

RAYMOND CENTRAL PUBLIC SCHOOLS - DISTRICT #55-0161

BOARD OF EDUCATION REGULAR MEETING, WEDNESDAY, AUGUST 12, 2020 - 6:00 PM

JR/SR HIGH SCHOOL MUSTANG CLASSROOM
1800 WEST AGNEW ROAD
RAYMOND, NE 68428-9783

AGENDA

1. Call to Order and Pledge of Allegiance
2. Motion to Excuse Board Member's Absence
3. Open Meeting Law
4. Consent Agenda
 1. Regular Minutes of July 15, 2020
 2. Financial Statement/Report
 3. Monthly Bills
5. Correspondence/Recognition
6. Public Forum
7. Discussion Items
 1. Administrative Reports
 2. Curriculum Report
 1. Adoption of Revised Nebraska Social Studies Standards - Consider, discuss and take all necessary action
 3. Superintendent's Report
 1. Goal 1: Ensure continuing well being of staff and students by creating an equitable framework for responding to and recovering from a pandemic.
 2. Goal 2: Continue the creation of a 10 year facilities strategic plan for implementation that addresses maintenance and improvements for existing building assets.

3. Goal 3: Develop progress monitoring tools to evaluate the effectiveness of district initiatives to ensure the sustainability over time.
4. 2019-2020 Raymond Central Strategic Plan
4. Facilities Report
5. Review of Technology Plan
6. Update of Raymond Central Crisis and Safety Protocol
7. Committee on American Civics (Breitkreutz - chair, Springer, Burklund)
8. Transportation Committee (Black- Chair, Breitkreutz, Springer)
9. Finance Committee (Springer- chair, Blanchard, Breitkreutz)
10. Facilities Committee (Blanchard- chair, Springer, Burklund)
11. Negotiations Committee (Black- chair, Gould, Blanchard)
12. Curriculum Committee (Gould - chair, Black, Burklund)
13. Policy Committee (Springer- chair, Gould, Black)
14. NASB Monthly Update
15. Village of Valparaiso Facilities Agreement - Consider, discuss and take all necessary action
16. Lower Platte South NRD Hazard Mitigation Plan Resolution - Consider, discuss and take all necessary action
17. EMC 2020-2021 Raymond Central District Renewal
18. Upgrade Phone System - Consider, discuss and take all necessary action
19. Purchase of Two New Transit Vans - Consider, discuss and take all necessary action
20. Creation of a RC BOE Equity Committee - Consider, discuss and take all necessary action
21. Review Public Forum Presentation(s) - Consider, discuss, and take all necessary action

8. Action Items

1. Approval of Surplus Item(s)
2. Approval of Staff Resignation
3. Approval of Staff Appointment
4. Approval of Substitute(s)
5. Approval of the Lancaster County and Raymond Central School Resource Officer Inter-Local Agreement
6. Second Reading of Policies 7060 and 7070
7. Approval of Next Regular Board Meeting - Wednesday, September 16, 2020

9. Adjournment

10. Important Upcoming Dates:

- August 26 - DiscoveryEd Community Leadership Retreat @ 4:30 PM
- August 26 - BOE Budget Workshop @ 6 PM
- September 16 - BOE Budget Hearing @ 6 PM
- September 16 - September BOE Meeting

11.

Raymond Central Public Schools Board of Education Regular Meeting
Wednesday, July 15, 2020 at 6:00 PM
Raymond Central Jr-Sr High School
1800 West Agnew Road
Raymond, NE 68428-9783

Present: Scott Black, Matt Blanchard, Brad Breitreutz, Cathy Burklund, Dr. Harriet Gould, and Lori Springer.

Absent: None. Also attending were Dr. Derrick Joel, Superintendent; Allison Stansberry, Secondary Principal; and Brian Gralheer, Asst Principal/Athletic Director.

Call to Order and Pledge of Allegiance

President Gould called the meeting to order at 6:25 PM and the Pledge of Allegiance was said.

Open Meeting Law

President Gould reminded the audience that the Open Meeting Laws would be followed.

Consent Agenda

Motion by Black, second by Breitreutz to approve the consent agenda as presented including the regular meeting minutes of June 10, 2020, June Financial Statement and July monthly bills. RCV 6-0. Motion carried.

Correspondence/Recognition

Appreciation was extended to: Patty Hudson and her crew for their efforts to make our Summer Lunch Program possible; Jared Shanahan and his crew for their efforts in completing projects and the high volume of cleaning that happens during summer making our facilities look fantastic; and to the administrators and Amanda Ehlers for their time drafting our reopening plan. Thank you to all BOE members, staff and parents/guardians who attended one of our Zoom feedback forums.

Administrative Reports

Submitted by Allison Stansberry, Jr-Sr High School Principal

It has been an extremely busy summer. Between wrapping up the 2019-2020 school year, preparing for the 2020-2021 school year, and with everything in between, we have been busy! We have updated both student and staff handbooks, as well as Appendix B. Once we get through Graduation, we plan to create a document based on our reopening plan tailored to the Jr-Sr High. I am hoping to have this rolled out to staff by August 1. A staff meeting was held virtually on July 13 to answer any questions they had as well as listen to suggestions/ideas.

We have hired Heather Potter as our new Paraprofessional for the upcoming year. Heather currently lives in Valparaiso with her husband and two kids. We are excited to have Heather join our team!

On Monday, August 3 we will host a 6th Grade Orientation. At this time we have a plan to schedule those who have registered to attend in to small groups and will have rotational sessions. We have created a route so there won't be much overlap or crossing of groups. Stations will be as follows: Student Handbook and FYI's (Stansberry); Registration Forms/Lunches/Nurse (Torie, Jordy, and Amanda); Activities and Athletics + Ineligibility Policy (Gralheer); and School Tour + Schedule/Planners (Osten). We plan on doing the same set up on Tuesday, August 4 for 7th Grade Orientation.

On Wednesday and Thursday, August 5-6, we will be doing a check out/registration for Grades 8-11 which will be very similar to what we did with our check in in May. We will have a sign-up and stations set up throughout the gym/commons with one door for entrance and one door for exit.

We are preparing for our Traditional Graduation Ceremony on Saturday, July 18. We have created a plan, a seating diagram, and tickets for our graduates. Each senior will receive 6 tickets for his/her family. We have worked with Three Rivers as well as collaborating with other conference schools to create a plan to help keep our graduates, their families, and staff safe while being able to honor the Class of 2020. We will have an indoor backup plan in case there is inclement weather and we are unable to host the ceremony outside.

We are currently looking at options for ACT testing for the upcoming school year. Tentatively, the plan is to give seniors the ACT and juniors the practice ACT both in the fall (due to not being able to take it last year). In the Spring of 2021 we hope to give juniors the ACT and Sophomores the practice ACT. As I stated, this is all tentative and I will communicate out once we have a definite plan!

Thinking ahead, we have changed Homecoming for the 2020-2021 school year. The dance is scheduled for Saturday, September 12. This could always change as we continue to follow the Directed Health Measures put into

place. A survey was sent to both families and students asking their preference on Homecoming being Friday night as is or changing it to Saturday and the majority wanted it on Saturday. We will try it this year and see how it goes!

Submitted by Brian Gralheer, Assistant Jr-Sr High School Principal/Athletic Director

I am currently in the process of creating a video for the 2020 Spring Banquet. Coaches are working on their individual presentations, which will be used to make a Virtual Presentation.

Coaches Placke, Houchin, Lillie, Prai, Rockemann, and myself have been walking through training with deep discussion over the content. We are going through a 3D Coaching Essentials Course and holding weekly roundtable discussions via Zoom. 3D Coaching provides coaches with great resources to coach beyond the sport-specific training and strategy of the game and provides strategies to motivate and inspire student athletes to challenge themselves individually and collectively. We have had some great discussions in our group.

Keely Schaffer, Steve Rose, and I continue researching different methods of live streaming all varsity events for the fall. Due to the circumstances, we do not know what fall sports are going to look like, but I think this will be a valuable option if we are to have limited or no fans in the stands. Still more to come. I will be upgrading our Hudl subscription to include Hudl Focus, a camera that can be controlled remotely and can be used to livestream gym events including concerts and other performances.

Jared and I continue to be in contact with Kyle Schwarting regarding the potential Walking/XC path on the south 67 acres. Jared has also been in contact with the NRD to create a permanent solution for the erosion problem occurring directly south of the lagoons.

I sent the following message home to all 9-12 Parents and Students regarding the new Drug Testing Policy:

RC Students and Parents,

As we work through a lot of uncertainty in our current situation, I wanted to make sure everyone has access to the following information. The RC Board of Education approved Policy 5306 in January of 2020 to be put into effect in the fall of 2020. I would prefer to have had a large in-person meeting to discuss this, but current conditions do not allow us to do that. I do apologize for that inconvenience.

I do encourage you to read through and watch the following attachments in their entirety before contacting me with any concerns you may have. This policy was created solely with the intention of focusing on student safety and education.

-Policy 5306-Drug and Alcohol Testing - This is the approved Board Policy in its entirety.

-RC - Random Drug Testing Overview (Slideshow) - This is an overview of the policy that gives more details of how we designed the policy and how we plan to implement..

-RC - Random Drug Testing Overview (Video) - This is the same slideshow, but in video presentation format that explains the slideshow in even more detail.

-Policy 5306 - Consent to Test Form - This is a copy of the Consent to Test Form that will need to be completed and submitted before the first fall contest (8/20/20). *Failure to do so will result in ineligibility for participation in schools sponsored extracurricular activities. See Board Policy for more information.

Stay Safe Mustangs!

Brian Gralheer brian.gralheer@rcentral.org 402-785-2685

We have been undergoing a slow reopening process with summer weights, open gyms, and camps. July 1 opened up all sports to open gyms. The NSAA states that we continue exercising caution, but the month of July will be used as an indication to how fall sports will open.

Submitted by Shelly Dostal, Elementary Principal at Valparaiso/K-5 Curriculum Director

Planning for 2020-21 –Dr. Joel has shared the School Reopening Plan. We will have more specific plans at each school. Supplies and materials have been ordered. Custodial crews have been working in the building. Classroom spaces have been assigned and teachers are gearing up for the year. The School Improvement Team will meet again in August. The Back to School PTO Pool Party will be held on August 7 from 6-8pm at the Wahoo pool (as long as health guidelines allow). New teachers will attend RC orientation on August 6, all teachers return on August 7 and all staff will report on August 10. New to the education profession teachers will attend the ESU#2 New Teacher Academy on August 3 and 4. The first day of school will be August 12, dismissing at the elementary at 11:45am.

I will be attending EduClimber Training virtually on July 14 and 15; we are excited for all of our student data to be housed in one location. The PLC Institute is scheduled for July 20-22 with a group of RC teachers attending. They will be updating plans on July 13, but for now, it's on as scheduled with limited capacity and other protective measures.

The administrative team will be attending Administrator Days virtually July 30-31. We continue to train with the EIR grant and Crisis Team. I have also been working with Kara Nelson to develop plans for the Before and After School Program.

The handbook has been updated for board approval. Please see proposed changes.

Submitted by Ann Egr, Elementary Principal at Ceresco/Special Education Director

Elementary-

Updates and revisions to the 2020-2021 handbook have been made. The proposed changes are a separate item for board approval.

Custodial staff is working hard! The facilities look great!

The School Improvement Team will travel to Omaha July 20-22 for a Solution Tree Institute. The primary focus of the Institute is on Professional Learning Communities. As a team, we are excited to continue this PLC journey.

Attendees are Shelly Dostal, Carolyn Enevoldsen, Monica Blank, Erin Brewer, Sydney Paige, Shelly Hlavaty, Tasha Osten, Heather Bohac, Kim Hudson, Kendra Carlson, and Taylor Craig.

The Administration Team will be attending Administrator Days July 29- 31. This event will be a virtual conference.

Special Education-

Final Special Education end of the year data and all reports have been submitted to The Department of Education. Thank you Mr. Steve Rose for all the assistance and dedication to this process.

Superintendent's Report

Raymond Central has been selected to receive a grant from Nebraska Appleseed to help with the cost of our Summer Lunch Program. This means our Summer Lunch Program is completely covered by reimbursements from the state and now grant money. This is fantastic news for us!

Raymond Central will honor the class of 2020 through a traditional ceremony on July 18. We will follow the appropriate Directed Health Measures. The ceremony will take place on the Football Field at 10:00 AM.

Facilities Report

Air Handler Update: roof curbs are set which means the rooftop units are being placed; installation has begun for the new VAV boxes where the old hallway air handlers were located; the two gym air handlers will be removed July 20; the new hot water (propane) boilers have been installed; the propane tank is scheduled to be installed; and the concrete where the old fuel oil tanks were located has been replaced.

The Val roof project is scheduled to begin next week.

Gym floors have been refinished. The new gym was also repainted and looks great.

Technology Plan

Motion by Breitreutz, second by Burklund to approve changes to the 2020-2021 Technology Forms to include GoGuardian Parent Sign Up and increase in cost of Chromebook repairs. RCV 6-0. Motion carried.

Appendix B Amendments for 2020-2021

Motion by Blanchard, second by Black to approve amendments to Appendix B - 2020-2021 Co-Curricular Salary Schedule as proposed. RCV 6-0. Motion carried.

Ratification and Affirmation of Previous E-Meetings

Motion by Breitreutz, second by Blanchard to move to ratify, affirm and approve all actions, votes, motions, decisions, notices, minutes and all other matters addressed, approved or otherwise acted upon by this Board of Education at all meetings that occurred during the months of March, April, May and June as if set forth fully and incorporated herein entirely by this reference. RCV 6-0. Motion carried.

Board of Education Resolution for Superintendent (Return to School)

Motion by Black, second by Breitreutz to approve the Return to School Resolution in order to provide as much flexibility and delegation as possible to the administration to plan and respond to the fluid situation without needing a formal board meeting to approve various items/changes. RCV 6-0. Motion carried.

Raymond Central's 2020-2021 Reopening Plan

Motion by Black, second by Breitreutz to approve Raymond Central's 2020-2021 Reopening Plan. RCV 5-1 No-Gould. Motion carried.

Bus Barn Expansion Project

Motion by Blanchard, second by Black to approve the Bus Barn Expansion Project at a cost of \$167,386.00. RCV 6-0. Motion carried.

Action Items

Approval of Staff Resignations

Motion by Breitreutz, second by Springer to approve the resignations of Joshua Bauska, Assistant Boys Basketball; and Georgia Wacker, Jr-Sr High School Head Cook. RCV 6-0. Motion carried.

Approval of Staff Appointments

Motion by Breitreutz, second by Burklund to approve staff appointments of Jill Huck, Jr High Volleyball coach (Step 1); Keaton Henry, Asst Boys Basketball coach (Step 1); and Heather Potter, Jr-Sr High School Para Educator (Step 1). RCV 6-0. Motion carried.

Approval of Substitutes

Motion by Black, second by Blanchard to approve Janice Ayres and Samantha Kenning as Substitute Nurses. RCV 6-0. Motion carried.

Approval of Propane Bid

Motion by Breitreutz, second by Black to approve the propane bid of \$0.819 from Otte Oil & Propane as the supplier for our district tanks from September 1, 2020 through August 31, 2021. RCV 6-0. Motion carried.

Approval of Amended Policy 5103

Motion by Burklund, second by Springer to approve amended Policy 5103-Extracurricular Activity. RCV 6-0. Motion carried.

Approval of Amended Policy 4004

Motion by Black, second by Springer to approve amended Policy 4004-Duty Hours of Employees. RCV 6-0. Motion carried.

Approval of Annual Policy Updates

Motion by Breitreutz, second by Black to approve updated policies: 1200-Anti-Harassment; 3560-Records Management and Disposition; 4002-Equal Opportunity Employment; 4003/A/B-Employee Antidiscrimination; Notice of Nondiscrimination; Complaint Form-Discrimination, Harassment or Retaliation; 4190-Standards of Ethical and Professional Performance-Certificated Staff; 4260-Standards of Performance for Non-Certified Employees; 5001-Admission Requirements; 5401/A-Student Anti-Discrimination, Anti-Harassment, and Anti-Retaliation; Complaint Form-Discrimination, Harassment or Retaliation; and 6380-Equal Opportunity: Instruction Program. RCV 6-0. Motion carried.

First Reading of Policies 7060 and 7070

Motion by Burklund, second by Breitreutz to approve the first reading of Policy 7060-Design-Build PSCAA and 7070-Construction Manager at Risk-PSCAA. RCV 6-0. Motion carried.

Approval of the Village of Valparaiso Facilities Agreement

The Village of Valparaiso Facilities Agreement for Softball and Baseball use was tabled until next month.

Approval of Jr High Music Appreciation Curriculum

Motion by Burklund, second by Springer to approve the Jr High Music Appreciation Curriculum. RCV 6-0. Motion carried.

Approval of Superintendent as Legal Representative for Local, State, and Federal Programs

Motion by Black, second by Springer to approve Superintendent Joel as Legal Representative for Local, State, and Federal Programs. RCV 6-0. Motion carried.

Approval of 2020-2021 Elementary/Secondary Student/Parent Handbooks

Motion by Burklund, second by Breitreutz to approve changes to the 2020-2021 Elementary and Secondary Student/Parent Handbooks as presented. RCV 6-0. Motion carried.

Approval of 2020-2021 Staff Handbook

Motion by Springer, second by Burklund to approve changes to the 2020-2021 Staff Handbook as presented. RCV 6-0. Motion carried.

Approval of Payment of Summer Work

Motion by Breitreutz, second by Springer to approve summer hours worked by Steve Rose for being our Data Steward/Coordinator at \$25.00 per hour and not more than 120 hours. RCV 6-0. Motion carried.

Approval of Business Manager Pay Increase for 2020-2021

Motion by Burklund, second by Black to approve the salary increase of \$1,000.00 to Peggy Breitreutz, Business Manager. RCV 5-1 Abstain-Breitreutz. Motion carried.

Approval of Lincoln Lutheran Boys and Girls Soccer Cooperative for 2020-2021 and 2021-2022

Motion by Breitreutz, second by Blanchard to approve the Lincoln Lutheran Boys and Girls Soccer Cooperative for 2020-2021 and 2021-2022. RCV 6-0. Motion carried.

Approval of Budget Workshop Date

Motion by Breitreutz, second by Burklund to approve the Budget Workshop for Wednesday, August 26, 2020 at 6:00 PM. RCV 6-0. Motion carried.

Approval of Next Regular Board Meeting

Motion by Black, second by Springer to approve the next regular Board Meeting for Wednesday, August 12, 2020 at 6:00 PM. RCV 6-0. Motion carried.

Adjournment

Motion by Gould, second by Breitreutz to adjourn the meeting at 8:06 PM. RCV 6-0. Motion carried.

Claims: Alternative Service & Repair-Rep \$2326.07; Aqua Systems-Sup \$252.00; Aqua Systems-Sup \$53.76; Arnaldo Mancias-PD \$215.00; ASI-Ser \$64.80; ASI-Ser \$64.80; Benes Service-Sup \$57.50; Brooke L. Cheleen-Ser \$961.95; Butler Public Power District-Ser \$1777.51; Cash-Wa Distributing-Sup \$9257.27; Cheryl Rieck-Sup \$35.96; Comfrotechs-Ser \$475.00; Company Care-Ser \$60.00; Company Care-Ser \$99.00; Crescent Electric Supply-Sup \$56.12; Cutting Edge Security Solutions-Ser \$420.00; D B Nebraska Service Company-Rep \$1548.00; Derrick C. Joel-Rei \$186.30; Dianne Coffin-Ser \$2312.55; Donald R. Prentice-Ser \$190.00; Eakes Office Solutions-Sup \$608.79; Eakes Office Solutions-Sup \$907.56; Educational Service Unit #2-Ser \$47269.76; Electronic Contracting Company-Ser \$81.00; Electronic Contracting Company-Ser \$195.00; Engineered Controls-Ser \$135.00; Family Services-Ser \$1500.00; First National Capital Markets-Ser \$17500.00; Follett School Solutions, Inc.-Sup \$868.17; Great Plains Nursery-Sup \$150.00; Home Depot Pro-Sup \$2803.20; Icon Improvements, LLC-Ser \$20000.00; Illuminate education-Fee \$2100.00; Jackson Services-Sup \$24.85; Jones Bank-Pymt \$12057.11; JourneyEd.com. Inc.-Ser \$2450.00; Kidwell-Ser \$1300.00; Kindra Fox-Ser \$2518.31; Kiner Supply Company-Sup \$475.23; Kiner Supply Company-Sup \$335.27; Lancaster County Treasurer-Tx \$2118.29; Liberty Lawn & Landscape-Ser \$630.00; Livestockjudging.com-Fee \$75.00; Marvin Hellerich-Ser \$100.00; McGraw-Hill School Education Holdings, LLC-Sup \$669.73; Menards Lincoln-Sup \$221.52; Menards Lincoln-Sup \$46.15; Midwest Automatic-Ser \$1172.50; NACIA-Fee \$15.00; National Time & Signal-Sup \$174.27; Nebraska Council Of-Fee \$600.00; Nebraska Council Of School Administrators-Fee \$150.00; Nebraska Public Health Environmental Laboratory-Ser \$95.00; Norris Public Power-Ser \$11233.18; Norris Public Power-Ser \$8668.65; Oak Valley Lumber Co-Sup \$1292.39; Oak Valley Lumber Co-Sup \$1518.46; Omaha Public Power Dist-Ser \$2233.72; Otte Oil & Propane, Inc.-Sup \$235.25; Paper Tiger Shredding-Ser \$160.95; Patty Hudson-Sup \$979.80; Peggy Breitreutz-Mi \$16.10; Perry, Guthery, Haase & Gessford, P.C., L.L.O-Ser \$226.19; Pitney Bowes(Lease)-Ser \$162.69; RCPS Dist. #161-Pay \$559546.53; RCPS District #161-Pay \$25577.14; RCPS Imprest Account-Sup \$12297.13; Reimers Kaufman Concrete-Sup \$65.17; Ron's Rolloffs, Inc.-Ser \$245.25; Sam's Club MC/SYNCB-Sup \$137.13; School Specialty Supply-Sup \$1737.77; School Specialty Supply-Sup \$709.57; School Specialty Supply-Sup \$320.94; Scott Tvrdy-Ser \$640.00; Security Equipment, Inc.-Rep \$2581.20; Small Engine Specialists-Rep \$79.67; Software Unlimited-Fee \$7285.00; Stacy Doan-Sup \$200.00;

Stephens & Smith Construction Co, Inc-Rep \$1500.00; Trane-Ser \$348250.00; Trane-Ser \$348250.00; Tvrdy's One Stop-Sup \$106.25; Tyler Jedlicki-Ser \$435.00; U. S. Bank Equipment Finance-Ser \$2668.57; Vicki D Highstreet-Fee \$660.00; Village Of Ceresco-Ser \$284.28; Village Of Valparaiso-Ser \$281.72; Wahoo-Waverly-Ashland Newspaper-Ser \$28.70; Wahoo-Waverly-Ashland Newspaper-Ser \$85.86; Waste Connections Co-Ser \$462.75; Windstream-Ser \$1975.40.

**RAYMOND CENTRAL PUBLIC SCHOOLS
 FINANCIAL REPORT TO THE BOARD OF EDUCATION
 POOLED CASH - BANK RECONCILIATION
 July 31, 2020**

	7/01/2020 Thru 7/31/2020	7/01/2019 Thru 7/31/2019
Book Balance - Beginning of month	\$ 3,591,633.81	\$ 2,985,735.79
Total Receipts	\$ 194,609.70	\$ 179,879.88
Total Disbursements	<u>\$ (805,468.60)</u>	<u>\$ (696,360.02)</u>
Actual Book Balance - End of Month	<u>\$ 2,980,774.91</u>	<u>\$ 2,469,255.65</u>
Bank Balance - Beginning of month	\$ 3,725,542.75	\$ 3,078,277.46
Deposits	\$ 193,584.20	\$ 178,308.57
Interest	<u>\$ 1,025.50</u>	<u>\$ 1,571.31</u>
Total Receipts	\$ 3,920,152.45	\$ 3,258,157.34
Total Warrants	<u>\$ (849,193.71)</u>	<u>\$ (697,018.62)</u>
	a	
Bank Balance - End of Month	\$ 3,070,958.74	\$ 2,561,138.72
Plus Outstanding Deposits	\$ -	\$ -
Less Outstanding Checks	\$ (90,183.83)	\$ (91,883.07)
Reconciled Bank Balance - End of month	<u>\$ 2,980,774.91</u>	<u>\$ 2,469,255.65</u>

RAYMOND CENTRAL PUBLIC SCHOOL
FINANCIAL STATEMENT - AUGUST 1, 2020

GENERAL FUND

Cash Balance - July 1, 2020		\$3,591,633.81
July Receipts		\$193,584.20
July Interest Earned		<u>\$1,025.50</u>
	Total July Receipts	\$3,786,243.51
July Disbursements		<u>\$805,468.60</u>
	Cash Balance - Aug 1, 2020	\$2,980,774.91

LUNCH FUND

Cash Balance - July 1, 2020		\$137,509.41
Deposits		\$104.50
ALA Carte, Milk, Kdg Milk, Snack & Other		\$0.00
Federal Reimbursement		\$0.00
State Reimbursement		\$28,952.40
Transfer from General Fund		\$0.00
Interest Earned on NOW Account		<u>\$12.16</u>
	Total July Receipts	\$166,578.47
Salaries		25,577.14
Other Purchases		<u>\$10,321.12</u>
	Total July Disbursements	\$35,898.26
	Cash Balance - Aug 1, 2020	\$130,680.21

SINKING FUND

Cash Balance - July 1, 2020		\$1,593,993.48
July Receipts		\$7,959.31
July Interest Earned		<u>\$414.68</u>
	Total July Receipts	\$1,602,367.47
July Disbursements		<u>\$350,368.29</u>
	Cash Balance - Aug 1, 2020	\$1,251,999.18
Certificate of Deposit + Interest		<u>\$548,073.55</u>
	Cash Balance - Aug 1, 2020	\$1,800,072.73

BOND FUND

Cash Balance - July 1, 2020		\$7,674.31
July Receipts		\$0.00
July Interest Earned		<u>\$0.33</u>
	Total July Receipts	\$7,674.64
July Disbursements		<u>\$0.00</u>
	Cash Balance - Aug 1, 2020	\$7,674.64

**RAYMOND CENTRAL PUBLIC SCHOOL
FINANCIAL STATEMENT - AUGUST 1, 2020**

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DEPRECIATION FUND

Cash Balance - July 1, 2020		\$1,015,950.41
July Receipts		\$0.00
July Interest Earned		<u>\$853.55</u>
	Total July Receipts	\$1,016,803.96
July Disbursements		<u>\$20,000.00</u>
	Cash Balance - Aug 1, 2020	\$996,803.96
Certificate of Deposit + Interest		<u>\$622,354.76</u>
	Cash Balance - Aug 1, 2020	\$1,619,158.72

QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

Cash Balance - July 1, 2020		\$10,461.64
July Receipts		\$0.00
July Interest Earned		<u>\$0.89</u>
	Total July Receipts	\$10,462.53
July Disbursements		<u>\$0.00</u>
	Cash Balance - Aug 1, 2020	\$10,462.53

HIGH SCHOOL BOND FUND

Cash Balance - July 1, 2020		\$661,132.33
July Receipts		\$25,320.60
July Interest Earned		<u>\$171.96</u>
	Total July Receipts	\$686,624.89
July Disbursements		<u>\$0.00</u>
	Cash Balance - Aug 1, 2020	\$686,624.89

EMPLOYEE BENEFIT FUND - UNEMPLOYMENT

Cash Balance - July 1, 2020		\$37,279.53
July Receipts		\$0.00
July Interest Earned		<u>\$3.17</u>
	Total July Receipts	\$37,282.70
July Disbursements		<u>\$0.00</u>
	Cash Balance - Aug 1, 2020	\$37,282.70
Certificate of Deposit + Interest		<u>\$16,045.78</u>
	Cash Balance - Aug 1, 2020	\$53,328.48

TAXES - 2019-2020

Taxes Budgeted	\$7,350,000.00
Taxes Received	<u>\$5,878,766.61</u>
Balance	\$1,471,233.39

JULY RECEIPTS & DISBURSEMENTS

JULY 1, 2020 BANK BALANCE		3,591,633.81
LANCASTER COUNTY TREASURER		
TAXES	51,447.37	
MOTOR VEHICLE TAXES	19,766.92	
FINES & FEES	654.47	
HOMESTEAD EXEMPTION	16,048.92	
MOTOR VEHICLE PRO RATE	2,031.86	
SAUNDERS COUNTY TREAASURER		
TAXES	21,337.64	
MOTOR VEHICLE TAXES	23,260.93	
FINES & FEES	1,128.77	
HOMESTEAD EXEMPTION	16,572.17	
PERSONAL PROPERTY TAX CREDIT	-98.51	
MOTOR VEHICLE PRO RATE	1,530.55	
TRANSFERS INTER-FUND	13.78	
SEWARD COUNTY TREASURER		
TAXES	2,245.68	
MOTOR VEHICLE TAXES	443.39	
FINES & FEES	92.46	
HOMESTEAD EXEMPTION	263.45	
MOTOR VEHICLE PRO RATE	48.80	
BUTLER COUNTY TREASURER		
MOTOR VEHICLE TAXES	3.32	
MOTOR VEHICLE PRO RATE	15.59	
RCPS HOT LUNCH FUND		
FEBRUARY EXPENSES	34,918.46	
SALE OF PROPERTY		
ALTER METAL RECYCLING	44.37	
EDUCATIONAL SERVICE UNIT #2		
PERKINS GRANT	1,722.99	
OTHER NON-REVENUE RECEIPTS		
REBATE	88.43	
OAK CREEK VALLEY BANK		
GENERAL FUND INTEREST - JULY	1,025.50	
IMPREST INTEREST - JUNE	2.39	
	TOTAL JULY RECEIPTS	194,609.70
	TOTAL RECEIPTS	3,786,243.51
	JULY DISBURSEMENTS	805,468.60
AUGUST 1, 2020 BANK BALANCE		2,980,774.91

WE RECEIVED A TOTAL OF \$5,878,766.61 IN PROPERTY TAXES FOR YEAR TO DATE.

RAYMOND CENTRAL PUBLIC SCHOOLS
July 2020 - Student Fees Account Balances

<u>Activity Name</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Checks</u>	<u>Adjustments</u>	<u>Ending Balance</u>
Activity Pass	0.00	0.00	0.00	0.00	0.00
Ag-Ed Labs	2,042.45	0.00	0.00	0.00	2,042.45
Art Class	112.20	0.00	0.00	0.00	112.20
Band Dry Cleaning	363.64	0.00	0.00	0.00	363.64
Band Repair/Rental	1,391.80	0.00	0.00	0.00	1,391.80
Choir Dry Cleaning	289.10	0.00	0.00	0.00	289.10
Chromebooks	2,714.50	20.00	0.00	0.00	2,734.50
Computer Science	260.00	0.00	0.00	0.00	260.00
Drama	396.00	0.00	0.00	0.00	396.00
FBLA	2,789.06	0.00	0.00	0.00	2,789.06
FFA	311.94	0.00	0.00	0.00	311.94
Foods Class	1,101.70	0.00	0.00	0.00	1,101.70
Mock Trial	450.01	0.00	0.00	0.00	450.01
NFL	15.00	0.00	0.00	0.00	15.00
Service Fees	10.62	0.00	0.00	-1.45	9.17
Skills USA	2,020.10	0.00	0.00	0.00	2,020.10
Speech	-78.33	0.00	0.00	0.00	-78.33
Sports Fees	9.96	0.00	0.00	4.51	14.47
Tech Ed	<u>3,322.93</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>3,322.93</u>
	17,522.68	20.00	0.00	3.06	17,545.74

Raymond Central Public Schools

Friday, August 7, 2020

	Payment Vendor	Invoice Description	Invoice Total
1	ADA Sports, Badminton & Tennis	PE Supplies - S	\$241.58
2	AHCC inc	Concrete Sidewalk Replacement - S	\$8,718.00
3	ASI	Payflex Administration Costs	\$56.70
4	Carolyn Enevoldsen	PLC Stipend	\$405.00
5	Derrick C. Joel	July Mileage Reimbursement	\$244.95
6	Discovery Education	Curriculum Resource and Training S - 34,664.00, C - 1625.00, V - 1625.00	\$37,914.00
7	Donald R. Prentice	Extermination Service S - 90.00, V - 50.00, C - 50.00	\$190.00
8	Eakes Office Solutions	Reading Classroom Supplies - V 47.81, Custodial Supplies S - 4,425.55, C 1,535.81, V - 1,146.34, Building Maintenance Supplies S - 235.00, General Teaching Supplies 50.08, General Teaching Supplies - S 1,340.00, Paper Products S - 455.92, Principal's Office Supplies - S 447.00	\$9,683.51
9	Educational Service Unit No. 5	Powerschool Enrollment Fees S - 3,998.00, V - 1,612.00, C - 1,415.00	\$7,025.00
10	Erin Brewer	PLC Stipend	\$405.00
11	Follett School Solutions, Inc.	English Dept - S	\$16.57
12	Heather Bohac	PLC Stipend	\$405.00
13	Home Depot Pro	Building Maint Supplies - S - 1,585.57, V - 446.00, C - 392.00	\$2,423.57
14	Interstate All Battery Center	Batteries for Bus 19A and 19D	\$776.73
15	IXL	District Licenses 2020-2021 S - 4024.50, C - 2,012.25, V - 2,012.25	\$8,049.00
16	Jill Huck	Classroom Supplies Jr HS English	\$13.94
17	Judah Caster Co	Building Maintenance Supplies - S	\$29.00
18	Kendra Carlson	PLC Stipend	\$405.00
19	Kim Hudson	PLC Stipend	\$405.00
20	KSB School Law, PC LLO	School Resource Officer Training	\$400.00
21	Menards Lincoln	General Teaching Supplies 799.80, S - 1,171.43, C 415.00, V 472.00, FFA Consumables 780.70	\$3,638.93
22	Momar, Incorporated	Maintenance Supplies - Bus Barn	\$379.94
23	Monica Blank	PLC Stipend	\$405.00
24	Nebraska Council Of	Registration Fees BG 75.00, AS 75.00	\$150.00
25	Nebraska Safety Center	Bus Drivers Training	\$250.00
26	Nelson Gas & Oil Co.	Bus Maintenance Supply	\$16.50
27	Oak Valley Lumber Co	Building Maintenance Supplies - S - 48.50, General Teaching Supplies 1,846.53	\$1,895.03
28	Omaha Public Power District	Electricity - V	\$2,562.55
29	Perry, Guthery, Haase & Gessford, P.C., L.L.O	Legal Services	\$924.00
30	Pioneer	Grounds Supplies - S	\$845.00
31	Pro- Tuff Decals	HS Football Supplies	\$288.53
32	Rcps Imprest Account	Reimbursement for July Checks	\$3,835.62
33	RCPS Dist# 161	Payroll	\$565,432.29

34	School Specialty Supply	Art Supplies C - 58.29, V - 58.29, 2nd Grade V - 7.34	\$123.92
35	Scott Tvrdy	July Mowing C - 400.00, V - 400.00	\$800.00
36	Shelly Dostal	Conference Expenses S - 163.69, V - 122.76, C - 122.76	\$409.21
37	Shelly Hlavaty	PLC Stipend	\$405.00
38	Sherwin-Williams	Maintenance Supplies S - 489.37, V - 198.00, C - 174.00	\$861.37
39	Sydney Paige	PLC Stipend	\$405.00
40	Tasha Osten	PLC Stipend	\$405.00
41	Taylor Craig	PLC Stipend	\$405.00
42	Tyler Jedlicki	July Mowing - S	\$630.00
43	U. S. Bank Equipment Finance	Photo Copiers S - 1,379.16, Supt - 316.30, C - 455.9, V - 455.88	\$2,607.24
44	Village Of Valparaiso	Utilities - V	\$388.82
45	Voyager Sopris Learning	Textbooks C - 109.94, V - 109.95	\$219.89
46	Wahoo Newspaper	Newspaper Renewal Library - S	\$97.55
47	Wahoo-Waverly-Ashland Newspaper	Publications	\$129.99
48	Waste Connections Co	Garbage Service - S - 396.75, V - 66.00	\$462.75
49	William V MacGill & Co.	School Nurse Supplies S - 755.43, V - 304.52, C - 267.43	\$1,327.38
50	Windstream	Phone - V	\$970.01
			\$669,079.07
	Hot Lunch Fund		
1	Cash-Wa Distributing	S - 4,130.17, V - 4,007.00, C - 4,007.00	\$12,144.17
2	Patty Hudson	S - 169.20, V - 165.00, C - 165.00	\$499.20
3	RCPS Dist# 161	Payroll	\$15,136.52
4	US Foods, Inc.	S - 889.17, C - 863.00, V - 863.00	\$2,615.17
			\$30,395.06

Raymond Central Public Schools

Thursday July 23, 2020

	Payment Vendor	Invoice Description	Invoice Total
1	Brooke L. Cheleen	SPED Therapy (PT)	\$396.00
2	Butler Public Power District	Electricity - V	\$2,525.27
3	Eakes Office Solutions	Hand Sanitizer, Masks S - 4,367.23, V - 1,759.59, C - 1,544.89	\$7,671.71
4	Educational Design Solutions	Lexia License - 5 years - V - 3,750.00, C - 3,750.00	\$7,800.00
5	Follett School Solutions, Inc.	Destiny Library License Renewal, Titlepeek Online Service Renewal - S - 811.67, C - 810.67, V - 810.67	\$2,433.01
6	General Fire And Safety	Fire System Inspections - S 326.75, V - 212.50, C - 156.75	\$696.00
7	Gopher	PE Supplies - C - 379.80, V - 379.81	\$759.61
8	Greg Shepard	Gym Floor Refinishing - S	\$5,650.00
9	HTR inc / Klute Truck Equipment	Trailer Hubcap	\$7.71
10	Menards	Student Partition Materials S - 126.85, V - 63.50, C - 63.50	\$253.85
11	Midwest Alarm Services	Fire Alarm Monitoring/Quarterly Payment - V	\$108.00
12	Nebraska Rural Community School Assocation	NRCSA Membership Dues	\$850.00
13	NetSupport, Incorporated	Maintenance Renewal 20-21 School Year- S	\$372.90
14	Nicole Hummel	JR High Volleyball Supplies	\$35.24
15	Pat Isaacson	19-20 Snow Removal - V	\$1,000.00
16	Purchase Power	Postage for Postage Meter - S	\$507.00
17	Ralston Public School	SPED Therapy Services (Vision)	\$4,011.82
18	Saunders County Youth Services	Inter-Local Cooperative Agreement S - 387.00, V - 156.00, C - 137.00	\$680.00
19	Shelly Dostal	Mileage Reimbursement	\$186.88
20	Village Of Ceresco	Utilities - C	\$339.36
21	Voss Lighting	Lightbulbs S - 289.00, C - 102.00, V - 116.00	\$507.00
22	Wahoo-Waverly-Ashland Newspaper	Publications	\$90.42
23	WeatherCraft Co. Of Lincoln	Roof Repair/Replacement - V (First of Two Payments)	\$82,795.00
			\$119,676.78

**Raymond Central Public Schools
July 2020 Imprest Checks**

	DATE ISSUED	VENDOR	DESCRIPTION	AMOUNT
1	7/1/2020	RCPS Activities	Professional Development	(150.00)
2	7/29/2020	RCPS Hot Lunch	Summer Lunch Supplies	(979.80)
3				
4	7/1/2020	Arnaldo Mancias	Professional Development	150.00
5	7/1/2020	Patty Hudson	Summer Lunch Supplies	979.80
6	7/2/2020	Wayne State Softball	Camp Fee	220.00
7	7/10/2020	Nebraska State Patrol	Background Checks	100.00
8	7/13/2020	Hanks Specialties	Building Maint. Supplies - S	86.97
9	7/14/2020	Windstream	Phone	1,434.87
10	7/20/2020	Windstream	Phone	687.98
11	7/21/2020	Windstream	Phone	255.80
12	7/28/2020	Pepsi-Cola of Lincoln	Water Bottles for Students	1,050.00
				3,835.62

RAYMOND CENTRAL PUBLIC SCHOOLS

July 2020 - Activities Account Checks

<u>Activity Name</u>	<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
AP Funds	7/16/2020	US Bank	Calculators for Calculus and PreCalc	165.70
Athletics	7/2/2020	NCC @ Fort Calhoun	NCC Participation Fees	540.00
Athletics	7/2/2020	Sam's Club MC/SYNCB	WR Brackets S0335694	132.97
Athletics	7/2/2020	NSAA	NSAA Activities Memb Registrations 20-21	1,170.00
Athletics	7/9/2020	Hudl	Hudl AD Package Payment 20-21	8,000.00
Athletics	7/16/2020	RC Softball	VABA Concessions Transfer	571.80
Athletics	7/16/2020	RC Baseball	VABA Concessions Transfer	392.26
Athletics	7/16/2020	Awards Unlimited, Inc	Athlete of the Year Plaques	66.80
Athletics	7/28/2020	SignPro	Main Gym Banner Stickers	20.00
Athletics	7/29/2020	Nebraska Sports	Bison VB Net	449.32
Athletics	7/29/2020	RC Football	Reimb for HARCO Helmet Reconditioning	836.75
Athletics	7/30/2020	Student Assurance Services	Student Assurance Services	1,059.75
Cheerleaders	7/2/2020	Shay Spohr	Stang Gang Crafts	44.24
Cheerleaders	7/16/2020	Athletics	money owed for gear	1,037.00
Drill Team	7/28/2020	Allison Graham	Choreography Payment	600.00
FFA Act	7/16/2020	US Bank	officer retreat cabin balance due	178.43
FFA Act	7/16/2020	US Bank	Officer Retreat-cabin	646.57
FFA Act	7/28/2020	Shirts101	Officer polo, jacket & sweatshirt embroidery	451.00
FFA Act	7/28/2020	Whitney Lehn	Officer Retreat	654.53
Hot Lunch	7/30/2020	Josh Greve	student transferred, refunding lunch money	96.70
Pre-Kindergarten	7/28/2020	Really Good Stuff	2 kdg orders	890.67
Prof Development	7/2/2020	RCPS Imprest	reimb imprest check Arnaldo Mancias	150.00
Prof Development	7/30/2020	Graphic Edge	Staff Shirts	917.33
Softball	7/2/2020	Wayne State Softball	Wayne State Softball Camp FEE	60.00
Wrestling	7/2/2020	SchoolPride	Patches for banners	60.00
Wrestling	7/9/2020	Lou's Sporting Goods	Camp Ts	214.50
Wrestling	7/9/2020	SchoolPride	Shiping for banner patches	15.00
Wrestling	7/16/2020	Mustang Graphics	Wall Decals	<u>650.00</u>
				20,071.32

Raymond Central Public Schools Board of Education Regular Meeting

Wednesday, July 15, 2020 at 6:00 PM Central

Jr/Sr High School Mustang Classroom

1800 West Agnew Road

Raymond, NE 68428-9783

Present: Scott Black, Matt Blanchard, Brad Breitreutz, Cathy Burklund, Dr. Harriet Gould, Lori Springer. Also attending were Dr. Derrick Joel, Superintendent; Allison Stansberry, Jr-Sr High School Principal; and Brian Gralheer, Assistant Principal/Athletic Director.

Call to Order and Pledge of Allegiance

President Gould called the meeting to order at 6:25 PM and the Pledge of Allegiance was said.

Motion to Excuse Board Member's Absence

All members were present.

Open Meeting Law

President Gould reminded the audience that the Open Meeting Laws would be followed.

Consent Agenda

Motion by Black, second by Breitreutz to approve the consent agenda as presented including the regular meeting minutes of June 10, 2020, June Financial Statement and July monthly bills. RCV 6-0. Motion carried.

Regular Minutes of June 10, 2020

Financial Statement/Report

Monthly Bills

Correspondence/Recognition

Appreciation was extended to: Patty Hudson and her crew for their efforts to make our Summer Lunch Program possible; Jared Shanahan and his crew for their efforts in completing projects and the high volume of cleaning that happens during summer making our facilities look fantastic; and to the administrators and Amanda Ehlers for their time drafting our reopening plan. Thank you to all BOE members, staff and parents/guardians who attended one of our Zoom feedback forums.

Public Forum

Discussion Items

Administrative Reports

Submitted by Allison Stansberry, Jr-Sr High School Principal

It has been an extremely busy summer. Between wrapping up the 2019-2020 school year, preparing for the 2020-2021 school year, and with everything in between, we have been busy! We have updated both student and staff handbooks, as well as Appendix B. Once we get through Graduation, we plan to create a document based on our reopening plan tailored to the Jr-Sr High. I am hoping to have this rolled out to staff by August 1. A staff meeting was held virtually on July 13 to answer any questions they had as well

as listen to suggestions/ideas.

We have hired Heather Potter as our new Paraprofessional for the upcoming year. Heather currently lives in Valparaiso with her husband and two kids. We are excited to have Heather join our team!

On Monday, August 3 we will host a 6th Grade Orientation. At this time we have a plan to schedule those who have registered to attend in to small groups and will have rotational sessions. We have created a route so there won't be much overlap or crossing of groups. Stations will be as follows: Student Handbook and FYI's (Stansberry); Registration Forms/Lunches/Nurse (Torie, Jordy, and Amanda); Activities and Athletics + Ineligibility Policy (Gralheer); and School Tour + Schedule/Planners (Osten). We plan on doing the same set up on Tuesday, August 4 for 7th Grade Orientation.

On Wednesday and Thursday, August 5-6, we will be doing a check out/registration for Grades 8-11 which will be very similar to what we did with our check in in May. We will have a sign-up and stations set up throughout the gym/commons with one door for entrance and one door for exit.

We are preparing for our Traditional Graduation Ceremony on Saturday, July 18. We have created a plan, a seating diagram, and tickets for our graduates. Each senior will receive 6 tickets for his/her family. We have worked with Three Rivers as well as collaborating with other conference schools to create a plan to help keep our graduates, their families, and staff safe while being able to honor the Class of 2020. We will have an indoor backup plan in case there is inclement weather and we are unable to host the ceremony outside.

We are currently looking at options for ACT testing for the upcoming school year. Tentatively, the plan is to give seniors the ACT and juniors the practice ACT both in the fall (due to not being able to take it last year). In the Spring of 2021 we hope to give juniors the ACT and Sophomores the practice ACT. As I stated, this is all tentative and I will communicate out once we have a definite plan!

Thinking ahead, we have changed Homecoming for the 2020-2021 school year. The dance is scheduled for Saturday, September 12. This could always change as we continue to follow the Directed Health Measures put into place. A survey was sent to both families and students asking their preference on Homecoming being Friday night as is or changing it to Saturday and the majority wanted it on Saturday. We will try it this year and see how it goes!

Submitted by Brian Gralheer, Assistant Jr-Sr High School Principal/Athletic Director

I am currently in the process of creating a video for the 2020 Spring Banquet. Coaches are working on their individual presentations, which will be used to make a Virtual Presentation.

Coaches Placke, Houchin, Lillie, Prai, Rockemann, and myself have been walking through training with deep discussion over the content. We are going through a 3D Coaching Essentials Course and holding weekly roundtable discussions via Zoom. 3D Coaching provides coaches with great resources to coach beyond the sport-specific training and strategy of the game and provides strategies to motivate and inspire student athletes to challenge themselves individually and collectively. We have had some great discussions in our group.

Keely Schaffer, Steve Rose, and I continue researching different methods of live streaming all varsity events for the fall. Due to the circumstances, we do not know what fall sports are going to look like, but I think this will be a valuable option if we are to have limited or no fans in the stands. Still more to come. I will be upgrading our Hudl subscription to include Hudl Focus, a camera that can be controlled remotely and can be used to livestream gym events including concerts and other performances.

Jared and I continue to be in contact with Kyle Schwarting regarding the potential Walking/XC path on the south 67 acres. Jared has also been in contact with the NRD to create a permanent solution for the erosion problem occurring directly south of the lagoons.

I sent the following message home to all 9-12 Parents and Students regarding the new Drug Testing Policy:

RC Students and Parents,

As we work through a lot of uncertainty in our current situation, I wanted to make sure everyone has access to the following information. The RC Board of Education approved Policy 5306 in January of

2020 to be put into effect in the fall of 2020. I would prefer to have had a large in-person meeting to discuss this, but current conditions do not allow us to do that. I do apologize for that inconvenience.

I do encourage you to read through and watch the following attachments in their entirety before contacting me with any concerns you may have. This policy was created solely with the intention of focusing on student safety and education.

-[Policy 5306-Drug and Alcohol Testing](#) - This is the approved Board Policy in its entirety.

-[RC - Random Drug Testing Overview \(Slideshow\)](#) - This is an overview of the policy that gives more details of how we designed the policy and how we plan to implement..

-[RC - Random Drug Testing Overview \(Video\)](#) - This is the same slideshow, but in video presentation format that explains the slideshow in even more detail.

-[Policy 5306 - Consent to Test Form](#) - This is a copy of the Consent to Test Form that will need to be completed and submitted before the first fall contest (8/20/20). *Failure to do so will result in ineligibility for participation in schools sponsored extracurricular activities. See Board Policy for more information. Stay Safe Mustangs!

Brian Gralheer brian.gralheer@rcentral.org 402-785-2685

We have been undergoing a slow reopening process with summer weights, open gyms, and camps. July 1 opened up all sports to open gyms. The NSAA states that we continue exercising caution, but the month of July will be used as an indication to how fall sports will open.

Submitted by Shelly Dostal, Elementary Principal at Valparaiso/K-5 Curriculum Director

Planning for 2020-21 -Dr. Joel has shared the School Reopening Plan. We will have more specific plans at each school. Supplies and materials have been ordered. Custodial crews have been working in the building. Classroom spaces have been assigned and teachers are gearing up for the year. The School Improvement Team will meet again in August. The Back to School PTO Pool Party will be held on August 7 from 6-8pm at the Wahoo pool (as long as health guidelines allow). New teachers will attend RC orientation on August 6, all teachers return on August 7 and all staff will report on August 10. New to the education profession teachers will attend the ESU#2 New Teacher Academy on August 3 and 4. The first day of school will be August 12, dismissing at the elementary at 11:45am.

I will be attending EduClimber Training virtually on July 14 and 15; we are excited for all of our student data to be housed in one location. The PLC Institute is scheduled for July 20-22 with a group of RC teachers attending. They will be updating plans on July 13, but for now, it's on as scheduled with limited capacity and other protective measures. The administrative team will be attending Administrator Days virtually July 30-31. We continue to train with the EIR grant and Crisis Team. I have also been working with Kara Nelson to develop plans for the Before and After School Program.

The handbook has been updated for board approval. Please see proposed changes.

Submitted by Ann Egr, Elementary Principal at Ceresco/Special Education Director Elementary-

Updates and revisions to the 2020-2021 handbook have been made. The proposed changes are a separate item for board approval.

Custodial staff is working hard! The facilities look great!

The School Improvement Team will travel to Omaha July 20-22 for a Solution Tree Institute. The primary focus of the Institute is on Professional Learning Communities. As a team, we are excited to continue this PLC journey. Attendees are Shelly Dostal, Carolyn Enevoldsen, Monica Blank, Erin Brewer, Sydney Paige, Shelly Hlavaty, Tasha Osten, Heather Bohac, Kim Hudson, Kendra Carlson, and Taylor Craig.

The Administration Team will be attending Administrator Days July 29- 31. This event will be a virtual conference.

Special Education-

Final Special Education end of the year data and all reports have been submitted to The Department of Education. Thank you Mr. Steve Rose for all the assistance and dedication to this process.

Curriculum Report

Superintendent's Report

Raymond Central has been selected to receive a grant from Nebraska Appleseed to help with the cost of our Summer Lunch Program. This means our Summer Lunch Program is completely covered by reimbursements from the state and now grant money. This is fantastic news for us!

Raymond Central will honor the class of 2020 through a traditional ceremony on July 18. We will follow the appropriate Directed Health Measures. The ceremony will take place on the Football Field at 10:00 AM.

Goal 1:

Goal 2:

Goal 3:

2019-2020 Raymond Central Strategic Plan

Facilities Report

Air Handler Update: roof curbs are set which means the rooftop units are being placed; installation has begun for the new VAV boxes where the old hallway air handlers were located; the two gym air handlers will be removed July 20; the new hot water (propane) boilers have been installed; the propane tank is scheduled to be installed; and the concrete where the old fuel oil tanks were located has been replaced.

The Val roof project is scheduled to begin next week.

Gym floors have been refinished. The new gym was also repainted and looks great.

Review of Technology Plan

Technology Forms - Consider, discuss and take all necessary action

Motion by Breitreutz, second by Burklund to approve changes to the 2020-2021 Technology Forms to include GoGuardian Parent Sign Up and increase in cost of Chromebook repairs. RCV 6-0. Motion carried.

Update of Raymond Central Crisis and Safety Protocol

Committee on American Civics (Breitreutz - chair, Springer, Burklund)

Transportation Committee (Black- Chair, Breitreutz, Springer)

Finance Committee (Springer- chair, Blanchard, Breitreutz)

Facilities Committee (Blanchard- chair, Springer, Burklund)

Negotiations Committee (Black- chair, Gould, Blanchard)

Curriculum Committee (Gould - chair, Black, Burklund)

Policy Committee (Springer- chair, Gould, Black)

NASB Monthly Update

Appendix B Amendments for 2020-2021 - Consider, discuss and take all necessary action

Motion by Blanchard, second by Black to approve amendments to Appendix B - 2020-2021 Co-Curricular Salary Schedule as proposed. RCV 6-0. Motion carried.

Ratification and Affirmation of Previous E-Meetings.- Consider, discuss and take all necessary action

Motion by Breitreutz, second by Blanchard to move to ratify, affirm and approve all actions, votes, motions, decisions, notices, minutes and all other matters addressed, approved or otherwise acted upon by this Board of Education at all meetings that occurred during the months of March, April, May and June as if set forth fully and incorporated herein entirely by this reference. RCV 6-0. Motion carried.

Board of Education Resolution for Superintendent (Return to School) - Consider, discuss and take all necessary action

Motion by Black, second by Breitreutz to approve the Return to School Resolution in order to provide as much flexibility and delegation as possible to the administration to plan and respond to the fluid situation without needing a formal board meeting to approve various items/changes. RCV 6-0. Motion carried.

Raymond Central's 2020-2021 Reopening Plan - Consider, discuss and take all necessary action

Motion by Black, second by Breitreutz to approve Raymond Central's 2020-2021 Reopening Plan. RCV 5-1 No-Gould. Motion carried.

Bus Barn Expansion Project - Consider, discuss and take all necessary action

Motion by Blanchard, second by Black to approve the Bus Barn Expansion Project at a cost of \$167,386.00. RCV 6-0. Motion carried.

Review Public Forum Presentation(s) - Consider, discuss, and take all necessary action

Action Items

Approval of Staff Resignation

Motion by Breitreutz, second by Springer to approve the resignations of Joshua Bauska, Assistant Boys Basketball; and Georgia Wacker, Jr-Sr High School Head Cook. RCV 6-0. Motion carried.

Approval of Staff Appointment

Motion by Breitreutz, second by Burklund to approve staff appointments of Jill Huck, Jr High Volleyball coach (Step 1); Keaton Henry, Asst Boys Basketball coach (Step 1); and Heather Potter, Jr-Sr High School Para Educator (Step 1). RCV 6-0. Motion carried.

Approval of Substitute Teacher(s) and Nurse

Motion by Black, second by Blanchard to approve Janice Ayres and Samantha Kenning as Substitute Nurses. RCV 6-0. Motion carried.

Approval of Propane Bid

Motion by Breitreutz, second by Black to approve the propane bid of \$0.819 from Otte Oil & Propane as the supplier for our district tanks from September 1, 2020 through August 31, 2021. RCV 6-0. Motion carried.

Approval of Amended Policy 5103

Motion by Burklund, second by Springer to approve amended Policy 5103-Extracurricular Activity. RCV 6-0. Motion carried.

Approval of Amended Policy 4004

Motion by Black, second by Springer to approve amended Policy 4004-Duty Hours of Employees. RCV 6-0. Motion carried.

Approval of Annual Policy Updates Part II

Motion by Breitreutz, second by Black to approve updated policies: 1200-Anti-Harassment; 3560-Records Management and Disposition; 4002-Equal Opportunity Employment; 4003/A/B-Employee Antidiscrimination; Notice of Nondiscrimination; Complaint Form-Discrimination, Harassment or Retaliation; 4190-Standards of Ethical and Professional Performance-Certificated Staff; 4260-Standards of Performance for Non-Certified Employees; 5001-Admission Requirements; 5401/A-Student Anti-Discrimination, Anti-Harassment, and Anti-Retaliation; Complaint Form-Discrimination, Harassment or Retaliation; and 6380-Equal Opportunity: Instruction Program. RCV 6-0. Motion carried

First Reading of Policies 7060 and 7070

Motion by Burklund, second by Breitreutz to approve the first reading of Policy 7060-Design-Build PSCAA and 7070-Construction Manager at Risk-PSCAA. RCV 6-0. Motion carried

Approval of the Village of Valparaiso Facilities Agreement

The Village of Valparaiso Facilities Agreement for Softball and Baseball use was tabled until next month.

Approval of JH Music Appreciation Curriculum

Motion by Burklund, second by Springer to approve the Jr High Music Appreciation Curriculum. RCV 6-0. Motion carried.

Approval of Superintendent as Legal Representative for Local, State, and Federal Programs

Motion by Black, second by Springer to approve Superintendent Joel as Legal Representative for Local, State, and Federal Programs. RCV 6-0. Motion carried.

Approval of the 2020-2021 Elementary/Secondary Student/Parent Handbooks

Motion by Burklund, second by Breitreutz to approve changes to the 2020-2021 Elementary and Secondary Student/Parent Handbooks as presented. RCV 6-0. Motion carried.

Approval of 2020-2021 Staff Handbook

Motion by Springer, second by Burklund to approve changes to the 2020-2021 Staff Handbook as presented. RCV 6-0. Motion carried.

Approval of Payment for Summer Work - Steve Rose

Motion by Breitreutz, second by Springer to approve summer hours worked by Steve Rose for being our Data Steward/Coordinator at \$25.00 per hour and not more than 120 hours. RCV 6-0. Motion carried.

Approval of Business Manager Pay Increase for 2020-2021

Motion by Burklund, second by Black to approve the salary increase of \$1,000.00 to Peggy Breitreutz, Business Manager. RCV 5-1 Abstain-Breitreutz. Motion carried.

Approval of Lincoln Lutheran Boys and Girls Soccer Cooperative for 2020-2021 and 2021-2022

Motion by Breitreutz, second by Blanchard to approve the Lincoln Lutheran Boys and Girls Soccer Cooperative for 2020-2021 and 2021-2022. RCV 6-0. Motion carried.

Approval of Budget Workshop Date

Motion by Breitreutz, second by Burklund to approve the Budget Workshop for Wednesday, August 26, 2020 at 6:00 PM. RCV 6-0. Motion carried.

Approval of Next Regular Board Meeting - Wednesday, August 12, 2020

Motion by Black, second by Springer to approve the next regular Board Meeting for Wednesday, August 12, 2020 at 6:00 PM. RCV 6-0. Motion carried.

Adjournment

Motion by Gould, second by Breitreutz to adjourn the meeting at 8:06 PM. RCV 6-0. Motion carried.

Important Upcoming Dates:

- July 18 - Graduation @ 10 AM at the Football Stadium
- August 12 - Regular BOE Meeting @ 6 PM
- August 12 (First Day of School, Noon Dismissal)
- August 26 - BOE Budget Workshop

**RAYMOND CENTRAL PUBLIC SCHOOLS
 FINANCIAL REPORT TO THE BOARD OF EDUCATION
 POOLED CASH - BANK RECONCILIATION
 July 31, 2020**

	7/01/2020 Thru 7/31/2020	7/01/2019 Thru 7/31/2019
Book Balance - Beginning of month	\$ 3,591,633.81	\$ 2,985,735.79
Total Receipts	\$ 194,609.70	\$ 179,879.88
Total Disbursements	<u>\$ (805,468.60)</u>	<u>\$ (696,360.02)</u>
Actual Book Balance - End of Month	<u>\$ 2,980,774.91</u>	<u>\$ 2,469,255.65</u>
Bank Balance - Beginning of month	\$ 3,725,542.75	\$ 3,078,277.46
Deposits	\$ 193,584.20	\$ 178,308.57
Interest	<u>\$ 1,025.50</u>	<u>\$ 1,571.31</u>
Total Receipts	\$ 3,920,152.45	\$ 3,258,157.34
Total Warrants	<u>\$ (849,193.71)</u>	<u>\$ (697,018.62)</u>
	a	
Bank Balance - End of Month	\$ 3,070,958.74	\$ 2,561,138.72
Plus Outstanding Deposits	\$ -	\$ -
Less Outstanding Checks	\$ (90,183.83)	\$ (91,883.07)
Reconciled Bank Balance - End of month	<u>\$ 2,980,774.91</u>	<u>\$ 2,469,255.65</u>

RAYMOND CENTRAL PUBLIC SCHOOL
FINANCIAL STATEMENT - AUGUST 1, 2020

GENERAL FUND

Cash Balance - July 1, 2020		\$3,591,633.81
July Receipts		\$193,584.20
July Interest Earned		<u>\$1,025.50</u>
	Total July Receipts	\$3,786,243.51
July Disbursements		<u>\$805,468.60</u>
	Cash Balance - Aug 1, 2020	\$2,980,774.91

LUNCH FUND

Cash Balance - July 1, 2020		\$137,509.41
Deposits		\$104.50
ALA Carte, Milk, Kdg Milk, Snack & Other		\$0.00
Federal Reimbursement		\$0.00
State Reimbursement		\$28,952.40
Transfer from General Fund		\$0.00
Interest Earned on NOW Account		<u>\$12.16</u>
	Total July Receipts	\$166,578.47
Salaries		25,577.14
Other Purchases		<u>\$10,321.12</u>
	Total July Disbursements	\$35,898.26
	Cash Balance - Aug 1, 2020	\$130,680.21

SINKING FUND

Cash Balance - July 1, 2020		\$1,593,993.48
July Receipts		\$7,959.31
July Interest Earned		<u>\$414.68</u>
	Total July Receipts	\$1,602,367.47
July Disbursements		<u>\$350,368.29</u>
	Cash Balance - Aug 1, 2020	\$1,251,999.18
Certificate of Deposit + Interest		<u>\$548,073.55</u>
	Cash Balance - Aug 1, 2020	\$1,800,072.73

BOND FUND

Cash Balance - July 1, 2020		\$7,674.31
July Receipts		\$0.00
July Interest Earned		<u>\$0.33</u>
	Total July Receipts	\$7,674.64
July Disbursements		<u>\$0.00</u>
	Cash Balance - Aug 1, 2020	\$7,674.64

**RAYMOND CENTRAL PUBLIC SCHOOL
FINANCIAL STATEMENT - AUGUST 1, 2020**

DEPRECIATION FUND

Cash Balance - July 1, 2020		\$1,015,950.41
July Receipts		\$0.00
July Interest Earned		<u>\$853.55</u>
	Total July Receipts	\$1,016,803.96
July Disbursements		<u>\$20,000.00</u>
	Cash Balance - Aug 1, 2020	\$996,803.96
Certificate of Deposit + Interest		<u>\$622,354.76</u>
	Cash Balance - Aug 1, 2020	\$1,619,158.72

QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

Cash Balance - July 1, 2020		\$10,461.64
July Receipts		\$0.00
July Interest Earned		<u>\$0.89</u>
	Total July Receipts	\$10,462.53
July Disbursements		<u>\$0.00</u>
	Cash Balance - Aug 1, 2020	\$10,462.53

HIGH SCHOOL BOND FUND

Cash Balance - July 1, 2020		\$661,132.33
July Receipts		\$25,320.60
July Interest Earned		<u>\$171.96</u>
	Total July Receipts	\$686,624.89
July Disbursements		<u>\$0.00</u>
	Cash Balance - Aug 1, 2020	\$686,624.89

EMPLOYEE BENEFIT FUND - UNEMPLOYMENT

Cash Balance - July 1, 2020		\$37,279.53
July Receipts		\$0.00
July Interest Earned		<u>\$3.17</u>
	Total July Receipts	\$37,282.70
July Disbursements		<u>\$0.00</u>
	Cash Balance - Aug 1, 2020	\$37,282.70
Certificate of Deposit + Interest		<u>\$16,045.78</u>
	Cash Balance - Aug 1, 2020	\$53,328.48

TAXES - 2019-2020

Taxes Budgeted	\$7,350,000.00
Taxes Received	<u>\$5,878,766.61</u>
Balance	\$1,471,233.39

JULY RECEIPTS & DISBURSEMENTS

JULY 1, 2020 BANK BALANCE		3,591,633.81
LANCASTER COUNTY TREASURER		
TAXES	51,447.37	
MOTOR VEHICLE TAXES	19,766.92	
FINES & FEES	654.47	
HOMESTEAD EXEMPTION	16,048.92	
MOTOR VEHICLE PRO RATE	2,031.86	
SAUNDERS COUNTY TREAASURER		
TAXES	21,337.64	
MOTOR VEHICLE TAXES	23,260.93	
FINES & FEES	1,128.77	
HOMESTEAD EXEMPTION	16,572.17	
PERSONAL PROPERTY TAX CREDIT	-98.51	
MOTOR VEHICLE PRO RATE	1,530.55	
TRANSFERS INTER-FUND	13.78	
SEWARD COUNTY TREASURER		
TAXES	2,245.68	
MOTOR VEHICLE TAXES	443.39	
FINES & FEES	92.46	
HOMESTEAD EXEMPTION	263.45	
MOTOR VEHICLE PRO RATE	48.80	
BUTLER COUNTY TREASURER		
MOTOR VEHICLE TAXES	3.32	
MOTOR VEHICLE PRO RATE	15.59	
RCPS HOT LUNCH FUND		
FEBRUARY EXPENSES		34,918.46
SALE OF PROPERTY		
ALTER METAL RECYCLING		44.37
EDUCATIONAL SERVICE UNIT #2		
PERKINS GRANT		1,722.99
OTHER NON-REVENUE RECEIPTS		
REBATE		88.43
OAK CREEK VALLEY BANK		
GENERAL FUND INTEREST - JULY	1,025.50	
IMPREST INTEREST - JUNE	2.39	
	TOTAL JULY RECEIPTS	194,609.70
	TOTAL RECEIPTS	3,786,243.51
	JULY DISBURSEMENTS	805,468.60
AUGUST 1, 2020 BANK BALANCE		2,980,774.91

WE RECEIVED A TOTAL OF \$5,878,766.61 IN PROPERTY TAXES FOR YEAR TO DATE.

RAYMOND CENTRAL PUBLIC SCHOOLS
July 2020 - Student Fees Account Balances

<u>Activity Name</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Checks</u>	<u>Adjustments</u>	<u>Ending Balance</u>
Activity Pass	0.00	0.00	0.00	0.00	0.00
Ag-Ed Labs	2,042.45	0.00	0.00	0.00	2,042.45
Art Class	112.20	0.00	0.00	0.00	112.20
Band Dry Cleaning	363.64	0.00	0.00	0.00	363.64
Band Repair/Rental	1,391.80	0.00	0.00	0.00	1,391.80
Choir Dry Cleaning	289.10	0.00	0.00	0.00	289.10
Chromebooks	2,714.50	20.00	0.00	0.00	2,734.50
Computer Science	260.00	0.00	0.00	0.00	260.00
Drama	396.00	0.00	0.00	0.00	396.00
FBLA	2,789.06	0.00	0.00	0.00	2,789.06
FFA	311.94	0.00	0.00	0.00	311.94
Foods Class	1,101.70	0.00	0.00	0.00	1,101.70
Mock Trial	450.01	0.00	0.00	0.00	450.01
NFL	15.00	0.00	0.00	0.00	15.00
Service Fees	10.62	0.00	0.00	-1.45	9.17
Skills USA	2,020.10	0.00	0.00	0.00	2,020.10
Speech	-78.33	0.00	0.00	0.00	-78.33
Sports Fees	9.96	0.00	0.00	4.51	14.47
Tech Ed	<u>3,322.93</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>3,322.93</u>
	17,522.68	20.00	0.00	3.06	17,545.74

34	School Specialty Supply	Art Supplies C - 58.29, V - 58.29, 2nd Grade V - 7.34	\$123.92
35	Scott Tvrdy	July Mowing C - 400.00, V - 400.00	\$800.00
36	Shelly Dostal	Conference Expenses S - 163.69, V - 122.76, C - 122.76	\$409.21
37	Shelly Hlavaty	PLC Stipend	\$405.00
38	Sherwin-Williams	Maintenance Supplies S - 489.37, V - 198.00, C - 174.00	\$861.37
39	Sydney Paige	PLC Stipend	\$405.00
40	Tasha Osten	PLC Stipend	\$405.00
41	Taylor Craig	PLC Stipend	\$405.00
42	Tyler Jedlicki	July Mowing - S	\$630.00
43	U. S. Bank Equipment Finance	Photo Copiers S - 1,379.16, Supt - 316.30, C - 455.9, V - 455.88	\$2,607.24
44	Village Of Valparaiso	Utilities - V	\$388.82
45	Voyager Sopris Learning	Textbooks C - 109.94, V - 109.95	\$219.89
46	Wahoo Newspaper	Newspaper Renewal Library - S	\$97.55
47	Wahoo-Waverly-Ashland Newspaper	Publications	\$129.99
48	Waste Connections Co	Garbage Service - S - 396.75, V - 66.00	\$462.75
49	William V MacGill & Co.	School Nurse Supplies S - 755.43, V - 304.52, C - 267.43	\$1,327.38
50	Windstream	Phone - V	\$970.01
			\$669,079.07
	Hot Lunch Fund		
1	Cash-Wa Distributing	S - 4,130.17, V - 4,007.00, C - 4,007.00	\$12,144.17
2	Patty Hudson	S - 169.20, V - 165.00, C - 165.00	\$499.20
3	RCPS Dist# 161	Payroll	\$15,136.52
4	US Foods, Inc.	S - 889.17, C - 863.00, V - 863.00	\$2,615.17
			\$30,395.06

Raymond Central Public Schools

Thursday July 23, 2020

	Payment Vendor	Invoice Description	Invoice Total
1	Brooke L. Cheleen	SPED Therapy (PT)	\$396.00
2	Butler Public Power District	Electricity - V	\$2,525.27
3	Eakes Office Solutions	Hand Sanitizer, Masks S - 4,367.23, V - 1,759.59, C - 1,544.89	\$7,671.71
4	Educational Design Solutions	Lexia License - 5 years - V - 3,750.00, C - 3,750.00	\$7,800.00
5	Follett School Solutions, Inc.	Destiny Library License Renewal, Titlepeek Online Service Renewal - S - 811.67, C - 810.67, V - 810.67	\$2,433.01
6	General Fire And Safety	Fire System Inspections - S 326.75, V - 212.50, C - 156.75	\$696.00
7	Gopher	PE Supplies - C - 379.80, V - 379.81	\$759.61
8	Greg Shepard	Gym Floor Refinishing - S	\$5,650.00
9	HTR inc / Klute Truck Equipment	Trailer Hubcap	\$7.71
10	Menards	Student Partition Materials S - 126.85, V - 63.50, C - 63.50	\$253.85
11	Midwest Alarm Services	Fire Alarm Monitoring/Quarterly Payment - V	\$108.00
12	Nebraska Rural Community School Assocation	NRCSA Membership Dues	\$850.00
13	NetSupport, Incorporated	Maintenance Renewal 20-21 School Year- S	\$372.90
14	Nicole Hummel	JR High Volleyball Supplies	\$35.24
15	Pat Isaacson	19-20 Snow Removal - V	\$1,000.00
16	Purchase Power	Postage for Postage Meter - S	\$507.00
17	Ralston Public School	SPED Therapy Services (Vision)	\$4,011.82
18	Saunders County Youth Services	Inter-Local Cooperative Agreement S - 387.00, V - 156.00, C - 137.00	\$680.00
19	Shelly Dostal	Mileage Reimbursement	\$186.88
20	Village Of Ceresco	Utilities - C	\$339.36
21	Voss Lighting	Lightbulbs S - 289.00, C - 102.00, V - 116.00	\$507.00
22	Wahoo-Waverly-Ashland Newspaper	Publications	\$90.42
23	WeatherCraft Co. Of Lincoln	Roof Repair/Replacement - V (First of Two Payments)	\$82,795.00
			\$119,676.78

**Raymond Central Public Schools
July 2020 Imprest Checks**

	DATE ISSUED	VENDOR	DESCRIPTION	AMOUNT
1	7/1/2020	RCPS Activities	Professional Development	(150.00)
2	7/29/2020	RCPS Hot Lunch	Summer Lunch Supplies	(979.80)
3				
4	7/1/2020	Arnaldo Mancias	Professional Development	150.00
5	7/1/2020	Patty Hudson	Summer Lunch Supplies	979.80
6	7/2/2020	Wayne State Softball	Camp Fee	220.00
7	7/10/2020	Nebraska State Patrol	Background Checks	100.00
8	7/13/2020	Hanks Specialties	Building Maint. Supplies - S	86.97
9	7/14/2020	Windstream	Phone	1,434.87
10	7/20/2020	Windstream	Phone	687.98
11	7/21/2020	Windstream	Phone	255.80
12	7/28/2020	Pepsi-Cola of Lincoln	Water Bottles for Students	1,050.00
				3,835.62

RAYMOND CENTRAL PUBLIC SCHOOLS
July 2020 - Activities Account Checks

<u>Activity Name</u>	<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
AP Funds	7/16/2020	US Bank	Calculators for Calculus and PreCalc	165.70
Athletics	7/2/2020	NCC @ Fort Calhoun	NCC Participation Fees	540.00
Athletics	7/2/2020	Sam's Club MC/SYNCB	WR Brackets S0335694	132.97
Athletics	7/2/2020	NSAA	NSAA Activities Memb Registrations 20-21	1,170.00
Athletics	7/9/2020	Hudl	Hudl AD Package Payment 20-21	8,000.00
Athletics	7/16/2020	RC Softball	VABA Concessions Transfer	571.80
Athletics	7/16/2020	RC Baseball	VABA Concessions Transfer	392.26
Athletics	7/16/2020	Awards Unlimited, Inc	Athlete of the Year Plaques	66.80
Athletics	7/28/2020	SignPro	Main Gym Banner Stickers	20.00
Athletics	7/29/2020	Nebraska Sports	Bison VB Net	449.32
Athletics	7/29/2020	RC Football	Reimb for HARCO Helmet Reconditioning	836.75
Athletics	7/30/2020	Student Assurance Services	Student Assurance Services	1,059.75
Cheerleaders	7/2/2020	Shay Spohr	Stang Gang Crafts	44.24
Cheerleaders	7/16/2020	Athletics	money owed for gear	1,037.00
Drill Team	7/28/2020	Allison Graham	Choreography Payment	600.00
FFA Act	7/16/2020	US Bank	officer retreat cabin balance due	178.43
FFA Act	7/16/2020	US Bank	Officer Retreat-cabin	646.57
FFA Act	7/28/2020	Shirts101	Officer polo, jacket & sweatshirt embroidery	451.00
FFA Act	7/28/2020	Whitney Lehn	Officer Retreat	654.53
Hot Lunch	7/30/2020	Josh Greve	student transferred, refunding lunch money	96.70
Pre-Kindergarten	7/28/2020	Really Good Stuff	2 kdg orders	890.67
Prof Development	7/2/2020	RCPS Imprest	reimb imprest check Arnaldo Mancias	150.00
Prof Development	7/30/2020	Graphic Edge	Staff Shirts	917.33
Softball	7/2/2020	Wayne State Softball	Wayne State Softball Camp FEE	60.00
Wrestling	7/2/2020	SchoolPride	Patches for banners	60.00
Wrestling	7/9/2020	Lou's Sporting Goods	Camp Ts	214.50
Wrestling	7/9/2020	SchoolPride	Shiping for banner patches	15.00
Wrestling	7/16/2020	Mustang Graphics	Wall Decals	<u>650.00</u>
				20,071.32











August 2020 RC Board of Education Report

- Our 3D Coaching course was recently completed. It was a great experience for everyone. 3D coaching provides coaches with great resources to coach beyond the sport-specific training and strategy of the game and provides concrete ideas to motivate and inspire student-athletes to challenge themselves individually and collectively. We have had some great discussions in our group. Coaches Placke, Houchins, Lillie, Prai, Rockemann, and myself have been walking through training with deep discussion over the content. I look forward to expanding this opportunity with another cohort. I've created my own course based on the material that is 10 x 45 min sessions over the course of a semester.
- I have been working closely with Keely and Steve to finalize our livestreaming initiative. We hope to be fully operational by the time we begin fall sports. The softball and football fields pose the biggest challenge. Another challenge is finding the help to video record the contests.
- Jared and I have continued to be in contact with Kyle Schwarting regarding the potential Walking/XC path on the south 67 acres. Jared has also been in contact with the NRD to create a permanent solution for the erosion problem occurring directly south of the lagoons. We will begin creating a grassed waterway next spring. We are hoping to get a culvert dropped in the ditch to create a viable path in the near future.
- I have had our Fall athletic coaches host an online zoom meeting to discuss some potential challenges facing fall sports. I sat in and let them know that things will look different and asked parents to work with us through these tough times.
- I have had weekly conversations with Conference AD's in discussion of how to host fall athletic events. We have discussed many topics including:
 - Restricted Crowds/Attendance
 - VB vs FB vs XC vs SB hosting plans
 - Concessions
 - Protocol for coaches and athletes
 - Potential Officials shortage
 - Gate Procedure
 - Visiting locker rooms
 - Indoor vs Outdoor Procedure

We plan on releasing our procedures for VB,FB,SB, and XC contests this week. We are committed to continuing to provide extracurricular activities to students in a safe fashion.

Brian Gralheer
AP/AD Raymond Central Jr/Sr High School

**Submitted by Ann Egr, Elementary Principal at Ceresco/Special Education Director
Elementary-**

New Teacher Orientation was held on August 6th at the HS. The district is excited to welcome all the new teachers to RC.

Kindergarteners had visitation on August 3rd. Meet and Greet Night is Monday, August 10th from 6:00-7:00PM for 1st-5th. Students will meet their teachers outside on the playground area.

The first day of school begins on August 12th. Unfortunately, students will not gather on the front walk, they will recite the Pledge of Allegiance in their classrooms via the intercom to start the new 2020-2021 school year!

Currently, Ceresco Elementary has 140 students, 3 students remote learning and 1 student homeschooled for the 2020-2021 school year. There are 23-kindergarteners, 25-first, 29-second with two sections, 25-third, 21-fourth and 17-fifth. It is exciting to see the enrollment increase!

The custodial staff has worked very hard this summer to make our district look fantastic. Thank you for your dedication and a huge high five to all of them!

PTO hosted a pool party at the Aquatic Center in Wahoo, August 7th from 6-8 pm. They also plan to provide lunch for the elementary staff on August 12th. The staff and students appreciate the generosity of the PTO. Raymond Central is very lucky to have such a supportive group!

Special Education-

Administrator Days were held virtually on July 29-31. NDE updated procedures for Covid-19 services. Currently numbers in special education are rising. A more accurate count will be given in the next board report on the new students that are enrolling in our school.

ESU2 Updates: The service unit's Director of Student Services continues to be Daniel Bombeck. Mr. Bombeck is the contact person for CASES (National Council of Administrators of Special Education). For the 2020-2021 school year, the following personnel will serve our students and staff: Karen Vontz - Special Education Student Services Supervisor; Kirsten Peterson - Speech Pathologist; and Phillip Scherer - School Psychologist. They will be contracted through the ESU but serve Raymond Central students.

We are looking forward to a "different" year, but together we will make it a great year!

Jr/Sr High School
Allison Stansberry/Principal
August 2020

It is hard to believe that we are gearing up to get kids back in our building after a very long 5 months of empty halls and empty classrooms. It's hard to prepare after a gap like that, but the one thing our staff is in agreement with, is that we will have to reestablish relationships and focus on the emotional and mental well-being of not only our students but our staff as well.

These past few days we have had staff in the building. We have focused conversations around the reopening plan as well as the importance of providing empathy and grace this upcoming school year. We don't know what our students have been doing these past few months and we don't know what fears, concerns, emotions, they may have until we get acclimated to a daily routine and in an environment that allows them to feel safe and comfortable. This must be a priority for us.

This summer has been busy, stressful, emotionally draining, but also rewarding, eye opening, and a major learning curve. I am beyond proud of our staff here at RC that have gone above and beyond to do what is best for our students. Our theme this year is "Every Student. Every Day. Whatever It Takes" along with "We are STRONGER together". These past few days I have seen staff collaborating, brainstorming, and most importantly eager to get students in our building! There is no doubt that our staff is excited to be with their colleagues and students again, and there is also no doubt that there is also a level of fear and concern. We will continue to do Whatever it Takes to keep our students and staff safe while also making sure the social and emotional needs are met.

Last week we held sixth grade and seventh grade orientation, student check out for students in grades 8-12 along with senior meetings. This process seemed to go very smoothly and we received a lot of positive feedback.

This upcoming school year, during the first semester, we will be implementing a block schedule. There was a teacher team that came together to help develop the reopening plan and with the hard work of Tasha Osten, we were able to create a plan that will reduce transition times and the amount of time students are spending in the hallways. Initial feedback is that teachers are excited and optimistic about the new schedule but nervous about the shift from 45 minute lessons to 90 minute lessons. We will see the feedback these next few weeks once we get up and running.

We held Graduation on July 18th. It was so nice to see the Class of 2020 one more time and give them the proper send off they deserve, even if it was 98 degrees at 10 in the morning. Not only were they the first class to graduate virtually, but they were also the first class to get two graduation ceremonies.

Homecoming is currently scheduled for the week of September 8th with the dance being held Saturday, September 12th from 8:00-11:00pm. We are unsure what this will look like but we will continue to hold out hope that we will be able to hold this event.

We will be welcoming 32 new students into our building this year. Our sixth grade class is getting 9 of those new students and will be our largest class with 67 students. I anticipate a few more between now and the end of the week.

August 7, 2020

To: Dr. Derrick Joel and Raymond Central Board of Education

From: Shelly Dostal, Elementary Principal at Valparaiso, and Curriculum Director for K-5

RE: Principal's Report

1. Meet and Greet Night – We will welcome students and families to school for a Meet and Greet time for grades 1-5 on Monday, August 10. We will all meet outside with families with last names of A-M meeting from 6:00-6:30pm and families with last names N-Z meeting from 6:30-7:00pm. Families may also make a lunch deposit, complete technology forms and pay fees. Some other booths such as Boosters and PTO will also be available. Kindergarteners had a one hour visit time on August 3 with three groups staggered throughout the day.
2. First Day of School – The school year begins on Aug. 12. Our usually start of the year kickoff will look different this year. Teachers will bring their students inside and then we will have a morning virtual assembly and announcements. Changes in staff appointments include Ms. Kathleen Cooper in Fifth Grade, Ms. Amy Ziegler in Fifth Grade, Ms. Lori Morgan teaching elementary technology and assisting with STEM and Mrs. Maggie Niewohner to Third Grade.
3. Enrollment at Valparaiso – Total enrollment K-5 is 147 students as of 8/7/20.
4. Summer Learning – Staff attended various trainings this summer. Staff members Kendra Carlson, Heather Bohac, Monica Blank, Kim Hudson, Erin Brewer, Shelly Hlavaty, Tasha Osten, Taylor Craig, Sydney Paige, Carolyn Enevoldsen and I attended the Solution Tree PLC Conference in Omaha or remotely on July 20, 21, and 22. The Administrator Days hosted by NDE and NCSA on July 29-31 were held virtually. New to the profession teachers attended the ESU#2 New Teacher Academy on August 3 and 4. All new to RC teaching staff attended RC Orientation on August 6. Many teachers also attended graduate level classes. Our teachers continue to grow and learn and we appreciate their efforts to continue their lifelong learning journey.
5. Opening Workshops – Building Administrators met with new to RC Teachers on Wednesday, August 7. Dr. Joel zoomed in. We had a great day training them in the RC way. Opening workshops are being held at the building level this year. Dr. Joel and school nurse Amanda Ehlers met with staff as well. We are all anxious to get the various new routines and procedures in place. Our focus for our opening sessions includes Trauma Informed Overview, Reopening Plans, Developing Routines and Procedures, and PLC time. PLCs will develop their norms, establish protocols, and work on the ELOs for the year and how to integrate ELOs to diminish possible gaps in learning.
6. Curriculum/Instruction/Assessment - Elementary teachers will review curriculum/instruction/assessment expectations as part of our opening workshops. New resources this year include IXL, techbooks in conjunction with Discovery Education, and EduClimber, our new data warehouse.
7. Other happenings at Valparaiso:
 - a. A big shout out to the custodial staff for making sure the building and grounds are ready for the year! The work completed around the building will help make the building safer

and more conducive to learning. Increased regiments to sanitize and disinfect will help the environment safer for all.

- b. The PTO will sponsor an elementary family pool party on Aug. 7 at the Wahoo pool. PTO had the first planning meeting for the year on July 21. Items discussed included the Meet and Greet Night, the annual fundraiser, and how to support students and staff as school reopens. Many of the events the PTO sponsors are not possible until we are in Yellow on the risk dial; the PTO decided to wait in their planning. PTO also will provide the elementary staff with lunch on the first day of school. Thank you for a great way to celebrate the first day of school!
- c. The latest news from the Food Bank is that the Food Bank Backpack Program will not officially begin until October when they can get food. RC will again offer services; we have to work through logistics of food sources. We have been giving families gift cards to purchase groceries over the summer. The RCEF helps with the accounting and a committee including staff, parents, and community members is in charge of oversight. Backpacks filled with food are distributed to families at the end of each week at each elementary school. Families may apply for the program similar to the Free and Reduced Lunch Program and Student Fee Waiver. Funds for the program are from private donations by organizations and individuals and our fundraising event, the Hustle Fun Run and pancake feed which we don't know that we will be able to host. A big thank you to all the organizations and individuals who have donated their money, time, and energy to make this program successful. A special thank you to Immanuel Lutheran Church, and while they are being renovated Ceresco Methodist Church, for housing the food and all volunteers who pack the bags each week.

NEBRASKA SOCIAL STUDIES STANDARDS



Nebraska Social Studies Standards

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Content Area Standards

The Nebraska Social Studies Standards describe the knowledge and skills that students should learn, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. These standards create a framework for teaching and learning, and they articulate a trajectory for knowledge acquisition across all grade levels. This ensures that student learning builds on prior knowledge and becomes more in-depth over time. Standards describe what students are expected to know and be able to do, while the local curriculum and instructional materials are used to help students master the standards. Decisions about curriculum and instructional materials are made locally by individual school districts and classroom teachers. The Nebraska Department of Education does not mandate the curriculum or instructional materials used within a local school.

Organization and Structure of Nebraska’s Social Studies Standards

The overall structure of Nebraska’s Social Studies Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels include standards and indicators. At the broadest level, standards include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards, across all grade levels, reflect long-term goals for learning. Indicators further describe what students must know and be able to do to meet the standard and provide guidance related to classroom instruction. Additionally, the indicators provide guidance related to the assessment of student learning. In addition to standards and indicators, the Nebraska Social Studies standards provide examples. The “For example...” statements provide guidance relative to topics that may be included in the locally determined curriculum. These suggestions may be used to meet the learning expectations of the standards and indicators.

For grades K-8, the standards and indicators are written at grade level. The K-8 standards and indicators are organized within four **disciplines**: Civics, Economics, Geography, and History. Within those disciplines, standards and indicators are grouped by **big ideas**. Big ideas are concepts, themes, or issues that give meaning and connection to facts and skills (Wiggins and McTighe, 2005, p. 5). The high school standards and indicators are written within one grade band (HS = 9-12), and they are also organized by discipline and big ideas. Prior to each grade level and the high school grade band, a summary statement and theme are included. This provides a high-level overview of what students are expected to learn at that grade level.

In addition to a common structure for content area standards, a consistent numbering system is used for content area standards. The Nebraska Social Studies Standards numbering system is as follows:



Kindergarten

Grade Level Summary and Theme

Myself and Others: In kindergarten, students begin their investigation of the world using perspectives, concepts, and skills from social studies. The context for social studies learning at this grade level is the student's interaction with classroom and school. The classroom serves as a microcosm of society in which decisions are made with respect to rights, rules, and responsibilities. Students begin to learn the basic concepts of fairness and respect for the rights and opinions of others.

Civics

Forms and Functions of Government

SS K.1.1 Communicate the purpose of rules and the roles within learning and living environments.

SS K.1.1.a Describe a rule and analyze its purpose.

For example: safety, to make learning possible, to protect freedoms, to ensure consistency for all

SS K.1.1.b Identify roles in a family structure and explain their importance.

For example: head of household, primary caregiver, parent/guardian, elders, siblings

Civic Participation

SS K.1.2 Demonstrate positive and productive citizenship skills.

SS K.1.2.a Model citizenship skills.

For example: respect, courtesy, honesty, voting, cultural virtues

SS K.1.2.b Communicate patriotic symbols, songs, actions, and cultural celebrations.

For example: U.S. Flag, Pledge of Allegiance, "Star-Spangled Banner," and "America the Beautiful," cultural songs

SS K.1.2.c Communicate historical background and significance of national holidays.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Dr. Martin Luther King, Jr.'s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day

Economics

Economic Decision Making

SS K.2.1 Differentiate between wants and needs in decision-making.

SS K.2.1.a Classify wants and needs and explain subsequent choices.

Financial Literacy

SS K.2.2 Recognize money is used to purchase goods and services to satisfy economic wants and needs.

SS K.2.2.a Explain the purposes of money.

Exchange and Markets

SS K.2.3 Not addressed at this level

National Economy

SS K.2.4 Not addressed at this level

Global Economy

SS K.2.5 Not addressed at this level

Geography

Location and Place

SS K.3.1 Explore where (spatial) and why people, places and environments are organized in the world.

SS K.3.1.a Communicate personal directions to describe relative locations of people and objects.

For example: next to, over there, close to

SS K.3.1.b Identify locations in the school and around the classroom.

For example: left/right, up/down, front/back, over/under, near/far-supplies, trash can, pencil sharpener, other students, library, gym, office, restroom, cafeteria

SS K.3.1.c Identify geographic tools as representations of local and distant places.

For example: maps, globes, photographs, GPS (Global Positioning System)

SS K.3.1.d Identify the difference between land and water on a globe.

Regions

SS K.3.2 Explore places and regions.

SS K.3.2.a Identify physical characteristics of place.

For example: landforms, bodies of water, weather

SS K.3.2.b Identify human characteristics of place.

For example: cities, buildings, farms, roads, highways

Human-Environment Interaction

SS K.3.3 Explore the relationship between humans and their physical environment.

SS K.3.3.a Identify types of weather and the impact of weather on everyday life.

For example: rainy, snowy, sunny, cloudy, foggy - choice of clothing, rainouts

SS K.3.3.b Identify the four seasons.

SS K.3.3.c Inquire about how people prepare for and respond to severe weather.

For example: weather forecasting, tornado drills, winter clothing

Movement

SS K.3.4 Recognize that people belong to different groups and live in different settings.

SS K.3.4.a Identify students as members of various groups.

For example: scouts, sports, classrooms, families

SS K.3.4.b Identify places in the community where people may live.

For example: farms, houses, apartments

Geospatial Skills and Geo-literacy

SS K.3.5 Use geographic skills to make connections to students' lives.

SS K.3.5.a Apply geographic knowledge and techniques to navigate the classroom.

For example: Locate people or places in relation to each other, or make a fire evacuation plan for your home.

History

Change, Continuity, and Context

SS K.4.1 Recognize patterns of continuity and change over time in themselves and others.

SS K.4.1.a Identify concepts of time and chronology.

For example: yesterday, today, tomorrow

SS K.4.1.b Identify the sequence of personal events and their impact.

For example: daily schedule, timelines

Multiple Perspectives

SS K.4.2 Recognize different perspectives of events.

SS K.4.2.a Compare perspectives of self and others.
For example: events that occurred on the playground

Historical Analysis and Interpretation

SS K.4.3 Identify historical people, events, and symbols.

SS K.4.3.a Recognize historical people from a variety of cultures.
For example: George Washington, Harriet Tubman, Crazy Horse, Martin Luther King, Jr.

SS K.4.3.b Identify symbols of the United States.
For example: American flag, bald eagle, Washington Monument, Statue of Liberty

SS K.4.3.c Differentiate between stories from the present and the past.
For example: literary and informational, history vs. historical fiction, past and present including different cultural perspectives

Historical Inquiry and Research

SS K.4.4 Develop historical inquiry and research skills.

SS K.4.4.a Construct questions about personal history.
For example: "How did my family come to live in this place?" "Where were other members of my family born?"

SS K.4.4.b Identify and cite appropriate sources when conducting historical research.
For example: "My family member gave me this picture."

SS K.4.4.c Gather and communicate historical information.
For example: pictures, posters, and oral narratives

Grade 1

Grade Level Summary and Theme

Families - Living, Learning, and Working Together: In first grade, students develop their understanding of basic concepts and ideas from civics, economics, geography, and history. The context for social studies learning in first grade is the family and the ways they choose to live and work together. To develop students' understanding of the basic social studies concepts, students are asked to think about families nearby and those far away.

Civics

Forms and Functions of Government

SS 1.1.1 Analyze the relationship between roles and rules within learning and living environments

SS 1.1.1.a Explain how rules reduce and help resolve conflicts between people with different perspectives.

For example: classroom rules, playground rules, school rules, family rules

SS 1.1.1.b Identify leaders within a school community and explain the importance of their roles.

For example: teachers, administrators, nurse, playground supervisor, support staff

Civic Participation

SS 1.1.2 Demonstrate positive and productive citizenship skills.

SS 1.1.2.a Model and communicate citizenship skills.

For example: responsibility, voting or decision-making within a family structure, obeying civic laws, obeying family rules, cultural virtues

SS 1.1.2.b Identify patriotic symbols, songs, actions, holidays, and cultural celebrations.

For example: U.S. Flag, bald eagle, Pledge of Allegiance, national holidays, cultural songs

SS 1.1.2.c Communicate historical background and significance of national holidays.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Dr. Martin Luther King, Jr.'s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, and the roles that different cultures played in our community/nation

SS 1.1.2.d Compare and contrast historical and current government figures that exemplify civic engagement.

For example: governors, civic leaders of marginalized groups such as Susan B. Anthony, Martin Luther King, Jr., Rosa Parks, Chief Standing Bear

Economics

Economic Decision Making

SS 1.2.1 Explain how scarcity necessitates making choices.

SS 1.2.1.a Identify gains and losses when choices are made.

For example: tradeoff, opportunity cost

Financial Literacy

SS 1.2.2 Compare spending and saving opportunities.

SS 1.2.2.a Give examples of situations where students and families could choose to save for future purchases.

Exchange and Markets

SS 1.2.3 Explain that resources are used to produce goods and services.

SS 1.2.3.a Categorize human and natural resources used to create goods and services.

For example: iron ore (a natural resource) is made into steel, which the factory worker (a human resource) uses to build a bike (a good)

National Economy

SS 1.2.4 Not addressed at this level

Global Economy

SS 1.2.5 Not addressed at this level

Geography

Location and Place

SS 1.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.

SS 1.3.1.a Identify the four cardinal directions.

SS 1.3.1.b Identify and describe locations in schools and homes and explain reasons for the locations.

For example: Why is the cafeteria next to the kitchen? Why is the office by the front door? Why is the nurse's office often located near the main office? Why is the water fountain near the restroom?

SS 1.3.1.c Create and use maps.

For example: maps of the home and school

SS 1.3.1.d Distinguish between continents and oceans.

Regions

SS 1.3.2 Explore places and regions.

SS 1.3.2.a Identify and differentiate between physical features on maps, globes, graphics, and in the physical world.

For example: mountains, plains, islands, hills, oceans, rivers, lakes

SS 1.3.2.b Identify and differentiate between human features.

For example: cities, farms, buildings, bridges, streets

SS 1.3.2.c Explain how places change over time.

For example: new building, a bigger road

Human-Environment Interaction

SS 1.3.3 Explore the relationship between humans and their physical environment.

SS 1.3.3.a Interpret the impact of environmental hazards and severe weather on everyday life.

For example: tornado drills, snow days, floods

SS 1.3.3.b Identify Earth's natural resources.

For example: minerals, air, land, water, soil

SS 1.3.3.c Describe how people adapt to their physical environment.

For example: housing, reservations, land use, recreational activities, soil conservation, build dams

Movement

SS 1.3.4 Describe the characteristics of culture.

SS 1.3.4.a Identify cultural traits.

For example: languages, religions, foods, music, sports, clothing

SS 1.3.4.b Describe the characteristics of individual culture.

For example: foods, languages, celebrations

Geospatial Skills and Geo-literacy

SS 1.3.5 Use geographic skills to make connections to students' lives.

SS 1.3.5.a Apply geographic knowledge and techniques to navigate the school.

For example: Make a map of the school or playground.

History

Change, Continuity, and Context

SS 1.4.1 Recognize patterns of continuity and change over time in families.

SS 1.4.1.a List and describe life events over time.

For example: weekly, monthly, yearly, seasonal celebrations from different cultural perspectives

SS 1.4.1.b Compare and contrast family life from earlier times and today.

For example: "How was life different for earlier generations?"

Multiple Perspectives

SS 1.4.2 Identify multiple perspectives of diverse family traditions.

SS 1.4.2.a Compare and contrast family traditions across cultures.

For example: holidays, celebrations, milestones

Historical Analysis and Interpretation

SS 1.4.3 Describe historical people, events, and symbols.

SS 1.4.3.a Identify the contributions of historical people.

For example: Abraham Lincoln, Frederick Douglass, Martin Luther King, Jr., Standing Bear, Willa Cather, Susan LaFlesche

SS 1.4.3.b Identify symbols of the United States.

For example: national anthem, other patriotic songs

SS 1.4.3.c Describe how oral traditions, books, letters, and other artifacts help us to understand the past.

For example: show and tell of an artifact from the past, visiting a museum

Historical Inquiry and Research

SS 1.4.4 Develop historical inquiry and research skills.

SS 1.4.4.a Construct and answer questions about family history.

For example: "Where was I born?" "What do my family members remember from when I was a small child?"

SS 1.4.4.b Identify and cite appropriate texts, letters, and other artifacts for research.

For example: the title and author of the text from which information was taken

SS 1.4.4.c Gather and communicate historical information about families.

For example: picture, posters, and oral narratives

Grade 2

Grade Level Summary and Theme

Neighborhood: In second grade, students apply their emerging understanding of civics, economics, geography, and history to their communities and others around the world. Students learn about how their community works as well as the variety of ways that communities organize themselves. To develop conceptual understanding, students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago.

Civics

Forms and Functions of Government

SS 2.1.1 Investigate and defend the responsibilities and rights of citizens in their communities.

SS 2.1.1.a Contribute to developing rules by considering multiple points of view.

For example: classroom meetings, voting, consensus building activities

SS 2.1.1.b Demonstrate conflict management strategies as individuals, groups, and communities.

For example: respectful conversations, active participation, restating others' views, checking for understanding

Civic Participation

SS 2.1.2 Contribute to making decisions using democratic traditions based on established rules.

SS 2.1.2.a Identify and apply civic responsibilities that are important to individuals and their communities.

For example: voting, obeying laws, justice, equality, decision-making process in different cultures

SS 2.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions.

For example: what the colors of the U.S. Flag represent, symbolism of the bald eagle, reasons for reciting the Pledge of Allegiance, why national holidays were established and celebrated, the origination of tribal songs, how cultural songs and symbols unify communities

SS 2.1.2.c Communicate historical background and significance of national holidays.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day

SS 2.1.2.d Investigate ways to be actively engaged to improve family, school, and community.

For example: volunteerism, participation in school clubs and organizations, classroom jobs, following rules, bully prevention

SS 2.1.2.e Model and communicate characteristics of good citizenship.

For example: establishing beliefs and justice, truth, equality, personal responsibilities for the common good, respect for diversity of opinions, cultural virtues

Economics

Economic Decision Making

SS 2.2.1 Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.

SS 2.2.1.a. Justify a decision made by providing evidence of possible gains and losses.

For example: tradeoff, opportunity cost, delayed gratification, savings

Financial Literacy

SS 2.2.2 Demonstrate knowledge of currency, its denominations, and use.

SS 2.2.2.a Make transactions using currency emphasizing its use as a medium of exchange.

For example: via school store, buying pencils, purchases via debit card or Apple pay as a way to make transactions (medium of exchange)

Exchange and Markets

SS 2.2.3 Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.

SS 2.2.3.a. Explain the role of goods and services and supply and demand in a community.

For example: meet wants and needs

SS 2.2.3.b. Describe how people in their communities earn income/wages through work.

For example: babysitter, teacher, firefighter, grocery store clerk, librarian, banker, lawyer, rancher, farmer, laborer

National Economy

SS 2.2.4 Identify the goods and services governments provide.

SS 2.2.4.a Identify goods and services that local governments provide.

For example: water, fire department, police, educational programs

SS 2.2.4.b Explain how the local government uses taxes to pay for goods and services it provides.

For example: roads, fire and law enforcement, libraries, schools

Global Economy

SS 2.2.5 Not addressed at this level

Geography

Location and Place

SS 2.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.

SS 2.3.1.a Compare and contrast maps and globes.

For example: The shape of a globe makes it look more realistic. You can't see all of the continents and oceans on the globe like you can on a map unless you turn it. Maps can be transported more easily. Globes might have texture for landforms that maps do not have.

SS 2.3.1.b Identify and describe locations in neighborhoods.

For example: home, the park, friend's house, fire station, grocery store

SS 2.3.1.c Identify and apply map elements.

For example: title, symbols, legend, and cardinal directions

SS 2.3.1.d Locate communities, Nebraska, and the United States on maps and globes.

SS 2.3.1.e Explain why things are located where they are in neighborhoods.

For example: Why are stores on a main street?

Regions

SS 2.3.2 Compare places and regions.

SS 2.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.

For example: vegetation, ravines, housing, streets, sewers, road signs

SS 2.3.2.b Describe local places and regions.

For example: prairie, forest, farm land, ranch land, local community

SS 2.3.2.c Explain how places and regions change over time.

Human-Environment Interaction

SS 2.3.3 Describe relationships between humans and the physical environment.

SS 2.3.3.a Identify examples of Earth's physical processes.

For example: wind and water erosion/deposition

SS 2.3.3.b Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities.

For example: seasonal jobs (landscaping, street/grounds maintenance, construction), seasonal foods, drought causing water shortages

SS 2.3.3.c Match resources to their sources.

For example: food from farms, wood from trees, minerals from the ground, fish from bodies of water

SS 2.3.3.d Describe how people adapt to their physical environment.

For example: soil conservation, build levees, grow plants and raise animals

Movement

SS 2.3.4 Describe different groups of people and the different settings where they live.

SS 2.3.4.a Describe cultures of the local community and other communities.

For example: foods, languages, celebrations, religions, music, sports

SS 2.3.4.b Identify examples of cultural markers in the community.

For example: religious or institutional structures, names of streets, types of businesses, buildings

Geospatial Skills and Geo-literacy

SS 2.3.5 Use geographic skills to make connections to students' lives.

SS 2.3.5.a Apply geographic knowledge and techniques to navigate students' homes and neighborhoods.

For example: Use navigation tools to map out shortest route to school; Map the route of a school field trip to multiple destinations.

History

Change, Continuity, and Context

SS 2.4.1 Recognize patterns of continuity and change over time in neighborhoods.

SS 2.4.1.a Describe how a neighborhood has changed over the course of time using maps and other artifacts.

For example: pictures from school library/media center

SS 2.4.1.b Compare and contrast how different neighborhoods have changed over time.

For example: photographs of school building, materials from local historical society

Multiple Perspectives

SS 2.4.2 Compare multiple perspectives of events within neighborhoods.

SS 2.4.2.a Compare and contrast perspectives from multiple sources regarding the same event.

For example: Compare and contrast different holiday displays in your neighborhood.

Historical Analysis and Interpretation

SS 2.4.3 Determine past and current events, issues, and people relevant to a neighborhood.

SS 2.4.3.a Describe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a neighborhood.

For example: library, police station, schools, local monuments, city hall, and tribal headquarters

Historical Inquiry and Research

SS 2.4.4 Develop historical inquiry and research skills.

SS 2.4.4.a Construct and answer questions about neighborhood history.

For example: What parks or community buildings are there? When were they built?

SS 2.4.4.b Identify, obtain, and cite appropriate primary and secondary sources for research.

For example: identifying titles and authors of texts where students located information

SS 2.4.4.c Gather and present historical information about a neighborhood.

For example: Ask questions of a guest speaker in the classroom.

Grade 3

Grade Level Summary and Theme

Communities Near and Far: In third grade, students begin to explore more complex concepts and ideas from civics, economics, geography, and history as they study the varied backgrounds of people living in Nebraska and how they relate to other regions of the United States. Emphasis is on cultures in the United States, including the study of Native Americans and other indigenous people (such as Pacific Islanders, Native Hawaiians, Native Alaskans). Students examine these cultures from the past and in the present and the impact they have had in shaping our contemporary society. They begin to look at issues and events from more than one perspective.

Civics

Forms and Functions of Government

SS 3.1.1 Analyze the structure and function of local governments.

SS 3.1.1.a Compare and contrast the structure and function of roles commonly found in local governments.

For example: mayor, city manager, city council, village board, tribal council

SS 3.1.1.b Communicate how and why a community creates laws.

For example: civil discourse, active participation, apply knowledge to address meaningful issues within our society

SS 3.1.1.c Investigate and summarize the roles that leaders and other citizens serve in local communities.

For example: city council, mayor, city manager, village clerk, county commissioner, sheriff's office, school board, neighborhood associations, PTA, tribal council

SS 3.1.1.d Justify the importance of roles that leaders and citizens serve in local government.

For example: creation of local laws, safety, transportation (roads department), economic development, management of public funds, enforcement of laws

Civic Participation

SS 3.1.2 Describe the impact of individual and group decisions at the community level.

SS 3.1.2.a Identify and model rights and responsibilities of citizens at the community level.

For example: voting, public service, service learning projects

SS 3.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays are recognized in local communities.

For example: flag etiquette, bald eagle, Pledge of Allegiance, national holidays

SS 3.1.2.c Communicate the background of national holidays or historical events, their significance, and how they are recognized in the local community.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Patriots' Day (Recognition of 9/11)

SS 3.1.2.d Identify and engage in opportunities to serve the local community.

For example: volunteerism, service learning, participation in community clubs and organizations

SS 3.1.2.e Engage in discourse that demonstrates respect and consideration of multiple points of view.

For example: class meetings, observe a city council meeting, school board meeting, class debate

SS 3.1.2.f Describe the decisions of local leaders and how they affect public policy.

For example: recycling/trash hauling plan, city snow removal, disaster relief

Economics

Economic Decision Making

SS 3.2.1 Explain that people choose and decide what services they ask their local and state government to provide and pay for.

SS 3.2.1.a Identify goods and services funded through state or local taxes.

For example: snow removal, waste management, law enforcement

Financial Literacy

SS 3.2.2 Evaluate choices and consequences for spending and saving.

SS 3.2.2.a Given a budget, make choices as to what to purchase, what to give up, and what to save.

Exchange and Markets

SS 3.2.3 Explain that markets are places where buyers and sellers exchange goods and services.

SS 3.2.3.a Indicate various markets where buyers and sellers meet.

For example: grocery store, buy things online, mall, fast food places

National Economy

SS 3.2.4 Describe how the local community trades with other communities.

SS 3.2.4.a Identify local goods and services that could be traded with people everywhere.

For example: corn, soybeans, beef, irrigation systems, dry edible beans, art, buffalo hides, fish

Global Economy

SS 3.2.5 Not addressed at this level

Geography

Location and Place

SS 3.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.

SS 3.3.1.a Identify and apply map elements.

For example: title, scale, symbols, legend, and cardinal and intermediate directions

SS 3.3.1.b Use a map to identify location and distribution of physical and human features.

For example: rivers/roads, cities/towns, bodies of water, landforms

SS 3.3.1.c Determine why things are located where they are in the community.

For example: Why are stores located on main streets? Why are schools near homes? What might be a better location for a school?

SS 3.3.1.d Locate specific places on maps and globes.

For example: Missouri River, Platte River, Rocky Mountains, Nebraska, the student's community

SS 3.3.1.e Identify the continents, oceans, and hemispheres.

Regions

SS 3.3.2 Compare the characteristics of places and regions.

SS 3.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.

For example: vegetation, hills, waterways, housing, streets, business/residential areas

SS 3.3.2.b Compare and contrast local places and regions with other places and regions.

For example: prairie and forest, local community with another community, life on and off a reservation, products from Nebraska and another state, crops grown in Nebraska and another state

SS 3.3.2.c Explain how and why places and regions change over time.

For example: population growth (more housing, schools), demolition/renovation of old/unsafe structures, flood control measures

Human-Environment Interaction

SS 3.3.3 Explain relationships between humans and the physical environment.

SS 3.3.3.a Describe how the environment influences human activities and how humans alter the environment to suit their needs.

For example: climate, water cycle, soil fertility impact agricultural production, usage of land and energy - land formation impacts transportation and communication, agriculture, transportation, industry, use of natural resources, regulations/practices to protect the environment

SS 3.3.3.b Identify ecosystems.

For example: forests, deserts, grasslands

SS 3.3.3.c Explain the importance of Earth's natural resources.

For example: minerals, air, water, land

SS 3.3.3.d Describe how humans develop communities in local settings.

For example: roads, landfills, utilities, land use patterns

Movement

SS 3.3.4 Compare and contrast the characteristics of local cultures.

SS 3.3.4.a Compare and contrast cultural traits within a community.

For example: languages, religions, foods, music, sports

SS 3.3.4.b Describe examples of how and why cultures change in a community.

For example: technology, education, employment, migration

Geospatial Skills and Geo-literacy

SS 3.3.5 Use geographic skills to make connections to issues and events.

SS 3.3.5.a Identify and evaluate how changes in human and physical geography have shaped the community.

For example: placement of schools/hospitals, building of roads, access to water sources, suitable soil for farming

History

Change, Continuity, and Context

SS. 3.4.1 Detect and apply patterns of continuity and change over time in communities (town or city).

SS 3.4.1.a Describe community events over time using maps and other artifacts.

For example: weekly, monthly, yearly, seasonal happenings

SS 3.4.1.b Compare and contrast how different communities have changed over time.

For example: parks and playground equipment, different economic communities, different kinds of schools, compare rural and urban communities

Multiple Perspectives

SS 3.4.2 Describe and explain multiple perspectives of events within a community.

SS 3.4.2.a Describe the role of diverse groups of people, events, and ideas in the development of a community.

For example: local cultural figures, landmarks, celebrations, cultural events

SS 3.4.2.b Compare and contrast conflicting perspectives about a past event in a community.

For example: widening a street, where to construct a park or building

Historical Analysis and Interpretation

SS 3.4.3 Select past and current events and people relevant to the community.

SS 3.4.3.a Determine factual information about community historical events through use of a variety of sources such as artifacts, pictures, and documents.

For example: local cultural figures, landmarks, celebrations, cultural events

SS 3.4.3.b Identify how decisions affected events in a community.

For example: decisions on location, growth, etc.

Historical Inquiry and Research

SS 3.4.4 Develop historical inquiry and research skills.

SS 3.4.4.a Construct and answer questions about multiple community histories from viewpoints of that community.

For example: How does the founding of a town differ for different groups? Why?

SS 3.4.4.b Identify, obtain, and cite appropriate primary and secondary sources for research about the local community.

For example: Local newspapers, town charters, and local treaties

SS 3.4.4.c Gather and communicate historical information about the community.

For example: Interview a community member, find community resources

Grade 4

Grade Level Summary and Theme

Nebraska Studies: In fourth grade, students use their understanding of social studies concepts and skills to explore Nebraska in the past and present. Students learn about the state's unique geography and key eras in early Nebraska history, particularly the treaty-making period. They use this historical perspective to help them make sense of the state's geography, economy, and government today. The cognitive demand of many grade level expectations begins to include analysis and asks students to look at issues and events from multiple perspectives.

Civics

Forms and Functions of Government

SS 4.1.1 Synthesize and justify the structure and function of Nebraska's government.

SS 4.1.1.a Investigate and summarize the historical foundation and events that led to the formation and structure of Nebraska's Constitution and government.

For example: modeled from U.S. government, three branches of government

SS 4.1.1.b Analyze the origin, structure, and function of Nebraska's state government.

For example: Unicameral vs. Bicameral structure, journey from territory status to statehood, state services/responsibilities vs. national or local services/responsibilities, three branches of Nebraska government

SS 4.1.1.c Communicate how a bill becomes a law in the Nebraska unicameral.

For example: introduction of a bill, committee hearings, legislative debate, governor approval/veto, ratification

SS 4.1.1.d Investigate and summarize the roles that leaders and other citizens serve in Nebraska to equitably represent all residents in the state.

For example: legislative districts, cultural advocacy groups

SS 4.1.1.e Justify the importance of roles that leaders and citizens serve in Nebraska government.

For example: governor, state senators, judiciary, tribal leaders, advocacy group participants

Civic Participation

SS 4.1.2 Investigate how different perspectives impact government decisions at the state level.

SS 4.1.2.a Identify and model rights and responsibilities of citizens at the state level.

For example: voting, public service, service learning projects

SS 4.1.2.b Investigate the meaning of state symbols, songs, and holidays.

For example: Nebraska state flag, "Beautiful Nebraska," state and national holidays

SS 4.1.2.c Communicate background of Nebraska state holidays or historical events, their significance, and how they are recognized.

For example: Arbor Day, George Norris Day and Nebraska Statehood Day, Native American Heritage Day

SS 4.1.2.d Identify and engage in opportunities to serve the state.

For example: volunteerism, service learning, participation in state clubs and organizations

SS 4.1.2.e Explain how individuals and groups influence the way a state issue is viewed and resolved.

For example: lobbying, petitions, media, social media

SS 4.1.2.f Analyze the decisions of state leaders and how they impact public policy.

For example: seatbelt law, state testing, speed limits, state parks

Economics

Economic Decision Making

SS 4.2.1 Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them.

SS 4.2.1.a Predict how consumers would react if the price of a good or service changed.

For example: Price of gasoline increases; price of haircuts increases; price of milk/bread/sugar increases - would buy less or start to change behavior toward buying less, i.e., plan a carpool and get hair cut less often. Price of something decreases and buy more of it.

SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed.

For example: You produce widgets and they have become very popular and the price is rising, what would you do – produce more. In a natural disaster, because of scarcity prices tend to rise for things like water and lumber, if you produced water and/or lumber, the increased price would incentivize you to get more of things where they were needed.

Financial Literacy

SS 4.2.2 Investigate various financial institutions in Nebraska and the reasons for people's spending and saving choices.

SS 4.2.2.a Identify financial institutions in the community and their purposes.

For example: a field trip to a bank/credit union or a representative to discuss how banks ensure your money is safe and how they loan money to help businesses grow and help people buy housing among other things

Exchange and Markets

SS 4.2.3 Investigate how resources are used to make other goods and produce services.

SS 4.2.3.a Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and the United States.

For example: human resources (labor), tools used in agriculture, laboratories, equipment, and machinery, game/video designers

National Economy

SS 4.2.4 Identify and explain specialization and trade and why different regions produce different goods and services.

SS 4.2.4.a Compare Nebraska with different regions and the goods and services each region produces.

For example: beef, wheat, telemarketing, cotton, coal, beekeeping, tribal traditional art (beading)

SS 4.2.4.b Discuss how technology has affected the specialization of Nebraska's economy and surrounding states.

For example: irrigation, agriculture and farm equipment, online trading, geospatial technology (GIS [Geographic Information Systems] and GPS [Global Positioning System])

Global Economy

SS 4.2.5 Not addressed at this level

Geography

Location and Place

SS 4.3.1 Explore where (spatial) and why people, places, and environments are organized in the state and around the world.

SS 4.3.1.a Use local and state maps and atlases to locate physical and human features in Nebraska.

For example: major cities, bodies of water, landforms, interstate/highways, railroads, state parks, tribal reservations

SS 4.3.1.b Apply map skills to analyze physical/political maps of the state.

For example: Utilize grid systems to find locations, identify the location and purpose of time zones, and identify and locate cities using relative and absolute locations.

SS 4.3.1.c Determine why things are located where they are in Nebraska.

For example: Why are large cattle ranches found in the Sandhills? Why are major airports located near large cities? What determined the route of I-80?

SS 4.3.1.d Differentiate between classifications of bodies of water, cities, and land masses.

For example: lakes, rivers, capital city, county seats, major urban centers, plains, river valleys, Sandhills

Regions

SS 4.3.2 Compare the characteristics of places and regions and their impact on human decisions.

SS 4.3.2.a Identify criteria used to define regions in the state of Nebraska and the United States.

For example: soil, climate, precipitation, population, natural vegetation, land and agricultural usage

SS 4.3.2.b Classify regions and places within the state of Nebraska using physical and human features.

For example: Sandhills, Pine Ridge, Loess Hills, Platte River Valley, rural/urban/suburban, counties and cities

Human-Environment Interaction

SS 4.3.3 Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.

SS 4.3.3.a Identify physical processes that shape Nebraska's features and patterns.

For example: weathering, erosion, deposition, drought

SS 4.3.3.b Identify examples of ecosystems in Nebraska and describe related environmental issues.

For example: forests, wetlands, grasslands, and rivers, runoff, flooding, erosion, wildfires

SS 4.3.3.c Describe the impact of extreme natural events on the human and physical environment in Nebraska.

For example: tornadoes, floods, dust storms, insect infestations result in changes to agricultural/construction/public safety practices

SS 4.3.3.d Describe how humans have adapted to Nebraska's physical environment and use available natural resources.

For example: progression of home construction materials, agriculture, irrigation, introduction of trees, soil conservation, soil, timber, surface water and ground water

Movement

SS 4.3.4 Compare and contrast the characteristics of culture statewide.

SS 4.3.4.a Compare and contrast patterns of culture within the state of Nebraska.

For example: languages, religions, foods, music, sports, celebrations

SS 4.3.4.b Compare and contrast population characteristics of the state of Nebraska.

For example: density, distribution, growth rates due to available jobs, resources

Geospatial Skills and Geo-literacy

SS 4.3.5 Use geographic skills to make connections to issues and events.

SS 4.3.5.a Identify and evaluate how changes in human and physical geography have shaped Nebraska.

For example: map major tornado paths, blizzards, floods, or droughts; how the construction of the Transcontinental Railroad and Interstate Highway system have impacted the way Nebraskans live, locations and reasons for tribal reservations

SS 4.3.5.b Explain the interrelationships of human or physical geographic characteristics of places in Nebraska.

For example: A community is located on a river floodplain with fertile soil and water for transportation, irrigation, and human consumption.

History

Change, Continuity, and Context

SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska.

SS 4.4.1.a Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.

For example: timelines, before and after statehood

Multiple Perspectives

SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.

SS 4.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

For example: The Homestead Act, Oregon Trail diaries, military journal of Ponca Removal, Standing Bear testimony

SS 4.4.2.b Identify and describe how various sources relate their perspectives of Nebraska history.

For example: texts and primary documents, primary documents from differing groups of people

Historical Analysis and Interpretation

SS 4.4.3 Analyze past and current events throughout Nebraska history.

SS 4.4.3.a Analyze key sources in Nebraska history to determine credibility and context.

For example: accounts from settlers and Nebraska tribes, foundational documents in Nebraska

SS 4.4.3.b Identify key events in American history that shaped or were shaped by Nebraskans.

For example: Kansas-Nebraska Act, Homestead Act, Ponca Trail of Tears, Santee Exile and Winnebago Removal, North Platte Canteen, Orphan Train, Native American Boarding Schools, World War I, Will Brown, World War II, Tuskegee Airmen, Great Depression, Cold War, Civil Rights Movement, September 11, 2001

Historical Inquiry and Research

SS 4.4.4 Develop historical inquiry and research skills.

SS 4.4.4.a Construct and answer questions about Nebraska history.

For example: Why did people migrate and/or relocate to Nebraska?

SS 4.4.4.b Identify and cite primary and secondary sources to research the history of Nebraska.

For example: document archives, newspapers, interviews

SS 4.4.4.c Gather, analyze, and communicate historical information about Nebraska.

For example: collect oral histories from community members, research newspaper archives

Grade 5

Grade Level Summary and Theme

U.S. Studies: In fifth grade, students use their understanding of social studies concepts and cause and effect relationships to study Pre-Columbian cultures, the development of the American colonies, and the creation of the United States through the writing of the U.S. Constitution. By applying what they know from civics, economics, and geography, students learn the ideals, principles, and systems that shaped this country's founding. They conclude the fifth grade by applying their understanding of the country's founding and the ideals in the nation's fundamental documents to issues of importance to them today. This learning forms the foundation and understanding of social studies concepts that will provide students with the ability to examine their role in the community, state, nation, and world.

Civics

Forms and Functions of Government

SS 5.1.1 Synthesize and justify the structure and function of the United States government.

SS 5.1.1.a Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government.

For example: early state constitutions, Declaration of Independence, and the Articles of Confederation, Magna Carta, English Bill of Rights, tribal constitutions

SS 5.1.1.b Identify and explain the structure and functions of the three branches of government.

For example: legislative, executive, judicial

SS 5.1.1.c Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their population.

For example: citizens, enslaved persons, Native American tribes, immigrants, women, class systems

SS 5.1.1.d Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds.

For example: three-fifths clause, treaties, voting requirements, slavery

SS 5.1.1.e Justify the principles of the American Republic.

For example: liberty, representative democracy, United States Constitution, Bill of Rights

SS 5.1.1.f Analyze and contrast forms of government.

For example: Tribal, British monarchy, early American colonial governments

Civic Participation

SS 5.1.2 Analyze democratic principles that are the foundation of the United States government systems in daily life.

SS 5.1.2.a Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens.

For example: freedom of speech, voting, staying informed of issues, respecting the rights, opinions, and beliefs of others, joining a civic group

SS 5.1.2.b Communicate origins of national and state holidays including historical background and significance.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Citizenship Day, tribal flag songs, Native American Day

SS 5.1.2.c Interpret and communicate the significance of patriotic symbols, songs, and activities.

For example: significance of the flag, Fourth of July, Constitution Day, George Washington's birthday, military songs from the Revolutionary War, tribal songs, the Liberty Bell

SS 5.1.2.d Explore models of group and individual actions that illustrate civic ideas in the founding of the United States.

For example: George Washington, Boston Tea Party, Continental Congress, Federalist Papers, Sons of Liberty, *Common Sense* by Thomas Paine, Mayflower Compact

SS 5.1.2.e Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.

For example: communication through civil discourse historically and presently, constitutional compromises, Continental Congress

SS 5.1.2.f Determine how the roles of individuals and groups influenced government.

For example: George Washington, John Adams, Abigail Adams, Thomas Jefferson, Benjamin Franklin, sovereign Native Americans, Patriots, Loyalists, European governments,

Economics

Economic Decision Making

SS 5.2.1 Not addressed at this level

Financial Literacy

SS 5.2.2 Not addressed at this level

Exchange and Markets

SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living.

SS 5.2.3.a List examples of how additional education/training improves productivity and increases standards of living.

For example: On the job training, education can all lead to higher wages.

SS 5.2.4 Explain how specialization, division of labor, and technology increase productivity and interdependence.

SS 5.2.4.a Describe the historical role of innovation and entrepreneurship in a market economy.

For example: apprentice, journeyman, early inventors and entrepreneurs

National Economy

SS 5.2.5 Summarize characteristics of economic institutions in the United States.

SS 5.2.5.a Describe the importance of financial institutions to households and businesses.

For example: loans to agriculture, business, and individuals in order to provide capital; importance of rule of law to enforce contracts and provide for private property

SS 5.2.5.b Explain the rules and laws that protect and support consumers.

For example: contracts, agreements, and product safety

SS 5.2.5.c Identify goods and services funded through federal taxes.

For example: military and armed forces, parks

Global Economy

SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries.

SS 5.2.6.a Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.

For Example: New England specialized in ship building and fishing, South Carolina grew rice, the Middle Colonies had grain, and the Upper South grew tobacco and got finished goods like books from Great Britain.

SS 5.2.6.b Explain how trade impacts relationships between countries.

For example: fur, tobacco, cotton, lumber, triangle trade, tribal trading with settlers

Geography

Location and Place

SS 5.3.1 Explore where (spatial) and why people, places, and environments are organized in the United States.

SS 5.3.1.a Use maps and atlases to locate major human and physical features in the United States.

For example: states, capitals and major cities, Rocky Mountains, Appalachian Mountains, Great Lakes

SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States.

For example: Identify latitude/longitude and the global grid, and the ocean currents, trade winds.

SS 5.3.1.c Determine why things are located where they are in the United States.

For example: Why were the 13 colonies located on the eastern side of the United States? Why was corn raised in Pennsylvania and Ohio and cotton in Virginia and Georgia?

Regions

SS 5.3.2 Compare the characteristics of places and regions and draw conclusions on their impact on human decisions.

SS 5.3.2.a Identify criteria used to define regions within the United States.

For example: location, climate, industry, landforms, bodies of water

SS 5.3.2.b Identify and classify regions and places within the United States using physical and human features.

For example: Tidewater, New England, Hudson Valley, congressional districts

Human-Environment Interaction

SS 5.3.3 Explain how human and natural forces have modified different environments in the United States and how humans have adapted.

SS 5.3.3.a Identify examples of ecosystems and analyze issues related to the natural setting in the United States.

For example: forests, deserts, grasslands, deforestation, wildfires, urban sprawl, flooding, erosion, strip mining

SS 5.3.3.b Describe the impact of extreme natural events in the United States on the human and physical environment.

For example: lightning, blizzards, floods, drought, hurricanes, tornadoes result in changes to agricultural/construction/public safety practices

SS 5.3.3.c Examine patterns of resource distribution and utilization in the United States.

For example: fisheries, forests, agricultural development, manufacturing regions

Movement

SS 5.3.4 Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.

SS 5.3.4.a Compare and contrast patterns of culture within the United States over time and space.

For example: languages, religions, foods, music, sports, celebrations

SS 5.3.4.b Compare and contrast population characteristics of the United States.

For example: density, distribution, growth rates

SS 5.3.4.c Explain reasons for historical and present day migrations to and within the United States.

For example: economic opportunity, war, famine, natural disasters, persecution

Geospatial Skills and Geo-literacy

SS 5.3.5 Use geographic skills to interpret issues and events.

SS 5.3.5.a Explain the influences of physical and human geographic features on events in the United States.

For example: Developing major settlements around natural East Coast harbors such as New York City (New Amsterdam), building the Boston Post Road to improve connections and communications within the colonies, migrating through the Cumberland Gap into the Kentucky bluegrass region

SS 5.3.5.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America.

For example: latitude and longitude in the role of early navigation, groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, water power

History

Change, Continuity, and Context

SS 5.4.1 Investigate patterns of continuity and change over time from the Pre-Columbian era through the Constitution.

SS 5.4.1.a Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.

For example: Development of civilizations in America before Columbus, founding of colonies, Native American responses to colonization, coming of American Revolution, founding of United States, creation of the United States Constitution, Bill of Rights, the gradual abolition of slavery in the northern states

Multiple Perspectives

SS 5.4.2 Describe and explain multiple perspectives of historical events in the Pre-Columbian era through the Constitution including marginalized and underrepresented groups.

SS 5.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

For example: The Boston Massacre, Declaration of Independence, United States Constitution, historical biographies

SS 5.4.2.b Identify and describe how multiple perspectives facilitate the understanding of US history.

For example: Battle for the Old Northwest, Atlantic Slave Trade

Historical Analysis and Interpretation

SS 5.4.3 Analyze past and current events and challenges from the Pre-Columbian era through the Constitution.

SS 5.4.3.a Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution.

For example: Native American cultures, exploration, conflict, colonization, the emergence of democratic institutions, the Revolution, founders and founding documents, the unique nature of the creation of the United States leading to a nation based upon personal freedom, inalienable rights, and democratic ideals, and other patriotic national symbols

Historical Inquiry and Research

SS 5.4.4 Apply the inquiry process to construct and answer historical questions.

SS 5.4.4.a Construct and answer questions about the Pre-Columbian era through the Constitution based on multiple sources.

For example: Why did people migrate to the Americas?

SS 5.4.4.b Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution.

For example: use of appropriate citation format; determine the credibility, contextualization, and corroboration of sources

SS 5.4.4.c Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.

For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation

Nebraska Social Studies Standards

Middle School Standards Introduction: The purpose of Nebraska's 6-8 Social Studies Standards is to integrate important subject matter and skills, and to provide students a robust understanding of grade-specific concepts. The standards should not be viewed in isolation, but as a unifying approach to social studies curriculum and instruction.

6th Grade	7th Grade	8th Grade
Civics		
SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.	SS 7.1.1 Analyze the foundations, structures and functions of governmental institutions.	SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.
SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.	SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies.	SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.
Economics		
SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.	SS 7.2.1 Not addressed at this level	SS 8.2.1 Not addressed at this level
SS 6.2.2 Not addressed at this level	SS 7.2.2 Not addressed at this level	SS 8.2.2 Understand personal and business financial management.
SS 6.2.3 Explain the interdependence of producers and consumers.	SS 7.2.3 Not addressed at this level	SS 8.2.3 Not addressed at this level
SS 6.2.4 Not addressed at this level	SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society.	SS 8.2.4 Justify and debate economic decisions made by North American societies.
SS 6.2.5 Not addressed at this level	SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.	SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations.
SS 6.2.6 Not addressed at this level	SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies.	

Nebraska Social Studies Standards

6th Grade	7th Grade	8th Grade
Geography		
SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's Surface.	SS 7.3.1 Not addressed at this level	SS 8.3.1 Not addressed at this level
SS 6.3.2 Not addressed at this level	SS 7.3.2 Evaluate how regions form and change over time.	SS 8.3.2 Examine how regions form and change over time.
SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.	SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.	SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.
SS 6.3.4 Interpret and summarize patterns of culture around the world.	SS 7.3.4 Examine and interpret patterns of culture around the world.	SS 8.3.4 Not addressed at this level
SS 6.3.5 Not addressed at this level	SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions.	SS 8.3.5 Not addressed at this level
History		
6.4.1 Analyze patterns of continuity and change over time in world history.	SS 7.4.1 Compare patterns of continuity and change over time in world history.	SS 8.4.1 Analyze patterns of continuity and change over time in United States history.
SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.	SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events.	SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.
SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.	SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.	SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.
SS 6.4.4 Interpret and evaluate sources for historical context.	SS 7.4.4 Analyze and interpret sources for perspective and historical context.	SS 8.4.4 Evaluate and interpret sources for perspective and historical context.
SS 6.4.5 Apply the inquiry process to construct and answer historical questions.	SS 7.4.5 Apply the inquiry process to construct and answer historical questions.	SS 8.4.5 Apply the inquiry process to construct and answer historical questions.

Grade Level Summary and Theme

World Studies I: In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. Students examine the world by exploring the location, place, and spatial organization of the world's ancient civilizations. In this way, students develop higher levels of critical thinking by considering why civilizations developed, where and when they did, and why they declined. Students will have multiple opportunities to employ maps and timelines, to compare the foundations of economic and political systems, and to engage in content-driven research and inquiry. Students will explore the connections between ancient and classical societies and contemporary civic ideas and issues. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.

Civics

Forms and Functions of Government

SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.

SS 6.1.1.a Analyze the different forms of government through the study of early civilizations.

For example: tribal, monarchy, democracy, republic, theocracy, tyranny and oligarchy

SS 6.1.1.b Identify the development of written laws and artifacts.

For example: Code of Hammurabi, Greek Democracy, Asumite, Confucius, Ten Commandments, Indian deities

SS 6.1.1.c Communicate the various ways governmental decisions have impacted people, places, and history.

For example: invasions, conquests, laws, public works, religious tolerance, censorship, hierarchy

SS 6.1.1.d Investigate important government principles.

For example: democracy, rule of law, justice, equality, toleration

Civic Participation

SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.

SS 6.1.2.a Describe ways individuals participate in the political process.

For example: tribal/family institutions, city-state, voting, contacting officials, civic engagement, decision making, leadership

SS 6.1.2.b Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.

For example: military service, voting, civic engagement, decision making, leadership

Economics

Economic Decision Making

SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.

SS 6.2.1.a Compare the benefits and costs of economic decisions made by Ancient Civilizations.

For example: marginal benefits of the migration of the Swahili people throughout southern Africa, Constantine the Great's decision to convert the Roman Empire to Christianity, Ancient Mesopotamians that settled along the Tigris and Euphrates to sustain life in a desert

SS 6.2.1.b Examine how social and governmental decisions impact economic well-being.

For example: Under constant invasion, Chinese dynasties built the Great Wall. Europeans and Asians were able to establish trade through the Silk Road to attain resources not native to their own continents. The caste system of Ancient India established order in the government but at the sake of the liberty of those in lower castes. Use democratic process established in Greece to make a classroom decision.

Financial Literacy

SS 6.2.2 Not addressed at this level

Exchange and Markets

SS 6.2.3 Explain the interdependence of producers and consumers.

SS 6.2.3.a Identify producers and consumers for Ancient civilizations.

For example: Examine the independence and interdependence of social classes in ancient societies. List items sold and traded among various medieval societies.

SS 6.2.3.b Explain how the interaction between producers and consumers satisfied economic wants and needs.

For example: Research the various resources that were utilized as mediums of exchange like animals, cowry shells, gold, and porcelain. Examine how societies without currency differed from those with currency.

National Economy

SS 6.2.4 Not addressed at this level

Global Economy

SS 6.2.5 Not addressed at this level

Geography

Location and Place

SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS 6.3.1.a Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.

For example: river civilizations (Tigris/Euphrates, Yellow, Indus, Nile, Mesopotamia), early cities (Memphis, Ur, Babylon)

Nebraska Social Studies Standards

SS 6.3.1.b Investigate the human and physical characteristics of early patterns of civilizations and empires.

For example: agricultural societies (agricultural hearths for crops and livestock), deposits of copper and iron

Regions

SS 6.3.2 Not addressed at this level

Human Environment Interaction

SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.

SS 6.3.3.a Describe the impact of natural processes on the human and physical environments.

For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides

SS 6.3.3.b Summarize how early humans utilized and adapted to their physical environment.

For example: irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use, clothing, sewage systems, scarcity of resources

Movement

SS 6.3.4 Interpret and summarize patterns of culture around the world.

SS 6.3.4.a Compare and contrast characteristics of groups of people/settlements.

For example: characteristics of river civilizations

SS 6.3.4.b Explain how cultural diffusion occurs.

For example: trade routes, migration, conquest/empire building

Geospatial Skills and Geo-literacy

SS 6.3.5 Not addressed at this level

History

Change, Continuity, and Context

SS 6.4.1 Analyze patterns of continuity and change over time in world history.

SS 6.4.1.a Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

For example: Chavin, Zapotec, Olmec, Mesopotamia, Egypt, Indus, Greco-Roman, early Chinese and Japanese dynasties, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam

SS 6.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.

For example: Hammurabi's Code, symbols of world religions

Multiple Perspectives

SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.

SS 6.4.2.a Identify evidence from multiple perspectives and sources to better understand the complexities of world history.

For example: Macedonian Empire, Persian Empire

SS 6.4.2.b Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.

For example: foundational texts of world religions

SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 6.4.3.a Identify how differing experiences can lead to the development of perspectives.

For example: religious, ethnic and racial groups

SS 6.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.

For example: inclusion of non-Eurasian civilizations

Historical Analysis and Interpretation

SS 6.4.4 Interpret and evaluate sources for historical context.

SS 6.4.4.a Compare and contrast primary and secondary sources of history.

For example: Compare Lascaux cave paintings with a historian's interpretation of the Paleolithic Era.

SS 6.4.4.b Analyze the relationships among historical events in the world and relevant contemporary issues.

For example: agriculture, technology, written laws

Historical Inquiry and Research

SS 6.4.5 Apply the inquiry process to construct and answer historical questions.

SS 6.4.5.a Construct and answer inquiry questions using multiple historical sources.

For example: What defines an empire?

SS 6.4.5.b Identify and cite appropriate sources for research about world history, including primary and secondary sources.

For example: Hammurabi's Code, Twelve Tables

SS 6.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.

For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation

Grade 7

Grade Level Summary and Theme

World Studies II: In seventh grade, students become more proficient with the core concepts in social studies. This grade level focuses on a regional examination of geography, civics, economics, and history of post-classical societies. The purpose of studying these different regions and eras is to develop an understanding of major factors influencing our world today.

The course guides students in exploring the connection between historical developments and contemporary global issues. Students will have multiple opportunities to use geographic concepts and processes, develop economic reasoning, examine specific historical ideas, beliefs, and themes, and analyze how individuals and societies have changed over time. Students will further develop fundamental concepts and processes of authority, power, and influence with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

Civics

Forms and Functions of Government

SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions.

SS 7.1.1.a Describe different forms and structures of government around the world and how they address the needs of the citizens.

For example: republic, monarchy, authoritarian/dictatorship, how nation-states interact, unlimited forms of government, limited forms of government, imperialism

SS 7.1.1.b Identify and report significant historic events and documents that have influenced governmental institutions and their function.

For example: any governments of major societies from post-classical societies up to present that could include French Revolution, Justinian's Code, Iroquois Confederacy, Communist Manifesto, United States Constitution, Magna Carta, Native American treaties with federal government, trade agreements, arms control

SS 7.1.1.c Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world.

For example: increased role and influence of technology on society, impact of global conflicts on local communities

Civic Participation

SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies.

SS 7.1.2.a Examine ways in which individuals and groups participate in the political process in different regions of the globe.

For example: interconnected nature of world events/relationships, recognize multiple perspectives on issues, demonstrate ethical use of information, service learning, volunteerism, social movements, voting

SS 7.1.2.b Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations.

For example: treaties, aftermath of global conflicts and the rise of international organizations (United Nations, NATO, League of Nations, World Health Organization)

SS 7.1.2.c Explain the roles and influence of individuals, groups, and the media on governments in an interdependent society.

For example: printing press, right to petition, media literacy, media conglomerates, social media platforms, cyber security concerns

Economics

Economic Decision Making

SS 7.2.1 Not addressed at this level

Financial Literacy

SS 7.2.2 Not addressed at this level

Exchange and Markets

SS 7.2.3 Not addressed at this level

National Economy

SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society.

SS 7.2.4.a Compare and contrast characteristics of different socio-economic groups in economic systems.

For example: traditional, market, command/communism, socialism, feudal, or caste systems - Examine the daily life of the indigenous people of Guatemala as opposed to those in urban areas.

SS 7.2.4.b Identify the relationships between diverse socio-economic groups and their economic systems in the modern world.

For example: Compare tax structures in various countries and how the people are impacted.

SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.

SS 7.2.5.a Define the government's role in various economic systems.

For example: democratic governments' impact on capitalism and dictators' impact on command economies, tobacco industry and how rules come about in the US vs. tobacco industry in Cuba

SS. 7.2.5.b Identify various economic indicators that governments use to measure modern world societies, nations, and cultures.

For example: Explore consumption, government spending, business investment, balance of trade, exports, imports, life expectancy, literacy rates, income, etc.

Nebraska Social Studies Standards

SS 7.2.5.c Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production.

For example: Identify the four factors of production (land, labor, capital, and entrepreneurship) and how they manifest in a diverse way from culture to culture and over time.

Global Economy

SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies.

SS 7.2.6.a Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.

For example: Business owners are able to explore the world to find labor sources that help maximize profit. Many of the economies of the Americas owe their establishment and success to the development and processing of sugar cane. Corporations chartered for colonial settlement: Dutch East India Company, Virginia Company, etc.

Geography

Location and Place

SS 7.3.1 Not addressed at this level

Regions

SS 7.3.2 Evaluate how regions form and change over time.

SS 7.3.2.a Classify physical and human characteristics of places and regions.

For example: climate, landforms, languages, religions

SS 7.3.2.b Interpret the impact of land and water features on human decisions.

For example: location of settlements and transportation with respect to physical features

SS 7.3.2.c Identify how humans construct major world regions and the impact on human societies.

For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure

Human Environment Interaction

SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.

SS 7.3.3.a Explain the impact of natural processes on human and physical environments.

For example: temperature, precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides

Nebraska Social Studies Standards
SS 7.3.3.b Research and describe how humans have utilized and adapted to their physical environment.

For example: rivers, floods, precipitation, drought, use of natural resources

Movement

SS 7.3.4 Examine and interpret patterns of culture around the world.

SS 7.3.4.a Compare and contrast characteristics of groups of people/settlements.

For example: elements of culture including languages, religions, foods, arts, clothing, education, etc.

SS 7.3.4.b Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.

For example: migration, conquering, trade

Geospatial Skills and Geo-literacy

SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions.

SS 7.3.5.a Classify the physical or human factors that explain the geographic patterns of world events.

For example: Use maps/charts/diagrams/timelines/mapping technology to track and analyze historical changes over space and time (spread of religious groups, spatial connections through trade or political arrangement).

SS 7.3.5.b Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement.

For example: geographic concentration of manufacturing, banking, or industries, urbanization, availability of arable land, water and suitable climate for farming, access to resources for development

History

Continuity, Change, and Context

SS 7.4.1 Compare patterns of continuity and change over time in world history.

SS 7.4.1.a Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

For example: Songhai, Mali, Gupta Empire, Han Dynasty, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam, Sikhism, Silk Road, Trans-Saharan Trade, Incas, Mayans, Aztecs

SS 7.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.

For example: trade routes

Multiple Perspectives

SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events.

SS 7.4.2.a Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.

For example: caste system, partition of India, Ibn Battuta, Zheng He, Marco Polo, Mansa Musa, Mongol Empire, Berlin Conference, Arab-Israeli Conflict, Latin American revolutions, Columbian Exchange

SS 7.4.2.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

For example: foundational texts of world religions

SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 7.4.3.a Identify how differing experiences can lead to the development of perspectives.

For example: religious, ethnic and racial groups

SS 7.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.

For example: civilizations from all regions of the world

Historical Analysis and Interpretation

SS 7.4.4 Analyze and interpret sources for perspective and historical context.

SS 7.4.4.a Compare and contrast primary and secondary sources of history.

For example: Compare eyewitness accounts of the Black Death with contemporary medical understandings.

SS 7.4.4.b Identify the cause and effect relationships among historical events in the world and relevant contemporary issues.

For example: migrations, declarations of war, treaties, alliances, epidemics

Historical Inquiry and Research Skills

SS 7.4.5 Apply the inquiry process to construct and answer historical questions.

SS 7.4.5.a Construct and answer inquiry questions using multiple historical sources.

For example: Students engage in inquiry and gather evidence to provide a response.

SS 7.4.5.b Evaluate and cite appropriate sources for research about world history, including primary and secondary sources.

For example: Interpret primary and secondary sources to address the inquiry. Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources.

Nebraska Social Studies Standards

SS 7.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.

For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation

Grade 8

Grade Level Summary and Theme

United States History: In eighth grade, students develop a new, more abstract level of understanding of social studies concepts. The context for developing this understanding is U.S. history and government. After reviewing the Colonial foundations of what became the United States, students explore the ideas, issues, and events from the adoption of the United States Constitution through the Gilded Age. Study of the founding of the United States allows students to explore the development of the United States' unique institutions of government, civic ideals, geography and economy.

Civics

Forms and Functions of Government

SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.

SS 8.1.1.a Identify and describe the different systems of government.
For example: Monarchy, Federal, Confederate, Unitary, Tribal, corporate

SS 8.1.1.b Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security.
For example: Chinese Exclusion Act, Fugitive Slave Laws, 13th, 14th, 15th Amendments, antitrust laws, Homestead Act, Indian Removal Act

SS 8.1.1.c Examine the development of foundational laws and other documents in the United States government.
For example: Declaration of Independence, United States Constitution, Preamble, Bill of Rights

SS 8.1.1.d Evaluate how various United States government decisions impact people, place, and history.
For example: taxation, distribution of resources, acquisition of territories, Trail of Tears, Indian Removal Act, Dred Scott decision, treaties, Louisiana Purchase, census, Civil War, War of 1812, Mexican-American War

SS 8.1.1.e Describe how important government principles are shown in American government.
For example: freedom, individual rights, representative democracy, equality, rule of law, popular sovereignty, justice, tribal sovereignty

SS 8.1.1.f Analyze the development and significance of political parties in the United States.
For example: Federalists and Antifederalists

Civic Participation

SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.

SS 8.1.2.a Demonstrate ways individuals participate in the political process.

For example: registering and voting, elections, contacting government officials, campaign involvement, demonstrating ethical use of information

SS 8.1.2.b Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts.

For example: Pledge of Allegiance, "The Star-Spangled Banner," "America the Beautiful," recognition of Memorial Day, Independence Day, Veterans Day, Martin Luther King, Jr. Day, Constitution Day, Patriot's Day - 9/11, Native American Heritage Day, tribal flag songs

SS 8.1.2.c Demonstrate civic engagement.

For example: engaging in service learning projects, volunteerism, student government participation, participation in simulations of democratic processes (mock trials, elections, etc.), USCIS Citizenship test, communicating through civil discourse

SS 8.1.2.d Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.

For example: Louisiana Purchase, Civil War, Civil Disobedience, NAACP movement, women's movement, slave rebellions, Jim Crow laws

SS 8.1.2.e Compare and contrast the roles and influences of individuals, groups, and the media on American government.

For example: Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrakers, Booker T. Washington, Chief Standing Bear, Susan La Flesche

Economics

Economic Decision Making

SS 8.2.1 Not addressed at this level

Financial Literacy

SS 8.2.2 Understand personal and business financial management.

SS 8.2.2.a Identify skills for future financial success.

For example: Identify key terms associated with budgeting, credit, savings, credit score, investing, fraud, and risk management.

SS 8.2.2.b Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.

For example: Analyze the impact of credit on an individual's ability to acquire goods and services, charitable contributions.

Exchange and Markets

SS 8.2.3 Not addressed at this level

National Economy

SS 8.2.4 Justify and debate economic decisions made by North American societies.

SS 8.2.4.a Research the origins and development of the economic system, banks, and financial institutions in the United States.

For example: Examine the work of Alexander Hamilton and his influence on the banking system in the U.S. economy.

SS 8.2.4.b Explain how tax revenues are collected and distributed.

For example: Review the Constitution to understand the roles of each branch in establishing a national budget and how the separation of powers is structured.

SS 8.2.4.c Describe the progression of money and its role in early United States history.

For example: Identify what forms of currency/bartering were used as a medium for exchange among various Native American tribes. Examine what services and regulations were established during the Progressive Era as urban areas' populations boomed. Examine the National Banking Act of 1863.

Global Economy

SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations.

SS 8.2.5.a Explain that currency must be converted to make purchases in other countries.

For example: Trace the conversion of products and currency between the French and the indigenous tribes of the Midwest.

SS 8.2.5.b Recognize how trade barriers impact the prices and quantity of goods.

For example: Examine the impact of the Sugar and Molasses Act of 1733 and the Stamp Act of 1765.

Geography

Location and Place

SS 8.3.1 Not addressed at this level

Regions

SS 8.3.2 Examine how regions form and change over time.

SS 8.3.2.a Evaluate physical and human characteristics of places and regions.

For example: climate, landforms, religious groups, ethnic groups

SS 8.3.2.b Determine the impact of land and water features on human decisions.

For example: location of settlements and transportation with respect to physical features

SS 8.3.2.c Identify and justify how humans develop major world regions and the impact on human societies.

For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure

Human Environment Interaction

SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.

SS 8.3.3.a Interpret the impact of natural processes on human and physical environments.

For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides

SS 8.3.3.b Analyze how humans have utilized and adapted to their physical environment.

For example: rivers, wetlands, forests, treeless plains, precipitation, drought

Movement

SS 8.3.4 Not addressed at this level

Geospatial Skills and Geo-literacy

SS 8.3.5 Not addressed at this level

History

Continuity, Change, and Context

SS 8.4.1 Analyze patterns of continuity and change over time in United States history.

SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.

For example: Columbian Exchange, European colonization and Native American response, Colonial America, Great Awakening, Benjamin Franklin, George Washington, Thomas Jefferson, establishing a nation, Manifest Destiny, Indian Removal Act, slavery, expansion and reform, Dred Scott decision, secession, Abraham Lincoln, Civil War and Reconstruction, Standing Bear, rise of corporations, growth of organized labor, assembly line, immigration, industrialization John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, democratic ideals, patriotism, citizen's rights

SS 8.4.1.b Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.

For example: founders and founding documents, national symbols

Multiple Perspectives

SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.

Nebraska Social Studies Standards

SS 8.4.2.a Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.

For example: Dawes Act, Santee Mankato Executions (Dakota Uprising), Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, Reconstruction Acts and Amendments, The Emancipation Proclamation, organized labor, Women's Suffrage Movement

SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: The Bill of Rights, slavery, Gettysburg Address, "The New Colossus" poem

SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 8.4.3.a Identify how differing experiences can lead to the development of perspectives.

For example: Compare primary accounts by American Indian peoples and American settlers regarding the expansion of the United States.

SS 8.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.

For example: Compare how differing Native American groups and Spanish-speaking peoples responded to the Indian Removal Act and the Mexican-American War.

Historical Analysis and Interpretation

SS 8.4.4 Evaluate and interpret sources for perspective and historical context.

SS 8.4.4.a Compare and contrast primary and secondary sources of history.

For example: Compare what texts say about Wounded Knee Massacre to Black Elk's account of the same event.

SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.

For example: political party platforms, continuing debates about role of government

Historical Inquiry and Research Skills

SS 8.4.5 Apply the inquiry process to construct and answer historical questions.

SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical sources.

For example: Why is the Gettysburg Address considered an important statement of American national ideals?

Nebraska Social Studies Standards

SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources.

For example: classroom texts, Gettysburg Address, tribal treaties, major online historical archives like Library of Congress, National Archives, and local and state archives

SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.

For example: primary sources, secondary sources, popular media, scholarly perspectives

High School Civics

Summary

In a constitutional republic, productive civic engagement requires knowledge about the functions of state and local government, courts and legal systems, the U.S. Constitution, other nations' systems and practices, and international institutions. Civics is not limited to the study of politics and society; it also encompasses participation in classrooms and schools, neighborhood, groups, and organizations using civic virtues and principles to guide that participation (which includes the discussion of issues and making choices and judgments with information and evidence, civility and respect, and concern for fair procedures). Civics enables students not only to study how others participate but also to practice participating and taking informed action themselves.

Forms and Functions of Government

SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.

SS HS.1.1.a Examine the historical foundation that influenced the creation of the United States Constitution.

For example: philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers, Iroquois Confederation, and the imbalance of representation

SS HS.1.1.b Evaluate the structure of American constitutional government.

For example: federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college, Bill of Rights, Reconstruction amendments, Prohibition, women's vote

SS HS.1.1.c Analyze the functions of United States government and its outcomes.

For example: national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of citizens, environmental implications

SS HS.1.1.d Analyze the foundation, structures, and functions of local government and its outcomes.

For example: city council, school board, county government, regional boards, grassroots, local organizations, community organizations

SS HS.1.1.e Analyze the foundation, structures, and functions of state government and its outcomes.

For example: bicameral/unicameral, reapportionment/redistricting, branches of government, judiciary process, penal system

SS HS.1.1.f Analyze the foundation, structures, and functions of supranational organizations.

For example: United Nations, NATO, European Union, treaties, trade organizations, Native American Treaties

Nebraska Social Studies Standards

SS HS.1.1.g Analyze the roles that political parties have played in the United States.

For example: Republican Party - Civil War, Populist Party - Progressive movement, Democratic Party - New Deal, Southern Strategy- Dixiecrats, emergence of the Tea Party Movement, hyperpartisanship

SS HS.1.1.h Analyze United States foreign policy issues.

For example: methods, approaches, events, and their outcomes on various groups of people

Civic Participation

SS HS.1.2 Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies.

SS HS.1.2.a Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.

For example: lobbying, voting, contacting government officials, petitioning, civil disobedience, tribal voting, tribal government officials, analyze past voting patterns and discuss methods to increase participation in voting

SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts.

For example: Pledge of Allegiance, "The Star-Spangled Banner," "America the Beautiful," Dr. Martin Luther King, Jr. Day and "I Have a Dream" speech, George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, 4th of July, Hispanic Heritage month, tribal flag songs

SS HS.1.2.c Engage and reflect on participation in civic activities.

For example: discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, registering to vote, and voting when reaching the age of majority, participating in community improvement activities, service learning

SS HS.1.2.d Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue.

For example: students communicate through an editorial, public service announcement, pamphlet, public presentation, tribal council, community entities

SS HS.1.2.e Demonstrate how individuals, groups, and the media check governmental practices.

For example: Watergate, Civil Rights movement, Suffrage movement

SS HS.1.2.f Analyze various media sources for accuracy and perspective.

For example: news media literacy, online civic reasoning

Nebraska Social Studies Standards
High School Economics

Summary

Effective economic decision making requires that students have a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well-off as possible. The study of economics provides students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace. Economics is grounded in knowledge about how people choose to use resources. Economic understanding helps individuals, businesses, governments, and societies choose what resources to allocate to work, to school, and to leisure; how many dollars to spend, and how many to save; and how to make informed decisions in a wide variety of contexts. Economic reasoning and skillful use of economic tools draw upon a strong base of knowledge about human capital, land, investments, money, income and production, taxes, and government expenditures. To be effective participants in our representative democracy, students need an understanding of economics.

Economic Decision Making

SS HS.2.1 Apply economic concepts that support rational decision making.

SS HS.2.1.a Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis.

For example: PACED decision making model (Problem, Alternatives, Criteria, Evaluate, Decision); Some potential topics could include options for energy sources, center pivot irrigation, oil pipeline through Nebraska, use of pesticides and fertilizers. Decisions made by businesses and social issues including corporate social responsibility programs, green energy, living wage, paid parental leave, equal pay, social entrepreneurship (businesses that aim to solve social problems).

SS HS.2.1.b Assess the incentives for investing in personal education, skills, and talents.

For example: Research returns to education, look at cost of education, and compare to earnings; costs of returning to small towns vs. cities

Financial Literacy

SS HS.2.2 Develop a plan to support short- and long-term goals.

SS HS.2.2.a Develop a budget using a financial record keeping tool.

For example: Mint.com, spreadsheet, Quicken, journal on paper

SS HS.2.2.b Compare and contrast different types of banking accounts and features.

For example: checking, savings, money market, CDs

SS HS.2.2.c Assess the effects of taxes on personal income.

For example: state income tax, federal income tax, social security, property tax, sales tax, etc.

SS HS.2.2.d Compare and contrast possible career choices.

SS HS.2.3 Critique strategies used to establish, build, maintain, monitor, and control credit.

SS HS.2.3.a Compare and contrast the costs and benefits of different types and sources of credit and debt.

For example: credit card interest rates, personal loans rates, mortgage rates, student loan rates, etc.

SS HS.2.3.b Investigate strategies to effectively manage debt and factors that influence credit ratings.

For example: Credit cards, auto loans, mortgages, extended warranties

SS HS.2.4 Evaluate savings, investment, and risk management strategies to achieve financial goals.

SS HS.2.4.a Explain the importance of saving and investing early to ensure financial security.

For example: compound interest, use rule of 72, time value of money

SS HS.2.4.b Develop an investment strategy to achieve short- and long-term goals utilizing a variety of investment vehicles.

For example: stocks, bonds, mutual funds, retirement plans, investment in education including analysis of student loans, average income of job, and repayment of loan, investment in homeownership vs. rental

SS HS.2.4.c Examine appropriate and cost effective risk management strategies.

For example: health, disability, life, auto insurance, personal identity protection, extended warranties, fraud protection

Exchange and Markets

HS.2.5 Explain the role of markets in determining prices and allocating scarce goods and services.

SS HS.2.5.a Summarize the role of competition, markets, and prices.

For example: Use product and factor market/circular flow; compare market structures (perfect competition to monopoly)

SS HS.2.5.b Illustrate how markets determine changing equilibrium prices through supply and demand analysis.

For example: changes in demand and supply, changes in quantity demanded and quantity supplied

SS HS.2.5.c Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service.

For example: Look at businesses in the monopolistic market structure - competing for consumer dollars, trying to earn your business.

Nebraska Social Studies Standards

SS HS.2.5.d Investigate possible causes and consequences of shortages and surpluses.

For example: use current events and public policy - rent control and minimum wage, etc.

National Economy

SS HS.2.6 Explain how economic institutions impact different individuals and various groups.

SS HS.2.6.a Explain how various economic institutions have played a role in United States economic policy and practice.

For example: corporations, labor unions, financial institutions, stock markets, cooperatives, small business and entrepreneurs, and business partnerships

SS HS.2.6.b Calculate and describe the impact of economic indicators.

For example: trends and business cycles using GDP, unemployment rates including frictional, structural, cyclical, inflation/deflation rates

SS HS.2.6.c Describe the functions and role of the Federal Reserve System and its influence through monetary policy.

For example: balancing inflation and unemployment, and how banks and a sound monetary system are critical to a functioning economy

SS HS.2.7 Assess the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

SS HS.2.7.a Assess how property rights are defined, enforced, and limited by government.

For example: contracts and the rule of law, zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property

SS HS.2.8 Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems: command/communism, mixed, socialism, market, and traditional economic systems.

SS HS.2.8.a Examine how governments utilize taxation to provide goods and services to society.

For example: disaster relief, flood control, military and armed forces, ownership of resources

SS HS.2.8.b Evaluate the effectiveness of government policies altering market outcomes.

For example: Use economic theory to analyze current events and public policy. Compare and contrast farm subsidies and corporate incentives.

SS HS.2.8.c Critique government policies and regulations in areas of market failure.

For example: monopolies, externalities, non-enforcement of property rights

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SS HS.2.9 Examine the government's influence on economic systems through fiscal policy.

SS HS.2.9.a Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior.

For example: alcohol tax, home mortgage interest deduction, sales tax, etc.

SS HS.2.9.b Examine the impact of fiscal policy on budget deficits/surpluses and national debt.

For example: Spending resources to service the debt impacts opportunities for using the funds for other needs.

Global Economy

SS HS.2.10 Investigate how international trade affects individuals, organizations, the domestic economy, and other nations.

SS HS.2.10.a Explore comparative advantage among different countries.

For example: research on what different countries produce when they specialize in those products

SS HS.2.10.b Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.

For example: tariffs, quotas, protectionist policies, and the resulting changes in price and quantity; research NAFTA and/or Brexit.

Nebraska Social Studies Standards
High School Geography

Summary

To succeed in an increasingly interconnected world, Nebraska's next generation of citizens will need to be fluent in spatial knowledge. Geography at the high school level prepares students to understand the world and their place in it. Beyond merely knowing "Where?" the geographically minded person will be better equipped to answer the question of "Why there?" An integrative study of our planet's human and physical features will involve 21st century technologies and inquiry-based research methods. This approach will expand students' geographic knowledge and enable them to think critically about problems. Through analysis of spatial patterns and relationships over time and place, students will be better able to make sense of both the past and present, and be well equipped to address society's future needs.

Location and Place

SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS HS.3.1.a Determine spatial organization of human settlements in relation to natural features.

For example: population density and distribution, world climate regions, city categorization, natural resource deposits, agricultural hearths, croplands, structure of communities, highway and rail networks

SS HS.3.1.b Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.

For example: major world physical features (mountains, seas, rivers), patterns of human settlement on local, regional, national, and global scale, governmental systems, economic systems, site and situation, Weber's Least Cost Theory, Von Thunen Model of Land Use

Regions

SS HS.3.2 Evaluate how regions form and change over time.

SS HS.3.2.a Analyze physical and human processes that shape places and regions.

For example: historical influences, current events, natural disasters, climate change, conflicts, natural processes (erosion, plate tectonics), relationships and connections

SS HS.3.2.b Examine the importance of places and regions to individual and social identity and how identities change over space and time.

For example: popular cultural traits, folk cultural traits, national monuments and folklore, nationalism, ethnicity, migration, urbanization, demographic transition model, industrial development, toponymy (place names), regional identity (Corn Belt, Heartland, Homeland)

Nebraska Social Studies Standards

SS HS.3.2.c Evaluate the interdependence of places and regions.

For example: models of industrial and economic development, new international division of labor, supranational organizations (The United Nations, Association of Southeast Asian Nations [ASEAN], or The European Union), globalization, popular culture, international trade agreements, patterns of human migration, alliances, Paris Climate Agreement, central place theory

Human-Environment Interactions

SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings.

SS HS.3.3.a Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments.

For example: atmosphere, lithosphere, biosphere, and hydrosphere, plate tectonics/continental drift, global ocean systems, atmospheric systems, natural disasters, Earth's orbit, seasonal changes in ice coverage, greenhouse effect

SS HS.3.3.b Evaluate how humans have utilized and adapted to their physical environment.

For example: renewable and non-renewable resources, the cultural landscape, natural disasters (hurricanes, wildfires), environmental technological adaptations (air conditioning, skyways, insulation), synthetic materials, human modifications to physical environment, conservation and environmentalism, Genetically Modified Organisms (GMO), agricultural revolutions, transportation networks, industrial revolutions, Von Thunen Model of Land Use, deforestation, desertification

Movement

SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.

SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.

For example: urban models, Demographic Transition Model, rural organization (long lot, metes and bounds, township and range), rural to urban migration, Human Development Index, Borchert's Epochs, trends locally, nationally, and globally over time, migration push and pull factors, effects of migration on both the source regions and destinations, More Developed Countries (MDCs) and Less Developed Countries (LDCs), demography

SS HS.3.4.b Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.

For example: cultural convergence and divergence, universalizing and ethnic religions, competition between multinational corporations and local businesses, folk cultures and popular cultures, spread of ideas (such as economic ideals, ideas on government, gender norms), diffusion of medical knowledge and impact on demographics, agricultural and industrial revolutions, models of economic development, the cultural landscape, Third Agricultural Revolution (Green Revolution), internet connectivity and cell phone networks, lingua franca, hypernationalism

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SS HS.3.4.c Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.

For example: impacts of membership in multinational organizations and agreements, treaties, resource and technology exchanges, Heartland and Rimland Theory, demarcation of borders, territorial morphology

Geospatial Skills and Geo-literacy

SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

SS HS.3.5.a Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.

For example: developing a geographic question, acquiring and organizing data/information, performing analysis, presenting findings, and developing action plan

SS HS.3.5.b Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.

For example: Examine how geospatial technologies (such as GIS [Geographic Information Systems] and remote sensing) and geographic knowledge (such as geopolitics) can be applied to better understand the world, address issues, and make spatial decisions (such as determining market potential, optimum usage of irrigation and fertilizers, or mapping public health outbreaks to determine source).

SS HS.3.5.c Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.

For example: use maps (paper, digital, and mental), atlases, Global Positioning System (GPS), Geographic Information Systems (GIS), remote sensing, and forms of quantitative/qualitative data, analyze a map to determine appropriate use of scale, evaluate strengths and weaknesses of different map projections

Nebraska Social Studies Standards
High School History

Summary

History involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Developing historical knowledge in connection with historical investigations not only helps students better remember the content because it has meaning, but also allows students to become better critical thinkers. High school history courses emphasize historical thinking. Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, "What happened when?" to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

United States History (Progressive Era – Present)

Change, Continuity and Context

HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history.

SS HS.4.1.a (US) Evaluate the cause and effect of historical events on various groups in the United States.

For example: To which conditions were Progressives responding? Why did the United States enter World War I? What caused the Great Depression? What caused the interpretation of "separate but equal" to change over time?

SS HS.4.1.b (US) Select, record, and interpret key national events in chronological order.

For example: Progressive Era, Women's Suffrage, World War I, Great Migration, Great Depression and New Deal, Naziism, World War II, Holocaust, Cold War, Civil Rights Era, contemporary United States

SS HS.4.1.c (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.

For example: 19th Amendment, *Brown v. Board of Education of Topeka*, Dolores Huerta, desegregation of the military following WWII, March on Washington, Movement for the Restoration of Tribal Status, continuing struggle for equality

Multiple Perspectives

SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.2.a (US) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.

For example: Nineteenth Amendment, 1924 National Origins Act, Indian Reorganization Act of 1934, Bracero program, Civil Rights Movement

SS HS.4.2.b (US) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: Theodore Roosevelt's New Nationalism and Woodrow Wilson's New Freedom, Indian Reorganization Act and responses from tribal leaders, differing strategies in the struggle to gain black equality

SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.

SS HS.4.3.a (US) Identify how differing experiences can lead to the development of perspectives.

For example: religious, racial or ethnic groups, immigrants, women, LGBTQ persons, and Native American nations

SS HS.4.3.b (US) Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.

For example: Immigration and Naturalization Act of 1965, Stonewall Riots, American Indian Movement, Equal Rights Amendment, Civil Rights Act of 1964, *West Virginia v. Barnette*, United Farm Workers

Historical Analysis and Interpretation

SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.4.a (US) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.

For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits

SS HS.4.4.b (US) Evaluate strengths and limitations of a variety of primary and secondary historical sources.

For example: Jane Addams on settlement houses, Franklin Roosevelt's "Four Freedoms" Speech, Martin Luther King, Jr.'s "Letter from Birmingham Jail," Equal Rights Amendment

SS HS.4.4.c (US) Determine the relationship between multiple causes and effects of events and developments in the past.

For example: patterns of immigration and migration, presidential leadership strategies, tactics among different civil rights organizations

SS HS.4.4.d (US) Synthesize the relationships among historical events in the United States and relevant contemporary issues.

For example: voting behavior, political party platforms, economic trends, place relevant current events in historical context, the relationship between Native Americans living on and off the reservation

Historical Inquiry and Research

SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.

SS HS.4.5.a (US) Construct meaningful questions about topics in U.S. history.

For example: "Why did the United States enter World War I?"

SS HS.4.5.b (US) Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.

For example: Examine speeches from President Woodrow Wilson leading up to World War I, examine internal communications within Wilson administration, examine press coverage of events leading up to American entry.

SS HS.4.5.c (US) Select, organize, and corroborate relevant historical information about selected topics in U.S. History.

For example: Compare the sources and determine an initial answer to the inquiry.

SS HS.4.5.d (US) Synthesize historical information to create new understandings.

For example: Compare the answer students have created to secondary sources and potentially revise students' answers.

SS HS.4.5.e (US) Communicate inquiry results within a historical context.

For example: Provide an evidence-based answer to the inquiry, "Why did the United States enter World War I?"

World History (1500 CE – Present)

Change, Continuity, and Context

HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history.

SS HS.4.1.a (WLD) Evaluate the cause and effect of historical events in the world.

For example: How did the rise of totalitarianism lead to war?

SS HS.4.1.b (WLD) Select, record, and interpret key global events in chronological order.

For example: emergence of new states and cultures, increased inter-regional trade, colonization and expansion, global interactions, Industrialization, Age of Revolutions, Imperialism, global conflict, Holocaust, globalization, decolonization, Cold War, contemporary events

SS HS.4.1.c (WLD) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

For example: trade networks, empires, revolutions, treaties, warfare, diplomacy, migration and immigration

Multiple Perspectives

SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.2.a (WLD) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.

For example: Scramble for Africa and indigenous response, Arab-Israeli Conflict, French Revolution, Haitian Revolution

SS HS.4.2.b (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: compare accounts from colonizers and colonized, impact of trade on different population groups

SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups.

SS HS.4.3.a (WLD) Identify how differing experiences can lead to the development of perspectives.

For example: diverse groups of historical figures and examples from political, religious, and ethnic groups

SS HS.4.3.b (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.

For example: diverse groups of historical actors and examples from national, religious, and ethnic groups

Historical Analysis and Interpretation

SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.4.a (WLD) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.

For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits, works of art

SS HS.4.4.b (WLD) Evaluate strengths and limitations of a variety of primary and secondary historical sources.

For example: written and visual documents

SS HS.4.4.c (WLD) Determine the relationship between multiple causes and effects of events and developments in the past.

For example: patterns of migration and immigration, wars, diplomacy, government structures, religious movements

SS HS.4.4.d (WLD) Synthesize the relationships among historical events in the world and relevant contemporary issues.

For example: current events from various international news sources

Historical Inquiry and Research

SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions.

SS HS.4.5.a (WLD) Construct meaningful questions that initiate an inquiry.

For example: "Can peace lead to war?"

SS HS.4.5.b (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources.

For example: Examine the Treaty of Versailles and the League of Nations founding documents, examine maps from before and after treaty, examine contemporary responses to the treaty from a variety of countries.

SS HS.4.5.c (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history.

For example: Compare the sources and determine an initial answer to the inquiry.

SS HS.4.5.d (WLD) Synthesize historical information to create new understandings.

For example: Compare the answer students have created to secondary sources and potentially revise students' answers.

SS HS.4.5.e (WLD) Communicate inquiry results within a historical context.

For example: Provide an evidence-based answer to the inquiry, "How do countries make decisions about war and peace?"

2019-2020 RC Strategic Plan

Mission Statement

The Raymond Central community is committed to providing a positive, challenging learning environment which prepares each individual student to be a responsible citizen in an ever-changing society.

School Improvement Goal

All students will meet or exceed normal growth rate on standardized tests annually.

- Raymond Central Public Schools believe that a Professional Learning Community (PLC) can be defined as a group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for our students (*Learning By Doing/DuFour, DuFour, Eaker*). In doing so, Raymond Central has committed to three fundamental assumptions:
 - We can make a difference - our schools can be more effective.
 - Improving our people is the key to improving our schools.
 - Significant school improvement will positively impact teaching and learning.
- Intervention (1): Raymond Central is committed to working together to achieve our collective purpose of learning for all students. Staff will cultivate a collaborative culture through the continued development of high performing teams, Professional Learning Communities (PLCs).
 - To achieve this, teams will meet on a regular basis clarifying what students must learn, gathering evidence of student learning, analyzing evidence, identifying the most effective instructional strategies and practices, increasing the instructional capacity of all team members while working to achieve their SMART goals.
- Intervention (2): Teachers will use lesson design, GANAG (Goal setting, Access to prior knowledge, New information, Application, Goal Review) as the district instructional framework.
- Intervention (3): The School Improvement Team will work to develop meaningful, personalized professional development opportunities targeting individual and team growth.
- Intervention (4): Raymond Central will develop a Multi-Tiered System of Support (MTSS) for both academic and behavioral student needs. PBIS (Positive

Behavioral Intervention and Supports will be implemented to provide a system of prevention, noting early identification and intervention. The goal of MTSS is to ensure success for ALL students.

District Strategic Plan 2019-2025

Goal 1 - Increase the number of students that meet or exceed normal growth rates

- Performance Indicator (1): Students will be provided rigorous academic and real-life learning opportunities to become college and career ready.
- Performance Indicator (2): Develop and implement a Multi-Tiered System of Support (MTSS) based on a needs-driven model ensuring students at all levels and sites have access to appropriate resources to accelerate performance proficiencies.
- Performance Indicator (3): Teachers will utilize effective instructional models, including differentiation, based on research and best practice with curriculum aligned to national, state and local standards while continuously assessing and monitoring student progress.
- Performance Indicator (4): Increase Measurement of Academic Progress (MAP) scores to meet or exceed national growth rates from first data collection points to additional collection points through the academic year.
- Performance Indicator (5): The Board of Education will review student growth data in Reading, Math, and Social, Emotional Behavior, from results in the Formative Assessment System for Teachers, at a minimum of three times per year (fall, mid-year, and spring).
- Performance Indicator (6): The district will research and develop a Capstone experience for Raymond Central students serving as a culminating project, or senior exhibition, that will encourage students to incorporate life skills such as critical thinking, problem solving, written and oral communication, and goal setting as they prepare to exit from their #RCJourney and enter a career, college, military or adult life as a responsible citizen in an ever-changing society.
- Performance Indicator (7): The district will research, design and implement a grading and assessment philosophy based on research and best practice.

Goal 2 - Research and implement strategies to recruit, hire, develop, support, and retain the highest quality staff

- Performance Indicator (1): Develop and implement pathways for teacher leaders that allow them to gain leadership experience and expertise through professional collaboration with other teachers and administrators.

- Performance Indicator (2): To encourage high performance, develop and implement a performance-based program that recognizes individuals for their accomplishments.
- Performance Indicator (3): Review 2019-2025 staff exit surveys to determine patterns and trends.
- Performance Indicator (4): [Research and implement an online resource for accepting applications for all open positions.] *[completed 2019-2020]*

Goal 3 - Increase Student Enrollment

- Performance Indicator (1): Develop a positive ratio of option-enrolled students through advertising and showcasing the accomplishments of Raymond Central students using a variety of social and media outlets.

Goal 4 - Maintain and Improve Current Facilities

- Performance Indicator (1): Continue to update the RC 5-10 year facilities plan.
- Performance Indicator (2): Explore creative/innovative classroom and campus concepts.
- Performance Indicator (3): Hire a consultant to assist in future facility planning including the construction of a Performing Arts Center.

Goal 5 - Technology

- Performance Indicator (1): Continue to stay up-to-date with devices and infrastructure.
- Performance Indicator (2): Update and maintain the district website frequently to keep all stakeholders informed.
- Performance Indicator (3): Teachers will utilize technology targeting student-centered learning, differentiated instruction and digital citizenship. The district will provide training opportunities for teachers to enhance their skills in this area.

Goal 6 - Staff Professional Development

- Performance Indicator (1): Provide meaningful and relevant staff development training to improve instruction. Professional Learning Communities will be the major vehicle for accomplishing this task by using teacher collaboration.
 - Professional learning opportunities will focus on increasing knowledge and use of differentiation strategies within all classrooms.
 - Increasing student engagement is also critical. PLCs will play a vital role in implementing these strategies.

- Performance Indicator (2): Develop a data collection process to ensure high yield instructional strategies are implemented with fidelity to the GANAG lesson design.

Goal 7 - Mental Health Action Plan

- Performance Indicator (1): Provide ongoing professional development in mental health issues for staff, students, parents and community.
- Performance Indicator (2): Develop and implement a progress monitoring evaluation tool for RC mental health programs: Move This World Social/Emotional Curriculum (PK-6); mental health therapist (7-12); other.

Goal 8 - Ensure all students learn in a safe environment

- Performance Indicator (1): Conduct annual external safety audits at each school site.
- Performance Indicator (2): Develop and implement a district-wide reunification plan as part of the adopted standard response protocol.
- Performance Indicator (3): Provide ongoing safety training for staff and students.
- [Performance Indicator (4): [The district will research and implement an anonymous reporting app for students, parents, and staff that will be used in partnership between the school and law enforcement.] *[completed 2019-2020]*
- Performance indicator (5): Continue to engage all stakeholders in school safety issues.

Executive Summary

- 2019-2020
 - During the 2019-2020 school year, the district was able to complete two performance indicators on the strategic plan.
 - Research and implement an online resource for accepting applications for all open positions. The district purchased and implemented *Unified Talent*, a PowerSchool resource.
 - The district will research and implement an anonymous reporting app for students, parents, and staff that will be used in partnership between the school and law enforcement. The District purchased and implemented the *StopIt* application for students to utilize inside and outside of school.
 - For the 2020-2021 school year, the district will focus on the following performance indicators:
 - Performance Indicator (1): Develop and implement pathways for teacher leaders that allow them to gain leadership experience and

expertise through professional collaboration with other teachers and administrators.

- Performance Indicator (7): The district will research, design and implement a grading and assessment philosophy based on research and best practice.
- Performance Indicator (3): Hire a consultant to assist in future facility planning including the construction of a Performing Arts Center.
- Performance Indicator (2): Develop and implement a district-wide reunification plan as part of the adopted standard response protocol.

RC Facility Priority List

Created 8.7.19, Updated 8.7.20

2019-2020

Research and implement an online software to submit work orders for Jared and Keely

- \$6,000 for Year 1 and \$4,000 for Year 2 and beyond.

Priority Project	Scheduled	Finished	Location	Estimated Cost / Total Cost	Anticipated Start Date	Completion Date	Contractor(s)
Area 4 (gym roof and NE corner)	X		Valparaiso Elementary	\$154,375 \$2 per sq. ft to replace wet insulation	July 13	August 2020	• Weathercraft of Lincoln
Replace 3 outdoor and 1 indoor Rusted Door Frames	X	X	Jr/Sr High School	3 New Entryways on the S and E end of the school - \$33,925.00 Repair 4 Wooden Gym Doors \$1,625.00 Total - \$35,550	July 27 or August 7	August 2020	• Binswanger Glass
Front Steps Concrete Repair (patching)	X	X	Jr/Sr High School	\$1500 (Hernanz)			• Steven's and Smith Construction

Concrete in front of "old" entrance and handrail	X	X		\$1950 (Rezac)	June 2020		
Fix Retaining Wall	X	X	Jr/Sr High School	\$5200 (rezac)	July 2020		<ul style="list-style-type: none"> • Rezac Concrete
Sand and Repaint New Gym Floor	X	X	Jr/Sr High School	\$6500	June 2020		<ul style="list-style-type: none"> • Shepard Gym Floors
Art Room Floor Repair			Valparaiso Elementary	TBD			<p>Jared has tried to crawl through the small space to see if we can get a jack down that far, unsuccessful.</p> <p>RamJack looked at the floor and essentially determined they could not be part of the solution.</p> <p>Thrasher will look at it next. There may be a possibility to hire a structural engineer.</p>
Paint and Repair Weightroom Exterior Wall	X	X	Jr/Sr High School	May 2020	May 2020		<ul style="list-style-type: none"> • Barb Ohnoutka and Kristi Sears
Replace Electric Box	X	X	Jr/Sr High School	\$3150			<ul style="list-style-type: none"> • Sentry Electric

Replacement plan for Air Handlers	X		Jr/Sr High School	\$1,800,000	May 2020	August 2020	• Trane
Repair Buckling Window in the 1st/2nd Grade Wing	X	X	Valparaiso Elementary	TBD			
Seal Main Driveway			Jr/Sr High School	\$61,547			• PAVERS
Lower Priority List							
New Tile in Kitchen	X		Val Elementary	TBD	July 2020		• Custodial Crew (tile was found in the bus barn)
Cement Pendulums to protect tanks	X	X	Jr/Sr High School	\$100			• Jared
Plaster work on exterior gym walls in (once roof is complete)	X	X	Val Elementary	\$5,050			• Scott's Plastery
Add Drainage to the NE section of FB Field			Jr/Sr High School				
HVAC			Valparaíso				

Replacement			Elementary				
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Comprehensive List for 2019-2020

Project		Location	Estimated Cost / Total Cost	Anticipated Start Date	Completion Date	Contractor(s)
Area 4 (gym roof and NE corner)		Valparaiso Elementary	\$190,000	June 2020	August 2021	
HVAC Replacement Schedule		Valparaiso Elementary	\$400,000 (40 heat pumps @ \$10,000)			
New Security Camera Software		All 3 Sites	\$28,055			1. Kidwell
Wifi for Bus Barn and Press Box		Jr/Sr High School	\$7,304.75			2. Kidwell
Water Softener Added to Boiler	X	Jr/Sr High School	\$1,506.83	August 2019	August 2019	3. Jeff White - AquaSystems
Commercial Water Softener for New Addition	X	Jr/Sr High School	\$5,786.60	Oct/Nov 2019	Nov 2019	4. Jeff White - AquaSystems
Gym Floor	X	Ceresco	\$1,195	October 2019	October 2019	5. DavidWood Floors,

Repair						Inc. (Ralston)
Front Steps Concrete Repair		Jr/Sr High School	TBD			
Add Concrete in front of FB stadium for Handicap spots		Jr/Sr High School	\$4,000			
New Tile in Kitchen		Val Elementary	\$5,000			• Ernies
Replace Carpet in Entrances with Rubber Flooring		Both Val and Ceresco Elementary Schools	\$13,800 ***Bid from Ernies***			
Resurface Jr/Sr High School Track	X	Jr/Sr High School	\$51,950		September 2019	1. Midwest Tennis and Track (Denison, IA)
Energy Audit at Val Elementary	X	Val Elementary	Free	Meeting end of September to review data		1. Trane
Metal Bleachers for FB stadium		Jr/Sr High School				
Paint and Repair EIFS (Scott's		Val Elementary Gym and Main Entrance Ceresco				

Plastery)						
Pump/Well #5 Leaking between #4		Jr/Sr High School				
Replace Carpet w/ square tile carpet (make color universal for all 3 sites)		Val and Ceresco Elementary	Met w/ Ernie's October 2018 \$210,500.008			
Remove Gravel from Playground(s) and add ADA approved black tile		Val and Ceresco Elementary				***Possible fundraising project for PTO***
1911 Rock Bench		Ceresco Elementary				
Replace Wooden Lockers w/ Metal		Val and Ceresco Elementary				
Add Concrete to N Parking Lot for Drainage		Val Elementary	\$13,350.00			
Gym Floor Refinish		All Sites	\$10,000	Summer 2019	Summer 2019	

(annual cost)						
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Other:

- Replace Concrete Barriers at Val Elementary

2020-2021

Project		Location	Estimated Cost / Total Cost	Anticipated Start Date	Completion Date	Contractor(s)
Flat roof (center section) replacement		Ceresco Elementary	\$190,000	June 2021	August 2021	

2021-2022

Project		Location	Estimated Cost / Total Cost	Anticipated Start Date	Completion Date	Contractor(s)
Area 2-4-6-8		Jr/Sr High School	\$250,000	June 2022	August 2022	

NASB Monthly Update for Board Meetings - Agenda Item: AUGUST 2020

View the Monthly Update in video form now at:

<https://vimeo.com/442484701>

“NASB Update”

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

- Monitor progress of district goals, link goals to discussion and action items; Strategic Plan Progress Report
- Board/Administrators Budget Work Session; Certification of District’s Assessed Valuation; Public Budget Hearing / Adopt Budget due on or before September 20
- Review Alternative Education Program
- Learning Community attendance reports and budget due September 1
- Board/All Staff Gathering; Negotiations employee’s agent request recognition due September 1 (year preceding contract year)
- Committee on American civics due beginning of school year; State school safety director is required to complete an assessment of the security of each school building no later than August 31, 2020.

NASB COVID-19 RESOURCE LINKS

- <http://members.nasbonline.org/index.php/news-resources/covid-19-resources>
- We are continuing to add a TON of fresh items & updates including links to the UNMC: COVID-19 Back to School Playbook; Contingency Planning Resources; YouTube updates & more!

Networking & Events:

- <http://members.nasbonline.org/index.php/events>
- The first of 3 **Candidate Webinars** was July 27, look for two more in Sept & Oct!
- **Area Membership Meetings** will be a little different this year due to Covid-19 ... more to come!
- Is this year’s Board Member of the Year on your Board? Nominations for the annual Ann Mactier Award are due Sept 30th at <http://members.nasbonline.org/index.php/board-leadership/ann-mactier-school-board-member-of-the-year-award>

Advocacy/2020 Legislative Session:

- The 2020 legislative session is currently underway and will wrap up mid-August. Keep tabs with all things pertinent to your school at NASB’s Govt Relations page at <http://members.nasbonline.org/index.php/government-relations>
- Stay engaged during the Session and follow along with the bills NASB is tracking at: <https://nasb.envisiams.com/legislative-bills> and through NASB’s **Legislative Notes** e-updates.

Follow NASB on twitter at www.twitter.com/NASBOnline using the hashtag #liveNASB
and on facebook at www.facebook.com/NASBOnline

Watch all of the NASB videos at <http://members.nasbonline.org/index.php/news-resources/videos>

To see a quick glimpse at the various items the NASB is involved in, check out pages 10 & 11 each month in the **Board Notes newsletter** for “This Month In ...” To access the latest newsletter, click here:
<http://members.nasbonline.org/index.php/news-resources/board-notes>



RESOLUTION NUMBER _____

WHEREAS, the Federal Disaster Mitigation Act of 2000 was signed in to law on October 30, 2000, placing new emphasis on state and local mitigation planning for natural hazards and requiring communities to adopt a hazard mitigation action plan to be eligible for pre-disaster and post-disaster federal funding for mitigation purposes; and

WHEREAS, a Multi-Jurisdictional Hazard Mitigation Plan was prepared by the Lower Platte South Natural Resources District, with assistance from JEO Consulting Group, Inc. of Lincoln, NE.

WHEREAS, the purpose of the mitigation plan was to lessen the effects of disasters by increasing the disaster resistance of the Natural Resources District and participating jurisdictions located within the planning boundary by identifying the hazards that affect the _____ and prioritize mitigation strategies to reduce potential loss of life and property damage from those hazards, and

WHEREAS, FEMA regulations require documentation that the plan has been formally adopted by the governing body of the _____ in the form of a resolution and further requesting approval of the plan at the Federal Level; and

NOW, THEREFORE, the governing body of the _____ does herewith adopt the Lower Platte South Natural Resources District Multi-Jurisdictional Hazard Mitigation Plan Update in its entirety; and

PASSED AND APPROVED this ____ day of _____, 2020.

Board Chair

ATTEST:

The Raymond Central community is committed to providing a positive, challenging learning environment which prepares each individual student to be a responsible citizen in an ever-changing society.

In response to the current climate of racial disparity and injustice, the Raymond Central Board of Education and Superintendent are committed to ACTION and CHANGE. We realize that solutions reside in the hands of the people. As leaders we will:

- Work toward ensuring a safe and nurturing environment
- Promote equity and equal opportunity for all
- Call out racism and privilege
- Increase knowledge on social justice
- Support diversity and inclusiveness
- Support culturally responsive training as needed



#RCJourney.... Your journey MATTERS!

Dr. Harriet Gould, Scott Black, Lori Springer, Matt Blanchard, Cathy Burklund,
Brad Breitreutz, Dr. Derrick Joel

AMENDMENT

THIS AMENDMENT is entered into by and between the County of Lancaster, Nebraska, a political subdivision of the State of Nebraska, on behalf of the Lancaster County Sheriff's Office, hereinafter referred to as "the County," and Lancaster County School District 161, Raymond Central Public School, hereinafter referred to as the "School". Collectively the County and the Referee Coordinator may be referred to as "Parties", and individually each may be referred to as a "Party".

WHEREAS, on June 18, 2019, the Parties entered into an Interlocal Agreement pursuant to County Contract No. C-19-0487 ("Agreement") for the provision of a school resource office by the Lancaster County Sheriff's Office;

WHEREAS, the Parties hereby amend the Agreement to include additional provisions to meet the minimum standards pursuant to Neb. Rev. Stat. §§ 79-2701 to 79-2704;

WHEREAS, due to the Coronavirus 2019 pandemic and the closure of the School, the Parties hereby amend the Agreement to credit the School \$6,300.82, the amount provided in Attachment A, towards the August 1, 2020 to July 31, 2021 contract year; and

NOW, THEREFORE, in consideration of the mutual covenants contained in the Agreement and herein, it is agreed between the Parties as follows:

- 1) The Agreement is hereby amended by replacing subsection 2 under Paragraph 3)A with the following:
 2. LSO School Resource Officer shall establish and maintain a liaison between School personnel, LSO personnel, and elements of the juvenile justice system. LSO School Resource Officer shall serve as a resource to High School employees, students, and parents/guardians of students on law enforcement related issues concerning crime prevention and investigations. The LSO School Resource Officer shall not be involved in the enforcement of school rules or act as a school disciplinarian. The LSO School Resource Officer may provide assistance when: (a) required by law under Neb. Rev. Stat. §§79-262 and 79-293 or other state or City/County/Security Agency law; (b) there is a threat to the safety of students, teachers, or public safety personnel; (c) to assist with victims of crime, missing persons, and persons in mental health crisis; (d) in an attempt to prevent criminal activity from occurring; or (e) it is required as part of emergency management response.

- 2) The Agreement is hereby amended by replacing subsection 3 under Paragraph 3)A with the following:
 3. School and the LSO Resource School Officer will address disciplinary and law enforcement situations in accordance with the applicable School and LSO policies provided in Attachment B, attached hereto and incorporated herein by this reference. Such policies include, but are not limited to, addressing when a parent or guardian will be notified or present if a student is subject to questioning or interrogation, addressing when a student will be advised of constitutional rights, student and parent complaint processes, etc.

- 3) The Agreement is hereby amended to include a subsection 7 under Paragraph 3)A as follows:
 7. LSO School Resource Officer shall employ best practices so that all students are treated impartially and without bias and maintain a high level of confidentiality of all matters regarding the School, staff, and student information.

- 4) The Agreement is hereby amended to include a subsection 8 under Paragraph 3)A as follows:
 8. LSO School Resource Officer shall keep records on each student referral for prosecution in response to an incident occurring at School, on School grounds, or at a School-sponsored event and ensure that such records allow for analysis of related date and delineate: (a) the reason for such referral; and (b) Federally identified demographic characteristics of such student.

- 5) The Agreement is hereby amended to include a subsection 9 under Paragraph 3)A as follows:
 9. Within six (6) months of being assigned to School, LSO School Resource Officer shall have completed a minimum of twenty (20) hours of training focused on school-based law enforcement, including but not limited to, coursework focused on school law, student rights, understanding special needs of students and students with disabilities, conflict de-escalation techniques, ethics, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, restorative justice practices, and preventing violence in school settings.

6) The Agreement is hereby amended to include a Paragraph 3)B as follows:

B. The School will have the following duties and responsibilities:

1. School is ultimately responsible for school discipline and culture.
2. School staff shall not involve the LSO School Resource Officer in disputes related to issues of school discipline; however, the LSO School Resource Office may serve as a complement to School staff, provide education, or act in the role of a mentor, counselor, or trusted adult as herein provided.
3. Within six (6) months of an LSO School Resource Officer being assigned to School, a minimum of one administrator in each elementary and secondary school building shall have completed a minimum of twenty (20) hours of training, excluding previous college coursework, focused on school-based law enforcement, including, but not limited to course work focused on school law, student rights, understanding special needs of students and students with disabilities, conflict de-escalation techniques, ethics, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, restorative justice, and preventing violence in school settings.

7) The Agreement is hereby amended by adding a Paragraph 17 with the following:

- 17) Force Majeure: In case performance of any terms or provisions hereof shall be delayed or prevented because of compliance with any law, decree or order of any governmental agency or authority of local, State or Federal governments or because of riots, war, terrorism, explosions, acts of civil or military authority, acts of public enemy, public disturbances, lack of adequate security escorts, strikes, lockouts, labor disputes, earthquakes, fires, floods, Acts of God or any other reason whatsoever which is not reasonably within the control of the Party whose performance is interfered with and which, by the exercise of reasonable diligence, said Party is unable to prevent; the Party so suffering shall immediately give notice to the other Party of the Force Majeure Event. Upon such notice, the obligations of the affected Party under this contract which are reasonably related to the Force Majeure Event may, at its option, be suspended, without liability, the performance of its obligations hereunder during the period such cause continues. The affected Party shall do everything reasonably necessary to overcome the effects of the Force Majeure Event, mitigate the effect of any delay occasioned by any Force Majeure Event, and ensure resumption of normal performance of this Agreement as soon

as reasonably practicable and shall perform their obligations to the maximum extent practicable.

Once the Party is given notice of such Force Majeure Event, that Party shall keep track of the number of days such period continues. Once the Force Majeure Event has ended, the Party shall confirm the length of the period. Once the length has been confirmed, the Party so suffering may either receive a reimbursement for the length of the period or may credit that amount towards any renewal year. If the Party so suffering wants to be reimbursed, the other Party shall issue the reimbursement within forty five (45) days receipt of the suffering Party's decision.

- 8) Due to the Coronavirus 2019 pandemic and the closure of the School, the Parties hereby amend the Agreement to credit the School \$6,300.82, the amount provided in Attachment A, towards the August 1, 2020 to July 31, 2021 contract year.
- 9) All other terms of the Agreement, not in conflict with this Amendment, shall remain in full force and effect.

The Parties do hereby agree to all the terms and conditions of this Amendment. This Amendment shall be binding upon the parties, their heirs, administrators, executors, legal and personal representatives, successors, and assigns.

IN WITNESS WHEREOF, the Parties do hereby execute this Amendment upon completion of signatures on:

EXECUTED this _____ day of _____, 2020, by Lancaster County School District 161, Raymond Central Public School.

LANCASTER COUNTY SCHOOL
DISTRICT 161, RAYMOND CENTRAL
PUBLIC SCHOOL

By: _____

Name

Title

EXECUTED this ____ day of _____, 2020, by Lancaster County, Nebraska.

BY THE BOARD OF COUNTY
COMMISSIONERS OF LANCASTER
COUNTY, NEBRASKA

By: _____

APPROVED AS TO FORM:

This ____ day of _____, 2020.

Deputy County Attorney
for PATRICK CONDON
County Attorney

School Resource Officers Refunds--Applied to Next year
Contract Year August 2019-July 2020

Raymond Central

Price Breakdown

Year	Month	Day
\$16,466.5	\$ 1,372.21	\$ 45.11

March- 18 days	\$ 811.98
April	\$ 1,372.21
May	\$ 1,372.21
June	\$ 1,372.21
July	\$ 1,372.21
Total	<u>\$ 6,300.82</u>

Student Discipline

Development of Uniform Discipline System. It shall be the responsibility of the Superintendent to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent contacts and parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.

1. **Short-Term Suspension:** Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:
 - a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
 - b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
 - b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
 - c. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
 - d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference.
 - e. A student who is on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.
2. **Long-Term Suspension:** A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.

3. Expulsion:

- a. **Meaning of Expulsion.** Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.
- b. **Suspensions Pending Hearing.** When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.
- c. **Summer Review.** Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
- d. **Alternative Education:** Students who are expelled may be provided an alternative education program that will enable the student to continue academic work for credit toward graduation. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
- e. **Suspension of Enforcement of an Expulsion:** Enforcement of an expulsion action may be suspended (i.e., “stayed”) for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.
- f. **Students Subject to Juvenile or Court Probation.** Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal’s designee shall meet with the student’s probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school

grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal's designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

4. **Emergency Exclusion:** A student may be excluded from school in the following circumstances:
 - a. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
 - b. If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

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

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

5. **Other Forms of Student Discipline:** Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.

Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct

is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.

10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
16. Willfully violating the behavioral expectations for riding school buses or vehicles.
17. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:
 - a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
 - b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.
18. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm

muffler or firearm silencer; or (d) any destructive device.” The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
- c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.
- d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.

Additional Student Conduct Expectations and Grounds for Discipline. The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

1. **Student Appearance:** Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:
 - a. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
 - b. Shorts, skirts, or skorts that do not reach mid-thigh or longer.
 - c. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
 - d. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horse-play” or that would damage property (e.g. cleats).
 - e. Head wear including hats, caps, bandannas, and scarves.
 - f. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
 - g. Clothing or jewelry that is gang related.
 - h. Visible body piercing (other than ears).

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school’s guidelines, the

student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal's office.

Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.

On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.

2. **Academic Integrity.**

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

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

- b. **Definitions:** The following definitions provide a guide to the standards of academic integrity:
 - (1) **"Cheating"** means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:
 - (a) **Tests** (includes tests, quizzes and other examinations or academic performances):
 - (i) **Advance Information:** Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.
 - (ii) **Use of Unauthorized Materials:** Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for "open book" tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
 - (iii) **Use of Other Student Answers:** Copying or looking at another student's answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.
 - (iv) **Use of Other Student to Take Test.** Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.

- (v) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.
- (b) Papers (includes papers, essays, lab projects, and other similar academic work):
 - (i) Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
 - (ii) Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
 - (iii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.
 - (iv) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
 - (v) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.
- (c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.
- (2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:
 - (a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
 - (b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
- (3) "Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.
- c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:
 - (1) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.

- (2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.
- (3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

3. Electronic Devices

- a. Philosophy and Purpose. The District strongly discourages students from bringing and/or using electronic devices at school. The use of electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.
- b. Definitions.
 - (1) "Electronic devices" include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, lap top computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.
 - (2) "Sexting" means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:
 - (i) Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or
 - (ii) Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,
 - (iii) Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.
- c. Possession and Use of Electronic Devices.
 - (1) Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging.
 - (2) Students are permitted to possess and use electronic devices before school hours, at lunch time, and after school hours, provided that the student not commit any abusive use of the device (see paragraph (d)(1)). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.
 - (3) Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a lap top computer for a class presentation).

- (4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).

d. Violations

- (1) Prohibited Use of Electronic Devices: Students shall not use electronic devices for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; (f) recording others (photographs, videotaping, sound recording, etc.) or otherwise transmitting images and/or sounds of another person or persons without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public; (g) "sexting;" or (h) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.
- (2) Disposition of Confiscated Electronic Devices: Electronic devices possessed or used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school's main office to be identified, placed in a secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.
- (i) First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student personally comes to the school's main office and retrieves the electronic device.
- (ii) Second Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.
- (iii) Third Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and suspension of the student from school. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.
- (3) Penalties for Prohibited Use of Electronic Devices: Students who receive a "sexting" message are to report the matter to a school administrator and then delete such message from their electronic device. Students shall not participate in sexting or have any "sexting" message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who violate the prohibitions of this policy

- shall be subject to the imposition of appropriate disciplinary action, up to and including expulsion, provided that at a minimum the following penalties shall be imposed:
- (i) Students found in possession of a “sexting” message shall be subject to a one (1) day suspension from school.
 - (ii) Students who send or encourage another to send a “sexting” message shall be subject to a five (5) day suspension from school.
- (4) **Reporting to Law Enforcement:** Violations of this policy regarding the prohibited use of electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or the Nebraska Child Pornography Prevention Act shall be reported to appropriate legal authorities and law enforcement.
- e. **Responsibility for Electronic Devices.** Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students’ electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:

1. 1st Offense: Student will be confronted and directed to cease.
2. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
3. 3rd Offense: Student will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and/or counselor.

If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.

Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion:

1. Students are not given locker passes, restroom passes or telephone passes to leave a classroom or study hall unless special circumstances arise.
2. Students in the hallway during class time must have a pass with them.
3. Gum, candy, seeds, etc. are not allowed in the school building or classrooms. The pop machine is closed until after school and pop is to be drunk outside.
4. Students are expected to bring all books and necessary materials to class. This includes study halls.
5. Assignments for all classes are due as assigned by the teacher.
6. Students are not to operate the mini-blinds or the windows.
7. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
8. Students are to be in their seats and ready for class on the tardy bell.
9. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to students by that teacher which must be followed.
10. Students are not to bring “nuisance items” to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.

11. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.
12. Snow handling is prohibited.

Law Violations

1. Any act of a student which is a basis for expulsion and which the principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement as soon as possible. Conduct to be reported for law enforcement referral includes conduct that may constitute a felony, conduct which may constitute a threat to the safety or well-being of students or others in school programs and activities, and conduct that the legal system is better equipped to address than school officials. Conduct that does not need to be reported for law enforcement referral includes typical adolescent behavior that can be addressed by school administrators without the involvement of law enforcement. In making the decision of whether to report, consideration should be given to the student's maturity, mental capacity, and behavioral disorders, where applicable. When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made.

The foregoing reporting standards shall be reviewed annually by the school board on or before August 1 of each year, be annually reviewed in collaboration with the County Attorney each year, be distributed to each student and his or her parent or guardian at the beginning of each school year, or at the time of enrollment if during the school year, and shall be posted in conspicuous places in each school during the school year.

2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

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

Date of Adoption: April 20, 2009

Date of Revision: June 10, 2019

**Complaint Form
Discrimination, Harassment or Retaliation**

The Raymond Central Public School District does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4003 and/or 5401 for the particulars of the complaint and grievance process. You may attach additional materials to this form if needed.

The applicable coordinator may be contacted if you have questions about filling out this complaint form:

**Students: Building Principal
Employees and Others: Superintendent**

Name: _____ Date: _____

(1) Description of the complaint: _____

(2) Names of any witnesses to the matter being complained about: _____

(3) Identify and attach any document supporting the complaint: _____

(4) Confidentiality: I ___do ___do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.

(5) Relief requested (what I want done in response to this complaint):

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Signature: _____

Received by: _____ Date: _____

Anti-discrimination, Anti-harassment, and Anti-retaliation**A. Elimination of Discrimination.**

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

The Raymond Central Public School District does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Building Principal
Employees and Others: Superintendent

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact OCR at 601 East 12th Street, Room 353, Kansas City, MO 64106, (800) 368-1019 (voice), Fax (816) 426-3686, (800) 537-7697 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

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

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

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's race, color, national origin, religion, disability, age, sex, or other protected category, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

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

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

Discriminatory harassment because of a person's race, color, national origin, religion, disability, age, sex, or other protected category, may include, but is not limited to:

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

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

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

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

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

2. Anti-retaliation:

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

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation,

ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

3. Grievance (or Complaint) Procedures:

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

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

District employees, supervisors and administrators must immediately report any complaints, reports, observations, or other information of alleged discrimination to the designated coordinator, even if that District employee is investigating the alleged discrimination as part of the District's student or employee disciplinary process, and provide the complainant with information for filing a complaint of discrimination, including a complaint form if requested, and contact information for the District's designated coordinator. If the District uses its disciplinary procedures to investigate and resolve an alleged discrimination complaint, those disciplinary procedures will comply with the District's standards for a prompt and equitable grievance procedure outlined in section B.2., below.

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

i. Level 1 (Investigation and Findings):

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

The District will investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal

complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. Extenuating circumstances do not include summer vacation, and if a designated compliance coordinator or investigator is unavailable, another coordinator or trained employee will be designated to conduct the investigation. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant**. Periodic status updates will be given to the parties, if necessary.

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

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

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

- a. A summary of the facts,
- b. An analysis of the appropriate legal standards applied to the specific facts,
- c. Findings regarding whether discrimination occurred, and
- d. If a finding is made that discrimination occurred, the recommended remedy or remedies necessary to eliminate discrimination, including harassment and retaliation, prevent its recurrence, and remedy its effects, if applicable.

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

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **ten (10) working days** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34

C.F.R. Part 99, permits the District to disclose to a student who was discriminated against or harassed (victim), information about the sanction imposed upon a student who was found to have engaged in discrimination or harassment (student who discriminated) when the sanction directly relates to the victim. This includes an order that the student who discriminated stay away from the victim, or that the student who discriminated is prohibited from attending school for a period of time, or transferred to other classes.

ii. Level 2 (Appeal to the Superintendent):

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

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education **within ten (10) working days** after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at the next scheduled Board meeting to present his or her appeal. The Board will issue a written determination about the appeal **within thirty (30) working days** after receiving the appeal. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

4. Remedies:

If the District knows or reasonably should know about possible discrimination, including harassment or violence, the District will take immediate, interim action or measures to protect the alleged victim, ensure the safety of the school community, and prevent further potential discrimination, harassment, or retaliation during the District's pending investigation. These interim measures will be prompt, age-appropriate, effective, and tailored to the specific situation, and may include a change in the student's seating assignment or class, a change in an employee's work area, prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation, and other remedies, such as those listed below.

The District will minimize any burden on the alleged victim when taking interim measures. For instance, the District generally will not remove the alleged victim from his or her class or work area and allow the alleged harasser to remain. In addition the District will ensure that the complainant is aware of his or her Title IX rights, including a strong prohibition against retaliation for reporting discrimination or harassment or cooperating with any investigation or proceeding, and any available resources, such as counseling, health, and mental health services, and the right to file a complaint with local law enforcement, if applicable.

If the District determines that unlawful discrimination or harassment occurred, the District will take prompt and effective action to eliminate the discrimination or harassment, prevent its recurrence, and remedy its effects on the complainant and others, if appropriate. The remedies will be tailored to the specific allegations and facts of each situation, including, but not limited to, the following remedies:

- a. Providing an escort to ensure the complainant can move safely between classes and activities.
- b. Ensuring the complainant and alleged harasser do not attend the same classes.
- c. Moving the alleged harasser to another school or work area within the District.
- d. Providing counseling services or reimbursement, if appropriate.
- e. Providing medical services or reimbursement, if appropriate.
- f. Providing academic support services, such as tutoring.
- g. Arranging for the complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the complainant's academic record.

The District may provide remedies for the broader student population as well, including but not limited to:

- a. Offering counseling, health, mental health, or other holistic and comprehensive victim services to all students or employees affected by sexual harassment or sexual violence, and notifying students and employees of campus and community counseling, health, mental health, and other student services.
- b. Designating an individual from the District's counseling center to be "on call" to assist victims of sexual harassment or violence whenever needed.
- c. Providing additional training to the District's designated compliance coordinators and other employees who are involved in addressing, investigating, or resolving complaints of discrimination, harassment, and retaliation, to better respond to specific types of harassment and violence.
- d. Informing students and employees of their options to notify proper law enforcement authorities, including school and local police, and the option to be assisted by District employees in notifying those authorities.
- e. Creating a committee of students or employees and District officials to identify strategies for ensuring that students and employees:
 - i. Know the school's prohibition against discrimination, harassment, and retaliation.
 - ii. Recognize acts of discrimination, harassment (including acts of violence), and retaliation when they occur.
 - iii. Understand how and to whom to report any incidents of discrimination.
 - iv. Know the connection between alcohol and drug abuse and harassment or violence based on sex or other protected characteristics.
 - v. Feel comfortable that District officials will respond promptly and equitably to reports of discrimination, harassment (including violence) and retaliation.
- f. Conducting periodic assessments of student or employee activities to ensure that the practices and behavior of students or employees do not violate the District's policies against anti-discrimination, anti-harassment, and anti-retaliation.
- g. Conducting in conjunction with students or employees, a "climate check" to assess the effectiveness of efforts to ensure that the District is free from discrimination, harassment (including violence), and retaliation, and using the resulting information to inform future proactive steps that will be taken by the District.

In addition to these remedies, the District may impose disciplinary sanctions against the student or employee who discriminated, harassed, or retaliated against the complainant, up to and including possible expulsion or termination or cancellation of employment.

5. Confidentiality:

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of

applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

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

At the same time, the District will evaluate a confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. Thus, the District may weigh the confidentiality request against factors such as: the seriousness of the alleged harassment, the complainant's age; whether there have been other harassment complaints about the same individual and the alleged harasser's rights to receive information about the allegations if the information is maintained by the District as an "education record" under FERPA. In some cases, the District may be required to report alleged misconduct or discrimination, such as sexual harassment involving sexual violence, to local law enforcement or other officials, and the District may not be able to maintain the complainant's confidentiality. The District will inform the complainant that it cannot ensure confidentiality, if applicable.

6. Training:

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

- a. The current legal standards and compliance requirements of anti-discrimination, anti-harassment, and anti-retaliation federal, state, and any local laws and regulations, including several specific examples of discrimination, harassment (including acts of violence because of a person's sex or other protected characteristics), and retaliation.
- b. The District's current anti-discrimination, anti-harassment, and anti-retaliation notice, policies, grievance procedure, and discrimination complaint form, including the specific steps and timeframes of the investigative procedures, and the District's disciplinary procedures.
- c. Identification of the District's designated compliance coordinators and their job responsibilities.
- d. Specific examples and information regarding how to report complaints or observations of discrimination, harassment, or retaliation to appropriate District officials or employees. In addition, the District will emphasize that employees, students, third parties, and others should not be deterred from filing a complaint or reporting discrimination. For instance, if a student is the victim of sexual violence, a form of sexual harassment, but the student is concerned that alcohol or drugs were involved, school staff should inform the student that the District's primary concern is student safety, that any other rules violations will be addressed separately from the sexual violence allegation, and that the use of alcohol or drugs never makes the victim at fault for sexual violence.
- e. Potential consequences for violating the District's anti-discrimination, anti-harassment, and anti-retaliation policies, including discipline.

- f. Potential remedies, including immediate, interim remedies, to eliminate the discrimination, harassment, and retaliation, prevent its recurrence, and remedy its effects.
- g. A description of victim resources, including comprehensive victim services, to address acts of discrimination and harassment, including acts of violence because of a person's sex or other protected characteristics, and a list of those resources for distribution to trainees.

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

7. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

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

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

8. Preventive Measures:

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and

widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas (B.6.a-g) identified in the Training section, above.

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

Date of Adoption: August 15, 2011

Date of Revision: July 15, 2015

Law Violations**Reporting Student Law Violations:**

1. Cases of law violations or suspected law violations by students will be reported to the law enforcement and to the student's parents or guardian as soon as possible.
2. When a Principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the Principal or other school official will take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken. An exception applies when a minor has been taken into custody as a victim of suspected child abuse; in that event the Principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.
3. In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it shall be the policy of the Raymond Central Public Schools to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:
 - a) Knowingly possessing illegal drugs or alcohol.
 - b) Assault.
 - c) Vandalism resulting in significant property damage.
 - d) Theft of school or personal property of a significant nature.
 - e) Automobile accident.
 - f) Any other behavior which significantly threatens the health or safety of students, staff or other persons or which is required by law to be reported.

When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

Legal Reference: Neb. Rev. Stat. §§ 79-293 and 79-294

Date of Adoption: April 20, 2009

Requests to Contact Students and Student Interviews by Non-School Personnel

A. Removals of Students and Interviews of Students

In dealing with law enforcement officials, Raymond Central Public Schools' employees are not to obstruct government operations or unreasonably refuse or fail to aid a peace officer, but are also to attempt to prevent undue interference with District operations or educational programming.

1. Removals of Students by Law Enforcement Officials

Law enforcement officers should not be permitted to remove a child from school while the child is properly in attendance, without permission of the child's parent or guardian, except when legally authorized to do so. For purposes of this policy, a law enforcement officer is defined as: sheriffs, coroners, jailers, marshals, police officers, state highway patrol officers, members of the National Guard on active service by direction of the Governor during periods of emergency, and all other persons with similar authority to make arrests. (Neb. Rev. Stat. §49-801).

Law enforcement officers may in the line of duty require a student to accompany him or her for questioning or detention either with or without an arrest warrant. A peace officer has the lawful authority to take immediate temporary custody of children under the age of 18 with an arrest warrant, or without a warrant or order of the court when:

- (a) the child has violated a state law or municipal ordinance and such child was eleven years of age or older at the time of the violation, and the officer has reasonable grounds to believe such child committed such violation and was eleven years of age or older at the time of the violation;
- (b) the child is seriously endangered in his or her surroundings and immediate removal appears to be necessary for the child's protection;
- (c) the officer believes the child to be mentally ill and dangerous as defined in Neb. Rev. Stat. §71-908 and that the harm described in that section is likely to occur before proceedings may be instituted before the juvenile court;
- (d) the officer has reasonable grounds to believe that the juvenile has run away from his or her parent, guardian, or custodian;
- (e) a probation officer has reasonable cause to believe that a juvenile is in violation of probation and that the juvenile will attempt to leave the jurisdiction or place lives or property in danger;
- (f) the officer has reasonable grounds to believe the juvenile is truant from school. (Neb. Rev. Stat. §§43-418 and 43-248).
- (g) the officer has reasonable grounds to believe the child is immune from prosecution for prostitution under subsection (5) of section 28-801; or
- (h) the child has committed an act or engaged in behavior described in subdivision (1), (2), (3)(b), or (4) of section 43-247 and such child was under eleven years of age at the time of such act or behavior, and the officer has reasonable cause to believe such child committed such act or engaged in such behavior and was under eleven years of age at such time.

If a peace officer or probation officer requests to take custody of a student who is at that time under the control and jurisdiction of Raymond Central Public Schools, the following action is to be taken:

- (a) **Establish Authority to Remove.** The student should be released after appropriate measures are taken and documented to ensure that the officer has the authority to take the student. The form attached as Exhibit "A" to this Policy may be used for this purpose.

- (b) Notify Local Law Enforcement. In some instances there may be orders for custody of a student served by the officers with authority to arrest from outside the jurisdiction of Raymond Central Public Schools. Local law enforcement should be contacted and requested to participate in or monitor the removal.
- (c) Notify Parent of Removal. When a principal or other school official releases a minor student to a peace officer for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor student to the officer and the place to which the student is reportedly being taken. Provided, however, when a minor student has been taken into custody as a victim of suspected child abuse, the principal or other school official is not required to notify the parent or guardian, but shall provide the peace officer with the address and telephone number of the minor student's parents or guardian.

A student should not be released to a private detective or "special police officer" who is not an officer of a Nebraska political subdivision or an officer of an agency of the federal government without consent of the student's parent, guardian or custodian.

2. Interviews of Students by Law Enforcement Officials

Law enforcement officers and other law authorities should be urged to contact students for questioning outside the instructional day and off school premises whenever possible. When it is appropriate that such questioning occur, the following guidelines are to be followed:

- (a) Interviews not related to District Events. If an interview of a student is requested during school hours concerning an ongoing investigation of a crime not related to Raymond Central Public Schools, questioning should not take place until the student's parent, guardian or custodian has been contacted and permission is given for such interview. The consent should be documented. The presence of a school employee during the interview is not necessary.
- (b) Interviews Related to District Events. If the investigation relates to an incident which took place on school premises or during instructional time, it is not necessary to obtain consent of the student's parent, guardian or custodian. In these situations, an employee of the District should be present during the interview to ensure that the interview relates only to the incident which took place on school premises or during instructional time or something which is directly related thereto.
- (c) Child Abuse or Neglect. If an investigator represents that an interview is necessary to collect information concerning an allegation of child abuse or neglect or an offense involving a family relation and it is clear that obtaining parental consent for the interview would be impossible or counter-productive, the interview may be conducted without consent of the student's parent, guardian or custodian. In these situations, an employee of Raymond Central Public Schools should be present during the interview to ensure that the interview relates only to those matters.
- (d) Probation Officer Interview. A probation officer assigned to a student by a court may be allowed the opportunity, on request, to interview a student on school premises. In such situations, it is neither necessary nor desirable that a District employee be present during the interview. It also is not necessary to obtain the consent of the parent, guardian, or custodian.

3. Disclosure of Student Records

School employees shall not, in the course of dealing with a peace officer or probation officer, disclose any confidential student records or information from such student records other than in response to a court order or subpoena or as otherwise authorized by state law and the Family Educational Rights and Privacy Act (FERPA).

4. Removals and Interviews by Persons other than Law Enforcement Officials

A person who comes to school premises to interview a student or remove a student prior to the end of the student's instructional day must obtain permission of an administrator or designee.

Permission to remove is not to be granted without consent of the student's parent, guardian or custodian, or a person authorized by the student's parent, guardian or custodian to give such permission.

Permission to interview on subjects not related to school matters is not to be granted unless there is a clearly valid and proper reason for the interview and such is not disruptive to school operations or the student's educational program. Ordinarily such contacts shall be restricted to the student's parent, guardian or custodian or a friend of the family when an emergency or other similar circumstance exists.

Legal Reference: Neb. Rev. Stat. §§ 43-248; 43-418; 79-294; 79-2104
20 U.S.C. §1232g (FERPA)

Date of Adoption: April 20, 2009
Date of Revision: June 14, 2014

AR-5413--Exhibit A
Affidavit and Release to Remove Student

Date: _____

The undersigned hereby states and affirms to the Raymond Central Public Schools as follows:

1. That I am duly-appointed and acting peace officer employed by _____ and am currently acting within the scope of such employment.
2. That request is hereby made of the Raymond Central Public Schools to deliver to me the following named student: _____.
3. That I am entitled to immediate physical custody of said student by virtue of:
 - () Neb. Rev. Stat. 43-248 for the reason that said student (1) violated a state or municipal law in my presence, (2) is believed by me to have committed a felony, (3) is seriously endangered in his or her surroundings and immediate removal appears to be necessary for the student’s protection, or (4) is believed to have run away from his or her parent, guardian, or custodian.
 - () There having been issued a valid warrant for such student’s arrest, a true copy of which is attached hereto.
 - () There being reasonable grounds for me to arrest such student without a warrant, such grounds being that: _____

 - () Other (specify) the student being placed under arrest due to following authority:

4. That the undersigned will take immediate action to notify the parent(s), custodian, or legal guardian of said student that said student has been taken into custody and the reason or reasons for said custody.
5. That the undersigned has the legal right to take custody of the student without the consent of said student’s parent(s), guardian, custodian, or the Raymond Central Public Schools.
6. That any facts or circumstances set out on the back of this affidavit and release are true and correct and are incorporated herein by reference.

(Give complete description of officer’s name
and position, including badge number)

**AR-5413--Exhibit B
Affidavit to Interview or Question Student**

Date: _____

The undersigned requests the right to interview or question _____, a student of the Raymond Central Public Schools, and hereby states and affirms to the Raymond Central Public Schools as follows:

- () That the undersigned is a duly appointed probation officer acting pursuant to a valid appointment by the _____ Court of _____ County, Nebraska.
- () That the undersigned is duly authorized by law to investigate allegations of criminal activity and this request is made to facilitate such an investigation.
- () That the undersigned is duly authorized by law to investigate allegations of criminal activity and this request is made to facilitate an investigation of criminal activity which occurred on the school premises.
- () That the undersigned is duly authorized by law to investigate allegations of abuse or neglect as defined in Neb. Rev. Stat. 28-710(3) and this request is made to facilitate an investigation where a family member is alleged to have committed acts of abuse or neglect against the above-named student.
- () That requesting consent to the interview from the child’s parent or guardian and notification of child’s parent or guardian of the interview would be counter productive, and request is hereby made that the same be kept confidential.

That the additional information, if any, set out on the back of this affidavit is true and correct and is incorporated herein by reference.

(Give complete description of officer’s name and position, including badge number)



LANCASTER COUNTY SHERIFF'S OFFICE
STANDARD OPERATING PROCEDURES

JUVENILE LAW VIOLATORS

Number: 2050

Issued by: Terry T. Wagner, Sheriff

Replaces: SOP 2050 01/15/16

Effective date: 03/07/2018

References: N.R.S. 42-248, 43-248.01

et seq., 43-250, 43-253, SOP2030, SOP 2210, SOP 2220

I. POLICY

- A. The Lancaster County Sheriff's Office regards its role in handling juvenile law violators to be protecting the public and acting in the best interest of the child. The office will follow a course of action intended to insure the least restrictive action necessary to protect both the public and the juvenile. This SOP applies to youths under the age of 18.

II. PROCEDURE

- A. Interviews of juveniles as suspects in criminal offenses:

1. Age 16 and 17

- a. Permission to interview the child from a parent or legal guardian is not necessary;
- b. As with an adult suspect, Miranda warnings and the suspect's waiver would be required for a custodial interrogation;
- c. Reasonable efforts to notify the parent/guardian of the youth interviewed as a suspect to inform them of the circumstances of the case shall be made after the interview.

2. Age 15 or under

- a. Deputies may make preliminary inquiries in the field of youths, without parental notification or permission. When an investigation focuses on a specific youth as a suspect, however, notification and permission from the parent or guardian shall be obtained unless to do so would significantly impede the investigation;
- b. If a child 15 years old or younger is the subject of a custodial interrogation, Miranda warnings must be read and a waiver obtained from the suspect. For youths of this age, it may also be necessary to read Miranda warnings to the parent/guardian and to obtain a waiver from the parent/guardian as well as the child. This is a case-by case decision which depends upon the competence of the child to understand the rights and to waive them intelligently and voluntarily. The youth's age, educational development, maturity, emotional state, knowledge of the criminal justice system and similar factors should be weighed in making this determination.

3. Juveniles should be interviewed at schools during school hours only if no practical alternative exists.

B. Custody of juvenile offenders

1. Deputies may take youths into custody or detain youths for issuance of citations when there is probable cause to believe that the youth has committed a violation of the law.
2. Deputies may also take youths under age 18 into custody when the youth is a runaway.
3. Deputies may exercise their discretion to release a juvenile who has allegedly committed an offense without an arrest, citation or other formal action if:
 - a. the victim (if any) does not object, and;
 - b. the offense is a minor misdemeanor or infraction not involving controlled substances, sexual conduct or an apparent risk of violence, and;
 - c. the deputy believes that informal handling of the situation is in the best interest of the child.
4. In electing to handle a juvenile offender without any formal action, deputies shall consider such factors as the nature of the offense, the youth's prior conduct and the ability of parent/guardian to govern the child's behavior and should not be influenced by the child's socioeconomic status, race, etc.
5. Copies of reports in such cases should be forwarded to the County Attorney's Office, even when no formal action is taken, for their information and review.

C. Disposition of juvenile offenders

1. Misdemeanors and infractions:
 - a. Regardless of age, juveniles should be cited and released by preference. Deputies may refer to SOP 2030, "Arrest/Citation in Lieu of Arrest," for guidance on the types of situations in which release would not be appropriate.
 - i. In addition to the circumstances described in SOP 2030, juveniles in custody should not be released when the deputy has a reasonable belief that the youth will be endangered in his surroundings if released or when the juvenile is under the influence of alcohol or drugs.
 - ii. Juveniles may be cited and released for most traffic violations, to include DUI/DW I, with a citation and court date.
 - b. Juveniles may be released on their own for most misdemeanors. In some cases, however, juveniles will be released only to a parent, guardian or other responsible adult who is willing to accept responsibility for the youth. This includes:
 - i. offenses involving actual or threatened violence;
 - ii. sexual offenses;
 - iii. circumstances in which the deputy believes the youth to be under the influence of alcohol or some other drug to a significant degree.
 - 1st. Misdemeanor criminal citations issued to youths 17 and younger should not have a court date assigned. Instead, the

deputy should write, "Referred to Juvenile Court," in the spaces normally reserved for court time and date and instruct the youth and parent/guardian that the County Attorney's Office will notify them by mail of an appointment or appearance date and time.

- c. If the juvenile is age 17 to 11 years of age and needs to be lodged at the Juvenile Detention Center, the deputy must first get approval for detention from a Juvenile Probation Officer by calling the probation office (402-441-7364), or after hours at pager (402-499-4549. The probation officer will meet the deputy at the Detention Center, or another agreed upon location to investigate the necessity for detention of the juvenile. After the deputy has delivered custody of the juvenile to the probation officer (if the interview is conducted at the Detention Center), the deputy may leave and would be notified as soon as possible whether the juvenile was detained or released by the probation officer. If the juvenile is detained, the arresting deputy will immediately complete the Probable Cause Affidavit for submission to the County Attorney's Office. If the juvenile is 10 years of age or younger and needs to be detained and placed outside of their residence the deputy should contact the DHHS hotline number: 1-800-652-1999. A DHHS staff representative will make arrangements for the placement of the juvenile.
 - d. When placing juveniles 10 and under, Deputies shall
 - i. Complete a, "juvenile temporary custody affidavit." One original and two copies are required.
 - ii. The original affidavit should be delivered to the County Attorney's Office as soon as possible and the copies left in Records.
 - iii. Notify the County Attorney's Office – directly by phone during normal business hours, or through the on-call juvenile county attorney after hours.
 - iv. Arrange for the juvenile to be photographed. Juveniles under the age of 14 cannot be fingerprinted without a court order.
 - v. Make reasonable efforts to notify the parents or guardian that the child has been placed into temporary custody.
 - e. Youths booked at the Juvenile Detention Center should be photographed and fingerprinted (14 and older on fingerprinting).
 - f. Fingerprinting youths under the age of 14 requires a court order;
2. Felony cases
- a. Juveniles arrested for felonies shall be cited and released or lodged at the Juvenile Detention Center, following the same guidelines as for misdemeanors discussed above, except that in felony cases, the juvenile shall be released only to a parent/guardian or other responsible adult;

- b. Youths who are cited for a felony and released should be photographed and fingerprinted if age 14 or older. Both should be completed as soon as practical.
 - c. Juveniles who are lodged at the Detention Center for a felony or misdemeanor criminal offense will be "Referred to Juvenile Court."
 - 3. No need to contact probation officer when:
 - a. the juvenile is on parole from a youth or adult correctional facility and parole has already authorized detention;
 - b. when the youth has escaped from any jail or correctional facility.
 - D. Juvenile arrested on juvenile warrants
 - 1. A deputy taking a juvenile into custody on a juvenile arrest warrant must get approval prior to lodging the individual from a Juvenile Probation Officer by calling the probation office (402-441-7364), or after hours at (402-499-4549).
 - a. if detention is not required, the juvenile may be released without bond if such release is in the best interest of the juvenile, the safety of the community is not at risk, and the court that issued the warrant is notified that the juvenile has been taken into custody. (Notification should be done by the Probation Officer).
- E. Right to counsel
 - 1. Juvenile jail standards require that juveniles be given immediate access to a telephone or to counsel as soon as possible after being taken into custody.
 - a. All law enforcement personnel having custody of any person under 18 years of age who has been arrested, restrained or deprived of his/her liberty for whatever reason shall permit the person in custody, without unnecessary delay after arrival at a law enforcement facility, to call or counsel with his/her attorney, except when exigent circumstances exist;
 - b. The Juvenile Arrest/Detention form should be filled out with the time and date of phone call or contact with attorney.
- F. Custody of Runaways
 - 1. Youths in custody as runaways, with no other criminal violation, will be held in custody at the Juvenile Detention Center only with the approval of a Juvenile Court probation officer.
 - 2. The Juvenile Detention Center is generally not an appropriate placement for a runaway, except when special circumstances exist, such as a runaway who is currently on probation or parole, or a runaway who has pending criminal charges. In these cases, the deputy may contact a Juvenile Court probation officer for consultation.
 - 3. Other alternatives for runaways which may be appropriate depending on the circumstances of the case would include:
 - a. returning the youth to the custody of his parent/legal guardian;
 - b. placing the youth at a mutually-agreed upon private residence with the consent of parent/legal guardian;

- c. placing the youth in emergency temporary custody and contacting Division of Children & Family Services (DCFS) for a temporary foster placement if the child is endangered through abuse or neglect;
 - d. placing the youth at Freeway Station, with consent of the parent/legal guardian and the Freeway Station's agreement to accept the youth.
 4. Deputies may confer with their supervisors, DCFS personnel, Freeway Station staff or Juvenile Court probation officers for advice and assistance in the placement of runaway youths when necessary.
- G. Parental notification of juvenile arrest
 1. Deputies shall make reasonable efforts to notify the parent/legal guardian of any youth under the age of 18 who is:
 - a. taken into custody, regardless of age;
 - b. issued a citation for a criminal offense, DW I, DUS or reckless driving if 17 or younger;
 - c. issued a citation for a criminal offense, DW I or anything other than a minor traffic infraction, if 16 or 17;
 - d. detained in the field or elsewhere for a significant period of time (longer than necessary for the issuance of a traffic citation);
 - e. minor traffic offenses do not require a parent notification.
 2. The detaining deputy shall complete the "Juvenile Notification of Arrest" form to document the notification. If information is available, include the name and address of both parents.
 3. In the event that the parent/legal guardian cannot be located for this purpose prior to the end of the shift, the deputy shall note the efforts made and turn the form over to a supervisor for continuing efforts on the next shift.
- H. Juvenile record-keeping
 1. The commanding officer of the Administrative Support Division is responsible for the collection, retention and dissemination of all department reports and records pertaining to calls for service, arrests and crimes, including such records which concern juveniles.
 2. Records concerning juveniles shall be created, maintained and released following the same guidelines as for adults. (See SOP 2210, "Release of Reports and Criminal History Information," and SOP 2220, "General Report Requirements").
 3. Upon receipt of a court order setting aside the adjudication of a juvenile and ordering the record sealed, all reports and records concerning the case shall be sealed. The Administrative Captain shall be responsible for this process.
 - a. No employee shall reveal any information covered by such a sealing order to any person, including a law enforcement agency;
 - b. The court order shall be scanned into the case file.

New Construction and Improvements to Existing BuildingsDesign-Build Under the Political Subdivisions Construction Alternatives Act, Neb. Rev. Stat. Sec. 13-2901 et seq.

1. **Introduction:** The School District is authorized to enter into Design-Build Contracts for School District construction projects by adhering to the procedures set forth in the Political Subdivisions Construction Alternatives Act, Neb. Rev. Stat. Section 13-2901 et seq. (the “Act”). Pursuant to the Act, the Board of Education hereby adopts the following policies for entering into a Design-Build Contract and the general terms of such contract.

2. **Terms Defined:**

A. “Design-Build Contract” means a contract developed under the terms and conditions of this policy which is subject to qualification-based selection between the School District and a Design-Builder to furnish (a) architectural, engineering, and related design services for a construction project pursuant to the Act, and (b) labor, materials, supplies, equipment, and construction services for a construction project pursuant to the Act.

B. “Design-Builder” means the legal entity which proposes to enter into a Design-Build Contract pursuant to the Act and this policy.

C. “Letter of Interest” means a statement indicating interest to enter into a Design-Build Contract for a project pursuant to the Act and this policy.

D. “Performance-Criteria Developer” means any person licensed or any organization issued a certificate of authorization to practice architecture or engineering pursuant to the Nebraska Engineers and Architects Regulation Act, Neb. Rev. Stat. Sections 81-3401 et seq., who is selected by the School District to assist the School District in the development of Construction Project Performance Criteria, Requests for Proposals, evaluation of Proposals, evaluation of the construction under a Design-Build Contract to determine adherence to the Project Performance Criteria, and any additional services requested by the School District to represent its interests in relation to a construction project.

E. “Project Performance Criteria” means the performance requirements of the construction project suitable to allow the Design-Builder to make a Proposal. Performance requirements include the following, if required by the construction project: capacity, durability, standards, ingress and egress requirements, description of the site, surveys, soil and environmental information concerning the site, interior space requirements, material quality standards, design and construction schedules, site development requirements, provisions for utilities, storm water retention and disposal, parking requirements, applicable governmental code requirements, and other criteria for the intended use of the construction project.

F. “Proposal” means an offer in response to a Request for Proposals by a Design-Builder to enter into a Design-Build Contract for a School District construction project pursuant to the Act and this policy.

G. “Qualification-Based Selection Process” means a process of selecting a Design-Builder based first on the qualifications of the Design-Builder and then on the Design-Builder’s proposed approach to the design and construction of the School District construction project.

H. “Request for Letters of Interest” means the documentation or publication by which the School District solicits Letters of Interest.

I. “Request for Proposals” means the documentation by which the School District solicits Design-Builder Proposals.

3. ***Board Selection of Design-Build Method and Process and Direction to Prepare Request for Proposals:*** The Board of Education of the School District shall adopt a resolution to select the Design-Build under the Act as the method and process of construction delivery of the specific project and authorize and direct the School District Administration in conjunction with the Performance-Criteria Developer retained for the specific project to prepare a Request for Proposals in accordance with the Act and this policy. The resolution shall require the affirmative vote of at least two-thirds (2/3rds) of the Board of Education.

4. ***Procedures for Selecting and Hiring a Performance-Criteria Developer:*** Prior to proceeding with any School District construction project using the Design-Builder method under the Act, the School District shall retain the services of a Performance-Criteria Developer under the following procedures:

A. In the event that the estimated fee for the professional services of a Performance-Criteria Developer is less than Forty Thousand Dollars (\$40,000), the School District shall informally solicit proposals or statements of qualifications from persons licensed or organizations issued a certificate of authorization to practice architecture or engineering pursuant to the Nebraska Engineers and Architects Regulation Act, Neb. Rev. Stat. Section 81-3401 et seq., and select a Performance-Criteria Developer that, in the sole opinion of the School District, is best suited to the specific School District construction project. The School District shall negotiate and enter into a written Performance-Criteria Developer contract with the selected person/firm.

B. In the event that the estimated fee for the professional services of a Performance-Criteria Developer exceeds Forty Thousand Dollars (\$40,000), the School District shall select a Performance-Criteria Developer based on the following procedures, which are to be consistent with the Nebraska Consultants’ Competitive Negotiation Act, Neb. Rev. Stat. Section 81-1700 et seq.

(1) Public notice of a request for qualifications for the position of Performance-Criteria Developer shall be given in a manner consistent with School District policy. In addition, known persons and/or firms engaged in the lawful practice of their profession who desire to provide professional services will be encouraged to submit a proposal or statement of qualifications.

(2) Proposals or statements of qualifications shall be objectively evaluated and discussions with qualified persons/firms shall be conducted regarding the person's/firm's qualifications, approach to the project, and ability to furnish the services of performance-criteria developer. If necessary, person(s)/firm(s) may be asked to provide public presentations.

(3) Qualified persons/firms shall be ranked in order of preference after considering such factors as (i) the ability of professional personnel, (ii) past performance, (iii) willingness to meet time and budget requirements, (iv) location, recent, current and projected workloads of the persons/firms, and (v) the volume of work previously awarded to the person/firm.

(4) The School District shall attempt to negotiate a Performance-Criteria Developer contract with the highest ranked qualified person/firm and may enter into a Performance-Criteria Developer contract after negotiations. If the School District is unable to negotiate a satisfactory contract with the highest ranked person/firm, the [Name] Public School District may terminate negotiations with that person/firm. The [Name] Public School District may then undertake negotiations with the second highest ranked person/firm and may enter into a performance-criteria developer contract after negotiations. If the Board of Education is unable to negotiate a satisfactory contract with the second highest ranked person/firm, the Board may undertake negotiations with the third highest ranked person/firm, if any, and may enter into a performance-criteria developer contract after negotiations.

C. The procedures in subparagraphs A and B above shall include the requirement that the Performance-Criteria Developer (a) is a person licensed or an organization issued a certificate of authorization to practice architecture or engineering in the State of Nebraska pursuant to the Engineers and Architects Regulation Act, Neb. Rev. Stat. Section 81-3401 et seq., (b) is ineligible to be included as a provider of any services in a Proposal as a Design-Builder for the construction project on which it has acted as Performance-Criteria Developer, and (c) is not employed by or does not have a financial or other interest in a Design-Builder who will submit a Proposal.

D. The Procedure shall also provide that the Performance-Criteria Developer shall assist the School District in the development of project Performance Criteria, Letters of Interest, Requests for Proposals, evaluation of the Proposals, evaluation of design and construction under the Design-Build Contract to determine adherence to the Performance Criteria, and any additional services requested by the School District to represent its interests in relation to the construction project.

5. ***Procedures for the Preparation and Content of Request for Letters of Interest and Procedures and Standards to be Used to Prequalify Design-Build Candidates:*** The School District shall prepare and issue a Request for Letters of Interest for the position of Design-Builder under the Act and in accordance with this section and shall prequalify Design-Builders on the basis of Letter of Interest responses received from such firms submitted in accordance with this section.

A. The Request for Letters of Interest shall be (a) published in a newspaper of general circulation within the School District at least thirty (30) days prior to the deadline for receiving Letters of Interest and (b) sent by first-class mail to any Design-Builder upon request.

B. The Request for Letters of Interest shall include, at a minimum, a description the School District construction project in sufficient detail to permit a Design-Builder to submit a Letter of Interest, which may include a description of the scope and nature of the construction project, the project site, the schematic design (if any has been prepared), the preliminary project schedule and estimated budget.

C. Letters of Interest shall be reviewed by the School District, in consultation with the Performance-Criteria Developer. The School District will evaluate prospective Design-Builders based on the information submitted to the School District in the Letters of Interest.

D. The School District shall select as prequalified at least three (3) prospective Design-Builders who submitted Letters of Interest; provided that if only two (2) Design-Builders have submitted Letters of Interest, the School District shall select as prequalified at least two (2) prospective Design-Builders. The selected Design-Builders then shall be considered prequalified and eligible to receive a Request for Proposals.

6. ***Procedures for the Preparation and Content of Request for Proposals:*** The School District shall prepare the Request for Proposals for the position of Design-Builder under the Act and in accordance with this section. The Request for Proposals shall be sent only to the prequalified Design-Builders. At least thirty (30) days prior to the deadline for receiving and opening Proposals, notice of the Request for Proposals shall be published in a newspaper of general circulation within the School District and filed with the State Department of Education. The Request for Proposals shall include, at a minimum, the following components:

A. The Notice of the Request for Proposals.

B. An Invitation to submit Proposals. Such invitation shall (1) identify the School District as the project owner, (2) contain the day and hour upon which such Proposals are due and shall be received; (3) that Proposals shall be sealed; (4) that Proposals shall not be opened until expiration of the time allowed for submitting Proposals; and (5) the hour at which such Proposals shall be opened in the presence of the proposers, or representatives of the proposers.

C. These Policies adopted by the School District;

D. A project statement, which contains information about the scope and nature of the project, the project site, the schedule, and the estimated construction budget and other budget parameters.

E. The Project Performance Criteria.

F. Instructions to prospective Design-Builder firms, which shall state that the following requirements, at a minimum, must be contained in any submitted Proposal:

- (1) A description of the Design-Builder's project team and organization of such team;
 - (2) Fee proposal, if required by the School District as part of the Request for Proposals;
 - (3) A description of the limitations, if any, on expenses to be reimbursed;
 - (4) Proof of insurance coverage and bonding required by law and the Construction Manager at Risk Contract;
 - (5) A written statement of the Design-Builder's proposed approach to the design and construction of the project, which may include graphic materials illustrating the proposed approach to design and construction but shall not include price proposals;
 - (6) A written acknowledgement that the Design-Builder agrees to the following conditions:
 - (i) an architect or engineer licensed to practice in Nebraska will participate substantially in those aspects of the offering which involve architectural or engineering services;
 - (ii) at the time of the design-build offering, the Design-Builder will furnish to the School District a written statement identifying the architect or engineer who will perform the architectural or engineering work for the design-build project;
 - (iii) the architect or engineer engaged by the Design-Builder to perform the architectural or engineering work with respect to the design-build project will have direct supervision of such work and may not be removed by the Design-Builder prior to the completion of the project without the written consent of the School District;
 - (iv) a Design-Builder offering design-build services with its own employees who are design professionals licensed to practice in Nebraska will (a) comply with the Engineers and Architects Regulation Act by procuring a certificate of authorization to practice architecture or engineering and (b) submit proof of sufficient professional liability insurance; and (c) the rendering of architectural or engineering services by a licensed architect or engineer employed by the Design-Builder will conform to the Engineers and Architects Regulation Act and rules and regulations adopted under the act;
- G. Information of pre-Proposal conference, if any required, and attendance requirements at such conference.
- H. Proposal procedures, including:
- (1) Questions and clarification or interpretations of the Proposal documents;

- (2) Method of handling addenda to Proposal documents;
- (3) Procedure for modification or withdrawal of Proposals;
- (4) Proposal due date and opening including date, time, location and methods of submittal of Proposals;

I. Evaluation procedure, including the criteria for evaluation of Proposals, the relative weight of each criterion, the interview process, the contract negotiation process and the contract execution process.

J. The proposed Agreement between the School District and the Design-Builder, including General Conditions of the Contract for Construction. Such Agreement may set forth an initial determination of the manner by which the Design-Builder selects any subcontractor and may require that any work subcontracted be awarded by competitive bidding.

K. Payment and performance bonds and guaranteed maximum price bond requirements for the Design-Builder;

L. Insurance requirements, which shall provide that the Design-Builder shall purchase from and maintain in a company or companies lawfully authorized to do business in the State of Nebraska such insurance as will protect the Design-Builder from claims which may arise out of or result from the Design-Builder's operations under the contract and for which the Design-Builder may be legally liable, whether such operations be by the Design-Builder or by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable.

M. Special notice requirements, if any, which may include but not be limited to the following:

(1) THIS PROJECT IS BEING CONDUCTED UNDER AND IS SUBJECT TO THE PROVISIONS OF THE POLITICAL SUBDIVISIONS CONSTRUCTION ALTERNATIVES ACT, Neb. Rev. Stat. Sec. 13-2901 et. seq.

(2) This School District is an equal opportunity institution and actively recruits well-qualified and diverse individuals and firms, including women and minorities, for architectural and engineering services and for contractor services. The School District requires that all responders/bidders/proposers for public work provide written assurances, affirm and agree that (a) they are an equal opportunity employer, (b) they actively recruit a well-qualified and diverse group of employees and subcontractors, including women and minorities, and (c) if selected, they will actively continue and implement this policy throughout any awarded public work. The School District or any of its responders/bidders/proposers for public work shall not discriminate against any employee or applicant for employment or subcontractor by reason of sex, disability, race, color, religion, veteran status, national or ethnic origin, religionage, marital

status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected statuses~~sex, age, disability or sexual orientation~~.

(3) By submitting a Proposal, each proposer agrees to waive any claim it has, or may have, against the School District and the Architects retained by the School District, and their respective employees, arising out of, or in connection with, the administration, evaluation, or recommendation of any Proposal; waiver of any requirements under the Proposal Documents; or the Contract Documents; acceptance or rejection of any Proposals; and award of the Contract.

(4) The School District reserves the right (a) to terminate the Proposal process at any time; (b) to reject any or all Proposals; and (c) to waive formalities and minor irregularities in the Proposals received.

(5) The School District reserves the right to conduct a pre-award survey of any firm under consideration to confirm any of the information furnished by the firm or to require other evidence of managerial, financial, technical and other capabilities, the positive establishment of which is determined by the School District to be necessary for the successful performance of the contract.

(6) The proposing firm's signature on the Proposal is the proposing firm's guarantee that the content of the Proposal has been arrived at without collusion with other eligible prospering firm or firms and without effort to preclude the School District from obtaining the lowest competitive price.

N. Other information, which may include the following:

(1) A description of the general scope of services to be provided by the Design-Builder.

(2) Project financing phase informational services, if any;

(3) Pre-construction phase services including consultation of design, materials and systems, long lead items, contractor availability and recruitment, preliminary project schedule and preliminary cost estimation, and review of construction documents and conduct value engineering assessments with respect to constructability, material and construction techniques and building systems, sequencing of construction, separation or combining of bid packages.

(4) Cost estimation and preliminary guaranteed maximum price submittals to the School District;

(5) Construction administration and supervision services including identification and preparation of bid packages, recruitment and prequalification of prospective proposers for such bid packages, conduct of bid process for each bid package, review of and recommendations to the School District with regard to Proposals submitted, and administration

of construction contracts, day-to-day supervision of the work with a qualified site superintendent and project manager;

7. ***Procedures for Preparing and Submitting Proposals:*** Only Design-Builders prequalified under this policy may submit Proposals. The School District only will accept, consider and evaluate Proposals submitted by prequalified Design-Builders and will not accept, consider or evaluate any Proposals submitted by firms not prequalified. Proposals submitted by interested Design-Builder firms must include all of the elements required by the Request for Proposals. Proposals shall be required to be submitted in the form and method specified in the Request for Proposals, as determined by the School District. All Proposals must be submitted on or before the time and date and at the location specified in the Request for Proposals. All submitted Proposals become the property of the School District. Proposals must also contain the following certification or substantially similar language:

The proposer provides written assurances, affirms and agrees that (a) the proposer is an equal opportunity employer, (b) the proposer actively recruits a well-qualified and diverse group of employees and subcontractors, including women and minorities, and (c) if selected, the proposer will actively continue and implement this policy throughout any awarded public work. The proposers shall not discriminate against any employee or applicant for employment or subcontractor by reason of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, religion, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected statussex, age, disability or sexual orientation.

8. ***Procedures for Evaluating Proposals in Accordance with Neb. Rev. Stat. Sections 13-2908 and 13-2911:*** The School District shall evaluate and rank each Proposal on the basis of best meeting the criteria in the Request for Proposals and taking into consideration the recommendation of the selection committee pursuant to Neb. Rev. Stat. Sec. 13-2911 and this section.

A. Referral to Selection Committee: In evaluating Proposals in accordance with Neb. Rev. Stat. Sec. 13-2908, the School District shall refer the proposals for recommendation to a selection committee.

B. Make-up of Selection Committee: The selection committee shall be a group of at least five (5) persons designated by the School District. Members of the selection committee shall include at least one (1) person from each of the following groups:

- (1) A member or members of the Board of Education;
- (2) A member or members of School District administration and/or staff;
- (3) The Performance-Criteria Developer;
- (4) A person having special expertise relevant to selection of a Construction Manager under the Act; and

(5) A resident of the School District other than an individual included in subdivisions (1) through (4) of this subsection.

C. **Members No Pecuniary Interest:** A member of the selection committee designated under subdivision (4) or (5) of this subsection shall not be employed by or have a financial or other interest in a Design-Builder who has a Proposal being evaluated and shall not be employed by the School District or the Performance-Criteria Developer.

D. **Evaluation Criterion:** The selection committee and the School District shall evaluate Proposals taking into consideration the criteria enumerated in subdivisions (1) through (8) of this subsection, with the maximum percentage of total points for evaluation which may be assigned to each criterion set forth following the criterion. The following criteria shall be evaluated, when applicable:

No.	Evaluation Criteria	Maximum Percent Value
1	The financial resources of the Design-Builder to complete the project.	Ten percent (10%) of total points
2	The ability of the proposed personnel of the Design-Builder to perform.	Thirty percent (30%) of total points
3	The character, integrity, reputation, judgment, experience, and efficiency of the Design-Builder.	Thirty percent (30%) of total points
4	The quality of performance on previous projects.	Thirty percent (30%) of total points
5	The ability of the Design-Builder to perform within the time specified.	Thirty percent (30%) of total points
6.	The previous and existing compliance of the Design-Builder with laws relating to the contract.	Ten percent (10%) of total points
7.	OPTIONAL – The ability and resources of the Design-Builder to recruit qualified contractors for the Project, including but not limited to local contractors.	Twenty percent (20%) of total points
8.	OPTIONAL – The Design-Builder’s proposed efforts schedule for the Project.	Twenty percent (20%) of total points
	TOTAL (No more than 100%).	100%

E. **Determination of Evaluation Criteria Percentage Values:** The Board of Education, in the resolution adopted to select the Design-Builder under the Act as the method

and process of construction delivery of the specific project, shall identify and describe the exact percentage of total points for each of the evaluation criteria described above, ensuring that the total percentage does not exceed 100%.

F. Examination of Proposals: Following the opening of the Proposals, the selection committee will examine the Proposals and supporting documentation submitted by all candidates. The evaluation of the Design-Builder for the Project shall be based upon a careful and objective consideration of the Proposals and the ability of each firm submitting a Proposal to perform the services described in the Request for Proposals and the requirements of any federal, state, local laws and regulations and School District policies and regulations that are applicable to the Project.

G. Interviews of Candidates: To further assist the selection committee in evaluating each Proposal to determine which candidate best meets the criteria in the Request for Proposals, the selection committee and the Board of Education may, at either's election, determine to interview such candidate(s).

H. Recommendation of Selection Committee to Board of Education: After examining and evaluating all Proposals and interviewing selected candidate(s), if elected, the selection committee shall rank each Proposal on the basis of best meeting the Proposal evaluation criteria. The selection committee shall make a formal, written recommendation to the Board of Education based on the highest ranking Proposal. The selection committee shall provide to the Board of Education the full rankings.

I. Records of Selection Committee: The selection committee shall keep and maintain permanent records of the selection committee proceedings including, but not limited to, records of the minutes of meetings, and documentation received or disclosed in open session of the meetings. The selection committee shall appoint a board member or district employee to keep the minutes of the selection committee meetings. The minutes of each meeting shall include as a minimum the following items: a record of the date, time, place, members present, action taken and the vote of each member. The records of the selection committee shall be placed on public file with the central administration office. The records of the selection committee in evaluating Proposals and making recommendations shall be considered public records for purposes of section 84-712.01.

J. Board of Education Action. After receiving the formal recommendation of the Selection Committee, the Board of Education shall examine the Proposals and supporting documentation submitted by all proposing Design-Builder candidates. Each Proposal will be evaluated and ranked by the Board of Education on the basis of best meeting the evaluation criteria in the Request for Proposals and taking into consideration the recommendation of the selection committee.

K. Rejection of Proposals: The School District shall have the right to reject any and all Proposals. The School District may subsequently solicit new Proposals using the same or different project performance criteria.

9. ***Procedures for Design-Builder Contract Negotiations:***

A. The School District may only proceed to negotiate and enter into a Design-Build Contract if there are at least two (2) proposals from pre-qualified Design-Builders.

B. Negotiations with Highest Ranked Design-Builder: The School District shall attempt to negotiate a Design-Build Contract with the highest ranked Design-Builder and may enter into a Design-Build Contract after negotiations. The negotiations shall include a final determination of the manner by which the Design-Builder selects a subcontractor.

C. Negotiations with Second Highest Ranked Design-Builder: If the School District is unable to negotiate a satisfactory contract with the highest ranked Design-Builder, the School District may terminate negotiations with that Design-Builder. The School District may then undertake negotiations with the second highest ranked Design-Builder and may enter into a Design-Build Contract after negotiations. If the School District is unable to negotiate a satisfactory contract with the second highest ranked Design-Builder, the School District may undertake negotiations with the third highest ranked Design-Builder, if any, and may enter into a Design-Build Contract after negotiations.

D. Requirement of Execution of Written Contract: No contractual rights shall be created between the Design-Builder and the School District until a written contract has been negotiated, agreed upon, approved by the Board of Education of the School District, and executed by all parties thereto.

E. Filing of Design-Build Contract: The School District shall file a copy of all Design-Build Contract documents with the State Department of Education within thirty (30) days after their full execution. Within thirty (30) days after completion of the project, the Design-Builder shall file a copy of all contract modifications and change orders with the department.

F. Unsuccessful Negotiations with Design-Build Candidates: If the School District is unable to negotiate a satisfactory contract with any of the ranked Design-Builders, the School District may either revise the Request for Proposals and solicit new proposals or cancel the Request for Proposals process.

G. Modification of Design-Build Contract: A Design-Build Contract may be conditioned upon later refinements in scope and price and may permit the School District in agreement with the Design-Builder to make changes in the project without invalidating the contract. Later refinements shall not exceed the scope of the project statement contained in the Request for Proposals.

10. ***Procedures for Filing and Acting on Formal Protests Relating to the Solicitation or Execution of the Design-Build Contract:***

A. Protest Relation to Solicitation:

(1) A Design-Builder seeking to protest the policies adopted by the Board of Education pursuant to the Act, and the form or content of the Request for Letters of Interest or the form or content of the Request for Proposals promulgated by the School District, or the notice of the Request for Letters of Interest or the Request for Proposals, or any prequalification or pre-Proposal process or procedures, must file such protest within fourteen (14) calendar days from the date of the publication of the notice of the Letters of Interest or Request for Proposals, as the case may be.

(2) A Design-Builder candidate seeking to protest the Letters of Interest or Proposal opening process used by the School District must file such protest within seven (7) calendar days from the date of the Letters of Interest or Proposal opening, as the case may be.

(3) A Design-Builder candidate seeking to protest the process and procedures used by the selection committee in evaluating and/or ranking the Design-Builder candidates must file such protest within seven (7) calendar days from the date the selection committee makes its recommendation to the Board of Education or the Board of Education's acceptance of the recommendation of the selection committee.

B. Negotiation or Execution of Design-Build Contract: A Design-Builder candidate seeking to protest the process and procedures used by the School District in the negotiation or execution of the Design-Build Contract must file such protest within seven (7) calendar days from the date the Board of Education takes action to approve the Design-Build Contract.

C. Form and Filing of Protests: All protests under this subparagraph shall be filed with the Office of the Superintendent of Schools during normal business hours. Such protest must be in writing and received at or before the close of business on the last day provided for the receipt of such proposals. For purposes of this paragraph the term "received" shall mean the actual in hand receipt of all protests and attendant documents. Facsimile transmittals, e-mail or other electronic or telephonic transmittals shall not be accepted and receipt of protest documents, or change in protest documents, in such manner will not be accepted. Protests shall be public records, and shall not be considered proprietary and confidential.

D. Action on Protests: The Board of Education shall take action on any protest filed pursuant to subparagraph A and B above within Forty-five (45) days of receipt of such protest, and shall provide the decision of the Board of Education in writing to the protesting party.

11. *Procedures for the Evaluation of Construction Under the Design-Build Contract by the Performance-Criteria Developer to Determine Adherence to the Performance Criteria:* The Performance-Criteria Developer shall be the School District's representative for purposes of evaluating the design and construction under the Design-Build Contract to determine adherence by the Design-Builder to the Project Performance Criteria established for the project. The procedures to be followed by the School District, Performance-Criteria Developer and the Design-Builder for purposes of such evaluation shall be as follows:

A. The Performance-Criteria Developer shall review and evaluate the construction methods and materials, including any shop drawings and submittals, used by the Design-Builder to determine adherence with the Project Performance Criteria.

B. The Performance-Criteria Developer shall be a representative of and shall advise and consult with the School District during the performance of the Design-Build Contract by the Design-Builder. The Performance-Criteria Developer shall have authority to act on behalf of the School District with regard to any issue arising regarding the performance of the Design-Build Contract by the Design-Builder. The Design-Builder shall provide the Performance-Criteria Developer with copies of all construction documents, including, but not limited to, all plans and specifications, shop drawings, requests for information from contractors, and warranties for equipment and materials.

C. The Performance-Criteria Developer, as a representative of the School District shall visit the site at intervals appropriate to the stage of the Design-Build Contractor's operations, when services are needed or necessary, or as otherwise directed by the School District (1) to become familiar with and to keep the School District informed about the progress and quality of the portion of the work completed, (2) to guard the School District against defects and deficiencies in the work, and (3) to determine in general if the work is being performed in a manner establishing that the work, when fully completed, will be in accordance with the performance criteria for the project.

D. The Performance-Criteria Developer shall be responsible for the Performance-Criteria Developer's negligent acts or omissions and those of the Performance-Criteria Developer's personnel providing services, but shall not have control over or charge of and shall not be responsible for acts or omissions of the Design-Builder, subcontractors, or their agents or employees, or of any other persons or entities performing portions of the work.

E. The Performance-Criteria Developer shall at all times have access to the work wherever it is in preparation or progress.

F. The School District shall endeavor to communicate with the Design-Builder through or in conjunction with the Performance-Criteria Developer about matters arising out of or relating to the project.

G. Upon issuance by the Design-Builder of a certificate of substantial completion, the Performance-Criteria Developer shall conduct a final inspection and evaluation of the project to confirm that all components of the work have been completed in accordance with the performance criteria established for the project.

Legal Reference: Political Subdivisions Construction Alternatives Act, Neb. Rev. Stat. Sec. 13-2901 et seq.; Nebraska Consultants' Competitive Negotiation Act, Neb. Rev. Stat. Sec. 81-1701 et seq.; and Sec. 84-712

Date of Adoption: [Insert Date]

New Construction and Improvements to the Existing BuildingsConstruction Management at Risk Under the Nebraska Political Subdivisions Construction Alternatives Act, Neb. Rev. Stat. Section 13-2901, et. seq.

1. ***Introduction:*** The School District is authorized to enter into Construction Management at Risk Contracts for School District construction projects by adhering to the procedures set forth in the Political Subdivisions Construction Alternatives Act, Neb. Rev. Stat. Section 13-2901 et seq. (the "Act"). Pursuant to the Act, the Board of Education hereby adopts the following policies for entering into a Construction Management at Risk Contract and the general terms of such contract.

2. ***Terms Defined:***

A. "Construction Management at Risk Contract" means a contract developed under the terms and conditions of this policy by which a construction manager (a) assumes the legal responsibility to deliver a construction project within a contracted price to the School District, (b) acts as a construction consultant to the School District during the design phase of the project when the School District's architect or engineer designs the project, and (c) is the builder during the construction phase of the project, subject to the School District's bidding requirements established by this policy and other School District policies, and the Construction Management at Risk Contract.

B. "Construction Manager" means the legal entity which proposes to enter into a Construction Management at Risk Contract pursuant to the Act and this policy.

C. "Proposal" means an offer in response to a Request for Proposals by a Construction Manager to enter into a Construction Management at Risk Contract for a School District construction project pursuant to the Act and this policy.

D. "Request for Proposals" means the documentation by which the School District solicits Construction Manager Proposals.

3. ***Board Selection of Construction Manager at Risk Method, and Process and Direction to Prepare Request for Proposals:*** The Board of Education of the School District shall adopt a resolution to select the Construction Manager under the Act as the method and process of construction delivery of the specific project and authorize and direct the School District Administration in conjunction with the architecture or engineering firm retained for the specific project to prepare a Request for Proposals in accordance with the Act and this policy. The resolution shall require the affirmative vote of at least two-thirds (2/3rds) of the Board of Education.

4. ***Duties of Architect and/or Engineer for the Project:*** Prior to proceeding with any School District construction project using the Construction Manager method under the Act, the School District shall retain the services of an architect and/or engineer, pursuant to the Nebraska Engineers and Architects Regulation Act, Neb. Rev. Stat. Section 81-3401 et seq., for such construction project, to provide design services including the preparation of plans, specifications, and estimates, and observe construction. Additionally, such architect and/or engineer services

shall include assistance, consultation and participation in preparing the Request for Proposals, evaluation of Proposals received for the Construction Manager position, and participation on the selection committee for the Construction Manager provided for in the Act and this policy.

5. ***Procedures for the Preparation and Content of Request for Proposals:*** The School District shall prepare the Request for Proposals for the position of Construction Manager under the Act and in accordance with this section. At least thirty (30) days prior to the deadline for receiving and opening Proposals, notice of the Request for Proposals shall be published in a newspaper of general circulation within the School District and filed with the State Department of Education. The Request for Proposals shall include, at a minimum, the following components:

- A. The Notice of the Request for Proposals.
- B. An Invitation to submit Proposals. Such invitation shall (1) identify the School District as the project owner, (2) contain the day and hour upon which such Proposals are due and shall be received; (3) that Proposals shall be sealed; (4) that Proposals shall not be opened until expiration of the time allowed for submitting Proposals; and (5) the hour at which such Proposals shall be opened in the presence of the proposers, or representatives of the proposers.
- C. These Policies adopted by the School District;
- D. General information about the project which will assist the School District in its selection of the Construction Manager.
- E. A project statement, which contains information about the scope and nature of the project, the project site, the schedule, and the estimated construction budget.
- F. Instructions to prospective Construction Manager firms, which shall state that the following requirements, at a minimum, must be contained in any submitted Proposal:
 - (1) A description of the Construction Manager's project team and organization of such team;
 - (2) Fee proposal, if required by the School District as part of the Request for Proposals;
 - (3) A description of the limitations, if any, on expenses to be reimbursed;
 - (4) Proof of insurance coverage and bonding required by law and the Construction Manager at Risk Contract;
- G. Information of pre-Proposal conference, if any required, and attendance requirements at such conference.
- H. Proposal procedures, including:
 - (1) Questions and clarification or interpretations of the Proposal documents;

- (2) Method of handling addenda to Proposal documents;
- (3) Procedure for modification or withdrawal of Proposals;
- (4) Proposal due date and opening including date, time, location and methods of submittal of Proposals;

I. Evaluation procedure, including the criteria for evaluation of Proposals, the relative weight of each criterion, the interview process, the contract negotiation process and the contract execution process.

J. The proposed Agreement between the School District and the Construction Manager, including General Conditions of the Contract for Construction where the Construction Manager is at risk. Such Agreement may set forth an initial determination of the manner by which the construction manager selects any subcontractor and may require that any work subcontracted be awarded by competitive bidding.

K. Payment and performance bonds and guaranteed maximum price bond requirements for the Construction Manager;

L. Insurance requirements, which shall provide that the Construction Manager shall purchase from and maintain in a company or companies lawfully authorized to do business in the State of Nebraska such insurance as will protect the Construction Manager from claims which may arise out of or result from the Construction Manager's operations under the contract and for which the Construction Manager may be legally liable, whether such operations be by the Construction Manager or by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable.

M. Special notice requirements, if any, which may include but not be limited to the following:

(1) THIS PROJECT IS BEING CONDUCTED UNDER AND IS SUBJECT TO THE PROVISIONS OF THE POLITICAL SUBDIVISIONS CONSTRUCTION ALTERNATIVES ACT, Neb. Rev. Stat. Sec. 13-2901 et. seq.

(2) This School District is an equal opportunity institution and actively recruits well-qualified and diverse individuals and firms, including women and minorities, for architectural and engineering services and for contractor services. The School District requires that all responders/bidders/proposers for public work provide written assurances, affirm and agree that (a) they are an equal opportunity employer, (b) they actively recruit a well-qualified and diverse group of employees and subcontractors, including women and minorities, and (c) if selected, they will actively continue and implement this policy throughout any awarded public work. The School District or any of its responders/bidders/proposers for public work shall not discriminate against any employee or applicant for employment or subcontractor by reason of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status~~race, color, national origin, religion, marital status, sex, age, disability or sexual orientation.~~

(3) By submitting a Proposal, each proposer agrees to waive any claim it has, or may have, against the School District and the Architects retained by the School District, and their respective employees, arising out of, or in connection with, the administration, evaluation, or recommendation of any Proposal; waiver of any requirements under the Proposal Documents; or the Contract Documents; acceptance or rejection of any Proposals; and award of the Contract.

(4) The School District reserves the right (a) to terminate the Proposal process at any time; (b) to reject any or all Proposals; and (c) to waive formalities and minor irregularities in the Proposals received.

(5) The School District reserves the right to conduct a pre-award survey of any firm under consideration to confirm any of the information furnished by the firm or to require other evidence of managerial, financial, technical and other capabilities, the positive establishment of which is determined by the School District to be necessary for the successful performance of the contract.

(6) The proposing firm's signature on the Proposal is the proposing firm's guarantee that the content of the Proposal has been arrived at without collusion with other eligible prospering firm or firms and without effort to preclude the School District from obtaining the lowest competitive price.

N. Other information, which may include the following:

(1) A description of the general scope of services to be provided by the Construction Manager.

(2) Project financing phase informational services, if any;

(3) Pre-construction phase services including consultation of design, materials and systems, long lead items, contractor availability and recruitment, preliminary project schedule and preliminary cost estimation, and review of construction documents and conduct value engineering assessments with respect to constructability, material and construction techniques and building systems, sequencing of construction, separation or combining of bid packages.

(4) Cost estimation and preliminary guaranteed maximum price submittals to the School District;

(5) Construction administration and supervision services including identification and preparation of bid packages, recruitment and prequalification of prospective proposers for such bid packages, conduct of bid process for each bid package, review of and recommendations to the School District with regard to Proposals submitted, and administration of construction contracts, day-to-day supervision of the work with a qualified site superintendent and project manager;

(6) Preparation and submittal of Guaranteed Maximum Price (GMP) for the project(s).

6. ***Procedures and Standards to be Used to Pre-qualify Construction Manager Candidates:*** The procedures and standards to be used to pre-qualify Construction Managers will be to evaluate prospective Construction Managers based upon the information submitted to the School District in response to the Request for Proposals, and an evaluation of such information by the selection committee based upon the criteria for evaluation of Proposals and the relative weight to be given each criterion.

7. ***Procedures for Preparing and Submitting Proposals:*** Proposals submitted by interested construction management firms must include all of the elements required by the Request for Proposals. Proposals shall be required to be submitted in the form and method specified in the Request for Proposals, as determined by the School District. All Proposals must be submitted on or before the time and date and at the location specified in the Request for Proposals. All submitted Proposals become the property of the School District. Proposals must also contain the following certification or substantially similar language:

The proposer provides written assurances, affirms and agrees that (a) the proposer is an equal opportunity employer, (b) the proposer actively recruits a well-qualified and diverse group of employees and subcontractors, including women and minorities, and (c) if selected, the proposer will actively continue and implement this policy throughout any awarded public work. The proposers shall not discriminate against any employee or applicant for employment or subcontractor by reason of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status~~race, color, national origin, religion, marital status, sex, age, disability or sexual orientation.~~

8. ***Procedures for Evaluating Proposals in Accordance with Neb. Rev. Stat. Sections 13-2910 and 13-2911:*** The School District shall evaluate and rank each Proposal on the basis of best meeting the criteria in the Request for Proposals and taking into consideration the recommendation of the selection committee pursuant to Neb. Rev. Stat. Section 13-2911 and this section.

A. Referral to Selection Committee: In evaluating Proposals in accordance with Neb. Rev. Stat. Section 13-2910, the School District shall refer the Proposals for recommendation to a selection committee.

B. Make-up of Selection Committee: The selection committee shall be a group of at least five (5) persons designated by the School District. Members of the selection committee shall include at least one (1) person from each of the following groups:

- (1) A member or members of the Board of Education;
- (2) A member or members of School District administration and/or staff;
- (3) A representative of the School District's architect or engineer;

(4) A person having special expertise relevant to selection of a Construction Manager under the Act; and

(5) A resident of the School District other than an individual included in subdivisions (1) through (4) of this subsection.

C. Members No Pecuniary Interest: A member of the selection committee designated under subdivision (4) or (5) of this subsection shall not be employed by or have a financial or other interest in a Construction Manager who has a Proposal being evaluated and shall not be employed by the School District.

D. Evaluation Criterion: The selection committee and the School District shall evaluate Proposals taking into consideration the criteria enumerated in subdivisions (1) through (8) of this subsection, with the maximum percentage of total points for evaluation which may be assigned to each criterion set forth following the criterion. The following criteria shall be evaluated, when applicable:

No.	Evaluation Criteria	Maximum Percent Value
1	The financial resources of the Construction Manager to complete the project.	Ten percent (10%) of total points
2	The ability of the proposed personnel of the Construction Manager to perform.	Thirty percent (30%) of total points
3	The character, integrity, reputation, judgment, experience, and efficiency of the Construction Manager.	Thirty percent (30%) of total points
4	The quality of performance on previous projects.	Thirty percent (30%) of total points
5	The ability of the Construction Manager to perform within the time specified.	Thirty percent (30%) of total points
6.	The previous and existing compliance of the Construction Manager with laws relating to the contract.	Ten percent (10%) of total points
7.	OPTIONAL – The ability and resources of the Construction Manager to recruit qualified contractors for the Project, including but not limited to local contractors.	Twenty percent (20%) of total points
8.	OPTIONAL – The Construction Manager’s proposed efforts schedule for the Project.	Twenty percent (20%) of total points
	TOTAL (No more than 100%).	100%

E. Determination of Evaluation Criteria Percentage Values: The Board of Education, in the resolution adopted to select the Construction Manager under the Act as the method and

process of construction delivery of the specific project, shall identify and describe the exact percentage of total points for each of the evaluation criteria described above, ensuring that the total percentage does not exceed 100%.

F. Examination of Proposals: Following the opening of the Proposals, the selection committee will examine the Proposals and supporting documentation submitted by all candidates. The evaluation of the Construction Manager for the Project shall be based upon a careful and objective consideration of the Proposals and the ability of each firm submitting a Proposal to perform the services described in the Request for Proposals and the requirements of any federal, state, local laws and regulations and School District policies and regulations that are applicable to the Project.

G. Interviews of Candidates: To further assist the selection committee in evaluating each Proposal to determine which candidate best meets the criteria in the Request for Proposals, the selection committee and the Board of Education may, at either's election, determine to interview such candidate(s).

H. Recommendation of Selection Committee to Board of Education: After examining and evaluating all Proposals and interviewing selected candidate(s), if elected, the selection committee shall rank each Proposal on the basis of best meeting the Proposal evaluation criteria. The selection committee shall make a formal, written recommendation to the Board of Education based on the highest ranking Proposal. The selection committee shall provide to the Board of Education the full rankings.

I. Records of Selection Committee: The selection committee shall keep and maintain permanent records of the selection committee proceedings including, but not limited to, records of the minutes of meetings, and documentation received or disclosed in open session of the meetings. The selection committee shall appoint a board member or district employee to keep the minutes of the selection committee meetings. The minutes of each meeting shall include as a minimum the following items: a record of the date, time, place, members present, action taken and the vote of each member. The records of the selection committee shall be placed on public file with the central administration office. The records of the selection committee in evaluating Proposals and making recommendations shall be considered public records for purposes of section 84-712.01.

J. Board of Education Action. After receiving the formal recommendation of the selection committee, the Board of Education shall examine the Proposals and supporting documentation submitted by all proposing Construction Manager candidates. Each Proposal will be evaluated and ranked by the Board of Education on the basis of best meeting the evaluation criteria in the Request for Proposals and taking into consideration the recommendation of the selection committee.

K. Rejection of Proposals: The School District shall have the right to reject any and all Proposals. The School District may subsequently solicit new Proposals using the same or different project performance criteria.

9. ***Procedures for Construction Manager at Risk Contract Negotiations:***

A. Negotiations with Highest Ranked Construction Manager: The School District shall attempt to negotiate a Construction Management at Risk Contract with the highest ranked Construction Manager and may enter into a Construction Management at Risk Contract after negotiations. The negotiations shall include a final determination of the manner by which the Construction Manager selects a subcontractor.

B. Negotiations with Second Highest Ranked Construction Manager: If the School District is unable to negotiate a satisfactory Construction Manager at Risk Contract with the highest ranked Construction Manager, the School District may terminate negotiations with that Construction Manager. The School District may then undertake negotiations with the second highest ranked Construction Manager and may enter into a Construction Management at Risk Contract after negotiations. If the School District is unable to negotiate a satisfactory Construction Manager at Risk Contract with the second highest ranked Construction Manager, the School District may undertake negotiations with the third highest ranked Construction Manager, if any, and may enter into a Construction Management at Risk Contract after negotiations.

C. Requirement of Execution of Written Contract: No contractual rights shall be created between the Construction Manager and the School District until a written contract has been negotiated, agreed upon, approved by the Board of Education of the School District, and executed by all parties thereto.

D. Filing of Construction Manager at Risk Contract: The School District shall file a copy of all Construction Management at Risk Contract documents with the State Department of Education within thirty (30) days after their full execution. Within thirty (30) days after completion of the project, the Construction Manager shall file a copy of all contract modifications and change orders with the department.

E. Unsuccessful Negotiations with Construction Manager Candidates: If the School District is unable to negotiate a satisfactory Construction Manager at Risk Contract with any of the ranked Construction Managers, the School District may either revise the Request for Proposals and solicit new Proposals or cancel the Request for Proposals process.

F. Modification of Construction Manager at Risk Contract: A Construction Management at Risk Contract may be conditioned upon later refinements in scope and price and may permit the School District in agreement with the Construction Manager to make changes in the project without invalidating the contract. Later refinements shall not exceed the scope of the project statement contained in the Request for Proposals.

10. ***Procedures for Filing and Acting on Formal Protests Relating to the Solicitation or Execution of the Construction Manager at Risk Contract:***

A. Protest Relation to Solicitation:

(1) A Construction Manager candidate seeking to protest the policies adopted by the Board of Education pursuant to the Act and the form or content of the Request for Proposals promulgated by the School District, or the notice of the Request for Proposals, or any

pre-Proposal process or procedures, must file such protest within fourteen (14) calendar days from the date of the publication of the notice of the Request for Proposals.

(2) A Construction Manager candidate seeking to protest the Proposal opening process used by the School District must file such protest within seven (7) calendar days from the date of the Proposal opening.

(3) A Construction Manager candidate seeking to protest the process and procedures used by the selection committee in evaluating and/or ranking the Construction Manager candidates must file such protest within seven (7) calendar days from the date the selection committee makes its recommendation to the Board of Education or the Board of Education's acceptance of the recommendation of the selection committee.

B. Negotiation or Execution of Construction Manager Contract: A Construction Manager candidate seeking to protest the process and procedures used by the School District in the negotiation or execution of the Construction Management at Risk Contract must file such protest within seven (7) calendar days from the date the Board of Education takes action to approve the Construction Management at Risk Contract.

C. Form and Filing of Protests: All protests under this subparagraph shall be filed with the Office of the Superintendent of Schools during normal business hours. Such protest must be in writing and received at or before the close of business on the last day provided for the receipt of such Proposals. For purposes of this paragraph the term "received" shall mean the actual in hand receipt of all protests and attendant documents. Facsimile transmittals, e-mail or other electronic or telephonic transmittals shall not be accepted and receipt of protest documents, or change in protest documents, in such manner will not be accepted. Protests shall be public records, and shall not be considered proprietary and confidential.

D. Action on Protests: The Board of Education shall take action on any protest filed pursuant to subparagraph A and B above within forty-five (45) days of receipt of such protest, and shall provide the decision of the Board of Education in writing to the protesting party.

Legal Reference: Political Subdivisions Construction Alternatives Act, Neb. Rev. Stat. 13-2901, et. seq.; 81-1701 et seq.; and 84-712

Date of Adoption: [Insert Date]