

**Wayne Community Schools
Board of Education Regular Meeting Minutes
September 14, 2015**

The regular meeting of the Wayne Board of Education was held at 611 West 7th Street, Wayne, NE, 68787, on Monday, September 14, 2015 at 5:20 PM. Notice of the meeting and place of agenda was posted at Wayne Community Schools, posted in The Wayne Herald, and online: wayneschools.org. A copy of the Nebraska Open Meetings Act was displayed for the public to read.

I. Call the Meeting to Order

The meeting was called to order at 5:21 p.m.

I.a. Pledge of Allegiance

I.b. Announce Open Meeting Act Posting and Location - Wayne Community Schools, Wayne Public Library, and Wayne Post office.

I.c. Action on Absence and Roll Call

I.d. Approval of Agenda

Motion to approve agenda as presented passed with a motion by Mr. Ken Jorgensen and a second by Dr. Jeryl Nelson.

Mrs. Wendy Consoli: Yes, Mr. Rod Garwood: Yes, Mr. Scott Hammer: Yes, Mr. Ken Jorgensen: Yes, Dr. Carolyn Linster: Yes, Dr. Jeryl Nelson: Yes

I.e. Consent Agenda

Motion to approve consent agenda as presented. passed with a motion by Mrs. Wendy Consoli and a second by Mr. Scott Hammer.

Mrs. Wendy Consoli: Yes, Mr. Rod Garwood: Yes, Mr. Scott Hammer: Yes, Mr. Ken Jorgensen: Yes, Dr. Carolyn Linster: Yes, Dr. Jeryl Nelson: Yes

I.e.I. Approval of Minutes of Previous Meetings

I.e.II. Approval of Financial Reports and Claims

I.f. Personnel

II. Communications from the Public and requested presentations

II.a. Taste of Victory Tailgate presentation - Wes Blecke - Wayne Area Economic Development

Wes Blecke, from the Wayne Area Economic Development, presented a check in the amount of \$1781 from the Taste of Victory Tailgate on August 28, 2015.

II.b. 2010 bonds - Mr. Jay Spearman, Ameritas

Jay Spearman, from Ameritas Investment Corporation, talked with the Board on the repayment of bonds. He stated that interest rates have gone down. The interest rates will be locked in for five years, if approved at this meeting. The Board thanked Mr. Spearman for all the work that was put into this.

II.c. ACT results - Mrs. Melody Hill

Melody Hill presented the Board with the ACT results from the 2015 graduating class. The results showed that the students did above the State average. 47 out of 62 students took the ACT, with 58 students going on to further education.

III. Action Items

III.a. Old Business

III.a.I. Second Reading of Policy 6212 - Instruction - Assessments-Academic Content Standards

Motion to approve the Second Reading of Policy 6212 - Instruction - Assessments-Academic Content Standards, as presented passed with a motion by Mrs. Wendy Consoli and a second by Dr. Jeryl Nelson.

Mrs. Wendy Consoli: Yes, Mr. Rod Garwood: Yes, Mr. Scott Hammer: Yes, Mr. Ken Jorgensen: Yes, Dr. Carolyn Linster: Yes, Dr. Jeryl Nelson: Yes

All of the following policies have been discussed at the previous meeting. Unless there are questions on any individual policy, the Board will take action only on the policies.

III.a.II. Second Reading of Policy 3103 - Business Operations - Procedures - Bidding Construction Projects

Motion to approve the Second Reading of Policy 3103 - Business Operations - Procedures - Bidding Construction Projects, as presented passed with a motion by Mr. Scott Hammer and a second by Mrs. Wendy Consoli.

Mrs. Wendy Consoli: Yes, Mr. Rod Garwood: Yes, Mr. Scott Hammer: Yes, Mr. Ken Jorgensen: Yes, Dr. Carolyn Linster: Yes, Dr. Jeryl Nelson: Yes

III.a.III. Second Reading of Policy 3108 - Business Operations - Records Management and Disposition

Motion to approve the Second Reading of Policy 3108 - Business Operations - Records Management and Disposition, as presented passed with a motion by Mr. Rod Garwood and a second by Dr. Jeryl Nelson.

Mrs. Wendy Consoli: Yes, Mr. Rod Garwood: Yes, Mr. Scott Hammer: Yes, Mr. Ken Jorgensen: Yes, Dr. Carolyn Linster: Yes, Dr. Jeryl Nelson: Yes

III.a.IV. Second Reading of Policy 6600 - Special Education

Motion to approve the Second Reading of Policy 6600 - Special Education, as presented passed with a motion by Mrs. Wendy Consoli and a second by Mr. Rod Garwood.

Mrs. Wendy Consoli: Yes, Mr. Rod Garwood: Yes, Mr. Scott Hammer: Yes, Mr. Ken Jorgensen: Yes, Dr. Carolyn Linster: Yes, Dr. Jeryl Nelson: Yes

III.a.V. Second Reading of Policy 1800 - Community Relations - Personnel - All Employees and Students - Anti-discrimination

Motion to approve the Second Reading of Policy 1800 - Community Relations - Personnel - All Employees and Students - Anti-discrimination, as presented passed with a motion by Mr. Rod Garwood and a second by Dr. Jeryl Nelson.

Mrs. Wendy Consoli: Yes, Mr. Rod Garwood: Yes, Mr. Scott Hammer: Yes, Mr. Ken Jorgensen: Yes, Dr. Carolyn Linster: Yes, Dr. Jeryl Nelson: Yes

The anti-discrimination policies that have changes add the language that there will be no discrimination against pregnancy.

III.a.VI. Second Reading of Policy 4201 - Personnel - All Employees - Equal Opportunity Employment

Motion to approve the Second Reading of Policy 4201 - Personnel - All Employees - Equal Opportunity Employment, as presented passed with a motion by Mrs. Wendy Consoli and a second by Mr. Scott Hammer.

Mrs. Wendy Consoli: Yes, Mr. Rod Garwood: Yes, Mr. Scott Hammer: Yes, Mr. Ken Jorgensen: Yes, Dr. Carolyn Linster: Yes, Dr. Jeryl Nelson: Yes

III.a.VII. Second Reading of Policy 4203 - Personnel - All Employees (&Students) - Anti-discrimination, Anti-harassment, and Anti-retaliation

Motion to approve the Second Reading of Policy 4203 - Personnel - All Employees (&Students) - Anti-discrimination, Anti-harassment, and Anti-retaliation, as presented passed with a motion by Dr. Jeryl Nelson and a second by Mrs. Wendy Consoli.

Mrs. Wendy Consoli: Yes, Mr. Rod Garwood: Yes, Mr. Scott Hammer: Yes, Mr. Ken Jorgensen: Yes, Dr. Carolyn Linster: Yes, Dr. Jeryl Nelson: Yes

III.a.VIII. Second Reading of Policy 5318 - Students (& Employees) - Anti-discrimination, Anti-harassment, and Anti-retaliation

Motion to approve the Second Reading of Policy 5318 - Students (& Employees) - Anti-discrimination, Anti-harassment, and Anti-retaliation, as presented passed with a motion by Dr. Jeryl Nelson and a second by Mr. Scott Hammer.

Mrs. Wendy Consoli: Yes, Mr. Rod Garwood: Yes, Mr. Scott Hammer: Yes, Mr. Ken Jorgensen: Yes, Dr. Carolyn Linster: Yes, Dr. Jeryl Nelson: Yes

III.a.IX. Second Reading of Policy 6286 - Instruction - Activities - Return to Learn From Cancer

Motion to approve the Second Reading of Policy 6286 - Instruction - Activities - Return to Learn From Cancer, as presented passed with a motion by Dr. Jeryl Nelson and a second by Mrs. Wendy Consoli.

Mrs. Wendy Consoli: Yes, Mr. Rod Garwood: Yes, Mr. Scott Hammer: Yes, Mr. Ken Jorgensen: Yes, Dr. Carolyn Linster: Yes, Dr. Jeryl Nelson: Yes

This is covered in any student's 504 Plan.

III.a.X. Second Reading of Policy 6014 - Fire Drills

Motion to approve the Second Reading of Policy 6014 - Fire Drills, as presented passed with a motion by Mr. Scott Hammer and a second by Dr. Jeryl Nelson.

Mrs. Wendy Consoli: Yes, Mr. Rod Garwood: Yes, Mr. Scott Hammer: Yes, Mr. Ken Jorgensen: Yes, Dr. Carolyn Linster: Yes, Dr. Jeryl Nelson: Yes

III.b. New Business

III.b.I. Discuss, Consider and take all necessary action to call in for redemption the outstanding Series 2010 Limited Tax Build America Bonds.

III.b.II. Discuss, Consider and take all necessary action to authorize the issuance of Series 2015 Limited Tax Obligation Refunding Bonds.

With approving, it will cut the repayment time in half.

III.b.III. 2015-2016 Wayne Community School District budget

Motion to approve the 2015-2016 Wayne Community School District budget, as presented passed with a motion by Mr. Scott Hammer and a second by Mrs. Wendy Consoli.

Mrs. Wendy Consoli: Yes, Mr. Rod Garwood: Yes, Mr. Scott Hammer: Yes, Mr. Ken Jorgensen: Yes, Dr. Carolyn Linster: Yes, Dr. Jeryl Nelson: Yes

The hearing notice and budget were presented.

III.b.IV. 2015-2016 Wayne Community School District tax request

Motion to approve the 2015-2016 Wayne Community School District tax request, as presented passed with a motion by Mr. Ken Jorgensen and a second by Mr.

Scott Hammer.

Mrs. Wendy Consoli: Yes, Mr. Rod Garwood: Yes, Mr. Scott Hammer: Yes, Mr. Ken Jorgensen: Yes, Dr. Carolyn Linster: Yes, Dr. Jeryl Nelson: Yes

Information on the tax request was presented. Ken Jorgensen was excused at 6:05 p.m.

III.b.V. Music Therapy Services

Motion to table the agenda item - Contract with Jamie J. Young, MA, MT-BC of Siouxland Music Therapy for Music Therapy Services, until further information is obtained passed with a motion by Mr. Rod Garwood and a second by Mrs. Wendy Consoli.

Mrs. Wendy Consoli: Yes, Mr. Rod Garwood: Yes, Mr. Scott Hammer: Yes, Dr. Carolyn Linster: Yes, Dr. Jeryl Nelson: Yes

This is tabled until more information is available.

III.b.VI. HUMANeX Ventures contract - on-line application and style profile screener

Motion to approve the contract with HUMANeX Ventures for the on-line application and style profile screener, as presented passed with a motion by Mr. Rod Garwood and a second by Dr. Jeryl Nelson.

Mrs. Wendy Consoli: Yes, Mr. Rod Garwood: Yes, Mr. Scott Hammer: Yes, Dr. Carolyn Linster: Yes, Dr. Jeryl Nelson: Yes

This is an on-line application process. This includes a style profile, a questionnaire to show strengths and weaknesses in applicants.

III.b.VII. STOP!T Contract - Incident management system

Motion to approve the contract with STOP!T, for on-line incident management system, as presented passed with a motion by Mr. Rod Garwood and a second by Mrs. Wendy Consoli.

Mrs. Wendy Consoli: Yes, Mr. Rod Garwood: Yes, Mr. Scott Hammer: Yes, Dr. Carolyn Linster: Yes, Dr. Jeryl Nelson: Yes

This is an app where incidents can be recorded. Administrators will have access to the reports. The tech department will show students in grades 7-12 how to do this. It will be used in grades 7-12 for the first year. This is a one year contract.

III.b.VIII. Annual Audit - Mike Pommer

Motion to approve the three year contract with Mike Pommer for the annual school district audit, as presented passed with a motion by Mr. Rod Garwood and a second by Mr. Scott Hammer.

Mrs. Wendy Consoli: Yes, Mr. Rod Garwood: Yes, Mr. Scott Hammer: Yes, Dr. Carolyn Linster: Yes, Dr. Jeryl Nelson: Yes

This is a three year contract. The Board is very happy with the timely manner that things are handled.

IV. Administration and Board Committee Reports:

IV.a. Administration - Written reports were provided by Administration. Copies of their reports are available at the District Office upon request.

IV.a.I. Superintendent

IV.a.I.1. Enrollment Update

Mr. Lenihan spoke on the enrollment. Enrollment is up from last year with a number of 900. The report shows the number of all staff along with the number of students contracted by other agencies.

IV.a.I.2. Budget/Finance update

This was discussed earlier in the meeting.

IV.a.I.3. Principal evaluation process

This is the same tool that has been used in the past. This is a very thorough evaluation, which covers eight Standards of Performance.

IV.a.I.4. NeSA Results

Results from NESAs show an overall improvement. Wayne Community Schools have seen a percentage rate improvement over the last five years.

IV.a.I.5. ESU 1 Annual School Service Summary

ESU 1 Services Summary for 2014-2015 shows the services that are provided for Wayne Community School staff to attend. Mr. Lenihan stated that many staff use ESU 1 as training.

IV.a.II. High School Principal

The year has started out good. John Baylor ACT Prep course has started. Kirk Smalley will be at the Jr/Sr High School Thursday, September 17, from 9:45-11:15 a.m., the Elementary from 1:30-3:00 p.m., and the City Auditorium at 7:00 p.m.

IV.a.III. Special Education Director

The Early Learning Center will be audited soon and ELL will be audited in March.

IV.a.IV. Elementary Principal

IV.a.IV.1. Summer School Program Review

Mr. Plager reported on Summer School. It was noted that the upper grades had low attendance. He will be meeting with staff to discuss what could be done for next year. Parents Nights have been going well.

IV.a.V. Junior High Principal/A.D.

Mr. Ruhl was absent so Mr. Lenihan discussed some points of Mr. Ruhl's report. Fall activities are underway. 7th graders are adjusting to different material, teachers, and homework.

IV.b. Board Committees

IV.b.I. Foundation and Community Relations - Ken Jorgensen, Rod Garwood, Carolyn Linster, Mark Lenihan, Rocky Ruhl, Lindsay McLaughlin

Mrs. McLaughlin stated that she will be speaking at a regional conference on October 28, 2015. The Tailgate Party will be October 3, 2015, one hour before the Husker game starts. It will be held at the Commercial Building at the Fairgrounds with a free-will donation at the door.

IV.b.II. Curriculum and Americanism - Wendy Consoli, Carolyn Linster, Jeryl Nelson, Misty Bear

IV.b.III. Facility/Safety - Ken Jorgensen, Rod Garwood, Mark Hanson, Travis Meyer

The track project is done. We have received many positive comments from the public. Teachers have taken the At-risk Suicide Prevention course. The rest of the staff will be completing it on soon.

IV.b.IV. Policy/Title IX - Wendy Consoli, Jeryl Nelson, Russ Plager

IV.b.V. Finance (Inc. Transportation & Budget) - Rod Garwood, Ken Jorgensen, Mark Lenihan, Rochelle Nelson

Future discussion should be about looking into safer vehicles and replacing some of the vans with higher miles on them.

IV.b.VI. Negotiations - Jeryl Nelson, Carolyn Linster, Wendy Consoli, Mark Lenihan

V. Boardsmanship

V.a. Student Attendance Proclamation 2015

Mr. Knutson read the Student Attendance Proclamation 2015. Board members were reminded of the Membership dinner on September 23, 2015.

VI. Future Agenda Items

Goals Report 3, K-6 building tour, Honor Coffee, Snow Removal Bid

VII. Executive Session (If Needed)

VIII. Action Taken from Executive Session (If Needed)

IX. Adjournment

Motion to Adjourn Meeting passed with a motion by Mr. Scott Hammer and a second by Dr. Jeryl Nelson.

Mrs. Wendy Consoli: Yes, Mr. Rod Garwood: Yes, Mr. Scott Hammer: Yes, Dr. Carolyn Linster: Yes, Dr. Jeryl Nelson: Yes

The meeting was adjourned at 7:00 p.m. The next Board meeting will be October 12, 2015 at 5:00 p.m.

Deb Daum, Secretary

**Minutes
Board of Education Regular Meeting
August 10, 2015**

The regular meeting of the Wayne Board of Education was held at the Jr/Sr High School District Board Room, Room 108, Wayne, Nebraska, on Monday, August 10, 2015 at 5:00 PM. Notice of the meeting and place of agenda was posted at the Wayne High School, Wayne Elementary School, Wayne Post Office, and Wayne Public Library. A copy of the Nebraska Open Meetings Act was displayed for the public to read.

I. Call the Meeting to Order

I.a. Pledge of Allegiance

I.b. Announce Open Meeting Act Posting and Location - Wayne Community Schools, Wayne Public Library, and Wayne Post office.

I.c. Action on Absence and Roll Call

I.d. Approval of Agenda

Motion Passed: Motion to approve agenda, as presented, passed with a motion by Mr. Rod Garwood and a second by Mrs. Wendy Consoli.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

I.e. Consent Agenda

Motion Passed: Motion to approve consent agenda, as presented, passed with a motion by Mr. Ken Jorgensen and a second by Dr. Jeryl Nelson.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

I.e.I. Approval of Minutes of Previous Meetings

I.e.II. Approval of Financial Reports and Claims

I.f. Personnel

Discussion:

There is still an opening for a Special Education Para. If the full time custodian position is not filled, the position may go to two part time positions.

II. Communications from the Public and requested presentations

Discussion:

Mr. Roger Brandt voiced concerns about the public making up the difference in the loss of State Aid.

II.a. Discussion on 2010 Build America Bonds - Marc Mumford, Ameritas

Discussion:

Marc Mumford from Ameritus, discussed with the Board the options of refinancing 2010 Build America Bonds. No decision on what direction to take was made at this time.

III. Action Items

III.a. Old Business

III.a.I. Second Reading of Teacher Handbook

Motion Passed: Motion to approve the second reading of the Teacher Handbook, as presented, passed with a motion by Mr. Ken Jorgensen and a second by Mr. Scott Hammer.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

Discussion:

The Handbook was not changed. The Board will be moving ahead with the Discrimination Policy and will send out approved copies to employees once approval has been made.

III.b. New Business

III.b.I. Mid States School Bus Inc. Addendum

Motion Passed: Motion to approve the Addendum for the contract with Mid States School Bus, Inc., as presented, passed with a motion by Mr. Ken Jorgensen and a second by Mrs. Wendy Consoli.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

Discussion:

Dean Carroll, from Mid States School Bus, Inc., told the Board of a \$50.00 Late Fee addition to contracts. He assured the Board that there have been no problems with the Wayne District, but wanted them aware of the addition.

III.b.II. First Reading of Board Policy Updates

Motion Passed: Motion to approve on first reading Policy 6212, Policy 3103, Policy 3108, Policy 6600, Policy 1800, Policy 4201, Policy 4203, Policy 5318, Policy 6286, Policy 6014, passed with a motion by Mrs. Wendy Consoli and a second by Mr. Rod Garwood.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

III.b.II.1. Policy 6212 - Instruction - Assessments-Academic Content Standards

Discussion:

Mr. Lenihan stated that this and all policies are changes from the State Legislation. The Board's policy is to follow these changes from the State.

III.b.II.2. Policy 3103 - Business Operations - Procedures - Bidding Construction Projects

Discussion:

The change in this policy is that bids must be sent out for projects \$100,000 instead of \$40,000. Mr. Lenihan confirmed that Wayne Community Schools always takes bids for any construction project.

III.b.II.3. Policy 3108 Business Operations - Records Management and Disposition

Discussion:

This policy states that it is now acceptable to keep electronic minutes of meetings. Wayne Community Schools have been keeping both paper and electronic copies of minutes.

III.b.II.4. Policy 6600 - Special Education

Discussion:

Policy 6600 has not changed. This new revision reflects Rule 51 and Rule 52.

III.b.II.5. Policy 1800 - Community Relations - Personnel - All Employees and Students - Anti-discrimination

Discussion:

The addition to this policy is the wording "pregnancy, childbirth or related medical condition, or other protected status".

III.b.II.6. Policy 4201 - Personnel - All Employees - Equal Opportunity Employment

Discussion:

This policy added the same words as Policy 1800. Mr. Lenihan stated that our job applications now state "Equal Opportunity Employer" and "Veterans Preference".

III.b.II.7. Policy 4203- Personnel - All Employees (& Students) - Anti-discrimination, Anti-harassment, and Anti-retaliation

Discussion:

This policy added the language that we will not discriminate employees with disabilities, pregnancy, or other health issues. It also states the Office of Civil Rights address changed. The forms reflect the policy language.

III.b.II.8. Policy 5318 - Students (& Employees) - Anti-discrimination, Anti-harassment, and Anti-retaliation

Discussion:

This states the same as Policy 4203 but this is in the student section.

III.b.II.9. Policy 6286 - Instruction - Activities - Return to Learn From Cancer

Discussion:

This is a new policy. Wayne Community Schools have always addressed this with 504 Plans.

III.b.II.10. Policy 6014 - Fire Drills

Discussion:

This policy states that each school is to do as many fire drills a year as possible, two tornado drills a year, and two lock-down drills a year.

III.b.III. Administrative Regulation 5312

Motion Passed: Motion to receive Administrative Regulation 5312, Student Admission Forms, as presented, passed with a motion by Mr. Ken Jorgensen and a second by Mr. Scott Hammer.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

Discussion:

The forms are required for admission to school.

III.b.IV. Administrative Regulation 5314

Motion Passed: Motion to receive Administrative Regulation 5314 - Homeless Student Policy Forms, as presented, passed with a motion by Mrs. Wendy Consoli and a second by Dr. Jeryl Nelson.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

Discussion:

The forms reflect our Homeless Student policy. The offices will have correct forms.

III.b.V. Administrative Regulation 3003

Motion Passed: Motion to receive Administrative Regulation 3003 - Bus Route Pick-up Points, as presented, passed with a motion by Mr. Ken Jorgensen and a second by Mr. Scott Hammer.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

Discussion:

A bus route was added to the list. The new route is at the north side of town near the Bowling Alley.

IV. Administration and Board Committee Reports:

IV.a. Administration - Written reports were provided by Administration. Copies of their reports are available at the District Office upon request.

IV.a.I. Superintendent

IV.a.I.1. Future Programming Ideas

Discussion:

Mr. Lenihan presented future programming ideas that were discussed during the Board Retreat.

IV.a.I.2. 2015-2016 Administrative Structure

Discussion:

This has changed with the addition of Mr. Plager as Elementary Principal and Mr. Hight as Assistant Elementary Principal/Assistant Special Education Director.

IV.a.I.3. Suicide prevention training

Discussion:

Wayne Community Schools is required by law to train everyone in Suicide Prevention. It is free of charge. It is planned to start this with our first 10:00 start in September and has to be completed by October 31.

IV.a.I.4. Staff pre-service days

Discussion:

Welcome Back Breakfast is scheduled for Wednesday, August 12, at 8:00. Mr. Lenihan invited the Board to attend.

IV.a.I.5. School Funding Meeting Review

IV.a.II. High School Principal

Discussion:

Mr. Hanson handed out the new students handbook/planners. He stated that nine new students have registered so far. He stated that he will, again, remind teachers to be visible in the halls between classes. This should help with any bullying situations that may arise. Kirk Smalley is scheduled to talk to the schools in September.

IV.a.III. Special Education Director

Discussion:

Mrs. Bear stated that a bilingual para has been hired to help with ELL.

IV.a.IV. Elementary Principal

Discussion:

Mr. Plager talked of some ideas he brought back from Administration Days. Summer School attendance was down this year. The dates will be looked at for next year. He is planning on talking to parents to get feedback on what they would like to see for next year. He will have an update on attendance numbers for the Board at the September meeting.

IV.a.V. Junior High Principal/A.D.

Discussion:

Mr. Ruhl also talked on the bullying issue. He will also remind teachers to be visible in the halls between classes. He stated that the track building projects will be finished soon. The Coaches Clinic was a success. Fall practice has started for some sports with others to start next week.

IV.b. Board Committees

IV.b.I. Foundation and Community Relations

Discussion:

Dr. McLaughlin handed out a Year in Review graph. She mentioned that Ameritas has agreed to be matching donor for the Foundation this year.

IV.b.II. Curriculum and Americanism

Discussion:

The Committee discussed the Veteran's Day Program. They decided to keep it as a school wide event and also discussed different options in getting more veterans and the community involved. On-line text books were discussed. They will continue to focus on character in the curriculum.

IV.b.III. Facility/Safety

Discussion:

Mr. Meyer said summer projects are finished. The track project is coming along nicely.

IV.b.IV. Policy/Title IX

Discussion:

No report was given. Policies were discussed earlier.

IV.b.V. Finance (Inc. Transportation & Budget)

Discussion:

The Committee will meet at the end of August to discuss the Transfer of Funds. A recommendation will be made after that.

IV.b.VI. Negotiations

Discussion:

Everything is good for this year.

V. Boardmanship

V.a. Board and Staff Breakfast Wednesday, August 12, 2015, from 8:00 - 9:00 in the Jr./Sr. High School Commons

V.b. Early Learning Center Chamber Coffee Friday, August 14, 2015, Sunnyview Place Business Park, 803 Providence Road

V.c. NASB Area Membership Meeting - September 23rd @ Northeast CC

V.d. NASB State School Board Conference - November 18-20, 2015

Discussion:

Mr. Lenihan asked the Board members to let him know as soon as they can if they would like to go in order to get rooms booked.

VI. Future Agenda Items

VI.a. Special Board Meeting - Monday, August 24th @ 5:00 PM - End of August Financial Claims, Transfer of Funds, Budget workshops

VII. Executive Session (If Needed)

VIII. Action Taken from Executive Session (If Needed)

IX. Adjournment

Motion Passed: Motion to adjourn meeting passed with a motion by Mr. Ken Jorgensen and a second by Mrs. Wendy Consoli.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes

Dr. Jeryl Nelson Yes

Discussion:

The meeting was adjourned at 6:48 p.m... The next Regular Board Meeting will be September 14, 2015, at 5:00 p.m., in the District Board Room, Room 108.

Deb Daum, Secretary

Minutes
Board of Education Special Meeting
August 24, 2015

The regular meeting of the Wayne Board of Education was held at the Jr/Sr High School District Board Room, Room 108, Wayne, Nebraska, on Monday, August 24, 2015 at 5:00 PM. Notice of the meeting and place of agenda was posted at the Wayne High School, Wayne Elementary School, Wayne Post Office, and Wayne Public Library. A copy of the Nebraska Open Meetings Act was displayed for the public to read.

I. Call the Meeting to Order

Discussion:

The meeting was called to order at 5:00 p.m.

I.a. Pledge of Allegiance

I.b. Announce Open Meeting Act Posting and Location - Wayne Community Schools, Wayne Public Library, and Wayne Post office.

I.c. Action on Absence and Roll Call

I.d. Approval of Agenda

Motion Passed: Motion to approve agenda, as presented, passed with a motion by Mr. Ken Jorgensen and a second by Mr. Scott Hammer.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

I.e. Consent Agenda

Motion Passed: Motion to approve consent agenda, as presented, passed with a motion by Mr. Rod Garwood and a second by Mr. Ken Jorgensen.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

I.e.I. Approval of Financial Reports and Claims

Discussion:

Checks for Payment were discussed with some detailed information given to the Board on specific bill amounts. It was noted by Mr. Lenihan that some bills will be reimbursed by the Preschool Grant. The Board agreed to pay the end of the year bills.

II. Adjournment

Motion Passed: Motion to Adjourn Meeting passed with a motion by Dr. Jeryl Nelson and a second by Mrs. Wendy Consoli.

Mrs. Wendy Consoli	Yes
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Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

Discussion:

The meeting was adjourned at 5:13 p.m. The next Regular Board Meeting will be Monday, September 14, 2015, at 5:00 p.m., in the District Board Room, Room 108.

Deb Daum, Secretary

Checks for Payment Listing

Direct

Dep.	Check	Check Date	Payable To	Description	Amount
01 - GENERAL FUND					
	00014997	09/10/2015	Accessibility dot Net, Inc.	vision services	555.00
	00014998	09/10/2015	Alpha Rehabilitation, P.C.	Pt & OT Services	46.93
	00014998	09/10/2015	Alpha Rehabilitation, P.C.	Pt & OT Services	196.49
	00014999	09/10/2015	American Broadband CLEC	phone, cable, Internet	524.16
	00014999	09/10/2015	American Broadband CLEC	phone, cable, Internet <i>preschool</i>	252.78
	00015000	09/10/2015	Assoc. For Supervision & Curriculum Dev.	R.Ruhl Membership	59.00
	00015001	09/10/2015	Black Hills Energy	utilities	51.89
	00015001	09/10/2015	Black Hills Energy	utilities	145.74
	00015002	09/10/2015	Carlson West Povondra Architects	Track Build	1,467.00
	00015003	09/10/2015	CDW Government, Inc.	8 AC replacement adapters/tech	503.28
	00015004	09/10/2015	Chemsearch	contract water usage (2)	982.90
	00015004	09/10/2015	Chemsearch	contract water usage (2)	982.90
	00015005	09/10/2015	City Of Wayne	utilities	9,935.18
	00015005	09/10/2015	City Of Wayne	utilities	882.64
	00015005	09/10/2015	City Of Wayne	utilities	959.45
	00015005	09/10/2015	City Of Wayne	utilities	440.70
	00015005	09/10/2015	City Of Wayne	utilities	7,339.09
	00015006	09/10/2015	Constellation NewEnergy Gas Div., LLC	utilities	366.10
	00015006	09/10/2015	Constellation NewEnergy Gas Div., LLC	utilities	63.75
	00015007	09/10/2015	Decker Inc.	parking signs/grounds	617.90
	00015008	09/10/2015	Eakes Office Solutions	calculator/HS princ. office	61.98
	00015009	09/10/2015	Egan Supply Co.	Custodial supply	77.21
	00015009	09/10/2015	Egan Supply Co.	Custodial supply	252.44
	00015009	09/10/2015	Egan Supply Co.	Trash bags	430.68
	00015009	09/10/2015	Egan Supply Co.	Cust Supply	564.82
	00015010	09/10/2015	Farner Company	office, board, prin Supplies	25.98
	00015010	09/10/2015	Farner Company	office, board, prin Supplies	25.98
	00015010	09/10/2015	Farner Company	office, board, prin Supplies	25.98
	00015011	09/10/2015	First National Bank Omaha	All state Music Audition Tracks	98.00
	00015012	09/10/2015	Gill Hauling, Inc.	Extra Rolloff containers	80.00
	00015013	09/10/2015	Gopher	ES P.E. supply	105.24
	00015014	09/10/2015	GovConnection, Inc.	technology supplies	783.04
	00015014	09/10/2015	GovConnection, Inc.	technology supplies	98.00
	00015015	09/10/2015	Harris School Solutions	Cust Support Financial Softwar	4,143.76
	00015016	09/10/2015	Helena Chemical Co.	Grounds	59.50
	00015017	09/10/2015	Holiday Inn Of Kearney	lodging/SPED mtg. in Kearney	166.00
	00015018	09/10/2015	Johnson Hardware Company	Locks	2,224.80
	00015019	09/10/2015	Kenneth S. Hamsa	instrument repairs	36.00
	00015020	09/10/2015	Kooi Communications, Inc.	HS & EI maint	126.00
	00015021	09/10/2015	Lutt Oil	Field T, Athe, Sped, Grounds, <i>Sped Ins</i>	24.46
	00015021	09/10/2015	Lutt Oil	Field T, Athe, Sped, Grounds, <i>Supt</i>	48.00
	00015021	09/10/2015	Lutt Oil	Field T, <u>Athe</u> , Sped, Grounds, <i>HS</i>	235.58
	00015021	09/10/2015	Lutt Oil	<u>Field T</u> , Athe, Sped, Grounds, <i>HS</i>	43.00
	00015021	09/10/2015	Lutt Oil	Field T, Athe, <u>Sped</u> , Grounds,	346.78
	00015021	09/10/2015	Lutt Oil	Field T, Athe, Sped, Grounds, <i>HS Prin</i>	98.06
	00015021	09/10/2015	Lutt Oil	Field T, Athe, Sped, <u>Grounds</u> ,	110.59
	00015021	09/10/2015	Lutt Oil	Field T, Athe, Sped, Grounds, <i>Pickup</i>	110.72
	00015022	09/10/2015	Lynn Card Company	greeting cards/supt. supply	252.95

Checks for Payment Listing

Direct	Dep.	Check	Check Date	Payable To	Description	Amount
		00015023	09/10/2015	Marco, Inc.	Copier lease	3,325.15
		00015023	09/10/2015	Marco, Inc.	Printer lease fees	362.97
		00015024	09/10/2015	Mid States School Bus, Inc.	Reg Routes	32,422.92
		00015024	09/10/2015	Mid States School Bus, Inc.	HS Ath	388.95
		00015025	09/10/2015	Nebraska Link	Dist Learn Line	627.00
		00015026	09/10/2015	O'Keefe Elevator Co, Inc.	ES Elevator Maint	615.00
		00015027	09/10/2015	One Source	background checks	420.00
		00015028	09/10/2015	Pearson Education Inc.	ELL t. supplies	49.19
		00015028	09/10/2015	Pearson Education Inc.	ELL t. supplies	119.58
		00015029	09/10/2015	Perry, Guthery, Haase &	August Services	280.00
		00015030	09/10/2015	Pierce Marching Band Festival	Entry 10/07	100.00
		00015031	09/10/2015	Plainview Public Schools	Sped supplies (math class)	250.00
		00015032	09/10/2015	Plunkett's Pest Control	pest control	208.67
		00015033	09/10/2015	Providence Medical Center	August Services	3,353.34
		00015034	09/10/2015	Sarah Paustian	August/sept mileage	46.00
		00015035	09/10/2015	S.D. 17 Petty Cash Account	NESA Reg (3)	42.00
		00015035	09/10/2015	S.D. 17 Petty Cash Account	NESA Reg (3)	42.00
		00015035	09/10/2015	S.D. 17 Petty Cash Account	NESA Reg (3)	42.00
		00015036	09/10/2015	Sharon Van Cleave	Powerschool consultant	18.40
		00015037	09/10/2015	Simplex Grinnell LP	Clocks for EL	1,243.53
		00015038	09/10/2015	Sommerfeld's Tools for Wood	JH ind. tech supply	531.80
		00015039	09/10/2015	State Nebraska Bank and Trust Co.	Deposit Slips	33.32
		00015040	09/10/2015	Teaching Strategies, LLC	Assessment portfolio	1,463.00
		00015041	09/10/2015	Time Management Systems, Inc.	ID Badges	108.92
		00015042	09/10/2015	Unlimited Landscaping	flower beds	60.00
		00015043	09/10/2015	Verizon Wireless	phone	113.96
		00015044	09/10/2015	Wayne Auto Parts Inc.	Part for Blue Devil step bban <i>Van</i>	8.99
		00015044	09/10/2015	Wayne Auto Parts Inc.	Part for Blue Devil step bban	36.87
		00015044	09/10/2015	Wayne Auto Parts Inc.	Part for Blue Devil step bban	171.49
		00015045	09/10/2015	Wayne Herald/Morning Shopper	Legals, <u>Web</u> , newsletters	100.00
		00015045	09/10/2015	Wayne Herald/Morning Shopper	Legals, Web, newsletters	895.81
		00015045	09/10/2015	Wayne Herald/Morning Shopper	Legals, Web, <u>newsletters</u>	224.48
		00015046	09/10/2015	Zach Oil Company	EL Repairs	335.60
		00015046	09/10/2015	Zach Oil Company	EL Repairs	140.00
01 - GENERAL FUND Totals:						85,209.37
Report Total:						85,209.37

ALL Data

Checks for Payment Listing

Arranged by:
Check Number

Direct	Dep.	Check	Check Date	Payable To	Description	Amount
		09 - Depreciation				
		00015047	09/11/2015	Overhead Door Company	Garage Door for Track Build	1,669.00
					09 - Depreciation Totals:	<u>1,669.00</u>
					Report Total:	<u><u>1,669.00</u></u>

ALL Data

Checks for Payment Listing

Arranged by:
Check Number

Direct	Dep.	Check	Check Date	Payable To	Description	Amount
	01 - GENERAL FUND					
		000EFT59	09/11/2015	State Nebraska Bank and Trust Co.	Bank Fees	142.70
					01 - GENERAL FUND Totals:	<u>142.70</u>
					Report Total:	<u><u>142.70</u></u>

Checks for Payment Listing

Direct

Dep.	Check	Check Date	Payable To	Description	Amount
01 - GENERAL FUND					
	00015048	09/11/2015	Arnie's Ford	Dr Ed, <u>Sped</u> Maint, Van	17.04
	00015048	09/11/2015	Arnie's Ford	Dr <u>Ed</u> , Sped Maint, Van	445.46
	00015048	09/11/2015	Arnie's Ford	Dr Ed, <u>Sped</u> Maint, Van	34.32
	00015048	09/11/2015	Arnie's Ford	Dr Ed, Sped Maint, <u>Van</u>	96.58
	00015048	09/11/2015	Arnie's Ford	Dr Ed, Sped Maint, <u>Van</u>	216.29
	00015048	09/11/2015	Arnie's Ford	Dr Ed, Sped Maint, <u>Van</u>	185.03
	00015048	09/11/2015	Arnie's Ford	Dr <u>Ed</u> , Sped Maint, <u>Van</u>	14.20
	00015048	09/11/2015	Arnie's Ford	Dr Ed, <u>Sped</u> Maint, Van	56.02
	00015049	09/11/2015	Artificial Rain LLC	irrigation maint	77.33
	00015050	09/11/2015	Bomgaars	Build, <u>Grounds</u> , Ath, Presch	28.86
	00015050	09/11/2015	Bomgaars	Build, <u>Grounds</u> , Ath, <u>Presch</u>	143.23
	00015050	09/11/2015	Bomgaars	Build, <u>Grounds</u> , Ath, Presch	468.34
	00015050	09/11/2015	Bomgaars	<u>Build</u> , <u>Grounds</u> , Ath, Presch	579.67
	00015050	09/11/2015	Bomgaars	Build, <u>Grounds</u> , Ath, <u>Presch</u>	52.35
	00015051	09/11/2015	Builder's Resource	Prek St Up - fence	532.15
	00015052	09/11/2015	Carhart Lumber Company	Art Supp, <u>Build</u> Maint	16.73
	00015052	09/11/2015	Carhart Lumber Company	Art <u>Supp</u> , Build Maint	298.82
	00015053	09/11/2015	Curtis& Coleen Jeffries (Copy Write	Prek Gnt EC Supp, <u>Acad</u> all sta	134.24
	00015053	09/11/2015	Curtis& Coleen Jeffries (Copy Write	Prek Gnt EC Supp, <u>Acad</u> all sta	112.35
	00015054	09/11/2015	Eakes Office Solutions	Prek gnt - EC Supplies	33.99
	00015054	09/11/2015	Eakes Office Solutions	Prek gnt, EC Equip	3,425.27
	00015054	09/11/2015	Eakes Office Solutions	Prek-Gnt EC Supplies	2,516.87
	00015055	09/11/2015	ESU #1	Daum, Plager, M.Hanson Reg	15.00
	00015055	09/11/2015	ESU #1	Daum, Plager, M.Hanson Reg	15.00
	00015055	09/11/2015	ESU #1	Daum, Plager, M.Hanson Reg	15.00
	00015056	09/11/2015	Follett Software Company	Destiny/Titlepeek renewals-lib	321.93
	00015056	09/11/2015	Follett Software Company	Destiny/Titlepeek renewals-lib	965.80
	00015056	09/11/2015	Follett Software Company	Destiny/Titlepeek renewals-lib	643.87
	00015057	09/11/2015	Judy Stepp	EC PreK supplies	6.40
	00015058	09/11/2015	Kaplan Early Learning Company	EC Grant Supplies	81.32
	00015058	09/11/2015	Kaplan Early Learning Company	EC Grant Equipment	3,332.95
	00015059	09/11/2015	Lux Bros. Inc.	Presch Playground	1,300.00
	00015060	09/11/2015	Nebr. Assoc. Of School Boards	Daum Membership	25.00
	00015061	09/11/2015	Nordby Construction & Fencing	Prek Gnt St Up - fence	2,948.00
	00015062	09/11/2015	NSBA State Marching Contest	Reg Fee for State Band	175.00
	00015063	09/11/2015	Pac 'n' Save	<u>Facs</u> , Sped, Prek gnt, H2o ⁷¹⁸	29.34
	00015063	09/11/2015	Pac 'n' Save	<u>Facs</u> , Sped, <u>Prek</u> gnt, H2o ^{718 PreK}	57.20
	00015063	09/11/2015	Pac 'n' Save	Facs, <u>Sped</u> , Prek gnt, H2o	42.90
	00015063	09/11/2015	Pac 'n' Save	Facs, Sped, Prek gnt, <u>H2o</u>	10.00
	00015063	09/11/2015	Pac 'n' Save	<u>Facs</u> , Sped, Prek gnt, H2o ^{HS}	61.88
	00015064	09/11/2015	Primex Wireless	10 yr. license	337.00
	00015065	09/11/2015	Rand Worldwide Subsidiary Inc.	EL Summer Services	354.00
	00015066	09/11/2015	Susan Holdstedt (DBA S&H Tax Service)	125 Fees	155.00
	00015067	09/11/2015	School Specialty Inc.	Prek Grant st Up Equip	3,976.81
	00015067	09/11/2015	School Specialty Inc.	EC Grant Supplies	28.14
	00015067	09/11/2015	School Specialty Inc.	EC Grant Equip, Presch Equip	1,186.62
	00015067	09/11/2015	School Specialty Inc.	EC Grant Equip, Presch Equip	4,672.74
	00015068	09/11/2015	Schuyler Central High School	march band Reg	95.00

Checks for Payment Listing

Direct Dep.	Check	Check Date	Payable To	Description	Amount
	00015069	09/11/2015	Shopko Stores Operating Co., LLC	ED Grant, Sped , Prek start up <i>EC</i>	649.61
	00015069	09/11/2015	Shopko Stores Operating Co., LLC	ED Grant, Sped , Prek start up	192.35
	00015069	09/11/2015	Shopko Stores Operating Co., LLC	ED Grant, Sped , Prek start up	99.98
	00015069	09/11/2015	Shopko Stores Operating Co., LLC	ED Grant, Sped , Prek start up <i>EC</i>	315.37
	00015070	09/11/2015	U.S. Bank	Sped, Prek, Adm days, Bd Supp	37.63
	00015070	09/11/2015	U.S. Bank	Sped, Prek, Adm days, Bd Supp <i>Troud</i>	323.82
	00015070	09/11/2015	U.S. Bank	Sped, Prek, Adm days, Bd Supp	87.16
	00015070	09/11/2015	U.S. Bank	Sped , Prek, Adm days, Bd Supp	110.00
	00015070	09/11/2015	U.S. Bank	Sped , Prek, Adm days, Bd Supp <i>HS</i>	120.00
	00015070	09/11/2015	U.S. Bank	Sped, Prek , Adm days, Bd Supp	360.88
	00015070	09/11/2015	U.S. Bank	Sped, Prek , Adm days, Bd Supp	279.36
	00015070	09/11/2015	U.S. Bank	Sped, Prek, Adm days , Bd Supp	87.16
	00015070	09/11/2015	U.S. Bank	Sped, Prek, Adm days , Bd Supp	87.16
	00015070	09/11/2015	U.S. Bank	Sped, Prek, Adm days , Bd Supp	87.16
	00015070	09/11/2015	U.S. Bank	Sped, Prek, Adm days , Bd Supp	174.29
	00015071	09/11/2015	Vernon Bauermeister	EC Grant Start up Fac	100.00
01 - GENERAL FUND Totals:					33,448.97
Report Total:					33,448.97

Check Summary Report

Date: 08/01/2015 thru 08/31/2015

Check Number	Check / Status	Check / Void Date	Vendor Name	PO Number	Description	Amount
15-9651	O	08/05/2015	CARHART LUMBER		SHED PROJECT	126.34
15-9652	O	08/10/2015	FIRST NATIONAL BANK		MEALS FOR COACHES @ clinic	118.11
15-9653	O	08/10/2015	FIRST NATIONAL BANK		IPAD COVERS	246.74
15-9654	O	08/10/2015	BROWN & SAENGER		SUPPLIES/COOP ORDER	100.54
15-9655	O	08/15/2015	DALE HOCHSTEIN		REIMB./COACHES CLINIC, membership	120.00
15-9656	O	08/15/2015	JOSH JOHNSON	"	REIMB./GOLF PRACTICE rounds	619.79
15-9657	O	08/15/2015	BRIAN LOBERG	"	REIMB./COACHING FUNDAMENTALS	115.00
15-9658	O	08/15/2015	WEST POINT BEEMER HIGH	"	ENTRY FEE - GOLF INVITE, 8/20	80.00
15-9659	O	08/15/2015	PATTERSON MEDICAL	"	TRAINING ROOM SUPPLIES	2,006.44
15-9660	O	08/15/2015	COUNTRY INN & SUITES	"	LODGING/COACHES CLINIC	1,142.33
15-9661	O	08/15/2015	IMPACT APPLICATIONS, INC.	"	1 YR. SUBSCRIPTION	600.00
15-9662	O	08/15/2015	JOSH JOHNSON	"	REIMB./GOLF ACTIVITY	245.25
15-9663	O	08/15/2015	STADIUM SPORTS	"	CAMP T-SHIRTS	132.00
15-9664	O	08/15/2015	MID-BELL MUSIC, INC.	"	ITEMS FOR RESALE	431.83
15-9665	O	08/15/2015	DRAMATIC PUBLISHING	"	SCRIPT	8.49
15-9666	O	08/15/2015	WAYNE GREENHOUSE, INC.	"	GRADUATION FLOWERS	24.99
15-9667	O	08/15/2015	TACOS AND MORE	"	FOOD/CPI TRAINING, 7/16	124.00
15-9668	O	08/15/2015	PAC 'N' SAVE	"	CPI training / VB camp	140.00
15-9669	O	08/15/2015	ATLAS STATIONERS, INC.	"	LAB MANUALS FOR RESALE	257.40
15-9670	O	08/15/2015	ST. MARY'S FOOD STAND	"	POPSICLES	94.00
15-9671	O	08/15/2015	ROB SWEETLAND	"	REIMB./CLASSROOM MATERIALS	53.80
15-9672	O	08/15/2015	RUSS PLAGER	"	REIMB./SUPPLIES	7.27
15-9673	VOID	08/31/2015	(SUMMER SPORTS CONCESSIONS)		CONCESSION SUPPLIES	0.00
15-9674	O	08/17/2015	MIKE JAIXEN	"	REIMB./SUPPLIES	35.35
15-9675	O	08/20/2015	S.D. 17 LUNCH FUND	"	LUNCH \$ FOR STUDENT	5.10
15-9676	O	08/20/2015	LINCOLN CHASE SUITES	"	LODGING FOR BRAD HASKINS (Coaches Clinic)	237.00
15-9677	O	08/20/2015	JALEN BARRY	"	SUMMER GB WORKOUT	260.00
15-9678	O	08/20/2015	WAYNE STATE COLLEGE	"	SCHOLARSHIP FOR KEANNA SWANSON	500.00
15-9679	O	08/20/2015	ASSET GENIE, INC.	"	REPAIR PARTS	527.72
15-9680	O	08/20/2015	CHERYL SUEHL	"	REIMB./SUPPLIES	17.59
15-9681	O	08/21/2015	STATE NEBRASKA BANK	"	CHANGE FOR TAILGATE, 8/21	325.00
15-9682	O	08/21/2015	STATE NEBRASKA BANK	"	CHANGE FOR PASS SALES @ tailgate	150.00
15-9683	O	08/21/2015	STATE NEBRASKA BANK	"	SB TOURN., 8/22	1,860.00
15-9684	O	08/21/2015	CUTTY CASTILLO	"	UMPIRE - SB TOURN., 8/22 (3 games)	180.00
15-9685	O	08/21/2015	PAT HENDERSON	"	UMPIRE - SB TOURN., 8/22 (3 ..)	180.00
15-9686	O	08/21/2015	KEITH KOSKI	"	UMPIRE - SB TOURN., 8/22 (3 ..)	180.00
15-9687	O	08/21/2015	GARY SCHUURMANS	"	UMPIRE - SB TOURN., 8/22 (3 ..)	180.00
15-9688	O	08/21/2015	TOM MACE	"	UMPIRE - SB TOURN., 8/22 (3 ..)	180.00
15-9689	O	08/21/2015	DAN MEISTER	"	UMPIRE - SB TOURN., 8/22 (3 ..)	180.00
15-9690	O	08/28/2015	STATE NEBRASKA BANK	"	FB - O'NEILL, 8/28	2,680.00
15-9691	O	08/28/2015	LINCOLN EAST HIGH SCHOOL	"	ENTRY FEE - SB CLASSIC,	125.00
15-9692	O	08/28/2015	JAMI ARENS	"	OFFICIAL, FB - O'NEILL, 8/28	475.00

ALL Data

Check Summary Report

Arranged by:
Check Number

Date: 08/01/2015 thru 08/31/2015

Check

Number	Status	PO Number	Description	Amount
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			Report Total:	15,072.08
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ACT

Class of 2015

Profile and College Readiness Report

Prepared by High School Counseling Office



Profile Report - High School

This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading and science designed to measure the skills needed for success in first year college coursework. Table 1.2 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are now included in this report.

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		English		Mathematics		Average ACT Scores		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State
2011	51	16,461	21.4	21.8	22.5	21.7	22.0	22.3	22.5	22.0	22.5	22.0	22.3	22.1
2012	55	16,581	22.5	21.8	23.2	21.7	23.5	22.3	22.8	21.9	22.8	21.9	23.2	22.0
2013	52	17,745	22.8	21.1	22.2	21.1	23.2	21.8	22.1	21.5	22.1	21.5	22.7	21.5
2014	54	17,768	23.6	21.3	23.8	21.1	24.5	22.0	23.9	21.7	23.9	21.7	24.1	21.7
2015	47	18,347	23.6	21.1	22.8	21.0	24.1	21.9	23.4	21.6	23.4	21.6	23.6	21.5

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested	English		Mathematics		Average ACT Scores		Reading		Science		Composite	
		School	State	School	State	School	State	School	State	School	State	School	State
2011	1,623,112	20.6	20.6	21.1	21.1	21.3	21.3	21.3	20.9	20.9	21.1	21.1	
2012	1,666,017	20.5	20.5	21.1	21.1	21.3	21.3	21.3	20.9	20.9	21.1	21.1	
2013	1,799,243	20.2	20.2	20.9	20.9	21.1	21.1	21.1	20.7	20.7	20.9	20.9	
2014	1,845,787	20.3	20.3	20.9	20.9	21.3	21.3	21.3	20.8	20.8	21.0	21.0	
2015	1,924,436	20.4	20.4	20.8	20.8	21.4	21.4	21.4	20.9	20.9	21.0	21.0	

Total Group
Wayne High School
47 Students
68% Participation

2015 ACT Score Comparison

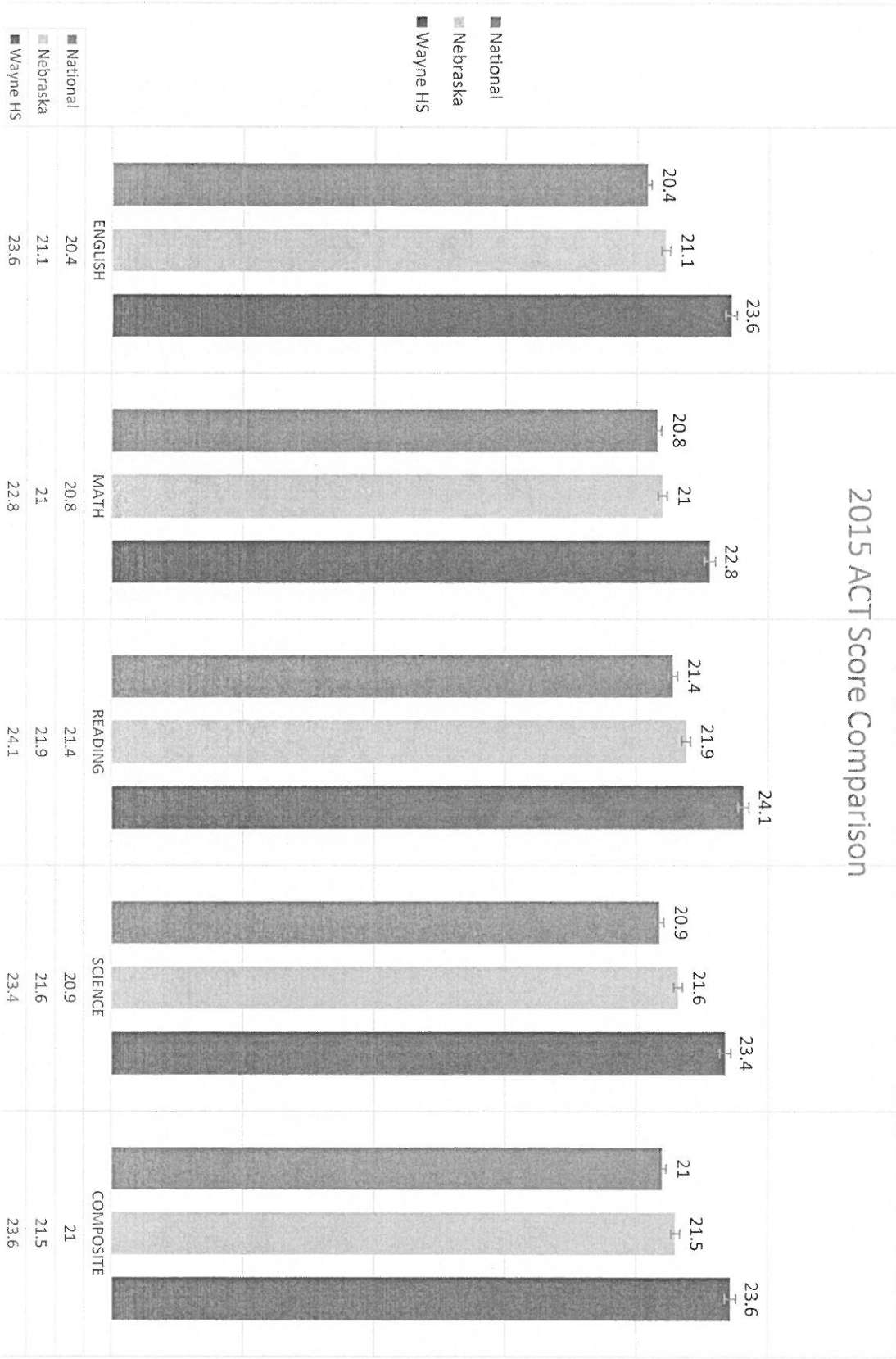
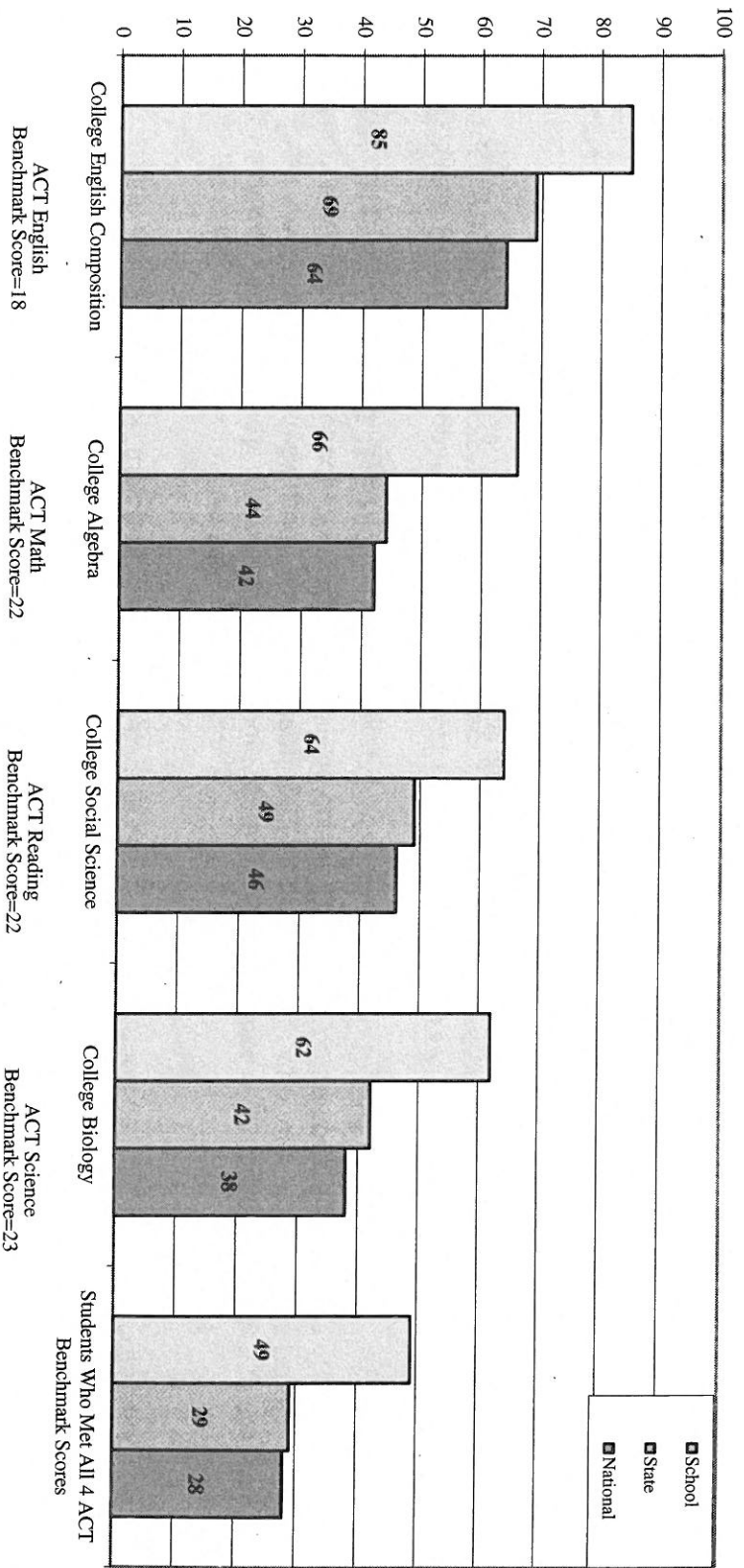


Figure 1.1. Percent of Your Students Ready for College-Level Coursework



A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

Table 4.1. Distribution of Planned Educational Majors for All Students by College Plans

Planned Educational Major	N ¹	All Students		Avg ACT Comp	Plan on 2 Years or Less of College		Avg ACT Comp	Plan on 4 Years or More of College		Avg ACT Comp
		Percent ²	N		Percent ²	N		Percent ²	N	
Agriculture & Natural Resources Conservation	2	4	0	23.0	0	0	.	2	5	23.0
Architecture	0	0	0	.	0	0	.	0	0	.
Area, Ethnic, & Multidisciplinary Studies	0	0	0	.	0	0	.	0	0	.
Arts: Visual & Performing	3	6	0	28.3	0	0	.	3	7	28.3
Business	3	6	0	25.0	0	0	.	3	7	25.0
Communications	0	0	0	.	0	0	.	0	0	.
Community, Family, & Personal Services	2	4	0	24.5	0	0	.	2	5	24.5
Computer Science & Mathematics	2	4	0	20.5	0	0	.	2	5	20.5
Education	11	23	0	22.0	0	0	.	10	23	21.7
Engineering	4	9	0	26.8	0	0	.	4	9	26.8
Engineering Technology & Drafting	0	0	0	.	0	0	.	0	0	.
English & Foreign Languages	1	2	0	27.0	0	0	.	1	2	27.0
Health Administration & Assisting	1	2	0	19.0	0	0	.	1	2	19.0
Health Sciences & Technologies	6	13	0	27.2	0	0	.	6	14	27.2
Philosophy, Religion, & Theology	0	0	0	.	0	0	.	0	0	.
Repair, Production, & Construction	0	0	0	.	0	0	.	0	0	.
Sciences: Biological & Physical	1	2	0	23.0	0	0	.	1	2	23.0
Social Sciences & Law	2	4	1	18.5	1	50	19.0	1	2	18.0
Undecided	9	19	1	21.8	1	50	21.0	8	18	21.9
No Response	0	0	0	.	0	0	.	0	0	.

¹2-Year and 4-Year "N" counts do not reflect "Missing" and "Other" college plans, therefore they may not add up to the N count for All Students.
²Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

Table 4.3. Students' Score Report Preferences at Time of Testing

Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges									
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36			
WAYNE STATE COLLEGE	Nebraska	26	16	10	0	4	19	35	23	19	0			
UNIVERSITY OF NEBRASKA AT LINCOLN	Nebraska	22	6	16	0	0	9	27	32	32	0			
NORTHEAST COMMUNITY COLLEGE	Nebraska	12	3	9	0	0	17	58	25	0	0			
UNIVERSITY OF NEBRASKA AT KEARNEY	Nebraska	12	3	9	0	0	8	50	33	8	0			
UNIVERSITY OF SOUTH DAKOTA	South Dakota	9	0	9	0	0	22	33	33	11	0			
UNIVERSITY OF NEBRASKA AT OMAHA	Nebraska	6	0	6	0	0	0	0	33	67	0			
SOUTH DAKOTA STATE UNIVERSITY	South Dakota	4	2	2	0	0	0	50	25	25	0			
IOWA STATE UNIVERSITY	Iowa	3	2	1	0	0	0	0	33	67	0			
HASTINGS COLLEGE	Nebraska	2	0	2	0	0	0	0	50	50	0			
MIDLAND UNIVERSITY	Nebraska	2	1	1	0	0	0	50	50	0	0			
NEBRASKA WESLEYAN UNIVERSITY	Nebraska	2	1	1	0	0	0	50	0	50	0			
PERU STATE COLLEGE	Nebraska	2	1	1	0	0	50	0	50	0	0			
SOUTHEAST COMM COLL-LINCOLN CAMPUS	Nebraska	2	0	2	0	0	0	100	0	0	0			
UNIVERSITY OF IOWA	Iowa	2	0	2	0	0	0	0	50	50	0			
ASHFORD UNIVERSITY	Iowa	1	0	1	0	0	0	0	100	0	0			
BRIAR CLIFF UNIVERSITY	Iowa	1	0	1	0	0	0	0	0	100	0			
COLORADO STATE UNIVERSITY	Colorado	1	0	1	0	0	100	0	0	0	0			
CREIGHTON UNIVERSITY	Nebraska	1	0	1	0	0	0	0	100	0	0			
DOANE COLLEGE	Nebraska	1	0	1	0	0	0	0	0	100	0			
IOWA WESTERN COMM C-COUNCIL BLFS	Iowa	1	0	1	0	0	0	100	0	100	0			
MOUNT MARTY COLLEGE	South Dakota	1	0	1	0	0	0	100	0	0	0			
SAN FRANCISCO STATE UNIVERSITY	California	1	1	0	0	0	0	0	100	0	0			
UNIVERSITY OF IDAHO	Idaho	1	0	1	0	0	0	0	100	0	0			
UNIVERSITY OF MINNESOTA-TWIN CITIES	Minnesota	1	0	1	0	0	0	0	0	100	0			
UNIVERSITY OF WASHINGTON TACOMA	Washington	1	0	1	0	0	0	0	100	0	0			
WEBER STATE UNIVERSITY	Utah	1	0	1	0	0	0	0	100	0	0			
All Other Institutions														
Total		118	36	82	0	1	12	33	31	23	0			

Class of 2015 Exit Survey Results

Plans after graduation (based on 62 students)

Work	3	(5%)
Military	2	(3%)
Undecided	1	(2%)
Post-Secondary	58	(94%)

(includes the 2 enlistees)

Military Enlistments

National Guard	2
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2 year	16	4 year	42
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NECC	15
IA Western CC	1

WSC	25
UNL	6
UNO	1
Peru State	1
SDSU	1
Midland	1
Iowa Stat Univ	2
Neb Wesleyan	1
Brian Cliff	1
BYU-Idaho	1
E. New Mexico State	1
U of Idaho	1
FIU	maybe 1

Programs of Study	
Auto tech	1
diesel mechanics (ag)	1
diesel technology	1
utility line	1
welding	2
bldg construction	1
vet tech	1
agribusiness	1
business	2
culinary arts	1
physical therapy asst/ athletic training	1
academic transfer	3
(elem ed)(nursing)(lang/translation)	

Programs of Study	
education	10
English	1
history	1
business	1
agribusiness	1
sport mgmt	1
political science	1
counseling/human serv	2
broadcstg/digital media	1
criminal justice	1
journalism	1
theater arts	1
music performance	1
graphic design	2
mechanical engineering	2
electrical engineering	1
speech lang/pathology	1
exercise science	2
diagnostic med sonograp	1
pre-OT	1
pre-PT	1
pre-vet	2
pre-PA	1
pre-med	1
undecided	4

elem 6 secondary 4

Policy 6212
Instruction

Assessments—Academic Content Standards

The Board of Education adopts the academic content standards of the State Board of Education (“State Board”). The adoption of the academic content standards includes the:

- Language Arts standards that were adopted by the State Board in September, 2014;
- Mathematics standards that were approved by the State Board in October 2010;
- Science standards that were adopted by the State Board in November, 2010; and
- Social Studies standards that were adopted by the State Board in December, 2012.

Unless other action is taken, the Board of Education adopts the standards of the State Board as such standards are subsequently adopted or amended by the State Board.

The administration shall be responsible for implementing assessments on the state standards in accordance with the procedures established by the State Board and the Department of Education, including conducting assessments in the same subject areas and the same grade levels as established in the state standards, and the reporting of scores and sub-scores.

This policy does not supersede the existing standards adopted by the Board of Education except as set forth herein.

First Reading: August 10, 2015

Legal Reference: Neb. Rev. Stat. §§ 79-760 to 79-760.05

Date of Adoption: [Insert Date]

Policy 3103

Business Operations

Operational Finance – Purchasing Procedures and Bidding Construction Projects

The Board recognizes the importance of a sound fiscal management program and expects the district to maintain an efficient and consistent procedure in purchasing materials and services for the school district.

All purchasing for the district will adhere to an approved purchase process that clearly establishes the contractual arrangement between the supplier and the school district.

Requests for equipment, materials, books, supplies, reimbursement claims and subsidiary accounts shall be made through the principal to the superintendent. No payment of a bill will be made without proper purchase documentation.

The superintendent shall have the authority to authorize budgeted purchases costing under \$20,000 without prior board approval. The superintendent is encouraged to utilize bids for purchases under \$20,000 if feasible. For goods and services costing more than \$20,000 and less than \$100,000 the superintendent shall receive best cost documentation for the goods and services prior to authorizing a purchase and requesting approval of the board.

Facilities - Bids and Contracts

All contracts for work related to building construction, remodeling or repair or site improvement in excess of \$100,000, or such sum as adjusted pursuant to §73-106, will be bid in accordance with state statutes. All other contracts will be handled under current district policies and regulations.

Procedures—Bidding Construction Projects

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for the project is in excess of \$100,000.00, or such sum as adjusted pursuant to §73-106. The bidding procedures shall comply with the requirements of state law and shall include the following:

1. **Notice to Bidders:** The Administration shall prepare a notice to bidders containing a general description of the scope of the project being bid; the location of the project; the means of obtaining project documents, including plans and specifications; the date and hour bids will close; and the date, hour and place bids are to be returned, received and opened, and a provision that such bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders, when the hour is reached for the bids to close.
2. **Regular Manner of Advertisement for Bids:** The notice to bidders shall be published one time in a newspaper of general circulation in the School District. The notice shall be

published at least seven (7) days prior to the date designated for the opening of such bids. The Board of Education or Administration may, in its sole discretion, elect to utilize further advertisement for bids as it may determine appropriate to secure a sufficient number of qualified bidders for the scope of the project.

3. Bid Opening: When the hour is reached for such bids to close, bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders.
4. Contract Award: The contract shall be awarded to the lowest responsible bidder as to the extent required by law. When not so required, the award shall be made on the basis of consideration of the contract award criteria determined appropriate by the Board or administration.
5. Performance and Payment Bonds. Whenever any contract is entered into for the erecting, furnishing, or repairing of any building or other public structure or improvement, the contractor shall be required, before commencing such work, to furnish a performance, labor and material payment bond. The bond requirement shall not apply, however, to any project bid or proposed which has a total cost of \$10,000 or less unless the School Board or Administration includes a bond requirement in the specifications for the project. The bond shall be in an amount not less than the contract price. The bond shall be conditioned on the faithful performance of the contract and the payment by the contracting party of all laborers and mechanics for labor that is performed and of all material and equipment rental that is actually used or rented in connection with the improvement project and the performance of the contract. Such bond shall contain such provisions as are required by statutes, and be in a form prescribed and required by the district.
6. Retention of an Architect or Engineer. The School District shall not engage in the construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect, professional engineer, or those under the direct supervision of an architect or professional engineer; provided that such requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed one hundred thousand dollars (\$100,000), as adjusted from time to time by § 81-3445 or other applicable law.
7. Additional Procedures. Each bid for which a labor and material bond is required shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid unless the School Board or Administration waives such requirement. The Board of Education or Administration may provide for additional procedures for the procurement, opening and acceptance of bids as deemed appropriate for a particular project.

First Reading Monday, August 10, 2015

Legal Reference: Neb. Rev. Stat. ' 52-118; Neb. Rev. Stat. ' 73-101 *et seq.*; Neb. Rev. Stat. ' 73-106; Neb. Rev. Stat. ' 81-3445

Date of Adoption: [Insert Date]

Policy 3108
Business Operations

Records Management and Disposition

1. General Standard. Records should generally be organized, managed, retained and disposed of in accordance with law and the Secretary of State's schedules for retention and disposition of public records.
2. Records Officer. The Superintendent is hereby designated as the records officer of the school district for purposes of this policy. Any questions about the type or category of a record or the required retention period for it should be addressed to the records officer.
3. Electronic Messages. Electronic messages are communications using an electronic system for the conduct of school district business internally, between other state and local government agencies, and with parents, students, patrons and others in the outside world. These messages may be in the form of e-mail, electronic document exchange (electronic fax), and electronic data interchange (EDI). In this policy, the terms electronic messages and e-mail are used, depending on the context, to mean the same thing. The school district's electronic system in which records are collected, organized, and categorized to facilitate preservation, retrieval, use, and disposition is as follows:
 - a. End-User Management. End-user means anyone who creates or receives electronic messages on the school district's electronic system. Electronic messages are to be managed at the end-user's desktop rather than from a central point. Each end-user is responsible for organizing, managing and disposing of records that are part of his or her desktop computer.
 - b. Categories for Retention. Electronic messages fall within three categories: (1) transitory messages; (2) records with a less than permanent retention period; and (3) records with a permanent retention period. End-users are to organize, store, retain and dispose of electronic messages according to these three categories. This means determining which electronic messages require long-term retention, determining who is responsible for making this decision, and establishing storage and disposition requirements for electronic messages.
 - i. *Transitory messages*. Transitory messages include copies posted to several persons and casual and routine communications similar to telephone conversations. For example, as determined on an individual case-by-case basis by the end-user, transitory messages include certain embryonic materials, notes or drafts; unwanted and unneeded "junk" mail; "personal" mail for employees not related to school business; unsolicited sectarian, religious, partisan, political or commercial messages, or political advertising or advertisements promoting particular personal or religious beliefs, a specific ballot question, or controversial topics or positions.

There is no retention requirement for transitory messages. Employees sending or receiving such communications may delete them immediately without obtaining approval.

- ii. *Less than permanent retention records.* These records are governed by the retention period for equivalent hard copy records as specified in the approved records retention and disposition schedules. These records should be converted to hard copy (printed) or an electronic format which can be retrieved and interpreted (downloaded) for the legal retention period. Employees creating or receiving such communications may delete or destroy the records only according to the applicable retention schedule. Questions relating to the retention or destruction of these records should be referred to the records officer.
 - iii. *Permanent/archival retention records.* These are records scheduled for transfer to the Nebraska State Historical Society (NSHS). Decisions relating to such records should be made by the records officer in consultation with NSHS, and the State Records Administrator about either transferring the records or maintaining them in the agency of origin. If the transfer decision is made, the method, frequency and format of the transfer should be determined cooperatively by the records officer, the NSHS, and the State Records Administrator.
- c. Electronic Storage Limitations. The district's computer systems have storage limitations. E-mails are deleted by the computer system within 60 to 90 days to avoid operational problems. End-users are instructed that electronic messages that are required to be maintained past that time period should be converted to hard copy (printed) or an electronic format which can be retrieved and interpreted (downloaded) for the legal retention period. The retention period for the particular record is the best indicator of which storage medium or format to choose.
- d. Proper Use of Electronic Messages.
- i. Non-Discrimination. Electronic messaging is not permitted to be used to promote discrimination on the basis of race, color, national origin, age, marital status, sex, political affiliation, religion, disability or sexual preference; promote sexual harassment; or to promote personal, political, or religious business or beliefs.
 - ii. Permissible Use. Electronic messaging is to be used only for purposes that are consistent with the mission of the school district. Electronic messaging is not permitted to be used for personal purposes except for: incidental, intermittent or occasional use which does not interfere with performance of duties as determined by the administration, use that is authorized pursuant to an individual use agreement, and use that represents a form of the employee's compensation. Electronic messaging

is not permitted to be used for personal financial gain or for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question. Electronic messaging is not permitted to be used for purposes of assisting a non-profit organization except when and to the extent such use serves a school purpose or facilitates school district business.

- iii. Conduct. Employees shall not read electronic messages received by another employee when there is no school purpose for doing so, send electronic messages under another employee's name without the employee's consent or administrative authorization, or change or alter any portion of a previously sent electronic message without administrative authorization.
- iv. Other Regulations. Electronic messaging is subject to all requirements of the school district's "Acceptable Use of Computers, Network, Internet and Websites" policy and may be monitored and accessed at any time without prior notice. The school district has complete authority to regulate all electronic messaging. Electronic messaging is a privilege and not a property right and is not a public forum. Electronic messaging is made available subject to all board policy and regulations, these regulations, building guidelines, use agreements, handbook provisions, and all administrative orders or directives as issued from time to time.

4. Electronic Records

All books, papers, documents, reports, and records kept by the District may be retained as electronic records. Minutes of the meetings of the school board may be kept as an electronic record.

4.5. Litigation Holds

When litigation against the District or its employees is filed or threatened, the District will take all reasonable action to preserve all documents and records that pertain to the issue. Such action will in particular be taken when the litigation may be filed in federal court or otherwise subject to federal rules of discovery.

As soon as the District is made aware of pending or threatened litigation, a litigation hold directive will be issued by the records officer or designee. The directive will be given to all persons suspected of having records that may pertain to the litigation issue.

The litigation hold directive overrides any records retention schedule that may otherwise call for the disposition or destruction of the records until the litigation hold has been lifted. E-mail and computer accounts of separated employees that have been placed on a litigation hold will be maintained by the records officer until the hold is released.

Employees who receive notice of a litigation hold are to preserve all records that pertain to the litigation issue. This includes preserving electronic messages that would otherwise be deleted by the computer system; such messages are to be converted by the recipients of the litigation hold to hard copy (printed) or electronic format which can be retrieved and interpreted (downloaded) for the duration of the litigation hold.

No employee who has been notified of a litigation hold may alter or delete an electronic or other record that falls within the scope of the hold. Violation of the litigation hold may subject the employee to disciplinary actions, up to and including dismissal, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

5.6. Settlement Agreements

A public written or electronic record of all settled claims shall be maintained.

The record for all such claims settled in the amount of fifty thousand dollars or more (or one percent of the total annual budget of the School District, whichever is less) shall include a written executed settlement agreement. The settlement agreement shall contain a brief description of the claim, the party or parties released under the settlement, and the amount of the financial compensation, if any, paid by or to the School District or on its behalf. Any such settlement agreement shall be included as an agenda item on the next regularly scheduled public meeting of the School Board for informational purposes or for approval if required.

Any such settled claim or settlement agreement shall be a public record. Nonetheless, specific portions of the record may be withheld from the public to the extent permitted or provided by statute.

The foregoing does not apply to claims made in connection with insured or self-insured health insurance contracts.

First Reading Monday, August 10, 2015

Legal Reference: Neb. Rev. Stat. ' ' 84-712 through 84-712.09
 Neb. Rev. Stat. ' ' 84-1201 to 84-1227
 Laws 2010, LB 742
 State Records Administrator Guidelines:
 Schedule 10: Records of Local School Districts (Feb. 1989)
 Schedule 24: Local Agencies General Records (March 2005)
 Electronic Imaging Guidelines (March 2003)

Date of Adoption: [Insert Date]

Policy 6600
Instruction

Special Education Policies

Wayne Community Schools adopts this special education policy with the intent that the policy maintain the District's compliance with all applicable laws affecting special education services and programs. The Superintendent or designees shall develop regulations or procedures to implement these policies. Employees and contractors of the District are expected to comply with these policies and all regulations, guidelines and procedures related to this policy in all respects.

The District will abide by all state and federal laws relating to special education. The District's special education policy and regulations, guidelines and procedures related to this policy are to be interpreted so as to be in compliance with such laws. In the event of changes in law, the school administration shall be authorized to implement modifications of practice to comply with such changes (whether the changes impose more or less stringent procedural or substantive requirements) until such time as amended policies are adopted by the Board of Education. References herein to 92 NAC 51 citations are made to Rule 51 as in effect on the date of the adoption of these policies. In the event of renumbering or other revisions to Rule 51, the policy shall be interpreted and implemented consistent with such renumbering or revisions.

1. Free Appropriate Public Education

A free appropriate public education shall be made available to all children with disabilities residing in the District from date of diagnosis through the school year in which the student reaches 21 years of age, including children with disabilities who have been suspended or expelled.

Legal Reference: 92 NAC 51-004.01 through 004.03A and 007.07C2 through 007.07C6

2. Full Educational Opportunity Goal

The District shall take steps to ensure that its children with verified disabilities have available to them the variety of educational programs and services available to children without disabilities in the areas served by the District, including art, music, industrial arts, family consumer science education, and vocational education.

Legal Reference: 92 NAC 51-004.11A

3. Child Find

All children with disabilities residing in the District, including children with disabilities who are homeless or are wards of the state or attending nonpublic schools, regardless of the severity of their disabilities, who are in need of special education and related services, will be identified, located and evaluated and a practical method shall be developed and implemented by the administration to determine which children with disabilities are currently receiving needed special education and related services.

Legal Reference: 92 NAC 51-006.01 through 006.01A2

4. Individualized Education Program (IEP)

An individualized education program, or an individualized family service plan, is to be developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007.

Legal Reference: 92 NAC 51-007

5. Least Restrictive Environment

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

Legal Reference: 92 NAC 51-008.01 through 008.011

6. Procedural Safeguards

Children with disabilities and their parents shall be afforded the required procedural safeguards.

Legal Reference: 92 NAC 51-009.01 through 009.07; 009.10 through 009.12; 009.14, 006.07 and 016.01 through 016.07C

7. Evaluation and Identification Procedures

Children with disabilities shall be evaluated and identified in accordance with 92 NAC 51-006. The District will respond to a request for an Independent Educational Evaluation without unnecessary delay. Locations of any evaluator shall be within a reasonable distance of the District. A reasonable distance means within 100 miles of the school building the child attends and within Nebraska. In the event this geographic area restriction would prevent a parent from obtaining an Independent Educational Evaluation, the location of the evaluator may be outside the specified geographic area but must be within Nebraska. The District will provide the parent(s) with a list of qualified agencies/evaluators within the geographic area. The evaluators are to have their rates approved by the Nebraska Department of Education to be authorized to conduct the evaluation.

Legal Reference: 92 NAC 51-006

8. Confidentiality of Personally Identifiable Information

The confidentiality of student records and information shall be maintained in accordance with law.

Legal Reference: 92 NAC 51-003.16, 003.20, 009.03 through 009.03M3

9. Transition of Children from Part C to Preschool Programs

Children participating in early intervention programs under Part C of the IDEA (early intervention services) and who will participate in preschool programs assisted under Part B of the IDEA (services for school-aged children) shall experience a smooth and effective transition to those preschool programs in a manner consistent with 92 NAC 52-008. The District will participate in transition planning conferences arranged by the designated lead agency.

Legal Reference: 92 NAC 52-008

10. Children in Nonpublic Schools

To the extent consistent with the number and location of children with disabilities in the District who are enrolled by their parents in nonpublic elementary and secondary schools in the District, provision will be made for the participation of those children in the programs assisted or carried out under Part B of the IDEA (services for school-aged children) by providing them with special education and related services.

Legal Reference: 92 NAC 51-012.08 and 015

11. Personnel Standards and Personnel Development

Personnel providing special education or related services to children with disabilities shall be appropriately and adequately prepared and trained in accordance with IDEA requirements and the District will take measurable steps to recruit, hire, train and retain personnel meeting the requirements of IDEA to provide such services.

Legal Reference: 92 NAC 51-010

12. Participation in and Reporting of State and District Wide Assessments

All children with disabilities shall be included in all general state and district wide assessment programs, including assessments described under section 612(a)(16)(A) of the IDEA with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. The District will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities participation in assessments.

Legal Reference: 92 NAC 51-004.05

13. Suspension and Expulsion Rates

The District will examine data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities.

Legal Reference: 92 NAC 51-004.06E

14. Access to Instructional Materials

As part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, the District will enter into a written contract with the publisher of the print instructional materials to:

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

Legal Reference: 92 NAC 51-004.15

15. Over-Identification and Disproportionality

Procedures shall be in place to ensure that testing and evaluation materials and procedures utilized for the evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication,

unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child.

Legal Reference: 92 NAC 51-003.10; 006.02C

16. Prohibition on Mandatory Medication

Children shall not be required to obtain a prescription for a controlled substance as a condition of attending school, receiving an evaluation to determine whether a child has a disability or the nature and extent of special education and related services the child needs, or receiving special education services.

Legal Reference: 92 NAC 51-004.11D; 21 U.S.C. §812(c)

17. Transportation

Transportation will be provided for children with disabilities who are eligible for transportation and residents of the school district as required by law.

Legal Reference: 92 NAC 51-014.01 through 014.02

18. Surrogates

A surrogate will be appointed and other action taken to ensure the rights of children with a disability as required by law.

Legal Reference: 92 NAC 51-009.10

19. Early Intervention Services – Consent

When a parent refuses to provide consent under 92 NAC 52, a meeting will be held or offered to explain to the parents how their failure to consent affects the ability of their child to receive services under 92 NAC 52.

Legal Reference: 92 NAC 52

First Reading Monday, August 10, 2015

Legal Reference: 34 CFR Parts 300, 303 and 304
Neb. Rev. Stat. § 79-1110 to 79-1167
92 NAC 51

Date of Adoption: [Insert Date]

Policy 1800
Personnel - All Employees and Students

Anti-discrimination

A. **Elimination of Discrimination.**

The policy of Wayne Community Schools is to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, **pregnancy, childbirth or related medical condition, or other protected status** in admission or access to, or treatment with regard to employment or with regard to its programs and activities.

Wayne Community Schools and its staff shall comply with all state and federal laws prohibiting discrimination. The Board of Wayne Community Schools intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination and directs its staff to take all actions necessary to meet this objective.

The Superintendent shall be the Coordinator for anti-discrimination laws (including Title VI, Title IX; the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504)) and complaints or concerns involving discrimination or compliance with those laws should be addressed to said Coordinator.

B. **Preventing Harassment and Discrimination of Employees and Students.**

1. **Purpose:** Wayne Community Schools is committed to offering employment and educational opportunity to its employees and students based on ability and performance in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers or other persons is prohibited. In addition, Wayne Community Schools will try to protect employees or students from reported discrimination or harassment by non-employees or others in the work place and educational environment.

For purposes of this policy, discrimination or harassment based on a person's race, color, religion, national origin, sex, disability or age is prohibited. The following are general definitions of what might constitute prohibited harassment.

- a. In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race, color, religion, disability or national origin constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.
- b. Age harassment has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.

- c. Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

Sexual harassment may exist when:

- (a) Supervisors or managers make submission to such conduct either an explicit or implicit term and condition of employment (including hiring, compensation, promotion, or retention);
- (b) Submission to or rejection of such conduct is used by supervisors or managers as a basis for employment related decisions such as promotion, performance evaluation, pay adjustment, discipline, work assignment, etc.
- (c) The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, class room or educational environment.

Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

2. **Procedures:**

- a. Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision.
- b. If the report is not satisfactorily resolved within ten calendar days, or if the discrimination or harassment continues, please report your complaint to the Superintendent of Wayne Community Schools.
- c. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.
- d. The person to whom the complaint is made is to thoroughly investigate the complaint and work with the person filing the complaint to seek an

appropriate resolution so the discrimination or harassment can be remedied and put to an end.

- e. Complaints of discrimination or harassment will be treated with the utmost confidence, consistent with resolution of the problem.
- f. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, etc., may be taken.
- g. Under no circumstances will a supervisor or a teacher or the Board threaten or retaliate against a person for alleging discrimination or harassment.

First Reading Monday, August 10, 2015

Legal Reference: Title VI, 42 U.S.C. § 2000d, Title VII, 42 U.S.C. § 2000e, Title IX; 20 U.S.C. § 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. §48-1101 et seq.

Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. §621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. §48-1001 et seq.;

Americans with Disabilities Act (ADA), 42 U.S.C. § 12101 et seq.

Section 504 of the Rehabilitation Act of 1973 (Section 504)

Pregnancy Discrimination Act, 42 U.S.C. § 2000e(k)

Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. § 4301 et seq.

Date of Adoption: [Insert Date]

Policy 4201
Personnel - All Employees

Equal Opportunity Employment

It is the policy of Wayne Community Schools to employ the best qualified applicant for each position without regard to sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, or other protected status, and to not fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment, because of such individual's sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, or other protected status.

There shall be no discrimination by school officials against any employee because of membership or activity in an employee organization or because of protected free speech activities.

First Reading Monday, August 10, 2015

Date of Adoption: [Insert Date]

Policy 4203

Personnel - All Employees (& Students)

Anti-discrimination, Anti-harassment, and Anti-retaliation

A. Elimination of Discrimination.

The Wayne Community Schools hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The Wayne Community Schools does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Reasonable accommodations will be provided to employees with disabilities and to those who are pregnant, have given birth, or have a related medical condition, as required by law. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

High School Students: Mark Hanson, High School Principal, 611 W 7th St., Wayne, NE 68787 (402) 375-3150, (Email: mahanso1@waynebluedevils.org).

Jr. High School Students: Rocky Ruhl, Middle School Principal, 611 W. 7th St., Wayne, NE 68787, (402) 375- 3150, (Email: roruhl1@waynebluedevils.org).

Elementary Students: Russ Plager, Elementary Principal, 312 Douglas St., Wayne, NE 68787, (402) 375- 3854, (Email: ruplage1@waynebluedevills.org).

Employees and Others: Rochelle Nelson, Human Resource Contact, 611 W. 7th St., Wayne, NE 68787 (402) 375-3150 (Email: ronelso1@waynebluedevils.org).

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at 601 East 12th Street, Room 353 One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, MO 64106, (800816) 368-1019268-0550 (voice), Fax (816) 426-3686268-0599, (800) 537-7697877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

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B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.

1. Purpose:

The Wayne Community Schools is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment and retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's race, color, national origin, religion, disability,

age, sex, or other protected category, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's race, color, national origin, religion, disability, age, sex, or other protected category, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,
- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled “Grievance Procedures,” below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

2. Anti-retaliation:

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

3. Grievance (or Complaint) Procedures:

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination (designated coordinator). If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation (“discrimination”) to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators.

District employees, supervisors and administrators must immediately report any complaints, reports, observations, or other information of alleged discrimination to the designated coordinator, even if that District employee is investigating the alleged discrimination as part of the District's student or employee disciplinary process, and provide the complainant with information for filing a complaint of discrimination, including a complaint form if requested, and contact information for the District's designated coordinator. If the District uses its disciplinary procedures to investigate and resolve an alleged discrimination complaint, those disciplinary procedures will comply with the District's standards for a prompt and equitable grievance procedure outlined in section B.2., below.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

i. Level 1 (Investigation and Findings):

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. Extenuating circumstances do not include summer vacation, and if a designated compliance coordinator or investigator is unavailable, another coordinator or trained employee will be designated to conduct the investigation. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant**. Periodic status updates will be given to the parties, if necessary.

The District's investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.
- d. A review of the evidence using a "preponderance of the evidence" standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. An analysis of the appropriate legal standards applied to the specific facts,
- c. Findings regarding whether discrimination occurred, and
- d. If a finding is made that discrimination occurred, the recommended remedy or remedies necessary to eliminate discrimination, including harassment and retaliation, prevent its recurrence, and remedy its effects, if applicable.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made (see the Remedies section, below, for additional information about remedies). The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **ten (10) working days** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose to a student who was discriminated against or harassed (victim), information about the sanction imposed upon a student who was found to have engaged in discrimination or harassment (student who discriminated) when the sanction directly relates to the victim. This includes an

order that the student who discriminated stay away from the victim, or that the student who discriminated is prohibited from attending school for a period of time, or transferred to other classes.

ii. Level 2 (Appeal to the Superintendent):

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within **ten (10) working days** after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education **within ten (10) working days** after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at the next scheduled Board meeting to present his or her appeal. The Board will issue a written determination about the appeal **within thirty (30) working days** after receiving the appeal. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

4. Remedies:

If the District knows or reasonably should know about possible discrimination, including harassment or violence, the District will take immediate, interim action or measures to protect the alleged victim, ensure the safety of the school community, and prevent further potential discrimination, harassment, or retaliation during the District's pending investigation. These interim measures will be prompt, age-appropriate, effective, and tailored to the specific situation, and may include a change in the student's seating assignment or class, a change in an employee's work area, prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation, and other remedies, such as those listed below.

The District will minimize any burden on the alleged victim when taking interim measures. For instance, the District generally will not remove the alleged victim from his or her class or work area and allow the alleged harasser to remain. In addition the District will ensure that the complainant is aware of his or her Title IX rights, including a strong prohibition against retaliation for reporting discrimination or harassment or cooperating with any investigation or proceeding, and any available resources, such as counseling, health, and mental health services, and the right to file a complaint with local law enforcement, if applicable.

If the District determines that unlawful discrimination or harassment occurred, the District will take prompt and effective action to eliminate the discrimination or harassment, prevent its recurrence, and remedy its effects on the complainant and others, if appropriate. The remedies will be tailored to the specific allegations and facts of each situation, including, but not limited to, the following remedies:

- a. Providing an escort to ensure the complainant can move safely between classes and activities.
- b. Ensuring the complainant and alleged harasser do not attend the same classes.
- c. Moving the alleged harasser to another school or work area within the District.
- d. Providing counseling services or reimbursement, if appropriate.
- e. Providing medical services or reimbursement, if appropriate.
- f. Providing academic support services, such as tutoring.
- g. Arranging for the complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the complainant's academic record.

The District may provide remedies for the broader student population as well, including but not limited to:

- a. Offering counseling, health, mental health, or other holistic and comprehensive victim services to all students or employees affected by sexual harassment or sexual violence, and notifying students and employees of campus and community counseling, health, mental health, and other student services.
- b. Designating an individual from the District's counseling center to be "on call" to assist victims of sexual harassment or violence whenever needed.
- c. Providing additional training to the District's designated compliance coordinators and other employees who are involved in addressing, investigating, or resolving complaints of discrimination, harassment, and retaliation, to better respond to specific types of harassment and violence.
- d. Informing students and employees of their options to notify proper law enforcement authorities, including school and local police, and the option to be assisted by District employees in notifying those authorities.
- e. Creating a committee of students or employees and District officials to identify strategies for ensuring that students and employees:
 - i. Know the school's prohibition against discrimination, harassment, and retaliation.
 - ii. Recognize acts of discrimination, harassment (including acts of violence), and retaliation when they occur.
 - iii. Understand how and to whom to report any incidents of discrimination.
 - iv. Know the connection between alcohol and drug abuse and harassment or violence based on sex or other protected characteristics.
 - v. Feel comfortable that District officials will respond promptly and equitably to reports of discrimination, harassment (including violence) and retaliation.

- f. Conducting periodic assessments of student or employee activities to ensure that the practices and behavior of students or employees do not violate the District's policies against anti-discrimination, anti-harassment, and anti-retaliation.
- g. Conducting in conjunction with students or employees, a "climate check" to assess the effectiveness of efforts to ensure that the District is free from discrimination, harassment (including violence), and retaliation, and using the resulting information to inform future proactive steps that will be taken by the District.

In addition to these remedies, the District may impose disciplinary sanctions against the student or employee who discriminated, harassed, or retaliated against the complainant, up to and including possible expulsion or termination or cancellation of employment.

5. Confidentiality:

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted.

At the same time, the District will evaluate a confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. Thus, the District may weigh the confidentiality request against factors such as: the seriousness of the alleged harassment, the complainant's age; whether there have been other harassment complaints about the same individual and the alleged harasser's rights to receive information about the allegations if the information is maintained by the District as an "education record" under FERPA. In some cases, the District may be required to report alleged misconduct or discrimination, such as sexual harassment involving sexual violence, to local law enforcement or other officials, and the District may not be able to maintain the complainant's confidentiality. The District will inform the complainant that it cannot ensure confidentiality, if applicable.

6. Training:

The District will ensure that District employees, including but not limited to officials, administrators, teachers, substitute teachers, counselors, nurses and other health personnel, coaches, assistant coaches, paraprofessionals, aides, bus drivers, and school law enforcement officers, are adequately trained so they understand and know how to

identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees. This training will include, at a minimum, the following areas:

- a. The current legal standards and compliance requirements of anti-discrimination, anti-harassment, and anti-retaliation federal, state, and any local laws and regulations, including several specific examples of discrimination, harassment (including acts of violence because of a person's sex or other protected characteristics), and retaliation.
- b. The District's current anti-discrimination, anti-harassment, and anti-retaliation notice, policies, grievance procedure, and discrimination complaint form, including the specific steps and timeframes of the investigative procedures, and the District's disciplinary procedures.
- c. Identification of the District's designated compliance coordinators and their job responsibilities.
- d. Specific examples and information regarding how to report complaints or observations of discrimination, harassment, or retaliation to appropriate District officials or employees. In addition, the District will emphasize that employees, students, third parties, and others should not be deterred from filing a complaint or reporting discrimination. For instance, if a student is the victim of sexual violence, a form of sexual harassment, but the student is concerned that alcohol or drugs were involved, school staff should inform the student that the District's primary concern is student safety, that any other rules violations will be addressed separately from the sexual violence allegation, and that the use of alcohol or drugs never makes the victim at fault for sexual violence.
- e. Potential consequences for violating the District's anti-discrimination, anti-harassment, and anti-retaliation policies, including discipline.
- f. Potential remedies, including immediate, interim remedies, to eliminate the discrimination, harassment, and retaliation, prevent its recurrence, and remedy its effects.
- g. A description of victim resources, including comprehensive victim services, to address acts of discrimination and harassment, including acts of violence because of a person's sex or other protected characteristics, and a list of those resources for distribution to trainees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive additional specific training to promptly and effectively investigate and respond to complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

7. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.

- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

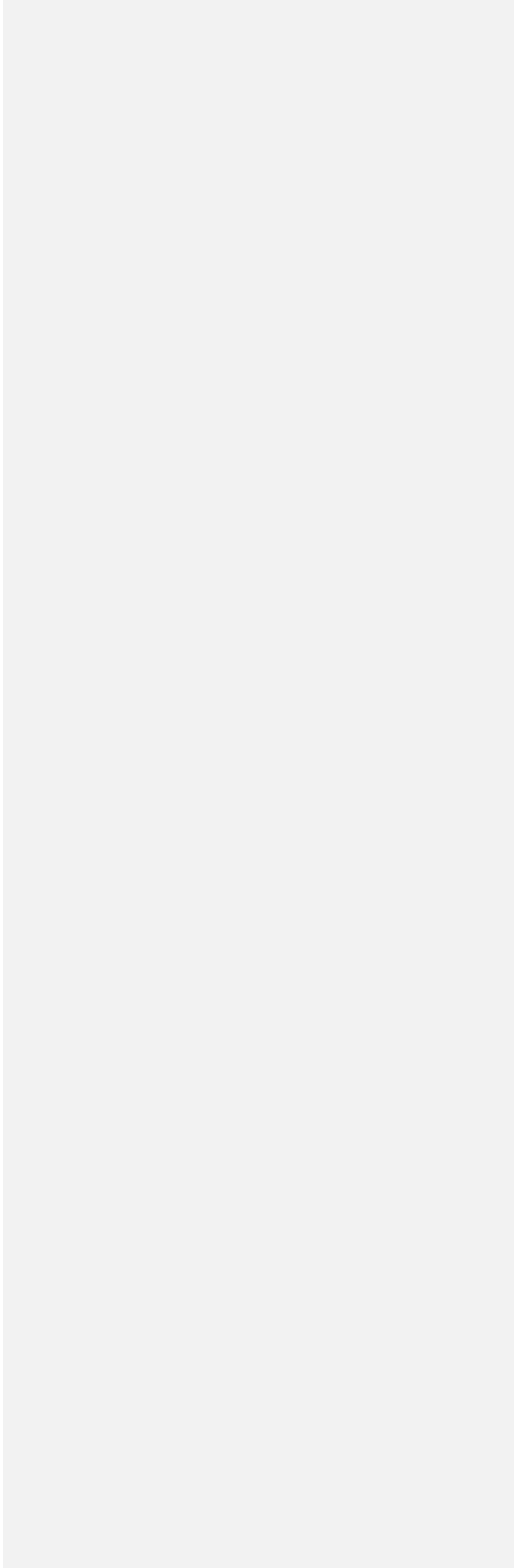
The designated compliance coordinators will not have other job responsibilities that may create a conflict of interest with their coordinator responsibilities.

8. Preventive Measures:

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas (B.6.a-g) identified in the Training section, above.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Date of Adoption: [Insert Date]



Notice of Nondiscrimination

The [Name] Public School District does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, sex, disability, religion, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

High School Students: Mark Hanson, High School Principal, 611 W 7th St., Wayne, NE 68787 (402) 375-3150, (Email: mahanso1@waynebluedevils.org).

Jr. High School Students: Rocky Ruhl, Middle School Principal, 611 W. 7th St., Wayne, NE 68787, (402) 375- 3150, (Email: roruhl1@waynebluedevils.org).

Elementary Students: Russ Plager, Elementary Principal, 312 Douglas St., Wayne, NE 68787, (402) 375-3854, (Email: ruplage1@waynebluedevills.org).

Employees and Others: Rochelle Nelson, Human Resource Contact, 611 W. 7th St., Wayne, NE 68787 (402) 375-3150 (Email: ronelso1@waynebluedevils.org).

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at ~~One Petticoat Lane, 1010 Walnut~~ 601 East 12th Street, 3rd Floor, Suite 320 Room 353, Kansas City, MO 64106, ~~(816) 268-0550~~ (800) 368-1019 (voice), Fax (816) ~~268-0599~~ 426-3686, (800) ~~877-8339~~ 537-7697 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

**Complaint Form
Discrimination, Harassment or Retaliation**

The Wayne Community School District does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, or other protected status, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4203 and/or 5318 for the particulars of the complaint and grievance process. You may attach additional materials to this form if needed.

The applicable coordinator may be contacted if you have questions about filling out this complaint form:
High School Students: Mark Hanson, High School Principal, 611 W 7th St., Wayne, NE 68787 (402) 375-3150, (Email: mahanso1@waynebluedevils.org).
Jr. High School Students: Rocky Ruhl, Middle School Principal, 611 W. 7th St., Wayne, NE 68787, (402) 375- 3150, (Email: roruhl1@waynebluedevils.org).
Elementary Students: Russ Plager, Elementary Principal, 312 Douglas St., Wayne, NE 68787, (402) 375- 3854, (Email: ruplage1@waynebluedevills.org).
Employees and Others: Rochelle Nelson, Human Resource Contact, 611 W. 7th St., Wayne, NE 68787 (402) 375-3150 (Email: ronelso1@waynebluedevils.org).

Name: _____ Date: _____

(1) Description of the complaint: _____

_____.

(2) Names of any witnesses to the matter being complained about: _____

_____.

(3) Identify and attach any document supporting the complaint: _____
_____.

(4) Confidentiality: I ___ do___ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.

_____.

(5) Relief requested (what I want done in response to this complaint): _____
_____.

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation

occurs.

Received by: _____ Signature: _____
Date: _____

**Policy 5318
Students (& Employees)**

Anti-discrimination, Anti-harassment, and Anti-retaliation

A. Elimination of Discrimination.

The Wayne Community Schools District hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The Wayne Community Schools District does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

High School Students: Mark Hanson, High School Principal, 611 W 7th St., Wayne, NE 68787 (402) 375-3150, (Email: mahanso1@waynebluedevels.org).

Jr. High School Students: Rocky Ruhl, Middle School Principal, 611 W. 7th St., Wayne, NE 68787, (402) 375- 3150, (Email: roruhl1@waynebluedevels.org).

Elementary Students: Russ Plager, Elementary Principal, 312 Douglas St., Wayne, NE 68787, (402) 375- 3854, (Email: ruplage1@waynebluedevels.org).

Employees and Others: Rochelle Nelson, Human Resource Contact, 611 W. 7th St., Wayne, NE 68787 (402) 375-3150 (Email: ronelso1@waynebluedevels.org).

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact OCR at 601 East 12th Street, Room 353 One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, MO 64106, (800846) 368-1019268-0550 (voice), Fax (816) 426-3686268-0599, (800) 537-7697877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

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B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.

1. Purpose:

The Wayne Community Schools District is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment and retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's race, color, national origin, religion, disability, age, sex, or other protected category, that is sufficiently serious to deny, interfere with, or

limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's race, color, national origin, religion, disability, age, sex, or other protected category, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,
- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial

investigation to determine whether unlawful harassment occurred (see section entitled “Grievance Procedures,” below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

2. Anti-retaliation:

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District’s discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

3. Grievance (or Complaint) Procedures:

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination (designated coordinator). If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation (“discrimination”) to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District’s website, and from the designated coordinators.

District employees, supervisors and administrators must immediately report any complaints, reports, observations, or other information of alleged discrimination to the designated coordinator, even if that District employee is investigating the alleged discrimination as part of the District's student or employee disciplinary process, and provide the complainant with information for filing a complaint of discrimination, including a complaint form if requested, and contact information for the District's designated coordinator. If the District uses its disciplinary procedures to investigate and resolve an alleged discrimination complaint, those disciplinary procedures will comply with the District's standards for a prompt and equitable grievance procedure outlined in section B.2., below.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

i. Level 1 (Investigation and Findings):

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. Extenuating circumstances do not include summer vacation, and if a designated compliance coordinator or investigator is unavailable, another coordinator or trained employee will be designated to conduct the investigation. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant**. Periodic status updates will be given to the parties, if necessary.

The District's investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.
- d. A review of the evidence using a "preponderance of the evidence" standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. An analysis of the appropriate legal standards applied to the specific facts,
- c. Findings regarding whether discrimination occurred, and
- d. If a finding is made that discrimination occurred, the recommended remedy or remedies necessary to eliminate discrimination, including harassment and retaliation, prevent its recurrence, and remedy its effects, if applicable.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made (see the Remedies section, below, for additional information about remedies). The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **ten (10) working days** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose to a student who was discriminated against or harassed (victim), information about the sanction imposed upon a student who was found to have engaged in discrimination or harassment (student who discriminated) when the sanction directly relates to the victim. This includes an order that the student who discriminated stay away from the victim, or that the student

who discriminated is prohibited from attending school for a period of time, or transferred to other classes.

ii. Level 2 (Appeal to the Superintendent):

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within **ten (10) working days** after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education **within ten (10) working days** after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at the next scheduled Board meeting to present his or her appeal. The Board will issue a written determination about the appeal **within thirty (30) working days** after receiving the appeal. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

4. Remedies:

If the District knows or reasonably should know about possible discrimination, including harassment or violence, the District will take immediate, interim action or measures to protect the alleged victim, ensure the safety of the school community, and prevent further potential discrimination, harassment, or retaliation during the District's pending investigation. These interim measures will be prompt, age-appropriate, effective, and tailored to the specific situation, and may include a change in the student's seating assignment or class, a change in an employee's work area, prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation, and other remedies, such as those listed below.

The District will minimize any burden on the alleged victim when taking interim measures. For instance, the District generally will not remove the alleged victim from his or her class or work area and allow the alleged harasser to remain. In addition the District will ensure that the complainant is aware of his or her Title IX rights, including a strong prohibition against retaliation for reporting discrimination or harassment or cooperating with any investigation or proceeding, and any available resources, such as counseling, health, and mental health services, and the right to file a complaint with local law enforcement, if applicable.

If the District determines that unlawful discrimination or harassment occurred, the District will take prompt and effective action to eliminate the discrimination or

harassment, prevent its recurrence, and remedy its effects on the complainant and others, if appropriate. The remedies will be tailored to the specific allegations and facts of each situation, including, but not limited to, the following remedies:

- a. Providing an escort to ensure the complainant can move safely between classes and activities.
- b. Ensuring the complainant and alleged harasser do not attend the same classes.
- c. Moving the alleged harasser to another school or work area within the District.
- d. Providing counseling services or reimbursement, if appropriate.
- e. Providing medical services or reimbursement, if appropriate.
- f. Providing academic support services, such as tutoring.
- g. Arranging for the complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the complainant's academic record.

The District may provide remedies for the broader student population as well, including but not limited to:

- a. Offering counseling, health, mental health, or other holistic and comprehensive victim services to all students or employees affected by sexual harassment or sexual violence, and notifying students and employees of campus and community counseling, health, mental health, and other student services.
- b. Designating an individual from the District's counseling center to be "on call" to assist victims of sexual harassment or violence whenever needed.
- c. Providing additional training to the District's designated compliance coordinators and other employees who are involved in addressing, investigating, or resolving complaints of discrimination, harassment, and retaliation, to better respond to specific types of harassment and violence.
- d. Informing students and employees of their options to notify proper law enforcement authorities, including school and local police, and the option to be assisted by District employees in notifying those authorities.
- e. Creating a committee of students or employees and District officials to identify strategies for ensuring that students and employees:
 - i. Know the school's prohibition against discrimination, harassment, and retaliation.
 - ii. Recognize acts of discrimination, harassment (including acts of violence), and retaliation when they occur.
 - iii. Understand how and to whom to report any incidents of discrimination.
 - iv. Know the connection between alcohol and drug abuse and harassment or violence based on sex or other protected characteristics.
 - v. Feel comfortable that District officials will respond promptly and equitably to reports of discrimination, harassment (including violence) and retaliation.
- f. Conducting periodic assessments of student or employee activities to ensure that the practices and behavior of students or employees do not

- violate the District's policies against anti-discrimination, anti-harassment, and anti-retaliation.
- g. Conducting in conjunction with students or employees, a "climate check" to assess the effectiveness of efforts to ensure that the District is free from discrimination, harassment (including violence), and retaliation, and using the resulting information to inform future proactive steps that will be taken by the District.

In addition to these remedies, the District may impose disciplinary sanctions against the student or employee who discriminated, harassed, or retaliated against the complainant, up to and including possible expulsion or termination or cancellation of employment.

5. Confidentiality:

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted,

At the same time, the District will evaluate a confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. Thus, the District may weigh the confidentiality request against factors such as: the seriousness of the alleged harassment, the complainant's age; whether there have been other harassment complaints about the same individual and the alleged harasser's rights to receive information about the allegations if the information is maintained by the District as an "education record" under FERPA. In some cases, the District may be required to report alleged misconduct or discrimination, such as sexual harassment involving sexual violence, to local law enforcement or other officials, and the District may not be able to maintain the complainant's confidentiality. The District will inform the complainant that it cannot ensure confidentiality, if applicable.

6. Training:

The District will ensure that District employees, including but not limited to officials, administrators, teachers, substitute teachers, counselors, nurses and other health personnel, coaches, assistant coaches, paraprofessionals, aides, bus drivers, and school law enforcement officers, are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to

appropriate District officials or employees. This training will include, at a minimum, the following areas:

- a. The current legal standards and compliance requirements of anti-discrimination, anti-harassment, and anti-retaliation federal, state, and any local laws and regulations, including several specific examples of discrimination, harassment (including acts of violence because of a person's sex or other protected characteristics), and retaliation.
- b. The District's current anti-discrimination, anti-harassment, and anti-retaliation notice, policies, grievance procedure, and discrimination complaint form, including the specific steps and timeframes of the investigative procedures, and the District's disciplinary procedures.
- c. Identification of the District's designated compliance coordinators and their job responsibilities.
- d. Specific examples and information regarding how to report complaints or observations of discrimination, harassment, or retaliation to appropriate District officials or employees. In addition, the District will emphasize that employees, students, third parties, and others should not be deterred from filing a complaint or reporting discrimination. For instance, if a student is the victim of sexual violence, a form of sexual harassment, but the student is concerned that alcohol or drugs were involved, school staff should inform the student that the District's primary concern is student safety, that any other rules violations will be addressed separately from the sexual violence allegation, and that the use of alcohol or drugs never makes the victim at fault for sexual violence.
- e. Potential consequences for violating the District's anti-discrimination, anti-harassment, and anti-retaliation policies, including discipline.
- f. Potential remedies, including immediate, interim remedies, to eliminate the discrimination, harassment, and retaliation, prevent its recurrence, and remedy its effects.
- g. A description of victim resources, including comprehensive victim services, to address acts of discrimination and harassment, including acts of violence because of a person's sex or other protected characteristics, and a list of those resources for distribution to trainees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive additional specific training to promptly and effectively investigate and respond to complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

7. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.

- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

The designated compliance coordinators will not have other job responsibilities that may create a conflict of interest with their coordinator responsibilities.

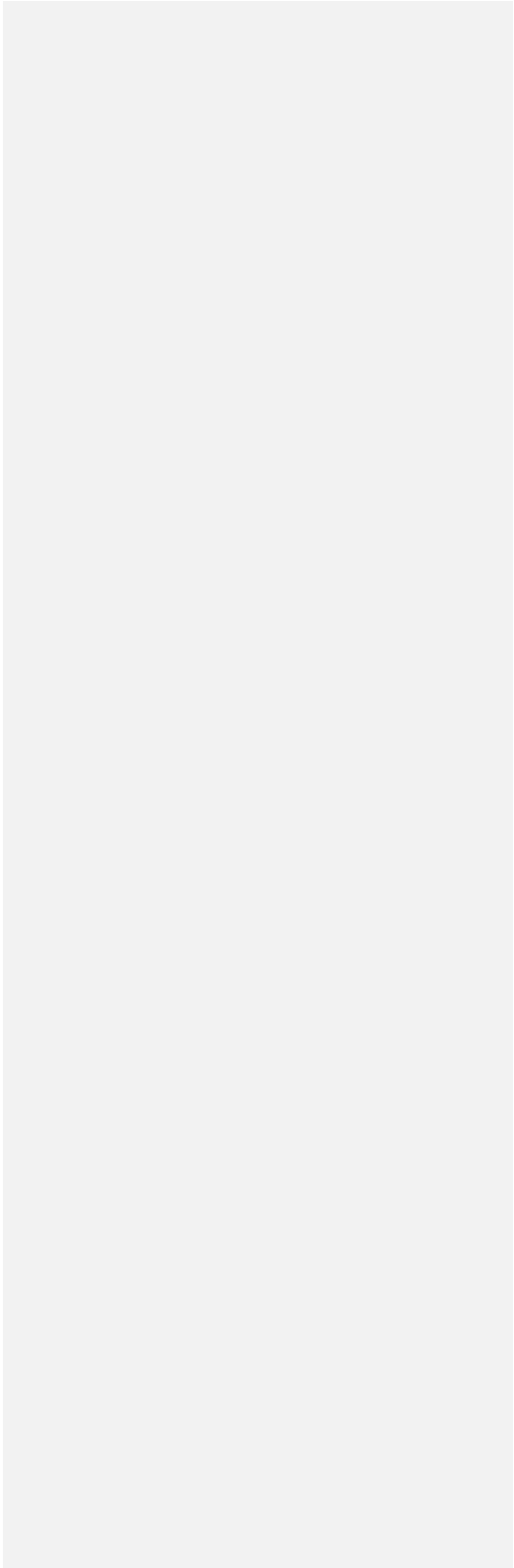
8. Preventive Measures:

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas (B.6.a-g) identified in the Training section, above.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

First Reading Monday, August 10, 2015

Date of Adoption: [Insert Date]



**Complaint Form
Discrimination, Harassment or Retaliation**

The Wayne Community Schools District does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4203 and/or 5318 for the particulars of the complaint and grievance process. You may attach additional materials to this form if needed.

The applicable coordinator may be contacted if you have questions about filling out this complaint form:

High School Students: Mark Hanson, High School Principal, 611 W 7th St., Wayne, NE 68787 (402) 375-3150, (Email: mahanso1@waynebluedevils.org).

Jr. High School Students: Rocky Ruhl, Middle School Principal, 611 W. 7th St., Wayne, NE 68787, (402) 375- 3150, (Email: roruhl1@waynebluedevils.org).

Elementary Students: Russ Plager, Elementary Principal, 312 Douglas St., Wayne, NE 68787, (402) 375- 3854, (Email: ruplage1@waynebluedevills.org).

Employees and Others: Rochelle Nelson, Human Resource Contact, 611 W. 7th St., Wayne, NE 68787 (402) 375-3150 (Email: ronelso1@waynebluedevils.org).

Name: _____

Date: _____

(1) Description of the complaint: _____

_____.

(2) Names of any witnesses to the matter being complained about: _____

_____.

(3) Identify and attach any document supporting the complaint: _____
_____.

(4) Confidentiality: I ___ do___ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.

_____.

(5) Relief requested (what I want done in response to this complaint): _____
_____.

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District

if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Received by: _____ Signature: _____
Date: _____

Policy 6286
Instruction

Activities

Return to Learn From Cancer

The Superintendent or designee shall make available training approved by the chief medical officer of the State on how to recognize that students who have been treated for pediatric cancer and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff.

A 504 team meeting will be held, as appropriate, to develop individual return to learn accommodations and modifications.

First Reading Monday, August 10, 2015

Date of Adoption: [Insert Date]

Policy 6014
Instruction

Fire Drills

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

The frequency of fire drills shall be as follows:

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

The manner of conducting fire drills shall be as follows:

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

Crisis Plans

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

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

First Reading Monday, August 10, 2015

Legal Reference: Neb. Rev. Stat. §79-706

Date of Adoption: [Insert Date]

2015-2016 BUDGET ADOPTED									
	TOTAL BEGINNING BALANCE (Column 1)	TOTAL AVAILABLE RESOURCES BEFORE PROPERTY TAXES (Including Beginning Balances) (Column 2)	PERSONAL AND REAL PROPERTY TAXES (Column 3)	TOTAL RESOURCES AVAILABLE (Col 2 + Col 3) (Column 4)	BUDGET OF DISBURSEMENTS & TRANSFERS - SPECIAL EDUCATION (Column 5)	BUDGET OF DISBURSEMENTS & TRANSFERS - NON-SPECIAL EDUCATION (Column 6)	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS (Col 5 + Col 6) (Column 7)	NECESSARY CASH RESERVE (Column 8)	TOTAL REQUIREMENTS (Col 7 + Col 8) (Column 9)
General	1,709,369.00	4,265,943.00	8,899,271.00	13,165,214.00	1,520,360.00	10,611,285.00	12,131,645.00	1,033,569.00	13,165,214.00
Depreciation	265,000.00	415,000.00		415,000.00			415,000.00		415,000.00
Employee Benefit	26,442.00	26,942.00		26,942.00			26,942.00		26,942.00
Contingency	-	-		-			-		-
Activities	157,145.00	657,145.00		657,145.00			500,000.00	157,145.00	657,145.00
School Lunch	90,852.00	482,852.00		482,852.00			408,000.00	74,852.00	482,852.00
Bond	239,702.50	239,702.50	433,160.00	672,862.50			647,862.50	25,000.00	672,862.50
Special Building	365,973.00	365,973.00	172,069.00	538,042.00			538,042.00		538,042.00
Qualified Capital Purpose Undertaking	144,898.00	4,179,898.00	399,000.00	4,578,898.00			4,553,898.00	25,000.00	4,578,898.00
Cooperative	-	-		-			-		-
Student Fee	-	30,000.00		30,000.00			30,000.00		30,000.00
TOTAL ALL FUNDS	2,999,381.50	10,663,455.50	9,903,500.00	20,566,955.50	1,520,360.00	10,611,285.00	19,251,389.50	1,315,566.00	20,566,955.50

NOTE: Total Disbursements and Transfers (Column 7) is the sum of Column 5 and Column 6 for the General Fund only. For all other funds, numbers will pull automatically from the Worksheets.

PERSONAL AND REAL PROPERTY TAX RECAP								
	PERSONAL AND REAL PROPERTY TAXES FROM COLUMN 3 (Line A)	COUNTY TREASURER'S COMMISSION AT 1% (Line B)	DELINQUENT TAX ALLOWANCE (If over 5% of Line A, see Instructions) (Line C)	TOTAL PERSONAL AND REAL PROPERTY TAXES (Line A + Line B + Line C) (Line D)	General Fund	Bond Fund(s) [Total Of All Bond Funds]	Special Building Fund	Qualified Capital Purpose Undertaking Fund
PERSONAL AND REAL PROPERTY TAXES FROM COLUMN 3 (Line A)	8,899,271.00			8,899,271.00	8,899,271.00	433,160.00	172,069.00	399,000.00
COUNTY TREASURER'S COMMISSION AT 1% (Line B)		89,891.54		89,891.54	89,891.54	4,375.35	1,738.07	4,030.30
DELINQUENT TAX ALLOWANCE (If over 5% of Line A, see Instructions) (Line C)								
TOTAL PERSONAL AND REAL PROPERTY TAXES (Line A + Line B + Line C) (Line D)				8,989,162.54	8,989,162.54	437,535.35	173,807.07	403,030.30

CERTIFIED STATE AID		MOTOR VEHICLE TAXES	
\$	37,054.00	\$	425,000.00

COUNTY TREASURER'S BALANCE, 9-1-2015			
	250,000.00	100,000.00	100,000.00

NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

State of Nebraska
Budget Form - NBH-School District
 Statement of Publication

Wayne Community Schools (90-0017) in Wayne County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 14 day of September, 2015 at 5:00 o'clock, P.M., at District Board Room 108 for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours.

Clerk/Secretary

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Fee and Delinquent Tax Allowance (6)	Total Personal and Real Property Tax Requirement (7)
	2013-2014 (1)	2014-2015 (2)	2015-2016 (3)				
General	\$ 9,554,623.00	\$ 11,740,515.00	\$ 12,131,645.00	\$ 1,033,569.00	\$ 4,265,943.00	\$ 89,891.54	\$ 8,989,162.54
Depreciation	\$ 139,355.00	\$ 170,865.00	\$ 415,000.00		\$ 415,000.00		
Employee Benefit	\$ 4,711.00	\$ 12,936.00	\$ 26,942.00	\$ -	\$ 26,942.00		
Contingency	\$ -	\$ -	\$ -		\$ -		
Activities	\$ 397,932.00	\$ 500,000.00	\$ 500,000.00	\$ 157,145.00	\$ 657,145.00		
School Lunch	\$ 370,496.00	\$ 408,000.00	\$ 408,000.00	\$ 74,852.00	\$ 482,852.00		
Bond	\$ 505,653.00	\$ 837,345.50	\$ 647,862.50	\$ 25,000.00	\$ 239,702.50	\$ 4,375.35	\$ 437,535.35
Special Building	\$ 1,062,878.00	\$ 306,900.00	\$ 538,042.00		\$ 365,973.00	\$ 1,738.07	\$ 173,807.07
Qualified Capital Purpose Undertaking	\$ 283,010.00	\$ 569,970.00	\$ 4,553,898.00	\$ 25,000.00	\$ 4,179,898.00	\$ 4,030.30	\$ 403,030.30
Cooperative	\$ -	\$ -	\$ -	\$ -	\$ -		
Student Fee	\$ -	\$ 30,000.00	\$ 30,000.00	\$ -	\$ 30,000.00		
TOTALS	\$ 12,318,658.00	\$ 14,576,531.50	\$ 19,251,389.50	\$ 1,315,566.00	\$ 10,663,455.50	\$ 100,035.26	\$ 10,003,535.26

Total Personal and Real Property Tax Requirement For Bonds
\$ 840,565.65

Total Personal and Real Property Tax Requirement for ALL Other
\$ 9,162,969.61

Notice of Special Hearing To Set Final Tax Request

Wayne Community Schools (90-0017) in Wayne County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1601.02, that the governing body will meet on the 14 day of September 2015 at 5:10 o'clock P.M., at District Board Room 108 for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request at a different amount than the prior year tax request.

2014/15 Budget Information

Fund	2014-2015 Property Tax Request	2014 Tax Rate	Property Tax Rate (2014-2015 Request Divided By 2015 Valuation)	2015-2016 Proposed Property Tax Request	Proposed 2015 Tax Rate
General Fund	7,238,892.86	0.866342	0.793644	8,989,162.54	0.985537
Bond Fund(s) K - 12	454,277.77	0.054367	0.049805	437,535.35	0.047970
Bond Fund(s) K - 8			0.000000		0.000000
Bond Fund(s) 9 - 12			0.000000		0.000000
Bond Fund			0.000000		0.000000
Special Building Fund	378,787.88	0.045333	0.041529	173,807.07	0.019056
Qualified Capital Purpose Undertaking Fund K - 12	353,535.35	0.042311	0.038760	403,030.30	0.044187
Qualified Capital Purpose Undertaking Fund K - 8			0.000000		0.000000
Qualified Capital Purpose Undertaking Fund 9 - 12			0.000000		0.000000

2015/16 Budget Information

2015-16 Tax Year

Governmental Entity	Valuation	Fund	Tax Request	Tax Rate	Check
School District #17 (2015-2016)					
Wayne County	869,490,157				
Cedar County	421,890				
Dixon County	42,196,426				
Total	912,108,473				
		General	8,989,162.54	0.98553657	\$ 8,989,162.56
		Special Building	173,807.07	0.01905553	\$ 173,807.10
		Bond	437,535.35	0.04796966	\$ 437,535.33
		Qualified Capital	403,030.30	0.04418666	\$ 403,030.27
		Total		1.09674842	
					\$ 10,003,535.26
School District #17 (2014-2015)					
Wayne County	799,861,923				
Cedar County	397,105				
Dixon County	35,310,764				
Total	835,569,792				
		General	\$ 7,238,892.86	0.8663421	\$ 7,238,892.88
		Special Building	\$ 378,787.88	0.04533288	\$ 378,787.85
		Bond	\$ 454,277.77	0.05436742	\$ 454,277.74
		Qualified Capital	\$ 353,535.35	0.04231069	\$ 353,535.34
		Total		1.00835309	
					\$ 8,425,493.86
Percent Change	1.0916		1.1873	0.08839533	
		Total Difference	\$ 1,578,041.40		
		GF Difference	\$ 1,750,269.68		

Contract for Music Therapy Services

This contract is made by and between *Jamie J. Young, MA, MT-BC* of Siouxland Music Therapy in Concord, Nebraska and the *Wayne Community Schools* in Wayne, Nebraska.

Witnesseth: *Jamie J. Young, MA, MT-BC, of Siouxland Music Therapy agrees to contract music therapy services, to the student(s) of Wayne Community Schools in Wayne, Nebraska. This contract is subject to the following provisions.*

To Wit:

Term of Contract: This contract shall commence on *September 1, 2015* at which time *Jamie J. Young, MA, MT-BC* agrees to provide music therapy services. This contract may be renegotiated at the end of the contract duration, *July 31, 2016*. This contract can be terminated by mutual agreement.

Responsibilities of Parties

I. Responsibilities of the Music Therapist

1. Assess students referred for music therapy services. Assessment tools may include the Special Education Music Therapy Assessment Process (SEMTAP) and/or Individual Music Therapy Assessment Process (IMTAP).
2. Music therapy goals and objectives are determined in the IEP meetings.
3. Develop music therapy interventions directed toward obtaining specific goals and objectives.
4. Provide music therapy service to student(s) during the school year and/or during the summer school sessions.
5. Submit assessment/progress reports on students receiving music therapy services every *quarter* or as deemed necessary by school district.
6. Communicate, collaborate, and attend meetings with the Special Education department and other providers of therapy within the schools.
7. Provide music therapy consultation on music therapy techniques to classroom, music educators and service providers when requested.

II. Responsibilities of the Wayne Community Schools

1. Provide guidelines to the music therapist concerning scheduling procedures for therapy sessions and IEP meetings, documentation requirements, and any other relevant agency policies.
2. Provide appropriate facilities for music therapy services: i.e. space, table, appropriate size chairs. Allow reasonable use of instruments for music therapy services that school currently owns. Music therapist will also provide some instruments.
3. Provide funding for contracted music therapy service.
4. Provide access to necessary technology: i.e. copy machine, fax machine, and internet access.

Michael J. Pommer, CPA
P.O. Box 479
Wakefield, NE 68784
(402) 287-2060

August 31, 2015

Board of Education
Wayne Public Schools

I am pleased to confirm our understanding of the services I am to provide for Wayne Public Schools (the School) for the years ended August 31, 2015, 2016, and 2017. I will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, which collectively comprise the basic financial statements for the School as of and for the years ended August 31, 2015, 2016, and 2017.

The following information accompanying the financial statements will not be subjected to the auditing procedures applied in my audit of the financial statements, and for which my auditor's report will not provide an opinion or any assurance.

1. Budgetary Comparison Schedules
2. Schedule of Operational Cash Disbursements

Audit Objectives

The objective of my audit is the expression of opinions as to whether your basic financial statements are fairly presented, in all material respects, in conformity with the cash basis and budget laws of the State of Nebraska, which is a comprehensive basis of accounting other than generally accepted accounting principles. My audits will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, as well as current rules and regulations approved by the Nebraska Department of Education governing the audit of financial records of school districts. My audits will include tests of the accounting records of the School and other procedures I consider necessary to enable me to express such opinions. If my opinions are other than unqualified, I will fully discuss the reasons with you in advance. If, for any reason, I am unable to complete the audits or are unable to form or have not formed opinions, I may decline to express opinions or to issue a report as a result of this engagement.

I will also provide a report (that does not include an opinion) on internal control related to the financial statements and compliance with laws, regulations, and the provisions of contracts or grant agreements, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. This report on internal control and compliance will include a statement that the report is intended solely for the information and use of management, the body or individuals charged with governance, others within the entity, and specific legislative or regulatory bodies and is not intended to be and should not be used by anyone other than these specified parties. If during my audits I become aware that the School is subject to an audit requirement that is not encompassed in the terms of this engagement, I will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

Management Responsibilities

Management is responsible for the basic financial statements and all accompanying information as well as all representations contained therein. As part of the audit, I will assist with preparation of your financial statements and related notes. You are responsible for making all management decisions and performing all management functions relating to the financial statements and related notes and for accepting full responsibility for such decisions. You will be required to acknowledge in the management representation letter my assistance with preparation of the financial statements and that you have reviewed and approved the financial statements and related notes prior to their issuance and have accepted responsibility for them.

Management is responsible for establishing and maintaining effective internal controls, including monitoring ongoing activities, to help ensure that appropriate goals and objectives are met; for the selection and application of accounting principles; and for the fair presentation in the financial statements of the respective financial position of each major fund and the aggregate remaining fund information for the School and the respective changes in financial position in conformity with U.S. generally accepted accounting principles.

Management is also responsible for making all financial records and related information available to me and for ensuring that management and financial information is reliable and properly recorded. Your responsibilities include adjusting the financial statements to correct material misstatements and for confirming to me in the representation letter that the effects of any uncorrected misstatements aggregated by me during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing me about all known or suspected fraud affecting the School involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud or illegal acts could have a material effect on the financial statements. Your responsibilities include informing me of your knowledge of any allegations of fraud or suspected fraud affecting the School received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the entity complies with applicable laws, regulations, contracts, agreements, and grants for taking timely and appropriate steps to remedy and fraud, illegal acts, violations of contracts or grant agreements, or abuse that I may report. You are responsible for the preparation of other information in conformity with the cash basis of accounting, which is a comprehensive basis of accounting other than generally accepted accounting principles. You agree to include my report on the other information in any document that contains and indicates that I have reported on the other information. You also agree to present the other information with the audited financial statements.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying for me previous financial audits, attestation engagements, performance audits or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to me corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other studies. You are also responsible for providing management's views on my current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

Audit Procedures—General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, my audits will involve judgment about the number of transactions to be examined and the areas to be tested. I will plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because an audit is designed to provide reasonable, but not absolute assurance and because I will not perform a detailed examination of all transactions, there is a risk that material errors, fraud, or illegal acts may exist and not be detected by me. I will inform you of any matters of that nature that come to my attention, unless they are clearly inconsequential. My responsibility as auditor is limited to the period covered by my audits and does not extend to any later periods for which I am not engaged as auditor.

My procedures will include tests of documentary evidence supporting the transactions recorded in the accounts and certain other assets and liabilities by correspondence with selected individuals, creditors, and financial institutions. I will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of my audits, I will also request certain written representations from you about the financial statements and related matters.

Audit Procedures—Internal Control

My audits will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that I consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. My tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in my report on internal control issued pursuant to *Government Auditing Standards*.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies. However, during the audit, I will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, I will perform tests of the School's compliance with certain provisions of laws, regulations, contracts, and grants. However, the objective of my audits will not be to provide an opinion on overall compliance with such provisions, and I will not express such an opinion.

Engagement Administration, Fees, and Other

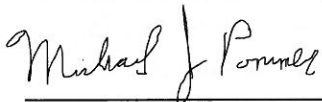
I understand that your employees will prepare all cash or other confirmations I request and will locate any documents selected by me for testing. I will provide copies of my reports to the School District; however management is responsible for distribution of the reports and financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of my reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Michael J. Pommer, CPA and constitutes confidential information. However, I may be requested to make certain workpapers available to regulatory agencies pursuant to authority given to it by law or regulation. If requested, access to such workpapers will be provided under the supervision of Michael J. Pommer, CPA. Furthermore, upon request, I may provide photocopies of selected workpapers to applicable regulatory agencies. The applicable regulatory agency may intend, or decide, to distribute the photocopies or information contained therein to other, including other governmental agencies. The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the regulators.

I expect to begin the audits shortly after the end of the fiscal year and to issue the reports no later than October 25th. The cost of the audits is not to exceed the following amounts: \$5,800 for fiscal year 2014-2015, \$6,000 for fiscal year 2015-2016, and \$6,200 for fiscal year 2016-2017. These fees are based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audits. If significant additional time is necessary, I will discuss it with you and arrive at a new fee estimate before I incur the additional costs.

I appreciate the opportunity to be of service to the School and believe this letter accurately summarizes the significant terms of my engagement. If you have any questions, please let me know. If you agree with the terms of my engagement as described in this letter, please sign the enclosed copy and return it to me.

Sincerely,



Michael J. Pommer, CPA

RESPONSE:

This letter correctly sets forth the understanding of Wayne Public Schools.

By: _____

Title: _____

Wayne Community Schools Enrollment 2015-2016

						<u>Student:Teacher Ratio</u>
<u>Preschool</u>						10 to 1
<u>Grade</u>			<u>BOYS</u>	<u>GIRLS</u>	<u>TOTAL</u>	
PreK 3			3	5	8	
PreK 4			17	8	25	
<u>TOTAL</u>			20	13	33	
<u>Elementary</u>						14 to 1
<u>Grade</u>			<u>BOYS</u>	<u>GIRLS</u>	<u>TOTAL</u>	
Kindergarten			33	31	64	
First Grade			46	26	72	
Second Grade			29	37	66	
Third Grade			29	27	56	
Fourth Grade			31	28	59	
Fifth Grade			41	36	77	
Sixth Grade			19	42	61	
<u>TOTAL</u>			228	227	455	
<u>Jr./Sr. High School</u>						14 to 1
<u>Grade</u>			<u>BOYS</u>	<u>GIRLS</u>	<u>TOTAL</u>	
Seventh Grade			39	28	67	
Eighth Grade			43	33	76	
Ninth Grade			33	39	72	
Tenth Grade			33	32	65	
Eleventh Grade			37	44	81	
Twelfth Grade			24	27	51	
<u>TOTAL</u>			209	203	412	
<u>Total PreK - 12</u>					900	
Birth - two age					8	
<u>Total birth - grade 12</u>					908	
Students serviced by contracted agencies-	11					
Administrators-	6					
Teachers -	65.5					
Paraprofessionals -	18					
Secretarial/Other -	11					
Custodial -	7					
Cooks -	9					
				2003 - 897	2012 - 851	
As of September 10, 2015				2004 - 868	2013 - 867	
				2005 - 852	2014 - 888	
				2006 - 848		

District Enrollment Totals:

1998 - 953	2007 - 834
1999 - 915	2008 - 849
2000 - 903	2009 - 868
2001 - 896	2010 - 862
2002 - 894	2011 - 857
2003 - 897	2012 - 851
2004 - 868	2013 - 867
2005 - 852	2014 - 888
2006 - 848	

PRINCIPAL EVALUATION INSTRUMENT

NAME: _____

Evaluation Period: _____, 20__ to _____, 20__

STANDARDS OF PERFORMANCE

STANDARD #1: VISION - A principal is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

STANDARD #2: SCHOOL CULTURE FOR LEARNING - A principal is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.

STANDARD #3: SCHOOL LEARNING ENVIRONMENT AND RELATIONSHIPS - A principal is an educational leader who promotes the success of all students by ensuring a safe, efficient, and effective learning environment through management of the organization, operations, and resources of the school.

STANDARD #4: ACADEMIC STANDARDS AND ASSESSMENT - A principal is an educational leader who establishes, implements and encourages achievement of academic standards.

STANDARD #5: WORKING WITH PARENTS AND COMMUNITY - A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

STANDARD #6: ADMINISTRATIVE TEAM MEMBER - A principal is an educational leader who promotes the success of all students by facilitating the development, implementation, and success of school district curriculum and programs.

STANDARD #7: ETHICS/INTEGRITY - A principal is an educational leader who is a role model and exemplar and promotes the success of the school by acting with integrity, fairness, and in an ethical manner.¹

STANDARD #8: GREATER POLITICAL AND SOCIAL CONTEXT - A principal is an educational leader who promotes positive public relations in the context of the school community.

¹ The Principal is expected at a minimum to meet the ethical requirements set forth in Nebraska Department of Education Rule 27, to satisfactorily complete the job duties set forth in the Principal's Job Description, and to comply with Board policies and the directions of the Superintendent, and to perform the descriptors for each standard at a satisfactory level.

PERFORMANCE STANDARD #1: VISION - A principal is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Descriptors for Performance Standard # 1	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“+” to indicate above average performance and “-” to indicate unsatisfactory performance)
A. Sets priorities in the context of improving student achievement.	
B. Articulates and promotes high expectations for teaching and student learning.	
C. Aligns the educational programs, plans and actions to the district’s vision and goals for student learning.	
D. Creates symbols, ceremonies, and activities that support the vision and mission of the district.	
E. Develops communication strategies to inform stakeholders of progress towards the vision and mission of the district.	

Narrative:

Performance Standard # 1--Check [] Appropriate Box:

MEETS DISTRICT STANDARD	<input type="checkbox"/>	DOES NOT MEET DISTRICT STANDARD	<input type="checkbox"/>
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STANDARD #2: SCHOOL CULTURE FOR LEARNING - A principal is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.

Descriptors for Performance Standard # 2	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“+” to indicate above average performance and “-” to indicate unsatisfactory performance)
A. Provides leadership for assessing, developing and improving school environment and culture.	
B. Recruits, interviews and recommends teachers and staff to support quality instruction.	
C. Provides leadership, encouragement, opportunities, and structure for all staff to continually design more effective teaching and learning experiences for all students.	
D. Makes regular classroom observations in all classrooms, both informal (drop-in visits of varying length with no written or verbal feedback to teacher) and formal (visits where observation data are recorded and communicated to teacher).	
E. Engages in post-observation conferences that focus on the improvement of instruction. ²	
G. Engages in direct teaching in the classrooms.	
H. Principal holds high expectations for personal instructional leadership behavior, regularly solicits feedback (both formal and informal) from staff members regarding instructional leadership abilities, and uses such feedback to set yearly performance goals.	
I. Schedules, plans, or facilitates regular meetings of all types (planning, problem solving, decision-making, in-services and training) with teachers to address instructional issues.	
J. Provides opportunities for, and training in, collaboration, shared decision making,	

²District requirements for frequency and procedures with regard to teacher evaluation may vary and substantially impact the interpretation of this indicator. The scale of descriptors describes a best-case scenario.

coaching, mentoring, curriculum development, and presentation.	
K. Provides motivation and resources for faculty members to engage to professional-growth activities.	
L. Demonstrates awareness of professional issues and developments in education.	
M. Develops and revises as needed his/her own professional development plan for continued improved performance.	

Narrative:

Performance Standard # 2--Check [√] Appropriate Box:

MEETS DISTRICT STANDARD	<input type="checkbox"/>	DOES NOT MEET DISTRICT STANDARD	<input type="checkbox"/>
--------------------------------	--------------------------	--	--------------------------

STANDARD #3: SCHOOL LEARNING ENVIRONMENT AND RELATIONSHIPS - A principal is an educational leader who promotes the success of all students by ensuring a safe, efficient, and effective learning environment through management of the organization, operations, and resources of the school.

Descriptors for Performance Standard # 3	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor ("+" to indicate above average performance and "-" to indicate unsatisfactory performance)
A. Operational procedures are designed and managed to maximize opportunities for successful learning.	
B. Effectively manages board policies and procedures.	
C. Demonstrates effective relationships with students, including: <ul style="list-style-type: none"> ▪ Uses effective communication skills with 	

<p>students through positive interaction, fair and equitable treatment of students, being approachable for students, and showing care, patience and understanding toward students.</p> <ul style="list-style-type: none"> ▪ Serves as an advocate for students and communicates with them regarding their school life. ▪ Exhibits concern and openness in the consideration of student problems and participates in the resolution of such problems where appropriate. 	
D. Uses effective communication skills with a variety of stakeholders in the operation of the school.	
E. Encourages open communication among staff members and maintains respect for differences of opinion.	
F. Demonstrates concern and openness in the consideration of teacher and parental problems and participates in the resolution of such problems where appropriate.	
G. Systematically collects and responds to staff, parent, and student concerns.	
H. Acknowledges appropriately the meaningful accomplishments of others.	
I. Addresses problems in a timely manner.	
J. Manages fiscal resources of the schools responsibly, efficiently, and effectively.	
K. Works to assure the school plant, equipment, and support systems operate safely, efficiently and effectively within the system following school district procedures to address the problem.	

<p>Narrative:</p> <hr/> <hr/> <hr/> <hr/>
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Performance Standard # 3--Check [√] Appropriate Box:

MEETS DISTRICT STANDARD	<input type="checkbox"/>	DOES NOT MEET DISTRICT STANDARD	<input type="checkbox"/>
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STANDARD #4: ACADEMIC STANDARDS AND ASSESSMENT - A principal is an educational leader who establishes, implements and encourages achievement of academic standards.

Descriptors for Performance Standard # 4	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor ("+" to indicate above average performance and "-" to indicate unsatisfactory performance)
A. Demonstrates knowledge of academic standards.	
B. Ensures staff is informed of and incorporates academic standards in classroom.	
C. Incorporates the designated state and operational procedures are designed and managed to maximize opportunities for successful learning.	
D. Facilitates instructional program development based on trustworthy research and proven instructional practices.	
E. Uses appropriate formative-assessment procedures and informal data-collection methods for evaluating the effectiveness of instructional programs in achieving state, district, and local standards.	
F. Establishes high expectations for student achievement that are directly communicated to students, teachers, and parents.	
G. Establishes clear standards, communicates expectations for the use of time allocated to instruction, and monitors the effective use of classroom time.	
H. Provides for systematic, two-way communication with staff regarding the achievement standards and the improvement	

goals of the school. Develops and uses communication channels with parents to set forth school objectives.	
I. Assists teachers yearly in setting and reaching personal and professional goals related to the improvement of instruction, student achievement, and professional development.	

Narrative:

Performance Standard # 4--Check [√] Appropriate Box:

MEETS DISTRICT STANDARD	<input type="checkbox"/>	DOES NOT MEET DISTRICT STANDARD	<input type="checkbox"/>
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STANDARD #5: WORKING WITH PARENTS AND COMMUNITY - A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Descriptors for Performance Standard # 5	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“+” to indicate above average performance and “-” to indicate unsatisfactory performance)
A. Participates actively in the community.	
B. Engages the community to create shared responsibility for student and school success.	
C. Promotes and supports parent/student/community involvement in the school.	
D. Shares leadership and decision-making.	
E. Encourages open communication among staff members and maintains respect for differences of opinion.	

F. Is knowledgeable about and connects students and families to the health, human and social services they need to stay focused on learning.	
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Narrative: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Performance Standard # 5--Check [√] Appropriate Box:

MEETS DISTRICT STANDARD		DOES NOT MEET DISTRICT STANDARD	
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STANDARD #6: ADMINISTRATIVE TEAM MEMBER - A principal is an educational leader who promotes the success of all students by facilitating the development, implementation, and success of school district curriculum and programs.

Descriptors for Performance Standard # 6	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“+” to indicate above average performance and “-” to indicate unsatisfactory performance)
A. Participates in the research and development of district curriculum and programs.	
B. Supports district curriculum and program decisions with students, staff and the community.	
C. Aligns the educational programs, plans and actions to the district’s adopted curriculum and program.	
D. Provides professional development for the implementation of district curriculum and programs.	
E. Monitors the implementation of the adopted curriculum and programs.	

Narrative: <hr/> <hr/>

Performance Standard # 6--Check [√] Appropriate Box:

MEETS DISTRICT STANDARD	<input type="checkbox"/>	DOES NOT MEET DISTRICT STANDARD	<input type="checkbox"/>
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STANDARD #7: ETHIC/INTEGRITY - A principal is an educational leader who is a role model and exemplar and promotes the success of the school by acting with integrity, fairness, and in an ethical manner.³

Descriptors for Performance Standard # 7	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“+” to indicate above average performance and “-” to indicate unsatisfactory performance)
A. Demonstrates ethical, trustworthy, and professional behavior.	
B. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.	
C. Treats people fairly, equitably, and with dignity and respect.	
D. Applies policies and procedures in a fair and equitable manner.	
E. Demonstrates appreciation for and sensitivity to the diversity in the school community.	

Narrative:

³ The Principal is expected at a minimum to meet the ethical requirements set forth in Nebraska Department of Education Rule 27, to satisfactorily complete the job duties set forth in the Principal’s Job Description, and to comply with Board policies and the directions of the Superintendent.

Performance Standard # 7--Check [√] Appropriate Box:

MEETS DISTRICT STANDARD		DOES NOT MEET DISTRICT STANDARD	
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STANDARD #8: GREATER POLITICAL AND SOCIAL CONTEXT - A principal is an educational leader who promotes positive public relations in the context of the school community.

Descriptors for Performance Standard # 8	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor ("+" to indicate above average performance and "-" to indicate unsatisfactory performance)
A. Serves as an effective spokesperson for the welfare of all members of the learning community.	
B. Promotes respect for diversity in the school and community environment.	
C. Engages in dialogue with other decision-makers to improve teaching and learning.	
D. Communicates clearly to the community about building/district issues and performance.	
E. Provides leadership through assisting in the development of mutual expectations, procedures for working together, and formulating district policies.	
F. Understands and supports the building/district school improvement plan and accurately interprets and reports progress on goals.	

<p>Narrative:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Performance Standard # 8--Check [√] Appropriate Box:

MEETS DISTRICT STANDARD		DOES NOT MEET DISTRICT STANDARD	
--------------------------------	--	--	--

OVERALL SUMMARY

Check (%) one in each row]

Standard	Meets District Standards	Does Not Meet District Standards
Standard #1—Vision		
Standard #2—School Culture for Learning		
Standard #3—School Management		
Standard #4—Academic Standards and Assessment		
Standard #5—Working with Parents and Community		
Standard #6—Administrative Team Member		
Standard #7—Ethics/Integrity		
Standard #8—Greater Political and Social Context		

Significant Achievements:

Areas for Growth:

Principal's Comments:

Superintendent's Comments:

Recommendation for Continuous Improvement (check one)

<u>Task (/)</u>	<u>Task Descriptor</u>
<u> </u>	<u>Professional Growth Plan</u>
<u> </u>	<u>Action Plan</u>
<u> </u>	<u>Improvement Plan and Remediation Targets</u>

Principal's Signature: _____ **Date:** _____
Superintendent or Designee Signature: _____ **Date:** _____

ACTION PLAN

NAME OF PRINCIPAL: _____ **DATE:** _____, 200_

List significant job targets and measurable outcomes to be accomplished by the Principal during the next twelve months or prior to the next evaluation cycle.

JOB TARGET	APPLICABLE STANDARD OF PERFORMANCE	MEASURABLE OUTCOME	ARTIFACT

Principal Comments:

Superintendent Comments:

PROFESSIONAL GROWTH PLAN

NAME OF PRINCIPAL: _____

DATE: _____, 200_

Please identify two performance growth goals that capitalize on your professional talents/strengths and one growth goal that would enhance an area of improvement for you by supplying the following information: (Use a separate form for each goal)

Professional Goal: _____ _____ _____

Action Steps:	Timeline:	Evidence of progress toward success (Portfolio Artifacts)
1.		
2.		
3.		

Professional Growth Plan Reviewed by: _____
Date: _____, 200_.

IMPROVEMENT PLAN AND REMEDIATION TARGET

NAME OF PRINCIPAL: _____ **DATE:** _____, 200_

A Remediation Target should be identified for each standard or significant performance indicator identified as not meeting district standards. A separate target should be written for each performance indicator. The Superintendent should establish the target to be achieved by the Principal, and the supporting evidence or measurable outcome, action plan, and timelines. The timelines should be completed within the next 12-month evaluation cycle or such earlier date as may be designated. Failure to meet the targets may result in a recommendation to end the employment contract. A separate alternative improvement plan may be utilized.

Performance Standard or Descriptor to be Remediated	Remediation Target (w/measurable outcomes)	Action Steps	Evidence of Progress

Superintendent/Designee Signature: _____
Comments: _____

Principal's Signature: _____ **Date:** _____, 200_
Comments: _____

SAMPLE PORTFOLIO ARTIFACTS

The following suggestions for artifacts to include in a principal=s portfolio are grouped by the performance standards. They are included as a way to provide examples, and not intended to be an all-inclusive or proscriptive list.

STANDARD #1: VISION

- ! Copy of School Improvement Plan, Building Improvement Plans/grade level goals.
- ! Building Staff Development Plan.
- ! Staff meeting agenda (addressing vision/mission).
- ! Weekly school newsletter.
- ! Monthly student recognition.
- ! Local newspaper articles highlighting achievement.
- ! Building wide discipline plans/academic guidelines.
- ! Implement character counts.
- ! Establishing student organization in support of student learning.
- ! Number of times spoke to community in person about vision for learning.
- ! Use of student data/profiles to identify goals and address actual needs.
- ! Department meeting agendas (grade level meetings, team meetings too).
- ! District report card/building report B annual report to all community B 3 year comparison.
- ! AState of the School@ report from principal quarterly.
- ! Mission/Vision statement posters everywhere/schools/businesses.
- ! Partners in Education programs.
- ! Tours of building and sites to prospective parents.

STANDARD #2: SCHOOL CULTURE FOR LEARNING

- ! Staff in-service quarterly B focusing on reading in the HS content areas.
- ! Walk-through supervision.
- ! School climate surveys.
- ! Serve on a state-wide committee addressing NCLB, Principals= Standards.
- ! Copy of year=s Staff Development Plan.
- ! Teacher evaluation artifact(s).
- ! Regional job fair brochure (attend with district personnel).
- ! Faculty meeting agenda (Professional issues and Development).
- ! Copy of professional growth plan.
- ! Attendance at state and national conferences.
- ! Building level study teams.
- ! Provides staff with professional reading material.
- ! Provides opportunities for teachers to observe best practice (both inside and outside discipline)
- ! Uses state definitions and guidelines as basis for staff development.
- ! Selection of teachers based on their openness /interest in staff development
- ! Lead in-service.
- ! Develop a model portfolio for teachers.
- ! Be involved in teacher in-service with your teachers.
- ! Quality teacher in every classroom report to community

STANDARD #3: SCHOOL MANAGEMENT

- ! Building expectations / rules posted.
- ! Student handbook.
- ! Faculty handbook.
- ! Substitute handbook.
- ! Newsletter.
- ! Crisis plan.

- ! Staff memos B agendas.
- ! Building budgets/procedures.
- ! Phone log B email.
- ! Fire marshal reports/fire and disaster drill records.
- ! Insurance audit of building.
- ! Regular meetings with maintenance staff; save agendas of those meetings.
- ! Use technologies to streamline procedures for attendance, grades, registration.
- ! Share responsibilities with other experts.
- ! Door monitors, hall monitors, parking lot monitors.
- ! Safety committee meeting.
- ! Attendance/tardy procedures/expectations with consistently enforced consequences.
- ! Spend only the \$ you have.
- ! Notes from yearly meeting with district physical plant director and business officer.
- ! Teacher handbook.
- ! Student (new and incoming) orientation.
- ! Collaborative budget decision making.
- ! Accreditation visit result.
- ! Action plans for accreditation suggestions.

STANDARD #4: ACADEMIC STANDARDS AND ASSESSMENT

- ! Memorandums to staff, students and parents regarding academic standards.
- ! Postings informing staff, students and parents of academic standards.
- ! Template for teacher lesson plans incorporating academic standards.
- ! Student performance on assessments of academic standards.

STANDARD #5: WORKING WITH PARENTS AND COMMUNITY

- ! Parent advisory committee minutes or agenda.
- ! Parent volunteer list and recognition ceremony.
- ! Site-councils.
- ! Junior Achievement/pictures of classes, sample lessons.
- ! Field trips B community support.
- ! Building assistance teams.
- ! Comm. Agency assistance to students and families.
- ! Minutes of faculty meetings, department head meetings.
- ! School web site hits.
- ! Number of referrals of students and families to community agencies.
- ! Number of placements of students (SPED) in comm. Agencies.
- ! Student council agenda and minutes.
- ! Establish business partnerships to enhance collaboration in community.
- ! Community mobility programs in Special Ed.
- ! Job shadowing/internships (data).
- ! Collaboration with higher ed.
- ! Mentors (adults/students).
- ! School to work.
- ! Social health teams.
- ! School- based health clinics on site.
- ! Parent/community volunteers.
- ! Career day brochure.

STANDARD #6: ADMINISTRATIVE TEAM MEMBER

- ! Records of instructional conferences.
- ! Records of participation in district curricular study.
- ! Records of attendance at staff meetings.
- ! Correspondence with Principal's building staff, students, and parents.

STANDARD #7: ETHICS/INTEGRITY

- ! Establish a character education program in the school and document activities.
- ! Periodic assemblies that have role-plays and examples of good character.
- ! Provide speakers/programs for parents.
- ! Discipline referral sheets B showing same treatment.
- ! Share character ed info in newsletters to connect with parents and gain support.
- ! Recognize those showing character.
- ! Culture fest to celebrate diversity.
- ! Provides multi-lingual newsletters and other school communications.
- ! School calendar reflects many ethnic religious holidays based on school demo.
- ! Demographic rep on all school comm. And booster groups.
- ! Building-wide management plan (done by all stakeholders).
- ! Staff and student handbook (policies and procedures).
- ! Maintains confidentiality of issues and discipline (students, parents and staff).
- ! Review of handbook to show implementing policies.
- ! Addresses specific concerns of families/student re: controversial issues: gay student concerns about treatment, etc.
- ! Involve students and staff in community service events, programs

STANDARD #8: GREATER POLITICAL AND SOCIAL CONTEXT

- ! Meet monthly with curriculum director to plan staff development for teachers and self B log meeting notes and action.
- ! Active member of district curriculum committee.
- ! Speaker at community organizations.
- ! Share progress on district goals to P.T.O., P.A.C., etc.
- ! Culture Fest celebrating school/community diversity.
- ! Site-Council implementation at the building level.
- ! Serves on Ed Committee for city chamber org.
- ! Log of outside community resource agencies.
- ! Communication log B local/state decision makers.
- ! District committee agenda.
- ! Staff development plan indicating diversity agenda.
- ! Guides staff in disaggregating data.
- ! Use demographic data of community to establish student learning needs.
- ! Write articles in newsletter or local paper re: ed. issues

NeSA % Proficient

	Reading	Math	Science	Writing
2010-2011	76 %	74 %	N/A	N/A
2011-2012	73 %	74 %	67 %	N/A
2012-2013	80 %	80 %	81 %	80 %
2013-2014	84 %	82 %	78 %	N/A
2014-2015	85 %	83 %	78 %	92 %

ACT

		Eng.	Math	Reading	Science	Composite
2014-2015	District	23.6	22.8	24.1	23.4	23.6
2014-2015	State	21.1	21.0	21.9	21.6	21.5

ANNUAL ESU 1 SERVICES SUMMARY 2014-15 YEAR

for WAYNE COMMUNITY SCHOOLS

CONTRACTED SERVICES ~ SPECIAL EDUCATION

Contracts are based on individual district needs with ESU #1 providing staff to meet those needs. The rates charged are based on the actual cost of each program. In addition, staff often act as consultants to the district, a liaison to parents, and serve on local committees (Crisis Team, School Improvement, Student Assistant Teams, etc.)

Program Supervision supports districts by providing updates on special education rules and regulations, budgeting, filing of final financial reports with the state, IDEA funding and, upon district request, facilitation of IEP and MDT meetings. This service also includes supervision of all ESU special education staff.

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Program Supervision | <input checked="" type="checkbox"/> Deaf Education | <input checked="" type="checkbox"/> Transition |
| <input checked="" type="checkbox"/> Physical Therapy | <input checked="" type="checkbox"/> Speech Therapy | <input checked="" type="checkbox"/> Tower School |
| <input type="checkbox"/> Occupational Therapy | <input checked="" type="checkbox"/> Audiology | <input checked="" type="checkbox"/> Early Childhood Homebase |
| <input checked="" type="checkbox"/> Psychology | <input checked="" type="checkbox"/> Vision | <input type="checkbox"/> Early Childhood Centerbase |
| <input type="checkbox"/> School Nurse | <input type="checkbox"/> Paraeducator | |

AREAWIDE OR INDIVIDUAL SCHOOL REQUEST SERVICES

- | | | |
|---|--|--|
| <input type="checkbox"/> LAN Manager (Requested) | <input type="checkbox"/> Computer Repair | <input type="checkbox"/> Coop Purchase Program
(Includes Paper Buy) |
| <input type="checkbox"/> Early Childhood (NON SPED ~ Requested) | | |

SPECIAL PROJECTS ~ FUNDED TOTALLY OR PARTIALLY BY ESU #1*

* Costs shown are expenditures for 14-15 school year

Special Projects and/or Programs are a result of individual district requests, NDE mandates, or a consensus of school administrators via the Advisory Council. After internal review and discussion to determine the feasibility of the project(s), a list is presented annually to the ESU #1 Board for consideration of financial support. The level of physical and financial support is determined by the ESU budget and staffing requirements. The financial support for any and all projects is subject to change, which would require districts to support the project(s) through their local budget or drop the project.

- AIMSweb (\$24,294: 2015-16 licenses @ \$6/student [3,000 students] and additional 14-15 licenses)
- Multi-Tiered Systems of Support OR Response to Intervention ~ RtI (\$9,102)
- SRS ~ Student Record System Administrative Fee & School Fees (\$23,588)
- John Baylor (\$47,000)
- MAP ~ Measure of Academic Progress (\$72,735)
- Build Your Own Curriculum ~ BYOC (\$30,411)
- Power School (\$47,110)
- Legal ~ Policy Updates (\$1,500)
- Learning Mgmt Systems, i.e. Angel Licenses & Canvas (\$75,621.5)

ANNUAL ESU 1 SERVICES SUMMARY 2014-15 YEAR

for

WAYNE COMMUNITY SCHOOLS

OTHER PROGRAMS/SERVICES (\$140,000+)

State and Local funding support the Media/Resource Center, Staff Development, Technology Training and Technology Infrastructure departments. A few of the key areas in which districts receive support are shown below::

- Internet Access
- E-Mail Accounts
- Network System Administration & Equipment
- Training & Support for LAN Managers/District Staff
- Facilitation of School Improvement Process, Data and Board Retreats, etc.
- Onsite Training
- Content Area Instruction, Facilitation & Support
- Standards Introduction & Review
- Technology Training (website resources, program applications, iPad, etc.)
- Administrative Meeting Facilitation
- Resource & Support for District Staff & Administration
- Real Care Baby Program
- Media Library
- Safari Montage & Learn 360

2014-15 Staff Development/Training Summary

Participants Attending at ESU 1	183
Participants Attending 2 Onsite Events	79
Total Participant Contacts	262

****Report outlining workshops/trainings attended from August 2014 thru July 2015 is attached****

ESU #1 SPECIAL PROJECT NARRATIVE

AIMSweb ~ 18 of 22 Schools Participated

AIMSweb provides benchmark data and progress monitoring tools to assist school districts with implementation of the Multi-Tiered Systems of Support (MTSS), formerly RtI, thereby increasing student achievement. The AIMSweb system components provide one comprehensive monitoring system and MTSS solution. ESU #1 funding pays for use of the system, based on a per student fee, and includes benchmark reports, strategic monitoring and progress monitoring.

Multi-Tiered Systems of Support (MTSS) ~ Available to All Schools

An ESU #1 MTSS (formerly RtI) consultant who specializes in the area of MTSS, acts as a resource to area districts. This allows schools to have a multi-tier system of support for students who may need additional instruction.

SRS (Student Record System) ~ 22 of 22 Schools Participated

ESU #1 funds the online Student Record System annual fee. SRS is a statewide system that includes all legally required special education forms and student data. In addition, schools are trained in the use of SRS at no cost.

John Baylor ~ 21 of 22 Schools Participated

Students are allowed unlimited twelve-month at-school or home use of the online content for the *John Baylor Test Prep ACT Prep* program. Training for schools is available upon request. ESU #1 fully funds this program for participating schools. However, schools are required to share masked student data and submit an implementation plan to ESU #1. Schools failing to provide the information will be billed.

NWEA MAP (Measure of Academic Progress) ~ 22 of 22 Schools Participated

ESU #1 acts as the fiscal agent for this project to provide consortium pricing for area school districts. ESU #1 currently funds MAP assessment for Grades 3-8 (Reading, Math, Language Usage and Science) and one grade in high school selected by the district. Districts may test multiple times per year to measure students' academic growth. Schools may also test additional grades at their own cost. Staff training on the use of MAP data is provided by ESU #1 and available at no cost to the districts.

BYOC (Build Your Own Curriculum) ~ 20 of 22 Schools Participated

BYOC is an on-line curriculum program that is web based and allows teacher, student and parent access to the district curriculum. Schools are able to have a comprehensive K-12 curriculum for all content areas, including a lesson planner and pacing guides. The consortium cost for on-line access is based on student population and paid by ESU #1.

PowerSchool ~ Available to All Schools

A PowerSchool trained consultant is funded by ESU #1 and available to districts for support throughout the year on an as-needed basis.

Legal ~ Available to All Schools

ESU #1 contracts with a school attorney to provide annual school policies and updates. Additional policies may be generated during the year based on changes in state or federal law or as a result of litigation that may affect schools. PPACA information and training was also funded by ESU #1.

ESU #1 SPECIAL PROJECT NARRATIVE

Other Special Projects

Additional projects/services, funded fully or in part by ESU #1, to school districts during the 2014-15 year include:

- *Areawide In-services* are typically available to all area school districts in the fall and spring. National speakers in the areas of motivation, curriculum, instruction, assessment and technology integration are contracted and paid for through ESU #1.
- *Marzano Principal Training* was made available for three consecutive years at no cost to all administrators in ESU #1.
- *Technology Support* includes: Smartfilter, Learning Management Systems (LMS), E-Library, Bright Bytes (Clarity Survey).
- *Grant Writer* is available for collaborative school consortium grants, with the fee paid by ESU #1.
- *APL* is offered at a discounted rate to school districts and the excess costs paid by ESU #1 (\$34,647).

Special Education Director
Board Report
9/14/15
Misty Bear

Special Education

1. Early Childhood, Transportation, and School Aged Final Financials have been completed.
2. 2014-15 Flex Fund was approved.
3. Mr. Hight attended the fall NASES meeting in Lincoln.
4. Our department is currently going through a 5 year file audit. Our exit report will be held in October.

Testing/Data

1. AIMSweb testing has been completed.
2. Fall MAP testing window will close on September 25th.
3. Standard 5 Data team day will be held on September 14th at the ELC.
4. Individual NeSA reports are being mailed home the week of September 14th.

ELL

1. Mrs. Lilienkamp attended the fall ELL conference in Columbus.
2. Our district will be working to align our ESL curriculum with the ESL standards.
3. Our NDE monitoring visit will take place in March.

Early Learning Center

1. Preschool pictures will be held on September 22nd and 23rd
2. "Celebrate Sunday" was held on September 10th and 11th with Sundaes and Grandparents/Grand-friends
3. Thanks to the Lions Club for doing vision screens.
4. Almost all purchase orders have arrived.
5. Upcoming education opportunities:
 - a. September – TS Gold training for preschool teachers
 - b. October – Early Learning Guidelines for daycare providers and preschool teachers (social and emotional health).
 - c. November – "Interactions Count – Parenting your 1-4 year old" – 3 week session for parents
 - d. December – Holidays Around the World – Parent/Child fun night



Proclamation

- WHEREAS good attendance is essential to student achievement and graduation, and we are committed to dedicating our resources and attention to reducing chronic absenteeism rates, with a focus starting as early as prekindergarten and kindergarten, and
- WHEREAS chronic absence – missing 10 percent or more of school for any reason including excused and unexcused absences, is a proven predictor of academic trouble and dropout rates, and
- WHEREAS improving attendance and reducing chronic absence takes commitment, collaboration and tailored approaches to particular challenges and strengths in each community, and
- WHEREAS chronic absence predicts lower third-grade reading proficiency, course failure and eventual dropout, it weakens our communities and our local economy, and
- WHEREAS the impact of chronic absence hits low-income students particularly hard if they don't have the resources to make up for lost time in the classroom and are more likely to face systemic barriers to getting to school – such as unreliable transportation, lack of access to health care, unstable or unaffordable housing, and
- WHEREAS attendance gaps among groups of students often turn into achievement gaps that undermine student success. Chronic absence particularly exacerbates the achievement gap that separates low-income students from their peers, since students from low-income families are both more likely to be chronically absent and more likely to be affected academically by missing school, and
- WHEREAS absenteeism also undermines efforts to improve struggling schools, since it's hard to measure improvement in classroom instruction if students are not in class to benefit from them, and
- WHEREAS schools and community partners can reach out more frequently to absent students to determine what barriers they face to attending school and what would help them attend more regularly, and
- WHEREAS health care providers can share the importance of school attendance with families and can offer proactive, preventive care to reduce absences, and
- WHEREAS schools and districts must do more to track, calculate and share the data on how many students are chronically absent so that we can see the attendance gaps and can deliver the right interventions to the right students, and
- WHEREAS all students – even those who show up regularly – are affected by chronic absence because teachers must spend time reviewing for students who missed lessons, and
- WHEREAS chronic absence can be significantly reduced when schools, families and communities work together to monitor and promote good attendance and address hurdles that keep children from getting to school, and

NOW, THEREFORE BE IT RESOLVED that as the Board of Education, we proclaim our school district will stand with the nation in recognizing September as

“Attendance Awareness Month”

We hereby commit to focusing on reducing chronic absenteeism to give all children an equitable opportunity to learn, grow and thrive academically, emotional and socially.

Handwritten signature of Heidi Schutz in black ink.

Heidi Schutz, NASB President

Handwritten signature of John Spatz in black ink.

John Spatz, NASB Executive Director