

Board of Education Regular Meeting
Monday, August 9, 2021 5:45 PM
Main Gymnasium
802 Highland Street
Wakefield, NE 68784

1. Opening Procedures
 - 1.1. Call to Order
 - 1.2. Open Meetings Act
 - 1.3. Pledge of Allegiance
Brown
 - 1.4. School District Mission Statement
Brown
 - 1.5. Roll Call
2. Approval of Agenda
3. Awards and Special Recognition
4. Reports
 - 4.1. Administrators
 - 4.1.1. Elementary Principal Report
Mr. Wulf
 - 4.1.2. Secondary Principal Report
Mrs. Zach
 - 4.1.3. Superintendent Report
Mr. Farup
 - 4.2. Board Committee Reports
 - 4.2.1. Board Policy
Lundahl

4.2.2. Building, Sites & Transportation
Litchfield

4.2.3. Business & Finance
Godinez

4.2.4. American Civics, Curriculum & Technology
Keagle

4.2.5. Negotiations & Public Relations
Brown

4.2.6. Strategic Planning
Riewer

5. Recognition of Visitors/Communication from the Public

5.1. WEA

6. Discussion and Action Items

6.1. Consent Agenda

6.1.1. Minutes of the previous meeting

6.1.2. Financial Reports

6.2. Review, discussion, and take appropriate action on the recommended 2021-2022 Safe Return to School Plan
Farup

6.3. Review, discuss and take appropriate action to approve the 2021-2022 Staff Handbook.
Farup

6.4. Discuss and take appropriate action an administrative recommendation to purchase cabinets, whiteboards, and a teacher's desk for the elementary music room.

Farup & Litchfield

6.5. Discuss and take appropriate action an administrative recommendation to expand health insurance benefits to classified staff to 12 months of Employee coverage.

6.6.
Farup & Godinez

6.7. Review, discuss, and take appropriate action to revise or reaffirm Policy 5057: Parental Involvement in the Title I Program.

Farup

6.8. Review, discuss, and take appropriate action to affirm Policy 5018 Parent Involvement in Education Practices.

Farup

6.9. Review, discuss, and take appropriate action regarding Policy 5054: Student Fees

Farup

6.10. Review, discuss and take appropriate action regarding the 2021 Wellness Committee Report.

Farup

6.11. Review, modify, or reaffirm, Board Policy 5054: Bullying.

Farup

6.12. Hold for review, discussion, and appropriated action necessary to revise or approve Policy 6020: Multicultural Education.

Farup

6.13. Review, discuss and take appropriate action on the 2021-22 iPad Policy Revision

Farup

6.14. Discuss and take appropriate action regarding a recommendation by the Business and Finance Committee to receive, review and approve the payment of bills received after the Regular August board meeting, and authorize the transfer of funds from the General Fund to the Depreciation Fund.

Farup & Godinez

7. Upcoming Dates and Times

7.1. Set the date and time for the next regular meeting

8. Adjournment

Wakefield Community School District
Elementary Principal Report
August 2021

- Many certified staff members have been working diligently on finalizing curriculum documents. Many staff members have created master curriculum plans for English Language Arts, Mathematics, Science and Social Studies. Staff members have submitted these documents in a digital format and they will all be added to a digital depository for all staff to access once all of the documents are completed.
- Classroom teachers participated in *Reveal* mathematics training for a half day session. Staff members walked through the teacher and student resources. Teachers have been diligently working on math implementation. There is a digital refresher coming up that teachers have the opportunity to attend if they would like to.
- We had a staff development day for teachers who chose to attend to learn about our new Smartboards. We had 10 staff members participate in this opportunity. It was a full-day inservice which provided staff with extensive support in using the new devices.
- Due to the Nebraska Reads initiative we were required to begin a summer program. This year we began a “Jumpstart” program for kids in grades K-6. We had 7 teachers provide instruction in language arts and mathematics. We plan to expand the program in the upcoming years.

Current Enrollment
(August 5, 2021)

| Grade Level | Number of Students |
|--------------|--------------------|
| PK 3 | 29 |
| PK 4 | 40 |
| Kindergarten | 40 |
| 1st Grade | 43 |
| 2nd Grade | 42 |
| 3rd Grade | 37 |
| 4th Grade | 32 |
| 5th Grade | 42 |
| 6th Grade | 30 |

Secondary Principal Report
August, 2021
Angie Zach

Activities completed during the months of June and July, 2021:

- Attended virtual ESU 1 conference featuring Phil Warrick on the topic of instructional leadership and improving teacher evaluations (June 2-3)
- Attended several administrative planning meetings in preparation for the upcoming school year and to discuss the Cognia review summary
- Attended a meeting with Rhonda Jindra and Chris Good from ESU 1 to discuss the Cognia review summary and supports the ESU could provide
- Prepared for and facilitated the secondary staff data retreat
- Attended the curriculum design workshop with Dr. Nunally
- Attended a 2-day virtual leadership summit provided by Sibme. Topics included improving teacher collective efficacy, instructional coaching, developing effective PLC's, developing professional growth goals, and psychological safety for teachers
- Research, purchase request for materials, and planning for new teacher mentor group
- Attended 2 meetings with Dr. Casey Hurner, NDE Assistant Coordinator NeMTSS. Dr. Hurner provided an overview of NeMTSS and how the framework can be used to implement a continuous improvement process
- Provided guiding questions for staff to use when reviewing Cognia data
- Provided suggestions for activities to use with staff in conjunction with Gallup Strengthsfinder
- Professional reading on the topics of instructional leadership and teacher evaluations; reviewed Danielson instructional framework
- Meeting with Ms. Harding to discuss ACT prep resources, student services, and how we can best communicate with each other
- Created a draft process for walk-throughs that aligns with current teacher evaluation policy; ongoing collaboration with Mr. Wulf to create a consistent process in both buildings
- Attended Administrator Days in Kearney (July 28-30)

<http://members.nasbonline.org/index.php/events>

To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'.
If you do not have an email and password to log in or have forgotten it, please contact NASB at 800-422-4572 for assistance.



YOUR MONTHLY BOARD AGENDA UPDATE VIDEO LINKS

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

AUGUST

NASB MEMBER ESSER ZOOM W/ NDE - AUGUST 4

AREA MEMBERSHIP MEETING - AUGUST 24 - GERING

AREA MEMBERSHIP MEETING - AUGUST 25 - NORTH PLATTE

AREA MEMBERSHIP MEETING - AUGUST 31 - VALENTINE

SEPTEMBER

NASB LEGISLATIVE LUNCH - SEPTEMBER 1 - NIOBRARA W/ SEN. TIM GRAGERT

AREA MEMBERSHIP MEETING - SEPTEMBER 1 - NORFOLK

AREA MEMBERSHIP MEETING - SEPTEMBER 8 - KEARNEY

FACILITIES & CONSTRUCTION WORKSHOP - SEPTEMBER 9 - KEARNEY

AREA MEMBERSHIP MEETING - SEPTEMBER 15 - YORK

2021 THRIVING CHILDREN, FAMILIES, AND COMMUNITIES CONFERENCE - SEPTEMBER 27 - VIRTUAL

AREA MEMBERSHIP MEETING - SEPTEMBER 29 - FREMONT

OCTOBER

AREA MEMBERSHIP MEETING - OCTOBER 5 - LA VISTA

AREA MEMBERSHIP MEETING - OCTOBER 6 - NEBRASKA CITY

LABOR RELATIONS CONFERENCE - OCTOBER 12-13 - LINCOLN

5TH ANNUAL SPARQ TAILGATE - OCTOBER 30 - EMBASSY SUITES - LINCOLN

NOVEMBER

2021 STATE EDUCATION CONFERENCE - NOVEMBER 17-19 - DOWNTOWN OMAHA

Acknowledgments:

- I would like to acknowledge the great work that Jerad Wulf and Angie Zach have done in getting ready for a great school year. They have both taken on responsibilities and have modeled the example of the collaboration we want to instill in all our staff. I am extremely confident that they will continue to move our school forward for our staff and students.
- I would like to thank Becky Gothier for her immense patience and expertise in helping me adapt to my new role. We are fortunate to have her, she serves the entire staff in helping them get the information and materials they need to do their jobs. Her effort and wisdom are very much appreciated.
- Also on the list is Leslie Ziska . Leslie has gone above and beyond as well as working through some difficult challenges in getting the new website and notification system up and running.
- Also want to thank Tina Nuernberger , Yvonne Martinez, and Josh Cliff for running a great summer meal program.
- Rex, Jean, Josie, Patty, and Lauren have done a great job working around all the projects at school. They have been extremely patient and have the school looking great.

Project Updates:

- Stadium: We had a very positive Community Meeting. We have another matching donation of \$250,000 and a contribution from the CRA of \$100,000. We will be working on a contract with Nemeha/Clark and Enneerson in the next few weeks.
- Activity Center: we have run into issues with our alarm system so that the doors won't lock. The fire company and electrician are working on the issue. Hope to have the activity center open the week of the 23rd.
- Lighting: This should be completed this week.
- Roofing: Materials and products have been ordered. Cleaning of the roof will begin the week of the 30th.
- HS Music Room: carpet and lights are done, most cabinets are in, the rest of the cabinets will be in on Wednesday.
- Elem Music Room: waiting for cabinets and materials.
- TV and Smartboards: outlets installed, all new equipment is installed.
- Welding Project: Downdraft tables are in, still waiting for welders and electricians to do their work.
- HVAC in High School: applied for ESSER III Capital Improvement approval. Need to advertise for and get bids. The engineering company we contracted with is working on getting bids as well.

Communication:

- The new website is up and running. We will continue to work on getting it updated and using the new notification system and app.
- Still working on phone, intercom, and paging system updates.

Covid-Response and Return to School Plan

- Our Covid response team met Tuesday morning to continue work on our plan. The team is comprised of Angie Borg, Angie Zach, Jerad Wulf, Cathy Hoffart, Kristi Foote, and Ross Hansen. We worked on the plan and things can always change but there are a few key takeaways you are most likely interested in:
 1. Masking is optional. Students and staff can wear masks if it makes them more comfortable, but they are not required. We also thought the word "encouraged" put staff and administration in a tough spot if they choose not to wear a mask, so we are using the word "optional."
 2. We do recommend staff get vaccinated. We will not require vaccination or tack an individual's vaccination status. However, in order to make informed decisions, we are asking staff to take an anonymous survey so we can track staff vaccination rates. I do believe it is important that we know our vaccination rate as close as possible.
 3. We will do whatever we can to continue full in-person learning the entire year. And we will also continue to serve quarantined students in the best way possible. If a student is in quarantine we will do all we can to make sure they are staying up on their learning and assessments.
 4. We will work with local public health officials, consistent with applicable laws and regulations, including those related to privacy, to determine the prevention strategies needed in their area by monitoring levels of community transmission, local vaccine coverage, staff vaccine coverage, and use of screening testing to detect cases in our school.
 5. Here is the information from NNPHD:
<https://nnphd.org/news-events/covid-19-weekly-data-english.html>

Other items:

- I have increased Christain Nelson, food service, from part-time to full-time status. We are asking the kitchen staff to increase some of the duties and responsibilities such as healthy snacks for the high school, weekend meals, etc. This is needed to increase those services.
- Daily sub pay has been increased from \$115 to \$125 to keep up with surrounding schools.
- We upped the extra route bus driver pay from \$40 to \$45.
- We have an interview for an accompanist next week.
- I have three applicants for our Director of Nutritional Services. I will be looking at having interviews soon.

**Wakefield Community School
Board of Education Special Meeting
Wednesday, July 28, 2021 at 6:00 PM**

Posted Locations:

- Wakefield Post Office • BankFirst • Wakefield Republican • School Main Entrance
- Posted Date: 07/22/2021

The Board of Education Special Meeting convened in open and public session on Wednesday, July 28, 2021 at 6:00 PM at the Wakefield Civic Center located at 407 East 7th, Wakefield, NE 68784.

President Brown informed the group of the Open Meetings Act posted in the room and accessible to all members of the public as required by law. All board members had received notice of the meeting and the meeting notice had been published/posted in a timely manner prior to the meeting date.

Attendance Taken at 6:00 PM:

Present: Bree Brown, Emily Godinez, Jeffrey Keagle, Jim Litchfield, Sherri Lundahl, Eric Riewer.

Present: 6, **Absent:** 0

Opening Procedures

- Call to Order
- Open Meetings Act
- Roll Call

Approval of Agenda

Motion to approve the agenda passed with a motion by Litchfield and a second by Riewer.

Yea: Brown, Keagle, Godinez, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Discussion and Action Items

Reveal the final renderings of the sports complex.



Seek public input on ESSERIII funding allocations

Pursuant to the Federal American Rescue Plan Act, ESSER III

Discuss the 2021-2022 Return to School

Pursuant to the Federal American Rescue Plan Act, ESSER III

Adjournment

Motion to adjourn the meeting at 7:07pm passed with a motion by Lundahl and a second by Riewer.

Yea: Brown, Keagle, Godinez, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0



Jeff Keagle, Secretary

**Wakefield Community School
Board of Education Regular Meeting
Monday, July 12, 2021 5:30 PM**

Posted Locations:

- Wakefield Post Office • BankFirst • Wakefield Republican • School Main Entrance

Posted Date: 07/08/2021

The Board of Education Regular Meeting convened in open and public session on Monday, July 12, 2021 at 5:30 PM in Room 114 at 802 Highland Street, Wakefield, NE 68784.

President Brown informed the group of the Open Meetings Act posted in the room and accessible to all members of the public as required by law. All board members had received notice of the meeting and the meeting notice had been published/posted in a timely manner prior to the meeting date.

Attendance Taken at 5:30 PM:

Present: Bree Brown, Emily Godinez, Jeffrey Keagle, Jim Litchfield, Sherri Lundahl, Eric Riewer.

Present: 6, **Absent:** 0

Also present: Superintendent Farup and Recording Secretary Gothier

Opening Procedures

- Call to Order
- Open Meetings Act
- Pledge of Allegiance
- School District Mission Statement
- Roll Call

Approval of Agenda

Motion to approve the agenda passed with a motion by Litchfield and a second by Keagle.

Yea: Brown, Keagle, Godinez, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Reports

Superintendent Report

- Lighting project is moving along and will hopefully be complete in the next week or two.
- Carpet installation is starting this week.
- The Activity Center/Weight Room open house is on hold until some other projects get completed.
- The new website will be up and running by the end of July.
- Working on the ESSER III grand application. There are a few more stipulations for this grant.
- Angie Zach, new secondary principal, has been working with staff, but her contract does not start until August, so authorizing ½ month stipend.
- Kristi Foote has resigned as head cook effective December 31, 2021.
- Will hold Community Engagement meeting at the Civic Center July 28 to reveal the plans for the football stadium and seek stakeholder input on ESSER III funds.

Board Committee Reports

Board Policy

- Committee met July 8 to review KSB policy updates and handbook updates. These updates are included in the action items later in the agenda.

Building, Sites & Transportation

- Committee met to discuss roofing needs and stage lighting. Recommendation later in agenda.

Strategic Planning

- Committee met to discuss the upcoming Community Engagement meeting on July 28

Discussion and Action Items

Consent Agenda

Motion to approve the Consent Agenda passed with a motion by Keagle and a second by Godinez.

Yea: Brown, Keagle, Godinez, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Bills were reviewed by the Finance Committee and approved as follow: General: \$427,878.29; Employee Benefit: \$223.30; Lunch: \$21,340.46; Student Fee: \$331.02; Payroll: \$210,179.45; Activities: \$8,786.03.

Discuss and take appropriate action an administrative recommendation regarding the appointment of a Title IX compliance officer

Motion to appoint Matt Farup as the Title IX compliance officer for school year 2021-2022 passed with a motion by Lundahl and a second by Keagle.

Yea: Brown, Keagle, Godinez, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Discuss and take appropriate action on the participation in the state and federal hot lunch program with the Elementary Principal, Jerad Wulf, serving as the elementary hearing officer and High School Principal Angela Zach as the high school hearing officer.

Motion to appoint Jerad Wulf as the elementary hearing officer and Angela Zach as the high school hearing officer for the state and federal hot lunch program for 2021-2022 school year passed with a motion by Keagle and a second by Godinez.

Yea: Brown, Keagle, Godinez, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Discuss and take appropriate action on the appointments of Mrs. Dawn Lubberstedt, High School Secretary, as the determining official for all hot lunch applications received from students in grades 7-12, and the appointment of Mrs. LaVon Anderson, elementary secretary, as the determining official for all hot lunch applications received from students in grades PreK-6.

Dawn and LaVon utilize the USDA digital school lunch application process that determines student eligibility from NDE regarding free and reduced lunch eligibility. This process now affords immediate application determination using the state's digital program

Motion to appoint Dawn Lubberstedt and LaVon Anderson as the determining officials for high school and elementary school lunch applications for the 2021-2022 school year passed with a motion by Lundahl and a second by Litchfield.

Yea: Brown, Keagle, Godinez, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Discuss and take appropriate action on the appointment of Mrs. Becky Gothier as the Recording Secretary/Board Treasurer for 2021-2022 school year

Motion to approve the appointment of Becky Gothier as the Recording Secretary/Board Treasurer for 2021-22 school year passed with a motion by Keagle and a second by Lundahl.

Yea: Brown, Keagle, Godinez, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Hold for review and discussion an administrative report regarding the Multicultural offerings and programs.

Motion to approve and affirm the District's Multicultural offerings and programs as presented passed with a motion by Lundahl and a second by Riewer.

Yea: Brown, Keagle, Godinez, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Hold for review, discussion and appropriate action a recommended "2020-2021 School Re-opening Resolution."

This resolution is intended to address policy and handbook issues that may be created due to the unique nature of providing schooling during a pandemic. Posting this plan on the website by July 15, 2021 is a requirement for the ESSERIII grant. The Resolution was developed before we reopened last school year,

but since a lot of schools in the nation did not return to face to face learning in 2020-21, this plan is still in place.

Motion to approve the 2020-2021 School Re-opening Resolution as presented with the update of reviewed date of Policy 5001 passed with a motion by Lundahl and a second by Riewer.

Yea: Brown, Keagle, Godinez, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Hold for discussion and possible action milk bids for school year 2021-2022

We have received bids for dairy products for our school nutrition program from Kemps and Hiland Dairy Foods

Motion to accept the dairy product bid from Hiland Dairy Foods for 2021-2022 passed with a motion by Godinez and a second by Litchfield.

Yea: Brown, Keagle, Godinez, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Hold for discussion and possible action a recommendation to declare a number of light fixtures to be surplus.

We have replaced all the existing light fixtures in the building with new LED fixtures, therefore we have approximately 1,400 surplus fixtures and bulbs. These fixtures would be available to the public for purchase for \$5 per fixture.

Motion to declare the light fixtures to be surplus passed with a motion by Keagle and a second by Riewer.

Yea: Brown, Keagle, Godinez, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Discuss and take appropriate action regarding an administrative recommendation to renew the District's membership in the Nebraska Rural Community Schools Association.

The Nebraska Rural Community School Association represents school districts like ours very well.

Motion to renew the District's membership in the Nebraska Rural Community Schools Association passed with a motion by Riewer and a second by Godinez.

Yea: Brown, Keagle, Godinez, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Hold for discussion and possible action a request by Timothy McQuistan, on behalf of a minor child, to waive the option enrollment deadline.

Motion to approve the request by Timothy McQuistan, on behalf of a minor child, to waive the option enrollment deadline passed with a motion by Godinez and a second by Keagle.

Yea: Brown, Keagle, Godinez, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Discuss and take appropriate action to approve the 2021-2022 Parent-Student Handbook.

The Policy Committee reviewed the Parent-Student Handbook and recommend the revision.

Motion to approve the 2021-2022 Parent-Student Handbook and revisions as presented passed with a motion by Lundahl and a second by Litchfield.

Yea: Brown, Keagle, Godinez, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Discuss and take appropriate action regarding a recommendation from the Policy Committee to approve policies 2005, 3003, 3003.1, 3004.1, 3042, 3043, 3058, 5063, 6036 as reviewed and to include the required updates.

The proposed changes to policies as presented are required changes and have been reviewed. This motion DOES NOT include any new policy or non-required updates to the policy.

Motion to approve the following policies: 2005, 3003, 3003.1, 3004.1, 3042, 3043, 3058, 5063, and 6036 as presented, and to waive the second reading requirement passed with a motion by Godinez and a second by Keagle.

Yea: Brown, Keagle, Godinez, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Discuss and take appropriate action regarding a recommendation from the Policy Committee to approve Board Policy 3001: Budget and Property Tax Request

The proposed changes to policy 3001 as presented are required changes and have been reviewed. This motion DOES NOT include any new policy or non-required updates to the policy. The required changes affect the budget hearing process.

Motion to accept Board Policy 3001 as presented on first reading as presented, and to waive the second reading requirement passed with a motion by Lundahl and a second by Riewer.

Yea: Brown, Keagle, Godinez, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Hold for consideration and discussion of the second reading of Board Policy 6027: Field Trips.

The first reading was at the June meeting, no changes have been made.

Motion to approve Board Policy 6027 as presented on second reading passed with a motion by Litchfield and a second by Keagle.

Yea: Brown, Keagle, Godinez, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Discuss and take appropriate action on the section 125 Cafeteria Plan resolution

Our current Flexible Spending Account and Health Savings Account administrator, AxisPlus, is getting out of business in Nebraska. As our Section 125 Plan provider, American Fidelity will offer Flexible Spending Accounts, Health Savings Accounts, and supplemental benefits like Accident, Cancer, Critical Illness, group hospital indemnity, and permanent portable life insurance. Since 1960, American Fidelity has focused on providing a different opinion for school districts and currently serves 4,300 districts across the country. Specific to Nebraska, American Fidelity is the Nebraska Association of School Boards endorsed FSA/HSA provider.

Motion to adopt a Section 125 Flexible Fringe Benefits Plan with American Fidelity effective September 1, 2021 passed with a motion by Riewer and a second by Godinez.

Yea: Brown, Keagle, Godinez, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Discuss and take appropriate action to pass a resolution opposing the current draft of the Nebraska Department of Education Draft Health Standards.

30 Senators held a press conference asking school boards across Nebraska to pass a resolution opposing the current draft of the Nebraska Department of Education Draft Health Standards.

Motion to pass the resolution in opposition to the current draft of the Nebraska Department of Education Health Standards passed with a motion by Keagle and a second by Litchfield.

Yea: Brown, Keagle, Litchfield, Lundahl, Riewer

Nay: Godinez

Yea: 5, Nay: 1

Hold for consideration, discussion, and appropriate action a recommendation from the Building, Grounds, & Transportation Committee to accept a bid from Blue Skies Construction for installing the EPDM Recoat System, the Metal Restoration System, and the Spray Polyurethane Foam (SPF) System.

The room is 20 years old and starting to have issues. There are seam above the gym that are coming apart and it is surprising we haven't had more leaks. The rubber coating would cover the entire room. We currently have a black roof. The new roof would be white which should help save in energy costs when trying to cool the building. The cost of the project is roughly \$338,000 and may be able to be funded by the same energy loan used for the lighting project.

Motion to accept a bid for installing the EPDM Recoat System, the Metal Restoration System, and the Spray Polyurethane Foam (SPF) System passed with a motion by Litchfield and a second by Godinez.

Yea: Brown, Keagle, Godinez, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Hold for consideration, discussion, and appropriate action a recommendation from the Building, Grounds, & Transportation Committee to accept a bid from Heartland Scenic Studio, Inc. for stage lighting.

These lights will enable us to change light direction and colors for such things as drama presentations and graduation.

Motion to accept a bid from Heartland Scenic Studio for stage lighting and installation passed with a motion by Lundahl and a second by Keagle.

Yea: Brown, Keagle, Godinez, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Upcoming Dates and Times

- Jul 19 – Building, Sites & Transportation Committee zoom meeting with architects – 2:00pm
- Jul 28 – Community Engagement Meeting at Civic Center – 6:00pm
- Aug 2 – Business & Finance Committee – 5:30pm
- Aug 9 – Regular Board Meeting – 5:30pm
- Aug 16 – Meet & Greet night – 5:30pm
- Aug 19 – First day of school

Adjournment

Motion to adjourn the meeting at 7:22pm passed with a motion by Keagle and a second by Riewer.

Yea: Brown, Keagle, Godinez, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0



Jeff Keagle, Secretary



Becky Gothier, Recording Secretary

Wakefield Community School

Cash Summary Report

| Fund | Description | Beginning Balance | Revenue | Expenditure | Other | Ending Balance | Encumbrances | Liabilities | Available |
|------------------|-----------------------|-----------------------|---------------------|-----------------------|---------------|-----------------------|-----------------------|---------------|-----------------------|
| 01 | General Fund | \$2,619,263.90 | \$119,823.57 | (\$633,772.68) | \$0.00 | \$2,105,314.79 | (\$201,841.61) | \$0.00 | \$1,903,473.18 |
| 02 | Depreciation Fund | \$624,501.20 | \$155.60 | (\$169,232.50) | \$0.00 | \$455,424.30 | (\$27,543.46) | \$0.00 | \$427,880.84 |
| 03 | Employee Benefit Fund | \$39,544.19 | \$11.03 | (\$223.30) | \$0.00 | \$39,331.92 | \$0.00 | \$0.00 | \$39,331.92 |
| 05 | Activity Fund | \$38,072.58 | \$888.45 | \$2,258.96 | \$0.00 | \$36,702.07 | \$0.00 | \$0.00 | \$36,702.07 |
| 06 | School Nutrition Fund | \$183,624.99 | \$15,733.50 | (\$22,478.43) | \$0.00 | \$176,880.06 | \$0.00 | \$0.00 | \$176,880.06 |
| 07 | Bond Fund | \$39,444.17 | \$11.02 | \$0.00 | \$0.00 | \$39,455.19 | \$0.00 | \$0.00 | \$39,455.19 |
| 08 | Special Building Fund | \$890,152.93 | \$3,521.01 | \$0.00 | \$0.00 | \$893,673.94 | \$0.00 | \$0.00 | \$893,673.94 |
| 09 | QCPUF Fund | \$110,471.30 | \$1,984.42 | \$0.00 | \$0.00 | \$112,455.72 | \$0.00 | \$0.00 | \$112,455.72 |
| 11 | Interim Fund | \$3,937.57 | \$867.68 | (\$650.00) | \$0.00 | \$4,155.25 | \$0.00 | \$0.00 | \$4,155.25 |
| 12 | Student Fees Fund | \$1,225.08 | \$0.00 | (\$331.02) | \$0.00 | \$894.06 | \$0.00 | \$0.00 | \$894.06 |
| Sub Total | | \$4,566,089.41 | \$142,996.28 | (\$824,428.97) | \$0.00 | \$3,884,656.72 | (\$229,385.07) | \$0.00 | \$3,655,271.65 |

Wakefield Community School

Budget Report - July 31, 2021

| FUNCTION | July Expenses | Current Budget | Actuals (YTD) | Encumbrances (YTD) | Available | % of Budget Remaining |
|---|---------------|----------------|----------------|--------------------|---------------|-----------------------|
| 01100 - Regular Instruction | \$231,718.62 | \$3,185,605.79 | \$2,700,791.55 | \$35,804.84 | \$449,009.40 | 15.22 |
| 01125 - Regular Instructional Programs School Age (Flex-Spending) | \$2,141.06 | \$26,897.40 | \$27,327.43 | \$0.00 | (\$430.03) | (1.60) |
| 01150 - Limited English Proficiency Programs | \$15,236.72 | \$263,310.18 | \$213,066.15 | \$164.70 | \$50,079.33 | 19.08 |
| 01160 - Poverty Programs | \$25,081.55 | \$311,486.81 | \$281,626.30 | \$0.00 | \$29,860.51 | 9.59 |
| 01190 - Early Childhood Educational Programs | \$4,119.05 | \$61,613.23 | \$58,616.23 | \$1,490.22 | \$1,506.78 | 4.86 |
| 01200 - Special Education Instructional Programs - School Age | \$28,896.46 | \$618,765.85 | \$521,018.09 | \$4,818.80 | \$92,928.96 | 15.80 |
| 01291 - Special Education Instructional Programs - Ages 3-5 | \$9,001.75 | \$245,899.50 | \$235,504.81 | \$0.00 | \$10,394.69 | 4.23 |
| 02120 - Guidance Services | \$11,457.63 | \$144,492.09 | \$123,918.87 | \$3,518.00 | \$17,055.22 | 14.24 |
| 02130 - Health Services | \$1,983.47 | \$68,118.51 | \$43,679.83 | \$1,086.08 | \$23,352.60 | 35.88 |
| 02141 - Psychological Services - SPED - School Age | \$23,587.50 | \$99,500.00 | \$97,200.00 | \$0.00 | \$2,300.00 | 2.31 |
| 02151 - Speech Pathology and Audiology Services - SPED - School Age | \$23,828.00 | \$102,630.00 | \$100,111.00 | \$0.00 | \$2,519.00 | 2.45 |
| 02161 - Occupational Therapy-Related Services - SPED - School Age | \$2,505.37 | \$9,840.00 | \$13,483.12 | \$0.00 | (\$3,643.12) | (37.02) |
| 02171 - Physical Therapy-Related Services - SPED - School Age | \$0.00 | \$1,845.00 | \$891.75 | \$0.00 | \$953.25 | 51.67 |
| 02181 - Visually Impaired or Vision Services - SPED - School Age | \$0.00 | \$245.00 | \$0.00 | \$0.00 | \$245.00 | 100.00 |
| 02190 - Support Services - Student - Other | \$1,122.93 | \$20,581.59 | \$7,533.68 | \$0.00 | \$13,047.91 | 63.40 |
| 02213 - Instructional Staff Training | \$320.00 | \$9,000.00 | \$7,583.56 | \$0.00 | \$1,416.44 | 15.74 |
| 02220 - Library or Media Services | \$3,490.34 | \$57,482.63 | \$41,715.48 | \$5,460.26 | \$10,306.89 | 27.43 |
| 02310 - Board of Education | \$2,040.31 | \$62,000.00 | \$43,023.20 | \$0.00 | \$18,976.80 | 30.61 |
| 02320 - Executive Administration | \$13,702.89 | \$194,609.43 | \$156,390.09 | \$0.00 | \$38,219.34 | 19.64 |
| 02330 - District Legal Services | \$0.00 | \$25,000.00 | \$2,398.50 | \$0.00 | \$22,601.50 | 90.41 |
| 02410 - Office of the Principal | \$31,924.46 | \$357,838.54 | \$327,299.35 | \$0.00 | \$30,539.19 | 8.53 |
| 02510 - Fiscal Services | \$6,224.10 | \$128,001.48 | \$79,296.86 | \$0.00 | \$48,704.62 | 38.05 |
| 02570 - Personnel Services | \$63.00 | \$0.00 | \$5,462.09 | \$0.00 | (\$5,462.09) | |
| 02580 - Administrative Technology Service | \$11,701.09 | \$156,514.18 | \$100,183.06 | \$7,387.40 | \$48,943.72 | 35.99 |
| 02610 - Operation of Buildings | \$40,712.37 | \$466,517.58 | \$380,574.17 | \$27,855.19 | \$58,088.22 | 18.42 |
| 02630 - Care and Upkeep of Grounds | \$859.43 | \$28,914.65 | \$12,614.83 | \$285.58 | \$16,014.24 | 56.37 |
| 02670 - Safety | \$0.00 | \$1,650.00 | \$2,153.26 | \$0.00 | (\$503.26) | (30.50) |
| 02710 - Vehicle Operation and Purchasing - Regular Education | \$4,742.40 | \$204,167.91 | \$135,960.68 | \$0.00 | \$68,207.23 | 33.41 |
| 02712 - Vehicle Operation and Purchasing - School Age SPED | \$0.00 | \$1,500.00 | \$511.00 | \$0.00 | \$989.00 | 65.93 |
| 02730 - Vehicle Servicing and Maintenance - Regular Education | \$12,038.97 | \$47,558.84 | \$52,624.38 | \$0.00 | (\$5,065.54) | (10.65) |
| 02732 - Vehicle Servicing and Maintenance - School Age SPED | \$0.00 | \$1,100.00 | \$0.00 | \$0.00 | \$1,100.00 | 100.00 |
| 03535 - High Ability Learners | \$505.88 | \$6,512.22 | \$5,986.98 | \$0.00 | \$525.24 | 8.07 |
| 06200 - Federal Services - Title I, Part A ESSA Improving Basic Programs Operated by Local Educational Agencies | \$9,658.02 | \$116,410.94 | \$115,768.39 | \$189.00 | \$453.55 | 0.55 |
| 06310 - Federal Services - Title II, Part A ESSA Supporting Effective Instruction | \$0.00 | \$13,376.39 | \$0.00 | \$0.00 | \$13,376.39 | 100.00 |
| 06404 - Federal Services - IDEA Part B (611) Base Allocation - Birth Through Age Four | \$0.00 | \$29,400.00 | \$0.00 | \$0.00 | \$29,400.00 | 100.00 |
| 06406 - Federal Services - IDEA Preschool (619) Base Allocation | \$0.00 | \$555.00 | \$0.00 | \$0.00 | \$555.00 | 100.00 |
| 06408 - IDEA Part B Base & Enrollment Poverty Allocation | \$22,878.00 | \$0.00 | \$60,946.50 | \$0.00 | (\$60,946.50) | |
| 06410 - Federal Services - IDEA Enrollment or Poverty (611) | \$0.00 | \$71,342.00 | \$0.00 | \$0.00 | \$71,342.00 | 100.00 |
| 06700 - Federal Services - Federal Vocational and Applied Technology Education (Carl Perkins) | \$0.00 | \$5,600.00 | \$13,881.48 | \$0.00 | (\$8,281.48) | (147.88) |

| FUNCTION | July Expenses | Current Budget | Actuals (YTD) | Encumbrances (YTD) | Available | % of Budget Remaining |
|--|----------------------|-----------------------|-----------------------|---------------------------|-----------------------|------------------------------|
| 06992 - Federal Services - REAP | \$0.00 | \$44,622.00 | \$0.00 | \$0.00 | \$44,622.00 | 100.00 |
| 06997 - Emergency Relief - ESSER II | \$22,032.69 | \$331,399.00 | \$287,339.42 | \$1,321.59 | \$42,737.99 | 13.30 |
| 06998 - Emergency Relief - ESSER III | \$70,198.62 | \$450,000.00 | \$219,244.38 | \$112,459.95 | \$118,295.67 | 51.28 |
| 08000 - Transfers (Outgoing) | \$0.00 | \$20,000.00 | \$20,000.00 | \$0.00 | \$0.00 | 0.00 |
| General Fund Grand Total | \$633,772.68 | \$7,991,903.74 | \$6,495,726.47 | \$201,841.61 | \$1,294,335.66 | 18.72 |
| Prior Year General Fund Grand Total | \$512,029.30 | \$7,039,923.18 | \$6,034,993.80 | \$48,198.16 | \$956,731.22 | 14.27 |

GENERAL FUND - #195103
TREASURER'S REPORT AS OF JULY 31, 2021

BALANCE AS OF JULY 1, 2021 **\$2,619,263.90**

REVENUE

| | | |
|---|-----------|-----------------------------------|
| WCS-General - Limited Computer Use | 49.00 | |
| Various Summer Insurance Premium Reimb. | 4,157.00 | |
| Lost Textbooks | 40.00 | |
| Lost iPad Pencil/Caps/Cord | 119.00 | |
| Sale of Surplus Items | 40.00 | |
| NE Nebraska Public Health - CDC Grant | 3,114.29 | |
| Title III Reimb | 5,399.98 | |
| Thurston County - Proceeds | 722.57 | |
| Dixon County - Proceeds | 96,001.81 | |
| Wayne County- Proceeds | 17,075.96 | |
| Bank - Interest | 676.21 | |
| TOTAL REVENUE | | <u><u>\$127,395.82</u></u> |

EXPENSES

| | | |
|---------------------------|------------|-----------------------------------|
| July Payables | 430,586.06 | |
| July Payroll | 210,758.87 | |
| TOTAL EXPENDITURES | | <u><u>\$641,344.93</u></u> |

TOTAL **\$2,105,314.79**

GENERAL FUND AS OF JULY 31, 2021 **\$2,105,314.79**

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 09/01/2020 to 07/31/2021.

| Site ID Group ID | Site Name Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---------------------|-----------------------------------|------------------------|---------------|----------------|-----------|---------------|-------------|--------------|
| WCS | Wakefield Community School | | | | | | | |
| A | ATHLETICS | | | | | | | |
| | 100 | FOOTBALL | | 3,249.99 | 5,044.00 | 7,637.13 | 0.00 | 656.86 |
| | 110 | VOLLEYBALL | | 4,438.61 | 3,290.86 | 4,071.31 | 0.00 | 3,658.16 |
| | 125 | BOYS BASKETBALL | | 5,321.28 | 3,010.00 | 4,955.77 | 0.00 | 3,375.51 |
| | 130 | GIRLS BASKETBALL | | 3,659.20 | 4,372.75 | 6,128.59 | 0.00 | 1,903.36 |
| | 145 | TRACK | | 0.00 | 739.00 | 782.00 | 0.00 | -43.00 |
| | 160 | NEW UNIFORMS | | 0.00 | 0.00 | 27,085.43 | 0.00 | -27,085.43 |
| | 170 | WRESTLING | | 2,147.79 | 2,487.00 | 2,417.66 | 0.00 | 2,217.13 |
| | 175 | GEN ATHLETICS | | 18,424.65 | 44,390.94 | 51,324.45 | 0.00 | 11,491.14 |
| | 579 | STUDENTS TRACK ACCOUNT | | 300.00 | 0.00 | 0.00 | 0.00 | 300.00 |
| | 580 | STUDENTS GOLF ACCOUNT | | 300.00 | 0.00 | 0.00 | 0.00 | 300.00 |
| | | A Totals: | | 37,841.52 | 63,334.55 | 104,402.34 | 0.00 | -3,226.27 |
| B | CLASSES | | | | | | | |
| | 211 | CLASS OF 2022 | | 1,713.20 | 1,498.99 | 3,211.09 | 844.32 | 845.42 |
| | 212 | CLASS OF 2023 | | 681.11 | 0.00 | 0.00 | 0.00 | 681.11 |
| | 215 | CLASS OF 2024 | | 583.31 | 0.00 | 0.00 | 0.00 | 583.31 |
| | 216 | CLASS OF 2025 | | 39.58 | 223.70 | 0.00 | 0.00 | 263.28 |
| | 582 | CLASS OF 2026 | | 0.00 | 455.76 | 0.00 | 0.00 | 455.76 |
| | 584 | CLASS OF 2027 | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | B Totals: | | 3,017.20 | 2,178.45 | 3,211.09 | 844.32 | 2,828.88 |

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 09/01/2020 to 07/31/2021.

| Site ID Group ID | Site Name Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---------------------|-------------------------|-------------|---------------------------|------------------|------------------|------------------|-------------|------------------|
| C | ORGANIZATIONS | | | | | | | |
| | 301 | | POWER DRIVE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 302 | | FFA | 625.42 | 0.00 | 0.00 | 0.00 | 625.42 |
| | 303 | | SPEECH CLUB | 4,499.34 | 2,961.00 | 4,600.14 | 0.00 | 2,860.20 |
| | 305 | | DISTRICT 7 FCCLA | 6,594.95 | 447.00 | 1,424.98 | -150.00 | 5,466.97 |
| | 306 | | MUSIC BOOSTERS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 310 | | NATIONAL HONOR SOCIETY | 2,821.70 | 482.28 | 698.62 | 0.00 | 2,605.36 |
| | 315 | | FBLA | 6,707.27 | 3,849.69 | 4,331.99 | 0.00 | 6,224.97 |
| | 320 | | ANNUAL | 1,283.20 | 6,086.44 | 11,210.49 | 0.00 | -3,840.85 |
| | 325 | | TOTAD | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 330 | | FCCLA | 5,540.14 | 7,233.68 | 5,935.03 | 0.00 | 6,838.79 |
| | 335 | | STUCO | 2,379.44 | 927.43 | 274.40 | 0.00 | 3,032.47 |
| | 340 | | SPEECH & DRAMA | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 345 | | ONE ACT | 299.43 | 1,094.27 | 1,722.32 | 0.00 | -328.62 |
| | 346 | | ART CLUB | 812.80 | 1,894.12 | 2,080.00 | 0.00 | 626.92 |
| | 385 | | LIBRARY | 1,804.30 | 0.00 | 0.00 | 0.00 | 1,804.30 |
| | 395 | | HOMECOMING | 915.89 | 390.40 | 1,306.29 | 0.00 | 0.00 |
| | 401 | | CHEER SQUAD | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 501 | | COLOR GUARD | 412.35 | 3,957.00 | 3,430.27 | 0.00 | 939.08 |
| | 553 | | ELEMENTARY STUCO | 283.22 | 0.00 | 217.42 | 0.00 | 65.80 |
| | 578 | | SKILLS USA | 3,724.87 | 2,723.65 | 2,792.34 | 0.00 | 3,656.18 |
| | 581 | | FCA | 0.00 | 196.02 | 300.00 | 150.00 | 46.02 |
| | | | C Totals: | 38,704.32 | 32,242.98 | 40,324.29 | 0.00 | 30,623.01 |
| D | CONCESSIONS | | | | | | | |
| | 400 | | CONCESSIONS | 0.00 | 12,144.41 | 12,144.41 | 0.00 | 0.00 |
| | | | D Totals: | 0.00 | 12,144.41 | 12,144.41 | 0.00 | 0.00 |
| E | MISC | | | | | | | |
| | 350 | | SCHOLARSHIPS | 0.00 | 1,000.00 | 0.00 | 0.00 | 1,000.00 |
| | 390 | | STUDENT ASSISTANCE | 2,126.09 | 0.00 | 0.00 | 0.00 | 2,126.09 |
| | 502 | | YOUTH FOUNDATION | 750.00 | 0.00 | 0.00 | 0.00 | 750.00 |
| | 503 | | LOUNGE | 1,296.46 | 431.25 | 2,136.22 | 0.00 | -408.51 |
| | 505 | | CHECKING INTEREST | 14,480.33 | 341.16 | 2,716.42 | -12,000.00 | 105.07 |
| | 510 | | CD Plus Interest | 2,701.60 | 0.00 | 0.00 | 0.00 | 2,701.60 |
| | 520 | | ELEMENTARY | 1,879.29 | 2,974.57 | 4,741.91 | 0.00 | 111.95 |
| | 540 | | POP FUND | 7,566.84 | 11,728.95 | 27,951.30 | 12,000.00 | 3,344.49 |
| | 550 | | STUDENT FEES | 240.00 | 0.00 | 0.00 | 0.00 | 240.00 |
| | 555 | | WAKEFIELD PLAYGROUND FUND | 500.00 | 0.00 | 0.00 | 0.00 | 500.00 |
| | 560 | | MEMORIALS | 200.00 | 0.00 | 0.00 | 0.00 | 200.00 |
| | 576 | | PE UNIFORMS | -164.00 | 0.00 | 0.00 | 0.00 | -164.00 |
| | 577 | | STATE TOURNAMENTS | 534.04 | 450.00 | 5,014.28 | 0.00 | -4,030.24 |
| | | | E Totals: | 32,110.65 | 16,925.93 | 42,560.13 | 0.00 | 6,476.45 |

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 09/01/2020 to 07/31/2021.

| Site ID Group ID | Site Name Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance | |
|---------------------|-------------------------|-------------|-----------------------------|----------------|------------|---------------|---------------|--------------|-------------|
| Z | Inactive | | | | | | | | |
| | 105 | | JH FOOTBALL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 115 | | JH VOLLEYBALL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 120 | | GIRLS GOLF | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 135 | | JH BOYS BASKETBALL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 140 | | JH GIRLS BASKETBALL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 150 | | JH TRACK | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 155 | | BOYS GOLF | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 180 | | JH WRESTLING | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 190 | | ACTIVITY PASSES | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 200 | | CLASS OF 2019 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 205 | | CLASS OF 2020 | 95.52 | 0.00 | 0.00 | -95.52 | 0.00 | |
| | 210 | | CLASS OF 2021 | 1,552.05 | 0.00 | 803.25 | -748.80 | 0.00 | |
| | 220 | | CLASS OF 2006 | 0.00 | 455.76 | 455.76 | 0.00 | 0.00 | |
| | 226 | | CLASS OF 2008 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 227 | | CLASS OF 2009 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 228 | | CLASS OF 2010 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 229 | | CLASS OF 2011 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 230 | | CLASS OF 2012 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 231 | | CLASS OF 2013 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 232 | | CLASS OF 2014 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 233 | | CLASS OF 2015 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 234 | | CLASS OF 2016 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 235 | | CLASS OF 2017 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 236 | | CLASS OF 2018 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 300 | | VOCAL/INSTRUMENTAL CONTESTS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 355 | | ENTREPRENEURSHIP | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 360 | | CINCO DE MAYO | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 365 | | VICA | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 370 | | EMBROIDERY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 405 | | CONSTRUCTION | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 551 | | 5TH BUSINESS FAIR | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 552 | | TITLE I CARNIVAL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 575 | | WAKEFIELD VB | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 583 | | CLASS OF 2007 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | | | Z Totals: | 1,647.57 | 455.76 | 1,259.01 | -844.32 | 0.00 | |
| | | | WCS Activity Totals: | 113,321.26 | 127,282.08 | 203,901.27 | 0.00 | 36,702.07 | |
| | | | | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
| | | | WCS Checking: | 113,321.26 | | 127,282.08 | 203,901.27 | 0.00 | 36,702.07 |
| | | | WCS Investment: | 0.00 | 0.00 | | | 0.00 | 0.00 |
| | | | WCS Bank Balances: | 113,321.26 | | 127,282.08 | 203,901.27 | 0.00 | 36,702.07 |

Report Activity Totals:

113,321.26

127,282.08

203,901.27

0.00

36,702.07

Check Detail

Sorted by Activity ID, Site ID; Filtered by Group.
From 07/01/2021 to 07/31/2021.

| Activity ID | Activity Name | | | | Approved by | |
|---|----------------------------|------------------------|-------|----------------|------------------|----------|
| Site ID | Site Name | | | | | |
| Check # | Issue Date | Vendor Name | | Invoice Number | Description | |
| Status | Status Date | PO Number | 1099? | | | Amount |
| <hr/> <hr/> | | | | | | |
| 110 | VOLLEYBALL | | | | | |
| <hr/> <hr/> | | | | | | |
| WCS | Wakefield Community School | | | | | |
| 010807 | 07/12/2021 | Cubbys | | | Dawn Lubberstedt | |
| Cleared | 07/31/2021 | | No | | VB Camp | 102.18 |
| 010808 | 07/14/2021 | United Sports Academy | | | Dawn Lubberstedt | |
| Cleared | 07/31/2021 | | No | | Team Camp | 200.00 |
| Total for WCS - Wakefield Community School: | | | | | | 302.18 |
| Total for 110 - VOLLEYBALL: | | | | | | 302.18 |
| <hr/> <hr/> | | | | | | |
| 175 | GEN ATHLETICS | | | | | |
| <hr/> <hr/> | | | | | | |
| WCS | Wakefield Community School | | | | | |
| 010809 | 07/20/2021 | Lou's Sporting Goods | | | Dawn Lubberstedt | |
| Cleared | 07/31/2021 | | No | | FB | 1,174.41 |
| <hr/> <hr/> | | | | | | |
| 345 | ONE ACT | | | | | |
| <hr/> <hr/> | | | | | | |
| WCS | Wakefield Community School | | | | | |
| 010810 | 07/20/2021 | Dramatic Publishing Co | | | Dawn Lubberstedt | |
| Cleared | 07/31/2021 | | No | | One Act | 319.62 |
| <hr/> <hr/> | | | | | | |
| 501 | COLOR GUARD | | | | | |
| <hr/> <hr/> | | | | | | |
| WCS | Wakefield Community School | | | | | |
| 010811 | 07/23/2021 | VISA | | | Dawn Lubberstedt | |
| Cleared | 07/31/2021 | | No | | Color Guard | 462.75 |
| Grand Total : | | | | | | 2,258.96 |

Wakefield Community School

Check Payments By Fund Report

Accounting Cycle: FY20-21; Begin Date: 07/16/2021; End Date: 08/06/2021; Display Element Description: BUILDING; Check Type: warrants; Sort by Element:
 FUND: Account Expression: [All]; Created On: 8/6/2021 5:36:03 PM

| Sorted By | Value | Description | | |
|--------------|------------|--------------|--|----------|
| FUND | 01 | General Fund | | |
| Check Number | Check Date | Payee | Reason | Amount |
| | 8/5/2021 | Amazon | K Cups | \$23.92 |
| | 8/5/2021 | Amazon | Table Set | \$224.99 |
| | 8/5/2021 | Amazon | Mirror on America | \$117.02 |
| | 8/5/2021 | Amazon | 30 Colors Felt Tip Pens, Medium Point Felt Pens, Lelux Assorted Colors Markers Pens For Journaling, Writing, Note Taking, Planner Coloring, Perfect for Art Office and School Supplies | \$14.98 |
| | 8/5/2021 | Amazon | Astrobrights Mega Collection, Colored Cardstock, Ultra Green, 320 Sheets, 65 lb/176 gsm, 8.5" x 11" - MORE SHEETS! (91678) | \$15.99 |
| | 8/5/2021 | Amazon | Blue Summit Supplies 30 Pack Dry Erase Lapboard Classroom Set, Includes 30 Whiteboards 9 x 12 Inch, 30 Markers, 30 Erasers, Ideal for Teachers, Students, Sunday School, Group Participation | \$42.99 |
| | 8/5/2021 | Amazon | Champion Sports Electric Inflation Pump | \$70.30 |
| | 8/5/2021 | Amazon | Classroom Timers - Set of 6 | \$13.99 |
| | 8/5/2021 | Amazon | Crayola Bulk Broad Line Washable Markers, School Supplies Classpack, 200 Count, Assorted | \$57.38 |
| | 8/5/2021 | Amazon | Crayola Crayon Classpack, School Supplies, 16 Colors (50 Each), 800 Ct, Standard | \$49.98 |
| | 8/5/2021 | Amazon | Edx Education Step-a-Forst Physical Play | \$287.62 |
| | 8/5/2021 | Amazon | EXPO 86001 Low Odor Dry Erase Marker, Fine Point, Black (Pack of 12) | \$89.20 |
| | 8/5/2021 | Amazon | Expo Low Odor Dry Erase Marker Chisel Tip Markers Whiteboard Markers, Black, 36 Count | \$108.25 |
| | 8/5/2021 | Amazon | Feather Flag Poles | \$639.84 |
| | 8/5/2021 | Amazon | Laminating Sheets | \$117.50 |
| | 8/5/2021 | Amazon | Neenah Wausau 21289 Astrobrights Color Paper, 8.5" x 11", 24 lb / 89 gsm, "Happy" 5-Color Assortment, 500 Sheets, Multi Colored | \$65.30 |
| | 8/5/2021 | Amazon | Pencil Sharpener | \$44.00 |
| | 8/5/2021 | Amazon | Shipping | \$5.99 |
| | 8/5/2021 | Amazon | Sticky Notes (48 pack) | \$27.99 |
| | 8/5/2021 | Amazon | TICONDEROGA Pencils, Wood-Cased, Unsharpened, Graphite #2 HB Soft, Yellow, 96-Pack | \$21.18 |
| | 8/5/2021 | Amazon | Atomic Athletics 6 Pack of Basketballs | \$199.96 |
| | 8/5/2021 | Amazon | Atomic Athletics 6 pack of footballs | \$199.96 |
| | 8/5/2021 | Amazon | Betterline Basketball Net | \$90.60 |
| | 8/5/2021 | Amazon | Franklin Sports MLB Heavy Duty Base Set | \$31.71 |
| | 8/5/2021 | Amazon | Franklin Sports Playground Balls | \$118.64 |
| | 8/5/2021 | Amazon | Franklin Sports RTP Teeball Glove | \$71.80 |
| | 8/5/2021 | Amazon | Franklin Sports Teeball Glove Left | \$74.20 |
| | 8/5/2021 | Amazon | Fun Here Jump Rope | \$89.95 |
| | 8/5/2021 | Amazon | Kids Fitness Hoop | \$99.90 |
| | 8/5/2021 | Amazon | Murray Sporting Goods Storage Rack | \$319.98 |
| | 8/5/2021 | Amazon | My Gift Metal Rolling Multi Sports Ball Storage Cart | \$620.72 |
| | 8/5/2021 | Amazon | Sportime Hoop-N-Rope Cart | \$119.29 |
| | 8/5/2021 | Amazon | T-sign 24 Inch Spinner | \$75.58 |
| | 8/5/2021 | Amazon | Tetherball with Rope | \$152.60 |
| | 8/5/2021 | Amazon | Toddler and Little Klds Overside Foam Baseballs | \$31.98 |
| | 8/5/2021 | Amazon | US Games Foam Bat | \$81.10 |
| | 8/5/2021 | Amazon | Wilson Traditional Soccer Ball | \$378.40 |
| | 8/5/2021 | Amazon | 24-Pack Play-Doh | \$21.01 |
| | 8/5/2021 | Amazon | Crayola Fine Line Markers | \$13.49 |
| | 8/5/2021 | Amazon | Crayola Ultra Clean Washable Markers | \$22.75 |
| | 8/5/2021 | Amazon | Hoberman Mini Sphere | \$28.83 |

| Check Number | Check Date | Payee | Reason | Amount |
|--------------|------------|---|---|--------------------|
| | 8/5/2021 | Amazon | Mind Your Beeswax Social Skills Game | \$15.99 |
| | 8/5/2021 | Amazon | Totem Game | \$29.99 |
| | 8/5/2021 | Amazon | Guinness World Records | \$43.90 |
| | 8/5/2021 | Amazon | mindfulness coloring book | \$9.95 |
| | 8/5/2021 | Amazon | World Almanac Book of Facts Hardcover | \$20.39 |
| | | Amazon Total | | \$5,001.08 |
| 52212 | 8/5/2021 | Appeara | Mops, Towels & Uniforms | \$333.42 |
| 52212 | 8/5/2021 | Appeara | BB Towels & Uniforms | \$98.50 |
| 52212 | 8/5/2021 | Appeara | BB Towels & Uniforms | \$98.50 |
| 52212 | 8/5/2021 | Appeara | Mops, Towels & Uniforms | \$26.94 |
| | | Appeara Total | | \$557.36 |
| 52213 | 8/5/2021 | Barnes & Noble Bookstore, Inc | House on Mango Street | \$726.40 |
| 52213 | 8/5/2021 | Barnes & Noble Bookstore, Inc | Of Mice and Men | \$652.40 |
| 52213 | 8/5/2021 | Barnes & Noble Bookstore, Inc | Raisin in the Sun | \$504.00 |
| | | Barnes & Noble Bookstore, Inc Total | | \$1,882.80 |
| 52214 | 8/5/2021 | Blick Art Materials | Lightweight Foam Clay | \$110.74 |
| | | Blick Art Materials Total | | \$110.74 |
| 52215 | 8/5/2021 | BNT Underground LLC | HDPE Duct/Boring | \$2,880.00 |
| | | BNT Underground LLC Total | | \$2,880.00 |
| 52216 | 8/5/2021 | Bomgaars | Paint | \$275.93 |
| | | Bomgaars Total | | \$275.93 |
| 52217 | 8/5/2021 | CDW Government | Ubiquiti U Fiber Multi-Mode - SFP (mini-GBIC) transceiver module - 10 GigE | \$41.74 |
| 52217 | 8/5/2021 | CDW Government | Ubiquiti U Fiber Multi-Mode - SFP (mini-GBIC) transceiver module - GigE | \$18.54 |
| | | CDW Government Total | | \$60.28 |
| 52218 | 8/5/2021 | City of Wakefield | Jul BB Utilities | \$36.50 |
| 52218 | 8/5/2021 | City of Wakefield | Jul PF Utilities | \$124.50 |
| 52218 | 8/5/2021 | City of Wakefield | Jul Utilities | \$85.98 |
| 52218 | 8/5/2021 | City of Wakefield | Jul BB Utilities | \$106.10 |
| 52218 | 8/5/2021 | City of Wakefield | Jul PF Utilities | \$16.97 |
| 52218 | 8/5/2021 | City of Wakefield | Jul Utilities | \$4,099.77 |
| | | City of Wakefield Total | | \$4,469.82 |
| 52219 | 8/5/2021 | Cornhusker International Trucks, Inc | Bus Repair | \$4,360.92 |
| | | Cornhusker International Trucks, Inc Total | | \$4,360.92 |
| 52220 | 8/5/2021 | Cory Brown Construction | Classroom Wall with Door | \$13,890.00 |
| | | Cory Brown Construction Total | | \$13,890.00 |
| 52221 | 8/5/2021 | Cubby's Inc. | Mower Diesel | \$58.69 |
| 52221 | 8/5/2021 | Cubby's Inc. | Bus Diesel | \$168.73 |
| 52221 | 8/5/2021 | Cubby's Inc. | Overpayment | (\$6.24) |
| 52221 | 8/5/2021 | Cubby's Inc. | Van Fuel | \$326.65 |
| | | Cubby's Inc. Total | | \$547.83 |
| 52222 | 8/5/2021 | Demco, Inc. | Fur-eaky Friends Bookmarks | \$9.02 |
| 52222 | 8/5/2021 | Demco, Inc. | Premier Teen Cafe 4 Slat Black Stools 43" High Vinyl Seating Burgundy Seating | \$531.97 |
| 52222 | 8/5/2021 | Demco, Inc. | Premier Teen Cafe Table- Round 30" D | \$417.99 |
| 52222 | 8/5/2021 | Demco, Inc. | Shipping | \$707.74 |
| 52222 | 8/5/2021 | Demco, Inc. | Smith Carrel Pedestal Base Study Carrel 36"W x 24" D Gray Nebula | \$854.99 |
| | | Demco, Inc. Total | | \$2,521.71 |
| 52223 | 8/5/2021 | DiversiTech | 20" Nanotech XV Cartridge Filter, 149 sqft, MERV 15, DD-2X4, 4-Pack | \$976.69 |
| 52223 | 8/5/2021 | DiversiTech | 24" Dust & Vapor Proof LED Light Kit, DD-2X4 | \$3,864.00 |
| 52223 | 8/5/2021 | DiversiTech | DD 2' X 4' DOWNDRAFT TABLE | \$40,174.40 |
| 52223 | 8/5/2021 | DiversiTech | Shipping | \$2,015.00 |
| | | DiversiTech Total | | \$47,030.09 |
| 52224 | 8/5/2021 | Dollar General | Cleaning Supplies | \$61.35 |
| | | Dollar General Total | | \$61.35 |

| Check Number | Check Date | Payee | Reason | Amount |
|--------------|------------|---|--|--------------------|
| 52225 | 8/5/2021 | Egan Supply Co. | Carpet Cleaner | \$267.04 |
| | | Egan Supply Co. Total | | \$267.04 |
| 52226 | 8/5/2021 | Ekberg Auto Parts, Inc. | Supplies | \$7.08 |
| 52226 | 8/5/2021 | Ekberg Auto Parts, Inc. | Wiper Blades | \$17.98 |
| 52226 | 8/5/2021 | Ekberg Auto Parts, Inc. | Supplies | \$20.98 |
| | | Ekberg Auto Parts, Inc. Total | | \$46.04 |
| 52227 | 8/5/2021 | Ekberg Auto Repair | Van AC Repair | \$1,667.31 |
| | | Ekberg Auto Repair Total | | \$1,667.31 |
| 52228 | 8/5/2021 | Essential Screens | Background Check | \$27.50 |
| | | Essential Screens Total | | \$27.50 |
| 52229 | 8/5/2021 | ESU Coordinating Council | Swank - Annual Public Performance Site License | \$178.00 |
| 52229 | 8/5/2021 | ESU Coordinating Council | Swank - Annual Public Performance Site License | \$178.00 |
| | | ESU Coordinating Council Total | | \$356.00 |
| 52230 | 8/5/2021 | Fairfield Inn & Suites | Admin Days Lodging - MF | \$249.90 |
| 52230 | 8/5/2021 | Fairfield Inn & Suites | Admin Days Lodging - AZ | \$249.90 |
| | | Fairfield Inn & Suites Total | | \$499.80 |
| 52231 | 8/5/2021 | FES, Inc | Website Hosting Cancellation Fee | \$1,080.00 |
| | | FES, Inc Total | | \$1,080.00 |
| 52232 | 8/5/2021 | Flinn Scientific Inc | Beakers, Borosilicate Glass, 150-mL | \$39.96 |
| | | Flinn Scientific Inc Total | | \$39.96 |
| 52233 | 8/5/2021 | Follett School Solutions, Inc | Lexiles Online Renewal | \$1,259.35 |
| | | Follett School Solutions, Inc Total | | \$1,259.35 |
| 52234 | 8/5/2021 | Gallup Store | Clifton Strengths | \$2,374.00 |
| | | Gallup Store Total | | \$2,374.00 |
| 52235 | 8/5/2021 | Impact Applications Inc | Baseline Tests - Pkg 1 | \$444.00 |
| | | Impact Applications Inc Total | | \$444.00 |
| 52236 | 8/5/2021 | Inland Truck Parts Co. | Brake Rotors | \$362.28 |
| | | Inland Truck Parts Co. Total | | \$362.28 |
| 52237 | 8/5/2021 | JAMF Software | Jamf School Subscription | \$3,190.00 |
| | | JAMF Software Total | | \$3,190.00 |
| 52238 | 8/5/2021 | JourneyEd.com. Inc. | Adobe - VIP License | \$500.00 |
| | | JourneyEd.com. Inc. Total | | \$500.00 |
| 52239 | 8/5/2021 | K-Log | Shipping | \$185.14 |
| 52239 | 8/5/2021 | K-Log | Teacher Desk | \$717.00 |
| | | K-Log Total | | \$902.14 |
| 52240 | 8/5/2021 | Matheson Tri-Gas Inc | ITE Gases | \$264.42 |
| | | Matheson Tri-Gas Inc Total | | \$264.42 |
| 52241 | 8/5/2021 | McGraw-Hill School Education LLC | Estimated Shipping | \$16.50 |
| 52241 | 8/5/2021 | McGraw-Hill School Education LLC | Reveal Math 2022 - Grade 1 | \$4,869.90 |
| 52241 | 8/5/2021 | McGraw-Hill School Education LLC | Reveal Math 2022 - Grade 2 | \$4,869.90 |
| 52241 | 8/5/2021 | McGraw-Hill School Education LLC | Reveal Math 2022 - Grade K | \$4,869.90 |
| 52241 | 8/5/2021 | McGraw-Hill School Education LLC | Shipping | \$329.80 |
| | | McGraw-Hill School Education LLC Total | | \$14,956.00 |
| 52242 | 8/5/2021 | Miller Building Supply | Supplies | \$518.00 |
| 52242 | 8/5/2021 | Miller Building Supply | Garage Door Switch Key | \$24.99 |
| 52242 | 8/5/2021 | Miller Building Supply | Moth Balls | \$5.99 |
| 52242 | 8/5/2021 | Miller Building Supply | Supplies | \$36.13 |
| | | Miller Building Supply Total | | \$585.11 |
| 52243 | 8/5/2021 | noRedInk Corp | NoRedInk Premium | \$1,500.00 |
| | | noRedInk Corp Total | | \$1,500.00 |
| 52244 | 8/5/2021 | NWEA | Map Growth | \$375.00 |
| 52244 | 8/5/2021 | NWEA | Map Growth | \$375.00 |
| | | NWEA Total | | \$750.00 |

| Check Number | Check Date | Payee | Reason | Amount |
|--------------|------------|--|---|--------------------|
| 52245 | 8/5/2021 | Orkin Exterminating Inc | Pest Control | \$118.71 |
| | | Orkin Exterminating Inc Total | | \$118.71 |
| 52246 | 8/5/2021 | RTI | Copier Lease | \$678.94 |
| 52246 | 8/5/2021 | RTI | Copier Lease | \$678.94 |
| | | RTI Total | | \$1,357.88 |
| 52247 | 8/5/2021 | SCHOOLSin | Hat Storage Cabinet - Solid Doors - 48" W | \$4,655.76 |
| 52247 | 8/5/2021 | SCHOOLSin | Robe/Uniform Storage - Solid Doors - 48"W | \$2,570.19 |
| 52247 | 8/5/2021 | SCHOOLSin | Shipping | \$1,136.03 |
| 52247 | 8/5/2021 | SCHOOLSin | Uniform Storage Cabinet - Solid Doors - 48"W | \$1,725.00 |
| | | SCHOOLSin Total | | \$10,086.98 |
| | 8/5/2021 | Staples | Supplies | \$1,611.72 |
| | 8/5/2021 | Staples | Supplies | \$29.49 |
| | | Staples Total | | \$1,641.21 |
| 52248 | 8/5/2021 | Supreme School Supply Co. | Memo Books | \$93.17 |
| 52248 | 8/5/2021 | Supreme School Supply Co. | Memo Books | \$93.16 |
| | | Supreme School Supply Co. Total | | \$186.33 |
| | 8/5/2021 | VISA | International Fee | \$14.69 |
| | 8/5/2021 | VISA | SHELIX for DELTA 20" Planer, DC-580 | \$1,458.00 |
| | 8/5/2021 | VISA | Shipping | \$10.95 |
| | 8/5/2021 | VISA | Classroom Supplies - MR | \$83.32 |
| | 8/5/2021 | VISA | Business Essentials Course | \$158.67 |
| | 8/5/2021 | VISA | A Note From School Booklet | \$90.00 |
| | 8/5/2021 | VISA | Absent-Tardy Admit Slip | \$60.00 |
| | 8/5/2021 | VISA | Bilingual Injury Report- English/Spanish Use Imprint On File: Wakefield Community Schools | \$255.00 |
| | 8/5/2021 | VISA | Classroom Chairs | \$706.24 |
| | 8/5/2021 | VISA | Gimkit Pro - Yearly Subscription | \$59.88 |
| | 8/5/2021 | VISA | Nicky's Communicator Spanish/Bilingual (Metallic Maroon) | \$326.25 |
| | 8/5/2021 | VISA | Shipping | \$39.11 |
| | 8/5/2021 | VISA | Student Planners | \$460.00 |
| | 8/5/2021 | VISA | Year Subscription - SS | \$15.00 |
| | 8/5/2021 | VISA | GoTalk 20+ | \$261.45 |
| | 8/5/2021 | VISA | Pen + Gear Mesh Revolving Desk Organizer Black 8 Compartments | \$19.52 |
| | 8/5/2021 | VISA | 2 bottles of chewable children's ibuprofen. | \$11.82 |
| | 8/5/2021 | VISA | 2 pack - Children's ibuprofen ages 2-11 yrs - 8 oz bottles, if possible. | \$6.92 |
| | 8/5/2021 | VISA | 2 pack - Equate triple antibiotic ointment | \$4.68 |
| | 8/5/2021 | VISA | 2 pack Benadryl cream | \$8.56 |
| | 8/5/2021 | VISA | 6 pack family size boxes of Puffs tissues | \$8.88 |
| | 8/5/2021 | VISA | Acetaminophen 500mg | \$7.54 |
| | 8/5/2021 | VISA | Children's Acetaminophen liquid - age 2-11 yrs - Just need 2 - 8oz bottles, if possible | \$5.76 |
| | 8/5/2021 | VISA | Children's jr. str. chewable acetaminophen - ages 2-11 yrs. | \$5.76 |
| | 8/5/2021 | VISA | Equate Hydrocortison 1% cream | \$2.74 |
| | 8/5/2021 | VISA | Shipping | \$11.92 |
| | 8/5/2021 | VISA | Annual Subscription | \$1,999.00 |
| | 8/5/2021 | VISA | Postage | \$18.10 |
| | 8/5/2021 | VISA | NASBO Mtg Lodging - BG | \$117.00 |
| | 8/5/2021 | VISA | NASBO Mtg Meal | \$28.43 |
| | 8/5/2021 | VISA | NPERS Mtg Meal | \$20.29 |
| | 8/5/2021 | VISA | Timeclock Subscription | \$60.24 |
| | 8/5/2021 | VISA | Meet & Greet Supplies/Food | \$19.74 |
| | 8/5/2021 | VISA | US & NE Flags | \$252.18 |
| | | VISA Total | | \$6,607.64 |
| 52249 | 8/5/2021 | Vision Service Plan | K Roberts Prm | \$20.17 |
| | | Vision Service Plan Total | | \$20.17 |
| 52250 | 8/5/2021 | Wakefield Republican, The | Meeting Notice | \$9.82 |
| 52250 | 8/5/2021 | Wakefield Republican, The | Meeting Proceedings | \$243.16 |
| | | Wakefield Republican, The Total | | \$252.98 |

| Check Number | Check Date | Payee | Reason | Amount |
|------------------|------------|--|---|---------------------|
| 52251 | 8/5/2021 | Wakefield School-Interim | NCA Memberships | \$650.00 |
| | | Wakefield School-Interim Total | | \$650.00 |
| 52252 | 8/5/2021 | Waste Connections of Nebraska Inc | Garbage Service | \$600.00 |
| 52252 | 8/5/2021 | Waste Connections of Nebraska Inc | Rolloff Service | \$55.00 |
| | | Waste Connections of Nebraska Inc Total | | \$655.00 |
| 52259 | 8/6/2021 | Nebr Assoc Of School Boards | Area Membership Mtg - BB | \$75.00 |
| | | Nebr Assoc Of School Boards Total | | \$75.00 |
| 52260 | 8/6/2021 | Ryler Enterprises | Calcium Fluoride (Fluorite) - Kit | \$28.00 |
| 52260 | 8/6/2021 | Ryler Enterprises | Cesium Chloride - Kit | \$34.00 |
| 52260 | 8/6/2021 | Ryler Enterprises | Shipping | \$10.10 |
| 52260 | 8/6/2021 | Ryler Enterprises | Zinc Sulfide (Sphalerite, or Zinc Blende) - Kit | \$36.00 |
| 52260 | 8/6/2021 | Ryler Enterprises | Zinc Sulfide (Wurtzite) - Kit | \$32.00 |
| | | Ryler Enterprises Total | | \$140.10 |
| Sub Total | | | | \$136,993.26 |

| Sorted By | Value | Description |
|-----------|-------|-------------------|
| FUND | 02 | Depreciation Fund |

| Check Number | Check Date | Payee | Reason | Amount |
|------------------|------------|-------------------------------------|---------------------|---------------------|
| 1200 | 7/16/2021 | Lahman Enterprises LLC | Roof Repair Deposit | \$169,232.50 |
| | | Lahman Enterprises LLC Total | | \$169,232.50 |
| Sub Total | | | | \$169,232.50 |

| Sorted By | Value | Description |
|-----------|-------|-----------------------|
| FUND | 03 | Employee Benefit Fund |

| Check Number | Check Date | Payee | Reason | Amount |
|------------------|------------|--------------------------------|---------------------|-----------------|
| 1303 | 8/5/2021 | AxisPlus Benefits | Jul Participant Fee | \$111.65 |
| | | AxisPlus Benefits Total | | \$111.65 |
| Sub Total | | | | \$111.65 |

| Sorted By | Value | Description |
|-----------|-------|-----------------------|
| FUND | 06 | School Nutrition Fund |

| Check Number | Check Date | Payee | Reason | Amount |
|--------------|------------|-----------------------------------|--------------------------------------|-------------------|
| 5399 | 8/5/2021 | Appeara | Aprons, Mops & Towels | \$248.42 |
| | | Appeara Total | | \$248.42 |
| 5400 | 8/5/2021 | Cash-Wa Distributing | Food | \$2,288.46 |
| 5400 | 8/5/2021 | Cash-Wa Distributing | Scholar Dollars | (\$378.60) |
| 5400 | 8/5/2021 | Cash-Wa Distributing | Shortage Credit | (\$186.88) |
| | | Cash-Wa Distributing Total | | \$1,722.98 |
| 5401 | 8/5/2021 | City of Wakefield | Jul Utilities | \$4.52 |
| 5401 | 8/5/2021 | City of Wakefield | Jul Utilities | \$215.78 |
| | | City of Wakefield Total | | \$220.30 |
| 5402 | 8/5/2021 | Hiland Dairy | Credit | (\$33.51) |
| 5402 | 8/5/2021 | Hiland Dairy | Milk | \$253.40 |
| 5402 | 8/5/2021 | Hiland Dairy | Milk/Juice | \$484.73 |
| | | Hiland Dairy Total | | \$704.62 |
| | 8/5/2021 | Magic-Wrighter Inc | e-Funds Annual Regulatory Compliance | \$275.00 |
| | | Magic-Wrighter Inc Total | | \$275.00 |

| Check Number | Check Date | Payee | Reason | Amount |
|------------------|------------|--|------------------------------|-------------------|
| 5403 | 8/5/2021 | SIDELINES Bar & Grille | Staff Meeting | \$80.25 |
| | | SIDELINES Bar & Grille Total | | \$80.25 |
| | 8/5/2021 | Sysco Lincoln | Food/Supplies | \$418.30 |
| | 8/5/2021 | Sysco Lincoln | Food/Supplies | \$2,214.51 |
| | | Sysco Lincoln Total | | \$2,632.81 |
| | 8/5/2021 | VISA | Meet & Greet Supplies/Food | \$111.79 |
| | 8/5/2021 | VISA | Meet & Greet Food | \$485.50 |
| | 8/5/2021 | VISA | Meet & Greet Supplies/Food | \$167.36 |
| | | VISA Total | | \$764.65 |
| 5404 | 8/5/2021 | Waste Connections of Nebraska Inc | Garbage Service | \$600.00 |
| | | Waste Connections of Nebraska Inc Total | | \$600.00 |
| 5405 | 8/5/2021 | Wayne Herald | Director of Nutrition Job Ad | \$130.00 |
| | | Wayne Herald Total | | \$130.00 |
| Sub Total | | | | \$7,379.03 |

| Sorted By | Value | Description | Check Number | Check Date | Payee | Reason | Amount |
|--------------------|-------|--------------|--------------|------------|---|----------------|---------------------|
| FUND | 11 | Interim Fund | | | | | |
| | | | 6087 | 7/16/2021 | Nebraska Coaches Association | NCA Membership | \$67.00 |
| | | | | | Nebraska Coaches Association Total | | \$67.00 |
| Sub Total | | | | | | | \$67.00 |
| Grand Total | | | | | | | \$313,783.44 |

Wakefield Community School

Payroll Voucher By Vendor Report

Accounting Cycle: FY20-21; Voucher: 080621,080621 HSA; Vendor: [All]; Order By: Vendor; Account Type: Liability; Created On: 8/6/2021 5:29:15 PM

| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
|------------------|--------------------|----------------|-------------------------------|--------------------------------|--------------------|
| 072321 | BankFirst | 195103 | | BankFirst | \$567.38 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 072321-2 | 7/23/2021 | 01-00941-000 | FICA | | \$459.84 |
| 072321-2 | 7/23/2021 | 01-00941-000 | Medicare | | \$107.54 |
| Sub Total | | | | | \$567.38 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 072321 | BankFirst | 195103 | | Nebraska Department of Revenue | \$89.16 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 072321-2 | 7/23/2021 | 01-00941-000 | State Withholding - NE | | \$89.16 |
| Sub Total | | | | | \$89.16 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 072321 | BankFirst | 195103 | | Nebraska Retirement System | \$728.98 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 072321-2 | 7/23/2021 | 01-00941-000 | NPERS | | \$728.98 |
| Sub Total | | | | | \$728.98 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 080621 | BankFirst | 195103 | | Aflac | \$581.23 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 081321 | 8/13/2021 | 01-00941-000 | Aflac - Accident 125 | | \$254.02 |
| 081321 | 8/13/2021 | 01-00941-000 | Aflac - Cancer 125 | | \$162.63 |
| 081321 | 8/13/2021 | 01-00941-000 | Aflac - Hospital Indemnity | | \$75.92 |
| 081321 | 8/13/2021 | 01-00941-000 | Aflac - Short Term Disability | | \$88.66 |
| Sub Total | | | | | \$581.23 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 080621 | BankFirst | 195103 | 52253 | AxisPlus Benefits | \$4,383.29 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 081321 | 8/13/2021 | 01-00941-000 | Child Care 125 | | \$2,183.32 |
| 081321 | 8/13/2021 | 01-00941-000 | Med Reimb 125 | | \$2,199.97 |
| Sub Total | | | | | \$4,383.29 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 080621 | BankFirst | 195103 | | BankFirst | \$73,256.74 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 081321 | 8/13/2021 | 01-00941-000 | Federal Withholding | | \$24,502.29 |
| 081321 | 8/13/2021 | 01-00941-000 | FICA | | \$39,102.12 |
| 081321 | 8/13/2021 | 01-00941-000 | Medicare | | \$9,144.80 |
| 081321 | 8/13/2021 | 06-00941-000 | Federal Withholding | | \$75.41 |
| 081321 | 8/13/2021 | 06-00941-000 | FICA | | \$350.22 |
| 081321 | 8/13/2021 | 06-00941-000 | Medicare | | \$81.90 |
| Sub Total | | | | | \$73,256.74 |

| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
|------------------|--------------------|----------------|------------------------|----------------------------------|--------------|
| 080621 | BankFirst | 207276 | 5406 | Blue Cross and Blue Shield of NE | \$76,755.22 |
| Register | Register Paid Date | Account Code | Deduction | Amount | |
| 081321 | 8/13/2021 | 01-00901-000 | BCBS Empl Health 125 | \$5,992.20 | |
| 081321 | 8/13/2021 | 01-00941-000 | BCBS Empl Dental 125 | \$1,416.57 | |
| 081321 | 8/13/2021 | 01-00941-000 | BCBS Employer Dental | \$1,471.67 | |
| 081321 | 8/13/2021 | 01-00941-000 | BCBS Employer Hlth | \$63,905.76 | \$72,786.20 |
| 081321 | 8/13/2021 | 06-00901-000 | BCBS Empl Health 125 | \$606.74 | |
| 081321 | 8/13/2021 | 06-00941-000 | BCBS Empl Dental 125 | \$53.75 | |
| 081321 | 8/13/2021 | 06-00941-000 | BCBS Empl Health 125 | \$1,244.93 | |
| 081321 | 8/13/2021 | 06-00941-000 | BCBS Employer Dental | \$118.16 | |
| 081321 | 8/13/2021 | 06-00941-000 | BCBS Employer Hlth | \$1,945.44 | \$3,969.02 |
| Sub Total | | | | \$76,755.22 | |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 080621 | BankFirst | 195103 | | Federal Reserve KC | \$220,602.63 |
| Register | Register Paid Date | Account Code | Deduction | Amount | |
| 081321 | 8/13/2021 | 01-00941-000 | Direct Deposit | \$218,540.17 | |
| 081321 | 8/13/2021 | 06-00941-000 | Direct Deposit | \$2,062.46 | |
| Sub Total | | | | \$220,602.63 | |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 080621 HSA | BankFirst | 195103 | | LaVonne Carson - HSA | \$106.92 |
| Register | Register Paid Date | Account Code | Deduction | Amount | |
| 081321 | 8/13/2021 | 01-00941-000 | HSA LaVonne Carson | \$106.92 | |
| Sub Total | | | | \$106.92 | |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 080621 | BankFirst | 207276 | 5407 | Madison National Life | \$2,514.60 |
| Register | Register Paid Date | Account Code | Deduction | Amount | |
| 081321 | 8/13/2021 | 01-00901-000 | Addtl Life Ins | \$50.24 | |
| 081321 | 8/13/2021 | 01-00901-000 | Life Ins Employer | \$43.75 | |
| 081321 | 8/13/2021 | 01-00901-000 | Long Term Disability | \$14.85 | |
| 081321 | 8/13/2021 | 01-00941-000 | Addtl Life Ins | \$180.54 | |
| 081321 | 8/13/2021 | 01-00941-000 | Dependent Life Ins | \$6.30 | |
| 081321 | 8/13/2021 | 01-00941-000 | Life Ins Employer | \$710.81 | |
| 081321 | 8/13/2021 | 01-00941-000 | Long Term Disability | \$1,427.01 | \$2,433.50 |
| 081321 | 8/13/2021 | 06-00901-000 | Dependent Life Ins | \$2.10 | |
| 081321 | 8/13/2021 | 06-00941-000 | Addtl Life Ins | \$0.06 | |
| 081321 | 8/13/2021 | 06-00941-000 | Life Ins Employer | \$78.94 | \$81.10 |
| Sub Total | | | | \$2,514.60 | |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 080621 | BankFirst | 195103 | | MG Trust Company | \$3,796.53 |
| Register | Register Paid Date | Account Code | Deduction | Amount | |
| 081321 | 8/13/2021 | 01-00941-000 | 403b Plan | \$175.00 | |
| 081321 | 8/13/2021 | 01-00941-000 | 403b Plan ROTH | \$3,610.20 | \$3,785.20 |
| 081321 | 8/13/2021 | 06-00941-000 | 403b Plan ROTH | \$11.33 | |
| Sub Total | | | | \$3,796.53 | |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 080621 | BankFirst | 195103 | | Nebraska Department of Revenue | \$12,201.99 |
| Register | Register Paid Date | Account Code | Deduction | Amount | |
| 081321 | 8/13/2021 | 01-00941-000 | State Withholding - NE | \$12,149.46 | |
| 081321 | 8/13/2021 | 06-00941-000 | State Withholding - NE | \$52.53 | |
| Sub Total | | | | \$12,201.99 | |

| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
|--------------------|--------------------|----------------|--------------------------|----------------------------------|---------------------|
| 080621 | BankFirst | 195103 | | Nebraska Retirement System | \$62,098.76 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 081321 | 8/13/2021 | 01-00941-000 | NPERS | | \$61,281.60 |
| 081321 | 8/13/2021 | 06-00941-000 | NPERS | | \$817.16 |
| Sub Total | | | | | \$62,098.76 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 080621 HSA | BankFirst | 195103 | | Patricia Wurdeman - HSA | \$106.92 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 081321 | 8/13/2021 | 01-00941-000 | HSA Patricia Wurdeman | | \$106.92 |
| Sub Total | | | | | \$106.92 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 080621 HSA | BankFirst | 195103 | | Sage Gideon - HSA | \$106.92 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 081321 | 8/13/2021 | 01-00941-000 | HSA Sage Gideon | | \$106.92 |
| Sub Total | | | | | \$106.92 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 080621 HSA | BankFirst | 195103 | | Shannon Carroll - HSA | \$224.51 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 081321 | 8/13/2021 | 01-00941-000 | HSA Shannon Carroll | | \$224.51 |
| Sub Total | | | | | \$224.51 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 080621 | BankFirst | 207276 | 5408 | Vision Service Plan | \$857.18 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 081321 | 8/13/2021 | 01-00901-000 | Vision 125 | | \$122.58 |
| 081321 | 8/13/2021 | 01-00941-000 | Vision 125 | | \$673.83 |
| 081321 | 8/13/2021 | 06-00901-000 | Vision 125 | | \$28.29 |
| 081321 | 8/13/2021 | 06-00941-000 | Vision 125 | | \$32.48 |
| Sub Total | | | | | \$857.18 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 080621 | BankFirst | 195103 | 52257 | Washington National Insurance Co | \$60.90 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 081321 | 8/13/2021 | 01-00941-000 | WA Natl - Cancer Ins 125 | | \$59.52 |
| 081321 | 8/13/2021 | 06-00941-000 | WA Natl - Cancer Ins 125 | | \$1.38 |
| Sub Total | | | | | \$60.90 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 080621 | BankFirst | 195103 | 52258 | WCS-General Fund | \$48.00 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 081321 | 8/13/2021 | 01-00941-000 | Limited Computer Use | | \$47.98 |
| 081321 | 8/13/2021 | 06-00941-000 | Limited Computer Use | | \$0.02 |
| Sub Total | | | | | \$48.00 |
| Grand Total | | | | | \$457,702.34 |

Version 8-3-21

**Wakefield Community Schools
Plan for Safe Return to School - 2021-2022**

The 2021-2022 school year for K-12 students begins on August 19, 2021. This plan is intended to help students, staff, and visitors return to school to be as safe as possible. Several recommendations exist for public schools in Nebraska, and each of those recommendations is addressed in this plan. The guidelines below are based on the latest updates from the Center for Disease Control and Prevention (CDC). For a direct link to those updates click here:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>

Schools are an important part of the infrastructure of communities. They provide safe and supportive learning environments for students that support social and emotional development, provide access to critical services, and improve life outcomes. They also employ people and enable parents, guardians, and caregivers to work. Though COVID-19 outbreaks have occurred in school settings, multiple studies have shown that transmission rates within school settings, when prevention strategies are in place, are typically lower than community transmission levels.

Wakefield Community School will work with local public health officials, consistent with applicable laws and regulations, including those related to privacy, to determine the prevention strategies needed in their area by monitoring levels of community transmission, local vaccine coverage, staff vaccine coverage, and use of screening testing to detect cases in our school.

The CDC continues to recommend masking and physical distancing as key prevention strategies. However, if WCS administrators and leaders decide to remove any of the prevention strategies for their school based on local conditions, we will remove them one at a time and monitor closely for any increases in COVID-19 cases. Schools should communicate their strategies and any changes in plans to teachers, staff, and families, and directly to older students, using accessible materials and communication channels, in a language and at a literacy level that teachers, staff, students, and families understand.

The list below includes the items that are to be in the 2021-2022 Plan for Safe Return to School per ESSER III compliance:

- Universal and correct wearing of masks
- Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)
- Handwashing and respiratory etiquette
- Cleaning and maintaining healthy facilities, including improving ventilation
- Contact tracing in combination with isolation and quarantine, in collaborations with the State, local, territorial, or Tribal health departments
- Diagnostic and screening testing
- Efforts to provide vaccinations to school communities
- Appropriate accommodations for children with disabilities with respect to health/safety policies
- Coordination with State and local health officials, including the needs for support and technical assistance to implement strategies consistent to the greatest extent practicable, with relevant CDC guidance
- Ensure continuity of services, including but not limited to services to address students' academic needs and students' social-emotional, mental health, and other needs, which may include student health and food services

Universal and Correct Wearing of Masks

- Face masks are optional to be worn by students and staff.
- Face masks may be required temporarily for staff and students if COVID-19 cases rise, and the administration believes that this safety precaution is necessary to prevent further spread and possible school closure.

Modifying Facilities to Allow for Physical Distancing

- Social distancing will be practiced to the greatest extent possible and practicable. If necessary, social distancing strategies will be increased from 3 to 6 feet.
- Nonessential furniture will be removed in an effort to make social distancing possible.
- Student desks and tables will be arranged in ways that maximize social distancing efforts.

- Barriers such as plexiglass will be used when deemed necessary.
- Non-essential visitors and volunteers may be limited if deemed necessary.

Handwashing and Respiratory Etiquette

- Proper handwashing techniques will be taught and encouraged.
- Proper cough and sneeze etiquette will be taught and encouraged.
- Hand sanitizer will be available at all times, so it can be used when needed.

Cleaning and Maintaining Healthy Facilities

- High-touch surfaces will be cleaned frequently and routinely. Disinfecting wipes and solutions will be used as will an electrostatic sprayer containing a disinfecting solution.
- When possible, shared supplies and equipment will be sanitized between uses.
- Heating, Ventilation, and Air Conditioning (HVAC) settings will be set to maximize ventilation.
- HVAC filters will be changed regularly.

Contact Tracing in Combination with Isolation and Quarantine

- The NNPHD requirements for contact tracing, isolation, and quarantine will be followed.
- Normal health and wellness procedures will be followed:
 - Students and staff shall stay home when sick.
 - Students and staff members must be fever-free for 24 hours (without medication) before returning to school in addition to a negative Covid test or alternate diagnosis.
 - Students will continue to be excused for COVID-related absences.

Diagnostic and Screening Testing

- Students and staff who have a temperature of 100.4 or higher will be sent home.
- Students and staff who exhibit signs and symptoms of COVID-19 will be screened by the school nurse and the school nurse will determine if the person needs to be sent home and encouraged to seek medical care.
- If COVID levels rise, WCS will consult with NNPHD regarding screening and testing protocols.

Efforts to Provide Vaccinations at School

- All WCS staff members were provided the opportunity for on-site vaccination.
- On-site vaccination for WCS staff members will be provided for all staff members if possible.
- WCS will provide information to parents and students regarding vaccination availability within the community and surrounding area.

Appropriate Accommodations for Children with Disabilities with respect to Health and Safety Policies

- All IEP's and 504 plans will be followed. If necessary, these plans will include specific health and safety procedures related to COVID-19.

Coordination with State and Local Health Officials

- CWS will continue to communicate and collaborate with local and state health officials in an effort to monitor case levels, be up-to-date with COVID-19 related guidance, and implement or modify COVID-19 protocols.
- This plan will be reviewed at least every 6 months and revised as is needed.

Ensuring Continuity of Services

- The goal is to provide in-person education for all students for the entire 2021-2022 school year.
- In-person education is instrumental in addressing the academic, social-emotional, and mental health needs of WCS students.
- If it is necessary for a student to miss an extended period of time due to COVID-19 related absences, WCS will ensure the student stays up-to-date with all learning. A device and connection to the internet will be provided if needed for all school-related needs.

Additional Components

Symptom Screening

- Families are encouraged to screen students for COVID symptoms and follow NNPHD's guidance for testing and quarantine/isolation.
- Normal WCS health protocols will be followed:
 - Students and staff members who are sick should stay home.
 - Students and staff members must be fever-free for 24 hours (without medication) before returning to school in addition to a negative Covid test or alternate diagnosis.
- If the need for symptom screening arises, protocols will be implemented.

Food Service

- Breakfast will be served and eaten starting at 7:30 am in the lunchroom.
- Lunch will be served and eaten from 10:50 am to 1:15 pm in the lunchroom.
- Water fountains (including bottle fillers) will be available. Students may bring bottled water if they so choose. Since the drinking fountains will be available, bottled water will not be provided by WCS.

After School Programming

- The After School Program for students in grades 3-6 is available from 3:30 pm to 4:45 Monday through Thursday.
- After School Program for students in grades 7-12 is available for academic support from 3:45 pm to 5:00 pm Monday through Thursday.

Important Notes:

- Feedback for this plan was sought by the District in two ways:
 - During the Board/Community Engagement meeting on July 28, 2021
 - Via the survey posted on the District's website and sent out via district communications system.
 - WCS Covid
- This plan was developed to create a safe environment for WCS students and staff members while providing the best possible educational environment.

Wakefield Community School



2021-2022 Staff Handbook

**Motto:
“EDUCATE, EMPOWER, ASPIRE”**

Our Mission:

The mission of Wakefield community school in partnership with parents and community is to develop all students into collaborative lifelong learners who demonstrate effective communication, critical thinking and problem solving skills in a changing global society.

Table of Contents

| | |
|--|----------|
| Directory Information | 5 |
| Policies Regarding All Staff | 9 |
| Board Policies | 9 |
| Drug Free Workplace | 9 |
| Outside Employment | 9 |
| Accidents and Injuries | 10 |
| Purchase Orders and Supplies | 11 |
| Official Reports and Records | 11 |
| Personnel Files | 11 |
| Employee Contact Information | 11 |
| Copyright and Fair Use | 11 |
| Crisis Response Team | 12 |
| Disability Leave (Short-Term) | 12 |
| Drug & Alcohol Testing | 12 |
| Driving (both school and personal vehicles) | 12 |
| Expenses | 13 |
| Family and Medical Leave (FMLA) | 13 |
| Intellectual Property | 13 |
| Salary Payments | 13 |
| Benefits | 14 |
| Payroll and Payroll Deductions | 15 |
| Activity Passes | 15 |
| School Buildings and Equipment | 15 |
| School Lunch Program | 15 |
| Staff Room | 16 |
| Keys | 16 |
| In-School Communication | 16 |
| Smoking on School Premises or at School Activities | 16 |
| Staff Internet and Computer Use | 16 |
| Receipt of Money | 18 |
| Staff Dress and Appearance | 19 |
| Sexual Harassment | 20 |
| Bullying Prohibited | 20 |
| Professional Boundaries | 21 |
| Communication Between Board and District Employees | 21 |
| Safety Education | 22 |
| Inclement Weather | 22 |
| School Vehicle Use | 23 |
| Sniffer (Drug) Dogs | 23 |
| Social Media Usage by Staff | 23 |

| | |
|---|-----------|
| Student Interviews | 23 |
| Telephones | 23 |
| Threat Assessment and Response | 24 |
| Visitors | 25 |
| Workplace Searches | 25 |
| Policies and Procedures Regarding Certificated Staff | 26 |
| School Day | 26 |
| Faculty Meetings | 26 |
| Lesson Plans | 26 |
| Attendance and Grades | 26 |
| Teacher Absences | 27 |
| Substitute Pay | 28 |
| Classroom and School Procedures | 28 |
| Collection of Student Money | 29 |
| Student Attire | 29 |
| Student Searches | 29 |
| Teaching Controversial Issues | 29 |
| Classroom Management and Student Discipline | 30 |
| Parent-Teacher Communication | 30 |
| Student Assemblies | 30 |
| Assignment of Teachers | 30 |
| Use of Physical Force | 30 |
| Homework Policy | 31 |
| District Grading Policy | 31 |
| Evaluation of Certificated Employees | 31 |
| Teachers' Rights, Responsibilities, and Duties | 32 |
| Professional Ethics | 32 |
| Professional Growth | 32 |
| Certification | 33 |
| Policies and Procedures Regarding Classified Staff | 34 |
| Hours | 34 |
| Paid Vacations and Holidays | 34 |
| Physical Exam | 35 |
| Non-Certificated Substitute Pay | 35 |
| Timecards | 36 |
| Overtime | 36 |
| Leave Requests | 36 |
| Teacher Evaluation Policy/Process | 38 |
| Student Learning Objective (SLO) Template | 56 |
| Return to Work Form | 62 |
| Acknowledgement of Receipt | 64 |

Introduction

Welcome to Wakefield Community Schools. This handbook provides information to persons who are employed by the school district and are referred to in this handbook as employees, staff, or staff members. The handbook is designed to provide practical information about the daily operation of the schools in the district and contains building and district directories, safety and emergency information, as well as district policies and procedures. Each staff member should carefully review this handbook. The administration and board of education continually review policies and procedures, so staff members should discuss comments, concerns or suggestions about this handbook with their building principal or other member of the administrative staff.

This handbook does not create a “contract” of employment. Staff positions and assignments that do not require a teaching certificate or are not otherwise governed by the teacher tenure laws may be ended or changed on an “at will” basis notwithstanding anything in this handbook or any other publication or statement, except a contract approved by the board of education.

References in this handbook to “Certificated Employees” are intended to apply to all staff who are required by their position to hold a teaching administrative certificate.

References in this handbook to “Classified Employees” are intended to apply to all staff who are not required by their position to hold a teaching or administrative certificate and are considered “at will” employees.

Each employee is responsible for becoming familiar with the handbook and knowing the information contained in it. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise. This handbook is intended to supplement other documents that deal with your employment, including your employment contract/work agreement and the policies and regulations of the Board of Education. In reading this handbook, please understand that where a direct conflict exists, state or federal law and Board policies and regulations will govern.

The administration will be responsible for interpreting the rules contained in the handbook and shall have the right to make decisions and make rule revisions at any time. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon applicable school district policies, state and federal statutes and regulations, and the best interest of the District.

The provisions in this handbook are subject to change at the sole discretion of the Superintendent and the Board of Education. From time to time, you may receive updated information concerning changes in the handbook. These updates should be kept within the handbook so that all procedures can be kept up to day. If you have any questions regarding this handbook, please ask your supervisor of the Superintendent for assistance. Your suggestions about ways to improve the school are welcome and will always be considered.

This handbook will be in effect for the ~~2020-2021~~ 2021-2022 school year and subsequent school years unless replaced by a later edition.

Notice of Non-Discrimination

Wakefield Community Schools does not discriminate on the basis of race, color, religion, national origin, sex, marital status, disability, age, or access to, or treatment of employment, in its educational programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Name: Matt Farup
Title: Superintendent
Address: 802 Highland Street, Wakefield, NE 68784
Telephone: 402-287-2012
Email: mfarup@wakefieldschools.org

For further information on notice of nondiscrimination, visit <http://wdcrobcop01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area or call 1-800-421-3481.

Designation of Coordinators

Any person having inquiries concerning this district's compliance with Title VI (discrimination or harassment), Title IX (gender equity), Section 504 of the Rehabilitation Act and the Americans with Disability Act, or Safe and Drug Free Schools and Communities should contact the Wakefield Community Schools Administrative Office.

Directory Information

Board of Education

| | |
|---------------------|-----------------------|
| Bree Brown..... | President (2022) |
| Sherri Lundahl..... | Vice-President (2022) |
| Jeff Keagle..... | Secretary (2022) |
| Jim Litchfield..... | Member (2024) |
| Eric Riewer..... | Member (2024) |
| Emily Godinez..... | Member (2024) |

Administration

| | |
|------------------|----------------------|
| Matt Farup..... | Superintendent |
| Angela Zach..... | Secondary Principal |
| Jerad Wulf | Elementary Principal |

Certified Staff

| | |
|-----------------------------|--|
| Angie Borg..... | School Nurse |
| Iris Borg..... | Math |
| Matt Brenn..... | 4 th , 5 th , 6 th Science/AD |
| Shannon Carroll..... | Math |
| LaVonne Carson..... | Spanish |
| Michael Clay..... | Social Studies |
| Kari Cliff..... | ELL |
| Tara Dolen..... | 2 nd Grade |
| Brittany Eisenmann..... | 3 rd Grade |
| Austin Galles..... | 4 th , 5 th , 6 th Guided Reading |
| Michelle Galles..... | FCS |
| Sage Gideon..... | PE/Elem Tech/Art |
| Lynette Haisch | 4 th , 5 th , 6 th Math |
| Timarie Hansen..... | Busienss 1 st Grade |
| Lori Harding..... | Guidance |
| Mike Hassler..... | Art |
| Micaela Hight..... | 3 rd Grade |
| Cathy Hoffart..... | 1 st Grade |
| Leah Jech..... | Kindergarten |
| Brian Johnson..... | 4 th , 5 th , 6 th Soc. Studies |
| Donna M Johnson..... | Special Education |
| Jena Kaufman..... | PK |
| Tiffany Lamprecht..... | Media Center/Guidance |
| Audrey Loberg | 2nd Grade |
| Jaime Manz..... | Reading Specialist |
| Colton McCreary | PE/Elem Technology |
| Logan McPhillips..... | Special Education |
| Chad Metzler..... | Social Studies |
| Ann Milliken | Language Arts |

| | |
|-----------------------------------|--|
| Brenda Montoya..... | ELL |
| Lucas Munter | Special Education |
| Deb Nicholson..... | Elem Vocal Music |
| Alejandra Orona | Elem Art |
| Esly Ovando..... | Band |
| Pam Peters..... | PK |
| Mark Reimers..... | Science |
| Kari Rooney..... | 4 th ,5 th ,6 th Lang. Arts |
| Brianna Samuelson..... | Special Education |
| Sara Schlickbernd..... | 1 st 2 nd Grade |
| Samantha Schumer..... | PK |
| Jan Simmons..... | English/ESL |
| Linda Steinman..... | Kindergarten |
| Will Tietmeyer..... | ITE |
| Olivia Tracy..... | English |
| Bill Trenhaile..... | ESL/Bus Driver |
| Kaylen Tunink..... | Business |
| Zoe Vander Weil..... | English/Speech |
| Jessi Vavrina..... | 4 th ,5 th ,6 th Writing |
| Megan Virgil..... | Science |
| Connie Wageman | Substitute |
| Joe Wendte..... | PE |
| Leslie Ziska..... | Technology |

Classified Staff

| | |
|---------------------------------|-------------------|
| LaVon Anderson..... | Elem Secretary |
| Kim Barge..... | Para |
| Lauren Barge..... | Para |
| Ashley Campbell..... | Para |
| Carla Clay..... | Para |
| Josh Cliff..... | Para |
| Lizbeth Delgado..... | Para |
| Kris Does..... | Para |
| Kristi Foote..... | Lunchroom Manager |
| Becky Gothier..... | Business Manager |
| Jean Hansen..... | Para |
| Rex Hansen..... | Maintenance |
| Sylvia Hernandez..... | Office |
| Chad Hoffart..... | Para |
| Marian Keagle..... | Bus Driver |
| Danielle Klein..... | Para |
| Rhonda Lorenzen..... | Para |
| Bob Lubberstedt..... | Grounds |
| Dawn Lubberstedt..... | HS Secretary |
| Ivon Martinez..... | Para |

| | |
|-------------------------|-------------------|
| Rosa Morelos..... | Para |
| Blanca Moreno..... | Para |
| Christian Nelson..... | Kitchen |
| Pat Nicholson..... | Bus Driver |
| Tina Nuernberger..... | Para |
| Harold Odens..... | Evening Custodian |
| Josie Paulson..... | Custodian |
| Christy Roberts..... | Kitchen |
| Megan Rose..... | Para |
| Julie Siebrandt..... | Para |
| Darci Slama..... | Para |
| Teresa Soderberg..... | Para |
| Kara Starzl..... | Para |
| Dwight Vander Veen..... | Transportation |
| Patricia Wurdeman..... | Custodian |

ESU#1 Staff - Certificated

| | |
|-----------------------|-----------------------|
| Wendy Consoli..... | Deaf Ed Teacher |
| Staci Fethkenher..... | PT |
| Angie Guenther..... | Transition Specialist |
| Vernae Luhr..... | Audiologist |
| Keri Messersmith..... | Psychologist |
| Blythe Reinert..... | OT |
| Stacey Richart..... | Vision O & M |
| Becky Rieken..... | Vision Consultant |
| Anne Ronhovde..... | Speech Pathologist |

Contact Information

| | |
|-----------------|--------------|
| Elementary..... | 402-287-9892 |
| Secondary..... | 402-287-2012 |
| Bus Barn..... | 402-287-2943 |

Website

<http://www.wafieldschools.org>

Facebook

www.facebook.com/Wakefield-Community-School-District

Address

802 Highland Street
PO Box 330
Wakefield, NE 68784

Calendar

The school calendar can be found in Appendix D of this handbook and is subject to change.

School Hours

Office 8:00 am to 4:00 pm
PK-AM 8:15 am to 11:15 am PK-PM 12:30 pm to 3:35 pm
Elementary 8:15 am to 3:35 pm
Secondary 8:10 am to 3:40 pm

Policies Regarding All Staff

Board Policies

The Wakefield Community School Board has adopted policies that govern the operation of the school district. A complete copy of the policy manual is placed in each workroom of the school district. These policies are also available online on the school website. Staff should consult with their building principal about the location of the manual in the workroom. The manuals will be updated as the board adopts new policies or modifies existing policies.

Drug Free Workplace

It is vitally important to have a healthy workforce that is free from the effects of illegal drugs. The use or possession of unlawful drugs in the workplace has a very detrimental effect upon safety and morale of the affected employee, coworkers, and the public at large; and on productivity and the quality of work.

Federal law requires this school district, as a recipient of federal funds, to maintain a drug-free workplace. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in the district's workplace is prohibited. The term "workplace" includes every location where district employees may be found during their working hours or while they are on duty, regardless of whether the location is within the geographic boundaries of the district. Any employee who violates this policy will be disciplined with measures up to and including discharge. The district may, in its sole discretion, require or allow an employee who violates this policy to participate in and satisfactorily complete a drug abuse assistance or rehabilitation program.

The district shall provide every current employee with a copy of this policy, and shall provide each newly hired employee with a copy upon hiring. Every employee shall be required to signify receipt of a copy of the policy in writing. All district employees must abide by this policy, including those who are not directly engaged in the performance of work pursuant to a federal grant.

Within five days after a conviction, an employee must notify the head of the department in which he or she is assigned of any conviction of a criminal drug statute for a violation occurring in the workplace. The failure to report such a conviction will result in dismissal. If the employee convicted of such an offense is engaged in the performance of work pursuant to the provisions of a federal grant, the district shall notify the grant agency within 10 days of receiving notice of a conviction from the affected employee or of receiving actual notice of such a conviction.

An employee who is convicted of violating any criminal drug statute for conduct that occurred in the workplace will be subject to disciplinary action, including but not limited to suspension or discharge. The district may, in its sole discretion, require the employee to participate in and satisfactorily complete a drug abuse assistance or rehabilitation program. (Board Policy 4002)

~~An employee must notify his/her supervisor of any conviction of a criminal drug statute for a violation occurring in the workplace within five days. The failure to report such a conviction will be grounds for dismissal. If the employee convicted of such an offense is engaged in the performance of work pursuant to the provisions of a federal grant, the district shall notify the grant agency within~~

~~10 days of receiving notice of a conviction from the affected employee or of receiving actual notice of such a conviction.~~

Outside Employment

1. An employee's responsibilities to the district take precedence over personal along with other prohibited activity during school hours. Employees may not engage in other employment business activity during assigned duty hours.
2. Tutoring
 - a. Teachers are expected to assist students who are having learning problems as part of the teachers' employment. Such assistance is expected both in the classroom and at other times during the school day.
 - b. A teacher shall not solicit a student or parent to retain the teacher as a tutor and shall not act as a tutor for pay or other remuneration for any student who is then enrolled in any class taught by that teacher.
 - c. In all other cases during the school year, a teacher may act as a tutor for pay or other remuneration upon prior approval of the building principal and superintendent or designee.
3. Employees shall attend to personal matters outside their assigned duty hours with the district whenever possible.
4. Employees may conduct business on behalf of the district during assigned duty hours, but at times that do not disrupt or interfere with teaching responsibilities or student activities.
5. Employees shall not misrepresent, either expressly or by implication, that any activity, solicitation, or other endeavor is sponsored, sanctioned, or endorsed by the district.
6. In any written or verbal presentation by an employee that might be perceived as being sanctioned, sponsored, or endorsed by the district, other than district-related instruction or presentation to district students or personnel, the employee shall communicate to the audience or recipients that the views expressed are those of the employee and not necessarily those of the district or board.
7. Sale of goods or services by employees.
 - a. Employees shall not sell, solicit or promote the sale of goods or services to students.
 - b. Employees shall not sell, solicit or promote the sale of goods or services to parents of students when the employee's relationship with the district is used to influence any sale or may be reasonably perceived by parents as attempting to influence any sale.
 - c. Employees with supervisory or managerial responsibilities shall not sell, solicit or promote the sale of goods or services to employees over whom they have such responsibilities in any manner that could reasonably be perceived as coercive by the subordinate employee(s).
 - d. Employees shall not use employee, student, or parent directories in connection with the solicitation, sale, or promotion of goods or services and shall not provide any such directory to any person or entity for any purpose without the prior knowledge or approval of the building principal.
8. No school board member, administrator, teacher, or other employee shall use the personnel, facilities, resources, equipment, property, or funds of the district for personal financial gain or business activities.

9. All written or artistic works, instructional materials, inventions, procedures, ideas, innovations, systems, programs, or other work product created or developed by any employee in the course and scope of performance of his or her employment duties on behalf of the district, whether published or not, shall be the exclusive property of the district; and the district has the sole right to sell, license, assign, or transfer any and all right, title, or interest in and to such property. (Board Policy 4008)

Accidents and Injuries

Staff must inform the building office immediately of all accidents and/or injuries to students or staff, and complete the appropriate accident form that is available from the office secretary. The accident form must be returned to the office within twenty-four hours. Employee Return to Work form is located in the back of this handbook.

Purchase Orders and Supplies

All orders or supplies must be authorized by the administration. Staff may be personally liable for any orders placed without such authorization. Purchase requests are completed through AptaFund. Orders should not be placed until the district office has issued a printed purchase order. Guidelines for purchasing have been established by the superintendent. (Board Policy 3004)

If you are using a credit card to purchase items, the receipt must have an **itemized listing** of all purchases plus the credit card transaction receipt. **A non-itemized credit card receipt alone is not sufficient** (Board Policy 3036).

Official Reports and Records

Staff members must refer to and comply with Board Policy 5016 regarding the management and maintenance of student records.

All staff members shall furnish the administration promptly with any information relating to their professional training, experience, activities, or work required for reports to county, state, and federal officials or for official school records. Personal information will be treated confidentially by school officials.

Personnel Files

The district shall maintain a personnel file regarding each employee. All materials in a personnel file, except for employment references and information that was gathered in the process of assessing an applicant for hiring, shall be available to the employee for review within a reasonable period of time of the employee's request. Employees may inspect the contents of their personnel files only in the presence of an administrator or a person designated by the administration.

An employee may respond to any document(s) in his or her personnel file by submitting a written response to the person responsible for keeping the file, who shall attach the response to file copies of the disputed document.

No person other than school officials engaged in their professional duties shall be granted access to employees' personnel files, and the contents of such files shall not be divulged in any manner to

any unauthorized person. An attorney acting on behalf of the board of education or administration is deemed to be a school official. (Board Policy 4007)

Employee Contact Information

Employees are required to keep the district informed of any changes to their name, address, phone number, or other contact information. Employees who need to report a change will do so at the business office in writing.

Copyright and Fair Use

The school district complies with federal copyright laws. Staff members must comply with copyright laws when using school equipment or working on behalf of the district. Federal law prohibits the unauthorized reproduction of works of authorship, regardless of the medium in which they were created.

The “fair use” doctrine allows limited reproduction of copyrighted works for educational and research purposes. “Fair use” of a copyrighted work includes reproduction for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research. Staff who are unsure whether their proposed reproduction of copyrighted material constitutes “fair use” should consult with their building principal, review the school district’s copyright compliance policy, and review *Reproduction of Copyrighted Works by Educators and Librarians* from the U.S. Copyright Office found at <https://www.copyright.gov/circs/circ21.pdf> and *Copyright for Students* found at <https://www.whoishostingthis.com/resources/student-copyright/>. You can find more information on copyright compliance requirements and permitted uses from the U.S. Copyright Office and the Library of Congress at the following site: <http://www.loc.gov/teachers/usingprimarysources/copyright.html>.

Corporal Punishment

Corporal Punishment is the infliction of bodily pain as a penalty for disapproved behavior, and is prohibited by law. Some physical contact is inevitable, and most of it is appropriate. Corporal punishment does not include the use of physical force that is reasonable and necessary to (1) protect school employees; (2) protect students or property; or (3) remove a student from a situation that endangers the student, persons, or property. Staff members should promptly report any event that required the use of physical force to their building principal.

Crisis Response Team

Any staff member appointed by the district administration will serve on the Crisis Response Team as outlined in the board policies. The Crisis Response Team serves a vital role in supporting the district’s staff and students. It is the responsibility of the appointed staff member to discuss with the district administration any circumstances that may affect the staff member’s ability to perform the tasks required by board policy.

Disability Leave (Short-Term)

Short-term disability leave will be treated in the manner required by state and federal law and consistent with the negotiated agreement with the school district’s local education association. Short-Term Disability leave will run concurrently with FMLA leave.

Drug & Alcohol Testing

School district administrators who suspect that drugs or alcohol may be present in a staff member's system may require the staff member to provide a body fluid or breath sample as provided in Nebraska law. Staff members who refuse a lawful directive to provide a body fluid or breath sample may be subject to disciplinary or administrative action by the employer, including denial of continued employment.

Driving (both school and personal vehicles)

Staff members who drive school vehicles or volunteer to use their personal automobile to transport students must have a valid driver's license and proof of insurance. Staff members will be provided a Driver's Certification form to verify this information. Staff members who drive school vehicles or transport students in their personal vehicles are responsible for following safe driving practices, including use of seat belts by all occupants, and are responsible for any injury or accident. Staff members are not to use cell phones while driving a school vehicle or while transporting students. Please see the school district's policy on school vehicle use for further information.

Drivers for the school district must be free from drug and alcohol use or abuse. The school district will test drivers as permitted under state and federal law and in accordance with board policy.

Electronic Communication While Driving

Except as provided below, school personnel shall not use any electronic communication device to read a written communication, manually type a written communication, send a written communication, verbally communicate with others, or otherwise communicate with others while operating a school vehicle or while using a school-issued electronic communication device while operating a private vehicle. This prohibition includes but is not limited to answering or making telephone calls not related to the transportation and reading or responding to emails, instant messages, or text messages.

The superintendent or building principal may grant exceptions and allow verbal communication on an as needed basis for specific district-related work based upon employees' duties and responsibilities.

Expenses

The Board will reimburse school employees for all **prior approved** expenses incurred in attending to school business. Reimbursement for mileage, supplies, and overnight travel expense, and credit course reimbursement fees are processed on a Reimbursement Expense form that is available from each office. Payment of mileage requires Superintendent authorization. Generally, the district does not pay mileage unless other school vehicles are unavailable or other extenuating circumstances exist. Appropriate, itemized receipts must be attached. All claims for reimbursement must be approved by the administration and approved by the Board, so some delay is probable. Reimbursement requests must be in one week in advance of the board of education meeting.

Family and Medical Leave (FMLA)

Qualified employees will be provided leave under the Family and Medical Leave Act (FMLA) as provided by board policy.

Intellectual Property

All written or artistic works, instructional materials, inventions, procedures, ideas, innovations, systems, programs, or other work product created or developed by any employee in the course and scope of performance of his or her employment duties on behalf of the district, whether published or not, shall be the exclusive property of the district. The district has the sole right to sell, license, assign, or transfer any and all right, title, or interest in and to such property.

Salary Payments

Regular employees will be paid by direct deposit on the 15th of the month, or the last preceding school day, if the 15th falls on a vacation or week-end day. Employees wishing to make changes to their direct deposit must notify the business office by the end of the month prior to payment of wages. In emergency cases exceptions may be made, subject to the approval of the Board. Upon separation of an employee's employment, or upon fulfillment of the contract, the employee may, at the option of the Board, be paid all wages due in one lump sum. Reimbursements for mileage or other expenses will be considered separate from compensation.

All required deductions, such as for federal, state, and local taxes, retirement contributions, and all authorized voluntary deductions, such as for insurance or union dues, will be withheld automatically from your paychecks. Garnishments are legal proceedings imposed by a court of law upon the school district requiring payment to a third party of monies earned by district employees. The school district will accept all legal garnishments and tax levies against wages in compliance with state and federal law. An employee's pay will be held upon receipt of a garnishment until a court order is issued indicating satisfaction of the indebtedness or until ordered to surrender the monies to the court or its agent. The school district prohibits improper pay deductions, and employees shall be reimbursed for any improper pay deductions. If you believe that an improper deduction has been made to your pay, you should immediately report this information to your direct supervisor, payroll personnel, or the Superintendent.

Staff members, by their signature on the acknowledgement page of this handbook, authorize the school district to withhold such sums from their paychecks as necessary to cover property damage, cash shortages or other amounts owed to the school district by the employee.

Benefits

Teachers are provided benefits in accordance with the negotiated agreement. Classified employees are provided benefits according to Board Policy 4040. Employees shall make annual fringe benefit elections no later than August 28th of each school year. Should an employee fail to make an election, the employee election from the immediately preceding school and contract year shall be continued. Elections to the 125-benefit plan must be done annually and is not automatically extended.

Employees are to notify the business office **in writing** of any life changing events that could alter their health/dental coverage with the district **within 14 days of the event.**

Continued health insurance benefits are available through COBRA subject to certain qualifying requirements. A Notice of COBRA Continuation Coverage Rights will be provided to you through PayFlex Systems USA, Inc., 100 Blackstone Centre, Omaha, NE 68131, 1-800-284-4885, www.payflex.com.

The Health Insurance Portability and Accountability Act (HIPAA) provides rights and protections for participants and beneficiaries in group health plans. HIPAA includes protections for coverage under group health plans that limit exclusions for preexisting conditions; prohibit discrimination against employees and dependents based on their health status; and allow a special opportunity to enroll in a new plan to individuals in certain circumstances. HIPAA may also give you a right to purchase individual coverage if you have no group health plan coverage available, and have exhausted COBRA or other continuation coverage. Further information may be obtained from the Plan Administrator of the group health plan.

Payroll and Payroll Deductions

Salary/wages and benefits are paid in accordance with the individual employment contracts/work agreements. Payroll deductions shall be made in accordance with law and the negotiated agreement. The following deductions are as follows:

| | |
|---------------------------------------|---|
| Federal and State Withholding* | Additional Federal and/or State Withholding** |
| Social Security/Medicare Withholding* | Limited Computer Use Withholding** |
| State Retirement* | Vision** |
| Flexible Spending Account** | Cancer** |
| Approved Tax Sheltered 403(b) Plans** | Long Term Disability** |
| Health/Dental Insurance** | Other** |

** Mandatory ** Optional*

Any payroll changes, bank accounts, etc need to be in writing and given to the business office by the end of the month prior to the next payroll date.

The district will deduct or withhold from each and every period of pay and amounts necessary to offset any damages caused by a staff member or the value of property or money entrusted to the staff member or owed by the staff member to the school district during the course of the staff member's employment, if such property or money have not properly been returned to the district.

Activity Passes

All certified staff and their spouse are admitted to home and conference games free of charge and will receive a Lewis and Clark Conference Activity Pass.

All classified staff and their spouse will receive free admittance to the home games.

Tournaments and special games are not included on either pass and information will be posted at the gate if passes will not be allowed.

School Buildings and Equipment

Students, staff and community members may use or lease school equipment for non-school use only if they have received the prior permission of the superintendent. (Board Policy 3014)

Employees or groups who wish to use school facilities should make the requests to the principal as early as possible so that they can be placed on the school calendar.

Employees must inform the building principal of any school property that needs repair. Matters regarding custodial service in the building should be handled through the principal's office.

School Lunch Program

Staff may take advantage of meals offered through the district's food program. Staff may purchase lunches for the school cafeteria for \$3.85 per day and breakfast for \$2.35 per day. The lunch price includes one carton of milk. Extra cartons cost \$.30. **Staff members will not be allowed to charge lunches.**

Staff Room

The staff room is maintained for the exclusive use and convenience of the staff. It is not for student use, and staff members should not hold student conferences there. Each staff member will assume responsibility in keeping the staff room in an orderly and presentable condition. Staff room supplies are not for student use.

Keys

Staff will not lend or have any duplicate keys made of any school key. Staff will make sure all doors are locked when they enter or leave the building other than during regular school hours.

Staff members are responsible at all times for all keys/fob issued to them and must keep their keys/fob in a secure location or on the employee's person. Each classroom teacher must check that the doors in his or her room are closed and locked at the end of the school day. Staff must report lost or stolen keys/fob to the superintendent immediately.

Staff will be required to reimburse the district any costs to the district if rekeying the building is necessary due to lost or missing keys/fob.

Under no circumstances are pupils to be allowed in the building after school hours without faculty supervision. Keys/fob to any school areas are not to be loaned to students under any circumstances.

In-School Communication

Every staff member will be assigned a mailbox in the building where he or she works. Employees are expected to check their mailboxes for messages in the morning upon arrival at school, at lunch time, and at the end of the day before departing.

A great deal of information is distributed to staff via the school's email system. Each staff member must check his or her email account frequently throughout the school day. Staff is allowed to use

their school email accounts for a moderate amount of personal email correspondence. However, the sending or receiving of personal email during the school day is prohibited, regardless of whether that personal email is received on the staff member's school email account or personal account.

Smoking on School Premises or at School Activities

The use or possession of any tobacco product, including cigarettes, cigars, or other tobacco or tobacco derivative products; vapor products or electronic nicotine delivery systems; alternative nicotine products; or any other such look-alike or imitation product, is not permitted on school property at any time.

Staff Internet and Computer Use

Internet access is an important tool for communicating, keeping up-to-date with current developments in education, and for conducting research to enhance management, teaching and learning skills. The following procedures and guidelines are intended to ensure appropriate use of the Internet at the school by the district's faculty and staff. Staff should also refer to the district's policy on Staff and District Social Media Use.

1. Staff Expectations in Use of the Internet

a. Acceptable Use While on Duty or on School Property

- i. Staff shall be restricted to use the Internet to conduct research for instructional purposes.
- ii. Staff may use the Internet for school-related e-mail communication with fellow educators, students, parents and patrons.
- iii. Staff may use the Internet in any other way which serves a legitimate educational purpose and that is consistent with district policy and good professional judgment.
- iv. Teachers should integrate the use of electronic resources into the classroom. As the quality and integrity of content on the Internet is not guaranteed, teachers must examine the source of the information and provide guidance to students on evaluating the quality of information they may encounter on the Internet.

b. Unacceptable Use While on Duty or on School Property

- i. Staff shall not access obscene or pornographic material.
- ii. Staff shall not engage in any illegal activities on school computers, including the downloading and reproduction of copyrighted materials.
- iii. Staff shall not use school computers or district internet access to use peer-to-peer sharing systems such as BitTorrent, or participate in any activity which interferes with the staff member's ability to perform their assigned duties.
- iv. The only political advocacy allowed by staff on school computers or district internet access is that which is permitted by the Political Accountability and Disclosure Act and complies with district policy.
- v. Staff shall not share their passwords with anyone, including students, volunteers or fellow employees.

2. School Affiliated Websites

Staff must obtain the permission of the administration prior to creating or publishing any school-affiliated web page which represents itself to be school-related, or which could be

reasonably understood to be school-related. This includes any website which identifies the school district by name or which uses the school's mascot name or image.

Staff must provide administrators with the username and password for all school-affiliated web pages and must only publish content appropriate for the school setting. Staff must also comply with all board policies in their school affiliated websites and must comply with the board's policy on professional boundaries between staff and students at all times and in all contexts.

Publication of student work or personally-identifiable student information on the Internet may violate the Federal Education Records Privacy Act. Staff must obtain the consent of their building principal or the superintendent prior to posting any student-related information on the Internet.

3. Enforcements

a. Methods of Enforcement

The district owns the computer system and monitors e-mail and Internet communications, Internet usage, and patterns of Internet usage. Staff members have no right of privacy in any electronic communications or files, and these are subject to search and inspection at any time.

- i. The district uses a technology protection measure that blocks access to some sites that are not in accordance with the district's policy. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.
- ii. Due to the nature of technology, the filter may sometimes block pages that are appropriate for staff research. The system administrator may override the technology protection measures that blocks or filters Internet access for staff access to a site with legitimate educational value that is wrongly blocked.
- iii. The district will monitor staff use of the Internet by monitoring Internet use history to ensure enforcement of this policy.

b. Any violation of school policy and rules may result in that staff member facing:

- i. Discharge from employment or such other discipline as the administration and/or the board deem appropriate;
- ii. The filing of a complaint with the Commissioner of Education alleging unprofessional conduct by a certified staff member;
- iii. When appropriate, the involvement of law enforcement agencies in investigating and prosecuting wrongdoing.

4. Off-Duty Personal Use

School employees may use the internet, school computers, and other school technology while not on duty for personal use as long as such use is:

- a. consistent with other district policies
- b. consistent with the provisions of Title 92, Nebraska Administrative Code, Chapter 27 (Nebraska Department of Education "Rule 27"),
- c. is reported as compensation in accordance with the Internal Revenue Code of 1986, as amended, and taxes, if any, are paid.

All of the provisions of Rule 27 will apply to non-certificated staff for the purposes of this policy. In addition, employees may not use the school's internet, computers, or other technology to access obscene or pornographic materials, sext, or engage in any illegal activities. (Board Policy 4012)

Handling of Money

Funds collected by district employees and by student treasurers shall be handled with prudent business procedures. All funds collected shall be receipted and accounted for and deposited without delay to the proper depository. Funds exceeding \$250.00 shall not be left overnight in school buildings, except in safes provided for the safekeeping of valuables. (Board Policy 3002)

Receipt of Money

- All receipts shall be counted on the date they are received.
- Two or more persons shall count the receipts, record the amount collected on a receipts form, initial it, and give it to the ~~Superintendent or designee~~ ~~main office~~. Cash/check envelopes will be provided.
- The monies will then be sealed in an envelope or locked in a money bag and deposited directly at the district's depository institution. If the district's bank is not open or inaccessible, the envelope/money bag may be locked in the district's safe until it can be delivered to the bank. (Board Policy 3006)

Staff Dress and Appearance

The attire worn by staff members conveys an important image to students and the general public.

Certificated staff, Paraeducators and office staff should generally dress in business casual attire.

Classroom staff **may not** wear the following types of clothing during the traditional school day, when students or visitors are in attendance, or when the employee is supervising, directing or coaching students when the public is in attendance:

- Sweat, jogging and wind suits, except when teaching a physical education activity in the gymnasium or on a playing field or at athletic or other activity practices.
- Shorts, except when teaching physical education class or at athletic or other activity practices.
- Blue jeans, except at athletic or other activity practices.
- Yoga Pants (leggings, tights) must be discreetly including covering the buttocks area.
- Any clothing which is immodest and may distract other employees or students in the learning environment.

The superintendent may temporarily suspend all or a portion of the dress code when other factors support a lower dress expectation for school employees (e.g., special "casual days").

The appearance of professional staff members shall be appropriate to their assigned duties and indicative of their professional standing in the school and community.

Custodial, maintenance and transportation staff should dress in attire appropriate to the work they are performing.

Staff may not wear visible body piercing jewelry, including tongue adornment, while at school or during a school function on or off school premises. This prohibition applies to all parts of the body other than the ear. (Board Policy 4041)

Discrimination and Harassment

The school district prohibits discrimination and harassment based upon or related to race, color, national origin, sex, religion, marital status, disability, age or any other unlawful basis that (1) has the purpose or effect of creating an intimidating, hostile, or offensive school environment, (2) has the purpose or effect of substantially or unreasonably interfering with an employee's school performance, or (3) otherwise adversely affects an employee's employment opportunities. Employees who believe that they have been the subject of unlawful discrimination or harassment due to their disability should contact the following Section 504 Coordinator: Mr. Jerad Wulf, 402-287-9892 email: jwulf@wakefieldschools.org or in person at school. Employees who believe that they have been the subject of unlawful discrimination or harassment due to their sex should contact the following Title IX Coordinator: Matt Brenn at 402-287-9892, or mbrenn@wakefieldschools.org or in person at school. Employees who believe that they have been the subject of any other unlawful discrimination or harassment should contact the Mike Moody at 402-287-2012, mmoody@wakefieldschools.org or in person at school. Employees may report discrimination or harassment to any staff member who will then forward it on to the appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

Sexual Harassment

It is the policy of the school district to provide an environment free of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communication constituting sexual harassment. Sexual harassment by and of employees and students is unequivocally prohibited. Sexual harassment is misconduct that interferes with work productivity and wrongfully deprives employees of the opportunity to work and students of the opportunity to study and be in an environment free from unsolicited and unwelcome sexual overtones. Sexual harassment includes all unwelcome sexual advances, requests for sexual favors and other such verbal or physical misconduct. Sexual harassment is a prohibited practice and is a violation of the law.

The U.S. Equal Employment Opportunity Commission has issued guidelines interpreting Section 703 of Title VII as prohibiting sexual harassment. Sexual harassment is defined in those guidelines as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical misconduct of a sexual nature constitutes sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment,
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

A person who feels harassed is encouraged to inform the person engaging in sexually harassing conduct or communication directly that the conduct or communication is offensive and must stop. If the person who feels harassed does not wish to communicate directly with the person whose conduct or communication is offensive, or if direct communication with the offending person has been ineffective, the person who feels harassed should report the conduct or communication using the district's complaint policy. Complaints involving sexual harassment may also be submitted at any time to the district's Title IX coordinator.

Regardless of the means selected for resolving the problem, the good faith initiation of a complaint of sexual harassment will not affect the complainant's employment, compensation or work assignments as an employee, or status as a student.

Sexual harassment of students is addressed in a separate policy. (Board Policy 4014)

Bullying Prohibited

The district endeavors to provide students with a learning environment free of harassment or bullying. All staff members should be attentive to the indications of potential bullying of students, staff, or anyone else within the school community and should act in response to them.

Professional Boundaries

All district employees must follow board policy when interacting with students in any way. School district employees are responsible for conducting themselves professionally and for teaching and modeling high standards of behavior and civic values, both at and away from school. District employees must be aware of professional boundaries between student and staff, and they must never blur the boundaries. These standards of behavior apply to social networking sites, such as Facebook, Twitter, Instagram, etc. along with communications and interaction of any kind between staff and students.

Examples of unprofessional misconduct include: inappropriate sexual communications or interactions with students, meeting with students in private outside of school, and intruding on a student's personal space. These are a few examples of inappropriate behavior, not an exhaustive list. For further guidance, refer to the district's policies regarding professionalism and staff-student interactions.

Any teacher or student who witnesses or knows information about a district employee violating board policy should report the violation to the district administration *immediately*. Minor violations and questionable violations should be reported as soon as possible, but always within 24 hours.

A violation of board policies for professionalism will form the basis for employee discipline up to and including termination or cancellation of employment, filing a report with law enforcement officials, and filing a report with the Commissioner of Education.

Communication Between Board and District Employees

Employees should submit communications or reports regarding the district to their immediate supervisor, then the superintendent, and only then to the board. They have the same right to communicate with the board about matters of public concern as other patrons of the district, but

must follow the chain of command before communicating about employment-related issues. The chain of command chart is listed below:

| | |
|---|--|
| Student Discipline: | <ol style="list-style-type: none"> 1. Classroom Teacher 2. Principal 3. Superintendent |
| Instruction or Curriculum: | <ol style="list-style-type: none"> 1. Teacher 2. Principal/Curriculum Director 3. Superintendent |
| Transportation: | <ol style="list-style-type: none"> 1. Bus Driver 2. Principal 3. Superintendent |
| Facilities, Grounds, or Maintenance: | <ol style="list-style-type: none"> 1. Custodial Staff 2. Head Custodian 3. Principal 4. Superintendent |
| Policy or Handbook: | <ol style="list-style-type: none"> 1. Principal 2. Superintendent |
| Athletics: | <ol style="list-style-type: none"> 1. Coach 2. Athletic/Activities Director 3. Principal 4. Superintendent |
| Personnel: | <ol style="list-style-type: none"> 1. Employee in question 2. Principal 3. Superintendent |

If any matter that is not covered by this policy or if other questions arise, the matter should be referred to the building principal in the absence of the superintendent. The building principal will either address the matter or assign it to another individual for resolution as he or she deems appropriate.

Absent extraordinary circumstances, each matter must be addressed at whatever level the initial action occurred. If the matter is not resolved, the individual may raise it with the next person on the chain of command. This policy does not supersede any individual's right to contact Board members directly. However, whenever a matter is brought directly to the Board as a whole or to a Board member as an individual, it will be referred to the appropriate individual in the chain of command for study and resolution. The most effective means of initial communication is a personal conference, e-mail, or telephone conversation. E-mail addresses and phone numbers can be found on the school district's website at www.wakefieldschools.org (Policy 3035).

When appropriate, the superintendent shall inform employees of official board policies, directives, actions and concerns. (Board Policy 4005)

Safety Education

Maintaining a safe school environment is everyone's responsibility. All employees are expected to participate in district and school safety activities. All full time and part-time employees are expected to participate and complete all safety education activities no later than the date assigned by Administration.

Inclement Weather

Unless the superintendent directs otherwise, staff shall not be required to report when school is canceled due to inclement weather.

If school is canceled during the day because of inclement weather, classified and certified personnel may be released after students have been excused. Classified and certified personnel who miss work due to inclement weather when school is in session will not be paid for time missed or will be charged an applicable leave day. (Board Policy 4010)

School Vehicle Use

The transportation of students in a pupil transportation vehicle is governed by the rules of the Nebraska Department of Education and the district's safe pupil transportation plan or safety and security plan. School district employees, board members, and other elected or appointed school district officials who are not transporting children are authorized to use a school district vehicle to travel to a designated location or to their home when the primary purpose of the travel serves a school district purpose. Staff should refer to the board policy regarding the use of school vehicles.

Sniffer (Drug) Dogs

The administration is authorized to use sniffer dogs to minimize the presence of illicit items on school grounds. Students and staff are specifically notified that:

1. Lockers may be sniffed by sniffer dogs at any time.
2. Vehicles parked on school property may be sniffed by sniffer dogs at any time.
3. Classrooms and other common areas may be sniffed by sniffer dogs at any time students and staff are not present.
4. If contraband of any kind is found, the student or staff member shall be subject to appropriate disciplinary action.

Social Media Usage by Staff

Social media is an important tool for communicating, keeping up-to-date with current developments in education, and for conducting research to enhance management, teaching, and learning skills. The district also uses social media accounts to provide information to district stakeholders. All staff members must refer to and comply with the board's policies regarding Staff Internet and Computer Use and Staff and District Social Media Use. Staff members who are uncertain about the applicability of board policy to a particular situation must confer with their supervising administrator prior to posting on social media.

Student Interviews

Employees shall refer any police officer, child protective service worker, or other similar individual seeking to speak to or interview a student to an administrator.

Telephones

School telephones are maintained for the primary purpose of conducting school business. Staff members should limit their use of school phones to brief conversations. Teachers will not be called to the telephone during class time except in the case of an emergency.

Staff members may not use personal cell phones to make or receive calls or to send or receive text messages during instructional time.

Threat Assessment and Response

Team Concept

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.

Obligation to Report threatening Statements or Behaviors.

All staff and students must report any threatening statements or behavior to a member of the administration. Staff and students must make such a 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.

Threat Assessment Team

The threat assessment team (team) shall consist of the superintendent, building principals, guidance counselors, school nurse, school psychologist and local law enforcement. The team is responsible for investigating all reported threats to school safety, evaluating the significance of each threat, and devising an appropriate response. The threat assessment team shall work closely with the crisis team in planning for crisis situations. The threat assessment team shall be familiar with mental health resources available to students, staff and patrons and shall collaborate with local mental health service providers as appropriate.

Threat Assessment Investigation and Response

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 a member of the team. Upon receipt of an initial report of any threat, the team will take steps to verify the information, make an initial assessment, and document any decision involving further action. This investigation may include interviews with the person who made the statement(s) or engaged in the behavior of concern, interviews with teachers and other staff members who may have information about the individual of concern, interviews with the target(s) of the threatening statements or behavior, interviews of family members, 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 team determines to be reasonable and useful.

At the conclusion of the investigation, the team will determine what, if any, response to the threat is appropriate. The team is authorized to disclose the results of its investigation to law enforcement and to the target(s) of any threatened acts. The team 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 its investigation to the student's individualized education plan team.

Communication with the Public about Reported Threats

To the extent possible, the team will keep members of the school community informed about possible threats and about the team'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 team will not reveal the identity of the individual of concern or of any target(s) of threatened violence unless permitted by law.

Coordination with the Crisis Team After Resolution of Threat

The threat assessment team 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 Safety Plan.

Visitors

Staff should welcome members of the public who wish to visit school, but should ensure that visitors follow the district's requirements.

All visitors must report to the building office before visiting any classroom or other areas of the building.

Visitors must comply with the following guidelines:

- if a visitor wishes to observe a specific skill or subject, he or she will be asked to observe during a specified time period
- children under the age of 10 years must be accompanied by a parent or guardian
- all visitors must have the prior approval of the principal or superintendent
- salespeople and other such agents will not be allowed to solicit staff members during school hours.
- visitors must wear the visitor's badge supplied by the building office

Workplace Searches

To safeguard the property and interests of our students, employees, and patrons; to help prevent the possession, sale, and use of illegal drugs on school grounds, and in keeping with the spirit and intent of the district's drug-free workplace policy and other policies, the school district reserves the right to question employees and all other persons entering and leaving our premises, and to inspect any packages, parcels, purses, handbags, briefcases, lunch boxes, or any other possessions or articles carried to and from school when it has reasonable grounds to do so. The school also reserves the right to search any employee's office, desk, files, locker, or any other area or article on school grounds. All offices, desks, files, lockers, and so forth, are school district property and are issued or provided for the use of employees only during their employment with the district. Inspections may be conducted at any time at the discretion of the administration. Employees who refuse to cooperate with this provision will be subject to disciplinary action up to and including discharge.

Policies and Procedures Regarding Certificated Staff

School Day

All certificated staff must be at school or on duty between the hours of 8:00 am and 4:00 pm, Monday through Thursday. On Fridays and days preceding certain holidays or vacation periods, certificated staff are permitted to leave after the students are dismissed. Under special circumstances, certificated staff may seek permission from their building principal to vary these hours. **Staff leaving the building during the duty day must notify the office prior to leaving and when you return.** In addition, certificated staff may be assigned responsibilities at other hours by the principal or superintendent for supervising or directing school activities or directing an event under the direct sponsorship of the school.

Outside doors will be locked at 8:20am and will reopen at 3:30pm Entry will be allowed via camera/electronic key system at the office.

Each teacher will be in his or her classroom and ready to teach by 8:00 am each day. Classroom teachers are expected to stand at their doors when class is dismissed and must be outside their classroom doors before each class period. Classroom teachers must be physically present in their classroom at all times during class periods and conference periods.

Faculty Meetings

The superintendent and principals will call meetings as needed. Certificated staff members are required to be present at all faculty meetings unless excused by the administration.

Lesson Plans

Each teacher will prepare lesson plans for the following week electronically. These plans must be completed and submitted electronically to the building principal no later than 8:00 am, the first day of the week.

Other regulations relative to lesson plans will be made by individual building principals. The lesson plans are subject to review of the building principal or other members of the school district's administrative staff.

Attendance and Grades

Every teacher is required to keep a complete record of attendance and achievement of every student in a class on Power Teacher. This record shall be kept current and include the following minimum information:

1. Names of students enrolled in the class
2. Recording of students' absence/tardy in each class period
3. Report of all grades for each student. There is no minimum requirement for the frequency of recorded grades (or for the giving of written lessons or assessments). Be sure that frequent assessments are sufficient to justify the term and final grades which are reported to parents. Procedures and grading expectations will be established by the Principal. Parents will be notified when a student's grades are failing and must be done prior to the end of a grading period.

Information relating to other students should not be allowed to be seen by other students or parents.

Teacher Absences

Leave requests must be entered electronically in AptaFund and **approved prior** to being absent unless you call in due to illness. Please put the reason, ex. Dr. appt, sick child, Aunt's funeral, Autism conference, etc. as this will be entered into your leave history. Also depending on the relationship of a person's funeral, sick days may also be an option for certificated staff if it fits the criteria as stated in the Negotiated Agreement.

The accumulation of leave for teaching staff is governed by the Negotiated Agreement between the Wakefield School Board and the Wakefield Education Association. This handbook sets forth the process for using that leave.

Sick Leave - Certificated Staff who are too ill to perform their teaching duties must contact their building principal or designee by 6:30 am.

Personal Leave - Certificated Staff who wish to take personal leave must submit a leave request online to their building principal at least three days in advance whenever possible. Building principals may deny personal leave requests if the school district is unable to secure the services of a qualified substitute teacher on the day of the proposed leave. No more than **three certificated staff** will be allowed to use personal leave the same day, selected on a first-come-first served basis.

Professional Leave - The board and administration recognize the value of continuing education and encourage staff to participate in seminars, workshops, and other activities which will continue their professional growth. Certificated staff who wish to take professional leave must submit a leave request to their building principal, along with a description of the proposed event. Building principals may deny requests for professional leave if the principal determines that the activity will not enhance the certified staff member's effectiveness as an employee of the district or if the services of a qualified substitute cannot be secured.

Substitute Folder – Each teacher shall prepare a substitute folder and keep the completed folder in a convenient location on or in his or her desk. The folder must contain the following:

1. Current seating charts
2. The daily routine followed by each class
3. All schedules (fire drill procedures, lunch schedule, etc.)
4. A copy of this handbook
5. Plans for the day if the teacher's absence was planned. These plans are in addition to the teacher's regular lesson plan book.
6. Provide several activities for subs to do should assignments be completed.

Certificated staff members may not make arrangements for their own substitute without prior approval from the administration.

Substitute Pay

Teachers asked to cover for another teacher during their planning period will be paid \$20 for a full period or \$10 for Trojan period. Teachers covering during other duty day time are being paid their negotiated wage and are not subject to pay for planning coverage.

Classroom and School Procedures

Teachers are expected to adhere to the following classroom and school procedure in the performance of their duties:

1. Bulletin Boards

Each teacher shall be responsible for completing an appropriate bulletin board regarding curriculum related matters in their primary classroom.

2. Textbook and Room Inventory

All school purchased materials must be inventoried with the business office/Principal. Textbooks are to be numbered and the name of the student whom the book is assigned should be recorded. At the start of the year, note the condition of the textbook on the inventory sheet and keep this sheet. When a book is turned in, again note its condition, and if the book shows abuse (other than normal wear) assess a fine that you consider is fair. Insist that students put covers on their books by the end of the first week after receiving them.

3. Use of Paraprofessionals

Paraprofessionals provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and effective manner. A paraprofessional must not, however, assume teaching responsibilities. The teacher must maintain the role of leadership and responsibility for the students, with the paraprofessional in a supportive role. Paraprofessionals may be used to assist the teacher by, among other tasks, assisting with instructional activities under the direction of the teacher, helping to supervise students, copying tests and other written material, organizing class materials, preparing bulletin boards, grading tests or class work, and calculate grades and record grades. Paraprofessionals are to work only on their assigned work days and within their assigned work day. If the teacher desires the Para to work hours other than the assigned work hours or assigned work day, contact the administration for approval.

4. Use of Student Aides

Student aides are to be directly supervised by the teacher and are not to leave the building. Student aides are NOT to be used to assist the teacher by helping supervise another student, grade tests, calculate student grades or record grades. Keys are NEVER to be given to students, whether they are student aides or not. A student aide should not be present and assisting a teacher without another adult present after the end of regular teacher duty hours.

5. Student Activities

Staff members who sponsor extra-curricular activities such as athletics, class plays, and class activities may only leave the school building after making sure that all students and other individuals have left the building. No student is to be left unattended in the school building at any time.

School-owned clothing or equipment that is checked out to an individual student remains the property of the school. Each piece of equipment or clothing is to be returned to the instructor or coach when the season or the use for such clothing or equipment is over.

Collection of Student Money

Staff members must comply with the school district's student fee policy before collecting any funds from students.

Money collected from students should be turned into the office on the day it is collected for deposit in the proper activity or school district fund. Any checks written by students or parents for various payments should be made out to Wakefield Community School unless otherwise instructed. Certified staff must submit a financial accountability form when they turn funds into the office.

-When students purchase items such as coats, rings, etc. through the school district, they must pay for these and other major items before the order is sent. The sponsor of any school organization is not to give merchandise to students; items will be distributed by the office after proper payment.

Student Attire

The responsibility for proper daily grooming and dress is primarily the responsibility of students and parents/guardians. However, certified staff members must insist that students do not remain in school while wearing attire that violates the dress code set forth in the Student Handbook.

Classroom teachers must report students who are not in compliance with the dress code to the building principal. The final decision on what is considered proper grooming and appearance is the responsibility of the building principal.

Student Searches

Certificated staff members may not search students or their belongings. If a staff member suspects that a student is in possession of contraband, he/she should immediately contact a member of the administration and supervise the student until the administrator arrives. Students suspected of having an item in violation of school rules may be directed to wait with a staff member.

Teaching Controversial Issues

Teachers may teach or lead discussions about controversial issues if they comply with the following criteria:

- The issues discussed must be relevant to the curriculum and be part of a planned educational program.
- Students must have free access to appropriate materials and information for analysis and evaluation of the issues.
- The teacher must encourage students to consider and discuss a variety of viewpoints.
- The topic and materials used must be within the range, knowledge, maturity, and competence of the students.
- The teacher must inform parents and the building principal before discussing sensitive or controversial issues.
- The teacher must keep detailed, documentary evidence to prove that both sides and/or all facts available were presented.

- Teachers must refrain from advocating partisan causes, sectarian religious views, or selfish propaganda through any classroom or a school device; however, a teacher shall not be prohibited from expressing a personal opinion as long as the student is encouraged to reach his/her own decision independently.

Classroom Management and Student Discipline

Classroom teachers may not leave their classrooms unless the students are supervised by a competent adult.

Classroom teachers should have a well-defined discipline plan that is known to the students. Rules should be stated clearly and posted where appropriate.

Each building has its own specific procedures concerning student discipline. Classroom teachers should consult with their building principal for more information.

Parent-Teacher Communication

Parents shall be kept informed of student progress, grades, and attendance through report cards, progress reports, and parent/teacher conferences. The school district will notify parents if their students are failing or close to failing, either through communication from the school or through parental access to the district's student information system. The school district will endeavor to notify parents of failing students prior to entry of the failing grade on the student's report card. Parents will also be notified of their student's possible failure to meet graduation requirements. Other pertinent information will be communicated to parents by mail, electronic communication, telephone calls, by personal contact or other appropriate method. Official transcripts of student progress, grades, and attendance will be sent to other school systems upon the student's transfer when the district receives a written request signed by the student's parent or guardian or upon being notified that the student has enrolled in another school. By providing the school district with their telephone number(s), parents agree to receive notifications from the school district's automatic notification system. (Board Policy 5019)

Student Assemblies

Certificated Staff members will be given prior notice of school assemblies, including pertinent and specific instructions. Classroom teachers must accompany their students to the assembly, sit with them, and supervise their behavior for the entire assembly program.

Assignment of Teachers

The administration will assign certified staff to individual duties. Certified staff will also be assigned for various forms of hall, extracurricular, recess, traffic, lunch period and other noontime duties, and athletic events.

Use of Physical Force

Corporal punishment, defined as the infliction of bodily pain as a penalty for disapproved behavior, is prohibited. Some physical contact is inevitable, and most of it is appropriate. Therefore, physical contact, short of corporal punishment, is acceptable to promote personal interaction with students, to maintain order and control, and to protect persons and property. (Board Policy 4018)

Homework Policy

Homework consists of assignments made by teachers that students must complete during non-class time. Homework is intended to reinforce student learning of certain concepts and/or skills found in the district curriculum.

Teachers are encouraged to assign homework and must use their professional judgment in determining the length, difficulty, and student readiness to proceed with homework assignments. Homework assignments shall be kept minimal on Wednesday nights, which is traditionally considered “family night” in the community. (Board Policy 6017)

District Grading Policy

The school will report student grades and/or academic progress to parents at least four times per year. The superintendent or his/her designee shall develop and implement student grading guidelines to be used by teachers. The objective of grading guidelines shall be to quantify and report the academic achievement of each student. (Board Policy 6018) A student’s academic grade shall not be reduced because of disciplinary reasons. This policy shall not apply when a student’s grade is reduced because of work the student missed because of an unexcused absence, during a suspension or dismissal period. A maximum 2-day time frame upon return will be allowed for make-up work, unless administration approved.

Evaluation of Certificated Employees

The certificated employee is the key element of successful instruction. Every certificated employee should be capable of improving his or her performance, and the administration is responsible for evaluating certified employees in order to assist them in achieving a high quality of teaching.

All certificated employees to be evaluated shall be notified annually in writing. A certificated administrator, with the exception of the local board of education when it is evaluating the superintendent, will observe and evaluate each probationary certificated employee for a full instructional period once each semester and each permanent certificated employee for a full instructional period once each school year. If the probationary certificated employee is a superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation will include, but not be limited to evaluating the employee’s instructional performance, classroom organization and management, personal conduct, and professional conduct. Evaluation of instructional performance and classroom organization and management is applicable to certificated employees only. The administrator will provide the employee with a written list of deficiencies, suggestions and a timeline for correcting the deficiencies and improving performance, and sufficient time to improve. The evaluation form will include notice that the employee may respond to the evaluation in writing.

The school district will train administrators in evaluation annually through meetings with the superintendent or other administrator, attendance at regional, state or national workshops, or any other method approved by the superintendent.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

Entire Instructional Period - For certificated employees whose classes are held during defined periods of time (e.g., senior high classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods (e.g., librarians or speech therapists) consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

Actual Classroom Observation - Actual classroom observation consists of observing the certified employee in any activities in a classroom setting. When a certified employee does not have classroom responsibility (e.g., administrators or librarians), the requirement of "actual classroom observation" will be satisfied by observing the certified employee performing activities that are typical of his or her position. (Board Policy 4030)

Teachers' Rights, Responsibilities, and Duties

All certificated employees shall assume the duties and responsibilities assigned by the superintendent or designee. Certificated employees' professional responsibilities involve considerably more than merely classroom instruction. They include, but are not limited to, study and research to keep abreast of new knowledge and instructional techniques; assessment of students' work; record-keeping; lesson planning and preparation; conferences with students, parents and administrators; in-service meetings; and supervision of pupils outside the classroom.

Certificated employees must be in their classrooms or assigned areas as instructed by the building principal. All duty time is necessary for educational planning, preparation, and conferences with students, parents and faculty members.

All certificated employees must maintain a standard of dress, personal appearance, general decorum, moral standards and behavior that reflects their professional status in the community. (Board Policy 4024)

Professional Ethics

The Regulations and Standards for Professional Practices Criteria, commonly known as Rule 27 of the Nebraska Department of Education, are the minimum standards for all certificated staff members of the school district. All certified employees are responsible for reading, understanding and complying with these standards. (Board Policy 4023)

Professional Growth

Every six years, permanent certificated employees shall give evidence of professional growth. Six semester hours of college credit shall be accepted as evidence of professional growth. Each employee shall be required to earn 60 growth points during one growth period. Work completed during the summer between growth periods may be counted toward either the period just closed or the period which starts in September of the same year.

Other professional growth activities which may count toward the six-year requirement include non-credit courses, lecture series, workshops, conferences, study groups, local in-service courses, committee service, supervising a student teacher, college and adult education instruction, serving with professional groups, travel of significant educational value, and membership in professional organizations. The employee must receive prior approval from the building principal for any of these activities to count toward professional growth. Staff shall submit an approved professional growth credit form to the district office.

One unit of professional growth credit will generally be equivalent to ten hours of personal time spent on an educational activity. (Board Policy 4032)

Certification

All educators must be duly certified by the Nebraska Department of Education in accordance with the Department's rules and the laws of Nebraska. They must file copies of their teaching certificates, including endorsements, with the superintendent of schools, and must promptly file any changes in certification or endorsements. Certificated employees are required to maintain all their endorsements, and may not permit any endorsement to lapse or remove it from their certificates. The board or superintendent may require a certified employee to obtain a new endorsement when it is deemed necessary for the benefit of the school district and/or to comply with federal or state requirements. (Board Policy 4022)

Policies and Procedures Regarding Classified Staff

Hours

Hours will vary with the employee's department and position. Generally, a full-time employee is expected to work eight hours per day. Some employees will occasionally be asked to attend meetings before or after normal working hours. Employees will be paid for these meetings.

Classified staff leaving the building during the duty day must notify the building office prior to leaving and upon returning.

-It is vital that the district's employees arrive at work punctually and consistently. Employees who are chronically late or excessively absent will be disciplined, up to and including discharge.

Paid Vacations and Holidays

Each position listed below shall be hired by the superintendent on the terms stated.

12 Month Employees – Maintenance, Custodian, Business Manager, Head Cook/Custodial, Secondary Principal's Secretary, Transportation Director

- Employed on a 12-month basis
- Provided appropriate level of full coverage insurance
- Allowed two weeks (80 hours) paid vacation after 1 full school term of employment; one additional day is added for each year after 5 years of service up to 15 days maximum.
- Vacation is awarded when an average of 38 hours per week is reached annually.
- Allowed 10 days (80 hours) of sick leave per year, cumulative to 40 days - upon leaving employment, any unused sick leave will be paid out at a rate of \$10/day for 10 years or less service and \$25/day for 10 or more years of service.
- Paid holidays (8 hours each) to include: Labor Day, Thanksgiving, Christmas Eve, Christmas Day, New Year's Day, Good Friday, Memorial Day and the Fourth of July.
- Two Personal Days, Two Bereavement Days, One Professional Day.
- While working for the lunch program the head cook's salary will be paid for out of the Lunch Fund

10 Month Employee – Elementary Principal's Secretary, Full-time Paraeducators, Cooks, Dishwasher

- Employed on a 10 -month basis
- Provided appropriate level of full single coverage insurance
- Allowed 7 days (56 hours) of sick leave per year, cumulative to 40 days - upon leaving employment, any unused sick leave will be paid out at a rate of \$10/day for 10 years or less service and \$25/day for 10 or more years of service.
- Paid holidays (8 hours each) to include Labor Day, Thanksgiving, Christmas Eve, Christmas Day, New Year's Day, and Good Friday.
- Memorial Day will also be considered a paid holiday if school is in session.
- Two Personal Days, Two Bereavement Days, One Professional Day
- While working for the lunch program the cooks and dishwasher salary will be paid for out of the Lunch Fund

Half-time Employees – Paraeducators and Custodia

- Provided appropriate level of full single coverage insurance
- Allowed 4 days (32 hours) of sick leave per year, cumulative to 40 days - upon leaving employment, any unused sick leave will be paid out at a rate of \$10/day for 10 years or less service and \$25/day for 10 or more years of service.
- Paid holidays (4 hours each) to include Labor Day, Thanksgiving, Christmas Eve, Christmas Day, New Year's Day, and Good Friday
- Memorial Day will also be considered a paid holiday if school is in session
- One Personal Day, One Bereavement Day, One Professional Day

Bus Drivers

- Allowed 4 routes of leave per year
- Paid \$40 per route driven
- Paid \$15.00 per hour for Activity Routes

Physical Exam

- Any non-certificated school employees who are required to do so by law must have a yearly physical examination.
- Required physical exams will be paid for by the district and a written notice given to the superintendent previous to September 1 of the ensuing year.
- The physical from a doctor may be specified by the board on a proper form to be provided by the superintendent.
- If the employee wishes to go to a doctor other than the one specified by the board, the expenses will not be borne by the district.

Summer Workshops for Food Handlers

- Those employed to handle and prepare food for the Hot Lunch Program are required to obtain required in-service hours provided by the State Department of Food Services.
- All costs of the school and registration fees will be paid by the board of education. Transportation will be provided.

Non-Certificated Substitute Pay

- A substitute for a non-certificated staff member will be paid on an hourly rate range set by the board.

Other Provisions Applicable to All Classified Staff Rate of Pay Except Head Maintenance, and Business Manager and Transportation Director

- Classified employees who work more than 40 hours in a workweek shall receive 1½ times their regular hourly rate for each hour over 40 worked.

Other Provisions Applicable to all Classified Staff

In an effort to secure the best qualified applicants, the superintendent may be allowed to negotiate certain items. (Board Policy 4040)

Timecards

-Please be sure to punch in and out on the timeclock. If the timeclock is down please complete a "Time Adjustment Sheet" with the date, times and log in number and have it approved by your building principal/supervisor and turn it ~~into~~^{to} your respective office. **Employees are expected to punch in or out within 5 minutes of their scheduled work hours.** If you leave the building for anything other than school business you must punch out and punch in upon your return. (Example: Going home for lunch).

Overtime

All classified employees must keep an accurate record of all hours worked for the district. Employees should not work more than forty hours in a given week without the express permission of their immediate supervisor or superintendent. Employees who accrue more than forty hours in a given week will receive overtime pursuant to federal law.

Leave Requests

All classified employees must enter leave requests ~~into~~^{into} AptaFund and have **prior approval** from their building principal or superintendent before taking leave except in the case of calling in the same day due to illness. Please state the reason you will be gone when entering your leave request as this may be entered into your leave history.

Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (ANAPHYLAXIS)

School employees will comply with the requirements of "Protocol: Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)". The district shall procure and maintain the equipment and medication necessary to implement the protocol.

-

The superintendent shall obtain the required signature(s) of one or more physicians licensed to practice medicine in Nebraska on the form entitled "Protocol: Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)" ("Protocol"). The superintendent shall publish this policy and Protocol in each employee handbook.

The superintendent shall arrange to have a qualified medical person train employees, and for training updates as necessary.

| | |
|---------------|---|
| School Nurse: | Angie Borg - Ext. 154 |
| Elementary: | Lynette Haisch – Ext. 117 Cathy Hoffart – Ext. 105 |
| High School: | Iris Borg – Ext. 216 Shannon Carroll – Ext. 217 |

Appendix A - Negotiated Agreement

Handed out separately to the certificated staff

Wakefield Community School Teacher Evaluation Policy/Process

Revised 2017

Wakefield Community School is dedicated to formal evaluations and informal consultations that will be carried out with all certificated staff as a continuous process for improvement of instruction utilizing Charlotte Danielson's *A Framework for Teaching*. Evaluations will be conducted by district administration on a consistent basis. The evaluation process, which shall be tied to the district's instructional goals, and individual teacher goals (SLO), shall identify areas of strength and areas of concerns/improvement. Teacher evaluations shall also be used to substantiate promotion, retention and dismissal decisions.

Criteria of Certified Staff Evaluations: The criteria for certified staff evaluations shall be tied to the district's instructional goals and individual staff member goals (SLO) and shall include, but not be limited to:

1. Domain 1: Planning and Preparation
2. Domain 2: The Classroom Environment
3. Domain 3: Instructi
4. Domain 4: Professionalism

Process for Certified Staff Evaluation:

1. All certified probationary staff shall be observed at least once each semester for one instructional period.
2. Certified tenured staff shall be observed on a 3 year rotation.
 - a. During the summative observation year, at least two (2) formal observations will be completed for one instructional period each. One of these observations will be scheduled in collaboration with administration and the certified staff member. The second observation will be determined by administration and will be unannounced. Documentation of Domains 2 and 3 will be included in the observation form. Documentation of all domains will be included on the final summative form.
 - b. During the non-summative years, staff will complete specific Student Learning Objectives (SLO) and submit to administration. During the school year, the staff member and administration will meet to discuss progress and to show evidence of growth.
 - c. During the non-summative years, staff will submit a written reflection of their progress on their individual Student Learning Objectives (SLO).
 - d. In addition, at least one time a year all staff will submit a yearly reflection to show evidence of professional growth. All certified staff members will answer at least one question from each of the domain areas and two other questions that they select.

Documentation of the Evaluation: The evaluation shall:

1. Be presented to the certified teacher, verbally and in writing, within two weeks following each observation.
2. Provide for written communication to the teacher specifying:
 - a. Deficiencies
 - b. A means for correcting any deficiencies
 - c. A timeline for implementing the suggested improvement
 - d. Provide for a written teacher response to the evaluation within two weeks of each observation

**Wakefield Community School District
Evaluation Process
Year 1**

Summative Evaluation Year
Tenured/Non-tenured Staff

1. Building administrator and teacher set up a time to complete the announced classroom visit. During this time, building administrators will observe for at least one instructional period.
 - a. Evaluation 1 Components:
 - i. Script of actual lesson
 - ii. Comments, Strengths and Deficiencies
2. Building administrator and teacher meet to discuss the first observation. Discussion of Student Learning Objectives and lesson reflection.
3. Building administrator will complete multiple walk-thrus during the school year.
4. Building administrator will complete the unannounced classroom visitation.
5. During this time, building administrators will observe for at least one instructional period.
 - a. Evaluation 2 Components:
 - i. Script of actual lesson
 - ii. Comments, Strengths and Deficiencies
 - iii. Summative rubric, with comments for each domain
6. Building administrator and teacher meet to discuss the second observation. Discussion of Student Learning Objectives, lesson reflection, summary of self-reflection, and summative rubric.
7. Student Learning Objectives are required for all levels of teachers.

*If at any time administration has concerns, they will conduct additional observations and may require additional items on a case by case basis.

**Wakefield Community School District
Evaluation Process
Year 2 & 3**

Non-Summative Evaluation Year
Tenured/Non-tenured Staff

1. Certified staff members will complete Student Learning Objectives and submit to building administrator by September 15.
2. Teacher and building administrator will meet to discuss the SLO.
3. During the school year, teachers will collect data and evidence to show progress towards meeting the SLO. Data will be submitted prior to December.
4. All teachers will submit a videotaped lesson and a completed self-reflection at least one time during each school year. The videotaped lesson will not be observed by building administration unless deemed necessary by the administrator.
5. At the end of each school year, all staff will submit a completed analysis of their Student Learning Objective with data and evidence of student progress/growth.

**Wakefield Community School District
Classroom Observation Record**

Date of Observation: _____ Teacher: _____

Time: _____ Class/Observed: _____

OBSERVATIONS (building administrator will script the lesson):

Comments:

**Wakefield Community School District
Teacher Response to the Evaluation**

Certified Staff Member Signature

Evaluator Signature

Date

Date

**Wakefield Community School
Teacher Summative Evaluation**

Teacher: _____

School Years: _____

Domain 1: Planning and Preparation

| Element | 1 Unsatisfactory | 2 Basic | 3 Proficient | 4 Distinguished |
|---|---------------------|------------|-----------------|--------------------|
| 1a. Demonstrating knowledge of content and pedagogy | | | | |
| 1b. Demonstrating knowledge of students | | | | |
| 1c. Setting instructional outcomes | | | | |
| 1d. Demonstrating knowledge of resources | | | | |
| 1e. Designing coherent instruction | | | | |
| 1f. Designing student assessments | | | | |

Domain 1: Comments and Feedback

Strengths:

Deficiencies:

Domain 2: The Classroom Environment

| Element | 1 Unsatisfactory | 2 Basic | 3 Proficient | 4 Distinguished |
|--|---------------------|------------|-----------------|--------------------|
| 2a. Creating an environment of respect and rapport | | | | |
| 2b. Establishing a culture for learning | | | | |
| 2c. Managing classroom procedures | | | | |
| 2d. Managing student behaviour | | | | |
| 2e. Organizing physical space | | | | |

| |
|---|
| <p>Domain 2: Comments and Feedback</p> <p>Strengths:</p> <p>Deficiencies:</p> |
|---|

Domain 3: Instruction

| Element | 1 Unsatisfactory | 2 Basic | 3 Proficient | 4 Distinguished |
|---|---------------------|------------|-----------------|--------------------|
| 3a. Communicating with students | | | | |
| 3b. Using questioning and discussion techniques | | | | |
| 3c. Engaging students in learning | | | | |
| 3d. Using assessment in instruction | | | | |

| | | | | |
|--|--|--|--|--|
| 3e. Demonstrating flexibility and responsiveness | | | | |
|--|--|--|--|--|

| |
|---|
| <p>Domain 3: Comments and Feedback</p> <p>Strengths:</p> <p>Deficiencies:</p> |
|---|

Domain 4: Professionalism

| Element | 1 Unsatisfactory | 2 Basic | 3 Proficient | 4 Distinguished |
|---|---------------------|------------|-----------------|--------------------|
| 4a. Reflecting on teaching | | | | |
| 4b. Maintaining accurate records | | | | |
| 4c. Communicating with families | | | | |
| 4d. Participating in the professional community | | | | |
| 4e. Growing and developing professionally | | | | |
| 4f. Showing professionalism | | | | |

| |
|---|
| <p>Domain 4: Comments and Feedback</p> <p>Strengths:</p> <p>Deficiencies:</p> |
|---|

Wakefield Community School District
Improvement Plan/Means for Correction of Deficiencies
(must include timeline, target areas and expectations)

**Wakefield Community School District
Teacher Response to Comprehensive Evaluation**

Staff Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

**Signature does not indicate agreement with the evaluation, it only acknowledges receipt that discussion took place.

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|--|---|---|--|--|
| 1a: Demonstrating Knowledge of Content and Pedagogy | In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. | The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher's plans and relationships indicate some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. | The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. | The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher's plans and practice demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions. |
| 1b: Demonstrating Knowledge of Students | The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable. | The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole. | The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. | The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. |
| 1c: Setting Instructional Outcomes | The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. | Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class. | Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination and integration, and they are differentiated, in whatever way is needed, for different groups of students. | All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students. |

| | | | | |
|---|---|---|--|---|
| 1d: Demonstrating Knowledge of Resources | The teacher is unaware of resources for classroom use, for expanding one's own knowledge, or students available through the school or district. | The teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly. | The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources. | The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. |
| 1e. Designing coherent instruction | Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety. | Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations. | Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. | The learning activities follow a coherent sequence, and is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice. |
| 1f. Designing Student Assessments | Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The Teacher has no plans to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction. | Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes. The teacher intends to use assessment results to plan for future instructional for the class as a whole. | All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. | All the instructional outcomes may be assessed by the proposed assessment plans, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|--|--|--|---|--|
| 2a: Creating an Environment of Respect and Rapport | Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior. | Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. | Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. |
| 2b: Establishing a Culture for Learning | The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. | The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject. | The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language. | The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language. |
| 2c: Managing Classroom Procedures | Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers or | Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines and | There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines and volunteers and | Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an |

| | | | | |
|-------------------------------|--|---|---|--|
| | paraprofessionals have clearly defined tasks.. | volunteers and paraprofessionals perform their duties. | paraprofessionals contribute to the class. | independent contribution to the class. |
| 2d: Managing Student Behavior | There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity. | Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. | Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective. | Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and respectfully intervene as appropriate with that of other students who aren't following the standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity. |
| 2e: Organizing Physical Space | The classroom environment is unsafe, or learning activities are not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities. | The classroom is safe, and essential learning activities are accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness. | The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively. | The classroom environment is safe, and learning activities are accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|---|---|---|
| 3a: Communicating with Students | The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. | The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary. | The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffold, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding. | The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Teacher encourages students to contribute to the content to explain concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabulary. |
| 3b: Using Questioning and Discussion Techniques | The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion. | The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results. | While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. | The teacher uses a variety or series of questions or prompts to challenge students cognitively, advanced high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge in a positive manner one another's thinking, and make positive contributions. |

| | | | | |
|--|---|---|---|--|
| <p>3c: Engaging Students in Learning</p> | <p>The learning tasks/ activities, materials and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p> | <p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."</p> | <p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p> | <p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p> |
| <p>3d: Using Assessment in Instruction</p> | <p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</p> | <p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work..</p> | <p>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment</p> | <p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.</p> |

| | | | | |
|---|---|---|---|--|
| <p>3e: Demonstrating Flexibility and Responsiveness</p> | <p>The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.</p> | <p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p> | <p>The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p> | <p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p> |
|---|---|---|---|--|

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|--|--|--|
| <p>4a: Reflecting on Teaching</p> | <p>The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.</p> | <p>The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.</p> | <p>The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p> | <p>The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.</p> |
| <p>4b: Maintaining Accurate Records</p> | <p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion.</p> | <p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.</p> | <p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p> | <p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records when appropriate.</p> |

| | | | | |
|--|---|---|---|--|
| <p>4c: Communicating with Families</p> | <p>The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.</p> | <p>The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.</p> | <p>The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.</p> | <p>The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent.</p> |
| <p>4d: Participating in the Professional Community</p> | <p>The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.</p> | <p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.</p> | <p>The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p> | <p>The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p> |
| <p>4e: Growing and Developing Professionally</p> | <p>The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p> | <p>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</p> | <p>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p> | <p>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p> |

| | | | | |
|------------------------------------|---|--|---|---|
| <p>4f: Showing Professionalism</p> | <p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</p> | <p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contributes to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p> | <p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p> | <p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p> |
|------------------------------------|---|--|---|---|

Student Learning Objective (SLO) Template

This template should be completed while referring to the SLO Template Checklist.

Teacher Name: _____ Academic Year: _____

Content Area and Course(s): _____ Grade Level(s):

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

Baseline and Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

Student Population

Which students will be included in this SLO? Include course, grade level, and number of students.

Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates.

Standards and Content

To what related standards is the SLO aligned?

Assessment(s)

What assessment(s) will be used to measure student growth for this SLO?

Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

Rationale for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

**Wakefield Community School District
Walk Thru Form**

Teacher: _____ Date: _____

Time: _____ Content: _____

Domain 1: Planning and Preparation

- 1A - Demonstrating knowledge of content and pedagogy
- 1B - Demonstrating knowledge of students
- 1C - Setting instructional outcomes
- 1D - Demonstrating knowledge of resources
- 1E - Designing coherent instruction
- 1F - Designing student assessments

| |
|-------------------|
| Comments/Feedback |
|-------------------|

Domain 2: The Classroom Environment

- 2A - Creating and environment of respect and rapport
- 2B - Establishing a culture for learning
- 2C - Managing classroom procedures
- 2D - Managing student behavior
- 2E - Organizing physical space

| |
|-------------------|
| Comments/Feedback |
|-------------------|

Domain 3: Instruction

- 3A - Communicating with students
- 3B - Using questioning and discussion techniques
- 3C - Engaging students in learning
- 3D - Using assessment in instruction
- 3E - Demonstrating flexibility and responsiveness

| |
|-------------------|
| Comments/Feedback |
|-------------------|

Domain 4: Professionalism

- 4A - Reflecting on teaching
- 4B - Maintaining accurate records
- 4C - Communicating with families
- 4D - Participating in the professional community
- 4E - Growing and developing professionally
- 4F - Showing professionalism

Comments/Feedback

**Wakefield Community School District
Videotaped Lesson Self-Reflection**

1. What went well during your lesson?

2. What are some areas that surprised you during your lesson?

3. What is an area that you want to work on/improve on based on your videotaped lesson?

4. Were you surprised with any “behaviours” that you observed during your video?

5. How does this lesson/activity support your Student Learning Objective?

**Wakefield Community Schools
Student Learning Objective
Summary/Reflection**

Return to Work Form

(To be completed by a healthcare provider prior to returning to work.)

_____ has been treated by me for _____
(Patient) (Condition)

I have examined the Patient named above and reviewed the Patient's job description, if provided. I certify that in accordance with the patient's physical capability (check all that apply)

Restrictions

- Patient may resume work immediately, no restrictions
- Patient may resume work immediately with the following restrictions:
 - Sedentary work (sitting, occasional walking, standing, lifting less than 10 lbs.)
 - Light work (lifting less than 20 lbs.)
 - Medium work (lifting less than 50 lbs.)
 - Heavy work (lifting less than 100 lbs.)
 - Other*: _____
 - Other*: _____

**If "Other" is selected, on a separate sheet of paper address the details of the restriction, the particular duties which are affected, why they are affected, and any accommodations which would allow the employee to perform the duties.*

Hours/Shifts

- He/She is released to work
 - Hours per day: _____
 - His/her normal shift
- He/She may return to work at full duty on _____ (date)
- He/She has a return appointment on _____ (date) at _____ (time)

Other Medically Significant Information the Employer Should Know:

Healthcare Provider's Signature

Date

Print Name of Healthcare Provider

Telephone Number

Address

Type of Practice

2021-2022 School Year

| <p>AUGUST 2021</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>16-18 Teacher Preservice 16 Meet and Greet at 5:00pm 19 Students Begin 25 2:00 Dismissal</p> | S | M | T | W | Th | F | S | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | <p>SEPTEMBER 2021</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td></tr> </tbody> </table> <p>1 2:00 Dismissal 6 Labor Day - No School 8 2:00 Dismissal 10 2:00 Dismissal 15 2:00 Dismissal 17 2:00 Dismissal 20 Teacher In-Service 22 2:00 Dismissal 29 2:00 Dismissal</p> | S | M | T | W | Th | F | S | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | |
|---|--|----|----|----|----|----|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|----|---|---|---|----|---|---|---|---|---|---|----|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>6 2:00 Dismissal 7 2:00 Dismissal P/T Conferences 3:00-9:00pm 8 No School 13 2:00 Dismissal 15 End of 1st Quarter 20 2:00 Dismissal 27 2:00 Dismissal</p> <p style="text-align: center; font-size: small;">39 Student Days 44 Teacher Days</p> | <p>OCTOBER 2021</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>NOVEMBER 2021</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>3 2:00 Dismissal 10 2:00 Dismissal 17 2:00 Dismissal 24 1:00 Dismissal 25&26 Thanksgiving Break</p> | S | M | T | W | Th | F | S | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | S | M | T | W | Th | F | S | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>1 2:00 Dismissal 8 2:00 Dismissal 15 2:00 Dismissal 22 2:00 Dismissal End of 2nd Quarter End of 1st Semester 23-31 Christmas Break</p> <p style="text-align: center; font-size: small;">46 Student Days 46 Teacher Days 85 Student Days 90 Teacher Days</p> | <p>DECEMBER 2021</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table> <p>JANUARY 2022</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>1-3 Christmas Break 4-5 Teacher Work Days 6 Students Begin 12 2:00 Dismissal 19 2:00 Dismissal 26 2:00 Dismissal</p> | S | M | T | W | Th | F | S | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | S | M | T | W | Th | F | S | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>2 2:00 Dismissal 9 2:00 Dismissal 10 2:00 Dismissal P/T Conferences 3:00-9:00pm 11 No School 16 2:00 Dismissal 21 Teacher In-Service 23 2:00 Dismissal</p> | <p>FEBRUARY 2022</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>MARCH 2022</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table> <p>2 2:00 Dismissal 4 End of 3rd Quarter 9 2:00 Dismissal 11-14 Spring Break 16 2:00 Dismissal 23 2:00 Dismissal 30 2:00 Dismissal</p> <p style="text-align: center; font-size: small;">40 Student Days 44 Teacher Days</p> | S | M | T | W | Th | F | S | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | S | M | T | W | Th | F | S | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | | | |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 27 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 27 | 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>6 2:00 Dismissal 13 2:00 Dismissal 15,18 No School 20 2:00 Dismissal 27 2:00 Dismissal</p> | <p>APRIL 2022</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </tbody> </table> <p>MAY 2022</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>4 2:00 Dismissal 11 2:00 Dismissal 15 Graduation 20 2:00 Dismissal End of 4th Quarter End of 2nd Semester 23-27 Snow Day Make Up 30 Memorial Day</p> <p style="text-align: center; font-size: small;">51 Student Days 51 Teacher Days 91 Student Days 95 Teacher Days</p> | S | M | T | W | Th | F | S | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | S | M | T | W | Th | F | S | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | | | | | |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>JUNE 2022</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </tbody> </table> | S | M | T | W | Th | F | S | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | <p>JULY 2022</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p style="text-align: right;">Total Student Days - 176 Total Teacher Days - 185</p> | S | M | T | W | Th | F | S | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Revised 2/15/2021

Acknowledgement of Receipt

This signed receipt acknowledges receipt of the 2021-2022 Employee Handbook of Wakefield Community School which includes:

My authorization for the district to deduct or withhold from my pay amounts necessary to offset any damages I cause to district property or the value of property or money entrusted to me or owed by me to the district during the course of my employment due to undue negligence.

I understand that, as a condition of my employment, I am required to read and abide by the provisions of the handbook. I understand the handbook contains a disclaimer of contract and that I understand that the handbook includes the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used for responding to harassment or discrimination.

If I have any questions about any provision, I should confer with my supervisor or building principal.

Signature

Date

Listed below are the school keys that are in my possession.
(Example - D3)

_____ Fob: _____

5057: District Title I Parent and Family Engagement Policy

The school district will jointly develop with parents a School-Parent-Student Compact that outlines how the parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

The written District Parent and Family Engagement Policy will be jointly developed and distributed to parents and family members of participating children and the local community in an understandable format and to the extent practicable, in a language the parents can understand. An annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy will be used to design evidence-based strategies for more effective parental involvement, to revise the Parent and Family Engagement Policy and to remove barriers to participation.

The school district recognizes the unique needs of students who are being served in its Title I program, and the importance of parent and family engagement in the Title I program. Parent and family engagement in the Title I Program shall include, but is not limited to:

1. An annual meeting to which all parents of participating children will be invited to inform parents of their school's participation under this part, to explain the requirements of this part, and the right of the parents to be involved. Invitations may take the form of notes sent with students or announcements in the school newsletter. Additional meetings may be scheduled, based upon need and interest for such meetings.
2. An explanation of the details for the child's and parents' participation, including but not limited to: curriculum objectives, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards, type and extent of participation, parental input in educational decisions, coordination and integration with other Federal, State, and district programs, and evaluations of progress.
3. Opportunities for participation in parent involvement activities such as training to help parents work with their children to improve achievement. A goal of parent activities is to provide parents with opportunities to participate in decisions relating to the education of their students, where appropriate.
4. The district will, to the extent practicable, provide parents of limited English proficiency, parents with disabilities, parents with limited literacy, are economically disadvantaged, are of a racial or minority background or parents of migratory children with opportunities for involvement in the Title I Program. Communication to parents about student progress and the district's other Title I Program communications will be provided in the language used in the home to the extent practicable. Responses to parent concerns will be provided in a timely manner.
5. Opportunities for parent-teacher conferences, in addition to those regularly scheduled by the school district, if requested by the parents or as deemed necessary by school district staff.

6. The district will coordinate and integrate parental involvement programs and activities with other programs in the community. These may include cooperation with other community programs such as Head Start and preschools and other community services such as the public library.
7. 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.

This policy shall be reviewed annually at the annual meeting where concerned parties can have a conversation about possible changes to the Parent and Family Engagement Policy.

Adopted on: 06/14/2010

Revised on: 07/10/2018

Reviewed on: 04/12/2021

5018: Parent and Guardian Involvement In Education Practices

The school district recognizes the importance of parental and guardian involvement in the education of their children. The school district will take the following steps to ensure that the rights of parents and guardians to participate in the education of their children are preserved.

1. Parents/Guardians will be provided access, as described in district procedures, to district-approved textbooks and other curricular materials and tests used in the district upon request.
 - a. A parental request to review specific approved textbooks and other district- or building-approved curricular materials (written, visual, and audio) should be made to the principal of the building where the textbooks and curriculum materials are used.
 - b. Parents may check out textbooks and may review curricular materials such as video and audio recordings within a time frame determined by the building principal to prevent disruption of the instructional process.
 - c. A parental request to review specific standardized and criterion-referenced tests used in the district should be made in writing to the building principal. Copies of the most recent tests used in the district will be available for parent review. Parents wishing to review statewide assessments will be provided with sample questions and a copy of a practice test, but will not be provided with copies of the actual assessment due to testing security. In the case of other secure tests such as the ACT, parents must contact the publisher to obtain copies of the test.
2. Parents/Guardians will be permitted, within district procedures, to attend and observe courses, assemblies, counseling sessions, and other instructional activities.
 - a. Parents/guardians are invited to make appointments with the building principal to visit classes, assemblies and other instructional activities. The principal shall give permission after determining that parental/guardian observation would not disrupt the activity. Observations that last more than 60 minutes or occur on consecutive days are typically disruptive and will not be permitted absent unusual circumstances, in the sole discretion of the building principal.
 - b. Parents/guardians may contact the building principal to request permission to attend counseling sessions in which their child is involved.
3. Parents/guardians will be permitted, within district procedures, to ask that their children be excused from school experiences that parents find objectionable.
 - a. Building principals may excuse a student from any single school experience at the parent's written request.
 - b. When appropriate, alternative experiences will be provided for the student by the school.
4. Parents/guardians will be informed through the student handbook and district policies of the manner that the district will provide access to records of students.

5. Parents/guardians will be informed of the standardized and criterion-referenced district testing program. Parents may request additional information from the building principal.
6. Parents/guardians will be informed of the circumstances under which they may opt-out of state and federal assessments.
 - a. In accordance with federal law, at the beginning of the school year, the District shall provide notice of the right to request a copy of this policy to parents/guardians of students attending schools receiving Title I funds. The District will provide a copy of this policy to a requesting parent in a timely manner.
 - b. State Assessments
State and federal law simultaneously require students to take state assessments, with few exceptions, but also permit parents or guardians to request to opt their students out of these assessments. Approval of opt out requests is contrary to the mandatory testing laws, so the District cannot “approve” the request. Parents who do not present their child for testing will result in the child receiving the lowest score possible on the assessment.
 - c. National Assessment of Educational Progress
As a condition of receiving federal funds, the District participates in the National Assessment of Educational Progress (NAEP). To help ensure that the District has a representative sample of students taking the NAEP, which will allow the District to assess the quality and effectiveness of its programming on a national level, the District strongly encourages all eligible students to participate. However, student participation in NAEP is voluntary.

The District shall provide parents/guardians of eligible students with reasonable notice prior to the exam being administered. Parents/guardians wishing to opt their students out of the NAEP assessment must notify the district in writing at least three days prior to the exam date to ensure that the District can coordinate supervision and alternative activities for students who have opted out.
7. Parents/guardians will be notified of their right to remove their children from surveys prior to district participation in surveys.
 - a. The principal must approve all surveys intended to gather information from students before they are administered to students.
 - b. Students’ participation in surveys is voluntary. Parents/guardians may restrict their child from participating in any survey.

Adopted on: 06/14/2010
Revised on: 11/12/2020
Reviewed on: 04/12/2021

5045: Student Fees

The school district shall provide free instruction in accordance with the Nebraska State Constitution and the Nebraska statutes. The district also provides activities, programs, and services that extend beyond the minimum level of constitutionally required free instruction. Under the Public Elementary and Secondary Student Fee Authorization Act, the district is permitted to charge students fees for these activities or to require students to provide specialized equipment and attire for certain purposes. This policy is subject to further interpretation or guidance by administrative or board regulations. Students are encouraged to contact their building administration, their teachers or their coaches, and sponsors for further specifics.

1. Definitions

- a. "Students" means students, their parents, guardians or other legal representatives.
- b. "Extracurricular activities" means student activities or organizations that (1) are supervised or administered by the district; (2) do not count toward graduation or advancement between grades; and (3) are not otherwise required by the district.
- c. "Post-secondary education costs" means tuition and other fees associated with obtaining credit from a post-secondary educational institution.

2. Listing of Fees Charged by this District

- a. **Guidelines for Clothing Required for Specified Courses and Activities.** Students are responsible for complying with the district's grooming and attire guidelines and for furnishing all clothing required for any special programs, courses or activities in which they participate. The teacher, coach, or sponsor of the activity will provide students with written guidelines that detail any special clothing requirements and explain why the special clothing is required for the specific program, course or activity.
- b. **Safety Equipment and Attire.** The district will provide students with all safety equipment and attire that is required by law. Building administrators will assure that (a) such equipment is available in the appropriate classes and areas of the school buildings, (b) teachers are directed to instruct students in the use of such devices, and (c) students use the devices as required. Students are responsible for using the devices safely and as instructed.
- c. **Personal or Consumable Items.** The district does not provide students with personal or consumable items for participation in courses and activities including, but not limited to, pencils, paper, pens, erasers and notebooks. The district will provide students with facilities, equipment, materials and supplies, including books. Students are responsible for the careful and appropriate use of such property. Students will be charged for damage to school property caused by the student and will be held responsible for the reasonable replacement cost of any school property that they lose.
- d. **Materials Required for Course Projects.** The district will provide students with the materials necessary to complete all basic curricular projects. In courses

where students choose to produce a project that requires materials beyond the basic materials provided by the district, the students will either furnish the materials, purchase the materials from the school, or purchase the materials from an outside vendor with an order form provided by the school.

- e. **Extracurricular Activities.** The district may charge students a fee to participate in extracurricular activities to cover the district’s reasonable costs in offering such activities. The district may require students to furnish specialized equipment and clothing that is required for participation in extracurricular activities, or may charge a reasonable fee for the use of district-owned equipment or attire. Attached to this policy is a list of the fees charged for particular activities. The coach or sponsor will provide students with additional written guidelines detailing the fees charged, the equipment and/or clothing required, or the usage fee charged. The guidelines will explain the reasons that fees, equipment and/or clothing are required for the activity.

The following list details the maximum dollar amount of all extracurricular activities’ fees and the specifications for any equipment or attire required for participation in extracurricular activities:

- Student activity card \$30
Covers admission to all home extracurricular events
- Student participation fee \$0
- Future Business Leaders of America \$20
- National Honor Society \$20
- Football students must provide their own football shoes, undergarments, and mouthguards
- Golf students must provide their own golf shoes, undergarments, and clubs
- Track, Volleyball, Wrestling & Basketball students must provide their own shoes and undergarments
- FCCLA \$20 dues, cost of attendance state & national conventions are the student's responsibility.
- FFA \$40 dues, student must purchase their own FFA jackets, official dress

- f. Post-Secondary Education Costs.** Some students enroll in postsecondary courses while still enrolled in the district's high school. As a general rule, students must pay all costs associated with such post-secondary courses. However, for a course in which students receive high school credit only or a course being taken as part of an approved accelerated or differentiated curriculum program, the district shall offer the course without charge for tuition, transportation, books, or other fees. Students who chose to apply for post-secondary education credit for these courses must pay tuition and all other fees associated with obtaining credits from a post-secondary educational institution.
- g. Transportation Costs.** The district will charge students reasonable fees for transportation services provided by the district to the extent permitted by federal and state statutes and regulations.

The maximum dollar amount of the transportation fee charged by this district shall be \$10.

- h. Copies of Student Files or Records.** The district will charge a fee for making copies of a student's files or records for the parents or guardians of such student. The Superintendent or the Superintendent's designee shall establish a schedule of student record fees. Parents of students have the right to inspect and review the students' files or records without the payment of a fee, and the district shall not charge a fee to search for or retrieve any student's files or records.

The district will charge a fee of \$.10 per page for reproduction of student records.

- i. Participation in Before-and-After-School or Pre-Kindergarten Services.** The district may charge reasonable fees for participation in before-and-after school or pre-kindergarten services offered by the district pursuant to statute.

The maximum dollar amount charged by the district for these services shall be \$300/month.

- j. Participation in Summer School or Night School.** The district may charge reasonable fees for participation in summer school or night school and may charge reasonable fees for correspondence courses. The maximum dollar amount charged by the district for summer and night school shall be \$200.
- k. Charges for Food Consumed by Students.** The district will charge for items that students purchase from the district's breakfast and lunch programs. The fees charged for these items will be set according to applicable federal and state statutes and regulations. The district will charge students for the cost of food, beverages, and the like that students purchase from a school store, vending machine, booster club or from similar sources. Students may be required to bring money or food for field trip lunches and similar activities.

The maximum dollar amount charged by the district for the breakfast and lunch programs is as follows:

Breakfast Program – Grades PreK-12

| | |
|---------------|--------|
| Regular Price | \$1.30 |
| Reduced Price | \$0.30 |
| Milk Price | \$0.30 |

Lunch Program – Grades PreK-6

| | |
|---------------|--------|
| Regular Price | \$2.25 |
| Reduced Price | \$0.40 |
| Milk Price | \$0.30 |

Lunch Program – Grades 7-12

| | |
|---------------|--------|
| Regular Price | \$2.70 |
| Reduced Price | \$0.40 |
| Milk Price | \$0.30 |

I. Charges for Musical Extracurricular Activities. Students who qualify for fee waivers under this policy will be provided, at no charge, the use of a musical instrument in optional music courses that are **not** extracurricular activities. For musical extracurricular activities, the school district will require students to provide the following equipment and/or attire:

- Band Students must provide their own instruments and marching band shoes as detailed by the instrumental music teacher.
- Swing Choir Students must purchase outfits and shoes selected by the sponsor and/or student group.

m. Contributions for Junior and Senior Class Extracurricular Activities. Students are eligible to participate in a number of unique extracurricular activities during their last two years in high school, including prom, various senior recognitions, and graduation. In order to fund these extracurricular activities, the school district will ask each student to make a contribution to their class’s fund. This contribution is completely voluntary. Students who chose not to contribute to the class fund are still eligible to participate in the extra activities. The suggested donation to the class fund will be \$100.

3. Waiver Policy

Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for (1) participation in extracurricular activities, (2) materials for course projects, and (3) the use of a musical instrument in optional music courses that are not extracurricular activities. Actual participation in the

free or reduced-price lunch program is not required to qualify for the waivers provided in this section. The district is not obligated to provide any particular type or quality of equipment or other material to eligible students. Students who wish to be considered for waiver of a particular fee must submit a completed fee waiver application to their building principal.

4. Distribution of Policy

This policy will be published in the Student Handbook or its equivalent that will be provided to students at no cost.

5. Voluntary Contributions to Defray Costs

The district will, when appropriate, request donations of money, materials, equipment or attire from parents, guardians and other members of the community to defray the costs of providing certain services and activities to students. These requests are not requirements and staff members of the district are directed to clearly communicate that fact to students, parents and patrons.

6. Fund-Raising Activities


Students may be permitted or required to engage in fund-raising activities to support various curricular and extracurricular activities in which they participate. Students who decline to participate in fund-raising activities are not eligible under this policy for waiver of the costs or fees which the fund-raising activity was meant to defray.

7. Student Fee Fund

The school board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund that will not be funded by tax revenue, and that will serve a depository for all monies collected from students for (1) participation in extracurricular activities, (2) post-secondary education costs, and (3) summer school or night school courses. Monies in the Student Fee Fund shall be expended only for the purposes for which they were collected from students.

CERTIFICATION

On the ~~9th~~ day of August, ~~2021~~~~2020~~, the Board of Education of Wakefield Public Schools held a public hearing on a proposed student fee policy. The hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the ~~2021-2022~~~~2020-2021~~ school year. This student fee policy was then adopted by a majority vote of the school board at an open public meeting conducted in compliance with the Open Meetings Act.



Matt Farup
Superintendent of Schools

Adopted on: 6/14/2010

Revised on: 4/12/2021

Reviewed on: 08/09/2021~~04/12/2021~~



2020-2021 Healthy Schools

—Team Action Plan UPDATE: Wakefield Community Schools—

Please submit completed form to Jessie Coffey at Jessie.coffey@nebraska.gov by Friday, May 28, 2021

This final reporting template is pre-populated with information from your school district’s action plan for this school year. The fields that have a colored background are sections where updates should be provided regarding progress on the action plan as well as any context you wish to provide. There are also reflection questions included to reflect and report on how the school year went.

| 2020/2021 Action Plan | |
|--|---|
| <u>Objective (clear, measurable, realistic, and important):</u> By May 2021, All school staff will be familiar with the seven goals. Large district practices will be in place, with district support of the Physical, Mental and Emotional health of our students, staff and community. | <u>Propellers:</u> Promote movement, healthy eating, health education, and mental health for students, staff, and the community. |
| | <u>Any additional propellers or changes to the initial list (row above) based on the school year?</u> <ul style="list-style-type: none"> - Great job increasing physical activity and health education in the elementary - Mental Health: challenges in the high school with scheduling and students missing school. Hard to schedule mental health and SEL groups. Lack of training on Panorama. - Promoted healthy eating with students and staff PK-12. |
| | <u>Hurdles:</u> Lack of resources, time, and space. |
| | <u>Any additional hurdles or changes to the initial list (row above) based on the school year?</u> <ul style="list-style-type: none"> - Time was the biggest hurdle. Trying to make the most of classroom time, COVID precautions and still complete health & wellness goals. |

| Action Plan | | |
|--|---|---|
| Action Step | Status | Key Updates/Outcomes |
| 1. To teach, implement, and utilize Panorama as a part of our instructional model and as a way to support students and staff. | Continue Next Year. | More staff need to be trained to use Panorama. |
| 2. To continue to provide dental services through Midtown Dental to students and community members in need. As well as communicate the opportunity of these services to patrons. | Continue Next Year | Angie Borg - Continue next year. I will plan on having them come to meet and greet next school year to hopefully get more students in need signed up for dental services. |
| 3. Explore and start healthy snack options for PK-12 in the second semester of school. | Continue Next Year | Kristi checked on prices and availability with vendors and reported the costs to the administration. Applied for the Fresh Fruit & Vegetable Program for the 2021-22 |
| 4. Explore possible avenues to increase PE times for 4-8 grades. | Continue Next Year. | In the process of hiring a second PE teacher, this will allow for more PE during the school year. |
| 5. Capital City Fruit Workplace Wellness. Offering fresh fruit to staff once a month to promote healthy eating. | Completed | Capital City Fruit was provided for all staff during the months of January, February and March. Fruits and vegetables were available for snacking and we will continue this next year. |
| 6. Youth Health Social Media Marketing Campaign. Students will meet via Zoom with Jessie Coffey to set goals, and finalize/display our marketing campaign. | 2020-2021 - Completed Continue next year | Three students met with Jessie to plan social media marketing. Students took pictures and designed posters that were displayed in the lunch room and hallways. \$10.00 gift cards were given to over 30 students that always wear their mask correctly. The Youth Health Social Media Marketing team will continue in the fall. |

| | | |
|--|-----------|--|
| 7. Continue yoga at the elementary level and implement videos for high school (Health Class) | Completed | Each class has a day for yoga before starting the day. |
|--|-----------|--|

Actions We Will Take Place Within the Next Three Months:

| Action Step | Status | Key Updates/Outcomes |
|---|----------------------|---|
| Train all teachers to use and implement Panorama. | Ongoing | A small group of staff were trained in Panorama. |
| Midtown Dental will assess and provide dental services to students and community members. | Ongoing | Angie will set up Midtown Dental for next fall & spring. Will continue to get information out to parents about Midtown Mobile Dental Services coming to school. |
| Food vendors will be contacted (and selected) to discuss prices/options for PK-12 healthy snacks. | Completed | We will use Sysco and Cash-Wa companies |
| Department of Education will be consulted about potential programs and funding | Continuous | Michelle Galles will continue to work with Jessie Coffey on potential programs and funding for the 2021-2022 school year. |
| Monthly subscription will be issued with Capital City Fruit. | Continuous/Change | Michelle Galles will continue to utilize the Capital City Fruit subscription. Subscription will be changed from monthly to every other month due to price of fruit/vegetables. |
| Take pictures & promote Youth Marketing Campaign | Continuous/Completed | Michelle Galles has completed pictures for the fall of 2021 school year. The youth health & wellness team will continue to work with Jessie Coffey on rolling out the social media marketing. |
| Purchase videos and provide links to high school staff interested in yoga | Revisit | We will need to revisit this in the fall. |

Additional Partners/Stakeholders We Need to Involve:

| Partner/Stakeholder | Was partner utilized? | Notes about partnership |
|---|-----------------------|--|
| Midtown Dental and Health Department | Yes | Continue in Fall & Spring. Midtown will plan on being available at meet and greet night to help get more kids signed up. |
| Food Vendors | yes | Checked on prices from Sysco and Cash-Wa companies. |
| School Board | No | Possible school board member involved for the 2021-2022 school year. |
| Panorama Support | No | The majority of the staff was not trained on Panorama. |
| Capital City Fruit | Yes | Great partnership, will continue for 2021-2022 school year. |
| Nebraska Department of Education (Health & Wellness) | Yes | Continue to work with Jessie Coffey, extremely thankful for the extra COVID funds we received. |
| | | |
| What other partnerships did you find to be helpful during the school year and why? | | |

Follow-Up Support We Need:

| Type of Assistance | Was need for assistance met? | Describe any additional assistance or support needed for next year: |
|---|------------------------------|---|
| 1. Follow up and check in.... Panorama staff training and usage. | On-going | The rest of the staff needs to be trained in order to effectively |

| | | |
|---|--|------------------------------------|
| <p>2. Follow up and check in... Midtown Dental community outreach and number of students reached.</p> | <p>15 students were seen on 10/14/20. Next visit will be on 5/24/21. Will continue next year.</p> | <p>implement and use Panorama.</p> |
| <p>3. Follow up and check in... Kristi Foote on the implementation of PK-12 Healthy Snacks.</p> | <p>After talking with administration, it was decided to wait until next year and find a good time in the HS schedule to implement the program.</p> | |
| <p>4. Follow up and check in... Were additional physical education hours added to the 4-8th grade schedule for 2021-2022.</p> | <p>Ongoing - hiring process</p> | |
| <p>5. Follow up and check in... Staff feedback on Capital City Fruit and continuation for 2021-2022</p> | <p>Staff health & wellness feedback was received. No assistance needed.</p> | |
| <p>6. Follow up and check in... Student feedback from Youth Marketing Campaign</p> | <p>Youth Health & Wellness feedback, continue to work with Jessie Coffey.</p> | |
| <p>7. Follow up and check in... Staff feedback on continuing yoga in the elementary and starting in the high school.</p> | <p>No assistance needed.</p> | |
| <p>[Insert here]</p> | <p>Choose an item.</p> | |
| <p>What were the most helpful trainings and/or resources provided during the school year?</p> | | |

Reflection Questions for End of the School Year:

| Year-End Questions | Responses |
|---|--|
| How did your school's capacity (staffing, resources, skills, etc.) change during the school year? | <ul style="list-style-type: none">- Additional PE teacher for elementary. |
| What would you like to address around health and wellbeing for students or staff in the 2021-22 SY? What gaps or needs do you see that you want to address? | <ul style="list-style-type: none">- All 7-12 students & staff participated in National Walk at Lunch Day- Great turnout for National Walk & Bike at School Day- 35 Wakefield students are signed up Marathon Kids Summer Running Program |
| What were the biggest successes with the COVID-19 response in your school, district, and/or community? | <ul style="list-style-type: none">- We will be able to finish the school year in person and make masking recommended, not required with the last two weeks of school. Students and the community were very supportive. |
| What were the biggest challenges with the COVID-19 response in your school, district, and/or community? | <ul style="list-style-type: none">- Making sure students were masked correctly.- Challenges: keeping school as normal as possible with limitations. |

5054: Student Bullying

Definition of Bullying. Nebraska statute defines bullying as “an ongoing pattern of physical, verbal or electronic abuse.” 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.” The school district’s administrators will consider these definitions when determining whether any specific situation constitutes bullying. These definitions include both in-person and cyberbullying behaviors.

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 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: 06/14/2010

Revised on: 10/12/2020

Reviewed on: 04/12/2021

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 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 school 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 school 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 school district curriculum guides, frameworks, or standards to determine that they appropriately incorporate multicultural education.

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

Providing Staff Development. Appropriate school 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 school district and program goals.

Periodic Assessment. Appropriate school district staff and/or committee(s) will periodically review the school district's multicultural education program by reviewing the criteria in this policy to assess whether the school 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 school district's multicultural education program annually.

Adopted on: 07/12/2010

Revised on: 08/10/2020

Reviewed on: 06/14/2021



Wakefield Community Schools
iPad Policy, Procedures, and Information
2021-2022



Wakefield Community Schools iPad 1:1 Initiative

The focus of the iPad program at Wakefield Community Schools is to provide tools and resources to the 21st Century Learner. Excellence in education requires that technology is seamlessly integrated throughout the educational program. Increasing access to technology is essential for the future, and one of the learning tools of these 21st century students is the iPad. The individual use of iPads is a way to empower students to maximize their full potential and to prepare them for college and the workplace.

Learning results from the continuous dynamic interaction among students, educators, parents, and the extended community. Technology immersion does not diminish the vital role of the teacher. To the contrary, it transforms the teacher from a director of learning to a facilitator of learning. Effective teaching and learning with iPads integrates technology into the curriculum anytime, anyplace.

The policies, procedures, and information within this document apply to all iPads used at Wakefield Community Schools, including any other device considered by the Administration to come under this policy. Teachers may set additional requirements for use in their classroom.

Table of Contents

1. Receiving your iPad
 - 1.1 Receiving your iPad
 - 1.2 iPad Check-in
 - 1.3 Checks-in Fines
2. Taking Care of Your iPad
 - 2.1 General Precautions
 - 2.2 Carrying iPads
 - 2.3 Screen Care
3. Using Your iPad at School
 - 3.1 iPads Left at Home
 - 3.2 iPad Undergoing Repair
 - 3.3 Charging your iPad's Battery
 - 3.4 Screensavers/Background Photos
 - 3.5 Sound, Music, Games, or Programs
 - 3.6 Printing
 - 3.7 Home Internet Access
4. Saving to the iPad
 - 4.1 Saving to the iPad
 - 4.2 Network Connectivity
5. Software on iPads
 - 5.1 Originally Installed Software
 - 5.2 Additional Software
 - 5.3 Inspection
 - 5.4 Procedure for Reloading Software
 - 5.5 Software Upgrades
6. Acceptable Use
 - 6.1 Parent/Guardian Responsibility
 - 6.2 School Responsibilities
 - 6.3 Student Responsibilities
 - 6.4 Student Activities Strictly Prohibited
 - 6.5 iPad Care
 - 6.6 Legal Propriety
 - 6.7 Student Discipline
7. Protecting and Storing your iPad
 - 7.1 iPad Identification
 - 7.2 Storing your iPad
 - 7.3 iPads Left in Unsupervised Areas
8. Repairing or Replacing your iPad
 - 8.1 Damaged iPads
 - 8.2 Damaged or Lost Cases
 - 8.3 Damaged or Lost Pencils
 - 8.4 Damaged or Lost Cords
 - 8.5 Personal Home/Homeowners Insurance Claims
9. Cost of Repairs
10. iPad Repair and Replacement Plan **(Needs Parent Signature)**
11. Student Pledge for iPad Use **(Needs Parent and Student Signature)**

1: Receiving Your iPad & iPad Check-In

1.1 Receiving your iPad:

iPads will be distributed each fall once all paperwork is signed, turned in, and the \$10 is paid. Parents & students MUST sign and return copies of the iPad Repair and Replacement Plan, Student Pledge, and Acceptable Use Policy documents before the iPad can be issued to their child.

1.2 iPad Check-In

iPads and all accessories will be returned during the final week of school so they can be checked for serviceability. If a student transfers out of the Wakefield Community School District during the school year, the iPad will be returned at that time.

1.3 Check-In Fines

Individual school iPads and accessories must be returned to the Wakefield Community Schools Technology Director at the end of each school year. Students who graduate early, withdraw, are suspended or expelled, or terminate enrollment at Wakefield for any other reason must return their individual school iPad and accessories on the date of termination. If a student fails to return the iPad at the end of the school year or upon termination of enrollment at Wakefield, that student will be subject to criminal prosecution or civil liability. The student will also pay the replacement cost of the iPad and accessories. Failure to return the iPad will result in a theft being reported with the Dixon or Wayne County Sheriff's Department. Students will also be responsible for the replacement cost of any accessories not returned. This includes, but is not limited to, the case, charging brick and cord, and the pencil.

Furthermore, the student will be responsible for any damage to the iPad. Students must return the iPad and accessories to the Wakefield Community Schools Technology Director in satisfactory condition. The student may be charged a fee for any needed repairs, not to exceed the replacement cost of the iPad.

2: Taking Care of Your iPad

Students are responsible for the general care of the iPad they have been issued by the school. iPads that are broken or fail to work properly must be taken to Mrs. Ziska for an evaluation of the equipment immediately.

2.1 General Precautions

- The iPad is school property and all users will follow this policy and the Wakefield Acceptable Use Policy for technology.
- Only use a clean, soft cloth to clean the screen, no cleansers of any type.
- Cords and cables must be inserted carefully into the iPad to prevent damage.
- iPad and case must remain free of any writing, drawing, stickers, or labels that are not the property of the Wakefield Community School District.
- iPads must never be left in an unlocked locker, unlocked car, or any unsupervised area.

- Students are responsible for keeping their iPad's battery charged for school each day.
- Students must keep their iPad in the protective case, provided by the school, at all times.

2.2 Carrying iPads

The protective case provided with the iPads has sufficient padding to protect the iPad from normal treatment and provide a suitable means for carrying the device within the school. The guidelines below should be followed:

- iPads must always be in the protective case.
- Some carrying cases (i.e. backpacks) can hold other objects (such as folders, textbooks, and workbooks), but these must be kept to a minimum to avoid placing too much pressure and weight on the iPad screen.

2.3 Screen Care

The iPad screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not lean on the top of the iPad when it is closed.
- Do not place anything near the iPad that could put pressure on the screen.
- Do not place anything in the carrying case that will press against the cover.
- If the iPad is in a book bag, be careful to not put too many books around it as it can put pressure on the screen.
- Clean the screen with a soft, dry cloth or anti-static cloth. Use of harsh chemicals WILL damage the screen.
- Do not "bump" the iPad against lockers, walls, car doors, floors, etc. as it will eventually break the screen.

3: Using Your iPad at School

iPads are intended for use at school each day. In addition to teacher expectations for iPad use, school messages, announcements, calendars and schedules may be accessed using the iPad. Students must be responsible to bring their iPad to all classes, unless specifically instructed not to do so by their teacher.

3.1 iPads Left at Home

If students leave their iPad at home, they are responsible for getting the course work completed as if they had their iPad present. If a student repeatedly (3 or more times as determined by any staff member) leaves their iPad at home, they will be required to "check out" their iPad from the Technology Director for a period of time determined by the building principal.

3.2 iPad Undergoing Repair

Spare iPads may be issued to students when they leave their iPad for repair with the Technology Director. There may be a delay in getting an iPad should the school not have enough to loan.

3.3 Charging Your iPad's Battery

iPads should be brought to school each day in a fully charged condition. Students are responsible for charging their iPads at home when needed.

3.4 Screensavers/Background Photos

- Inappropriate media may not be used as a screensaver or background photo.
- Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, and gang related symbols or pictures will result in disciplinary actions.
- Students may put passwords on their iPad if they choose, but they are encouraged to keep a copy of the password. Forgotten passwords may result in the iPad needing to be erased to make it usable. Passwords should be removed before turning the iPad in for repair or for the summer.

3.5 Sound, Music, Games, or Programs

- Sound must be muted at all times unless permission is obtained from the teachers for instructional purposes.
- Music is allowed on the iPad and can be used at the discretion of the teacher.
- Internet games are not allowed on the iPads. If game apps are installed, it will be by Wakefield staff.
- All software/apps must be district approved. Data storage will be through apps on the iPad, email, and Google Drive.

3.6 Printing

Printing is limited to documents needed for school. Students should not print anything for personal use.

3.7 Home Internet Access

Students are allowed to set up wireless networks on their iPads. This will assist them with iPad use while at home.

4: Saving to the iPad

4.1 Saving to the iPad

Students may save work to the home directory on the iPad on a limited basis. It is recommended that students email documents to themselves for storage on a flash drive or district server (J Drive) or use Google Drive. Storage space will be available on the iPad—BUT it will NOT be backed up in the case of reimaging. It is the student's responsibility to

ensure that work is not lost due to mechanical failure or accidental deletion. iPad malfunctions are not an acceptable excuse for not submitting work.

Another feature a student can use is a school assigned iCloud ID that will allow you to back up features of your iPad and reimage to a new iPad if necessary. This feature does not restore everything; students should not plan on this being the only way they save needed documents.

4.2 Network Connectivity

The Wakefield Community School District makes no guarantee that their network will be running 100% of the time. In the rare case that the network is down, the District will not be responsible for lost or missing data.

5: Software on iPads

5.1 Originally Installed Software

The software/Apps originally installed by Wakefield Community School must remain on the iPad in usable condition and be easily accessible at all times. From time to time the school may add software applications for use in a particular course or remove them based on teacher request or of the app is no longer available to use.

5.2 Additional Software

Students are not allowed to load extra software/apps on their iPads. Wakefield will synchronize the iPads so that they contain the necessary apps for school work. Students will not synchronize iPads or add apps to their assigned iPad, to include home syncing accounts.

5.3 Inspection

Students may be selected at random to provide their iPad for inspection. If we have reason to suspect that any unacceptable activity or damage has been done to any iPad, Wakefield Community School reserves the right to bring the iPad to the office for inspection.

5.4 Procedure for Reloading Software

If technical difficulties occur or illegal software, non Wakefield installed apps are discovered, the iPad will be restored. The school does not accept responsibility for the loss of any software or documents deleted due to a reformat and reimage.

5.5 Software Upgrades

Upgrade versions of licensed software/apps are available from time to time. Students should keep the apps and iOS updated when prompted by the iPad to ensure everything stays working.

6: Acceptable Use

The use of the Wakefield School District's technology resources is a privilege, not a right. The privilege of using the technology resources provided by the Wakefield Community School District is not transferable or extendible by students to people or groups outside the district and terminates when a student is no longer enrolled in the Wakefield Community School District. This policy is provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a person violates any of the User Terms and Conditions named in this policy, privileges may be terminated, access to the school district technology resources may be denied, and the appropriate disciplinary action shall be applied. The Wakefield Community School District's Acceptable Use Policy as the Student Handbook shall be applied to student infractions.

Violations may result in disciplinary action up to and including suspension/expulsion for students. When applicable, law enforcement agencies may be involved.

6.1 Parent/Guardian Responsibilities:

- Talk to your children about values and the standards that your children should follow on the use of the Internet just as you do on the use of all media information sources such as television, telephones, movies, and radio.
- The parent/guardian and the student are responsible for all repair costs or replacement cost when a device is damaged above \$200.

6.2 School Responsibilities:

- Provide Internet and Email access to its students.
- Provide Internet blocking of inappropriate materials as able.
- Provide network data storage areas. These will be treated similar to school lockers. Wakefield School District reserves the right to review, monitor, and restrict information stored on or transmitted via Wakefield Community School District owned equipment and to investigate inappropriate use of resources.
- Provide staff guidance to aid students in doing research and help assure student compliance of the Acceptable Use Policy.

6.3 Students Responsibilities:

- Using computers/devices in a responsible and ethical manner.
- Obeying general school rules concerning behavior and communication that apply to iPad/computer use.

- Using all technology resources in an appropriate manner so as to not damage school equipment. This “damage” includes, but is not limited to, the loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by the student’s own negligence, errors or omissions. Use of any information obtained via Wakefield Community School District’s designated Internet System is at your own risk.
- Wakefield Community School District specifically denies any responsibility for the accuracy or quality of information obtained through its services.
- Helping Wakefield Community School District protect our computer systems/devices by contacting an administrator about any security problems they may encounter.
- Monitoring all activity on their account(s).
- Students should always turn off and secure their iPad after they are done working to protect their work and information.
- If a student should receive email containing inappropriate or abusive language, or if the subject matter is questionable, he/she is asked to report the email to the office.
- Return their iPad and accessories to the Technology Director at the end of each school year.
- Students who graduate early, withdraw, are suspended or expelled, or terminate enrollment at Wakefield Community School for any reason must return their individual school iPad and accessories on the date of termination.

6.4 Student Activities Strictly Prohibited:

- Illegal installation or transmission of copyrighted materials.
- Any action that violates existing Board policy or public law.
- Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials.
- Use of chat rooms, sites selling term papers, book reports, and other forms of student work.
- Messaging services. i.e. MSN Messenger, ICQ, iPad Messenger, etc.
- Internet/Computer games.
- Use of outside data disks or external attachments without prior approval from the administration.
- Changing of iPad settings (exceptions include personal settings such as font size, brightness, etc).
- Downloading apps.
- Spamming-sending mass or inappropriate emails.
- Gaining access to other student’s accounts, files, and/or data.
- Use of school’s internet/email accounts for financial or commercial gain or for any illegal activity.
- Use of anonymous and/or false communications such as MSN Messenger and Yahoo Messenger.
- Students are not allowed to give out personal information, for any reason, over the internet. This includes, but is not limited to, setting up internet
- accounts including those necessary for chat rooms, Ebay, email, etc.
- Participation in credit card fraud, electronic forgery or other forms of illegal behavior.

- Vandalism (any malicious attempt to harm or destroy hardware, software, or data, including but not limited to, the uploading of creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components of school equipment) will not be allowed.
- Transmission or accessing materials that are obscene, offensive, threatening, or otherwise intended to harass or demean recipients.
- Bypassing the Wakefield Community School web filter through a web proxy.
- The only iCloud account allowed on student iPads is the one assigned by the school. Students that need help accessing this account should see the Technology Director.

6.5 iPad Care

Students will be held responsible for maintaining their individual iPads and keeping them in good working order.

- iPad batteries must be charged and ready for school each day.
 - Only labels or stickers approved by the Wakefield Community School District may be applied to the iPad.
 - iPad cases furnished by the school district must be returned with only normal wear and no alterations to avoid paying the case replacement fee.
 - iPads that malfunction or are damaged must be reported to the Technology Director immediately.
 - The school district will be responsible for sending all damaged devices for repair. The cost of this repair will be the responsibility of the student and parent/guardian. Repaired devices will not be returned to students until the fee is paid.
 - If repairs will exceed the cost of a replacement device, the charge will only be for a replacement device.
 - If it is determined by the Technology Director that the damage is a malfunction of the iPad (not damage done to it), students will not be responsible for the repair/replacement.
 - iPad covers should not be removed. Students will be responsible for full cost of repair or replacement if iPad is damaged while cover is removed.
- iPads that are stolen must be reported immediately to the office and the Police Department.

6.6 Legal Propriety

- Comply with trademark and copyright laws and all license agreements.
- Ignorance of the law is not immunity. If you are unsure, ask a teacher or a parent.
- Plagiarism is a violation of the Wakefield Student Handbook. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the internet, such as graphics, movies, music, and text.
- Use or possession of hacking software is strictly prohibited and violators will be subject to Wakefield Student/Parent Handbook guidelines. Violation of applicable state or federal law will result in criminal prosecution or disciplinary action by the district.

6.7 Student Discipline

If a student violates any part of the above policy, he/she will be put on a discipline plan at the discretion of the administration.

7: Protecting & Storing Your iPad

7.1 iPad Identification

Student iPads will be labeled in the manner specified by the school. Any label applied to the iPad by Wakefield Community School is NOT to be removed. iPads can be identified by the serial number.

7.2 Storing Your iPad

When students are not using their iPads, they should be stored in their lockers or book bags. Nothing should be placed on the top of the iPad when stored in the locker or bag. Students should be careful with how many books they place in their bag with the iPad and where/how they set down their bag. Students are encouraged to take their iPads home every day after school, regardless of whether or not they are needed. iPads should not be stored in a student's vehicle at any time. If a student needs a secure place to store their iPad, they may check it in for storage with the Technology Director.

DO NOT leave your iPad in a place that is experiencing extreme hot or cold conditions. (i.e. a car in the summer or winter) Extreme heat will damage the unit itself. Extreme cold will cause severe screen damage.

7.3 iPads Left in Unsupervised Areas

Under no circumstances should iPads be left in unsupervised areas. Unsupervised areas include the school grounds and campus, the lunchroom, computer labs, locker rooms, unlocked classrooms, dressing rooms, and hallways. Any iPad found in these areas is in danger of being stolen. If an iPad is found in an unsupervised area, it will be taken to the office. Violations may result in loss of privileges.

8: Repairing or Replacing Your iPad and Accessories

8.1 Damaged iPads

When an iPad is damaged, students need to turn them in to the Technology Director immediately for evaluation. Devices that cannot be repaired in house will be sent to a business of the school's choosing. If the iPad is repairable, and it is the first damage this school year, the student will not owe anything. If the iPad is not repairable, students will be responsible to cover the cost of replacement over \$200. If the iPad is damaged again in the same year, the student will be responsible to cover the full cost of repair/replacement. While an iPad is being repaired, students will be given a "spare" device to use and then given their original device when it is back from repair. .

8.2 Damaged or Lost Cases

If a student damages their case so that it will no longer protect the iPad or the keyboard is no longer usable, the student will not be responsible to cover the cost of replacement UNLESS they have already had their iPad repaired this year. If their iPad was already repaired then the student will be responsible to pay the replacement cost. The same process will be followed if they lose part or all of their case.

8.3 Damaged or Lost Pencils

If a student damages or loses their Apple Pencil they will not be responsible for the full replacement cost UNLESS they have already had their iPad or Case repaired or replaced this year. Pencils that are not working should be brought in to the Technology Director for evaluation. If it is determined that the pencil is not working due to a malfunction (not damage), the student will not be responsible to cover the replacement cost. Student will be responsible to pay the replacement cost of the tip or cap each time it happens

8.4 Damaged or Lost Cords

If a student intentional damages or loses the cord or block for their iPad they will be responsible for full replacement cost. Some wear and tear on them is normal. The Technology Director will be responsible for assessing if damage is beyond normal wear and tear. If the damage is wear and tear, a replacement will be given to the student at no cost. Students are NOT required to take a cord or block. If they have other chargers at home that they wish to use they may do so. The Technology Director will note this when devices are handed out.

8.5 Personal Home/Homeowners Insurance Claims

All insurance claims must be reported to the high school office. Students or parents must file a police or fire report and bring a copy of the report to the principal's office before an iPad can be repaired or replaced.

9: Cost of Repairs

At the start of the school year, a \$10 insurance (or \$30 per family) will be required of all students. This money will be used to cover the first time cost of repaired iPads, replacement Cases, and replacement Pencils up to \$200 throughout the school year.

Wakefield Community School will order all replacement parts.

Wakefield Community Schools

iPad Repair & Replacement Plan

The Wakefield Community School District recognizes that with the implementation of the iPad initiative there is a need to protect the investment both by the District and the Student/Parent. The following outlines the various areas of protection: warranty, accidental damage protection and insurance.

Repair & Replacement Plan

When an iPad or accessories are damaged, students need to turn them in to the Technology Director immediately for evaluation. Devices that cannot be repaired in house will be sent to a business of the school's choosing. If the iPad or accessory is repairable, and it is the first damage this school year, the student will not owe anything. If the iPad is not repairable, students will be responsible to cover the cost of replacement over \$200. If the iPad or accessories are damaged again in the same year, the student will be responsible to cover the full cost of repair/replacement. While an iPad is being repaired, students will be given a "spare" device to use and then given their original device when it it back from repair.

Personal Home or Homeowners Coverage

Students or parents may wish to carry their own personal insurance to protect the iPad in cases of theft, loss, or accidental damage. Please consult with your insurance agent for details about your personal coverage of the iPad.

Parent Name (Please Print): _____

Parent Signature: _____ Date: _____

Additional Information: In cases of theft, vandalism and other criminal acts, a police report, or in the case of a fire, a **report MUST be filed by the student or parent** for the protection coverage to take place. A copy of the police/fire report must be provided to the principal's office. **INTENTIONAL DAMAGE:** Students/Parents are responsible for full payment of intentional damages to iPads, Warranty, Accidental Damage Protection, or School District iPad Protection **DOES NOT** cover intentional damage of the iPads.

Please sign the other side

Wakefield Community Schools

Student Pledge for iPad Use

1. I will take good care of my iPad.
2. I will never leave the iPad unattended.
3. I will never loan out my iPad to other individuals.
4. I will know where my iPad is at all times.
5. I will charge my iPad's battery as needed.
6. I will keep food and beverages away from my iPad since they may cause damage to the device.
7. I will not disassemble any part of my iPad or attempt any repairs.
8. I will protect my iPad by only carrying it while in the case provided.
9. I will use my iPad in ways that are appropriate, meet Wakefield Community School District expectations, and are educational.
10. I will not place decorations (such as stickers, markers, etc.) on the iPad or provided case; I will not deface any sticker applied to any iPad applied by Wakefield Community School.
11. I understand that my iPad is subject to inspection at any time without notice and remains property of the Wakefield Community School District.
12. I will follow the policies outlined in the iPad Handbook and the Use of the Acceptable Use Policy while at school, as well as outside the school day.
13. I will file a police report in case of theft or vandalism, as well as report to the Wakefield Community School District.
14. I will report any damages or loss to the Wakefield Technology Director and understand I may be responsible for some of the cost of repair/replacement.
15. I agree to return the iPad, case and power cords in good working condition.

I agree to the stipulations set forth in the above documents including the iPad Policy, Procedures, and Information; the Acceptable Use Policy; iPad Repair and Replacement Plan and the Student Pledge for iPad Use.

Student Grade _____

Student Name (Please Print): _____

Student Signature: _____ Date: _____

Parent Name (Please Print): _____

Parent Signature: _____ Date: _____

Please sign the other side

Individual school iPads and accessories must be returned to the Wakefield Technology Director at the end of each school year. Students who graduate early, withdraw, are suspended or expelled, or terminate enrollment at Wakefield Community School District for any other reason must return their individual school iPad computer on the date of termination.