

Loup City Public Schools Board of Education

Loup City Central Office
800 N. 8th Street
Loup City, NE

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Regular Session

Monday, June 10, 2019

7:30 PM

Loup City Public Schools Library Board Room

7:30 PM

1. Call Meeting To Order:
 - A. Pledge of Allegiance
 - B. Announce Open Meetings Act - Posted in Meeting Room
 - C. Publication of Meeting
2. Approval of Agenda:
3. Consent Agenda:
 - A. Reading and Approval of Minutes of May 13, 2019
4. Financial Report:
5. Hearing of the Audience:
6. Discussion Items:
 - A. Faculty Report: Amy Hostetler
 - B. Discuss 1st Reading of 600's Policies
 - C. Facility Plan Update
 - D. Summer School Update
 - E. Summer Meal Updates
 - F. Summer Weight Program Update
7. Action Items:
 - A. Discuss, consider, and take all necessary action on the Cooperative Agreement & Survey.
 - B. Discuss, consider, and take all necessary action on Summer Maintenance
 - C. Discuss, consider, and take all necessary action on work calendars for the 2019-2020 school year.
 - D. Discuss, consider and take all necessary action on surplus items bids and new items..
8. Leadership Reports:
 - A. School Board Committee/Training Reports
 - B. Elementary Principal Report
 - C. High School Principal Report
 - D. Superintendent's Report
9. Future Meetings/Reminders:
 - July 8, 7:30pm
 - July 29, 7:30pm
 - August 12, 7:30pm
 - August 26, 7:30pm
10. Positives/Celebrations:
11. Discuss, consider and take all necessary action in regards to the Superintendent Evaluation.
12. Executive Session:
13. Adjourn:

Note 1: The Board in its discretion may revise and consider any listed item at any time during the meeting.

Note 2: This agenda does not become final until 24 hours prior to the scheduled commencement of this meeting. All listed reports which are in writing are a part of the Agenda for this meeting and may contain action items or otherwise call for Board action on the subject matter(s) listed therein; complete copies of such reports, except for any legally confidential information are available upon request from the Office of the Superintendent of Schools as part of the agenda

Note 3: The Board of Education is empowered to act on any item listed on the Agenda at any time during the meeting, irrespective of the order listed. Further detail on agenda items may be obtained by speaking to the Superintendent. The Board of Education by the approval of all consent items is also approving, authorizing and directing the Board President, Board Secretary, the Superintendent or their designees to take or cause to be taken all necessary action and sign all documents necessary or appropriate to complete the matter or transaction as approved.

Note 4: The Open Meetings Act requires that agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. The Board releases its agenda well in advance of most meetings and desires that all interested persons are fully informed. Any interested person who has a question about a report or needs clarification about the sufficiently of any item on which action could be taken at this meeting should contact the Office of the Superintendent of Schools.

Note 5: The Board of Education reserves the right to go into closed session at its discretion, but will only do so for the prevention of needless injury to a person's reputation or for the protection of the public interest.

Loup City Public Schools Board of
Education Regular Session
Monday, May 13, 2019 7:30 PM Central

Loup City Public Schools Library Board Room
800 North 8th Street
Loup City, NE 68853-0628

Cindy Ericson: Present
Scott Friesen: Present
Tami Heil: Present
Wayne Klein: Present
Eric Kowalski: Present
Janelle Krzycki: Present
Jamie Lewandowski: Present
Ron Mroczek: Present
Loraine Panowicz: Present
Present: 9.

1. Call Meeting To Order:

1.A. Pledge of Allegiance

1.B. Announce Open Meetings Act - Posted in Meeting Room
Jamie and Janelle

1.C. Publication of Meeting

2. Approval of Agenda:

Motion by Wayne Klein, seconded by Loraine Panowicz, to approve the agenda as presented.. Motion Carried

Cindy Ericson: Yes, Scott Friesen: Yes, Tami Heil: Yes, Wayne Klein: Yes, Eric Kowalski: Yes, Janelle Krzycki: Yes, Jamie Lewandowski: Yes, Ron Mroczek: Yes, Loraine Panowicz: Yes
Yes: 9, No: 0

3. Consent Agenda:

Motion by Scott Friesen, seconded by Ron Mroczek, to motion to approval all items on the consent agenda.. Motion Carried

Cindy Ericson: Yes, Scott Friesen: Yes, Tami Heil: Yes, Wayne Klein: Yes, Eric Kowalski: Yes, Janelle Krzycki: Yes, Jamie Lewandowski: Yes, Ron Mroczek: Yes, Loraine Panowicz: Yes
Yes: 9, No: 0

3.A. Reading and Approval of Minutes from April 8, 2019

3.B. Reading and Approval of Minutes from April 29, 2019

3.C. Reading and Approval of Minutes from May 6, 2019

4. Financial Report

Motion by Wayne Klein, seconded by Tami Heil, to approve the financial with exception Ericson Ford.. Motion Carried

Scott Friesen: Abstain (With Conflict), Eric Kowalski: Abstain (With Conflict), Cindy Ericson: Yes, Tami Heil: Yes, Wayne Klein: Yes, Janelle Krzycki: Yes, Jamie Lewandowski: Yes, Ron Mroczek: Yes, Loraine Panowicz: Yes
Yes: 7, No: 0, Abstain (With Conflict): 2

Motion by Tami Heil, seconded by Jamie Lewandowski, to approve the Ericson Ford bill.. Motion Carried

Cindy Ericson: Abstain (With Conflict), Scott Friesen: Yes, Tami Heil: Yes, Wayne Klein: Yes, Eric Kowalski: Yes, Janelle Krzycki: Yes, Jamie Lewandowski: Yes, Ron Mroczek: Yes, Loraine Panowicz: Yes
Yes: 8, No: 0, Abstain (With Conflict): 1

5. Hearing of the Audience:

2 patrons requested to speak to the board. The concerns were in regard to the cheer tryouts and why the cooperative included cheer. One parent had concerns about the cooperative agreement and asked that the board do some research on how much the cooperative is costing us.

Dan Patterson - a student at LC, Arcadia wants to have new tryouts, he would like us to stay separate for cheerleading because they are not an athletic team.

Kirk Stieb - under the understanding they do 8 cheerleaders because of the size of the expedition, it was announced at school, they did tryouts, the kids were informed of the tryout.

Kirk Stieb - this coop isn't any good, do the research on how we would have done without them.

6. Discussion Items:

6.A. NETA Presentation

Kapustka - vendors were available along with virtual reality, Virtex Welding Training solution, the opportunities available to Mac.

Francisco - careers are changing rapidly, robotics, and coding, questions about robotics contests.

Brandt - looked at curricular options with robotics,

6.B. First National Markets - Tobin Buchanon

Tobin Buchanon spoke to the board about financing options available should the district choose to move forward with the facility plan.

6.C. Facility Report Update - Jacob Sertich

Jacob Sertich spoke to the board about the latest updates to the facility plan and any possibilities they would like to address in the next option.

6.D. Alec Bailey to discuss NPPD

Alec Baillie spoke to the board about changes in the NPPD service that will have an effect on the school district energy costs.

6.E. Superintendent Evaluation

Completed forms by June 1st to Cindy Ericson.

7. Action Items:

7.A. Discuss, consider and take all necessary action to approve the staff for the 2019-2020 school year.

Motion by Ron Mroczek, seconded by Scott Friesen, to to approve staff list.. Motion Carried

Cindy Ericson: Yes, Scott Friesen: Yes, Tami Heil: Yes, Wayne Klein: Yes, Eric Kowalski: Yes, Janelle Krzycki: Yes, Jamie Lewandowski: Yes, Ron Mroczek: Yes, Loraine Panowicz: Yes

Yes: 9, No: 0

7.B. Discuss, consider and take all necessary action to approve second reading of policies in 300's-400's.

Motion by Scott Friesen, seconded by Tami Heil, to approve 2nd reading of 300's and 400's.. Motion Carried

Cindy Ericson: Yes, Scott Friesen: Yes, Tami Heil: Yes, Wayne Klein: Yes, Eric Kowalski: Yes, Janelle Krzycki: Yes, Jamie Lewandowski: Yes, Ron Mroczek: Yes, Loraine Panowicz: Yes

Yes: 9, No: 0

7.C. Discuss, consider and take all necessary action to approve the purchase of football uniforms.

Motion by Wayne Klein, seconded by Eric Kowalski, to to approve the purchase of the football uniforms, \$12,150 as presented.. Motion Failed

Cindy Ericson: No, Scott Friesen: No, Tami Heil: No, Wayne Klein: No, Eric Kowalski: No, Janelle Krzycki: No, Jamie Lewandowski: No, Ron Mroczek: No, Loraine Panowicz: No

Yes: 0, No: 9

7.D. Discuss, consider and take all necessary action to approve summer maintenance

Motion by Wayne Klein, seconded by Scott Friesen, to approve carpet in 7 elementary classrooms for estimated price of \$18,389.. Motion Carried

Cindy Ericson: Yes, Scott Friesen: Yes, Tami Heil: Yes, Wayne Klein: Yes, Eric Kowalski: Yes, Janelle Krzycki: Yes, Jamie Lewandowski: Yes, Ron Mroczek: Yes, Loraine Panowicz: Yes

Yes: 9, No: 0

Currently the building will have carpet installed in the remaining elementary classrooms and all of the walls painted. We are still working to replace some concrete on the front of the high school and the trees have begun to be removed.

8. Leadership Reports:

8.A. School Board Committee/Training Reports

8.B. Elementary Principal Report

8.C. High School Principal Report

8.D. Superintendent's Report

9. Future Meetings/Reminders:

June 10, 2019 Regular Board Meeting
June 13-14 NASB School Law Conference
July 9, 2019 Regular Board Meeting

10. Positives/Celebrations:

11. Executive Session:

12. Adjourn:

Motion by Tami Heil, seconded by Ron Mroczek, to to adjourn at 10:18pm.. Motion Carried

Cindy Ericson: Yes, Scott Friesen: Yes, Tami Heil: Yes, Wayne Klein: Yes, Eric Kowalski: Yes, Janelle Krzycki: Yes, Jamie Lewandowski: Yes, Ron Mroczek: Yes, Loraine Panowicz: Yes

Yes: 9, No: 0

SCHOOL DISTRICT #1	
May 31, 2019	
Balance Forward	\$781,106.13
Deposits	\$1,675,125.09
Checks/Debits	\$1,661,589.93
Transfers from ICS	\$430,000.00
Transfers to ICS	\$1,230,000.00
Interest	\$10.73
ICS Interest	\$141.76
BOOK BALANCE	\$94,295.00
ICS BALANCE	\$1,500,498.75
GEN FUND BALANCE	\$1,594,793.75

DISTRICT C.D.'S	
Unemployment Fund	\$22,015.20
Special Building Fund ***	\$244,654.54
Heritage Bank (Gen Fund)	\$237,850.08
Ashton State Bank (Gen Fund)	\$231,650.28
TOTAL	\$736,170.10

BOND FUND	
May 31, 2019	
Balance forward	\$8,505.48
Deposit	\$4.98
Interest earned	\$1.08
Checks/Debits	\$0.00
FUND BALANCE	\$8,511.54

HOT LUNCH FUND	
May 31, 2019	
Balance forward	\$18,036.19
Deposit	21190 1/2
Interest earned	\$2.27
Checks/Debits	\$27,641.90
FUND BALANCE	\$11,587.06

REVENUES	
May 31, 2019	
Local Receipts	\$1,026,203.18
County & ESU Receipts	\$333.93
State Receipts	\$221,967.55
Federal Receipts	\$0.00
Misc.	\$643.93
Non-Program Receipts	\$0.00
	\$1,249,148.59

SPECIAL BUILDING FUND	
May 31, 2019	
Balance forward	\$73,761.69
Deposit	\$18,781.01
Interest earned	\$4.45
Checks/Debits	\$0.00
BANK BALANCE	\$44,594.09
ICS Interest earned	\$6.10
ICS BALANCE	\$47,959.16
FUND BALANCE	\$92,553.25

DEPRECIATION FUND	
May 31, 2019	
Balance Forward	\$1,093,868.82
Deposit	\$0.00
Interest earned	\$2.32
ICS Interest	\$136.95
Checks/Debits	\$0.00
BANK BALANCE	\$18,625.48
ICS BALANCE	\$1,075,382.66
FUND BALANCE	\$1,094,008.14

HAZARDOUS MATERIAL/ADA FUND	
May 31, 2019	
Balance forward	\$8,666.83
Deposit	\$0.00
Interest earned	\$1.10
Checks/Debits	\$0.00
FUND BALANCE	\$8,667.93

UNEMPLOYMENT FUND	
May 31, 2019	
Balance forward	
Deposit	\$0.00
Interest earned	\$0.40
ICS Interest earned	\$13.53
Checks/Debits	\$102.00
BANK BALANCE	\$3,141.65
ICS BALANCE	\$106,279.21
FUND BALANCE	\$109,420.86

ARCADIA/LOUP CITY ACT. CO-OP	
May 31, 2019	
Balance forward	\$5,639.42
Deposit	\$687.03
Interest earned	\$0.59
Checks/Debits	\$2,119.00
BANK BALANCE	\$4,208.04

ACTIVITY FUND BALANCES	
May 31, 2019	
General	\$2,297.47
Red Raider Drama	\$4,383.96
Red Raider Speech	(\$2,612.18)
District Events	\$86.64
Cheerleaders	(\$163.37)
Cross Country	\$1,313.54
Girls Basketball	(\$175.30)
Track	\$859.11
Volleyball	\$376.11
FFA	\$19,731.26
Dance Team	\$3.39
Band Fundraiser/Resale	\$2,383.08
Annual Staff	\$4,125.87
Student Council	\$4,093.75
FCCLA	\$3,882.69
Special Projects	\$5,626.50
Class of 2019	\$1,400.36
Class of 2020	\$1,813.24
Class of 2021	\$34.76
Class of 2022	\$1,409.90
Class of 2023	\$124.00
Class of 2024	\$63.00
FCA	\$2,045.28
Scholarship Fund	\$4,153.00
Damage Deposit	\$13,492.38

125 CAFETERIA PLAN	
May 31, 2019	
Balance forward	\$20,226.12
Deposit	\$3,690.11
Interest	\$ 2.34
Claims	\$1,855.14
BOOK BALANCE	\$22,063.43

ACTIVITY FUND ACCOUNT	
May 31, 2019	
Balance forward	\$91,930.58
Deposit	\$8,167.05
Interest earned	\$3.74
Checks/Debits	\$9,259.71
BANK BALANCE	\$26,954.11
ICS Interest earned	8.13
ICS BALANCE	\$63,895.68
FUND BALANCE	\$90,849.79

OUTSTANDING CHECK AMOUNTS	
General Fund	\$304.11
Activity Fund	\$1,859.77
Co-Op Fund	\$475.84
125 Plan Fund	\$2,059.69
Lunch Fund	\$0.00
Unemployment Fund	\$0.00

CO-OP EXPENDITURES	
May 31, 2019	
General	\$147.45
Basketball	\$0.00
Cross Country	\$0.00
Football	\$0.00
Golf	\$400.55
Track	\$1,053.72
Volleyball	\$0.00
Wrestling	\$0.00
Total	\$1,601.72
CO-OP REVENUES	
General	\$0.00
Basketball	\$0.00
Cross Country	\$0.00
Football	\$0.00
Golf	\$100.00
Track	\$587.03
Volleyball	\$0.00
Wrestling	\$0.00
	\$687.03

LOUP CITY GATE VOLLEYBALL	DATE	RECEIPTS	ARCADIA GATE VOLLEYBALL	DATE	RECEIPTS
VB vs Kenesaw/Amherst	08/30/18	\$655.00	VB vs Central City	10/02/18	\$450.00
VB vs Ravenna/St Paul	09/04/18	\$555.00	VB vs Jr Rebel Toum	10/15/18	\$156.00
JH VB vs St Paul	09/10/18	\$180.00	VB vs SEM/Twin Loup	10/16/18	\$490.00
JH VB vs Ravenna	10/08/18	\$180.00			
VB ALC Rebel	10/20/18	\$1,255.00			
		\$2,825.00			\$1,096.00
LOUP CITY GATE FOOTBALL	DATE	RECEIPTS	ARCADIA GATE FOOTBALL	DATE	RECEIPTS
JV FB	8/27/18	\$ 201.00	Var FB vs North Central	09/07/18	\$ 1,699.00
Var FB vs Shelton	8/30/18	\$ 925.00	JH/JV FB	10/01/18	\$ 229.00
JV FB	9/10/18	\$ 200.50	Var FB vs Burwell	10/05/18	\$ 1,265.00
Var FB vs Elm Creek	10/19/18	\$ 1,155.00	JH/JV FB	10/15/18	\$ 60.00
Var FB Playoffs	10/25/18	\$ 2,359.00	Var FB Playoffs	11/06/18	\$ 1,533.13
		\$4,840.50			\$4,786.13
LOUP CITY GATE WRESTLING	DATE	RECEIPTS	ARCADIA GATE WRESTLING	DATE	RECEIPTS
WR Rebel Duals	02/01/19	\$995.00	WR vs Broken Bow/Wood River	11/29/18	\$395.00
		\$995.00			\$395.00
LOUP CITY GATE BASKETBALL	DATE	RECEIPTS	ARCADIA GATE BASKETBALL	DATE	RECEIPTS
JH GBB vs Wood River	11/05/18	\$106.00	JH GBB vs Centura	12/3/18	\$122.00
JH GBB vs Ravenna	11/19/18	\$136.00	BB vs Anselmo-Mema	12/04/18	\$775.00
BB vs Pleasanton	11/30/18	\$930.00	BB vs Central Valley	12/08/18	\$660.00
BB vs Gibbon	12/07/18	\$830.00	BB vs Riverside	01/10/19	\$700.00
BB vs Wood River	01/03/19	\$1,110.00	BB vs Doniphan-Trumbull	01/22/19	\$250.00
BB vs Burwell	01/25/19	\$930.00	JH BBB vs St Paul	02/04/19	\$302.00
JH BBB vs Centura	01/29/19	\$142.25	JH BBB vs Gibbon	02/18/19	\$184.00
BB vs Centura	02/08/19	\$1,298.00			
		\$5,482.25			\$2,993.00
LOUP CITY TRACK	DATE	RECEIPTS			
ALC Rebel Invite		\$2,715.00			
		\$2,715.00			
LOUP CITY RECEIPTS		\$16,857.75	ARCADIA RECEIPTS		\$9,270.13
OTHER RECEIPTS					
LOUP CITY RECEIPTS		\$16,857.75			
ARCADIA RECEIPTS		\$9,270.13			
Total Receipts		\$26,127.88			

GENERAL FUND CASH BALANCES													Total
Fiscal Yr	Sept	Oct	Nov	Dec	Jan	Febr	March	April	May	June	July	Aug	Expenses
2001-2002	\$ 980,945	\$ 833,240	\$ 742,859	\$ 545,956	\$ 691,602	\$ 679,107	\$ 621,195	\$ 575,355	\$ 718,019	\$ 820,979	\$ 706,025	\$ 479,183	
Plus CD	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	
2002-2003	\$ 545,911	\$ 563,884	\$ 448,439	\$ 352,339	\$ 479,299	\$ 360,136	\$ 281,426	\$ 257,820	\$ 602,216	\$ 772,257	\$ 566,892	\$ 395,794	
Plus CD	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 351,589	\$ 351,589	\$ 351,589	\$ 354,502	\$ 354,502	\$ 354,502	\$ 357,473	\$ 357,473	
2003-2004	\$ 533,381	\$ 573,170	\$ 488,206	\$ 407,626	\$ 536,274	\$ 513,019	\$ 442,918	\$ 416,676	\$ 600,679	\$ 808,377	\$ 600,753	\$ 418,277	
Plus CD	\$ 357,453	\$ 360,502	\$ 360,502	\$ 360,502	\$ 360,000	\$ 360,000	\$ 360,000	\$ 362,484	\$ 362,484	\$ 362,484	\$ 364,985	\$ 364,985	
2004-2005	\$ 559,941	\$ 581,905	\$ 454,653	\$ 332,935	\$ 541,119	\$ 537,681	\$ 487,451	\$ 400,538	\$ 640,454	\$ 922,972	\$ 729,648	\$ 517,213	
Plus CD	\$ 364,985	\$ 367,532	\$ 367,532	\$ 367,532	\$ 370,096	\$ 370,096	\$ 370,096	\$ 372,728	\$ 372,728	\$ 372,728	\$ 375,408	\$ 375,408	
2005-2006	\$ 701,556	\$ 796,317	\$ 655,791	\$ 577,058	\$ 766,125	\$ 929,724	\$ 763,014	\$ 746,749	\$ 1,038,599	\$ 1,295,911	\$ 1,100,637	\$ 865,562	
Plus CD	\$ 375,408	\$ 378,137	\$ 375,000	\$ 375,000	\$ 375,000	\$ 375,000	\$ 375,000	\$ 375,000	\$ 379,398	\$ 379,398	\$ 379,398	\$ 383,997	
2006-2007	\$ 1,142,157	\$ 1,181,735	\$ 1,063,519	\$ 975,139	\$ 1,192,464	\$ 1,216,567	\$ 1,157,045	\$ 1,161,064	\$ 1,542,152	\$ 1,588,931	\$ 1,345,802	\$ 1,031,272	
Plus CD	\$ 383,997	\$ 383,997	\$ 383,997	\$ 383,997	\$ 388,651	\$ 386,806	\$ 386,806	\$ 386,806	\$ 386,806	\$ 386,806	\$ 386,806	\$ 386,806	
Expenses	\$ 310,771	\$ 297,291	\$ 290,390	\$ 273,100	\$ 284,478	\$ 315,789	\$ 279,669	\$ 283,657	\$ 285,241	\$ 375,136	\$ 343,332	\$ 363,034	\$ 3,701,888
2007-2008	\$ 1,469,095	\$ 1,479,054	\$ 1,307,579	\$ 1,130,023	\$ 1,351,958	\$ 1,349,039	\$ 1,310,676	\$ 1,320,914	\$ 1,797,221	\$ 1,912,967	\$ 1,619,689	\$ 1,378,697	
Plus CD	\$ 386,806	\$ 386,806	\$ 386,806	\$ 404,087	\$ 404,087	\$ 409,247	\$ 409,247	\$ 409,247	\$ 413,051	\$ 413,051	\$ 413,051	\$ 416,976	
Expenses	\$ 21,197	\$ 334,904	\$ 331,534	\$ 421,426	\$ 305,008	\$ 318,616	\$ 304,337	\$ 285,584	\$ 317,181	\$ 305,956	\$ 352,538	\$ 460,354	\$ 3,758,635
2008-2009	\$ 1,700,680	\$ 1,701,730	\$ 1,496,859	\$ 1,319,449	\$ 1,538,228	\$ 1,508,264	\$ 1,503,582	\$ 1,499,328	\$ 1,925,531	\$ 1,459,444	\$ 1,644,707	\$ 1,388,997	
Plus CD	\$ 416,976	\$ 416,976	\$ 420,938	\$ 420,938	\$ 420,938	\$ 406,726	\$ 406,726	\$ 406,726	\$ 408,708	\$ 408,708	\$ 410,776	\$ 410,776	
Expenses	\$ 293,019	\$ 326,435	\$ 341,359	\$ 435,072	\$ 295,236	\$ 351,376	\$ 296,111	\$ 321,628	\$ 388,171	\$ 395,673	\$ 405,244	\$ 401,162	\$ 4,250,486
2009-2010	\$ 1,754,013	\$ 1,747,246	\$ 1,697,631	\$ 1,305,774	\$ 1,490,513	\$ 1,478,221	\$ 1,530,462	\$ 1,424,395	\$ 1,880,046	\$ 1,994,060	\$ 1,626,015	\$ 1,449,592	
Plus CD	\$ 410,776	\$ 413,844	\$ 413,844	\$ 413,844	\$ 419,619	\$ 419,619	\$ 419,619	\$ 419,619	\$ 419,619	\$ 419,619	\$ 419,619	\$ 424,375	
Expenses	\$ 317,379	\$ 302,586	\$ 320,595	\$ 541,506	\$ 308,138	\$ 325,588	\$ 295,470	\$ 340,678	\$ 338,703	\$ 373,759	\$ 437,048	\$ 409,715	\$ 4,311,165
2010-2011	\$ 1,925,595	\$ 1,907,077	\$ 1,764,393	\$ 1,383,401	\$ 1,612,486	\$ 1,511,466	\$ 1,441,274	\$ 1,356,149	\$ 1,867,725	\$ 2,022,803	\$ 1,572,012	\$ 1,319,422	
Plus CD	\$ 424,375	\$ 424,375	\$ 424,375	\$ 675,219	\$ 675,370	\$ 675,370	\$ 675,370	\$ 676,506	\$ 676,737	\$ 676,912	\$ 676,913	\$ 677,250	
Expenses	\$ 292,158	\$ 319,046	\$ 330,249	\$ 505,924	\$ 296,862	\$ 336,280	\$ 288,544	\$ 306,224	\$ 316,341	\$ 317,459	\$ 543,081	\$ 356,160	\$ 4,208,328
2011-2012	\$ 1,801,121	\$ 1,712,817	\$ 1,485,675	\$ 1,245,783	\$ 1,479,802	\$ 1,342,788	\$ 1,308,418	\$ 1,226,224	\$ 1,931,669	\$ 1,892,289	\$ 1,612,431	\$ 1,258,166	
Plus CD	\$ 677,573	\$ 677,987	\$ 678,027	\$ 678,346	\$ 685,033	\$ 685,033	\$ 685,392	\$ 685,392	\$ 685,392	\$ 685,666	\$ 685,666	\$ 685,745	
Expenses	\$ 293,934	\$ 329,502	\$ 338,817	\$ 307,585	\$ 301,474	\$ 330,127	\$ 307,337	\$ 304,231	\$ 333,400	\$ 301,289	\$ 353,526	\$ 429,558	\$ 3,930,780
2012-2013	\$ 1,629,850	\$ 1,533,135	\$ 1,273,631	\$ 1,021,997	\$ 1,283,725	\$ 1,242,811	\$ 1,122,472	\$ 990,393	\$ 1,742,143	\$ 1,642,321	\$ 1,395,826	\$ 1,077,393	
Plus CD	\$ 685,956	\$ 686,111	\$ 686,305	\$ 693,283	\$ 693,394	\$ 693,433	\$ 693,703	\$ 693,811	\$ 693,851	\$ 694,035	\$ 694,147	\$ 694,173	
Expenses	\$ 364,651	\$ 312,806	\$ 357,447	\$ 316,896	\$ 311,278	\$ 351,575	\$ 304,595	\$ 318,366	\$ 347,522	\$ 331,112	\$ 310,860	\$ 422,581	\$ 4,049,689
2013-2014	\$ 1,355,253	\$ 1,369,694	\$ 1,138,374	\$ 856,245	\$ 1,321,912	\$ 1,254,969	\$ 1,095,231	\$ 976,127	\$ 1,828,665	\$ 1,792,040	\$ 1,332,761	\$ 1,065,954	
Plus CD	\$ 694,357	\$ 694,470	\$ 694,496	\$ 694,678	\$ 697,690	\$ 697,803	\$ 698,190	\$ 698,300	\$ 698,326	\$ 698,326	\$ 698,624	\$ 698,651	
Expenses	\$ 338,061	\$ 368,320	\$ 378,043	\$ 359,700	\$ 324,829	\$ 395,693	\$ 339,386	\$ 348,568	\$ 405,392	\$ 340,256	\$ 533,390	\$ 502,581	\$ 4,634,219
2014-2015	\$ 1,364,556	\$ 1,239,785	\$ 919,629	\$ 707,772	\$ 1,335,983	\$ 1,295,784	\$ 1,151,608	\$ 1,058,163	\$ 1,949,166	\$ 2,001,015	\$ 1,670,285	\$ 1,036,141	
Plus CD	\$ 698,836	\$ 699,063	\$ 699,089	\$ 699,233	\$ 699,376	\$ 705,665	\$ 709,152	\$ 709,152	\$ 709,487	\$ 709,706	\$ -	\$ -	
Expenses	\$ 400,814	\$ 394,980	\$ 410,603	\$ 353,452	\$ 329,806	\$ 331,789	\$ 327,431	\$ 422,530	\$ 318,473	\$ 404,418	\$ 406,471	\$ 752,605	\$ 4,853,371
2015-2016	\$ 2,095,173	\$ 1,718,132	\$ 1,398,182	\$ 1,193,489	\$ 1,848,673	\$ 1,796,587	\$ 1,483,017	\$ 1,349,108	\$ 2,054,428	\$ 2,248,052	\$ 2,051,026	\$ 1,413,002	
Plus CD	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 713,871	\$ 714,668	\$ 714,678	\$ 715,701	
Expenses	\$ 246,498	\$ 534,001	\$ 408,476	\$ 276,372	\$ 384,546	\$ 379,233	\$ 432,812	\$ 334,362	\$ 446,915	\$ 340,685	\$ 343,051	\$ 767,143	\$ 4,894,093
2016-2017	\$ 2,084,753	\$ 1,920,551	\$ 1,766,038	\$ 1,481,401	\$ 1,923,234	\$ 1,968,081	\$ 1,574,272	\$ 1,504,905	\$ 2,338,706	\$ 2,616,716	\$ 2,264,209	\$ 1,659,601	
Plus CD	\$ 716,015	\$ 716,102	\$ 717,041	\$ 717,406	\$ 717,406	\$ 718,469	\$ 718,831	\$ 718,831	\$ 720,054	\$ 720,550	\$ 720,550	\$ 721,766	
Expenses	\$ 432,368	\$ 421,004	\$ 414,565	\$ 452,633	\$ 310,779	\$ 379,364	\$ 525,627	\$ 369,256	\$ 407,070	\$ 357,651	\$ 391,874	\$ 730,929	\$ 5,193,120
2017-2018	\$ 2,460,872	\$ 2,213,324	\$ 1,846,896	\$ 1,592,280	\$ 1,969,218	\$ 1,882,980	\$ 1,636,657	\$ 1,476,874	\$ 2,487,165	\$ 2,074,554	\$ 1,696,856	\$ 1,364,550	
Plus CD	\$ 722,348	\$ 722,348	\$ 723,444	\$ 724,095	\$ 724,095	\$ 725,193	\$ 725,832	\$ 725,832	\$ 727,041	\$ 727,687	\$ 727,688	\$ 728,406	
Expenses	\$ 437,930	\$ 491,307	\$ 476,100	\$ 393,370	\$ 360,640	\$ 446,364	\$ 398,353	\$ 389,432	\$ 452,782	\$ 626,977	\$ 485,836	\$ 610,315	\$ 5,569,405
	Sept	Oct	Nov	Dec	Jan	Febr	March	April	May	June	July	Aug	
2018-19	\$ 1,715,718	\$ 1,594,794	\$ 1,200,716	\$ 936,494	\$ 1,214,770	\$ 957,155	\$ 955,051	\$ 781,106	\$ 1,594,794				
Plus CD	\$ 464,899	\$ 464,899	\$ 465,619	\$ 466,155	\$ 466,155	\$ 467,415	\$ 467,415	\$ 467,415	\$ 736,171				
Expenses	\$ 393,532	\$ 410,814	\$ 477,952	\$ 379,207	\$ 394,366	\$ 468,432	\$ 375,493	\$ 380,032	\$ 361,355				\$ 3,641,183

General Fund Expenditure Report: Through April (66.67% of the way through the year)

EXPENDITURES:	Expenses 2014-15	Expenses 2015-16	Expenses 2017-18	Budget for 2018-19	YTD Expenses 2018- 19	YTD % of Budget
Elementary Instruction	\$1,789,044.00	\$1,968,532.03	\$2,027,338.64	\$2,357,500.00	\$1,754,570.98	74.43%
Other Instruction (Tech/Poverty)	\$393,894.00	\$198,223.51	\$222,637.20	\$345,350.00	\$184,169.35	53.33%
Special Education Instruction	\$413,893.00	\$465,574.55	\$388,565.08	\$658,339.32	\$469,483.84	71.31%
Student Services (Nurse/Guidance/Lib)	\$148,601.00	\$191,659.28	\$199,286.13	\$233,383.25	\$185,719.54	79.58%
Staff Services (Professional Development)	\$17,727.00	\$11,044.32	\$11,740.61	\$22,000.00	\$9,311.48	42.32%
Board of Education	\$23,958.00	\$102,800.77	\$84,036.90	\$97,411.00	\$100,225.25	102.89%
School Administration - Superintendent	\$247,618.00	\$158,680.92	\$163,068.39	\$164,100.00	\$134,821.63	82.16%
School Administration - Principal	\$203,104.00	\$174,867.88	\$190,841.09	\$317,250.00	\$253,144.41	79.79%
Business Services	\$14,570.00	\$84,465.15	\$101,522.07	\$72,200.00	\$49,257.04	68.22%
Safety & Security				\$5,000.00	\$5,984.25	119.69%
Custodial	\$434,990.00	\$508,957.18	\$547,497.91	\$834,140.00	\$418,465.22	50.17%
Transportation	\$217,940.00	\$205,252.02	\$262,251.55	\$221,500.00	\$196,690.63	88.80%
Transportation - Special Education				\$70,400.00	\$26.09	0.04%
State Grants (HAL/Distance/Sixpence)	\$280,073.00	\$236,100.93	\$238,153.42	\$255,500.00	\$167,186.70	65.44%
Federal Grants (Title I/IDEA/REAP)	\$243,508.00	\$168,748.20	\$235,577.85	\$244,130.37	\$131,838.51	54.00%
Other (Transfers)	\$265,000.00	\$340,000.00	\$345,000.00	\$210,000.00	\$10,000.00	4.76%
Summer School	\$0.00	\$0.00	\$9,184.53	\$11,980.00	\$1,689.53	14.10%
Non-Program Expenditures	\$28,902.00	\$0.00	\$0.00			N/A
Unused Budget Authority	\$0.00	\$0.00	\$0.00	\$834,000.00	\$0.00	0.00%
TOTAL EXPENDITURES:	\$4,722,822.00	\$4,814,906.74	\$5,026,701.37	\$6,954,183.94	\$4,072,584.45	58.56%

CITIZEN'S BANK						
INTEREST EARNINGS						
	May, 2019		April, 2019		March, 2019	
	Current		Current		Current	
Account	Balance	Interest	Balance	Interest	Balance	Interest
General Fund	\$1,594,793.75	\$152.49	\$781,106.13	\$105.74	\$955,050.65	\$111.49
Lunch Fund	\$18,036.19	\$2.27	\$18,036.19	\$2.09	\$15,009.36	\$1.99
Unemployment	\$109,420.86	\$13.93	\$106,508.93	\$13.46	\$109,495.47	\$13.94
Haz Mat/ADA	\$8,667.93	\$1.10	\$866.83	\$1.07	\$8,665.76	\$1.10
Depr. Fund	\$1,094,008.14	\$139.27	\$1,093,866.82	\$134.79	\$1,093,734.03	\$139.29
Bond Fund	\$8,511.54	\$1.08	\$8,505.48	\$1.05	\$8,504.43	\$1.07
Special Building	\$92,553.25	\$10.55	\$73,761.69	\$8.97	\$71,942.41	\$8.75
Activity Fund	\$90,849.79	\$11.87	\$91,930.58	\$10.12	\$83,110.73	\$10.83
125 Plan	\$22,063.43	\$2.34	\$20,226.12	\$2.44	\$18,388.71	\$2.07
Arcadia/LC Coop	\$4,208.04	\$0.59	\$5,639.42	\$0.66	\$4,613.75	\$0.24

Tax Receipts

Month		2019	2018	2017	2016
January	Local	\$537,557.22	\$679,460.18		
	State	\$2,872.00	\$2,690.00		
	Federal	\$28,409.00	\$0.00		
	Building				
February	Local	\$115,540.87	\$267,549.25		
	State	\$47,149.19	\$55,545.28		
	Federal	\$0.00	\$0.00		
	Building				
March	Local	\$88,063.47	\$40,774.30		
	State	\$180,565.24	\$10,389.23		
	Federal	\$0.00	\$0.00		
	Building				
April	Local	\$128,992.94	\$124,238.77	\$229,982.89	\$172,261.14
	State	\$10,559.00	\$8,094.40	\$9,624.00	\$23,194.40
	Federal	\$0.00	\$0.00	\$0.00	\$0.00
	Building				
May	Local	\$1,006,709.27	\$1,187,692.01	\$1,169,334.13	\$1,121,760.77
	State	\$181,844.43	\$181,408.83	\$0.00	\$20,009.20
	Federal	\$0.00	\$0.00	\$0.00	\$0.00
	Building	\$18,781.01			
June	Local		\$128,682.04		
	State		\$2,687.00		
	Federal		\$0.00		
	Building				
July	Local		\$27,920.00		
	State		\$0.00		
	Federal		\$0.00		
	Building				
August	Local		\$0.00		
	State		\$199,784.08		
	Federal		\$0.00		
	Building				
September	Local		\$862,456.09	\$982,629.29	\$1,043,330.68
	State		\$2,872.00	\$2,690.00	\$0.00
	Federal		\$0.00	\$0.00	\$0.00
	Building				
October	Local		\$200,042.87		
	State		\$2,872.00		
	Federal		\$40,027.00		
	Building				
November	Local		\$48,085.81		
	State		\$2,872.00		
	Federal		\$0.00		
	Building				
December	Local		\$17,720.78		
	State		\$2,872.00		
	Federal		\$0.00		
	Building				
Total	General	\$2,328,262.63	\$4,096,735.92	\$2,394,260.31	\$2,380,556.19
	Building	\$18,781.01	\$0.00	\$0.00	\$0.00

JUINE 2019 BOARD BILLS

<u>VENDOR NAME</u>	<u>DESCRIPTION</u>	<u>INVOICE AMOUNT\$</u>
ALMQUIST MALTZAHN GALLOWAY & LUTH	125 PLAN ADMIN	\$167.00
AMAZON	LIBR BOOKS/SUPPLIES	\$161.20
BLACK HILLS ENERGY	SERVICE	\$3,732.49
BLICK ART MATERIALS	SUPPLIES	\$620.35
CENTER FOR PSYCH SVCS	MILEAGE	\$337.90
CENTRAL FIRE & SAFETY, INC.	RANGE HOOD INSPECT	\$224.40
CENTURY LINK	SERVICE	\$416.73
CITY OF LOUP CITY	SERVICE	\$657.66
CORPORATE PAYMENT SYSTEMS	SUPPLIES/LCPS DOMAIN/WEBINAR/CONF REGS	\$2,161.10
CULLIGAN	SALT	\$361.00
CYBER ACOUSTICS	IPAD CASES	\$990.00
DAS STATE ACCOUNTING	SERVICE	\$229.49
DIVERSIFIED DRUG TESTING, LLC	BUS DRIVER TESTING	\$260.00
E S U #10	SERVICE	\$13,635.47
FLINN SCIENTIFIC, INC	SCIENCE SUPPLIES	\$74.08
JOE'S	FCS SUPPLIES	\$21.81
JW PEPPER & SON, INC.	MUSIC SUPPLIES	\$152.37
KSB SCHOOL LAW	LEGAL FEES	\$2,689.41
KUSZAK HARDWARE & VARIETY	SUPPLIES	\$1,379.30
LC AUTO PARTS	MAINT SUPPLIES	\$11.10
LOUP CITY LUMBER	SHOP CLASS SUPPLIES	\$1,051.90
MCCLARY STORAGE	CAR WASH TOKENS	\$100.00
MCI	SERVICE	\$61.76
MENARD'S	SUPPLIES	\$337.00
MYSTERY SCIENCE INC	"19--20" SUBSCRIPT	\$999.00
NE COUNCIL OF SCHOOL ADMIN.	SUPT/TECH DIRECT DATA CONF	\$300.00
NEBR. ASSN SCHOOL BOARD ALICAP	SUPT/BRD SCHOOL LAW SEMINAR	\$620.00
NEBRASKA ACADEMIC DECATHLON	ACA DECA ENTRY FEE	\$175.00
NEBRASKA LINK	ETHERNET	\$131.12
NE PUBLIC EMPLOYEES RETIRE	FOWLER RETIREMENT	\$786.27
NPPD	SERVICE	\$3,487.21
NHS/NASSP	NHS AFFILIATION	\$385.00
OMAHA WORLD-HERALD	EMPLOYMENT ADVERTISING	\$489.00
PAPER101	COPY PAPER	\$3,765.60
PERRY GUTHERY HAASE GESSFORD	LEGAL FEES	\$375.00
PITNEY BOWES	POSTAGE	\$400.00
	POSTAGE LEASE	\$201.00
PRESTO-X COMPANY	SERVICE	\$133.00
PYRAMID SCHOOL PRODUCTS	SUPPLIES	\$1,301.00
QUILL	SUPPLIES	\$589.91
REIKOFSKI, ROGER	TILLING SERVICES	\$298.35
RENAISSANCE LEARNING, INC.	AR SUBSCRIPT RENEWAL (7/1/19--6/30/20)	\$3,506.00
S & S WORLDWIDE	ELEM SUPPLIES	\$20.00

SCHOOL HEALTH CORPORATION	SUPPLIES	\$1,191.88
SCHOOL SPECIALTY SUPPLY	SUPPLIES	\$954.54
SHERMAN CO TIMES	SUBSCRIPT RENEWAL	\$29.00
SUPPLYWORKS	CUSTODIAL SUPPLIES	\$125.60
TROTTER SERVICE	FUEL	\$1,622.58
VERIZON WIRELESS	SERVICE	\$60.85
VIRCO INC.	ELEM/HS FURNITURE	\$2,679.63
WELLS FARGO VENDOR FIN SERV	COPIER LEASE	\$722.05
WILKINS	FACILITIES STUDY MILEAGE & MEALS	\$1,070.16
TOTAL		<u>\$56,252.27</u>
PAYROLL		<u>\$306,643.27</u>
		<u><u>\$362,895.54</u></u>
LUNCH PAYROLL		\$10,890.81
DEPRECIATION FUND		
APPLE INC	IPADS, MACBOOKS, APPLE TVS	\$229,691.00

LOUP CITY BOARD POLICY MANUAL

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GOALS AND OBJECTIVES

This series of the board policy manual is devoted to the goals and objectives for the delivery of the education program as described by the mission statement of the district. The board's objective in the design, contents and the delivery of the education program is to provide an equal opportunity for students to pursue an education free of discrimination on the basis of race, creed, color, sex, national origin, marital status, religion or disability.

In providing the education program of the school district, the board shall strive to meet its overall goal of providing the students an opportunity to develop a healthy social, intellectual, emotional, and physical self-concept in a learning environment that provides guidance and encourages critical thinking in students.

In striving to meet this overall goal, the objectives of the education program are to provide students with an opportunity to:

- Acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively;
- Become effective and responsible contributors to the decision-making processes of the social and political institutions of the community, state and nation;
- Acquire entry-level job skills and knowledge necessary for further education;
- Acquire the capacities for a satisfying and responsible role as family members;
- Acquire knowledge, habits and attitudes that promote personal and public health, both physical and mental;
- Acquire an understanding of ethical principles and values and the ability to apply them to their own lives;
- Develop an understanding of their own worth, abilities, potential and limitations; and,
- Learn and enjoy the process of learning and acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

Legal Reference: NDE Rule 10.012.01A

Cross Reference: 102 Educational Philosophy of the District

Approved 06/11/2012 Reviewed 08/14/2017 Revised _____

SCHOOL CALENDAR

The school calendar shall accommodate the education program of the school district. The school calendar shall accommodate instruction for a minimum of 1,080 hours for students in grades nine through twelve, 1,032 hours for students in grades one through eight, and 400 hours for students in kindergarten. The school calendar shall include, but need not be limited to, days for student instruction, staff development, in-service days and teacher conferences.

Special education students may attend school on a school calendar different from that of the regular education program consistent with their Individualized Education Program.

The board, in its discretion, may excuse graduating seniors from up to five days of instruction after the school district requirements for graduation have been met. The board may also excuse graduating seniors from making up days missed due to inclement weather if the student has met the school district's graduation requirements. Interruptions in the total instructional hours due to extracurricular activities (interscholastic sports, clubs, and contest) will be held to a minimum. All students participating in such events will complete assignments for missed classes prior to the event.

Extracurricular activities shall be defined as school events which involve student participation and faculty sponsorship.

The required instructional hours shall not include the following:

1. School Lunch Time
2. Emergency School Closings

Interscholastic sports, clubs, and events shall be defined as school activities which involve student participation (one or more students) and faculty sponsorship. Activities so defined are Golf, Volleyball, Football, Cross Country, Basketball, Wrestling, Track, Journalism/Yearbook, Student Council, Aca-Deca, Quiz Bowl, One Act, FCCLA, FFA, Cheerleading, Dance, National Honor Society, Music, Speech, and any other programs that meet the definition above that are developed during the school year.

Interruptions for the following events may be included in the required instructional hours, but shall be limited in numbers.

1. NSAA Sponsored Play-offs and State Contests.
2. Assemblies
3. Pep Rallies
4. Class Meetings
6. Health Screening
7. Yearbook Pictures
8. Program Practices

9. Early Dismissal for Graduating Seniors

Individual students may be excused from school in cases of sickness, accidents, funerals, emergencies or at parent request when parents or guardians provide a written excuse for that absence.

It shall be the responsibility of the superintendent to develop the school calendar for recommendation, approval, and adoption by the board annually.

The board may amend the official school calendar when the board considers the change to be in the best interests of the school district's education program.

Legal Reference: Neb. Statute 79-211
NDE Rule 10.012.01B

Cross Reference: 503 Student Attendance
604.03 Special Education

Approved 06/11/2012 Reviewed 08/14/2017 Revised 09/11/2017

SCHOOL DAY

The school day shall be scheduled in such a way that students are given the best opportunity for their educational growth and development. The length of the day, and the arrangement of time segments within it, need not be uniform for all grade levels.

- A) The length of the school day for kindergarten to grades one to six inclusive no less than 340 minutes excepting the noon recess. The length of the school day in the secondary schools shall be no less than 380 minutes.
- B) The hours of opening and closing each type of school shall be determined by the Superintendent of Schools. The time of opening and ending the school day may be modified where transportation or other conditions justify such a change upon the authorization of the Superintendent of Schools provided that the length of school sessions are not shortened.
- C) During the school year, all schools shall be in session five days a week, Monday through Friday, except upon emergency authorization of the Superintendent of Schools or during authorized holiday periods.
- D) In designing the student day, the following considerations are to be met:
1. The learning activities of each student are carefully guided and supervised.
 2. Each student has opportunities to receive individual assistance from teachers outside of the regular school day.
 3. Parents shall be informed of late starts or early dismissal.
 4. Early dismissal for student employment shall be subject to approval of the building administration. Parental or guardian permission shall precede any early dismissal for work related activities. Early dismissal of other students shall be reasons of health, etc., and must be validated by the student's parent or guardian.
 5. Changes in the school day shall be subject to the approval of the Superintendent.

Approved 06/11/2012 Reviewed 08/14/2017 Revised _____

CURRICULUM DEVELOPMENT

Curriculum development shall be an ongoing process in the school district. Each curriculum area shall be reviewed and revised when necessary according to the timelines set out by the superintendent. These timelines will provide for periodic review of each curriculum area.

The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research of the school district's curriculum needs and a long-range curriculum development program. In making recommendations to the board, the superintendent shall propose a curriculum that will:

- fulfill the philosophy of the school district;
- reflect the educational and operational needs assessment of the school district;
- articulate courses of study from kindergarten through grade twelve;
- identify minimum objectives for each course and, at the elementary level, for each grade;
- provide for the evaluation of the procedures and methods for attaining the objectives;
- provide for objective monitoring of a student's progress;
- provide for the needs of vocational and college bound students;
- include, if feasible, the course offerings requested by the students;
- provide measurable quality academic content standards by the dates specified in Part 004 of Rule 10 that are the same as, equal to or more rigorous than the adopted state standards of the Nebraska Department of Education.

The above mentioned standards include the English Language Arts Standards (2018), Mathematics Standards (2019), Science Standards (2018), and Social Studies Standards (2020) as approved by NDE. Any changes from the specific standards as approved by NDE in those four areas will be attached to this policy.

It shall be the responsibility of the superintendent to keep the board apprised of necessary curriculum changes and revisions and, if needed, to develop administrative regulations for curriculum development and recommendations to the board.

Legal Reference: NDE Rule 10
 20 U.S.C. § 1232h (1994).
 34 C.F.R. Pt. 98 (1996).

Cross Reference: 102 Educational Philosophy of the District
 104 Educational and Operational Planning
 604 Instructional Curriculum
 606 Instructional Materials

Approved 06/11/2012 Reviewed 08/14/2017 Revised 08/08/2016

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- provide for objective monitoring of a student's progress;
- provide for the needs of vocational and college bound students;
- include, if feasible, the course offerings requested by the students;
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It shall be the responsibility of the superintendent to keep the board apprised of necessary curriculum changes and revisions and, if needed, to develop administrative regulations for curriculum development and recommendations to the board.

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Cross Reference: 102 Educational Philosophy of the District
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Approved 06/11/2012 Reviewed 08/14/2017 Revised 08/08/2016

CURRICULUM ADOPTION

Curriculum of the school district must be recommended by the superintendent and approved by the board.

The board may authorize the use of curriculum guides when it adopts the curriculum. Such guides will be used when, in the opinion of the superintendent, they will be of assistance to the instructional program and will provide a consistent approach in the instructional program.

Legal Reference: 20 U.S.C. § 1232h (1994).
 34 C.F.R. Pt. 98 (1996).

Approved 06/11/2012 Reviewed 08/14/2017 Revised _____

CURRICULUM GUIDES AND COURSE OUTLINES

Curriculum guides and course outlines will be written for all courses offered in the district. Standards that are developed by the State Board of Education and the Nebraska Department of Education will be included. Teachers are expected to adhere closely to the course of study adopted by the district. Information regarding course offerings will be made available to all students and interested district patrons, upon request.

Approved 06/11/2012 Reviewed 08/14/2017 Revised 09/11/2017

CURRICULUM EVALUATION

When a new program is proposed or significant changes occur, a report will be made to the board describing the process employed and the reasons for the curriculum change.

The board may review the students' performance on standardized tests, courses, and other indicators of student achievement deemed relevant by the board as a guideline for the effectiveness of the curriculum. It shall be the responsibility of the superintendent to provide the board with supporting data such as test scores and grades along with the superintendent's comments about the school district's curriculum.

Legal Reference: 20 U.S.C. § 1232h (1994).
34 C.F.R. Pt. 98 (1996).

Cross Reference: 101 Educational Philosophy of the District
104 Educational and Operational Planning
604 Instructional Curriculum
611 Academic Achievement

Approved 06/11/2012 Reviewed 08/14/2017 Revised _____

PILOT, EXPERIMENTAL OR INNOVATIVE PROJECTS

The board welcomes new ideas in curriculum. Proposals for pilot or experimental projects shall first be reviewed and analyzed by the superintendent. Projects recommended by the superintendent will be considered by the board. Pilot and experimental projects approved by the board, the Nebraska Department of Education, or the U. S. Department of Education may be utilized in the education program.

Students, who may be or are asked to participate in a research or experimental project or program, must have their parents' written consent on file prior to participating in the project or program. A research or experimental program or project requiring parents' prior written consent is a program or project designed to explore or develop new or unproven teaching methods or techniques. These programs or projects shall be designated as research or experimental projects or programs. The educational materials of a program or project designated as a research or experimental program or project may be inspected and reviewed by the parents of the students participating or being considered for participation in the program or project. The inspection and review by the parents shall be in accordance with board policy 606.02, "Instructional Materials Inspection."

It shall be the responsibility of the superintendent to develop administrative regulations regarding this policy.

Legal Reference: 20 U.S.C. § 1232h (1994).
34 C.F.R. Pt. 98 (1996)..

Cross Reference: 604 Instructional Curriculum

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BASIC INSTRUCTION PROGRAM

The basic instructional program shall include the courses required for each grade level by the Nebraska Department of Education.

The basic weekly instructional program of students enrolled in the elementary grades shall include reading and language arts, mathematics, social studies, science, health, physical education, art, and music. Writing skills shall be incorporated in all curricular areas. The district shall consider elementary grades to be all grades up to sixth.

The basic yearly instructional program of students enrolled in the middle grades shall include reading, language arts, mathematics, social studies, science, health, art, music, and physical education. Writing skills shall be incorporated in all curricular areas. Exploratory experiences shall be offered in vocational education, and technology education. The district shall consider middle grades to be all grades from seventh to eighth.

The basic instructional program of students enrolled in the high school grades shall consist of a minimum of 400 instructional units including language arts (60 units), social science (40 units), mathematics (40 units), science (40 units), foreign language (20 units), vocational education (80 units), personal health and physical fitness (20 units), and visual and performing arts (40 units). Writing skills shall be incorporated in all curricular areas. The instructional program shall include computer education. The district shall consider high school grades to be all grades of ninth and above.

Each instructional program shall be carefully planned for optimal benefit taking into consideration the financial condition of the school district and other factors deemed relevant by the board or superintendent. Each instructional program's plan should describe the program, its goals, the effective materials, the activities and the method for student evaluation.

It shall be the responsibility of the superintendent to implement and monitor the district's curriculum.

Legal Reference: NDE Rule 10.005 - 10.007
20 U.S.C. § 1232h (1994)
34 C.F.R. Pt. 98 (1996)

Cross Reference: 102 Educational Philosophy of the District
103 Equal Educational Opportunity
104 Educational and Operational Planning
603 Curriculum Development
611 Academic Achievement

Approved 06/11/2012 Reviewed 08/14/2017 Revised _____

MULTICULTURAL EDUCATION

Students shall have an equal opportunity for a quality education without discrimination, regardless of their race, religion, color, sex, marital status, national origin or disability.

The education program shall be free of discrimination and provide equal opportunity for the students. The education program shall foster knowledge of and respect and appreciation for the culture, history and contributions of diverse cultural groups including, but not limited to, African Americans, Hispanic Americans, Native Americans, and Asian Americans. It shall place special emphasis on human relations and sensitivity toward all races.

The board shall adopt a written plan for the implementation of multicultural education and shall evaluate this plan periodically. During the evaluation process, the board shall involve parents, students, employees and a diverse representation of the community members in assessing the effectiveness and appropriateness of the program. The plan shall establish district goals for the multicultural program and will include staff development to assist the district in pursuing these goals. The plan shall include a process for selecting appropriate materials and shall incorporate multicultural education into all subject areas of the core curriculum of grades kindergarten through twelve.

The superintendent will annually report the status of the multicultural education program to the board.

Legal Reference: Neb. Statute 79-719 et seq.
 NDE Rule 10.004.01F

Cross Reference: 103 Equal Educational Opportunity
 601 Goals and Objectives

Approved 06/11/2012 Reviewed 08/14/2017 Revised _____

HEALTH EDUCATION

Students in grade levels one through twelve shall receive, as part of their health education, instruction about personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; human growth and development; substance abuse and non-use, including the effects of alcohol, tobacco, drugs and poisons on the human body; human sexuality; self-esteem; stress management; interpersonal relationships; emotional and social health; health resources; prevention and control of disease; and communicable diseases, including Acquired Immune Deficiency Syndrome. The purpose of the health education program is to help each student protect, improve and maintain physical, emotional and social well-being.

The areas stated above shall be included in health education and the instruction shall be adapted at each grade level to aid understanding by the students.

Parents who object to health education instruction in human growth and development may file a written request that the student be excused from the instruction. The written request shall include a proposed alternate activity or study acceptable to the superintendent. The superintendent shall have the final authority to determine the alternate activity or study.

Cross Reference: 504 Student Rights and Responsibilities
 508 Student Health and Well-Being
 608 Instructional Services

Approved 06/11/2012 Reviewed 08/14/2017 Revised _____

TEACHING ABOUT RELIGION

The school district is required to keep the practice of religion out of the school curriculum. The board recognizes the key role religion has played in the history of the world and authorizes the study of religious history and traditions as part of the curriculum. Preferential or derogatory treatment of a single religion shall not take place.

It shall be the responsibility of the superintendent to ensure the study of religion in the schools in keeping with the following guidelines:

- the proposed activity must have a secular purpose;
- the primary objective of the activity must not be one that advances or inhibits religion; and
- the activity must not foster excessive governmental entanglement with religion.

Cross Reference: 605.05 Religious-Based Exclusion from a School Program
 607.02 School Ceremonies and Observances

Approved 06/11/2012 Reviewed 08/14/2017 Revised _____

ACADEMIC FREEDOM

The board believes students should have an opportunity to reach their own decisions and beliefs about conflicting points of view. Academic freedom is the opportunity of licensed employees and students to study, investigate, present, interpret, and discuss facts and ideas relevant to the subject matter of the classroom and appropriate to and in good taste with the maturity and intellectual and emotional capacities of the students.

It shall be the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views, or biased positions in the classroom or through teaching methods. Teachers are not discouraged from expressing personal opinions as long as students are aware it is a personal opinion and students are allowed to reach their own conclusions independently.

It shall be the responsibility of the principal to ensure academic freedom is allowed but not abused in the classroom.

Cross Reference: 504 Student Rights and Responsibilities
 1005.10 Distribution or Posting of Materials

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INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION

Eligibility:

Any 9th – 12th grade student who is under the age of 21 shall be eligible to apply to an institution of higher education for enrollment through online course offerings if he or she:

1. is deemed by the student and parent/guardian on the advice of the principal to be in need of course work at a higher academic level than that available at school;
2. is deemed by school personnel to show a high degree of maturity and responsibility, especially with regard to potential for completing self-paced post-secondary courses;
3. has completed enrollment requirements for the course(s) of their choice.

Dual Credit:

It shall be the responsibility of the parent and/or student to make sure that the college course they are taking is eligible for high school credit. They must check with the college to make sure the instructor is also high school certified in order to be eligible for high school credit.

Any courses that are not taken as dual credit will not be added to the students' transcripts and will not count towards class rank or GPA.

Any high school credits earned through dual credit courses will be included on the students' transcripts and will count towards class rank and GPA.

Credits may be earned in the summer if parents/students choose to do courses during the summer. It will be the responsibility of the student/parent to make sure that the college course they are taking is eligible for high school credit.

Payment of Tuition and Supplies:

The student and/or parent/guardian shall be responsible for paying all costs for tuition, books, supplies, fees, and taxes that are associated with the student taking college courses.

Transportation Costs:

The district shall not provide or pay for transportation costs associated with college courses taken by students.

Notice to Students and Parents/Guardians:

Information about dual credit and online college course options shall be distributed annually to all students in grades nine through twelve and to their parents/guardians.

Cross Reference: 611 Academic Achievement

Approved 11/13/2017 Reviewed _____ Revised _____

PROGRAM FOR HIGH ABILITY LEARNERS

The district is committed to an educational program that recognizes, identifies and serves the unique needs of high ability learners. High ability learners are those who have been identified as having high performance capability in such areas as intellectual, creative, or artistic capacity or in specific fields and who require accelerated or differentiated curriculum programs in order to develop those capabilities fully.

The board directs the superintendent to develop a written identification process for identifying high ability learners in grades K-12. The identification process shall include an appeals process for parents/guardians who wish to request reconsideration.

A written plan that identifies programs or services to be provided to address the assessed needs of identified students shall be similarly developed. The plan shall include:

- the district's philosophy on educational service to learners with high ability;
- the district's operational definition of a high ability learner;
- goals and objectives of the program;
- a description of the programming services, options and strategies to be provided under this plan;
- yearly evaluation procedures to allow for input from parents, educators, students, and community members;
- staff development training and support provided within the plan; and
- an outline of program management.

Legal Reference: Neb. Statute 79-1106 et seq.
 NDE Rule 3

Cross Reference: 102 Educational Philosophy of the District
 611 Academic Achievement

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RELIGIOUS-BASED EXCLUSION FROM A SCHOOL PROGRAM

Parents who wish to have their child excluded from a school program because of religious beliefs must inform the principal. The board authorizes the administration to allow the exclusion if it is not disruptive to the education program and it does not infringe on a compelling state or educational interest. Further, the exclusion must not interfere with other school district operations.

In notifying the principal, the parents shall abide by the following:

1. The notice shall be in writing;
2. The objection shall be based on religious beliefs;
3. The objection shall state which activities or studies violate their religious beliefs;
4. The objection shall state why these activities or studies violate their religious beliefs;
and
5. The objection shall state a proposed alternate activity or study.

The principal shall have discretion to make this determination. The factors the principal shall consider when a student requests to be excluded from a program or activity because of religious beliefs include, but are not limited to, staff available to supervise a student who wishes to be excluded, space to house the student while the student is excluded, available principal-approved alternative course of study or activity while the student is excluded, number of students who wish to be excluded, whether allowing the exclusion places the school in a position of supporting a particular religion, and whether the program or activity is required for promotion to the next grade level or for graduation.

Students who are allowed to be excluded from a program or activity which violates their religious beliefs may be required to do an alternate supervised activity or study.

Cross Reference: 604 Instructional Curriculum
 607.02 School Ceremonies and Observances

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ENGLISH AS A SECOND LANGUAGE

The School Board recognizes the need to provide equal educational opportunities for all students in the district. Therefore, if the inability to speak and understand the English language due to national origin or non-English speaking environments excludes a student from effective participation in the educational programs offered by the district, the district shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. The board directs the administration to develop and implement procedures which:

- Appropriately identify and evaluate students with limited English proficiency (LEP). Limited English proficient students are those whose native/home language is a language other than English and whose English language skills of listening, speaking, reading and writing are not developed to a level at which they can achieve challenging performance standards in a regular classroom.
- Determine the appropriate instructional environment for LEP students.
- Monitor progress of students receiving English as a Second Language (ESL) or bilingual instruction in order to determine their readiness for the mainstream classroom environment.
- Establish professional standards for staff members who teach bilingual or English as a Second Language programs and provide development opportunities for staff members when needed.

Where feasible, the district may provide support for the student's use of the native language while developing English language skills.

Legal Reference: Title VI, Civil Rights Act of 1964.
20 U.S.C. §§ 1701 et seq.

Cross Reference: 103 Equal Education Opportunity
601 Goals and Objectives

Approved 11/13/2017 Reviewed _____ Revised _____

DUAL ENROLLMENT

The parent, guardian, or custodian of a student receiving instruction at a private, denominational or parochial school, or a school choosing not to meet accreditation or approval requirements may also enroll the student in the school district. The student shall be considered under dual enrollment. The parent, guardian, or custodian requesting dual enrollment for the student should notify the superintendent on a form provided by the school district. On the form, they shall indicate the academic courses and extracurricular activities in which the student is interested in participating.

A dual enrollment student is eligible to participate in the school district's academic and extracurricular activities in the same manner as other students enrolled in the school district to the extent allowed within NSAA regulations. The policies and administrative rules of the school district shall apply to the dual enrollment students in the same manner as the other students enrolled the school district. These policies and administrative rules shall include, but not be limited to, athletic eligibility requirements, rules governing student conduct, academic eligibility requirements, and payment of the fees required for participation.

It shall be the responsibility of the superintendent to develop administrative regulations regarding deadlines, specific courses or activities approved, restrictions of classroom space, maximum or minimum course number limitations and other procedures for this policy.

Cross Reference:	502	Student Admissions
	504	Student Rights and Responsibilities
	505	Student Discipline
	506	Student Activities
	508	Student Health and Well-Being
	611	Academic Achievement

REQUEST FOR PART-TIME OR DUAL ENROLLMENT

Student Name: _____ Birth Date: _____

Student Address: _____ Grade Level: _____

Parent/Guardian Name: _____ Telephone: _____

Parent/Guardian Address (if different from above): _____

Student's Present School: _____ Address: _____

Course, Program or Activity Requested: _____ Semester: _____

Offered at the student's present school? Yes ___ No ___

Prerequisites required for this request: _____

Has proof of these prerequisites been provided? Yes ___ No ___

Does this student have Special Needs or require special accommodations? Yes ___ No ___

If yes, explain: _____

Has the student been previously expelled from any school? Yes ___ No ___

If yes, explain: _____

If yes, has the expulsion period been completed? Yes ___ No ___

Parent/Guardian Signature Date

(For School Use Only)

Student Admitted ___ Student Not Admitted ___

Reason, if not admitted: _____

Other notes: _____

Administrator's Signature Date

DUAL ENROLLMENT PROCEDURE

The parent or legal guardian of a resident student who wishes to enroll their non-public school student must file an application for part-time enrollment on a form provided by the district at least 3 weeks prior to the beginning of the semester in which the course(s) will be taken. The application shall be submitted to the principal of the attendance center in which the student resides. The application will specify the course, program, or activity that the pupil wishes to attend. Additional applications must be submitted for courses taken in any subsequent semester. The enrollment of a part-time student in one semester is no guarantee of future enrollment.

No later than two weeks prior to the date on which the course is scheduled to commence, the principal shall notify the parent or legal guardian whether the application has been accepted or rejected. If the application is denied, the principal shall include the reason for rejection.

The parent or guardian may appeal the rejection to the superintendent at least one week prior to the start of the semester and within two weeks following the date of the rejection, whichever is earlier. The appeal shall be submitted in writing. The superintendent shall decide the appeal within one week, if possible, including in the decision any limitations on class enrollment sizes, limitations on classroom space, supplies, equipment and instruction, course prerequisites and age-appropriate studies, and other considerations as deemed relevant.

The student and parent/guardian may be required to complete all admissions requirements and procedures normally required of full-time students to qualify for part-time enrollment.

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INSTRUCTIONAL MATERIALS SELECTION

The board delegates authority to certificated employees and administrators to determine which instructional materials, other than textbooks, will be utilized by and purchased by the school district.

In reviewing current instructional materials for continued use and in selecting additional instructional materials, certificated employees shall consider the current and future needs of the school district as well as the changes and the trends in education and society. It shall be the responsibility of the superintendent to report to the board the action taken by certificated employees.

In the case of textbooks, the board shall make the final decision after receiving a recommendation from the superintendent. The criteria stated above for selection of other instructional materials shall apply to the selection of textbooks. The superintendent may develop another means for the selection of textbooks. The Board will adopt a five (5) year cycle to review and update textbooks as needed. Beginning in the 2016-2017 school year, the Board will follow the repeating cycle listed below.

Year	Write Curriculum/Select Textbook	Implement New Textbooks
Year 1	Math, Language Arts	
Year 2	Science, Social Studies	Math, Language Arts
Year 3	Skilled Technical Sciences, Business	Science, Social Studies
Year 4	Fine Arts,	Skilled Technical Sciences, Business
Year 5	World Language	Fine Arts,
Year 6		World Language

Education materials given to the school district must meet the criteria established above. The gift must be received in compliance with board policy.

Cross Reference: 203.07 Advisory Board Committees
 603 Curriculum Development
 611 Academic Achievement

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INSTRUCTIONAL MATERIALS INSPECTION

Parents and other members of the school district community may view the instructional materials used by the students. All instructional materials, including teacher's manuals, films, tapes or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any federally funded programs must be available for inspection by parents.

The instructional materials must be viewed on school district premises. Copies may be obtained according to board policy.

It shall be the responsibility of the superintendent to develop administrative regulations regarding the inspection of instructional materials.

Cross Reference: 603 Curriculum Development
 1003 Public Examination of District Records

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OBJECTION TO INSTRUCTIONAL MATERIALS

Members of the school district community may object to the instructional materials utilized in the school district and ask for their use to be reconsidered.

It shall be the responsibility of the superintendent, in conjunction with the principals, to develop administrative regulations for reconsideration of instructional materials.

Cross Reference: 204.12 Public Participation in Board Meetings
 403.05 Public Complaints About Employees
 603 Curriculum Development

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RECONSIDERATION OF INSTRUCTIONAL MATERIALS
REQUEST FORM

Request for re-evaluation of printed or audiovisual material to be submitted to the superintendent.

REVIEW INITIATED BY: _____ DATE: _____

Name _____

Address _____

City/State _____ Zip Code _____ Telephone _____

School(s) in which item is used _____

Relationship to school (parent, student, citizen, etc.) _____

BOOK OR OTHER PRINTED MATERIAL IF APPLICABLE:

Author _____ Hardcover _____ Paperback _____ Other _____

Title _____

Publisher (if known) _____

Date of Publication _____

AUDIOVISUAL MATERIAL IF APPLICABLE:

Title _____

Producer (if known) _____

Type of material (filmstrip, motion picture, etc.) _____

PERSON MAKING THE REQUEST REPRESENTS: (circle one)

Self Group or Organization

Name of group _____

Address of Group _____

1. What brought this item to your attention?

2. To what in the item do you object? (please be specific; cite pages, or frames, etc.)

3. In your opinion, what harmful effects upon students might result from use of this item?

4. Do you perceive any instructional value in the use of this item?

5. Did you review the entire item? If not, what sections did you review?

6. Should the opinion of any additional experts in the field be considered?

_____ yes _____ no

If yes, please list specific suggestions: _____

7. To replace this item, do you recommend other material which you consider to be of equal or superior quality for the purpose intended?

8. Do you wish to make an oral presentation to the Review Committee?

_____ Yes (a) Please call the office of the Superintendent

(b) Please be prepared at this time to indicate the approximate length of time your presentation will require.
_____ minutes.

_____ No

Dated

Signature

SAMPLE LETTER TO INDIVIDUAL CHALLENGING
INSTRUCTIONAL MATERIALS

Dear _____ :

We recognize your concern about the use of _____ in our school district. The school district has developed procedures for selection of instructional materials but realizes that not everyone will agree with every selection made.

To help you understand the selection process, we are sending copies of the school district's:

1. Instructional goals and objectives,
2. Instructional Materials Selection policy statement, and
3. Procedure for reconsideration of instructional materials.

If you are still concerned after you review this material, please complete the Reconsideration Request Form and return it to me. You may be assured of prompt attention to your request. If I have not heard from you within one week, we will assume you no longer wish to file a formal complaint.

Sincerely,

OBJECTION TO INSTRUCTIONAL MATERIALS PROCEDURE

No duly selected materials whose appropriateness is challenged shall be removed from the school except upon the recommendation of a review committee (as provided for below) with the concurrence of the administrator, or, upon the administrator's recommendation, the concurrence of the board of education or upon formal action of the board of education when a recommendation of a review committee is appealed to it.

Procedures to be observed:

1. All complaints to staff members shall be reported to the administrator, whether received by telephone, letter or in personal conversation.
2. The administrator shall direct the appropriate staff member (coordinator) to contact the complainant to discuss the complaint and attempt to resolve it informally by explaining the philosophy and goals of the curriculum unit and/or the library/media center.
3. If the complaint is not resolved informally, the complainant shall be supplied with a packet of materials consisting of the procedure for handling objections. This packet will also include a standard printed form which shall be completed and returned before consideration will be given to the complaint.
4. If the formal request for reconsideration has not been received by the coordinator within two weeks, it shall be considered closed. If the request is returned, the reasons for selection of the specific work shall be reestablished by the appropriate staff.
5. In accordance with statement of philosophy, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration; however, access to questioned materials can be denied to the child (children) of the parents making the complaint, if they so desire.
6. Upon receipt of a completed objection form, the coordinator will call together a committee of five to consider the complaint. This committee may consist of personnel such as: coordinator, unit administrator, the library media center director, a teacher and parent representative.
7. The committee shall meet to discuss the material, following the guidelines set forth in Instructions to Evaluation Committee and shall prepare a report on the material containing their recommendations on the disposition of the matter.

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8. The Coordinator shall notify the complainant of the decision and send a formal report and recommendation to the administrator. In answering the complaint, the coordinator shall explain the book selection system, give the guidelines used for selection and cite authorities used in reaching the decision. If the committee decides to keep the work that caused the complaint, the complainant shall be given an explanation. If the complaint is valid, the board will acknowledge it and make recommended changes.
9. If the complainant is still not satisfied, he/she may ask the administrator to present an appeal to the board of education. The board of education may seek assistance from outside organizations such as the American Association of School Administrators, National School Boards Association, American Library Association, Association for Supervision and Curriculum Development, Nebraska Association of School Administrators, Nebraska State Education Association, Nebraska Department of Education, etc. in making its determination.

MEDIA CENTERS

The school district shall maintain a media center for use by students and employees during the school day to expand the opportunity for learning, contribute to literacy, support the local curriculum, and enhance and enrich learning experiences for all students.

Materials for the centers will be acquired according to Board Policy 606.01, "Instructional Materials Selection" and will meet the minimum requirements of the Nebraska Department of Education.

It shall be the responsibility of the principal of the building in which the media center is located to oversee the use of materials in the media center.

It shall be the responsibility of the superintendent to develop procedures for the selection and replacement of both library and instructional materials, for the acceptance of gifts, for the removal of obsolete library and instructional materials, and for the handling of challenges to library materials.

Legal Reference: NDE Rule 10.006.01

Cross Reference: 603 Curriculum Development

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ACCEPTABLE USE OF COMPUTERS, TECHNOLOGY AND THE INTERNET

The Board supports the use of computers, technology and the Internet in the District's instructional program as a resource to educate and inform. The use of these resources shall be consistent with the curriculum adopted by the School District and shall be employed in an appropriate and responsible manner to meet the varied instructional needs, learning styles, abilities and developmental levels of students.

Procedures and Guidelines

The Superintendent shall develop and implement appropriate procedures to provide guidance for computer use and Internet access. Guidelines shall address teacher supervision of computer use, ethical use of electronic media, and the District's ownership and right of administrative review of electronic files and communications. The term "electronic media" includes, but is not limited to, the Internet, e-mail and other technological resources.

The guidelines shall prohibit utilization of networks for inappropriate or illegal activities, the intentional spreading of imbedded messages (viruses) or the use of other programs with the potential of damaging or destroying programs, data or equipment. The guidelines will describe the District's limitation of liability and will establish that the use of computers, technology and the Internet is a privilege, not a right. Violation of the procedures and guidelines will result in cancellation of those privileges and appropriate disciplinary action.

Technology Protection Measure

The District will implement a technology protection measure that will block or filter Internet access to visual depictions that are obscene, pornographic or of a harmful nature to minors. Operation of this measure will be monitored and enforced during use of computers by minors.

Audit of Use

Users with network access shall not utilize District resources to establish electronic mail accounts through third-party providers or any other nonstandard electronic mail system. Participation in chat rooms is prohibited without specific prior approval by the system administrator. The Superintendent shall establish a process to determine whether the District's education technology is being used for purposes prohibited by law or for accessing prohibited materials. The process may include, but not be limited to:

1. Utilizing blocking/filtering software.
2. Turning off the "auto load images" feature of the Internet browser.

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3. Using a proxy server to control accessible websites.

Appropriate Internet Behavior On Social Websites

The district recognizes its responsibility to educate students regarding appropriate behavior on social networking and chat room sites about cyberbullying. Therefore, students shall be provided instruction about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyberbullying awareness and response. The district will create an age-appropriate plan for providing such instruction using informational programs, educational materials and lessons as needed to achieve this goal.

Student Use

A written parental permission and agreement form will be required prior to the student being granted access to electronic media involving District technological resources. The form will specify acceptable uses, rules of on-line behavior, access privileges and penalties for procedural violations. It must be signed by the parent or legal guardian of minor students (under age 18) and by the student. This document will be kept on file as a legal, binding document. In order to rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Superintendent with a written request.

Staff Use

A written staff agreement form will be required for all employees having access to electronic media. Staff shall confine e-mail use to work-related purposes and a reasonable, appropriate and limited personal use that does not interfere with their district duties. The agreement form will refer to the procedures and guidelines for use of computers and the Internet, describe prohibitions and limitations on the use of these resources and state the employee's responsibility for the security of individual passwords.

Community Use

On recommendation of the Superintendent, the Board will determine the conditions and limits under which equipment and services will be made available to the community. Upon request to the Building Principal, community members may have access to electronic resources and programs available through the District, provided they attend any required training and abide by the rules of usage established by the Superintendent. A written agreement form will be required for all community members having access to these resources indemnifying the District from claims by community users.

Disregard of Rules

Individuals who refuse to sign required acceptable use documents or who violate District rules governing the use of District technology shall be subject to loss or restriction of the privilege of using computers, technology or the Internet and related resources.

INTERNET AND E-MAIL ACCESS PERMISSION LETTER TO PARENTS

Dear Parent/Guardian:

The School District wishes to offer your child limited access to the Internet and an electronic mail (e-mail) account. The Internet is a collection of thousands of interconnected computer networks. The vast amount of information contained within the Internet's libraries can provide valuable learning opportunities to students.

Establishing an e-mail address will allow your child to participate in distance learning activities, communicate with other students around the world, ask questions of and consult with experts, and locate specific material to meet the needs of educational projects.

If your child is a minor (under age 18), your authorization is needed before your child may use these resources. The attached regulations for student use of computers, technology and the Internet should be read carefully and understood by all Internet users. As parents/guardians, you should review it in detail with your children before they begin using the Internet and e-mail in their classroom.

A filtering system is in place to prevent access to certain unacceptable sites on the Internet. However, it is important to understand that no solution is perfect and we cannot guarantee that students will only have access to educational materials. Ultimately, parents/guardians are responsible for setting and conveying the standards that their child should follow. To that end, the School District supports and respects each family's right to decide whether or not to authorize Internet and e-mail access.

If you agree to allow your child to have Internet access and an e-mail address, sign the enclosed Acceptable Use Agreement and return it to your school.

Sincerely,

ACCEPTABLE USE AGREEMENT

STUDENT USE OF COMPUTERS, TECHNOLOGY AND THE INTERNET

STUDENT

I understand and will abide by the regulations for student use of computers, technology and the Internet. I further understand that a violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action or appropriate legal action may be taken.

Your signature on this Acceptable Use Agreement is legally binding and indicates that the party (parties) who signed has (have) read the regulations carefully and understand(s) their significance.

Student's signature: _____ Date: _____

PARENT OR GUARDIAN

If the user is under 18 years of age, a parent or guardian also must sign this Agreement.

As the parent or guardian of this student, I have read the regulations for student use of computers, technology and the Internet. I understand that this access is designed for educational purposes and that the School District has taken precautions to eliminate controversial material. I also recognize, however, that it is impossible for the School District to restrict access to all controversial materials and I will not hold the District responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting.

I hereby give permission to issue a user account for my child and certify that the information contained on this form is true and correct.

Parent/guarding name: _____

Parent/guardian signature: _____ Date: _____

INTERNET APPROPRIATE USE VIOLATION NOTICE

Student: _____

Teacher: _____

Date: _____

Students who access restricted items on the Internet shall be subject to the appropriate action described in the school's discipline policy or student handbook or the following consequences.

_____ First Offense:

The above student has violated the regulations for student use of computers, technology and the Internet. He/she may lose Internet access for up to three weeks at the discretion of the supervising teacher. A second offense will result in the student losing Internet access for a period _____.

_____ Second Offense:

The above student has violated the regulations for student use of computers, technology and the Internet for a second time. As a consequence of this violation the above student has lost Internet access for a period _____.

_____ Third Offense:

The above student has violated the regulations for student use of computers, technology and the Internet for a third time. As a consequence of this violation the above student has forfeited all Internet privileges for a period of _____ or the balance of the school year.

ACCEPTABLE USE AGREEMENT

STAFF USE OF COMPUTERS, TECHNOLOGY AND THE INTERNET

I understand and will abide by the regulations for staff use of computers, technology and the Internet. I further understand that a violation of the regulations is unethical, unprofessional and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, disciplinary action, dismissal and/or appropriate legal action may be taken.

Your signature on this Acceptable Use Agreement is legally binding and indicates that the party who signed has read the regulations carefully and understands their significance.

Employee name: _____

Employee signature: _____ Date: _____

ACCEPTABLE USE AGREEMENT

COMMUNITY USE OF COMPUTERS, TECHNOLOGY AND THE INTERNET

I understand and will abide by the regulations for community use of computers, technology and the Internet. I further understand that a violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked and/or appropriate legal action may be taken.

Additional conditions or limitations of resource use:

Your signature on this Acceptable Use Agreement is legally binding and indicates that the party who signed has read the regulations carefully and understands their significance.

Applicant name: _____

Applicant signature: _____ Date: _____

DISTRICT WEB SITE

The board supports and encourages the publication of a district web site to improve community relations, to foster creativity and to demonstrate student learning. It is a means of providing information to the community about school events and classroom activities, and provides an effective line of communication between the community, staff and students.

The superintendent is directed to develop written web site regulations that pursue the benefits of maintaining a web site while protecting the school and community from its potential misuse. The superintendent will designate a staff member (herein called the Computer Coordinator) to implement the web site regulations and to review all materials published on the web site. All web pages on the web site will conform to this policy and the corresponding regulations.

Staff Web Pages

Staff may create web pages to use in class activities or to provide a resource for other staff members. Staff web pages must reflect the educational goals and objectives of the district. District employees, board members or guests may not establish personal web pages using district resources.

School or Class Web Pages

Schools or classes may establish web pages that present information about the school or class activities. The Building Principal will designate an individual to be responsible for managing the school web site under the supervision of the computer coordinator. Teachers will be responsible for maintaining their class pages.

Extracurricular Organization Web Pages

Extracurricular organizations may establish web pages with the approval of the organization sponsor and the computer coordinator. Material presented on the organization web page must relate specifically to organization activities and will include only student-produced material.

Student Web Pages

Students may establish personal web pages with staff sponsorship and approval by the computer coordinator. Material presented in the student's web pages must be related to the student's educational and career preparation activities.

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Other Web Pages

The district may allow other organizations such as parent-teacher groups, booster clubs, school foundations, etc. to publish web pages providing they conform to this policy and the corresponding administrative regulations.

Written Permission

A permission from signed by the parent/guardian and the student must be obtained prior to placing any student photographs, artwork, writing or other projects on the web site. No personal contact information about the child, such as home address, phone number, or e-mail address will be given. The work will appear with a copyright notice prohibiting the copying of such work without express written permission. In the event that anyone requests such permission, those requests will be forwarded to the parent or guardian. All such work may be removed from the web site at the end of the current school year.

Legal Reference: 20 U.S.C. sec. 1232g (1988) (Family Educational Rights and Privacy Act)
 47 U.S.C. 201 et seq. (Communications Decency Act of 1995)
 Neb. Statute 79-2104

Cross Reference: 504 Student Rights and Responsibilities
 507 Student Records
 603 Curriculum Development
 604 Instructional Curriculum
 1006 Use of District Facilities and Equipment

REPRODUCTION OF COPYRIGHTED MATERIALS

It is the intent of the Board to abide by the provisions of current copyright and intellectual property laws as they affect the school district and its employees. The district shall educate staff and students regarding the harms of copyright piracy.

Copyrighted materials, whether they are print or nonprint, will not be duplicated, reproduced, distributed or displayed for district-sponsored activities or by using district equipment except in accordance with law.

While the district encourages its staff to enrich learning programs by making proper use of supplementary materials, it is the responsibility of district staff to abide by the district's copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for district staff to violate copyright requirements in order to perform their duties properly. The district cannot be responsible for any violations of the copyright law by its staff.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with district procedures or is permissible under the law, should consult the superintendent. The superintendent will assist staff in obtaining proper authorization to copy or use protected materials, when such authorization is required.

The superintendent is responsible for implementing this policy and creating procedures to guide employees in following copyright compliance.

Legal Reference: P.L. 94-553, Federal Copyright Law of 1976 (U.S. Code, Title 17)
P.L. 105-304, Digital Millennium Copyright Act of 1998

COPYRIGHT COMPLIANCE PROCEDURES

Severe penalties may be imposed for unauthorized copying or using of audiovisual or printed materials and computer software, unless the copying or using conforms to the "fair use" doctrine.

Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. If duplicating or changing a product is to fall within the bounds of fair use, these four standards must all be met for any of the foregoing purposes:

1. The Purpose And Character Of The Use.
The use must be for such purposes as teaching or scholarship; and
2. The Nature Of The Copyrighted Work.
Staff may make **single** copies of: book chapters for use in research; instruction or preparation for teaching; articles from periodicals or newspapers; short stories, essays or poems; and charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals, or newspapers in accordance with these guidelines; and
3. The Amount And Substantiality Of The Portion Used.
Copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed; and
4. The Effect Of The Use Upon The Potential Market For Or Value Of The Copyrighted Work.
If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

Authorized Reproduction and Use of Copyrighted Material in Print

The staff may make **multiple** copies, not exceeding more than one (1) per student, for classroom use if the copying meets the tests of "brevity, spontaneity and cumulative effect" set by the following guidelines. Each copy must include a notice of copyright.

1. Brevity
 - A. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words.
 - B. Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less, may be copied; in any event, the minimum is 500 words. (Each numerical limit may be

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- expanded to permit the completion of an unfinished line of a poem or prose paragraph.)
- C. One chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue may be copied. "Special" works cannot be reproduced in full; this includes children's books combining poetry, prose, or poetic prose.
2. Spontaneity. Should be at the "instance and inspiration" of the individual teacher.
 3. Cumulative Effect. The staff is limited to using copied material for only one (1) course in the school in which copies are made. No more than one (1) short poem, article, story or two (2) excerpts from the same author may be copied, and no more than three (3) works can be copied from a collective work or periodical issue during one (1) class term. The staff is limited to nine (9) instances of multiple copying for one (1) course during one (1) class term. Limitations do not apply to current news periodicals, newspapers, and current news sections of other periodicals.

Performances by the staff or students of copyrighted dramatic works without authorization from the copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations, or collective works. "Consumable" works include: workbooks, exercises, standardized tests, test booklets, and answer sheets. The staff cannot substitute copies for the purchase of books, publishers' reprints or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a "higher authority," and students cannot be charged more than actual cost of photocopying. The staff may use copyrighted materials in overhead or opaque projectors for instructional purposes.

Authorized Reproduction and Use of Copyrighted Materials in the Library

A library may make a single copy of an unpublished work which is in its collection; and a published work in order to replace it because it is damaged, deteriorated, lost or stolen, provided the unused replacement cannot be obtained at a fair price.

A library may provide a single copy of copyrighted material to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to one (1) article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship, or research. Any other use may subject the person to liability for copyright infringement.

At the request of a staff member, copies may be made for reserve use. The same limits apply as for single or multiple copies designated in “Authorized Reproduction and Use of Copyrighted Material in Print.”

Authorized Reproduction and Use of Copyrighted Music

A staff member may make a single copy of a song, movement, or short section from a printed musical work that is unavailable except in a larger work, for purposes of preparing for instruction.

A staff member may make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song.

In an emergency, a staff member may make and use replacement copies of printed music for an imminent musical performance, when the purchased copies have been lost, destroyed, or are otherwise not available.

TEXTBOOK LOANS TO CHILDREN ENROLLED IN PRIVATE SCHOOLS

The superintendent of schools with the cooperation of the school district's principals will administer the textbook loans to resident children enrolled in private schools in Nebraska.

The district of will annually generate a list of textbooks designated for use in the schools. This will be done by December 1 of each year. The list of textbooks will be available in the superintendent's office. Copies of the textbook list will be made available to the public at the actual cost of duplicating the list in whole or in part.

The last day for receiving applications for textbook loans from parents or legal guardians residing within the school district for use during the following school year is January 15 of each year. A limit of 10 textbooks per student in grades K-6 and 8 textbooks per student in grades 7-12 has been established by NDE.

The district will make available to all eligible parties textbooks valued at no more than the total dollars allocated to the district by the State Department of Education. If the parental request exceeds the allocated dollars requests for textbooks used by elementary students will be given first priority. If the parental request for textbooks from parents representing resident elementary students exceeds allocated dollars, textbooks being used in the lower elementary will be given priority.

Parental requests will be filled on an ascending K-12 grade by grade basis. The total school district outlay in dollars will never exceed the allocation that the district is eligible to receive from the State Department of Education.

Ten days prior to the beginning of the district classes, the administration will notify parents or guardians in writing where and when textbooks will be available. Parents or legal guardians receiving textbooks will be required to sign a receipt at the time the textbooks are picked up on designated Form NDE 122-002. Parents or legal guardians shall return textbooks to the designated individual within the local school district within 15 days after the close of the school year. All textbooks are to be returned in reasonably good condition. Lost or damaged books will require that the parent or legal guardian reimburse the district for replacement costs.

It is important to understand that a textbook shall be defined to mean a "book which is designated for use in the classroom as the principal source of study in kindergarten through grade 12 in a public school district." Library books, workbooks, etc. are not eligible material for the definition of "textbook."

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MAKEUP WORK

Makeup work for students who are absent from school shall be governed by guidelines developed by the Superintendent or Superintendent's designee. The Guidelines shall state the criteria to be used in determining whether and to what extent the opportunity to complete class work, including examinations, missed during a period of disciplinary suspension will be granted.

The makeup work of students will be counted for course credit when satisfactorily completed according to the guidelines stated below; which are the Superintendent's guidelines, or such other guidelines as approved from time to time by the Superintendent or the Superintendent's designee.

To receive credit for work missed due to excused absences (e.g., personal illness, bereavement or emergency in the family, participation in an approved school activity), the student, upon returning to school, is responsible a) for requesting assignments for makeup work and b) for completing the makeup work on his/her own initiative by the due date. The teacher will provide materials and assistance to a student who is making up work for these reasons.

To receive credit for work missed due to a parent requested prearranged absence (e.g., medical or dental appointment, religious observance, spectator at a school activity, short-term work requirement, applying for a job, family trip, college visit), the student is responsible a) for requesting assignments for makeup work prior to his/her absence and b) for completing the makeup work on his/her own initiative by the due date.

The date when makeup work is due will be determined by the teacher based on the content being studied and the length of student absence. Ordinarily, the student will be expected to complete work issued due to short-term absences (i.e., five days or less) within five days after returning to school. Students who plan to miss school due to scheduled school activity or a parent requested prearranged absence may request assignments and make arrangements to complete part of all of the work prior to the absence.

At the beginning of each semester, or during the semester for students who enter during the semester, a) the principal will provide students with information about the district regulations for absences and makeup work and b) teachers will explain the procedures students should use for requesting assignments and completing makeup work in their courses.

Students and parents/guardians are advised that equivalent experiences for students who miss class are difficult and sometimes impossible to recreate. Parents/guardians are also advised that testing and summarizing activities often are scheduled at the end of the quarter and the end of the semester; parent requested prearranged absences should be avoided during these times.

CLASS SIZE - CLASS GROUPING

The Loup City School believes that one of the factors contributing to the success of students is a teaching staff/student ratio that strikes a balance between economical realities and maximal educational atmosphere. Toward this end, several factors must be considered:

1. State Department and Accreditation rules and regulations
2. Age, ability and instructional demands of the students
3. A balanced minimal range in class sizes between buildings
4. Family unity for purposes of scheduling and sibling guidance
5. Permanence of student placement
6. Available resources
7. Safety and health concerns

In the best interest of the students that the Board serves and the educational process, class sizes will be kept as small as possible. It will be the responsibility of the administration to suggest additions or reductions to the staff and use their best judgment when deciding on class sizes, keeping in mind the strengths of the teaching staff and the needs of the students.

Many factors can influence desirable class size. With the limitations imposed by small classroom sizes, in some cases these ranges may be unrealistic. As class sizes fall outside these ratios, appropriate adjustments may be made including, but not limited to, staff reassignment, reduction-in-force, addition of staff, or the provision of supplementary services with the existing staffing ratios such as teaching aides, volunteers, and other support services.

Cross Reference: 502.02 Nonresident Students

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SCHOOL CEREMONIES AND OBSERVANCES

The school district will continue school ceremonies and observances which have become a tradition and a custom of the education program. Such ceremonies or observances shall have a secular purpose and shall not advocate or sponsor a particular religion.

Students who do not wish to participate in these activities may be silent during the ceremony or observance or receive permission from the principal to be excused from the ceremony for religious reasons in compliance with board policy.

September 17 shall be designated as Constitution Day. The district shall hold an educational program(s) for all students on the United States Constitution each September 17. When September 17 falls on a Saturday, Sunday, or holiday, then Constitution Day shall be held during the preceding or following week.

Legal Reference

P.L. 108-477 (Consolidate Appropriations Act of 2005)

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STUDENT FIELD TRIPS AND EXCURSIONS

The principal may authorize field trips and excursions when such events contribute to the achievement of education goals of the school district. The school district will provide transportation for field trips and excursions. Excursions are defined as brief educational trips beyond the boundaries of the school grounds beginning and ending in a single class period.

In authorizing field trips and excursions, the principal shall consider the financial condition of the school district, the educational benefit of the activity, the inherent risks or dangers of the activity, and other factors deemed relevant by the superintendent. Written parental permission will be required prior to the student's participation in field trips. Board approval will be required for field trips outside of the state or which involve unusual length or expense.

Field trips and excursions are to be arranged with the principal well in advance. A detailed schedule and budget must be submitted by the employee. The school district will be responsible for obtaining a substitute teacher if one is needed. Following field trips and excursions, the teacher may be required to submit a written summary of the event.

Cross Reference: 504.03 Student Conduct
 506.01 Student Activity Eligibility
 604 Instructional Curriculum
 801 Transportation

COLLECTION OF MONEY BY TEACHERS

Teacher sponsors of student government, productions, dances, athletic events, or other grade level or school-wide activities may be required to handle funds associated with these activities. Teachers will be aware of, and comply with, provisions of the district's policy on student fees.

Cross Reference: 504.19 Student Fees
 506 Student Activities

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SERVICE ANIMALS AND THERAPY DOGS

The Board recognizes that service animals may be used to provide assistance to some persons with disabilities. This policy governs the presence of service animals in the schools, on school property, including school buses, and at school activities.

A service animal is a dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals are not service animals for the purposes of this definition, though miniature horses are entitled to similar treatment in certain circumstances.

The service animal must perform tasks or do work for the individual with a disability. The work or tasks performed by a service animal must be directly related to the individual's disability, such as:

- Assisting individuals who are blind or have low vision with navigation and other tasks,
- Alerting individuals who are deaf or hard of hearing to the presence of people or sounds,
- Providing non-violent protection or rescue work,
- Pulling a wheelchair,
- Assisting an individual during a seizure,
- Alerting individuals to the presence of allergens,
- Retrieving items such as medicine or the telephone,
- Providing physical support and assistance with balance and stability to individuals with mobility disabilities, and
- Helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

Excluded from the lists of acceptable tasks or work performed by a service animal are:

- The crime deterrent effects of an animal's presence, or
- The provision of emotional support, well-being, comfort, or companionship.

When determining whether an animal qualifies as a service animal, school officials may ask the individual with a disability only two questions:

1. Whether the animal is required because of a disability; and
2. What task or work the animal has been trained to do.

These questions may not be asked if it is readily apparent that the individual has a disability or that the animal is trained to do work or perform tasks for the individual with a disability. School officials may not ask about the nature or extent of a person's disability, nor can a request be made to produce a certificate establishing the dog's qualification as a service animal.

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The service animal must remain well-behaved and under control at all times at school. The service animal must have a harness, leash or other tether unless it cannot be used by the person in control because of a disability or if it would interfere with the service animal's performance. In either case, the animal must still be under control by way of voice controls, signals or other means.

Individuals with disabilities are permitted to be accompanied by a service animal in all areas of the district's facilities where members of the public, participants in services, programs, or activities are normally allowed to go. If the service animal has a separate handler, that individual shall also be allowed access to facilities. At events for which an attendance fee is charged, there shall be no additional fee for the service animal.

The district may remove or exclude a service animal from district facilities if:

1. The animal is out of control and the animal's handler does not take effective action to control it;
2. The animal is not housebroken;
3. The presence of the animal poses a direct threat to the health or safety of others;
or
4. The presence of an animal would require a fundamental alteration to the service, program or activity of the district.

In the case of removal of a service animal from the premises, the individual with a disability shall still be provided with the opportunity to participate in the service, program, or activity without the service animal.

The person in control of the service animal, and not the school district, is responsible for caring for the dog's needs. This includes any feeding, exercising, and clean up. The district may charge for any property damage caused by the service animal provided the district normally charges individuals for damage they cause.

Therapy Dogs:

A therapy dog is one that is used to provide emotional support, well-being, comfort, or companionship to students. Such dogs are generally not intended for the personal use of district students or employees and will only be approved at the discretion of district administration and counselors for their intended purpose. Prior to the consideration of the use of a therapy dog by an individual student, administration and counselors shall consult with the student's parent/guardian and the student's health care provider.

In the case of considering the routine use of a therapy dog by an individual student, the limitations stated above for service animals will also apply to therapy dogs. In addition the school will require that the therapy dog's owner must provide to the district a proof of vaccinations received by the therapy dog as determined by and signed by a veterinarian, for the district's files. These records shall be maintained in the district's files. The therapy dog must be spayed or neutered. The therapy dog must show no aggression toward people or other animals and must not bark or make other distracting noises while in school. The therapy dog may not interfere with the educational process of any student.

The district may also require that the therapy dog has been obedience tested and certified as Canine Good Citizens by the American Kennel Club (“AKC”) and certified for temperament as a therapy dog with a specific handler by the AKC and supply supporting documentation of such certification satisfactory to the superintendent. The district shall maintain copies of current certifications in its files.

Legal Reference

ADA of 1990, 28 CFR Part 35

ADA of 1990, 42 USC Sec. 12101 et seq.

Section 504 of the Rehabilitation Act, 29 USC Sec. 794

HOMEWORK

Homework is a learning activity related to the experience within the school. Its purposes are to supplement and to enrich work done in the classrooms; to provide for individual interests; and to promote competency in skills; to use resource materials; to integrate learning and to teach the proper budgeting of time. Homework should be assigned at the discretion of the classroom teacher.

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HOMEWORK GUIDELINES

No hard and fast rules concerning homework can be made. Some generally accepted principles should govern the teacher in the assignment of homework.

1. There should be flexibility and differences in the assignment to individual students. These should stem from real needs and the consideration of the total education background of the individual student.
2. Homework should serve a definite purpose, to provide drill or practice on a principle or skill already taught; to provide real-life application of the matter in hand; to develop appreciation for or knowledge of community resources; or to develop the personal culture of the student.
3. Homework should be used as a technique for learning, not as "busy work."
4. Homework should not be ordinarily assigned as punishment.
5. Homework should not be used to replace or reduce supervised study, which should take place during school hours. This type of study usually achieves better results than homework.
6. Homework is more effective if a conference with the parent results in understanding of purpose and ways in which help at home can best be offered.
7. There should be a cooperative effort on the part of teachers to coordinate homework assignments so students are not overburdened with excessive quantities of homework.
8. Each teacher should teach students what to study and how to study.
9. Homework should be checked by the teacher and mistakes of students indicated for correction with individual comments wherever indicated or possible.

Approved 06/11/2012 Reviewed 09/11/2017 Revised _____

STUDENT GUIDANCE AND COUNSELING PROGRAM

The board shall provide a student guidance and counseling program. The guidance counselor shall be certified with the Nebraska Department of Education in guidance and counseling and hold any additional qualifications required by the board. The guidance and counseling program will serve grades K - 12. The program will assist students with their personal, educational, social and career development. It will provide assistance to students in academic planning and placement. The program shall be coordinated with the education program and involve certificated employees.

Cross Reference: 507 Student Records
 604 Instructional Curriculum
 605 Alternative Programs

Approved 06/11/2012 Reviewed 09/11/2017 Revised _____

TEST OR ASSESSMENT SELECTION

A comprehensive testing program shall be established and maintained to evaluate the education program of the school district and to assist in providing guidance or counseling services to students and their families.

No student shall be required, as part of a program funded by the United States Department of Education, to submit, without prior written consent from the student's parent, to surveys, analysis or evaluation which reveals information concerning:

- political affiliations;
- mental and psychological problems potentially embarrassing to the student or the student's family;
- sex behavior and attitudes;
- illegal, anti-social, self-incriminating and demeaning behavior;
- critical appraisals of other individuals with whom students have close family relationships;
- legally recognized, privileged and analogous relationships, such as those of lawyers, physicians and ministers; or
- income, but not including income required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

As part of any program funded by the United State Department of Education, the district shall obtain written parental consent prior to the participation of any student under the age of 18 in any mental health survey, analysis, evaluation, or assessment. The consent form shall describe in detail the purpose, provider, beginning time and duration of the survey, analysis, evaluation, or assessment.

It shall be the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

It shall be the responsibility of the board to review and approve the evaluation and testing program.

Legal Reference: Goals 2000: Educate America Act, Pub. L. No. 103-227, 108 Stat. 125 (1994).
20 U.S.C. § 1232h (1994).

Cross Reference: 507 Student Records
608.02 Student Health Services
611 Academic Achievement

Approved 06/11/2012 Reviewed 09/11/2017 Revised 08/08/2016

TEST OR ASSESSMENT ADMINISTRATION

The district shall assess the progress of students through a district-wide assessment system to provide for a fair and adequate measurement of each student's progress and accomplishments. Administrators and staff shall select a valid and reliable system of assessments aligned with the curriculum and essential learner outcomes.

The superintendent, in directing the assessment system, shall hold administrators and staff accountable to:

1. follow appropriate security procedures;
2. use the assessments identified within applicable curriculum guides;
3. use assessment data to monitor student learning;
4. use assessment data to differentiate instruction where appropriate;
5. provide students and parents with information about student progress;
6. use assessment data for school improvement planning; and
7. use assessment data to adjust, improve, or terminate ineffective teaching practices.

Cross Reference: 611 Academic Achievement
 1005.02 Parent Relations Goals

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TESTING INTEGRITY

In the administration of standardized tests, certified staff (teachers, administrators and others) shall not:

1. Provide inappropriate test preparation such as any of the following:
 - a. Copy, reproduce, or use in any manner any portion of any secure test booklet, for any reason.
 - b. Share an actual test instrument in any form.
2. Modify test administration procedures.
3. Provide inappropriate assistance to students during test administration.
4. Change or fill in answers on student answer sheets.
5. Provide inaccurate data on student information sheets.
6. Discourage or exclude certain students from taking the test.
7. Engage in any other practice to artificially raise student scores without actually improving underlying student achievement.
8. Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in Policy 610.02 or 610.02R1.

Failure by staff to follow district guidelines and/or state testing directions is grounds for termination.

STUDENT PROGRESS REPORTS

The district shall provide a student progress report at the end of each grading period. Students who are doing poorly, and their parents, shall be notified by phone or conference prior to the end of the semester in order to have an opportunity to improve their grade. The board encourages the notification of students who have made marked improvement prior to the end of the semester.

Cross Reference: 507 Student Records

Approved 06/11/2012 Reviewed 09/11/2017 Revised 08/08/2016

STUDENT PROMOTION, RETENTION OR ACCELERATION

Students will be promoted to the next grade level at the end of each school year based on the student's achievement, age, maturity, emotional stability, and social adjustment.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgement of the teachers and the principal, such exceptions are in the best educational interest of the students involved. Exceptions will always be made after prior notification and explanation to the student's parents, but the final decision will rest with school authorities.

When it becomes apparent a secondary student will be unable to meet the minimum credit requirements for the year, both the student and parents will be informed. Students who cannot demonstrate proficiency at their grade levels will also be considered for retention. Teachers must notify the principal of these students, make a recommendation to the principal concerning their promotion or retention, and hold a conference with parents.

The principal may require remediation at the parents' expense as a condition of promotion to the next grade level.

The parents will be requested to indicate in writing their agreement or disagreement with the recommendation for retention. The final decision will rest with the school administration. Parents may request retention if they believe it to be in the best interest of their student. The principal will confer with the teachers and parents to determine appropriate action.

More than one retention during the elementary school years will receive special consideration and require the approval of the superintendent based on the recommendation of the principal, teacher and parent or guardian.

Students with exceptional talents may, with the permission of the principal and parents, take classes beyond their current grade level. Enrichment opportunities outside the school district may be allowed when they do not conflict with the school district's graduation requirements. Acceleration ahead in a grade level should be approached with caution and should only occur with the joint approval of the superintendent, the principal and the parent or guardian.

Legal Reference: Nebraska Statute 79-526

Approved 06/11/2012 Reviewed 09/11/2017 Revised _____

STUDENT HONORS AND AWARDS

The school district shall provide a program that establishes honors and awards including, but not limited to, academic letters, scholarships and good citizenship awards for students to assist them in setting goals. Students shall be made aware of honors and awards and the action necessary on the part of the student to achieve them. Students who have not attended the school district for their entire high school education or have not attended an accredited public or private school may not be eligible for some honors and awards.

It shall be the responsibility of the superintendent to develop the administrative regulations regarding this policy.

Cross Reference: 506 Student Activities

Approved 06/11/2012 Reviewed 09/11/2017 Revised _____

PARENT CONFERENCES

Parent-teacher conferences will be held each semester at the elementary and middle school to keep the parents informed.

Parents, teachers, or principals may request a conference for students in grades kindergarten through twelve in addition to the scheduled conference time. Parents and students are encouraged to discuss the student's progress or other matters with the student's teacher.

Cross Reference: 507 Student Records

Approved 06/11/2012 Reviewed 09/11/2017 Revised _____

GRADING GUIDELINES

The superintendent shall develop and implement student grading guidelines. The objectives of grading guidelines shall be to quantify, report and record the academic progress of each student. Grades should fairly reflect the level of student achievement in the knowledge and skills specified by grade level or course objectives and outcomes.

Legal Reference: Falvo v. Owasso Independent School District No. I-001

Cross Reference: 507.01 Student Records Access
1003 Public Examination of District Records

Approved 06/11/2012 Reviewed 09/11/2017 Revised _____

GRADUATION REQUIREMENTS

Graduation Requirements

To receive a diploma, a student must earn at least 250 semester hours credit of classroom work in grades 9 through 12.

All students must carry not less than seven (7) subjects during each semester.

Under this system, there will be one Loup City High School graduation diploma. It will be necessary for the student, with the aid of the counselor, to be responsible for the areas of study. Anyone planning on a post-high school education or technical training should make an effort to follow an academic subject program supporting that goal.

It shall be the responsibility of the superintendent to ensure that students completed 250 credits prior to graduation. The following credits will be required:

For students that enter 9th grade during the 2016-2017 school year and beyond:

Language Arts	<u>40</u>	credit hours
Science	<u>30</u>	credit hours
Mathematics	<u>40</u>	credit hours
Social Studies	<u>40</u>	credit hours
Physical Education	<u>10</u>	credit hours
Speech	<u>5</u>	credit hours
Life Skills	<u>5</u>	credit hours
Total Elective Hours	<u>80</u>	credit hours

Total Required Hours for Graduation 250 credit hours

The required courses of study will be reviewed by the board annually.

Graduation requirements for special education students will be in accordance with the prescribed course of study as described in their Individualized Education Program (IEP). Each student's IEP will include a statement of the projected date of graduation at least 18 months in advance of the projected date and the criteria to be used in determining whether graduation will occur. Prior to the special education student's graduation, the IEP team shall determine whether the graduation criteria have been met.

Approved 06/11/2012 Reviewed 09/11/2017 Revised 07/11/2016

COMMENCEMENT

Students who have met the requirements for graduation will be allowed to participate in the commencement proceedings provided they abide by the proceedings organized by the school district. It shall be the responsibility of the principal to solicit input from each graduating class regarding the proceedings for their commencement.

Failure of a student to participate in commencement will not be a reason for withholding the student's final progress report or diploma certifying the student's completion of high school.

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FREE APPROPRIATE PUBLIC EDUCATION

The district ensures that a free appropriate public education is available to all children with disabilities from birth through the school year in which the student reaches 21 years of age, including children who have been suspended or expelled from school.

NDE document “Policies and Procedures for Special Education” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations/Policies%20and%20Procedure4-16-09.pdf>

Approved 02/11/2013 Reviewed 09/11/2017 Revised _____

FULL EDUCATIONAL OPPORTUNITY GOAL

The district has a goal of providing full educational opportunity for all children with disabilities birth through the school year when the student reaches age 21 consistent with the state's full educational opportunity goal.

NDE document "Policies and Procedures for Special Education" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations/Policies%20and%20Procedure4-16-09.pdf>

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CHILDFIND

All children with disabilities residing in the district, including children with disabilities who are homeless children or wards of the state and children with disabilities attending non-public schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

NDE document “Policies and Procedures for Special Education” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations/Policies%20and%20Procedure4-16-09.pdf>

Approved 02/11/2013 Reviewed 09/11/2017 Revised _____

IDENTIFICATION, EVALUATION AND VERIFICATION

The district ensures that children with disabilities are evaluated in accordance with 92 NAC 51-006.

Procedures to ensure that testing and evaluation materials and procedures utilized for the purposes of evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child.

NDE document "Policies and Procedures for Special Education" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations/Policies%20and%20Procedure4-16-09.pdf>

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INDIVIDUALIZED EDUCATION PROGRAM AND FAMILY SERVICES PLAN

The district ensures that an Individualized Education Program (IEP), or an Individualized Family Service Plan (IFSP) is developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007.

NDE document “Policies and Procedures for Special Education” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations/Policies%20and%20Procedure4-16-09.pdf>

Approved 02/11/2013 Reviewed 09/11/2017 Revised _____

EARLY INTERVENTION TRANSITION

The district ensures that children participating in early intervention services experience a smooth and effective transition to services provided under Part B of the IDEA.

NDE Rule 51 shall serve as an administrative procedure to this policy.

Approved 02/11/2013 Reviewed 09/11/2017 Revised _____

PARTICIPATION IN ASSESSMENTS

The district ensures that children with disabilities are included in district-wide assessment programs, with appropriate accommodations, where necessary. As appropriate, the school district develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in district-wide assessments and develops and conducts those alternate assessments. The district will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of participation in assessments by children with disabilities.

NDE document “Policies and Procedures for Special Education” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations/Policies%20and%20Procedure4-16-09.pdf>

Approved 02/11/2013 Reviewed 09/11/2017 Revised _____

LEAST RESTRICTIVE ENVIRONMENT

To the maximum extent appropriate, children with disabilities, including children in public and nonpublic institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

If placement in a public or non-public residential program is necessary to provide special education and related services to a child with a disability, the program including non-medical care and room and board, must be at no cost to the parents of the child.

The district ensures that children with disabilities have available to them the variety of educational programs and services available to non-disabled children, including art, music, industrial arts, consumer and homemaking education and vocational education. For infants and toddlers, services will be provided in the child's natural environments, including home and community settings that are natural or normal for the child's age peers who have no disabilities.

NDE document "Policies and Procedures for Special Education" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations/Policies%20and%20Procedure4-16-09.pdf>

CHILDREN IN NONPUBLIC SCHOOLS

To the extent consistent with the number and location of children with disabilities who are enrolled by their parents in nonpublic elementary and secondary schools, provision is made for the participation of those children in special education and related services in accordance with the requirements contained in 92 NAC 51.

The district's policy relating to childfind activities applies with respect to children with disabilities who are enrolled in nonpublic, including parochial, elementary and secondary schools.

Children with disabilities in nonpublic schools and facilities are provided special education and related services in accordance with an individualized education program, at no cost to their parents, if the child is placed in, or referred to nonpublic schools or facilities by the district as a means of carrying out the requirements of IDEA or any other applicable law requiring the provision of special education and related services to all children with disabilities. Children served by nonpublic schools or facilities as a result of a referral by the district will have all the rights they would have if served by the district.

The district is not required to pay for the cost of education, including special education and related services, of a child with a disability at a nonpublic school or facility if the district made a free appropriate public education available to the child and the parents elected to place the child in such nonpublic school or facility.

If the parents of a child with a disability, who previously received special education and related services under the authority of the district, enroll the child in a nonpublic preschool, elementary or secondary school without the consent of or referral by the district, a court or a hearing officer may require the district to reimburse the parents for the cost of the enrollment if the court or hearing officer finds that the district had not made available a free appropriate public education to the child in a timely manner prior to that enrollment.

The cost of the reimbursement may be reduced or denied if at the most recent IEP team meeting that the parents attended prior to the removal of the child from the district, the parents did not inform the IEP team that they were rejecting the placement proposed by the district to provide a free appropriate public education to their child, including stating their concerns and their intent to enroll their child in a nonpublic school at public expense; or at least 10 business days (including any holidays that occur on a business day), prior to the removal of the child from the school district, the parents did not give written notice to the district of the information required above. The cost of reimbursement will not be reduced or denied for failure to provide the information required above. The cost of reimbursement will not be reduced or denied for failure to provide the information required if the parent is illiterate and cannot write in English, if

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compliance with the requirement would likely result in physical or serious emotional harm to the child, if the school prevented the parent from providing the information or if the parents had not received notice required by 92 NAC 51-009 of the parents' responsibility to provide notice to the district.

The reimbursement may also be reduced or denied if prior to the parents' removal of the child from the district, the school district informed the parents, through the notice requirements described in 92 NAC 51-009, of its intent to evaluate the child (including a statement of the purpose of the evaluation was that appropriate and reasonable), but the parents did not make the child available for the evaluation.

The reimbursement may also be reduced or denied upon a judicial finding of unreasonableness with respect to actions taken by the parents.

NDE document "Policies and Procedures for Special Education" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations/Policies%20and%20Procedure4-16-09.pdf>

PROCEDURAL SAFEGUARDS AND CONFIDENTIALITY

The district ensures that children with disabilities and their parents are afforded the procedural safeguards required in 92 NAC 51-009.

The district complies with the requirements contained in 92 NAC 51-009 relating to the confidentiality of records and information.

NDE document “Policies and Procedures for Special Education” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations/Policies%20and%20Procedure4-16-09.pdf>

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TRANSPORTATION

The district ensures that transportation will be provided to any special education student who qualifies for special education transportation under Neb. Rev. Stat. 79-1129.

NDE document “Policies and Procedures for Special Education” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations/Policies%20and%20Procedure4-16-09.pdf>

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PERSONNEL STANDARDS

The district ensures that all personnel are appropriately and adequately prepared subject to IDEA requirements and the district will take measurable steps to recruit, hire, train and retain personnel meeting the requirements of IDEA to provide special education and related services to children with disabilities.

NDE document “Policies and Procedures for Special Education” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations/Policies%20and%20Procedure4-16-09.pdf>

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PERFORMANCE GOALS AND INDICATORS

The district will use performance goals and indicators established by the state to assess progress toward achieving those goals that are consistent to the extent appropriate with any other goals and academic standards for children.

The district will provide the Nebraska Department of Education with information necessary to enable the state to assess progress toward achieving the goals established by the state.

NDE document “Policies and Procedures for Special Education” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations/Policies%20and%20Procedure4-16-09.pdf>

Approved 02/11/2013 Reviewed 09/11/2017 Revised _____

SUSPENSION AND EXPULSION REPORTING

The district will report data to the Nebraska Department of Education to determine if significant discrepancies are occurring in the rate of long-term suspension and expulsions of children with disabilities.

NDE document “Policies and Procedures for Special Education” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations/Policies%20and%20Procedure4-16-09.pdf>

Approved 02/11/2013 Reviewed 09/11/2017 Revised _____

ACCESS TO INSTRUCTIONAL MATERIALS

A school district or approved cooperative that chooses to coordinate with the National Instructional Materials Access Center (NIMAC) when purchasing print instructional materials shall enter into a written contract with the publisher of the print instructional materials to:

1. Require the publisher to prepare and, on or before the delivery of the print instructional materials, provide to the National Instructional Materials Access Center, electronic files containing the contents of the print instructional materials using the Instructional Materials Accessibility Standard (NIMAS); or
2. Purchase instructional materials from a publisher that are produced in or may be rendered in specialized formats.

Nothing in this policy shall be construed to require a school district or approved cooperative to coordinate with the National Instructional Materials Access Center. If a school district or approved cooperative chooses not to coordinate with the National Instructional Materials Access Center, the school district or approved cooperative shall provide an assurance to the Nebraska Department of Education that the school district or approved cooperative will provide instructional materials to students with blindness or other students with print disabilities at the same time as other students.

NDE document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

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OVER-IDENTIFICATION AND DISPROPORTIONALITY

The district has a goal of preventing the inappropriate over identification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment as described in 92 NAC 51-003.10.

"Child with a disability" means a child who has been verified as per 92 NAC 51-006 as a child with autism, a behavior disorder, deaf-blindness, a developmental delay, a hearing impairment including deafness, a mental handicap, multiple impairment, an orthopedic impairment, an other health impairment, a specific learning disability, a speech-language impairment, a traumatic brain injury or a visual impairment including blindness, who because of this impairment needs special education and related services. If, under 92 NAC 51-003.63, it is determined, through an appropriate evaluation under 92 NAC 51-006, that a child has one of the disabilities identified above, but only needs a related service and not special education, the child is not a child with a disability under this Chapter. If the related service required by the child is considered special education rather than a related service, the child would be determined to be a child with a disability.

NDE document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

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PROHIBITION OF MANDATORY MEDICATION

The school districts, approved cooperatives and special education and related services providers are prohibited from requiring parents to obtain a prescription for substances identified under Schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)) for the child as a condition of attending school, receiving an evaluation under 92 NAC 51-006, or receiving services under Chapter 51.

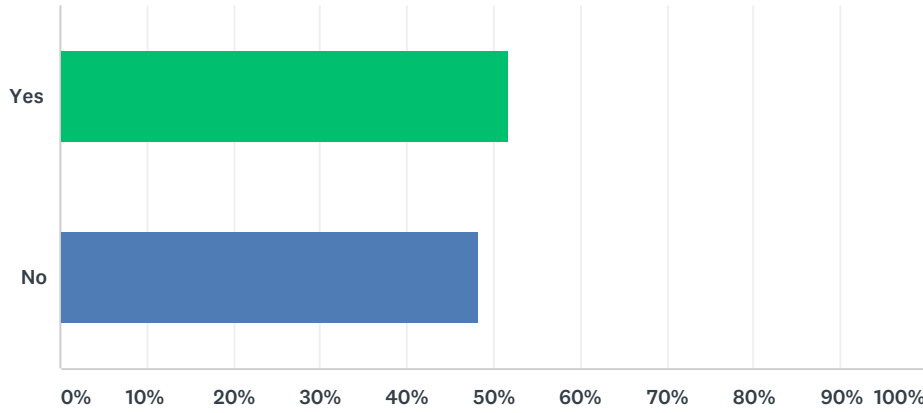
Nothing in this policy shall be construed to create a prohibition against teachers and other school personnel consulting or sharing classroom-based observations with parents or guardians regarding a student's academic and functional performance, or behavior in the classroom or school, or regarding the need for evaluation for special education or related services.

NDE document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

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Q1 Are you a graduate of Loup City?

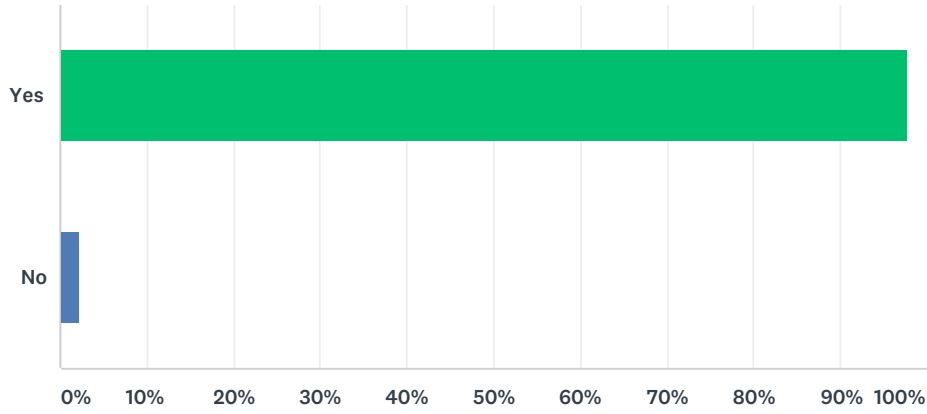
Answered: 89 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	51.69%	46
No	48.31%	43
TOTAL		89

Q2 Is your primary residence inside the Loup City Public School District borders?

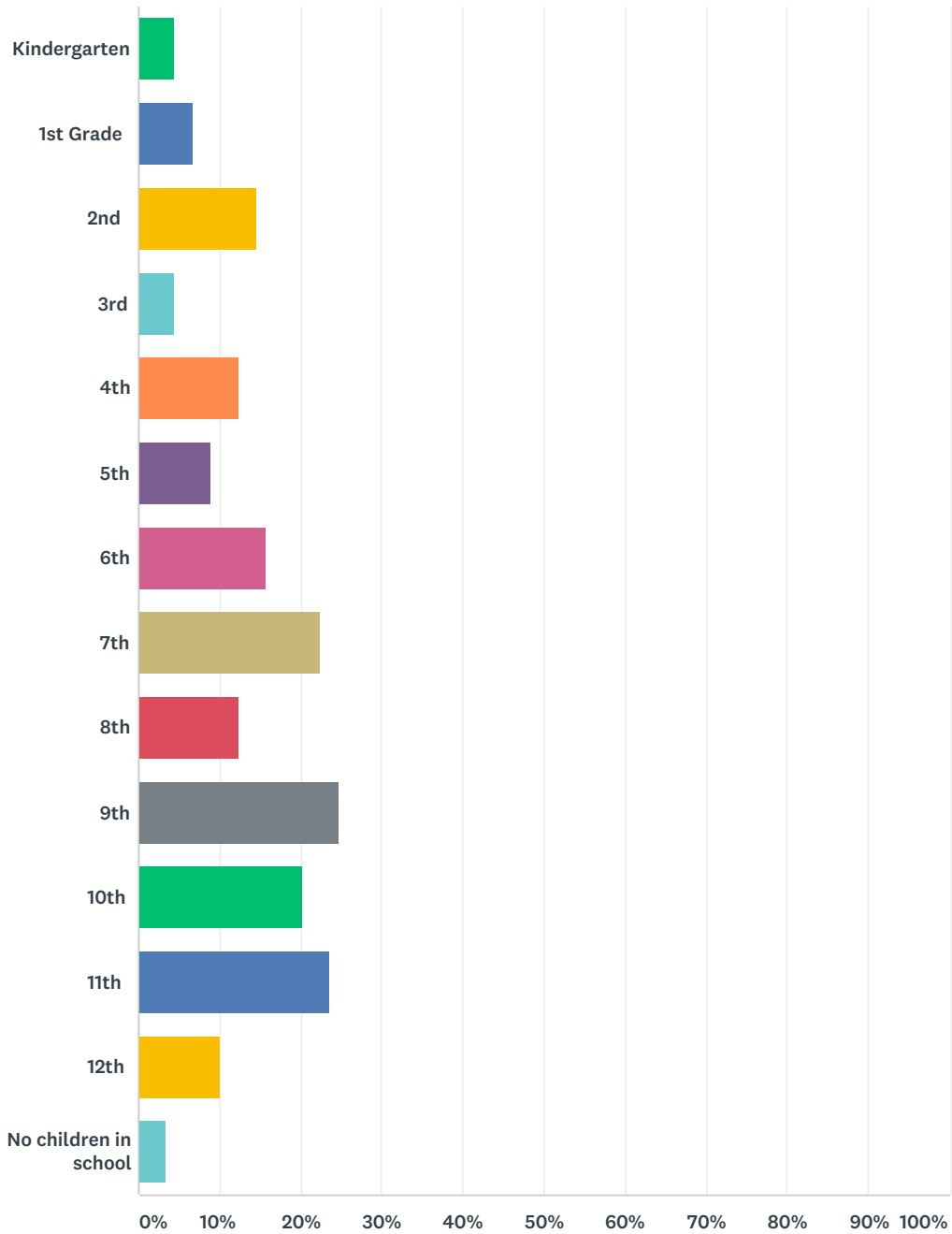
Answered: 88 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	97.73%	86
No	2.27%	2
TOTAL		88

Q3 In what grades do you have children in the Loup City Public Schools in the 18-19 school year?

Answered: 89 Skipped: 0



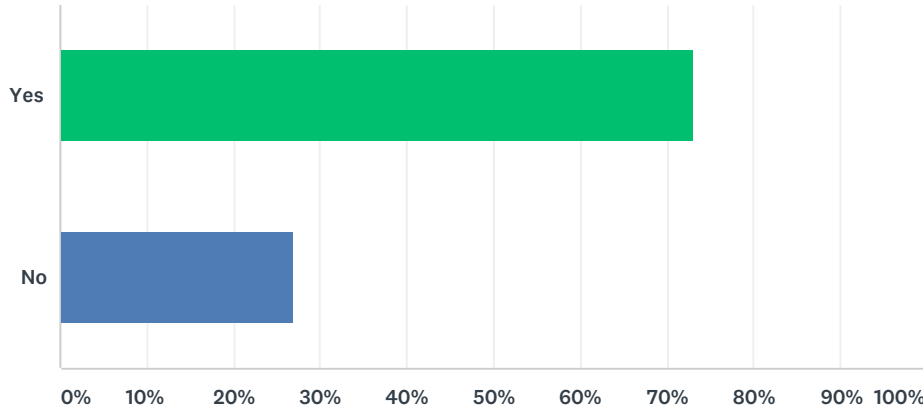
ANSWER CHOICES	RESPONSES
Kindergarten	4.49% 4
1st Grade	6.74% 6
2nd	14.61% 13
3rd	4.49% 4

ALC Parent Survey

4th	12.36%	11
5th	8.99%	8
6th	15.73%	14
7th	22.47%	20
8th	12.36%	11
9th	24.72%	22
10th	20.22%	18
11th	23.60%	21
12th	10.11%	9
No children in school	3.37%	3
Total Respondents: 89		

Q4 Do you have children who participate in the Arcadia-Loup City Cooperative Activity Program?

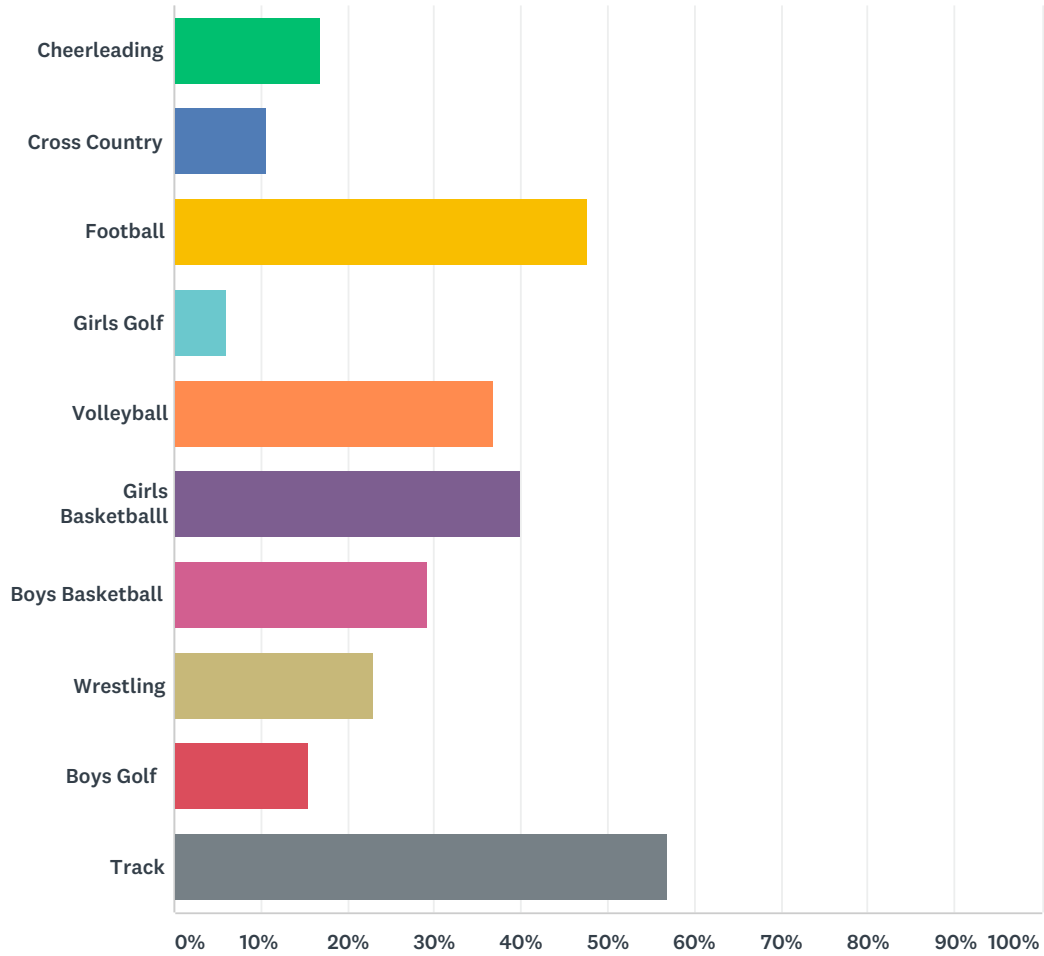
Answered: 89 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	73.03%	65
No	26.97%	24
TOTAL		89

Q5 In which cooperative activities does your child participate?

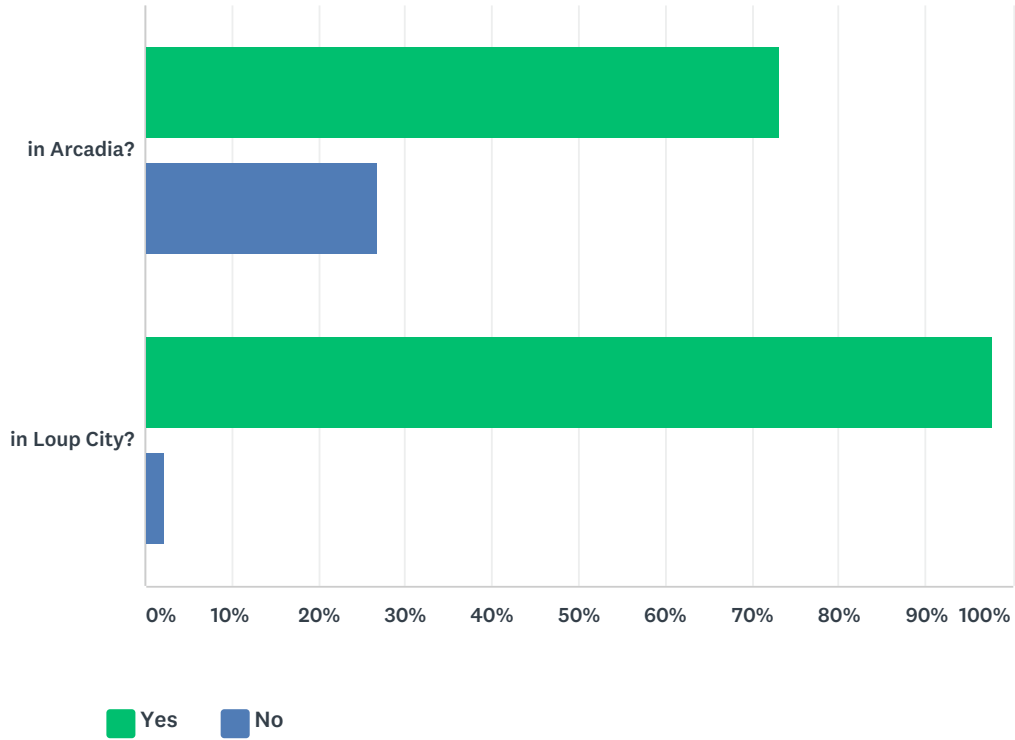
Answered: 65 Skipped: 24



ANSWER CHOICES	RESPONSES	
Cheerleading	16.92%	11
Cross Country	10.77%	7
Football	47.69%	31
Girls Golf	6.15%	4
Volleyball	36.92%	24
Girls Basketball	40.00%	26
Boys Basketball	29.23%	19
Wrestling	23.08%	15
Boys Golf	15.38%	10
Track	56.92%	37
Total Respondents: 65		

Q6 Do you attend activities when your child is participating if the venue is

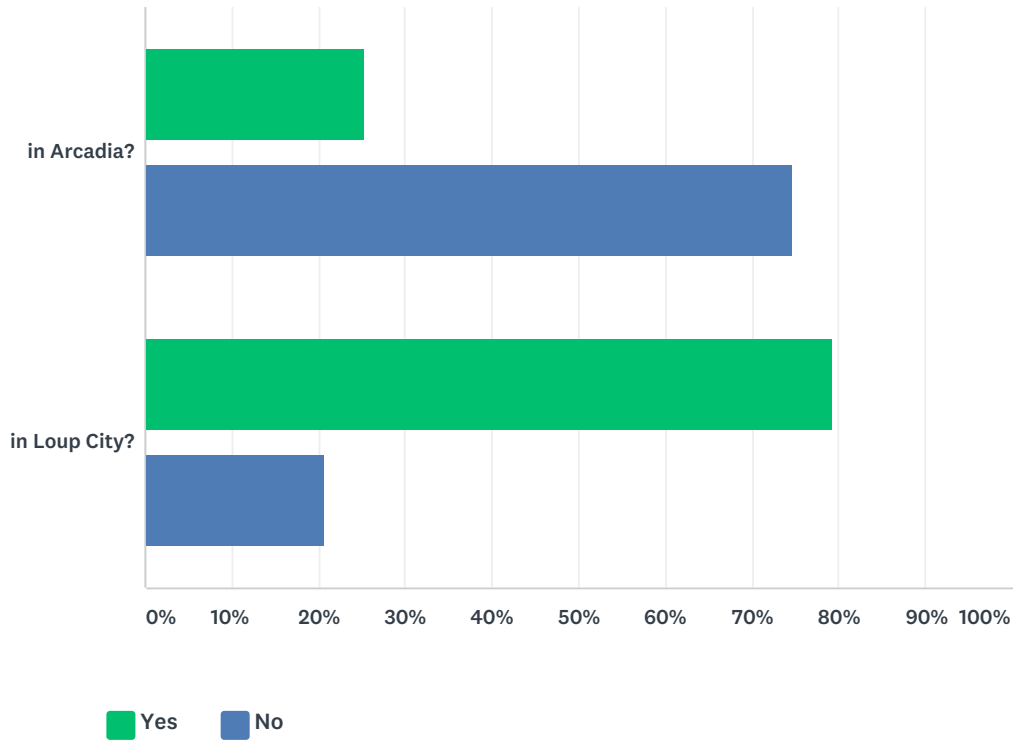
Answered: 84 Skipped: 5



	YES	NO	TOTAL
in Arcadia?	73.17% 60	26.83% 22	82
in Loup City?	97.62% 82	2.38% 2	84

Q7 Do you attend activities when your child is NOT participating if the venue is

Answered: 87 Skipped: 2



	YES	NO	TOTAL
in Arcadia?	25.30% 21	74.70% 62	83
in Loup City?	79.31% 69	20.69% 18	87

ALC Parent Survey

Q8 What benefits do you feel the cooperative agreement offers to the students at Loup City?

Answered: 79 Skipped: 10

#	RESPONSES	DATE
1	none	5/28/2019 8:08 PM
2	Some additional athletes	5/28/2019 11:46 AM
3	Establish relationships, teamwork, brought some good athletes	5/24/2019 10:46 AM
4	Makes the teams more competitive, improves the number of participants per sport, provides a more positive experience in sport when teams can be more competitive. Also improves their teamwork skills when having to play with kids they didn't necessarily grow up with on other teams.	5/24/2019 12:08 AM
5	Keeps us in the Loup Platte Conferences & provides additional coaches.	5/23/2019 9:58 PM
6	The friendships that have developed between the kids.	5/23/2019 4:16 PM
7	I DO NOT see any benefits to the cooperative agreement. The previously-stated reasons for having the coop have turned out to be completely false. * We are NOT at risk of getting kicked out of the LouPlatte. * We will NOT have to drive further to games, AND our kids are actually on the road MORE now with the coop. *We WILL be able to acquire our own coaches. *We HAVE enough student/athletes to be competitive. *JV opportunities have been less than expected because other schools in the conference are unable to play full JV games (JV GBB) and varsity coaches are having varsity starters play half of the JV games (JV BBB). The cooperative agreement is harming LC students because we are worried about sports records. Misplaced priorities - we should be ashamed.	5/23/2019 12:04 PM
8	Ability to compete in all sports. Learning sportsmanship and camaraderie outside of the local community.	5/23/2019 11:59 AM
9	Not much	5/23/2019 5:20 AM
10	None	5/23/2019 12:00 AM
11	not much -- kids get to know each other but that's about it	5/22/2019 8:57 PM
12	Schools and students working together	5/22/2019 7:49 PM
13	N/A	5/22/2019 6:36 PM
14	I do not feel there is benefits except for Arcadia.	5/21/2019 9:35 AM
15	Extensions of building relationships with peers and ability to participate with larger numbers of athletes.	5/21/2019 8:39 AM
16	Good friendships	5/20/2019 10:37 PM
17	Social, comradery, friendships and the opportunity to participate in a larger district.	5/20/2019 7:01 PM
18	I only see benefits for Arcadia and having enough students for an event.	5/20/2019 5:32 PM
19	A larger pool of athletes	5/20/2019 9:09 AM
20	Chance to meet new friends & develop relationships with different teachers, coaches, & families from a different town	5/19/2019 10:39 PM
21	Well in the past they helped with adding numbers to the teams. That is no longer true. Aside from the kids becoming friends- I see no other benefit.	5/19/2019 9:55 PM
22	They are able to compete at a higher level. It builds stronger work ethics if they want to see playing time.	5/18/2019 10:01 PM
23	Gives the team more players to make a team	5/18/2019 9:17 PM

ALC Parent Survey

24	I feel like both schools have worked well together to grow stronger sports program and the kids have benefited from learning teamwork, cooperation and have gained some great friends from the opposite town. Just wish School would look at the opposing schools typical attendance before deciding where games should be held. It is difficult to have some of the larger attended events in a smaller venue for both teams fans.	5/18/2019 9:02 PM
25	Makes it more competitive as you have more kids practicing. More kids, more competitive you are. Kids have to earn a spot.	5/18/2019 2:33 PM
26	Unsure	5/18/2019 9:01 AM
27	Then Co-op offers better opportunities for competition for our students, I do not have students in high school who are involved in the co-op but when I look at the future there are very few girls in both of my kids' classes so that means we would most likely not have a team and if we did we will not be very competitive as very few of the girls in either grade play sports. It will pretty tough to fill a basketball if volleyball roster with 5 or 6 girls and be competitive!!	5/18/2019 7:05 AM
28	No benefits at all... if you want to coop in our school for sports, cheerleading, one act or anything than you should go to school here and be in our tax district	5/17/2019 11:16 PM
29	The added pool of athletes and the other people for coaches	5/17/2019 10:24 PM
30	I feel that it offers the kids a chance to be more competitive, which leads to more sense of accomplishment and making memories of their success. Most of the kids that I have visited with appreciate their friendships they had made between the two towns. I feel that together we are better, and with cooperation of the parents and faculty, we can continue to make strides toward success in the future. I also feel that it builds character for the kids that have two work under circumstances that might be more difficult to plan, and also that there are more kids to choose from so they have to push and work harder to make themselves better athletes.	5/17/2019 6:11 PM
31	I think kids are ok with it but adults see time travel and practice are unfairly proportioned. And that LC has way better facilities and we have to use the gyms in Arcadia that are not that great.	5/17/2019 5:37 PM
32	I do not see any benefits. I just see our student getting hurt.	5/17/2019 5:18 PM
33	None	5/17/2019 4:42 PM
34	Opportunity to participate with other students.	5/17/2019 3:28 PM
35	It allows for more competition for playing time.	5/17/2019 1:13 PM
36	Bigger team	5/17/2019 10:46 AM
37	More experienced coaches	5/17/2019 10:38 AM
38	Benefits is having more competition with the kids to compete for spots. There are a few good athletes that benefits our sports program.	5/17/2019 10:23 AM
39	It allows both school to participate on a higher level than if they were competing separately.	5/17/2019 9:43 AM
40	There are more kids to choose from and it pushes all of the kids to improve their game	5/17/2019 9:31 AM
41	My child is too young to participate in extra curricular activities. We do occasionally attend activities in both communities. In my opinion, we need to keep the coop between the schools. With the numbers dwindling for our towns, the coop allows the students to participate in more sports. It shows our students that communities can come together for the greater good and work together.	5/17/2019 8:44 AM
42	I feel it helps them learn to work together with different groups of people.	5/17/2019 8:10 AM
43	Enhanced student interaction and relationships	5/17/2019 7:40 AM
44	None, we've put up with this coop for the last 5 years. Every year my oldest that graduated last year begged us to transfer him to a different school. We felt LC had the best track throws coaches in the state and to help fulfill his dream of being a college athlete we staid. It is getting harder and harder to keep our other 3 here if the coop continues. We do not need them and never did!	5/17/2019 12:47 AM
45	Having more kids overall for practice, JV games and possibly freshman games.	5/16/2019 11:20 PM
46	None	5/16/2019 10:01 PM
47	More options of coaches, new friendships, a few more participants.	5/16/2019 9:46 PM
48	Other than the opportunity to make new friends, I see no real benefit to the coop.	5/16/2019 9:35 PM
49	Larger coaching pool.	5/16/2019 7:41 PM

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50	More opportunities for teams such as JV. Teamwork and new friendships.	5/16/2019 7:36 PM
51	More players on the team.	5/16/2019 7:15 PM
52	can fill out a team	5/16/2019 6:37 PM
53	I believe the kids have developed a bond with the Arcadia students and a final decision needs to be made one way or the other for the kids' sakes	5/16/2019 5:19 PM
54	None	5/16/2019 4:53 PM
55	I think it benefits Arcadia. Not Loup City	5/16/2019 4:46 PM
56	I thought it was to play 11 man football, but now we are back to 8 man anyway.	5/16/2019 4:36 PM
57	makes a larger team and they learn to work at being a team better	5/16/2019 4:33 PM
58	Sometimes nothing, it takes options away from my kids.	5/16/2019 4:06 PM
59	Competition for playing positions in the past, but future?? not sure	5/16/2019 3:31 PM
60	Unsure	5/16/2019 3:10 PM
61	More competition. A feeling of pride, spirit and success when 2 schools compete as 1 rather than struggling in separate programs. I'd rather learn to be part of a team and might not play than being a starter on a team that never gets to taste victory.	5/16/2019 2:42 PM
62	More competition; students can scrimmage with higher number of participants; encourages social relationships with students not in our district	5/16/2019 2:19 PM
63	Arcadia provides a number of coaches for our activities. Arcadia contributes half of the money for equipment purchases.	5/16/2019 1:56 PM
64	None I don't feel Arcadia supports Loup City, seems like they want everything in Arcadia. Gym and field can not hold as many people as LC. Our school is better equipped for larger crowds and seems like LC goes above and beyond to help Arcadia academics.	5/16/2019 1:53 PM
65	None	5/16/2019 1:52 PM
66	None	5/16/2019 1:40 PM
67	More kids on a team	5/16/2019 1:39 PM
68	It helps the children be more competitive. Our school has gotten so small. When our older children were here, before the co-op, the teams were very small.	5/16/2019 1:37 PM
69	None	5/16/2019 1:26 PM
70	More students so more opportunity for developing friendships.	5/16/2019 1:26 PM
71	Other Friendships also if classes are small which some are it gives more kids to have a team.	5/16/2019 1:25 PM
72	My family loves the Co Op. It is a great benefit to both communities. Our little towns would not survive if we didn't work together. Competition is always good. The more competition our kids have in these extracurricular activities the better. I do NOT want to see the cooperative dissolve because of people who do not understand all of the benefits to everyone involved.	5/16/2019 1:17 PM
73	None	5/16/2019 1:14 PM
74	Create greater friendships. Provide more competition	5/16/2019 1:11 PM
75	None	5/16/2019 12:59 PM
76	Combining our kids gives us larger sports teams and hopefully has increased the financial pool from which our schools draw on to pay for sports activities. Arcadia also has some great athletes and some great parents!	5/16/2019 12:58 PM
77	For me personally, my daughter is in second grade and there are only a handful of girls in her class and in some of the surrounding classes. Without the co-op my daughter may not get the opportunity to play certain sports if there is not enough girls for a team.	5/16/2019 12:50 PM
78	We can stay in the Loup Platte conference And the pool of teachers to be coaches is doubled	5/16/2019 12:46 PM
79	None	5/16/2019 12:46 PM

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Q9 What do you think are the weaknesses of the cooperative agreement?

Answered: 79 Skipped: 10

#	RESPONSES	DATE
1	to muck travel time and money spent on practices. Arcadia wants too many games in their tiny gym.	5/28/2019 8:08 PM
2	Arcadia has subpar facilities. I believe it to be an extra cost to our school. It adds extra time to an already long day for coaches that are also teachers.	5/28/2019 11:46 AM
3	Having to go to Arcadia for parents' nights, games with large crowds are a pain. Having the coop hurt us in track, could not compete in Class C. Practice schedules back and forth makes a longer time away from home for students.	5/24/2019 10:46 AM
4	Definitely the size of the gym in Arcadia.	5/24/2019 12:08 AM
5	Games that are scheduled in the Arcadia gym. Extra transportation issues.	5/23/2019 9:58 PM
6	Communication for the transportation at times or between coaches of the different schools. Because of repercussions, kids or parents are afraid to voice concerns. Quality and caring in coaching Facilities that have been used	5/23/2019 4:16 PM
7	Lost opportunities for our student/athletes. We have plenty of talent here in Loup City and don't need more athletes. What we need to find insightful and mature coaches who will be able to nurture EVERY athlete's potential. There is no true team building because of the emphasis on individual athletes. My students lose valuable studying and family time to get organized, load up, and travel to and from Arcadia. We are adding an additional layer of drama when HS sports will be dramatic even just in our own school. No one wants to talk about the fights between kids from the different schools in the locker room. Coaches from the school are not easily accessible to the students, parents, and admin when communication is needed. Arcadia is not realistic and/or willing to compromise to make the arrangement more equitable. Some kids have made new friends, but there are also feelings of animosity among the students. This is worsened by the perceived inequity of the coop. The difference in facilities and participation between the 2 schools is too great to have a 50/50 split. Wasted resources and administration time on keeping the coop going when many do not even want to have it. We spend so much money on our facilities that it is idiotic to leave then unused half of the time. Some teams, like JH GVB and JH GBB had so many kids that the coaches were overwhelmed and were unable to manage all of the girls and teach them even the fundamentals. JV BB girls were unable to play full games with almost any opponent because none of them had a full JV team. It is embarrassing to use Arcadia facilities and opponents don't want to go there to play.	5/23/2019 12:04 PM
8	Shortsightedness of parents and leadership concerning problems between schools. The student athletes function well together.	5/23/2019 11:59 AM
9	Still seem to be very separated. At the Athletic Banquet, LC sat with LC, and Arcadia sat with Arcadia. Same with the games etc.	5/23/2019 8:35 AM
10	Travel & poor facilities in Arcadia	5/23/2019 5:20 AM
11	Less opportunities for the kids	5/23/2019 12:00 AM
12	Arcadia seems to have too much power. Loup City kids have to travel 50% of the time but Loup City has more kids so they should not be traveling so much. Arcadia seems to have all of the coaches. Loup City has much nicer facilities yet the football field sits empty half the season. Arcadia's gym only holds half the people that the Loup City gym does.	5/22/2019 8:57 PM
13	N/A	5/22/2019 7:49 PM
14	Great tensions between the two communities, students and parents. We offer way more to the co-op and put way more in \$\$\$ than Arcadia.	5/22/2019 6:40 PM
15	Room for parents and family in Arcadia's gym.	5/22/2019 6:36 PM

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16	The weakness is that we have lost a great Principle because they removed him as head football coach to place Arcadia's football coach there. Arcadia controls almost every aspect. Most of the sports are coached by and Arcadia coach. Everything is what Arcadia wants and some of our coaches have been pushed out of positions to place an Arcadia person in there. I don't like attending events in Arcadia because there facilities are not made for large amounts of people. People have been turned away from events in their gym because they couldn't fit anymore in. We don't have that problem in the Loup City facilities!!	5/21/2019 9:35 AM
17	Adult opinions and attitudes in favor of their school receiving fair treatment or preferential treatment.	5/21/2019 8:39 AM
18	Arcadia not bring many kids to the coop and having to participate in a higher class	5/20/2019 10:37 PM
19	It should not be limited to sports.	5/20/2019 7:01 PM
20	I think when hosting larger schools such as Kearney Catholic, Ord etc the events should be held in Loup City. Arcadia can't accomodate as large of a crowd.	5/20/2019 5:32 PM
21	traveling to practices smaller venue for games in Arcadia	5/20/2019 9:09 AM
22	Too much imbalance of home games played in both towns. Seems like not enough seating room in one school gym for ball games & better facilities for accommodating larger visiting schools....larger crowds even with smaller visiting schools	5/19/2019 10:39 PM
23	Playing basketball and volleyball in Arcadia. They have been given way too many games and practices for the amount of kids that they contribute.	5/19/2019 9:55 PM
24	Probably the scheduling between the two schools and there activities.	5/18/2019 10:01 PM
25	If too many kids participate in sport they do not get enough playing time	5/18/2019 9:17 PM
26	I have not noticed any drawbacks to my knowledge. I feel like the town's students and families have worked well together since the beginning	5/18/2019 9:02 PM
27	Kids have to travel longer for practice.	5/18/2019 2:33 PM
28	Students on the hwys to and from practices to play sports.	5/18/2019 9:01 AM
29	Yes the lateness of students getting home due to having to travel for practices is a frustration but we are lucky that the travel is only 20 minutes between the 2 towns because if we loose this co-op the future travel between towns could be much more!	5/18/2019 7:05 AM
30	Screwing our kids out of chances in sports or other activities that actually go to school in Loup City and not holding enough games here in Loup City where we have a better football field and gyms	5/17/2019 11:16 PM
31	Getting the logistics of games and practices figured out	5/17/2019 10:24 PM
32	I feel its mostly sharing of facilities...Arcadia gym is much too small but I think a few games there is ok and good cooperationTo make sure Loup city gets a couple football games. I think some parents dont care for fact of all the traveling for practices. Getting some parents to believe that increase numbers, although might mean less playing time, but may also help build their child's determination to improve	5/17/2019 6:11 PM
33	Use of facilities and practices	5/17/2019 5:37 PM
34	Having any activities at Arcadia.	5/17/2019 5:18 PM
35	Facilities in Arcadia	5/17/2019 4:42 PM
36	Travel time for practice	5/17/2019 3:28 PM
37	It a not equitably structured	5/17/2019 1:13 PM
38	Not an even amount of games at two different places	5/17/2019 10:46 AM
39	Coordinating practices Getting home later from games or practices Extra mileage	5/17/2019 10:38 AM

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40	Weaknesses is not equal facilities, in JH sports we need to move to more competitive vs everyone gets to play. In some ways, I am biased as my child is a good athlete, I may feel differently if my child didn't get any playing time. I feel the time wasted on travel is difficult and having different schedules. I think it costs us more to be apart of the co-op without much in return. We provide the majority of the students. I also feel that sometimes instead of the best athletes competing that coaches feel at least a few Arcadia kids need to be on the floor even though we may have better talent.	5/17/2019 10:23 AM
41	The commuting time involved with practices. I also believe that each school should be allocated home games based on the percentage of students involved in the Coop. For example, if Loup City has 70% of the students involved in the agreement, they should be able to host 70% of the home games and Arcadia should host 30% of the home games.	5/17/2019 9:43 AM
42	Management of practice schedules - too much unnecessary running back and forth Poor facilities in Arcadia for JV VB and BB games Not enough room in Arcadia gym for big games - parent's night etc Lack of cooperation by Arcadia Co-op board members. They seem to forget that they may need us but we don't need them.	5/17/2019 9:31 AM
43	Not sure at this time.	5/17/2019 8:44 AM
44	Lack of communication is a weakness of the coop. I also feel it is odd when we use our buses and gas to take athletes over to Arcadia when they could bring over a car or van in most instances.	5/17/2019 8:10 AM
45	Unorganized and biased towards Arcadia. Arcadia facilities too small for coop activities. Many complaints.	5/17/2019 7:40 AM
46	Arcadia wants full control. No more athletes that they have to offer is not worth it. Their facilities are to small and having to bus are kids to lesser facilities while LC is unused. Let's talk girls track. They have been very successful this year. Arcadia only brings 5 or 6 girls over and only 1 or 2 contributed to the team points. If we didn't have to count all the rest maybe we would of went down a class to D. If so we could of had a few more qualify for state as the automatic Mark's were a little lower this year. Players dont like practicing football over there because of the stickers and every year there is a wasp/bee problem. I have heard from numerous players that graduated last year the lighting on the football field is terrible. On pass plays you cant see the ball until it is right there.	5/17/2019 12:47 AM
47	I don't think there are any. I think it's a good thing	5/16/2019 11:20 PM
48	Travel time and facilities in Arcadia	5/16/2019 10:01 PM
49	The travel time for practice in Arcadia and the later time for the athletes to arrive home. Arcadia's facilities are not the best, very hard to get in and out of the gym bleachers.	5/16/2019 9:46 PM
50	1. Equality of facilities. Arcadia has insufficient locker rooms for both boys and girls in basketball. In VB, the ceiling is low and the hoops are not retractable causing interference. Obviously the seating in Arcadia's gym is unsuitable for basketball games and the Burwell VB games. As for the football facilities: Loup City's Stadium and lighting is far superior to Arcadia's. Arcadia does have a nice field but it is not fan friendly if you wish to see all the action and not just one side of the play. Cheerleaders are also packed right up to the team which is not a good thing. Although practices are attempted to be fair, they put a strain on athletes from both schools as they are constantly on the road (40 min a day). This takes away from both school and family time in the evenings. Finally, there is a major difference in participation numbers between the two schools especially with the girls. I see the boys leaning the same direction when the Junior High hits high school. With these numbers, LC can easily be on their own and still stay in the LouPlatte.	5/16/2019 9:35 PM
51	Arcadia's gym is too small. There should be more games in LC because LC has more participants.	5/16/2019 7:41 PM
52	Travel time and students getting home late	5/16/2019 7:36 PM
53	Arcadia gym is small.	5/16/2019 7:15 PM
54	one sided. lot of arcadiavcoaches	5/16/2019 6:37 PM
55	All games need to be in Loup City's larger and upgraded facilities.	5/16/2019 5:19 PM
56	I think loup city and Arcadia should be seperate	5/16/2019 4:53 PM
57	When games are scheduled in Arcadia the gym size is a concern as well as the seating capacity at footballs games.	5/16/2019 4:46 PM
58	Having to bus the kids back and forth to each town for practices and games.	5/16/2019 4:36 PM

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59	discrepancies as to which town is to host games and practice	5/16/2019 4:33 PM
60	Taking the options to play in the games away from our Loup City kids	5/16/2019 4:06 PM
61	Too much negativity and animosity between the two towns, It is not 50/50, let them split the cost of all of the fuel and mileage for our buses as well, not just their vans! We have far better facilities that do not get used like they should. We are loosing patron support more and more. Total lack of communication. Coaches taking the brunt of a lot of the communities frustration. Even other towns laugh at us for putting up with this, we forget that we are the ones in control of our school...	5/16/2019 3:31 PM
62	Parents and alumni that refuse to support the co-op.	5/16/2019 2:42 PM
63	Late practices; many times practice starts late and ends late. Not having enough vehicles/staff available to transport students. This year was better, but students have been left in the past.	5/16/2019 2:19 PM
64	Practices have to run later in the day. The adults involved with coaching/administering the coop activities are spread too thin with their duties. There are always grumblings about one-another creating unwanted negativity.	5/16/2019 1:56 PM
65	it is not equal.....Arcadia seems to have the say in what goes on with Loup City academics etc. They don't pay our school taxes they are not in our county.	5/16/2019 1:53 PM
66	Lack of equality	5/16/2019 1:52 PM
67	I feel it is one sided towards Arcadia and Loup City often gets a less heard voice.	5/16/2019 1:40 PM
68	The 50/50 split between schools, should have never been set up this way	5/16/2019 1:39 PM
69	Arcadia's gym is too small. It is not fun to squeeze that many sweaty bodies in that space.	5/16/2019 1:37 PM
70	We shouldn't be traveling to Arcadia.	5/16/2019 1:26 PM
71	Lack of continuity - students only interact during athletic events and 1 activity. Confusion that is caused because of continual changes which may be a result of communication challenges and / or continual changes. Logistics for games and practices. Hard feelings of people on both sides...example the coach is from "School A" and we're from "School B" so that's why they make the decisions they do...	5/16/2019 1:26 PM
72	I feel that if we have 15 kids participating and Arcadia has 3 and we have to drive there just as much as they drive here it is crazy. Probably the financial piece is a big one. Also I understand having pride in your school and town but sometimes trying to fit all the people in Arcadia's facility is hard. Getting coaches to work together might also be a weakness sometimes.	5/16/2019 1:25 PM
73	None, I wish we could could consolidate for more things.	5/16/2019 1:17 PM
74	Arcadia has terrible facilities.	5/16/2019 1:14 PM
75	Poor facilities in Arcadia, Arcadia coaches favors Arcadia kids	5/16/2019 12:59 PM
76	Communication has not been at optimal levels at times. This has led to mistakes in times or locations of practices (and cheer tryouts)	5/16/2019 12:58 PM
77	The ability for Arcadia to house a crowd at their facility is a weakness that I see.	5/16/2019 12:50 PM
78	Having to play basketball games in Arcadia	5/16/2019 12:46 PM
79	Only serves arcadia	5/16/2019 12:46 PM

Q10 What changes could be made to make the cooperative agreement better?

Answered: 73 Skipped: 16

#	RESPONSES	DATE
1	all sporting events held in Loup City. Our football facilities are 100 times better and we have two nice gyms plus we have 2 times the seating.	5/28/2019 8:08 PM
2	I would to see the practices and games be in Loup City.	5/28/2019 11:46 AM
3	Use the better facilities. Make practice schedules consistent, or don't travel as much for practice. Look for alternative practice schedules to get kids home earlier at night, especially in the winter.	5/24/2019 10:46 AM
4	Each community wants to keep their community pride (individually). We need to work together to help each other improve the experience for the kids (facilities when possible, practice schedules). Better effort by both communities will not only improve each but make both stronger and more successful for all ages.	5/24/2019 12:08 AM
5	Move basketball games to Loup City.	5/23/2019 9:58 PM
6	Maybe look to the community for coaching help. Scheduling for the facilities that would benefit ALC and opponents.	5/23/2019 4:16 PM
7	It is time to end the coop.	5/23/2019 12:04 PM
8	?	5/23/2019 11:59 AM
9	Dissolve	5/23/2019 5:20 AM
10	N/a	5/23/2019 12:00 AM
11	More games in Loup City; should correspond with the number of students not 50/50.	5/22/2019 8:57 PM
12	Less time home for school work and family time as you have extra travel time	5/22/2019 7:49 PM
13	All activities and practices in LC, they split the TOTAL cost of everything evenly	5/22/2019 6:40 PM
14	N/A	5/22/2019 6:36 PM
15	I want to go back to Loup City controlled sports and to be the Loup City Red Raiders!! We have more students than Arcadia so why are they calling the shots or being catered to?	5/21/2019 9:35 AM
16	Allowing more football games at Arcadia as they have a nice facility for it. More basketball games in Loup City for crowd seating purposes. I think the practice schedules have been evenly distributed.	5/21/2019 8:39 AM
17	If we had a way to incorporate academics, it would give some of the kids more opportunities. Logistically that would require a centralized facility.	5/20/2019 7:01 PM
18	More games in Loup City.	5/20/2019 9:09 AM
19	Hold more home games in school with larger gyms & better football field.....have heard people from other schools asking why dont we play in the town with bigger facilities	5/19/2019 10:39 PM
20	Less games and practices in Arcadia because we have more kids. Their kids could fit in a car or van- LC would always have to take a bus. Therefore saving money. Also golf and track cannot be included on the fairness of practices/meets because Arcadia does not have a course or track. And actually you could just can the whole thing because they aren't contributing the numbers to make it all worth while anymore.	5/19/2019 9:55 PM
21	My number one complaint would be the capacity of the Arcadia gym for certain basketball games.	5/18/2019 10:01 PM
22	If too many children in one sport possible divide up into 2 teams. Also if it is 7 grade that grade should only play not have 8 grade kids play in a 7 grade sport. It takes away playing time and experience for that child	5/18/2019 9:17 PM

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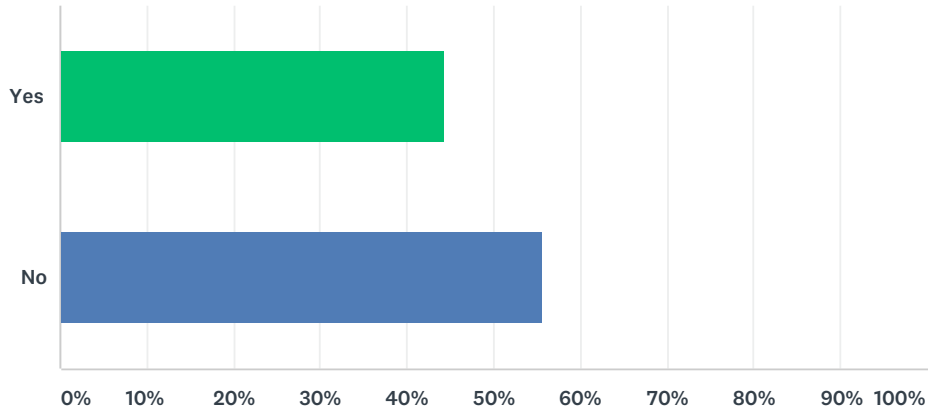
23	Again, looking at attendance of events. Trying to put larger attended events, like a town that you know has a large traveling fan support, in the bigger school venue for seating . Also, to be mindful that we are not having our away towns travel through one of the school cities only to drive to a game in another town.	5/18/2019 9:02 PM
24	More of the football games in Arcadia. More volleyball and basketball games in Loup City because of the facilities.	5/18/2019 2:33 PM
25	Arcadia needs a bigger gym Give LC more FB games	5/18/2019 9:01 AM
26	Get the 2 schools calendar more alike-it is rather frustrating when Loup City has school and Arcadia does not or vice versa and the kids have to wait til the end of the day for the opposite school to get done with the day before they can have practice. I am not saying that it has to be exactly the same but things like working together to have PT conferences on the same week would be beneficial! Each school still needs to keep their uniqueness in the things that they each do but there are plenty of days that could be matched up better.	5/18/2019 7:05 AM
27	Get rid of our agreement with Arcadia	5/17/2019 11:16 PM
28	Make everything more of a percentage of participants involved. IE practices, funding inputs, and games.	5/17/2019 10:24 PM
29	I'm really not sure	5/17/2019 6:11 PM
30	Arcadia being more realistic to their circumstances without Loup City and the coop	5/17/2019 5:37 PM
31	Not having any activities in Arcadia.	5/17/2019 5:18 PM
32	All home games in Loup City	5/17/2019 4:42 PM
33	I'm not sure	5/17/2019 3:28 PM
34	It wasn't set Up equitably in the beginning and to try correct this will make it appear that one school is bullying the other.	5/17/2019 1:13 PM
35	Adding activities like one act, speech etc. together	5/17/2019 10:46 AM
36	Academic schools days similar	5/17/2019 10:38 AM
37	I know it sucks for Arcadia, I just feel most of the games be held in Loup City. If we do need to go there for practice they should pay a portion of our traveling costs since it is so much for us to transport our kids.	5/17/2019 10:23 AM
38	Answered in question 19.	5/17/2019 9:43 AM
39	Better organization of practice schedules Use big gym at LC for big games and events Find top notch coaches (VB, BB for JH and HS) and let Arcadia foot their share of the bill	5/17/2019 9:31 AM
40	Not sure at this time.	5/17/2019 8:44 AM
41	Having a better understanding of why the coop exists and if it is truly beneficial to both schools.	5/17/2019 8:10 AM
42	unsure	5/17/2019 7:40 AM
43	Not sign it. We need all the head coaches from our school. When this started there were 6 family's ready to transfer their kids to LC if the coop didn't happen.	5/17/2019 12:47 AM
44	Not sure	5/16/2019 11:20 PM
45	Dissolve it.	5/16/2019 10:01 PM
46	To host all home games because we have the better facilities.	5/16/2019 9:46 PM
47	Dissolve it t. If we don't dissolve then force the issue and request ALL contests (JH and HS) to be held in LC. LC has better gym facilities, locker rooms, restrooms, concession area, football facilities, etc.	5/16/2019 9:35 PM
48	More communication between the two schools.	5/16/2019 7:41 PM
49	More basketball games in Loup City.	5/16/2019 7:15 PM
50	cater more to the school with larger numbers	5/16/2019 6:37 PM
51	Games in Loup Clty. Coaching assignments should be based on the knowledge of the game and desire to win. Having the number of coaches be equal from both schools is not necessary and is a disservice to the kids. I didn't answer question 25 and 26 because I'm unsure	5/16/2019 5:19 PM

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52	None	5/16/2019 4:53 PM
53	ldk	5/16/2019 4:36 PM
54	I believe the schools need to focus on what is best for the team and not which school is better	5/16/2019 4:33 PM
55	Not be cooperative	5/16/2019 4:06 PM
56	Practices and Games in Loup City, Period! But I feel the damage is already done, Many people are just flat worn out by this struggle and drama over the last how many years. I myself am done, worn out, need a break, clean slate, start over fresh, DO US!!!!	5/16/2019 3:31 PM
57	An Athletic Director that supports the co-op and the administration and school boards supporting the co-op rather than finding faults	5/16/2019 2:42 PM
58	My feeling is that the cooperative agreement should end in the best interest of the Loup City students.	5/16/2019 1:56 PM
59	I do not support the cooperative agreement. I feel Loup City needs to address Loup City students needs. If it wasn't for Loup City students Arcadia wouldn't survive. They requested to be with Loup City therefore they should abide by Loup City School. They have used us since day 1.	5/16/2019 1:53 PM
60	Making it equal to both schools	5/16/2019 1:52 PM
61	To make it fare for both school when participating in activities.	5/16/2019 1:40 PM
62	Having Arcadia bring students to LC for all practices. Having all gym activities in LC.	5/16/2019 1:39 PM
63	Discontinue use of Arcadia's facilities	5/16/2019 1:26 PM
64	Clear communications on what is and is not in the cooperative and consistency on what is and isn't. All games in Loup City except one (or perhaps two) in Arcadia as a courtesy. More practices in Loup City as we have more students. Other than perhaps the football facility, our facilities are better and safer.	5/16/2019 1:26 PM
65	That is a good question... Maybe better communication and willingness to work together... Putting the kids top of the list. Some of them have been playing together for a long time and it is sad to see / hear all the talk in both communities.	5/16/2019 1:25 PM
66	I can't think of any at this time.	5/16/2019 1:17 PM
67	Not sure	5/16/2019 1:14 PM
68	Communication	5/16/2019 1:11 PM
69	All activities in Loup Clty	5/16/2019 12:59 PM
70	Better communication.	5/16/2019 12:58 PM
71	Have more games in LC. LC has the facilities for the crowd size	5/16/2019 12:50 PM
72	Move the basketball games to Loup City	5/16/2019 12:46 PM
73	End it	5/16/2019 12:46 PM

Q11 A concern that has arisen is the time traveling to and from practices. In weighing travel time, do you feel the students still benefit from the cooperative agreement?

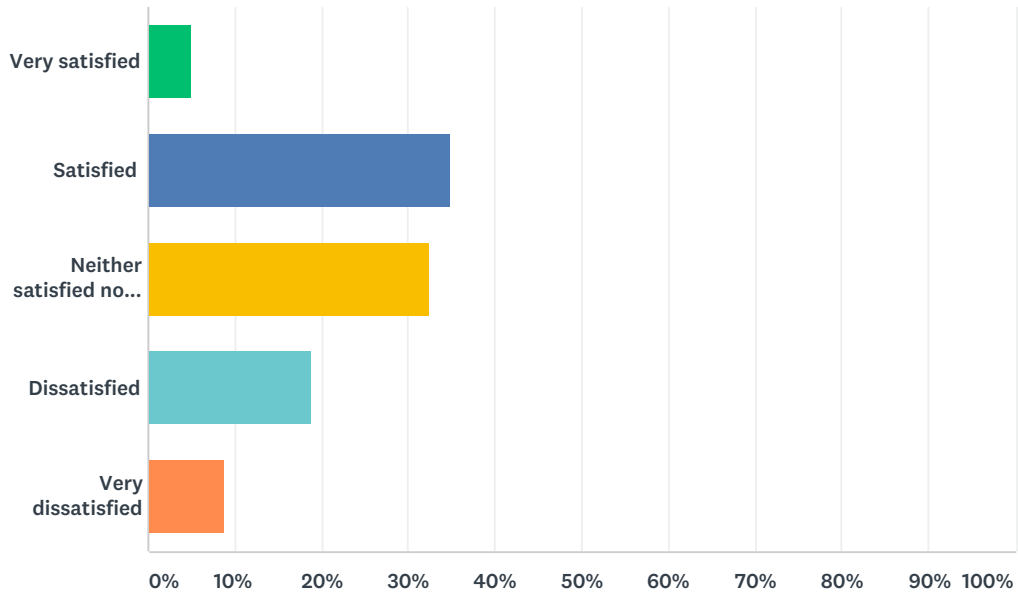
Answered: 81 Skipped: 8



ANSWER CHOICES	RESPONSES	
Yes	44.44%	36
No	55.56%	45
TOTAL		81

Q12 How satisfied are you with communication between any coach and yourself?

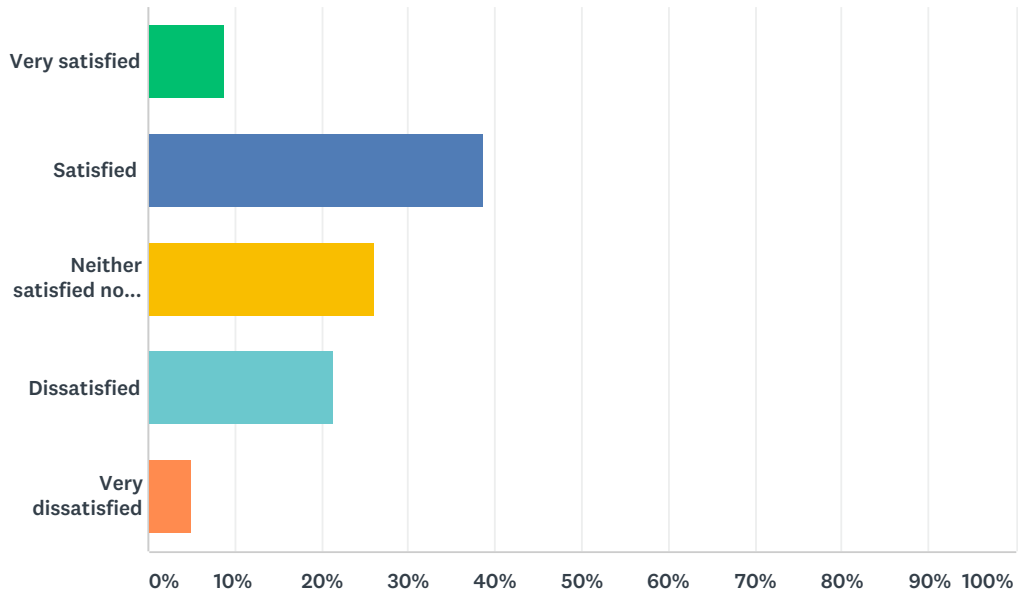
Answered: 80 Skipped: 9



ANSWER CHOICES	RESPONSES	
Very satisfied	5.00%	4
Satisfied	35.00%	28
Neither satisfied nor dissatisfied	32.50%	26
Dissatisfied	18.75%	15
Very dissatisfied	8.75%	7
TOTAL		80

Q13 How satisfied are you with communication between any coach and child?

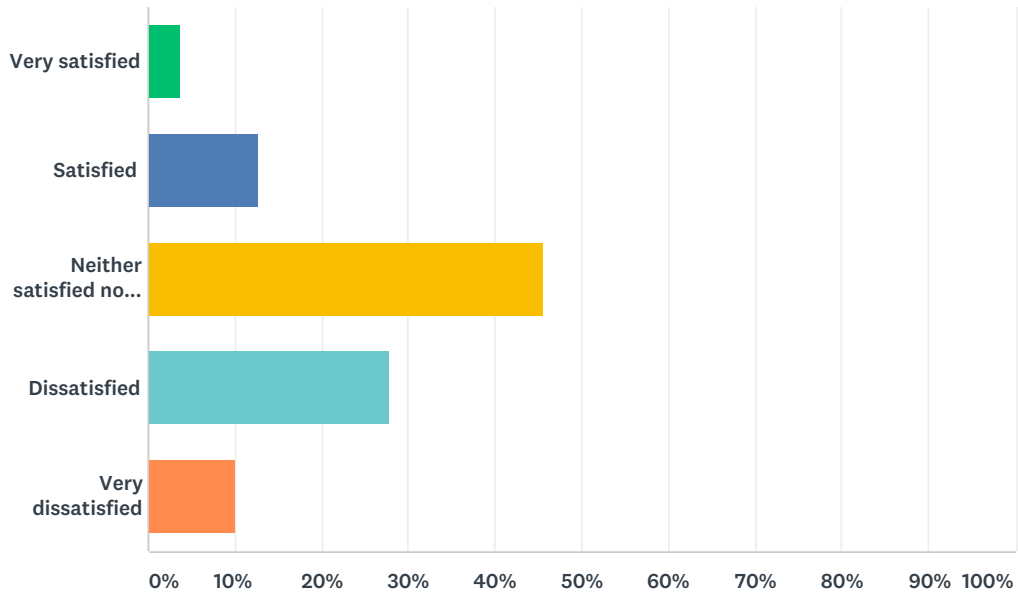
Answered: 80 Skipped: 9



ANSWER CHOICES	RESPONSES	
Very satisfied	8.75%	7
Satisfied	38.75%	31
Neither satisfied nor dissatisfied	26.25%	21
Dissatisfied	21.25%	17
Very dissatisfied	5.00%	4
TOTAL		80

Q14 With some coaches NOT being in the building do you find communication to be difficult?

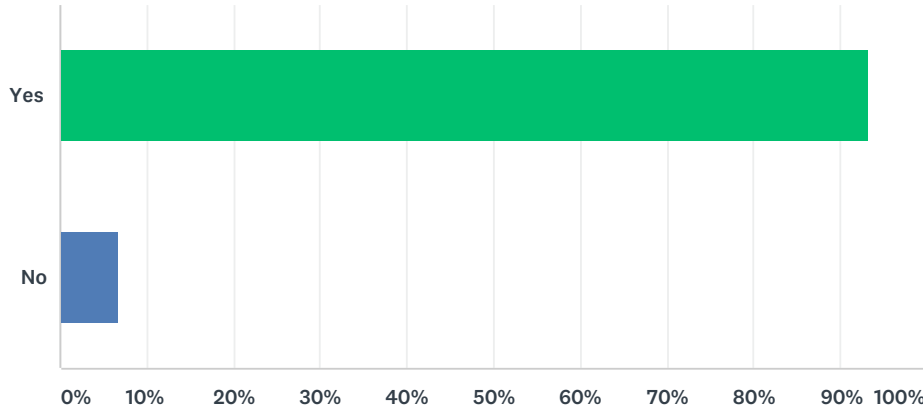
Answered: 79 Skipped: 10



ANSWER CHOICES	RESPONSES	
Very satisfied	3.80%	3
Satisfied	12.66%	10
Neither satisfied nor dissatisfied	45.57%	36
Dissatisfied	27.85%	22
Very dissatisfied	10.13%	8
TOTAL		79

Q15 Would your child participate in athletic programs if we were NOT in a cooperative program?

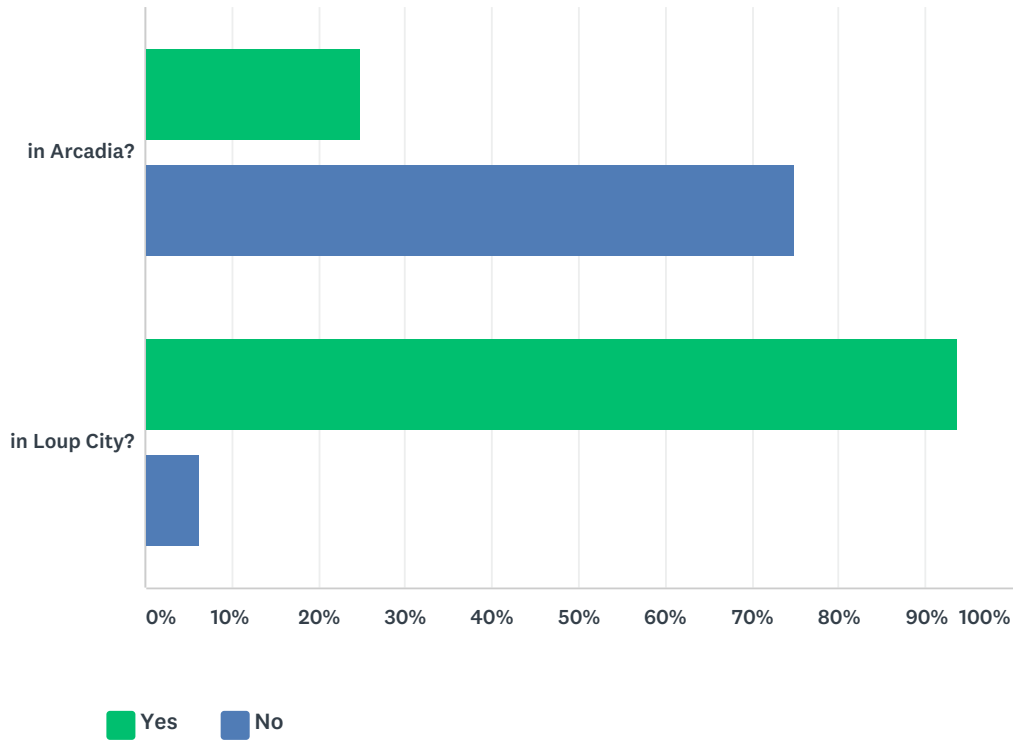
Answered: 15 Skipped: 74



ANSWER CHOICES	RESPONSES	
Yes	93.33%	14
No	6.67%	1
TOTAL		15

Q16 Do you attend activities when your child is NOT participating if the venue is

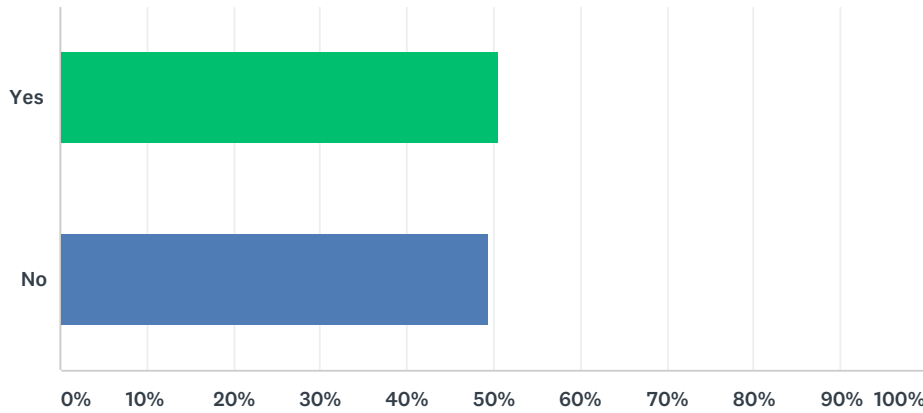
Answered: 16 Skipped: 73



	YES	NO	TOTAL
in Arcadia?	25.00% 4	75.00% 12	16
in Loup City?	93.75% 15	6.25% 1	16

Q17 Do you feel that the cooperative agreement adds value to the experience of the Loup City students?

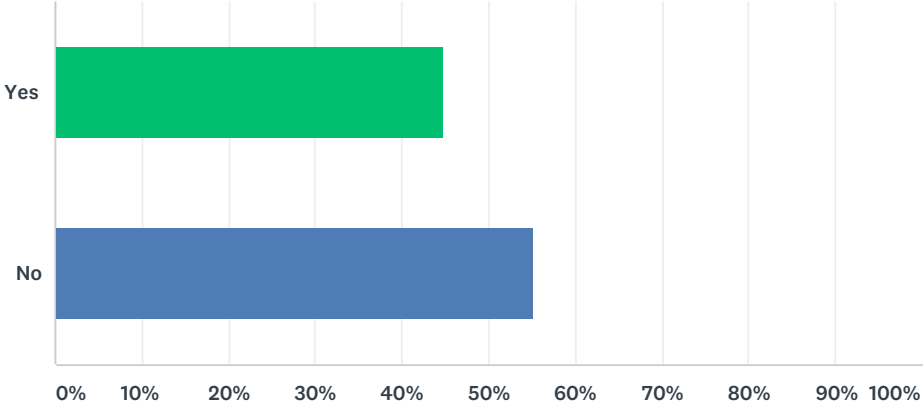
Answered: 81 Skipped: 8



ANSWER CHOICES	RESPONSES	
Yes	50.62%	41
No	49.38%	40
TOTAL		81

Q18 Would you like Loup City to stay in the cooperative?

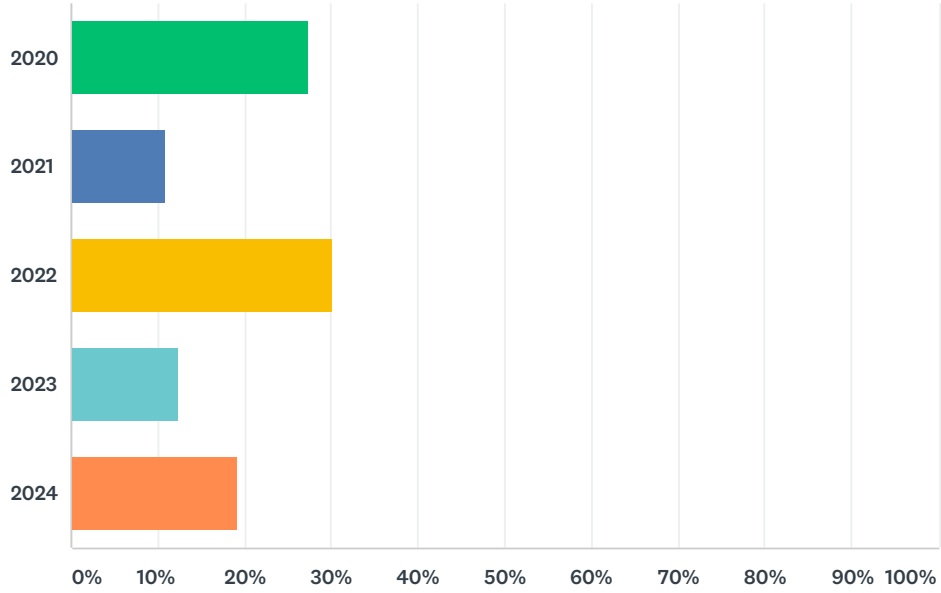
Answered: 78 Skipped: 11



ANSWER CHOICES	RESPONSES	
Yes	44.87%	35
No	55.13%	43
TOTAL		78

Q1 What is your graduating class year?

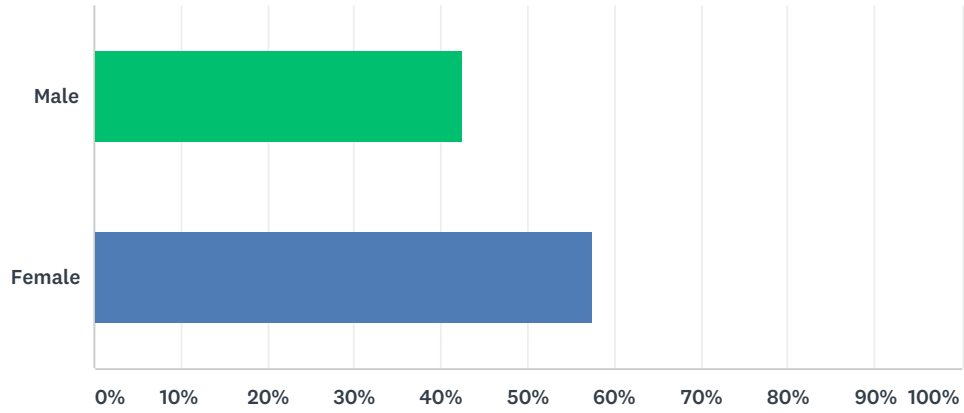
Answered: 73 Skipped: 0



ANSWER CHOICES	RESPONSES	
2020	27.40%	20
2021	10.96%	8
2022	30.14%	22
2023	12.33%	9
2024	19.18%	14
TOTAL		73

Q2 What is your gender?

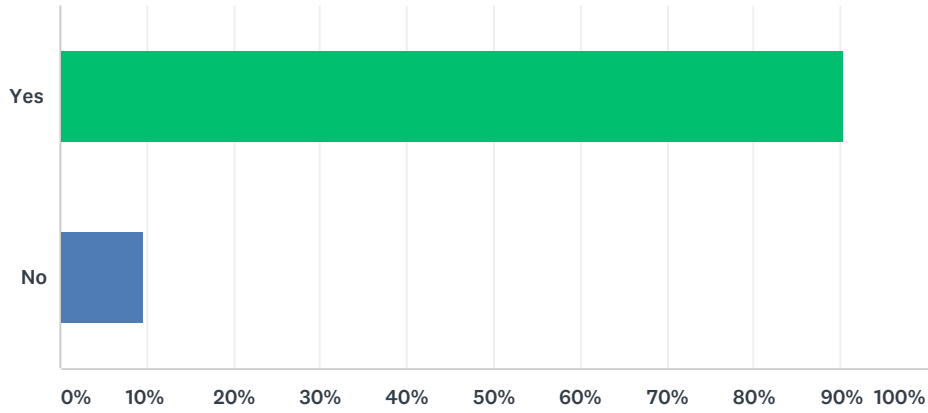
Answered: 73 Skipped: 0



ANSWER CHOICES	RESPONSES	
Male	42.47%	31
Female	57.53%	42
TOTAL		73

Q3 Are you involved in an Arcadia-Loup City cooperative activity?

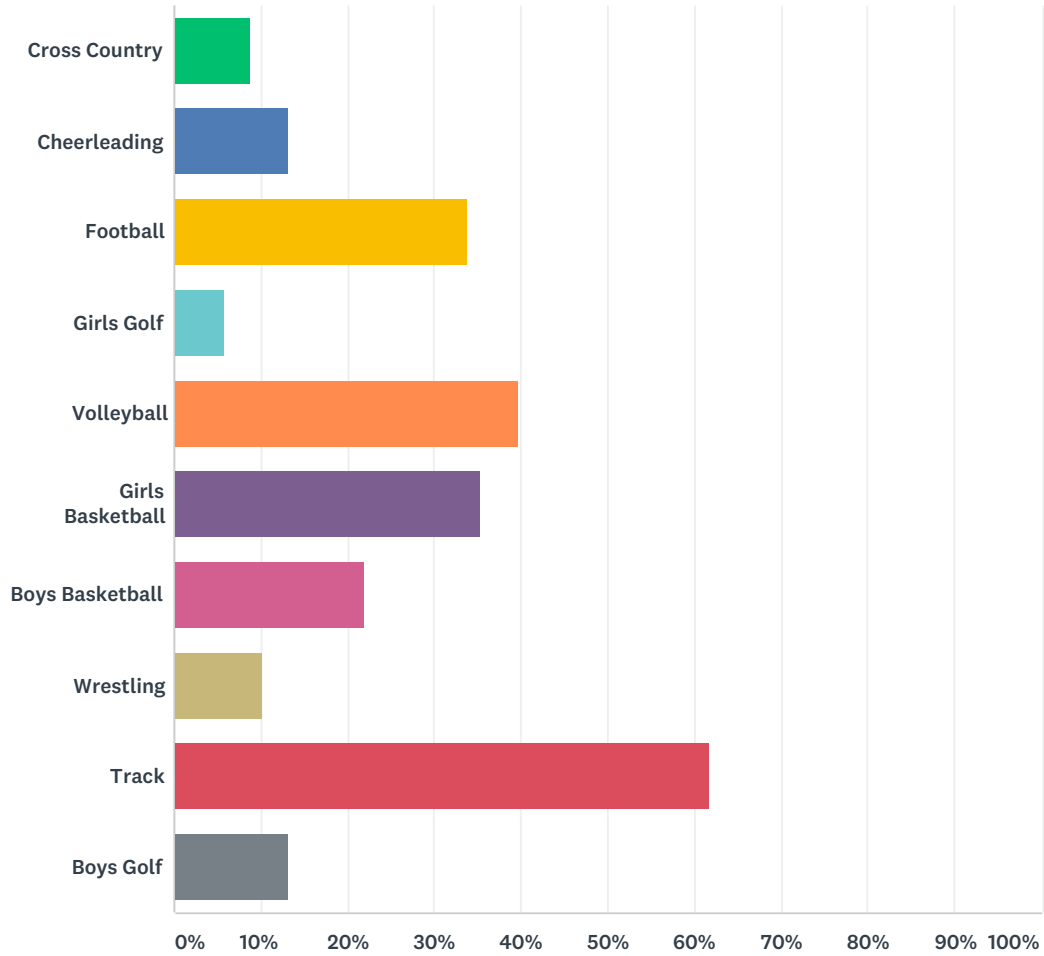
Answered: 73 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	90.41%	66
No	9.59%	7
TOTAL		73

Q4 Which activities are you involved in?

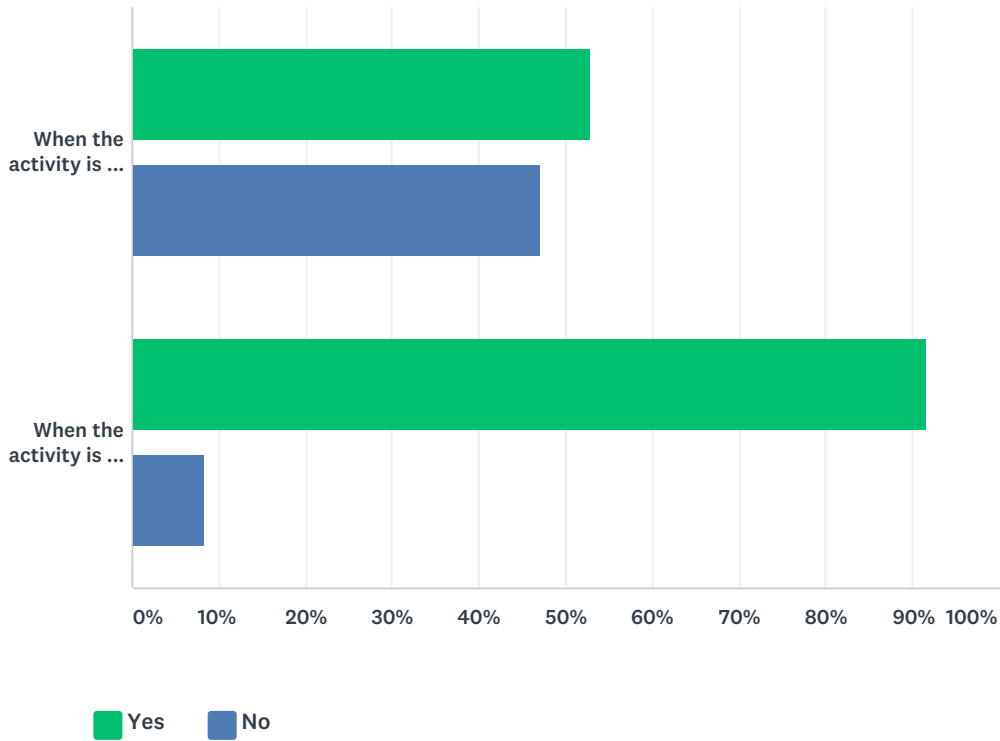
Answered: 68 Skipped: 5



ANSWER CHOICES	RESPONSES	
Cross Country	8.82%	6
Cheerleading	13.24%	9
Football	33.82%	23
Girls Golf	5.88%	4
Volleyball	39.71%	27
Girls Basketball	35.29%	24
Boys Basketball	22.06%	15
Wrestling	10.29%	7
Track	61.76%	42
Boys Golf	13.24%	9
Total Respondents: 68		

Q5 Do you attend cooperative athletic events in which you are not a participant?

Answered: 72 Skipped: 1



	YES	NO	TOTAL
When the activity is in Arcadia?	52.94% 36	47.06% 32	68
When the activity is in Loup City?	91.67% 66	8.33% 6	72

Q6 What is the best part of being involved in the cooperative?

Answered: 73 Skipped: 0

#	RESPONSES	DATE
1	Higher numbers More coaches	5/23/2019 1:38 AM
2	They have good athletes and coaches. Our head football coach is from Arcadia and he is a better coach than our ones from Loup City.	5/21/2019 2:24 AM
3	playing sports with my friends.	5/18/2019 6:18 PM
4	I don't do sports	5/18/2019 6:02 PM
5	More players	5/18/2019 10:57 AM
6	Wasting gas getting to Arcadia	5/17/2019 10:57 PM
7	The quality of every player and the coaching staff. I believe that our success in sports is from the co-op	5/17/2019 3:37 PM
8	More people for sports	5/17/2019 10:57 AM
9	The teams are bigger	5/16/2019 6:25 PM
10	The best part of the cooperative is the friends we make in a different town but I believe if we want the best teams, we would be smart to quit the Cooperative.	5/16/2019 5:38 PM
11	Do not know for sure	5/16/2019 4:53 PM
12	Nothing	5/16/2019 11:40 AM
13	Not involved because of having to travel to Arcadia	5/16/2019 11:28 AM
14	Nothing.	5/16/2019 11:12 AM
15	more athletes	5/16/2019 11:02 AM
16	Not a dang thing	5/16/2019 11:02 AM
17	The people from Arcadia	5/16/2019 11:01 AM
18	We get to experience new people and places. We get to have different opinions, and different coaches.	5/16/2019 11:01 AM
19	You get to see other people from there school.	5/16/2019 10:59 AM
20	Nothing	5/16/2019 10:59 AM
21	Being involved with Arcadia.	5/16/2019 10:58 AM
22	More talent	5/16/2019 10:58 AM
23	Nothing	5/16/2019 10:58 AM
24	Friends from arcadia	5/16/2019 10:56 AM
25	Bigger teams as well as friendships	5/16/2019 10:47 AM
26	having fun	5/16/2019 10:43 AM
27	Being able to hang out with my friends.	5/16/2019 10:40 AM
28	seeing my friends form Arcadia	5/16/2019 10:39 AM
29	Getting good athletes from another school	5/16/2019 10:31 AM
30	We have plenty of talent for a starting spot. We have people fighting to get better so they can play instead of not having enough and putting five people that aren't ready out there.	5/16/2019 10:29 AM
31	More kids involved	5/16/2019 10:27 AM
32	Few more kids	5/16/2019 10:26 AM

ALC Cooperative

33	Working together in sports	5/16/2019 10:22 AM
34	i have friends there	5/16/2019 10:21 AM
35	Personally I don't think there is one because we don't benefit from the co-op at all.	5/16/2019 10:21 AM
36	Being able to see friends from Arcadia	5/16/2019 10:19 AM
37	We get great athletes from both schools to make up our teams.	5/16/2019 10:13 AM
38	Making friends with the Arcadia kids	5/16/2019 10:11 AM
39	Meeting friends	5/16/2019 10:02 AM
40	The athletes that come from there	5/16/2019 10:01 AM
41	Nothing	5/16/2019 9:58 AM
42	Friends and numbers	5/16/2019 9:58 AM
43	Mr. Habe is a good boys basketball and he works well	5/16/2019 9:58 AM
44	Meeting more people	5/16/2019 9:57 AM
45	more students	5/16/2019 9:57 AM
46	get to see my friends from arcadia	5/16/2019 9:57 AM
47	More players	5/16/2019 9:56 AM
48	way to many people	5/16/2019 9:56 AM
49	Nothin much, they barely give us any kid.	5/16/2019 9:56 AM
50	Getting to drive to arcadia to go to games	5/16/2019 9:56 AM
51	I like seeing my friends from Arcadia every day at practice.	5/16/2019 9:56 AM
52	i don't know	5/16/2019 9:56 AM
53	The friendships and more people for athletics	5/16/2019 9:55 AM
54	The coaching staff	5/16/2019 9:55 AM
55	Seeing my friends from Arcadia	5/16/2019 9:55 AM
56	We have bigger power	5/16/2019 9:54 AM
57	Bigger team	5/16/2019 9:54 AM
58	There are more coaches	5/16/2019 9:54 AM
59	More people	5/16/2019 9:54 AM
60	More people.	5/16/2019 9:54 AM
61	It is great that we're with them and get to share the experience but I hate stuff in Arcadia their facilities are crap	5/16/2019 9:54 AM
62	Bigger teams	5/16/2019 9:54 AM
63	You make friends from Arcadia	5/16/2019 9:53 AM
64	More people	5/16/2019 9:53 AM
65	Friends	5/16/2019 9:53 AM
66	there is alot of good people from Arcadia and we never been as good at sports when we were just Loup City	5/16/2019 9:53 AM
67	You get to make a team together and work together to success	5/16/2019 9:53 AM
68	More people have opportunities to participate in activities.	5/16/2019 9:53 AM
69	More people	5/16/2019 9:53 AM
70	Bigger teams more friends and our choachs	5/16/2019 9:52 AM
71	Seeing everyone have fun and just seeing each other	5/16/2019 9:52 AM

ALC Cooperative

72	I can't think of any.	5/16/2019 9:52 AM
73	More athletes	5/16/2019 9:52 AM

Q7 What are concerns you have with being in the cooperative?

Answered: 71 Skipped: 2

#	RESPONSES	DATE
1	Arcadia needs more seating Better communication	5/23/2019 1:38 AM
2	None	5/21/2019 2:24 AM
3	no concerns	5/18/2019 6:18 PM
4	No	5/18/2019 6:02 PM
5	Don't have any	5/18/2019 10:57 AM
6	For an example boys golf can only take 5 people to a tournament and they pick the best and some are Arcadia people so it's impossible to go to meets	5/17/2019 10:57 PM
7	I do not have any. The co-op has only been beneficial for both schools	5/17/2019 3:37 PM
8	Funding, travel, waiting	5/17/2019 10:57 AM
9	There's not a place for everyone	5/16/2019 6:25 PM
10	I don't like having games in Arcadia. We have better gyms and I don't think it's necessary to keep it equal. I don't like that teachers HAVE to be coaches because it puts pressure on them and it also is not the best for us kids. We want a coach that wants to coach us and actually be there to win.	5/16/2019 5:38 PM
11	No concerns	5/16/2019 4:53 PM
12	None	5/16/2019 11:40 AM
13	Not involved because of having to travel to Arcadia	5/16/2019 11:28 AM
14	going to Arcadia for 3 people when we have 15	5/16/2019 11:02 AM
15	Our students get treated like #2 next to arcadia and everything is about them and we get treated like crap unless we are one of their favorite people	5/16/2019 11:02 AM
16	none	5/16/2019 11:01 AM
17	We have to travel to Arcadia for practice, taking up a lot of time. We also have games there and their facilities do not match up to ours.	5/16/2019 11:01 AM
18	It sometimes is later when we get back home.	5/16/2019 10:59 AM
19	They take chances away from kids in our school	5/16/2019 10:59 AM
20	none	5/16/2019 10:58 AM
21	None	5/16/2019 10:58 AM
22	Are they really helping our numbers	5/16/2019 10:58 AM
23	Arguements	5/16/2019 10:56 AM
24	We don't have good communication for certain activities. As well as practice time is lessened due travel time	5/16/2019 10:47 AM
25	nothing	5/16/2019 10:43 AM
26	getting hurt	5/16/2019 10:40 AM
27	none	5/16/2019 10:39 AM
28	Arcadia needs a bigger gym and more seats in it	5/16/2019 10:31 AM
29	We need to have all basketball games in a Loup and football games in Arcadia.Should let the students decide that instead of parents we are the reason for the games.	5/16/2019 10:29 AM
30	Parents complaining	5/16/2019 10:27 AM

ALC Cooperative

31	Cost to much	5/16/2019 10:26 AM
32	I don't have any concerns	5/16/2019 10:22 AM
33	Arcadia dose not have seating	5/16/2019 10:21 AM
34	I don't think it's very fair. Also personally I do not think we need Arcadia anymore. A few years ago I do understand why we started the co-op because it did bring us up a class but now even if we didn't have the co-op we wouldn't go down a class we would stay the same. Also I feel like we shouldn't have as many games in Arcadia as we have had in the past because the quality of their school is not as good as ours. If you compare the size and amount of seats at our football field ours is bigger so that means that more people will come to the games if they are in Loup City. Also when games are in Arcadia nobody wants to drive 20 miles or 30 minutes to go to a game. This is also a problem with basketball games and volleyball games. The size of their gym and the locker room situation is unfair to the traveling schools. Also the population in Loup City is a bigger than Arcadia's so I feel like if more games are in Loup City more people would come. Also if you look at the ratio in students that play sports Loup City has a higher percentage of students that go out so it's not benefiting us. Transportation is also an issue, Loup City has to cram kids on a bus to travel when Arcadia could bring a van or 2 vans every practice or game.	5/16/2019 10:21 AM
35	the 50-50 thing	5/16/2019 10:19 AM
36	I believe we should not play high school basketball games in Arcadia. There is not even room for everybody to sit in the bleachers.	5/16/2019 10:13 AM
37	There are often disputes between the two schools. Loup City offers better facilities, but we still split things 50/50.	5/16/2019 10:11 AM
38	I feel its not equal numbers and we have to have equal events when Loup City has many more kids. Also looking from an opposing teams point of view Arcadia's facilities are quite as good as ours and fans have a hard time of finding enough seats and places to watch the game.	5/16/2019 10:02 AM
39	I think it's an unorganized mess that doesn't work well enough.	5/16/2019 10:01 AM
40	I just wanna be a Raider	5/16/2019 9:58 AM
41	Some students wouldn't be able to be in sports or activities that they would like to do because of the co-op school being in the same activities with us.	5/16/2019 9:58 AM
42	we spend lots of money in gas a time to go to Arcadia for practices and we have better resources and more athletes so we shouldn't have to be treated equal if we have more	5/16/2019 9:58 AM
43	practices and games in Arcadia	5/16/2019 9:57 AM
44	time money and dealing with both schools	5/16/2019 9:57 AM
45	the use of gas and time	5/16/2019 9:57 AM
46	Not getting along, Playing time	5/16/2019 9:56 AM
47	worrying about them and there sports and people not getting along and playing time for sports and the practices together take longer for them to get to one another	5/16/2019 9:56 AM
48	They want all these games and activities at their school but they don't have the best facilities to hold them.	5/16/2019 9:56 AM
49	Not getting to play.	5/16/2019 9:56 AM
50	The schools not agreeing on things and playing time for sports.	5/16/2019 9:56 AM
51	it's only benefiting one school	5/16/2019 9:56 AM
52	Moves up up a class and Arcadia doesn't contribute much for some classes. Also travel between the two schools takes a lot of time and Arcadia's facilities are not good.	5/16/2019 9:55 AM
53	none	5/16/2019 9:55 AM
54	People thinking that they can do everything their way Playing time for sports	5/16/2019 9:55 AM
55	All the good people are in Arcadia	5/16/2019 9:54 AM
56	It is very inconvenient and ridiculous when we have to have games/practices in Arcadia when we have way better facilities and more people.	5/16/2019 9:54 AM
57	Nothing	5/16/2019 9:54 AM

ALC Cooperative

58	Not having games in LoupCity.	5/16/2019 9:54 AM
59	It seems like Loup City keeps doing what Arcadia wants and I know the cost of stuff is not shared half and half	5/16/2019 9:54 AM
60	Travel, the athletic banquet in Arcadia I couldn't go and it's just beginning to be more work than it's worth	5/16/2019 9:54 AM
61	none	5/16/2019 9:53 AM
62	Not much	5/16/2019 9:53 AM
63	Drama	5/16/2019 9:53 AM
64	nothin	5/16/2019 9:53 AM
65	It gets harder so then you give up	5/16/2019 9:53 AM
66	There are a few issues between the two schools that are not always addressed, and are more pushed to the side.	5/16/2019 9:53 AM
67	Arcadia doesn't help out teams much	5/16/2019 9:53 AM
68	Nothing I like the coop	5/16/2019 9:52 AM
69	Nothing	5/16/2019 9:52 AM
70	ldk	5/16/2019 9:52 AM
71	Nothing	5/16/2019 9:52 AM

Q8 If you could make changes to the cooperative what would you suggest?

Answered: 70 Skipped: 3

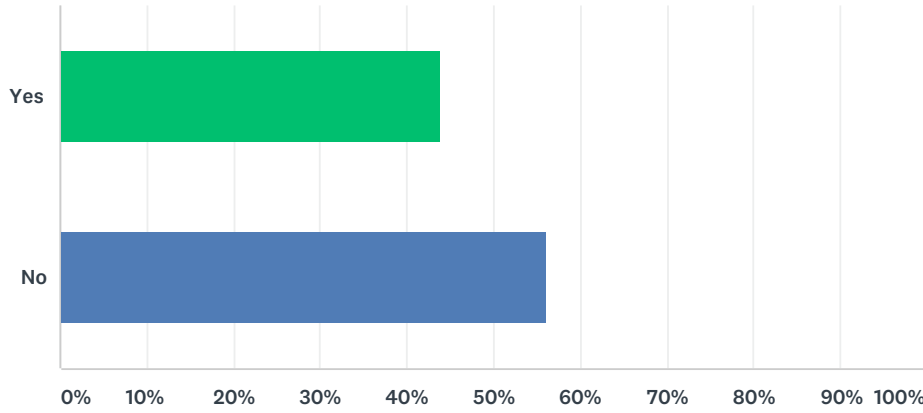
#	RESPONSES	DATE
1	More of an accommodation People communicate about practices and transportation	5/23/2019 1:38 AM
2	More games in Loup City I think our facilities are better.	5/21/2019 2:24 AM
3	no suggestions	5/18/2019 6:18 PM
4	Nothing	5/18/2019 6:02 PM
5	Don't have any	5/18/2019 10:57 AM
6	Split them	5/17/2019 10:57 PM
7	A combined weight room to lift	5/17/2019 3:37 PM
8	Consolidating	5/17/2019 10:57 AM
9	None	5/16/2019 6:25 PM
10	I would suggest that ALL games are over in Loup City. People that go to games would like a place to sit. And I also suggest that we hire coaches that would take time out of their daily lives to help us get better. A coach that would help us make it to state and want to win.	5/16/2019 5:38 PM
11	No changes	5/16/2019 4:53 PM
12	None	5/16/2019 11:40 AM
13	Make everything in Loup City	5/16/2019 11:28 AM
14	End it	5/16/2019 11:12 AM
15	Not doing the coop because we can stand on our own	5/16/2019 11:02 AM
16	none	5/16/2019 11:01 AM
17	We have 3/4 of games here, because for the most parts 3/4 of the team are made of LC kids. We could also have the JH games over there because they aren't as well attended.	5/16/2019 11:01 AM
18	I would request that we need to have more time to practice if we go to arcadia.	5/16/2019 10:59 AM
19	All games and practices are here.	5/16/2019 10:59 AM
20	none	5/16/2019 10:58 AM
21	None	5/16/2019 10:58 AM
22	Not doing it	5/16/2019 10:58 AM
23	Not	5/16/2019 10:56 AM
24	More communication between coaches and sponsors	5/16/2019 10:47 AM
25	nothing	5/16/2019 10:43 AM
26	more games	5/16/2019 10:40 AM
27	them coming over more	5/16/2019 10:39 AM
28	That we end it	5/16/2019 10:31 AM
29	Said it in the one before	5/16/2019 10:29 AM
30	New football jerseys this fall	5/16/2019 10:27 AM
31	More games and things in LC	5/16/2019 10:26 AM
32	No	5/16/2019 10:22 AM

ALC Cooperative

33	not to have it	5/16/2019 10:21 AM
34	The only change I would suggest is definitely not continuing the co-op next year or the following years.	5/16/2019 10:21 AM
35	I don't know	5/16/2019 10:19 AM
36	Play all high school basketball games in Loup City.	5/16/2019 10:13 AM
37	I would suggest that we make practices and games in the places we would fit best instead of making it half and half. And that your votes in the co-op meetings should depend on the number of kids in the activity from each school.	5/16/2019 10:02 AM
38	Making sure everyone has a compromise and not just what one school wants.	5/16/2019 10:01 AM
39	Not having a co-op	5/16/2019 9:58 AM
40	Just get rid of the co-op	5/16/2019 9:58 AM
41	have a different heat football coach and have more practices and games here	5/16/2019 9:58 AM
42	having all practices and games in Loup City because of better facilities	5/16/2019 9:57 AM
43	practices being at Loup City only	5/16/2019 9:57 AM
44	i don't want changes	5/16/2019 9:57 AM
45	I don't know	5/16/2019 9:56 AM
46	for them to not take forever	5/16/2019 9:56 AM
47	Not do it.	5/16/2019 9:56 AM
48	Not having the cooperative since there is already a lot from loup city	5/16/2019 9:56 AM
49	Change ways some practices and tryouts are done.	5/16/2019 9:56 AM
50	end it	5/16/2019 9:56 AM
51	No basketball or big volleyball games at Arcadia's gyms. Also better communication for practices about where they are.	5/16/2019 9:55 AM
52	Better facialites	5/16/2019 9:55 AM
53	Not having it	5/16/2019 9:55 AM
54	Disbanding it	5/16/2019 9:54 AM
55	End it	5/16/2019 9:54 AM
56	Nothing	5/16/2019 9:54 AM
57	More communication and games in Loup City. More involvement	5/16/2019 9:54 AM
58	They do things our way for once and quit complaining about everything that doesn't go their way	5/16/2019 9:54 AM
59	To not have it. We can hold our own and it's getting to be a problem	5/16/2019 9:54 AM
60	none	5/16/2019 9:53 AM
61	Whatevs	5/16/2019 9:53 AM
62	Change where the games are at because we have better facilities	5/16/2019 9:53 AM
63	that most of the football games are at Arcadia	5/16/2019 9:53 AM
64	None	5/16/2019 9:53 AM
65	Addressing problems more	5/16/2019 9:53 AM
66	I don't think we need them	5/16/2019 9:53 AM
67	Nothing leave the coop	5/16/2019 9:52 AM
68	I wouldn't	5/16/2019 9:52 AM
69	Not having it.	5/16/2019 9:52 AM
70	Nothing	5/16/2019 9:52 AM

Q9 Would you like Loup City to stay in the cooperative?

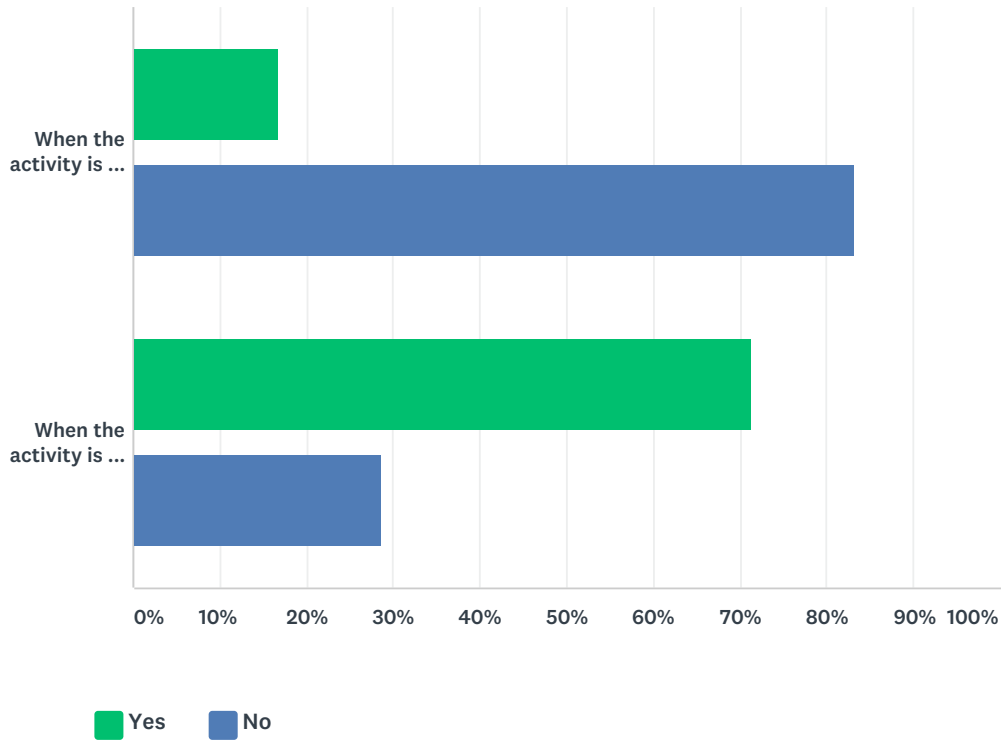
Answered: 73 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	43.84%	32
No	56.16%	41
TOTAL		73

Q10 Do you attend cooperative athletic events in which you are not a participant?

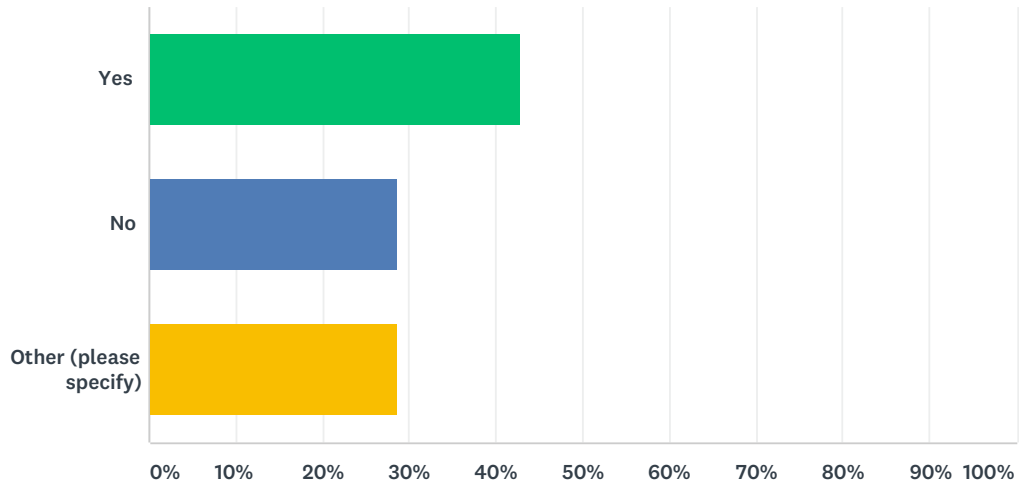
Answered: 7 Skipped: 66



	YES	NO	TOTAL
When the activity is in Arcadia?	16.67% 1	83.33% 5	6
When the activity is in Loup City?	71.43% 5	28.57% 2	7

Q11 If we were not in the cooperative would you choose to participate in a sport?

Answered: 7 Skipped: 66



ANSWER CHOICES	RESPONSES	
Yes	42.86%	3
No	28.57%	2
Other (please specify)	28.57%	2
TOTAL		7

#	OTHER (PLEASE SPECIFY)	DATE
1	I would but probably won't since I'm graduating next year	5/16/2019 10:27 AM
2	Maybe	5/16/2019 9:52 AM

ELEMENTARY PRINCIPAL REPORT
MAY 2019
ROGER REIKOFSKI

School Year: Ended well. Enough Said.

Aimsweb + and MAP Data summary. Overall the data looks very good and improvement shown in all areas. Continuing to look at data and analyze to help determine course of action for next school year. One example is we had one class already analyzed that had over 75% of students performing at the 75th or higher percentile on growth! That's Awesome!!

One more example: see paper with 9 "Tier Transition Triangles" .

Top Row is a group of students results for 2016-17

Second Row is same group of students for 2017-2018

Third (bottom) Row is the same group of students for 2018-2019

This pictorial shows that our MTSS and School Improvement processes are working!

I cannot tell you which group it is due to the small number not quite where eventually we want them to be, I can tell you that even those did have impressive improvements!

Summer School is split into two sessions this year. First started today (June 10) and goes through Friday June 14. Second session is July 15-19. On weeks there is summer school the summer after school program will be offered in the afternoon. Breakfast and lunch served for both programs.

Finishing up all details from a good school year. Thank You to Ms. Simpson and the board for your continual support of our students and staff. We are staying on the school improvement path and constantly striving to get better because of that support and of course, because we care deeply about the students and communities we serve!

Questions?

Tier Transition Summary

FALL



WINTER



SPRING



Tier Transition Summary

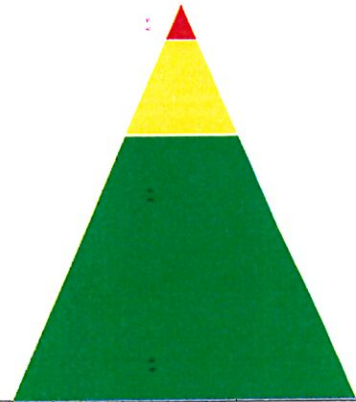
FALL



WINTER



SPRING



Tier Transition Summary

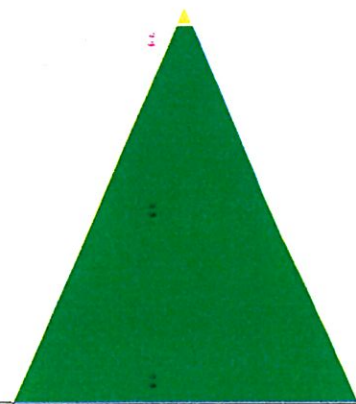
FALL



WINTER



SPRING



SECONDARY PRINCIPAL REPORT
BOARD REPORT
JUNE 10, 2019

- 1) As of this writing we are two weeks into the Acellus program with four weeks remaining. Mrs. Henry, Mrs. Hostetler, Mrs. Gregory, and Mrs. Doughty have been doing a great job mentoring the students and keeping them on track.
 - a) Sixteen students are participating in the program.
 - b) Students have completed 3 courses so far, and many more are approaching completion.
 - c) Teachers have logged 73.75 hours of supervision time.

- 2) Attendance for May was 96.352%

- 3) Testing this year had a very positive vibe from my perspective. At my winter Principal's meeting in Kearney we were discussing goal setting with testing and they recommended starting small if a school had never done goal setting before. At the next 7-12 staff meeting we trained the teachers on how to set MAP goals on the NWEA portal. I asked all homeroom teachers to set MAP testing goals with at least 3 students in their homeroom period. With 14 teachers, this equates to a goal of 42 students. Before testing began, teachers set goals with 71 students this year. Next year, we will be setting spring testing goals with every student. I feel that all students and teachers showed a real investment into attaining high achievement on all of our testing this year.