

## **Agenda**

1. Osceola Public Schools Board of Education Information
2. Opening Procedures
  1. Call the Meeting to Order
  2. Roll Call
  3. Excuse Board Members Who Are Absent
3. Approval of Agenda
4. Recognition of Visitors/Communications from the Public
  1. Mrs. Danielle Winslow to speak to the board about the daycare facility being built.
5. Reports
  1. Principals Reports
    1. Elementary Report
    2. MS/HS REPORT
  2. Superintendent's Report
  3. Board Reports
6. Action Items
  1. Consent Agenda
    1. Approval of the Previous Meeting's Minutes
    2. Treasurer's Report
    3. Payment of general fund claims in the amount of \$???????
  2. Consider, discuss and take all necessary action to approve Superintendent as Authorized District Representative starting July 1, 2020.
  3. Consider, discuss and take all necessary action on continuing to be a part of the ESU 7 Title IA Consortium..
  4. Consider, discuss and take all necessary action to address lunch prices for the 2020-21 school year.
  5. Consider, discuss and take all necessary action on recommended changes to KSB Policies 3039, 3046, 5054, and 6020 from legal counsel..
  6. Consider, discuss and take all necessary action on required changes to KSB Policies 2002, 3034, 4003, 5016, 5035, 6021, and 6033 from legal counsel..
  7. Consider, discuss and take all necessary action on adopting new policies 3055; 3056; and 4062 from legal counsel.
  8. Consider, discuss and take all necessary action to adopt two forms from KSB School Law. for district use.
7. Discussion Items
  1. Updated discussion on building project.
  2. Continued discussion on Coop with High Plains..
  3. Discuss NRCSA Transition Meeting as part of our Superintendent Search process.
8. Next Meeting Dates and Times

1. Regular meeting July 13, 2020, 6:00 PM at the Osceola Middle/High School Media Center.
9. Adjournment

## **Jeffrey Elementary**

June 8, 2020

Brett Webster

- Hopeful to have Kindergarten Roundup and Preschool registration sometime at the end of July first of August.
- Handbook will be done by next board meeting.
- Multicultural/Technology Reports are also attached.

## Multi Cultural Reports

### Kim Baloun

#### Multicultural Report

- **4th-5th Social Studies**
  - **Discussed different Indian Tribes that were in Nebraska before settlers moved in, their way of life**
  - **Discussed the Standing Bear trial**
  - **Identified how the midwest region is different from other regions in the U.S.**

#### Internet Safety Report

- **6th and 8th Science**
  - **Discussed claim, evidence, reasoning statements in Science**
  - **Looked at various sources of information for the most reliable information**
  - **Researched information about the digestive system and had to choose the most reliable source based on various factors**

#### Multicultural Activities in First Grade

- Throughout the school year my weekly lesson plans often revolve around a holiday for a “special day” to commemorate an important event.
- Literature is one of the many ways that I incorporate multicultural education into the first grade curriculum during story time. By sharing a favorite book with the class this introduces and enhances the multicultural event of the month.
- The students are also engaged in meaningful learning with correlating enrichment activities that integrate these curriculum content areas: Reading, Writing, Social Studies, Science, Math, Music, and Art. I also emphasize critical thinking skills and cooperative learning. Songs, poetry, games, recipes, and patterns are some ways that give them a multicultural experience. Listed below are the multicultural activities the 1<sup>st</sup> graders are exposed to:
  - 
  - September- Labor Day (Careers)
  - October- Columbus Day
  - November- Veteran’s Day
  - Thanksgiving (Study of Native Americans/Pilgrims)

- December- Christmas Around the World
- January- Martin Luther King Jr.
- March- St. Patrick's Day

Stephanie Sterup

### Multi-Cultural Report

During the month of December Kindergarteners studied Christmas Around the World in Social Studies. Students visited the countries of Mexico, Sweden, Germany, Italy and the United States. Students listened to books being read aloud to them about each place. After reading books, students completed an activity learning about what takes place during the country's Christmas season.

During the month of February, Black History month, students listened to many books involving important people such as Martin Luther King, Jackie Robinson and Rosa Parks.

Nicci Kropatsch

### Multi-Cultural Report for Third Grade

During the month of February, Black History month, students listened to many books involving important people such as Martin Luther King, Jackie Robinson and Rosa Parks.

Literature books read to the third graders were about a variety of different cultures. Students' reading textbook includes characters from different cultures. One entire unit focused on different cultures. Stories compared the 2 different cultures one family shared with a mother from Spain and a father from Lebanon.

Story problems in the students' math books use names from different cultures.



# OSCEOLA PUBLIC SCHOOLS

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## PRINCIPAL BOARD REPORT June. 2020

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DALE MAYNARD

1. Graduation-Thank you to everyone involved. It was very nice and the students and families voiced a lot of appreciation for our efforts.
2. Multicultural Report Attached
3. Meeting with Jason first week of July to discuss various plans for next year.
4. Virtual concert released today-Check it out on the webpage.
5. Met with all new teachers-everyone getting settled.
6. State Welding competition July 17th and July 28th-online test and welds on site. Working with Mr.S and Ms.M to finalize the details.
7. General lifting workouts-daily groups, schedules and cleaning all going well.
8. Volleyball is aloud to practice so they have begun doing so.
9. Thanks again to custodial and maint. Lots of good things happening.
10. Anything questions of me?



## **MULTICULTURAL REPORT**

The geography curriculum includes cultures from around the world, both ancient and modern day. It includes how the influence of cultures from everywhere in the world have affected other cultures and developed into multicultural areas of the world. Included are rulers, scientists, authors, religious leaders, artists etc from ancient to modern day.

Use of the plus and minus signs, which are Hindu-Arabic in origin.

Use of the equals sign, which is European in origin.

Use of the digits 0,1,2,3,4,5,6,7,8,9, which are Indian in origin, although generally referred to as Arabic numerals in the Western world.

Use of the Greek alphabet to represent unknown angle measures.

Throughout the year, many stories, novels, poetry, and dramas dealt with cultures other

than our own here in Osceola. I was able to have multicultural lessons in every English

class. As we read selections with other cultures, we watch videos so we can see the

environment other cultures live in (for example, drought in Africa). We can sometimes

see dances done during that time period (Civil War, for example). We can also sometimes see the actual author or characters in our selections (Poe, Anne Frank, for

example).

As we study these other cultures, I hope students can see other people in the world who

are not exactly like themselves. I want them to view Jewish people with understanding,

even today, of their experiences in the Holocaust. This year was particularly easy for

eighth graders to connect to Anne Frank and her family because students were quarantined to their homes, just as the Franks were hidden in their annex. I hope juniors understand the ramifications of a witch hunt in Salem, Massachusetts, and can

relate it to the world today.

In my social studies classes during the 2019-2020 school year, my students experienced a numerous amount of cultures and diversity within a historical setting. One example is my eighth

graders learning about different indigenous groups native to the areas that began to be

settled by European colonists. Another example is my 7th graders learning about the lifestyle, culture, and significance of various groups and empires throughout world history in Africa, the Middle East, Eastern Europe, and Asia. My sixth graders were subject to learning about many different cultural traditions in Central America, South America, Canada, and historical backgrounds of the U.S. such as European colonists and Asian immigrants and how each group has historical importance to their own history. Each student was able to not just learn about these groups and traditions but saw historical events and scenes through a variety of diverse lenses. This year in my tech classes we discussed scenarios where students put themselves in the shoes of students of other nationalities. We then discuss how hate speech affects others and how they would respond if it happened to them or others around them at school or elsewhere.

This activity took place on May 1<sup>st</sup>, during the Covid – 19 school shut down with a life skills student. The week before the activity I asked the student to ask his parents about his heritage. The student and his father took part in the zoom meeting as well as the Occupational Therapist. Each person attending the zoom meeting talked about their heritage and what family traditions they took part in because of their heritage. Next we discussed the tradition of May Day and if we have every taken part in May Day activities. We then researched May Day and read about where, when and how May Day began.

## **DIGITAL CITIZENSHIP**

Prior to first use of internet in class, held discussion involving the following topics:

1. Maintaining a level of anonymity online, making sensible decisions when sharing personal information.
2. Expressing oneself appropriately and intelligently on social networking sites and forums.
3. Determining whether a website is a safe and reliable source of information.
4. Understanding that any information you present about yourself and/or your opinions online is essentially making a permanent document of said information.

This information was presented and then reviewed almost weekly with a student who moved into the district at the end of 2<sup>nd</sup> quarter.

Class discussion in all subjects, involving the following topics:

1. Maintaining a level of anonymity online, ie. making sensible decisions when sharing personal information.
2. Expressing oneself appropriately and intelligently on social networking sites and forums.
3. Determining whether a website is a safe and reliable source of information.
4. Displaying respect and courtesy to others while engaging in online gaming.
5. Understanding that any information you present about yourself and/or your opinions online is essentially making a permanent document of said information.
6. Understanding the need to verify "facts" presented on websites.

Student online activity was also monitored via the LANSchool app.

In sixth grade, I emphasize to students how important it is to keep their passwords safe.

We

discuss what can happen as a result of others having access to their passwords. I teach them

various ways to save their passwords. We also discuss never giving passwords out to anyone.

In all classes, when we are writing, we discuss plagiarism. We talk about sources to use for a

writing assignment.

1. Nature of Occurrence or lesson: This informal lesson took place during a one-on one zoom meeting with a student currently enrolled in a life skills program. Since the school shut down the student has more time to spend on the internet. We talked about not sharing personal information on line. Once the information is on the internet it is always there. We need to make smart and sensible decisions.
2. We also talked about how to determine whether a website is a safe and reliable source of information. The student had watched a lesson on "Teacher TV" and explained to me the different kinds of sites, such as .org, .com, & .edu.
3. The last topic of discussion was how you express yourself on line. This is similar to meeting someone for the first time. You want to make a good impression by being polite and age appropriate.

Students held a discussion about the following topics prior to the first use of Internet in the class:

1. An in depth discussion about copyright and the consequences of copyrighting someone else's work.
2. Determining appropriate conduct on social media sites.
3. Understanding that any information you put out there is out on the Internet is their forever.
4. Displaying the same respect for others online that you have for someone face to face.
5. Determine weather a website is a safe and reliable website.

## NASB Monthly Update for Board Meetings - Agenda Item: JUNE 2020

**View the Monthly Update in video form now at:**

<https://vimeo.com/422856716>

### “NASB Update”

As a board, some items you should be focused on during June include:

- **Submit your Legislative Proposals to the NASB Legislation Committee by July 1**
  - <http://www.nasbonline.org/registrations/ProposedResolution.aspx>
  - 10 Award points will be granted, per proposal, to the entire board that proposes a legislative change and/or new legislation
- Review, update, and adopt Superintendent Evaluation tool and Superintendent Job Description.
  - File modified or newly adopted Superintendent Evaluation tools with Dr. Micki Charf, Accreditation Specialist at [Micki.Charf@nebraska.gov](mailto:Micki.Charf@nebraska.gov);
- Conduct a Board Self-Assessment & Goal Planning session
- Update your Strategic Plan Progress Report
- Hold a Board-Administrators Budget Work Session
- Do a Year End Assessment and Curriculum Review; Review School Improvement Plan
- Your Annual Review Bullying Prevention Policy is Due July 1 - § 79-2,137
- ESUs holding elections in conjunction with the statewide general election must notify the Secretary of State, County Clerks or Election Commissioners of offices to be filled, terms, vacancies, votes to cast, and filing deadlines for each office. §32-404, §32-601;
- ESU Filing Deadlines: Incumbent filing deadline: July 15, 2020 Non-incumbent filing deadline: August 3, 2020
- Other areas of focus during the coming months will be working collaboratively and in support of the district's plans for re-opening school this fall.

### NASB COVID-19 LINKS

- <http://members.nasbonline.org/index.php/news-resources/covid-19-resources>

### Networking, Events & SBM Networking Call Info:

- <http://members.nasbonline.org/index.php/events>
- *NASB will not be conducting our June events.*
- *NASB has hosted networking calls amongst school board members throughout March, April & May and plan to continue these in June. We appreciate those of you have been able to participate. Check your email for times and login/call information, or contact Matt Belka for access.*

**Advocacy/2020 Legislative Session:**

**Submit your Legislative Proposals to the NASB Legislation Committee by July 1 ... Now is the time for you and your board to think of items you might like addressed in 2021.**

- <http://www.nasbonline.org/registrations/ProposedResolution.aspx>
- 10 Award points will be granted, per proposal, to the entire board that proposes a legislative change and/or new legislation
- If you have a topic in mind, or would like assistance getting the ball rolling, please let Matt Belka know at [mbelka@NASBonline.org](mailto:mbelka@NASBonline.org)

The 2020 legislative session is currently scheduled to resume July 20 and wrap up mid-August. During the pause, senators and their offices have continued their work.

A priority for the reconvening session will be budget adjustments and bills that deal with the pandemic. Most other bills will likely be tabled. LB 1106, formerly LB 974, (the education funding reform/property tax bill) is still a priority for Sens. Linehan and the Revenue committee. We have shared our concerns with the committee, and with the press.

Stay engaged during the Session and follow along with the bills NASB is tracking at: <https://nasb.envisiams.com/legislative-bills> and through NASB's **Legislative Notes** e-updates.

Follow NASB on twitter at [www.twitter.com/NASBonline](http://www.twitter.com/NASBonline) using the hashtag #liveNASB and on facebook at [www.facebook.com/NASBonline](http://www.facebook.com/NASBonline)

To see a quick glimpse at the various items the NASB is involved in, check out pages 10 & 11 each month in the **Board Notes newsletter** for "This Month In ..." To access the latest newsletter, click here:

<http://members.nasbonline.org/index.php/news-resources/board-notes>



**City of Osceola, Nebraska**  
**Application for Change in Zoning Ordinance Number 520**

Applicant (circle one):

City Council

Planning Commission

Private Citizen Business

If Private Citizen/Business: School District #19, Steven Rinehart, Supt.  
Name & Phone

PO Box 198, 565 S. Kimmel St., Osceola NE 68651  
Address

Property Street Address: (former address of 160 South Street)

Legal Description of the Property: (see attached application)

Change Requested (section of the ordinance): (see attached application)

Proposed Use Requiring the Change in Zoning: School Agriculture Education

Program to permit specified cows, sheep, other animals for petting  
zoo, and commercial greenhouse  
\*\*\*\*\*

Date \$ 250 Fee Paid: \_\_\_\_\_ Amount Paid: \_\_\_\_\_

Date Certified List of Property Owners Received: N/A

APPLICATION FOR AMENDMENT  
TO  
ZONING DISTRICT

School District #19 makes application for an amendment to the Zoning Regulations of the City of Osceola, Nebraska, by amending 5.24 Permitted Special Uses under R-1 Residential Single and Multifamily District to add 16. To allow school agriculture education program which would permit cows (restricted to 2), sheep (restricted to 4), other animals to be used for petting zoo event (restricted to a maximum of 12 hours), and a commercial greenhouse. A special use permit would be valid from July 1st to June 30<sup>th</sup> and the City Council must approve the permit on an annual basis.

This special use is limited to the following described real estate:

Lots Five, Six, Seven, Eight, Nine, Ten, Eleven, and Twelve (5-12), in Block Nine (9), and Lots One, Two, Three, Four, Five, Six, Seven, Eight, and Nine (1-9), in Block Fourteen (14) in Morningside Addition to the City of Osceola, Polk County, Nebraska, together with that half of vacated Valley Street abutting said property on the west as vacated in Ordinance recorded November 19, 2019, in Book 54 at Page 438

And by amending 5.25 Prohibited Uses and Structures to read as follows:

5.25 PROHIBITED USES AND STRUCTURES: All other uses and structures which are not specifically permitted or not permissible as special uses shall be prohibited from the R-1 Residential District. The keeping or harboring of horses, cattle, sheep, goats, mules, rabbits, poultry or similar, domestic animals, or any wild animals, shall not be permissible use, under circumstances in R-1 Residential Districts, except as provided in Permitted Special Uses 16. above.

School District #19

BY: Steven A. Rinehart  
Steven A. Rinehart, Superintendent

## Superintendent's June Report Items

1. Take action to approve Superintendent as Authorized District Representative starting July 1, 2020.
2. Take action continuing to be part of ESU 7 Title IA Consortium.
3. Take action on setting lunch prices for 20-21.
4. Take action to amend policy 3039 Threat Assessment, 3046 Animals at School, 5054 Student Bullying, and 6020 Multicultural Education as recommended by KSB School Law
5. Take action to amend policies 2002 Organization of the Board, Board Officers, Committees, and Check signing; 3034 Disbursements; 4003 Drug Testing of Drivers; 5016 Student Records; 5035 Student Discipline; 6021 SPED Criteria for Selecting Evaluators; and 6033 Restraint and Seclusion, as required to meet State Statutes or NDE Regulations.
6. Take action to waive 2nd reading and adopt new policies 3056 Guest Speakers; and 4062 Locker Room Supervision as recommended by legal counsel.
7. Take action to adopt Collaborative Plan Addressing Barriers to Attendance Form and Guest Speaker Request Form for Assembly, Classroom and Activity Form for district use.
8. Discuss updated building project.
9. Discuss survey to be given to patrons on All Sports Coop with High Plains.
10. Discuss NRCSA Transition Meeting date as part of our Superintendent Search process.
11. Continued internet issues with Windstream and Internet service.
12. Application sent to City to amend zoning district for the Coffin property.
13. Inquiry from Charles Hayes about purchasing lots around the old auditorium to build spec homes on.
14. Thanks to the community patrons and board members for allowing me to serve the Osceola District over the last 10 years.

**Board of Education Regular Meeting**  
Middle School/High School Media Center  
565 S. Kimmel Street  
Osceola, NE 68651  
May 12, 2020 @ 6:00 PM

1. Osceola Public Schools Board of Education Information

Notice of this meeting was posted at the Jeffrey Elementary School, Osceola Middle School/High School, Pinnacle Bank of Osceola, and the Osceola Post Office. A copy of the agenda items is tentative and may be changed by the Board if necessary.

2. Opening Procedures

2.1. Call the Meeting to Order

President Boruch called the regular meeting to order at 6:03 PM and informed those in attendance that a current copy of the Open Meetings Act is posted in the meeting room, then directed the public to its location.

2.2. Roll Call

Jennifer Boruch:	Present	Michael Neujahr:	Present
Jena Mentink:	Present	Douglas Rathjen:	Present
Anthony Mestl:	Present	Chelsey Tonniges:	Present

2.3. Excuse Board Members Who Are Absent

There were no board members absent.

3. Approval of Agenda

Approval of the agenda as written passed with a motion by Jena Mentink and a second by Douglas Rathjen.

Jennifer Boruch: Yea, Jena Mentink: Yea, Anthony Mestl: Yea, Michael Neujahr: Yea, Douglas Rathjen: Yea, Chelsey Tonniges: Yea

4. Recognition of Visitors/Communications from the Public

Two staff members zoomed the meeting. Dr. Lavaley attended the meeting.

4.1. Zack Wayman presented social studies standards to Board of Education remotely.

Mr. Zack Wayman and Mrs. Kim Baloun shared with the Board available social studies resources. Thank you both very much.

5. Reports

5.1. Principals Reports

5.1.1. Elementary Report

Elementary Principal Brett Webster gave his written and oral report about: check-in days will be Thursday and Friday; teachers will only be able to work short periods in the elementary building over the summer due to construction; and multicultural reports will be ready for the June board meeting. Also, Principal Webster wanted to say thank you to all of the teachers who have "worked their tails off through this challenging time", and to all of the employees who have come to work to keep the school running. You are all truly amazing!

5.1.2. MS/HS Report

Middle/School High School Principal Dale Maynard gave his oral and written report about: meeting with a group of Seniors today about the senior video; all Seniors will graduate; there

are a handful of outstanding F's that will be addressed; online Spanish courses level 1 and 2 will be offered next year; working with Mariah Moore on summer plans for ag areas; computer check-in for the middle school is scheduled for May 18th and the high school is scheduled for May 19th; internet safety and multicultural report will be presented at next board meeting; and the last day for teachers will be May 20th. Also, Principal Maynard would like to thank the staff who are painting, removing dead trees, etc., and to the teachers who are really stepping up to the challenges during COVID-19. You are all doing a great job!

## 5.2. Superintendent's Report

Superintendent Steven Rinehart gave his written and oral report about: TIF funds and the City of Osceola; Dazzler try-outs are on Monday, May 18th, which will consist of each candidate being videoed then the videos being sent to judges; and the free lunch program will end this week.

## 5.3. Board Reports

There were no board reports.

## 6. Action Items

### 6.1. Consent Agenda

To approve consent agenda passed with a motion by Douglas Rathjen and a second by Anthony Mestl.

Jennifer Boruch: Yea, Jena Mentink: Yea, Anthony Mestl: Yea, Michael Neujahr: Yea, Douglas Rathjen: Yea, Chelsey Tonniges: Yea

#### 6.1.1. Approval of the Previous Meeting's Minutes

#### 6.1.2. Treasurer's Report

#### 6.1.3. Payment of general fund claims in the amount of \$354,512.32

#### 6.1.4. Payment of special building claims of \$615,464.20

### 6.2. Consider, discuss and take all necessary action on activating KSB School Law Firms policies

To approve the resolution to implement updated policies from KSB School Law Firm passed with a motion by Douglas Rathjen and a second by Chelsey Tonniges.

Jennifer Boruch: Yea, Jena Mentink: Yea, Anthony Mestl: Yea, Michael Neujahr: Yea, Douglas Rathjen: Yea, Chelsey Tonniges: Yea

### 6.3. Consider, discuss, and take all necessary action to authorize board secretary Deb Berry to send in an affidavit on school hours to NDE on behalf of the district

To authorize Board Secretary Debra Berry to send an affidavit on school hours to NDE on behalf of the District passed with a motion by Michael Neujahr and a second by Jena Mentink.

Jennifer Boruch: Yea, Jena Mentink: Yea, Anthony Mestl: Yea, Michael Neujahr: Yea, Douglas Rathjen: Yea, Chelsey Tonniges: Yea

### 6.4. Consider, discuss and take all necessary action on temporarily borrowing from the Special Building Fund to make first Bond payment if necessary

To approve borrowing money from the Special Building Fund to help make Bond payment, if necessary, passed with a motion by Anthony Mestl and a second by Jena Mentink.

Jennifer Boruch: Yea, Jena Mentink: Yea, Anthony Mestl: Yea, Michael Neujahr: Yea, Douglas Rathjen: Yea, Chelsey Tonniges: Yea

6.5. Consider, discuss and take all necessary action on updating old showers to individual stalls

To approve installing individual shower stalls to update old locker room showers with the cost not to exceed \$24,200.00 passed with a motion by Michael Neujahr and a second by Chelsey Tonniges.

Jennifer Boruch: Yea, Jena Mentink: Yea, Anthony Mestl: Yea, Michael Neujahr: Yea, Douglas Rathjen: Yea, Chelsey Tonniges: Yea

6.6. Consider, discuss and take all necessary action to address lunch prices for the 2020-21 school year

To approve lunch prices for the 2020-2021 school year was tabled with a motion by Anthony Mestl and a second by Jena Mentink.

Jennifer Boruch: Yea, Jena Mentink: Yea, Anthony Mestl: Yea, Michael Neujahr: Yea, Douglas Rathjen: Yea, Chelsey Tonniges: Yea

6.7. Consider, discuss and take all necessary action to approve renewal of nurse contract with Polk County Health Services

To renew Polk County Health Service's nursing service contract passed with a motion by Anthony Mestl and a second by Douglas Rathjen.

Jena Mentink: Abstain (With Conflict), Jennifer Boruch: Yea, Anthony Mestl: Yea, Michael Neujahr: Yea, Douglas Rathjen: Yea, Chelsey Tonniges: Yea

6.8. Consider, discuss and take all necessary action to set activity prices for the 2020-21 school year

To keep current activity prices of \$4/student and \$5/adult for the 2020-2021 school year to match Crossroad Conference's pricing passed with a motion by Chelsey Tonniges and a second by Jena Mentink.

Jennifer Boruch: Yea, Jena Mentink: Yea, Anthony Mestl: Yea, Michael Neujahr: Yea, Douglas Rathjen: Yea, Chelsey Tonniges: Yea

6.9. Consider, discuss and take all necessary action on bid from Hiland Dairy

To accept Hiland Dairy's contract for milk delivery services for the 2020-2021 school year passed with a motion by Douglas Rathjen and a second by Chelsey Tonniges.

Jennifer Boruch: Yea, Jena Mentink: Yea, Anthony Mestl: Yea, Michael Neujahr: Yea, Douglas Rathjen: Yea, Chelsey Tonniges: Yea

6.10. Consider, discuss and take all necessary action on the resignation of Carley Watts as Elementary Para Educator at the end of the 19-20 contract year

To accept the resignation of Carley Watts as an Elementary Para-Educator at the end of the 2019-2020 contract year passed with a motion by Anthony Mestl and a second by Chelsey Tonniges.

Jennifer Boruch: Yea, Jena Mentink: Yea, Anthony Mestl: Yea, Michael Neujahr: Yea, Douglas Rathjen: Yea, Chelsey Tonniges: Yea

Thank you, Miss Watts, for all of your efforts and dedication to Osceola Public Schools. Good luck to you!

## 7. Discussion Items

### 7.1. Updated discussion on building project

Superintendent Steven Rinehart updated the Board on the building project. The sewer is completed to the point where footings can be poured.

7.2. Continued discussion on Co-op with High Plains

A possible sports co-op with High Plains Community Schools was discussed. Surveying the Osceola community to gather information about a possible coop was mentioned.

8. Next Meeting Dates and Times

8.1. Regular meeting June 8, 2020, 6:00 PM at the Osceola Middle/High School Media Center.

9. Adjournment

To adjourn meeting at 8:00 PM passed with a motion by Anthony Mestl and a second by Michael Neujahr.

Jennifer Boruch: Yea, Jena Mentink: Yea, Anthony Mestl: Yea, Michael Neujahr: Yea, Douglas Rathjen: Yea, Chelsey Tonniges: Yea

Respectfully submitted,

Debra D. Berry, Board Secretary Appointed

## 3039

### Threat Assessment and Response

The board of education is committed to providing a safe environment for members of the school community. Students, staff and patrons are urged to immediately report any statements or behavior that makes the observer fearful or uncomfortable about the safety of the school environment.

#### 1. Definitions.

- a. A **threat** is an expression of willful intent to physically or sexually harm someone or to damage property in a way that indicates that an individual poses a danger to the safety of school staff, students or other members of the school community.
  - i. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means.
  - ii. A **transient threat** is an expression of anger or frustration that can be quickly or easily resolved.
  - iii. A **substantive threat** is an expression of serious intent to harm others which includes, but is not limited to, any threat which involves a detailed plan and means
- b. A **threat assessment** is a fact-based process emphasizing an appraisal of observed (or reasonably-observable) behaviors to identify potentially dangerous or violent situations, to assess them and to manage/address them. Threat assessment is the process of distinguishing "transient" threats from serious ones in a systematic, data-informed way.
  - i. The threat assessment process is distinct from student disciplinary procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension, expulsion or

emergency exclusion without complying with state law and board policy related governing those actions.

- ii. The threat assessment process is distinct from specialized instruction which a student with a disability may receive from the school district. The school district will not change a student's educational placement as that term is used in the Individuals with Disabilities in Education Act *solely* as part of a threat assessment.

## **2. Obligation to Report Threatening Statements or Behaviors.**

All staff and students must report **substantive threats** ~~to any threatening statements or behavior to~~ a member of the administration **immediately and comply with any other mandatory reporting obligations.** Staff and students who are unsure whether a threat is **substantive or transient should report the situation.** Staff and students must make such report regardless of the nature of the relationship between the individual who initiated the threat or threatening behavior and the person(s) who were threatened or who were the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made or the threatening behavior occurred.

THREATS OR ASSAULTS WHICH REQUIRE IMMEDIATE INTERVENTION SHOULD BE REPORTED TO THE POLICE AT 911.

## **3. Threat Assessment Investigation and Response**

When a threat is reported, the school administrator shall initiate an initial inquiry/triage and, in consultation with members of the threat assessment team, make a determination of the seriousness of the threat as expeditiously as possible. The school administrator must contact law enforcement if the administrator believes that an individual poses a clear and immediate threat of serious violence.

If there is no reasonably apparent imminent threat present or once such an imminent threat is contained, the threat assessment team will meet to evaluate and respond to the threatening behavior. The superintendent may, but is not required to, review the following types of information:

- Review of the threatening behavior and/or communication;

- All reports of violent, threatening, stalking or other behavior or statements which could be interpreted as posing a threat to school safety will immediately be forwarded to the superintendent. Upon receipt of an initial report of any threat, the superintendent will take steps to verify the information, make an initial assessment, and document any decision involving further action. This investigation may include **I Interviews with the individuals involved including students**, person who made the statement(s) or engaged in the behavior of concern, interviews with teachers and other staff members **and** who may have information about the individual of concern, interviews with the target(s) of the threatening statements or behavior, interviews of family members **as necessary and/or appropriate**;
- **Review of school and other records for any prior history or interventions with the students involved**;
- **Any** physical searches of the individual of concern's person, possessions, and home (as allowed by law and in cooperation with law enforcement), and any other investigatory methods that the **law enforcement unit** superintendent determines to be reasonable and useful.
- The superintendent must confer with at least one member of the school's guidance counseling staff as part of his/her investigation. **If the threat has been made by, or is directed towards, a student with a disability, the superintendent must confer with a staff member who is knowledgeable about special education services or Section 504 of the Rehabilitation Act, as appropriate.**

At the conclusion of the investigation, the superintendent will determine what, if any, response to the threat is appropriate. The superintendent is authorized to disclose the results of his/her investigation to law enforcement and to the target(s) of any threatened acts. The superintendent may refer the individual of concern to the appropriate school administrator for consequences under the school's student discipline policy or, if appropriate, report the results of his/her investigation to the student's individualized education plan team.

**Regardless of threat assessment activities, disciplinary action and referral to law enforcement will occur consistent with board policy and Nebraska law.**

#### **4. Communication with the Public about Reported Threats**

To the extent possible, the superintendent will keep members of the school community informed about possible **substantive** threats and about the District's response to those threats. This communication may

include oral announcements, written communication sent home with students, and communication through print or broadcast media. However, the superintendent will not reveal the identity of the individual of concern or of any target(s) of threatened violence unless permitted by law.

## **5. Coordination with the Crisis Team After Resolution of Threat**

The superintendent will confer with the district's crisis team after a threat has been investigated to provide the crisis team with information that the crisis team may use in assessing or revising the district's All-Hazard School's Safety Plan.

Adopted on: December 9, 2019

Revised on: June 8, 2020

Reviewed on:

## **3046 Animals at Schools**

Animals are not allowed in school district buildings or on school district property without the written permission of the superintendent or his or her designee except as provided in this policy or as otherwise required by law.

### **I. USE OF ANIMALS FOR INSTRUCTIONAL PURPOSES**

Animals that support a district program or curriculum or that are used for instructional purposes are allowed in school district buildings or on school district property with the written permission of the superintendent or building principal.

### **II. SERVICE ANIMALS**

The school district does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. An individual with a disability is permitted to be accompanied by his/her service animal on school property when required by law, subject to the conditions of this policy.

**Service Animal.** A "service animal" is a dog that has been individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Work or tasks **do not** include the crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship. The work or tasks performed by a service animal must be directly related to the handler's disability or necessary to mitigate a disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. **See also**, Miniature Horses below.

**School District Inquiries.** School officials **may** ask the owner or handler of an animal whether the animal is required because of a disability and what work or task the animal has been trained to do **unless** the answers to these inquiries are readily apparent. School officials **may not** ask about the nature or extent of a person's disability and may not require documentary proof of certification or licensing as a service animal.

**Procedural Requirements.** The following requirements must be satisfied **before** a service animal will be allowed in school buildings or on school grounds:

**Request.** A person who wants to be accompanied by his/her service animal must submit a written request form to a principal or superintendent. The request form is attached to this policy. These requests must be renewed each school year or whenever a different service animal will be used. **When a request to be accompanied by a service animal is submitted by, or on behalf of, a student who has an Individualized Education Program (IEP) and/or a Section 504 Plan, then the request shall be promptly referred to the student's respective IEP Team and/or 504 Team for its consideration and/or input.**

**Health and Vaccination.** The owner or handler must have proof of current licensure from the local licensing authority including proof of the service animal's current vaccinations and immunizations required by law.

Service animals will not be allowed in school buildings or other school property until the school has approved the request.

**Control.** A service animal must be under the control of its handler at all times. The service animal must have a harness, backpack, vest identifying the dog as a trained service dog, leash, or other tether. If the handler is unable to use a harness, backpack, vest, leash, or other tether, because of a disability or the use of a harness, backpack, vest, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, the use of these items is not required. However, the service animal must be otherwise under the handler's control.

**Exclusion or Removal from School.** A service animal may be excluded from school property and buildings if a school administrator determines that:

- (1) A handler does not have control of the service animal;
- (2) The service animal is not housebroken;
- (3) The service animal presents a direct and immediate threat to others in the school; or
- (4) The animal's presence fundamentally alters the nature of the service, program, or activity.

The handler or the student's parent or guardian shall be required to remove the service animal from school premises immediately upon such a determination. If the service animal is removed, the individual with a disability shall be provided with the opportunity to participate in the service, program, or activity without the service animal.

**Allergic Reactions.** If any student or school employee assigned to a classroom or mode of transportation in which a service animal is permitted suffers an allergic reaction to the service animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by an administrator. The school will arrange a meeting between school personnel, the individual with the disability, and the parents or guardian(s) of the person with the disability if that person is a student to develop an alternate plan.

**Supervision and Care of Service Animals.** The owner or handler of a service animal is solely responsible for the supervision and care of the animal, including any feeding, exercising, and clean up while the animal is in a school building or on school property. The student's parent or guardian is responsible for providing for the supervision and the care of the animal in the event that his or her student is not able to do so. The school district is not responsible for providing any care, supervision, or assistance for a service animal.

**Extra Charges.** The owner or handler of a service animal will not be required to pay an admission fee or a charge for the animal to attend events for which a fee is charged.

**Damage to School Property and Injuries.** The owner or handler of a service animal is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the animal.

**Miniature Horses.** Requests to permit the use of a miniature horse by an individual with a disability will be addressed on a case-by-case basis by considering the following factors:

- (1) The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- (2) Whether the handler has sufficient control of the miniature horse;
- (3) Whether the miniature horse is housebroken; and
- (4) Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

All additional requirements outlined in this policy, which apply to service animals, shall apply to miniature horses.

**Service Animal in Training.** This policy shall also be applicable to service animals in training that are accompanied by a bona fide trainer.

**Denial of Access and Grievance.** If a school official denies a request for access of a service animal, the disabled individual or parent or guardian can file a written grievance with the school's Section 504 Coordinator.

### **III. THERAPY ANIMALS**

A "therapy animal" is an animal that has been individually trained and certified to work with its owner to provide emotional support, well-being, comfort, or companionship. Therapy animals are not "service animals" as that term is used in the Americans with Disabilities Act.

Therapy animals will not be allowed on school grounds or school property except as otherwise required by law.

Adopted on: December 9, 2019

Revised on: June 8, 2020

Reviewed on:

## 5054 Student Bullying

~~**Definition of Bullying.** The Centers for Disease Control and Prevention defines bullying as “any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.” Nebraska statute defines bullying as “an ongoing pattern of physical, verbal or electronic abuse.” The District’s administrators are authorized to use both of these definitions to determine whether any specific situation constitutes bullying. Both of these definitions include both in-person and cyberbullying behaviors.~~

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**Bullying Prohibited.** Students are prohibited from engaging in any form of bullying behavior.

**Reporting Bullying.** Students who experience or observe bullying behavior must immediately report what happened to a teacher or administrator. ~~Students can use the district’s anonymous platform \_\_\_\_\_ to make this report.~~ Students may always confer with their parents or guardians about bullying they experience or witness, but the students must also ultimately report the situation to a teacher or administrator.

**Bullying Investigations.** School district staff will investigate allegations of bullying using the same practices and procedures that the district observes for student disciplinary matters. In no circumstance will school district staff be deliberately indifferent to allegations of bullying.

**Disciplinary Consequences.** The disciplinary consequences for bullying behavior will depend on the frequency, duration, severity and effect of the behavior.

A student who engages in bullying behavior on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, or at school-sponsored activities or school-sponsored athletic events may be subject to disciplinary consequences including but not limited to long-term suspension, expulsion, or mandatory reassignment.

Without limiting the foregoing, a student who engages in bullying behavior that materially and substantially interferes with or disrupts the educational environment, the district's day-to-day operations, or the education process, regardless of where the student is at the time of engaging in the bullying behavior, may be subject to discipline to the extent permitted by law.

**Bullying Based on Protected Class Status.** Bullying based on protected class status is unique and may require additional investigation. The appropriate district staff member or coordinator will promptly investigate bullying complaints that violate the district's antidiscrimination policies.

**Support for Students Who Have Experienced Bullying.** Regardless of where the bullying occurred, the district will consider whether victims of bullying are suffering an adverse educational impact and, if appropriate, will refer those students to the district's student assistance team.

**Bullying Prevention and Education.** Students and parents are encouraged to inform teachers or administrators orally or in writing about bullying behavior or suspected bullying behavior. School employees are required to inform the administrator of all such reports. The appropriate administrator shall promptly investigate all such reports. Each building shall engage in activities which educate students about bullying, bullying prevention and digital citizenship.

**Policy Review.** The school district shall review this policy annually.

Adopted on: February 10, 2020

Revised on: June 8, 2020

Reviewed on: \_\_\_\_\_

## **6020 Multicultural Education**

In every curriculum area and at all grades, the school district will provide programs which foster and develop an appreciation and understanding of the racial, ethnic, and cultural heritage of all students. These programs will allow students to explore the history and contributions made by various ethnic groups and will emphasize ~~the rich diversity of the population of the United States.~~

~~The programs shall be implemented within the guidelines of the State Department of Education and in accordance with any other applicable laws and/or regulations. The building principal shall provide the board with a report on the status of the district's multicultural education program annually.~~

human relations, sensitivity toward all races, and the rich diversity of the population of the United States. The programs shall be implemented within the guidelines of the State Department of Education and in accordance with any other applicable laws and/or regulations.

**Philosophy, Mission, and Program Goals.** The district respects and appreciates cultural diversity and seeks to promote the understanding of unique cultural and ethnic heritage. The district will promote the development of a culturally responsible and responsive curriculum. The district's program will explore the attitudes, skills, and knowledge necessary to function in various cultures.

**District Guides, Frameworks, or Standards.** Appropriate district staff and/or committee(s) will review the district curriculum guides, frameworks, or standards to determine that they appropriately incorporate multicultural education.

**Selecting Appropriate Instructional Materials.** Appropriate district staff and/or committee(s) will review instructional materials and make a recommendation regarding those that are appropriate for the district's multicultural education program.

**Providing Staff Development.** Appropriate district staff and/or committee(s) will review the staff development provided for administrators, teachers, and support staff to determine that it includes appropriate multicultural education that is consistent with district and program goals.

**Periodic Assessment.** Appropriate district staff and/or committee(s) will

periodically review the district's multicultural education program by reviewing the criteria in this policy to assess whether the district is adequately and appropriately incorporating multicultural education in all curriculum areas in all grades.

**Annual Status Report.** The superintendent will provide the board with a report on the status of the district's multicultural education program annually.

Adopted on: April 13, 2020

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_

## **3056 Guest Speakers**

The school board recognizes that guest speakers with demonstrated expertise in areas of interest to the school district and its students may enrich the students' educational experiences. The school district has adopted this policy to ensure that the messages provided by outside speakers do not conflict with school district policies, the fundamental values of a public school education, or the legal limitations placed on public school districts. Individuals who wish to invite a guest speaker must follow the procedures outlined below.

**Classroom or School-Sponsored Activity Guest Speakers.** Teachers or activity sponsors who desire to invite a guest speaker to address his or her class or activity members must:

1. Research the guest speaker, have a clear understanding of the guest speaker's purpose and message, and determine that the speaker's message complies with the school district's policies and fundamental values.
2. Complete a Guest Speaker Request Form and submit it to the building principal at least 5 days prior to the proposed appearance.
3. Notify the main office of name, time, and date of the guest speaker's appearance (if the request is approved).
4. Notify parents of the name, time, date, and topic and summary of the presentation at least 5 days before the presentation (if the request is approved).
5. Require the guest speaker to submit a copy of any visual or written materials to the employee at least 24 hours prior to any presentation. The employee shall submit the materials to the principal upon receipt.
6. Prepare students in advance for the experience.
7. Inform the guest speaker that students or employees may ask challenging questions or offer differing viewpoints.
8. Terminate the presentation if the speaker fails to limit his or her remarks to the subject on which he or she has been invited to speak.
9. Remain with the speaker and students to facilitate and monitor the discussion.
10. Provide appropriate follow-up activities and education.

**Assembly Speakers.** Employees who desire to invite a guest speaker to address staff or students at an assembly must follow the identical procedures outlined above. In addition, the employee must submit the Guest Speaker Request Form to the superintendent at least 5 days prior to the proposed appearance and the speaker submitted materials upon receipt.

**Request Consideration.** The administrator(s) must research the guest speaker and determine that the speaker's message complies with the school district's policies and fundamental values. If it does not comply, the administrator will reject the request. If it does comply, the administrator shall then consider the following factors when approving or denying the request:

1. The guest speaker's ability to appropriately and adequately address the topic with the students based upon the speaker's education, training, expertise, or other qualifications.
2. The materials submitted by the guest speaker.
3. The educational value to students of the presentation.
4. The relevance of the presentation to the class, activity, or school's educational mission.
5. Whether the topic of the presentation is appropriate for the students' ages and level of maturity.
6. Whether the speaker has a history of providing factual information in a fair and balanced manner or if he or she has previously advocated for a particular position or espoused personal opinion, bias, or partisanship.
7. Whether the speaker's proposed presentation is consistent with the fundamental values of a public school education and/or encourages the fundamental values, habits, or manners of civility.
8. Whether the speaker's proposed presentation will satisfy the Nebraska Department of Education's accreditation, curriculum, or standards requirements or recommendations.

The administrator shall notify the employee of his or her decision.

**Controversial Issues.** If the employee or administrator determine that the guest speaker's topic or presentation is partisan or controversial but will still be of benefit to the students, (1) the employee and administrator will work with the guest speaker to develop a plan that will allow the issue to be presented in an objective and unbiased manner and/or (2) the employee and

administrator will develop a plan that will allow opposing viewpoints to be presented. The employee will notify students and their parents at least 5 days in advance of the nature of the presentation. If a student does not wish to attend a controversial presentation, the employee will either excuse the student from attending or provide an alternative assignment.

**Other Requirements.** The inviting employee or appropriate administrator may interrupt or stop the presentation if it violates this or any other school policy.

Adopted on: \_\_\_\_\_

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_