

Board of Education Regular Meeting
Monday, May 9, 2022 7:30 PM
Library--Superior High School, Superior, NE
PO Box 288
Superior, NE 68978

1. Routine Business
 - 1.1. Call Meeting to Order
 - 1.2. Pledge of Allegiance
 - 1.3. Roll Call
 - 1.4. Excuse Absent Board Member(s)
2. Regular Meeting Agenda
 - 2.1. Public Participation
 - 2.2. Presentations - Staff/Students
 - Teacher of the Quarter
 - PBiS Presentation and Discussion
 - 2.3. Student Ambassador Report
 - 2.4. Consent Agenda
 - 2.4.1. Approval of Previous Minutes
 - 2.4.2. Approval of Treasurer's Report
 - 2.4.3. Approval of School Activity Fund Report
 - 2.4.4. Approval of Revenue Budget Report
 - 2.4.5. Approval of Expense Budget Report
 - 2.5. Approval of Previous Months Claims
 - 2.6. Revise Policy 6025 Student Cell Phone and Other Electronic Devices

2.7. Certified Hire

2.8. Certified Hire

2.9. Certified Hire

2.10. Certified Hire

2.11. Lunch and Breakfast Prices

2.12. Policy Review

3. Correspondence

3.1. May Board Quicks

4. Discussion Items

Discipline Procedures

4.1. Principals' Reports

4.2. Superintendent's Report

NCSA Final Legislative Report
Update on Roof
Republish on agenda

4.3. Report from Board Committees

5. Items for Next Board Meeting

6. Adjournment

Superior Elementary Staff PBIS Handbook



2021-2022

*The mission of Superior Elementary PBIS
is to create a positive learning
environment for all staff and students.*

Dear Superior Elementary Staff,

We, as a PBiS team, are looking forward to another great year at Superior Elementary School using our C.A.T.S. expectations. Using the PBiS process is a great way to forge relationships with each other and students, teach appropriate behaviors, and reinforce students for their success using C.A.T.S.!

We are excited to use the lesson plans you developed to teach our students to be Considerate, Accountable, use Teamwork, and be Safe in our common areas and classrooms. You have all been an integral part of our process as we defined expectations and created our matrices for different areas, and we appreciate all your input. We expect you to learn the techniques in this handbook and utilize them everyday at Superior Elementary. Please seek out any of the team members if you have any questions about the PBiS process or our C.A.T.S. expectations. **Our team email is elempbisteam@superiorwildcats.org.**

Thank you for all your dedication to implementing PBiS in our school!

Superior Elementary PBiS Team

Jodi Fierstein, Luke Chadwell, Rachel Renz, Mackenzie Trumble, Laura Baird, Courtney Utecht, Rebecca Fullerton, April Perrie & Melissa Woerner



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WHAT IS PBiS?

PBiS stands for **Positive Behavior Interventions and Supports**. It is an evidence-based, data-informed **process** that works to increase student achievement, school attendance, and school success while decreasing challenging student behaviors. PBiS is also:

- **P**lanned **prevention** process
- **B**ased on evidence
- **I**mplemented with fidelity
- **S**ystemic & systematic



Why do we need school-wide expectations?

- Clear expectations
 - Reduce **reactive** responses
 - Improve consistency
 - Increase predictability

What Do We Know About Effective Behavioral Expectations?

- Create a culture of consistency and competence
- Include all students for teaching
- Use positively stated expectations
- Known by all students and adults (ask them!)

What is Systematic Supervision?

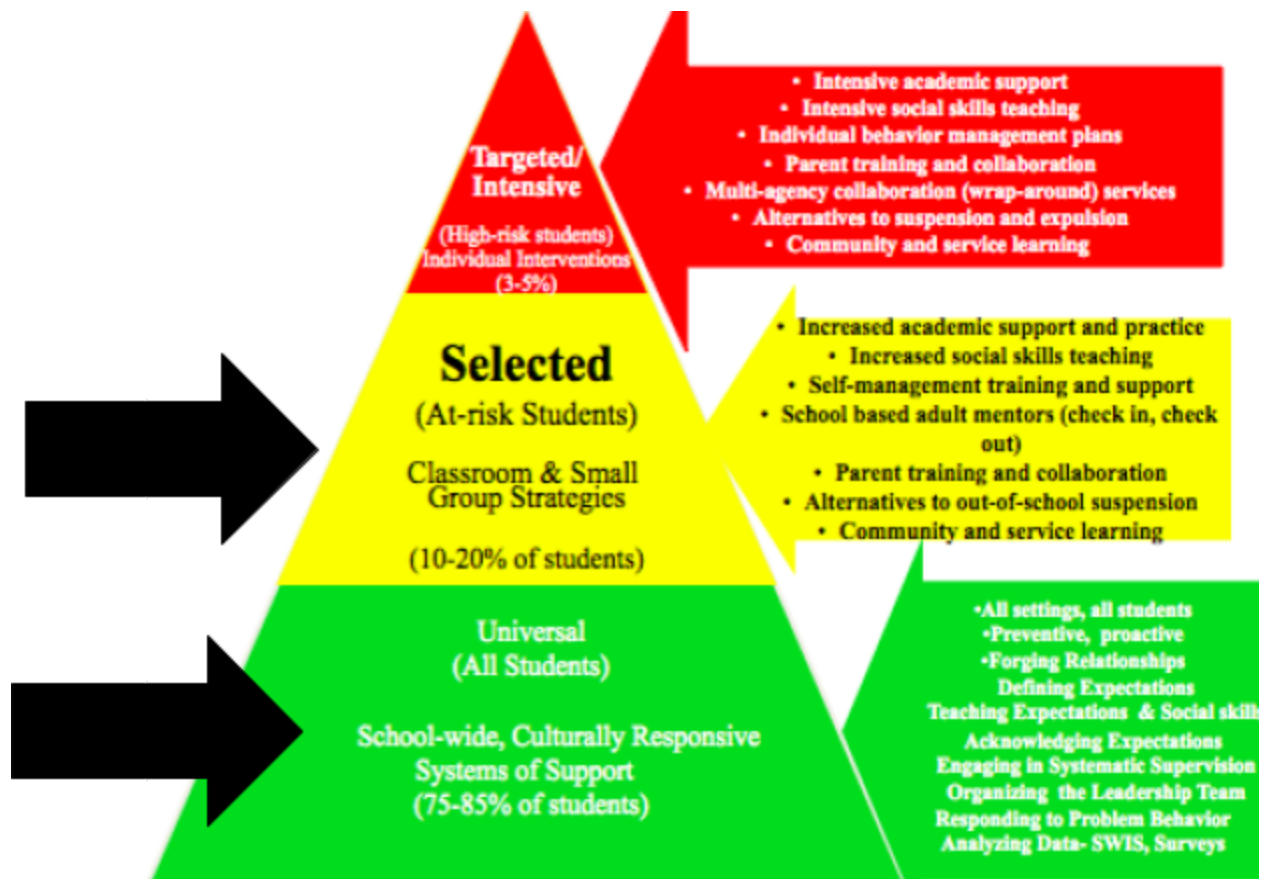
- A method of student behavior support and management involving three types of activity by supervisors:
 1. Active supervision,
 2. Responding to appropriate and inappropriate behavior, and
 3. Team-based approach to implementing and maintaining the program.

(Colvin et al., 1997; Smith and Sugai, 1998; Smith and Sprague, 2003)

What Level of PBIS are we?

This year at Superior Elementary School we will continue to implement Tier I Supports in all common areas and classrooms. It is the foundation for a strong system. We will also continue developing and implementing various Tier II/III supports for students at-risk.

A Continuum of Support for ALL Students!





FORGING RELATIONSHIPS

Creating and sustaining strong, positive relationships with students and their families is the foundation of PBiS.

GREETING students at the door increases on-task behaviors by 22% for the next hour. SMILING at them increases on-task behaviors by 36%.

**No
SIGNIFICANT
LEARNING
OCCURS
WITHOUT A
SIGNIFICANT
relationship**
DR. JAMES CONER



"PEOPLE WILL FORGET
WHAT YOU SAID, PEOPLE
WILL FORGET WHAT YOU
DID, BUT PEOPLE WILL
NEVER FORGET HOW YOU
MADE THEM FEEL"

~ Maya Angelou

“ ”

"IT'S THE LITTLE
CONVERSATIONS
THAT BUILD THE
relationships
AND MAKE AN
impact
ON EACH STUDENT."
Robert John Meehan

"Children learn best
when they like their
teacher and they
think their teacher
likes them."

— Gordon Neufeld

WE ARE
TEACHERS

"Great teachers
focus not
on compliance,
but on
connections
and
relationships."

BUILDING POSITIVE TEACHER-STUDENT RELATIONSHIPS

Education on the Edge @woodard.julie #Reed Gillespie

- Get to know your students & accept them for who they are. {Listen}
- Set HIGH expectations for students. {Recognize student potential.}
- Be empathetic and TEACH empathy. {Provide a safe environment where student voice is heard.}
- Be positive and energetic. {Be Passionate. Smile and celebrate.}
- Build trust. {Show your vulnerability. Take risks.}
- Be YOU! {Share you. Give glimpses of who you are.}



Wildcat Prides

Each Early Out Wednesday, you will be meeting as a small, K-5 mixed group of students called your “Wildcat Pride” from **12:30 - 1:10**. During this time, you will be working to forge relationships in your pride and review PBiS expectations. You will be provided a lesson plan (and whatever materials you might need) from the PBiS Leadership Team for each lesson, and every group will be doing the same lesson at the same time. We ask that you do not bring snacks, “prizes”, or anything extra for students so that all prides have the same experience. Below are the dates that you will meet with your Wildcat Prides during 2021-2022:

August 13th (Friday)
September 15th
October 20th
November 17th
December 15th

January 19th
March 9th

***May TBD (no early out but would like to plan additional PRIDE activity)**

Pride Leaders	Location
Mrs. Baird / Mrs. Keifer	KA
Miss Asche / Mrs. Freeman	KB
Mrs. VanNatter / Mrs. Jensen	1A
Mrs. Renz / Teresa Richardson	1B
Mrs. Ohmstede / Mrs. Casper	2A
Mrs. Kile / Mrs. J. Utecht	2B
Mrs. Elting / Mrs. Isaacson	3A
Mrs. Henry / Mrs. Hass	3B
Mrs. Kuhlmann / Mrs. Fiegener	4A
Mr. Nannen / Mrs. Blackstone	5A
Mrs. Baker / Mrs. Hatzenbuehler	5B



Throwback Thursdays

Each Thursday morning when the 8:05 bell rings, students will be allowed to go “back” and say “Hi” to another staff member (previous teacher, Pride leader, etc.). This is just a quick way to continue those connections that students made in years past. For new students or Kindergarteners, they can go say “Hello” to a specialist or someone else they might know from the current year, or they can go directly to the classroom. Please be standing out in the hallway so students don’t have to go into your rooms - it is meant to be a quick conversation and send them on the way to their current classroom.

Family Fun Nights and Parent Visits

Each quarter, a Family Fun Night will be held for students and their families in the evening. Also, each quarter an opportunity will be given for parents to visit the building and spend time with their child during the school day. Both will be opportunities for staff to forge stronger relationships with their students’ families as well as increase parental involvement in our school. Teachers are also encouraged to invite parents and community members for special events or student projects (ex: wax museum, science fair, art show, etc.) throughout the year.

Family Fun Nights:

August 10th (Open House)
November 15th
February 28th
May 16th

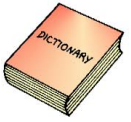
Parent Visits:

September 16th Lunch Buddy Picnic
December 9th Muffins in the Morning
April 7th Apples in the Afternoon
May 2nd Popsicles on the Playground

PAWsitive Parent Contacts

Contacting parents for positive reasons is crucial for developing a positive school-home relationship. When this occurs *before* a challenging situation needs to be addressed the outcome is often more productive. Positive phone calls, emails, or notes home to celebrate a student’s success goes a long way in forging a relationship with a parent.

All staff members are also encouraged to send home “Pawsitive Parent Mail” on a regular basis. The postcards will be available during weekly staff meetings as well as in the teacher’s lounge. A building-wide student roster will be used to ensure all students’ parents receive at least one postcard throughout the year. But, don’t stop at one. Please send AS MANY POSTCARDS as you’d like to AS MANY STUDENTS as you’d like!



DEFINING EXPECTATIONS

The first step in ensuring students follow our expectations is to clearly define them! Clear, precise, and positively stated expectations are posted in both common areas of the building as well as individual classrooms. "Positively stated" means you are stating the expected or desired behavior -- what you want the students to do, instead of what you don't want them to do. Following are some examples of how to positively state expectations.

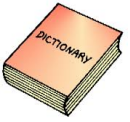
Negatively Stated:	Positively Stated:
Don't run.	Use walking feet.
Don't hit or kick.	Keep your hands and feet to yourself.
Don't interrupt.	Wait for your turn to talk.
No talking.	Give others a quiet work space.
Don't walk around the room during work time.	Stay in your seat during work time.

Common Area Expectations

Common area expectations are established and posted throughout the building. Copies of the common area expectations should also be posted in each classroom. These matrices should be referred to when reteaching students during a challenging behavior situation.

Location	<u>C</u>onsiderate	<u>A</u>ccountable	<u>T</u>eamwork	<u>S</u>afe
Hallways	<p>Keep hands and feet to yourself.</p> <p>Make room for others passing.</p> <p>Walk on the right side.</p> <p>Visit quietly in groups of 2-3.</p> <p>In larger groups the line is silent.</p> <p>Greet others appropriately (smile, wave, "hello").</p>	<p>Keep lockers neat and closed.</p>	<p>Help others pick up dropped items.</p> <p>Pick up trash on the floor.</p> <p>Keep hands, feet and face off walls, lockers and windows.</p> <p>Use door handles to open doors.</p>	<p>Use your walking feet.</p> <p>Eyes looking forward.</p> <p>Walk facing forward.</p>
Bathrooms	<p>Enter Quietly.</p> <p>Keep hands and feet to yourself.</p> <p>Flush, Don't Rush.</p> <p>Dry to 5.</p> <p>Leave Quietly.</p>	<p>Take 2 minutes.</p> <p>Be neat and check the seat.</p>	<p>Report messes or accidents to an adult.</p> <p>Keep your space while you wait.</p> <p>Keep it clean.</p>	<p>Use walking feet.</p> <p>Keep feet on the floor.</p> <p>Wash hands with soap and shake them over the sink.</p>
Cafeteria	<p>Use please and thank you with lunch staff.</p> <p>Visit quietly with others near you.</p> <p>Keep hands and feet to yourself.</p>	<p>Keep your space/table area clean.</p> <p>Get everything you need the first time in line.</p> <p>Take appropriate amounts of food.</p>	<p>Return unopened/sealed items to designated area.</p> <p>Keep your table area and floor clean.</p> <p>Eat over your tray.</p>	<p>Report messes/accidents.</p> <p>Stay seated until dismissed.</p> <p>Use walking feet.</p>


<p>Bus</p>	<p>Keep hands off other people's things.</p> <p>Keep hands to yourself.</p> <p>Use kind words and actions.</p> <p>Patiently wait your turn.</p> <p>Visit quietly with others near you.</p>	<p>Follow technology rules.</p>	<p>Clean up after yourself.</p> <p>Check seat before you leave.</p> <p>Report problems to the driver.</p> <p>Keep your hands and face off windows.</p>	<p>Stay seated until bus stops.</p> <p>Keep feet on the floor.</p> <p>Use walking feet.</p>
<p>Recess</p>	<p>Allow anyone to join your game and encourage others.</p> <p>Keep your body to yourself.</p> <p>Take turns and share the space. (slides, swings, balls, basketball court, etc.)</p>	<p>Make sure equipment is dry before using.</p> <p>Keep sand and gravel inside their borders.</p> <p>Return equipment.</p> <p>Line up quickly when the bell rings.</p>	<p>Follow official game rules. (4-Square, Basketball, Kickball, tag games, etc.)</p> <p>Use good sportsmanship.</p> <p>Help others if needed. (hold doors, carry equipment)</p> <p>Keep hallways clean and wipe your feet.</p>	<p>Use a safe pace in the playground equipment area. (tag games in the grass only)</p> <p>Use all equipment properly. (monkey bars, slides, swings, basketballs, sandbox)</p> <p>Walk to the field with an adult.</p> <p>Stay out of the street and away from the fence.</p>



Classroom Expectations

Classroom expectations are developed collaboratively with the teacher and the students at the beginning of each school year. These are posted on the classroom expectations chart in each classroom. Visuals are helpful tools on this chart as well.

Teachers can also elect to establish expectations for certain areas in their classroom, times of the day, or for specific routines in their classroom. An example is provided below but teachers are encouraged to create and practice routines and procedures with clearly defined expectations in any manner that works best for them.

 **Example of a Classroom Matrix**

The Wilson Way	Classroom 214 Routines				
	Classroom Rules	Morning Routine	If You Finish Early	How to Transition/Line Up	Small Group Work
Be Responsible	<ul style="list-style-type: none"> Stay on task Clean up area Apologize for mistakes 	<ol style="list-style-type: none"> Turn in homework Put instructional materials in desk Begin morning work 	<ol style="list-style-type: none"> Re-check your work Read a book Organize supplies Journal Math flash cards 	<ol style="list-style-type: none"> Put materials away Get materials ready for next activity 	<ol style="list-style-type: none"> Do your fair share Manage time carefully
Be Respectful	<ul style="list-style-type: none"> Raise hand Listen to speaker Follow directions 	<ol style="list-style-type: none"> Say "good morning" to teacher and classmates Talk in soft voices 	<ol style="list-style-type: none"> Be quiet Allow others to complete their work 	<ol style="list-style-type: none"> Listen for direction to next activity 	<ol style="list-style-type: none"> Listen to your peers Take turns speaking Say "I like that idea, AND..."
Be Safe	<ul style="list-style-type: none"> Walk quietly Keep hands and feet to self 	<ol style="list-style-type: none"> Put personal belongings in designated areas Take your seat 	<ol style="list-style-type: none"> Sweep under your desk Clean 	<ol style="list-style-type: none"> Stand up Push in chair Wait for group to be called to line up 	<ol style="list-style-type: none"> Clean up area when time is up

TEACHING EXPECTATIONS

Posting or stating the expectations once will not ensure compliance. Just like students learn academic skills through direct instruction, students learn behavior and social-emotional skills through direct instruction as well. Staff will teach and reteach the common area expectations at the beginning of each semester through formal lesson plans, and review the expectations according to the Tune-Up Tuesday schedule (see below). Staff may also need to reteach expectations during challenging behaviors as outlined in the Tier I Behavior Flow Chart (see Responding to Problem Behaviors).





Teaching / Reteaching Common Area Expectations

- August
 - Bus - during bus evac drill
 - Cafeteria - Friday, Aug. 13th during PRIDE time using 4 Corners game
 - Playground - Friday, Aug. 13th during PRIDE time using Kahoot
 - Restrooms - Friday, Aug. 13th during PRIDE time using Restroom BINGO game
 - Hallways - Friday, Aug. 13th during PRIDE time using Wildcat Land game

- Review - January
 - Friday, Jan. 8th - PBiS assembly led by 5th graders (Luke and Tierney will organize skits to present at the K-5 assembly)

Teaching / Reteaching Classroom Expectations

The first two weeks of school should focus on creating and establishing positive relationships between staff and students, as well as teaching & practicing classroom routines, procedures, and expectations. After these things are in place academic learning will more easily follow.

“Tune-up” Tuesdays

_____ Every Tuesday during morning announcements, Mrs. Fierstein will review a common area expectation or part of our Standard Response Protocol. Feel free to do a quick review activity or discussion on that common area expectation/Standard Response Protocol direction with your students during the day to reinforce the idea.

Substitute Teacher Binders

_____ When you have a substitute teacher, they will be given a binder at the main office that includes a classroom reinforcement game/system for them to use for the day and a copy of your classroom expectations. This will help our subs and students to know there is a consistent system when they are in the classrooms. When you return, you will receive a report on how the day went with the sub using their reinforcement system.

Teachers should have a copy of their classroom expectations to the office by the end of August so they can be provided for the subs.



Second Step Curriculum

Second Step Program | Second Step

PK-5th grade students receive social emotional instruction each week using the Second Step curriculum. Themes taught at the preschool level include: Skills for Learning, Empathy, Emotion Management, Friendship Skills and Problem Solving, and Transitioning to Kindergarten. Themes taught at the elementary level include: Skills for Learning, Empathy, Emotion Management and Problem Solving. A Home-Link is provided for parents following each lesson and classroom teachers are encouraged to use the supplemental materials and activities to reinforce skills throughout the week.

ACKNOWLEDGING EXPECTATIONS



Children, like adults, like to be acknowledged when they do well. School staff receive acknowledgements daily such as verbal praise, thank-yous, smiles & hugs from students or coworkers. Awards such as Teacher of the Quarter are in place to reinforce teachers for exceeding expectations. We also receive a paycheck for doing our job. Even though it's expected that we come to work everyday and do our job....we are reinforced for doing so with a monthly income! In the same manner, even though children are "expected to be good" it's important to acknowledge them for doing so. We are **reinforcing** them for following our school's expectations.

CATS Awards

A student may receive a "CATS Award" for following the C.A.T.S. expectations in any of the common areas in the building (hallway, lunchroom, playground, bathroom, bus). They are not to be given for following classroom expectations.

Any staff member can give any student a CATS Award. Staff members should give between 3-5 CATS Awards each week (more at the beginning of the school year is suggested). Staff should try to reinforce students across all areas (Considerate, Accountable, Teamwork, Safe).

Upon receiving the award, the student will:

- 1) Take 1 copy **home**
- 2) Tape 1 copy on the **CATS Wall** for public recognition. Students will place their ticket under the corresponding letter for which they received the "award". The CATS Wall will be taken down when it is full and a new sheet of paper will be put up.



- 3) Place 1 copy in the **CATS Award container** (located in the office) for the weekly reinforcement drawing.

Each Monday morning, 6 student names will be drawn for the weekly reinforcement. Their names will be announced during the morning announcements. At that time they will go to the office to receive a CATS wristband and their names will be posted on the Superior Schools Facebook page. **Staff members are encouraged to notice and verbally recognize *any* student they see wearing a CATS wristband.** Students will choose from an item from the reinforcement menu: Treasure Box; First at lunch; Sit by a friend at lunch; Eat with a teacher; Free reading time with another student or adult; Lead the daily announcements CATS cheer.

Staff are reminded to continue thinking about the 4:1 ratio of positive verbal reinforcement, both in the classrooms and common areas. In addition, continue using the CATS vocabulary with students multiple times throughout the day as they address behaviors with students.

CATS Award Staff Reinforcement

While the students will receive reinforcement for following our C.A.T.S. expectations, the staff will be reinforced, as well, for helping implement PBiS in our school. When we draw for our 6 student CATS Award winners each Monday, the teachers who wrote up those 6 student winners will have their names put in a drawing for the staff reinforcement. The more CATS awards you write each week (between 3-5), the more chances you have to win! A menu of reinforcements is kept in the office for staff to choose from.

Additional Staff Reinforcements

Our staff traveling trophy is meant to be given between staff members. Any staff member can give the trophy to another staff member for helping out, going above and beyond with a student, just saying “thanks,” etc. When received, add something to it (sticker, “bedazzle”, something to attach) before passing on to the staff member of your choice. The trophy will be passed along to the next recipient at the weekly staff meeting and a picture will be sent to Social Media.



Boys vs. Girls Bathroom BINGO

At Superior Elementary we expect our bathrooms to be kept clean. Each day that the students keep the bathrooms clean they will earn 2 numbers on their BINGO game board. There will be a BINGO card for the **boys** and a BINGO card for the **girls**. Whenever a group wins a bingo, they will eat first at lunch that day!

A boys BINGO card and a girls BINGO card will be displayed in each grade-level classroom.

Each morning Mrs. Fierstein or Rebecca will draw 2 numbers for the BINGO card if the bathrooms were kept clean the prior day. The numbers will be called during the morning announcements and teachers/students can mark them on their cards in each classroom.

Group CATS Awards

If you witness a group of students following the CATS expectations in one of the common areas (hallway, classroom, bus, bathroom), you may award that group with a CATS award. If a class transitions in a boys/girls line, you may award all boys/girls an award as a group (ex. KA girls used their CATS expectations in the hallway transition). Those CATS awards will be taken to the office and put in a separate drawing that will be drawn from once a month for a group reinforcement -- choice of a healthy snack or a 20 minute extra recess.

Quarterly Assemblies

These assemblies will acknowledge students for following expectations throughout the quarter and to celebrate their PBiS accomplishments. The assemblies will be at the end of each quarter - exact dates and times are TBD.

PBiS Student of the Month

Classroom teachers will nominate a student they have in their classroom who they feel is doing an outstanding job of following the teacher's classroom expectations. Nominations should be submitted via the Google Form (link emailed to teachers) by the 15th of the month- please pick a new student each month. PBiS Student of the Month will begin in September.



ANALYZING DATA

PBiS is a data-driven process. Decisions are made based upon data. The following data systems are used at Superior Elementary.

School-Wide Information System (SWIS) Data

Through SWIS, school staff enter office discipline referrals online. The data are summarized to provide information about individual students, groups of students, or the entire student body over any time period.

The reports available within SWIS allow teams to:

1. **Review school-wide referral patterns:** The five basic reports in SWIS frame the context within which problem behaviors occur at school helping teams to answer these questions:
 - How often do referrals occur?
 - What problem behaviors occur most frequently in our building?
 - Where are problem behaviors most likely to occur?
 - When are problem behaviors most likely to occur?
 - Which students are involved in referrals?
2. **Define behavior patterns in greater detail:** Eight other reports allow teams to dive into the data, getting more detailed information about specific questions related to the overall school-wide patterns. Using these reports, teams can look at disproportionality by ethnicity, detailed information about individual students' referral patterns and year-end reports to guide action planning for the upcoming school year.

Universal Screening Data

**Devereux Student Strengths Assessment - Second Step Edition
(DESSA - SSE)**

<http://info.apertureed.com/dessa-sse>

Similar to data from academic screening tools, data from universal behavior screening tools can be used in tiered systems of support to (a) detect students for whom Tier I efforts may be insufficient, (b) inform teacher-delivered, low intensity supports, and (c) connect students with evidenced-based Tier II (for some) and Tier 3

(for a few) strategies, practices, and programs. The Devereux Student Strengths Assessment- *Second Step* Edition (DESSA-SSE) is a research-based, standardized behavior rating scale created in partnership with the Committee for Children and customized to the *Second Step* Program. The DESSA-SSE is used to assess student SEL development related to social and emotional competence, resilience, and academic success.

The DESSA-SSE screening tool will be completed three times per year. After working with students in-person for at least four weeks, classroom teachers will complete a DESSA-SSE rating on all of their students. A mid-year screening and end-of-year screening will also be completed. The Tier II/III Behavior Team will coordinate with the classroom teachers to determine which students are at-risk and in need of additional interventions after each screening window.

(Progress monitoring: It is recommended that DESSA-mini ratings are spaced by at least 60 days and DESSA-SSE ratings are spaced by at least 90 days.)

DESSA Scoring:

T-Scores should always be used when reporting the DESSA results and when comparing scores earned on the various scales.

- High scores (T-Scores of 60 and above) are referred to as *strengths*.
- T-Scores that fall between 41 and 59 inclusive are described as *typical*.
- Low scores (T-Scores of 40 and below) are described as a *need for instruction*. Children with scores in this range can be considered at risk for exhibiting or developing social-emotional problems.

When a student receives a Social Emotional Composite score of 40 or below, he/she will begin receiving a Tier II intervention, as described in the SIP. If a student receives a score of 40 or below in any subtest area (Skills for Learning, Empathy, Emotion Management, Problem Solving), the team may consider the need for a Tier II intervention, or strengthen interventions in Tier I, depending on data from other sources.



RESPONDING TO PROBLEM BEHAVIORS

SWIS Definitions

The following SWIS categories are defined for staff: minor and major problem behaviors, locations, perceived motivation, others involved and action taken.

[SWIS Definitions.pdf](#)

Tier I Behavior Flow Chart

Staff collaborated to develop the following flow chart, which is to be used by all staff when responding to problem behaviors.

[Tier I Behavior Flow Chart.pdf](#)

Behavior Report Form

“Blue Sheet”

The following form is completed by the staff member who witnessed the problem behavior. It is turned into the office and then entered into the SWIS Data system. This school-side data is analyzed monthly by the Leadership Team and shared with the rest of the staff at least quarterly. PBiS data is also shared with other stakeholders at least annually.

[Student Behavior Report.pdf](#)

Tier II Interventions

All students are eligible for Tier II interventions. The Student Improvement Process (SIP) at Superior Elementary is used to identify students who may need additional support. Classroom teachers and specialists will follow the SIP to ensure all students are receiving the appropriate support.

Students may be identified as possible recipients of a Tier II intervention based upon the district-wide social emotional screener, or upon teacher referral. A variety of data sources will be considered, which may include teacher observations, parent input, classroom grades, SWIS data, attendance and other academic needs.



PBiS Tier II / III Interventions Offered at Superior Elementary

Check In Check Out	<u>Check-in Check-Out summary</u>
Brief Description	School-wide prevention program for students struggling with behavior. CICO is standardized monitoring intervention that increases positive adult contact while providing frequent feedback, daily home-school communication, and positive reinforcement contingent on meeting behavioral goals.
Best Population Served	Students seeking adult attention; low level disruption, disrespect
Outcome Goals	Provide students with frequent, positive and meaningful feedback from adults to reduce negative behaviors and increase expected behaviors.
Duration of Intervention	6-8 weeks
Progress Monitoring Duration	4 weeks
Type	1:1
<p>If CICO is not effective for a student as a Tier II intervention, it can be individualized for the student and become a Tier III intervention. When individualized, 1 expectation will be targeted for each of the CATS areas. In addition, teachers and student may develop a social story to teach the four targeted expectations.</p>	

Academic Behavior CICO	<u>ABC Summary</u>
Brief Description	Academic Behavior CICO (ABC) is a modification of CICO for students who are avoiding/not completing academic tasks and have difficulty with academic routines. It provides the student with feedback related to their use of the Skills for Learning as well as positive reinforcement contingent on meeting behavioral goals.
Best Population Served	Students avoiding tasks who struggle with organization, demonstrate off-task behaviors, or do not demonstrate the Skills for Learning
Outcome Goals	Provide students with frequent, positive and meaningful feedback from adults to improve their use of the Skills for Learning
Duration of Intervention	6-8 weeks
Progress Monitoring Duration	4 weeks
Type	1:1



Breaks are Better	BrB Summary
Brief Description	Breaks are Better (BrB) is a modification of CICO for students who engage in problem behaviors, including avoidance and escape from academic activities, tasks or assignments. It provides the student with direct instruction for emotional regulation, opportunities for structured breaks and positive reinforcement contingent on meeting behavioral goals.
Best Population Served	Students escaping or avoiding tasks due to emotional dysregulation
Outcome Goals	Provide students with frequent, positive and meaningful feedback from adults along with direct instruction and opportunities to manage their emotions in order to allow the students to remain in their classroom to complete activities, tasks or assignments.
Duration of Intervention	6-8 weeks (after approximately 2 weeks of direct instruction)
Progress Monitoring Duration	4 weeks
Type	1:1
If BrB is not effective for a student as a Tier II intervention, additional Tier III intervention time may be spent with the student teaching emotion management and coping strategies. Size of My Problem may be included.	

Lunch Buddies	Lunch Buddies summary
Brief Description	Lunch Buddies is a behavior intervention that pairs an elementary student with an adult to provide increased attention to students and model appropriate skills with students.
Best Population Served	Students who are emotionally flat, shy, withdrawn, sad, anxious or lonely.
Outcome Goals	Provide students with an opportunity to build a stronger relationship with an adult in order to increase student resilience, self-esteem and positive relationships with others.
Duration of Intervention	2-3 school-year quarters
Progress Monitoring Duration	Beginning / Middle / End of year screening
Type	1:1 or small group



Second Step Small Group Instruction	
Brief Description	Students will receive additional social emotional instruction in a small group setting. Supplemental lessons from the Second Step curriculum and the DESSA will be utilized to improve their skills in areas of need.
Best Population Served	Students lacking social emotional skills, specifically in the areas of empathy, problem solving, and emotion management.
Outcome Goals	Provide students with additional instruction in a small group setting to develop their social emotional skills.
Duration of Intervention	8 weeks
Progress Monitoring Duration	8 weeks (DESSA-SSE progress monitoring check)
Type	Small group

1:1 Session	Student will receive 1:1 therapy with the school social worker according to the following criteria:
1) Emergency	A staff member or parent can make an immediate referral when there are reports of self-harm or suicidal comments.
2) Family Crisis	A staff or parent may request 1:1 therapy when the child is experiencing trauma due to a current family crisis (ex: death, divorce, move). This is meant to be a short-term intervention. If it needs to continue for a longer period of time the need should be discussed at the grade level PLC meeting.
3) SIP-B Phase 2	The PLC team may recommend 1:1 therapy to support the student's social-emotional development as part of their SIP-B plan.
Duration of Intervention	Varies depending on the student's need and rate of progress.
Progress Monitoring Duration	SIP-B plan reviews
Type	1:1

*The PBIS team will continue to revise and add to the menu of behavior interventions throughout the school year.

Positive Behavior Interventions and Support
(PBIS)

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Mission & Purpose

The mission of the Superior PBIS team is to foster and promote a safe and positive school environment that enhances student learning through teaching and recognizing positive behavior.

This Positive Behavior Interventions and Support System is designed to facilitate high standards of behavior so that the learning and teaching in our school can be effective and students can participate positively within our school community.

School-Wide Information System (SWIS)

Superior High School uses the School-Wide Information System (SWIS) to collect information about discipline referrals and to evaluate the PBIS plan. SWIS is a web-based system that allows the school to collect accurate and timely information about discipline events. The system then summarizes the information in tables and graphs that are used to guide decision-making in order to prevent and reduce the number of problem behaviors occurring in the school. Information generated in the reports can include, but is not limited to, average referrals per month, types of problem behaviors occurring, locations of the referrals, time of day of the problem behaviors, and the administrative decision resulting from the referral.

A few staff members have been trained in data input for the SWIS system. These staff members can generate reports for staff review. Student and staff confidentiality are protected through the use of randomly assigned numbers. The school staff regularly reviews individual student data to assist in developing appropriate Behavior Intervention Plans. The data is also disseminated to the staff monthly during committee/staff meetings.

PBiS Matrix: Superior Middle/High School Expectations

	Considerate	Accountable	Trustworthy	Safe
Hallway	Talk quietly and limit distractions. Use appropriate voice and language. Follow normal flow of traffic.	Pick up fallen items. Keep locker tidy and closed. Be on time and prepared for all classes while being respectful.	Respect others' space/locker. Access only your property. Have a pass. Go directly to your destination.	Walk at appropriate speed. Be aware of others in the hallway. Help others as needed. Keep body and objects to self.
Bathroom	Use quiet voice. Keep area clean for others.	Use supplies/facilities appropriately. When excused, go directly to and from the restroom with appropriate classroom pass.	Follow cell phone rules. Respect other's privacy.	Alert an adult of any issue. Wash hands with soap and water. Keep body to self.
Technology	Take care of equipment. Respect others' work time. Touch only your device.	Be kind, respectful, appropriate to others online. Use technology for its intended purpose. Print only what you need and ask for help if it doesn't print. Let someone know if your computer is not working properly.	Return Chromebooks to carts and plug in correctly.	Carry device safely. Maintain digital citizenship.
Events/Activities/Assemblies	Be supportive and positive. Use appropriate language. Assist others as needed.	Clean up after yourself.	When at an event, be actively engaged and respectful. Remain only in the areas designated for the event.	Use seating appropriately. Keep body and objects to self. Enter and exit gym in an orderly manner
Cafeteria	Use appropriate language at all times. Respect all staff and other students. Use inside voices. Practice good manners.	Ask permission to leave lunchroom. Keep feet and hands to self. Pick up after self. Use food for eating.	Stay at your table.	Take care of school equipment. Notify staff of spills.
Locker Room	Honor the privacy and belongings of others. Use appropriate language and volume.	Secure all belongings in lockers. Use assigned lockers. Be accountable for your own actions while in the locker room.	Follow cell phone rules. Use locker rooms quickly and stay on task. Use locker room only during designated times.	Shut off all showers. Keep body to self.

Universal Classroom Expectations

<u>Considerate</u>	<u>Accountable</u>	<u>Trustworthy</u>	<u>Safe</u>
<ul style="list-style-type: none">• Use appropriate language.	<ul style="list-style-type: none">• Be on time.	<ul style="list-style-type: none">• Bring all needed materials to class.• Place electronic devices in pouch.	<ul style="list-style-type: none">• Respect each other's personal space.

Dates of PBIS Lessons 2021*

Aug. 13th (Friday)

- **4 squares ice breaker**

Aug. 16 (Monday)

- **Hallway**
- **Bathroom**

Aug. 23 (Monday)

- **Technology**
- **Events/Activities/Assemblies**

Aug. 30 (Monday)

- **Cafeteria**
- **Locker Room**

Sept. 4 (Monday)

- **NO SCHOOL**

Sept. 13 (Monday)

- **MAP Goals**

**Expectations will be taught throughout the school year. Subsequent schedules and activities will be arranged based on SWIS data to better focus on the needs of the students, staff, and school.*

Expected Behavior Lesson Plans

Focus Area: PBIS Overview/Recognition and Reinforcement Program
<p>Step 1: Introduce Lesson</p> <p>A. Outline focus of lesson. “Today we are going to learn about the Positive Behavior Interventions and Supports System otherwise known as PBIS.”</p> <p>B. Check for understanding. “What are we going to learn about today?”</p>
<p>Step 2: Read the students the Mission and Purpose of PBIS, follow up with a brief discussion. Ask the students, “What does this mean to you as a student?” Have the students put the mission and purpose into their own words and restate it in a way that is meaningful to them.</p> <p>Step 3: Briefly discuss the SWIS program and how TR sheets are tied to the SWIS program. Using an actual TR Sheet, teach students the proper way to complete a TR Sheet. Discuss the differences between major and minor behaviors. Remind students about the required parent contact for each TR sheet given (a call or email will be made by the teacher). Discuss what is expected by students when completing the TR sheet.</p> <p>Step 4: Read the Recognition and Reinforcement Program to the students, teach the difference between regular expected behavior and behavior that is above and beyond. On a whiteboard make two columns similar to below and discuss the questions. Remind students that behaviors are recognized randomly. Not every single behavior will be reinforced and recognized.</p>

REGULAR EXPECTED BEHAVIOR	GOING ABOVE AND BEYOND EXPECTED BEHAVIOR
<p>What does regular expected behavior look like?</p> <ul style="list-style-type: none"> • Have students brainstorm and write examples. 	<p>What does behavior that goes above and beyond expected behavior look like?</p> <ul style="list-style-type: none"> • Have students brainstorm and write examples.

<p>Step 4: Provide Monitoring and Feedback</p> <ul style="list-style-type: none"> • Encourage and support appropriate discussions and responses. Minimize attention for inappropriate responses.
--

Focus Area: Hallway

Step 1: Introduce Expectations

- A. Focus of lesson. "Today we are going to learn about being considerate, accountable, trustworthy, and safe in the hallway."
- B. Check for understanding. "What are we going to learn about today?"
- C. Go over some of the expectations from matrix or check students to see what they think the expectations are.

Step 2: Play Kahoot

CONSIDERATE	ACCOUNTABLE	TRUSTWORTHY	SAFETY
Talk quietly and limit distractions. Use appropriate voice and language. Follow normal flow of traffic.	Pick up fallen items. Keep locker tidy and closed. Be on time and prepared for all classes while being respectful.	Respect others' space/locker. Access only your property. Have a pass. Go directly to your destination.	Walk at appropriate speed. Be aware of others in the hallway. Help others as needed. Keep body and objects to self.

Kahoot:

Focus Area: Bathroom

Step 1: Introduce Expectations

- A. Outline focus of lesson. "Today we are going to learn about being considerate, accountable, trustworthy, and safe when using using the restroom."
- B. Check for understanding. "What are we going to learn about today?"
- C. Sub-divide students into four groups C, A, T, & S. Assign each group a category: Considerate, Accountable, Trustworthy, Safe..

Step 2: Ask students, "What does it mean to be Considerate, Accountable, Trustworthy and Safe in the Restroom?" Brainstorm and discuss ideas for what that means. Write down these ideas.

Step 3: Play Pictionary-Split class into teams to play Pictionary. [Pictionary Cards](#)

Considerate	Accountable	Trustworthy	Safe
Use quiet voice.	Use supplies/facilities appropriately.	Follow cell phone rules.	Alert an adult of any issue.
Keep area clean for others.	When excused, go directly to and from the restroom with appropriate classroom pass.	Respect others privacy.	Wash hands with soap and water.
Keep hands to self.			

Step 4: Provide Monitoring and Feedback

- Ask students to indicate or show more examples of how they could be considerate, accountable, trustworthy, and safe when using the restroom.
- Encourage and support appropriate discussions and responses. Minimize attention for inappropriate responses.
- When you see a student(s) being considerate, accountable, trustworthy, and safe when using the restroom, provide specific and immediate praise to students.
- When you see a student(s) who are not being considerate, accountable, trustworthy, and safe in the restroom, stop them, state the rule and redirect, ask the student(s) to state the expected behavior, watch the student(s), and give feedback.

Activities: Pictionary

YouTube Video: [Restroom](#)

Focus Area: Technology

Step 1: Introduce Expectations

- D. Focus of lesson. "Today we are going to learn about being considerate, accountable, trustworthy, and safe when using technology"
- E. Check for understanding. "What are we going to learn about today?"
- F. Go over some of the expectations from matrix or check students to see what they think the expectations are.

Step 2: Play Kahoot

CONSIDERATE	ACCOUNTABLE	TRUSTWORTHY	SAFETY
Take care of equipment. Respect others' work time. Touch only your device.	Be kind, respectful, appropriate to others online. Use technology for its intended purpose. Print only what you need and ask for help if it doesn't print. Let someone know if your computer is not working properly.	Return Chromebooks to carts and plug in correctly.	Carry device safely. Maintain digital citizenship.

Kahoot: [Technology](#)

Focus Area: LOCKER ROOM

Step 1: Introduce Expectations

- a. Focus of lesson. "Today we are going to learn about being considerate, accountable, trustworthy, and safe when in the cafeteria.
- b. Check for understanding. "What are we going to learn about today?"
- c. Go over some of the expectations from matrix or check students to see what they think the expectations are.

Step 2: Play Kahoot

CONSIDERATE	ACCOUNTABLE	TRUSTWORTHY	SAFETY
Honor the privacy and belongings of others. Use appropriate language and volume.	Secure all belongings in lockers. Use assigned lockers. Be accountable for your own actions while in the locker room.	Follow cell phone rules. Use locker rooms quickly and stay on task. Use locker room only during designated times.	Shut off all showers. Keep body to self.

Kahoot: [Locker Room](#)

Focus Area: Cafeteria

Step 1: Introduce Expectations

- d. Focus of lesson. "Today we are going to learn about being considerate, accountable, trustworthy, and safe when in the cafeteria.
- e. Check for understanding. "What are we going to learn about today?"
- f. Go over some of the expectations from matrix or check students to see what they think the expectations are.

Step 2: Play Kahoot

CONSIDERATE	ACCOUNTABLE	TRUSTWORTHY	SAFETY
<i>Use appropriate language at all times.</i> Respect all staff and other students. <i>Use inside voices.</i> Practice good manners.	<i>Ask permission to leave lunchroom.</i> Keep feet and hands to self. <i>Pick up after self.</i> Use food for eating.	<i>Stay at your table.</i>	Take care of school equipment. <i>Notify staff of spills.</i>

Kahoot: [Cafeteria](#)

Focus Area: Activities/Events/Assemblies

Step 1: Introduce Expectations

- G. Focus of lesson. "Today we are going to learn about being considerate, accountable, trustworthy, and safe in the hallway."
- H. Check for understanding. "What are we going to learn about today?"
- I. Go over some of the expectations from matrix or check students to see what they think the expectations are.

Step 2: Play Kahoot

CONSIDERATE	ACCOUNTABLE	TRUSTWORTHY	SAFETY
Be supportive and positive. Use appropriate language. Assist others as needed.	Clean up after yourself.	When at an event, be actively engaged and respectful. Remain only in the areas designated for the event.	Use seating appropriately. Keep body and objects to self. Enter and exit gym in an orderly manner

Kahoot: [Events & Activities](#)

Incentive Process

Reinforcements to Recognize Students

Like Ticket

- This is to recognize students for doing what is expected on a regular basis. Teachers will randomly recognize students for doing what is expected and hand them a Like ticket, they will then choose an incentive from the teachers incentive list. Teachers will write the name of the student, the area the behavior occurred in, as well as circling the expectation that was followed.
- Students must give the Like ticket to the appropriate teacher/staff member to receive the incentive. After ticket has been redeemed, staff needs to place a mark through the like ticket. Teachers will deposit the tickets in the office to be in for the monthly drawing. The monthly drawing will occur during the first full week of the following month.
- If you have given a ticket to a student that you do not have in class, students will need to ask for permission from their classroom teachers to utilize their tickets in their classrooms.
- After ticket has been redeemed, staff needs to place a mark through the like ticket.
- Students will have a month to redeem their tickets. After one week into the next month, staff and students will be notified that their tickets for ____ month will no longer be valid.

PBiS Student of the Month

- 3-4 teachers each month will nominate a student who has done an outstanding job at following their classroom expectations
- Nominations will be submitted by the 15th of your assigned month via the Google Doc
- PBiS Students of the month for the 9th-12th grade will be placed in a drawing to get front row parking for the month.

Monthly Drawings

- Each month a student will be drawn from the Like tickets in the drawing box. The student will then spin the PBiS Incentive Wheel.
- The teacher who nominated the student will also get to choose an item from the teacher incentive menu.

Incentive Menu

STUDENT INCENTIVES

1. Free seconds at lunch
2. Free homework pass
3. Free snackbar item from the kitchen
4. Free non-essay test question
5. Free breakfast item from the kitchen
6. Front of lunch line
7. Free soda from the office
8. Snack in class brought by the student
9. Cell phone time at the end of class

TEACHER INCENTIVES

1. Jeans Day
2. Extra planning period
3. Free pass for morning duty
4. North parking lot space
5. Free pop from vending machine
6. Free lunch
7. Bagley's Burger Barn gift card

Check-in, Check-Out (CICO) Implementation Guide

1. How will the CICO be implemented in your school?

- Who will be the CICO Coordinator?
 - Tier II/504 Committee Chair
- Who will be the CICO facilitators?
 - when possible student's advisor (needs to be available before and after school)
 - Sara, Melissa, Kelsea, Allison, Cindy M., Dayna
- Where will check-in and check-out occur?
 - teacher's classroom
- What is the maximum number of students that can be served on the CICO at one time?
 - each facilitator will not have more than 5 students
- What is the name of CICO for your school (e.g. HAWK Program, HUG Program) and what is the Daily Progress Report called?
 - WildCard
- Who will check students in and out when facilitator is absent?
 - Lisa

2. Develop a Daily Progress Report (DPR)

- What will the behavioral expectations be?
 - Considerate, Accountable, Trustworthy, Safe
- Is the DPR teacher friendly? How often are teachers asked to rate the student's behavior?
 - last 2 minutes of class
- Is the DPR age appropriate and include a range of scores?
 - score range is 0-2

3. Develop a reinforcement system for students on the CICO?

- What will students daily point goal be?
 - 48 points=75%
- What reinforcers will students receive for checking in and out (e.g., praise and lottery ticket)?
 - lottery ticket
- What reinforcers will students receive for checking out **AND** meeting their weekly point goal?
 - If Weekly Point Goal of 240 points is met they will turn in their lottery tickets and we will draw a winner for a "white elephant" prize. Prize will be given Monday after school.
- How will you ensure students do not become satiated on the reinforcers?
- Consequences for students who receive major & minor referrals?

4. Develop a referral system

- How will students be referred to the CICO? What are the criteria for placing students on the CICO?
 - Students who have 3 behavior log entries in a week or 8 entries in a month.
- Have you developed a parental consent form for students participating in the CICO?
 - A letter will be sent home to parents that their child is on CICO. This will be done by CICO Coordinator.
- What is the process for screening students who transfer into the school?
 - Transfer students will have the same criteria as all other students.
- What is the process for determining whether students will start the next school year on the CICO?
 - Look at prior school year SWIS referral data.

5. System for managing the daily data

- Which computer program will be used to summarize data?
 - SWIS
- Which team in the school will examine the daily CICO data and how frequently will it be examined? (note: data should be examined at least bi-weekly)
 - Tier II/504 Committee will look at data biweekly
- Who is responsible for summarizing the data and bringing it to team meetings?
 - Committee Chair
- How frequently will data be shared with the whole staff?
 - Monthly Inservice/Staff Meeting
- How frequently will data be shared with parents?
 - Biweekly communication from Tier II Committee

6. Plan for fading students off of the intervention

- What are the criteria for fading students off of the CICO?
 - At the end of the quarter Tier II Committee will look back at the prior 2 weeks CICO data and student will need to have an 80% average for their behavior.
- How will the CICO be faded and who will be in charge of helping students fade off of the CICO?
 - Self monitor for a week and their check in/out facilitator will assist
- How will graduation from the program be celebrated?
 - celebrate with classroom teachers and facilitator
 - receive a “diploma”
- What incentives and supports will be put in place for students who graduate from the program?
 - possibly semester alumni party
 - weekly check-in with facilitator

7. Develop staff training

- Who will train staff on the CICO? Training should include information on a) how to make a referral, b) how to fill out the DPR, and c) types of feedback statements to be made to students. The process of rating students on the DPR should be modeled to the staff by one of the behavior team members?
 - PBiS Team
- Who will provide teachers with individual coaching if the CICO is not being implemented as planned?
 - Mr. Cook
- Who will provide yearly booster sessions about the purpose and key features in implementing the program?
 - Tier II/504 Committee

8. Develop student and parent training

- Who will meet with students to train them on the intervention?
 - (Training should include an overview of the program, how to check-in and check-out daily, adding up daily points, determining whether daily point goals are met, accepting feedback- both positive and negative).
 - Check in/out facilitator
- How will parents be trained on the intervention? (e.g., how to provide feedback to students, etc.)
 - Letter sent home to parents

WildCard Student Agreement

Much of your success in WildCard depends on you. The WildCard Student Agreement is designed to ensure that you understand your role in WildCard.

Carefully read each statement. For you to succeed in WildCard, we ask that you fulfill the WildCard student requirements. We are striving for this to be a positive experience for you both at school and at home.

Please initial each requirement to indicate that you have read and understand the requirement. A copy will be made for you.

WildCard Student Requirements

- _____ I will check in **EVERY** morning with my facilitator between 8:00-8:15 AM
- _____ I will check out **EVERY** afternoon with my facilitator between 3:30-3:40 PM
- _____ I will have **ALL 8** of my teachers complete my WildCard tracker in my classes **EVERYDAY**
- _____ I will come prepared each day for school including returning **completed homework, pencil, organization system (WildCard folder)** and other supplies as needed.
- _____ I will let Mrs. Trumble know if there are any concerns or problems that I am having, so we can take care of them as soon as possible.

I understand the WildCard Student requirements, and will do all that is required for me to be a successful participant in the WildCard program.

Student Name (please print)	Student Signature	Date
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<hr/>	<hr/>	<hr/>
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WildCard Facilitator

My Expected WildCard Graduation Date: _____

Parent Letter

Dear Parent / Guardian,

Your child has been referred to our WildCard Program. A report will be filled out daily by the teachers and checked at the end of the day by their facilitator, (insert facilitator name). Students will need to check that they have their WildCard every morning when they get to school and return them to (insert facilitator name) before they leave the building each day.

We would appreciate your support by asking your child how their cards have been going and helping them to track their progress in this program. Students will be involved in the program when they receive three behavior referrals in a week or 8 behavior referrals in a month forms. They will be in the program for a minimum of 6 weeks and their progress will be checked on biweekly. They will continue in the program until they receive an 80% on their goals for two weeks in a row.

Thank you for your support and commitment to making a positive experience for your child.

If you have further questions about the WildCard Program or our Positive Behavior Intervention program at Superior please contact:

Mackenzie Trumble
Speech-Language Pathologist
Tier II Chairman
402-879-3257 ext. 109
mtrumble@superiorwildcats.org

Sara Fuller
Business Teacher
PBIS Leadership Team
402-879-3257 ext.120
sfuller@superiorwildcats.org

Class Pass

- Students will get their daily allotment of passes from their 1st hour teacher
- All students will have Class Pass tickets to turn in when used

When I might ask for a break:

- If I am feeling frustrated and having trouble doing my work.
- If I am feeling distracted and can't focus on my work.

How I take my break:

1. Appropriately ask teacher for permission to take a break.
2. Wait patiently for teacher's response.
3. If teacher allows me to take a break,
 - a. Turn in 1 break ticket to teacher
 - b. Set timer for 5 minutes.
 - c. Quietly and immediately take break using one of my break choices below.
 - d. When timer goes off, my break is over and I will get back to work.
4. If teacher does not allow me to take a break,
 - a. I should keep working the best I can.
 - b. I can ask for a break later.

My break choices:

- Put my head down and relax.
- Draw in my notebook.
- Write in my notebook.
- Look at or read a book.
- Take a walk to the library

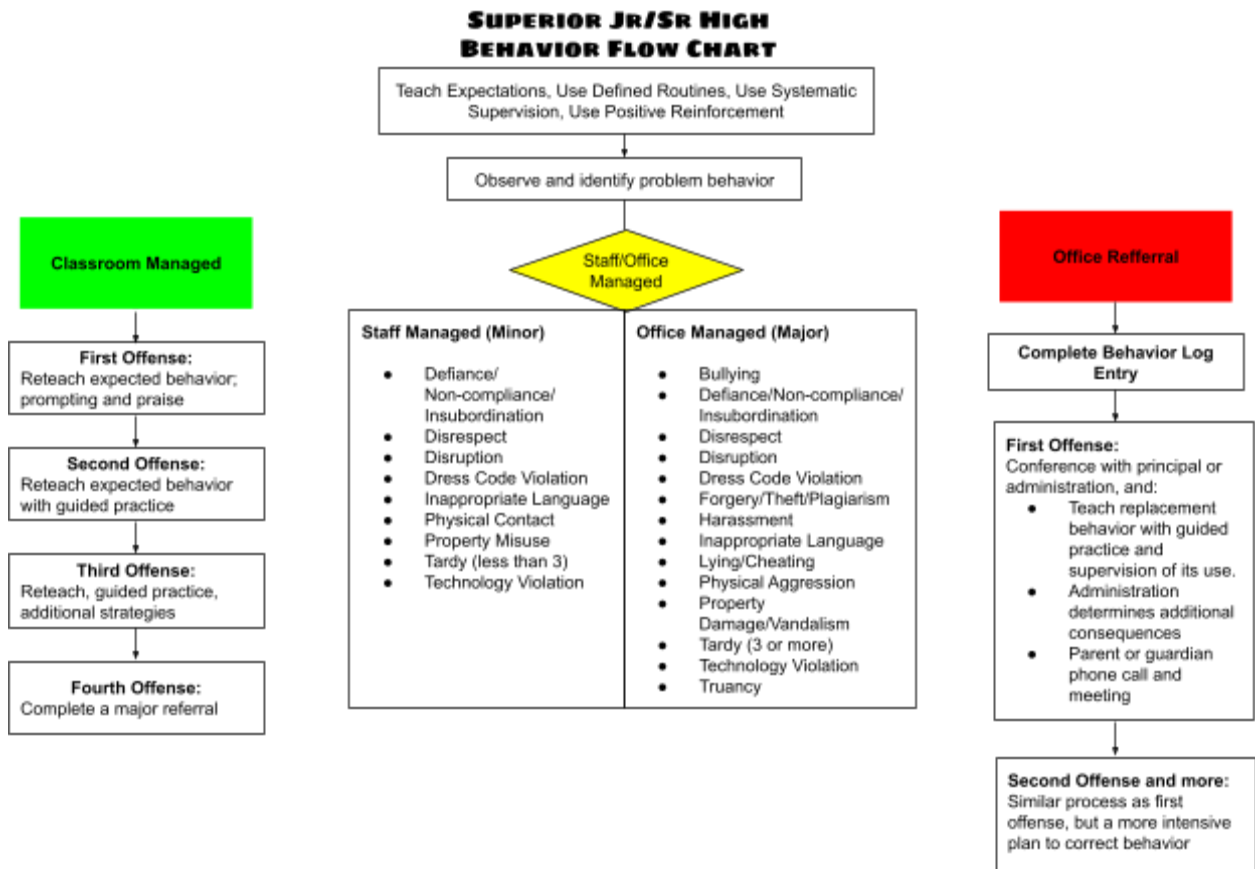
Library (Buddy Room) Procedures

Description: This intervention involves removing a student from a reinforcing environment into another location with a lower reinforcing value. It is designed to reduce noncompliant and disruptive behaviors. The student's response to this consequence should be monitored, as an increase or maintenance of current levels of problem behavior indicates that the intervention is not effective.

Procedures:

1. The teacher provides instruction to the class through discussion, modeling, and role playing on classroom rules and consequences for misbehavior. The Library Buddy Room is introduced as a natural consequence to help create a calm, orderly environment and to help the student regain self control. It can also be utilized to initiate a student break from the classroom environment.
2. The teacher determines and teaches a signal (hand the student a "Think Sheet") used when a student needs to go to the library buddy room.
3. The teacher demonstrates and teaches how a student is to leave the classroom and proceed to the designated area in the library.
4. The teacher also teaches students to ignore students who are sent out of the room for a time out.
5. Teachers should send a "Think Sheet" for the student to fill out. The student is allowed 10 minutes to fill out the sheet and take a break. Time-outs should not exceed 20 minutes.
6. When the student arrives at the library buddy room, teach them to gain the attention of the adult in an appropriate manner so they know to start the timer and can monitor the student while he/she is taking their break and filling out the think sheet.
7. Students are expected to enter the classroom quietly and proceed directly to the designated spot when given the signal to do so from the adult.
8. The student should begin the "Think Sheet" immediately.
9. Before sending the student back to class, the teacher must initial to indicate how the student did during their time-out.
10. If the student is being disruptive in the time out room, the teacher may call the office and refer the student to administration.

Superior High School Behavior Flow Chart



Taking Responsibility Form-Staff

All behavior data minor and major should be entered into the Taking Responsibility Form by staff members. This is where we will be pulling all data to be entered into SWIS.

[Taking Responsibility Form](#) (Behavior Log)

[Responsibility Form Responses](#)

STUDENT NAME:	
---------------	--

TEACHER'S NAME & CLASS PERIOD:	
--------------------------------	--

WHAT RULE DID YOU BREAK?
<input type="checkbox"/> CONSIDERATE <input type="checkbox"/> ACCOUNTABLE <input type="checkbox"/> TRUSTWORTHY <input type="checkbox"/> SAFE

WHAT DID YOU WANT?
<input type="checkbox"/> I WANTED ATTENTION FROM OTHERS <input type="checkbox"/> I WANTED TO CHALLENGE ADULT (S) <input type="checkbox"/> I WANTED TO BE SENT HOME <input type="checkbox"/> I WANTED TO BE IN CONTROL OF THE SITUATION <input type="checkbox"/> I WANTED TO AVOID DOING MY WORK <input type="checkbox"/> I WANTED REVENGE <input type="checkbox"/> I WANTED TO CAUSE PROBLEMS <input type="checkbox"/> I WANTED TO CAUSE OTHERS PROBLEMS BECAUSE OTHERS DON'T LIKE ME <input type="checkbox"/> OTHER:

DID YOU GET WHAT YOU WANTED?
<input type="checkbox"/> YES <input type="checkbox"/> NO

WHAT WILL YOU DO DIFFERENTLY NEXT TIME?

All minors require student conference and parent contact.

All majors require administrator corrective action, parent contact, and signature.

Student Monitoring

Committees:

2021-2022 and 2022-2023

Tier II/504	Truancy	SAT-MS	SAT-HS
Cindy M.- chair Alison B. Megan Ryan Ron Kelsea Randall	Kelly-chair Paul Brent Mel Audrey Nelsen	Melissa-Chair Katrina Chrissy Kristene Mason Ashley	Corissa-Chair Seth Allison W. Lisa Sara Bailey

Committees will follow a 2 year rotation cycle as a chairman in which you will go from chairman to taking a rotation off. You will remain on the same team throughout every rotation. Those highlighted in yellow are in their off rotation, those highlighted in green are permanent committee members. Administration will attend meetings as requested.

April 11, 2022 at 7:30 PM - Board of Education Regular Meeting

1. Routine Business

1.1. Call Meeting to Order

Discussion: Meeting was called to order at 7:31 p.m. by Matt Sullivan

1.2. Pledge of Allegiance

1.3. Roll Call

1.4. Excuse Absent Board Member(s)

2. Regular Meeting Agenda

2.1. Public Participation

2.2. Presentations - Staff/Students

Cats Cafe - Kristene Boyles and Bailey Ellwanger

Food Service Discussion

Attachments: (1)

- [Food Discussion](#)
4/11/2022 at 10:27 AM

Discussion: Kristene Boyles and Bailey Ellwanger gave presentation on the Cats Cafe. It helps provide transition-based work experience for life skills students.

Kris Holcomb and Jill Heusinkvelt reviewed guidelines that have to be followed and that next year more changes will be taking place. Discussion was had on supply and demand and cost of food going up. Mr. Kobza advised that if needed, the food nutrition program could be supplemented using the general fund account.

2.3. Student Ambassador Report

Discussion: Rayne Bilstoft gave student ambassador report including current events.

2.4. Consent Agenda

Action(s):

Motion carried:

Motion to approve consent agenda as presented carried with a motion by Jason Jensen and a second by Matt Bargaen.

- Jason Jensen: *Aye*
- Peggy Meyer: *Aye*
- Luke Meyers: *Aye*
- Matt Sullivan: *Aye*
- Matt Bargaen: *Aye*
- Brad Bilstoft: *Aye*

No Action(s) have been added to this Agenda Item.

2.4.1. Approval of Previous Minutes

Attachments: (1)

- [2022 March Minutes Regular Meeting](#)

3/22/2022 at 8:43 AM

2.4.2. Approval of Treasurer's Report

Attachments: (4)

- [2022 March Cash Summary Report](#)
4/4/2022 at 7:17 AM
- [2022 March Treasurer's Report](#)
4/1/2022 at 10:53 AM
- [2022 March Bills & Adjustments](#)
4/4/2022 at 7:22 AM
- [2022 March General Fund Budget Graph](#)
4/4/2022 at 7:23 AM

2.4.3. Approval of School Activity Fund Report

Attachments: (2)

- [2022 March Student Activity Current Cash Balance](#)
4/1/2022 at 12:17 PM
- [2022 March Student Activity Check Detail report](#)
4/1/2022 at 12:17 PM

2.4.4. Approval of Revenue Budget Report

Attachments: (1)

- [2022 March Revenue Budget Report](#)
4/4/2022 at 7:32 AM

2.4.5. Approval of Expense Budget Report

Attachments: (1)

- [2022 March Expense Budget Report](#)
4/4/2022 at 7:43 AM

2.5. Approval of Previous Months Claims

Action(s):

Motion carried:

Motion to approve General Fund claims for March 2022 in the amount of \$609,135.75 carried with a motion by Peggy Meyer and a second by Luke Meyers.

- Peggy Meyer: *Aye*
- Luke Meyers: *Aye*
- Matt Sullivan: *Aye*
- Matt Bargaen: *Aye*
- Brad Biltoft: *Aye*

- Jason Jensen: *Aye*

No Action(s) have been added to this Agenda Item.

Attachments: (1)

- [2022 April General Fund payables](#)
4/7/2022 at 12:44 PM

2.6. Equipment Purchase

Action(s):

Motion carried:

Motion to use the Depreciation Fund to purchase a 2022 Grasshopper 729T6 Mower from Superior Outdoor Power in the amount of \$17,815 carried with a motion by Luke Meyers and a second by Jason Jensen.

- Luke Meyers: *Aye*
- Matt Sullivan: *Aye*
- Matt Bargaen: *Aye*
- Brad Bilstoft: *Aye*
- Jason Jensen: *Aye*
- Peggy Meyer: *Aye*

No Action(s) have been added to this Agenda Item.

Discussion: Mr. Kobza advised frame on mower was cracked. Therefore, the need to purchase new mower that can also help with snow removal.

2.7. Certified Resignations

Action(s):

Motion carried:

Motion to accept the resignation of Randall Loch and Lauren Isaacson at the end of the 2021-2022 school year carried with a motion by Peggy Meyer and a second by Matt Bargaen.

- Matt Sullivan: *Aye*
- Matt Bargaen: *Aye*
- Brad Bilstoft: *Aye*
- Jason Jensen: *Aye*
- Peggy Meyer: *Aye*
- Luke Meyers: *Aye*

No Action(s) have been added to this Agenda Item.

Attachments: (2)

- [Loch Resignation Letter](#)
3/22/2022 at 9:32 AM
- [Isaacson Resignation Letter](#)
4/6/2022 at 2:51 PM

2.8. Certified Hire

Action(s):

Motion carried:

Motion to hire Sydnie Spiegel as a Middle School Science Teacher for the 2022-2023 school year carried with a motion by Peggy Meyer and a second by Matt Bargaen.

- Matt Bargaen: *Aye*
- Brad Biltoft: *Aye*
- Jason Jensen: *Aye*
- Peggy Meyer: *Aye*
- Luke Meyers: *Aye*
- Matt Sullivan: *Aye*

No Action(s) have been added to this Agenda Item.

Attachments: (1)

- [Lowery, Sydnie Resume](#)
3/31/2022 at 3:37 PM

Discussion: Mr. Kobza reviewed Sydnie (Lowery) Spiegel resume.

2.9. Certified Hire

Action(s):

Motion carried:

Motion to hire Andrew Diehl as an Elementary P.E. Teacher for the 2022-2023 school year carried with a motion by Luke Meyers and a second by Brad Biltoft.

- Brad Biltoft: *Aye*
- Jason Jensen: *Aye*
- Peggy Meyer: *Aye*
- Luke Meyers: *Aye*
- Matt Sullivan: *Aye*
- Matt Bargaen: *Aye*

No Action(s) have been added to this Agenda Item.

Attachments: (1)

- [Diehl, Andrew Resume](#)
3/31/2022 at 3:36 PM

Discussion: Mr. Kobza reviewed Andrew Diehl resume.

2.10. Middle School/High School addition and renovation rebid

Action(s):

Motion carried:

Motion to reject bids from ATO Builders LLC carried with a motion by Peggy Meyer and a second by Brad Biltoft.

- Jason Jensen: *Aye*
- Peggy Meyer: *Aye*
- Luke Meyers: *Aye*
- Matt Sullivan: *Aye*
- Matt Bargaen: *Aye*
- Brad Biltoft: *Aye*

No Action(s) have been added to this Agenda Item.

Attachments: (1)

- [Bid Tab \(REBID\)](#)
4/5/2022 at 10:02 AM

Discussion: Mr. Kobza went through the rebid on public entrance addition and renovation.

2.11. Policy Review

Action(s):

Motion carried:

Motion to approve policies 6011 - 6021 as presented carried with a motion by Peggy Meyer and a second by Matt Bargaen.

- Peggy Meyer: *Aye*
- Luke Meyers: *Aye*
- Matt Sullivan: *Aye*
- Matt Bargaen: *Aye*
- Brad Biltoft: *Aye*
- Jason Jensen: *Aye*

No Action(s) have been added to this Agenda Item.

Attachments: (11)

- [6011 Fire Instruction and Prevention](#)
3/22/2022 at 2:00 PM
- [6012 Flag Display and Patriotic Observances](#)
3/22/2022 at 2:00 PM
- [6013 Teaching Controversial Issues](#)
3/22/2022 at 2:00 PM
- [6014 School Attendance on Days of Scheduled Activities](#)
3/22/2022 at 2:00 PM
- [6015 Summer School](#)
3/22/2022 at 2:00 PM
- [6016 Homebound and Off Campus Instruction](#)
3/22/2022 at 2:00 PM
- [6017 Homework](#)
3/22/2022 at 2:00 PM
- [6018 Grades](#)

3/22/2022 at 2:00 PM

- [6020 Multicultural Education](#)

3/22/2022 at 2:00 PM

- [6021 District Criteria for Selecting Evaluators to be Used for Special Education Evaluation](#)

3/22/2022 at 2:00 PM

- [6025 Student Cell Phone and Other Electronic Devices](#)

3/22/2022 at 2:00 PM

Discussion: Peggy asked about wording for Policy 6015. Peggy advised Policies 6017 and 6018 will need to be revised with new curriculum and will need to align with updated grading policy. Need to revise Policy 6025 elementary grades K-6 should read K-5. Discussed all grades doing Pledge of Allegiance daily.

3. Correspondence

3.1. NASB Board Quicks

Attachments: (1)

- [2022 APRIL BOARD QUICKS](#)

4/6/2022 at 7:30 AM

4. Discussion Items

4.1. College Pay

Attachments: (2)

- [2021-22 Signed Negotiated Agreement](#)

4/5/2022 at 10:28 AM

- [2021-2022 Negotiated Agreement- Teacher Stipend \(1\)](#)

4/5/2022 at 10:28 AM

Discussion: Mr. Kobza explained the Negotiated Agreement regarding college courses taught by teachers.

4.2. Out of State Students

Attachments: (4)

- [Out of State Enrollment and Attendance Agreement \(1\).docx \(2\) \(1\)](#)

4/5/2022 at 11:48 AM

- [5002.1 Admission of Students who Reside Out of the State of Nebraska \(3\)](#)

4/5/2022 at 11:48 AM

- [Out of State Enrollment and Attendance Agreement \(1\).docx \(2\)](#)

4/5/2022 at 11:53 AM

- [5002.1 Admission of Students who Reside Out of the State of Nebraska \(2\)](#)

4/5/2022 at 11:53 AM

Discussion: Mr. Kobza summarized the Out of State Enrollment and Attendance Agreement and its policy.

4.3. Principals' Reports

Attachments: (2)

- [2022 April Secondary Report](#)
4/8/2022 at 7:22 AM
- [2022 April Elementary Report](#)
4/11/2022 at 7:21 AM

Discussion: Mrs. Fierstein gave the elementary principal report and discussed current events. Mr. Cook gave the secondary principal report and current activities.

4.4. Superintendent's Report

Legislative update

District Track-Recommend no school for Secondary Students on May 12

Update on district owned 17 acres.

-Pioneer

-agronomist

-melon patch (SEA)

Discussion: Nothing new on legislative update regarding property tax. LB 1218 passed which deals with teacher shortages and obtaining certificates.

Board gave the okay for no school for secondary students on May 12, 2022 due to district track. Pioneer will be doing a test plot on the district owned 17 acres and students will use part of the ground for SEA.

4.5. Report from Board Committees

Discussion: Building and grounds met previously to discuss bids.

5. Items for Next Board Meeting

Discussion: Discipline data; handbooks; Policy 6025

6. Adjournment

Discussion: Meeting adjourned at 9:49 p.m. by M Sullivan.

NUCKOLLS COUNTY SCHOOL DISTRICT 65-0011
SUPERIOR PUBLIC SCHOOLS
SUPERIOR, NEBRASKA
April 25, 2022

Matt Bargaen: Present, Brad Biltoft: Present, Jason Jensen: Present, Peggy Meyer: Present, Luke Meyers: Present, Matt Sullivan: Present. Present: 6.

Posted Locations:

- The Superior Express
- Superior Public Schools
- <https://www.superiorwildcats.org/>

Posted Dates: 04/18/2022 Superior Public Schools and <https://www.superiorwildcats.org/>
04/21/2022 The Superior Express

1. Routine Business

1.1. Call Meeting to Order

Meeting was called to order at 7:33 p.m. by Matt Sullivan

1.2. Pledge of Allegiance

1.3. Roll Call

1.4. Excuse Absent Board Member(s)

2. Special Meeting Agenda

2.1. Consider bids on the front entrance and renovation project at Superior High School/Middle School

Motion to reject the re-bid carried with a motion by Jason Jensen and a second by Matt Bargaen.
Matt Bargaen: Aye, Brad Biltoft: Aye, Jason Jensen: Aye, Peggy Meyer: Aye, Luke Meyers: Aye,
Matt Sullivan: Aye
Aye: 6, Nay: 0

Mr. Kobza reviewed the re-bid options with the board and advised that the cost of materials and supplies have gone up since the original bid.

3. Adjournment

Meeting adjourned at 7:41 p.m. by M Sullivan.

Superior Public Schools

April 2022 Cash Summary Report

Fund	Description	Beginning Balance	Revenue	Expenditure	Ending Balance
01	General Fund	\$1,468,598.74	\$347,307.72	(\$608,160.41)	\$1,207,746.05
02	Depreciation Fund	\$584,993.58	\$45.94	(\$17,815.00)	\$567,224.52
03	Employee Benefit Fund	\$37,224.81	\$1.53	\$0.00	\$37,226.34
05	Activity Fund	\$141,372.31	\$25,609.98	(\$18,561.19)	\$148,421.10
06	School Nutrition Fund	\$43,015.44	\$38,909.55	(\$30,419.92)	\$51,505.07
07	Bond Fund	\$367,554.37	\$28,368.38	\$0.00	\$395,922.75
08	Special Building Fund	\$1,464,566.96	\$31,765.25	\$0.00	\$1,496,332.21
09	QCPUF Fund	\$886,236.76	\$283.76	\$0.00	\$886,520.52
Total		\$4,993,562.97	\$472,292.11	(\$674,956.52)	\$4,790,898.56

General Fund
April 2022

Bills

Original List	\$	131,248.62
Voided Expenditure Checks	\$	-
Receipts Posted to Expenditure Account: (SCNUSD BCBS)	\$	(975.34)
Total	\$	130,273.28

Additions

	\$	-
	\$	-
	\$	-
Total Additions	\$	-

Total Bills \$ 130,273.28

Payroll & Benefits

Original Total	\$	477,887.13
Additions/Corrections	\$	-
Total	\$	477,887.13

Total Payroll & Benefits \$ 477,887.13

April Expenditure Adjusted Grand Total \$ 608,160.41

GENERAL FUND RECAP - April 2022

Beginning Balance 03-31-2022	\$	1,468,598.74
Receipts	\$	347,307.72
Expenditures	\$	608,160.41
Ending Balance 04-30-2022	\$	1,207,746.05

DEPRECIATION FUND**F&M Bank**

Beg Balance 03/31/2022	\$584,993.58
Receipts	\$45.94 interest
Disbursements	\$17,815.00 Superior Outdoor Power Center, mower
Ending Balance 04/30/2022	\$567,224.52

QUALIFIED CAPITAL PURPOSE FUND**F&M Bank****Home Federal**

Beg Balance 03/31/2022	\$520.69	\$885,716.07
Receipts	\$2.27 County Proceeds \$0.00 interest	\$281.49 interest
Disbursements	\$0.00	\$0.00
Ending Balance 04/30/2022	\$522.96	\$885,997.56

BOND FUND**Horizon Bank**

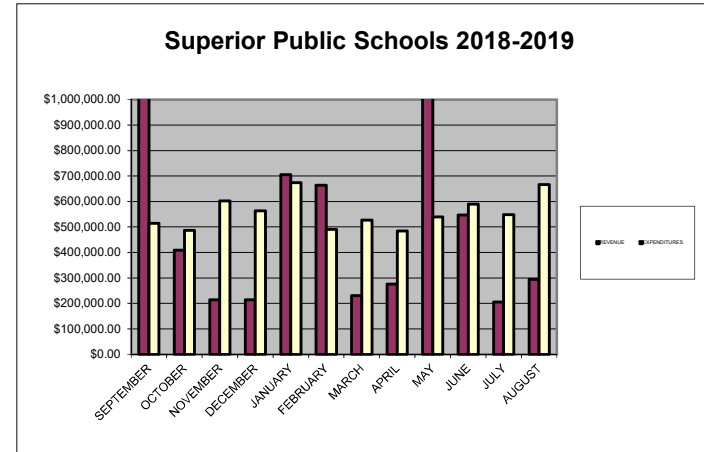
Beg Balance 03/31/2022	\$367,554.37
Receipts	\$28,275.19 County Proceeds \$93.19 interest
Disbursements	\$0.00
Ending Balance 04/30/2022	\$395,922.75

SPECIAL BUILDING FUND**Home Federal**

Beg Balance 03/31/2022	\$1,464,566.96
Receipts	\$31,296.71 County Proceeds \$468.54 interest
Disbursements	\$0.00
Ending Balance 04/30/2022	\$1,496,332.21

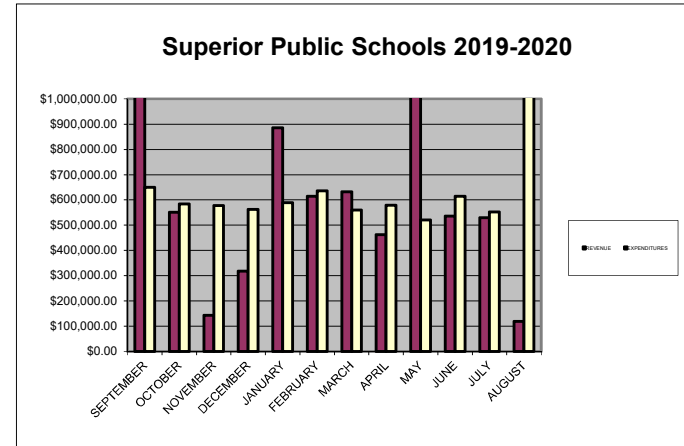
**SUPERIOR PUBLIC SCHOOL DISTRICT 65-0011
GENERAL FUND
2018-2019 FISCAL YEAR**

	BEG. BAL.	REVENUE	EXPENDITURES	END BALANCE
SEPTEMBER	\$2,211,647.87	\$1,179,294.60	\$514,619.07	\$2,876,323.40
OCTOBER	\$2,876,323.40	\$408,247.35	\$486,399.08	\$2,798,171.67
NOVEMBER	\$2,798,171.67	\$214,450.66	\$601,826.77	\$2,410,795.56
DECEMBER	\$2,410,795.56	\$214,513.74	\$563,437.36	\$2,061,871.94
JANUARY	\$2,061,871.94	\$704,774.93	\$673,228.58	\$2,093,418.29
FEBRUARY	\$2,093,418.29	\$663,288.73	\$490,225.81	\$2,266,481.21
MARCH	\$2,266,481.21	\$230,221.70	\$526,622.90	\$1,970,080.01
APRIL	\$1,970,080.01	\$275,606.87	\$483,913.91	\$1,761,772.97
MAY	\$1,761,772.97	\$1,618,621.40	\$539,819.49	\$2,840,574.88
JUNE	\$2,840,574.88	\$546,574.89	\$590,013.02	\$2,797,136.75
JULY	\$2,797,136.75	\$204,807.75	\$548,279.53	\$2,453,664.97
AUGUST	\$2,453,664.97	\$294,025.51	\$666,084.59	\$2,081,605.89



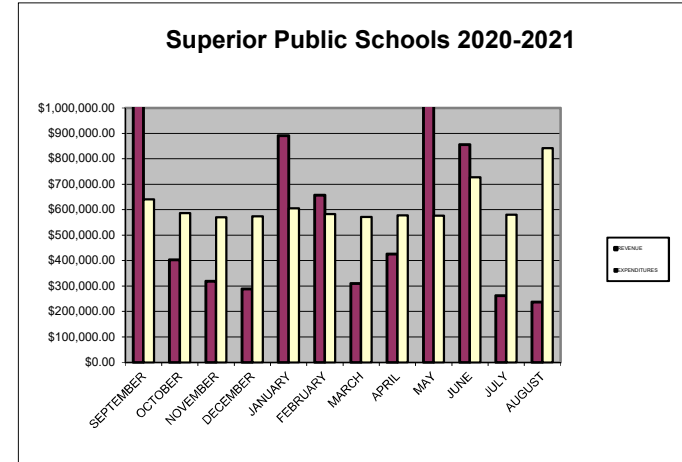
**SUPERIOR PUBLIC SCHOOL DISTRICT 65-0011
GENERAL FUND
2019-2020 FISCAL YEAR**

	BEG. BAL.	REVENUE	EXPENDITURES	END BALANCE
SEPTEMBER	\$2,081,605.89	\$1,140,743.32	\$649,859.92	\$2,572,489.29
OCTOBER	\$2,572,489.29	\$551,559.00	\$584,510.28	\$2,539,538.01
NOVEMBER	\$2,539,538.01	\$143,851.40	\$577,781.45	\$2,105,607.96
DECEMBER	\$2,105,607.96	\$318,249.77	\$563,042.07	\$1,860,815.66
JANUARY	\$1,860,815.66	\$885,052.02	\$589,545.70	\$2,156,321.98
FEBRUARY	\$2,156,321.98	\$614,680.36	\$636,514.66	\$2,134,487.68
MARCH	\$2,134,487.68	\$632,297.03	\$560,310.40	\$2,206,474.31
APRIL	\$2,206,474.31	\$462,013.82	\$579,090.64	\$2,089,397.49
MAY	\$2,089,397.49	\$1,271,335.81	\$520,376.23	\$2,840,357.07
JUNE	\$2,840,357.07	\$535,382.77	\$614,054.80	\$2,761,685.04
JULY	\$2,761,685.04	\$529,969.38	\$552,830.43	\$2,738,823.99
AUGUST	\$2,738,823.99	\$119,254.29	\$1,107,848.56	\$1,750,229.72



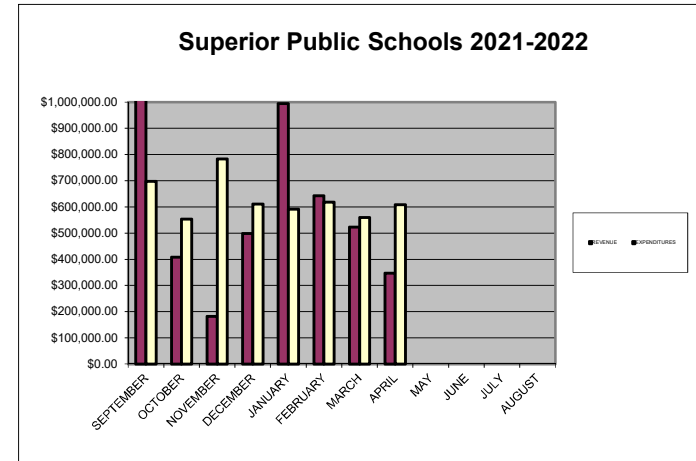
**SUPERIOR PUBLIC SCHOOL DISTRICT 65-0011
GENERAL FUND
2020-2021 FISCAL YEAR**

	BEG. BAL.	REVENUE	EXPENDITURES	END BALANCE
SEPTEMBER	\$1,750,229.72	\$1,270,816.74	\$640,026.23	\$2,381,020.23
OCTOBER	\$2,381,020.23	\$402,654.95	\$586,564.61	\$2,197,110.57
NOVEMBER	\$2,197,110.57	\$318,877.70	\$570,306.88	\$1,945,681.39
DECEMBER	\$1,945,681.39	\$288,275.08	\$574,210.33	\$1,659,746.14
JANUARY	\$1,659,746.14	\$891,465.75	\$605,021.17	\$1,946,190.72
FEBRUARY	\$1,946,190.72	\$656,809.29	\$582,762.55	\$2,020,237.46
MARCH	\$2,020,237.46	\$309,509.02	\$571,916.06	\$1,757,830.42
APRIL	\$1,757,830.42	\$425,963.71	\$577,657.26	\$1,606,136.87
MAY	\$1,606,136.87	\$1,207,261.61	\$576,493.44	\$2,236,905.04
JUNE	\$2,236,905.04	\$856,149.48	\$727,280.15	\$2,365,774.37
JULY	\$2,365,774.37	\$261,985.24	\$580,055.64	\$2,047,703.97
AUGUST	\$2,047,703.97	\$236,181.91	\$841,394.51	\$1,442,491.37



**SUPERIOR PUBLIC SCHOOL DISTRICT 65-0011
GENERAL FUND
2021-2022 FISCAL YEAR**

	BEG. BAL.	REVENUE	EXPENDITURES	END BALANCE
SEPTEMBER	\$1,442,491.37	\$1,192,592.22	\$697,447.45	\$1,937,636.14
OCTOBER	\$1,937,636.14	\$407,760.19	\$554,015.29	\$1,791,381.04
NOVEMBER	\$1,791,381.04	\$181,757.45	\$783,156.37	\$1,189,982.12
DECEMBER	\$1,189,982.12	\$498,733.66	\$610,650.15	\$1,078,065.63
JANUARY	\$1,078,065.63	\$994,756.13	\$591,110.10	\$1,481,711.66
FEBRUARY	\$1,481,711.66	\$642,442.97	\$618,591.36	\$1,505,563.27
MARCH	\$1,505,563.27	\$522,516.39	\$559,480.92	\$1,468,598.74
APRIL	\$1,468,598.74	\$347,307.72	\$608,160.41	\$1,207,746.05
MAY				
JUNE				
JULY				
AUGUST				



Current Cash Balance

Sorted by Site ID, Reporting ID, Activity ID.
From 04/01/2022 to 04/30/2022.

Site ID	Site Name	Rep ID	Reporting ID Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Activity ID	Activity Name							
SPS	Superior Public Schools							
100	Athletics			-40.76	3,044.00	4,589.39	0.00	-1,586.15
105	Bowling			1,321.62	0.00	0.00	0.00	1,321.62
110	Boys' Basketball			1,604.44	0.00	0.00	0.00	1,604.44
115	Cross Country			175.92	0.00	0.00	0.00	175.92
120	Girls' Basketball			4,489.56	0.00	815.00	0.00	3,674.56
125	Boys' Golf			250.90	0.00	0.00	0.00	250.90
130	Football			1,412.18	3,510.00	144.00	0.00	4,778.18
135	JH Football			8.50	0.00	0.00	0.00	8.50
140	JH Volleyball			460.11	0.00	0.00	0.00	460.11
145	JH Girls Basketball			115.63	0.00	0.00	0.00	115.63
150	Girls' Golf			695.65	0.00	417.30	0.00	278.35
170	Volleyball			3,133.57	0.00	0.00	0.00	3,133.57
180	Wrestling			1,109.55	0.00	0.00	0.00	1,109.55
190	Track			285.87	1,104.17	166.47	0.00	1,223.57
300	Archery			503.87	217.00	197.00	0.00	523.87
305	Art Club			208.72	0.00	0.00	0.00	208.72
320	Community Service Club			2,616.55	1,000.00	1,320.35	0.00	2,296.20
325	Drama			1,036.76	0.00	0.00	0.00	1,036.76
335	FBLA			5,057.69	0.00	0.00	0.00	5,057.69
345	FFA			10,035.53	3,683.69	1,334.75	0.00	12,384.47
350	Foreign Language			1,701.61	576.00	0.00	0.00	2,277.61
355	S Club			63.63	0.00	0.00	0.00	63.63
360	Speech			558.65	0.00	268.73	0.00	289.92
365	Student Council			10,492.32	0.00	2,175.30	0.00	8,317.02
370	Drill Team			-1,155.15	500.00	0.00	0.00	-655.15
500	Elementary K-5			8,266.24	3,781.71	3,485.11	0.00	8,562.84
501	Elementary PBIS			1,140.28	0.00	91.58	0.00	1,048.70
503	Kids' Club			814.22	0.00	0.00	0.00	814.22
505	Middle School			933.31	0.00	375.00	0.00	558.31
510	Secondary			1,065.80	50.00	0.00	0.00	1,115.80
511	Secondary PBIS			881.68	0.00	346.67	0.00	535.01
519	Class of 2019			0.00	0.00	0.00	0.00	0.00
520	Class of 2020			0.00	0.00	0.00	0.00	0.00
521	Class of 2021			0.00	0.00	0.00	0.00	0.00
522	Class of 2022			2,488.00	400.00	0.00	0.00	2,888.00
523	Class of 2023			2,934.61	1,005.00	518.17	0.00	3,421.44
524	Class of 2024			4,150.90	75.00	0.00	0.00	4,225.90
525	Class of 2025			905.09	150.00	0.00	0.00	1,055.09
610	Ag Ed			586.12	0.00	0.00	0.00	586.12
615	Ag Trip			6,876.54	0.00	0.00	0.00	6,876.54
620	Art Fund			2,699.29	10.00	0.00	0.00	2,709.29
630	Music			17,395.18	4,493.64	142.00	0.00	21,746.82
640	Flashlight			12,909.46	0.00	140.00	0.00	12,769.46

Current Cash Balance

Sorted by Site ID, Reporting ID, Activity ID.
From 04/01/2022 to 04/30/2022.

Site ID	Site Name					
Rep ID	Reporting ID Name					
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
650	Greenhouse	58.43	0.00	0.00	0.00	58.43
660	Industrial Arts	3,985.01	0.00	0.00	0.00	3,985.01
670	Student Purchases	0.00	0.00	0.00	0.00	0.00
690	Yearbook	3,070.44	0.00	0.00	0.00	3,070.44
800	Backpack Program	13,057.36	0.00	0.00	0.00	13,057.36
805	EPOCH	519.10	0.00	0.00	0.00	519.10
810	Flower Fund	169.94	0.00	0.00	0.00	169.94
820	Alumni Board	361.49	0.00	0.00	0.00	361.49
830	Library Fund	546.00	28.00	0.00	0.00	574.00
840	Cats Cafe	228.51	44.00	90.05	0.00	182.46
850	Weight Room	39.66	0.00	0.00	0.00	39.66
860	Teachers' Workroom	1,500.53	0.00	286.20	0.00	1,214.33
870	Therapy Dog	516.45	0.00	0.00	0.00	516.45
880	Wildcat Food	6,041.48	1,838.38	1,658.12	0.00	6,221.74
890	Wellness Grant	405.00	0.00	0.00	0.00	405.00
990	Interest	683.27	99.39	0.00	0.00	782.66
Totals:		<u>141,372.31</u>	<u>25,609.98</u>	<u>18,561.19</u>	<u>0.00</u>	<u>148,421.10</u>
SPS Totals:		<u>141,372.31</u>	<u>25,609.98</u>	<u>18,561.19</u>	<u>0.00</u>	<u>148,421.10</u>
Report Totals:		<u><u>141,372.31</u></u>	<u><u>25,609.98</u></u>	<u><u>18,561.19</u></u>	<u><u>0.00</u></u>	<u><u>148,421.10</u></u>

Check Detail

Sorted by Activity ID, Site ID.
From 04/01/2022 to 04/30/2022.

Activity ID Site ID Check # Status	Activity Name Site Name Issue Date Status Date	Vendor Name PO Number	1099?	Invoice Number	Approved by Description	Amount
100	Athletics					
SPS	Superior Public Schools					
034321 Cleared	04/01/2022 04/30/2022	Roger Hammond	Yes	04022022 Hammond	Kim Williams JH Invite track starter	185.00
034323 Cleared	04/07/2022 04/30/2022	Awards Unlimited, Inc.	No	42303	Kim Williams 2022 award plates	70.88
034324 Cleared	04/07/2022 04/30/2022	Fillmore Central High School	No	04122022 Fillmore	Kim Williams Golf meet entry fee	85.00
034326 Cleared	04/07/2022 04/30/2022	Kenny's Lumber & Farm Supply Inc	No	2203-035795	Kim Williams cable ties, zip ties	18.49
034330 Cleared	04/07/2022 04/30/2022	Paul Heusinkvelt	No	Jan 2022	Kim Williams cell phone stipend back pay	50.00
034330 Cleared	04/07/2022 04/30/2022	Paul Heusinkvelt	No	Apr 2022	Kim Williams Apr 2022 cell phone stipend	50.00
034332 Cleared	04/07/2022 04/30/2022	Red Cloud Community Schools	No	04142022 Red Cloud	Kim Williams Golf invite entry fee	45.00
034333 Cleared	04/07/2022 04/30/2022	Superior Industries LLC	No	951	Kim Williams fix pole vault standards	98.52
034342 Cleared	04/14/2022 04/30/2022	Deshler Public Schools	No	04142022 Deshler	Kim Williams Track entry fee	150.00
034343 Void	04/14/2022 04/29/2022	Fairbury Public Schools	No	04212022 Fairbury	Kim Williams Boys Golf entry fee	95.00
034343 Void	04/14/2022 04/29/2022	Fairbury Public Schools	No	04212022 Fairbury	Kim Williams Boys Golf entry fee	-95.00
034345 Printed	04/14/2022 04/14/2022	Phillipsburg USD 325	No	04222022 Phillipsburg	Kim Williams Track entry fee	120.00
034346 Cleared	04/14/2022 04/30/2022	Superior Industries LLC	No	960	Kim Williams Pole vault box	37.50
034347 Printed	04/14/2022 04/14/2022	SDA Public Schools	No	04142022 Syracuse	Kim Williams Track entry fee	150.00
034348 Cleared	04/19/2022 04/30/2022	Black Squirrel Timing Company	No	05122022 Track	Kim Williams District Track timing	1,456.50

Check Detail

Sorted by Activity ID, Site ID.
From 04/01/2022 to 04/30/2022.

Activity ID Site ID Check # Status	Activity Name Site Name Issue Date Status Date	Vendor Name PO Number	1099?	Invoice Number	Approved by Description	Amount
100 Athletics						
SPS Superior Public Schools						
034350 Printed	04/19/2022 04/19/2022	Larry Rutar	No	04192022 Rutar	Kim Williams Track starter	320.00
034354 Cleared	04/19/2022 04/30/2022	Sandy Creek Schools	No	4.2.22	Kim Williams F.A.T. timing system rental	750.00
034354 Cleared	04/19/2022 04/30/2022	Sandy Creek Schools	No	4.19.22	Kim Williams F.A.T. timing system rental	750.00
034355 Printed	04/26/2022 04/26/2022	Deshler Public Schools	No	04212022 Deshler	Kim Williams JH Track meet entry fee	125.00
034357 Printed	04/26/2022 04/26/2022	Lawrence Nelson Public Schools	No	04122022 LN	Kim Williams JH track meet entry fee	100.00
034358 Printed	04/26/2022 04/26/2022	Melissa Meyer	No	07192022 Meyer event worker concession charges 4/19/22	Kim Williams	27.50
Total for SPS - Superior Public Schools:						4,589.39
Total for 100 - Athletics:						4,589.39
120 Girls' Basketball						
SPS Superior Public Schools						
034341 Printed	04/14/2022 04/14/2022	Centennial Girls Basketball	No	2022 Centennial	Kim Williams GBB Team camps	315.00
034349 Printed	04/19/2022 04/19/2022	Concordia Girls' Basketball Camp	No	2022 Concordia	Kim Williams JV&V team camps	500.00
Total for SPS - Superior Public Schools:						815.00
Total for 120 - Girls' Basketball:						815.00
130 Football						
SPS Superior Public Schools						
034336 Cleared	04/07/2022 04/30/2022	U.S. Bank	No	03192022 Heusimkvelt	Kim Williams Cobblestone Hotel - Heusinkvelt Clinic	144.00
150 Girls' Golf						
SPS Superior Public Schools						
034336 Cleared	04/07/2022 04/30/2022	U.S. Bank	No	C26175817380	Kim Williams golf skirts	417.30

Check Detail

Sorted by Activity ID, Site ID.
From 04/01/2022 to 04/30/2022.

Activity ID Site ID Check # Status	Activity Name Site Name Issue Date Status Date	Vendor Name PO Number	1099?	Invoice Number	Approved by Description	Amount
<hr/> 190 Track <hr/>						
SPS Superior Public Schools						
034325 Cleared	04/07/2022 04/30/2022	Ideal Market	No	March 22 1226	Kim Williams concession supplies	81.94
034325 Cleared	04/07/2022 04/30/2022	Ideal Market	No	March 22 1493	Kim Williams Hospitality food	41.74
034336 Cleared	04/07/2022 04/30/2022	U.S. Bank	No	1049431	Kim Williams Championship Production-discus video	42.79
Total for SPS - Superior Public Schools:						166.47
Total for 190 - Track:						166.47
<hr/> 300 Archery <hr/>						
SPS Superior Public Schools						
034329 Cleared	04/07/2022 04/30/2022	NASP, Inc	No	269197	Kim Williams bow & case	197.00
<hr/> 320 Community Service Club <hr/>						
SPS Superior Public Schools						
034331 Cleared	04/07/2022 04/30/2022	Linpepco-Hastings	No	Mar 2022 69494	Kim Williams machine drinks	320.35
034360 Printed	04/26/2022 04/26/2022	Seth Schnakenberg	No	2022 LHS	Kim Williams Louise Henderson Memorial Scholarship	1,000.00
Total for SPS - Superior Public Schools:						1,320.35
Total for 320 - Community Service Club:						1,320.35
<hr/> 345 FFA <hr/>						
SPS Superior Public Schools						
034353 Cleared	04/19/2022 04/30/2022	Nebraska FFA Association	No	3180	Kim Williams State convention registrations	735.00
034359 Printed	04/26/2022 04/26/2022	National FFA Organization	No	MDS264461	Kim Williams banquet supplies, plaques	599.75
Total for SPS - Superior Public Schools:						1,334.75
Total for 345 - FFA:						1,334.75

Check Detail

Sorted by Activity ID, Site ID.
From 04/01/2022 to 04/30/2022.

Activity ID Site ID Check # Status	Activity Name Site Name Issue Date Status Date	Vendor Name PO Number	1099?	Invoice Number	Approved by Description	Amount
<hr/> 360 Speech <hr/>						
SPS Superior Public Schools						
034325 Cleared	04/07/2022 04/30/2022	Ideal Market	No	Mar 22 1226	Kim Williams Spotlight night supplies	14.42
034325 Cleared	04/07/2022 04/30/2022	Ideal Market	No	Mar 2022 1226	Kim Williams food for meets	37.99
034336 Cleared	04/07/2022 04/30/2022	U.S. Bank	No	03012022 Hansen	Kim Williams Corner Nook gift certificates	40.00
034336 Cleared	04/07/2022 04/30/2022	U.S. Bank	No	121	Kim Williams State Speech meals	176.32
Total for SPS - Superior Public Schools:						268.73
Total for 360 - Speech:						268.73
<hr/> 365 Student Council <hr/>						
SPS Superior Public Schools						
034325 Cleared	04/07/2022 04/30/2022	Ideal Market	No	Mar 22 1474	Kim Williams birthday project supplies	8.75
034325 Cleared	04/07/2022 04/30/2022	Ideal Market	No	Mar 2022 1474	Kim Williams birthday project supplies	1.25
034331 Cleared	04/07/2022 04/30/2022	Linpepco-Hastings	No	Mar 2022 60601	Kim Williams machine drinks	165.30
034336 Cleared	04/07/2022 04/30/2022	U.S. Bank	No	9318552	Kim Williams Make-a-Wish donation 2021,2022	2,000.00
Total for SPS - Superior Public Schools:						2,175.30
Total for 365 - Student Council:						2,175.30
<hr/> 500 Elementary K-5 <hr/>						
SPS Superior Public Schools						
034338 Cleared	04/07/2022 04/30/2022	Superior Publishing Co., Inc	No	March 2022	Kim Williams Family Fun Night advertisement	40.00
034340 Cleared	04/14/2022 04/30/2022	American Heart Association	No	2022 AHA	Kim Williams Elementary donation	3,445.11
Total for SPS - Superior Public Schools:						3,485.11
Total for 500 - Elementary K-5:						3,485.11

Check Detail

Sorted by Activity ID, Site ID.
From 04/01/2022 to 04/30/2022.

Activity ID Site ID Check # Status	Activity Name Site Name Issue Date Status Date	Vendor Name PO Number	1099?	Invoice Number	Approved by Description	Amount
501 Elementary PBiS						
SPS Superior Public Schools						
034325 Cleared	04/07/2022 04/30/2022	Ideal Market	No	Mar 2022 1227	Kim Williams water	4.15
034336 Cleared	04/07/2022 04/30/2022	U.S. Bank	No	2075979	Kim Williams pizza, cookies	87.43
Total for SPS - Superior Public Schools:						91.58
Total for 501 - Elementary PBiS:						91.58
505 Middle School						
SPS Superior Public Schools						
034336 Cleared	04/07/2022 04/30/2022	U.S. Bank	No	05-974	Kim Williams Middle School Bowling Party	148.00
034351 Cleared	04/19/2022 04/30/2022	Main Street Floral	No	84165/1	Kim Williams Balloons-Roberts memorial	30.00
034351 Cleared	04/19/2022 04/30/2022	Main Street Floral	No	084104/1	Kim Williams Balloons-Roberts memorial	90.00
034351 Cleared	04/19/2022 04/30/2022	Main Street Floral	No	84236/1	Kim Williams Roberts funeral	107.00
Total for SPS - Superior Public Schools:						375.00
Total for 505 - Middle School:						375.00
511 Secondary PBiS						
SPS Superior Public Schools						
034325 Cleared	04/07/2022 04/30/2022	Ideal Market	No	Mar 22 1227	Kim Williams tardy incentives	75.60
034336 Cleared	04/07/2022 04/30/2022	U.S. Bank	No	05-974	Kim Williams Middle School Bowling Party	147.00
034339 Cleared	04/14/2022 04/30/2022	Allison White	No	141334749	Kim Williams concessions chips	102.45
034344 Cleared	04/14/2022 04/30/2022	Ideal Market	No	03092022 1226	Kim Williams PBIS incentives	21.62
Total for SPS - Superior Public Schools:						346.67
Total for 511 - Secondary PBiS:						346.67

Check Detail

Sorted by Activity ID, Site ID.
From 04/01/2022 to 04/30/2022.

Activity ID Site ID Check # Status	Activity Name Site Name Issue Date Status Date	Vendor Name PO Number	1099?	Invoice Number	Approved by Description	Amount
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523 Class of 2023

SPS		Superior Public Schools				
034322 Cleared	04/07/2022 04/30/2022	Amazon Capital Services	No	17JN-F3LJ- J7MQ	Kim Williams prom table cloths, neon sign	388.03
034327 Cleared	04/07/2022 04/30/2022	Kevin Schroer	No	0412022 Prom	Kim Williams Prom background rental	100.00
034356 Printed	04/26/2022 04/26/2022	Kelsea Blevins	No	04012022	Kim Williams prom snacks and cups	30.14
Total for SPS - Superior Public Schools:						518.17
Total for 523 - Class of 2023:						518.17

630 Music

SPS		Superior Public Schools				
034328 Cleared	04/07/2022 04/30/2022	Leigh Ann Webber	No	April 2022 Webber	Kim Williams trip payment refund	100.00
034337 Cleared	04/07/2022 04/30/2022	Yandas Music & Pro Audio	No	582364	Kim Williams trumpet repair	42.00
Total for SPS - Superior Public Schools:						142.00
Total for 630 - Music:						142.00

640 Flashlight

SPS		Superior Public Schools				
034334 Cleared	04/07/2022 04/30/2022	Superior Publishing Co., Inc	No	03292022	Kim Williams Flashlights	140.00

Check Detail

Sorted by Activity ID, Site ID.
From 04/01/2022 to 04/30/2022.

Activity ID Site ID Check # Status	Activity Name Site Name Issue Date Status Date	Vendor Name PO Number	1099?	Invoice Number	Approved by Description	Amount
<hr/> 840 Cats Cafe <hr/>						
SPS Superior Public Schools						
034322 Cleared	04/07/2022 04/30/2022	Amazon Capital Services	No	11QF-RTHR-Q43P	Kim Williams syrup pumps	13.51
034322 Cleared	04/07/2022 04/30/2022	Amazon Capital Services	No	1DXV-9W6L-YFKM	Kim Williams coffee, syrup	58.34
034325 Cleared	04/07/2022 04/30/2022	Ideal Market	No	Mar 22 #1226	Kim Williams whipped cream, almond milk	12.32
034325 Cleared	04/07/2022 04/30/2022	Ideal Market	No	Mar 2022 #1226	Kim Williams milk	5.88
Total for SPS - Superior Public Schools:						90.05
Total for 840 - Cats Cafe:						90.05
<hr/> 860 Teachers' Workroom <hr/>						
SPS Superior Public Schools						
034331 Cleared	04/07/2022 04/30/2022	Linpepco-Hastings	No	Mar 2022 61105	Kim Williams machine drinks	111.20
034352 Cleared	04/19/2022 04/30/2022	Mankato Plumbing & Appliance	No	82858	Kim Williams Microwave-Sec lounge	175.00
Total for SPS - Superior Public Schools:						286.20
Total for 860 - Teachers' Workroom:						286.20
<hr/> 880 Wildcat Food <hr/>						
SPS Superior Public Schools						
034322 Cleared	04/07/2022 04/30/2022	Amazon Capital Services	No	1TGC-K1X6-73CD	Kim Williams popcorn oil	91.96
034331 Cleared	04/07/2022 04/30/2022	Linpepco-Hastings	No	Mar 2022 60832	Kim Williams concession drinks	638.65
034335 Cleared	04/07/2022 04/30/2022	Sysco Lincoln	No	Mar 2022	Kim Williams concession supplies	132.67
034358 Printed	04/26/2022 04/26/2022	Melissa Meyer	No	07192022 Meyer	Kim Williams Track concessions profit 4/19/22	794.84
Total for SPS - Superior Public Schools:						1,658.12
Total for 880 - Wildcat Food:						1,658.12
Grand Total :						18,561.19

Superior Public Schools

April 2022 Revenue Budget Report

Account Code	Description	April 2022 Receipts	2021-22 Budget	Actual (YTD)	Available (YTD)	% of Budget Received
01-1-01100-000-000	Local Property Taxes	(\$107,170.56)	(\$4,388,900.00)	(\$2,552,773.65)	(\$1,836,126.35)	58.16
01-1-01115-000-000	Carline Tax	\$0.00	(\$4,300.00)	(\$1,285.73)	(\$3,014.27)	29.90
01-1-01120-000-000	Pub Power 5% Gross	\$0.00	(\$7,000.00)	(\$7,036.72)	\$36.72	100.52
01-1-01125-000-000	Motor Vehicle Taxes	(\$23,520.40)	(\$225,000.00)	(\$178,029.51)	(\$46,970.49)	79.12
01-1-01140-000-000	Pen/Int on Delinquent Taxes	(\$2,446.10)	\$0.00	(\$11,374.55)	\$11,374.55	0.00
01-1-01311-000-000	Tuition - Indiv Reg Ed	\$0.00	\$0.00	(\$2,000.00)	\$2,000.00	0.00
01-1-01331-000-000	Tuition Otr Dist Reg Ed	\$0.00	(\$50,000.00)	(\$26,000.00)	(\$24,000.00)	52.00
01-1-01510-000-000	Interest	(\$294.68)	(\$15,000.00)	(\$2,619.75)	(\$12,380.25)	17.46
01-1-01911-000-000	Local License Fees	\$0.00	(\$1,500.00)	(\$600.00)	(\$900.00)	40.00
01-1-01920-000-000	Donations	(\$10,000.00)	\$0.00	(\$28,761.70)	\$28,761.70	0.00
01-1-01955-000-000	Postsecondary Receipts	(\$900.00)	\$0.00	(\$1,650.00)	\$1,650.00	0.00
01-1-01990-000-000	Other Local Receipts	\$0.00	(\$15,000.00)	(\$5,499.94)	(\$9,500.06)	36.66
01-1-02110-000-000	Co Fines & License Fees	(\$1,991.49)	(\$17,000.00)	(\$14,608.07)	(\$2,391.93)	85.92
01-1-02210-000-000	ESU Receipts	(\$34.52)	(\$2,500.00)	(\$144.52)	(\$2,355.48)	5.78
01-1-03110-000-000	State Aid	\$0.00	(\$1,127,531.00)	(\$789,271.00)	(\$338,260.00)	69.99
01-1-03120-000-000	Sped - School Age	(\$59,904.00)	(\$400,000.00)	(\$303,646.00)	(\$96,354.00)	75.91
01-1-03125-000-000	Sped Transport - SA	\$0.00	(\$32,000.00)	\$0.00	(\$32,000.00)	0.00
01-1-03130-000-000	Homestead Exemption	(\$9,189.69)	\$0.00	(\$18,379.38)	\$18,379.38	0.00
01-1-03131-000-000	Property Tax Credit	(\$110,853.11)	\$0.00	(\$269,122.42)	\$269,122.42	0.00
01-1-03132-000-000	Personal Prop Tax Credit	\$0.00	\$0.00	(\$2.65)	\$2.65	0.00
01-1-03133-000-000	Nameplate Capacity	\$0.00	(\$2,000.00)	\$0.00	(\$2,000.00)	0.00
01-1-03180-000-000	Pro-Rate Motor Vehicle	(\$4,321.17)	(\$9,000.00)	(\$8,241.98)	(\$758.02)	91.57
01-1-03400-000-000	State Apportionment	\$0.00	(\$50,000.00)	(\$51,050.53)	\$1,050.53	102.10
01-1-03535-000-000	High Ability Learners	\$0.00	(\$4,946.00)	(\$5,014.00)	\$68.00	101.37
01-1-04105-000-000	eRate Funding	\$0.00	\$0.00	(\$10,953.60)	\$10,953.60	0.00
01-1-04310-000-000	REAP	\$0.00	\$0.00	(\$9,259.57)	\$9,259.57	0.00
01-1-04421-000-000	IDEA ARP-Part B-611	\$0.00	\$0.00	(\$17,729.00)	\$17,729.00	0.00
01-1-04505-000-000	Title I	\$0.00	(\$80,000.00)	(\$49,640.00)	(\$30,360.00)	62.05
01-1-04509-000-000	Title II A	\$0.00	(\$20,000.00)	(\$13,422.00)	(\$6,578.00)	67.11
01-1-04516-000-000	IDEA Presc (619) Base, E/P	\$0.00	(\$4,000.00)	\$0.00	(\$4,000.00)	0.00
01-1-04518-000-000	IDEA Part B (611) Base, E/P	\$0.00	(\$96,000.00)	(\$59,063.00)	(\$36,937.00)	61.52
01-1-04525-000-000	Fed Voc (Carl Perkins)	\$0.00	(\$9,000.00)	\$0.00	(\$9,000.00)	0.00
01-1-04531-000-000	Title IV, Part B, 21st Century	(\$12,432.00)	(\$10,000.00)	(\$51,003.00)	\$41,003.00	510.03
01-1-04708-000-000	MIPS	\$0.00	(\$15,000.00)	(\$22,266.49)	\$7,266.49	148.44
01-1-04709-000-000	MAAPS	\$0.00	(\$10,000.00)	(\$5,611.66)	(\$4,388.34)	56.11
01-1-04969-000-000	Title IV, Part A	\$0.00	\$0.00	(\$10,000.00)	\$10,000.00	0.00
01-1-04997-000-000	ESSER II	\$0.00	(\$165,000.00)	(\$37,022.00)	(\$127,978.00)	22.43
01-1-04998-000-000	ESSER III	\$0.00	(\$558,500.00)	(\$213,017.00)	(\$345,483.00)	38.14
01-1-05300-000-000	Sale Of Property	(\$4,250.00)	(\$100.00)	(\$6,456.75)	\$6,356.75	6,456.75

01-1-05301-000-000	Insurance Adjustments	\$0.00	\$0.00	(\$5,310.56)	\$5,310.56	0.00
Subtotal 01 - General Fund		(\$347,307.72)	(\$7,319,277.00)	(\$4,787,866.73)	(\$2,531,410.27)	65.41
02-1-01510-000-000	Interest	(\$45.94)	(\$1,600.00)	(\$418.65)	(\$1,181.35)	26.16
Subtotal 02 - Depreciation Fund		(\$45.94)	(\$1,600.00)	(\$418.65)	(\$1,181.35)	26.17
03-1-01510-000-000	Interest On Account	(\$1.53)	(\$50.00)	(\$13.09)	(\$36.91)	26.18
Subtotal 03 - Employee Benefit Fund		(\$1.53)	(\$50.00)	(\$13.09)	(\$36.91)	26.18
06-1-01510-000-000	Interest On Account	(\$2.08)	(\$25.00)	(\$17.79)	(\$7.21)	71.16
06-1-01611-000-000	Student Lunch	\$0.00	(\$4,000.00)	\$0.00	(\$4,000.00)	0.00
06-1-01612-000-000	Student Breakfast	\$0.00	(\$1,000.00)	\$0.00	(\$1,000.00)	0.00
06-1-01620-000-000	Extra Items (A La Carte)	(\$1,716.20)	(\$15,000.00)	(\$13,365.21)	(\$1,634.79)	89.10
06-1-01990-000-000	Other Local (Misc)	(\$149.18)	(\$1,250.00)	(\$847.55)	(\$402.45)	67.80
06-1-03150-000-000	State Lunch Reimb	\$0.00	(\$1,500.00)	\$0.00	(\$1,500.00)	0.00
06-1-04210-000-000	Federal Reimbursement	(\$37,042.09)	(\$230,000.00)	(\$226,710.96)	(\$3,289.04)	98.56
Subtotal 06 - School Nutrition Fund		(\$38,909.55)	(\$252,775.00)	(\$240,941.51)	(\$11,833.49)	95.32
07-1-01100-000-000	Property Tax	(\$12,960.05)	(\$530,000.00)	(\$309,300.59)	(\$220,699.41)	58.35
07-1-01115-000-000	Carline Tax	\$0.00	(\$400.00)	(\$156.27)	(\$243.73)	39.06
07-1-01120-000-000	Pub Power 5% Gross	\$0.00	\$0.00	(\$849.75)	\$849.75	0.00
07-1-01140-000-000	Pen/Int on Delinquent Taxes	(\$297.01)	(\$1,000.00)	(\$1,412.85)	\$412.85	141.28
07-1-01510-000-000	Interest	(\$93.19)	(\$1,000.00)	(\$884.98)	(\$115.02)	88.49
07-1-03130-000-000	Homestead Exemption	(\$1,109.74)	\$0.00	(\$2,219.48)	\$2,219.48	0.00
07-1-03131-000-000	Prop Tax Credit	(\$13,386.56)	\$0.00	(\$32,499.11)	\$32,499.11	0.00
07-1-03132-000-000	Personal Prop Tax Credit	\$0.00	\$0.00	(\$0.31)	\$0.31	0.00
07-1-03180-000-000	Pro Rate MV	(\$521.83)	(\$900.00)	(\$996.53)	\$96.53	110.72
Subtotal 07 - Bond Fund		(\$28,368.38)	(\$533,300.00)	(\$348,319.87)	(\$184,980.13)	65.31
08-1-01100-000-000	Property Tax	(\$14,025.91)	(\$600,000.00)	(\$311,964.20)	(\$288,035.80)	51.99
08-1-01115-000-000	Carline Tax	\$0.00	(\$500.00)	(\$143.38)	(\$356.62)	28.67
08-1-01120-000-000	Pub Power 5% Gross	\$0.00	\$0.00	(\$961.98)	\$961.98	0.00
08-1-01140-000-000	Pen/Int on Delinquent Taxes	(\$269.16)	(\$1,000.00)	(\$1,289.50)	\$289.50	128.95
08-1-01510-000-000	Interest	(\$468.54)	(\$600.00)	(\$2,577.28)	\$1,977.28	429.54
08-1-01920-000-000	Donations	\$0.00	(\$10,000.00)	\$0.00	(\$10,000.00)	0.00
08-1-03130-000-000	Homestead Exempt	(\$1,256.31)	\$0.00	(\$2,512.62)	\$2,512.62	0.00
08-1-03131-000-000	Prop Tax Credit	(\$15,154.59)	\$0.00	(\$36,791.39)	\$36,791.39	0.00
08-1-03132-000-000	Personal Prop Tax Credit	\$0.00	\$0.00	(\$0.29)	\$0.29	0.00
08-1-03180-000-000	Pro Rate MV	(\$590.74)	(\$900.00)	(\$1,087.39)	\$187.39	120.82
08-1-04997-000-000	ESSER II	\$0.00	\$0.00	(\$88,400.00)	\$88,400.00	0.00

08-1-05400-000-000	Loan Proceeds	\$0.00	(\$3,000,000.00)	(\$850,000.00)	(\$2,150,000.00)	28.33
Subtotal 08 - Special Building Fund		(\$31,765.25)	(\$3,613,000.00)	(\$1,295,728.03)	(\$2,317,271.97)	35.86
09-1-01100-000-000	Property Tax	(\$1.33)	\$0.00	(\$5.98)	\$5.98	0.00
09-1-01140-000-000	Pen/Int on Delinquent Taxes	(\$0.94)	\$0.00	(\$4.13)	\$4.13	0.00
09-1-01510-000-000	Interest	(\$281.49)	\$0.00	(\$1,254.21)	\$1,254.21	0.00
09-1-05100-000-000	QCPUF Bond proceeds	\$0.00	\$0.00	(\$1,285,000.00)	\$1,285,000.00	0.00
Subtotal 09 - QCPUF Fund		(\$283.76)	\$0.00	(\$1,286,264.32)	\$1,286,264.32	0.00
Grand Total		(\$446,682.13)	(\$11,720,002.00)	(\$7,959,552.20)	(\$3,760,449.80)	67.91

Superior Public Schools

April 2022 Expense Budget Report

FUND	FUNCTION	Apr 2022 Expenditures	2021-22 Busget	Actuals (YTD)	Available	% of Budget Spent
01 - General Fund	01100 - Regular Instruction	\$217,180.35	\$3,136,360.00	\$1,793,941.06	\$1,342,418.94	57.20
01 - General Fund	01125 - Academic Intervention (Flex-Spending)	\$2,431.90	\$6,950.00	\$7,719.26	(\$769.26)	111.07
01 - General Fund	01150 - Limited English Proficiency	\$546.44	\$5,650.00	\$4,294.29	\$1,355.71	76.01
01 - General Fund	01160 - Poverty Programs	\$27,703.21	\$220,100.00	\$199,780.54	\$20,319.46	90.77
01 - General Fund	01200 - Special Education - School Age	\$63,452.24	\$905,500.00	\$576,182.26	\$329,317.74	63.63
01 - General Fund	01291 - Special Education - Ages 3-5	\$14,494.48	\$159,500.00	\$95,689.23	\$63,810.77	59.99
01 - General Fund	01292 - Special Education - Ages 0-2	\$2,588.25	\$35,000.00	\$26,586.91	\$8,413.09	75.96
01 - General Fund	01300 - Summer School	\$0.00	\$27,740.00	\$0.00	\$27,740.00	0.00
01 - General Fund	01400 - Adult Education	\$0.00	\$3,200.00	\$0.00	\$3,200.00	0.00
01 - General Fund	02110 - Attendance/Social Work Services	\$5,060.70	\$10,000.00	\$5,060.70	\$4,939.30	50.61
01 - General Fund	02120 - Guidance Services	\$7,130.02	\$124,800.00	\$58,598.32	\$66,201.68	46.95
01 - General Fund	02130 - Health Services	\$259.65	\$16,700.00	\$6,896.75	\$9,803.25	41.30
01 - General Fund	02131 - Health Services-SPED SA	\$816.40		\$3,719.27	(\$3,719.27)	
01 - General Fund	02140 - Psychological Services	\$2,466.71	\$20,000.00	\$15,463.54	\$4,536.46	77.32
01 - General Fund	02141 - Psychological Services - School Age	\$5,341.40	\$80,000.00	\$45,748.17	\$34,251.83	57.19
01 - General Fund	02142 - Psychological Services - Ages 3-5	\$0.00	\$5,000.00	\$2,486.10	\$2,513.90	49.72
01 - General Fund	02143 - Psychological Services - Ages 0-2	\$0.00	\$4,000.00	\$0.00	\$4,000.00	0.00
01 - General Fund	02151 - Speech Path and Deaf Ed - School Age	\$18,709.62	\$246,200.00	\$126,627.72	\$119,572.28	51.43
01 - General Fund	02152 - Speech Path and Deaf Ed - Ages 3-5	\$1,760.87	\$32,300.00	\$14,086.96	\$18,213.04	43.61
01 - General Fund	02153 - Speech Path and Deaf Ed - Ages 0-2	\$2,384.09	\$20,000.00	\$21,709.82	(\$1,709.82)	108.55
01 - General Fund	02161 - Occupational Therapy- School Age	\$0.00	\$22,000.00	\$13,022.74	\$8,977.26	59.19
01 - General Fund	02162 - Occupational Therapy - Ages 3-5	\$0.00	\$8,000.00	\$3,128.76	\$4,871.24	39.11
01 - General Fund	02163 - Occupational Therapy-Ages 0-2	\$0.00	\$4,000.00	\$1,375.72	\$2,624.28	34.39
01 - General Fund	02171 - Physical Therapy - School Age	\$1,343.00	\$13,000.00	\$8,512.25	\$4,487.75	65.48
01 - General Fund	02172 - Physical Therapy-Ages 3-5	\$434.50	\$4,000.00	\$2,528.00	\$1,472.00	63.20
01 - General Fund	02173 - Physical Therapy-Ages 0-2	\$474.00	\$2,000.00	\$2,054.00	(\$54.00)	102.70
01 - General Fund	02181 - Vision Services - School Age	\$500.00	\$5,000.00	\$4,555.60	\$444.40	91.11
01 - General Fund	02190 - Student Activities	\$998.12	\$33,000.00	\$14,448.24	\$18,551.76	43.78
01 - General Fund	02212 - Instruction/Curriculum Development	\$3,281.65	\$55,500.00	\$30,630.50	\$24,869.50	55.19
01 - General Fund	02213 - Instructional Staff Training	\$325.00	\$14,000.00	\$8,514.23	\$5,485.77	60.82
01 - General Fund	02220 - Library/Media Services	\$8,718.80	\$119,500.00	\$71,620.87	\$47,879.13	59.93
01 - General Fund	02224 - Educational Television Services	\$310.84	\$5,000.00	\$2,459.97	\$2,540.03	49.20
01 - General Fund	02230 - Instruction-Related Technology	\$9,751.03	\$134,500.00	\$77,380.56	\$57,119.44	57.53
01 - General Fund	02240 - Academic Student Assessment	\$477.94	\$1,500.00	\$5,152.94	(\$3,652.94)	343.53
01 - General Fund	02310 - Board of Education	\$76.75	\$35,000.00	\$24,261.85	\$10,738.15	69.32
01 - General Fund	02320 - Superintendent	\$18,949.39	\$260,000.00	\$155,945.95	\$104,054.05	59.98
01 - General Fund	02330 - District Legal Services	\$375.00	\$12,000.00	\$4,386.00	\$7,614.00	36.55
01 - General Fund	02410 - Principal	\$30,967.26	\$390,000.00	\$250,604.10	\$139,395.90	64.26
01 - General Fund	02510 - Business Office	\$12,848.55	\$173,800.00	\$123,071.05	\$50,728.95	70.81

01 - General Fund	02530 - Publishing Services	\$0.00	\$1,000.00	\$0.00	\$1,000.00	0.00
01 - General Fund	02570 - Personnel Services	\$90.35	\$5,200.00	\$1,067.16	\$4,132.84	20.52
01 - General Fund	02610 - Custodial	\$25,698.11	\$388,000.00	\$229,233.31	\$158,766.69	59.08
01 - General Fund	02620 - Building Maintenance	\$43,253.64	\$407,000.00	\$177,202.86	\$229,797.14	43.54
01 - General Fund	02630 - Grounds Maintenance	\$1,984.72	\$80,000.00	\$15,946.53	\$64,053.47	19.93
01 - General Fund	02650 - Non-Pupil Vehicle	\$406.50	\$11,500.00	\$5,315.86	\$6,184.14	46.22
01 - General Fund	02660 - Security	\$1,943.70	\$17,000.00	\$12,170.80	\$4,829.20	71.59
01 - General Fund	02670 - Safety	\$2,518.13	\$8,000.00	\$12,699.61	(\$4,699.61)	158.75
01 - General Fund	02710 - Regular Transportation	\$17,292.71	\$464,300.00	\$210,950.86	\$253,349.14	45.43
01 - General Fund	02712 - School Age SPED Transportation	\$3,050.03	\$62,700.00	\$32,787.13	\$29,912.87	52.29
01 - General Fund	02713 - Preschool Transportation	\$1,907.86	\$28,300.00	\$16,326.13	\$11,973.87	57.69
01 - General Fund	02730 - Regular Vehicle Maintenance	\$1,367.01	\$29,200.00	\$11,892.96	\$17,307.04	40.73
01 - General Fund	02732 - School Age SPED Vehicle Maintenance	\$2.26	\$11,000.00	\$1,364.74	\$9,635.26	12.41
01 - General Fund	02733 - Preschool Vehicle Maintenance	\$318.08	\$5,000.00	\$666.11	\$4,333.89	13.32
01 - General Fund	03535 - High Ability Learners	\$313.91	\$40,000.00	\$16,069.01	\$23,930.99	40.17
01 - General Fund	06200 - Title IA	\$8,605.78	\$112,200.00	\$66,851.55	\$45,348.45	59.58
01 - General Fund	06310 - Title IIA	\$0.00	\$26,500.00	\$23,422.00	\$3,078.00	88.38
01 - General Fund	06406 - IDEA Preschool (619) Base Allocation	\$144.71	\$4,000.00	\$2,841.11	\$1,158.89	71.03
01 - General Fund	06408 - IDEA Part B (611)	\$8,405.33	\$108,200.00	\$67,242.64	\$40,957.36	62.15
01 - General Fund	06421 - IDEA ARP Part B 611	\$0.00		\$17,729.00	(\$17,729.00)	
01 - General Fund	06422 - IDEA ARP Part B 619	\$184.13		\$1,413.00	(\$1,413.00)	
01 - General Fund	06968 - 21st Century Learning	\$5,572.21	\$76,400.00	\$40,795.12	\$35,604.88	53.40
01 - General Fund	06992 - REAP	\$0.00	\$30,000.00	\$9,259.57	\$20,740.43	30.87
01 - General Fund	06997 - ESSER II	\$6,170.25	\$83,000.00	\$49,362.23	\$33,637.77	59.47
01 - General Fund	06998 - ESSER III	\$16,772.83	\$404,700.00	\$173,758.53	\$230,941.47	42.94
01 - General Fund	08000 - Transfers (Outgoing)	\$0.00	\$55,000.00	\$18,000.00	\$37,000.00	32.73
Subtotal 01 - General Fund		\$608,160.41	\$8,809,000.00	\$5,022,612.05	\$3,786,387.95	57.02%
02 - Depreciation Fund	02900 - Other Support Services	\$17,815.00	\$759,522.00	\$187,316.00	\$572,206.00	24.66
Subtotal 02 - Depreciation Fund		\$17,815.00	\$759,522.00	\$187,316.00	\$572,206.00	24.66%
03 - Employee Benefit Fund	02900 - Other Support Services	\$0.00	\$95,630.00	\$58,372.30	\$37,257.70	61.04
Subtotal 03 - Employee Benefit Fund		\$0.00	\$95,630.00	\$58,372.30	\$37,257.70	24.66%
06 - School Nutrition Fund	03100 - Food Services Operations	\$30,419.92	\$320,000.00	\$268,911.38	\$51,088.62	84.03
Subtotal 06 - School Nutrition Fund		\$30,419.92	\$320,000.00	\$268,911.38	\$51,088.62	84.03%
07 - Bond Fund	05000 - Debt Service	\$0.00	\$530,000.00	\$481,033.75	\$48,966.25	90.76
Subtotal 07 - Bond Fund		\$0.00	\$530,000.00	\$481,033.75	\$48,966.25	0.907610849

08 - Special Building Fund	02620 - Building Maintenance	\$0.00	\$955,787.00	\$0.00	\$955,787.00	0.00
08 - Special Building Fund	02670 - Safety	\$0.00		\$7,500.00	(\$7,500.00)	
08 - Special Building Fund	04100 - Land Acquisition	\$0.00	\$200,000.00	\$0.00	\$200,000.00	0.00
08 - Special Building Fund	04300 - Architecture and Engineering	\$0.00		\$58,941.99	(\$58,941.99)	
08 - Special Building Fund	04700 - Building Improvements	\$0.00	\$3,000,000.00	\$71,160.00	\$2,928,840.00	2.37
08 - Special Building Fund	06997 - ESSER II	\$0.00		\$88,400.00	(\$88,400.00)	
Subtotal 08 - Special Building Fund		\$0.00	\$4,155,787.00	\$226,001.99	\$3,929,785.01	5.44%
09 - QCPUF Fund	04500 - Building Acquisition and Construction	\$0.00	\$509.00	\$400,256.50	(\$399,747.50)	78,635.85
Subtotal 09 - QCPUF Fund		\$0.00	\$509.00	\$400,256.50	(\$399,747.50)	78635.85%
Grand Total		\$656,395.33	\$14,670,448.00	\$6,644,503.97	\$8,025,944.03	45.29%

Superior Public Schools

May 2022 General Fund Check Listing Report

Payee	Description	Amount
Alexander Motors, Inc	PALLS Van 7 inspection	\$31.00
Alexander Motors, Inc	PALLS Van 8 inspection	\$31.00
Alexander Motors, Inc	SPED Bus 17 inspection	\$31.00
Alexander Motors, Inc	18 reg ed vehicle inspections	\$558.00
Amazon Capital Services	Kids Club supplies	\$109.41
Amazon Capital Services	library books	\$227.15
Amazon Capital Services	Scales, tab dividers	\$362.25
Amazon Capital Services	Mellott desk	\$448.71
Amazon Capital Services	library books	\$139.98
Amazon Capital Services	ear buds, dry erase wipes	\$51.77
Amazon Capital Services	PK paint	\$66.48
Amazon Capital Services	Hansen supplies	\$16.99
Amazon Capital Services	bird spikes	\$88.36
Amazon Capital Services	sharpeners, thermometer covers	\$43.03
American Lift & Sign Service	Brodstone scoreboard sign	\$350.00
Apple Inc.	new teacher MacBooks	\$3,895.00
ASK Supply Company	Elem desk, custodial supplies	\$699.11
ASK Supply Company	custodial supplies	\$5,778.80
B-Green Lawn Care	Application #1	\$875.00
B-Green Lawn Care	repair parts	\$264.80
Betka Plumbing, Heating & Air Conditioning	floor drains	\$380.00
Bomgaars Supply	Going supplies	\$23.99
Bomgaars Supply	maintenance supplies	\$29.99
Brightly Software, Inc	2022-23 Maintenance, Capital Forecast software	\$2,889.38
Brodstone Healthcare	Mar 2022 LMHP services	\$2,241.48
Brodstone Healthcare	March 2022 PT services	\$2,152.75
Brodstone Healthcare	Mar 2022 nursing services	\$632.25
Brody Chemical Company, Inc	custodial supplies	\$397.69
Central Community College	CDE Registration fees	\$361.00
Computer Hardware	Chromebook motherboard	\$195.00
Curriculum Leadership Institute	2021-22 pymt 11	\$2,850.00
Curriculum Leadership Institute	CTE, ELA SACS	\$417.65
Eakes Office Solutions	laminator	\$2,488.00
Eakes Office Solutions	Jan-Apr 22 copies	\$3,892.23
Easy Way Safety Services, Inc	Car seat	\$270.00
Educational Service Unit #9	March 2022 BAF SLP services	\$2,240.31
Educational Service Unit #9	Mar 2022 deaf educator	\$292.80
Educational Service Unit #9	March 2022 Homebase services	\$2,625.00
Educational Service Unit #9	March 2022 Psych services	\$4,713.60
Educational Service Unit #9	March 2022 SLP services	\$9,045.56
Educational Service Unit #9	March 2022 Vision services	\$562.50
Follett School Solutions, Inc	2022-23 software license	\$772.19
Follett School Solutions, Inc	library scanner	\$1,092.85
Glenwood Telecommunications	May 2022 internet service	\$235.95
Glenwood Telecommunications	May 2022 landline service	\$210.47
Gumdrop Books	library books	\$996.40
Hometown Leasing	May 22 eGold fax	\$64.63
Hometown Leasing	copier/printers lease	\$1,777.00
Ideal Market	PK supplies	\$41.41
Ideal Market	FCS lab supplies	\$20.45
Ideal Market	Kids Club supplies	\$16.85
Ideal Market	PK supplies	\$62.09
Ideal Market	FCS lab supplies	\$9.17
Ideal Market	PK supplies	\$6.82

Ideal Market	water	\$16.60
Ideal Market	Grade 1 Art supplies	\$3.88
Ideal Market	Going lab supplies	\$7.54
Ideal Market	PK supplies	\$76.50
Ideal Market	FCS lab supplies	\$63.75
Ideal Market	Kids Club supplies	\$11.00
Ideal Market	softener salt, custodial supplies	\$94.73
Ideal Market	FCS lab supplies	\$91.14
International Academy of Science	Acellus training	\$295.00
Jodi Fierstein	cell phone stipend	\$50.00
Jostens Inc	diplomas, covers	\$637.69
Kansas City Audio-Visual, Inc	Clear Touch boards	\$8,142.15
Kate Elting	CKLA slides	\$30.00
Kenny's Lumber and Farm Supply Inc	maintenance supplies	\$294.32
Kenny's Lumber and Farm Supply Inc	Thomas supplies	\$157.40
Kenny's Lumber and Farm Supply Inc	track bleacher supplies	\$373.55
KSB School Law, PC LLO	April 2022 legal services	\$1,132.50
Kully Pipe & Steel Supply	maintenance supplies	\$161.60
Learning A-Z	Grade 4 licenses	\$125.00
Lexia Learning Systems LLC	LETRS materials	\$9,248.00
Lincoln Public Schools	Renz, Trumble, Baird PBIS training	\$225.00
Logan Christiancy	cell phone stipend	\$50.00
Lost Creek Welding	welding material	\$688.46
Lunch Fund	April 2022 K Snacks	\$84.59
Lunch Fund	April 2022 PK Snacks	\$185.81
Lunch Fund	April 2022 POWER room snacks	\$20.47
Lunch Fund	March 2022 K snacks	\$82.20
Lunch Fund	March 2022 PK snacks	\$198.11
Lunch Fund	March 2022 POWER room snacks	\$24.19
Marty Kobza	cell phone stipend	\$50.00
Master Teacher (The)	retirement clocks	\$209.85
Matheson Tri-Gas Inc	welding tank rental	\$45.85
Moeller Electric Enterprises, Inc	server room fire alarm system	\$600.95
Nebraska Council of School Administrators	2022-23 Cook membership	\$585.00
Nebraska Council of School Administrators	2022-23 Williams membership	\$125.00
Nebraska Council of School Administrators	Williams NASBO Convention	\$180.00
Nebraska State Fire Marshall Agency	boiler inspections	\$180.00
Nex-Tech	security cameras lease	\$735.88
One Source	Corman, Huynh background checks	\$50.00
Otus	2022-23 subscription	\$11,897.54
Petro Plus	grounds care gas	\$74.64
Petro Plus	custodial/staff gas	\$232.44
Petro Plus	PALLS Van 7 gas	\$165.89
Petro Plus	PALLS Van 8 gas	\$257.60
Petro Plus	bus/van gas	\$4,540.66
Petro Plus	SPED Bus 17 gas	\$1,055.05
Pine Cove Consulting, LLC	monthly backup/restore	\$450.00
Pine Cove Consulting, LLC	monthly managed services, network	\$3,256.66
Pro Track and Tennis, Inc	track exchange zones	\$2,800.00
Pro Track and Tennis, Inc	track crack repair	\$4,500.00
Protex Central Inc	Elem doors access service	\$1,432.96
Robert Cook	cell phone stipend	\$50.00
S & S Bleachers, LLC	portable bleachers lease	\$3,150.00
Saathoff Construction LLC	pole vault pit replacement	\$2,165.00
Sam's Club/Synchrony Bank	FCS supplies	\$109.14
Sam's Club/Synchrony Bank	Striv Roku stick	\$49.00
Scott's Sales and Service, LLC	March 22 HVAC Unit 8 repairs	\$1,275.00
Scott's Sales and Service, LLC	Feb 22 repair HVAC Unit 5	\$212.50
Shirt Shack	Music award	\$8.00

Studies Weekly	2022-23 Soc Studeis materials	\$1,434.40
Superior Ace Hardware	maintenance supplies	\$151.00
Superior Activity Account	operating transfer-Athletics	\$5,000.00
Superior Industries LLC	track bleacher supplies	\$492.50
Superior Industries LLC	maintenance supplies	\$59.62
Superior Motor Parts	maintenance supplies	\$35.47
Superior Motor Parts	Going supplies	\$39.98
Superior Motor Parts	vehicle maintenance supplies	\$67.14
Superior Publishing Co., Inc	Kids Club help wanted ad	\$17.60
Superior Publishing Co., Inc	May calendar	\$70.00
Superior Publishing Co., Inc	graduation programs	\$95.00
Superior Publishing Co., Inc	mtg notices/proceedings	\$98.07
Superior Utilities	monthly utilities	\$10,404.27
Taylor Music	French Horn overhaul	\$1,550.00
Thayer Central Community School	Math competition entry fee	\$60.00
The Crete News	cum folders shipping	\$17.40
Troys Automotive	Van 1 repairs	\$762.70
U.S. Bank	Hastings Museum-Grade 1	\$81.00
U.S. Bank	Meekers-Kobza meal	\$14.00
U.S. Bank	TPT-Lit Lab supplies	\$8.50
U.S. Bank	TPT-Jameson Science	\$48.94
U.S. Bank	vehicle fuel	\$197.26
U.S. Bank	Hulu monthly subscription	\$74.89
U.S. Bank	lodging, parking, meals NETA	\$1,506.98
U.S. Bank	Williams-NASBO lodging, parking	\$154.49
U.S. Bank	Maatsch's-vehicle fuel	\$58.50
U.S. Bank	Double Tree-Kobza Colorado	\$290.62
U.S. Bank	Angus Burgers-Fierstein	\$24.16
University of Missouri-Columbia AR	2022-23 NEE Annual fee	\$2,750.00
Verizon Wireless	Kids Club phone	\$52.87
Verizon Wireless	maintenance phone	\$52.87
Verizon Wireless	PALLS Van 7 phone	\$19.75
Verizon Wireless	PALLS Van 8 phone	\$19.75
Verizon Wireless	bus/van phones	\$210.87
Verizon Wireless	SPED Bus 17 phone	\$19.75
WageWorks, Inc.	Flex plan admin fee	\$204.00
Wittkes Heating and Cooling	water heater parts	\$544.00
Woodwards Disposal	shredding service	\$20.00
	Subtotal	\$147,799.44
May 2022 General Fund Payroll and Benefits		<u>\$480,012.77</u>
	Total	\$627,812.21

6025 Student Cell Phone and Other Electronic Devices

Students may use cellular phones or other electronic devices while at school, so long as they do so safely, responsibly and respectfully and comply with all other school rules while using these devices.

By bringing their cell phones and other electronic communication devices to school, students consent to the search of said devices by school staff when permitted by law.

Students may not have cell phones or electronic devices on while they are in locker rooms, restrooms, or any other area in which others may have a reasonable expectation of privacy.

The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (including things like texting, sexting, e-mailing, etc.) may constitute a crime under state and/or federal law. Any person engaged in these activities while on school grounds, in a school vehicle or at a school activity will be subject to the disciplinary procedures of the student code of conduct.

While on school property, at a school activity, or in a school vehicle, students may not use their cell phones or electronic devices to bully, harass, or intimidate any other person as governed by the student code of conduct.

Students shall be personally and solely responsible for the security of their electronic devices. The district is not responsible for theft, loss or damage of any electronic device, including or any calls or downloads.

Students who violate this policy may have their cell phones or electronic devices confiscated immediately. The administration will return confiscated devices to the parent or guardian of the offending student, after meeting with the parent or guardian to discuss the rule violation. Students who violate this policy may, at the discretion of the school's administration, be subject to additional discipline, up to and including suspension or expulsion.

ELEMENTARY

Cell Phones and Other Electronic Devices

Electronic devices include, but are not limited to, cell phones, pagers, personal tablets, mp3 players, and laser pointers.

Regulations on Use

1. Elementary students, grades K-6⁵, are prohibited from using cell phones and other electronic devices while at school, except as provided in this policy.
2. Elementary students may use cell phones and other electronic devices on school sidewalks and in the common areas of the school before and after school, so long as they do not create a distraction or disruption. Students may not have cell phones and electronic devices while they are in locker rooms, classrooms, or restrooms.
3. Students must keep their cell phones and electronic devices in their lockers during school hours.
4. Elementary students may not use cell phones and electronic devices while riding in school vehicles unless they have express permission to do so from the driver of the vehicle.
5. Elementary students shall be personally and solely responsible for the security of their cell phones and other electronic devices. The district is not responsible for theft, loss, or damage to cell phones or other electronic devices.
6. Elementary students who violate this policy will have their cell phones and other electronic devices confiscated immediately. The administration will return confiscated electronic devices to the offending student's parent or guardian after a meeting to discuss the violation.

Adopted on: June 11, 2018

Revised on: _____

Reviewed on: April 11, 2022

Samantha Trauernicht

837 Jefferson Ave., Hebron, NE 68370/ (402)806-2211/ samkoakes@gmail.com

OBJECTIVE

Passionate, patient, and enthusiastic special educator committed to creating opportunities for all students to be successful. Excellent with communicating and forming positive relationships with students, parents, and other staff. Excited for the chance to provide opportunities for academic success to all students.

EDUCATION

Bachelor of Science/ December 2019/ Peru State College

- K-6 Special Education
- GPA: 3.534

Master of Arts in Education/ August 2021-Present/ University of Nebraska at Kearney

- Supervisor of Special Education
- Current GPA: 3.917

Student Teaching

- Holling Heights Elementary (Millard Public Schools)
- 6565 S 136th St., Omaha, NE 68137
- (402)715-8330
- August 5, 2019- December 17, 2019

WORK EXPERIENCE

Life Skills Teacher (K-6)

- Jefferson Intermediate (Fairbury Public Schools)
- 924 K St., Fairbury, NE 68352
- (402)729-5041
- January 2, 2020- May 2021
- Provided engaging and interactive life skills lessons so that students could gain the abilities to succeed in society (social skills, cooking, hygiene skills).
- Constantly, and positively, communicated with students and their families, their general education teachers, and other staff that worked with the students.
- Ensuring all legal paperwork was completed, understood, implemented, and filed appropriately.
- Maintained consistent record of progress reports for both academics and behaviors.
- Attended professional meetings and educational conferences (ASD Conference 2021) to maintain professional competence.

Substitute Teacher (K-6)

- Thayer Central Elementary (Hebron, NE)

- 1020 Eads Ave., Hebron, NE 68370
- (402)768-7287
- August 2021-present
- Follow lesson plans provided by the regular teacher to create a cohesive and consistent learning experience for students.
- Manage the classroom effectively to encourage student participation, minimize distractions and maintain a positive learning environment.
- Positively communicate with the students, principal, and teachers to promote positive educational experiences.
- Communicate and organize a schedule to provide to the principal for subbing dates; where I can be utilized as much as possible .

REFERENCES

Kurk Wiedel

- Principal at Thayer Central Elementary
- (402)768-3539 / Kurk.wiedel@thayercentral.net / 1030 Barger Ave., Hebron, NE 68370

Taylor Hansen

- Resource Teacher at Thayer Central Elementary
- (402)469-7128 / Taylor.hansen@thayercentral.net / 130 Olive Ave., Hebron, NE 68370

Becky Degenhardt

- Para at Thayer Central Elementary
- (402)768-8028 / Becky.degenhardt@thayercentral.net / 6369 Hwy 136, Hebron, NE 68370

CORI SHEFF

EDUCATION SPECIALIST



909.730.2666



Ledonn5@yahoo.com



6933 Stanislaus Pl.
Rancho Cucamonga, Ca 91701

CREDENTIAL

SPECIAL EDUCATION
2006

EDUCATION

**MASTER OF ART | SPECIAL
EDUCATION**
CHAPMAN UNIVERSITY |
ORANGE, CA
2004-2006

**BACHELOR OF ARTS | CHILD
AND ADOLESCENT**
CAL STATE FULLERTON |
FULLERTON, CA
2002-2004

HONORS

C.A.P.T.A.I.N. | 2011

CLUBS

BUDDIES | 2018-PRESENT

BEST BUDDIES ADVISOR |
2006- 2011

LANGUAGES

English (Native)
Sign Language (Simple
Communications)

TEACHING PROFESSIONAL SUMMARY

EDUCATION SPECIALIST

I am a special education teacher with a credential allowing to teach K-12, through the ages of 22. I have been working with individuals who have special needs since I was 18 and have been teaching for 16 years. I have worked with students who range in abilities from mild to severe; all the while, supporting our students who are able to mainstream into the general education when possible.

TEACHING EXPERIENCE

ELEMENTARY SPECIAL EDUCATION TEACHER

JASPER ELEMNTARY SCHOOL | CA | 2018 – PRESENT

- Self-contained special education classroom, serving a diverse need of students with specialized academics and supports.
- Modified general education curriculum for special needs students using various instructional techniques and strategies.
- Positive behavior implementations.
- **KEY ACHIEVEMENTS:** Integrating children with special needs into the general education.

ADULT TRANSITION SPECIALIST

GLENDORA HIGH SCHOOL | Ca | 2018 – 2011

- Provided instruction to prepare students, aged 18-22, for vocational opportunities in the workplace and in the community.
- Assisted in the selection of instructional materials and equipment.
- Developed and maintained a classroom environment conducive to learning and appropriate to the physical, social, and emotional development of students.
- Managed student behavior in the classroom and in the community.
- Assessed student's learning styles and used results for instructional activities.
- Used technologies in the teaching/learning processes.
- **KEY ACHIEVEMENTS:** Created this new program from day one with the help of my Administrator

ASD EDUCATION SPECIALIST

GLENDORA HIGH SCHOOL | Ca | 2011 – 2006

- Worked with students, grades 9-12, who were on the Autism Spectrum.
- Helped support students in the general education as well as in a self-contained classroom for those who were unable to mainstream.
- Positive behavior implementations.
- Facilitated good relationships with the general education teachers as well as parents, to help ensure good progress for students.
- **KEY ACHIEVEMENTS:** First teacher to teach children with Autism in a self-contained classroom at the high school; while supporting those who were able to be main-streamed into the general education.

ASD EDUCATION SPEICALIST

C.J. MORRIS ELEMENTARY SCHOOL | 2004-2006

- Worked with students, grades 2-5, who were on the Autism Spectrum.

EDUCATION

Kansas Wesleyan University, Salina, KS
Masters of Business Administration
Hastings College, Hastings, NE
Bachelor of Arts in Physical Education K – 12, with an Endorsement in Coaching

PROFESSIONAL EXPERIENCE

Head Volleyball Coach - Blue Hill High School , Blue Hill, Nebraska	5/19 - 3/22
Cub Director - Twin Valley Juniors , Blue Hill, Nebraska	11/20 - 2/22
Assistant Volleyball Coach - Blue Hill High School , Blue Hill, Nebraska	5/18 - 5/19
Assistant Volleyball Coach – Hastings Catholic Schools , Hastings, Nebraska	7/17 – 5/18
Assistant Volleyball Coach/Recruiting Coordinator, Kansas Wesleyan University , Salina, Kansas	8/11 – 12/16
Head Club Coach – Salina Jrs. – Salina, Kansas	1/12 – 4/12
Head Volleyball Coach – Giltner High School , Giltner Nebraska	8/10 – 5/11
Head Club Coach – Giltner Jrs. – Giltner, Nebraska	1/10 – 5/10
Student Assistant Coach – Hastings College Volleyball – Hastings, Nebraska	8/08 – 7/10
Head Club Coach – Queen City Jrs. – Hastings, Nebraska	1/08 – 5/09
Club Director and Head Club Coach – Blue Hill Jrs. – Blue Hill, Nebraska	1/06 – 5/07

Head Volleyball Coach, Blue Hill High School 5/19 – 3/22

- Registered teams in summer camps.
- Organized and ran multiple fundraisers.
- Organized daily practice schedules and workouts.
- Established and maintained a positive playing environment.
- Developed games plans and made proper in game adjustments.
- Worked with local media outlets with team coverage and sending statistics.

Assistant Volleyball Coach, Blue Hill High School 5/18 – 5/19

- Head JV and C team coach.
- Assists the head coach with practice plans, game strategies.
- Assists with statistic program and compiling data.
- Transported athletes to games.

Assistant Volleyball Coach, Hastings Catholic Schools 7/17 – 5/18

- Head JV coach.
- In charge of the statistics program.
- Assist head coach with practice plans, line-up decisions, and game strategies.

Assistant Volleyball Coach/Recruiting Coordinator, Kansas Wesleyan University, Salina, KS 8/11-12/16

- Assists the head coach in managing and directing the volleyball program including training, competing scheduling and developing the season’s budget.
- Coordinate travel plans, including hotels, along with meals for both home and away matches.
- In charge of recruiting, including calling prospective student-athletes, evaluating high school and junior college players, meeting with prospective athletes and maintaining an accurate database and records.
- Running recruiting events and showcases.
- In charge of junior varsity volleyball program as not only the coach but as a teacher/mentor in volleyball skill and any and all issues that arise.
- Organize and complete all required paperwork.
- Coordinate game plans for upcoming varsity volleyball games after game film.

- In charge of game plan during pre-game practices as well as during the actual games.
- Stepped in for the head coach when he became ill. Coached 7 varsity volleyball games with a 5-2 record while continuing to oversee the JV program.
- Input and maintain volleyball game statistics on Daktronics Statistical Software.
- Assists the head coach in facilitating and running fall and spring tournaments.
- Named 2015 West Central Region Assistant Coach of the Year.
- Named 2015 Kansas Collegiate Athletic Conference Assistant Coach of the Year.

Head Volleyball Coach – Giltner High School

8/10 – 5/11

- Organized daily practice schedules while motivating and upholding good sportsmanship.
- Completed the best line-up and positioning of players based on their practice performance and knowledge of the game strategies.
- Maintained a positive, goal oriented but approachable coaching style that assisted each player in achieving their ultimate playing potential.
- Building a volleyball program that keeps with the great Giltner tradition of sportsmanship and winning.

Head Club Coach - Salina Jrs., Giltner Jrs., Queen City Jrs., and South Central Jr.s

1/06 – Current

- Organized practices and lineups for games.
- Assisted with registering girls to the Great Plains Volleyball Region and deciding on tournaments to enter.
- Kept players and parents informed about practice times and tournament schedules.
- Promoted sportsmanship and overall excellent behavior at tournaments.
- Instructed players on scorekeeping as well as referring club volleyball games.

Student Assistant Coach - Hastings College Volleyball

8/08 – 7/10

- Assisted with practices and organizing of practice schedules.
- Assisted with lineups and assessing players and their performances.
- In charge of completing all statistics for HC varsity volleyball games and turning the results into the head coach following each game. Setting up and tearing down video equipment during home volleyball games.
- Provided transportation to games both in and out of state.

Instructor - Hastings College Volleyball Camps

5/07 – 8/10

- Collaborated with the HC head coach to implement his camp itinerary and overall camp goals.
- Assessed campers and placed them within groups of similar skill levels.
- Maintained discipline and promoted good sportsmanship while also insuring each camper a positive learning experience.
- Ensured safety but assessed any and all injuries and sought appropriate treatment as well as informed necessary personnel.

Brenda Corman

Current Address

811 W 8th Street
Superior, NE 68978

Contact Information

brendawalla0245@gmail.com
(402) 480-0245

WORK EXPERIENCE

Seed Sales Agronomist

Monsanto Company – Hastings, Nebraska Area

November 2013- April 2016

- Lead new product trainings to classes of 75-100 salespeople
- Coordinate learning activities at 5 trainings throughout 2015 with the training team.
- Operate new sales technology within the Monsanto sales team
- Grow working relationships with 30 prospective farmer-customers
- Persuade customers to increase their purchases Dekalb and Asgrow products
- Develop rapport with 15 salespeople that currently sell Dekalb and Asgrow products
- Implement new seed sales agronomist role to team, customers, and retailers

Production Agronomist

DuPont Pioneer –Princeton, Illinois and Durant, Iowa

January 2010-November 2013

- Implement the growing plan for the 2012/2013 growing season for about 40,000 acres each year
- Coach 40 farming operations about their role in seed corn production and Pioneer's expectations
- Educate growers on contract changes, acreage adjustments, field average yields, and field improvements
- Train production technicians and temporary employees on field activity processes
- Hire field scouts, area assistants, and production interns for 2012/2013
- Met monthly to coach two production technicians and one manager in training
- Supervise the planting, cutting, pulling, and detasseling decisions for 6 employees on 7000 acres
- Lead the management team in communications and training improvement
- Set up and gather results on research projects for production research
- Participate in the Agronomy Technical Conference planning team and the Return on Sales team

Teaching Assistant – Interpersonal Skills

Agricultural Leadership Education and Communication, University of Nebraska - Lincoln

- Lecture to 25 undergraduate students
- Administer and grade all quizzes, tests, and class group activities

TRAINING AND CERTIFICATIONS

Counselor Salesperson Training

Bob Pike Group Presentation Skills Training

Crucial Conversations Leadership Training

Pioneer Presentation Skills Training

ADDITIONAL EXPERIENCE, HONORS, & ACTIVITIES

PEO – Superior, Nebraska

Mothers Club – Superior, Nebraska

National Agri-Marketing Association – College Marketing Team

Pioneer Emerging Leaders Program

Sales Internship – Syngenta Seeds, Yankton, South Dakota

Nebraska Agricultural Youth Council - Department of Agriculture

Junior Achievement Volunteer – Durant, IA

Lower Platte North Natural Resources District – Summer Assistant

Study Abroad Viticulture Department of Agricultural Economics - Burgundy Region of France

EDUCATION

University of Nebraska – Lincoln 2009

Bachelor of Science in Agricultural Economics

Minor: International Studies/Applied Sciences

6026
Emergency Dismissal

The superintendent or his/her designee is responsible for determining when school and/or extracurricular activities should be cancelled or dismissed due to severe weather or other emergency conditions. Coaches and/or sponsors may not conduct practices on days that school is cancelled without first securing the superintendent's specific permission.

Adopted on: June 11, 2018

Revised on: _____

Reviewed on: _____

6027 Field Trips

The board encourages instructional staff to incorporate field trips into the curriculum. These trips should normally be conducted during the school day.

1. General Conditions

All trips must be pre-approved by the teacher's building principal. Out-of-state and overnight trips require pre-approval by the board. The superintendent and principals will develop guidelines for approval of trips and communicate those guidelines to teaching staff.

2. Parental Permission

Each student must submit a signed parental permission slip prior to being allowed to attend a field trip. A new permission slip must be submitted for each trip. Caregivers, as that term is defined in the Nebraska Strengthening Families Act, shall be permitted to sign parental permission slips.

3. Supervision

Sponsoring teachers must ensure that students are adequately supervised and chaperoned by a responsible adult at all times during field trips. Whether paid staff or volunteers, chaperones are prohibited from drinking alcoholic beverages of any kind at any time during any field trip. All chaperones must be at least 21 years of age. Any chaperone who drives students must possess a valid driver's license. Chaperones who drive students in private vehicles must possess adequate insurance coverage. Chaperones do not have any property right in or to a chaperone assignment. The school district may deny or terminate a chaperone assignment for any reason that is not unconstitutional or unlawful. The superintendent's decision shall be final.

4. Student Conduct

Students must comply with the student code of conduct, any applicable extracurricular conduct codes, and all directives by trip chaperones.

Adopted on: June 11, 2018

Revised on: _____

Reviewed on: _____

6028
The Extracurricular Activities Program

1. General Purpose

- a. The extracurricular program includes noncurricular activities which are sponsored by the school district. These activities include sports, speech, plays, Future Farmers of America, Future Business Leaders of America, music performance groups and other activities which are sponsored by the school.
- b. Extracurricular activities are an important part of the total school experience, but are secondary to the academic program and must be kept in that perspective.
- c. Extracurricular activities **do not** include:
 - i. co-curricular activities such as band and choir, in which students must participate as part of the requirements for enrollment in and receiving a grade for a particular course.
 - ii. student-initiated, non-curriculum related student groups which are permitted to hold meetings and events on school premises. These groups are not school-sponsored and are not governed by this policy or other policies and rules governing extracurricular groups.

2. Governance

- a. All extracurricular activities shall be under the exclusive governance and control of the school district. This control includes, but is not limited to, the formation, naming, structure, operation, financing, and discontinuance of all extracurricular activities. Extracurricular activities shall not have any separate or individual existence, status, rights, or authority.
- b. Students and sponsors will be governed by all board's policies and administrative rules including the policy on field trips when traveling for extracurricular activities.

3. **Student Eligibility**

- a. Students are encouraged to participate in extracurricular activities. Participation shall be open to and limited to all students who are currently enrolled in the school district on a voluntary basis.
- b. Extracurricular activities may establish academic or course enrollment qualifications for participation if such qualifications are necessarily related to the purposes of the activity.
- c. Standards for scholastic eligibility for students wishing to participate in extracurricular activities shall be set by the administration and shall be consistent with at least the minimum standards provided by the NSAA.
- d. All students in grades 7-12 who participate in athletics must have a physical examination by a qualified health care provider at the student's expense.
- e. Students who wish to participate in extracurricular activities must abide by the student code of conduct, the extracurricular code of conduct and any additional rules set by the activity sponsor.
- f. Students are not eligible to participate in any extracurricular activity until they and their parents/guardians have signed the student handbook and extracurricular handbook receipt and acknowledgement.

4. **Sponsors**

- a. Each extracurricular activity must have a sponsor who is a member of the district's certificated staff or a selected community member who is qualified by virtue of education, training, experience, or special interest to serve as the sponsor.
- b. The superintendent or his/her designee will assign activity sponsors. Payment to sponsors will be negotiated with the sponsor based on the terms of any applicable collective bargaining agreement, the sponsor's training and experience and any other lawful criteria. Sponsors serve in their capacity as a sponsor at the will of the superintendent, who is specifically empowered to remove an activity sponsor in the superintendent's sole discretion.

- c. Sponsors shall be required to: develop materials, activities, and a budget; promote membership and participation; communicate with the principal or designee, staff, students, and parents; schedule meeting dates and locations; plan meaningful experiences; supervise students during activities; evaluate and make recommendations; and submit a year-end report to the principal or designee.

5. **Fundraising Activities**

All fundraising activities shall require authorization by a member of the school district administration and shall be subject to all other school policies. All money raised by these activities shall be governed by Policy 3005.

Adopted on: June 11, 2018

Revised on: _____

Reviewed on: _____

6029
Activity Trips

Students must travel to and from all activities in the transportation provided by the school. A student may travel home from an activity with his/her parent or guardian if the activity sponsor has personally released the student to the parents' custody. Students who misbehave while on an activity trip may be subject to disciplinary consequences set forth in the board's student discipline policy. In addition to any other disciplinary consequences imposed, students who misbehave while on school-sponsored trips may be prohibited from attending future trips.

Students must comply with the board's policies on field trips as well as the student code of conduct, the extracurricular code, and all directives of a sponsor or chaperone while on activity trip.

Adopted on: June 11, 2018

Revised on: _____

Reviewed on: _____

6030
Public Appearances of School Groups

The reputation of the school district is enhanced when student groups appear at public non-school functions. Therefore, the board encourages student groups to appear at public events, subject to the following requirements:

1. Activity sponsors must secure the permission of their building principal before booking a student group at a public event.
2. Sponsors are discouraged from booking student groups to perform on more than one school night (Sunday-Thursday) per week.
3. Student groups may not perform at a political rally without permission from the superintendent and prior notice to parents.
4. The policies and rules that apply to field trips also apply to student group appearances in public.

Adopted on: June 11, 2018

Revised on: _____

Reviewed on: _____

6031 Emergency Exclusion

Grounds for Emergency Exclusion. Any student may be excluded from school in the following circumstances subject to the procedural provisions governing short term suspension found elsewhere in these policies or state law:

(a) If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or

(b) If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers that prompted the exclusion.

Extension of Exclusion. Pursuant to the Student Discipline Act, the principal has the authority to exclude a student from school for up to five school days on an emergency basis. If the superintendent or superintendent's designee determines that it is appropriate to consider the extension of an exclusion beyond five days, such consideration shall be made according to the procedures set forth below.

Notification of Student's Parent(s) or Guardian(s). The superintendent or the superintendent's designee shall notify the student's parent(s) or guardian(s) that the principal has proposed the extension of the exclusion. If the initial notice is oral, the superintendent shall confirm it in writing.

Opportunity to Request a Hearing. The student's parent(s) or guardian(s) may submit an oral request for a hearing on the proposed extension of the exclusion within two school days of receiving the initial notice. If the initial request for a hearing is oral, they shall confirm the request in writing.

Failure to Request a Hearing. If the parent(s) or guardian(s) do not request a hearing within two school days of receiving oral or written notice, the proposed extension of the exclusion shall automatically go into effect.

Appointment and Qualifications of a Hearing Examiner. If the parent(s) or guardian(s) request a hearing, the superintendent shall appoint a hearing examiner upon receiving a request for a hearing. The hearing examiner may be any person who did not bring charges against the student, is not to be a witness at the hearing, and has no involvement in the charge.

Hearing Examiner's Notice to Parent(s) or Guardian(s). The hearing examiner shall promptly give written notice of the time, date and place of the hearing. The hearing will be held within five school days after the school district receives the initial oral or written request; provided, the hearing may be held more than five school days after receipt of the request upon a showing of good cause. No hearing will be held on less than two (2) school days' notice unless otherwise agreed to by the student's parent(s) or guardian(s) and school officials.

Continued Exclusion. If a hearing is requested, the principal may determine in his or her sole discretion that the student shall remain excluded from school until the hearing officer makes a recommendation to the superintendent.

Examination of Student's Records and Affidavits. Prior to the hearing, the student and his/her parent(s) or guardian(s) shall have the right to examine and have school officials explain the student's records and any affidavits that will be used by school officials at the hearing.

Attendance at Hearing. The hearing may be attended by the hearing examiner, the principal (or designee), the student, and the student's parents or guardian(s). The student may be represented at this hearing by a representative of the family's choice.

Student's Witness(es). The student and his/her parent(s) or guardian(s) may ask any person with knowledge of the events leading up to the sanction or with general knowledge of the student's character to testify on behalf of the student. If school personnel or other students are requested to testify by the student's parent(s) or guardian(s), the hearing officer shall endeavor to help obtain the presence of such witnesses at the hearing.

Right to Know Issues and Nature of Testimony. The student and his/her parent(s) or guardian(s) have the right to request in advance of the hearing the issues which the administration will propose in support of the extension, and the general nature of the testimony of any administrative or expert witnesses.

Presence of Student and Witnesses at the Hearing. The student and witnesses may be excluded at the discretion of the hearing examiner in accordance with state statutes. The student may speak in his/her own defense and may be questioned on such testimony, but may choose not to testify.

Sworn or Affirmed Testimony. The principal or his or her designee shall present evidence supporting the recommended extension of the exclusion. Witnesses will give testimony under oath of affirmation, and may be questioned.

Hearing Examiner's Report and Recommendations. The hearing examiner shall prepare a report of his or her findings and recommendations, and forward the report to the superintendent.

Superintendent's Decision. The superintendent will review the hearing examiner's report and determine whether to extend the exclusion. He or she shall have the decision delivered or sent by registered or certified mail to the student, student's parent(s), or guardian(s). If the superintendent decides to extend the exclusion, the extension will take effect immediately.

Adopted on: June 11, 2018

Revised on: _____

Reviewed on: _____

6032
Constitution Day Education

Each year on September 17, designated as Constitution Day, the school district will conduct a program designed to highlight the historic and continuing importance of the United States Constitution. When September 17 falls on a Saturday, Sunday, or holiday, the district will provide this program during the preceding or following week.

The program shall be implemented within the guidelines of the U.S. Department of Education and in accordance with any other applicable laws and/or regulations.

Adopted on: June 11, 2018

Revised on: _____

Reviewed on: _____

6033 Restraint and Seclusion of Students

Restraint and seclusion, as defined below, are behavioral interventions. The use of such behavioral interventions must be in accordance with this policy. The following interventions do not constitute seclusion and restraint, and are not governed by this policy: voice control, limited to loud, firm commands; time-limited ignoring of specific behaviors; brief physical prompts to interrupt or prevent a specific behavior; physical interventions which a student's health care provider has indicated are medically necessary for the treatment or protection of the individual; or other similar interventions.

Definitions

Physical restraint refers to a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location. Physical restraint does not include incidental touching that comes along with movement inside a classroom, lunch line, or other areas of the school building where maintaining order is required.

Mechanical restraint refers to the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
- Restraints for medical immobilization; or
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Chemical restraint refers to the administration of medication for the purpose of restraint, but does not include the administration of medication in accordance with the directions and prescription of a physician with the consent of the student's parent or guardian.

Seclusion refers to the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

Use of Restraint and Seclusion

The use of chemical restraint is strictly prohibited. The use of any seclusion or restraint intervention for punitive or disciplinary purposes is strictly prohibited. Similarly, the use of any technique that constitutes corporal punishment, which is the infliction of bodily pain as a penalty for disapproved behavior, is strictly prohibited. Seclusion and/or restraint shall not be used for the convenience of staff or as a substitute for an educational program. When restraint or seclusion is used to respond to the danger of harm posed by a student's behavior, the intervention shall be discontinued as soon as the danger of harm has dissipated.

The use of physical restraint, mechanical restraint, and seclusion is permitted in a manner consistent with this policy as reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process.

Procedures

No technique shall restrict a student's breathing, deprive a student of basic needs, or unnecessarily expose a student to physical pain or discomfort.

Seclusion shall not be used for students who are severely self-injurious or suicidal. When seclusion is utilized as permitted by this policy, the following procedures shall be followed:

- The student shall be monitored by an adult in close proximity who is able to regularly observe the student;
- The confining space shall be approved for such use, unless the use of such a space is impossible or impracticable under the circumstances;
- The confining space shall be appropriately lighted, ventilated, and heated or cooled; *and*
- The confining space shall be free from objects that unreasonably expose the student or others to harm.

If a pattern of behavior emerges that requires or is anticipated to require the use of restraint and/or seclusion for the student, the appropriate educators and/or team members shall review what assessments, evaluations, supports, services, programs, or placements are appropriate in light of the student's needs and circumstances.

Recording and Reporting

Each incident of restraint or seclusion must be recorded and reported as required by the building administrators.

Training

All staff members shall be provided notice of this policy and will be trained on its contents. The Superintendent or his or her designee will identify school staff members likely to implement the restraint or seclusion interventions authorized by this policy and arrange for those individuals to receive appropriate training on the appropriate implementation of such interventions and the use of other behavioral supports and interventions.

Adopted on: June 11, 2018

Revised on: July 13, 2020

Reviewed on: _____

6034 Concussion Awareness

The Nebraska Unicameral has found that concussions are one of the “most commonly reported injuries in children and adolescents who participate in sports and recreational activities and that the risk of catastrophic injury or death is significant when a concussion or brain injury is not properly evaluated and managed.”

The School District will:

- a. Require all coaches and trainers to complete one of the following on-line courses on how to recognize the symptoms of a concussion or brain injury and how to seek proper medical treatment for a concussion or brain injury:
 - Heads UP Concussions in Youth Sports
 - Concussion in Sports—What You Need to Know
 - Sports Safety International
 - ConcussionWise
 - ACTive™ Athletic Concussion Training for Coaches; and
- b. On an annual basis provide concussion and brain injury information to students and their parents or guardians prior to such students initiating practice or competition. This information will include:
 - 1 The signs and symptoms of a concussion;
 - 2 The risks posed by sustaining a concussion; and
 - 3 The actions a student should take in response to sustaining a concussion, including the notification of his or her coaches.

A student who participates on a school athletic team must be removed from a practice or game when he/she is reasonably suspected of having sustained a concussion or brain injury in such practice or game after observation by a coach or a licensed health care professional who is professionally affiliated with or contracted by the school. The student will not be permitted to participate in any school supervised team athletic activities involving physical exertion, including practices or games, until the student:

- a. has been evaluated by a licensed health care professional;
- b. has received written and signed clearance to resume participation in athletic activities from the licensed health care professional; and

- c. has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian.

If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity, the parent or guardian of the student will be notified by the school of:

- a. the date and approximate time of the injury suffered by the student,
- b. the signs and symptoms of a concussion or brain injury that were observed, and
- c. any actions taken to treat the student.

The school district will not provide for the presence of a licensed health care professional at any practice or game.

School officials shall deem the signature of an individual who represents that he/she is a licensed health care professional on a written clearance to resume participation that is provided to the school to be conclusive and reliable evidence that the individual who signed the clearance is a licensed health care professional. The school will not take any additional or independent steps to verify the individual's qualifications.

Students who have sustained a concussion and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered. The school's "return to learn protocol" shall be the guidance provided by the Nebraska Department of Education entitled "Bridging the Gap from Concussion to the Classroom," and accompanying materials and future supplements. Nothing in this policy or the referenced protocol shall entitle a student who has sustained a concussion to an individualized plan under Section 504 of the Rehabilitation Act, although staff will refer students who have sustained a concussion for evaluation under Section 504 as appropriate.

Adopted on: June 11, 2018

Revised on: _____

Reviewed on: _____

6035

Athletic Contest Participation by Sixth Graders

If there are fewer than 12 boys or 12 girls in the combined enrollment of the seventh and eighth grades when those grades are part of the elementary school system, sixth grade students may participate in athletic contests between schools, within a school system, or between school systems if the school administration judges that it is appropriate after taking into consideration the competition's nature and value to the students, its physical requirements and dangers, and the sixth grade students' ages, physical and mental abilities, maturity, skills, and preparation for the competition. Otherwise, pupils in kindergarten through the sixth grade may not participate in any kinds of athletic contests between schools, within a school system, or between school systems except as provided in this policy or as otherwise allowed by law. This prohibition does not apply to annual field or play days.

Adopted on: June 11, 2018

Revised on: _____

Reviewed on: _____

6036
Reading Instruction and Intervention Services

The purpose of this policy is to facilitate reading instruction and intervention services to address student reading needs, including, but not limited to, dyslexia. It is the school district's goal that each student be able to read at or above grade level by third grade.

Effective Reading Teachers. It is the intent of the school district to employ teachers for kindergarten through third grade who are effective reading teachers as evidenced by (a) evaluations based on classroom observations and student improvement on reading assessments or (b) specialized training in reading improvement.

Reading Assessment. The school district will administer a reading assessment approved by the Nebraska Department of Education three times during the school year to all students in kindergarten through third grade. Exceptions to this requirement include:

- Any student receiving specialized instruction for limited English proficiency who has been receiving such instruction for less than two years;
- Any student receiving special education services for whom such assessment would conflict with the individualized education plan; and
- Any student receiving services under a plan pursuant to the requirements of section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. 794, or Title II of the federal Americans with Disabilities Act of 1990, 42 U.S.C. 12131 to 12165, as such acts and sections existed on January 1, 2018, for whom such assessment would conflict with such section 504 or Title II plan.

The first assessment for kindergarten students must occur within the first 30-45 calendar days that school is in session of each school year. For all other grades, the first assessment must occur within the first 30 calendar days that school is in session of each school year.

Diagnostic assessments used within a supplemental reading intervention program do not require Nebraska Department of Education approval.

Deficiency Identification. Any student in kindergarten through third grade performing below the threshold level as determined by the Nebraska Department of Education shall be identified as having a reading deficiency for purposes of the Nebraska Reading Improvement Act and this policy. A student who is identified as having a reading deficiency shall remain identified as having a reading deficiency until the student performs at or above the

threshold level on an approved reading assessment. Nothing in the Nebraska Reading Improvement Act or this policy shall prohibit a school district from identifying any other student as having a reading deficiency.

Supplemental Reading Intervention Program. The school district will provide a supplemental reading intervention program to ensure that students can read at or above grade level at the end of third grade. The school district may work collaboratively with a reading specialist at the Nebraska Department of Education, with educational service units, with learning communities, or through interlocal agreements to develop and provide such supplemental reading intervention programs. Each supplemental reading intervention program must be:

- Provided to any student identified as having a reading deficiency;
- Implemented during regular school hours in addition to regularly scheduled reading instruction unless otherwise agreed to by a parent or guardian; and
- Made available as a summer reading program between each summer for any student who has been enrolled in grade one, grade two, or grade three or in a higher grade and is identified as continuing to have a reading deficiency at the conclusion of the school year preceding such summer reading program. The summer reading program may be held in conjunction with existing summer programs in the school district or in a community reading program not affiliated with the school district or offered online.

The supplemental reading intervention program may also include:

- Reading intervention practices that are evidence-based;
- Diagnostic assessments to identify specific skill-based strengths and weaknesses a student may have;
- Frequent monitoring of student progress throughout the school year with instruction adjusted accordingly;
- Intensive intervention using strategies selected from the following list to match the weaknesses identified in the diagnostic assessment:
 - Development in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension;
 - Explicit and systematic instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error corrections and feedback; or
 - Daily targeted individual or small-group reading intervention based on student needs as determined by diagnostic assessment data subject to planned extracurricular school activities;

- Strategies and resources to assist with reading skills at home, including parent-training workshops and suggestions for parent-guided home reading; or
- Access to before-school or after-school supplemental reading intervention with a teacher or tutor who has specialized training in reading intervention.

Parent/Guardian Notification. The school will give notice in writing or by electronic communication to the parent(s) or guardian(s) of any student identified as having a reading deficiency within 15 working days of such identification that the student has been identified as having a reading deficiency and that an individual reading improvement plan will be established and shared with the parents or guardians.

Reading Improvement Plan. Any student who is identified as having a reading deficiency will receive an individualized reading improvement plan, that shall include a supplemental reading intervention program, no later than 30 days after the identification of the reading deficiency. The reading improvement plan may be created by the teacher, the principal, other pertinent school personnel, and the parents or guardians of the student and shall describe the reading intervention services the student will receive through the supplemental reading intervention program to remedy the reading deficiency. The student must receive reading intervention services through the supplemental reading intervention program until the student is no longer identified as having a reading deficiency.

Reading Progress. Each student in kindergarten through third grade and his or her parent(s) or guardian(s) will be informed of the student's reading progress within a reasonable time after the school district receives the results from the student's approved reading assessment.

Adopted on: June 11, 2018

Revised on: July 12, 2021

Reviewed on: _____



NASB BOARD QUICKS



A MONTHLY E-UPDATE OF KEY DATES FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

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#weLIVEhere

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

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



YOUR MONTHLY BOARD AGENDA UPDATE VIDEO LINKS

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

MAY

NASB MEMBER VIRTUAL - 2022 LEGISLATIVE SESSION RECAP & LOOK AHEAD - MAY 3 @ 12:00 PM CT

STATEWIDE PRIMARY ELECTION - MAY 10



JUNE

ALICAP SUMMER WORKSHOP - JUNE 7 - GERING

NASB VIRTUAL CANDIDATE FORUM - JUNE 7 - 7:00 TO 8:30 PM CT

ALICAP SUMMER WORKSHOP - JUNE 8 - KEARNEY

ALICAP SUMMER WORKSHOP - JUNE 9 - LINCOLN

NASB VIRTUAL CANDIDATE FORUM - JUNE 9 - 12:00 TO 1:30 PM CT

NASB VIRTUAL CANDIDATE FORUM - JUNE 15 - 12:00 TO 1:30 PM CT

NASB MEMBER GOLF OUTING - JUNE 22 - KEARNEY

SCHOOL LEADERS & LAW CONFERENCE - JUNE 22-23 - KEARNEY

SPECIAL ELECTION - U.S. CONGRESSIONAL DISTRICT 1 - JUNE 28

JULY

NASB VIRTUAL CANDIDATE FORUM - JULY 13 - 7:00 TO 8:30 PM CT

NASB ORIENTATION - JULY 20 - LINCOLN

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

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Page 2

OTHER KEY DATES

AREA MEMBERSHIP MEETINGS - AUGUST THROUGH SEPTEMBER

NASB VIRTUAL CANDIDATE FORUM - SEPTEMBER 14 - 7:00 TO 8:30 PM CT

ANNUAL SPARQ DATA SOLUTIONS TAILGATE PARTY - SEPTEMBER 17 - LINCOLN

LABOR RELATIONS - FALL 2022

FACILITIES & CONSTRUCTION - SEPTEMBER 22 - KEARNEY

NASB VIRTUAL CANDIDATE FORUMS - OCTOBER 5 - 12:00 TO 1:30 PM CT

STATEWIDE GENERAL ELECTION - NOVEMBER 8

STATE EDUCATION CONFERENCE - NOVEMBER 16-18 - OMAHA

NEW BOARD MEMBER WORKSHOPS - DECEMBER - GERING, NORTH PLATTE, KEARNEY, YORK, LA VISTA, NORFOLK

YOUR 2022 PLATINUM AFFILIATES

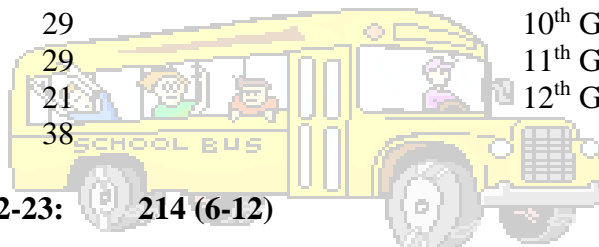
If your business would like to become an Affiliate Member of NASB for 2022, please visit:

<http://nasbonline.org/registrations/AffiliateMembershipProgram.aspx>



▪ **Enrollment Figures as of May 2022**

6 th Grade	29	10 th Grade	30
7 th Grade	29	11 th Grade	28
8 th Grade	21	12 th Grade	39
9 th Grade	38		



Total Projected Enrollment 2022-23: 214 (6-12)

September Enrollment 2021-2022: 215 (6-12)

• **Teacher Appreciation Week Activities**



Teacher Appreciation Week was held from May 2, 2022 to May 6, 2022. Donuts were provided for the teachers on Tuesday. Eileen's cookies along with chips and salsa were provided on Thursday. We would like to thank Brodstone Healthcare for providing the chips and salsa.

▪ **Upcoming Activities**

May	11	CNA Testing at CCC in Hastings
	11	Golf at Thayer Central
	12	Track Districts at Superior (No School 6-12)
	13	Middle School Awards and Concert
	13	Spring Sports Athletic Banquet
	17	Recognition of Retirees at Superior Country Club 4:00 p.m.
	17	District Golf at Indian Head Golf Course – Grand Island
	17 – 18	Semester Test
	18	Last day of school (Dismissal @ 1:15 p.m.)
	20 – 21	State Track meet in Omaha
	24 – 25	State Golf at Elks Country Club – Columbus



May 2022 School Board Report

Jodi Fierstein

Elementary Principal

Director of Special Services

NSCAS testing

Gr. 3-4 Reading, Math

Gr. 5 Reading, Math, Science

Formal results will be returned to us in the fall.

MAP testing

Gr. K-2 Reading, Math

Gr. 3-5 Reading, Math, Language Usage, Science

73% of our students demonstrated high growth, high achievement, or both (orange, yellow, or green)

37% of our students demonstrated high growth and high achievement (green)

61% of our students demonstrated high achievement (green and yellow)

50% of our students demonstrated high growth (orange and green)

Low Achievement High Growth	High Achievement High Growth
Low Achievement Low Growth	High Achievement Low Growth

Acadience Screening (K-5)

5/6 grade levels increased the number of students at benchmark compared to the fall screening

5th Grade Field Trip

Law Day - Nuckolls County Courthouse

Monday, May 2

2nd & 3rd Grade Field Trip

Edgerton Center, Aurora

Wednesday, May 4

Kindergarten Visitation Day

Friday, May 6

Upcoming:

Sliming Event and Pieing Event (AHA)
Fitness Day (formerly known as Play Day)
4th Quarter Assembly
5th Grade Awards Program

Summer Kids Club (K-5)

Monday-Thursday

8:00-1:00

Weeks of: June 13, 20, 27, July 11, 18

Free breakfast and lunch will be served

*Additional reading and math intervention will be provided by classroom teachers for students who attend who are below benchmark on Acadience or MAP testing

Preschool Extended School Year Services

Monday-Thursday

2.5 hour sessions

Weeks of: July 25, Aug. 1

*ECSE, SLP, OT, PT services provided for students with special education needs

Professional Development

CLI - ELA SAC

Wednesday, April 27

Asche, Renz, Baker, Utecht, Fierstein

Nebraska Council of School Administrators

NCSA Final Legislative Report, 2022

The 107th Legislature, Second Session

Convened, January 5, 2022

Adjourned Sine Die, April 20, 2022

By Dr. Michael Dulaney

NCSA Executive Director

April 21, 2022

I. Legislation Passed and Signed into Law

<i>Bill</i>	<i>Sponsor</i>	<i>Topic</i>	<i>Pg.</i>
LB 29	Wayne	Designate Juneteenth National Independence Day as a State holiday	1
LB 376	Cavanaugh, M.	Require application for and implementation of federal approval for services and supports for children with developmental disabilities and their families and require evaluations and reports	1
LB 567	Business and Labor Com.	Change provisions relating to weekly benefit payments and the maximum annual amount of benefits under the Employment Security Law	2
LB 685	Executive Board	Eliminate obsolete provisions appropriating funds to the State Department of Education for FY2017-18 and FY2018-19	2
LB 700	Kolterman	Change provisions relating to public retirement systems	2
LB 742	Erdman	Provide for minutes to be kept in an electronic record under the Open Meetings Act	4
LB 754	Bostar	Extend the commercial air filter pilot program of the State Department of Education	4
LB 758	Brandt	Change provisions relating to the Nebraska Farm-to-School Program Act	5
LB 780	Gragert	Change provisions relating to child labor and employment certificates and approval requirements for short-time compensation plans and provide for applicability of the Employment Security Law and the Nebraska Workers' Compensation Act to transit authorities	5
LB 840	Brewer	Change provisions relating to publication and rates for legal notices	6
LB 843	Brewer	Change provisions relating to elections	6
LB 852	Day	Require behavioral health points of contact for school districts, provide for mental health first aid training, and change education innovation grants	7
LB 873	Friesen	Change provisions relating to corporate and individual income taxes, taxation of social security benefits, and property tax credits	9
LB 888	Day	Require the State Board of Education to adopt standards for education on the Holocaust and other acts of genocide	11
LB 906	Hansen, B.	Require employers to provide for vaccine exemptions and provide duties for the Department of Health and Human Services	11
LB 908	McDonnell	Provide additional requirements for virtual conferencing under the Open Meetings Act	12

<i>Bill</i>	<i>Sponsor</i>	<i>Topic</i>	<i>Pg.</i>
LB 922	Lathrop	Change provisions relating to judges, jury commissioners, child support, and the Risk Management Program, prohibit criminal trespass by electronic device and criminal impersonation by stolen valor, and exempt the Judicial Resources Commission from the Open Meetings Act	12
LB 1014	Speaker Hilgers	Appropriate Federal Funds allocated to the State of Nebraska pursuant to the federal American Rescue Plan Act of 2021	13
LB 1057	Brewer	Change provisions relating to Class III school districts	13
LB 1112	McKinney	Adopt the Computer Science and Technology Education Act and provide and change graduation requirements and academic content standards	13
LB 1130	Morfeld	Change reporting requirements under the Nebraska Statewide Workforce and Education Reporting System Act	14
LB 1165	Sanders	Change provisions of the Nebraska Budget Act	15
LB 1218	Education Com.	Adopt the Teach in Nebraska Today Act, provide for income tax adjustments, and change provisions relating to certification of school employees and student loan forgiveness	15
LB 1261	Murman	Adopt the Nebraska Higher Blend Tax Credit Act and change provisions of the ImagiNE Nebraska Act, the Nebraska Advantage Rural Development Act, and the Urban Redevelopment Act	19

II. Interim Studies, 2022

Sorted by Committee of Jurisdiction

<i>Committee</i>	<i>Resolution</i>	<i>Sponsor</i>	<i>Description</i>	<i>Pg.</i>
Appropriations	LR 330	Linehan	Interim study to determine what percentage should be used to forecast revenue when preparing fiscal notes and determine if state agencies or political subdivisions should use the same percentage	20
	LR 406	Stinner	Interim study to examine the implementation of the office of Chief Information Officer's information technology consolidation initiative to ensure efficient use of Nebraska taxpayer resources	20
Banking	LR 372	Williams	Interim study to examine whether the Real Property Appraiser Act should be updated	21
Education	LR 354	McDonnell	Interim study to examine the educational experiences and outcomes of youth in foster care	21
	LR 359	Walz	Interim study to examine whether section 79-458, which authorizes certain property holders to attach their property to a different school district through a freeholder petition, should be updated or eliminated	21
	LR 414	McDonnell	Interim study to examine programming, opportunities, and interventions for students attending an alternative school, class, or educational program in Nebraska	22
	LR 420	Hansen, B.	Interim study to examine the education process and procedures for serving students with special needs	22

<i>Committee</i>	<i>Resolution</i>	<i>Sponsor</i>	<i>Description</i>	<i>Pg.</i>
Executive Board	LR 374	Walz	Interim study to create a select interim committee of the Legislature known as the State and Local School Aid Committee	22
	LR 393	Cavanaugh, J.	Interim study to examine the committee hearing procedures of the Legislature	23
Government	LR 376	Hansen, M.	Interim study to determine whether reports of the resistance of public agencies to fulfill public record requests are representative of a broad statewide issue or represent isolated incidents	24
Health	LR 366	Wishart	Interim study to examine at least three of the current certified community behavioral health clinics established through the federal Substance Abuse and Mental Health Services Administration's demonstration program	24
	LR 397	McDonnell	Interim study to examine the needs, workforce, and funding streams for mental health care across Nebraska	25
	LR 415	Jacobson	Interim study to examine the lack of access to quality and affordable health insurance for Nebraska's early childhood workforce and potential solutions	25
	LR 438	Health Com.	Interim study to identify policy changes for improving communication and sharing of case-specific information among state and local government agencies responsible for care, custody, treatment, and rehabilitation of youth	26
Judiciary	LR 379	Day	Interim study to examine fentanyl distribution in Nebraska	26
	LR 386	DeBoer	Interim study to examine the Nebraska Juvenile Code	27
Retirement	LR 294	Kolterman	Interim study to examine the public employees' retirement systems administered by the Public Employees Retirement Board	27
	LR 295	Kolterman	Interim study to monitor underfunded defined benefit plans administered by political subdivisions as required by section 13-2402	27
Revenue	LR 333	McDonnell	Interim study to examine modernization of Nebraska's tax system with the goal of facilitating economic growth	27
	LR 383	Erdman	Interim study to explore best practices for the implementation of a consumption tax in Nebraska	28
	LR 418	Bostar	Interim study to examine the sales tax system in Nebraska with respect to exemptions provided to various industries	28
Transportation	LR 401	Friesen	Interim study to review the administration of the Nebraska Broadband Bridge Act	28

I. Legislation Passed and Signed into Law

LB 29 *Sponsor* *Topic*
Wayne Designate Juneteenth National Independence Day as a State holiday

LB 29 establishes Juneteenth National Independence Day as a State holiday to be celebrated on June 19th in accordance to law that established Juneteenth as a federal holiday.

The measure was passed with the emergency “E” clause so that it could be celebrated for the first time in 2022.

Note: LB 707 (2022) provides that Juneteenth in Nebraska is an official bank holiday.

<p style="text-align: center;">LB 29</p> <p><i>Committee:</i> Government</p> <p><i>Priority:</i> Speaker</p> <p><i>Passed:</i> 4/12/22; 48-0 with E Clause</p> <p><i>Signed into Law:</i> 4/18/22</p> <p><i>Effective Date:</i> 4/19/22</p>
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LB 376 *Sponsor* *Topic*
Cavanaugh, M. Require application for and implementation of federal approval for services and supports for children with developmental disabilities and their families and require evaluations and reports

LB 376 proposes that DHHS apply for a waiver to administer a home and community-based services family support program for children with developmental disabilities who are currently on the DHHS Developmental Disability waiting list. The measure also adds intent language that such funds that were distributed to Nebraska pursuant to the American Rescue Plan Act of 2021 be used to partially fund the family support program.

<p style="text-align: center;">LB 376</p> <p><i>Committee:</i> Health</p> <p><i>Priority:</i> Health Committee</p> <p><i>Passed:</i> 4/13/22; 42-0</p> <p><i>Signed into Law:</i> 4/19/22</p> <p><i>Effective Date:</i> 7/21/22</p>
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The bill requires DHHS to engage a nationally recognized consultant to provide an independent evaluation of the state’s developmental disabilities system in order to examine how the state can better serve Nebraskans with developmental disabilities. DHHS has provided an estimate of the evaluation to be \$500,000. The consultant is to deliver the report detailing the findings and recommendations to the Governor, DHHS, and the chairperson of the Health Committee by December 31, 2023. The funding for the consultant would be appropriated from the Home and Community Based Services section (9817) of the American Rescue Plan in FY 2022-23.

The proposed waiver program would provide waiver services to 850 children, including 400 children who are not currently eligible for Medicaid that are currently on the Developmental Disability waiting list. The program would offer an annual capped budget of \$10,000 per participant for long-term services and supports for 850 children. In FY 2023-24, the total cost is \$8,500,000.

LB 567	<i>Sponsor</i>	<i>Topic</i>
	Business and Labor Com.	Change provisions relating to weekly benefit payments and the maximum annual amount of benefits under the Employment Security Law

LB 567 was introduced by the Chair of the Business and Labor Committee at the request of the Department of Labor. The bill requires the Department of Labor to only look at an applicant's most recent separation from employment when determining maximum unemployment benefits and reductions. LB 567 would make permanent the relevant provisions of Executive Order 20-26, which streamlined the application process in response to the COVID-19 pandemic.

LB 567

Committee: Business and Labor

Priority: None

Passed: 3/8/22; 42-0

Signed into Law: 3/14/22

Effective Date: 7/21/22

The bill also provides that, to the extent authorized under federal law, if an individual is eligible for an equal or greater weekly benefit amount under a federal unemployment program than the weekly benefit amount which the individual is eligible for under the Employment Security Law, the Commissioner of Labor must suspend the payment of state unemployment benefits to such individual while the individual is receiving the federal unemployment benefit. The suspension would terminate upon the individual's exhaustion of benefits available under the federal unemployment program. An individual would not be eligible to receive the federal weekly benefit and the state unemployment weekly benefit during the same week. This would not apply to any federal unemployment benefit that is paid in addition to the state weekly benefit amount.

LB 685	<i>Sponsor</i>	<i>Topic</i>
	Executive Board	Eliminate obsolete provisions appropriating funds to the State Department of Education for FY2017-18 and FY2018-19

LB 685 was the sole “Revisor bill” for the 2022 Session. Revisor bills are technical correction bills prepared by the Revisor of Statutes. Pursuant to the Rules of the Legislature, Rule 5, Section 3, these bills are introduced by the Chairperson of the Executive Board and referred directly to General File. LB 685 repeals Section 90-561, which refers to prior appropriations for FY2017-18 and FY2018-19 relating to the State Department of Education.

LB 685

Committee: Executive Board

Priority: None

Passed: 2/25/22; 44-0

Signed into Law: 3/3/22

Effective Date: 7/21/22

LB 700	<i>Sponsor</i>	<i>Topic</i>
	Kolterman	Change provisions relating to public retirement systems

LB 700 incorporates the original provisions of the bill along with provisions from LB 1043.

The measure strikes a number of obsolete provisions, inserts language that was inadvertently omitted in a previous bill, amends the Nebraska Public Employees Retirement Systems (NPERS) director qualifications and requirements for the NPERS and Public Employees Retirement Board (PERB) attorney, and broadens the retirement education and training opportunities provided by NPERS to plan members.

LB 700
<i>Committee:</i> Retirement
<i>Priority:</i> Retirement Com.
<i>Passed:</i> 2/25/22; 45-0 with E Clause
<i>Signed into Law:</i> 3/3/22
<i>Effective Date:</i> 3/4/22

Pre-retirement Seminars

LB 700 amends Section 84-1511 relating to pre-retirement seminars. The bill clarifies that “leave with pay” means time off paid by the employer and does not mean vacation, sick, personal, or compensatory time.

The bill expands the definition of pre-retirement seminar or “session” as an in-person training or live-broadcast webinar but does not include information that can be accessed at any time via electronic means.

Formerly, the pre-retirement planning program was available to all employees who have attained the age of 50 years or were within five years of qualifying for retirement or early retirement under their retirement systems (i.e., School Plan, Judges, State Patrol, State Employees, County Officials). LB 700 provides that the “sessions” are available to any member who has satisfied the vesting requirements under the retirement system in which the member participates.

Beginning September 1, 2024, the PERB must also provide the sessions to school employees who are members of the Class V (OPS) School Employees Retirement Act.

Provisions from LB 1043

Clarifies rules governing retirement plan eligibility and termination of employment to ensure compliance with the federal tax code and the efficient operation of the retirement systems. The federal tax code requires that an individual terminate employment with all employers covered by a multiple employer retirement plan before an individual can take a distribution from the retirement plan. The School Employees Retirement Plan (School Plan) is a multiple employer retirement plan.

The State of Nebraska is an employer covered by the School Plan because section 79-920 authorizes state school officials employed by the NDE to participate in the School Plan. In addition, certificated teachers covered by the State Code Agency Teacher Association (SCATA) contract employed by DHHS or the Department of Correctional Services (DCS) participate in the School Plan. All other State of Nebraska employees participate in either the State Employees Retirement Plan (State Plan), the Judges Retirement Plan, or the Nebraska State Patrol Retirement Plan.

LB 700 codifies the current retirement practices and rules for certificated teachers covered by the SCATA contract who are employed by either DHHS or DCS and for state school officials employed by NDE. In addition, it addresses retirement rules for NDE “state school officials” as well as DHHS and DCS certificated teachers covered by the SCATA contract who previously or subsequently are employed by a school district, ESU, or any other state agency.

LB 700 makes one change from current policy and practice. Under circumstances specified in the current section 79-920, a state school official employed by NDE may elect whether to remain in, or become a member of the School Plan or the State Plan. LB 700 eliminates this election option and establishes specific rules for state school officials regarding School Plan and State Plan membership eligibility.

LB 742 *Sponsor* *Topic*
Erdman Provide for minutes to be kept in an electronic record under the Open Meetings Act

Existing provisions of the Open Meeting Act, section 84-1413(6), specifically permit minutes of the meetings of a school board or ESU board to be kept as an electronic record.

LB 742 strikes this subsection but then broadens the law to permit any governing body, including school boards and ESU boards, to maintain minutes in written form or kept as an electronic record.

<p style="text-align: center;">LB 742</p> <p><i>Committee:</i> Government</p> <p><i>Priority:</i> None</p> <p><i>Passed:</i> 4/12/22; 42-0</p> <p><i>Signed into Law:</i> 4/18/22</p> <p><i>Effective Date:</i> 7/21/22</p>
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LB 754 *Sponsor* *Topic*
Bostar Extend the commercial air filter pilot program of the State Department of Education

During the 2021 Legislative Session, a measure was passed and signed requiring NDE to develop and implement a pilot program to study the efficacy of commercial air filters in classrooms to remove common pollutants and particulate matter and their impact on academic and behavioral performance.

The study was to be conducted within two years. LB 754 extends this timeline to three years, through school year 2023-24.

<p style="text-align: center;">LB 754</p> <p><i>Committee:</i> Education</p> <p><i>Priority:</i> None</p> <p><i>Passed:</i> 2/28/22; 41-3</p> <p><i>Signed into Law:</i> 3/3/22</p> <p><i>Effective Date:</i> 7/21/22</p>
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The pilot program development and implementation must be completed in consultation with the University of Nebraska. Upon conclusion of the pilot program, NDE must report the results to the Legislature.

LB 758 *Sponsor* *Topic*
Brandt Change provisions relating to the Nebraska Farm-to-School Program Act

LB 758 expands the Nebraska Farm-to-School Program Act, enacted by LB 396 (2021), to include early childhood education programs. Early childhood education program includes those affiliated with a public school district or ESU.

The bill also adds to the eligible programs to incorporate programs as defined in section 71-1910, which includes any licensed program under the Quality Childcare Act.

<p style="text-align: center;">LB 758</p> <p><i>Committee:</i> Education</p> <p><i>Priority:</i> None</p> <p><i>Passed:</i> 2/28/22; 46-0</p> <p><i>Signed into Law:</i> 3/3/22</p> <p><i>Effective Date:</i> 7/21/22</p>
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LB 780 *Sponsor* *Topic*
Gragert Change provisions relating to child labor and employment certificates and approval requirements for short-time compensation plans and provide for applicability of the Employment Security Law and the Nebraska Workers' Compensation Act to transit authorities

LB 780 includes the original provisions of the bill relating to child labor and employment certificates along with the provisions of LB 974 (Wayne) relating to Employment Security Law.

Child Labor and Employment Certificates

Current provisions of law (§ 48-302) provide that no child under 16 years of age may be employed or permitted or suffered to work in any employment unless the person or corporation employing the child procures and keeps on file an employment certificate and keeps two complete lists of all children employed in the building.

Current law (§ 48-303) also provides that an employment certificate may be approved only by the superintendent of the school district in which the child resides or by a person authorized by him/her in writing or, when there is no superintendent, then by a person authorized by the school district officers.

LB 780 permits approval only by the principal of the school the child attends or by a person authorized by him/her in writing or, when there is no principal, then by a person authorized by the chief administrative officer of the school or the superintendent of the school district in which the child resides.

Employment Security Law

<p style="text-align: center;">LB 780</p> <p><i>Committee:</i> Business and Labor</p> <p><i>Priority:</i> Business and Labor Com.</p> <p><i>Passed:</i> 4/12/22; 45-0</p> <p><i>Signed into Law:</i> 4/18/22</p> <p><i>Effective Date:</i> 7/21/22</p>

Provisions of LB 974 were incorporated into LB 780. LB 974 was introduced by Senator Wayne on behalf of the Nebraska Workers' Compensation Court to clarify that transit authorities are not exempt from workers' compensation assessments or unemployment insurance payments.

LB 840 *Sponsor* *Topic*
Brewer Change provisions relating to publication and rates for legal notices

LB 840 adjusts the publishing of, and costs associated with, legal notices in newspapers. The bill increases the maximum prices newspapers are allowed to charge for providing legal advertising space. The current amount in statute has not been adjusted since 1996.

<p style="text-align: center;">LB 840</p> <p><i>Committee:</i> General Affairs</p> <p><i>Priority:</i> Speaker</p> <p><i>Passed:</i> 4/12/22; 47-0</p> <p><i>Signed into Law:</i> 4/18/22</p> <p><i>Effective Date:</i> 7/21/22</p>
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Beginning October 1, 2022, the legal rates for publication will change and all legal publications and notices of any kind or character that may by law be required to be published for a certain number of days or a certain number of weeks will also be posted by the publishing newspaper on a statewide website established and maintained as storage for such notices by a majority of Nebraska newspapers.

LB 840 clarifies that a website posting, or a failure to make the website posting does not affect the legal validity of the publication of the notice as required.

LB 843 *Sponsor* *Topic*
Brewer Change provisions relating to elections

LB 843 was characterized as an annual omnibus election law cleanup and update measure. However, the bill actually includes a wide variety of very substantive provisions as it relates to the state-by-state trend and effort to ensure a proper electoral process.

<p style="text-align: center;">LB 843</p> <p><i>Committee:</i> Government</p> <p><i>Priority:</i> Government Com.</p> <p><i>Passed:</i> 4/13/22; 45-0</p> <p><i>Signed into Law:</i> 4/19/22</p> <p><i>Effective Date:</i> 7/21/22</p>

The following provisions of LB 843 relate specifically to political subdivisions, including school districts and ESUs.

Cancellation of Special Elections

LB 843 provides that a political subdivision that has submitted an issue for a special election may cancel the special election IF the Secretary of State, election commissioner, or county clerk receives a resolution adopted by the political subdivision canceling the special election on or before the fourth Thursday prior to the election. (No cancellation would be effective after such date.) If a special election is canceled, the political subdivision would be responsible for the costs incurred that are related to the canceled election.

Election Training

LB 843 provides that a political subdivision, which receives federal or state funds and owns or leases a building that is suitable for a polling place in the county must make the building available to the election commissioner or county clerk for use as a polling place OR for election training purposes. The political subdivision may not charge for the use of the building as a polling place or for election training purposes.

Recall Elections

LB 843 provides that if the governing board of a political subdivision fails or refuses to call for a recall election by the date established under section 32-1306, the county attorney in the county in which the board is located must file an action in the district court to order the recall election. For offices filled by election in more than one county, the county attorney in the county with the most registered voters residing within the political subdivision must file the action in the district court to order the recall election.

Note: Section 32-1306(2) provides that the governing body of the political subdivision shall, within twenty-one days after receipt of the notification from the filing clerk pursuant to subsection (1) of this section, order an election. The date of the election shall be the first available date that complies with section 32-405 and that can be certified to the election commissioner or county clerk at least fifty days prior to the election, except that if any other election is to be held in that political subdivision within ninety days after such notification, the governing body of the political subdivision shall provide for the holding of the recall election on the same day.

The bill provides that any member of a governing body of a political subdivision upon whom a duty is imposed under section 32-1306(2) who fails or refuses to perform the duty is guilty of a Class I misdemeanor.

LB 852 *Sponsor Topic*

Day Require behavioral health points of contact for school districts, provide for mental health first aid training, and change education innovation grants

Designated Points of Contact

LB 852 provides that, beginning August 1, 2023, each school district must designate one or more behavioral health points of contact for each school building or other division as determined by the school district. A behavioral health point of contact may be an administrator, a school nurse, a school psychologist, or another designated person affiliated with such school building or other division. Each behavioral health point of contact must have knowledge of community behavioral health service providers and other resources available for students and families.

LB 852

Committee: Education

Priority: Walz

Passed: 4/12/22; 36-10

Signed into Law: 4/18/22

Effective Date: 7/21/22

Beginning with school year 2023-24, and each school year thereafter, each school district must report the designated behavioral health points of contact to NDE.

Registry of Resources

Beginning August 1, 2023, and each August 19th thereafter, NDE in consultation with the Division of Behavioral Health of DHHS must provide each school district with a registry of state and local behavioral health resources available to work with students and families by geographic area. The registry must be updated at least annually and include resources for both school-based services and services accessible by students' families outside of school.

Coordination of Access

Each behavioral health point of contact is required to coordinate access to community behavioral health services for students and families and facilitate access to services during the school day at the school the student attends. Except for students who have reached the age of majority, the facilitation must be approved by the student's parent or guardian.

Mental Health First Aid Training Program

LB 852 incorporates the provisions of LB 912 (Morfeld) to require NDE to establish a mental health first aid training program for teachers and other personnel employed by a school district or an ESU participating in a grant derived from lottery proceeds.

The training is to be delivered by trainers who are properly certified by a designated national organization for behavioral health to provide training. The program must also provide an opportunity for teachers and other designated personnel to complete the training necessary to become certified to provide mental health first aid training to other teachers and designated personnel.

Mental health first aid training must include training on:

- (a) The skills, resources, and knowledge necessary to assist students in crisis to connect with appropriate local mental health care services;
- (b) Mental health resources, including the location of local community mental health centers; and
- (c) Action plans and protocols for referral to such resources.

A recipient of mental health first aid training must also receive instruction in preparation to:

- (a) Safely de-escalate crisis situations;
- (b) Recognize the signs and symptoms of mental illness, including such psychiatric conditions as major clinical depression and anxiety disorders; and
- (c) Timely refer a student to mental health services in the early stages of the development of a mental disorder to avoid subsequent behavioral health care and to enhance the effectiveness of mental health services. Except for students who have reached the age of majority, any referral must be approved by the student's parent or guardian.

Innovation Grant Programs

Beginning July 1, 2024, the State Board of Education is required to have in place innovation grant programs in areas, including (i) mental health first aid, (ii) early literacy, (iii) quality instructional materials, (iv) personalized learning through digital education, or (v) other innovation areas identified by the board. LB 852 provides intent language that the grant programs would be funded using lottery funds.

Grantees would be a school district, an ESU, or a combination of entities that includes at least one school district or ESU.

Based on evaluations received by July 1st of each year for each grant program, the State Board of Education must recommend the grant program as:

- (a) Representing a best practice;
- (b) A model for a state-supported program; or
- (c) A local issue for further study.

LB 873 *Sponsor* *Topic*
Friesen Change provisions relating to corporate and individual income taxes, taxation of social security benefits, and property tax credits

LB 873, as introduced, pertained to property taxes levied by community colleges. By the time the bill was passed and signed into law, it also carried the Governor's desire to reduce the top individual income tax rate and corporate tax rate, and also eliminate the income tax on Social Security benefits. (*Information provided by the Legislature's Fiscal Office.*)

LB 873
<i>Committee:</i> Revenue
<i>Priority:</i> Friesen
<i>Passed:</i> 4/7/22; 43-0
<i>Signed into Law:</i> 4/13/22
<i>Effective Date:</i> 7/21/22

LB 873 amends the top rate, currently 6.84%, for individual income taxes as follows:

- For tax year 2023: 6.64%
- For tax year 2024: 6.44%
- For tax year 2025: 6.24%
- For tax year 2026: 6.00%
- For tax year 2027: 5.84%

LB 873 amends the percentage of social security benefits received that are excluded from adjusted gross income, beginning in tax year 2022 as follows:

- For tax year 2022: Increases from 20% to 40%
- For tax year 2023: Increases from 30% to 60%
- For tax year 2024: Increases from 40% to 80%
- For tax year 2025: Increases from 50% to 100%

The impact of the changes to individual income taxes on the General Fund is as follows:

FY22-23	(\$65,541,000)
FY23-24	(\$130,755,000)
FY24-25	(\$212,186,000)
FY25-26	(\$299,995,000)
FY26-27	(\$383,175,000)
FY27-28	(\$434,321,000)

LB 873 amends the top rate, currently 7.5% for tax year 2022 and 7.25% for tax year 2023, for corporate taxes on taxable income on all income in excess of \$100,000 as follows:

- For tax year 2024: 6.50%
- For tax year 2025: 6.24%
- For tax year 2026: 6.00%
- For tax year 2027: 5.84%

The impact of the changes to corporate income tax rates on the General Fund is as follows:

FY22-23	\$0
FY23-24	(\$5,177,000)
FY24-25	(\$23,233,000)
FY25-26	(\$48,301,000)
FY26-27	(\$69,071,000)
FY27-28	(\$84,176,000)

LB 873 amends provisions of the Nebraska Property Tax Incentive Act to change the calculation of total credits available under the act for taxes paid to school districts. Under LB 873, subsection 2(e) would be struck, eliminating the original language related to tax year 2024, which set the total amount of credits to \$375,000,000, and the amount is set as follows:

- For tax year 2022: \$548,000,000
- For tax year 2023: \$560,700,000
- For tax year 2024 and thereafter: Prior year plus allowable growth

The bill also creates a new type of income tax credit under the Nebraska Property Tax Incentive Act, which is a refundable income tax credit for community college property taxes paid. Community college taxes exclude taxes for bonded indebtedness or taxes as for an override of a levy limit approved by voters. The credit percentage is set by the Department of Revenue so that the total amount of credits equals the following amount:

- For tax year 2022: \$50,000,000
- For tax year 2023: \$100,000,000
- For tax year 2024: \$125,000,000
- For tax year 2025: \$150,000,000
- For tax year 2026: \$195,000,000
- For tax year 2027 and thereafter: Prior year plus allowable growth

Note: The OpenSky Policy Institute states that the, “[T]ax package that would ultimately cost the state more than \$900 million – roughly one-fifth of the state budget – annually while largely benefiting out-of-state corporations and the wealthy.”

LB 888 *Sponsor* *Topic*
Day Require the State Board of Education to adopt standards for education on the Holocaust and other acts of genocide

LB 888 amends section 79-760.01 relating to the authority of the State Board of Education to adopt measurable academic content standards. The standards must cover the subject areas of reading, writing, mathematics, science, and social studies.

Under LB 888, social studies standards would include:

- (a) Financial literacy; and
- (b) Education on the Holocaust and other acts of genocide as recognized by the Congress of the United States or the United Nations as of January 1, 2022.

Note: The financial literacy provision was initially required under LB 452 (2021).

LB 906 *Sponsor* *Topic*
Hansen, B. Require employers to provide for vaccine exemptions and provide duties for the Department of Health and Human Services

LB 906 requires DHHS to develop a vaccine exemption form for an individual to claim an exemption from receiving a COVID-19 vaccine. DHHS must make the form available on the department's website. This measure applies to political subdivisions and other employers.

The form must include a declaration by the individual seeking an exemption that:

- (a) A health care practitioner has provided the individual with a signed written statement that, in the health care practitioner's opinion, (A) receiving a COVID-19 vaccine is medically contraindicated for the individual or (B) medical necessity requires the individual to delay receiving such vaccine; or
- (b) Receiving a COVID-19 vaccine would conflict with the individual's sincerely held religious belief, practice, or observance.

An employer that requires applicants or employees to be vaccinated against COVID-19 must allow for an exemption to the requirement for an individual who provides the employer with:

LB 888
<i>Committee:</i> Education
<i>Priority:</i> Speaker
<i>Passed:</i> 4/13/22; 40-1
<i>Signed into Law:</i> 4/19/22
<i>Effective Date:</i> 7/21/22

LB 906
<i>Committee:</i> Health
<i>Priority:</i> Hansen, B.
<i>Passed:</i> 2/25/22; 37-5 with E Clause
<i>Signed into Law:</i> 2/28/22
<i>Effective Date:</i> 3/1/22

- (a) A completed vaccine exemption form; and
- (b) For an individual claiming an exemption based on the statement of a health care practitioner, a copy of the signed written statement.

An employer may require an employee granted an exemption to:

- (a) Be periodically tested for COVID-19 at the employer's expense; and
- (b) Wear or use personal protective equipment provided by the employer.

LB 908 *Sponsor* *Topic*
 McDonnell Provide additional requirements for virtual conferencing under the Open Meetings Act

LB 908 would provide expanded authorization for public bodies to hold public meetings by virtual conferencing. This mode of public meeting would be permissible (i) whenever the meeting business will be discussed or acted upon at a subsequent in-person meeting of the body, (ii) when the public body takes no action during the virtual meeting, and (iii) when existing requirements for public notice and public accommodation are satisfied.

LB 908

Committee: Government
Priority: None
Passed: 4/12/22; 44-1
Signed into Law: 4/18/22
Effective Date: 7/21/22

The bill clarifies that the new authority to use virtual conferencing does not diminish the authority previously granted in statute for public bodies to use virtual conferencing under other circumstances.

LB 922 *Sponsor* *Topic*
 Lathrop Change provisions relating to judges, jury commissioners, child support, and the Risk Management Program, prohibit criminal trespass by electronic device and criminal impersonation by stolen valor, and exempt the Judicial Resources Commission from the Open Meetings Act

LB 922 represents the third measure in the 2022 Session to amend the Open Meetings Act. The other measures are LB 742 and LB 908.

The bill excludes the Judicial Resources Commission from holding meetings through virtual conferencing.

LB 922

Committee: Judiciary
Priority: Judiciary Com.
Passed: 4/13/22; 43-1
Signed into Law: 4/19/22
Effective Date: 7/21/22

LB 1112 defines computer science and technology education to include knowledge and skills regarding computer literacy, educational technology, digital citizenship, information technology, and computer science.

Beginning with school year 2024-25, each school district, in consultation with NDE, must include computer science and technology education in the instructional program of its elementary and middle schools, as appropriate, and beginning in school year 2026-27, require each student attending a public school to complete at least one five-credit high school course or the equivalent of a one-semester high school course in computer science and technology prior to graduation.

The computer science and technology education course may be made available in a traditional classroom setting, a blended-learning environment, or an online-based or other technology-based format that is tailored to meet the need of each participating student.

By December 1, 2025, and each December 1st thereafter, each school district must provide an annual computer science and technology education status report to its school board and NDE, including student progress in computer science and technology courses and other district-determined measures of computer science and technology education progress from the previous school year.

The bill requires the State Board of Education to adopt measurable academic content standards for computer science and technology education under the mathematics, science, or career and technical education standards.

LB 1112
<i>Committee:</i> Education
<i>Priority:</i> Speaker
<i>Passed:</i> 4/12/22; 33-11
<i>Signed into Law:</i> 4/18/22
<i>Effective Date:</i> 7/21/22

LB 1130	<i>Sponsor</i>	<i>Topic</i>
	Morfeld	Change reporting requirements under the Nebraska Statewide Workforce and Education Reporting System Act

The Nebraska Statewide Workforce and Education Reporting System collaboration has its roots in LB 1071 (2010), which directed the Board of Regents of the University of Nebraska, the State Board of Education, the Board of Trustees of the Nebraska State Colleges, and the Community College Board of Governors for each community college area to adopt a policy to share student data. In 2019, the partners completed the legal formation of the Nebraska Statewide Workforce and Education Reporting System as a joint public entity under the Interlocal Cooperation Act in order to cooperate for mutual advantage with regard to data initiatives.

LB 1130
<i>Committee:</i> Education
<i>Priority:</i> Speaker
<i>Passed:</i> 4/13/22; 37-2
<i>Signed into Law:</i> 4/19/22
<i>Effective Date:</i> 7/21/22

The Reporting System allows Nebraska to:

Perhaps as important as any substantive provision of the bill, LB 1218 officially declares that there is an educator workforce shortage in this state and that efforts need to be made to recruit, prepare, retain, and support the teaching profession while maintaining high-quality educators in our classrooms around the state.

LB 1218
<i>Committee:</i> Education
<i>Priority:</i> Education Com.
<i>Passed:</i> 4/13/22; 46-0
<i>Signed into Law:</i> 4/19/22
<i>Effective Date:</i> 7/21/22

The bill further finds that the pool of qualified individuals for the teaching profession has been reduced statewide, in part, due to requirements in place for applicants to prove proficiency in basic skills competency by passing a prescribed examination in reading, writing, and mathematics before being accepted into a teacher education program.

Yet the provisions originally proposed to change the basic skills competency were removed on Select File through an amendment offered by Senator Erdman.

The bill inches closer to change in the certification process, but only modest changes were accepted by the full Legislature.

Loan Forgiveness

LB 1218 creates the Teach in Nebraska Today Program, to be administered by NDE. The purpose of the program is to attract individuals to the teaching profession who have expressed an interest in teaching and to support the employment of those individuals as classroom teachers by providing student loan repayment assistance for service as a classroom teacher in this state.

Student loan repayment assistance under the program would be available to an individual who applies for the assistance and who:

- (a) Is a resident of the State of Nebraska; and
- (b) Is teaching full-time or has a contract to teach full-time at the time of application for the program.

The amount of repayment assistance awarded to an eligible applicant would be limited to \$5,000 per year. An eligible applicant may be awarded repayment assistance for up to five years. The five years of awards are not required to be consecutive but may not extend beyond eight years in total.

If the funds available for repayment assistance in any year are insufficient to provide assistance to all eligible applicants, NDE must establish priorities for awarding repayment assistance with renewal applications given priority over initial applications. For initial applications, priority must be given to applicants who demonstrate financial need.

An eligible applicant may receive repayment assistance under the program for the repayment of a student loan received through any lender which was incurred in the applicant's own name for his/her own educational expenses at any accredited public or private nonprofit college or university in this state or any other state. If the loan is not a state or federal guaranteed student loan, the note or other writing governing the terms of the loan must require the loan proceeds to be used for

expenses incurred by the applicant to attend an accredited public or private nonprofit college or university in this state or any other state.

Applications for student loan repayment assistance must be submitted no later than June 10, 2023, and no later than June 10th of each year thereafter, on a form developed by NDE. The department must determine whether to approve or deny each application and must notify each applicant of the determination no later than September 10, 2023, and no later than September 10th each year thereafter.

Student loan repayment assistance awarded under the program may be applied to the principal amount of the loan and to interest that accrues. The repayment assistance must be paid in one of the following three ways as directed by the applicant on his/her application:

- (a) Directly to the lender or loan servicer that holds the outstanding balance of the student loan in one lump-sum payment;
- (b) Directly to the lender or loan servicer that holds the outstanding balance of the student loan in monthly payments. The monthly payments must be made: (i) In twelve equal payments; or (ii) If requested by the applicant, in smaller amounts over a longer period of time, not to exceed 24 months. In such case, payments must be equal for the first 12 months or until such time as the applicant's payment amount is recalculated by the lender or loan servicer and then, if adjusted, must be equal for the next 12-month period. Any unpaid funds at the end of 24 months may be requested to be paid in a lump-sum payment to the lender or loan servicer or must be considered forfeited by the applicant. Applicants who are awarded repayment assistance in more than one year may have their awards divided across no more than 120 monthly payments under the program; or
- (c) Directly to the applicant for the purpose of making the applicant's student loan payments. This option would be available if the applicant is not in default on any student loan at the time of application. Any individual receiving repayment assistance under this option must provide documentation that the full award was used for student loan payments when (i) applying for repayment assistance under the program in subsequent years and (ii) claiming an adjustment to federal adjusted gross income. Such documentation must be provided using a form prescribed by NDE.

The total amount of student loan repayment assistance awarded under the program may not exceed \$5 million dollars in any fiscal year. LB 1218A provides for an annual appropriation of \$5 million.

For purposes of the program, LB 1218 defines “teaching full-time” to mean (a) teaching an average of at least four hours per contract day performing instructional duties as a full-time employee of an approved or accredited public, private, denominational, or parochial school in this state or (b) teaching an average of at least four hours per contract day performing dual-credit instructional duties for students of approved or accredited public, private, denominational, or parochial schools in this state while employed full-time at an accredited public or private nonprofit college or university in this state.

LB 1218 amends relevant tax law, related to income tax adjustments, so that recipients of student loan repayment assistance under the program will have their federal adjusted gross income reduced by the amount received to the extent that such amount is included in federal adjusted gross income.

Approval of Teacher Education Programs

Under the present duties of the State Board of Education, section 79-318 requires the board to approve teacher education programs conducted in Nebraska postsecondary educational institutions designed for the purpose of certificating teachers and administrators. LB 1218 amends this provision to clarify that the board's authority to approve teacher education programs in Nebraska does not allow such approval to require a statewide examination as an entrance requirement related to basic skills competency.

Basic Skills Competency

One of the most significant changes proposed in LB 1218, as introduced, was a modification to basic skills competency. However, as passed, basic skills competency was left as it currently exists in statute, which is either (a) proficiency in (i) the written use of the English language, (ii) reading, comprehending, and interpreting professional writing and other written materials, and (iii) working with fundamental mathematical computations as demonstrated by successful completion of an examination designated by the board or (b) successful employment experiences.

Certification Fees

LB 1218 changes the fee structure for teacher certificates from being explicitly set in statute to being set by the Commissioner with a not to exceed amount. These amounts were increased by an inflationary factor based on the last time they were increased. This statutory change allows the Commissioner to increase, decrease or waive the fees as deemed appropriate.

- Issuance of a certificate or permit, not to exceed \$75;
- Additional Endorsements, not to exceed \$55.

Reciprocity

The bill provides that if an applicant possesses a similar certification or permit in another state, the applicant's eligibility for a certificate or permit in this state may be demonstrated by experience as an educator in the other state that shows the academic and professional preparation of the applicant.

LB 1218 requires the State Board to authorize the issuance of a certificate or permit to any applicant who is a military spouse or has been offered employment to teach, administer, or provide special services by an accredited school district in Nebraska or an approved and accredited private, denominational, or parochial school in Nebraska, and meets other basic requirements.

Student Teachers

LB 1218 offers an additional \$1,000 of student loan forgiveness to participants in the Attracting Excellence to Teaching Program after the successful completion of their student teaching. This program was created in 2000 and represents the first loan forgiveness program for teachers.

LB 1261 *Sponsor* *Topic*
Murman Adopt the Nebraska Higher Blend Tax Credit Act and change provisions of the ImagiNE Nebraska Act, the Nebraska Advantage Rural Development Act, and the Urban Redevelopment Act

LB 1261 amends the Nebraska Advantage Rural Development Act to increase the total credits available for approved projects from \$1 million each calendar year to \$10 million.

This increase would begin in calendar year 2022 and continues until 2027. This will result in additional revenue loss for the state.

<p style="text-align: center;">LB 1261</p> <p><i>Committee:</i> Revenue</p> <p><i>Priority:</i> Dorn</p> <p><i>Passed:</i> 4/13/22; 46-0 with E Clause</p> <p><i>Signed into Law:</i> 4/19/22</p> <p><i>Effective Date:</i> 4/20/22</p>
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II. Interim Studies, 2022
Sorted by Committee of Jurisdiction

LR 330 *Committee* *Sponsor*
 Appropriations Linehan

The purpose of this resolution is to propose an interim study to determine what percentage should be used to forecast revenue when preparing fiscal notes and determine if state agencies or political subdivisions should use the same percentage when preparing their estimates on the fiscal impact of a specific bill. The study should also examine how the percentage interplays with the Nebraska Economic Forecasting Advisory Board when calculating the increase or decrease in projected revenue.

LR 406 *Committee* *Sponsor*
 Appropriations Stinner

The purpose of this resolution is to propose an interim study to examine the implementation the Office of Chief Information Officer's information technology consolidation initiative to ensure efficient use of Nebraska taxpayer resources.

The Office of Chief Information Officer's website states "The Office of the Chief Information Officer was created to assure a coordinated, efficient, and cost-effective approach is taken on an enterprise level for the deployment of technology by the Nebraska State Government. The Office of the CIO provides a wide range of technology services to state agencies, boards, and commissions, as well as political subdivisions. As the State continues to explore shared services, we have eliminated the duplication of several IT expenditures and services, lowered costs through enterprise purchases and agreements, and provided more efficient and effective ways to expand access to government services."

The Office of Chief Information Officer has the duty to fulfill its mission statement and the obligation to ensure its stated purpose of coordinating a cost-effective operation of information technology services to Nebraska state agencies.

This study shall include, but not be limited to, the following:

- (1) Analysis of budget programs under the purview of the Office of Chief Information Officer, including revolving funds and requests for full-time equivalent employees;
- (2) Analysis of agency revenues, including a list of billable services and fees;
- (3) Comparison of expenditures to agency revenues;
- (4) Review of historical increases in full-time equivalent employees compared with increases in revenue from billable services;
- (5) Evidence of improvements resulting from the consolidation initiative;
- (6) Existing needs for improvement in the consolidation initiative, where they exist; and
- (7) Recommendations for the improvement of implementation of the consolidation initiative.

LR 372 *Committee* *Sponsor*
Banking Williams

The purpose of this resolution is to propose an interim study to examine whether the Real Property Appraiser Act should be updated. In order to carry out the purpose of this resolution, the committee should seek the assistance of the Real Property Appraiser Board and should consider the input of interested persons as the committee deems necessary and appropriate.

LR 354 *Committee* *Sponsor*
Education McDonnell

The purpose of this resolution is to propose an interim study to examine the educational experiences and outcomes of youth in foster care. The study shall include, but not be limited to, a consideration of the following:

- (1) National and best practices related to educational opportunities for youth in foster care;
- (2) The known challenges of youth in foster care in regards to educational attainment;
- (3) The status of the state's current system of support for youth in foster care in regards to their educational goals;
- (4) Racial, economic, and geographic disparities that exist in educational attainment for youth in foster care;
- (5) Potential programs to address challenges in educational success for youth in foster care, particularly the foster care full ride program;
- (6) The landscape of educational opportunities for youth in foster care including community colleges, universities, state colleges, and career and technical training programs;
- (7) Other state efforts to support youth in foster care and their educational goals; and
- (8) Potential statutory or administrative changes that would support improved outcomes in education for youth in foster care.

LR 359 *Committee* *Sponsor*
Education Walz

The purpose of this resolution is to propose an interim study to examine whether section 79-458, which authorizes certain property holders to attach their property to a different school district through a freeholder petition, should be updated or eliminated. In order to carry out the purpose of this resolution, the committee should seek the assistance of the Nebraska Department of Education and Nebraska Department of Revenue and should consider the input of county officials, school districts, and interested persons as the committee deems necessary and appropriate.

The issues addressed by this interim study shall include, but are not limited to:

- (1) A review of the applicable laws, regulations, policies, and exceptions regarding the transfer of property through freeholder petitions from one school district to another; and

- (2) Whether property should automatically be returned to the original district when property ownership changes.

LR 414 *Committee* *Sponsor*
 Education McDonnell

The purpose of this resolution is to examine programming, opportunities, and interventions for students attending an alternative school, class, or educational program in Nebraska. This study shall include, but not be limited to, an examination of the following:

- (1) What programming is available for students who have been expelled from their school;
- (2) Program completion rates for students attending an alternative school, class, or educational program;
- (3) The relationship between unverified status, truancy, and expulsions and suspensions for students;
- (4) Whether certain months during the year have an unexpected increase in expulsions; and
- (5) National best practices for students attending an alternative school, class, or educational program.

LR 420 *Committee* *Sponsor*
 Education Hansen, B.

The purpose of this resolution is to propose an interim study to examine the education process and procedures for serving students with special needs. The requirements for special needs programs vary from district to district and addressing student needs for children in all of Nebraska's schools will promote excellence in education.

This study may include, but is not limited to:

- (1) Evaluating how to best serve students with special needs;
- (2) Examining educational opportunities for students with special needs;
- (3) Evaluating the benefits of keeping families with children who have special needs together;
- (4) Reviewing how each district approaches the relationships between public and private schools in providing education for students with special needs;
- (5) Examining the option of offering consistent equitable services in nonpublic schools; and
- (6) Examining special education funding for the state's public schools.

LR 374 *Committee* *Sponsor*
 Executive Board Walz

The purpose of this resolution is to create a select interim committee of the Legislature, to be known as the State and Local School Aid Committee, to conduct an in-depth study of the balancing of state and local financing of the public elementary and secondary schools in Nebraska. In order to carry out the purpose of this resolution, the committee should seek the assistance of the State

Department of Education and the Department of Revenue and should consider the input of school districts and interested parties as the committee deems necessary and appropriate.

The study shall include, but not be limited to:

- (1) An examination of ways to equitably balance the financing of public education from state and local sources; and
- (2) Developing recommendations for improving equity in school funding in Nebraska.

The committee shall consist of:

- (1) The chairperson of the Education Committee of the Legislature, or the chairperson's designee, who shall serve as the chairperson of the State and Local School Aid Committee;
- (2) A member of the Education Committee of the Legislature, appointed by the chairperson of such committee;
- (3) The chairperson of the Revenue Committee of the Legislature, or the chairperson's designee;
- (4) A member of the Revenue Committee of the Legislature, appointed by the chairperson of such committee;
- (5) The chairperson of the Appropriations Committee of the Legislature, or the chairperson's designee; and
- (6) A member of the Appropriations Committee of the Legislature, appointed by the chairperson of such committee.

LR 393	<i>Committee</i>	<i>Sponsor</i>
	Executive Board	Cavanaugh, J.

The purpose of this resolution is to propose an interim study to examine the committee hearing procedures of the Legislature and explore changes that would improve access to participation from the public. One of the advantages of a unicameral form of government is better transparency, accountability, and access to the legislative process for members of the public. To realize these benefits, the Legislature should ensure committee procedures maximize opportunities for public input, especially during the committee hearing process where the goal is to allow for participation from the "second house".

The COVID-19 public health emergency led to changes in how the Legislature collects and records public comments on legislative bills, including implementation of an online public comment portal and the practice of accepting written testimony. It also allowed many to become more familiar with technology that facilitates virtual communication. These circumstances necessitate an examination of committee procedures and practices and potential improvements.

The issues addressed by this interim study shall include, but not be limited to:

- (1) An examination of current and past committee hearing procedures, including procedures on taking and recording testimony and written comments;
- (2) An overview of the public comment portal implemented in 2020 and its effectiveness;

- (3) A review of methods used in other states and other Nebraska government bodies for input from the public on policy issues; and
- (4) Potential improvements in committee hearing procedures that increase public participation and input from all Nebraskans, especially those often left out of the policy process.

LR 376 *Committee* *Sponsor*
 Government Hansen, M.

The purpose of this resolution is to propose an interim study to determine whether reports of the resistance of public agencies to fulfill public record requests are representative of a broad statewide issue or represent isolated incidents. If these incidents are commonplace, the study should determine what reforms could be enacted to ensure that public record requests are being properly met and that Nebraskans have prompt, unfettered, and robust access to open government.

Sections 84-712 to 84-712.09 are intended to guarantee that the public has access to public records of government bodies at all levels of government. However, even though the purpose and scope of sections 84-712 to 84-712.09 are for broad disclosure and accessibility, some categories of records are exempt from disclosure. Section 84-712.05 provides twenty-three separate categories of records that may be withheld from the public so long as such records have not been publicly disclosed in open court, an open administrative proceeding, or an open meeting or disclosed by a public entity pursuant to its duty. There are additional statutory exceptions which provide that governmental records can be withheld from public inspection.

News media members, advocacy groups, and other members of the public have reported that public records requests are regularly and routinely resisted by governmental bodies. Such reports indicate that resistance takes the form of prolonged delays in responding to requests, demands of excessive prepayment amounts for the costs of retrieving such records, tenuous claims of exemptions allowing for the public agency to withhold records, or other justifications.

LR 366 *Committee* *Sponsor*
 Health Wishart

The purpose of this resolution is to propose an interim study to survey and examine at least three of the current certified community behavioral health clinics established through the federal Substance Abuse and Mental Health Services Administration's demonstration program in order to provide additional information on the impact of the implementation of such clinics on the current mental health and substance use treatment system in Nebraska. Such clinics have been established in 42 states across the country to expand access to care and improve coordination with law enforcement, the legal system, and schools.

The study shall include, but not be limited to, an examination of:

- (1) The need for accessible care in each area served by the current clinics and how implementation of the new model has impacted that need and waitlists for services;
- (2) The impact of clinics on individuals with co-occurring mental health conditions;

- (3) The feasibility and cost of the early childhood workforce entering existing health insurance pools and securing quality health insurance through the health insurance marketplace or private markets.

LR 438 *Committee* *Sponsor*
 Health Health Committee

The purpose of this resolution is to propose an interim study to identify potential policy changes for improving communication and sharing of case-specific information among the various state and local government agencies responsible for the care, custody, treatment, and rehabilitation of youth in Nebraska, including, but not limited to, youth involved in the child welfare system and youth committed to the youth rehabilitation and treatment centers. The sharing of information related to the past treatment, interventions, programming, and support of youth may improve efficiency in treating youth who transition from the care of one agency to another agency and improve outcomes for youth.

The study should include, but not be limited to, an examination of:

- (1) The opportunities for sharing case information between and among state and local government agencies involved in the treatment, rehabilitation, and education of youth in the state's care and custody; and
- (2) The barriers to sharing case information between and among the Department of Health and Human Services, the Department of Correctional Services, the Office of Probation Administration, the State Department of Education, and juvenile detention facilities.

LR 379 *Committee* *Sponsor*
 Judiciary Day

The purpose of this resolution is to propose an interim study to examine fentanyl distribution in Nebraska. Pharmaceutical fentanyl is a synthetic opioid that is used to treat pain and has fifty to one hundred times the potency of morphine. However, in recent years the use of fentanyl that was illegally made and distributed has shown harmful consequences. When mixed with other drugs, whether or not the user knows about the combination product, fentanyl can cause overdose and death. Studying fentanyl distribution in Nebraska and assessing the current response will identify life-saving actionable steps the Legislature can take to address the opioid crisis and protect Nebraskans.

This study shall include, but not be limited to, an examination of the following:

- (1) Data collection and information gathering regarding:
 - (a) Fentanyl manufacturing and distribution in Nebraska and surrounding states;
 - (b) The classification of drug-induced homicide and drug delivery resulting in death charges in Nebraska as compared to other states;
 - (c) Punitive or restorative responses to drug-induced homicide and drug delivery resulting in death charges; and
 - (d) Potential expansion of prevention, intervention, and response activities; and

- (2) Possible solutions pertaining to fentanyl distribution in the state and collaboration with the appropriate community partners about these solutions.

LR 386 *Committee* *Sponsor*
 Judiciary DeBoer

The purpose of this resolution is to propose an interim study to examine the Nebraska Juvenile Code. The study shall include a review of the Nebraska Juvenile Code, including related statutes and court rules to potentially modify. In order to fulfill the purpose of the resolution, the committee should seek the assistance of county judges, juvenile judges, attorneys, and any others the committee deems necessary.

LR 294 *Committee* *Sponsor*
 Retirement Kolterman

The purpose of this study is to examine the public employees' retirement systems administered by the Public Employees Retirement Board, including the State Employees Retirement System, the County Employees Retirement System, the School Employees Retirement System, the Nebraska State Patrol Retirement System, and the Judges Retirement System. The study may also examine the retirement system administered under the Class V School Employees Retirement Act. The study shall examine issues as they relate to the funding needs, benefits, contributions, and the administration of each retirement system.

LR 295 *Committee* *Sponsor*
 Retirement Kolterman

The purpose of this study is to carry out the provisions of section 13-2402, which requires the Nebraska Retirement Systems Committee to monitor underfunded defined benefit plans administered by political subdivisions. The study shall include a public hearing for the presentation of reports by political subdivisions with underfunded defined benefit plans.

LR 333 *Committee* *Sponsor*
 Revenue McDonnell

The purpose of this resolution is to propose an interim study to examine modernization of Nebraska's tax system with the goal of facilitating economic growth. The study shall include, but not be limited to, an examination of the following:

- (1) The current structure of personal and corporate income tax;
- (2) The current structure of sales tax;
- (3) The current structure of tax incentives;
- (4) The current structure of the inheritance tax;
- (5) The current structure of the personal property tax; and
- (6) Recommendations to modify these components in a means that is revenue neutral.

LR 383 *Committee* *Sponsor*
Revenue Erdman

The purpose of this resolution is to propose an interim study to explore best practices for the implementation of a consumption tax in Nebraska.

LR 418 *Committee* *Sponsor*
Revenue Bostar

The purpose of this resolution is to propose an interim study to examine the sales tax system in Nebraska with respect to exemptions provided to various industries in an effort to incentivize business investment and economic growth in the state.

The study shall include, but not be limited to, an examination of the following:

- (1) The current statutory approach to sales tax exemptions provided to various industries for certain inputs in Nebraska, including those exemptions provided to manufacturing and agriculture;
- (2) The current statutory approach to sales tax exemptions provided to various industries for certain inputs in other states, including the sales tax exemptions provided to data centers by neighboring states and the nationwide trends for providing such exemptions to incentivize business investment;
- (3) The beneficial economic impacts of data center investments and expansion in Nebraska and in other states nationwide; and
- (4) Recommendations to modify the current statutory approach to sales tax exemptions provided to data centers that invest and expand in Nebraska.

LR 401 *Committee* *Sponsor*
Transportation Friesen, Albrecht, Bostelman, DeBoer, Hughes, Moser

The purpose of this resolution is to propose an interim study to review the administration of the Nebraska Broadband Bridge Act.

The study shall include, but need not be limited to:

- (1) Examining changes made by the Public Service Commission in docket C-5368;
- (2) Reviewing the distribution of grants under the Nebraska Broadband Bridge Act with special attention to grants for the second year; and
- (3) Considering the need for additional legislation governing the administration of the Nebraska Broadband Bridge Act and the need for legislation to implement the federal Broadband Equity, Access, and Deployment Program and any other federal broadband assistance program.