

**BENNINGTON PUBLIC SCHOOLS  
DOUGLAS COUNTY SCHOOL DISTRICT NO. 59  
BOARD OF EDUCATION REGULAR MEETING  
Monday, March 14, 2022 6:00 PM**

**Mission Statement**

*"The mission of Bennington Public Schools is to provide educational opportunities in a safe, caring environment that will prepare all students to meet the challenges of the future."*

- I. Call meeting to Order
- II. Public Forum
- III. Consent Agenda (Note: Items on the consent agenda are considered routine and will be enacted under one motion. There will be no separate discussion of these items at the meeting unless a Board Member requests an item removed from the agenda for separate action.)
  - A. Approval of Agenda
  - B. Approval of Minutes of the February 14, 2022, Regular Meeting
  - C. Presentation of March Bills for Approval and Payment
  - D. Personnel: Resignation(s) and Hiring of Personnel
- IV. Items Removed From the Consent Agenda for Separate Action
- V. Reports
  - A. Administrative Reports
  - B. Committee Report(s)
  - C. Construction Report
  - D. Coordinator Report- Technology
  - E. Lobbyist Report
  - F. Spotlight Report- SIP/Accreditation
  - G. Strategic Planning Update- Goal #2
- VI. Unfinished Business
  - A. Discuss, Consider and Take Action on Construction Change Order(s)
  - B. Discuss Return to Learn Plan
- VII. New Business
  - A. Discussion and Approval of Bids for Replacement of High School HVAC Equipment (Chillers)
  - B. Discuss, Consider and Take Action on 22/23 Support Staff Compensation
  - C. Discuss, Consider and Take Action for New Construction and upgrades, Wireless Access Points, Low Voltage Cable, Network Switches, Firewall (E-Rate)
  - D. Discuss, Consider and Take Action to Approve Purchase of Transportation Equipment
  - E. Executive Session for Discussion of Administrative Compensation and Possible Land Acquisition
- VIII. Time and Date of Next Special Meeting, March 28, 2022, 5:30 p.m. and; Time and Date of Next Regular Meeting April 11, 2022, 6:00 p.m.

## IX. Adjournment

**NOTICE: COPY OF OPEN MEETINGS ACT:** The Board of Education makes available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. The Act is posted on the wall of the Board room.

**INSTRUCTIONS FOR THOSE WHO WISH TO SPEAK DURING PUBLIC FORUM:** Getting Started: When it is your turn to speak during the public forum portion of the agenda, please come forward to the table situated immediately in front of the Board, sign your name and address on the sign-in sheet and state your name to the Board of Education. Time Limit: You may speak only one time and must limit comments to 5 minutes or less. Personnel or Student Topic: If you are planning to speak about a personnel or student matter involving an individual, please understand that our policies require that such concerns initially be directed to the administration for consideration. Board members will generally not respond to any questions you ask or comments you may make about individual staff members or students. You are cautioned that slanderous comments are not protected just because they are made at the Board meeting. General Rules: Please remember that this is a public meeting for the conduct of business of the Board of Education. Offensive language, personal attacks and hostile conduct will not be tolerated.

BY: BENNINGTON PUBLIC SCHOOLS

**BENNINGTON PUBLIC SCHOOLS  
DOUGLAS COUNTY SCHOOL DISTRICT NO. 59  
BOARD OF EDUCATION REGULAR MEETING  
MONDAY, FEBRUARY 14, 2022 6:00 P.M.  
BENNINGTON DISTRICT BOARD ROOM**

Posting Information: Notice published in the Douglas County Post Gazette on 02/09/2022. Notice of meeting posted on the District website. Agendas posted at all Bennington Public School buildings three days prior to the meeting date.

Attendance Taken at 5:54 PM. Mark Byars: Present, Valerie Calderon: Present, Tim Dreessen: Present, Heather Goertz: Present, Kara Neuverth: Absent, Allyson Slobotski: Absent.

**I. Call meeting to Order-** Board President Mark Byars called the meeting to order at 6:00 P.M., noting the Open Meetings Act, a copy of which was located on the south wall of the Board Room, governed the meeting.

**II. Public Forum-** Two members from the public were present to speak.

**III. Consent Agenda** (Note: Items on the consent agenda are considered routine and will be enacted under one motion. There will be no separate discussion of these items at the meeting unless a Board Member requests an item removed from the agenda for separate action.)

**MOTION PASSED:** Motion to approve the following Consent Agenda items - Approval of Agenda - Approval of Minutes of the Monday, January 10, 2022, Regular Meeting - Approve February Claims for Payment - Personnel: Resignation(s) and Hiring of Personnel - Consider Temporary Non-Resident Request(s) from Natalie Blaser and Tiffany and Brandon Jacoba, passed with a motion by Mark Byars and a second by Tim Dreessen. Mark Byars: Yea, Valerie Calderon: Yea, Tim Dreessen: Yea, Heather Goertz: Yea

**Personnel – February 14, 2022- Certificated Staff Hire:** Danielle Adams, Jared Zysset, Shelly Tvrdy, Larry Klaus, Megan Hall, Lindsey Wilson, Amy Blanchard, Jamie Christensen, Kelly Gowen, Katherine Shores, Satarah Reardon, Jordyn Stryker, Hannah Knight, Kelly Lum.

**Administrative Staff Hire:** Mr. Lucas Apfelbeck – Assistant Middle School Principal, Ms. Katie Lethcoe – Assistant Elementary School Principal.

**Support Staff Hire:** Jessica Carranza, Samantha McIntosh, Kelli Wallace, Amanda Sorensen,

**Certificated Staff Resignations:** Christina Kloeckner, Traci Gemberling, Tom McCord, Katherine Wendt-Huston, Courtney Farrell, Delaney Bruening, Chaz Fonda, Amber Liljedahl,

**Support Staff Resignations:** Greccia Macias, Ali Hassan, Zoe Hart, Amanda Reed, Debbie Mimick, Sophia Clement, Tracey Micheel, Shawn Micheel.

**IV. Items Removed From the Consent Agenda for Separate Action-** No items were removed from the Consent Agenda.

**V. Reports-** Elementary reported Kindergarten registration for the 22-23 school year is open. Parent night for incoming Kindergartners will be in March and Round-Up will be in early August. Middle School reported all students took the NSCAS Growth test in ELA. The PTO held a Friday Fun Fest on February 11<sup>th</sup>. High School counselors have been meeting with

students to discuss their four-year plans. **High School** reported the Dance Team travelled to Orlando to compete in the National Dance Team Competition. This was their first appearance and competed against 150 other teams. The wrestling team took first place at the State Duals Wrestling Championship in Kearney. Counselors have been meeting with 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade classes to provide them with curriculum guides for the 22-23 school year. **Student Services** provided information to the Board regarding enrollment numbers and ELL updates.

**Curriculum and Assessment** reported students in K-5 participated in the Benchmarking process to identify students in need of extra support. **Superintendent** reported the administration has conducted over 80 interviews and currently have 19 certificated openings for 22-23. The Omaha World Herald published an article honoring School Boards and Superintendents in the metro area for their educational leadership during the pandemic. Another article highlighted the building of Stratford Elementary and Bennington Middle School South. **Curriculum and Americanism Committee** met on January 28<sup>th</sup>. Staff feedback regarding an increase in the elementary school day was reviewed. The Elementary Spanish Program was reviewed as well as the list of proposals from the High School. **Construction-** The construction report was reviewed stating Stratford Elementary and Bennington South Middle School construction is progressing nicely and projected to finish on time. Dr. Blomenkamp and Thoendel presented the Board with information from the High School #2 Programming Planning Committee regarding school tours, timeline and progress. **Coordinator Report-** Jeremy Edens presented the Board with information regarding building repair timelines and a summer projects plan. **Legal Report-** Derek Aldridge was present to review the Attorney General's letter regarding possible Open Meetings Act violations with the Board. **Lobbyist-** Julia Plucker was present to discuss bills of interest and legislative updates. **Spotlight Report-** Members of the Middle School and High School Counseling Teams presented information to the Board regarding Homeroom class and activities. **Strategic Planning-** Goal #1 was discussed focusing on social and emotional learning.

## **VI. Unfinished Business**

### **VI.A. Discuss, Consider and Take Action on Construction Change Order(s)**

**MOTION PASSED:** Motion to approve all items listed for Construction (Stratford, MS South, & HS Site Expansion) project change orders for a cost of \$9,874.02. Stratford Elementary: CCR #12 - Wellfield conflict with water line - \$5,241.69. Benn. South MS: CCR #27 - Night light addition to corridors - \$1,223.54. HS Site Expansion: CCR #8 - New electrical breakers - \$2,228.58. HS Site Expansion: CCR #9 - Rework metal can lighting in Area H - \$1,180.21, passed with a motion by Valerie Calderon and a second by Heather Goertz. Mark Byars: Yea, Valerie Calderon: Yea, Tim Dreessen: Yea, Heather Goertz: Yea

**VI.B. Discuss Return to Learn Plan-** The document was presented to provide guidance to students, staff, parents and community members about the District's safety and educational protocols that will align with the four different levels of risk, or tiers. The District continues to communicate out any guidance it receives from local and state health departments through its Friday Notes. The District also provides updates to the plan that occurred throughout each month during the Return to Learn agenda item at each board meeting.

**VI.C. Second Reading to Add Policy 902.06 – Construction Management at Risk-** The Building and Finance Committee has been working with the District's Architectural Firm and Legal Counsel to learn more about a different means to design and construct a second high school for the school district.

**MOTION PASSED:** Motion to add Policy 902.06 - Construction Management at Risk as presented, passed with a motion by Mark Byars and a second by Valerie Calderon. Mark Byars: Yea, Valerie Calderon: Yea, Tim Dreessen: Yea, Heather Goertz: Yea

**VI.D. Discuss and Approve 2023-2024 School Calendar-** Two draft calendars were prepared for the 2023-24 with similar starts and breaks to 2022-23. Over 60% of the 162 certificated staff who responded to the survey support Draft #3 with a full week of spring break and the first student contact on August 16, 2023.

**MOTION PASSED:** Motion to approve the 2023-24 school calendar with a starting date of August 16, 2023, which includes 176 student days and 186 contracted days, passed with a motion by Heather Goertz and a second by Mark Byars. Mark Byars: Yea, Valerie Calderon: Yea, Tim Dreessen: Yea, Heather Goertz: Yea

## **VII. New Business**

**VII.A. Discuss, Consider and Take Action on Bids for New Construction Display & Audio Systems (Bond & E-Rate)-** Coordinator of District Technology, Mr. Uchtman, prepared several RFPs, advertised for proposals, and received several bids from different companies in the past few months to equip Stratford Elementary and Bennington South Middle School with interactive displays and classroom audio.

**MOTION PASSED:** Motion to authorize the superintendent to enter into an agreement with the following vender to provide Boxlight display systems and audio systems for the new Stratford Elementary and Bennington Middle school South facilities as presented. Boxlight display systems and audio system: KCAV - \$426,048.64, passed with a motion by Mark Byars and a second by Tim Dreessen. Mark Byars: Yea, Valerie Calderon: Yea, Tim Dreessen: Yea, Heather Goertz: Yea

**VII.B. Discuss, Consider and Take Action on 2021/22 Support Staff Wage Adjustments-** To show our appreciation to our support staff and in an effort to not only maintain our current support staff but also help in recruiting for open positions, the administration is proposing a mid-year increase for support staff, effective February 1, 2022. Building secretaries - \$.50/hour bringing starting wage to \$15.35 (3.36%). Route drivers - \$1.00/hour bringing starting wage to \$19.40 (5.43%). Paraprofessionals - \$1.00/hour bringing starting wage to \$14.00 (7.69%). Food service cooks - \$1.00/hour bringing starting wage to \$13.75 (7.84%). Head cooks - \$1.00/hour bringing starting wage to \$18.50 (5.71%).

**MOTION PASSED:** Motion to approve the 2021-22 adjustment in support staff wages proposal as presented, passed with a motion by Tim Dreessen and a second by Heather Goertz. Mark Byars: Yea, Valerie Calderon: Yea, Tim Dreessen: Yea, Heather Goertz: Yea

**VII.C. Discuss, Consider and Take Action on Bennington Baseball Club (BBC) Agreement Usage Agreement-** Bennington Public Schools (BPS) and the Bennington Baseball Club (BBC) are part of an agreement approved in August of 2009 for the use of Pruess Field for spring baseball.

**MOTION PASSED:** Motion to authorize the Superintendent to enter into an agreement between BPS and BBC for the use of Pruess Field for spring baseball on terms substantially as presented, passed with a motion by Mark Byars and a second by Tim Dreessen.

Mark Byars: Yea, Valerie Calderon: Yea, Tim Dreessen: Yea, Heather Goertz: Yea

**VII.D. Discuss, Consider and Take Action on RSP & Associates Agreement-** In order to collect input from as many constituents as possible, the administration would recommend using the services of experts in the field to examine and analyze the distribution of student enrollment

and demographics within the District at the elementary, middle and high school levels. The enrollment analysis seeks to answer questions related to building utilization and enrollment, population shifts and demographic trends, and how that information affects students throughout the District.

**MOTION PASSED:** Motion to allow the superintendent of schools to enter into an agreement with RSP & Associates for consulting and survey services related to student and facility growth for a cost not to exceed \$18,500, passed with a motion by Valerie Calderon and a second by Mark Byars. Mark Byars: Yea, Valerie Calderon: Yea, Tim Dreessen: Yea, Heather Goertz: Yea

**VII.E. Discuss, Consider and Take Action on Northwall Strategies (NorthStar Campaign Systems) Agreement-** In order to reach as many constituents as possible, it would be wise to use the services of experts in the field of surveying communities and gathering data to support the governing body in the development of a ballot question that is easily understood and acceptable to a majority of the voting public.

**MOTION PASSED:** Motion to allow the superintendent of schools to enter into an agreement with NorthWall Strategies for consulting and survey services related to student and facility growth for a cost not to exceed \$24,500, passed with a motion by Mark Byars and a second by Heather Goertz. Mark Byars: Yea, Valerie Calderon: Yea, Tim Dreessen: Yea, Heather Goertz: Yea

**VII.F. Discuss, Consider and Take Action on Curriculum and Personnel Proposals-** The Administration discussed the need for the Committee to make a recommendation to the Board to approve a HS teacher, three elementary teachers, three middle school teachers, six teachers in student services, an Asst. Supt. of District Operations and several curriculum proposals.

**MOTION PASSED:** Motion to accept the recommendations by the Curriculum and Americanism Committee and administration for 2022-23 curriculum and personnel modifications and additions as outlined in the January 28, 2022, Curriculum and Americanism Committee Report and pending 2022-23 budget approval, passed with a motion by Valerie Calderon and a second by Heather Goertz. Mark Byars: Yea, Valerie Calderon: Yea, Tim Dreessen: Yea, Heather Goertz: Yea

**VII.G. Discuss, Consider and Take Action on 2022-2023 School Year Option Enrollment Capacity Numbers-** A document with newly proposed capacity numbers for all grades was presented to the Board. October 1, 2021, class numbers with anticipated growth was used to set all grade level capacity numbers.

**MOTION PASSED:** Motion to approve the resolution to set the grade level capacity enrollment for Policy #502.02 - Nonresident Students and Regulation #502.02R1 - Nonresident Students - Option Enrollment as presented, passed with a motion by Tim Dreessen and a second by Valerie Calderon. Mark Byars: Yea, Valerie Calderon: Yea, Tim Dreessen: Yea, Heather Goertz: Yea

**VII.H. Discuss, Consider and Take Action on Superintendent Goals-** Dr. Haack presented a list of goals for the 2022 calendar year.

**MOTION PASSED:** Motion to approve the recommended superintendent goals for 2022, passed with a motion by Heather Goertz and a second by Mark Byars. Mark Byars: Yea, Valerie Calderon: Yea, Tim Dreessen: Yea, Heather Goertz: Yea

**VII.I. Executive Session to Discuss Administrative and Support Staff Compensation**

**MOTION PASSED:** Motion to have the Board go into executive (closed) session at 8:00 P.M. for the purpose of a strategy session with respect to support staff compensation as an executive session is clearly necessary for the protection of the public interest, passed with a motion by

Mark Byars and a second by Valerie Calderon. Mark Byars: Yea, Valerie Calderon: Yea, Tim Dreessen: Yea, Heather Goertz: Yea

The Board President called the Board back into open session at 8:27 P.M.

**VIII. Time and Date of Next Regular Meeting** March 14, 2022, at 6:00 p.m. in the Bennington District Board Room

**IX. Adjournment-** Motion to adjourn the meeting at 8:28 P.M. made by Valerie Calderon, seconded by Tim Dreessen. All in favor.

Jodi McCoy- Board of Education Secretary

<b>Vendor Name</b>	<b>Vendor Description</b>	<b>Amount</b>
<b>GENERAL FUND CHECKING</b>		
360 COMMUNITY SERVICES		\$1,214.08
ABE'S TRASH SERVICE, INC		\$2,631.00
ACCESS SYSTEMS LEASING		\$22,907.04
AMAZON CAPITAL SERVICES		\$8,121.69
APPLE INC		\$299.00
ARBOR FAMILY COUNSELING		\$110.00
AUTISM CENTER OF NEBRASKA, INC		\$6,916.50
BAUER BUILT INC		\$389.43
BLAIR COMMUNITY SCHOOLS		\$112.00
BLICK ART MATERIALS		\$251.29
Blomenkamp, Matthew		\$266.76
BOUND TO STAY BOUND BOOKS		\$16.68
BOYS TOWN		\$3,135.57
BPS NUTRITION SERVICES		\$443.87
Callahan, Jennifer		\$25.51
CAPSAN		\$1,086.27
CHILDREN'S HOME HEALTHCARE		\$3,346.00
Coble-Obermeyer, Kristi		\$25.10
COX BUSINESS		\$1,186.19
CUBBY'S, INC		\$7,883.97
CULLIGAN OF OMAHA		\$734.00
DAKTRONICS, INC		\$38,472.00
DECKER EQUIPMENT		\$289.84
DEMCO, INC		\$26.34
DH PACE COMPANY		\$804.85
DIETZE MUSIC HOUSE, INC.		\$1,602.84
DOUGLAS COUNTY POST-GAZETTE		\$8.47
EASTERN NEBRASKA HUMAN SERVICES AGENCY		\$3,420.00
ELITE GLAZING SERVICES		\$5,356.00
ELKHORN HIGH SCHOOL		\$247.00
ESU 3		\$22,541.00
EYMAN PLUMBING		\$827.00
Fagan, Whitney		\$258.57
FIBER PLATFORM, LLC		\$1,714.97
FIRST STUDENT, INC.		\$8,303.15
FITNESS FINDERS, INC		\$78.80
Fitzgerald, Abby		\$25.00
Flynn, Jennifer		\$112.32
FOLLETT CONTENT SOLUTIONS, LLC		\$3,098.67
FULL COMPASS SYSTEMS, LTD		\$521.36
GOODWILL INDUSTRIES, INC		\$731.00
GRAINGER		\$1,597.08
Green, Jodie		\$253.89
HARRISON, CLAIRE		\$195.00
HAYSE, ALYSSA		\$65.00
HEARTLAND FOUNDATION		\$3,145.00
Hoge, Denise		\$221.06
HOME DEPOT PRO, THE		\$4,791.62
HY-VEE INC.		\$1,070.05
I3 BANK		\$80.00
IDEAL IMAGES		\$3,225.00
IDEAL PURE WATER		\$24.70
INTERSTATE POWER SYSTEMS, INC.		\$6,892.36
Johanek, Jay		\$45.63

<b>Vendor Name</b>	<b>Vendor Description</b>	<b>Amount</b>
JOHN DEERE FINANCIAL		\$493.03
JOSTENS INC.		\$12.30
JUST FOR KIDS THERAPY INC		\$19,488.00
KAHRS, MAKAYLIN		\$65.00
Kessell, Christopher		\$499.82
Knight, Kathy		\$15.91
KNUDSEN OIL & FEED		\$34.00
Kralicek, Curtis		\$87.75
Lamberty, Gregory		\$63.77
LANGUAGE LINE SERVICES, INC		\$689.25
Loptin, Robbie		\$10.53
Lurvey, Lynne		\$49.14
LUTHERN FAMILY SERVICES OF NE, INC		\$146.10
MACKIN BOOK COMPANY		\$147.45
MADONNA SCHOOL		\$15,540.00
Matland, Charles		\$54.99
Mattson, Tara		\$70.20
McCoy, Jodi		\$18.14
MCDONALD HOPKINS LLC		\$2,792.50
METROPOLITAN UTILITIES DISTRICT		\$14,987.84
MIDWEST PROTECTION SERVICES, INC		\$1,043.00
MMC MECHANICAL CONTRACTORS, INC.		\$4,909.95
Morrison, Tyler		\$13.98
NASCO		\$361.34
NEBRASKA CENTRAL EQUIPMENT INC		\$442.82
NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS		\$140.00
NEWPATH LEARNING, LLC		\$404.25
OCEANSIDE PHOTO & TELESCOPE LLC		\$2,699.50
OMAHA WORLD-HERALD		\$1,785.00
ONE SOURCE		\$1,101.00
OPPD		\$49,732.00
OVERALL BUDDIES		\$350.00
Panning, Emily		\$374.40
PERRY LAW FIRM		\$23,094.71
PITNEY BOWES		\$648.00
PORT-A-JOHNS INC		\$100.00
PRESTO-X		\$411.00
PRIME SECURED, INC		\$1,090.00
READING LEAGUE, INC, THE		\$10.00
Rowley, Pamela		\$24.34
RTG BUILDING SERVICES, INC		\$50,985.00
SCHAEFER ELECTRIC, INC.		\$2,760.74
Schaffart, Elizabeth		\$44.11
Sempek, Adam		\$60.84
SILVER HAWKS SPEECH & DEBATE ADVOCATES		\$245.00
SKILLSUSA NEBRASKA		\$900.00
SOLIANT HEALTH, LLC		\$6,273.15
SPECIFIED DESIGN CONSULTANTS, INC		\$115.58
STERICYCLE, INC		\$191.60
TECHNOKIDS INC		\$40.00
Thoendel, Shannon		\$115.83
TK ELEVATOR CORPORATION		\$1,140.16
TONI, FOUNTOA GERVAIS		\$105.30
TONY VINCENT INC		\$700.00
TRANE US INC		\$873.00

Vendor Name	Vendor Description	Amount
TRUCK CENTER COMPANIES		\$260.70
TYLER TECHNOLOGIES, INC.		\$4,095.00
Underwood, Sheryl		\$94.65
US BANK		\$13,200.88
VERIZON		\$579.57
VISITING NURSE HEALTH SERVICES		\$4,892.51
VOCATIONAL DEVELOPMENT CENTER, INC		\$5,178.88
Vogt, Tabetha		\$45.63
VOSS LIGHTING		\$1,281.40
VOSS, DOUGLAS		\$676.26
WEST MUSIC		\$97.65
WHITE CASTLE ROOFING		\$504.00
ZTRIP NE		\$4,000.53
Fund Number 01		<u>\$414,606.50</u>
Checking Account ID GENERAL		\$414,606.50
<b>NUTRITION SERVICES</b>		
HAUSMANN CONSTRUCTION, INC.		\$200,000.00
PRAIRIE CONSTRUCTION COMPANY		\$250,000.00
Fund Number 02		<u>\$450,000.00</u>
Checking Account ID HOTLUNCH		\$450,000.00
<b>QSC BONDS - MM</b>		
WELLS FARGO BANK		\$1,100.00
Fund Number 16		<u>\$1,100.00</u>
Checking Account ID QSC		\$1,100.00
<b>SPECIAL BUILDING FUND - CHECKING</b>		
EHRHART GRIFFIN & ASSOC		\$750.00
HAUSMANN CONSTRUCTION, INC.		\$879,205.85
K2 CONSTRUCTION		\$41,994.00
METROPOLITAN UTILITIES DISTRICT		\$13,375.39
MIDWEST DCM, INC		\$60,545.39
MONZU ELECTRIC, INC		\$28,000.00
NGC GROUP INC		\$71,590.23
OLSSON ASSOCIATES		\$9,675.50
PRAIRIE CONSTRUCTION COMPANY		\$609,845.76
Fund Number 13		<u>\$1,714,982.12</u>
Checking Account ID SPECBLDG		\$1,714,982.12
<b>STUDENT FEE FUND</b>		
AGPARTS WORLDWIDE, INC		\$2,074.00
Fund Number 22		<u>\$2,074.00</u>
Checking Account ID STUDENTFEE		\$2,074.00

Vendor Name	Vendor Description	Amount
NUTRITION SERVICES		
ARAMARK		\$1,177.93
BEACH, LORI		\$42.10
DUFFY, DANETTE		\$76.40
FOOD DISTRIBUTION PROGRAM		\$229.50
GOODWIN TUCKER		\$1,496.45
Grove, Gary		\$167.90
HALVORSEN, COURTNEY		\$142.00
HILAND DAIRY, INC.		\$21,723.83
HOBART SERVICE		\$1,045.16
MIDWEST PROTECTION SERVICES, INC		\$940.00
MMC MECHANICAL CONTRACTORS, INC.		\$1,212.60
OLDFIELD, JOANIE		\$101.30
OMAHA STEAKS		\$2,803.38
PEPSICO		\$3,367.20
PERFORMANCE FOODSERVICE		\$131,057.03
ROTELLA'S ITALIAN BAKERY		\$4,009.19
US BANK		\$934.57
US FOODS, INC.		\$3,753.63
Watsabaugh, Tracy		\$139.48
Fund Number 02		<hr/> \$174,419.65
Checking Account ID HOTLUNCH		<hr/> \$174,419.65

Vendor Name	Vendor Description	Amount
ACTIVITY FUND		
AMAZON CAPITAL SERVICES		\$2,023.25
ANDERSON, MARCUS		\$85.00
ARCHIE, JASMINE		\$420.00
ARVIN, BRIAN		\$70.00
AURORA HIGH SCHOOL		\$11.00
AWARDS UNLIMITED, INC.		\$43.75
BENNINGTON CUMMUNITY FOUNDATION		\$425.00
BERAN, TODD		\$60.00
BLAIR COMMUNITY SCHOOLS		\$199.58
BROWN, ROBERT		\$140.00
BSN SPORTS LLC		\$1,910.79
BURKHART AUDIO SYSTEMS		\$2,500.00
CEDAR BLUFFS HIGH SCHOOL		\$80.00
COLLEGE ENTRANCE EXAMINATION BOARD		\$1,836.00
DEMCO, INC		\$2,175.78
DENNEY, ADAM		\$130.00
DODD, JACOB		\$140.00
DUNSTON, JAY		\$60.00
ELKHORN HIGH SCHOOL		\$613.00
ELKHORN SOUTH HIGH SCHOOL		\$150.00
EVANS CUSTOM APPAREL, INC.		\$700.00
EVERETT, PAYTON		\$120.00
FIT TECH INC		\$1,000.00
FITZKE, ANDREW		\$165.00
FORD, JAYSON		\$120.00
HAUFF SPORTS		\$260.68
HAYNES, AUSTAN		\$180.00
HEISE, CONNOR		\$255.00
HEISS, BEAU		\$0.00
HOLDORF, JAIMEY		\$240.00
HOLIDAY INN EXPRESS HOTELS & SUITES		\$959.60
HOLIDAY INN EXPRESS LEXINGTON		\$636.00
HOVEY, AARON		\$85.00
HY-VEE INC.		\$784.56
IN DEN BOSCH, BERNARD		\$35.00
JEFFRES, GRANT		\$165.00
KAHLANDT, KRIS		\$160.00
KENNEDY, KEVIN		\$145.00
KIM THERKILDSEN PHOTOGRAPHY		\$780.00
KOCH, KEVIN		\$85.00
KOPECKY, JEFF		\$120.00
LEWIS CENTRAL HIGH SCHOOL		\$400.00
LIBERTY HARDWOODS, INC		\$571.00
LINCOLN HIGH SCHOOL		\$75.00
LORDINO, JONATHAN		\$65.00
LOU'S SPORTING GOODS		\$5,475.80
LOUISVILLE PUBLIC SCHOOLS		\$250.00
M-F ATHLETIC CO, LLC		\$1,208.05
MAR, KEN		\$65.00
MAR, KEVIN		\$145.00
METRO FOOTBALL COACHES ASSOCIATION		\$100.00
MITCHELL, FELIX		\$130.00
MOORE, DARRYL		\$280.00
MOUNTAIN, GEORGE		\$70.00
NORRIS HIGH SCHOOL		\$50.00

Vendor Name	Vendor Description	Amount
NSAA		\$1,447.31
PIERCY, GARY		\$120.00
POLK, MARLON		\$60.00
PUSH PEDAL PULL, INC		\$120.00
SANDLIN-EL, LATEEF		\$120.00
SCHOLASTIC BOOK FAIRS - 8		\$1,681.14
SCHUYLER CENTRAL HIGH SCHOOL		\$159.29
SHEDEED, CORY		\$85.00
SIMPLIFASTER INC		\$3,768.00
SKUTT CATHOLIC HIGH SCHOOL		\$71.00
SOUTH SIOUX CITY HIGH SCHOOL		\$237.49
STADIUM SPORTS		\$18.00
SWARTZENDRUBER, AARON		\$130.00
TEAFORD, PAUL		\$210.00
TROFHOLZ, ADAM		\$144.00
US BANK		\$5,145.79
WALTON, DAVE		\$85.00
WALTON, STEVE		\$120.00
WHITE, JOSHUA		\$120.00
WOLF, JACOB		\$165.00
WOLF, RYAN		\$70.00
WORLDSTRIDES		\$1,211.50
Fund Number 21		<hr/> \$44,242.36
Checking Account ID	ACTIVITY	<hr/> \$44,242.36

BPS Cash Flow Report  
 Regular; Processing Month 02/2022

Fund Number		Beginning Cash	Revenues	Expenses	Payables Change	Ending Cash
01	GENERAL FUND CHECKING	1,919,853.93	2,390,508.13	(3,039,684.15)	0.00	1,920,677.91
02	NUTRITION SERVICES	1,218,816.84	254,441.83	(237,130.48)	0.00	1,236,128.19
03	DEPRECIATION - MM	512.29	0.02	0.00	0.00	512.31
04	SPECIAL BUILDING FUND - MM	126,654.31	821.28	0.00	0.00	127,475.59
05	UNEMPLOYMENT - MM	12,270.23	0.94	0.00	0.00	12,271.17
06	GENERAL - MM	150,915.35	1,063,696.92	0.00	0.00	564,612.27
08	BUSINESS ACCT	15,500.00	0.00	0.00	0.00	15,500.00
13	SPECIAL BUILDING FUND - CHECKING	274,602.36	72.74	(2,652,845.22)	0.00	274,675.10
14	BUILDING FUND - NLAf	27,566,471.95	266.90	0.00	0.00	24,913,893.63
15	QSC BONDS - NLAf	2,604,750.92	26.47	0.00	0.00	2,604,777.39
16	QSC BONDS - MM	15,755.13	29,644.01	0.00	0.00	45,399.14
18	GENERAL FUND CDARS	5,926,483.75	1,363.98	0.00	0.00	5,927,847.73
19	BUILDING FUND CDARS	1,630,628.63	375.25	0.00	0.00	1,631,003.88
20	DEPRECIATION CDARS	2,689,804.08	618.97	0.00	0.00	2,690,423.05
21	ACTIVITY FUND	538,115.55	34,521.76	(44,192.36)	0.00	528,681.05
22	STUDENT FEE FUND	15,359.94	267.89	(373.75)	0.00	15,254.08
24	QSC BONDS CDARS	227,235.72	52.29	0.00	0.00	227,288.01
25	BOND FUND	2,746,302.67	313,446.26	0.00	0.00	3,059,748.93
27	UNEMPLOYMENT CDARS	276,174.51	63.52	0.00	0.00	276,238.03
Grand Total:		47,956,208.16	4,090,189.16	(5,974,225.96)	0.00	46,072,407.46

Regular; Beginning Month 02/2022; Processing Month 02/2022; Active Chart of Account Number True; Fund Number 21

Fund: 21      ACTIVITY FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
21 765 0100	HS Athletics	43,168.60	1,873.16	30.00	0.00	41,325.44
21 765 0101	MS Athletics	3,784.32	0.00	0.00	0.00	3,784.32
21 765 0105	Football	35,439.88	112.30	0.00	0.00	35,327.58
21 765 0110	MS Football	659.76	0.00	0.00	0.00	659.76
21 765 0111	Varsity Track	4,207.65	5,515.82	0.00	0.00	(1,308.17)
21 765 0112	MS Track	2,805.48	0.00	0.00	0.00	2,805.48
21 765 0113	Athletic Training	5,196.03	375.00	0.00	0.00	4,821.03
21 765 0114	Uniforms	8,827.09	3,975.60	0.00	0.00	4,851.49
21 765 0115	Volleyball	5,541.03	71.55	0.00	0.00	5,469.48
21 765 0116	Lodging/Meals	4,837.71	4,772.84	636.00	0.00	700.87
21 765 0117	Dues/Fees	993.73	0.00	0.00	0.00	993.73
21 765 0118	Cross Country Club	4,368.66	0.00	0.00	0.00	4,368.66
21 765 0119	Baseball	4,032.43	933.96	1,500.00	0.00	4,598.47
21 765 0120	MS Volleyball	6,215.52	0.00	0.00	0.00	6,215.52
21 765 0125	Boys' Basketball	1,900.50	5,439.27	10,534.50	0.00	6,995.73
21 765 0130	MS Boys' Basketball	3,764.04	0.00	0.00	0.00	3,764.04
21 765 0135	Girls' Basketball	3,492.82	869.67	1,111.50	0.00	3,734.65
21 765 0140	MS Girls' Basketball	1,944.48	1,260.00	929.00	0.00	1,613.48
21 765 0141	Baseball Club	3,579.43	1,500.00	0.00	0.00	2,079.43
21 765 0142	Volleyball Club	10,335.73	700.00	661.00	0.00	10,296.73
21 765 0145	Cross Country	2,874.07	43.75	0.00	0.00	2,830.32
21 765 0146	MS Cross Country	20.00	0.00	0.00	0.00	20.00
21 765 0150	Boys' Golf	1,906.00	50.72	0.00	0.00	1,855.28
21 765 0151	Softball Club	1,347.73	0.00	0.00	0.00	1,347.73
21 765 0152	Boys' Soccer	2,426.78	0.00	0.00	0.00	2,426.78
21 765 0153	Boys' Soccer Fundraising	2,145.91	0.00	85.15	0.00	2,231.06
21 765 0155	Girls' Golf	27.90	0.00	120.00	0.00	147.90
21 765 0156	Girls' Tennis	2,398.03	0.00	0.00	0.00	2,398.03
21 765 0164	Girls' Soccer	3,154.67	0.00	0.00	0.00	3,154.67
21 765 0165	Girls' Soccer Fundraising	5,782.60	0.00	0.00	0.00	5,782.60
21 765 0166	Girls' Tennis Club	640.00	0.00	0.00	0.00	640.00
21 765 0180	Wrestling	2,019.70	1,712.61	140.00	0.00	447.09
21 765 0185	MS Wrestling	1,482.03	340.00	645.00	0.00	1,787.03
21 765 0190	Girls' Softball	4,243.29	101.15	0.00	0.00	4,142.14
21 765 0191	Unified Bowling	2,398.88	0.00	0.00	0.00	2,398.88
21 765 0195	Track Club	4,369.79	748.00	0.00	0.00	3,621.79
21 765 0196	Football Club	3,142.19	78.79	170.00	0.00	3,233.40

Regular; Beginning Month 02/2022; Processing Month 02/2022; Active Chart of Account Number True; Fund Number 21

Fund: 21      ACTIVITY FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
21 765 0200	Band	7,198.62	0.00	413.00	0.00	7,611.62
21 765 0205	Flag Corp	0.00	0.00	0.00	0.00	0.00
21 765 0210	BE Band Resale	573.48	0.00	0.00	0.00	573.48
21 765 0215	PC Band Resale	28.80	0.00	0.00	0.00	28.80
21 765 0220	HE Band Resale	(793.82)	0.00	0.00	0.00	(793.82)
21 765 0221	AP Band Resale	107.05	0.00	0.00	0.00	107.05
21 765 0250	Band Fundraising	0.00	0.00	0.00	0.00	0.00
21 765 0300	Dance Team	4,126.26	(112.00)	603.27	0.00	4,841.53
21 765 0351	Wrestling Cheerleading	743.16	0.00	0.00	0.00	743.16
21 765 0355	Varsity Cheerleading	1,093.79	250.00	333.84	0.00	1,177.63
21 765 0421	Class of 2021	(236.10)	0.00	236.10	0.00	0.00
21 765 0422	Class of 2022	248.58	0.00	0.00	0.00	248.58
21 765 0423	Class of 2023	3,918.83	0.00	0.00	0.00	3,918.83
21 765 0425	Prom	0.00	0.00	0.00	0.00	0.00
21 765 0450	Skills USA/VICA	9,142.52	425.00	0.00	0.00	8,717.52
21 765 0501	B-Club	222.58	0.00	0.00	0.00	222.58
21 765 0505	PC Student Council	82.86	0.00	0.00	0.00	82.86
21 765 0510	HE Student Council	972.70	0.00	0.00	0.00	972.70
21 765 0511	AP Student Council	897.48	0.00	0.00	0.00	897.48
21 765 0550	Bennington Elementary Misc	7,507.60	28.69	4.37	0.00	7,483.28
21 765 0555	BE Yearbook	175.12	0.00	0.00	0.00	175.12
21 765 0556	Elementary Spanish	(446.08)	0.00	0.00	0.00	(446.08)
21 765 0557	Pine Creek Misc	8,246.93	0.00	30.29	0.00	8,277.22
21 765 0558	PC Yearbook	0.00	0.00	0.00	0.00	0.00
21 765 0559	Washington DC Trip	1,215.43	1,211.50	3,452.57	0.00	3,456.50
21 765 0560	Heritage Elementary Misc	13,450.18	0.00	20.08	0.00	13,470.26
21 765 0561	AP Miscellaneous	6,282.54	0.00	1,802.34	0.00	8,084.88
21 765 0565	HE Yearbook	(2,021.90)	0.00	0.00	0.00	(2,021.90)
21 765 0566	AP Yearbook	790.00	0.00	330.00	0.00	1,120.00
21 765 0590	BE Student Council	883.97	21.50	0.00	0.00	862.47
21 765 0600	FBLA	9,158.47	0.00	0.00	0.00	9,158.47
21 765 0601	MS FBLA	91.00	0.00	0.00	0.00	91.00
21 765 0650	Fine Arts	(294.20)	566.24	0.00	0.00	(860.44)
21 765 0651	Play Production	1,981.78	0.00	0.00	0.00	1,981.78
21 765 0652	Speech	953.67	0.00	0.00	0.00	953.67
21 765 0700	Foreign Language Club (Spanish)	844.08	0.00	0.00	0.00	844.08
21 765 0720	French	2,718.07	0.00	450.00	0.00	3,168.07

Regular; Beginning Month 02/2022; Processing Month 02/2022; Active Chart of Account Number True; Fund Number 21

Fund: 21      ACTIVITY FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
21 765 0750	Journalism	115.46	0.00	0.00	0.00	115.46
21 765 0800	High School Misc	14,252.01	317.34	(9.40)	0.00	13,925.27
21 765 0801	HS Robotics	771.08	0.00	144.84	0.00	915.92
21 765 0802	Quiz Bowl	604.90	0.00	0.00	0.00	604.90
21 765 0803	MS Robotics	92.00	0.00	0.00	0.00	92.00
21 765 0804	Cultural Diversity Club	124.00	0.00	0.00	0.00	124.00
21 765 0805	Youth Boys' Basketball	4,226.30	231.55	0.00	0.00	3,994.75
21 765 0806	Outdoor Club	3,079.84	37.98	0.00	0.00	3,041.86
21 765 0807	Key Club	2,301.06	49.58	0.00	0.00	2,251.48
21 765 0810	MS PTO	(14.41)	0.00	0.00	0.00	(14.41)
21 765 0815	Landscaping Fund	314.47	0.00	0.00	0.00	314.47
21 765 0820	Environmental Science	103.33	0.00	0.00	0.00	103.33
21 765 0825	Girls' Youth Basketball	3,041.57	613.73	310.00	0.00	2,737.84
21 765 0830	PSAT/AP	(9,215.85)	1,836.00	0.00	0.00	(11,051.85)
21 765 0835	Drivers' Education	353.00	0.00	0.00	0.00	353.00
21 765 0840	Baylor Test Prep	0.00	0.00	0.00	0.00	0.00
21 765 0845	MS Yearbook	3,701.33	0.00	180.00	0.00	3,881.33
21 765 0850	Post Prom	(200.00)	0.00	200.00	0.00	0.00
21 765 0855	Youth Golf	398.57	0.00	0.00	0.00	398.57
21 765 0860	MS Engineering	1,343.45	0.00	0.00	0.00	1,343.45
21 765 0865	HS Engineering	517.92	0.00	0.00	0.00	517.92
21 765 0870	MS Leadership Group	63.86	0.00	0.00	0.00	63.86
21 765 0875	Wellness	1,641.32	0.00	60.00	0.00	1,701.32
21 765 0880	Facilities Use	147,236.07	0.00	3,750.00	0.00	150,986.07
21 765 0890	HS Student Senate	19,433.97	0.00	0.00	0.00	19,433.97
21 765 0891	MS Student Senate	2,650.62	0.00	0.00	0.00	2,650.62
21 765 0892	MS Cooking Club	2,865.40	145.48	25.00	0.00	2,744.92
21 765 0893	Middle School Misc	6,173.96	0.00	83.53	0.00	6,257.49
21 765 0900	Music	25,081.62	0.00	861.10	0.00	25,942.72
21 765 0905	Music Student Fundraising	(807.46)	0.00	0.00	0.00	(807.46)
21 765 0910	Musical	13,733.41	3,411.76	0.00	0.00	10,321.65
21 765 0915	Music Resale	(450.90)	0.00	0.00	0.00	(450.90)
21 765 0916	MS Music Resale	58.00	0.00	0.00	0.00	58.00
21 765 0950	Vocational	183.96	0.00	0.00	0.00	183.96
21 765 0951	Tech & Living	(207.20)	0.00	0.00	0.00	(207.20)
21 765 0952	Art Lab	924.88	0.00	0.00	0.00	924.88
21 765 0953	Art International Travel	(283.58)	0.00	0.00	0.00	(283.58)

Regular; Beginning Month 02/2022; Processing Month 02/2022; Active Chart of Account Number True; Fund Number 21

Fund: 21      ACTIVITY FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
21 765 0955	Shop	957.03	571.00	15.00	0.00	401.03
21 765 0970	HS Library	450.12	0.00	0.00	0.00	450.12
21 765 0971	PC Library	554.60	98.05	1,775.00	0.00	2,231.55
21 765 0975	BE Library	4,252.10	2,175.78	806.99	0.00	2,883.31
21 765 0976	AP Library	3,648.34	128.86	618.81	0.00	4,138.29
21 765 0995	HE Library	1,294.45	54.40	18.68	0.00	1,258.73
21 765 0996	MS Library	5,811.28	1,655.73	1,638.23	0.00	5,793.78
21 765 1410	Interest	1,601.76	0.00	42.07	0.00	1,643.83
Fund Total: 21		538,115.55	44,192.36	34,757.86	0.00	528,681.05

# *Bennington Public Schools*

## *Elementary Board Report*

*The mission of the Bennington Public Schools is to provide opportunities in a safe, caring environment that will prepare all students to meet the challenges of the future.*

To: The Bennington Board of Education

From: Chad Boyes - Anchor Pointe, Molly O'Connor - Bennington Elementary,

Therese Nelson - Heritage, Alison Evangelisti - Pine Creek

Date: March 15, 2022

### Updated Enrollment Numbers

	Anchor Pointe	Bennington	Heritage	Pine Creek
Kindergarten	101	73	74	100
1st grade	121	67	86	92
2nd grade	74	65	78	122
3rd grade	87	57	64	91
4th grade	107	73	67	104
5th grade	95	68	64	84
Totals	585	403	433	593

### Kindergarten Round-up

We have started the enrollment process for our 2021-22 Kindergarten Students. We will be returning to an in person Parent Informational Meeting on Thursday, March 24 @ 5:30 pm. Students will participate in their round up days on August 1st/2nd, 2022.

### Kindergarten Enrollment Numbers - 2022-23

Updated 3/8/22

Anchor Pointe	51
Bennington	46
Heritage	55
Pine Creek	71
Stratford	30

### **Parent Teacher Conference District Attendance:**

**Anchor Pointe Elementary: 99%**

**Bennington Elementary: 99%**

**Heritage Elementary: 98%**

**Pine Creek Elementary: 98%**

### **Read Across America Celebrated**

Students celebrated Read Across America Week Feb. 28-Mar. 4. The Student Council selected books and theme dress up days for students and staff. Throughout the week, students were able to be "wild" about books, show their love for reading by dressing like their favorite book character, wearing a hat, and their favorite colors.

# Bennington Middle School

## March 14, 2022 Board Report



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### Current enrollment as of 3/10/22:

6<sup>th</sup>-306

7<sup>th</sup>-274

8<sup>th</sup>-266

Total-846

We had student led conferences on February 15 and 16. We adjusted our time to 4pm to 8pm. We two hours in person, and two hours online each night. We had 171 sixth grade parents attend, 99 seventh grade parents attend, and 84 eight grade parents attend. Our overall percentage was 42%. This was up from 30% the year before, but lower than the 60% we had pre covid.

February 24<sup>th</sup> we were able to recognize about 150 6<sup>th</sup>-8<sup>th</sup> grade students for receiving their Learn, Grow, Lead awards.

We had 450 students qualify for our Hexter 4 Achievement Celebration on March 3. This was for students who had all As and Bs for the Hexter.

Girls Basketball and Wrestling wrapped up last week. We appreciate all of the hard work our coaches and student athletes put in to having a successful season. Track practice will start March 28. We are expecting around 175-200 students to go out.

BSMS Core Team Update: The team has been taking trips over to the new building. They are all impressed with how the building looks at this point. We are very close to finalizing our furniture order for the building. We have been working on making some tweaks to the BSMS schedule to make sure we are offering the same opportunities for students in both buildings. We are also finalizing transition dates for students this spring and summer.

### NSCAS State Testing Dates:

March 23—8<sup>th</sup> Science

March 29-30—6<sup>th</sup>---8<sup>th</sup> ELA

April 5-7---6<sup>th</sup>---8<sup>th</sup> Math

The mission of Bennington Middle School is to promote learning experiences that challenge and empower students and faculty while developing the whole child and preparing them to be engaged citizens in a new and changing world.

BENNINGTON HIGH SCHOOL  
16610 Bennington Road  
Bennington, NE 68007

Matt Blomenkamp  
Principal

“Home of the Badgers”

(402) 238-2447  
(FAX)(402) 238-2950

To: Board of Education  
From: Matt Blomenkamp, Secondary Principal  
Date: March 14, 2022 Board Meeting

Grade	+	-		3/10/2022
Ninth	22	17	5	249
Tenth	21	22	-1	259
Eleventh	16	13	3	232
Twelfth	9	17	-8	209
Total	68	69	-1	949

Registration meetings were held at the high school this month. All incoming 9-12 grade students were shown how to register. Mr. Rischling, Mrs. Smith, and Mrs. Jenkins will be working with students and families in the coming months to finalize schedules. We will have in-person meetings again this spring.

Congratulations to the High School Dance Team for placing 1st at State in the Pom and Hip-Hop divisions. Congratulations to our Cheer Team for placing 2nd in the traditional division and 3<sup>rd</sup> in non tumbling.

Congratulations to Kael Lauridzen, AJ Parrish, Connor Ritonya, Kyler Lauridzen and Luke McDonald for placing 1<sup>st</sup> at the State Wrestling Championships. Our wrestling team won the Class B State Wrestling Championship for the first time since 2007.

March 22 ACT Schedule:

All 9 <sup>th</sup> graders	MAP Math and Reading
All 10 <sup>th</sup> graders	Pre-ACT – Paper Pencil, administered by high school staff – done at noon
All 11 <sup>th</sup> graders	ACT – Paper Pencil, administered by high school staff – done at 1:30pm
12 <sup>th</sup> graders	No School

*"We must remember these American Heroes and speak their names when we see their family members. We can never forget those who sacrificed everything for our freedom,"* said Bill Williams, co-creator of the memorial. *"While this memorial is about those who have died, it was created for the living...to help the families in their grief, while reminding the rest of us of the terrible price paid for our freedom by our current generation of military."*

**Remembering Our Fallen**, is a stark reminder of the ultimate sacrifice made by Nebraskans killed in The War on Terror (Post-9/11/2001) while wearing our country's uniform in a war zone. The photo memorial, which includes military and personal photos of each of Nebraska's Fallen, was on display at Bennington High School this past month.



Prom is schedule for Saturday, April 2, from 8-11 pm at A View on State. Post Prom will be at the high school after the dance.

## **Student Services Professional Development Highlights**

2021-2022 School Year: Secondary MTSS Cohort – BPS has a team of high school staff members and district office representatives that are working towards increased awareness of Multi-Tiered Systems of Support within the high school building and how to better support all learners.

2021-2022 School Year: SEBL MTSS Workshops – BPS has building level teams from each elementary and the middle school that worked towards building capacity within staff's Social Emotional Learning and in turn increasing staff's ability to work with students in the areas of Social Emotional Behavior Learning.

November, 2021: Tri-State Special Education Law Conference – Director and Assistant Director of Student Services attends this conference here in Omaha with national legal experts.

December – January, 2022: Train the Trainer Co-Teaching Training – Director of Student Services and Assistant Director of Student Services attended this training and are working to compile resources to provide a Co-Teaching Boot Camp this summer for our secondary staff.

January, 2022: Nebraska Association for the Gifted Conference – Our two current High Ability Learning Teachers and our newest HAL teacher for the 2023 school year all attended this virtual conference on the topic of GRIT (gaining resilience through instruction and teaching).

February, 2022: Elementary Secondary Education Act National Conference – Director of Student Services and Assistant Director of Curriculum Instruction and Assessment attended this conference. This focuses a lot on federal grants, policies, and regulations that the Student Service Department oversees for the school district. This is a very important and worthwhile conference to attend.

February, 2022: Early Childhood Symposium – Our Birth to Five team attended this one-day symposium on best practices in early childhood home settings and preschool settings.

February – March, 2022: District Threat Assessment Training – This is a two (2) day training that counselors, student services, and an administration rep is attending. This is to work towards a more systematic threat assessment approach.

March, 2022: NASES Inclusive Practices – This is a two (2) day conference that the Director and Assistant Director of Student Services will attend as district representatives for NASES.

April, 2022: Nebraska State Autism Conference – Special Education staff members will be attending this conference, this is a focus on resources to better support our students with Autism and the community they live within.

May, 2022: Crisis Prevention Intervention Training – All Special Education Staff receive their recertification in this area during their curriculum day, administrators and counselors are invited as well.

\*\*\*\*This is not an all encompassing list



# **Bennington Public Schools**

## **Curriculum & Assessments Report**

### **March 14, 2022**

Attachment V-A.5

#### **Assessment**

- ❖ The NSCAS testing window opens March 21<sup>st</sup>. Students in grades 3-8 will take the NSCAS-Growth ELA and NSCAS-Growth Math tests. Students in grades 5 and 8 will also take the NSCAS-Science test. Science has transitioned to the more challenging College and Career Ready Standards. This year NDE will be setting new cut-scores for the NSCAS-Science, so we anticipate fewer students will reach the On-Target or College & Career Ready levels than in the past. The ELA and Math tests are part of the transition to “through-year” testing. This is a ground-breaking move to try to accomplish multiple goals.
  - Provide teachers with information about students to adjust teaching and learning,
  - Reduce testing time from testing three times for MAP testing and another time for the state test,
  - Reduce the pressurized event of state testing by spreading measurement of the standards across multiple testing.
- ❖ NDE is working with NWEA on reports for teachers, schools, parents, and the district. We should have some information early while family reports will not be ready until fall with the new cut-scores in Science.
- ❖ Bennington is scheduling students throughout the window (March 21-April 29) to keep the disruption to instruction minimal. May 2-6 may be used for make-up tests.
- ❖ Students in grade 11 will participate in the state ACT which is the state test for high school. This is the sixth year of the state ACT for all students. Students will take the ACT for English, Reading, Math, Science, and Writing on Tuesday, March 22<sup>nd</sup> in the morning.
- ❖ Students in grades 9 and 10 will also participate in testing on March 22<sup>nd</sup>. The Nebraska Department of Education is providing districts the Pre-ACT for one grade of students and Bennington will use this with 10<sup>th</sup> graders. Students in 9<sup>th</sup> grade will take the MAP-Growth test to provide teachers with more information to better support students during registration and in the future for instructional planning.

#### **Curriculum**

- ❖ The English Language Arts Committee for Grades 6-8 are continuing their work to finalize core curriculum materials as well as supplemental materials and intervention materials.
- ❖ The K-12 Social-Emotional Behavior Committee has selected core curriculum materials. The elementary counselors will work on how we will blend their instruction with classroom teacher instruction. The Committee will continue to work on scope and sequence documents and pacing guides.
- ❖ The High School’s Family and Consumer Science Department is finalizing new curriculum instructional materials for both continuing courses and newly approved courses.
- ❖ The PE and Health Departments are finalizing curriculum materials recommendations.
- ❖ The High School’s Business Department is working on selecting materials to review for their courses and will continue to evaluate materials through the spring.
- ❖ Summer School planning is underway for elementary and middle school. The numbers of elementary students invited to summer school is increasing significantly from prior years. This increase in numbers is due to growth in enrollment and the link to IRIP numbers. The Nebraska Reading Improvement Act requires a summer program for students to be offered to students on an Individualized Reading Improvement Plan (IRIP). Due to numbers of

# Bennington Public Schools

## Curriculum & Assessments Report

### March 14, 2022

elementary students, we will host Summer School at both Bennington Elementary and Pine Creek Elementary. We have collaborated with the All-Star Kids' program to reduce concerns about transportation and summer child care.

- ❖ Below are the number of students invited and accepted by grade level at this time:

Grade	# Recommended	# Invited	# Accepted
K	61	35	19
1	92	53	27
2	113	97	57
3	68	43	22
4	68	24	13
5	50	25	4
6	50	30	13
7	50	24	11
8	40	25	7
Total	592	356	173

### Professional Learning

- ❖ The HS MTSS Team had training and plan development for tiered interventions. This was held at ESU#3 on February 3<sup>rd</sup>.
- ❖ New Teacher choice sessions were held with a focus on Technology Training. This training was offered both before and after school on February 7<sup>th</sup> and 11<sup>th</sup>.
- ❖ February 9<sup>th</sup> teachers worked on preparation for Parent-Teacher Conferences.
- ❖ February 17<sup>th</sup> each building's staff focused on reviewing classroom observation data and discussing the upcoming accreditation visit documentation.
- ❖ The MS ELA Committee listened to publisher presentations on potential ELA curriculum materials on February 24<sup>th</sup> after school.
- ❖ March 2<sup>nd</sup> Grade-Level Teams met to review curriculum pacing and district assessments.
- ❖ March 11<sup>th</sup> included Diversity-Equity-Inclusion presentation from Shawntal Mallory and Marti Carrington. This was Part 1 of a two-part series. This session's goal was to build a foundation for understanding Identity, build language for diversity, equity, inclusion, and justice, create cultural awareness, and develop the business case for inclusion and equity. Grade 2 Teachers worked on small-group skills-based instructional practices. Building staffs had individual work time and individual building meetings as scheduled by the principals.

## Superintendent Notes – March 2022

1. I attended a pre-construction meeting for the road work that will take place this summer from State Street to Military Road along 168<sup>th</sup> Street. The Construction will start very soon and lead to the shutdown of 168<sup>th</sup> Street from State to Military. This road is scheduled to open in time for the start of school on August 17<sup>th</sup>. The grading contractor is working on an agreement with the District to relocate several thousand cubic yards of dirt from this project to lands owned by the District between the two new schools. We are also looking to deposit some of the soils on a MS practice field to lessen the slope for natural drainage. I did learn that Douglas County is looking to lower the corner of 168<sup>th</sup> and State next summer. This will be a larger construction project that may lead to a longer shut down of 168<sup>th</sup> Street next year.
2. A quick look at enrollment numbers out of our Student Information System (NebSIS) tells us we should be around 290 to 310 for kindergarten next fall. At this time, we have 256 (SE- 33, AP- 51, BE-48, HE-54 & PC-70) confirmed students for next year's kindergarten class. The projected number for the kindergarten class of 2022-2023 is 358 students. Kindergarten Round-up parent meetings will be conducted Thursday, March 24<sup>th</sup>, at 5:30 PM, at each elementary school, with a round-up with students planned in August. Past records indicate we will add approximately 10% more to this count by the start of school this August.
3. The District's general fund cash flow continues to show positive results. The February, 2021, General Fund (GF) balance was \$ 7,549,293.23. The February, 2022, GF balance is \$8,413,137.91 without any intra-district transfers. The February 2021 Hot Lunch Fund balance was \$317,454.62. The February 2022 Hot Lunch Fund balance is \$1,236,128.19. The large variance in the Not Lunch Fund is due to the increase in the federal reimbursement rate for all meals served. The District will spend down this balance for food service equipment, approximately \$800,000, in both of the new buildings that will open in August. Overall, balances of all District funds as of February, 2021, were \$45,051,385.82. District fund balances as of February, 2022, are \$46,072,407.46. Due to the various building projects going on in the district, we will see our balances, particularly in the special building fund, fluctuate from month-to-month.
4. I will be a member of a Metro Superintendents Panel at the end of the week. Larger districts have groups of emerging administrators and conduct monthly meetings to help them in their pursuit of an administrative job. Papillion will host this event with superintendents talking to the group of aspiring administrators.
5. I know of several board members who were guest speakers during Dr. Seuss week for many elementary classrooms. Thanks to all who took time away from work to read at the elementary schools.
6. The Board of Education approved several certificated positions for next year. Some of these were filled with internal candidates; thus, a reassignment of employees was completed with no change in contracts. Please contact me if you had additional questions or concerns about these reassignments.
7. The district is a member of the Greater Nebraska Schools Association (GNSA). This group is composed of 24 large school districts with approximately 75% of all public school students in the State of Nebraska. GNSA meets once a month during the unicameral session. I attended the Greater Nebraska Schools Association (GNSA) meetings in January and February. I also had a conversation with Senator DeBoer to discuss the district's opinion on several legislative bills. All board members are welcome to attend these meetings. This month's meeting will be on Wednesday, March 16<sup>th</sup> at the NCSA offices in Lincoln. The meeting starts at 3:30 PM. Board members are encouraged to attend. Please let me know if you have the time to join me at the next, or any future, GNSA meeting. Website address: <https://greaternebraskaschools.org>.

## BENNINGTON PROJECTS (Status Update)

The following is the status update (as of Thursday, March 10, 2022) of the Bennington projects as provided by Michael Berg from DLR:

Middle school contractor is working well through the weather changes and is working through interior finishes of the classroom wing. Elementary school #5 is finishing on exterior rough ins for window install that has started for final close of the building. The road project continues to prep the soil for concrete paving installation. The High school improvements are working on finishes of the concessions area with site work completing the area

### Middle School #2

1. Drywall and painting installation continues in the classroom wing with overhead ceilings and skylight areas finished and painted
2. Interior framing of the administration area has been inspected with electrical / data wiring installed and drywall proceeding in the area
3. Mechanical and electrical rough in and finishes are being installed in the classroom wing
4. The kitchen, mechanical room and generator room continue to work on piping and overhead electrical conduit installation
5. Remaining parking lot paving installation is working around weather days and sidewalks will start in the spring
6. Roofing is working on finish areas at the gym and band / vocal areas with top of wall flashing being installed
7. Site work works around weather / mud and paving has tied into new public roads
8. Permanent power and water to be active next week

### Elementary #5

1. Mason is working on block walls in the kitchen and plumbing walls of the classroom wing and is close to finishing for the project
2. Interior painting continues to be done with accent walls adding color to the project
3. Mechanical ductwork is being tied together with air handling units being installed
4. Plumbing rough ins continue to be done at bathroom walls
5. Miscellaneous steel angles are being installed at cafeteria glass to allow for storefront windows to be installed
6. Ceramic tile is onsite and is scheduled to start the week of 3/14/22
7. Glass installation of exterior windows continues to move around the building to provide final close in
8. Classroom casework is onsite and being placed in rooms for install

### High School Stadium Improvements

1. Bus Barn charging stations are in place
2. Plaza concessions and restrooms are being painted and fixtures installed
3. Softball Concessions and restrooms are being painted and fixtures installed

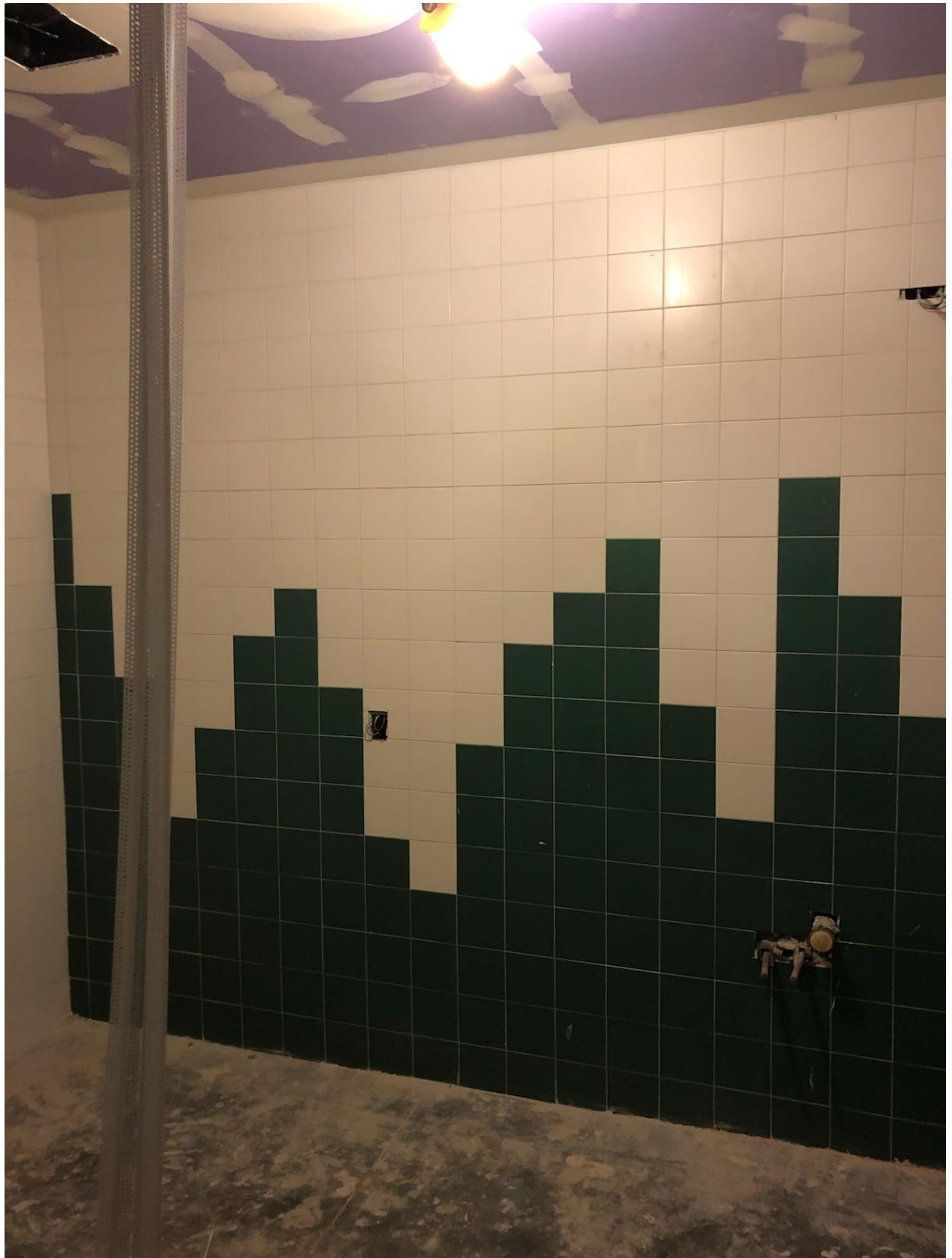
### 171<sup>st</sup> / Woodney Road work

1. Woodney paving is approximately 60% complete
2. 171<sup>st</sup> St paving is approximately 50% complete
3. Utility piping is complete. Inlets remain to be set until after paving is complete
4. Roundabout and remaining paving to be completed as weather allows

Bennington MS #2









Bennington ES #5







Bennington HS Stadium Improvements





171<sup>st</sup>/Woodney Road Work



# Technology Coordinator's Report 3/14/22





# HELLO!

## I am Rob Uchtman

Coordinator of District Technology

Bennington Public Schools

[ruchtman@bennps.org](mailto:ruchtman@bennps.org)

# Technology Team Team



**???**  
*System Administrator*



**Mrs. Denae Nuismer**  
*Database Manager*



**Mrs. McKenzie White**  
*Technology Integrationist*



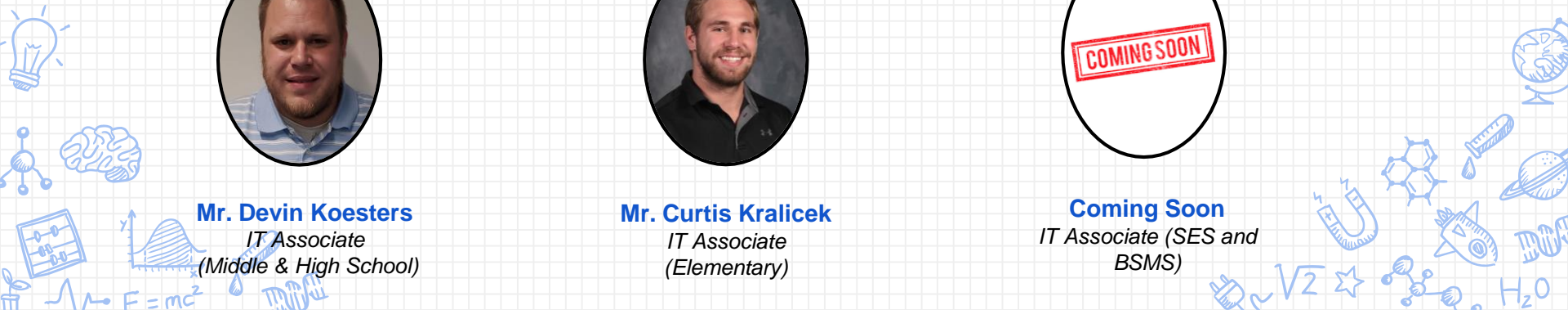
**Mr. Devin Koesters**  
*IT Associate*  
*(Middle & High School)*



**Mr. Curtis Kralicek**  
*IT Associate*  
*(Elementary)*

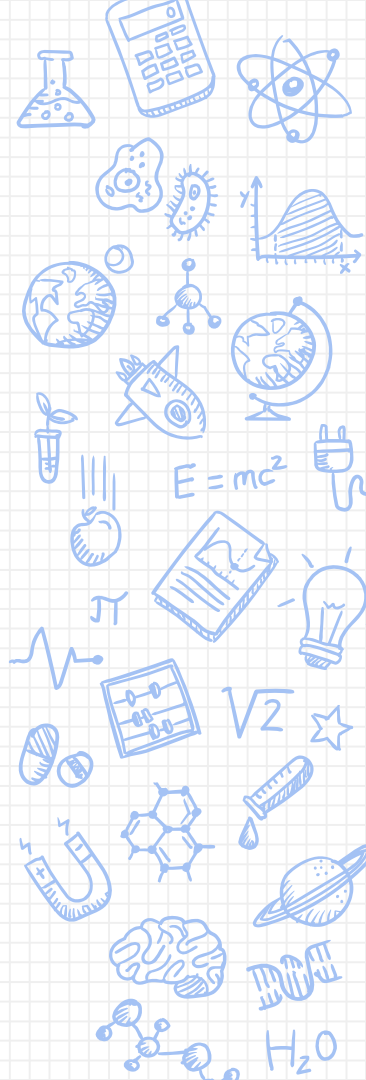


**Coming Soon**  
*IT Associate (SES and BSMS)*





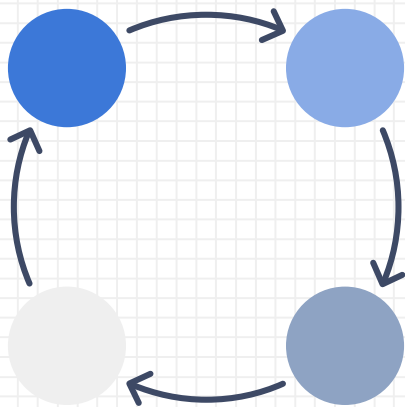




## Recent Initiatives 21-22

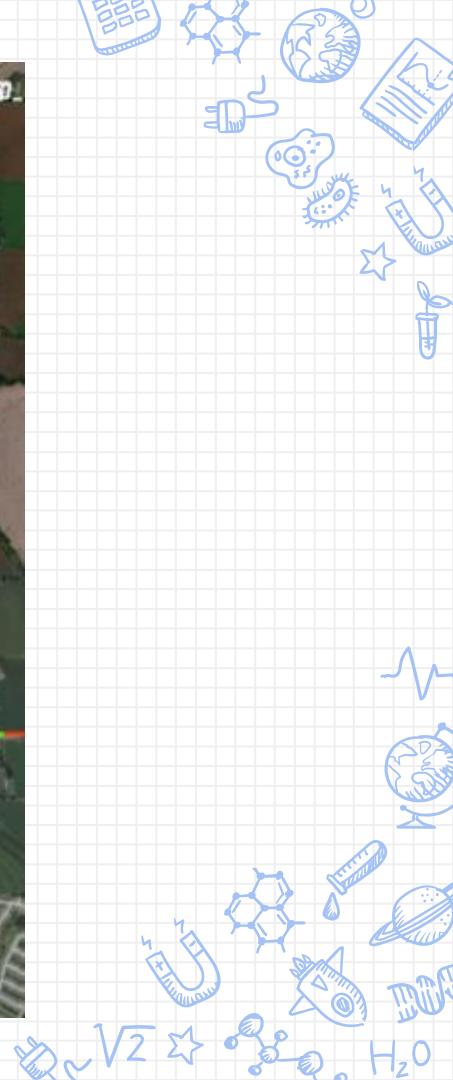
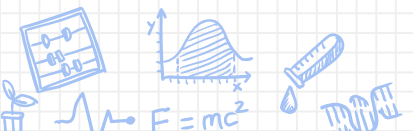
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- X Website Transition
- X Copier Fleet Replacement
- X Construction Projects
  - X SES/BSMS
    - Wireless - ordered
    - Switches - ordered
    - Boxlight/enhanced audio - ordered
    - Low voltage - installing
    - Phones/Security - ordered
    - Fiber WAN - waiting to pull into buildings



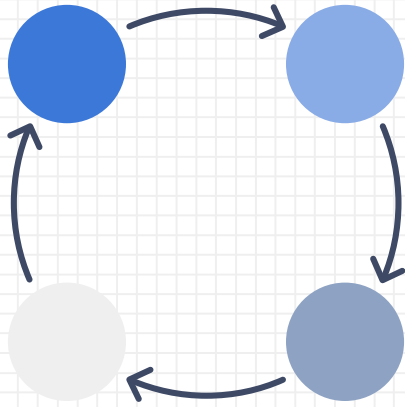
# ★ Fiber Wan ★

Adding SES and BSMS









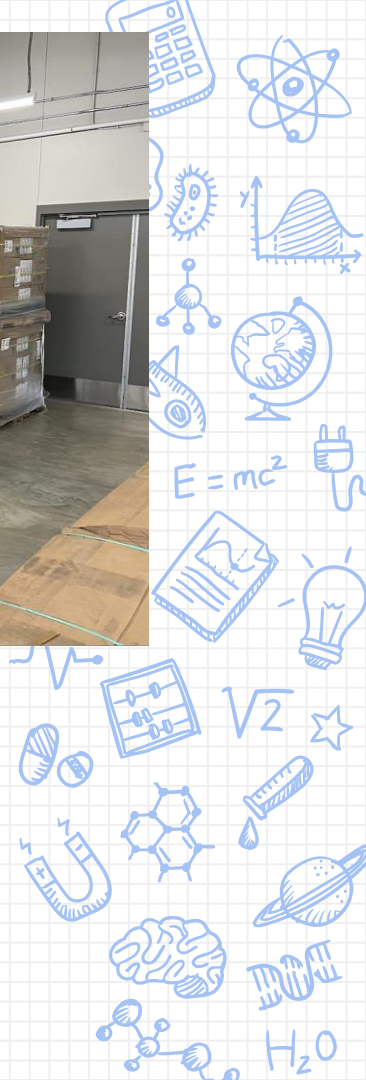
# Fiber Wan



Connecting Softball Press Box to Badger Stadium









## Integration – School Sessions

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- X Working with individual teachers on projects
- X Pear Deck with K-1
- X Revised unit for 5th grade on 13 colonies (Google Sites, Google Earth)
- X Unite for Literacy K-2/ELL/ Special Education
- X Library Sources
- X MS and Elementary Amplify Science Implementation
- X New Teachers
- X Lunch and Learns at BHS (Breakout.edu)
- X Tech Cafe at BMS
- X Heritage Day of Design
- X Nutrition Services – Managing Inbox







ATTORNEYS AT LAW

MICHAEL A. KELLEY (NE)

SEAN P. KELLEY (NE)

JULIA PLUCKER (NE)

TOM KELLEY (1919-1989)

## MEMORANDUM

To: Dr. Terry Haack  
From: Julia Plucker  
Date: March 11, 2022  
Re: Legislative Update

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The Legislature has completed day 40 of the 60-day legislative session. The **106 priority bills** of the 2022 Nebraska Legislative session have been finalized. Bills with this sought-after status will dictate the agenda for the remainder of the session. Last week kicked off with a pull motion on LB 773, the constitutional carry bill. A pull motion is a procedural move used when a controversial bill does not have the votes to advance from committee. The bill received the requisite number, and was debated on Thursday. The bill sparked fiery speeches on both sides of the issue and resulted in personal attacks and points of order being shouted in the chamber. Ultimately, the bill passed to second round of debate. Last week also saw the “Star Wars” debate on the floor – two bills, LB 1073, which adopts the Water Recreation Act to authorize a variety of water enhancement projects across Nebraska, and LB 1015, which adopts the Perkins County Canal Act were debated and passed to second round.

The Nebraska Economic Forecasting Advisory Board met last week and boosted tax revenue collection projections by \$370 million for FY2021-22 and by \$405 million for FY2022-23. That would put total expected tax revenue receipts at \$5.72 billion this fiscal year, and \$5.96 billion next fiscal year. Such an increase would also grow Nebraska's cash reserve, rainy day fund, to \$1.7 billion. As a result of the increased projections, Senator Linehan, and Governor Ricketts are discussing further tax relief proposals.

LB 1218 was amended and advanced by the Education Committee last week. The amendment replaces the bill and creates the Teach in Nebraska Today Program, providing first year educators up to \$5000 a year for up to five years. If passed, the program would begin in 2023. It is an Education Committee priority bill.

LB 730, a Revenue Committee priority bill was advanced on March 1 to General File. LB 730 now contains a committee amendment with a number of legislative bills attached, including LB 1273, the Opportunity Scholarships Act. This bill is substantially similar to LB 364, which was defeated early in the session. It allows a credit for any individual, corporation, trust or estate that makes a contribution to a qualified scholarship-granting organization. The credit is limited to 50% of the contributions made during the tax year not to exceed \$25,000, or 50% of the taxpayer's income tax liability, whichever is less.



# **Bennington Public Schools**

**Bills of Interest**

**March 11, 2022**

**[NE - LB687 Adopt the Property Tax Circuit Breaker Act](#)**

Primary Sponsor: Blood

Committee: [Revenue \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 17, 2022**

- Notice of hearing for February 24, 2022

**January 10, 2022**

- Referred to Revenue Committee

**January 5, 2022**

- Date of introduction

**[NE - LB688 Adopt the Property Tax Reduction Act and eliminate credits under the Nebraska Property Tax Incentive Act](#)**

Primary Sponsor: Blood

Committee: [Revenue \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**January 12, 2022**

- Notice of hearing for January 19, 2022

**January 10, 2022**

- Referred to Revenue Committee

**January 5, 2022**

- Date of introduction

**[NE - LB690 Redefine basic skills competency for purposes of teachers' and administrators' certificates or permits](#)**

Primary Sponsor: Blood

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**January 24, 2022**

- Notice of hearing for January 31, 2022

**January 10, 2022**

- Referred to Education Committee

**January 5, 2022**

- Date of introduction

**NE - LB696** Appropriate federal funds to the State Department of Education for school employee retention payments

Primary Sponsor: Blood

Committee: [Appropriations \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**January 31, 2022**

- Notice of hearing for February 28, 2022

**January 10, 2022**

- Referred to Appropriations Committee

**January 5, 2022**

- Date of introduction

**NE - LB702** Change provisions relating to the availability of tax credits under the School Readiness Tax Credit Act

Primary Sponsor: Williams

Cosponsor: [Senator Matt Williams \(U\)](#)

Committee: [Revenue \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**January 21, 2022**

- Notice of hearing for January 28, 2022

**January 10, 2022**

- Referred to Revenue Committee

**January 5, 2022**

- Date of introduction

**NE - LB723** Change provisions relating to the calculation of tax credits under the Nebraska Property Tax Incentive Act

Primary Sponsor: Briese

Cosponsors:

[Senator Justin Wayne \(U\)](#)

[Senator Joni Albrecht \(U\)](#)

Committee: [Revenue \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note for LB723 submitted January 18, 2022 12:26pm](#)

[Fiscal Note for LB723 submitted January 19, 2022 8:26am](#)

Actions:

**February 2, 2022**

- Albrecht name added

**January 27, 2022**

- Placed on Select File

**January 26, 2022**

- Briese FA66 filed
- Advanced to Enrollment and Review Initial
- Briese FA65 adopted
- Briese FA65 filed
- Blood AM1663 lost
- Cavanaugh, M. MO133 failed
- Cavanaugh, M. MO133 Bracket until March 17, 2022 filed
- Hansen, M. AM1656 withdrawn
- Hansen, M. FA64 withdrawn

**January 25, 2022**

- Hansen, M. FA64 filed
- Blood AM1663 filed
- Hansen, M. AM1656 pending
- Hansen, M. AM1656 filed
- Wayne AM1652 refiled
- Wayne AM1652 withdrawn
- Wayne AM1651 refiled
- Wayne AM1651 withdrawn
- Wayne AM1650 refiled
- Wayne AM1650 withdrawn

**January 24, 2022**

- Wayne AM1652 filed

- Wayne AM1651 filed
- Wayne AM1650 filed

**January 21, 2022**

- Wayne name added

**January 20, 2022**

- Placed on General File
- Murman priority bill

**January 12, 2022**

- Notice of hearing for January 19, 2022

**January 10, 2022**

- Referred to Revenue Committee

**January 5, 2022**

- Date of introduction

**[NE - LB733 Provide requirements for contributions or expenditures by foreign nationals under the Nebraska Accountability and Disclosure Act](#)**

Primary Sponsor: Cavanaugh, J.

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 3, 2022**

- Placed on General File

**January 10, 2022**

- Notice of hearing for January 20, 2022
- Referred to Government, Military and Veterans Affairs Committee

**January 5, 2022**

- Date of introduction

**[NE - LB734 Provide a contribution limit for candidate committees under the Nebraska Accountability and Disclosure Act](#)**

Primary Sponsor: Cavanaugh, J.

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**January 10, 2022**

- Notice of hearing for January 20, 2022

- Referred to Government, Military and Veterans Affairs Committee

**January 5, 2022**

- Date of introduction

**NE - LB735 Change an interest rate relating to property tax refunds**

Primary Sponsor: Bostar

Cosponsor: [Senator Tom Brewer \(U\)](#)

Committee: [Revenue \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 3, 2022**

- Notice of hearing for February 11, 2022

**January 27, 2022**

- Brewer name added

**January 10, 2022**

- Referred to Revenue Committee

**January 5, 2022**

- Date of introduction

**NE - LB742 Provide for minutes to be kept in an electronic record under the Open Meetings Act**

Primary Sponsor: Erdman

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**March 11, 2022**

- Cavanaugh, M. FA111 filed

**February 15, 2022**

- Placed on General File

**February 1, 2022**

- Notice of hearing for February 09, 2022

**January 10, 2022**

- Referred to Government, Military and Veterans Affairs Committee

**January 5, 2022**

- Date of introduction

**[NE - LB743](#)** Change provisions relating to when closed sessions may be held under the Open Meetings Act

Primary Sponsor: Erdman

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 1, 2022**

- Notice of hearing for February 09, 2022

**January 10, 2022**

- Referred to Government, Military and Veterans Affairs Committee

**January 5, 2022**

- Date of introduction

**[NE - LB754](#)** Extend the commercial air filter pilot program of the State Department of Education

Primary Sponsor: Bostar

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**March 3, 2022**

- Approved by Governor on March 3, 2022

**February 28, 2022**

- Presented to Governor on February 28, 2022
- President/Speaker signed
- Passed on Final Reading 41-3-5

**February 16, 2022**

- Placed on Final Reading

**February 14, 2022**

- Advanced to Enrollment and Review for Engrossment

**February 9, 2022**

- Placed on Select File

**February 8, 2022**

- Advanced to Enrollment and Review Initial

**January 25, 2022**

- Placed on General File

**January 11, 2022**

- Notice of hearing for January 18, 2022

**January 10, 2022**

- Referred to Education Committee

**January 5, 2022**

- Date of introduction

**NE - LB758** Change provisions relating to the Nebraska Farm-to-School Program Act

Primary Sponsor: Brandt

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**March 3, 2022**

- Approved by Governor on March 3, 2022

**February 28, 2022**

- Presented to Governor on February 28, 2022
- President/Speaker signed
- Passed on Final Reading 46-0-3

**February 16, 2022**

- Placed on Final Reading

**February 14, 2022**

- Advanced to Enrollment and Review for Engrossment

**February 9, 2022**

- Placed on Select File

**February 8, 2022**

- Advanced to Enrollment and Review Initial
- Education AM1684 adopted

**January 27, 2022**

- Education AM1684 filed
- Placed on General File with AM1684

**January 11, 2022**

- Notice of hearing for January 18, 2022

**January 10, 2022**

- Referred to Education Committee

**January 5, 2022**

- Date of introduction

**NE - LB768** [Change provisions relating to establishment of academic content standards for school districts](#)

Primary Sponsor: Albrecht

Cosponsor: [Senator Tom Brewer \(U\)](#)

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 1, 2022**

- Notice of hearing for February 15, 2022

**January 27, 2022**

- Brewer name added

**January 10, 2022**

- Referred to Education Committee

**January 5, 2022**

- Date of introduction

**NE - LB784** [Change provisions relating to a property tax exemption for hospitals](#)

Primary Sponsor: Groene

Committee: [Revenue \(Legislature\)](#)

Actions:

**February 23, 2022**

- Notice of hearing for February 24, 2022 (cancel)
- Hilgers motion to suspend rules to permit cancellation of hearing prevailed
- Hilgers motion to suspend rules to permit cancellation of hearing filed

**February 17, 2022**

- Notice of hearing for February 24, 2022

**January 10, 2022**

- Referred to Revenue Committee

**January 5, 2022**

- Date of introduction

**NE - LB787** [Redefine a term and change applicability provisions under the Nebraska Budget Act](#)

Primary Sponsor: Erdman

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 15, 2022**

- Placed on General File

**February 1, 2022**

- Notice of hearing for February 09, 2022

**January 10, 2022**

- Referred to Government, Military and Veterans Affairs Committee

**January 5, 2022**

- Date of introduction

**NE - LB834 Redefine a term under the Wage and Hour Act**

Primary Sponsor: Hunt

Committee: [Business and Labor \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**January 26, 2022**

- Notice of hearing for February 28, 2022

**January 10, 2022**

- Referred to Business and Labor Committee

**January 6, 2022**

- Date of introduction

**NE - LB838 Require the State Department of Education to create an aid program relating to the early childhood workforce**

Primary Sponsor: Kolterman

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 15, 2022**

- Notice of hearing for February 22, 2022 on AM1889

**February 14, 2022**

- Kolterman AM1889 filed

**January 11, 2022**

- Notice of hearing for January 18, 2022

**January 10, 2022**

- Referred to Education Committee

**January 6, 2022**

- Date of introduction

**[NE - LB852 Require behavioral health points of contact for school districts](#)**

Primary Sponsor: Day

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**March 10, 2022**

- Morfeld AM2272 filed

**March 2, 2022**

- Education AM1607 filed
- Placed on General File with AM1607

**February 22, 2022**

- Walz priority bill

**February 15, 2022**

- Notice of hearing for February 22, 2022

**January 10, 2022**

- Referred to Education Committee

**January 6, 2022**

- Date of introduction

**[NE - LB860 Change the valuation of certain real property for property tax purposes](#)**

Primary Sponsor: Pahls

Committee: [Revenue \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**January 26, 2022**

- Notice of hearing for February 03, 2022
- Notice of hearing for February 03, 2022

**January 10, 2022**

- Referred to Revenue Committee

**January 7, 2022**

- Date of introduction

**[NE - LB861](#) Require an email address on candidate filing forms under the Election Act**

Primary Sponsor: McCollister

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**January 24, 2022**

- Notice of hearing for February 02, 2022

**January 10, 2022**

- Referred to Government, Military and Veterans Affairs Committee

**January 7, 2022**

- Date of introduction

**[NE - LB868](#) Change provisions relating to a classification system administered by the State**

[Department of Education](#)

Primary Sponsor: Morfeld

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 3, 2022**

- Placed on General File

**January 13, 2022**

- Notice of hearing for January 24, 2022

**January 10, 2022**

- Referred to Education Committee

**January 7, 2022**

- Date of introduction

**NE - LB888** Redefine multicultural education for school districts

Primary Sponsor: Day

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**March 10, 2022**

- Bostelman AM2201 filed

**March 2, 2022**

- Enrollment and Review ER119 filed
- Placed on Select File with ER119

**March 1, 2022**

- Advanced to Enrollment and Review Initial
- Day AM1995 adopted

**February 24, 2022**

- Day AM1995 filed

**February 23, 2022**

- Speaker priority bill

**February 16, 2022**

- Placed on General File

**February 1, 2022**

- Notice of hearing for February 15, 2022

**January 10, 2022**

- Referred to Education Committee

**January 7, 2022**

- Date of introduction

**NE - LB890** Change the Tax Equity and Educational Opportunities Support Act

Primary Sponsor: Walz

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note for LB890 submitted February 07, 2022 3:18pm](#)

[Fiscal Note for LB890 submitted January 24, 2022 12:27pm](#)

Actions:

**February 11, 2022**

- Friesen MO143 pending
- Friesen MO143 Bracket until April 1, 2022 filed
- Kolterman MO142 withdrawn
- Walz FA71 pending
- Education AM1756 pending

**February 10, 2022**

- Friesen AM1849 filed
- Friesen AM1848 filed
- Kolterman MO142 pending
- Kolterman MO142 Bracket until February 17, 2022 filed
- Walz FA71 pending
- Education AM1756 pending
- Friesen AM1853 filed
- Walz FA71 pending
- Education AM1756 pending

**February 9, 2022**

- Walz FA71 pending
- Walz FA71 filed
- Walz AM1766 withdrawn
- Briese FA70 withdrawn
- Education AM1756 pending

**February 3, 2022**

- Placed on General File with AM1756
- Briese FA70 filed
- Education AM1756 filed
- Walz AM1768 filed
- Walz AM1767 filed
- Walz AM1766 filed

**January 27, 2022**

- Education priority bill

**January 11, 2022**

- Notice of hearing for January 25, 2022
- Notice of hearing for January 18, 2022 (cancel)
- Notice of hearing for January 18, 2022

**January 10, 2022**

- Referred to Education Committee

**January 7, 2022**

- Date of introduction

**NE - LB891 Change the distribution of sales tax revenue, school levy limitations, and other tax and school provisions**

Primary Sponsor: Lindstrom

Committee: [Revenue \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**January 13, 2022**

- Notice of hearing for January 26, 2022

**January 10, 2022**

- Referred to Revenue Committee

**January 7, 2022**

- Date of introduction

**NE - LB901 Provide for cytomegalovirus public education and prevention**

Primary Sponsor: Pansing Brooks

Committee: [Health and Human Services \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 17, 2022**

- Health and Human Services AM1748 filed
- Placed on General File with AM1748

**January 12, 2022**

- Notice of hearing for January 19, 2022

**January 10, 2022**

- Referred to Health and Human Services Committee

**January 7, 2022**

- Date of introduction

[NE - LB906](#) Require employers to provide for vaccine exemptions and provide duties for the Department of Health and Human Services

Primary Sponsor: Hansen, B.

Cosponsors:

[Senator Brett Lindstrom \(U\)](#)

[Senator Tom Briese \(U\)](#)

[Senator Robert Clements \(U\)](#)

[Senator Tom Brewer \(U\)](#)

Committee: [Health and Human Services \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 28, 2022**

- Approved by Governor on February 28, 2022

**February 25, 2022**

- Presented to Governor on February 25, 2022
- Day explanation of vote
- President/Speaker signed
- Passed on Final Reading with Emergency Clause 37-5-7
- Hunt AM1926 withdrawn
- Hunt AM1927 withdrawn
- Hunt AM1925 not considered
- Motion to return to Select File failed

**February 23, 2022**

- Placed on Final Reading

**February 17, 2022**

- Brewer name added

**February 16, 2022**

- Advanced to Enrollment and Review for Engrossment
- Hunt AM1923 lost
- Hansen, B. MO146 prevailed
- Hansen, B. MO146 Invoke cloture pursuant to Rule 7, Sec. 10 filed

**February 15, 2022**

- Hunt AM1926 filed
- Hunt AM1927 filed
- Hunt AM1925 filed

- Hunt AM1923 filed
- Friesen AM1902 withdrawn
- Groene FA72 lost
- Hansen, M. MO144 withdrawn
- Blood MO145 withdrawn
- Blood MO145 Bracket until April 20, 2022 filed
- Hansen, M. MO144 pending
- Hansen, M. MO144 Recommit to Health and Human Services Committee filed
- Groene FA72 pending

**February 14, 2022**

- Friesen AM1902 filed
- Groene FA72 filed
- Enrollment and Review ER102 adopted

**February 11, 2022**

- Enrollment and Review ER102 filed
- Placed on Select File with ER102

**February 9, 2022**

- Advanced to Enrollment and Review Initial
- Health and Human Services AM1729 adopted
- Hansen, B. AM1687 withdrawn
- Hansen, B. AM1675 withdrawn
- Williams AM1805 adopted
- Arch MO141 withdrawn
- Arch MO141 Bracket until April 20, 2022 filed
- Williams AM1805 filed

**February 8, 2022**

- Clements name added
- Health and Human Services AM1729 pending

**February 1, 2022**

- Health and Human Services AM1729 filed
- Placed on General File with AM1729

**January 28, 2022**

- Briese name added

**January 27, 2022**

- Hansen, B. AM1687 filed

**January 26, 2022**

- Hansen, B. AM1675 filed

**January 19, 2022**

- Notice of hearing for January 27, 2022

**January 13, 2022**

- Lindstrom name added

**January 10, 2022**

- Hansen, B. priority bill
- Referred to Health and Human Services Committee

**January 7, 2022**

- Date of introduction

**NE - LB908 Provide additional requirements for virtual conferencing under the Open Meetings Act**

Primary Sponsor: McDonnell

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**March 11, 2022**

- Cavanaugh, M. FA113 filed

**February 22, 2022**

- Government, Military and Veterans Affairs AM1950 filed
- Placed on General File with AM1950

**February 8, 2022**

- Notice of hearing for February 16, 2022

**January 11, 2022**

- Referred to Government, Military and Veterans Affairs Committee

**January 10, 2022**

- Date of introduction

**NE - LB912 Provide for mental health first aid training for school districts and change provisions relating to the use of lottery funds**

Primary Sponsor: Morfeld

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**March 9, 2022**

- Education AM2214 filed
- Placed on General File with AM2214

**February 15, 2022**

- Notice of hearing for February 28, 2022

**January 11, 2022**

- Referred to Education Committee

**January 10, 2022**

- Date of introduction

**[NE - LB945 Adopt the Teach in Nebraska Today Act and provide for adjustment to income for income tax purposes for student loan repayment assistance](#)**

Primary Sponsor: Linehan

Cosponsor: [Senator Wendy DeBoer \(U\)](#)

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note for LB945 submitted February 02, 2022 1:55pm](#)

[Fiscal Note for LB945 submitted January 31, 2022 11:33am](#)

[Fiscal Note for LB945 submitted January 31, 2022 3:41pm](#)

Actions:

**January 24, 2022**

- Notice of hearing for February 01, 2022

**January 19, 2022**

- DeBoer name added

**January 11, 2022**

- Referred to Education Committee

**January 10, 2022**

- Date of introduction

**[NE - LB960 Eliminate certain basic skill and content test requirements for eligibility for teaching certificates](#)**

Primary Sponsor: Vargas

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**January 24, 2022**

- Notice of hearing for January 31, 2022

**January 12, 2022**

- Referred to Education Committee

**January 11, 2022**

- Date of introduction

**[NE - LB982 Adopt the Education Savings Account Act and provide income tax adjustments](#)**

Primary Sponsor: Hilkemann

Committee: [Revenue \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 17, 2022**

- Notice of hearing for March 03, 2022

**January 13, 2022**

- Referred to Revenue Committee

**January 12, 2022**

- Date of introduction

**[NE - LB986 Adopt the School District Property Tax Limitation Act](#)**

Primary Sponsor: Briese

Committee: [Revenue \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 8, 2022**

- Briese MO140 failed
- Briese MO140 Invoke cloture pursuant to Rule 7, Sec. 10 filed
- Hansen, M. MO139 pending
- Hansen, M. MO139 Bracket until April 20, 2022 filed
- Hunt MO138 pending
- Hansen, M. AM1716 pending
- Revenue AM1702 pending

**February 3, 2022**

- Hunt MO138 pending
- Hansen, M. AM1716 pending
- Revenue AM1702 pending
- Hunt MO138 pending
- Hunt MO138 Recommit to Revenue Committee filed
- Hansen, M. AM1716 pending
- Revenue AM1702 pending
- Hansen, M. AM1716 pending
- Revenue AM1702 pending

**February 2, 2022**

- Hansen, M. AM1716 pending
- Revenue AM1702 pending

**February 1, 2022**

- Hansen, M. AM1715 filed
- Hansen, M. AM1716 pending
- Hansen, M. AM1716 filed
- Briese FA69 withdrawn
- Revenue AM1702 pending

**January 28, 2022**

- Briese FA69 filed
- Briese FA68 filed
- Revenue AM1702 filed
- Placed on General File with AM1702

**January 27, 2022**

- Briese priority bill

**January 13, 2022**

- Notice of hearing for January 20, 2022
- Referred to Revenue Committee

**January 12, 2022**

- Date of introduction

**[NE - LB987 Adopt the School District Property Tax Limitation Act](#)**

Primary Sponsor: Briese

Committee: [Revenue \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**January 13, 2022**

- Notice of hearing for January 20, 2022
- Referred to Revenue Committee

**January 12, 2022**

- Date of introduction

**NE - LB997 Change school entrance requirements**

Primary Sponsor: Day

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 1, 2022**

- Notice of hearing for February 08, 2022

**January 13, 2022**

- Referred to Education Committee

**January 12, 2022**

- Date of introduction

**NE - LB1001 Limit the school term for school districts and educational service units**

Primary Sponsor: Erdman

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 1, 2022**

- Notice of hearing for February 08, 2022

**January 13, 2022**

- Referred to Education Committee

**January 12, 2022**

- Date of introduction

**NE - LB1011 Provide, change, and eliminate provisions relating to appropriations**

Primary Sponsor: Speaker Hilgers

Committee: [Appropriations \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**March 11, 2022**

- Appropriations AM1999 filed
- Placed on General File with AM1999

**March 9, 2022**

- Albrecht AM2261 filed
- Albrecht AM2260 filed
- Albrecht AM2244 filed
- Lathrop AM2226 filed
- Lathrop AM2113 filed
- Lathrop AM2225 filed
- Lathrop AM2112 filed
- Lathrop AM2224 filed
- Lathrop AM2111 filed
- Lathrop AM2222 filed
- Lathrop AM2110 filed
- Lathrop FA79 filed
- Lathrop FA78 filed
- Lathrop FA77 filed
- Lathrop FA76 filed
- Lathrop FA75 filed
- Lathrop FA74 filed

**January 13, 2022**

- Notice of hearing for January 24, 2022
- Referred to Appropriations Committee
- Date of introduction

**[NE - LB1012 Provide for funds transfers, create funds, and change and eliminate provisions regarding a fund and reimbursement provisions](#)**

Primary Sponsor: Speaker Hilgers

Committee: [Appropriations \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**March 11, 2022**

- Appropriations AM2000 filed
- Placed on General File with AM2000

**January 13, 2022**

- Notice of hearing for January 24, 2022
- Referred to Appropriations Committee
- Date of introduction

**NE - LB1013 Change provisions relating to the Cash Reserve Fund**

Primary Sponsor: Speaker Hilgers

Committee: [Appropriations \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**March 11, 2022**

- Appropriations AM2001 filed
- Placed on General File with AM2001

**March 10, 2022**

- Wayne MO152 Indefinitely postpone filed

**March 9, 2022**

- Lathrop AM2259 filed
- Lathrop AM2255 filed
- Lathrop AM2258 filed
- Lathrop AM2254 filed
- Lathrop AM2257 filed
- Lathrop AM2253 filed
- Lathrop AM2256 filed
- Lathrop AM2252 filed
- Lathrop FA85 filed
- Lathrop FA84 filed
- Lathrop FA83 filed
- Lathrop FA82 filed
- Lathrop FA81 filed

- Lathrop FA80 filed

**January 13, 2022**

- Notice of hearing for January 24, 2022
- Referred to Appropriations Committee
- Date of introduction

**NE - LB1014** Appropriate Federal Funds allocated to the State of Nebraska pursuant to the federal American Rescue Plan Act of 2021

Primary Sponsor: Speaker Hilgers

Committee: [Appropriations \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**March 10, 2022**

- Wayne MO153 Indefinitely postpone filed

**February 15, 2022**

- Appropriations priority bill

**January 18, 2022**

- Notice of hearing for January 25, 2022

**January 13, 2022**

- Referred to Appropriations Committee
- Date of introduction

**NE - LB1015** Adopt the Perkins County Canal Project Act

Primary Sponsor: Speaker Hilgers

Cosponsor: [Senator Mike Groene \(U\)](#)

Committee: [Natural Resources \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**March 11, 2022**

- Placed on Select File

**March 9, 2022**

- Advanced to Enrollment and Review Initial
- Pending

**February 28, 2022**

- Placed on General File

**February 17, 2022**

- Groene name added

**February 11, 2022**

- Hughes priority bill

**February 1, 2022**

- Notice of hearing for February 09, 2022

**January 13, 2022**

- Referred to Natural Resources Committee
- Date of introduction

**NE - LB1018 Set a minimum wage for employees of a Class V school district**

Primary Sponsor: McKinney

Cosponsor: [Senator Megan Hunt \(U\)](#)

Committee: [Business and Labor \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**January 26, 2022**

- Hunt name added
- Notice of hearing for February 14, 2022

**January 19, 2022**

- Referred to Business and Labor Committee

**January 13, 2022**

- Date of introduction

**NE - LB1027 Provide for grants to schools that discontinue use of American Indian mascots**

Primary Sponsor: Hunt

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 15, 2022**

- Notice of hearing for February 22, 2022

**January 19, 2022**

- Referred to Education Committee

**January 13, 2022**

- Date of introduction

**NE - LB1034 Provide for designation of progress schools and progress plans and state intent to appropriate federal funds**

Primary Sponsor: Pahls

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 15, 2022**

- Notice of hearing for February 28, 2022

**January 19, 2022**

- Referred to Education Committee

**January 13, 2022**

- Date of introduction

**NE - LB1043 Change retirement provisions for certain school employees**

Primary Sponsor: Kolterman

Committee: [Nebraska Retirement Systems \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**January 31, 2022**

- Kolterman AM1667 filed

**January 25, 2022**

- Notice of hearing for February 02, 2022

**January 20, 2022**

- Referred to Nebraska Retirement Systems Committee

**January 18, 2022**

- Date of introduction
- Kolterman motion to suspend rules to permit introduction of bill prevailed

**January 12, 2022**

- Kolterman motion to suspend rules to permit introduction of bill filed

**NE - LB1057** [Change provisions relating to Class III school districts](#)

Primary Sponsor: Brewer

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**March 8, 2022**

- Education AM2164 filed
- Placed on General File with AM2164

**February 1, 2022**

- Notice of hearing for February 08, 2022

**January 20, 2022**

- Referred to Education Committee

**January 18, 2022**

- Date of introduction

**NE - LB1065** [Change provisions of the Community Development Law relating to redevelopment plans receiving an expedited review](#)

Primary Sponsor: Wayne

Cosponsor: [Senator Justin Wayne \(U\)](#)

Committee: [Urban Affairs \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**March 10, 2022**

- Placed on Final Reading

**March 8, 2022**

- Advanced to Enrollment and Review for Engrossment
- Enrollment and Review ER125 adopted

**March 3, 2022**

- Jacobson name added
- Enrollment and Review ER125 filed
- Placed on Select File with ER125

**March 2, 2022**

- Advanced to Enrollment and Review Initial
- Urban Affairs AM1964 adopted

**February 23, 2022**

- Speaker priority bill
- Wayne name added

**February 22, 2022**

- Urban Affairs AM1964 filed
- Placed on General File with AM1964

**January 26, 2022**

- Notice of hearing for February 08, 2022

**January 20, 2022**

- Referred to Urban Affairs Committee

**January 18, 2022**

- Date of introduction

**[NE - LB1077 Prohibit public schools, public postsecondary institutions, and governmental entities from training or teaching certain concepts relating to race and sex and provide for withholding of state funds](#)**

Primary Sponsor: Hansen, B.

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 15, 2022**

- Notice of hearing for February 24, 2022

**January 21, 2022**

- Referred to Government, Military and Veterans Affairs Committee

**January 18, 2022**

- Date of introduction

**[NE - LB1078 Prohibit possession of personal electronic devices by students in public school classrooms](#)**

Primary Sponsor: Hansen, B.

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 15, 2022**

- Notice of hearing for March 01, 2022

**January 20, 2022**

- Referred to Education Committee

**January 18, 2022**

- Date of introduction

**[NE - LB1085](#) Appropriate federal funds to the State Department of Education for career and technical educational student organizations**

Primary Sponsor: Pansing Brooks

Cosponsor: [Senator Julie Slama \(U\)](#)

Committee: [Appropriations \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 11, 2022**

- Slama name added

**January 31, 2022**

- Notice of hearing for February 28, 2022

**January 20, 2022**

- Referred to Appropriations Committee

**January 18, 2022**

- Date of introduction

**[NE - LB1132](#) Change provisions relating to insurance under the Nebraska Uniform Real Property Transfer on Death Act**

Primary Sponsor: Morfeld

Committee: [Judiciary \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**January 25, 2022**

- Notice of hearing for February 17, 2022

**January 21, 2022**

- Referred to Judiciary Committee

**January 19, 2022**

- Date of introduction

**NE - LB1143** Require approval by the voters of a school district or educational service unit for the issuance of certain bonds under the Interlocal Cooperation Act

Primary Sponsor: Linehan

Cosponsor: [Senator Bruce Bostelman \(U\)](#)

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 15, 2022**

- Notice of hearing for March 01, 2022

**January 21, 2022**

- Referred to Education Committee

**January 20, 2022**

- Bostelman name added

**January 19, 2022**

- Date of introduction

**NE - LB1157** Require the State Department of Education to submit reports on federal funds

Primary Sponsor: Linehan

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 15, 2022**

- Notice of hearing for March 01, 2022

**January 21, 2022**

- Referred to Education Committee

**January 19, 2022**

- Date of introduction

**NE - LB1158** Change provisions relating to parental involvement in and access to learning materials in schools and provide for withholding of funding from school districts

Primary Sponsor: Sanders

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**March 9, 2022**

- Education AM2143 filed
- Placed on General File with AM2143

**February 1, 2022**

- Notice of hearing for February 15, 2022

**January 31, 2022**

- Sanders priority bill

**January 21, 2022**

- Referred to Education Committee

**January 19, 2022**

- Date of introduction

**NE - LB1161** [Appropriate federal funds to the State Department of Education for programs and interpreters that provide services to students who are deaf or hard of hearing](#)

Primary Sponsor: Wishart

Committee: [Appropriations \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**January 31, 2022**

- Notice of hearing for March 01, 2022

**January 21, 2022**

- Referred to Appropriations Committee

**January 19, 2022**

- Date of introduction

**NE - LB1165** [Change provisions of the Nebraska Budget Act](#)

Primary Sponsor: Sanders

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**March 10, 2022**

- Cavanaugh, M. FA104 filed

**February 22, 2022**

- Placed on General File

**February 1, 2022**

- Notice of hearing for February 10, 2022

**January 21, 2022**

- Referred to Government, Military and Veterans Affairs Committee

**January 19, 2022**

- Date of introduction

**[NE - LB1179 Adopt the Classroom Safety Intervention and Behavioral Awareness Training Act](#)**

Primary Sponsor: Groene

Committee: [Education \(Legislature\)](#)

Actions:

**February 23, 2022**

- Notice of hearing for February 28, 2022 (cancel)
- Hilgers motion to suspend rules to permit cancellation of hearing printed
- Hilgers motion to suspend rules to permit cancellation of hearing filed

**February 15, 2022**

- Notice of hearing for February 28, 2022

**January 21, 2022**

- Referred to Education Committee

**January 19, 2022**

- Date of introduction

**[NE - LB1182 Adopt the School Employees Pandemic Protection Act and state intent regarding federal funds](#)**

Primary Sponsor: Pansing Brooks

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**January 31, 2022**

- Notice of hearing for February 28, 2022

**January 27, 2022**

- Rereferred to Appropriations Committee

**January 21, 2022**

- Referred to Education Committee

**January 19, 2022**

- Date of introduction

**NE - LB1200 Adopt the State and Political Subdivisions Child Sexual Abuse Liability Act and exempt actions from the State Tort Claims Act and Political Subdivisions Tort Claims Act**

Primary Sponsor: Halloran

Committee: [Judiciary \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**January 25, 2022**

- Notice of hearing for February 09, 2022

**January 24, 2022**

- Referred to Judiciary Committee

**January 20, 2022**

- Date of introduction

**NE - LB1207 Change taxation and school funding provisions**

Primary Sponsor: Friesen

Cosponsor: [Senator Curt Friesen \(U\)](#)

Committee: [Revenue \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 25, 2022**

- Friesen name added

**February 10, 2022**

- Notice of hearing for February 17, 2022

**January 24, 2022**

- Referred to Revenue Committee

**January 20, 2022**

- Date of introduction

**NE - LB1211** Change provisions relating to option enrollment for students

Primary Sponsor: Linehan

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 15, 2022**

- Notice of hearing for February 22, 2022

**January 24, 2022**

- Referred to Education Committee

**January 20, 2022**

- Date of introduction

**NE - LB1212** Change provisions relating to individualized education plans under the Special Education Act

Primary Sponsor: Linehan

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 15, 2022**

- Notice of hearing for February 22, 2022

**January 24, 2022**

- Referred to Education Committee

**January 20, 2022**

- Date of introduction

**NE - LB1213** Provide powers and duties for school districts, schools, and the Nebraska Library Commission relating to obscenity and access to materials obscene as to minors or harmful as to minors through digital or online resources provided to students

Primary Sponsor: Albrecht

Cosponsors:

[Senator Dave Murman \(U\)](#)

[Senator Tim Gragert \(U\)](#)

[Senator Bruce Bostelman \(U\)](#)

[Senator Robert Clements \(U\)](#)

Committee: [Judiciary \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 1, 2022**

- Clements name added

**January 31, 2022**

- Murman name added
- Gragert name added
- Bostelman name added
- Albrecht priority bill

**January 25, 2022**

- Notice of hearing for February 09, 2022

**January 24, 2022**

- Referred to Judiciary Committee

**January 20, 2022**

- Date of introduction

**[NE - LB1217](#) Appropriate federal funds to the Department of Administrative Services for incentive payments to eligible school employees**

Primary Sponsor: Walz

Committee: [Appropriations \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**January 31, 2022**

- Notice of hearing for February 28, 2022

**January 24, 2022**

- Referred to Appropriations Committee

**January 20, 2022**

- Date of introduction

**[NE - LB1218](#)** Change provisions relating to certification of school employees and student loan forgiveness

Primary Sponsor: Education Committee

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**March 11, 2022**

- Linehan AM2284 filed

**March 9, 2022**

- Education AM2213 filed
- Placed on General File with AM2213

**January 27, 2022**

- Education priority bill

**January 24, 2022**

- Notice of hearing for January 31, 2022
- Referred to Education Committee

**January 20, 2022**

- Date of introduction

**[NE - LB1219](#)** Adopt the Extended Learning Opportunities Act

Primary Sponsor: Sanders

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 1, 2022**

- Notice of hearing for February 08, 2022

**January 24, 2022**

- Referred to Education Committee

**January 20, 2022**

- Date of introduction

**[NE - LB1220](#)** Appropriate federal funds to the State Department of Education for premium payments for teachers working in underserved communities

Primary Sponsor: Morfeld

Committee: [Appropriations \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**January 31, 2022**

- Notice of hearing for February 28, 2022

**January 24, 2022**

- Referred to Appropriations Committee

**January 20, 2022**

- Date of introduction

**[NE - LB1237 Adopt the Opportunity Scholarships Act and the Nebraska Child Care Contribution Tax Credit Act](#)**

Primary Sponsor: Brewer

Cosponsor: [Senator Robert Clements \(U\)](#)

Committee: [Revenue \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**February 2, 2022**

- Notice of hearing for February 09, 2022

**January 27, 2022**

- Clements name added

**January 24, 2022**

- Referred to Revenue Committee

**January 20, 2022**

- Date of introduction

**[NE - LB1242 Change the valuation of certain real property for purposes of property taxes levied by school districts](#)**

Primary Sponsor: Murman

Committee: [Revenue \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**January 26, 2022**

- Notice of hearing for February 03, 2022
- Notice of hearing for February 03, 2022

**January 24, 2022**

- Referred to Revenue Committee

**January 20, 2022**

- Date of introduction

**[NE - LB1251 Adopt the Equal Opportunity Scholarship for Students with Special Needs Program Act and change provisions relating to the distribution of lottery funds](#)**

Primary Sponsor: Hansen, B.

Committee: [Education \(Legislature\)](#)

Bill Impact Statements:

[Fiscal Note](#)

Actions:

**March 3, 2022**

- Hansen, B. AM2082 filed

**February 15, 2022**

- Notice of hearing for February 28, 2022

**January 24, 2022**

- Referred to Education Committee

**January 20, 2022**

- Date of introduction

**[NE - LR263 Constitutional amendment to require the Legislature to reimburse political subdivisions as prescribed](#)**

Primary Sponsor: Blood

Actions:

**February 15, 2022**

- Blood priority resolution

**February 3, 2022**

- Placed on General File

**January 18, 2022**

- Notice of hearing for January 28, 2022

**January 10, 2022**

- Referred to Government, Military and Veterans Affairs Committee

**January 5, 2022**

- Date of introduction

**NE - LR264 Constitutional amendment to prohibit the imposition of taxes other than retail consumption taxes and excise taxes**

Primary Sponsor: Erdman

Committee: [Revenue \(Legislature\)](#)

Actions:

**February 24, 2022**

- Placed on General File

**January 26, 2022**

- Notice of hearing for February 03, 2022

**January 13, 2022**

- Erdman priority resolution

**January 10, 2022**

- Referred to Revenue Committee

**January 5, 2022**

- Date of introduction

**NE - LR272 Constitutional amendment authorizing the Legislature to treat residential real property as a separate class for property tax purposes**

Primary Sponsor: Pahls

Committee: [Revenue \(Legislature\)](#)

Actions:

**January 26, 2022**

- Notice of hearing for February 03, 2022
- Notice of hearing for February 03, 2022

**January 11, 2022**

- Referred to Revenue Committee

**January 10, 2022**

- Date of introduction

**NE - LR278 Constitutional amendment to eliminate the State Board of Education and provide for the Governor to appoint the Commissioner of Education**

Primary Sponsor: Linehan

Committee: [Education \(Legislature\)](#)

Actions:

**February 15, 2022**

- Notice of hearing for March 01, 2022

**January 21, 2022**

- Referred to Education Committee

**January 19, 2022**

- Date of introduction

# Cognia-AdvancED Standards for Quality School Systems

Bennington Public Schools  
Accreditation Engagement Review  
April 3-7, 2022

# Purpose of the Accreditation Engagement Review

All public school systems in Nebraska are required by statute to be accredited. Accreditation is a designation earned by complying with all provisions of Rule 10.

- Gather first-hand information to evaluate your institution's performance against the Cognia Performance Standards
- Interview stakeholder groups - Board Review
- Review documentation provided by the institution
- Provide feedback to your institution that helps to focus and guide your improvement journey

# Components of the Accreditation Engagement Review

- Review team visit April 3-7, 2022
  - Conduct a System Accreditation Review
  - Five member team - Two out of state members and three in state
  - All activities facilitated remotely - [schedule](#)
- Documentation of continuous growth and analysis
  - Over 125 interviews - governing body, superintendent, district & building level leadership, school leadership teams, instructional staff, 3rd-12th grade students, and parents
  - Artifacts submitted electronically for thirty-one standards organized under three Domains - Leadership Capacity, Learning Capacity, Resource Capacity
  - Video tour of facility and programming

# Conclusion of the Accreditation Engagement Review

- Conclusion- Thursday, April 7th @ 3:30 p.m.
  - Staff and school board invited to high school auditorium
  - Oral report of findings presented by the lead evaluator which will contain strength and growth opportunity themes
- Accreditation Engagement Review Written Report
  - Will be provided in a few weeks with detailed findings
  - Three rating levels Initiate → Improve → Impact
  - Action required if insufficient evidence is present
- Next Steps
  - Review and share the findings with stakeholders
  - Use the findings and data from the report to guide and strengthen your continuous improvement efforts

# Governing Authority Role in Continuous School Improvement

- Establish and ensure adherence to policies that are designed to support system effectiveness
- Adheres to a code of ethics and functions within defined roles and responsibilities
- Support the achievement of the system's mission, vision, and direction
- Analyze a range of feedback data to inform decision-making that results in improvement
- Implement quality assurance process to ensure system effectiveness and consistency
- Strategic resource management including long-range planning and use of resources to support of the system's purpose and direction

# Governing Body Preparation for Accreditation Engagement Review

- Governing Body Interview- Monday, April 4th @ 11:00-11:45 a.m.
  - Group interview no more than three school board members
  - Sample questions provided
- Familiarize with the Mission of Bennington Public Schools
  - Vision
  - Educational Beliefs Statement
  - Multicultural Education Statement
- Review the Bennington Public Schools Strategic Plan
  - Four goals
  - Initiatives to support improvement
- District Performance Standards Worksheet
  - Three domains and thirty-one standards rating

# Hopes For Accreditation Engagement Review

- Honest appraisal of strengths & weaknesses
  - Are we on the right track?
  - Have we made progress?
  - Did we miss something?
- Affirmation or recommendations for continuous improvement
- Learn from outside experts

*“Don’t wish it were easier, wish you were better. Don’t wish for fewer problems, wish for more skills. Don’t wish for less challenges, wish for more wisdom.”*

-- Earl Shoaf



**Questions?**



**Virtual Engagement Review  
Bennington Public Schools  
Bennington, NE  
April 3-7, 2022  
District Accreditation Engagement Review**

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**Pre-Review Meeting for Engagement Review Team**

DATE Monday March 14

Time	Event	Who
5-6:30 pm	Team Work Session	Engagement Review Team

**All time is time zone for institution**

**Zoom address for All meetings**

<https://cognia.zoom.us/my/nancygolson?pwd=Vk5XN2lwejY3YzR4RUxtTTkwblE2UT09>

**Accreditation Engagement Review**

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DAY 1 Sunday

DATE April 3, 2022

Time	Event	Who
3:30 -4:30 pm	Team Meeting	Engagement Review Team
5-6 pm.	<b>Overview of Improvement Journey</b> The Overview presentation should begin with a brief overview of the school and community (no more than five minutes) and address the following questions: <ul style="list-style-type: none"><li>• What are the current strategic priorities and/or key goals for the school and what data was used to identify the priorities and goals?</li><li>• How are you addressing those priorities and goals and what results do you have that measure your progress in meeting the priorities and goals?</li><li>• What are your next steps based on your current progress?</li></ul>	Dr. Haack-Superintendent  Dr. Hoge- Assistant Superintendent  Dr. Thoendel- Assistant Director of Curriculum, Instruction, and Assessment
6:15-6:45 pm	Brief Team Meeting	Engagement Review Team (divided)

Day 2 Monday Date April 4, 2022

Time	Event	Who
8:30 am	Brief Team Meeting	Engagement Review Team
9:00 a.m. (45 min)	<p><b>Focus Group Interview</b></p> <ul style="list-style-type: none"> <li>Parents/Community</li> </ul> <p><i>(May be group and/or individual interviews held onsite and/or via telephone conversations. Phone interviews may occur at any time during the review per parent/community member availability.)</i></p> <p><i>If a parent is employed by the school in any position, the parent must be in an interview group that is separate from parents who are not employees of the school or its system.</i></p>	<p>Trisha Otto Kelly VanHaitsma Anthony Abboud Diana Hettenbaugh Jennifer Finnigan Kim Rohe Adriana Patricia Macossay Amy Beresh Jayme Bluhme Vicki Twerdochlib Tara Gufford Jill Yosten Brian Tedrow Shane Johnson Patrice Gardner Jennifer Stokes</p> <p>Engagement Review Team (divided)</p>
10:00 a.m. (45 min)	<p><b>Focus Group Interview</b></p> <ul style="list-style-type: none"> <li>Principal/Head of School/Administrative Leadership Team</li> </ul>	<p>Chad Boyes- Anchor Pointe Principal Danielle Robb- Anchor Pointe Assistant Principal Alison Evangelisti- Pine Creek Principal Matt Blomenkamp- High School Principal Greg Lamberty- High School Asst Principal Chris Kessell- HS AD Jodie Green- Assistant Director Student Services Molly O'Connor- Bennington Principal Shawn Hoppes- Middle School Principal Renee Rucker- Middle School Assistant Principal Matt Wilson - Middle School Assistant Principal/AD Therese Nelson- Heritage Principal Rob Uchtman - Coordinator of Technology Tracy Watsabaugh - Coordinator of Nutrition Services Jeremy Edens- Coordinator of Facilities and Transportation</p>
11:00 a.m. (45 min)	<p><b>Focus Group Interview</b></p> <ul style="list-style-type: none"> <li>Governing Authority Members</li> </ul> <p><i>May be group and/or individual interviews held onsite and/or via telephone conversations.</i></p>	<p>Mark Byars Kara Neuverth Allyson Slobotski Valerie Calderon Heather Goertz</p>



	<i>Phone interviews may occur at any time during the Review per Governing Authority Member availability.</i>	Tim Dreessen
Noon	Lunch	Engagement Review Team
1:00 p.m.	<b>Educational Overview Presentation</b> <ul style="list-style-type: none"> <li>Improvement plan</li> <li>Review of student performance data</li> <li>Professional development plan</li> <li>Educational strategies</li> </ul>	<b>Dr. Hoge- Assistant Superintendent</b>  <b>Dr. Thoendel- Assistant Director of Curriculum, Instruction, and Assessment</b>  <b>Mrs. Whitney Fagan- Director Student Services</b>
2:00 p.m. (45 min)	<b>Focus Group Interview</b> <ul style="list-style-type: none"> <li>Students</li> </ul>	<b>Tori Hunter- 10th</b> <b>Justin Bartels- 12th</b> <b>Dillon Kempkes- 12th</b> <b>Kennedy Gansebom- 11th</b> <b>Awynne Cornett- 12th</b> <b>Ava Bos- 6th</b> <b>Aiden Gufford- 6th</b> <b>Preston Sheets- 7th</b> <b>Cruz Nichols- 7th</b> <b>Kate Miller- 8th</b> <b>Andrew Peterson- 5th</b> <b>Autumn Baxter- 3rd</b> <b>Mitchell Junker- 4th</b> <b>Ellie Warner- 5th</b> <b>Payton Combes- 3rd</b> <b>Luccus Beacham- 5th</b>  <b>Engagement Review Team (divided)</b>
3:00 p.m.	<b>Superintendent Interview</b>	<b>Dr. Terry Haack</b>
3:45 p.m. (45 min)	<b>Focus Group Interview (1)</b> <ul style="list-style-type: none"> <li>Teachers/instructional staff <i>(Includes professional staff representing media, technology, counseling, etc.)</i></li> </ul> <p><i>If this is a large representative group, the focus group may be broken into multiple groups of about eight to 12 persons.</i></p> <p><i>Teachers and professional staff members who have already been interviewed in a focus group, other than the parent focus group session, may not also participate in this focus group interview session.</i></p>	<b>Brandon Mimick- PE Teacher</b> <b>Nikki Guynan- FCS Teacher</b> <b>Marshall Keough- Music</b> <b>Julie Puck- 3rd grade</b> <b>Andrew Miner- 4th Grade</b> <b>Elizabeth Schaffart- Music</b> <b>Austina Falcone- 5th Grade</b> <b>Marissa Golden- 1st Grade</b> <b>Bri Dacy- 8th Science</b> <b>Kam Lenhart- 8th Math</b> <b>Lisa Plourde- K</b> <b>Tara Camp- 3rd grade</b> <b>Krista Bendel- 5th</b> <b>Gay Copeland- Para</b> <b>Deb Harris- Para</b> <b>DeAndra Dirkschneider- Para</b> <b>Susan Philby- Para</b> <b>Tiffany Almond- Para</b>

			<b>Engagement Review Team (divided)</b>
	<b>4:30-5:00 p.m.</b>	<b>Team Debrief</b>	<b>Engagement Review Team</b>
	<b>night</b>	<b>Asynchronous Work on domains</b>	

DAY 3 Tuesday

DATE April 5, 2022

<b>Time</b>	<b>Event</b>	<b>Who</b>
<b>8:00-8:45 a.m.</b>		<b>Leadership Teams by middle and High School- High School-</b> Paul Wright- Business Luke Olson- Math Laura McGrew- English Jamie Wieme- Social Studies Patty Hawkins- Science Jennifer Bruck- Media Specialist Jamie Schleifer- SPED <b>Middle School-</b> Allie Palmer- 7th SS Stacey Noble- 8th Reading Emily Dangel- 6th Reading Kim Stroberg- Art Angie Nabower- General Music Chelsea Douglas- 8th English Chelsi Miller- 7th Reading Kristin McCormick- 6th SPED <b>Counselors-</b> Stef McAlpin- K-5 Mandy Boesch- K-5 Janice Saunders- K-5 Traci Gemberling- K-5 Ryan Rischling- 9-12 Stephanie Jenkins- 9-12 Jennifer Smith- 9-12 Jackie Muller- 6-8 Amy Baumann- 6-8
<b>9:00 – 10:30 a.m.</b>	<b>Tour of school and classes</b>	<b>Engagement Review Team</b> <b>Mr. Uchtman- Coordinator of Technology</b> <b>Dr. Hoge- Assistant Superintendent</b> <b>Dr. Thoendel- Assistant Director of Curriculum, Instruction, and Assessment</b>



<p>10:45- 11:30 am</p>	<p><b>Focus Group Interview 2 groups</b></p> <ul style="list-style-type: none"> <li>• Teacher Leaders</li> <li>• Counselors, HR, Finance</li> </ul>	<p><b>Leadership Teams by Elementary-</b></p> <p><b>Anchor Pointe-</b></p> <p>Barb Knott- Reading Emily Kiger- Math Jennifer Flynn- Math Shelli Oborny- Resource Michelle Shively- 1st Grade Ann Bouaphakeo- 2nd Grade Tosha Davis- 4th Grade Meggie Widholm- Physical Ed</p> <p><b>Bennington Elem.</b></p> <p>Kellie Backlund- Math Lindsey Anderson- Reading Erika Hanke- Media</p> <p><b>Heritage</b></p> <p>Jessica Ehlers- Math Interventionist Pamela Rowley- Reading Specialist Emily Weitzenkamp- SpED Megan Schultz- Kindergarten Jennifer Callahan- Reading Specialist</p> <p><b>Pine Creek</b></p> <p>Casey Mimick- Rdg Spec MaryBeth Bates- Math Spec Emily Peiper- Rdg Spec Janna Pohlmann-Noel- SPED Brooke Miller- 1st grade Amanda Guenther- 3rd grade</p> <p><b>HR and Finance-</b></p> <p>Dr. Haack-Superintendent/HR Lynne Lurvey- Coordinator of Business &amp; Finance</p>
<p>11:30- 12:15</p>	<p><b>Lunch</b></p>	<p><b>Engagement Review Team</b></p>
<p>12:15 -4 p.m.</p>	<p><b>Team Work Session Domain 1 and 2</b></p>	
<p><b>night</b></p>	<p><b>Asynchronous Work on domains</b></p>	

DAY 4 Wednesday  
DATE April 6, 2022

Time	Event	Who
9:00 a.m. to noon	Team Deliberations Domain 2 and 3	Engagement Review Team
Noon	Lunch	Engagement Review Team
12:45 – 3 p.m.	Team Deliberations Session Generate Themes	Engagement Review Team



<b>night</b>	<b>Asynchronous Work on theme development</b>	
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DAY 4 Thursday  
DATE April 7, 2022

<b>Time</b>	<b>Event</b>	<b>Who</b>
<b>9:00 a.m.</b>	<b>Team Deliberations Session #4</b>	<b>Engagement Review Team</b>
<b>11:00-11:30</b>	<b>Lunch</b>	<b>Engagement Review Team</b>
<b>11:45-12:15</b>	<b>Team Deliberations</b>	
<b>12:30p.m.</b>	<b>Concluding Meeting with Superintendent</b>	<b>Dr. Haack-Superintendent</b> <b>Dr. Hoge- Assistant Superintendent</b> <b>Dr. Thoendel- Assistant Director of Curriculum, Instruction, and Assessment</b>
<b>3:30 p.m. (30 min)</b>	<b>Conclusion of the Engagement Review</b>	<b>All Staff Optional (Remote Conclusion Presented in the HS Auditorium)</b>



## **Sample Governing Body Interview Questions for Accreditation Engagement Review**

1. In what ways are you, the governing body, engaged in the school's/institution's continuous improvement efforts?
2. What is your expectation for the leaders to involve stakeholders in decision-making to improve the school/institution?
3. Describe your level of involvement with or engagement in the school/institution.
4. What policies are in place to monitor the school's/institution's continuous improvement plan, both long and short term? What is your role in ensuring these policies are implemented? (Does the Board have a systematic process for dev., review & revision of policies? Does Bd. have Code of Ethics? Discuss Bd. Training.)
5. What is the process for you to request information, feedback and or data on the school/institution's performance?
6. What is the process to provide information to your stakeholders?
7. What types of metrics are used to determine staff and institutional effectiveness? How are the results used to make decisions about staffing and the school/institution?
8. How well is the school/institution performing overall and what types of data are shared with you about its overall performance?
9. How does the school/institution use data to evaluate its improvement the past three years? Describe the process used to evaluate the school's/institution's growth and improvement the past three years, including types of data collected and analyzed.
10. What are examples of programs in which the governing body had a role in approving and/or funding that have been successful for at least three years?
11. Describe how the use of data to make decisions are ingrained in the governing body's culture.
12. What are some words you would use to describe this school/institution to community members not affiliated with this institution?

## Policy 102

### EDUCATIONAL PHILOSOPHY OF THE SCHOOL DISTRICT

It shall be the philosophy of Bennington Public Schools that the atmosphere shall be provided whereby each student may react to his environment as a total being. The following opportunity and means shall be provided whereby this philosophy may be realized.

1. Each student may search for the truth, find the truth and incorporate this knowledge into his or her values, ambitions, and aspirations.
2. Each student may develop an attitude of personal worth and self esteem and by so doing, may experience degrees of success and achievement within the bounds of his or her individual abilities and limitations.
3. Each student may learn to identify and cope with current trends in society.
4. Each student may experience an intellectual, a technical and a social environment which enhances the possibilities for group interaction conducive to peaceful coexistence in the school, community, state, nation and world.
5. Each teacher may use his or her individual capabilities in establishing constructive attitudes toward students, administrative heads, and the community.
6. Each teacher may use the resources necessary for attaining the highest measure of success in his or her particular field.
7. The administration may promote and preserve the establishment of every possibility for better education.
8. The administration may serve as a channel of communication between the teachers and the school and the community.
9. The community may be given an integral part in the implementation and accomplishment of the objectives of the school.
10. The community may demonstrate this responsibility to the school by expressing to the administration its beliefs and desires concerning the educational programs and practices of the school.

### PREAMBLE

1. The Bennington Public School shall be maintained for the education of the students of legal age in the school district. Students not residing in the district shall be accepted as allowed by law.
2. The Board of Education shall provide the facilities, personnel, and supplies deemed necessary to hold, and conduct an adequate education program for ages 0 to 21.

### Mission Statement

"The mission of the Bennington Public Schools is to provide educational opportunities in a safe, caring environment that will prepare all students to meet the challenges of the future."

**The Bennington Public Schools is committed to promoting a diverse, equitable, and inclusive environment for all students, staff, and community stakeholders.**

## **MULTICULTURAL EDUCATION PHILOSOPHY STATEMENT**

*The Bennington Public Schools is dedicated to assisting students in acquiring the knowledge and skills that are necessary for living and working in a global society. Our school community fosters an environment where students and staff recognize, affirm, and respect diversity and social interdependence. The diversity in our world provides an opportunity to understand differing values, customs, and experiences. We are committed to eliminating prejudice, discrimination, and stereotypes of all kinds. The Bennington Public Schools' policies, programs, and activities promote and support the goals of multicultural education.*

### **Definitions**

#### **Diversity**

All the ways in which individuals are similar and different that impact and influence interactions with one another. Includes but is not limited to race, color, ethnicity, nationality, culture, religion, socioeconomic status, veteran status, education, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental or physical ability, genetic information, and learner characteristics.

#### **Equity**

The guarantee of fair, quality educational access, opportunity, and outcome while identifying and eliminating barriers that have prevented the full inclusion of under-served and under-represented populations.

#### **Inclusion**

Intentionally involving representation from under-served and under-represented populations into processes, activities, and decision-making in a way that shares power and ensures equal access to opportunities and resources.

### **Guiding Principles for Multicultural Education in the Bennington Public Schools:**

- Create and nurture an inclusive and welcoming environment;
- Support students in acquiring the knowledge and skills that are necessary for living and working in a diverse society;
- Recognize and affirm diversity and social interdependence;
- Understand and respect differing values and customs of racial and cultural groups and strive to work together to eliminate prejudice, discrimination and stereotyping;
- Seek and amplify the voices of students, staff, families, and community members, to support the academic, physical, social and emotional growth of learners;
- Examine biases to interrupt inequitable practices and to promote inclusive school environments;

- Create opportunities for students to achieve academically and socially in an educational environment in which students and staff gain respect for the diversity and interdependence of society members;
- Design and implement curriculum and pedagogy that promotes appreciation for diversity, equity, and inclusion and allows students to see themselves in their schooling;
- Provide students with equitable access to a high-quality curriculum, effective teachers and principals, support facilities, and sufficient support services;
- Recruit and retain diverse and culturally competent administrative, instructional, and support personnel;
- Provide professional development for all employees to identify, examine and eliminate institutional beliefs, policies, and practices that perpetuate discrimination

# MISSION

The Mission of Bennington Public Schools is to provide educational opportunities in a safe, caring environment that will prepare all students to meet the challenges of the future.

# VISION

Developing a Community of Learners.

# BELIEFS

It shall be the philosophy of the Bennington Public Schools that the atmosphere shall be provided whereby each student may react to their environment as a total being.



# BENNINGTON PUBLIC SCHOOLS STRATEGIC PLAN

## STRATEGIC GOALS

Bennington Public Schools has developed a Strategic Plan as a mechanism for continuous school improvement. The Strategic Plan was originally developed in 1997 and has gone through multiple revisions since. Through a collaborative planning process that included staff members, parents, students, and community members four goals, which embody the shared values and priorities of the Bennington Public Schools, were identified. The plan allows our District to refine systems, evaluate critical issues, positively impact student achievement, and focus on a commitment to providing a high quality education for every child.

We invite you to read this document to learn more about the Bennington Public Schools Strategic Plan goals and critical initiatives.

### 21st Century Skills

- Develop a working definition of 21st Century Skills.
- Complete a curriculum audit and analyze the results to propose what improvements could be made.
- Communicate findings & recommendations to the community for feedback and support for proposed academic programs.
- Launch an updated, evolving curriculum addressing 21st Century Skills.

### Community Collaboration

- Utilize social media to promote and educate the community on opportunities in the District.
- Build upon the community service offered to Our Community by increasing the visibility of our student body (K-12) with service projects and initiatives.
- Educate taxpayers on all topics related to the school district.
- Develop a global District Brand.

### Personalized Learning

- Define personalizing students' learning environment.
- Determine the educational needs and interests of all students: PK-2, 3-5, 6-8, 9-12.
- Expand instructional methodologies for personalizing student learning experiences.
- Establish a process for teachers to personalize educational opportunities for students to meet learning objectives.

### Social Emotional Learning (SEL) and Cultural Needs

- Identify and communicate all available resources for SEL to stakeholders.
- Create an ongoing process to identify the unmet SEL and cultural needs of our students or community.
- Provide training and development in the areas of multicultural education and SEL learning.

# CRITICAL INITIATIVES

## 21st Century Skills

- Create an infographic on the 21st Century Skills called B/Ready to be posted in all buildings.
- Participate in professional development with a national expert to define 21st Century Skills.
- Worked with a national expert to complete an audit K-12 of where 21st Century Skills are being taught with fidelity and consistency.
- Support and confirm all District adopted 21st Century Skills were being taught in all departments and grade levels. All staff members at BPS helped to create a lesson plan bank.
- The Appraisal system includes 21st Century Skills for staff.
- Prepare and present quarterly board reports.
- Provide goal updates in staff meetings and community newsletters.
- Curriculum written and adapted to address 21st Century Skills.
- Follow-up and review with full staff of progress made towards implementation of 21st Century Skills in collaboration with the national expert.
- Development of LiveBinder containing resources for all staff to utilize.
- 21st Century Skills are evaluated and assessed for student attainment through grading reports

## Personalized Learning

- Create Community Committee to define Personalized Learning
- Define Personalized Learning
- Present definition to Goal Leadership & Board of Education
- Identified the four elements of personalized learning specific to Bennington.
- Develop a series of student inventory questions used to gain a better understanding of students learning, preferences academic and personal interests, as well as personal background.
- Offer after-school think tanks to share ideas on assessing student needs and implementation of methodology.
- Created a staff survey to determine current practices and beliefs regarding personalized learning.
- Facilitate opportunities for professionals to connect and collaborate on personalized learning initiatives.
- Personalized Learning team participation in a book study to research and review methodologies.
- Collaboration with a local district to observe, develop, and implement personalized learning.
- Staff participates in ongoing professional development in the area of personalized learning.
- Use key measures to evaluate the impact of critical initiatives in meeting identified objectives.
- District/building-wide initiatives focus specifically on knowing your students.
- Create cohorts of teachers to develop practices and tools for the foundation of personalized learning that directly impacts student learning.
- Create a resource guide for staff to access on personalized learning.

## Community Collaboration

- Updated and improved website through the efficiency of the website and added a webmaster for each building to keep current.
- Utilization of social media to connect the community to building level happenings and events.
- Online streaming of activities and events through the District YouTube Channel.
- Develop a District App.
- Established a Key Club for service to the school and community.
- Create the 3 C's graduation requirement. One component of the 3 C's is 50 hours of community service.
- Philanthropic opportunities through leadership councils (example: food drives, food bank)
- Communication of bond issue initiatives through social media, community meetings, and school events.
- Increased streaming of District information and meetings.
- Implementation of Spotlight Reports at monthly school board meetings.
- Friday Superintendent message through District automated communication system.
- Gathered stakeholder feedback on the development of a unified series of logos.
- Pursue trademarking of a unified district logo.

## SEL and Cultural Needs

- Creation of a Community Resource Guide
- Creation of intradistrict communication processes in the continuity of student support during transitional years.
- Development of the MTSS team and identification of academic and SEL support systems.
- Create a process for the identification and selection of resources to meet the SEL and cultural needs of our students or community.
- Adopt a social-emotional screener to identify students with unmet SEL needs or students experiencing trauma or crisis.
- Establish a process for student anonymous reporting and a process for implementing support.
- Convene a group of stakeholders to identify and address the multicultural or unconscious bias present in our school system.
- Continuing to increase targeted counseling support based on screeners, data, and referrals.
- Development of an SEL District Committee to define school-wide management systems and select curriculum of SEL teaching.
- Provide annual professional development to increase the cultural and SEL competency in our staff.



# Performance Standards Worksheet for School Systems

The Performance Standards Worksheet contains all the Cognia™ Performance Standards and related Key Concepts. It was designed to help you prepare for your Accreditation Engagement Review by helping you to organize and document your evidences and artifacts around the Standards. It is not a required document and you are not required to share it with your Accreditation Engagement Review Team; however,

- It will help you organize your collective thoughts, documentation, and information sources.
- It can provide the team with introductory information about your institution. You can even submit it in workspace™ if you wish.
- It can help you with your **Improvement Journey**.

Each Cognia Performance Standard is defined by five or more Key Concept statements representing the elements of the i3 Rubric. The elements are as follows: Engagement (EN), Implementation (IM), Results (RE), Sustainability (SU) and Embeddedness (EM). The i3 Rubric is a change management tool that can help you determine how your improvement initiatives are progressing. The Accreditation Engagement Review Team will use the i3 Rubric to evaluate the degree to which your institution meets the Cognia Performance Standards

You might find it helpful to turn the Key Concept statements into questions. For example, read the first Key Concept in Standard 1.1 below:

- *“The institution provides opportunities for representative internal and external stakeholder groups to build a commitment to the institution’s purpose statement.”*

You might rephrase that as:

- *“How do we provide opportunities for representative internal and external stakeholder groups to build a commitment to our purpose statement?”*

Beside each Key Concept is a placeholder for you to add evidences and artifacts about your institution related to the Key Concept. Answering the questions contained can help to guide your discussion with key stakeholders. In addition, you may want to ask the following:

- *What are our practices and procedures?*
- *How do we know how we are doing?*
- *What documentation do we have?*
- *Who (e.g. students, teachers, parents, etc.) can speak to this statement?*

In your notes, you may want to:

- describe your processes and practices
- reference documents you will provide in your workspace
- identify stakeholder groups with whom the Accreditation Team could talk
- provide “look fors” the Team might see during observations.

Completion of this document, if you choose to do it, will work best if you break it into small “chunks.” You may want to have different small groups or committees review and respond to different sections or certain Standards. If you use it as a running record of your Improvement Journey, keep a copy posted where people can access it, add to it, update it, and make changes.

Do not create documents or other information just to list in this document! If you have difficulty identifying any information for a Key Concept (or you simply do not want to), don’t worry about it; just leave it blank. Please keep your notes concise and targeted directly to the Key Concept statements. Also, do not worry about rating yourself at the highest levels, even if you plan to give the document to the Accreditation Team. The Team will appreciate your candidness and transparency, and your rating will not affect how the Accreditation Team rates the Standards.

The Cognia Glossary of Terms and the School and System Evidence Guide are helpful documents as you begin to engage your stakeholders in completing the Performance Standards Worksheet.



If you like, you can use the “Rating” column to rate your institution from 1 to 4 (see the scale below). Make sure the information you provide supports your rating. And please keep in mind that, while the Engagement Review Team will *review* your ratings if you provide them, they are not required to *concur* with your ratings.

<b>Key Concept Rating Scale</b>	
<b>Score</b>	<b><i>In support of the degree to which our institution meets this Key Concept:</i></b>
1	we have little or no information, and/or we do not engage in this activity.
2	we have some information, and/or we engage in this activity minimally.
3	we have high-quality information, and/or we partially engage in this activity.
4	we have multiple sources of high-quality information, and/or we fully engage in this activity.

Here’s a sample of what you could include in your descriptions.

<b>1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.</b>			
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All staff use documented standard operating procedures (SOPs) and practices related to the policy and general organizational operational processes	Teacher, Student, and Parent Handbooks document SOP’s. Human Resources Manual, Security and Crisis Management Plan, Technology Plan all document procedures.	4
IM	SOPs are implemented, monitored and adjusted to ensure effective and efficient operations	Teachers, parents, and students all sign the Handbooks. Every year we update/adjust the handbooks, Security Plan and Technology Plan.	2
RE	Data are analyzed and used to evaluate effectiveness and inform the review and revision of SOPs	We do not have data to support the effectiveness of the handbooks or Security and Technology plans.	1
SU	Longitudinal data and evidence from the analysis of SOPs show growth and improvement in effective and efficient implementation of routine operations	Perhaps yearly surveys would guide the discussions on these when we update them (consider as part of Continuous Improvement Plan Goal)	1
EM	All staff consistently hold each other accountable to the adherence and application of SOPs to ensure effective and efficient routine operations	Routines and SOP’s are in place and staff routinely follow them. Improving data collection on SOP’s might drive more improvement.	2



1.1 The system commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.			
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	The institution provides opportunities for representative internal and external stakeholder groups to build a commitment to the institution's purpose statement	Strategic planning process and mission statement review, multicultural committee mission statement feedback, curriculum review adoption and mission, development of school vision statements, school improvement teams, Booster Club representatives	3
IM	The institution implements a systematic process to review, communicate, monitor, and build commitment to its purpose statement	Monthly presentations to school board on strategic planning, building level school improvement meetings, multiple stakeholders reviewing and monitoring strategic planning goals, MTSS website	3
RE	Purpose statement contains identified and measurable expectations for learners based on shared beliefs about teaching and learning Data are collected, analyzed and used to monitor the measurable expectations for learners contained in the purpose statement	Climate surveys, Gallup Poll, Life Track survey in HS, 21st Century Skills Rubrics, MAP, School Improvement Goals	3
SU	Longitudinal results are analyzed to assess growth and improvement in the measurable learner expectations contained in the purpose statement over time	Gallup, Climate Survey, Middle School intervention data, IRIPS, ACT data, PEAK data report	2
EM	Beliefs stated in the purpose statement are demonstrated in behaviors and decision-making	21st Century Skills rubric, grading framework, MTSS, SEL Committee, Strategic Goal 3, 1, 2, & 4	3
1.2 Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.			
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	Actions demonstrated by all representative internal and external stakeholder groups to achieve the purpose	committee work District list, cycle schedule for curriculum adoption, Multicultural committee, Strategic planning process and goals, proposal process for staffing and programming, multicultural committee, Bond campaigns, PTO, Booster Club and Music Boosters	3



IM	Implementation of specific actions and decisions aligned to the institution's purpose	Strategic Plan, School Improvement Action Plans-Implementation plan, PST process, Curriculum and Personnel Proposals, Appraisal Document, Grading Framework, Curriculum Adoption Process, Graduation Requirements, Service Projects, Curriculum Days	4
RE	Process to collect, analyze and use data related to the achievement of the purpose	Climate Surveys, Intervention data, PLC, DATA team meetings, PST process, HAL placements, IRIP, Attendance monthly data	4
SU	Longitudinal results are analyzed to assess changes in and improvements of the actions implemented to achieve the institution's purpose	Attendance monthly data, housing reports and growth, MAP, NSCAS, ACT-standardized test scores, scores, behavior, intervention data, SPED and caseload data	4
EM	Intentional alignment of actions to the institution's purpose evident throughout the institution	Strategic Plan, School Improvement Action Plans, Curriculum and Personnel Proposal, student handbooks, curriculum days and curriculum maps/Guides/Syllabuses, Grading Framework, Appraisal System,	4
<b>1.3 The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.</b>			
i3	<b>Key Concept</b> (What are we looking for?)	<b>Information</b> (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	<b>Rating</b>
EN	Engagement of internal stakeholders in a data-driven and collaborative process for continuous improvement	PLC, Early Release Agendas, Curriculum Days, Teaming Middle School, Quarterly data meetings at high school, SLO's, PST Day, School Improvement Plans, Proposal process, TIP program, Annual Report	4
IM	Development of a continuous improvement and/or strategic plan that contains specific goals, strategies, activities and measures based on identified needs from the review of multiple forms of data, including student achievement, perception, experience, and organizational data Defined processes for implementation, monitoring, and revision of the continuous improvement plan based on the analysis and use of data	Strategic Plan, Annual meetings and updates of Strategic Plan, School improvement plans, Curriculum Proposal Process	4
RE	Ongoing collection, analysis, and use of data to measure results and outcomes related to the goals Results of the continuous improvement plan and/or strategic plan are clearly communicated to all representative internal and external stakeholder groups	21st Century Rubric Data, Personalized Learning participants, Collection of PL, PLP's and SLO creation, visits to our website, enrollment in school messenger or school App, analytics of newsletters, Annual Report sent out to all stakeholders	2



SU	Longitudinal results are analyzed to assess results and outcomes of the goals in the continuous improvement plan and/or strategic plan to show progress over time	Climate Survey, MAP, PST, ACT, TalentEd Appraisal Platform, enrollment data	2
EM	Ongoing commitment to the success of the continuous improvement plan and/or strategic plan is evident throughout the institution	Annual Report sent out to all stakeholders, Bond Issue Meetings, Monthly report to board, Board workshop	4
<b>1.4 The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.</b>			
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	Governing authority and institution leadership engage in the ongoing and systematic development, review and revision of policies	Board Policy Book, Plan to review policy, board minutes, approve our handbooks annually, administrator and board workshop, annual attendance at Law Conference, NASBO annual conference, Return to Learn Plan, lobbyist reports	3
IM	Process ensures ongoing and current compliance with all applicable laws and regulations and reflects best practice Governing authority holds itself accountable for committing to policies that ensure integrity, effective operations and improved student learning	Policy Book, plan to review policy, meeting minutes posted on website, special education handbook, Title IX site for harassment claims, approval of appraisal process, Superintendent appraisal and goals, Board committees	3
RE	Process to collect and use evidence to monitor and ensure adherence to policies is implemented by the institution and used to inform revisions to policy or practices	Cycle for Policy Review, Consultant hired to review policy manual 2021, NASBO annual policy guidance, and direction from District legal council	2
SU	Longitudinal data and evidence show adherence to policy and effectiveness of policy review and revision processes over time	Review dates and cycle for review	2
EM	Governing authority commits to the establishment and adherence to policies that promote the effective operations of the institution in improving student learning	Annual review cycle, consultation with legal counsel, Board Agendas, NASBO - annual policy guidance, Consultant hired to review policy, handbooks - teachers, support staff	3
<b>1.5 The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.</b>			
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All governing authority members operate under a written code of ethics that identifies principles of conduct and ethical standards within the institution	all members sign code of ethics, board members sworn in	4



	All governing authority members participate in ongoing professional learning (beyond statutory required trainings) to stay current and informed regarding applicable laws, regulations, and organizational best practices		
IM	Policies clearly identify and actions support the legal and organizational roles and responsibilities of the governing authority Policies and practices provide institution leadership the autonomy for day-to-day operations of the institution	Non-discrimination statement contained in board policy, board member manual provided by NASBA, most members take part in training of board member ethics and responsibilities, responsibilities of board members and superintendent, Teacher contracts	3
RE	Processes to collect and use evidence to evaluate the governing authority's adherence to the code of ethics and roles and responsibilities	Non-discrimination statement on district website, process for filing complain/grievance, handbooks, Title IX website, board minutes and agendas posted on website	4
SU	Longitudinal data provide evidence of the governing authority's ongoing adherence to the code of ethics and roles and responsibilities over time	Board minutes and agendas posted on website, annual review of policies (examples: bullying, multicultural), data collection has moved from hard copies to online platforms	2
EM	Decisions made by the governing authority consistently reflect actions aligned to the code of ethics and legal and organizational roles and responsibilities	Open meetings Act adherence (?), Board bylaws present	2
<b>1.6 Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.</b>			
i3	<b>Key Concept</b> (What are we looking for?)	<b>Information</b> (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	<b>Rating</b>
EN	All staff members participate in the supervision and evaluation process	Appraisal process evaluation cycles, yearly classified evaluations, yearly administrator and coordinator evaluations, yearly superintendent evaluation, appraisal committee	4
IM	Supervision and evaluation processes for all staff members are documented, include specific criteria for quality performance and provide on-going feedback to improve professional practice Evaluators have the knowledge, expertise, and training to implement the supervision and evaluation processes with quality and fidelity	Staff complete a self appraisal yearly, rubrics with specific indicators embedded within evaluation process, administrators collaborate to conduct evaluations together, district office reviews summative evaluations and provides feedback	3
RE	Results of supervision and evaluation processes are analyzed and used to inform organizational professional practices and ensure student learning	Add topics into new teacher training and professional development based off of evaluations, goals are given to administrators based on evaluations, Superintendent and Asst. Superintendent provide feedback to principals related to themes and appraisal data administered	4



SU	Analysis of longitudinal results provide evidence of the ongoing implementation and use of data from supervision and evaluation processes, improved professional practice and student learning	ESU district service plan meeting, bootcamp offerings based on feedback and appraisals, select-a-session PD determined based on appraisals, PLPs	3
EM	Evaluation and supervision for the improvement of professional practice is a routine and expected practice within the organization	Appraisal handbook, TalentEd, PLPs, district committee to review teacher appraisal and PD	4
<b>1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.</b>			
i3	<b>Key Concept</b> (What are we looking for?)	<b>Information</b> (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	<b>Rating</b>
EN	All staff use documented standard operating procedures (SOPs) and practices related to the policy and general organizational operational processes	Student and staff handbooks, Emergency Response Teams, district safety committee, standard response protocols implementation (fire drills, severe weather), coaches and sponsors handbook, support staff handbook,	4
IM	SOPs are implemented, monitored and adjusted to ensure effective and efficient operations	Appraisal process, curriculum process and implementation plan, Safe Schools, summer curriculum days agendas, movement on salary scale and tuition reimbursement, NebSIS training in gradebook, grading framework, Proposal process, New teacher process	4
RE	Data are analyzed and used to evaluate effectiveness and inform the review and revision of SOPs	NebSIS gradebook, curriculum review, Proposal process, grades, New Teacher Feedback form	3
SU	Longitudinal data and evidence from the analysis of SOPs show growth and improvement in effective and efficient implementation of routine operations	Grades, Annual report (negotiation process of review of degrees, experience, etc), annual report from ALICAP	3
EM	All staff consistently hold each other accountable to the adherence and application of SOPs to ensure effective and efficient routine operations	Emergency response handbook review at staff meetings, Safe School training, CPR/First Aid, Drills (tornado, severe weather), Bleed kit training, school-wide evacuation practice, bus safety drills, New Teacher Process for onboarding	4
<b>1.8 Leaders engage stakeholders to support the achievement of the system's purpose and direction.</b>			
i3	<b>Key Concept</b> (What are we looking for?)	<b>Information</b> (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	<b>Rating</b>
EN	The institution regularly engages multiple internal and external stakeholder groups, including staff, students, parents,	Strategic planning process and mission statement review, multicultural committee mission statement feedback,	3



	community members, and governmental and educational policy groups Engagement of community stakeholders includes opportunities that provide two-way communication and active and meaningful participation	curriculum review adoption and mission, development of school vision statements, school improvement teams, Booster Club representatives, Annual report, PTO, public comments before board meeting, COVID dashboard on district website, Friday notes, newsletters, Nonpublic Consultation Meeting-Fagan, Title I Information Flier	
IM	Engagement strategies result in measurable and active participation of all representative internal and external stakeholder groups	list of participants/stakeholders in various district committees (strategic planning, multicultural committee, school improvement), wellness committee lunch for community members, LB 399	3
RE	Data are collected, analyzed and used to determine the effectiveness of stakeholder engagement strategies	Climate surveys, Gallup surveys, COVID surveys, tech survey to determine effectiveness of implemented resources (boxlights, microphones), elementary exit survey for summer school	3
SU	Longitudinal results of stakeholder engagement strategies indicate improvement and growth in the engagement of stakeholders to support the achievement of the institution's purpose	Review and audit of multicultural learning policy, service learning opportunities for high school students (ex: attending school board meetings- LB399), Life Track survey, elementary exit survey for summer school	3
EM	Active engagement of stakeholders is valued, supported and expected throughout the institution	Service learning opportunities for high school students (ex: attending school board meetings- LB399, streaming the board meetings	3
<b>1.9</b>	<b>The system provides experiences that cultivate and improve leadership effectiveness.</b>		
i3	<b>Key Concept</b> (What are we looking for?)	<b>Information</b> (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	<b>Rating</b>
EN	Experiences to lead are provided for multiple stakeholders, including staff, students, and parents or community members	Strategic goal teams, district wide and building level committee work, Bond Informational Meetings for Stakeholder feedback, Student Council, PTO Meetings, Health and Wellness Committee for all stakeholders, Multicultural Committee Meeting, Booster Clubs (Band, Music, Sports)	3
IM	Capacity for internal leadership is built through the implementation of formalized opportunities for ongoing modeling, coaching or leadership activities	Strategic goal, district wide and building level committee work, PLPs, PD opportunities (self-selected and district provided), CADRE Associate, MOEC Effective Literacy Instruction, District Professional Learning Team, SIP Committees, PST Leaders, Summer School Directors, Department spotlights at staff meetings, School Board Meeting spotlight, building and administrator reports	3



RE	Data are collected, analyzed and used to monitor the effectiveness of leadership activities	MOEC fidelity checks, Review of summative assessments by district personnel, meeting notes, MAP Scores, IRIPs, AdvanceEd Surveys, Climate Surveys, Gallup Surveys for students	3
SU	Longitudinal data and results are used to indicate improvements and growth in providing experiences for multiple stakeholder groups to lead	School Improvement Plans, Professional Learning Plans, Strategic Learning Goals	3
EM	A collaborative culture that includes opportunities for shared leadership is supported, developed, and protected by leaders and other stakeholders	School Improvement, Grade Level/Department Curriculum Days, PLC's, District Committee Meetings, Staff Development Days	3
1.10 Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.			
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	Feedback is collected consistently and regularly from all representative internal and external stakeholder groups and reflects participation of the institution population and demographics	Gallup surveys, Climate surveys, Summer school exit surveys (elementary), Life Track surveys, technology surveys, new staff surveys	3
IM	Feedback data collection methods ensure validity and reliability of the data and processes are implemented by internal stakeholders to review and analyze the data	Anonymous data collection through surveys, percentage of participation with different stakeholder groups, varying ways to administer surveys (on site, computer, paper sent home), results compared to norms both internally and externally, SHARP survey to select high school students	3
RE	Analysis and use of feedback data inform the continuous improvement process, guide actions and decision-making and are used to measure stakeholder perceptions and beliefs	All data is used to modify programs and and support. School improvement goals are revisited after data is collected and action steps are updated.	3
SU	Longitudinal feedback results are analyzed to examine trends in stakeholder perceptions and to indicate growth and improvement in those areas linked to goals and strategies in the continuous improvement process	Longitudinal results from Gallup, Cognia, and Life Track, data is analyzed by system average, as a district, and as individual buildings	3
EM	Stakeholders expect and respond to the institution's practices to provide regular and consistent communication	Percentage of participation with different stakeholder groups, annual report, district website, Friday notes, monthly newsletters, monthly school board presentations, community meetings (bond issues, grading framework/implementation, Ad Hoc committee for R2L	3



1.11 Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.			
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	School staff members receive and provide feedback regarding their implementation of the system's expectations and improvement efforts	Opening school year meetings, Annual Report, School Improvement work, Appraisal Process, SLO, PLP, Reading and Math Interventionists, MOEC Literacy, Staff input on calendar, curriculum, grading, etc., Return to Learn	3
IM	Documented systematic process to monitor the system's schools to ensure the quality and fidelity of the implementation of the system's educational and operational expectations	Pacing guides, Adoption Cycle, District Committees, MTSS, Appraisal Process, Staff Contracts, Handbooks, Curriculum reflects state standards, Safety Teams, Operational Expectations (i.e. Transportation Process), Board Policies, Attendance procedures, Special Education Student Summary Binders, Board approval of handbook annual changes	3
RE	Data are collected, analyzed, and used to monitor the progress made towards achieving the system's educational and operational expectations and the overall effectiveness of the quality assurance process	Curriculum Days, District and Statewide assessments, Admin Meetings (bi-weekly), Evaluation tools for curriculum adoptions, coordinator reports align with operational effectiveness, School Improvement data digs, PST process, Attendance	3
SU	Longitudinal results of the evaluation of the quality assurance process demonstrate ongoing monitoring and adjusting of system's educational and operational expectations and progress to achieve these expectations	District and Statewide Assessments, Attendance, Staff appraisals, Curriculum Binders/Maps updated based on year before, Curriculum Proposal Process, Growth Charts, Transportation, Nutrition, Technology forecasts based off of years prior	3
EM	Leaders and school staff members demonstrate actions that indicate quality assurance is a cultural norm and a commitment to the system's educational and operational expectations	All Administrators are assigned a Strategic Goal to lead, Walk throughs, Appraisals, Expectation is that leaders are in attendance at all school board meetings, assist in activity supervision (mandatory assignments), follow extended contract hours and days	3
2.1 Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.			
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	Personalized and equitable learning opportunities are provided for all learners to develop skills and achieve content and learning priorities	Annual summer curriculum meetings by content and grade levels across the District for 15 years, Early release content and grade level days for 5 years, Strategic goal 2 personalized	4



		learning, Middle school team plan, curriculum adoption cycle 15 years, MTSS process began in 2018	
IM	Implementation of instructional strategies is monitored and adjusted to ensure all learners have personalized and equitable learning opportunities to develop skills and achieve content and learning priorities	PLC meetings, data teams at the MS and High, summer curriculum days for 15 years, early out days with set schedules to allow for teaming collaboration, curriculum maps/pacing guides, teacher appraisal system, MOEC Effective Literacy collaborative work for 3 years, Problem Solving Team meetings weekly for 15+ years	3
RE	Data are collected, analyzed and used to measure results and improve equitable opportunities for students to develop skills and achieve content and learning priorities eProve™ (eleot®) (A1, A2, B2, B3, D3, D4, E1)	MAP scores, IRIP data, attendance, IEP Progress reports, PST data, report cards, CoGAT, ELPA Screener, common assessments, ACT, NSCAS, DSTARS Reading	4
SU	Longitudinal results are used to demonstrate growth and improvement in providing equitable opportunities for students to develop skills and achieve content and learning priorities	MAP scores, NSCAS, ACT, Appraisal system, grade distribution, AP Tests, Annual Report	4
EM	Personalized and equitable learning opportunities are embedded and supported throughout the institution	Summer school and credit recovery opportunities, PST, IRIP, Reading and Math Intervention, Personalized Learning Cohort, HAL, SPED, ELL, Life Skills program, Work Experience Programs, SST at the middle school, Study Centers, Academic Coaching, 504 Plans	4
<b>2.2 The learning culture promotes creativity, innovation and collaborative problem-solving.</b>			
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All learners engage in projects and inquiry-based activities across courses and subjects	21st Century Skills, Classroom Grants, Inquiry Based Curriculums, Personalized Learning Strategic Goal, Technology Integrationist, 1:1 Devices	2
IM	Educators implement specific actions and instructional activities to ensure learner engagement and development of creative, innovative, and problem-solving skills The institution implements processes to monitor the quality of the implementation of learning experiences that promote creativity, innovation and collaborative problem-solving	21st Century Skill Rubrics, TIP Grants, Teacher Evaluation System, PLC's, Professional Development surrounding creativity and assessing 21st century skills in the classroom (live binder of resources), HAL Program, Voice Amplification Systems, Box Lights	3
RE	Data are collected, analyzed and used to measure the development of creativity, innovation and problem-solving of learners eProve™ (eleot®) (A4, B2, B4, D2, D4, G2, G3)	Teacher Evaluations, Student Performance on 21st Century Skills, Audit of Lessons to Determine if 21st Century Skills are Present, Tech usage reports, Student Surveys	2



SU	Longitudinal results demonstrate growth and improvement in the development of creativity, innovation, and problem-solving of learners	NSCAS College and Career Readiness, Participation rates in HAL programming	2
EM	Educators demonstrate shared beliefs about learner engagement and development of creative, innovative, and problem-solving skills in all courses and subjects	PLC's, Summer Curriculum Days, Strategic Goal Teams, MTSS Teams, Curriculum Adoption Teams, District Grade Level Meetings, Professional Development that corresponds with curriculum adoption of inquiry based curriculums	3
<b>2.3 The learning culture develops learners' attitudes, beliefs and skills needed for success.</b>			
i3	<b>Key Concept</b> (What are we looking for?)	<b>Information</b> (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	<b>Rating</b>
EN	All learners are provided opportunities to develop communication skills, dispositions toward learning, experiences that teach self-direction and monitoring of their own learning progress	Counseling Curriculum, Homerooms, Behavior SEL District Committee, SEBL MTSS Cohort, MTSS District Team, MAP Goal Setting, Student Led Conferences, Student Rating (21st century skills), Community Circles, Morning Meetings, Strategic Goal #4 Team, Multicultural Committee	4
IM	Implementation of instructional strategies provide numerous experiences for learners to develop communication skills, self-direction, and monitor their own learning progress	Homeroom and Counseling Curriculum, Student Council, Arbor Family, Grade Level Speaking and Listening Assessments, Three C's Requirements, After School Clubs	3
RE	Data are collected, analyzed and used to assess the learning culture of the institution and the effectiveness of actions implemented to develop learners' attitudes, beliefs and skills needed for success eProve™ (eleot®) (B3, D1, D4, E1, E2, E3, F1, G2, G3)	Gallup survey, Arbor Family Annual Reports, Behavior Data, SIP Teams, Perception Surveys, Attendance Data	3
SU	Longitudinal data demonstrate improvements of the institution's learning culture and the effectiveness of actions implemented in improving the development of learners' attitudes, beliefs and skills needed for success	Gallup survey, Arbor Family Annual Reports, Behavior Data, Attendance Data, Perception Surveys	4
EM	Commitment to shared beliefs and actions for developing learners' communication skills and dispositions towards learning are consistently practiced by all stakeholders throughout the institution	Strategic Plan, Three C's Requirement, Grade Level Speaking and Listening Assessments, 21st Century Rubrics, Teacher Evaluations Performance Rubrics	3
<b>2.4 The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.</b>			



i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All learners interact with their adult advocate and peers for the purpose of developing relationships and having support for their educational experiences	Homerooms, Arbor Family, Team Mates, School Counseling, Check-In/Check-Out, Personalized Learning, Community Circle, Morning Meeting, Parent Teacher Conferences, Co-Teaching, Buddy Rooms, Learn Grow Lead	4
IM	The institution implements and monitors a formal structure that has clearly defined activities, resources, and time for learners to develop positive relationships with adults and peers	SEBL Curriculum Team, Counseling Lessons, Small Groups, 1:1 Counseling, Team Mates, Arbor Family, Homerooms, Safe Schools Trainings, Safe2Help	3
RE	Data are collected, analyzed, and used to determine the effectiveness of the program to ensure learners develop positive relationships with adults and peers that support their educational experiences eProve™ (eleot®) (A3, A4, B5, C1, C3, C4, F1)	Gallup Data, Perception Data, 21st Century Skills Rubrics, Counseling Check-In Forms, Arbor Family, Safe Schools, DESSA Screeners (5th and 6th graders), Behavior Data	3
SU	Longitudinal data and evidence from the implementation of formal structures demonstrate learners' improvements in the development of positive relationships with adults and peers that support their educational experiences	Gallup Data, Perception Data, 21st Century Skills Rubrics, Counseling Check-In Forms, Arbor Family, Safe Schools, DESSA Screeners (5th and 6th graders), Behavior Data	3
EM	Commitment to and consistent actions by staff and students related to the development of positive relationships occur throughout the institution	Consistent matrix for behavior expectations, embedded homeroom or meeting times, Goal 4 Strategic Plan, communicated staff expectations for student relations and visibility, Assigned duties (i.e. lunch, recess, before/after school)	4
<b>2.5 Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.</b>			
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All educators implement the curriculum developed and adopted by the institution	Standards based curriculum alignment, pacing guides and curriculum guides, curriculum adoption process, grade level meetings, summer curriculum meetings, walk-throughs and appraisal system, proposal process, grading framework, instructional support through reading and math specialists, on-going PD for new curriculum adoption, AP coursework and dual enrollment	4



IM	Processes are used to monitor the quality and fidelity of the implementation of the adopted curriculum across the institution	Walk-throughs and appraisal system, grading framework, curriculum adoption cycle, PLC and grade level/content meetings, curriculum days to revise common assessments and pacing guides	4
RE	Data are collected, analyzed, and used to evaluate the quality and effectiveness of the curriculum to meet the institution's learning expectations, and student preparedness for the next level and to provide data for potential revisions to the curriculum eProve™ (eleot®) (B2, B3, C3, E3)	Content area common assessments, grade distribution, pacing guides, appraisal and walk-through data, SLOs and PLPs, MAP, NSCAS, pre ACT, ACT	4
SU	Longitudinal data and results provide evidence of the effectiveness of the implementation of the curriculum and the institution's curriculum revision process	Content area common assessments, grade distribution, pacing guides, Curriculum adoption process, appraisal and walk-through data, Pre ACT & ACT, MAP, NSCAS	3
EM	All educators inherently understand, practice, and protect both the institution's curriculum and commitment to its learning expectations	PLCs, district grade level and content area meetings, professional development corresponding to district curriculum adoption, regular teacher lesson plan submission, WAP reading plan	3
<b>2.6 The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.</b>			
i3	<b>Key Concept</b> (What are we looking for?)	<b>Information</b> (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	<b>Rating</b>
EN	All educators are engaged in a process to align curriculum to standards and best practice	Curriculum adoption process/committees, MOEC, Summer Curriculum Meetings, District Grade Level Monthly/Bi-Weekly Meetings, Core Department Common Plan Time, Grade Level Common Plan Time, Grading Policy	4



IM	Systematic process is implemented to ensure the written curriculum is aligned to a recognized and rigorous set of standards and is implemented with quality and fidelity	Curriculum adoption process/committees, Curriculum Map Updates (Yearly), Summer Curriculum Meetings (alignment of standards), walkthrough and teacher appraisal	4
RE	Data are collected, analyzed, and used to evaluate the curriculum to ensure the curriculum is aligned to expectations and results in learner achievement of the learning expectations eProve™ (eleot®) (B2, B3, C3, E3)	MAP, IEP, NSCAS, ACT, STAR Assessment, SLO/PLP trends, common assessments	3
SU	Longitudinal data and evidence indicate ongoing implementation of a process to ensure the curriculum is aligned to standards and best practice and results in learner achievement of the learning expectations	MAP, IEP, NSCAS, ACT, STAR Assessment, common assessments	3
EM	All instructional staff are directly and indirectly responsible for the curriculum and protect and hold each other accountable for its consistent application across all classrooms and content areas	Walk-through evaluations, On-going PD plan and development, summer curriculum meetings (alignment of standards), walkthrough and teacher appraisal process	4
<b>2.7 Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.</b>			
i3	<b>Key Concept</b> (What are we looking for?)	<b>Information</b> (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	<b>Rating</b>
EN	All educators are engaged in the monitoring and adjusting of instruction to meet individual learners' needs and the institution's learning expectations	District grade level meetings on early release days, IEPs/504s, pacing guides, summer curriculum days, PD days, appraisal system, reading and math intervention, IRIPs	4
IM	Processes are executed to monitor and adjust the implementation of instruction and ensure quality and fidelity of instructional practices to meet learners' needs	Curriculum Adoption Cycle, Summer Curriculum Days, Appraisal system, MOEC Effective Literacy groups, new curriculum training, New Teacher mentor program, reading/math intervention coaching at the elementary level, PLCs, weekly lesson plans	3
RE	Data are collected and analyzed to identify improvements in student learning based on the use of data to monitor and adjust instruction eProve™ (eleot®) (A1, B2, C3)	IEPs, MAP scores, IRIPs, Reading and Math Intervention, common assessments, Student Learning Objectives, 504s	3
SU	Longitudinal data from instructional monitoring processes demonstrate improvements to student learning and changes to instructional practices based on the use of data over time	MAP scores, NSCAS, ACT, Appraisal system, grade distribution, AP Tests, Annual Report	3



EM	The use of data to meet the individual learner's needs is actively supported and practiced by all educators	Progress reports, report cards, specials rubrics, 21st century skill rubrics, MAP scores, NSCAS, ACT, Appraisal system, grade distribution, AP Tests	4
<b>2.8 The system provides programs and services for learners' educational futures and career planning.</b>			
i3	<b>Key Concept</b> (What are we looking for?)	<b>Information</b> (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	<b>Rating</b>
EN	All learners have opportunities to engage in programs and services to identify interests that will enable future educational and career planning	IEP transition planning, college and career readiness day at MS, teacher cadet program, partnerships with community colleges, NAVIANCE program at HS, class/course scheduling at MS and HS, elective offerings at MS and HS	2
IM	Implementation and monitoring of formal programs and services to support educational/career interests, student planning for success at the next level, and development of individual learner goals for educational and career planning	IEP transition planning, college and career readiness day at MS, teacher cadet program, partnerships with community colleges, NAVIANCE program at HS, class/course scheduling at MS and HS, elective offerings at MS and HS	2
RE	Data are collected, analyzed and used to evaluate the effectiveness of programs and services for students' educational futures and career planning in meeting learner needs eProve™ (eleot®) (C1, C3, D2, E1, G3)	IEP transition planning, college and career readiness day at MS, teacher cadet program, partnerships with community colleges, NAVIANCE program at HS, class/course scheduling at MS and HS, elective offerings at MS and HS	2
SU	Longitudinal data and evidence show growth and improvement in students' educational futures and career planning based on the implementation of quality programs and services	Gallup Poll, curriculum and personnel proposals, progress on IEP goals, number of students involved in teacher cadet program, number of students in elective courses, lifetrack survey, feedback from students related to course offerings	2
EM	Planning for educational futures and careers is embedded in programs and activities across all areas of the institution	Gallup Poll, curriculum and personnel proposals, progress on IEP goals, number of students involved in teacher cadet program, number of students in elective courses, Life skills programs, Transition planning and programming for students on IEPs, lifetrack survey, feedback from students related to course offerings	2
<b>2.9 The system implements processes to identify and address the specialized needs of learners.</b>			
i3	<b>Key Concept</b> (What are we looking for?)	<b>Information</b> (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	<b>Rating</b>



EN	Educators are involved in the identification of students who might need specialized services, programs or resources	PST process, Intervention qualification process, 504 system incorporated in NebSIS, parental referral process, PT conferences, CoGAT, MAP testing, ELPA, rating scales for behavior, ADHD, etc, counseling small groups based on needs	4
IM	The institution implements and coordinates programs, services, and resources to address learners' needs in the social, emotional, developmental, and academic areas and monitors and adjusts to ensure quality implementation	IEP development, HAL programming, ELL services, counseling small groups and/or 1:1, guidance lessons/instruction, Arbor Family services, services determined by IEPs such as outside therapy, academic interventions, homerooms at all levels, SST at MS, MTSS and MTSS SEBL, Strategic Planning Goal #4, SEL curriculum committee, TeamMates mentoring	4
RE	Data are collected, analyzed, and used to monitor and adjust services and to evaluate the effectiveness of programs and services in meeting the specialized needs of learners eProve™ (eleot®) (A1, A4, C3, E2)	IEP goal progress monitoring, data related to counselor referrals and visits, learning center at the MS, qualification numbers/data related to ELL, SPED, HAL, reading/math intervention, PST process, Arbor family annual report of services, GALLUP survey results	4
SU	Longitudinal data and evidence show growth and improvement in meeting the specialized social, emotional, developmental, and academic needs of learners based on the implementation processes for identification and provision of services	IEP goal progress monitoring, data related to counselor referrals and visits, learning center at the MS, qualification numbers/data related to ELL, SPED, HAL, reading/math intervention, PST process, Arbor family annual report of services, GALLUP survey results	4
EM	Staff demonstrate consistent commitment and aligned actions to meet the specialized social, emotional, developmental and academic needs of individual students across the institution	Staff attendance at meetings (IEP, ELL, 504, etc), school wide behavior management plans, school improvement goals, PST referrals and attendance by staff, SLO and PLP completion, professional development in and out of district, district initiatives based on strategic goals, new curriculum training, staff participation on district committees	4
<b>2.10 Learning progress is reliably assessed and consistently and clearly communicated.</b>			
i3	<b>Key Concept</b> (What are we looking for?)	<b>Information</b> (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	<b>Rating</b>
EN	All educators consistently and frequently communicate learning progress to appropriate stakeholders, including the learner, in clear and understandable language and formats	Report cards, parent/teacher conferences, IEP quarterly progress reports, specialist rubrics, 21st Century Skills rubric, NebSIS parent/student portal, student portfolios, student-led conferences, student participation in IEP meetings, MAP reports, NSCAS reports, IRIP reports	4



IM	Processes are executed to monitor the implementation of the common grading practices aligned to specific criteria that represent attainment of content knowledge and skills across all classrooms and programs	Grading framework, district grade level meetings, default assignment lists for grades 3-5, pacing guides outlining graded assignments, grade distribution, PLC meetings, IEPs	4
RE	Formative and summative data are collected, analyzed, and used to monitor learning progress and the implementation of the common grading practices across all classrooms and programs eProve™ (eleot®) (B3, E1, E3, E4)	Grades, Rubrics, common formative and summative assessments, retake process for assessments, MAP results, PLC meetings, school improvement processes and data collection, NSCAS, ACT	4
SU	Longitudinal data and evidence demonstrate improvements in assessing and reporting learning based on the implementation of clear criteria, use of formative and summative data, and communication processes	Grades, Rubrics, common formative and summative assessments, retake process for assessments, MAP results, PLC meetings, school improvement processes and data collection, NSCAS, ACT	4
EM	Educators consistently support and protect grading and assessment practices that represent attainment of content knowledge and skills across all classrooms and programs	Appraisal system to ensure common grading practices, syllabi, elementary curriculum guides, report cards, district grade level meetings collaborating about consistency, district and state assessment testing protocol and security training	4
<b>2.11 Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.</b>			
i3	<b>Key Concept</b> (What are we looking for?)	<b>Information</b> (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	<b>Rating</b>
EN	All educators are engaged in processes to use formative and summative data to improve student learning for individual and collective groups of students	PLCs, common grade level planning, district PLCs, School Improvement, PST, IRIPs, IEPs, summer curriculum meetings, TIP Grant writing related to curriculum work, common plan time	4
IM	Processes are used by educators to monitor and verify learners' progress toward meeting learning expectations and modify instruction to transform learning experiences for students	PLCs, common grade level planning, district PLCs, School Improvement, PST, IRIPs, IEPs, summer curriculum meetings, TIP Grant writing related to curriculum work, common plan time	4
RE	Instructional and system staff analyze and use student learning data to monitor the effectiveness of changes in their instructional practices and improve and verify individual student progress toward meeting learning expectations	PLCs, common grade level planning, district PLCs, School Improvement, PST, IRIPs, IEPs, summer curriculum meetings, TIP Grant writing related to curriculum work	4
SU	Longitudinal data provide evidence of ongoing improvements to instructional practices and improvement in student learning based on data-driven changes to instructional practice	Content area assessments, MAP, NSCAS, IEP, 504, CoGAT, Appraisal system	4



EM	Educators in all classrooms and instructional programs commit to and demonstrate their consistent use of data to verify learner progress and modify instructional practices to improve student learning	Appraisal system, attendance and participation in PLC, IEP, PST, summer curriculum meetings, SLOs, PLPs, and common plan times, participation in PD in and out of district	4
<b>2.12 The system implements a process to continuously assess its programs and organizational conditions to improve student learning.</b>			
i3	<b>Key Concept</b> (What are we looking for?)	<b>Information</b> (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	<b>Rating</b>
EN	System and school staff members are involved in the institution's formalized cycle and timeline to evaluate all academic and organizational programs and services	School improvement cycle, Strategic Planning goals, Annual Report, Curriculum Adoption Cycle, curriculum committees, district wide committees	4
IM	The institution implements formative evaluations (e.g., action research, program evaluation) to improve and refine its programs, practices, and organizational conditions that impact student learning	Curriculum meetings founded in research related to best practices and program evaluation, community feedback on new initiatives, Amplify cohort support, Strategic Planning work	3
RE	Data from evaluations of programs and services are used to improve the quality and fidelity of the implementation of programs and services and inform decision making regarding the effectiveness of the programs and services in improving student learning and organizational effectiveness Evaluation processes include ongoing and systemic analysis and use of trend and comparison data related to student learning and organizational programs and services	Curriculum days, scheduled Strategic Plan meetings where action plans are created and enacted, Appraisal system, data meetings for special programming.	2
SU	Longitudinal results of the evaluation of programs and services demonstrate ongoing implementation of evaluations of multiple programs and services and evidence of the use of that data for decisions regarding programs and services	Curriculum days, scheduled Strategic Plan meetings where action plans are created and enacted, Appraisal system, data meetings for special programming.	2
EM	The institution demonstrates actions of embodying a data-driven culture for decisions regarding academic and organizational programs and services	Board reports, Annual Report, district committees, meeting norms and expectations for things such as PLC and PST, curriculum and personnel proposal process	3
<b>3.1 The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.</b>			
i3	<b>Key Concept</b> (What are we looking for?)	<b>Information</b> (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	<b>Rating</b>



EN	All staff participate in relevant and job-embedded professional learning to improve professional practice	Professional Learning Plans (PLP), PD schedule/plan district wide, PLCs, early out department meetings, Special Education department meetings, standardized Safe School trainings, Fall workshop, scheduled staff development (9 days throughout year), Choose-a-session options for PD, tuition reimbursement, MOEC groups, Monthly SIMS meetings	4
IM	Professional learning activities are planned and delivered based on data-driven needs assessments and data aggregated from supervision and evaluation processes to improve student learning and organizational effectiveness The institution's professional learning activities are monitored and adjusted to ensure staff have sufficient and quality opportunities to apply the intended learning	Early Dismissal Days, MOEC Effective Literacy and Small Group Instruction, School Improvement, MTSS, Staff Meetings, Foundation funding for PD/Conferences, SPED Staff state training, ESU Annual Planning Meeting (DSP) to develop year-long plan for PD	2
RE	Data are collected, analyzed, and used to assess the effectiveness of professional learning activities to improve professional practice, content and pedagogical knowledge, and organizational effectiveness	Appraisal Process, School Improvement guided by building needs, MAP/District Assessment data, grades, informal classroom data, IEP/MDT Reports, IRIPs	2
SU	Longitudinal results from the evaluation of professional learning activities indicate improvements to professional practice, content and pedagogical knowledge, and organizational effectiveness over time	IRIPS, Grade Reports, SLO, PLP, Appraisal process, behavior data, referral data	2
EM	Relevant and job-embedded professional learning is an expectation and a regular practice across the institution and is supported with time and fiscal resources	Mentor/Mentee, Early Release Days, Support of training/PD through grade level/department PLC or personal PLP, Adoption Curriculum Training, PD Days with select a session, staff meetings, tuition reimbursement, MTSS website for intervention supports	3
<b>3.2 The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.</b>			
i3	<b>Key Concept</b> (What are we looking for?)	<b>Information</b> (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	<b>Rating</b>
EN	All professional staff participate in structured and ongoing collaborative learning communities	PD schedule/plan district wide, PLCs, early out department meetings, Special Education department meetings, PLPs, standardized Safe School trainings, Fall workshop, scheduled staff development (9 days throughout year), Choose-a-session options for PD, tuition reimbursement, MOEC groups, bi-weekly admin meetings	4



IM	Process to monitor the collaborative learning communities' engagement in activities to analyze and use data to improve student learning and provide training, resources, and time	Appraisal process in TalentEd, hiring of Asst. director of CIA, elementary MOEC groups, MS teaming concept, curriculum guides within grade levels and departments, grading framework, curriculum days (elementary), bi-weekly admin meetings	4
RE	Data are collected, analyzed, and used to monitor and assess the effectiveness of the collaborative learning structures to improve student learning and professional practice	Appraisal process in TalentEd, anecdotal notes in summer curriculum days, PLC documents for admin review, data sheets and intervention programming, fidelity checks in reading (elementary), foundations courses collaboratively done at HS	3
SU	Longitudinal data and evidence show improvements in the effectiveness of collaborative learning communities and demonstrate improvements and growth in student learning and professional practice over time	Dual enrollment and AP scores data review, IRIPs, PST data, qualified students for intervention data, Appraisal process in TalentEd, anecdotal notes in summer curriculum days, PLC documents for admin review, data sheets and intervention programming	3
EM	A culture of collaboration is established, promoted, and protected to improve learner performance and organizational effectiveness	Early out/PLC days, 9 PD days, summer curriculum days, TIP grants and Classroom grants, PLC meetings (PC), PLPs, some common plan time, special education teachers at HS have common plan times with co-taught classroom teachers, proposal process, curriculum adoption process	3
3.3 The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.			
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	New staff and all other appropriate staff members participate and engage in structured and ongoing formal mentoring, induction, coaching and modeling programs, and opportunities	Mentor/Mentee, Reading and Math Interventionists/Coaches, New Curriculum Adoption Training, Curriculum Days, Staff Meetings, MOEC, CADRE Associate Support, "new staff" budget	3
IM	Mentoring, induction, and instructional coaching activities are implemented and monitored to ensure quality and fidelity in achieving the purpose of the programs and activities in improving professional practice and student learning	Scheduled Mentor/Mentee Meetings district wide and building specific throughout the school year, Monthly checklists to go over with mentor, quarterly meetings, guided conversations	2
RE	Data are collected, analyzed, and used to examine the impact of the mentoring, induction, and coaching programs on improving student learning and professional practice	New teacher surveys, monthly checklists, quarterly meeting agendas, teacher retention, reading and math interventions (20% of contract is to coach all staff), Annual surveys	2



SU	Longitudinal results demonstrate growth and improvements in student learning and professional practice based on the implementation of mentoring, induction, and coaching	Annual Survey of new teachers, Additional reading/math support added as numbers grow, teacher retention, appraisal process,	2
EM	Support and guidance from mentors, coaches, peers, and/or leaders about observations, lesson plans, instructional delivery, student learning, and organizational norms is an embedded practice of the institution's culture	Administrator presentations on select topics pertaining to appraisal process	2
<b>3.4 The system attracts and retains qualified personnel who support the system's purpose and direction.</b>			
i3	<b>Key Concept</b> (What are we looking for?)	<b>Information</b> (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	<b>Rating</b>
EN	Leaders engage in ongoing processes to identify staffing needs and retain qualified staff	Appraisal process, TalentEd hiring, reference checks, SLOs, PLPs, New Teacher meetings, collaborative approach with HR/buildings (interviewing and hiring), CADRE, coaches handbook, Nutrition services and tracking of number of meals served, bussing projections	3
IM	Formal processes are implemented to identify personnel needs, including an assessment of talent, qualifications and sufficient numbers to ensure learners' needs are met Formal processes and actions are implemented and monitored to attract, recruit, and retain qualified personnel who meet the needs of the institution and the learners	Personnel proposal process, Appraisal process, Longitudinal growth data, array data, ads in newspapers for hiring, CADRE recruitment, Indeed use, job opportunities sent to OWH, jobs posted in newsletters, Job Descriptions, interview panels including teachers and board members for administration positions	3
RE	Data are collected, analyzed, and used to evaluate the effectiveness of processes implemented to recruit and retain qualified staff	Array data to determine student/teacher ratios, bussing projections, data collection of years of service and balance staffing accordingly, in application process we ask how they learned about Bennington	3
SU	Longitudinal data and evidence indicate growth and improvements to the recruitment and retention of qualified staff based on the implementation of processes and strategies	Growth numbers/percentages by Haack, array data, track longevity of staff, Superintendent exit interviews, New Teacher feedback	3
EM	All staff commit and demonstrate actions related to building a culture that supports the recruitment and retention of qualified staff	Interview schedules, work with school board in admin. interviews, AP/Dual stipends, summative evaluations, new teacher program, teacher participation in district committees, stipend for professional learning	3
<b>3.5 The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.</b>			



i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All staff are engaged in the integration and planning for the use of digital resources into teaching, learning, and/or operations	Technology Committee, Building Tech Rep, Technology embedded in Appraisal process, Google Bootcamps, Tech Bootcamps throughout the summer, Building Webmasters, Curriculum trainings for online materials, Clever, Safe Schools Trainings on digital safety, Digital etiquette taught to students in Media, STEM carts	4
IM	Processes are implemented to ensure the use of digital resources are integrated into the teaching, learning and operations Processes are implemented to provide sufficient human, material, and fiscal support for the integration of digital resources into teaching, learning and operations Job-embedded training and support is implemented for all staff to use appropriate digital resources that are aligned to their role in the organization with training monitored and adjusted as needed	Appraisal Process, Tech Adoption, Curriculum Adoption, technology bootcamp offerings, infrastructure and fiber updates across the district, consistent technology access in all building and all levels	3
RE	Data are collected, analyzed, and used to evaluate the use of digital resources for improving organizational effectiveness and student learning eProve™ (eleot®) (G1, G2, G3)	Tech bootcamps, staff surveys on tech effectiveness (ex: Boxlight training/use), student and staff surveys on chromebook use/ 1-1, staff microphones, track participation and completion in tech certification courses, digital etiquette training, safe schools courses	3
SU	Longitudinal data and evidence demonstrate the effective processes for operational practices and digital resources and results of the use of digital resources to improve teaching, learning, and/or operations	Technology integrationist hired, technology ticket tracking, technology use training surveys	2
EM	All staff commit to and demonstrate actions to integrate digital resources throughout the institution to improve student learning and organizational effectiveness	Google classroom, Online access to curriculum, Clever, OTUS, NebSIS Family account, NWEA platform, digital citizenship lessons, SORA, online card catalog, one to one device implementation K-12, Appraisal process includes technology integration and 21st century skills, offering of Google certification to all staff, myschoolbucks, shared google classrooms, district website, MTSS site, staff Moodle and intranet	4
3.6 The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.			



3.7			
The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.			
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All students and staff access the institution's information resources and materials that support their needs, interests, and the teaching and learning programs	Curriculum inventory, pacing guides posted on MTSS website and shared folders, Clever access for students, Parent Connect, Moodle intranet, School Board policy access online, curriculum guides on website, back to school/curriculum nights, post-secondary curriculum nights, registration, access to curriculum online, Google Classroom	4
IM	Implementation of processes to ensure the acquisition of resources and materials align to the curricular and instructional programs and support the needs of staff and students	Curriculum adoption process, Proposal process, TIP grants, pacing guides, consistent grade level/department syllabi, Foundation grants, Teammates mentoring	3
RE	Data are collected, analyzed, and used to determine the effectiveness and quality use of the resources and materials provided to support institutional programs and guide decision-making regarding resources	Curriculum adoption process, curriculum inventory to ensure teachers have needed resources, survey students on perceptions of curriculum/instruction	3
SU	Longitudinal data and evidence demonstrate the ongoing quality and effectiveness of the use of resources and materials to support instruction and student and staff needs and interests	Curriculum adoption process (8 year process), curriculum inventory to ensure teachers have needed resources, survey students on perceptions of curriculum/instruction	3
EM	A commitment to access and use quality resources and materials throughout the institution to support the curriculum, programs, and student and staff needs and interests	Curriculum adoption process, curriculum inventory, online access to curriculum materials, Proposal process, Grading Framework	3
3.7			
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	Leadership and representatives of other key stakeholder groups are engaged in the process of planning for strategic resource management	DLR partnership, facility planning, board sub committees, Strategic Planning process, School Improvement teams, activities budget, Booster Club, Foundation, ESU 3 partnership, PTO	3
IM	Formal planning processes are developed for long-range resource management, including financial projections, enrollment projections and/or demographic shifts, and facility	Strategic planning, board retreats, board finance committee, lobbyist, Title IX, enrollment and facility long range plans,	3



	planning (including maintenance and upgrades to existing facilities) Processes to monitor the implementation of the long-range plans and revisions to long-range plans based on internal data or changes in external factors such as funding or demographics	curriculum cycle, Proposal process (specifically demographics being served)	
RE	Data are collected, analyzed, and used to evaluate the implementation of the long-range plans in achieving desired results and contributing to the effective stewardship and equitable distribution of institution resources	Board policy review, Strategic planning review and updates, projects for enrollment and facilities (green/yellow/red document), Bond issue updates and construction reports to school board, Arbor Family bi-annual report	3
SU	Longitudinal data and evidence demonstrate the impact of implementation of long-range planning to effectively manage resources	Curriculum/Personnel Proposals, projection documents, budget allocation sheets,	3
EM	Leadership and the governing authority demonstrate their support for and belief in the institution's purpose and long-range plans by committing to effectively manage and use its resources	Student to teacher ratio. Neighborhood elementary schools, middle school concept, facility projections, curriculum adoption process, Arbor Family reports,	3
<b>3.8</b>	<b>The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.</b>		
i3	<b>Key Concept</b> (What are we looking for?)	<b>Information</b> (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	<b>Rating</b>
EN	All staff have the opportunity to provide input into the identification of necessary resources that align with the institution's goals and priorities	Proposal process, special education weighted system to identified needed staff, Curriculum adoption process, instructional budget, technology committee, School board curriculum committee, school board signs monthly bills, bidding process for facilities, TIP Grants	4
IM	Processes are executed with quality and fidelity to ensure human, material, and fiscal resources are aligned, allocated, and used based on identified needs and key priorities	Proposal process and committee, school board curriculum committee, budget approval at board meetings, lobbyist, salary schedule/years of service, Strategic planning goals, long range facility planning document, enrollment planning document	3
RE	Data are collected, analyzed, and used to assess the impact of the use of resources in meeting the identified goals and key priorities of the continuous improvement plan to determine return on investment	2 and 4 year graduate data, graduation rate, AP scores, ACT scores, state testing scores, scholarships awarded, facility planning/updating, , annual budgets, requisition system, surveys to give stakeholders input in facility planning (example; turf vs grass), student performance data (NSCAS, MAP, behavioral, etc)	3



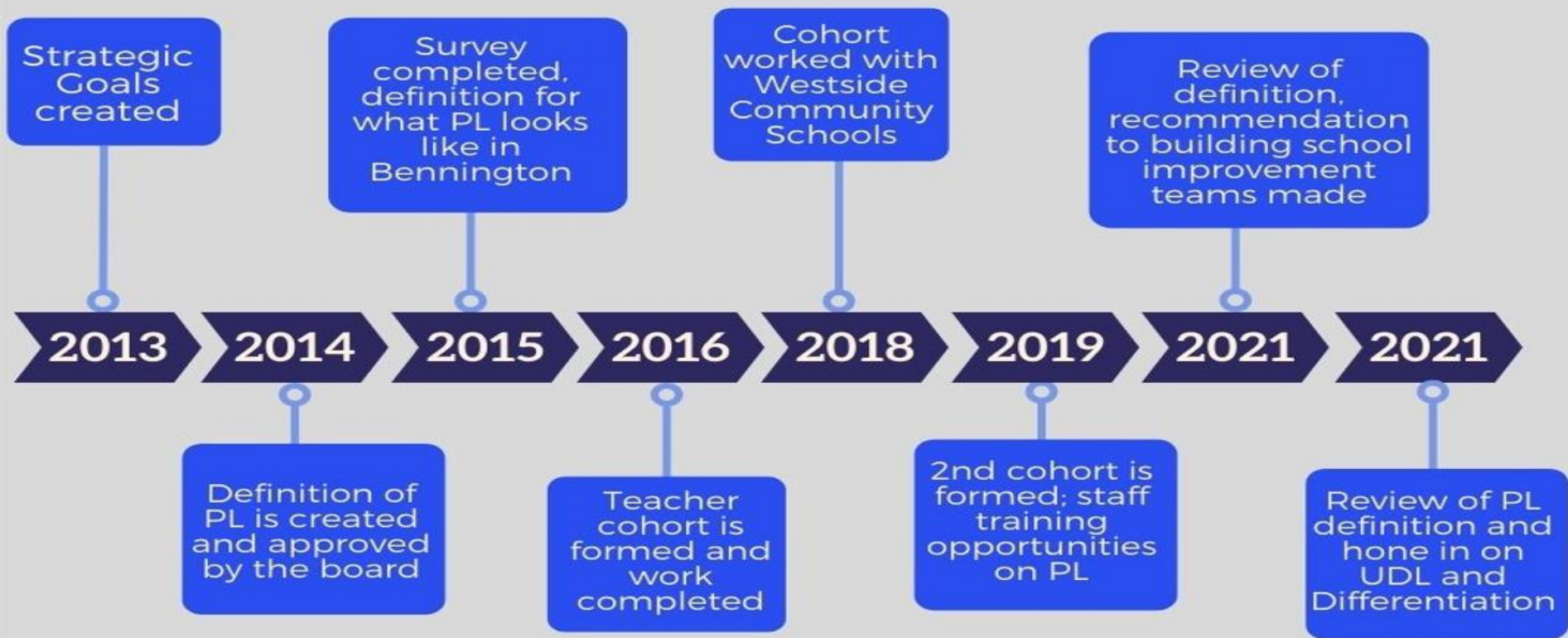
SU	Longitudinal data and evidence demonstrate the impact of the use of resources on the achievement of the identified goals and key priorities of the continuous improvement plan	Long range facility planning document, enrollment planning document, strategic planning goals, surveys to give stakeholders input in facility planning (example; turf vs grass), student performance data (NSCAS, MAP, behavioral, etc), student and staff surveys regarding technology, per student spending (Haack)	4
EM	Resource allocations are consistently aligned to the identified goals and key priorities of the institution and their use is strongly protected	Strategic Planning Process, Curriculum/Personnel Process, instructional budget relative to growth, approval of budget by board, requisition process, facility planning, per student spending (Haack)	4

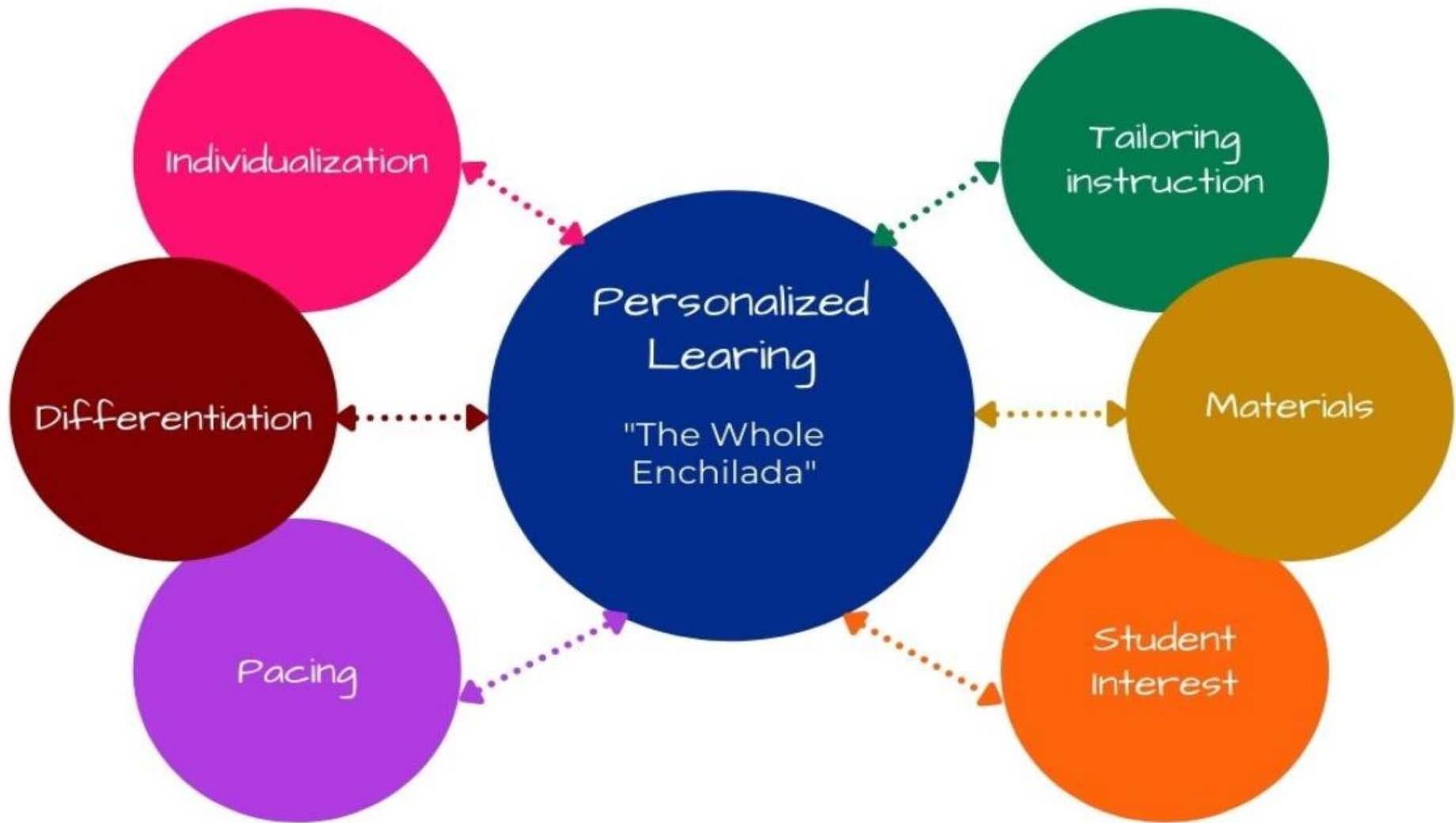


# Strategic Goal #2: Personalized Education

Leaders: Matt Wilson, Jodie Green, Therese Nelson, Danielle Robb

# Where has this committee been?





# CURRENT FOCUS

Individualization

Tailoring  
Instruction

Differentiation

"The Whole  
Enchilada"

Materials

Pacing

Student  
Interest

# WHY?

- To develop a better understanding of individualization vs differentiation vs personalization
- Teacher input- they want to learn more!
- Can be embedded in things we already do
- Impacts all students

# Next steps

- Committee Meeting in March
  - Lay groundwork for how we move forward with differentiation as a piece of personalized learning

# RETURN TO SCHOOL UPDATE

Bennington Public Schools  
Board of Education  
March 14, 2022





**BENNINGTON**  
**BADGERS**

# RETURN TO SCHOOL GOAL

**SAFELY RETURN AS MANY STUDENTS AS POSSIBLE TO IN-PERSON SCHOOL SETTINGS, TO MAXIMIZE LEARNING AND ADDRESS OUR STUDENTS' HOLISTIC NEEDS.**



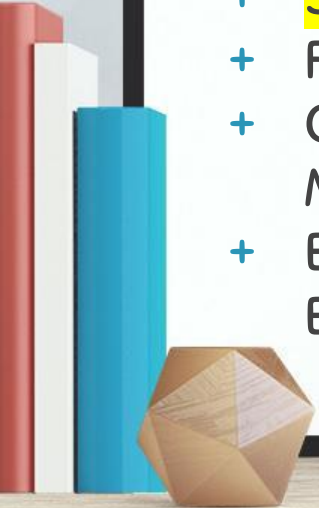
## TONIGHT'S PLAN

- + Review Plan Updates for School Operations
- + Accept Feedback on ESSER III Funds



# BLUEPRINT CORE PLANNING COMPONENTS

- + Governance
- + Screening
- + **School Operations**
- + Food Service
- + Cleaning/Facility Modification
- + Extracurricular Activities/ External Facility Use
- + Academics
- + Technology Services
- + Transportation
- + Human Resources
- + Health Services
- + Wellness
- + Crisis Team
- + Face Coverings/PPE



# RETURN TO LEARN - RELIES ON THE VIRUS

<b>Tier I</b>	No to Low Risk/Spread	Goal: 100% Students
<b>Tier II</b>	Moderate Risk/Spread	Goal: 100% Students
<b>Tier III</b>	High Risk/Spread	Goal: 100% Students/Potential Hybrid
<b>Tier IV</b>	Severe Risk/Spread	Anticipate Remote Learning



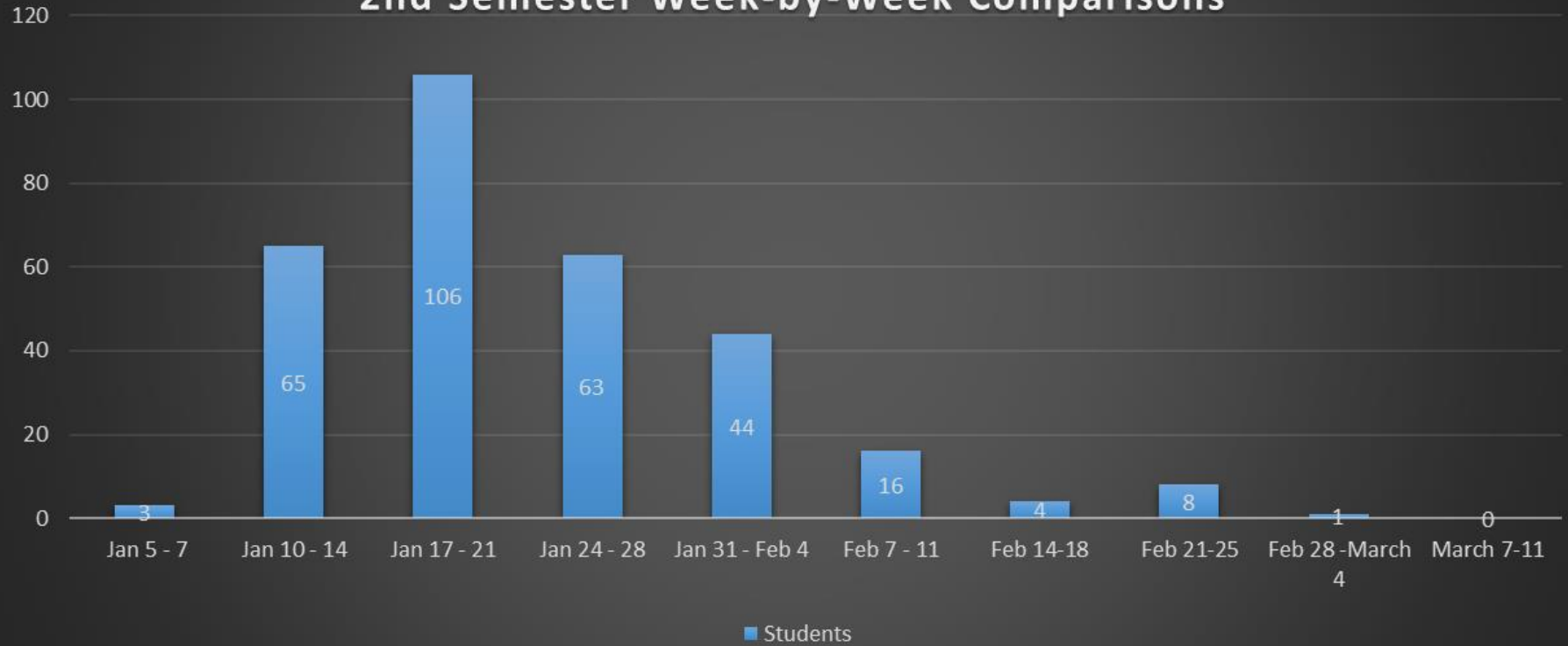
## SCHOOL OPERATIONS - UPDATE

- + Tier Level is based on
  - + BPS Specific cases and outbreaks
  - + DCHD is working on providing additional metrics for schools
  - + Evaluate Situations in Our Schools
    - + Number of Staff Impacted
    - + Numbers of Students Impacted
    - + Transmission of Virus



# THE STORY OF COVID IN BPS

## 2nd Semester Week-by-Week Comparisons



**\*\*There has been only one case in the Month of March**

# PROTOCOL UPDATES / CONTINUATIONS

- ★ Continue in Tier 1 / Green
- ★ Masks are strongly recommended, but continue to be optional for all students and staff
- ★ Fully Vaccinated now requires the Booster if it has been more than six (6) months since the final dose of a mRNA Vaccine
- ★ Fully Vaccinated now requires the Booster if it has been more than two (2) months since the final dose of the J&J Vaccine
- ★ All school-age individuals and staff have now had the opportunity to be fully vaccinated for the start of second semester

# CONTACT TRACING UPDATES

## -Elementary Schools-

**Case in a classroom** = Entire class self-monitors and all wear face coverings for 10 days from the last date of exposure

- ★ Masks will no longer be required due to one case in a classroom
- ★ Principals will still send a letter notifying the class, the language will be altered to reflect this update
- ★ Cases will continue to be submitted to DCHD for monitoring purposes and if a cluster occurs, masking may be considered

## -Secondary Schools-

**Weekly Emails** = Administrators will send an email to all families at the end of each week with a breakdown of how many positive cases occurred within their building and the grade levels affected

- ★ The change is that we are no longer sending contact tracing letters home



# QUARANTINE UPDATES – DCHD RECOMMENDATIONS

(CURRENT RECOMMENDATIONS FROM DCHD FOCUS ON KEEPING STUDENTS IN SCHOOL AND MINIMIZING QUARANTINE)

## In-School Close Contact (i.e. classroom, activity)

- ★ Vaccinated – continue to attend school, monitor for symptoms
- ★ Unvaccinated – continue to attend school, monitor for symptoms, recommend mask for ten calendar days at the elementary level

## In-Home Close Contact (i.e. parent, sibling, outside individual in close-contact with)

### Step 1: Notify School

- ★ Vaccinated – continue to attend school, monitor for symptoms
  - Recommend mask through Day 10
- ★ Unvaccinated – Quarantine for 5 days from last date of exposure, return on day 6
  - Recommend mask through Day 10
  - Recommend testing on Day 5, testing not required to return on day 6, must be symptom free


# POSITIVE DIAGNOSIS PROTOCOLS

## Staff or Student Who Test Positive for COVID-19

- ★ Contact Building Principal or Staff Supervisor
- ★ Isolate for 5 days from symptom onset, if asymptomatic isolate for 5 days from positive test date, day 1 of isolation is first full day after diagnosis or symptom onset
- ★ Return on Day 6 if fever free for 24 hours
- ★ Wear mask for 5 additional days upon return, not exceeding Day 10 of Diagnosis

**COVID-19 POSITIVE OR SYMPTOMATIC: Isolation Guidance**  
If you have tested positive or have symptoms of COVID-19, you need to stay home and isolate for 5 days!

**WHAT TO DO: STAY HOME, MASK & MONITOR**



**GIVE SPACE TO PEOPLE YOU LIVE WITH & DO NOT HOST VISITORS**  
Stay in a separate part of your home when possible and use a different bathroom if you can.

**WEAR A MASK FOR 10 DAYS**  
Over your mouth and nose. **Even at home**, if you live with other people.

**WASH YOUR HANDS**  
With soap and water, for 20 seconds each time you wash them.

**CLEAN ALL "HIGH TOUCH" SURFACES**  
Wipe down and sanitize shared spaces often.

**STAY HOME FOR 5 DAYS**  
Start counting on the date of your positive test, OR on the first day of symptoms.  
If you start out asymptomatic but get symptoms during your 10-day isolation period, begin the 10-day count again. The first day of symptoms is your new Day 0.

**WATCH FOR SYMPTOMS OF COVID-19**  
For a full list visit [www.cdc.gov](http://www.cdc.gov)

**Day 0** THE DATE OF YOUR POSITIVE TEST OR YOUR FIRST DAY OF SYMPTOMS\*

**Day 1** THIS IS YOUR FIRST FULL DAY AFTER

- your positive test or
- your symptoms start.

Day 2

Day 3

Day 4

**Day 5** ...and your other symptoms are gone or getting better?

Day 6 Then you can leave your house.

Day 7 Continue to wear a mask for 5 more days.

Day 8

Day 9

**Day 10** Last day of masking around others.

**DAY 5 NO FEVER**

**DAY 5 WITH FEVER**

Continue to stay home until your fever is gone and your symptoms are getting better.

Wear a mask until at least day 10.

**NO FEVER? NO SYMPTOMS?**

**FEVER? SYMPTOMS?**

Keep masking until your fever is gone.

More resources at: [www.netracing.org](http://www.netracing.org)

# SYMPTOM CHECKS PROTOCOLS – SCREENING

Students and staff with any one of the following symptoms should remain at home and follow the guidance below:

- New cough
- New onset of shortness of breath
- New loss of taste or smell

Students and staff with two or more of the following symptoms should remain at home and follow the guidance below:

- fever 100.4 or above, chills, muscle aches, headache, sore throat, nausea or vomiting, diarrhea, fatigue

**Individual is able to return to school:**

- Alternate diagnosis from a physician AND 24 hours have passed since last fever without the use of fever-reducing medications OR
- Negative test received AND 24 hours have passed since the last fever without the use of fever-reducing medications OR
- Isolate at home for 5 days AND 24 hours have passed since last fever without the use of fever-reducing medication AND symptoms have improved



# ADDITIONAL PROTOCOLS

## Clubs

- ★ Elementary: Re-entry plan will include a scaffolded approach
- ★ Secondary: Continue as is

## Homeroom

- ★ Elementary: Cross-grade mixing will be allowed
- ★ Groups will stay static once assigned

## Lunchroom

- ★ If not 3 feet or more apart, seating chart / assigned tables continued

## Transportation

- ★ Seating Charts Continued



# HEALTH SERVICES

## Vaccine Efforts

### + We Continue to Encourage & Support Vaccine Efforts

+ *We hosted a Vaccine Clinic for the Douglas County Health Department on December 6th, December 27th, and February 9th. We are adding pieces into our Friday Notes from local healthcare providers. We also have several links on our district website that not only assist with scheduling the vaccines, but also provide FAQ's, side effects, the difference between the different options, etc.*

+ ***In total there were 595 Vaccinations provided***

+ *(5-11 year-olds) = 289 Vaccinations*

+ *(12 year-olds and older) = 306 Vaccinations*

+ *Of the Vaccines provided, 150 were for the first dose, 161 were for the second dose, and 284 were for boosters*

## SCHOOL SAFETY PROTOCOLS

- + Masks Strongly Recommended if Exposed
- + Hand Washings
- + Hand Sanitizer
- + Spot Cleaning of Shared Equipment
- + Social Distancing
- + Seating Charts
- + Following CDC Symptom Checklist to send students or staff home due to possible COVID-19 symptoms



School	Aug QP/QS	Sept QP/QS	Oct QP/QS	Nov QP/QS	Dec QP/QS	Jan QP/QS	Feb QP/QS	Total QP/QS
Anchor Pointe	3/0	80/0	16/6	34/4	20/9	65/10	10/2	228/31
Bennington Elem	4/1	23/2	14/1	26/1	29/5	38/3	16/0	150/13
Heritage	4/6	54/22	5/3	8/2	14/2	39/1	13/0	137/36
Pine Creek	3/0	73/0	24/18	25/0	21/0	62/0	10/0	218/18
Middle School	3/0	57/0	17/0	16/0	14/0	72/0	7/0	186/0
High School	0/0	62/12	24/9	36/6	37/9	74/10	14/5	249/51
<b>Total</b>	17/7	349/36	100/37	145/13	135/25	350/24	70/7	1166/149

*Students may be duplicated in this table.*

**QP = Quarantined by Parent    QS = Quarantined by School (Symptoms)**

## NEXT STEPS

- + Discontinue Monthly Board Report Unless Changes in School and Community Health Situations Change
- + Revise Plan if New Information Becomes Available
- + Continue to Monitor Health Metrics, DCHD Recommendations, & Local/National Health Mandates
- + Continue Layered Prevention Strategy
- + Support Community Vaccination Plans



## NEXT STEPS

- + Use Early Dismissal Time
  - + Professional Development
  - + Consistency of Instruction
- + Monitor & Document Academic Progress
  - + Absenteeism
  - + Academic Supports



# ESSER III FUNDING UPDATE

**Original Plan:** Utilize Funds for Science Curriculum

**Updated Plan:** Support funding new Reading Curriculum Materials for Grades K–8 over the next two school years. Teacher Committees have been created for grades 6–8 and they will start planning this year. Grades K–5 will convene over the 2022–2023 school year.

Both committees will look at student data and match programming and curriculum to the needs of our students. The team will continually look at this data to determine any learning loss and ensure the curriculum and supplemental materials that are chosen address the areas of loss.

Any Feedback, Input, or Questions regarding ESSER III funds may be directed to Dr. Hoge or Mrs. Fagan



*Questions?*

**WHAT**

**?**

**HOW**

**WHY**

**WHEN**

**WHO**

**!**

**WHERE**



*Thanks!*

From Unsplash





Bennington High School  
1661 Bennington Road  
Bennington, NE 68007  
Attention: Jeremy Edens

**Date:** February 1, 2022

**Project:** Chiller Replacements

Thank you for the opportunity to provide this proposal for the above referenced project. Under this proposal we will provide the necessary labor and material to perform the work described below.

**Equipment Provided:**

- (2) Daikin Air Cooled 400 Ton Chillers
- 460V / 3PH
- Controls Integration by Trane
- 1 Year Entire Machine Parts and Labor Warranty
- Years 2 thru 5 extended compressor warranty (parts only)

**Scope of Work:**

- Shut down chillers, drain & capture glycol
- Recover refrigerant from existing chiller and dispose of properly
- Disconnect electrical and connect existing service to new machines
- Provide and install new (2) Daikin machines
- Provide crane service to set chillers into position
- Make necessary piping modifications
- Clean up insulation at connection points
- Factory authorized start up by Diakin

**Budget price including labor and material.....\$599,845.00**

**Exclusions:**

Overtime labor  
Applicable state, local or use tax

Sincerely,

*Mike Armstrong*

Mike Armstrong  
Service Sales Manager  
Cell: (402) 709-3149

ACCEPTED BY: \_\_\_\_\_

DATE: \_\_\_\_\_

**PROPOSAL SUBJECT TO CHANGE AFTER 30 DAYS**

**Bennington Public Schools  
Classified Staff Salaries  
2022-2023**

**Building Secretaries - Benefit Schedule C**

Step	Pay	Step	Pay
1	\$ 15.80	9	\$ 19.50
2	\$ 16.30	10	\$ 19.70
3	\$ 16.80	11	\$ 19.90
4	\$ 17.30	12	\$ 20.10
5	\$ 17.80	13	\$ 20.30
6	\$ 18.30	14	\$ 20.50
7	\$ 18.80	15	\$ 20.70
8	\$ 19.30		

Activity Secretary additional \$.60 per hour for financial responsibility

**Bus/Van Route Driver - Benefit Schedule A (less than 7 hours/day) and A.1 (7+ hours/day)**

Step/Year	Pay
1/1&2	\$ 20.40
2/3&4	\$ 21.15
3/5&6	\$ 21.90
4/7&8	\$ 22.65
5/9&10	\$ 23.40

\$500 longevity bonus to be paid at the end of ten years of service

Activity Bus Driver - \$17.25 hourly pay. The pay is based on total trip time.

**General Ed/Library Paraprofessionals - Benefit Schedule B (less than 7 hours/day) and B.1 (7+ hours/day)**

Step	Pay	Step	Pay
1	\$ 15.00	9	\$ 16.85
2	\$ 15.25	10	\$ 16.95
3	\$ 15.50	11	\$ 17.05
4	\$ 15.75	12	\$ 17.15
5	\$ 16.00	13	\$ 17.25
6	\$ 16.25	14	\$ 17.35
7	\$ 16.50	15	\$ 17.45
8	\$ 16.75		

**Special Ed/Preschool/Bilingual/Health Paraprofessionals - Benefit Schedule B (less than 7 hours/day) and B.1 (7+ hours/day)**

Step	Pay	Step	Pay
1	\$ 15.50	9	\$ 17.35
2	\$ 15.75	10	\$ 17.45
3	\$ 16.00	11	\$ 17.55
4	\$ 16.25	12	\$ 17.65
5	\$ 16.50	13	\$ 17.75
6	\$ 16.75	14	\$ 17.85
7	\$ 17.00	15	\$ 17.95
8	\$ 17.25		

**Food Service Cook - Benefit Schedule B (less than 7 hours/day) and B.1 (7+ hours/day)**

<b>Step</b>	<b>Pay</b>	<b>Step</b>	<b>Pay</b>
1	\$ 14.75	9	\$ 16.60
2	\$ 15.00	10	\$ 16.70
3	\$ 15.25	11	\$ 16.80
4	\$ 15.50	12	\$ 16.90
5	\$ 15.75	13	\$ 17.00
6	\$ 16.00	14	\$ 17.10
7	\$ 16.25	15	\$ 17.20
8	\$ 16.50		

SNA Certification Add'l Compensation - Level 1 - \$.25; Level 2 - \$.50; Level 3 - \$.75; Level 4 - \$1.00

**Food Service Head Cook - Benefit Schedule B.1**

<b>Step</b>	<b>Pay</b>	<b>Step</b>	<b>Pay</b>
1	\$ 19.50	9	\$ 21.40
2	\$ 19.75	10	\$ 21.55
3	\$ 20.00	11	\$ 21.70
4	\$ 20.25	12	\$ 21.85
5	\$ 20.50	13	\$ 22.00
6	\$ 20.75	14	\$ 22.15
7	\$ 21.00	15	\$ 22.30
8	\$ 21.25		

SNA Certification Add'l Compensation - Level 1 - \$.25; Level 2 - \$.50; Level 3 - \$.75; Level 4 - \$1.00  
Secondary Head Cook Add'l Compensation - \$1.00/hour

## 22-23 Support Staff

21-22 Total Support Staff		\$ 4,015,650.50	
22-23 Total Support Staff		<u>\$ 4,413,412.28</u>	
		\$ 397,761.78	9.9053%
District	21-22	\$ 690,584.30	
	22-23	<u>\$ 732,429.12</u>	
		\$ 41,844.82	6.0593%
Building Secretaries	21-22	\$ 417,594.34	
	22-23	<u>\$ 445,605.36</u>	
		\$ 28,011.02	6.7077%
Maintenance & Custodial	21-22	\$ 594,753.20	
	22-23	<u>\$ 631,429.28</u>	
		\$ 36,676.08	6.1666%
Coordinators	21-22	\$ 343,526.56	
	22-23	<u>\$ 357,270.28</u>	
		\$ 13,743.72	4.0008%
Drivers	21-22	\$ 387,822.20	
	22-23	<u>\$ 426,122.25</u>	
		\$ 38,300.05	9.8757%
Paraprofessionals	21-22	\$ 1,005,534.56	
	22-23	<u>\$ 1,165,946.91</u>	
		\$ 160,412.35	15.9529%
Cooks	21-22	\$ 575,835.34	
	22-23	<u>\$ 654,609.08</u>	
		\$ 78,773.74	13.6799%

PROJECT

Cat2.2021 Cabling

Vendor	Cabling series	Bid Amount	E-Rate Cost	Cost of Equipment : 40	Vendor Qualifications, knowledge, past work,...: 25	Testing Method warranty : 20	Reliability and References : 10	Regional Vendor : 5			Other notes	TOTAL
Voice and Data Systems	Cat 6A	\$11,777.23	\$7,066.34	40	23	20	10	5			Scope of works shows all necessary parts included	98
Prime	Cat 6A	\$16,411	\$9,846.59	30	23	20	10	5			Scope of works shows all necessary parts included	88

PROJECT

Cat2.2021 Wireless

Vendor	Model	Bid Amount	E-Rate Cost	Cost of Equipment : 25	Compatibility with current equipment : 20	Features Included : 15	Support of Hardware : 10	Reliability : 10	User Interface : 10	References : 10	Other notes	TOTAL
Prime	Aruba 515/535	\$22,476.18	\$13,485.71	20	20	15	10	10	10	10	This bid includes all of the hardware and required licenses to make the system integrate into our current system.	95
NCS	Aruba 515/535	\$18,917.73	\$11,350.64	21	20	13	10	10	10	5	This bid does not includes all required licenses to make the system integrate into our current system.	89

PROJECT

Cat2.2021 Network Switches

Vendor	Model	Bid Amount	E-Rate Cost	Cost of Equipment : 25	Compatibility with current equipment : 20	Features Included : 15	Support of Hardware : 10	Reliability : 10	User Interface : 10	References : 10	Other notes	TOTAL
Prime	440 GS 12 port	\$1,508	\$905	20	20	15	10	10	10	8		93

PROJECT

Cat1.2021 Fiber WAN

Vendor	Lit	Dark	Bid Amount	E-Rate Cost	Cost of Service: 40	Existing Satisfactor y Vndor : 10	Reliability and References : 10	Network Redundancy : 20	Monitoring Access, support : 20		Other notes	TOTAL
												0
												0
												0

PROJECT

Cat2.2021 Firewall

Vendor	Model	Bid Amount	E-Rate Cost	Cost of Equipment : 25	Compatibility with current equipment : 20	Features Included : 15	Support of Hardware : 10	Reliability : 10	User Interface : 10	References : 10	Other notes	TOTAL
Sterling	Fortigate	\$101,600.00	\$83,909.41	20	20	14	10	10	10	10	This is an the same company that we have in place currently. It works with all of our systems in place.	94

NCS	Sonic Wall	\$38,242.06	\$22,945.24	22	0	7	8	7	7	5	this unit does not offer the same functions with the firewall vpn client or software for endpoint protection and does not come with a 5 year support agreement.	56
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**NEBRASKA / CENTRAL  
EQUIPMENT, INC.**  
bus sales & service

Tyler Cox, Sales Manager  
112 South Apollo Street | P.O. Box #3  
Alda, Nebraska 68810

TEL: (308) 381-2473 EMAIL: tyler@nebraskacentral.net

SCHOOL NAME	<b>Bennington Public Schools</b>
ADDRESS	<b>11620 North 156th Street</b>
CITY	<b>Bennington</b>
STATE	<b>NE 68007</b>
ZIP CODE	<b>NE 68007</b>
OFFICE PHONE	<b>(402) 238-3044</b>

**\*Above information is how vehicle will be titled. Please notify us if change needs to be made.**

MAKE	MODEL	NEW/USED	VEHICLE IDENTIFICATION NUMBER		DATE
Blue Bird	All-American	Used	1BABLCPA4GF317667		03/8/2022
YEAR	COLOR	TYPE	MILEAGE	STOCK NO.	APPROX. DELIVERY DATE
2016	Yellow	Bus	56,626	TBD	TBD

CASH PRICE OF VEHICLE	<b>\$ 78,500.00</b>	CASH PRICE OF VEHICLE	<b>\$78,500</b>	<b>.00</b>
LETTERING <b>Bennington Public Schools</b>		TIMES (##) UNITS	<b>One</b>	<b>(1)</b>
PASSENGER CAPACITY <b>78-passenger</b>		TRADE ALLOWANCE	<b>\$0</b>	<b>.00</b>
ACCESSORIES:		ADMINISTRATIVE FEES	<b>\$0</b>	<b>.00</b>
		DELIVERY FEE	<b>\$500</b>	<b>.00</b>
		SALES TAX	<b>\$0</b>	<b>.00</b>
		DEPOSIT PAYMENT	<b>\$0</b>	<b>.00</b>
		TOTAL CASH SALE PRICE	<b>\$79,000</b>	<b>.00</b>
		CASH DUE ON DELIVERY	<b>\$79,000</b>	<b>.00</b>

RECORD OF TRADE-IN			
YEAR	MAKE	MODEL	
<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
VIN		MILEAGE	
<b>N/A</b>		<b>N/A</b>	
TRADE-IN VALUE			
<b>N/A</b>			
NOTES ON TRADE-IN:			

**SPECIAL TERMS:**

- All delivery dates are best estimates and cannot be guaranteed. Due to supplier shortages, unexpected delays may occur. We will do our best to update you with any changes in delivery times that occur with your vehicle(s) on order.
- Custom order buses are non-cancellable and must be paid for at time of delivery.
- All arrangements and promises are included in this document and must be noted at time of signature, otherwise they are null and void.

This purchase agreement acknowledges the specifications quoted in quote 22-04U. This quote is all-encompassing and there will be no extras, or add-ons that are not noted.

<b>X</b> _____	<b>X</b> _____
(Buyer's Signature)	(School/Organization Name)
<b>X</b> _____	ACCEPTED BY: <b>X</b> _____
(Date)	(Dealer or Authorized Representative)
<b>(THE CONTRACT CONDITIONS OF THIS ORDER ARE CONTINUED ON THE REVERSE SIDE HEREOF)</b>	