

RAYMOND CENTRAL PUBLIC SCHOOLS - DISTRICT #55-0161

BOARD OF EDUCATION REGULAR MEETING, WEDNESDAY, MAY 12, 2021 - 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
 - 4.1. Regular Minutes of April 14, 2021
 - 4.2. Financial Statement/Report
 - 4.3. Monthly Bills
5. Correspondence/Recognition
 - 5.1. Lori Maxwell Retirement
6. Public Forum
7. Discussion Items
 - 7.1. Student Board Report - Sydnie Blanchard
 - 7.1.1. Certificate of Appreciation
 - 7.2. Administrative Reports
 - 7.3. Curriculum Report
 - 7.4. Superintendent's Report
 - 7.4.1. Goal 1: Ensure continuing well being of staff and students by creating an equitable framework for responding to and recovering from a pandemic.
 - 7.4.2. Goal 2: Continue the creation of a 10-year facilities strategic plan for implementation that addresses maintenance and improvements for existing building assets.

7.4.3. Goal 3: Develop progress monitoring tools to evaluate the effectiveness of district initiatives to ensure the sustainability over time.

7.4.4. 2019-2020 Raymond Central Strategic Plan

7.5. Facilities Report

7.6. Review of Technology Plan

7.7. Update of Raymond Central Crisis and Safety Protocol

7.8. Committee on American Civics (Breitkreutz - chair, Springer, Burklund)

7.9. Transportation Committee (Breitkreutz- chair, Springer, Lange)

7.10. Finance Committee (Springer- chair, Blanchard, Breitkreutz)

7.11. Facilities Committee (Blanchard- chair, Springer, Burklund)

7.12. Negotiations Committee (Blanchard - chair, Gould, Lange)

7.13. Curriculum Committee (Gould - chair, Burklund, Lange)

7.14. Policy Committee (Springer- chair, Gould, Lange)

7.15. NASB Monthly Update

7.16. Update on School Health Program - Nurse Amanda Ehlers, RN

7.17. Paid Day for All Staff May 20th or May 21st, 2021 - Consider, discuss and take all necessary action

7.18. Schedule Board Retreat to Discuss Feasibility Study and Next Steps - Consider, discuss and take all necessary action

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

8. Action Items

8.1. Approval of Staff Resignation(s)

8.2. Approval of Staff Appointment(s)

8.3. Approval of Substitute(s)

8.4. Approval to Construct Portal Classroom

8.5. Approval of Student-Teacher for 2021-2022 School Year

8.6. Approval of Interlocal Agreement with the Village of Ceresco

8.7. Approval of Multicultural Report(s)

8.8. Approval of June 16, 2021, at 6:00 PM Hearing for the following policies: 5415 Bullying, 5419 Restraint and Seclusion, and 6400 Parent Involvement

8.9. Approval of Next Regular Board of Education Meeting - Wednesday, June 16, 2021

9. Adjournment

10. Important Upcoming Dates:

- May 15 - Graduation @ 2 PM
- June 16 - Regular BOE Meeting @ 6 PM
- July 14 - Regular BOE Meeting @ 6 PM
- July 7 - Board Retreat @ 6 PM (location TBD)

11.

Raymond Central Public Schools Board of Education Regular Meeting

Wednesday, April 14, 2021 at 6:00 PM Central

Jr/Sr High School Mustang Classroom

1800 West Agnew Road

Raymond, NE 68428-9783

Present: Matt Blanchard, Brad Breitreutz, Cathy Burklund, Dr. Harriet Gould, Bill Lange,

Absent: Lori Springer. Also attending were Dr. Derrick Joel, Superintendent; Allison Stansberry, Secondary Principal; Brian Galheer, Asst Principal/Athletic Director; Shelly Dostal, Valparaiso Elementary Principal; and Ann Egr, Ceresco Elementary Principal.

Call to Order and Pledge of Allegiance

President Gould called the meeting to order at 6:02 PM and the Pledge of Allegiance was said.

Motion to Excuse Board Member's Absence

Motion by Breitreutz, second by Burklund to excuse the absence of Lori Springer. RCV 5-0. Motion carried.

Open Meeting Law

The audience was reminded that the Open Meeting Laws would be followed.

Consent Agenda

Motion by Breitreutz, second by Lange to approve the consent agenda as presented including the regular meeting minutes of March 10, 2021; March Financial Statement; and April monthly bills. RCV 5-0. Motion carried.

Regular Minutes of March 10, 2021

Financial Statement/Report

Monthly Bills

Correspondence/Recognition

Congratulations to Scott Tvrdy for being one of 10 students (out of 320) selected for the UNL Kiewit Program. With his selection, he will get a full-ride scholarship to the University of Nebraska Lincoln.

Thank you to our bus drivers who are always ready to transport our students to and from school safely, no matter what the road conditions are like. I know there have been several mornings that they had to leave extra early and drive extra careful to ensure the safety of our students and for that, I wanted to recognize their efforts and dedication to Raymond Central.

Thank you to everyone (parents/guardians, staff, and Mrs. Stansberry) for their efforts in making prom 2021 a safe, fun, and memorable event for our students.

May 7 is [National School Lunch Hero Day](#) and to celebrate, [Nebraska SNAC](#) reached out to administrators, teachers, nutrition staff, and parents and asked them to nominate school nutrition heroes in their communities.

"Since entering the global pandemic in March 2020, Patty has worked diligently to ensure the students of Raymond Central have had access to at least one healthy meal per day. From serving meals during the week from March-May 2020 to creating the district's first-ever Summer Lunch Program, Patty has

donated her time and energy to support our students and families. Patty also planned and executed three weeks of meals for students over Winter Break and is planning to do the same over Spring Break. Patty approaches every challenge with an open mind and an action solution focus. For this, she is a hero!" ~
Nominated by Derrick Joel, Superintendent; Raymond Central Public Schools

Public Forum

Carolyn Enevoldsen, RCEA President, extended appreciation for support received from the Board throughout the year. The RCEA would like to propose to the Board that they forgive 1-2 make up days at the end of the school year after all of the challenges, teaching in person and remotely, and always doing their best to keep kids safe.

Discussion Items

Student Board Report - Sydnie Blanchard

Submitted by Sydnie Blanchard, Student Body President

Graduation & Seniors Last Day - Seniors last day will be May 11 followed by graduation on the 15th. Graduation will be held in the main gymnasium and will begin at 2:00 PM. Junior ushers will be announced soon, limits for attendees per graduate have been lifted at this time.

Prom - Prom was held on March 27 as planned and was enjoyed by all attendees. Deidel Photography was at the dance to take professional photos of prom royalty and all attendees. Guidelines held by our school for the dance and post prom was handled closely the same as surrounding schools.

National Honor Society - New members will be inducted into the Raymond Central National Honor Society on April 15.

Scholarships - Local senior scholarships were due weeks ago for seniors and will be announced soon. Thank you to our surrounding organizations, families and towns for extending scholarships to our students to aid in their journeys to college and the work force.

Mental Health in Students - Mental health is a growing issue in high schools. Mrs. Stansberry and I want to work on making resources available for students struggling with mental health in our district. Many children and young adults do not have the resources to seek outside help for these issues. Surveys will soon be sent to students to get an estimate on what mental health looks like in our school.

NPR Article Regarding Mental Health In High School Students:

<https://www.npr.org/sections/ed/2016/08/31/464727159/mental-health-in-schools-a-hidden-crisis-affecting-millions-of-students>

Administrative Reports

Submitted by Allison Stansberry, Jr-Sr High School Principal

ACT was held on Tuesday, April 6. The makeup test date will be Wednesday, April 20.

Prom 2021 is in the books! We are so grateful for being able to provide our students with this experience. Huge thank you to our chaperones, parents, and community members for helping us organize this event. This year's theme was "The Great Gatsby." Both the dance and post prom were held at the school. The gym was completely revamped by the junior class and parents, it didn't even look like a gym! Congratulations to our 2021 Prom Queen and King-Grace Mueller and Skylar Sterns.

NSCAS Testing begins next week for our 6th-8th graders. The schedule is as follows: ELA April 12-16; Math April 19-23; and Science (8th only) April 25-30.

Senior Shout outs-

- Scott Tvrdy was 1 of 10 selected out of 320 for the UNL Kiewit Scholars Program

- Chandler Buch has already started his post high school business-he works with a team of people, as well as does solo jobs, to create mobile video games and marketing for businesses.
- Kolby Nelson will be attending SCC for John Deere Tech and secured a sponsorship through AKRS equipment Solutions
- Nathan Herroon is currently ranked 3rd in the world and will compete at the ZWC 3 Gaming Championships
- Lexi Dubas received a UNO Regents Scholarship
- Sydnie Blanchard signed with NWU for Cheer and Softball
- Logan Sears recently swore in to the Air National Guard
- Grace Cadotte has accepted an internship at Wolfe's Neck Farms in Freeport, ME-she will be working on their Organic Dairy Research and Farm training program
- Krystal Hall, early grad, is getting ready to begin her Radiology Program and is currently working in her career field while finishing school
- Emmett Gyhra earned his instrument pilot rating
- Brynn Behring was an early grad
- Lucas Buresh received a Regents Scholarship
- Ellie Hula signed with Doane Cheer
- Mallory Hughes signed with Nebraska Wesleyan Cheer
- Grace Mueller signed with Nebraska Wesleyan for Volleyball and Track
- Kelsey Hudson received a Regents Scholarship to UNK
- Connor Nichols received a Regents Scholarship to UNL
- Connor Nichols was 1 of 55 Nebraska Students nominated for the U.S. Presidential Scholars Program
- Halle Heiss signed with College of Saint Mary's for Volleyball
- Mitch Albrecht broke the school record, beating his brother's record, for career wins in wrestling

Speaking of seniors, we have started back up posting on social media our Senior Highlights. We will be posting frequently and sometimes two a day to ensure each one of our amazing seniors is showcased. If you look on Twitter, Facebook, or Instagram, you will be able to check them out!

Mini College and Career Fair was held March 31 with the following in attendance: Wayne State College; Willmar Electric; NMC CAT; Shanahan Mechanical and Electrical; Nebraska National Guard; Lincoln Electrical JATC; Peru State College; Concordia University; UNK; UNL; and Saunders County Medical Center.

Graduation Plans are in the works. The ceremony will be held on Saturday, May 15 at 2:00 PM. Currently, we are at 75% capacity indoors. An email will be going home early next week to lay out what our plan is. Currently we know: Masks will be required; Band and choir will not be performing to allow us more seating; and Ceremony will be held in the gym. The only piece we are still working on is tickets per student. The gym's capacity is 1,400. At 75% capacity we are restricted to 1,050. We also have to account for social distancing. I am hoping we don't have to restrict too much, especially with not having band set up (that provides us a little more space).

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

Track season is off and running. Track athletes have competed well at Doane and Malcolm. Coach Brannagan was happy to report a number of personal best performances.

The Lincoln Lutheran/Raymond Central soccer teams have had a great start to the season. The girls started the season 6-0 with a tough shootout win over Columbus Scotus, before falling to Omaha Mercy in a hard-fought 1-0 battle. They are currently 6-1 and will face Schuyler next. The boys have a small but hard-working team. They beat Seward last week, but currently sit at 1-6 on the season with Schuyler next

on the schedule.

The Branched Oak Bucks are off to a 5-3 start. With over 50 kids on the team, we have added a number of Reserve baseball games. Like most spring seasons, there have been a number of rainouts, but I have had many players tell me it's nice to be back on the baseball diamond after losing last spring.

After a successful live performance at the High School Pops Concert, I will be working with Mr. Luke and Mr. Strouf to hold the rest of the Jr-Sr High Concerts in person with restrictions for the remainder of the year.

Electronic Contracting Company is on the homestretch of their work on a new sound system in the Main Gym. With a couple parts on temporary backorder, we are looking to complete well before our deadline of the May 16 HS Graduation. A big thanks to Jared, Ron, and the ECC crew for working with us to still hold classes while installing the speaker system. I am excited to work with the new system.

I have been in discussion with the City of Ceresco about the possibility of moving our softball practice and games to the field in Ceresco for the upcoming fall season. Talks have slowed somewhat as Coach Prai and I noticed some areas where the field may not be up to code to hold a high school event. I will continue to work with the City to see what could be done in the future.

The Central Players Speech Team recently finished 5th as a team at the State Speech Competition held at Kearney High School. Congratulations to our individual medalists: Grace Cadotte-6th in Poetry; Olivia Nelson-3rd in Informative; Eleanah Enevoldsen-5th in Persuasive; and Hunter Kohl-5th in DI.

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

State Testing (NSCAS) - Testing window is now open for the Phase I Pilot. The format for the tests are new this year. NDE describes these as adaptive through-year tests. Since the testing is new, limited results will be available to the public. The ELA (English Language Arts) Test and the Math Test are being administered to students in grades 3-8. The students take the tests on-line for an unlimited amount of time. Students in grades 5 and 8 will also be administered the Science Test. Students who qualify for accommodations may take their test on the computer with accommodation. No paper/pencil tests will be given this year. RC also has some students who are given an alternate version of the test if they meet the qualifications. Mr. Steve Rose and Mrs. Keely Schaffer are facilitating the technology components for the on-line tests. Each school has their own schedule, with all the testing completed by April 29. Makeup testing will be given the following week. I held training sessions for all staff who will serve as proctors for testing.

ACT - All juniors took the ACT on April 6. A huge thank you to Ms. Tasha Osten and Mrs. Allison Stansberry for facilitating all the many tasks associated with giving the ACT.

Professional Learning - Teachers met on March 24 to review data and begin preparations for Summer Academy.

Parent-Teacher Conferences were held via Zoom on March 9 and 11. The home-school connection is vital for the education of our students.

Planning for 2021-22 - A parent meeting for all 2021-22 Raymond Central prospective kindergarteners was held on March 29. There are currently a total of 42 kindergarteners registered in the district for 2021-22. Visitation Day for prospective kindergarteners will be Monday, May 3. Transition date for 5th to 6th grade is scheduled for April 29 with a meeting for parents to be held in August. The hiring process for next school year is mostly complete with screening, reference checks, and interviewing.

Thank you to the PTO for providing meals for the teachers during parent-teacher conferences. The PTO is sponsoring some end of year special events for our students. We appreciate their continued support.

Other happenings at Valparaiso:

We participated in Severe Weather Awareness week and practiced a tornado drill on Wednesday, March 24.

Many staff received their second vaccination on March 25. Consequently, both March 25 and March 26 were very busy at school covering classrooms. Special thanks to all staff who did "whatever it takes"

to make it happen.

Students were encouraged to participate in a reading challenge during March. Valparaiso had 47 students complete their reading logs to document reading at home for at least 20 minutes a day for 20 days in March. Students who met the challenge received a free book. Thank you to the PTO for purchasing the books and to Mrs. Hlavaty for organizing and facilitating the challenge.

An online Book Fair was held from March 4-17. We usually have a Book Fair at the school in conjunction with parent teacher conferences, but we adjusted for this year.

Growth and Development was presented to 4th and 5th graders on April 1. Genders and grades were split. Nurse Amanda Ehlers led the video and discussion for each grade for the girls. Mr. Steve Rose led the boys at each grade level with a video and discussion.

The Plant Sale will be held on May 1. Drive thru pick up is scheduled from 9am to 3pm at the Valparaiso Elementary parking lot. All ordering is now complete. A limited number of plants will be available for open sale. Thank you to Mrs. Kristine White and Mrs. Kendra Carlson for organizing the sale and to all who ordered plants. All proceeds benefit the Jump Start to Kindergarten and Kindness Retreats.

TeamMates is hosting a Book Fair at Barnes and Noble located at South Pointe Pavilion in Lincoln. In store shopping days are May 8 and 9. The online shopping dates are May 8-13.

Track and Field Day is being planned for the week of May 10 with upper grades attending in the morning and primary grades participating in the afternoon. Each school will have their own day at their own site to align with our current protocols.

The Elementary Music Program for grades 3-5 is scheduled for May 10. To align with current protocols, the concert will be virtual. Mr. Strouf and Mr. Luke will record the segments and then send the video out to families. Positive feedback was received from families regarding this format for the Winter Concert.

Plans are being made to host 2021 Summer Academy. Classes will be held in the mornings on Tuesdays, Wednesdays, and Thursdays with wrap around care available through Civic Nebraska for a fee. Participants will be invited to attend; notices will go out to families later in April.

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

The window for NSCAS state wide testing is open from March 22-April 30 for students grades 3-5.

Parent-Teacher virtual conferences were held March 9 and 11 from 4:15-8:00. Ceresco had 98% of the 137 parents participate. Thank you to the teachers for providing this opportunity for parents to support their child's education.

Raymond Central is excited to announce a new program for this summer. We will be offering Summer Academy 2021 free of charge in June. This learning experience will be offered by invitation only. Students will participate in a variety of learning activities based on his/her progress towards grade level learning goals. Teachers are designing engaging lessons to close the learning loss in grade level benchmarks for reading, writing, and math. Cross grade level groups of grades K and 1, grades 2 and 3, and grades 4 and 5 will be offered at each elementary school; however, these groupings are dependent on student need and participation numbers. Participants will be expected to attend each day the Summer Academy is planned.

Summer Academy 2021 will take place from June 8-July 1 on Tuesdays, Wednesdays, and Thursdays. Approximate times will be from 9:00-11:30am. A take home lunch will be provided to participants. Wrap around child care will be available through the Civic Nebraska Summer Program for a fee. Invitations to individual students and their families for Summer Academy 2021 will be sent home in mid April.

The Kindergarten parent meeting was held Monday, March 29 at 7:00 in the high school new gym. Currently, Raymond Central has 40 students registered for Kindergarten.

Special Education-Numbers continue to increase in the Special Education Department. In May, the final distribution will be added to the Board Report.

Administration presented data from the Fall 2020 to Spring 2021 MAP scores showing positive results. MAP is a summative assessment and adaptive to individual student learning. It is one measure of student learning with standards.

Steve Rose reported on the work of our EIR Grant which will enhance STEM and Computer Science throughout the district.

Review MAP Scores (Fall 2020 to Spring 2021)

EIR and STEM Update - Steve Rose

Superintendent's Report

The last day of school for students will be Friday, May 14 with an 11:45 AM dismissal at our elementary school sites and a 12:00 PM dismissal at the Jr-Sr High School. Teachers will report for the week of May 17-21 and we will also provide a couple of days for classified staff to make up for missed time due to snow days.

We served 143 four-day meals to students over spring break. Thank you to Patty Hudson and her team for prepackaging meals and making this possible. We are planning to continue the Summer Lunch Program starting the week of May 17.

We are excited to announce the expansion of our preschool program with a stand-alone 3-year-old program. Right now we have 36 four-year-olds (max capacity) and 19 three-year-olds. We are currently working on the space where the 3-year-olds will be housed.

Wellness Committee Update - The Wellness Committee met on March 31 to discuss the Farm to Table Grant, Monthly Meal Program, Summer Lunch Program, and also the Governor's Wellness Award.

RC staff (over 60%) completed the personal wellness survey. The data collected from this will be used to create staff wellness goals.

The committee will also be reviewing student movement during class time through a teacher survey.

Teacher Evaluation Committee Update - The Teacher Evaluation Committee met on March 30 to continue the creation of our updated evaluation process and protocols. Significant steps were taken forward. The committee will meet on April 27 to finalize the evaluation rubric and develop the process that will be used. We will also meet a representative from TeachBoost who will be digitizing the process for us.

COVID-19 Update - We will continue to wear masks for the remainder of the school year. We will also continue our mitigation protocols within our three school sites. We have received confirmation from both health departments that the variant strands have made their way to Nebraska. Thank you for everyone's continued efforts in helping to stop the spread of the virus. 85% of RC staff voluntarily signed up and were vaccinated.

We have not made any decisions about COVID-19 related protocols for the 2021-2022 school year. These conversations will occur over the summer.

PLC Summer Institute - ESU2 will be hosting a virtual Solution Tree PLC Workshop in Fremont June 2-4. We are seeking teachers who are interested in spending three days out of their summer to learn with the nation's experts on collaboration, MTSS, data-driven instruction, assessment, and more.

Raymond Central's Summer Academy for K-5 - Mrs Dostal and Mrs Egr have been working hard to develop Raymond Central's Summer Academy for 2021. The focus will be to close learning gaps for students in grades K-5. More information will be communicated when plans are finalized.

Update on Student Leadership Equity Work - Our plan is to create a 20-minute video introducing the work that the leadership team has been doing. We are still planning to bring Aaron Davis in to share his stories with our students. Bottom line is that our students need more experience and exposure to the world around them to understand differences among everyone. If we cannot identify our own bias, it will be difficult to create the movement we are looking to do across our amazing district.

Goal 1: Ensure continuing well being of staff and students by creating an equitable framework for responding to and recovering from a pandemic.

Goal 2: Continue the creation of a 10-year facilities strategic plan for implementation that addresses maintenance and improvements for existing building assets.

Goal 3: Develop progress monitoring tools to evaluate the effectiveness of district initiatives to ensure the sustainability over time.

2019-2020 Raymond Central Strategic Plan

Facilities Report

The Facilities Priority List is continually updated. Upcoming large projects include:

- Asphalt Main Drive and Bus Loading/Unloading Zone
- Waterway in the Field
- Replace 4 Addison Units @ the Jr/Sr High School
- Replace Flat Roof Areas at the Jr/Sr High School
- Phase I of Concrete Work (behind the school next to the new shed)

Upcoming small projects:

- Replace tile with carpet in ELA classroom
- Prepare Special Education Director's Office
- Creating a PK space solution

Review of Technology Plan

I attended ESU2 Tech Rep Meeting. At the meeting, we discussed new Google tiers, Microsoft Pricing, different services that they can offer, upcoming projects they are working on, updates on NNNC, and eduroam.

Tasha and I have been working on updating the video board outside the Mustang Room. We have been starting to add pictures, content, and update records.

I have been working with teachers and students to run updates on their computers and Chromebooks.

I have started to purchase the necessary technology for teachers and staff members.

Website Updates -

- Added April Lunch Menu
- Added April newsletter
- Worked on Staff Directory - In Progress
- Added new staff members
- Deleted staff members who have left the district
- Added Staff Pictures
- Edit the old "Staff" page under each school and transition to the Staff Directory
- Camps Website
- Volleyball
- Boys Basketball
- Football

- Wrestling
- Created a "Technology" Tab
- Moved forms under the technology tab
- Created and posted graphics for parents and student Chromebook Responsibilities.
- GoGuardian Parent Signup Form
- GoGuardian Parent Signup Information/Instructions

Update of Raymond Central Crisis and Safety Protocol

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

Transportation Committee (Breitkreutz- chair, Springer, Lange)

Finance Committee (Springer- chair, Blanchard, Breitkreutz)

Facilities Committee (Blanchard- chair, Springer, Burklund)

Negotiations Committee (Blanchard - chair, Gould, Lange)

Curriculum Committee (Gould - chair, Burklund, Lange)

Policy Committee (Springer- chair, Gould, Lange)

NASB Monthly Update

Review 2021-2022 Student Fee Schedule - Consider, discuss and take all necessary action

Motion by Breitkreutz, second by Burklund to approve the 2021-2022 Student Fee Schedule with no changes. RCV 5-0. Motion carried.

Energy Services Contract - Jr/Sr High School HVAC Work - Consider, discuss and take all necessary action

Motion by Blanchard, second by Lange to approve Energy Services Company Contract
 Resolution: Whereas the Board of Education authorizes the Superintendent to sign an Energy Services Company (ESCO) Contract with Facility Advocates for the amount not to exceed \$475,000 for the Energy Conservation Measures discussed. RCV 5-0. Motion carried.

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

Action Items

Approval of Substitute(s)

Motion by Breitkreutz, second by Burklund to approve Kate Gralheer as a Teaching Substitute; and Hannah Miller and Emily Priefert as Paraeducator Substitutes. RCV 5-0. Motion carried.

Approval of Staff Resignation(s)

Motion by Blanchard, second by Lange to approve staff resignations of: Wade Houchin, Strength and Conditioning Coordinator (effective June 1, 2021); Tyler Jedlicki, Industrial Tech; Janet Dannelly, High School Student Council; Whitney Lehn, Agriculture Teacher and FFA Sponsor; Zac Tanner, Valparaiso

SPED Para; Mike Henderson, JH Boys Basketball; and Rhonda Madsen, Independent School afternoon driver. RCV 5-0. Motion carried.

Approval of Staff Appointment(s)

Motion by Lange, second by Breikreutz to approve staff appointments of: Kathryn Arp-Agriculture Educator and FFA Advisor (MA, Step 6); Aliya Spale-K-12 Vocal Music (BA, Step 1); Johanna Jackson-6th grade (BA+18, Step 5); Jenna Winfrey-HS ELA and Girls HS BB assistant (BA, Step 4); Paige Mestl-Ceresco SPED Teacher (BA, Step 3); Megan Kemnitz-PK Teacher and Elementary SPED (MA, Step 5); Rachel Beck-SLP (MA, Step 1); Caitlin Roussan-Psychologist (MA+36, Step 6); Amanda Coufal-Special Education Director (12 month contract, \$85,000); Cherie Swanson-Ceresco Elementary SPED Para; Kent Millington-JH Speech Coach; Kate Millington-Asst HS Speech Coach; and Court Croghan-JH Boys BB position. RCV 5-0. Motion carried.

Approval of 2021-2022 Special Education Services Contract

Motion by Blanchard, second by Lange to approve the 2021-2022 Education Service Unit No. 2 Special Education Services Contract providing services for Birth-PK Speech Pathologist (0.40), Teacher of Vision (0.05), Administration Services, and Supervision at a total cost of \$62,105.00. RCV 5-0. Motion carried.

Approval of Title IV Consortium Through ESU2

Motion by Burklund, second by Lange to approve the Title IV Consortium Agreement through Educational Service Unit No. 2. RCV 5-0. Motion carried.

Approval of 2021 RC and VABA Baseball (Softball) Agreement

Motion by Breikreutz, second by Burklund to approve the 2021 Raymond Central/VABA (Baseball-Softball) Agreement. RCV 5-0. Motion carried.

Approval of Raymond Central Education Foundation Member

Motion by Breikreutz, second by Lange to approve Monica Siebrandt as the replacement for a board-approved member of the Raymond Central Educational Foundation and finish the term which ends December 31, 2021. RCV 5-0. Motion carried.

Approval of Next Regular Board of Education Meeting - Wednesday, May 12, 2021

Motion by Blanchard, second by Lange to approve the next Regular Board Meeting to be held on Wednesday, May 12, 2021. RCV 5-0. Motion carried.

Adjournment

Motion by Breikreutz, second by Lange to adjourn the meeting at 7:29 PM. RCV 5-0. Motion carried.

Important Upcoming Dates:

- April 20th - School Finance Workshop @ 5:30 PM
- April 30th - No School (COVID-19 Flex Day)

- May 12th - Committee on American Civics Committee Meeting @ 5 PM
- May 12th - Regular BOE Meeting @ 6 PM
- May 15th - Graduation @ 2 PM

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

April 30, 2021

	4/1/2021 Thru 4/30/2021	4/1/2020 Thru 4/30/2020
Bank Balance - Beginning of month	\$ 1,778,161.37	\$ 1,869,525.77
Deposits	\$1,882,928.90	\$ 1,703,018.13
Interest	\$240.76	\$ 1,000.40
Less Total Warrants	<u>\$ (726,350.05)</u>	<u>\$ (684,003.47)</u>
Bank Balance - End of Month	\$ 2,934,980.98	\$ 2,889,540.83
Plus Outstanding Deposits	\$ -	\$ -
Less Outstanding Checks	\$ (123,837.58)	\$ (99,326.94)
Book Balance - End of month	<u>\$ 2,811,143.40</u>	<u>\$ 2,790,213.89</u>

**RAYMOND CENTRAL PUBLIC SCHOOL
FINANCIAL STATEMENT MAY 1, 2021**

GENERAL FUND

Cash Balance - April 1, 2021		\$1,656,764.08
April Receipts		\$1,882,928.90
April Interest Earned		<u>\$240.76</u>
	Total	\$3,539,933.74
April Disbursements		<u>-\$728,790.34</u>
	Cash Balance - May 1, 2021	\$2,811,143.40

LUNCH FUND

Cash Balance - April 1, 2021		\$179,137.27
April Receipts		\$57,561.83
April Interest Earned		<u>\$9.64</u>
	Total	\$236,708.74
April Disbursements		<u>-\$44,202.65</u>
	Cash Balance - May 1, 2021	\$192,506.09

BUILDING/SINKING FUND

Cash Balance - April 1, 2021		\$1,016,877.67
April Receipts		\$106,482.75
April Interest Earned		<u>\$105.90</u>
	Total	\$1,123,466.32
April Disbursements		<u>\$0.00</u>
	Cash Balance - May 1, 2021	\$1,123,466.32
Certificate of Deposit + Interest		<u>\$555,030.57</u>
	Combined Balance -May 1, 2021	\$1,678,496.89

HIGH SCHOOL BOND FUND

Cash Balance - April 1, 2021		\$433,990.94
April Receipts		\$125,593.12
April Interest Earned		<u>\$61.25</u>
	Total	\$559,645.31
April Disbursements		<u>\$0.00</u>
	Cash Balance - May 1, 2021	\$559,645.31

DEPRECIATION FUND

Cash Balance - April 1, 2021		\$1,059,772.22
April Receipts		\$0.00
April Interest Earned		<u>\$261.31</u>
	Total	\$1,060,033.53
April Disbursements		<u>\$0.00</u>
	Cash Balance - May 1, 2021	\$1,060,033.53
Certificate of Deposit + Interest		<u>\$622,354.76</u>
	Combined Balance -May 1, 2021	\$1,682,388.29

QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

Cash Balance - April 1, 2021		\$10,469.28
April Receipts		\$0.00
April Interest Earned		<u>\$0.69</u>
	Total	\$10,469.97
April Disbursements		<u>\$0.00</u>
	Cash Balance - May 1, 2021	\$10,469.97

EMPLOYEE BENEFIT FUND - UNEMPLOYMENT

Cash Balance - April 1, 2021		\$34,966.37
April Receipts		\$0.00
April Interest Earned		<u>\$2.87</u>
	Total	\$34,969.24
April Disbursements		<u>\$0.00</u>
	Cash Balance - May 1, 2021	\$34,969.24
Certificate of Deposit + Interest		<u>\$16,093.84</u>
	Combined Balance -May 1, 2021	\$51,063.08

TAXES - 2020-2021

Taxes Budgeted	\$7,466,374.00	
Taxes Received	<u>\$4,217,429.03</u>	4/30/2021: 56.49% Received
Balance	\$3,248,944.97	4/30/2020: 55.48% Received

RAYMOND CENTRAL PUBLIC SCHOOLS
GENERAL FUND RECEIPTS AND DISBURSEMENTS - APRIL 2021

APRIL 1, 2021 BANK BALANCE		1,656,764.08
LANCASTER COUNTY TREASURER		
TAXES	1,220,433.16	
MOTOR VEHICLE TAXES	27,327.77	
FINES & FEES	1,464.00	
HOMESTEAD EXEMPTION	15,595.12	
PROPERTY TAX CREDIT	71,087.34	
AG LAND PROPERTY TAX CREDIT	55,135.57	
PERSONAL PROPERTY TAX CREDIT	47,837.60	
MOTOR VEHICLE PRO RATE	4,247.62	
SAUNDERS COUNTY TREASURER		
TAXES	110,317.89	
MOTOR VEHICLE TAXES	20,869.17	
FINES & FEES	925.25	
HOMESTEAD EXEMPTION	14,649.81	
PROPERTY TAX CREDIT	103,697.43	
MOTOR VEHICLE PRO RATE	3,162.48	
SEWARD COUNTY TREASURER		
MOTOR VEHICLE TAXES	1,562.05	
FINES & FEES	108.35	
HOMESTEAD EXEMPTION	280.04	
PROPERTY TAX CREDIT	3,230.32	
MOTOR VEHICLE PRO RATE	103.32	
BUTLER COUNTY TREASURER		
FINES & FEES	19.09	
PROPERTY TAX CREDIT	276.64	
MOTOR VEHICLE PRO RATE	7.12	
STATE OF NEBRASKA		
STATE AID	36,760.00	
SPED SCHOOL AGE	85,138.00	
BUS REBATE	42,000.00	
RCPS HOT LUNCH FUND		
FEBRUARY EXPENSES	15,750.04	
PAYROLL DIRECT DEPOSIT		
ACH RETURN	187.00	
PRE-SCHOOL FEES		
FEES	756.72	
OAK CREEK VALLEY BANK		
GENERAL FUND INTEREST - FEBRUARY	240.76	
	TOTAL APRIL RECEIPTS	1,883,169.66
	TOTAL RECEIPTS	3,539,933.74
	APRIL DISBURSEMENTS	728,790.34

MAY 1, 2021 BANK BALANCE 2,811,143.40

WE RECEIVED A TOTAL OF \$4,217,429.03 IN PROPERTY TAXES FOR YEAR TO DATE. (56.49% of Tax Asking)

RAYMOND CENTRAL PUBLIC SCHOOLS
Student Fees Account Balances - April 2021

<u>Activity Name</u>	<u>Beginning Balance</u>	<u>Revenues</u>	<u>Expenses</u>	<u>Balance</u>
Activity Pass	1,180.00	0.00	0.00	1,180.00
Service Fees (Student F	159.86	7.34	7.04	160.16
Ag-Ed Labs	2,284.04	0.00	0.00	2,284.04
Art Class	207.20	50.00	0.00	257.20
Band Dry Cleaning	176.72	0.00	0.00	176.72
Band Repair/Rental	1,653.88	50.00	0.00	1,703.88
Choir Dry Cleaning	483.10	0.00	0.00	483.10
Chromebooks	(2,424.40)	95.00	0.00	(2,329.40)
Computer Science	260.00	0.00	0.00	260.00
Drama	396.00	0.00	0.00	396.00
FBLA	2,799.56	0.00	144.98	2,654.58
FFA	291.84	0.00	0.00	291.84
Foods Class	1,880.70	25.00	0.00	1,905.70
Mock Trial	450.01	0.00	0.00	450.01
NFL	15.00	0.00	0.00	15.00
Skills USA	1,921.18	60.00	19.99	1,961.19
Speech	(371.79)	25.00	168.00	(514.79)
Sports Fees	6,692.02	0.00	0.00	6,692.02
Tech Ed	2,003.29	27.00	425.48	1,604.81
	<u>20,058.21</u>	<u>339.34</u>	<u>765.49</u>	<u>19,632.06</u>

93	5/7/21 Scholastic Inc.	Books for Title 1 Reading students	114.00
94	5/7/21 School Specialty Supply	Materials for 5th grade classroom	213.47
95	5/7/21 School Specialty Supply	5th Grade Supplies V	3.06
96	5/7/21 Super C	Fuel - Bus	141.36
97	5/7/21 Tvrdy`s One Stop	Wiper Blades	58.00
98	5/7/21 U. S. Bank Equipment Finance	Photo Copiers Monthly Lease	3,625.57
99	5/7/21 Village Of Valparaiso	Utilities V	221.87
100	5/7/21 Waste Connections Co	Garbage HS, V	462.75
101	5/7/21 WeatherCraft Co. Of Lincoln	Roof Repair C	1,123.00
102	5/7/21 Windstream	Phones	1,936.69
103	5/7/21 Langfeldt Overhead Door	Installation/Parts Bus Barn	275.00

Hot Lunch Fund - Bills Paid Since April 14, 2021 BOE Meeting

	<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
1	5/7/21	Cash-Wa Distributing	Hot Lunch Food, Supplies	16797.13
2	5/7/21	Hiland Dairy	Milk - Hot Lunch	3428.65
3	5/7/21	Jackson Services Inc.	Hot Lunch Wash Cloth	124.14
4	5/7/21	Patty Hudson	Hot Lunch Food, Supplies Reimbursement	523.78
5	4/20/21	RCPS District 161	Hot Lunch Payroll	15750.04
6	5/7/21	Sysco Lincoln	Hot Lunch Food	2407.31
7	5/7/21	TriMark	Hot Lunch Supplies	154.98

Athletics	04/22/2021	Freeburg, Terry	4/26 JV/V BB Umpire	125.00
FFA Act	04/22/2021	Menards Lincoln	4 bags potting mix, 2 trash cans	274.56
Class 2022	04/27/2021	Deidel Photography	5 Hr Prom Photography	175.00
Athletics	04/27/2021	Best Western Kearney	State Speech Hotel	839.93
VolleyBall	04/27/2021	Sports Express	backpacks	533.40
Drill Team	04/27/2021	Varisty Spirit Fashions	Uniforms	2,652.60
FBLA Act	04/27/2021	RC Skills USA	FBLA purchase- yard games	164.76
RC Concessions	04/27/2021	RC Dance Team	JH track Concessions 4/22	270.56
Student Pop	04/27/2021	Allison Stansberry	PT Conf /Staff room treats	173.74
Athletics	04/29/2021	Malcolm Public Schools	Usage of HyTek Computer	150.00
Athletics	04/29/2021	Gore, Coleman	JH track Meet Management	150.00
FBLA Act	04/29/2021	Super C	Pizza for Craft Fair	219.80
FFA Act	04/29/2021	Raymono`s Pizza	2 hamburger pizzas	17.98
Speech	04/29/2021	Nat'l Individual Events Tournament	Nationals Fees	250.00

RAYMOND CENTRAL PUBLIC SCHOOLS

Student Fees Checks - April 2021

<u>Activity Name</u>	<u>Date</u>	<u>Vendor</u>	<u>Description</u>	<u>Amount</u>
Speech	04/07/2021	Super C	Pizza for Districts	168.00
Tech Ed	04/07/2021	Liberty Hardwoods Inc.	10' Red Oak	132.21
Tech Ed	04/07/2021	Liberty Hardwoods Inc.	Service Charge	15.00
Tech Ed	04/08/2021	Menards Lincoln	Supplies for Tech Ed	87.59
Tech Ed	04/15/2021	Menards Lincoln	Supplies for Tech Ed	31.51
FBLA	04/20/2021	RC Concessions	Pop for FBLA Craft Show - Concessions	106.00
Skills USA	04/20/2021	US Bank	Skills USA Supplies	19.99
FBLA	04/22/2021	Alexandra Bastian	Donuts for Craft Fair- Reimbursement	25.00
Tech Ed	04/22/2021	Menards Lincoln	Supplies for Tech Ed	122.59
Tech Ed	04/22/2021	Shomos, Madeline	Coffee Grounds -Reimbursement	13.98
Tech Ed	04/29/2021	Menards Lincoln	Supplies for Tech Ed	37.58
Service Fees	04/07/2021	RevTrak	Service Fees (Student Fees)	7.04
				<hr/> 765.49

Jr/Sr High Board Report **Allison Stansberry**

Senior shout outs continued...

- Logan Sears has completed his first solo flight
- Grace Mueller broke the school record in long jump
- Jenna Krenke signed with Hastings College for Cheer
- Hunter Kohl and Lauren Prosocki received the Elks Lodge Scholarship
- Calleigh Osmera, Connor Nichols. And Jenna Krenk were name 2021 All Academic Program Honorable Mention through the Omaha World Herald

Staff Appreciation Week: May 3rd-May 7th Below is a list of what we did to celebrate all of our amazing staff at the Jr/Sr High in honor of staff appreciation week!

- Monday: Breakfast
- Tuesday: Let us “Lei” it out for you! You’re the best staff around and we are “poppin” with appreciation! (Popcorn Bar)
- Wednesday: Here is the scoop! We think you are pretty cool! (Ice cream)
- Thursday: You’re O’Fish-ally the best teachers and staff. Thank you for all you do!
- Friday: You make our school Sun Sational (Picnic Outside)

Graduation Plans for the Commencement Ceremony are as follows:

The Commencement Ceremony will be held on May 15th, 2021 at 2:00 PM in the main gym.

- Masks required
- Families of graduates must sit together and distanced from other families
- The band and choir will not perform to allow us for additional space for families
- Every student is allowed up to 12 guests. Tickets will be given to students after they successfully complete their check in.
- Remote learning students and early graduates will receive their tickets and complete check out at rehearsal.
- Doors will open at 1:00PM.

Week of May 10th (Last week for students)

- May 11th: Seniors Last Day
 - Student Signing Day at 2:45 (live streamed)
- May 12th and May 13th: Finals
 - May 13th is also district Track
- May 14th: Students last day of school. Activities planned:
 - Checkin
 - Chromebook Check in
 - Presentation by Deputy Piitz

- Equity video created by our student leadership team and discussion
- Outdoor activities

- May 15th: Commencement Ceremony @ 2:00PM

Proposed Bell Schedule for 2021-2022 School Year:

<u>A Day</u>	<u>B Day</u>
Block 1: 8:10-9:35	Block 5: 8:10-9:35
Block 2: 9:38-11:08	Block 6: 9:38-11:08
Block 3: 11:11-1:11 (Lunch Included)	Block 7: 11:11-1:11 (Lunch Included)
- Lunch 1: 11:08-11:38	- Lunch 1: 11:08-11:38
- Lunch 2: 11:48-12:18	- Lunch 2: 11:48-12:18
- 6th grade	- 6th grade
- Lunch 3: 12:41-1:11	- Lunch 3: 12:41-1:11
Advisory: 1:15-2:00	Advisory: 1:15-2:00
Block 4: 2:03-3:30	Block 8: 2:03-3:30

Congratulations to our 2021-2022 Student Council Officers

Student Body President: Jaci Bryce

Senior Class President: Rachel Potter

Vice President: Skyler Sears

Secretary: Nelle Serrano

Treasurer: Josh Masek

Reps: Maddie Peterson and Micah Roubal

Junior Class President: Isaak Fredrickson

Vice President: Rachel Bos

Secretary: Maddie Ayres

Treasurer: Madison Parham

Reps: Aleyna Cutlers and Jaden Kohl

Sophomore Class President: Rosalie Tvrdy

Vice President: Braelyn Christensen

Secretary: Kyle Peterson

Treasurer: Leslie Bos

Reps: Bailey Skeahan and Olivia Masek

Freshman Class President: James Liu

Vice President: Sarah Lange

Secretary: Dawson Potter

Treasurer: Arianna Ceja

Reps: Elijah Ehlers and Liam Tvrdy

At this time, we are still working on hiring an Industrial Tech and ELA teacher. Typically, schedules are released prior to students leaving for the summer. Unfortunately, with us still being in the process of hiring, schedules are a fluid situation therefore schedules will not be released until mid to end of June.

TO: Dr. Derrick Joel and the Board of Education
FROM: Mrs. Shelly Dostal, Elementary Principal at Valparaiso, and K-5 Curriculum Director
DATE: May 6, 2021
RE: Principal's Report

1. Assessment - State Testing (NSCAS) for Phase I Pilot English Language Arts (Grades 3-8), Phase I Pilot Math (grades 3-8), and Science Field Test (grades 5 & 8) has been completed. In addition, paper/pencil tests have been returned and alternate assessments processed. Results will not be released to districts until later this summer or in the fall.
2. Assessment –FASTBridge end of year testing (K-5) has been completed. Teachers will review data and make instructional decisions for next year based on the data. All elementary program assessment data is to be turned in by teachers by May 19 to Mrs. Dostal for analysis this summer. Report Cards will be mailed out to families on May 21.
3. Professional Learning – PLCs met for the last late start of the year on April 28. PLC groups read and discussed “Five Myths of Standards Based Grading,” Chapter 3 of *Grading from the Inside Out* by Tom Schimmer. PLCs will meet one last time on May 17. Data and reflections were to be completed. Some teachers will be participating in summer learning opportunities. The SIP team will meet this summer to review data and plan for next year. The group will miss the leadership of Mrs. Lori Maxwell who has served as chair of the SIP team for the last several years.
4. Professional Learning for May - The administrative team has a number of learning sessions planned for the week of May 17. Professional development is planned for Grading and Assessment, EIR Grant, Teacher Evaluation, CPI, Science Techbook for elementary teachers, as well as curriculum work, PLC time, and transition meetings.
5. Summer Academy 2021 - The elementary sites will host Summer Academy from June 8-July 1. Students will attend each Tuesday, Wednesday, and Thursday from 900-1130am. Students have been invited to attend; the goal is to decrease students' learning loss due to school closure as a result of the pandemic. Thank you to all the staff who will be working through the summer to benefit our RC students.
6. Planning for 2021-2022 –Visitation Day for prospective kindergarteners was held on Monday, May 3. Fifth graders visited the HS building on April 29. Mrs. Stansberry, Mr. Grahleer, Mrs. Osten, and 6th grade teachers Mrs. Abby Spangler and Mr. Adison Kenning facilitated the 5th to 6th grade orientation session for fifth graders from both buildings. Sixth grade families will also have a meeting in August. We will have a “moving up” time on May 12 at the Valparaiso site when all K-4 students visit the next grade's classroom. This transition time will assist students as they look forward to the next school year.
7. PTO – We are thankful for the diligent efforts throughout the year by the PTO to support our students and staff, and especially for the funding for some special end of year activities. Thank you to the families for all the treats to celebrate /Staff Appreciation Week. The last Mustang Dining Out Day will be May 14 with Raymono's donating a percentage of the day's sales to the PTO. Officers for 2021-22 include: President – Candace Jindra; Vice President – open; Treasurer – Marcene Sklenar; Secretary – Jeni Vech. We will meet this summer to plan out the 2021-22 events. Thank you to Maureen Brase-Houchin for her leadership on the board for the last several years, and to all the amazing volunteers who support our elementary schools.
8. Other happenings at Valparaiso:
 - Great job to Mrs. Kristine White and Mrs. Kendra Carlson for organizing a record breaking plant sale on May 1! Thank you to everyone who purchased plants and to those who helped organize. Funds raised will support the Jump Start to Kindergarten Program held during the summer and retreats like the Kindness Retreat for our older students.
 - The spring concert for grades 3-5 will be recorded and sent out to families on May 10. Thank you to Mr. Strouf and Mr. Luke for creating the video.
 - We are looking forward to our Track and Field Day on May 11. Rain date is May 13. Thank you to Ms. Kaly Brannagan for facilitating this experience in a modified way.
 - We have other special events planned for the last week of school, including a visit from Wildlife Encounters and a school picnic with class activities. Extra thought and attention to safe practices are in place to make these fun, enjoyable experiences for our students. Thank you to the PTO for supporting these end of year activities.

- All Backpack families are receiving extra food for the summer months. Thank you to all who support this program!
- An end of year Awards Assembly will be held on May 14. We will recognize students for a variety of accomplishments.
- Congratulations to Mrs. Lori Maxwell on her retirement from teaching! We wish vocal music instructor Mr. Seth Strouf, fifth grade teacher Ms. Amy Ziegler, speech pathologist Ms. Kirsten Peterson, and school psychologist Mr. Philip Scherer the best of luck in their future endeavors.
- A huge shout out to our fantastic RC staff for all their work during this unprecedented school year. A special thank you to our teachers who taught both in person and Remote Learners synchronously this entire school year. The dedication, professionalism, and creativeness of the staff has been showcased this school year. I'm so proud of our staff!

May 6, 2021

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

From: Ann Egr - Ceresco Principal and Director of Student Services

1. Raymond Central will be offering a Summer Academy program. Currently we have 26 students enrolled in the program at Ceresco. We are excited to offer this Summer learning opportunity.
2. PTO sponsored a virtual trivia night on April 29.
3. Thank you to Mr. Luke and Mr. Strouf for organizing the virtual spring concert. The students sounded great and the band did a wonderful job.
4. The staff appreciated all of the wonderful treats provided by PTO, School board and parents for Teacher Appreciation Week. Thank you so much!
5. Thursday, April 29 was an exciting day for the fifth graders! They participated in transition activities at the High School. Mrs. Stansberry, Mr. Grahleer, and Ms. Osten organized activities for the group.
6. Due to Covid-19 restrictions, students were not able to go on a field trip as usual. PTO is sponsoring "Wildlife Encounters" assembly on Tuesday, May 11. Grades K-2 will attend from 1:00-1:45 followed by grades 3-5 starting at 2:00. Thank-you PTO!
7. Field Day will be Wednesday May 12 starting at 8:45. This year the event will be held in Ceresco at the Highway Park. A huge shout out to Ms. Brannagan for organizing this for both elementary schools.
8. The annual school picnic will be held on Thursday, May 13 at the Highway park. We are hoping to make the last week of school a memorable one!

Special Education-

Students Served Through Special Education: Early childhood special education (ECSE) special education programs and related services are designed to serve children below age five with verified disabilities. School age special education programs and related services are designed to serve children with verified disabilities from age five through the school year in which the children reach age 21.

Following are the current numbers by category:

<u>Grade Level</u>	<u>Total Numbers</u>	<u>Grade Level</u>	<u>Total Numbers</u>
Birth-5 (Home-ECSE)	16		
Non Public	9		
Pre-K	8		
K	5		
1	6		
2	5		
3	11		
4	11		
5	22		
6	11		
7	11		
8	7		
9	12		
10	10		
11	12		
12	8		
Total	164	(19 are NEW to the district)	

Primary Verification Distribution:

Specific Learning Disability	63	Developmental Delay	15
Other Health Impairment	29	Hearing Impairment	3
Autism	6	Emotional Disturbance	3
Intellectual Disability	5	Orthopedic Impairment	1
Speech-Language Impairment (only)	12		

Services:

- 40 - New Evals since August 26
- 36 - Re-Evaluations since August 26
- 3 - Waiting for initial evals in the Fall
- 21 - Served through Speech Services
- 12 - Served through Physical Therapy
- 21 - Served through Occupational Therapy
- 12 - Served through Incidental Benefits (Regular education students may incidentally benefit from special education services and delivered according to a student's IEP as long as no extra duties are performed on behalf of the regular education students).
- 3 - Served through Deaf Educator

Students Served through 504's:

- Elementary - 4
- Secondary - 20

Students Served through SAT Process:

- Elementary - 7
- Secondary - 6

May 2021 RC Board of Education Report

May is here! Thinking about where we were one year ago, it is hard to believe we made it. There are so many words that come to mind when trying to describe the 2020-2021 school year, however I have settled on *adapting*. Between our staff, students, parents, and stakeholders, everyone had to adapt to make the best out of the past year. This is a life lesson that goes well beyond the classroom for our students. Our students found ways to adapt to the circumstances to have a positive experience this past year.

- Our track athletes have been competing well all season. Every meet they went to had undesirable weather, but we had a beautiful day to celebrate our Seniors at the annual RC Invite on Thursday. They will be competing in Districts this coming Thursday in Louisville.
- Congratulations to Grace Mueller on her School Record long jump of 18'2".
- The Lincoln Lutheran/Raymond Central soccer teams have competed hard this year.
 - The girls defeated Columbus Lakeview 6-0 in the B-6 District Final to punch their ticket to the State Tournament. They are scheduled to play Columbus Scotus Friday night at Morrison Stadium on the campus of Creighton University.
 - The boys have a small but hard-working team. They lost in the first round of sub districts to Crete.
- The Branched Oak Bucks finished the year with a loss to Fairbury in the district tournament with a final record of 10-11. I think I speak for the players and parents when I say that spring baseball was sorely missed last year. It was nice to see the Bucks in action.
- Electronic Contracting Company is on the homestretch of their work on a new sound system in the Main Gym. With a couple of parts on temporary backorder, we are looking to complete well before our deadline of the May 16th HS Graduation. A big thanks to Jared, Ron, and the ECC crew for working with us to still hold classes while installing the speaker system. I am excited to work with the new system.
- We will not be hosting a formal athletic banquet this year. Instead, the individual coaches have been holding an awards presentation with athletes and families. We have been masking, distancing, and not allowing food at these presentations since the fall.
- The coaches have been working together to make a plan for our summer conditioning program. We have been waiting on guidance from the NSAA, but we hope to have a sense of normalcy return this summer. Information on this will be sent out this week to students and parents.

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

2020-2021 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 8.26.20, Updated 5.6.21

2020-2021

Priority Project	Scheduled	Finished	Location	Estimated Cost / Total Cost	Anticipated Start Date	Completion Date	Contractor(s)
Asphalt Main Drive	X		Jr/Sr High School	\$61,547 + \$17,500	June 2020	August 2020	• PAVERS
Waterway in Field (look @ W side of drive)	X		Jr/Sr High School	\$6,000	May 2020	July 2020	• LPS NRD (contractor TBD)
Bus Barn Addition	X	X	Jr/Sr High School	\$168,000	August 2020	December 2020	• Kevin Wolfe
Replace 4 Addison Units			Jr/Sr High School	\$475,000			• Facility Advocates
Replace Security Cameras	X	X	All School Sites (interior)	\$58,000	December 2020	January 2021	• Kidwell
Roof Areas 2, 4, 6, 8 (SPED, Mustang Room, Senior Hall, Media Center)	X		Jr/Sr High School	\$187,398	May 2021	August 2021	• WeatherCraft
Front Steps	X	X	Jr/Sr High	\$3,280	September	September	• Stephens and

Repair			School		2020	2020	Smith
Replace Faucets and Bathroom Hardware with Touchless	X	X	Both Elementary School Sites	\$13,000	December 2020	January 2021	<ul style="list-style-type: none"> • Jared Shanahan
Phase I Concrete Work (Handicap parking & new shed)	X		Jr/Sr High School	\$46,000			<ul style="list-style-type: none"> • Rezac Construction (R & R)
Concrete Replacement - Back Entrance	X	X	Valparaiso	\$4,000	December 2020	December 2020	<ul style="list-style-type: none"> • Rezac Construction (R & R)
Replace Carpet in Entrances with Rubber Flooring	X	X	Both Val and Ceresco Elementary Schools	\$2000 (Ceresco) \$4500 (Val) Total- \$6500			<ul style="list-style-type: none"> • Midwest Flooring
1911 Rock - Repair	X		Ceresco Elementary	TBD			<ul style="list-style-type: none"> • Jared is working to find someone to repair the rock
Lighting on Main Drive and N Parking Lot			Jr/Sr High School	TBD Solar - \$50,000 Electric - \$25,000			
NE Side of Gym Floor			Valparaiso Elementary	TBD			

Wireless Internet Access to Press Box and Bus Barn	X	X	Jr/Sr High School	\$5,000	December 2020	December 2020	<ul style="list-style-type: none"> • AIS - Affordable Internet Solutions
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Comprehensive List for 2020-2021

Project		Location	Estimated Cost / Total Cost	Anticipated Start Date	Completion Date	Contractor(s)
Asphalt Main Drive		Jr/Sr High School	\$61,547			<ul style="list-style-type: none"> • PAVERS
Waterway in Field		Jr/Sr High School	\$5,000	May 2020	June 2020	<ul style="list-style-type: none"> • LPS NRD (contractor TBD)
Bus Barn Addition	X	Jr/Sr High School	\$168,000			
Replace Security Cameras	X	All School Sites (not exterior Jr/Sr HS)	\$35,000			
Flat Roof Section		Ceresco Elementary	\$190,000	June 2020	August 2021	
Stucco Repair and Paint (Front Entrance)		Ceresco Elementary				
HVAC		Valparaiso	\$400,000			

Replacement Schedule		Elementary	(40 heat pumps @ \$10,000)			
HVAC Replacement - 4 Units		Ceresco Elementary	\$40,000			
Front Steps Repair	X	Jr/Sr High School	\$3,280			• Stephens and Smith
Remove Old Drinking Water Pressure Tank	X	Jr/Sr High School	Jared will research			
Replace or Repair North Pumphouse Roof		Jr/Sr High School	Jared will research			
Phase I of III Concrete Work		Jr/Sr High School	\$60,000			
Replace 4 Addison Units		Jr/Sr High School	\$300,000			
Concrete repair behind school	X	Valparaiso Elementary	\$4,000			
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	X	Both Val and Ceresco Elementary Schools	\$13,800 ***Bid from Ernies***			
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	Jared will research			***Possible fundraising project for PTO***
1911 Rock Bench		Ceresco Elementary				
Replace Wooden Lockers w/ Metal		Val and Ceresco Elementary				***Look at alternative plans, can we remove doors and add hooks?
Add Concrete to N Parking Lot for Drainage		Val Elementary	\$13,350.00			
Gym Floor		All Sites	\$10,000	Summer 2019	Summer 2019	

Refinish (annual cost)						
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Activities Specific

Side-By-Side	X	Jr/Sr High School	\$14,000			
Metal Bleachers for FB stadium		Jr/Sr High School				
New Sound System for Main Gym & Stadium	X	Jr/Sr High School				

Website Updates -

As always if you see something out of place send me an email and let me know.

- Added May Lunch Menu
- Added May newsletter
- Worked on Staff Directory - In Progress
 - Added new staff members
 - Deleted staff members who have left the district
- Edit the old "Staff" page under each school and transition to the [Staff Directory](#)
- Added Articles
- Added FBLA Alumni Facebook Page Link
- Updated Camp Information as the coaches send it in



NASB Monthly Update for Board Meetings - Agenda Item: May 2021

View the Monthly Update in video form at:

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

[Board Notes – Newsletter \(April\)](#)

“NASB Update”

As a board, some items you should doing, or have on the agenda for April include:

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

MISSION, VISION, & GOALS

- Strategic Plan Update; District Goals Update;

POLICY GOVERNANCE

- **Student Discipline/Law Enforcement Policies.** On or before **August 1** the board will annually review board adopted policies, rules, and standards pertaining to student conduct and review with county attorney. § 79-262
- **Student Attendance; Nonattendance; Referral to County Attorney.** Annual review of policy on attendance, excessive absences due to illness, services to address barriers to attendance, and collaboration with county attorney. § 79-209

ACCOUNTABILITY & STUDENT ACHIEVEMENT

- **Review Statewide Assessment Results**
- **Review current District Graduation Requirements** and proposed changes as appropriate.
- Review all expanded learning opportunities [Report: Career College Readiness courses, community partnerships, Advanced Placement courses, Distance Learning courses, Inter-local Agreements]
- Review **English Language Learners Program** [Report: enrollment, programming provided, staff support, curriculum]
- Review **Early Childhood Program** [Report: enrollment, programming, staff support, curriculum, etc.]
- Review **Special Education Program** [Report: supports provided, # of certified and classified staff, other]
- Review **HAL Program** [Content: current # of students identified, staff, curriculum, etc.]
- **Reports; filing requirements; contents.** On or before **June 30** the superintendent of each school district shall file with the Commissioner of Education a report described as an end-of-the-school-year annual statistical summary showing (a) the number of children attending school during the year under five years of age, (b) the length of time the school has been taught during the year by a qualified teacher, (c) the length of time taught by each substitute teacher, and (d) such other information as the Commissioner of Education directs. § 79-528

ADVOCACY

- Review the 2021 Legislative Session, board’s impact

DISTRICT/ESU RESOURCES [BUDGET]

- State Aid Certification and Distribution (§ 79-1022)
- Board and Administrator Budget Work Session

REPORTS

- Board Committees; Superintendent; Administrators;
- **Reports; filing requirements; contents.** On or before **June 30** the superintendent of each school district shall file with the Commissioner of Education a report described as an end-of-the-school-year annual statistical summary showing (a) the number of children attending school during the year under five years of age, (b) the length of time the school has been taught during the year by a qualified teacher, (c) the length of time taught by each substitute teacher, and (d) such other information as the Commissioner of Education directs. § 79-528.

BOARD ELECTIONS

- ESU Board - On or before **June 15** the ESU must notify County Clerk or Election Commissioners of member seats to be filled at general election. § 32-404 and § 32-601

NASB's Video Resources: <http://members.nasbonline.org/index.php/news-resources/videos>

- Legal Resources, NASB's Live & Learn Series, Q&A's with the Governor and Commissioner Blomstedt, EHA Updates, Advocacy breakdowns, Monthly Board Agendas, and MUCH more!

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

- NASB Annual Member Golf Outing – June 2 – Kearney
- NASB School Leaders & Law Conference – June 2-3 – Kearney
- ALICAP Workshops – June 29 in Gering – June 30 in Kearney – July 1 in Lincoln
- Area Membership Meetings – August to October
- Facilities & Construction Workshop – September 9 – Kearney
- Labor Relations Conference – October 12-13 – Lincoln
- 5th Annual Sparq Tailgate Party – October 30 – Embassy Suites - Lincoln
- State Education Conference – November 17-19 – CHI Health Center, Omaha

Advocacy/2021 Legislative Session:

- The 2021 legislative session began January 6. 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.

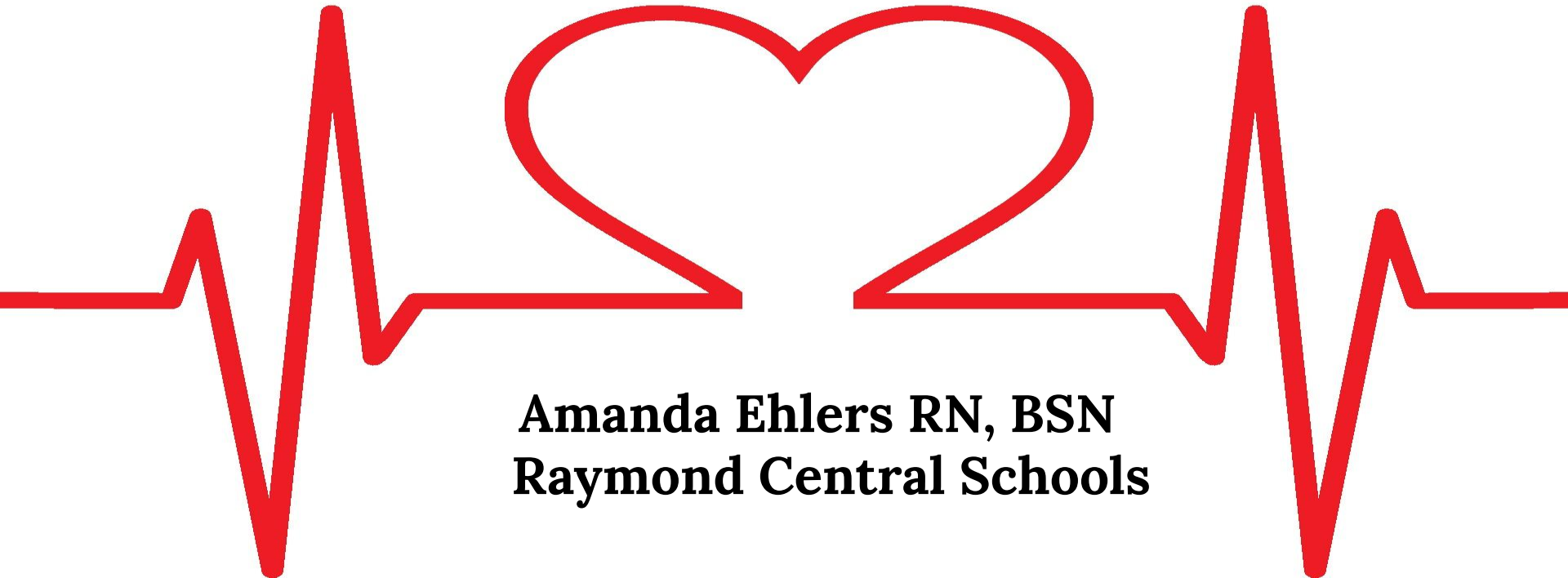
Follow NASB on twitter at www.twitter.com/NASBOnline using the hashtag #liveNASB
and on facebook at www.facebook.com/NASBOnline

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>

Health Program Beginnings



**Amanda Ehlers RN, BSN
Raymond Central Schools**

Goal of a school nurse

School nursing, a specialized practice of **nursing**, protects and promotes student health, facilitates optimal development, and advances academic success.

Definition taken from NASN 2020



What school nurses provide for students and schools

-Compliance with Nebraska State Law

-State mandated student health screening (apx 375 this year)

-Maintenance of students immunizations records/compliance

-Data tracking for certain illness and communicable disease prevention

-Maintain student health files for all students according to state law

-Case manage health conditions and chronic disease conditions

-Provided daily medications and as needed medication

-Provide triage care for all who walk through the door

Before students arrived

-Attended BOE meeting to review and gain support on re opening plan.

-Compiled and utilized recommendations from CDC, AAP, our county health department for: masks, social distances, sanitizing, lunch room eating, dividers

-Established partnership with Saunders Medical Center doctor Dr. Newborn as our consulting MD.

-Obtain order sets for emergency medication and protocol for Rule 49 : NDE and NE state compliance. States that any person who attempts to save a life in an emergency will avoid all liability

Before Students arrived...

- Inventoried and set up shop at the schools.
- Trained secretaries in Med administration (NE)
- Created Log books for illness and injury
- Created health plans and orders for:
 - Asthma, allergy, anaphylaxis, seizure**
- Provided each school with school supplied ACE, IBU and medication consents for OTC and RX

EMERGENCY PLANS AT EACH SITE:

- Enrolled our district in school Epinephrine program called EPI for schools. Provides all schools with EPI JR and Epi pens at no cost. (200 dollars / pen) All schools have EPIpens
- Staff trained at each school site in administration of EPIPENS
- Albuterol ordered through Dr. Newborn and distributed to all sites. Nebulizers at all sites for emergency.

POLICIES

-Collaboratively devised RC concussion policy and head injury assessment. Protocol based on Nebraska Concussion Network.

-Initiated Return to Learn and Return to Play with doctors notes and parental permission to return to full competition play

- It is in line with Nebraska state concussion law guidelines.

-Formation of Concussion Management Team

-Bed bug and lice policy

-Written with the help of NE extension office entomologist.

-Includes state standards from all districts.

Student Athlete drug testing!

Into the classrooms!

Red Ribbon Week Discussions

- Drug, alcohol and tobacco facts**
- Say NO! Campaign**
- 4th and 5th Grade Growth and Development Lessons, Mr. Rose**

Being a healthy kids!

- Generalizations in health behavior**
- Handwashing**
- Sneezing and coughing**
- Foods and drinks**
- Any questions**

Health Screenings

NE state law requires all students must be screened

K - 4 and 10th grade all screened not waived for pandemic

Hearing tests (borrowed audiometer from ESU)

Vision test for acuity

Height and weight

District wide only 5 referrals for evaluation were made (2 failed exams)

Provide resources for free reduced clinics

New Data and need for Information

-Student Health History

-Immunization Records

**- Tasks and Med setup electronically
in powerschool**

**-Para training learning: 1st aid and
CPR, head injury assessment(health
para/tech)**

**- Kindergarten Round up! Forms and
intake done this year.**

Student Management

Chronic Disease Management:

Asthma Plans with Inhalers- 22

Anaphylaxis Plans with EpiPens- 20

Seizure Plans-3

Endocrine Disorder/Diabetes

Mellitus Type 1 -3

Spina Bifida- 2

Medication Administration:

-Scheduled daily- 1,851 given

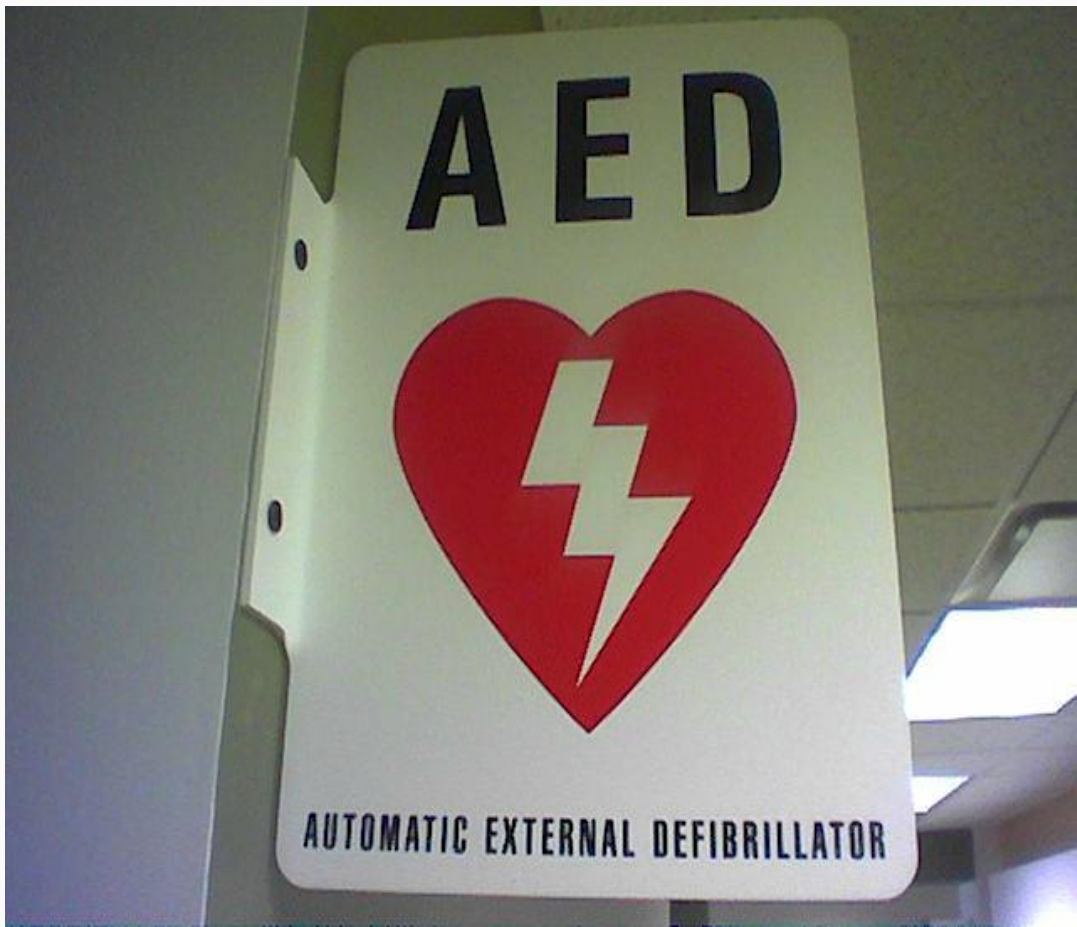
**-As needed meds - 201 given
(inhalers, Ibuprofen, Tylenol, Rx)**

When to visit health office.....

New poster/sign for **students** will be hung by restroom sinks, easy for them to understand.

Goal: To foster and learn independence with self care behaviors. This and evidence based **MTSS-B** strategies geared towards health promotion have proved a reduction in frequent, minor, trips to the health office in other LPS schools.

Utilization of **MTSS-B** strategies daily in the health office to reduce “frequent visits” and foster self care.



Tested and ensured all AEDs were in working order. Monthly checks now

Early Intervention!! Is key in saving lives. For students, staff and visitors in our buildings.

- **2021-22 school year the formation of emergency response teams will occur.**
- **CPR certification of staff and coaches will increase**

Goals and accomplishments for next year!

- CPR certified instructor this month to certify staff and coacher. With research this is what most districts do.
- Gather all student health conditions in powerschool for data tracking
- Emergency Response teams at each site and run drills
- Immunization data on track
- Further develop and perfect the items already mentioned and began
- Provide testing prior to the SAP and IEP formation

**I will continue to hand
out bandaids and ice
packs with care !**

Thank you for
having me. I have
enjoyed my
rookie year at
Raymond Central.

I want to continue
to have presence
and impact for
our students and
families.



We made it!



Derrick Joel <djoel@rcentral.org>

HAL

Janet Dannelly <jdannell@rcentral.org>

Thu, Apr 22, 2021 at 2:34 PM

To: Derrick Joel <djoel@rcentral.org>, Allison Stansberry <allison.stansberry@rcentral.org>

4/20/2021

Dear Administration:

After a lot of deliberation, I'm going to resign from the HAL position as well, with the alternating days of being absent from the building, it has been confusing for the kids to meet on different days every week. I think having a set day of the week would eliminate the confusion as to when they report for HAL. With this in mind, I hereby resign from this extracurricular position.

Janet Dannelly

May 6th 2021

I Haley Ayers am Resigning as the cook
at Raymond Central High School. My last day
will be August 2nd 2021.

Haley Ayers

May 6, 2021

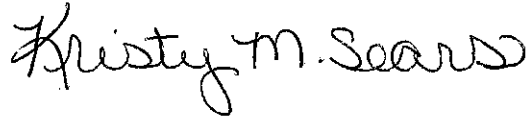
Dear Dr. Joel,

I am writing to formally inform you of my resignation as preschool bus driver effective for the 2021 - 2022 school year.

I would like to take this opportunity to thank you for all the support in this position over the past couple years. When I excepted this bus driving position it was definitely out of my comfort zone, but it was a challenge that I took on and grew to enjoy. However for the best interest of my family, I feel it is time to step down from the bus duties.

Thank you for all you do for Raymond Central!

Sincerely,

A handwritten signature in cursive script that reads "Kristy M. Sears". The signature is written in black ink and is positioned above the printed name.

Kristy Sears


April 20, 2021

Dear Principal Stansberry,

I am writing to let you know that I will not be returning to Raymond Central for the 2021-2022 school year since I have accepted a position within LPS.

I am grateful for the time and experiences I have had here.

Thank you,



Madeline Shomos

PROPOSAL

GENESIS CONTRACTING GROUP LLC.
404 HILL STREET
LINCOLN, NEBRASKA 68502


Submitted To: Jared Shanahan – Derrick Joel		Date 5/4/2021
Street 1800 W Agnew Rd	Job Name: RCHS – Portable Pre-K Classroom	
City, State and Zip Valparaiso, NE 68065		
Architect/Structural Engineer N/A		

SCOPE OF WORK: Provide all labor, material, and equipment required to perform the scope identified on the LPS Plans shared with RCHS.
<ul style="list-style-type: none"> - Base Bid includes Payment and Performance Bond. - Excludes Sales Tax as part of the base bid. - Excludes Site Work and Prep, includes pier footings but not the block to set beam on to frame portable - Excludes Steps or Ramp - Excludes Plumbing Finishes, RI Only.

WE PROPOSE hereby to furnish material and labor - complete in the sum of: **\$141,332.**

Payment to be made as follows: Within 30 days after receipt/approval of progress pay applications.

All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. Our workers are fully covered by Workmen's Compensation Insurance.



 Authorized Signature

ACCEPTANCE OF PROPOSAL - The above prices, specification and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.	
DATE _____	SIGNATURE _____

INTERLOCAL COOPERATION ACT AGREEMENT

THIS AGREEMENT (hereinafter called "Agreement") is made by and between the following Political Subdivisions of the State of Nebraska:

- a. Village of Ceresco, Nebraska (hereinafter called "Village");
- b. School District No. 161 of Lancaster County, Nebraska (hereinafter called "Raymond Central");

WHEREAS, Village and Raymond Central are political subdivisions of the State of Nebraska, and,

WHEREAS, Raymond Central maintains an elementary school site within the corporate limits of Village located generally at 114 S. Third, Ceresco, Nebraska, and,

WHEREAS, located on said site is a ballfield, and,

WHEREAS, Village maintains sites within its corporate boundaries for practice and games for use by the Ceresco Youth Recreation Association, which is a Nebraska Non-Profit Association, and,

WHEREAS, it is the desire of the Village to include within the facilities it provides to the Ceresco Youth Recreation Association (CYRA) under a Facilities Lease Agreement, the ballfield facility owned by Raymond Central, and

WHEREAS, the Village agrees to drag and maintain the basic field maintenance for the baseball diamond and field area and Raymond Central will permit the Village to do so, and to maintain in good repair any backstop (if provided) and maintain the integrity and safety of any benches or bleachers provided in the area which may be used by CYRA by their players or spectators,

NOW, THEREFORE, in consideration of the foregoing recitals and the mutual covenants hereinafter expressed, Village and Raymond Central agree as follows:

1. That this Agreement is made pursuant to authority provided in the Nebraska Interlocal Cooperation Act (Neb.Rev.Stat. §§13-801 to 13-827) and whenever possible, this Agreement shall be constructed in conformity therewith.
2. That the purpose of this Agreement is for outlining the duties and responsibilities of Village and Raymond Central.
3. Ceresco shall, during the CYRA ball season, provide the dragging and maintenance of the ballfield diamond and ball field of Raymond Central located in Ceresco, which may include weed abatement, mowing and leveling of the playing surface of the diamond and field.

4. That Raymond Central agrees to maintain the structures, if any (backstop, bleachers and benches in the ball field area), in good repair and for safety of the users.

5. Ceresco shall include the ball diamond and field, and spectator area for purposes of premises liability during the season during which CYRA utilizes the facility for its purposes and the same location shall be included in the Facilities Lease Agreement Ceresco has with CYRA.

6. That this Agreement shall become effective upon execution by all parties.

7. That this Agreement shall continue until either party hereto gives the other party thirty (30) day notice of the cancellation of this Agreement, and thereafter, this Agreement shall be null and void and neither party shall have any further obligation to the other party pursuant to this Agreement.

8. That separate copies of this Agreement shall be executed by the parties with the understanding that when the parties all have executed separate copies of this Agreement, all of the parties shall be bound by this Agreement to the same extent as though all of the parties had simultaneously signed a single master copy.

Dated: _____, 2021. VILLAGE OF CERESCO, NEBRASKA,

By: _____
_____, Its Chairman

Dated: _____, 2021. SCHOOL DISTRICT NO. 161 OF
LANCASTER COUNTY, NEBRASKA

By: _____
_____, Its President

MULTICULTURAL REPORT- 2020-2021
RAYMOND CENTRAL JR/SR High School

The following report is a list of multicultural material that was covered in the different subject areas. Not all areas were covered because it did not pertain to that subject matter. I have the items listed by departments.

English:

Cultures: In the high school, books and stories were read about Native Americans, African-Americans, Mexicans, Russians, and Jews. In English 9, "The Odyessy", "Romeo and Juliet", and "Of Mice and Men" were read. Poetry was studied in the Junior English Class. The poems were about African-Americans. Also, the students read Native Folk Tales and Slave Narratives. In the college class, the students studied racial issues in South Africa. In the Junior High, the students read stories about African-Americans, Mexicans, and Jews and the Greeks. Rosa Parks, Martin Luther King, and Anne Frank were studied more thoroughly.

Exceptionalities: In the freshmen class, short stories were read. Also, the students read "Of Mice and Men." In the Junior High classes, the students did a Holocaust unit and the *Giver* unit.

Gender and Age: In English 9 and 12 stories written by female authors were read all year. Books included were "Of Mice and Men", "The Hobbit", and "The Odyessy". In English 11, the students read "O Pioneers" and "The Crucible". In junior high, stories were read about women or written by women. Rosa Parks and Anne Frank were studied.

Religion: In English 12 the class studied a variety of Puntan writings". In English 9 the students read "The Odyessy". In English 11 the students read "The Crucible". In the Junior High classes, Greek Mythology and the Holocaust was taught.

Language: In the high school, the classes read and studied stories from Spanish speaking authors. Also, Emily Dickinson poetry was studied. In English 11, the students read "O Pioneers". In junior high, the classes studied elements of literature books. Creative writing and grammar was taught the whole year in Junior

High.

Socio-economic status: Black History was studied during Black History Month. The students completed worksheets. Many of the books previously discussed in other categories were read and studied in all of the English classes. In the College Prep class, personal choice books were read by the students. The authors included were Sherman Alexie, Maya Angelou, Amy Tan, and Toni Morrison.

Social Studies:

Cultures: All cultures have been studied throughout the year.

Exceptionalities: All classes taught exceptionalities. In Psychology, eating disorders, mental disorders, and intellectual levels were studied.

Gender and Age: Gender relations and rights within each of the cultures were studied and discussed.

Religion: All religions were covered.

Language: Many of the languages were covered in all social studies classes.

Socio-economic: All classes covered these issues.

All of the Social Studies classes in Junior High and High School do a great deal with multiculturalism. In every unit the students look at the differences between the upper class vs. the lower class.

Science:

Cultures: In all science classes scientists and inventors were studied. Evolution of early man was taught.

Exceptionalities: The students covered respecting differences.

Gender and Age: Famous scientists and inventors were covered. Also, a unit on violence was taught in junior high.

Religion: The opinions of Science and religion were taught. The Big Bang Theory was covered.

Socio-economic: Topics like homelessness and violence were studied in the junior high. Discussion on global climate change and how it would impact the many

types of incomes was discussed in the high school class.

Reading and Sped:

Cultures: "Abuela Invents the Zero": *A Celebration of Grandfathers* and "The Adventures of Tom Sawyer" were read. In reading 7 the students read stories that involve people from different cultures to help students connect to alternative perspectives. In the 6th grade Special Education class, many celebrations of other cultures are discussed.

Exceptionalities: "The Lottery Rose" and "I Never Promised You a Rose Garden" were read. The instruction was individualized to meet the needs of the students in the area of Special Education per their IEP's. In the 6th grade Special Education class, they discuss different abilities during the Life Skills Class.

Gender and Age: "Novel Partners", "The Color Purple", "The Wizard of Oz", "The Chocolate War", "Tom Sawyer, and Still I Rise" were read. In the 6th grade Special Education Class Women's History Month is discussed along with human development topics.

Religion: "Abuela Invents the Zero", "Holocaust", "Novel Partners", and "Into Thin Air" were read. Stories were read about God and Christianity. Some readings involved people of differing religions which can spark discussions that explain how different cultures view the concept of religion.

Socio-economic: "Mother to Son", "Still I Rise", "The Lottery Rose", "The Illustrated Man", and "The Outsiders" were read. Stories were read about New York City gangs. There was emphasis on making decisions that the students can control regardless of socio-economic status all the while respecting each other's unique circumstances.

*Note: There are reading classes for the junior high and high school and some of these books along with articles are read in these classes.

Art:

Cultures: Several cultures were studied. Many types of art were made according to the specific culture. The students communicated with cultural symbols. Egyptian Pottery and Jomon Pottery were studied. The Byzantine Era was studied through diptychs and triptychs.

Exceptionalities: Zentangle art therapy was studied.

Gender and Age: The students completed art mind maps.

Religion: Mythology and church's control of art was discussed and cabinets of curiosity.

Language: Sign language through art by making cont. line hands. Also, typography was studied.

Socio-economic: The students created silhouettes for lower classes.

Spanish:

Cultures: Latin Americans, Mexicans, Spaniards, and Hispanics in the United States were covered in all four levels.

Gender and Age: The students watched videos about teens in Spanish-speaking countries. The videos are fotonovelas that reinforce the vocabulary and grammar from each chapter. In Spanish 2 the students read about a mouse that is a foreign exchange student from Venezuela. In Spanish 3 the students read about a girl believed to be a vampire.

Religion: The students learned the religion of Spanish-speaking people. In Spanish 4 the students watched the movie, "Coco". They completed worksheets and learned about the day of the dead.

Language: Students hear and speak Spanish every day.

Socio-economic: Students watched movies about all Spanish-speaking people.

Business:

Cultures: In Economics the students discuss Economic Systems, the culture of traditional economies in places such as Africa, Asia, and the early United States. In the Accounting class, different cultures and their impact in the field were studied. In Business Law, laws in other countries and Native American tribes and their jurisdictions were covered. In Economics, types of economic systems and

foreign ownership of U.S. companies were discussed. International business was taught. In the Intro to Business class, the students did an International Business Unit.

Gender and Age: Economics class studied topics about gender and age. The Government's role in the economy is discussed. In the Intro to Business class, the students studied social responsibility and business ethics. Also, the students discuss the unemployment and job markets and how gender inequality plays a role in unemployment. In the Business Law class, they discuss employee rights, laws, and discrimination against gender and age in the workplace. In the computer classes the students learn how Computer Science is a male dominated profession. The teacher talks to the female students about getting into this profession.

Socio-economic: The Intro to Business class discussed the exchange rate activity. Also, the students explore the company who provides social and economic assistance to lower developing areas. In the economics class, discrimination and the effect on the economy was a unit. Also, business ethics was studied. The students learned about not discriminating against other races in the business world.

Language: In computer applications class, recipes of different ethnic groups, words, definitions, and origins were studied. In the Intro to Business class students studied International Business which carries over to several of these categories. Also, the class discusses if language barriers are relevant enough to use as an excuse of criminal intent.

Math:

Cultures: In the basic algebra class, the students did a report about other cultures relating to math. In the pre-algebra class, the students played a game the Pante Indians played. In the upper math classes, the students learned and used geometric shapes that the Egyptians used. Also, they have studied and used conical shapes. The Greeks and the Pythagorean Theorem was studied. The students solved quadratic equations.

Exceptionalities: The physicist Stephen Hawking was studied. Geometric Art and Architecture from India, Nigeria, and Celtic Knots were studied. The students learned about binomial distributions.

Socio-economic: The students studied birth rates. In the Special Education

Math class the students talk about budgeting and how much one can make and afford.

Music:

Cultures: Many pieces from Europe, Africa, Nigeria, Mexico, and other parts of the world were played.

Religion: Christmas music was performed. Hebrew music was studied by the choir.

Language: Some pieces in Latin and Nigerian were performed.

All music is multicultural.

PE

Cultures: Activities were played that started in other countries. Mr. Spale's P.E. classes studied martial arts. There were speakers that came in to teach the different moves to the students.

Language: Students do warm ups and count in different languages.

Industrial Tech:

Cultures: The students studied foreign car parts and compared them to domestic car parts. The students studied the origin of tools and the origin of techniques.

Ag and Welding:

Cultures: The students studied different eating within cultures that affect food prices.

Gender and Age: The students studied a unit about the older generation retiring from manual labor jobs and that there are so many openings.

Family and Consumer Science:

Cultures: In Adult Living the students studied table manners and etiquette.

Exceptionalities: In Adult Living, the students talked about goals and their

needs and wants. Also, they studied the life cycle and financial planning.

Gender and Age: In Human Development, the students studied the traits of boys versus the girls, fathers and pregnancy, and parenting.

Religion: In Adult Living, the students did a unit on values.

Socio-economic: In Adult Living, the students studied setting financial goals, life in the US with a simulation of renting vs. owning a home.

Reading for High Ability Learners:

Exceptionalities: The students focus on academic, creative, or leadership and teamwork challenges throughout the year.

MULTICULTURAL REPORT 2020-2021
RAYMOND CENTRAL ELEMENTARY AT VALPARAISO

The following report is a list of multicultural material that was covered in the different grade/subject areas. Not all areas were covered because it did not pertain to that grade/subject area.

KINDERGARTEN:

Cultures: Books were read and holiday traditions were studied about African American, Asian American, Euro American, Hispanic, and Native American.

FIRST GRADE:

Cultures: Wonders textbook, vocabulary cards and Time For Kids magazine were read about African American, Asian American, Euro American, Hispanic, and Native American.

SECOND GRADE:

Cultures: Wonders textbook and handouts were read about African American, Asian American, Euro American, Hispanic, and Native American.

THIRD GRADE:

Cultures: Wonders textbook were read about African American, Asian American, Euro American, Hispanic, and Native American.

FOURTH GRADE:

Cultures: Wonders and Social Studies textbooks were read along with videos about African American, Asian American, Euro American, Hispanic, and Native American.

FIFTH GRADE:

Cultures: Wonders, Social Studies textbooks, and other books were read along with videos about African American, Asian American, Euro American, Hispanic, and Native American.

ART:

Cultures: Clay, origami, and culture-specific drawings were made and studied according to the following cultures- Euro American, Native American, Mexican Folk Art, Asian American, and African American.

COMPUTER:

Cultures: Internet, maps, novels, and videos were used to study about African American, Asian American, Euro American, Hispanic, Jewish, and Native American.

COUNSELOR:

Cultures: Books and videos were read and/or viewed with discussions about African American, Asian American, Euro American, Hispanic and Native American culture.

LIBRARY:

Culture: Books and videos were read and studied about African American, Asian American, Euro American, Hispanic, and Native American.

RESOURCE:

Culture: Triumphs textbooks were read about African American, Asian American, Euro American, and Native American cultures. Corrective Reading books have pictures of various ethnic groups.

PHYSICAL EDUCATION/HEALTH:

Culture: Activities were used to study Asian American. Bean bags, soccer, golf, badminton and tennis were activities used to study Euro American.

SPEECH:

Culture: Speech materials included pictures and names of individuals in various ethnic groups. Books, stories, videos, and language/articulation therapy pictures were all used to study about African American, Asian American, Euro American, Hispanic, and Native American.

TITLE:

Culture: Read guided leveled books having a variety of people from various ethnic groups and use student books from the EIR series to study African American, Asian American, Euro American, Hispanic, and Native American people.

BAND:

Culture: Played songs from various ethnic groups to study African American, Asian American, Euro American, Hispanic, and Native American.

VOCAL MUSIC:

Kindergarten: "All Around the Kitchen", "Ally Bally"

1st: "Miss Mary Mack"

2nd: "The Dreydl Song", "Irish Stew", "Jockey", "Ritsch, Ratsch"

3rd: "Niño Querido", "Doublebska Polka"

4th: "French Song", "Now Let Me Fly", "Sansa Kroma", "Shake the Papaya Down", "Ton Moulin"

5th: "Hosisipa", "Pomme de Reinette", "Sambalelê"

MULTICULTURAL REPORT 2020-2021
RAYMOND CENTRAL ELEMENTARY AT CERESCO

The following report is a list of multicultural material that was covered in the different grade/subject areas. Not all areas were covered because it did not pertain to that grade/subject area.

KINDERGARTEN:

Cultures: Wonders textbook, bulletin boards, holiday traditions, books, maps, movies, internet and manipulatives were used to study about African American, Asian, Euro American, Hispanic, Jewish and Native American.

FIRST GRADE:

Cultures: Wonders textbook, books, videos, pictures, snacks, poems, discussions & activities were used to study about African American, Asian, Euro American, Hispanic, Jewish and Native American.

SECOND GRADE:

Cultures: Wonders textbook, maps, social studies books were used to study about African American, Euro Americans, Hispanic, Jewish and Native American.

THIRD GRADE:

Cultures: Wonders textbook, books, maps, and internet were used to study about African American, Asian, Euro American, Hispanic, Jewish and Native American.

FOURTH GRADE:

Cultures: Wonders and Social Studies textbooks, books, and internet were used to study about African American, Asian, Euro American, Hispanic, Jewish and Native American.

FIFTH GRADE:

Cultures: Wonders and Social Studies textbooks, books and videos were used to study about African American, Asian American, Euro American, Hispanic and Native American.

ART:

Cultures: Clay, origami, Mexican folk art and culture-specific drawings were made and studied according to the following cultures- Euro American, Mexican American, Asian American, and African American.

COMPUTER:

Cultures: Internet, maps, novels, and videos were used to study about African American, Asian American, Euro American, Hispanic, Jewish, and Native American.

COUNSELOR:

Cultures: Books and videos were read and/or viewed with discussions about African American, Asian American, Euro American, Hispanic and Native American culture.

LIBRARY:

Culture: Books and videos were read and studied about African American, Asian American, Euro American, Hispanic, and Native American.

RESOURCE:

Culture: Triumphs textbooks were read about African American, Asian American, Euro American, and Native American cultures. Corrective Reading books have pictures of various ethnic groups.

PHYSICAL EDUCATION/HEALTH:

Culture: Badminton was an activity used to study Asian American. Bean bags, soccer, golf, badminton and tennis were activities used to study Euro American.

SPEECH:

Culture: Speech materials included pictures and names of individuals in various ethnic groups. Books, stories, videos, and language/articulation therapy pictures were all used to study about African American, Asian American, Euro American, Hispanic, and Native American.

TITLE:

Culture: Read guided leveled books having a variety of people from various ethnic groups and use student books from the EIR series to study African American, Asian American, Euro American, Hispanic, and Native American people.

BAND:

Culture: Played songs from various ethnic groups to study African American, Asian American, Euro American, Hispanic, and Native American.

VOCAL MUSIC:

Kindergarten: "All Around the Kitchen", "Ally Bally"

1st: "Miss Mary Mack"

2nd: "The Dreydl Song", "Irish Stew", "Jockey", "Ritsch, Ratsch"

3rd: "Niño Querido", "Doublebska Polka"

4th: "French Song", "Now Let Me Fly", "Sansa Kroma", "Shake the Papaya Down", "Ton Moulin"

5th: "Hosisipa", "Pomme de Reinette", "Sambalele"

Parental/Community Involvement in Schools

Lancaster County School District No. 55-0161 a/k/a Raymond Central Public Schools, after having conducted a public hearing concerning parental involvement and participation, declares that it shall be the policy of the District:

1. In the event any parent has a complaint or objection to textbooks, tests, curriculum materials, and any other instructional materials, the parent may request a personal conference with the parent and appropriate school personnel to discuss such concerns as the superintendent or designee may deem appropriate. The Superintendent or designee shall prepare a complaint form which may be used by a parent to express objections to any such instructional material. Such complaint forms shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent.
2. Upon reasonable advance request a parent will be permitted to attend and monitor courses, assemblies, counseling sessions, and other instructional activities unless the school determines that such attendance would substantially interfere with a legitimate school interest, which includes the interests of the parent's child, other students, and the educational staff.
3. Parents are encouraged to communicate to school staff when the parent believes it to be appropriate for their child to be excused from testing, classroom instruction, and other school experiences that the parent finds objectionable. The Superintendent or designee shall make a provision on the complaint form hereinabove referenced for receiving information from a parent concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the parent's objection and a proposed solution for dealing with the objection that would be satisfactory to the parent and consistent with the mission of the District and legitimate school interests.
4. Upon request of a parent, the District will provide access to the education records of their child consistent with applicable law. Access will be provided during regular business hours of the school.
5. The District will notify parents when their child may be subjected to a standard norm referenced or criterion referenced test or standard tests such as but not limited to the Iowa Test of Basic Skills or the California Achievement Test. When reasonable to do so or required by law the parents will be notified of where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent or guardian of such student shall be prohibited unless a parent requests in writing that such tests be administered to their child.
6. Prior to any school sponsored survey being administered to the students of the District, it shall be the responsibility of the Superintendent or designee to notify the parent or parents of each student involved in the survey of the nature of the survey, the date and time when such survey shall be administered, and the purpose for which and the uses of which survey exist from the school's perspective.
7. As a general matter substantive decision-making processes will be left to the judgment of the professional staff, administration and the Board of Education, subject to an effort to receive information from parents as to any concerns, objections, or other information such parents would wish to provide to the school district concerning a parent's access, involvement, and participation in activities of the school.

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

Date of Adoption: May 18, 2009
Date of Revision: June 10, 2020

Use of Restraints and Seclusion

This policy sets forth the requirements, restrictions and procedures related to the use of physical restraints and seclusions at Raymond Central Public Schools.

Definitions

1. Physical Restraint. Physical restraint means one or more persons using a physical hold to restrict a student's freedom of movement as a response to student behavior. A light touching of a student while conducting a physical escort or a touching to provide instructional assistance is not a physical restraint for purposes of this Guidance.
2. Seclusion. Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving as a response to student behavior. Seclusion is distinguishable from an in-school suspension, in which other students or adults may be present. While students are required to remain in the in-school suspension area, the students are not physically prevented from leaving.

Physical Restraint

1. When Physical Restraint May be Used. Physical restraint may be used in the following circumstances:
 - To prevent a student from completing an act that would result in injury to the student or others when there is a substantial risk that the student would commit the act.
 - A verbal threat by a student does not present a substantial risk that a student would commit an aggressive act unless the student also demonstrates the ability and intent to carry out the threat.
 - Destruction of or damage to property does not present a substantial risk of personal injury unless personal injury would be caused as a result of the destructive act (for example, throwing sharp or heavy objects when others are present, or the person whose property is about to be destroyed is likely to react physically if the person's property were destroyed). (Note: If a student is about to destroy or damage property, the act of grasping the student's arm or leg solely to prevent the striking, throwing or kicking of the item is not prohibited).
 - To move a student to a seclusion room, or to remove a student to another location because the student is creating a substantial disruption to others, in circumstances where the student is unable to be moved or removed without the use of physical restraint; and
 - In circumstances where the student's IEP or a Behavioral Plan provides for the use of physical restraint in circumstances other than the foregoing. If it is anticipated that physical restraint may need to be used with a special education student, the IEP team is to discuss and include use of physical restraint in the student's IEP if the IEP team determines use of physical restraint to be appropriate. (Note: IEPs or Behavioral Plans should not provide for such physical restraint except in those circumstances where the professional staff determines that non-aversive or positive intervention strategies would not be effective).

Physical restraint may not be used:

- When a known medical or psychological condition contraindicates its use.
- As a form of punishment.

2. Conditions. Use of physical restraint shall take into consideration the safety and security of the student:
 - In determining whether a student who is being physically restrained should be removed from the area where such restraint was initiated, the staff shall consider the potential for injury to the student, the student's privacy interests, and the educational and emotional well-being of other students in the vicinity.
 - If physical restraint is imposed upon a student whose primary mode of communication is sign language or an augmentative mode, the student shall be permitted to have his or her hands free of restraint for brief periods, unless staff determines that such freedom appears likely to result in harm to the student or others.

3. Timeline. Physical restraint is to be used only as long as necessary to resolve the reason for which it was initiated.

4. Training. Physical restraint shall be applied only by individuals who have received systematic training that includes all the elements described below. An individual who applies physical restraint shall use only techniques in which he or she has received such training within the preceding two (2) years.

Training with respect to physical restraint may be provided either by the School District or by an external entity and shall include, but need not be limited to:

- Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship-building, and the use of alternatives to restraint;
- A description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- The simulated experience of administering and receiving a variety of physical restraint techniques, ranging from minimal physical involvement to very controlling interventions;
- Instruction regarding the effects of physical restraint on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
- Demonstration by participants of proficiency in administering physical restraint. An individual may provide training to others in a particular method of physical restraint only if he or she has completed training in that technique that meets the foregoing requirements within the preceding one-year period.

Seclusion

1. When Seclusion May be Used. Seclusion may be used in the following circumstances:
 - When a student's behavior is so out of control that the student's behavior creates a risk of injury to the student or others;
 - When a student's behavior is so out of control that the student is causing a substantial disruption to school activities and there is no other technique and no other place the student may be moved to prevent continued disruption;
 - When a student's behavior is so out of control that the student is unable to engage in educational activities and there is no other technique that could reasonably be employed to allow the student's emotions to cool down and engage in appropriate behaviors and educational activities; and
 - The student has an IEP or a Behavioral Plan which provides for the use of seclusion in circumstances other than the foregoing. If it is anticipated that seclusion may need to be used

with a special education student, the IEP team is to discuss and include use of seclusion in the student's IEP if the IEP team determines use of seclusion to be appropriate. (Note: IEPs or Behavioral Plans should not provide for use of seclusion except in those circumstances where the professional staff determines that non-aversive or positive intervention strategies would not be effective).

Seclusion may not be used:

- When a known medical or psychological condition contraindicates its use.
- As a form of punishment.

2. Conditions. Use of seclusion shall take into consideration the safety and security of the student. Enclosures used for seclusion, other than enclosures used on a temporary basis, shall:
 - Have the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being isolated but also any other individual who is required to accompany that student.
 - Be constructed of materials that cannot be used by students to harm themselves or others, be free of electrical outlets, exposed wiring, and other objects that could be used by students to harm themselves or others, and be designed so that students cannot climb up the walls (including walls far enough apart so as not to offer the student being isolated sufficient leverage for climbing).
 - If an enclosure used for isolated time out is fitted with a door, the door shall either be a steel door or a wooden door of solid-core construction. If the door includes a viewing panel, the panel shall be unbreakable.
 - Be designed to permit visual monitoring of and communication with the student sufficient to ensure the student's safety and security. For students who do not communicate verbally, arrangements shall be made to permit the student to periodically communicate the student's needs.
 - If a locking mechanism is used on the enclosure, the mechanism shall be constructed so that it will engage only when a key, handle, knob, or other similar device is being held in position by a person, unless the mechanism is an electrically or electronically controlled one that is automatically released when the building's fire alarm system is triggered. Upon release of the locking mechanism by the supervising adult, the door must be able to be opened readily.

The procedures for use of seclusion include:

- An adult who is responsible for supervising the student shall remain within close proximity of the enclosure.
 - The adult responsible for supervising the student must periodically check on the student visually if possible.
3. Timeline. A student shall not be kept in seclusion for more than 20 minutes after the student ceases presenting the specific behavior for which isolated time out was imposed or any other behavior for which isolated time out would be an appropriate intervention.
 4. Training. Orientation will be provided to staff members who are anticipated to be involved in the use of seclusion. The orientation shall cover the procedures contained in this Guidance.

Documentation and Evaluation

1. Documentation of Use of Physical Restraint or Seclusion. A written record of each use of seclusion or physical restraint shall be prepared and maintained in the student's temporary record. The student's case manager, if any, shall also maintain a copy of each such record. Each such record shall

include:

- The student's name;
- The date of the incident;
- The beginning and ending times of the incident;
- A description of any relevant events leading up to the incident;
- A description of any interventions used prior to the implementation of physical restraint or seclusion;
- A description of the incident and/or student behavior that resulted in implementation of physical restraint or seclusion;
- A log of the student's behavior during physical restraint or seclusion, including a description of the restraint technique(s) used and any other interaction between the student and staff;
- A description of any injuries (whether to students, staff, or others) or property damage;
- A description of any planned approach to dealing with the student's behavior in the future;
- A list of the school personnel who participated in the implementation, monitoring, and supervision of physical restraint or seclusion;
- The date on which the parent or guardian was notified.

The record shall be completed by the beginning of the school day following the use of seclusion or physical restraint.

2. Notification of Administration. The Superintendent or Superintendent's designee shall be notified of the incident as soon as possible, but no later than the end of the school day on which it occurred.
3. Notification of Parent or Guardian. Within 24 hours after use of seclusion or physical restraint, the Superintendent or Superintendent's designee shall send written notice of the incident to the student's parents or guardians, unless the parent or guardian has provided the District a written waiver of this requirement for notification. The notice shall inform the parent of the date of the incident, a description of the intervention (physical restraint or seclusion) used, and who at the school may be contacted for further information.
4. Evaluation. An evaluation shall be conducted whenever a physical restraint exceeds 15 minutes or results in physical injury, whenever a seclusion exceeds 30 minutes, or use of physical restraint or seclusion is repeated with an individual student during any three-hour period:
 - A certified staff person trained in the use of physical restraint, or knowledgeable about the use of seclusion, as applicable, shall evaluate the situation.
 - The evaluation shall consider the appropriateness of continuing the procedure in use, including the student's potential need for medication, nourishment, or use of a restroom, and the need for alternate strategies (e.g., assessment by a mental health crisis team, assistance from police, or transportation by ambulance).
 - The results of the evaluation shall be committed to writing and copies of this documentation shall be placed into the student's temporary student record and provided to the Superintendent or Superintendent's designee.

Date of Adoption: July 19, 2010

Date of Revision: June 10, 2020

Anti-Bullying Policy

One of the missions of the District is to provide a physically safe and emotionally secure environment for students and staff.

The administration and staff are to implement strategies and practices to reinforce and encourage positive behaviors by students. Positive behaviors include non-violence, cooperation, teamwork, understanding, and acceptance of others.

The administration and staff are to implement strategies and practices to identify and prevent inappropriate behaviors by all students, including anti-bullying education for all students. Inappropriate behaviors include bullying, intimidation, and harassment. Bullying means any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by the school being used for a school purpose by a school employee or designee, or at school-sponsored activities or school-sponsored athletic events.

Raymond Central has implemented a variety of supports and resources for students and staff. The following are examples, however, not an exhaustive list:

- Anonymous reporting app
- GoGuardian - Student Device Management Software
- K-12 Anti-Bullying Curriculum for Students
- 5th Grade Kindness Retreat
- Trauma-Informed Care Training for staff
- Mental Health First Aid Training for Staff
- 6-12 Onsite Mental Health Therapist (2 days per week)
- Project Harmony training for School Counselors

The school district shall review the anti-bullying policy annually.

Legal Reference: Neb. Rev. Stat. § 79-2,137
Student Discipline Act, Neb. Rev. Stat. §§ 79-254 to 79-296
NDE February 2003 State Board Action; Reaffirmed December 2005

Date of Adoption: April 20, 2009

Date of Revision: June 10, 2020