Environmental Factors

Household composition and background of single, incarcerated, or deceased parent(s); First generation college student, dependent children in home or is a parent themselves, judicial system involvement, experiencing homelessness, or requires transportation assistance.

Economic Indicators

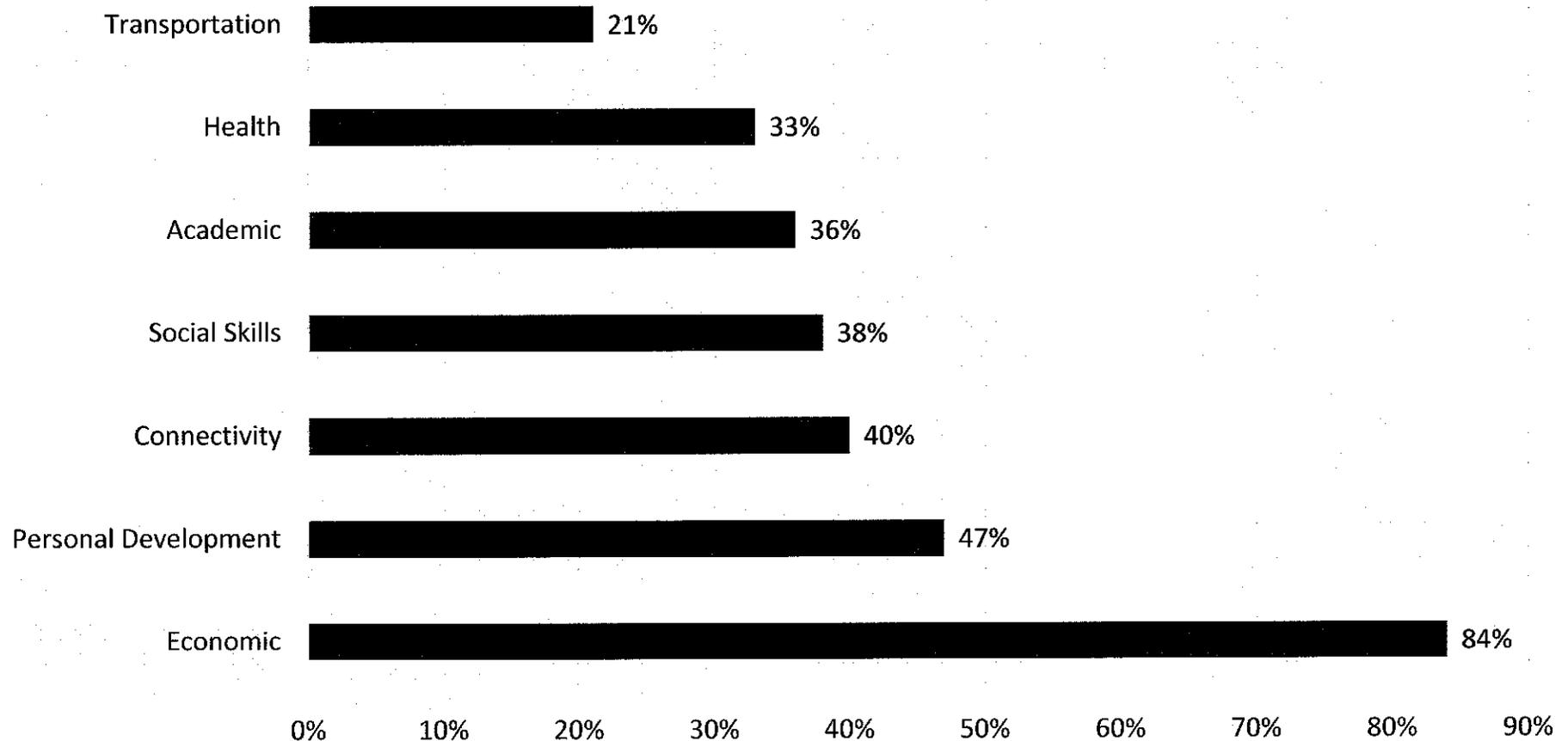
Qualifies for free or reduced lunch or affected by the pandemic.

Social Skills

Lack of connection to extra-curricular activities, has experienced bullying, fear of public speaking.



JAG Students Overcome Challenges



JAG Nebraska Outcomes

High School Performance Outcomes	JAG National Network Goal	JAG Nebraska Class of 2020	JAG Nebraska Class of 2021	JAG Nebraska 2022
Graduation Rate	90%	100%	100%	99%
Connectivity	91%	89%	94%	94%
Full Time Employment	60%	79%	75%	74%
Full-Time Positive Outcomes	50%	86%	73%	78%
Further Education	35%	43%	38%	36%

Performance Outcomes	JAG National Network Goal: Middle Schools (7-8 th grades)	JAG National Network Goal: High Schools (9-11 th grades)
Transition to Next Grade Level	90%	90%
Improved Attendance Rate	70%	70%
Improved Academics	90%	90%
Reduction in Disciplinary Referrals	60%	60%
Reduction of 1+ Barriers	70%	90%

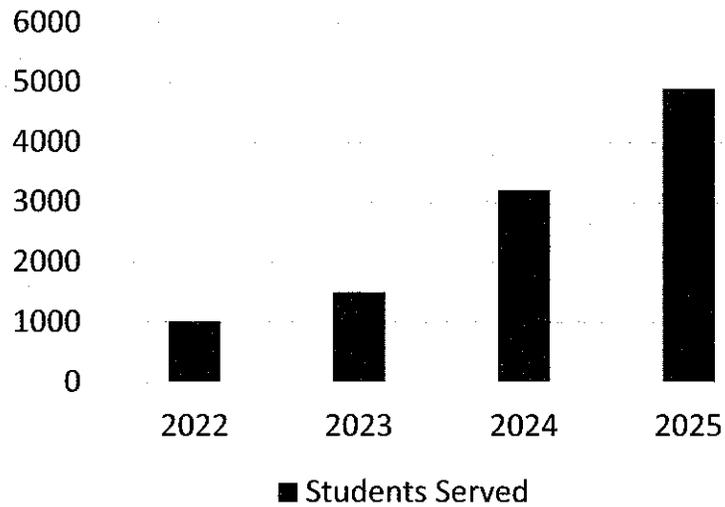


Employment Outcomes

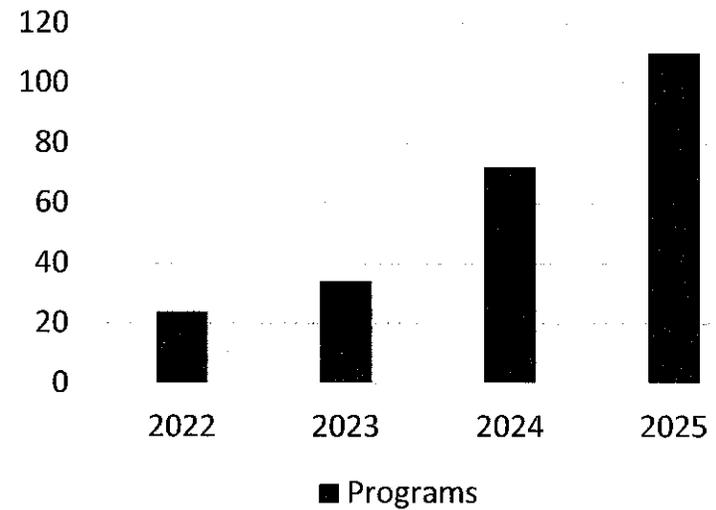
Commonwealth Electric	Chief Construction	Therapy
Corteva Ag Sciences	Pidis General Contracting LLC	St. Joseph's School Daycare
Galivion Farm	Ford Dealership	Growing Hearts Daycare
Central Nebraska Humane Society	Steinhardt Park Aquatic Center	Black Diamond Tattoo
Platte Valley Veterinary Hospital	YMCA	Fremont Municipal Airport
Parks Veterinary	United States Army National Guard	Table Creek Golf Course
Orscheln Farm & Home	Avani Day Spa and Yoga Studio	Dave's Lawn Care
Lutz	York Middle School	Island Oasis
CHI Saint Francis	Hastings Public Schools	Burlington Coat Factory
Edgewood Nursing Home	Arbor Links	Walmart
Hastings Family Medical Center	Grand Island Physical	Bomgaars

Capacity Projections

Students Served



Statewide Programs

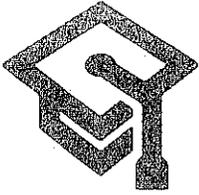


Thank You!

To learn more visit www.jagnebraska.org

Shauna Paolini
JAG Nebraska Director
(402) 522-7951
spaolini@JAGNebraska.org





JAGNE

JOBS for AMERICA'S GRADUATES NEBRASKA
In Association with United Way of the Midlands



These are the core competencies that the Specialists teach daily in the classroom. All participants are expected to master a minimum of 37 core competencies, grouped into 6 clusters, upon completion of the program.

- P = Practice
- D = Demonstrate
- M = Mastery

BASIC SKILLS COMPETENCIES

- | P | D | M | |
|--------------------------|--------------------------|--------------------------|-----------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Comprehend verbal communications |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Comprehend written communications |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Communicate in writing |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Communicate verbally |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Perform mathematical calculations |

LEADERSHIP AND SELF-DEVELOPMENT COMPETENCIES

- | P | D | M | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate team membership |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate team leadership |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Deliver presentation to a group |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Compete successfully with peers |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate commitment to an organization |

PERSONAL SKILLS COMPETENCIES

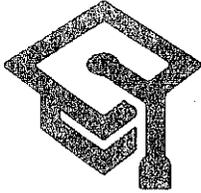
- | P | D | M | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identify a self-value system and how it affects life |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Articulate personal values |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Base decisions on values and goals |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identify process of decision-making |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assume responsibility for actions and decisions |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate a positive attitude |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Healthy self-concept for home, school and work |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Apply critical thinking skills |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Make healthy choices and self-care practices |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Explain the significance of respect for self, others and rules |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Understand the value of good character |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | State the benefits of being a person of good character |

CAREER DEVELOPMENT COMPETENCIES

- | P | D | M | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Explain the difference between a job and a career |

JAGNEBRASKA.ORG

2201 Farnam Street, Suite 200, Omaha, NE 68102



JAGINE

JOBS for AMERICA'S GRADUATES NEBRASKA
In Association with United Way of the Midlands



- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identify occupational interests, aptitudes and abilities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Relate interests, aptitudes and abilities to Nebraska occupations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Develop a career path for a occupation of interest |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identify skills necessary for career choice |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate understanding of the job application process |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Explain the value of job shadowing |

JOB ATTAINMENT COMPETENCIES

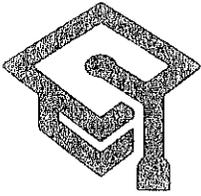
- | P | D | M | |
|--------------------------|--------------------------|--------------------------|---------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assess Nebraska's available careers |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Achieve marketable skills |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Construct a resume |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Conduct a job search |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Develop a letter of application |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use the phone to arrange an interview |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Complete job applications |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Complete a job interview |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Obtain employment |

JOB SURVIVAL COMPETENCIES

- | P | D | M | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate appropriate appearance |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identify expectations that employers have of employees |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate time management |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Follow directions |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Practice effective human relations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Appropriately resign from a job |

LIFE SURVIVAL SKILLS

- | P | D | M | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Follow directions |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Effectively provide clear directions |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Think intentionally prior to taking action |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate integrity and honesty |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate effective study skills |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate how to use group dynamics techniques |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Explain the roles and function of a value-added organization |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Understand the essential elements of high performing work teams |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Communicate with diverse people to satisfy their expectations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate an openness to change |



JAG|NE

JOBS for AMERICA'S GRADUATES NEBRASKA
In Association with United Way of the Midlands



- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide constructive feedback |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Negotiate solutions to conflicts |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate politeness and civility |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate adaptability to people and situations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Set and prioritize goals and establish a timeline for achieving them |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Track and evaluate results of actions to achieve goals |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use problem-solving skills and processes to resolve complex problems |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Analyze strengths and weaknesses of yourself |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identify ways to build mutual trust and respect |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Prepare a short- and long-term personal budget |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identify resources needed to live successfully in the "real world" |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identify local resources to overcome challenges |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate understanding of a budget: earning, spending and saving. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Differentiate between opinion and fact |

WORK PLACE COMPETENCIES

- | P | D | M | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate punctuality and good attendance |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Take initiative and be proactive |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Work effectively with others |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate an attitude that attracts the attention of leaders and managers |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Communicate with customers to satisfy expectations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Listen to gain a clear understanding of information shared |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Commitment in completing work assignments accurately and in a timely fashion |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ability to satisfy the purposes of a delegated task |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ability to prioritize and manage time effectively in the work place |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Enthusiasm for work |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate an eagerness to learn new responsibilities or improve current responsibilities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate an understanding of the work to be accomplished |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate familiarity with a variety of technologies |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ability to self-evaluate and develop a continuous improvement (career development) plan. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Basic computer operation skills |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Learn from past experiences and others |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Send, receive and organize e-mail messages |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ability to search for information on the internet |

5004 Option Enrollment

The board of education supports the concept embodied in the Enrollment Option Program that parents and legal guardians have the primary responsibility for insuring that their children receive the best education possible. Accordingly, the school district will participate in the option enrollment program and receive option students as provided herein.

1. Definitions

- a. **Option Student Defined.** Option student shall mean a nonresident student who has chosen to attend the school district under the provisions of the option enrollment program.
- b. **Resident School District Defined.** Resident school district shall mean the school district in which a student resides or in which the student is admitted as a resident of the school district pursuant to state law.
- c. **Option School District Defined.** Option school district shall mean the school district that a student chooses to attend other than his or her resident school district.

2. **Persons Entitled to Apply for Option Enrollment of Students.** Only parents and legal guardians may apply for option enrollment of students. Applications filed by foster parents and adults acting *in loco parentis* are not authorized and will be automatically denied.

3. **Duties, Entitlements and Rights of Option Students.** Except as otherwise provided herein, once an option student's option enrollment application has been accepted he/she shall be treated as a resident student of the school district.

4. Standards for Acceptance or Rejection of Option Students.

- a. Special Education Capacity. Capacity for special education services will be determined on a case-by-case basis. If an application for option enrollment received by the school district indicates that the student has an individualized education program under the federal Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., or has been diagnosed with a disability as defined in section 79-1118.01, the application will be evaluated by the director of special education services or the director's

designee who must determine if the school district and the appropriate class, grade level, or school building has the capacity to provide the applicant the appropriate services and accommodations. The Federal Educational Rights and Privacy Rights Act (FERPA) (20 U.S.C. § 1232g) permits the release of education records when a student seeks or intends to enroll in a different school district.

a.b. Numeric Capacity. The board of education may set the numeric capacity of programs, classes, grade levels, or school buildings by operation of this policy or through freestanding action by the board. Numeric Capacity will be determined based upon available staff, facilities, projected enrollment of resident students, and projected number of students with which the option school district will contract based on existing contractual arrangements, ~~and availability of appropriate special education programs~~. Individuals seeking information about the numeric capacity set by the board may contact the superintendent for a copy of that resolution.

b.c. Programmatic Capacity. In addition to the numeric capacity standards referred to above, the board may, by resolution, prior to October 15 of each school year, declare a program, a class, or a school unavailable for the next school year to option students due to lack of capacity. Individuals seeking information about the programs that have been declared to be unavailable due to lack of capacity may contact the superintendent for a copy of the board's resolution.

c.d. Other Standards for Acceptance or Rejection of Option Enrollment Applications. In addition to the numeric and programmatic capacity standards outlined above, the school district shall not accept an option student when acceptance of the student:

- i. Would increase the operating costs of the school district, such as by requiring the hiring of new staff or contracting with outside entities to provide services to the student;
- ii. Would require the procurement of new equipment, technology, or furnishings;
- iii. Would cause or require the rearrangement of caseloads for staff and contracted professionals;
- iv. Is reasonably deemed by appropriate school staff to pose a potential risk to the health or safety of students or staff;

- v. May pose a risk of adversely affecting the quality of educational services being provided to resident students, as determined by appropriate school staff.

~~d. The school district shall accept an option student with a disability only to the extent that the school district's then current staff and facilities are sufficient to accommodate the student's needs without significantly increasing the operating costs of the school district, such as by requiring the hiring of new staff.~~

e. **Prohibited Standards.** The school district shall not base the decision to accept or reject an option student on the student's previous academic achievement, athletic or other extracurricular ability, disabling condition(s), proficiency in the English language, or previous disciplinary proceedings.

f. **Order of Acceptance.** If there are more option student applicants for any program, class, grade level or school building than can be accepted into such program, class, grade level or school building, applicants shall be accepted in the following order:

- i. students with brothers or sisters attending the school district, either as resident students or as option students, shall be granted first priority;

- ii. thereafter, option students shall be accepted into such program, class, grade level or school building in the order in which written applications were received by the school district.

g. **Maximum Capacity Report.** The school district will annually establish, publish, and report the capacity for each school building under the district's control pursuant to procedures, criteria, and deadlines established by the Nebraska Department of Education.

5. **False or Misleading Option Applications.** If, prior to the student's attendance as an option student, the school district discovers that a previously accepted option application contained false or substantively misleading information, the option application will be rejected.

6. **Academic Credits and Graduation.** The school district shall accept credits toward graduation that were awarded by another school district,

and shall award a diploma to an option student if the student meets the graduation requirements of the school district.

7. Information Regarding Schools, Programs, Policies and Procedures. The school district, its officers and employees, shall make information about the school district and its schools, programs, policies and procedures available to all interested people.

8. Procedure for Students Optioning Into or Out of the School District.

a. The parent or legal guardian of any student desiring to option into or out of the school district shall submit a proper and timely application to the board of education and the other affected school district for enrollment during the following and subsequent school years. Any application requiring the approval of the school district shall be deemed submitted when the application is actually received in the school district's business office.

b. On or before April 1st, the school district shall notify the parent or legal guardian of any student who has submitted an application to option into the school district and the resident school district, in writing, whether the application is accepted or rejected. If an application is rejected, the reason for such rejection shall be stated in the notification. This written notice shall be sent via certified mail to the address listed on the option application.

9. Late Applications and Requests for Release

a. The board of education may refuse a request of a student seeking to option out of the school district when the option application is submitted after March 15th under the following conditions:

i. When the district has already entered into contracts with teaching staff for the following school year;

ii. When the district has already contracted for the performance of specific services for the student;

iii. When the release of the student would have a negative financial impact or loss of revenue for the district.

b. The board of education will approve late applications to option into the district under the following conditions:

- i. When the resident district has released the student;
- ii. When the student's late enrollment into the district meets the standards for acceptance or rejection of option students contained elsewhere in this policy;

OR

- b. The board of education will deny all applications to option into the district that are received by the district after March 15 of the school year prior to the student's requested enrollment.
- c. The superintendent will notify parents or guardians who have submitted properly completed option applications after March 15th no later than 60 days following submission of the application of the board's acceptance or rejection of the application.

10. Students Who Do Not Need a Release from the Resident District

- a. A student does not need to be released from his/her resident district under the following circumstances:
 - i. When the student has relocated to a different resident school district after February 1
 - ii. When a student's option school district merges with another district effective after February 1
- b. The school district shall accept or reject an application from a student under this paragraph using the criteria set forth in this policy and will accept or reject the application within forty-five days.

11. Cancellation of Option.

Students who option either into or out of the school district shall:

- a. Attend the option school district until graduation or relocation/re-option in a different resident school district unless the student chooses to return to the resident school district, in which case the student's parent or legal guardian shall timely submit a cancellation form to the school board or board of education of the option school district and the resident school district for approval for the following year.

- b.** Attend an option school district for not less than one school year unless the student relocates to a different resident school district, completes requirements for graduation prior to the end the school year, transfers to a parochial or private school, or upon mutual agreement of the resident and option school districts cancels the enrollment option and returns to the resident school district.

12. Authority of Superintendent.

The board of education authorizes the superintendent of schools to make decisions on its behalf pursuant to and to apply the criteria articulated by this policy in determining whether to grant or deny option enrollment applications.

Adopted on: _____

Revised on: _____

Reviewed on: _____

5062
Class Size

Staffing plans will be reviewed each year for the ensuing year. The projected average class sizes included within the staffing plan will:

1. Meet laws, rules, and regulations that are mandated.
2. Meet rules and regulations that govern programs in which the district has elected to participate.
3. Balance staffing resources whenever possible.
4. Provide a staffing level that can be reasonably implemented within available resources.
5. Allow a variety of staffing patterns and ranges in class size to accommodate the recognized variables
6. Recognize facility limitations.
7. Consider established research related to class size.
8. Take into consideration other supports including paraeducators, special education and title program support

The following will serve to guide the superintendent in recommending staffing, taking into account those previously mentioned items:

Kindergarten, Grade 1, and Grade 2 with a desired maximum of 23 students per class

Grade 3 and Grade 4 with a desired maximum of 25 students per class

Grades 5-8 with a desired maximum of 28 students per class

Adopted on: April 8, 2013

Revised on: _____

Reviewed on: _____