

GIPS BOE Regular Meeting
Thursday, June 11, 2020 5:30 PM
Kneale Admin Bldg Board Room and Zoom
Link

1. CALL TO ORDER

Speaker(s): Board President

2. ROLL CALL

3. MISSION STATEMENT

4. CONSENT AGENDA

Speaker(s): Board President

1. Minutes from the previous month's meeting

2. Claims as submitted

3. Bid Proposals as submitted

4. Staff Adjustments as submitted

5. Treasurer's Report as submitted

6. Policy

1. 2170-ADVISORY COMMITTEES Delete on Final Read

2. 4213 BUDGET IMPLEMENTATION on Final Read

3. 4460 EXPENSE REIMBURSEMENTS on Final Read

4. 5230 EMERGENCY PLANS on Final Read

5. 5232 EMERGENCY CLOSING on Final Read

6. 5310 TRANSPORTATION on Final Read

7. 8470 WEAPONS IN SCHOOL on Final Read

8. 8513 COMMUNICABLE DISEASE CONTROL on Final Read

9. 9310 FUNDRAISING ACTIVITIES on Final Read

10. 2230 BOARD STANDING COMMITTEES on First Read

11. 2231 SPECIAL COMMITTEES on First Read

12. 2411 NOTIFICATION OF BOARD MEETINGS on First Read

13. 6231 COMMUNICABLE DISEASES (STAFF) on First Read

14. 6231.1 Guidelines for 6231 on First Read

15. 6231.2 Bloodborne Pathogens Exposure Control Plan on First Read

16. 7190 DISTRICT WELLNESS POLICY on First Read

7. Grant Report Update

8. Surplus Property Listing

9. Contracts as documented

1. Project Search Agreement May 2020

2. Contract Amendment for C4K Coordinator

3. SPED Speech Lang Pathologist Contract with ESU 10

10. Approval of Agenda as submitted

5. SPECIAL RECOGNITION

1. Duke TIP Recognition

Speaker(s): Cara Kuhl

6. INFORMATION ITEMS

1. Comprehensive Staffing Analysis
Speaker(s): Mr. Stelk
2. Extra Standard Committee Report
Speaker(s): Mr. Stelk
3. Jack Jeffries Memorial Scoreboard Agreement
Speaker(s): Mrs. Skalberg
4. Attendance Update for 2019-2020
Speaker(s): Dr. Doll
5. Naming of the leased Early Learning facility at 2208 North Webb Road
Speaker(s): Mrs. Worthington
6. Curriculum resource for Early Childhood Education
Speaker(s): Ms. Richards
7. Resolution for Option Enrollment 2020-2021
Speaker(s): Dr. Dexter
8. Memorandum of Understanding for School Resource Officers
Speaker(s): Dr. Dexter
9. 2020-2021 Student Handbook
Speaker(s): Dr. Dexter
10. LSI Professional Learning Proposal
Speaker(s): Mrs. Gannon

Goals: Strategic Plan Objective 04 - Every Grand Island student will be empowered to take ownership of their learning and have skills in critical thinking, communication, collaboration, and creativity through rigorous academic instruction and personalized, real-world learning experiences., Strategic Plan Objective 01 - GIPS' schools and classrooms will be led by instructional experts who guarantee the delivery of a rigorous and relevant curriculum to all students.

11. AAIS Professional Learning Proposal
Speaker(s): Mrs. Gannon

Goals: Strategic Plan Objective 04 - Every Grand Island student will be empowered to take ownership of their learning and have skills in critical thinking, communication, collaboration, and creativity through rigorous academic instruction and personalized, real-world learning experiences., Strategic Plan Objective 02 - GIPS will ensure that learning is enabled through safe, comfortable, and welcoming environments., Strategic Plan Objective 01 - GIPS' schools and classrooms will be led by instructional experts who guarantee the delivery of a rigorous and relevant curriculum to all students., Strategic Plan Objective 05 - GIPS will employ data to continuously improve teaching and learning., Strategic Plan Objective 06 - GIPS' central office will provide transparent and differentiated supports to schools, principals, and teachers to help them achieve their school improvement goals.

12. Purchase of Resources for Integrated Science III Implementation
Speaker(s): Mr. Phillips and Ms. Covarrubias

Goals: Strategic Plan Objective 04 - Every Grand Island student will be empowered to take ownership of their learning and have skills in critical thinking, communication, collaboration, and creativity through rigorous academic instruction and personalized, real-world learning experiences., Strategic Plan Objective 01 - GIPS' schools and classrooms will be led by instructional experts who guarantee the delivery of a rigorous and relevant curriculum to all students.

13. Purchase Canvas to be used as Learning Management System

Speaker(s): Mr. Phillips

Goals: Strategic Plan Objective 01 - GIPS' schools and classrooms will be led by instructional experts who guarantee the delivery of a rigorous and relevant curriculum to all students., Strategic Plan Objective 07 - GIPS will cultivate a culturally proficient district in which all individuals are valued.

14. Renew Athletic Training Contract from 2020-2021 through 2026-2027 with Grand Island Physical Therapy.

Speaker(s): Mr. Harden

15. Board Racism Resolution

Speaker(s): Mrs. Hinkle

16. Construction Update

Speaker(s): Mr. Petsch

17. Superintendent Report

Speaker(s): Dr. Grover

7. ACTION ITEMS

1. SREB Clean Energy Curriculum Adoption for Alternative Energy Pathway

Speaker(s): Mr. Phillips

Goals: Strategic Plan Objective 01 - GIPS' schools and classrooms will be led by instructional experts who guarantee the delivery of a rigorous and relevant curriculum to all students.

2. Renew Edmentum Contract

Speaker(s): Mr. Phillips

Goals: Strategic Plan Objective 04 - Every Grand Island student will be empowered to take ownership of their learning and have skills in critical thinking, communication, collaboration, and creativity through rigorous academic instruction and personalized, real-world learning experiences., Strategic Plan Objective 01 - GIPS' schools and classrooms will be led by instructional experts who guarantee the delivery of a rigorous and relevant curriculum to all students.

3. CKLA Core Knowledge Language Arts resource Adoption

Speaker(s): Mrs. Bills

Goals: Strategic Plan Objective 03 - Every Grand Island student will have meaningful, personal connections to support their own well-being and develop

their confidence, resiliency and adaptability., Strategic Plan Objective 06 - GIPS' central office will provide transparent and differentiated supports to schools, principals, and teachers to help them achieve their school improvement goals. , Strategic Plan Objective 07 - GIPS will cultivate a culturally proficient district in which all individuals are valued.

4. Amendment to the School Transportation Agreement

Speaker(s): Mr. Harden

Goals: Strategic Plan Objective 06 - GIPS' central office will provide transparent and differentiated supports to schools, principals, and teachers to help them achieve their school improvement goals. , Student Success Measure 04 - Decreased percentage of students who are absent 15 or more days as reported by Nebraska Department of Education.

5. GIPS 403(b) Plan modifications

Speaker(s): Mr. Harden

6. Pepsi Agreement

Speaker(s): Mrs. Wells

7. Contract Renewal for Employee Assistance Program

Speaker(s): Mr. Stelk

8. GIPS South Subdivision

Speaker(s): Mr. Petsch

9. Resolution for Option Enrollment 2020-2021

Speaker(s): Dr. Dexter

10. Board Racism Resolution

Speaker(s): Mrs. Hinkle

8. COMMITTEE REPORTS

1. Finance and Facilities Committee

Speaker(s): Mr. Brown

2. Leading for Learning Committee

Speaker(s): Mrs. Gortemaker

3. Personnel Committee

Speaker(s): Mrs. Enck

4. Policy Committee

Speaker(s): Mrs. Schutz

5. Governance Committee

Speaker(s): Mrs. Hinkle

6. Public Relations and Partnership Development Committee

Speaker(s): Mr. Barcnas

7. Grand Island Public Schools Foundation Report

Speaker(s): Mrs. Albers

8. GNSA / Legislative Committee

Speaker(s): Mr. Harden

9. NASB Monthly Update

Speaker(s): Board President

9. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING SUPERINTENDENT CONTRACT, ADMINISTRATIVE AND CLASSIFIED COMPENSATION AND BENEFITS, AND REAL ESTATE BECAUSE IT IS IN THE BEST INTEREST OF THE PUBLIC TO DISCUSS THIS MATTER IN CLOSED SESSION
10. RECONVENE FROM EXECUTIVE SESSION
11. APPROVAL OF ANY ACTION DEEMED NECESSARY AS A RESULT OF EXECUTIVE SESSION
12. NOTIFICATION OF UPCOMING BOARD MEETINGS
13. ADJOURNMENT

NOTICE OF REGULAR
BOARD MEETING
HALL COUNTY SCHOOL
DISTRICT 40-0002
GRAND ISLAND, NEBRASKA

Notice is hereby given that a meeting of the Board of Education of Hall County School District 40-0002, A.K.A. Grand Island Public Schools, Grand Island, Nebraska, will be held on Thursday, June 11, 2020 at 5:30 PM via electronic means with access information available on the GIPS web site (per Governor Ricketts Executive Order 20-03). At Least one Board member will be physically located at the Kneale Administration Building, 123 South Webb Road, Grand Island, Nebraska, which meeting will be open to the public limited to 10 persons at 6ft. apart. A copy of the open meetings act and agenda for this meeting, kept continuously current, is available for inspection on the GIPS web site.

Dr. Robin R. Dexter, Board

SPECIAL MEETING OF THE GRAND ISLAND BOARD OF EDUCATION

The special meeting of the Board of Education of Grand Island in the County of Hall in the State of Nebraska was convened and called to order by President Bonnie Hinkle in open and public session on Thursday, May 28, 2020 at 5:30 PM at the Kneale Admin Bldg Board Room and Zoom Link, 123 S Webb Road, Grand Island, NE 68802, the usual meeting place of said Board. Notice of the meeting was given in advance thereof by publication in the *Grand Island Independent*, the School District's designated method of giving notice. Notice of the meeting was also given in advance to all members of the Board of Education. All proceedings hereafter shown were recorded while the convened meeting was open to the attendance of the public.

AGENDA

1. CALL TO ORDER

It is 5:30PM and I now call to order the Grand Island Public Schools Board of Education Meeting. This is the May 28, 2020 special meeting. Notice of this meeting has been advertised in the Grand Island Independent, which is the District's designated method of giving notice of these meetings.

We want those viewing the Live Stream meeting to know that they can access the agenda in pdf form and the Open Meetings Act on the GIPS web site.

Dr. Dexter, will you call roll?

ROLL CALL

Attendance Taken at 5:30 PM.

Lisa Albers:	Present
Carlos Barcenias:	Present
Dan Brosz:	Present
Terry Brown:	Present
Kelly Enck:	Present
Julie Gortemaker:	Present
Bonnie Hinkle:	Present
Heidi Schutz:	Present
Erika Wolfe:	Present

2. EXECUTIVE SESSION FOR THE PURPOSE OF SUPERINTENDENT EVALUATION BECAUSE IT IS IN THE BEST INTEREST OF THE PUBLIC TO DISCUSS THIS MATTER IN CLOSED SESSION

The Board convened into executive session for the purpose of discussing the superintendents evaluation at 5:32pm.

Motion for the Board to convene to executive session for the purpose of discussing the superintendent evaluation Passed with a motion by Dan Brosz and a second by Carlos Barcenias.

Lisa Albers: Yea, Carlos Barcenias: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

3. RECONVENE FROM EXECUTIVE SESSION

The Board reconvened from executive session at 5:51.

Motion for the Board to reconvene from executive session Passed with a motion by Terry Brown and a second by Carlos Barcenias.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

4. APPROVAL OF ANY ACTION DEEMED NECESSARY AS A RESULT OF EXECUTIVE SESSION

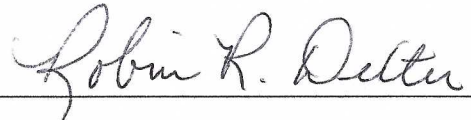
No action taken

5. NOTIFICATION OF UPCOMING BOARD MEETINGS

Regular Board meeting is scheduled for June 11, 2020 at 5:30pm via Link

6. ADJOURNMENT

Adjourned at 5:53PM



Robin R. Dexter, Recording Secretary



Robin R. Dexter, Board Secretary

REGULAR MEETING OF THE GRAND ISLAND BOARD OF EDUCATION

The regular meeting of the Board of Education of Grand Island in the County of Hall in the State of Nebraska was convened and called to order by President Bonnie Hinkle in open and public session on Thursday, May 14, 2020 at 5:30 PM at the Kneale Admin Bldg and Zoom Link, 123 S Webb Road, Grand Island, NE 68802, the usual meeting place of said Board. Notice of the meeting was given in advance thereof by publication in the *Grand Island Independent*, the School District's designated method of giving notice. Notice of the meeting was also given in advance to all members of the Board of Education. All proceedings hereafter shown were recorded while the convened meeting was open to the attendance of the public.

ROLL CALL:

Attendance Taken at 5:30 PM.

Lisa Albers:	Present
Carlos Barcenas:	Present
Dan Brosz:	Present
Terry Brown:	Present
Kelly Enck:	Present
Julie Gortemaker:	Present
Bonnie Hinkle:	Present
Heidi Schutz:	Present
Erika Wolfe:	Present

AGENDA

1. CALL TO ORDER

2. ROLL CALL

3. MISSION STATEMENT

The Mission Statement was read by Madison Lane.

4. CONSENT AGENDA

Mrs. Schutz declared a potential conflict of interest and abstained from voting on check #7187 as part of agenda item 4.2.

The recommendation to approve the Consent Agenda as submitted Passed with a motion by Dan Brosz and a second by Heidi Schutz.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

4.1. Minutes from the previous month's meeting

Minutes of the April 9, 2020 regular BOE Meeting

Minutes of the May 11, 2020 BOE Work Sesskon

Published notice of the regular BOE Meeting on May 14, 2020

4.2. Claims as submitted

4.3. Bid Proposals as submitted

4.4. Staff Adjustments as submitted

4.5. Treasurer's Report as submitted

4.6. Contract approval

4.7. Policy

4.7.1. 2170-ADVISORY COMMITTEES Delete

4.7.2. 4213 BUDGET IMPLEMENTATION First Read

4.7.3. 4460 EXPENSE REIMBURSEMENTS First Read

4.7.4. 5230 EMERGENCY PLANS First Read

4.7.5. 5232 EMERGENCY CLOSING First Read

4.7.6. 5310 TRANSPORTATION First Read

4.7.7. 8470 WEAPONS IN SCHOOL First Read

4.7.8. 8513 COMMUNICABLE DISEASE CONTROL First Read

4.7.9. 9310 FUNDRAISING ACTIVITIES First Read

4.8. Approval of Agenda as submitted

5. Campus Highlights

5.1. Learning in the Virtual Learning Environment

Mrs. Stockwell and Miss Miller will presented an example of how teachers are verifying learning with students in the virtual classroom environment. This aligns with our Strategic Plan goal #6: Increased percentage of student connectedness and high commitment to learning and our Theory of Action Pillar-Personalize Learning Pathways for Students.

6. INFORMATION ITEMS

6.1. SREB Clean Energy Curriculum Adoption for Alternative Energy Pathway

Mr. Phillips presented a proposal for the Alternative Energy, that will add the 2nd course in 2020-21 (Principles of Alternative Energy) at CPI in a double block format. Students have taken the introductory course this year, and we are in the need of a rigorous, fulfilling curriculum to build the upper courses in Alternative Energy. We have 11 students that will be taking the 2nd course, and another 11 students in the introductory course. The capacity of this pathway is 30 students per grade level, for a total of 90.

6.2. Edmentum

Mr. Phillips presented a proposal to approve funds to renew the Edmentum Contract for the 2021 School Year. Edmentum provides site licenses to all of our GIPS schools and supports the opportunity for personalized learning and supports directly aligned to NE College and Career Standards.

6.3. CKLA Core Knowledge Language Arts resource Adoption

6.4. Summer School Update

Dr. Palmer presented an update on summer school learning opportunities

6.5. Amendment to the School Transportation Agreement

Mr. Harden presented an amendment to the school transportation agreement due to the Covid-19 pandemic and its challenging and unknown effects on education, the rate per day, route, and days of service will be mutually agreed upon as the COVID-19 impact on education is clarified. The appended route listing spreadsheet will be used as a guide, but routes, rate per day, and days of service will be dependent on the circumstances in the 2020-2021 school year and subject to negotiation as the situation develops.

6.6. GIPS 403(b) Plan modifications

Mr. Harden presented that in an effort to make the GIPS 403(b) plan as flexible and attractive to employees it's been determined that District desires to amend the 403(b) Plan to provide participants with the ability to make in-service withdrawals upon attainment of age 59½. Mr. Harden will review the proposed 403(b) Plan changes for Board Members consideration.

6.7. COVID-19 CARES Act - Extend On-Call Non-Exempt Compensation and Benefits

Mr. Harden presented an Emergency Declaration Resolution to discuss, consider and take all necessary action with regard to an extension of the extend employment and compensation of non-exempt educational support employees (clerical staff, custodial staff, bus drivers, para-educators, food services personnel and the like) serving the School District on an on-call basis due to the emergency conditions engendered by the ongoing COVID-19 pandemic and epidemic sickness and pursuant to the Emergency Declaration Resolution resulting therefrom adopted by this Board of Education on March 16, 2020.

6.8. Pepsi Agreement

Mrs. Wells presented a proposal for an agreement with Pepsi for advertising on the stadium Video Display Board and additional rebates on Pepsi sales to support GISH activities and clubs.

6.9. Contract Renewal for Employee Assistance Program

Mr. Stelk presented a proposal to renew the contract with Wholeness Healing. This contract provides for the administration and provides a confidential wellness benefit for three years (through August 30, 2023).

6.10. GIPS South Subdivision

Mr. Petsch reviewed the Subdivision Agreement with the City of Grand Island for Board Members consideration.

6.11. Board Governance Committee

Mrs. Hinkle shared the purpose of and updated the board on the current discussion within the Board Governance Committee

6.12. Student Representative Report

Madison Lane reported on GISH activities including AP Exams, Academic Aristocrat Banquet, Scholarships, Senior Showcases, and Graduation Boxes. Madison shared heartfelt thanks for the opportunity to be the Student Board Representative.

6.13. Construction Update

Mr. Petsch presented the construction update to include progress on stadium and project lists.

6.14. Superintendent Report

Dr. Grover presented the superintendent report to include thank you to GIPS staff, eLearning, focus groups to gather feedback on eLearning, meal distribution plan, Social Emotional Learning, Panorama Survey results, Equity and Access, communication team efforts, BOE and Staff providing needed support, GIPS Mental Health Story on NET May 28. district wide field day on May 19, reunification plan, fall reopening discussion and planning, Town Hall meeting May 19, internal Live with Grover, and graduation on May 17 at 2pm.

7. ACTION ITEMS

7.1. COVID-19 CARES Act - Extend On-Call Non-Exempt Compensation and Benefits

Due to the emergency conditions engendered by the ongoing COVID-19 pandemic and epidemic sickness, the Board of Education should, and does hereby, extend employment and compensation of non-exempt educational support employees (clerical staff, custodial staff, bus drivers, para-educators, food services personnel and the like) serving the School District on an on-call basis pursuant to the Emergency Declaration Resolution adopted by this Board of Education on March 16, 2020, now supported by the federal "Coronavirus Aid, Relief, and Economic Security Act" or the "CARES Act" adopted by the United States Congress on March 27, 2020, and directs that non-exempt educational support staff paid on an hourly basis that lose work hours as result of school closure or other disruption of the regular work schedule for such employees as a result of the COVID-19 pandemic and epidemic sickness shall be paid their wages and benefits for their regularly scheduled work hours for such work days or hours lost, the lost hours to be shown on each educational support staff member's time card as "COVID 19 Virus Leave", for a period not to exceed forty (40) work days, or 320 hours.

Passed with a motion by Carlos Barcenas and a second by Terry Brown.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

7.2. Proposal for VEX Robotics Elective Resources

Motion to approve VEX Robotics Resources as presented passed with a motion by Heidi Schutz and a second by Carlos Barcenas.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

7.3. American Red Cross - Facilities Agreements

Motion to approve the Red Cross Facilities Use Agreement as presented passed with a motion by Terry Brown and a second by Dan Brosz.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

7.4. Panorama Universal Screener Proposal

Move to approve purchase of Panorama Universal Screener as presented passed with a motion by Heidi Schutz and a second by Dan Brosz.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

8. COMMITTEE REPORTS

8.1. Finance and Facilities Committee

Mr. Brown gave the Finance and Facilities Committee Report covering the major items discussed and under consideration by said committee. A copy of the minutes from the last meeting are available and on file. The next meeting will be held June 2, 2020 @7:30am via Zoom.

8.2. Leading for Learning Committee

Mrs. Schutz gave the Leading for Learning Committee Report covering the major items discussed and under consideration by said committee. A copy of the minutes from the last meeting are available and on file. The next meeting will be held June 5, 2020 @ 9:15am via Zoom.

8.3. Personnel Committee

Mr. Brown gave the Personnel Committee Report covering the major items discussed and under consideration by said committee. A copy of the minutes from the last meeting are available and on file. The next meeting will be held June 4, 2020 @ 7am via Zoom.

8.4. Policy Committee

Mrs. Gortemaker gave the Policy Committee Report covering the major items discussed and under consideration by said committee. A copy of the minutes from the last meeting are available and on file. The next meeting will be held June 8, 2020 @ 4:30pm via Zoom.

8.5. Public Relations and Partnership Development Committee

Mr. Barcenas gave the Public Relations and Partnership Development Committee Report covering the major items discussed and under consideration by said committee. A copy of the minutes from the last meeting are available and on file. The next meeting will be held June 5, 2020 @ 8am via Zoom.

8.6. Governance Committee

Mrs. Hinkle gave the Governance Committee Report covering the major items discussed and under consideration by said committee. A copy of the minutes from the last meeting are available and on file. The next meeting will be held June 1, 2020 at 5:30pm via Zoom.

8.7. Grand Island Public Schools Foundation Report

Lisa Albers reported for the GIPS Foundation.

8.8. GNSA / Legislative Committee

Mr. Harden gave the GNSA / Legislative Report.

8.9. NASB Monthly Update

Mrs. Hinkle gave the Nebraska Association of School Boards update.

9. EXECUTIVE SESSION FOR THE PURPOSE OF SUPERINTENDENT EVALUATION BECAUSE IT IS IN THE BEST INTEREST OF THE PUBLIC TO DISCUSS THIS MATTER IN CLOSED SESSION

The Board convened to Executive Session at 7:47 p.m.

The recommendation for the Board to convene to executive session for the purpose of discussing the superintendent evaluation passed with a motion by Erika Wolfe and a second by Lisa Albers.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

10. RECONVENE FROM EXECUTIVE SESSION

The Board reconvened from Executive Session at 9:29pm p.m.

The recommendation that the Board reconvene from executive session passed with a motion by Terry Brown and a second by Carlos Barcenas.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

11. APPROVAL OF ANY ACTION DEEMED NECESSARY AS A RESULT OF EXECUTIVE SESSION

No action taken

Motion to reconvene Passed with a motion by Terry Brown and a second by Carlos Barcenas.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea


12. NOTIFICATION OF UPCOMING BOARD MEETINGS

Next Regular Board Meeting on June 11, 2020 at 5:30pm.

13. ADJOURNMENT

All business having been completed, the meeting was adjourned at 9:32 p.m.


Robin R. Dexter, Recording Secretary


Robin R. Dexter, Secretary to the Board

Grand Island Public Schools

Claims Listing

June 11, 2020

<u>Check No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
72017	City of Grand Island	Technical Services	\$500.00
72018	Classroom Security Blinds LLC	General Supplies	\$2,335.62
72019	First Bankcard Center/Visa	Books & Periodicals	\$111.96
72020	First Bankcard Center/Visa	Postage	\$49.00
72021	First Bankcard Center/Visa	Advertising	\$1,923.04
72022	First Bankcard Center/Visa	General Supplies	\$29.98
72023	First Bankcard Center/Visa	General Supplies	\$72.81
72024	First Bankcard Center/Visa	Books & Periodicals	\$127.84
72025	First Bankcard Center/Visa	General Supplies	\$905.44
72026	First Bankcard Center/Visa	Books & Periodicals	\$27.99
72027	First Bankcard Center/Visa	Books & Periodicals	\$4,568.34
72028	First Bankcard Center/Visa	General Supplies	\$556.78
72029	First Bankcard Center/Visa	General Supplies	\$734.97
72030	First Bankcard Center/Visa	General Supplies	\$98.87
72031	First Bankcard Center/Visa	General Supplies	\$5,663.79
72032	First Bankcard Center/Visa	Books & Periodicals	\$35.55
72033	First Bankcard Center/Visa	Web Based Software	\$150.00
72034	First Bankcard Center/Visa	Technology Supplies	\$1,048.55
72035	First Bankcard Center/Visa	Technology Hardware	\$8,176.56
72036	Hiland Dairy Foods Company LLC	Milk	\$13,544.59
72037	Idea Bank Marketing	Professional Services	\$179.00
72038	Island Sprinkler Supply	General Supplies	\$529.35
72039	Kelly Supply Co	General Supplies	\$610.12
72040	Legacy Outdoor Advertising LLC	Advertising	\$635.00
72041	Wex Bank	Gasoline	\$407.91
72042	Wex Bank	Gasoline	\$50.90
72043	Wex Bank	Gasoline	\$1,441.66
72044	Ace Hardware	General Supplies	\$49.92
72045	Almquist Maltzahn Galloway & Luth	Employee Benefits	\$669.50
72046	Amy Vipond	Miscellaneous Expenditures	\$15.90
72047	Barbara Marsh	Miscellaneous Expenditures	\$40.10
72048	Cash-Wa Distributing	Nutrition Services Warehouse	\$5,697.24
72049	Century Link	Distance Education and Telecommunications	\$7,608.91
72050	Cline Williams Wright Johnson	Contracted Legal Services	\$357.50
72051	Culligan of Grand Island	Food	\$90.70
72052	Edmentum Inc	Web Based Software	\$2,500.00
72053	Emily Trotta	Miscellaneous Expenditures	\$31.25
72054	EMS Linq Inc	Web Based Software	\$31,180.80
72055	Eric Hollister	Miscellaneous Expenditures	\$57.55
72056	First Bankcard Center/Visa	Miscellaneous Expenditures	\$79.00
72057	First Bankcard Center/Visa	Miscellaneous Expenditures	\$154.12
72058	First Bankcard Center/Visa	General Supplies	\$1,080.96
72059	First Bankcard Center/Visa	Other Equipment	\$2,760.98
72060	First Bankcard Center/Visa	General Supplies	\$101.37
72061	Grand Island Independent	Advertising	\$4,322.05
72062	Grand Island Utilities Dept	Electricity	\$26,599.00
72063	Heidi Hiebner	Miscellaneous Expenditures	\$28.05
72064	Insulation Systems Inc	Technical Services	\$1,017.08
72065	Jeffery Thomas Wattier	Miscellaneous Expenditures	\$27.75
72066	Keith Miller	Miscellaneous Expenditures	\$86.75
72067	Kevin Stein	Miscellaneous Expenditures	\$50.85
72068	LCL Truck Equipment Inc	General Supplies	\$2,995.48
72069	Mid-Nebraska Disposal Inc	Refuse Disposal	\$402.30
72070	Midwest Restaurant Supply LLC	Professional Services	\$107.80

Grand Island Public Schools

Claims Listing

June 11, 2020

<u>Check No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
72071	National Food Group Inc	Nutrition Services Warehouse	\$18,835.39
72072	Scholastic Teacher Resources	Miscellaneous Expenditures	\$37.64
72073	Shannon Hatfield	Miscellaneous Expenditures	\$4.61
72074	Tammy Bumann	Miscellaneous Expenditures	\$49.75
72075	The Home Depot Pro	General Supplies	\$1,061.86
72076	Tyler Technologies Inc	Professional Services	\$620.00
72077	Wiper Towel Service	Technical Services	\$247.00
72078	AdvancEd	Employee Training and Development Services	\$342.00
72079	Chris's Car Wash & Quick Lube	General Supplies	\$25.60
72080	Father Flanagan's Boys' Home	Professional Education Services	\$420.00
72081	Grand Island Independent	Advertising	\$500.00
72082	Grand Island Utilities Dept	Electricity	\$34,984.04
72083	JW Pepper Son Inc	General Supplies	\$115.00
72084	The Hearing Clinic Inc	Professional Education Services	\$1,680.00
72085	Titan Machinery Inc	General Supplies	\$93.37
72086	Verizon Wireless	Distance Education and Telecommunications	\$421.52
72087	Verizon Wireless	Distance Education and Telecommunications	\$462.23
72088	Century Link	Distance Education and Telecommunications	\$391.44
72089	Century Link	Technical Services	\$606.10
72090	Century Link	Distance Education and Telecommunications	\$142.11
72091	Century Link	Distance Education and Telecommunications	\$66.82
72092	Charter Communications Holdings LLC	Distance Education and Telecommunications	\$64.98
72093	Comstock Corporation	Student Transportation Services	\$4,180.00
72094	Eakes Office Solutions	Technical Services	\$14,811.35
72095	Grand Island Public Schools Foundation	Miscellaneous Expenditures	\$27.40
72096	Grand Island Utilities Dept	Electricity	\$15,410.99
72097	Hiland Dairy Foods Company LLC	Milk	\$9,105.00
72098	Holly Jackson	Miscellaneous Expenditures	\$22.35
72099	Jan Pracheil	Miscellaneous Expenditures	\$31.40
72100	Jodi Nissen	Miscellaneous Expenditures	\$24.00
72101	Melissa Beberniss	Miscellaneous Expenditures	\$112.45
72102	Melissa Chess	Miscellaneous Expenditures	\$50.00
72103	Northwestern Energy	Natural Gas	\$377.52
72104	Office Depot	General Supplies	\$488.35
72105	Renaissance Learning Inc	Web Based Software	\$6,182.00
72106	Solution Tree LLC	Employee Training and Development Services	\$1,300.00
72107	Standard Battery Inc	General Supplies	\$814.75
72108	Super Duper Publications	General Supplies	\$104.90
72109	Timothy Koehn	Miscellaneous Expenditures	\$11.25
72110	Tracy Claassen	Miscellaneous Expenditures	\$30.00
72111	Trisha Paul	Miscellaneous Expenditures	\$42.35
72112	Verizon Business	Distance Education and Telecommunications	\$4.43
72113	Wholeness Healing Center PC	Professional Services	\$10,815.00
72114	Danny Oberg	Rentals of Land & Buildings	\$3,000.00
72115	Katie Anna Obrecht	Miscellaneous Expenditures	\$37.90
72116	Midwest Connect LLC	Postage	\$12,000.00
72117	Nebraska Fire Sprinkler Corp	Technical Services	\$2,600.00
72118	Nebraska U C Fund	Unemployment Compensation	\$2,260.38
72119	Northstar AV	Instructional Materials Warehouse	\$468.00
72120	O Keefe Elevator Co Inc	Technical Services	\$3,422.52
72121	Paper Tiger Shredding Inc	Refuse Disposal	\$555.00
72122	Pomp's Tire Service Inc	Repairs and Maintenance Services	\$58.84
72123	Protex Central Inc	Technical Services	\$786.68
72124	Raynor Garage Doors of Central Nebraska	Technical Services	\$225.00

Grand Island Public Schools

Claims Listing

June 11, 2020

<u>Check No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
72125	Reams Sprinkler Supply Co	General Supplies	\$1,600.44
72126	Rentokil North America Inc	Technical Services	\$1,606.00
72127	Richey Athletics	Equipment	\$31,235.00
72128	Riekes Equipment Company	Furniture and Fixtures	\$12,345.05
72129	Roberts Pump & Supply Co	General Supplies	\$18.52
72130	Safety-Kleen Corporation	Technical Services	\$570.99
72131	Sams Club Direct	General Supplies	\$1,542.83
72132	Sherwin Williams Company	General Supplies	\$1,013.12
72133	Specialized Air and Hydronic Bal LLC	Buildings	\$3,000.00
72134	State Glass Inc	General Supplies	\$360.00
72135	Century Lumber Center	General Supplies	\$376.58
72136	Daniel Moritz	Miscellaneous Expenditures	\$8.55
72137	Eakes Office Solutions	Technical Services	\$14,082.41
72138	Grand Island Utilities Dept	Electricity	\$40,783.99
72139	Grand Island Utilities Dept	Electricity	\$5,308.82
72140	Hiland Dairy Foods Company LLC	Milk	\$11,827.06
72141	KHGI/KFXL - TV	Advertising	\$1,000.00
72142	Mechanical Sales Inc	General Supplies	\$6,162.00
72143	MidAmerica Administrative & Retirement	Miscellaneous Expenditures	\$459.00
72144	Quill Corporation	General Supplies	\$63.47
72145	Rinder Printing Company	Instructional Materials Warehouse	\$1,709.71
72146	Subscription Services Of America Inc	Books & Periodicals	\$172.81
72147	Brand's	General Supplies	\$754.48
72148	Copycat Instant Printing	Printing & Binding	\$681.43
72149	Earth's Birthday Project	General Supplies	\$73.30
72150	Fort Scott Community College	General Supplies	\$1,325.00
72151	Idea Bank Marketing	Professional Services	\$569.00
72152	Legacy Outdoor Advertising LLC	Advertising	\$1,285.00
72153	The Home Depot Pro	Custodial Supply Warehouse	\$4,814.94
72154	Almquist Maltzahn Galloway & Luth	Employee Benefits	\$769.50
72155	Verizon Wireless	Technology Hardware	\$9,335.11
72156	Verizon Wireless	Distance Education and Telecommunications	\$893.46
72157	Hiland Dairy Foods Company LLC	Milk	\$8,705.51
72158	Productivity Inc	General Supplies	\$435.00
72159	Project Lead The Way Inc	Employee Training and Development Services	\$7,200.00
72160	Quality Logo Products Inc	General Supplies	\$457.86
72161	Cash-Wa Distributing	Nutrition Services Warehouse	\$104,548.63
72162	Culligan of Grand Island	Food	\$76.00
72163	Goodwin Tucker	General Supplies	\$969.08
72164	Greenberg Fruit Company	Produce	\$2,479.38
72165	Kimberly Clegg	Mileage Paid to Staff	\$17.42
72166	LeAnn Masat	Mileage Paid to Staff	\$7.48
72167	Midwest Restaurant Supply LLC	General Supplies	\$1,592.19
72168	MinMor Industries LLC	Food	\$50,961.00
72169	National Food Group Inc	Nutrition Services Warehouse	\$8,084.46
72170	School Nutrition Association	Dues and Fees	\$70.00
72171	US Foods - Grand Island	Nutrition Services Warehouse	\$28,585.93
72172	Ace Hardware	General Supplies	\$18.99
72173	Agricultural Service	General Supplies	\$2,520.00
72174	AKRS Equipment Solutions Inc	General Supplies	\$1,342.57
72175	Alpha Rehabilitation PC	Professional Education Services	\$1,101.26
72176	Amanda Wilson	Technical Services	\$50.00
72177	American Alliance for Innovative Systems	Professional Education Services	\$7,305.00
72178	American Red Cross	Employee Training and Development Services	\$240.00

Grand Island Public Schools

Claims Listing

June 11, 2020

<u>Check No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
72179	Amino Gedi	Technical Services	\$39.00
72180	Aramark Uniform Services	Technical Services	\$428.76
72181	Arrow Seed & Supply	General Supplies	\$2,650.00
72182	Audrey Reimers	Professional Education Services	\$50.00
72183	Awards Plus	Professional Services	\$118.00
72184	B & H Photo-Video Inc	Audio-Visual Materials	\$590.17
72185	Barnes And Noble Bookstore	Books & Periodicals	\$122.72
72186	Border States Industries Inc	General Supplies	\$4,961.09
72187	Boys Town Press	Books & Periodicals	\$808.40
72188	Brenda Anderson	Mileage Paid to Staff	\$11.04
72189	Brent Dieckhoff	Employee Training and Development Services	\$2,000.00
72190	Builders Warehouse	General Supplies	\$1,148.72
72191	Cannon Moss Brygger & Assoc	Buildings	\$9,477.12
72192	CDW Government	Technology Software	\$30,992.40
72193	Chief Construction Company	Buildings	\$47,808.93
72194	Christina Mullins	Professional Education Services	\$50.00
72195	Communications Engineering	General Supplies	\$2,556.75
72196	Connie Voss	General Supplies	\$45.70
72197	Control Services Inc	Buildings	\$10,740.00
72198	Cool Systems Inc	Furniture and Fixtures	\$7,221.40
72199	Copycat Instant Printing	Printing & Binding	\$515.15
72200	Cornerstone Counseling PC	Technical Services	\$1,125.00
72201	Crescent Electric Supply	General Supplies	\$63.25
72202	Dan Petsch	Mileage Paid to Staff	\$68.89
72203	Dawn Deuel-Rutt	Mileage Paid to Staff	\$6.79
72204	Deborah Renae Meyer	Professional Education Services	\$50.00
72205	Deere & Company	Machinery	\$28,959.53
72206	Eakes Office Solutions	Technical Services	\$25,588.80
72207	Eberl Plumbing & Drain	Equipment	\$9,511.75
72208	EdGems Math LLC	Web Based Software	\$1,297.50
72209	Educational Service Unit 5	Services Purchased From Another District	\$18,000.00
72210	Engineering Technologies Inc	Buildings	\$7,359.05
72211	Father Flanagan's Boys' Home	Technical Services	\$672.00
72212	Floors Inc	Construction Services	\$3,274.04
72213	Follett School Solutions Inc	Books & Periodicals	\$566.61
72214	Fresh Ideas Management LLC	General Supplies	\$711.55
72215	Fun Express LLC	General Supplies	\$516.78
72216	Grand Island Area Chamber Of Commerce	Dues and Fees	\$50.00
72217	Grand Island Physical Therapy	Professional Education Services	\$29,789.68
72218	Grand Island Public Schools	Miscellaneous Expenditures	\$3,001.96
72219	Grand Island Public Schools Activity Fun	Books & Periodicals	\$1,455.64
72220	Grand Island Public Schools Nutrition Sv	Food	\$480.52
72221	Head Start Family Dev Program	Professional Education Services	\$14,461.71
72222	Hooker Bros Sand & Gravel Inc	General Supplies	\$67.40
72223	Houghton Mifflin Harcourt Hm Receivables	Books & Periodicals	\$30,515.00
72224	Interstate All Battery Center	General Supplies	\$147.06
72225	Island Sprinkler Supply	General Supplies	\$277.79
72226	Johnson Hardware	General Supplies	\$624.00
72227	Judy Weinrich	Technical Services	\$400.00
72228	Katherine Beran	General Supplies	\$18.54
72229	Kelly Supply Co	General Supplies	\$632.16
72230	Kendall/Hunt Publishing Co	General Supplies	\$66.95
72231	Kenneth DeFrank	Mileage Paid to Staff	\$25.36
72232	Kimberly J Schlachter	Mileage Paid to Staff	\$22.94

Grand Island Public Schools

Claims Listing

June 11, 2020

<u>Check No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
72233	Leadership Tomorrow	Employee Training and Development Services	\$900.00
72234	Lisa Barkley	Professional Education Services	\$375.36
72235	Margaret McManaman	Mileage Paid to Staff	\$16.16
72236	Matheson Tri Gas Inc	General Supplies	\$143.55
72237	Meg Trout	Mileage Paid to Staff	\$7.25
72238	Menards	General Supplies	\$5,633.78
72239	Midwest Connect LLC	General Supplies	\$77.10
72240	Midwest Restaurant Supply LLC	Furniture and Fixtures	\$7,264.00
72241	Mindy Moyer	Professional Education Services	\$875.00
72242	Mosaic at Bethphage Village	Professional Education Services	\$3,748.86
72243	Nathan Helzer	General Supplies	\$591.04
72244	Nebraska Council of School Administrator	Dues and Fees	\$7,185.00
72245	Networkfleet Inc.	Repairs and Maintenance Services	\$1,886.65
72246	O Keefe Elevator Co Inc	Technical Services	\$1,140.84
72247	Olsson Associates	Buildings	\$3,888.90
72248	One Source	Technical Services	\$1,071.00
72249	ORIGO Education Inc	Books & Periodicals	\$871.20
72250	Pamela Wetzel	General Supplies	\$55.49
72251	Patricia Reyes	Technical Services	\$100.00
72252	Penworthy Company	Books & Periodicals	\$1,199.77
72253	Policy Studies Associates Inc	Professional Education Services	\$9,166.67
72254	Positive Promotions Inc	General Supplies	\$102.63
72255	Protex Central Inc	Technical Services	\$653.71
72256	Really Good Stuff Inc	General Supplies	\$471.96
72257	Really Great Reading Company LLC	General Supplies	\$217.80
72258	Renaissance Learning Inc	Web Based Software	\$308.55
72259	Rise Display	Equipment	\$14,692.00
72260	Rise Vision Inc	Dues and Fees	\$1,089.00
72261	Riverside Technologies Inc	Technology Supplies	\$9,712.50
72262	Rons Music	Professional Services	\$209.98
72263	Saddleback Educational Inc	Books & Periodicals	\$2,754.02
72264	Safety-Kleen Corporation	General Supplies	\$768.34
72265	Saffron Buettner	Technical Services	\$1,694.75
72266	Sapp Bros Petroleum Inc	General Supplies	\$1,162.05
72267	Scholastic Book Clubs Inc	Books & Periodicals	\$187.50
72268	Scholastic Inc	Books & Periodicals	\$12,574.89
72269	School Specialty Inc	General Supplies	\$32.98
72270	Seesaw Learning Inc	Web Based Software	\$495.00
72271	Shiffler Equipment Sales Inc	General Supplies	\$158.92
72272	Southern Regional Education Board	Professional Services	\$6,500.00
72273	State Glass Inc	General Supplies	\$178.78
72274	Stelling Brass & Winds	Professional Services	\$2,272.07
72275	Strivven Media LLC	Web Based Software	\$1,925.00
72276	The Prophet Corporation	General Supplies	\$2,010.06
72277	Tom Dinsdale Chevrolet Cadillac	Repairs and Maintenance Services	\$1,704.34
72278	Toofast Supply	General Supplies	\$824.98
72279	Tool Barn Rentals Inc	Technical Services	\$165.00
72280	Travas G Wright	Mileage Paid to Staff	\$12.94
72281	Trend Enterprises Inc	General Supplies	\$26.96
72282	Tri City Sign Company	Technical Services	\$110.00
72283	Tri-Cities Group Inc.	Technical Services	\$297.35
72284	Trisys Inc	Web Based Software	\$1,086.00
72285	Uline	General Supplies	\$3,008.86
72286	Uncharted Learning	Web Based Software	\$15,500.00

Grand Island Public Schools

Claims Listing

June 11, 2020

<u>Check No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
72287	UniFirst Corporation	General Supplies	\$124.00
72288	Vianey Sotelo	Technical Services	\$100.00
72289	Winsupply of Grand Island	General Supplies	\$975.46
72290	Yandas Music	General Supplies	\$281.25
ACH	Computer Hardware	Technology Hardware	\$100,864.50
ACH	District Management Group LLC	Professional Services	\$89,750.00
ACH	Hall County Attorney	Technical Services	\$40,000.00
ACH	Medsurety	Employee Benefits	\$320.00
ACH	Wells Fargo Equipment Finance Inc	Technical Services	\$8,781.03
		May Claims	<u>\$1,338,121.51</u>
		May 15, 2020 Payroll	<u>\$7,933,690.89</u>
			<u><u>\$9,271,812.40</u></u>

Virgil Harden, Chief Financial Officer
Grand Island Public Schools
Grand Island, NE 68803

May 28, 2020

To reduce exposure and unnecessary product testing, Nutrition Services has requested milk bid and bread bid rollovers for the 20-21 school year due to COVID-19.

Hiland Dairy is the current milk product provider and Pan O Gold is the current fresh bread product provider. Both vendors have provided more than satisfactory service over the past year.

Hiland Dairy submitted pricing for the 20-21 school year at an increase of 2.02%. At last year's usage, this increase would total \$9,396.26 increase in expenditures for the 20-21 school year. Historically, Nutrition Services has not received bids in competition for dairy and delivered juice products due to competitor's inability to provide the number of deliveries per week, as well as the delivery of breakfast juice to each serving location.

Pan O Gold has agreed to extended the 19-20 fresh bread product pricing to the 20-21 school year. Pan O Gold has been an exceptional partner for Nutrition Services during the 19-20 school year, eliciting no to very few complaints compared to many complaints toward the company during the 18-19 school year.

I would like to recommend the Board of Education approve the extension of the Milk Products bid and the Bread Products bid for the 20-21 school year.

Kris Spellman



Director of Nutrition Services



Students who thrive.



www.gips.org | 123 S. Webb Rd. PO Box 4904, Grand Island, NE 68802-4904 | (308) 385-5900 | @GIPublicSchools

Every Student, Every Day, a Success!



Omaha Division
2901 Cuming Street
PO Box 3825
Omaha, NE 68131-2108
(402) 344-4321

Date: 05-28-2020

Grand Island Public Schools
123 S. Webb Road
Grand Island, NE 68803

Dear Superintendent or Food Service Director,

Hiland Dairy is pleased to submit the following quote for dairy products to be implemented into the rollover bid for the 2020-2021 school year.

Due to the volatility of the market we will be offering school bids on an escalator basis only for the 2020 – 2021 school year.

<u>Product</u>	<u>Product #</u>	<u>Escalator</u>
Half Pint 1 %	9171	.2148
Half Pint 1% Plastic	25217	.2760
Half Pint Chocolate 1%	9175	.2233
Half Pint 1% Choc Plastic	30618	.3001
Half Pint Skim Strwbry	9177	.2233
Half Pint Skim Strwbry Plastic	25284	.3001
4 oz Orange Juice	9508	.2050
4 oz Apple Juice	9504	.1800
5 lb Sour Cream	9224 / 25293	7.95
5 lb Cottage Cheese	5762 / 25306	8.95

Bid is accepted

Bid is declined

Please submit form to:
Hiland Dairy
401 N Shady Bend Rd
Grand Island NE 68801
Phone 308-384-1371
Fax 308-384-4909

The above Bid is accepted by the Superintendent or Food Service Director.

Signed _____ Name of School _____

Acceptance Date: _____ First day of breakfast or lunch: _____ Esc. / De-Esc. Month: May

Clint Bucknell
Grand Island Branch Manager

CERTIFICATE OF NON-COLLUSION/INDEPENDENT PRICE
DETERMINATION

The undersigned certifies that the preparation and submission of the attached bid have been conducted independently, without consultation, communication, or agreement with any other bidder or potential bidder and that there will be no consultation, communication, or agreement on the price, terms, and conditions of this bid by or on behalf of Hiland Dairy Foods Co., LLC with any other bidder or potential bidder prior to the official opening of the bid.

Date: _____5-28-2020_____

Hiland Dairy Foods Co., LLC

Rick Beaman

Rick Beaman
General Sales Manager

Milk Escalator / De-Escalator Pricing Clause (DFA Supplied)

The pricing quoted is based on **May's 2020** Federal Milk Marketing Order for Class I Skim and Class I Butterfat. This pricing is subject to change as the cost of raw milk changes each month according to the USDA Federal Milk Market Price Announcements and Dairy Farmers of America.

The cost of milk fluctuates up and down each month based on the cost changes in raw milk. Changes of a minimum of \$.10 per CWT (up or down) will move the cost of a half pint \$.00054.

Prices will also be adjusted up or down based on cost changes in packaging, ingredients, labor, fuel, juice concentrate, re-sale products (ex. Tropicana, Sport Shake), etc. Supporting documentation will be supplied upon request.

All price changes will become effective on the 1st day of the month following the price announcement.



Kris Spellman <kspellman@gips.org>

RE: Bread Bid Rollover

1 message

Drew Schaeffer <dschaeffer@panogold.com>
To: Kris Spellman <kspellman@gips.org>

Wed, May 27, 2020 at 6:58 AM

Kris,

Pan O Gold will maintain the same pricing for the 2020-2021 school year.

Thanks,

From: Kris Spellman <kspellman@gips.org>
Sent: Tuesday, May 26, 2020 3:24 PM
To: Drew Schaeffer <dschaeffer@panogold.com>
Subject: Bread Bid Rollover

Drew,

Please use this email as the GIPS Nutrition Services request for an extension of the 20-21 Bread Bid agreement with Pan O Gold.

Please respond to this email and indicate if Pan O Gold will maintain the pricing for the 2020-2021 school year.

We have been very happy with the product, and especially the service during the 19-20 school year.

Please respond by Friday, May 29th if you are able to extend our contract pricing. If more time is needed, please let me know.

Thank You

--

Kris Spellman, RD, School Nutrition Specialist

Director of Nutrition Services

Grand Island Public Schools

123 South Webb Road

5/28/2020

Grand Island Public Schools Mail - RE: Bread Bid Rollover

Grand Island, NE 68803

kspellman@gips.org

Voice 308-385-5900 extension 1174

Fax 308-385-5623

#GIPS_Eats

Every Student, Every Day, A Success

Kneale Administration Building



June 3, 2020

RE: Proposals for server cluster hardware

ESTIMATE:
\$52,000

BUDGET:
General Fund

PROPOSALS GIVEN TO:
Sterling Computers
Riverside Technology Inc
CDW-G

PROPOSALS RECEIVED:

Supplier	Cost	Manufacturer
Riverside Technology Inc	\$62,728.60	HPE
Sterling Computers	\$45,003.32	Dell

RECOMMENDATION:

The recommendation is to approve the proposal from Sterling Computers in the amount of \$45,003.32. This project will be funded through the General Fund and/or Depreciation Fund as necessary and appropriate.

Cory Gearhart
Executive Director of Information Technology

Dan O. Petsch
Director of Buildings & Grounds
123 South Webb Road
P.O. Box 4904
Grand Island, NE 68802-4904

Phone: (308) 385-5900 x 1101
Fax: (308) 385-5568
Email: dpetsch@gips.org
Web: www.gips.org

**SALES QUOTATION**

Quote No. Q-00325812
Ref. No. Grand Island - R740 v4 512GB with TPM

Date 6/3/2020
Exp. Date 7/3/2020

Sterling Account Manager

Angie Sexton
303 Centennial Dr
North Sioux City, SD 57049
P: (605) 242-4037
F: (605) 242-4001
angie.sexton@sterling.com

Customer Information

Grand Island Public Schools
John Hirschman
2124 N Lafayette
Grand Island, NE 68803-2099
P: (308) 385-5950
jhirschman@gips.org

Terms Net 30	FOB Destination	Contract Open Market	Lead Time 30 Days ARO
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Line No.	QTY	Part Number	Description	Unit Price	Extension
1	4	210-AKXJ	PowerEdge R740 Server	\$11,250.83	\$45,003.32
2	4	329-BEIK	PowerEdge R740/R740XD Motherboard	\$0.00	\$0.00
3	4	461-AAEM	Trusted Platform Module 2.0	\$0.00	\$0.00
4	4	321-BCSM	Chassis with up to 8 x 2.5" SAS/SATA Hard Drives for 2CPU Configuration	\$0.00	\$0.00
5	4	340-BLKS	PowerEdge R740 Shipping	\$0.00	\$0.00
6	4	340-CORZ	PowerEdge R740 Shipping Material	\$0.00	\$0.00
7	4	338-BSDO	Intel Xeon Silver 4216 2.1G, 16C/32T, 9.6GT/s, 22M Cache, Turbo, HT (100W) DDR4-2400	\$0.00	\$0.00
8	4	338-BSDO	Intel Xeon Silver 4216 2.1G, 16C/32T, 9.6GT/s, 22M Cache, Turbo, HT (100W) DDR4-2400	\$0.00	\$0.00
9	4	379-BDCO	Additional Processor Selected	\$0.00	\$0.00
10	4	412-AAIQ	Standard 1U Heatsink	\$0.00	\$0.00
11	4	412-AAIQ	Standard 1U Heatsink	\$0.00	\$0.00
12	4	370-AEPP	2933MT/s RDIMMs	\$0.00	\$0.00

13	4	370-AAIP	Performance Optimized	\$0.00	\$0.00
14	4	780-BCDN	RAID 1	\$0.00	\$0.00
15	4	405-AANP	PERC H330 RAID Controller, Adapter, Low Profile	\$0.00	\$0.00
16	4	619-ABVR	No Operating System	\$0.00	\$0.00
17	4	385-BBKT	iDRAC9,Enterprise	\$0.00	\$0.00
18	4	528-BIYY	OpenManage Enterprise Advanced	\$0.00	\$0.00
19	4	379-BCQY	iDRAC Group Manager, Disabled	\$0.00	\$0.00
20	4	379-BCSF	iDRAC,Factory Generated Password	\$0.00	\$0.00
21	4	330-BBGZ	Riser Config 1, 4 x8 slots	\$0.00	\$0.00
22	4	555-BCKP	Intel X710 Quad Port 10GbE SFP+, rNDC	\$0.00	\$0.00
23	4	429-ABBJ	No Internal Optical Drive	\$0.00	\$0.00
24	4	384-BBPY	6 Standard Fans for R740/740XD	\$0.00	\$0.00
25	4	450-ADWS	Dual, Hot-plug, Redundant Power Supply (1+1), 750W	\$0.00	\$0.00
26	4	325-BCHV	PowerEdge 2U LCD Bezel	\$0.00	\$0.00
27	4	350-BBKG	Dell EMC Luggage Tag	\$0.00	\$0.00
28	4	350-BBJU	Quick Sync 2 (At-the-box mgmt)	\$0.00	\$0.00
29	4	384-BBBL	Performance BIOS Settings	\$0.00	\$0.00
30	4	770-BBBS	No Rack Rails	\$0.00	\$0.00
31	4	631-AACK	No Systems Documentation, No OpenManage DVD Kit	\$0.00	\$0.00
32	4	332-1286	US Order	\$0.00	\$0.00
33	4	973-2426	Declined Remote Consulting Service	\$0.00	\$0.00
34	4	389-DSWP	PowerEdge R740 CE, CCC, BIS Marking	\$0.00	\$0.00

35	4	813-9119	Dell Hardware Limited Warranty Plus On-Site Service	\$0.00	\$0.00
36	4	813-9127	ProSupport: Next Business Day On-Site Service After Problem Diagnosis, 5 Years	\$0.00	\$0.00
37	4	813-9141	ProSupport: 7x24 HW/SW Technical Support and Assistance, 5 Years	\$0.00	\$0.00
38	4	989-3439	Thank you choosing Dell ProSupport. For tech support, visit //www.dell.com/support or call 1-800-945-3355	\$0.00	\$0.00
39	4	900-9997	On-Site Installation Declined	\$0.00	\$0.00
40	64	370-AEQH	32GB RDIMM, 2933MT/s, Dual Rank	\$0.00	\$0.00
41	8	400-AXTV	480GB SSD SATA Read Intensive 6Gbps 512 2.5in Hot-plug AG Drive, 1 DWPD, 876 TBW	\$0.00	\$0.00
42	4	421-5736	No Media Required	\$0.00	\$0.00
43	8	450-AALV	Power Cord - C13, 3M, 125V, 15A (North America, Guam, North Marianas, Philippines, Samoa, Vietnam)	\$0.00	\$0.00
44	8	492-BBDH	Jumper Cord - C13/C14, 0.6M, 250V, 13A (North American, Guam, North Marianas, Philippines, Samoa)	\$0.00	\$0.00
45	4	800-BBDM	UEFI BIOS Boot Mode with GPT Partition	\$0.00	\$0.00
				TOTAL	\$ 45,003.32

Quotation Comments

CAGE: **06APO** | DUNS: **938836541**
TIN: **95-4634907** | F-23 **12/09**



**GRAND ISLAND PUBLIC SCHOOLS
Grand Island, Nebraska**

**STAFF ADJUSTMENT
Addendum
June 11, 2020**

Certified New Hires

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>	<u>Degree/ Level</u>	<u>College/ University</u>	<u>Replaces/ Reason</u>
Joseph Evans	Mathematics/1.0 FTE/Barr	08/06/20	BA-02	UNK	J. Bigley
Cynthia Joseph	English Language Arts/ 1.0 FTE/Westridge	08/06/20	BA+18 -02	California State University	S. Lindsey
Steven Strand	Social Worker/1.0 FTE/ Success Academy	08/06/20	MA-02	University of Kansas	M. Jansen

Certified Resignations

<u>Name</u>	<u>Assignment/Building</u>	<u>Reason</u>	<u>Effective</u>
Arielle Cool	Science/1.0 FTE/Senior	Personal	05/26/20
Sarah Sell	Title I Specialist/1.0 FTE/Jefferson	New position	05/26/20

Certified Changes

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Asia Berg	Gear Up Family College & Career Financial Specialist/ 1.0 FTE 230 day contract/ Admin. Bldg.	Gear Up Advisor/1.0 FTE 187 day contract/Senior	08/06/20	Approved by Board

GRAND ISLAND PUBLIC SCHOOLS
Grand Island, Nebraska

STAFF ADJUSTMENT
 June 11, 2020

Certified New Hires

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>	<u>Degree/ Level</u>	<u>College/ University</u>	<u>Replaces/ Reason</u>
Hannah Beck	Mathematics/1.0 FTE/Senior	08/06/20	BA-02	UNK	D. Vahle Unfilled position 2019-2020
Julie Klahn	Registered Nurse/1.0 FTE/ Senior	08/06/20	MA+45 -11	University of Nebraska Medical Center	J. Foltz
Elizabeth Lopez-Rivas	School Psychologist/1.0 FTE plus 10 extended days	08/06/20	MA+36 -11	UNK	S. Erickson
Hannah Pogue	English Language Arts/ 1.0 FTE/Westridge	08/06/20	MA-04	Wayne State College	P. Van Pelt
James Potter	Elementary Skills Academy/ 1.0 FTE/Dodge	08/06/20	BA-02	UNL	S. Rodabaugh
Kelsey Rouse	First Grade/1.0 FTE/Shoemaker	08/06/20	BA-02	UNL	S. Lane
Quentin Zeller	Orchestra/.40 FTE/Westridge/ .30 FTE/Barr/.30 FTE/Walnut	08/06/20	MA-09	Doane University	L. Haliburton

New Hire/Extra Standard Assignment

<u>Name</u>	<u>Extra-Standard Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Clinton Felber	MS Islander Power Summer Weights/Barr	06/01/20	Summer program
Tiffany Gapp	Senior Show Choir Band Director/Senior	08/06/20	J. Hansen
Kevin Jenkins	MS Islander Power Summer Weights/Barr	06/01/20	Summer program
Jason Jones	MS Islander Power Summer Weights/Westridge	06/01/20	Summer program
Scott Wentling	MS Assistant Soccer/Walnut	05/07/20	R. Kissack
Cody Wheeler	MS Islander Power Summer Weights/Westridge	06/01/20	Summer program

Classified New Hires

<u>Name</u>	<u>Assignment/Building</u>	<u>FTE</u>	<u>Starting Date</u>	<u>Replaces/Reason</u>
Avery Castaneda	Yard Worker/Admin. Bldg.	1.0	05/18/20 -10/15/20	Seasonal
Denise Dory	Gear Up Administrative Assistant/ Admin. Bldg.	.75	04/27/20	New position
Joshua Matthiessen	Assistant Custodian/Lincoln	1.0	04/06/20	S. Alic
Eddie Nowka	Yard Worker/Admin. Bldg.	1.0	05/26/20 -10/15/20	Seasonal

Classified New Hires (cont.)

<u>Name</u>	<u>Assignment/Building</u>	<u>FTE</u>	<u>Starting Date</u>	<u>Replaces/Reason</u>
Callum Pinkham	Assistant Carpenter/Admin. Bldg.	1.0	05/26/20	D. Anderson
Michael Ruzicka	Yard Worker/Admin. Bldg.	1.0	05/05/20 -10/15/20	Seasonal
Kyle Sextro	Yard Worker/Admin. Bldg.	1.0	05/20/20 -10/15/20	Seasonal
Dennis Wagoner	Yard Worker/Admin. Bldg.	1.0	05/05/20 -10/15/20	Seasonal

Certified Resignations

<u>Name</u>	<u>Assignment/Building</u>	<u>Reason</u>	<u>Effective</u>
Kathy Hancock	Leave of Absence 2019-2020	Expiration of LOA	05/26/20
Kylie Ilten	Leave of Absence 2019-2020	Expiration of LOA	05/26/20
Melissa Jansen	Social Worker/1.0 FTE/Success Academy	Relocation	05/26/20
Shannon Lane	First Grade/1.0 FTE/Shoemaker	New position	05/26/20
Annalisa Meyer	Leave of Absence 2019-2020	Expiration of LOA	05/26/20
Libbie Puncochar	Leave of Absence 2019-2020	Expiration of LOA	05/26/20

Certified Extra Standard Resignations

<u>Name</u>	<u>Assignment/Building</u>	<u>Reason</u>	<u>Effective</u>
NONE			

Classified Resignations

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Reason</u>	<u>Effective</u>
Taylor Ball	Head Food Server/.88 FTE/Early Learning Center	Job abandonment	04/17/20
Sheila Fila	Special Education Paraeducator/.94 FTE/West Lawn	Retirement	05/22/20
Kaeli Frerichs	Special Education Paraeducator/.94 FTE/Stolley Park	Personal	05/22/20
Francesa Greeding	Special Education Paraprofessional/.94 FTE/Walnut	Personal	05/22/20
Maria Guerrero Munoz	Head Cook/1.0 FTE/Walnut	Personal	05/11/20
Teresa Kucera	Paraeducator/.50 FTE/Noon Monitor/.05 FTE/ Shoemaker	Retirement	05/21/20
Theresa Little	Special Education Paraeducator/.56 FTE/Lincoln	Personal	05/22/20
Janice Ortega	Nutrition Services Assistant/.88 FTE/Walnut	New position	04/10/20
Betty Peterson	Nutrition Service Assistant/.75 FTE/Westridge	Personal	05/22/20
Kevin Pilkington	Assistant Custodian/1.0 FTE/Walnut	Retirement	05/29/20
Lora Rice	Certified Deaf Paraeducator/.94 FTE/Newell	Retirement	05/31/20

Classified Resignations (cont.)

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Reason</u>	<u>Effective</u>
Dane Smith	Assistant Custodian/1.0 FTE/Senior	Retirement	05/29/20
Veronica Wieczorek	Technology Assistant/1.0 FTE/Howard	New position	05/29/20

Certified Changes

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Vanessa Bartels	Second Grade/1.0 FTE/ Knickrehm	Third Grade/1.0 FTE/ Knickrehm	08/06/20	C. Christensen
Cassie Blase	Interim Assistant Principal/ .50 FTE/Instructional Special Education Coach/.50 FTE/ Dodge	Assistant Principal/ .50 FTE/Student Resource Coordinator/.50 FTE/ Dodge	08/16/20	A. Eberle
Chelsi Christensen	Third Grade/1.0 FTE/ Knickrehm	Second Grade/1.0 FTE/ Knickrehm	08/06/20	V. Bartels
Whitney Flower	Title I Specialist/1.0 FTE/ Lincoln	Student Success Liaison/ 1.0 FTE/Starr	08/06/20	Approved by Board
Sydney Hespe	Fifth Grade/1.0 FTE/ Knickrehm	Title I Specialist/1.0 FTE/ Knickrehm	08/06/20	M. Shively
Breanna McDonald	Kindergarten/1.0 FTE/ Jefferson	Title I Specialist/1.0 FTE/ Lincoln	08/06/20	W. Flower
Katie Slattery	Fourth Grade/1.0 FTE/Newell	Third Grade/1.0 FTE/Newell	08/06/20	A. Iversen

Certified Changes/Extra Standard Assignments

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
NONE				

Classified Changes

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Todd Bennett	Maintenance Warehouse Coordinator/1.0 FTE/ Admin. Bldg.	Maintenance Custodial/ Warehouse Supervisor/ 1.0 FTE/Admin. Bldg.	05/05/20	Approved by Board
Anna Schmidt	Title I Community & Outreach Liaison/1.0 FTE(9 months)/ Admin. Bldg.	Title I Community & Outreach Liaison/1.0 FTE(12 months)/ Admin. Bldg.	05/05/20	Approved by Board
Joseph Welsh	Assistant Custodian/1.0 FTE/ Westridge	Head Custodian/1.0 FTE/ Seedling Mile	05/20/20	H. Waters

The Superintendent recommends adoption of the Staff Adjustment on the consent agenda

Grand Island Public Schools

Fund Balances

Fiscal Year: 2019-2020

Month: May
 Year: 2020
 Fund Type:

Include Cash Balance
 FY End Report

<u>Fund</u>	<u>Description</u>	<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expense</u>	<u>Transfers</u>	<u>Fund Balance</u>
01	General	\$26,535,867.25	\$79,425,625.19	(\$83,865,035.19)	\$0.00	\$22,096,457.25
02	Depreciation	\$2,450,147.51	\$0.00	(\$416,098.68)	\$0.00	\$2,034,048.83
03	Employee Benefit	\$3,063,636.10	\$25,476.69	(\$11,193.00)	\$0.00	\$3,077,919.79
04	Contingency	\$1,048,171.74	\$2,388.21	\$0.00	\$0.00	\$1,050,559.95
05	Activities	\$1,797,110.91	\$1,465,729.88	(\$1,939,061.14)	\$0.00	\$1,323,779.65
06	School Nutrition	\$1,151,274.23	\$4,097,831.12	(\$4,939,726.92)	\$0.00	\$309,378.43
07	Bond	\$6,929,920.22	\$5,507,905.34	(\$4,716,970.48)	\$0.00	\$7,720,855.08
08	Special Building	\$4,621,564.98	\$7,583,272.00	(\$7,224,176.37)	\$0.00	\$4,980,660.61
09	Qualified Capitol Purpose Undertaking	\$2,108,003.74	\$527,730.87	(\$820,421.25)	\$0.00	\$1,815,313.36
10	Cooperative	\$807,128.39	\$0.00	\$0.00	\$0.00	\$807,128.39
Grand Total:		\$50,512,825.07	\$98,635,959.30	(\$103,932,683.03)	\$0.00	\$45,216,101.34

End of Report

~~2170-ADVISORY BOARD COMMITTEES-Delete~~

~~The Grand Island Public Schools Board of Education, when necessary, may appoint an advisory committee composed of patrons, students, staff, administrators, and board members.~~

~~An advisory committee is formed by board resolution that shall outline the duties and purpose of the committee. The committee is advisory in nature and has duty or responsibility specifically stated in the board resolution. The committee shall automatically dissolve upon the delivery of its final recommendation to the board or upon completion of the duties outlined in the board resolution. The board will receive the report of the committee for consideration. The board retains the authority to make a final decision on the issue. The committee will conduct its meetings as open meetings and a record of committee members present will be kept.~~

~~The method for selection of committee members shall be stated in the board resolution. When possible, and when the necessary expertise required allows, the committee members will be representative of the school district community and shall consider the various viewpoints on the issue. The board may designate a specific board member and administrator to serve on an advisory committee. The committee will select its own chairperson, unless the board designates otherwise.~~

~~Legal Reference: Neb. Statute 84-1408 to 1414~~

~~Policy Adopted 3-5-84~~

~~Policy Revised: 5-8-03~~

~~Policy Revised: 3.17.2014~~

4213 BUDGET IMPLEMENTATION

The Grand Island Public Schools places the responsibility for administering the operating budget, once adopted, with the Superintendent. In order to allow the Superintendent to administer and control the budget in an effective and efficient manner, the following principles shall be followed:

1. All actions of the Superintendent or duly delegated employees of the district in executing the programs and/or activities as set forth in the adopted operating budget, are authorized to implement all such programs and/or activities, subject, however, to continuous review by the Board and further limited to the following provisions:
 - (a) All expenditures of funds for the employment and assignment of personnel meet the legal requirements of the State of Nebraska.
 - (b) All expenditures so authorized are contained and fully funded within the appropriate funds of the operating unit as adopted by the Board.
 - (c) Complete listing of expenditures for supplies, materials, and services, are listed monthly for approval as claims by the Board of Education.
 - (d) All purchases are made in accordance with appropriate state requirements and policies adopted by this Board of Education.
 - (e) Appropriate financial reports are given to the Board monthly for Board control purposes.

2. The Board recognizes that proper payment of bills improves efficiency, lowers the cost of operation, takes advantage of time discounts, and presents a businesslike image in the community. It therefore authorizes the Superintendent or ~~his~~ designated representative to organize the business affairs of the school district in such a manner to provide for the efficient and timely payment of all claims for materials and services. **An annual schedule will be produced and updated throughout the year to delineate dates for weekly payment of claims.**

Legal Reference: Neb. Statute 79-805

Policy Adopted 10/4/76

Policy Reviewed 2/10/92

Policy Revised: 07.13.2015

Policy Revised: ???.???.??

4460 EXPENSE REIMBURSEMENTS

The Grand Island Public Schools staff will be reimbursed **on a per diem basis** and Board members who incur expenses in carrying out their authorized duties will be reimbursed upon timely submission, within 30 days, of a properly completed and approved voucher and receipts as required by the business office in the *Guide to Business Operations*.

Guidelines attached: Guide to Business Operations Meal and Food Purchasing Guidelines
 Guide to Business Operations Per Diem Guidelines

Policy Adopted 10/4/76

Policy Revised 1/13/92

Policy Revised 7/12/01

Policy Revised 3/16/06

Policy Revised: 07.13.2015

Policy Revised: 07.13.2017

Policy Revised: ???.??.??

Grand Island Public Schools

4601.1 Meal and Food Purchasing Guidelines Guide to Business Operations

Terms, defined:

Public Official – A Grand Island Public Schools administrator at the district or building level, including, but not limited to, Superintendent, Assistant Superintendent, Director, Coordinator, Program Supervisor, Principal, Assistant Principal and Lead Teacher.

Meal(s) – A single person helping of food, beverage (non-alcoholic), and tip (if necessary, not to exceed 10% - 15%).

Snack Food(s) – A small single person helping of miscellaneous snack food and/or beverage (non-alcoholic).

MEALS

In-District

Upon prior approval by the Superintendent or authorized designee Grand Island Public School may provide meal(s) as appropriate for board members, employees, visiting professionals, consultants, volunteers, or dignitaries when attending to District business at a *working* breakfast, lunch, or supper.

- When possible meals will be provided by the Grand Island Public Schools Nutrition Services Department
- Only those actually in attendance will have a meal provided
- Meals will be lowest cost possible given the function
- A conservative approach will be used in providing meals
- Meals will be provided at a district location if at all possible
- Meals will meet district wellness policy guidelines

Out-of-District (In-State)

The Grand Island Public Schools may provide meal(s) as appropriate for board members, employees, visiting professionals, consultants, volunteers, or dignitaries attending to District business outside District boundaries if included as part of a registration fee, if an overnight stay is required, or if the individual(s) leaves the District before 6:30 A.M. or arrives back to the District after 6:30 P.M.

General Meal Cost Guidelines;

<u>Meal</u>	<u>Amount</u>
Breakfast	\$10.00 [Individual meal prices may vary]
Lunch	\$15.00 [Individual meal prices may vary]
Supper	\$20.00 [Individual meal prices may vary]
Daily Maximum	<u>\$45.00</u> {Maximum Expenditure per Day}

Out-of-State

Grand Island Public Schools may provide meal(s) to board members, employees, visiting professionals, consultants, volunteers, or dignitaries while attending to District business outside the state of Nebraska at local prices by exercising reasonable judgment as to the appropriateness of the place, location, timing, occasion, purpose, and expense for the number of individual group members.

General Meal Cost Guidelines;

<u>Meal</u>	<u>Amount</u>
Breakfast	\$20.00 [Individual meal prices may vary]
Lunch	\$30.00 [Individual meal prices may vary]
Supper	\$40.00 [Individual meal prices may vary]
Daily Maximum	<u>\$90.00</u> {Maximum Expenditure per Day}

SNACK FOOD

In-District

The Grand Island Public Schools may provide snack food on a limited basis as appropriate for board members, employees, visiting professionals, consultants, volunteers, or dignitaries when attending to District business at a *working* meeting, conference, work session, or other event lasting more than three hours, but not where a meal is being provided.

- When possible snack food will be provided by the Grand Island Public Schools Nutrition Services Department
- Only those actually in attendance will have snack food provided
- Snack food will be lowest cost possible given the function
- A conservative approach will be used in providing snack food
- Snack food will be provided only at a district sponsored location

Out-of-District or Out-of-State

Grand Island Public School will not provide snack food for staff members, visiting professionals, consultants, and/or other dignitaries when attending to District business when Out-of-District or State unless it is in lieu of a regular daytime meal.

Claiming Reimbursement Guidance:

1. People in attendance shall be listed by name and position, when appropriate.
2. The purpose of the meeting must be described in enough detail to clearly communicate the purpose of the meeting.
3. A detailed listing of items purchased must be provided for and expenditure to be reimbursed. Failure to do so will result in the claim automatically being denied.
4. All claims must be submitted on a timely basis for reimbursement (by the 18th of each month).
5. GIPS is exempt from sales tax in the state of Nebraska ONLY. Our sales tax exemption number is 05-0733792. You must provide a Nebraska Department of Revenue Form 13 as proof of our sales tax exemption to vendors prior to purchasing goods or services.

Board Policies – Reference:

2330 – Board Member Compensation for Expenses

4460 – Expense Reimbursement

4460.1 – Administrative Procedures for Policy 4460...

4461 – Authorization for Miscellaneous Expenses, Reimbursements, & Recognition

7190 – District Wellness Policy

Grand Island Public Schools

4601.2 Per Diem Guidelines Guide to Business Office Operations

Effective January 1, 2020 Grand Island Public Schools adopted the Federal government General Services Administration (GSA) per diem rates system for Meals & Incidentals (M&IE) ONLY. The rates for a specific geographical location can be found 24/7 at the following URL;

<https://www.gsa.gov/travel/plan-book/per-diem-rates>

You can also visit this site to access a downloadable mobile app for your smartphone.

There are two methods of obtaining funds for your meals and incidentals for business travel purposes. The preferred method is on a reimbursement basis. The second method is on an advance basis. Both are described below.

Things to know for both methods:

- A. Generally *an overnight stay is required* to claim (M&IE) expenses. However, if you are away from Grand Island more than one hour's drive for a period of twelve or more hours without an overnight stay you may claim (M&IE).
- B. Business trip expenses MUST be approved by either your immediate supervisor or administrator in charge of the specific reason for the business travel. No receipts are necessary.
- C. **First & last day of travel** - amount received on the first and last day of travel and equals 75% of total (M&IE).
 - a. First and last day should be entered in as a line item on the Purchase Requisition (PR) at the full rate and then a 25% discount applied.
 - b. All other days in between the first and last day can be grouped on the second line on the PR.
 - c. Use additional line(s) to separate out individual days with special circumstances.
- D. Breakfast, lunch, dinner, incidentals - Separate amounts for meals and incidentals. M&IE Total = Breakfast + Lunch + Dinner + Incidentals. Sometimes meal amounts must be deducted from trip voucher.
 - a. IF one or more meals are included in, for example, a conference registration, or provided by your hotel stay, those amounts MUST be deducted from the daily (M&IE) amount. As an example, if the hotel you're staying at includes a breakfast then you would deduct the breakfast individual amount from the daily amount to get the amount you're entitled for either reimbursement or as an advance
- E. What is the INCEDENTAILS for anyway? Answer - "Tips"
- F. The final destination is the rate you're entitled to so if you eat *en route* you do not have to look up multiple rates.
- G. The Guidelines are subject to change without advanced notice but every effort will be made to give advanced notice of changes and a specific date those changes take effect.

Reimbursement Basis:

Steps:

1. Follow all other travel policy guidelines for your business trip. (i.e. business trip approval, transportation, hotel, etc.)
2. Upon returning complete a travel expense report attached as (exhibit "A") for your (M&IE) only
3. Go to the URL shown on these Guidelines

- Enter the information required for the state, city you stayed at select “Find Rates”

Search by City, State or ZIP

For Fiscal Year:

2020 (Current Year) ▾

Iowa ▾

Des Moines

OR

ZIP

Find Rates

- Select the Meals & Incidentals (M&IE) Rates ‘box’

FY 2020 Per Diem Rates for Des Moines, Iowa

I'm interested in:

Lodging Rates

Meals & Incidentals (M&IE) Rates

New Search

- View the details of the city you stayed at.

Meals & Incidentals (M&IE) Breakdown ?

Use this table to find the following information for federal employee travel:

M&IE Total - the full daily amount received for a single calendar day of travel when that day is neither the first nor last day of travel.

Breakfast, lunch, dinner, incidentals - Separate amounts for meals and incidentals. M&IE Total = Breakfast + Lunch + Dinner + Incidentals. Sometimes meal amounts must be deducted from trip voucher. [See More Information](#)

First & last day of travel - amount received on the first and last day of travel and equals 75% of total M&IE.

Primary Destination ?	County ?	M&IE Total	Continental Breakfast/Breakfast	Lunch	Dinner	Incidental Expenses	First & Last Day of Travel ?
Des Moines	Polk	\$61	\$14	\$16	\$26	\$5	\$45.75

Showing 1 to 1 of 1 entries

7. Include a screen print of this information and attach to Exhibit "A" and or "B" as appropriate.

Advance Basis

Follow all the rules above except make the following modifications.

Steps:

1. You must be a vendor in the Grand Island Public Schools financial accounting system. If you need to be added you MUST complete an IRS Form W-9 <https://www.irs.gov/pub/irs-pdf/fw9.pdf>
2. Business Travel period must exceed 72 hours (i.e. four days or more) to qualify to use the Advance Basis.
3. Submit the travel expense report (step 2 above) *at a minimum* five (5) business days prior to your departure date. Advances will not be paid more than 30 days in advance of the first day of business travel.
4. Upon returning complete a (M&IE) advance confirmation form attached as (exhibit "B")

Exhibit "B"

I, _____ received a Per Diem advance for District business travel expenses;

The advance is

5230 EMERGENCY PLANS

It is the responsibility of the ~~Grand Island Public Schools Board of Education to the best of their ability~~ to provide facilities, equipment, and training to minimize the effects of a disaster. The district shall develop a school emergency plan which provides as much protection as possible for children while at school and on their way to and from school, and provide adequate instruction so that the plan can be carried out with the greatest possible speed and safety. Therefore, the following responsibilities shall be assigned:

The Superintendent shall: (a) make recommendations for needed policy statements to the board; (b) designate a staff member to act as the school safety coordinator **and**; (c) coordinate a school disaster plan with the local civil defense authorities and all other agencies as appropriate.

Each principal shall: (a) maintain an emergency plan for all possible emergency situations to include inclement weather, fire, or gas contamination; (b) select, assign, and orient faculty members to various positions of responsibility in accordance to the school plan; (c) request needed emergency preparedness supplies and equipment **and**; (d) inform parents and students concerning the emergency program of the school.

Each teacher shall: (a) help students to develop confidence in their ability to take care of themselves and be of help to others; (b) be prepared for leadership of activities for students during a period of enforced confinement; (c) be familiar with the psychological basis for working with students under stress of emergency situations; (d) be familiar with minimum first aid procedures; (e) Maintain good housekeeping practices to reduce hazards **and**; (f) help students to understand and interpret the emergency plans to parents.

Each health care worker shall: (a) be prepared to render first aid, treat casualties, and prepare students for transportation to hospitals if appropriate; (b) participate as a health resource person in faculty studies in the area of curriculum development and determining how best to meet the need for emergency preparedness **and**; (c) assist the principal in determining the need for additional emergency supplies and equipment.

The cafeteria manager shall: (a) maintain a supply of food for emergency use **and**, (b) be prepared for feeding service under emergency conditions.

Custodians and maintenance personnel shall: (a) inspect the facilities for structural safety and report defects; (b) chart shut-off valves and switches for gas, oil, water, and electricity, and post charts so that other personnel may use them in an emergency; (c) be prepared to inspect the building following a disaster and report damage to the administrator; (d) be ready to make emergency repairs to building services; **and (e) to prevent the spread of viruses, additional cleaning is warranted and pandemic planning cleaning protocols shall be followed.**

Principals will be responsible for the conduct of disaster drills as appropriate (5230.1 Administrative Guidelines).

Specific safety and emergency guidelines are contained in the district's Emergency Response Manual. This document shall be made available to every district administrator and will be reviewed annually as per NDE Rule 10.

Reference: Neb. Rev. Stat. §79-706
Nebraska Department of Education Title 92, Nebraska Administrative Code
Chapter 10, Section 011
Pandemic Plan March 2020

Policy Adopted 2/7/77
Policy Revised 4-21-05

GRAND ISLAND PUBLIC SCHOOLS

Policy Revised: 10.12.2015

Policy Revised: ???.???.??

5230.1 Administrative Guidelines

Crisis Plans

Crisis Plans for emergency responses and directions for tornado, evacuation, lockdown, lockout, shelter in place and fire drill activities have been developed. To be in compliance with the fire code, there are to be nine fire evacuation exercises each school year. Two tornado drills are to be exercised and two lockdown drills practiced each school year.

Since many parents may not be at home, all children and faculty will be normally retained at the school building in case of extreme emergency. The school notification system will be activated to inform parents and guardians regarding where children may be picked up at school or at the evacuation site.

Fire Drills

Fire drills shall be conducted at such times and manner as is required by the State Fire Marshal.

The frequency of fire drills shall be as follows:

- at a sufficient frequency to familiarize occupants with the drill procedure as a matter of routine;
- every month in each school building in which the facility is in session;
- subject to the exception that a monthly drill may be deferred in months of severe weather, provided that the required number of annual drills is achieved and not less than four are conducted before the drills are deferred; and
- one additional drill shall be conducted within the first 30 days of a school year.

The manner of conducting fire drills shall be as follows:

- emphasis shall be on conducting an orderly evacuation, rather than speed;
- under varying conditions and at expected and unexpected times;
- participants shall relocate to a predetermined location and remain until recalled or dismissed; and
- all emergency and relocation drill alarms shall be sounded

5232 EMERGENCY CLOSING

The Superintendent or designee, is empowered to close the Grand Island Public Schools or to dismiss ~~them~~ **schools** early in the event of hazardous weather or other emergencies which threaten the health or safety of students and personnel. Such action is never to be taken lightly, for public education is one of the principal functions of the community and should be maintained at a normal level except in extreme circumstances. ~~When regularity of operation changes, serious difficulties are caused and the welfare of children may be jeopardized. Schools may not properly be closed merely to avoid inconvenience.~~ While it may be prudent under certain circumstances to excuse all students from attending school, to delay the opening hour, or to dismiss students early, the administrative, supervisory, and operational activity is continued as may be possible. Therefore, as conditions affect only a single school, only that school shall be closed.

The official method of notification is the home page of the district website and on district social media. To the extent possible the district will share on media sites. Buildings and departments have the option of sharing the district message on school sites.

In making the decision to close schools, the Superintendent or designee shall consider many factors, including the following related to the fundamental concern for the safety and health of children:

1. Weather conditions, both existing and predicted.
2. Driving, traffic, and parking conditions affecting public and private transportation facilities.
3. Actual conditions or imminent possibility of any emergency condition which would make the operation of schools difficult or dangerous.
4. Inability of teaching and supervisory personnel to report for duty, which might result in inadequate supervision of students.

In the event that all schools are closed for children, personnel expected to report at normal times, or as soon as possible, include:

1. The Superintendent of Schools;
2. All administrative staff;
3. Supervisory custodial staff;
4. Custodial staff (at their assigned time);
5. Other employees, including instructional staff, as may be called by their supervisors as necessary; and
6. **Personnel as identified in the Pandemic Plan.**

The above staff will secure facilities and maintain operations to the extent possible **and as well** be available to prepare for the safety of children who might unknowingly come to school when schools are closed.

In the event school is canceled, all district activities are canceled including but not limited to performances, practices, and community events in buildings.

If school is in session but weather situations develop during the day, the superintendent or designee will determine if after school events will be canceled. If so, all district activities will be canceled including but not limited to performances, practices, and community events in the buildings.

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In the rare instance that school is canceled but the weather conditions improve, the decision allowing for safe travel to after school and evening activities, will be made by the superintendent or designee. Otherwise, no after school or evening activities will be allowed.

Any exceptions to this policy are at the discretion of the superintendent or designee.

It is the policy of the Grand Island Public Schools to recognize the right and responsibility of parents in the matter of school attendance. This regulation leaves to the discretion and judgment of parents whether or not their children are in fit condition and properly dressed to attend school during inclement weather. Sometimes it becomes advisable for schools to end morning or afternoon sessions earlier than usual because of building conditions or weather. Parents should plan for this possibility. In the case of inclement weather, any parent who desires may pick up their children from school at any time during the day. This absence is recorded as a parent excused absence and this absence is included in attendance records.

School schedules will be adjusted, if necessary to comply with required minimum student instructional hours.

Reference: **Pandemic Plan March 2020**

Policy Adopted 2/7/77

Policy Revised 7/10/95

Policy Revised 7/1/96

Policy Reviewed: 6-13-02

Policy Revised: 05.11.2017

Policy Revised: ???.???.??

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5310 STUDENT TRANSPORTATION SERVICES

The purpose of school transportation is to provide safe and efficient travel for pupils who live an unreasonable walking distance from school. The Grand Island Public Schools will provide for the transportation to and from school for all students eligible under the provisions of law. Other purposes for school provided transportation may include that required for equalizing school enrollments and facilitating programs, academic field trips in direct support of the curriculum, transportation for support of co-curricular programs such as athletics, music, drama, and transportation required for special programs and activities. Laws by the State of Nebraska require such transportation to be provided for elementary students living over four miles from their attendance center and to students with disabilities whose individual education plan (IEP) requires transportation.

The Superintendent or designee is responsible for implementation of all policies and regulations established by law and serves as district liaison with all 3rd party transportation contract holders. Bus drivers are responsible for procedures to ensure safe transportation of students boarding, while in-transit, and leaving the bus; properly covering the prescribed routes; and for proper care of assigned equipment. The bus para, when available, will supervise conduct and assist students and drivers boarding, in-transit, and leaving the bus. Assigned mechanics will maintain the transportation fleet and support vehicles.

Reference: [Rule 91 Nebraska Pupil Transportation Guide – Revised 2.5.2020](#)
Neb Rev. Stat. 79-609 to 79-613
Neb Rev. Stat. 79-1127, 1129, and 1130 (preschool and SPED)

~~Neb Rev Stat 79-318(13) — July 2019~~
~~Neb Stat. 79-609: Section Code 006.02 School Transportation Plan~~
~~Neb. Rev. Stat. 79-611~~
~~Neb Rev. Stat. 79-1127~~
~~Neb Rev. Stat. 79-104~~
~~Title 92, Nebraska Administrative Code, Chapter 51~~
~~Title 92, Nebraska Administrative Code, Chapter 91~~
~~Title 92, Nebraska Administrative Code, Chapter 92~~
~~Title 92, Nebraska Administrative Code, Chapter 93~~
~~Title 92, Nebraska Administrative Code, Chapter 94~~

Policy Adopted 2/7/77
Policy Revised: 6-13-02
Policy Revised: 10-9-08
Policy Revised: 1-14-10
Policy Reviewed: 08.13.2015
Policy Revised: ???.???.??

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5310.1-Administrative Procedures for Transportation of Students

1. Annually, at the beginning of each school year, the Human Resources Department will gather the names of all certified and classified district staff approved to transport students in small district owned vehicles.
2. The district will obtain and keep on file a record of satisfactory driving annually before said employee will be allowed to transport students. A *satisfactory driving record* is defined as:

The record of satisfactory driving shall require the employee to have a current Nebraska driver's license and a driving record that does not include any of the following offenses or circumstances:

- Motor vehicle homicide;
- Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test or tests within the prior 10 years; or
- Careless driving, reckless driving or willful reckless driving within the prior 10 years; or
- Accumulation of 6 or more points against the employee's driver's license within the prior 4 years. In the event the employee has accumulated 3 or 4 points within the prior 4 years, the determination of whether the person has a record of satisfactory driving shall be made by the superintendent or superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Any employee, who fails to report a violation of driving rules and regulations that results in revocation of their driver's license, will be subject to a Class V misdemeanor and shall upon conviction, be removed from employment (Neb Statute 79-607).

3. Criminal history records will be obtained on each driver initially upon employment and updated during the calendar year that coincides with the expiration of the individual's motor vehicle operator's license (excluding certificated staff).
4. Drivers of small vehicles for activity trips will annually participate in a minimum of two hours of in-service training for all drivers that, at a minimum, include emergency evacuations, loading/unloading, student management, vehicle inspections and the Schools Safe Pupil Transportation Plan.

Guidelines Updated: ???.???.??

8470 WEAPONS AND FIREARMS IN SCHOOL

The Grand Island Public Schools believes weapons, firearms, other dangerous objects, and look-a-likes in school district facilities cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on the school district premises or property within the jurisdiction of the school district.

I. Firearms in Schools

It is unlawful for any person to possess a firearm in a school, on school grounds, in a school-owned vehicle, or at a school-sponsored activity or athletic event. This policy shall not apply to (a) the issuance of firearms to or possession by members of the armed forces of the United States, active or reserve, National Guard of this state, or Reserve Officers Training Corps or peace officers or other duly authorized law enforcement officers when on duty or training, (b) the possession of firearms by peace officers or other duly authorized law enforcement officers when contracted by a school to provide school security or school event control services, (c) firearms which may lawfully be possessed by the person receiving instruction, for instruction under the immediate supervision of an adult instructor, (d) firearms contained within a private vehicle operated by a nonstudent adult which are not loaded and are encased or in a locked firearm rack that is on a motor vehicle, (e) firearms which may lawfully be possessed by a person for the purpose of using them, with the approval of the school, in a historical reenactment, in a hunter education program, or as part of an honor guard, or (f) a handgun carried as a concealed handgun by a valid holder of a permit issued under the Concealed Handgun Permit Act in a vehicle or on his or her person while riding in or on a vehicle into or onto any parking area, which is open to the public and used by a school if, prior to exiting the vehicle, the handgun is locked inside the glove box, trunk, or other compartment of the vehicle, a storage box securely attached to the vehicle, or, if the vehicle is a motorcycle, other than an auticycle, a hardened compartment securely attached to the motorcycle while the vehicle is in or on such parking area, except as prohibited by federal law. Encased for this policy means enclosed in a case that is expressly made for the purpose of containing a firearm and that is completely zipped, snapped, buckled, tied, or otherwise fastened with no part of the firearm exposed.

Firearm, for the purposes of this policy, means a firearm as defined in 18 U.S.C. §921 as of January 1, 1995, which includes any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or firearm silencer; or any destructive device. Such term does not include an antique firearm. Destructive devices include:

- a. any explosive, incendiary, or poison gas - bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to any of the devices described above, any type of weapon;
- b. any type of weapon by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter;
- c. any combination of parts either designed or intended for use in converting any device into any destructive device described above and from which a destructive device may be readily assembled.

A student who uses or possesses a firearm or destructive device in violation of this policy shall be expelled for no less than one year. The Superintendent or the Board of Education may modify the expulsion requirement on an individual basis.

II. Weapons in Schools

In addition to firearms and destructive devices, as discussed above, any student knowingly possessing, handling, or transmitting a weapon shall constitute grounds for long-term suspension, expulsion, or mandatory reassignment as provided in the Student Discipline Act. A weapon is any object that is ordinarily or generally considered a weapon.

The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm. The term "dangerous weapon" includes any personal safety or security device (such as tasers,

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mace and pepper spray). A student shall not carry a personal safety or security device during the school day.

III. Duty to Report to Law Enforcement

Any firearm, destructive device or weapon possessed in violation of this policy shall be confiscated, and as soon as reasonably possible be reported to a police officer.

Legal Reference:

Neb.Rev.Stat. § 79-267
Neb.Rev.Stat. § 79-263
Neb.Rev.Stat. § 79-283
Neb.Rev.Stat. § 28-1204.04
Neb.Rev.Stat. § 28-1201
Improving America's Schools Act of 1994, 18 U.S.C § 921
Nebraska Student Discipline Act

Cross Reference:

8453 STUDENT SUSPENSION, EXPULSION, AND MANDATORY REASSIGNMENT

Policy Adopted: 4-10-95

Policy Revised: 8.9.2012

Policy Revised: ???.???.??

~~Weapons and other dangerous objects and look-a-likes shall be taken from students and others who bring them onto the school district property or onto property within the jurisdiction of the school district or from students who are within the control of the school district. A weapon is any dangerous instrument which is capable of inflicting cutting, stabbing, or tearing wounds and which, in the manner it is used or intended to be used, is capable of producing death or serious bodily injury. Parents of students found to possess weapons or dangerous objects or look-a-likes on school property shall be notified of the incident. Confiscation of weapons or dangerous objects shall be reported to the law enforcement officials, and students will be subject to disciplinary action including suspension or expulsion.~~

~~Students bringing firearms to school or knowingly possessing firearms at school may be expelled for a period of not less than one year. Students bringing to school or possessing dangerous weapons, including firearms, will be referred to law enforcement authorities. The superintendent shall have the authority to recommend this expulsion requirement be modified for students on a case-by-case basis. For purposes of this portion of this policy, the term "firearm" includes, but is not limited to, any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary or poison gas.~~

~~Law enforcement officials may carry weapons on school property only if they are under contract to work for GIPS (§28-1204.04 (1)(b)); Weapons under the control of law enforcement officials shall be exempt from this policy. Firearms kept in a locked firearm rack that is on a motor vehicle or that are contained within a private vehicle operated by a nonstudent adult that are not loaded are also exempt. Firearms also may be possessed by a person for the purpose of using them, with the approval of the school, in a historical reenactment, in a hunter education program, or as part of an honor guard. The principal may allow authorized persons to display weapons or other dangerous objects or look-a-likes for educational~~

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~~purposes. Such a display shall also be exempt from this policy. It shall be the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.~~

~~Legal Reference: Neb. Statute 79-263
Neb. Statute §28-1201 - 28-1204.04
Improving America's Schools Act of 1994, P.L. 103-382. 18 U.S.C. §
921 (1994).~~

~~Students are forbidden to knowingly and voluntarily possess, handle, transmit or use any instrument in school, on school grounds or at school functions that is a firearm, weapon, or looks like a weapon as defined by the State of Nebraska Criminal Statutes, the federal laws found in Section 18 USCS Section 921 and in the administrative procedures for this policy 8470.~~

~~This policy shall cover any object or item which could be used to injure another person or whose clear intent is to resemble an item which could cause injury and which has no school-related reason for being in a school or on school grounds. Such items will be considered "weapons" for the purposes of this policy. Students who are in possession of the aforementioned articles will be subject to mandatory suspension or expulsion procedures.~~

~~Legal Reference: Elementary and Secondary Education Act of 1965 (ESEA) as amended (4-31-94)
to include the Gun-Free Schools Act
Nebraska Student Discipline Act— Revised, 199
Nebraska Criminal and Juvenile Codes as amended by LB988 (1994)~~

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~~8470.1—Administrative Procedures for Implementation of 8470~~

~~This procedure shall cover any objects or items which could be used to injure another person or whose clear intent is to resemble an item which could cause injury and which has no school-related reason for being in a school or on school grounds. Such items will be considered “weapons” for the purpose of this policy.~~

~~It is not considered a defense to a charge of bringing a weapon to school or possessing, handling, transmitting, or using a weapon in school, on school grounds, or at school activities that the student did not intend to hurt anyone or was unaware of this policy.~~

~~I. Firearms~~

~~Any student who knowingly and voluntarily possesses, handles or transmits a firearm in school, on school grounds, or at a school function will be excluded from the school for a period of not less than one calendar year; that is, subject to the case by case exception allowing the superintendent to modify the one year expulsion requirement on a case by case basis.~~

~~Any firearm confiscated by school administrative or teaching personnel shall be delivered to law enforcement authorities (§28-1204.04(2)).~~

~~For the purpose of this action firearms shall mean:~~

- ~~1) Any weapon which will, is designed to, or may readily be converted to expel a projectile by the action of an explosion;~~
- ~~2) The frame or receiver of any such weapon;~~
- ~~3) A firearm muffler or silencer;~~
- ~~4) Starter pistol;~~
- ~~5) B-B gun, pellet or air gun;~~
- ~~6) Any destructive device:
 - ~~a) any explosive, incendiary or poison gas bomb, grenade, rocket with a propellant charge of more than four ounces, missile with an incendiary charge of more than four ounces, mine or similar device;~~
 - ~~b) any combination of parts designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled.~~~~

~~II. Weapons~~

~~Any student who knowingly and voluntarily possesses, handles, or transmits a weapon (other than Section I above) shall be excluded from school for a period of not less than one whole semester. If any portion of a semester remains the exclusion will include that portion plus one complete semester. This procedure shall cover any objects or items which could be used to injure another person or clear intent is to resemble an item which could cause injury and which has no school-related reason for being in a school or on school grounds. Such items will be considered “weapons” for the purpose of this policy.~~

~~Law enforcement authorities will be contacted when weapons in this category are confiscated.~~

~~Other than Section I above, dangerous weapons shall include and is not limited to the following:~~

- ~~1. knives any dagger, dirk, or stiletto with a blade of over three and one half inches;~~
- ~~2. knuckles any instrument that consists of finger rings or guards made of hard substances that is designed, made, or adapted for the purpose of inflicting serious bodily injury by striking a person with a fist enclosed in the knuckles;~~
- ~~3. lead pipes;~~
- ~~4. chuck sticks;~~
- ~~5. throwing stars;~~
- ~~6. darts, or;~~
- ~~7. blackjacks.~~

III. Potentially Dangerous and Look Alike Weapons

~~Any student who knowingly and voluntarily possesses, handles or transmits any potentially dangerous weapons not addressed in Sections I and II above, or a look-alike weapon, shall be subject to a short-term exclusion of five days or less during which time a review panel will be convened to review the incident and determine possible continuance of exclusion. The review panel will consist of 1) the administrator of the school of attendance; 2) an administrator from another district facility; and 3) a district-wide administrator. The panel shall review the facts of the case including the article in question, circumstances of discovery, use of the article, and intent. Upon completion of the review the panel may choose to continue the exclusion for a period of up to the remainder of the semester, unless ten or less days remain in the semester, in which case the exclusion will include the following semester.~~

~~Law enforcement authorities may be contacted upon confiscation of potentially dangerous articles.~~

~~Items in this category may include but not be limited to:~~

- ~~1) Knives with blades of less than three and one-half inches;~~
- ~~2) Chains;~~
- ~~3) Fireworks;~~
- ~~4) Chemicals;~~
- ~~5) Unauthorized tools;~~
- ~~6) Any articles that can be realistically mistaken for weapons;~~
- ~~7) Other items not covered in Section I or II above.~~

IV. Confiscation

~~Administrators or other delegated school officials shall confiscate any article previously described in Sections I, II, or III. Articles identified in Section I and II will be submitted to the appropriate law enforcement agency. Articles identified in Section III may be turned over to law enforcement officials as appropriate.~~

V. Additional Considerations

- ~~1) Exceptions to unlawful possession of firearms:
 - ~~a) The issuance of firearms to or possession by members of the armed forces of the United States, active or reserve, National Guard of this state, or Reserve Officers training Corps or peace officers or other duly authorized law enforcement officers while on duty or training, (§28-1204.04 (1)(a));~~
 - ~~b) The possession of firearms by peace officers or other duly authorized law enforcement officer when contracted by a school to provide school security or school even control (§28-1204.04 (1)(b));~~
 - ~~c) Adult Supervision firearms which may lawfully be possessed by the person receiving instruction under the immediate supervision of an adult instructor (§28-1204.04(1)(b));~~
 - ~~d) "Gun Rack Rule" firearms contained within the private vehicle operated by a non-student adult which are not loaded and
 - ~~i) are encased or;~~
 - ~~ii) are in a locked firearms rack that is on a motor vehicle (§28-1204.04(1)(c)).~~~~~~

- ~~2) Students with Disabilities may be subject to the same disciplinary procedures if it is determined that the act was not related to the disability. The Individuals with Disabilities Education Act (IDEA) requires that educational services must continue, however services may be provided in another setting.~~

~~If the act is related to the disability the student may be subject to short term suspension but may not be expelled. The district may seek a court order to remove the student or the placement may be changed.~~

- ~~3) The Superintendent as chief administering officer of the district may modify exclusion requirements on a case-by-case basis.~~

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~~All students or parents will receive a copy of this procedure upon registration or enrollment in this district. This procedure will be published in all student handbooks and notices regarding this procedure will be posted.~~

~~Revised: 8.9.2012~~

8513.1 Guidelines for 8513

- A. Students are expected to be in compliance with the required immunization schedule. The building principal is required to exclude children from school attendance who are out of compliance with the immunizations required by this act. School personnel will cooperate with public health personnel in completing and coordinating all immunization data, waivers, and exclusions, including the necessary information forms, to provide for preventable communicable disease control.
- B. The superintendent **or designee** has the authority to exclude a student or staff member from school when reliable evidence or information from a qualified source confirms him/her of having a communicable disease or infestation that is known to be spread by any form of casual contact and is considered a health threat to the school population. **Such a student or staff member shall be excluded unless their physician approves school attendance or the condition is no longer considered contagious. If such person is a staff member, then the Superintendent or designee may place said staff member on paid or unpaid leave. If such person is not a student or staff member, then the Superintendent or designee shall inform such person as soon as possible that they are not permitted on school property until further notice from the Superintendent or designee. The Superintendent may consult with law enforcement, health officials or other experts in determining whether such exclusion should occur.**

All reportable communicable diseases will be referred to the **Central District Hall County** Health Department.

Children who are obviously ill or who are known to have a communicable disease shall not attend class during the course of the illness. (Neb. Rev. Stat. 79-4,133 to 79-4,138)

A student exhibiting any of the following symptoms may have a contagious or infectious illness and should be excluded from the classroom until the nature of the illness is known:

Fever, flushed face, headache, aches in joints or muscles, unexplained tiredness or listlessness, loss of appetite, stomach ache, nausea or vomiting, diarrhea, unexplained skin eruptions, sore throat or inflamed eyes.

- C. When reliable evidence or information from a qualified source confirms that a student/staff member is known to have a communicable disease or infection that is known not to be spread by casual contact, i.e. HIV, HBV and other like diseases, the decision as to whether the affected person will remain in the school setting will be addressed on a case-by-case basis by a review panel to ensure due process. (Review panel membership outlined later.)
- D. Mandatory screening for communicable diseases that are known not to be spread by casual contact is not warranted as a condition for school entry or for employment or continued employment.
- E. Irrespective of the disease presence, routine procedures shall be used and adequate sanitation facilities will be available for proper hygiene as well as handling blood or body fluids within the school setting or school buses. School personnel will be trained in the proper procedures for hygiene and handling blood and body fluids and these procedures will be strictly adhered to by all school personnel.
- F. All persons privileged with any medical information that pertains to students or staff members shall be required to treat all proceedings, discussions and documents as confidential information. Before any medical information is shared with anyone in the school setting, a "Need to Know" review shall be made which includes the parent/guardian, students if over 18, employee or their representative.
- G. Instruction on the principal modes by which communicable diseases, including, but not limited to, Acquired Immunodeficiency Syndrome (AIDS) are spread and the best methods for the restriction and prevention of these diseases shall be taught to students and inservice education provided to all staff members.

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Guidelines Reviewed August 10, 2017

Guidelines Revised: ???.???.??

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8513.2 Communicable Diseases Known Not to Be Spread by Casual Contact (HIV And HBV)

Rationale

In adults and adolescents, the Human Immunodeficiency Virus (HIV) which may eventually cause AIDS is transmitted primarily through sexual contact and direct blood to blood exposure to infected blood or blood products.

All known cases of children who have acquired the AIDS virus have become infected: (1) Perinatally from infected mothers; (2) From receiving a transfusion of blood or blood products that contained the virus; or (3) In older children who have acquired the disease sexually or from contaminated needles during intravenous drug use.

None of the identified cases of HIV infection in the United States are known to have been transmitted in the school, day-care, or foster-care setting or through other casual person-to-person contact. Based on current evidence, casual person-to-person contact as would occur among school children is not considered an unusual risk.

The Centers for Disease Control (CDC) recommend that:

1. For most infected school-age children, the benefits of an unrestricted setting would outweigh the risks of their acquiring potentially harmful infections in the setting and the apparent nonexistent risk of transmission of the Human Immunodeficiency Virus (HIV). These children should be allowed to attend school.
2. Generally, school employees, including personal service and food service staff, do not need to be restricted from work if HIV infected unless there is evidence that other infection or illness exists that may be spread by casual contact in the school setting or the illness precludes them from performing the functions for which they were employed. Reasonable accommodation can be made for such employees.

Review Panel

1. Communicable diseases that are known not to be spread by casual contact, e.g. AIDS, Hepatitis B and other like diseases will be addressed on a case-by-case basis by a review panel.
2. Panel Membership
 - a. The physician treating the individual.
 - b. A health official from the Central District Health Department who is familiar with the disease.
 - c. A child/employee advocate (e.g., nurse, counselor, child advocate, social worker, employee representative, etc., from in or outside the school setting) approved by the infected person or parent/guardian.
 - d. A school representative familiar with the child's behavior in the school setting or the employee's work situation (in most cases the building principal or in the case of a special education student a special education representative may be more appropriate).
 - e. Either the parent/guardian of child, student if over 18, employee, or their representative.
 - f. The district superintendent.
3. The superintendent will assign a stenographer to record the proceedings.
4. The superintendent will designate the chair of the panel. The chair is responsible for assuring a due process hearing that is fair and just. The chair shall serve as a neutral hearing officer to ensure an impartial hearing for all interests concerned.
5. The chair of the review panel will designate the panel member who will write the "Proposal for Decision".

Case Review Process

Upon learning of a student/staff member within the Grand Island Public School Schools who has been identified by a qualified source as having a communicable disease that is known not to be spread by casual contact the superintendent shall:

1. Immediately consult with the physician of the student/staff member and/or the health official from the Central District Health Department to obtain information as to whether the student/staff member is generally well enough to remain in school during the review panel process. The superintendent will confirm whether the student/staff member has evidence of a present or temporary condition that could be transmitted by casual contact in the school setting.

If the student/staff member's physician or the health department physician indicates the student/staff member is well enough to remain in the school setting and poses no immediate health threat through casual contact to the school population because of their illness, the student/staff member shall be allowed to remain in the school setting while the review panel meets.

If the student/staff member's physician or the health department health official indicates the student/staff member is currently not well enough to remain in the school setting and/or that the affected individual currently has evidence of an illness or infection that poses a potential health threat through casual contact to the school population because of their illness, the student/staff member shall be excluded from the school setting while the review panel meets. If the health department official recommends exclusion because a public health threat exists the review panel will discuss the conditions under which the individual may return to school.

2. Immediately contact the review panel members to convene a meeting to explore aspects of the individual's case.
3. Submit to the parent/guardian or infected person, in writing, a notice of their rights as a review panel member and the method of appeal.

Review Panel Process

The Review Panel shall meet within 24–48 hours to review the case. The following aspects should be considered in that review:

1. The circumstances in which the disease is contagious to others.
2. Any infections or illnesses the student/staff member could have as a result of the disease that would be contagious through casual contact in the school situation.
3. The age, behavior, and neuralgic development of the student.
4. The expected type of interaction with others in the school setting and the implications to the health and safety of those involved.
5. The psychological aspects for both the infected individual and others concerning the infected individual remaining in the school setting.
6. Consideration of the existence of contagious diseases occurring within the school population while the infected person is in attendance.
7. Consideration of a potential request by the person with the disease to be excused from attendance in school or on the job.
8. The method of protecting the student/staff member's right to privacy, including maintaining confidential records.

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9. Recommendations as to whether the student/ staff member should continue in the school setting or if currently not attending under what circumstances he/she may return.
10. Recommendations as to whether a restrictive setting or alternative delivery of school programs is advisable.
11. Determination of whether an employee would be at risk of infection through casual contact when delivering an alternative educational program
12. Determination of when the case should be reviewed again by the panel.
13. Any other relevant information.

Proposal for Decision

1. Within three (3) business days after convening the panel, the superintendent shall be provided with a written record of the proceedings and the "Proposal for Decision". The Proposal serves as a recommendation to the superintendent. It is based on the information brought out in the review panel process and will include the rationale for the recommendation concerning school attendance for the student or continuation of employment for the staff member. If there is a minority viewpoint by panel members following the review process that should also be included in the report.
2. If the Proposal for Decision is to exclude the affected person from the school setting because of the existence of a temporary or present condition that is known to be spread by casual contact and is considered a health threat to the school community, the Proposal for Decision shall include the conditions under which the exclusion will be reconsidered.
3. The parent/ guardian, or affected person, will be given a copy of the Proposal. The review panel members will be given the opportunity to review the content of the Proposal for Decision.

Superintendent's Decision

1. The superintendent shall either affirm, modify, or take exception to the Proposal for Decision within three (3) business days after receipt of the Proposal for Decision unless a rehearing request on that Proposal has been made. (See Appeal Process, Rehearing Request.)
2. In the event the superintendent takes exception to the Proposal for Decision, he/she shall prepare a written statement that sets forth the reasons for the exceptions and the basis for that decision.
3. The parent/guardian or affected person and the health department official will be given a copy of the Superintendent's Decision. The other review panel members will be given the opportunity to review the content of the Superintendent's Decision.

If the affected person is a special education student, the superintendent shall convene an Individualized Education Planning Committee meeting to determine the appropriate program and services for the student based on the panel's recommendations and the Superintendent's Decision. Placement of the student in the interim shall be based upon the recommendation of the superintendent and the attending physician.

Appeal Process

Rehearing Request

1. The parent, guardian, or affected person who considers the Proposal for Decision unjust, may request a rehearing, in writing, directed to the chair of the review panel within three (3) days of the date of the Proposal for Decision. Grounds for requesting a rehearing are limited to: (1) new evidence or information that is important to the decision; or (2) substantial error of fact.
2. The chair, within three (3) business days from the date of receipt of the request for rehearing shall either grant or deny the request for rehearing. If the request for rehearing is denied, the chair shall

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immediately submit the Proposal for Decision to the superintendent. If the request for rehearing is granted, the chair shall reconvene the same panel that originally heard the matter within five (5) business days of the date the hearing is granted.

3. Within three (3) business days after the rehearing the chair shall submit the Proposal for Decision to the superintendent. The parent/guardian, or affected person, will be given a copy of the Proposal. The review panel members will be given the opportunity to review the content of the Proposal for Decision.

Request for Reconsideration of Superintendent's Decision

1. The parent, guardian, or affected person may request a reconsideration of the Superintendent's Decision within three (3) business days of the date the Superintendent's Decision was issued. The request shall be in writing and shall allege that the Decision contains a substantial error of fact or that the decision is against the great weight of the evidence as set forth in the Proposal for Decision.
2. An oral presentation by the parent/guardian, affected person, or their representative may be granted by the superintendent.
3. The superintendent shall grant or deny the request for reconsideration within three (3) days after receipt of the request or within three (3) business days following the oral presentation, whichever is applicable.

Request for a Board Decision

The parent/guardian, affected person, or their representative may make a final written appeal to the president of the Board of Education within five (5) school days after the Superintendent's Decision. The Board shall meet within three (3) business days and hear the student/staff member's appeal along with the Proposal for Decision and Superintendent's Decision. Within two (2) business days of the hearing, the Board shall render its decision in writing with copies sent to the superintendent, Health Department official, and parent/guardian or affected person.

Review Panel Request for Appeal

If the Proposal for Decision or the Superintendent's Decision is contrary to the majority opinion of the review panel, a majority of the panel has the right to appeal either decision in the same manner stated in the "Appeal Process".

General

1. If the student with the disease is not attending school, the district will provide an alternative delivery of school programs.

If the review panel determines there is a risk of infection through casual contact to the employee while delivering this program the employee may be allowed the option not to serve in the situation.

If the panel determines there is no risk of infection to the employee, the employee will be expected to participate in the delivery of the alternative program. (This may be subject to the collective bargaining agreement for employees.)

2. The review panel member who is serving as the advocate for the infected individual (or another person designated by the panel and approved by the parent/guardian, or the infected person) will serve as the liaison between the student/staff member, family, and attending physician as it relates to the school setting.
3. The rights of an infected staff member shall fall under the same guidelines concerning any medical illness or condition that are outlined in the collective bargaining agreement for employees.
4. Employees of the district shall be expected to teach and provide other normal personal contract services in school to a student or to work with a school employee determined to have a disease

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known not to be communicable by casual contact unless a determination to the contrary has been made by the review panel.

Confidentiality

All persons involved in these procedures shall be required to treat all proceedings, deliberations, and documents as confidential information. Records of the proceedings and the decisions will be kept by the superintendent in a sealed envelope with access limited to only those persons receiving the consent of the parent/guardian or infected person as provided by the *Employee Right to Know Act*, and the *Family Education Rights and Privacy Act*.

Revised Guidelines: ???.??.??

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9310 FUNDRAISING ACTIVITIES

The Grand Island Public Schools recognizes that fundraisers help make school activities accessible to students. The Grand Island Public Schools intends this policy to govern fundraising activities, to comply with state rules, to limit undue distractions or time commitments, and to ensure educator standards and accounting practices are maintained. The Grand Island Public Schools authorizes limited fundraising for needs beyond the regular budgeting process.

Administrative Guidelines for School Fundraising:

1. The building administrator or activities director must approve all fundraising activities.
2. All fundraising proceeds must be administered through a GIPS Activity Account, through a sanctioned support group account, or through the Grand Island Public Schools Foundation.
3. Fundraising using online sites must be approved through GIPS Education Foundation: The Grand Island Public Schools Foundation accepts requests and manages funding of classroom projects designed by principals and teachers to enhance the curriculum and promote the success of their students through an online fundraising platform. Staff can access the platform on the GIPS Foundation website.
4. Fundraising activities should impact students' education such as support for participation in extracurricular and enrichment activities.
5. Fundraising activities shall not interrupt instructional time.
6. Door-to-door sales by students shall be to friends, family, and neighbors with adult guidance.
7. Grand Island Public Schools students will not participate in or be present at any fundraiser that involves the sale or promotion of alcohol or tobacco.
8. All funds raised in school-sponsored fundraising activities are public funds and are to be used for the benefit of students and school programs or activities.
9. Administration and staff responsible for the supervision of school-sponsored fundraising activities shall ensure that district policies and guidelines for handling and depositing funds are strictly followed.
10. Materials purchased with funds from school or district sponsored fundraising events become the property of Grand Island Public Schools.
11. Staff shall refrain from using their position of influence to profit commercially or benefit personally from fundraising.
12. Organizations such as booster clubs shall coordinate fundraising activities with the building administrator, activities director, or use the GIPS Foundation online funding platform.
13. Any use of fundraising money or donated goods for capital improvement or furniture expenditures need to have the superintendent's or designee's approval prior to a decision to proceed with the project and must conform to district-wide equipment specifications or guidelines.
14. The Grand Island Public Schools Foundation office shall be contacted before any solicitation that involves a business or foundation.
15. Direct donations of materials, goods, or services from businesses or corporations in excess of \$250 per occurrence must be made directly to the Grand Island Public Schools Foundation. The Foundation will issue receipts suitable for tax purposes to businesses or corporations that make such donations.

Cross References: 8810 STUDENT GIFTS AND SOLICITATIONS
4630 GRAND ISLAND PUBLIC SCHOOLS FOUNDATION

Policy Adopted: 11.03.1997

Policy Revised: 11.14.2013

Policy Revised: 10.13.2016

Policy Revised: ???.???.???

9310.1 DonorsChoose Fundraising Guidelines

The Grand Island Public Schools and the Grand Island Public Schools Foundation will begin using DonorsChoose in January 2020. This will replace any former crowd funding platforms and is the only one the district will support.

These administrative guidelines outline the process that must be followed:

- The first step is for the teacher or other staff member to gain approval from the building principal for the project. This must be done before any project may be completed on the DonorsChoose site. Principals should use this form as they consider approval. The principal is responsible to tell the teacher or staff person if the project is approved.
- Note: The principal designated with DonorsChoose as the building lead will receive an email immediately when a project is uploaded. It is the responsibility of that person to be sure the project has been approved. If not, the principal needs to remove the project immediately or complete the assessment and make a decision about approval immediately.
- Principals need to review project to ensure it meets guidelines and if it could be funded from building, district, or Foundation funds. If the request is for technology hardware and/or software, the request must meet district guidelines.
- After building approval, the teacher or another staff member creates a project and chooses the items included in the project. This project goes on the Donors Choose site and will go through an approval process by DonorsChoose. Projects on DonorChoose are most successful when the teacher writes a compelling description and/or advocates for the project.
- Everything received through DonorsChoose is the property of Grand Island Public schools and must be inventoried, cared for and used in the same was as other GIPS materials or equipment.

Guidelines approved: ???.???.??

2230 BOARD **STANDING** COMMITTEES

The Grand Island Public Schools Board of Education shall authorize the president of the board to appoint such select committees as are deemed necessary. The functions of committees shall be fact-finding, deliberative, and advisory, and reports shall be made to the Board of Education for discussion and action. **The President of the Board shall be an ex officio member of all committees.** In so far as possible, announcement of committee meetings will be made at meetings of the Board, and the time and place of the meetings incorporated into the minutes for purposes of public announcement.

Special ~~Ad Hoc~~ committees will be formulated as needed to include ad hoc committees, task forces, advisory councils, or coalitions. The Board President will ask for interested participants, and provide opportunities for all board members to participate in **standing and special committees ~~Ad Hoc~~ committees.**

The Board President appoints Board members to Standing and Special Committees. Each Board member will serve on a minimum of two **standing** committees with no more than four Board members on each committee. Standing committees are established to allow issues to be reviewed in great length, so the regular monthly meetings are run efficiently and timely. The Standing Committees are:

Committee on Facilities and Finance

It **shall will** be the primary duty of the Committee on Finance to review in detail the monthly claims submitted to the Board of Education and make appropriate motions for adoption or deletion at the meeting of the Board of Education.

Committee on Personnel

It shall be the primary function of the Committee on Personnel to review those regular personnel action items presented at each monthly meeting and make appropriate motions for their approval or modification at the regular meeting of the entire Board.

*Committee on **American Civics Americanism** (Committee on Leading for Learning)*

It **shall will** be the purpose of this committee to meet the statutory responsibilities of Nebraska School Law (79-724). This committee will review, as appropriate, all resource adoptions, recommendations for the establishment of curriculum, and all the matters as appropriate that affect leading and learning in the school district.

Committee on Policy Review

It **shall will** be the primary purpose of this committee to initiate, revise, review, and edit all policies and present policies to the Board of Education for approval.

Committee on Board Governance

It shall be the purpose of this committee to ensure an understanding of the basic principles of governance to include systems thinking, strategic focus, deep learning, respectful manner, and that the Board of Education and Superintendent are in alignment and govern with coherence.

Special Committees such as Ad Hoc, Task Force, Advisory Councils or Coalitions (Policy 2231) are organized on an annual basis to meet specific needs of the district. These **special** committees include but are not limited to:

Legislative & Greater Nebraska School Association (GNSA)

Calendar

Grand Island Public Schools Foundation

Extra Standard

Labor Relations

Safety

Public Relations and Partnership Development

All Board committee agendas and minutes will be posted to the Board committee's folder in the districts designated content repository so all Board members can review. Non-committee Board members wishing

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to attend specific committee meetings will make their request through the Board President. Standing Committees will report at the regular monthly meeting of the Board of Education making information discussed in committees' public. Special ~~and Ad Hoc~~ Committees will report at Board meetings after the committee has met. The committees do not have power to take formal action on issues without a full vote of the Board of Education. Each committee will:

- receive input from administration staff assigned to the particular committee;
- seek opportunities to receive input prior to decision-making;
- analyze and organize collected data;
- develop multiple options, which include potential impact on finance, facilities, and staff;
- present the solutions to the Board of Education with a recommendation;
- **share a moral imperative, with relentless commitment, to the learning of all students to drive the work of the Board,** and
- provide a plan to implement the decision, which contains an on-going monitoring system.

Legal Reference: Neb. Statute 79-724

GIPS Policy Reference: 2111 BOARD OPERATING PRINCIPLES
2231 AD HOC COMMITTEES, TASK FORCES, AND ADVISORY
COUNCILS

Policy Adopted 3/1/76

Policy Revised 7/8/91

Policy Revised 9/11/03

Policy Revised 6-12-08

Policy Revised 10.14.2010

Policy Revised 05.08.2014

Policy Revised: 12.13.2018

Policy Revised: 05.09.2019

Policy Revised: ???.???.??

2231 ~~SPECIAL COMMITTEES AD-HOC COMMITTEES, TASK FORCES, AND ADVISORY COUNCILS~~

The bulk of the Grand Island Public Schools Board's work is addressed through its ~~five~~ ~~four~~ standing committees: Personnel, Policy Review, Facilities and Finance, American Civics (Leadership for Learning), and Board Governance. The Board can also accomplish its work through a variety of small groups including ad hoc committees, task forces, or advisory councils.

- **Ad hoc committees** are formed on annual basis to study and find creative solutions to a particular challenge the District is facing, such as Legislative and Greater Nebraska School Association, Calendar, Grand Island Public Schools Foundation, Extra standard, Labor Relations, and Safety.
- A **task force** can be formed if there is an objective that can be achieved in a relatively short period of time. Task forces are designed to bring people together to solve a problem and are short in duration with a specific focus, such as naming a facility, bond issue, or early childhood study.
- **Advisory councils or coalitions** assist boards in carrying out their work by providing expertise and advice in selected areas. Advisory councils do not have any governance responsibilities and are a good way to include former board members, potential board members, subject matter experts, and others in the work of the board without placing them on the board. The GIPS Parent Advisory Council, Key Communicators, and Teacher Leaders Coalition are examples of advisory councils in GIPS.

~~Ad hoc committees and task forces~~ **Special Committees** are a good way to involve non-board members in the board's work. This also gives the volunteer and staff leadership the opportunity to evaluate group members for their leadership potential and interest them in further volunteer opportunities or becoming a board member. Authorization to act on behalf of the Board may only be delegated to standing committees comprised solely of board members.

Generally, small groups should be structured so that there are sufficient members to do its work. Limiting board member service to no more than four members on each small group gives board members the opportunity to focus on an area and develop expertise that can further the work of the organization and allows for membership from the greater community. The small group membership should represent the diversity of the community to include students and parents, race, ethnicity, income level, gender, and age.

A member of the GIPS superintendent's cabinet facilitates the small group structure. The cabinet member is responsible for translating the board's goals for the group into meeting agendas and work plans. The cabinet member acts as facilitator working with staff as appropriate to prepare background materials for meetings, scheduling meetings, preparing minutes and reports, and otherwise keeping the group functioning. Cabinet members report on the work of their group to the full board.

Groups should perform regular self-assessments to determine if they are working effectively, achieving their established goals, and providing value to the organization. This is completed at the end of each meeting or on an annual or more frequent basis. When making a recommendation to the board, the GIPS Needs Analysis Protocol is shared with the Board.

References: 2211 BOARD OPERATING PRINCIPLES
2230 BOARD COMMITTEES
GIPS Needs Analysis Protocol

Policy Adopted: 01.10.2019
Policy Revised: 09.12.2019
Policy Revised: ???.???.??

2411 NOTIFICATION OF BOARD MEETINGS

The Grand Island Public Schools Board of Education shall publish in a newspaper of general circulation and on said newspaper's web site reasonable advanced public notice for meetings and work sessions held by the board by a method designated and recorded in the board minutes. Public notice shall indicate the meeting's time, place, and date, and shall include a statement that the agenda shall be readily available for public inspection at the district office and on the district website. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. The notice shall be transmitted to the public and a copy kept readily available for public inspection at the principle office of the district and on the district website. Except for items of an emergency nature the agenda shall not be altered later than 24 hours before the meeting.

A copy of the public notice will be provided to those who have filed a request for notice with the superintendent. These requests for notice must be in writing. A copy of the public notice will also be accessible to employees and students.

In the case of special meetings, public notice shall be given in the same manner as for a regular meeting unless it is an emergency meeting. Public notice of emergency meetings shall be given as soon as practical and possible in light of the situation. Reasonable efforts shall be made to notify news media who have requested notification of meetings.

It shall be the responsibility of the superintendent to give public notice of board meetings and work sessions. The superintendent shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification of the time and place of each meeting and the subjects to be discussed.

Legal reference: Neb. Statute **LB 148**
 84-1408 to 1414
 79-554
 79-560
 79-561

Policy Adopted 3/1/76
Policy Reviewed 7/8/91
Policy Revised: 06.12.2014
Policy Revised: ???.???.??

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6231 COMMUNICABLE DISEASES (STAFF)

Employees with a communicable disease will be allowed to perform their customary employment duties provided they are able to perform the essential functions of their position and their presence does not create a substantial risk of illness or transmission to students or other employees. The term "communicable disease" shall mean an infectious or contagious disease spread from person to person, or animal to person, or as defined by law.

Prevention and control of communicable diseases shall be included in the school district's bloodborne pathogens exposure control plan. The procedures shall include scope and application, definitions, exposure control, methods of compliance, universal precautions, employees, and record keeping. This plan shall be reviewed annually by the superintendent, or designee, and the school nurse.

The health risk to **immunocompromised** employees shall be determined by their personal physician and **the Central District Health Department to enforce and adhere to the Nebraska Public Health Code for prevention, control, and containment of communicable disease in schools**. The health risk to others in the school district environment from the presence of an employee with a communicable disease shall be determined on a case-by-case basis by the employee's personal physician, a physician chosen by the school district, or public health officials.

An employee who is at work and who has a communicable disease which creates a substantial risk of harm to a student, coworkers, or others at the workplace shall report the condition to the superintendent any time the employee is aware that the disease actively creates such risk.

Health data of an employee is confidential and it shall not be disclosed to third parties. Employee medical records shall be kept in a file separate from their personal file.

It shall be the responsibility of the superintendent, or designee, in conjunction with the school nurse, to develop administrative regulations stating the procedures for dealing with employees with a communicable disease.

Legal Reference: 29 U.S.C. §§ 794, 1910 (1994).
42 U.S.C. §§ 12101 et seq. (1994).
45 C.F.R. Pt. 84.3 (1996)
Part 1910, Title 29, Code of Federal Regulations—*Occupational Exposure to Bloodborne Pathogens*
Title 173, Nebraska Department of Health, Chapter 3—*Rules and Regulations Relation to School Health, Communicable Disease Control, Physical Examinations and Immunization Standards*

Guidelines: 6231.1 Guidelines for Communicable Disease Control
6231.2 Bloodborne Pathogens Exposure Control Plan

Amended Policy Passed on First Reading May 2, 1988
Amended Policy Adopted on Final Reading June 6, 1988
Policy Revised: 4-10-95
Policy Revised: 04.14.2016
Policy Revised: ???.???.??

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6231.1 Guidelines for 6231

- A. Students are expected to be in compliance with the required immunization schedule. The building principal is required to exclude children from school attendance who are out of compliance with the immunizations required by this act. School personnel will cooperate with public health personnel in completing and coordinating all immunization data, waivers, and exclusions, including the necessary information forms, to provide for preventable communicable disease control.
- B. The superintendent **or designee** has the authority to exclude a student or staff member from school when reliable evidence or information from a qualified source confirms him/her of having a communicable disease or infestation that is known to be spread by any form of casual contact and is considered a health threat to the school population. **Such a student or staff member shall be excluded unless their physician approves school attendance or the condition is no longer considered contagious. If such person is a staff member, then the Superintendent or designee may place said staff member on paid or unpaid leave. If such person is not a student or staff member, then the Superintendent or designee shall inform such person as soon as possible that they are not permitted on school property until further notice from the Superintendent or designee. The Superintendent may consult with law enforcement, health officials or other experts in determining whether such exclusion should occur.**

All reportable communicable diseases will be referred to the **Central District Hall County** Health Department.

Children who are obviously ill or who are known to have a communicable disease shall not attend class during the course of the illness. (Neb. Rev. Stat. 79-4,133 to 79-4,138)

A student exhibiting any of the following symptoms may have a contagious or infectious illness and should be excluded from the classroom until the nature of the illness is known:

Fever, flushed face, headache, aches in joints or muscles, unexplained tiredness or listlessness, loss of appetite, stomach ache, nausea or vomiting, diarrhea, unexplained skin eruptions, sore throat or inflamed eyes.

- C. When reliable evidence or information from a qualified source confirms that a student/staff member is known to have a communicable disease or infection that is known not to be spread by casual contact, i.e. HIV, HBV and other like diseases, the decision as to whether the affected person will remain in the school setting will be addressed on a case-by-case basis by a review panel to ensure due process. (Review panel membership outlined later.)
- D. Mandatory screening for communicable diseases that are known not to be spread by casual contact is not warranted as a condition for school entry or for employment or continued employment.
- E. Irrespective of the disease presence, routine procedures shall be used and adequate sanitation facilities will be available for proper hygiene as well as handling blood or body fluids within the school setting or school buses. School personnel will be trained in the proper procedures for hygiene and handling blood and body fluids and these procedures will be strictly adhered to by all school personnel.
- F. All persons privileged with any medical information that pertains to students or staff members shall be required to treat all proceedings, discussions and documents as confidential information. Before any medical information is shared with anyone in the school setting, a "Need to Know" review shall be made which includes the parent/guardian, students if over 18, employee or their representative.
- G. Instruction on the principal modes by which communicable diseases, including, but not limited to, Acquired Immunodeficiency Syndrome (AIDS) are spread and the best methods for the restriction and prevention of these diseases shall be taught to students and inservice education provided to all staff members.

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Reviewed August 10, 2017

Revised: ???.???.??

6231.1 Bloodborne Pathogens Exposure Control Plan

Purpose of the Plan

In order to minimize the incidence of illness and injury experienced by employees, the Occupational Safety and Health Administration (OSHA) has enacted the Bloodborne Pathogens Standard (29 CFR 1910.1030). The purpose of this standard is to reduce occupational exposure to Hepatitis B (HBV), Human Immunodeficiency Virus (HIV) and other bloodborne pathogens that may be encountered in the workplace.

This exposure plan has been developed by the School District of Grand Island to coincide with Board Policy *8513/6231 Communicable Disease Control* in order to minimize and prevent, when possible, exposure to bloodborne diseases and to comply with the OSHA Bloodborne Pathogens Standard.

The objective of this plan is:

1. To minimize exposure of employees to health hazards associated with bloodborne pathogens.
2. To provide appropriate treatment and counseling should an employee be exposed to bloodborne pathogens.

Exposure Control Officer

For the purpose of implementation and overall responsibility, the Supervisor of Health Services shall be designated as the Exposure Control Officer.

Exposure Determination

For the purpose of this plan employees at risk are considered those that have:

1. Reasonably anticipated skin, eye, mucous membrane, or parenteral contact (skin piercing) with blood or other infectious materials such as blood, internal bodily fluids, and body fluids visibly contaminated with blood.
2. Reasonably anticipated contact with all body fluids in situations where it is difficult or impossible to differentiate between bodily fluids.

In addition to being reasonably anticipated the contact must result from the performance of the employee's duties.

"Reasonably anticipated" implies that employees who are designated to provide healthcare or first aid, or whose history in the workplace shows the potential for exposure, are considered covered by the standard.

Some job classifications will automatically be included in the category of "reasonably anticipated":

- RNs & LPNs
- Early Childhood Special Education Teachers
- Early Childhood Special Education Paraeducators
- Teachers of students with severe/profound disabilities
- Paraeducators in programs with students with severe/profound disabilities
- Teachers of students with behavioral impairments
- Paraeducators in programs with students with behavioral impairments
- Physical Therapists
- Occupational Therapists
- Physical Education Staff
- Coaches
- Custodial Staff
- Bus Drivers

Other employees may have unique responsibilities that also place them in this category and may be added as individuals to this category. Occupational exposure can be reasonably anticipated in situations which frequently contain any of the following tasks and procedures:

- management of urine, feces (diaper changing, toileting skills, etc.)
- management of vomitus

management of wounds
management of respiratory secretions
management of post-surgical procedures (g-tube, tracheotomy, etc.)
management of mucous membranes
management of equipment/manipulatives
behavioral management—bites, scratches, etc.
oral manipulation/stimulation and/or feeding
physical transfer

Non-reasonably anticipated exposure includes “Good Samaritan” activities such as helping a student with a bloody nose, a cut finger, etc. Post–exposure procedures apply as these would not be covered situations.

Control Methods

The practice of “Universal Blood and Body Fluid Precautions” shall be the standard of the district to prevent contact with blood and other potentially infectious materials. This standard holds that all human blood and body fluids shall be treated as if they are known to be infectious for HBV, HIV, and other bloodborne pathogens.

The following safe work practice and engineering controls are identified to protect students and employees from exposure to blood and body fluids which would potentially cause infectious disease.

Handwashing

Handwashing is thought to be the most important procedure in preventing spread of infection. Hands should always be washed when:

1. Hands are soiled.
2. Handling or preparing food.
3. Eating.
4. Blowing or wiping nose.
5. Using toilet, assisting students with toileting needs, or diapering.
6. Coming in contact with contaminated equipment.
7. Skin contacts blood or body fluids.
8. After gloves are removed.

Proper handwashing procedures are:

1. Wet hands with warm water.
2. Apply soap, lather hands and wrists.
3. Scrub all surfaces of the hand, between fingers, under fingernails for a minimum of 15 seconds keeping hands and fingers pointed down.
4. Rinse hands and wrists thoroughly with warm water, allowing water to flow from wrist down.
5. Dry hands well with air dryer or single-use paper towel, turning off faucet using towel before discarding to prevent recontamination.
6. Dispose of gloves along with other soiled materials in plastic lined waste container, secured, and disposed of properly.
7. Wash hands thoroughly after removing gloves.

Contaminated Sharps

(broken glass, needles, lancets, knives, blades)

1. Tongs or dust pan and broom should be used to pick up contaminated sharps such as blood-covered broken glass to avoid direct contact.
2. Gloves should be worn when handling contaminated sharps.
3. Needles, lancets, and other contaminated sharps should not be bent, recapped, or removed.
4. Sharps should be placed in a puncture-resistant, labeled, leak proof container, which can be closed after each use. Sharps containers should be disposed of properly through the Hall County Health Department.

Clothing/Laundry

Clothing and other nondisposable items soaked with body fluids should be placed in plastic bags. If rinsing or presoaking is needed, wear gloves. If washing clothes contaminated with body fluids, clothes should be washed separately from other items. Wash as usual, add ½ cup bleach to wash cycle if bleachable. Add ½ cup nonchlorine bleach if unbleachable.

Diaper Changing Procedure

1. Wear disposable gloves.
2. Place student on a clean changing table using waterproof pad with two clean paper towels for each change.
3. Remove the soiled diaper and place in a plastic bag.
4. If other clothing is soiled, place in a plastic bag and mark with the child's name.
5. Clean skin in diaper area using individual disposable wipes or other cleansers provided by parents when special consideration to skin cleansing is needed for an individual student and apply clean diaper.
6. Wash pad after each change with soap and water and follow with household bleach solution or EPA approved disinfectant.
7. Remove gloves and place in plastic bag.
8. Wash hands with soap and water before and after diaper change.
9. Never leave child unattended on the changing area.
10. Supplies should be stored close to the changing area and out of the child's reach.
11. Report any abnormal conditions (blood or pus in diaper area, diarrhea, light colored stools, skin rashes, bruises, or breaks to in the skin).

Toy Sanitation Technique

1. If children drool and mouth toys, special consideration for the sanitation of the toys should follow:
2. Sanitize by putting through a dishwasher cycle.
3. If dishwasher is not available, wear gloves and wash toys with soap and water
4. Rinse with hot water.
5. Disinfect in a 1:100 bleach solution 10 minutes.
6. Air dry.

Dishwashing Sanitation Technique

If it should be necessary to wash dishes in the classroom, the following should be followed:

1. The dishwashing area should be separate from the handwashing area.
2. Dishpans should be used.
3. Wash in hot soap and water.
4. Rinse with hot water.
5. Soak in a 1:100 bleach solution 10 minutes.
6. Drain and air dry.

Disinfectants

1. All cleaning supplies must be kept in labeled containers.
2. All cleaning supplies must be kept out of the reach of students in locked cabinets.
3. Custodial staff will follow guidelines from their department as relates to disinfectants.
4. A commercial tuberculocidal disinfectant will generally be used; if household bleach water is used as disinfectant, it must be mixed daily.
5. Ratio of bleach to water for disinfectant solution = 1:10. A ration of 1:100 bleach solution is considered an intermediate cleaning solution.

Hepatitis B Vaccination

The Hepatitis B vaccination series will be offered, at no cost, to all identified employees (under "reasonably anticipated") whose job involves the risk of directly contacting blood or other potentially infectious materials.

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The series will be scheduled within 10 working days after the required training unless:

- The employee has previously received the Hepatitis B series;
- Antibody testing as revealed the employee is immune;
- The vaccine is contraindicated;
- The employee declines the Hepatitis B vaccination (signed statement)

The district may require that the individual submit an insurance claim for vaccination if feasible. The district will provide for any deductible expense.

Post Exposure Evaluation and Follow-up Procedure

Occupational exposure occurs when blood or other infectious body fluids come in contact with an employee's mucous membranes (eye, nose, mouth) skin, or through parenteral contact (skin piercing) with performing job duties.

Upon any exposure by staff or student

1. Wash exposed area immediately with soap and water.
2. If mucous membrane, irrigate or wash thoroughly.
3. Report exposure immediately:
 - a. If student
 - i. Notify parent or guardian
 - ii. Medical provider should be consulted
 - b. If employee
 - Report immediately to administrator
 - Complete post exposure form and accident from (if appropriate)
 - Consult with individual's medical provider (medical evaluation should occur within 24 hours to facilitate treatment)
Send a copy of the Bloodborne pathogen Control plan or regulation if appropriate
 - Blood workups:
 - Source individual-an attempt will be made to get consent for blood test; if not obtained document as such
 - Exposed individual-consent, blood collection, and testing should occur as soon possible after exposure
 - Complete worker's compensation form

Employee Training

All employees will participate in a training program. The training program will:

1. Be provided at no cost during work hours.
2. Occur annually, within one year of the previous training.
3. Be conducted by an individual knowledgeable in the subject area.
4. Contain the following elements:
 - An accessible copy of the regulation and explanation of its contents.
 - A general explanation of the epidemiology and symptoms of bloodborne pathogens.
 - An explanation of the modes of transmission of bloodborne pathogens.
 - An explanation of the exposure control plan and how employees can obtain a copy.
 - An explanation of appropriate methods for recognizing tasks and other activities that may involve exposure.
 - An explanation of the use and limitations of methods that will prevent or reduce exposure.
 - Information on the types, proper use, location, removal, handling, and disposal of equipment and contaminated materials.
 - Information on the Hepatitis B vaccine, including efficacy, safety, method of administration, benefits, and the conditions under which it is offered, free of charge, to employees.
 - An explanation of the procedure to follow if an exposure incident occurs including information on post exposure and follow-up.

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- An opportunity for questioning the individual conducting the training session.

Training records will contain the following information and be maintained for 3 years from the date training occurs:

1. Dates of the training sessions.
2. Contents or a summary of the training sessions.
3. Names and qualifications of persons conducting the training.
4. Names and job titles of all persons attending the training sessions.

Record Keeping

An immunization record will be maintained for each identified employee and/or employee with occupational exposure. This record will be kept in their personnel file. This record will include:

1. Demographic Data (name and social security number)
2. Documentation regarding Hepatitis B vaccination status including the dates of all the Hepatitis B vaccinations and any medical records.
3. A copy of all results of examinations, medical testing, and follow-up procedures.
4. A signed consent form or refusal to participate form pertaining to the Hepatitis B vaccination.

All materials will be kept confidential and not disclosed or reported without the employee's expressed written consent.

Documentation of personnel participation in the training program will be maintained as well.

**Hepatitis B Vaccination
Consent/Decline**

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring Hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with Hepatitis B vaccine, at no charge to myself.

Check one

I hereby authorize my employer to vaccinate me against Hepatitis virus (HAV/HBV). I understand that the injections are given over a period of months before they are effective in preventing this disease.

I decline Hepatitis vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis A or B, a serious diseases. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with Hepatitis A & B vaccine, I can receive the vaccination series at no charge to me.

Employee Name: _____
(Please Print)

Employee Signature: _____

Job Title: _____

Social Security Number: _____

Date: _____

7190 DISTRICT WELLNESS POLICY

The Grand Island Public Schools acknowledge that student and staff wellness play a critical role in the academic environment. As recommended by the [Nebraska Department of Education Healthy Schools Program \(July 29, 2016\)](#), ~~[Alliance for a Healthier Generation Framework \(August 2016\)](#)~~, Grand Island Public Schools will provide a healthful learning environment by supporting district policy with healthy school meals, healthy competitive foods and beverages, physical and social/emotional education, physical activity, and student and employee wellness.

The Grand Island Public Schools will provide a comprehensive learning environment to develop and practice lifelong wellness behaviors, with the objective of promoting student and staff health and reducing childhood obesity. School learning environment expectations shall be aligned with federal guidelines, 7190 DISTRICT WELLNESS POLICY, and The Healthy, Hunger-Free Kids Act of 2010. Guidelines shall promote active lifestyles and healthy habits to positively influence student and staff understanding, beliefs and behaviors related to health education, wellness, and physical activity. Therefore, the Grand Island Public Schools adopts the following District Wellness Policy.

District Wellness Committee

Committee Role and Membership

The District Wellness Committee (DWC) will meet at least two times per year to establish goals for school health and safety policies and programs, including development, implementation, and periodic review and update of the District wellness policy. The DWC membership will represent all school levels and include, but not be limited to: parents and caregivers; students; representatives of the school nutrition program; physical education teachers; health education teachers; general education teachers; school staff; school health professionals or staff; mental health and social services staff; school administrators; school board members; and the general public. Membership will also include Supplemental Nutrition Assistance Program coordinators. To the extent possible, representatives will reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC, facilitate review of and updates to the wellness policy, and ensure each school's compliance with the policy. Each school will designate a DWC representative to work with building administrators to ensure compliance with the policy. A list of current DWC committee members, with their contact information, will be on the district website and updated as needed.

Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

The Grand Island Public Schools will develop, implement, and maintain a plan to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. Schools will use the Nebraska Healthy Schools Program online tools to complete [the Action for Healthy Kids Alliance for a Healthier Generation's School Health](#) Index assessment. Based on this assessment, each school will identify a wellness goal ~~to be included in the School Improvement Plan (SIP)~~. This goal will require the creation of an action plan that adheres to the District Wellness Policy. The District Wellness Policy and annual individual school progress reports will be available on the District's website.

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy on the District's website. Documentation maintained in this location will include, but will not be limited to:

- District Wellness Policy;
- Documentation demonstrating that the policy has been made available to the public;

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- Documentation of efforts to review and update the District's Wellness Policy, including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the district school wellness policy; and
- Documentation demonstrating the most recent assessment on the implementation of the District's Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy, and implementation status. The District will make this information available via the District website and/or district-wide communications. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District officials leading and coordinating the committee, as well as information on how the public can get involved with the District Wellness Committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which the District's schools are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the [Nebraska Schools in Action Program Alliance for a Healthier Generation's model wellness policy](#); and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information for the Superintendent or the Superintendent's designee. The DWC, in collaboration with individual schools, will monitor schools' triennial compliance with this wellness policy. The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. Following the triennial assessment, the wellness policy will be reviewed and updated as needed.

Community Involvement, Outreach, and Communications

The District will communicate ways in which representatives of the DWC and others can participate in the development, implementation, and periodic review and update of the wellness policy. The District will use the staff intranet and staff newsletter, the District's website and annual report, parent meetings, community presentations, and other means of communication to notify families of the District Wellness Policy and encourage involvement. Communications will be culturally and linguistically appropriate to the community, similar to other ways that the District and individual schools are communicating important school information with parents. The District will also use these mechanisms to inform the community about the availability of annual and triennial reports.

The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of, and compliance with, Smart Snacks in School nutrition standards.

Nutrition

School Meals

The District is committed to serving healthy meals to children, including a variety of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams trans-fat per serving (nutrition label or manufacturer's specification); and to meeting the

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nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help reduce childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District that participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and any additional Federal child nutrition programs will meet the nutrition requirements of such programs. The District may also operate additional nutrition-related programs and activities. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.); and
- Promote healthy food and beverage choices following Smarter Lunchroom techniques.:
<http://www.smarterlunchrooms.org/scorecard-tools/smarter-lunchrooms-strategies->

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus ("school campus" and "school day" are defined in the glossary). The District will make drinking water available to students where school meals are served during meal times.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students and staff on the school campus during the school day support healthy eating. Staff are expected to model healthy nutrition habits in the presence of students. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum.

Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools, ~~are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at <https://foodplanner.healthiergeneration.org/> or use the Smart Snack Calculator at <https://foodplanner.healthiergeneration.org/calculator/>.~~

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards or, if the state policy is stronger, will meet or exceed state nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, and snack or food carts. Proceeds from competitive food and beverage sales occurring one half hour before to one half hour after meal periods shall be directed to Nutrition Services to maintain the integrity of the GIPS Nutrition Services Program.

Celebrations and Rewards

All foods offered on the school campus must meet or exceed the USDA Smart Snacks in School nutrition standard. This includes celebrations, parties, and classroom snacks whether brought by parents or provided by school staff. Food will not be used as an incentive or reward. The District will provide ideas for non-food incentives and rewards. (~~[Alliance for a Healthier Generation; list of alternative ways to reward children](#)~~)

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. The District will make available to parents and teachers a list of healthy fundraising ideas or comparable resources.

Foods that will not be consumed on school premises may be used for fundraising activities
~~https://www.fns.usda.gov/sites/default/files/allfoods_fundraisers.pdf~~.

Fundraising Activities

Activities to raise funds by involving the school community in wellness promotion through physical activity, nutrition, and mindful living:

Healthy Fundraisers

- Schools encourage organizations to raise funds by selling non-food items.
- Foods or beverages sold for fundraising cannot be in competition with school meals

Ideas for Fundraising

- Wellness snack sales
- School dance-off event
- Jump rope for heart
- Serve-a-thon
- Hula hoop-a-thon
- Talent show
- Carwash
- Walking Wednesday

~~***Fundraising Resources***~~

~~***School Fundraising Strategies***~~

~~<http://afhk.pub30.convio.net/assets/clubs/al3-healthyfundraising.pdf>~~

~~A list of healthy fundraising ideas is provided to encourage a change in fundraising strategies.~~

~~***Healthy Alternative Fundraisers***~~

~~<http://afhk.pub30.convio.net/assets/clubs/va4-fundraising.pdf>~~

~~It is possible to raise money for schools without selling food. Healthy, alternative ways are suggested in the resource.~~

~~***Healthy Fundraising Alternatives***~~

~~http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/Healthy_Fundraising.PDF~~

~~Schools can help promote a healthy learning environment by using healthy fundraising alternatives. This resource provides a list of healthy fundraising ideas. Benefits of healthy fundraising and consequences of unhealthy fundraising are discussed.~~

~~***61 Awesome Fundraising Ideas for Schools***~~

~~<https://doublethedonation.com/fundraising-ideas-for-schools/#serve>~~

~~Fundraising is essential for schools to financially support sports teams, clubs, events, class trips, and building repairs and expansions. School fundraising has been around for decades, but that does not mean there are not any new ideas or any classics that cannot be revamped into fresh new projects!~~

~~***Healthy Fundraisers- Action for Healthy Kids***~~

~~<http://www.actionforhealthykids.org/storage/documents/parent-toolkit/fundraisers-family-health-f1.pdf>~~

~~Fundraising events and activities that do not involve selling food for immediate consumption provide schools with a powerful opportunity to send consistent, positive health messages, enhance classroom lessons, and promote healthy living to students and families. Traditional fundraisers often focus on selling low-nutrition foods, which put student health and performance in jeopardy. Why not promote healthy eating or physical activity and raise money for your school at the same time?~~

~~Active School Fundraising~~

~~<http://www.activeschoolsfundraising.org/>~~

~~Active School Fundraising is a healthier, more active way to fundraise for your school, club or after-school program through walks, runs, and other fun physical activity challenges.~~

~~There is NO startup fee or selection process—any group with a tax ID number can raise funds using our online program.~~

~~EdBacker~~

~~<https://edbacker.com/>~~

~~Put the fun back into fundraising with Edbacker's online fundraising tools. Our easy to use system makes creating fundraisers a snap. Build professional looking campaigns by adding videos, images, and text to an easy to use template. It takes only minutes to build a great campaign and then you can share it online with your membership, other contacts, and on social media.~~

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques: <http://www.smarterlunchrooms.org/scorecard-tools/smarter-lunchrooms-strategies>
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.

Nutrition Education

The District will teach, model, encourage, and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing;
- Includes nutrition education training for teachers and other staff; and

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- Incorporates nutrition education for parents/guardians at a minimum of one existing school event per year utilizing approved materials available through the District.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with minimal added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards or, if stronger, state nutrition standards, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors

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- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that it is financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

Physical Activity

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks, or physical education) will not be withheld as punishment. Children and adolescents should participate in physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during, and after school; staff involvement, family, and community engagement.

The Grand Island Public Schools strives to provide physical activity through multiple opportunities throughout the day. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the District will be encouraged to participate in movement activities such as [Brain Breaks as Go-Noodle \(www.gonoodle.com\)](http://www.gonoodle.com), or comparable programs, in order to successfully address all CSPAP areas.

~~The District will provide teachers and other school staff with a list of ideas or resources for alternative ways to discipline students.~~

The District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District implements physical education, using an age-appropriate, sequential physical education curriculum. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (~~discussed in the "Essential Physical Activity Topics in Health Education" subsection~~). ~~The curriculum will support the essential components of physical education.~~

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary. The District's physical education program will promote student physical fitness through curriculum based fitness and activity assessments such as *FitnessGram* or other appropriate assessment tools. ~~and will use criterion-based reporting for each student.~~

Essential Physical Activity Topics in Health Education

Health education will be required in all elementary grades and the District will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 of the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight and healthy lifestyle

- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching and gaming
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All elementary schools will offer at least 30 minutes of recess on all days during the school year. Exceptions may be made as appropriate, such as on early dismissal or special event days. If recess is offered before lunch, transition time will be built in to ensure time for proper hygiene prior to eating. Appropriate hand-washing facilities and/or hand-sanitizing mechanisms should be located just inside/outside the cafeteria to allow students to use these mechanisms before eating.

Outdoor recess will be offered when weather and other conditions make it feasible for outdoor play (see [District Recess Guidelines](#)). Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active and will serve as role models by being physically active alongside the students whenever feasible. In the event that recess must be held indoors, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Classroom Physical Activity Breaks (Elementary and Secondary)

Students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classes during the school **day**. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods. ~~The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks.~~

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day. The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement. Teachers should strive to provide an additional 15-30 minutes of physical activity in the classrooms each day to supplement recess and physical education times. Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District will encourage students to be physically active before and after school by sponsoring or permitting physical activity clubs, intramurals, and/or interscholastic sports.

Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by providing as many of the activities listed below as possible, to be selected by each school administration, including but not limited to:

- ~~• Designate safe or preferred routes to school~~
- Promote activities such as participation in International Walk to School Week and National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area, bike rack)
- Instruction on walking/bicycling safety provided to students
- ~~• Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper~~
- Use crossing guards
- Use crosswalks on streets leading to schools
- Use walking school buses
- ~~• Document the number of children walking and or biking to and from school~~
- ~~• Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)~~

Other Activities that Promote Student/Staff Wellness

Description of basic guidelines

The District will integrate nutritional, physical, and mental wellness activities across the entire school setting, and work towards the same set of goals and objectives promoting student and staff well-being, optimal development and strong educational outcomes.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include nutritional, physical, and mental activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will develop, enhance, or continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, extension office providers, and coordinators, etc.) in support of this wellness policy implementation. Existing and new community partnerships and sponsorships will be evaluated by a designated Wellness representative to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts. As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the District's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

Research confirms that school employees who participate in wellness activities are less likely to be absent as well as increase their productivity. Grand Island Public Schools, along with Educators Health Alliance (EHA), supports a comprehensive wellness program for all staff. The program seeks to improve overall health for staff, plus the financial benefits of reduced health care costs.

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This is achieved by offering bi-monthly programs. These programs offer employees the opportunity to participate in fun, online wellness programs which focus on different topics. There are also incentives which are included with each program and each staff member is entered into a drawing for a gift card if minimum participation is achieved.

<http://ehawellness.org/>

When feasible, the district will offer professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors at school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help GIPS staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Staff may also utilize wellness options during staff development days or at staff meetings. Activities may include CPR training classes, activity or exercise groups, or healthy recipe exchanges. **See below for staff wellness ideas:**

Other School-Based Activities

Healthy Learning Environment

- ~~Walking Clubs (with or without pedometers) for staff, parents, and/or students~~
- ~~Healthy living or stress reduction training for staff~~
- ~~Family or parents' nights that include physical activity, nutrition or cooking classes~~
- ~~Utilize Hy-Vee dietitians as guest speakers during family nights, or SSDS training~~
- ~~Wellness Day~~
- ~~Provide healthy, inexpensive shopping tips in parent newsletters~~
- ~~Display health facts, physical activity tips, etc., on message boards or scoreboards during extra-curricular events~~
- ~~Staff participation in GIPS Fun Run, Relay for Life, etc.~~
- ~~Community health fairs~~
- ~~Yoga, Pilates, aerobics, or TaeBo classes for staff~~
- ~~Flu shots on campus~~
- ~~Family wellness night, PTA Skate Night~~

Resources:

~~Educators Health Alliance~~

~~<https://www.ehawellness.org/indexS.shtml>~~

~~Educators Health Alliance wellness website is available to educate, engage, and empower members the rest of their busy lives in small programs that encourage and reward healthy behavior adherence. Programs are simple, rewarding, fun and free.~~

~~CDC Healthier Worksite Initiative~~

~~<https://www.cdc.gov/nccdphp/dnpao/>~~

~~Site addresses workforce health promotion. Well-constructed and well-run programs can reduce costs to the employer and improve employee health and morale.~~

~~Comprehensive Guide to Worksite Wellness~~

~~<http://wellnessproposals.com/guide-to-worksite-wellness-programs/>~~

~~This site presents a simple step-by-step planning process to increase the success of any health promotion program regardless of the number of employees.~~

Participation and Communication

~~Promote a wellness program for staff, students and parents to encourage participation in activities and gain information for promoting healthy lifestyles. Promote wellness by inviting community agencies and health organizations to share information with students, parents and staff. Below are examples of National Health Observances for the year.~~

September

GRAND ISLAND PUBLIC SCHOOLS

~~Family Health & Fitness Day USA
Fruit and Veggies—More Matters Month~~

October

~~Health Literacy Month
Walk at School Day~~

November

~~American Diabetes Month
Lung Cancer Awareness Month
National Healthy Skin Month
World Sport Stacking Association~~

December

~~National Handwashing Awareness Week~~

January

~~Mental Health Awareness Month
Healthy Weight Week~~

February

~~American Heart Month
Give Kids a Smile Day~~

March

~~National Nutrition Month
Brain Awareness Week
Music in Our Schools Month~~

April

~~National Public Health Week
Walk at Lunch Day
Child Abuse Awareness Month~~

May

~~Employee Health and Fitness Month
Mental Health Month
National Physical Fitness and Sports Month~~

Mental Health Wellness

Definition and Rationale

~~Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood. The district will promote and implement mental health wellness using research-based strategies for both staff and students to enhance emotional and social well-being.~~

~~Wellness is being in good physical and mental health. Because mental health and physical health are linked, problems in one area can impact the other. At the same time, improving your physical health can also benefit your mental health, and vice versa. It is important to make healthy choices for both physical and mental well-being. Mental health wellness also strongly influences an individual's potential for achieving their goals and is an important tool in obtaining and maintaining a feeling of well-being.~~

Staff Mental Health Wellness

~~Positive mental health allows people to realize their full potential, cope with stresses in life, work productively, and make meaningful contributions to their communities.~~

Resources

~~Employee Assistant Program (EAP) opportunities:~~

~~Each GIPS employee and their family members can receive 6 free sessions at
Wholeness Healing Center.~~

~~Mental Health.gov~~

~~Mindfulness~~

~~Yoga~~

GRAND ISLAND PUBLIC SCHOOLS

~~Strategies: Meditation and relaxation techniques, time to yourself, physical activities, hobbies, healthy eating, and quality sleep habits.~~

~~Student Mental Health Wellness~~

~~Positive mental health is essential for students and their learning. School-based mental health programs can focus on promoting mental wellness, preventing mental health problems, and providing access to treatment.~~

~~Resources~~

~~[Mindfulness Benefits](#)~~

~~[Student Mental Health](#)~~

~~[Mindfulness Instead of Detention](#)~~

~~www.gonoodle.com~~

~~www.gozen.com~~

~~Sources:~~

~~www.mentalhealth.org~~

~~www.samhsa.gov~~

~~www.mhww.org~~

~~Strategies: Promote social and emotional competency and build resiliency, help ensure positive and safe school, teach and reinforce positive behaviors and decision-making, encourage helping others, and help ensure access to mental health supports.~~

Glossary

School Campus: areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day: the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial—recurring every three years.

- References:
- The Healthy, Hunger-Free Kids Act of 2010, Public Law 111–296, (the HHFK Act)
PL 108.265 Section 204 (Child Nutrition and WIC Reauthorization Act of 2004)
42 U.S.C. 1771 et seq. (*Child Nutrition Act of 1966*)
42 U.S.C. 1751 et seq. Section 305 and 361 (*National School Lunch Act*)
 - Public Law 111–296, Dec. 13, 2010, 124 Stat. 3183.
42 U.S.C. 1753(b)(3)(A).
CFR Parts 210 and 220; 77 Fed. Reg. 17 (Jan. 26, 2012).
42 U.S.C. 1779(a), emphasis added.
42 U.S.C. 1779(b).
 - National School Lunch Program Fact Sheet, USDA Food Nutrition Service (October 2011). Available on the USDA website at: www.fns.usda.gov/cnd/Lunch/.

Policy Adopted 12-8-05

Policy Revised: 08.08.2013

Policy Revised: 06.08.2017

Policy Revised: ???.???.??

Kneale Administration Building

Jennifer Worthington

Chief of Strategic Partnerships and Stakeholder Engagement



**Board of Education Grant Report
June 2020**

Grants Pending

None

Grants Approved

Nebraska Department of Education - \$241,672

Early Childhood Expansion Grant will provide two additional classrooms at Howard Elementary. These two classes will be full-day and serve 36 children.

Grants Denied

None



EMPOWER



PERSONALIZE



DESIGN



PARTNER

Students who thrive.

**GRAND ISLAND PUBLIC SCHOOLS
FURNITURE, EQUIPMENT, & MISCELLANEOUS ITEMS
FOR DISPOSAL**

Quantity	Description	Resale? Yes or No
1	A/V Equipment - APPLE - A1469	Yes
3	A/V Equipment - AVERMEDIA - AVERVISION U10	Yes
1	A/V Equipment - CANON - A510	Yes
1	A/V Equipment - CANON - A720IS	Yes
4	A/V Equipment - CANON - DM-GL2	Yes
1	A/V Equipment - CANON - OPTURA 200	Yes
1	A/V Equipment - CANON - PC1130	Yes
1	A/V Equipment - CANON - ZR10	Yes
3	A/V Equipment - CANON - ZR200	Yes
4	A/V Equipment - FOCUS - FS-4 HD	Yes
1	A/V Equipment - GE - GEC-DRE-VA3	Yes
1	A/V Equipment - GE - LEGEND PAN/TILT	Yes
7	A/V Equipment - GE - UVD-EVRDNR-VA2	Yes
1	A/V Equipment - IPEVO - VZ-1	Yes
1	A/V Equipment - KEN-A-VISION - VIDEO FLEX	Yes
1	A/V Equipment - KODAK - CX7300	Yes
8	A/V Equipment - KODAK - DX6440	Yes
13	A/V Equipment - NIKON - COOLPIX S3100	Yes
2	A/V Equipment - OLYMPUS - FE-240	Yes
26	A/V Equipment - OLYMPUS - SP-510UZ	Yes
1	A/V Equipment - OLYMPUS - SP-600UZ	Yes
1	A/V Equipment - OLYMPUS - STYLUS 600	Yes
3	A/V Equipment - OLYMPUS - TG-320	Yes
4	A/V Equipment - SAMSUNG - SDP-860	Yes

1	A/V Equipment - SONY - DCR-TRV8	Yes
1	A/V Equipment - SONY - DSC-HX5V	Yes
2	A/V Equipment - SONY - DSC-P51	Yes
1	A/V Equipment - VIEWCAST - VDP20SN6028V10	Yes
1	CRT Monitor - DELL - E551	Yes
1	Document Scanner - EPSON - 2580 PHOTO	Yes
5	Document Scanner - NEAT - NM-1000	Yes
1	Laptop - APPLE - A1278	Yes
6	Laptop - APPLE - MacBookPro8,1	Yes
96	Laptop - APPLE - MacBookPro9,2	Yes
2	Laptop - DELL - E5430	Yes
1	Laptop - DELL - E6400	Yes
4	Laptop - DELL - E6410	Yes
992	Laptop - HP - CHROMEBOOK 11 G4	Yes
529	Laptop - HP - CHROMEBOOK 11 G5	Yes
1	Laptop - HP - CHROMEBOOK 11A G6	Yes
1	Laptop - HP - CHROMEBOOK 14 G4	Yes
1	Laptop - HP - CHROMEBOOK 14 G5	Yes
346	Laptop - LENOVO - 11E	Yes
303	Laptop - LENOVO - L440	Yes
2	Laptop - LENOVO - L450	Yes
1	Laptop - LENOVO - N21	Yes
114	Laptop - SAMSUNG - XE303C12	Yes
1	Laptop - TOSHIBA - A60-S1561	Yes
1	LCD Monitor - DELL - 1504FP	Yes
3	LCD Monitor - DELL - 1703FPT	Yes
2	LCD Monitor - DELL - 1704FPTT	Yes
1	LCD Monitor - DELL - 1707FPC	Yes
1	LCD Monitor - DELL - 1707FPT	Yes
2	LCD Monitor - DELL - 1708FPT	Yes

4	LCD Monitor - DELL - 1901FP	Yes
1	LCD Monitor - DELL - 1908FPB	Yes
1	LCD Monitor - DELL - 2311HB	Yes
1	LCD Monitor - DELL - 2407WFPB	Yes
1	LCD Monitor - DELL - 2408WFPB	Yes
1	LCD Monitor - DELL - E178FPC	Yes
3	LCD Monitor - DELL - P2210T	Yes
1	LCD Monitor - DELL - P231HB	Yes
1	LCD Monitor - DELL - P2412HB	Yes
2	LCD Monitor - DELL - U2410F	Yes
1	LCD Monitor - LENOVO - LT2323PWA	Yes
197	LCD Monitor - LENOVO - THINKCENTRE TINY-IN-ONE 23	Yes
4	LCD Monitor - SAMSUNG - 932BW	Yes
1	Miscellaneous - EINSTRUCTION - BG3E1	Yes
2	Miscellaneous - EINSTRUCTION - KG3EI	Yes
1	Miscellaneous - STANDARD COMMUNICATION - ACCUBIND	Yes
1	Network - ADTRAN - 1202295L1	Yes
1	Network - ADTRAN - ATLAS 550	Yes
1	Network - BAY NETWORKS - BAYSTACK 350F-HD	Yes
1	Network - CISCO - 1600	Yes
1	Network - CISCO - 1601/1603	Yes
3	Network - CISCO - 1700	Yes
4	Network - CISCO - 2500 SERIES	Yes
2	Network - CISCO - 2501	Yes
1	Network - CISCO - 2514	Yes
2	Network - CISCO - CALAYST 1900	Yes
1	Network - CISCO - SRW2024P-K9 V02	Yes
2	Network - FARALLON - ETHER10-T	Yes
1	Network - HIQ COMPUTERS - PO4651	Yes
1	Network - LINKSYS - EF2S16	Yes

1	Network - LINKSYS - EF2S24	Yes
8	Network - NORTEL - 4548GT	Yes
1	Network - NORTEL NETWORKS - 420-24T	Yes
1	Network - SYNOPTICS - LATTISHUB 2803	Yes
1	PC - APPLE - iMac10,1	Yes
1	PC - APPLE - iMac9,1	Yes
1	PC - APPLE - M5183	Yes
1	PC - DELL - DIMENSION 2400	Yes
2	PC - DELL - OPTIPLEX 320	Yes
2	PC - DELL - OPTIPLEX 330	Yes
84	PC - DELL - OPTIPLEX 7010	Yes
7	PC - DELL - OPTIPLEX 780	Yes
2	PC - DELL - OPTIPLEX GX270	Yes
28	PC - GENERIC - GENERIC	Yes
204	PC - LENOVO - THINKCENTRE M73	Yes
1	PC - LENOVO - THINKCENTRE TINY-IN-ONE 23	Yes
1	PDA/Mobile Phone - APPLE - A1040	Yes
1	PDA/Mobile Phone - APPLE - A1059	Yes
4	PDA/Mobile Phone - APPLE - A1136	Yes
2	PDA/Mobile Phone - APPLE - A1288	Yes
14	PDA/Mobile Phone - APPLE - A1318	Yes
31	PDA/Mobile Phone - APPLE - A1367	Yes
1	Printer (Enterprise) - OLYMPUS - ILP-100	Yes
1	Projectors - BOXLIGHT - CP-670K	Yes
1	Projectors - EPSON - POWERLITE 475W	Yes
1	Projectors - EPSON - POWERLITE 93	Yes
1	Projectors - EPSON - POWERLITE 93+	Yes
2	Projectors - EPSON - POWERLITE 95	Yes
1	Projectors - KODAK - CAROUSEL 4600	Yes
1	Projectors - KODAK - EKTAGRAPHIC III AMT	Yes

1	Projectors - SHARP - PG-D2500X	Yes
2	Projectors - SHARP - PG-D2510X	Yes
23	Projectors - SHARP - PG-F211X	Yes
9	Projectors - SHARP - PG-F212X	Yes
11	Projectors - SHARP - PG-F212X-L	Yes
4	Projectors - SHARP - XG-MB50X	Yes
11	Projectors - VIEWSONIC - VS13869	Yes
1	Server - SUPERMICRO - 5013C-T	Yes
16	Tablet - APPLE - A1219	Yes
6	Tablet - APPLE - A1395	Yes
128	Tablet - APPLE - A1416	Yes
15	Tablet - APPLE - A1458	Yes
10	Tablet - APPLE - A1474	Yes
1	Tablet - MOBYMAX - ID723WTA	Yes
4	Telecom - IWATSU - OMEGA-PHONE	Yes
2	Telecom - SCITEC - HAC AEGIS	Yes
1	Television - EMERSON - VT0951	Yes
1	Television - MEMOREX - MT1194	Yes
1	Television - TCL - 55S405	Yes
1	Television - WESTINGHOUSE - LTV-19W6	Yes
1	UPS - APC - BN1250LCD	Yes
1	UPS - APC - BX1000	Yes
1	UPS - APC - SMART-UPS 700	Yes
1	UPS - APC - SU620NET	Yes
3	UPS - APC - SU700NET	Yes

NEBRASKA DEPARTMENT OF EDUCATION
AGREEMENT ROUTING/APPROVAL FORM
(SEE ADMINISTRATIVE MEMO #114)

Name of Other Party (or parties) entering into the agreement with NDE:
Nebraska VR, CHI St. Francis Medical Center, Grand Island Public Schools, Division of Developmental Disabilities, NCBVI and ATP

Have there been any contracts, grants or purchases involving NDE and any of the other parties that began within the same State fiscal year as this agreement? Yes No

If yes, list contract #'s and amounts below or on an attached page:

Contract, Grant, or Purchase # Amount

	SIGNATURE	DATE
(1) Originating Staff Member		<u>5/15/2020</u>
(2) Leadership Council Member or Commissioner's Designee (LCM or CD)	<u>Lindy Foley (May 15, 2020)</u>	<u>May 15, 2020</u>

a) *I have notified the Commissioner and Deputy Commissioner by e-mail of the intent to enter into this agreement and have attached a copy of the e-mail to this form.* LF (LCM or CD Initial)

b) *Sufficient legal authority exists to enter into this agreement.* LF (LCM or CD Initial)

(3) General Counsel Review	<u>Philip Deevy</u> <small>Philip Deevy (May 15, 2020)</small>	<u>May 15, 2020</u>
(4) Fiscal Review	<u>Harlan Feather</u> <small>Harlan Feather (May 15, 2020)</small>	<u>May 15, 2020</u>

SPECIFIC COMMENTS* (Attach additional pages as necessary) INITIAL/DATE

(5) LCM or CD (Final review)	<u>Lindy Foley</u> <small>Lindy Foley (May 15, 2020)</small>	<u>May 15, 2020</u>
(6) Commissioner/Deputy Commissioner	<u>Steve Milliken</u> <small>Steve Milliken (May 18, 2020)</small>	<u>May 18, 2020</u>

(Approval required for an agreement with another state or federal agency)

-----**Information Below to be completed by Administrative Services**-----

Commissioner/Deputy Commissioner Signature Required (if agreement is with a state or federal agency or foreign country):

Yes No

From: "Hancock, Amy" <amy.hancock@nebraska.gov>
Date: Friday, May 15, 2020 at 9:21 AM
To: "Blomstedt, Matt" <Matt.Blomstedt@nebraska.gov>, "Milliken, Steve" <Steve.Milliken@nebraska.gov>
Cc: "Foley, Lindy" <lindy.foley@nebraska.gov>
Subject: FW: Intent for Project Search Agreement- Administrative Memo #114

Hello,

Nebraska VR intends to enter into an agreement with the following partners to execute a Project SEARCH program during the 2020-2021 school year:

CHI St. Francis Medical Center
Grand Island Public Schools
DHHS- Developmental Disabilities Services
Nebraska Commission for the Blind and Visually Impaired
NDE- Nebraska VR and ATP

Dates: The effective date of this Agreement will be August 1, 2020 to July 31, 2021.

Amy Hancock
Program Funding Specialist
Nebraska Department of Education- Nebraska VR
301 Centennial Mall South, PO Box 94987
Lincoln NE 68509-4987
402-405-6561
amy.hancock@nebraska.gov
Website: www.vr.nebraska.gov | Facebook: www.facebook.com/NebraskaVR
Twitter: www.twitter.com/NebraskaVR | LinkedIn: <https://www.linkedin.com/company/nebraska-vr---vocational-rehabilitation>

Agreement of Project SEARCH Program Roles and Responsibilities

***Saint Francis Medical Center of Grand Island, Nebraska–
Project SEARCH Academy
2020-2021 School Year***

The Parties to this Agreement are St. Francis Medical Center, d/b/a CHI Health St. Francis (“St. Francis Medical Center”), Grand Island Public Schools, the State of Nebraska Department of Education (NDE) through its Vocational Rehabilitation (Nebraska VR) Program, the Nebraska Commission for the Blind and Visually Impaired (NCBVI), the Assistive Technology Partnership (ATP), and the DHHS Division of Developmental Disabilities.

Core Model Components:

The parties to this agreement understand and agree to the following “core model components”. Project SEARCH is an international trademarked and copyrighted program model. The sole definition of a successful outcome is competitive employment in an integrated setting for each Project SEARCH intern. Project SEARCH is a business-led program. True collaboration among partner agencies is essential and requires a willingness among partner organizations to share resources and adapt policies and procedures. The program focus is on serving young adults with a variety of disabilities. Program participants experience total immersion in the workplace. Data is submitted to national Project SEARCH. Program activities are tied to federal IDEA (2004) indicators as specified on the national Project SEARCH website (projectsearch.us). Each program maintains a licensing agreement with national Project SEARCH.

I. Purpose.

The parties to this Agreement will collaborate and cooperate to create a Project SEARCH Transition program for students ages 18-21 years at Saint Francis Medical Center for students with developmental disabilities, and foster and facilitate the acquisition of jobs by individuals with disabilities when possible. This Agreement specifies the roles and responsibilities of the Parties as they work in partnership to increase opportunities for persons with disabilities. The program will be titled, “*Saint Francis Medical Center of Grand Island, Nebraska-Project SEARCH Academy*”. It is modeled after Project SEARCH at the Children’s Hospital Medical Center in Cincinnati, Ohio.

II. Roles and Responsibilities. The parties agree to the following roles and responsibilities.

A. Saint Francis Medical Center will:

- a. Provide classroom space with access to audiovisual equipment, small tables to be used for student-work areas, chairs, locked storage space for student files and access to wireless internet, telephone, fax and photocopy equipment.
- b. Provide a business liaison that is available on a frequent basis to assist with job site development, introduce Project SEARCH staff to the business staff, market the program internally, attend periodic meetings to discuss/evaluate program

progress and work with the instructor and worksite skills trainer to reinforce workplace rules.

- c. Develop a minimum of five (5) intern work sites and a point of contact at each site for the purpose of teaching competitive, marketable skills to the program participants. Facilitate analysis of those sites for the Project SEARCH staff.
- d. Provide access to hiring opportunities if a Project SEARCH participant is appropriate for an internal job opening.
- e. Provide badges and parking access for Project SEARCH staff.
- f. Provide managers of departments that are being used as work sites to give direction, feedback and evaluation to students during their work site rotations.
- g. Provide access to conference space for Open Houses, Advisory Team meeting and monthly parent/staff meetings.
- h. Provide assistance to the Project SEARCH staff through the marketing department, including marketing materials and public relations expertise.
- i. Partner with Grand Island Public School District and Nebraska VR to establish student eligibility guidelines and select students for the program as a participating partner of the *Saint Francis Medical Center of Grand Island, Nebraska Project SEARCH Academy Advisory Committee*.
- j. Attend regular Advisory Team meetings with members from the Parties to the Agreement to discuss and evaluate program progress.
- k. Liaise with Nebraska VR Project SEARCH statewide liaison for technical assistance, data collection and other issues related to model integrity.
- l. Provide students with Project SEARCH/St. Francis Medical Center logo-uniform shirts or other required uniform items at the start of the school year and Nebraska VR will reimburse St. Francis Medical Center after being invoiced for the cost.
- m. Complete immunizations and/or background checks for the interns and Nebraska VR will reimburse Saint Francis Medical Center after being invoiced for the cost.
- n. St Francis Medical Center will, prior to making any purchases, will let Nebraska VR/NCBVI know:
 - what the student needs to participate in Project SEARCH, e.g. uniforms, immunizations, and TB tests, and background checks
 - The estimated cost

B. Grand Island Public Schools will:

- a. Provide a 1.0 FTE Special Education instructor with transition/work-based learning expertise and experience to coordinate/teach the program.
- b. Develop and provide curriculum and instructional materials that encompass employability skills, functional academics, transition, job development and job readiness.
- c. Assist Saint Francis Medical Center on development of intern work sites, and coordinate and monitor intern activities.
- d. Facilitate intern recruitment activities.
- e. Partner with Saint Francis Medical Center and Vocational Rehabilitation to establish student eligibility guidelines and select students for the program as a participating partner of *Saint Francis Medical Center of Grand Island, Nebraska Project SEARCH Academy Advisory Committee*.
- f. Provide travel training for students as necessary before program begins.
- g. Provide necessary classroom supplies (binders, pencils, materials, lamination, Velcro, etc.) to support curriculum development and student learning.
- h. Provide expertise in adaptations and accommodations, and implement as necessary.
- i. Insurance: Grand Island Public Schools will provide protection for the negligence of their school district or any other person or organization that their school district is obligated to provide insurance for, as well as all officials, board members, employees or volunteers while acting within the scope of their duties on behalf of the district. Neither GIPS nor Saint Francis Medical Center will provide worker's compensation coverage for the student, as they are not an employee of the district or the business.
- j. Provide travel reimbursement to teachers for home visits, public relations work, job development, etc.
- k. Provide additional support for students if necessary, such as speech-language occupational therapy, assistive technology, transportation.
- l. Coordinate regular student/family meetings to discuss and evaluate program progress.

- m. Provide technology support (i.e., printer, etc.) for use by students and staff in order that all students can best access the curriculum and teachers are able to provide authentic vocational learning/training opportunities.
- n. Liaise with Nebraska VR Project SEARCH statewide liaison for technical assistance, data collection and other issues related to model integrity.
- o. Assist with public relation activities to promote *Saint Francis Medical Center of Grand Island, Nebraska Project SEARCH Academy*.
- p. Attend regular Advisory Team meetings with members from the Parties to this Agreement to discuss and evaluate program progress.
- q. Secure relationship with Vocational Rehabilitation for each student to allow for partial funding of worksite skills trainer/s and job development.
- r. Maintain a worksite skills trainer to support the student on a daily basis during their experience.
- s. Bill Nebraska VR in October of the current year for expenses incurred (worksite skills trainer/s) in August/September.
- t. Maintain student IEPs and adhere to all federal/state/district regulatory program compliance; collect data on student outcomes and report to all partners on an annual basis.
- u. Assume administrative and financial responsibility for the Project SEARCH licensing agreement on an annual basis.

C. Nebraska Vocational Rehabilitation will:

- a. Potentially provide funding to support the salary and benefits of worksite skills trainer/s for the *Saint Francis Medical Center of Grand Island, Nebraska -- Project SEARCH Academy*, not to exceed \$25,000 annually. Any such funding would only be provided pursuant to the terms of a separate contract that may be negotiated and signed by Grand Island Public Schools and NDE. Funding during the school year would support worksite skills trainer/s and related resources (student uniform shirts, non-skid shoes, student background checks, and immunizations).
- b. Partner with the Grand Island Public and Saint Francis Medical Center to establish student eligibility guidelines and select students for the program as a participating partner of the Advisory Committee.

- c. Attend regular Advisory Team meetings with members from the Parties to this Agreement to discuss and evaluate program progress.
- d. Participate in public relations activities to promote Project SEARCH and assist with student recruitment activities.
- e. Provide staff to ensure that program is moving forward within the framework of the projected timeline, and to assist in any way necessary to facilitate success of the program.
- f. Provide job development and pre-employment transition services to students.
- g. Work with participating departments to identify intern work site opportunities for individuals with disabilities and perform job analyses.
- h. Assist with curriculum development and work site rotation planning.
- i. Provide travel training for students as necessary before program begins.
- j. Reimburse Saint Francis Medical Center for the cost of student Project SEARCH business-uniform shirts at the start of every school year after being invoiced for the cost.
- k. Reimburse Saint Francis Medical Center for background checks and/or immunizations after being invoiced for the cost.
- l. Liaise with Cincinnati Project SEARCH for technical assistance, data collection and other issues related to model integrity.

D. Nebraska Commission for the Blind and Visually Impaired will:

- a. Potentially provide funding to support the salary and benefits of worksite skills trainer/s for the “*Saint Francis Medical Center of Grand Island, Nebraska -- Project SEARCH Academy*, not to exceed \$25,000 annually. Any such funding would only be provided pursuant to the terms of a separate contract that may be negotiated and signed by Grand Island Public Schools and NDE. Funding during the school year would support worksite skills trainer/s and related resources (student uniform shirts, non-skid shoes, student background checks, and immunizations).
- b. Provide expertise in adaptations and accommodations, and implement as necessary.
- c. Partner with Saint Francis Medical Center and Nebraska VR to establish student eligibility guidelines and select students for program as a participating partner of

the Advisory Committee.

- d. Provide education and training to Saint Francis Medical Center employees regarding supporting people with disabilities in the workplace as necessary.
- e. Attend regular Advisory Team meeting with members from the Parties to this Agreement to discuss and evaluate program progress.
- f. Participate in public relation activities to promote the Project SEARCH program.
- g. Liaise with Nebraska VR Project SEARCH statewide coordinator as needed.

E. Assistive Technology Partnership will:

- a. Provide expertise in adaptations and accommodations, and implement as necessary.
- b. Partner with the Saint Francis Medical Center, and Nebraska VR to establish student eligibility guidelines and select students for program as a participating partner of the Advisory Committee.
- c. Provide education and training to Saint Francis Medical Center employees regarding supporting people with disabilities in the workplace as necessary.
- d. Attend regular Advisory Team meetings with members from the Parties to this Agreement to discuss and evaluate program progress.
- e. Participate in public relation activities to promote the Project SEARCH program.
- f. Liaise with Nebraska VR Project SEARCH statewide coordinator as needed.

F. Nebraska Department of Health and Human Services, Division of Developmental Disabilities will:

- a. At the request of the individual who qualifies for Developmental Disability (DD) services, funded by the Division of Developmental Disabilities (DDD), and are identified as transitioning to adult DD services, participate as a team member with other partners to identify intern work sites and evaluate job satisfaction and appropriateness based on student's preferences.
- b. Participate in the education and training provided Saint Francis Medical Center employees regarding Developmental Disability services, specifically those that are employment related.
- c. Assign a local service coordination supervisor to participate as a partner of the Advisory Committee who will assist the Grand Island Public School District,

Vocational Rehabilitation and Saint Francis Medical Center with the initial planning and organization of the project, assist in establishing student eligibility guidelines, and selecting students for the program. In addition, a service coordination supervisor will attend regular Advisory Team meetings with members from the Parties to this Agreement to discuss and evaluate program progress.

- d. Participate in public relation activities to promote the Project SEARCH program.
- e. Liaise with Nebraska VR Project SEARCH statewide coordinator as needed.

III. Measurable Objectives

All Parties will work collaboratively to:

- Provide internship opportunities for a minimum of 5-12 student participants with developmental disabilities per year and provide employment opportunities when available to people with disabilities whenever possible, at the close of that time period.
- Provide support necessary to maximize success of the program participants.
- Continue to develop a minimum of five (5) intern work sites during the first school year of the program, and continue to develop work sites as the program progresses.
- Publicize the collaboration and program activities with a minimum of two written materials and two public presentations per semester.

IV. Period of Agreement:

The effective date of this agreement will be August 1, 2020 (or the date when all Parties have signed, whichever is later) to July 31, 2021.

V. Relationship of Parties:

- No agent or employee of either party shall be deemed an agent or employee of the other party. Each party will be solely and entirely responsible for the acts of its agents, subcontractors, or employees.
- This Agreement is executed for the benefit of the Parties and the public generally. It is not intended nor may it be construed to create any third-party beneficiaries.

SIGNATURES

Edward J. Hannon
Edward J. Hannon (May 15, 2020)

May 15, 2020

Name		Date
<u>Robin R. Dexter</u> Robin R Dexter (May 15, 2020)	Saint Francis Medical Center	
May 15, 2020	<u>Renee Engel</u> Renee Engel (May 15, 2020)	May 15, 2020

Name		Date
<u>Bridget Griffin</u> Bridget Griffin (May 15, 2020)	Grand Island Public School District	
		May 15, 2020

Name		Date
<u>Tobias Orr</u> Tobias Orr (May 15, 2020)	NDE- Nebraska Vocational Rehabilitation	
		May 15, 2020

Name		Date
<u>Don Gookin</u> Don Gookin (May 15, 2020)	Nebraska Assistive Technology Partnership	
		May 15, 2020

Name		Date
<u>Carlos Servan</u> Carlos Servan (May 18, 2020)	Nebraska Department of Developmental Disabilities	
		May 18, 2020

Name		Date
	Nebraska Commission for the Blind and Visually Impaired	

GIPS
Contractual Agreement
Communities for Kids Coordinator (C4K)
NE Children and Families Foundation Grant

Name of service provider:
Saffron Buettner
918 S. Vine Street
Grand Island, NE 68801
308-390-8612 (cell)
Early Education Consultant
<https://sbconsulting.me>

Grand Island School District of Hall County here in after referred to as GIPS wishes to contract with Saffron Buettner for the duration of the C4K Grant as Coordinator.

GIPS:

- Act as fiscal agent to process contractual service invoices to include salary for Saffron as designated in the C4K grant amendment up to \$8,000
- Robin Dexter, Associate Supt for GIPS, Amy Richards, GIPS Early Childhood Coordinator, and Jennifer Worthington, GIPS Chief Officer of Strategic Planning and Stakeholder Engagement, will communicate formally and informally at least bi-weekly to monitor funding, personnel, planning, and resources
- Jennifer Worthington is lead for the Hall County Community Collaborative (H3C) Birth to 11 Committee setting up monthly meetings and sending out communication to members

Saffron Buettner:

- will provide efficient and effective leadership to the C4K Team, ensuring we are making progress on our Community Action Plan and reaching our objective of providing community awareness, increased quality, and stakeholder buy-in for early childhood care and education in the Grand Island area
- Implement and monitor grant activities
- 120 hours plus extra hours as needed for COVID 19 Interventions at \$25/hour, not to exceed \$8,000 for the 2019-2020 grant year ending June 30, 2020

Grand Island Public Schools Administrator

Robin R. Dexter 5/27/2020

Robin R. Dexter, Associate Superintendent

Saffron Buettner

May 26, 2020

Saffron Buettner, C4K Coordinator



NEBRASKA DEPARTMENT OF EDUCATION SPECIAL EDUCATION
COOPERATIVE PROGRAM AGREEMENT
SCHOOL YEAR 2020-21

Cooperative Program Name: ESU 10 Special Education Supplemental Supervision Cooperative

Part V:

NAME OF ADMINISTRATIVE AGENCY: Educational Service Unit 10	SCHOOL DISTRICT OR ESU NUMBER: 950010
Address: P.O. Box 850 Kearney, NE 68848	
Phone: 308-237-5927	
Name/Title of Administrative Agency Representative: Dr. Melissa Wheelock, Administrator	
Name/Title of Contact Person (if different than Administrative Agency Representative): Jean Anderson, Special Education Director	
Address: same	
Phone: same	
Signature: <u>Jean Anderson</u> Administrative Agency	Date: <u>4/17/2020</u>

PART VI:

Cooperative Program Participant: Grand Island Public School	School District or ESU Number: 40-002
Address: PO Box 4904 Grand Island NE 68802-4904	
Phone: 308-385-5900	
Name/Title of Cooperative Program Participant Representative: Tawana Grover, Superintendent	
Name/Title of Contact Person: Robin R. Dexter	
Address: GIPS, Kneale Admin Bldg, 123 S. Webb Road, Grand Island NE 68802	
Phone: 308-385-5900 ext 1153	
Signature: _____ Cooperative Program Participant Representative	Date: _____

**EDUCATIONAL SERVICE UNIT 10
CONTRACT FOR SCHOOL AGE AND BELOW AGE FIVE
SPECIAL EDUCATION SERVICES**

THIS AGREEMENT, made and entered into this 1st day of July, 2020, by and between **EDUCATIONAL SERVICE UNIT 10** of the State of Nebraska hereinafter called "**SERVICING AGENCY**", "Grand Island Public Schools, called "**DISTRICT**."

WITNESSETH:

The District does hereby agree to hire the Servicing Agency to service its school age students with disabilities, below age five children with disabilities during the school year 2020-21, and the Servicing Agency agrees to act as such Servicing Agency, for the consideration and under the terms and conditions as hereinafter set forth:

- 1, A description of the program of special education and related services to be provided to District students shall be as set forth in Schedule "A" hereto attached, including full-time equivalency (FTE) provided in 2019-20 and anticipated in 2020-21 unless district notifies servicing agency otherwise,
- 2, It is agreed that the District shall pay the Servicing Agency for said special education or related services in accordance with the rate schedule. This schedule shall be in full force and effect during the school year of 2020-21, commencing not earlier than August 15, 2020, and ending not later than August 20, 2021. The total dollar amount of this contract will be submitted to the district on or before July 1, 2020 or as soon as the budgets are set for the Servicing Agency,
- 3, The District agrees that pending the reconciliation of costs for the actual services rendered, the amount payable for those special education services to be delivered by the Servicing Agency, shall be paid in full. All programs and services will be billed based on the actual services delivered,
4. The District agrees that the amount payable for special education services the first month of the school year will be 1/10 of the budgeted cost with payment due on or before October 17, 2020,
5. The Servicing Agency agrees to bill the District for the actual cost of special education services rendered and to make any adjustments caused by prior overpayment or underpayment,
6. The Servicing Agency agrees to provide the District with the final billing, a complete reconciliation of the actual costs of special education services rendered and the actual rate for cost of services. The final billing to the District shall serve as a final reconciliation of the amount of payment previously agreed upon in item two of this contract.
7. The District agrees that the final billing for special education services submitted to the District by the Servicing Agency for actual services rendered during the contract period shall be considered as an amendment to the original contract and by reference made a part thereof.
8. Special education programs or services which extend beyond the regular school year will be provided by the Servicing Agency upon request by the District. Extended programs shall be covered by separate contract,
9. It is further agreed that in the event the District does not pay the Servicing Agency as herein set forth, the Servicing Agency may cancel this contract and refuse further service, In the event of such Cancellation, the Servicing Agency may recover any past due amounts.
10. The Servicing Agency shall record and supply to the District information on each child for whom services are contracted, The Servicing Agency agrees to confer with the District for purposes of evaluating such child's progress,

11. The Servicing Agency shall assist the District with the preparation of plan and budget, financial reports and other procedures required by NDE Rule 51.
12. The District and the Servicing Agency agree to abide by the mandated procedures for identification, verification, placement, development of the individualized program, inspection and review of student records, and other requirements as specified in NDE Rule 51, Regulations and Standards for Special Education Programs, Nebraska State Department of Education, the Federal Regulations of IDEA 2006.
13. The District hereby agrees that changes or modifications in the program or children served shall be mutually agreed upon before said change or modifications are implemented.
14. Should the Servicing Agency be unable to render the services contracted because of the Servicing Agency's inability to employ personnel who meet the criteria for employment of the Servicing Agency and/or the certification requirements of the State of Nebraska, or for other reasons which are determined by the Servicing Agency to be valid, the Servicing Agency will not assume liability for those services contracted for but not provided. In which instance, schools will be notified no later than September 1, 2020.
15. The District herewith agrees that any act intentionally and unilaterally done which act may cause litigation against the Servicing Agent shall be defended at the sole expense of the District and any damages assessed against the District for the Servicing Agency or either of them shall be borne entirely by the District. This paragraph shall not operate to indemnify or relieve the Servicing Agency of any liability otherwise attaching to it under any applicable state or federal law, nor to any action undertaken by the District in the provision of special education services or related services which are undertaken in consultation with the Servicing Agency or in a good faith effort by the District to comply with lawful obligations of the District.
16. The District herewith agrees that in the event the District desires to change the services provided by this contract for a subsequent year whether by change in full-time equivalency, staffing, change in percentage FTE of any area of endorsement held by personnel presently assigned to the District, to eliminate any program or service being provided pursuant to this contract, it shall be the duty of the District to notify the administrator in writing of such requested change on or before March 1 next preceding the starting date of the school year to be affected by any changes as are described in this paragraph.
17. The District herewith agrees that in the event that no such written notice is made to the Servicing Agency on or before March 1, that the Servicing Agency shall be entitled to assume that the District desires the same FTE in all areas of endorsement, certification or other qualification, and in all programs it had through this contract with the Servicing Agency. In the event the District should later notify the Servicing Agency of a diminished request for FTE in any area of endorsement, certification or other qualification, or in any program or service provided by this contract, the Servicing Agency shall use its best effort to find other employment for such affected personnel, provided, however, that in the event such personnel cannot be reassigned and to the extent that such personnel constitute a cost to the Servicing Agency that cannot be passed through by way of contract or otherwise, the District agrees to pay any cost incurred by the Servicing Agency for such personnel.
18. This contract may be renegotiated by mutual agreement.

ACCEPTED FOR _____ SCHOOL AS **DISTRICT**

THIS _____ DAY OF _____ 2020.

BY _____
President or Secretary of Board

ACCEPTED FOR **EDUCATIONAL SERVICE UNIT 10** AS SERVICING AGENCY

THIS _____ DAY OF _____ 2020.

BY _____
Secretary of the Board of Education, ESU 10



Grand Island Public Schools

Comprehensive Staffing Analysis Findings

May 2020

Prepared by District Management Group



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Introduction

Grand Island Public Schools (GIPS) is dedicated to ensuring that its staffing practices support its mission and utilize limited resources in the most impactful ways. To this end, GIPS has partnered with the Boston-based education firm District Management Group (DMGroup) to analyze staffing in the district.

Methodology

Staffing analyses were completed in the following areas:

1. General Education Staffing
 - Elementary Schools
 - Middle Schools
 - High Schools
2. Special Education Staffing
3. Social, Emotional, and Behavioral Staffing
4. Custodial and Maintenance Staff
5. Central Office Staffing

To analyze staffing levels, DMGroup gathered extensive quantitative data related to overall staffing, salaries and benefits, school schedules, course offerings, and enrollment. The data collection and analysis process involved follow-up calls with school and district leaders to clarify data questions and better understand staffing decisions.

The analysis was designed to help answer important questions including:

- How much staff is needed in each area based on national benchmarking to similar districts?
- For general education staffing, how much staff is needed in each department based on student needs and district set class size guidelines?
- Are class size guidelines (targets and maximums) reflected in the schedule?
- Do any policies or practices raise costs without adding equal benefit to students or staff?
- Can existing staff provide more offerings to students such as interventions or electives?



Elementary Staffing

Key Findings

- There are currently no formal elementary class size guidelines or targets.
- There is variability in class size both within and between schools, as well as between grade levels.
- This variability does not appear to be based on student need (Title 1 status) or grade level.
- The current average class size is **18.8** students.
- Setting an elementary class size target of **19** students, with a maximum of 25 students, would allow the district to repurpose **9.0 FTE freeing up \$668,913**.
- Specials at the elementary level (PE, art, music, and counseling) are tightly and efficiently staffed and scheduled. The district shares specials staff across schools in alignment with best practices.

Elementary Class Size

Many districts have set clear guidelines for class size that are used to determine class sizes at the elementary level. Districts set these guidelines in hopes of achieving some degree of equity for schools, students, and teachers, expecting that most sections will be close to the targeted class size.

Through a detailed analysis of grade level enrollment and section data, it is possible to calculate average class sizes within and across schools and grade levels. This process brings to light inconsistencies in class sizes. By setting reasonable class size targets and maximums that are similar to the current average, districts can ensure equity among schools, reduce unnecessarily small class sizes, and repurpose FTEs towards district priorities.

In Grand Island Public Schools, there is significant variability in average class size across elementary schools.

- The average class size overall is 18.8.
- The average class size ranges from 16.4 at Dodge Elementary to 21.2 at Jefferson Elementary.
- There is also variability in average class size across grade levels within a school. Second grade has the lowest average class size, 17.9, while fifth grade has the highest average class size, 19.7.
- This variability does not appear to be intentional as schools that receive Title I funding do not consistently have lower class sizes than non-Title I schools. Furthermore, lower elementary grade levels do not consistently have lower class sizes than upper elementary grades.



Adjusting Class Size Maximums and Targets

There are currently no formal district class size guidelines at the elementary level. The current elementary average class size is 18.8. The smallest class size is 12 and the largest is 26. The district may consider setting guidelines with target and maximum class sizes to ensure equity between schools and grades and free up funds for other priorities.

- Setting an elementary class size target of **18 students**, with a maximum of 24 students, would allow the district to repurpose **7.0 FTE, or \$520,266**.¹
- Setting an elementary class size target of **19 students**, with a maximum of 25 students, would allow the district to repurpose **9.0 FTE, or \$668,913**.
- Setting an elementary class size target of 20 students, with a maximum of 25 students, would allow the district to repurpose **10.0 FTE, or \$743,237**.

Elementary Average Class Size by School

2019-2020

School	Average Class Size	% Difference from Average Class Size
Overall	18.8	-
Dodge Elementary	16.4	-14%
Stolley Park Elementary	16.7	-12%
Lincoln Elementary	17.5	-7%
Starr Elementary	17.8	-5%
Howard Elementary	18.1	-3%
Wasmer Elementary	18.7	0%
West Lawn Elementary	18.8	1%
Newell Elementary	18.9	1%
Gates Elementary	19.1	2%
Knickrehm Elementary	19.1	2%
Seedling Mile Elementary	20.0	7%
Engleman Elementary	20.1	7%
Shoemaker Elementary	20.4	8%
Jefferson Elementary	21.2	12%

Note: Bolded schools received Title 1 funding in the 2019 – 2020 school year.

¹ This calculation assumes the average cost of an elementary core teacher's salary and benefits is \$74,324. Source: Grand Island Public Schools Data Request.



Elementary Average Class Size by Grade

2019-2020

Grade Level	Minimum Class Size	Maximum Class Size	Average Class Size	% Difference from Average Class Size
Overall	12	26	18.8	-
Kindergarten	16	24	19.3	3%
1 st Grade	13	22	18.1	-4%
2 nd Grade	12	25	17.9	-5%
3 rd Grade	16	24	19.2	2%
4 th Grade	14	26	19.1	2%
5 th Grade	15	24	19.7	5%

Average Class Size in Schools Receiving Title 1 Funding

2019 – 2020

School Type	Minimum Class Size	Maximum Class Size	Average Class Size
Title 1	14.3	25.0	18.9
Non-Title 1	14.0	24.0	19.3

Potential Funds to Repurpose Through Class Size Guidelines

2019 - 2020

Target Class Size	Maximum Class Size	FTE for Repurposing	Resources for Repurposing
18	24	7 FTE	\$520,266
19	25	9 FTE	\$668,913
20	25	10 FTE	\$743,237



Middle School Staffing

Key Findings

- The average class size in core subjects² is **20.5**.
- Setting a core content class size target of **23** students would allow the district to repurpose **8.1 FTE, or \$619,304**.
- The average enrollment in non-core subject classes (e.g., art, CTE, FCS) is **15.7**³.
- Setting a non-core content class size target of **25** students (and maintaining current class size in large PE / Fine Arts courses) would allow the district to repurpose **10.7 FTE, or \$840,217**.
- All students who struggle should receive support from a content-strong teacher during intervention, but few do.
- The district should measure the impact of the investment in the middle school protected SEL-time as this is a significant investment in teacher and student time
- The district might want to refine middle school elective offerings to align with high school academies.

Middle School Class Size: Core Subjects

Most districts have set guidelines for class size and teacher workload that are used to inform staffing levels and schedules at the secondary level. Districts set these guidelines in hopes of achieving some degree of equity for schools, students, and teachers, expecting that most sections will be close to the targeted class size, and that most teachers will teach the same number of sections.

Through a detailed analysis of course enrollment and schedule data, it is possible to determine how well these expectations are being met and begin to diagnose what is causing discrepancies when they occur. With more precise information and management, it is possible to provide all students with their same courses, and simultaneously free up staff positions for other uses within the district.

² Core subjects are language arts, math, social studies, and science.

³ Non-core classes with enrollment above 30 students (including PE and Fine Arts courses) were not included in the average class size. Media Aide elective is excluded due to low enrollment.



Adjusting Class Size Maximums and Targets: Core Subjects

The district does not currently have specific class size guidelines for middle school core subject classes.

- The average class size at the middle school level is **20.5** in core classes (language arts, math, science, and social studies).
- However, there is variation in class sizes between middle schools. There is a 16% difference in core class size between middle schools, where the smallest average class size is 18.9 students, and the largest is 22.0.
- Additionally, science and social studies departments frequently have smaller class sizes than language arts and math.
- Variation also exists between schools in similar departments. For instance, Barr Middle School’s social studies classes are 25% higher than Westridge Middle School’s social studies courses.

This variation does not appear to be intentional. Westridge Middle School, a non-Title 1 school, has an average class size that is 9% lower than Walnut Middle School, a Title 1 school. The district may consider setting class size guidelines with targets and maximums to ensure equity between schools and departments and free up funds for other priorities.

- Setting a middle school core content class size target of **23 students**, with a maximum of 27, would increase the average core class size from **20.5 to 23.3**.
- By making this adjustment, the district could repurpose **8.1 FTE, or \$619,304⁴**.
- This shift would allow the district to repurpose funds to other priorities while ensuring equity in class sizes between departments and across schools.

Middle School Average Class Size by School: Core Subjects

2019-2020

Department	School	Average Class Size	% Difference from Average Class Size
Core	Core Average	20.5	-
	Barr Middle School	22.0	7%
	Walnut Middle School	20.6	0.5%
	Westridge Middle School	18.9	-8%

⁴ This calculation assumes the average cost of a middle school core teacher’s salary and benefits is \$76,457. Source: Grand Island Public Schools Data Request.



Middle School Average Class Size by Department: Core Subjects

2019-2020

Department	School	Average Class Size	% Difference from Average Class Size
Language Arts	English Average	23.0	-
	Barr Middle School	22.9	0%
	Walnut Middle School	23.7	3%
	Westridge Middle School	22.3	-3%
Math	Math Average	22.7	-
	Barr Middle School	23.1	2%
	Walnut Middle School	23.6	4%
	Westridge Middle School	21.5	-6%
Science	Science Average	18.6	-
	Barr Middle School	20.9	11%
	Walnut Middle School	18.3	-2%
	Westridge Middle School	16.7	-12%
Social Studies	Social Studies Average	18.6	-
	Barr Middle School	20.8	11%
	Walnut Middle School	18.3	-2%
	Westridge Middle School	16.7	-11%



Potential Funds to Repurpose Through Class Size Guidelines: Core Subjects

2019-2020

Department	School	Current Practice				Class Sizes and Teaching Load Adjusted (25 target and 27 max class size)		
		Current Average Class Size	Current Staffed FTE	FTE Dedicated to Instruction ⁵	Largest Class	Projected Average Class Size	Projected FTE Dedication to Instruction	Currently Utilized FTE for Repurposing
Core	Core Total	20.5	94.2	80.8	29.0	23.3	72.7	8.1
	Barr Middle School	22.0	32.0	27.4	28.0	23.5	25.3	2.1
	Walnut Middle School	20.6	32.0	27.4	29.0	23.4	25.1	2.3
	Westridge Middle School	18.9	30.2	26.0	28.0	23.1	22.3	3.7

Note: Core classes include language arts, math, science, and social studies.

⁵ FTE dedicated to instruction differs from staffed FTE because the instructional minutes do not include homeroom time, duties, planning periods, lunch, co-teaching, and transitions.



Middle School Class Size: Non-Core Subjects

Similar to core content classes, most districts set guidelines for class size targets and maximums in non-core content classes at the middle school level. Often non-core class target sizes are bigger than core class target sizes. This allows schools to maximize their non-core content teachers and typically allows districts to repurpose FTE for other district priorities.

- In Grand Island Public Schools, with the exception of PE and Fine Arts, middle school non-core content classes tend to be smaller than core content classes.

Adjusting Class Size Maximums and Targets: Non-Core Subjects

Grand Island Public Schools does not currently have formal class size guidelines for middle school non-core subject classes which include Art, Fine Arts, PE, Family and Consumer Science, Career & Technical Education, and Digital Media. Fine Arts and Physical Education classes tend to have the highest enrolled classes among non-core subjects.

- The average middle school non-core class size is **15.7**⁶.
- The district may consider applying the average class size of 25 students for non-core classes broadly (excluding Fine Arts and PE classes). This would increase the average non-core class size from 15.7 to 25. This scenario maintains expectations for the current class loads. By making these adjustments, the district would be able to repurpose **10.7 FTE, or \$840,217**⁷, to other priorities.

Middle School Average Class Size by School: Non-Core Subjects

2019-2020

Department	School	Average Class Size (Excluding Band and PE)	% Difference from Average Class Size
Non-Core	Non-Core Average	15.7	-
	Barr Middle School	17.2	9%
	Walnut Middle School	14.5	-8%
	Westridge Middle School	15.5	-1%

⁶ Non-core classes with enrollment above 30 students (including PE and Fine Arts courses) were not included in the average class size. Media Aide elective is excluded due to low enrollment.

⁷ This calculation assumes the average cost of a middle school non-core teacher's salary and benefits is \$78,525. Source: Grand Island Public Schools Data Request.



Potential Funds to Repurpose Through Class Size Guidelines: Non-Core Subjects

2019-2020

Department	School	Current Practice				Class Sizes and Teaching Load Adjusted (25 target)		
		Current Average Class Size	Current Staffed FTE	FTE Dedicated to Instruction ⁸	Largest Class	Projected Average Class Size	Projected FTE Dedication to Instruction	Currently Utilized FTE for Repurposing
Non-Core	Non-Core Total	15.7	35.4	35.1	28.5	25.4	24.2	10.7
	Barr Middle School	17.2	11.9	9.9	22.3	26.8	7.6	2.2
	Walnut Middle School	14.5	11.7	14.4 ⁹	28.5	24.3	10.7	3.6
	Westridge Middle School	15.5	11.8	10.8	25.1	25.2	5.9	4.9

Note: The table above keeps large fine arts classes (e.g., band / vocal music) and PE at their existing size.

⁸ FTE dedicated to instruction differs from staffed FTE as the instructional minutes do not include homeroom time, duties, planning periods, lunch, co-teaching, and transitions.

⁹ Walnut Middle School teachers that teach one or more Explore courses as the third elective are included in the FTE Dedicated to Instruction.



Middle School Intervention

Each middle school in the district deploys a slightly different model for intervention. Barr Middle School and Westridge Middle School utilize the “What I Need” (WIN) period as an opportunity for students to receive extra help on their coursework. Barr Middle School deploys an “all hands-on deck” approach to WIN, whereby all teachers deliver intervention or enrichment instruction during the protected WIN block.

At Westridge Middle School, students who struggle can receive academic interventions during the WIN period while those who do not receive the Second Step curriculum (4-week cycle in semester one), a College and Career Ready curriculum (4-week cycle in semester two), or a third elective course. Alternatively, Walnut Middle School utilizes reading and math interventions taught by both content specialists and special education resource teachers. Students who do not need reading and math interventions attend a third enrichment “Explore” course.

Best practice for secondary intervention calls for a “double time” model that involves providing support to students who struggle by staff with *content expertise*. Students should receive this double dose of core content in addition to core instruction during the school day. This intervention time allows a *content strong* teacher to pre-teach or re-teach current or prior year content, address missing foundational skills, and correct misconceptions. Teachers without content expertise are unlikely to have the knowledge, skill, and experience needed to deliver this type of targeted remediation in core subjects.

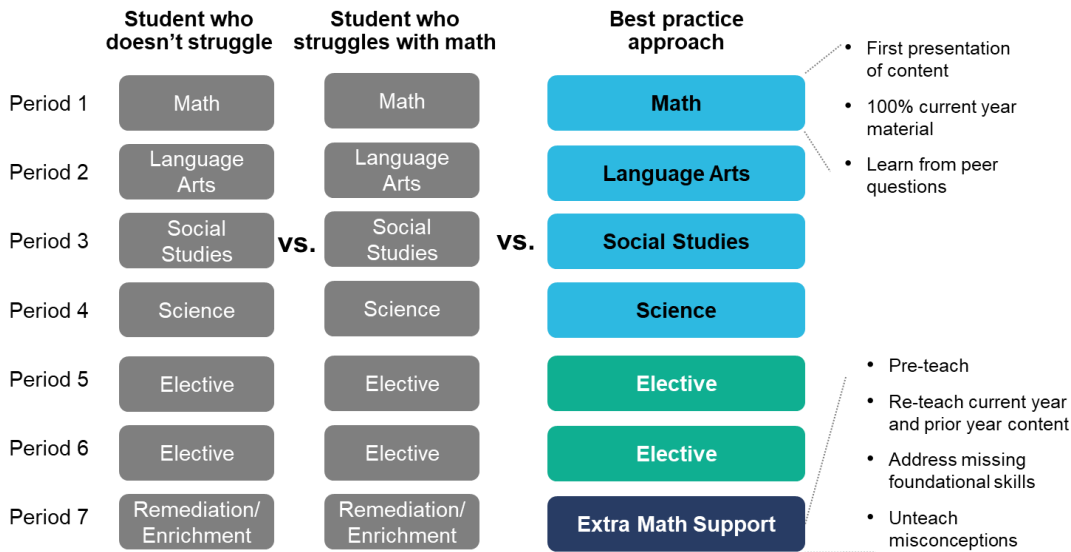
Middle schools in the district have two intervention best practices in place: (1) *some* students have access to content-strong teachers, and (2) there is protected time for intervention built into the master schedule. However, there are two drawbacks to the current middle school intervention models.

- First, special education teachers deliver intervention instruction to students with IEPs. Special education teachers, in general, support students across all subjects and are therefore not content experts in one area. Special education teachers generally do not have the content knowledge to effectively support students who struggle during intervention in all core content subjects.
- Secondly, in some instances, social studies and science teachers deliver interventions in math and language arts. Similar to special education teachers, in general, social studies and science teachers are not content experts in math and language arts. Some teachers may be equipped to deliver interventions across departments, but most schools likely do not have a rigorous process to determine which teachers fall into this category.

Following best practice, the district may consider slightly increasing the number of intervention class sizes with content specialists and reducing the number of non-content specialists who deliver WIN instruction, specifically in language arts and math. By increasing access to content specialists during intervention, students who need additional help could receive it during the school day, and intervention courses would be taught by teachers who are content-strong in the subject and can provide valuable and targeted remediation.



Best Practice for Secondary Intervention – Example Student Schedule



FTE Dedicated to Intervention by School

2019-20

School	Number of Teachers	% Math or Language Arts Specialists	FTE Dedicated to Intervention	Length of Intervention Period
Barr Middle School	50	40%	6.2	30 minutes
Walnut Middle School	31	68%	2.0	41 minutes
Westridge Middle School	43	42%	5.3	43 minutes
Middle School Total	124	-	13.5	-



Middle School Social Emotional Learning Period

Grand Island Public Schools has implemented a protected SEL focused period at the middle school level, which ranges from 12 to 20 minutes daily. Some middle schools use this time to deliver the Second Step social emotional learning curriculum, while other schools use the time for organizational support and social emotional learning lessons based on the classes' current needs. The practice of protecting SEL focused time during the day is well aligned with the district's strategic plan, which underscores the importance of educating the whole child and reinforcing social emotional learning.

However, this protected period is a significant district investment and focus groups with principals, teachers, and other stakeholders indicated that the effectiveness of this block is variable. Stakeholders shared that even in schools that consistently implement the Second Step curriculum during the SEL focused period, most teachers do not generalize the Second Step strategies and language; SEL lessons may not impact school culture or practices broadly.

Additionally, school staff shared that the district has rolled out many new, well-intentioned initiatives over the past few years to support students' SEL needs (such as Second Step, SECL coaches, and high school academies). However, staff currently have little access to data that demonstrates the impact of these programs. The district does not follow a set process to measure program's impact, remove programs that are ineffective, and communicate these decisions to schools. When a new program is rolled out, the district does not have a disciplined process of evaluating the new program's success or determining which existing program to sunset. Over time, this leads the district to "layer" initiatives, which dilutes the focus on all programs. School staff expressed a desire to better understand how programs impact students. Without a rigorous evaluation process, it is difficult for the district to invest resources in effective programs and budgeting decisions may be made based on gut instinct or anecdotal feedback.

The district may consider examining the intention of the SEL focused time at the middle school level. Is the district seeing an increase in students' self-regulatory abilities or overall behavior correlated to this time? If so, then the time is likely a worthwhile investment. If not, the district may consider refining the guidance around instruction and activities within these SEL focused periods. To measure the effectiveness of the SEL focused time at the middle school level, the district may consider implementing a set of options as outlined below.

- Identify staff member(s) at the district level with the knowledge and skill needed to evaluate programs.
- Set measurable goals for the SEL focused time at the middle school level (e.g., reduced rates of behavior referrals, increased use of Second Step strategies among teachers outside of the SEL focused time).
- Commit to a timeline and process to evaluate the outcomes of the SEL focused time relative to its goals.
 - If the investment did not meet its goals, schools should adapt how the time is structured.
 - If the investment did meet its goals, schools should reinforce, prioritize, and potentially extend the SEL focused time.
 - If the investment met its goals in some grade levels or schools but not in others, the district should support schools in identifying and implementing effective practices.



FTE Dedicated to SEL Focused Time by School

2019-20

School	Length of SEL Focused Period	Frequency	Number of Teachers	FTE Dedicated to SEL Focused Period ¹⁰	Cost of SEL Focused Period ¹¹
Barr Middle School <i>Cougar Time</i>	12 Minutes	Daily	44	1.29	\$101,702
Walnut Middle School <i>Wildcat Time</i>	20 Minutes	Daily	48	2.1	\$154,868
Westridge Middle School <i>Bulldog Time</i>	13 Minutes	Daily	30	0.86	\$64,828
Total	45 Minutes	Daily	122	4.25	\$321,398

¹⁰ Calculated based on length of daily SEL-focused period, 450-minute school day, and the number of FTE who teach the SEL-focused period.

¹¹ Calculated based on the average salary and benefits of FTE who teach the SEL-focused period at each school.



Middle School Elective Offerings

Currently, the middle schools offer an average level of elective choices to students. However, the choices are fairly traditional in most schools and may not reflect the range of interests that could exist within a department. Furthermore, the number of elective opportunities is variable across schools. While Walnut Middle School has rolled out a series of diverse “Explore” courses for students, similar options are not available at all schools. However, Grand Island Senior High School is career-themed and committed to student voice and 21st century interests. The high school allows students a wide variety of course offerings based on their career objectives. The district should consider extending this philosophy to the middle schools and establishing a through line for students in seventh and eighth grade.

By offering a wider array of career-themed electives that align with the high school academy offerings, students will have a more cohesive experience through middle and high school. Middle school students can begin to evaluate their interests and explore high school options in seventh and eighth grade and would then be better positioned to select their academy track when the move to Grand Island Senior High School. Going forward, middle schools may consider reorganizing their non-core sections and substituting some courses with newer sections that more closely align with 21st century skills, student interest, and offerings at Grand Island Senior High School. For instance, the schools could repurpose their sections of technology courses into a mixture of technological courses that students could choose from (i.e. Intro to Coding, Video Game Design, Robotics, etc.). Allowing students to have a say in the electives that are offered could also increase engagement and interest in course material.



Middle School Elective Offerings by Department 2019 - 2020

Elective	Walnut Middle School	Barr Middle School	Westridge Middle School
Performing / Fine Arts			
Art	x	x	x
Band	x	x	x
General Music	x	x	x
Orchestra	x	x	x
Vocal Music	x	x	x
Other			
Aspiring Innovators	x	x	x
Financial Literacy	x	x	x
Explore Advanced Art	x		
Explore Adventure 360	x		
Explore Americas Presidents	x		
Explore Athletic Training	x		
Explore Building Basics	x		
Explore Coding	x		
Explore Dancing Through Decade	x		
Explore Healthy Lifestyle	x		
Explore Life Lessons Of Lit	x		
Explore Media Works	x		
Explore Mindfulness	x		
Explore Nebraska	x		
Explore Science Exploration	x		
Explore Science Of Animals	x		
Explore Science Of Disease	x		
Explore Spanish	x		
Explore Sports Psychology	x		
Explore Travel The World	x		
Explore Weights & Fitness	x		
Explore Weights And Fitness	x		
Explore World Geography	x		
Media Aide	x		
Total	29	7	7



Examples of 21st Century Middle School Elective Offerings

Art	Health/PE	Music	STEM	Dance/ Theatre	Other
3D Art	Health	Band	Aerospace Design and Engineering	Ballet	Broadcast Media
Animation Workshop	Mind Body and Wellness	Brass	Animal Science: The Pet Vet	Choreography	Career Awareness
Art and Design in Theatre	Nutrition and Wellness	Chamber Orchestra	App Design	Contemporary Dance	Chess
Art History	Personal Fitness	Chorus	Architecture	Drama	College Preparatory Success
Art Studio	Physical Education	Evolution of American Music	Astronomy	Hip Hop Dance	Community Engagement
Calligraphy	Stress Management	Exploration of Music	Challenge Math	Improv	Contemporary Issues
Ceramics	Wellness	General Choir	Coding Through Math	Intro to Dance: Jazz & Tap	Debate
Commercial Art	Yoga	General Music	Computer Skills and Application	Introduction to Acting	Entrepreneurship
Computer Art & Graphics	-	Guitar	Digital Media	Modern Dance	Family & Consumer Sciences
Drawing	-	Hip Hop History	Engineering	Shakespeare	Leadership
Fashion Design	-	Intro to Pop Music	Environmental Ecology	Stage Crew	Model UN
Film Analysis	-	Music Production	Fantasy Sports Math	Theatre Arts	Personal Finance
Graphic Design	-	Orchestra	Geology	Theatre Arts Production	Sports and Entertainment
Mask Making	-	Percussion	Keyboarding	-	Stock Market
Painting	-	Select Chorus	Probability and Statistic	-	Study Skills
Photography	-	String Orchestra	Problem Solving Games	-	The Sixties
Podcasting 101	-	Symphony Orchestra	Robotics	-	Yearbook
Sculpture	-	Woodwind	-	-	Youth and the Law
Video Production	-	World Music	-	-	-

* Courses in bold are currently offered in middle schools



High School Staffing

Key Findings

- The average core content class size at the high school level is **20** students.
- Increasing the average class size by four students would allow the district to repurpose **9.3 FTE, or \$718,862**.
- The average non-core content class size is **20** students.
- Increasing the average class size by five students would allow the district to repurpose **14.1 FTE, or \$1,068,276**.
- The district should consider combining or reducing the number of low enrollment courses.
- The district should consider steps to continue to encourage higher participation in AP courses and exams, as well as overall success in Advanced Placement courses.

Core Content Class Size

Similar to the middle school level, a detailed analysis of course enrollment and schedule data at the high school makes it possible to determine how well class size expectations are being met. Although the high school does not have established class size targets, the district can begin to diagnose where enrollment could be normalized and where potential FTE could be repurposed. The high school may consider adjusting class size targets to allow students to enroll in the same or similar courses while freeing staff positions for other district priorities.

Adjusting Class Size Maximums and Targets: Core Subjects

Currently, core classes at Grand Island Senior High School have an average class size of 20 students. If the high school were to increase the average class size by approximately 4 students, the district could repurpose **9.3 FTE, or \$718,862¹²**, for other priorities.

¹² This calculation assumes the average cost of a high school core teacher's salary and benefits is \$77,927. Source: Grand Island Public Schools Data Request



Potential Funds to Repurpose Through Class Size Guidelines: Core Subjects

2019 – 2020

Department	Current Practice				Class Sizes and Teaching Load Adjusted (25 target and 27 max class size)		
	Current Average Class Size	Current Staffed FTE ¹³	Current FTE Dedicated to Instruction	Largest Class	Projected Average Class Size	Projected FTE Dedicated to Instruction	Total FTE for Repurposing
Core Total	20.0	75.7	53.2	33	24.2	43.8	9.3
ELA	21.2	21.0	17.5	31	24.2	15.3	2.2
Math	20.2	16.0	14.8	33	24.3	12.3	2.5
Social Studies	19.5	20.7	12.5	30	24.4	10.0	2.5
Science	17.8	18.0	8.3	30	24.1	6.2	2.2

¹³ Differences between staffed FTE and instructional FTE are largely due to Islander time, schoolwide duties, and co-taught classes.



Adjusting Class Size Maximums and Targets: Non-Core Subjects

Currently, the average class at Grand Island Senior High School for non-core classes is approximately 20 students.

- By increasing this average class size by about 5 students, the district could repurpose **14.1 FTE, or \$1,068,276¹⁴**.
- The high school currently maintains larger classes for select fine arts classes, including band. If the school were to set the target Physical Education/Health class size at 30 students, an additional **0.7 FTE, or \$53,035**, could be repurposed.
- Grand Island Senior High School invests over 35 FTE in Islander Time for all students in grades 9 through 11. The district should evaluate the return on this investment and consider if this is the best use of time for students and staff.

¹⁴ This calculation assumes the average cost of a high school non-core teacher's salary and benefits is \$75,764. Source: Grand Island Public Schools Data Request



Potential Funds to Repurpose Through Class Size Guidelines: Non-Core Subjects

2019 – 2020

Department	Current Practice				Class Sizes and Teaching Load Adjusted (25 target and 27 max class size)		
	Current Average Class Size	Current Staffed FTE	Current FTE Dedicated to Instruction	Largest Class	Projected Average Class Size	Projected FTE Dedicated to Instruction	Total FTE for Repurposing
Non-Core Total	20.1	46.8	34.3	74	24.9	43.7	11.3
Foreign Language	21.8	8.0	7.7	29	25.7	6.5	1.2
Fine Arts	27.3	8.5	7.7	74	22.8	9.2	0.7
CTE	17.0	17.0	25.7	32	21.8	19.3	6.3
PE/Health*	19.3	7.3	5.0	30	24.1	4.0	1.0
CCC	21.9	0	2.5	29	25.2	2.2	0.3
JROTC	14.6	2.0	1.3	30	19.5	1.0	0.3
Explore	15.4	0	1.2	21	27.0	0.7	0.5
Freshman Seminar	23.7	4.0	4.0	19	25.9	3.7	0.3
Islander Time Total	21.7	0	35.8	27	25.7	33	2.8
Islander Time	21.7	0	35.8	27	25.7	33	2.8

Note: The table above keeps large fine arts classes (e.g. band, ensemble, vocal performance) at their existing size.



Low Enrollment Courses

Grand Island Senior High School has many courses with relatively low enrollment, including two courses with only four students enrolled. The high school may consider combining low-enrollment courses or offering them in a different setting and repurposing the saved FTE towards other strategic school or district priorities.

The district may consider implementing a set of changes at Grand Island Senior High School to manage courses with low enrollment, as outlined below.

- **Reduce Course Frequency:** The high school may consider setting a threshold for the frequency with which a course is offered, only offering some courses one time per year.
- **Combine Similar Courses:** The high school may also combine similar courses to increase their total enrollment. For example:
 - Journalism II Newspaper and Journalism II Yearbook could be offered together, with a total enrollment of 16 students.
 - Advanced Architecture and Design can be combined with a section of Foundations of Architecture and Design or Principals of Architecture and Design.
 - Advanced Entrepreneurship can be combined with a section of Foundations of Entrepreneurship or Principals of Entrepreneurship.
- **Transition to Online Instruction:** The high school may consider offering courses with fewer than 10 students as online courses. (*A set of courses at the high school are already offered in this format.*)

Overview of Current Low Enrollment Courses

2019 - 2020

Course	Department	Enrollment
AP Calculus BC	Math	4
Health Science Athletic Training	CTE	4
Journalism II Newspaper	ELA	4
Advanced Architecture & Design	CTE	8
AP Statistics	Math	10
English IV RFI/RLA	ELA	10
AP English Lit & Comp	ELA	11
AP US History	Social Studies	11
Intermediate Theater	Fine Arts	11
Accounting Advanced	CTE	12
Business Law	CTE	12
Journalism II Yearbook	ELA	12
Advanced Entrepreneurship	CTE	13



Advanced Placement Courses

Although the district has taken steps to increase enrollment in AP courses at Grand Island Senior High School, there are relatively few AP courses offered as well and relatively low enrollment. AP course enrollment makes up only 6% of all general education course enrollment at GISH. Notably, AP enrollment dropped from 496 students to 374 students between the 2018 – 2019 and 2019 – 2020 school years.

AP exam participation was also low for many AP courses in 2018 – 2019. Overall, 67% of students participated in an AP exam in their enrolled AP course. The share of students participating in the AP exam was variable across courses. While 93% of the 76 students enrolled in AP Macroeconomics took the AP exam, only 26% of enrolled students took the AP Chemistry exam.

Additionally, the rate of students earning a passing score (3 or higher) on AP exams was lower than the national average for nine out of the twelve AP courses offered in the 2018 – 2019 school year. Only three AP courses had passing rates higher than the national average: AP English Language and Composition, AP English Literature and Composition, and AP Calculus BC. It should be noted that AP Calculus BC had the lowest enrollment of all AP courses (7 students), and the lowest number of students tested (4), but the highest passing rate (100%).

While the district has taken initial steps to increase enrollment in AP courses, the high school may also focus on improving students’ learning outcomes in AP courses, including increasing exam participation and raising passing rates. To do so, the district may want to offer honors classes in the years leading up to AP classes as a bridge to higher rigor courses. Honors courses act as a steppingstone to AP coursework (see figure on page 27). This shift may better prepare students to be successful in AP courses and lead to higher passing rates on AP exams.

Advanced Placement Course Enrollment at Grand Island Senior High School 2019 - 2020

Department	Number of AP Courses	AP Enrollment	General Education Enrollment	Percent AP
Total	12	374	6003	6%
ELA	2	85	2138	4%
Math	3	44	1757	2%
Social Studies	4	173	1290	12%
Science	3	72	818	8%



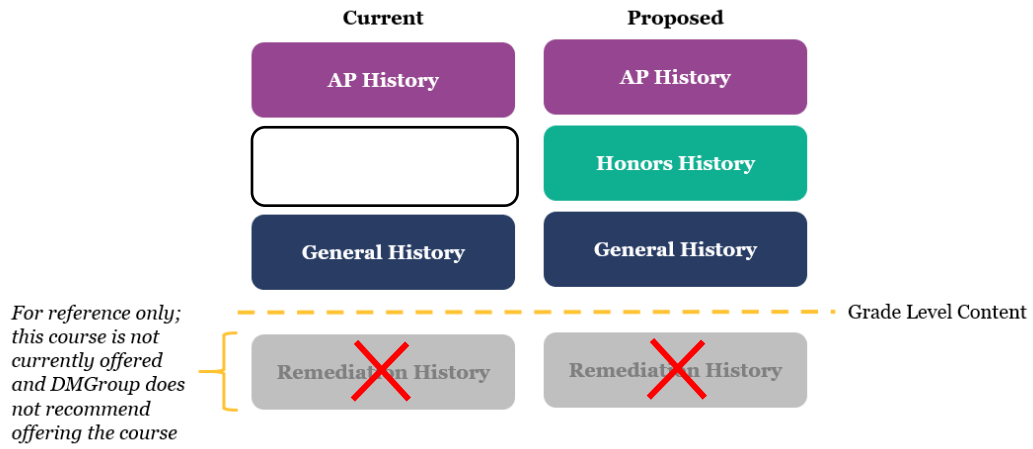
Advanced Placement Course Exam Participation and Passing Rates

2018 - 2019

Course	Department	Enrollment	Students Tested	Pass Rate (Score of 3-5)	National Pass Rate
All AP Courses	-	496	331 (67%)	47%	-
AP World History	Social Studies	108	88 (81%)	38%	55%
AP Government	Social Studies	79	48 (61%)	50%	55%
AP Macroeconomics	Social Studies	76	71 (93%)	48%	59%
AP Chemistry	Science	50	13 (26%)	23%	56%
AP English Language & Comp	ELA	39	28 (72%)	57%	54%
AP Calculus AB	Math	32	20 (63%)	55%	58%
AP Physics I	Science	27	17 (63%)	24%	45%
AP English Lit & Comp	English	25	15 (60%)	73%	50%
AP Microeconomics	Social Studies	20	9 (45%)	67%	70%
AP US History	Social Studies	17	11 (65%)	36%	54%
AP Biology	Science	16	7 (44%)	57%	65%
AP Calculus BC	Math	7	4 (57%)	100%	81%



Sample Course Levels



Special Education Staffing

Key Findings

- Grand Island Public Schools has a typical number of special education teachers.
- However, the district may consider steps to increasing special education teachers' time directly working with students
- The district has 37% more special education paraprofessionals than similar districts.
- The district has 65% more speech and language pathologists (SLPs) than similar districts.
- The district may also consider increasing SLPs' time working directly with students.

Special Education Teachers

When benchmarked against similar districts, the district has a similar number of special education teachers. The district has 11.4 special education teachers per 1,000 students, which is minimally (10%) higher than the median rate in similar districts and within a typical staffing range.

However, the amount of time that special education teachers allocate to direct student services is variable across the district and moderately low at the high school level. While some special education teachers reported spending over 80% of their day delivering direct instruction or support to students, others spent under 15% of their time on direct services.

- Direct service time is highest at the elementary level, where teachers spend 72% of their time with students, followed by middle school (67%), and high school (57%).
- High school special education teachers spend nearly one-third of their time on paperwork, IEP writing, materials preparation, and other administrative responsibilities. The district may consider streamlining paperwork and administrative tasks for special education teachers to increase their direct service time.
- The district may also explore assigning special education teachers to roles based on their interest and experience, potentially assigning some teachers to manage administrative tasks while others focus on instruction.



Special Education Teacher Staff Benchmarking

2019 - 2020

Staff Role	Current FTE	District Ratio ¹⁵ <i>(per 1,000 students)</i>	Similar District Ratio <i>(per 1,000 students)</i>	Multiple
Special Education Teacher	114.75	11.4	10.24	1.11

Direct Service Time: Special Education Teachers

2019 - 2020

School Level	Student Instruction or Support (% of Time Spent)	Administrative Tasks <i>(Materials Preparation, Planning, Attending Meetings, Writing IEPs)</i>	Other <i>(Parent Communication, Duties, Observations, Lunch)</i>
Elementary	72%	18%	10%
Middle	67%	22%	11%
High	57%	32%	11%

Special Education Paraprofessionals

Grand Island Public Schools has about 37% more special education paraprofessionals¹⁶ than similar districts. Over time, the district may consider increasing the number of certified staff supporting students and moderating the use of paraprofessionals through attrition and ensuring that students who struggle receive support from content strong teachers. If the district were to equalize the rate of paraprofessionals to similar districts, this change could potentially free by 33.6 FTE, or approximately \$918,457 for repurposing.

Special Education Paraprofessional Staff Benchmarking

2019 - 2020

Staff Role	Current FTE	District Ratio <i>(per 1,000 students)</i>	Similar District Ratio <i>(per 1,000 students)</i>	Multiple	Potential FTE to Repurpose	Potential Funds to Repurpose
Special Education Paraprofessionals	125.3	12.44	9.1	1.37	33.6	\$918,457

¹⁵ This ratio is adjusted to account for the 17% special education identification rate in Grand Island Public Schools.

¹⁶ Benchmarking updated May 2020 based on descriptions of paraprofessional roles provided by the district.



General Education and Bilingual Paraprofessionals

Grand Island Public Schools has a high rate of general education paraprofessionals relative to similar districts. While most districts have few to no general education paraprofessionals, Grand Island Public Schools has 45.7 general education paraprofessional FTE. The district spends \$1,043,328 on general education paraprofessionals' salaries and benefits. The district may consider strengthening certified teachers' capacity to deliver differentiated instruction and meet the needs of diverse learners in their classrooms to reduce the reliance on non-certified general education paraprofessionals over time.

Similarly, the district has almost the same number of bilingual paraprofessionals (41.6 FTE, costing approximately \$983,620) as bilingual teachers (51.2 FTE) district wide. There are about 40 bilingual students per bilingual paraprofessional in the district. Grand Island Public Schools may explore the role of the bilingual paraprofessionals and ensure that English Learners, particularly those who struggle, are supported by certified and content strong teachers.

Speech and Language Pathologists

Grand Island Public Schools has 65% more Speech and Language Pathologists (SLPs) than similar districts. If the district were to equalize the staffing rate for Speech and Language Pathologists, the district could repurpose **8.4 FTE, or \$619,259**.

SLPs in the district currently spend, on average, 52% of their time working directly with students. This range is, however, variable across staff. While one SLP reported allocating 92% of the time to direct service, another reported spending only 14% of the time on direct service.

Additionally, SLPs often support students in a one-on-one setting. SLPs reported working with students individually 39% of the time. The district may consider increasing time SLPs spend with students by developing guidelines to clarify direct service time and set group size targets.

Speech and Language Pathologist Staff Benchmarking

2019 - 2020

Staff Role	Current FTE	District Ratio <i>(per 1,000 students)</i>	Similar District Ratio <i>(per 1,000 students)</i>	Multiple	Potential FTE to Repurpose	Potential Funds to Repurpose
Speech and Language Pathologists	21.3	2.11	1.28	1.65	8.4	\$619,259



Group Size: Speech and Language Pathologists

2019 - 2020

Group Size	Percentage of Time Spent
1 Student	39%
2 Students	19%
3 Students	12%
4 Students	11%
5 or more Students	18%

Direct Service Time: Speech and Language Pathologists

2019 - 2020

School Level	Therapy (% of Time Spent)	Administrative Tasks <i>(Materials Preparation, Planning, Attending Meetings, Writing IEPs)</i>	Other <i>(Parent Communication, Duties, Observations, Lunch)</i>
Elementary	59%	34%	7%
Middle	58%	34%	8%
High ¹⁷	14%	81%	5%

¹⁷ Note: Only one SLP participated in schedule sharing at the high school level, so data reflects a single schedule.



Social, Emotional, and Behavioral Staffing

Key Findings

- Grand Island Public Schools has higher levels of social, emotional, and behavioral staff than similar districts.
- However, most SEB staff spend only a small portion of their time working with students.
- The district has **30%** more psychologists than similar districts; more than twice as much time is spent on each evaluation than the national average.
- Social workers spend less than one-third of their time working with students.
- SECL coaches allocate only a small portion of their time to teacher coaching (**21%** at the elementary level, **3%** at the middle level, and **0%** at the high level.)

Relative to similar districts, Grand Island Public Schools has 26% more social-emotional and behavioral staff¹⁸ which is reflective of the district’s commitment to supporting students’ social, emotional, and mental health. However overall, apart from elementary counselors, social-emotional staff spend only a small percentage of time working directly with students. On average, social-emotional staff spend 27% of their time on direct services with students.

Social, Emotional, and Behavioral Staff Benchmarking

2019 - 2020

	Social, Emotional, and Behavioral Staff per 100 Students
Grand Island Public Schools	.68
Similar District Average	.54

Direct Service Time: Social, Emotional, and Behavioral Staff

2019 - 2020

Role	Direct Service Time
Elementary Counselor	73%
Elementary Social Worker	30%
Secondary Counselor	21%
Secondary Social Worker	17%
Elementary Psychologist	13%
Secondary Psychologist	6%
Overall Average	27%

¹⁸ Social workers, counselors, psychologists, mental health professionals, and social-emotional cognitive learning coaches are included in the benchmarking analysis.



Psychologists

Grand Island Public Schools has **30%** more psychologists than the national average in similar districts. Currently, psychologists are only able to allocate **9%** of their time currently to counseling and direct services.

Due to the length of the typical evaluation process in the district, psychologists spend about twice as much time (3.6 days) on each evaluation relative to the national average (1.5 days). If the district were to streamline the evaluation process and reduce psychologists' administrative responsibilities, psychologists could potentially conduct each evaluation 2.4 times faster (to match the national average). This would allow psychologists to increase the time they spend on counseling and direct services by more than fivefold, from approximately **16 days per year to nearly 100 days per year**. Because psychologists' primary role has historically been to conduct evaluations, this may require a mindset and cultural shift in the district. However, given the district's focus on social, emotional, and behavioral learning and mental health, this change would reinforce the district's strategic priorities.

Social Workers

Across all levels, social workers shared that their primary focus is monitoring and improving attendance. Some social workers reported feeling underutilized and want to increase their direct service time. Social workers reported supporting students in crisis as needed and checking in with students who struggle behaviorally; however, most do not lead regular, consistent social-skills groups or counseling sessions. Some social workers are concerned that the current model does not allow for proactive, preventative counseling for students who struggle with mental health. These social workers worry that students who do not exhibit negative behaviors may not get the attention that they need to manage their mental health.

- Overall, social workers allocate less than one third of their time to direct student support.
- Elementary social workers spend, on average, **30%** of their time directly supporting students, which includes 15% on counseling. The remaining 70% of their time is split across various responsibilities, including attending meetings and making phone calls.
- At the middle school level, social workers spend **13%** of their time with students; only 2% of their direct service time is counseling.
- High school social workers allocate **22%** of their time to direct service, which includes 11% on counseling and the remaining on crisis management. On average, high school social workers spend half of their time managing attendance.

Social workers are skilled staff with the expertise and knowledge to deliver direct services. However, if social workers allocate only a small portion of their time to direct services, their support will be diffuse and potentially less impactful. Grand Island Public Schools may consider reducing social workers' attendance-specific work, redistributing these responsibilities to less specialized staff, and increasing the time social workers can allocate to counseling.



Social, Emotional Cognitive Learning (SECL) Coaches

The district's investment in the SECL coaches' in the 2019 - 2020 school year indicates a willingness to roll out programming based, in part, on school level feedback. Principals and teachers shared that the SECL coach role is a positive step towards providing teachers with training around managing students' mental health and behavioral needs. The district has leveraged coaching to better equip teachers to manage challenging behaviors in their classrooms, and to do so proactively. Rolling the SECL coach role out district-wide creates an opportunity for the coaches to share SEB best practices across schools in the district. Given that staff desire more consistency in how schools address mental health and behavior, the SECL coach role is a first step to establishing a consistent foundation for SEB across the district.

However, while most focus groups spoke highly of the advice that they received from SECL coaches, teachers found coaches to largely be absent, because they are split across three or more buildings. Coaches, for their part, reported having difficulty implementing a consistent coaching cycle or developing relationships with teachers, and that their time was further limited by being pulled into direct service and crisis response.

Although Grand Island Public Schools invested in the SECL coach role, coaches at the high school level reported spending only **2%** of their time on staff development and collaboration with colleagues. At the elementary and middle levels SECL coaches allocated more time to staff development and collaboration (**37%** and **21%** respectively), but coaches' time is generally segmented across many different responsibilities, most notably attending meetings. In focus groups, SECL coaches shared they are not able to use their time strategically in the places that they might be most impactful, like in-class coaching, because they are pulled in so many directions. Coaches also reported regularly attending meetings where their attendance may not be required. Although the SECL coach role should strengthen teachers' skills, data suggests the role is so segmented that it is challenging for coaches to significantly impact teachers' instruction.

The district may consider adopting a set of practices to maximize SECL coaching time. These potential steps are outlined below.

- Develop a replicable coaching cycle that can be implemented across all grade levels and classrooms, whereby an SECL coach:
 - a. Collaborates with general education teachers to identify coaching focus area
 - b. Conducts classroom observations to assess teachers' skills in the focus area
 - c. Sets goals with the teacher and provides strategies to strengthen skills in the focus area
 - d. Conducts follow up observations and provides real-time feedback for the teacher
 - e. Analyzes data to identify effective teachers and shares best practices school-wide
- Schedule quarterly data days during which SECL coaches and teachers analyze student behavioral data and identify social, emotional, and behavior strategies to incorporate in lessons.



Direct Service Time: SECL Coaches

2019 - 2020

School Level	Student Support	Coaching / Staff Development	Collaboration with Colleagues	Other
Elementary	15%	21%	16%	48%
Middle	23%	3%	18%	56%
High	38%	-	2%	60%



Custodial and Maintenance Staffing

Key Findings

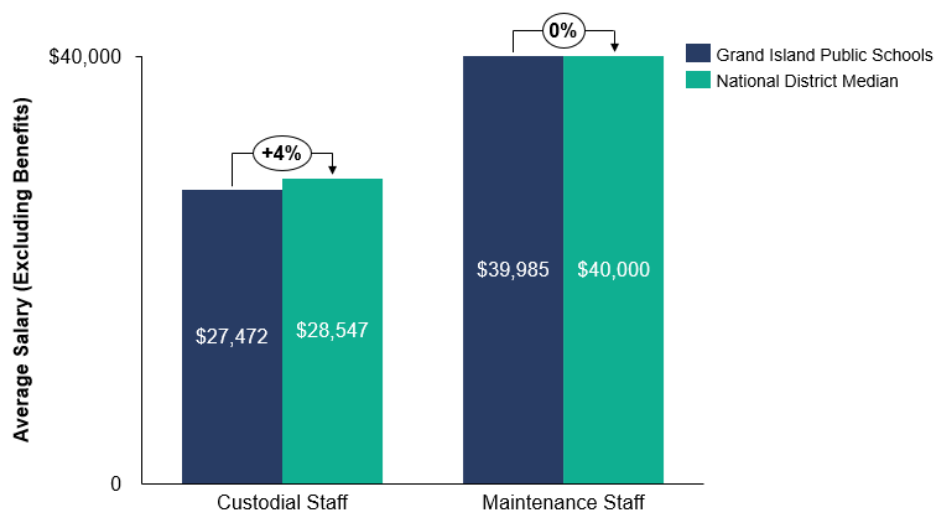
- Grand Island Public Schools has typical staffing levels for custodial and maintenance staff.
- The district also has typical salary ranges for these roles.

Grand Island Public Schools’ custodial and maintenance staffing levels are typical. Overall, the district’s custodial FTE cover an average amount of building square footage based on the median ratio in comparable districts. The district’s maintenance FTE also cover an average amount of building square footage based on the median ratio in comparable districts. The average salary for custodial and maintenance staff is similar to the national median. If there are concerns regarding the quality of the district’s custodial or maintenance efforts, based on this benchmarking it is unlikely due to either department being significantly under-staffed.

Custodial and Maintenance Staff Benchmarking

2019 - 2020

Staff Role	Current FTE	District Ratio	Median Ratio	Multiple
Custodial Staff	76	25,994 <i>Square footage / FTE</i>	26,277 <i>Square footage / FTE</i>	1.0
Maintenance Staff	17.5	112,931 <i>Square footage / FTE</i>	107,439 <i>Square footage / FTE</i>	1.1



Central Office Staffing

Key Findings

- The district spends a typical share (4.5%¹⁹) of the district budget on central office staff.
- The largest group of staff at the central office are administrative support (e.g., receptionists, secretaries, administrative assistants) whose median salary is \$38,682.
- 78% of central office staff earn a salary of \$100,000 or less.
- Staffing for technology support at the central office (including Technical Support Specialists, IT Technicians, Network and Systems Administrators, and IT Applications Analyst) is relatively large, with 9.0 FTE, and most technology support staff do not focus on instructional technology.
- Staffing for technology support across schools is similarly high, with 26.75 FTE working across 18 schools.

Overall, Grand Island Public Schools spends an average amount of the district budget on central office salaries and benefits. Of the approximately \$116 million budget, about \$5.3 million accounts for central office salaries and benefits. This equates to 4.5% of the total district budget. Very lean districts tend to allocate approximately 2% of their budget to the central office, whereas large urban districts or districts that do not run lean tend to allocate up to 6% or more of their budget to the central office. The district's central office leadership team is very typical; the central office staff is not particularly lean nor over-staffed.

Of note, 37% of all central office staff (23.1 FTE) are administrative support, which includes secretaries, receptionists, payroll administrators, administrative assistants, and accountants. These administrative support roles have a median salary of \$38,682, which is more than \$20,000 lower than the average teacher salary in the district (\$59,497).

Directors, chiefs, executive directors, and other top-level district leaders account for 21% of the central office staff (13 FTE). The median salary for these top-level roles is \$130,600, within the typical range for district leaders.

¹⁹ Roles that are based in the central office but work primarily in schools were excluded from this analysis.



Central Office Staff FTE and Median Salary

2019 - 2020

Role Type	FTE	Median Salary	% of Central Office
Administrative Support	23.1	\$38,682	37%
Coordinator	13.5	\$82,338	22%
District Leader / Chief / Executive Director / Director	13.0	\$130,600	21%
Technology Support	9.0	\$47,642	15%
Other Mid-Level	3.0	\$37,372	5%
Total	61.63	-	100%

Central Office Staff FTE and Salary Ranges

2019 - 2020

Salary Range <i>(excluding benefits)</i>	FTE	% of Central Office
Less than \$50,000	31.63	52%
\$50,000 - \$75,000	6.0	10%
\$75,000 - \$100,000	10.0	16%
\$100,000 - \$125,000	3.0	5%
\$125,000 - \$150,000	6.0	10%
\$150,000 - \$175,000	2.0	3%
\$175,000 - \$200,000	2.0	3%
Total	60.63	100%



Technology Support Staff

Grand Island Public Schools has 35.75 technology support FTE, a moderately high number relative to the district’s enrollment. Most of these technology support staff roles do not focus on instructional technology, but rather hardware and software maintenance and tech help.

9 technology support FTE are based at the central office. Of these central office technology support staff, only two support instructional technology specifically. The additional 7 FTE support data and hardware.

The district’s remaining 26.75 technology support FTE are Technology Assistants that work across 18 schools. Similar to the central office, most of this effort is focused on hardware and software support rather than improving teaching and learning through technology. This role has been phased out or greatly reduced in many districts across the country.

Each school in the district has one or more Technology Assistant FTE. Given the relatively high number of school-based technology support, the district may also consider reviewing the core responsibilities of the 26.75 Technology Assistant FTE to determine if this level of investment (approximately \$749,656²⁰) supports the district's top priority. The district may consider redistributing the responsibilities of the district technology support staff to reduce time spent on technology hardware and reallocate resources to strengthening and expanding instructional technology.

Instructional Technology FTE vs. Non-Instructional Technology FTE

2019 - 2020

Role Type	FTE	% of Technology Staff
Instructional Technology Staff	2.0	5%
Non-Instructional Technology Staff ²¹	33.75	95%
Total	35.75	100%

²⁰ This figure includes three current vacancies for the Technology Assistant role. The current average salary and benefits for Technology Assistants is \$28,041.51.

²¹ School based Technology Assistants are included in the “Non-Instructional Technology Staff” category, as most of their work does not focus on instructional technology.



Next Steps

Effective use of resources begins with a strong strategic plan with clearly defined priorities based on research and evidence from within the district. Reallocating resources can be of great benefit to students, so long as the district has a thoughtful plan for reinvesting those resources in higher-impact, more strategic investments.

This report should be one step in an ongoing discussion about how to make the best use of limited resources in support of strategic priorities. The district is well-positioned to build on many existing strengths and may consider taking further steps based on the opportunities presented here. While DMGroup has taken measures to validate the accuracy of data provided, there may be cases where the data from the district's SIS is insufficient or inaccurate to describe use of staffing and other resources. These findings should be taken as directional and preliminary; it will be important to reaffirm the analysis with principals as part of any implementation for final determination.

Implementing any of the opportunities requires careful planning, coordinated managing of course offerings, staffing, and scheduling. DMGroup will continue to provide support in the following ways:

Date	Activity
April 2020	Review findings with district leaders
	Support district leaders to determine which findings to prioritize
May 2020	Present findings to the Board of Education



Appendix

Sources and Benchmarks

General Education Staffing

- *Grand Island Public Schools District Data*
- *DMGroup review of Broad Prize-winning districts*
- *What Works Clearinghouse*
- *Hattie, John. Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge, 2013.*
- *Boser, U., Wilhelm, M., & Hanna, R. (2014, October 6). The Power of the Pygmalion Effect: Teacher Expectations Strongly Predict College Completion*
- *Assisting students struggling with reading: Response to intervention and multi-tier intervention in the primary grades. US Department of Education, National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, 2009.*
- *Intensive Interventions for Students Struggling in Reading and Mathematics: A Practice Guide.” Center on Instruction.*
- *Harlacher, J., Sanford, A., & Walker, N. (2015). “Distinguishing Between Tier 2 and Tier 3 Instruction in Order to Support Implementation of RTI.”*
- *Teachers Matter: Understanding Teachers’ Impact on Student Achievement.” RAND Corporation.*
- *Vaughn, S., Wanzek, J., Murray, C. S., Roberts, G. (2012). Intensive interventions for students struggling in reading and mathematics: A practice guide. Portsmouth, NH: RMC Research Corporation, Center on Instruction.*

Special Education Staffing

- *Grand Island Public Schools District Data*
- *Grand Island Public Schools Staff Time Study, Administered February 24 – 28, 2020*
- *DMGroup database of over 1,000 districts (Like districts identified based on enrollment and per-pupil spending)*
- *DMGroup Database of over 30,000 staff schedules*
- *“A Study of the Use of Paraprofessionals to Deliver Special Education Services in Vermont Schools”, the University of Massachusetts Donahue Institute (UMDI), March 2015.*
- *Giangreco, Michael F., Sean M. Hurley, and Jesse C. Suter. "Special education personnel utilization and general class placement of students with disabilities: Ranges and ratios." Journal Information 47.1 (2009).*
- *Mittnacht, Marcia. “Technical Assistance Advisory SPED 2014-3: Identifying the Need for Paraprofessional Support.” Massachusetts Department of Elementary and Secondary Education. February 26, 2015.*



Social, Emotional, and Behavioral Staffing

- *MA Department of Elementary and Secondary Education, Resource Allocation and District Action Reports (RADAR), 2019 (Like districts identified based on enrollment and per-pupil spending)*
- *DMGroup Database of over 30,000 staff schedules*

Custodial and Maintenance Staffing

- *Custodial Staff: Managing for Results in America's Great City Schools, Council of the Great City Schools, November 2019*
- *Maintenance Staff: 37th Annual Maintenance and Operations Cost Study, American School & University, April 2008*

Central Office Staffing

- *Bill and Melinda Gates Foundation, Smarter School Spending Conference*
- *Center for Reinventing Public Education School Finance Conference*
- *Hess, Frederick and Osberg, Eric. (2010). Stretching the School Dollar. Harvard Education Press.*



Position	Category on Extra Standard Schedule	Number of Positions	Salary or Increase Per Position	Total
Senior Educators Rising Advisor	Category IV	1	\$2,851.00	\$2,851.00
Senior Sound System Vision Board Operator	Category VI	1	\$4,167.00	\$4,167.00
Senior Sound System Coordinator	Category III	1	\$2,193.00	\$2,193.00
			Sub Total	\$9,211.00
			Retirement/FICA 17.53%	\$1,614.69
			Total	\$10,825.69
Habitat House Stipend	The money would come out of the reimbursement GIPS gets from Habitat for Humanity for building the hours. No impact on general fund.		\$1,000.00	\$1,000.00
Senior House Stipend	Money would come from the proceeds of the sale of the house. No impact on general fund		\$1,500.00	\$1,500.00
			Sub Total	\$2,500.00
			Retirement/FICA 17.53%	\$438.25
			Total	\$2,938.25
Board to Designate Funding Source				
Middle School Girls Soccer	Category III	9	\$22,136.00	\$22,136.00
Middle School Boys Soccer	Category III	9	\$21,276.00	\$21,276.00
			Sub Total	\$43,412.00
			Retirement/FICA 17.53%	\$7,610.12
			Total	\$51,022.12
Recommendation for the 2021-2022 School Year				
Senior FCCLA Advisor	Category IV	1	\$2,851.00	\$2,851.00

Extra Standard Committee Meeting May 11, 2020

Wayne Stelk called the meeting to order at 3:30 p.m. on the Zoom Meeting. In attendance: Terry Brown, Michelle Carter, Josue Covarrubias, Robin Dexter, Rod Foley, Jeff Gilbertson, Virgil Harden, Bonnie Hinkle, Kevin Jenkins, Charity La Brie, Daniel Phillips, Wayne Stelk, Cindy Wells, Brad Wolfe.

The Extra Standard Committee met and recommended the following changes for the 2020-2021 school year:

1. Review recommendations for changes to the Extra Standard Salary Schedule for the 2020-2021 school year:

A. Add Senior Educators Rising Advisor - Category IV

Pay to be in line with SkillsUSA (VICA) (Category IV), FBLA (Category IV), and HOSA (Category I)

Rationale: Part of the Academy transition is to insure that there are student organization in every academy. Educators Rising should have been added last year as a paid position. There are 150 students in the pathway sophomores thru seniors who could possibly be a part of it. Recommend it be added at Category IV, which would be at the same level as Skills USA and FBLA. The student participation as well as the level of expectation would be the same as these other student organizations.

B. Add Senior Family, Career and Community Leaders of America (FCCLA) Advisor- Pay to be in line with SkillsUSA (VICA) (Category IV), FBLA (Category IV), and HOSA (Category I) (could be pushed to 2021-22 if needed)

Rationale: The Family, Career and Community Leaders of America organization is similar to Educator Rising, which would cover the additional pathways at the high school. There would be 100 to 200 students who are enrolled in the courses that would qualify to take part in this student organization. Counseling and mental health, culinary skills, and education students could participate in this organization. FCCLA would cover a broader scope than education. There is a new teacher interested in becoming the advisor. Have communicated that it be look into, but no commitment this first year but look to it the following year. The FCCLA Advisor could be pushed to the 2021-2022 school year if didn't have the funding to fulfill approval.

C. Add Habitat House Stipend - \$1,000

Rationale: Looking at demands for what Mr. Forsman is doing within the junior built Habitat for Humanity house structure. A lot of that work he does outside of school day with students in terms of prep work, getting the materials, meeting with sub-contractors, inspectors etc. Work is done from August to early February. The school district gets approximately \$2,500 to \$3,000 from Habitat for Humanity for building the house for them, which currently goes into the construction 05 account. If things needed on job site can take out of that account. There is excess funds available each year. This year nothing was taken out of that amount, still have access to Perkins funds for things needed on job site. The additional stipend would cover his time worked outside school day. There would be no impact on general fund.

Virgil Harden reminded committee in the past of the Board desire for the district to fund the extra standard positions at 100% and not have items billed back to the activities fund. Prefer not to have booster clubs fund positons, however, this is different, and the funds are provided to the district by Habitat for Humanity, and the district has discretion on how those funds are used.

D. Add Senior House Stipend - \$1,500

Rationale: Same thing as the Habitat House, along with the same requirement throughout the course of the year. Senior House starting in August and finishing up during summer. Proceeds of the sale go into the construction 05 account with no impact to the general fund. Still have enough money to pay for the materials of the house. No one has been receiving extra money for building the house.

E. Add Senior Sound System Vision Board (Category VI)

Rationale: Senior High has put in 2 vision boards in the West Gym and Football Stadium. Need Senior Sound System Operator to run the vision boards at home varsity meets up in the press box running ads, looping digital banners. Want students and IT classes to be creating a lot of this stuff through the graphic design class. Already pay a Graphic Design sponsor, Dawn Nearhood. She goes into the classrooms to help with projects due to her IT expertise. This would be adding another person that would be responsible to be at the home events from August to May, to make sure that the Vision Boards are up and running correctly. Expect students to be with adult, but don't want students messing with sound systems or scoreboard in case things go wrong. Would recommend placing this as a Category VI. This position would be like a head coach in comparison to Head Swimming, Head Track, Head Softball etc., which would be working 9 months per year. Cannot expect someone to come on Friday nights and get paid \$20 per game same wage as ticket takers, which comes out of the Activity Office budget. This person needs to have the Graphic Design experience, for example, Chris Holton worked last season at the Basketball and Volleyball season with Dawn. He takes this back to the classroom and was unpaid for his work last year. Have 2 or 3 people in mind from the IT and Business area who would be very good at this assignment. Just finding the person who wants to put in the time. A lot of Friday nights, Tuesday, Thursday, and some Saturdays for soccer. Question was presented if this could be split and filled with 2 people due to the number of hours required. Cindy Wells felt that could be a possibility in filling the assignment.

E1. Add Senior Sound System Coordinator (Category III)

Rationale: Senior Sound System Coordinator would run the sound system at all events, for example show choir, elementary programs, etc. in the auditorium. Working approximately 136 hours during the school year.

F. Middle School Boys and Girls Soccer (Category III) 2019-2020 (Girls – 9 assignments \$22,136.00) (Boys – 9 assignments \$21,276.00)

Source of funding needs to change due to currently being funded by the Activity Fund.

Virgil Harden said this will need to be a Board of Education priority for that to get funded. Looking at the dollar amount, it will need to stand by itself outside, which is somewhat similar to the Habitat House in regards to other funding sources. Funding the Middle School Soccer program exceeds the capacity of extra standard budget increase guidelines, so this will need to be designated as a priority for funding by the board.

Participation rate is similar to any other sport the 7th and 8th Grade 45 – 55 girls and 45-55 boys at each one of the three schools.

G. Fourth Grade – Eighth Grade Plan

See Attached Document

Rationale: Looking at the document GIPS Activities Continuum when the athletic directors and coaches met on April 16th to look at how sports at the high school can be at a more competitive level and get more students engaged with appropriate skill levels to play at the competitive level. The

beginning of the document shows all different ideas they kicked around really looking at doing away with the Middle School C & D games and changing them to intramural activities, so coaches can focus on 7th and 8th grade students really getting into competition with student who can get cut from a team, but really focusing on 7th and 8th grade sports. Intramural club activities for 6th 7th and 8th grade students. Have a competitive league and minor league, for example. Will continue to have a Jr. Islander summer weights program.

The additional piece is 4th and 5th grade junior islander program. Would like to pay possibly physical education teachers or someone to run an activity at each elementary schools (example: football-Monday & Wednesday, volleyball-Tuesday & Thursday) running concurrent with the sporting seasons. Summer camps, open gym, Saturday funfest so that in district 4th and 5th graders could play a game on Saturday. Want feedback and ideas on how to support staff taking on these responsibilities at the 4th and 5th grade level.

This is something that has become a need in our district. Need to start at the lower level to get students into building the basic fundamentals introducing them to the sports. The students who currently get these opportunities are the students whose parents can afford the competitive traveling teams. Don't want to leave students out, so this could be a way maybe do something with PE teachers and high school coaches be able to help with programs helping students to become familiar with the knowledge of the game and knowledge of competing. Girls' athletics is lagging with freshman students coming in not knowing basic fundamentals or ready to compete. Middle School coaches working with huge number of students from A, B, C, and D teams and not getting a lot accomplished. There is a lack of fundamentals when they come into the high school. Competing at the highest Class A level need to change to get students ready to compete.

In the past, there was a Bonanza in which, every elementary physical education teacher was given a \$1,000 stipend responsible for 3 sports or activities before or after school. Students trained for 6 weeks and designate a Saturday to have competitive competitions for students, which was held at the high school.

Students are not getting enough time in PE during the week to develop skills.

There is a lack of consistent skills at the 6th grade level, so bridging the gap at that level. At the Middle School, also seeing small percentage of students that have the support and resources to compete on a traveling team. Parents are taking over coaching not working on skill development. Getting more and more 7th grade students every year who have not touched a basketball or volleyball for example, so there is a huge range of exposure knowledge and abilities. The developmental league was created to develop the fine skills, but in a seven week season, not getting that done. Would like to start a program developing skills at the 4th and 5th grade levels, which would transition into the 6th grade. Have high school coaches talking to the middle school coaches and middle school coaches talking to the elementary staff, vice versa, so high school head coach can communicate expectation of skills at each grade level. When a student becomes a freshman they have been exposed the high school program per the head coach's directive for the last three years or even longer.

Also talked about come together games, for example a football semifinal games at the middle schools and final games at high school on Saturday mornings. Not eliminating opportunities for students, it is just repurposing places to bring the students along that have no exposure to sports and also develop skills for student that have.

Have clubs/intramurals minor league for grades 6th, 7th and 8th, but not have organized games for C and D league. Coaches were pushing that 7th and 8th grade need competitive focus. When spread it out to C & D league lose focus on 7th and 8th grade competitive sports. Grand Island needs to be more competitive or will lose kids to Northwest or Central Catholic.

Don't have the different levels at other Grand Island middle schools Cost to add elementary stipends would be approximately \$21,000.

2. Recommend 2020-2021 Extra Standard Base Salary be set at \$43,868.00.

Mr. Harden provided the following recommended budget for Extra Standard changes= \$38,095 less \$26,681 for step movement which leaves \$11,414.00 remaining for new positions.

Prioritized list:

#1 Senior Educators Rising Advisor (Category IV)

#2 Senior Sound System Vision Board Operator (Category VI)

#3 Senior Sound System Coordinator (Category III)

Senior House Stipend - \$1,500 (The money would come out of the reimbursement GIPS gets from Habitat for Humanity for building the hours. No impact on general fund.)

Senior House Stipend - \$1,500 (Money would come from the proceeds of the sale of the house. No impact on general fund)

Middle School Boys and Girls Soccer and Fourth Grade – Eighth Grade Plan (Equity Discussion Board Retreat talk to Dr. Grover about Special Presentation to the Board)

Senior Family, Career and Community Leaders of America (FCCLA) Advisor (bring back to the Extra Standard Committee during the 2021-2022 school year)

Meeting ended at 4:34 p.m.

Memorandum of Understanding for the purpose of the Jack Jeffries Memorial Scoreboard Endowment

This memorandum, dated November 15, 2010, and updated on _____ 2020, defines the intentions and relationship between the Jeffries Family, the Grand Island Public Schools, and the Grand Island Public Schools Foundation for the purpose of administering the Jack Jeffries Memorial Scoreboard Endowment in the amount of \$25,000.

Fund Purpose:

The purpose of the Jack Jeffries Memorial Scoreboard Endowment is to generate income annually, restricted to fund the replacement of the Jack Jeffries Memorial Scoreboard at Memorial Stadium. Annual proceeds from this endowed fund will be placed into a temporarily restricted fund until which time a new scoreboard is needed at Memorial Stadium (or subsequently built football stadiums used by Grand Island Senior High).

Exclusive Naming Rights:

This agreement allows the Jeffries family exclusive naming rights of the current and subsequent scoreboards at Memorial Stadium (or subsequent stadiums). However, it is agreed and understood that Grand Island Public Schools may display other signage, advertisements, slogans, etc., on the scoreboard in addition to the name “Jack Jeffries Memorial Scoreboard.”

The perpetual name of the scoreboard at Memorial Stadium is the “Jack Jeffries Memorial Scoreboard.” The perpetual name will be separate and distinct from other signage, advertisements, slogans, etc., and will be prominently displayed on the front side of the scoreboard in such a manner that it is easily read by anyone in the stadium.

This agreement and the Jack Jeffries Memorial Scoreboard Endowment are subject to the Board of Education’s Naming of Facilities Policy #4510 and all administrative and investment policies of the Grand Island Public Schools Foundation.

Maintenance:

The Grand Island Public Schools assumes responsibility for all costs associated with the operation, normal upkeep, and maintenance of the Jack Jeffries Memorial Scoreboard between replacement cycles.

Fund Restructure:

In the event that the Jack Jeffries Memorial Scoreboard Endowment cannot be administered for the purpose stated above, the fund will be restructured for another charitable purpose benefitting students of the Grand Island Public Schools. If possible, Jeffries family members will be consulted, to determine an alternative purpose for the

fund. If Jeffries family members are deceased or otherwise not found, the Foundation Board will determine a new purpose for the funds with consideration to the original intention.

I understand and agree to the terms set forth in this memorandum

Jane Richardson (on behalf of the Jeffries Family) Date_____

Bonnie Hinkle, President-Board of Education Date_____

Kirk Ramsey, GIPS Foundation Board President Date_____

Attendance and Chronic Absenteeism Final BOE Report, SY 2019-20 - By Dr. Jonathan Doll

Attendance has two components, both of which are important:

- Average Daily Attendance (Total number of days present/total days enrolled)
- Chronic Absence Percentage (Total percent of student absent > 10% of days enrolled)

In February, I gave a preview of the year's attendance and said things had been moving in a positive direction.

Great news to share: Things **Did Move** in a Positive Direction!



District attendance was taken from Aug 15 to Mar 6 and submitted to NDE.

AVERAGE DAILY ATTENDANCE - COMPARING 2018-19 SY and 2019-20 SY (up to 3/6/20)

School	2019-20 Avg Daily Attendance	2018-19 Avg Daily Attendance	Improved Yes/No
Stolley Park Elementary	96.8%	Not avail.	Not avail.
Engleman Elementary	96.6%	96.5%	Yes
Shoemaker Elementary	96.4%	96.1%	Yes
Newell Elementary	96.3%	96.0%	Yes
Seedling Mile Elementary	96.2%	95.7%	Yes
Dodge Elementary	96.2%	95.7%	Yes
Gates Elementary	95.9%	95.4%	Yes
Jefferson Elementary	95.9%	95.7%	Yes
Howard Elementary	95.8%	95.4%	Yes
Westridge Middle School	95.7%	95.7%	Same
Lincoln Elementary	95.6%	95.1%	Yes
Wasmer Elementary	95.6%	95.1%	Yes
Knickrehm Elementary	95.6%	94.6%	Yes
West Lawn Elementary	95.5%	95.0%	Yes
Walnut Middle School	95.4%	95.1%	Yes
Barr Middle School	94.4%	95.1%	No
Starr Elementary	94.2%	95.5%	No
Grand Island Senior High	88.7%	89.7%	No
Elementary Skills Academy	93.0%	92.3%	Yes
Middle School Skills Academy	92.9%	93.5%	No
Early Learning Center	91.3%	91.0%	Yes
Middle School Success Academy	90.0%	Not avail.	Yes
High School Skills Academy	89.0%	90.3%	No
High School Success Academy	83.4%	79.7%	Yes

Insights

- **13 of 18 schools** improved in Average Daily Attendance since last school year.
- All but three of our traditional schools had ADA > 95%
- **This resulted from a continual focus on attendance in PK-12 principal meetings during the year.**

Average Daily Attendance and Equity

- Elementary schools improved attendance **for students of every ethnicity!**
- Middle schools improved attendance for students of **3 of 6 available ethnicities**
- GISH, Skills, Success improved attendance for students of 2 of 5 available ethnicities

		2019-20 Avg Daily Attendance			2018-19 Avg Daily Attendance					
		PK to 5	6 to 8	9 to 12	PK to 5	6 to 8	9 to 12	Improved Yes/No	Improved Yes/No	Improved Yes/No
Ethnicity		PK to 5	6 to 8	9 to 12	PK to 5	6 to 8	9 to 12	PK to 5	6 to 8	9 to 12
White		95.9%	94.7%	89.2%	95.5%	94.9%	90.5%	Yes	No	No
Hispanic		95.0%	94.3%	86.1%	94.3%	94.8%	87.7%	Yes	No	No
Two or More		94.5%	92.9%	86.7%	Not avail.	Not avail.	Not avail.	Yes	Yes	Not avail.
American Indian or Alaska Native		95.3%	94.6%	83.4%	93.7%	95.5%	82.7%	Yes	No	Yes
Asian		96.7%	98.1%	93.1%	96.3%	97.2%	92.0%	Yes	Yes	Yes
Black or African American		95.8%	96.5%	88.1%	95.4%	95.9%	90.2%	Yes	Yes	No
Native Hawaiian or Other Pacific Islander		96.6%	Not avail.	83.6%	95.3%	90.5%	Not avail.	Yes	Not Avail.	Not Avail.

Grade Level	2019-20	2018-19	Attd.
HP	93.7%	92.3%	Yes
KG	94.8%	94.5%	Yes
1	95.7%	95.0%	Yes
2	95.7%	95.5%	Yes
3	96.0%	95.6%	Yes
4	95.9%	95.9%	Yes
5	96.3%	95.6%	Yes
6	95.2%	95.2%	Yes
7	94.6%	95.1%	No
8	94.4%	94.1%	Yes
9	91.4%	92.2%	No
10	87.4%	90.0%	No
11	85.2%	86.2%	No
12	82.5%	84.2%	No
12x	85.2%	81.5%	Yes

Insights

- 10 of 15 grade levels (PK-12x) improved in Average Daily Attendance.
- Positive work at the elementary level and in grades 6,8, and 9 were shown.
- **7th Grade and upper high school grades will be a focus for next year in improving attendance.**

AVERAGE CHRONIC ABSENTEEISM BY PERCENT - COMPARING 2018-19 SY and 2019-20 SY (up to 3/6/20)

Insights

- 6 schools Met their 2020 Chronic Absenteeism Target.
- Clarification: Each school has a unique target based on baselines from 2015/16-2017/18, and last year only 3 schools met those targets.
- **Each year, the target gets lower and harder to meet. So DOUBLING the number of schools meeting their targets is GREAT NEWS!**

School	2018-19 Chronic Percent	A 2019-20 Chronic Percent	Improved 2018-19 to 2019-20	B 2020 Target	Difference (A-B) (▼ is good)	Met Chronic Absentee Target, 2019	Met Chronic Absentee Target, 2020
Stolley Park Elementary	Not avail.	1.0%	Not avail.	Not avail.	Not avail.	Not avail.	Not avail.
Engleman Elementary	2.2%	3.1%	No	2.7%	0.4%	Yes	No
Shoemaker Elementary	3.5%	4.8%	No	3.3%	1.5%	No	No
Newell Elementary	4.1%	4.1%	No	4.2%	-0.1%	Yes	Yes
Seedling Mile Elementary	6.0%	5.4%	Yes	2.3%	3.1%	No	No
Dodge Elementary	6.0%	4.0%	Yes	5.6%	-1.5%	No	Yes
Gates Elementary	7.0%	5.7%	Yes	4.7%	1.0%	No	No
Jefferson Elementary	8.1%	4.8%	Yes	7.5%	-2.7%	No	Yes
Howard Elementary	8.3%	6.4%	Yes	7.8%	-1.3%	No	Yes
Lincoln Elementary	15.0%	9.1%	Yes	7.5%	1.7%	No	No
Wasmer Elementary	10.4%	7.9%	Yes	7.8%	0.2%	No	No
Knickrehm Elementary	17.0%	6.4%	Yes	8.5%	-2.0%	No	Yes
West Lawn Elementary	14.8%	9.1%	Yes	4.8%	4.3%	No	No
Starr Elementary	8.0%	18.0%	No	6.1%	11.9%	No	No
Barr Middle School	14.4%	15.1%	No	9.5%	5.6%	No	No
Walnut Middle School	10.1%	9.4%	Yes	10.1%	-0.7%	Yes	Yes
Westridge Middle School	6.8%	7.6%	No	6.3%	1.3%	No	No
Grand Island Senior High	40.4%	40.4%	Yes	28.5%	11.9%	No	No
THREE CHANGE LEVERS	PART 1		PART 2		PART 3		

Naming Committee

June 1, 2020

Present: Dr. Grover, Dr. Dexter, Virgil Harden, Jennifer Worthington, Jack Sheard, Mary Berlie, Bonnie Hinkle, Dr. Dan Brosz, Erika Wolfe, Heidi Schutz

Agenda

Introduction

Jennifer Worthington welcomed the committee and thanked them for participating. She reviewed the membership of the committee.

Facility

Virgil Harden shared details about the building at 2208 N. Webb Road. He explained the structure that Grand Island Public Schools is using to lease the space and offer Early Childhood Education in the building. There will also be space for training and meetings. Mr. Harden recognized the generous gift from Ray O'Connor, current owner of the building.

Policy

Policy 4510 dictates the process for naming a building or part of a building. Mrs. Worthington reviewed the process with committee members.

Administrative Recommendation

Mrs. Worthington presented "O'Connor Learning Center" as the recommendation for the building. The architects will create the signage but some possible examples were shared. The building will be identified with "Grand Island Public Schools", "O'Connor Learning Center", and "Early Childhood Education".

Discussion and Questions

- Will there be a marquee sign - there is no intention of having a marquee sign.
- Interest in signage on Hwy 281 - that could be done after if the budget allows.
- Suggestion to include "early learning" in the name. It's obvious what a high school is but O'Connor Learning Center does not tell the public what happens in the building. Be sure that we are clear about the programming.
- Will the ECE logo be on other buildings where we have ECE programming? Logo will be on all materials and possibly hallways or doorways, probably not on the building.
- Needs to be obvious that the facility is associated with Grand Island Public Schools.

QUOTE 3272

Lakeshore Learning Materials
 2695 E. Dominguez Street Carson, CA 90895
 (310) 537-8600 (800) 421-5354
 FAX: (310) 900-2189
www.lakeshorelearning.com



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DISCOUNT REFLECTED IN PRICES.
 FOB DESTINATION:FREE SHIPPING

PLEASE REFERENCE QUOTE NUMBER
 3272 ON YOUR PURCHASE ORDER.

PEGGY WALKER - SOLUTIONS DEPT.

Line Item	Qty	Description	Price	Extended
1	KT6010	15 TOOLS OF THE MIND PRE-K KIT	\$711.55	\$10,673.25
		Which consists of:		
1A	KT6010-1	15 PK TOOLS KIT - LITERACY BOX	\$0.00	\$0.00
1B	KT6010-2	15 PK TOOLS KIT - MATH BOX	\$0.00	\$0.00
1C	KT6010-3	15 BOX 3 FOR KT6010	\$0.00	\$0.00
1D	KT6010-4	15 BOX 4 FOR KT6010	\$0.00	\$0.00
1E	KT6010CHT	15 SOUND MAPS, TREE CHARTS, CARDS	\$0.00	\$0.00

Subtotal: \$10,673.25
0.0% Tax: \$0.00
Freight Amount: \$0.00
Total: \$10,673.25

Technical and Cost

Proposal

Tools of the Mind Curriculum
& Staff Professional Development

Prepared for:

Grand Island Public Schools | Amy Richards

Grand Island, NE

aerichards@gips.org

Grand Island Public Schools is interested in contracting with Tools of the Mind in School Year 2020-2022 to support their PreK program. They are interested in implementing the Tools of the Mind curriculum in their 15 PreK classrooms to support their teachers and increase positive child outcomes.

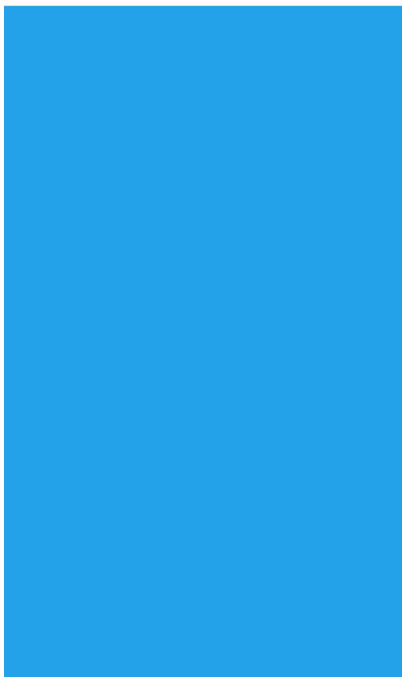
Partnership Package for School Year 2020-2022

Description:

Tools of the Mind® is pleased to provide Grand Island Public Schools in Grand Island, NE, the following proposal based on our discussions about your program's needs for School Year 2020-2022. After reviewing this proposal, please let us know if you need any additional information or modifications by contacting Evan Eisenberger, Business Development Specialist, eeisenberger@toolsofthemind.org, . We look forward to partnering with you to support strong outcomes for the children and teachers in your program.

ABOUT US

Tools of the Mind gives teachers the tools to ensure every child becomes a successful learner, developing the underlying cognitive, social and emotional skills needed to reach their highest potential.



Who We Are:

Tools of the Mind is a research-based early childhood program that embeds development of executive functions and self-regulation into the design of all teaching and learning activities. We leverage make-believe play and a classroom culture of co-regulation and peer scaffolding to build the foundational skills children need to be successful in school and life.

Tools of the Mind began in 1993 and is being implemented by early childhood programs and public school districts in 23 states and 3 countries.

Our mission and vision

Mission: To help *all* children learn and develop to their full potential by applying developmental, theory-based principles of learning to early childhood education.

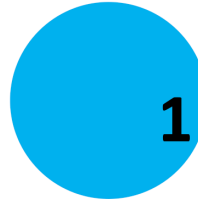
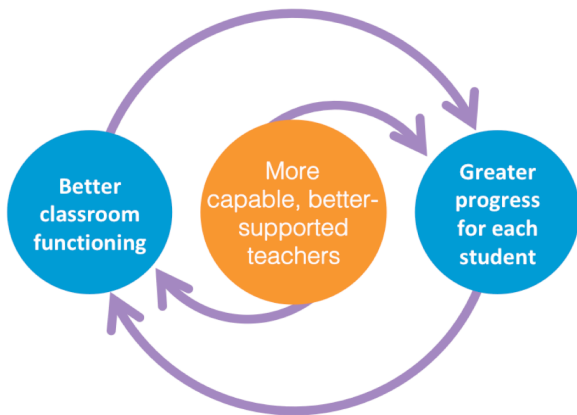
Vision: To empower teachers with the understandings and tools they need to create positive classroom cultures, facilitate intentional playful learning, and support the development of self-regulated learners who achieve to their full potentials—closing the achievement gap for low income, minority and DLL students.

OUR APPROACH

Partnership to Improve Outcomes

We believe that teaching and learning are impactful and joyful when teachers develop the skills that enable them to meet the needs of the learners in their classrooms. By embedding a research-based approach to teaching and learning in a comprehensive curriculum, we effectively support the development of children *and* teachers.

We partner with your program or school to build internal capacity and sustainability. Building teachers' capacity to meet today's challenges in early childhood settings is our primary focus. By augmenting system-wide capacity through partnerships with administrators and coaches, schools and districts sustain improvements in the long term. We encourage administrators and coaches to attend our workshops, participate in our Technical Assistance support, and reach out to us with questions and reflections. Through effective and responsive partnerships, together we improve outcomes for all children.

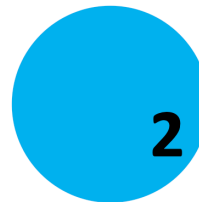


Year 1 Core

5 full-day workshops (30 Hours)

In-person or Virtual Technical Assistance

Focus on learning by doing: implementation of Tools approach, learning theory, deepening understanding of child development through Tools activities

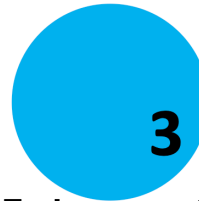


Year 2 Core Certification Track

2 full-day workshops (12 hours)

In-person or Virtual Technical Assistance

Focus on becoming more skillful practitioners: Developing 5 core teaching capabilities, using data to improve instruction and child outcomes



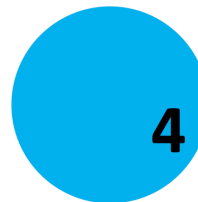
Endorsement & Program Capability Building

1 full day workshop (6 hours)

In-person or Virtual Technical Assistance

Focus on excellence: Preparing for endorsement, becoming reflective practitioners engaged in continuous cycle of improvement

Coach or Administrator certification to endorse teachers



Tools of the Mind Subscription

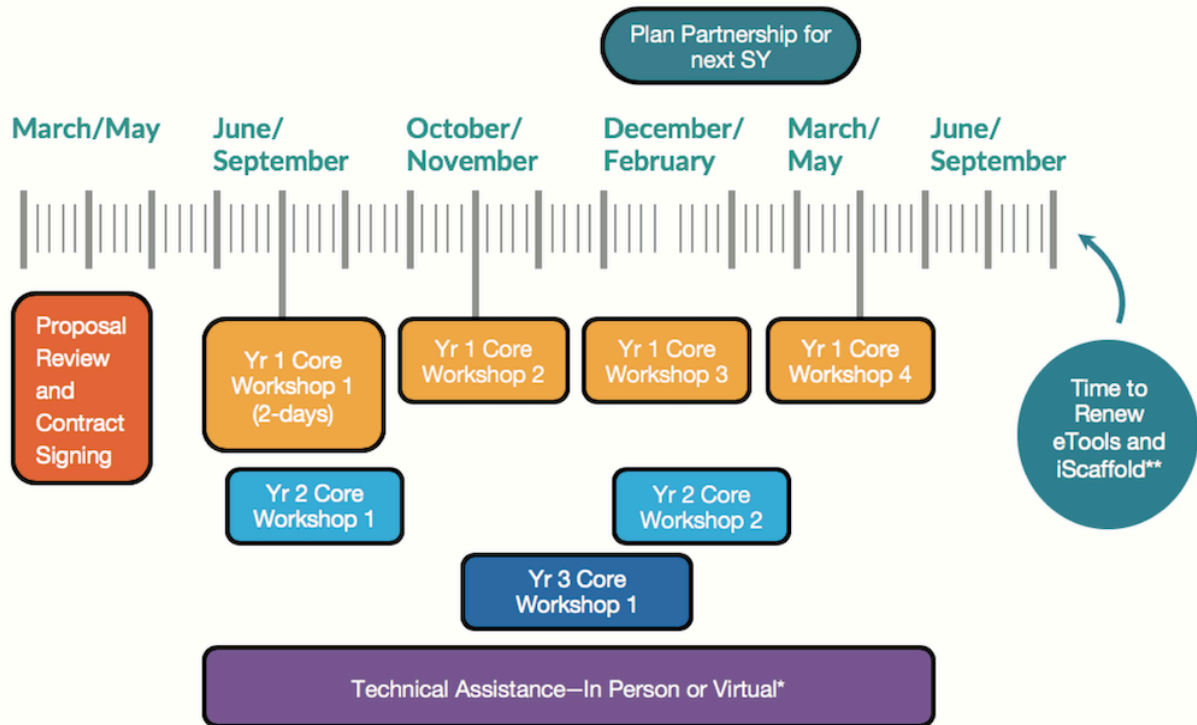
Participation in Regional Community of Practice events

Certification opportunity in one or more Tools teaching capabilities

Focus on growth & sustainability: Continuous improvement in data-driven instruction, application of Tools' core capabilities and reflecting on practice and latest developments with Tools colleagues and staff

PARTNERSHIP TIMELINE SY 20-22

Designed for Success:



*Number of Technical Assistance (TA) days varies based on # classrooms and contract details; see Partnership Plan and Cost Summary pages for details; programs can contract for additional TA days.

**Subscriptions to eTools, iScaffold and PowerTools are automatically renewed in years you're continuing professional development with us.

***Programs opting to partner with us for data analysis need to sign a data share agreement to support this collaboration. Tools of the Mind's Data share agreement is in Appendix B.

PARTNERSHIP PLAN SY 20-22

For Grand Island Public Schools

To continue to strengthen implementation of Tools of the Mind program and outcomes for children, Grand Island Public Schools will contract with Tools of the Mind in 2020-2022 to receive the following services:

Grand Island Public Schools SY 20-22 Plan Details

PreK Year One

- 15 PreK classrooms (15 lead teachers and 15 assistants or support staff) will participate in Tools of the Mind Year 1 PreK Core Workshop Series (30 hours of professional development) through workshops onsite and receive in-classroom technical assistance, curriculum manual and a school year-long subscription to iScaffold* and eTools*.
- 15 Additional paraprofessionals will participate in Tools of the Mind Year 1 PreK Core Workshop Series (30 hours of professional development) and receive a school year-long subscription to iScaffold* and eTools*. Paraprofessionals will receive the same training as a lead teacher in order to help support the classroom and achieve positive outcomes for all children.
- Additional support staff included in on-site workshops at no additional cost; instructional coach, special education consultant, speech-pathologist, and one additional support paraprofessional
- 4 TA* (Technical Assistance days) included at no additional charge.
- Additional travel costs associated with the onsite workshop have been listed in the cost summary.

PreK Year Two

- 15 PreK classrooms (15 lead teachers and 15 assistants or support staff) will participate in Tools of the Mind Year 2 PreK Core Workshop Series (12 hours of professional development) through workshops onsite and receive in-classroom technical assistance, curriculum manual and a school year-long subscription to iScaffold* and eTools*.
- 15 Additional paraprofessionals will participate in Tools of the Mind Year 2 PreK Core Workshop Series (12 hours of professional development) and receive a school year-long subscription to iScaffold* and eTools*. Paraprofessionals will receive the same training as a lead teacher in order to help support the classroom and achieve positive outcomes for all children.

- Additional support staff included in on-site workshops at no additional cost; instructional coach, special education consultant, speech-pathologist, and one additional support paraprofessional
- 2 TA* (Technical Assistance days) included at no additional charge.
- Additional travel costs associated with the onsite workshop have been listed in the cost summary.

*eTools is a password-protected portal for teachers and administrators where they can access materials and support resources including assessment documents, Back to School Night slide shows, resources for parents, and much more.

*iScaffold, our virtual interactive activity manual, offers a suite of resources to support teachers in learning and implementing Tools. It is available on the web and can be downloaded to an iPad for easier use in the classroom.

*The purpose of Tools of the Mind Technical Assistance (TA) sessions is for the training team to observe classrooms and reflect with your staff on the specific teaching and learning practices that are being developed in our core training workshops. TA sessions help coaches, administrators and teachers build a deeper understanding of Tools of the Mind's philosophy. The goal is to help teachers build a set of Tools' teaching capabilities to finetune instructional practice, and provide your program team with specific feedback based on classroom needs to improve teaching and learning. We strive to build a relationship with your team and support effective partnerships to grow sustainability and capacity with all stakeholders.

*Details about what is included in each of our Partnership Packages is described in detail in Appendix.

PARTNERSHIP PLAN | COST SUMMARY

School Year: 2020 to 2022

Grand Island Public Schools

Cost summary prepared for
Amy Richards

Proposal Date
05/08/2020

Period of Service
07/01/2020 to 06/30/2022

Offering	
15 PreK Year 1 Classrooms @ \$3,750	
<ul style="list-style-type: none">• 4 session(s) of Technical Assistance• 15 additional workshop participant(s) @ \$1,875• Travel costs: \$4,000	\$88,375
15 PreK Year 2 Classrooms @ \$2,500	
<ul style="list-style-type: none">• 2 session(s) of Technical Assistance• 15 additional workshop participant(s) @ \$1,250• Travel costs: \$4,000	\$60,250
Total	\$148,625

Additional Recommendations:

PreK Classroom Material Kits

Tools of the Mind partners with Lakeshore[®] Learning Materials Inc. to offer complete kits of classroom materials. They may be purchased directly from Lakeshore for \$749 per kit by contacting Lakeshore by phone at 1.800.778.4456 <https://www.lakeshorelearning.com/resources/tools-of-the-mind>.

APPENDIX

Partnership Package and Subscription Details

PreK Year One Core Partnership Package

K Year One Core Partnership Package

In the first year, the PreK curriculum is taught in four professional development workshops spread across the year, matching the developmental trajectory of children’s growing skills.

The first workshop is two sequential days with a focus on Tools theory and practice that typically takes place near the beginning of the school year. Each of the remaining three workshops is a one-day session. Each workshop builds on the one before it, and teachers attend all of the workshops as part of their Year One Core Professional Development.

Total of 30 Professional Development hours

Professional Development Workshop Topics Include:

- Cutting-edge research and the underlying Vygotskian theory that will unify and guide their teaching practice and help teachers meet the needs of all learners
- How to embed self-regulated learning into all activities
- Research-based core curriculum content aligned with state standards as well as with commonly used observation and assessment tools
- How to plan instruction using make-believe play themes to build background knowledge, self-regulation development and incorporate authentic math and literacy learning experiences
- Classroom management techniques to maximize time, facilitate productive interactions and increase and maintain student engagement

Partnership Package includes:

- Technical Assistance for programs registering 3 or more classrooms
- 1 print curriculum Activity Manual per registered classroom; additional print manuals can be ordered, and each registered participant has access to the full electronic manual edition via **iScaffold**.
- Year One Core Workbook with workshop activities and resources for each participant
- 1 school-year subscription to **eTools with iScaffold** for each registered participant
- Complimentary school-year licenses for each registered classroom for Developmental Writing Assessment (DWA) (PreK & K) and **PowerTools*** (K only)

Technical Assistance (TA) for teachers, coaches, and administrators

Additional Technical Assistance (TA) may also be purchased. Individualized Technical Assistance helps coaches, administrators, and teachers build a deeper understanding of the Tools of the Mind approach. In TA sessions, Tools of the Mind partners with sites to reflect on children’s engagement in Tools’ activities and provide feedback on next steps using Tools’ tactics and curriculum to support children’s development. Are you registering 3 or more classrooms? If so, you can receive a free seat at our professional development workshops for your program administrator or coach, and they will receive a school-year subscription to eTools with iScaffold

**PowerTools rollout is coordinated with small group reading instruction in Tools, but it can begin earlier in year for children who are ready.*

APPENDIX

Partnership Package and Subscription Details

PreK Year Two Core Certification Track Partnership Package

K Year Two Core Certification Track Partnership Package

The Year Two Core Professional Development includes two full-day workshops, the first takes place in the fall and the second in late winter or spring. In the Year Two Core, teachers will refine their implementation of the Tools of the Mind program through a focus on developing our 5 core Teaching Capabilities.

This two-workshop series is supplemented by individualized Technical Assistance support and a school-year subscription to eTools with iScaffold, for each participant. Teachers have ongoing support and a range of ways to learn with Tools of the Mind.

Total of 12 Professional Development hours

Professional Development workshop topics include:

- Development of 5 Core Teaching Capabilities:
 - Responsive differentiation of instruction
 - Scaffolding
 - Classroom practices to support self-regulation development
 - Facilitating powerful make-believe play & playful learning
 - Developing an inclusive Tools' classroom culture with a focus on peer scaffolding
- Case Studies—Using student data to plan and individualize instruction
- How to develop a reflective Tools' teaching practice and engage in setting and meeting goals to support strong child outcomes and prepare for endorsement
- How to apply the Tools approach to partnering with parents

Partnership Package includes:

- 2 days of in-person professional development
- Technical Assistance for programs registering 3 or more classrooms
- Year Two Core Workbook with workshop activities and resources for each participant
- 1 school-year subscription to **eTools** with **iScaffold** for each registered participant
- Complimentary school-year licenses for each registered classroom for Developmental Writing Assessment (DWA) (PreK & K) and **PowerTools** (K only)

Technical Assistance (TA) for teachers, coaches, and administrators

Additional TA may also be purchased. Individualized Technical Assistance helps coaches, administrators, and teachers build a deeper understanding of the Tools of the Mind philosophy. In TA sessions, Tools of the Mind partners with sites to reflect on children's engagement in Tools activities and provide feedback on next steps using Tools tactics and approach to support children's development.

Are you registering 3 or more classrooms? If so, you can receive a free seat for your program administrator or coach at our professional development workshops, and they will receive a free school-year eTools & iScaffold subscription.

GIPS NEEDS ANALYSIS



Board Committees will use the NASB Needs Analysis to guide development of proposals to the Board of Education.

Proposal: Tools of the Mind Prekindergarten Curriculum

Date: 5/15/20

1. What is the identified need? (connect to strategic plan)

Empower: Through the implementation of the Tools of the Mind resource and embedded professional learning, teachers, paraprofessionals, instructional coaches, and principals will be provided with the tools and professional learning needed to deliver a rigorous curriculum to all preschool students. The Tools of the Mind curriculum not only includes the materials and tools needed, but also a two year embedded professional learning and technical assistance process that not only supports educators in what and how to teach, but also provides instruction and support about the why behind the instructional approach, influencing the mindset of educators to be effective instructional experts.

In addition, the professional learning system is set up to increase the capacity of our educators and coaches so that this approach is independently sustainable. Instructional leaders are identified within the professional learning process that can provide ongoing professional learning and support as well as supporting new staff in the organization.

Personalize: Tools of the Mind provides a balanced approach to learning that includes high-quality play planning and make-believe play as well as teacher-directed rigorous large group and small group experiences in literacy, math, and science. The Tools of the Mind approach places a high priority on executive function and social-emotional skills as well. These skills are embedded in all aspects of learning. All content areas are supported by learning trajectories, supporting teachers in personalizing work for students at different skill levels. In addition, rigorous play planning opportunities provide students with ownership over their learning that is connected to the real world. Play plans become more elaborate in their steps and components as well as their documentation throughout the year. This supports the development of critical thinking, creativity, language and vocabulary, and developmental writing.

Design: The Tools of the Mind approach includes dynamic formative assessments that inform instructional decision making. These formative assessments align with program-specific learning trajectories as well as the Gold Assessment System (state PreK accountability assessment system). These formative assessments will provide a common language for our teachers, allowing them to engage more deeply in their professional learning communities to support relevant and rigorous instruction.

In addition, The Tools of the Mind curriculum is comprehensive and holistic. The curriculum includes all areas of students' development (math, reading, social-emotional, writing, etc.). Different instructional materials will not need to be purchased for each of these different academic areas. This is critical for our half-day programs that need to be very efficient in their delivery of instruction. However, this resource is flexible enough that should we expand to any full-day classrooms, this resource will also meet the needs of a full-day program as well.

Partners: The Tools of the Mind Resource provides a family engagement component as well. All family engagement tools and materials are available in English and Spanish. The development of play themes also provides an opportunity to establish community partners (for example, a grocery store).

Finally, the Tools of the Mind resource provides a catalyst for our prekindergarten classrooms to further align with the GIPS mission and priorities.

Equity: Adoption of this resource will provide the necessary structure for equitable experiences for all of our preschool learners. Through the adoption of this resource, all classrooms will have a common instructional resource, language, and assessment system. This will provide equitable learning opportunities for all of our students, regardless of the location and classroom of their enrollment. It will also provide a mechanism for deeper collaborative planning for staff.

Social Emotional Learning: This resource provides a focus on executive function skills. Students are not only learning content but learning the skills they will need to be successful learners in the future. These skills include self-regulation, perseverance, planning, self-reflection, and working with others. As our district focuses on teaming, Tools of the Mind includes daily opportunities for students to work together with partners or small groups to develop the foundation for those teaming skills. These procedures include buddy reading, as well as using peers as resources to complete work and checking each other's work. These partnering opportunities are scaffolded by teacher support, direct instruction in partner work, the establishment and reinforcement of partnering routines, and visual cues.

Attendance: The family engagement tools will help support relationship building and engagement of families in their preschool child's learning, which impacts attendance. In addition, in a 2018 study, over ninety percent of teachers using Tools of the Mind reported in May that they were excited about the start of the next school year compared to about 25 percent of teachers not using Tools of the Mind. The use of this resource provides the opportunity to increase staff engagement, improve classroom culture, and reduce staff burn out. These factors all have the potential to impact student engagement and attendance as well.

PreK- 2 ELA alignment: Tools of the Mind also uses strategies that align with the adoption of the CKLA resource in our K-2 classrooms in the district. Tools of the Mind uses a sound map to teacher letter and sound connection as well as developmental writing strategies that align with the K-2 curriculum. Mrs. Bills and I have discussed ways to more deeply personalize and align these tools for a stronger vertical alignment of reading and writing practices within the district.

2. Proposed Action

June 11, 2020 - Provide the board with information related to the recommendation of adoption of Tools of the Mind for all preschool classrooms

July 9, 2020 - Request board approval to adopt Tools of the Mind for all preschool classrooms.

Request approval of the proposal to begin professional learning and phase-in of the resource beginning in the 2020-2021 school year and continues throughout the 2021-2022 school year.

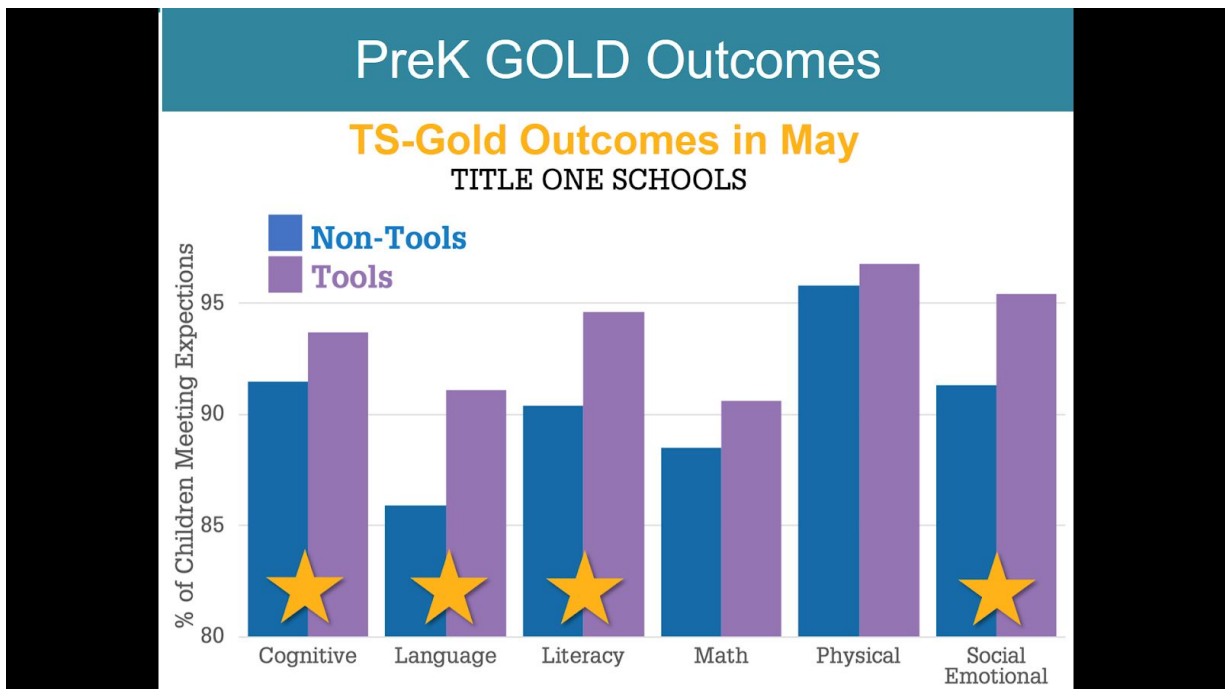
The proposal includes:

1. Teaching resources and materials for 15 preschool classrooms.
2. Professional learning and technical assistance for all staff for both the 2020-2021 and 2021-2022 school year.

3. Authority of Action

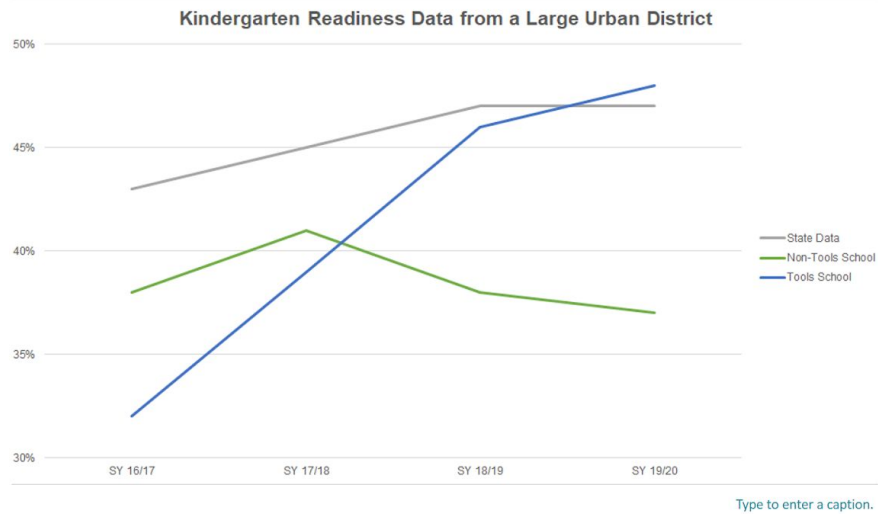
4. Data/Alternates Assessed

Teaching Strategies Gold data, current research, and classroom observations informed the decision to request approval for this resource. Currently, the program does not use a consistent comprehensive instructional resource across the program. This leads to inequities for students in different classrooms. Other instructional resources were considered prior to this recommendation, most predominantly Creative Curriculum, and Connect 4 Learning. The Preschool Curriculum Team spent the entire year reviewing resource samples, researching the alternatives, observing different classrooms, and talking with teachers and administrators implementing these different approaches. The curriculum team completed two evaluation rubrics - one for Connect 4 Learning and one for Tools of the Mind. Ultimately, the review demonstrated that Tools of the Mind was better aligned with our recent Early Childhood Framework, better aligned with our district literacy, social-emotional, and teaming priorities, provided vastly superior professional learning and technical assistance support, and, produced stronger growth on the Teaching Strategies Gold Assessment. Data from the Denver Public Schools demonstrated increased student performance in all domains in classrooms using the Tools of the Mind curriculum resource.



In addition, in another large urban school district, data demonstrated Tools of the Mind classrooms far outperformed non-tools classrooms within the district and exceeded the statewide averages for kindergarten readiness in the state.

Kindergarten Readiness Data



5. Administrative Recommendation

Dr. Palmer, Shanna Gannon

6. Stakeholder Groups Involved

Early Childhood Coordinator
Instructional Coach
PreK Curriculum Team
PreK Teachers

7. Summary

Tools of the Mind is not just a boxed curriculum, instead, it is a researched-based, comprehensive, high-quality instructional resource with embedded professional learning for our entire early childhood staff that provides a rigorous and balanced approach to early childhood instruction. Tools of the Mind aligns with our Early Childhood Framework, GIPS district priorities, and with our K-2 curriculum.

8. Fiscal Impact

Total cost: \$159,298.25

9. Implement, Monitor, Evaluate, and Report Timeline

August 2020

Acquire materials and complete two-day initial training with staff
Create fidelity rubric
Review/revise Gold alignment

October 2020

Review Fall Gold data for adjustments/priorities with professional learning

November 2020

Staff training and program coaching

December 2020

Review fidelity rubric for updates to professional learning

Review trendwalk data, classroom observations, walkthroughs for professional learning adjustments and priorities

January 2021

Staff training and program coaching

February 2021

Review fidelity rubric, trendwalk data, classroom observations and walkthroughs, and Winter Checkpoint Gold data for growth and professional learning adjustments

March 2021

Staff training and program coaching

May 2021

Review fidelity rubric, trendwalk data, classroom observations and walkthroughs, and Spring Checkpoint Gold data for growth and professional learning adjustments

August 2021

Staff training and program coaching

Full Implementation of Tools Approach

October 2021

Review Fall Gold data for adjustments/priorities with professional learning

December 2021

Review fidelity rubric for updates to professional learning

Review trendwalk data, classroom observations, walkthroughs for professional learning adjustments and priorities

January 2022

Staff training and program coaching

February 2022

Review fidelity rubric, trendwalk data, classroom observations and walkthroughs, and Winter Checkpoint Gold data for growth and professional learning adjustments

May 2022

Review fidelity rubric, trendwalk data, classroom observations and walkthroughs, and Spring Checkpoint Gold data for growth and professional learning adjustments

RESOLUTION #20200611_01

A RESOLUTION TO ADOPT SPECIFIC STANDARDS FOR ACCEPTANCE AND REJECTION OF ENROLLMENT OPTION STUDENT APPLICATIONS FOR THE 2020-2021 SCHOOL YEAR

WHEREAS, Neb.Rev.Stat. § 79-238 (Reissue 2014) requires the Board of Education of Grand Island Public Schools (hereafter, "the district") to adopt by resolution specific standards for acceptance and rejection of enrollment option applications; and

WHEREAS, the specific standards for acceptance and rejection of enrollment option applications shall be determined by setting a maximum number of option students the district will accept in any program, class, grade level, or school building, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which the district will contract based on existing contractual arrangements, and availability of appropriate special education programs; and

WHEREAS, pursuant to § 79-238 the Board of Education has determined the maximum number of enrollment option applications the district may accept for the 2019-2020 school year.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF GRAND ISLAND PUBLIC SCHOOLS, GRAND ISLAND, NEBRASKA, AS FOLLOWS:

1. The maximum number of enrollment option applications for special education students the district will accept is limited as set-forth in the attachment which shows current program capacity, projected enrollment and number of special education option students who may be accepted at certain schools within the district.

Adopted by the Board of Education of Grand Island Public Schools, Grand Island, Nebraska, on this 11th day of June, 2020.

Bonnie Hinkle, President, Board of Education

Legal References: Neb.Rev.Stat. § 79-238 (Reissue 2014)
Neb. Rev. Stat. § 79-240 (Reissue 2014)

BUILDING - LEVEL - PROGRAM	PROGRAM CAPACITY	PROJECTED ENROLLMENT	NO. OF OPTION STUDENTS
Dodge - Level I - Elementary Special Education	45	46	0
Dodge - Level II & III - Elementary Special Education	10	10	0
Engleman - Level I - Elementary Special Education	50	66	0
Engleman - Level II & III - Elementary Special Education	5	6	0
Gates - Level I - Elementary Special Education	40	45	0
Gates - Level II & III - Elementary Special Education	5	6	0
Howard - Level I - Elementary Special Education	40	47	0
Howard - Level II & III - Elementary Special Education	5	5	0
Jefferson - Level I - Elementary Special Education	40	45	0
Jefferson - Level II & III - Elementary Special Education	5	5	0
Knickrehm - Level I - Elementary Special Education	10	19	0
Knickrehm - Level II & III - Elementary Special Education	5	8	0
Lincoln - Level I - Elementary Special Education	30	30	0
Lincoln - Level II & III - Elementary Special Education	5	5	0
Newell - Level I - Elementary Special Education	30	41	0
Newell - Level II & III - Elementary Special Education	5	6	0
Seedling - Level I - Elementary Special Education	5	12	0
Seedling - Level II & III - Elementary Special Education	1	1	0
Shoemaker - Level I - Elementary Special Education	25	30	0
Shoemaker - Level II & III - Elementary Special Education	5	8	0
Starr - Level I - Elementary Special Education	25	41	0
Starr - Level II & III - Elementary Special Education	5	8	0
Stolley - Level I - Elementary Special Education	25	27	0
Stolley - Level II & III - Elementary Special Education	2	3	0
Wasmer - Level I - Elementary Special Education	25	33	0
Wasmer - Level II & III - Elementary Special Education	8	10	0
West Lawn - Level I - Elementary Special Education	25	28	0
West Lawn - Level II & III - Elementary Special Education	5	5	0
Skills Academy - Level III - Elementary Special Education	10	11	0
Barr - Level I - MS Special Education	80	100	0
Barr - Level II & III - MS Special Education	15	26	0
Walnut - Level I - MS Special Education	200	232	0
Walnut - Level II & III - MS Special Education	25	44	0
Westridge - Level I - MS Special Education	60	62	0
Westridge - Level II & III - MS Special Education	10	20	0
Skills Academy - Level III - MS Special Education	10	12	0
Grand Island Senior High - Level I - HS Special Education	250	317	0
Grand Island Senior High - Level II & III - HS Special Education	80	100	0
Skills Academy - Level III - HS Special Education	10	14	0
Transitional Living Program - Level III - HS Special Education	8	14	0

6/2/2020

MEMORANDUM OF UNDERSTANDING
BY AND BETWEEN
THE CITY OF GRAND ISLAND AND GRAND ISLAND PUBLIC SCHOOLS
FOR SCHOOL RESOURCE OFFICERS

This Memorandum of Understanding (“MOU”) as required by *Neb.Rev.Stat.* §§ 79-2702 through 79-2704, is by and between the City of Grand Island, Nebraska, a Municipal Corporation (“City”), and Hall County School District 2, a/k/a Grand Island Public Schools, a Political Subdivision (“School District”) (collectively referred to as “the Parties”).

WHEREAS, the School District wants to continue its relationship with the City’s Police Department under which the Police Department provides School Resource Officers (“SROs”) for the School District’s SRO Program;

WHEREAS, the purpose of this MOU is to formalize the terms between the City and the School District which will govern the SRO Program;

WHEREAS, the School District and the City share the goal of promoting school safety and a positive school climate;

WHEREAS, all parties acknowledge that crime prevention is most effective when the School District, the City, parents, behavioral health professionals, and the community are working in a positive and collaborative manner;

WHEREAS, the School District and the City agree it is important to create a school environment in which conflicts are de-escalated and students are provided developmentally appropriate and fair consequences for misbehavior that address the root causes of their misbehavior, while minimizing the loss of instruction time;

WHEREAS, the School District staff should generally not involve the SROs in enforcement of the School District’s discipline policies;

WHEREAS, the School District and the City recognize that student contact with SROs and the School District staff builds positive relationships leading to better student outcomes; and

WHEREAS, the School District and the City agree that student discipline practices and referrals to the juvenile justice system need to be closely monitored to ensure fair and equitable treatment for all School District students.

NOW THEREFORE, the Parties hereby agree as follows:

1. Definitions.

- a. In the MOU, the term “home based building administrator” shall mean the building principal, assistant principal or designee in the school where the SRO is assigned;
- b. Department means the State Department of Education (*Neb.Rev.Stat.* § 79-2702(1));
- c. School resource officer (SRO) means any peace officer who is assigned, as his or her primary duty, to any school district to provide law enforcement and security services to any public elementary or secondary school and does not mean a peace officer

responding to a call for service, providing proactive enforcement, providing law enforcement or traffic direction for a school-related event, or providing temporary services as a school resource officer when the assigned school resource officer is not available (*Neb.Rev.Stat. § 79-2702(4)*);

- d. Security agency means a contractor that employs security guards used by a school district (*Neb.Rev.Stat. § 79-2702(5)*); and
 - e. Security guard means a person who is contracted or employed by a security agency to protect buildings and people and who does not have law enforcement authority or the power to arrest under any apparent authority in the jurisdiction where such person is contracted or employed as a security guard. A security guard may be an off-duty peace officer (*Neb.Rev.Stat. § 79-2702(6)*).
2. Provision of SROs. The City's Police Department will provide to the School District up to five (5) School Resource Officers (SROs) and the School District will reimburse the City for fifty percent (50%) of the direct and indirect personnel costs, including benefits, associated with the SROs.
3. Roles and Responsibilities regarding Student Discipline. The roles and responsibilities regarding Student Discipline are as follows:
- a. Disciplining students is the responsibility and authority of the School District, school administrators and parents. Security is the responsibility of SROs. The School District and the SROs shall use best efforts to follow the principles in this MOU regarding the division between school discipline and security.
 - b. SROs can provide assistance when: (i) authorized by law under *Neb.Rev.Stat. §§ 79-262 and 79-293* or other law; (ii) there is a threat to the safety of students, teachers, or public safety personnel; (iii) to assist with victims of crime, missing persons, and persons in mental health crisis; (iv) in an attempt to prevent criminal activity from occurring; or (v) it is required as part of emergency management response.
 - c. SROs should not act as a school disciplinarian. The School District staff should not involve SROs in disputes that are related to issues of school discipline; however, SROs should serve as a complement to school staff, provide education or act in the role of a mentor, counselor, or trusted adult as herein provided.
 - d. SROs should not interview students or collect evidence for solely School District disciplinary purposes.
 - e. SROs shall inform the School district of its policies that address when a parent or guardian will be notified or be present, if a student is subjected to questioning or interrogation by an SRO or other employee of the City. SROs shall inform the School District of its policy that addresses under what circumstances a student will be advised of constitutional rights prior to being questioned or interrogated by SROs.
 - f. The School District's policy that addresses when a parent or guardian will be notified or be present if a student is subjected to questioning or interrogation by a school official or in conjunction with a school official and an SRO, and when students shall be advised of their constitutional rights prior to being questioned or interrogated may be found at GIPS Policy 8460, Student Interviews.
 - g. SROs and the School District will both comply with the School Districts' rules and standards concerning the type or category of student conduct or actions that will be resolved as a disciplinary matter by a school official and not subject to referral to law enforcement, and the type of student conduct or actions that will be referred to law enforcement for prosecution as required by *Neb. Rev. Stat. § 79-262*. The School District's policies for student conduct are generally found in the GIPS policies 8000 series

- Student Policies, and in particular- in GIPS Policy 8453 – Student Suspension, Expulsion, and Mandatory Reassignment; in GIPS Policy 8440 – Use of Tobacco, Alcohol, and Other Controlled Substances By Students; and, in GIPS Policy 8312 – Excessive Absenteeism. These are available on the School District website.
 - h. SROs and the School District will keep records on each response to an incident occurring at school or on school grounds.
 - i. SROs and the School District shall maintain a high level of confidentiality of all matter regarding GIPS staff and student information. (Policy 8750 STUDENT DIRECTORY INFORMATION AND FERPA)
- 4. Mutual Obligations. The selection of SRO's for the SRO Program will be made through a collaborative process, involving the Police Department and the School District to evaluate the candidate's law enforcement ability and to give school administrators a voice to determine each candidate's ability to operate in the school environment. The Police Department will seriously consider input from the School District when assigning an officer to a building, and will make a good faith effort to address concerns raised. It is recommended the SRO supervisor meet twice a semester with each home based building administrator where an SRO is assigned. The School District may request the removal or reassignment of any SRO for any reasonable cause the School District provides in writing to the Police Department. The Police Department will seriously consider the input of the School District when determining the removal or reassignment of an SRO. The final decision on the assignment, reassignment or removal of an SRO shall be made by the Police Department, which is also responsible for evaluating the performance of the SROs. The home based building administrator in collaboration with the SRO's active supervisor will complete a Grand Island Police Department evaluation form two times a year to evaluate the performance of the SRO(s).
- 5. City's Responsibilities. The responsibilities of the City shall include:
 - a. Providing up to five (5) police officers to be designated as SROs. The Chief of Police or designee will meet with the School District Superintendent, or designee, as needed concerning activities of the SRO Program. Both parties shall maintain confidentiality to the extent required by law with respect to individual persons and/or investigations.
 - b. Scheduling the working hours of the SROs, taking into account the school year calendar of the school where each SRO is assigned. The hours of the SRO's availability will be during normal school hours while the school of assignment is in session and when students and/or staff are in the school building. Adjustments outside these regular hours shall be by mutual agreement between the home based building administrator and the Police Department. These adjustments shall be minimal due to the need for SRO's to be on campus during school hours. The Police Department is not obligated to provide substitute SROs when a regularly scheduled SRO is not available.
 - c. Paying the SROs' salaries, payroll taxes, payroll based expenses, insurance and benefits. All overtime costs that result from investigations, training, or police department directed assignments will be the responsibility of the City.
 - d. Furnishing any equipment or training required by the SROs.
 - e. Training the SROs and the SROs' Supervisor through the National Association of School Resource Officers or other suitable organization as agreed upon between the City and the School District and as required by the Nebraska State Statutes.
 - f. Ensure records are kept on each student referral for prosecution from an SRO in response to an incident occurring at school, on school grounds, or at a school-sponsored event and ensure that such records allow for analysis of related data and delineate the

reason for such referral and federally identified demographic characteristics of such student.

6. Training. Mandated by *Neb.Rev.Stat.* § 79-2704 as follows:
 - a. Within six months of City personnel being assigned as an SRO to the School District the SROs shall have completed a minimum of twenty hours of training focused on school-based law enforcement, including but not limited to, coursework focused on school law, student rights, understanding special needs of students and students with disabilities, conflict de-escalation techniques, ethics, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, restorative justice practices, and preventing violence in school settings. Assignments as an SRO that do not meet the definition of "Security Guard" found at *Neb.Rev.Stat.* § 79-2702 are not subject to the requirements of the SRO of this MOU, but the use of temporary Security Guards should not be used to circumvent the training requirements set forth in this MOU.
 - b. Within six months of an SRO being assigned to a school building, a minimum of one administrator in each elementary and secondary school building will have completed a minimum of twenty hours of training, excluding previous college coursework. This coursework will be focused on school-based law enforcement, including, but not limited to course work focused on school law, student rights, understanding special needs of students and students with disabilities, conflict de-escalation techniques, ethics, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, restorative justice, and preventing violence in school settings.
7. Program Review.
 - a. Complaints by students or parent/guardians regarding SROs shall be accepted by the Building Principal and Associate Superintendent of the School District. A written complaint form shall be completed following GIPS Policy 8420 and 8420.1, Student Due Process Rights. The complaint will be reviewed by the Building Principal, Associate Superintendent, and the SRO's acting supervisor.
 - b. The School District, in collaboration with the City shall conduct an annual review of the program and shall: (i) make modifications as necessary to accomplish stated program goals; and (ii) create a report of the review to be provided to both parties, and to the extent permitted by law, made available online. The parties will establish an evaluation process, to include community stakeholders, as part of the regular review of program goals and relevant data, including the specific measures, data points, and metrics included in the report. The first of the annual report will be for the first full school year following the formation of this MOU.
 - c.
8. School District's responsibilities. The responsibilities of the School District shall include:
 - a. Reimbursing the City for fifty percent (50%) of its direct and indirect personnel costs, including benefits for the police officers assigned as SROs. The reimbursement costs are for the City's fiscal year of October 1st through September 30th.
 - b. Reimbursing the City for all overtime costs associated with the School District's request for off-duty assignments on weekends and/or evenings for school activities. These special assignments may be covered by an SRO as part of his or her regular duty through a schedule change agreed on by both the School District and the Police Department which is within the guidelines of the City's labor agreement with the Fraternal Order of Police Union (FOP). In accordance with the FOP contract, the home based building administrator will provide an SRO twenty one (21) days notice if an SRO

is requested to utilize flex-hours to conduct off-duty assignments on weekends and/or evenings for school activities within the SROs pay period.

- c. Provide premises at each school facility to which an SRO is assigned which is suitable for the performance of the SRO's duties.
 - d. Provide to the Police Department and the SROs policies of the District and the student handbook.
9. Chain of Command. As employees of the Police Department, SROs shall follow the chain of command as set forth in the policies and procedures of the Police Department. In the performance of their duties, SRO's shall coordinate and communicate with the home based building administrator of the school to which they are assigned. SROs are not employees or agents of the School District.
10. Revision to number of SROs. The Police Department may at its sole discretion reduce the number of SROs after giving prior notification to the School District. The School District may request assignment of additional SROs subject to approval of the Grand Island City Council. Any adjustments to the number of SROs will be pursuant to the financial terms expressed herein.
11. Duration. This MOU shall be effective as of the date of execution by both Parties (the "Effective Date") and shall terminate four years after the Effective Date. Either Party may terminate this MOU by notifying the other in writing of its intention to terminate by July 1 of each year. After notification, the MOU shall terminate on October 1st. Upon the Parties mutual agreement in writing, this MOU may be extended for an additional term of four (4) years.
12. Acquisition, ownership and disposal of personal property. All personal property and fixtures acquired and used in the SRO Program shall be owned by the entity which pays for said personal property or fixtures. In the event the SRO Program is terminated the parties shall take possession of their respective personal property and fixtures or said property may be left in place at various City and School District facilities, whichever is mutually agreeable to the parties.
13. Separate entity. The parties agree that no separate entity is created by this MOU.
14. Choice of Laws. This MOU shall be construed in accordance with the laws of the State of Nebraska, including, but not limited to, the Interlocal Cooperation Act, *Neb.Rev.Stat.* §13-801 et seq., statutes dealing with school resource officers *Neb.Rev.Stat.* § 79-2701 through § 79-2704, and the Ordinances of the City with venue for this MOU in the Courts of Hall County, Nebraska.
15. Entire MOU. This MOU shall constitute the entire MOU between the City and School District relating to the SRO Program and may be amended only in writing duly approved, adopted, and executed by the respective parties.
16. Notices. All notices required under the terms and conditions of this MOU shall be sent to the other party by first class United States mail, postage prepaid and addressed as follows:

City of Grand Island
Attn: Mayor
City Hall
100 East First Street
P.O. Box 1968
Grand Island, NE 68802-1968

Grand Island Public Schools
Attn: Superintendent
Kneale Administration Building
123 S. Webb Road
P.O. Box 4904
Grand Island, NE 68802-4904

17. Fund availability. The City and the School District acknowledge that funding for this MOU is contingent upon funds being appropriated annually by the Grand Island City Council and funds being appropriated by the School District's Board of Education. This MOU is not intended to create a multiple-fiscal year direct or indirect debt or financial obligation of either party.
18. No Third Party Beneficiaries. Nothing in this MOU shall give or allow any claim or cause of action by any third person or entity.
19. Indemnification. Each Party shall indemnify and hold the other harmless against any claim of liability or loss from personal injury or property damage resulting from or arising out of the negligence or willful misconduct of the indemnifying Party, its employees, contractors or agents, except to the extent such claims or damages may be due to or caused by the negligence or willful misconduct of the other Party, its employees, contractors or agents.
20. Amendment. This MOU may be modified only by written amendment, duly executed by authorized representatives of the parties. No alteration or variation of the terms and conditions of this MOU shall be valid unless made in writing and signed by the parties hereto. Every amendment shall specify the date on which its provisions shall be effective.
21. Assignment. Neither party may assign its rights under this MOU without the express prior written consent of the other party.
22. Captions. Captions used in this MOU are for convenience and not to be used in the construction of this MOU.

City of Grand Island, Nebraska

Hall County School District 2, a/k/a
Grand Island Public Schools

By: _____
Mayor Roger G. Steele

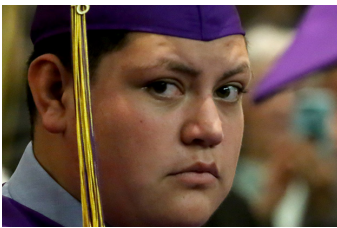
By: _____
Bonnie Hinkle, Board of Education
President

Dated: _____

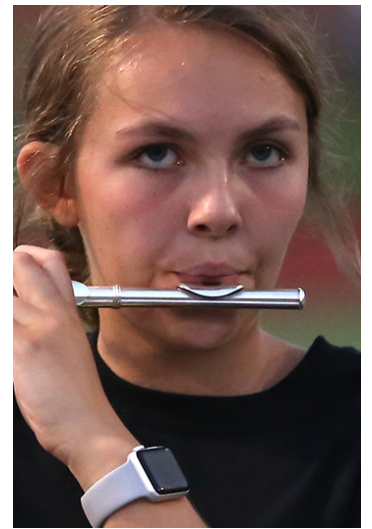
Dated: _____



Grand
Island
PUBLIC SCHOOLSSM



**2019-2020
Grand Island
Public Schools
HANDBOOK**



Grand Island Public Schools Mission Statement

VISION

Students prepared to make positive contributions to society and thrive in an ever-changing world.

MISSION

Every Student, Every Day, A Success! In educating students, we teach hearts as well as minds.

STUDENT COMMITMENTS

Within the school district of Grand Island:

Every student will be taught to read, write and communicate effectively; solve problems; acquire and apply knowledge; and demonstrate mastery through performance to the best of the student's abilities;

Every student will be treated with fairness and dignity;

Every student will be honored for their unique qualities and backgrounds;

Every student will experience a sense of belonging, contribution and success; and

Every student will develop responsibility and show respect for others as well as oneself.

In educating students, we teach hearts as well as minds.

Intent of Handbook

This handbook is to be used by students, parents and staff as a guide to the rules, regulations and general information about Grand Island Public Schools. Each student is responsible for becoming familiar with the handbook and knowing the information contained in it. Parents are encouraged to use this handbook as a resource and to assist their child in following the rules contained in this handbook.

Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise during any school day, or school year. The administration reserves the right to make decisions and make rule revisions at any time to implement the educational program and to assure the well being of all students. The administration will be responsible for interpreting the rules contained in the handbook. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon all applicable school district policies and state and federal statutes and regulations.

Welcome to Parents

Dear Grand Island Parents:

The 2019-2020 school year is upon us and I am looking forward to a year filled with opportunities for all students in the Grand Island Public Schools.

As a part of the efforts that take place at the beginning of the school year we have prepared for you and your student a resource that we hope you will find helpful, the 2019-2020 Student/Parent handbook. This publication contains information for students and parents regarding daily life in Grand Island Public Schools, as well as an overview of student rights and responsibilities.

I would also encourage you to visit the district website www.gips.org as it is a great way to find current information about specific events at your child's attendance center. Additionally, the website contains all district policies and other help resources important to your child's experience in Grand Island.

Every Student, Every Day a Success is the mission of Grand Island Public Schools and with that in mind it is my sincere hope that you and your family have a successful 2019-2020 school year.

Dr. Tawana Grover

Superintendent of Schools

District website

Visit www.gips.org for all district and school information.

Social media

Follow the Grand Island Public Schools district and all of our schools on Facebook and Twitter to stay updated on activities and information. Links to all social media accounts can be found at the school pages on the district website, www.gips.org.

GIPS on Facebook:

www.facebook.com/GrandIslandPublicSchools

GIPS on Twitter:

@GIPublicSchools

District offices

Kneale Administration	(308) 385-5900
Superintendent's office	Ext. 1140
Student services	Ext. 1152
Business office	Ext. 1151
Technology office	Ext. 1155
Marketing & communications	Ext. 1127
GIPS Foundation	Ext. 1170
Maintenance/	Ext. 1100
Safety	Ext. 1121
Nutrition Services	Ext. 1172
CNSSP	Ext. 1188
Federal Programs	Ext. 1122
Outreach Center	Ext. 1204

School phone numbers

Early Learning Center 385-5655

ELEMENTARY SCHOOLS

Dodge	385-5889
Engleman	385-5902
Gates	385-5892
Howard	385-5916
Jefferson	385-5922
Knickrehm	385-5927
Lincoln	385-5924
Newell	385-5905
Seedling Mile	385-5910
Shoemaker	385-5936
Starr	385-5882
Stolley Park	385-5913
Wasmer	385-5920
West Lawn	385-5930

MIDDLE SCHOOLS

Barr	385-5875
Walnut	385-5990
Westridge	385-5886

HIGH SCHOOL

Grand Island Senior High	385-5950
Activities office	385-5581
Indra House	385-5635
Career Pathways Institute	385-5601
Success Academy	385-5885
Welcome Center	385-5551

The Grand Island Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, religion, age or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students:

Associate Superintendent for Student Services
Kneale Administration Building
123 South Webb Road, PO Box 4904
Grand Island, NE 68802-4904

Telephone: (308) 385-5900
Email: rdexter@gips.org

Employees and Others:

Director of Human Resources,
Kneale Administration Building,
123 South Webb Road, PO Box 4904, Grand Island, NE 68802-4904;
308-385-5900;
wstelk@gips.org.

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at:

Office for Civil Rights
Kansas City Office for Civil Rights
U.S. Department of Education
One Petticoat Lane
1010 Walnut Street, Suite 320
Kansas City, MO 64106

Telephone: (816) 268-0550;
Fax: (816) 268-0559;
Email: OCR.KansasCity@ed.gov

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School Business and Procedures

School Hours

Preschool: A.M.: 8 - 11 a.m. P.M.: 12:20 - 3:20 p.m. (Wednesday dismissal: 10 a.m./2:20 p.m.)

All Elementary Schools: 8 a.m. - 3:30 p.m. (Wednesday dismissal: 2 p.m.)

All Middle Schools: 8:15 a.m. - 3:45 p.m. (first Wednesday dismissal: 2:15 p.m.)

Grand Island Senior High: 8:05 a.m. - 3:40 p.m. (first Wednesday dismissal: 2 p.m.)

Arrival and Dismissal From School

Students are expected to arrive at school no more than 20 minutes prior to the first class or school program in which they are participating. Prior to that time, the school is not responsible for supervision of the students. Students will not be permitted to enter earlier unless the principal determines it to be necessary due to inclement weather or other factors. Students are to enter through their assigned entrance and proceed to designated areas.

Upon dismissal, students are expected to be picked up or leave school grounds within 15 minutes of dismissal. The school is not responsible for supervision of students once the students are to have left school grounds.

Signing A Child In And Out Of School

Parents or guardians are required to sign their children in and/or out of school if they are entering after their first class or leaving prior to their final class or permission granted with administrator approval. The schools will only release children to adults designated by the parent in Infinite Campus or administrator approval. If there is a special circumstance, such as a court order limiting access to a student by a parent or guardian, affecting who a student can be released to, the parent must inform the principal and provide the principal with a copy of that order to maintain on file at the school.

Supervision at Dismissal

Parents or guardians of children in grades Pre-K to 5, where the child does not use district-provided transportation after dismissal, may request the school or program not release the child to walk home after dismissal unless the child is released to the parent or legal guardian or an escort designated by the parent or guardian. The parent or guardian may designate up to 2 escorts. Parents or guardians requesting their children only be released to the parent or guardian or a designated escort after dismissal must submit a completed written request with the principal to this effect.

Lunch and Open and Closed Campus

Juniors and Seniors have open lunch privileges with parent and administrative approval. Students must remain on campus at all other times. Underclassmen do not have open lunch privileges. Freshman and Sophomores will be scheduled in one of the two school cafeterias for lunch.

Grand Island Senior High Prayer Time Process.

GIPS recognizes the religious requirement of prayer for students and provides a space and time for this to occur with minimal loss of instructional time.

Process:

- Use the foyer of the auditorium as a common space and establish practice of entering and exiting the foyer through the main entrance near door 34 (interior halls are off limits). Alternate locations would be:
 1. Upper Deck of East Gym
 2. East Conference Room
 3. West Conference Room
- Students will be allowed one 15 minute prayer time during the school day.
- Morning and late afternoon prayers should take place outside of the school day.
- Prayer time should take no more than 15 minutes including travel to and from the location.

- Students using prayer time should communicate with their Counselors and Teachers to be released and should travel directly to the prayer location. They should not stop in other classrooms, or wait to meet other students who might be praying. Students should go directly to the location, pray and return directly to their assigned location.

Enrollment Information

Students shall attend the neighborhood school in the attendance area in which they reside. Reassignment may be made when deemed in the student's best interest and based upon the capacity of the class, grade level, program and school building to which he or she is applying. Capacities will be based upon class/program guidelines provided in **Policy 7511–Open Enrollment**. Special Education transfers will be allowed only when it is determined that educational needs as specified in the Individualized Education Plan cannot be provided in the neighborhood school.

The district has established procedures for requesting a transfer to an in-district attendance center other than the neighborhood school. Parents/Guardians should complete a transfer request application at their assigned neighborhood school. Applicants will be notified of approval or denial one week prior to the start of school. **Policy 8332–Elementary and Middle School Within District Transfers**

Emergency Situations

Representatives of the superintendent's staff will notify local news media and post to www.gips.org in emergency situations including weather events. Radio and television stations broadcast the information regularly and our district telephone system will be used to notify families. Parents are not to call media or school buildings during emergency situations. School officials will not release students from the school building during emergency situations.

Visitors

All visitors must report to the office upon entering the building. Students may not bring friends or relatives with them to school to attend classes.

Flower and Gift Delivery at School

GIPS acknowledges the need to recognize students on special holidays, however, due to the disruption to class, gifts and flowers will not be accepted at school for delivery to a student in class.

Smoke-Free Environment

Grand Island Public Schools declares all of our buildings and grounds to be smoke-free. All district-owned or operated facilities, grounds and vehicles, as well as district-sponsored events, will be designated tobacco-free. The use of any form of tobacco is prohibited. **Policy 6232–Use of Tobacco on Premises by Staff members, Visitors and Volunteers**

Care of School Property

The Grand Island Public Schools believes students should respect school district property and assist in its preservation for future use by others. Students may be assessed fines, charges, or fees for damage beyond normal wear to the materials needed in a course, for overdue school materials, or for misuse of school property. The staff reserves the right to confiscate nuisance items or other objects that interfere with school purpose or otherwise constitute rule violations. Students may also receive disciplinary consequences for significant disruptions or repeated violations.

Destruction of School Property - Board Policy 8411

Any student who vandalizes or destroys school property will be assessed repair or replacement costs and referred to the county attorney for prosecution. Students are asked to help protect the school by discouraging and reporting any vandalism. The school appreciates student cooperation and responsible behavior.

Student ID: Middle School and High School

The student ID allows students free or reduced admission to various school activities. Students get their student ID card after they register. Students losing ID cards will be charged a fee for a duplicate.

Grand Island Senior High and Barr, Walnut and Westridge Middle School students must wear their student issued ID at all times while in school. The ID must be worn on a lanyard around the neck. When the ID is lost, stolen, or forgotten, students must report to the office and purchase a temporary daily sticker or a replacement ID.

Lockers

For building security and student safety, the expectations for students' use of lockers are:

- Students are responsible for the content and condition of their lockers.
- The school assumes no liability for damage or theft of property.
- Students are required to use only the locker furnished by the school.
- Locker problems should be reported to the office

Searches of Lockers and Other Types of Searches

School administrators are authorized to conduct searches of students and their property as well as property of the district in order to enforce compliance with statutes, policies and rules. A search may be conducted for reasons that include, but are not limited to, safety health and discovery of the violation of a statute, policy, or rule.

Video Surveillance

The Board of Education has authorized the use of video cameras on school district property to ensure the health, welfare and safety of all staff, students and visitors to district property, and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the school administration. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Student Use of Bicycles and Other Small-Wheeled Devices

Students who ride bicycles to school are requested to secure them in an orderly fashion at designated locations. Students are advised to provide bicycle locks for their personal bicycle. For safety reasons, riding bicycles or other small wheeled devices on school grounds during school hours will not be permitted. Students are discouraged from riding other small wheeled devices such as skateboards, in-line skates, roller skates, or micro-scooters to school. Principals may set forth additional regulations as necessary for individual attendance centers. The privilege of riding a bicycle to school will be withdrawn if rules and appropriate safety measures are not followed.

Student Valuables

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary safe-keeping. Students who find lost articles are asked to take them to the office where the articles can be claimed by the owner.

Printed Materials for Display and/or Distribution

The principal must approve all signs and announcements in the school building before they are displayed or read. The district office must approve all materials for distribution in all district facilities. **Policy 9420**

Copyright and Fair Use Policy

Grand Island Public Schools follow the federal copyright law. Students are reminded that, when using school equipment and when completing course work, they also must follow the federal copyright laws. The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. **Policy 5521**

Fees

Student Fees

Teachers may request students to furnish minor personal consumable items, including but not limited to, pencils, paper, pens, erasers and notebooks, for courses and activities which count for graduation or advancement between grades, or in which participation is otherwise required by the Grand Island Public Schools. The request for such items shall be made in such a way that it is clear the furnishing of the same is voluntary. If a student is unable to provide the minor personal consumable item required, the school will supply the item to the student.

Participation Fees

Grand Island Public Schools will not charge student fees for participation in extracurricular activities whether participation is as a member or spectator. High school students will receive an activity marked ID providing access to high school athletic events if their school is a competing school serving as either the home or away team in the contest. GIPS may charge fees to recover the actual cost for the following items:

- Uniform cleaning fees
- Admission fees to events such as sports, drama, speech, music, dances, banquets, prom, after prom party
- Student organization fees
- Extracurricular activity facility charges such as greens fees, tennis court fees, bowling fees, pool fees
- Extracurricular activity workshops co-sponsored by the district or at district facilities such as sports clinics, cheerleading clinics, band clinics, swing choir or chorus clinics, flag corps clinics
- Sheet music charges

SEE APPENDIX FOR COMPLETE LIST OF SUPPLIES FOR SCHOOL AND ACTIVITIES, PAGE 37

GIPS fees for lost or damaged property is as follows:

Fees for late library materials	\$1.00 (Per Day, \$10.00 Maximum)
Fees for lost library materials	Actual replacement cost
Fines for damage to textbooks, lockers, or desks	Reasonable repair cost
Fee for replacement of Student ID	\$5.00
Fees for lost materials	Actual replacement cost
Fees for lost or damaged Electronic Communication Devices	Actual replacement cost

Special Fees

- GIPS will not charge any fees for post secondary education cost. However, students taking dual enrollment courses or other post secondary education course(s) will need to pay any dues, fees, tuition, and provide books and supplies associated with obtaining the necessary credit from their post secondary educational institution (e.g. Central Community College, UNL, UNO, UNK, etc.).
- Copies of student files or records will be provided free of any fee or charge.
- Before/after school programs and pre-kindergarten services, if offered, will be offered without any charge to the participant.
- Summer school or night school programs, if offered, will be offered without any charge to the participant.
- Certification tests.

Student Fee Waivers

An Application for Student Fees and Supplies Waiver Form must be completed by a child's custodial adult.

- Families seeking a waiver based upon their status for participation in the United States Department of Agriculture child nutrition programs must complete, on an annual basis, an Application for Free and Reduced Priced Meals including Sharing Information with Other Programs.
- Families or students who are automatically approved for participation in the United States Department of Agriculture child nutrition programs need not complete a new application. However, all other waiver requirements apply, including Sharing Information with Other Programs.
- Participation in the United States Department of Agriculture child nutrition programs is not required.
- Families must give permission to share information regarding their status with GIPS before a waiver will be considered.
- Application for Student Fees and Supplies Waiver may be completed at any time during the school year.

- Retroactive refunds of Student Fees and Supplies will NOT be made.

All Student Fees and Supplies may be waived in whole or part under the following circumstances:

- A student is identified as being homeless.
- Principal or assistant principal recommendation, based upon the student’s or family’s ability to pay.

Except as provided in Grand Island Public Schools **Policy 8820–Student Fees** and the accompanying **8820.1 Administrative Procedures**, the Grand Island Public Schools shall not collect any other money pursuant to the Public Elementary and Secondary Student Fees Authorization Act.

Breakfast and Lunch Fees

Student Meal	Fee	Student Meal	Fee
Elementary Breakfast – Full Priced	\$2.00	Senior High Breakfast – Full Priced	\$2.00*
Elementary Breakfast – Reduced	\$0.30	Senior High Breakfast – Reduced	\$0.30*
Elementary Breakfast – Free	\$0.00	Senior High Breakfast – Free	\$0.00*
Elementary Lunch – Full Priced	\$2.55	Senior High Lunch – Full Priced	\$2.85
Elementary Lunch – Reduced	\$0.40	Senior High Lunch – Reduced	\$0.40
Elementary Lunch – Free	\$0.00	Senior High Lunch – Free	\$0.00
Elementary Milk	\$0.40	Senior High Milk	\$0.50
Middle School Breakfast – Full Priced	\$2.00*	Adult Meal	Fee
Middle School Breakfast – Reduced	\$0.30*	Breakfast	\$2.30
Middle School Breakfast – Free	\$0.00*	Lunch	\$3.70
Middle School Lunch – Full Priced	\$2.75	Chef Salad	\$3.70
Middle School Lunch – Reduced	\$0.40		
Middle School Lunch – Free	\$0.00		
Middle School Milk	\$0.50		

**Students at Senior High and Walnut Middle School are encouraged to participate in the free Grab ‘n’ Go breakfast program.*

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individual who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877- 8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: <https://www.ascr.usda.gov/filing-program-discrimination-complaint-usda-customer> and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

Mail: U.S. Department of Agriculture
 Office of the Assistant Secretary for Civil Rights
 1400 Independence Avenue, SW
 Washington, D.C. 20250-9410;

Fax: (202) 690-7442; or **Email:** program.intake@usda.gov
 This institution is an equal opportunity provider.

Attendance

8312 EXCESSIVE ABSENTEEISM

Regular attendance by the students at school is essential for students to obtain the maximum opportunities from the education program. Parents and students alike are encouraged to ensure an absence from school is a necessary absence. Students shall attend school unless excused by the principal, or principal's designee, of their attendance center. This policy, developed in collaboration with the county attorney, is an attempt to address the problem of excessive absenteeism.

Excessive absenteeism is the failure to attend school for the minimum number of days established in the school calendar by the board. The Grand Island Public Schools sets the minimum number of days at 90% of days that the student's school is open and in session.

The superintendent shall designate an attendance officer. The attendance officer will investigate the report of any child who may be in violation of the state's compulsory attendance statutes.

If any student has accumulated absences of a total of more than 10% of the days, or hourly equivalent, of the current required attendance days, the school shall render all services in its power to compel the student's attendance. These services include but are not limited to the following:

1. Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of any child; and
2. A meeting or meetings between the school attendance officer, school social worker (or school principal or a member of the school administrative staff, if the school has no social worker), the student's parent/guardian and the student (if necessary) to develop a plan to solve the excessive absenteeism problem

The plan shall consider but not be limited to:

- a. Determine if illness is related to physical or behavioral health of the child (verified by appropriate documentation);
- b. Educational counseling to explore curriculum changes such as alternative educational programs to solve the excessive absenteeism problem;
- c. Educational evaluation to assist in determining the specific condition(s) contributing to the excessive absenteeism problem, supplemented by specific efforts by the school to help remedy any condition diagnosed.
- d. Investigation of the problem by a school social worker (or principal or administrative staff member) to identify conditions contributing to the excessive absenteeism problem. If services for the student and student's family are determined to be needed, the investigator shall meet with the parent/guardian and child to discuss any referral to appropriate agencies to remedy the conditions.

If the parent/guardian refuses to participate in such meeting, the principal shall place documentation of such refusal in the child's attendance records.

Students are subject to disciplinary action for excessive absenteeism. Disciplinary action for students receiving special education services will be assigned in accordance with the goals and objectives of the student's Individualized Education Program.

The school may report to the county attorney of the county in which the person resides when the school has documented the efforts to address excessive absences, the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and the student has accumulated more than twenty (20) absences per school year. The school shall notify the child's family in writing prior to referring the child to the county attorney. Illness that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney. A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined.

The following reasons for absences from school will be recorded on the attendance record:

Code	Description	Classification	Purpose
AB	Absent	Unexcused	Absent without contact with Parent or Student.
TR	Truant	Unexcused	Parent or School Staff do not know student's disposition
PF	Office	Exempt	Office (Including Nurse, Counseling, Guidance, Wellness, etc)
SA	School Activity	Exempt	School activity/sport, whether in or out of the building
ISS	In School Suspension	Exempt	ISS assigned by administrator
OSS	Out of School Suspension	Exempt	OSS assigned by administrator
MED	Medical Event Documented	Excused	Doctor appointment/hospitalization/illness with documentation from a medical professional
LTE	Long Term Extension	Exempt	Student attending a medical treatment facility or alternative program
H	Homebound	Exempt	Students who cannot attend at school
T	Tardy	Unexcused	Late to class
CV	College Visit	Exempt	Two each year
AD	Administrator Excused	Exempt	Administrator discretion
PR	Parent Request	Excused	Multiple Uses: Doctors appointment without doctor's note, illness without documentation, funeral, weather, vacation

Remember: Parents must Call the school for any absence. **Policies 8310, 8312 and 8320**

Tardy/Absent Guidelines

Students out of GPS for 10 days or more

When families report their child will be out of school for more than 10 school days, students will be dropped as eligible to return on their last day of being present at school, and then the student needs to register upon return.

Elementary and Middle School Tardy/Absent guidelines

If a student is not in class learning, they are tardy or absent:

- A student will be recorded as tardy if within the first 15 minutes of the day the student checks in by 8:15 for elementary students and by 8:30 for middle school students
- After 15 minutes the student is recorded as absent:
 - Absent/Truant: student refused to come to school
 - Absent/Unexcused: no reason/no parent phone call
 - Absent/Parent Request: recorded as absent and as excused when parent calls in for a student
 - Attendance at Truancy Court: needs to be marked as PR (parent request)
- When a student returns during the day, they will be counted absent until they report to the office and will be recorded "tardy" for the period in which they return and as "in attendance" for the remainder of the day.

GISH Tardy/Absent guidelines

If a student is not in class learning, they are tardy or absent:

- For First Period:
 - A student will be recorded as absent by the teacher if they are not present in class when the tardy bell rings.
 - Students arriving late during the first block of the day will be scanned at the door by Campus Monitors and counted Tardy for that class period.
 - Students arriving late during the first block of the day with a parent notification (phone call) will be marked PR with a comment noting the parent called. The student will need to check in with the attendance clerk. Habitual tardiness with parent phone calls will be dealt with on case by case basis.
 - If a student is late to school/class due to a pre-arranged appointment such as Orthodontist or Physical Therapy and the school receives notification from the parent of the appointment, the student will be marked PR or MED Documented if a note from Dr. is provided. The student will need to check in with the attendance clerk.

- Teachers will update attendance at the end of the period.
- For Remainder of the day:
 - A student will be recorded as absent by the teacher if they are not present in class when the tardy bell rings.
 - Students arriving to class late without a pass will be marked as Tardy by the classroom teacher.
 - Students arriving to class more than 15 minutes late without a pass will be noted by the teacher, marked tardy and the Academy Principal will be notified.
 - If a student is late to school/class due to a pre-arranged appointment such as Orthodontist or Physical Therapy and the school receives notification from the parent of the appointment the student will be marked PR or MED Documented if a note from Dr. is provided. The student will need to check in with the attendance clerk.
 - Teachers will update attendance at the end of the period.

Sign in Procedures

K-8 students who arrive late to school are required to sign in at the office prior to attending class; Senior High Students report directly to the classroom. All teachers have the authority to deal appropriately with excessive tardiness to classes.

School-Sponsored Activity Absences

Students who are absent from class or school due to participation in a school activity must make up work in advance of the absence or have work missed ready to hand in the next class day.

Withdrawal From School

Pursuant to Neb. Rev. Stat. 79-202, a person who has legal or actual charge or control of a child who is at least sixteen years of age but less than eighteen years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirement of section 79-202 if an exit interview is conducted and the withdrawal form is signed or if a signed notarized release form is filed with the Commissioner of Education. To begin the withdrawal process, the person with legal or actual charge or control of a child who is at least sixteen years of age but less than eighteen years of age submits a request to the school where the student is enrolled.

Academic Information

Promotion and Retention

Students normally progress annually from grade to grade. Exceptions may be made through the Response To Intervention process. Exceptions may include vertical acceleration, horizontal enrichment, mentoring, or other curricular method deemed in the best interest of students. **8730–PROMOTION, RETENTION, ACCELERATION**

Academic Integrity

Students are expected to abide by the standards of academic integrity established by their teachers and school administration.

Definitions of Academic Integrity

“Cheating” means intentionally to misrepresent the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:

- Tests (includes tests, quizzes and other examinations or academic performances):
 - Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.
 - Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, technological devices, or other materials while taking a test except as expressly

permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

- Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.
- Use of Other Student to Take Test: Having another person take one’s place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
- Misrepresenting Need to Delay Test: Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student’s real reason for missing class was because the student was not prepared for the test.
- Papers (includes papers, essays, lab projects and other similar academic work):
 - Use of Another’s Paper: Copying another student’s paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
 - Re-use of One’s Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
 - Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student’s work. For example, a student engages in cheating if the student has a draft essay reviewed by the student’s parent or sibling and the essay is substantially re-written by the student’s parent or sibling. Assistance from home is encouraged, but the work must remain the student’s.
 - Failure to Contribute to Group Projects: Accepting credit for a group project in which the student failed to contribute a fair share of the work.
 - Misrepresenting Need to Delay Paper: Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student’s real reason for missing class was because the student had not finished the paper.
- Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher’s grade book or the school records is a serious form of cheating.
 - “Plagiarism” means to take and present as one’s own a material portion of the ideas or words of another or to present as one’s own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works.
 - Plagiarism includes, but is not limited to:
 - Failure to Credit Sources: Copying work (words, sentences and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
 - Falsely Presenting Work as One’s Own: Presenting work prepared by another in final or draft form as one’s own without citing the source, such as the use of purchased research papers or use of another student’s paper.
 - “Contributing” to academic integrity violations means to participate or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.
- The following sanctions will occur for academic integrity offenses:
 - Academic Sanction. The instructor will refuse to accept the student’s work in which the cheating or plagiarism took place, may assign a failing grade for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work. Credit for the class may be withheld pending successful completion of the replacement test or project.
 - Report to Parents and Administration. The instructor will notify the principal of the offense and the instructor or principal may notify the student’s parents or guardian.

- Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in a serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

Grading System

Elementary School

Report cards are issued at the end of each trimester. The report card is an appraisal of the child’s scholastic, social and personal growth in terms of the school program.

Kindergarten – Performance By Curriculum Standard

Pro	Proficient	Demonstrate sufficient understanding and skills for mastery
NP	Not Yet Proficient	Does not yet demonstrate sufficient understanding and skills for mastery
NA	Not Assessed	Not assessed at this time

First - Fifth Grade – Performance by Curriculum Standard

Adv	Advanced	Consistently meet, and at times exceed, the grade level standards; demonstrate skilled performance
Prof	Proficient	Regularly meet the grade level standards; demonstrate acceptable performance
Dev	Developing	Starting to meet, and occasionally do meet, the grade level standards; approaching acceptable performance but have not achieved it
Beg	Beginning	Not meeting the grade level standards; not successful with performance opportunities
NA	Not Assessed	Not assessed at this time
*	Modified	Modified instruction

Middle School

Students will receive a grade for each class they are assigned based on their academic performance. Teachers also assess critical skills based on dependability, respectful and responsible interaction, self discipline, and quality work completion. Student attendance and punctuality in the class will also be on each student’s report card. Progress reports are posted at 6 week intervals to notify parents of student progress. A student or parent who wants to know how a their student is doing in a certain class can access the parent portal via the web or contact the teacher. A report card is issued at twelve week intervals.

Grades for daily work and the grades on the report card are based on the following grading scale:

A	90 - 100	Excellent
B	80 - 89	Good
C	70 - 79	Satisfactory
D	60 - 69	Needs Improvement
F	Below 60	No Credit
Inc	Incomplete	Work Not Completed

Middle School Honor Roll

To be on the honor students you must have all A’s or B’s in all courses assigning a letter grade. Students with an “INC” (incomplete) will not be considered for the academic honor roll.

High School

Grading at Grand Island Senior High differs from elementary and middle school grading. For the first

time, in high school, students earn credits toward graduation. Those credits are based on passing high school core and exploratory courses. All courses at Grand Island Senior High School are graded on an A to F scale. Students who do not earn a passing grade do not receive credit for that course and may be in danger of not graduating.

Student letter grades are based on academic achievement, not behavior. The grades are based mostly on assessment scores (tests, performances, projects), with very little weight on daily practice or homework. The purpose of daily practice and homework is to learn, receive feedback, and have an opportunity to correct errors in thinking or understanding.

The focus on grading at Grand Island Senior High School, as it is at all levels, is to assign consistent, meaningful, accurate grades that support student learning. Students needing a copy of their transcripts can request one for \$2 from the Grand Island Senior High registrar.

GISH Grading and Credit Information

Beginning in 9th grade, students must earn credits to graduate. Credits are earned by passing GISH courses. GISH uses a grading scale of A to F, and GPA (grade point average) is calculated on the transcript using a scale of 0.0 to 4.0. Grades are published at the end of each semester.

A	counts 4.0 in GPA	90-100%	Excellent
B	counts 3.0 in GPA	80-89%	Good
C	counts 2.0 in GPA	70-79%	Satisfactory
D	counts in 1.0 GPA	60-69%	Passing but needs improvement
F	counts in 0.0 GPA	Below 60%	No Credit Granted
P	not in GPA	Passing	Credit Granted
NP	not in GPA	Not Passing	No Credit Granted
W	not in GPA	Withdrew	No Credit Granted
INC	incomplete	Not Finished	No Credit Granted
SI	Sheltered Instruction Course in ELA program		

No zeros for missing or incomplete work

A score of zero will not be entered in the grade book. Instead, M or I will be entered to indicate that work is not yet complete. In grades 9-12, students will have five days beyond the assignment due date to complete Lesson Practice and Progress Checks, unless there are extenuating circumstances. An M (Missing) will be entered in the grade book until the work is turned in or until the end of the nine-week grading period. A late work penalty may be applied, up to a total of 10%. After five days and multiple teacher attempts to intervene with the student, the teacher will decide the priority of continuing to try to intervene regarding the missing homework. Work still not complete at the conclusion of the nine-week grading period will be designated as M, which factors into the final nine-week grade as a zero. In the Assessment portion of the grade book, teachers will enter missing assessment scores or projects as an Incomplete (I) until the work is completed or until the end of the semester. Multiple attempts will be made to intervene with and communicate to students and/or parents about incomplete work. When the work is completed it will be scored and recorded in the grade book, subject to late penalties (up to 10%). A high school student who has not completed major assessments or projects by the end of the semester may receive NC (No Credit) if the student has failed to demonstrate mastery or basic competency on essential learning goals. An NC marking will have a GPA value of zero on a five-point scale (A=4, B=3, C=2, D=1, F=0.)

GISH Course Registration

It is recommended that students take 30 credits per semester to graduate with their class in four years. Students who are credit deficient are identified as such and will not graduate with their class if graduation requirements are not met.

Students are credit deficient if they have not earned the following minimum hours of credit:

Grade Level	Midterm	End of Year
Freshman	30 credits	60 credits
Sophomore	90 credits	120 credits

Junior	150 credits	180 credits
Senior	210 credits	240 credits

Student Schedules and Schedule Changes:

All students will meet with their Counselor during the fall semester to make course requests for the following school year. Students and parents need to take an active role in this important planning process and give careful consideration to the courses that are requested during this meeting. Students should avoid schedule changes after they have met with their Counselor and agreed on course requests. The course requests are locked in after parent teacher conferences in the spring semester to allow for time to build the master schedule. Schedule changes after this time may only be considered for academic reasons. Schedule changes will not be allowed based on specific teacher selection, the time of day, or to place certain classes in specific blocks or semesters. Those changes cannot be allowed because they create unbalanced section numbers, impact staffing, and create inequities for students. All schedule change requests coming after the spring semester conferences are case by case and are up to the discretion of the Counselor and Administration.

After the semester begins:

- Schedule Changes:
 - During the first 10 school days of the semester, schedule changes will be limited and based on the academic needs of the student.
 - After 10 school days no schedule changes are allowed unless extenuating circumstances exist and Administration will make final approval.
 - After the tenth school day of the semester, students requesting changes must use and follow the schedule change form.
- Dropping Courses:
 - 10 school days are allowed to drop a class and have the class removed from the permanent transcript.
 - If a class is dropped after the 11th day of the semester and before the end of the quarter a “W” will appear on the transcript.
 - A semester course may be dropped at the quarter and partial credit granted, with approval of Counselor/Administrator.
 - Classes may not be dropped after the first 9 weeks of the semester.

GISH Honor Roll

Students must be enrolled in a minimum of 25 credits and have a GPA of 3.0 the previous semester to be on the Honor Roll.

GISH Academic Letters

Students must be enrolled in a minimum of 25 credits the previous semester to receive an academic letter. An academic letter will be earned in the following ways:

- Freshmen – first semester cumulative GPA of 4.0
 - Sophomore – first semester cumulative GPA of 3.75
 - Junior – first semester cumulative GPA of 3.50
 - Senior – first semester cumulative GPA of 3.25
- GISH Grading and Credit Information

GISH Graduation Requirements

To graduate from GISH, students must earn a total of 240 credits: 140 core credits and 100 elective credits.

- 40 credits of English (8 semesters)
- 30 credits of Math (6 semesters)
- 30 credits of Science (6 semesters)
- 30 credits of Social Studies (6 semesters)
- 10 credits of American History (2 semesters)
- 10 credits of World History (2 semesters)
- 5 credits of Economics (1 semester)
- 5 credits of Government (1 semester)
- Physical Ed 10 credits (2 semesters)

University Admissions Requirements

- Rank in top 50% or ACT score of 20
- English: 4 years of College Prep
- Math: 3 years (including Algebra 1-2, Algebra 3-4 and Geometry)
- Science: 3 years including one year of a lab science
- Social Studies: 3 years
- Foreign Language: 2 years of the same language
- UNL requires one additional year of Math above Algebra 3-4
- UNK and UNO require one additional year of an elective from any of the above areas.
- State and Community Colleges also recommend college prep classes, but may have less rigorous admission standards.

NCAA/NAIA Eligibility *(for college athletes)*

- Division I Core Courses: 16 Core Classes Required
- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (one must be a lab science)
- 1 additional year of English, math, or science
- 2 years of social studies
- 4 years of additional core courses (from any area listed above, or from foreign language)

Academic Recognition

Students starting as freshman in the fall of 2016 will be recognized using the Latin system for Academic Recognition. All Advanced Placement (AP) courses will carry a weight of 5 and all other courses have a weight of 4.

Latin Designation	GPA	Recognition
Summa Cum laude	4.0 and above	honors banquet, sash and medallion at graduation, identified in graduation program
Magna Cum Laude	3.75 – 3.99	Honors banquet, medallion at graduation, identified in graduation program
Cum Laude	3.5 – 3.74	Identified in graduation program

STUDENT SERVICES

Special Education

What Does Special Education Mean?

Special education means specially designed instruction and related services adapted as appropriate to the needs of an eligible student with a disability. Special education is provided at no cost to the parent to meet the unique needs of a child with a disability.

Students Who May Benefit

A student verified as having autism, emotional disturbance, deaf-blindness, developmental delay, hearing impairments, intellectual disabilities, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech-language impairments, traumatic brain injury or visual impairments, who because of these impairments, need special education and related services.

How are Students With Disabilities Identified?

Referrals are made by teachers or parents to a problem solving team. If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation is completed. An evaluation is conducted to assist in the determination of whether a student has a disability and the nature and extent of the special education and related services

the student needs. The evaluation is conducted only with written consent of a parent or guardian. A multidisciplinary evaluation team (MDT) will then meet to determine whether the student is eligible for special education.

Independent Evaluation

If a parent disagrees with an evaluation completed by the school district, the parent has a right to request an independent educational evaluation at public expense. Parents should direct inquiries to school officials to determine if the school district will arrange for further evaluation at public expense. If school district officials feel the original evaluation was appropriate and the parents disagree, a due process hearing may be initiated. If it is determined that the original evaluation was appropriate, parents still have the right to an independent educational evaluation at their own expense.

Reevaluation

Students identified for special education will be reevaluated at least every three years by the IEP team. The IEP team will review existing evaluation data on the student and will identify what additional data, if any, is needed. The school district will obtain parental consent prior to conducting any reevaluation of a student with a disability.

Individual Education Program (IEP)

Upon a student being verified as having a disability, a conference will be held with parents. At the conference, an Individualized Education Program (IEP) will be developed specifying programs and services which will be provided by the schools. Parent consent will be obtained prior to a student being placed for the first time in a program providing special education and related services or early intervention services to infant and toddlers. Once in place, the IEP is reviewed on an annual basis, or more frequently as needed. Parents are given a copy of the IEP.

Special Education Placement

The student's services are dependent on the student's educational needs as outlined in the Individual Education Program (IEP). To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Determination of a student's education services and settings will be made by the IEP team.

Written notice shall be given to parents a reasonable time before the school district: (1.) Proposes to initiate or change the identification, evaluation, verification or educational placement of a child or the provision of a free appropriate public education; or (2.) Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.

More Information

Anyone interested in obtaining a copy of the District's special education policy, the Parental Rights in Special Education brochure, or a copy of the Nebraska Department of Education Rule 51 (special education regulations and complaint procedures) or Rule 55 (special education appeal procedures) may contact the Grand Island Public Schools Office of Special Education.

Health Services

Student Illness

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions that may require a student to be sent home include: Temperature greater than 100°F., vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves.

Please include emergency daytime phone numbers on your child's registration form so that you can be reached if your child becomes ill or injured while at school. Please also inform your school health office staff of health related information you feel is important for your student's success in the classroom and/or safety at school.

Guidelines for Administering Medication

Whenever possible your child should be provided medications by you outside of school hours. In the event it is necessary that your child take or have medication available at school, the parents/guardians must provide a signed written consent for the child to be given medication at school. A consent form is available at the school health office or online via the Grand Island Public Schools website. If your child has asthma, seizures, or diabetes please contact the health office.

Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medications will not be accepted. The school nurse may limit medications to those set forth in the Physician's Desk Reference (PDR) and those approved by the FDA. Please limit the amount of medication provided to the school to a two-week supply.

School Health Screening

Health screenings may include vision, hearing, dental, scoliosis, height and weight and are performed at various grade levels each year. Parents who do not wish their child to participate in the school screening program must communicate this in writing to the school health office at the start of the school year. Because Nebraska statutes require school-age screening, parents who remove their child from the screening program must submit findings from an alternate medical provider to the school.

Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six months prior to entrance into preschool or kindergarten and, in the case of transfer from out of state, to any other grade. A physical examination is also required prior to entrance into the seventh grade. The physical examination is to be completed by a physician, a physician's assistant, or an advanced practice registered nurse; the visual evaluation is to be completed by any of the foregoing or an optometrist. A parent or guardian who objects to the physical examination and/or visual evaluation may submit a written statement of refusal for his or her child. Waiver forms are available in the school health office. Additional physical examination requirements exist for students participating in athletic participation.

Immunizations

Students must show proof of immunization. A student who does not comply with the immunization requirements will not be permitted to continue in school. Students with medical conditions or sincerely held religious beliefs which do not allow immunizations must complete a waiver statement or affidavit. Nonimmunized students may be excluded from school in the event of a disease outbreak. Forms are available in school health offices.

Summary of the School Immunization Rules and Regulations

Student age group and required vaccines:

- Ages 2 through 5 years
enrolled in a school based program not licensed as a child care provider
 - 4 doses of DTaP, DTP, or DT vaccine,
 - 3 doses of Polio vaccine,
 - 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age, *Hib not required after child reaches 5 yrs of age
 - 3 doses of pediatric Hepatitis B vaccine,
 - 1 dose of MMR or MMRV given on or after 12 months of age,
 - 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. written documentation (including year) of varicella disease from parent, guardian, or health care

provider will be accepted.

- 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age.
*Pneumococcal not required after child reaches 5 yrs of age

- Kindergarten through Grade 12

including all transfer students from outside the State of Nebraska and any foreign students

- 3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday,
- 3 doses of Polio vaccine,
- 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age.
- 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month,
- 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.
- Addition for 7th Grade Only
 - 1 dose of Tdap (must contain Pertussis booster)

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services, 2011.

For additional information, call 402-471-6423. The School Rules & Regulations are available online: <http://www.hhs.state.ne.us/reg/t173.htm> (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011) Updated 1/2014

Guidelines for Head Lice

The following guidelines are in place to: better control a nuisance condition; reduce absenteeism due to head lice; and involve parents as partners with the school in control efforts:

- Children may be sent home from school for live head lice.
- Health office staff will provide written treatment information and instructions, including how to check and identify head lice.
- A child who is sent home from school for head lice should miss no more than two school days.
- A child who has been sent from school due to head lice must come to the health office for inspection before returning to class.
- A child who returns to class with nits (eggs) will be checked again in 7-10 days.
- Families are encouraged to report head lice to the school health office.
- Classroom-wide or school-wide head checks will be conducted as needed in order to control the condition at school.

St. Francis Wellness Center

The Student Wellness Center operated by CHI-St. Francis is located next to the health office at Grand Island Senior High. Walnut and Grand Island Senior High Students with parental consent, regardless of ability to pay, may take advantage of services daily at Senior High. Diagnosis and treatment of minor acute illnesses is provided by a nurse practitioner under the direction of a medical doctor. Mental health and substance abuse services are provided by a licensed provider of mental health care.

Transportation

Transportation to and from school is provided to students in accordance with law and Board policy. Students may also be transported on field trips and when participating in school activities.

Transportation To and From School

The school district offers in-town transportation on a limited basis. In order to run routes in a predictable and timely manner, it is important for students to be at their designated stop several minutes in advance.

Behavior on School Buses

General student conduct rules apply. While riding school buses students are expected to follow the same student conduct rules which apply when they are on school property or attending school activities, functions or events.

Safety Guidelines for Riding School Buses

- When exiting the bus at the designated location (this location must be consistent each day), students must exit the bus and walk in front of it so the driver can see all passengers, and only do so after the driver has signaled for students to cross the street.
- Be on time to be picked up. As a general rule, students must get to the bus stop five minutes before their scheduled pick up time. Students who miss the bus, must immediately return to their home and tell their parents so they can get them to school.
- While waiting for the bus, stay at least 5 feet away from the street, road or highway. Wait until the bus comes to a complete stop before approaching the bus.
- Students may exit the bus only at their approved destination (their school or their approved bus stop). Exit the bus as directed by the driver. Do not run.
- Students needing assistance from the driver must wait until the bus is at a full stop. Students who are close enough, may tell the driver what they need. Students who are too far away for the driver to hear them must ask a student in front of them to get the driver's attention. If necessary, students may walk up to the driver, while the bus is at a full stop. Students in need of immediate assistance for an emergency, should take all action needed to safely get the help of the driver.

Parents are responsible for the supervision of their child until the student boards the bus and as soon as the child exits the school bus.

This transportation service is a privilege, and students will be expected to conduct themselves in a manner consistent with expected classroom behavior. Note the expected behaviors and consequences for inappropriate behavior listed below. Bus drivers will report all infractions to school principals, who will administer the discipline consequences. Following a verbal warning, students will lose their riding privileges for designated periods of time. Parents will receive written communication of any loss of privileges through a Transportation Discipline Report.

Grand Island Public Schools Transportation Rules

- Treat all students and the driver with respect.
- Keep hands, feet, and objects to self and inside the bus.
- No teasing, harassment, bullying, or fighting.
- Talk only with seat partner and in a quiet voice, using appropriate language.
- Remain seated and facing forward in designated seat.
- No food, drinks, or illegal substances on the bus.

The consequences for not following any of the behavior rules will generally be as follows, with administrators having the option of applying more severe consequences whenever merited:

Elementary

- First violation Warning by the driver (this will be the only warning)
- Second violation Loss of privilege to ride bus for one week
- Third violation Loss of privilege to ride bus for two weeks
- Fourth violation Loss of privilege to ride bus for remainder of school year

Secondary 6-12

- First violation Warning by the driver and referral to principal (this will be the only warning)
- Second violation Loss of privilege to ride bus for remainder of school year

POLICIES AND GUIDELINES

Safe and Drug-Free

Safe and Drug-Free Schools - Parental Notice - Board Policy 8570

The School District of Grand Island is concerned about the academic growth and the personal welfare of every person associated with the schools. The use of alcohol, tobacco, and other illicit drugs can seriously interfere with one's health and academic functioning.

It shall be the policy of the School District of Grand Island, in addition to standards of student conduct elsewhere adopted by Board policy or administrative regulation, to prohibit the possession, use, or distribution of illicit drugs or alcohol, including displaying evidence of intoxication, on school premises or as a part of any of the school's activities. Further, the student use or distribution of tobacco shall be prohibited on school premises or during activities. This shall include regular school hours or after school hours at school sponsored activities on school premises, and at school sponsored activities off school premises.

For the purposes of this policy, "tobacco products" include, but are not limited to, cigarettes, cigars, cigarette paper, cigarillos, chewing tobacco, pipes, vapor products, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect, or any similar product or device that can be used to ingest tobacco.

Authorized Use

Any student whose parent or guardian requests that he or she be given any prescription or nonprescription medicine, drug, or vitamin shall provide signed permission by parent or physician.

Disciplinary Sanctions

1. Violation of this policy may result in suspension or expulsion. Prohibited substances will be confiscated and could be turned over to law enforcement authorities. The student may be referred for counseling or required to complete an evaluation related to drugs and alcohol. Parents or legal guardian will be notified.
2. If the student is observed to be violating this policy, the student will be escorted to the principal's office immediately, or if not feasible, the principal will be notified. The student's parents or legal guardian will be requested to pick up the student. If it appears there is imminent danger to other students, school personnel, or students involved, the principal or such other personnel as authorized by the Administration, may have the student removed by authorized medical or law enforcement personnel.
3. Parents and students shall be given a copy of the standards of conduct and disciplinary sanctions required and shall be notified that compliance with the standards of conduct is mandatory.

Intervention

The District does not have the authority or responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or function in the educational climate or activity, the school then has the right and responsibility to refer the student for a formal chemical dependency diagnosis based on behavior observed by school staff. The school will issue a statement to all students and employed staff that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. The school shall make available to students and employed staff information about any drug and alcohol counseling, and rehabilitation treatment programs, which are available to students.

Administration

The administration is authorized to adopt such administrative rules, regulations or practices necessary to properly implement this policy. Such regulations, rules or practices may vary the procedures set forth herein to the extent necessary to fit the circumstances of an individual situation. Such rules, regulations and practices may include administrative forms, such as checklists to be used by staff to record observed behavior and to determine the proper plan of action.

Student Rights, Conduct, Rules, and Regulations

Forms of School Discipline

The Board of Education authorizes the administration of the Grand Island Public Schools to utilize emergency exclusion, short or long term suspension, expulsion, or mandatory reassignment for certain situations or conduct prohibited by the board's rules, standards established pursuant to the Student Discipline Act [§79-254 to §79-294] and applicable federal regulations. **Policy 8453**

Student Appearance

Students in Grand Island Public Schools are expected to dress in a way that is appropriate for a school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. **Policy 8430, 8431**

Any tattoo, or other body markings, or adornments that have the effect of causing a material and substantial interference with school operations or an infringement of the rights of others, or is vulgar, lewd, obscene or offensive, or which promotes or condones illegal drug use or other illegal activity, will be covered at all times at school or at school sponsored events.

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact a building administrator for approval.

Any violation of student appearance or the dress code will be subject to disciplinary action. The final decision regarding attire and grooming will be made by the administration.

Public Displays of Affection

Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Student will face disciplinary action as a consequence to the PDA.

Harassment and Bullying - Board Policy 8455

It shall be the policy of the Grand Island Public Schools to prohibit any form of bullying, including harassment or violence, on the basis of race, color, religion, national origin, ethnicity, age, sex or gender, sexual orientation, disability, or marital status, in all staff employment situations, academic offerings, and extracurricular activities, including school-sponsored events away from school. Conduct which has the effect of creating, for a reasonable person, an intimidating, hostile, or offensive educational or work environment will not be tolerated. Any act of bullying or harassment by either staff or students will result in disciplinary action.

It shall also be a violation of district policy for any teacher, administrator, or other school personnel of this district to tolerate bullying or harassment because of race, color, religion, national origin, ethnicity, age, sex or gender, sexual orientation, disability, or marital status, as defined by this policy, by a student, teacher, administrator, other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extra curricular activities, under the auspices of the school district.

For the purposes of this policy school staff shall include Board members, employees, students, agents, volunteers, contractors, or any other persons subject to the supervision and control of the district.

The school district will act to promptly investigate all complaints, either formal or informal, verbal or written, of bullying or harassment; to promptly take action to protect individuals from further bullying or harassment; and, if it determines that bullying or harassment occurred, to promptly and appropriately discipline any student, teacher, administrator or other school personnel who is found to have violated this policy and/or to take other appropriate action reasonably calculated to end the activity.

Dating Violence Prevention - Board Policy 8552

Grand Island Public Schools prohibits behavior that has a negative impact on student health, welfare, safety, and the school's learning environment. Incidents of dating violence will not be tolerated on school

grounds, in district vehicles, or at school sponsored activities or school-sponsored athletic events.

Dating violence is defined as a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner. Dating partner means any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious or long-term.

The district will provide appropriate training to staff and incorporate within its educational program age-appropriate dating violence education that shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs, and identifying characteristics of healthy dating relationships.

Hazing - Board Policy 8454

Hazing activities of any type are prohibited. Hazing shall mean any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any organization of student members, including groups, clubs, organizations, grade levels, classes, teams, and other activities operating under the sanction of the Grand Island Public Schools.

Prohibited activities shall include, but not be limited to, whipping, beating, branding, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drugs, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment, or the performance of any unlawful act which endangers the physical or mental health or safety of any person. Such prohibited activities shall be irrespective of the willingness of the victim to participate, or whether they occur off or on school grounds.

Any person who believes he or she has been a victim of hazing or any person with knowledge of an activity which may constitute hazing shall report the activity to a building administrator. The building principal shall undertake or authorize an investigation into the alleged prohibited activities and take appropriate action. Such action may include, but not be limited to, verbal or written reprimand, suspension, expulsion, administrative transfer, termination, discharge, or referral to legal authorities.

Suicide Awareness - Board Policy 8555

The Grand Island Public Schools has adopted a suicide prevention policy which will help to protect all students through the following steps:

- Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends.
- The principal at each school is designated as the suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
- When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the student and help connect them to appropriate local resources

Students will have access to national resources which they can contact for additional support, such as:

- The National Suicide Prevention Lifeline - 1.800.273.8255 - www.suicidepreventionlifeline.org
- The Trevor Lifeline - 1866.488.7386 - www.thetrevorproject.org

All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.

Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.

Weapons in Schools - Board Policy 8470

Students are forbidden to knowingly and voluntarily possess, handle, transmit or use any instrument in school, on school grounds or at school functions that is a firearm, weapon, or looks like a weapon as defined by the State of Nebraska Criminal Statutes, the federal laws found in Section 18 USCS Section

921 and in the administrative procedures for this policy 8470.

This policy shall cover any object or item which could be used to injure another person or whose clear intent is to resemble an item which could cause injury and which has no school-related reason for being in a school or on school grounds. Such items will be considered “weapons” for the purposes of this policy. Students who are in possession of the aforementioned articles will be subject to mandatory suspension or expulsion procedures.

Conduct Resulting in Suspension, Expulsion, or Reassignment

You have the opportunity to learn about being a good citizen by sharing some of the responsibility for creating a positive learning environment. To help maintain a quality instructional environment for everyone, students may be suspended, expelled, or reassigned when any of the following actions occur on school grounds or during school functions:

- Use of violence, force, coercion, threat, intimidation or similar conduct that constitutes interference with school purposes [79-4,180(1)]
- Willfully causing or attempting to cause damage to private or school property, stealing, or attempting to steal property of substantial value, or repeated damage or theft of property [79-4,180(2)]
- Causing or attempting to cause personal injury to a school employee, school volunteer, or student [79-4,180(3)]
- Threatening or intimidating a student trying to get money or anything of value from the student [79-4,180(4)]
- Possessing, handling or transmitting any object or materials generally considered a weapon [79-4,180(5) and Grand Island School Board Policy 8470–Weapons In School]
- Unlawful possession, selling, dispensing, or use of a controlled substance, an imitation controlled substance, a substance represented to be a controlled substance, alcoholic liquor, or being under the influence of a controlled substance or alcoholic liquor [79-4,180(6)]
- Public indecency (applicable to students ages twelve to nineteen) [79-4,180(7)]
- Sexual assault or attempted sexual assault of any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function or event.
- Engaging in any activity forbidden by law which activity constitutes a danger to other students or interferes with school purposes [79-4,180(9)]
- Repeated violations of any established rule if such violation constitutes a substantial interference with school purposes [79-4,180(10)].

Interrogation and Searches - Board Policy 8460

School officials shall cooperate with law enforcement officials in pursuance of their official duties. School officials must, at all times, safeguard the legal rights of any student within the assigned school.

Any peace officer or firefighter, or Health and Human Services Representative, desiring to interview a student when the student is attending school shall inform the administrator of the school the student attends, stating the nature of the inquiry or investigation. Except for cases of suspected child or sexual abuse, It shall be the duty of the administrator to notify the parent or legal guardian of the student before the interview begins, in order that one of such persons can be present if he/she desires. If the parent or legal guardian cannot attend the interview the building administrator or designee will be present.

Any person seeking an interview with a student or students must present credentials and secure permission from the administrator.

School officials are permitted to search students or students’ possessions, including personal electronic devices, when there is reasonable cause to believe, by the official, that the student has possession of illegal or dangerous items, or other items contrary to district policies or governing laws or when such search may be necessary for the welfare of students, protection of district property, or administration of district policy. Lockers, desks and storage areas, though assigned to students, are school property and

may reasonably be inspected. Inspections for the location of items detrimental to health and safety may be regarded as reasonable purposes for inspection by school personnel.

The refusal of a student to consent to a reasonable search and/or to surrender objects or substances found as a result of such search may be grounds for discipline (**Policy 8450–Student Discipline**).

School records will be released to legal authorities only under conditions specified in **Board Policy 8710–Student Files and Records**.

Reporting Student Law Violations

Cases of law violations or suspected law violations by students will be reported to the police and to the student’s parents or guardian as soon as possible.

When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official will take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken. An exception applies when a minor has been taken into custody as a victim of suspected child abuse; in that event the principal or other school official shall provide the peace officer with the address and telephone number of the minor’s parents or guardian.

In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it shall be the policy of the Grand Island Public Schools to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:

- Knowingly possessing illegal drugs or alcohol.
- Assault.
- Vandalism resulting in significant property damage.
- Theft of school or personal property of a significant nature.
- Automobile accident.
- Any other behavior which significantly threatens the health or safety of students, staff or other persons or which is required by law to be reported.

Multicultural Policy - Board Policy 7180

The philosophy of the Grand Island Public Schools multicultural education program is students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races (including but not be limited to African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans) and (b) with the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races. The mission shall also include preparing students to eliminate stereotypes and discrimination or harassment of others based on ethnicity, religion, gender, socioeconomic status, age or disability.

Notice of Nondiscrimination - Board Policy 1310 (1310.2 Report Form)

Grand Island Public Schools (GIPS) is committed to a policy of nondiscrimination. Helping students to develop an awareness and appreciation for the achievements, problems, and aspirations of all people in our culturally diverse society is essential to this end. Our goal is to create a learning environment free of discrimination.

The district will establish and maintain an atmosphere in which all persons will exhibit the following:

- Respect for the individual regardless of economic status, intellectual or physical ability, race, color, religion, national origin, ethnicity, sex or gender, sexual orientation, marital status, or age,
- Respect for cultural differences,
- Respect for economic, political, and social lives of others, and

- Respect for the right of others to seek and maintain their own identities.

The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Associate Superintendent for Student Services, Kneale Administration Building, 123 South Webb Road, PO Box 4904, Grand Island, NE 68802-4904; 308-385-5900; rdexter@gips.org
Employees and Others: Director of Human Resources, Kneale Administration Building, 123 South Webb Road, PO Box 4904, Grand Island, NE 68802-4904; 308-385-5900; wstelk@gips.org

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at Office for Civil Rights, Kansas City Office for Civil Rights, U.S. Department of Education, One Petticoat Lane 1010 Walnut Street, Suite 320 Kansas City, Missouri 64106, (816) 268-0550 (voice), or (877) 521-2172 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

Parent Right Afforded by Section 504 of the Rehabilitation Act of 1973

Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their district who have a physical or mental impairment that substantially limits one or more major life activities, regardless of the nature or severity of the disability. Under Section 504, FAPE means providing regular or special education and related accommodations and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

Parents can request to meet with their students' education team for the purpose of discussing the need for a 504 Plan.

Notification of Parental Rights Under FERPA - Board Policy 8750

Parents, legal guardians and eligible students have the right to opt-out of the disclosure of "Directory Information," subject to the requirements and limitations of the Family Educational Rights and Privacy Act (FERPA), state law, and the policies and procedures contained in this policy. Opt-out forms are only effective for the school year in which they are submitted. In order to opt-out of the disclosure of Directory Information, you must submit a written Opt-Out of Directory Information form, which can be obtained from the principal's office at the elementary schools, and from the guidance offices at the middle schools and high school. Opt-out forms must be submitted to the principal's office for elementary students, and to the school guidance offices for students attending the middle school or high school, within the time frame specified on the form. Forms submitted after the due date will be accepted, however, some information may have already been disseminated or submitted for printing and will not be able to be changed or removed.

The District is required to supply class lists including name, address, and phone number to college and military recruiters upon their request. Parents and legal guardians will have the opportunity to deny the inclusion of their child's information in class lists requested by college or military recruiters.

If you have a concern, questions or complaint about any of the above rights, please first contact and discuss it with your school's principal or the Associate Superintendent. You also have the right to file a complaint with the U.S. Department of Education concerning your rights under FERPA, whose contact information is as follows:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202

Notice Concerning Disclosure of Student Recruiting and Tracking Information

The No Child Left Behind Act requires that the District provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents

and secondary students have the right to request that the District not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written parental consent. The District will comply with any such request.

Title 1 Parent and Family Engagement Guidelines

The Grand Island Public School District intends to meet the expectations of the parental involvement guidelines in accordance with the Every Student Succeeds Act of 2015 through the following activities and when feasible, in a language that parents understand:

- Involve parents in developing the Title I Parent and Family Engagement Plan
- Plan parental involvement activities
- Involve parents in activities
- Build capacity for strong parent involvement
- Coordinate and integrate parental involvement strategies with other programs
- Conduct an annual evaluation of the content and effectiveness of the Parent and Family Engagement Guidelines

Each school that receives Title I Funds shall distribute these guidelines to parents of all students attending the school. The school shall:

- Convene annual meeting(s) at convenient time(s) to which all parents of participating children shall be invited and encouraged to attend
 - the agenda will inform parents of their school's participation in the Title I program, explain what Title I is and the requirements associated with it and the parent's right to be involved
- Involve parents in the planning, review and improvement of the Parent and Family Engagement Plan
 - Parent surveys, parent meetings, parent/teacher conferences, social media, are all examples of how this may be accomplished
- Provide parents with timely information regarding curriculum, instruction and assessment practices and proficiency levels
 - Parent/family nights (i.e. Back to School Events, Literacy Nights)
 - Parent/teacher conferences twice a year
 - Report cards sent home three times per year at elementary and middle school
- Provide opportunities for parents to participate, as appropriate, in decisions relating to the education of their children
 - Parent/teacher conferences
 - Response to Intervention Process
 - IEP meetings
- Involve parents in the development and review of a school-parent compact that outlines shared responsibility for improved student academic achievement
 - Title I parent meeting
 - Parent/teacher conferences
- Provide assistance, opportunities, and/or materials for helping parents to understand topics relating to their student's academic achievement in a format and when feasible, in a language that parents can understand
 - Interpreters attend meetings
 - Communication is sent home in English and Spanish, other languages as needed
- Parents of all students are welcome and encouraged to be involved in their child's education. Accommodations will be provided for parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, or are parents of migratory children
 - Interpreters (language, hearing) available and utilized as needed
 - Migrant facilitators available to support migrant families
 - ADA accessible buildings or meetings held in accessible locations
 - School information is communicated in a variety of ways (social media, emails, newsletters, phone calls)

Pregnant or Parenting Students – Board Policy 8518

The Grand Island Public Schools recognizes that pregnant or parenting students have the right and

responsibility to attend school. This attendance right and responsibility applies to students regardless of their marital or parental status. The Grand Island Public Schools will educate pregnant or parenting students and will provide reasonable accommodations to support and encourage all pregnant or parenting students to obtain their high school diploma. No student will be excluded from, denied the benefit of, or discriminated against under any educational program or activity because of pregnancy or parenting responsibilities.

Homeless Students - Board Policy 8231

Grand Island Public Schools reaffirms its commitment to a policy of providing equal educational opportunities for all students commensurate with their needs, abilities and diverse cultural backgrounds. It shall be the policy of the Grand Island Public Schools to ensure that each homeless student has equal access to a free, appropriate public education as provided to all other students. Grand Island Public Schools will comply with the federal and state law related to homeless students. A “homeless child” for the purposes of this Policy is a student who lacks a fixed, regular, and adequate nighttime residence, as defined by applicable federal and state law related to homeless students. An “unaccompanied youth” is a student who is not in the physical custody of a parent or guardian. The following guidelines are detailed in 8231.1-Administrative Procedures for Implementation of 8231.

1. Homeless Coordinator: The District’s designated Homeless Coordinator is the Assistant Superintendent for Student Services and Homeless Education Liaison. The Homeless Coordinator may delegate the specified duties as the Homeless Coordinator determines to be appropriate. The Homeless Coordinator shall serve as the school liaison for homeless children and youth.
2. Enrollment and Placement of Homeless Students: The enrollment and placement of homeless students shall be in compliance with federal and state law.
3. Educational Services and Stigmatization or Segregation: It shall be the policy of Grand Island Public Schools that homeless students not be stigmatized or segregated on the basis of their status as homeless. Homeless students will be provided services comparable to services offered to other students in the school in which the homeless student has been placed, including the following: transportation services, educational services for which the student meets the eligibility criteria, such as services provided under Title 1, educational programs for students with disabilities, and educational programs for students with limited English proficiency, programs in vocational technical education, programs for gifted and talented students, and school nutrition programs.
4. Transportation: Transportation will be provided to homeless students to the extent required by law.
5. Dispute Resolution. The process to resolve disputes concerning the enrollment or placement of a homeless student is included in 8231.1-Administrative Procedures for Implementation of 8231.

Student Due Process Rights - Complaint Procedures - Board Policy 8420

It is the right and responsibility of both school officials and students to develop a functional and orderly procedure through which consideration of student problems and concerns can be discussed and resolved quickly and equitably.

In all matters of complaints the student shall first consult the member of the school staff most immediately affected. If a timely and agreeable solution is not reached at this level, further appeal may be made to the building level administrator, and hence to the superintendent or appointed representative. It is the goal of the board to resolve student complaints at the organization level in which it occurs.

All students will be afforded due process as guaranteed by constitutional provisions. Complaints involving student suspension, expulsion or mandatory reassignment will follow provisions of the Student Discipline Act. All other student and parent/guardian complaints are to follow the chain of command as outlined in district policies. Rules for student conduct and appeal procedures will also be published in the student handbook.

If the complaint cannot be resolved by a certified employee, the student and parent/guardian may discuss the matter with the principal within 10 days of the employee’s decision. If the matter cannot be resolved by the principal, the student and parent/guardian may discuss it with the superintendent within 10 days after speaking with the principal.

If the matter is not satisfactorily resolved by the superintendent, the student and parent/guardian may request a hearing with the Grand Island Public Schools Board of Education.

Student and Staff Memorials – Board Policy 9501

The Grand Island Public Schools recognizes that memorials of flowers, personal messages and mementoes are often created at lockers, student gathering spaces and other areas on district property upon such losses or events. Such memorials shall not be permitted due to disruption of the learning environment. Donations to the Grand Island Public Schools Foundation for scholarships are encouraged for a more lasting remembrance. Private sales of memorabilia “for profit” will not be permitted in Grand Island Public Schools or at events.

The school yearbook will include a “Memorial Page” to recognize all students and staff who passed during the current school year. One edition of the school newspaper/newsletter will recognize the death of a student or staff member. Information on a “Memorial Page,” is limited to the name, photo, dates of birth/death, and school activities in which the student or staff member participated. It is not appropriate to list cause of death in the publication. The designated “memorial page” sponsored by the school shall be the only memorial page accepted for the yearbook. No pages for memorials will be available for purchase.

Technology

SEE ALSO: GIPS ONE-TO-ONE STUDENT/PARENT HANDBOOK, PAGE 44

Student Use of Personal Electronic Communication Devices - Board Policy 8456

Electronic Communication Devices (ECDs) when used in support of student learning are allowed in Grand Island Public Schools according to the procedures included in this document. Students may bring personal technology, including computers, smart phones, network access devices, or other electronic communication devices to school provided that such technology is used for instructional purposes. Students shall abide by the instructions provided by teachers and other school staff in the use of such personal technologies. Access to the Internet or other district communication systems from personal technology is limited to wireless access points on the school campuses. Access to the Internet or to other district communication systems from personal technology is not available via hardwire connections. Video game systems, DVD players, and other devices, which serve no educational function, are prohibited.

Cameras and/or video recorders (other than those incorporated into ECDs) are not allowed in school buildings, on school-provided transportation, or at school-sponsored activities without the express authorization in advance by the building principal or designee. The use of any photographic or video equipment, including such equipment incorporated into ECDs, is prohibited without expressed administrative consent.

Personal ECDs are allowed on school property subject to the following:

- Camera, video, and/or audio recorders will not be used while on school property, at school-sponsored activities, or while on school-provided transportation, without administrative consent.
- Phones should be kept either turned off, or on silent following the rules specified by the classroom teacher.
- Any ECD containing an integrated camera will be turned off (not simply on silent or vibrate mode) and kept stowed out of sight in locker/dressing rooms or on district provided transportation.
- Personal ECDs are only allowed to connect to the filtered, unsecured wireless network in the district. Any attempt to circumvent technology protection measures such as network Internet access filtering by using an ECDs built-in cellular network is prohibited.
- Students in grades 6-12 may use personal ECDs at school following administrative guidelines. Guidelines for acceptable use will be shared with students and parents.
- Students in grades Pre-K-5 are discouraged from bringing ECDs to school.
- Use of ECDs will follow the same network access guidelines as included in the Acceptable Use Agreement. Examples of behavior which is not tolerated includes but is not limited to:

- cheating;
- bullying or harassment;
- displaying, accessing, or downloading obscene or pornographic materials; or
- disruption of the learning environment.

The consequences for using ECDs in violation of the aforementioned rules, state or federal law, or school board policy are as follows:

- 1st Offense: The ECD will be confiscated, turned in to the school office, and picked up by the student from the principal at the end of the school day, unless the device is needed longer for examination by school or district IT personnel.
- 2nd Offense: The ECD will be confiscated, turned in to the school office, and picked up by the parent or guardian following a meeting with the principal.
- 3rd Offense: The privilege to bring an ECD on to school property is revoked and the parent or guardian can pick up the ECD from the principal at the end of the semester.

The principal will decide when the student's privilege to bring an ECD to school is restored.

In addition to the above consequences, school officials may conduct a search of the ECD if they have reasonable suspicion that the student was using the ECD to violate the law, school board policies, or school rules. Depending on the nature of the violation, school officials may make a referral to law enforcement officials, and/or commence disciplinary action against the student such as expulsion, suspension, or reassignment. The possession of obscene or pornographic or other illicit material on an ECD will result in a referral to law enforcement officials.

Grand Island Public Schools will not be responsible for the loss, theft or damage to ECDs. Students who bring such devices onto school property do so at their own risk of loss and with the understanding that unclaimed devices will be disposed of by the school at the end of the semester.

Internet Safety – Board Policy 8457

It is the policy of Grand Island Public Schools to comply with the Children's Internet Protection Act (CIPA). Technology protection measures will be used to block and filter Internet access. These measures are in place to provide reasonable protection from the inadvertent access of obscene visual depictions or pornography, child pornography, or other content deemed harmful to minors. Grand Island Public schools shall:

- prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
- prevent unauthorized access, including so-called "hacking," and other unlawful activities online; prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- implement measures designed to restrict minors' access to materials (visual or non-visual) that are harmful to minors.

In addition to technology protection measures, the Grand Island Public Schools will provide annual training for students at all grade levels addressing the following issues:

- access by minors to inappropriate matter on the Internet and World Wide Web;
- the safety and security of minors when using electronic mail, chat rooms, social networking sites, and other forms of direct electronic communications;
- unauthorized access including "hacking" and other unlawful activities by minors online;
- unauthorized disclosure, use, and dissemination of personal information regarding self or others; and
- monitoring the online activities of minors and cyber bullying awareness and response.

Users who fail to abide by district Network Usage Agreement procedures shall be subject to disciplinary action, possible revocation of the user account, and legal action as appropriate. Potential consequences may include, but not be limited to:

- restriction or loss of access to the network and Internet;

- possible suspension, reassignment, or expulsion; and/or,
- referral to law enforcement.

It shall be the responsibility of all members of the Grand Island Public Schools staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the superintendent or the superintendent's designees.

All district policies, including those addressing discrimination, harassment, and copyright issues, will apply to the use of networked resources.

Electronic Device Voluntary Protection Plan

The implementation of iPads and laptops as a learning resource represents a huge financial commitment on the part of the district. Students are financially responsible for any damages to their electronic device. In order to provide end-user protection and peace of mind, GIPS is offering a voluntary electronic device protection plan. If you choose to enroll, the financial burden of accidental damage or theft will be lessened.

Cost for Protection Plan:

The protection plan works on a yearly fee with a per-incident deductible:

5-12 Laptop:

Yearly Enrollment Cost = \$10

1st Incident Deductible = \$20

2nd Incident Deductible = \$40

3rd Incident Deductible = \$60

Protection plan enrollment cost and deductibles will be adjusted as needed on an annual basis.

Students can enroll in the voluntary protection plan by visiting the Grand Island Senior High or Middle School Media Center. If there is an issue, the student should bring the device to the Media Center immediately to get a replacement while the device is being repaired.

STUDENT INVOLVEMENT

Extracurricular Activities

Rights, Conduct, Rules and Regulations

Extracurricular programs enrich the curriculum of the school, and students are encouraged to participate in activities that interest them. There are intra-murals, fine arts activities, a wide variety of clubs, and interscholastic athletics. All extracurricular activities are considered an extension of the school day, regardless of the location; therefore, regular school policies should dictate the student behavior. The Grand Island Public Schools will adhere to the rules and regulations set forth in Title IX guidelines on sex discrimination as well as other pertinent rules and regulations.

In order to represent a high school in interscholastic athletics/activities a student must abide by eligibility rules as set by the Nebraska School Activities Association. These rules include such items as: a student is ineligible if 19 years of age on or after August 1, of current school year; students must have been enrolled in school the immediate preceding semester and have passed a minimum of 20 hours that semester; students must be enrolled in 20 semester hours in the current semester. Consent forms and complete rules are available through the Activities Office.

Safety

The District's philosophy is to maintain an activities program that recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety

instructions for the activity in which they participate, to inform their coach or sponsor when they are injured or have health problems that require their activities be restricted, and to exercise common sense.

Warning for Participants and Parents

The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. The severity of such injury can range from minor cuts, bruises, sprains and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord. On rare occasions, injuries can be so severe as to result in total disability, paralysis or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility.

Student Concussions - Board Policy-8655

Concussion and brain injury information will be provided on an annual basis to students and the students' parents or guardians prior to such student initiating practice or competition. A student who has been removed from a practice or game as a result of being reasonably suspected of having sustained a concussion or brain injury shall not be permitted to participate in any school supervised team athletic activities involving physical exertion, including, but not limited to, practices or games until the student: (i) has been evaluated by a licensed healthcare professional, (ii) has received written and signed clearance to resume participation in athletic activities from the licensed healthcare professional, and (iii) 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. It is recognized that coaches cannot be aware of every incident in which a student has symptoms of a possible concussion or brain injury. As such, students and their parents have a responsibility to honestly report symptoms of a possible concussion or brain injury to the student's coaches on a timely basis.

Extracurricular Activity Code of Conduct

The Code of Conduct applies to all extracurricular activities. Extracurricular activities means student activities or organizations which are supervised or administered by the school district which do not count toward graduation or grade advancement and in which participation is not otherwise required by the school. The Code of Conduct also applies to participation in school sponsored activities such as school dances and royalty for such activities. A participant means a student who participates in, has participated in, or will participate in an extracurricular activity.

The Code of Conduct rules apply to conduct which occurs at any time during the school year, and also includes the time frame which begins with the official starting day of the fall sport season established by the NSAA and extends to the last day of the spring sport season established by the NSAA, whether or not the student is a participant in an activity at the time of such conduct.

The rules also apply when a student is participating or scheduled to participate in an extracurricular activity that is held outside the school year or the NSAA season. For example, if an FBLA student plans to participate in a conference in July and commits a Code of Conduct infraction in June, the student may be suspended from participating in the conference. Conduct during the summer months may also affect a student's participation under the team selection and playing time guidelines.

The Code of Conduct rules apply regardless of whether the conduct occurs on or off school grounds. If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

Grounds for Extracurricular Activity Discipline

The following conduct rules have been determined by the Grand Island Public Schools to be reasonably necessary to aid students, further school purposes, and prevent interference with the educational process. Such conduct constitutes grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation:

- Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
- Use of violence, force, coercion, threat, intimidation, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
- Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
- Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
- Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.
- Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules.
- Selling, using, possessing or dispensing alcohol, tobacco, narcotics, drugs, a controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation.
- Public indecency.
- Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
- Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events;
- Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
- Repeated violation of any of the school rules.
- Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
- The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
- Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
- Willfully violating the behavioral expectations for those students riding Grand Island Public School buses or vehicles used for activity purposes.
- Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
- Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
- Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
- All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation

of the rule or regulation.

- Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

All terms used in the Code of Conduct have a less strict meaning than under criminal law and are subject to reasonable interpretation by school officials. Behaviors not covered in this handbook will be handled on an individual basis with disciplinary action determined by the appropriate administrator.

Violation determination

A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

- When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
- When a student is convicted of a criminal offense. Conviction includes, without limitation, a conviction, a plea of no contest and an adjudication of delinquency by a juvenile court.
- When a student admits to violating one of the standards of the Code of Conduct.
- When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.
- When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

Procedure Prior to Suspension

In the event that this policy is violated and a student is to be suspended from an activity, the following process shall be initiated:

1. The student shall be notified of the alleged rule violation in a meeting with school officials. At that meeting, the student and the school officials will discuss the details of the alleged violation, and the ensuing consequences. The student shall have an opportunity to present information related to the incident.
2. Parents of the student shall also be notified of the violation and consequences. School officials will summarize the details related to the incident and then advise the student and parents of the action that will be taken.
3. The student and parents shall be afforded full opportunity to make any statements or request explanations related to the incident.
4. The building principal shall issue a decision related to suspension.
5. The student or student's parent/guardian may in writing an informal hearing before the superintendent within five days of the suspension notice. The superintendent may designate an administrator not responsible for the suspension decision as the superintendent's designee to conduct the hearing. The hearing will be held within ten calendar days of receipt of the request. Upon conclusion of the hearing, a decision will be rendered within five school days.
6. There will be no stay of the penalty imposed pending completion of the due process procedures.
7. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

Appeal Process

After a ruling of ineligibility resulting in suspension from activities has been made, a student and a student's parents may formally appeal the decision, in writing, to the superintendent of schools, provided an appeal is received five (5) days from the first day such ineligibility shall take effect.

Consequences specific to drugs, alcohol or other controlled substances

The student shall not be involved with alcohol, tobacco, or illegal drugs. During the school year, or in the summer whenever a student is representing Grand Island Public Schools at an activity, a student shall not, regardless of quantity, use, consume, or have in their possession, alcohol, tobacco, or controlled substances. Students shall not buy, sell, or give away alcohol, tobacco products, controlled substances, or look-alikes.

Consequences for Violations

After confirmation of the violation, in addition to established state statutes and local school policies, the student shall be suspended from all school activities for a specified number of school calendar days starting from the date of the confirmation. Those students involved in a school-sponsored activity will be required to attend and participate in all practice sessions during the time of suspension. They may also be required to attend their scheduled activity.

Consequences for drug and alcohol violations are as follows:

- First Violation – Fourteen-day (14) suspension from school activities. In addition, the student will be required to attend and complete an educational program endorsed by the school. The school may require the student to participate in a professional evaluation.
- Second Violation – Twenty-eight-day (28) suspension from school activities. In addition, the student will be required to show evidence that s/he has sought and received counseling from a professional individual (i.e. school alcohol/drug counselor, psychiatrist, psychologist, etc.). The school may require the student to participate in a professional evaluation.
- Third Violation – Suspension from school activities for one year. In addition, the student will be required to complete a professional evaluation and program for chemical dependency. Verification of completion of the chemical dependency treatment program must be provided in writing by the director or counselor of the dependency center prior to reinstatement of the student.

Consequences for tobacco violations are as follows:

- First Violation – Seven-day (7) suspension from school activities. In addition, the student will be required to complete the In-House Educational Tobacco Packet.
- Second Violation – Fourteen-day (14) suspension from school activities.
- Third Violation – Twenty-eight-day (28) suspension from school activities.
- Fourth Violation - Suspension from school activities for one year.

Consequences shall be cumulative grade 9-12 regardless of attendance center.

Student Self-Report Option

If the student “self reports” to the coach/sponsor or principal within three (3) school days of the rule violation, the suspension will be reduced to seven (7) days for the first drug/alcohol violation, and fourteen (14) days for the second violation. No self-report option will be available for a third drug/alcohol violation, or any tobacco violation.

Letters and Post-Season Honors

A student who commits a Code of Conduct violation is:

Eligible to letter, provided the student meets the criteria of the coach or sponsor.

Not eligible to receive honors during the sport or activity in which they are participating at the time of the offense and/or in sports or activities in which they have been suspended due to a code violation.

The coach/sponsor, with the athletic director’s approval, may make an exception where the student has self-reported or otherwise demonstrated excellence in character allowing for such honors.

Attendance expectations for participants

Student participants are expected to meet the following attendance expectations:

- Attend school regularly. Students who have “excessive absences” as determined under the school’s attendance policy may be found ineligible to participate in extracurricular activity contests or performances.
- Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.
- On the day of a contest, performance or other activity, be in attendance at least half of the school day. A student who is not in attendance for at least half of his/her scheduled classes is ineligible for the contest, performance, practice, rehearsal, or activity. Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved by the principal or athletic director.

Parents' Role in Extracurricular Activities

Communicating with your children

Make sure that your children know that win or lose, scared or heroic, you love them, appreciate their efforts and are not disappointed in them. This will allow them to do their best without fear of failure. Be the person in their life they can look to for constant positive reinforcement.

- Try your best to be completely honest about your child's athletic ability, competitive attitude, sportsmanship and actual skill level.
- Be helpful but don't coach them. It's tough not to, but it is a lot tougher for the child to be flooded with advice and critical instruction.
- Teach them to enjoy the thrill of competition, to be "out there trying," to be working to improve their skills and attitudes. Help them develop the feeling for competing, for trying hard, for having fun.
- Try not to relive your athletic life through your child in a way that creates pressure. If they are comfortable with you win or lose, then they are on their way to maximum enjoyment.
- Don't compete with the coach. If your child is receiving mixed messages from two different authority figures, he or she will likely become disenchanted.
- Don't compare the skill, courage, or attitude of your child with other members of the team.
- Get to know the coach(es). Then you can be assured that his or her philosophy, attitudes, ethics, and knowledge are such that you are happy to have your child under his or her leadership.
- Always remember that children tend to exaggerate, both when praised and when criticized. Temper your reaction and investigate before overreacting.

Communicating with the coach

Communication you should expect from your child's coach includes:

- Philosophy of the coach
- Expectations the coach has for your child
- Locations and times of all practices and contests
- Team requirements
- Procedure should your child be injured
- Discipline that results in the denial of your child's participation

Communication coaches expect from parents:

- Concerns expressed directly to the coach
- Notification of any schedule conflicts well in advance
- Specific concerns in regard to a coach's philosophy and/or expectations

Appropriate concerns to discuss with coaches:

- The treatment of your child, mentally, and physically
- Ways to help your child improve
- Concerns about your child's behavior
- Injuries or health concerns

Report injuries to the coach immediately. Tell the coach about any health concerns that may make it necessary to limit your child's participation or require assistance of trainers. Students are sometimes unwilling to tell coaches when they are injured, so please make sure the coach is told.

Issues not appropriate to discuss with coaches:

- Playing time
- Team strategy
- Play calling
- Other student-athletes (except for reporting activity code violations)

Appropriate procedures for discussing concerns with the coaches:

- Parents should always let the student and the coach work out any issues first before intervening. A goal of all our extracurricular programs is to develop our young people into responsible adults; part of that is being able to deal with adversity, and address any issues head on.

- Call to set up an appointment with the coach.
- Do not confront a coach before or after a contest or practice (these can be emotional times for all parties involved and do not promote resolution).

What should a parent do if the meeting with the coach did not provide satisfactory resolution?

- Call the athletic director to set up a meeting with the activities director, coach, and parent present.
- At this meeting, an appropriate next step can be determined, if necessary.

Responsibilities of Spectators Attending Extracurricular Activities

- Show interest in the contest by enthusiastically cheering and applauding the performance of both teams.
- Show proper respect for opening ceremonies by standing at attention and remaining silent when the National Anthem is played.
- Understand that a ticket is a privilege to observe the contest, not a license to verbally attack others, or to be obnoxious.
- Maintain self-control.
- Do not “boo,” stamp feet or make disrespectful remarks toward players or officials.
- Learn the rules of the game, so that you may understand and appreciate why certain situations take place.
- Know that noisemakers of any kind are not proper for indoor events.
- Obey and respect officials and faculty supervisors who are responsible for keeping order. Respect the integrity and judgment of game officials.
- Stay off the playing area at all times.
- Do not disturb others by throwing material onto the playing area.
- Show respect for officials, coaches, cheerleaders and student-athletes.
- Pay attention to the half-time program and do not disturb those who are watching.
- Respect public property by not damaging the equipment or the facility.
- Know that the school officials reserve the right to refuse attendance of individuals whose conduct is not proper.
- Refrain from the use of alcohol and drugs on the site of the contest.

School Dances

A school sponsored dance is a school activity subject to all provisions of the Extracurricular Activity Code, and is a privilege available to students meeting all requirements for participation. In addition to all rules of student conduct in the Student handbook, students attending dances shall adhere to the following rules of conduct:

Who can attend

- Only students of Grand Island Public Schools and their guests may attend (including Success Academy).
- GISH and Success Academy students who graduate at semester or graduate early in the Spring semester may attend prom.
- Students currently attending Grand Island Senior High School or another Nebraska high school who have not been restricted from attending extracurricular activities at Grand Island Senior High School or their own school and have completed the Outside Date Request Form are generally considered appropriate dates or invited guests.
- Persons must be of high school age and not older than 20 years of age to attend GISH dances.
- Some school dances may be restricted to students attending specified grades levels at Grand Island Public Schools. For any dances at the middle school level, only students attending Grand Island Public Schools in the grade(s) for which the dance is being held may attend.
- Students who have been suspended from school or from extracurricular activities may not attend.
- The school reserves the right to exclude persons who may or do cause a disruption or detract from the event. Dates or invited guests not attending our school are expected to follow the same rules of conduct which apply to our students.
- Rules for dances may restrict students and their guests from leaving dance until the dance ends without written parental permission on a form provided.
- Students or their guests who engage in inappropriate behavior, whether on or off of the dance floor, may be asked to leave.

Prohibited Substances

Alcoholic beverages, illegal drugs, and tobacco are prohibited. Anyone using prohibited substances or showing the affects of use will not be allowed admission or, if discovered after admission, be removed from the dance. Their parents may be contacted.

Students and their dates may be required to submit to a breathalyzer test prior to gaining entrance. Those who choose not to submit to a breathalyzer will not gain entrance. Law enforcement will be contacted if there is reasonable suspicion that the student or a student's date is under the influence of alcohol or drugs.

Appropriate Attire

Students and their guests must meet the dress code requirements established for each dance. Teachers or administrators will make the final decision as to whether or not a student's attire is appropriate. Students will be asked to change unacceptable items, which may mean that the student may have to return home to change the inappropriate clothing. It is advisable to check in advance of the dance with the principal or staff sponsor for the event if you are uncertain about your attire.

Behavior on the dance floor

No "grinding" or sexually explicit dancing will be allowed. An initial warning for inappropriate dancing will be given to each student when s/he enters the dance. If the student chooses to 'grind' or dance inappropriately during the dance, s/he will be asked to leave, and parents will be called.

SUPPLY LISTS

These items are recommended for purchase by parents/guardians. These supplies are not a requirement to attend school. Schools can provide individual classroom “wish lists” if patrons would like to donate supplies.

GIPS Elementary Supply List

Kindergarten:

- Headphones
- Book bag/backpack
- Box of tissues

First & Second Grades:

- Headphones
- Book bag/backpack
- Crayons
- #2 pencils
- Pencil bag or box
- Erasers
- Box of tissues
- Fiskar scissors
- Pocket folders
- Glue/glue sticks

Third, Fourth, & Fifth Grades:

- Headphones
- Book bag/backpack
- Crayons
- #2 pencils
- Pencil bag
- Erasers
- Box of tissues
- Fiskar scissors
- Pocket folders
- Glue/glue sticks
- Colored pencils
- Spiral notebooks
- Loose-leaf paper (wide or college)
- Red correcting pen

GIPS Middle School Supply List

Barr Middle School

All Grades Supply List

- Pens: red, blue and black
- Pencils
- Erasers
- Highlighters
- Box of colored pencils or markers
- Three packages loose-leaf notebook paper
- 1" binder
- Two composition notebooks
- 1-subject spiral notebook
- Earbuds (optional)
- Black dry erase markers

Walnut Middle School

All Grades Supply List

- Pencils
- Pens
- Personal use earbuds
- 2" binder

Westridge Middle School

6th Grade List

- No zipper binders
- Pencils - regular or mechanical
- One large pink eraser
- One package colored pencils
- Two boxes Tissues
- Two 1" three-ring binder
- Four package loose leaf notebook paper
- Two 5 tab divider
- One package highlighters
- One pencil bag with 3 holes
- Two 3-prong pocket folders
- One college-ruled spiral notebook
- Cheap earbuds or small headphones to leave at school

7th Grade List

- NO Zipper Binders
- Pencils - regular or mechanic
- Two boxes of tissues
- Two package loose-leaf notebook paper
- One package highlighters
- One package of 4 large dry erase markers
- Five pocket folders
- Two college-ruled spiral notebooks
- Cheap earbuds or small headphones to leave at school (optional)

8th Grade List

- Three spiral notebooks for Science, Social Studies and Language Arts
- One spiral notebook graph paper for Math
- One package 3x5 index cards
- Pencils - regular or mechanical (must have for all classes)
- Pens - blue or black

- One package colored pencils (for Math)
- Two boxes of tissues
- One pencil pouch to carry writing utensils
- Cheap earbuds or small headphones to leave at school

CBI Program List

- Regular pencils
- Three boxes of tissues
- Large pink eraser
- One package of colored pencils
- Two dry erase markers
- Package of highlighters
- Markers or crayons

Suggested List for CBI

- Water bottle
- Wipes
- Toothbrush/toothpaste
- Spare outfit (with name on tags)

GIPS High School Activity Supply List

These are items students are required to purchase in order to participate in the listed activity. These are items not provided by the school. Fundraising opportunities are available where noted.

Activities/clubs/organizations

GISH Trap Team

- Shotgun
- Ammunition
- Ear plugs
- Safety glasses
- Team shirt

Key Club

- \$15 dues

Mock Trial

- Dress clothes, shoes for competition

Athletics

Baseball

Fundraising opportunities available

- Away jersey
- Catcher's equipment
- Hats
- Bats

Basketball - girls

- Basketball shoes

Cheerleading

Fundraising opportunities available

- Uniforms
- Camps

Cross Country - boys and girls

- Running shoes

Football

Fundraising opportunities available

- Practice t-shirt
- Practice shorts

- Practice socks
- Polo shirt
- Football cleats

Golf - boys

Fundraising opportunities available

- Polo shirt

Golf - girls

- Golf clubs
- Polo shirt
- Appropriate golf attire for practices

Soccer - boys

Fundraising opportunities available

- Uniform

Soccer - girls

- Fundraising opportunities available
- Soccer cleats
 - Shin guards
 - Uniforms (if players want to keep them)
 - Warm up gear

Softball

Fundraising opportunities available

- Uniforms
- Practice gear
- Bat
- Glove

Swimming - boys and girls

- Swimsuit
- Goggles

Tennis - boys

- Rackets
- Court shoes

Track and field - boys and girls

- Running shoes/spikes
- Sweats/weather gear

Volleyball

Fundraising opportunities available

- Kneepads
- Volleyball shoes
- Practice t-shirts
- Game warm-ups

Fine Arts

Band

Fundraising opportunities available

- Shoes
- Gloves
- T-shirt

Forensics

Fundraising opportunities available

- Dress clothes
- Team shirt

Orchestra

- Concert outfit (dress/tux) for freshmen

Show Choir

Fundraising opportunities available

- Character shoes (ladies)
- Tights/spandex shorts (ladies)

GIPS ONE-TO-ONE STUDENT/PARENT HANDBOOK

Overview

Grand Island Public Schools (GIPS) views the use of electronic resources as central to the delivery of its educational program and expects that all students will use electronic resources as an essential part of their learning experience. It is the policy of GIPS to maintain an environment that promotes ethical and responsible conduct in all electronic resource activities. With the privilege and opportunity to explore resources come responsibilities for the parent and the student. When signing the Student/Parent Laptop Agreement, you are acknowledging that you understand and accept the information in this document.

GIPS students and families must understand that:

- All users of the GIPS network and equipment must comply at all times with the GIPS School District 8457.1 Administrative Guidelines for Network Usage – Students.
- Laptops are on loan to students and remain the property of GIPS.
- All users are accountable to all school, district, local, state, and federal laws.
- All use of the laptop and network must support education.
- Students and families must follow all guidelines set forth in this document and by GIPS staff.
- All rules and guidelines are in effect before, during, and after school hours, for all GIPS computers whether on or off the school campus.
- All files stored, accessed, or transmitted on GIPS equipment or networks are subject to review and monitoring. Students using GIPS equipment or networks have no expectation of privacy.
- The term “equipment” or “technology” refers to laptops, tablets, batteries, power cord/chargers, cases, and accessories.
- Each piece of equipment is issued as an educational resource. The conditions surrounding this equipment can be equated to those of a school issued textbook.
- Students are expected to keep the laptops in good condition. Failure to do so may result in bills for repair or replacement.
- The price that the district paid for the laptop includes: the laptop, case, battery, and power adapter.
- Students are expected to report any damage to their computer/equipment as soon as possible. This means no later than the next school day.
- Students who identify or know about a security problem are expected to convey the details to their teacher without discussing it with other students.
- Students are expected to notify a staff member immediately if they come across information, images, or messages that are inappropriate, dangerous, threatening, or make them feel uncomfortable.
- All users are expected to follow existing copyright laws and educational fair use policies.
- Students may only log in under their assigned username. Students may not share their password with other students.
- Students may not loan laptop components (power adapter, battery, case, etc.) to other students for any reason. Students who do so are responsible for any loss of components.
- Laptops come with a standardized image already loaded.
- All students have access to Google Drive on which to store data. It is the responsibility of the student to see to it that critical files are backed up regularly to this location.
- Any failure to comply may result in disciplinary action. GIPS may remove a user’s access to the network without notice at any time if the user is engaged in any unauthorized activity.
- GIPS reserves the right to confiscate the property at any time.

Parent/Guardian Responsibilities

Grand Island Public Schools makes every effort to equip parents/guardians with the necessary tools and information to ensure safe use of the laptops in the home. There are several responsibilities assumed by the parent/guardian. These are outlined below.

Sign the Student/Parent Laptop Agreement

Parent/Guardian Responsibility

In order for students to be allowed to take their laptops home, the student and their parent/guardian must sign the Student/Parent Laptop Agreement after the Parent Laptop Orientation. The Parent Laptop Orientation provides background information about the device and how students are expected to use and care for the device. Check with your student's school for the options and schedule.

Orientation Topics

- GIPS Electronic Use Policy and Acceptable Use Procedure
- Student/Parent Laptop Handbook
- Internet safety
- Parent/guardian and student responsibilities

Accept Liability

Parent/Guardian Responsibility

The parent/guardian/student are responsible for the cost of repair or replacement at the date of loss if the property is:

- Not returned
- Intentionally damaged
- Lost or damaged because of negligence
- Stolen, but not reported to school and/or police in a timely manner

Monitor Student Use

Parent/Guardian Responsibility

The parent/guardian must agree to monitor student use at home, and away from school. The best way to keep students safe and on-task is to have a parent/guardian present and involved.

Suggestions

- Investigate and apply parental controls available through your internet service provider and/or your wireless router.
- Develop a set of rules/expectations for laptop use at home. Some websites provide parent/child agreements for you to sign.
- Only allow laptop use in common rooms of the home (e.g. living room or kitchen) and not in bedrooms.
- Demonstrate a genuine interest in what your student is doing on the laptop. Ask questions and request that they show you his or her work often.

Support Student Safety

Shared Responsibility

For schools and parents/guardians alike, student safety is always a high priority. The precautions described in this section are intended to help students be safe on the path to and from school. Student safety always comes first.

Safety Tips for Review

Please review the following safety tips with your student:

- Walk to and from school in groups of two or more.
- Be aware of your surroundings including people, vehicles, and wheeled devices.
- Let someone know when you leave and when you arrive home.
- If someone follows you on foot, get away from him or her as quickly as possible.
- If someone follows you in a car, turn around and go in the other direction.
- Always tell a parent, guardian, school official, or trusted adult what happened.
- Obey the traffic lights and crosswalk signals.
- Look both ways and never run across the street.
- If someone demands your laptop, give it to the person.

Laptop Rules and Guidelines

The rules and regulations are provided here so that students and parents/guardians are aware of the responsibilities students accept when they use a district-owned computer. In general, this requires efficient, ethical, and legal utilization of all technology resources. Violations of these rules and guidelines will result in disciplinary action.

Students receive laptop-related training at school during the first weeks of school. Below you will find a summary of the main points of each training topic.

Summary for Administrative Guidelines for Network Usage

General Guidelines

All use of technology must:

- Support learning
- Follow local, state, and federal laws
- Be school appropriate

Security Reminders

- Do not share logins or passwords Exception: students are asked to share passwords with parents or guardians
- Do not develop programs to harass others, hack, bring in viruses, or change others' files
- Follow internet safety guidelines

Activities Requiring

- Teacher Permission
- Sending email
- Instant-messaging
- Using headphones in class

Appropriate Content

All files must be school appropriate. Inappropriate materials include explicit or implicit references to:

- Alcohol, tobacco or drugs
- Gangs
- Obscene language or nudity
- Bullying or harassment
- Discriminatory or prejudicial behavior

Removable Media/Storage

All GIPS rules and guidelines apply to any removable media/storage plugged in to a GIPS laptop. Note: Google Drive (cloud) is preferred for backup.

Laptop Use, Care, and Classroom Routines

Lockers (if available)

- Laptops should be stored in the carrying case.
- Never pile things on top of it.
- Never leave it on the bottom of the locker.
- Never leave the locker set to open without entering the combination.

Hallways

- Keep your laptop in the GIPS case at all times.
- Always use the handle, strap, or two hands to carry the laptop.
- Never leave the laptop unattended for any reason.
- Log-off or lock the computer before you change classes.

Classroom Habits

- Center the laptop on the desk.
- Close the lid of the laptop before standing up.

- Lock the computer before walking away from it.
- Follow all directions given by the teacher.

Care of Laptop at Home

- Charge the laptop fully each night.
- Use the laptop in a common room of the home.
- Store the laptop on a desk or table - never on the floor.
- Protect the laptop from:
 - Extreme heat or cold
 - Food and drinks
 - Small children and pets

Traveling To and From School

- Do not leave the laptop in a vehicle.
- The laptop must be transported in the GIPS provided laptop case.
- If ever in a situation when someone is threatening you for your laptop, give it to them and tell a staff member as soon as you arrive at school.
- Stolen laptops are located through CompuTrace/Absolute Manage and are retrieved in cooperation with the local police department.

Prohibited Actions

Students are prohibited from:

- Putting stickers, markings, or an additional case/cover on the laptops, cases, batteries, power adapters.
- Defacing GIPS issued equipment in any way. This includes but is not limited to marking, painting, drawing or marring any surface of the laptops or accessories.
- If such action occurs, the student will be billed the cost of repair or replacement.

Troubleshooting and Swaps

- Student tries to fix the problem.
- Always try restarting the laptop as the first step in troubleshooting.
- If appropriate, student may ask a classmate for help.
- Student may ask a teacher if the teacher is available to help for this purpose.
- If the student, with consent of the teacher, is unable to resolve the problem, the student should email helpdesk@gips.org with a description of the issue.
- Student should then save any work that they have saved locally to his/her Google Drive.
- Student will receive an email with the ticket information or instructions to fix the problem.
- Student takes laptop to the media center during open hours.
- If the media center is not open, the student can continue to use his/her laptop if possible or use alternative methods (i.e. pencil and paper).
- Student returns to class with a swap laptop.
- When the student's original laptop is ready to be picked up, student will receive an email with instructions for the return of the swap.
- Student picks up laptop from media center during open hours.

Google Email for Students

Purpose

All GIPS middle school students are issued a Google email (Gmail) account. Gmail allows students to safely and effectively communicate and collaborate with GIPS staff and classmates, giving them an authentic purpose for writing. The affective use of email is

- A 21st Century communication tool.
- Used in careers and higher education settings.
- A way to meet ISTE standards.

Guidelines and Reminders

- Email should be used for educational purposes only.
- Email transmissions may be monitored by staff at any time to ensure appropriate use. This means that teachers may check students' email.

- All email and all contents are property of the district.
- Students should not delete email unless instructed to do so by a teacher. Deleting email will be interpreted as suspicious behavior and may be followed up with further investigation or disciplinary action.
- Email should only be used by the authorized owner of the account.
- Students need to protect their password.

Unacceptable Use Examples

- Non-education related forwards (e.g. jokes, chain letters, images).
- Harassment, profanity, obscenity, racist terms.
- Cyber-bullying, hate mail, discriminatory remarks.
- Email for individual profit or gain, advertisement, or political activities.

Web Cams

Purpose

Each student laptop is equipped with a web cam. This equipment offers students an extraordinary opportunity to experience a 21st Century tool and to develop 21st Century communication skills.

Examples of Use

Web cams are to be used for educational purposes only, under the direction of a teacher. Examples include:

- Recording videos or taking pictures to include in a project
- Recording a student giving a speech and playing it back for rehearsal and improvement.

Important Note

Please note that installing internet calling/video-conferencing software (i.e. Skype) is prohibited on GIPS laptops. Software for using the web cam is already installed on the GIPS laptop.

Safety

Please refer to the Parent Responsibility section of this document for suggestions on monitoring student use of technology in the home.

Listening to Music

At School

Listening to music on your laptop is not allowed during school hours without permission from the teacher. Permission will be given only for media used to complete a school assignment.

At Home

Listening to music on your laptop (from a streaming website) is allowed at home with permission from parents/guardians.

Watching Movies

At School

Watching movies on your laptop is not allowed during school hours without permission from the teacher. Permission will be given only for media used to complete a school assignment

At Home

Watching movies on your laptop (from a streaming website) is allowed at home with permission from parents/guardians.

Gaming

At School

Online gaming is not allowed during school hours unless you have been given permission by a teacher. Any games must be in support of education.

At Home

Online gaming is allowed at home if all of the following conditions are met:

- The content of the game is school appropriate.
- You have permission from your parent/guardian.
- The game is in support of education.
- All school work is complete.
- No download of any kind is needed.

You are not allowed to load personal software onto your computer.

Printing

Printing at School

Any documents that require printing should be printed at school. This means there should be no school-required reason for printing at home. If a student chooses to print school work at home, we suggest using the following option:

- Save or upload the file to the student's Google Drive. Use the home computer to access the file via the student's Google Drive.

Desktop Backgrounds and Screensavers

Considerations

The GIPS image for the laptops will include a standard background image and screen saver, these settings cannot be managed by the student.

Copyright and Plagiarism

Considerations

Students are expected to follow all copyright laws. Duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC)

Technology Discipline

Behaviors and Discipline Related to Student Computer Use

Tech-related behavior violation equivalent to classroom violations:

- Email, instant messaging, internet surfing, computer games (off-task behavior)
Equivalent to: Passing notes, looking at magazines, games (off-task behavior)
- Missing bag
Equivalent to: No binder/missing supplies
- Cutting and pasting without citing sources (Plagiarism)
Equivalent to: Plagiarism
- Cyberbullying
Equivalent to: Bullying, harassment
- Damaging, defacing, or endangering laptop or accessories
Equivalent to: Vandalism, property damage
- Using profanity, obscenity, racist terms
Equivalent to: Inappropriate language
- Accessing pornographic material, inappropriate files, or files dangerous to the integrity of the network
Equivalent to: Bringing pornographic or other inappropriate content to school in print form
- Using an electronic resources account authorized for another person
Equivalent to: Breaking into or using someone else's locker

Technology Related Violations

Other behaviors unique to the digital environment without a traditional classroom behavioral equivalent:

- Deleting browser history
- Using electronic resources for individual profit or gain; for product advertisement; for political action or political activities; or for excessive personal use

- Making use of the electronic resources in a manner that serves to disrupt the use of the network by others
- Unauthorized downloading or installing software
- Attempts to defeat or bypass the district's Internet filter
- Modification to district browser settings or any other techniques, designed to avoid being blocked from inappropriate content or to conceal Internet activity

Discipline

School-Based Discipline

The discipline policies at each school encompass the one-to-one laptop environment. Please reference the materials specific to each school or contact the school directly for details.

Progressive Discipline

Discipline is progressive. Low-level, first-time infractions will have lesser consequences than infractions that are repetitive or more serious in nature.

Example of Progressive Discipline Steps

- Warning
- In-class consequence
- School-based consequences
- Parent contact
- Administration referral
- Loss of laptop for the class period of network access for extended period of time
- Loss of laptop
- Suspension

Classroom Interventions

For low-level infractions, classroom interventions will be the first level of discipline. This includes, but is not limited to, verbal warnings, seating changes, and teacher contact with home.

Consequences

GIPS may remove a user's access to the network without notice at any time if the user is engaged in any unauthorized activity.

Examples of Unacceptable Use

Unacceptable conduct includes, but is not limited to, the following:

- Using the network for illegal activities, including copyright, license or contract violations
- Unauthorized downloading or installation of any software including shareware and freeware
- Accessing or exploring online locations or materials that do not support the curriculum and/or are inappropriate for school assignments
- Vandalizing and/or tampering with equipment, programs, files, software, network performance or other components of the network; use or possession of hacking software is strictly prohibited
- Gaining unauthorized access anywhere on the network
- Revealing the home address or phone number of one's self or another person
- Invading the privacy of other individuals
- Using another user's account or password, or allowing another user to access your account or password
- Coaching, helping, observing or joining any unauthorized activity on the network
- Posting anonymous messages or unlawful information on the network
- Participating in cyberbullying or using objectionable language in public or private messages, e.g., racist, terroristic, abusive, sexually explicit, threatening, stalking, demeaning or slanderous
- Falsifying permission, authorization or identification documents
- Obtaining copies of, or modifying files, data or passwords belonging to other users on the network
- Knowingly placing a computer virus on a computer or network
- Attempting to access or accessing sites blocked by the GIPS filtering system
- Downloading music, games, images, videos, or other media without the permission of a teacher
- Sending or forwarding social or non-school related email

Laptop Security

Balanced Approach

Two primary forms of security exist: laptop security and internet filtering. Each of the laptops has a security program installed on it. GIPS strives to strike a balance between usability of the equipment and appropriate security to prevent the units from being damaged or used to cause damage to the GIPS network.

Laptop Security

Security is in place on the laptop to prevent certain activities. These include downloading or installing software on the laptops, removing software, changing system settings, etc.

Internet Filtering at School and Home

GIPS maintains an on-site and remote internet filtering device. This program automatically filters all student access to the internet.

Voluntary Protection Plan

The purchase, implementation, and use of devices as a learning resource represent a huge financial commitment on the part of GIPS. Similar to other resources issued to students, students are financially responsible for any damage to, or loss of, the device. The replacement cost of a device and case is approximately \$552.00. For this reason GIPS is offering a voluntary protection plan to provide families with peace of mind. The plan covers damage or theft of the device up to the replacement cost of the equipment.

Enrollment Cost

The protection plan works on a yearly upfront payment with a per-incident deductible:

Yearly payment.....	\$10.00
1st Incident Deductible.....	\$20.00
2nd Incident Deductible.....	\$40.00
3rd Incident Deductible	\$60.00

Damaged Equipment

Repairs

Occasionally, unexpected problems do occur with the laptops that are not the fault of the user (computer crashes, software errors, etc.). The Help Desk staff will assist students with having these fixed. These issues will be remedied at no cost.

Loaner Laptops– “Swaps”

Temporary replacements, known as “swaps”, are available at each school so that learning is not disrupted by the repair process. Students are responsible for the care of the swap while issued to them. The same rules and regulations apply to swaps. Students are required to make frequent backups to their Google (cloud) Drive in case they need to be issued a swap.

Accidental Damage vs. Negligence

Accidents do happen. There is a difference, however, between an accident and negligence. After investigation by school administration and determination by the authorized repair company, if the laptop is deemed to be intentionally or negligently damaged by the student, the student may be subject to discipline and the cost of repair or replacement even if enrolled in the voluntary protection plan.

Lost or Stolen Equipment

Lost Equipment

Reporting Process

If any equipment is lost, the student or parent must report it to the school immediately. Students can let a teacher or administrator know, and the staff member will assist him/her.

Financial Responsibility

The circumstances of each situation involving lost equipment will be investigated individually. Students/families may be billed for damaged or lost equipment.

Stolen Equipment

Reporting Process

If equipment is stolen, a police report must be filed and a copy of the report must be provided to the school by the student or parent in a timely manner. Failure to report the theft to the proper staff and failure to follow the proper filing procedure may result in a bill for full replacement cost to the student.

Financial Responsibility

If there is not clear evidence of theft, or the equipment has been lost due to student negligence, the student and parent will be responsible for the full cost of replacing the item(s).

Replacement Costs

Payment Timeline

Parents/guardians/students have 30 days to pay any bills. If bills are not cleared within 30 days, students/parents will be billed for the full cost of repairs, and a claim will be filed by the school. The school may setup payment plans to clear bills, if needed.

Internet Safety – Board Policy 8457

Internet Safety Policy

It is the policy of Grand Island Public Schools to comply with the Children’s Internet Protection Act (CIPA) and Children’s Online Privacy Protection Act (COPPA). With respect to the District’s computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called “hacking,” and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (e) obtain verifiable parental consent before allowing third parties to collect personal information online from students; and (f) implement measures designed to restrict minors’ access to materials (visual or non-visual) that are harmful to minors.

1. Definitions. Key terms are as defined in CIPA. “Inappropriate material” for purposes of this policy includes material that is obscene, child pornography, or harmful to minors. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
2. Access to Inappropriate Material. To the extent practical, technology protection measures

(or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

3. Inappropriate Network Usage. To the extent practical, steps shall be taken to promote the safety and security of users of the District’s online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking,’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.
4. Supervision and Monitoring. It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent’s designees.
5. Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects within the Nebraska K-12 Language Arts Standards. The Superintendent or the Superintendent’s designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.
6. Parental Consent. The District shall obtain verifiable parental consent prior to students providing or otherwise disclosing personal information online using the GIPS information system.
7. Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice and will be reviewed as needed.
8. The District shall comply with the Nebraska Student Online Personal Protection Act and will endeavor to take all reasonable and necessary steps to protect the online privacy of all students.

Computer Acceptable Use Policy

This computer acceptable use policy is supplemental to the District’s Internet Safety Policy.

1. Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources of the District or made available by the District. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the internet.
2. Access and User Agreements. Use of the District technology resources is a privilege and not a right. The Superintendent or designee shall develop appropriate user agreements and shall require that employees, students (and their parents or guardians), and others to sign such user agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents and guardians of students in programs operated by the District shall inform the Superintendent or designee in writing if they do not want their child to have access.

The Superintendent and designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this Policy.

The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.

3. **Acceptable Uses.** The technology resources are to be used for the limited purpose of advancing the District's mission. The technology resources are to be used, in general, for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.
4. **Unacceptable Uses.** The following are unacceptable uses of the technology resources:
 - **Personal Gain:** Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.
 - **Campaigning:** Technology resources shall not be used, and no person shall authorize its use, for campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.
 - **Technology-Related Limitations:** Technology resources shall not be used in any manner, which impairs its effective operations or the rights of other technology users. Without limitation:
 - Users shall not use another person's name, log-on, password, or files for any reason, or allow another to use their password (except for authorized staff members).
 - Users shall not erase, remake, or make unusable another person's computer, information, files, programs or disks.
 - Users shall not access resources not specifically granted to the user or engage in electronic trespassing.
 - Users shall not engage in "hacking" to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
 - Users shall not copy, change, or transfer any software without permission from the network administrators.
 - Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
 - Users shall not engage in any form of vandalism of the technology resources.
 - Users shall follow the generally accepted rules of network etiquette. The Superintendent or designees may further define such rules.
 - **Other Policies and Laws:** Technology resources shall not be used for any purpose contrary to any District policy, any school rules to which a student user is subject, or any applicable law. Without limitation, this means that technology resources may not be used:
 - to access any material contrary to the Internet Safety Policy; or to create or generate any such material.
 - to engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.
 - to engage in violations of employee ethical standards and employee standards of performance, such as sending e-mails that are threatening or offensive or which contain abusive language; use of end messages on e-mails that may imply that the District is supportive of a particular religion or religious belief system, a political candidate or issue, or a controversial issue; or sending e-mails that divulge protected confidential student information to unauthorized persons.
 - to engage in or promote violations of student conduct rules.
 - to engage in illegal activity, such as gambling.
 - in a manner contrary to copyright laws.
 - in a manner contrary to software licenses.
5. **Disclaimer.** The technology resources are supplied on an "as is, as available" basis. The District does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the system will operate error free. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.
6. **Filter.** A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate.

Notwithstanding technology protection measures, some inappropriate material may be accessible by the Internet, including material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Users accept the risk of access to such material and responsibility for promptly exiting any such material.

The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed District training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of the Superintendent. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

7. **Monitoring.** Use of the technology resources, including but not limited to internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and insure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system. All technology equipment shall be used under the supervision of the Superintendent and the Superintendent's designees.
8. **Sanctions.** Violation of the policies and procedures concerning the use of the District technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use.

Review of Internet Safety Policy 8457

It is the policy of Grand Island Public Schools to comply with the Children's Internet Protection Act (CIPA) and Children's Online Privacy Protection Act (COPPA). With respect to the District's computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called "hacking," and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (e) obtain verifiable parental consent before allowing third parties to collect personal information online from students; and (f) implement measures designed to restrict minors' access to materials (visual or non-visual) that are harmful to minors.

References:

- Children's Internet Protection Act, 47 USC § 254 FCC Order adopted August 10, 2011
- 47 USC § 254(h)(1)(b);
- 47 CFR 54.500(b) and 68 FR 36932 (2003) (E-rate restrictions)
- Neb. Rev. Stat. § 49-14,101.01 (Political Accountability and Disclosure Act)

Grand Island Public Schools policies:

- 1310–NONDISCRIMINATION
- 1311–BULLYING AND HARRASSMENT
- 5521–COPYRIGYT COMPLIANCE
- 8457-INTERNET SAFETY

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1. Pg 2 - Welcome Letter
2. Page 3 - district offices - add GEAR UP ext. 1186
3. Update schedule pg. 6:
 - a. School Hours Preschool: M/Th AM 7:50am - 11:20am/PM 12:00 - 3:30pm
 - b. All Elementary Schools: 8 a.m. - 3:30 p.m. (Wednesday dismissal: 2 p.m.)
 - c. All Middle Schools: 8:15 a.m. - 3:45 p.m. (first Wednesday dismissal: 2:15 p.m.)
 - d. Grand Island Senior High: 8:05 a.m. - 3:40 p.m. **no early release**
4. Pg 6 - add to Lunch and Open and Closed Campuses
 - a. Lunch (add this before Open/Closed)
 - i. Students are encouraged to eat a healthy breakfast and lunch at school. Students may bring a lunch to school and a healthy lunch from home is encouraged as to not bring pop or candy to be eaten in the cafeteria at lunch. Parents may eat a school lunch with their child and if bringing lunch in from an outside vendor, parents of their child may bring lunch in and sit with students in an alternative setting.
5. Pg. 9 Supply List - update appendix
6. Pg 10 - **Update lunch prices**
7. Pg 11 - 8312 second paragraph - 90% should be 95%
8. Pg 25 - Weapons **and Firearms** in Schools - Board Policy 8470
 - a. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm. The term "dangerous weapon" includes any personal safety or security device (such as tasers, mace and pepper spray). A student shall not carry a personal safety or security device during the school day.
9. Pg 26 - Policy change - 8460 Student Interviews - delete Interrogation and Searches Policy 8460 - add Policy 8462 Searches, Seizures, and Arrests

Policy 8460 Student Interviews

Generally, students may not be interviewed during the school day or during school activities by persons other than parents and school district officials and employees. Requests from law enforcement officers and from persons other than parents, school district officials, and employees to interview students shall be made through the principal's office. Any person seeking an interview with a student or students must present credentials and secure permission from the administrator. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. If the parent or legal guardian cannot attend the interview the building administrator or designee will be present. (see Policy 8460 for full details)

Policy 8461 SEARCHES, SEIZURES, AND ARRESTS

The Grand Island Public Schools district property is held in public trust by the board. School district authorities may, without a search warrant, search students or protected student areas based on a reasonable and definable suspicion that a school district policy, rule, regulation or law has been violated.

The search shall be in a manner reasonable in scope to maintain order and discipline in the schools, promote the educational environment, and protect the safety and welfare of students, employees and visitors to the school district facilities. The furnishing of a locker, desk or other facility or space owned by the school and provided as a courtesy to a student, even if the student provides the lock for it, shall not

create a protected student area and shall not give rise to an expectation of privacy with respect to the locker, desk, or other facility.

School authorities may seize any illegal, unauthorized or contraband materials discovered in the search. Items of contraband may include, but are not limited to, nonprescription controlled substances, marijuana, cocaine, amphetamines, barbiturates, apparatus used for controlled substances, alcoholic beverages, tobacco, vaping devices, weapons, explosives, poisons and stolen property. Such items are not to be possessed by a student while they are on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated transportation; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Possession of such items will be grounds for disciplinary action including suspension or expulsion and may be reported to local law enforcement officials.

10. Pg 31 - add Policy 7190 DISTRICT WELLNESS POLICY

The Grand Island Public Schools acknowledge that student and staff wellness play a critical role in the academic environment. As recommended by the Nebraska Health School Program Local School Wellness Policy Implementation (July 29, 2016) the Grand Island Public Schools will provide a healthful learning environment by supporting district policy with healthy school meals, healthy competitive foods and beverages, physical and social/emotional education, physical activity, and student and employee wellness.

The Grand Island Public Schools will provide a comprehensive learning environment to develop and practice lifelong wellness behaviors, with the objective of promoting student and staff health and reducing childhood obesity. School learning environment expectations shall be aligned with federal guidelines, 7190 DISTRICT WELLNESS POLICY, and The Healthy, Hunger-Free Kids Act of 2010. Guidelines shall promote active lifestyles and healthy habits to positively influence student and staff understanding, beliefs and behaviors related to health education, wellness, and physical activity.

11. Pg 36 - Procedure Prior to suspension #5 - add may **request** in

12. Pg 37 - replace Consequences for Violations with the following narrative

Policy 8650.1 Participation in Activities Guidelines

The Grand Island Public Schools (GIPS) hold students involved in activities to a higher standard, as they represent not only themselves, but their school and community. GIPS expects all athletes and activity participants to be drug, alcohol, and tobacco free, and to understand that it is a privilege to be involved in school activities. The following applies to all school activity participants.

A lifestyle free from the influence of drugs and alcohol is a responsible and healthy choice. Decisions related to this issue are extremely important and do have a direct correlation with student success. Students, parents, and the school all share responsibilities in the development of these important student choices. The Grand Island Public Schools continue to endorse and support a lifestyle for students that is free from the influence of alcohol, drugs, and tobacco. When students choose to use alcohol, drugs, and/or tobacco, their levels of performance are diminished. GIPS has established rules and consequences, with an emphasis on a program of education and support to foster a chemical-free lifestyle.

Procedure for Rule Violation

The student shall not be involved with drugs, alcohol, or tobacco. Whenever a student is representing GISH in an activity, a student shall not, regardless of quantity, use, consume, or have in their possession, drugs, alcohol, or tobacco (with exceptions as outlined by state statutes 53-168.06, 53-180.2). Students shall not buy, sell, or give away drug, alcohol, or tobacco products, or look-alikes. It is not a violation for a student to be in possession of or use a controlled substance specifically prescribed for the student by their doctor. Consequences will be documented regardless of the student's attendance center. Methods

for verification of rule violation include: a) Ticketed by the police for drug/alcohol/tobacco related offense; b) Admission by the student involved; c) Violation witnessed by school personnel; d) Other evidence that the rule violation took place.

In the event that this policy is violated, the following process shall be initiated:

- 1) The student shall be notified of the alleged rule violation in a meeting with school officials. At that meeting, the student and the school officials will discuss the details of the alleged violation, and the ensuing consequences. The student shall have an opportunity to present information related to the incident. A student who “self-reports” will have an impact on consequences.
- 2) Parents of the student shall also be notified of the violation and consequences. School officials will summarize the details related to the incident and then advise the student and parents of the action that will be taken.
- 3) The student and parents shall be afforded full opportunity to make any statements or request explanations related to the incident.
- 4) The building principal shall issue a consequence.
- 5) This decision is final and binding on all parties. Appeals to the decision remain at the building administrative level.

After confirmation of the violation, in addition to established state statutes and local school policies, the student shall be required to receive support from a school approved drug/alcohol/tobacco support program and may be suspended from all school activities for a specified number of school calendar days starting from the date of the confirmation. Students involved in a school-sponsored activity will be required to attend and participate in all practice sessions during the time of suspension. They may also be required to attend, but not participate, at a scheduled performance/event.

Consequences

Consequences for drug, alcohol, and tobacco violations are as follows:

- 1) **First Violation** – A five (5) day or less suspension from school activities. In addition, the student will be required to attend and complete an educational program endorsed by the school;
- 2) **Second Violation** – A seven (7) day or less suspension from school activities. In addition, the student will be required to show evidence that they have received counseling from a professional outside of the school (i.e. Central Nebraska Council on Alcohol and Addictions, drug and alcohol counselor, psychiatrist, psychologist, etc.). The school may require the student to participate in a drug/alcohol evaluation before they can participate in an activity;
- 3) **Third Violation** – Fourteen (14) day or less suspension from school activities and the student will be required to complete a professional evaluation and program for chemical dependency. Verification of completion of the chemical dependency treatment program must be provided in writing by the director or counselor of the chemical dependency program prior to reinstatement of the student.

10. Pg 52 - Voluntary Protection Plan - Change \$552.00 to \$250.00

The purchase, implementation, and use of devices as a learning resource represent a huge financial commitment on the part of GIPS. Similar to other resources issued to students, students are financially responsible for any damage to, or loss of, the device. The replacement cost of a device and case is approximately \$250.00. For this reason GIPS is offering a voluntary protection plan to provide families with peace of mind. The plan covers damage or theft of the device up to the replacement cost of the equipment.

Enrollment Cost

The protection plan works on a yearly upfront payment with a per-incident deductible:

Yearly payment..... \$10.00

1st Incident Deductible.....	\$20.00
2nd Incident Deductible.....	\$40.00
3rd Incident Deductible	\$60.00

GIPS NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

Proposal: Approve the LSI Demonstration School Proposal for the 20-21 School Year

Submitted By: Toni Palmer/Shanna Gannon

Date: 5/11/2020

1. What is the identified need?

Design: Our Strategic Plan specifically addresses the importance of empowering our educators to be instructional leaders. The past three years we have devoted significant hours to professional learning to develop instructional leadership in our campus administrators and instructional coaches. Principals are the second biggest lever when it comes to improving academic achievement for our students. This has been a component of our Demonstration Schools for Rigor (DSR) project with Learning Sciences International (LSI). As a result of the leadership coaching and ongoing professional learning support from LSI, our campus leaders have transformed in their ability to recognize effective instruction, coach teachers to improve instruction and effectively lead through change. Rigor walk and achievement data trends show the positive impact on students that have been intentionally coached by our principals and the confidence, passion, and collective efficacy developed has been evident in Data Rounds and Principal meetings.

In addition to the leadership coaching, additional virtual professional learning will be provided for new teachers, returning teachers, and a cohort of Title I teachers to deepen their understanding and improve implementation of embedding Academic Teaming into their planning of daily lessons. When academic teaming is implemented effectively, students take ownership of their learning, teachers are better able to provide micro-interventions in a timely manner, rather than waiting for the end of the unit assessment, and ALL students build confidence and skills in communication, collaboration, empathy, and self-confidence. **(Strategic Plan Success Measure 2)**

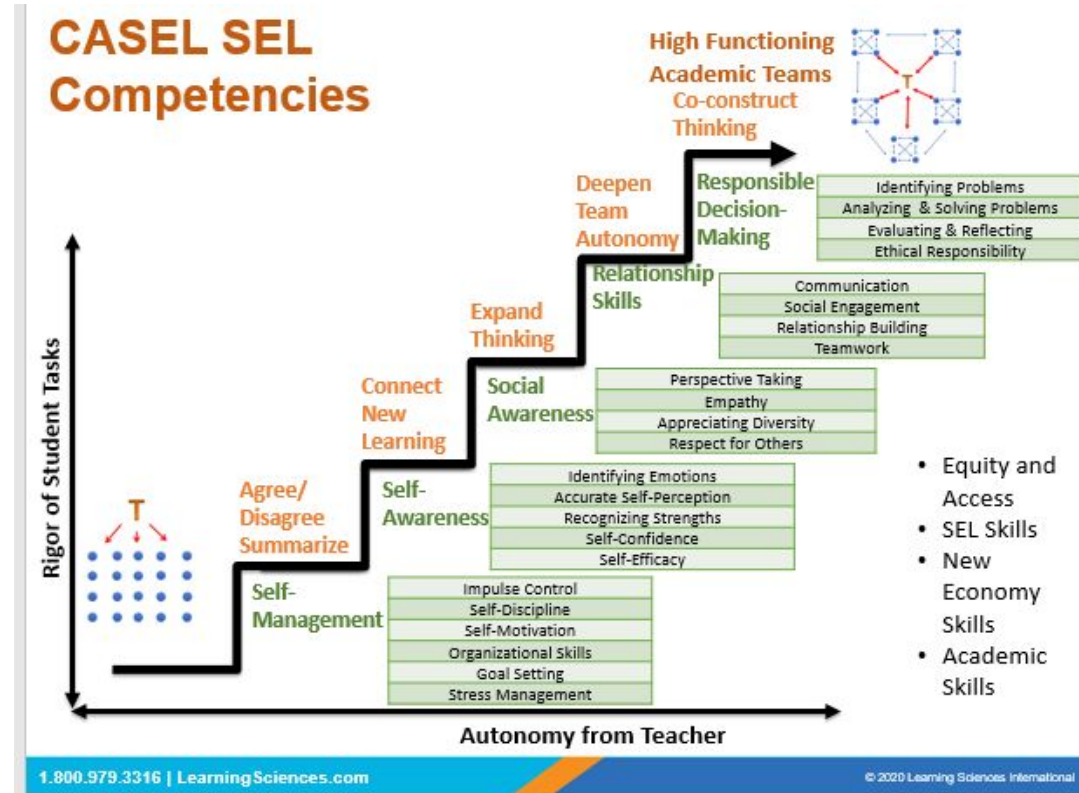
Equity: A component of the leadership coaching is ensuring all students have access to grade level standards within core instruction. The focus of the year 4 work is on extending this skillset to all GIPS principals through a cohort leadership model. Demonstration School Principals will engage in a community of practice session with LSI leadership coaches and then lead a community of practice sessions with a cohort of GIPS principals. They will engage in professional learning and authentic practice by observing classrooms, working through problems of practice, analyzing data, and calibrating around effective feedback. This is a comprehensive approach to ensure coherence from the district to the classroom. We have made progress in the transformation from teacher centered to students centered classrooms and need to build capacity with all campus leaders throughout the district in how we recognize and address inequities in access and opportunity for our students.

The professional learning around academic teaming outcomes builds capacity in teachers in developing highly rigorous tasks and strategies to ensure ALL students have access to grade level standards. When teachers are clear on what knowledge and skills they need to verify and build in scaffolds and experiences that are relevant, engaging, and rigorous (beyond retrieval and comprehension) students achieve at higher levels and learning gaps decrease. This year, title I teachers will go beyond basic understandings and implementation of Academic Teaming and will be able to present through Empower Hours, grade level meetings, and be models through instructional

rounds for non-title teachers throughout the district.

(Strategic Plan Success Measures 3 & 6)

Social Emotional Cognitive Learning: Due to the current situation in our country and the impact it has had on education, our sustainability plan with Learning Sciences International will include a focus on Academic Teaming which embeds Social Emotional Learning (SEL) skills within each academic lesson. Embedding a focus on SEL competencies within lesson design will become a habit of planning that can be implemented in whatever setting that may be. See above for additional information to support the SEL focus. **(Strategic Plan Goals 6 & 7)**



2. Administrative Rationale for BOE Agenda Item (connect to Strategic Plan Objectives/Success Measures)

Aligns to the work within the GIPS Strategic Plan:

- **Strategic Plan Success Measures 2, 3, 6 and 7**
- Strategic Plan Pillar-Empower educators to be instructional leaders, Obj. 1, 2 (Academic teaming professional learning and leadership coaching align with the outcomes of this pillar)
- Strategic Plan Pillar-Personalize, Obj. 4 (Through academic teaming, students are empowered to take ownership of their learning and improve SEL skills required to thrive in an ever-changing world)
- Strategic Plan Pillar-Design, Obj 5, 6 (using trend walk data, universal screeners, and academic achievement data to improve teaching and learning. Providing differentiated supports to our highest needs buildings).
- Strategic Plan Pillar-Partner, Obj. 7,8 (Learning Sciences Partnership, focus on equitable access to grade level standards for all students).

3. Proposed Action

This is an information item for the BOE in June with a request to approve the contracted services at the July BOE meeting.

4. Data/Research Assessed

School Leadership Coaching will be provided to Walnut Middle and Jefferson, Starr, and Stolley Park Elementary principals as they prepare to support other schools within the district in implementing components of LSI's School for Rigor model. School Leadership Coaching builds the skills of the school leader to effectively monitor teacher implementation of strategies in daily classroom practice. It is an individualized, job-embedded, and focused mentoring of the school leader so he/she can recognize rigorous instruction and evidences of student learning.

The traditional model of teacher-centered instruction can no longer prepare today's students for tomorrow's workforce. In response, Learning Sciences International® (LSI) has researched, tested, and designed Academic Teaming® – a fun, engaging, groundbreaking professional development (PD) series. Academic Teaming provides ready-to-use classroom resources to support classrooms that are organized into small, diverse student-led teams.

- Student-led teams provide the optimal classroom context to grow:
 - Students' ownership of their learning process
 - Social and Emotional Learning skills
 - Cognitive engagement in rigorous tasks aligned to academic standards
 - Teamwork for development of new economy skills for the 21st century
- Based on extensive research and field testing, Academic Teaming Academies fosters a classroom with increased student engagement, collaboration, and an enjoyable learning environment.

5. Stakeholder Group(s) Involved

L4L, PK-12 Principals, Title I Teachers and Instructional Coaches

6. Summary

Given Covid-19, it is more important than ever to support our district leaders with professional learning around high quality instruction and building collective efficacy in our staff and students through instructional leadership. When we partnered with LSI three years ago, our vision was to build capacity in our leaders to ultimately impact academic achievement and become learning laboratories in our district. We have made progress in building a strong learning culture, instructional leadership, and systems change, however, there is more work to do to achieve the desired academic outcomes. We have to ensure we are getting to rigor and calling out inequitable practices occurring and address this through professional learning and feedback. This cohort model provides a framework for principals to learn from each other with embedded professional learning on how to recognize and address equity and access issues. This can be accomplished whether we are in a virtual or face to face environment. The ability to conduct classroom walks, discuss the impact of instruction on student learning throughout the year will be a powerful way to build coherence across the district.

We know that we will not have NSCAS data to compare the year, however, we will use MAP data to monitor progress in academic achievement.

As we know more about the model for the beginning of the school year, we will make adjustments to align with the leadership needs.

7. Fiscal Impact

Amount: \$135,485-\$235,385

Source: Title I, and L4L

Details: \$135,485 Title I funds
\$29,900 if we decide to implement will be funds from L4L

8. Person(s) Responsible for Implementation

L4L team, Demonstration School Leaders, instructional coaches

9. Implementation Plan

▲ Monitor/ Evaluate

Actions:

- 1) Approve the proposal, plan summer professional learning for teachers, principals, establish dates 3 times throughout the year for the cohort community of practitioners meetings.
- 2) Trend walk data will be collected weekly throughout the year. 3 times a year with the L4L support team
- 3) Professional learning surveys will be conducted after each training
- 4) Checking for implementation will occur with instructional coaches, principals and a cohort of teachers following each professional learning. Principals will provide feedback to teachers.
- 5) Title I principals will monitor implementation progress through their continuous school improvement plans and report out on results at Data Rounds

Timeline:

- 1) Propose to BOE in June as information, and approval in July. Training will be scheduled when we have a plan for the start up of the 20-21 school year.

▲ Board Report/Follow-Up

Actions:

Follow up data will be provided at L4L BOE Committee

Timeline:

1 month 3 months 6 months annually N/A

**Academic Teaming
2020-21 School Year**

Grand Island Public Schools
Kneale Administration Building
123 South Webb Rd., Box 4904
Grand Island, NE 68802



April 3, 2020

April 17, 2020

Kneale Administration Building
123 South Webb Rd., Box 4904
Grand Island, NE 68802

From the fall of 2017 through the spring of 2020, Grand Island Public Schools (GIPS) and Learning Sciences International (LSI) partnered to establish Schools for Rigor® at Walnut Middle, Jefferson Elementary, and Starr Elementary schools. Schools for Rigor is LSI's school improvement model that focuses on the development of systems within a school to support standards-based, student-centered teaching and learning.

GIPS administrators are looking to provide sustainability coaching to Walnut, Jefferson, and Starr and Stolley Park during the 2020-21 school year through quarterly leadership coaching. Additionally, there is a need to provide professional learning to a cohort of new teachers in August 2020. Finally, GIPS desires to provide districtwide professional development from LSI's Academic Teaming® progression--a fun, engaging, groundbreaking series that provides ready-to-use classroom resources to support classrooms that are organized into small, diverse student-led teams. GIPS will participate in a cohort coaching model to support the district-wide implementation of Academic Teaming®. Due to the current situation in our country and the impact it has had on education, Academic Teaming is especially apropos as we look to embed Social Emotional Learning (SEL) skills within each lesson. GIPS has made it clear SEL will be a focus as they welcome students back to school in whatever setting that may be. LSI looks forward to partnering with you in this critical work.

This proposal provides an implementation plan and cost summary for the requested work. LSI is honored to continue working with GIPS for this coming school year. For any questions or clarification, please contact Gwyn Marr. Her contact information is as follows.

Gwyneth Marr, EdD
District Lead and School Leadership Coach
Learning Sciences International
Cell: (480) 487-0119
Email: gmarr@learningsciences.com

Implementation Plan and Cost Summary

ESTIMATED 2020-21 COST: \$235,385.00

Summer Support: \$3,500.00

Demonstration Schools

- Leadership day: Demonstration School Leaders and Instructional Coaches

Cycle Support: \$42,000.00

4 cohorts for 3 cycles – delivered during first week of every learning cycle, 1.5 days per cohort per cycle

Demonstration Schools

- *School Leadership Coaching day*
 - *Planning/CoP for Demonstration School Principals, Half-day*
 - *Walking Demonstration Schools, Half-day*

Academic Teaming Cadre : \$158,540.00

Cohort 1 – Walnut Middle, and Jefferson, Starr and Stolley Park Elementary (130 teachers)

- Academic Teaming 101, New Teachers in DSR Schools – 25 teachers
- Academic Teaming 201, Virtual- 130 teachers
- Academic Teaming 301, Virtual- 130 teachers

Cohort 2- Title I Schools Not DSR

- Academic Teaming 101, Virtual for 50 teachers
- Academic Teaming 201, Virtual for 50 teachers

*Cohort 3- Non Title Schools *Pending approval of Funds (\$29,900.00)*

- Academic Teaming 101, Virtual for 50 teachers
- Academic Teaming 201, Virtual for 50 teachers

Coaching to support Academic Teaming

- 12 days included with ATA
- 6 additional days to allow each school to have ATA coaching

Technology for all schools: \$24,545.00

- *Trend Tracker, 60 Licenses*
- *Growth Tracker, 4 site Licenses*

Project Support for DSR schools: \$6,800.00

- *Executive Action Team Meetings, Virtual, 1.5 hours - 4 throughout the year, 2 L for L meetings, 2 cabinet meetings.*
- *Project Support*

Cost Summary

LSI Partner Discount	(\$86,600.00)
Total 2020-2021 Costs	\$235,385.00
Estimated carry over from 2019-2020	(\$70,000.00)
Estimated total after carry over with non-title funds approved	\$165,385.00
*Estimated total after carry over without non-title funds approved	\$135, 485.00

School Leadership Coaching

School Leadership Coaching will be provided to Walnut Middle and Jefferson, Starr, and Stolley Park Elementary principals as they prepare to support other schools within the district in implementing components of LSI's School for Rigor model.

School Leadership Coaching builds the skills of the school leader to effectively monitor teacher implementation of strategies in daily classroom practice. It is an individualized, job-embedded, and focused mentoring of the school leader so he/she can recognize rigorous instruction and evidences of student learning.

Academic Teaming

The traditional model of teacher-centered instruction can no longer prepare today's students for tomorrow's workforce. In response, Learning Sciences International® (LSI) has researched, tested, and designed *Academic Teaming*® – a fun, engaging, groundbreaking professional development (PD) series. Academic Teaming provides ready-to-use classroom resources to support classrooms that are organized into small, diverse student-led teams.

Student-led teams provide the optimal classroom context to grow:

- Students' ownership of their learning process
- Social and Emotional Learning skills
- Cognitive engagement in rigorous tasks aligned to academic standards
- Teamwork for development of new economy skills for the 21st century

Based on extensive research and field testing, Academic Teaming Academies fosters a classroom with increased student engagement, collaboration, and an enjoyable learning environment.

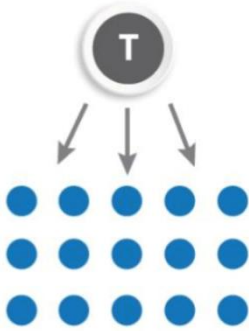
Each Academic Teaming PD is comprised of onsite sessions with toolkits filled with ready-to-use classroom resources that promote next-day implementation of training concepts.

The student and teacher resources make it easy to create rigorous tasks that build student ownership, promote the sharing of ideas, nurture productive struggle, and effectively allow students to reach their full potential.

Academic Teaming blends training, coaching, and leadership tools to produce sustainable transformation in core instruction and includes:

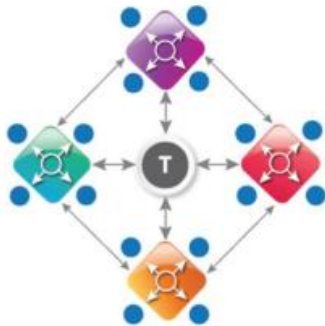
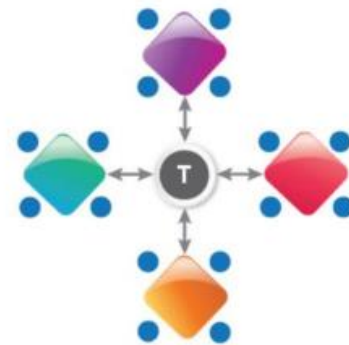
- Practical, hands-on training where teachers leave with skills and resources to use in the next day in their lessons
- Coaching for Implementation that connects the professional learning to immediate classroom actions to ensure next-day implementation results, while building the capacity of instructional leaders to support this work

A Pathway to Student-Centered Academic Achievement



Many of today’s classrooms struggle to go beyond teacher-centered instruction. Academic Teaming Academies, in Learning Sciences International (LSI) Professional Development series, breaks this cycle by training educators to scaffold more responsibility and rigor to their students over time.

The journey begins with establishing the groundwork for well-balanced student teams. Classroom resources allow teachers to introduce teams to roles and routines, so that all voices are heard as students share their thinking, listen, and respectfully respond to teach other. As the academies progress, participants learn to enhance team-centered learning as teams learn how to function, how to use resources, and how to monitor their own learning with learning targets.



These engaging one-day academies build upon the content of the previous session, to increase levels of student autonomy and rigor in teams. Academic Teaming Academies supports the journey and transformation of classrooms from teacher-centered instruction to student-led teams in which students learn from each other, challenge the thinking of their peers, and expand their own perspective.

In **Academic Teaming 101: Student-led Team Basics**, participants learn about team-centered classrooms as they transform their vision for teaching and learning. Participants will receive highly engaging, ready-to-use classroom resources that guide students to respectfully share their thinking and learn with each other. The academy will help teachers plan for well-balanced productive teams, use teaming mats, Agree/Disagree cards and *How to Guides*, enabling teachers to initiate active learning strategies with their students the very next day.

In **AT 201: First Step to Student Team Autonomy**, teachers are supported as they enhance team centered listening and learning with both individual and team accountability. Participants plan scenarios using toolkit resources for connecting new learning and producing evidence at the taxonomy level of the standard. Teachers learn how to engage student-led teams to plan and organize their own learning process, recognize when they are not on task and take action to get back on task.

Prerequisite: Academic Teaming 101: Student-led Team Basics

In **AT 301: Step Back from your Student-led Teams**, participants learn techniques to help students persevere through productive struggle to become more self-motivated and self-regulated. Building on the content from previous academies, participants will learn strategies to help students expand and refine their thinking through listening. Teachers will learn how to use toolkit resources to engage students in guiding and checking their own learning where teams recognize when they need to resolve conflicts, recognize when they are stuck and take action by using resources.

Prerequisite: Academic Teaming 201: First Step to Student Team Autonomy

Please sign below and return with a purchase order via email to accounting@learningsciences.com.

District Representative: _____ **Title:** _____

Signature _____ **Effective Date** _____

LSI Representative _____ **Title:** _____

Signature _____ **Effective Date** _____

GIPS NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

Proposal: Approve the AAIS contract and funding for Professional Learning

Submitted By: Toni Palmer/Shanna Gannon/GEAR UP

Date: 5/11/2020

1. What is the identified need?

Design: . **(Strategic Plan Success Measure 2)**

This proposal addresses the impact of COVID-19 on teachers and students.

Equity: COVID-19 has changed our landscape and magnetized the educational inequities that our system exacerbates. This plan addresses professional learning through an equity lens and specifically addresses the effectiveness of PLCs and facilitation in identifying essential standards and learning outcomes, common instructional and assessment practices, including how we verify learning, and habits of lesson planning to deliver in any environment. Below is the focus on training and technical support that will be provided

ELA and Math Content PLC Development
Support for EL and SpEd inclusion strategies
Content Area Literacy Support
Continuous Improvement Cycle: Instructional Planning and Data Analysis
Modeling Instruction, POP cycles, Visible Learning, Visible Thinking, UDL
Support for Instructional Coaches
Career Academy PLC development
Instructional Coach/Instructional Leadership Development

2. Administrative Rationale for BOE Agenda Item (connect to Strategic Plan Objectives/Success Measures)

Aligns to the work within the GIPS Strategic Plan:

- Strategic Plan Pillar-Empower educators to be instructional leaders, Obj. 1, 2 Content specific professional learning will be provided to all content teams, however, a focus will be with 8th/9th grade Math and ELA teachers. Improving teacher clarity, data literacy, and planning through an equity lens are priority areas. Instructional Coaches will also have specific training on how to observe and provide feedback to improve teacher practice within the instructional model.
- Strategic Plan Pillar-Personalize, Obj. 4 -increasing student ownership of learning and provide opportunities for real-world experiences require intentional professional learning from someone with expertise of the National Standards of Practice and effective instructional strategies.
- Strategic Plan Pillar-Design, Obj 5, 6. This professional learning is differentiated to improve outcomes for our most marginalized students through improved core instruction.

3. Proposed Action

This is an information item for the BOE in June with a request to approve the contracted services at the July BOE meeting.

4. Data/Research Assessed

- Trend walk data shows that the Middle School and High School have accomplished 80% standards based targets-want to be at 100%
- The taxonomy of the learning target for GISH data-want to increase taxonomy of the student work to be at least 25% of the time students are engaged in knowledge utilization tasks. Prior to COVID-19-7%
- Mr. Holden grounds his work in best practice and collaborates with L4L to ensure alignment to district goals and strategic plan priorities. (More data to come from David Holden)

[Here is an example of data reports from David Holden.](#) COVID-19 interrupted the professional learning for 2020, resulting in unfinished data collection.

5. Stakeholder Group(s) Involved

Barr Middle School 8th grade ELA and Math teachers
GISH All staff with an emphasis on 9th grade ELA and Math teachers
L4L Directors and Coordinators
GEAR Up Staff

6. Summary

[AAIS CEO David Holden](#) will provide professional learning for teachers and principals throughout the 2020-21 school year to support the implementation of the Academy Model. Teachers will participate in professional development that align with the GIPS professional development days focused on effective instruction in the academy model. School leaders will also engage in planning/observation/processing cycles and professional learning on effective PLC implementation and implementation of high leverage strategies that address equity and access for our most marginalized students.. The strategies align with the focus of the GIPS professional development plan, as well as specifically addressing the [NCAC National Standards of Practice](#).

The trainings are proposed to be delivered in person, however, Mr. Holden is able to adjust to host virtually if needed. His final invoice will reflect actual deliverables as agreed upon by the L4L, building administrators and the consultant.

7. Fiscal Impact

Amount: \$85, 200

Source: L4L, GEAR Up

Details: Proposed Quote
Professional Learning that falls outside the cohort- \$28000
Gear Up funded for Barr, Walnut, GISH Cohort \$57200

8. Person(s) Responsible for Implementation

L4L team, campus administrators, instructional coaches and staff

9. Implementation Plan

▲ Monitor/ Evaluate

Actions:

- 1) A Data Review will be held with David Holden at the end of each quarter with a summary and artifacts to show impact
- 2) Monthly Trend Walk Data
- 3) Data Rounds to show how the professional learning is impacting progress towards continuous improvement goals

Timeline:

- 1) Data Reviews at the End of Each Quarter
- 2) Monthly Trend Walk Data will be reviewed at Admin Meetings Monthly
- 3) Impact will be shared at Data Rounds in the Fall/Spring

▲ Board Report/Follow-Up

Actions:

Follow up data will be provided by Principals/GEAR Up Director at L4L BOE Committee

Timeline:

1 month 3 months 6 months annually N/A

GIPS NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

Proposal: Purchase of Resources for Integrated Science III Implementation

Submitted By: Greg Schlegel & Anya Covarrubias

Date: 6/1/20

1. What is the identified need?

Empower/Personalize - Grand Island Public Schools; specifically Grand Island Senior High, is in the midst of a monumental shift in science instruction. Science is moving from a traditional domain approach to a more highly STEM focused integrated approach. We have been able to implement the first 2 phases of this shift with a relatively minimal financial impact. In order to complete the third phase of the shift, it will take a much more significant financial investment. This investment will ensure that every student will receive a guaranteed and viable science education. These changes align not only to the strategic plan but also align to the National Career Academy Coalition standards of practice.

Adding locations at CPI and Wyandotte provides opportunities for students to access Science courses while on campus for Academy purity and reduces the overcrowding of GISH Science Labs.

2. Administrative Rationale for BOE Agenda Item

Obj. 1 - SI 1: Ensure teachers have access to and use high-quality curriculum resources - Beginning with the 2020-2021 school year, we will have the ability to offer science courses at all of our locations. In order to ensure high quality, standards-based instruction, all of our locations must be equipped with necessary instructional equipment and supplies.

Obj. 4 - SI 3: Develop a system to align curriculum to academies, pathways, courses, content and skills. - By offering Integrated Science 3 at all locations, we can ensure that a large percentage of students within the academy pathways will have an instructor that teaches within their chosen academy. This will allow the instructor to contextualize the content of the course as well as better support students through the academy RTI process.

3. Proposed Action

Approval of the purchase of Science resources through the standard BOE approval process. Information item in June, and action item in July.

4. Data/Research Assessed

Through our increased knowledge of master scheduling within the academy model, we have found that it is crucially important to strive for the highest percentage of cohort scheduling possible. By offering Integrated Science III at all of our locations, more students will have access to a course taught by an academy teacher as well as filled with other members of their academy. Students will be able to work side-by-side with others in their cohort to solve problems and acquire scientific skills and knowledge. By reading research based articles and other literature, it is abundantly clear that an integrated approach to science is a shift that is in the best interest of the students of Grand Island Public Schools.

5. Stakeholder Group(s) Involved

L4L, Teachers, Students, Parents

6. Summary

In order to best deliver a guaranteed/viable science curriculum to all of our students and capitalize on the teaching resources we have at our disposal, it is imperative that we equip all of our locations with science labs and the materials necessary to deliver the highest quality science instruction possible.. Grand Island Public Schools is at the forefront of a monumental shift in science education in the state of Nebraska as well as across the country. We have innovative teachers and strong leadership to ensure a high-quality science education for each and every student at the Academies of Grand Island Senior High. At this point in time, we must make a significant monetary investment in order to meet the curricular needs associated with shifting instruction. The students of the Grand Island Public Schools will see significant impact from this investment. This will positively impact up to 350-400 students a day at off-campus.

7. Fiscal Impact

Amount: \$123,751.28

Source: GearUP, L4L, Building Funds (GISH), Depreciation?

Details:
L4L - \$41,388.15
Gear UP - \$51,939
GISH - \$3627.90
Unsure or Split - \$1,855.50
Furniture Costs - \$17,045.73
COVID/L4L-\$7,895

8. Person(s) Responsible for Implementation

L4L, Academy Principals, Science Leadership

9. Implementation Plan

▲ Monitor/ Evaluate

Actions:

1. Integrated Science 3 standards are written to align with the Nebraska College and Career Ready science standards.
2. Teacher PD on delivery of the new Integrated Science 3 standards.
3. Teachers will ensure standards are delivered equitably to all students across all of the Academies of Grand Island Senior High by continuously monitoring implementation through their Integrated Science 3 PLC.
4. Teachers and science leaders will assess the impact of the Integrated Science 3 standards and implementation using ACT and MAP data; revising instruction as needed.
5. Monitor the students that have a full schedule off-site increasing Academy Purity numbers

Timeline:

1. 2019-2020 school year and ongoing throughout the summer of 2020.
2. PD for teachers will be delivered during the summer of 2020 to ensure teachers have a proper understanding of the standards and pedagogy for their delivery.
3. Ongoing throughout the 2020-2021 school year.
4. Spring of 2021 and continuously there after.

▲ **Board Report/Follow-Up**

Actions:

Mr. Phillips will provide an update on implementation at September L4L Committee meeting

Timeline:

1 month

3 months

6 months

annually

N/A

GIPS NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

Proposal: Purchase Canvas to be used as Learning Management System

Submitted By: Daniel Phillips, Director of Innovation for College & Career Readiness

Date: 5/27/20

1. What is the identified need?

Grand Island Senior High is in need of a Learning Management System (LMS) to meet academy and strategic plan objectives, and to help prepare students for college. Canvas would provide students a robust environment to build their four year portfolio, a major component of their Senior Capstone Project, but also something they will work on in all four years of high school. Canvas will also offer a quality web blended learning experience for our students that will help prepare them for college as canvas is currently used throughout the University of Nebraska system, the State College system, and CCC is currently piloting and considering moving from Moodle to Canvas. We have been running a pilot during the Spring of 2020 with about 30 of our current Senior High teachers who were previously using the free teacher version. By implementing the district version, it offered those teachers many advanced features, like single sign-on for students, where Canvas sync's with Synergy and populates the teachers sections and students, and grade pass through, where any grade put into Canvas automatically enters it in Synergy.

2. Administrative Rationale for BOE Agenda Item

Obj. 1-SI1: Ensure teachers have access to and use high-quality curriculum resources. Use of Canvas as the LMS will provide students with equitable access to their online/blended curriculum. Canvas possesses many features that will allow delivery of online or blended content to be delivered in an engaging fashion for students.

Obj. 7-SI2: Research and implement tools that will help the district evaluate and improve equity and inclusiveness. All students will be utilizing the same platform for their classes that have a blended/online component. This was one of the biggest findings from the Spring 2020 semester, that a lot of students struggled bouncing around between multiple platforms. This will allow increase collaboration between general education teachers and specialists.

3. Proposed Action

Approval of Canvas as LMS platform for Grand Island Senior High through the standard BOE approval process. Information item in June, and action item in July.

4. Data/Research Assessed

Research was conducted in Fall of 2019 prior to the pilot in Spring of 2020. The advanced features Canvas offered, and the integrated Portfolium product were the key pieces to recommend Canvas as the LMS at GISH. Canvas works seamlessly with Google Drive, so staff can easily upload resources, and Synergy, which already has course, student, and grade information synced. Staff members'

Google Classroom information can be easily transferred into Canvas, which will be part of the professional development to be delivered.

5. Stakeholder Group(s) Involved

GIPS L4L, IT department, GISH Blended Learning Committee, Wayne State College, University of Nebraska Kearney, Central Community College.

6. Summary

Canvas provides a robust Learning Management System to provide teachers and students the best possible experience in blended/online learning. Purchasing Canvas as our common LMS will increase opportunities for students to access curriculum and instruction without navigating different systems. Within Canvas, all students will use Portfolium to create their 4 year portfolio, which will become theirs following graduation from GISH. The Portfolium will encompass a digital footprint of each student's achievements, projects, resumes, and leadership experiences. This will give our students an edge when applying for college and/or careers.

7. Fiscal Impact

Amount: Not to exceed \$34,710 - Provides access to Canvas and Portfolium, professional development and support for the 2020-21 school year.

Source: GearUP

Details: Canvas Subscription - \$14,700
24x7 Faculty Tier 1 Support - \$4,410
Unlimited Canvas Training Access - \$3,000
Portfolium Subscription - \$4,200
Canvas Pathways - \$8,400

8. Person(s) Responsible for Implementation

GIPS L4L, GISH Blended Learning Committee

9. Implementation Plan

▲ Monitor/ Evaluate

Actions:

1. Implementation plan for 2020-21
 - a. Survey staff to identify PD needs
 - b. Align support/training to groups of staff based on needs
 - c. Incorporate Canvas into current PD with Dave Holden
 - d. Work with IT to ensure seamless integration with Synergy
2. Monitor usage of Canvas, and continuation of PD

Timeline:

1. June, 2020 - Access to online training for early adopters
2. July/August, 2020 - Canvas delivered PD to GISH staff
3. 2020-21 - PD delivered by Canvas/GISH power users to train all staff

▲ Board Report/Follow-Up

Actions: Follow up data will be provided at L4L BOE Committee and BOE Spring Retreat 2021.

Timeline: ___ 1 month ___ 3 months ___ 6 months ___ annually ___ N/A

**Request for Proposals
Submittal Instructions**

Sports Medicine Services

Grand Island Public Schools

Grand Island, Nebraska

March 2, 2020

I. INTRODUCTION

Grand Island Public Schools requests proposals for sports medicine services for the period of July 1, 2020 through June 30, 2027.

II. SCOPE OF SERVICES

Grand Island Public Schools will choose one service provider for a Seven (7) year contract as outlined in Appendix A. This contract includes services for home and away sporting events, coverage for pre and post-game care, tournaments, camps and other special events as requested.

III. PROCEDURES FOR SUBMISSIONS

Service providers wishing to be considered shall submit one (1) copy of their proposal materials no later than 2:00 p.m., Local Time, Monday, March 30, 2020, to the email address listed below:

vharden@gips.org

Only electronic documentation will be accepted in Adobe Portable Document Format (*.pdf) as a single file.

Submission materials (file) must contain "Appendix A" fully executed to the best of the service provider's ability. District reserves the right to create a final "Appendix A" after Board of Education approval.

APPENDIX A
GRAND ISLAND PUBLIC SCHOOLS
SPORTS MEDICINE AGREEMENT

This Agreement is made this 1st day of July, 2020, by and between Grand Island Physical Therapy, and Grand Island Public Schools ("District"), to provide sports medicine services.

Whereas, District is a school system in Grand Island, Nebraska; and

Whereas, Grand Island Physical Therapy is a medical facility in Grand Island, Nebraska, which has developed a program for providing sports medicine services; and

Whereas, District wishes to retain the services of Grand Island Physical Therapy in order to provide sports medicine services to its students athletes;

Now therefore, in consideration of the mutual agreements contained herein, the parties agree as follows:

1. AGREEMENT.

District hereby contracts with Grand Island Physical Therapy for a term of seven (7) years from July 1, 2020, and ending on June 30, 2027. Parties further agrees to provide to District, a Certified Athletic Trainer or a Physical Therapist to provide Services as stated in this Agreement.

2. QUALIFICATIONS

During the term of this Agreement, all Athletic Trainers and Physical Therapists providing Services shall maintain appropriate certification, and shall be subject to approval by District, whose approval shall not be unreasonably withheld. An Athletic Trainer must be certified by the Board of Certification, Inc. (BOC), maintain the standards established by the National Athletic Trainers' Association (NATA) including the NATA Code of Ethics, and maintain in good standing a state license to practice as an athletic trainer. A Physical Therapist shall maintain in good standing a state license to practice as a physical therapist and shall perform duties in accordance with the standards outlined by the American Physical Therapy Association.

3. JOB DESCRIPTION

1. Provide one athletic trainer or one physical therapist to Grand Island Senior High School and each middle school (Barr, Walnut, and Westridge) contained in District's system for the prevention of student athletic injuries through the application of protective tapings, wraps and braces, and assist in the design of practices to help reduce the incidence of injury.

2. Provide one athletic trainer or one physical therapist to advise coaches of flexibility, strengthening and conditioning programs to help prevent injuries and optimize performance.
3. Provide one athletic trainer or one physical therapist to provide immediate care of student athlete injuries and refer the student athletes to medical facilities when necessary.
4. Provide one athletic trainer or one physical therapist to design and supervise rehabilitation programs for student athlete injuries under the direction of a referring physician.
5. Keep medical histories and correspondence in a (physically or electronically) locked file accessible to the athletic trainer. The service provider will maintain accurate medical records for injuries, treatment, rehabilitation, and physician referrals. The service provider will fill out injury evaluation forms and compile data into a spreadsheet to be kept continuously current and updated as necessary.
6. Provide one athletic trainer or one physical therapist to supervise and instruct high school athletic training student aides and serve as a preceptor for athletic training students.
7. Provide one athletic trainer or one physical therapist to counsel and advise student athletes on health related issues, including, but not limited to, concussion awareness.
8. Provide one athletic trainer or one physical therapist that may advise and assist the Athletic Director with the ordering of athletic training room equipment and supplies.
9. Provide one athletic trainer or one physical therapist to be responsible to conduct timely initial and follow-up communication with coaches, parents, and physicians regarding student athlete injury, treatment, and rehabilitation.
10. May not market the athletic training program within the District and/or community through any means without the express written consent of the District's Director of Communications and Marketing.
11. Athletic trainer shall communicate with the District's athletic director regarding the discharge of the athletic trainer's duties and the number of events covered. Athletic trainer shall implement a consulting physician's recommendations, if applicable.
12. Provide one athletic trainer or one physical therapist to be responsible to conduct timely initial and follow-up concussion evaluation services for student athletes

4. SCOPE OF SERVICE

4.1 SERVICE PROVIDER'S RESPONSIBILITIES:

1. Service Provider shall provide professional services under this agreement at all Nebraska State Athletic Association (NSAA) sanctioned events (home and away) before, during, and after as directed by the Grand Island Senior High School Athletic Director.
2. Athletic trainer or physical therapist will coordinate with coaching staff regarding pre-game and post-game care.

3. In the event of a day of multiple activities, the service provider's priority will be to provide coverage for the collision sporting event of that day (i.e. football). The service provider, in consultation with the District's Athletic Director, will decide which events will be staffed. If an Athletic Trainer or Physical Therapist is not able to be present at an event, service provider will make one available by cell phone.
4. One athletic trainer or one physical therapist will be available during the school year to follow up with or evaluate athletes who have been injured in a practice or game/event weekly as needed in the fall, winter, and spring sports seasons.
5. During the football season only, provide one athletic trainer or one physical therapist one day a week for a minimum of one hour at each of the District's Middle Schools (Barr, Walnut, and Westridge) to follow up with or evaluate student athletes who have been injured in a practice or game/event.
6. Offer free sports injury screenings to District's student athletes.
7. Provide definitive concussion awareness trainings, evaluations, and determinations as required by all applicable Federal, State, Local, and Board of Education policies.
8. Responsible for maintenance and coordination of medical release/health history forms, evaluation/treatment forms, and training room treatment logs, if applicable.
9. May, at discretion, provide an Exercise Physiologist/Exercise Specialist to assist with athlete enhancement services, camps, or programs, if applicable.

4.2 DISTRICT'S RESPONSIBILITIES:

1. District agrees to provide First Aid equipment and training supplies as needed. District agrees to consult the Athletic Trainer to identify these needs. District further agrees to provide suitable treatment space to be regularly used.
2. District agrees to notify provider of any additions or changes to the sporting event schedule in advance of such change.
3. District agrees to invite and recognize the service provider at all awards banquets including special awards events such as state championship recognition.
4. District agrees to provide an e-mail database of all District coaches to the service provider. District will update the database at the beginning of each school year.
5. District agrees that during the terms of this Agreement, service provider shall have the exclusive right to provide Athletic Training and POWER/Exercise Physiology/Exercise Specialty services as stated herein. Accordingly, the District shall not permit discussions, presentations, promotions, meetings or negotiations with any other providers of Athletic Training and POWER/Exercise Physiology/Exercise Specialty services at or within the District and at other locations where the service provider is providing services under this Agreement. This Agreement does not prevent District from choosing to allow

promotional or informational presentations or meetings by other providers of exercise or athletic performance enhancement training at other off-site locations.

6. TERM

This agreement shall be for a seven (7) year term, starting on July 1, 2020, and ending on June 30, 2027. Parties further agree to re-negotiate the terms of this agreement should an additional secondary school be opened during the term of this agreement.

7. PRICE AND TERMS OF PAYMENT

Price and terms of payment are as follows;

Once contract is awarded the District will issue a purchase order to vendor covering all four years of this agreement. Annually in September service provider will invoice District that years amount making reference to purchase order number on invoice. District will pay invoice, in full, within 45 days of receipt.

<u>Year</u>	<u>Price</u>	<u>\$ Change</u>	<u>% Change</u>
2020-2021	\$22,362.48	NA	NA
2021-2022	\$22,809.73	\$447.25	2%
2022-2023	\$23,265.92	\$456.19	2%
2023-2024	\$23,731.14	\$474.62	2%
2024-2025	\$24,205.87	\$484.12	2%
2025-2026	\$24,689.98	\$493.80	2%
2026-2027	\$25,183.78	\$503.68	2%

8. REPRESENTATIONS AND WARRANTIES

1. Each party represents and warrants that it has and possesses all licenses, permits, certificates, accreditation and approvals necessary to enable it to provide the services contemplated under this agreement, and that the same have not been denied, suspended, revoked or non-renewed at any time, except as may have been disclosed to the other party in writing. Each party agrees to keep current at all times all licenses, permits, certificates, accreditation and approvals required by law, and to immediately notify the other party of any suspension, revocation, or action proposed to be taken which would adversely affect a party's ability to perform the services contemplated under this agreement.

2. Each party shall observe and comply with all laws, ordinances, rules and regulations of the federal, state, county or municipal governments now in force or which may be hereafter in force, including but

not limited to those relating to non-discrimination, accessibility, confidentiality, and civil rights. Each party understands and acknowledges that it has an affirmative duty to be knowledgeable about such laws, rules and regulations that are applicable to the services to be performed under this agreement, and how these laws, ordinances, rules and regulations apply to that party's business.

9. INSURANCE

Service provider shall maintain professional liability coverage with minimum limits of \$1,000,000 per occurrence/\$5,000,000 annual aggregate throughout the term of this Agreement. Service provider agrees to maintain professional malpractice coverage (in an amount of not less than \$1,000,000 per \$5,000,000 annual aggregate) to cover the professional activities of its Athletic Trainer, Physical Therapist, Exercise Physiologist/Exercise Specialist and any other personnel utilized by the Service provider in the provision of the services under this Agreement. District shall be responsible to maintain adequate public liability insurance upon the space designated within the District's facility or campus for the provision of Athletic Trainer, Physical Therapy, or Exercise Physiology/Exercise Specialty services. Both parties shall provide a certificate of insurance to the other annually.

10. INDEMNITY

District agrees to defend, indemnify, and hold harmless the service provider, its agencies, officers and employees, from claims resulting from the performance of the contractor or its agent, including all costs, expenses and attorneys' fees, which may in any manner result from or arise out of this agreement, except claims based upon the service provider's sole negligence or intentional misconduct. The legal defense provided by District to the service provider under this provision must be free of any conflicts of interest, even if retention of separate legal counsel for the service provider is necessary. District also agrees to defend, indemnify, and hold the service provider harmless for all costs, expenses and attorneys' fees incurred in establishing and litigating the indemnification coverage provided herein. This obligation shall continue after the termination of this agreement.

11. DEFAULT AND TERMINATION

11.1 Termination. Each party has the right to terminate this agreement if the other party breaches or is in default of any of its obligations, representations or warranties, and such breach or default is incapable of being cured or, if capable of being cured, is not cured within the time periods shown in Section 10.2. Notwithstanding any other provision herein, either party may terminate this agreement by providing 90 days written notice to the other party.

11.2 Events of Default. Each of the following events shall be considered to be an event of default unless waived in writing by the non-defaulting party.

1. Failure to make any payment due under the terms of this agreement for a period of forty-five (45) days after receipt of written notice of such delinquency.

2. If a party becomes insolvent, makes a general assignment for the benefit of creditors, files a voluntary petition in bankruptcy, or files or acquiesces in the filing of the appointment of a receiver, trustee or liquidator.

3. The failure of the service provider or District to perform any of its obligations under this agreement, and the continuance of such failure without cure for a period of thirty (30) days after receipt of written notice.

11.3 Waiver. The waiver by a party of any breach of any term, covenant or condition contained in this agreement shall not be deemed to be a waiver of such term, covenant or condition, or any subsequent breach of the same or any other term, covenant or condition contained in this agreement. The subsequent acceptance by a party of performance by the other shall not be deemed to be a waiver of any preceding breach of any term, covenant or condition of this agreement, other than failure to perform the particular duty so accepted, regardless of knowledge of such preceding breach at the time of acceptance of the performance.

11.4 Remedies. A listing of specific remedies will not exclude any other remedies. Any delay or failure by any party to this agreement to exercise any right, power, remedy or privilege contained in this agreement or now or hereafter existing under any applicable statutory or common law, will not be construed to be a waiver or limitation, or to preclude the future exercise of any right, power, remedy or privilege.

11.5 Cost of Enforcement. If it is necessary for either party to employ an attorney or bring any action for enforcement of any provision of this agreement, the prevailing party shall be entitled to recover from the other all expenses incurred in connection with such action, including but not limited to reasonable attorney's fees, costs and disbursements, in addition to any other damage or loss incurred.

11.6 Survival of Obligations. Any obligations which arose prior to the termination of this agreement shall survive the termination or expiration of this agreement. In addition Sections, 10.5, 11.4, and 11.5 shall survive termination of this agreement.

12. GENERAL PROVISIONS

1. Notices. All notices, requests and demands which any party is required or may desire to give to the other party under any provision of this agreement must be in writing, delivered to each party at the address shown on the signature page of this agreement or to such other address as any party may designate by written notice to the other party. Each such notice, request, and demand shall be deemed given or made as follows: (a) if sent by hand delivery, upon delivery; (b) if sent by mail, upon the earlier date of receipt or three (3) days after deposit in the U.S Mail, first class postage prepaid; (c) if sent by telecopy, upon receipt; and (d) if sent by e-mail or other electronic transmission, upon receipt.

2. Governing Law. This agreement is subject to federal laws, rules and regulations, and the statutory common law, rules and regulations of the state of Nebraska, including without limitation all applicable rules and regulations adopted by federal and state regulatory authorities.

3. Severability. If any provision of this agreement shall be prohibited by or invalid under applicable law, rule or regulation, such provision shall be ineffective only to the extent of such prohibition or invalidity without invalidating the remainder of such provision or any remaining provisions of this agreement. If for any reason any portion of this agreement must be changed to comply with the legal requirements, the parties agree to negotiate in good faith to make necessary changes to this agreement to conform to such requirements, consistent with the substantive business goals and intent of this agreement. If such amendments materially change the rights and obligations of the parties, either party may then terminate this agreement upon written notice of termination, effective on the effective date of the legal requirements that necessitated the amendment, or on the expiration date of the then current term whichever date is earlier.

4. Access to Books and Records. Both parties agree, to the extent required by applicable law, rule or regulation, to allow authorized governmental agencies, and their duly authorized representatives, to have access to this agreement, and the books, documents and records relating to the services performed under this agreement, for any time period required by law, for the purpose of verifying the cost and the nature of services provided under this agreement. Both parties further agree that any subcontracts to perform such services shall require similar access.

5. Confidentiality of Documents and Information. Each party shall keep confidential all information regarding patients, as well as this agreement, its terms and other documents and information not generally available to the public which are supplied by the other party and which relate to the business of the supplying party. The supplied party may not make such documents or information available to third parties, other than regulatory bodies or self-

regulatory organizations with authority to require their production or for third party reimbursement purposes, unless authorized in writing by the supplying party or required by an order or subpoena of a court or regulatory agency having an appropriate jurisdiction. Upon receipt of any such order or subpoena, the party required to produce shall give prompt notice to the supplying party before complying with the order or subpoena. Both parties shall comply, and shall require its officers, employees and agents to comply with all federal and state statutes, rules and regulations concerning confidentiality of information. District acknowledges that the service provider is a "covered entity" as defined in the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), and HIPAA's implementing privacy regulations, and each party shall comply with all requirements with respect to protected health information ("PHI") as defined in HIPAA.

6. Successors, Assignment. This agreement shall be binding upon and inure to the benefit of the heirs, personal representatives, administrators, legal representatives, successors, and permitted assigns of the parties. Neither party may assign or transfer its interest or obligation hereunder without the other party's written consent provided, however, the service provider may assign this Agreement to its parent, subsidiaries, or corporate affiliates without consent.

7. Entire Agreement; Amendment. This agreement constitutes the entire agreement between the parties and supersedes all prior negotiations, communications, discussions and correspondence

concerning the subject matter hereof. This agreement may be amended or modified only in writing signed by each of the parties.

8. No Third-Party Beneficiaries. This agreement is made and entered into for the sole protection and benefit of the parties hereto and their respective successors and permitted assigns, and no other person or entity shall be a third-party beneficiary of, or have any direct or indirect cause of action or claim in connection with this agreement.

9. Time of the Essence. Time is of the essence of each and every provision of this agreement.

10. Independent Contractors; No Partnership. The relationship of the service provider and District shall be that of independent contractors. Nothing in this agreement shall be construed as creating the relationship of employer and employee between the parties or their offices, directors, trustees, employees, partners or agents. Nothing in this agreement shall be construed as creating a partnership or joint venture between the service provider and District. Neither party has the authority to bind the other or incur any obligation on its behalf. District shall not be responsible for the withholding of any taxes related to the contracting with the service provider, including, but not limited to, State and Federal income tax and social security. District shall not be responsible for worker's compensation benefits, unemployment compensation premiums, or any other benefits or obligations either required by law or provided by District to its own employees. The service provider and District agree that the services rendered by the service provider's employees and staff pursuant to this Agreement are those of an independent contractor and the service provider's employees and staff are not, for any purpose, a partner, servant, or employee of the District. The service provider is an independent contractor.

11. Further Assurances. The parties agree to do all such things and execute such further documents as may reasonably be required to give full effect to this agreement.

12. Authority. The persons signing below have the right and authority to execute this agreement for their respective entities, and no further approvals are necessary to create a binding agreement.

13. Non-Discrimination. Neither party shall exclude, deny benefits to, or otherwise discriminate against any person on the ground of race, color, national origin, creed, religion, sex, disability, age, marital status, veteran status, status with regard to public assistance, or sexual orientation in admission to, participation in, or receipt of the services and benefits of any of the parties' programs and activities or in employment therein.

14. Discretion to Call Ambulance. District agrees that the Athletic Trainer has authority to call for an ambulance if he/she feels the situation warrants such action. Once the ambulance arrives the ambulance service personnel will take over the care of the injured person. The service provider is not responsible for the ambulance services charges.

15. Refusal of Athletic Trainer's Advice. If the athlete, coach, or parent refuses the advice of the Athletic Trainer that the athlete should not participate or practice, the athlete and his/her parent(s) or legal guardian, and the coach, must sign each sign an appropriate Acknowledgment of Injury Form.

16. Authorization for Release of Information. District will obtain an authorization for release of medical information form for each student athlete who participates in District athletic activities covered under this agreement. District will provide the service provider with a copy of the authorization.

17. Ownership of Records. All records created by the service provider in the provision of Services under this agreement at the District's facility shall be the property of the District, provided, however, the service provider shall own the records of services provided within any of their own facilities.

18. Equipment. The service provider is not responsible for accidents or injuries due, but not limited to, equipment fitting, equipment failure, or equipment misuse.

IN WITNESS WHEREOF, the parties have executed this agreement the day and year first written above.

SERVICE PROVIDER

GRAND ISLAND PUBLIC SCHOOLS

By: Kurt McCallum PT

By: _____

Its: Grand Island Physical Therapy Its: Board President

Address for notices: Attn: Chief Financial Officer
Grand Island Public Schools
P.O. Box 4904
Grand Island, NE 68802-4904
(308) 385-5900 x1144
vharden@gips.org

Address for notices: Kurt McCallum
Grand Island Physical Therapy
620 Diers Ave #300
Grand Island, NE 68803
308-382-0344
KMcCallum@grandislandpt.com

RESOLUTION #20200611_02

A RESOLUTION TO TRULY COMMIT GIPS TO ELIMINATING RACIAL INJUSTICE WHEREVER IT EXISTS
IN OUR DISTRICT WHILE CONTINUING TO PRIORITIZE EQUITY IN ALL ASPECTS OF OUR
ACTIONS.

Whereas Grand Island Public School's mission of Every Student, Every Day, A Success - and its embedded student commitments - states we are working for EVERY student without exception;

and

Whereas GIPS has formally adopted a strategic plan with equity embedded throughout all objectives and student success measures, including one objective entirely devoted to equity;

and

Whereas GIPS believes education is the great equalizer for all students - of all races, from all socio-economic levels, from all cultural backgrounds and with all kinds of challenges - and because of this we are dedicated to eliminating racial injustice at all levels and in all areas of our district;

and

Whereas GIPS is dedicated to providing early learning experiences for all children, including the most vulnerable children in our community, because we know early childhood education can make the largest long-term impact on all students' education and life-long career success;

and

Whereas GIPS has invested in elementary education, both in and out of the classroom, to provide learning for all students, particularly those without access to before and after school learning opportunities, so as to offer enriching activities to all children;

and

Whereas GIPS helps middle school students and families acquire early awareness of post-secondary potential, with the assistance of our GEAR UP PROMISE program, to create highly effective learners motivated to graduate from high school and achieve success in college and career;

and

Whereas GIPS has launched the Academies of Grand Island Senior High to create small learning communities based on student interest where they are seen, supported and connected; creating a level playing field by giving students of all walks the same chance to earn scholarships, internships, apprenticeships and other college and career readiness experiences;

and

Whereas GIPS recognizes the value of training our staff on culturally responsive teaching practices and have implemented initiatives to diversify our staff, such as the PathBack Program to encourage our students to come back to GIPS to teach when they finish college;

and

Whereas GIPS, this past year, began the task of conducting empathy interviews with students, staff and community members to gain a better understanding of the unique perspective of different races in order to make better decisions from a district level on equity;

Therefore, we as a united Board of Education

Resolve to rededicate ourselves to the actions outlined above for Every Student, Every Day, A Success because we know they are the best defense we can provide our children against the racial injustice they face;

and

Reinforce our belief ALL students can learn and deserve equitable access to high-quality learning experiences;

and

Recognize, even as we acknowledge all of these things, we must do more to address our individual and district-wide biases, to truly commit GIPS to anti-racism and eliminating racial injustice wherever it exists in our district while continuing to prioritize equity in all aspects of our actions.

Adopted by the Board of Education of Grand Island Public Schools, Grand Island, Nebraska, on this 11th day of June, 2020.

Bonnie Hinkle, President, Board of Education

GIPS NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

Proposal: SREB Clean Energy Curriculum Adoption for Alternative Energy Pathway

Submitted By: Daniel Phillips

Date: 4/10/2020

1. What is the identified need?

One of our new pathways, Alternative Energy, will add the 2nd course in 2020-21 (Principles of Alternative Energy) at CPI in a double block format. Students have taken the introductory course this year, and we are in the need of a rigorous, fulfilling curriculum to build the upper courses in Alternative Energy. We have 11 students that will be taking the 2nd course, and another 11 students in the introductory course. The capacity of this pathway is 30 students per grade level, for a total of 90.

2. Administrative Rationale for BOE Agenda Item (connect to Strategic Plan Objectives/Success Measures)

Ob 1 - SI 1: Ensure teachers have access to and use high-quality curriculum resources. The SREB Clean Energy curriculum is a project based learning curriculum that was collaboratively developed to ensure college and career readiness. The curriculum also integrates core content throughout the four course sequence.

3. Proposed Action

Sign MOU to partner with SREB for the use of their curriculum and supports, approve purchase of necessary equipment to implement the first two courses of the Clean Energy Curriculum in the Alternative Energy Pathway for 2020-21

4. Data/Research Assessed

The 2019-20 school year has provided us a lot of time to work with our advisory committees, research other programs around the US, and speak with consultants we work with about what would be the best curriculum to utilize for this pathway. The top two most recommended were Project Lead the Way, which we use for our Engineering curriculum, and the SREB (Southern Region Educational Board) Clean Energy curriculum. Upon review of both, it was determined SREB would be the best fit, due to the fact that they have a four course Clean Energy curriculum that will align with the four semesters available during the Junior and Senior year. Similar to PLTW, SREB also has a two week instructor training for each class, but SREB also includes support throughout the year from academic coaches, to help with the project based lesson planning and implementation of the curriculum. SREB's curriculum was developed by a collaborative effort between high school instructors, post secondary institutions, and industry partners in this area. This curriculum is also aligned to the courses CCC teaches in Hastings, so there would be opportunities for dual credit in the future.

5. Stakeholder Group(s) Involved

Academy of Engineering & Technology Advisory Board, NCAC, ACTE, Central Community College, Matt Wichman, Principal Academy of Engineering & Technology, Dan Phillips, Director of Innovation for College & Career Readiness

6. Summary

The implementation of the SREB Clean Energy curriculum will provide hands-on, real world learning opportunities for students in the Alternative Energy pathway. This curriculum aligns with the needs of NPPD, SPPD and the City of Grand Island Utilities Department.

7. Fiscal Impact

Amount: Not to exceed \$52,223.15

Source: L4L

Details:

- \$5,000 - One time partnership fee
- \$7,405.08 - Technology Kit (3 year license)
- \$13,508.19 - Course one equipment
- \$3,019.81 - Course one consumables
- \$299 - Shipping & Handling
- \$16,337.29 - Course two equipment
- \$854.78 - Course two consumables
- \$299 - Shipping & Handling
- \$3,250 - Teacher training fee (per class)

8. Person(s) Responsible for Implementation

Matt Wichman, Principal of the Academy of Engineering & Technology, Alex Kemnitz, Alternative Energy Instructor, and Dan Phillips, Director of Innovation for College & Career Readiness.

9. Implementation Plan

▲ Monitor/ Evaluate

Actions:

- 1) Alex Kemnitz attend summer teacher training
- 2) We will involve our advisory committee members in the evaluation of the projects completed by the students throughout the courses. SREB has end-of-course assessments that provide data reporting for each course.

Timeline:

- 1) Ongoing throughout the school year
- 2) Annual pathway evaluation.

▲ Board Report/Follow-Up

Actions: Follow up data will be provided at L4L BOE Committee and BOE Spring Retreat 2021.

Timeline: ___ 1 month ___ 3 months ___ 6 months ___ annually ___ N/A



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 Customer Name: Grand Island Public Schools
 Billing Address: 123 S WEBB RD
 PO BOX 4904
 GRAND ISLAND, NE 68802-4904

Products and Services

E F STARR ELEMENTARY SCHOOL

Products	Qty	License Start Date	License End Date	License Term (Months)
Study Island: Core Library - Program License	278	8/1/2020	7/31/2021	12
Study Island NWEA Integrated Solution	1	8/1/2020	7/31/2021	12
3rd Party SIS Integration - Study Island	1	8/1/2020	7/31/2021	12
E F STARR ELEMENTARY SCHOOL Subtotal:				\$1,970.74

GRAND ISLAND SR HIGH SCH

Products	Qty	License Start Date	License End Date	License Term (Months)
Study Island: Core Library - Program License	355	8/1/2020	7/31/2021	12
Study Island NWEA Integrated Solution	1	8/1/2020	7/31/2021	12
Courseware: Core Library - Program License	500	8/1/2020	7/31/2021	12
Courseware: Health and PE Library - Program License	500	8/1/2020	7/31/2021	12
Courseware: World Languages Library - Program License	500	8/1/2020	7/31/2021	12
Courseware: College and Career Readiness Library - Program License	500	8/1/2020	7/31/2021	12
Courseware: CTE Library - Program License	500	8/1/2020	7/31/2021	12
Courseware: Higher Education and Career Readiness Library - Program License	500	8/1/2020	7/31/2021	12
3rd Party SIS Integration - PLE + Study Island	1	8/1/2020	7/31/2021	12
GRAND ISLAND SR HIGH SCH Subtotal:				\$38,060.75

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SEEDLING MILE ELEM SCHOOL

Products	Qty	License Start Date	License End Date	License Term (Months)
Study Island: Core Library - Program License	120	8/1/2020	7/31/2021	12
Study Island NWEA Integrated Solution	1	8/1/2020	7/31/2021	12
3rd Party SIS Integration - Study Island	1	8/1/2020	7/31/2021	12
SEEDLING MILE ELEM SCHOOL Subtotal:				\$1,158.80

WALNUT MIDDLE SCHOOL

Products	Qty	License Start Date	License End Date	License Term (Months)
Study Island: Core Library - Program License	235	8/1/2020	7/31/2021	12
Study Island NWEA Integrated Solution	1	8/1/2020	7/31/2021	12
Courseware: Core Library - Program License	500	8/1/2020	7/31/2021	12
Courseware: Health and PE Library - Program License	500	8/1/2020	7/31/2021	12
Courseware: World Languages Library - Program License	500	8/1/2020	7/31/2021	12
Courseware: College and Career Readiness Library - Program License	500	8/1/2020	7/31/2021	12
Courseware: Higher Education and Career Readiness Library - Program License	500	8/1/2020	7/31/2021	12
Courseware: CTE Library - Program License	500	8/1/2020	7/31/2021	12
3rd Party SIS Integration - PLE + Study Island	1	8/1/2020	7/31/2021	12
WALNUT MIDDLE SCHOOL Subtotal:				\$21,463.00

WEST LAWN ELEMENTARY SCHOOL

Products	Qty	License Start Date	License End Date	License Term (Months)
Study Island: Core Library - Program License	283	8/1/2020	7/31/2021	12
Study Island NWEA Integrated Solution	1	8/1/2020	7/31/2021	12
3rd Party SIS Integration - Study Island	1	8/1/2020	7/31/2021	12
WEST LAWN ELEMENTARY SCHOOL Subtotal:				\$1,977.25

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GRAND ISLAND PUBLIC SCHOOLS

Products	Qty	License Start Date	License End Date	License Term (Months)
Plato Courseware Secondary Electives Library	20	8/1/2020	7/31/2021	12
3rd Party SIS Integration - PLE	1	8/1/2020	7/31/2021	12
Courseware Elevate Package	1	8/1/2020	7/31/2021	12
Study Island Elevate Package	1	8/1/2020	7/31/2021	12
Exact Path - Core Library - Program License	100	8/1/2020	7/31/2021	12
Exact Path Elevate Package	1	8/1/2020	7/31/2021	12
GRAND ISLAND PUBLIC SCHOOLS Subtotal:				\$18,147.60

A B NEWELL ELEMENTARY SCHOOL

Products	Qty	License Start Date	License End Date	License Term (Months)
Study Island: Core Library - Program License	484	8/1/2020	7/31/2021	12
Study Island NWEA Integrated Solution	1	8/1/2020	7/31/2021	12
3rd Party SIS Integration - Study Island	1	8/1/2020	7/31/2021	12
A B NEWELL ELEMENTARY SCHOOL Subtotal:				\$2,750.64

DODGE ELEMENTARY SCHOOL

Products	Qty	License Start Date	License End Date	License Term (Months)
Study Island: Core Library - Program License	501	8/1/2020	7/31/2021	12
Study Island NWEA Integrated Solution	1	8/1/2020	7/31/2021	12
3rd Party SIS Integration - Study Island	1	8/1/2020	7/31/2021	12
DODGE ELEMENTARY SCHOOL Subtotal:				\$2,990.27





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STOLLEY PK ELEM SCHOOL

Products	Qty	License Start Date	License End Date	License Term (Months)
Study Island: Core Library - Program License	300	8/1/2020	7/31/2021	12
Study Island NWEA Integrated Solution	1	8/1/2020	7/31/2021	12
3rd Party SIS Integration - Study Island	1	8/1/2020	7/31/2021	12
STOLLEY PK ELEM SCHOOL Subtotal:				\$2,150.00

JEFFERSON ELEMENTARY SCHOOL

Products	Qty	License Start Date	License End Date	License Term (Months)
Study Island: Core Library - Program License	320	8/1/2020	7/31/2021	12
Study Island NWEA Integrated Solution	1	8/1/2020	7/31/2021	12
3rd Party SIS Integration - Study Island	1	8/1/2020	7/31/2021	12
JEFFERSON ELEMENTARY SCHOOL Subtotal:				\$2,238.00

HOWARD ELEMENTARY SCHOOL

Products	Qty	License Start Date	License End Date	License Term (Months)
Study Island: Core Library - Program License	370	8/1/2020	7/31/2021	12
Study Island NWEA Integrated Solution	1	8/1/2020	7/31/2021	12
3rd Party SIS Integration - Study Island	1	8/1/2020	7/31/2021	12
HOWARD ELEMENTARY SCHOOL Subtotal:				\$2,510.80

KNICKREHM ELEMENTARY SCHOOL

Products	Qty	License Start Date	License End Date	License Term (Months)
Study Island: Core Library - Program License	256	8/1/2020	7/31/2021	12
Study Island NWEA Integrated Solution	1	8/1/2020	7/31/2021	12

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Products	Qty	License Start Date	License End Date	License Term (Months)
3rd Party SIS Integration - Study Island	1	8/1/2020	7/31/2021	12
KNICKREHM ELEMENTARY SCHOOL Subtotal:				\$1,975.60

WESTRIDGE MIDDLE SCHOOL

Products	Qty	License Start Date	License End Date	License Term (Months)
Study Island: Core Library - Program License	278	8/1/2020	7/31/2021	12
Study Island NWEA Integrated Solution	1	8/1/2020	7/31/2021	12
Courseware: Core Library - Program License	500	8/1/2020	7/31/2021	12
Courseware: Health and PE Library - Program License	500	8/1/2020	7/31/2021	12
Courseware: World Languages Library - Program License	500	8/1/2020	7/31/2021	12
Courseware: College and Career Readiness Library - Program License	500	8/1/2020	7/31/2021	12
Courseware: Higher Education and Career Readiness Library - Program License	500	8/1/2020	7/31/2021	12
Courseware: CTE Library - Program License	500	8/1/2020	7/31/2021	12
3rd Party SIS Integration - PLE + Study Island	1	8/1/2020	7/31/2021	12
WESTRIDGE MIDDLE SCHOOL Subtotal:				\$13,687.30

Shoemaker Elementary School

Products	Qty	License Start Date	License End Date	License Term (Months)
Study Island: Core Library - Program License	360	8/1/2020	7/31/2021	12
Study Island NWEA Integrated Solution	1	8/1/2020	7/31/2021	12
3rd Party SIS Integration - Study Island	1	8/1/2020	7/31/2021	12
Shoemaker Elementary School Subtotal:				\$2,265.20

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ENGLEMAN ELEMENTARY SCHOOL

Products	Qty	License Start Date	License End Date	License Term (Months)
Study Island: Core Library - Program License	516	8/1/2020	7/31/2021	12
Study Island NWEA Integrated Solution	1	8/1/2020	7/31/2021	12
Study Island: Core Library - Program License	331	8/1/2020	7/31/2021	12
3rd Party SIS Integration - Study Island	1	8/1/2020	7/31/2021	12
ENGLEMAN ELEMENTARY SCHOOL Subtotal:				\$4,313.94

WASMER ELEMENTARY SCHOOL

Products	Qty	License Start Date	License End Date	License Term (Months)
Study Island: Core Library - Program License	388	8/1/2020	7/31/2021	12
Study Island NWEA Integrated Solution	1	8/1/2020	7/31/2021	12
3rd Party SIS Integration - Study Island	1	8/1/2020	7/31/2021	12
WASMER ELEMENTARY SCHOOL Subtotal:				\$2,266.72

R J BARR MIDDLE SCHOOL

Products	Qty	License Start Date	License End Date	License Term (Months)
Study Island NWEA Integrated Solution	1	8/1/2020	7/31/2021	12
Study Island: Core Library - Program License	380	8/1/2020	7/31/2021	12
Courseware: Core Library - Program License	500	8/1/2020	7/31/2021	12
Courseware: Health and PE Library - Program License	500	8/1/2020	7/31/2021	12
Courseware: World Languages Library - Program License	500	8/1/2020	7/31/2021	12
Courseware: College and Career Readiness Library - Program License	500	8/1/2020	7/31/2021	12
Courseware: Higher Education and Career Readiness Library - Program License	500	8/1/2020	7/31/2021	12
Courseware: CTE Library - Program License	500	8/1/2020	7/31/2021	12

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Date: 4/21/2020
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Products	Qty	License Start Date	License End Date	License Term (Months)
3rd Party SIS Integration - PLE + Study Island	1	8/1/2020	7/31/2021	12
R J BARR MIDDLE SCHOOL Subtotal:				\$16,820.00

C RAY GATES ELEM SCHOOL

Products	Qty	License Start Date	License End Date	License Term (Months)
Study Island: Core Library - Program License	373	8/1/2020	7/31/2021	12
Study Island NWEA Integrated Solution	1	8/1/2020	7/31/2021	12
3rd Party SIS Integration - Study Island	1	8/1/2020	7/31/2021	12
C RAY GATES ELEM SCHOOL Subtotal:				\$2,270.95

SUCCESS ACADEMY

Products	Qty	License Start Date	License End Date	License Term (Months)
Courseware: Core Library - Program License	75	8/1/2020	7/31/2021	12
Courseware: Health and PE Library - Program License	75	8/1/2020	7/31/2021	12
Courseware: World Languages Library - Program License	75	8/1/2020	7/31/2021	12
Courseware: College and Career Readiness Library - Program License	75	8/1/2020	7/31/2021	12
Courseware: Higher Education and Career Readiness Library - Program License	75	8/1/2020	7/31/2021	12
Courseware: CTE Library - Program License	75	8/1/2020	7/31/2021	12
Study Island: Core Library - Program License	75	8/1/2020	7/31/2021	12
Study Island NWEA Integrated Solution	1	8/1/2020	7/31/2021	12
3rd Party SIS Integration - PLE + Study Island	1	8/1/2020	7/31/2021	12
SUCCESS ACADEMY Subtotal:				\$10,694.75

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Lincoln Elementary School

Products	Qty	License Start Date	License End Date	License Term (Months)
Study Island: Core Library - Program License	35	8/1/2020	7/31/2021	12
Study Island NWEA Integrated Solution	1	8/1/2020	7/31/2021	12
3rd Party SIS Integration - Study Island	1	8/1/2020	7/31/2021	12
Lincoln Elementary School Subtotal:				\$536.20

Subtotal:	\$150,248.51
Estimated Tax:	\$0.00
Total US Funds:	\$150,248.51

** Unless otherwise specified in this Order Form, the Start Date for your license(s) will be one of the following: (a) the day immediately following the expiration date of the prior license term or (b) the date in which we have accepted your order and have issued log-in credentials for your software license.

*** Services purchased are valid for an annual term. Any service offering that is not used during the applicable term will expire and cannot be carried over or used in subsequent periods.

Order Notes

If Edmentum services are utilized prior to the due date of the 2nd payment (7/16/2020), the full amount of the services (\$7,500.00) for the order will be due Net 15 from the date utilized.

This order includes promotional pricing and is applicable to this order only.

Invoicing and Payment Terms

PO Due Date	Payment Due Date	Amount
Due at Time of Order	Net 15	\$2,500.00
7/1/2020	7/16/2020	\$147,748.51
	Total	\$150,248.51

Terms and Conditions

For the purposes of this Order Form, "you" and "your" refer to Customer, and "we", "us" and "our" refer to edmentum Inc. and affiliates. This Order Form and any documents it incorporates (including the Standard Purchase and License Terms located at <http://www.edmentum.com/standardterms> and the documents it references) form the entire agreement between you and us ("Agreement"). You acknowledge that any terms and conditions in your purchase order or any other documents you provide that enhance our obligations or restrictions or contradict the Agreement do not have force and effect.

Purchase Order

You acknowledge that this Agreement is non-cancellable and you will submit a Purchase Order with this Order Form covering the initial portion of the amount and you will submit future Purchase Orders based on the Invoicing and Payment Terms table and timely make corresponding payment(s) for the remaining amount(s) owed.

Customer Contact for Future Purchase Orders:

Name: _____

Email Address: _____

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EdOptions Academy Post Pay Option

Included in this Agreement is your option to enroll students in our EdOptions Academy (the "EdOptions Academy Post Pay Option"). You may exercise this option at any time during the 365 day period beginning on the date that your order under the Agreement is processed (the "Option Exercise Period") by sending an email to teacherneeded@edmentum.com and identifying your desire to exercise this option. If you either (a) notify us of your decision to exercise the EdOptions Academy Post Pay Option within the Option Exercise Period or (b) actually enroll any of your students in any of the EdOptions Academy courses/programs, you agree that (i) the fees your required to pay us for each Academy enrollment shall be as identified on Appendix A during the Option Exercise Period, after which the fees shall be as agreed to by the parties, all such fees to be payable by you within fifteen (15) days of your receipt of our invoice, (ii) you will not be required to issue an additional purchase order to cover any of your Academy enrollments and (iii) the terms and conditions identified in or referenced in this Agreement, including those on Appendix A, shall exclusively control.

Acceptance

This offer will expire on the Order Form Expiration Date noted above unless we earlier withdraw or extend the offer in writing. I represent that I have read the terms and conditions included in this Agreement, that I am authorized to accept this offer and the Agreements terms and conditions on behalf of the customer identified above and that I do accept this offer on behalf of the customer who agrees to adhere to the Agreements terms and conditions. To the extent that either parties process does not require that I execute this Order Form, I accept, acknowledge and agree to the terms and conditions identified in and referenced in this Agreement as signified by my receipt, use or access of the products and/or services identified. Please fax all pages to 1.877.519.9555 or email to orders@edmentum.com.

Customer Signature:

 Name (Printed or Typed):

 Title:

 Date:





Date: 4/21/2020
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Appendix A: EdOptions Academy Products

All courses and programs included in the table below will be available for enrollment at the indicated price.

Products	Price
EdOptions Academy College Pathways School Year	\$2,500.00
EdOptions Academy Elementary Pathways	\$3,000.00
EdOptions Academy Elementary Semester	\$1,600.00
EdOptions Academy Active Yearly per Student	\$2,500.00
EdOptions Academy Active Monthly per Course	\$80.00
EdOptions Academy Active Monthly per Student	\$250.00
EdOptions Academy 18 Week Core Courses	\$295.00
EdOptions Academy 18 Week CTE and Elective Courses	\$295.00
EdOptions Academy 18 Week Health and Fitness Courses	\$295.00
EdOptions Academy 18 Week Advanced Courses	\$325.00
EdOptions Academy 18 Week World Language Courses	\$325.00
EdOptions Academy 18 Week Advanced World Language Courses	\$325.00
EdOptions Academy 18 Week Course Extension Fee	\$50.00
EdOptions Academy 9 Week Semester Courses	\$200.00
EdOptions Academy 9 Week Course Extension Fee	\$25.00
EdOptions Academy Test Prep Courses	\$295.00
EdOptions Academy Remediation Courses	\$295.00

Terms and Conditions for Academy Products:

Prices identified above do not include taxes and any taxes imposed on your purchases shall be invoiced and payable by you. To the extent that you have not provided a Subsequent Purchase Order to cover your Purchases, upon our request, you will promptly issue a subsequent Purchase Order in the amount we identify to cover such Purchases. You agree to pay all invoices within 15 days of receipt. Although we will generally not invoice you until after you enroll, use, or access, we reserve the right to immediately invoice you for any services you purchase.

We provide a no charge grace period for enrollments that are dropped within the following number of days from enrollment: Standard (9 or 18 week) courses, Calvert Instructional Support = 14 days, College Pathways, Active Yearly per Student = 30 days, Active monthly = 3 days.

College Pathways School Year allows the student access to the Academy for a set 12-month school year with a start date of 8/1 and end date of 7/31. Active Yearly per Student allows the student access for a 12-month period following initial enrollment date.

Roles and Responsibilities:

Our Responsibilities

We will administer the program with the support of your staff.

We will be responsible for the following:

- Provide the licensed courses to students using the program.
- Provide qualified teachers for each course.
- Provide live training and/or training through webinar(s) for individuals selected by you to facilitate the program, in accordance with the services you have purchased.
- Provide an online registration and course enrollment process.
- Provide online access to student progress on an ongoing basis to appropriate personnel that you identify.
- Provide access to the online courses that you've licensed 24 hours 7 days a week for student and organization use, subject to normal downtime for updates and maintenance.
- Provide reporting on student progress throughout each course and program.
- Access to learning management system which gives access to student info, student's official gradebook, and communications concerning student.

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- Printable access to an enrolled student's transcript.

Your Responsibilities

You will work with us to design and implement a program that meets the educational needs of the students selected to participate in the program.

You will be responsible for the following:

- Designate one person who will be the program administrator. This person will be responsible for coordinating the operation of the program with our staff.
- Arrange for our training to your staff involved in the program. The training will be provided through virtual sessions.
- Submit enrollment forms and other miscellaneous required documents via our Student Information System.
- Determine what course(s) students will take and assist students or administrators in accurately inputting required information.
- Ensure that students participating in this program have regular access to the internet.
- Provide proctors for the exams associated with each course.
- Promptly notify us in the event that you become aware of a change in law or regulation that impacts the operation of the program or the policies in place governing a student's participation in the program.
- Promptly contact us if a student withdraws, is suspended, or has other status changes that will affect the student's participation or progress in class.
- Using reasonable efforts to ensure that your students understand and adhere to our policies, including but not limited to our Student Code of Conduct policy.



GIPS NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

Proposal: Edmentum Renewal

Submitted By: Daniel Phillips

Date: 4/28/2020

1. What is the identified need?

Empower - Edmentum's powerful learning solutions blend technology with individual teaching approaches. They are committed to making it easier for educators to individualize learning for every student through simple technology, actionable data, and quality content. This aligns directly with our theory of action to Empower Teachers to be instructional leaders and have the ability to Personalize learning for students using actionable data. The online platform allows K-12 access to blended learning opportunities and access to intervention and practice of skills that align to Nebraska College and Career Ready standards as well as providing students access to courses that meet our profile of a graduate requirements.

2. Administrative Rationale for BOE Agenda Item (connect to Strategic Plan Objectives/Success Measures)

Ob 1 - SI 1: Ensure teachers have access to and use high-quality curriculum resources. Edmentum products are used K-12 for enhancement, credit recovery, and first attempt credit in Success Academy and summer school, as well as our Pilot Virtual Academy.

Obj. 4-SI4 Leverage technology to provide students with flexible, personalized learning options. Students have access to state approved courses for credit with opportunities to personalize for credit recovery, alternative education, schedule enhancement, etc. Students also have the opportunity to access Study Island with personalized pathways based on NWEA Map scores with access to practice skills needed to progress, meet and enrich learning on grade level standards and beyond.

3. Proposed Action

Approve the renewal of our Edmentum subscription with information taking place at the May 2020 BOE meeting, and action at the June 2020 BOE meeting.

4. Data/Research Assessed

Review of usage reports from within Edmentum, survey of principals on current/future planned usage, and expansion possibilities. Increased need for online opportunities for students throughout the year to support personalized learning. (do we have a number of students that could benefit)? Edmentum includes Study Island which is an effective, evidence-based intervention. The Study Island online learning platform meets the ESSA requirements of an "evidence-based" intervention. We currently have different levels of use across the district and will take this year to conduct an evaluation on use and impact on student achievement.

5. Stakeholder Group(s) Involved

6. Summary

Edmentum provides site licenses to all of our GIPS schools and supports the opportunity for personalized learning and supports directly aligned to NE College and Career Standards. This is a continued partnership and has been a key lever for our GISH Online and Virtual Academy as well as access to Study Island as a tool/resources to support practice and deepening of understanding of NE Standards. The resources are easily accessible to students and teachers.

7. Fiscal Impact

Amount: Not to exceed \$150,248.51

Source: L4L

Details: Deposit - \$2,500
Remainder - \$147,248.51

8. Person(s) Responsible for Implementation

L4L team, teachers

9. Implementation Plan

▲ Monitor/ Evaluate

Actions:

- 1) Establish professional learning plan to ensure staff are knowledgeable about the purpose, benefits, and expectations of use to support student learning
- 2) Establish an evaluation plan to monitor impact on student achievement
- 3) Conduct a program evaluation during the 2020 school year to assess use and impact

Timeline:

- 1) August 2020
- 2) August 2020
- 3) Data points Fall, Winter, Spring

▲ Board Report/Follow-Up

Actions: Follow up data will be provided at L4L BOE Committee and BOE Spring Retreat 2021.

Timeline: ___ 1 month ___ 3 months ___ 6 months ___ annually ___ N/A

GIPS NEEDS ANALYSIS



Board Committees will use the NASB Needs Analysis to guide development of proposals to the Board of Education.

Proposal: Core Knowledge Language Arts - 2nd Edition Skills Program: Grades K - 5

Date: 05/01/20

1. What is the identified need? (connect to strategic plan)

Design: Our MAP data and End of Unit ELA assessment data indicate that our students overwhelmingly struggle to adequately read and comprehend informational text. Additionally longitudinal NSCAS data indicate that we are not making much progress in regard to increasing the percentage of students who are meeting or exceeding proficiency on the NSCAS. **(Strategic Plan Goal 2)**

	NSCAS ELA Percent Proficient		
	16-17	17-18	18-19
3rd	41%	46%	50%
4th	40%	47%	50%
5th	39%	41%	41%
6th	29%	36%	38%
7th	32%	31%	40%
8th	42%	40%	36%

Equity: CKLA addresses equity for our students in a number of ways. Primarily, it ensures that all of our students will have access to and learn critical social studies content in grades K - 5. Reading assessments require background knowledge from social studies disciplines like civics, economics, history and geography (Center for Early Learning, 2018). Furthermore, research has demonstrated that poor readers with strong background knowledge display better reading comprehension than strong readers with low background knowledge (Recht & Leslie, 1988) and one study found that 2nd grade students who had 60 lessons of literacy rich social studies instruction scored 23% higher on reading assessments (Halvorsen et al., 2012). Leveraging CKLA to integrate social studies standards into our ELA block would ensure that every student has access to this critical background knowledge. CKLA also promotes diversity by familiarizing children with civilizations around the world and the important contributions that people around the world have made to the world. Students are exposed to a diverse array of subjects, cultures, genres, authors and time periods. Finally, CKLA is aligned to social justice standards of identity, diversity, justice, and action. **(Strategic Plan Goals 3 & 6)**

Social Emotional Cognitive Learning: The Core Knowledge Language Arts (CKLA) program is aligned to the social emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making. Beginning in Kindergarten through fifth grade students learn to grapple with, interpret and understand works that they may not prefer reading, teaching them to view their reactions and perspectives within a broader context than just their personal preferences or emotions. Students gain practice self-evaluating their strengths and limitations using relevant tools that are connected to their work and they learn to evaluate the consequences of decisions through the characters that they read about in their stories. **(Strategic Plan Goals 6 & 7)**

2. Proposed Action

The proposal includes:

May 14, 2020 - Provide the board with information related to the pilot of CKLA 2nd edition for grades K - 5.

June 11, 2020 - Request board approval to pilot CKLA 2nd Edition for grades K - 5.

3. Authority of Action

Leading for Learning

4. Data/Alternates Assessed

District MAP Data
Materials Evaluation Rubrics
Standards Alignment

5. Administrative Recommendation

Dr. Palmer, Shanna Gannon

6. Stakeholder Groups Involved

Elementary ELA Task Force - Grades K - 5
Elementary Social Studies Task Force Grades K - 5
Elementary Teachers - Grades K - 5
Instructional Coaches
Principals

7. Summary

Core Knowledge Language Arts 2nd Edition is a comprehensive ELA program that is developed based on the Science of Teaching Reading and provides us with an innovative opportunity to integrate social studies standards into our English Language Arts block ensuring equity of access to domain knowledge that is critical for success in college, career and life.

8. Fiscal Impact

Total cost: \$45, 000

9. Implement, Monitor, Evaluate, and Report Timeline

- a. June 2020 - Acquire CKLA Skills 2nd Edition Materials for Grades K - 5.**
- b. June 2020 - Social Studies Task Force Prioritize & Unwrap Standards. Develop standards evaluation tool that assesses the extent to which CKLA addresses our state social studies standards and documents the units and lessons that the standards are addressed.**
- c. July 2020 - Send materials to buildings and gather longitudinal MAP data; including but not limited to, projected proficiency on NSCAS and performance on Reading Informational Texts.**
- d. August 2020 - Begin implementation of CKLA in the reading block for grades K - 5 and pilot schedule change that includes an added WIN time for math.**
- e. September 2020 - Develop materials evaluation rubrics for ELA and for Social Studies.**

f. October 2020 - Collect and analyze fall MAP data.

g. December 2020 - Train selection committee on process for reviewing materials using the rubric and set a deadline for materials review in January.

h. January 2021 - Collect and analyze winter MAP data and materials evaluation data.

i. February 2021 - Convene selection committee to review data sources and make a recommendation regarding adoption.

AMENDMENT
to the
SCHOOL TRANSPORTATION AGREEMENT

Extending Agreement to July 31, 2021

This Amendment is by and between Hall County School District 2, also known as The Grand Island Public Schools, hereinafter referred to as the “school district,” and Doc Holiday Express Company, a Nebraska corporation, hereinafter referred to as the “bus operator,” and collectively referred to as “the parties.”

WHEREAS, the parties desire to amend the School Transportation Agreement dated May 19, 2016, to extend the termination date to July 31, 2021.

NOW THEREFORE, it is agreed as follows:

1. The termination date of the School Transportation Agreement is extended to July 31, 2021.
2. Paragraph 3 in the School Transportation Agreement is now stricken and shall now read as follows:

3. RATE PER DAY, ROUTES AND SCHEDULES. Due to the Covid-19 pandemic and its challenging and unknown effects on education, the rate per day, route, and days of service will be mutually agreed upon as the COVID-19 impact on education is clarified. The appended route listing spreadsheet will be used as a guide, but routes, rate per day, and days of service will be dependent on the circumstances in the 2020-2021 school year and subject to negotiation as the situation develops.

3. Paragraph 28 in the School Transportation Agreement is now stricken and shall now read as follows:

28. CONTINGENT UPON FUNDING. It is understood and agreed that any portion of the School Transportation Agreement which will be performed in any fiscal year is contingent upon the Board of Education for the school district adopting budget appropriations sufficient to fund such performance.

IN WITNESS WHEREOF, the parties have executed this Amendment below.

EXECUTED: _____, 2020.

Hall County School District 2,

Doc Holiday Express Company,
A Nebraska Corporation,

By: _____
Bonnie Hinkle, President, Board of
Education for Hall County School
District 2

By: _____
Joseph M. Brown, President

RESOLUTIONS OF THE BOARD OF EDUCATION
OF HALL COUNTY SCHOOL DISTRICT 40-0002
A/K/A GRAND ISLAND PUBLIC SCHOOLS
(403(b) Plan In-Service Distributions)

_____, 2020

WHEREAS, Hall County School District 40-0002 a/k/a Grand Island Public Schools (the “District”) sponsors the Grand Island Public Schools 403(b) Plan (the “403(b) Plan”) for the recruitment, retention, and benefit of its employees; and

WHEREAS, the District desires to amend the 403(b) Plan to provide participants with the ability to make withdrawals upon attainment of age 59½.

NOW, THEREFORE, BE IT RESOLVED, that the 403(b) Plan is hereby amended effective July 1, 2020 in such form as that presented to the Board of Education at its meeting, and the Chief Financial Officer is authorized and directed to execute the amendment on behalf of the District; and

FURTHER RESOLVED, that the Board of Education hereby authorizes and directs the appropriate Administrators of the District to take any and all actions that they deem necessary or appropriate to carry out the intent and purposes of the above preambles and resolutions, including the execution of all other documents or amendments that are required or recommended to ensure the 403(b) Plan’s compliance with applicable law.

Plan Execution

Employer: Hall County District No. 002 also known as Grand Island Public Schools

Date: _____

Signed: _____

[print representative name/title]

Vendor: _____
[vendor signature is optional]

Use of Adoption Agreement. Failure to complete properly the elections in this Adoption Agreement may result in disqualification of the Employer's Plan. The Employer only may use this Adoption Agreement only in conjunction with the basic plan document referenced by its document number on Adoption Agreement page one.

Execution for Page Substitution Amendment Only. If this paragraph is completed, this Execution Page documents an amendment to Adoption Agreement Election(s) 40(b)(2)(a) effective July 1, 2020, by substitute Adoption Agreement page number(s) 23. The Employer should retain all Adoption Agreement Execution Pages and amended pages.

Volume Submitter Practitioner. The Volume Submitter Practitioner identified on the first page of the basic plan document will notify all adopting Employers of any amendment to this Volume Submitter Plan or of any abandonment or discontinuance by the Volume Submitter Practitioner of its maintenance of this Volume Submitter Plan. Furthermore, in order to be eligible to receive such notification, the Employer agrees to notify the Volume Submitter Practitioner of any change in address or contact information. In addition, this Plan is provided to the Employer either in connection with investment in a product or pursuant to a contract or other arrangement for products and/or services. Upon cessation of such investment in a product or cessation of such contract or arrangement, as applicable, the Employer is no longer considered to be an adopter of this Plan and the Volume Submitter Practitioner no longer has any obligations to the Employer that relate to the adoption of this Plan. For inquiries regarding the adoption of the Volume Submitter Plan, the Volume Submitter Practitioner's intended meaning of any Plan provisions or the effect of the Advisory Letter issued to the Volume Submitter Practitioner, please contact the Volume Submitter Practitioner at the following address and telephone number:

Name: Union Bank & Trust Company

Address: 6811 S. 27th Street, P.O. Box 82535

Lincoln Nebraska 68501-2535

Telephone: (402) 323-1592

(d) **Delay of Distribution (6.01(B)).** Except as otherwise provided in the Plan (such as Mandatory Distributions and RMDs), distribution to a Participant who has incurred a Severance from Employment will not commence prior to (Choose (1) or (2)):

(1) Attainment of age _____.

(2) Describe: _____.

[Note: An Employer's election under Election 39(d) must: (i) be objectively determinable and (ii) not be subject to Employer or Plan Administrator discretion.]

(e) **Acceleration.** Notwithstanding any later specified distribution date in this election, a Participant may elect an earlier distribution following Severance from Employment (Choose one or both of (1) and/or (2)):

(1) **Disability.** If Severance from Employment is on account of Disability or if the Participant incurs a Disability following Severance from Employment.

(2) **Hardship.** If the Participant incurs a hardship under Section 6.07(C) following Severance from Employment.

40. **IN-SERVICE DISTRIBUTIONS/EVENTS (6.01(D)).** A Participant may elect an In-Service Distribution of the designated Contribution Type Accounts based on any of the following events in accordance with Section 6.01(D) (Choose (a) OR (b).):

[Note: If the Employer elects any In-Service Distribution option, a Participant may elect to receive as many In-Service Distributions per Plan Year (with a minimum of one per Plan Year) as the Plan Administrator's In-Service Distribution form or policy may permit. If the form or policy is silent, the number of In-Service Distributions is not limited.]

(a) **None.** The Plan does not permit any In-Service Distributions except as to RMDs under Section 6.02. Also see Section 6.01(D)(5) with regard to Rollover Contributions, and Employee Contributions.

(b) **Permitted.** In-Service Distributions are permitted as follows from the designated Contribution Type Accounts (Choose one or more of (1) through (9).):

[Note: Unless the Employer elects otherwise in Election (b)(9) below, Elective Deferrals under Election 40(b) includes Pre-Tax and Roth Deferrals; Elections under columns (3) and (4) apply to Employer contributions held in annuity contracts; Elections under column (5) apply to Employer contributions in Custodial Accounts.]

		(1) All Contrib.	(2) Elective Deferrals	(3) Matching Contrib.	(4) Nonelective/ Mandatory	(5) Custodial Account
(1)	<input type="checkbox"/> None. Except for Election 40(a) exceptions.	N/A (See Election 40(a))	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2)	<input checked="" type="checkbox"/> Age (Choose one or more of a. through d.)					
	a. <input checked="" type="checkbox"/> Age 59 1/2 (must be at least 59 1/2).	<input checked="" type="checkbox"/> OR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. <input type="checkbox"/> Age _____ (may be less than 59 1/2).	N/A	N/A	<input type="checkbox"/>	<input type="checkbox"/>	N/A
	c. <input type="checkbox"/> Age and participation. The Participant must have attained age _____ and completed _____ years of Plan participation or _____ Years of Service for purposes of vesting. (Fill in whichever blank applies.)	<input type="checkbox"/> OR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. <input type="checkbox"/> Upon attaining Normal Retirement Age (Normal Retirement Age must be at least 59 1/2)	<input type="checkbox"/> OR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3)	<input type="checkbox"/> Hardship	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
(4)	<input type="checkbox"/> Disability.	<input type="checkbox"/> OR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Customer Information

(Required)

Name of Business: Grand Island Senior High

Primary Contact: Cindy Wells

Address: 2124 N Lafayette Ave

City: Grand Island

State: NE

Zip: 68803

Customer E-mail: cwells@gips.org

COF Number(s):
(include all numbers) 5204264

Fed Tax Id #: _____

State Tax Id #: _____

Business Phone: 308-385-5950 **Cell #:** 308-383-1296

Business Owner: Cindy Wells

PBC Information

Agreement Term

PBC Location(s): Grand Island NE

Created By: Jordan Sterup **Route #:** 13968

PBC Market Unit: Midwest **Phone #:** 308-380-2441

Agreement Start Date: 05/01/2020

Agreement End Date*: 04/30/2025

Sales Method: (check one) **Pepsi Direct** **Pre-Sell** (Route #)

(Agreement automatically renews each year unless Cancellation is received at least ninety (90) days prior to the end of the term)

(Check Boxes and Specify, as applicable)

PBC Agrees To:

<input checked="" type="checkbox"/>	Loan at no charge (except where prohibited by law - in which event PBC shall charge the minimum legal rental fee allowed), where and as necessary coolers, fountain or other equipment to the Customer, to be placed and operated pursuant to the terms and conditions of this Agreement (as specified on reverse side).
<input checked="" type="checkbox"/>	Initial Equipment Placement shall be as follows (fill out as applicable): Coolers: One-Door Two-Door Three-Door Counter-top Energy Fountain: 6 Valve 8 Valve Bar guns (button) Special: Lipton Refreshing Iced Tea Juice Frozen Slush FUB Unit 1 Valve Urn 2 Valve Urn _Other (Specify):
<input checked="" type="checkbox"/>	PBC shall provide, at no charge to the Customer (except where prohibited by law), periodic maintenance, necessary service and repairs to all Equipment loaned to Customer pursuant to this Agreement.
<input checked="" type="checkbox"/>	PBC shall make available for purchase by Customer Pepsi branded cups and CO ₂ ("Ancillary Products") at prices as determined by PBC. (Based on availability)
	For additional local PBC Field input:

Customer Agrees To:

<input checked="" type="checkbox"/>	Volume Based Term (Check box if applicable) * The Term of this Agreement shall commence on the Agreement Start Date listed above, and end on the later of: (1) 04/30/2025 or (2) the date on which Customer purchases from PBC 1,200 Gallons/Cases for sale in the Outlets. No auto renewal of Term.
<input checked="" type="checkbox"/>	EXCLUSIVE – Customer agrees to exclusively serve the Products indicated below at the Customer's Outlet. The Products shall be the only beverages of their respective types sold, dispensed or otherwise made available, or in any way advertised, displayed, represented or promoted at or in connection with the Customer's Outlet.
	NON-EXCLUSIVE – Customer agrees to grant PBC the right to have its Products sold, dispensed or otherwise made available, and advertised, displayed, represented or promoted at or in connection with the Customer's Outlet. Notwithstanding the foregoing, if PBC has provided Customer with fountain Equipment, Customer agrees to serve PBC's postmix Products exclusively at its Outlet.
<input checked="" type="checkbox"/>	DSD – Customer agrees to purchase all Products directly from the PBC Location(s) indicated above, and sell only those Products purchased from PBC from the Equipment provided to the Customer by PBC. Customer shall not stock any non-PBC Products (food or beverages) in Equipment.
<input checked="" type="checkbox"/>	MINIMUM THRUPUT – In order to qualify for applicable Equipment, Customer shall purchase a minimum annual average of 100 Cases per door for each cooler, 100 Gallons per each FB unit, 150 Gallons per each urn, and 500 Gallons per each fountain dispensing unit (minimum requirement may exclude bar guns at PBC's discretion) at the Outlet.
<input checked="" type="checkbox"/>	REQUIRED PRODUCTS. Purchase, stock and distribute at least each of the Products (as specified below) at all times during the Term.

Required Packages for this Agreement:

Fountain Postmix/BIB X 20oz 1.25 Liter Cans Fountain
Premix/Tanks (Limited Market Availability) Cups CO₂

Other :

FOUNTAIN/POSTMIX SKU REQUIREMENTS: (Must carry minimum of Six) (Based on availability)

Pepsi Dt Pepsi Sierra Mist Mtn. Dew Dt. Dew SoBe Life Water
Brisk Tea Lipton Refreshing Iced Tea: Sweet UnSweet Other
Dr Pep Dt. DRP Mug CF Dt Pepsi Dt Sierra Mist Crush
Lemonade Wild Cherry Pepsi Fruit Punch
Frozen Slush Juice BIB Juice Cartridge Other Innovation

20oz. BOTTLE SKU REQUIREMENTS: Must Check One Level (All shall be 20 oz bottles unless otherwise indicated)

Platinum: Must Purchase Pepsi, Dt Pepsi, Sierra Mist, Mountain Dew, Aquafina plus any three additional SKUs from brands below:
Gold: Must Purchase any five SKUs from brands below:

Silver: Must Purchase any three SKUs from brands below:

Pepsi Dt Pepsi Mtn. Dew Dt. Dew Sierra Mist Aquafina Dr. Pep Dt. DRP Crush Max Next Lipton: Iced Tea Brisk Pure Leaf Gatorade G2 PropelZero SoBe LifeWater SoBe Dole/Ocean Spray KickStart (16oz.) Starbucks (11oz/13.7oz.) Energy (16oz.)

Comply with the Terms of this Agreement

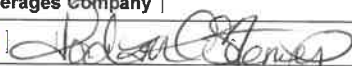
AGREED TO AND ACCEPTED BY:

For Pepsi Beverages Company	
	Date: <u>4/23/2020</u>
Jordan Sterup	FSR Title
Print Name	Title
For Customer	
 Signature:	Date
Print Name	Title

COF: 5204264

This sets forth the agreement ("Agreement") between Bottling Group, LLC, on behalf of itself and its affiliates and/or their respective subsidiaries collectively comprising Pepsi Beverages Company ("PBC") and the Customer identified on the front page of this Agreement (the "Customer"), with respect to the purchase of Products.

1. **Definitions.** As used in this Agreement, the following capitalized terms shall have the respective meanings assigned thereto below.
 - a. "Agreement Year" shall mean each twelve-month period beginning with the Agreement Start Date.
 - b. "Beverages" means all carbonated and non-carbonated, non-alcoholic drinks, however dispensed, within the following categories: (i) colas and other flavored carbonated drinks; (ii) fruit juice, fruit juice containing and still flavored drinks; (iii) chilled coffee drinks; (iv) chilled tea products; (v) hypertonic, isotonic and hypotonic drinks (sports drinks and fluid replacements); (vi) energy drinks, (vii) bottled or canned water whether carbonated or still (spring, mineral or purified), (viii) liquid concentrate teas ("LCT"), (ix) frozen non-carbonated beverages ("FUB"), and (x) any future categories of nonalcoholic beverage products that may be distributed by PBC.
 - c. "Cases" shall mean the number of cases of bottle & can Products purchased by the Customer from PBC to be delivered in sizes, quantities and types of containers as determined by PBC from time to time.
 - d. "Equipment" shall mean all coolers, fountain and other beverage dispensing equipment loaned or rented to the Customer by PBC during the Term.
 - e. "Gallons" shall mean the gallons of Postmix, LCT and FB Products purchased by the Customer from PBC.
 - f. "Outlet" shall mean the Customer's outlet located at the address indicated under the Customer information section, and any expansions thereof, including any restaurant, outlet or other facility in the Customer's system that may be opened or acquired by the Customer within PBC's bottling territory during the Term (the "Outlets"). In the event that new Outlets are added during the Term of this Agreement, the parties shall create and attach an updated schedule of Outlets, COFs and addresses, to be automatically included as part of the Agreement.
 - g. "Products" shall mean Beverages manufactured, sold or distributed by PBC which may be amended by PBC from time to time.
 - h. "Term" The term of this Agreement shall be for the period commencing on the Agreement Start Date and expiring on the Agreement End Date as indicated on the front page and/or "Volume Based Term" section of this Agreement, unless sooner terminated or extended as provided herein. After the expiration of the initial term, for agreements that have a time-based duration, this Agreement shall automatically renew for successive one (1) year periods unless contrary written notice is provided by one party to the other not less than 90 days prior to the end of the initial term or any renewal period. Any renewals shall be under the same terms and conditions, except that Customer shall not be entitled to receive any consideration identified as "one-time" or upfront for any renewal periods.
2. **Consideration.** In consideration of the rights granted in this Agreement, and provided the Customer is not in breach of this Agreement, PBC shall provide the Customer the following -- if applicable as indicated on the first two pages of this Agreement.
 - a. **Equipment.** PBC or one of its affiliates shall retain all right title and interest in the Equipment. Subject to compliance with installation requirements, PBC shall deliver and install the Equipment at the approved designated Customer location, provided that Customer shall make available necessary electrical and plumbing facilities as required by city, state and Federal regulations. At all times during the Term, Customer shall comply with PBC's Product merchandising standards, and policies and procedures regarding the operation and use of PBC's Equipment, as such standards and policies may be updated or modified by PBC from time to time. In connection with the foregoing, Customer acknowledges and agrees that Equipment shall only be used to house/dispense PBC Products and may not be safe or suitable for storage of non-Beverage items. Customer agrees not to remove or cause to be removed or otherwise encumber the Equipment from the location above designated without the written consent of PBC. Customer agrees to promptly notify PBC if the Equipment needs to be repaired or serviced. Customer further agrees to fully cooperate with PBC in effecting any necessary repairs or service. Provided the Customer is in compliance with all terms and conditions of this Agreement, PBC agrees to provide free service and repair of the Equipment (except where prohibited by law). Customer shall keep the Equipment free from any liens or encumbrances except those caused by PBC. Customer shall be liable to PBC for careful use and return of the Equipment in good condition, and any Equipment or parts lost or damaged by fire, theft, accident, or for any other reason, shall be paid for, at the time of loss, by Customer. All reasonable expenses incurred by PBC in securing return of the Equipment, including but not limited to hourly charges for PBC's employees, shall be Customer's responsibility. PBC shall have the right, during Customer's usual business hours, to enter the premises where the Equipment is located and shall have free access thereto for purposes of inspecting or removing the Equipment.
 - b. **Funding.** As set forth in this Agreement, Funding, as applicable, may consist of: (1) an Upfront Development Fund payment in the amount indicated in this Agreement, payable as specified herein and earned over the duration of the Term as stated below; (2) Rebates payable for applicable Cases or Gallons or Products purchased by Customer from PBC during the applicable funding period; (3) a one-time only Signing Bonus in the amount indicated in this Agreement, payable within ninety (90) days of the later of installation of Equipment or signing of this Agreement by both parties, and earned over the duration of the Term; and (4) such other consideration as indicated on the first two pages of this Agreement, including that based on exclusive/non-exclusive status of the Customer. For funding consisting of item (1) or (3) above, the funding will be earned by Customer on an equal monthly basis over the initial Term if the Agreement has only a "time-based" duration, and will be earned on an equal per Gallon/Case basis if the Agreement has a "later of time or Gallons/Cases purchased" duration; and
 - c. The Customer acknowledges and agrees that all consideration set forth herein is to be earned by the Customer based on its full compliance with the terms, and requirements of this Agreement and PBC shall provide such consideration provided the Customer (1) has paid in full, without offsets, auto or other deductions, all invoices for Products delivered to the Customer, and (2) is not in breach of its obligations under this Agreement.
3. **Product Price.** Prices for Products (including for Ancillary Products, if applicable) shall be at the discretion of PBC and subject to change from time to time.
4. **General Terms**
 - a. **Breach and Termination.** In the event either party breaches a provision of this Agreement, the non-breaching party shall give the other party written notice of such breach. Upon receipt of such written notice, the breaching party shall have thirty (30) days to cure such breach. If such breach is not cured within the specified time period, the non-breaching party may terminate this Agreement upon the expiration of such cure period upon written notice to the breaching party.
 - b. **Remedies.** If PBC terminates this Agreement due to Section 4(a) above or Customer terminates this Agreement for any reason other than default by PBC, then in addition to any other remedies to which PBC may be entitled by reason of any breach, Customer shall immediately reimburse PBC for the following: (i) an amount representing reimbursement for the cost of installation and removal of the Equipment provided to Customer by PBC pursuant to this Agreement; and (ii) Customer shall reimburse PBC for a prorated portion of any funding or upfront payment advanced by PBC and not earned by Customer as of the time of termination, with such prorated amount based upon the number of remaining months in the Term as of the date of termination if the Agreement has a time-based duration, or based upon the number of outstanding Gallons/Cases remaining to be purchased as of the date of termination, as applicable if the Agreement has a later of time or Gallons/Cases duration; and (iii) an amount as liquidated damages, for lost sales suffered by PBC as a result of such termination, equal to the sum of: (1) the product of \$5 multiplied by the projected number of Gallons of Postmix, LCT and FB Products that Customer would have been expected to purchase during the remainder of the Term based on the Customer's average annualized purchase rate, and (2) the product of \$10 multiplied by the projected number of 24-pk case equivalents of Packaged Products that Customer would have been expected to purchase during the remainder of the Term based on Customer's average annualized purchase rate. In addition to the foregoing, Customer shall not receive any consideration pursuant to this Agreement which has not been fully earned or redeemed (including Pepsi Rewards points) by Customer as of the date of such breach.
 - c. **Failure to meet Minimum Thruput Requirement.** Throughout the Term, if Customer purchase trends reasonably indicate that Customer cannot achieve the average Cases/Gallons as indicated on the front page of this Agreement, then PBC shall have the right to remove Equipment completely and terminate this Agreement pursuant to Section 4(a), or substitute/adjust Equipment placement(s) as deemed reasonably necessary by PBC. The Customer shall return the Equipment within 20 days after written notice from PBC. At the end of the initial Term, or any renewal period thereafter, if Customer has failed to purchase the aggregate (e.g. for 2-year term, 1000 Gallons per fountain dispensing unit) volume threshold requirements stated herein, PBC shall have the option, in lieu of termination, to extend the Term of the Agreement until such time as the Customer's purchases reach the applicable aggregate volume thresholds, such extension to be treated under Section 1(g), above ("Automatic Extension").
 - d. **Equipment upon Expiration or Termination of this Agreement.** If this Agreement is terminated or expires and the parties do not enter into a subsequent agreement, then the Customer shall fully cooperate with PBC to insure that PBC is able to pick up its Equipment. Within 15 days after the expiration or termination the Customer shall coordinate with PBC so that PBC may pick up its Equipment at the Customer's locations. Once PBC has picked up and inspected the Equipment, PBC shall notify the Customer of any damage to or missing Equipment/parts (excluding reasonable wear and tear). Customer shall immediately pay to PBC all applicable costs, expenses, and fees associated with the repair/replacement of the Equipment or associated parts. Failure make such payment shall be deemed a material breach of this Agreement.
 - e. **Right of Offset.** PBC reserves the right to withhold payments due hereunder as an additional remedy for breach, or as an offset (partial or whole) against any amounts not paid by Customer to PBC pursuant to this Agreement, including the payments set forth in Sections 4(b) and 4(d), above.
 - f. **Customer Representation.** Customer represents and warrants to PBC that the execution, delivery and performance of this Agreement by Customer will not violate any agreements with, or rights of, third parties.
 - g. **Non-Disclosure.** Except as may otherwise be required by law or legal process, Customer shall not disclose to unrelated third parties the terms and conditions of this Agreement without the written consent of PBC.
 - h. **Assignment/Acquisition.** The Customer shall not sell, assign, transfer or otherwise encumber any interest in the Agreement without prior written consent of PBC. In the event that the Customer sells, assigns or transfers its assets to a third party or there is a change in control of the Customer, the Customer shall cause the transferee to assume all of the Customer's obligations under this Agreement prior to such sale, assignment or transfer. In the event the transferee has an existing local agreement with PBC or national agreement with PepsiCo (which agreement covers the purchase of Products), the agreement with the transferee shall continue and PBC's obligations under this agreement shall terminate. PBC may assign this Agreement at any time to an affiliate without any prior consent.
 - i. **Unauthorized Reselling and/or Transshipment.** PBC reserves the right to limit quantities, deduct/withhold funding, charge transshipment fines, or terminate this Agreement immediately (i.e., without notice/cure period) if the Customer resells Products in a manner not authorized by this Agreement, including to other resellers/distributors or for direct/indirect sale outside of the PBC Location's exclusive bottling territory. PBC will have the right to inspect Customer's warehouse for the purpose of verifying product production codes.
 - j. **Right of First Refusal.** Upon expiration or termination of this Agreement, if the parties have not entered into a new agreement, the Customer shall be free to enter into discussions/negotiations with third parties except that Customer shall grant Pepsi the absolute right of first refusal to match any bona fide offers made by a third party with respect to Beverage sales at the Outlets. The Customer shall provide Pepsi with details of any such bona fide offers, and Pepsi shall have a thirty (30) day window to decide whether it will match such offer and exercise its right of first refusal. The parties agree that beverage type/category and not brand names shall be considered for the purposes of determining a match.
 - k. **Trademarks.** PBC shall have final authority to review and approve, in its sole discretion, all aspects of any advertising or promotion provided for under this Agreement, including of any and all promotional or other materials utilizing PepsiCo trademarks, and no documents, point of sale, coupons, sell sheets, etc. shall be released without PBC's prior written approval. Any and all trademarked, copyrighted or other material in which either party claims or has property rights shall remain the sole and exclusive property of that party and shall be used by the other solely for the purposes listed and to the extent allowed by this Agreement.
 - l. **Indemnification.** Customer shall defend and indemnify PBC against all costs, expenses, claims or losses incurred through claims of third parties resulting from Customer's breach of the terms and conditions of this agreement as well as any claims for damages based on personal injury, death or property damage due to Customer's actions and/or omissions, including but not limited to any claims related to Customer's misuse of (and/or failure to adhere to PBC's quality and handling requirements related to) PBC's Equipment, Products or IP/Trademarks.
 - m. **Entire Agreement.** This Agreement contains the entire agreement between the parties hereto regarding the subject matter hereof and supersedes all other agreements between the parties, including prior funding commitments relating to the purchase of the Products by Customer. This Agreement may be amended or modified only by a writing signed by each of the parties.

Pepsi Beverages Company 		Customer 	
Signature: 	Date: 4-23-2020	Signature:	Date:

GRAND ISLAND SENIOR HIGH
ISLANDERS



PEPSICO



Tropicana



**Grand Island
High School
Proposal
April 9th 2020**

HOW WE WILL SUPPORT YOU



**Main
Point of
Contact**

Jordan Sterup
Food Service Representative
North Platte NE
308-380-2441


Erin Goldyn
Sr. Sales Manager-Food Service
Omaha NE
402-201-0395

Ryan Phillips
Unit Sales Manager
Grand Island NE
308-382-8873

Jeff Fink
Sales District Leader
North Platte NE
336-466-9099

Pepsi Direct
Placing Orders
1-800-963-2424

SALES, DELIVERY, EQUIPMENT & SERVICE

SALES SUPPORT	PRODUCT & DELIVERY	SERVICE PROGRAM	MAINTENANCE AND TROUBLESHOOTING
<p>PepsiCo Sales Representative</p> <ul style="list-style-type: none"> • Coordinates deliveries and product needs • Personal connection to build orders 	<p>Free Service of Pepsi Owned Equipment</p> <ul style="list-style-type: none"> • Product Availability Commitment to 99% order fill rate • Accurate and On Schedule Deliveries - Delivered when scheduled 99% target • Customer Level Score carding developed to track progress and drive action planning 	<p>Urgency to Restore Service, at no charge on Pepsi Owned Equipment</p> <ul style="list-style-type: none"> • Calls Answered and Service Dispatched 365 Days -24 hr/Day • Trained for Troubleshooting Phone Repair and PepsiCo Employed Technical Teams • 4-Hour Response Time Fountain Commitment, 8-Hour Response Time Cooler Commitment, & 24-Hour Response Time Vendor Commitment 	<p>Preventative Maintenance/Small parts included at no charge</p> <ul style="list-style-type: none"> • 70 Point checklist to review all beverage system components • No scheduling required; dispatched by PM team at Call Center • Providing Quality Guidelines And Troubleshooting • Quality Kits Available

WE CONTINUE TO INVEST IN SERVICE TO DRIVE GROWTH

Proposal Elements

5 year Exclusive Volume Commitment Agreement

- \$2,500 Annual Sponsorship
- \$500 Annual Gatorade Performance Package Funds
- \$2.00 Rebates For 20oz Carbonated Soft Drinks
 - \$2.00 Rebates for 20oz Gatorade
 - \$2.00 Rebates for 20oz Aquafina



PEPSICO

foodservice icons representing a soft drink can, a bottle, and a cup.

Annual Sponsorship

\$2,500

**Annually for Sponsorship Funds
Paid Directly to School**

\$12,500

Total paid out for 5 year term





Gatorade Performance Packages



PepsiCo will provide \$500 Annually to the school, in Checkbook form, to provide Gatorade Performance Packages for Students. These are Examples of the different Gatorade Performance Packages from 2019. Packages may change yearly.



School will select the packages they would like up to the \$500 provided by PepsiCo

Agreement Details

PepsiCo Agrees To:

- Loaning, Installing, Upgrading and Servicing all equipment at no charge to the customer. This would include the coolers located at Husker Harvest Days.
- All Product will be delivered at no charge with a minimum delivery order.
- Annual Funding Provided After Each Contractual Year.
- Gatorade Sideline Kits Ordered through FSR. Money is in checkbook form and will not roll over from year to year.
- Pricing listed out on next page.

Customer Agrees To:

- Exclusively serve PepsiCo Products at the Customer's Outlet. (outdoor stadium)
- Volume Commitment of 1,200 cases for the 5 year term (240 cases/year). The contract will run through the 5 years. If the volume has not been met, only then will the agreement continue until the Volume Commitment threshold has been reached.

Product/Package	Proposed Pricing Per Case	Rebate Per Case
20oz Aquafina	\$17.27	\$2.00
20oz Gatorade	\$34.21	\$2.00
20oz CSD	\$28.61	\$2.00
20oz Lipton Tea	\$28.61	\$0.00

Proposed Pricing

*Rebates paid on an Annual Basis

PEPSICO IS A TRULY GLOBAL BUSINESS WITH SCALE ACROSS EXECUTION, BRANDS & PEOPLE

GLOBAL BEVERAGES



GLOBAL SNACKS



GLOBAL NUTRITION



PERFORMANCE



More than
\$63 billion
revenue

BRANDS



22
billion-dollar
brands

SCALE



>200 countries
& territories

PEOPLE



More than
263,000
employees

PRODUCTS IN EVERY HOUSEHOLD

**BEVERAGE
ADVANTAGE**



**FOODS
LEADERSHIP**



PEPSICO'S SHARE AND LOYALTY ARE PARTICULARLY STRONG IN THIS AREA



2020 PEPSI BEVERAGES PORTFOLIO

PRODUCT INFORMATION www.pepsiproductfacts.com – products may vary by Market/Location

FOUNTAIN BEVERAGES

POST MIX

5 GALLON BIB

PEPSI
DIET PEPSI
MOUNTAIN DEW
DIET MOUNTAIN DEW
WILD CHERRY PEPSI
SIERRA MIST
CRUSH ORANGE
MUG ROOT BEER
DR. PEPPER
DIET DR. PEPPER
TROPICANA PINK LEMONADE
TROPICANA LEMONADE
TROPICANA FRUIT PUNCH
BRISK SWEET
BRISK UNSWEET

3 GALLON BIB

SOBE LIFE WATER YUMBERRY
POMEGRANATE
MT. DEW KICKSTART BLACK CHERRY
DIET MT. DEW
GATORADE FRUIT PUNCH
GATORADE LEMON LIME
TROPICANA FRUIT PUNCH
TROPICANA LEMONADE
TROPICANA PINK LEMONADE
DOLE 100% APPLE JUICE
DOLE 100% ORANGE JUICE
DOLE 15% CRANBERRY JUICE
BUBLY RASPBERRY
BUBLY LIME
BUBLY ORANGE
SCHWEPPES GINGER ALE
TONIC



CSD

20oz Bottles (24pk)
2L Bottles (8pk)
12oz Cans (24pk)

Pepsi
Diet Pepsi
Pepsi Zero Sugar
Pepsi Zero Sugar Cherry
Pepsi Real Sugar
Pepsi Vanilla Real Sugar
Pepsi Wild Cherry Real Sugar
Pepsi Cherry Vanilla
Pepsi Vanilla
Caffeine Free Pepsi
Caffeine Free Diet Pepsi
Wild Cherry Pepsi
Diet Wild Cherry Pepsi
Mist Twist
Diet Mist Twist
Dr. Pepper
Dr. Pepper Cherry
Diet Dr. Pepper
Diet Dr Pepper Cherry
Manzanita Sol

Mountain Dew
Diet Mountain Dew
Mountain Dew Ice
Mountain Dew Code Red
Mountain Dew Live Wire
Mountain Dew Voltage
Mountain Dew Throwback
Mountain Dew Whiteout
Mountain Dew Pitch Black
Mountain Dew Zero Sugar ****NEW****
Mug Root Beer
Sierra Mist
Crush Orange
Crush Grape
Crush Pineapple
Crush Watermelon
Schweppes Ginger Ale
Schweppes Seltzer Original
Schweppes Seltzer Black Cherry
Schweppes Seltzer Lemon Lime
Schweppes Seltzer Raspberry Lime



7.5oz Cans (24pk)

Pepsi
Diet Pepsi
Sierra Mist
Mt. Dew
Ginger ale

Pepsi Real Sugar
Dr. Pep
Diet Dr. Pepper
Pepsi Zero Sugar

1L Bottles (12pk)

Pepsi
Diet Pepsi
Mt. Dew
Diet Mt. Dew
Ginger Ale

16oz Cans (12pk)

Pepsi
Pepsi Wild Cherry
Mt Dew Black Label

Diet Pepsi**
Mt. Dew
Dr. Pepper

Mtn Dew Kickstart

16oz Cans (12pk)

Blueberry Pom
Midnight Grape
Mango Lime
Black Cherry
Pineapple Orange Mango
Fruit Punch
Orange Citrus
Neon Base



Mtn Dew Kickstart

12oz Sleek Cans (6pk)

Pineapple Orange Mango
Black Cherry

CRAFT SODA

Stubborn

12oz Cans (18 pk) – NEW!

Black Cherry Taragon
Agave Vanilla Crème
Root Beer



Bundaberg

375ML Glass Bottles (4pk)

Ginger Beer
Root Beer
Diet Ginger Beer
Blood Orange
Guava
Peach



ENERGY



Mountain Dew AMP Game Fuel

16oz Cans (12pk)

Charged Berry Blast
Charged Cherry Burst
Charged Original Dew
Charged Tropical Strike
Charged Orange Storm ****NEW****
Charged Raspberry Lemonade ZERO ****NEW****
Charged Watermelon Shock ZERO ****NEW****

Rockstar

16oz Cans (24pk)

Rockstar Energy
Sugar Free
Punched
Zero Carb
Recovery Orange
Recovery Fruit Punch
Recovery
Pure Zero Punch
Pure Zero Grape
Pure Zero Silver Ice
Pure Zero Orange
Pure Zero Watermelon
Boom Whipped Orange
Boom Whipped Strawberry
24oz Cans (12pk)
Rockstar Energy
Punched
Xdurance Cotton Candy
Xdurance Blue Raspberry
Xdurance Sour Green Apple

Revolt Killer Citrus
Revolt Killer Grape
Revolt Killer Black Ch
Hardcore Apple
Baja Mango
Baja Guava
Xdurance Cotton Candy
Xdurance Kiwi Strawberry
Xdurance Sour Green Apple
Xdurance Blue Raspberry
Xdurance Marshmallow
Xdurance Peach Ice Tea
Freeze Pina Colada
Pure Tang Mango Guava Strawberry



15oz Cans (24pk)

Organic Strawberry
Organic Island Fruit

AMP

16oz Cans (12pk)

AMP Original

READY TO DRINK COFFEE

Starbucks Frappuccino

13.7oz Glass Bottles (12pk)

Vanilla
Almond Milk Mocha
Almond Milk Vanilla
White Chocolate
Caramelized Honey Vanilla
Brown Butter Caramel ****NEW****



Starbucks Latte

14oz PET Bottle (12pk)

Café Latte
Vanilla Latte
Molten Chocolate Latte
Salted Caramel Mocha Latte
White Chocolate Mocha Latte
Caramel Macchiato ****NEW****

Starbucks NITRO - NEW

11oz Can (12pk)

Black Unsweetened



Starbucks Smoothies

10oz Bottles (12pk)

Dark Chocolate ******
Vanilla Honey Banana******



Starbucks Double Shot Energy

15oz Cans (12pk)

Mocha
White Chocolate
Hazelnut

Vanilla
Caramel
Coffee



Double Shot Energy with Protein

11oz Sleek Cans (12pk)

Dark Chocolate
Vanilla Bean

Coffee
Caramel



Starbucks Double Shot Espresso

6.5oz Cans (12pk)

Cubano
Salted Caramel
Americano ****NEW****

Espresso Light (24pk)
Espresso Regular (24pk)



Starbucks Cold Brew

11oz Glass Bottles (12pk)

Cocoa with Honey
Vanilla & Fig
Black Unsweet
Black Sweetened



Starbucks Tripleshot

15oz Can (12pk)

Caramel
Vanilla

Mocha
Coffee ****NEW****



HYDRATION

Aquafina Water

12oz Bottles (24pk)
16.9oz Bottles (24pk)
20oz Bottles (24pk)
1 Liter Bottles (12pk)
12oz Can (24pk) **NEW**



Voss

Regional package variations
in availability
Still
Sparkling
Sparkling flavors



LIFEWTR

Purified, pH balanced water with
electrolytes for taste.
20oz Bottles (24pk)
700ml Sport Cap Bottles (12pk)
1 Liter Bottles (12pk)
1 Liter Bottles (6pk)
500mL Bottles (6pk)
1.5L Bottles (12pk) *NEW P2*



Schweppes Seltzer

12oz Cans (24pk)
Lime
Black Cherry
RazLime



Schweppes Sparkling Water

12oz Cans (24pk)
Lemon lime
Black Cherry
Raz Lime



Schweppes Tonic

1 Liter Bottles (12pk)
Diet Tonic
Tonic

bubly Sparkling Water

12oz Cans (12pk)

Apple Lime
Cherry Mango
Grapefruit Orange
Lemon Strawberry
Blackberry Peach
Raspberry Cranberry
Watermelon **NEW**
Pineapple **NEW**

7.5oz Cans (10pk)

Orange
Cherry
Blackberry
Strawberry

16oz Cans (12pk) *NEW**

Lime
Grapefruit
Strawberry
Cherry
Blackberry



O.N.E. Coconut Water

16.9oz Carton (12pk)
1 Liter Carton (12pk)
100% Natural Coconut Water
Pineapple
Mango



Sobe LifeWater

20oz Bottles (12pk)
Fuji Apple Pear
Yumberry Pomegranate
Black & Blueberry



Schweppes Seltzer

20oz Bottles (24pk)
Lemon Lime
Black Cherry

GATORADE

Gatorade

20oz Bottles (24pk)

Fruit Punch
Lemon-Lime
Glacier Freeze
Orange
Fierce Grape
Blue Raz
Lime Cucumber
Gatorade Zero Glacier Cherry
Gatorade Zero Glacier
Freeze
Gatorade Zero Lemon Lime

Gatorade G2

20 oz Bottles (24pk)

Grape
Cool Blue



Gatorade Bolt - *NEW*

16.9oz Bottles (12pk)

Watermelon Strawberry
Mixed Berry
Tropical Mango



Gatorade

24oz Bottles (24pk)
Glacier Cherry
Lemon Lime
Fruit Punch
Blue Raz

Gatorade

12oz Bottles (24pk)
Glacier Cherry
AS Orange
AS Berry

Gatorade

28oz Bottles (15pk)/32oz Bottles (12pk)

Fruit Punch
Lemon Lime
Cool Blue
Orange
Glacier Freeze
Glacier Cherry
Lime Cucumber
Riptide Rush
Fierce Green Apple
Fierce Strawberry
Fierce Blue Cherry
Fierce Grape
Fierce Melon
Flow Pineapple Mango
Flow Tidal Wave
Flow Blackberry Wave
Flow Strawberry Kiwi

Zero Orange
Zero Lemon Lime
Zero Glacier Cherry
Zero Glacier Freeze
Zero Berry
Zero Kiwi Strawberry
Zero Fruit Punch *NEW P2*Zero Grape *NEW P2*Frost Icy Charge
Frost Arctic Blitz
G2 Grape
Strawberry Kiwi *NEW P2*Passion Fruit *NEW P2*

G Protein Bars

2.8oz Bars (12pk)
Chocolate Chip
Choc. Chip Pnt Btr
Chocolate Caramel



G Bar w/ Almond Butter

2.0oz Bars (12pk)
Chocolate Chip Cookie Dough
Almond Butter



G Fuel Bars

2.1oz Bars (12pk)
Chocolate Chip

Propel Workout Water

20oz Bottles (24pk)

Berry
Strawberry Lemonade
Grape
Kiwi Strawberry
Watermelon



Propel Vitamin Water

20oz Bottles (12pk)

Strawberry Raspberry
Peach Mango



TEA

Lipton Brisk

12oz Cans (24pk)
20oz Bottles (24pk)
Lemonade
Sweet Tea w/ Lemon
Brisk Fruteria Watermelon
Brisk Fruteria Mango



Lipton Iced Tea - LIT

20oz Bottles (24pk)
Peach
Green Tea w/ Citrus
Diet Green Tea w/ Citrus
Berry with Juice
Tropical with Juice
Pear-Peach with Juice



Lipton Pure Leaf Brewed Iced Tea

18.5oz Bottles (12pk)

Unsweetened
Unsweetened Lemon
Unsweetened Green
Sweet
Extra Sweet
Raspberry
Sweet with Lemon
Peach

Cherry Hibiscus
Mango Hibiscus
Peach Hibiscus
Not Too Sweet Green Tea
Mint



16.9oz Bottles (12pk)

Black Tea Unsweetened
Sweet
Extra Sweet
Raspberry
Peach
Sweetened with Lemon
Mango Hibiscus



Lipton Pure Leaf Tea House Collection

14oz (Glass) Bottles (12pk)
Wild Blackberry & Sage
Sicilian Lemon & Honeysuckle
Fuji Apple & Ginger
Hibiscus Passionfruit & Pineapple



Yachak Yerba Mate

16oz Can (12pk)

Berry Red
Berry Blue
Ultimate Mint
Infused Mate



11.5oz Can (12pk)

Sugar Free Mandarin Orange
Sugar Free Strawberry

EAP and Wellness Services Agreement

This Agreement is made between Wholeness Healing Center, P.C., (“WHC”) and Grand Island Public School, Employer”).

Whereas, WHC provides EAP & Wellness Services (collectively referred to as “Services” as hereafter defined); and

Whereas, Employer desires to provide such Services to its employees;

The parties agree that the Employer will purchase Services from WHC for its employees in the manner & on terms & conditions as set forth below:

1. **ELIGIBILITY FOR SERVICES:** The services provided by WHC under this agreement shall be available to Employer’s employees & employee family members, hereinafter called “Clients”. Employer agrees to submit an updated employee roster on a quarterly basis.

Employee family members as used herein shall mean:

- the employee’s spouse;
- the employee’s domestic partner;
- the employee’s minor children

2. **FEES:** For services provided under this agreement, the Employer shall pay WHC an annual fee of \$45,920 /\$28 per employee (Currently 1640)

- Price above includes Basic Counseling Services
- Price above includes Wellness Options*(Exhibit B)
- Price above includes Work-Life Option*(Exhibit C)

3. **PROGRAM SERVICES:** In consideration of payment of the fee, WHC will provide 6 number of services with a mental health professional based on option a/ b from section 2 and 6 additional sessions in the Energy Enhancement System per member, per contract year.

Counseling: Individual/Family/Marriage
Communication Skills
Co-Worker Interpersonal Relationships
Spiritual Direction
Parenting Skills
Depression/Stress/Anxiety
Grief Therapy

Separation or Divorce
Life Coaching
Drug/Alcohol Evaluation & Treatment
Compulsive Disorders: (Gambling/Internet)
Critical Incident Stress Debriefing
Anger Control
Work-Life*(C)

Neurobiofeedback*(B)
Hypnosis for Weight-Release*(B)
Hypnosis for Smoking Cessation*(B)
Heart Math*(B)
Peak Performance*(B)
Migun Massage Bed
Energy Enhancement System

- 4.) **EMPLOYER SERVICES:** WHC will consult with and train appropriate persons within the Employer’s organization to identify and resolve job-performance issues relating to employee concerns. The above services shall be limited in quantity to those services purchased by Employer and described in EXHIBIT A, B, & C attached hereto.
- 5.) **TERM AND TERMINATION:** This Agreement shall commence **September 1, 2020** for thirty six months, and then continue annually until either party terminates this agreement upon sixty days’ written notice prior to start of the new contract year.
- 6.) **REPORTS:** WHC shall provide annual and quarterly reports to the Employer showing services utilized.
- 7.) **EMPLOYER’S OBLIGATIONS:** In addition to payment of fees as provided in paragraph 2 herein, the Employer shall:
- a.) Provide WHC a current employee roster and update such information on a quarterly basis.
 - b.) Appoint an employee coordinator to plan & assist implementing the program & act as liaison with the program.
 - c.) Provide WHC with a copy of all employment policies currently in force.
 - d.) Provide WHC with current health insurance policies and other employee benefits relevant to the program.
- 8.) **CONFIDENTIALITY:** Reports & information provided to Employer shall be summaries & shall not identify any employee or family member by name or other identifier. Information regarding any identified or identifiable individual employee or family member shall be confidential and shall not be provided to the Employer without the individual’s expressed written consent.
- 9.) **HIPAA PRIVACY RULE:** WHC agrees to the provisions of the CONFIDENTIALITY requirements to protect the interest of all parties and agrees to provide each client with the appropriate HIPAA documentation.
- 10.) **MISCELLANEOUS:** The laws of the State of Nebraska shall govern this agreement. This agreement may not be assigned, except in regards to WHC affiliates to provide additional options for services, without the written agreement of both parties. The foregoing constitutes the entire agreement of the parties and supersedes all prior agreements either oral or written.

IN WITNESS WHEREOF, the parties have executed this agreement this ____ day of _____.

By signing below, I agree that I have proper authority to commit to this agreement & authorize services for the company stated.

Wholeness Healing Center

Employer: _____

Signature: _____

Signature: _____

Wholeness Healing Center

Title: _____

EXHIBIT A

Definition of Basic Services

Provide up to designated number of sessions per employee/family member per year capped at 18 sessions with a mental health professional and 18 Energy Enhancement System sessions per contract year. Services available are based on the option you selected within the contract. Sessions for initial consultation and assessment are included in the session limit. A substance abuse evaluation requires the use of three of the sessions to complete. Sessions remaining after the assessment is completed may be used for short-term, solution-focused therapy if such therapy is determined, by the assessing clinician, to be clinically appropriate. Sessions are available to all full and part-time employees, their spouses, their dependent children under the age of 22, (proof of residence and dependency required).

Provide up to two follow-up phone contacts per client, per incident if deemed necessary by the therapist.

Provide 24-hour emergency telephone access to a mental health professional.

Provide up to four employee orientation meetings for new hires upon request of personnel department as well as unlimited access via the Wholeness Healing website.

Provide sufficient posters at Employer's sites to promote EAP services.

Provide electronic newsletters up to six times per contract year to the office of Human Resources.

Compile and submit quarterly utilization reports to the Employer Liaison

EXHIBIT B

Wellness Option

Our most requested, unique services make up our Wellness Option package. Our staff has had extensive training to provide these services combined with many years of experience. These holistic services have extensive research supporting positive change in overall wellness. These modalities incorporate a mind-body connection and offer the client a unique opportunity to improve in many aspects. Stress, insomnia, chronic pain, overweight, addictions, anxiety and depression are common areas that can be treated with these alternative wellness modalities.

- Neurobiofeedback
- Hypnotherapy
- Hypnosis for Weight-Release
- Hypnosis for Smoking Cessation
- 8 week Mindfulness Course (Based on MBSR)
- Heart Math
- Peak Performance
- Migun Massage Bed
- Energy Enhancement System

EXHIBIT C

Work-Life Option

Wholeness Healing EAP Work-Life option offers a state-of-the-art interactive website component. This feature provides a comprehensive level of resource articles, assessments, and audio and video files covering emotional well-being, health and wellness, and workplace issues as well as child care, elder care, adoption, and education. The search feature allows for instant retrieval of relevant articles, tip sheets, tools, and resources specific to a particular work-life topic.

- English and Spanish capabilities
- Parenting, Aging, Balancing, Thriving, Living, Working, and International for content divisions
- 61 content modules
- Searchable databases for child care providers, elder care and related services, adoption resources, attorneys, certified financial planners, pet sitting, private/public high schools and colleges, and volunteer opportunities
- 40 financial calculators
- 70 interactive health and emotional health assessments
- Over 300 streaming audio files and 30 video files covering a range of health and emotional health topics
- Live, monthly, online seminars with archiving of past seminars
- More than 4,000 regularly updated articles
- News for You updated at least monthly
- Access to TaxACT
- Skill Builders: 97 online training programs offering printable certificates of completion
- Learning Center: an interactive feature with articles, personal plans, assessments, audio advice, and quick tips on a wide range of employee effectiveness, physical, and emotional well-being issues
- Savings Center: a discount shopping program offering your employees up to 25% discounts on name-brand goods and services
- Relocation Center: an interactive program that allows users to preview communities across the US, providing vital statistics and a comparison feature
- 101 ready-to-use legal forms provided by Nolo
- WebMD access to medical and health information

Wholeness Healing Center

Additional Employee Assistance Program Services Available

*The following services are available on an as-requested basis.

On-site critical incident stress debriefing services: \$150/counselor/hour (including travel time)

This service includes the following: WHC shall provide a qualified mental health provider who will serve as the coordinator of Critical Incident Stress Debriefing services. This mental health provider will work closely with Employer's existing in-house team of Human Resource professionals and will serve as the contact for initiation of services, contact and coordination of the team, oversee periodic meetings and training and will serve as the mental health provider at each incident as requested by Employer. The mental health provider's time will be recorded in minimum segments of at least 15 minutes and charges for the service will be billed to Employer quarterly.

Additional phone consultation with designated manager @\$25.00 per call. This service allows Employer the opportunity to purchase telephone consultation.

Additional follow-up phone calls for employees and covered family members @\$25.00 per call. This service allows Employer the opportunity to purchase additional follow-up services beyond the two follow-up contacts provided in Exhibit A. (This service may be helpful for clients using EAP services because of a supervisory referral.)

With the prior approval of Employer, in-person follow-up for employees or covered family members @\$80.00 per hour.

Behavioral health education in-services: \$150.00/hour.

Training and Development: \$150.00/hour.

Interpretation Services: \$50.00 per hour.

Contracted interpreters must meet certain standards as set forth by the management of Wholeness Healing Center.

Group Conflict Resolution: \$150.00 per hour plus mileage

Group Hypnotherapy: \$2250 (Worksite Option)

Smoking Cessation-Clean Break or Trim Life Weight Release Program

Meets weekly for four weeks

120 minutes - Up to 12 people per group

Personal Workbook and CD (\$50 per client)



Working Together for a
Better Tomorrow. Today.

April 15, 2020

Bonnie Hinkle, GIPS School Board President
PO Box 4904
Grand Island NE 68802

Re: GIPS South Subdivision

Dear Ms. Hinkle:

Enclosed is an original Subdivision Agreement for GIPS SOUTH SUBDIVISION. If the agreement meets with your approval, please sign the Agreement in the presence of a notary public and return the original signed Agreement to this office.

After the Mayor has signed the agreement, and after it has been recorded with the Hall County Register of Deeds, a recorded copy of the agreement will be returned to you.

If you have any questions or comments, please call.

Sincerely yours,

CITY OF GRAND ISLAND

A handwritten signature in blue ink that reads "Stacy R. Nonhof".

Stacy R. Nonhof
Interim City Attorney
SRN/sbt/encl.

cc: Planning Commission
Public Works Department
Building Department
Utilities Department
City Clerk

* This Space Reserved for Register of Deeds *

SUBDIVISION AGREEMENT

GIPS SOUTH SUBDIVISION
(8 LOTS)

In the City of Grand Island, Hall County Nebraska

The undersigned, HALL COUNTY DISTRICT 2, hereinafter called the Subdivider,
as owner of a tract of land in the City of Grand Island, Hall County, Nebraska, more particularly
described as follows:

A TRACT OF LAND CONSISTING OF ALL OF BLOCK 5 - 7, AND ALL OF BLOCKS 10 - 12,
ALL IN SCARFF'S ADDITION TO WEST LAWN; AND VACATED WAUGH STREET, GRANT
AVENUE AND VACATED ALLEYS IN BLOCKS 5, 6, 7, AND 10, AS DESCRIBED IN MISC.
RECORD BOOK R, PAGE 361; AND PART OF VACATED COLLEGE STREET AS
DESCRIBED IN ORDINANCE NO. 9634, INST. NO. 201704296, FILED 6/28/2019; AND
VACATED WAUGH STREET, GRANT AVENUE, GARFIELD AVENUE AND VACATED
ALLEYS IN BLOCKS 11 AND 12, AS DESCRIBED IN ORDINANCE NO. _____,
INST. NO. _____, FILED _____; ALL IN THE CITY OF
GRAND ISLAND, HALL COUNTY, NEBRASKA AND MORE PARTICULARLY DESCRIBED
AS FOLLOWS:

COMMENCING AT THE SOUTHEAST CORNER OF LOT 13, BLOCK 10, SCARFF'S
ADDITION TO WEST LAWN AND ALSO BEING THE INTERSECTION OF THE NORTH

RIGHT-OF-WAY (R.O.W.) LINE OF STATE STREET AND THE WEST R.O.W. LINE OF LAFAYETTE AVENUE, SAID POINT BEING THE POINT OF BEGINNING; THENCE ON AN ASSUMED BEARING OF S89°04'02"W, ALONG SAID NORTH R.O.W. LINE, A DISTANCE OF 1082.75 FEET TO THE SOUTHWEST CORNER OF LOT 14, BLOCK 12, SCARFF'S ADDITION TO WEST LAWN AND ALSO BEING THE INTERSECTION OF SAID NORTH R.O.W. LINE AND THE EAST R.O.W. LINE OF CUSTER AVENUE; THENCE N00°54'47"W, ALONG SAID EAST R.O.W. LINE, A DISTANCE OF 887.43 FEET TO THE SOUTHWEST CORNER OF BLOCK 4, SCARFF'S ADDITION TO WEST LAWN; THENCE N89°01'51"E, ALONG THE NORTH VACATED R.O.W. LINE OF COLLEGE STREET, ORDINANCE NO. 9634, INST. NO. 201704296, FILED 6/28/2019 A DISTANCE OF 605.00 FEET; THENCE S00°54'47"E A DISTANCE OF 80.00 FEET TO THE SOUTH VACATED R.O.W. LINE OF SAID COLLEGE STREET; THENCE N89°01'51"E, ALONG SAID SOUTH VACATED R.O.W. LINE, A DISTANCE OF 466.01 FEET TO THE NORTHEAST CORNER OF LOT 1, BLOCK 7, SCARFF'S ADDITION TO WEST LAWN AND ALSO BEING THE INTERSECTION OF SAID WEST R.O.W. LINE OF LAFAYETTE AVENUE AND SAID SOUTH VACATED R.O.W. LINE OF COLLEGE STREET; THENCE S01°01'51"E, ALONG SAID WEST R.O.W. LINE, A DISTANCE OF 444.00 FEET TO THE INTERSECTION OF THE SOUTH VACATED R.O.W. LINE OF WAUGH STREET AND SAID WEST R.O.W. LINE OF LAFAYETTE AVENUE; THENCE S89°06'01"E, ALONG SAID SOUTH R.O.W. LINE OF WAUGH STREET, A DISTANCE OF 10.00 FEET; THENCE S01°02'37"E, ALONG SAID WEST R.O.W. LINE, A DISTANCE OF 364.11 FEET TO THE POINT OF BEGINNING. SAID TRACT CONTAINS A CALCULATED AREA OF 917,859.51 SQUARE FEET OR 21.071 ACRES MORE OR LESS.

desires to have subdivided as a subdivision the foregoing tract of land located within the corporate limits of the City of Grand Island, Nebraska, and hereby submits to the City Council of such City for acceptance as provided by law an accurate map and plat of such proposed subdivision, to be known as GIPS SOUTH SUBDIVISION, designating explicitly the land to be laid out and particularly describing the lots, easements, and streets belonging to such subdivision, with the lots designated by number, easements by dimensions, and streets by name, and proposes to cause the plat of such subdivision when finally approved by the Regional Planning Commission and the City Council to be acknowledged by such owner, certified as to accuracy of survey by a registered land surveyor, and to contain a dedication of the easements to the use and benefit of public utilities, and of the street to the use of the public forever. In consideration of the acceptance of the plat of said GIPS SOUTH

SUBDIVISION, the Subdivider hereby consents and agrees with the City of Grand Island, Nebraska, that it will install or provide at its expense the following improvements:

1. **Paving.** The Subdivider agrees to waive the right to object to the creation of any paving or repaving district for Custer Avenue, State Street and Lafayette Avenue where they abut the subdivision.

2. **Water.** Public water is available to the subdivision and the Subdivider agrees to extend, connect and provide water service to all lots in the subdivision in accordance with plans and specifications approved by the Director of Public Works, and subject to the City's inspection.

3. **Sanitary Sewer.** Public sanitary sewer is available to the subdivision and the Subdivider agrees to extend, connect and provide sanitary sewer service to all lots in the subdivision in accordance with plans and specifications approved by the Director of Public Works, and subject to the City's inspection. The existing sewer connection between lot 4 and the school to the north (as shown on the attached exhibit) shall be permitted until such time as it needs to be replaced/repared. At such time a sewer service shall be connected to the public main nearest lot 4. At the time of filing of this agreement the nearest main was at the east end of lot 4 in Lafayette Avenue.

4. **Storm Drainage.** The Subdivider agrees to provide and maintain positive drainage from all lots, according to the drainage plan, so that storm drainage is conveyed to a public right-of-way or to other drainage systems so approved by the Director of Public Works. If the Subdivider fails to grade and maintain such drainage the City may create a drainage district to perform such work. The Subdivider agrees to waive the right to object to the creation of any drainage district benefitting the subdivision. The Subdivider is responsible for the maintenance of Outlot A.

5. **Sidewalks.** The Subdivider shall maintain all public sidewalks required by the City of Grand Island.

6. **Easements.** Any easements shall be kept free of obstructions and the Subdivider shall indemnify the City for any removal or repair costs caused by any obstructions. In addition, the duty to maintain the surface of any easements to keep them clear of any worthless vegetation or nuisance shall run with the land.

7. **Engineering Data.** All final engineering plans and specifications for public improvements shall bear the signature and seal of a professional engineer registered in the State of Nebraska and shall be furnished by the Subdivider to the Department of Public Works for approval prior to contracting for construction of any improvements. Inspections of improvements under construction shall be performed under the supervision of a professional engineer registered in the State of Nebraska, and upon completion shall be subject to inspection and approval by the Department of Public Works prior to acceptance by the City of Grand Island. An "as built" set of plans and specifications including required test results bearing the seal and signature of a professional engineer registered in the State of Nebraska shall be filed with the Director of Public Works by the Subdivider prior to acceptance of these improvements by the City.

8. **Warranty.** The undersigned owner, as Subdivider, warrants that it is the owner in fee simple of the land described and proposed to be known as GIPS SOUTH SUBDIVISION, and that an abstract of title or title insurance commitment will be submitted for examination, if necessary, upon request of the City of Grand Island.

9. **Successors and Assigns.** This agreement shall run with the land and shall be binding upon and inure to the benefit of the parties hereto, their successors, assigns, heirs, devisees, and legatees. Where the term "Subdivider" is used in this agreement, the subsequent owners of any lots in the subdivision shall be responsible to perform any of the conditions of this agreement if the Subdivider has not performed such conditions.

Dated _____, 2020.

HALL COUNTY DISTRICT 2,

By: _____
Bonnie Hinkle, School Board President

STATE OF NEBRASKA)
) ss
COUNTY OF HALL)

On _____, 2020, before me, the undersigned, a Notary Public in and for said County and State, personally appeared Bonnie Hinkle, School Board President known personally to me to be the identical person and such officer who signed the foregoing Subdivision Agreement and acknowledged the execution thereof to be his voluntary act and deed for the purpose therein expressed on behalf of SSB Development, L.L.C.

WITNESS my hand and notarial seal the date above written.

Notary Public

My commission expires: _____

CITY OF GRAND ISLAND, NEBRASKA
A Municipal Corporation

By: _____
Roger G. Steele, Mayor

Attest: _____
RaNae Edwards, City Clerk

RESOLUTION #20200611_01

A RESOLUTION TO ADOPT SPECIFIC STANDARDS FOR ACCEPTANCE AND REJECTION OF ENROLLMENT OPTION STUDENT APPLICATIONS FOR THE 2020-2021 SCHOOL YEAR

WHEREAS, Neb.Rev.Stat. § 79-238 (Reissue 2014) requires the Board of Education of Grand Island Public Schools (hereafter, "the district") to adopt by resolution specific standards for acceptance and rejection of enrollment option applications; and

WHEREAS, the specific standards for acceptance and rejection of enrollment option applications shall be determined by setting a maximum number of option students the district will accept in any program, class, grade level, or school building, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which the district will contract based on existing contractual arrangements, and availability of appropriate special education programs; and

WHEREAS, pursuant to § 79-238 the Board of Education has determined the maximum number of enrollment option applications the district may accept for the 2019-2020 school year.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF GRAND ISLAND PUBLIC SCHOOLS, GRAND ISLAND, NEBRASKA, AS FOLLOWS:

1. The maximum number of enrollment option applications for special education students the district will accept is limited as set-forth in the attachment which shows current program capacity, projected enrollment and number of special education option students who may be accepted at certain schools within the district.

Adopted by the Board of Education of Grand Island Public Schools, Grand Island, Nebraska, on this 11th day of June, 2020.

Bonnie Hinkle, President, Board of Education

Legal References: Neb.Rev.Stat. § 79-238 (Reissue 2014)
Neb. Rev. Stat. § 79-240 (Reissue 2014)

BUILDING - LEVEL - PROGRAM	PROGRAM CAPACITY	PROJECTED ENROLLMENT	NO. OF OPTION STUDENTS
Dodge - Level I - Elementary Special Education	45	46	0
Dodge - Level II & III - Elementary Special Education	10	10	0
Engleman - Level I - Elementary Special Education	50	66	0
Engleman - Level II & III - Elementary Special Education	5	6	0
Gates - Level I - Elementary Special Education	40	45	0
Gates - Level II & III - Elementary Special Education	5	6	0
Howard - Level I - Elementary Special Education	40	47	0
Howard - Level II & III - Elementary Special Education	5	5	0
Jefferson - Level I - Elementary Special Education	40	45	0
Jefferson - Level II & III - Elementary Special Education	5	5	0
Knickrehm - Level I - Elementary Special Education	10	19	0
Knickrehm - Level II & III - Elementary Special Education	5	8	0
Lincoln - Level I - Elementary Special Education	30	30	0
Lincoln - Level II & III - Elementary Special Education	5	5	0
Newell - Level I - Elementary Special Education	30	41	0
Newell - Level II & III - Elementary Special Education	5	6	0
Seedling - Level I - Elementary Special Education	5	12	0
Seedling - Level II & III - Elementary Special Education	1	1	0
Shoemaker - Level I - Elementary Special Education	25	30	0
Shoemaker - Level II & III - Elementary Special Education	5	8	0
Starr - Level I - Elementary Special Education	25	41	0
Starr - Level II & III - Elementary Special Education	5	8	0
Stolley - Level I - Elementary Special Education	25	27	0
Stolley - Level II & III - Elementary Special Education	2	3	0
Wasmer - Level I - Elementary Special Education	25	33	0
Wasmer - Level II & III - Elementary Special Education	8	10	0
West Lawn - Level I - Elementary Special Education	25	28	0
West Lawn - Level II & III - Elementary Special Education	5	5	0
Skills Academy - Level III - Elementary Special Education	10	11	0
Barr - Level I - MS Special Education	80	100	0
Barr - Level II & III - MS Special Education	15	26	0
Walnut - Level I - MS Special Education	200	232	0
Walnut - Level II & III - MS Special Education	25	44	0
Westridge - Level I - MS Special Education	60	62	0
Westridge - Level II & III - MS Special Education	10	20	0
Skills Academy - Level III - MS Special Education	10	12	0
Grand Island Senior High - Level I - HS Special Education	250	317	0
Grand Island Senior High - Level II & III - HS Special Education	80	100	0
Skills Academy - Level III - HS Special Education	10	14	0
Transitional Living Program - Level III - HS Special Education	8	14	0

6/2/2020

RESOLUTION #20200611_02

A RESOLUTION TO TRULY COMMIT GIPS TO ELIMINATING RACIAL INJUSTICE WHEREVER IT EXISTS
IN OUR DISTRICT WHILE CONTINUING TO PRIORITIZE EQUITY IN ALL ASPECTS OF OUR
ACTIONS.

Whereas Grand Island Public School's mission of Every Student, Every Day, A Success - and its embedded student commitments - states we are working for EVERY student without exception;

and

Whereas GIPS has formally adopted a strategic plan with equity embedded throughout all objectives and student success measures, including one objective entirely devoted to equity;

and

Whereas GIPS believes education is the great equalizer for all students - of all races, from all socio-economic levels, from all cultural backgrounds and with all kinds of challenges - and because of this we are dedicated to eliminating racial injustice at all levels and in all areas of our district;

and

Whereas GIPS is dedicated to providing early learning experiences for all children, including the most vulnerable children in our community, because we know early childhood education can make the largest long-term impact on all students' education and life-long career success;

and

Whereas GIPS has invested in elementary education, both in and out of the classroom, to provide learning for all students, particularly those without access to before and after school learning opportunities, so as to offer enriching activities to all children;

and

Whereas GIPS helps middle school students and families acquire early awareness of post-secondary potential, with the assistance of our GEAR UP PROMISE program, to create highly effective learners motivated to graduate from high school and achieve success in college and career;

and

Whereas GIPS has launched the Academies of Grand Island Senior High to create small learning communities based on student interest where they are seen, supported and connected; creating a level playing field by giving students of all walks the same chance to earn scholarships, internships, apprenticeships and other college and career readiness experiences;

and

Whereas GIPS recognizes the value of training our staff on culturally responsive teaching practices and have implemented initiatives to diversify our staff, such as the PathBack Program to encourage our students to come back to GIPS to teach when they finish college;

and

Whereas GIPS, this past year, began the task of conducting empathy interviews with students, staff and community members to gain a better understanding of the unique perspective of different races in order to make better decisions from a district level on equity;

Therefore, we as a united Board of Education

Resolve to rededicate ourselves to the actions outlined above for Every Student, Every Day, A Success because we know they are the best defense we can provide our children against the racial injustice they face;

and

Reinforce our belief ALL students can learn and deserve equitable access to high-quality learning experiences;

and

Recognize, even as we acknowledge all of these things, we must do more to address our individual and district-wide biases, to truly commit GIPS to anti-racism and eliminating racial injustice wherever it exists in our district while continuing to prioritize equity in all aspects of our actions.

Adopted by the Board of Education of Grand Island Public Schools, Grand Island, Nebraska, on this 11th day of June, 2020.

Bonnie Hinkle, President, Board of Education

Kneale Administration Building



TO: Facilities & Finance Committee
RE: Minutes from Meeting, June 2, 2019

Mr. Virgil D. Harden, MBA, RSBA, SFO
Chief Financial Officer
123 South Webb Road
P.O. Box 4904
Grand Island, NE 68802-4904

Members Present: Dr. Dan Brosz, Mr. Carlos Barcenas, Mrs. Kelly Enck,
Mr. Virgil Harden, Mr. Dan Petsch, Mr. Terry Brown, Dr. Tawana Grover

NEW BUSINESS:

1. Bills Listing – Mr. Harden
 - Request for Proposals – None!
2. Nutrition Services Update: Mrs. Kris Spellman reported that Nutrition Services will continue to work with Cash-Wa for the 20-21 school year. Cash-Wa will increase prices approximately 2%. Mrs. Kris Spellman reported that meal counts last Tuesday were down 300 meals and from the highest count they were down 500. There were a total of 3,560 meals distributed last Tuesday, May 26.
3. Extend FY19-20 Milk & Bread Bids to FY20-21: Mrs. Kris Spellman requested that Nutrition Services would like to be able to roll over the Milk and Bread bids from FY19-20 to FY20-21. Milk will have 2.02% increase and Bread will remain at the FY19-20 prices.
4. Information Technology Update: Mr. Cory Gearhart reviewed a bid for replacement servers which is part of the 5-year plan. This proposal from Sterling is to upgrade all four servers. This is a single-source provider. The equipment will be funded through the General Information Technology Budget. The potential lifespan is 5 years. The existing equipment will be moved to the Adams Street recovery center. This will be on the consent agenda at the June board meeting since the cost is over \$30,000.
5. Jack Jeffries Memorial Scoreboard Agreement: Mrs. Traci Skalberg discussed the agreement with the Jeffries family for the scoreboard. There is clarifying language on the advertising portion and clarifying language for placement of the Jack Jeffries memorial.
6. Review of Depreciation and Special Building Fund: There were total funds available April 1 in the Depreciation Fund of \$2,286,070.81 and there were disbursements in April of \$252,021.98 and no encumbrances in May. There were total funds available May 31, of \$2,034,048.83. In the Special Building Fund, there were total funds available on April 1 of \$6,241,855.16. There were disbursements in April of \$1,206,153.83 and encumbrances in May of \$55,040.72. Total Funds Available May 31, were \$4,980,660.61.
7. Review of the General Fund: Total revenue for the fiscal year is \$79,829,214.60 which is 68.23%. This is good since we are 2/3 through the year. Expenditures are at \$75,253,840.46 which is at 64.32%. Expenditures are a little under due to the circumstances we are in but realistic for 2/3 of the year.
8. Review of Payroll Summary: Mr. Virgil Harden reviewed the Payroll Summary. At the present time, actual expenditures are under the projected expectations. Given the environment we are currently in, this is to be expected.

Phone: (308) 385-5900 x 1144
Fax: (308) 385-5949
Email: vharden@gips.org
Web: www.gips.org

9. Federal Programs Update and Financial Report(s): Mr. Virgil Harden reviewed the Federal Programs. Expenditures are doing well and there are really no issues at this time. As the committee meets, discussion has turned to making sure expenditures are in alignment with the strategic plan. A question was asked concerning carryover funds. Mr. Virgil Harden reported that under the CARES Act, funds will be able to be carried over with no loss of funding due to current circumstances.
10. LSI Professional Learning Proposal: Dr. Toni Palmer requested proposed funding for LSI Demonstration Schools for Learning. Kids are more engaged, and have more ownership in learning with the Demonstration Schools learning models. Staff will continue to work on achievement level. The group is afraid that we will lose focus if we don't continue. The focus of year 4 work is on extending this skillset to all GIPS principals through a cohort leadership model. Concentrating on how to get to High Functioning Academic Teams. Funding will be \$135,485 through Title I funds and \$29,900 through L4L if it is decided to implement this in other than Title I schools.
11. AAIS Professional learning proposal 20-21: Dr. Toni Palmer discussed the plan to approve the AAIS contract and funding for professional learning. Equity is a large part of the 20-21 year. Grading practices need to be revised. Continue to work with ELA and math. Funding for \$85,200 is Professional learning \$28,000 and Gear Up for Barr, Walnut and Barr is \$57,200.
12. Grapple Institute Modified Contract: Dr. Toni Palmer discussed the modified contract with Daniel Venables. With needing to stay virtual through July 31, need to modify delivery of training. A 2 hour session will be held July 8 and July 15. The Grapple One Institute will be moved to July of 2021.
13. Add two science classrooms 1 @ CPI, One 1 @ Wyandotte: Mr. Daniel Phillips discussed the Integrated Science III implementation. The majority of students will be in Integrated Science III. Wyandotte has a great location. CPI is a more temporary solution. The plan will be to use the Alternative Energy area. Need for some furniture at both locations. Fiscal impact is \$123,544.78 with funding through L4L, GearUP, GISH Building Funds, and possibly Depreciation for furniture needs.
14. Other Unknown Items: Canvas is a learning management system that was piloted during the 19-20 year. This is used to prepare students a four year portfolio. The portfolio will belong to the student and go with them upon graduation. Canvas works seamlessly with Synergy. Transition all GISH staff to Canvas by fall 2021. Funding is not to exceed \$34,710 which includes Canvas and Portfolium. Funding source is GearUP.
15. Project List Update: Mr. Dan Petsch briefly reviewed the Project List. As the committee is very familiar with the list, discussion was held to a few projects that are in process and the projects that have been completed. Mr. Dan Petsch pointed out that there are a number of projects that will not be done. This is primarily due to time constraints as well as funding constraints.
16. Surplus Property Listing: Mr. Dan Petsch reviewed the Surplus Property Listing. This listing is from the IT Department. The items included on this list are recycled and the IT department does receive some money from these items. The funds received are put back into the IT Department budget to purchase more equipment.

17. ELC Logo: Mrs. Jennifer Worthington explained the process for developing the logo. It says ECE for Early Childhood Education. This logo fits into all other school logos. The colors are very nice.
18. ELC Naming Committee: Mrs. Jennifer Worthington reported that the Naming committee met June 1, 2020. The Governance committee was meeting and discussed the naming. Also, the committee included Mary Berlie as a member of the community. The naming committee recommends The O'Connor Learning Center as the name. The architect will take the logo and name and come up with drawings of how to place the logo on the building. In the future, consider putting signage on Highway 281. Ask the architect to consider a logo on the rear side. Think about adding the word Education to the signage.
19. Adoption of Pre-Kindergarten Curriculum: Ms. Amy Richards presented on the Pre-Kindergarten Curriculum. Three primary areas that led to needing: need to focus on early learning skills, equitable experiences. Currently using teacher created curriculum. This will aid in supporting all teachers. Finally, worked over the last year to frame instructional vision, need curriculum to align with K-2 curriculum. Tools of the Mind is comprehensive, rigorous, and well-balanced. Very promising focuses an investment in staff (teachers and para-educators). Includes 2 years of professional learning and coaching. Tools of the Mind creates high teacher engagement. Aligns with CKLA resource. Intentionally relies on teaming and partnering with preschoolers. Total cost for two-year investment is \$159,298.25. It focuses on the quality of play that happens in preschool. Great teacher resources and have teacher professionals in place to help new Staff. This curriculum is phased in and full implementation will be the second year.
20. CARES Act Payments to Contractors: Mr. Virgil Harden reported that no official guidance has been received yet.
21. Classified & Administrative Compensation FY20-21: This will be discussed at Executive Session at the Board meeting. Health Insurance is increasing 6.6% and the recommendation for classified compensation will be .10 on the base.
22. COVID-19 Financial Impact: Mr. Virgil Harden shared information that shows that GIPS will receive approximately \$2,100,000 through the CARES Act. Mr. Virgil Harden suggests that this funding be banked for future unknown budget impacts. Mr. Virgil Harden shared a spreadsheet that shows expenditures to date for COVID-19 related purchases.
23. CRA/RPC Notices: Mr. Virgil Harden reported that there was one letter attached for the addition of the Brooklyn Subdivision. It appears it may be a trailer court. It was pointed out that is property is not in the City of Grand Island and will be an addition to the City of Grand Island. Mr. Virgil Harden will contact Mr. Roger Steele to begin the process of the property tax issue.
24. Building Projects\Ten Year Plan Update – Mr. Petsch
 - Memorial Stadium: There is an issue with the track base. There are major issues with the track. There have been issues with water degrading the asphalt. There will be a need to redo the base. There are at least 3 locations that are bad. Prepare to replace the track. This will be a huge cost impact. Condition of the soils are pre-existing and the condition of the track was unknown. Olsson will be doing a

dozen core samples at determined locations to determine existing conditions. We are still fact finding to determine exactly what needs to be done to move forward. The next issue is the floor in the West Stadium and the main corridor which was to be polished concrete. Concrete was poured in two different pours and there is a color difference. At the intersection in front of the donor wall there is a very distinct color difference and the concrete had to be ground. The contractor has been put on notice regarding this floor. The solution is to take epoxy and either doing just the area in front of the donor wall and the other solution will be to do the entire floor. The contractor will be charged with paying for the floor in front of the donor wall, and the district would pay for the rest (approximately \$25,000).

- O'Connor Learning Center Rental Update: The project is \$300,000 over budget. Value engineering is being done to bring numbers down. Cut back on wall protection inside, sheds outside, remove planters on exterior, and keep the corner sections the same color as the rest of the exterior and keep the main entrance a different color. Chief has to get actual bids and tally them to determine where we are. We can easily do the food service equipment cost of \$150,000. May have the opportunity to transfer more money into the Co-op fund. Pay for upfront and they are owner directed changes. What is the square foot renovation cost? As soon as we have credible information, we will get the information out to the committee.

25. Open Agenda Items as Necessary – F&F Team

NEXT MEETING: Tuesday, June 23, 2020, at 7:30 a.m. Location TBD

Dan, Kim, & Virgil review information and action agenda items for BOE meeting.

To: Leading for Learning BOE Committee

From: Dr. Toni Palmer

RE: Meeting June 5, 2020 Virtual

New Business: [Link to Folder](#)

- **Preschool Adoption Tools of the Mind**-Amy Richards reviewed the proposal to request funds for professional learning and Instructional Resources to support high quality instruction in the preschool program. This was proposed as information tonight and will be up for approval in July.
- **Program Evaluation**-Dr. Doll updated the committee on the programs evaluated this year. Program evaluation is built within each Pillar of the Strategic Plan. Dr. Doll reviewed the purpose and shared examples of program evaluations conducted throughout the 2019-20 school year. An overview was provided of the types of program evaluations conducted and the rationale to address academic return on investment. Discussion led to the request to consider how program evaluation updates can be routinely shared with the BOE. Dr. Grover and Dr. Palmer will reflect on the best way to communicate this information to BOE members.
- **Canvas Online Platform**-Mr. Phillips presented a proposal to approve GEAR Up funds to purchase Canvas Online as the Learning Management System for the Academies of Grand Island Senior High. This was proposed as information tonight and will be brought back for approval in July.
- **Science Classrooms Materials/Resources for Wyandotte and CPI**-Dan
 - Mr. Phillips shared the proposal to request funds to pay for resources and Instructional materials to launch the Integrated Science III courses at the Academies for Grand Island Senior High. Approval of funds will add 3 sections of Science at the CPI location and 6 sections at the Wyandotte site. This proposal was shared as an information item tonight and will be brought back for approval in July.
- **LSI Year 4 Proposal**-. Dr. Palmer/Dr. Tomjack--
 - Dr. Palmer and Dr. Tomjack presented on the proposal to approve funds to support professional learning with LSI for the 2020 school year. This professional learning will build Instructional leadership capacity and coherence among campus leaders. This proposal was shared as an information item tonight and will be brought back for approval in July.
- **AAIS**-(American Alliance of Innovation) **GISH GEAR Up Proposal**-GISH/Barr -Dr. Palmer presented the proposal for continued professional learning with David Holden to support implementation of the Academy Standards of Practice and GEAR UP Goals for the 2 Year Co-hort (8th grade students at Barr/Walnut, all 9th grade students). Mrs. Gannon presented the details as information tonight and will be brought back for approval in July.

- Update on Grapple Institute planned this summer-Dr. Palmer described an amendment to the approved professional learning plan for PLC Facilitator training with Daniel Venables that was to occur in July. Due to COVID-19, the full 3-day training has been postponed until next summer. Daniel Venables will provide a 2 hour virtual training for teacher leaders and principals to launch the initial introduction to the professional learning outcome and strategies to employ to support PLC effectiveness throughout the year.
- David Holden Remote Learning Plan-Middle School-Dr. Palmer shared the outline of a virtual summer course for High and Middle School teachers. The course focuses on effective instruction within a remote environment. There is a flyer in the folder with more details.
 - Mr. Holden is also collaborating with the L4L team on additional professional learning that will be of value for all teachers should we return to an eLearning environment.

Information:

- Dr Palmer provided an update on the first week of Summer School
 - **Thriving Minds Summer School** is focused on STEAM and weekly challenges for students. They currently have 29 students enrolled-5 GISH (4 going into 9th), 7 8th grade, 12 7th grade, 5 6th grade--represented from all 3 middle schools
 - **Title I Summer School**-has approximately 375 students enrolled from all Title I Elementary Buildings. Students continue to enroll daily and have been responsive to engaging activities and instruction that is intentionally aligned with content standards.
 - **Middle School Summer Academy** Coordinators reported they feel good about the start. There are challenges with students attending all courses, but they are connecting with students and families through the social worker. Enrollment 70% Westridge, 85% Barr, and 85% Walnut. Students are liking the live sessions, challenges and guest speakers
 - **GISH**-Many students are working on multiple classes (thanks to eLearning). Total of 343 Enrollments in Edmentum courses Of the 343, there have been 132 logins. Within the 132 logins, 58 students are making significant progress in their courses. We have had two students finish a course already! In the past, students would only be able to enroll in one course at a time. Summer school has been more challenging for EL Learners
 - **Migrant Summer School:** The Geometry class taught by a teacher instead of having the students go through the online Edmentum/Plato course. That has been going well, there are a total of seven students in this course, and there has been an average of five students attending. Migrant summer students have the opportunity to earn credit through the Edmentum/Plato courses as well. Some of these students have multiple classes and there are a total of 24 enrollments. Within these 24 enrollments, there have been seven logins and four students are making significant progress.

*Students who **thrive**.*



- **ePower Camp**-Currently 168 students enrolled-this week was a soft launch and will begin engaging students via zoom and Flipgrid next week. The focus is STEAM and all K-5 students have access.
-
- From NDE: The ACT Writing will **not** be a part of the fall make-up test.
 - Districts will be able to select from the September 22 or October 6 dates. Make-up testing would be available during subsequent dates.
 -
- **Academies update:**
 - Caterpillar just launched the first Technicians for North America (T4NA) program which will allow educators to incorporate diesel-related curriculum into your own program at no cost. GISH would **be the first educator partner to have the opportunity to pilot this program.**
 - T4NA is an 18-module web-based Self-study program, using the same material developed for training Cat's own employees. The program is an introduction to the knowledge required to become a fully trained technician.
 - At the conclusion of these courses, each student will be issued a Certificate of Completion from Caterpillar and a certificate from Nebraska Machinery Company.

Presenting of June Summary: Julie Gortemaker

Next Meeting: July 7 ,2020 @ 8:00 AM

Personnel Committee

June 4, 2020

Committee Report

Staffing Study Update - DMG reviewed the Comprehensive Staffing Analysis with the committee. Administration will review the study and identify priority recommendations for implementation. In addition, DMG presented a strategic budgeting workshop for administrators on 6/4/20. This workshop is designed to equip administrators with the knowledge and tools to align resources with strategic priorities.

Employee Assistance Program Contract Renewal: The committee reviewed the EAP contract renewal which will be presented to the board for approval on 6/11/20.

Classified Annualized Pay Program: Enrollment in the classified annualized pay program has concluded, with 84 classified staff electing annualized pay. This is about a 40% increase over last year, the inaugural year for this program.

Two positions that were approved in the 2020-2021 Staffing Plan (changing Registered Dietician from a 10-12 month position, and adding district custodial supervision to the Warehouse Coordinator) are being implemented this summer (2.5 months early) due to the need for increased planning and preparation for re-opening of schools next year.

Certified Contract Cancellation: A hearing is scheduled for July 16 for the board to consider the recommendation to cancel a certified contract.

Retiree Recognition: Historically, retirees from GIPS have been recognized during a luncheon with the board of education. Due to the directed health measures in place in Grand Island at the present time, we are unable to have the large group gather for a luncheon. The alternative plan will be a large newspaper ad run the week of June 15, with each retiree's picture and a personalized quote from each supervisor recognizing the retiree. Each retiree will also receive a specialized gift box mailed to their home, with their retirement memento, lifetime activities pass and a note of congratulations signed by superintendent and board president.

Staffing Update:

Certified Staffing: The district has issued 76 certified probationary contracts for the 2020-2021 school year. Seven positions remain to be filled.

The district has received a request to be released from contract from a 3rd grade teacher at Gates Elementary. The status of that request is "pending finding a suitable replacement".

Classified Staffing: Human Resources is recruiting to fill the following classified vacancies - custodians, migrant education facilitator, IT technician, and technology assistants.

Administrative Staffing:

- Teammates Director: final interviews are currently being completed.
- Executive Assistant to the Superintendent: Human Resources is continuing to screen candidates for this position.
- Dodge Elementary Assistant Principal: Cassie Blase has accepted this position.
- Gear Up Family College and Career Financial Specialist: applications are being accepted.

Staff Adjustments

- Staff Adjustments were reviewed and accepted as presented.

Next Meeting:

- July 2, 2020 @ 7:00 AM.
- Reporter:
 - June: Kelly Enck
 - July: Ericka Wolfe
 - August: Dan Brosz
 - September: Terry Brown

Every Student, Every Day, A Success! In educating students, we teach hearts as well as minds.

BOE Policy Committee Meeting – Monday June 8, 2020 – 4:30pm – Zoom

*Students prepared to make positive contributions to society and thrive in an ever-changing world.
Empower - Personalize - Design - Partner*

Members present:

Heidi Schutz
Lisa Albers
Erika Wolfe
Julie Gortemaker
Dr. Robin Dexter
Dr. Tawana Grover

Review minutes from May 11, 2020: The date of the meeting was incorrect in the document sent to BOE, but has been corrected.

Review Agenda for Changes or Additions: Dr. Grover presented a resolution draft to the Policy Committee for review. In light of recent developments regarding racial equity and social unrest, Dr. Grover would like to have Grand Island Public Schools make a public statement on our position. Members reviewed the draft together and suggested minor edits, and requested the opportunity to review after the meeting to provide additional feedback to Dr. Grover. It will be discussed and presented at the June 11 BOE meeting.

Policies on June 11, 2020 BOE Agenda for First Reading: 2411 Notification Of Board Meetings, 6231 Communicable Diseases (Staff), 6231.1 Guidelines for 6231, 6231.2 Bloodborne Pathogens Exposure Control Plan, 7190 District Wellness Policy

Policies on June 11, 2020 BOE Agenda for Final Reading:
2170 Advisory Committees (Delete), 4213 Budget Implementation, 4460 Expense Reimbursement, 5310 Transportation, 5230 Emergency Plans, 5232 Emergency Closing, 8470 Weapons In Schools, 9310 Fundraising Activities, 8513 Communicable Disease Control

Meeting dates and times:

Monday July 20, 2020 at 4:30PM - Zoom

Policies for Review:

Student Handbook 2020-2021 - Dr. Dexter shared that this document is reviewed annually by a cohesive committee that keeps track of updates periodically during the year to culminate in this revision. Highlights of their edits to this edition include the welcome letter, the addition of Gear Up as a district office, updates to supply lists and lunch prices, policies and procedures for attendance, discipline, lunch period and Wednesday early release at GISH, and the addition of preschool at Howard. A brief description of GIPS Policies related to sections of this document were made and direct links to the online policies.

Resolution for Enrollment Option Students 2020-2021 - This resolution is presented annually to BOE for approval.

Every Student, Every Day, A Success! In educating students, we teach hearts as well as minds.

8560 Participation in Activities, 8650.1 Participation in Activities Guidelines, GIPS Student and Parent Consent Form - Highlight of updates to this policy include guidelines, permissions, references to COVID-19/pandemic in the consent form. just changes to guidelines and permissions, edits made to consent form for COVID, etc. Forward policy to the Board.

7190 District Wellness Policy - Dr. Dexter provided review to members of this policy, as this committee discussed it at the February 10 meeting. Policy has been reviewed by the Parents Advisory Council and Teacher Coalition. Edits include removing links to outdated resources and minor grammar and content edits. A resource on GRID has been created for employees to reference when organizing events and the District Wellness committee plans to work on the public webpage to provide more resources.

2215 Board Membership - This policy was discussed in the Board Governance committee also. Discussion in this committee included the statement on excluding employees of GIPS from being a BOE member. Statute indicates that the limitation is on being a certified employee which is not consistent with our written policy. Dr. Dexter will seek legal guidance for the committee to consider.

2311 Board Member Vacancies - The members discussed edit to reference that member vacancy needs to be filled by candidate living in the district that is vacant. Move to BOE for approval.

3210 Qualifications and Duties of the Superintendent - The Board Governance committee is drafting a job description. This will provide good reference to edit this policy. Hold until further information is available.

3211 Superintendent - Dr. Dexter will confirm, but this policy should have been previously deleted.

3212 Superintendent Evaluation - The Board Governance committee is also working with this, simultaneously with Policy 3210. Hold until further information is available.

Moved to Board Governance Committee:

The Board Governance committee shared their appreciation for the Policy committee work on Policy 2230 and Policy 2231. They will review the policies and provide feedback.

July BOE Public Hearing

The following policies will be presented for public review at the July BOE meeting.

8312 Excessive Absenteeism

8455 Bullying and Harassment (Students)

8820 Student Fees

9110 Parental Access to Educational Practices

Policies to be Worked On:

Every Student, Every Day, A Success! In educating students, we teach hearts as well as minds.

Online Learning
Rental Agreement
Donations of Artwork

Discussion:

Title IX Expectations - Dr. Dexter provided information on a recent webinar regarding Title IX hosted by KSB Law Firm. A very lengthy document (2,033 pages), it outlines policies and procedures that the US Dept of Education have mandated be put into place in districts beginning in August 2020. GIPS has many pieces such as designated Title IX staff in place already. This committee discussed concerns regarding the leave policy and process of discovery changes proposed in the new document. KSB will put together a training packet and policy for GIPS to review.

NASB Policy Updates - Dr. Dexter updated that new information is being reviewed and policies concerning the updates will be worked on in July.

Tabled:

8660 - Field Trips
6214 - Abuse of Students by Staff
2111 - Board Operating Principles

Reporter for June 11, 2020 Board Meeting: Heidi Schutz

Next meeting: July 20, 2020 - 4:30PM Zoom

Kneale Administration Building

Public Relations and Partnership Development Committee
Minutes

June 5, 2020, 8:00 - 9:30 AM – Zoom link in your calendar invitation



In attendance: Dr. Grover, Jennifer Worthington, Jack Sheard, Kelli Mayhew, Dr. Brosz, Bonnie Hinkle, Carlos Barcenas, Julie Gortemaker



Beat on the Street

1. There is excitement around the summer learning opportunities.
2. People are still appreciative of the food that the nutrition services team continues to distribute through the summer.

COVID-19 Communications - Worthington & Sheard

- Weight Room Reopening
 - The weight room reopening has gone well, and students and staff are following the protocols.
- Newspaper OpEd Sunday
 - Dr. Grover will address summer learning and other issues in an OpEd to the Independent on June 7.

Racial tension

- GIPS Response
 - Committee members talked about the racial tension around the country and how GIPS could support our students and families. GIPS will make a statement and include a call to action on what we are doing around our equity and what we can do moving forward.
- PD
 - GIPS will explore doing professional development for staff on implicit bias.

Retirement recognition - Sheard

- Newspaper ad
 - The district can't hold the usual retirement luncheon this year but still want to recognize our retirees. A large color ad will be published in the Independent honoring our retirees.
- Gift box
 - A gift box will be sent to retirees, similar to the graduation box
- Social media
 - Similar to the Islander Senior Showcase, GIPS will make individual posts about the retirees.

State of the Academies - Sheard

- New annual publication
 - The publication will honor the first year of the Academies of Grand Island Senior High and the Academy Advisory Boards.

Memorial Stadium Scoreboard - Worthington

- Production of the new Memorial Stadium scoreboard is on track.

Nebraska Children and Families support - Worthington

- Nebraska Children and Families continues to support the work of GIPS outside of the classroom. They will fund JumpStart 6 again this year, a transition program for 5th graders going into 6th grade.
 - NCF will continue to support JumpStart 6.
- Thriving Minds
 - NCF funds will also be used to support Thriving Minds this summer.
- Center of Excellence is a program will will help GIPS continue our Makerspace work

Reporter for Board Meeting: Carlos Barcenas

Next Meeting: July 7, 2020 - 9:30 AM

Grand Island Public Schools Foundation
Notes for Board of Education
6/11/2020

1. The Foundation received approximately 900 nominations for 335 teachers, staff, and administrators for the 2020 Teacher/ Staff Member/ Administrator of the Year program. Awards will be announced as part of the Back to School Ceremony. The corporate sponsor of this program is First National Bank.
2. At the June 17 board meeting, the Foundation Board will review recommendations for the following programs
 - a. The Grand Island Public Schools Foundation, First National Bank Teacher of the Year Program
 - b. Miller Legacy Scholarship for graduate programs for GIPS Staff
 - c. Transitioning the Career Pathway Dual Credit Scholarship program to a grant program that funds dual credit for students attending the Adams St. Campus
 - d. The amended Jack Jeffries Memorial Scoreboard agreement
3. The Foundation Board will also review the 2020 Scholarship Program Statistics including feedback from reviewers and the annual scholarship application integrity audit.
4. The Foundation was named a 4-star charity by Charity Navigator for the 7th year in a row. We are one of 29 Four Star Charities in Nebraska, and one of three outside Lincoln or Omaha.

Here is an excerpt from the notification letter:
Attaining a 4-star rating verifies that Grand Island Public Schools Foundation exceeds industry standards and outperforms most charities in your area of work. Only 7% of the charities we evaluate have received at least 7 consecutive 4-star evaluations, indicating that Grand Island Public Schools Foundation outperforms most other charities in America.
5. The Foundation will be participating in Go Big Give on July 7 with both our general campaign and the Memorial Stadium Campaign. If you haven't taken advantage of the Staff Campaign or GIVE GIPS Week, this would be another wonderful opportunity to give opportunities to students. We will be releasing our totals for GIVE GIPS and Staff/Board Campaign soon in a digital celebration. We are very proud to be a part of an organization that cares so deeply about students and opportunity. We can't wait to share how GIPS Staff GIVE HOPE.
6. The Foundation Board will not meet in July.

NASB Monthly Update for Board Meetings - Agenda Item: JUNE 2020

View the Monthly Update in video form now at:

<https://vimeo.com/422856716>

“NASB Update”

As a board, some items you should be focused on during June include:

- **Submit your Legislative Proposals to the NASB Legislation Committee by July 1**
 - <http://www.nasbonline.org/registrations/ProposedResolution.aspx>
 - 10 Award points will be granted, per proposal, to the entire board that proposes a legislative change and/or new legislation
- Review, update, and adopt Superintendent Evaluation tool and Superintendent Job Description.
 - File modified or newly adopted Superintendent Evaluation tools with Dr. Micki Charf, Accreditation Specialist at Micki.Charf@nebraska.gov;
- Conduct a Board Self-Assessment & Goal Planning session
- Update your Strategic Plan Progress Report
- Hold a Board-Administrators Budget Work Session
- Do a Year End Assessment and Curriculum Review; Review School Improvement Plan
- Your Annual Review Bullying Prevention Policy is Due July 1 - § 79-2,137
- ESUs holding elections in conjunction with the statewide general election must notify the Secretary of State, County Clerks or Election Commissioners of offices to be filled, terms, vacancies, votes to cast, and filing deadlines for each office. §32-404, §32-601;
- ESU Filing Deadlines: Incumbent filing deadline: July 15, 2020 Non-incumbent filing deadline: August 3, 2020
- Other areas of focus during the coming months will be working collaboratively and in support of the district’s plans for re-opening school this fall.

NASB COVID-19 LINKS

- <http://members.nasbonline.org/index.php/news-resources/covid-19-resources>

Networking, Events & SBM Networking Call Info:

- <http://members.nasbonline.org/index.php/events>
- *NASB will not be conducting our June events.*
- *NASB has hosted networking calls amongst school board members throughout March, April & May and plan to continue these in June. We appreciate those of you have been able to participate. Check your email for times and login/call information, or contact Matt Belka for access.*

Advocacy/2020 Legislative Session:

Submit your Legislative Proposals to the NASB Legislation Committee by July 1 ... Now is the time for you and your board to think of items you might like addressed in 2021.

- <http://www.nasbonline.org/registrations/ProposedResolution.aspx>
- 10 Award points will be granted, per proposal, to the entire board that proposes a legislative change and/or new legislation
- If you have a topic in mind, or would like assistance getting the ball rolling, please let Matt Belka know at mbelka@NASBonline.org

The 2020 legislative session is currently scheduled to resume July 20 and wrap up mid-August. During the pause, senators and their offices have continued their work.

A priority for the reconvening session will be budget adjustments and bills that deal with the pandemic. Most other bills will likely be tabled. LB 1106, formerly LB 974, (the education funding reform/property tax bill) is still a priority for Sens. Linehan and the Revenue committee. We have shared our concerns with the committee, and with the press.

Stay engaged during the Session and follow along with the bills NASB is tracking at: <https://nasb.envisiams.com/legislative-bills> and through NASB's **Legislative Notes** e-updates.

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

To see a quick glimpse at the various items the NASB is involved in, check out pages 10 & 11 each month in the **Board Notes newsletter** for "This Month In ..." To access the latest newsletter, click here:

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

