

STERLING PUBLIC SCHOOL DISTRICT #33, JOHNSON COUNTY

Board of Education Regular Meeting
Monday, July 15, 2019 7:00 PM
Sterling Public Schools
250 Main Street
Sterling, NE 68443

- A. Call Meeting to Order
- B. Recognize Nebraska Open Meetings Law
- C. Publication of Meeting
- D. Roll Call
- E. Pledge of Allegiance
- F. Approval of agenda
- G. Public Comment
- H. Board Committee Reports
- I. Administration Reports
- J. Consent Agenda
- K. Action Items
 - 1. Commendations
 - 2. Review & Set Classified Staff Salary Ranges for the 2019-2020 School Year
 - 3. Second Reading of Board Policies 2017, 3016, 3028, 3046, 3050, 3053, 4048, 5001.1, 5017, 5035, 5063, & Facility Use Application
 - 4. Discuss and Approve Students Fees Policy 5045
 - 5. Reaffirm Parent Involvement Policy 6400 & Title I Parent & Family Engagement Policy 6410
 - 6. Membership in the NRCSA Organization for the 2019-2020 School Year
- L. Discussion Items:
 - 1. First Reading of Board Policies 2002, 2006, 2014, 3003.1, 3039, 3052, 4052, 5016, 5022, 9330
 - 2. Board Self Assessment
 - 3. Review Census Report
 - 4. Review 2019 Graduation Survey Data
 - 5. Upcoming Events
- M. Adjourn

The Sterling Board of Education reserves the right to go into Closed Session at any time for purposes in accordance with § 84-1410(1).

TRANSPORTATION/MAINTENANCE REPORT

Brent Heusman

July 15, 2019

- Prior to 80 Day inspections, we had an issue with our activity bus and needed to get an electrical problem fixed. We ended up having to take it to Cornhusker International to get it repaired. They fixed the following issues with it; Hydraulic Pump Assembly, (which was causing us issues all year long) replaced several burnt out interior lights, and replaced both hood mirror arms that were broken.
- We have finished the last round of 80 day inspections. Repairs that are needed include;
 - SPED Van - need to replace front rotors
 - Ron's Bus - Power steering reservoir is leaking, front left wheel seal is leaking, need to replace an exhaust hanger, and check on the ABS light
 - Luke's Bus - right reverse light needs replaced and some emergency latches need to be replaced
 - Red Chevy -new rear brake pads, replace the back rotors, and a leak in the power steering line
 - Activity Bus - moisture in the driver window and fix the fire extinguisher bracket
- Dottie and I are going to meet this Thursday to look at next year's bus routes and see how we need to adjust those for the coming school year. We will then drive those routes to check those for time, distance, and road conditions and anything else that needs our attention.
- Rule 91 and 92 has been signed by the governor and has gone into effect as of July 1st. I outlined most of the changes that will affect us at the June board meeting.
- I have sent off the athletic schedules to our poster company for the 2019-2020 school year. There were very minimal changes as far as scheduling goes. One change we had to make was on the VB schedule due to the Pioneer Conference tournament moving up a week.
- The Nebraska Coaches Clinic will be held this year at Lincoln North Star on July 23-25. We have encouraged all head coaches to attend the clinic if at all possible. We have a total of 6 coaches planning to attend at this time.
- VB and FB practice will be starting on Monday, August 12th this year. This is a week later than last school year due the NSAA rollback on the calendar.

Scott Harrington

July 15, 2019

- Trainings
 - Tier 2 Reading Interventions
 - Several of our teachers (SPED, Title, HS ELA) attended a one day workshop to learn about non-program specific reading interventions to help all our readers have success.
 - <https://sites.google.com/view/aprilkelley/reading/big-5-ideas-in-reading?authuser=0>
 - New Science Standards
 - Several of our teachers (Elem, MS) attended a two-day workshop on how to incorporate the new NGSS (Next Generation Science Standards) into their curriculum.
 - <https://www.nextgenscience.org/>
 - Behavior DR
 - A group of teachers (SPED, Elem, Admin) also attended the 2-day Behavior DR workshop on Tier 2 or more escalated behaviors.
 - Dr. Riffel is great in working with schools on developing positive plans to inclusively handle difficult behaviors.
 - <https://behaviordoctor.org/>
 - PBiS
 - Several teachers and the PBiS Leadership Team attended two 2-day trainings on PBiS this past June.
 - Earlier in the month the staff attended the LPS PBiS Conference where we learned from nationwide experts as well as local schools who have been implementing PBiS.
 - During the last week of the month the Leadership Team attended the Tier 1 training sponsored by NDE.
 - At this training we learned about successful implementation and had team time to meet to discuss our next steps for the upcoming year. We have already set regular meeting dates for the entire school year.
 - We also were able to meet our external PBiS coach that will come to the school periodically to help with our implementation. Our coach's name is Susan Wiggins.
 - We will also have a coach from ESU4 to support us as well.
 - <https://www.education.ne.gov/npbis/>
 - Leadership Team & Roles:
 - Katie Marshall - Team Lead
 - Leah Phillips - Notetaker
 - Alexis Hahn - Data Manager
 - Zach Lempka - Communication Director
 - Scott Harrington - Task Master
 - Ida Rose Sprague - Binder Minder & Cheerleader
 - Kristie Thies - Time Manager & Parent Representative
 - Jesse Phillips - Para Representative
 - Will possibly look to include kitchen and bus drivers as well.
- [New Website Template](#)
 - Check out the template that Socs has sent us to review.
 - We are still working out some details on buttons, but for the most part this is what our new site could look like.
- Brent and I are working on a preseason checklist/goal sheet for all head coaches to fill out prior to their upcoming season.

- We will then meet with each coach prior to their season to discuss their goals, plans, and expectations for the season.
- We will then use this as part of their evaluation at the conclusion of their season.
- [Athletic Director Evaluation](#)
 - This is a copy of the AD evaluation I developed and used this past year.

SUPERINTENDENT REPORT

Dottie Heusman

June 17, 2019

I will be giving you the census report, Item M.2, at the meeting. We are finalizing those and won't have them completed until Monday afternoon.

The board needs to set a date for a budget work session. This needs to be done after August 20th. I have listed some dates that might possibly work under M.3 Upcoming Events. I know the board talked at our last work session with NASB that we need to take next steps in regards to our Community Engagement Work. I would suggest the board schedule another work session sometime yet in July if possible. Please bring your calendars with you to the meeting.

We are holding off doing anything with the bats for at least a month. We had around a dozen of them in the building at the end of June. Right now they have "disappeared". We'll wait to see what happens to determine whether we need to take additional steps. The Critters Company bid did include sealing up the areas where they might be coming in, but we might be able to have another company do that. Thanks to Board Member Harms for researching the bat situation. Now stay tuned, or should I say duck and cover?!

The representative from Kelly's Carpets met with me on Friday to review what needs to be re-tiled and re-carpeted. I will have more information about their timeline to share with you at the meeting.

Sterling Public Schools

Monthly Balance Forecast Report

Cycle: FY18-19; Begin Date: 09/01/2018; End Date: 06/30/2019; Account Type: Expenditure,Revenue; Filter: [All];
Created On: 7/11/2019 4:11:04 PM

01 General	\$4,583,965.00	Budgeted Amount	18-19			

Expenditure

Description	September	March	April	May	June	Total (Date Range)
01100 - Regular Instruction	(\$138,714.18)	(\$109,320.34)	(\$108,472.67)	(\$109,240.55)	(\$113,317.44)	#####
01105 -	(\$11,135.38)	(\$10,207.65)	(\$10,221.37)	(\$10,221.37)	(\$9,575.72)	(\$104,499.97)
01190 - Early Childhood	(\$3,748.30)	(\$3,766.75)	(\$5,766.60)	(\$7,205.95)	(\$4,706.57)	(\$48,091.67)
01200 - Special Education	(\$22,206.93)	(\$20,235.64)	(\$66,656.63)	(\$24,852.52)	(\$23,348.56)	(\$248,677.54)
01291 - Special Education	\$0.00	\$0.00	(\$13,827.73)	(\$5,279.54)	(\$6,685.61)	(\$28,928.54)
01292 - Special Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
01295 - Special Education	(\$3.94)	\$0.00	\$0.00	\$0.00	\$0.00	(\$3.94)
01300 - Summer School	\$0.00	(\$23.48)	(\$25.96)	(\$25.96)	(\$27.19)	(\$180.46)
02100 -	\$0.00	(\$1,448.04)	(\$1,064.02)	(\$173.92)	\$0.00	(\$2,685.98)
02120 - Guidance Services	(\$9,969.41)	(\$7,247.95)	(\$7,430.07)	(\$7,217.95)	(\$7,428.67)	(\$78,255.99)
02130 - Health Services	\$0.00	\$0.00	\$0.00	\$0.00	(\$1,632.00)	(\$2,880.39)
02140 - Psychological	\$0.00	(\$616.00)	(\$336.00)	(\$672.00)	(\$504.00)	(\$4,998.00)
02141 - Psychological	\$0.00	\$0.00	(\$12,276.43)	(\$1,283.25)	(\$1,368.80)	(\$14,928.48)
02142 - Psychological	\$0.00	\$0.00	(\$6,056.94)	(\$1,026.60)	(\$1,095.04)	(\$11,942.78)

02143 - Psychological	\$0.00	\$0.00	\$6,775.56	\$0.00	\$0.00	\$2,645.78
02150 - Speech Pathology and	\$0.00	(\$179.82)	(\$179.82)	(\$179.82)	(\$179.82)	(\$1,258.74)
02151 - Speech Pathology and	\$0.00	\$0.00	\$9,090.07	(\$176.53)	(\$176.53)	\$2,913.62
02152 - Speech Pathology and	\$0.00	\$0.00	(\$30,511.21)	(\$6,023.06)	(\$6,833.06)	(\$48,819.08)
02153 - Speech Pathology and	\$0.00	\$0.00	\$151.20	\$0.00	\$0.00	\$0.00
02161 - Occupational	\$0.00	(\$1,296.00)	\$0.00	(\$2,092.80)	(\$320.00)	(\$8,429.80)
02171 - Physical Therapy-Related	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$572.00)
02190 - Support Services - Student	(\$9,090.30)	(\$6,758.09)	(\$6,615.98)	(\$7,522.35)	(\$5,974.20)	(\$69,642.18)
02191 - Student Fee	\$0.00	\$0.00	(\$450.00)	(\$1,950.00)	\$0.00	(\$2,400.00)
02210 - Improvement of	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$590.00)
02212 - Instruction and Curriculum	\$0.00	\$0.00	\$0.00	\$0.00	(\$1,000.00)	(\$1,000.00)
02213 - Instructional Staff	\$0.00	(\$100.00)	\$0.00	\$0.00	\$0.00	(\$800.00)
02220 - Library or Media Services	(\$5,317.88)	(\$2,278.91)	(\$2,397.32)	(\$2,160.49)	(\$2,160.49)	(\$32,206.21)
02224 - Educational	(\$20.72)	(\$20.72)	(\$20.72)	(\$20.72)	(\$20.72)	(\$207.20)
02230 - Instruction-Related	(\$8,343.00)	(\$57.68)	(\$60.04)	(\$59.82)	(\$60.41)	(\$67,932.02)
02290 - Other Support Services -	\$0.00	(\$852.93)	\$0.00	\$0.00	\$0.00	(\$2,458.00)
02310 - Board of Education	(\$3,711.14)	(\$4,310.92)	(\$150.22)	(\$1,096.37)	(\$457.29)	(\$16,474.78)
02320 - Executive Administration	(\$12,560.25)	(\$13,086.92)	(\$13,629.10)	(\$13,531.79)	(\$13,526.11)	(\$130,451.45)
02410 - Office of the Principal	(\$8,314.62)	(\$17,072.89)	(\$8,301.95)	(\$8,873.44)	(\$8,128.70)	(\$93,404.62)
02490 - School Administration	\$0.00	(\$309.80)	\$0.00	(\$271.94)	(\$131.49)	(\$1,280.50)
02510 - Fiscal Services	(\$25,943.31)	(\$5,502.76)	(\$8,405.82)	(\$14,935.12)	(\$6,523.94)	(\$107,243.03)
02520 - Purchasing	\$0.00	\$0.00	\$0.00	(\$498.93)	(\$40.00)	(\$553.93)

02530 - Printing, Publishing and	\$0.00	(\$1,372.27)	(\$1,719.07)	(\$1,545.77)	(\$1,545.77)	(\$13,340.45)
02580 - Administrative	\$0.00	(\$383.00)	(\$1,129.37)	(\$1,299.66)	(\$1,190.31)	(\$5,059.79)
02610 - Operation of Buildings	(\$41,958.37)	(\$11,720.95)	(\$10,629.93)	(\$14,172.67)	(\$12,164.63)	(\$150,281.49)
02620 - Maintenance of	(\$4,358.01)	(\$943.34)	(\$4,208.45)	(\$1,070.74)	(\$4,073.34)	(\$33,639.53)
02630 - Care and Unkeen of	(\$832.26)	(\$1,067.34)	(\$1,768.37)	(\$842.26)	(\$829.82)	(\$10,581.56)
02640 - Care and Unkeen of	\$0.00	\$0.00	\$0.00	\$0.00	(\$176.10)	(\$1,549.77)
02650 - Vehicle Operation and	(\$3,955.37)	\$0.00	\$3,382.56	(\$186.35)	\$0.00	(\$2,163.41)
02660 - Security	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$1,380.11)
02670 - Safety	\$0.00	\$0.00	\$0.00	(\$744.18)	\$0.00	(\$744.18)
02680 - Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
02710 - Vehicle Operation and	(\$7,411.01)	(\$8,704.88)	(\$4,468.84)	(\$10,011.25)	(\$6,363.43)	(\$89,681.69)
02712 - Vehicle Operation and	(\$873.40)	(\$1,428.84)	(\$3,953.40)	(\$2,009.26)	(\$664.69)	(\$14,642.36)
02730 - Vehicle Servicing and	\$0.00	(\$2,256.56)	(\$5,648.36)	(\$2,597.11)	(\$622.40)	(\$12,283.00)
02732 - Vehicle Servicing and	\$0.00	(\$90.15)	(\$174.70)	(\$199.95)	\$0.00	(\$464.80)
02790 - Other Student	(\$300.00)	(\$125.00)	(\$150.00)	(\$125.00)	(\$125.00)	(\$1,325.00)
02793 - Other Student	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
02900 - Other Support Services	\$0.00	\$0.00	\$214.00	\$0.00	\$0.00	(\$282.40)
03100 - Food Services	(\$16,322.61)	(\$9,838.88)	(\$11,601.78)	(\$16,543.97)	(\$3,685.30)	(\$134,549.76)
03535 - High Ability Learners	\$0.00	(\$2,575.00)	\$0.00	\$0.00	(\$500.00)	(\$3,075.00)
04700 - Building Improvements	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$17,550.00)
05000 - Debt Service	\$0.00	\$0.00	\$0.00	\$0.00	(\$15,537.50)	(\$247,506.25)
06200 - Federal Services - Title I	\$0.00	(\$33,182.68)	(\$5,955.08)	(\$6,566.05)	(\$7,661.21)	(\$76,106.76)

06210 - Federal Services - Title I	(\$10,765.00)	\$0.00	(\$2,322.00)	(\$1,010.00)	\$0.00	(\$14,192.42)
06404 - Federal Services - IDFA	\$0.00	(\$24,271.29)	\$56,699.73	(\$1,826.94)	(\$1,787.54)	(\$15,268.75)
06410 - Federal Services - IDFA	(\$7,570.94)	\$22,544.10	\$6,811.48	(\$9,086.00)	(\$168.00)	(\$28,703.26)
06992 - Federal Services - RFAP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$4,289.50)
09000 - Non-Program	\$0.00	\$0.00	(\$1,014.86)	(\$829.18)	\$0.00	(\$5,373.73)
Sub Total	(\$353,426.33)	(\$280,109.37)	(\$274,476.21)	(\$297,259.13)	(\$272,317.40)	#####

Revenue

Description	September	March	April	May	June	Total (Date Range)
01000 -	(\$28.94)	\$0.00	\$0.00	\$0.00	\$0.00	(\$28.94)
01100 - Taxes Levied/Assessed	\$0.00	\$24,592.65	\$73,753.79	\$960,119.90	\$203,194.56	\$1,995,472.84
01110 -	\$749,301.51	\$0.00	\$0.00	\$0.00	\$0.00	\$749,301.51
01115 - Carline Taxes	\$1,410.42	\$0.00	\$0.00	\$4,513.83	\$0.00	\$5,924.25
01120 - Public Power District	\$0.00	\$0.00	\$5,056.03	\$808.94	\$0.00	\$5,715.93
01125 - Motor Vehicle Taxes	\$6,088.24	\$9,243.68	\$8,844.66	\$7,277.98	\$2,613.91	\$76,453.22
01315 - Tuition From Educational	\$13,959.65	\$0.00	\$0.00	\$0.00	\$0.00	\$27,919.29
01370 - Preschool Tuition and Fees	\$852.85	\$0.00	\$0.00	\$0.00	\$0.00	\$852.85
01423 - Transportation	\$0.00	\$742.40	\$0.00	\$742.40	\$324.80	\$1,809.60
01510 - Interest on Investments	\$25.24	\$16.53	\$9.73	\$37.43	\$42.32	\$206.09
01720 -	\$9,894.42	\$9,113.95	\$6,221.70	\$10,088.65	\$34.64	\$72,570.92
01740 - Fees	\$0.00	\$840.00	\$450.00	\$3,823.67	\$412.66	\$9,696.33

01790 - Other Activity Income	\$0.00	\$0.00	\$0.00	(\$1,250.00)	\$0.00	(\$1,250.00)
01900 -	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$400.00
01911 - Local License Fees	\$0.00	\$0.00	\$10.00	\$116.34	\$0.00	\$226.34
01920 - Contributions and	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
01990 - Miscellaneous	\$196.41	\$597.66	\$716.66	\$1,560.59	\$919.98	\$12,383.42
02110 - County Fines & License	\$1,335.64	\$1,448.34	\$1,201.00	\$678.77	\$1,128.37	\$11,141.26
02210 - ESU Receipts	\$0.00	\$0.00	\$233.00	\$0.00	\$964.01	\$3,938.40
03100 - Unrestricted	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,842.77
03110 - State Aid	\$1,812.00	\$1,812.00	\$1,812.00	\$1,812.00	\$1,815.00	\$16,345.43
03120 - SPED (School Age)	\$0.00	\$31,450.00	\$21,063.00	\$13,531.00	\$28,806.00	\$154,803.00
03130 - Homestead	(\$1,404.87)	\$5,351.89	\$5,351.89	\$5,343.57	\$5,343.57	\$19,986.05
03131 - Property Tax Credit	\$0.00	\$18,279.27	\$6,086.75	\$99,529.28	(\$133.22)	\$122,211.84
03132 - Personal Property Tax	\$0.00	\$0.00	(\$1.51)	\$0.00	\$0.00	(\$22.52)
03134 - Public Service	\$0.00	\$1,635.09	\$0.00	\$0.00	\$0.00	\$1,635.09
03150 - State Reimbursement	\$0.00	\$4,209.81	\$4,695.76	\$5,092.42	\$3,609.45	\$42,512.36
03180 - Pro-Rate Motor Vehicle	\$0.00	\$0.00	\$2,092.16	\$476.23	\$0.00	\$88,922.31
03400 - State Apportionment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$26,147.95
03535 - Payment for High Ability	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,697.00
03700 - State Grants Through	\$5,480.30	\$0.00	\$0.00	\$0.00	\$0.00	\$5,480.30
04310 - REAP	\$27,514.00	\$0.00	\$24,505.00	\$0.00	\$0.00	\$52,019.00
04505 - Title I, Part A FSSA	\$0.00	\$0.00	\$0.00	\$0.00	\$25,000.00	\$41,316.00
04506 - Title I, Part A	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,303.00

04509 - Title II, Part A FSSA	\$0.00	\$0.00	\$0.00	\$0.00	\$280.00	\$280.00
04516 - IDEA Preschool (619)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,534.00
04519 - IDEA Enrollment/Povert	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$57,169.00
04708 - Medicaid in Public Schools	\$0.00	\$704.19	\$0.00	\$0.00	\$655.39	\$1,924.32
04710 - Categorical Grants	\$250.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,500.00
04991 -	\$0.00	\$0.00	\$0.00	\$110.00	\$0.00	\$220.00
05301 - Insurance Adjustments	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$545.54
05690 - Other Non- Revenue Receipts	\$6.95	\$0.00	\$0.00	\$124.00	\$0.00	\$130.95
Sub Total	\$816,693.82	\$110,037.46	\$162,101.62	\$1,114,537.00	\$275,011.44	\$3,616,736.70
Grand Total	\$463,267.49	(\$170,071.91)	(\$112,374.59)	\$817,277.87	\$2,694.04	\$442,712.43

Sterling Public Schools

Monthly Balance Forecast Report

Cycle: FY18-19; Begin Date: 09/01/2018; End Date: 06/30/2019; Account Type: Expenditure,Revenue; Filter: ([Fund] = '02') ; Created On: 7/11/2019 3:18:57 PM

02 Depreciation								
2018-2019	Budgeted	Amount	#####					
Expenditure								
Description	September	January	February	March	April	May	June	Total (Date Range)
01200 - Special Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$11.62)
02190 - Support Services - Student	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
02230 - Instruction-Related	(\$3,000.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$5,493.00)
02620 - Maintenance of	(\$3,152.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$3,272.00)
02630 - Care and Unkeep of	\$0.00	\$0.00	\$0.00	\$0.00	(\$1,700.00)	\$0.00	\$0.00	(\$1,700.00)
02660 - Security	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Sub Total	(\$6,152.00)	\$0.00	\$0.00	\$0.00	(\$1,700.00)	\$0.00	\$0.00	(\$10,476.62)
Grand Total	(\$6,152.00)	\$0.00	\$0.00	\$0.00	(\$1,700.00)	\$0.00	\$0.00	(\$10,476.62)

Sterling Public Schools

Monthly Balance Forecast Report

Cycle: FY18-19; Begin Date: 09/01/2018; End Date: 06/30/2019; Account Type: Expenditure,Revenue; Filter: ([Fund] = '03') ;
Created On: 7/11/2019 3:22:54 PM

03 Employee Benefits	2018-2019	Budgeted Amount	\$9,341.00				
Expenditure							
Description	September	February	March	April	May	June	Total (Date Range)
02510 - Fiscal Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$21.58)
09000 - Non-Program	\$0.00	(\$710.78)	\$0.00	(\$1,014.86)	(\$829.18)	\$0.00	(\$5,373.73)
Sub Total	\$0.00	(\$710.78)	\$0.00	(\$1,014.86)	(\$829.18)	\$0.00	(\$5,395.31)
Revenue							
Description	September	February	March	April	May	June	Total (Date Range)
01990 - Miscellaneous	\$135.00	\$5,419.56	\$566.66	\$566.66	\$0.00	\$566.66	\$8,951.10
Sub Total	\$135.00	\$5,419.56	\$566.66	\$566.66	\$0.00	\$566.66	\$8,951.10
Grand Total	\$135.00	\$4,708.78	\$566.66	(\$448.20)	(\$829.18)	\$566.66	\$3,555.79

Sterling Public Schools 6/30/2019
 Monthly Balance Forecast Report
 05 Activity Fund
 Balance August 2018 \$29,637.60
 2018-2019 Budgeted Amount \$156,460

	Sept. 2018	Oct. 2018	Nov. 2018	Dec. 2018	Jan. 2019	Feb. 2019	Mar-19	Apr-19	May-19	Jun-19	Total YTD
Expenditures	12,306.67	14,131.20	7,882.81	30,581.98	6,747.83	11,773.08	5,910.57	14,160.50	5,655.79	10,359.26	119,509.69
Receipts	14,182.59	19,258.75	15,190.64	28,808.31	0.00	12,675.74	\$7,293.45	\$3,779.69	\$5,432.82	\$4,040.06	110,662.05

Current Fund Balance	\$20,789.96
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77% of Budget Spent

Sterling Public Schools

Monthly Balance Forecast Report

Cycle: FY18-19; Begin Date: 09/01/2018; End Date: 06/30/2019; Account Type: Expenditure,Revenue; Filter: ([Fund] = '06') ; Created On: 7/11/2019 3:26:18 PM

06 Lunch	Budgeted	Amount	\$147,040						
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Expenditure

Description	September	October	November	December	January	February	March	April	May
02100 -	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$1,448.04)	(\$1,064.02)	(\$173.92)
02610 - Operation of Buildings	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
02640 - Care and Upkeep of	\$0.00	(\$44.75)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
03100 - Food Services Operations	(\$16,322.61)	(\$20,748.69)	(\$15,560.62)	(\$13,022.88)	(\$17,120.91)	(\$8,349.78)	(\$9,838.88)	(\$13,684.81)	(\$16,543.97)
Sub Total	(\$16,322.61)	(\$20,793.44)	(\$15,560.62)	(\$13,022.88)	(\$17,120.91)	(\$8,349.78)	(\$11,286.92)	(\$14,748.83)	(\$16,717.89)

Revenue

Description	September	October	November	December	January	February	March	April	May
01720 -	\$9,894.42	\$0.00	\$7,248.55	\$11,504.30	\$3,989.60	\$14,475.11	\$9,113.95	\$6,221.70	\$10,088.65
01990 - Miscellaneous Local	\$0.00	\$0.00	\$60.00	\$0.00	\$0.00	\$0.00	\$6.00	\$0.00	\$80.73
03150 - State Reimbursement (of	\$0.00	\$0.00	\$0.00	\$10,448.07	\$4,824.32	\$9,632.53	\$4,209.81	\$4,695.76	\$5,092.42
Sub Total	\$9,894.42	\$0.00	\$7,308.55	\$21,952.37	\$8,813.92	\$24,107.64	\$13,329.76	\$10,917.46	\$15,261.80
Grand Total	(\$6,428.19)	(\$20,793.44)	(\$8,252.07)	\$8,929.49	(\$8,306.99)	\$15,757.86	\$2,042.84	(\$3,831.37)	(\$1,456.09)

Sterling Public Schools

Monthly Balance Forecast Report

Cycle: FY18-19; Begin Date: 09/01/2018; End Date: 06/30/2019; Account Type: Expenditure,Revenue; Filter: ([Fund] = '07') ;
 Created On: 7/11/2019 3:30:24 PM

07 Bond Fund	2018-2019	Budgeted	Amount	\$304,151			
Expenditure							
Description	September	February	March	April	May	June	Total (Date Range)
05000 - Debt Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$11,181.25)	(\$173,225.00)
Sub Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$11,181.25)	(\$173,225.00)
Revenue							
Description	September	February	March	April	May	June	Total (Date Range)
01100 - Taxes Levied/Assessed	\$0.00	\$24,268.92	\$4,992.88	\$3,402.23	\$48,834.29	\$19,702.13	\$123,501.59
01110 -	\$37,674.48	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$37,674.48
01115 - Carline Taxes	\$83.89	\$0.00	\$0.00	\$0.00	\$263.17	\$0.00	\$347.06
01120 - Public Power District	\$0.00	\$0.00	\$0.00	\$786.76	\$0.00	\$0.00	\$786.76
03130 - Homestead	\$0.00	\$0.00	\$263.51	\$263.51	\$263.51	\$263.51	\$1,054.04
03131 - Property Tax Credit	\$0.00	\$0.00	\$80.74	\$274.89	\$4,856.46	\$0.00	\$5,212.09
03134 - Public Service	\$0.00	\$0.00	\$95.33	\$0.00	\$0.00	\$0.00	\$95.33
03180 - Pro-Rate Motor Vehicle	\$0.00	\$4,966.89	\$0.00	\$121.98	\$0.00	\$0.00	\$5,132.93
Sub Total	\$37,758.37	\$29,235.81	\$5,432.46	\$4,849.37	\$54,217.43	\$19,965.64	\$173,804.28
Grand Total	\$37,758.37	\$29,235.81	\$5,432.46	\$4,849.37	\$54,217.43	\$8,784.39	\$579.28

Sterling Public Schools

Cycle: FY18-19; Begin Date: 09/01/2018; End Date: 06/30/2019; Account Type: Expenditure,Revenue; Filter: ([Fund] = '08') ; Created On: 7/11/2019 3:53:04 PM

08 Special Building							
2018-2019	Budgeted	Amount	\$327,200				

Expenditure

Description	September	February	March	April	May	June	Total (Date Range)
04700 - Building Improvements	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#####
Sub Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#####

Revenue

Description	September	February	March	April	May	June	Total (Date Range)
01100 - Taxes Levied/Assessed	\$0.00	\$23,555.16	\$1,021.38	\$3,688.29	\$47,851.46	\$9,418.53	\$97,809.86
01110 -	\$37,048.58	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$37,048.58
01115 - Carline Taxes	\$69.14	\$0.00	\$0.00	\$0.00	\$221.50	\$0.00	\$290.64
01120 - Public Power District	\$0.00	(\$7.77)	\$0.00	\$0.00	\$42.15	\$0.00	\$34.38
03130 - Homestead	(\$308.60)	\$0.00	\$265.14	\$265.14	\$264.71	\$264.71	\$751.10
03131 - Property Tax Credit	\$0.00	(\$80.01)	\$942.24	\$302.74	\$4,559.16	(\$80.89)	\$5,642.44
03132 - Personal Property Tax	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$12.42)
03134 - Public Service	\$0.00	\$0.00	\$80.23	\$0.00	\$0.00	\$0.00	\$80.23
03180 - Pro-Rate Motor Vehicle	\$0.00	\$4,193.70	\$0.00	\$102.66	\$24.83	\$0.00	\$4,366.16
Sub Total	\$36,809.12	\$27,661.08	\$2,308.99	\$4,358.83	\$52,963.81	\$9,602.35	#####
Grand Total	\$36,809.12	\$27,661.08	\$2,308.99	\$4,358.83	\$52,963.81	\$9,602.35	#####

Sterling Public Schools

Monthly Balance Forecast Report

Cycle: FY18-19; Begin Date: 09/01/2018; End Date: 06/30/2019; Account Type: Expenditure,Revenue; Filter: ([Fund] = '09') ; Created On: 7/11/2019 3:56:28 PM

09 QCPUF	2018-2019 Budget	\$180,372					
Expenditure							
Description	September	February	March	April	May	June	Total (Date Range)
05000 - Debt Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$4,356.25)	(\$74,281.25)
Sub Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$4,356.25)	(\$74,281.25)
Expenditure							
Description	September	February	March	April	May	June	Total (Date Range)
01100 - Taxes Levied/Assessed	\$0.00	\$15,198.20	\$657.91	\$1,953.86	\$30,850.45	\$6,089.64	\$62,728.96
01110 -	\$23,881.13	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$23,881.13
01115 - Carline Taxes	\$44.94	\$0.00	\$0.00	\$0.00	\$142.81	\$0.00	\$187.75
01120 - Public Power District	\$0.00	(\$5.05)	\$0.00	\$4,269.27	\$27.18	\$0.00	\$4,291.40
03130 - Homestead	\$0.00	\$0.00	\$170.97	\$170.97	\$170.69	\$170.69	\$683.32
03131 - Property Tax Credit	\$0.00	(\$51.47)	\$607.49	\$196.72	\$2,939.46	(\$52.33)	\$3,639.87
03132 - Personal Property Tax	\$0.00	\$0.00	\$0.00	(\$1.51)	\$0.00	\$0.00	(\$10.10)
03134 - Public Service	\$0.00	\$0.00	\$51.73	\$0.00	\$0.00	\$0.00	\$51.73
03180 - Pro-Rate Motor Vehicle	\$0.00	\$2,704.27	\$0.00	\$66.19	\$16.00	\$0.00	\$2,815.70
Sub Total	\$23,926.07	\$17,845.95	\$1,488.10	\$6,655.50	\$34,146.59	\$6,208.00	\$98,269.76
Grand Total	\$23,926.07	\$17,845.95	\$1,488.10	\$6,655.50	\$34,146.59	\$1,851.75	\$23,988.51

MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
OF STERLING PUBLIC SCHOOLS, DISTRICT #33
Monday, June 17, 2019

A regular meeting of the Board of Education of Sterling Public Schools was convened in open and public session on Monday, June 17, 2019, 7:06 PM at Sterling Public Schools. The roll was called and the following Board members were present or absent:

A. Call Meeting to Order

B. Recognize Nebraska Open Meetings Law

C. Publication of Meeting Notice of the meeting was given in advance by posting in accordance with the Board approved method for giving notice of meetings. Notice of this meeting was given in advance to all members of the Board of Education. The agenda was posted in accordance to board policy. All proceedings of the Board of Education, except as may be hereinafter noted, were taken while the convened meeting was open to the attendance of the public.

D. Roll Call: Present: Harms, Horstman, McAuliffe, Vollman, Wirthele. Absent: Karr

E. Pledge of Allegiance

F. Approval of agenda. No changes to the agenda.

G. Public Comment

H. Teacher Report--Mr. Harrington & Mr. Heusman--Coach Evaluation Process & Extra Duty Assignments for the 2019-2020 School Year. Karr arrived at 7:12 PM.

I. Board Committee Reports. Wirthele reported on the NASB Law Conference that she attended.

J. Administration Reports were shared.

K. Consent Agenda

Minutes from the 5-20-19 Meeting

Fund Balances: General, Depreciation, Employee Benefit, Activity, School Nutrition, Bond, Special Building, QCPUF

May Check Listing

Hirings: None

Resignations: None

Move to approve the consent agenda as presented Passed with a motion by Stan Karr and a second by Mark Horstman. Year: 5, Nay: 0, Abstain (With Conflict): 1 Wirthele

L. Action Items

L.1. Commendations

Move to approve the commendations as presented Passed with a motion by Rick Vollman and a second by Cheri Wirthele. Yea: 6, Nay: 0

L.2. Second Reading & Approval of Board Policies

Move to approve on second reading board policies 1060, 3230, 3232, & 8346. Passed with a motion by Mark Horstman and a second by Cheri Wirthele. Yea: 6, Nay: 0

L.3. Review & Make Changes as Needed to Board Policy 5008 Attendance

Move to approve board policy 5008 - Attendance with changes made Passed with a motion by Stan Karr and a second by Rick Vollman. Yea: 6, Nay: 0

L.4. Annual Review & Update of Board Policy 5054 Bullying Prevention Policy

Move to approve Board Policy 5054 Bullying Prevention Policy Passed with a motion by Mark Horstman and a second by Stan Karr. Yea: 6, Nay: 0

L.5. Discuss and Approve 2018-2019 Multicultural Report

Move to approve the 2018-2019 Multicultural Report as presented Passed with a motion by Mark Horstman and a second by Rick Vollman. Yea: 6, Nay: 0

L.6. Discuss and Approve the OT/PT Services for Students

Move to approve the OT/PT Services to be provided by the Johnson County Hospital starting in August 2019 Passed with a motion by Stan Karr and a second by Mark Horstman. Yea: 6, Nay: 0

L.7. Review & Approval of 2019-2020 Preschool, Elementary, JH/HS, Classified and Certified Handbooks

Move to approve the 2019-2020 Handbooks for Preschool, Elementary, JH/HS, Classified and Certified Passed with a motion by Mark Horstman and a second by Stan Karr. Yea: 6, Nay: 0

L.8. Review and Set Lunch Prices for 2019-2020 School Year

Move to approve the meal prices for the 2019-2020 school year at the following amounts:

PK-6 Lunch \$2.70, \$.40 for reduced.

7-12 Lunch \$2.95, \$.40 for reduced.

PK-6 breakfast \$1.80, \$.30 for reduced.

7-12 breakfast \$2.25, \$.30 for reduced.

Adult lunch \$3.70

Milk \$.50

Passed with a motion by Kevin McAuliffe and a second by Cheri Wirthele. Yea: 6, Nay: 0

1.. L.9. Superintendent's 2019-2020 Salary & Evaluation

Motion, via negotiations committee, for a salary of \$114,850 for Dottie Heusman for the 2019-2020 school year and to accept the evaluation as presented. Passed with a motion by Cheri Wirthele and a second by Stan Karr. Yea: 6, Nay: 0

2.. L.10. Set Substitute Teacher Pay for the 2019-2020 School Year

Motion to increase daily sub pay to \$120. Days 1-19 in same sub position will be paid \$120.

Days 20 + in the same sub position will be paid \$135. Passed with a motion by Stan Karr and a second by Mark Horstman. Yea: 6, Nay: 0

3.. L.11. Purchasing of Technology Equipment

Motion to purchase the MacBooks and iPads as presented. Passed with a motion by Rick Vollman and a second by Kevin McAuliffe. Yea: 6, Nay: 0

4.. L.12. Approval of Replacing a Heat Pump in the HS Building

Motion to spend no more than \$18,835 for the proposed repair services for the 3 classrooms.

Passed with a motion by Stan Karr and a second by Mark Horstman. Yea: 5, Nay: 1 (Harms)

M. Discussion Items:

M.1. First Reading of Board Policies

2017--Indemnification & Liability Insurance

3016--Smoking

3028--Sex Offenders 3046-

-Animals at School 3050--

Technology

3051--Opioid Overdose

3053--Nondiscrimination

4048--Assessment Administration & Security

5001.1--Admission of Students

5017--Routine Directory
5035--Student Discipline
5063--Audio & Video Recording
3000--Facility Use Application

M.2. Review Classified Staff Salary Ranges

M.3. Upcoming Events Thursday, June 20 @ 7:00 p.m. Special Meeting for purposes of presenting
Community Engagement Information

Monday, July 15 @ 6:50- Student Fees Policy Meeting, @ 6:55- Parent Involvement & Title I Policy Review &
@ 7:00- Regular Meeting

August Date for Budget Workshop--Regular Meeting is August 19

N. Adjourn The meeting was duly adjourned @ 9:58 p.m.

MINUTES OF THE WORK SESSION OF THE BOARD OF EDUCATION
OF STERLING PUBLIC SCHOOLS, DISTRICT #33
Thursday, June 20, 2019

A work session of the Board of Education of Sterling Public Schools was convened in open and public session on Thursday, June 20, 2019, 7:00 PM at Sterling Public Schools. The roll was called and the following Board members were present or absent:

- A. Call Meeting to Order
- B. Recognize Nebraska Open Meetings Law
- C. Publication of Meeting

Notice of the meeting was given in advance by posting in accordance with the Board approved method for giving notice of meetings. Notice of this meeting was given in advance to all members of the Board of Education. The agenda was posted in accordance to board policy. All proceedings of the Board of Education, except as may be hereinafter noted, were taken while the convened meeting was open to the attendance of the public.

D. Roll Call

Present: Mark Horstman, Stan Karr, Rick Vollman, Cheri Wirthele, **Absent:** John Harms, Kevin McAuliffe.

E. Pledge of Allegiance

F. Approval of agenda.

Harms arrived at 7:06 p.m.

G. Discussion Items

G.1. [Community Engagement - Needs Analysis Presentation](#)

H. Adjourn

The meeting was duly adjourned @ 8:54 p.m.

Check Listing Report

Accounting Cycle: FY18-19; Begin Date: 06/14/2019; End Date: 07/11/2019; Created On: 7/11/2019 3:06:09

Check Date	Check Number	Payee	Amount
06/21/2019	28871	BC/BS of Nebraska	\$697.39
06/25/2019	28872	Internal Revenue Service	\$626.51
06/27/2019	28873	MISSOULA CHILDREN'S THEATRE	\$500.00
06/28/2019	28874	CORPORATE PAYMENT SYSTEMS Supplies	\$2,306.40
07/09/2019	28875	Amazon Capital Services Supplies	\$848.63
07/09/2019	28876	Brent Heusman Maintenance Supplies	\$39.02
07/09/2019	28877	Brian Helmberger Reimbursement Shop Saw Warranty	\$40.00
07/09/2019	28878	Buss Pest Control	\$131.67
07/09/2019	28879	CAPITAL BUSINESS SYSTEMS, INC Copy Machines	\$1,016.10
07/09/2019	28880	CenterPoint Energy Services Retail, LLC	\$170.58
07/09/2019	28881	CORNHUSKER INTERNATIONAL TRUCKS, INC. Activity Bus	\$4,715.40
07/09/2019	28882	Crete News Printed envelopes	\$115.80
07/09/2019	28883	EBBERS, JASON Inspections	\$500.00
07/09/2019	28884	ESU #4 Sped, Registrations, Supplies	\$26,977.45
07/09/2019	28885	ESU #5 Registrations	\$360.00
07/09/2019	28886	ESU #6 Tech Services	\$59.92
07/09/2019	28887	ESU Coordinating Council World book & Movie License	\$445.05
07/09/2019	28888	General Fire & Safety Inspections	\$133.50
07/09/2019	28889	Harrington, Scott Reimbursement for a fee	\$75.00
07/09/2019	28890	Hart Floors, Inc Gym Floor refinished	\$4,995.00
07/09/2019	28891	HOLIDAY INN Kearney B. Heusman	\$102.95
07/09/2019	28892	JET STOP INC. Fuel & Gas	\$469.70
07/09/2019	28894	Kharisa Saathoff Pre-Tax Reimbursement	\$1,491.62

07/09/2019	28895	KSB SCHOOL LAW Policy Service & Legal Advice	\$860.00
07/09/2019	28896	KUDU LAWN CARE supplies	\$105.00
07/09/2019	28897	Nebraska Association Of Scbd Reg. Fee	\$20.00
07/09/2019	28898	Nebraska Council School Admin Heusman Dues	\$635.00
07/09/2019	28899	Nebraska Public Power District	\$2,939.52
07/09/2019	28901	ONE SOURCE Background Check	\$25.00
07/09/2019	28902	PYRAMID SCHOOL PRODUCTS Teacher Supplies	\$656.45
07/09/2019	28903	RAETZ, STAN Supplies	\$206.45
07/09/2019	28904	Recycling Enterprises	\$60.00
07/09/2019	28905	School Specialty Abilitations Supplies	\$143.54
07/09/2019	28906	Shanahan M & E Service	\$625.00
07/09/2019	28907	SOCS Website	\$1,975.00
07/09/2019	28908	Staples Teacher Supplies	\$275.03
07/09/2019	28909	Teaching Strategies, LLC Preschool Assmt. Licenses	\$418.25
07/09/2019	28910	Tristan Dirks Reimbursement	\$14.00
07/09/2019	28911	True Value Hardware Paint	\$45.48
07/09/2019	28912	Village Of Sterling	\$172.00
07/09/2019	28913	WASTE CONNECTIONS OF NEBRASKA	\$400.00
07/09/2019	28914	Water Engineering Inc.	\$135.00
07/09/2019	28915	Waymire Well Drilling, Inc. Repairs	\$7.55
07/09/2019	28916	WINDSTREAM COMMUNICATIONS, INC	\$397.94
07/09/2019	28917	Wirthele, Cheri Fuel Reimbursement	\$30.00
07/09/2019	28918	Wusk Power Equipment & Repair	\$113.23
07/09/2019	28919	ZAGER, ANNA Supplies purchased	\$45.48
07/11/2019	28920	Nebraska Safety Center Bus Driver Training Phillips	\$200.00
07/11/2019	28921	PANKO Repairs Bus	\$387.00

07/11/2019	28922	Dottie Heusman Cell Phone	\$50.00
07/11/2019	28923	Harrington, Scott cell phone	\$50.00
Sub Total			\$57,809.61

PM

CLASSIFIED STAFF
RANGES

POSITION	RANGE
District Bookkeeper	\$16.00 - \$25.00
District Secretary	\$10.50 - \$16.00
Head Cook	\$12.50 - \$17.00
Cook	\$10.50 - \$15.00
Maintenance	\$13.00 - \$18.00
Outside Maintenance	\$11.00 - \$15.00
Custodian	\$13.00 - \$17.00
Para-Professional	\$10.50 - \$15.00

Bus Driver/Activity Driver	Set amount
Regular Route	\$37.00 per route
Special Education Van	
Route	\$14.00 per hour
Activity Route	\$12.75 per hour
Maintenance & Cleaning	\$11.00 per hour

Substitutes	\$120.00 per day
Same Position 1-19 days	\$120.00 per day
Same Position 20 days +	\$135.00 per day
In-House Sub	\$120 - \$140

Reviewed by the BOE July 2019

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.

A. Definitions.

- 1.** "Students" means students, their parents, guardians or other legal representatives.
- 2.** "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.
- 3.** "Post-secondary education costs" means tuition and other fees associated with obtaining credit from a post-secondary educational institution.

B. Listing of Fees Charged by this District.

1. 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.

2. 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.

3. 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. Students who wish to supply their own personal or consumable items may do so, as long as those items comply with the requirements of the district. 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.

4. 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 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.

5. Technological Devices

The district will provide students with the technological devices necessary to complete all basic curricular projects. To the extent that a student is not required by the district's curriculum to utilize a device off district property, the district may charge students a convenience fee to take the device off district property. The maximum dollar amount of this convenience fee charged by the district will be \$50 per year.

As with all school property, students may be charged for damage to such devices. To protect against such potential losses, students and parents may, but are not required, purchase insurance coverage for the devices.

Additionally, the district may allow students to purchase technological devices by arranging for the students to purchase these devices through a single, or series of, payments.

6. 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 extracurricular events
- Student participation fee \$ 0
Required of all students who participate in athletics and/or other extracurricular activities
- Future Business Leaders of America \$ 25
- National Honor Society \$ 0
- SKILLS \$100
- Flag Corps Students must purchase uniforms and shoes selected by the sponsor and/or student group. The maximum dollar amount charged by the school district for these items will be \$ 150.00

- Football Students must provide their own football shoes, and undergarments.

- Track, Volleyball, & Basketball Students must provide their own shoes and undergarments

- Future Farmers of America Students must purchase their own jackets and pay dues of \$ 25

7. 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 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.

8. 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.

9. 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 (black and white)/\$.25 (color) per page for reproduction of student records.

10. Participation in Summer School or Night School.

The district will 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 \$ 200.00.

The Driver's Education Fee shall be \$250.00.

11. 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 program is as follows:

Breakfast Program – PreK-6 Regular Price \$1.80, Reduced Price \$.30

Breakfast Program – Grades 7-12 Regular Price \$2.25, Reduced Price \$.30

Lunch Program – PreK-6 Regular Price \$2.70, Reduced Price \$.30

Lunch Program – 7-12 Regular Price \$2.95, Reduced Price \$.40

Students choosing to have seconds of a main entrée will be charged additional costs.

Students who wish to be considered for waiver of a particular fee must submit a completed fee waiver application to their building principal.

D. Distribution of Policy.

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

E. 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.

F. 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.

G. 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 as 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.

Adopted on: 7-17-17

Revised on: 7-16-18, 7-15-19

Reviewed on:

InstructionParental/Community Involvement in Schools

Johnson County School District 49-0033, a/k/a Sterling Public Schools, after having conducted a public hearing concerning parental involvement and participation, declares that it shall be the policy of the District:

1. In the event any parent has a complaint or objection to textbooks, tests, curriculum materials, and any other instructional materials, the parent may request a personal conference with the parent and appropriate school personnel to discuss such concerns as the superintendent or designee may deem appropriate. The Superintendent or designee shall prepare a complaint form which may be used by a parent to express objections to any such instructional material. Such complaint forms shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent.
2. Upon reasonable advance request a parent will be permitted to attend and monitor courses, assemblies, counseling sessions, and other instructional activities unless the school determines that such attendance would substantially interfere with a legitimate school interest, which includes the interests of the parent's child, other students, and the educational staff.
3. Parents are encouraged to communicate to school staff when the parent believes it to be appropriate for their child to be excused from testing, classroom instruction, and other school experiences that the parent finds objectionable. The Superintendent or designee shall make a provision on the complaint form hereinabove referenced for receiving information from a parent concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the parent's objection and a proposed solution for dealing with the objection that would be satisfactory to the parent and consistent with the mission of the District and legitimate school interests.
4. Upon request of a parent, the District will provide access to the education records of their child consistent with applicable law. Access will be provided during regular business hours of the school.
5. The District will notify parents when their child may be subjected to a standard norm referenced or criterion referenced test or standard tests such as but not limited to the Northwest Evaluation Association's Measurement of Academic Progress (M.A.P.) Test. When reasonable to do so or required by law the parents will be notified of where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent or guardian of such student shall be prohibited unless a parent requests in writing that such tests be

administered to their child.

6. Prior to any school sponsored survey being administered to the students of the District, it shall be the responsibility of the Superintendent or designee to notify the parent or parents of each student involved in the survey of the nature of the survey, the date and time when such survey shall be administered, and the purpose for which and the uses of which survey exist from the school's perspective.
7. As a general matter substantive decision-making processes will be left to the judgment to the professional staff, administration and the Board of Education, subject to an effort to receive information from parents as to any concerns, objections, or other information such parents would wish to provide to the school district concerning a parent's access, involvement, and participation in activities of the school.

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

Date of Adoption: August 17, 2015
Reviewed: July 16, 2018, July 15, 2109

InstructionTitle I Parental Involvement Policy

This Title I Parental Involvement Policy is established in compliance with the No Child Left Behind Act of 2001. Sterling Public Schools has a parental involvement policy applicable to parents of all children. The parental involvement policy applicable to parents of all children is not replaced by this Title I Parental Involvement Policy and shall continue to be applicable to all parents, including parents participating in Title I programs.

It is the policy of Sterling Public Schools to implement programs, activities, and procedures for the involvement of parents in Title I programs consistent with the Title I laws. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Expectations for Parental Involvement

It is the expectation of Sterling Public Schools that parents of participating children will have opportunities available for parental involvement in the programs, activities, and procedures of the District's Title I program. The term "parental involvement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—(A) that parents play an integral role in assisting their child's learning; (B) that parents are encouraged to be actively involved in their child's education at school; (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and (D) the carrying out of other activities, such as those described in this parental involvement policy. The District intends to meet this expectation through the following activities:

- A. Involving parents in the joint development of the District's Title I plan and the processes of school review and school improvement.
- B. Providing coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
- C. Building the schools' and parents' capacity for strong parental involvement.
- D. Coordinating and integrating parental involvement strategies under Title I with parental involvement strategies under other programs.
- E. Conducting, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under the Title I program, including identifying barriers to greater participation by parents in Title I programs, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, and use the findings of such evaluation to design strategies

for more effective parental involvement, and to revise, if necessary, the parental involvement policies of the District.

- F. Involving parents in the activities of the schools served under Title I.

Policy Involvement

Each school served under the Title I program shall:

- A. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under the Title I program and to explain the requirements of the Title I program.
- B. Offer a flexible number of meetings, such as meetings in the morning or evening. If sufficient funds are provided for this purpose, the District may assist parental involvement in such meetings by offering transportation, child care, or home visits.
- C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs.
- D. Provide parents of participating children—(1) timely information about programs under Title I, (2) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and (3) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- E. If the District operates a school-wide program under Title I and such plan is not satisfactory to the parents of participating children, submit any parental comments on the plan when the school makes the plan available to the District.

Shared Responsibilities for High Student Academic Achievement

As a component of the District's parental involvement policy, each school served under the Title I program shall jointly develop with parents for all children served under the Title I program a school-parent compact that outlines how parents, the entire 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. Such compact shall—(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—(A) parent-teacher conferences in elementary schools, at least annually, during which the compact

shall be discussed as the compact relates to the individual child's achievement; (B) frequent reports to parents on their children's progress; and (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the District, parents, and the community to improve student academic achievement, each school participating in the Title I program and the District—(1) shall provide assistance to participating parents, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators to improve the achievement of their children; (2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; (3) shall educate teachers, student service personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teacher Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; (7) may provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training; (8) may pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; (9) may train parents to enhance the involvement of other parents; (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; (11) may adopt and implement model approaches to improving parental involvement; (12) may establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and (14) shall provide such other reasonable support for parental involvement activities under Title I as parents may request.

Accessibility

In carrying out the parental involvement activities for this Title I Parental Involvement policy, the District shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Title I in a format and, to the extent practicable, in a language such parents understand.

Use, Distribution, and Updating of this Policy

This Title I Parental Involvement Policy shall be incorporated into the District's Title I plan, shall be distributed to parents of participating children, shall be made available to the local community, and shall be updated periodically to meet the changing needs of the parents and the school.

Legal Authorities: No Child Left Behind Act of 2001, sections 1118 and 9201(32);
20 U.S.C. §§6318 and 7801(32)

Date of Adoption: 8-18-14
Date of Review: 7-16-18, 7-15-19



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

<p><u>STATE LEGISLATIVE ADVOCACY</u> NRCSA is active in representing rural public schools in the Unicameral. The Executive Director is the main spokesperson for NRCSA, but is also represented by the lobbying firm of Nowka and Edwards. NRCSA's Legislative Committee includes 23 Superintendents from member schools and helps to direct the legislative efforts of the organization. NRCSA is also represented in the "Nebraskans United for Property Tax Reform and Education" and the "Education Association Coalition", both of whom serve as coalitions that work to speak on behalf of public education interests.</p>	<p><u>RURAL ADVOCACY</u> NRCSA is the only organization that speaks solely on behalf of public rural schools in the State of Nebraska.</p>	<p><u>NATIONAL ADVOCACY</u> NRCSA is a member of the National Rural Education Advocacy Consortium (NREAC), which represents the interests of rural public schools in national forums where education issues are decided.</p>
<p><u>PLANNING WORKSHOPS</u> The NRCSA Planning Support Service is an elective service that assists districts in planning and goal-setting. The service is conducted by veteran Superintendents whose professional lives were involved in rural education in Nebraska.</p>	<p><u>SUPERINTENDENT SEARCHES</u> NRCSA's Superintendent Search Service is conducted by veteran Superintendents whose professional lives were involved in rural education in Nebraska. The service is available to all Nebraska school districts, with member districts paying a lower rate than non-member districts. A professional cost effective proposal and fee structure is available upon request.</p>	<p><u>LEGISLATIVE FORUM</u> During each legislative session NRCSA offers a forum for Board members and administrators. The forum provides the opportunity to hear from Senators as to what is happening in the Unicameral, as well as to provide input to Senators. The forum is held in Lincoln.</p>
<p><u>COMMUNICATIONS</u> NRCSA provides regular updates from the Executive Director to member schools. A more in-depth update is provided to all members just prior to monthly Board of Education meetings. The NRCSA webpage is www.nrdsa.net. NRCSA also has a social media presence on Twitter (@NRCSA1980) and on Facebook (www.facebook.com/nrcsahome).</p>	<p><u>SPRING CONFERENCE</u> NRCSA offers an annual conference in Kearney in March. The conference targets issues and interests of rural schools. An opportunity is created to network with other rural school districts and to interact directly with policymakers and NRCSA leaders.</p>	<p><u>GARY FISHER FINE ARTS SCHOLARSHIPS</u> NRCSA awards two \$1,000 scholarships to high school seniors from NRCSA-member schools who are entering college with the plan to major in a fine arts field.</p>
<p><u>DISTRICT MEETINGS</u> Each fall NRCSA conducts a meeting in each of the six membership districts. These meetings provide an opportunity for rural schools to connect with NRCSA leadership on a face-to-face basis.</p>	<p><u>US BANK ONE CARD PROGRAM</u> NRCSA has partnered with US Bank to provide this unique purchase card program for school districts. Individual school districts decide which staff members receive purchase cards. The district has control over where purchases can be made and for what amounts. This can be especially helpful when sending sponsors out with student groups.</p>	<p><u>NRCSA AWARDS</u> NRCSA annually recognizes individuals who are outstanding at serving member districts. At the Spring Conference each year NRCSA recognizes an Outstanding Elementary Teacher, Secondary Teacher, ESU Staff Member, Music Teacher, Principal, Board of Education Member, and Superintendent/ESU Administrator.</p>
<p><u>NRCSA EXECUTIVE BOARD</u> The 10-member Executive Board provides leadership and direction for the organization. Each of the six NRCSA districts is represented by at least one Superintendent from a district within the district.</p>	<p><u>NRCSA SCHOLARSHIPS</u> NRCSA annually awards 14 \$1,000 scholarships to high school seniors from NRCSA-member schools who are entering college with the goal of becoming school teachers.</p>	<p><u>GLOBAL TELETHERAPY</u> Global Teletherapy is a partner with NRCSA that provides elective services such as Speech, Behavioral, and Occupational Therapies. Global provides services that are sometimes difficult to fill.</p>
<p><u>NEBRASKANS UNITED</u> NRCSA is a strong member of this group which includes most education and Ag-related organizations in the State. The purpose is to work to provide property tax relief, as well as to protect and promote funding to public education.</p>	<p><u>ADMINISTRATOR FOREIGN TRAVEL</u> NRCSA will help sponsor administrators from member schools who take part in selected foreign educational tours. This fall NRCSA will help sponsor administrators who participate in the America-Israel Friendship League's Superintendent tour of Israel.</p>	<p><u>LEADERSHIP OPPORTUNITIES</u> Each year there are over 50 leadership positions on the Executive Committee or other NRCSA committees that provide opportunities for member Superintendents.</p>
<p><u>EDUCATION ASSOCIATIONS COALITION</u> NRCSA is an active member of this group that is comprised of all of the major education associations in the state. The purpose of the group is to work together on legislative issues facing public education.</p>	<p><u>NATIONAL RURAL EDUCATION ASSOCIATION</u> NRCSA is a strong member of the NREA. The NREA provides leadership on issues facing rural education on the national level. Dr. Jon Habben, former NRCSA Executive Director of NRCSA, will serve as the President of NREA in the coming year.</p>	<p><u>TEACHER CERTIFICATION/TEACHER RECRUITMENT</u> NRCSA is working with representatives from Wayne State College and Peru State College on issues affecting both teacher certification and recruitment.</p>

2002 Organization of the Board

1. Membership, Term and Election

- a. The Board of Education shall be comprised of six members who will be elected at large.
- b. Those who wish to serve on the board shall file, be elected, and serve terms of office on the board according to law.

2. Internal Organization and Officers

a. President

- i. At the regular January meeting, the board shall elect from among its members a president who shall serve in that capacity for one year.
- ii. The president shall preside at all board meetings, and shall perform such other duties as may be prescribed by law or by action of the board.

b. Vice President

- i. At the regular January meeting, the board shall elect from among its members a vice president who shall serve in that capacity for one year.
- ii. The vice president shall preside in the absence of the president, and shall perform such other duties as are assigned by the board.

c. Secretary

- i. At the regular January meeting, the board shall elect a secretary who need not be a member of the board. The secretary shall serve in that capacity for one year. If the secretary is a member of the board, an assistant secretary may be named and his or her duties and compensation set by the board.
- ii. The secretary shall see that an accurate record of the proceedings of the board is kept, that a copy of the

proceedings is provided to each board member and to the superintendent, and that a concise summary of each month's meeting is published along with a list of all approved claims. The secretary shall perform such other duties as are prescribed by law and assigned by the board.

d. Treasurer

- i. A treasurer from the board will be designated on a year-to-year basis.
- ii. The treasurer will sign checks and certain other documents. The treasurer is the custodian of the monies of the district.
- iii. The treasurer shall give bond or equivalent insurance coverage payable to the district as prescribed by law with the cost of the bond being paid by the district.
- iv. The treasurer shall issue no warrant of payment of claim against the district until such claim has been duly authorized by the board and has been duly countersigned by the president.
- v. The vice president or secretary may sign any warrant in the absence of either the president or the treasurer.

3. Board Officer Voting and Tie Breakers

- a. The vote to elect board officers may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.
- b. In the event any officer cannot be elected by a majority after 10 votes; no votes occur after ten motions fail for lack of a "second,"; or no member volunteers to serve as an officer for a particular position, the tie will be broken by the applicable method:
 - i. If the board is split between two members, the officer will be determined by coin flip. The winning member will be the officer for the upcoming year unless the position changes by action of the board.

- i. If the board is split between more than two members who wish to serve as the officer, any member wanting to serve as the officer will put his or her name into a drawing. The name drawn out will be the officer for the upcoming year unless the position changes by action of the board.
- ii. If no member is willing to serve as an officer for a position which is required to be a member of the board, all non-officers' names will be put into a drawing. The name drawn out will be the officer for the upcoming year unless the position changes by action of the board.

4. Committees

- a. The board shall authorize such special committees as it deems necessary. The board president shall appoint members to the committee, and designate its function, tasks it is to perform, and a completion date for its work.
- b. On or before the beginning of each calendar year, the board shall appoint three members to form a Committee on American Civics. The committee's duties shall be those prescribed by Nebraska statutes, which include:
 - i. Hold no fewer than two public meetings annually, at least one when public testimony is accepted;
 - ii. Keep minutes of each meeting showing the time and place of the meeting, which members were present or absent, and the substance and details of all matters discussed;
 - iii. Examine and ensure that the social studies curriculum used in the district is aligned with the social studies standards adopted pursuant to section 79-760.01 and teaches foundational knowledge in civics, history, economics, financial literacy, and geography;
 - iv. Review and approve the social studies curriculum to ensure that it stresses the services of the men and women who played a crucial role in the achievement of national independence, establishment of our constitutional government, and preservation of the union and includes the incorporation of multicultural education as set forth in sections 79-719 to 79-723 in order to instill a pride and respect for the nation's institutions and not be merely a recital of events and dates;
 - v. Ensure that any curriculum recommended or approved by the committee on American civics is made readily

- accessible to the public and contains a reference to this section;
- vi. Ensure that the district develops and utilizes formative, interim, and summative assessments to measure student mastery of the social studies standards adopted pursuant to section 79-760.01;
 - vii. Ensure that the social studies curriculum in the district incorporates one or more of the following for each student:
 - 1. Administration of a written test that is identical to the entire civics portion of the naturalization test used by United States Citizenship and Immigration Services prior to the completion of eighth grade and again prior to the completion of twelfth grade with the individual score from each test for each student made available to a parent or guardian of such student; or
 - 2. Attendance or participation between the commencement of eighth grade and completion of twelfth grade in a meeting of a public body as defined by section 84-1409 followed by the completion of a project or paper in which each student demonstrates or discusses the personal learning experience of such student related to such attendance or participation; or
 - 3. Completion of a project or paper and a class presentation between the commencement of eighth grade and the completion of twelfth grade on a person or persons or an event commemorated by a holiday listed in section 79-724(6) or on a topic related to such person or persons or event; and
 - viii. Take all such other steps as will assure the carrying out of the provisions of this section and provide a report to the school board regarding the committee's findings and recommendations.

5. Vacancies

- a. A vacancy on the board of education shall exist when any one of the following occurs:
 - i. A member submits his or her formal resignation from the board.

- ii. A member removes himself or herself from the district or is absent from the district for a continuous period of sixty days.
 - iii. A member misses more than two consecutive regular board meetings unless excused by a majority of the remaining members.
 - iv. Such other reasons as are set forth in Nebraska statutes.
- b. The board shall make note the vacancy in its minutes and shall give notice of the date the vacancy occurred, the office vacated, and the length of the unexpired term to (1) the election commissioner or county clerk, and (2) the public by published notice in a newspaper of general circulation in the district.
 - c. Vacancies shall be filled in the manner set forth in Nebraska statutes.

Adopted on: 6-15-15

Revised on: 6-18-18, 7-15-19

Reviewed on: 6-17-18

2006 Complaint Procedure

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to board members, patrons, students and school staff, unless the staff member is subject to a different grievance procedure pursuant to policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems. When such efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth below.

A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.

Complaint and Appeal Process.

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.
 - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
 - b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
 - c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
 - d) Complaints involving discrimination or harassment on the basis of race, color, national origin, gender, marital status,

disability, or age may also be submitted, at any time during the complaint procedure to the School District's Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.

3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:
 - a) Determine whether the complainant has discussed the matter with the staff member involved.
 - 1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in his or her sole discretion, determine whether the complaint should be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Interview the complainant to determine:
 - 1) All relevant details of the complaint;
 - 2) All witnesses and documents which the complainant believes support the complaint;
 - 3) The action or solution which the complainant seeks.
 - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the administrator or Title IX/504 coordinator received the complaint.

4. If either the complainant or the accused party is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint he or she may appeal the decision to the superintendent.
 - a) This appeal must be in writing.
 - b) This appeal must be received by the superintendent no later than ten (10) business days from the date the administrator or Title IX/504 coordinator communicated his/her decision to the complainant.
 - c) The superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
 - d) Upon completion of this investigation, the superintendent will inform the complainant in writing of his or her decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 days after the superintendent received complainant's written appeal.

5. If either the complainant or the accused party is not satisfied with the superintendent's decision regarding a complaint he or she may appeal the decision to the board.
 - a) This appeal must be in writing.
 - b) This appeal must be received by the board president no later than ten (10) business days from the date the superintendent communicated his/her decision to the complainant.
 - c) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
 - d) The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 days after it received complainant's written appeal.
 - e) There is no appeal from a decision of the board.

6. When a formal complaint about the superintendent of schools has been filed with the president of the board, the president shall promptly and thoroughly investigate the complaint, and shall:
 - a) Determine whether the complainant has discussed the matter with the superintendent.
 - 1) If the complainant has not, the board president will urge the complainant to discuss the matter directly with the superintendent, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.
 - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the president received the complaint.

No Retaliation. The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Special Rules Regarding Educational Services and Related Services to Students with Disabilities. Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504 team.

Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's

Director of Special Education. The Director of Special Education will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the Nebraska Department of Education.

Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district's refusal to do so.

Bad Faith or Serial Filings. The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Individuals who file complaints (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (c) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.

Adopted on: 10-15-14

Revised on: 6-15-15, 8-17-15, 6-18-18, 7-15-19

Reviewed on: 6-17-19

2014
Relationship with District Legal Counsel

The board will engage legal counsel to assist it and the administration in dealing with legal issues. When the district faces circumstances in which legal counsel may be needed between board meetings, the board president or superintendent may engage legal counsel on the board's behalf.

The superintendent and the board president shall have the authority to contact the school's legal counsel on behalf of the district. The superintendent may give other members of the administration permission to contact the district's legal counsel on an as-needed basis. Individual board members other than the president may not contact the district's legal counsel on behalf of the board without the approval of the board president or a majority of the board.

Any board member who contacts the district's legal counsel without board approval may be personally responsible for any legal fees incurred as a result of the unapproved contact.

The superintendent will, to the extent permitted by law, keep the board informed of matters in which the district's legal counsel is involved.

Adopted on: 7-15-19

Revised on: _____

Reviewed on: _____

3003.1
Bidding for Construction, Remodeling, Repair, or Related Projects
Financed with Federal Funds

I. Applicability of the Policy

This policy applies only to construction and contracts undertaken with federal funds which are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department and General Administration Regulations (EDGAR) and the United States Department of Agriculture (USDA) regulations governing school food service programs. In the event this policy conflicts or is otherwise inconsistent with mandatory provisions of the UGG, EDGAR or other applicable federal law, the mandatory provisions of the laws shall control.

The District will also comply with the requirements of the public lettings laws (NEB. REV. STAT. §§ 73-101 through 73-106) when the contemplated expenditure for the complete project exceeds \$100,000, the Political Subdivisions Construction Alternatives Act (NEB. REV. STAT. §§ 13-2901 through 13-2914), energy financing contracts (NEB. REV. STAT. §§ 66-1062 through 66-1066), other applicable state laws, and the board's general policy on Bidding for Construction and Related Projects. In the event of a conflict between state and federal law, the more stringent requirement shall apply.

II. All projects undertaken pursuant to this policy will be subject to the following bond requirements

- A. A bid guarantee from each bidder equivalent to five percent of the bid price. The "bid guarantee" must consist of a firm commitment such as a bid bond, certified check, or other negotiable instrument accompanying a bid as assurance that the bidder will, upon acceptance of the bid, execute such contractual documents as may be required within the time specified.**
- B. A performance bond on the part of the contractor for 100 percent of the contract price. A "performance bond" is one executed in connection with a contract to secure fulfillment of all the contractor's obligations under such contract.**
- C. A payment bond on the part of the contractor for 100 percent of the contract price. A "payment bond" is one**

executed in connection with a contract to assure payment as required by law of all persons supplying labor and material in the execution of the work provided for in the contract.

III. Construction Projects with an Anticipated Cost of Under \$250,000

A. Methods of Bidding/Soliciting Quotations or Estimates

The type of procedures required depends on the anticipated cost of the project.

1. Construction with an Anticipated Cost of up to \$10,000 (Micro-Purchases)

Micro-purchase means a purchase of supplies or services using simplified acquisition procedures, the annual aggregate amount of which does not exceed \$10,000. Micro-purchases may be made or awarded without soliciting competitive quotations, to the extent district staff determine that the cost of the purchase is reasonable. For purposes of this policy "reasonable" means the purchase is comparable to market prices for the geographic area.

To the extent practicable, the District distributes micro-purchases equitably among qualified suppliers. The District will follow its standard policy on purchasing.

2. Construction with an Anticipated Cost of between \$10,000 and \$250,000 (Small Purchase Procedures)

For construction projects subject to this policy, small purchases are purchases that, in the aggregate amount, is more than \$10,000 and less than \$250,000 annually. For small purchases, price or rate quotes shall be obtained in advance from a reasonable number of qualified sources as detailed in the district's standard policies on purchasing and on bid letting and contracts.

B. Construction Projects with an estimated cost of between \$100,000 and \$249,999 will be made pursuant to the District's Policy on Bid Letting and Contracts.

Pursuant to Nebraska law, construction projects which have an

anticipated aggregate cost of \$100,000 or more are subject to state public lettings laws (NEB. REV. STAT. §§ 73-101 through 73-106). The board will follow its standard policy on bid letting and contracts for construction projects financed with federal funds which have an anticipated aggregate cost of between \$100,000 and \$250,000.

IV. Construction Projects with an Anticipated Cost Over \$250,000

A. Sealed Bids: All constructions projects subject to this policy with an anticipated cost of \$250,000 or more will be publicly solicited using the sealed bid method

1. Bids must be solicited from an adequate number of known suppliers, providing them sufficient response time prior to the date set for opening the bids, for state, local, and tribal governments, the invitation for bids must be publically advertised;
2. The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;
3. Sealed bids will be publically opened in a place and at the specific time stated in the bid solicitation. Bidders shall be notified of the opening and invited to be present.
4. The contract will be awarded to the lowest responsive and responsible bidder.
 - a) Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest.
 - b) Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of.
 - c) Any or all bids may be rejected if there is a sound documented reason.
5. The board shall have discretion in determining which bidders are responsible and responsive and shall award the contract to the lowest, responsible, and responsive bidder whose bid meets the bid specifications. This means that the board will select the bid that offers the best value and award a contract

based upon the amount of the bid and the bidder's ability and capacity to carry on the work, its equipment and facilities, honesty, integrity, skills, business judgment, experience, equipment, facilities, financial stability, past performance, and other relevant factors.

6. The board will generally complete its review of bids and select a vendor within 30 days of bid submission.

B. Advertising for Bids.

1. The superintendent or designee will arrange to advertise for bids by publishing notice in any newspaper of general circulation within the school district at least 7 calendar days prior to the date on which bids are due.

2. Nothing shall prevent the superintendent or designee from advertising in additional media outlets or for a longer period of time.

C. Bid Documents

1. The bid documents shall identify the day upon which the bids shall be returned, received, or opened and shall identify the hour at which the bids will close or be received or opened.

2. The bid documents shall also provide that such bids shall be opened simultaneously in the presence of the bidders or their representatives.

3. Bids received after the date and time specified in the bid documents shall be returned to the bidder unopened.

4. If bids are being opened on more than one contract, the board, in its discretion, may award each contract as the bids are opened.

5. Sealed bids will be opened in a place and at the specific time stated in the bid solicitation. Bidders shall be notified of the opening and invited to be present.

6. Bids will be reviewed by the Superintendent and/or designee and submitted to the board for approval.

7. The board shall have discretion in determining which bidders are responsible and responsive and shall award the contract to the lowest, responsible, and responsive bidder whose bid meets the bid specifications. This means that the board will select the bid that offers the best value and award a contract based upon the amount of the bid and the bidder's ability and capacity to carry on the work, its equipment and facilities, honesty, integrity, skills, business judgment, experience, equipment, facilities, financial stability, past performance, and other relevant factors.

8. The board will generally complete its review of bids and select a vendor within 30 days of bid submission.

D. The terms of any construction project undertaken pursuant to this policy will be memorialized in a written contract which has been reviewed by the district's legal counsel and approved by the board.

V. Other Contract Matters.

A. Required Terms

The non-Federal entity's contracts must contain the applicable provisions required by section 200.326 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards.

B. Contracting with Certain Vendors

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible consistent with state law.

To the maximum extent practicable, the school food program shall purchase domestic commodities or products produced in US or processed in US substantially using agricultural commodities produced in US.

C. Full and Open Competition

The district's procurement transactions will be conducted in a manner providing full and open competition consistent with 2 C.F.R §200.319.

D. Debarment and Suspension

The District awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

The District may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over \$25,000 the District verifies that the vendor with whom the District intends to do business with is not excluded or disqualified. 2 C.F.R. Part 200, Appendix II(1) and 2 C.F.R. §§ 180.220 and 180.300.

The District will verify debarment or suspension by revising the excluded parties list on SAM.gov, collecting a certification through the bidding process, and/or by including a debarment and suspension provision in the bid and contract documents. The Superintendent or his/her designee shall be responsible for such verification.

E. Settlements of Issues Arising Out of Contract

The District alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the District of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

F. Record Keeping

1. Record Retention

- a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and results. 34

C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.

- b) The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records regarding construction projects for a minimum of five (5) years after the sale or demolition of the building. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.333.
 - c) Records will be destroyed in compliance with Schedule 10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.
2. Maintenance of Construction Records for Projects Financed with Federal Funds
- a) The District must maintain records sufficient to detail the history of all construction projects financed with federal funds. These records will include, but are not necessarily limited to the following: rationale for the method of construction, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.
 - b) Retention of construction records shall be in accordance with applicable law and Board policy.

VI. Conflict of Interest and Code of Conduct

A. Board and staff member conflicts of interest are governed by the district’s conflict of interest policies.

B. Contracts covered by this policy are subject to the following additional provisions.

1. Employees, officers, and agents engaged in the selection, award, and/or administration of district contracts which are prohibited from engaging in such actions if a real or apparent conflict of interest is present.
2. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.
3. The board may determine at its discretion that a financial interest is not substantial enough to give rise to a conflict of interest.

C. Favors and Gifts

The officers, employees, and agents of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, with the limited exception of unsolicited items of nominal value.

D. Enforcement

Disciplinary Actions will be applied for violations of such standards by officers, employees, or agents of the District at the board’s discretion.

Adopted on: 7-10-17
Revised on: 9-5-18, 7-15-19
Reviewed on: _____

Threat Assessment and Response

[Option 1: 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.

1. 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 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.

2. Threat Assessment Team

The threat assessment team (team) shall consist of _____ . **[Note to be deleted: This team should include at least the superintendent of schools, building principal(s), guidance counselor and local law enforcement. It also could include the school nurse, members of the mental health profession who would be willing to work with the school. It should not include parents or board members. Members of the school crisis team may also serve on the threat assessment team.]** 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.

3. 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.

4. 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.

5. 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.

[Option 2: Superintendent as Primary Investigator and Decision-Maker]

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

1. 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 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.

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2. 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 the superintendent. Upon receipt of an initial report of any threat, the superintendent will take steps to verify the information, make an initial assessment, and document any decision involving further action. This investigation may include 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 superintendent determines to be reasonable and useful. The superintendent must confer with at least one member of the school's guidance counseling staff as part of his/her investigation.

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

3. Communication with the Public about Reported Threats

To the extent possible, the superintendent will keep members of the school community informed about possible threats and about the District's response to those threats. This communication may include oral announcements, written communication sent home with students, and communication through print or broadcast media. However, the superintendent will not reveal the identity of the individual of concern or of any target(s) of threatened violence unless permitted by law.

4. Coordination with the Crisis Team After Resolution of Threat

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

Adopted on: 7-15-19

Revised on: _____

Reviewed on: _____

3052
Leasing Personal Property

I. Leases of Personal Property by the District

A. Applicability of this policy.

Leases of personal property using any federal funds, whether those funds are derived directly from the federal government (e.g. award of a federal grant) or are derived by pass-through awards from the Nebraska Department of Education (e.g. special education funds, school lunch funds, Title I funds) are subject to the policy on Purchasing and Procurement with Federal Funds, which is found elsewhere in this section.

This policy applies to all other leases of personal property made by the school district other than construction, remodeling, repair and site improvements.

B. General Leasing Policy

1. The school district's budget shall be the guide for all leases of personal property. Any leases of personal property must be approved by the board or superintendent.
2. The board intends to lease competitively, whenever possible, without prejudice and to seek maximum educational value for every dollar expended.
3. The leasing of equipment and other goods shall be centralized in the administration office under the supervision of the superintendent of schools, who shall be responsible for developing and administering the leasing program of the school district.
4. Leases of personal property or commitments of district funds that are not authorized by this policy will be the responsibility of the person making the commitment.
5. No board member, employee, volunteer, parent-teacher organization, or other individual or entity may use a school district account, its tax identification number, or its tax exemption to make personal leases of any kind or for any reason.

C. Leasing Procedures

1. School personnel must secure the approval of the board or superintendent before entering into a lease for personal property.
2. For lease of more than \$_____, the district will secure written quotes and/or estimates from a reasonable number of vendors. The district will lease from a responsible vendor with the lowest price unless the board approves the lease from the more expensive vendor.

D. Relations with Vendors

1. The board wishes to maintain good working relations with vendors who lease equipment, goods, and other personal property to the school system. The school shall not extend favoritism to any vendors. Each lease shall be entered into on the basis of quality, price and delivery, with past experiences being a factor if all other considerations are equal.
2. No lease shall be made that violates any conflict of interest policy or law.
3. The board believes in patronizing local businesses. Consequently, when proposals are judged to be equal in terms of quality, price, and/or service, the lease will be awarded to the firm that is located within the district. However, the board will not sacrifice either quality or economy to patronize local businesses.

II. Lease of District-Owned Personal Property to Others

A. Personal Property Valued at No More Than \$_____

If the Superintendent determines that any personal property that is owned by the school district and has a fair market value of no more than \$_____ is not needed for school district use, the Superintendent may enter into a lease agreement for a period no longer than the period of time during which such property is not needed for school purposes and in no event longer than _____ days. The Superintendent is authorized to determine the terms and conditions of the lease of this district-owned

personal property, provided however that Superintendent will avoid leasing such personal property at a rate that is significantly lower than the fair market value for comparable rentals of similar personal property. At Superintendent's discretion, Superintendent may require lessors of this district-owned personal property to furnish property and liability insurance covering lessors use of such property.

B. Personal Property Valued in Excess of \$ _____

If the board of education determines that any personal property that is owned by the school district and has a fair market value of at least \$ _____ is not needed for school district use, the board may lease such property, or portion thereof, upon such terms and conditions as it determines.

Adopted on: 1-19-15

Revised on: 7-15-19

Reviewed on: _____

4052
Job References to Prospective Employers

All requests for employment-related references or employment history by prospective employers of current or former employees must be referred to a member of the administrative team. The administrator will either provide a reference in compliance with this policy or will forward the request to the superintendent.

If the school district is subject to a written separation agreement regarding a particular employee, the terms of that agreement will govern the district's response to requests for information, regardless of any written consent provided to the school district.

If the school district is not bound by a separation agreement and receives a legally enforceable written consent to release information, the district may provide the information authorized by that document. The school district may provide additional truthful information to prospective employers of current and former employees in accordance with this policy.

Employees Suspected of Sexual Misconduct Against a Minor or Student

Apart from the routine transmission of administrative and personnel files or unless otherwise permitted by law, the district and any employee, contractor, or agent of the school district is prohibited from providing any employee any assistance in obtaining a new job if the school district or the individual acting for the school district has probable cause to believe said employee has engaged in sexual misconduct with a student or minor in violation of the law.

Adopted on: 7-15-19

Revised on: _____

Reviewed on: _____

Policy 5016 – Student Records

Students

Student Records

The school district shall manage student records and reports as is necessary for effective administration and in compliance with law. In general "student records" shall not include transitory communications such as e-mail, text messages, handwritten communication between school and home, and the like, and these items will not generally be maintained by the district.

[OPTION 1] For purposes of the district's compliance with state and federal law, the district "maintains" only those student records which are reduced to paper or physical format and placed within a student's file in the district's central offices or in the file pertaining to the student's special education or Section 504 services. Records which can be printed in paper form must be printed in order to be "maintained." Other records such as video recordings, which constitute student records, must be reduced to a physical medium in order to be "maintained." For example, a video must be put on a compact disk or other compatible hardware and placed within the student's file to be "maintained."

[OPTION 2] For purposes of the district's compliance with state and federal law, the district "maintains" student records which are printed and kept in the student's physical file or which school district staff have intentionally saved within the official school district digital student information system that specifically identifies the student for whom those records are maintained. The school district may also use learning management systems, which deliver and manage instructional content. The school district maintains student records within its student information system but not in its learning management system. The official school district student information system is _____ **[INSERT YOUR SYSTEM, E.G. POWERSCHOOL, INFINITE CAMPUS, ETC.]**

[OPTION 3] For purposes of the district's compliance with state and federal law, the district "maintains" as "student records" all records, files, and documents which are located in any format and within any storage unit of the district, whether in hard copy, digital, or otherwise.

Each building principal will assign responsibilities for the preparation and maintenance of records and will ensure compliance with the applicable federal and

state laws, regulations, and record retention schedules regarding their storage and use in the building. No "student record" or record required to be retained by the Nebraska Secretary of State's Record Retention Schedules applicable to the district will be destroyed unless it is first saved in a retrievable, digital format. This includes only records required to be kept by the applicable Retention Schedules and "student records" as defined by state and federal law, and this policy does not prohibit the district from following its record expungement procedures for all other records.

Students or their parents, guardians, teachers, counselors, or school administrators shall have access to the school's files or records maintained concerning themselves or their students. For purposes of this policy, "teachers" include paraeducators and volunteers who are providing educational services to a student on behalf of the School District. "School officials" include attorneys; members of law enforcement acting on behalf of the school district; representatives of insurance providers that provide coverage to the school district; and third-party website operators who have contracted with the school district or its agent to offer online programs for the benefit of students and the district. All disciplinary material shall be removed and destroyed upon the pupil's graduation or after the pupil's continuous absence from the school for a period of three years, and after authorization is given by the State Records Board pursuant to state law. Upon request, the school district will disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.

Outside agencies such as physicians, probation officers, psychologists, child guidance clinics, and other agencies concerned with child welfare who are working directly with a child may have access to information pertaining to that child with written parental consent or upon issuance of a valid court order.

The school district shall share student data, records, and information with school districts, educational service units, learning communities, and the State Department of Education to the fullest extent practicable unless otherwise prohibited by law. This includes sharing information with the Department of Education necessary to comply with the requirement of state law that all third-year high school students take a college entrance exam. Any redisclosure of information related to the administration of this exam shall be governed by the agreement between the Nebraska Department of Education and the third-party testing company.

Each year, the school district will notify parents and guardians of their rights under this policy and the Family Educational Rights and Privacy Act.

Confidentiality of Student Records.

Student files and other education records shall not be released or divulged except in compliance with state and federal law.

School officials may have access to only those education records in which they have a legitimate educational interest, unless the parent has given written and dated consent for the access. A school official who violates this restriction shall be subject to disciplinary action up to and including termination.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility and effectively provide the function or service for which they are responsible.

A school official for purposes of access to education records is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

To the extent permitted by law, contractors, consultants and volunteers may be permitted to have access to education records where they are performing a function or service that would otherwise be done by a school employee. Their access is limited to education records in which they have a legitimate educational interest; which means records needed to effectively provide the function or service for which they are responsible.

Student and Parent Access to Student Records.

A parent or guardian of a student or former student, and a student or former student who is eighteen (18) years of age or older, shall be given the opportunity upon request to inspect and review the education records of the student or former student. Non-

custodial parents will be provided full and equal access to the education records of his or her child unless there is a court order to the contrary.

Maintenance and Destruction.

Student files or records shall be so maintained so as to separate academic and disciplinary matters. All disciplinary material in a student's file shall be removed and destroyed after the student's continuous absence from the school for a period of three (3) years.

Amendment of Student Records.

Parents and eligible students (a student who has reached 18 years of age or is attending an institution of postsecondary education) have the right to challenge any information contained in the records that they believe is inaccurate, misleading or violates the privacy rights of the student. Such a challenge may be made by making a written request to the Principal to amend the records. If a decision is made not to amend the education records in accordance with the request, the Principal shall so inform the parents of the student and the Superintendent. The parent shall be advised of the right to a hearing.

If a hearing is requested, the Superintendent shall conduct a hearing (or delegate the role to another school official who does not have a direct interest in the outcome of the hearing) and provide the parent or eligible student a full and fair opportunity to present evidence relevant to the issues raised in conformance with applicable law.

Date of Adoption: 1-20-14
Reviewed on: 6-20-16
Revised on: 7-18-16, 7-15-19

5022
**Investigations, Arrests, and Other Student Contact by Law
Enforcement and Health and Human Services**

[NOTE TO BE DELETED BEFORE ADOPTION: This policy describes the manner that the school will handle investigations and arrests by law enforcement officers. This is one you will need to review in detail with your board. We have attempted to capture what we believe to be the most common practice in Nebraska schools. However, there are several legal options for dealing with your interaction with law enforcement. Because they are so varied, we recommend reviewing this policy, then discussing it with a KSB Attorney how it squares with your practices. If the policy doesn't reflect your practices, we can work with you to modify the policy to fit the legal requirements and your district's practices.]

The school district and its administrators and staff desire to maintain a positive working relationship with law enforcement officers and other representatives of governmental bodies in the discharge of their duties. However, this desire must be balanced against other equally important factors such as a student's legal rights, ensuring that a student's time spent in school is for education, and acknowledging that the school stands *in loco parentis* to the students.

"Law enforcement officer" means police officers, county sheriffs, state patrolmen, Health and Human Service workers, Child Protective Services workers, Office of Juvenile Services workers, probation officers, U.S. Immigration and Customs Enforcement (ICE) agents, Federal Bureau of Investigations agents, or any other government investigatory workers.

"Parent" means the biological or adoptive mother or father, guardian, responsible relative, or any other person who has claimed legal or actual charge or control of the student pursuant to Nebraska law or Title 92 Nebraska Administrative Code Chapter 19.

Law enforcement officers are encouraged whenever possible to talk to a student away from the school before or after school hours so as to cause as little disruption as possible to the student's education.

Law enforcement officers may be called to the school at the request of school administration, or they may initiate contact with the school for their own purposes. Contact between the school and law enforcement officers on matters involving students shall be made through the office of the

superintendent or building principal and the law enforcement officer. All reasonable attempts should be made to avoid embarrassing the student before his or her teachers and peers, and to avoid disrupting the student's and school's education program. Any questioning by law enforcement officers that is permitted should be conducted in a private room or area where confidentiality can be maintained. This should be an area removed from observation by or contact with other pupils and school personnel.

School staff shall promptly notify the superintendent when a student is questioned, arrested, or removed from school grounds by law enforcement officers.

School Related Criminal Activity

This section applies to alleged or suspected criminal activity that occurs on school grounds; in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee; or at a school-sponsored activity or athletic event.

Law enforcement officers will be allowed to contact and question students at school regarding school related criminal activity as provided below.

The building principal must be notified before a student may be questioned in school or taken from a classroom by law enforcement. The building principal should request identification of the officers, their affiliation with the identified law enforcement agency, and whether their purpose is to interview, interrogate, or take custody of the student.

The building principal will make reasonable attempts to contact a student's parent for their consent and/or presence before the student is interviewed. In the event that a parent cannot be contacted after reasonable attempts, the student will be questioned only if the law enforcement officer identifies emergency circumstances requiring immediate questioning. A building principal or designee shall be present for such questioning solely to further school purposes or avoid duplication of the investigative process. The student will be brought to a private room and the contact will be made out of sight of others as much as practicable.

If the student is suspected of criminal activity, it is the responsibility of the law enforcement officer to advise a student of his or her rights against self-incrimination.

The building principal shall document steps taken to notify parents, summarize the law enforcement activities, identify the actions taken by the District on behalf of the student, and any further contacts with law enforcement officer.

Non-School Related Criminal Activity

[OPTION 1] Law enforcement officials may not question students at school unless parental consent is obtained or the law enforcement authorities have a warrant or court order.

[OPTION 2] Law enforcement officials may not question students at school.

Taking a Student into Custody

Law enforcement officers seeking custody of a student must contact the superintendent or building principal. The principal will request the arresting law enforcement officer to provide a copy of the arrest warrant, written parental consent, court order, or other document giving authority to take the student into legal custody. If there is no document presented, the principal should obtain the officer's name, badge number identifying the law enforcement agency, date, time, the reason for the arrest, and the place to which the student is reportedly being taken. Whenever practicable, the arrest or release of the student should be conducted in a location and in a manner that minimizes observation by others.

When a law enforcement officer removes a student from the school, the building principal will take immediate steps to notify the parent about the student's removal and the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse.

Child Abuse and Neglect

When law enforcement officers seek to investigate reports of alleged child neglect or abuse regarding a student, the building principal shall obtain a proper identification from the authorities or officials. If a student interview is conducted on school grounds, the building principal or designee and such other school personnel as appropriate shall observe the interview.

If the law enforcement officer decides to remove the student from school, school officials shall provide the law enforcement authorities with the address and telephone number of the student's parent or guardian. The principal or other school official shall, as a condition of releasing the student to the law enforcement officer, require the officer to sign a statement certifying that the child is being removed from school premises because he or she is believed to be the victim of child abuse and that the officer understands and will comply with the legal requirements of NEB. REV. STAT. § 79-294.

Student Records

Student records will be shared with law enforcement officers only as allowed by state and federal law.

Adopted on: _____
Revised on: _____
Reviewed on: _____

I, _____, as a representative of the following agency: _____, am removing this child _____, from Sterling Public Schools on this date _____ at _____ am or pm.

The reason for this removal is because the child listed above is believed to be the victim of child abuse.

By signing this form, I understand and will comply with the legal requirements of NEB. REV. STAT. § 79-294.

Signature:

Date:

9330
Parliamentary Procedure

When an issue in question is not covered by current policy and bylaws, the school board will use Robert's Rules of order as a guide to govern the board during parliamentary procedure.

Adopted on: 6-15-15

Revised on:

Reviewed on:



Board of Education NASB Board Self-Assessment - Narrative Based on NASB Board Governance Standards

Purpose of Self-Evaluation:

- Ensures accountability in the same manner boards hold employees accountable
- Facilitates open communication among board members
- Improves decision-making by enhancing understanding of goals and philosophies
- Improves the professionalism of the board and its meetings
- Fosters a clear understanding of the board's responsibilities and those of the superintendent
- Allows new board members the opportunity to better understand board work and their colleagues
- Assists in identifying personal strengths and weaknesses as well as those of the board as a whole
- Provides a starting point for effective and productive goal-setting and long-range planning

Role of the Board:

The role of the board is to set goals, develop policy, communicate and evaluate, all with a focus on student achievement and best interests of all students in the district. In addition, the board must ensure the school district is responsive to the values, beliefs, and priorities of the community. The following five areas are key to achieving success as a board.

➤ **Vision**

Of all the roles and responsibilities of governing boards, none is more central to the purpose of local school governance than ensuring that a long-term vision is established for the school district. The vision reflects the consensus of the community, the board, and the district staff as to what students need in order to achieve their highest potential. The vision should set a direction for the school district, driving every aspect of the district.

➤ **Leadership**

The board is responsible for establishing and maintaining an organizational structure that supports the district's vision and empowers the staff. Although the board does not implement policies or programs, board members are responsible for:

- Hiring and evaluating the superintendent and setting policy for hiring other personnel;
- Overseeing the development, review, update of and adopting policy;
- Setting a direction for and adopting curriculum;
- Establishing budget priorities, adopting the budget and overseeing facility issues; and
- Providing direction for and accepting collective bargaining agreements.

Authority is granted to the board as a whole, not each member individually. Board members fulfill their responsibilities by working together as a governance team with the superintendent to make decisions that will best serve the students of the district.

➤ **Support**

The board through their behavior and actions; have a responsibility to support the superintendent and staff as they carry out the direction of the board. This involves:

- Acting with a professional demeanor that models the district's beliefs and vision;
- Making decisions and providing resources that support mutually agreed upon priorities and goals;
- Upholding district policies the board has approved;
- Ensuring a positive personnel climate exists; and
- Being knowledgeable regarding the vision of the district and the ability to articulate the vision/goals to the public.

➤ **Accountability**

The board is accountable to the public for the performance of the school district. The board monitors progress toward accomplishing the district's vision and communicates that progress to stakeholders. In order to ensure personnel, program, and fiscal accountability, boards are responsible to:

- Evaluate the superintendent and set policy for the evaluation of personnel;
- Develop, review, and update policy;
- Monitor student achievement and curriculum/instruction effectiveness and adopt curriculum changes as necessary;
- Monitor and adjust district finances.

➤ **Community**

Board members have a responsibility to involve the community in meaningful ways in setting a direction for the district and to communicate clear information about district policies, educational programs, fiscal condition, and progress on goals adopted to achieve the vision. As the only locally elected officials chosen solely to represent the interests of children, board members also have a responsibility to speak out on behalf of the children. Boards are advocates for education, the students, and the school district's educational programs. Board members build support for public education in the local community, and at the state, and national levels.

The assessment process sets an example for the district, communicates expectations, sets a professional standard, and should be carried out in a positive and objective manner.

- all board members should complete the board self-assessment and return to the board president to compile the results
- the board should conduct a work session / board retreat to discuss the self-assessment summary
- the board should develop goals to support the work of the board, address areas for improvement, and define a timeline to guide the process
- the board should adopt the goals and communicate with staff and community
- the board should include the goals in the annual board calendar to monitor and track progress of the identified goals

This Board Self-Assessment is based on the NASB Board Standards and is a narrative assessment. The rating scale is as follows:

Met
Progressing
Not Met

I. MISSION, VISION, AND GOALS

The Board annually reviews the district’s vision and mission statements, annually adopting board and district goals to support the mission.

Leads the development, articulation, and stewardship of a vision of learning that is shared and supported by schools and community.

	Met	Progressing	Not Met
a. The board engages the community in developing and sustaining the belief that all students can achieve and that improvement in student learning can be made.			
b. The board includes stakeholders and the community in the development and revisions of the district’s mission.			
c. The district’s vision reflects student learning and achievement expectations and needs of the community.			
d. The board and superintendent act as a team to communicate the vision and make it a reality.			
e. The board ensures that stakeholders have access to and understand the vision, goals, and mission of the district.			
f. The board and superintendent ensure there is a strategic plan to implement the vision.			
g. The strategic plan is focused on student learning and achievement and the community is engaged in planning processes.			
h. The board uses the vision to drive planning, decision-making and evaluation of the district operations and progress.			

Please provide comments to support ratings of Met, Progressing or Not Met for Standard I:

II. POLICY GOVERNANCE

The Board continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.

Adopts policies based on well-researched practices that emphasize a belief that all students can learn and that support continuous improvement of student learning and achievement.

	Met	Progressing	Not Met
a. The board governs through written policies that align with current laws and best practice research.			
b. The board focuses policy decisions on what is necessary to further the achievement for all students at the highest level.			
c. The board delegates through written policy authority to the superintendent to manage district operations and implement policy.			
d. The board policies hold staff and students to high behavioral standards.			
e. The board policies enable the superintendent and administrators to hire, evaluate, and retain qualified staff to meet the needs of the students.			
f. The board policies identify clear and consistent consequences for those who violate policies.			
g. The board continuously reviews, updates, and defines appropriate and meaningful policies.			
h. The board advocates for student learning and achievement issues among local, state, and federal policy makers.			
i. The board policies support regular evaluation of safety and security risks, plans, and actions.			

Please provide comments to support ratings of Met, Progressing or Not Met for Standard II:

III. COMMUNITY ENGAGEMENT

The Board establishes effective communications with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district’s image, build positive working relationships and sustain long-term partnerships that will serve education.

Articulates the convictions that all students can learn and the belief that student learning can improve.

	Met	Progressing	Not Met
a. The board plays a central role in fostering and guiding community dialogue around the vision of the school.			
b. The board broadly defines the community as the students, staff, parents, service organizations, business patrons, etc.			
c. The board communicates rationale for decisions to the community to reinforce its commitment to the vision.			
d. The board keeps the community informed about the financial needs of the school district.			

Ensures district information and decisions are communicated community wide.

	Met	Progressing	Not Met
a. The board ensures that proactive communications is the place to disseminate information and address issues in the schools and community.			
b. The board identifies and uses key communicator groups to provide input and disseminate district information and decisions in a timely fashion.			
c. The board communicates district performance to the public in timely communication and in a manner that is easy to understand.			

Solicits input from district and community stakeholders so that a diverse range of interests and perspectives on issues is considered.

	Met	Progressing	Not Met
a. The board seeks input from students, parents, community groups, service organizations, and local governing bodies on important matters.			
b. The board seeks meaningful input from staff and administration on changes needed to strengthen instructional programs.			
c. The board carefully considers community and staff input in its deliberations and decision-making.			

Ensures board and district transparency through a process that is open and accountable.

	Met	Progressing	Not Met
a. The public is well informed of the board’s roles and responsibilities.			
b. The board is directly accessible to the public.			
c. The board maintains visibility and is actively participatory in school and community affairs.			
d. The board ensures the district conducts business in a transparent and accountable manner.			
e. The board ensures district policy is easily accessible to staff and community.			

Collaborate with families and community members, responding to diverse interests and needs, and mobilizing community resources.

	Met	Progressing	Not Met
a. The board exhibits cultural, racial, and ethnic understanding and sensitivity.			
b. The board establishes partnerships to promote and expand educational opportunities for all students.			
c. The board fosters partnerships with community organizations in the use of facilities and sharing of services.			

Please provide comments to support ratings of Met, Progressing or Not Met for Standard III:

IV. ACCOUNTABILITY AND STUDENT ACHIEVEMENT

The Board continuously monitors the progress of district goals utilizing data to support growth and promote shared accountability for maximizing student achievement.

The board provides learning essentials, including rigorous curriculum, technology, and high quality facilities.

	Met	Progressing	Not Met
a. The board ensures that graduation requirements are established and align with the community's high expectations in support of the learning and achievement of students.			
b. The board policies and budget provide the necessary curriculum materials, supplemental tools, resources, and staff development to maximize student learning and achievement.			
c. The board adopts a curriculum adoption cycle and process for selecting curriculum to support learning and achievement.			
d. The board adopts policy to require rigorous evaluation of curriculum and supplemental materials on a regular basis to ensure the curriculum materials clearly align with state and district standards and are positively impacting student learning and achievement.			
e. The board ensures the use of integrated technology to support instruction, learning, and achievement.			
f. The board acknowledges and celebrates the success of staff members.			

Committed to continuous improvement in student learning and achievement at each school and throughout the district.

	Met	Progressing	Not Met
a. The regular communication from the board to staff and community reinforces the commitment to high levels of student learning and achievement for all students.			
b. The board reviews and monitors the progress of district goals.			
c. The board reviews the school improvement plan at least annually.			
d. The board publicly recognizes the efforts of individuals and schools that improve student learning and achievement.			

Measures student learning and academic progress and needs based upon valid and reliable assessments and data.

	Met	Progressing	Not Met
a. The board expects and models the effective use of data in monitoring student learning and achievement and district performance.			
b. The board reviews and understands the criteria, assessment tools, and methods to measure student learning and achievement and district performance.			
c. The board regularly reviews data, including disaggregated student learning and achievement data, to measure progress toward district goals.			
d. The board is engaged in the review of resources and strategies for addressing student learning and achievement gaps regularly evaluated and adjusted to maximize their effectiveness.			

Please provide comments to support ratings of Met, Progressing or Not Met for Standard IV:

V. ADVOCACY

The Board Advocates for children, public education, learning, and equity to support improved student achievement for all students.

Ensures non-negotiable goals for student learning and achievement are established and aligned to the needs of the district.

	Met	Progressing	Not Met
a. The board commits to creating the conditions, which foster a culture of collaboration around a shared purpose of improving student learning and achievement.			
b. The board fosters an environment of empowerment to promote a culture of continuous improvement and flexibility throughout the district.			
c. The board and superintendent agree on non-negotiable student learning and achievement goals, monitor and assess progress regularly.			
d. The board provides leadership on educational issues important to the community and advocates on behalf of students and the district.			

Please provide comments to support ratings of Met, Progressing or Not Met for Standard V:

VI. DISTRICT RESOURCES

The Board aligns and manages district resources in a responsible manner to meet goals and to promote growth of student achievement.

Ensures the management of the district budget, operations, and resources to support an efficient and effective learning environment for all students.

	Met	Progressing	Not Met
a. The board influences and mobilizes resources to ensure student learning and achievement			
b. The board provides funding to support the employment of quality administrators, teachers, and other staff and provides for professional development.			
c. The board through the negotiated agreement supports a high level of student learning and achievement.			
d. The board-adopted budget adequately addresses safety and security issues.			
e. The board ensures that all district facilities meet the learning needs of students and comply with current health, safety, security, and accessibility standards.			
f. The board ensures proper planning and review of short and long-term facilities plan for update, maintenance, and construction of district facilities.			

Adopts and monitors an annual budget that allocates resources based upon the district’s vision, goals, and priorities for student learning and achievement.

	Met	Progressing	Not Met
a. The board adopts a fiscally responsible annual budget that is aligned with the district’s vision, mission, and goals.			
b. The board regularly monitors the budget and fiscal well-being of the district.			

Please provide comments to support ratings of Met, Progressing or Not Met for Standard VI:

VII. BOARD OPERATIONS

The Board ensures meetings are effective, efficient, and orderly focused on policy and proper board governance and conduct.

Conducts board and district business in a fair, respectful, and responsible manner.

	Met	Progressing	Not Met
a. The board conducts its meetings in a businesslike manner.			
b. The board meeting agendas and minutes provide meaningful details regarding the business of the board in a way that the public can understand the issues and the decisions made.			
c. The board ensures time spent on each agenda item is appropriate in terms of the item's importance and impact on student learning and achievement.			
d. The board uses methods to study and gain a deeper understanding of district issues (e.g., work sessions, board training, committees)			

Ensures the board is accountable and open to the public including seeking divergent perspectives in its decision-making process.

	Met	Progressing	Not Met
a. The board understands and complies with the Nebraska Open Meetings Law.			
b. The board encourages the public to attend board meetings and informal opportunities in order that the public may discuss issues and district performance.			
c. The board follows a defined process for gathering input from the community, staff, and other stakeholders prior to making critical decisions.			
d. The board carries out annual evaluations of its own performance and sets goals for growth and improvement.			

Please provide comments to support ratings of Met, Progressing or Not Met for Standard VII:

VIII. Board-Superintendent Relations

The Board and Superintendent establish and sustain a professional and collaborative working relationship to support and advocate for growth and student achievement.

Respects and advocates mutual understanding of the roles and responsibilities of the board members and superintendent.

	Met	Progressing	Not Met
a. The board recognizes the superintendent as an integral part of the governance team and models collaboration and commitment to a shared purpose.			
b. The board delegates through written policy authority for the superintendent to manage district operations according to policy.			
c. The board honors the roles and responsibilities of the superintendent and all staff.			
d. The board thoughtfully considers recommendations of the superintendent and staff prior to making decisions.			
e. The board works with the superintendent to achieve mutual trust and commitment to each other through teamwork and clear communication.			

Evaluates the superintendent on clear and defined expectations.

	Met	Progressing	Not Met
a. The board evaluates the superintendent through an established policy and process.			
b. The board provides an effective and efficient job description to support the work of the superintendent.			
c. The board holds the superintendent accountable to district strategic planning and/or goals defined to grow and improve student learning and achievement.			

Please provide comments to support ratings of Met, Progressing or Not Met for Standard VIII:

IX. PROFESSIONAL DEVELOPMENT

The Board and Superintendent participate in continuous and appropriate training and professional development to build shared knowledge and values.

Work as an effective and collaborative leadership team.

	Met	Progressing	Not Met
a. The board builds influence by learning from others and striving to continuously improve its expertise, knowledge base, skills, reputation, credibility, character, and effort.			
b. The board as a team pursues professional development activities to improve their knowledge and governance skills.			
c. The board follows an established process for referring citizens with questions, concerns, comments, or feedback to the appropriate personnel and superintendent.			
d. The board and superintendent share responsibility for the orientation of new board members and work together to form a new inclusive team.			

Please provide comments to support ratings of Met, Progressing or Not Met for Standard IX:

Phase I: Identify the strengths of the board

- ✓ *Each board member should create their own list. In a round-robin fashion each member will share their list one item at a time and the board chair and/or facilitator will compile a list for the group to view.*

Phase II: Identify areas of improvement for the board

- ✓ *Complete Phase II in the same fashion as Phase I*

Phase III: Identify performance goals the board would consider as priorities in the next year

- ✓ *Complete Phase III in the same fashion as Phase I and II*
- ✓ *Review the compiled list for comparable issues and combine the items with the approval of the board*
- ✓ *Once a list has been agreed upon, have each board member vote for their top three priorities*
- ✓ *Compile a final list of three priorities based on popular vote*
- ✓ *As a collective group, identify performance objectives (i.e., the objectives provide a means to measure achievement) required to accomplish the identified goal*

Note: It is important the board recognize the difference between district goals and goals set by the board to measure board governance/performance.

FOR YOUR RECORDS ONLY

SCHOOL DISTRICT CENSUS REPORT 2019

NDE 02-023
Revised 5/2019
Date Due: July 20

County-District Number: 49-0033-000	District Name: STERLING PUBLIC SCHOOLS	District City: STERLING	Class of District: 3
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This is the school district's official consolidated census report of children. Please refer to Section 79-528(1) of the Nebraska Revised Statutes for the state requirements in completing this form. The purpose of this form is to report the count of children age five through eighteen years by age, county and school district in which they reside on June 30. Please keep a copy for your files.

Age	2019 COUNTY NAMES AND NUMBERS					
	JOHNSON 49	OTOE 66		Johnson 2018	Otoe 2018	
Age 5	11	2		12	2	
Age 6	14	2		11	1	
Age 7	10	1		18	0	
Age 8	13	1		15	1	
Age 9	14	1		9	2	
Age 10	9	2		10	0	
Age 11	8	0		19	2	
Age 12	18	1		14	2	
Age 13	15	2		15	2	
Age 14	13	2		13	4	
Age 15	15	2		16	2	
Age 16	16	0		14	2	
Age 17	11	2		17	1	
Age 18	15	3		15	6	

This document is for district files. Do not submit hard copy to NDE.

Main Menu

Sterling High School

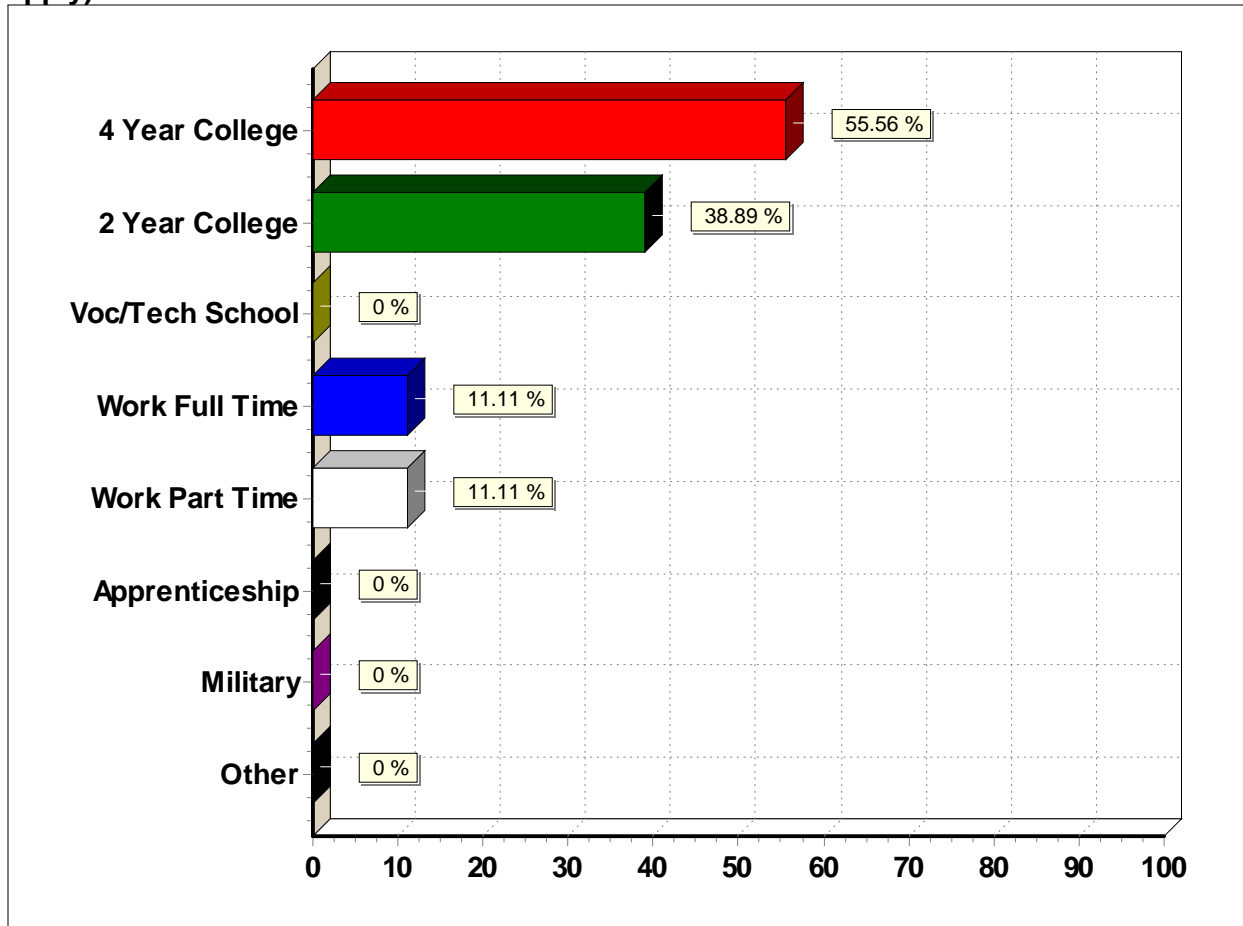


Senior Exit Survey Class of 2019

Prepared by:

LifeTrack Services, Inc.
1271 Port Drive, Clarkston, WA 99403
1-800-738-6466

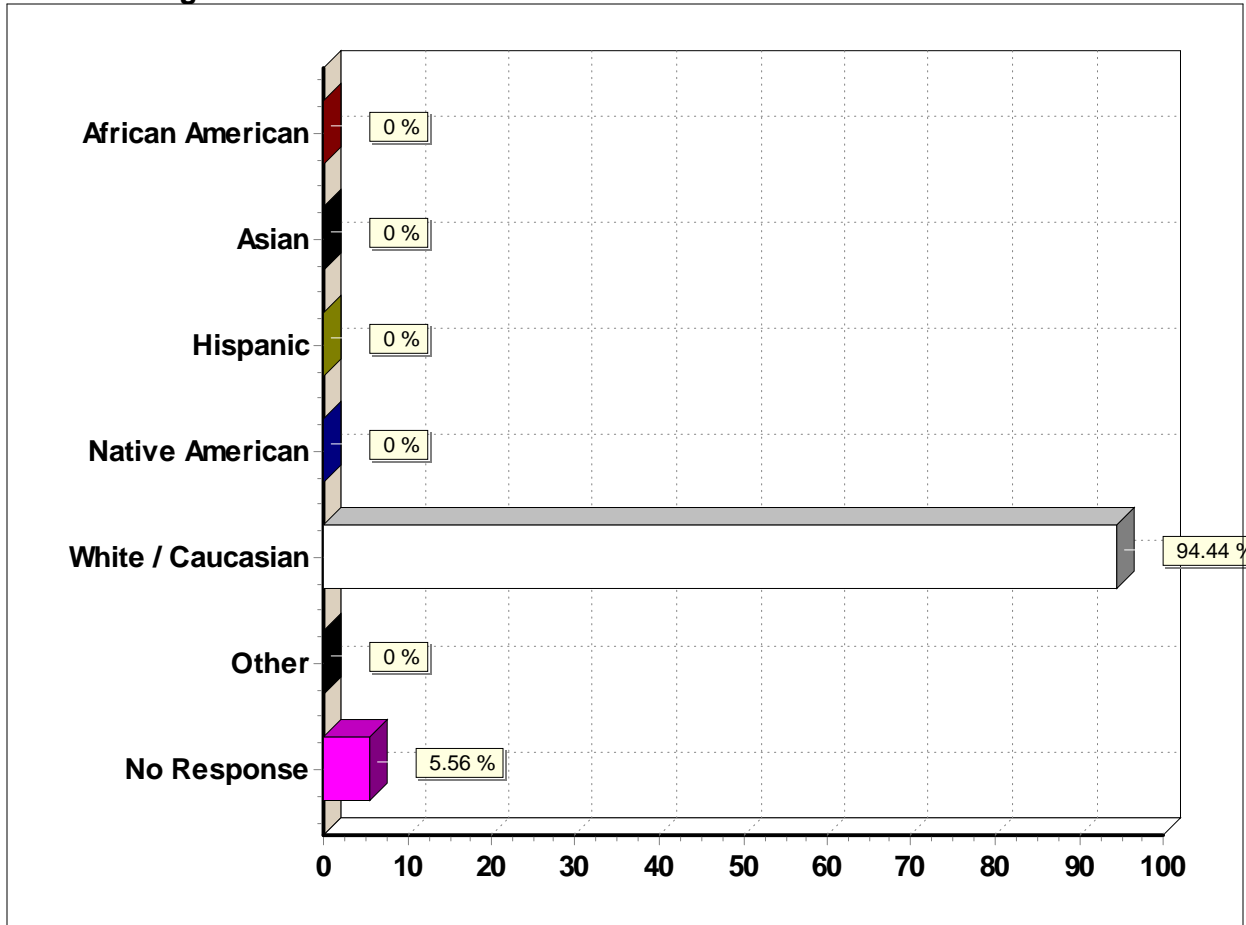
1. What area(s) do you plan to pursue immediately after high school? (Mark all that apply)



1. What area(s) do you plan to pursue immediately after high school? (Mark all that apply)

Response (n = 18)	Frequency	Percent
4 Year College	10	55.6%
2 Year College	7	38.9%
Voc/Tech School	0	0.0%
Work Full Time	2	11.1%
Work Part Time	2	11.1%
Apprenticeship	0	0.0%
Military	0	0.0%
Other	0	0.0%

2. Ethnic Origin:



2. Ethnic Origin:

Response (n = 18)	Frequency	Percent
African American	0	0.0%
Asian	0	0.0%
Hispanic	0	0.0%
Native American	0	0.0%
White / Caucasian	17	94.4%
Other	0	0.0%
No Response	1	5.6%

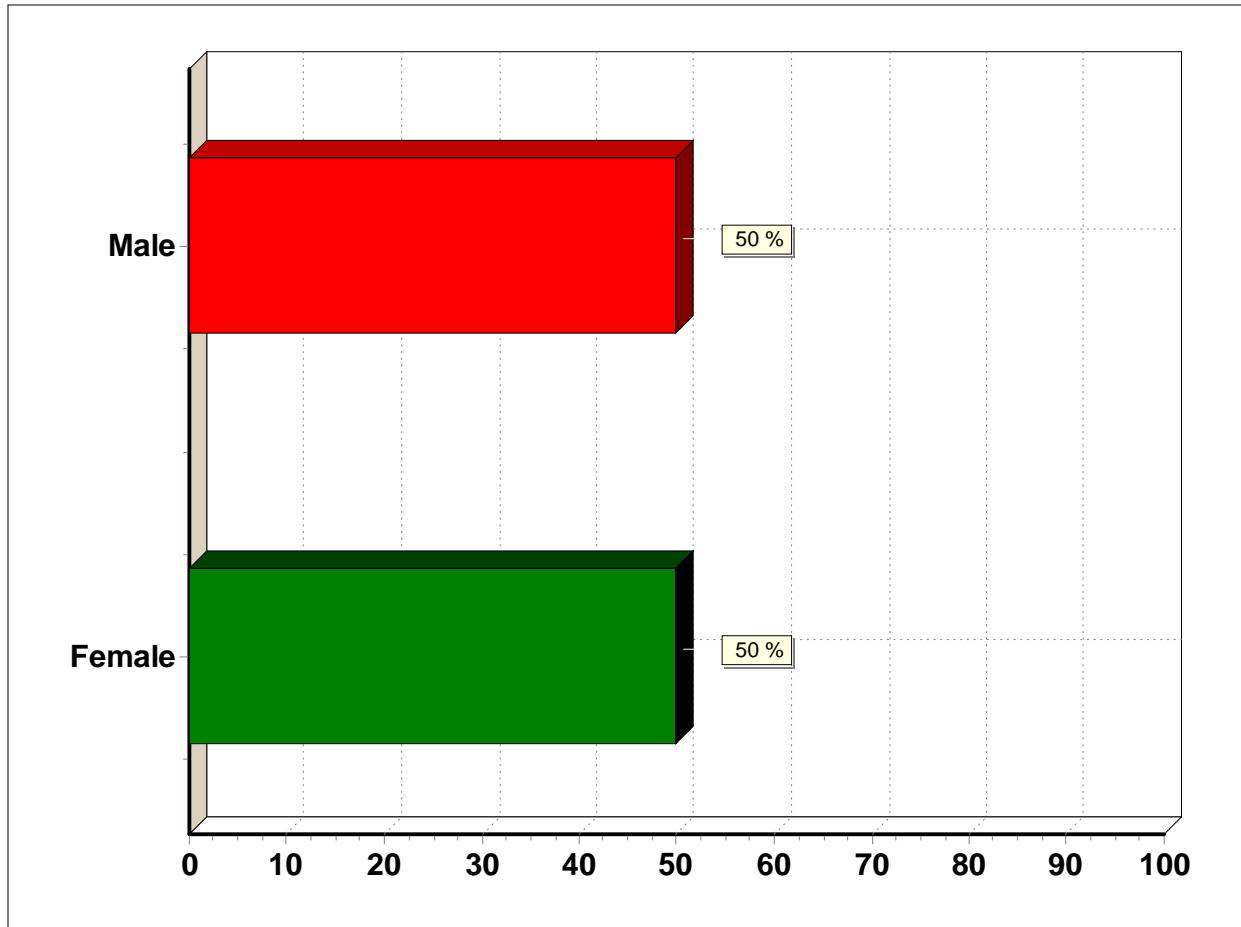
Data disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		2. Ethnic Origin:						
		African American	Asian	Hispanic	Native American	White / Caucasian	Other	Total (Row)
3. Gender:	Male	0 0.0%	0 0.0%	0 0.0%	0 0.0%	9 100.0%	0 0.0%	9 100.0%
	Female	0 0.0%	0 0.0%	0 0.0%	0 0.0%	8 100.0%	0 0.0%	8 100.0%
	Total (Column)	0 -	0 -	0 -	0 -	17 -	0 -	17 -
	Count (n)	17						

Frequency Row Percent		3. Gender:		
		Male	Female	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%
	Hispanic	0 0.0%	0 0.0%	0 0.0%
	Native American	0 0.0%	0 0.0%	0 0.0%
	White / Caucasian	9 52.9%	8 47.1%	17 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	9 -	8 -	17 -
	Count (n)	17		

"No Response" answers are not available for cross tabulations; therefore, percentages may vary between tables.

3. Gender:



3. Gender:

Response (n = 18)	Frequency	Percent
Male	9	50.0%
Female	9	50.0%

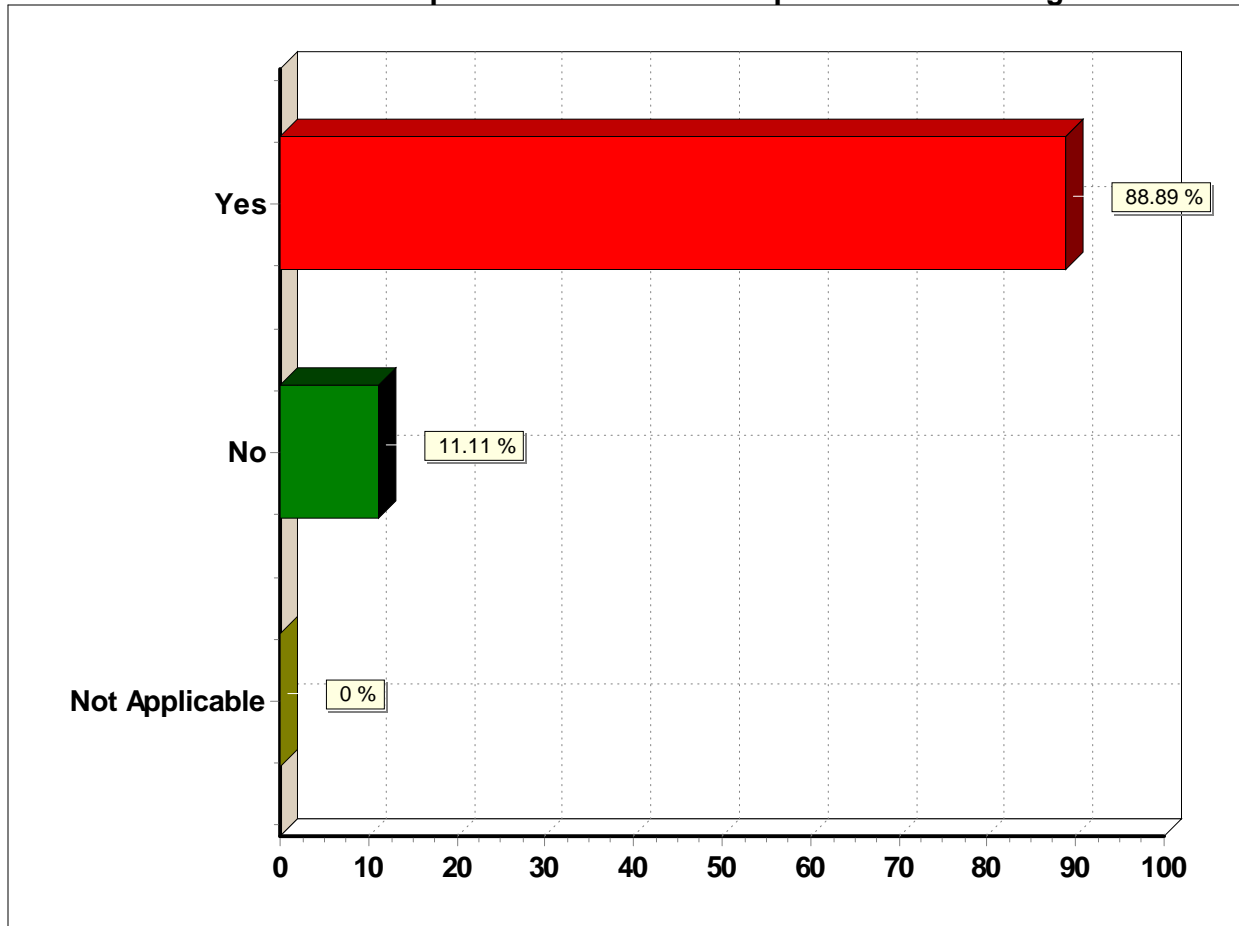
Data disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		2. Ethnic Origin:						
		African American	Asian	Hispanic	Native American	White / Caucasian	Other	Total (Row)
3. Gender:	Male	0 0.0%	0 0.0%	0 0.0%	0 0.0%	9 100.0%	0 0.0%	9 100.0%
	Female	0 0.0%	0 0.0%	0 0.0%	0 0.0%	8 100.0%	0 0.0%	8 100.0%
	Total (Column)	0 -	0 -	0 -	0 -	17 -	0 -	17 -
	Count (n)	17						

Frequency Row Percent		3. Gender:		
		Male	Female	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%
	Hispanic	0 0.0%	0 0.0%	0 0.0%
	Native American	0 0.0%	0 0.0%	0 0.0%
	White / Caucasian	9 52.9%	8 47.1%	17 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	9 -	8 -	17 -
	Count (n)	17		

"No Response" answers are not available for cross tabulations; therefore, percentages may vary between tables.

4. Were school counselors helpful in the selection of a path to follow after graduation?



4. Were school counselors helpful in the selection of a path to follow after graduation?

Response (n = 18)	Frequency	Percent
Yes	16	88.9%
No	2	11.1%
Not Applicable	0	0.0%

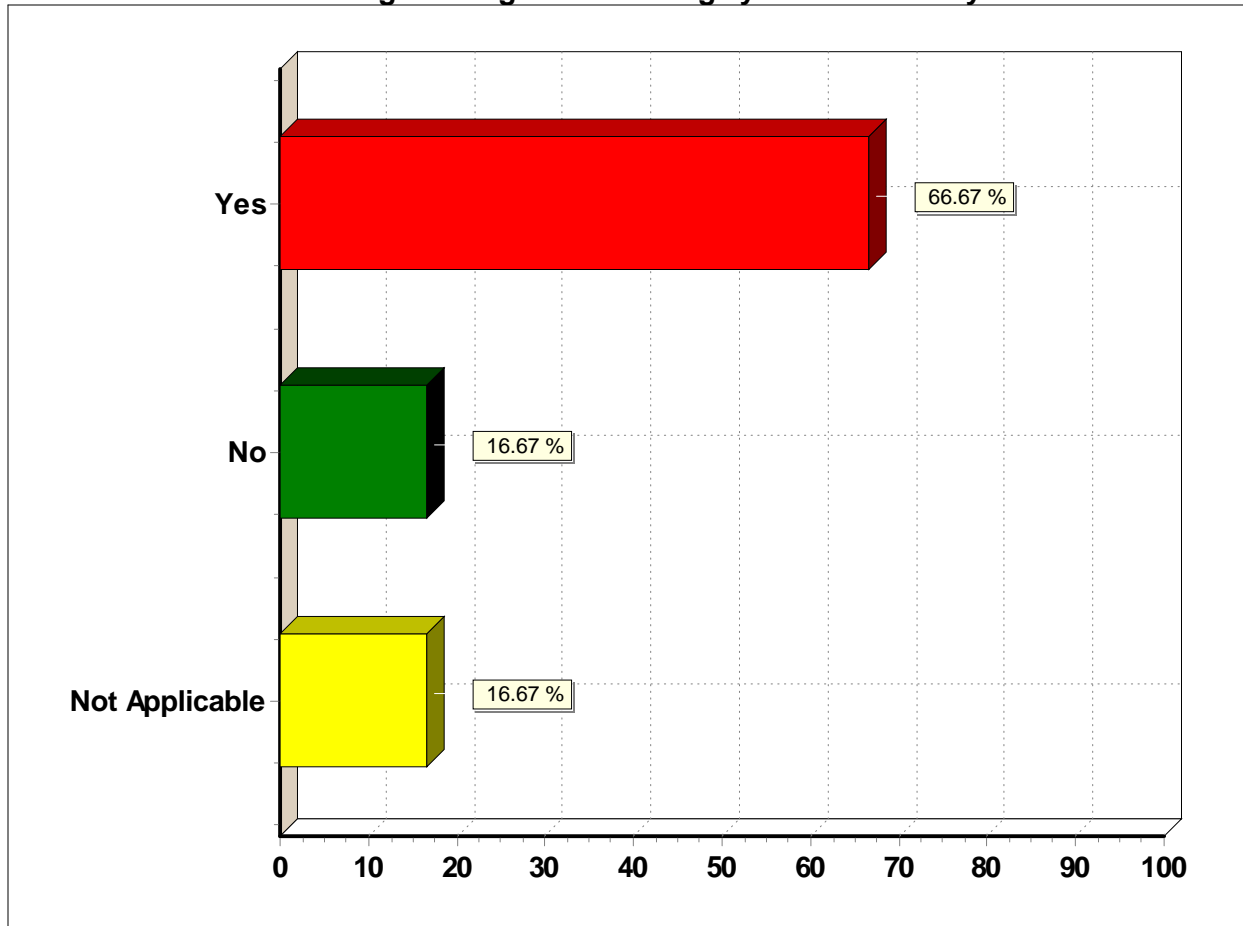
Question 4 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		4. Were school counselors helpful in the selection of a path to follow after graduation?			
		Yes	No	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Native American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	White / Caucasian	16 94.1%	1 5.9%	0 0.0%	17 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	16	1	0	17
	Count (n)	-	-	-	-

Frequency Row Percent		4. Were school counselors helpful in the selection of a path to follow after graduation?			
		Yes	No	Not Applicable	Total (Row)
3. Gender:	Male	8 88.9%	1 11.1%	0 0.0%	9 100.0%
	Female	8 88.9%	1 11.1%	0 0.0%	9 100.0%
	Total (Column)	16	2	0	18
	Count (n)	-	-	-	-

"No Response" answers are not available for cross tabulations; therefore, percentages may vary between tables.

5. Did school make learning exciting and encourage you to continue your education?



5. Did school make learning exciting and encourage you to continue your education?

Response (n = 18)	Frequency	Percent
Yes	12	66.7%
No	3	16.7%
Not Applicable	3	16.7%

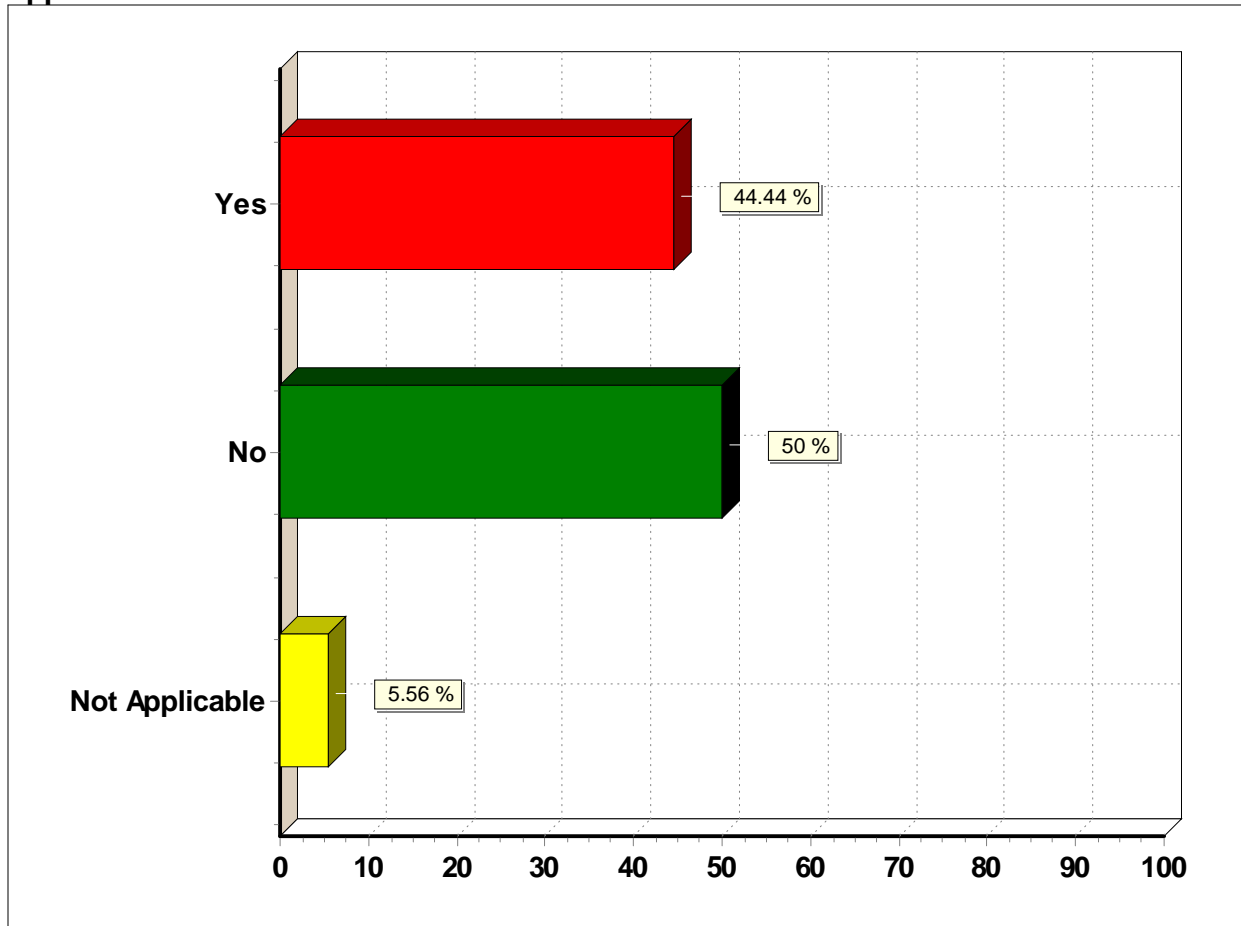
Question 5 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		5. Did school make learning exciting and encourage you to continue your education?			
		Yes	No	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Native American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	White / Caucasian	11 64.7%	3 17.6%	3 17.6%	17 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	11	3	3	17
	Count (n)	17	-	-	-

Frequency Row Percent		5. Did school make learning exciting and encourage you to continue your education?			
		Yes	No	Not Applicable	Total (Row)
3. Gender:	Male	5 55.6%	2 22.2%	2 22.2%	9 100.0%
	Female	7 77.8%	1 11.1%	1 11.1%	9 100.0%
	Total (Column)	12	3	3	18
	Count (n)	18	-	-	-

"No Response" answers are not available for cross tabulations; therefore, percentages may vary between tables.

6. Were enough elective classes offered for you to explore different career opportunities?



6. Were enough elective classes offered for you to explore different career opportunities?

Response (n = 18)	Frequency	Percent
Yes	8	44.4%
No	9	50.0%
Not Applicable	1	5.6%

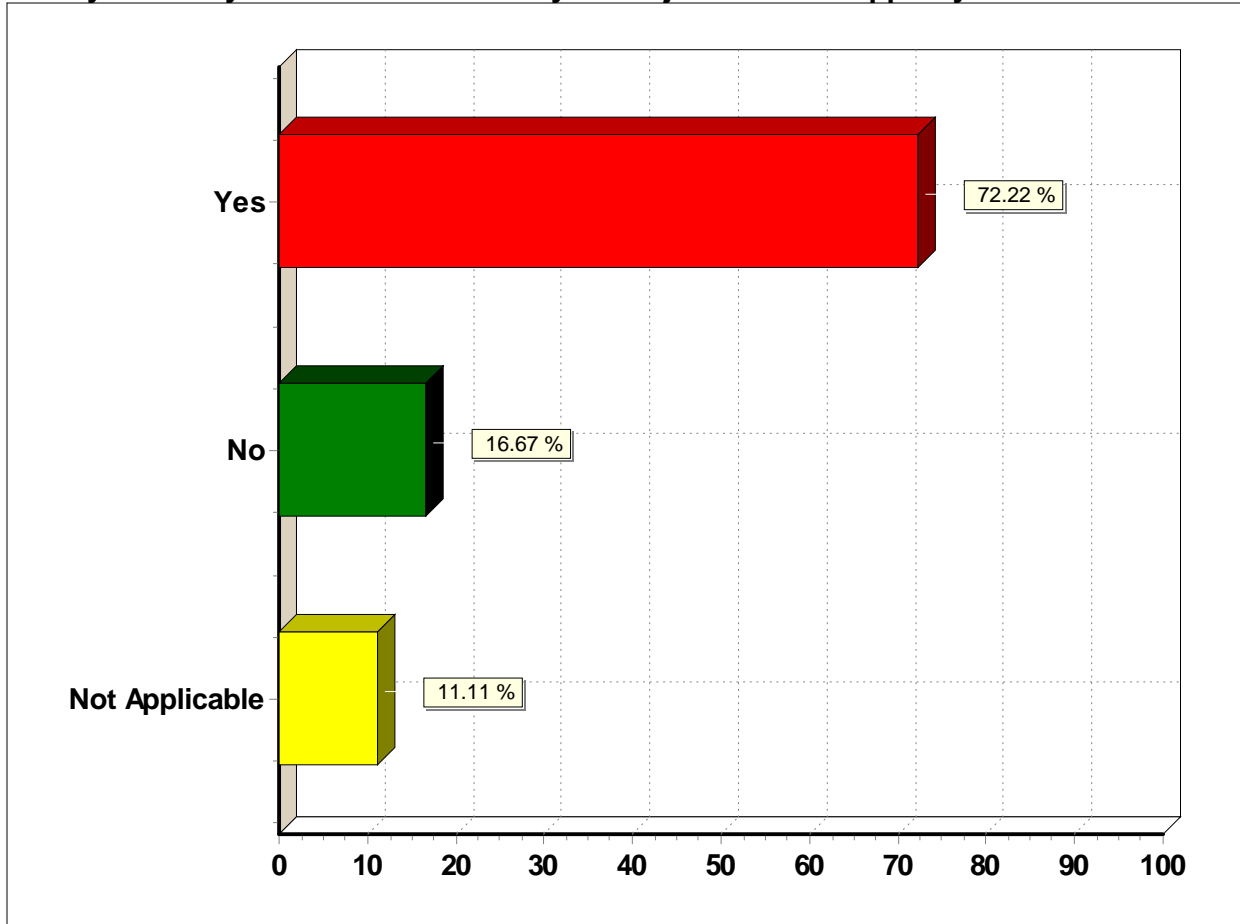
Question 6 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		6. Were enough elective classes offered for you to explore different career opportunities?			
		Yes	No	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Native American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	White / Caucasian	8 47.1%	8 47.1%	1 5.9%	17 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	8	8	1	17
	Count (n)	-	-	-	-

Frequency Row Percent		6. Were enough elective classes offered for you to explore different career opportunities?			
		Yes	No	Not Applicable	Total (Row)
3. Gender:	Male	5 55.6%	4 44.4%	0 0.0%	9 100.0%
	Female	3 33.3%	5 55.6%	1 11.1%	9 100.0%
	Total (Column)	8	9	1	18
	Count (n)	-	-	-	-

"No Response" answers are not available for cross tabulations; therefore, percentages may vary between tables.

7. Do you think you will be able to easily find a job that can support you?



7. Do you think you will be able to easily find a job that can support you?

Response (n = 18)	Frequency	Percent
Yes	13	72.2%
No	3	16.7%
Not Applicable	2	11.1%

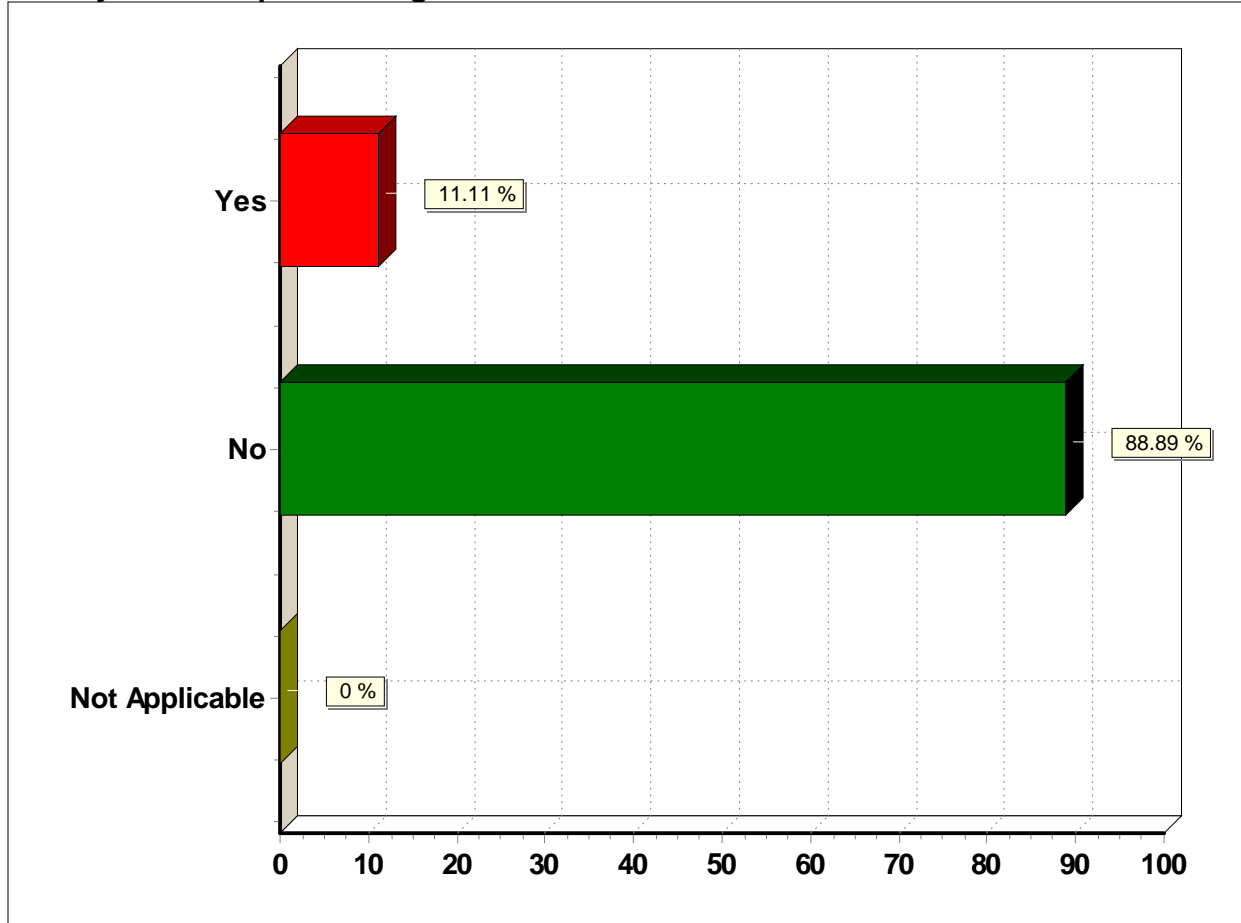
Question 7 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		7. Do you think you will be able to easily find a job that can support you?			
		Yes	No	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Native American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	White / Caucasian	13 76.5%	2 11.8%	2 11.8%	17 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	13	2	2	17
	Count (n)	-	-	-	-

Frequency Row Percent		7. Do you think you will be able to easily find a job that can support you?			
		Yes	No	Not Applicable	Total (Row)
3. Gender:	Male	7 77.8%	1 11.1%	1 11.1%	9 100.0%
	Female	6 66.7%	2 22.2%	1 11.1%	9 100.0%
	Total (Column)	13	3	2	18
	Count (n)	-	-	-	-

"No Response" answers are not available for cross tabulations; therefore, percentages may vary between tables.

8. Did you ever experience significant harassment from other students?



8. Did you ever experience significant harassment from other students?

Response (n = 18)	Frequency	Percent
Yes	2	11.1%
No	16	88.9%
Not Applicable	0	0.0%

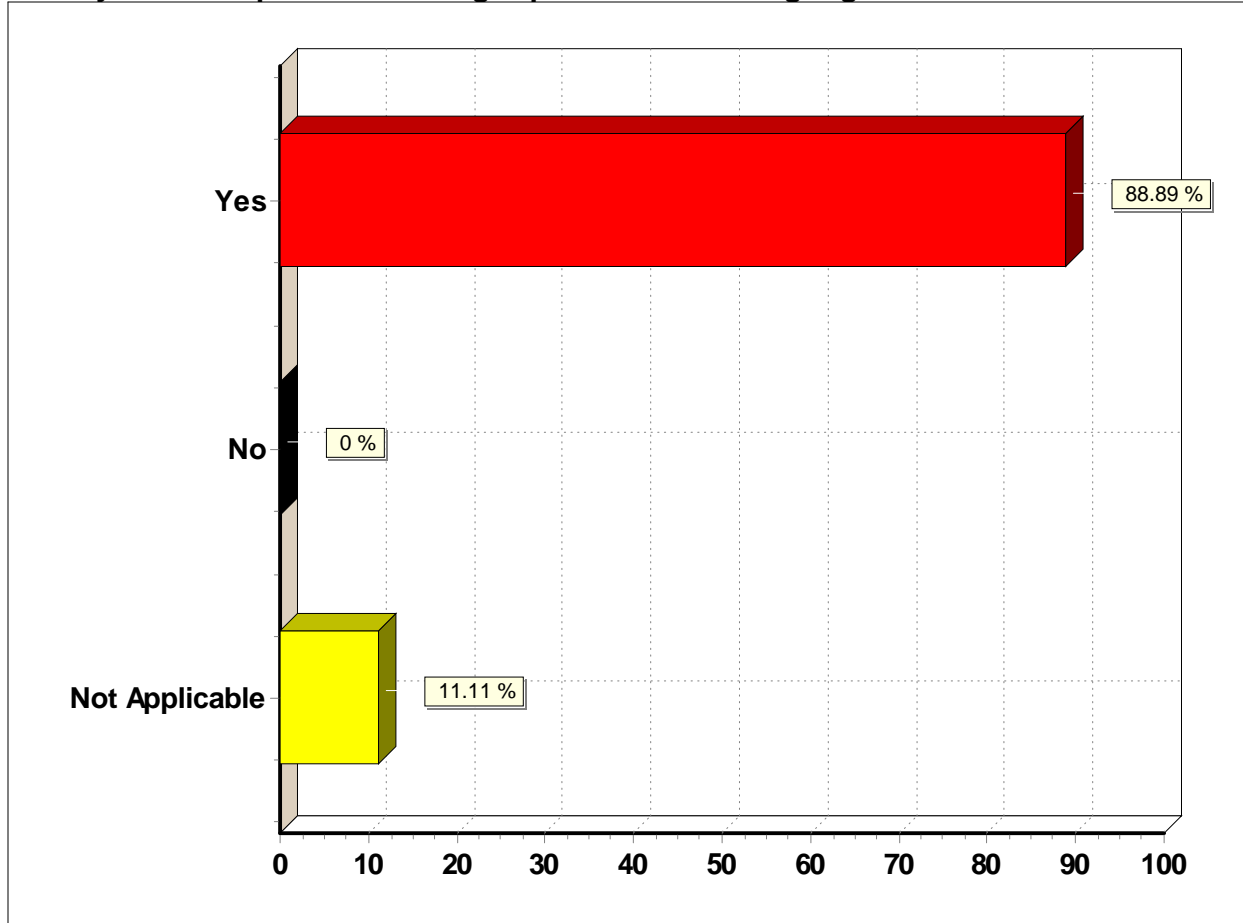
Question 8 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		8. Did you ever experience significant harassment from other students?			
		Yes	No	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Native American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	White / Caucasian	1 5.9%	16 94.1%	0 0.0%	17 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	1	16	0	17
	Count (n)	-	-	-	-

Frequency Row Percent		8. Did you ever experience significant harassment from other students?			
		Yes	No	Not Applicable	Total (Row)
3. Gender:	Male	1 11.1%	8 88.9%	0 0.0%	9 100.0%
	Female	1 11.1%	8 88.9%	0 0.0%	9 100.0%
	Total (Column)	2	16	0	18
	Count (n)	-	-	-	-

"No Response" answers are not available for cross tabulations; therefore, percentages may vary between tables.

9. Did you have a positive learning experience at Sterling High School?



9. Did you have a positive learning experience at Sterling High School?

Response (n = 18)	Frequency	Percent
Yes	16	88.9%
No	0	0.0%
Not Applicable	2	11.1%

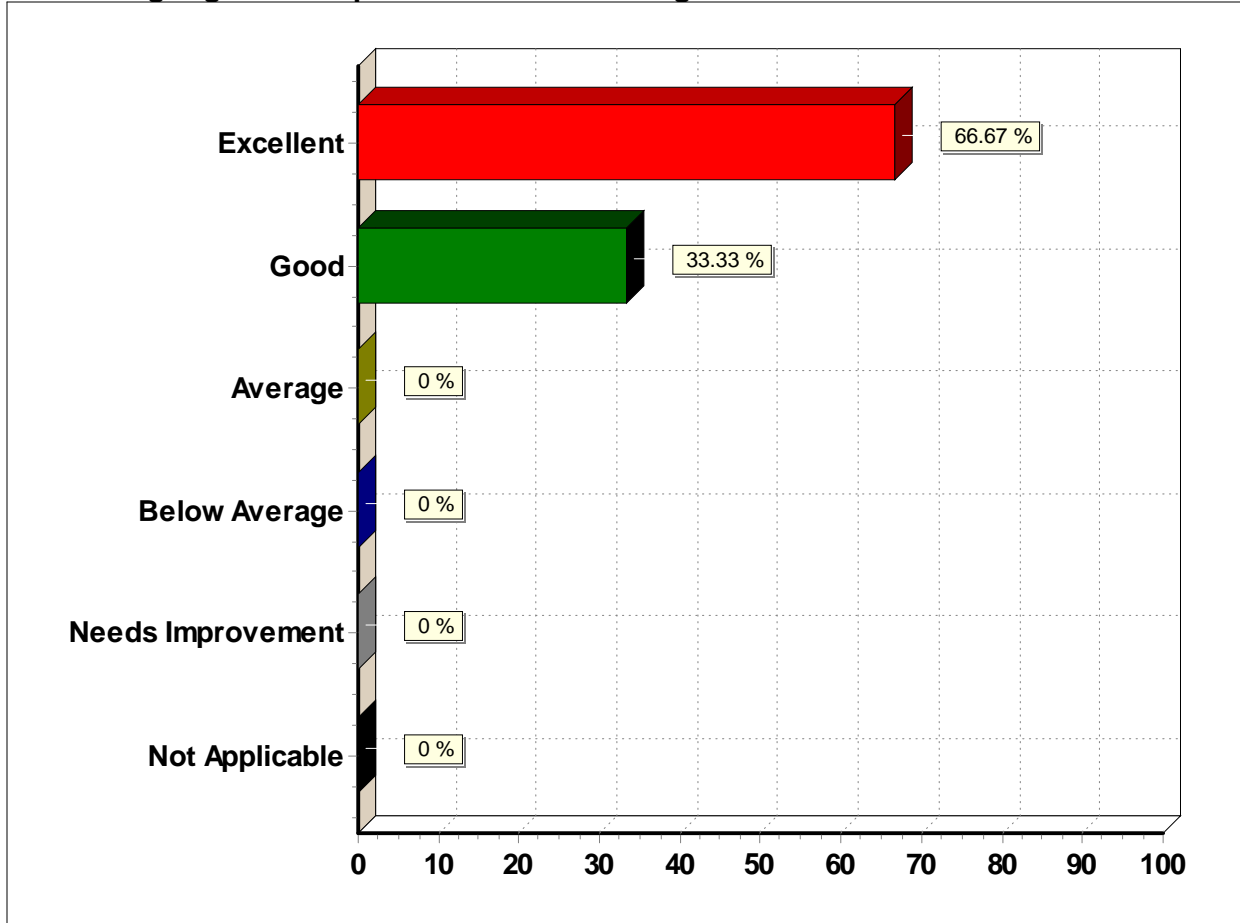
Question 9 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		9. Did you have a positive learning experience at Sterling High School?			
		Yes	No	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Native American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	White / Caucasian	15 88.2%	0 0.0%	2 11.8%	17 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	15	0	2	17
	Count (n)	-	-	-	-

Frequency Row Percent		9. Did you have a positive learning experience at Sterling High School?			
		Yes	No	Not Applicable	Total (Row)
3. Gender:	Male	8 88.9%	0 0.0%	1 11.1%	9 100.0%
	Female	8 88.9%	0 0.0%	1 11.1%	9 100.0%
	Total (Column)	16	0	2	18
	Count (n)	-	-	-	-

"No Response" answers are not available for cross tabulations; therefore, percentages may vary between tables.

10. Sterling High School provided a safe learning environment.



10. Sterling High School provided a safe learning environment.

Response (n = 18)	Frequency	Percent
Excellent	12	66.7%
Good	6	33.3%
Average	0	0.0%
Below Average	0	0.0%
Needs Improvement	0	0.0%
Not Applicable	0	0.0%

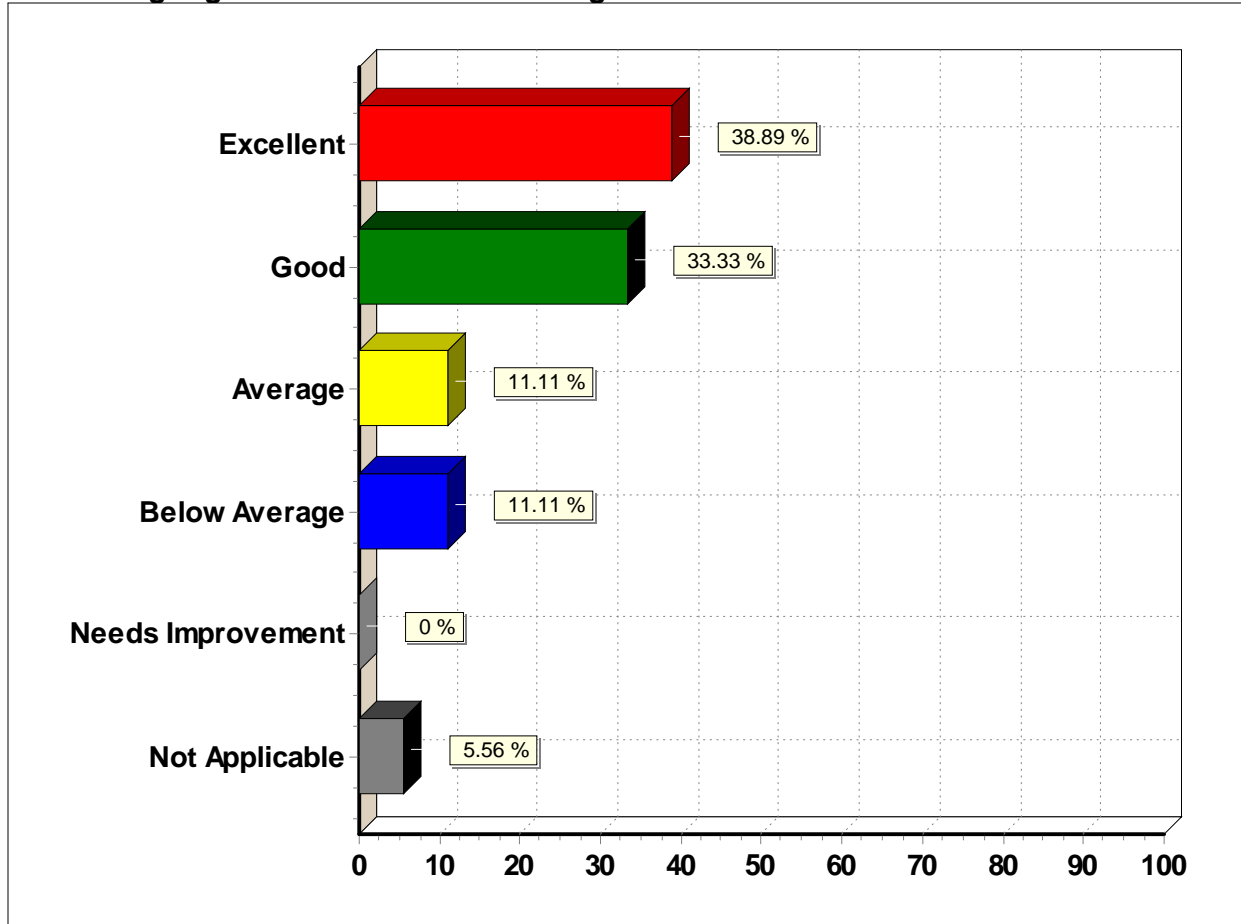
Question 10 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		10. Sterling High School provided a safe learning environment.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Native American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	White / Caucasian	12 70.6%	5 29.4%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	17 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	12 -	5 -	0 -	0 -	0 -	0 -	17 -
	Count (n)	17						

Frequency Row Percent		10. Sterling High School provided a safe learning environment.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
3. Gender:	Male	6 66.7%	3 33.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	9 100.0%
	Female	6 66.7%	3 33.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	9 100.0%
	Total (Column)	12 -	6 -	0 -	0 -	0 -	0 -	18 -
	Count (n)	18						

"No Response" answers are not available for cross tabulations; therefore, percentages may vary between tables.

11. Sterling High School maintained a drug-free environment.



11. Sterling High School maintained a drug-free environment.

Response (n = 18)	Frequency	Percent
Excellent	7	38.9%
Good	6	33.3%
Average	2	11.1%
Below Average	2	11.1%
Needs Improvement	0	0.0%
Not Applicable	1	5.6%

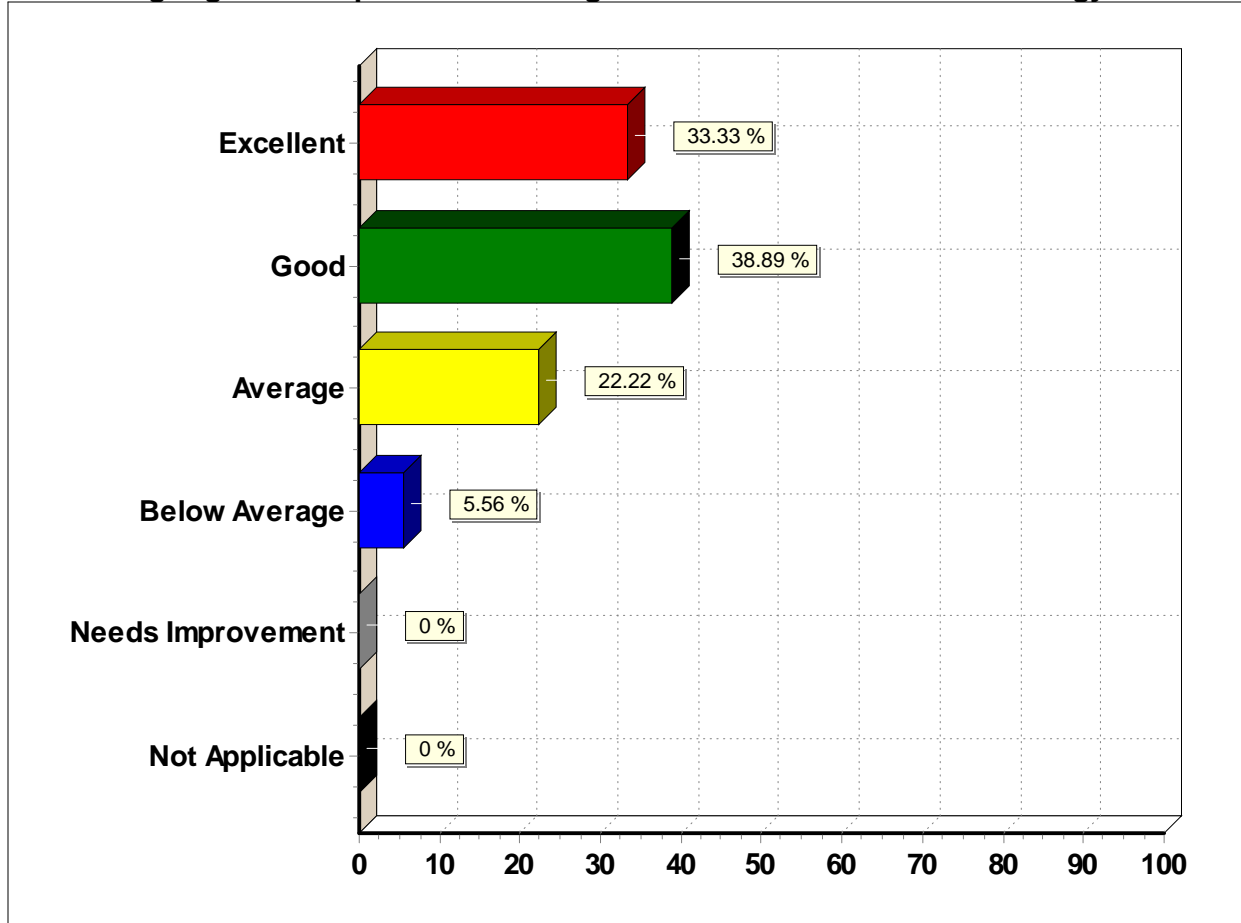
Question 11 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		11. Sterling High School maintained a drug-free environment.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Native American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	White / Caucasian	7 41.2%	5 29.4%	2 11.8%	2 11.8%	0 0.0%	1 5.9%	17 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	7 -	5 -	2 -	2 -	0 -	1 -	17 -
	Count (n)	17						

Frequency Row Percent		11. Sterling High School maintained a drug-free environment.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
3. Gender:	Male	3 33.3%	3 33.3%	1 11.1%	2 22.2%	0 0.0%	0 0.0%	9 100.0%
	Female	4 44.4%	3 33.3%	1 11.1%	0 0.0%	0 0.0%	1 11.1%	9 100.0%
	Total (Column)	7 -	6 -	2 -	2 -	0 -	1 -	18 -
	Count (n)	18						

"No Response" answers are not available for cross tabulations; therefore, percentages may vary between tables.

12. Sterling High School provided a strong foundation in the use of technology.



12. Sterling High School provided a strong foundation in the use of technology.

Response (n = 18)	Frequency	Percent
Excellent	6	33.3%
Good	7	38.9%
Average	4	22.2%
Below Average	1	5.6%
Needs Improvement	0	0.0%
Not Applicable	0	0.0%

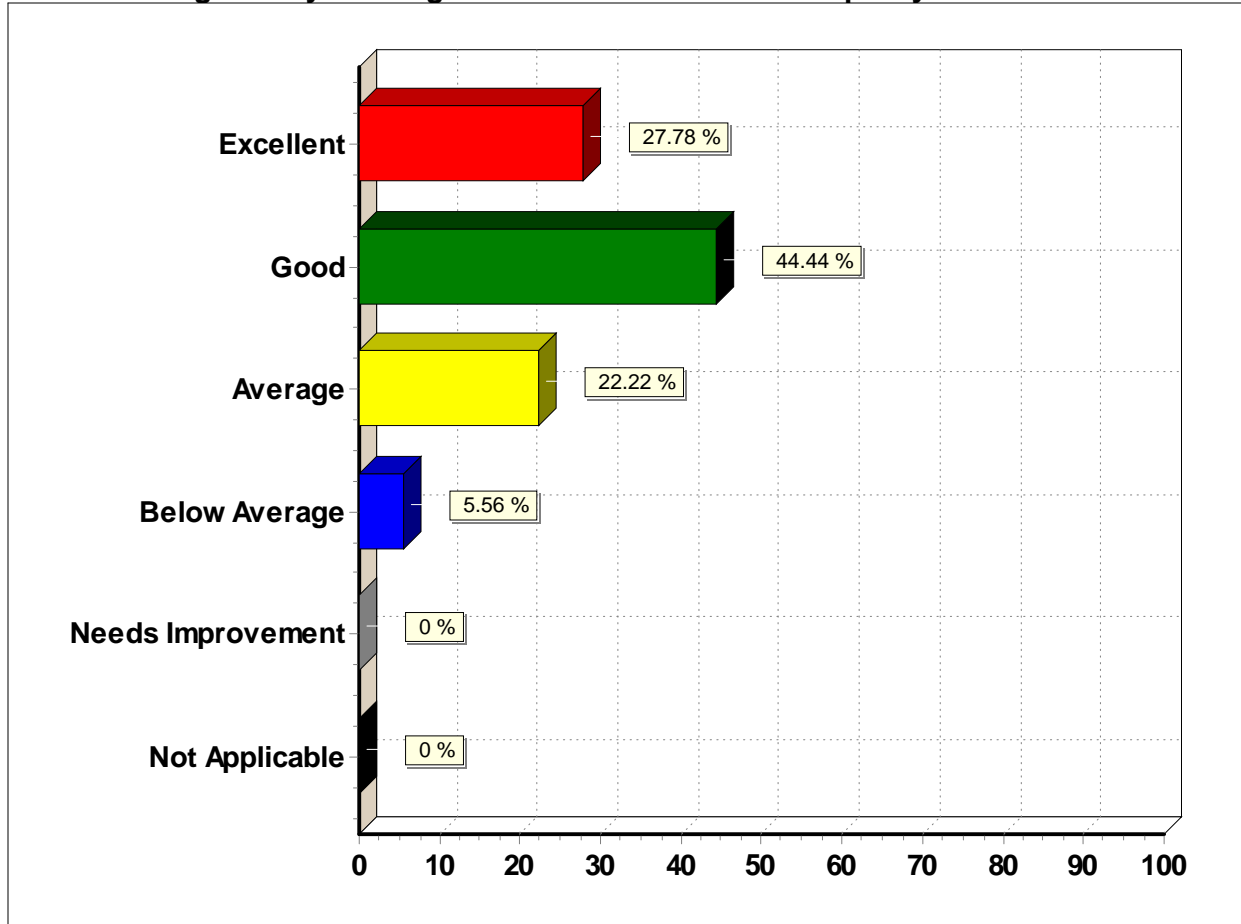
Question 12 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		12. Sterling High School provided a strong foundation in the use of technology.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Native American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	White / Caucasian	5 29.4%	7 41.2%	4 23.5%	1 5.9%	0 0.0%	0 0.0%	17 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	5	7	4	1	0	0	17
	Count (n)	-	-	-	-	-	-	-

Frequency Row Percent		12. Sterling High School provided a strong foundation in the use of technology.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
3. Gender:	Male	2 22.2%	3 33.3%	3 33.3%	1 11.1%	0 0.0%	0 0.0%	9 100.0%
	Female	4 44.4%	4 44.4%	1 11.1%	0 0.0%	0 0.0%	0 0.0%	9 100.0%
	Total (Column)	6	7	4	1	0	0	18
	Count (n)	-	-	-	-	-	-	-

"No Response" answers are not available for cross tabulations; therefore, percentages may vary between tables.

13. Teachers generally held high standards and demanded quality work.



13. Teachers generally held high standards and demanded quality work.

Response (n = 18)	Frequency	Percent
Excellent	5	27.8%
Good	8	44.4%
Average	4	22.2%
Below Average	1	5.6%
Needs Improvement	0	0.0%
Not Applicable	0	0.0%

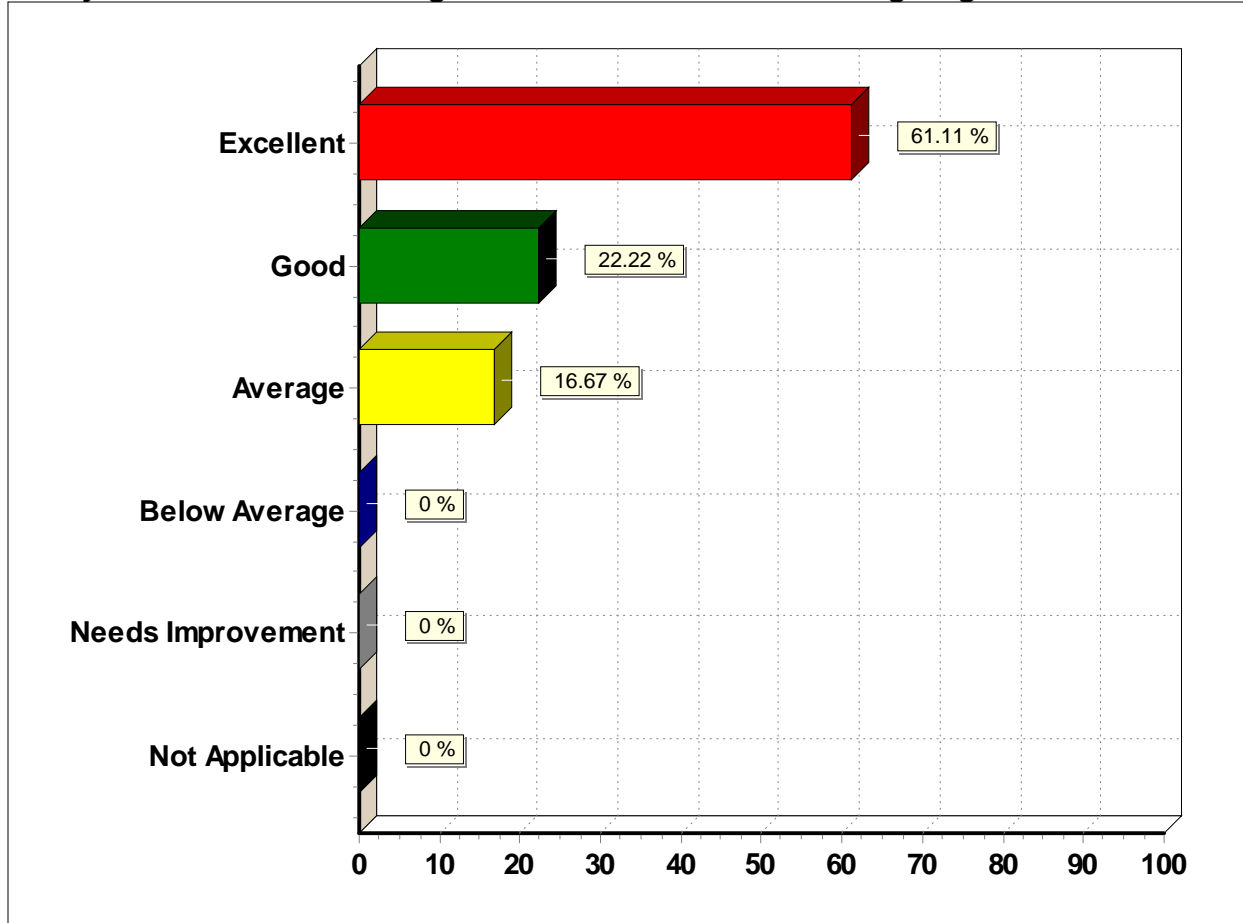
Question 13 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		13. Teachers generally held high standards and demanded quality work.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Native American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	White / Caucasian	4 23.5%	8 47.1%	4 23.5%	1 5.9%	0 0.0%	0 0.0%	17 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	4	8	4	1	0	0	17
	Count (n)	-	-	-	-	-	-	-

Frequency Row Percent		13. Teachers generally held high standards and demanded quality work.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
3. Gender:	Male	2 22.2%	4 44.4%	2 22.2%	1 11.1%	0 0.0%	0 0.0%	9 100.0%
	Female	3 33.3%	4 44.4%	2 22.2%	0 0.0%	0 0.0%	0 0.0%	9 100.0%
	Total (Column)	5	8	4	1	0	0	18
	Count (n)	-	-	-	-	-	-	-

"No Response" answers are not available for cross tabulations; therefore, percentages may vary between tables.

14. My teachers were knowledgeable about the curriculum being taught.



14. My teachers were knowledgeable about the curriculum being taught.

Response (n = 18)	Frequency	Percent
Excellent	11	61.1%
Good	4	22.2%
Average	3	16.7%
Below Average	0	0.0%
Needs Improvement	0	0.0%
Not Applicable	0	0.0%

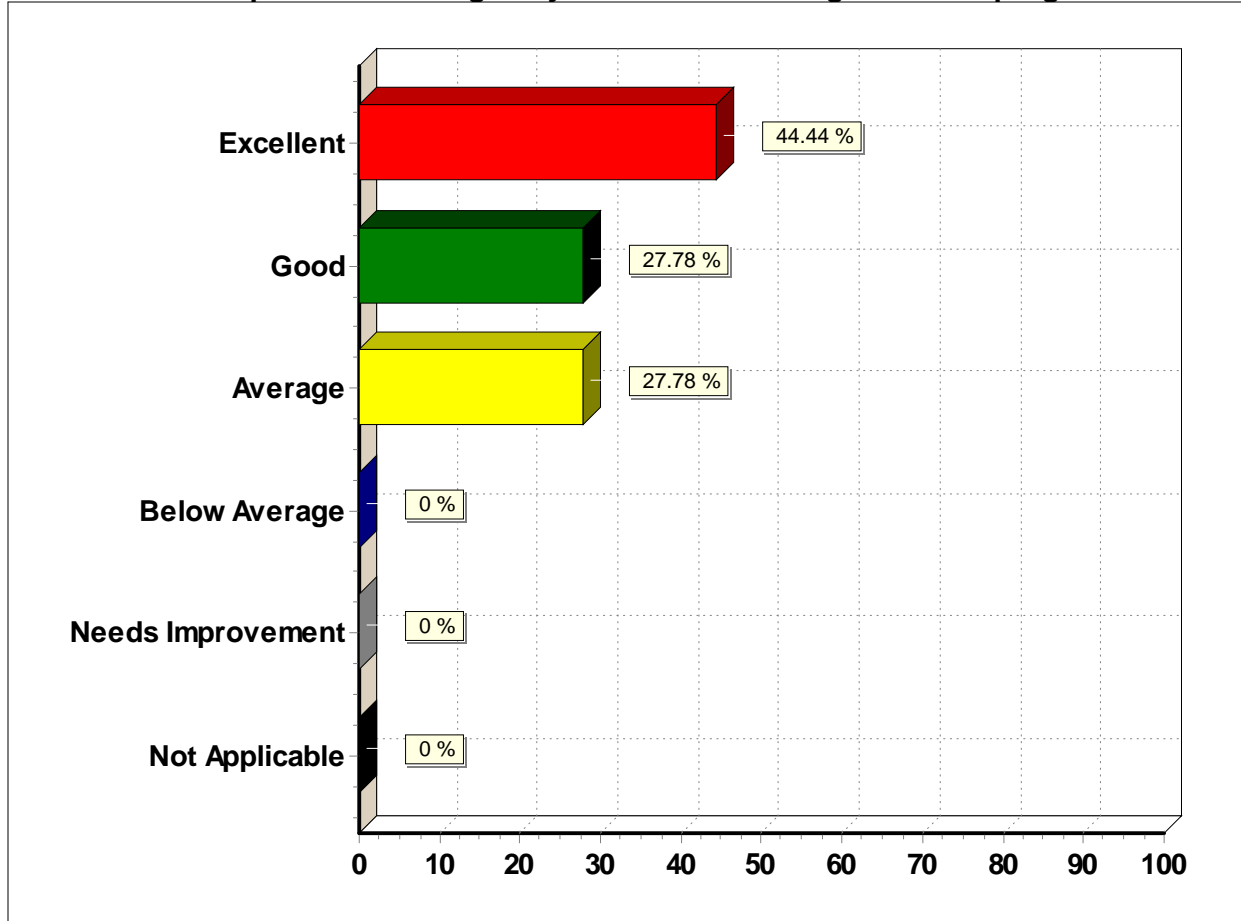
Question 14 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		14. My teachers were knowledgeable about the curriculum being taught.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Native American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	White / Caucasian	10 58.8%	4 23.5%	3 17.6%	0 0.0%	0 0.0%	0 0.0%	17 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	10	4	3	0	0	0	17
	Count (n)	-	-	-	-	-	-	-

Frequency Row Percent		14. My teachers were knowledgeable about the curriculum being taught.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
3. Gender:	Male	4 44.4%	2 22.2%	3 33.3%	0 0.0%	0 0.0%	0 0.0%	9 100.0%
	Female	7 77.8%	2 22.2%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	9 100.0%
	Total (Column)	11	4	3	0	0	0	18
	Count (n)	-	-	-	-	-	-	-

"No Response" answers are not available for cross tabulations; therefore, percentages may vary between tables.

15. Students and parents were regularly notified concerning academic progress.



15. Students and parents were regularly notified concerning academic progress.

Response (n = 18)	Frequency	Percent
Excellent	8	44.4%
Good	5	27.8%
Average	5	27.8%
Below Average	0	0.0%
Needs Improvement	0	0.0%
Not Applicable	0	0.0%

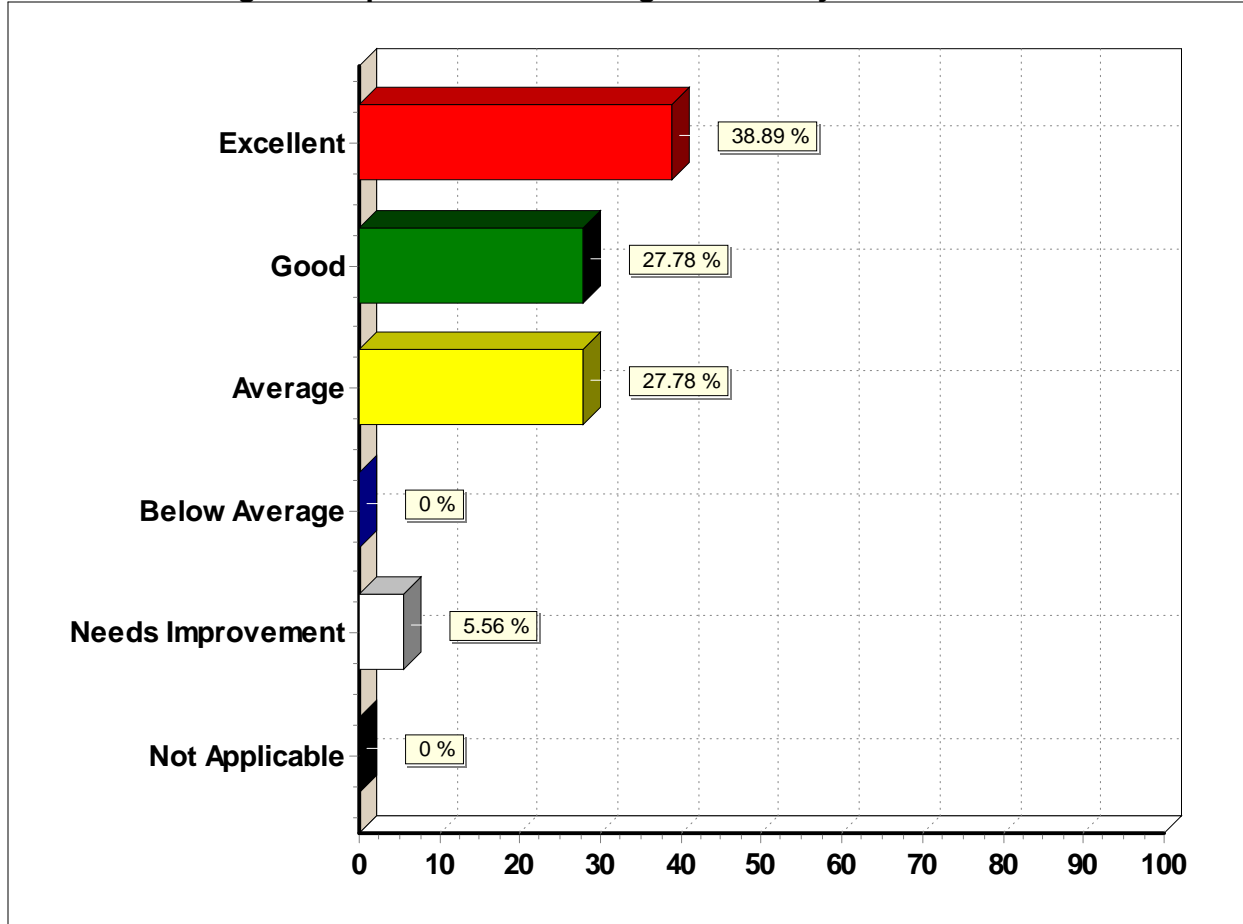
Question 15 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		15. Students and parents were regularly notified concerning academic progress.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Native American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	White / Caucasian	7 41.2%	5 29.4%	5 29.4%	0 0.0%	0 0.0%	0 0.0%	17 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	7	5	5	0	0	0	17
	Count (n)	-	-	-	-	-	-	-

Frequency Row Percent		15. Students and parents were regularly notified concerning academic progress.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
3. Gender:	Male	5 55.6%	1 11.1%	3 33.3%	0 0.0%	0 0.0%	0 0.0%	9 100.0%
	Female	3 33.3%	4 44.4%	2 22.2%	0 0.0%	0 0.0%	0 0.0%	9 100.0%
	Total (Column)	8	5	5	0	0	0	18
	Count (n)	-	-	-	-	-	-	-

"No Response" answers are not available for cross tabulations; therefore, percentages may vary between tables.

16. I was challenged to experience academic growth each year.



16. I was challenged to experience academic growth each year.

Response (n = 18)	Frequency	Percent
Excellent	7	38.9%
Good	5	27.8%
Average	5	27.8%
Below Average	0	0.0%
Needs Improvement	1	5.6%
Not Applicable	0	0.0%

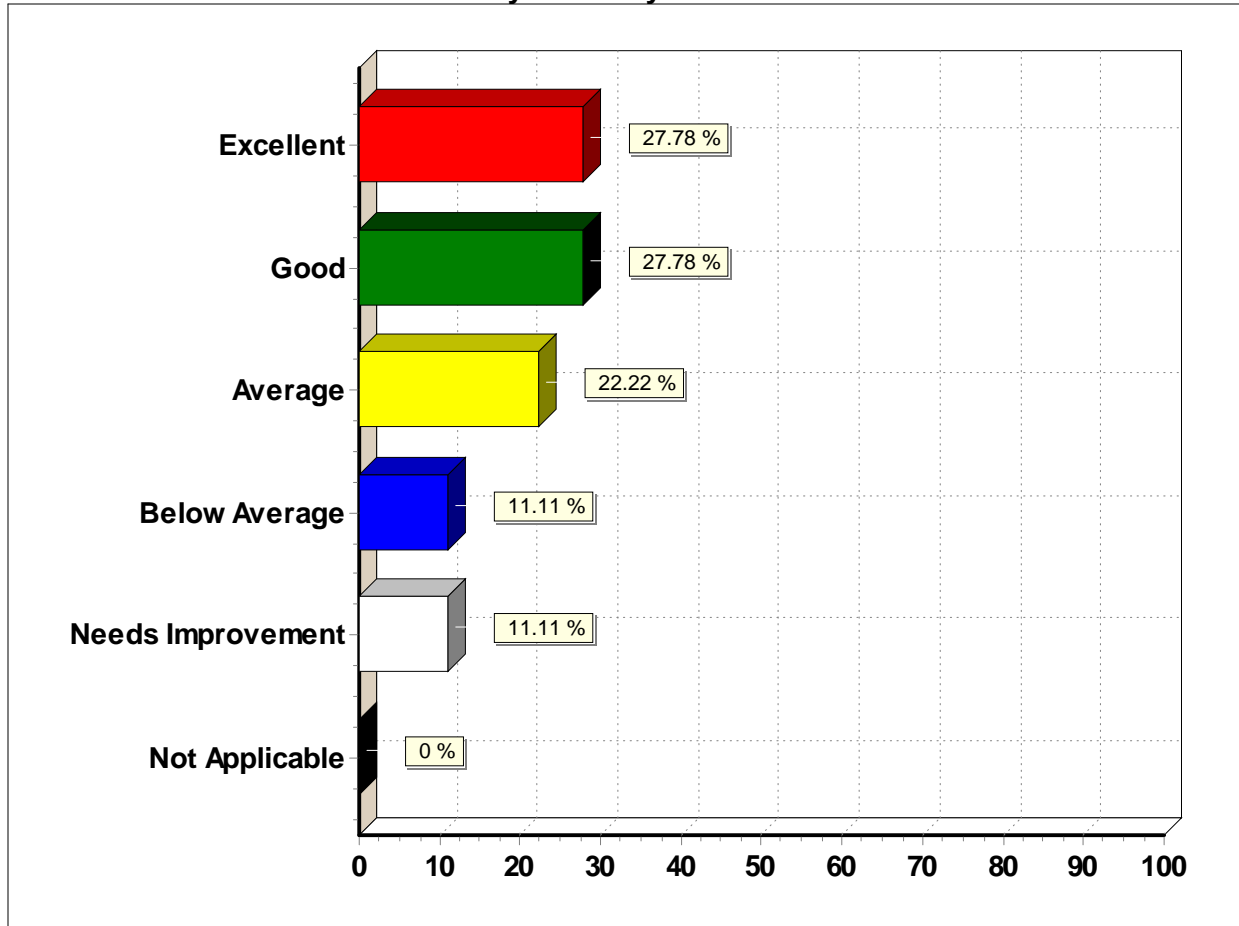
Question 16 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		16. I was challenged to experience academic growth each year.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Native American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	White / Caucasian	6 35.3%	5 29.4%	5 29.4%	0 0.0%	1 5.9%	0 0.0%	17 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	6 -	5 -	5 -	0 -	1 -	0 -	17 -
Count (n) 17								

Frequency Row Percent		16. I was challenged to experience academic growth each year.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
3. Gender:	Male	4 44.4%	2 22.2%	2 22.2%	0 0.0%	1 11.1%	0 0.0%	9 100.0%
	Female	3 33.3%	3 33.3%	3 33.3%	0 0.0%	0 0.0%	0 0.0%	9 100.0%
	Total (Column)	7 -	5 -	5 -	0 -	1 -	0 -	18 -
Count (n) 18								

"No Response" answers are not available for cross tabulations; therefore, percentages may vary between tables.

17. Rules were enforced consistently and fairly.



17. Rules were enforced consistently and fairly.

Response (n = 18)	Frequency	Percent
Excellent	5	27.8%
Good	5	27.8%
Average	4	22.2%
Below Average	2	11.1%
Needs Improvement	2	11.1%
Not Applicable	0	0.0%

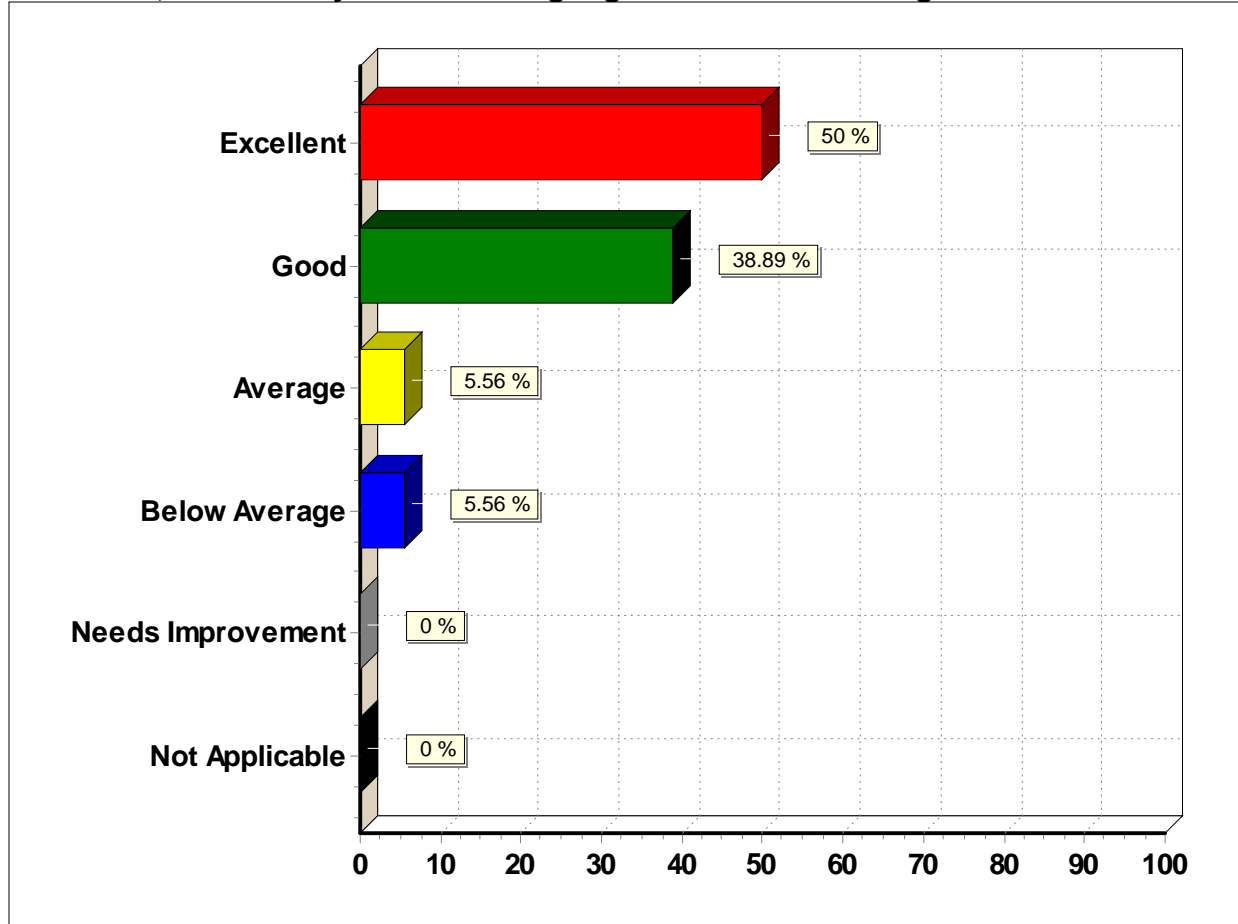
Question 17 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		17. Rules were enforced consistently and fairly.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Native American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	White / Caucasian	5 29.4%	5 29.4%	4 23.5%	1 5.9%	2 11.8%	0 0.0%	17 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	5 -	5 -	4 -	1 -	2 -	0 -	17 -
Count (n) 17								

Frequency Row Percent		17. Rules were enforced consistently and fairly.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
3. Gender:	Male	1 11.1%	3 33.3%	3 33.3%	1 11.1%	1 11.1%	0 0.0%	9 100.0%
	Female	4 44.4%	2 22.2%	1 11.1%	1 11.1%	1 11.1%	0 0.0%	9 100.0%
	Total (Column)	5 -	5 -	4 -	2 -	2 -	0 -	18 -
Count (n) 18								

"No Response" answers are not available for cross tabulations; therefore, percentages may vary between tables.

18. Overall, how would you rate Sterling High School as a learning environment?



18. Overall, how would you rate Sterling High School as a learning environment?

Response (n = 18)	Frequency	Percent
Excellent	9	50.0%
Good	7	38.9%
Average	1	5.6%
Below Average	1	5.6%
Needs Improvement	0	0.0%
Not Applicable	0	0.0%

Question 18 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		18. Overall, how would you rate Sterling High School as a learning environment?						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Native American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	White / Caucasian	8 47.1%	7 41.2%	1 5.9%	1 5.9%	0 0.0%	0 0.0%	17 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	8	7	1	1	0	0	17
	Count (n)	-	-	-	-	-	-	-

Frequency Row Percent		18. Overall, how would you rate Sterling High School as a learning environment?						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
3. Gender:	Male	4 44.4%	4 44.4%	0 0.0%	1 11.1%	0 0.0%	0 0.0%	9 100.0%
	Female	5 55.6%	3 33.3%	1 11.1%	0 0.0%	0 0.0%	0 0.0%	9 100.0%
	Total (Column)	9	7	1	1	0	0	18
	Count (n)	-	-	-	-	-	-	-

"No Response" answers are not available for cross tabulations; therefore, percentages may vary between tables.

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Want Even More???

Data Disaggregation:

Post-High School Paths:

Report showing responses for each of the following categories:

4 Year College, 2 Year College, Voc/ Tech School, Work Full Time, Work Part Time, Apprenticeship, Military, & Other

Generates 8 Reports \$60.00

Ethnic Origin:

Report showing responses for each of the following categories:

African American, Asian, Hispanic, Native American, White/Caucasian, & Other

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Gender

Report showing only male responses and report showing only female responses

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Yes/No Question

Report showing responses for those answering a question "Yes" and a report showing those that answered "No" to the same question (you choose which yes/no question you want segregated)

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Excellent/Good/Average/Below Average/Needs Improvement Question

Report showing responses for those answering a question "Excellent", those answering "Good", those answering "Average", those answering "Below Average", and a report showing those that answered "Needs Improvement" to the same question (you choose which A/B/C/D/F question you want segregated)

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2019-2020 Opening Day's Schedule

July 29—Bus Driver Training in Auburn followed by a Bus Driver Meeting in Sterling

August 5 & 6—Data Retreat in Humboldt

- Continuous Improvement Plan Teachers and Admin will be attending

August 12—All Staff Back to School

- 8:00—Women of Today Breakfast -- **The board is invited to attend.**
- 8:30—Opening Meeting with all Staff -- **The board is invited to attend.**
- 9:00—Classified Staff Meeting
- 9:45—PBIS Meeting for Elementary Teachers & Paraprofessionals
- 10:30—Teacher Meeting
- 12:30—Lunch provided by Andrew Pool from Security Benefit General
- 1:30—Coaches & Sponsors Meeting

August 13—Teacher In-Service Day

- Teachers may report @ 10:00 a.m. – May leave at 7:00 p.m.
- 12:00—Lunch provided by First Bank of Nebraska

August 13—Parent Activities at Night

- 5:00-6:00—Laptop Check Out 7th-12th Parents & Students
- 6:00-7:00—K-6 Open House
- 6:00-6:45—Opening Presentation by Mr. Harrington for all 7th-12th Parents & Students
- 7:00-7:45—Demoine Adams Presentation on Motivation for all
- 7:45—Additional time for Laptop Checkout

August 14—Back to School

- Students dismissed at 1:37
- All Staff Meeting
- Teacher Work Time

August 16—No School for Students. Teacher In-Service Day

- Meetings will include: Newslea for 2nd-12th Grade Teachers, Preschool-1st Grade Curriculum Meeting, MTSS for All, Intervention Plans K-12, LB399 Social Studies Update