

Board of Education Regular Meeting

Monday, July 14, 2025 7:00 PM

Minden High School Media Center, 543 West 5th, Minden, NE 68959-0301

Andy Craig: Absent
Justin Glanzer: Present
Cody Krull: Present
Kevin Raun: Absent
Darcie Reed: Present
Rusty Rhynalds: Present

1. Call to Order

1.a. Open Meetings Act is Posted

1.b. Mission Statement

1.c. Roll Call

Action(s):

Make action to excuse Craig and Raun and appoint Krull as Secretary for the meeting. This motion, made by Rusty Rhynalds and seconded by Justin Glanzer, Passed.

Voting Detail:

Andy Craig: Absent
Justin Glanzer: Yea
Cody Krull: Yea
Kevin Raun: Absent
Darcie Reed: Yea
Rusty Rhynalds: Yea

Voting Summary: Yea: 4, Nay: 0, Absent: 2

1.d. Pledge of Allegiance

2. Public Comment

2.a. Public Comment Pertaining to Policy 6113
Electronic Communication Devices and Cell Phones

2.b. Public Comment

3. Consent Agenda

Action(s):

Motion to approve the Consent Agenda. This motion, made by Justin Glanzer and seconded by Cody Krull, Passed.

Voting Detail:

Andy Craig: Absent
Justin Glanzer: Yea
Cody Krull: Yea
Kevin Raun: Absent
Darcie Reed: Yea

Rusty Rhynalds: Yea

Voting Summary: Yea: 4, Nay: 0, Absent: 2

3.a. Consider Minutes from June 9 Meeting

3.b. Consider Financial Reports

3.c. Consider Expenditures and Claims for Payment

4. Reports

4.a. Board Committees

4.b. Principals

4.c. Superintendent

5. Policy Review and Updates

5.a. Consider and Discuss Amendments to Policy 1200 Anti-Discrimination, Policy 3131 Procurement Plan, Policy 3132 Internal Controls, Policy 3410 Safe Driving Record Policy, Policy 4003 Anti-Discrimination, Policy 4009 Drug and Substance Use and Abuse, Policy 5003 Grade Placement and Transfer Students, Policy 5004 Full-Time and Part-Time Enrollment, Policy 5101 Student Discipline, Policy 5103 Extracurricular Activity Discipline, Policy 5201 Promotion and Retention, Policy 5301 Association Activities, Policy 5401 Anti-Discrimination, Policy 5414 Identification of Learners with High Ability, and Policy 6400 Parent Involvement

5.b. Consider and Discuss Policy 5507 Foster Care Student Transportation, Policy 6113 Electronic Communication Devices and Cell Phones, Policy 6931 Behavioral Intervention and Classroom Management

6. Action Items

6.a. Consider, Discuss, and Take Action on Rescinding Policy 6410 Title I Parental and Family Engagement

Action(s):

Motion to rescind Policy 6410 Title I Parental and Family Engagement. This motion, made by Justin Glanzer and seconded by Darcie Reed, Passed.

Voting Detail:

Andy Craig: Absent

Justin Glanzer: Yea

Cody Krull: Yea

Kevin Raun: Absent

Darcie Reed: Yea

Rusty Rhynalds: Yea

Voting Summary: Yea: 4, Nay: 0, Absent: 2

6.b. Consider, Discuss, and Take Action on Authorization for the 2025-26 School Food Service Program

Action(s):

Motion to designate Jennifer Whitesel and Jeremy Knajdl as the authorized representatives of the Minden Public Schools Food Service Program for the 2025-26 school year. This motion, made by Rusty Rhynalds and seconded by Justin Glanzer, Passed.

Voting Detail:

Andy Craig: Absent
Justin Glanzer: Yea
Cody Krull: Yea
Kevin Raun: Absent
Darcie Reed: Yea
Rusty Rhynalds: Yea

Voting Summary: Yea: 4, Nay: 0, Absent: 2

6.c. Consider, Discuss, and Take Action on Membership in Nebraska Rural Community Schools Association

Action(s):

Motion to approve membership in Nebraska Rural Community Schools Association. This motion, made by Justin Glanzer and seconded by Cody Krull, Passed.

Voting Detail:

Andy Craig: Absent
Justin Glanzer: Yea
Cody Krull: Yea
Kevin Raun: Absent
Darcie Reed: Yea
Rusty Rhynalds: Yea

Voting Summary: Yea: 4, Nay: 0, Absent: 2

6.d. Consider, Discuss, and Take Action on 2025-26 Preschool, East Elementary, Middle School, High School, and Staff Handbooks

Action(s):

Motion to table the 2025-26 Preschool, East Elementary, Middle School, High School, and Staff Handbooks until next meeting. This motion, made by Rusty Rhynalds and seconded by Darcie Reed, Tabled.

Voting Detail:

Andy Craig: Absent
Justin Glanzer: Yea
Cody Krull: Yea
Kevin Raun: Absent
Darcie Reed: Yea
Rusty Rhynalds: Yea

Voting Summary: Yea: 4, Nay: 0, Absent: 2

7. **Upcoming Meetings and Educational Opportunities**

8. **Adjournment per Board President Action at 7:33
p.m.**

Board Secretary

InstructionElectronic Communication Devices and Cell Phones

All students are prohibited from accessing or using an electronic communication device while on school property or attending a school instructional function, unless:

1. When required by a student's Individualized Education Program or 504 Plan;
2. When authorized by the District for educational purposes during instructional time;
3. In the case of an emergency or perceived threat of danger;
4. When necessary to monitor or manage a student's health care, or
5. When determined appropriate by the Superintendent or the Superintendent's designee.

All exceptions listed herein must be approved in advance by the appropriate school staff member.

Any student who violates this Policy may be subject to discipline under the District's Student Discipline Policy.

Legal Reference: LB 140 (2025)

Date of Adoption: [Insert Date]

**MINDEN PUBLIC SCHOOLS
BOARD OF EDUCATION
June 9, 2025**

The agenda for the June 9, 2025 meeting was posted at the United States Post Office in Minden, Minden Exchange Bank, First Bank and Trust Company, Kearney County Courthouse, and the Minden city office. Agendas were mailed to the United States Post Office in Upland and Heartwell. The agenda was posted in the superintendent's office and notice was published in the local paper.

At 7:00 pm, the Board heard support, opposition, criticism and/or suggestions for the reaffirmation of Policy 5415 Anti-Bullying, Policy 5416 Student Fees, and Policy 6410 Title I Parental and Family Engagement. At 7:06 pm, the hearing was closed.

The board meeting began at 7:06 pm with all board members present.

Motion by Craig and second by Glanzer to approve the consent agenda consisting of minutes from the May 12 meeting, financial reports, and claims for payment. Roll call: Craig, aye; Glanzer, aye; Krull, aye; Raun, aye; Reed, aye; Rhynalds, aye. Motion carried.

The board discussed rescinding Policy 6410 Title I Parental and Family Engagement.

Motion by Craig and second by Reed to reaffirm Policy 5415 Anti-Bullying, Policy 5416 Student Fees, Policy 5417 School Wellness, and Policy 6370 Multicultural Education. Roll call: Craig, aye; Glanzer, aye; Krull, aye; Raun, aye; Reed, aye; Rhynalds, aye. Motion carried.

Motion by Krull and second by Glanzer to set meal prices for the 2025-26 school year as: Breakfast K-12 \$1.25; K-3 Lunch \$3.25; 4-8 Lunch \$3.50; 9-12 Lunch \$3.75. Roll call: Craig, aye; Glanzer, aye; Krull, aye; Raun, aye; Reed, aye; Rhynalds, aye. Motion carried.

Motion by Rhynalds and second by Craig to authorize James Widdifield as the representative of Minden Public Schools to sign claims and forms for all federal programs for the 2025-26 school year. Roll call: Craig, aye; Glanzer, aye; Krull, aye; Raun, aye; Reed, aye; Rhynalds, aye. Motion carried.

Motion by Raun and second by Glanzer to authorize and direct the Superintendent or his designee to dispose of all obsolete furniture, books, materials, and equipment in the most favorable manner to the District in accordance with all laws, rules, and regulations pertaining to such disposition. Roll call: Craig, aye; Glanzer, aye; Krull, aye; Raun, aye; Reed, aye; Rhynalds, aye. Motion carried.

Motion by Craig and second by Raun to approve the construction manager at risk agreement between the School District and BD Construction for a new PK-3 elementary school and high school and middle school additions and renovations project, such agreement in the form on file with official School District records and as presented at this meeting or with such changes as are deemed necessary and in the best interest of the School District and approved by the Board President or Superintendent of Schools, and further hereby delegates authority to and authorizes and directs the Board President, or designee, to negotiate any final terms, and to sign, execute and deliver the agreement, any agreement amendments, change orders or other documents call for in such agreement, to pay the contract sum, and to take all other action necessary to carry such agreement into effect. Roll call: Craig, aye; Glanzer, aye; Krull, aye; Raun, aye; Reed, aye; Rhynalds, aye. Motion carried.

At 7:41 pm, the meeting was adjourned per Board President action.

Secretary, Board of Education

MINDEN PUBLIC SCHOOLS
TREASURER'S REPORT
June 30, 2025

| | | | |
|--|----------------|----------------|--------------------|
| SCHOOL BALANCE - May 31, 2025 | | | \$193,990.41 |
| Current Months Receipts | | | \$1,131,887.51 |
| Transfers from Investments | | | \$0.00 |
| Total Beginning Balance and Receipts | | | \$1,325,877.92 |
| Less: Disbursements | | | \$1,185,892.83 |
| Transfer to Investments | | | \$0.00 |
| Total Disbursements | | | \$1,185,892.83 |
| SCHOOL BALANCE - June 30, 2025 | | | \$139,985.09 |
| BALANCE PER BANK STATEMENT - June 30, 2025 | | | \$140,445.09 |
| Deposits In Transit | | | \$0.00 |
| LESS : Outstanding Checks | | | \$460.00 |
| RECONCILED BANK BALANCE - June 30, 2025 | | | \$139,985.09 |
| (Balance - June 30, 2024 = \$487,069.82) | | | |
| GENERAL FUND INVESTMENTS | | | \$5,858,443.99 |
| Money Market Minden Exchange | \$4,495,649.21 | 2.38% demand | |
| Money Market First Bank | \$1,362,794.78 | 1.61% demand | |
| Loan to Lunch Fund | \$100,000.00 | | |
| (Balance June 30, 2024 = \$4,075,644.47) | | | |
| DEPRECIATION FUND INVESTED | | | \$181,632.99 |
| Money Market Minden Exchange Bank | \$132,431.11 | 2.38% demand | |
| Money Market First Bank | \$49,196.69 | 1.21% demand | |
| Checking Minden Exchange Bank | \$5.19 | | |
| (Balance June 30, 2024 = \$78,013.45) | | | |
| BUILDING FUND | | | \$2,030,133.98 |
| Money Market Minden Exchange Bank | \$1,235,713.22 | 2.38% demand | |
| Money Market First Bank | \$133,191.70 | 1.61% demand | |
| NE Liquid Asset Fund - Building Fund | \$661,224.56 | 4.03% demand | |
| Checking Minden Exchange Bank | \$4.50 | | |
| (Balance June 30, 2024 = \$2,736,822.33) | | | |
| BOND FUND | | | \$1,861,188.64 |
| Money Market Minden Exchange Bank | \$1,177,381.67 | 2.38% demand | |
| NE Liquid Asset Fund - Bond Fund | \$683,806.97 | 4.03% demand | |
| (Balance June 30, 2024 = \$1,754,274.97) | | | |
| LUNCH FUND | | | \$28,425.09 |
| Money Market First Bank | \$1,897.87 | 1.10% demand | |
| Checking First Bank | \$26,527.22 | | |
| Loan from General Fund | -\$100,000.00 | | |
| (Balance June 30, 2024 = \$25,735.04) | | | |
| FUNDS PLEDGED FOR DEPOSITS | | | |
| Minden Exchange Bank | \$6,500,000.00 | Plus 250M FDIC | |
| First Bank | \$2,065,000.00 | Plus 250M FDIC | |

Scott W. Johnson, Treasurer

MINDEN PUBLIC SCHOOLS
TREASURER'S REPORT SUPPLEMENT
ACCOUNT RECONCILIATIONS
June 30, 2025

| Bank | Account # | Beginning Balance | Plus: Receipts | Plus/(Minus) Transfers/Loans | Minus: Expenditures | Ending/ Reconciled Balance | Previous Year Ending Balance |
|--------------------------|------------------------|------------------------|-----------------------|------------------------------|-----------------------|----------------------------|------------------------------|
| General Fund | | | | | | | |
| MEB | 401505 | \$193,990.41 | \$1,131,887.51 | \$0.00 | \$1,185,892.83 | \$139,985.09 | \$487,069.82 |
| MEB | 601096 | \$4,486,694.26 | \$8,954.95 | \$0.00 | \$0.00 | \$4,495,649.21 | \$2,740,080.31 |
| FB&T | 801472 | \$1,361,004.97 | \$1,789.81 | \$0.00 | \$0.00 | \$1,362,794.78 | \$1,335,564.16 |
| | Loan to Lunch Fund | | | \$100,000.00 | | | |
| | Subtotal | \$6,041,689.64 | \$1,142,632.27 | \$100,000.00 | \$1,185,892.83 | \$5,998,429.08 | \$4,562,714.29 |
| Depreciation Fund | | | | | | | |
| MEB | 401919 | \$5.19 | \$0.00 | \$0.00 | \$0.00 | \$5.19 | \$5.19 |
| MEB | 613109 | \$132,167.32 | \$263.79 | \$0.00 | \$0.00 | \$132,431.11 | \$29,614.36 |
| FB&T | 807982 | \$49,148.22 | \$48.47 | \$0.00 | \$0.00 | \$49,196.69 | \$48,393.90 |
| | Subtotal | \$181,320.73 | \$312.26 | \$0.00 | \$0.00 | \$181,632.99 | \$78,013.45 |
| Building Fund | | | | | | | |
| MEB | 106690 | \$4.50 | \$0.00 | \$757.85 | \$757.85 | \$4.50 | \$4.50 |
| MEB | 603209 | \$1,132,699.55 | \$103,771.52 | (\$757.85) | \$0.00 | \$1,235,713.22 | \$471,750.13 |
| FB&T | 801407 | \$133,016.77 | \$174.93 | \$0.00 | \$0.00 | \$133,191.70 | \$165,346.55 |
| NLAF | 9300655 | \$659,038.53 | \$2,186.03 | \$0.00 | \$0.00 | \$661,224.56 | \$2,099,721.15 |
| | Subtotal | \$1,924,759.35 | \$106,132.48 | \$0.00 | \$757.85 | \$2,030,133.98 | \$2,736,822.33 |
| Bond Fund | | | | | | | |
| MEB | 620112 | \$1,220,392.14 | \$118,733.28 | \$0.00 | \$161,743.75 | \$1,177,381.67 | \$1,105,920.45 |
| NLAF | 9300692 | \$683,126.57 | \$680.40 | \$0.00 | \$0.00 | \$683,806.97 | \$648,354.52 |
| | Subtotal | \$1,903,518.71 | \$119,413.68 | \$0.00 | \$161,743.75 | \$1,861,188.64 | \$1,754,274.97 |
| Lunch Fund | | | | | | | |
| FB&T | 801399 | \$1,896.16 | \$1.71 | \$0.00 | \$0.00 | \$1,897.87 | \$1,872.82 |
| FB&T | 990119 | \$36,611.20 | \$113,438.99 | \$0.00 | \$123,522.97 | \$26,527.22 | \$23,862.22 |
| | Loan from General Fund | | | (\$100,000.00) | | | |
| | Subtotal | \$38,507.36 | \$113,440.70 | (\$100,000.00) | \$123,522.97 | \$28,425.09 | \$25,735.04 |
| Grand Total | | \$10,089,795.79 | \$1,481,931.39 | \$0.00 | \$1,471,917.40 | \$10,099,809.78 | \$9,157,560.08 |

2024/25 Projections vs. Actuals for General Fund

As of June 30, 2025

Income

2024/25 Budgeted Income = \$12,932,949.51

| Month | Projected Income | Actual Income | Over/(Under) Projection | Running Balance Over/(Under) Projection |
|-----------|------------------|----------------|-------------------------|---|
| September | \$2,411,995.08 | \$2,221,400.50 | (\$190,594.58) | (\$190,594.58) |
| October | \$576,809.55 | \$696,218.56 | \$119,409.01 | (\$71,185.57) |
| November | \$236,672.98 | \$161,099.16 | (\$75,573.82) | (\$146,759.39) |
| December | \$240,552.86 | \$527,464.82 | \$286,911.96 | \$140,152.57 |
| January | \$2,060,218.86 | \$1,507,167.50 | (\$553,051.36) | (\$412,898.79) |
| February | \$977,730.98 | \$1,069,108.99 | \$91,378.01 | (\$321,520.78) |
| March | \$856,161.26 | \$2,302,344.28 | \$1,446,183.02 | \$1,124,662.24 |
| April | \$633,714.53 | \$635,851.80 | \$2,137.27 | \$1,126,799.51 |
| May | \$3,330,234.50 | \$3,810,260.05 | \$480,025.55 | \$1,606,825.06 |
| June | \$1,188,538.06 | \$1,134,739.60 | (\$53,798.46) | \$1,553,026.60 |
| July | \$222,446.73 | | | |
| August | \$197,874.13 | | | |

Cash Flow

| Month | Projected Cash Flow | Actual Cash Flow | Over/(Under) Projection | Running Balance Over/(Under) Projection |
|-----------|---------------------|------------------|-------------------------|---|
| September | \$1,046,909.03 | \$983,596.94 | (\$63,312.09) | (\$63,312.09) |
| October | (\$582,120.65) | (\$391,312.63) | \$190,808.02 | \$127,495.93 |
| November | (\$886,040.65) | (\$962,577.27) | (\$76,536.62) | \$50,959.31 |
| December | (\$882,160.77) | (\$682,896.50) | \$199,264.27 | \$250,223.58 |
| January | \$955,613.51 | \$530,143.59 | (\$425,469.92) | (\$175,246.34) |
| February | (\$170,055.66) | \$46,805.94 | \$216,861.60 | \$41,615.26 |
| March | (\$260,980.59) | \$1,246,651.36 | \$1,507,631.95 | \$1,549,247.21 |
| April | (\$544,716.90) | (\$406,974.89) | \$137,742.01 | \$1,686,989.22 |
| May | \$2,217,271.48 | \$2,754,061.91 | \$536,790.43 | \$2,223,779.65 |
| June | \$10,106.63 | (\$43,260.56) | (\$53,367.19) | \$2,170,412.46 |
| July | (\$872,408.00) | | | |
| August | (\$1,027,917.43) | | | |

Expenses

2024/25 Budgeted Expenses = \$13,929,449.51

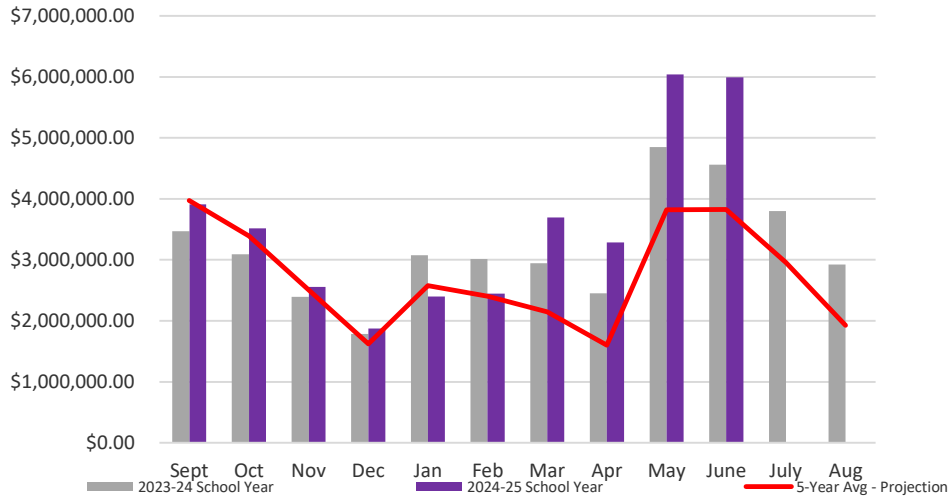
| Month | Projected Expenses | Actual Expenses | Over/(Under) Projection | Running Balance Over/(Under) Projection |
|-----------|--------------------|-----------------|-------------------------|---|
| September | \$1,365,086.05 | \$1,237,803.56 | (\$127,282.49) | (\$127,282.49) |
| October | \$1,158,930.20 | \$1,087,531.19 | (\$71,399.01) | (\$198,681.50) |
| November | \$1,122,713.63 | \$1,123,676.43 | \$962.80 | (\$197,718.70) |
| December | \$1,122,713.63 | \$1,210,361.32 | \$87,647.69 | (\$110,071.01) |
| January | \$1,104,605.35 | \$977,023.91 | (\$127,581.44) | (\$237,652.45) |
| February | \$1,147,786.64 | \$1,022,303.05 | (\$125,483.59) | (\$363,136.04) |
| March | \$1,117,141.85 | \$1,055,692.92 | (\$61,448.93) | (\$424,584.97) |
| April | \$1,178,431.43 | \$1,042,826.69 | (\$135,604.74) | (\$560,189.71) |
| May | \$1,112,963.02 | \$1,056,198.14 | (\$56,764.88) | (\$616,954.59) |
| June | \$1,178,431.43 | \$1,178,000.16 | (\$431.27) | (\$617,385.86) |
| July | \$1,094,854.73 | | | |
| August | \$1,225,791.56 | | | |

General Fund Balance

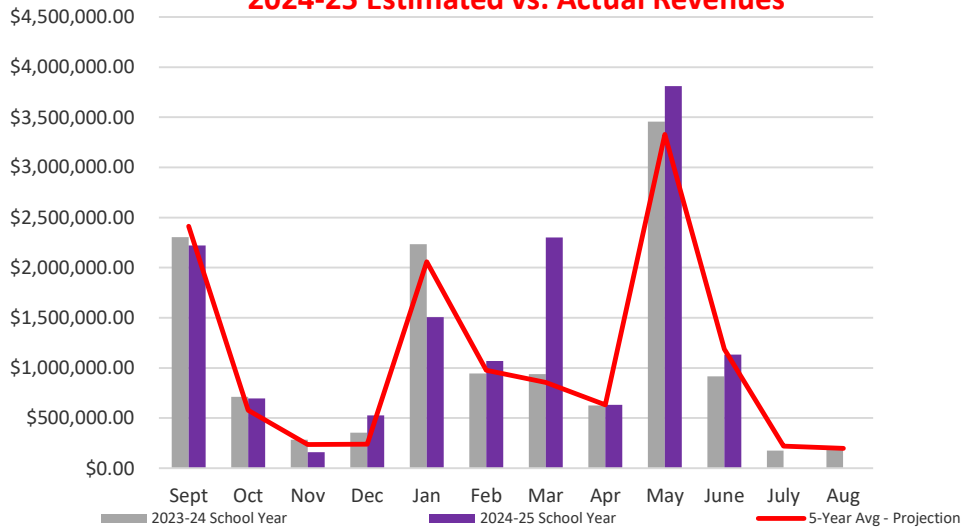
Beginning Reconciled GF Balance = \$2,924,191.19

| Month | Projected GF Balance | Actual Reconciled GF Balance | Over/(Under) Projection |
|-----------|----------------------|------------------------------|-------------------------|
| September | \$3,971,100.22 | \$3,907,788.13 | (\$63,312.09) |
| October | \$3,388,979.57 | \$3,516,475.50 | \$127,495.93 |
| November | \$2,502,938.92 | \$2,553,898.23 | \$50,959.31 |
| December | \$1,620,778.15 | \$1,871,001.73 | \$250,223.58 |
| January | \$2,576,391.66 | \$2,401,145.32 | (\$175,246.34) |
| February | \$2,406,336.00 | \$2,447,951.26 | \$41,615.26 |
| March | \$2,145,355.41 | \$3,694,602.62 | \$1,549,247.21 |
| April | \$1,600,638.51 | \$3,287,627.73 | \$1,686,989.22 |
| May | \$3,817,909.99 | \$6,041,689.64 | \$2,223,779.65 |
| June | \$3,828,016.62 | \$5,998,429.08 | \$2,170,412.46 |
| July | \$2,955,608.62 | | |
| August | \$1,927,691.19 | | |

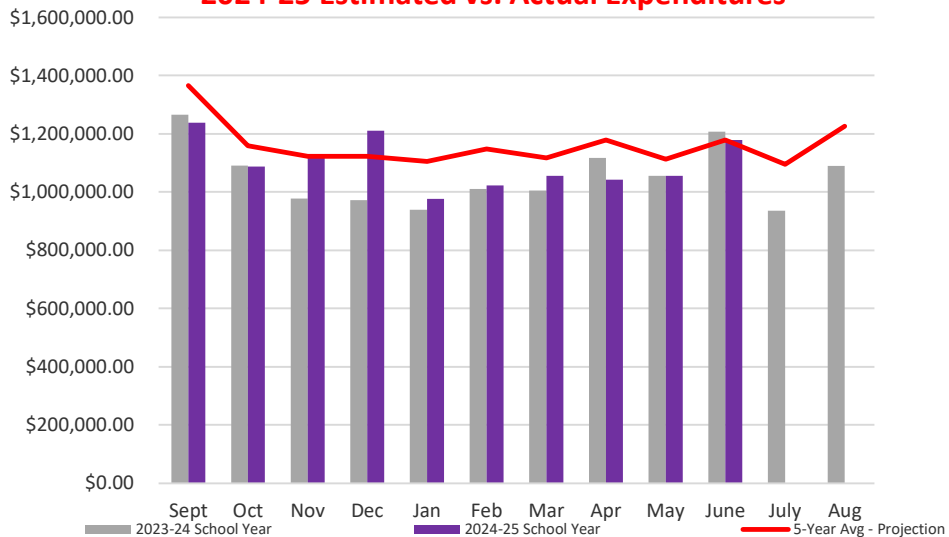
2024-25 Estimated vs. Actual General Fund Balance



2024-25 Estimated vs. Actual Revenues



2024-25 Estimated vs. Actual Expenditures



General Fund Revenues - Thru 06/30/25

| Account Description | Adopted Budget | Received | Remaining Balance | Percent Received |
|--|------------------------|------------------------|---------------------|------------------|
| 01100 - Taxes Levied/Assessed | \$9,248,379.51 | \$4,680,031.10 | \$4,568,348.41 | 50.60% |
| 01115 - Carline Taxes | \$3,500.00 | \$2,626.36 | \$873.64 | 75.04% |
| 01120 - Public Power District Sales Tax | \$35,000.00 | \$44,962.37 | (\$9,962.37) | 128.46% |
| 01125 - Motor Vehicle Taxes | \$425,000.00 | \$441,968.57 | (\$16,968.57) | 103.99% |
| 01140 - Penalty & Interest on Delinquent Taxes | \$14,250.00 | \$16,665.52 | (\$2,415.52) | 116.95% |
| 01370 - Preschool Tuition and Fees | \$20,000.00 | \$20,930.00 | (\$930.00) | 104.65% |
| 01510 - Interest | \$40,000.00 | \$56,879.92 | (\$16,879.92) | 142.20% |
| 01910 - Rental of School Facilities & Equipment | \$1,000.00 | \$290.00 | \$710.00 | 29.00% |
| 01911 - Local License Fees | \$3,750.00 | \$6,522.38 | (\$2,772.38) | 173.93% |
| 01920 - Contributions and Donations | \$1,000.00 | \$0.00 | \$1,000.00 | 0.00% |
| 01921 - Police Court Fines | \$500.00 | \$1,400.00 | (\$900.00) | 280.00% |
| 01980 - Refund of Prior Year's Expenditures | \$0.00 | \$133.30 | (\$133.30) | |
| 01990 - Miscellaneous Local Revenue | \$300.00 | \$48.38 | \$251.62 | 16.13% |
| 02110 - County Fines & License Fees | \$20,000.00 | \$20,035.60 | (\$35.60) | 100.18% |
| 03110 - State Aid | \$1,288,194.00 | \$1,288,194.00 | \$0.00 | 100.00% |
| 03120 - Special Education - School Age | \$1,300,000.00 | \$1,316,049.00 | (\$16,049.00) | 101.23% |
| 03125 - SPED Transportation - School Age | \$0.00 | \$3,389.00 | (\$3,389.00) | |
| 03130 - Homestead Exemption | \$0.00 | \$75,433.24 | (\$75,433.24) | |
| 03131 - Property Tax Credit | \$0.00 | \$3,321,708.02 | (\$3,321,708.02) | |
| 03166 - Flex Funding: School Age Support Services | \$0.00 | \$77,294.00 | (\$77,294.00) | |
| 03180 - Pro-Rate Motor Vehicle | \$20,000.00 | \$14,865.20 | \$5,134.80 | 74.33% |
| 03400 - State Apportionment | \$116,250.00 | \$273,771.17 | (\$157,521.17) | 235.50% |
| 03535 - High Ability Learners Payments | \$7,292.00 | \$7,816.00 | (\$524.00) | 107.19% |
| 03551 - Career (CTE) Education | \$7,500.00 | \$0.00 | \$7,500.00 | 0.00% |
| 03990 - Other State Receipts | \$0.00 | \$392.77 | (\$392.77) | |
| 04417 - IDEA Part B Transition | \$0.00 | \$458.12 | (\$458.12) | |
| 04505 - "ESSA Title I, Part A" | \$121,797.00 | \$133,021.00 | (\$11,224.00) | 109.22% |
| 04509 - "ESSA Title II, Part A" | \$23,011.00 | \$23,011.00 | \$0.00 | 100.00% |
| 04516 - IDEA Preschool Base (619) | \$2,438.00 | \$0.00 | \$2,438.00 | 0.00% |
| 04518 - IDEA Part B (611) Base & E-P Allocation | \$187,164.00 | \$189,483.00 | (\$2,319.00) | 101.24% |
| 04521 - IDEA Non-Public | \$1,124.00 | \$1,124.00 | \$0.00 | 100.00% |
| 04523 - IDEA Special Projects | \$0.00 | \$900.00 | (\$900.00) | |
| 04525 - Carl Perkins Grant | \$2,000.00 | \$2,656.05 | (\$656.05) | 132.80% |
| 04708 - Medicaid in Public Schools (MIPS) | \$20,000.00 | \$21,979.71 | (\$1,979.71) | 109.90% |
| 04709 - Medicaid Administrative Activities (MAAPS) | \$17,500.00 | \$6,317.67 | \$11,182.33 | 36.10% |
| 04969 - Title IV, Part A SSAE Grant | \$0.00 | \$10,000.00 | (\$10,000.00) | |
| 05300 - Sale of Property | \$5,000.00 | \$1,702.00 | \$3,298.00 | 34.04% |
| 05690 - Other Non-revenue Receipts | \$1,000.00 | \$0.00 | \$1,000.00 | 0.00% |
| Total | \$12,932,949.51 | \$12,062,058.45 | \$870,891.06 | 93.27% |

General Fund Expenditures

| Account Description | Adopted Budget | Disbursed | Remaining Balance | Percent Spent |
|--|------------------------|------------------------|-----------------------|---------------|
| 01100 - Regular Instruction | \$6,309,337.33 | \$5,542,195.49 | \$767,141.84 | 87.84% |
| 01125 - Academic Intervention (Flex Funding) | \$101,221.20 | \$90,381.77 | \$10,839.43 | 89.29% |
| 01200 - School Age SPED | \$1,655,276.51 | \$1,370,298.35 | \$284,978.16 | 82.78% |
| 01291 - Preschool Age 3-5 | \$43,215.26 | \$24,844.24 | \$18,371.02 | 57.49% |
| 01292 - Preschool Age 0-2 | \$125.00 | \$0.00 | \$125.00 | 0.00% |
| 01300 - Summer School | \$21,244.67 | \$11,899.80 | \$9,344.87 | 56.01% |
| 02120 - Guidance Counselor | \$321,403.99 | \$291,014.67 | \$30,389.32 | 90.54% |
| 02130 - Health Services | \$88,410.38 | \$73,927.25 | \$14,483.13 | 83.62% |
| 02141 - School Psychologist - School Age | \$128,362.12 | \$118,483.74 | \$9,878.38 | 92.30% |
| 02151 - Speech Path & Deaf Ed | \$224,174.98 | \$173,746.66 | \$50,428.32 | 77.50% |
| 02152 - Speech Path & Deaf Ed | \$1,400.00 | \$1,294.88 | \$105.12 | 92.49% |
| 02153 - Speech Path & Deaf Ed | \$500.00 | \$0.00 | \$500.00 | 0.00% |
| 02161 - Occupational Therapy | \$47,750.00 | \$34,911.00 | \$12,839.00 | 73.11% |
| 02171 - Physical Therapy | \$15,500.00 | \$11,016.00 | \$4,484.00 | 71.07% |
| 02172 - Physical Therapy | \$4,000.00 | \$222.75 | \$3,777.25 | 5.57% |
| 02173 - Physical Therapy | \$1,500.00 | \$648.00 | \$852.00 | 43.20% |
| 02190 - Student Activities | \$391,317.71 | \$393,733.74 | (\$2,416.03) | 100.62% |
| 02213 - Instructional Staff Training | \$20,000.00 | \$4,157.58 | \$15,842.42 | 20.79% |
| 02220 - Media Center | \$278,117.37 | \$238,355.36 | \$39,762.01 | 85.70% |
| 02230 - Technology Support | \$160,957.25 | \$145,344.99 | \$15,612.26 | 90.30% |
| 02240 - Assessment Coordinator | \$18,751.67 | \$14,480.55 | \$4,271.12 | 77.22% |
| 02310 - Board of Education | \$48,100.00 | \$18,934.79 | \$29,165.21 | 39.37% |
| 02320 - Superintendent | \$326,012.72 | \$290,642.66 | \$35,370.06 | 89.15% |
| 02330 - District Legal Services | \$30,000.00 | \$20,721.64 | \$9,278.36 | 69.07% |
| 02410 - Principal | \$672,776.15 | \$602,159.63 | \$70,616.52 | 89.50% |
| 02510 - Business Office | \$227,262.61 | \$200,519.35 | \$26,743.26 | 88.23% |
| 02610 - Custodial | \$512,350.00 | \$460,832.29 | \$51,517.71 | 89.94% |
| 02620 - Building Maintenance | \$1,026,081.90 | \$774,291.78 | \$251,790.12 | 75.46% |
| 02630 - Grounds Maintenance | \$224,217.25 | \$133,962.29 | \$90,254.96 | 59.75% |
| 02640 - Equipment Repair & Maintenance | \$28,792.75 | \$25,560.42 | \$3,232.33 | 88.77% |
| 02650 - Non-Pupil Vehicle | \$6,500.00 | \$3,070.80 | \$3,429.20 | 47.24% |
| 02660 - Security | \$77,500.00 | \$77,082.44 | \$417.56 | 99.46% |
| 02670 - Safety | \$48,900.00 | \$19,776.04 | \$29,123.96 | 40.44% |
| 02710 - School Bus Driving | \$262,720.64 | \$177,913.29 | \$84,807.35 | 67.72% |
| 02712 - School Age SPED Driving | \$4,960.02 | \$72.96 | \$4,887.06 | 1.47% |
| 02713 - Below Age 5 SPED Driving | \$12,388.68 | \$7,482.78 | \$4,905.90 | 60.40% |
| 02730 - School Bus Driving Vehicle Maintenance | \$84,205.39 | \$77,596.64 | \$6,608.75 | 92.15% |
| 02732 - School Age SPED Vehicle Maintenance | \$3,000.00 | \$0.00 | \$3,000.00 | 0.00% |
| 03535 - High Ability Learners | \$49,256.23 | \$41,209.23 | \$8,047.00 | 83.66% |
| 03551 - Career (CTE) Education | \$4,325.00 | \$6,664.24 | (\$2,339.24) | 154.09% |
| 03599 - Other State Categorical Grants | \$0.00 | \$392.77 | (\$392.77) | |
| 06200 - Title IA | \$154,808.00 | \$135,328.97 | \$19,479.03 | 87.42% |
| 06406 - IDEA Preschool (619) Base Allocation | \$2,438.00 | \$2,438.00 | \$0.00 | 100.00% |
| 06408 - IDEA Part B (611) | \$187,163.99 | \$175,702.38 | \$11,461.61 | 93.88% |
| 06412 - IDEA Non-Public | \$1,124.74 | \$1,124.00 | \$0.74 | 99.93% |
| 06415 - IDEA Special Projects | \$0.00 | \$898.22 | (\$898.22) | |
| 06417 - IDEA Part B Transition | \$0.00 | \$697.90 | (\$697.90) | |
| 06700 - Carl Perkins | \$2,000.00 | \$504.54 | \$1,495.46 | 25.23% |
| 08000 - Transfers (Outgoing) | \$100,000.00 | \$100,000.00 | \$0.00 | 100.00% |
| 09000 - Reimbursed by Other Funds/Entities | \$0.00 | \$3,400.31 | (\$3,400.31) | |
| 09005 - General Fund Loan to School Nutrition Fund | \$0.00 | \$100,000.00 | (\$100,000.00) | |
| Total | \$13,929,449.51 | \$11,999,937.18 | \$1,929,512.33 | 86.15% |

Bank Statement Reconciliation

Description

Adjustment Date

Adjustment Amount

Minden High School Activities 06/01/2025 through 06/30/2025

Bank Statement Reconciliation Summary

| | |
|------------------------------------|---------------|
| Statement Balance | \$ 407,263.61 |
| - Outstanding checks | \$ 10,135.64 |
| + Outstanding Deposits | \$ 0.00 |
| + Outstanding Adjustments | \$ 0.00 |
| - Outstanding Investment Transfers | \$ 0.00 |
| Total | \$ 397,127.97 |
| + Investments | \$ 37,000.00 |
| Book Balance | \$ 434,127.97 |

Checks For Payment Listing

| Check Number | Date | Payee | Reason | Amount |
|--------------|------------|---|------------------------------------|--------------|
| EFT | 07/15/2025 | Minden Exchange Bank - EFT | Direct Deposit Fees | \$ 28.15 |
| EFT | 07/15/2025 | Wright Express Fleet Services | Station Fuel Purchases | \$ 1,017.89 |
| 5999 | 07/15/2025 | Accelerated Receivables Solutions | Kearney County Court - ARS | \$ 704.44 |
| 6000 | 07/15/2025 | Ameritas Life Insurance Corp. | Ameritas Tsa | \$ 400.00 |
| 6001 | 07/15/2025 | Ameritas Life Insurance Corp.. | Vision Insurance | \$ 1,010.80 |
| 6002 | 07/15/2025 | Blue Cross Blue Shield | District Dental Insurance | \$ 164.46 |
| 6002 | 07/15/2025 | Blue Cross Blue Shield | District HDHP Health Ins 2PT | \$ 4,222.02 |
| 6002 | 07/15/2025 | Blue Cross Blue Shield | District HDHP Health Ins 9 Mo | \$ 720.44 |
| 6002 | 07/15/2025 | Blue Cross Blue Shield | District HDHP Health Ins FAM | \$ 15,034.80 |
| 6002 | 07/15/2025 | Blue Cross Blue Shield | District HDHP Health Ins SNG | \$ 2,743.68 |
| 6002 | 07/15/2025 | Blue Cross Blue Shield | District Health Ins 2PT | \$ 35,962.52 |
| 6002 | 07/15/2025 | Blue Cross Blue Shield | District Health Ins 9 Mo | \$ 12,600.00 |
| 6002 | 07/15/2025 | Blue Cross Blue Shield | District Health Ins FAM | \$ 93,938.66 |
| 6002 | 07/15/2025 | Blue Cross Blue Shield | District Health Ins SNG | \$ 7,147.98 |
| 6002 | 07/15/2025 | Blue Cross Blue Shield | District Health Ins SPD | \$ 4,330.98 |
| 6002 | 07/15/2025 | Blue Cross Blue Shield | District Health Ins Split | \$ 1,634.66 |
| 6002 | 07/15/2025 | Blue Cross Blue Shield | Feba Bcbs Dental 2PT | \$ 893.70 |
| 6002 | 07/15/2025 | Blue Cross Blue Shield | Feba Bcbs Dental FAM | \$ 1,863.88 |
| 6002 | 07/15/2025 | Blue Cross Blue Shield | Feba Bcbs Dental SPD | \$ 102.28 |
| 6003 | 07/15/2025 | Horace Mann Life Insurance Company | Horace Mann Life Insurance | \$ 1,275.00 |
| 6004 | 07/15/2025 | Madison National Life Insurance Co., Inc. | Feba Life Insurance | \$ 203.50 |
| 6004 | 07/15/2025 | Madison National Life Insurance Co., Inc. | Long-Term Disability | \$ 1,384.88 |
| 6004 | 07/15/2025 | Madison National Life Insurance Co., Inc. | Term Life Policy | \$ 413.00 |
| 6005 | 07/15/2025 | Minden Exchange Bank & Trust Co. | HSA Contribution | \$ 5,663.84 |
| 6006 | 07/15/2025 | Minden Public Schools | District Court | \$ 507.00 |
| 6006 | 07/15/2025 | Minden Public Schools | F/b Dependent Care | \$ 416.67 |
| 6006 | 07/15/2025 | Minden Public Schools | F/b Medical Dental | \$ 4,658.39 |
| 6006 | 07/15/2025 | Minden Public Schools | Increased Retirement Percent | \$ 4,105.90 |
| 6006 | 07/15/2025 | Minden Public Schools | NE Retirement | \$ 82,766.50 |
| 6007 | 07/15/2025 | Minden Public Schools. | Computer Lease Purchase | \$ 747.00 |
| 6008 | 07/15/2025 | Mps Payroll | Federal Withholding | \$ 43,439.40 |
| 6008 | 07/15/2025 | Mps Payroll | FICA | \$ 66,059.44 |
| 6008 | 07/15/2025 | Mps Payroll | Medicare | \$ 15,449.34 |
| 6009 | 07/15/2025 | Mps Payroll NE Income Tax | State Withholding - NE | \$ 18,129.51 |
| 6010 | 07/15/2025 | All City Garage Door, LLC | Bus Barn Garage Door Repair | \$ 485.00 |
| 6011 | 07/15/2025 | Amax Contracting, Inc. | Ceiling Tiles | \$ 571.20 |
| 6012 | 07/15/2025 | Amazon Capital Services, Inc. | Custodial Supplies | \$ 338.48 |
| 6012 | 07/15/2025 | Amazon Capital Services, Inc. | East Media Center Supplies | \$ 1.67 |
| 6012 | 07/15/2025 | Amazon Capital Services, Inc. | East White Board | \$ 192.00 |
| 6012 | 07/15/2025 | Amazon Capital Services, Inc. | HS Window Shades | \$ 1,008.20 |
| 6012 | 07/15/2025 | Amazon Capital Services, Inc. | HS Woods Shop Supplies | \$ 1,799.55 |
| 6012 | 07/15/2025 | Amazon Capital Services, Inc. | MS Locker Room Mats | \$ 64.98 |
| 6012 | 07/15/2025 | Amazon Capital Services, Inc. | MS Media Production Supplies | \$ 37.99 |
| 6012 | 07/15/2025 | Amazon Capital Services, Inc. | MS Music Supplies | \$ 229.32 |
| 6012 | 07/15/2025 | Amazon Capital Services, Inc. | New Teacher Books | \$ 136.48 |
| 6012 | 07/15/2025 | Amazon Capital Services, Inc. | Planners | \$ 29.10 |
| 6012 | 07/15/2025 | Amazon Capital Services, Inc. | Wood Shop Supplies | \$ (199.95) |
| 6012 | 07/15/2025 | Amazon Capital Services, Inc. | Woods Shop Supplies | \$ 199.95 |
| 6013 | 07/15/2025 | Amplify Education, Inc. | Assessment Platform | \$ 3,150.00 |
| 6014 | 07/15/2025 | Aurora Cooperative | Fuel & Chemicals | \$ 1,306.00 |
| 6015 | 07/15/2025 | Black Hills Energy | Bus Barn Natural Gas | \$ 47.87 |
| 6015 | 07/15/2025 | Black Hills Energy | EAST Natural Gas | \$ 856.65 |
| 6015 | 07/15/2025 | Black Hills Energy | HS/MS Natural Gas | \$ 374.08 |
| 6015 | 07/15/2025 | Black Hills Energy | MS Activities Building Natural Gas | \$ 409.99 |
| 6016 | 07/15/2025 | Blick Art Materials | HS Art Supplies | \$ 27.98 |
| 6016 | 07/15/2025 | Blick Art Materials | MS Art Supplies | \$ 69.99 |
| 6017 | 07/15/2025 | Buffalo Outdoor Power | Hustler Mower Repair | \$ 37.99 |
| 6018 | 07/15/2025 | Carter Electric | MS Electrical | \$ 2,087.90 |
| 6019 | 07/15/2025 | CCS Presentation Systems | SMART Notebook License | \$ 59.00 |
| 6020 | 07/15/2025 | CenturyLink | Telephone Services | \$ 457.49 |
| 6021 | 07/15/2025 | City Of Minden | School Resource Officer | \$ 21,839.08 |

Checks For Payment Listing

| Check Number | Date | Payee | Reason | Amount |
|--------------|------------|---|--|--------------|
| 6021 | 07/15/2025 | City Of Minden | Utilities | \$ 21,965.19 |
| 6022 | 07/15/2025 | Clearly | Telephone Services | \$ 823.20 |
| 6023 | 07/15/2025 | Computer Hardware, Inc. | Student Chromebooks and Google Licenses | \$ 48,300.00 |
| 6024 | 07/15/2025 | Cornerstone Electric | HS FCS Stove Electrical Repair | \$ 161.50 |
| 6025 | 07/15/2025 | Cummins Sales and Service | HS Backup Generator Inspection & Service | \$ 511.75 |
| 6026 | 07/15/2025 | DAS State Accounting - Central Finance | Internet Service | \$ 359.77 |
| 6027 | 07/15/2025 | DocuSign, Inc. | Business Office Software | \$ 7,160.40 |
| 6028 | 07/15/2025 | Eakes Office Solutions | Custodial Supplies | \$ 1,672.38 |
| 6028 | 07/15/2025 | Eakes Office Solutions | HS Floor Scrubber Repair | \$ 57.90 |
| 6029 | 07/15/2025 | Educational Service Unit #10 | Power School Hosting, Updates, & Maintenance | \$ 323.00 |
| 6029 | 07/15/2025 | Educational Service Unit #10 | Transition Bootcamp Registration | \$ 40.00 |
| 6030 | 07/15/2025 | Educational Service Unit #11 | IXL Subscription | \$ 11,512.50 |
| 6031 | 07/15/2025 | Egan Supply Co. | Custodial Supplies | \$ 99.10 |
| 6032 | 07/15/2025 | Elan Financial Services | Business Office Newspaper Subscription | \$ 32.99 |
| 6032 | 07/15/2025 | Elan Financial Services | CSTA Conference Registration | \$ 250.00 |
| 6032 | 07/15/2025 | Elan Financial Services | HS Large Printer Ink | \$ 850.00 |
| 6032 | 07/15/2025 | Elan Financial Services | HS Science Subscription Renewal | \$ 59.88 |
| 6032 | 07/15/2025 | Elan Financial Services | HS SPED Assessments | \$ 169.17 |
| 6032 | 07/15/2025 | Elan Financial Services | HS SPED Software Subscription | \$ 259.99 |
| 6032 | 07/15/2025 | Elan Financial Services | HS SPED Subscription | \$ 299.00 |
| 6032 | 07/15/2025 | Elan Financial Services | HS Web/Cloud Based Software | \$ 5.00 |
| 6032 | 07/15/2025 | Elan Financial Services | MS SPED Assessment | \$ 436.03 |
| 6032 | 07/15/2025 | Elan Financial Services | MS SPED Subscription | \$ 1,275.97 |
| 6032 | 07/15/2025 | Elan Financial Services | MS Summer School Materials | \$ 62.10 |
| 6032 | 07/15/2025 | Elan Financial Services | Preschool Supplies | \$ 274.89 |
| 6033 | 07/15/2025 | Engineered Controls, Inc. | Planned Service Agreement | \$ 1,650.00 |
| 6034 | 07/15/2025 | Family Physical Therapy & Sports Center, P.C. | OT/PT/SLP Services | \$ 4,110.75 |
| 6035 | 07/15/2025 | Fifth Street Printing | Envelope Printing | \$ 55.00 |
| 6035 | 07/15/2025 | Fifth Street Printing | Scholarship Certificates | \$ 83.60 |
| 6036 | 07/15/2025 | Hastings Tribune | HS Media Center Newspaper Subscription | \$ 200.00 |
| 6037 | 07/15/2025 | Heartland Refrigeration, LLC | HS Ice Machine Repair | \$ 285.00 |
| 6038 | 07/15/2025 | Hometown Leasing | Copier & Printer Lease | \$ 3,855.49 |
| 6039 | 07/15/2025 | Island Sprinkler Supply | Landscaping Supplies | \$ 313.90 |
| 6040 | 07/15/2025 | Jim's OK Tire Minden, LLC | Coach Bus Drive Tires | \$ 1,704.24 |
| 6041 | 07/15/2025 | JW Pepper & Son, Inc. | HS Instrumental Sheet Music | \$ 63.99 |
| 6042 | 07/15/2025 | Kearney County Health Services | Bus Driver Physical | \$ 95.00 |
| 6043 | 07/15/2025 | Kurita America, Inc. | HS Cooling Tower Probe | \$ 418.24 |
| 6044 | 07/15/2025 | Lampe's Clean Air Specialists | HVAC Filters | \$ 1,111.35 |
| 6045 | 07/15/2025 | Mackin Book Company | East Library Books | \$ 1,576.28 |
| 6045 | 07/15/2025 | Mackin Book Company | HS Library Books | \$ 432.91 |
| 6045 | 07/15/2025 | Mackin Book Company | MS Library Books | \$ 1,282.18 |
| 6046 | 07/15/2025 | Mechanical Sales Parts, Inc. | East HVAC Filter Bags | \$ 134.81 |
| 6047 | 07/15/2025 | Menards - Kearney | East Tile Repairs | \$ 111.06 |
| 6047 | 07/15/2025 | Menards - Kearney | HS Woods Shop Supplies | \$ 496.09 |
| 6047 | 07/15/2025 | Menards - Kearney | Outdoor Classroom Deck & Bridges Repair | \$ 305.29 |
| 6047 | 07/15/2025 | Menards - Kearney | Outdoor Classroom Repair & Downspouts | \$ 92.19 |
| 6048 | 07/15/2025 | Mid-States Automation & Control, Inc. | East HVAC June Repairs | \$ 1,940.38 |
| 6048 | 07/15/2025 | Mid-States Automation & Control, Inc. | HS Gym VFD Installation | \$ 10,720.00 |
| 6048 | 07/15/2025 | Mid-States Automation & Control, Inc. | HS HVAC June Repairs | \$ 1,871.00 |
| 6048 | 07/15/2025 | Mid-States Automation & Control, Inc. | MS HVAC June Repairs | \$ 745.00 |
| 6049 | 07/15/2025 | Miller The Driller, Inc. | Football Field Well Repair | \$ 404.25 |
| 6050 | 07/15/2025 | Minden Hardware | Supplies and Repairs | \$ 316.58 |
| 6051 | 07/15/2025 | Minden Lumber | Building Supplies & Repairs | \$ 225.77 |
| 6052 | 07/15/2025 | Mosyle Corporation | Apple Device Management Software | \$ 2,106.50 |
| 6053 | 07/15/2025 | Napa Auto Parts | Bus 00A Repair | \$ 8.49 |
| 6053 | 07/15/2025 | Napa Auto Parts | Bus 21P Repair | \$ 21.13 |
| 6053 | 07/15/2025 | Napa Auto Parts | Coach Bus Repair | \$ 539.96 |
| 6053 | 07/15/2025 | Napa Auto Parts | HS HVAC Repair | \$ 41.51 |
| 6053 | 07/15/2025 | Napa Auto Parts | Industrial Tech Supplies | \$ 537.99 |
| 6053 | 07/15/2025 | Napa Auto Parts | Mini Bulbs | \$ 8.97 |
| 6054 | 07/15/2025 | NCSA | 2025 Session Legal Implications Webinar | \$ 75.00 |

Checks For Payment Listing

| Check Number | Date | Payee | Reason | Amount |
|---|------------|---|--|------------------------|
| 6054 | 07/15/2025 | NCSA | Membership Dues | \$ 685.00 |
| 6055 | 07/15/2025 | Ne Association School Boards | School Leader & Law Conference | \$ 185.00 |
| 6056 | 07/15/2025 | Nebraska Department of Motor Vehicles | Bus Driver Records Request | \$ 135.00 |
| 6057 | 07/15/2025 | Nebraska Fire Sprinkler Corp | East Fire Sprinkler Inspection | \$ 290.00 |
| 6057 | 07/15/2025 | Nebraska Fire Sprinkler Corp | HS Fire Sprinkler Inspection | \$ 400.00 |
| 6057 | 07/15/2025 | Nebraska Fire Sprinkler Corp | MS Fire Sprinkler Inspection | \$ 435.00 |
| 6058 | 07/15/2025 | Northwest Evaluation Association | 2025-26 MAP Testing | \$ 6,190.00 |
| 6059 | 07/15/2025 | Novus Windshield Repair | Black Edge Windshield Pit Repair | \$ 65.00 |
| 6059 | 07/15/2025 | Novus Windshield Repair | Bus 00A Windshield Pit Repair | \$ 75.00 |
| 6059 | 07/15/2025 | Novus Windshield Repair | Bus 12G Windshield Pit Repair | \$ 65.00 |
| 6059 | 07/15/2025 | Novus Windshield Repair | Bus 20C Windshield Pit Repair | \$ 65.00 |
| 6059 | 07/15/2025 | Novus Windshield Repair | Bus 20P Windshield Pit Repair | \$ 65.00 |
| 6059 | 07/15/2025 | Novus Windshield Repair | Bus 21P Windshield Pit Repair | \$ 65.00 |
| 6059 | 07/15/2025 | Novus Windshield Repair | Bus 22P Windshield Pit Repair | \$ 95.00 |
| 6059 | 07/15/2025 | Novus Windshield Repair | Van 18V1 Windshield Pit Repair | \$ 75.00 |
| 6060 | 07/15/2025 | Omnify Benefits | COBRA and FSA Fees | \$ 280.80 |
| 6061 | 07/15/2025 | One Source | Background Checks | \$ 63.00 |
| 6062 | 07/15/2025 | Pearson Clinical Assessment | School Psych Testing | \$ 310.00 |
| 6063 | 07/15/2025 | Perma-Bound | HS English Books | \$ 177.84 |
| 6064 | 07/15/2025 | Perry, Guthery, Haase & Gessford, P.C., L.L.O | Legal Fees | \$ 1,080.00 |
| 6065 | 07/15/2025 | Plank Road Publishing | East Music Supplies | \$ 152.56 |
| 6082 | 07/15/2025 | Presto-X Company | Pest Control Services | \$ 203.40 |
| 6066 | 07/15/2025 | Protex Central, Inc. | Bus Barn Fire Extinguisher Inspection | \$ 140.00 |
| 6066 | 07/15/2025 | Protex Central, Inc. | Bus Barn Fire Extinguisher Rechanging & Repairs | \$ 172.79 |
| 6066 | 07/15/2025 | Protex Central, Inc. | East Fire Alarm & Extinguishers and Rangehood Inspections | \$ 495.30 |
| 6066 | 07/15/2025 | Protex Central, Inc. | East Fire Extinguisher Rechanging & Repairs | \$ 113.79 |
| 6066 | 07/15/2025 | Protex Central, Inc. | HS/MS Fire Alarm & Extinguishers and Rangehood Inspections | \$ 2,484.10 |
| 6066 | 07/15/2025 | Protex Central, Inc. | MS/HS Fire Extinguisher Rechanging & Repairs | \$ 404.87 |
| 6067 | 07/15/2025 | RackCoach | Weight Lifting Software | \$ 1,000.00 |
| 6068 | 07/15/2025 | Schindler Elevator Corporation | HS Elevator Maintenance Agreement | \$ 274.95 |
| 6069 | 07/15/2025 | School Bus Sales Co. | Bus 20P Repair | \$ 1,666.96 |
| 6070 | 07/15/2025 | School Specialty, LLC | HS Science Supplies | \$ 29.05 |
| 6070 | 07/15/2025 | School Specialty, LLC | HS SPED Supplies | \$ 25.99 |
| 6070 | 07/15/2025 | School Specialty, LLC | MS Language Arts Supplies | \$ 8.83 |
| 6071 | 07/15/2025 | Staples | COOP Order | \$ 1,605.36 |
| 6071 | 07/15/2025 | Staples | COOP Paper Order | \$ - |
| 6072 | 07/15/2025 | Syndicate Publishing, LLC | Board Legal Notices | \$ 65.44 |
| 6072 | 07/15/2025 | Syndicate Publishing, LLC | Board Meeting Notice | \$ 11.45 |
| 6073 | 07/15/2025 | tenBensel, Michelle J | SPED Training Meals Reimbursement | \$ 46.55 |
| 6074 | 07/15/2025 | Total Interiors, Inc | HS Door Repairs | \$ 2,250.00 |
| 6075 | 07/15/2025 | Verizon Wireless | Wireless Hot Spot Data Plan | \$ 160.04 |
| 6076 | 07/15/2025 | Virco | COOP Order | \$ 492.87 |
| 6076 | 07/15/2025 | Virco | MS Desk Hinges | \$ 1,225.00 |
| 6077 | 07/15/2025 | West Music | MS Music Supplies | \$ 1,691.03 |
| 6078 | 07/15/2025 | Widdifield, James T | June Reimbursement | \$ 97.08 |
| 6079 | 07/15/2025 | William Macgill Co | School Nurse Supplies | \$ 1,740.80 |
| 6080 | 07/15/2025 | Woodward's Disposal Service, Inc. | Shredding Service | \$ 62.50 |
| 6081 | 07/15/2025 | WT Cox Subscriptions | HS Media Center Magazine Subscription | \$ 24.15 |
| Subtotal | | | | \$ 627,706.81 |
| Net Payroll - July 2025 | | | | \$ 381,482.79 |
| Total General Fund Disbursements - July 2025 | | | | \$ 1,009,189.60 |

Secretary Kevin Raun

Lunch Fund Checks and Liabilities

| Check Number | Date | Payee | Reason | Amount |
|---------------------------------------|-----------|---|--|----------------------|
| 6088 | 6/10/2025 | LinPepCo Partnership | Beverages | \$ 210.10 |
| 6089 | 6/10/2025 | Pyramid School Products | Scouring Pads | \$ 5.25 |
| 6090 | 6/10/2025 | Cash-wa Distributing Co. | Commodities | \$ 3,356.93 |
| 6091 | 6/10/2025 | Village Uniform | Kitchen Apron and Rag Service | \$ 257.28 |
| 6092 | 6/10/2025 | JA Foodservice Corp | Summer Lunch Commodities | \$ 100,578.40 |
| 561 | 7/15/2025 | Ameritas Life Insurance Corp.. | EE Vision Insurance Premiums | \$ 8.96 |
| 562 | 7/15/2025 | Blue Cross Blue Shield | Health & Dental Insurance Premiums | \$ 3,970.60 |
| 563 | 7/15/2025 | Madison National Life Insurance Co., Inc. | EE Life Insurance Premiums | \$ 20.55 |
| 563 | 7/15/2025 | Madison National Life Insurance Co., Inc. | Long Term Disability | \$ 8.12 |
| 564 | 7/15/2025 | Minden Public Schools | EE & ER Retirement Contributions | \$ 1,704.17 |
| 564 | 7/15/2025 | Minden Public Schools | Employee FEBA - Medical/Dental | \$ 416.60 |
| 565 | 7/15/2025 | Mps Payroll | EE & ER FICA, Medicare, & Federal Income Tax | \$ 2,650.54 |
| 566 | 7/15/2025 | Mps Payroll NE Income Tax | EE Nebraska Income Tax Withholding | \$ 361.01 |
| Subtotal | | | | \$ 113,548.51 |
| Net Payroll - July 2025 | | | | \$ 7,071.45 |
| Total Lunch Fund Disbursements | | | | \$ 120,619.96 |

Building Fund Liabilities

| Check Number | Date | Payee | Reason | Amount |
|--|-----------|---------------------------|------------------------------------|---------------------|
| 653 | 7/15/2025 | Midwest Floor Specialists | MS Gym Floor Custom Painting | \$ 5,900.00 |
| 653 | 7/15/2025 | Midwest Floor Specialists | MS Gym Floor Sanding & Refinishing | \$ 19,270.00 |
| Total Building Fund Disbursements - July 2025 | | | | \$ 25,170.00 |

Internal Board Policies - OrganizationStanding Committees

It shall be the policy of Minden Public Schools that the following will be the standing committees of the Board of Education:

1. Negotiations Committee
2. Committee on American Civics
3. Transportation/Facilities
4. Finance Committee
5. Policy Committee
6. Legislation Committee

It shall further be the policy of Minden Public Schools that the Superintendent shall appoint the members of the above committees.

Legal Reference: Neb. Rev. Stat. Sec. 79-724
Neb. Rev. Stat. Sec. 79-520

Date of Adoption: July 8, 2019
Date Reaffirmed: March 8, 2021



MINDEN PUBLIC SCHOOLS

C.L. Jones Middle School

Ed Rowse, MS Asst. Prin./Act. Dir.

520 W. 3rd Street

Minden, NE 68959-1598

308-832-2338 School

308-832-3236 Fax

**JULY 2025 BOARD MEETING
MIDDLE SCHOOL ASSISTANT PRINCIPAL/ATHLETIC DIRECTOR REPORT**

It's been a wonderful summer so far, I hope our students and staff are also enjoying their summer as well. With July here it starts to feel like the summer is sliding by too fast. I was in the office a lot in June but will be in my office less in July trying to get some projects finished at home and enjoying the mornings outside.

Summer enrichment was a big success for our students and staff. Mrs. Clapper, Christa, and Abria worked hard giving our students a great experience. Summer enrichment went from May 27th-June 13th 8:30 am-11:30 am. There were around 20 students each day in summer enrichment.

Even though we didn't have as big of a renovation this summer there have been some big improvements to the middle school this summer starting before school was out with the gym floor. At the moment wall mats are being hung up in the C.L. Jones gym and activity gyms. Both gyms will look great when all the work is finished this summer. I am so thankful for the skills Chad and Travis have and their willingness to help anywhere they are needed. Early in the summer I ordered 15 replacement seats for some of the competition chairs in the gym that have worn out over the years of use. After evaluating the condition of the chairs in the gym I felt it was more cost effective to replace just the seats of 15 chairs so we would have 30 nice chairs for the contests we host in the C. L. Jones gym. We are presently waiting for the replacements to arrive and will get them put on. I am so thankful for the beautiful building that we have! Our custodians painted two 5th grade classrooms and three staff members have painted their classrooms as well this summer.

In late June I was able to do an online training updating my skills using our new NEE Observation tool. NEE has been a very good update to our observation process both from the administrative side as well as for our teachers. I look forward to using more of the features this school year now that I have more experience with it.

I was able to fill our last open coaching position a week ago. The position became open when a new staff member moved from coaching middle school boys basketball to taking an open assistant girls varsity basketball position. Austin Lutkemeier will be an assistant 7th/8th grade boys basketball coach at the middle school. I know he will do a great job for us!

I expect to spend the rest of the summer spending time with Mr. Strasburg getting acquainted with each other and building plans for the upcoming school year!

Ed Rowse



MINDEN PUBLIC SCHOOLS
ACTIVITIES/ATHLETIC DEPARTMENT
Jason Strong, Asst. Prin./Act. Dir.

622 W. 3rd Street
Minden, NE 68959-1598
308-832-2254 School
308-832-1892 Fax

July 2025 BOARD MEETING
ACTIVITY DIRECTOR REPORT

On July 22nd and 23rd, we will be sending a total of 8 of our coaching staff to the Nebraska Coaches Association All Sports Clinic in Lincoln. This clinic is a great opportunity for our coaches to attend high quality learning sessions where they will pick up on new strategies and techniques they can incorporate into their programs. This clinic is also a great opportunity for our coaching staff to interact and network with other coaches from around the state. The really great part of this clinic is that it includes all sports and provides high quality learning sessions for all athletic coaches, athletic trainers, and athletic directors. Attending this clinic is a great way for our coaches to prepare for the upcoming seasons

The passage of the 4th of July brings about a period of time where I really start preparing for the fall activity season. I have been busy finalizing schedules for all activities, scheduling and securing officials for our home contests, and updating handbooks with minor changes. It has been a fantastic summer so far, and I am looking forward to enjoying the rest of July as well as getting our activities back going in August!

Each summer, many of our activities have events and training that take place throughout the summer. There is a lot of behind the scenes camps and leagues that our kids participate in that many folks may not be aware of. These events are in addition to the morning weight room sessions that take place each morning starting at 6am and run through 9am. This summer we have had a great turn out for our high school kids in the weight room as well as our middle school kids who train. While the focus for our high school kids is to build overall strength and agility, the focus for our middle school weights kids is to learn correct form and technique. Our sponsors have done a great job putting in hours monitoring and helping kids in the weight room throughout the summer.

| Weight Training | | | |
|-------------------------|---|--|---------------------------|
| Lead: Jebb Hatch | High School Girls Followed by Boys | June 2nd - Aug. 1st (Monday - Friday) | 6:59-8:15/ HS Weight Room |
| Lead: Dan Wilson | Middle School Boys/Girls Weight Training | June 2nd - July 21st (Monday/ Wednesday/ Friday) | 8:30/9:30 HS Weight Room |

Below you will see a list of the activities our programs have planned for the summer. As you will see below, it is quite extensive. Success does not happen at random!:

| Volleyball | | |
|---------------------------|---|-------------------|
| Coach: Julie Ratka | Youth Camp (3rd through 8th) | June 24, 25, & 26 |
| | Minden Team Camp (Varsity, JV, Freshmen) | July 7th |
| | David City Team Camp (Varsity Only) | July 15th |

| | | |
|--|---|--|
| | Crete Team Camp (Reserve & JV) | July 18th |
| | UNO Team Camp (JV & Varsity) | July 10th & 11th |
| | Skills Camp (everyone) | July 8th - Concordia University Coaches |
| | Sand VB Tournament with Kearney High | July 25th |
| | Top Ten Team Camp (JV & Varsity only) | July 29th & 30th |
| | Kearney Catholic Futures 9th & 10 only | July 21st |
| | Weight Room (Girls) | May 28th - M, T, W, Th - 5:45 a.m. - 7:00 a.m. |
| | Open Gym | Tuesday nights |

| Basketball | | |
|----------------------------|--|--|
| Coach: Allie Proski | Weight Room (Girls) | Starting May 28th (Monday - Thursday 5:45-7:00am) |
| | Youth Whippet Basketball Camp (2nd through 8th) | June 16th & 17th 9:00 - 11:00 am |
| | KCHS Team Camp - JV/V | June 6th |
| | NE Top 10 Camp Kearney - V | June 9th & June 10th |
| | Coach Buck Skills Clinic - everyone | June 16th @ 5:30 - 8:00 pm |
| | Scrimmage in Shelton - everyone | June 18th |
| | Concordia Team Camp - JV/V | June 26th |
| | Open gym - everyone | June 2, 23, 30 & July 14, 21, 28 6:30 - 8:00 pm |

| CC/Track | | |
|------------------------------|--|--|
| Coach: Shawn Wheelock | Throughout Summer - 8:00am M-T-W-T-F | |
| | FCA Camp @ UNK - (athlete choice to attend) | |
| | Team Camp @ Ft. Kearny - (7-12 Team) | |

| | | |
|-------------------------------|-------------------------|---|
| Coach: Whitney Maulsby | Junior Golf Camp | June 3, 4, & 5 (8:00-1:00 pm) Minden Country Club |
| | Open Golf | Tuesdays in June/July (4:30-5:45) Minden Country Club |
| | | Anthony Blum July 25 |

| Cheer | | |
|---------------------------------|------------------------|--------------------------------|
| coach: Victoria Anderson | Weight training | M-Thurs. 5:45 am-7 am |
| | June Practices | Tues & Friday - 8PM |
| | Cheer camp | July 14-16th |
| Dance | | |

| | | |
|-----------------------|------------------------------|--|
| Ashley Forster | Dance Camp | July 22, 23, 24 |
| | Summer practice | Tuesdays 7:30-8:45a & Sundays 7-8:15p |
| | | |
| Band | | |
| Matt Stubbs | High School Band Camp | July 31, Aug 1, 4, 5, 6 |

| | | | |
|------------------------------|--|---------------------------------------|----------------------------|
| CC/Track | | | |
| Coach: Shawn Wheelock | Throughout Summer - 8:00am M-T-W-T-F | | |
| | FCA Camp @ UNK - (athlete choice to attend) | | |
| | Team Camp @ Ft. Kearny - (7-12 Team) | | |
| | | | |
| Football | | | |
| Coach: Jebb Hatch | Weight Room (Boys) | June 2nd - Aug. 1st (Monday - Friday) | 6:59-8:15 |
| | | | |
| | HS Football Camp | May 27th-30th | 8-10:30 |
| | 7 on 7 | | |
| | Passing Game Install | Wednesday's After Lifting | 8:15-9:15 A.M. |
| | Run Game Install | Monday's After Lifting | 8:15-9:00 A.M. |
| | Youth Camp (3rd thru 8th Grade) | May 28th & 29th | 12:30-2:00pm |
| | | | |
| Basketball | | | |
| Coach: Carson Blum | Morning Workouts | | |
| | Minden Youth Camp (3rd through 8th) | May 13-15 | 4 - 5:30 PM (After School) |
| | Varsity Camp @ Kearney Catholic | May 30 | |
| | Varsity Camp @ Kearney High | June 6 | |
| | JV Camp @ Adams Central | June 9-10 | 12:30 PM |
| | Varsity Camp @ GICC | June 12 | |
| | Varsity Camp @ Cross County | June 17 | |
| | Varsity Camp @ Central City | June 26 | |
| | | | |
| Boys Wrestling | | | |
| Coach: Keaton | Open Mats | Tues and Thursday after weights | |

| | | | |
|-------------------------------|------------------------------------|--|--|
| Gracey | | (beginning in June) | |
| Going as a team | Malcolm Team Camp \$35 | June 2nd and 3rd | |
| Individuals may attend | UNK - A Few Wrestlers \$170 | June 15-18 | |
| Going as a team | Doane Team Camp \$65 | June 30-July 2 | |
| Individuals may attend | Minden Camp | TBD | |
| | | | |
| | | | |
| | | | |
| | | | |
| Boys Golf | | | |
| Coach: Taylor Maulsby | Junior Golf Camp | June 3, 4, & 5 (8:00-1:00 pm) Minden Country Club | |
| | | Anthony Blum July 25 | |
| | Open Golf | Monday Evenings (5:00-6:30) | |

Minden Public School Board of Education Report

July 2025



Sandy Pohl, East Elementary and Minden Public Preschool Principal

Early Intervention Services: Sara Anderson and Alyssa Schneider continue to serve families through Individual Family Service Plans during their summer contracted days. IFSP meetings take place as needed during the months of June and July involving qualified families, Mrs. Stott, Ms. Anderson, Mrs. Schneider, and Mrs. Pohl.

Summer Meals: Meals continue to be distributed to families every Tuesday at East Elementary.

Summer Enrichment: The summer enrichment program at East concluded on June 13th. This program served close to fifty children throughout the month.

MANDT: The MANDT system is designed to help develop a culture that provides emotional, psychological, and physical safety for every member of an environment. ESU 11 held a recertification training in early June in which members of East Elementary's staff attended with Mrs. Pohl.

Professional Development: Mrs. Stepp attended a reading training focused on early literacy skill development. The training attendance and funding was locally organized by ESU 11 who also sent their teaching and learning staff members.

Hiring: A big welcome to our new administrative assistant, Morgan Bergstrom. Morgan previously served East Elementary for ten years in the paraprofessional role and has formed positive relationships with parents, students, and fellow staff members. KateLyn Gillming has been hired as a paraprofessional. She has experience in early childhood education and looks forward to working in the same district her children attend school.

Superintendent Report

Meeting: July Board Meeting

Date: 7/14/25

Mr. Widdifield

=====

Topics:

Summer Projects: We have completed several of our summer projects, but some finishing work remains. The middle school gym looks fantastic. We are painting the walls where the mats were. We are moving a few plugins and other conduits that would be in the way of installing the new gym mats. All the buildings are progressing and will look great before the start of school. The boiler project is going very well, and they might be ahead of schedule. Rasmussen has done a fantastic job. Concrete and tree projects are scheduled to begin this month. HVAC systems in the high and middle schools are functioning well. Our high school gym units are working much better after we installed the variable frequency drives. I am excited for the staff and students to see all the significant improvements we have made this summer.

Budget/NDE requirements: Jeremy and I continue to work on preliminary budget figures, along with NDE paperwork, for July and August. The significant change is if we need to send a postcard out for any changes to our tax asking that would exceed a 2% growth, plus the real property growth percentage.

Thank You: Thank you to all the custodial and maintenance staff for the work in and out of the building. Our grounds look fantastic, and we have tackled large projects in all buildings. We are ready for school to start in August.

Bylaws of the Board - Bylaws, Policies and RegulationsFormulation, Adoption, Amendment of Policies

Policy proposals and suggested amendments to or revisions of existing policies shall normally be submitted to all members of the Board of Education by the Superintendent in writing prior to a regularly scheduled Board of Education meeting in which such proposed policies, amendments, or revisions thereof shall be read and discussed.

Policies will be adopted or amended after consideration at two (2) meetings of the Board of Education. The agenda and minutes shall be marked to indicate policy matters.

The formal adoption of policies shall be by majority vote of all members of the Board of Education and the actions shall be recorded in the minutes of the Board of Education. Only those written statements so adopted and so recorded shall be regarded as official policy.

Policies shall be reviewed at least every two (2) years or at such other periodic time periods as may be required by law.

Reference: Robert's Rules of Order

Date of Adoption: December 15, 2009

Date Reaffirmed: March 8, 2021

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

The policy of Minden Public Schools is to not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, in admission or access to, or treatment with regard to employment or with regard to its programs and activities.

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

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

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

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

For purposes of this policy, discrimination or harassment based on a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, is prohibited. The following are general definitions of what might constitute prohibited harassment.

a. In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual

orientation or gender identity, or other protected status, constitutes harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

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

Sexual harassment may exist when:

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

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

2. **Procedures:**

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

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

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

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

Date of Adoption: [Insert Date]

Business Operations

Procurement Plan – School Food Authorities

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

Procurement Policy

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

- When the annual total for food service program related items is less than \$250,000 (simplified acquisition threshold) per procurement event or in aggregate purchases this organization will follow the informal simplified acquisition threshold procedures.
- When the annual total for food service program related items is greater than \$250,000 (simplified acquisition threshold) per year per procurement event or in aggregate purchases this organization will follow the Formal Competitive Solicitation Procedures.

Micro-Purchase Procedures

Micro-Purchases may be used for single purchases under \$10,000 made with a vendor [2 CFR 200.320(a)].

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

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

Simplified Acquisition Threshold Procedures

For purchases made below the simplified acquisition threshold, simplified acquisition threshold procedures will be utilized to purchase necessary goods and services. When simplified acquisition threshold procedures are used, this organization will take the following steps:

1. Contact a reasonable number of qualified vendors.
2. Write specifications for goods and services.
3. Document each vendor's quoted price. (ex. log sheet)
3. Select the company that provides the lowest, most responsive, and responsible bid.
4. Document supplier who was awarded the quote.
5. Manage orders by confirming product and prices match quotes.

Formal Competitive Solicitation Procedures

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

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

(Note: If the simplified acquisition threshold established in the sponsor’s procurement policy statement is less than \$250,000, the smaller bid threshold will govern.)

Procurement Summary

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

- A. Competition: We shall demonstrate our goods and services are procured in an openly competitive manner. Competition will not be unreasonably restricted. [7 CFR 210.21(c)(1)] [2 CFR Part 200.319(a)(1-7)]
- B. Comparability: We recognize for true competition to take place, we must maintain reasonable product specifications to adequately describe the products to be purchased and the volume of planned purchases based upon pre-planned menu cycles. [2 CFR 200.319(a)(6)]
- C. Documentation: We shall maintain for the current year and the preceding three years all significant materials that will serve to document our policies and procedures. [2 CFR 200.318(i)]
- D. Code of Conduct: This program shall be governed by the attached Code of Conduct and it shall apply to all personnel, employees, directors, agents, officers, volunteers or any person(s) acting in any capacity concerning the food service procurement program. [2 CFR 200.318(c)(1)]

- E. Contract Administration: Purchases shall be checked or verified by designated staff to assure that all goods and services are received and prices verified. All invoices and receipts shall be signed, dated, and maintained in the documentation file. [2 CFR Part 200.318(b)]
- G. General Requirements:
1. Small, minority, veteran-owned, and women's businesses enterprises and labor surplus firms are used when possible. [2 CFR 200.321]
 2. Ensure compliance with the Buy American Provision when purchasing food 7 CRF 210.21(d).
 3. A cost or price analysis in connection with every procurement action in excess of the simplified acquisition threshold including contract modifications. [2 CFR 200.323(a)]
 4. Documented Procurement Procedures and activities will be maintained. [2 CFR 200.318(a)]
- H. Duties of Food Service Supervisor:
1. Plan the goods or services needed for the school food service program for the school year based on planned menus through needs assessment, forecasting and budgeting.
 2. Develop written specifications for food/supplies needed. Include details such as descriptions and product requirements (e.g. packaging, weight, pack size, etc.) for needed goods or services.
 3. Compare product specifications among all vendors/contractors. Information for prices obtained from grocery stores, farmer's markets, etc.
 4. Make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service, and price.
 5. Place and confirm orders with vendors or make plans to purchase the required items.
 6. To make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service and price.
 7. To work with vendors on a fair and equal basis.
 8. To conduct an in-house procurement review once per year.

Date Adopted: July 8, 2019
Date Reaffirmed: April 12, 2021
Date of Adoption: August 11, 2025

Business OperationsInternal Controls

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

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

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

Legal Reference: 2 C.F.R. § 200.303.

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

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

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

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

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

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

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

Cross-Reference: Policies 3130 & 3131.

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

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

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

Legal Reference: 2 C.F.R. § 200.213.

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

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

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

Legal Reference: 2 C.F.R. § 200.302.

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

Legal Reference: 2 C.F.R. § 200.307.

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

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

Legal Reference: 2 C.F.R. § 200.306.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Legal Reference: 2 C.F.R. § 200.334.

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

Legal Reference: 2 C.F.R. § 200.112.

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

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

Date of Adoption: [Insert Date]

Business OperationsSafe Driving Record Standard for Drivers

Standard for Pupil Transportation Vehicle Drivers: Each person who is required to have a permit to operate a pupil transportation vehicle for this School District shall meet all requirements to hold and continue to hold a pupil transportation operator's permit, including the successful completion of a physical assessment and a Medical Examiner's Certificate.

One of the requirements for obtaining such a permit is that the person have a record of satisfactory driving as determined by Board policy. For such persons, a satisfactory driving record means a record that reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 7 years; or,
3. Reckless driving or willful reckless, within the immediate prior 7 years; or
4. Accumulation of 5 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 3 or 4 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or the Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Standard for Drivers of Small Vehicles for Activity Trips: Each person who drives a small vehicle (car or van) other than a pupil transportation vehicle for school activities and who is not required to have a permit to operate a pupil transportation vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. For such persons, a satisfactory driving record means a record that reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs, or refusal to submit to a chemical test, within the immediate prior 7 years; or,
3. Reckless driving or willful reckless, within the immediate prior 7 years; or
4. Accumulation of 5 or more points under the motor vehicle operators' license point system, within the immediate prior 4 years. In the event the person has accumulated 3 or 4 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or the Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Drivers who exclusively drive small vehicles for activity trips are not required to obtain a Medical Examiner's Certificate.

Standard for Drivers of Other School Vehicles: Each person who drives a school vehicle other than a pupil transportation vehicle and does not transport students in the vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. In the event the person's employment position requires driving vehicles as a function of the person's employment, the employment may be terminated in the absence of a record of satisfactory driving. For such persons, a satisfactory driving record means a record that reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 7 years; or,
3. Reckless driving or willful reckless, within the immediate prior 7 years; or
4. Accumulation of 6 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 3, 4, or 5 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or the Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

The record of satisfactory driving standards shall apply to all new employees from and after the adoption of this policy. Existing employees shall be subject to the same standards, provided that the Superintendent or Superintendent's designee may determine to permit an exception based on the existing employee's record of satisfactory driving while employed with the District and the nature and proximity of prior driving offenses as such offenses relate to safe transportation.

Legal Reference: Neb. Rev. Stat. Sections 79-318, 79-602, 79-607 and 79-608
Neb. Rev. Stat. Sec. 60-4,182 (point system)
Title 92, Nebraska Administrative Code, Chapters 91 & 92

Date of Adoption: [Insert Date]

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

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

Minden Public Schools does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to designated and approved youth groups. Reasonable accommodations will be provided to employees with disabilities and to those who are pregnant, have given birth, or have a related medical condition, as required by law. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: James Widdifield, 543 W. 5th, Minden, NE 68959 (308) 832-2440 (james.widdifield@mindenwhippets.org).

Employees and Others: James Widdifield, 543 W. 5th, Minden, NE 68959 (308) 832-2440 (james.widdifield@mindenwhippets.org).

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

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

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

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual

orientation or gender identity, or other protected status, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

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

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

Discriminatory harassment because of a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, may include, but is not limited to:

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

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

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or

- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled “Grievance Procedures,” below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

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

2. Anti-retaliation:

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

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

3. Grievance (or Complaint) Procedures:

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

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

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

i. Level 1 (Investigation and Findings):

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

The District will 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 District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will aim to complete its investigation within ten (10) working days after receiving a complaint or report, unless extenuating circumstances exist as determined by the investigator. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will be determined by the investigator and in compliance with any legal requirements. Periodic status updates will be given to the parties, when appropriate.

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

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.

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

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

- a. A summary of the facts,
- b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
- c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate such discrimination, harassment or other inappropriate conduct.

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

The District may, when appropriate or when legally required, send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within one week after the investigation is completed. 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.

ii. Level 2 (Appeal to the Superintendent):

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within five (5) working days after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal within ten (10) working days after

receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education within five (5) working days after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board or a Committee of the Board of Education to present his or her appeal. The Board or Committee of the Board of Education may, in its discretion, issue a written determination about the appeal. The Board or a Committee of the Board may, in the alternative, vote on the appeal and send the party the outcome of the vote. The party who filed the appeal will be sent the Board's determination. The Board's or Committee's determination, and any actions taken, will be final on behalf of the District.

4. Confidentiality:

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

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

5. Training:

The District will ensure that relevant District employees are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.

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

6. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

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

7. Preventive Measures:

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

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events

such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

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

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

Date of Adoption: [Insert Date]

Personnel - All EmployeesDrug and Substance Use and Abuse

It is the policy of the Minden Public School District to eliminate the influence of drugs, alcohol, and other chemicals within the school environment and to educate students against the usage of drugs, alcohol, and illegal substances. The District will implement regulations and practices that will ensure compliance with laws relating to drugs and alcohol, including the Drug-Free Workplace Act and the Omnibus Transportation Employee Testing Act of 1991, and all regulations and rules promulgated pursuant thereto.

Section 1 Drug-Free Workplace

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school-utilized vehicles, and places in which school activities are held. The school district recognizes that the use, possession, or being under the influence of illicit drugs or alcohol constitutes a hazard to the positive development of students and employees and a substantial interference with school purposes.

1. The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the workplace. Employees are also prohibited from possessing, using, or distributing illicit drugs or alcohol, or being under the influence of illicit drugs or alcohol, on any district property or district-sponsored event. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol in the workplace or on duty time shall be a violation of the drug-free workplace.
2. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, employees are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the employee commits a criminal drug or alcohol offense outside the workplace or off-duty time.
3. As a condition of employment, employees will abide by the District's drug-free workplace policies and notify the Superintendent or designee of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction.
4. Disciplinary sanctions, up to and including termination of employment and referral for prosecution, will be imposed upon employees who violate the aforementioned standards of conduct. Sanctions for violation thereof may include the requirement that the employee complete an appropriate rehabilitation program, reprimands, and non-renewal, cancellation, or termination of a contract of employment.
5. Employees shall be advised through employee publications about drug and alcohol counseling and rehabilitation and reentry programs that are available.
6. Employees shall be furnished with a paper or digital copy of this policy.

This policy supplements and is in addition to all other policies, regulations, practices, procedures and contractual provisions regarding or related to the improper or unlawful possession, use, or distribution of illicit drugs and alcohol.

Section 2 Alcohol and Drug Testing

The District will implement regulations and practices that will ensure compliance with the Omnibus Transportation Employee Testing Act of 1991 and all regulations and rules promulgated pursuant thereto. Employees in "safety-sensitive" positions, as defined by the Act and regulations promulgated thereunder, including employees whose position requires a commercial driver's license (CDL), shall be tested for alcohol and controlled substances as required by law. (See attached Appendix "1"). Refusal to submit to such pre-employment testing or testing positive shall disqualify an applicant from employment. Reasonable suspicion, random, post-accident, return-to-duty, and follow-up testing shall also be conducted. Employees who test positive shall be immediately removed from safety-sensitive positions and shall be removed from employment.

Legal Reference: 41 U.S.C. §§701 to 707
 49 U.S.C. §31306 and 49 CFR Part 382

Date of Adoption: [Insert Date]

4009 - APPENDIX 1

**CONTROLLED SUBSTANCES AND ALCOHOL USE AND TESTING:
FEDERAL REGULATIONS, MINDEN PUBLIC SCHOOL'S COMPLIANCE POLICIES
AND PROCEDURES, AND EDUCATIONAL MATERIALS**

The U.S. Department of Transportation (DOT) and the Federal Highway Administration (FHWA) have issued regulations requiring that individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDL) be tested for controlled substances and alcohol and not engage in controlled substances use or alcohol misuse. Information concerning those regulations, Minden Public Schools policies and procedures, and educational materials relating to controlled substances use and alcohol misuse is set forth as follows:

(A) The persons designated by Minden Public Schools to answer employee questions about these materials are:

Superintendent of Schools
Secondary Principal

(B) The categories of employees who are subject to the provisions of the federal controlled substances and alcohol use and testing regulations are:

Individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDL), including bus drivers and distribution and maintenance employees who are subject to driving commercial motor vehicles.

(C) The term "safety-sensitive functions" means:

- (1) All time waiting to be dispatched, unless the driver has been relieved from duty;
- (2) All time inspecting equipment or inspecting, servicing, or conditioning any commercial motor vehicle (i.e., a vehicle in excess of 26,000 pounds GVWR or designed to carry 16 or more passengers, including the driver) at any time;
- (3) All driving time (i.e., time spent at the controls of a commercial motor vehicle in operation);
- (4) All time, other than driving time, in or upon any commercial motor vehicle;
- (5) All time loading or unloading a vehicle, supervising, or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or giving or receiving receipts for shipments loaded or unloaded;
- (6) All time spent performing the driver requirements of 49 CFR §§392.40 and 392.41 relating to accidents;
- (7) All time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

(D) Employee conduct that is prohibited by the federal controlled substances and alcohol use and testing regulations includes:

1. **Alcohol concentration.**
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater.
2. **Alcohol possession.**
No driver shall be on duty or operate a commercial motor vehicle while the driver possesses alcohol.
3. **On-duty use.**
No driver shall use alcohol while performing safety-sensitive functions.
4. **Pre-duty use.**
No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. **Use following an accident.**
No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.
6. **Refusal to submit to a required alcohol or controlled substances test.**
No driver shall refuse to submit to a post-accident alcohol or controlled substances test, a reasonable suspicion alcohol or controlled substance test, or a follow-up alcohol or controlled substances test.
7. **Controlled substances use.**
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to the instructions of a physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a commercial motor vehicle.
8. **Controlled substances test.**
No driver shall report for duty, remain on duty or perform a safety-sensitive function, if the driver tests positive for controlled substances.

(E) The circumstances under which an employee will be tested for alcohol and/or controlled substances pursuant to the federal regulations include:

1. **Pre-employment testing.**
Prior to the first time a driver performs safety-sensitive functions, the driver shall undergo testing for alcohol and controlled substances. No safety-sensitive functions are to be performed unless the driver has been administered an alcohol test with a result indicating an alcohol concentration less than 0.04, and has received a controlled substances test result from the medical review officer indicating a verified negative test result.

2. Post-accident testing.

- (a) As soon as practicable following an accident involving a commercial motor vehicle, each surviving driver:
- (1) Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved the loss of human life; or
 - (2) Who receives a citation under State or local law for a moving traffic violation arising from the accident shall undergo a test for alcohol and controlled substances.
- (b) (1) *Alcohol tests.* Shall be administered within two hours following the accident unless such can not reasonably be done, and not more than eight hours following the accident.
- (2) *Controlled substance tests.* Shall be administered within 32 hours following the accident.
- (c) A driver who is subject to post-accident testing shall remain readily available for such testing or may be deemed by the employer to have refused to submit to testing. The driver shall be permitted to leave the immediate scene of an accident for the period necessary to obtain assistance in responding to the accident, or to obtain necessary emergency medical care, but shall otherwise remain readily available for testing.

3. Random testing.

- (a) Drivers shall be subject to random testing. The minimum annual percentage rate for random alcohol testing should be 25 percent of the average number of driver positions, or such minimum annual percentage rate as established from time to time by the FHWA. The minimum annual percentage rate for random controlled substance testing shall be 50 percent of the average number of driver positions.
- (b) The selection of drivers for random alcohol and controlled substances testing shall be made by a scientifically valid method. Under the selection process used, each driver shall have an equal chance of being tested each time selections are made.
- (c) The random alcohol and controlled substances tests shall be unannounced and the dates for administering random alcohol and controlled substances tests shall be spread reasonably throughout the calendar year.
- (d) Each driver who is notified of selection for random alcohol and/or controlled substances testing shall proceed to the test site immediately; provided, however, that if the driver is performing a safety-sensitive function at the time of notification, the driver shall cease to perform the safety-sensitive function and proceed to the testing site as soon as possible.

4. Reasonable suspicion testing.

- (a) A driver shall submit to an alcohol test when the employer has reasonable suspicion to believe that the driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations (except for possession of alcohol).
- (b) Under federal law, notwithstanding the absence of a reasonable suspicion alcohol test, a driver is prohibited from reporting for duty or remaining on duty requiring the performance of safety-sensitive functions while the driver is under the influence of or impaired by alcohol and must not perform or continue to perform safety-sensitive functions, until:

- (i) An alcohol test is administered and the driver's alcohol concentration measures less than 0.02; or
- (ii) Twenty-four hours have elapsed following the determination that there is reasonable suspicion to believe that the driver has violated the prohibitions concerning the use of alcohol.

5. **Return-to-duty testing.**

(a) Alcohol. If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning alcohol and has not been terminated, the driver shall undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02.

(b) Controlled Substances. If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning controlled substances, and has not been terminated, the driver shall undergo a return-to-duty controlled substances test with a result indicating a verified negative result for controlled substances use.

6. **Follow-up testing.**

Following a determination that a driver is in need of assistance in resolving problems associated with alcohol misuse and/or use of controlled substances, the driver shall, if still employed, be subject to unannounced follow-up alcohol and/or controlled substances testing as directed by a substance abuse professional in accordance with the provisions of federal regulations.

Random, reasonable suspicion, and follow-up alcohol testing shall be conducted only when the driver is performing safety-sensitive functions, just before the driver is to perform safety-sensitive functions, or just after the driver has ceased performing safety-sensitive functions.

(F) The procedures that will be used to test for the presence of alcohol and controlled substances, to protect the employee and the integrity of the testing processes, to safeguard the validity of the test results, and to ensure that those results are attributed to the correct employee include:

The procedures outlined in 49 CFR 40, concerning procedures for the Transportation Workplace Drug and Alcohol Testing Program, will be followed. This includes the use of a "split sample" approach for drug testing and chain of custody procedures, including documentation of screening aliquots.

(G) An employee is required to submit to alcohol and controlled substances tests administered pursuant to the federal regulations.

(H) A "refusal to submit" to an alcohol or controlled substance test includes:

Refuse to submit (to an alcohol or controlled substances test) means that a driver (1) Fails to provide adequate breath for testing without a valid medical explanation after he or she has received notice of the requirement for breath testing, (2) fails to provide adequate urine for controlled substances testing without a valid medical explanation after he or she has received notice of the requirement for urine testing, or (3) engages in conduct that clearly obstructs the

testing process. A failure to remain readily available for post-accident testing, or to notify the employer of the need for such testing, or to proceed to the test site immediately for random testing, may be deemed by the employer to constitute a refusal to submit.

The consequences for refusing to submit to an alcohol or controlled substances test are as follows: A driver who has refused to submit to a required alcohol or controlled substance test is subject to the same consequences as a driver who has tested positive on an alcohol (concentration of 0.04 or greater) or controlled substances test.

(I) The consequences under the federal regulations for employees who have violated the federal regulations relating to controlled substances and alcohol use and testing include:

The driver shall be removed from and not permitted to perform safety-sensitive functions. The driver shall be referred for evaluation by a substance abuse professional for a determination of what assistance, if any, the employee needs in resolving problems associated with alcohol misuse and controlled substance abuse.

Before a driver returns to duty requiring the performance of a safety-sensitive function after engaging in conduct prohibited by the federal regulations, the driver shall, if still employed, undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02 if the conduct involved alcohol, or a controlled substances test with a verified negative result if the conduct involved a controlled substance.

In addition, each driver identified as needing assistance in resolving problems associated with alcohol misuse or controlled substance use, if still employed,

- (i) Shall be evaluated by a substance abuse professional to determine that the driver has properly followed any rehabilitation program prescribed, and
- (ii) Shall be subject to unannounced follow-up alcohol and controlled substances tests administered by the employer following the driver's return to duty.

The driver may also be subject to the penalty provisions of 49 U.S.C. § 521(b).

(J) The consequences under the federal regulations for employees found to have an alcohol concentration of 0.02 or greater but less than 0.04 include: Removal from safety-sensitive functions for a period of not less than 24 hours following administration of the test.

(K) Information to assist employees in avoiding alcohol misuse and controlled substances use, signs and symptoms of an alcohol or a controlled substances problem, and available methods of intervening when such a problem is suspected: Information will be made available by the counselor to employees.

(L) The requirement that the following personal information collected and maintained under this part shall be reported to the Clearinghouse:

- (i) A verified positive, adulterated, or substituted drug test result;
- (ii) An alcohol confirmation test with a concentration of 0.04 or higher;

- (iii) A refusal to submit to any test required by law;
- (iv) An employer's report of actual knowledge of:
 - (A) On duty alcohol use;
 - (B) Pre-duty alcohol use;
 - (C) Alcohol use following an accident; and
 - (D) Controlled substance use;
- (v) A substance abuse professional report of the successful completion of the return-to-duty process;
- (vi) A negative return-to-duty test; and
- (vii) An employer's report of completion of follow-up testing.

Legal Reference: 49 CFR §382.601(b)(12).

Date of Adoption: [Insert Date]

StudentsAssignment of Students: Grade Placement and Transfer StudentsAssignment of Students

The administration shall be responsible for determining academic placement decisions involving students, including situations where students transfer into Minden Public Schools from other educational settings. The District reserves the right to make the most appropriate grade level placement, class placement, and teacher assignment for students that best fulfills the needs of the students and the school district.

Grade Level Placement and Credits

Students who enter the District shall be required to present transfer documents and such records as the administration determines appropriate, indicating grade placement, courses completed, and special needs or accommodations. They may also be required to complete an achievement test to determine appropriate placement. The administration may implement reasonable rules for determining which credits will be accepted and may limit credits to verifiable programs or institutions, such as a private school or the University of Nebraska High School online program.

Placement decisions will consider whether the student is transferring from an accredited or approved school. An “accredited” or “approved” school is one which was accredited or approved by the Nebraska Department of Education and, for schools from other states, is a school which is accredited or approved by that state’s department of education, meeting requirements which are the same or equivalent as those of the Nebraska Department of Education.

Transfers from Accredited or Approved Schools

Students transferring from accredited or approved schools will initially be placed in the next grade level above that which the student last successfully completed, or for transfers during the school year, in the same grade level as the student was at prior to the transfer. The Minden Public Schools will usually accept credits earned at an accredited or approved school. A student who enrolls during the school year shall be given the opportunity to earn full credit for the courses in which the student is enrolled if the student is able to demonstrate mastery of the subject matter and/or completion of course requirements, other than attendance, at a level required for other students to receive credit who have been enrolled throughout the period for which the credit is to be granted. The administration may use a review of transcripts from prior schools attended, standardized tests, assessments, and/or teacher evaluations of student competency in the subject matter to make such a determination.

Transfers from Non-Accredited or Approved Schools

Students transferring from schools that are not accredited or approved (e.g., home schools) will be placed at a grade level to be determined by the administration based on consideration of the following factors:

1. Student’s chronological age.
2. Transcript review
3. Testing (achievement test data, diagnostic test data, and/or criterion-referenced test

- data)
4. Teacher evaluation of student competency
 5. Other criteria deemed appropriate by the administration

Credits earned at a school that is not accredited or approved will not be accepted by the Minden Public Schools. However, the administration may, in its discretion and subject to regulatory requirements, grant a student credits towards meeting graduation requirements for core curriculum courses (not elective courses) completed by the student in a non-accredited or non-approved school if the student is able to demonstrate mastery of the subject matter and completion of course requirements, other than attendance, at a level required for other students to receive credit and to demonstrate that the student has received instruction in such course(s) comparable to that which the student would have received by attending an accredited or approved school. The administration may use a review of transcripts from prior schools attended, standardized tests, assessments, and/or teacher evaluations of student competency in the subject matter to make such a determination. The same criteria will be used to determine whether credit should be granted to such a student who enrolls during the year.

Class Rank and Graduation

It shall be the responsibility of the High School Principal to determine academic grade point average, class rank, and eligibility for graduation, subject to review by the Superintendent.

Grade point average (G.P.A.) shall be maintained for the 9th through 12th grades. Courses taken prior to 9th grade are not considered for G.P.A. purposes.

Pass/fail grades will be assigned to those courses in which students are granted credit when they begin attending Minden Public Schools.

Class rank is maintained for the 9th through 12th grades. Class rank is based on the Minden Public Schools G.P.A. To be considered for class ranking and any honors or awards based on class rank or G.P.A. (e.g., Valedictorian), students must complete a minimum of four semesters of attendance at Minden Public Schools. To receive a diploma from Minden Public Schools Public Schools students must complete at least 30 credit hours of courses taken at Minden Public Schools Public Schools and students who have transferred from a school which is not accredited or approved must earn a minimum of two years' credit in an approved or accredited senior high school, grades 10-12, with the final semester's credit being earned in this school district.

Legal Reference: Neb. Rev. Stat. Sections 79-526 and 79-729;
Title 92, Nebraska Administrative Code, Chapter 10

Date of Adoption: [Insert Date]

Students

Full-time and Part-time Enrollment

Full-time Enrollment

Students must be enrolled in Minden Public Schools on a full-time basis. Full-time basis is defined as attending classes for the full instructional day within the public school system.

Exceptions are permitted only for:

1. enrolled students attending another state-accredited institution, such as a vocational-technical school or a college, or a university, for school credit;
2. enrolled students taking the limited number of credits needed to graduate in the school year;
3. enrolled students in need of modified school attendance as an accommodation for a disability or similar unique circumstance;
4. enrolled students receiving special education services where the student's IEP requires a modified schedule, or non-enrolled students receiving special education services or other legally mandated services required to be provided to eligible resident children under state and federal laws and regulations;
5. students from other school districts participating in programs offered by the District pursuant to an interlocal agreement or other arrangement approved by the School Board; and
6. non-public school students in accordance with the policies and procedures set forth in this policy.

Part-Time Enrollment of Non-Public School Students

The School Board shall allow the part-time enrollment of students who are residents of the school district and who are also enrolled in a private, denominational, or parochial school or in a school that elects, pursuant to section 79-1601, not to meet accreditation or approval requirements. Such students are referred to herein as “non-public school students.”

The School Board establishes the following guiding principles for enrollment of non-public school students:

- (1) The primary school for a non-public school student is the student's private, denominational, parochial, or home school.
- (2) Enrollment of a non-public school student in Minden Public Schools is allowed for the purpose of providing enhanced educational opportunities not otherwise available to the non-public school student. It is not to supplant the programming of the student's primary school.
- (3) Non-public school students are not to be given priority over full-time students.
- (4) Non-public school students are to be enrolled only in programs or courses that are educationally appropriate for the student.
- (5) Enrollment of non-public school students is not to negatively affect the educational services to be provided to full-time students.

The School Board establishes the following specific policies and procedures for enrollment of non-public school students. In the event the specific policies and procedures require interpretation or do not fully resolve an issue, the above-established guiding principles are to be considered.

A. Non-Public School Student Enrollment Application Procedures.

1. Application. Parent or guardian must submit an Application of Non-Public School Student for Part-Time Enrollment to the principal of the school the student desires to attend.
2. Deadline for Applications. The application must be received by August 1st preceding the school year the student wishes to enroll.
 - a. Change of Residence Exception: The application deadline for a student who becomes a resident of the District after the school year has commenced is 20 calendar days after the student becomes a resident of the District. The principal may delay enrollment until the next following quarter or semester starts, or at such other time as determined to be educationally appropriate.
 - b. High School Course Exception: The application deadline for a student who desires to enroll in a second semester high school course is December 1st.
3. Action on Applications. The principal will review the application and will notify the parent of the approval or denial of the application within 2 weeks of receipt of the application or 2 weeks prior to the start of school or 2 weeks prior to the start of the next semester, whichever is later.
4. Appeals. The parent or guardian may appeal the principal's action to deny their application. Any such appeal must be submitted to the Superintendent within 14 calendar days from the date of the principal's action. The appeal shall be in writing and shall be decided on the basis of the written submission. The Superintendent may request the parent or guardian to provide further explanation or information, and the appeal may be denied in the event the parent or guardian fails to fully respond on a timely basis. The Superintendent shall decide the appeal within 10 calendar days of the submission of the appeal. The Superintendent may make a decision later than the 10 days in the event that good reason for delay exists. Good reasons include, but are not limited to, the Superintendent being unable to gather the information the Superintendent determines necessary to make the decision within the decision period.
5. Annual Applications. Part-time enrollment is determined annually. The application must be made each school year. There will be no guarantee that enrollment will be continued from one year to the next.

B. Non-Public School Student Admission

1. Admission Requirements. Students must meet the normal admission requirements. This includes the requirements that the student: be a resident of the District, be of school attendance age and not have graduated or have received a GED.
2. Admission Process. Students must complete the normal enrollment process and forms required by the District and/or the building for enrollment of all children. This includes the requirements relating to: birth certificates, immunizations, physical examinations, and visual evaluations.

C. Non-Public School Student Enrollment Standards

1. Maximum Enrollment. Students may not typically enroll in more than 2 middle school or high school courses during any one semester. Elementary students may not enroll in programming of greater than 90 minutes of instruction each day.
2. Capacity Limits. Enrollment will ordinarily be subject to capacity limits. Any grade level, program, or course that has been determined to be at capacity for option enrollment purposes will ordinarily not be available for non-public school students.
3. Integrated Courses. Students must meet prerequisite requirements to be enrolled in a course by earning the appropriate credits through an accredited program. The principal may, on a discretionary basis, allow prerequisite requirements to be satisfied where the student provides reasonable indications that the academic criteria have been met, such as results from achievement tests or other indications of adequate preparation.
4. Educationally Appropriate Programs and Courses. Students will not be allowed to enroll in programs or courses which the school administration determines to not be educationally appropriate for the student. Determination of whether a program or course is educationally appropriate will be made based on the standards the District uses for making academic placement decisions.
5. Selection of Courses. Subject to Paragraphs 1 through 4 of this Paragraph C, and all other applicable provisions of this Policy, non-public school students may select their courses.

D. Non-Public School Student Policies

1. General Standard. Non-public school students who are enrolled part-time are to be subject to the same standards as full-time enrolled students, except where appropriate to reflect their part-time status.
2. Building assignment. Students must enroll in the attendance center that serves the student's residence, provided that the administration reserves the authority to make a different attendance center assignment. A student may request assignment to an attendance center other than that of the student's residence under the intra-district transfer procedures.
3. No Partial Part-Time Enrollment. Students must apply for enrollment and attend the entire school year for which enrollment is made or, for high school courses, for the full length of the course. Once enrolled, part-time students will be required to participate in all activities, programs, and tests related to the program or course for which the student is enrolled, including, as applicable, State or District-wide assessments, as full-time students.
4. Student Conduct Policies. Students enrolled on a part-time basis shall be required to follow all school policies that apply to other students at any time the part-time student is present on school grounds or at a school-sponsored activity or athletic event. This includes the District's student conduct policies. Students enrolled on a part-time basis shall be subject to discipline, including suspension or expulsion, for violation of student conduct rules.
5. Attendance. Students enrolled on a part-time basis are not exempt from the compulsory attendance laws or from the District's attendance policies. Students who engage in excessive absenteeism, as defined in Board policy, are to be reported under the truancy laws.
6. Presence on School Grounds. Students enrolled on a part-time basis are to be present on school grounds during the school day only at the times required for their attendance in the program or course in which they are enrolled. Exceptions may be made in the discretion of the principal or the principal's designee. Students must sign in and out of the school by following the building-level procedure. Students are responsible for being aware of any changes in the school schedule due to inclement weather or other reasons.
7. Transportation. Students enrolled on a part-time basis are not entitled to transportation or transportation reimbursement, unless otherwise required by law. Full-time students will be given first consideration for parking on the high school campus.

8. Academic Honors. Students enrolled on a part-time basis will not be eligible to graduate or receive a diploma from the District or receive academic honors (for example, class rank and honor roll) except to the extent the student meets all requirements of the District's policies for such, including attainment of minimum credits and semesters of attendance.

9. Extracurricular Activities. Any student who is a resident of the District and who is enrolled in a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements may participate in any of the District's extracurricular activity programs to the same extent and subject to the same requirements, conditions, and procedures as a full-time student in the District. Non-resident students may only be admitted on a part-time basis or permitted to participate in a school-sponsored extracurricular activity when required by law. The District's Activities Director will coordinate with the student's parent or guardian to secure assurances of compliance with these expectations. Any student covered by this subsection must enroll in five credit hours through the District in the semester in which the student participates in an extracurricular activity. There shall be no preference given to any student participating in any extracurricular activity based on their status as a full-time or part-time student. Part-time students will be expected to comply with the same or similar expectations as full-time students to participate in any activity, including team rules. Participation in activities that are subject to the bylaws of the Nebraska School Activities Association (NSAA) will be limited to those students who meet the NSAA bylaws.

Legal Reference: Neb. Rev. Stat. Sec. 79-2,136 and Sec. 79-526
Title 92, Nebraska Administrative Code, Chapter 10

Date of Adoption: [Insert Date]

StudentsStudent Discipline

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

The following process will apply to short-term suspensions:

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

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

During this period, the student will not be required to attend the alternative programs for expelled students in order to complete classwork or homework.

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

- g. Returning from Expulsion. At the conclusion of an expulsion, the District will reinstate the student and accept nonduplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska-accredited institution or institution accredited by one of the six regional accrediting bodies in the United States.
 - h. Exception for Pre-Kindergarten through Second Grade Students. Notwithstanding the foregoing, no pre-kindergarten through second-grade student may be suspended from school unless the student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity. Instead, the Principal or Principal's designee may implement alternative disciplinary measures on a case-by-case basis if a pre-kindergarten through second-grade student engages in misconduct that would otherwise result in a short-term suspension. If a pre-kindergarten through second-grade student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity, then the student may be suspended or expelled in accordance with this Policy's disciplinary procedures.
 - i. Religious Freedom. The District will not substantially burden a student's right to religious exercise unless the student's religious exercise is disruptive to the school environment, not permitted by staff, may pose a safety risk, or would otherwise interfere with the school day.
4. Emergency Exclusion: A student may be excluded from school in the following circumstances:
- a. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community, or
 - b. If the students' conduct presents a clear threat to their physical safety or that of others, or is so extremely disruptive that temporary removal is necessary to preserve the rights of other students to pursue an education.

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

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

5. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.
- B. Student Conduct Expectations. Students are not to engage in conduct that causes or creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity, or purpose, or interfere with the health, safety, well-being, or rights of other students, staff, or visitors.
- C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.
1. Willfully disobeying any reasonable written or oral request of a school staff member, or voicing disrespect to those in authority.
 2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
 3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
 4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
 5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.

6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct. This includes "deep fakes" or other computer-generated images of other students or staff intended to bully, harass, intimidate, or humiliate another student or staff member.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law that constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or has the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes, including (but not limited to) a violation of the District's dress code and electronic communication device rules.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes, or assigned activities.
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
15. Willfully violating the behavioral expectations for riding school buses or vehicles.

A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:

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

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

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

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

D. Additional Student Conduct Expectations and Grounds for Discipline. The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee,

or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

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

A student who is a member of an indigenous tribe of the United States or another country may wear tribal regalia in any location where the student is authorized to be on such school grounds or at any school function, as long as the tribal regalia does not interfere with the educational process and does not endanger another person, as determined by the administration. Further, students will also be permitted to wear attire, including religious attire, natural and protective hairstyles, adornments or other characteristics associated with race, national origin, or religion, as long as the attire does not interfere with the educational process and does not endanger another person, as determined by the administration.

No student shall be disproportionately affected by a dress code or grooming policy enforcement because of the student's gender, race, color, religion, disability, or national origin.

No school staff shall permanently or temporarily alter or cut a student's hair.

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

A student dress code violation will be treated as a minor rule violation and may not require the student to miss substantial classroom time, instructional time, or school activities. However, a repeated violation of school rules may subject the student to further discipline, as outlined in this Policy.

2. Academic Integrity.

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

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

- b. Definitions: The following definitions provide a guide to the standards of academic integrity:

- (1) "Cheating" means intentionally misrepresenting the source, nature, or other conditions of academic work to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:

- (a) Tests (includes tests, quizzes, and other examinations or academic performances):

- (i) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.

- (ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for "open book" tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

- (iii) Use of Other Student Answers: Copying or looking at another student's answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also

- engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.
- (iv) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
- (v) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was that the student was not prepared for the test.
- (b) Papers (includes papers, essays, lab projects, and other similar academic work):
- i) Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
- (ii) Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
- (iii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially rewritten by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.
- (iv) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
- (v) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due,

claiming to be sick, when the student's real reason for missing class was that the student had not finished the paper.

- (c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.
- (2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:
- (a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves the use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
- (b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
- (3) "Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.
- c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:
- (1) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade that the instructor determines to be appropriate for the work.
- (2) Report to Parents and Administration. The instructor will notify the Principal of the offense, and the instructor or Principal will notify the student's parents or guardians.
- (3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and

including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in a serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

E. Law Violations

1. Any act of a student that is a basis for expulsion and that the principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement as soon as possible. Conduct to be reported for law enforcement referral includes conduct that may constitute a felony, conduct that may constitute a threat to the safety or well-being of students or others in school programs and activities, and conduct that the legal system is better equipped to address than school officials. Conduct that does not need to be reported for law enforcement referral includes typical adolescent behavior that can be addressed by school administrators without the involvement of law enforcement. In deciding whether to report, consideration should be given to the student's maturity, mental capacity, and behavioral disorders, where applicable. When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent about the fact that the referral to legal authorities has been or will be made.
The foregoing reporting standards shall be reviewed annually by the school Board on or before August 1 of each year, be annually reviewed in collaboration with the County Attorney each year, be distributed to each student and his or her parent or guardian at the beginning of each school year, or at the time of enrollment if during the school year, and shall be posted in conspicuous places in each school during the school year.
2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

Legal Reference: Neb. Rev. Stat. Sections 79-254 to 79-296
Neb. Rev. Stat. Section 79-2,160

Date of Adoption: [Insert Date]

Students

Extracurricular Activity Discipline

Section 1 Extracurricular Activity Philosophy

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

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

Safety

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

Warning for Participants and Parents

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

Section 2 Extracurricular Activity Code of Conduct

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

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

Scope of the Code of Conduct.

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

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

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

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

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

Where: The Code of Conduct rules apply regardless of whether the conduct occurs on or off school grounds. If the conduct occurs on school grounds, at a school function or event,

or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

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

1. Willfully disobeying any reasonable written or oral request of a school staff member, or voicing disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, bullying, harassment, or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes, or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (including personal safety or security devices, such as tasers, mace and pepper spray, unless a District administrator gives prior approval) or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products,

tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.

8. Public indecency.
9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
10. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
11. Repeated violation of any of the school rules.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes, or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
14. Willfully violating the behavioral expectations for those students riding Minden Public Schools buses or vehicles used for activity purposes.
15. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
16. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
17. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
18. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations in writing.
19. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

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

This Code of Conduct, and all school, coach, and sponsor-level codes of conduct for extracurricular activities, are to be interpreted in accordance with free speech rights. Using social media sites, even while not on school grounds or at a school activity, to engage in conduct or speech that constitutes bullying, harassment, threats, advocates or depicts illegal activity (e.g.,

illegal drug use, alcohol use, or sexual activity), or causes a substantial disruption to school activities (or is reasonably forecast to create a substantial disruption) may result in discipline, including suspension or removal from the team or the activity, subject to free speech rights. These activities are to be reported to the school administration. Consequences will be determined by coaches, sponsors, and/or administration.

Drug and Alcohol Violations.

Meaning of Terms.

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

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

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

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

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

Consequences.

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

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

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

Drugs and Alcohol.

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

1. First Violation: 45 days.
2. Second or Any Subsequent Offense: One calendar year.
3. Reduction for Self-Reporting: If the student has self-reported, the first violation shall be reduced to 21 days for the first violation. A commensurate reduction (approximately one-half, as determined by the administration) for a second or subsequent violation shall be given for self-reporting.
4. Reduction for Participation in Chemical Dependency Program: If the student and parents agree to participate in a school-approved program for chemical dependency, the consequence will be reduced to only the next activity in which the student was to participate (including at least one contest) in the case of a first violation, and to a commensurate reduction (approximately 80%, as determined by the administration, for a second or subsequent violation).
The program must be administered by a certified alcohol and drug abuse counselor and be approved by the school authorities. The student will need to successfully complete the approved chemical dependency program. Proof of successful completion of program must be submitted in writing to the Activities Director. Failure to participate and successfully complete the approved chemical dependency program may cause the participating student to be suspended from extracurricular activities for one calendar year. All costs associated with the program are to be borne by the student/parent or guardian.
5. More Serious Violations: In the event of more serious drug or alcohol violations, such as students engaging in use of especially serious drug offenses (cocaine, meth, etc.) or procuring alcohol for minors, the consequence of the violation is not limited by the foregoing, and may be established in the good discretion of the administration.

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

1. First Violation: 60 consecutive days.
2. Second or Any Subsequent Offense: One calendar year.

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

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

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

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

In the event the student has received a criminal citation, charge, or ticket, and proclaims innocence of a violation, the student will be required to self-report such offense and provide information as to why they should be found innocent, not as it relates to the criminal offense, but as it relates to the Code of Conduct.

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

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

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
2. When a student is convicted of a criminal offense. Conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.

3. When a student admits to violating one of the standards of the Code of Conduct.
4. When a student is accused by another person of violating one of the standards of the Code of Conduct, and school officials determine that such information is reliable.
5. When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

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

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with a school purpose.
2. Meeting. Prior to commencement of the suspension, the school official considering the suspension or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference.
 - a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate.
 - b. The suspension may be imposed prior to the meeting if the meeting can not reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student is responsible for cooperating in the scheduling of the meeting.
3. Notice Letter. Within two school days (two business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee will notify the student and the student's parents or guardian. The student and parents or guardians will be informed of the opportunity to request an informal hearing.
4. Informal Hearing Before Superintendent. The student or student's parent/guardian may request an informal hearing before the Superintendent by sending a written request to the Superintendent. The Superintendent may designate the Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.
 - a. The request for a hearing must be received by the Superintendent within five days of the Principal notifying the student of the discipline.
 - b. If a hearing is requested:
 - i. The hearing will be held within ten calendar days of receipt of the request, subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.

- ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.
 - iii. Upon conclusion of the hearing, a written decision will be rendered within five school days (ten calendar days if school is not in session).
5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures
6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

Section 3 Attendance

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly. Students who have "excessive absences" as determined by the Activities Director and the attendance policy are ineligible to participate in extracurricular activity contests or performances.
2. Be on time for all scheduled practices, contests, and departures for contests. In the event a participant is unable to attend a practice or contests, the participant should contact the coach or sponsor in advance.
3. On the day of a contest, performance, or other activity, attend at least one half day unless prior arrangements have been made with the principal, athletic director, or designee. A student who is not in attendance the full day is ineligible for the contest, performance, or activity, unless otherwise excused. An exception must be approved by the Principal or Athletic Director.

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

Section 4 Academic Standards

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

1. Be enrolled on a full-time basis.
2. Maintain passing grades in all courses. A student who is not passing two or more classes at progress reporting times will be ineligible to participate in extracurricular

activity contests or performances if the grade remains below passing one week after progress reporting time. The student will remain ineligible until the student is failing no more than one class.

3. Academic requirements do not apply to:
 - (A) Instructional field trips, which are a part of the scheduled course learning experience; or
 - (B) Activities or events that are a part of the student's grade requirements.

Eligibility criteria for part-time students is governed by Policy 5004, NSAA bylaws, and state law.

Legal Reference: Neb. Rev. Stat. Sections 79-254 to 79-296

Date of Adoption: [Insert Date]

StudentsPromotion and Retention

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

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

Legal Reference: Neb. Rev. Stat. Sec. 79-526 & 79-2,161

Date of Adoption: [Insert Date]

StudentsAssociation Activities

The Minden Public School District is a member of the Nebraska School Activities Association, a voluntary organization of Nebraska's public and private schools organized to promote and regulate school competition in what is generally known as extracurricular activities.

All students participating in extracurricular activities shall follow the rules provided by the Nebraska School Activities Association and the rules of Minden Public Schools. The Superintendent or designee shall, as required by law, designate each school-sponsored interscholastic athletic team or sport as either: (1) boys, (2) girls, or (3) mixed.

Students who represent Minden Public Schools in any of its allied or extracurricular activities shall practice a high level of citizenship in school and community living.

Legal Reference: LB 89 (2025)

Date of Adoption: [Insert Date]

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

The Minden Public School District hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to ensure compliance with such laws against any prohibited form of discrimination.

The Minden Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: James Widdifield, 543 W. 5th, Minden, NE 68959 (308) 832-2440 (james.widdifield@mindenwhippets.org).

Employees and Others: James Widdifield, 543 W. 5th, Minden, NE 68959 (308) 832-2440 (james.widdifield@mindenwhippets.org).

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

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

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

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

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

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

Discriminatory harassment because of a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, may include, but is not limited to:

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

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

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

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial

investigation to determine whether unlawful harassment occurred (see section entitled “Grievance Procedures,” below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

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

2. Anti-retaliation:

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

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

3. Grievance (or Complaint) Procedures:

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

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

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

i. Level 1 (Investigation and Findings):

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

The District will 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 District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will aim to complete its investigation within ten (10) working days after receiving a complaint or report, unless extenuating circumstances exist as determined by the investigator. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will be determined by the investigator and in compliance with any legal requirements. Periodic status updates will be given to the parties, when appropriate.

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

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which

they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.

- d. A review of the evidence using a “preponderance of the evidence” standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

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

- a. A summary of the facts,
- b. Findings regarding whether discrimination, harassment, or other inappropriate conduct occurred, and
- c. If a finding is made that discrimination, harassment, or other inappropriate conduct occurred, the recommended remedy or remedies are necessary to eliminate discrimination, harassment, or other inappropriate conduct.

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

The District may, when appropriate or when legally required, send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within one (1) week after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

ii. Level 2 (Appeal to the Superintendent):

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within five (5) working days after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal within ten (10) working days after receiving the appeal. The party who filed the appeal will be sent the Superintendent’s determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent’s determination, he or she may file an appeal in writing with the Board of Education within five (5) working days after receiving the Superintendent’s determination. The Board of Education will review the appeal, the Superintendent’s determination, the investigative documentation and decision, and allow the party to address the Board or a Committee of the Board of Education to present his or

her appeal. The Board or Committee of the Board of Education may, in its discretion, issue a written determination about the appeal. The Board or a Committee of the Board may, in the alternative, vote on the appeal and send the party the outcome of the vote. The party that filed the appeal will be sent the Board's determination. The Board's determination and any actions taken will be final on behalf of the District.

4. Confidentiality:

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

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

5. Training:

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

6. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to

- anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that were not available in the disciplinary process.
 - h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
 - i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
 - j. Recommending changes to this policy and grievance procedure.
 - k. Performing other duties as assigned.

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

7. Preventive Measures:

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

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

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.
 Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;
 Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.
 Section 504 of the Rehabilitation Act of 1973 (Section 504)
 Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)

Uniform Service Employment and Reemployment Rights Act (USERRA),
38 U.S.C. Sec. 4301 et seq.
Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: [Insert Date]

StudentsIdentification of Learners with High Ability

The Board of Education recognizes that the student population includes students with exceptional academic abilities. Efforts to refer and identify learners with high ability will be made at each grade level. Multiple criteria shall be used for identification purposes and identification efforts shall be inclusionary.

The Superintendent or designee shall develop and implement such criteria to identify high-ability learners and shall take steps to offer accelerated or differentiated curriculum programs that will address the educational needs of the identified students at levels appropriate for the abilities of those students. The accelerated or differentiated curriculum programs shall meet the standards of quality established by the Nebraska Department of Education.

Legal Reference: Neb. Rev. Stat. Sections 79-1106 to 79-1108.03
NDE Rule 3

Date of Adoption: [Insert Date]

InstructionParental/Community Involvement in Schools

Minden Public Schools, after having conducted a public hearing concerning parental involvement and participation, declares that it shall be the policy of the District:

1. In the event any parent, guardian, or educational decisionmaker of a student has a complaint or objection to textbooks, tests, curriculum materials, activities, digital materials, websites or applications used for learning, training materials for teachers, administrators, or staff, and any other instructional materials, the parent, guardian, or educational decisionmaker may request a personal conference with appropriate school personnel to discuss such concerns. The Superintendent or designee shall prepare a complaint form that may be used by a parent, guardian, or educational decisionmaker to express objections to any such instructional material. Such complaint forms shall seek information, including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent, guardian, or educational decisionmaker.
2. Upon reasonable advance request, a parent, guardian, or educational decisionmaker will be permitted to attend and monitor courses, assemblies, counseling sessions, and other instructional activities unless the school determines that such attendance would substantially interfere with a legitimate school interest, which includes the interests of the child, other students, and the educational staff.
3. Parents, guardians, and educational decisionmakers are encouraged to communicate to school staff when the parent, guardian, or educational decisionmaker believes it to be appropriate for their child to be excused from testing, classroom instruction, learning materials, activities, guest speaker events, and other school experiences that the parent, guardian, or educational decisionmaker finds objectionable. The Superintendent or designee shall make a provision on the complaint form hereinabove referenced for receiving information from a parent, guardian, or educational decisionmaker concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the objection, and a proposed solution for dealing with the objection that would be satisfactory to the parent, guardian, or educational decisionmaker and consistent with the mission of the District and legitimate school interests. Parents, guardians, and educational decision-makers are encouraged to contact the building principal with any questions about any test, curriculum, or surveys.
4. Upon request of a parent, guardian, or educational decisionmaker the District will provide access to the education records of their child consistent with applicable law. Access will be provided during regular business hours of the school.

5. The District will notify parents, guardians, and educational decision-makers when their child may be subjected to a standard norm-referenced or criterion-referenced test or standardized tests. When reasonable to do so or required by law, the parents, guardians, or educational decision-makers will be notified of where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent, guardian, or educational decisionmaker of such student shall be prohibited unless a parent, guardian, or educational decisionmaker requests in writing that such tests be administered to their child.
6. Parents, guardians, and educational decision-makers will be notified in advance of any school-sponsored survey administered to students of the District when the survey concerns one or more of the following areas:
 - Political affiliations or beliefs of the student or the student's parent, guardian, or educational decisionmaker;
 - Mental or psychological problems of the student or the student's family;
 - Sex behavior or attitudes;
 - Illegal, anti-social, self-incriminating, or demeaning behavior;
 - Critical appraisals of other individuals with whom respondents have close family relationships;
 - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - Religious practices, affiliations, or beliefs of the student or student's parent, guardian, or educational decisionmaker; or
 - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Any survey administered by the District that asks a student to disclose any of the aforementioned topics, including any non-anonymous survey requesting a student provide information relating to drug, vape, alcohol, or tobacco use, then the District will, at least fifteen days prior to the administration of the survey, notify parents, guardians, and educational decisionmakers that their students will receive the survey. This notice must describe the nature and types of questions included in the survey, the purposes and age-appropriateness of the survey, how information collected by the survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results of such survey will be disclosed. After receiving such notice, parents, guardians, and educational decision-makers may request a copy of the survey, review the survey, and/or exempt their student from participating in the survey.

No survey requesting sexual information of a student shall be administered to any student in kindergarten through grade six.

No personally identifiable information of any student survey shall be disclosed unless permitted or required by state and federal law.

7. As a general matter substantive decision-making processes will be left to the judgment of the professional staff, administration and the Board of Education, subject to an effort to receive information from parents, guardians, or educational decision-makers as to any concerns, objections, or other information such parents, guardians, or educational decisionmakers would wish to provide to the school district concerning a parent's, guardian's, or educational decisionmaker's access, involvement, and participation in activities of the school.

Minden Public Schools intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, *Section 1116(a-f) ESSA (Every Student Succeeds Act) of 2015*.

The written District parent and family engagement policy has been developed jointly with, updated periodically, and distributed in an understandable and uniform format to parents and family members of participating children and the local community. This policy, agreed on by such parents, describes the means for carrying out the requirements listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members who have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, a racial or ethnic minority background, or are migratory children. Information related to school and parent programs, meetings, school reports, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
- Parents are involved in planning, reviewing, evaluating, and improving the Title I program, Parent and Family Engagement Policy, and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include planning and implementing effective parent and family involvement activities.
- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement and to revise the Parent and Family Engagement Policy.
- Parents and family members are provided with opportunities to participate in decisions related to their child's education. The school and local educational agency shall provide other reasonable support for parental involvement activities.
- Parents of participating children will be provided with timely information about programs under this part, a description and explanation of the curriculum, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. The school will provide assistance,

opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.

- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents, on the value and utility of parents' contributions and how to reach out to, communicate with, and work with parents as equal partners.
- Coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including preschool programs, that encourage and support parents in more fully participating in their children's education.

Legal Reference: Neb. Rev. Stat. Sections 79-530 to 79-533
Family Educational Rights and Privacy Act, 20 U.S.C. 1232g
Protection of Pupil Rights Amendment, 20 U.S.C. 1232h
20 U.S.C. Sections 6318 and 7801(32)

Date of Adoption: [Insert Date]

StudentsFoster Care Student Transportation

In accordance with federal and state law, the District's written transportation procedures for foster care children are as follows:

Students to be Transported

DHHS will contact the District to inform the District of a foster care student living in the District and/or to be educated by the District. The District will communicate with DHHS on any further matters concerning said foster care student(s).

School of Origin

The District will work to develop a transportation plan for each foster care student needing transportation to the student's school of origin, as defined and required by federal law. Each student's situation will be different, so there is no single transportation plan for every foster care student. Transportation options may include: (1) the foster care family; (2) a bus or school vehicle; (3) transportation to a pickup location; or (4) some other form of transportation in accordance with state and federal law. Foster care students on an IEP may require other considerations and/or different transportation obligations.

When required by law, the District will coordinate the foster care student's transportation to the school of origin while any disputes regarding transportation until the disputes are resolved.

Costs

If the student can be transported by the District without the District incurring any additional costs, then the District will normally transport the student. However, if the District will need to incur additional costs to transport the student, then DHHS will cover any such additional costs associated with the foster care student's transportation. If the District and DHHS are unable to agree on a transportation plan, the District and DHHS will work together to resolve any differences.

Oversight, Implementation, and Administration

The District's Homeless Liaison is responsible for overseeing these procedures, updating them as needed, and otherwise ensuring that the District complies with the transportation requirements for foster care students.

Legal Reference: 20 U.S.C. § 6312.

Date of Adoption: [Insert Date]

InstructionElectronic Communication Devices and Cell Phones

All students are prohibited from accessing or using an electronic communication device while on school property or attending a school instructional function, unless:

1. When required by a student's Individualized Education Program or 504 Plan;
2. When authorized by the District for educational purposes during instructional time;
3. In the case of an emergency or perceived threat of danger;
4. When necessary to monitor or manage a student's health care, or
5. When determined appropriate by the Superintendent or the Superintendent's designee.

All exceptions listed herein must be approved in advance by the appropriate school staff member.

Any student who violates this Policy may be subject to discipline under the District's Student Discipline Policy.

Legal Reference: LB 140 (2025)

Date of Adoption: [Insert Date]

Instruction

Behavioral Intervention and Classroom Management

1. Purpose

The District is committed to creating a learning environment where every individual is valued, respected, and supported. This Policy emphasizes the shared responsibility of individuals for their actions and their ability to learn, grow, and thrive. This Policy further provides a framework for encouraging positive behavior, addressing challenges in a caring and constructive way, and ensuring safe and supportive school and classroom environments.

2. General Principles

As part of the District’s commitment to all students, the Board hereby implements a tiered system of support to foster a positive school climate and culture, encourage appropriate student behavior, and provide the necessary supports for academic and behavioral success.

This Policy does not replace or alter the Student Discipline Act when behaviors warrant student disciplinary action under that Student Discipline Act.

3. Standards

| Tier 1: Universal Supports | | | |
|---|---|--|---|
| | District Level | School Level | Classroom Level |
| Sound Infrastructure & Shared Leadership | Develop and maintain a district-wide behavior framework, ensuring alignment with the district's vision and goals. Establish a leadership team to oversee implementation and sustainability. | Create school-level leadership teams to implement the district behavior framework. Build systems to support staff in consistent implementation of universal behavior strategies. | Teachers set up clear, consistent behavior expectations aligned with school and district policies. Classroom routines and physical environments are structured to promote positive behaviors. |
| Layered Continuum of Support | Ensure all schools have access to evidence-based universal behavior practices and instructional tools for promoting positive behavior. | Develop a school-wide plan for teaching and reinforcing positive behavior expectations for all students. | Integrate the development of emotional and interpersonal skills into daily instruction and explicitly teach expected behaviors. |
| Data-Based Decision-Making | Implement a district-wide behavior data system for tracking | Use behavioral data to assess school culture, | Collect and reflect on classroom behavior data to identify patterns or |

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| | student behavioral incidents, attendance, and other indicators of behavior. Analyze district trends to guide support for schools. | climate and adjust universal supports. | unanticipated signs of distress and adjust teaching practices as needed. |
| Communication and Collaboration | Share district-wide behavior policies, expectations, and data with all stakeholders, including families and the community. | Develop intervention teams to identify students in need of Tier 2 support and manage their plans. | Teachers collaborate with intervention teams to integrate targeted strategies into the classroom. |
| Tier 2: Targeted Supports | | | |
| | District Level | School Level | Classroom Level |
| Sound Infrastructure & Shared leadership | Provide a menu of evidence-based Tier 2 intervention and training for implementation. | Develop intervention teams to identify students in need of Tier 2 support and manage their plans. | Teachers collaborate with intervention teams to integrate targeted strategies into the classroom that align with school and district policies. |
| Layered Continuum of Support | Allocate resources to support targeted interventions, such as additional staff or training for small group supports. | Implement interventions such as mentoring programs, social skills groups, or targeted behavior coaching. | Provide additional supports like daily progress monitoring and structured break. |
| Data-Based Decision-Making | Use district-wide systems to track the effectiveness of Tier 2 interventions and adjust as needed. | Monitor progress using behavior data: point sheets, observations, or student self-assessments and input data in district-wide systems. | Document daily data on student progress to evaluate the impact of interventions. |
| Communication and Collaboration | Facilitate communication between schools, families, and community partners about available Tier 2 supports. | Engage families in the intervention process by providing regular updates and involving them in problem solving and goal setting. | Maintain open lines of communication with families about their child's progress and strategies to promote support the behavior goals at home. |
| Tier 3: Intensive, Individualized Supports | | | |
| | District Level | School Level | Classroom Level |
| Sound Infrastructure & Shared leadership | Ensure access to specialized staff to design and oversee intensive interventions. | Assemble a multidisciplinary team to develop and implement Functional Behavioral Assessments (FBAs) and Behavior | Collaborate with specialists to integrate individualized supports into classroom routines that align with school and district policies. |

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| | | Intervention Plans (BIPs). | |
| Layered Continuum of Support | Coordinate external services and resources for students requiring wraparound support beyond the school. | Provide interventions or sessions tailored to the student's unique needs and communicate with external services and resources to align supports for students. | Consistently implement accommodations and modifications, such as sensory supports or de-escalation plans, to address individual behaviors. |
| Data-Based Decision-Making | Regularly review data on Tier 3 interventions and outcomes to ensure its effectiveness. | Use detailed, frequent data collection to refine and adjust BIPs based on student progress. | Implement daily monitoring and adjust individualized strategies as data indicates. |
| Communication and Collaboration | Partner with community agencies to align supports for students with complex needs. | Conduct regular meetings with families to review and revise plans based on student progress. | Provide ongoing feedback to families and specialists about the student's daily performance, progress, and needs. |

4. Addressing Dysregulated Behavioral and Classroom Removal

This Policy outlines a structured approach for managing dysregulated behavior that disrupts the learning environment or poses safety concerns. The aim is to ensure the safety and well-being of all students and staff while supporting the student in developing self-regulation skills and reintegrating into the classroom.

A. Criteria for Removal

- i. *Safety Concerns*: Immediate removal may occur if a student poses a threat to their own safety, the safety of others, or the environment.
- ii. *Disruption to Learning*: Removal may be necessary if the student's behavior significantly disrupts instruction or the learning environment.
- iii. *Attempted Interventions*: Whenever possible, staff should use de-escalation techniques, behavior redirection, or other Tier 1 or Tier 2 interventions before considering removal. Severe behaviors that endanger safety may bypass prior interventions.

B. Procedure for Removal

- i. *Behavior Documentation*: The teacher or staff member documents the behavior leading to the removal, including antecedents, attempted interventions, and the incident itself. A clear, objective description of the behavior must be included.

- ii. *Safe Transition*: The student is escorted to a designated safe space, such as the office or a designated calming area, by trained personnel. Efforts are made to ensure the student remains calm and safe during the transition.
- iii. *Notification*: Parents or guardians are notified as soon as possible about the removal. A detailed account of the behavior and any interventions attempted are shared.

C. Post-Removal Actions

- i. *Restorative Meeting*: A meeting involving the student, parents or guardians, teacher or other designated staff member, and administrator may be scheduled to review the behavior, its impact, and steps to prevent recurrence. The meeting emphasizes restoring relationships and understanding the root cause of the behavior.
- ii. *Behavior Support Plan (if needed)*: For recurring incidents, a behavior support plan is developed or reviewed, including targeted interventions and supports aligned with the student's needs. The plan may include strategies such as check-ins, mentoring, or additional behavioral learning supports.

D. Transition Back to the Classroom

- i. *Reintegration Plan*: The student returns to the classroom with appropriate support, which may include a reintegration checklist, a designated buddy, or frequent check-ins with a trusted adult. Expectations and routines are explicitly reviewed with the student.
- ii. *Ongoing Support and Monitoring*: Follow-up meetings with the student, teacher or other designated staff member, and parents/guardians are scheduled to evaluate progress. Data from behavior observations are used to adjust interventions and supports as needed.
- iii. *Focus on Positive Growth*: A strengths-based approach is applied to recognize and reinforce improvements in behavior.

5. Communication and Collaboration

Families are partners in addressing the student's behavior and supporting reintegration. School staff will provide clear and transparent communication about any incident, the student's plan for return, and available resources. Collaboration will also occur and may include general education, special education, school psychologists, behavior specialists, school counselors, and/or social workers to ensure that all supports align with the student's needs and strengths.

6. Required Training

The District will ensure that school employees are trained in behavioral awareness and intervention as required by this Policy and state law. The Superintendent is hereby delegated the authority and responsibility to develop or contract for such training and to ensure that the appropriate staff receive said training as required by state law.

7. Monitoring and Feedback

Parents, guardians, students, advocates and community members are encouraged to provide feedback on this Policy and the District's actions under this Policy. The Superintendent or designee is also directed to provide any feedback to the Board of Education as the Superintendent deems appropriate.

Legal Reference: Neb. Rev. Stat. § 79-262.01

Date of Adoption: [Insert Date]

InstructionCombined District and School Title I Parent and Family Engagement Policy

Minden Public Schools intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, *Section 1116(a-f) ESSA, (Every Student Succeeds Act) of 2015.*

In General

The written District parent and family engagement policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.
- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.
- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.
- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

Legal Authorities: 20 U.S.C. Sections 6318 and 7801(32)

Date of Adoption: July 9, 2018

Date Amended: May 10, 2021

Date Reaffirmed: July 10, 2023

Nebraska Rural Community Schools Association

Invoice



Nebraska Rural Community Schools Association
440 S.13th St, Ste B
Lincoln, NE 68508

Invoice #: 1137
Date: 7/1/2025

Bill To:

Minden Public Schools
PO Box 301
Minden NE 68959

For: 2025-26 NRCSA Membership Dues

| Item | Amount |
|-----------------------------------|-----------------|
| <i>2025-26 NRCSA Dues Renewal</i> | <i>\$850.00</i> |

Invoice Total *\$850.00*

Make all checks payable to **NRCSA**

If you have any questions concerning this invoice, contact Jeff Bundy at (402) 202-6028
or e-mail: jbundy@nrca.net



--YOUR ANNUAL MEMBERSHIP PROVIDES SUPPORT FOR --
Nebraska Rural Community Schools Association

| | | |
|--|--|---|
| <p><u>STATE LEGISLATIVE ADVOCACY</u> NRCSA is active in representing rural public schools in the Unicameral. The Executive Director is the main spokesperson for NRCSA, but is also represented by the lobbying firm of Nowka and Edwards. NRCSA's Legislative Committee includes 20 Superintendents/ESU Administrators and 6 Board of Education members from member schools/ESUs. Former NRCSA Presidents serve as ex officio members.</p> | <p><u>RURAL ADVOCACY</u> NRCSA is the only organization that speaks solely on behalf of public rural schools in the State of Nebraska. Other groups do a great job of representing their members, but at times cannot take a stand as they represent both very large and smaller districts. NRCSA is not necessarily tied down along those lines.</p> | <p><u>SUPERINTENDENT / PRINCIPAL SEARCHES</u> NRCSA's Superintendent and Principal Search Services are conducted by veteran Superintendents whose professional lives were involved in rural education in Nebraska. The service is available to all Nebraska school districts, with member districts paying a lower rate than non-member districts. A professional cost effective proposal and fee structure is available upon request.</p> |
| <p><u>PLANNING WORKSHOPS</u> The NRCSA Planning Support Service is an elective service that assists districts in planning and goal-setting. The service is conducted by veteran Superintendents whose professional lives were involved in rural education in Nebraska.</p> | <p><u>NATIONAL ADVOCACY</u> NRCSA is a member of the National Rural Education Advocacy Consortium (NREAC), which represents the interests of rural public schools in national forums where education issues are decided.</p> | <p><u>DISTRICT MEETINGS</u> Each fall NRCSA conducts a meeting in each of the six membership districts. These meetings provide an opportunity for rural schools to connect with NRCSA leadership on a face-to-face basis.</p> |
| <p><u>COMMUNICATIONS</u> NRCSA provides regular updates from the Executive Director to member schools. A more in-depth update is provided to all members just prior to monthly Board of Education meetings. The NRCSA webpage is www.nrcsa.net. NRCSA also has a social media presence on Twitter (@NRCSA1980) and on Facebook (www.facebook.com/nrcsahome).</p> | <p><u>SPRING CONFERENCE</u> NRCSA offers an annual conference in Kearney in March. The conference targets issues and interests of rural schools. An opportunity is created to network with other rural school districts and to interact directly with policymakers and NRCSA leaders.</p> | <p><u>TEACHER SCHOLARSHIPS</u> New for this year, NRCSA provides six \$1,000 scholarship to employees of member districts/ESUs who are working to attain teacher certification either through a recognized "para to teacher" program such as offered by the state colleges or a transitional program such as offered by UNK.</p> |
| <p><u>DIGITAL CITIZENSHIP</u> NRCSA recently partnered with <i>a-plum creative</i> to provide an opportunity for rural districts to provide monthly digital citizenship materials to their students, parents, and staff. This is a purchased service.</p> | <p><u>US BANK ONE CARD PROGRAM</u> NRCSA has partnered with US Bank to provide this unique purchase card program for school districts. Individual school districts decide which staff members receive purchase cards. The district has control over where purchases can be made and for what amounts. This can be especially helpful when sending sponsors out with student groups.</p> | <p><u>NRCSA AWARDS</u> NRCSA annually recognizes individuals who are outstanding at serving member districts. At the Spring Conference each year NRCSA recognizes an Outstanding Elementary Teacher, Secondary Teacher, Classified Staff Member, ESU Staff Member, Music Teacher, Principal, Board of Education Member, and Superintendent/ESU Administrator.</p> |
| <p><u>NRCSA EXECUTIVE BOARD</u> The 10-member Executive Board provides leadership and direction for the organization. Each of the six NRCSA districts is represented by at least one Superintendent from a district within the district.</p> | <p><u>NRCSA SCHOLARSHIPS</u> NRCSA annually awards 20 \$2,000 scholarships to high school seniors from NRCSA-member schools who are entering college with the goal of becoming school teachers. NRCSA also presents two \$2,000 Gary Fisher Scholarships to high school seniors going into the fine arts</p> | <p><u>EXCESS EQUIPMENT CLEARINGHOUSE</u> A free service to member districts and ESUs is the opportunity to post items for sale to all other members. Items such as vehicles, scoreboards, weight equipment, school furniture, and text books have been posted on behalf of members.</p> |
| <p><u>NEBRASKANS UNITED</u> NRCSA is a strong member of this group which includes most education and ag-related organizations in the State. The purpose is to work to provide property tax relief, as well as to protect and promote funding to public education.</p> | <p><u>NEW LEAF TELE THERAPY</u> Beginning with the 2023-24 school year, NRCSA has partnered with New Leaf to provide another tool in helping to provide cost effective Mental Health teletherapy services for their staff and students.</p> | <p><u>LEADERSHIP OPPORTUNITIES</u> Each year there are over 70 leadership positions on the Executive Committee or other NRCSA committees that provide opportunities for member Superintendents/ESU Administrators.</p> |
| <p><u>EDUCATION ASSOCIATIONS COALITION</u> NRCSA is an active member of this group that is comprised of all of the major education associations in the state. The purpose of the group is to work together on legislative issues facing public education.</p> | <p><u>NATIONAL RURAL EDUCATION ASSOCIATION</u> NRCSA is a strong member of the NREA. The NREA provides leadership on issues facing rural education on the national level.</p> | <p><u>RURAL TEACHER SHORTAGE</u> NRCSA has started a Rural Teacher Committee that was established to find ways to address the shortage of teachers in rural schools. Twelve member Superintendents work with representatives from Chadron State College, Wayne State College, and Peru State College in this work.</p> |

"QUALITY RURAL SCHOOLS"

Nebraska Rural Community Schools Association 440 S. 13th St, Suite B, Lincoln, NE 68508