

GIPS BOE Regular Meeting
Thursday, August 12, 2021 5:30 PM
Kneale Administration Building - Board Room

1. CALL TO ORDER
Speaker(s): Vice President
2. ROLL CALL
Speaker(s): Mrs. Simmons
3. MISSION STATEMENT
4. CONSENT AGENDA
Speaker(s): Vice President
 - 4.1. Minutes from the previous month's meeting
 - 4.2. Claims as submitted
 - 4.3. Staff Adjustments as submitted
 - 4.4. Treasurer's Report as submitted
 - 4.5. Contracts, Agreements and MOU's
 - 4.5.1. MOU FSCS H3C GIPS 2021 2022
 - 4.5.2. Edmentum Renewal
Speaker(s): Dan Phillips
 - 4.5.3. iObservation Renewal
 - 4.5.4. Star 360 Renewal
 - 4.6. Policy
 - 4.6.1. 2160 POLICY AND POLICY ADOPTION Final Read
 - 4.6.2. 2440 RULES OF ORDER on Final Read
 - 4.6.3. 5310 TRANSPORTATION on Final Read
 - 4.6.4. 5523 DATA OR RECORDS RETENTION on Final Read
 - 4.6.5. Delete 1110 STATEMENT OF PHILOSOPHY AND MISSION on Final Read
 - 4.6.6. Delete 2231 AD HOC COMMITTEES, TASK FORCES, AND ADVISORY COUNCILS on Final Read
 - 4.6.7. 2230 BOARD COMMITTEES on First Read
 - 4.7. Approval of Agenda as submitted
5. PUBLIC FORUM
6. INFORMATION ITEMS
 - 6.1. Chief of Human Capital Management Introduction- Ms. Kristen Ireys
Speaker(s): Wayne Stelk and Kristen Ireys
 - 6.2. DIBELS End of Year Data
Speaker(s): Dr. Brittney Bills

Goals: Every student will develop empowering literacy skills across discipline.
 - 6.3. YWCA Wraparound Services at O'Connor Learning Center
Speaker(s): Dr. Dexter, Ms. Richards, Mrs. Bennet
 - 6.4. Full Service Community Schools at O'Connor Learning Center
Speaker(s): Dr. Dexter

6.5. Early Intervention Reading Supplies

Speaker(s): Dr. Brittney Bills

Goals: Every student will develop empowering literacy skills across discipline.

6.6. Language Live-Comprehensive Literacy Strategies

Speaker(s): Kate Crowe, Dr. Brittney Bills

Goals: Every student will develop empowering literacy skills across discipline.

6.7. Board Resolution to Approve Amendment to Grand Island Public Schools 403(b) & 457 Plan

Speaker(s): Dr. Ken Schroeder

6.8. Construction Update

Speaker(s): Mr. Petsch

6.9. Superintendent Report

Speaker(s): Dr. Grover

7. ACTION ITEMS

7.1. On Track to Thrive 2025

Speaker(s): Dr. Grover and Jennifer Worthington

7.2. 2021-22 Substitute Teacher Pay Proposal

Speaker(s): Mr. Wayne Stelk

Goals: 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.

7.3. Request to approve Title I/CSI funds to partner with FEV Tutoring to improve academic achievement for students in Title I Schools

Speaker(s): Kate Crowe

7.4. Early Intervention Reading Supplies

Speaker(s): Dr. Brittney Bills

Goals: Every student will develop empowering literacy skills across discipline.

7.5. Language Live-Comprehensive Literacy Strategies

Speaker(s): Kate Crowe, Dr. Brittney Bills

Goals: Every student will develop empowering literacy skills across discipline.

7.6. GIPS Safe Return to School 2021-2022

Speaker(s): Mr. Gearhart

7.7. Board Resolution to Approve Amendment to Grand Island Public Schools 403(b) & 457 Plan

Speaker(s): Dr. Ken Schroeder

8. COMMITTEE REPORTS

8.1. Finance and Facilities Committee

- Speaker(s):** Mr. Brown
- 8.2. Leading for Learning Committee
 - Speaker(s):** Mr. Barcnas
- 8.3. Personnel Committee
 - Speaker(s):** Lisa Albers
- 8.4. Policy Committee
 - Speaker(s):** Mrs. Jurgens
- 8.5. Public Relations and Partnership Development Committee--NO MEETING
- 8.6. Grand Island Public Schools Foundation Report
 - Speaker(s):** Mrs. Jurgens
- 8.7. Governance Committee
 - Speaker(s):** Mrs. Albers
- 8.8. GNSA / Legislative Committee
 - Speaker(s):** Mrs. Albers
- 8.9. NASB Monthly Update
 - Speaker(s):** Board President
- 9. EXECUTIVE SESSION FOR THE PURPOSE OF NEGOTIATIONS 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
 - 11.1. Classified Pay Increase
 - Speaker(s):** Mr. Wayne Stelk
 - 11.2. Administrative Salaries for FY2021-2022
 - Speaker(s):** Dr. Ken Schroeder
- 12. NOTIFICATION OF UPCOMING BOARD MEETINGS
- 13. ADJOURNMENT

*** Proof of Publication ***

State of Nebraska)
County of Hall) SS.



NOTICE OF REGULAR
BOARD MEETING
HALL COUNTY SCHOOL
DISTRICT 2
GRAND ISLAND,
NEBRASKA

Notice is hereby given that a meeting of the Board of Education of Hall County School District 2, A.K.A. Grand Island Public Schools, Grand Island, Nebraska, will be held on Thursday August 12, 2021 at 6:30 P.M., at the Kneale Administration Building, 123 S Webb Road, Grand Island, Nebraska, where the meeting will be open to the public. An agenda for such a meeting kept continuously current, is available for inspection at the Office of the Superintendent.

Dr. Robin R. Dexter,
Board Secretary
2 ZNEZ

GRAND ISLAND PUBLIC SCHOOL/Classified

123 S WEBB RD PO BOX 4904
GRAND ISLAND, NE 68802

ORDER NUMBER 999313

Brooklyn Trampe, being first duly sworn on oath, says that he/she is employed by The GRAND ISLAND INDEPENDENT, a newspaper printed and published in Grand Island, in Hall County, Nebraska, and of general circulation in Hall County, Nebraska, and as such has charge of the records and files of the GRAND ISLAND INDEPENDENT, and affiant knows of his/her own personal knowledge that said newspaper has a bonafide circulation of more than 500 copies of each issue, has been published at Grand Island, Nebraska, for more than 52 weeks successively prior to the first publication of the annexed printed notice, and is a legal newspaper under the statutes of the State of Nebraska; that the annexed printed notice was published on the dates listed below.

Brooklyn Trampe

Section: Class Legals
Category: 0099 LEGALS
PUBLISHED ON: 08/02/2021

RECEIVED AUG 06

TOTAL AD COST: 16.73
FILED ON: 8/2/2021

Subscribed in my presence and sworn to before me this 2 day
of Aug., 2021

My commission expires Nov 15, 2023

Christina K. Wagener
Notary Public

~~CONFIDENTIAL~~

1972

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U.S. GOVERNMENT PRINTING OFFICE
1964 O - 291-511-000-000
CHRISTIAN K. WITTEMER
291-511-000-000

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, July 8, 2021 at 5:30 PM at the Kneale Administration Building - Board Room, 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
Joshua Hawley: Present
Bonnie Hinkle: Present
Dave Hulinsky: Present
Lindsey Jurgens: Present
Erika Wolfe: Present

AGENDA

1. CALL TO ORDER

Meeting was called to order at 5:30

2. ROLL CALL

All members present. Roll call at 5:31pm.

3. MISSION STATEMENT

The Mission Statement was read by Mrs. Albers

4. CONSENT AGENDA

4.1. Minutes from the previous month's meeting

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. Policy

4.6.1. 2311 BOARD MEMBER VACANCIES on Final Read

4.6.2. 2215 BOARD MEMBERSHIP on Final Read

4.6.3. 3210 SUPERINTENDENT QUALIFICATIONS, RECRUITMENT, AND APPOINTMENT on Final Read

4.6.4. 2160 POLICY AND POLICY ADOPTION on First Read

4.6.5. 2440 RULES OF ORDER on First Read

4.6.6. 5310 TRANSPORTATION on First Read

4.6.7. 5523 DATA OR RECORDS RETENTION on First Read

4.6.8. Delete 1110 STATEMENT OF PHILOSOPHY AND MISSION on First Read

4.6.9. Delete 2231 AD HOC COMMITTEES, TASK FORCES, AND ADVISORY COUNCILS on First Read

4.7. CONTRACTS, MOU'S, AND AGREEMENTS

4.7.1. Orientation Mobility Contract ESU 10 2021-22

4.7.2. Activity Account Agreement and Corporate Authorization Resolution with Five Points Bank

4.8. Approval of Agenda as submitted

Approve the consent items as submitted. Passed with a motion by Lisa Albers and a second by Carlos Barcenas.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Joshua Hawley: Yea, Bonnie Hinkle: Yea, Dave Hulinsky: Yea, Lindsey Jurgens: Yea, Erika Wolfe: Yea

5. SPECIAL RECOGNITION

5.1. ACTEN CTE Administrator of the Year Award

Dan Phillips is the Director of Innovation for Career and College Readiness for Grand Island Public Schools, responsible for the Academies of Grand Island Senior High, all career and technical education programs, and dual education partnerships within the district. He is responsible for all curriculum implementation as well as managing partnerships for all CTE programs.

6. PUBLIC FORUM

Kendall Bartling 607 Plum Rd, Grand Island, NE

Nita Lechner 215 Lakeside Drive, Grand Island, NE

Andrew Hernandez 103 E 18th Street, Grand Island, NE

7. INFORMATION ITEMS

7.1. On Track to Thrive 2025

Dr. Grover and Jennifer Worthington presented to the board the On Track to Thrive 2025, the district's new strategic plan.

7.2. 2021-22 Substitute Teacher Pay Proposal

Mr. Stelk presented to the board that GIPS needs to attract and retain an adequate pool of substitute teachers to cover teacher vacancies so that student learning progresses.

7.3. Request to approve Title I/CSI funds to partner with FEV Tutoring to improve academic achievement for students in Title I Schools

Dr. Toni Palmer presented to the board a request to provide additional individualized support to address unfinished learning exacerbated by the pandemic.

7.4. Request to approve Title I funds to expand Dreambox licenses to all Title I schools

Dr. Toni Palmer presented to the board about Purchasing Dreambox and how it will provide students in Title I buildings additional intervention to address unfinished learning exacerbated by the pandemic. It is aligned to the NE math standards and our high quality instructional resource.

7.5. Lease Agreement Between GIPS and Central Nebraska Education Agency for the Early Childhood Education Center at the O'Connor Learning Center and Related Matters

Dr. Ken Schroeder presented to the board that Grand Island Public Schools will be entering into a lease with the Central Nebraska Education Agency for the purpose of leasing the property located at 2208 South Webb Road, Unit #2 (Legal Description of the Property: Northwest Commons Business Condo Association Unit 2) for use as an early childhood education facility.

7.6. GIPS Safe Return to School 2021-2022

Mr. Cory Gearhart presented the board with the guiding document for the start of the 2021-2022 school year, the GIPS Safe Return to School.

7.7. Construction Update

Mr. Petsch presented the construction update.

7.8. Superintendent Report

Dr. Grover presented the superintendent report.

8. ACTION ITEMS

8.1. Extra Standard Committee Recommendations

Approve the committee's recommendations for the 2021-2022 school year as presented. Passed with a motion by Lisa Albers and a second by Terry Brown.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Joshua Hawley: Yea, Bonnie Hinkle: Yea, Dave Hulinsky: Yea, Lindsey Jurgens: Yea, Erika Wolfe: Yea

8.2. Lease Agreement between GIPS and Central Nebraska Education Agency for the Early Childhood Education Center at the O'Connor Learning Center and Related Matters

Motion to approve the resolution authorizing a lease between Grand Island Public Schools and the Central Nebraska Education Agency. Passed with a motion by Carlos Bárcenas and a second by Erika Wolfe.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Joshua Hawley: Yea, Bonnie Hinkle: Yea, Dave Hulinsky: Yea, Lindsey Jurgens: Yea, Erika Wolfe: Yea

8.3. Recommendation to name the Principal Building

Motion to approve the name for the Principal Building as GIPS Islander Annex Passed with a motion by Carlos Bárcenas and a second by Joshua Hawley.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Joshua Hawley: Yea, Bonnie Hinkle: Yea, Dave Hulinsky: Yea, Lindsey Jurgens: Yea, Erika Wolfe: Yea

8.4. Request to approve Title I funds to expand Dreambox licenses to all Title I schools

Approve the purchase of the 3 year building licenses of DreamBox math for Title I buildings, to be utilized as a supplemental resource during math WIN or Flex time as presented. Passed with a motion by Lisa Albers and a second by Carlos Bárcenas.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Joshua Hawley: Yea, Bonnie Hinkle: Yea, Dave Hulinsky: Yea, Lindsey Jurgens: Yea, Erika Wolfe: Yea

9. Grand Island Public Schools Superintendent of Schools Employment Contract

Approve the Superintendent's contract as presented. Passed with a motion by Carlos Bárcenas and a second by Dan Brosz.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Joshua Hawley: Yea, Bonnie Hinkle: Yea, Dave Hulinsky: Yea, Lindsey Jurgens: Yea, Erika Wolfe: Yea

10. GIPS Building Capacity through the Harvard Strategic Data Project

This motion is to enroll Pat Larson in the Harvard Strategic Data Project from August 2021 to August 2023 using ESSER III funds at a cost of \$49,500. Passed with a motion by Terry Brown and a second by Dave Hulinsky.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Joshua Hawley: Yea, Bonnie Hinkle: Yea, Dave Hulinsky: Yea, Lindsey Jurgens: Yea, Erika Wolfe: Yea

11. Master Agreement with Engineer Technologies (ETI), Inc.

Approve the agreement as presented. Passed with a motion by Terry Brown and a second by Lisa Albers.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Joshua Hawley: Yea, Bonnie Hinkle: Yea, Dave Hulinsky: Yea, Lindsey Jurgens: Yea, Erika Wolfe: Yea

12. Master Agreement with Cannon Moss Brygger & Associates (CMBA) Architects

Approve the agreement as presented. Passed with a motion by Terry Brown and a second by Erika Wolfe.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Joshua Hawley: Yea, Bonnie Hinkle: Yea, Dave Hulinsky: Yea, Lindsey Jurgens: Yea, Erika Wolfe: Yea

13. COMMITTEE REPORTS

13.1. 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 August 3, 2021 at 7:30 am.

13.2. Leading for Learning Committee

Mr. Barcenas 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 August 10, 2021 at 4:00 PM via zoom.

13.3. Personnel Committee

Mr. Hawley 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 August 4, 2021 at 8:30 am.

13.4. Policy Committee - No Report

No report.

13.5. Public Relations and Partnership Development Committee--No Report

No report.

13.6. Grand Island Public Schools Foundation Report

No report.

13.7. Governance Committee

Mrs. Albers reported for the governance committee and discussed the major items under consideration. The next meeting is scheduled for August 4, 2021 at 7:30 am.

13.8. GNSA / Legislative Committee

Mrs. Hinkle and Mrs. Albers gave the GNSA report.

13.9. NASB Monthly Update

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

14. EXECUTIVE SESSION FOR THE PURPOSE OF REAL ESTATE BECAUSE IT IS IN THE BEST INTEREST OF THE PUBLIC TO DISCUSS THIS MATTER IN CLOSED SESSION The Board convened to Executive Session at 7:36 p.m.

The recommendation for the Board to convene to executive session for the purpose of discussing real estate. Passed with a motion by Lisa Albers and a second by Carlos Bárcenas.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Joshua Hawley: Yea, Bonnie Hinkle: Yea, Dave Hulinsky: Yea, Lindsey Jurgens: Yea, Erika Wolfe: Yea

15. RECONVENE FROM EXECUTIVE SESSION

The Board reconvened from Executive Session at 8:18 p.m.

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

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Joshua Hawley: Yea, Bonnie Hinkle: Yea, Dave Hulinsky: Yea, Lindsey Jurgens: Yea, Erika Wolfe: Yea

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

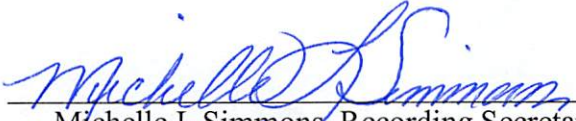
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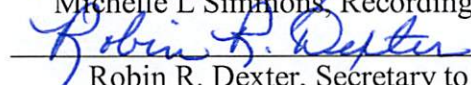
17. NOTIFICATION OF UPCOMING BOARD MEETINGS

Regular Board of Education Meeting: Thursday August 12, 2021 at 5:30 PM

18. ADJOURNMENT

All business having been completed, the meeting was adjourned at 8:19 p.m.


Michelle L. Simmons, Recording Secretary


Robin R. Dexter, Secretary to the Board

Grand Island Public Schools

Claims Listing

August 12, 2021

<u>Reference No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
77321	Spedexchange LLC	Technical Services	\$500.00
77322	Hiland Dairy Foods Company LLC	Milk	\$1,042.84
77323	Almquist Maltzahn Galloway & Luth	Other Emp Benefits for Prof Non-Cert Staff	\$621.00
77324	Amazon Cap Services Inc	General Supplies	\$18,501.47
77325	Aramark Uniform Services	Technical Services	\$64.59
77326	ASCD Order Processing	Dues and Fees	\$59.00
77327	Associated Staffing Inc	Cleaning Services	\$639.60
77328	Best Buy Business Account	Audio-Visual Materials	\$349.99
77329	Blick Art Materials	General Supplies	\$2,428.52
77330	Cummins Central Power	Technical Services	\$225.50
77331	Essential Personnel Inc	Cleaning Services	\$464.11
77332	Grand Island Independent	Advertising	\$1,100.00
77333	Grand Island Utilities Dept	Electricity	\$55,315.99
77334	Lakeshore Learning Materials	Books & Periodicals	\$9,270.80
77335	Legacy Outdoor Advertising LLC	Advertising	\$700.00
77336	Verizon Wireless	Distance Education and Telecommunications	\$120.03
77337	Verizon Wireless	Distance Education and Telecommunications	\$1,789.47
77338	Barbara Franke	Mileage Paid to Staff	\$6.88
77339	Century Link	Distance Education and Telecommunications	\$314.00
77340	Century Link	Distance Education and Telecommunications	\$79.74
77341	Danny Oberg	Rentals	\$100.00
77342	Darrell Holley	Mileage Paid to Staff	\$26.88
77343	H L Flake Co LTD	General Supplies	\$150.24
77344	Kimberly J Schlachter	Mileage Paid to Staff	\$11.76
77345	Kristina Hirschman	Mileage Paid to Staff	\$82.68
77346	Northwestern Energy	Utility Energy Services	\$23.76
77347	Office Depot	General Supplies	\$352.74
77348	Quentin Zeller	Mileage Paid to Staff	\$53.08
77349	Quill Corporation	General Supplies	\$1,131.49
77350	Rebecca Duran Meyer	Mileage Paid to Staff	\$36.40
77351	Renee Ekhoft	General Supplies	\$46.97
77352	William Johnson	Mileage Paid to Staff	\$10.08
77353	Kelli Mayhew	Travel	\$402.37
77354	Cash-Wa Distributing	Nutrition Services Warehouse	\$1,238.30
77355	Culligan of Grand Island	General Supplies	\$118.10
77356	Grand Island Public Schools	Miscellaneous Expenditures	\$2,186.95
77357	Mid-Nebraska Disposal Inc	Refuse Disposal	\$329.60
77358	Pan-O-Gold Baking Co	Bread	\$41.28
77359	Uline	General Supplies	\$886.38
77360	First Bankcard Center/Visa	Miscellaneous Expenditures	\$39.00
77361	First Bankcard Center/Visa	General Supplies	\$1,144.50
77362	First Bankcard Center/Visa	Dues and Fees	\$585.00
77363	First Bankcard Center/Visa	General Supplies	\$2,536.94
77364	First Bankcard Center/Visa	Advertising	\$1,369.95
77365	First Bankcard Center/Visa	Employee Training and Development Services	\$1,655.66
77366	First Bankcard Center/Visa	Employee Training and Development Services	\$2,836.80
77367	First Bankcard Center/Visa	Employee Training and Development Services	\$408.92
77368	First Bankcard Center/Visa	Dues and Fees	\$239.00
77369	First Bankcard Center/Visa	Web Based Software	\$248.44
77370	First Bankcard Center/Visa	Employee Training and Development Services	\$75.00
77371	First Bankcard Center/Visa	Web Based Software	\$270.20
77372	First Bankcard Center/Visa	Books & Periodicals	\$161.26

Grand Island Public Schools

Claims Listing

August 12, 2021

<u>Reference No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
77373	First Bankcard Center/Visa	Employee Training and Development Services	\$220.00
77374	First Bankcard Center/Visa	General Supplies	\$72.34
77375	First Bankcard Center/Visa	Employee Training and Development Services	\$210.00
77376	First Bankcard Center/Visa	Miscellaneous Expenditures	\$11.61
77377	First Bankcard Center/Visa	General Supplies	\$141.33
77378	First Bankcard Center/Visa	General Supplies	\$603.82
77379	First Bankcard Center/Visa	General Supplies	\$383.93
77380	First Bankcard Center/Visa	Miscellaneous Expenditures	\$25.00
77381	First Bankcard Center/Visa	General Supplies	\$429.70
77382	First Bankcard Center/Visa	Miscellaneous Expenditures	\$1.75
77383	First Bankcard Center/Visa	General Supplies	\$149.95
77384	First Bankcard Center/Visa	General Supplies	\$2,584.01
77385	First Bankcard Center/Visa	Professional Services	\$319.80
77386	First Bankcard Center/Visa	Web Based Software	\$96.20
77387	AKRS Equipment Solutions Inc	Books & Periodicals	\$186.90
77388	Amazon Cap Services Inc	General Supplies	\$7,318.71
77389	Copycat Instant Printing	General Supplies	\$676.76
77390	Grand Island Independent	Advertising	\$3,638.96
77391	Grand Island Utilities Dept	Electricity	\$8,345.97
77392	Grand Island Utilities Dept	Electricity	\$19,516.75
77393	Grand Island Utilities Dept	Electricity	\$32,329.25
77394	Subscription Services Of America Inc	Books & Periodicals	\$396.76
77395	Wex Bank	Fuel	\$878.70
77396	Wex Bank	Fuel	\$292.44
77397	Wex Bank	Fuel	\$2,838.53
77398	Wex Bank	Fuel	\$492.37
77399	Culligan of Grand Island	General Supplies	\$155.70
77400	Grand Island Public Schools Activity Fun	Miscellaneous Expenditures	\$1,323.04
77401	Helen Batenhorst	Mileage Paid to Staff	\$371.02
77402	Imagination City Childrens Museum Inc	General Supplies	\$1,500.00
77403	First Bankcard Center/Visa	Employee Training and Development Services	\$148.88
77404	First Bankcard Center/Visa	Dues and Fees	\$184.00
77405	First Bankcard Center/Visa	Employee Training and Development Services	\$1,338.11
77406	First Bankcard Center/Visa	Technology Software	\$4,407.50
77407	First Bankcard Center/Visa	Employee Training and Development Services	\$4,123.70
77408	Alexsey Wolfe	Mileage Paid to Staff	\$8.68
77409	Amazon Cap Services Inc	General Supplies	\$6,290.75
77410	Associated Staffing Inc	Cleaning Services	\$916.24
77411	Audrey Reimers	Professional Services	\$275.00
77412	City of Grand Island	Refuse Disposal	\$19.87
77413	Cline Williams Wright Johnson	Contracted Legal Services	\$300.00
77414	Cornerstone Counseling PC	Professional Education Services	\$580.00
77415	Essential Personnel Inc	Cleaning Services	\$1,657.53
77416	General Fire and Safety Equipment Co	Technical Services	\$131.50
77417	Grand Island Independent	Advertising	\$833.88
77418	Grand Island Independent	Advertising	\$379.32
77419	Grand Island Utilities Dept	Electricity	\$41,462.19
77420	Grand Island Utilities Dept	Electricity	\$8,485.95
77421	Gustave A Larson Company	General Supplies	\$1,437.37
77422	H L Flake Co LTD	General Supplies	\$254.23
77423	Heidi Dahlke	Professional Services	\$275.00
77424	Jaycee Gentleman	Professional Services	\$275.00

Grand Island Public Schools

Claims Listing

August 12, 2021

<u>Reference No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
77425	Leisa Gracia	Professional Services	\$275.00
77426	Lrene Jo Braun	Professional Services	\$573.34
77427	Nearpod Inc	Web Based Software	\$2,750.00
77428	Sarah K Henry	Mileage Paid to Staff	\$39.81
77429	Shannon Major	Professional Services	\$25.00
77430	Sherry Wabs	Professional Services	\$275.00
77431	Tabitha Holliday	Professional Services	\$475.00
77432	Trego Dugan Aviation of Grand Island Inc	General Supplies	\$3,477.30
77433	Verizon Wireless	Distance Education and Telecommunications	\$607.31
77434	Verizon Wireless	Distance Education and Telecommunications	\$349.76
77435	Verizon Wireless	Distance Education and Telecommunications	\$870.35
77436	Wholeness Healing Center PC	Employee Training and Development Services	\$120.00
77437	Amy Sjolholm	Professional Services	\$412.50
77438	April Sundberg	Professional Services	\$481.25
77439	Century Link	Distance Education and Telecommunications	\$1,061.64
77440	Christina Mullins	Professional Services	\$275.00
77441	Clearly Communications	Distance Education and Telecommunications	\$1,010.98
77442	Deborah Renae Meyer	Professional Services	\$275.00
77443	Holly Schurman	Professional Services	\$425.00
77444	Jennifer J Nickel	Professional Services	\$588.96
77445	Midwest Connect LLC	General Supplies	\$693.90
77446	Mindy Moyer	Professional Services	\$775.00
77447	Naomi Ristvedt	Technical Services	\$420.79
77448	Nebraska Council of School Administrator	Employee Training and Development Services	\$195.00
77449	Networkfleet Inc.	Repairs and Maintenance Services	\$3,914.76
77450	Office Depot	General Supplies	\$76.67
77451	Perry Guthery Haase & Gessford PC	Contracted Legal Services	\$474.00
77452	Quill Corporation	General Supplies	\$1,807.87
77453	Sams Club Direct	General Supplies	\$207.23
77454	Steele Law Office	Contracted Legal Services	\$1,702.00
77455	HyVee	Food	\$21.84
77456	Angela Amack	Lobbyist Fees and Expenses	\$8,825.50
77457	Cline Williams Wright Johnson	Contracted Legal Services	\$9,160.00
77458	Division for Early Childhood	Employee Training and Development Services	\$3,080.00
77459	Grand Island Utilities Dept	Electricity	\$10,544.83
77460	Grand Island Utilities Dept	Electricity	\$20,592.86
77461	Hiland Dairy Foods Company LLC	Milk	\$447.58
77462	Educational Service Unit 10	Professional Education Services	\$6,960.86
77463	Head Start Family Dev Program	Professional Services	\$24,085.16
77464	Maxim Healthcare Services Inc	Professional Education Services	\$6,943.44
77465	Megan L Jaixen	Professional Education Services	\$3,960.00
77466	Mosaic at Bethphage Village	Professional Education Services	\$32,928.56
77467	Nebraska Council of School Administrator	Dues and Fees	\$805.00
77468	Southern Regional Education Board	Employee Training and Development Services	\$7,900.00
77469	Super Saver Five Points	General Supplies	\$1,913.80
77470	Alpha Rehabilitation PC	Professional Education Services	\$937.61
77471	Grand Island Public Schools Activity Fun	Miscellaneous Expenditures	\$98,760.00
77472	Nebraska Association Of School Boards	Employee Training and Development Services	\$150.00
77473	Nebraska Association Of School Boards	Employee Training and Development Services	\$55.00
77474	Nebraska Association Of School Boards	Employee Training and Development Services	\$25.00
77475	Nebraska Association Of School Boards	Employee Training and Development Services	\$155.00
77476	Nebraska Association Of School Boards	Employee Training and Development Services	\$25.00

Grand Island Public Schools

Claims Listing

August 12, 2021

<u>Reference No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
77477	Nebraska Association Of School Boards	Employee Training and Development Services	\$310.00
77478	Nebraska Notary Association	General Supplies	\$42.00
77479	Prevention Plus Wellness LLC	Web Based Software	\$3,591.00
77480	Quill Corporation	General Supplies	\$806.47
77481	School Health Corporation	General Supplies	\$760.00
77482	Staples Business Credit	General Supplies	\$1,113.89
77483	Ace Hardware	General Supplies	\$233.39
77484	Ace Hardware	General Supplies	\$26.99
77485	Amazon Cap Services Inc	General Supplies	\$5,540.01
77486	Amplify Education Inc	Employee Training and Development Services	\$43,200.00
77487	Associated Staffing Inc	Cleaning Services	\$2,759.12
77488	Culligan of Grand Island	Technical Services	\$35.70
77489	Idea Bank Marketing	Professional Services	\$179.00
77490	Symmetry Energy Solutions LLC	Utility Energy Services	\$22,385.39
77491	Symmetry Energy Solutions LLC	Utility Energy Services	\$3,644.51
77492	Wholeness Healing Center PC	Professional Services	\$303.76
77493	Estella Abuelsheikh	Technical Services	\$6.00
77494	Ace Hardware	General Supplies	\$25.82
77495	Amazon Cap Services Inc	General Supplies	\$172.40
77496	Buller Fixture Company	General Supplies	\$8,610.00
77497	Cash-Wa Distributing	Food	\$5,022.93
77498	Mid-Nebraska Disposal Inc	Refuse Disposal	\$404.60
77499	Uline	General Supplies	\$336.49
77500	Hiland Dairy Foods Company LLC	Milk	\$583.42
77501	Ace Hardware	General Supplies	\$419.85
77502	Ace Hardware	General Supplies	\$104.15
77503	Advance Auto Parts	General Supplies	\$18.39
77504	Advanced Water Company Inc	General Supplies	\$1,549.48
77505	Agricultural Service	General Supplies	\$3,230.00
77506	AKRS Equipment Solutions Inc	General Supplies	\$463.75
77507	Alacia Glandt	Mileage Paid to Staff	\$7.62
77508	Amazon Cap Services Inc	General Supplies	\$34.99
77509	American Fence Co Western Ne	General Supplies	\$168.55
77510	Amplify Education Inc	General Supplies	\$20,129.05
77511	Apple Computer Inc	General Supplies	\$4,485.00
77512	Aramark Uniform Services	Technical Services	\$1,066.91
77513	Arrowhead Forensics	General Supplies	\$713.00
77514	ASCD	Books & Periodicals	\$723.94
77515	Ashley Tomjack	Mileage Paid to Staff	\$20.16
77516	Audriana Kaelin Camacho	Mileage Paid to Staff	\$4.87
77517	Awards Plus	General Supplies	\$124.40
77518	B & H Photo-Video Inc	Technology Supplies	\$485.56
77519	B2 Environmental Inc	Technical Services	\$2,200.00
77520	Bailey Aupperlee	General Supplies	\$176.08
77521	Barnes And Noble Bookstore	Books & Periodicals	\$2,191.18
77522	Becky Gdowski	Mileage Paid to Staff	\$60.92
77523	Bedford, Freeman & Worth Publishing Grou	Web Based Software	\$6,784.00
77524	Beths Notes Inc	Web Based Software	\$129.00
77525	Border States Industries Inc	Equipment	\$22,545.29
77526	Bosselman Energy Inc	General Supplies	\$157.36
77527	Brand's	General Supplies	\$4,298.62
77528	Breanna McDonald	General Supplies	\$164.68

Grand Island Public Schools

Claims Listing

August 12, 2021

<u>Reference No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
77529	Brenda Anderson	Mileage Paid to Staff	\$37.91
77530	Bryant Piano Service	Technical Services	\$99.00
77531	Builders Warehouse	General Supplies	\$6,073.60
77532	Cannon Moss Brygger & Assoc	Buildings	\$4,666.40
77533	CDW Government	Web Based Software	\$27,084.05
77534	Central Nebraska Sod Supply LLC	General Supplies	\$114.40
77535	Chamber Of Commerce	Dues and Fees	\$800.00
77536	Christina M Vrooman	Mileage Paid to Staff	\$25.87
77537	Communications Engineering	Equipment	\$62,054.50
77538	Communications Supply Corp	Buildings	\$1,041.56
77539	Connie Voss	Mileage Paid to Staff	\$22.51
77540	Construction Rental	General Supplies	\$648.93
77541	Constructive Playthings	General Supplies	\$1,224.99
77542	Copycat Instant Printing	General Supplies	\$1,543.29
77543	Cpm Educational Program	General Supplies	\$706.59
77544	Crescent Electric Supply	General Supplies	\$4,277.36
77545	Crystal Henson	Miscellaneous Expenditures	\$57.58
77546	Curriculum Associates	General Supplies	\$1,381.95
77547	D & A Trenching Inc	Equipment	\$299.00
77548	Dan Petsch	Mileage Paid to Staff	\$78.23
77549	David White	General Supplies	\$148.34
77550	Dawnell Glunz	Technical Services	\$119.80
77551	Decker Equipment	General Supplies	\$379.85
77552	Demco	Miscellaneous Expenditures	\$4,249.14
77553	Dennis Supply Company	General Supplies	\$27.11
77554	Devin Duren	Mileage Paid to Staff	\$12.32
77555	Discount School Supply Order Dept	General Supplies	\$2,096.57
77556	Dobesh Land Leveling	Technical Services	\$9,107.13
77557	Eakes Office Solutions	General Supplies	\$40,899.70
77558	Eberl Plumbing & Drain	Technical Services	\$445.00
77559	Edgerton Education Foundation	General Supplies	\$475.00
77560	Educational Service Unit 10	Employee Training and Development Services	\$140.00
77561	Educational Service Unit 9	Professional Education Services	\$13,806.56
77562	Edupoint Educational Systems LLC	Web Based Software	\$6,000.00
77563	eDynamic Learning ULC	Employee Training and Development Services	\$1,000.00
77564	Emily Crow	General Supplies	\$47.22
77565	Enabling Devices	Technology Supplies	\$199.95
77566	ESU Coordinating Council	Audio-Visual Materials	\$330.00
77567	Follett School Solutions Inc	Web Based Software	\$36,211.77
77568	Frontline Technologies Group LLC	Technical Services	\$7,733.95
77569	Fun Express LLC	General Supplies	\$90.04
77570	Gottlob Asphalt, LLC	Technical Services	\$14,617.00
77571	Grainger	Custodial Supply Warehouse	\$177.96
77572	Grand Island Noon Rotary	Dues and Fees	\$120.00
77573	Grand Island Physical Therapy	Professional Education Services	\$13,961.80
77574	Grand Island Public Schools Nutrition Sv	Food	\$572.16
77575	Grapple Institute LLC	Employee Training and Development Services	\$2,500.00
77576	Grones Outdoor Power & Battery	General Supplies	\$295.80
77577	Gustave A Larson Company	General Supplies	\$4,405.64
77578	H L Flake Co LTD	General Supplies	\$196.29
77579	Head Start Family Dev Program	Professional Services	\$57,101.88
77580	Heartland Health Center	Professional Services	\$3,208.00

Grand Island Public Schools

Claims Listing

August 12, 2021

<u>Reference No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
77581	Heather Alexander	Mileage Paid to Staff	\$18.03
77582	Hesselgesser Electric	General Supplies	\$4,421.09
77583	Holiday Inn Express & Suites	General Supplies	\$199.90
77584	Hooker Bros Sand & Gravel Inc	General Supplies	\$1,523.76
77585	Innovative Office Solutions	General Supplies	\$1,662.15
77586	Insect Lore	General Supplies	\$217.82
77587	Interstate All Battery Center	General Supplies	\$4,280.69
77588	IPEVO Inc	General Supplies	\$1,122.06
77589	Island Sprinkler Supply	General Supplies	\$3,376.80
77590	Jacqueline Juarez Meier	Mileage Paid to Staff	\$20.16
77591	Jami Lee Dutcher	Mileage Paid to Staff	\$27.72
77592	Janel Keyes	General Supplies	\$23.46
77593	Jessica Schroeder	General Supplies	\$217.17
77594	Johnson Hardware	Buildings	\$977.00
77595	Jordan Engle	Technical Services	\$129.80
77596	Joseph Blake West	Mileage Paid to Staff	\$100.00
77597	Journeyed-Microsoft LAR	Web Based Software	\$19,945.64
77598	Kaplan Early Learning Co	General Supplies	\$1,711.87
77599	Karisa Dubbs	Mileage Paid to Staff	\$45.41
77600	Katie Crowe	General Supplies	\$24.96
77601	Kelly Supply Co	General Supplies	\$3,447.54
77602	Kidwell Inc	Equipment	\$3,087.50
77603	Knowledge Matters Inc	Web Based Software	\$2,800.00
77604	Lakeshore Learning Materials	General Supplies	\$35,517.59
77605	Lamar Companies	Advertising	\$7,100.00
77606	Laminator.Com	General Supplies	\$1,819.40
77607	Laser Works	General Supplies	\$65.25
77608	Lightspeed Technologies Inc	General Supplies	\$31.00
77609	Linda Ahrens	Technical Services	\$940.61
77610	Lori Forsythe	General Supplies	\$78.96
77611	Lori Watts	Mileage Paid to Staff	\$53.76
77612	Megan L Jaixen	Professional Education Services	\$3,465.00
77613	Meredith Davis	Mileage Paid to Staff	\$53.20
77614	Michelle Foster	Mileage Paid to Parents	\$7.73
77615	Nathan Helzer	General Supplies	\$475.33
77616	Nearpod Inc	Web Based Software	\$2,250.00
77617	Playcore Wisconsin Inc	General Supplies	\$1,044.37
77618	Pyramid School Products	General Supplies	\$718.04
77619	Ronald G Hester	Mileage Paid to Staff	\$99.68
77620	Rosemary Gomez	Mileage Paid to Staff	\$23.29
77621	Stacie Faber	Mileage Paid to Staff	\$24.92
77622	Suyapa Gonzalez	Mileage Paid to Staff	\$210.28
77623	T C Ceilings Inc	Buildings	\$14,321.28
77624	Tally Creative Inc	Professional Services	\$800.70
77625	Tami Chandler	Technical Services	\$850.76
77626	Tammi K Garrels	Mileage Paid to Staff	\$7.50
77627	Tawana Grover	Travel	\$281.11
77628	Teaching Strategies LLC	Books & Periodicals	\$3,046.40
77629	Terjak Construction Inc	Equipment	\$38,748.00
77630	The Happy Brush	General Supplies	\$1,460.00
77631	The Home Depot Pro	Custodial Supply Warehouse	\$19,816.30
77632	The Prophet Corporation	General Supplies	\$3,556.56

Grand Island Public Schools

Claims Listing

August 12, 2021

<u>Reference No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
77633	Therese Hulme	Mileage Paid to Staff	\$10.64
77634	Tom Dinsdale Chevrolet Cadillac	Repairs and Maintenance Services	\$3,279.72
77635	Tonya Papineau	Mileage Paid to Staff	\$62.88
77636	Toofast Supply	General Supplies	\$472.05
77637	Tools 4 Reading LLC	General Supplies	\$450.00
77638	Travas G Wright	Mileage Paid to Staff	\$29.56
77639	Tumbleweed Press Inc	Web Based Software	\$479.20
77640	Tyler Technologies Inc	Employee Training and Development Services	\$1,200.00
77641	Uline	Custodial Supply Warehouse	\$5,520.30
77642	UniFirst Corporation	Technical Services	\$949.60
77643	Varidesk LLC	General Supplies	\$477.00
77644	Veritiv Operating Company	Instructional Materials Warehouse	\$4,012.88
77645	Village Cleaners	Technical Services	\$48.00
77646	Voyager Sopris Learning Inc	General Supplies	\$3,463.74
77647	West Music Co	General Supplies	\$450.22
77648	Winsupply of Grand Island	General Supplies	\$1,018.11
77649	Yandas Music	Books & Periodicals	\$611.15
77650	Young Womens Christian Assoc	Employee Training and Development Services	\$200.00
ACH	Committee For Children	Web Based Software	\$73,883.70
ACH	Grapple Institute LLC	Employee Training and Development Services	\$34,000.00
ACH	Hamilton Long Distance Company	Technology Hardware	\$70,000.00
ACH	Ombudsman Educational Services, LTD	Professional Education Services	\$2,328.00
ACH	Savvas Learning Company	Employee Training and Development Services	\$49,000.00
ACH	Savvas Learning Company	Books & Periodicals	\$153,133.59
ACH	Soliant Health LLC	Professional Education Services	\$98,117.73
ACH	Tri City Sign Company	Miscellaneous Expenditures	\$29,402.00
ACH	Wells Fargo Equipment Finance Inc	Technical Services	\$8,781.03
		July Claims	\$1,767,693.76
		July 15, 2021 Payroll	\$7,780,967.10
			<u>\$9,548,660.86</u>

GRAND ISLAND PUBLIC SCHOOLS
Grand Island, Nebraska

STAFF ADJUSTMENT

Addendum

August 12, 2021

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>
Donald Halbgewachs	Fifth Grade/1.0 FTE/Lincoln	08/05/21	BA+09 -07	UNK	K. Butters

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

**STAFF ADJUSTMENT
August 12, 2021**

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>
Arah Anderson	Mathematics/1.0 FTE/Virtual Secondary School	08/05/21	MA-09	Southeastern University	Approved by Board
Christy Acevedo Cabrera	Kindergarten/1.0 FTE/West Lawn	08/05/21	BA-01	Hastings College	Approved by Board
Lana Bushhousen	Family & Consumer Science/ 1.0 FTE/Walnut	08/05/21	BA+27 -04	UNL	K. Liess
Kalsie Cheek	Bilingual/1.0 FTE/Lincoln	08/05/21	BA-02	UNK	E. Cirila
Lindsey Hiers	Special Education Resource/ 1.0 FTE/Virtual Secondary School	08/05/21	MA-09	Western Governors	Approved by Board
John Hirschman	Network & Systems Engineer/ 1.0 FTE/Admin. Bldg.	06/28/21			W. Johnson
Brittany Kretz	Social Studies/1.0 FTE/Virtual Secondary School	08/05/21	MA+45 -10	Concordia University Portland	Approved by Board
Jamie McCurry	Mathematics/1.0 FTE/Virtual Secondary School	08/05/21	MA-09	University of Tennessee Chattanooga	Approved by Board
Valerie Roth	Social Worker/1.0 FTE/Early Learning Center	08/05/21	MA-02	UNO	Approved by Board
Jennifer Rumery	School Psychologist/.40 FTE plus 4 extended days/Senior	08/05/21 -05/23/22	MA+45 -11	UNK	Temporary position

Certified New Hires (cont.)

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>	<u>Degree/ Level</u>	<u>College/ University</u>	<u>Replaces/ Reason</u>
Patricia Van Pelt	Gear Up Academic Coach/ 1.0 FTE/Admin. Bldg.	08/05/21	MA+45 -11	Doane University	A. Beahm
Christopher Walkemeyer	Social Studies/1.0 FTE/Senior	08/05/21	BA-02	UNK	B. Skalberg
Beth Werner	School Counselor/1.0 FTE/ K-8 Virtual School	08/05/21	MA-02	Creighton University	Approved by Board
Reagan Wooden	Mathematics/1.0 FTE/Senior	08/05/21	BA-02	UNL	T. Paul

New Hire/Extra Standard Assignment

<u>Name</u>	<u>Extra-Standard Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
David Caldwell	MS Assistant Boys Track/Walnut	08/05/21	E. Lemburg
Michele Putnam	Boys Assistant Track/Senior	08/05/21	C. Burchess
Bryan Ramallo	MS Head Girls Soccer/Walnut	08/05/21	C. De Witt
Bryan Ramallo	MS Assistant Football/Walnut	08/05/21	K. Liess
Megan Richardson	MS Assistant Volleyball/Walnut	08/05/21	T. Sandoe
Faviola Seiler	MS Assistant Girls Track/Walnut	08/05/21	M. Foltz
Maria Vasquez Melchor	MS Assistant Girls Soccer/Walnut	08/05/21	C. Liess

New Hire/Extra Standard Assignment (cont.)

<u>Name</u>	<u>Extra-Standard Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Amber Wissing	Girls 9th Grade Head Basketball/Senior	08/05/21	J. Myers

Classified New Hires

<u>Name</u>	<u>Assignment/Building</u>	<u>FTE</u>	<u>Starting Date</u>	<u>Replaces/Reason</u>
Gail Blain	Nutrition Services Secretary/Admin. Bldg.	1.0	07/26/21	P. Morriss
Margaret Conant	Head Food Server/Engleman	.50	08/05/21	N. Eberle
Cody De Palma	Skills Academy Paraprofessional/Westridge	.94	08/05/21	L. Racioppi
Deborah Esquivel	Nutrition Services Assistant Manager/CNC	1.0	08/05/21	D. Kush
Alrsala Gorshe	Nutrition Services Assistant/Senior	.50	08/05/21	C. Kaspar
Jeri Harris	Crossing Guard/Engleman	.31	08/11/21	B. Sommer
Haley Jones	Food Server/West Lawn	.59	08/05/21	M. Petersen
Ruth Ortiz	Head Food Server/Starr	.88	08/05/21	D. DeLeon
Ana Perkins	Food Server/Newell	.50	08/05/21	J. Heidelk
Sally Rapien	Satellite Clerk/Newell	.53	08/05/21	V. Garcia
Tracy Shuck	Nutrition Services Manager/Walnut	1.0	07/19/21	D. Morris
Kyle Stratman	Assistant Custodian/Jefferson	1.0	06/07/21	M. Morales Ochoa
Angela Wheeler	Special Education Paraeducator/Starr	.94	08/05/21	A. Elliott

Certified Resignations

<u>Name</u>	<u>Assignment/Building</u>	<u>Reason</u>	<u>Effective</u>
Angela Cavill	School Counselor/1.0 FTE/Gates	Relocation	05/26/21
William Cavill	Art/1.0 FTE/Walnut	Relocation	05/26/21
Kevin Liess	Health/1.0 FTE/Walnut	New position	05/26/21
Barry Skalberg	Social Studies/1.0 FTE/Senior	Pass away	06/27/21

Certified Extra Standard Resignations

<u>Name</u>	<u>Assignment/Building</u>	<u>Reason</u>	<u>Effective</u>
Craig Burchess	Assistant Boys Track/Senior	Personal	05/25/21
Charles De Witt	MS Head Girls Soccer/Walnut	Retirement	05/26/21
Morgan Foltz	MS Assistant Girls Track/Walnut	New position	05/26/21
Eon Lemburg	MS Assistant Boys Track/Walnut	Personal	05/26/21
Chelsey Liess	MS Assistant Girls Soccer/Walnut	New position	05/26/21
Kevin Liess	MS Assistant Football/Walnut	New position	05/26/21

Classified Resignations

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Reason</u>	<u>Effective</u>
Nosiaba Ahmed	Nutrition Services Assistant/.50 FTE/Senior	Personal	05/21/21
Douglas Corman	Yard Worker/1.0 FTE/Admin. Bldg.	Personal	06/22/21
Cristy Delgado	Paraeducator/.94 FTE/Starr	Personal	05/21/21
Nicole Dramse	Special Education Paraeducator/.94 FTE/Senior	Personal	07/01/21
Amy Elliott	Special Education Paraeducator/.94 FTE/Starr	Relocation	05/19/21
Jessica Esquivel Fernandez	Bilingual Paraeducator/.50 FTE/Howard	Personal	05/18/21
Scott Galusha	Study Hall Supervisor/.94 FTE/Senior	Personal	05/21/21
Lisa Gehr	Special Education Paraeducator/.94 FTE/West Lawn	Personal	05/21/21
Jazmin Guerrero Cervantes	Preschool Bilingual Paraeducator/1.0 FTE/Early Learning Center	Personal	01/12/21
Stephanie Hansen	Head Cook/1.0 FTE/CNC	Personal	05/21/21
Amber Hartley	Paraeducator/.51 FTE/Jefferson	Personal	05/21/21
Rebecca Heidelk	Physical Education Paraeducator/.38 FTE/Barr/ Special Education Paraeducator/.53 FTE/Newell	New position	05/24/21
Aide Heredia Quintana	Preschool Bilingual Paraeducator/1.0 FTE/Early Learning Center	Personal	05/21/21
Trisha Lenhart	Paraeducator/.38 FTE/Noon Monitor/.31 FTE/Gates	Personal	05/21/21

Classified Resignations (cont.)

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Reason</u>	<u>Effective</u>
Cheyenne Loeffler	Assistant Secretary/1.0 FTE/Westridge	New position	07/06/21
Viridiana Lopez -Chavez	Paraeducator/.94 FTE/Starr	Personal	05/21/21
Pamela Martinez Manriquez	Preschool Bilingual Paraeducator/1.0 FTE/Early Learning Center	Personal	05/21/21
Jack McVeigh	Crossing Guard/.31 FTE/Barr	Personal	07/06/21
Christina Olena	Deaf Interpreter/.94 FTE/Stolley Park	Personal	05/21/21
Diana O'Neill	Crossing Guard/.31 FTE/West Lawn	Personal	05/21/21
LaDonna Ortega	Crossing Guard/.31 FTE/Engleman	Personal	05/21/21
Victoria Ortega	Attendance Secretary/.38 FTE/Lincoln	New position	05/25/21
Robin Parsons	Satellite Clerk/.38 FTE/Seedling Mile	Personal	05/21/21
Rebecca Paulson	Satellite Clerk/.44 FTE/Stolley Park	Personal	05/21/21
Anirian Perez Santiago	Nutrition Services Assistant/1.0 FTE/CNC	Personal	05/21/21
Jennyfer Perez-Veliz	Special Education Paraeducator/.94 FTE/Barr	Personal	05/06/21
Connie Posson	Special Education Paraeducator/.94 FTE/Wasmer	Personal	05/21/21
Anthony Purvis	Crossing Guard/.31 FTE/Jefferson	Personal	05/21/21
Kara Rieger	Piano Accompanist/1.0 FTE/Barr	New position	05/24/21

Classified Resignations (cont.)

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Reason</u>	<u>Effective</u>
Toni Santee	Secretary for Student Learning/1.0 FTE/Admin. Bldg.	Relocation	08/04/2021
Megan Smallwood	Paraeducator/.94 FTE/Westridge	Relocation	05/21/21
Beverly Sommer	Crossing Guard/.31 FTE/Engleman	Personal	05/21/21
Jack Stratman	Crossing Guard/.31 FTE/Stolley Park	Relocation	05/21/21
Shelly Townley	Special Education Paraeducator/.94 FTE/Dodge	Personal	05/21/21
Carlos Vargas Castano	Bilingual Paraeducator/.94 FTE/Senior	New position	07/01/21

Certified Changes

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Regina Ambroz	Kindergarten/1.0 FTE/ Howard/Virtual School	Fifth Grade/1.0 FTE/ Stolley Park/Virtual School	08/05/21	Change in assignment
Summer Bartunek	School Psychologist/.60 FTE/ Starr/.40 FTE/Jefferson	School Psychologist/1.0 FTE/ Starr/Wasmer	08/05/21	E. Lopez-Rivas
Marcy Burr	Kindergarten/1.0 FTE/ Engleman/Virtual School	Kindergarten/1.0 FTE/ Stolley Park/Virtual School	08/05/21	Change in location
Megan Barnett	First Grade/1.0 FTE/Newell/ Virtual School	Third Grade/1.0 FTE/Stolley Park/Virtual School	08/05/21	Change in assignment

Certified Changes (cont.)

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Erika Cirila	Bilingual/1.0 FTE/Lincoln	Kindergarten/1.0 FTE/Lincoln	08/05/21	K. Huse
Cindy Clark	Special Education Resource/ 1.0 FTE/Stolley Park/ Virtual School	Special Education Resource/ .75 FTE/Stolley Park/Virtual School/.25 FTE/Stolley Park	08/05/21	Change in assignment
Amber Clausen	Mathematics/1.0 FTE/Barr	Science/1.0 FTE/Westridge	08/05/21	D. Lindsey
Debra Daly	Fifth Grade/1.0 FTE/Starr	English Language Arts/Social Studies/1.0 FTE/Secondary Virtual School	08/05/21	Approved by Board
Amy Haney	Kindergarten/1.0 FTE/Lincoln/ Virtual School	First Grade/1.0 FTE/Lincoln	08/05/21	R. Swanson
Melanie Hansen	First Grade/1.0 FTE/Lincoln	Second Grade/1.0 FTE/Lincoln	08/05/21	Enrollment
Natalie Harden	First Grade/1.0 FTE/West Lawn/Virtual School	First Grade/1.0 FTE/Stolley Park/Virtual School	08/05/21	Change in location
Krysta Huse	Kindergarten/1.0 FTE/Lincoln	Intervention Specialist/ 1.0 FTE/Lincoln	08/05/21	Approved by Board
Caitlin Jensen	Academic Support Coach/ 1.0 FTE/Engleman	Elementary Assistant Principal/ .50 FTE/Academic Coach/ .50 FTE/Engleman	08/16/21	T. Ruybalid
Nikole Kasperbauer	Fifth Grade/1.0 FTE/Dodge	Second Grade/.53 FTE/Dodge	08/05/21	A. Gutierrez
Savannah Kok	School Psychologist/.50 FTE/ Lincoln/.50 FTE/West Lawn	School Psychologist/1.0 FTE/ Lincoln/Dodge	08/05/21	K. Watson

Certified Changes (cont.)

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Chandra Kosmicki	Integration Specialist/.57 FTE/ Jefferson/.43 FTE/West Lawn	Integration Specialist/1.0 FTE/ Engleman	08/05/21	A. Scott
Charity LaBrie	Elementary Principal/.50 FTE/ Seedling Mile/Fine Arts Director/.50 FTE/Senior	Elementary Principal/.50 FTE/ Bilingual/.50 FTE/Seedling Mile	08/16/21	Position eliminated
Elizabeth Lopez-Rivas	School Psychologist/.50 FTE/ Howard/.50 FTE/Wasmer	School Psychologist/1.0 FTE/ Howard/Seedling Mile	08/05/21	K. Wollenburg
Jody Nissen	Third Grade/1.0 FTE/Howard/ Virtual School	Fourth Grade/1.0 FTE/Stolley Park/Virtual School	08/05/21	Change in assignment
Michele Pittman	Special Education Resource/ 1.0 FTE/Westridge	Special Education Resource/ 1.0 FTE/Walnut	08/05/21	M. Foltz
Krista Sherick	Second Grade/1.0 FTE/Dodge/ Virtual School	Second Grade/1.0 FTE/Stolley Park/Virtual School	08/05/21	Change in location
Ashley Splattstoesser	Bilingual/.5294 FTE/Newell/ Virtual School	Bilingual/.5294 FTE/Stolley Park	08/05/21	Approved by Board
Jimena Taylor	Bilingual/1.0 FTE/Dodge/ Virtual School	Bilingual/1.0 FTE/Stolley Park/Virtual School	08/05/21	Change in location
Jean Vaughn	Intervention Specialist/ 1.0 FTE/Howard	Third Grade/1.0 FTE/Engleman	08/05/21	K. Mogilefsky
Ashley Walker	Social Walker/.53 FTE/ Westridge	Social Worker/.50 FTE/ Westridge/.50 FTE/Secondary Virtual School	08/05/21	Approved by Board
Kristin Watson	School Psychologist/.80 FTE/ Dodge/.20 FTE/Non-Public	School Psychologist/1.0 FTE/ Jefferson/Non-Public	08/05/21	S. Bartunek
Katie Wollenburg	School Psychologist/.80 FTE/ Newell/.20 FTE/Seedling Mile	School Psychologist/1.0 FTE/ Newell/West Lawn	08/05/21	S. Kok

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>
Sheri Adams	Nutrition Services Assistant/ .56 FTE/CNC/.38 FTE/ Westridge	Nutrition Services Assistant/ 1.0 FTE/Senior	08/05/21	K. Hemmer
Daryl Beilke	Satellite Truck Driver/ .50 FTE/CNC	Crossing Guard/.31 FTE/ Newell	08/05/21	R. Rowland
Nancy Eberle	Head Food Server/.69 FTE/ Engleman	Head Food Server/.25 FTE/ Food Server/.50 FTE/Engleman	08/05/21	S. Vazquez
Lori Forsythe	Secretary to the Principal/ 1.0 FTE/Wasmer	Secretary to the Principal/ 1.0 FTE/Westridge	07/19/21	A. Camacho
Amanda Halverson	Technology Assistant/.75 FTE/ Paraeducator/.13 FTE/ Engleman	Technology Assistant/1.0 FTE/ Engleman	08/05/21	Student need
Tristen Hemmer Hinrichsen	Skills Academy Paraprofessional/.94 FTE/ Westridge	Skills Academy Paraprofessional/.94 FTE/ Dodge	08/05/21	B. Salter

Classified Changes (cont.)

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Brenda Janicek-Skarka	Technology Assistant/ .75 FTE/Newell/.25 FTE/ Lincoln	Technology Assistant/ 1.0 FTE/Newell	08/05/21	Student need
Jacqueline Juarez -Meier	Migrant Community Liaison/ 1.0 FTE/Admin. Bldg.	Migrant Community Liaison/ .50 FTE/Admin. Bldg.	08/05/21	Change in hours
Kimberly Kluska	Bilingual Paraeducator/ .50 FTE/Paraeducator/ .38 FTE/Howard	Assistant Secretary/1.0 FTE/ Westridge	07/12/21	C. Loeffler
Dayna Kush	Nutrition Services Assistant Manager/1.0 FTE/CNC	Nutrition Services Assistant Manager/Head Cook/1.0 FTE/ Senior	08/05/21	N. Ahmed's FTE
Melissa Lemburg	Nutrition Services Assistant/ 1.0 FTE/CNC	Nutrition Services Assistant/ .88 FTE/CNC	08/05/21	Employee request
Stephanie Massing	Behavior Paraeducator/ 1.0 FTE/Various locations	Skills Academy Paraprofessional/.94 FTE/ Westridge	08/05/21	A. Hake
Carole Mathews	Crossing Guard/.31 FTE/ Shoemaker	Crossing Guard/.31 FTE/ Jefferson	08/11/21	A. Purvis
Theresa McCarthy	Nutrition Services Assistant/ .50 FTE/Senior/.44 FTE/ CNC	Nutrition Services Assistant/ .50 FTE/Senior	08/05/21	Employee request
Jo Anna Nuncio	Preschool Paraeducator/ 1.0 FTE/Howard	Satellite Clerk/.38 FTE/ Howard	08/05/21	H. Elsbernd

Classified Changes (cont.)

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Carolynn Perkins	Study Tutor Paraeducator/ 1.0 FTE/Westridge	Registrar Clerk/1.0 FTE/ Senior	07/14/21	J. Hoesche
Martha Petersen	Food Server/.59 FTE/ West Lawn	Head Food Server/.66 FTE/ West Lawn	08/05/21	P. Johnson
Jane Poole	Instructional Support Coordinator/1.0 FTE/Senior	Campus Monitor/1.0 FTE/ Senior	08/11/21	S. Schwieger
Kristen Schwarz	Paraprofessional/.94 FTE/ Knickrehm	Paraprofessional/.44 FTE/ Knickrehm	08/05/21	Teaching assignment
Sherril Tolen	Technology Assistant/1.0 FTE/ Newell	Technology Assistant/1.0 FTE/ Lincoln	08/05/21	J. Yanez
Maria Trejo Guerrero	Migrant Education Facilitator/ 1.0 FTE/Senior	Migrant Education Facilitator/ .60 FTE/Senior	08/05/21	Employee request
Shawna Vazquez	Food Server/.50 FTE/ Engleman	Satellite Clerk/.41 FTE/ Engleman	08/05/21	C. Sokol
Lavonne Wieser	Paraeducator/.59 FTE/ Crossing Guard/.31 FTE/ Jefferson	Crossing Guard/.31 FTE/ Jefferson	05/21/21	Employee request
Jennifer Yanez	Technology Assistant/1.0 FTE/ Lincoln	Technology Assistant/1.0 FTE/ Stolley Park	08/05/21	J. West

Certified Special Assignment

<u>Name</u>	<u>Additional Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Brittany Kretz	Ph. D. Stipend/Virtual Secondary School	08/05/21	Ph. D.

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

Grand Island Public Schools

Fund Balances

Fiscal Year: 2020-2021

Month: August

Year: 2021

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	\$26,130,902.55	\$113,550,860.20	(\$105,224,449.37)	\$0.00	\$34,457,313.38
02	Depreciation	\$1,467,189.42	\$0.00	(\$1,112,616.16)	\$0.00	\$354,573.26
03	Employee Benefit	\$3,109,831.94	\$13,112.03	(\$8,154.51)	\$0.00	\$3,114,789.46
04	Contingency	\$1,056,207.38	\$11,687.71	\$0.00	\$0.00	\$1,067,895.09
05	Activities	\$2,090,257.79	\$1,467,283.41	(\$1,851,428.92)	\$0.00	\$1,706,112.28
06	School Nutrition	\$1,105,134.25	\$6,475,430.52	(\$4,898,725.10)	\$0.00	\$2,681,839.67
07	Bond	\$7,134,429.57	\$6,121,145.36	(\$6,187,112.01)	\$0.00	\$7,068,462.92
08	Special Building	\$4,679,204.68	\$837,243.32	(\$2,992,156.47)	\$0.00	\$2,524,291.53
09	Qualified Capitol Purpose Undertaking	\$849,021.27	\$2,388,618.69	(\$2,188,118.20)	\$0.00	\$1,049,521.76
10	Cooperative	\$807,128.39	\$0.00	\$0.00	\$0.00	\$807,128.39
Grand Total:		\$48,429,307.24	\$130,865,381.24	(\$124,462,760.74)	\$0.00	\$54,831,927.74

End of Report

Memorandum of Agreement
Between GIPS and H3C
Early Childhood Community and Family Outreach Coordinator
Initiated July 31, 2021

This agreement is between Hall County Community Collaborative (H3C) and Grand Island Public Schools (GIPS). H3C agrees to serve as fiscal agent for GIPS for the Early Childhood Community and Family Outreach Coordinator (Family Outreach Coordinator) funded by the Full Service Community School Grant (FSCS).

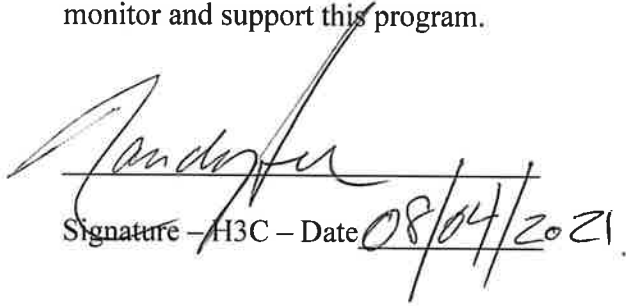
GIPS is responsible to hire, supervise and pay the full-time Family Outreach Coordinator. GIPS will submit a monthly request for grant funds from H3C to reimburse salary expenses estimated for the 2021-2022 school year at \$50,572.75 plus \$8,865.40 for FICA and Retirement for a total of 59,438.15. GIPS will manage the program and the Family Outreach Coordinator will work with GIPS to provide opportunities for students and families in collaboration with businesses, organizations and other community agencies in a way that positively supports student success, engages families, builds relationships and fosters school-community partnerships.

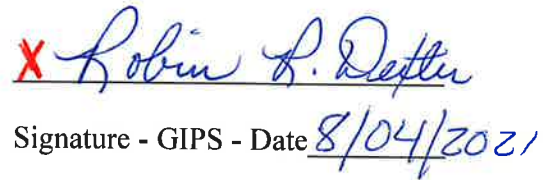
The Family Outreach Coordinator will:

1. Work together with students, parents, school personnel, community agencies and others to increase attendance and help make school a successful and relevant experience for students
2. Support implementation of district, school and community goals through the development of key partnerships with school personnel and community collaborative in order to ensure school-based services are understood and widely available
3. Regular collaboration with school leadership and staff, and H3C team efforts
4. Utilize principles of Collective Impact to support the FSCS approach
5. Assist all partners in their growth and learning related to the FSCS approach
6. Build strong relationships with school partners and diverse community stakeholders, and identify opportunities for them to *align services* critical to school and community needs
7. Coordinate wrap-around services in response to student & family needs (individual and school); specifically through the school's existing resources and partnerships and by engaging additional needed partners
8. Support student transition times (e.g. from grade-to-grade and school-to-school)
9. Connect in meaningful ways with families through various means to ensure their voices are heard and needs are being identified and met
10. Lead or participate in family engagement events with the school and community partners
11. Coordinate educational opportunities for families related to academics, basic life skills or other identified needs
12. Manage and assist with volunteer and community events representing the school & community collaborative work
13. Gather, analyze, and use data to inform site based FSCS team decisions and keep meetings results-focused
14. Set and work toward established FSCS goals with the school-based site team

15. Develop systems and structures for tracking accurate program reporting and audits and complete administrative duties to assist with management of the FSCS grant
16. Plan and facilitate Community Cafes
17. Ensure the execution of services, courses, and/or educational opportunities that are culturally responsive
18. Ensure effective use of technology to maintain transparency of communication-i.e. website, email communications, newsletters, social media

Grant Oversight and Management will be provided by H3C that serves as the fiscal agent. GIPS and H3C will work collaboratively with NDE and the NE Children and Families Foundation to monitor and support this program.


Signature - H3C - Date 08/04/2021


Signature - GIPS - Date 8/04/2021



Date: 7/28/2021
 Order Number: Q-347397
 Revision: 2
 Order Form Expiration Date: 7/31/2021

ORDER FORM

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 Call 214.294.9901 or e-mail creditcardprocessing@edmentum.com

Customer and Billing Address

Customer No.: 143381
 Customer Name: Grand Island Public Schools
 Billing Address: 123 S WEBB RD
 GRAND ISLAND, NE 68802-4904

Products and Services

Grand Island Public Schools

Products	Qty	License Start Date	License End Date	License Term (Months)
Courseware: Comprehensive Library - Program License	1,000	8/1/2021	7/31/2022	12
Courseware: CTE Library - Program License	125	8/1/2021	7/31/2022	12
Courseware: Electives Library - Program License	125	8/1/2021	7/31/2022	12
Grand Island Public Schools Subtotal:				\$104,063.75

Subtotal:	USD 104,063.75
Estimated Tax:	USD 0.00
Total US Funds:	USD 104,063.75

** 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.

Invoicing and Payment Terms

The full amount of Your Order will be invoiced when accepted by Us. Payment is due 15 days after invoice date.

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 for the full amount of this Order Form. Your order will not be scheduled for delivery until you have submitted a purchase order referencing and conforming to this Order Form.

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

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Academy courses/programs, you agree that (i) the fees you're 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 Agreement's 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 Agreement's 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: _____





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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.

Enrollment extensions are available: 2 Weeks - \$25. 4 Weeks - \$50.

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 (valid for Calvert Digital only if Instructional Support option for Calvert is utilized per Appendix A).
- 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.

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- 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.
- 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.

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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: 7/29/2021

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. Edmentum is the main platform for Virtual secondary students to access core and elective courses that meet Rule 10 and graduation requirements

2. Administrative Rationale for BOE Agenda Item (connect to Strategic Plan Objectives/Success Measures)

Obj. 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 funds for continued renewal as part of the consent agenda.

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.

5. Stakeholder Group(s) Involved

L4L, K-12 Principals, Teachers, Students, Virtual Secondary School

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, Success Academy for credit recovery and accrual, and will be the primary instructional tool for our Virtual Secondary School moving forward. The resources are easily accessible to students and teachers.

7. Fiscal Impact

Amount: Not to exceed \$104,063.75

Source: L4L

Details:

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 2021 school year to assess use and impact

Timeline:

- 1) August 2021 - Renewal
- 2) Data points Fall, Winter, Spring from Dr. Bailey (VSS), Dr. DeFrank (SA), and Mr. Wichman (GISH)

▲ Board Report/Follow-Up

Actions:

Follow up data will be provided at L4L BOE Committee Spring 2022.

Timeline:

1 month 3 months 6 months annually N/A



Quotation

Company Address Learning Sciences International
175 Cornell Rd., Suite 18
Blairsville, PA 15717
US

Quote Number Q-14417
Expiration Date

Vendor Account No.

Payment Terms Net 30

Program Partner Claire Erwin
Phone (805) 695-3866

Make checks payable to: Learning Sciences International
Fax Signed Quote to: (724) 299-8133

Bill To Name Grand Island Public Schools
Bill To Accounts Payable
PO Box 4904
Grand Island, NE 68802-4904
US

Contact Name Toni Palmer
Phone 308-385-5900
Email tpalmer@gips.org

NOTE: On-site Professional Development sessions require a minimum of a **30-day** advance notice. Purchase Orders must be received prior to any date or staff developer requests can be honored. Any Professional Development requested with less than 30-day's notice is subject to Staff Developer availability and a \$500 expediting fee.

QTY	PRODUCT	CODE	DESCRIPTION	UNIT PRICE	TOTAL PRICE
19.00	iObservation Annual License, Marzano (Building) - Renewal	TEC-iO-R1y-Bdg-102-Marz	iObservation Annual License, Marzano (Building) - Renewal. 1-year license <ul style="list-style-type: none"> • Grand Island Public Schools iObservation renewal 21-22 • Renewal term: 9.1.20 - 8.31.22 	USD 2,100.00	USD 39,900.00
					USD 39,900.00
				TOTAL:	USD 39,900.00

Notes:

Learning Sciences International Terms & Conditions

Customer Acknowledgment

Customer acknowledges agreement with these Terms & Conditions of Sale by placement of an order to purchase products or services from Learning Sciences International, LLC.

Prices

Prices quoted are good for 30 days from the date of proposal or quote, unless otherwise stated in writing. All prices stated in USD unless otherwise noted.

Payment

Purchase order or payment is required prior to order fulfillment. Make checks payable in USD to "Learning Sciences International" and submit to 175 Cornell Road, Suite 18, Blairsville, PA 15717.

Purchase Orders

Please reference quote number (shown above) on all purchase orders. Purchase orders should be sent to Learning Sciences International, 175 Cornell Road, Suite 18, Blairsville, PA 15717 or faxed to (724) 299-8133 or emailed to: orders@learningsciences.com

Terms

Standard payment terms are net 30 from date of invoice. Seller reserves the right to charge interest at the rate of 0.5% per month on past due balances. Seller also reserves the right to submit invoices greater than 90 days past due to a third party agency for collection.

Scheduling

On-site training and professional development sessions requires 30 days advance notice. Purchase order or payment must be received before training dates can be reserved. Trainings scheduled at the Customer's request with less than 30 days advance notice are subject to availability and a \$500 expediting fee.

All training sessions must be scheduled no later than 12 months following receipt of purchase order.

Cancellation/Rescheduling

Virtual Sessions may be cancelled or rescheduled 7 or more calendar days before the scheduled date of the event without a penalty. Customers who cancel/reschedule the virtual session within 1-6 calendars days prior to the event, will be charged 50% of the event price. If a customer does not show up for the event or cancels the event on the day of the training, will still be responsible for 100% of the event price.

On-Site Trainings may be cancelled or rescheduled 14 or more calendar days before the scheduled training date without a penalty. Customers who cancel/reschedule the on-site training up to 3 calendar days prior to the training, will be charged 50% of the training price after 3 days will be 100% of the training. If a customer does not show up for training or cancels the training on the day it was scheduled, will be responsible for 100% of the training price.

All cancellation or rescheduling requests, should be emailed to: scheduling@learningsciences.com or call: 888-235-6555 ext. 0.

FORCE MAJEURE. Neither Party will be liable for any failure or delay in performing an obligation under this Agreement that is due to any of the following causes, to the extent beyond its reasonable control: acts of God, accident, riots, war, terrorist act, epidemic, pandemic, quarantine, civil commotion, breakdown of communication facilities, breakdown of web host, breakdown of internet service provider, natural catastrophes, governmental acts or omissions, changes in laws or regulations, national strikes, fire, explosion.

Shipping and Handling

Shipping and Handling for print materials shown at standard ground rates. Please allow 7-10 business days for order processing and delivery. Expedited or overnight shipping available for some items. Additional fees may apply.

LSI will fulfill your order based on the quantity of materials shown on your purchase order. Should you request additional copies of materials, you will be invoiced for the materials plus shipping and handling. Expedited or overnight shipping may apply.

Sales, Use, Value Add and other Taxes

Customers exempt from sales taxes must provide a copy of their current exemption certificate, if applicable. LSI reserves the right to charge sales, use, and/or value added tax in addition to quoted product prices as required by taxing authorities, if applicable. Actual sales tax billed will be based on Seller's sales tax collection requirements and Customer's current jurisdiction rates in effect on the date of invoice.

Materials Reprint Licenses

Professional development sessions and related materials are revised periodically to reflect most current research and provide the best possible experience for the learners. Updates to materials covered under reprint licenses will be provided free of charge upon request during the terms of the license. Customers are advised to print only sufficient quantities to cover their immediate training needs.

Recording of Presentations

All audio and video recording is prohibited without written consent from Learning Sciences International, LLC.

iObservation Terms of Use

iObservation terms of use can be found at www.effectiveeducators.com.

Signature: _____

Effective Date: ____/____/____

Name (Print): _____

Title: _____

Please sign and return with Purchase Order.

THANK YOU FOR YOUR BUSINESS!

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Grand Island Public Schools - 205384

Reference ID: 489317

PO Box 4904

Grand Island, NE 68802-4904

Contact: Kate Crowe - (308) 385-5900

Email: kcrowe@gips.org

Quote Summary

School Count: 20

Renaissance Products & Services Total	\$50,020.50
Shipping and Processing	\$0.00
Sales Tax	\$0.00
Grand Total	USD \$50,020.50

This quote includes: Renaissance Star 360.

To receive applicable discounts, all orders included on this quote must be received at the same time.

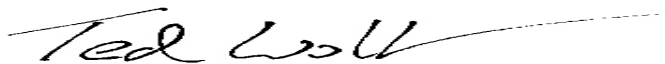
By signing below, you

- agree that this Quote, any other quotes issued to you during the Subscription Period and your use of the Applications, the Hosting Services and Services are subject to the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R003981304GH3CB5.pdf> which are incorporated herein by reference;
- consent to the Terms of Service and License; and
- consent to the collection, use, and disclosure of the personal information of children under the age of 13 as discussed in the applicable Application Privacy Policy located at <https://www.renaissance.com/privacy-policy/>.

To accept this offer and place an order, [please sign and return this Quote.](#)

Renaissance will issue an invoice pursuant to this Quote on the Invoice Date you specify below. If no Invoice Date is listed, Renaissance will issue an invoice within 30 days from the date of this Quote. If your organization requires a purchase order prior to invoicing, please check the box below and issue your purchase order to the Renaissance address below no later than 15 days prior to the Invoice Date. Payment is due net 30 days from the Invoice Date.

Please check here if your organization requires a purchase order prior to invoicing: []

Renaissance Learning, Inc.	Grand Island Public Schools - 205384
	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
Date: 06/09/2021	Date:
	Invoice Date:

Email: electronicorders@renaissance.com

If your billing address is different from the address at the top of this Quote, please add that billing address below.

Bill To:

If changes are necessary, or additional information is required, please contact your account executive Heather Miller at (800)897-7594, Thank You.

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This quote is valid until 08/08/2021. All quotes and orders are subject to availability of merchandise. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax (TPT). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Students can become their most amazing selves – only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom – transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

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Quote Details

Grand Island Public Schools - 205384

Products & Services	Subscription Period	Quantity	Unit Price	Total
Data Integration Services				
Custom Data Integration Level 4 (1,501 - 15,000 Subscriptions) Maintenance	08/01/2021 - 07/31/2022	1	\$3,125.00	\$3,125.00
Grand Island Public Schools Total			USD \$3,125.00	

Barr Junior High School - 205380

Products & Services	Subscription Period	Quantity	Unit Price	Total
Applications				
Star 360 Subscription	08/01/2021 - 07/31/2022	375	\$14.02	\$5,257.50
Platform Services				
Annual All Product Renaissance Platform	08/01/2021 - 07/31/2022	1	\$750.00	\$750.00
Professional Services				
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00
Barr Junior High School Total			USD \$6,007.50	

Dodge Elementary School - 205389

Products & Services	Subscription Period	Quantity	Unit Price	Total
Applications				
Star 360 Subscription	08/01/2021 - 07/31/2022	100	\$14.02	\$1,402.00
Platform Services				
Annual All Product Renaissance Platform	08/01/2021 - 07/31/2022	1	\$750.00	\$750.00
Professional Services				
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00
Dodge Elementary School Total			USD \$2,152.00	

Engleman Elementary School - 205426

Products & Services	Subscription Period	Quantity	Unit Price	Total
Applications				
Star 360 Subscription	08/01/2021 - 07/31/2022	100	\$14.02	\$1,402.00
Platform Services				
Annual All Product Renaissance Platform	08/01/2021 - 07/31/2022	1	\$750.00	\$750.00
Professional Services				

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Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00
Engleman Elementary School Total			USD \$2,152.00	

Gates Elementary School - 205416				
Products & Services	Subscription Period	Quantity	Unit Price	Total
Applications				
Star 360 Subscription	08/01/2021 - 07/31/2022	100	\$14.02	\$1,402.00
Platform Services				
Annual All Product Renaissance Platform	08/01/2021 - 07/31/2022	1	\$750.00	\$750.00
Professional Services				
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00
Gates Elementary School Total			USD \$2,152.00	

Grand Island Sr High School - 205407				
Products & Services	Subscription Period	Quantity	Unit Price	Total
Applications				
Star 360 Subscription	08/01/2021 - 07/31/2022	100	\$14.02	\$1,402.00
Platform Services				
Annual All Product Renaissance Platform	08/01/2021 - 07/31/2022	1	\$750.00	\$750.00
Professional Services				
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00
Grand Island Sr High School Total			USD \$2,152.00	

Grand Island Success Academy - 7626594				
Products & Services	Subscription Period	Quantity	Unit Price	Total
Applications				
Star 360 Subscription	08/01/2021 - 07/31/2022	100	\$14.02	\$1,402.00
Platform Services				
Annual All Product Renaissance Platform	08/01/2021 - 07/31/2022	1	\$750.00	\$750.00
Professional Services				
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00
Grand Island Success Academy Total			USD \$2,152.00	

Howard Elementary School - 205375				
Products & Services	Subscription Period	Quantity	Unit Price	Total

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Applications				
Star 360 Subscription	08/01/2021 - 07/31/2022	100	\$14.02	\$1,402.00
Platform Services				
Annual All Product Renaissance Platform	08/01/2021 - 07/31/2022	1	\$750.00	\$750.00
Professional Services				
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00
Howard Elementary School Total				USD \$2,152.00

Jefferson Elementary School - 205345				
Products & Services	Subscription Period	Quantity	Unit Price	Total
Applications				
Star 360 Subscription	08/01/2021 - 07/31/2022	100	\$14.02	\$1,402.00
Platform Services				
Annual All Product Renaissance Platform	08/01/2021 - 07/31/2022	1	\$750.00	\$750.00
Professional Services				
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00
Jefferson Elementary School Total				USD \$2,152.00

Knickrehm Elementary School - 205358				
Products & Services	Subscription Period	Quantity	Unit Price	Total
Applications				
Star 360 Subscription	08/01/2021 - 07/31/2022	100	\$14.02	\$1,402.00
Platform Services				
Annual All Product Renaissance Platform	08/01/2021 - 07/31/2022	1	\$750.00	\$750.00
Professional Services				
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00
Knickrehm Elementary School Total				USD \$2,152.00

Lincoln Elementary School - 205391				
Products & Services	Subscription Period	Quantity	Unit Price	Total
Applications				
Star 360 Subscription	08/01/2021 - 07/31/2022	100	\$14.02	\$1,402.00
Platform Services				
Annual All Product Renaissance Platform	08/01/2021 - 07/31/2022	1	\$750.00	\$750.00
Professional Services				

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Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00
Lincoln Elementary School Total			USD \$2,152.00	

Newell Elementary School - 205413				
Products & Services	Subscription Period	Quantity	Unit Price	Total
Applications				
Star 360 Subscription	08/01/2021 - 07/31/2022	100	\$14.02	\$1,402.00
Platform Services				
Annual All Product Renaissance Platform	08/01/2021 - 07/31/2022	1	\$750.00	\$750.00
Professional Services				
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00
Newell Elementary School Total			USD \$2,152.00	

Seedling Mile Elementary School - 205370				
Products & Services	Subscription Period	Quantity	Unit Price	Total
Applications				
Star 360 Subscription	08/01/2021 - 07/31/2022	100	\$14.02	\$1,402.00
Platform Services				
Annual All Product Renaissance Platform	08/01/2021 - 07/31/2022	1	\$750.00	\$750.00
Professional Services				
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00
Seedling Mile Elementary School Total			USD \$2,152.00	

Shoemaker Elementary School - 205423				
Products & Services	Subscription Period	Quantity	Unit Price	Total
Applications				
Star 360 Subscription	08/01/2021 - 07/31/2022	100	\$14.02	\$1,402.00
Platform Services				
Annual All Product Renaissance Platform	08/01/2021 - 07/31/2022	1	\$750.00	\$750.00
Professional Services				
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00
Shoemaker Elementary School Total			USD \$2,152.00	

Starr Elementary School - 205366				
Products & Services	Subscription Period	Quantity	Unit Price	Total

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Applications				
Star 360 Subscription	08/01/2021 - 07/31/2022	100	\$14.02	\$1,402.00
Platform Services				
Annual All Product Renaissance Platform	08/01/2021 - 07/31/2022	1	\$750.00	\$750.00
Professional Services				
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00
Starr Elementary School Total				USD \$2,152.00

Stolley Park Elementary School - 205352				
Products & Services	Subscription Period	Quantity	Unit Price	Total
Applications				
Star 360 Subscription	08/01/2021 - 07/31/2022	100	\$14.02	\$1,402.00
Platform Services				
Annual All Product Renaissance Platform	08/01/2021 - 07/31/2022	1	\$750.00	\$750.00
Professional Services				
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00
Stolley Park Elementary School Total				USD \$2,152.00

Virtual Elementary School - 7966952				
Products & Services	Subscription Period	Quantity	Unit Price	Total
Applications				
Star 360 Subscription	08/01/2021 - 07/31/2022	100	\$14.02	\$1,402.00
Platform Services				
Annual All Product Renaissance Platform	08/01/2021 - 07/31/2022	1	\$750.00	\$750.00
Professional Services				
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00
Virtual Elementary School Total				USD \$2,152.00

Walnut Middle School - 205400				
Products & Services	Subscription Period	Quantity	Unit Price	Total
Applications				
Star 360 Subscription	08/01/2021 - 07/31/2022	100	\$14.02	\$1,402.00
Platform Services				
Annual All Product Renaissance Platform	08/01/2021 - 07/31/2022	1	\$750.00	\$750.00
Professional Services				

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Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00
Walnut Middle School Total			USD \$2,152.00	

Wasmer Elementary School - 205348				
Products & Services	Subscription Period	Quantity	Unit Price	Total
Applications				
Star 360 Subscription	08/01/2021 - 07/31/2022	100	\$14.02	\$1,402.00
Platform Services				
Annual All Product Renaissance Platform	08/01/2021 - 07/31/2022	1	\$750.00	\$750.00
Professional Services				
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00
Wasmer Elementary School Total			USD \$2,152.00	

West Lawn Elementary School - 205419				
Products & Services	Subscription Period	Quantity	Unit Price	Total
Applications				
Star 360 Subscription	08/01/2021 - 07/31/2022	100	\$14.02	\$1,402.00
Platform Services				
Annual All Product Renaissance Platform	08/01/2021 - 07/31/2022	1	\$750.00	\$750.00
Professional Services				
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00
West Lawn Elementary School Total			USD \$2,152.00	

Westridge Middle School - 205402				
Products & Services	Subscription Period	Quantity	Unit Price	Total
Applications				
Star 360 Subscription	08/01/2021 - 07/31/2022	100	\$14.02	\$1,402.00
Platform Services				
Annual All Product Renaissance Platform	08/01/2021 - 07/31/2022	1	\$750.00	\$750.00
Professional Services				
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00
Westridge Middle School Total			USD \$2,152.00	

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2160 POLICY ON POLICY ADOPTION

The Grand Island Board of Education will periodically review, update, and approve GIPS Board of Education Policies. It shall be the responsibility of the superintendent to keep the board informed as to legal changes at both the federal and state levels. The superintendent or designee shall be responsible for bringing proposed policy statement revisions to the board's attention.

The adoption of board policies shall follow the sequence below, except for policy actions to be taken on emergency measures. Policy adoption requires at least two regular meetings of the Board of Education and may include a special meeting when needed:

- Collect information on the need for policy and feedback from staff directly connected to the policy
- Review by the Board Policy Committee and recommendation to the Board
- Announcement and distribution of the proposed policy as an agenda item at a regular or special meeting of the Board of Education
- Received at a first reading of the policy document subject to further review by school district officials and members of the community
- Discussions and final action by the Board at its next or subsequent meeting.
- If a policy is revised because of a legal change over which the board has no control or a change that is minor, the policy may be approved at one meeting at the discretion of the board

Prior to enactment, all policy proposals shall be titled and coded as appropriate to the subject and in conformance with the codification system used in Board policy. All policies will be maintained in an online repository on the district website.

Legal Reference: Neb. Statute 79-526
 79-532
 79-539
 NDE Rule 10.012.01A

Policy Adopted 3/1/76
Policy Reviewed 8/12/91
Policy Revised 1/11/07
Policy Revised: 04.10.2014
Policy Revised: ???.???.??

2440 RULES OF ORDER

It shall be the responsibility of each board member to follow the rules of order stated in this policy at each meeting, and it shall be the responsibility of the presiding officer to conduct the board meeting within these rules.

As a general guide the Grand Island Public Schools Board of Education shall follow *Roberts' Rules of Order, Revised* latest edition, as modified by this policy and subsequent rule ~~except as otherwise provided by law, by regulation of the State Department of Education, or by practice of the Grand Island Public Schools Board of Education.~~

The purposes of modified rules adopted by the board are:

- To establish guidelines by which the business of the governing board can be conducted in a regular and internally consistent manner;
- To organize the meetings so all necessary matters can be brought to the board and decisions of the board can be made in an orderly and reasonable manner;
- To ensure members of the board, concentrating on the substantive issues at hand have the necessary information to make decisions, and to ensure adequate discussion of decisions to be made; and,
- To ensure meetings and actions of the board are conducted to be informative to the staff and the public, and to produce a clear record of actions taken and decisions made.
- ~~The Rules of Order are generally followed to produce efficient productive meetings and are not intended as a technicality for overturning the work of the board.~~

Legal Reference:

Neb. Statute 84-1408 to 1414
79-570,571

Policy Adopted 3/1/76

Policy Revised 7/8/91

Policy Revised: 7.10.2014

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

GRAND ISLAND PUBLIC SCHOOLS

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)

See attached guidelines: 5310.1 Administrative Procedures for Transportation of Students
5310.2 Student Transportation by Taxi Service

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: 06.11.2020
Policy Revised: 04.08.2021
Policy Revised: ???.??.??

GRAND ISLAND PUBLIC SCHOOLS

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 to 5 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.
5. Individual staff members transporting students for school purposes in private vehicles must have the permission of the immediate supervisor, parent written or documented verbal consent, and meet all applicable requirements set by the district. Private vehicles will be used only when:
 - all other alternatives for transport, such as use of district vehicle, a cab, public transportation, or other agency support has been exhausted;
 - the staff vehicle meets applicable safety requirements, as in the need for a car seat, seat belts, etc.;
 - the driver has been approved to drive by the district;
 - proof of insurance has been supplied to the immediate supervisor;
 - the insurance satisfies the minimum coverage requirements for driving personal vehicles in the State of NE; and
 - when the parents of the students to be transported have given written permission or documented verbal consent to the immediate supervisor.
6. The school district assumes no responsibility for those students who have not received the approval of the immediate supervisor, and who ride in private vehicles for school

GRAND ISLAND PUBLIC SCHOOLS

purposes. The district strongly requests that staff review all other alternatives for transport, such as a district vehicle, a cab, public transportation, or other agency support.

Guidelines Updated: 06.11.2020

5310.2 STUDENT TRANSPORTATION BY TAXI SERVICE

The purpose of district transportation is to provide safe and efficient travel for pupils who live an unreasonable walking distance from school. Students who are identified homeless often have the need for transportation from their current living space. GIPS provides taxi vouchers for students identified as homeless or in need of transportation due to a health condition and not able to ride a bus. The district contracts with a local taxi service as needed.

Safety Protocols for Taxi Transportation

The taxi company will:

- perform background checks on all cab drivers - the background checks performed include: sex offender, state and national checks.
- ensure the student is seat belted at all times.
- make sure a parent/guardian is home before leaving the student.
- require a student ride in a booster seat, if a booster seat is not available the Families in Transition (FIT) Coordinator will arrange for a seat with the parent/guardian.
- ensure that each taxi driver will have a valid driver's license.

Student Conduct

Students will conduct themselves in the same manner as they are expected to in the classroom and on buses. Please refer to 5312.1-Student Conduct on School Buses Contract for more information. If students violate this code of conduct, the taxi company will contact the Families in Transition Coordinator, who will contact the appropriate administrators.

First Violation - warning by driver and a call made to FIT Coordinator

Second Violation - loss of vouchers for one week

Third violation - loss of vouchers for the remainder of the year.

If the student loses privileges to use the taxi service, alternate transportation will need to be made between the parent/guardian and the FIT Coordinator in conjunction with the school social worker.

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

GRAND ISLAND PUBLIC SCHOOLS

5523 DATA OR RECORDS RETENTION

The Grand Island Public Schools records shall be housed in the GIPS central office. It shall be the responsibility of the superintendent or designee to oversee the maintenance and accuracy of the records. The following records shall be kept and preserved at a minimum according to the schedule below:

- Secretary's financial records Permanently
- Treasurer's financial records Permanently
- Minutes of the Board of Education Permanently
- Annual audit reports Permanently
- Annual budget Permanently
- Permanent record of individual pupil Permanently
- Records of payment of judgments against the school district 20 years
- Bonds and bond coupons 10 years
- Written contracts 10 years
- Cancelled warrants, check stubs, bank statements, bills, Invoices, inventories and related records 5 years
- Program grants As determined by the grant
- Nonpayroll personnel records 7 years
- Payroll records 3 years
- Accounting email records 5 years
- Staff and Student email records 2 years ~~no single retention Period~~
- Supt., Assoc. Supt. and Board Members email records 8 years

Employees' records shall be housed in the central administration office. The employees' records shall be maintained by the superintendent or designee, the building administrator, and the employee's immediate supervisor.

The permanent and cumulative records of students currently enrolled in the school district shall be housed where the records can be maintained securely and efficiently for the district's needs.

Records of students who have graduated or are no longer enrolled in the school district shall be housed in the district student information system.

The superintendent or designee may store school district records electronically or on microfilm or microfiche and may destroy paper copies of the records if the records are more than three years old. A properly authenticated reproduction of a microfilmed or electronic record meets the same legal requirements as the original record.

Legal Reference: Neb. Statute § 79-539

Cross Reference: 2470 BOARD MINUTES
4710 ELECTRONIC MESSAGING
6260 PERSONNEL RECORDS
8710 STUDENT FILES AND RECORDS

Policy Adopted: 2/7/77

Policy Revised: 7-14-05

Policy Revised: 10.12.2015

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

Delete

~~1110 STATEMENT OF PHILOSOPHY AND MISSION~~

~~The Grand Island Public Schools has been established by this community for the purpose of preparing students to make positive contributions to society and thrive in an ever-changing world. The student will acquire knowledge to develop skills, attitudes, interests, appreciations, and insights which will enable him or her to live effectively in a democracy and to make a maximum contribution to the improvement of society.~~

~~Therefore, the Grand Island Public Schools identifies the Mission of the school district as follows:~~

~~Every student, every day, a success! In educating students, we teach hearts as well as minds.~~

~~Within the Grand Island Public Schools:~~

- ~~• 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 experience a sense of belonging, contribution, and success; and~~
- ~~• every student will develop responsibility and show respect for others as well as oneself.~~

~~The board endeavors through the dedication of the school district's resources, to encourage students, who come to the school district from a variety of backgrounds, to look forward to the time when they will have jobs, homes, families, places in the school district community, and attain recognition as individuals. In order to achieve this goal, the board will seek qualified employees dedicated to development of their professional skills for the betterment of the education program and for the expertise for educational productivity.~~

~~Instruction and curriculum are the key elements of a public education. Critical thinking and problem-solving skills that will assist the students' preparation for life shall be instructed as part of a sequentially coordinated curriculum. The school district strives to prepare students for employment, to discover and nurture creative talent and to prepare them to meet and cope with social change in an atmosphere conducive to learning.~~

~~The support and involvement of the home and the school district community are essential to achieve educational excellence in the school district. The school district strives to maintain an active relationship with the home and the school district community to create within the students an awareness of dignity and worth of the individual, civic responsibility and respect for authority.~~

~~Legal Reference: _____ Neb. Statute 79-526 curriculum and materials
_____ 79-701 mission
_____ NDE Rule 10.012.01A~~

~~Policy Adopted 3/1/76~~

~~Policy Revised 7/8/91~~

~~Policy Revised 3/13/03~~

~~Policy Revised: 04.12.2018~~

Delete

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

~~The bulk of the Grand Island Public Schools Board's work is addressed through its four standing committees: Personnel, Policy Review, Facilities and Finance, and American Civics (Leadership for Learning). 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 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~~

GRAND ISLAND PUBLIC SCHOOLS

2230 BOARD 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.

~~The bulk of the Grand Island Public Schools Board's work is addressed through its five standing committees: Personnel, Policy Review, Facilities and Finance, American Civics (Leading for Learning), and Board Governance. Ad Hoc committees will be formulated as needed. The Board President will ask for interested participants, and provide opportunities for all board members to participate in Ad Hoc committees, Task Forces, or Advisory Councils.~~ The Board President appoints Board members to Standing and Special Committees. Each Board member will serve on a minimum of two 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 run efficiently and timely. The Standing Committees are:

Committee on Facilities and Finance

It 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 will 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 (Leading for Learning)

It 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 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 will be the primary purpose of this committee to steer the continual improvement of the Grand Grand Island Public Schools Board of Education. Responsibilities include, but shall not be limited to:

- Maintaining a strategic focus for the Board of Education;
- Monitor and guide "systems thinking"; and
- Develop and review Board of Education "infrastructure" such as new BOE member on-boarding; facilitation of BOE member appointment process; conduct annual BOE self-evaluation; monitoring of strategic plan progress; monitoring of BOE meeting and committee structure.

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 an 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, Public Relations and Partnership Development, and Safety.

GRAND ISLAND PUBLIC SCHOOLS

- 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, task forces, and advisory councils 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.

~~Special Committees such as Ad Hoc, Task Force, and Advisory Councils or Coalitions (Policy 2231) are organized on an annual basis to meet specific needs of the district. These 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 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, task forces, and advisory councils **will may** report at Board meetings after the group 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;

GRAND ISLAND PUBLIC SCHOOLS

- 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; and
- Provide a plan to implement the decision, which contains an on-going monitoring system.

Legal Reference: Neb. Statute 79-724
 Neb. Rev. Stat. § 79-520
 LB 399 (2019)

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: ???.???.??

**eliminating racism
empowering women**

ywca

Grand Island

**Child Development Center
Satelite Site**

Memorandum of Agreement
Between GIPS and YWCA-GI
Satellite Childcare Partnership
Initiated August 12, 2021

This agreement is between Young Women's Christian Association of Grand Island Nebraska, Inc. (YWCA-GI) and Grand Island Public Schools (GIPS).

YWCA-GI will provide satellite childcare services at the O'Connor Learning Center under the following provisions:

Space, Utilities, and Furnishings

GIPS will provide the sole use of space in classrooms 144 and 145 for this purpose. In addition, YWCA-GI will have shared access to the following spaces: playground, gymnasium, active sensory room, quiet sensory room, parent room, staff break room, staff work room, and wellness room.

GIPS will provide use of telephone service, internet, and utilities. YWCA-GI will have access to printers and copiers. GIPS will bill YWCA for copies made.

GIPS will provide furnishings for each classroom (144 and 145) as described in Attachment 1. YWCA-GI will provide all remaining materials and supplies.

Staffing

YWCA-GI will hire, train, pay, and supervise all staff members in accordance with DHHS licensing requirements.

Safety and Building Access

GIPS will provide YWCA-GI staff assigned to the satellite site with a security budget to access the building. GIPS will provide a direct dial telephone line to classrooms 144 and 145 and an aiphone in one of the assigned classrooms. YWCA-GI agrees to follow all safety and security protocols of GIPS.

GIPS and YWCA-GI will participate in joint emergency protocols and drills following GIPS policies and procedures and any additional Nebraska DHHS licensing requirements.

Nutrition Services

YWCA-GI will contract with GIPS Nutrition Services to provide meals and snacks.

Custodial Services

GIPS will provide custodial services. YWCA-GI agrees to follow all GIPS cleaning and custodial protocols. YWCA-GI agrees to make classrooms 144 and 145 available for summer cleaning on mutually agreed upon dates.

Illness Policies

GIPS agrees to allow YWCA-GI access to the school nurse during hours that a school nurse is on duty. YWCA-GI agrees to follow GIPS illness and medication policies unless YWCA-GI illness policies and licensing requirements are more stringent than GIPS illness policies. YWCA-GI agrees that at least one staff member who has been medication trained will be present at all times.

Signage

To be determined

Pandemic Procedures

YWCA-GI will follow all GIPS health, safety, screening, and attendance policies related to the COVID-19 pandemic.

Liability Insurance

YWCA-GI agrees to obtain and maintain liability insurance for the satellite site.

Release from Agreement

YWCA-GI or GIPS may be released from this agreement at any time for any reason by providing 60 days' notice that they intend to end the agreement.

Signature – YWCA-GI – Date_____

Signature - GIPS - Date_____

Attachment 1

Block area shelf (3)	https://www.lakeshorelearning.com/products/classroom-furniture/storage-units/classic-birch-preschool-storage-unit/p/JJ168
Hollow blocks (1 set)	https://www.lakeshorelearning.com/products/blocks-manipulatives/unit-blocks-accessories/lakeshore-hardwood-hollow-blocks/p/FF349
Hardwood blocks (1 set)	https://www.lakeshorelearning.com/products/blocks-manipulatives/unit-blocks-accessories/hardwood-unit-blocks-starter-set/p/B250A
Music center shelf (1)	https://www.lakeshorelearning.com/products/classroom-furniture/storage-units/classic-birch-span-stylewhite-space-nowrap8-cubby-span-storage-unit/p/JJ165
Table toys shelf (2)	https://www.lakeshorelearning.com/products/classroom-furniture/storage-units/classic-birch-cubbies-shelves-large-storage-unit/p/JJ764
Cubbies (1)	https://www.lakeshorelearning.com/products/classroom-furniture/storage-units/classic-birch-span-stylewhite-space-nowrap20-cubby-span-storage-unit/p/JJ166
Sensory table	https://www.lakeshorelearning.com/products/sand-water/sand-water-tables/giant-clear-view-water-play-table/p/LA719
Easel (1)	https://www.lakeshorelearning.com/products/arts-crafts/art-easels-drying-racks/space-saver-mobile-art-center/p/EE365
Art Shelf Large (1)	https://www.lakeshorelearning.com/products/classroom-furniture/storage-units/classic-birch-spacemaker-storage-unit/p/JJ156
Art shelf small (1)	https://www.lakeshorelearning.com/products/classroom-furniture/storage-units/classic-birch-spacemaker-storage-unit/p/JJ156
Turtle pond shelf (1)	https://www.lakeshorelearning.com/products/classroom-furniture/storage-units/classic-birch-span-stylewhite-space-nowrap2-shelf-span-space-saver-storage-unit/p/JJ164

Book shelf(1)	https://www.lakeshorelearning.com/products/classroom-furniture/storage-units/help-yourself-bookstand-with-storage/p/JJ853
Reading area shelf (1)	https://www.lakeshorelearning.com/products/classroom-furniture/storage-units/classic-birch-preschool-storage-unit/p/JJ168
Tables (24x36) (2)	https://www.lakeshorelearning.com/products/classroom-furniture/tables-desks/classic-adjustable-rectangular-tables/p/CN441
Science center shelf (1)	https://www.lakeshorelearning.com/products/classroom-furniture/storage-units/classic-birch-span-stylewhite-space-nowrap12-cubby-span-storage-unit/p/JJ633
Read and Relax couch (1)	https://www.lakeshorelearning.com/products/classroom-furniture/chairs-seating/read-relax-comfy-couch/p/RR364
Tables (30x60) (1)	https://www.lakeshorelearning.com/products/classroom-furniture/tables-desks/heavy-duty-adjustable-rectangular-tables/p/DG583
Kitchen Set (1)	https://www.lakeshorelearning.com/products/dramatic-play/play-furniture/lakeshore-hardwood-kitchen-set/p/LC250X
Dr. Play Wardrobe Shelf (1)	https://www.lakeshorelearning.com/products/classroom-furniture/dramatic-play-furniture/space-saver-dress-up-center/p/WB885
Dr. Play Table/chairs (1)	https://www.lakeshorelearning.com/products/classroom-furniture/dramatic-play-furniture/butcher-block-table-and-chair-set/p/JJ845
Dr. play shelf (1)	https://www.lakeshorelearning.com/products/infants-toddlers/furniture/classic-birch-toddler-storage-unit/p/JJ167
Student chairs 9.5 inch (5)	https://www.lakeshorelearning.com/products/classroom-furniture/chairs-seating/heavy-duty-stacking-chairs/p/DG506
Student chairs 11.5 inch (10)	https://www.lakeshorelearning.com/products/classroom-furniture/chairs-seating/heavy-duty-stacking-chairs/p/DG506
Student chairs 13.5 inch (10)	https://www.lakeshorelearning.com/products/classroom-furniture/chairs-seating/heavy-duty-stacking-chairs/p/DG506
Larger chairs (3) 17.5 inch (3)	https://www.lakeshorelearning.com/products/classroom-furniture/chairs-seating/heavy-duty-stacking-chairs/p/DG506

Light table (1)	https://www.lakeshorelearning.com/products/blocks-manipulatives/light-tables-accessories/space-saver-color-changing-light-table/p/LL526
Big Book Shelf (1)	https://www.lakeshorelearning.com/products/classroom-furniture/storage-units/classic-birch-magnetic-write-wipe-big-book-center/p/JJ987
Teaching Cart (1)	https://www.lakeshorelearning.com/products/classroom-furniture/storage-units/classic-birch-store-it-all-teaching-center/p/JJ832
Plastic bins for cubbies (40)	https://www.lakeshorelearning.com/products/teaching-resources/bins-organizers/lakeshore-clear-view-storage-box/p/LC91
Changing table	https://www.lakeshorelearning.com/products/infants-toddlers/furniture/step-on-up-toddler-changing-table/p/AA490
Teacher desk (1)	
Office chair (1)	
File cabinet (1)	
File cabinet (conference room) (1)	



Full-Service Community Schools

Overview

The Nebraska Department of Education and Nebraska Children and Family Foundation are partnering to provide funding and support to implement and sustain Full-Service Community Schools (FSCS) in (3/4) selected communities. These communities will have a strong Community Collaborative with connections to the school system. This process is designed to engage in a collective partnership to develop the FSCS approach beginning in the fall of 2021. Allocated funds would provide support for the planning, implementation, and operation of Full-Service Community Schools that improve the coordination, integration, accessibility, and effectiveness of services for children and families, with the goal of developing programs that can be competitive for future Federal grant applications that we anticipate emerging in the upcoming years.

Full-Service Community Schools provide comprehensive academic, social and health services for students, students' family members, and community members that will result in improved educational outcomes for children.

These services may include:

- School-based mental health services
- Nutrition services
- Primary health and dental care
- High-quality childcare or early childhood education programming
- Social and emotional growth and learning opportunities
- Academic support and enrichment activities, including expanded learning time
- Financial literacy
- Summer or after-school enrichment and learning experiences
- Job training, internship opportunities, and career counseling
- Assistance for students who have been truant, suspended, or expelled
- Parental involvement and family literacy
- Parent leadership development
- Parenting education
- Mentoring and other youth development, including peer mentoring and conflict mediation
- Juvenile crime prevention and rehabilitation
- Home visitation by teachers and other professionals
- Developmentally appropriate physical education
- Adult education, including instruction in English as a second language
- Homeless prevention
- Positive discipline practices
- Other programming designed to meet school and community needs



Funding

Each Community Collaborative will be awarded \$150,000 each year to support Full-Service Community Schools efforts. The Community Collaborative, in partnership with school leadership, will select a school and establish the infrastructure and support services of a Full-Service Community School. A requirement of the school/community partnership is to hire a full-time Community School Coordinator (CSC) to support the development of the FSCS at the identified school. This position will be hired through the CWB Collaborative and will be located in the school to best serve the students, families and school team. While there is no match for in-kind requirement, school would provide reasonable space for CSC and service providers to facilitate services to students and adults.

Deadline for Submission

Full-Service Community School application must be submitted by **May 21, 2021** to Mariella Resendiz Alvarado at mariella.resendiz@nebraska.gov.



Application Form Cover Page

Name of Community Collaborative

Address of Organization

Executive Director/Collaborative Coordinator	
Email	
Phone Number	

Contact Person (if not Executive Director)	
Name	
Title	
Email	
Phone Number	

Collaborative Board Representative Signature	
Date	

Collaborative Coordinator Signature	
Date	

School District Representative Signature	
Date	



Full-Service Community School Application

PROPOSAL SUMMARY – Half page, maximum.

Please summarize the mission of your Community Collaborative. Briefly explain how the Community Collaborative and School leadership will work collectively toward building and supporting the Full-Service Community School approach. How is the FSCS approach a mission match for both the collaborative and school? What outcomes do the partners hope to achieve, and how will the funds best meet the needs of your school community if the application is awarded?

NARRATIVE – Five pages, maximum.

- A. Background** – Describe the work of your Community Collaborative, addressing each of the following:
- a. A brief description of its history and mission and the connection to the school system.
 - b. The need or problem that your Community Collaborative works to address, and the population you serve, including geographic location, socioeconomic status, race, ethnicity, gender, sexual orientation, age, physical ability, and language.
 - c. Current support services and partnerships accomplishments. Please emphasize the achievements of the recent past.
 - d. Your collaboratives relationships, both formal and informal, with other organizations working to meet the same needs or providing similar services.
- B. Funding Request** – Briefly describe how funds will be used to begin the FSCS approach.
- a. Please explain how partners will collaborate to promote and develop a FSCS approach including:
 - i. A statement of its primary purpose and the need or problem that you are seeking to address. Utilize local data that might support this need (s).
 - ii. Indicate up to two types of services of the FSCS model you would implement in the first year.
 - iii. The population (school) that you plan to serve and how this population will benefit from the approach.
 - iv. Strategies that you will employ to implement your FSCS approach. Please include job description for Community School Coordinator.
 - v. The proposed staffing pattern for the FSCS. Specifically address how the school and collaborative leadership will work to support the Community School Coordinator through supervision, coaching and resource development.
 - vi. How will all leaders contribute to ensuring mission alignment of partners to the FSCS approach and to the authentic engagement of parents as partners.
 - vii. Complete the attached budget form. Ensure the budget aligns with your FSCS proposed services. (LJK2)



- C. **Evaluation** – Please explain how partners will measure the progress of activities offered through the FSCS. Describe the criteria for a successful FSCS and the results you expect to have achieved to demonstrate the impact of the FSCS approach.
- D. **Sustainability** – Please explain how partners will plan and build capacity to ensure the long-term sustainability of the FSCS approach.
- E. **Technical Assistance** – Describe the type of technical assistance and support the team may need to develop and implement a robust FSCS approach in your community.

Title 1 Reading Interventionist Materials 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: It is proposed that Title 1 funding is dedicated to the purchase of professional learning and instructional materials for our Title 1 Reading Interventionists. This proposal includes the purchase of a variety of instructional resources and professional learning resources that our Title 1 Reading Interventionists can use to tailor reading interventions for our most at-risk readers. The purchase of these materials would support implementation of our Multi-Tiered System of Support (MTSS) model in reading, including the use of evidence-based instructional practices and materials to teach reading. The materials included in this proposal were piloted at West Lawn & Wasmer elementary in the 2020 - 2021 school year with the hire of their Title 1 Reading Interventionists.

Submitted By: Dr. Brittney Bills & Kate Crowe

Date: August 3, 2021

1. What is the identified need?

We currently do not have evidence-based intervention materials that explicitly and systematically address reading difficulties for our most struggling readers. These materials combined with ongoing professional learning support of our Title 1 Reading Interventionists will ensure that our teachers are intentionally supporting instruction for our struggling readers in grades K - 3.

2. Administrative Rationale for BOE Agenda Item-how does it align to strategic plan/Equity priorities?

GIPS Success Area 2: Every student will develop empowering literacy skills across discipline

3. Proposed Action

Purchase instructional resource and professional learning materials to be implemented across four Title 1 buildings to be implemented daily with K - 3 struggling readers.

4. Data/Research Assessed

These proposed materials all incorporate evidence-based best practices in the instruction of early reading skills. Provided monthly professional learning meetings and regular data review meetings, Reading Interventionists will build capacity in exercising professional judgment and intensifying/adjusting instruction as necessary when needed as determined by progress monitoring data.

5. Stakeholder Group(s) Involved

West Lawn & Wasmer Reading Interventionists, Principals, Academic Support Coaches & students,
Kate Crowe, Dr. Brittney Bills

6. Summary

Using Evidence-Based Practices related to Curriculum, Instruction and Assessment is one of the tenets of an Effective MTSS system. We need to identify and use Targeted Interventions (Tier 2) and Intensive Interventions (Tier 3) that demonstrate effectiveness with our early struggling readers.

7. Fiscal Impact

Amount: \$34,150.00

Source: Title 1

Details: Letter Tile Kits (Teachers & Students) - \$4,644.00
Tools4Reading Instructional Resources - \$720.00
Heggerty Phonemic Awareness Instructional Resources - \$1,559.79
Voyager Sopris (Student Readers, Phoneme Grapheme Mapping Instructional Book, Fluency Materials) - \$7,430.81
Phonics for Reading Instructional Materials - \$3,145.50
SIPPS Intervention Package - \$16,650.00

8. Person(s) Responsible for Implementation

Reading Interventionists, Dr. Brittney Bills, Literacy System of Support Specialist, Academic Support Coaches

9. Implementation Plan

▲ Monitor/ Evaluate

Actions: Monthly Meetings with Reading Interventionists
Regular Data Review Meetings (every 4 - 6 weeks)
Monthly Coaching and implementation fidelity checks

Timeline: August 2021 - May 2022

▲ Follow-Up

F/U with: ___ Cabinet ___ Board ___X___ Board Committee: _____

Actions:

Timeline: ___ 1 month ___ 3 months ___ 6 months ___X___ annually ___ N/A

Walnut Middle School – Language Live 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: *LANGUAGE! Live*[®] is a comprehensive literacy strategies solution that combines foundational and advanced literacy skills with digital and teacher-led reading intervention to significantly improve literacy skills. Teachers love the blended solution and students have shown substantial growth with the reading intervention.

LANGUAGE! Live features a captivating modern, digital platform for grades 5–12 with Word Training and Text Training. Its effective reading strategies have been useful for English language learners, special needs students, students with language deficits and specific reading difficulties, and general education populations.

Submitted By: Walnut Middle School

Date: 7/30/21

1. What is the identified need?

In 2020-2021 Walnut had 57% of its students enter 6th grade reading below grade level. Knowing that success in reading is the key to unlocking academic achievement, we have to have a more intensive intervention to improve literacy skills for students.

2. Administrative Rationale for BOE Agenda Item-how does it align to strategic plan/Equity priorities?

GIPS Success Area 2: Every student will develop empowering literacy skills across discipline

3. Proposed Action

Adopt Language! Live as a reading intervention available to Walnut Middle School Students to be implemented in 5 classrooms daily for 45 min periods

4. Data/Research Assessed

LANGUAGE! Live National Results reports show improvement in student outcomes as measured by Progress Assessment of Reading (PAR), TOSCRF, and TWS-4. Research Foundations paper shows strong alignment to research about adolescent literacy instruction and intervention.

5. Stakeholder Group(s) Involved

Walnut Reading Intervention Teachers, Students in Tier 2 intervention through MTSS, L4L team, Dr. Brittney Bills

6. Summary

Walnut needs a research-based Tier 2 intervention for students with below-grade-level literacy skills. Knowing that Language! Live is tied to the work that elementary teachers are gaining traction with, we believe this intervention will help shore up and narrow the literacy gaps our students are coming with.

7. Fiscal Impact

Amount: \$39,235.00

Source: Walnut CSI, Title 1

Details: 7 teachers, 2 days of initial training, 1 hr virtual support per teacher, 2 onsite coaches for 2 days in January and March

8. Person(s) Responsible for Implementation

Walnut Reading Intervention Teachers, Liz Boyle - Academic Support Coach - Walnut Admin

9. Implementation Plan

▲ Monitor/ Evaluate

Actions: Daily monitoring for word recognition skills, and benchmark assessments, progress monitoring after each unit.

Timeline: Daily, 45 min day through end of school year

▲ Follow-Up

F/U with: ___ Cabinet ___ Board ___ Board Committee: _____

Actions:

Timeline: ___ 1 month ___ 3 months ___ 6 months ___ annually ___ N/A

Certificate of Resolutions

The undersigned hereby certifies that he/she is the _____ of **Grand Island Public Schools** (the "School District"), and that the following is a true and correct copy of the resolutions adopted by the School District at a duly called meeting thereof, at which a quorum was present, held on the _____ day of _____, 20_____.

WHEREAS, the School District sponsors a retirement plan known as the **Grand Island Public Schools 403(b) Plan** (the "Plan"); and

WHEREAS, the School District has determined to amend the Plan, effective March 27, 2020, to incorporate specific provisions of the Coronavirus Aid, Relief, and Economic Security Act (the "CARES Act") as set forth in the attached Amendment for CARES Act.

NOW THEREFORE, it is:

RESOLVED, that the appropriate employees of the School District shall be, and they hereby are, authorized and directed to do any and all things necessary or appropriate to amend the Plan, effective March 27, 2020, to incorporate specific provisions of the CARES Act.

FURTHER RESOLVED, that the Plan shall be, and it hereby is, amended, effective March 27, 2020, in the form of the attached Amendment for CARES Act submitted to the Board of Directors for approval and which is incorporated herein by this reference.

FURTHER RESOLVED, that the appropriate employees of the School District shall be, and they hereby are, authorized and directed to do any and all things necessary or appropriate to effectuate the above resolutions, and to take any additional action as may be necessary or appropriate to continue the tax benefits of the Plan and the Custodial Account established thereunder, as amended, under Section 403(b) of the Internal Revenue Code of 1986.

Executed this _____ day of _____, 20_____, at Grand Island, NE.

Authorized Signature

Title

AMENDMENT FOR CARES ACT

**ARTICLE 1
PREAMBLE; DEFINITIONS**

- 1.1 **Adoption of Amendment.** The Employer adopts this Amendment to implement provisions of the Act which affect the Plan. All references to the Plan include the Plan’s loan program, policy, or procedure to the extent applicable.
- 1.2 **Superseding of inconsistent provisions.** This Amendment supersedes the provisions of the Plan to the extent those provisions are inconsistent with the provisions of this Amendment.
- 1.3 **Construction.** Except as otherwise provided in this Amendment, any Article or Section reference in this Amendment refers only to this Amendment and is not a reference to the Plan. The Article and Section numbering in this Amendment is solely for purposes of this Amendment and does not relate to the Plan article, section, or other numbering designations.
- 1.4 **Effect of restatement of Plan.** If the Employer restates the Plan then this Amendment shall remain in effect after such restatement unless the provisions in this Amendment are restated or otherwise become obsolete (e.g., if the Plan is restated onto a plan document which incorporates these provisions).
- 1.5 **Definitions.** Except as otherwise provided in this Amendment, terms defined in the Plan will have the same meaning in this Amendment. The following definitions apply specifically to this Amendment:
- A. The “**Act**” is the Coronavirus Aid, Relief, and Economic Security Act, also known as the CARES Act. This Amendment shall be interpreted and applied to comply with the Act.
- B. A “**Qualified Individual**” means any individual who meets one or more of the criteria described in paragraphs (1), (2), (3), or (4). Participants, alternate payees and beneficiaries of deceased participants can be treated as Qualified Individuals. The Plan Administrator may rely on an individual’s certification that the individual satisfies a condition to be a Qualified Individual unless the Plan Administrator has actual knowledge to the contrary. In applying the criteria, “**COVID-19**” means either the virus SARS–CoV–2 or coronavirus disease 2019; “**an approved test**” means a test approved by the Centers for Disease Control and Prevention (including a test authorized under the Federal Food, Drug, and Cosmetic Act); and a “**member of the individual’s household**” means someone who shares the individual’s principal residence. The criteria are as follows:
- (1) The individual was diagnosed with COVID-19 by an approved test;
 - (2) The individual’s spouse or dependent (as defined in Code §152) was diagnosed with COVID-19 by an approved test;
 - (3) The individual has experienced adverse financial consequences because: (a) the individual or the individual’s spouse, or a member of the individual’s household was quarantined, furloughed or laid off, or had work hours reduced due to COVID-19; (b) the individual, the individual’s spouse, or a member of the individual’s household was unable to work due to lack of childcare due to COVID-19; (c) A business owned or operated by the individual, the individual’s spouse, or a member of the individual’s household closed or reduced hours due to COVID-19; or (d) the individual, the individual’s spouse, or a member of the individual’s household had a reduction in pay (or self-employment income) due to COVID-19 or had a job offer rescinded or start date for a job delayed due to COVID-19; or
 - (4) The individual satisfies any other criteria determined by the Treasury or the IRS.

ARTICLE 2
IDENTIFYING INFORMATION; EMPLOYER ELECTIONS

2.1 Reserved.

2.2 Employer identifying information.

A. Name of Employer: Grand Island Public Schools

B. Name of Plan: Grand Island Public Schools 403(b) Plan

C. Type of Plan (check one)

- (1) [] 401(k) Plan
(2) [] Profit-Sharing Plan (other than a 401(k) plan)
(3) [] Money Purchase Pension Plan
(4) [] Defined Benefit Plan (including a cash balance plan)
(5) [X] 403(b) Plan
(6) [] 457(b) Plan sponsored by a governmental employer

2.3 Relief for Qualified Individuals. Will the Plan provide any or all of the following relief for Qualified Individuals: (1) Coronavirus-Related Distributions described in Article 3, (2) increased loan limits described in Section 4.2, (3) the loan repayment extension described in Section 4.3. (Select one of (a), (b), or (c). If (c) is selected, then select one or more of (d), (e), and/or (f))

- (a) [] No. The Plan will not provide any of these relief provisions.
(b) [X] Yes. The Plan will provide all of these relief provisions. The limitations on distributions described in Sections 2.3(d)(1) – (4) and the limitations on loans in Section 2.3(e)(1) – (3) and 2.3(f)(1)—(3) do not apply.
(c) [] Some. The Plan will provide those relief provisions selected in (d), (e), or (f) below.
(d) [] The Coronavirus-Related Distribution provisions described in Article 3 (If (d) is selected, the Employer may optionally select one or more of (1), (2), (3), (4), or (5).)
(1) [] Coronavirus-Related Distributions are not available from an account in which the Participant is not 100% vested.
(2) [] Coronavirus-Related Distributions may be made only from the following accounts:
(3) [] The maximum amount of Coronavirus-Related Distributions from the Plan to a Qualified Individual will not exceed: \$
(4) [] The following additional provisions apply to Coronavirus-Related Distributions:
(e) [] The increased loan limit described in Section 4.2 (If (e) is selected, the Employer may optionally select any one or more of (1), (2), or (3).)
(1) [] The maximum dollar amount of loans pursuant to Section 4.2 will not exceed: \$
(2) [] The maximum percentage of the present value of the nonforfeitable accrued benefit that may be loaned pursuant to Section 4.2 will not exceed: %
(3) [] The following additional provisions apply to the increased loan limit:
(f) [] The loan repayment extension described in Section 4.3 (If (f) is selected, the Employer may optionally select and one or more of (1), (2), or (3).)
(1) [] The Suspension Period will begin and end

- (2) The Extension Period will be _____. (Enter period, up to one year, the due date of the loan will be extended, such as "six months.")
- (3) The following additional provisions apply to the loan repayment extension:

 (Enter limitations or restrictions which are nondiscriminatory.)

- 2.4 **RMD waivers for 2020.** Unless the Employer elects otherwise below, the provisions of Section 5.2 apply and a Participant or Beneficiary who would have been required to receive a 2020 RMD or Extended 2020 RMD will receive the distribution unless the Participant or Beneficiary chooses not to receive the distribution.
- (a) The provisions of Section 5.2 apply and a Participant or Beneficiary who would have been required to receive a 2020 RMD or Extended 2020 RMD will not receive the distribution unless the Participant or Beneficiary chooses to receive the distribution.
 - (b) Payment of RMDs or Extended 2020 RMDs will be governed by the terms of the Plan without regard to this Amendment (i.e., no election is available to Participants or Beneficiaries).
 - (c) Other: _____

For purposes of Section 5.3, the Plan will also treat the following as eligible rollover distributions in 2020: (Choose one or none of (d), (e), or (f)): If no election is made, then a direct rollover will be offered only for distributions that would be eligible rollover distributions without regard to Code §401(a)(9)(I):

- (d) 2020 RMDs.
- (e) 2020 RMDs and Extended 2020 RMDs.
- (f) 2020 RMDs but only if paid with an additional amount that is an eligible rollover distribution without regard to Code §401(a)(9)(I).

The provisions of Article 5, and the election in this Section 2.4, will be effective on the date specified in Section 2.5, unless a different date is entered here: _____ (Optional. Enter a date between March 27, 2020 and December 31, 2020. RMD distributions before the selected effective date should have followed plan terms in effect before this amendment.)

- 2.5 **Effective Date.** This Amendment is effective March 27, 2020, or as soon as practical thereafter, or, if later, the following date: _____. (Optional. Enter a date not later than December 31, 2020.)

**ARTICLE 3
CORONAVIRUS-RELATED DISTRIBUTIONS**

- 3.1 **Application.** This Article 3 will apply if Section 2.3(b) or Section 2.3(d) is selected.
- 3.2 **Coronavirus-Related Distribution(s).** Subject to the provisions described in Section 2.3(d)(4), if any, a Qualified Individual may take one or more Coronavirus-Related Distributions. The accounts from which the amount may be distributed shall be limited if selected in Sections 2.3(d)(1) and (2). However, if the Plan is a Money Purchase Pension Plan or a Defined Benefit Plan, and the Qualified Individual has not separated from service, the Qualified Individual may not take a Coronavirus-Related Distribution prior to attaining the earlier of Normal Retirement Age or age 59½. The provisions of this Section will apply notwithstanding any limitation in the Plan on partial distributions or any otherwise applicable plan or administrative limits on the number of allowable distributions.
- 3.3 **Repayment of distribution.** If the Plan permits rollover contributions, then a Participant who receives a Coronavirus-Related Distribution (from this Plan and/or another eligible retirement plan as defined in Code §402(c)(8)(B)), at any time during the 3-year period beginning on the day after receipt of the distribution, may make one or more contributions to the Plan, as rollover contributions, in an aggregate amount not to exceed the amount of such distribution.
- 3.4 **Definition of Coronavirus-Related Distribution.** A "Coronavirus-Related Distribution" means a distribution to a Qualified Individual during the period beginning January 1, 2020 and ending December 30, 2020. The

total amount of Coronavirus-Related Distributions to a Qualified Individual pursuant to this Amendment from all plans maintained by the Employer, or any related employer described in Code §414(b), (c), (m), or (o), shall not exceed \$100,000, (or such lesser amount specified in Section 2.3(d)(3)). The Coronavirus-Related Distributions from the Plan to a Qualified Individual will not exceed the amount of the individual's vested account balance or the present value of the individual's vested accrued benefit.

ARTICLE 4 PARTICIPANT LOAN RELIEF

- 4.1 **Application.** This Article 4 will apply only if the Plan permits participant loans. Section 4.2 will apply if Section 2.3(b) or Section 2.3(e) is selected. Section 4.3 will apply if Section 2.3(b) or Section 2.3(f) is selected.
- 4.2 **Increased loan limit.** Notwithstanding the loan limitation that otherwise would apply, the Plan will determine the loan limit under Code §72(p)(2)(A) for a loan to a Qualified Individual, made during the period beginning March 27, 2020 and ending September 22, 2020, by substituting “\$100,000” (or such lesser amount specified in Section 2.3(e)(1)) for “\$50,000,” and by substituting “100% (or such lesser percentage specified in Section 2.3(e)(2)) of the present value of the nonforfeitable accrued benefit of the employee under the Plan” for “one-half of the present value of the nonforfeitable accrued benefit of the employee under the Plan” (or its equivalent). The provisions described in Section 2.3(e)(3), if any, will apply in connection with loans to Qualified Individuals.
- 4.3 **Extension of certain repayments.** If a Qualified Individual has an outstanding loan from the Plan on or after March 27, 2020, then: (1) if the date for any repayment of such loan occurs during the Suspension Period, the due date is extended for the Extension Period; (2) the due date of the loan will be extended by the Extension Period; (3) the Plan will adjust any subsequent repayments to reflect the extension of the due date and any interest accrued during the Suspension Period; and (4) the Plan will disregard the Extension Period in determining the 5-year period and the loan term under Code §72(p)(2)(B) or (C). The provisions described in Section 2.3(f)(3), if any, will apply in connection with the suspension and extension described in this Section. The Suspension Period, unless otherwise specified in Section 2.3(f)(1), will begin March 27, 2020 and end December 31, 2020. The Extension Period, unless otherwise specified in Section 2.3(f)(2) will be one year. The provisions of this Section 4.3 will be applied in accordance with Section 5.B. of Notice 2050-50, or any subsequent applicable guidance, and the adjustment described in (3) may reflect the “safe harbor” described therein.

ARTICLE 5 WAIVER OF 2020 REQUIRED MINIMUM DISTRIBUTIONS (RMDs)

- 5.1 **Application.** This Article 5 will apply only to defined contribution plans, including 401(k) Plans, Profit-Sharing Plans, Money Purchase Pension Plans, 403(b) Plans, and 457(b) Plans sponsored by governmental employers. The definitions in Section 5.4 will apply in interpreting Section 2.4.
- 5.2 **Waiver; default provision.** This Section 5.2 will apply unless the Employer has selected Section 2.4(b) or (c). Notwithstanding the provisions of the Plan relating to RMDs, whether a Participant or Beneficiary who would have been required to receive 2020 RMDs, and who would have satisfied that requirement by receiving distributions that are (1) equal to the 2020 RMDs, or (2) Extended 2020 RMDs will receive those distributions is determined in accordance with the option chosen by the Employer in Section 2.4. Notwithstanding the option chosen by the employer in Section 2.4, a Participant or Beneficiary will be given an opportunity to make an election as to whether or not to receive those distributions. If the Plan permits a Beneficiary of a deceased Participant to make the election to use the 5-year rule or the life expectancy rule, the deadline to make the election shall be extended to reflect the adoption of Code §401(a)(9)(I).

5.3 **Direct rollovers.** Notwithstanding the provisions of the Plan relating to required minimum distributions under Code §401(a)(9), and solely for purposes of applying the direct rollover provisions of the Plan, certain additional distributions in 2020, as elected by the Employer in Section 2.4, will be treated as eligible rollover distributions. If no election is made by the Employer in Section 2.4, then a direct rollover will be offered only for distributions that would be eligible rollover distributions without regard to Code §401(a)(9)(I).

5.4 **Definitions. “RMDs”** means required minimum distributions described in Code §401(a)(9). **“2020 RMDs”** means required minimum distributions the Plan would have been required to distribute in 2020 (or permitted to pay in 2021 for the 2020 calendar year for a Participant with a required beginning date of April 1, 2021) but for the enactment of Code §401(a)(9)(I). **“Extended 2020 RMDs”** means one or more payments in a series of substantially equal distributions (that include the 2020 RMDs) made at least annually and expected to last for the life (or life expectancy) of the Participant, the joint lives (or joint life expectancy) of the Participant and the Participant’s designated Beneficiary, or for a period of at least 10 years.

5.5 **Installment payments.** A Participant or Beneficiary receiving payment of 2020 RMDs or 2020 Extended RMDs pursuant to this Article 5 may receive them in any method (including installments or partial distributions) which would have been permitted under the terms of the Plan if the amounts would have been RMDs but for the enactment of Code §401(a)(9)(I).

* * * * *

This Amendment has been executed this _____ day of _____, 2021

Name of Plan: Grand Island Public Schools 403(b) Plan

Name of Employer: Grand Island Public Schools

By: _____
EMPLOYER



On Track to Thrive 2025 (July 2021)

Acknowledgements

On Track to Thrive 2025 is the result of input from internal and external stakeholders. Ten stakeholder engagement sessions were held to review the draft of the plan. Groups included teachers, certified staff, classified staff, parents, students, and community leaders. Thank you for taking time to give your valuable input.

This plan also incorporates several additional plans that included stakeholder input. Included are the Strategic Equity Action Plans, Master Facility Plan, and Long Range Plan for Extracurricular Excellence. In addition, On Track to Thrive 2025 incorporates intentional use of ESSER funds available from the federal government.

Grand Island Public School also wishes to thank Policy Studies Associates, Inc. for helping to combine the various plans into one strategic, actionable plan; On Track to Thrive 2025.

Mission and vision

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.

District Values

Excellence: GIPS strives to provide an exceptional educational experience for students across our district. We hold ourselves to the highest standards and work with families and our community to provide students the supports they need to excel.

Equity: In Grand Island Public Schools, equity provides each individual what they need, when they need it, in an inclusive and anti-discriminatory environment.

How we make this happen--Systems change: We seek to disrupt inequities through systems change. Systems changes are designed to directly advance equitable outcomes for students and families and drive resources, staffing, policy, and/or practices in a way that can be seen and felt by all GIPS stakeholders.



Pillars with Equity Centered Definitions

Empower: EMPOWER all staff to advance excellence and equity. We support all staff in implementing high quality, equitable practices; creating inclusive environments; and providing resources that enable every student to learn and succeed.

Personalize: PERSONALIZE rigorous and relevant learning for every student and engage student voice in the decision-making process. Learning should provide experiences that ignite the unique interests and passions of our students. Every student is connected with the targeted supports they need to realize their talents and goals.

Design: DESIGN decisions that center excellence and equity. Data and community voice inform decisions about resources, policies, and structures so that each GIPS student and educator thrives.

Partner: PARTNER to support the whole child. The strengths and assets of our families and community are critical to our success. We will work hand in hand, inside and outside of school hours, to advance every student's well-being and success.



GIPS Success Area 1: Every student has access to high quality, culturally responsive, and engaging learning environments

GIPS Objective	GIPS commits to...
<p>1.1 Every student engages in high-quality early learning</p>	<ul style="list-style-type: none"> Expanded pre-K classrooms, including through partnerships Broadened pre-K eligibility criteria Communication with all families—especially English Learner and migrant families—about the early learning opportunities in GIPS (access, benefits, and curriculum)
<p>1.2 Every student has access to learning models that meet their unique needs</p>	<ul style="list-style-type: none"> Supportive attendance policy that connects families and students to resources that remove barriers to attendance Flexible and multi-modal learning options, such as: <ul style="list-style-type: none"> Virtual learning classrooms Flexible high school schedule Night Owl Academy Summer learning Extended school transportation hours to encourage participation in expanded learning opportunities Extracurricular excellence plan that centers youth voice and choice <div data-bbox="456 1213 1516 1352" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>The Strategic Equity Action Plan (SEA Plan) disparity addressed is chronic absenteeism in 10th-12th grade. 64% of African American and Hispanic Students are chronically absent compared to 39% by their peers.</i></p> </div>
<p>1.3 Every student learns in a safe and resourced environment</p>	<ul style="list-style-type: none"> Facilities master plan that addresses safety and modernized learning environments for all students Equitable, transparent distribution of human capital resources and funds at district, building, and classroom level to meet the needs of every student Differentiated staffing and supports for schools, principals, and teachers based on school needs and equity formulas

Area 1 Success Measures.

- By 2024-25, all schools in GIPS will be rated highly by students on school climate as shown by 75% or more of students at each school on Panorama Climate survey.
- By 2024-25, chronic absenteeism will be reduced, as disaggregated by race/ethnicity with a focus on upper grade levels, to meet or exceed NDE target of 4%.



GIPS Success Area 2: Every student will develop empowering literacy skills across disciplines

Objective	GIPS commits to...
<p>2.1 Every student is empowered through literacy</p>	<ul style="list-style-type: none"> ● Every PK-5th grade student will develop the foundational skills, build knowledge and academic vocabulary essential for learning across disciplines ● Every 6-12 grade student will improve literacy skills across disciplines so that they thrive in college, career, and community ● Develop a Pk-12 Literacy Coalition to analyze current data and provide feedback on practices that align to current research <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>The SEA Plan disparity addressed is student achievement by race/ethnicity. At K-1 level, 31% of Hispanic Students reach the DIBELS benchmark compared to 54% by their peers. Also, in grades 2-10, 38% of Hispanic Students reach proficiency compared to 58% of their peers.</i></p> </div>
<p>2.2 Every student has equitable access to rigorous, relevant coursework</p>	<ul style="list-style-type: none"> ● Implementation of a Multi-Tiered System of Supports (MTSS) that address the unique academic strengths and needs of every student through: <ul style="list-style-type: none"> ○ Implementation of Professional Learning Communities that focus on student results and disrupting educational disparities ○ Strong Tier I instruction ○ Targeted interventions ○ Personalized Learning Plans ● Adoption and implementation of high-quality instructional materials aligned to grade level standards ● Intentional Professional Learning aligned to Tier I across high quality rigorous instruction; resources and programming; and teacher content knowledge aligned to standards ● Building capacity of educators through Academic Coaching to equitably engage all students including unique programming needs (e.g., Gifted & Talented, EL, SE) <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>The SEA Plan disparity addressed is access to the Gifted & Talented program by race/ethnicity. In grades 4-12, 20% of Gifted & Talented students are Hispanic while they represent 53% of students overall.</i></p> </div>

Area 2 Success Measures

- By 2024-25, due to improved literacy skills, 20% more students will be on track as measured by DIBELS, MAP-ELA, and ACT-Reading across grade levels as disaggregated by race/ethnicity and ELL status.



GIPS Success Area 3: Every student is socially and emotionally equipped to thrive in school and in life

Objective	GIPS commits to...
<p>3.1 Every student is provided a safe, personalized environment for learning</p>	<ul style="list-style-type: none"> ● Implementation of a Multi-Tiered System of Supports (MTSS) <ul style="list-style-type: none"> ○ Positive Support practices are in place in all learning environments including: <ul style="list-style-type: none"> ■ Clear expectations, procedures, and routines ■ System for teaching expected behavior ■ System for encouraging expected behavior ■ Common response to minor (Classroom managed) unexpected/inappropriate behavior. ■ Function-Based interventions for the unique social-emotional strengths and needs of every student ● Shift from a punitive discipline system to a focus on preventative/proactive strategies for classroom management <ul style="list-style-type: none"> ○ Implementation of Positive Supports Framework ○ Teachers are trained on trauma-informed and restorative classroom strategies ● Staffing structures that support social-emotional learning (SEL) <ul style="list-style-type: none"> ○ School counselors and/or social workers at every schools allocated through equity formulas to meet each school’s SEL plan ○ Supports for the social emotional well-being of GIPS staff ○ Training for all educators on integrating Positive Supports and SEL practices ● Ensuring that every student is connected to a supportive adult ● Community partnerships that increase supports to students and families <ul style="list-style-type: none"> ○ Mental health services <i>available at all buildings</i> ○ Wraparound services/<i>community partnerships for students in need of Tier 3 support</i> <div data-bbox="456 1549 1511 1692" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>The SEA Plan disparity addressed is of in-school and out-of-school suspensions by Special Education status. Students with IEPs are being suspended at 1.5 times the rate of students without IEPs.</i></p> </div>



3.2 Every student and family is welcomed in GIPS schools	<ul style="list-style-type: none">● GIPS Family engagement plan that is comprehensive, culturally responsive and multilingual● Protocols to support community school practices across district schools● Culturally responsive training to build capacity of all GIPS staff to engage with students and families with varying linguistic, cultural, and ability backgrounds<ul style="list-style-type: none">○ Enhanced onboarding programs emphasizing cultural awareness○ Ongoing training and coaching on inclusive, culturally responsive pedagogy
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Area 3 Success Measures

- By 2024-25, students will report a 15% increase in their social-emotional development, as disaggregated by race/ethnicity and gender across levels, from the Spring 2020-21 Panorama SEL survey.
- By 2024-25, suspensions will be reduced from current baseline by 30% as disaggregated by race/ethnicity, gender, and disability status.



GIPS Success Area 4: Every student will graduate as a college, career, and community-ready citizen

Objective	GIPS commits to...
<p>4.1 Every student engages with educators who reflect the linguistic and cultural diversity of GIPS</p>	<ul style="list-style-type: none"> ● GIPS Equity Office to promote anti-racist and equitable policies and practices ● Creating diverse pipeline for educators and administrators, including through: <ul style="list-style-type: none"> ○ University partnerships ○ Future teacher pathway in GISH Academy ○ ASCEND principal pipeline ● Human Resources strategies to recruit and hire culturally, ethnically, and linguistically diverse staff, educators, and administrators <ul style="list-style-type: none"> ○ Comprehensive compensation and benefits review and take appropriate actions toward equitable compensation ○ Identification of biases that impact human capital decisions ● Instill high expectations for all students, including addressing any classroom-level implicit biases <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>The SEA Plan disparity addressed is of diversity among staff. Since 2019, the Persons of Color (PoC) representation among certified staff has nearly tripled while the overall PoC representation among certified staff is under 15%.</i></p> </div>
<p>4.2 Every student is on-track to meet the promise of the GIPS graduate profile</p>	<ul style="list-style-type: none"> ● Access to college and career curriculum for every student, beginning in elementary school ● College and Career Achievement Centers at all middle schools and GISH <ul style="list-style-type: none"> ○ Individualized counseling to develop postsecondary plans ○ Dedicated supports for GISH pathways and academies ○ Access to daily on-site college and workforce advising ● Opportunities for students to engage with universities throughout their high school experience ● Access to work-based learning opportunities and diverse leaders <ul style="list-style-type: none"> ○ Partnerships with the Grand Island business community ○ Registered apprenticeship program <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>The SEA Plan disparity addressed is of dropouts by race/ethnicity. Among 2019-20 dropouts, who comprise 2% of all students, Hispanic males make up just over 57% of dropouts, or over two times their proportion of 26% among GISH students.</i></p> </div>



Area 4 Success Measures

- By 2024-25, 90% of students will graduate from GIPS and close the race/ethnicity and gender graduation disparities, including that of Hispanic males.
- By 2024-25, 20% more GIPS students will meet college, career, and community-ready criteria by graduation disaggregated by race/ethnicity, and gender.

Next Steps

GIPS will operationalize this strategic plan into departmental action plans and updated school improvement plans in late summer/early fall 2021. These plans will include annual success benchmarks; key levers and actions; persons responsible; timelines; and key resource investments. The District will also facilitate cross-departmental planning, in consultation with community stakeholders, to ensure collective efforts are aligned. GIPS commits to report out publicly annually progress toward strategic objectives and success measures.

Additionally, GIPS commits to completing and making public four districtwide plans already in process that undergird the strategic plan:

- ❖ Master facilities plan
- ❖ Extracurricular excellence plan
- ❖ Strategic Equity Action (SEA) plans
- ❖ ESSER budget plan for use of federal funds

Through these aligned planning efforts, GIPS will ensure the strategic plan is operationalized, with resources expended efficiently and effectively, so that every student in GIPS is positioned to thrive--Every Student, Every Day, A Success!

Glossary

- Equity levers - In order to create a setting where equity can be fostered and maintained takes initial changes to whatever prevented or stood in the way of equity. These “initial changes” that lead to a sustainable force for change can be considered as equity levers. An example of an equity lever might be for the district to provide a specific training to all teachers before requiring them to demonstrate a new equity-related standard in their teaching practice.
- Systems Change - Systems change involves creating a complete new way of doing things so that on all applicable levels of an organization, the change can be seen. Peter Senge, a leader of systems change, wrote of systems change in *The Fifth Discipline* (2006) saying that “*We will never transform the prevailing system of management without transforming our prevailing system of education. They are the same system.*”
- Disrupt - To achieve systems change may mean to discontinue practices that have been common for many years and to create new practices. It may involve researching and showing how policies, behaviors, and practices may have prevented specific students or groups of students from advancing to



find their full potential. Stopping these policies, behaviors, and practices can be powerful and yet not always appreciated at first. The term disrupt is a powerful verb describing how change is initiated because it is necessary to bring equity to the forefront for all students.

- *Cultural Responsiveness*
- *Literacy - Literacy is engaging in reading, writing, listening, and speaking across all disciplines to comprehend, analyze, and communicate within an ever changing world. #LiteracyisLiberation*
- *On Track to Thrive*
- *Multi-modal Learning - Strategies to improve the quality of teaching by matching content delivery with the best mode of learning for the student.*
- *Multi-tiered System of Supports (MTSS) - A comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making.*
- *Social Emotional Learning (SEL) - SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.*
- *Restorative Practices - Restorative practices promote inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm.*
- *Trauma Informed Care - Trauma is an exceptional experience in which powerful and dangerous events overwhelm a person's capacity to cope.*
- *Wraparound Services - The Wraparound process provides community based services and supports "wrap around" a child or youth and their family in their home, school, and community in an effort to help meet their needs.*
- *Positive Supports Framework - This GIPS Framework provides an organizational approach for improving the social and emotional climate of schools and enhancing the impact of academic instruction on achievement and increasing proactive preventive supports for learning.*
- *Chronic absenteeism - Define as students with 10% more absences during the school year.*
- *Suspensions - This refers to students who receive in school or out-of-school suspension, as disaggregated by race/ethnicity, gender, and disability status.*



On Track to Thrive 2025

**Grand Island Public Schools
Strategic Plan • August 2021**



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Acknowledgements

On Track to Thrive 2025 is the result of input from internal and external Grand Island Public Schools (GIPS) stakeholders. Ten stakeholder engagement sessions were held to review the draft of the plan with teachers, certified staff, classified staff, parents, students, and community leaders. Thank you for taking time to give your valuable input!

On Track to Thrive 2025 incorporates the work and input of the GIPS community in the recent development of the Strategic Equity Action Plans, Master

Facility Plan, and Long Range Plan for Extracurricular Excellence. In addition, On Track to Thrive 2025 reflects GIPS' plans for intentional use of Elementary and Secondary School Emergency Relief (ESSER) funds available from the federal government.

GIPS wishes to thank Policy Studies Associates, Inc. for helping to combine these various plans into one strategic, actionable plan—On Track to Thrive 2025.



A Note to the Community

Dear Grand Island,

In 2017, Grand Island Public Schools (GIPS) launched a strategic plan that created extraordinary opportunities for students. One of our main mantras was “Better Together.” As we consider the numerous challenges we’ve faced in 2020 and 2021, we know we are better and stronger together.

Through a series of recent stakeholder meetings with students, staff, parents, and community, you shared about your lived experiences and expressed your hopes and dreams for GIPS. We listened to your input and are proud to release our newest strategic plan, On Track to Thrive 2025.

Our north star continues to be Every Student, Every Day, A Success! This plan highlights key values of equity and excellence—bolstering even greater commitment of high expectations for all. On Track to Thrive 2025 takes into account the current realities and opportunities our students and staff are facing, while allowing us to remain relevant as we empower, personalize, design, and partner, to provide the best future possible for our students.

On Track to Thrive 2025 includes four success areas and GIPS has clearly outlined its commitments and accountability measures. The four student success areas are:

- Every student has access to high-quality, culturally responsive, and engaging learning environments
- Every student will develop literacy skills across disciplines
- Every student is socially and emotionally equipped to thrive in school and in life
- Every student will graduate as a college, career, and community-ready citizen

As we propel this plan forward, we want to emphasize to our community that literacy is a strong component that is woven throughout. We are excited for the ownership that all PK-12 students will take as educators for literacy, acknowledging literacy is liberation.

Our greatest success of being able to serve our students has come through our partnership with our community. As superintendent of schools and the collective board of education, we stand united for Every Student, Every Day, A Success! We invite you to stay engaged and involved. You can continue to expect greatness from GIPS, because we are still growing, still learning, and still thriving.

Sincerely,

Dr. Tawana Grover, Superintendent
Lisa Albers, Ward B
Carlos Barcenas, Ward C
Dr. Dan Brosz, Ward A
Terry Brown, Ward A
Josh Hawley, Ward C

Bonnie Hinkle, Ward B
Dave Hulinsky, Ward B
Lindsey Jurgens, Ward A
Erika Wolfe, Ward C

Our Success Equation

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.

VALUES

Equity: In GIPS, equity means that each individual receives what they need, when they need it, in an inclusive and anti-discriminatory environment.

Excellence: GIPS strives to provide an exceptional educational experience for students across our district. We hold ourselves to the highest standards and work with families and our community to provide students the supports they need to excel.

PILLARS

Empower
Personalize
Design
Partner

Access to learning

Every student

- engages in high-quality early learning
- has access to learning models that meet their unique needs



Empower through literacy

Every student

- is empowered through literacy
- has equitable access to rigorous, relevant coursework
- learns in a safe and resourced environment



Thrive in school and life

Every student

- is provided a personalized environment for learning
- and family are welcome in GIPS schools
- feels a sense of belonging



Graduate as ready citizens

Every student

- engages with educators who reflect the linguistic and cultural diversity of GIPS
- is on-track to meet the promise of the GIPS graduate profile



How do we make this happen? Systems change: We seek to disrupt inequities through systems change. Systems changes are designed to directly advance equitable outcomes for students and families and drive resources, staffing, policy, and/or practices in a way that can be seen and felt by all GIPS stakeholders.

GIPS Success Area 1

Every student has access to high-quality, culturally responsive, and engaging learning environments

GIPS OBJECTIVES

1.1

Every student engages in high-quality early learning

1.2

Every student has access to learning models that meet their unique needs

Why is this important?
The Strategic Equity Action Plan (SEA Plan) identified a disparity in chronic absenteeism. In 2020-21, 60% of Black or African American and 64% of Hispanic students were chronically absent in 10th-12th grade, compared to 39% of their peers.

GIPS COMMITS TO

Expanded pre-K classrooms, including through partnerships

Broadened pre-K eligibility criteria

Communication with all families—especially English Learner and migrant families—about the early learning opportunities in GIPS (access, benefits, and curriculum)

Supportive attendance policy that connects families and students to resources that remove barriers to attendance

Flexible and multi-modal learning options, such as:

- Virtual learning classrooms
- Flexible high school schedule
- Night Owl Academy
- Summer learning

Extended school transportation hours to encourage participation in expanded learning opportunities

Extracurricular excellence plan that centers youth voice and choice

GIPS OBJECTIVES

1.3

Every student learns in a safe and resourced environment

GIPS COMMITS TO

Facilities master plan that addresses safety and modernized learning environments for all students

Equitable, transparent distribution of human capital resources and funds at district, building, and classroom levels to meet the needs of every student

Differentiated staffing and supports for schools, principals, and teachers based on school needs and equity formulas

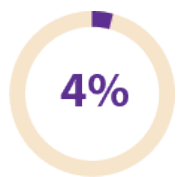
Success Measures

School ratings increase



By 2024-25, 75% or more of students will rate their school highly on the Panorama Climate survey.

Reduced absenteeism



By 2024-25, GIPS will meet or exceed the Nebraska Department of Education chronic absenteeism target of 4%, reducing chronic absenteeism at upper grade levels, with no disparities by race/ethnicity.



GIPS Success Area 2

Every student will develop literacy skills across disciplines

GIPS OBJECTIVES

2.1

Every student is empowered through literacy

Why is this important?
The SEA Plan identified a disparity in student achievement by race/ethnicity. In 2020-21, 31% of Hispanic students in kindergarten or first grade reached the DIBELS benchmark compared to 54% of their peers. Also, in 2020-21, 38% of Hispanic students in grades 2-10 reached proficiency, compared to 58% of their peers.

GIPS COMMITS TO

Every PK-5th grade student will develop the foundational skills, build knowledge and academic vocabulary essential for learning across disciplines

Every 6-12th grade student will improve literacy skills across disciplines so that they thrive in college, career, and community

Develop a PK-12 Literacy Coalition to analyze current data and provide feedback on practices that align to current research



GIPS OBJECTIVES

2.2

Every student has equitable access to rigorous, relevant coursework

Why is this important?

The SEA Plan identified a disparity in access to the Gifted & Talented program by race/ethnicity. In 2020-21, 20% of Gifted & Talented students in grades 4-12 were Hispanic, but 53% of the GIPS student population in grades 4-12 were Hispanic.

GIPS COMMITS TO

Implementation of a Multi-Tiered System of Supports (MTSS) that addresses the unique academic strengths and needs of every student through:

- Implementation of Professional Learning Communities that focus on improving student results and disrupting educational disparities
- Intentional professional learning aligned to Tier I across high-quality rigorous instruction, resources and programming, and teacher content knowledge aligned to standards
- Targeted interventions
- Personalized Learning Plans
- Academic coaching to build capacity of educators to equitably identify and engage all students, including through personalized programming needs (e.g., Gifted & Talented, English Learner, Special Education)

Implementation of standards-based learning through:

- Guaranteed and viable curriculum
- Adoption and implementation of high-quality instructional materials aligned to grade-level standards
- Equitable and consistent grading policies and practices

Success Measures

Equity and excellence



20%
MORE

By 2024-25, due to improved literacy skills, 20% more students will be on track as measured by DIBELS, MAP/NSCAS Growth Reading, and ACT-Reading across grade levels, with no disparities by race/ethnicity and English Learner status.



GIPS Success Area 3

Every student is socially and emotionally equipped to thrive in school and in life

GIPS OBJECTIVES



Every student is provided a personalized environment for learning

Why is this important?
The SEA Plan identified disparities related to in-school and out-of-school suspensions by disability status. In 2020-21, students with IEPs were suspended at 1.5 times the rate of students without IEPs.

GIPS COMMITS TO

Implementation of a Multi-Tiered System of Supports (MTSS)

- Positive Support practices are in place in all learning environments, including:
 - Clear expectations, procedures, and routines
 - System for teaching expected behavior
 - System for encouraging expected behavior
 - Common response to minor (classroom-managed) unexpected/inappropriate behavior
 - Function-based interventions for the unique social-emotional strengths and needs of every student

Shift from a punitive discipline system to a focus on preventative/proactive strategies for classroom management

- Implementation of Positive Supports Framework
- Teachers are trained on trauma-informed and restorative classroom strategies

Staffing structures that support social-emotional learning (SEL)

- School counselors and/or social workers at every school allocated through equity formulas to meet each school's SEL plan
- Supports for the social-emotional well-being of GIPS staff
- Training for all educators on integrating Positive Supports and SEL practices

GIPS OBJECTIVES



3.2

Every student and family is welcomed in GIPS schools

GIPS COMMITS TO

(3.1 continued)
Ensuring that every student is connected to a supportive adult

Community partnerships that increase supports to students and families

- Mental health services available at all buildings
- Wraparound services/community partnerships for students in need of Tier 3 support.

GIPS family engagement plan that is comprehensive, culturally responsive, and multilingual

Protocols to support community school practices across district schools

Culturally responsive training to build capacity of all GIPS staff to engage with students and families with varying linguistic, cultural, and ability backgrounds

- Enhanced onboarding programs emphasizing cultural awareness
- Ongoing training and coaching on inclusive, culturally responsive pedagogy

Success Measures

Improved SEL



By 2024-25, students will report a 15% increase in their social-emotional development from the Spring 2020-21 Panorama SEL survey, with no disparities by race/ethnicity and gender across levels.

Reduced suspensions



By 2024-25, suspensions will be reduced 30% from 2020-21 rates, with no disparities by race/ethnicity, gender, and disability status.

GIPS Success Area 4

Every student will graduate as a college, career, and community-ready citizen

GIPS OBJECTIVES

4.1

Every student engages with educators who reflect the linguistic and cultural diversity of GIPS

Why is this important?
The SEA Plan identified a disparity in the diversity of staff relative to the student body. Since 2019, the Persons of Color (PoC) representation has nearly tripled to almost 15% of all certified staff. This increased diversity still does not reflect the student body, which is 59% PoC.

4.2

Every student is on-track to meet the promise of the GIPS graduate profile

GIPS COMMITS TO

The GIPS Equity Office will promote anti-racist and equitable policies and practices

Creating a diverse pipeline for educators and administrators, including through:

- University partnerships
- Future teacher pathway in the Academies of Grand Island Senior High School (GISH)
- ASCEND principal pipeline

Human Resources strategies to recruit and hire culturally, ethnically, and linguistically diverse staff, educators, and administrators

- Conduct comprehensive compensation and benefits review; take appropriate actions toward equitable compensation
- Identification of biases that impact human capital decisions

Instill high expectations for all students, including addressing any classroom-level implicit biases

Access to college and career curriculum for every student, beginning in elementary school

College and Career Achievement Centers at all middle schools and GISH

- Individualized counseling to develop postsecondary plans
- Access to daily on-site college and workforce advising

GIPS OBJECTIVES

Why is this important?
The annual dropout rate in GIPS has historically been 2% for all students. The SEA Plan identified a disparity within the dropout rate by race/ethnicity. In 2019-20, 57% of dropouts were Hispanic males, over two times their proportion of 26% among high school students.

GIPS COMMITS TO

(4.2, continued)
Opportunities for students to engage with institutions of higher education throughout their high school experience

Access to work-based learning opportunities and diverse leaders

- Partnerships with the Grand Island business community
- Registered apprenticeship programs

Success Measures

Close the graduation gap



By 2024-25, 90% of students will graduate from GIPS and close the disparities in graduation rate by race/ethnicity and gender, including for Hispanic males.

Meet graduation criteria



By 2024-25, 20% more GIPS students will meet college, career, and community-ready criteria by graduation, with no disparities by race/ethnicity and gender.



Seeing Success

OUR CORE VALUES
EQUITY + EXCELLENCE

Every student has access to high-quality, culturally responsive, and engaging learning environments



75% or more of students at each school will rate their school highly on school climate

Chronic absenteeism will be reduced to meet or exceed Nebraska Department of Education target of 4%

Every student will develop literacy skills across disciplines



20% more students will be on track in literacy

Every student is socially and emotionally equipped to thrive in school and in life



Students will report a 15% increase in their social-emotional development

Suspensions will be reduced by 30%

Every student will graduate as a college, career, and community-ready citizen



90% of students will graduate from GIPS

20% more GIPS students will meet college, career, and community-ready criteria by graduation

* By 2024-25 and disaggregated by student group.

Students who thrive.



EMPOWER



PERSONALIZE



DESIGN



PARTNER

Our Pillars



Empower

EMPOWER all staff to advance excellence and equity. We support all staff in implementing high-quality, equitable practices; creating inclusive environments; and providing resources that enable every student to learn and succeed.



Design

DESIGN decisions that center excellence and equity. Data and community voice inform decisions about resources, policies, and structures so that each GIPS student and educator thrives.



Personalize

PERSONALIZE rigorous and relevant learning for every student and engage student voice in the decision-making process. Learning should provide experiences that ignite the unique interests and passions of our students. Every student is connected with the targeted supports they need to realize their talents and goals.



Partner

PARTNER to support the whole child. The strengths and assets of our families and community are critical to our success. We will work hand in hand, inside and outside of school hours, to advance every student's well-being and success.



Next Steps

GIPS will operationalize this strategic plan into departmental action plans and updated school improvement plans in late summer/early fall 2021. These plans will include annual success benchmarks; key levers and actions; persons responsible; time-lines; and key resource investments. The district will facilitate cross-departmental planning, in consultation with community stakeholders, to ensure collective efforts are aligned. GIPS commits to annual public reports of progress toward strategic objectives and success measures.

Additionally, GIPS commits to completing and mak-

ing public four districtwide plans already in process that undergird the strategic plan:

- Master facilities plan
- Extracurricular excellence plan
- Strategic Equity Action (SEA) plans
- ESSER budget plan for use of federal funds

Through these aligned planning efforts, GIPS will ensure the strategic plan is operationalized, with resources expended efficiently and effectively, so that every student in GIPS is positioned to thrive—Every Student, Every Day, A Success!



Glossary

Chronic Absenteeism - Defined as students absent 10% or more days during the school year.

Cultural Responsive - According to NDE's Equity and Diversity section of the Continuous Improvement Process (CIP) toolkit, culturally responsive refers to “behaviors that facilitate the achievement of all students. In a culturally responsive classroom, teaching and learning occur in a supportive environment in which teachers identify, nurture, and use students’ personal and cultural strengths to promote their achievement (Equity Alliance, Arizona State University).”

Disrupt - To achieve systems change may mean to discontinue practices that have been common for many years and to create new practices. It may involve researching and showing how policies, behaviors, and practices may have prevented specific students or groups of students from advancing to find their full potential. Stopping these policies, behaviors, and practices can be powerful and yet not always appreciated at first. The term disrupt is a powerful verb describing how change is initiated because it is necessary to bring equity to the forefront for all students.

Equity levers - In order to create a setting where equity can be fostered and maintained takes initial changes to whatever prevented or stood in the way of equity. These “initial changes” that lead to a sustainable force for change can be considered as equity levers. An example of an equity lever might be for the district to provide a specific training to all teachers before requiring them to demonstrate a new equity-related standard in their teaching practice.

Guaranteed and Viable Curriculum - The purpose of a guaranteed and viable curriculum is to ensure that all students in all schools and grade levels across

the district learn the same core content at a specific instructional level. A guaranteed and viable curriculum consists of standards that fully outline the content, concepts, and skills that are essential within an academic discipline and at each grade level to ensure all students have the opportunity to achieve proficiency. The guaranteed curriculum provides clarity and guidance for stakeholders and ensures that all students learn essential content and skills from a high-quality instructional resource. Viability means the distinctly articulated content and skills can be taught and learned within available and protected timeframes during the academic year.

Intervention - An intervention includes instruction and strategies (e.g., increased feedback, increased structure) that are intentionally planned and carefully selected based upon data. Interventions are typically sustained over the course of several weeks, provided a set number of days/week, and for a specific amount of time. Intervention progress is consistently measured based upon level of need with the goal that students will achieve academic or social success without the need for continued intervention.

Literacy - Literacy is engaging in reading, writing, listening, and speaking across all disciplines to comprehend, analyze, reason, and communicate within an ever-changing world. #LiteracyisLiberation

Multi-modal Learning - Strategies to improve the quality of teaching by matching content delivery with the best mode of learning for the student.

Multi-tiered System of Supports (MTSS) - A comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decision making.

Positive Supports (PS) - An evidence-based, three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. Shared leadership teams help create systems for the following: clarifying expectations, encouraging expected behavior, discouraging inappropriate behavior, active supervision, and referral systems (including use of a Major/Minor Flowchart and documentation guidelines).

Positive Supports Framework - This GIPS Framework provides an organizational approach for improving the social and emotional climate of schools and enhancing the impact of academic instruction on achievement and increasing proactive preventive supports for learning.

Restorative Practices - Restorative practices promote inclusiveness, relationship-building, and problem-solving, through such restorative methods as circles for teaching and conflict resolution to conferences that bring victims, offenders, and their supporters together to address wrongdoing. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm.

Social Emotional Learning (SEL) - SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Suspensions - For On Track to Thrive 2025, the measurement of suspensions refers to students who receive in school or out-of-school suspension.

Systems Change - Systems change involves creating a complete new way of doing things so that on all applicable levels of an organization, the change can be seen. Peter Senge, a leader of systems change, wrote of systems change in *The Fifth Discipline* (2006) saying that “We will never transform the prevailing system of management without transforming our prevailing system of education. They are the same system.”

Tier 1 - Universal Instruction (Tier 1) is what “all” students receive in the form of academic and positive behavior support. The universal tier is comprised of the strong implementation of the district’s standards-aligned core curriculum, instruction, assessment and the collaborative work schools do to use time effectively to engage all students in learning a common set of skills and knowledge needed. A strong Universal Tier is defined as having 80% or more of students meeting expectations without requiring intervention support beyond the Universal Tier.

Tier 2 - Targeted Interventions (Tier 2) are for some students who require additional academic or behavioral support. Targeted interventions are planned, carefully considered interventions when students do not meet academic or social expectations that are necessary for academic and social success. Targeted interventions that are implemented consistently, as intended, by typical school personnel are likely to demonstrate positive effects for up to 67%-75% of referred students.

Tier 3 - Intensive interventions (Tier 3) help students with persistent learning and behavioral needs. Intensive intervention is considered the most intense level of intervention. Providing intensive interventions is a process, not a specific program or product. The process is driven by data, characterized by increased intensity and individualization, and considers the academic and social needs of the student.

Trauma Informed Practices - In a trauma-informed school, the adults in the school community are prepared to recognize and respond to those who have been impacted by traumatic stress. Those adults include administrators, teachers, staff, and parents. In addition, students are provided with clear expectations and communication strategies to guide them through stressful situations.

Wraparound Services - The Wraparound process provides community-based services and supports that “wrap around” a child or youth and their family in their home, school, and community in an effort to help meet their needs.

On Track to Thrive 2025

Advancing with Ownership

In implementing this strategic plan, we realize that changes must occur at all levels. We are committed to hearing multiple voices and perspectives, having crucial conversations, and aligning resources to our priorities. We will continue to deliver support for our staff, students, and community.

Seeing Success

OUR CORE VALUES
EQUITY + EXCELLENCE

SUCCESS AREAS

SUCCESS MEASURES*

Every student has access to high-quality, culturally responsive, and engaging learning environments

75% or more of students at each school will rate their school highly on school climate

Chronic absenteeism will be reduced to meet or exceed Nebraska Department of Education target of 4%



Every student will develop literacy skills across disciplines

20% more students will be on track in literacy



Every student is socially and emotionally equipped to thrive in school and in life

Students will report a 15% increase in their social-emotional development

Suspensions will be reduced by 30%



Every student will graduate as a college, career, and community-ready citizen

90% of students will graduate from GIPS

20% more GIPS students will meet college, career, and community-ready criteria by graduation



* By 2024-25 and disaggregated by student group.

Students who thrive.



EMPOWER



PERSONALIZE



DESIGN



PARTNER

GIPS BOE 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: 2021-2022 Substitute Teacher Pay

Submitted By: Wayne Stelk

Date: 6/28/21

1. What is the identified need?

To attract and retain an adequate pool of substitute teachers to cover teacher vacancies so that student learning progresses.

2. Administrative Rationale for BOE Agenda Item (**connect to Strategic Plan Objectives/Success Measures**)

To maintain a competitive pay package for substitute teachers, so that certified vacancy fill rates can be maintained in the 94-96% range.

3. Proposed Action

To approve 3.4 % substitute teacher pay package (i.e. \$154/day for short-term regular substitute certificates)

4. Data/Research Assessed

Substitute fill rate for the 2020-2021 school year was 89.63%, survey surrounding school districts to track substitute teacher pay rates.

5. Equity Analysis

To ensure all students have access to qualified substitute teachers to keep learning on track.

5. Stakeholder Group(s) Involved

Students, certified teachers, substitute teachers, principals.

6. Summary

Approval of this recommendation will support GIPS efforts to maintain an acceptable 94-96% fill rate for certified vacancies.

7. Fiscal Impact

Amount: \$35,067

Source: General Fund

Details: Additional cost based upon prior absence rates.

8. Person(s) Responsible for Implementation

Wayne Stelk, Human Resource & Payroll Dept.

9. Implementation Plan

▲ Monitor/ Evaluate

Actions: Enter 21-22 substitute teacher pay schedule in iVisions and communicate new rates to substitute teachers.

Timeline: Effective 8/11/21

▲ Board Report/Follow-Up (Could this be committee report or BOE presentation)

Actions: Monitor fill rate daily, review with Personnel Committee monthly

Timeline: 1 month 3 months 6 months annually N/A

Set Your Virtual Tutoring Program Up for Success

FEV Tutor’s live, 1:1 tutoring is most effective when tutors can connect with core class instruction. We’ve collected several best practices to collaborate with FEV Tutor’s team in order to create a tutoring program driven by data and aligned with core instructional strategies.

ABOUT FEV TUTOR

FEV Tutor takes a collaborative approach to deliver live, virtual tutoring solutions to K-12 schools and districts. We work directly with teachers and administrators to align tutoring to our partner’s standards, curriculum, goals, and initiatives. The result is a targeted tutoring program that represents a natural extension of the student’s core classroom.

FEV Tutor’s collaborative approach empowers teachers to activate scalable, data-driven instruction quickly and easily.



COLLABORATIVE PROGRAM DESIGN

The cornerstone of any successful program is the establishment of SMART Goals

FEV Tutor provides a live service that is customized to meet the needs of our education partners. We recommend that an FEV’s Academic Success Coach meets with key stakeholders for a Blueprint/Vision meeting before launching a new tutoring program.

During this meeting, we will establish SMART Goals (Specific, Measurable, Achievable, Relevant, and Time-bound). SMART goals can vary for each school, student cohort, or class enrolled in tutoring. Our team then employs backward planning to establish parameters for the program that both maximizes your investment and is designed to accomplish each SMART goal.



DRIVEN BY SCHOOL/DISTRICT DATA

Our most successful programs are grounded in YOUR students’ existing benchmark data.

The most direct and effective method for aligning 1-to-1 tutoring with core instructional strategies is to create informed targeted tutoring plans with existing district/school benchmark data. Example data points include: interim assessment scores, NWEA RIT scores, results from state exams, SAT/ACT scores, etc. This data allows FEV to differentiate tutoring for each student by creating highly-targeted Personalized Tutoring Plans that align with existing district/school initiatives. If no data is available, FEV can administer a standards-aligned pre-test. Benchmark data will serve as the baseline to assess the effectiveness of FEV’s tutoring program.



DYNAMIC ACADEMIC PROGRAMMING

Ongoing 2-way communication enables FEV to further improve and personalize instruction.

Because students are connected to a live tutor, our programs are adaptive and can be quickly adjusted on an ongoing basis. FEV Tutor communicates weekly with stakeholders to share reports containing formative assessment data, student feedback, attendance data, and more. In our most successful programs, classroom teachers and administrators also share observations from the classroom, feedback on FEV reporting, and additional benchmark data points with the FEV Academic Success Coaches. These data points allow us to continually mold tutoring to meet students' needs. Our team is available by phone, email, Zoom, and can even travel on-site to gather feedback from stakeholders to improve tutoring. We operate as a resource for your teachers to extend their reach. The more feedback we receive, the better our tutoring can connect to the core learning environments.

To learn how a partnership with FEV Tutor improves academic growth and drive student learning, visit: [FEVTutor.com!](https://FEVTutor.com/)



INVOLVE PARENTS & FAMILIES

Sharing student progress with families helps personalize tutoring.

FEV Tutor has a Family & Student Engagement team available to provide 24/7 support to parents and families. In our most successful tutoring programs, schools leverage this team to foster communication directly with families to: inform parents about the availability of virtual tutoring services, communicate the goals of the tutoring program, and to provide academic consultation. For schools offering tutoring outside of school day programming, this team can also establish tutoring schedules. FEV can even share weekly progress reports directly with parents to keep families engaged in the student's academic success.



MEASURE TANGIBLE ACADEMIC GROWTH

Analyzing multiple measures allows you to evaluate student growth & program effectiveness.

All of FEV's programs are backward planned with one goal in mind: to show objective and measurable student growth that can be correlated to the use of our tutoring programs. At the conclusion of a virtual tutoring program, FEV's Data Analysis team will analyze quantitative and qualitative data to measure student growth and program effectiveness. In our most successful programs, schools also share district benchmark data so our team can analyze key tutoring performance measures, formative assessment data, growth pre-test to post-test, interim assessment growth (or similar), and ultimately, proficiency on state exams. Many school partners will share the data of a control group so that we can compare the effectiveness of our intervention through scientific analysis.

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 funds to Partner with FEV Tutor to improve academic growth

Submitted By: Kate Crowe

Date: 6/22/21

1. What is the identified need?

Data analysis points to a need to provide additional support to students in Title I buildings to close learning gaps which have been exacerbated by COVID 19.

2. Administrative Rationale for BOE Agenda Item-how does it align to strategic plan/Equity priorities?

This proposal directly aligns to the following:

- 1) The Design pillar of the strategic plan, which states that “We have data and information about students, schools, and our district. Using it to make decisions about resources and support for students, teachers, and schools will significantly accelerate our pace of improvement and make sure that we are approaching our work with a sense of purpose and fairness”. FEV Tutor leverages GIPS data (benchmark, state, and other assessment data) to design supports for each student.
- 2) The Personalize pillar of the strategic plan, which states that “By creating learning pathways for students, we can make learning relevant and engaging while connecting children with the supports they need to be successful in school.” FEV Tutoring designs a targeted one on one tutoring program (with live certified teachers) that represents a natural extension of the student’s core classroom.
- 3) GIPS Student Success Measure 2 of the strategic plan, which states that there will be an “Increased percentage of students meeting or exceeding proficiency every year across all assessed grades and subjects on the NeSA centralized state testing process.”

3. Proposed Action

Approve use of funds to purchase a bank of hours to support 400 Walnut students and 400 Title I elementary students with FEV tutoring supports.

4. Data/Research Assessed

- FEV Tutor is a Level 2 ESSA Evidence-Based Intervention
- A 7 year longitudinal study found that students who were more than two years below grade

level in math who participated in FEV Tutor programs demonstrated an average of 7.10 RIT points (1.75 points higher than national norms) and 8.82 RIT points in reading. The study found a significant impact on fall to spring growth scores for reading in students who participated in 21-30 hours of tutoring between MAP Growth assessments.

- The recommended tutoring time is 20-25 hours 2x a week
- Although we are targeting intervention, tutoring can be an option for all students if hours are available

5. Stakeholder Group(s) Involved

L4L team, Title I principals, students, families

6. Summary

The purchase of hours from FEV Tutor will provide students in Title I buildings with access to academic support 24/7 in a safe environment that uses GIPS data to drive their personalized plans. L4L will provide guidance on the implementation and encourage this to occur during intervention, WIN, before or after school with an adult monitor. FEV Tutoring offers additional family outreach and wrap-around support in multi-languages to encourage and support attendance and engagement.

7. Fiscal Impact

Amount: ≤ \$500,000

Source: Title I/Title I CSI

Details: Title I would pay for the elementary hours, and Title I/CSI would purchase the Walnut hours

8. Person(s) Responsible for Implementation

L4L team, building principals, teachers monitoring after school FEV tutor opportunities

9. Implementation Plan

▲ Monitor/ Evaluate

Actions:

- Meet with FEV tutor to develop plans for data analysis, marketing, targeting students, and platform use
- Train staff as appropriate
- Communicate opportunity with families
- Implement
- Monitor via MAP data analysis

Timeline: 2021-22 school year

▲ Follow-Up

F/U with: ___ Cabinet ___ Board ___X___ Board Committee: _____

Actions:

Timeline: ___ 1 month ___ 3 months ___X___ 6 months ___ annually ___ N/A

Title 1 Reading Interventionist Materials 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: It is proposed that Title 1 funding is dedicated to the purchase of professional learning and instructional materials for our Title 1 Reading Interventionists. This proposal includes the purchase of a variety of instructional resources and professional learning resources that our Title 1 Reading Interventionists can use to tailor reading interventions for our most at-risk readers. The purchase of these materials would support implementation of our Multi-Tiered System of Support (MTSS) model in reading, including the use of evidence-based instructional practices and materials to teach reading. The materials included in this proposal were piloted at West Lawn & Wasmer elementary in the 2020 - 2021 school year with the hire of their Title 1 Reading Interventionists.

Submitted By: Dr. Brittney Bills & Kate Crowe

Date: August 3, 2021

1. What is the identified need?

We currently do not have evidence-based intervention materials that explicitly and systematically address reading difficulties for our most struggling readers. These materials combined with ongoing professional learning support of our Title 1 Reading Interventionists will ensure that our teachers are intentionally supporting instruction for our struggling readers in grades K - 3.

2. Administrative Rationale for BOE Agenda Item-how does it align to strategic plan/Equity priorities?

GIPS Success Area 2: Every student will develop empowering literacy skills across discipline

3. Proposed Action

Purchase instructional resource and professional learning materials to be implemented across four Title 1 buildings to be implemented daily with K - 3 struggling readers.

4. Data/Research Assessed

These proposed materials all incorporate evidence-based best practices in the instruction of early reading skills. Provided monthly professional learning meetings and regular data review meetings, Reading Interventionists will build capacity in exercising professional judgment and intensifying/adjusting instruction as necessary when needed as determined by progress monitoring data.

5. Stakeholder Group(s) Involved

West Lawn & Wasmer Reading Interventionists, Principals, Academic Support Coaches & students,
Kate Crowe, Dr. Brittney Bills

6. Summary

Using Evidence-Based Practices related to Curriculum, Instruction and Assessment is one of the tenets of an Effective MTSS system. We need to identify and use Targeted Interventions (Tier 2) and Intensive Interventions (Tier 3) that demonstrate effectiveness with our early struggling readers.

7. Fiscal Impact

Amount: \$34,150.00

Source: Title 1

Details: Letter Tile Kits (Teachers & Students) - \$4,644.00
Tools4Reading Instructional Resources - \$720.00
Heggerty Phonemic Awareness Instructional Resources - \$1,559.79
Voyager Sopris (Student Readers, Phoneme Grapheme Mapping Instructional Book, Fluency Materials) - \$7,430.81
Phonics for Reading Instructional Materials - \$3,145.50
SIPPS Intervention Package - \$16,650.00

8. Person(s) Responsible for Implementation

Reading Interventionists, Dr. Brittney Bills, Literacy System of Support Specialist, Academic Support Coaches

9. Implementation Plan

▲ Monitor/ Evaluate

Actions: Monthly Meetings with Reading Interventionists
Regular Data Review Meetings (every 4 - 6 weeks)
Monthly Coaching and implementation fidelity checks

Timeline: August 2021 - May 2022

▲ Follow-Up

F/U with: ___ Cabinet ___ Board ___X___ Board Committee: _____

Actions:

Timeline: ___ 1 month ___ 3 months ___ 6 months ___X___ annually ___ N/A

Walnut Middle School – Language Live 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: *LANGUAGE! Live*[®] is a comprehensive literacy strategies solution that combines foundational and advanced literacy skills with digital and teacher-led reading intervention to significantly improve literacy skills. Teachers love the blended solution and students have shown substantial growth with the reading intervention.

LANGUAGE! Live features a captivating modern, digital platform for grades 5–12 with Word Training and Text Training. Its effective reading strategies have been useful for English language learners, special needs students, students with language deficits and specific reading difficulties, and general education populations.

Submitted By: Walnut Middle School

Date: 7/30/21

1. What is the identified need?

In 2020-2021 Walnut had 57% of its students enter 6th grade reading below grade level. Knowing that success in reading is the key to unlocking academic achievement, we have to have a more intensive intervention to improve literacy skills for students.

2. Administrative Rationale for BOE Agenda Item-how does it align to strategic plan/Equity priorities?

GIPS Success Area 2: Every student will develop empowering literacy skills across discipline

3. Proposed Action

Adopt Language! Live as a reading intervention available to Walnut Middle School Students to be implemented in 5 classrooms daily for 45 min periods

4. Data/Research Assessed

LANGUAGE! Live National Results reports show improvement in student outcomes as measured by Progress Assessment of Reading (PAR), TOSCRF, and TWS-4. Research Foundations paper shows strong alignment to research about adolescent literacy instruction and intervention.

5. Stakeholder Group(s) Involved

Walnut Reading Intervention Teachers, Students in Tier 2 intervention through MTSS, L4L team, Dr. Brittney Bills

6. Summary

Walnut needs a research-based Tier 2 intervention for students with below-grade-level literacy skills. Knowing that Language! Live is tied to the work that elementary teachers are gaining traction with, we believe this intervention will help shore up and narrow the literacy gaps our students are coming with.

7. Fiscal Impact

Amount: \$39,235.00

Source: Walnut CSI, Title 1

Details: 7 teachers, 2 days of initial training, 1 hr virtual support per teacher, 2 onsite coaches for 2 days in January and March

8. Person(s) Responsible for Implementation

Walnut Reading Intervention Teachers, Liz Boyle - Academic Support Coach - Walnut Admin

9. Implementation Plan

▲ Monitor/ Evaluate

Actions: Daily monitoring for word recognition skills, and benchmark assessments, progress monitoring after each unit.

Timeline: Daily, 45 min day through end of school year

▲ Follow-Up

F/U with: ___ Cabinet ___ Board ___ Board Committee: _____

Actions:

Timeline: ___ 1 month ___ 3 months ___ 6 months ___ annually ___ N/A

Certificate of Resolutions

The undersigned hereby certifies that he/she is the _____ of **Grand Island Public Schools** (the "School District"), and that the following is a true and correct copy of the resolutions adopted by the School District at a duly called meeting thereof, at which a quorum was present, held on the _____ day of _____, 20_____.

WHEREAS, the School District sponsors a retirement plan known as the **Grand Island Public Schools 403(b) Plan** (the "Plan"); and

WHEREAS, the School District has determined to amend the Plan, effective March 27, 2020, to incorporate specific provisions of the Coronavirus Aid, Relief, and Economic Security Act (the "CARES Act") as set forth in the attached Amendment for CARES Act.

NOW THEREFORE, it is:

RESOLVED, that the appropriate employees of the School District shall be, and they hereby are, authorized and directed to do any and all things necessary or appropriate to amend the Plan, effective March 27, 2020, to incorporate specific provisions of the CARES Act.

FURTHER RESOLVED, that the Plan shall be, and it hereby is, amended, effective March 27, 2020, in the form of the attached Amendment for CARES Act submitted to the Board of Directors for approval and which is incorporated herein by this reference.

FURTHER RESOLVED, that the appropriate employees of the School District shall be, and they hereby are, authorized and directed to do any and all things necessary or appropriate to effectuate the above resolutions, and to take any additional action as may be necessary or appropriate to continue the tax benefits of the Plan and the Custodial Account established thereunder, as amended, under Section 403(b) of the Internal Revenue Code of 1986.

Executed this _____ day of _____, 20_____, at Grand Island, NE.

Authorized Signature

Title

AMENDMENT FOR CARES ACT

**ARTICLE 1
PREAMBLE; DEFINITIONS**

- 1.1 **Adoption of Amendment.** The Employer adopts this Amendment to implement provisions of the Act which affect the Plan. All references to the Plan include the Plan’s loan program, policy, or procedure to the extent applicable.
- 1.2 **Superseding of inconsistent provisions.** This Amendment supersedes the provisions of the Plan to the extent those provisions are inconsistent with the provisions of this Amendment.
- 1.3 **Construction.** Except as otherwise provided in this Amendment, any Article or Section reference in this Amendment refers only to this Amendment and is not a reference to the Plan. The Article and Section numbering in this Amendment is solely for purposes of this Amendment and does not relate to the Plan article, section, or other numbering designations.
- 1.4 **Effect of restatement of Plan.** If the Employer restates the Plan then this Amendment shall remain in effect after such restatement unless the provisions in this Amendment are restated or otherwise become obsolete (e.g., if the Plan is restated onto a plan document which incorporates these provisions).
- 1.5 **Definitions.** Except as otherwise provided in this Amendment, terms defined in the Plan will have the same meaning in this Amendment. The following definitions apply specifically to this Amendment:
- A. The “Act” is the Coronavirus Aid, Relief, and Economic Security Act, also known as the CARES Act. This Amendment shall be interpreted and applied to comply with the Act.
- B. A “**Qualified Individual**” means any individual who meets one or more of the criteria described in paragraphs (1), (2), (3), or (4). Participants, alternate payees and beneficiaries of deceased participants can be treated as Qualified Individuals. The Plan Administrator may rely on an individual’s certification that the individual satisfies a condition to be a Qualified Individual unless the Plan Administrator has actual knowledge to the contrary. In applying the criteria, “COVID-19” means either the virus SARS–CoV–2 or coronavirus disease 2019; “an approved test” means a test approved by the Centers for Disease Control and Prevention (including a test authorized under the Federal Food, Drug, and Cosmetic Act); and a “member of the individual’s household” means someone who shares the individual’s principal residence. The criteria are as follows:
- (1) The individual was diagnosed with COVID-19 by an approved test;
 - (2) The individual’s spouse or dependent (as defined in Code §152) was diagnosed with COVID-19 by an approved test;
 - (3) The individual has experienced adverse financial consequences because: (a) the individual or the individual’s spouse, or a member of the individual’s household was quarantined, furloughed or laid off, or had work hours reduced due to COVID-19; (b) the individual, the individual’s spouse, or a member of the individual’s household was unable to work due to lack of childcare due to COVID-19; (c) A business owned or operated by the individual, the individual’s spouse, or a member of the individual’s household closed or reduced hours due to COVID-19; or (d) the individual, the individual’s spouse, or a member of the individual’s household had a reduction in pay (or self-employment income) due to COVID-19 or had a job offer rescinded or start date for a job delayed due to COVID-19; or
 - (4) The individual satisfies any other criteria determined by the Treasury or the IRS.

ARTICLE 2
IDENTIFYING INFORMATION; EMPLOYER ELECTIONS

2.1 Reserved.

2.2 Employer identifying information.

A. Name of Employer: Grand Island Public Schools

B. Name of Plan: Grand Island Public Schools 403(b) Plan

C. Type of Plan (check one)

- (1) [] 401(k) Plan
(2) [] Profit-Sharing Plan (other than a 401(k) plan)
(3) [] Money Purchase Pension Plan
(4) [] Defined Benefit Plan (including a cash balance plan)
(5) [X] 403(b) Plan
(6) [] 457(b) Plan sponsored by a governmental employer

2.3 Relief for Qualified Individuals. Will the Plan provide any or all of the following relief for Qualified Individuals: (1) Coronavirus-Related Distributions described in Article 3, (2) increased loan limits described in Section 4.2, (3) the loan repayment extension described in Section 4.3. (Select one of (a), (b), or (c). If (c) is selected, then select one or more of (d), (e), and/or (f))

- (a) [] No. The Plan will not provide any of these relief provisions.
(b) [X] Yes. The Plan will provide all of these relief provisions. The limitations on distributions described in Sections 2.3(d)(1) – (4) and the limitations on loans in Section 2.3(e)(1) – (3) and 2.3(f)(1)—(3) do not apply.
(c) [] Some. The Plan will provide those relief provisions selected in (d), (e), or (f) below.
(d) [] The Coronavirus-Related Distribution provisions described in Article 3 (If (d) is selected, the Employer may optionally select one or more of (1), (2), (3), (4), or (5).)
(1) [] Coronavirus-Related Distributions are not available from an account in which the Participant is not 100% vested.
(2) [] Coronavirus-Related Distributions may be made only from the following accounts:
(3) [] The maximum amount of Coronavirus-Related Distributions from the Plan to a Qualified Individual will not exceed: \$
(4) [] The following additional provisions apply to Coronavirus-Related Distributions:
(e) [] The increased loan limit described in Section 4.2 (If (e) is selected, the Employer may optionally select any one or more of (1), (2), or (3).)
(1) [] The maximum dollar amount of loans pursuant to Section 4.2 will not exceed: \$
(2) [] The maximum percentage of the present value of the nonforfeitable accrued benefit that may be loaned pursuant to Section 4.2 will not exceed: %
(3) [] The following additional provisions apply to the increased loan limit:
(f) [] The loan repayment extension described in Section 4.3 (If (f) is selected, the Employer may optionally select and one or more of (1), (2), or (3).)
(1) [] The Suspension Period will begin and end

- (2) The Extension Period will be _____. (Enter period, up to one year, the due date of the loan will be extended, such as "six months.")
- (3) The following additional provisions apply to the loan repayment extension:

 (Enter limitations or restrictions which are nondiscriminatory.)

- 2.4 **RMD waivers for 2020.** Unless the Employer elects otherwise below, the provisions of Section 5.2 apply and a Participant or Beneficiary who would have been required to receive a 2020 RMD or Extended 2020 RMD will receive the distribution unless the Participant or Beneficiary chooses not to receive the distribution.
- (a) The provisions of Section 5.2 apply and a Participant or Beneficiary who would have been required to receive a 2020 RMD or Extended 2020 RMD will not receive the distribution unless the Participant or Beneficiary chooses to receive the distribution.
 - (b) Payment of RMDs or Extended 2020 RMDs will be governed by the terms of the Plan without regard to this Amendment (i.e., no election is available to Participants or Beneficiaries).
 - (c) Other: _____

For purposes of Section 5.3, the Plan will also treat the following as eligible rollover distributions in 2020: (Choose one or none of (d), (e), or (f)): If no election is made, then a direct rollover will be offered only for distributions that would be eligible rollover distributions without regard to Code §401(a)(9)(I):

- (d) 2020 RMDs.
- (e) 2020 RMDs and Extended 2020 RMDs.
- (f) 2020 RMDs but only if paid with an additional amount that is an eligible rollover distribution without regard to Code §401(a)(9)(I).

The provisions of Article 5, and the election in this Section 2.4, will be effective on the date specified in Section 2.5, unless a different date is entered here: _____ (Optional. Enter a date between March 27, 2020 and December 31, 2020. RMD distributions before the selected effective date should have followed plan terms in effect before this amendment.)

- 2.5 **Effective Date.** This Amendment is effective March 27, 2020, or as soon as practical thereafter, or, if later, the following date: _____. (Optional. Enter a date not later than December 31, 2020.)

**ARTICLE 3
CORONAVIRUS-RELATED DISTRIBUTIONS**

- 3.1 **Application.** This Article 3 will apply if Section 2.3(b) or Section 2.3(d) is selected.
- 3.2 **Coronavirus-Related Distribution(s).** Subject to the provisions described in Section 2.3(d)(4), if any, a Qualified Individual may take one or more Coronavirus-Related Distributions. The accounts from which the amount may be distributed shall be limited if selected in Sections 2.3(d)(1) and (2). However, if the Plan is a Money Purchase Pension Plan or a Defined Benefit Plan, and the Qualified Individual has not separated from service, the Qualified Individual may not take a Coronavirus-Related Distribution prior to attaining the earlier of Normal Retirement Age or age 59½. The provisions of this Section will apply notwithstanding any limitation in the Plan on partial distributions or any otherwise applicable plan or administrative limits on the number of allowable distributions.
- 3.3 **Repayment of distribution.** If the Plan permits rollover contributions, then a Participant who receives a Coronavirus-Related Distribution (from this Plan and/or another eligible retirement plan as defined in Code §402(c)(8)(B)), at any time during the 3-year period beginning on the day after receipt of the distribution, may make one or more contributions to the Plan, as rollover contributions, in an aggregate amount not to exceed the amount of such distribution.
- 3.4 **Definition of Coronavirus-Related Distribution.** A "Coronavirus-Related Distribution" means a distribution to a Qualified Individual during the period beginning January 1, 2020 and ending December 30, 2020. The

total amount of Coronavirus-Related Distributions to a Qualified Individual pursuant to this Amendment from all plans maintained by the Employer, or any related employer described in Code §414(b), (c), (m), or (o), shall not exceed \$100,000, (or such lesser amount specified in Section 2.3(d)(3)). The Coronavirus-Related Distributions from the Plan to a Qualified Individual will not exceed the amount of the individual's vested account balance or the present value of the individual's vested accrued benefit.

ARTICLE 4 PARTICIPANT LOAN RELIEF

- 4.1 **Application.** This Article 4 will apply only if the Plan permits participant loans. Section 4.2 will apply if Section 2.3(b) or Section 2.3(e) is selected. Section 4.3 will apply if Section 2.3(b) or Section 2.3(f) is selected.
- 4.2 **Increased loan limit.** Notwithstanding the loan limitation that otherwise would apply, the Plan will determine the loan limit under Code §72(p)(2)(A) for a loan to a Qualified Individual, made during the period beginning March 27, 2020 and ending September 22, 2020, by substituting “\$100,000” (or such lesser amount specified in Section 2.3(e)(1)) for “\$50,000,” and by substituting “100% (or such lesser percentage specified in Section 2.3(e)(2)) of the present value of the nonforfeitable accrued benefit of the employee under the Plan” for “one-half of the present value of the nonforfeitable accrued benefit of the employee under the Plan” (or its equivalent). The provisions described in Section 2.3(e)(3), if any, will apply in connection with loans to Qualified Individuals.
- 4.3 **Extension of certain repayments.** If a Qualified Individual has an outstanding loan from the Plan on or after March 27, 2020, then: (1) if the date for any repayment of such loan occurs during the Suspension Period, the due date is extended for the Extension Period; (2) the due date of the loan will be extended by the Extension Period; (3) the Plan will adjust any subsequent repayments to reflect the extension of the due date and any interest accrued during the Suspension Period; and (4) the Plan will disregard the Extension Period in determining the 5-year period and the loan term under Code §72(p)(2)(B) or (C). The provisions described in Section 2.3(f)(3), if any, will apply in connection with the suspension and extension described in this Section. The Suspension Period, unless otherwise specified in Section 2.3(f)(1), will begin March 27, 2020 and end December 31, 2020. The Extension Period, unless otherwise specified in Section 2.3(f)(2) will be one year. The provisions of this Section 4.3 will be applied in accordance with Section 5.B. of Notice 2050-50, or any subsequent applicable guidance, and the adjustment described in (3) may reflect the “safe harbor” described therein.

ARTICLE 5 WAIVER OF 2020 REQUIRED MINIMUM DISTRIBUTIONS (RMDs)

- 5.1 **Application.** This Article 5 will apply only to defined contribution plans, including 401(k) Plans, Profit-Sharing Plans, Money Purchase Pension Plans, 403(b) Plans, and 457(b) Plans sponsored by governmental employers. The definitions in Section 5.4 will apply in interpreting Section 2.4.
- 5.2 **Waiver; default provision.** This Section 5.2 will apply unless the Employer has selected Section 2.4(b) or (c). Notwithstanding the provisions of the Plan relating to RMDs, whether a Participant or Beneficiary who would have been required to receive 2020 RMDs, and who would have satisfied that requirement by receiving distributions that are (1) equal to the 2020 RMDs, or (2) Extended 2020 RMDs will receive those distributions is determined in accordance with the option chosen by the Employer in Section 2.4. Notwithstanding the option chosen by the employer in Section 2.4, a Participant or Beneficiary will be given an opportunity to make an election as to whether or not to receive those distributions. If the Plan permits a Beneficiary of a deceased Participant to make the election to use the 5-year rule or the life expectancy rule, the deadline to make the election shall be extended to reflect the adoption of Code §401(a)(9)(I).

5.3 **Direct rollovers.** Notwithstanding the provisions of the Plan relating to required minimum distributions under Code §401(a)(9), and solely for purposes of applying the direct rollover provisions of the Plan, certain additional distributions in 2020, as elected by the Employer in Section 2.4, will be treated as eligible rollover distributions. If no election is made by the Employer in Section 2.4, then a direct rollover will be offered only for distributions that would be eligible rollover distributions without regard to Code §401(a)(9)(I).

5.4 **Definitions. “RMDs”** means required minimum distributions described in Code §401(a)(9). **“2020 RMDs”** means required minimum distributions the Plan would have been required to distribute in 2020 (or permitted to pay in 2021 for the 2020 calendar year for a Participant with a required beginning date of April 1, 2021) but for the enactment of Code §401(a)(9)(I). **“Extended 2020 RMDs”** means one or more payments in a series of substantially equal distributions (that include the 2020 RMDs) made at least annually and expected to last for the life (or life expectancy) of the Participant, the joint lives (or joint life expectancy) of the Participant and the Participant’s designated Beneficiary, or for a period of at least 10 years.

5.5 **Installment payments.** A Participant or Beneficiary receiving payment of 2020 RMDs or 2020 Extended RMDs pursuant to this Article 5 may receive them in any method (including installments or partial distributions) which would have been permitted under the terms of the Plan if the amounts would have been RMDs but for the enactment of Code §401(a)(9)(I).

* * * * *

This Amendment has been executed this _____ day of _____, 2021

Name of Plan: Grand Island Public Schools 403(b) Plan

Name of Employer: Grand Island Public Schools

By: _____
EMPLOYER

NASB Monthly Update for Board Meetings Agenda Item:

August 2021

View the Monthly Update in video form at:

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

REMINDER: According to the Superintendent Pay Transparency Act, any new contract, changes to an existing contract, or automatic renewals shall be posted on the school's website and submitted to NDE by August 1st.

Latest 'Board Notes' – Monthly Newsletters

- *A Meeting of Your NASB Legislation Committee ...*
- *Ord Qualifies for International NCF-Envirothon*
- *New faces On NASB's Board Leadership Team!*
- *EHA Open Enrollment for Board Members*
- *NASB/NIS Expand Endorsement Agreement to Include Vision*
- *... And Much More!*

Latest NASB Quick Video – “Understanding the Boards Role in the Curriculum Review Process”

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

“NASB Update – Annual Board Calendar”

View the full calendar at: <http://members.nasbonline.org/index.php/resources>

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

POLICY GOVERNANCE

- **Option Enrollment Application period.** School districts will accept option enrollment applications between September 1 and March 15 for attendance during the following and subsequent school years.
- **Personnel Report.** On or before September 15 all schools shall file with the Department of Education a fall personnel report, which shall specify the names of all individuals employed by the school who are certificated.
- **Federal Family Educational Rights and Privacy Act (FERPA).** Annual notice provided to parents/guardians and eligible students of their rights to inspect and review educational records, amend education records, consent to disclose personally identifiable information in education records and file a complaint with the U.S. Department of Education. Sample Notice: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/lea-officials.html>
- **Federal Protection of Pupil Rights Amendment (PPRA).** Annual notice provided to parents of the policies regarding surveys of students, instructional materials, physical examinations, personal information used for marketing.

- **Federal Child Nutrition Programs.** If school districts participate in National School Lunch Programs the School Breakfast Program or the Special Milk Program, they must provide parents and the public information about free and reduced-price meals and/or free milk and must provide parents with an application form.
- **Federal Asbestos Hazard Emergency Response Act (AHERA).** Requires school districts to have an asbestos management plan for each school building in the district (whether lease or own). Annually, school districts must notify parents, teachers, and employee organizations of the availability of the asbestos management plan. All members of the custodial staff who work in a building containing asbestos must have awareness training and all new custodial staff must be training within the first 60 days of hiring. Sample Notice:
<http://yosemite.epa.gov/R10/OWCM.NSF/d14dabb756dc1fb3882565000062f164/c18ad083691dcdc38825672f0058649d!OpenDocument>
- **Federal McKinney-Vento Homeless Assistance Act.** Requires public notice of the education rights of homeless students. The notice must be disseminated in places where homeless students receive services including schools, family shelters, and soup kitchens. They must be understandable to homeless students and their parents and when necessary in their native language. Downloadable poster:
http://center.serve.org/nche/pr/er_poster.php#youth
- **Federal Non-Discrimination.** Requires all recipients of federal funds to notify their students, parents, and others that they do not discriminate on the basis of race, color, national origin, sex, disability, and age, and, if applicable, that they provide equal access to the Boy Scouts of America and other designated youth groups.
- **Federal Individuals with Disabilities Education Act (IDEA).** Annual notice to parents of a child with a disability of the district's procedural safeguards. A notice must also be placed on the district's website. The notice must be easily understandable and in the native language of the parents. Sample Notice:
http://idea.ed.gov/download/modelform_Procedural_Safeguards_June_2009.pdf

DISTRICT/ESU RESOURCES [BUDGET]

- **Collective Bargaining; Timelines.** On or before September 15, negotiations contract dispute decision; Boards may enter into collective bargaining agreements for periods not to exceed four years.
- **Collective Bargaining Timeline.** On or before September 1 of the year preceding the contract year in question, the certificated and instructional employees' collective-bargaining agent shall request recognition as bargaining agent. The governing board shall respond to such request not later than the following October 1
- Board/Administrators Budget Work Session
- **Certification of District's Assessed Valuation Public Budget Hearing / Adopt Budget;** Due on or before September 20
- **Board Adopted Budget.** On or before September 20, General Budget Adoption. The board shall file with, certify to the levying board, and file with the auditor a copy of the adopted budget statement together with the amount of the tax required to fund the adopted budget.
- **Report to County Board.** On or before September 20, a [Class III school district boards] are required to report to the county board and the learning community coordinating council (if applicable) the entire revenue raised by taxation and all other sources for the previous fiscal year and a budget for the ensuing fiscal year.
- **Class IV District Report to County Board.** On or before September 20, [Class IV school district boards] are required to report to the county board an estimate of the amount of funds required for the next school fiscal year.

- **Class V District Report to County Board.** On or before September 20, [Class V school district boards] that is a member of a learning community is required to report to the county board and the learning community coordinating council the entire revenue raised by taxation and all other sources for the previous school fiscal year and a budget for the ensuing school fiscal year.

REPORTS

- Board Committees; Superintendent; Administrators
- **American Civics Committee.** Beginning of every school year, the school board must appoint a committee of three to be known as the Committee on American Civics. The committee will hold no fewer than two public meetings annually, at least one when public testimony is accepted. Examine and ensure that the social studies curriculum used in the district is aligned with the social studies standards adopted pursuant to section. Reference: (January) Board Committee Appointments.
- **Security Assessment.** State school safety director is required to complete an assessment of the security of each school building no later than August 31

LEARNING COMMUNITY

- **Learning Community Attendance Reports.** On or before September 1, each district that is a member of a learning community needs to report to the learning community coordinating council attendance reports including violations of attendance, results of attendance investigations, policies on excessive absenteeism and records of notices and reports.
- **Learning Community Budget.** On or before September 1, the Learning Community shall file a copy of the adopted budget statement with member school districts.

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

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

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

- Area Membership Meetings – August to October
 - August 24 – Gering
 - August 25 – North Platte
 - August 31 – Valentine
 - September 1 – Norfolk
 - September 8 – Kearney
 - September 15 – York
 - September 29 – Fremont
 - October 5 – La Vista
 - October 6 – Nebraska City
- Facilities & Construction Workshop – September 9 – Kearney



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- Labor Relations Conference – October 12-13 – Lincoln
 - 5th Annual Sparq Tailgate Party – October 30 – Embassy Suites - Lincoln
 - State Education Conference – November 17-19 – CHI Health Center, Omaha
-

Advocacy/2021 Legislative Session:

- The 2021 legislative session has wrapped. Keep tabs with all things pertinent to your school at NASB's Govt Relations page at <http://members.nasbonline.org/index.php/government-relations>
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Follow NASB on twitter at www.twitter.com/NASBOnline using the hashtag #liveNASB and on Facebook at www.facebook.com/NASBOnline

Watch all of the NASB videos at <http://members.nasbonline.org/index.php/news-resources/videos>

To see a quick glimpse at the various items the NASB is involved in, check out pages 10 & 11 each month in the **Board Notes newsletter** for "This Month In ...". To access the latest newsletter, click here: <http://members.nasbonline.org/index.php/news-resources/board-notes>



GIPS On Track to Thrive 2025

CLASSIFIED COMPENSATION PROPOSAL 2021-2022



FACT:

Classified staff make up approximately 40% of our district workforce.

FACT:

Classified staff play a significant role in the district's ability to achieve strategic plan objectives and the board of education's student commitments.

FACT:

Overall, GIPS experienced a 35% turnover rate of classified staff in 2020-2021. With key classified positions even higher; paras (41.8%), sped paras (40.2%), Skills paras (81.2%), food service assistants (36%)

FACT:

As of April 2021, Grand Island's UE rate was 2.9%, Nebraska's UE rate was 2.8%.

FACT:

GIPS administrators are spending too much of their time on the issues related to high classified turnover and a limited available workforce, i.e. covering vacancies, adjusting schedules, frequent interviewing, etc. This takes administrators away from working with teachers and students.

FACT:

Employers throughout the state are addressing these issues in part by increasing wages, to retain existing staff staff, and to attract new applicants to fill vacancies.

DISTRICT NEED:

GIPS needs a classified compensation schedule in place for the beginning of the 2021-20222 school year to **attract and retain** a qualified classified workforce.



MARKET ANALYSIS & COMPARABILITY:

SOC Code	Standard Occupational Code Title	Est Employment at May 2019	Avg Hourly Wage	Avg Annual Wage	Hourly Entry Wage	Annual Entry Wage	Hourly Experienced Wage	Annual Experienced Wage
00-0000	Total all occupations	41,700	\$21.96	\$45,667	\$12.00	\$24,951	\$26.94	\$56,024
25-9045	Teaching Assistants, Except Postsecondary	440		\$30,218		\$23,646		\$33,505
35-2012	Cooks, Institution and Cafeteria	140	\$13.13	\$27,312	\$11.13	\$23,141	\$14.14	\$29,397
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	660	\$14.02	\$29,160	\$11.42	\$23,757	\$15.32	\$31,861
00-0000	Total all occupations	3,610	\$29.27	\$60,882	\$14.01	\$29,149	\$36.89	\$76,748
25-9045	Teaching Assistants, Except Postsecondary	420		\$30,600		\$24,266		\$33,768
35-2012	Cooks, Institution and Cafeteria	40	\$13.54	\$28,177	\$11.17	\$23,232	\$14.74	\$30,649
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	160	\$15.75	\$32,758	\$13.35	\$27,776	\$16.95	\$35,250

SOC Code	Standard Occupational Code Title	Est Employment at May 2019	Avg Hourly Wage	Avg Annual Wage	Hourly Entry Wage	Annual Entry Wage	Hourly Experienced Wage	Annual Experienced Wage
00-0000	Total all occupations	34,620	\$22.17	\$46,102	\$12.05	\$25,072	\$27.22	\$56,617
25-9045	Teaching Assistants, Except Postsecondary	320		\$29,657		\$23,833		\$32,569
35-2012	Cooks, Institution and Cafeteria	100	\$13.62	\$28,339	\$11.70	\$24,334	\$14.59	\$30,340
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	540	\$14.01	\$29,142	\$11.48	\$23,888	\$15.28	\$31,768
00-0000	Total all occupations	2,820	\$30.71	\$63,880	\$14.32	\$29,799	\$38.91	\$80,921
25-9045	Teaching Assistants, Except Postsecondary	290		\$30,151		\$24,759		\$32,848
35-2012	Cooks, Institution and Cafeteria	90	\$13.86	\$28,832	\$11.21	\$23,307	\$15.19	\$31,594
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	120	\$16.11	\$33,506	\$14.07	\$29,271	\$17.13	\$35,625

Kearney Public Schools \$11.44 \$12.32 \$14.29 \$17.41 \$15.02 \$22.30 \$11.16 \$15.50 Hastings Public Schools \$10.50 \$10.50 \$10.75 \$11.25 \$12.50 \$18.50 **\$0.00** \$10.50 Columbus Public Schools \$12.57 \$13.89 \$13.41 \$15.20 \$14.96 \$26.44 \$12.51 **\$0.00** Ave. **\$11.50 \$12.24 \$12.82 \$14.62 \$14.16 \$22.41 \$11.84 \$13.00**

GIPS Proposed **\$12.30 \$13.87 \$13.87 \$14.65 \$14.14 \$20.21 \$12.02 \$12.89** GIPS Current \$10.79 \$13.04 \$12.36 \$13.46 \$12.89 \$17.92 \$10.36 \$11.89

METHODOLOGY:

GR100 \$10.26 GR190 \$12.02 \$1.76 GR110 \$10.59 GR200 \$12.30 \$1.71 GR120 \$10.79 GR200 \$12.30 \$1.51 GR130 \$11.38 GR200 \$12.30 \$0.92 GR140 \$11.49 GR200 \$12.30 \$0.81 GR150 \$11.50 GR210 \$12.65 \$1.15 GR160 \$11.89

GR220 \$12.89 \$1.00 GR170 \$11.70 GR210 \$12.65 \$0.95 GR180 \$11.82 GR230 \$13.04 \$1.22 GR190 \$12.02 GR230
 \$13.04 \$1.02 GR200 \$12.30 GR230 \$13.04 \$0.74 GR210 \$12.65 GR230 \$13.04 \$0.39 GR220 \$12.89 GR280 \$14.14
 \$1.25 GR230 \$13.04 GR260 \$13.46 \$0.42 GR240 \$13.22 GR260 \$13.46 \$0.24 GR250 \$13.28 GR270 \$13.87 \$0.59
 GR260 \$13.46 GR310 \$14.65 \$1.19 GR270 \$13.87 GR300 \$14.59 \$0.72 GR280 \$14.14 GR300 \$14.59 \$0.45 GR290
 \$14.48 GR320 \$15.43 \$0.95 GR300 \$14.59 GR320 \$15.43 \$0.84 GR310 \$14.65 GR320 \$15.43 \$0.78 GR320 \$15.43
 GR360 \$16.53 \$1.10 GR330 \$15.55 GR360 \$16.53 \$0.98 GR340 \$15.53 GR340 \$15.53 \$0.00 GR350 \$15.81 GR370
 \$17.26 \$1.45 GR360 \$16.53 GR390 \$17.92 \$1.39 GR370 \$17.26 GR370 \$17.61 \$0.35 GR380 \$17.28 GR390 \$17.92
 \$0.64 GR390 \$17.92 GR420 \$19.80 \$1.88 GR400 \$18.48 GR410 \$18.89 \$0.41 GR410 \$18.89 GR420 \$19.80 \$0.91
 GR420 \$19.80 GR460 \$20.51 \$0.71 GR430 \$20.10 GR470 \$20.81 \$0.71 GR440 \$20.31 GR480 \$21.45 \$1.14

COST:

\$1,357,517 Total Pay Increases
\$230,778 FICA & Retirement
\$1,588,295 Grand Total

FUNDING SOURCES:

Immediate:

Sum of Wage Increases \$1,357,517
 Total FICA & Retirement \$230,778
 Total Cost of Classified Pay Adjustment \$1,588,295
 Elementary certified position reduction in excess
 of previous estimate **-\$340,000** 5 @ \$68,000 ea.
 Child Behavior Analyst not filled **-\$86,295**
 Certified positions filled by sub 1st semester **-\$119,000** 7 @ \$17,000 ea.
 Nutrition Services **-\$469,685**
 ESSERS III **-\$573,315**

\$0

Long-term: Continue to investigate, identify and implement recommendations from the DMG staffing study.

Requested Action at the August 2021 Board of Education Meeting:

\$ 550,000 3.45% Classified Total Compensation Package Increase (consistent with other employee groups)
 \$1,588,295 8.93% Classified Market Adjustments to salary schedule (enhance recruitment & retention).

\$2,138,295 12.38% Total increase