

Raymond Central Public Schools Board of Education Regular Meeting

Wednesday, September 16, 2020 at 6:00 PM Central

Jr/Sr High School Mustang Classroom

1800 West Agnew Road

Raymond, NE 68428-9783

Present: Scott Black, Matt Blanchard, Brad Breitreutz, Cathy Burklund, Dr. Harriet Gould, Lori Springer. Also attending were Dr. Derrick Joel, Superintendent; Allison Stansberry, Secondary Principal; Brian Gralheer, Asst Principal/Athletic Director; Shelly Dostal, Valparaiso Elementary Principal; and Ann Egr, Ceresco Elementary Principal.

Budget Hearing

President Gould called the meeting to order and opened the Budget Hearing at 6:03 PM. Budget documents that will be submitted to the Nebraska Department of Education were reviewed. The certified budget authority of \$8,845,936.00 for the General Fund is established by NDE. The total budget includes \$232,470.00 in Special Grant Funds, \$1,579,586.00 for Special Education, and \$138,685.00 for General Fund Lid Exclusions. Final budget \$10,796,667.00. President Gould closed the Budget Hearing at 6:06 PM.

System-Wide Tax Request Hearing

President Gould opened the System-Wide Tax Request Hearing at 6:06 PM. The tax levy for each fund was reviewed: General Fund - .985325, HS Bond Fund - .082837, and Special Building Fund - .063475 for a total levy of \$1.131637 as compared to the previous levy of 1.133857 for a difference of -.00222. President Gould closed the System-Wide Tax Request Hearing at 6:08 PM and the Pledge of Allegiance was said.

Call to Order and Pledge of Allegiance

Oath of Office - Sydnie Blanchard

Sydnie Blanchard recited the Oath of Office for Student Body Representative.

Motion to Excuse Board Member's Absence

All members were present.

Open Meeting Law

The audience was reminded that the Open Meeting Laws would be followed.

Consent Agenda

Motion by Black, second by Breitreutz to approve the consent agenda as presented including the regular meeting minutes of August 12, 2020, August Financial Statement and September monthly bills. RCV 6-0. Motion carried.

Regular Minutes of August 12, 2020

Financial Statement/Report

Monthly Bills

Correspondence/Recognition

Congratulations to the Raymond Central Board of Education for your **Board of Excellence Award** in recognition to your commitment to achieving excellence in board leadership through continuing education.

Public Forum

Discussion Items

Administrative Reports

Submitted by Allison Stansberry, Jr-Sr High School Principal

If you would have asked me at the start of school how long our doors would be open, I either would have or did say until Labor Day. Because of the work of our staff, students, and families, we are still in face to face instruction. Everyone has done their part to make this happen, it truly has been a group effort. It hasn't been easy, but there is no doubt it has been worth it! With that being said, I want to provide a special shout out to our Paraeducators. Since we have started school, they have not had the same schedule. It is changing daily. They have always been willing to step up and step in when needed. We truly couldn't do it without them.

September 8-11 was Homecoming Week! Our Homecoming Royalty was: King/Queen - Scott Tvrdy & Halle Heiss; Prince/Princess - Mitch Albrecht & Kelsey Hudson; and Duke/Duchess - Lucas Buresh/Grace Mueller. Lucas Buresh was also our 2020 Mr. Mustang!

We will be hosting the ACT for our Seniors on October 6! We are glad we are able to provide this opportunity as many test sites are filled due to make-up tests from Covid. Juniors will take the Pre-ACT in October as well. Date still to be determined. We will provide more information once we get everything locked in place!

Currently, we have approximately 30 students on remote learning. This is for a few reasons: 1) Students are currently quarantining due to travel, waiting on tests results, or positive exposure; 2) Students chose the remote learning option at the beginning of the year. These numbers fluctuate weekly, sometimes daily. Teachers are doing a great job finding what works for them to provide both face to face instruction while also connecting with students remotely.

Another special shout out to Amanda Ehlers, our school nurse! She has been such a huge blessing! It makes me wonder how we survived so long without her! She is knowledgeable, kind, patient, and definitely has a passion for what she does. She has been an amazing asset to RC and we are beyond lucky to have her!

We have more kids than ever this semester taking dual credit and college credit courses. Mrs. Osten does a great job of ensuring we have these opportunities for students. SCC course enrollments are 86 with 3 students having 3 different course enrollments, many students having 2 enrollments; Peru State - 10 students; and UNL's Nebraska Now Program - 4 students.

Submitted by Brian Gralheer, Assistant Jr-Sr High School Principal/Athletic Director

I am happy to report that Fall Sports are off and running! It is nice to get back into a sense of normalcy. It has certainly been a transition, but one that our coaches, athletes, and spectators have handled as well as could be expected. I want to sincerely thank everyone who played a part in ensuring we provide our student athletes with the opportunity to compete.

Softball is off to a 7-9 record currently with eight of those losses being within two runs late in the game. Our girls really play hard out there. Upcoming games this week include LoganView, DC West, and competing in the Arlington Tournament this weekend.

Cross Country has traveled to compete at East Butler, Beatrice, and Wahoo. We currently have 4 girls and 5 boys out. We have yet to have a runner break the top 15, but Coach Brannagan is reporting consistent improvement of times on a weekly basis out of her runners.

Mustang Volleyball is currently sitting at the top of the Conference Standings. We are 3-0 in the conference and 4-3 overall. Make sure you subscribe to *rc activities* to be able to tune in.

Mustang Football is off to a 3-0 start. They will be traveling to Ft Calhoun this week. We were given an allotment of 250 tickets. Our players and coaches will be given a fixed number of tickets to be able to give out.

On Wednesday morning, our staff will engage in a 2 hour presentation over Compassion Fatigue and Self-Care. This is a part of our one-million-dollar disaster grant funded through ESU2. The presentation is part of a three-part Trauma-Informed Care Series put on by Project Harmony out of Omaha. With the stresses from the pandemic put on our staff members, I think this presentation will provide some much-needed information and relief.

The NCC Athletic Directors have continued our weekly Zoom meetings to discuss how we can safely deliver upcoming conference championship events such as Softball, Volleyball, Cross Country, One Acts, Music, among others. Bouncing ideas off of this group of people has been a wonderful asset in these difficult times.

Submitted by Shelly Dostal, Elementary Principal at Valparaiso/K-5 Curriculum Director

Curriculum/Instruction - Teachers have developed daily routines and procedures for their classrooms as well as curriculum pacing schedules for the year. Screening assessments with the new FASTBridge resources are almost completed. Progress monitoring and interventions are beginning; Individualized Reading Improvement Plans (IRIP) for students in grades K-3 who do not meet benchmarks are being developed as outlined in the Reading Improvement Act.

Assessment - Mrs. Stansberry and Mrs. Osten are coordinating the ACT and Pre-ACT for the fall since students in the cohort were not able to be assessed last spring. NDE has released assessment dates for the spring and corresponding implementation schedule for modified state assessments.

Assessment - Students in grades 3-5 will be administered the NWEA MAP during September 14-25. These adaptive assessments help teachers better understand student academic levels and provide parents with information about their student's academic performance. Data will be shared with families at first quarter conferences.

The School Improvement Committee met on September 8. The group began a book study and discussion about grading and assessment practices.

Professional Learning - The faculty met on August 26 for the first late start professional learning time. Sixteen teachers participated in the Discovery Education Teacher Leader Training. Other staff began reading and discussing grading and assessment practices. The next late start is scheduled for September 16. PLC groups will analyze data and identify their SMART goals for the year.

I have been attending webinars regarding remote learning, assessment, curriculum, and instruction as the school year begins.

All students and staff observed Patriot Day on September 11. Students were encouraged to wear red, white, and blue to show their patriotism, the Pledge of Allegiance was recited and the Star Spangled Banner was played. Teachers also observed Patriot Day in their classrooms with a variety of lessons.

RC PTO held a meeting on September 1. Maureen Brase-Houchin is the PTO chair. In conjunction with Believe Kids, the annual fundraiser kicked off on August 26 and ended on September 9. Families were highly encouraged to order online. PTO is also researching additional fundraising options. PTO will sponsor a family dine out night at Raising 'Cane's at 2820 Cornhusker Highway in Lincoln on Tuesday, September 15. Fifteen percent of the sales from 5:00-8:00 PM will go to the PTO just by mentioning Raymond Central when you order.

Picture day was on September 2. Inter-State Studios was the photographer.

Elementary students participated in Homecoming Dress Up days this past week.

This is the 11th anniversary of providing food for families on the weekends. The Food Bank Backpack Program will start distribution of backpacks each Friday beginning on September 11. Beth Nacke has secured some special grant funds to provide food for families until the food from the Food

Bank arrives for distribution in October. We thank the Methodist Church in Ceresco for storing the food for us while Immanuel Lutheran Church is renovating their basement. The Committee is organizing the yearly fundraising event, The Hustle. We will host a virtual fun run/walk of 1 mile or 5K or 10K run, in October, rather than the in person event and pancake feed. Sponsorships for the event are now being solicited; we thank our many generous donors! We hope you consider participating.

Submitted by Ann Egr, Elementary Principal at Ceresco/Special Education Director Elementary

Considering all of the new procedures, the school year is off to a great start! Teachers and students are doing an outstanding job!

The PTO fundraiser is underway. The final date for sales is September 11. The kids are doing an excellent job and excited to see who gets to have a Principal Taxi for a day!

The Food Bank Backpack Program started on September 11 through a grant. Thank you Beth Nacke for working on this. This program is a valuable service to Raymond Central families. Thank you to all of the volunteers who pack the bags each week, and to all who donate to the program each year. Your contributions are appreciated. Please mark your calendars for the annual fundraiser. The first Virtual Hustle will be held this year.

The legislature passed the Nebraska Reading Improvement Act in 2018, which is designed to address student reading needs in grades K-3. The act requires that all students in K-3 are screened three times during the year in an effort to identify areas of need and determine supplemental instruction and intervention. Raymond Central Schools uses FASTBridge assessments as a screener and progress monitoring tool.

Teachers have completed the first round of FASTBridge assessments which are used to identify benchmarks for students. Threshold levels of 15th percentile and 40th percentile ranges are then used to identify needs. Families of students at risk of not meeting the end of the year learning goals without additional instruction will be notified.

Students will observed Patriots Day on September 11 by wearing red, white, and blue to show their patriotism. Boy and Girl Scouts could also wear their uniform if they chose.

NWEA MAP (Measure of Academic Progress) testing will take place September 14-25 for grades 3-5. Understanding each student's academic level gives teachers the power to help them excel.

Special Education - Early childhood special education (ECSE) programs and related services are designed to serve children below age five with verified disabilities. School age special education programs and related services are designed to serve children with verified disabilities from age five through the school year in which the children reach age 21. Following are the current numbers by category: Birth-5 (Home-ECSE)-9; Non Public-6; PK-4; K-5; 1st-4; 2nd-8; 3rd-7; 4th-7; 5th-19; 6th-9; 7th-9; 8th-6; 9th-11; 10th-10; 11th-12; 12th-9; Total-135 (16 are NEW to the district).

Verification Distribution: Specific Learning Disability-55; Developmental Delay-8; Other Health Impairment-23; Hearing Impairment-3; Autism-6; Emotional Disturbance-2; Intellectual Disability-5; Orthopedic Impairment-1; Speech-Language Impairment (only)-14.

Services: 13 new Evals; 5 Re-Evaluations since August 26; 32 waiting for Evals; 20 served through Speech Services; 10 served through Physical Therapy; 18 served through Occupational Therapy; 8 served through Incidental Benefits (regular education students may incidentally benefit from special education services according to a student's IEP as long as no extra duties are performed on behalf of the regular education students). Students served through 504's: Elementary-4; Secondary-21. Students served through SAT Process: Elementary-13; Secondary-6.

Curriculum Report

Superintendent's Report

We were excited to announce our PK-12 students would be able to eat breakfast and lunch at no cost starting September 15 through December 31, 2020. We submitted an

extension application to our summer lunch program and were granted permission to serve breakfast and lunch for free to all students. Jr-Sr High students wanting additional entries or ala carte items still need to purchase these from their positive lunch accounts.

The Saunders County Risk Dial elevated to the line between yellow and orange. Lancaster County kept their Risk Dial the same as last week. There continues to be zero transmission from school being in session or activities. This is excellent news for Lancaster County. We had one more staff member test positive this week. The spread came from home and not school. The school has completed the contact tracing and it resulted in no other quarantines.

I am still in disbelief that we were fortunate enough to receive a substantial EIR grant. DiscoveryEd defines STEM as students and teachers energizing minds. A few of my takeaways from our community DiscoveryEd forum: Stem is a culture, not a class; We want to create problem solvers within our students; We need to teach differently. For example, Math needs to be relevant. We must move away from teaching blocks of classes, but instead combine them to solve real world problems; and We owe it to our kids to depict the actual complexity of the world. This is extremely exciting work for us as a district. I look forward to what the future holds for our students and a shift in classroom instruction.

We received an email indicating Raymond Central Public Schools was selected to receive a 2020 School Bus Rebate from the Nebraska Department of Environment and Energy (NDEE). This is the 2nd year we have been awarded this grant! This program is funded through Nebraska's share of the Volkswagen State Trust. The Department's Mitigation Plan (updated in January 2020) allocated 52% of Nebraska's funds (\$6.37 million) to School Bus Rebates. After two rounds of rebates in 2018 and 2019, they had \$2.008 million remaining to fund 2020 School Bus Rebates.

Goal 1: Ensure continuing well being of staff and students by creating an equitable framework for responding to and recovering from a pandemic.

Expand the community knowledge and information about equity in the district through the implementation of the Board of Education adopted resolution in response to the current racial disparity and injustice.

Continue to monitor the spread of COVID-19 to make data informed decisions and communicate accordingly

Preserve the continuity of essential school functions through the use of research based mitigating measures

Minimize educational and social disruption

Respond to academic losses.

Goal 2: Continue the creation of a 10-year facilities strategic plan for implementation that addresses maintenance and improvements for existing building assets.

Continue partnership with First National Bank to provide visual and cost projections for the future of RC facilities using the data and results from the 2020 feasibility study.

Add to the existing plan start / end dates, projected timelines, list of contractors, and a progress monitoring system.

Prioritize list of projects for all building sites to ensure minimal impact on instructional practice.

Goal 3: Develop progress monitoring tools to evaluate the effectiveness of district initiatives to ensure the sustainability over time.

Sustain an effective and meaningful Professional Learning Community framework at RC to drive professional inquiry among staff.

Adopt the Multi Tiered Systems of Support system to ensure learning for all students through targeted interventions.

Create a districtwide grading and assessment framework focused on student growth and learning

Create a Positive Behavioral Intervention System of Supports district wide to track and reward positive behavior.

Update/Modify the current teacher evaluation system (P.R.I.D.E) to emphasize teacher growth and reflection for the betterment of student learning.

Model and reinforce a "fail forward" attitude among staff and students to focus on learning rather than compliance.

2019-2020 Raymond Central Strategic Plan

An updated 2019-2025 RC Strategic Plan was shared with the Board.

Student Enrollment Update

We currently have 716 students enrolled PK-12 compared to 668 last year which is an increase of 48 students. We have 94 students that option in and 120 students optioning out.

Review Raymond Central 2020 Annual Report Facilities Report

The Facilities Committee met on September 2 to walk through each building site and assist in creating our priority list for the 2020-2021 school year. The last project we need to complete as a carry over from last year is to replace the exterior doors on the S and E side of the Jr-Sr High School. Bus barn project is underway - dirt has been leveled and waiting for things to dry up from last week's rain.

Review of Technology Plan

Chromebooks have been deployed to all students. We are waiting on 2 large orders of Chromebooks to come in that have been back ordered since the beginning of the summer.

When those come in we will get them out to the 3rd grade and the freshman to replace older versions of Chromebooks.

We submitted the contract for a new phone system and are looking forward to getting installation started. Diode Technology is coming this week to begin initial work.

Update of Raymond Central Crisis and Safety Protocol

Committee on American Civics (Breitkreutz - chair, Springer, Burklund)

Transportation Committee (Black- Chair, Breitkreutz, Springer)

Finance Committee (Springer- chair, Blanchard, Breitkreutz)

Facilities Committee (Blanchard- chair, Springer, Burklund)

Negotiations Committee (Black- chair, Gould, Blanchard)

Curriculum Committee (Gould - chair, Black, Burklund)

Policy Committee (Springer- chair, Gould, Black)

NASB Monthly Update

Title IX Update - Approve Policy 1211 - Consider, discuss, and take all necessary actions

Motion by Breitkreutz, second by Burklund to waive the first and second reading of Policy 1211 - Title IX-Procedures for Complaints of Sexual Harrassment. RCV 6-0. Motion carried.

Motion by Gould, second by Black to adopt Policy 1211 - Title IX-Procedures for Complaints of Sexual Harrassment. RCV 6-0. Motion carried.

Adopt Superintendent Evaluation Tool - consider, discuss and take all necessary action

Motion by Burklund, second by Breitkreutz to adopt the NASB Encompass 360 Superintendent Evaluation for the 2020-2021 school year. RCV 6-0. Motion carried.

Review Public Forum Presentation(s) - Consider, discuss, and take all necessary action

Action Items

Approval of the 2020-2021 Budget

Motion by Black, second by Springer to approve the 2020-21 budget in the amount of: General Fund - \$12,696,677.00, Depreciation Fund - \$1,787,200.00, Employee Benefit Fund - \$54,397.00, Activities Fund - \$867,952.00, School Lunch Fund - \$750,000.00, Bond Fund - \$8,480,609.00, Special Building Fund - \$1,934,971.00, Qualified Capital Purpose Undertaking Fund - \$11,623.00, Student Fees Fund - \$149,357.00 for a Total Requirement of \$26,732,786.00. RCV 6-0. Motion carried.

Approval to Set System-Wide 2020-2021 Property Tax Request for General Fund, Building Fund, and High School Bond Fund

Motion by Breitkreutz, second by Burklund to approve the resolution to set system-wide 2020-2021 property tax request for \$8,661,680.00: General Fund - \$7,541,792.00, Special Building Fund - \$485,848.00, Bond Fund - \$634,040.00. RCV 6-0. Motion carried.

Approval of Substitute(s)

Motion by Burklund, second by Black to approve Emily Hauck, Makenzie Fredrickson, Doug Tice and Gem Jones as teaching substitutes; and Cherie Swanson, Amy Novak and Brianna Mincer as paraeducator substitutes. RCV 6-0. Motion carried.

Approval of Staff Resignation

Motion by Breitreutz, second by Burklund to approve staff resignations of Jordan Buresh, Jr-Sr High School Secretary and Stacy Roberts, Ceresco Head Cook. RCV 6-0. Motion carried.

Approval of Staff

Motion by Black, second by Burklund to approve staff appointments of Emily Richerson, Valparaiso SpEd Para; Cindra Jensen, Tuesday/Thursday Preschool SpEd Para; Trisha Fletcher, Jr-Sr High School Secretary; and Sophia Custer, Ceresco Head Cook. RCV 5-0, Springer-Abstained. Motion carried.

Approval of RCEA as Exclusive Bargaining Agent for Non-Supervisory Certified Staff

Motion by Black, second by Springer to approve the Raymond Central Education Association as Exclusive Bargaining Agent for the District's non-supervisory certificated staff for the 2022-2023 contract year. RCV 6-0. Motion carried.

Approval of Next Regular Board Meeting - Wednesday, October 14, 2019

Motion by Burklund, second by Springer to approve the next regular Board Meeting for Wednesday, October 14, 2020 at 6:00 PM. RCV 6-0. Motion carried.

Adjournment

Motion by Breitreutz, second by Black to adjourn the meeting at 7:18 PM. RCV 6-0. Motion carried.

Important Upcoming Dates:

- September 30 - NASB Annual Membership Meeting (virtual)
- October 14 - Regular BOE Meeting
- October 30 - Multiple Stakeholder Safety and Security Meeting
- November 11 - Regular BOE Meeting
- November 18-20 - NASB Annual Conference (CHI Health Center or Virtual)

NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

Raymond Central Public Schools (55-0161) in Lancaster 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 16 day of September, 2020 at 6:00 o'clock, PM, at RC Jr Sr. High School Mustang Room (Room 310) 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.

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve	Total Available Resources Before Property Taxes	Total Personal and Real Property Tax Requirement
	2018-2019 (1)	2019-2020 (2)	2020-2021 (3)			
General	\$ 8,369,546.00	\$ 8,471,461.00	\$ 10,796,677.00	\$ 1,900,000.00	\$ 5,230,303.00	\$ 7,541,792.00
Depreciation	\$ -	\$ 139,920.00	\$ 1,787,200.00		\$ 1,787,200.00	
Employee Benefit	\$ -	\$ -	\$ 54,397.00	\$ -	\$ 54,397.00	
Contingency	\$ -	\$ -	\$ -		\$ -	
Activities	\$ 419,091.00	\$ 475,000.00	\$ 867,952.00	\$ -	\$ 867,952.00	
School Nutrition	\$ 378,858.00	\$ 394,189.00	\$ 750,000.00	\$ -	\$ 750,000.00	
Bond	\$ 710,090.00	\$ 710,000.00	\$ 8,480,609.00	\$ -	\$ 7,852,909.00	\$ 634,040.00
Special Building	\$ 470,208.00	\$ 1,507,750.00	\$ 1,934,971.00		\$ 1,453,981.00	\$ 485,848.00
Qualified Capital Purpose Undertaking	\$ 55,544.00	\$ -	\$ 11,623.00	\$ -	\$ 11,623.00	\$ -
Cooperative	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Fee	\$ 25,940.00	\$ 40,000.00	\$ 149,357.00	\$ -	\$ 149,357.00	
	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTALS	\$ 10,429,277.00	\$ 11,738,320.00	\$ 24,832,786.00	\$ 1,900,000.00	\$ 18,157,722.00	\$ 8,661,680.00

Notice of Special Hearing To Set Final Tax Request

Raymond Central Public Schools (55-0161) in Lancaster 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 16 day of September 2020 at 6:00 o'clock PM, at RC Jr. Sr. High School Mustang Room (Room 310) for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request.

	2019-2020	2020-2021	Change
Property Valuations	758,401,139	765,411,269	1%

2019/20 Budget Information

2020/21 Budget Information

Fund	2019-2020 Operating Budget	2019-2020 Property Tax Request	2019 Tax Rate	Property Tax Rate (2019-2020 Request Divided By 2020 Valuation)	2020-2021 Operating Budget	2020-2021 Proposed Property Tax Request	Proposed 2020 Tax Rate	Change in Tax Rate	Change in Operating Budget
General Fund	10,419,816.00	7,424,242.00	0.978933	0.969968	10,796,677.00	7,541,792.00	0.985325	1%	4%
Bond Fund(s) K - 12	8,446,440.00	647,068.00	0.085320	0.084539	8,480,609.00	634,040.00	0.082837	-3%	0%
Bond Fund(s) K - 8			0.000000	0.000000			0.000000	#DIV/0!	#DIV/0!
Bond Fund(s) 9 - 12			0.000000	0.000000			0.000000	#DIV/0!	#DIV/0!
Bond Fund			0.000000	0.000000			0.000000	#DIV/0!	#DIV/0!
Special Building Fund	1,608,171.00	530,303.00	0.069924	0.069283	1,934,971.00	485,848.00	0.063475	-9%	20%
Qualified Capital Purpose Undertaking Fund K - 12	11,582.00		0.000000	0.000000	11,623.00	-	0.000000	#DIV/0!	0%
Qualified Capital Purpose Undertaking Fund K - 8			0.000000	0.000000			0.000000	#DIV/0!	#DIV/0!
Qualified Capital Purpose Undertaking Fund 9 - 12			0.000000	0.000000			0.000000	#DIV/0!	#DIV/0!
Total	20,486,009.00	8,601,613.00	1.134177	1.123790	21,223,880.00	8,661,680.00	1.131637	0%	4%



**RAYMOND CENTRAL PUBLIC SCHOOL DISTRICT
BOARD OF EDUCATION**

OATH OF OFFICE

I, **SYDNIE BLANCHARD**, do solemnly swear that I will support the Constitution of the United States and the Constitution of State of Nebraska, against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely and without mental reservation or for purpose of evasion; and that I will faithfully and impartially perform the duties of the Office as a member of the Board of Education of Lancaster County School District #55-0161 according to law, and to the best of my ability. And I do further swear that I do not advocate, nor am I a member of any political party or organization that advocates the overthrow of the government of the United States or of this state by force or violence; and that during such time as I am in this position I will not advocate nor become a member of any political party or organization that advocates the overthrow of the government of the United States or of this state by force or violence. So help me God.

Dated this 16th day of September, 2020.

Student Member, Board of Education
Lancaster County School District #55-0161
a/k/a Raymond Central Public School District

Witnessed by:

Raymond Central Public Schools Board of Education Regular Meeting

Wednesday, August 12, 2020 at 6:00 PM Central

Jr/Sr High School Mustang Classroom

1800 West Agnew Road

Raymond, NE 68428-9783

Present: Scott Black, Matt Blanchard, Brad Breitzkreutz, Cathy Burklund, Dr. Harriet Gould, Lori Springer. Also attending were Dr. Derrick Joel, Superintendent; Allison Stansberry, Secondary Principal; Brian Gralheer, Asst Principal/Athletic Director; Shelly Dostal, Valparaiso Principal; and Ann Egr, Ceresco Principal.

Call to Order and Pledge of Allegiance

President Gould called the meeting to order at 6:00 PM and the Pledge of Allegiance was said.

Motion to Excuse Board Member's Absence

All members were present.

Open Meeting Law

President Gould reminded the audience that the Open Meeting Laws would be followed.

Consent Agenda

Motion by Black, second by Breitzkreutz to approve the consent agenda as presented including the regular meeting minutes of July 15, 2020, July Financial Statement and August monthly bills. RCV 6-0. Motion carried.

Regular Minutes of July 15, 2020

Financial Statement/Report

Monthly Bills

Correspondence/Recognition

Our research article in collaboration with Dr. Grundmeyer titled "Lessons learned in developing and leveraging a 360-degree evaluation for a first-year superintendent" will be published in the Journal of Education and Human Development.

Thank you to staff for their time, collaboration and action solution approach for reopening school this week.

Thank you to Jared and his crew for all of their hard work this summer. They did an excellent job creating dividers and other resources that will be used in our schools to keep everyone healthy and safe.

Public Forum

Chris Hoffman expressed his appreciation to everyone in the district by pulling together and making the opening of school happen. It was great to see the excitement in the students and staff.

Discussion Items

Administrative Reports

Submitted by Allison Stansberry, Jr-Sr High School Principal

It is hard to believe that we are gearing up to get kids back in our buildings after a very long five months of empty halls and empty classrooms. It's hard to prepare after a gap like that, but the one thing our staff is in agreement with, is that we will have to reestablish relationships and focus on the emotional and mental well-being of not only our students but our staff as well.

These past few days we have focused conversations around the reopening plan as well as the importance of providing empathy and grace this upcoming school year. We don't know what our students have been doing these past few months and we don't know what fears, concerns, or emotions they may have until we get acclimated to a daily routine and in an environment that allows them to feel safe and comfortable. This must be a priority for us.

This summer has been busy, stressful, emotionally draining, but also rewarding, eye opening, and a major learning curve. I am beyond proud of our staff here at RC that have gone above and beyond to do what is best for our students. Our theme this year is "Every Student, Every Day. Whatever It Takes" along with "We are STRONGER together". These past few days I have seen staff collaborating, brainstorming, and most importantly eager to get students in our building! There is no doubt that our staff is excited to be with their colleagues and students again, and there is also no doubt that there is also a level of fear and concern. We will continue to do Whatever it Takes to keep our students and staff safe while also making sure the social and emotional needs are met.

Last week we held 6th grade and 7th grade orientations, and student check out for students in grades 8-12 along with senior meetings. This process seemed to go very smoothly and we received a lot of positive feedback.

During the first semester we will be implementing a block schedule. There was a teacher team that came together to help develop the reopening plan and with the hard work of Tasha Osten, we were able to create a plan that will reduce transition times and the amount of time students are spending in the hallways. Initial feedback is that teachers are excited and optimistic about the new schedule but nervous about the shift from 45 minute lessons to 90 minute lessons. We will see feedback in the next few weeks once we get up and running.

We held Graduation on July 18. It was so nice to see the Class of 2020 one more time and give them the proper send off they deserve, even if it was 98 degrees at 10:00 in the morning. Not only were they the first class to graduate virtually, but they were also the first class to get two graduation ceremonies.

Homecoming is currently scheduled for the week of September 8 with the dance being held Saturday, September 12 from 8:00-11:00 PM. We are unsure what this will look like but we will continue to hold out hope that we will be able to hold this event.

We will be welcoming 32 new students into our building this year. Our 6th grade class is getting 9 of those new students and they will be our largest class with 67 students. I anticipate a few more between now and the end of the week.

Submitted by Brian Gralheer, Assistant Jr-Sr High School Principal/Athletic Director

Our 3D Coaching Course was recently completed. It was a great experience for everyone. 3D coaching provides coaches with great resources to coach beyond the sport-specific training and strategy of the game and provides concrete ideas to motivate and inspire student-athletes to challenge themselves individually and collectively. We have had some great discussions in our group. Coaches Placke, Houchins, Lillie, Prai, Rockemann, and myself have been walking through training with deep discussion over the content. I look forward to expanding this opportunity with another cohort. I've created my own course based on the material that is 10 x 45 min sessions over the course of a semester.

I have been working closely with Keely Schaffer and Steve Rose to finalize our livestreaming initiative. We hope to be fully operational by the time we begin fall sports. The softball and football fields pose the biggest challenge. Another challenge is finding the help to video record the contests.

Jared and I continue to be in contact with Kyle Schwarting regarding the potential Walking/XC path on the south 67 acres. Jared has also been in contact with the NRD to create a permanent solution for the erosion problem occurring directly south of the lagoons. We will begin creating a grassed waterway next

spring. We are hoping to get a culvert dropped in the ditch to create a viable path in the near future.

I had our fall athletic coaches host an online zoom meeting to discuss some potential challenges facing fall sports. I sat in and let them know that things will look different and asked parents to work with us through these tough times.

I have had weekly conversations with Conference Ads in discussion on how to host fall athletic events. We have discussed many topics including: restricted crowds/attendance, VB vs FB vs XC vs SB hosting plans, concessions, protocol for coaches and athletes, potential Officials shortage, gate procedures, visiting locker rooms, indoor vs outdoor procedure. We plan to release our procedures for VB, FB, SB, and XC contests this week. We are committed to continuing to provide extracurricular activities to students in a safe fashion.

Submitted by Shelly Dostal, Elementary Principal at Valparaiso/K-5 Curriculum Director

We will welcome grades 1-5 students and families for a Meet and Greet time on August 10. Families may also make a lunch deposit, complete technology forms and pay fees. Some other booths such as the Booster Club and PTO will also be available. Kindergarteners had a one hour visit on August 3 with three groups staggered throughout the day.

The school year begins on August 12. Our usual start of the year kickoff will look different this year. Teachers will bring their students inside and then we will have a morning virtual assembly and announcements. Changes in staff appointments include Ms. Kathleen Cooper-5th Grade; Ms. Amy Ziegler-5th Grade; Ms. Lori Morgan teaching Elementary Technology and assisting with STEM; and Mrs. Maggie Niewohner to 3rd Grade.

Total enrollment in Valparaiso as of August 7 is 147 students.

Staff attended various trainings this summer. Staff members Kendra Carlson, Heather Bohac, Monica Blank, Kim Hudson, Erin Brewer, Shelly Hlavaty, Tasha Osten, Taylor Craig, Sydney Paige, Carolyn Enevoldsen and I attended the Solution Tree PLC Conference in Omaha or remotely on July 20-22. Administrator Days hosted by NDE and NCSA on July 29-31 were held virtually. New to the profession teachers attended the ESU#2 New Teacher Academy on August 3-4. All new to RC teaching staff attended RC Orientation on August 6. Many teachers also attended graduate level classes. Our teachers continue to grow and learn and we appreciate their efforts to continue their lifelong learning journey.

Building administrators met with new to RC teachers on August 7. Opening workshops are being held at the building level this year. Dr. Joel and school nurse Amanda Ehlers met with staff as well. We are all anxious to get the various new routines and procedures in place. Our focus for opening sessions includes Trauma Informed Overview, Reopening Plans, Developing Routines and Procedures, and PLC time. PLCs will develop their norms, establish protocols, and work on the ELOs for the year and how to integrate ELOs to diminish possible gaps in learning.

Elementary teachers will review curriculum/instruction/assessment expectations as part of our opening workshops. New resources this year include IXL, techbooks in conjunction with Discovery Education, and EduClimber, our new data warehouse.

A big shout out to the custodial staff for making sure the building and grounds are ready for the year! The work completed will help make the building safer and more conducive to learning. Increased regiments to sanitize and disinfect will help the environment safer for all.

The PTO will sponsor an elementary family pool party on August 7 at the Wahoo pool. PTO had the first planning meeting for the year on July 21. Items discussed included the Meet and Greet Night, the annual fundraiser, and how to support students and staff as school reopens. Many of the events the PTO sponsors are not possible until we are in Yellow on the risk dial; the PTO decided to wait with their planning. The PTO will provide the elementary staff with lunch on the first day of school.

The latest news from the Food Bank is that the Food Bank Backpack Program will not officially begin until October when they can get food. RC will again offer services; we have to work through logistics of food sources. We have been giving families gift cards to purchase groceries over the summer. The RCEF helps with the accounting and a committee including staff, parents, and community members is in charge of oversight. Backpacks filled with food are distributed to families at the end of each week at each

elementary school. Families may apply for the program similar to the Free and Reduced Lunch Program and Student Fee Waiver. Funds for the program are from private donations by organizations and individuals and our fundraising event, the Hustle Fun Run and pancake feed, which we don't know that we will be able to host. A big thank you to all of the organizations and individuals who have donated their money, time, and energy to make this program successful. A special thank you to Immanuel Lutheran Church, and while they are being renovated Ceresco Methodist Church, for housing the food and all volunteers who pack the bags each week.

**Submitted by Ann Egr, Elementary Principal at Ceresco/Special Education Director
Elementary-**

New Teacher Orientation was held on August 6th at the High School. The district is excited to welcome all new teachers to RC.

Kindergarteners had visitation on August 3. Meet and Greet Night is August 10 for students in grades 1-5. Students will meet their teachers outside on the playground area.

The first day of school begins on August 12. Unfortunately, students will not gather on the front walk. They will recite the Pledge of Allegiance in their classrooms via the intercom to start the new 2020-2021 school year!

Currently Ceresco Elementary has 140 students with three students learning remotely and one student being homeschooled. It is exciting to see the increase in enrollment!

The custodial staff has worked very hard this summer to make our district look fantastic. Thank you for your dedication and a huge high five to all of them!

PTO hosted a pool party at the Aquatic Center in Wahoo, August 7. They also plan to provide lunch for the elementary staff on August 12. The staff and students appreciate the generosity of the PTO. Raymond Central is very lucky to have such a supportive group!

Special Education-

Administrator Days were held virtually on July 29-31. NDE updated procedures for Covid-19 services.

Currently our numbers in Special Education are rising. A more accurate count will be given in the next board report on the new students that are enrolling in our school.

The Educational Service Unit's Director of Student Services continues to be Daniel Bombeck. Mr. Bombeck is the contact person for CASES (National Council of Administrators of Special Education). For the 2020-2021 school year, the following personnel will serve our students and staff: Karen Vontz-Special Education Student Services Supervisor; Kirsten Peterson-Speech Pathologist; and Phillip Scherer-School Psychologist. They will be contracted through the ESU but will serve Raymond Central students.

We are looking forward to a "different" year, but together we will make it a great year!

Curriculum Report

Adoption of Revised Nebraska Social Studies Standards - Consider, discuss and take all necessary action

Motion by Breitkreutz, second by Burklund to adopt the revised Nebraska Social Studies Standards. RCV 6-0. Motion carried.

Superintendent's Report

Total number of summer lunches served was 6,825.

Our student enrollment has grown significantly. Our current 2020-2021 PK-12 enrollment is **713 students**. Our option enrollment in is **93 students** and out is **120 students**. These numbers have been changing daily. Last year's PK-12 enrollment was 676. Our option in student number was 85 and 120 for option out.

We will have 95% of our students returning to a physical school site for learning this fall.

Budget season is upon us. We are still waiting for this year's valuations to come from our counties.

Thanks to the work of Tasha Osten, Raymond Central will receive the EducationQuest College Access Grant. The grant will payout \$20,000 over the course of 4 years (\$2,500 a semester). We are required to have a team which will be a mix of the Counselor, Administration, Dual Credit Teachers, and Career Education Teachers. Money can only be used to support or promote events and activities that create a college going culture in the grades 9-12. The grant has requirements which will include college/career visits and field trips, mini college fairs, career fairs, financial aid presentations, and Dual Credit night.

Goal 1: Ensure continuing well being of staff and students by creating an equitable framework for responding to and recovering from a pandemic.

Goal 2: Continue the creation of a 10 year facilities strategic plan for implementation that addresses maintenance and improvements for existing building assets.

Goal 3: Develop progress monitoring tools to evaluate the effectiveness of district initiatives to ensure the sustainability over time.

2019-2020 Raymond Central Strategic Plan

Facilities Report

We will schedule a meeting in the next month to begin our prioritization work as a BOE for the 2020-2021 school year. Jared and his crew were able to complete everything but two items on the 2019-2020 prioritization list. Kevin Wolfe will begin construction on the bus barn expansion project in the near future, TRANE is almost complete with the Jr/Sr High School HVAC project and the Val roof project is complete.

Review of Technology Plan

Update of Raymond Central Crisis and Safety Protocol

Committee on American Civics (Breitkreutz - chair, Springer, Burklund)

Transportation Committee (Black- Chair, Breitkreutz, Springer)

Finance Committee (Springer- chair, Blanchard, Breitkreutz)

Facilities Committee (Blanchard- chair, Springer, Burklund)

Negotiations Committee (Black- chair, Gould, Blanchard)

Curriculum Committee (Gould - chair, Black, Burklund)

Policy Committee (Springer- chair, Gould, Black)

NASB Monthly Update

Village of Valparaiso Facilities Agreement - Consider, discuss and take all necessary action

Motion by Blanchard, second by Black to approve the 2020-2021 Village of Valparaiso Facilities Agreement for use of ball fields. RCV 6-0. Motion carried.

Lower Platte South NRD Hazard Mitigation Plan Resolution - Consider, discuss and take all necessary action

Motion by Breikreutz, second by Burklund to approve the Lower Platte South NRD Hazard Mitigation Plan Resolution. RCV 6-0. Motion carried.

EMC 2020-2021 Raymond Central District Renewal

Motion by Burklund, second by Blanchard to approve the renewal of the district's annual insurance policy through EMC for \$ \$114,319.00. RCV 6-0. Motion carried.

Upgrade Phone System - Consider, discuss and take all necessary action

Motion by Breikreutz, second by Gould to approve the upgrade of our telephone system at all three school sites for a maximum cost of \$55,000.00. RCV 6-0. Motion carried.

Purchase of Two New Transit Vans - Consider, discuss and take all necessary action

Motion by Blanchard, second by Breikreutz to approve the purchase of two new transit vans at a maximum cost of \$35,000.00 each. RCV 6-0. Motion carried.

Creation of a RC BOE Equity Committee - Consider, discuss and take all necessary action

The creation of a Raymond Central Board of Education Equity Committee was tabled at this time.

Review Public Forum Presentation(s) - Consider, discuss, and take all necessary action

Action Items

Approval of Surplus Item(s)

Motion by Black, second by Breikreutz to surplus the following: 2-500 gallon propane tanks; 1-1000 propane tank; 2-2010 Ford E350s (closed seal bid process will be used) when the new vans are purchased; 27-computer monitors - \$25 each; duct work from the Ag shop for welding - \$50; and 7-Welding Arms - \$25-50. RCV 6-0. Motion carried.

Approval of Staff Resignation

Motion by Breikreutz, second by Burklund to approve staff resignations of Kathy Fredrickson, SpEd Para at Valparaiso and Robin Ethridge, part-time cook at Ceresco. RCV 6-0. Motion carried.

Approval of Staff Appointment

Motion by Breikreutz, second by Burklund to approve staff appointments of Kathy Fredrickson, Ceresco Cook and Haley Ayers, Jr-Sr High Head Cook. RCV 6-0. Motion carried.

Approval of Substitute(s)

Motion by Breikreutz, second by Burklund to approve Kristin Grundin and Lori Heiss as Nurse Substitutes; Max McCoy, Jenna Bruhl and Heather Brandt as Substitute Teachers; and Jean Sklenar as substitute cook. RCV 6-0. Motion carried

Approval of the Lancaster County and Raymond Central School Resource Officer Inter-Local Agreement

Motion by Black, second by Breitreutz to approve the Interlocal Agreement between Lancaster County and Raymond Central for the provision of School Resource Officer. RCV 6-0. Motion carried.

Second Reading of Policies 7060 and 7070

Motion by Springer, second by Blanchard to approve the second reading of Policy 7060-Design-Build PSCAA and 7070-Construction Manager at Risk-PSCAA. RCV 6-0. Motion carried.

Approval of Next Regular Board Meeting - Wednesday, September 16, 2020

Motion by Breitreutz, second by Burklund to approve the next regular Board Meeting for Wednesday, September 16, 2020 at 6:00 PM. RCV 6-0. Motion carried.

Adjournment

Motion by Breitreutz, second by Burklund to adjourn the meeting at 7:27 PM. RCV 6-0. Motion carried.

Important Upcoming Dates:

- August 26 - DiscoveryEd Community Leadership Retreat @ 4:30 PM
- August 26 - BOE Budget Workshop @ 6 PM
- September 16 - BOE Budget Hearing @ 6 PM
- September 16 - September BOE Meeting

**RAYMOND CENTRAL PUBLIC SCHOOLS
 FINANCIAL REPORT TO THE BOARD OF EDUCATION
 POOLED CASH - BANK RECONCILIATION
 August 31, 2020**

	8/01/2020 Thru 8/31/2020	8/01/2019 Thru 8/31/2019
Book Balance - Beginning of month	\$ 2,980,774.91	\$ 2,469,255.65
Total Receipts	\$ 1,090,693.66	\$ 1,110,177.50
Total Disbursements	<u>\$ (1,626,516.95)</u>	<u>\$ (1,196,379.62)</u>
 Actual Book Balance - End of Month	 <u>\$ 2,444,951.62</u>	 <u>\$ 2,383,053.53</u>
 Bank Balance - Beginning of month	 \$ 3,070,958.74	 \$ 2,561,138.72
Deposits	\$ 1,089,854.74	\$ 1,109,061.20
Interest	<u>\$ 838.92</u>	<u>\$ 1,116.30</u>
Total Receipts	\$ 4,161,652.40	\$ 3,671,316.22
Total Warrants	<u>\$ (741,463.58)</u>	<u>\$ (870,866.96)</u>
Bank Balance - End of Month	\$ 3,420,188.82	\$ 2,800,449.26
 Plus Outstanding Deposits	 \$ -	 \$ -
Less Outstanding Checks	\$ (975,237.20)	\$ (417,395.73)
 Reconciled Bank Balance - End of month	 <u>\$ 2,444,951.62</u>	 <u>\$ 2,383,053.53</u>

August		Percent of Year Completed		100.00%			
RECEIPTS	2019-2020		M-T-D	Y-T-D	Y-T-D	Year To Date	Year To Date
ACCOUNT	2019-2020	2019-2020	RECEIVED	RECEIVED	RECEIVED	% Received	% Received
	ANTICIPATED		2019-2020	2019-2020	2018-2019	2019-2020	2018-2019
Property Taxes	\$7,350,000.00		\$998,702.71	\$6,877,469.32	\$6,673,804.24	93.57%	90.93%
Motor Vehicle Tax	\$445,000.00		\$47,804.14	\$465,691.79	\$445,552.54	104.65%	102.66%
Carline Taxes	\$3,500.00		\$0.00	\$3,015.16	\$4,551.86	86.15%	130.05%
Other Tuition	\$0.00		\$0.00	\$0.00	\$0.00		
Interest	\$4,779.00		\$840.66	\$10,077.73	\$13,829.67	210.88%	276.59%
Local License Fees	\$1,000.00		\$0.00	\$1,830.00	\$2,002.50	183.00%	133.50%
Other Local Receipts(Pre-School)	\$9,000.00		\$524.34	\$7,690.01	\$11,524.42	85.44%	128.05%
Fines & License Fees	\$40,000.00		\$3,348.91	\$35,269.43	\$47,858.35	88.17%	149.56%
ESU Receipts	\$0.00		\$0.00	\$0.00	\$678.65		
State Aid	\$466,898.00		\$0.00	\$466,898.00	\$138,696.42	100.00%	100.46%
Special Education	\$300,000.00		\$0.00	\$490,952.00	\$424,171.00	163.65%	141.39%
Special Education Transportation	\$3,000.00		\$0.00	\$19,812.00	\$3,333.00	660.40%	66.66%
Homestead Exemption	\$0.00		\$32,884.54	\$196,590.19	\$186,840.87		
Payments for High Ability Learners	\$6,221.00		\$0.00	\$6,569.00	\$6,221.00	105.59%	96.64%
Pro-Rate Motor Vehicles	\$13,000.00		\$0.00	\$16,928.57	\$17,675.03	130.22%	135.96%
State Apportionment	\$100,000.00		\$0.00	\$136,925.19	\$116,677.95	136.93%	116.68%
Relief to Property Tax Payers	\$0.00		-\$47.49	\$358,846.78	\$286,488.65		
Contracted Teacher Services	\$0.00		\$0.00	\$0.00	\$0.00		
Other State Receipts	\$0.00		\$0.00	\$42,000.00	\$0.00		
Personal Property Tax Credit	\$0.00		\$4,858.21	\$14,914.92	\$23,786.27		
Title II, Part A ESSA (NCLB)	\$12,974.00		\$0.00	\$15,077.00	\$13,369.00	116.21%	89.68%
Other Federal Receipts	\$0.00		\$0.00	\$0.00	\$40,000.00		
Preschool SPED	\$0.00		\$0.00	\$0.00	\$45,528.00		45.53%
SPED IDEA Grant	\$124,987.00		\$0.00	\$89,089.00	\$0.00	71.28%	
Title I Funds	\$43,934.00		\$0.00	\$31,601.00	\$38,875.00	71.93%	92.56%
Public Water System Grant	\$0.00		\$0.00	\$0.00	\$6,012.90		
EducationQuest Grant	\$0.00		\$500.00	\$500.00	\$75,935.24		
Carl Perkins	\$500.00		\$0.00	\$4,017.99	\$678.21	803.60%	
Ag Land Property Credit	\$0.00		\$0.00	\$112,794.10	\$101,446.35		
Insurance Adjustments	\$0.00		\$0.00	\$924.00	\$5,230.00		
Sale of Property	\$100.00		\$0.00	\$620.77	\$4,653.62	620.77%	4653.62%
MIPS-Medicaid in Public Schools	\$0.00		\$1,277.64	\$5,223.48	\$0.00		
Other Non-Revenue Receipts	\$100.00		\$0.00	\$333.43	\$1,220.30	333.43%	1220.30%
Cash Balance Dissolved/Merged Districts	\$0.00		\$0.00	\$15.43	-\$1.12		
Balance Non-Resident HS Tuition	\$0.00		\$0.00	\$0.00	\$0.00		
TOTAL	\$8,924,993.00		\$1,090,693.66	\$9,411,676.29	\$8,736,639.92	105.45%	100.68%

DISBURSEMENTS	2019-2020		M-T-D	Y-T-D	Y-T-D	Year To Date	Year To Date
CATEGORY	2019-2020	2019-2020	DISBURSED	DISBURSED	DISBURSED	% Disbursed	% Disbursed
	BUDGET		2019-2020	2019-2020	2018-2019	2019-2020	2018-2019
Instructional Services	\$4,593,420.00		\$396,346.01	\$4,212,080.01	\$3,826,595.28	91.70%	91.82%
Special Education	\$1,605,803.00		\$83,654.96	\$1,228,627.56	\$1,195,792.03	76.51%	80.14%
Guidance	\$223,588.00		\$17,648.57	\$175,013.74	\$163,481.68	78.28%	88.94%
Safety & Security	\$20,848.00		\$0.00	\$20,190.42	\$20,448.00	96.85%	129.03%
Activities	\$125,186.00		\$6,867.08	\$67,905.21	\$98,094.60	54.24%	29.82%
Media, Audio Visual, Technology	\$514,687.00		\$64,104.24	\$449,480.72	\$558,918.23	87.33%	119.75%
General Administration	\$457,973.00		\$31,477.83	\$444,010.45	\$358,415.99	96.95%	101.97%
School Administration	\$576,624.00		\$44,076.81	\$526,149.68	\$515,035.62	91.25%	86.40%
Business	\$298,953.00		\$153,867.35	\$214,362.60	\$150,945.56	71.70%	41.38%
Operation of Plant	\$798,030.00		\$89,564.91	\$614,753.66	\$574,366.25	77.03%	73.74%
Maintenance of Plant	\$608,815.00		\$231,083.74	\$603,415.28	\$314,258.39	99.11%	51.48%
Pupil Transportation	\$530,415.00		\$196,659.03	\$421,645.24	\$454,868.01	79.49%	88.13%
Grants	\$55,474.00		\$5,345.36	\$66,227.57	\$117,326.49	119.38%	94.05%
Transfers	\$10,000.00		\$275,000.00	\$275,000.00	\$21,000.00	2750.00%	21.00%
TOTAL	\$10,419,816.00		\$1,595,695.89	\$9,318,862.14	\$8,369,546.13	89.43%	82.89%

RAYMOND CENTRAL PUBLIC SCHOOL

FINANCIAL STATEMENT - SEPTEMBER 1, 2020

GENERAL FUND

Cash Balance - August 1, 2020		\$2,980,774.91
August Receipts		\$1,089,854.74
August Interest Earned		<u>\$838.92</u>
	Total August Receipts	\$4,071,468.57
August Disbursements		<u>\$1,626,516.95</u>
	Cash Balance - Sept. 1, 2020	\$2,444,951.62

LUNCH FUND

Cash Balance - August 1, 2020		\$130,680.21
Deposits		\$25,874.83
ALA Carte, Milk, Kdg Milk, Snack & Other		\$2,234.00
Federal Reimbursement		\$0.00
State Reimbursement		25,517.12
Transfer from General Fund		\$0.00
Interest Earned on NOW Account		<u>\$12.16</u>
	Total August Receipts	\$184,318.32
Salaries		15,136.52
Other Purchases		<u>\$15,258.54</u>
	Total August Disbursements	\$30,395.06
	Cash Balance - Sept. 1, 2020	\$153,923.26

SINKING FUND

Cash Balance - August 1, 2020		\$1,251,999.18
August Receipts		\$74,025.73
August Interest Earned		<u>\$282.89</u>
	Total August Receipts	\$1,326,307.80
August Disbursements		<u>\$348,250.00</u>
	Cash Balance - Sept. 1, 2020	\$978,057.80
Certificate of Deposit + Interest		<u>\$550,408.19</u>
	Cash Balance - Sept. 1, 2020	\$1,528,465.99

BOND FUND

Cash Balance - August 1, 2020		\$7,674.64
August Receipts		\$0.00
August Interest Earned		<u>\$0.33</u>
	Total August Receipts	\$7,674.97
August Disbursements		<u>\$0.00</u>
	Cash Balance - Sept. 1, 2020	\$7,674.97

**RAYMOND CENTRAL PUBLIC SCHOOL
FINANCIAL STATEMENT - SEPTEMBER 1, 2020**

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DEPRECIATION FUND

Cash Balance - August 1, 2020		\$996,803.96
August Receipts		\$0.00
August Interest Earned		<u>\$846.60</u>
	Total August Receipts	\$997,650.56
August Disbursements		<u>\$0.00</u>
	Cash Balance - Sept. 1, 2020	\$997,650.56
Certificate of Deposit + Interest		<u>\$622,354.76</u>
	Cash Balance - Sept. 1, 2020	<u>\$1,620,005.32</u>

QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

Cash Balance - August 1, 2020		\$10,462.53
August Receipts		\$0.00
August Interest Earned		<u>\$0.89</u>
	Total August Receipts	\$10,463.42
August Disbursements		<u>\$0.00</u>
	Cash Balance - Sept. 1, 2020	\$10,463.42

HIGH SCHOOL BOND FUND

Cash Balance - August 1, 2020		\$686,624.89
August Receipts		\$88,685.95
August Interest Earned		<u>\$173.20</u>
	Total August Receipts	\$775,484.04
August Disbursements		<u>\$0.00</u>
	Cash Balance - Sept. 1, 2020	\$775,484.04

EMPLOYEE BENEFIT FUND - UNEMPLOYMENT

Cash Balance - August 1, 2020		\$37,282.70
August Receipts		\$0.00
August Interest Earned		<u>\$3.17</u>
	Total August Receipts	\$37,285.87
August Disbursements		<u>\$0.00</u>
	Cash Balance - Sept. 1, 2020	\$37,285.87
Certificate of Deposit + Interest		<u>\$16,045.78</u>
	Cash Balance - Sept. 1, 2020	<u>\$53,331.65</u>

TAXES - 2019-2020

Taxes Budgeted	\$7,350,000.00
Taxes Received	<u>\$6,877,469.32</u>
Balance	\$472,530.68

AUGUST 2020 RECEIPTS & DISBURSEMENTS

AUGUST 1, 2020 BANK BALANCE		2,980,774.91
LANCASTER COUNTY TREASURER		
TAXES	963,021.19	
MOTOR VEHICLE TAXES	25,555.83	
FINES & FEES	1,767.97	
HOMESTEAD EXEMPTION	16,048.92	
SAUNDERS COUNTY TREASURER		
TAXES	35,681.52	
MOTOR VEHICLE TAXES	21,032.04	
FINES & FEES	1,450.48	
HOMESTEAD EXEMPTION	16,572.17	
PROPERTY TAX CREDIT	(47.49)	
PERSONAL PROPERTY TAX CREDIT	4,749.10	
SEWARD COUNTY TREASURER		
MOTOR VEHICLE TAXES	1,216.27	
FINES & FEES	110.12	
HOMESTEAD EXEMPTION	263.45	
PROPERTY TAX CREDIT	60.65	
BUTLER COUNTY TREASURER		
FINES & FEES	20.34	
PERSONAL PROPERTY TAX CREDIT	48.46	
STATE OF NEBRASKA		
MEDICAID - CFDA	760.45	
MEDICAID DIRECT SERVICE	517.19	
GRANTS FROM CORPORATIONS/PRIVATE INTERESTS		
COLLEGE ACCESS GRANT-EDUCATIONQUEST	500.00	
PRE-SCHOOL FEES		
FEES	524.34	
OAK CREEK VALLEY BANK		
GENERAL FUND INTEREST - FEBRUARY	838.92	
IMPREST INTEREST - JANUARY	1.74	
	TOTAL JUNE RECEIPTS	1,090,693.66
	TOTAL RECEIPTS	4,071,468.57
	JUNE DISBURSEMENTS	1,626,516.95
SEPTEMBER 1, 2020 BANK BALANCE		2,444,951.62

WE RECEIVED A TOTAL OF \$2,693,060.97 IN PROPERTY TAXES FOR YEAR TO DATE.

RAYMOND CENTRAL PUBLIC SCHOOLS
September 2020 - Activities Account Balances

<u>Activity Name</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Checks</u>	<u>Adjustments</u>	<u>Ending Balance</u>
Annual	8,719.29	0.00	0.00	0.00	8,719.29
AP Funds	30,684.83	0.00	0.00	0.00	30,684.83
Athletics	107,738.48	0.00	0.00	125.27	107,863.75
Band	253.71	0.00	0.00	0.00	253.71
Band Trip	10,669.76	0.00	0.00	0.00	10,669.76
Baseball	260.26	0.00	0.00	0.00	260.26
Boys BB	3,982.42	0.00	240.00	0.00	3,742.42
Ceresco Book Fair	87.75	0.00	0.00	0.00	87.75
Ceresco Box Tops	347.59	0.00	0.00	0.00	347.59
Ceresco Field Trips	2,994.32	0.00	0.00	0.00	2,994.32
Ceresco Playground	1,462.75	0.00	0.00	0.00	1,462.75
Ceresco Pop	115.78	0.00	0.00	0.00	115.78
Cheerleaders	2,842.72	0.00	0.00	0.00	2,842.72
Choir	14,171.91	0.00	0.00	0.00	14,171.91
Class 2020	30.01	0.00	0.00	0.00	30.01
Class 2021	1,147.69	0.00	0.00	0.00	1,147.69
Class 2022	458.21	0.00	0.00	0.00	458.21
Class 2023	54.75	0.00	0.00	0.00	54.75
Class 2024	264.96	0.00	0.00	0.00	264.96
College Access Grant	0.00	0.00	0.00	0.00	0.00
Computer	8,378.91	2,160.00	0.00	0.00	10,538.91
Concessions	21,959.70	0.00	36.43	0.00	21,923.27
Cross Country	513.98	0.00	0.00	0.00	513.98
Culinary Snack Cart	1,228.58	0.00	0.00	0.00	1,228.58
DI	4,614.68	0.00	0.00	0.00	4,614.68
Drama Act	2,312.27	0.00	0.00	0.00	2,312.27
Drill Team	-266.30	0.00	0.00	0.00	-266.30
Elem Fines	489.07	26.98	0.00	0.00	516.05
Elem PE	2,167.50	0.00	0.00	0.00	2,167.50
Elem Pictures	2,390.09	36.00	0.00	0.00	2,426.09
Elem Prof Development	2,252.44	0.00	0.00	0.00	2,252.44
Elem Reading Promotion	548.06	0.00	0.00	0.00	548.06
Elem Student Council	483.85	0.00	0.00	0.00	483.85
FBLA Act	2,731.25	0.00	0.00	0.00	2,731.25
FFA Act	4,201.59	0.00	0.00	0.00	4,201.59
Fines	516.82	0.00	0.00	0.00	516.82
Football	3,987.88	3,674.50	0.00	0.00	7,662.38
Girls BB	1,319.99	0.00	0.00	0.00	1,319.99
Golf Activity	1,068.91	0.00	0.00	0.00	1,068.91
HAL	91.41	0.00	0.00	0.00	91.41
Hot Lunch	-645.12	6,483.65	5,805.90	0.00	32.63
HS Caring Shelves	1,101.21	0.00	0.00	0.00	1,101.21
HS Pop	207.98	0.00	0.00	0.00	207.98
JH Boys BB	15.31	0.00	0.00	0.00	15.31
JH Football	5.85	0.00	0.00	0.00	5.85
JH Girls BB	67.68	0.00	0.00	0.00	67.68
JH Student Council	299.95	0.00	0.00	0.00	299.95

RAYMOND CENTRAL PUBLIC SCHOOLS
September 2020 - Activities Account Balances

<u>Activity Name</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Checks</u>	<u>Adjustments</u>	<u>Ending Balance</u>
JH Track	629.85	0.00	0.00	0.00	629.85
JH Volleyball	229.99	0.00	0.00	0.00	229.99
JR Achievements	649.57	0.00	0.00	0.00	649.57
Kindness Acct	19,942.33	0.00	0.00	0.00	19,942.33
Library	2,194.73	0.00	0.00	0.00	2,194.73
Life Skills	2.41	0.00	0.00	0.00	2.41
Mock Trial	380.96	0.00	0.00	0.00	380.96
National Honor Society	37.45	0.00	0.00	0.00	37.45
Pre-Kindergarten	2,095.36	0.00	0.00	0.00	2,095.36
Professional Development	16,779.01	0.00	66.69	0.00	16,712.32
PTO	-107.32	0.00	0.00	0.00	-107.32
Rain Garden	459.50	0.00	0.00	0.00	459.50
RC Concessions	-2,185.17	0.00	150.48	0.00	-2,335.65
RC Foundation	0.00	0.00	0.00	0.00	0.00
RC PACTS	176.16	0.00	0.00	0.00	176.16
Restitution	326.81	0.00	0.00	0.00	326.81
SADD	61.17	0.00	0.00	0.00	61.17
Science Fair	0.00	0.00	0.00	0.00	0.00
Service Fees (Activity Acct)	-39.93	0.00	0.00	0.00	-39.93
Social Justice	194.12	0.00	0.00	0.00	194.12
Softball	3,683.51	0.00	0.00	0.00	3,683.51
Spanish Club	2,134.33	0.00	0.00	0.00	2,134.33
Speech	5,860.41	0.00	0.00	0.00	5,860.41
Staff Inservice	1,372.94	0.00	0.00	0.00	1,372.94
Student Council	3,975.58	0.00	0.00	0.00	3,975.58
Student Pop	2,939.50	0.00	0.00	0.00	2,939.50
Testing	3,969.23	0.00	0.00	0.00	3,969.23
TFK - Ceresco	1,250.92	0.00	0.00	0.00	1,250.92
TFK - Valparaiso	4,259.52	0.00	0.00	0.00	4,259.52
Tonettes	159.86	0.00	0.00	0.00	159.86
Track	895.24	0.00	0.00	0.00	895.24
Val Book Fair	9,422.93	0.00	0.00	0.00	9,422.93
Val Box Tops	3,017.19	0.00	0.00	0.00	3,017.19
Val Field Trips	6,022.24	0.00	0.00	0.00	6,022.24
Val In-Service	3,214.81	0.00	0.00	0.00	3,214.81
Val Movie Night	3,310.84	0.00	0.00	0.00	3,310.84
Val Office Book Fund	953.25	0.00	0.00	0.00	953.25
Val Pop	982.01	0.00	0.00	0.00	982.01
VolleyBall	1,943.97	0.00	0.00	0.00	1,943.97
Weight Room	69.00	0.00	0.00	0.00	69.00
Wrestling	<u>567.21</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>567.21</u>
	350,162.22	12,381.13	6,299.50	125.27	356,369.12

RAYMOND CENTRAL PUBLIC SCHOOLS
September 2020 - Student Fees Account Balances

<u>Activity Name</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Checks</u>	<u>Adjustments</u>	<u>Ending Balance</u>
Activity Pass	1,050.00	0.00	0.00	0.00	1,050.00
Ag-Ed Labs	2,082.45	55.00	0.00	20.00	2,157.45
Art Class	102.20	35.00	0.00	0.00	137.20
Band Dry Cleaning	76.72	0.00	0.00	100.00	176.72
Band Repair/Rental	1,301.80	0.00	0.00	0.00	1,301.80
Choir Dry Cleaning	337.10	0.00	0.00	0.00	337.10
Chromebooks	7,114.50	2,000.00	0.00	720.00	9,834.50
Computer Science	260.00	0.00	0.00	0.00	260.00
Drama	396.00	0.00	0.00	0.00	396.00
FBLA	2,789.06	150.00	0.00	25.00	2,964.06
FFA	311.94	180.00	0.00	75.00	566.94
Foods Class	1,126.70	0.00	0.00	0.00	1,126.70
Mock Trial	450.01	0.00	0.00	0.00	450.01
NFL	15.00	0.00	0.00	0.00	15.00
Service Fees (Student Fees)	9.17	0.00	0.00	32.31	41.48
Skills USA	2,020.10	0.00	0.00	0.00	2,020.10
Speech	-78.33	0.00	0.00	0.00	-78.33
Sports Fees	5,454.47	25.00	0.00	44.79	5,524.26
Tech Ed	<u>3,725.93</u>	<u>0.00</u>	<u>0.00</u>	<u>30.00</u>	<u>3,755.93</u>
	28,544.82	2,445.00	0.00	1,047.10	32,036.92

Raymond Central Public Schools

Monday August 17, 2020

	Payment Vendor	Invoice Description	Invoice Total
1	Windstream	Phone - S - 469.11, Supt - 195.66	\$664.77
2	Sam's Club MC/SYNCB	Health Supplies 75.06, Grounds - S -9.20	\$65.86
3	US Bank	General Teaching Supplies-S - 230.81, Vocal Music Supplies - C - 436.48, V - 436.48, Teaching Supplies 6th Grade 23.97, Textbooks - S - 547.05, Health Supplies (Thermometers) 2,659.84, Activity Director Supplies 122.90, Technology Supplies - S -22.98, Supt Supplies 57.91, Supt Library 56.94, Supplies - S - 9.99, Curriculum Development 230.92	\$4,836.27
			\$5,566.90

Raymond Central Public Schools

Monday August 24, 2020

	Payment Vendor	Invoice Description	Invoice Total
1	Abby Spangler	Reimbursement 6th Grade Supplies	\$267.50
2	Adison Kenning	Reimbursement 6th Grade Supplies	\$321.28
3	Amanda Ehlers	Reimbursement - Health Supplies	\$30.75
4	American Fence Company	Fencing to Surround New Tank - S	\$4,995.00
5	ASI	Payflex Administration Costs	\$60.75
6	Brooke L. Cheleen	SPED Therapy Services - PT	\$622.75
7	Butler Public Power District	Electricity - V	\$2,792.13
8	CareerSafe	OSHA Training AgEd	\$75.00
9	Dave Christensen	Reimbursement - Materials for Student Partitions	\$11.45
10	Diane Ahlstrand	3rd Grade Supplies - C	\$241.65
11	Eakes Office Solutions	Cleaning Supplies - S 1,892.60, C - 446.35, V - 254.64, Maintenance Supplies S - 707.64, V - 414.28, C - 422.38, General Teaching Supplies 1,280.36	\$5,418.25
12	Easy Time Clock	Employee Time Clock	\$4.00
13	EdClub, Inc.	Student Typing License C - 356.50, V - 356.75	\$713.25
14	Educational Service Unit #2	New Teacher Academy 400.00 for TC, KH, KC, AZ, PPE Supplies 1,888.75, Speech Therapy Services 1,330.10	\$3,618.85
15	Electronic Contracting Company	Fire Alarm System Updates - C	\$1,285.00
16	Hamilton Equipment Company	Building Maintenance Supplies - S	\$702.26
17	Heather Bohac	Reimbursement - K Classroom Supplies 81.95, General Student Supplies 58.59	\$140.54
18	Home Depot Pro	General Teaching Supplies (PPE Student Partitions, disinfectant) 2,593.27, Building Maintenance Supplies S - 1,039.65, V - 419.00, C - 368.00	\$4,419.92
19	Inspro, Inc.	Liability/Casualty Insurance Premium 9/2020 - 9/2021	\$114,319.00
20	J. W. Pepper & Son, Inc.	Vocal Music Supplies - S 210.29, Band Supplies - S 210.44	\$420.73
21	Johnstone Supply	Building Maintenance Supplies S - 581.32, V - 278.40	\$859.72

22	Kajeet Inc	Data Hot Spots and Fees - S	\$8,545.59
23	Kidwell	Technology Software S - 12,091.50, V - 4,873.00, C - 4,278.00	\$21,242.50
24	Kiner Supply Company	Building Repair Supply - S	\$58.86
25	Leann Wiese	Reimbursement - Building Maintenance Supplies - C	\$16.09
26	Liberty Lawn & Landscape	Lawn Treatment, Grub Control - S	\$880.00
27	Livestockjudging.com	Subscription - FFA	\$200.00
28	Madeline Shomos	English Classroom Supplies - S	\$269.87
29	Mechanical Sales	HVAC Compressor, New Gym - S	\$12,879.85
30	Menards Lincoln	Buiding Maint Supplies - C 237.04, Tech Ed 24.56, General Teaching Supplies 1,560.04 (Materials to build Student Partitions, credit -253.85	\$1,567.79
31	Monica Blank	Reading Specialist Supplies C	\$59.96
32	Moser Well Drilling & Service, Inc	Repairs to Pump for Well #5 - S	\$2,844.00
33	Nebraska Association of School Boards	Supt Library	\$66.00
34	Nebraska FFA Foundation	NE State Fair Sponsorship - FFA	\$60.00
35	Nebraska Public Health Environmental Laboratory	Water Testing	\$325.00
36	Nebraska/Central Equipment, Inc.	Bus Purchase	\$97,999.00
37	Nikole Farr	4th Grade Supplies - C	\$241.65
38	Norris Public Power	Electricity - S	\$11,593.20
39	Otte Oil & Propane, Inc.	Propane - S	\$2,197.07
40	Palos Sports / School Health Corporation	PE Supplies - S	\$365.73
41	R & B Contractors	Retaining Wall Repair - S	\$7,760.00
42	School Specialty Supply	General Teaching Supplies - S 34.35, 5th Grade Supplies - V - 47.59	\$81.94
43	Scott A. Rech	Replace Windshield SPED Van#3	\$295.00
44	Seth Strouf	Choir Supplies - S	\$49.19
45	Shelly Dostal	Building Maintenance Supplies - V	\$40.18
46	Village Of Ceresco	Utilities - C	\$293.70
47	Wahoo Newspaper	Publications	\$618.00
48	WeatherCraft Co. Of Lincoln	Roof Repairs - S	\$342.68
49	Wolfe Construction, Inc.	Down Payment and 1st Payment for Bus Barn Expansion	\$28,565.00
			\$340,777.63
	HOT LUNCH		
1	TechMasters Heating & Air	Walk-in Freezer Repair - S	\$426.00

Raymond Central Public Schools

Monday August 31, 2020

	Payment Vendor	Invoice Description	Invoice Total
1	Binswanger Glass	New Entry Doors, Fix Four Wooden Gym Doors - S	\$35,550.00
2	Bobcat of Lincoln	Bobcat Skid Loader S - 19,577.00, V - 7,892.00, C - 6931.00	\$34,400.00
3	Diers Ford	2 - 2020 White Passenger Vans	\$67,991.80
4	DIODE TECHNOLOGIES	Phone System Equipment, Software, Installation, Bell System S - 30,191.11, V - 12,170.00, C - 10,688.00	\$53,049.11
5	Donald R. Prentice	Monthly Extermination Service S - 90.00, V - 50.00, C - 50.00	\$190.00
6	Eakes Office Solutions	Office Supplies - C 273.05, Building Maintenance Supplies - C 180.06, Cleaning Supplies - S 1,022.88, V - 412.00, C - 362.00	\$2,249.99
7	East Butler Public School	Cross Country Entry Fee	\$70.00
8	Electronic Contracting Company	Monitoring - S	\$87.00
9	Jill Huck	English Classroom Supplies - S	\$97.27
10	Mechanical Sales, Inc.	Replace Compressor and Contactor at HS	\$2,705.85
11	Menards Lincoln	Tech Ed Classroom Supplies 249.94	\$249.94
12	Midwest Alarm Services	Annual Inspection and Repairs to Fire Sprinkler - V	\$3,389.08
13	Nebraska Sports	FB Supplies	\$9.00
14	NWEA	SPED License For Grades 11 & 12	\$225.00
15	Omaha Public Power Dist	Electricity - C	\$2,801.97
16	Otte Oil & Propane, Inc.	Propane - C	\$655.20
17	Publication Printing of Nebraska, Inc.	Envelopes - Supt's Office	\$624.00
18	RCPS Activities	Transfer	\$75,000.00
19	RCPS Depreciation Fund	Transfer	\$200,000.00
20	RCPS Imprest Account	August Reimbursement to Imprest Account	\$653.50
21	REI	Stop Arm Camera for SPED Bus	\$2,031.45
22	School Specialty Supply	Art Classroom Supplies - C - 65.55, V - 67.56	\$133.11
23	Scott Kerns	Piano Tuning - S	\$125.00
24	Scott Tvrdy	Lawn Mowing V - 320.00, C - 320.00	\$640.00
25	Stephens & Smith Construction Co, Inc	Repair Steps - S	\$3,280.00
26	Wahoo-Waverly-Ashland Newspaper	Publication	\$82.02
27	WeatherCraft Co. Of Lincoln	Roof Repair - V	\$69,580.00
28	Yant Equipment	Tank Removal - S	\$24,402.00
			\$580,272.29

**Raymond Central Public Schools
9/16/2020**

	Vendor Name	Description	Invoice Amount
1	Alternative Service & Repair	Bus Maintenance / Repairs	1,537.66
2	Beatrice High School	Beatrice Invite Entry Fee Cross Country	120.00
3	Benes Service	Grounds Maintenance Supplies - S	142.00
4	Bishop Business	Printer Ink	39.00
5	Brad Breikreutz	Bus Washing	20.00
6	Brian Gralheer	Mileage Reimbursement	190.90
7	Butler Public Power District	Electricity - V	3,263.04
8	Cash-Wa Distributing	Paper Towels	886.25
9	CGSMusic	Band Supplies - S	27.12
10	Demco	Reading Specialist Supplies	67.81
11	Derrick C. Joel	Mileage Reimbursement	197.23
12	Dietze Music House	Band Supplies - V	30.00
13	Eakes Office Solutions	Building Maintenance Supplies, COVID PPE	491.14
14	Ehlers, Amanda	COVID - Summer hours for School Nurse	500.00
15	Follett School Solutions Inc.	Library Books/Supplies S	603.49
16	Greg Wilmes	JRHS Football Supplies	40.00
17	Home Depot Pro	COVID Cleaning Supplies	397.20
18	Interstate All Battery Center	Batteries for Bus 7A and Gator	358.10
19	Jackson Services	Mats and Mops	170.72
20	Jones Bank	Annual ACH Transmittal Fee 9/20 - 8/21	300.00
21	Jordan Luke	Mileage Reimbursement	60.38
22	Leann Wiese	Bus Washing	20.00
23	Liberty Lawn & Landscape	Lawn Care Services	805.00
24	Lou's Sporting Goods	JRHS / HS FB Supplies	790.04
25	Madeline Shomos	Books HS English	101.37
26	Matt Smith	Bus Washing	20.00
27	Mattice Lock Shop	Repair to Front Door Lock - C	180.00
28	Mechanical Sales Inc.	Electrical Repairs - S	602.23
29	Menards Lincoln	Maintenance Supplies	414.58
30	NE State Fire Marshal/Boiler Div	Annual Boiler Inspections	144.00
31	Nebraska Association of School Boards	NAEP Membership Fees CR, PB	60.00
32	Nebraska Center for the Education of Children who are Blind or Visually Impaired	SPED Therapy Services	514.80
33	Nelson Gas & Oil Co.	Bus Fuel	623.10
34	Nicole Hummel	JRHS VB Supplies	71.50
35	Norris Public Power	Electricity - S	12,499.96
36	Oak Valley Lumber Co	Building Maintenance Supplies	865.89
37	Pitney Bowes(Lease)	Postage Machine Quarterly Charge - S	162.69
38	RCPS Dist. #161	Payroll	593,482.19
39	Ramada Midtown Conference Center	Conference Hotel Rooms CR, PB	380.00
40	Renaissance Learning Inc.(WI)	Renewals: Accelerated Reader & Star 360	3,891.00
41	School Specialty Supply	Classroom Supplies C, V, PreK	2,066.70
42	Seth Strouf	Mileage Reimbursement	69.58
43	Sideline Power	Headset Repair	50.00
44	Tasha Osten	College Access Grant Supplies Bingo, Membership Fees	274.00

45	Teacher Created Resources	Reading Specialist Classroom Supplies V	73.39
46	Truck Center Companies	Bus Maintenance Supplies	17.94
47	Village Of Ceresco	Utilities C	288.98
48	Village Of Valparaiso	Utilities - V	342.02
49	Voss Lighting	Lightbulbs	155.40
50	Wahoo Newspaper	Publication - V	97.55
51	Wahoo Public Schools	Cross Country Fees JR/SR HS	114.00
52	Wahoo-Waverly-Ashland Newspaper	Publications	700.02
53	Waste Connections Co	Garbage Services S, V	462.75
54	William V. MacGill & Co	SPED Supplies - Gloves C	55.20
55	Wright Way Drain Sewer	Plumbing Repair HS	300.00
			630,137.92
	Hot Lunch Fund		
1	Cash-Wa	Food	\$13,668.79
2	GoodSource Solutions	Food	\$3,785.20
3	Hiland Dairy	Milk	\$2,289.66
4	Jackson Services	Mats and Mops	\$118.18
5	Patty Hudson	Food	\$216.22
6	RCPS Dist. #161	Payroll	\$23,863.34
7	Sysco	Food, Cleaning Supplies	\$2,758.42
8	Techmaster	Repair Water Pump Ceresco Kitchen	\$597.00
9	TriMark	Warming Ovens C & V, Supplies HS	\$4,720.32
			\$52,017.13
	Building Fund		
1	Trane	Aug Payment (4 of 6 payments)	348,250.00
2	Trane	Sept Payment (5 of 6 payments)	99,500.00
			447,750.00

Raymond Central Public Schools

August 2020 Imprest Checks

	DATE ISSUED	VENDOR	DESCRIPTION	AMOUNT
1	8/11/2020	Windstream	Phone	301.50
2	8/26/2020	Arnaldo Mancias	Budget Workshop - BOE	185.00
3	8/24/2020	Plattsmouth Volleyball	Tournament Fees	140.00
4	8/28/2020	Lancaster County Election Commission	Report	27.00
				653.50

RAYMOND CENTRAL PUBLIC SCHOOLS
September 2020 - Activities Account Checks

<u>Activity Name</u>	<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
AP Funds	8/7/2020	Turn It In	Licenses	2,225.00
AP Funds	8/17/2020	US Bank	Textbooks and college class materials	2,482.27
AP Funds	8/17/2020	US Bank	Newman - College class book	69.90
AP Funds	8/19/2020	Trina Hall	Book Scholarship	337.59
Athletics	8/3/2020	Varsity Spirit Fashion	Varsity PO 2020	7,548.68
Athletics	8/7/2020	Andrew Placke	NCA Membership	45.00
Athletics	8/14/2020	Graphic Edge	office clothing	1,581.75
Athletics	8/14/2020	Sports Fee	parent wrote one check for 3 accounts	40.00
Athletics	8/14/2020	Annual	parent wrote one check for multipla accounts	50.00
Athletics	8/17/2020	Daktronics, Inc.	2 New Controllers	175.00
Athletics	8/20/2020	Doug Drummond	8/20 SB UMP	90.00
Athletics	8/20/2020	Eric Costillo	8/20 SB UMP Substitute	90.00
Athletics	8/24/2020	Tag Ink & Thread	Navy Gaiters	650.00
Athletics	8/24/2020	Mike Henderson	2020-21 NCA Membership	45.00
Athletics	8/24/2020	Chuck Gubbels	8/24 VB Official	150.00
Athletics	8/24/2020	Paul Keeney	8/24 VB Official	150.00
Athletics	8/25/2020	Mark Hickson	8/28 FB Official	100.00
Athletics	8/25/2020	Tyler Fitske	8/28 FB Official	100.00
Athletics	8/25/2020	Adam Burmood	8/28 FB Official	100.00
Athletics	8/25/2020	Jeremy Foote	8/28 FB Official	100.00
Athletics	8/25/2020	James Reimers	8/28 FB Official	100.00
Athletics	8/27/2020	Rhonda Wicht	8/28 FB Security	126.00
Athletics	8/28/2020	Jordyn Keeney	9/1 VB Official	130.00
Athletics	8/28/2020	Ken Scheel	9/1 VB Official	130.00
Athletics	8/28/2020	Adam Burmood	8/31 JVFB Official	60.00
Athletics	8/28/2020	Jim Reimers	8/31 JVFB Official	60.00
Athletics	8/28/2020	Jeremy Foote	8/31 JVFB Official	60.00
Athletics	8/28/2020	Brian Wiles	8/31 JVFB Official	60.00
Athletics	8/28/2020	Jim Peitzmeier	8/31 SB Official	90.00
Athletics	8/28/2020	Adrian Cotton	8/31 SB Official	90.00
Athletics	8/28/2020	Sam's Club MC/SYNCB	Red Tape - Event marking	29.13
Athletics	8/28/2020	Awards Unlimited, Inc	Conference Banners 20-21	540.00
Band	8/14/2020	Jordan Luke	reimburse for band instrument covers	12.84
Band	8/28/2020	Jordan Luke	reimburse luke for band bell cover material	52.08
Boys BB	8/31/2020	Sam's Club MC/SYNCB	3 on 3 League	240.00
Ceresco Book Fair	8/7/2020	Scholastic Book Fairs	Purchase Order-Amount Due	78.93
Cheerleaders	8/17/2020	Kara Yeager	Door Sign Fundraiser	135.00
Cheerleaders	8/28/2020	Rosalie Tvrdy	masks for cheer	146.87
Computer	8/14/2020	US Bank	Technology Supplies for teachers	394.36
Computer	8/17/2020	US Bank	Splitter for HS Office TV's	66.52
Concessions	8/31/2020	Sam's Club MC/SYNCB	Delivery Cart Wheels	36.43
FBLA Act	8/28/2020	Heather Lange	Refund for SLC	71.00
FBLA Act	8/28/2020	Philip Karpov	Refund for SLC	71.00
FBLA Act	8/28/2020	Alexis Dubas	Refund for SLC	71.00
FBLA Act	8/28/2020	Olivia Masek	Refund for SLC	71.00
FBLA Act	8/28/2020	Kaden Parde	Refund for SLC	71.00
FBLA Act	8/28/2020	Logan Parde	Refund for SLC	71.00
FBLA Act	8/28/2020	Lauren Prosocki	Refund for SLC	71.00
FBLA Act	8/28/2020	Ayla Rech	Refund for SLC	71.00
FFA Act	8/14/2020	Shirts101	Officer embroidery on sweatshirts	30.00
FFA Act	8/14/2020	National FFA Organization	Shop FFA- officer sweatshirts & garment bags	124.47

RAYMOND CENTRAL PUBLIC SCHOOLS
September 2020 - Activities Account Checks

<u>Activity Name</u>	<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
FFA Act	8/17/2020	US Bank	office retreat cabin balance	468.14
Football	8/14/2020	PRO-TUFF DECALS	Helmet Decals	100.00
Football	8/14/2020	Super C	JH Football Camp Pizza	140.00
Football	8/14/2020	US Bank	Gatorade Packages	310.00
Football	8/14/2020	US Bank	Summer Workout T-shirts	432.00
Football	8/14/2020	US Bank	Coaches Apparel 1	389.30
Football	8/17/2020	US Bank	Nebraska Coaches Association Membership	70.00
Football	8/17/2020	US Bank	JH / HS Football Camp Shirts	1,040.04
Football	8/17/2020	US Bank	Annual USA Football Heads Up Tackling Program	99.00
Football	8/28/2020	Graphic Edge	Coaches Apparel / Admin Apparel	981.82
Football	8/28/2020	Wade Houchin	Coaches Training Meal	52.51
Football	8/28/2020	US Bank	Player Culture Program (Annual Renewal)	95.00
Hot Lunch	8/7/2020	James Yung	Wyatt transferring schools refunding lunch \$	45.45
Hot Lunch	8/14/2020	Amanda Young	Refund Lexi Young lunch money	109.00
Hot Lunch	8/28/2020	RCPS Hot Lunch	transferring from sister to brothers accounts	60.00
Hot Lunch	8/31/2020	RCPS Hot Lunch		5,805.90
Pre-Kindergarten	8/24/2020	Kendra Carlson	plastic chairs	83.59
Pre-Kindergarten	8/28/2020	Kendra Carlson	Incentives and supplies	49.34
Pre-Kindergarten	8/28/2020	Kendra Carlson	tote bags	57.98
Prof Development	8/14/2020	Raymono's Pizza Plus	food orientation/registration	53.50
Prof Development	8/17/2020	Raymono's Pizza Plus	sandwiches	48.00
Prof Development	8/17/2020	Raymono's Pizza Plus	staff lunch	606.00
Prof Development	8/17/2020	Sam's Club MC/SYNCB	food for orientation week	130.75
Prof Development	8/17/2020	Sam's Club MC/SYNCB	Food for orientation week	117.10
Prof Development	8/31/2020	Derrick Joel	inservice	66.69
PTO	8/3/2020	School Datebooks	Val/Ceresco Planners	291.99
PTO	8/11/2020	Success By Design, Inc.	daily planners	435.05
RC Concessions	8/28/2020	Del Gould Meat Co., Inc.	8/26 Hot Dog Pickup	149.78
RC Concessions	8/28/2020	Pepsi Cola		805.60
RC Concessions	8/28/2020	Pepsi Cola		551.20
RC Concessions	8/31/2020	Sysco Lincoln		59.60
RC Concessions	8/31/2020	Sam's Club MC/SYNCB	9/26 Concessions	54.14
RC Concessions	8/31/2020	Sam's Club MC/SYNCB	8/21 Pretzels	36.74
RC Foundation	8/3/2020	Dietze Music	Dlgidolly and Yamaha Arius	1,395.00
Softball	8/28/2020	Freeman Public Schools	2020 Freeman Invitations Entry Fee	130.00
Student Council	8/17/2020	Complete Music	HC DJ	100.00
Val Box Tops	8/11/2020	Petty Cash	val box tops	10.05
Val In-Service	8/11/2020	Petty Cash	lunches for new teachers	35.00
VolleyBall	8/7/2020	Amy Burch	refund Emory Volleyball camp	30.00
VolleyBall	8/17/2020	Sports Express	practice shirts	1,663.20
				<u>36,649.28</u>

RAYMOND CENTRAL PUBLIC SCHOOLS
September 2020 - Student Fees Checks

<u>Activity Name</u>	<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
Art Class	8/28/2020	Art Class	one check for two student fees	10.00
Band Dry Cleaning	8/14/2020	Williams Cleaners	Uniform Dry Cleaning	286.92
Band Repair/Rental	8/14/2020	Brendon Sibley	Marching Baritone	250.00
Chromebooks	8/20/2020	Sterling	Chromebooks for students	1,750.00
Sports Fees	8/14/2020	Chromebook	tech fee moved from sports fee	20.00
				<u>2,316.92</u>

September 2020 RC Board of Education Report

I am happy to report that Fall Sports are off and running! It is nice to get back into a sense of normalcy. It has certainly been a transition, but one that our coaches, athletes, and spectators have handled as well as could be expected. I want to sincerely thank everyone who played a part in ensuring we provide our student-athletes with the opportunity to compete.

- Softball is off to a 7-9 record currently with eight of those losses being within two runs late in the game. Our girls really play hard out there. Upcoming games this week include Logan View, DC West, and competing in the Arlington Tournament this weekend.
- Cross Country has traveled to compete in East Butler, Beatrice, and Wahoo. We currently have 4 girls and 5 boys out. We have yet to have a runner break the top 15, but Coach Brannagan is reporting consistent improvement of times on a weekly basis out of her runners.
- Mustang Volleyball is currently sitting at the top of the Conference Standings. We are 3-0 in the conference and 4-3 overall. Make sure you subscribe to *rc activities* to be able to tune in.
- Mustang Football is off to a 3-0 start. They will be traveling to Ft Calhoun this week. We were given an allotment of 250 tickets. Our players and coaches will be given a fixed number of tickets to be able to give out.

This Wednesday, our staff will engage in a 2 hour presentation over Compassion Fatigue and Self-Care. This is a part of our one-million-dollar disaster grant funded through ESU2. The presentation is part of a three-part Trauma-Informed Care Series put on by Project Harmony out of Omaha. With the stresses from the pandemic put on our staff members, I think this presentation will provide some much-needed information and relief.

The NCC Athletic Directors have continued our weekly Zoom meetings to discuss how we can safely deliver upcoming conference championship events such as Softball, Volleyball, Cross Country, One Acts, Music, among others. Bouncing ideas off of this group of people has been a wonderful asset in these difficult times.

Brian Galheer
AP/AD Raymond Central Jr/Sr High School

September 11, 2020

To: Dr. Joel and the Raymond Central Board of Education

From: Ann Egr - Ceresco Principal and Director of Special Education

1. Considering all of the new procedures, the school year is off to a great start! Teachers and students are doing an outstanding job!

2. The PTO fundraiser is underway. The final date for sales is September 11. The kids are doing an excellent job and excited to see who gets to have a Principal Taxi for a day!

4. The Food Bank Backpack Program started on September 11 through a grant. Thank you Beth Nacke for working on this. This program is a valuable service to Raymond Central families. Thank you to all of the volunteers who pack the bags each week, and to all who donate to the program each year. Your contributions are appreciated. Please mark your calendars for the annual fundraiser, The first Virtual Hustle will be held this year.

5. In 2018, the legislature passed the Nebraska Reading Improvement Act, which is designed to address student reading needs in grades K-3. The act requires that all students in K-3 are screened three times during the year in an effort to identify areas of need and determine supplemental instruction and intervention. Raymond Central Schools uses FASTBridge assessments as a screener and progress monitoring tool.

Teachers have completed the first round of FASTBridge assessments. FASTBridge assessments are used to identify benchmarks for students. Threshold levels of 15th percentile and 40th percentile ranges are then used to identify needs. Families of students at risk of not meeting the end of the year learning goals without additional instruction will be notified.

6. On September 11, students will observe Patriots Day by wearing red, white, and blue to show their patriotism. Boy and Girl Scouts may wear their uniform if they choose.

7. NWEA MAP (Measure of Academic Progress) testing will take place September 14-25 for grades 3-5. Understanding each student's academic level gives teachers the power to help them excel.

Special Education:

Students Served Through Special Education: Early childhood special education (ECSE) special education programs and related services are designed to serve children below age five with verified disabilities. School age special education programs and related services are designed to serve children with verified disabilities from age five through the school year in which the children reach age 21.

Following are the current numbers by category:

<u>Grade Level</u>	<u>Total Numbers</u>
Birth-5 (Home-ECSE)	9
Non Public	6
Pre-K	4
K	5
1	4
2	8
3	7
4	7
5	19
6	9
7	9
8	6
9	11
10	10
11	12
12	9
Total	135 (16 are NEW to the district)

Verification Distribution:

Specific Learning Disability	55	Developmental Delay	8
Other Health Impairment	23	Hearing Impairment	3
Autism	6	Emotional Disturbance	2
Intellectual Disability	5	Orthopedic Impairment	1
Speech-Language Impairment (only)	14		

Services:

- 13 - New Evals
- 5 - Re-Evaluations since August 26
- 32 - Waiting for evals
- 20 - Served through Speech Services
- 10 - Served through Physical Therapy
- 18 - Served through Occupational Therapy
 - 8 - Served through Incidental Benefits (Regular education students may incidentally benefit from special education services and delivered according to a student's IEP as long as no extra duties are performed on behalf of the regular education students).

Students Served through 504's:

- Elementary - 4
- Secondary - 21

Students Served through SAT Process:

- Elementary - 13
- Secondary - 6

Raymond Central Jr/Sr High
Allison Stansberry

If you would have asked me at the start of school how long our doors would be open, I either would have or did say until Labor Day. Because of the work of our staff, students, and families, we are still in face to face instruction. Everyone has done their part to make this happen, it truly has been a group effort. It hasn't been easy, but there is no doubt it has been worth it! With that being said, I want to provide a special shout out to our Paraeducators. Since we have started school, they have not had the same schedule. It is changing daily. They have always been willing to step up and step in when needed. We truly couldn't do it without them.

September 8th-September 11th was Homecoming! Our Homecoming Royalty was:
King/Queen: Scott Tvrdy & Halle Heiss
Prince/Princess: Mitch Albrecht & Kelsey Hudson
Duke/Duchess: Lucas Buresh/Grace Mueller

Lucas Buresh was also our 2020 Mr. Mustang!

We will be hosting the ACT for our Seniors on October 6th! We are glad we are able to provide this opportunity as many test sites are filled due to make-up tests from Covid. Juniors will take the PreAct in October as well. Date still to be determined. We will provide more information once we get everything locked in place!

Currently, we have approximately 30 students on remote learning. This is for a few reasons:

1. Students are currently quarantining due to travel, waiting on tests results, or positive exposure
2. Students chose the remote learning option at the beginning of the year

These numbers fluctuate weekly, sometimes daily. Teachers are doing a great job finding what works for them to provide both face to face instruction while also connecting with students remotely.

Another special shoutout to Amanda Ehlers, our school nurse! She has been such a huge blessing! It makes me wonder how we survived so long without her! She is knowledgeable, kind, patient, and definitely has a passion for what she does. She has been an amazing asset to RC and we are beyond lucky to have her!

We have more kids than ever this semester taking dual credit and college credit courses. Tasha does a great job of ensuring we have these opportunities for students.

- SCC course enrollments are 86. With 3 students having 3 different course enrollments, many students having 2 enrollments
- Peru State - 10 students
- UNL's Nebraska Now Program - 4 students

September 11, 2020

To: Dr. Joel and Raymond Central Board of Education

From: Shelly Dostal, Elementary Principal at Valparaiso, and Curriculum Director for K-5

RE: Principal's Report

1. Curriculum/Instruction – Teachers have developed daily routines and procedures for their classrooms as well as curriculum pacing schedules for the year. Screening assessments with the new FASTBridge resources are almost completed. Progress monitoring and interventions are beginning; Individualized Reading Improvement Plans (IRIP) for students in grades K-3 who do not meet benchmarks are being developed as outlined in the Reading Improvement Act.
2. Assessment – Mrs. Stansberry and Mrs. Osten are coordinating the ACT and PreAct for the fall since students in the cohort were not able to be assessed last spring. NDE has released assessment dates for the spring and corresponding implementation schedule for modified state assessments.
3. Assessment – Students in grades 3-5 will be administered the NWEA MAP during September 14-25. These adaptive assessments help teachers better understand student academic levels and provide parents with information about their student's academic performance. Data will be shared with families at first quarter conferences.
4. School Improvement – The Committee met on September 8. The group began a book study and discussion about grading and assessment practices.
5. Professional Learning – The faculty met on August 26 for the first late start professional learning time. Sixteen teachers participated in the Discovery Education Teacher Leader Training. Other staff began reading and discussing grading and assessment practices. The next late start is scheduled for Sept. 16. PLC groups will analyze data and identify their SMART goals for the year.
6. Professional Learning – I have been attending webinars regarding remote learning, assessment, curriculum, and instruction as the school year begins.
7. Patriot Day Observance – On Sept. 11, all students and staff observe Patriot Day. Students are encouraged to wear red, white, and blue to show their patriotism. The Boy and Girl Scouts may wear their uniforms. The student body will recite the Pledge of Allegiance, and we will play the Star-Spangled Banner. Teachers will observe Patriot Day in their classrooms with a variety of lessons.
8. RC PTO – The September meeting was held on Sept. 1. Maureen Brase-Houchin is the PTO chair. In conjunction with Believe Kids, the annual fundraiser kicked off on August 26 and ended on Sept. 9. Families were highly encouraged to order online. PTO is also researching additional fundraising options. PTO will sponsor a family dine out night at Raising 'Cane's at 2820 Cornhusker Highway in Lincoln on Tuesday, Sept 15. Fifteen percent of the sales from 5-8pm will go to the PTO just by mentioning Raymond Central when you order.
9. Other Happenings at Valparaiso:
 - a. We had picture day on September 2. Inter-State Studios was the photographer.
 - b. Elementary students participated in Homecoming Dress Up days this past week.
 - c. This is the 11th anniversary of providing food for families on the weekends. The Food Bank Backpack Program will start distribution of backpacks each Friday beginning on September 11. Beth Nacke has secured some special grant funds to provide food for families until the food

from the Food Bank arrives for distribution in October. We thank the Methodist Church in Ceresco for storing the food for us while Immanuel Lutheran Church is renovating their basement. The Committee is organizing the yearly fundraising event, The Hustle. We will host a virtual fun run/walk of 1 mile or 5K or 10K run, in October, rather than the in person event and pancake feed. Sponsorships for the event are now being solicited; we thank our many generous donors! We hope you consider participating.

Outline of Changes to Upcoming DHMs Phase IV

The date of Phase IV implementation is still to be determined, however, the following DHM updates will be made when entering Phase IV.

- **Bars & Restaurants**
 - Section is removed from DHM. Guidance will remain and use is recommended.
- **Childcare Facilities**
 - Section is removed from DHM. Guidance will remain and use is recommended.
- **Churches**
 - Section is removed from DHM. Guidance will remain and use is recommended.
- **Gatherings**
 - INDOOR Gatherings will be limited to 75% of rated occupancy.
 - OUTDOOR Gatherings 100% of rated occupancy.
 - Gatherings include but are not limited to Indoor or Outdoor Arenas, Indoor or Outdoor Auctions, Stadiums, Tracks, Fairgrounds, Festivals, Zoos, Auditoriums, Large Event Conference Rooms, Meeting Halls, Indoor Theaters, Libraries, Swimming Pools, or any other confined indoor or outdoor space.
 - Six (6) feet separation between groups remains in guidance.
 - Plans for reopening or expanding to new capacity limits must be submitted to the local health departments and approved for all indoor and outdoor locations/venues that hold 500 or more individuals (1,000 or more in counties over 500,000 population) before reopening is permitted. The reopening plan must contain planned number of guests, how the location will meet social distancing guidelines, and sanitation guidelines.
- **Gyms, Fitness Centers/Clubs, Health Clubs, & Health Spas**
 - Section is removed from DHM. Guidance will remain and use is recommended.
- **Salons, Barber Shops, Massage Therapy Services, & Tattoo Parlors/Body Art Facilities**
 - Section is removed from DHM. Guidance will remain and use is recommended.
- **Sports**
 - Section is removed from DHM. Guidance will remain and use is recommended.
- **Wedding & Funeral Reception Venues**
 - Section is removed from DHM. Guidance will remain and use is recommended.



Goal Update #1 - September 16th, 2020

Ensure continuing well being of staff and students by creating an equitable framework for responding to and recovering from a pandemic.

1. Performance Indicators:

- a. Expand the community knowledge and information about equity in the district through the implementation of the Board of Education adopted resolution in response to the current racial disparity and injustice.
 - i. *At the beginning of the school year I shared with the entire staff the resolution passed by the BOE in June. Since sharing, we have started BOE conversations around next steps for our district. I have met with Aaron Davis to brainstorm ideas on making our resolution more than just words on paper.*
- b. Continue to monitor the spread of COVID-19 to make data informed decisions and communicate accordingly
 - i. *Each week I engage in three COVID-19 related Zoom Meetings. One meeting is for the Lancaster County Health Department, one for ESU2 superintendents, and one for the Three Rivers Health Department. These meetings focus on local data to be used when making decisions.*
 - ii. *Our school nurse and administration have been working diligently together to communicate changes in guidance recommendations, tracking students, families, and staff members who have had close contact and keeping everyone informed of the situation.*
 - iii. *This will continue to be a priority for the district as we continue to keep our students inside our school sites. Communication has been sent to staff and families on Fridays or when there has been a significant change in either Risk Dial.*
- c. Preserve the continuity of essential school functions through the use of research based mitigating measures
 - i. *We have had no changes to our reopening plan in regard to the mitigating measures we have implemented on Day 1. As we continue to monitor the spread of COVID-19 we will continue to take a conservative approach to ensure the health and safety of students and staff. Everyone attending a school site has been wearing a mask while in school or on a bus. Wearing masks has allowed us to isolate anyone who has tested positive or had a close contact with little exposure to those around them.*
- d. Minimize educational and social disruption
 - i. *Going into the 2020-2021 school year we gave the option to attend school in person or via Zoom. We continue to see our in school attendance rate fluctuate between 90-95% as students are quarantining for close contacts. To date, there is no COVID-19 spread linked to attending school.*
 - ii. *Our teachers and staff have been doing a fantastic job providing learning via Zoom. While not ideal, students are following a schedule from home instead of working at their own pace. This was feedback we received from the remote learning that happened last year. Anyone who selected remote learning to begin the school year will do so for 9 week increments. Our goal is to get more students back into classrooms when the 2nd quarter begins.*

- iii. *While no perfect plan is possible, we have made significant strides in our ability to support remote learning for students. Our teachers have been going above and beyond to ensure this is possible.*
- e. Respond to academic losses.
 - i. *The first round of MAP testing is underway. This data, along with classroom assessments, will be used to measure academic losses from remote learning last year. Teachers will continue to strategize and create learning plans for students in their classrooms through PLC time and conversations.*

Continue the creation of a 10 year facilities strategic plan for implementation that addresses maintenance and improvements for existing building assets.

2. Performance Indicators:

- a. Continue partnership with First National Bank to provide visual and cost projections for the future of RC facilities using the data and results from the 2020 feasibility study.
 - i. *At our July BOE Retreat, First National presented draft 1.0 of our feasibility study. The study raised several questions and other data points that need to be researched. In the end we hope to have a document that is used for district planning purposes. I will continue to provide updates on the study as First National reports them.*
- b. Add to the existing plan start / end dates, projected timelines, list of contractors, and a progress monitoring system.
 - i. *The attached 2020-2021 Priority list includes all the information above.*
- c. Prioritize list of projects for all building sites to ensure minimal impact on instructional practice.
 - i. *The Facility Committee met to visit each building site to establish the priority list attached.*

Develop progress monitoring tools to evaluate the effectiveness of district initiatives to ensure the sustainability over time.

3. Performance Indicators:

- a. Sustain an effective and meaningful Professional Learning Community framework at RC to drive professional inquiry among staff.
 - i. *Professional Learning Communities will continue to be our vehicle for professional learning, growth, and collaboration. We have 11 late starts scheduled for teacher collaboration, not counting the full day professional development days. Over the summer we sent 9 additional teachers to the PLC Summer Institute with hopes to send more this summer.*
 - ii. *For the first three days of teacher contract time, PLCs followed a structured protocol that included the following:*
 - 1. *Relationship building*
 - 2. *Review reading from spring - Fair Isn't Always Equal*
 - 3. *Re-develop Norms*
 - 4. *Review 4 critical questions that drive PLC work*
 - 5. *Revisit essential learning targets from last year and develop ELOs for 2020-2021*
 - iii. *Next step will be to review data and create a PLC Smart Goal and development of data monitoring tools.*

- b. Adopt the Multi Tiered Systems of Support system to ensure learning for all students through targeted interventions.
 - i. *We have continued to create our MTSS system as resources become available. The academic side of the triangle continues to improve with increased use of Fastbridge and MAP assessments. Teachers have also started to co-create common assessments to track student progress. Teachers have collaborated to provide support for students at all levels.*
 - ii. *The behavior side of the triangle is currently under construction. Once the grading and assessment component is complete, more targeted interventions and supports can be implemented. The next step is to create the district wide behavior system.*
 - iii. *The social emotional side of the triangle is taking a step forward through the Disaster Grant. Training will be provided for staff on trauma informed care, self care, etc. More information and key takeaways will be shared at a later date.*
- c. Create a districtwide grading and assessment framework focused on student growth and learning
 - i. *Last spring teachers read several chapters from the book “Fair Isn’t Always Equal” by Rick Wormeli to gain a better understanding on the purpose of grades. The first PLC meetings of the year provided time for teachers to recall this reading and discuss their thoughts and ideas from each chapter. Teachers did complete reflective questions last spring after reading.*
 - ii. *During the Welcome Back presentation a few main ideas were brought up in regard to a draft district document. The district wide grading and assessment document has been reviewed by the School Improvement Team and administrators, but is far from complete.*
 - iii. *The School Improvement Team is currently reading the book “A Repair Kit for Broken Grades” by Ken O’Connor. This text will strengthen our “why” behind making changes to our grading practices.*
- d. Create a Positive Behavioral Intervention System of Supports district wide to track and reward positive behavior.
 - i. *This performance indicator is a work in progress. No specific update at this time.*
- e. Update/Modify the current teacher evaluation system (P.R.I.D.E) to emphasize teacher growth and reflection for the betterment of student learning.
 - i. *Another successful committee meeting took place on September 1st. To date we have reviewed the new evaluation standards, visited two other school districts, discussed what we are looking for in a new evaluation system, and are reading a chapter from a book about characteristics of effective evaluation. The next meeting is scheduled for October 1st.*
- f. Model and reinforce a “fail forward” attitude among staff and students to focus on learning rather than compliance.
 - i. *During the beginning of the year Welcome Back Presentation the following points of emphasis were made:*
 1. *Moving to a Learner Centered Model (away from the industrial)*
 2. *Focus on students*
 3. *Positive School Culture - Teacher Collective Efficacy and Collective Commitments*
 - ii. *Being visible in schools, classrooms and hallways has been a goal for myself each year. As we continue to develop and implement professional development,*

taking risks is important. We can not continue to do the same thing over and over and expect different results.

- iii. Our professional readings and conversations around grading practices has increased our knowledge around engagement and learning versus compliance.*

RC Facility Priority List

Created 8.26.20, Updated 9.3.20

2020-2021

Priority Project	Scheduled	Finished	Location	Estimated Cost / Total Cost	Anticipated Start Date	Completion Date	Contractor(s)
Asphalt Main Drive			Jr/Sr High School	\$61,547	June 2020	August 2020	• PAVERS
Waterway in Field (look @ W side of drive)			Jr/Sr High School	\$5,000	May 2020	July 2020	• LPS NRD (contractor TBD)
Bus Barn Addition	X		Jr/Sr High School	\$168,000	August 2020	November 2020	• Kevin Wolfe
Replace 2 Addison Units			Jr/Sr High School	\$150,000			
Replace Security Cameras			All School Sites (interior)	\$35,000			• Kidwell
Flat Roof			Ceresco	\$190,000	May 2021	August 2021	
Stucco Repair - Main Entrance			Ceresco	TBD	July 2020	August 2020	• Scott's Plastery
Front Steps	X		Jr/Sr High	\$3,280	September	September	• Stephens and

Repair			School		2020	2020	Smith
Replace Faucets and Bathroom Hardware with Touchless			Both Elementary School Sites	TBD			
Phase I Concrete Work (Handicap parking & new shed)			Jr/Sr High School	\$65,000			
Concrete Replacement - Back Entrance			Valparaiso	\$4,000			
Replace Carpet in Entrances with Rubber Flooring			Both Val and Ceresco Elementary Schools	\$13,800 ***Bid from Ernies*** Need to contact another Contractor***			
1911 Rock - Repair			Ceresco Elementary	TBD			
Lighting on Main Drive and N Parking Lot			Jr/Sr High School	TBD ***Seek several bids, contact Norris PPD***			
NE Side of			Valparaiso	TBD			

Gym Floor			Elementary				
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Comprehensive List for 2020-2021

Project		Location	Estimated Cost / Total Cost	Anticipated Start Date	Completion Date	Contractor(s)
Asphalt Main Drive		Jr/Sr High School	\$61,547			<ul style="list-style-type: none"> PAVERS
Waterway in Field		Jr/Sr High School	\$5,000	May 2020	June 2020	<ul style="list-style-type: none"> LPS NRD (contractor TBD)
Bus Barn Addition		Jr/Sr High School	\$168,000			
Replace Security Cameras		All School Sites (not exterior Jr/Sr HS)	\$35,000			
Flat Roof Section		Ceresco Elementary	\$190,000	June 2020	August 2021	
Stucco Repair and Paint (Front Entrance)		Ceresco Elementary				
HVAC Replacement Schedule		Valparaiso Elementary	\$400,000 (40 heat pumps @ \$10,000)			
HVAC Replacement - 4 Units		Ceresco Elementary	\$40,000			

Front Steps Repair		Jr/Sr High School	\$3,280			• Stephens and Smith
Remove Old Drinking Water Pressure Tank		Jr/Sr High School	Jared will research			
Replace or Repair North Pumphouse Roof		Jr/Sr High School	Jared will research			
Phase I of III Concrete Work		Jr/Sr High School	\$60,000			
Replace 4 Addison Units		Jr/Sr High School	\$300,000			
Concrete repair behind school		Valparaiso Elementary	\$4,000			
Add Concrete in front of FB stadium for Handicap spots		Jr/Sr High School	\$4,000			
New Tile in Kitchen		Val Elementary	\$5,000			• Ernies
Replace Carpet in Entrances with Rubber Flooring		Both Val and Ceresco Elementary Schools	\$13,800 ***Bid from Ernies***			

Replace Carpet w/ square tile carpet (make color universal for all 3 sites)		Val and Ceresco Elementary	Met w/ Ernie's October 2018 \$210,500.008			
Remove Gravel from Playground(s) and add ADA approved black tile		Val and Ceresco Elementary	Jared will research			***Possible fundraising project for PTO***
1911 Rock Bench		Ceresco Elementary				
Replace Wooden Lockers w/ Metal		Val and Ceresco Elementary				***Look at alternative plans, can we remove doors and add hooks?
Add Concrete to N Parking Lot for Drainage		Val Elementary	\$13,350.00			
Gym Floor Refinish (annual cost)		All Sites	\$10,000	Summer 2019	Summer 2019	

Activities Specific

Side-By-Side		Jr/Sr High School	\$14,000			
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Metal Bleachers for FB stadium		Jr/Sr High School				
New Sound System for Main Gym & Stadium		Jr/Sr High School				

2019-2020 RC Strategic Plan

Mission Statement

The Raymond Central community is committed to providing a positive, challenging learning environment which prepares each individual student to be a responsible citizen in an ever-changing society.

School Improvement Goal

All students will meet or exceed normal growth rate on standardized tests annually.

- Raymond Central Public Schools believe that a Professional Learning Community (PLC) can be defined as a group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for our students (*Learning By Doing/DuFour, DuFour, Eaker*). In doing so, Raymond Central has committed to three fundamental assumptions:
 - We can make a difference - our schools can be more effective.
 - Improving our people is the key to improving our schools.
 - Significant school improvement will positively impact teaching and learning.
- Intervention (1): Raymond Central is committed to working together to achieve our collective purpose of learning for all students. Staff will cultivate a collaborative culture through the continued development of high performing teams, Professional Learning Communities (PLCs).
 - To achieve this, teams will meet on a regular basis clarifying what students must learn, gathering evidence of student learning, analyzing evidence, identifying the most effective instructional strategies and practices, increasing the instructional capacity of all team members while working to achieve their SMART goals.
- Intervention (2): Teachers will use lesson design, GANAG (Goal setting, Access to prior knowledge, New information, Application, Goal Review) as the district instructional framework.
- Intervention (3): The School Improvement Team will work to develop meaningful, personalized professional development opportunities targeting individual and team growth.
- Intervention (4): Raymond Central will develop a Multi-Tiered System of Support (MTSS) for both academic and behavioral student needs. PBIS (Positive

Behavioral Intervention and Supports will be implemented to provide a system of prevention, noting early identification and intervention. The goal of MTSS is to ensure success for ALL students.

District Strategic Plan 2019-2025

Goal 1 - Increase the number of students that meet or exceed normal growth rates

- Performance Indicator (1): Students will be provided rigorous academic and real-life learning opportunities to become college and career ready.
- Performance Indicator (2): Develop and implement a Multi-Tiered System of Support (MTSS) based on a needs-driven model ensuring students at all levels and sites have access to appropriate resources to accelerate performance proficiencies.
- Performance Indicator (3): Teachers will utilize effective instructional models, including differentiation, based on research and best practice with curriculum aligned to national, state and local standards while continuously assessing and monitoring student progress.
- Performance Indicator (4): Increase Measurement of Academic Progress (MAP) scores to meet or exceed national growth rates from first data collection points to additional collection points through the academic year.
- Performance Indicator (5): The Board of Education will review student growth data in Reading, Math, and Social, Emotional Behavior, from results in the Formative Assessment System for Teachers, at a minimum of three times per year (fall, mid-year, and spring).
- Performance Indicator (6): The district will research and develop a Capstone experience for Raymond Central students serving as a culminating project, or senior exhibition, that will encourage students to incorporate life skills such as critical thinking, problem solving, written and oral communication, and goal setting as they prepare to exit from their #RCJourney and enter a career, college, military or adult life as a responsible citizen in an ever-changing society.
- Performance Indicator (7): The district will research, design and implement a grading and assessment philosophy based on research and best practice.

Goal 2 - Research and implement strategies to recruit, hire, develop, support, and retain the highest quality staff

- Performance Indicator (1): Develop and implement pathways for teacher leaders that allow them to gain leadership experience and expertise through professional collaboration with other teachers and administrators.

- Performance Indicator (2): To encourage high performance, develop and implement a performance-based program that recognizes individuals for their accomplishments.
- Performance Indicator (3): Review 2019-2025 staff exit surveys to determine patterns and trends.
- Performance Indicator (4): [Research and implement an online resource for accepting applications for all open positions.] *[completed 2019-2020]*

Goal 3 - Increase Student Enrollment

- Performance Indicator (1): Develop a positive ratio of option-enrolled students through advertising and showcasing the accomplishments of Raymond Central students using a variety of social and media outlets.

Goal 4 - Maintain and Improve Current Facilities

- Performance Indicator (1): Continue to update the RC 5-10 year facilities plan.
- Performance Indicator (2): Explore creative/innovative classroom and campus concepts.
- Performance Indicator (3): Hire a consultant to assist in future facility planning including the construction of a Performing Arts Center.

Goal 5 - Technology

- Performance Indicator (1): Continue to stay up-to-date with devices and infrastructure.
- Performance Indicator (2): Update and maintain the district website frequently to keep all stakeholders informed.
- Performance Indicator (3): Teachers will utilize technology targeting student-centered learning, differentiated instruction and digital citizenship. The district will provide training opportunities for teachers to enhance their skills in this area.

Goal 6 - Staff Professional Development

- Performance Indicator (1): Provide meaningful and relevant staff development training to improve instruction. Professional Learning Communities will be the major vehicle for accomplishing this task by using teacher collaboration.
 - Professional learning opportunities will focus on increasing knowledge and use of differentiation strategies within all classrooms.
 - Increasing student engagement is also critical. PLCs will play a vital role in implementing these strategies.

- Performance Indicator (2): Develop a data collection process to ensure high yield instructional strategies are implemented with fidelity to the GANAG lesson design.

Goal 7 - Mental Health Action Plan

- Performance Indicator (1): Provide ongoing professional development in mental health issues for staff, students, parents and community.
- Performance Indicator (2): Develop and implement a progress monitoring evaluation tool for RC mental health programs: Move This World Social/Emotional Curriculum (PK-6); mental health therapist (7-12); other.

Goal 8 - Ensure all students learn in a safe environment

- Performance Indicator (1): Conduct annual external safety audits at each school site.
- Performance Indicator (2): Develop and implement a district-wide reunification plan as part of the adopted standard response protocol.
- Performance Indicator (3): Provide ongoing safety training for staff and students.
- [Performance Indicator (4): [The district will research and implement an anonymous reporting app for students, parents, and staff that will be used in partnership between the school and law enforcement.] *[completed 2019-2020]*
- Performance indicator (5): Continue to engage all stakeholders in school safety issues.

Executive Summary

- 2019-2020
 - During the 2019-2020 school year, the district was able to complete two performance indicators on the strategic plan.
 - Research and implement an online resource for accepting applications for all open positions. The district purchased and implemented *Unified Talent*, a PowerSchool resource.
 - The district will research and implement an anonymous reporting app for students, parents, and staff that will be used in partnership between the school and law enforcement. The District purchased and implemented the *StopIt* application for students to utilize inside and outside of school.
 - For the 2020-2021 school year, the district will focus on the following performance indicators:
 - Performance Indicator (1): Develop and implement pathways for teacher leaders that allow them to gain leadership experience and

expertise through professional collaboration with other teachers and administrators.

- Performance Indicator (7): The district will research, design and implement a grading and assessment philosophy based on research and best practice.
- Performance Indicator (3): Hire a consultant to assist in future facility planning including the construction of a Performing Arts Center.
- Performance Indicator (2): Develop and implement a district-wide reunification plan as part of the adopted standard response protocol.

RAYMOND CENTRAL PUBLIC SCHOOLS
Option Students In and Out

	2020-21		2019-20		2018-19		2017-18		2016-17		2015-16		2014-15	
	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out
K	4	3	6	3	6	7	4	6	4	11	2	7	3	8
1	5	5	7	7	3	6	3	14	3	6	3	7	3	9
2	7	7	4	5	3	14	2	7	2	9	3	10	5	5
3	6	6	3	13	3	7	1	7	4	12	5	5	5	11
4	2	13	3	5	1	7	4	12	6	4	3	10	4	6
5	5	6	2	9	3	13	6	3	4	11	5	5	3	4
6	7	12	9	7	8	4	5	12	5	5	2	5	4	8
7	11	8	12	8	6	12	5	6	5	5	4	8	9	8
8	17	8	4	14	6	7	5	5	5	8	9	8	6	11
9	0	13	6	10	11	9	7	10	10	7	8	13	4	8
10	9	11	10	13	8	12	14	9	8	13	3	8	9	4
11	11	13	10	14	11	14	8	13	4	6	10	4	4	10
12	10	15	9	12	8	13	5	9	10	5	5	9	1	7
Total	94	120	85	120	77	125	69	113	70	102	62	99	60	99

Difference 26 35 48 44 32 37 39

	2020-21		2019-20		2018-19		2017-18		2016-17		2015-16		2014-15	
	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out
Ashland	0	2	0	2	1	2	1	2						
East Butler	14	7	16	8	12	5	17	3						
Fremont	0	3	0	2	0	0	0	0						
LPS	37	36	26	40	29	40	21	42						
Malcolm	4	40	3	39	2	38	0	33						
Mead	3	0	2	0	2	0	1	0						
Norris	1	0	0	0	0	0	0	0						
Seward	2	5	2	5	1	5	1	5						
Wahoo	12	10	11	9	9	15	6	11						
Waverly	21	17	25	15	21	20	22	17						
Total	94	120	85	120	77	125	69	113	0	0	0	0	0	0

RAYMOND CENTRAL PUBLIC SCHOOLS

2019-20 Option Students - In

	First	Last	Grade	Resident District
1	Mitchell	Albrecht	12	East Butler
2	Isabella	Alexander	6	LPS
3	Korynn	Ball	8	East Butler
4	Brynn	Behring	12	Malcolm
5	Molly	Behring	8	Malcolm
6	Bryson	Benes	1	East Butler
7	Bryce	Benson	10	East Butler
8	Gavin	Benson	2	East Butler
9	Chase	Brand	12	LPS
10	Grayce	Burpee	11	LPS
11	Camila	Castillo	2	Mead
12	Gabriela	Castillo	K	Mead
13	Zane	Cerny	1	Wahoo
14	Zethany	Cerny	7	Wahoo
15	Lucas	Christensen	2	Wahoo
16	Lynsey	Christensen	5	Wahoo
17	Joselyn	Dishman	6	LPS
18	Elijah	Ehlers	8	Waverly
19	Grace	Ehlers	7	Waverly
20	Eleanah	Enevoldsen	11	LPS
21	Gavin	Enevoldsen	8	LPS
22	Tristin	Grace	12	East Butler
23	Addison	Grant	8	Wahoo
24	Bailey	Grant	8	Wahoo
25	Caden	Grant	8	Wahoo
26	Isabella	Haake	3	East Butler
27	Noah	Haake	1	East Butler
28	Aaliyn	Harris	5	LPS
29	Emaree	Harris	11	LPS
30	Jordyn	Harris	7	LPS
31	Lela	Hass	3	Wahoo
32	Grant	Henderson	8	Waverly
33	Nathan	Herroon	12	LPS
34	Heyden	Hilsabeck	5	LPS
35	Lela	Hilsabeck	11	LPS
36	Ta'Lyn	Houchin	7	LPS
37	Traeson	Houchin	6	LPS
38	Michaela	Hummel	3	LPS
39	Emma	Hunt	8	LPS
40	Evan	Hunt	6	LPS
41	Kai	Illian	10	LPS
42	Madison	Isabell	12	LPS
43	Harrison	Jindra	K	Malcolm
44	Bentley	Johnson	2	Wahoo
45	Trevor	Jordan	8	Wahoo
46	Austin	Keifer	11	LPS
47	Evlynn	Kelly	3	Waverly
48	Hannah	Kile	11	LPS
49	Taylor	Kopecky	7	Waverly
50	Danielle	Lauritzen	10	LPS

RAYMOND CENTRAL PUBLIC SCHOOLS

2019-20 Option Students - In

	First	Last	Grade	Resident District
51	Carter	Leise	7	East Butler
52	Elly	Leise	5	East Butler
53	Madison	Leise	8	East Butler
54	Taylor	Lockman	8	Waverly
55	Isabella	Martinez	11	LPS
56	Adalynn	Masek	5	East Butler
57	Savannah	Masek	7	Waverly
58	Vailey	Masek	4	Waverly
59	Miley	McCoy	7	Waverly
60	Kynzee	McFadden	8	Waverly
61	Malayna	McFarling	7	LPS
62	Clara	McLaughlin	1	Seward
63	Ella	Menebroker	7	LPS
64	Henley	Menebroker	3	LPS
65	Caius	Mussman	K	Seward
66	Kolby	Nelson	12	Waverly
67	Cole	Niemeyer	3	LPS
68	Peyton	Niemeyer	6	LPS
69	Alexa	Otto	6	Waverly
70	Andrew	Otto	11	Waverly
71	Reid	Otto	8	Waverly
72	Madison	Parham	10	Waverly
73	Remington	Parham	8	Waverly
74	Taya	Parker	6	LPS
75	Jaidyn	Peacock	7	Malcolm
76	Aviana	Pebley	4	Waverly
77	Cartwright	Pebley	2	Waverly
78	Dylan	Penate	10	LPS
79	Isaac	Penate	12	LPS
80	Dawson	Potter	8	East Butler
81	Rachel	Potter	11	East Butler
82	Wyatt	Ramsey	10	Waverly
83	Kyler	Roberts	1	Waverly
84	Rosalyn	Shelton	2	LPS
85	Harper	Stansberry	2	Wahoo
86	Kaleb	Stearns	11	LPS
87	Rylan	Stover	10	Waverly
88	Elliot	Thelander	8	Mead
89	Lillian	Tvrdy	K	Wahoo
90	Barrett	Walajoski	10	LPS
91	Emily	Welton	11	LPS
92	Faith	Welton	12	LPS
93	Laurel	Wheeler	12	Norris
94	Joshua	White	10	LPS

RAYMOND CENTRAL PUBLIC SCHOOLS

Option Students - Out

	First	Last	Grade	Option District			Date	Grade
1	Conner	Andersen	5	Malcolm	1430 Westfork Dr	Raymond	August 2015	K
2	Laghan	Andersen	4	Malcolm	1430 Westfork Dr	Raymond	August 2016	K
3	Madilyn	Andersen	2	LPS	20180 NW 68th	Raymond	August 2017	1
4	Londy	Ayres	6	LPS	2020 Mill Rd	Raymond	February 2019	4
5	Parker	Ayres	9	LPS	2020 Mill Rd	Raymond	February 2019	7
6	Alexis	Bader	12	East Butler	638 Spruce	Valparaiso	August 2019	11
7	Jace	Bader	7	East Butler	638 Spruce	Valparaiso	August 2019	6
8	Larkin	Barry	10	LPS	17800 NW 70	Raymond	August 2010	K
9	Parker	Barry	12	LPS	17800 NW 70	Raymond	August 2009	1
10	Elizabeth	Bivens	7	Ashland	385 County Road 12	Ceresco	August 2013	K
11	Logan	Bivens	12	Ashland	385 County Road 12	Ceresco	August 2012	4
12	Lilian	Bogle	11	Waverly	6800 Rock Creek Rd	Ceresco	October 2018	9
13	Samuel	Bogle	8	Waverly	6800 Rock Creek Rd	Ceresco	October 2018	6
14	Meya	Bone	11	LPS	18600 NW 40th	Raymond	August 2019	10
15	Justin	Broders	6	Malcolm	2055 Westfork Dr	Raymond	August 2014	K
16	Kamryn	Broders	6	Malcolm	2055 Westfork Dr	Raymond	August 2014	K
17	Karsyn	Broders	10	Malcolm	2055 Westfork Dr	Raymond	August 2010	K
18	Cash	Buettenback	8	LPS	500 Bluff Rd	Lincoln	December 2018	6
19	Max	Buettenback	10	LPS	500 Bluff Rd	Lincoln	December 2018	8
20	Rook	Byers	7	Malcolm	13200 W Branched Oak Rd	Raymond	August 2013	K
21	Weston	Byers	2	Malcolm	13200 W Branched Oak Rd	Raymond	August 2018	K
22	Kiefer	Crist	1	Wahoo	1681 County Road D	Ceresco	August 2020	K
23	Kiefer	Crist	K	Wahoo	1681 County Road D	Ceresco	August 2020	K
24	Anabelle	Dalton	2	Malcolm	20050 NW 67th	Raymond	August 2019	1
25	Braxton	Dalton	11	Malcolm	20050 NW 67th	Raymond	August 2018	9
26	Lillian	Dalton	9	Malcolm	20050 NW 67th	Raymond	August 2018	8
27	Landon	Day	3	LPS	2525 W Masek Dr	Raymond	August 2018	1
28	Braxton	DeBerg	2	Malcolm	13636 W Lakeview Rd	Raymond	August 2019	1
29	Irina	Derun	11	Waverly	14515 N 14th	Raymond	August 2009	K
30	Mickelle	Divis	11	Wahoo				
31	Stella	Eastep	5	Waverly	15805 NW 84th	Raymond	August 2015	K
32	Colton	Elkins	5	Malcolm	12733 N 14th St	Raymond	August 2019	4
33	Kiley	Elkins	11	Malcolm	12733 N 14th St	Raymond	August 2019	10
34	Alora	Ferguson	11	Malcolm	14640 NW 40th	Raymond	August 2013	4
35	Aria	Ferguson	8	Malcolm	14640 NW 40th	Raymond	August 2013	1
36	Cora	Ferguson	12	Malcolm	14640 NW 40th	Raymond	August 2013	5
37	Erinna	Ferguson	6	Malcolm	14640 NW 40th	Raymond	August 2014	K
38	Micaiah	Ferguson	4	Malcolm	14640 NW 40th	Raymond	August 2015	K
39	Alyssa	Fortik	10	Malcolm	4554 W Raymond Rd	Raymond	August 2019	9
40	Danielle	Fortik	11	Malcolm	4554 W Raymond Rd	Raymond	August 2018	9
41	Wyatt	Gallagher	7	East Butler	435 Oak Rd	Valparaiso	August 2018	5
42	Maggie	Gentele	2	Malcolm	2201 W James Dr	Raymond	August 2018	K
43	Lillian	Gist	3	East Butler	224 E 5th St	Valparaiso	August 2017	K
44	Ryker	Gist	K	East Butler	PO Box 281	Valparaiso	August 2020	K
45	Zachary	Green	12	Malcolm	5080 W Mill Rd	Raymond	August 2013	5
46	Landon	Hans	9	Malcolm	13636 W Lakeview Rd	Raymond	August 2019	8
47	Remington	Hargens	2	Malcolm	13500 W Lakeview Rd	Raymond	August 2018	K
48	Shayla	Hargens	4	Malcolm	13500 W Lakeview Rd	Raymond	August 2016	K
49	Jesse	Heitman	4	Waverly	100 Davey Rd	Davey	August 2016	K
50	Elizabeth	Hesman	10	Fremont	720 S 3rd	Ceresco	August 2019	9
51	Kathryn	Hesman	12	Fremont	720 S 3rd	Ceresco	August 2019	11
52	Amelia	Howell	12	LPS	209 Spruce	Ceresco	August 2017	9
53	Cody	Howell	8	LPS	209 Spruce	Ceresco	August 2019	7
54	Faith	Howell	11	LPS	209 Spruce	Ceresco	August 2018	9
55	Jadelyn	Howell	7	LPS	209 Spruce	Ceresco	August 2019	6
56	Lucas	Indra	1	LPS	317 Main St	Ceresco	August 2019	K
57	Hailee	Jacobsen	12	LPS	20400 NW 12th	Raymond	August 2018	10
58	Aliyan	Jaras	1	LPS	5400 W Mill Rd	Raymond	August 2019	K

RAYMOND CENTRAL PUBLIC SCHOOLS

Option Students - Out

	First	Last	Grade	Option District			Date	Grade
59	Caiden	Jensen	12	LPS	217 W Edwin	Ceresco	August 2019	11
60	Leo	Jensen	9	LPS	2555 W Masek Dr	Raymond	August 2011	K
61	Willa	Jensen	7	LPS	2555 W Masek Dr	Raymond	August 2013	K
62	Nicole	Kenney	9	Seward	2550 W Masek Dr	Raymond	August 2016	5
63	Samuel	Kenney	6	Seward	2550 W Masek Dr	Raymond	August 2016	2
64	Timothy	Kenney	3	Seward	2550 W Masek Dr	Raymond	August 2017	K
65	Matt	Kienzler	12	LPS	20707 N 56th	Ceresco	August 2019	11
66	Sophia	Klein	9	Wahoo	626 Hwy 77	Ceresco	August 2011	K
67	Anistyn	Klink	9	Malcolm	1425 Westfork Dr	Raymond	August 2011	K
68	Avery	Klink	4	Malcolm	1425 Westfork Dr	Raymond	August 2016	K
69	Taryn	Klink	4	Malcolm	1425 Westfork Dr	Raymond	August 2016	K
70	Barrett	Kobza	1	Fremont	440 E 7th St	Valparaiso	August 2020	1
71	Carly	Kucera	3	Malcolm	2450 West Masek Dr	Raymond	August 2020	3
72	Mattie	Kucera	9	Malcolm	2450 W Masek Dr	Raymond	August 2019	8
73	Preston	Kucera	6	Malcolm	2450 West Masek Dr	Raymond	August 2020	6
74	Johanna	Leibel	6	LPS	423 Pine Street	Valparaiso	February 2020	5
75	Phoebe	Loos	4	LPS	2157 S 146th Dr	Raymond	March 2018	1
76	Tytus	Loos	4	LPS	2157 S 146th Dr	Raymond	March 2018	1
77	Evan	Lucas	7	LPS	2505 W James Dr	Raymond	August 2013	K
78	Nadia	Lucas	4	LPS	2505 W James Dr	Raymond	August 2016	K
79	Clint	Lynch	11	Waverly	9440 W Rock Creek Rd	Valparaiso	August 1019	10
80	Hayden	Malcolm	5	Waverly	22931 N 84th	Ceresco	August 2015	K
81	Riley	Maldaner	12	Wahoo	630 County Road 16	Wahoo	August 2008	K
82	Colin	Marushak	3	LPS	113 W Pine St	Ceresco	August 2017	K
83	Miles	Marushak	1	LPS	113 W Pine St	Ceresco	August 2019	K
84	Kali	Maytum	11	Malcolm	3707 W Raymond Rd	Raymond	August 2009	K
85	David	McGarvie	12	LPS	21400 NW 84th	Valparaiso	December 2008	K
86	Aiden	McPherson	4	LPS	14845 N 2nd St	Raymond	November 2017	1
87	Tevin	McPherson	5	LPS	14845 N 2nd St	Raymond	November 2017	2
88	Taylor	McWilliam-McPherson	9	LPS	14845 N 2nd St	Raymond	December 2017	6
89	Faith	Nauertc	12	Waverly	3801 Oakview Blvd	Raymond	August 2020	12
90	Iyleigh	Nieman	8	Waverly	3510 Oak St	Davey	August 2012	K
91	Samantha	Norris	9	Wahoo	1939 County Road D	Ceresco	August 2019	8
92	Ellery	Pelan	9	LPS	12940 N 1st	Raymond	August 2014	3
93	Merrick	Pelan	10	LPS	12940 N 1st	Raymond	August 2014	4
94	Marlee	Persinger	9	Waverly	15805 NW 84th	Raymond	August 2013	2
95	Ashton	Placke	6	Malcolm	9515 W Rock Creek Rd	Valparaiso	August 2014	K
96	Reece	Placke	4	Malcolm	9515 W Rock Creek Rd	Valparaiso	August 2016	K
97	Jayce	Polivka	11	LPS	2910 W Ashland Rd	Valparaiso	August 2018	9
98	Hayli	Ruble	10	Wahoo	3 Elm Place	Ceresco	August 2019	9
99	Elijah	Rummel	10	Wahoo	3 Elm Place	Ceresco	August 2018	8
100	Trinity	Rummel	8	Wahoo	3 Elm Place	Ceresco	August 2018	6
101	Anna	Stakhnyuk	8	Waverly	2110 Mill Rd	Raymond	August 2020	K
102	Fedir	Stakhnyuk	10	Waverly	2110 Mill Rd	Raymond	August 2020	K
103	Nadiya	Stakhnyuk	K	Waverly	2110 Mill Rd	Raymond	August 2020	K
104	Tatyana	Stakhnyuk	6	Waverly	2110 Mill Rd	Raymond	August 2020	K
105	Raylyn	Stratton	2	East Butler	435 Oak Rd	Valparaiso	August 2018	K
106	Bethany	Stuart	11	Wahoo	309 8th St.	Ceresco	January 2019	9
107	Bailey	Suchy	12	Seward	2283 154th	Valparaiso	August 2008	K
108	Rebecca	Suchy	10	Seward	2283 154th	Valparaiso	August 2010	K
109	Taryn	Sudik	6	Waverly	521 County Rd 12	Wahoo	August 2014	K
110	Takeyo	Thompson	12	LPS	204 S 2nd St	Ceresco	January 2020	11
111	Kolton	Uhrmacher	6	LPS	15550 Willard Ct	Raymond	August 2014	K
112	Noah	VanEvery	10	Malcolm	2945 Wassung Dr	Raymond	August 2018	8
113	Madysen	Wall	7	Malcolm	3401 Oakview Circle	Raymond	August 2013	K
114	Morgan	Wall	4	Malcolm	3401 Oakview Circle	Raymond	August 2016	K
115	Ava	Webber	9	Waverly	6501 Rock Creek Rd	Ceresco	August 2011	K



2020

Annual Report to Patrons
Raymond Central Schools

*Nebraska Department of Education and
Cognia Accredited*

RAYMOND
CENTRAL
MUSTANGS

Mission Statement

The Raymond Central community is committed to providing a positive, challenging learning environment which prepares each individual student to be a responsible citizen in an ever-changing society.

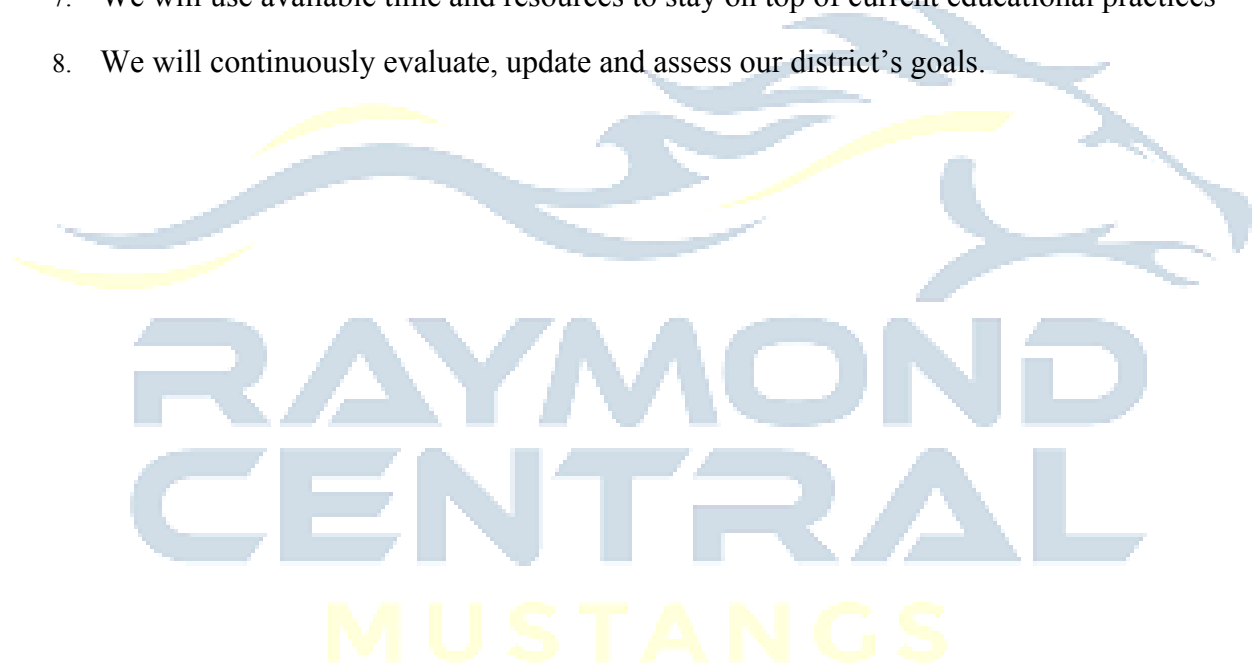
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 - We can make a difference - our schools can be more effective.
 - Improving our people is the key to improving our schools.
 - Significant school improvement will positively impact teaching and learning.
- Intervention (1): Raymond Central is committed to working together to achieve our collective purpose of learning for all students. Staff will cultivate a collaborative culture through the continued development of high performing teams, Professional Learning Communities (PLCs).
 - To achieve this, teams will meet on a regular basis clarifying what students must learn, gathering evidence of student learning, analyzing evidence, identifying the most effective instructional strategies and practices, increasing the instructional capacity of all team members while working to achieve their SMART goals.
- Intervention (2): Teachers will use lesson design, GANAG (Goal setting, Access to prior knowledge, New information, Application, Goal Review) as the district instructional framework.
- Intervention (3): The School Improvement Team will work to develop meaningful, personalized professional development opportunities targeting individual and team growth.
- Intervention (4): Raymond Central will develop a Multi-Tiered System of Support (MTSS) for both academic and behavioral student needs. PBIS (Positive Behavioral Intervention and Supports) will be implemented to provide a system of prevention, noting early identification and intervention. The goal of MTSS is to ensure success for ALL students.

Raymond Central Core Values

1. We will provide a quality education as the cooperative responsibility of students, staff, parents, and community.
2. We will provide a safe learning environment where all individuals are treated with dignity and respect.
3. We will encourage lifelong learning and responsible citizenship.
4. We will empower students to be problem solvers and independent learners.
5. We will provide each student with the opportunity to learn and achieve success.
6. We will meet the needs of individual students through a variety of approaches to learning.
7. We will use available time and resources to stay on top of current educational practices
8. We will continuously evaluate, update and assess our district's goals.



2019-2020 District Strategic Plan

Goal 1 - Increase the number of students that meet or exceed normal growth rates

- Performance Indicator (1): Students will be provided rigorous academic and real-life learning opportunities to become college and career ready.
- Performance Indicator (2): Develop and implement a Multi-Tiered System of Support (MTSS) based on a needs-driven model ensuring students at all levels and sites have access to appropriate resources to accelerate performance proficiencies.
- Performance Indicator (3): Teachers will utilize effective instructional models, including differentiation, based on research and best practice with curriculum aligned to national, state and local standards while continuously assessing and monitoring student progress.
- Performance Indicator (4): Increase Measurement of Academic Progress (MAP) scores to meet or exceed national growth rates from first data collection points to additional collection points through the academic year.
- Performance Indicator (5): The Board of Education will review student growth data in Reading, Math, and Social, Emotional Behavior, from results in the Formative Assessment System for Teachers, at a minimum of three times per year (fall, mid-year, and spring).
- Performance Indicator (6): The district will research and develop a Capstone experience for Raymond Central students serving as a culminating project, or senior exhibition, that will encourage students to incorporate life skills such as critical thinking, problem solving, written and oral communication, and goal setting as they prepare to exit from their #RCJourney and enter a career, college, military or adult life as a responsible citizen in an ever-changing society.
- Performance Indicator (7): The district will research, design and implement a grading and assessment philosophy based on research and best practice.

Goal 2 - Research and implement strategies to recruit, hire, develop, support, and retain the highest quality staff

- Performance Indicator (1): Develop and implement pathways for teacher leaders that allow them to gain leadership experience and expertise through professional collaboration with other teachers and administrators.
- Performance Indicator (2): To encourage high performance, develop and implement a performance-based program that recognizes individuals for their accomplishments.
- Performance Indicator (3): Review 2019-2025 staff exit surveys to determine patterns and trends.
- Performance Indicator (4): [Research and implement an online resource for accepting applications for all open positions.] *[completed 2019-2020]*

Goal 3 - Increase Student Enrollment

- Performance Indicator (1): Develop a positive ratio of option-enrolled students through advertising and showcasing the accomplishments of Raymond Central students using a variety of social and media outlets.

Goal 4 - Maintain and Improve Current Facilities

- Performance Indicator (1): Continue to update the RC 5-10 year facilities plan.
- Performance Indicator (2): Explore creative/innovative classroom and campus concepts.
- Performance Indicator (3): Hire a consultant to assist in future facility planning including the construction of a Performing Arts Center.

Goal 5 - Technology

- Performance Indicator (1): Continue to stay up-to-date with devices and infrastructure.
- Performance Indicator (2): Update and maintain the district website frequently to keep all stakeholders informed.
- Performance Indicator (3): Teachers will utilize technology targeting student-centered learning, differentiated instruction and digital citizenship. The district will provide training opportunities for teachers to enhance their skills in this area.

Goal 6 - Staff Professional Development

- Performance Indicator (1): Provide meaningful and relevant staff development training to improve instruction. Professional Learning Communities will be the major vehicle for accomplishing this task by using teacher collaboration.
 - Professional learning opportunities will focus on increasing knowledge and use of differentiation strategies within all classrooms.
 - Increasing student engagement is also critical. PLCs will play a vital role in implementing these strategies.
- Performance Indicator (2): Develop a data collection process to ensure high yield instructional strategies are implemented with fidelity to the GANAG lesson design.

Goal 7 - Mental Health Action Plan

- Performance Indicator (1): Provide ongoing professional development in mental health issues for staff, students, parents and community.
- Performance Indicator (2): Develop and implement a progress monitoring evaluation tool for RC mental health programs: Move This World Social/Emotional Curriculum (PK-6); mental health therapist (7-12); other.

Goal 8 - Ensure all students learn in a safe environment

- Performance Indicator (1): Conduct annual external safety audits at each school site.
- Performance Indicator (2): Develop and implement a district-wide reunification plan as part of the adopted standard response protocol.
- Performance Indicator (3): Provide ongoing safety training for staff and students.
- Performance Indicator (4): [The district will research and implement an anonymous reporting app for students, parents, and staff that will be used in partnership between the school and law enforcement.] *[completed 2019-2020]*
- Performance indicator (5): Continue to engage all stakeholders in school safety issues.

Executive Summary

- 2019-2020
 - During the 2019-2020 school year, the district was able to complete two performance indicators on the strategic plan.
 - Goal 2, Performance Indicator (4) Research and implement an online resource for accepting applications for all open positions. The district purchased and implemented *Unified Talent*, a PowerSchool resource.
 - Goal 8, Performance Indicator (4) The district will research and implement an anonymous reporting app for students, parents, and staff that will be used in partnership between the school and law enforcement. The District purchased and implemented the *StopIt* application for students to utilize inside and outside of school.
 - For the 2020-2021 school year, the district will focus on the following performance indicators:
 - Goal 1, Performance Indicator (7): The district will research, design and implement a grading and assessment philosophy based on research and best practice.
 - Goal 2, Performance Indicator (1): Develop and implement pathways for teacher leaders that allow them to gain leadership experience and expertise through professional collaboration with other teachers and administrators.
 - Goal 4, Performance Indicator (3): Hire a consultant to assist in future facility planning including the construction of a Performing Arts Center.
 - Goal 8, Performance Indicator (2): Develop and implement a district-wide reunification plan as part of the adopted standard response protocol.

Professional Learning Communities 2020-2021

Raymond Centrals PLC Framework

The RC PLCs will engage in the ongoing process of working collaboratively in recurring cycles of collective inquiry and action research around curriculum, assessment, and instruction to achieve better results for the students they serve. The primary focus will be to generate instructional outcomes that are suitable to students and represent significant cognitive challenges, allowing for differentiation to groups of students. Together, teachers will plan for various responses to student learning to move all learners to proficient or extending mastery of the standard.

Defining a PLC

Professional Learning Communities (PLCs) shift the focus of school reform from restructuring to reculturing (Louis, 2006). A PLC is an ongoing process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts. Generally, PLCs are composed of teachers, although administrators and support staff routinely participate (Bolam, McMahon, Stoll, Thomas, & Wallace, 2005; Huffman, 2000). In some schools, PLCs are extended to community members and students, as appropriate (Stoll, Bolam, McMahon, Wallace, & Thomas, 2006; Stoll & Louis, 2007). Through participation in PLCs, teachers enhance their leadership capacity while they work as members of ongoing, high-performing, collaborative teams that focus on improving student learning (Rentfro, 2007).

Furthermore, professional learning communities are a group of teachers, administrators, staff members who meet regularly, formally or informally, as a team:

- To study data
- To analyze current levels of achievement
- To set achievement goals
- To identify essential and valued student learning
- To develop common formative and summative assessments
- To share strategies
- To research best practices.

The expectation is that this collaborative effort will produce ongoing improvement in student achievement.

Characteristics of PLCs

We do not “do” PLCs, we are a PLC. A PLC is not a model per se; rather, it is an approach or process. Most PLC definitions assume a set of characteristics that reflect the nature of a true PLC. An understanding of these characteristics provides educators with a shared lens through which to examine their own PLCs. They also can provide an infrastructure for shaping practice and assessing progress. A brief description of some of the most commonly cited characteristics follow:

- **Shared values and vision**
- **Collaborative culture**
- **Focus on examining outcomes to improve student learning**
- **Supportive and shared leadership**
- **Shared personal practice**

PLC Essential Questions

"Learn what?" and "How will we know?" are two of the most significant questions a PLC will consider. In fact, they are the questions that drive the work of collaborative teams. Other key questions teams must consider include "How will we respond when some students don't learn?" and "What will we do for our learners who already know it?" When looking at the first driving question "Learn what?", teams may also begin to ask "What content do we currently teach that we can eliminate because it is not essential?" and "What must our students know and be able to do as a result of this unit we are about to teach?"

The four questions to guide PLC's:

1. What do we expect students to learn?
2. How will we know if they learn it?
3. How do we respond when students experience difficulty in learning?
4. How do we respond when students do learn?



2020-2021 Superintendent Goals

Review Months: September, December, March, July

- Mutual Goals for New Superintendent 2020-2021

1. Ensure continuing wellbeing of staff and students by creating an equitable framework for responding to and recovering from a pandemic.

a. Performance Indicators:

- i. Expand the community knowledge and information about equity in the district through the implementation of the Board of Education adopted resolution in response to the current racial disparity and injustice.
- ii. Continue to monitor the spread of COVID-19 to make data informed decisions and communicate accordingly
- iii. Preserve the continuity of essential school functions through the use of research based mitigating measures
- iv. Minimize educational and social disruption
- v. Respond to academic losses.

2. Continue the creation of a 10 year facilities strategic plan for implementation that addresses maintenance and improvements for existing building assets.

a. Performance Indicators:

- i. Continue partnership with First National Bank to provide visual and cost projections for the future of RC facilities using the data and results from the 2020 feasibility study.
- ii. Add to the existing plan start / end dates, projected timelines, list of contractors, and a progress monitoring system.
- iii. Prioritize list of projects for all building sites to ensure minimal impact on instructional practice.

3. Develop progress monitoring tools to evaluate the effectiveness of district initiatives to ensure the sustainability over time.

a. Performance Indicators:

- i. Sustain an effective and meaningful Professional Learning Community framework at RC to drive professional inquiry among staff.
- ii. Adopt the Multi Tiered Systems of Support (MTSS) system to ensure learning for all students through targeted interventions.

- iii. Create a districtwide grading and assessment framework focused on student growth and learning
- iv. Create a Positive Behavioral Intervention System of Supports (PBIS) district wide to track and reward positive behavior.
- v. Update/modify the current teacher evaluation system (P.R.I.D.E) to emphasize teacher growth and reflection for the betterment of student learning.
- vi. Model and reinforce a “fail forward” attitude among staff and students to focus on learning rather than compliance.



The Annual Report includes informative demographic, budget, and assessment statistics. The Raymond Central School District submits this report to patrons to assist in understanding data about the school system. It is through this understanding that, we as a community, can take pride in district accomplishments and identify areas where we need to improve. While this report has been prepared as a cumulative picture of public education at Raymond Central, we realize that the total picture cannot be told in percentages, numbers or charts. The quality of any school is primarily developed within the daily interaction between students and teachers. The Board of Education, administrators, teachers and support staff extend an invitation to visit each building and to get involved in the public education of Raymond Central students.

Raymond Central is a consolidated public school district incorporating the communities of Ceresco, Davey, Raymond, Valparaiso and Agnew. The school district boundaries are primarily located in Lancaster and Saunders County with a small portion of property in Butler and Seward County. The 2017-2018 school year marked the first year Raymond Central offered a comprehensive Preschool Program for 3 to 4 year old students. There are two elementary centers, a K-5 center at Ceresco and a K-5 center at Valparaiso. The sixth grade "Intermediate" transition program to junior high which includes departmentalization of curriculum is located at the RC Jr/Sr High School. RC Jr/Sr High School is a comprehensive 7-12 school that strives to meet the varied needs of a wide range of students who have both agricultural and suburban backgrounds. The secondary program features a variety of vocational programs, fine arts opportunities and college prep or dual credit courses. Our staff provides students a strong academic preparation through innovative teaching. Effective learning is a hallmark of Raymond Central Schools evidenced by the academic achievement on state and national assessments.

The Raymond Central Schools are accredited by NCA – North Central Association through an evaluation process called Cognia. Every five years the school district develops goals, implements programs, and gathers data to meet the five standards of Cognia. At the end of the five-year cycle an external team conducts a two-day site visit/evaluation. A report of results and findings is given back to the district, if all standards are met the district receives certification of accreditation. Raymond Central hosted an external team during the 2018-19 school year. The results were analyzed by the School Improvement Team and published in an executive summary. [Click here to read the executive summary of the external team's findings.](#)

Cognia Standards for Quality Schools

Standard 1: Purpose and Direction The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Standard 2: Governance and Leadership The school operates under governance and leadership that promote and support student performance and school effectiveness.

Standard 3: Teaching and Assessing for Learning The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Standard 4: Resources and Support Systems The school has resources and provides services that support its purpose and direction to ensure success for all students.

Standard 5: Using Results for Continuous Improvement The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Board of Education

The Raymond Central Public Schools Board of Education meets on the Wednesday before the third Monday of each month at the Jr/Sr High School in Room #108 south of the main entrance. As the elected governing body of the school district, the Raymond Central Board of Education is the liaison between the community and professional educators. Your input is welcome as the board prepares strategic plans, writes educationally sound policies and budgetarily prepares for the future. The Board continually assesses community priorities and invites the residents of the district to contact its members and/or the Superintendent for input.

Dist. Information	2016-17	2017-18	2018-19	2019-20	2020-21
Square Miles	169.5 sq mi	169.5 sq mi	169.5 sq mi	169.5 sq mi	169.5 sq mi
Assess Valuation	\$701,470,511	\$733,219,850	\$741,384,867	\$758,401,139	\$765,411,269
Total Levy	1.150936	1.135041	1.150006	\$1.133857	1.131637
Enrollment K-12	621	645	645	640	

RC PK-12 Enrollment 2020-21			
Grade	Total	Boys	Girls
PK	36	20	17
K	48	23	25
1 st	44	22	22
2 nd	52	33	19
3 rd	48	30	18
4 th	47	27	20
5 th	55	29	26
6 th	66	25	41
7 th	51	16	35
8 th	55	29	26
9 th	62	34	28
10 th	44	26	18
11 th	53	28	25
12 th	55	33	22
TOTALS	716	375	341

K-12 Enrollment History	
2020-21	680
2019-20	640
2018-19	645
2017-18	645
2016-17	621
2015-16	604
2014-15	577
2013-14	567
2012-13	583
2011-12	603
2010-11	610
2009-10	640
2008-09	652
2007-08	661
2006-07	677
2005-06	681
2004-05	674

District Profile - 2019	RC Statistics	State Statistics
Per Pupil Cost	\$14,330	\$12,299
Poverty Percentage	22%	45%
Attendance Percentage	96%	94%
Graduation Percentage	97%	89%
College-Going Rate	82%	76%
Gifted	18%	13%
Highly Mobile Percentage	4%	4%
English Language Learners	0.20%	7%
Special Education Percentage	11%	15%
Teachers with Master's Degree	53.70%	55.99%

ACT TEST RESULTS	National	State	Raymond Central
2010-2011	21.1	22.1	21.4
2011-2012	21.1	22.0	20.7
2012-2013	21.1	21.5	21.9
2013-2014	21.0	21.7	23.0
2014-2015	21.0	21.5	23.7
2015-2016	20.8	21.4	23.2
2016-2017	21.0	21.4	21.3
2017-2018	21.0	20.1	20.0
2018-2019	21.0	20.0	20.6
2019-2020			
October 2020 due to COVID-19	-	-	-

Federal and State Standards

The Federal No Child Left Behind Act has been replaced by a new set of accountability standards called ESSA – Every Student Succeeds Act. Some of the main components include: (1) college & career readiness, (2) statewide assessments, (3) student performance targets and school ratings, (4) accountability for struggling schools, and (5) emphasis on early childhood education. 11th grade students did not receive a score for the state test during the 2016-2017 school year as this was the first year every junior was required to take the ACT.

*****No testing was done during the 2019-2020 school year due to COVID-19. The data below is from the 2018-2019 school year*****

ACT - Juniors					
Year	English Language Arts	Math	Science	RC Composite	State Composite
2018-19	17.8	19.1	20.0	19.0	19.3

Nebraska State Standards English Language Arts					
College / Career Ready or On Track					
Grade	RC - 2016	RC - 2017	RC - 2018	RC - 2019	State - 2019
3	87	56	67	56	56
4	89	64	67	67	58
5	83	58	48	50	48
6	85	55	53	49	49
7	83	33	59	45	49
8	92	45	37	65	50
11	83	-	-	-	-

Nebraska State Standards - Math					
College / Career Ready or On Track					
Grade	RC - 2016	RC - 2017	RC - 2018	RC - 2019	State - 2019
3	75	81	57	46	55
4	88	85	69	60	52
5	81	92	63	57	54
6	74	84	64	69	55
7	81	69	49	40	48
8	64	78	35	42	47
11	77	-	-	-	-

Nebraska State Standards - Science					
College / Career Ready or On Track					
Grade	RC - 2016	RC - 2017	RC - 2018	RC - 2019	State - 2019
5	81	76	65	57	68
8	81	73	65	73	62
11	94	-	-	-	-

RAYMOND CENTRAL BUDGET INFORMATION

FUND	LEVY 2018-19	LEVY 2019-20	LEVY 2020-21
General Fund	1.00	.978933	.985325
Building Fund	0.049729	0.069924	0.063475
HS Bond Fund	0.100376	0.085000	0.082837
Elem Bond Fund	-	-	-
Qual Capital Purp Under Fund	-	-	-
Total Levy	\$1.150105	\$1.133857	\$1.131637

2020-21 BUDGET RECEIPTS			
Local Sources	0.2295%		
County Sources	6.0212%		
State Aid	3.9790%		
State Sources	6.2740%		
Federal Sources	2.6770%		
Non-Revenue Sources	0.0022%		
Property Taxes	80.8172%		
Sub Total			
Cash Reserve			
Total	100%		

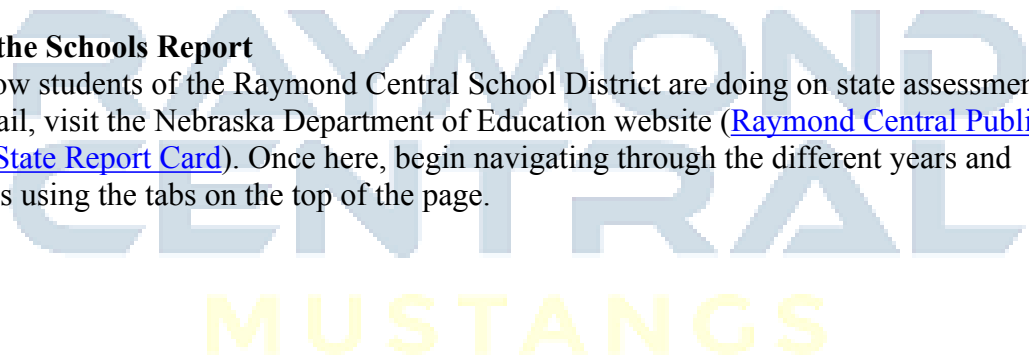
Total Salaries / Benefits / Instruction	80.1718%		
Total Instructional	8.6727%		
Total Operation / Maintenance	13.4175%		
Total Transportation	6.4106%		
Total	100%		

State Aid Allocation History	
2003/04	\$1,689,779.41
2004/05	\$1,375,205.64
2005/06	\$1,272,207.09
2006/07	\$1,307,815.70
2007/08	\$1,045,879.96
2008/09	\$1,240,438.77
2009/10	\$1,226,197.93
2010/11	\$1,017,328.93
2011/12	\$631,437.11
2012/13	\$751,441.09
2013/14	\$548,767.43
2014/15	\$157,173.45
2015/16	\$166,152.50
2016/17	\$146,509.00
2017/18	\$101,349.00
2018/19	\$138,060.00
2019/20	\$468.898
2020/21	\$367,599

District Assessed Valuation	
2003/04	\$291,912,090
2004/05	\$300,430,451
2005/06	\$316,281,306
2006/07	\$353,206,713
2007/08	\$363,480,026
2008/09	\$387,840,542
2009/10	\$410,192,751
2010/11	\$415,312,107
2011/12	\$458,786,630
2012/13	\$501,205,610
2013/14	\$574,039,034
2014/15	\$616,522,944
2015/16	\$665,032,655
2016/17	\$701,470,511
2017/18	\$733,279,850
2018/19	\$741,384,867
2019/20	\$758,401,139
2020/21	\$765,411,269

State of the Schools Report

To see how students of the Raymond Central School District are doing on state assessments in more detail, visit the Nebraska Department of Education website ([Raymond Central Public Schools State Report Card](#)). Once here, begin navigating through the different years and categories using the tabs on the top of the page.



About Raymond Central

The Raymond Central School District was formed during the beginning of 1966 by the merging of Ceresco and Valparaiso Schools to form District #161 Central Public Schools. In August of that year District #19 Raymond joined the two schools. In 1967 an abandoned Nike Missile site was purchased for \$1.00 from the federal government. This 21 acre site is the current location of the Jr/Sr High School. The first official academic school year for the Raymond Central District was 1967-68. During the following year of 1969, Davey joined the current #161 School District.

The elementary students attended three different sites: Ceresco, Raymond, and Valparaiso. Students in grades 7-8 attending the Valparaiso site and the 9-12 students attended the Ceresco site. In February of 1968 the district patrons passed a .995 million dollar bond to construct a gymnasium and classrooms at the current Jr/Sr High School site. Other additions to this site were added over the years and paid for out of the building fund. In January of 1970 students in grades seven through twelve relocated to the current Jr/Sr High School site on Agnew Road. The Raymond Elementary attendance center closed at the end of the 1973-74 school year. In 1976 the school district name officially changed to Raymond Central Public Schools to avoid confusion with other schools in the state utilizing Central to identify the school name.

Over the years numerous elections were held to add additions and remodel existing facilities. These elections were unsuccessful until November of 1998 when a \$5.4 million bond issue passed to build a new school in Ceresco and renovate the Valparaiso building. In September of 2009, the Raymond Central voters passed a \$9.995 million bond to add a 6 classroom wing, construct a new addition, and renovate the existing building at the Jr/Sr High School site. The current facilities are now updated to meet the needs of today's students. The Board of Education in the past five years has spent nearly \$400,000 on technology infrastructure, computer hardware and software to benefit the students and teaching staff. Fall of 2016-2017 the Board of Education approved the construction of a \$1.3 million addition at the Jr/Sr High School which included classrooms for sixth grade and space for a preschool which opened up space at the Valparaiso site for additional programs. The funding for this project came from the district's cash reserves: \$700,000 from Depreciation Fund and \$600,000 from Building Fund. The Board of Education chose not to borrow the necessary funds or issue any bonds to pay for the project.

Elementary Schools Stress Basics

By focusing on the basics (reading, writing and math), students concentrate on mastering essential skills. Children also study science, social studies, health, music, physical education, technology, and art. For students who are struggling academically, interventions are in place for students having difficulty in the areas of reading and math.

Jr High School Helps Students Explore

The junior high curriculum builds on basic skills mastered in elementary school. The focus is on expanding skills and strategies in math, reading, English, social studies, and science. Jr High students also are exposed to exploratory classes. Seventh grade students are introduced to subjects such as: Art, Keyboarding, Agriculture, and Skills. The eighth grade students are introduced to subjects such as: Art, Careers, Family Consumer Sciences (FCS), Industrial Technology, and Speech. Students also take classes in: Physical Education, Health, and Music.

High School Provides More Choices

In grades 9-12, the high school curriculum offers a full range of required and elective courses. Graduation requirements include core areas of math, science, English, social studies, fine and performing arts, technology, physical education and health. Elective offerings feature foreign language, art, music, speech, computer science, vocational agriculture, industrial technology, business, and FCS. Opportunities to earn college credit are available through dual credit. Career Academy courses through Southeast Community College are also available.

Special Education Services Available

Special Education programs are provided for students from birth through age 21 who qualify under state and federal guidelines. The services are delivered to meet each student's individual education plan. Specialized teaching methods supplement or can replace services in the general education classroom. The range of services covers 13 disability categories, from mild speech and language disabilities to more significant mental and physical disabilities.

Enroll your child in Raymond Central Public Schools

Students who do not live in the Raymond Central School District are welcome to attend its schools through the option enrollment program. Program capacities are established for class size, special education, and option enrollment. Contact the superintendent's office at 402-785-2615 for questions concerning enrolling your child in the Raymond Central School District. Registration can be completed at the K-5 elementary site in Ceresco, the K-5 elementary site in Valparaiso, and PK, 6th grade transition, and 7-12 Jr/Sr High School located at 1800 West Agnew Road.

Raymond Central Educational Foundation

This organization consists of a 9-member board that generates money through fund raising activities. The RCEF gives back to the school district by purchasing educational items for classrooms that may not be budgeted for, supporting projects within the district, and providing scholarships to graduating seniors. The main fund raising activity is the Dinner/Auction held each August.

Raymond Central Updates

Raymond Central partnered with the RC Education Foundation and Civic Nebraska to create a Before and After School program for the 2020-2021 school year. The program is research based providing academic support, a focus on physical activity and healthy choices. The goal is for the program to be an extension of the school day.

Raymond Central was selected to participate in a Multi-Tiered System of Support (MTSS) program through the state of Nebraska and ESU2. The purpose of a MTSS framework is to support all students based on their individual needs. The targeted interventions carried out by highly qualified staff members are focused on student support and enrichment. During the 2020-2021 school year, Raymond Central staff members will engage in the work of identifying essential learning throughout the PK-12 system. The essential learning work will be the foundation of the MTSS framework.

For the 2020-2021 school year, Raymond Central has partnered ESU2 and Schuyler Public Schools to implement a five year multi-million dollar grant that awards \$800,000 per year. Through implementation of the Education Innovation and Research Grant (EIR), both districts will work to accelerate student engagement and achievement, drive digital transformation in classrooms, and integrate digital content into K-12 curriculum with professional development support. Discovery Education will provide valuable staff training to a select group of teacher leaders along with curriculum content focusing on STEAM (Science, Technology, Engineering, Art and Math).

The 2019-2020 school year is the first year Raymond Central implemented a student 1:1 technology initiative. Students K-2 have access in school to iPads while student's grades 3-12 have their own individual Chromebook. Only students in 9-12 have the ability to bring their student device off campus. Raymond Central Public Schools has developed an aggressive staff training timeline ensuring that student devices serve as an educational support to the quality core instruction and high yield strategies in the classroom.

In 2018-2019 Raymond Central Public Schools was featured in both a national and state publication in regards to the Board of Education's work with Sparq Data Solutions. The Raymond Central Board of Education utilizes paperless board meetings to streamline communication and improve transparency to stakeholders.

As the district looks to the future, growth is inevitable. At the beginning of the 2018-2019 school year, the Raymond Central Board of Education purchased 67 acres of land south of the Jr/Sr High School. This land purchase extends the footprint of school property south to Agnew Road and east to an acreage on NW 12th Street. The Board of Education is currently discussing the purpose of this land which could include a three or four grade unit per grade level central elementary school, a performing arts center, baseball/softball fields, etc.

Raymond Central Public Schools completed a \$1.3 million dollar expansion project at the Jr/Sr High School site for the 2017-2018 school year. The project added two large 6th grade classrooms and a state-of-the art preschool classroom. The 2017-2018 school year was the first year Raymond Central offered preschool, filling all 32 spots by August. Since August 2017, the preschool enrollment has increased to accommodate 36 students. The 6th grade classrooms offer 1-to-1 Chromebooks for students to utilize while in class, joining classrooms for additional collaboration and cross-curricular opportunities, and an outdoor recreation area.

During the 2017-2018 school year, the Raymond Central Board of Education partnered with the Nebraska School Board Association to create an innovative superintendent evaluation process. The new 360 Superintendent Evaluation surveys a variety of stakeholders seeking input regarding the superintendent's performance. The Board of Education used the multiple data sets to complete a comprehensive review of the superintendent. As a result of this work, the Board of Education presented this process at both the state and national conferences. NASB has since marketed the 360 evaluation tool to all school districts across the state of Nebraska.

As a result of the 360 evaluation work at the Board of Education level, the district launched its Vision 2025 initiative to seek feedback from all stakeholders across the district during 2018. Initial Vision 2025 meetings were held in Davey, Ceresco, Valparaiso and Raymond followed by a final meeting at the Jr/Sr High School. Stakeholders participated in a process to determine what Raymond Central must look like and sound like in order to meet the needs of all students by the year 2025. The result of these conversations was the district's 2019-20205 strategic plan that can be found on the Raymond Central website.

The 2016-17 school year was the first year all juniors were required to take the ACT for state-wide assessment. As our mission states, the Raymond Central Community is committed to providing a positive, challenging learning environment which prepares each individual to be a responsible citizen in an ever-changing society. Our goal is to assist all students to be ready for life after high school.

Raymond Central's framework for exceptional teaching is the GANAG instructional design. GANAG is an acronym for Goals, Access prior knowledge, New information, Application, and Generalize. When you walk into a classroom at Raymond Central, teachers will be using this format to structure their lessons. All teachers have been trained using this model of quality instruction. The training also included implementation of High Yield Strategies as outlined by Robert Marzano, Debra Pickering, and Jane Pollack.

CENTRAL
MUSTANGS

Raymond Central Celebrations and Successes

The Raymond Central School District offers many opportunities to the students in the areas of vocational, fine arts and athletics.

- Middle School Counselor of the Year (2019-2020)
- FFA – State and National Qualifiers
 - Teacher of the Year (2017-2018)
- FBLA - State and National Qualifiers
- Skills USA – State Qualifiers and National Qualifiers
- Destination Imagination – State and National Qualifying Teams
- Speech - State Champs & Runner-Up, District & Conf. Champions, NFL – National Qualifiers, National Winners
- Play Production – Recent State Qualifier and District Champions
- Art students have won a number of awards at state art exhibits
- Music Dept. - State Honor Band and Choir Participants, Marching Band Superior Ratings
- Football - Playoff Qualifiers
- Softball - State Qualifier the past three seasons
- Wrestling – 5 Individual State Class Champions 2008-2014 and Numerous State Qualifiers
- Cross Country – State Qualifiers Boys & Girls
- Track – State Qualifiers, Class B Girls 100 M Hurdle Gold Medalist 2013.



RAYMOND
CENTRAL
MUSTANGS

RC Facility Priority List

Created 8.26.20, Updated 9.3.20

2020-2021

Priority Project	Scheduled	Finished	Location	Estimated Cost / Total Cost	Anticipated Start Date	Completion Date	Contractor(s)
Asphalt Main Drive			Jr/Sr High School	\$61,547	June 2020	August 2020	• PAVERS
Waterway in Field (look @ W side of drive)			Jr/Sr High School	\$5,000	May 2020	July 2020	• LPS NRD (contractor TBD)
Bus Barn Addition	X		Jr/Sr High School	\$168,000	August 2020	November 2020	• Kevin Wolfe
Replace 2 Addison Units			Jr/Sr High School	\$150,000			
Replace Security Cameras			All School Sites (interior)	\$35,000			• Kidwell
Flat Roof			Ceresco	\$190,000	May 2021	August 2021	
Stucco Repair - Main Entrance			Ceresco	TBD	July 2020	August 2020	• Scott's Plastery
Front Steps	X		Jr/Sr High	\$3,280	September	September	• Stephens and

Repair			School		2020	2020	Smith
Replace Faucets and Bathroom Hardware with Touchless			Both Elementary School Sites	TBD			
Phase I Concrete Work (Handicap parking & new shed)			Jr/Sr High School	\$65,000			
Concrete Replacement - Back Entrance			Valparaiso	\$4,000			
Replace Carpet in Entrances with Rubber Flooring			Both Val and Ceresco Elementary Schools	\$13,800 ***Bid from Ernies*** Need to contact another Contractor***			
1911 Rock - Repair			Ceresco Elementary	TBD			
Lighting on Main Drive and N Parking Lot			Jr/Sr High School	TBD ***Seek several bids, contact Norris PPD***			
NE Side of			Valparaiso	TBD			

Gym Floor			Elementary				
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Comprehensive List for 2020-2021

Project		Location	Estimated Cost / Total Cost	Anticipated Start Date	Completion Date	Contractor(s)
Asphalt Main Drive		Jr/Sr High School	\$61,547			<ul style="list-style-type: none"> PAVERS
Waterway in Field		Jr/Sr High School	\$5,000	May 2020	June 2020	<ul style="list-style-type: none"> LPS NRD (contractor TBD)
Bus Barn Addition		Jr/Sr High School	\$168,000			
Replace Security Cameras		All School Sites (not exterior Jr/Sr HS)	\$35,000			
Flat Roof Section		Ceresco Elementary	\$190,000	June 2020	August 2021	
Stucco Repair and Paint (Front Entrance)		Ceresco Elementary				
HVAC Replacement Schedule		Valparaiso Elementary	\$400,000 (40 heat pumps @ \$10,000)			
HVAC Replacement - 4 Units		Ceresco Elementary	\$40,000			

Front Steps Repair		Jr/Sr High School	\$3,280			• Stephens and Smith
Remove Old Drinking Water Pressure Tank		Jr/Sr High School	Jared will research			
Replace or Repair North Pumphouse Roof		Jr/Sr High School	Jared will research			
Phase I of III Concrete Work		Jr/Sr High School	\$60,000			
Replace 4 Addison Units		Jr/Sr High School	\$300,000			
Concrete repair behind school		Valparaiso Elementary	\$4,000			
Add Concrete in front of FB stadium for Handicap spots		Jr/Sr High School	\$4,000			
New Tile in Kitchen		Val Elementary	\$5,000			• Ernies
Replace Carpet in Entrances with Rubber Flooring		Both Val and Ceresco Elementary Schools	\$13,800 ***Bid from Ernies***			

Replace Carpet w/ square tile carpet (make color universal for all 3 sites)		Val and Ceresco Elementary	Met w/ Ernie's October 2018 \$210,500.008			
Remove Gravel from Playground(s) and add ADA approved black tile		Val and Ceresco Elementary	Jared will research			***Possible fundraising project for PTO***
1911 Rock Bench		Ceresco Elementary				
Replace Wooden Lockers w/ Metal		Val and Ceresco Elementary				***Look at alternative plans, can we remove doors and add hooks?
Add Concrete to N Parking Lot for Drainage		Val Elementary	\$13,350.00			
Gym Floor Refinish (annual cost)		All Sites	\$10,000	Summer 2019	Summer 2019	

Activities Specific

Side-By-Side		Jr/Sr High School	\$14,000			
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Metal Bleachers for FB stadium		Jr/Sr High School				
New Sound System for Main Gym & Stadium		Jr/Sr High School				

Raymond Central Crisis Response and Safety Manual



The Standard Response Protocol

A critical ingredient in the safe school recipe is the uniform classroom response to an incident at school. Weather events, fires, accidents intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff. Historically, schools have taken this scenario-based approach to respond to hazards and threats. It's not uncommon to find a stapled sheaf of papers or even a tabbed binder in a teacher's desk that describes a variety of things that might happen and the specific response to each event.

SRP is Action Based

The Standard Response Protocol is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple there are four specific actions that can be performed during an incident. When communicating these actions, the action is labeled with a "Term of Art" and is then followed by a "Directive". Execution of the action is performed by active participants, including students, staff, teachers and first responders.

1. **HOLD** is followed by *"In your Room or Area. Clear the Halls"* and is the protocol when used when the hallways need to be kept clear of people.
2. **SECURE** is followed by *"Get Inside, Lock Outside Doors"* and is the protocol used to safeguard students and staff within the building.
3. **LOCKDOWN** is followed by *"Locks, Lights, Out of Sight"* and is the protocol used to secure individual rooms and keep students quiet and in place.
4. **EVACUATE** is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building.
5. **SHELTER** is always followed by a type and a method and is the protocol for group and self protection.

These specific actions can act as both a verb and a noun. If the action is Lockdown, it would be announced on public address as "Lockdown! Locks, Lights, Out of Sight." Communication to local Law Enforcement or the Media would then be "We are under Lockdown."

Each response has specific student and staff action. The Evacuate response is always followed by a location: "Evacuate to the Bus Zone." Responses can also be chained. "Evacuate to Hallway. Shelter for Tornado. Drop, Cover and Hold."

Time Barriers

Time barriers or measures taken beforehand to 'harden the structure' can be an invaluable asset to safety; not only for staff and students, but also visitors to a campus who expect a friendly and secure environment.

Time barriers are best described as a physical barrier that slows down the entry into, or movement through, a facility. Any additional delay allows trained persons to take further protective action and gives first responders more time to arrive.

An example of a time barrier is making the exterior doors of a building automatically lock, and could include installing a film on glass door panels to prevent them from shattering, thereby delaying an intruder's attempt to break into the premises.

Finally, the most powerful time barrier in an active assailant event is a locked classroom door. The Sandy Hook Advisory Commission Report* says this: **“the testimony and other evidence presented to the commission reveals that there has never been an event in which an active shooter breached a locked classroom door.”**

Secure vs. Lockdown

The differentiation between Secure and Lockdown is a critical element in SRP. Secure recovers people from outside the building, secures the building perimeter and locks all exterior doors. This would be implemented when there is a threat or hazard outside the building. Criminal activity, dangerous events in the community, or even a vicious dog on the playground would be examples of a Secure response. While the Secure response encourages greater staff situational awareness, it allows for educational practices to continue with little classroom interruption or distraction.

Lockdown is a classroom-based protocol that requires locking the classroom door, turning off the lights and placing students out of sight of any corridor window. Student action during lockdown is to remain quiet. It does not mandate locking exterior doors for a few reasons: risk is increased to students or staff in exposed areas attempting to lock doors, and locking exterior doors inhibits entry of first responders and increases risk as responders attempt to breach doors.

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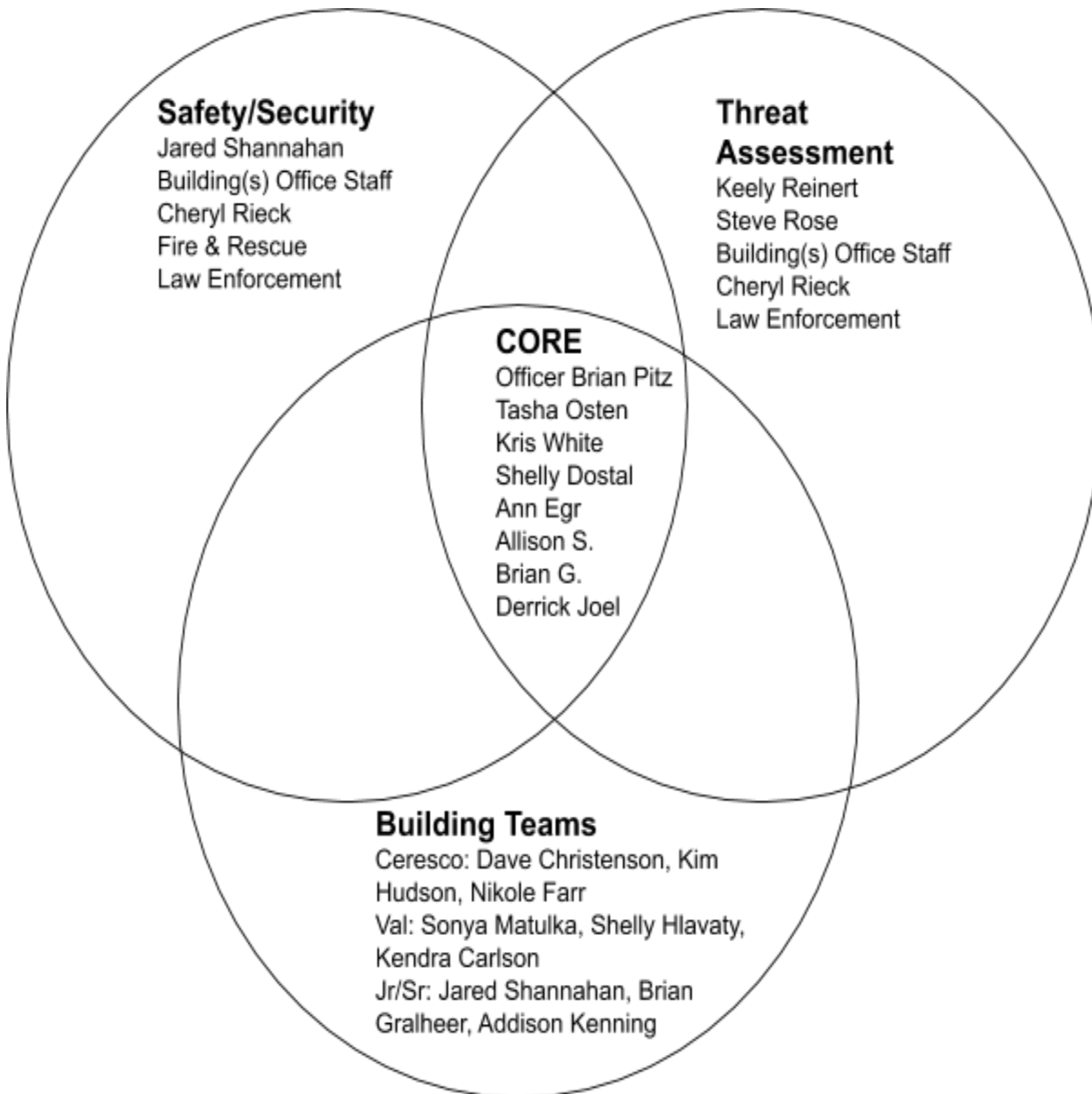
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DISTRICT AND BUILDING CONTACT INFORMATION

School Site	Phone Number	Administrator	Administrative Assistant
Ceresco Elementary	402-665-3651	Mrs. Ann Egr	Mrs. Jean Danley
Valparaiso Elementary	402-784-3301	Mrs. Shelly Dostal	Mrs. JoAnn Lopez
Jr/Sr High School	402-785-2685	Mrs. Allison Stansberry Mr. Brian Galheer	Mrs. Torie Oldfield
District Office	402-785-2615	Dr. Derrick Joel	Mrs. Cheryl Rieck



CORE CONTACT INFORMATION AND TEAM DESCRIPTIONS

Name	Mobile Contact Information	Role
Brian Piitz	402-416-1676	Law Enforcement
Allison Stansberry	712-251-5839	Principal
Shelly Dostal	402-430-5510	Principal
Ann Egr	402-443-6106	Principal
Brian Gralheer	402-618-8836	Assistant Principal / Activities Director
Kris White	402-440-2688	Counselor
Tasha Osten	402-641-3241	Counselor
Jared Shannahan	402-416-5835	Director of Operations
Derrick Joel	308-379-6429	Superintendent

Team Name	Description
CORE Team	This team is part of the security/safety team, threat assessment team, and building teams. The core group is responsible for attending training and workshops to act as “local experts” to provide training for all RC staff. This team will meet at minimum twice per year to review policy and to conduct safety audits from a district perspective.
Security / Safety Team	This team is responsible for the safety and security of the school district and individual school sites. This team will conduct safety audits and make recommendations to the CORE Team for review to ensure all students and staff are safe.
Threat Assessment Team	A threat is defined as an expression of intent to do harm or act out violently against someone or something (including self). A threat can be spoken, written, or symbolic. Not all threats, nor those that threaten, are equal in their potential for harm, but all threats that are brought to the attention of the school district will be taken seriously, evaluated, and documented. Roles included but not limited to:

	<ul style="list-style-type: none">● Receive reports of troubling student behavior● Strive to understand a troubled student's life by gathering information● Evaluate the facts to determine whether a student poses a risk or harm or is in need of additional resources.
Building Team	The building teams will meet on an "as needed basis" to discuss the current state of each building. The building team(s) are made up of administrators, teachers and support staff.

INTRODUCTION

The ability to effectively respond to natural or manmade emergencies and disasters is an essential component of any emergency operations/response plan. The process begins with comprehensive planning that includes district authorities and school staff as well as public safety and community representatives.

The success or failure of a response plan is largely dependent on planning, training and exercises designed to prepare all responders and participants for their roles and responsibilities. It is important to follow the established plan while remaining flexible for any surprises, unexpected problems and resulting confusion that may occur. Each crisis situation must be properly assessed in terms of type, magnitude and location to ensure the selection of an appropriate response.

Proper training and preparation will enable school staff and students to immediately react and respond to any emergency. Appropriate actions may include Lockdown, Lockout/Secure Perimeter, Evacuation or Shelter. Well planned effective communication with staff, students, emergency responders, family members and the media are essential to success. A plan to reunify students with their families should be created and must be "ready to go" prior to the occurrence of a crisis. One thing is certain. Every effort must be made to protect students, staff, community members and emergency responders from the dangers resulting from an emergency incident.

CRISIS RESPONSE OVERVIEW

Communicating In A Crisis

Communication is an essential component of any emergency operations plan. Each district should develop a reasonable approach for crisis communications in order to communicate with:

- District/School Staff
- District Responders (i.e. transportation, nutrition services)
- Parent/Guardian and Students
- Emergency Responders
- Emergency Communication Facilities
- Media
- Emergency Management Teams

Effective communication in a crisis begins with preparedness and planning. When planning for communicating during a crisis, administrators should not make the assumption that phones and cell phones will work during an emergency.

Administrators will create alternative communication plans in the event of a communication failure. Prior to the occurrence of a crisis, district administrators will acquire/obtain any necessary resources and equipment to ensure effective communication processes are in place. Resources and equipment may include:

- Electronic tools/radios
- Cell phones and tablets
- Resource list
- List of important/necessary phone numbers
- Student/family contacts

Basic Communication Procedures In A Crisis

- ❑ **Notify Appropriate Emergency Responders and the School Crisis Response Team**
 - ❑ One common mistake is to delay calling emergency responders including law enforcement and fire authorities. In a crisis, people often believe that the emergency situation can be handled administratively and without assistance. It is much better to have emergency responders arrive as quickly as possible to assist with any resolution. Any delay in notification or response can result in further disruption, injury or damage.
- ❑ **Notify the School Crisis Team and District Executives**
 - ❑ Timely notification allows school authorities to take effective action to protect the safety of students and staff alike. Upon notification of an emergency issue, school crisis team members should proceed to effectively fulfill their responsibilities.
- ❑ **Communicate Accurate and Appropriate Information**
 - ❑ In a crisis, district and schools will communicate with the school community as well as the community at large. All information released to the media and general public should be handled and distributed by a designated public information officer or appointed spokesperson. It is important to ensure that any information be consistent and accurate. See Media Plan section of this guide for more information.

❑ **Crisis Teams Should Communicate Regularly**

- ❑ In any emergency, staff members will be directing and working with students. All staff members must have timely and accurate information to adequately deal with student safety issues.

❑ **Families Need to Know**

- ❑ In any emergency, families must be notified that a crisis has occurred and that all possible steps are being taken to ensure the safety of their children. At some point, families will need to be notified when and where the children will be released to parents or designated guardian. See Parent/ Guardian Notification section of this guide for more information.

It is critical to ensure that clear, practiced and easy to follow procedures are in place during a crisis in order to accomplish the following fundamental objectives:

1. Provide safety for students, staff and visitors
2. Stabilize the scene
3. Limit acceleration/growth of the incident

The National Incident Management System (NIMS) requires the establishment of a basic Incident Command System (ICS) during the initial stages of a school emergency. This crisis response plan assumes district and school administrators are certified in the following independent study programs offered by the National Incident Management System:

1. IS 100 SCa Introduction to Incident Management for Schools
2. IS 362 School Safety Planning

These courses are available online at <http://training.fema.gov>

According to ICS, the person in a leadership position during the early stages of a crisis may be a district official, school principal, teacher or maintenance technician. Regardless of who has taken control, the leader must:

1. Identify what tasks need to be accomplished in order to provide safety for students, staff, and visitors.
2. Stabilize the scene
3. Limit acceleration/growth of the incident.

Response Actions and Hazard Specific Response Guide

This guide presents crisis response information in two complementary formats: Response Actions and the Hazard Specific Response (HSR) Guide.

Response Actions are based on a standard response to any given scenario, rather than a particular hazard. There are 5 key Response Actions that can be performed:

1. Hold
2. Secure
3. Lockdown
4. Evacuation
5. Shelter

These 5 Response Actions are intended to provide Raymond Central school administrators with clear and consistent direction for responding to a crisis. Any of the Response Actions may be combined to best meet the fundamental objectives of schools affected by the emergency. For example, a section of the school may initiate evacuation while the rest of the school remains in lockdown. Depending on the emergency encountered, Response Actions may be altered to provide the best response to the emergency.

An alphabetized Hazard Specific Response (HSR) Guide that describes key points to follow based on a specific hazard is provided at the end of this guide. The prescribed responses are hazard specific and give an overview of key actions to follow at the classroom and district level in order to protect and preserve life during a specific type of crisis.

HOLD



Hold In Your Room Or Area. Clear the Halls

- There may be situations that require students to remain in their classrooms. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.
- There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

Public Address

- The public address for Hold is: **“Hold in your room or area. Clear the Halls.”** and is repeated twice each time the public address is performed. There may be a need to add directives for students that are not in a classroom, at lunch or some other location where they should remain until the hold is lifted. **“Hold in your room or area. Clear the Halls. Hold in your room or area. Clear the Halls.”**

Public Address - Release

A Hold can be released by Public Address. **“The Hold is released. All Clear. The Hold is released. All Clear.”**

Incident Command System

- The School Incident Command System should be initiated.

Actions

- Students and teachers are to remain in their classroom or area, even if there is a scheduled class change, until the all clear is announced.
- Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.
- Students and staff outside of the building should remain outside unless administration directs otherwise.
- It is suggested that prior to locking the classroom door, teachers should rapidly sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct business as usual.
- In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off campus.

Responsibility

- Typically an administrator is responsible for initiating a Hold, however anyone should be able to call for a Hold if they observe something happening that would require this action.

Preparation

- Student, teacher, and administrator training.

Drills

- Hold should be drilled at least once a year, or as mandated by state requirements.

Contingencies

- Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

Examples of HOLD Conditions

- The following are some examples of when a school might initiate a Hold:
 - An altercation in a hallway
 - A medical issue that need attention
 - Unfinished maintenance operation in a common area during class changes.

Internal/Principal Messaging

- To students and staff during an incident.
- Example Situation: Medical Emergency
- “Students and staff, please Hold in the cafeteria or your room. We’re attending to a medical situation near the office.”
- “Students and staff, the Hold is released. All clear. Thank you for your assistance with making this Hold work smoothly.”

Messaging to Parents

- To parent and community after a Hold event
- Example Situation: Medical Emergency
- “Today at (time of day), there was a limited First Aid event in the building which required the Hold action to be initiated. Hallways were cleared and the event was handled promptly. Questions can be directed to (PIO) jdoe@school.org”

SECURE



Secure Get Inside, Lock Outside Doors

- The Secure Protocol is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

Public Address

- The public address for Secure is: **“Secure! Get Inside. Lock outside doors”** and is repeated twice each time the public address is performed. “Secure! Get Inside, Lock outside doors. Secure! Get Inside, Lock outside doors.”

Actions

- The Secure Protocol demands bringing people into a secure building, and locking all outside access points.
- Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.
- There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.
- During the training period it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

Controlled Release

- Circumstances where a threat is perceived but not directly evident may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area would occur. There may be additional law enforcement presence.

Monitored Entry

- When there is a perceived threat but it's not immediate, anyone entering the building is more closely monitored, especially during after-school gatherings. Students changing classes between buildings or going to the parking lot might be escorted with a heightened awareness.

Incident Command

- The School Incident Command System should be initiated.

Responsibility

- During a Secure event, administration or staff may be required to lock exterior access points. Staff members assigned "Primary Responsibility" for a "Secure Zone" would follow the designated protocol during a drill as well. These areas may include doorways, windows, loading docks, and fire escape ladder access points. The assigned staff is designated as having "Secure Duty."
- A person should also be assigned "Secondary Responsibility" for Secure Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol.
- Assign someone to attach the Secure posters (shown on the right), outfacing, to building entry doors to alert potential visitors of the Secure condition.

Reported By

- Secure is typically reported by emergency dispatch to the school office. Office staff then invokes the public address and informs administration.
- It may also be reported by students, staff or teachers if a threat is directly observed outside of the building.

Preparation

- Identification of perimeter access points that must be locked in a Secure event defines the Perimeter. In the event a perimeter cannot be secured, identify areas within each building that can be secured.
- Secure Zones - areas of a school or campus with exterior access points - should be established and protocols developed to ensure that those on "Secure Duty" attend to all areas in their zone.
- Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties.

Drills

- Secure drills should be performed at least twice a year, or as mandated by state requirements. At least one should be performed while outdoor activities are in progress.

Contingencies

- There may be physical attributes to the campus that mandate special handling of a Secure event. An example would be a campus where modular buildings are present. If the modular building cannot be secured, it may be best for students to Evacuate to the main building rather than going to Secure in the modular building. Listen for specific additional directives.
- If the school is a distributed campus (multiple permanent buildings), they will have to consider what their perimeter is. In a perceived and indirect threat, they may decide that extra supervision for class changes between buildings is sufficient and appropriate.
- If, during a Secure event, an additional hazard manifests (i.e.: fire, flood, hazmat), then additional directives will be given for the appropriate response. Secure Get Inside, Lock Outside Doors.

Examples of Secure Conditions

- The following are some examples of when a school or emergency dispatch might call for Secure Protocol
 - Unknown or unauthorized person on the grounds
 - Dangerous animal on school grounds
 - Criminal activity in area
 - Planned police activity in the neighborhood

Media Messaging

- To the community during an event.
- Example Situation: Criminal Activity Nearby
- If your school has been notified by law enforcement that there's activity in the area, you might use this type of message:
- "We have been advised there is police activity in the area of (location). Staff and students are accounted for and the Secure Protocol has been established. Updates to follow."

Dispatch Messaging

- To the school prior to this occurring.
- Example Situation: Planned Warrant Service Notification
- "Be advised there is a planned police activity today (date), sometime between (time range), in the area of (neighborhood or nearby intersection). We request the schools in the area place their campuses in the Secure protocol during this event. Be advised there may be an increased Law Enforcement presence in the area and the potential of loud noises. We will notify you when the event has concluded."

When... Then...

- The following scenario happened in a school district, and is a good topic of discussion during tabletop exercises.
- Example: Shots are fired in the neighborhood
- In this event, the school day had ended at a neighborhood middle school. Some students were walking home, some were on buses, and some were on campus for after-school sports. When the shots were fired, who was in charge of the communication?
 - Law Enforcement needed to alert the school.
 - The school was responsible for sending an alert to students/parents/guardians.
 - Students who were still on campus were brought inside, and the campus enacted the Secure Protocol.
 - Law Enforcement increased patrols in the neighborhood as they sought the source of the gunfire.
 - Dispatch maintained communication with the school's Communication Team.

LOCKDOWN



Lockdown Locks, Lights, Out of Sight

- Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

Public Access

- The public address for Lockdown is: **“Lockdown! Locks, Lights, Out of Sight!”** and is repeated twice each time the public address is performed.
- “Lockdown! Locks, Lights, Out of Sight! Lockdown! Locks, Lights, Out of Sight!”

Actions

- The Lockdown protocol demands locking individual classroom doors, offices and other securable areas, moving occupants out of line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence.
- There is no call to action to lock the building’s exterior access points. Rather, the protocol advises leaving the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders’ entry into the building. If the exterior doors are already locked, leave them locked but do have a conversation with your local responders so they understand and can gain access during a Lockdown. The best option is to have the ability to lock doors remotely.
- Teacher, staff and student training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.
- If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

Incident Command System

- The School Incident Command System should be initiated.

Responsibility

- The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

Reported By

- When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending on the procedures and alert systems

utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

Preparation

- Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.
- A “safe zone” should also be identified within the classroom that is out of sight of the corridor window. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member or school administrator to unlock it.
- Students, staff and teachers should be advised that a Lockdown may persist for several hours, and during an incident silence is recommended.

Drills

- Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.
- For more information, see the Lockdown Drills section of this book.

Contingencies

- Students and staff who are outside of classrooms when a Lockdown is announced should try to get into the closest available classroom, or room with door that can be secured. In the event someone cannot get into a room before doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to hide or even evacuate themselves away from the building or area. Students and staff should receive training on where to go if they self-evacuate so they can be safe and accounted for.
- If, during a Lockdown, an additional hazard manifests inside the school such as a fire, flood, or hazmat incident, then situational decisions must be made. There should be discussions about reacting to a fire alarm if it is activated during a Lockdown. This may require following additional directives of the SRP.

Cell Phones

- It is not uncommon for school administrators to ban cell phone use during a Lockdown. Parent instincts may be at odds with that ban. Often, one of the first things a parent will do when there is a crisis in the school is text their child.
- In evaluating actual Lockdown events, the initial crisis may only take minutes. After the threat is mitigated, Law Enforcement typically clears the school one classroom at a time. This process may take significant time. During this time, both parents and students can reduce stress through text communications. This also provides a classroom management

strategy. Selecting three or four students at time, a teacher may ask students to text their parents with a message like this: “We’re in Lockdown. I’m okay and I’ll update you every 5 minutes.” Certainly, if a threat is imminent, texting would be discouraged.

- There is also an opportunity to ask the students to text their parents with crafted messages as an event unfolds. For example, “Pick me up at Lincoln Elementary in one hour. Bring your ID,” might be recommended for student parent reunification.
- It may also be beneficial to have students turn off both WiFi and cellular data services. This frees up bandwidth for first responders, while still allowing SMS text messaging.

Examples of Lockdown Conditions

- The following are a few examples of when a school or emergency dispatch might call for a Lockdown.
 - Dangerous animal within school building
 - Intruder • Angry or violent parent or student
 - Report of a weapon
 - Active assailant

Red Card/Green Card

- Red Card/Green Cards should NOT be used for a Lockdown. Based on a number of tactical assessments, the overwhelming consensus is that this practice provides information to an armed intruder that there are potential targets in that room.

Media Messaging

- To community after an event.
- Example Situation: Intruder in the School
- “Today at (time of day), there was an individual observed entering (school name). The individual was later identified as a non-custodial parent of a student at (school name). School officials placed the school on Lockdown and notified the police of the situation. The individual was not able to gain access to any students at the school and the police are investigating the situation.”

Dispatch

- To responding officers during an event.
- Example Situation: Angry/Violent Parent at School “
- (Dispatched units) there is a disturbance at (school name). A parent (identity if known, physical description) on scene is screaming, throwing items, and threatening staff in the office area of the school. The reporting party advised the school has been placed on Lockdown. (time stamp).”

Law Enforcement Messaging

- To community/media after event.
- Example Situation: Weapon Report
- “On (date) at (time of day), (LE Agency) received the report of a student who had brought a weapon to (school name) and was allegedly armed in an otherwise unoccupied classroom. School officials advised the remainder of the school had been placed on

Lockdown. Upon arrival, officers were able to make contact with the student and placed the student into custody without incident. The investigation is ongoing.”

Duration of a Lockdown

- A question that occasionally arises is “How long does it take to release a Lockdown?” The answer is, “That depends, but probably longer than you want to hear.”
- The Foundation has heard accounts of a Lockdown lasting for hours. In one case - a weapon report - the school was in Lockdown for over three hours. In another - an active assailant in the building - it took about an hour after the issue was resolved for law enforcement to clear the classrooms.

What About Cell Phones

- One of the occasionally heated conversations is about cell phone usage. If the current trends continue, there will be a point in the future where nearly every student will have a communication device.
- There may be cases where law enforcement will ask students to leave their phones behind. A bomb threat for example. In many cases, having the ability to craft messages for students to send their parents, or for students to call their parents, can be of tremendous value.

EVACUATE



Evacuate to a Location

- Evacuate is called when there is a need to move people from one location to another.
- Most often, evacuations will be necessary when there's a heating/ventilation system failure, nearby gas leak, or bomb threat. In those cases, people will be allowed to bring their personal items with them. An evacuation drill is very similar to a fire drill.

Public Address

- The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the Flag Pole."
- "Evacuate! To a location. Evacuate! To a location."

Actions

- The Evacuate Protocol demands students and staff move in an orderly fashion.

Incident Command System

- The School Incident Command System should be initiated.

Responsibility

- The classroom teacher or administrator is usually responsible for initiating an evacuation. The directives or actions may vary for fire, bomb threat, or other emergency. Other directions may be invoked during an evacuation and student and staff should be prepared to follow specific instructions given by staff or first responders.

Preparation

- Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points and evacuation sites, as well as student, teacher, and administrator training. An evacuation site usually becomes the reunification site, so plan accordingly. Ideally choose an offsite evacuation facility that's in walking distance and another farther away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance.

Evacuation Assembly

- The Evacuation Assembly refers to gathering at the Evacuation Assembly Point(s). Teachers are instructed to take roll after arrival at the Evacuation Assembly Point(s).
- Schools with large populations might plan on having multiple, predetermined assembly points so everyone isn't grouped together.

Drills

- Evacuation drills should be performed at least twice a year or as mandated by state law. Fire drills are often required regularly, and constitute a valid evacuation drill.

Contingencies

- Students are trained that if they are separated from their class during an evacuation, then joining another evacuation line is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation Site.

Red Card / Green Card / Med Card

- After taking roll, the Red/Green/Med Card system is employed for administrators or first responders to quickly, visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up Red card if they are missing students, extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

Internal Principal / SRO Messaging

- To the students and staff.
- Example Situation: Possible Hazmat Situation in the School
- "Evacuate to your assembly point. Evacuate to your assembly point.
- Please initiate evacuation procedures immediately and meet at your assigned assembly point outside"

Media Messaging

- To the media/community after an event.
- Example Situation: Gas Leak
- "Today at (time of day) students and staff at (school name) were ordered to evacuate due to the report of the smell of natural gas in the area of the school. The students evacuated to (evacuation location) in order to be reunited with their parents/guardians. Officials say the natural gas odor was as a result of a gas line that was broken by a road crew at (location) and is currently being repaired. School will be back in session on its normal schedule tomorrow."

POLICE LED EVACUATION



Police Led Evacuation

- In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building, it is important to have provided advance instruction on what to expect.

Public Address

- There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

Actions

- As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely that students or staff may be able to bring backpacks, purses or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

What to Expect

- Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct and commanding. Students and staff may also be searched both in the classroom and again at the assembly area.

Emotional Responsibility

- There is a new conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing area and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce trauma that might be associated with a Police Led Evacuation.

Contingencies

- In an off-site evacuation to a reunification site, Incident Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may relax and wait for evacuation.
- When it's time, each room can be cleared directly to the buses in order to minimize trauma.
- It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

Media Messaging

- To the media/community after an event.

- Example Situation: Violent Event
- “On (date) at (time of day), (agency name) responded to (school name) in reference to (event type). Officers assisted with safely escorting students and staff out of the school and to the Evacuation site where the (School District) was able to initiate the Reunification process.”

Dispatch Messaging

- To responding officers during an event.
- Example Situation: Police Led Evacuation
- “(Dispatched Units) respond to (school name) to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at (location). Respond to the Command Post for your assignment. (time stamp)”

Law enforcement Messaging

- To responding officers during an event.
- Example Situation: Gas Leak
- (Police unit name) respond to (area near the school) to assist with evacuating students from (school name) because of gas smell in the building. Meet with (supervisor) for further information to assist with Evacuation and Reunification.

SHELTER



The shelter Response Action is used when conditions outside are unsafe due to community event/incident, weather, such as snowstorm or severe thunderstorm and the best means of protection is to take shelter within the facility. The shelter Response Action may be necessary in a chemical emergency, tornado, or other weather related emergency.

Types of Shelter Response Actions

- **Shelter General** - Used for a multitude of hazards such as weather or other unsafe conditions on the exterior of the school. Based on the type of incident, the instructions can range from staying inside and continuing normal activities, or moving to a specific section of the school.
- **Shelter During a Tornado** - Used when a tornado warning has been issued for the immediate area.
- **Shelter During a Hazardous Materials Incident** - Used when a hazardous substance is present; either in the school or in close proximity to the school.

Public Address Protocol

- *Shelter! (Hazard, Method) Shelter! (Hazard, Method)*

Shelter Action Steps

Determination

- The principal or designee will determine if Shelter should be ordered based upon information from law enforcement, fire official or district administration.
- Upon request, staff will assure all windows and exterior doors are closed and locked; shut down HVAC systems.

Notification

- The principal or designee will notify all students, staff and visitors. This may be done via:
 - Fire alarm
 - Intercom
 - Messenger
 - Telephone / cell phone
 - Two-Way Radio / Walkie-Talkie
 - Announce “Shelter: Students, staff and visitors, please move to (location within the school), if activities are going on outside please move inside the school to _____, and resume all activities.”
- Bilingual teachers/paraprofessionals will assist with the translation of information to non-English speakers
- Verification**

- ❑ The principal or designee will check on the welfare of students, staff and visitors regularly and assist with any immediate needs. This can be done via:
 - ❑ Intercom
 - ❑ Messenger
 - ❑ Telephone / cell phone
 - ❑ Two-Way Radio / Walkie-Talkie

Teachers / Paraprofessionals Are Responsible To:

❑ Sheltering

- ❑ Remain calm — Listen, follow instructions and do not panic.
- ❑ Business as usual may continue or school administrator may direct teachers/students to a different location in the school.
- ❑ Make sure all students follow instruction.

❑ Attendance

- ❑ Take attendance. Identify students who are missing as well as students who may not be assigned to the class but sheltered with the class. Report missing or additional students to administration.
- ❑ Continue to follow instruction until the all clear is given by the school administrator/designee.

SHELTER - TORNADO

When a tornado is imminent, there is only a short amount of time to make life-or-death decisions. Advance planning and quick response are the keys to surviving a tornado. Initial actions should be to take cover “down, in, and under.” “Down” is the lowest floor of the school, “in” is the most internal location, and “under” is under sturdy furniture.

Shelter Tornado Action Steps

❑ Determination

- ❑ Office staff will monitor the National Oceanic and Atmospheric Administration (NOAA) Weather Alerts and provide situation updates to the principal or designee.

- ❑ **Tornado Watch** is issued by the National Weather Service when tornadoes are possible in the immediate area. Remain alert for approaching storms. This is the time to listen to the radio or television for further developments. When a Tornado Watch is announced, it means conditions are present for a tornado.

- ❑ **Tornado Warning** is issued when a tornado has been sighted or indicated by weather radar. Take shelter immediately. Keep a radio or television tuned for further information.

❑ The Best Place is “Down, In and Under”

- ❑ Under stairways, or interior restrooms are good choices.
- ❑ Small interior rooms on the lowest floor and without windows.
- ❑ Hallways on the lowest floor away from doors and windows.
- ❑ Rooms constructed with reinforced concrete, brick or block with no windows and a heavy concrete floor or roof system overhead.
- ❑ Protected areas away from doors and windows.
- ❑ Unsafe areas include areas that are covered with a flat, wide-span roof, such as auditoriums, cafeterias, gymnasiums or an area with several windows.

❑ Attendance

- ❑ Office staff will take information from teachers to account for everyone.

- Document who is working in the facility and who has taken shelter. This should include students, staff and visitors (contractors, substitute teachers, parents/guardians, etc.)
- [Maintaining a sign-in log for outside visitors works well for tracking purposes.]

Teachers / Paraprofessionals Are Responsible To:

Sheltering

- Remain calm — Listen, follow instructions and do not panic.
- Move to designated tornado shelter location.
- Make sure all students follow instruction.

Attendance

- Take attendance. Identify students who are missing as well as students who may not be assigned to the class but sheltered with the class.
- Report missing or additional students to administration.
- Continue to follow instruction until the all clear is given by the school administrator/designee.
- Bilingual teachers/paraprofessionals will assist with the translation of information to non-English speakers.
- Unsafe areas include those covered with a flat, wide-span roof, such as auditoriums, cafeterias, gymnasiums, or areas with several windows.

SHELTER - HAZMAT

Many types of hazardous materials are shipped daily throughout Nebraska. Chemical emergencies can occur nearly anywhere chemicals are used, stored, or transported from one place to another. One of the emergency instructions that may be given to lessen the risk of a hazardous material exposure is to shelter. This is a precaution focused on maintaining a safe environment while remaining indoors. Information to Shelter for a hazardous material spill may come from first responders via local law enforcement, fire officials, school administration or general media.

Shelter External Hazmat Incident Action Steps

Staff Will:

- Assure windows and exterior doors are closed and locked.
- Shut down all HVAC systems.

Office staff will be kept up-to-date by local law enforcement, fire officials, or district administration

- Office staff will disseminate information that has been provided by law enforcement, fire officials, or district administration.

Shelter Internal Hazmat Incident Action Steps

- Isolate spilled/released material
- Report the hazard to appropriate school principal, or designee and district administration.
- Identify and isolate potentially contaminated persons.
- Notify 911, principal or designee, SRO/ security.
- In coordination with appropriate authorities, determine the need to Evacuate or Shelter.
- Initiate Lockout / Secure Perimeter Response Actions.

- Be prepared to provide responders with Material Safety Data Sheets (MSDS).
- Bilingual teachers/paraprofessionals will assist with the translation of information to non-English speakers.

Hazmat Actions

Notification

- The principal or designee will notify all students, staff and visitors. This may be done via:
 - Intercom
 - Messenger
 - Telephone / cell phone
- Two-Way Radio / Walkie-Talkie
 - Announce “shelter: Students, staff and visitors, please move to (location within the school), if activities are going on outside please move inside the school to _____, and resume all activities.”

Ongoing

- The principal or designee will check on the welfare of students, staff and visitors regularly and assist with any immediate needs. This can be done via Intercom, Messenger, Telephone / cell phone, Two-Way Radio / Walkie-Talkie

Public Information

- The principal or designee will provide information to the district administration, parents/guardians or any other media (PIO) as deemed appropriate. This may be done via email, phone, text message or media release (PIO).

Initiate Controlled Release

Teacher / Paraprofessionals Are Responsible To:

Sheltering

- Remain calm — Listen, follow instructions and do not panic.
- Make sure all students follow instruction.
- Bring individuals that are outside into the school.
- Close and lock windows.

Attendance

- Take attendance. Identify students who are missing as well as students who may not be assigned to the class but evacuated with the class.
- Report missing or additional students to administration.
- Continue to follow instruction until the all clear is given or updated instructions are provided by the school administrator/ designee.

Resume Activity

- Bilingual teachers/paraprofessionals will assist with the translation of information to non-English speakers.

Stay inside until notified that the danger is over.

POST EVENT RESPONSE ACTIONS

There are several Additional Response Actions that should be considered when a particular Response Action (Lockdown, Lockout/Secure Perimeter, Evacuation) is ordered. These Additional Response Actions include:

- Parent/Guardian Notification
- Controlled Release
- Media Management
- Death Notification

Plans for these Additional Response Actions should be formalized and practiced in order to result in an effective and coordinated emergency response. Countywide procedures for these Additional Response Actions are described in the following pages.

Parent/Guardian Notification

In a crisis, it is critical to provide parents/guardians accurate information pertaining to a crisis as quickly as possible. In some instances, ensuring the accuracy of information may result in a delay of information getting released. Many methods of communication are relied on to get accurate information to parents and community members in a timely manner. The methods include web sites, local media and rapid call auto dialer systems. Each district will determine procedures for contacting parents/guardians who have students being directly impacted by the crisis.

Parent/Guardian Responsibilities During A Crisis

During a crisis, parents/guardians should be advised to remain close to a phone, computer or media source in order to receive the most accurate information in a timely manner. To facilitate this process, it is extremely important that parents/guardians maintain current contact information on file with the school.

Many parents will feel the need to respond to the school at first notice of any crisis. This can result in unintended negative consequences. For example, when parents/guardians arrive at schools during a crisis, the district is forced to reassign resources dedicated to student safety to help manage parents arriving at schools. Districts should educate parents on these procedures/issues as part of crisis preparedness.

Parent/Guardian Reunification With Student

Although districts aim to reunite students with parents/guardians as soon as possible during times of crisis, this may not be able to occur during or even immediately following a school or community crisis. Districts will work in conjunction with police and fire agencies to determine when it is safe to reunite students and parents/guardians. In some cases, if the safest option is to keep students in schools while a crisis is being managed in the community, the reunification process could be delayed several hours in order to ensure students are not placed in a harmful situation. Once it has been determined that it is safe to allow reunification to occur, the details of will be communicated to parents/guardians via web sites, local media and rapid call auto dialer systems.

Parents/guardians can be prepared for the reunification process by bringing the items specifically requested by the website and/or the auto dialing system to the reunification site. A minimum requirement of photo identification will most likely be necessary at these events. This information will be shared with parents/guardians via the communication methods outlined previously.

Controlled Release

Purpose The purpose of the Controlled Release is to establish a procedure and set of options for large scale events that can be utilized by Raymond Central school district in handling student to parent/guardian reunification from the school or from an off-site location. Implementation considerations by school staff or Incident Commander have also been provided when an “off-site” evacuation has been ordered.

In smaller scale events, when the full Controlled Release procedures are deemed not necessary, schools may find it helpful to modify standard dismissal procedures in order to maximize student and staff safety. Possible modifications to standard dismissal procedures include:

- Time of dismissal (late or early).
- Means of transportation (change in allowable means for safety reasons).
- Availability of exits (use of some exterior doors or driveways rather than others).
- Partial dismissal (dismissing different student groups at different times).

Definitions

- **Controlled Release:** Procedure implemented by school districts for student/parent/guardian reunification if the school is evacuated or closed due to a hazardous situation (i.e., hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, school violence, bomb threat, terrorist attack or other local hazard). This process may occur on-site or off-site.
- **Modified Dismissal:** Releasing students from school in a way that differs from standard procedures in one or more ways, but that does not require the level of attention to student/parent/ guardian reunification as a full Controlled Release.
- **Reunification Site Director:** Person responsible for implementing the procedure for the controlled release of student to parent/guardian at the designated site location.

Preparedness Procedures For Controlled Release

1. Student emergency information rosters should be updated at least twice a year.
2. Each class will have its current roster stored in every classroom in an area easily identified by both teachers and substitutes.

Controlled Release Procedures During A Crisis

In an emergency, schools must establish a safe area for parents/guardians to go to pick up students. This area must be away from the immediate crisis and the student’s assembly area. In a typical release the following steps will be followed:

- A. Schools will implement notification procedures to notify parents/guardians of the emergency.
- B. Parent/Guardian will report to the Parent/Guardian check-in area and give the name of the child.
- C. Picture I.D. will normally be required by the person in charge to ensure the person requesting the child is a match to the name on the emergency release card.

- a. The schools may choose to rely on students to confirm the identity of the person coming to pick them up and ask students brief follow-up information rather than require identification to be presented.
- D. A runner will go to the student assembly area, or classroom and get the child requested by the parent/guardian or adult. The runner will escort the student back to the pick-up area.
 - a. Schools may use an alternate method of reunifying the student to the parent/guardian. Some methods include: grouping students either alphabetically by last name or by grade level and locating parents/guardians to the corresponding area to pick up the child; utilizing a line of sight approach where the student would be released from the assembly area and go to the location of the parent/guardian, while designated personnel watch them to ensure the student arrives safely to the destination.
- E. Parent/Guardian will be asked to sign a form indicating they picked up the child. The date and time will also be indicated on the pick-up form (See example from Pilot Program in Appendix).
 - a. The schools may utilize a tracking form (to be completed by the parent/guardian prior to entry of the scene) that can be divided into sections and disseminated to district personnel at various checkpoints to ensure the child is being picked up by the appropriate person.
- F. If the child is in the first aid/medical treatment area, the parent/guardian will be directed to that area for reunification with the child.
- G. Counselors, when available, will be located close to the first aid area in the event counseling services are needed.

Other Considerations For Controlled Release

- Shortly after the incident, the media will have a presence on the campus. The PIO, part of the command staff operating under the Incident Command System, will deal with the media. However, it is important that parents/guardians be sheltered from media representatives.
- Translators may need to be available at various checkpoints.
- Ensure special needs students and staff are assisted. Request help if needed.
- Some parents/guardians will refuse to cooperate with the student/parent/guardian controlled release process. This situation can be diminished, to some degree, if parents/guardians are informed about the Controlled Release procedures before the disaster or emergency occurs. Parents/Guardians should be reminded that the safety of the students is the utmost priority in the school. It is a good idea to include this material in the student handbook distributed at the beginning of the school year.
- Parents/Guardians may be emotional when arriving at the school. Plan to make counseling available to deal with these issues.
- Other resources to utilize if necessary; Red Cross, victim advocates, Community Reach Center, district administrative staff, local/county emergency management personnel.

Controlled Release Action Steps

- Establish Command Post and Reunification Site Director.
- Secure site and establish a student assembly area for arriving students and staff away from waiting family members.

- ❑ Check identification of all non-uniformed personnel who arrive to assist.
- ❑ Establish a Parent/Guardian check-in area for parents/guardians to sign-in and to check identification.
- ❑ Establish a parent/student controlled release area where students will be escorted to meet the parent/guardian and sign out.
- ❑ Establish a victim assistance area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents/ guardians.
- ❑ Establish a media staging area and notify the school media liaison of the location.
- ❑ Implement the controlled release of students.

Teacher / Paraprofessionals Are Responsible To:

- ❑ Take the class roster, phone lists and emergency Go Kits.
- ❑ Remain calm and keep students together.
- ❑ Take attendance. Identify students who are missing, students who may not be assigned to the class. Deliver attendance list to the Reunification Site Director upon arrival.
- ❑ Immediately report any injured or missing students to school administration.
- ❑ Ensure special needs students and staff are assisted. Request help if needed.
- ❑ Follow the instructions of the Reunification Site Director upon arrival. If requested, provide assistance with staffing the site.
- ❑ Bilingual teachers/paraprofessionals will assist with the translation of information to non-English speakers



Standard Reunification Plan

During the reunification process, parents/guardians and the school district share the same goal: getting parents/guardians and your student back together as quickly as possible. The reason for such a process is that an event has occurred at the school that mandates the district personally reunite you with your child. Each building site in our district has a reunification location identified.

Student/Parent Reunification

- Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a Reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.
- Because reunification is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

Notification

- Parents may be notified in a number of ways. The school or district may use its broadcast phone or text message system. In some cases, students may be asked to send a text message to their parents or guardians. A reunification text message from a student may look like this: *“The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID.”*

Parent/Guardian Expectations

- If a parent or guardian is notified that a reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification.
- Second, be patient. Reunification is a process that protects both the safety of the student and provides an accountable change of custody from the school to a recognized custodial parent or guardian.

What If A Parent Can't Pick-Up Their Student?

- When a parent can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact.
- Otherwise, the school will hold students until parents pick up their students.

What if the Student Drove to School?

- There may be instances where a student may not be allowed to remove a vehicle from the parking lot. In this case, parents are advised to recover the student. In some circumstances, high school students may be released on their own.

How it Works

- For students, the school asks that students be orderly and quiet during waiting. Students may be asked to text a message to their parents or guardians. Students are also asked not to send other text messages either in or out of the school reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

Reunification Check In/Out

- For parents and guardians, there are a couple of steps. If a parent is driving to the school, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not abandon vehicles. Parents are asked to go to the Reunification "Check In" area and form lines based on the first letter of their student's last name.

Bring ID to Check IN

- During check in, identification and custody rights are confirmed. The school district has a roster of students that identifies who had permission to pick up students. From the "check in" area parents and guardians are directed to the "Reunification" area. There, a runner will recover the student or students.
- Parents should be aware that in some cases, they may be invited into the building for further information.

Interviews and Counseling

- In some cases, parents may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents may be pulled aside for emergency or medical information.

Example

- **Scenario** - An unknown cause has resulted in thick smoke in the Jr/Sr High School. Students successfully evacuated to the football field.
- **Considerations** - Because it is still an active fire response and investigation, the decision is made to transport students to the pre-identified reunification site.
- **Unified Command** - Because it is an active fire event, the fire department would lead the Unified Command at the Jr/Sr High School.

- **Reunification Incident Command** - At the reunification site, a command structure is established to manage the reunification.
- **Joint Information Center** - Because it is an active fire event, the fire department PIO would be the primary press representative. The school district PIO would be in the JIC, communicating with the PIO at the reunification site.
- **Notification** - Parents and media are notified that the school has been evacuated. Additional notifications are made to parents on the location of the reunification site once students are in route or at the site.
- **Police Role in Reunification** - While the school is an active fire scene, the school requests assistance from law enforcement. Officers are assigned to the reunification site.
- **Evacuate Cycle**
 - Parents begin to arrive outside of the perimeter
 - The media arrive on scene
 - Internet, WIFI, and cell services are intermittent or unresponsive
 - Police secure the reunification site
 - District mobilizes Reunification Team
 - Buses are deployed and students are transported to the reunification site
 - Parents are notified of site location
 - The Standard Reunification Method is utilized

MEDIA MANAGEMENT

In the event of a critical incident on school property that is being managed through the Incident Command System or through the Unified Command System, the designated Public Information Officer for the critical incident serves as a member of the command staff, reporting directly to the Incident Commander or Unified Command in place to handle the incident through an established Joint Information System.

Media Definitions

- **Call Center:** Communication center established to manage incoming and outgoing information during an incident.
- **Call Center Coordinator:** Coordinates call center operators; must be familiar with the setup and operation of the call center system. This person works with the inquiries assistants and the communication center to establish a public call center for information only (not emergency gathering).
- **Credentialed Media:** Agents officially representing communications networks, including newspapers, radio, magazines, the internet and television, that disseminate information to the public. Credentialed media agents are permitted access to designated areas as determined by the PIO.
- **Data Gathering Coordinators:** Assigned various projects by the Lead PIO, including but not limited to fact checking, information gathering and web searches.
- **Incident Commander (IC):** The individual responsible for incident activities, including the development of strategies and tactics and the ordering and release of resources. The IC has overall authority and responsibility for conducting incident operations and is responsible for the management of all incident operations at the incident site.
- **Incident Command System (ICS):** A standardized on-scene emergency management construct specifically designed to provide an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is applicable to small as well as large and complex incidents.
- **Injuries Assistants:** Positions dedicated to answering call center phones; tracks information for callers who need special attention. Staffing by non-essential employees of the lead agency is preferred, but may be staffed by other administrative staff.
- **Joint Information Center (JIC):** A facility established to coordinate all incident-related public information activities. It is the central point of contact for all news media. Public Information Officials from all participating agencies should co-locate at the JIC.
- **Joint Information System (JIS):** A structure that integrates incident information and public affairs into a cohesive organization designed to provide consistent, coordinated, accurate, accessible, timely, and complete information during crisis or incident operations.
- **Lead Public Information Officer (PIO):** Represents and advises the Incident Command on all public information matters relating to the management of the incident. The Lead PIO is a key staff member supporting the Incident Command Structure. The Lead PIO handles media and public inquiries, emergency public information and warnings, rumor monitoring and response, media monitoring, and other functions required to coordinate,

clear with appropriate authorities, and disseminate accurate and timely information related to the incident, particularly regarding information on public health and safety and protection.

- **Media Monitoring Coordinator:** Follows and collects broadcasts, web postings, radio reports, newspaper stories to advise Lead PIO on the what information needs clarification, what potential false or leaked information exists, and what information seems to be leading the story's focus.
- **News Release Coordinator:** Creates media releases for print and broadcast media; coordinates information and approvals with subject matter expert and Lead PIO; may have additional staff to perform tasks.
- **Social Media/Web Coordinator:** Creates web text, maps, flyers, social media text, etc.; coordinates information with subject matter expert and Lead PIO; may have additional staff to perform tasks.
- **Unified Command (UC):** An Incident Command System application used when more than one agency has incident jurisdiction or when incidents cross political jurisdictions. Agencies work together through the designated members of the UC, often the senior persons from agencies and/or disciplines participating in the UC, to establish a common set of objectives, strategies and a single incident action plan.

Media Management Procedures

The Lead Public Information Officer (PIO) assigned by the Incident Commander (IC)/Unified Commander (UC) shall be the critical incident spokesperson, representing the governmental agencies responding to or involved in the incident.

Typically, PIO duties concerning a criminal act, fire, mass casualty, or hazardous condition on school property is the responsibility of the law enforcement agency or fire department whose jurisdiction encompasses the school. However, it is recognized that a critical incident can exceed beyond available resources or expertise, whereby, other resources may be requested from surrounding governmental agencies to establish a Joint Information System

In a large scale critical incident, attracting the attention of the local and national media, the PIO assigned to handle the critical incident will likely require a staff for the JIS.

Recommended JIS staffing includes:

- Data Gathering Coordinator
- School District Public Information Officer
- Media Monitoring Coordinator
- Inquiries Assistant
- News Release Coordinator
- Social Media/Web Coordinator
- Call Center Coordinator

Duties of the Lead PIO

- Establish and select members for all assistant PIO support positions required to responsively handle JIS duties.
- Delegate duties as necessary to meet PIO responsibilities.

- Select a work location to house a Joint Information Center (JIC) to meet the needs of the PIO assignment in support of the IC/UC. The location should allow for the following criteria:
 - Enough space for 12 people to work.
 - A minimum of eight AC outlets or power strips approved with fire codes.
 - Access to a copier.
 - Access to the internet.
 - Access to a bank of televisions to monitor information being broadcast.
 - Access to a printer — color preferably (maps).
 - Located close to the command center.
 - Information Technology person if website is to be established
- The PIO's primary responsibilities shall be to act as a liaison with the media on behalf of the IC/UC concerning the critical incident.
- May include establishing a 24-hour schedule for the timely release of information during a prolonged event.
- The PIO shall act as a mediator in matters of disagreement between the media and IC/UC concerning the critical incident.
- The PIO shall coordinate the activities of members of the news media at the critical incident, ensuring the staging area for the media has been established that best support the needs of the
- IC/UC handling the incident, while taking into consideration the needs of the media responding to or at the critical incident.
- When possible, the placement of the staging area for the media should be a joint decision between the IC/UC and the PIO.
- The PIO shall write media releases for review and approval by IC/UC and shall be responsible for distribution to the media.
- The PIO shall arrange media briefings when directed by the IC/UC.
- The PIO shall coordinate any request from the media for interviews, written or taped, with approval of the IC/UC from members involved in the critical incident.

Release of Information to the Media

All members of the media will be treated equally and fairly, and will receive accurate accounts of the critical incident. The critical incident will be considered in light of its particular circumstances. Factors to be considered prior to releasing information are listed below.

Considerations Prior to Releasing Information to the Media

- Will the release affect the IC/UC ability to supervise the critical incident or jeopardize an investigation?
- Will the release be contrary to public interest?
- Will the release promote pretrial prejudice to the extent that a fair trial might be difficult or impossible?
- The PIO will maintain a professional attitude and appearance when conducting an interview with the news media.
- In-person media interviews involving a critical incident are preferable to telephone interviews. Personal contact helps to prevent poor communication and subsequent error, misinterpretation, or distortion of the intended message.

- Should a problem arise between the PIO and media or information shared by the media is deemed important information to the critical incident, this shall be relayed to the IC/UC immediately.

Media Relations: At the Scene of a Critical Incident

- The IC/UC shall determine whether to permit or deny permission for agents of the news media to cross police or fire lines to obtain news information.
- No member of the news media shall be allowed in a crime scene if there is a possibility of evidence being damaged, destroyed, or altered.
- At the scene of hostage situations, barricaded suspects, or other major crimes. Members of the news media shall not be allowed access to any area that would disrupt police operations or would jeopardize any responding personnel to the critical incident or citizens. In these situations:
 - An attempt will be made to provide the media with an area of access as near to the scene as practical. When possible this will be determined jointly by the IC/UC and PIO.
 - Video and radio depictions of tactical police operations will be prohibited.
 - The news media will be granted reasonable access to areas at non- criminal scenes. When practical, consideration shall be given to the technical aspects required by the media for broadcast or publication.
 - There shall be no attempt to censor or prevent the media from recording the aspects of a non-crime scene. The responsibility for the broadcasts rest with the media. If an agent of the media is denied access to a certain location, he/she shall be given a courteous explanation of the reason for such denial.
 - Authorized agents of the media shall not be allowed access to private property unless granted permission by the property owner or his agent, or, without such consent, unless the agents are willing to assume responsibility for such acts and in any case only as long as access does not hinder police operations.
 - Agents of the news media should not be denied access to an area solely due to the possibility of death or injury to themselves. If that is the only consideration, the agent should be advised of the danger, and then allowed to make the decision whether to enter.

Guidelines for the Release of Information

The Lead PIO should be aware of and utilize resources to ensure information released to the media complies with all regulations. Involved agencies are bound by the Nebraska Open Records Act (NORA), Health Insurance Portability and Accountability Act (HIPAA), and Family Education Rights and Privacy Act (FERPA).

Once the investigation has been presented and filed with the Lancaster/Saunders County District Attorney's Office, all press inquiries or media request for interviews will be forwarded to the Lancaster/Saunders County District Attorney's Office.

The PIO may verify what information had been previously released to the media prior to the case filing and case acceptance by the District Attorney's Office.

Photographs, Films, Video Tapes

- The PIO and/or emergency stakeholders may not prevent photographs of persons in custody while in public places, such as seated in a patrol car or being escorted on public property. However, the PIO shall not encourage, facilitate or arrange such photographs.
- Responding law enforcement agency's photographs of the critical incident shall not be released without permission of the IC/UC and the agency that had taken the photographs.

Suspect Interview

- Media interviews with persons in custody shall not be permitted.

The PIO May Never Release the Following Information :

- Sealed Records by a Court of Record.
- Information/inspection of records contrary to state statute.
- Identity of suspects who have not been charged.
- The identity, testimony, or credibility of any prospective witness.
- Identity of sex crime victims (general information is sufficient: race, sex, age).
- Opinions, especially regarding suspects, evidence, or the incident.
- Observations about the defendant's character.
- A statement, admission, confession, or alibi attributed to the defendant.
- Information regarding investigative procedures, such as fingerprints, polygraph examinations, ballistics test, or laboratory tests.
- The identity of any juvenile suspect or defendant.
- Information received by the IC/UC from any other law enforcement agencies, without IC/UC concurrence.
- Names of persons killed before notification of immediate family members and approval of the Lancaster/Saunders County Coroner.
- Cause of death will be the responsibility of the Lancaster/Saunders County Coroner.
- The PIO should not volunteer for publication any information regarding a defendant's prior record. The IC/UC may approve a record of conviction release upon a specific request.

A Media Release Must Include Full Reference Information at the Top, Including:

- The agency name.
- Address, including street and city.
- Contact telephone number.
- The approving IC's name. (to be maintained in the internal file copy only.)
- IC shall sign and/or initial after their typed name. (to be maintained in the internal file copy only.)

After Preparing the Media Release, the PIO Will:

- Contact the IC/UC and review the details of the incident and content of the media release.
- After the media release is approved by the IC/UC, send the media release to the media by fax machine or e-mail.
- Send the media release to designated agencies members participating in the critical incident.

- Send the media release to the communication center handling the incident. Maintain a record of all media releases to the media.

DEATH NOTIFICATION

Many family members of a loved one killed report that the most traumatic moment of their lives was when they were informed of the death. Surviving family members frequently remember specific details of who was present, exact words that were used, clothing attire, and physical characteristics of the informant. Therefore, it is critical to ensure death notification is handled appropriately.

In any occurrence of a death of a student, staff member, or visitor on school property or during a school sponsored event, local law enforcement may have a primary role to investigate the incident. If the death is not the result of a criminal activity, law enforcement is still an excellent resource that may be consulted in handling the tragedy. Throughout Lancaster/Saunders County, law enforcement agencies have Victim Advocates or Chaplains that are trained in death notifications. School districts may have counselors who have received training and have experience in death notification as well.

Responsibilities for Death Notification

Primary responsibility for death notification is a team consisting of a law enforcement officer and a victim advocate or chaplain.

Secondary consideration by the school district would be to have a school representative present during the death notification forming a unified and compassionate front.

School administration is responsible for the immediate removal of student information from the school database system.

In Delivering a Death Notification, There are SIX Objectives:

1. To make a clear statement about death.
2. To provide help with managing details.
3. To assist in notifying other family members and friends.
4. To obtain medical help, if needed.
5. To assist the bereaved if they are in shock.
6. To make referrals to other service providers who can help them.

Release of Deceased's Information

Releasing of names will only occur through the coordinated efforts of the PIO as assigned by the Incident Commander or through the Unified Command structure, once there is confirmation that appropriate notification to the immediate family has been made.

Media inquiry into the death of a person on school property will be intense following a traumatic event. Coordinating the release of information to the media between the law enforcement PIO and the school district PIO is critical.

Prior to releasing any names of a deceased person to the media, releasable information shall be authorized by the County Coroner's office and should be coordinated with the County District Attorney's Office.


HAZARD SPECIFIC RESPONSE GUIDE

Releasing of names will only occur through the coordinated efforts of the PIO as assigned by the Incident Commander or through the Unified Command structure, once there is confirmation that appropriate notification to the immediate family has been made.



Media inquiry into the death of a person on school property will be intense following a traumatic event. Coordinating the release of information to the media between the law enforcement PIO and the school district PIO is critical.

Prior to releasing any names of a deceased person to the media, releasable information shall be authorized by the County Coroner’s office and should be coordinated with the County District Attorney’s Office.

BLIZZARD WARNING




SRP Option	Key Points	Post Response
 <p>Shelter</p>	<p>Follow instructions provided by the school administrator.</p>	<ul style="list-style-type: none"> •Parent/Guardian Notification •Controlled Release •Media

BOMB THREAT



SRP Option	Key Points	Post Response
 <p>Shelter</p>  <p>Evacuate - Onsite, Minimum 1,000 feet</p>	<p>Bomb Threats by Phone</p> <ul style="list-style-type: none"> •(use the FBI Bomb Check List—see appendix A): •Keep the caller on the line. Write down exactly what was said and note any speech characteristics and note any identifiable background noise. •Notify 911, principal or designee, SRO/Security Specialist. <p>General Threat</p> <p>Staff may be asked to return to the school to search work areas and report anything suspicious to the school administrator.</p> <p>Threat in Writing</p> <ul style="list-style-type: none"> •Preserve any written threat for law enforcement. •If the decision is to evacuate: 	<ul style="list-style-type: none"> •Parent/Guardian Notification •Controlled Release •Media


	<ul style="list-style-type: none"> •Notify District Administration. •The evacuation must proceed as a fire drill; do not announce that it is a bomb threat. •Minimum of 1,000 feet. •Do not evacuate to the school parking lot as a secondary bomb precaution. 	
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FIRE



SRP Option	Key Points	Post Response
 Shelter	<ul style="list-style-type: none"> •Notify 911, principal or designee, SRO/Security Specialist. •Follow facility evacuation response actions. •If evacuated, do not re-enter school until released by fire officials. 	<ul style="list-style-type: none"> •Parent/Guardian Notification •Controlled Release •Media
 Lockout		
Interior Fire  Evacuate		

HAZARDOUS MATERIAL



SRP Option	Key Points	Post Response
 Shelter	<ul style="list-style-type: none"> •Notify 911, principal or designee, SRO/Security Specialist. •Internal Exposure Threat •Isolate spill area. •Follow facility evacuation response actions. •Identify and isolate potentially contaminated 	<ul style="list-style-type: none"> •Parent/Guardian Notification •Controlled Release •Media
		

<p>Evacuate - Onsite</p>  <p>Evacuate - offsite</p>	<p>people (students & staff).</p> <ul style="list-style-type: none"> •If evacuated, do not re-enter school until released by fire officials. •External Exposure Threat •Close windows. •Shut off heating and air-conditioning (HVAC). •Consider Lockout / Secure Perimeter response actions. 	
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INTRUDER / SUSPICIOUS PERSON



SRP Option	Key Points	Post Response
 <p>Lockdown</p>  <p>Lockout</p>	<ul style="list-style-type: none"> •Notify 911, principal or designee, SRO/Security Specialist. •Contact intruder/suspicious persons in a non-threatening cautious manner. 	<ul style="list-style-type: none"> •Parent/Guardian Notification •Controlled Release •Media

KIDNAPPING

SRP Option	Key Points	Post Response
 <p>Lockdown</p>  <p>Lockout</p>	<ul style="list-style-type: none"> • Notify 911, principal or designee, SRO/Security Specialist. •Provide physical description of suspect, vehicle, and direction of travel, weapon involved, and known injuries. •If staff or student witnessed the kidnapping or was the person that initially reported the incident, ensure that the staff or students are immediately available at the 	<ul style="list-style-type: none"> •Parent/Guardian Notification •Controlled Release •Media


	<p>administration office to meet with law enforcement.</p> <ul style="list-style-type: none"> •Ensure all “school information” concerning parental custody is available for law enforcement. •If evidence (suspect coat, weapon, note, blood, etc), use best judgment to secure these items. Leave the items alone and secure the area until law enforcement arrive. •Coordinate with law enforcement in the notification to parents/legal guardian. 	
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SUSPICIOUS PACKAGE


SRP Option	Key Points	Post Response
 <p>Shelter</p>  <p>Evacuate - Offsite</p>	<ul style="list-style-type: none"> •Notify 911, principal or designee, SRO/Security Specialist. •Do not touch device/package. •Evacuate people from the immediate area. •Review and follow the section under Bomb Threat as circumstances dictate. If the decision is to evacuate follow appropriate response actions. •When a suspected or actual explosive device is located, decision-making and crisis management responsibilities shift from school administrator to emergency response agencies. Law enforcement personnel will take over control of the site at this point and will utilize unified command in which the 	<ul style="list-style-type: none"> •Parent/Guardian Notification •Controlled Release •Media

	<p>school administrator may participate in decision-making.</p> <p>If a suspected explosive device is discovered, or if an explosion actually occurs and structural damage indicates the need, gas and electricity should be turned off at the main valve or switch to minimize the possibility of fire or explosion. (Note: School administrators should know where all utility shut-off points are located.)</p>	
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TORNADO



SRP Option	Key Points	Post Response
 <p>Shelter</p>	<p>Follow instructions provided by the school administrator.</p>	<ul style="list-style-type: none"> •Parent/Guardian Notification •Controlled Release •Media

VIOLENT INCIDENT OFF CAMPUS



SRP Option	Key Points	Post Response
 <p>LOCKOUT</p>	<ul style="list-style-type: none"> •School staff initiates Lockout /Secure Perimeter response actions. •Close blinds/window coverings. •All exterior doors locked. •Learning environment continues. •Lockout / Secure Perimeter may be cancelled by the school/district administrator after the violent incident off campus has been resolved and students and staff not at 	<ul style="list-style-type: none"> •Parent/Guardian Notification •Controlled Release •Media

	<p>risk. Law enforcement is not required to cancel the Lockout /Secure Perimeter.</p> <ul style="list-style-type: none"> •Have a contingency plan to deal with media inquiries. 	
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VIOLENT INCIDENT OFF CAMPUS

SRP Option	Key Points	Post Response
 Lockdown	<ul style="list-style-type: none"> •School staff initiates lockdown response actions. All interior doors locked. •Announce “Lockdown: Locks, Lights, Out-of-Sight.” •Open blinds/window coverings, if safe. •Lockdown may only be cancelled by law enforcement. •Have a contingency plan to deal with media inquiries. 	<ul style="list-style-type: none"> •Parent/Guardian Notification •Controlled Release •Media
 Lockout		

WEAPON ON CAMPUS

SRP Option	Key Points	Post Response
 Lockdown	<ul style="list-style-type: none"> •Notify 911, principal or designee, SRO/Security Specialist. •School administrator/SRO/Security Specialist may make contact with the subject immediately if it is in the best interests of students/staff. •Students/staff with the information about the weapon should be available to meet with law enforcement. •If the alleged weapon is not on the suspect, conduct an administrative school search 	<ul style="list-style-type: none"> •Parent/Guardian Notification •Controlled Release •Media
 Lockout		

	<p>of locker, backpack, or other areas the subject could hide a weapon.</p> <ul style="list-style-type: none">•Search of vehicle may involve law enforcement obtaining voluntary consent or warrant depending on circumstances.•Depending upon the nature of incident, Lockdown or Lockout /Secure Perimeter may be initiated.	
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APPENDICES

The following appendices include school level procedures for recording data on a bomb threat, a sample room search card to be utilized in a bomb threat, and a sample parent/guardian release form that can be utilized by districts when developing procedures for Controlled Release.

APPENDICES A - BOMB THREAT DATA COLLECTION

Below are school level procedures for recording data on a bomb threat. Remember to remain calm and gather as much information as possible.

Phoned Threat

- Start recording device (if available).
- Signal another staff member to listen, if possible.
- Transcribe the threat
- Fill out as much of the Phone Threat Data Sheet as possible, including detailed questions.
- When caller hangs up, DO NOT HANG UP THE PHONE. Activate a trace by dialing _____. Leave the line open.
- Notify the Site Decision Maker of the threat.
- Complete the unanswered questions on the Phone Threat Data Sheet.
- Be available after the call for law enforcement to interview you.

Written Threat

- Handle the item as little as possible.
- On a separate piece of paper, rewrite the threat exactly as it reads. On this copy, also record:
 - Where the item was found
 - The date and time you found the item
 - Any situations or conditions surrounding the discovery
 - Any other person you are aware of who saw the threat
 - Secure the original item. If small, place in a bag or envelope. DO NOT fold, crumple, tear or mark the item in anyway. If on a large object, secure the location.
- Notify the Site Decision Maker of the threat.

Emailed Threat

- Leave the message open on the computer.
- Notify the Site Decision Maker of the threat.
- Print, photograph or copy down the message.
- Include the header of the e-mail.
- Save the email, if you know how to do so.
- Leave the email open until law enforcement arrives.

Verbal Threat

- Detain the person making the threat, if possible and practical.
- If the person who made the threat leaves, note which direction they are going. If possible and safe, follow them at a discreet distance. Have another staff member notify the Site Decision maker.
- Note the description of the person who made the threat:
 - Name, if you know the individual
 - Race
 - Sex
 - Type and Color of clothing

- Body size
- Hair color
- Distinguishing feature;
- Write down the threat exactly as it was communicated to you:
 - Exact wording;
 - Who made the threat;
 - The date and time of the threat;
 - Where the person who made the threat is now.
- Notify the Site Decision Maker, if someone else has not already done so.

Rumor

- If you overhear a rumor about a bomb or explosive device threat or incident, write down exactly what you heard, from whom you heard it, and then report the rumor to the Site Decision Maker.

APPENDICES B - PHONE THREAT DATA SHEET

This checklist should be duplicated and placed at phone stations that receive direct incoming calls from outside lines. All staff who answers those lines must be trained in the use of this checklist.

Step 1: Record the Threat

If you have recording equipment, START IT Telephone number at which call was

Received: _____ Ext. _____ Date Call Received: _____
_____ Time Call Received: _____ Write
down the threat exactly as made by the caller:

_____ Phone number appearing on caller ID (if
available):

Step 2: Get More Information

1. "Where is the bomb right now?" (If caller refuses to answer, say "The school is occupied and that the detonation could result in the death or serious injury to many innocent children.")
2. "When is the bomb going to explode?"
3. "What does the bomb look like?"
4. "What kind of bomb is it?"
5. "What will cause the bomb to explode?"
6. "Who planted the bomb?"
7. "Why was the bomb planted?"
8. "When was the bomb planted?"
9. "How did the person get the bomb in the school?"
10. "What is your address?"
11. "What is your name?"

Step 3: Initiate the Trace and Notify

- When the caller hangs up, DO NOT HANG UP. Leave the phone line open until law enforcement arrives. Notify the Site Decision Maker of the call.

Step 4: Describe the Caller

___ Male ___ Female ___ Unsure

Approximate Age of Caller: ___

Caller's Voice Was (Circle All that Apply)

Hurried or Rapid

Moderately Paced

Slow

Hushed or Quiet

Emotion

Distant

Excited

Angry

Sad

Loud

Deep

High Pitched Squeaky

Other: _____

Happy

Calm

Agitated

Matter-of-fact

- Boastful
- Sincere
- Quality**
- Stutter
- Lisp Slurred
- Whispered
- Laughing or Giggling
- Raspy
- Nasal
- Deep Breathing
- Language**
- Accented - _____
- Well-Spoken
- Foul
- Taped
- Incoherent
- Could You Tell if the Call was:**
- Local ____ Long Distance ____
- Cell Phone ____ Landline ____
- Was the voice familiar? Y ____ N ____
- Crazy
- Other: _____
- Crying
- Stressed
- Whining
- Clearing Throat
- Cracking Voice
- Other: _____
- Message Read
- Irrational
- Broken
- Drunk
- Other: _____

Step 5: Describe the Atmosphere

- Street Noises
- House Noises
- Vehicle Noises
- Voices
- Animal
- PA System
- Music
- Trains
- Airplanes
- Party
- Children
- Quiet
- Static
- Echo
- Motor
- Factory Machinery
- Office Machinery

Step 6: Person Who Received the Call

- Your Name: _____
- Your Position: _____
- Your Telephone Number: _____
- Length of Call: _____
- Was a recording of the call made? Y ____ N ____
- Any other remarks about the call? _____

APPENDICES C - ROOM SEARCH CARD

Room Search Card
<p>Area Being Searched:</p> <p>Search Pattern:</p>
<p>Key Search Point (check off all as completed)</p> <ul style="list-style-type: none"><input type="checkbox"/> All packages, boxes, briefcases, bags were identified<input type="checkbox"/> Desk<input type="checkbox"/> Bookcase<input type="checkbox"/> Filing Cabinet<input type="checkbox"/> Heat Ducts<input type="checkbox"/> Wastebaskets<input type="checkbox"/> Windowsills<input type="checkbox"/> Other - Describe: _____<input type="checkbox"/> Other - Describe: _____<input type="checkbox"/> Other - Describe: _____
<p>Suspicious Item Found</p> <p>Description of Suspicious Item:</p> <p>Location of Suspicious Item:</p> <p>If a suspicious item is found, DO NOT TOUCH or MOVE IT. Report immediately to an administrator or school resource officer.</p> <p>The nearest telephone is located _____</p> <p>If a device is found, after calling, wait at _____ until the Search Coordinator arrives.</p>
<p>The Search of Room _____ was completed at _____ on _____.</p> <p>Search Conducted by:</p>

APPENDICES D - CONTROLLED RELEASE CHECKOUT INFORMATION

Have photo identification out and ready to show school district personnel.
(PLEASE PRINT CLEARLY)

Student Name _____

Student Grade _____ Student Cell Phone Number _____

Name of person picking up student _____

Phone number of person picking up student _____

Relationship to student being picked up _____

Photo identification matches name of person picking up student? Y or N

Student Name _____ Student Grade _____

Student Release/Reunification Area *(to be completed by district staff)*

NASB Monthly Update for Board Meetings - Agenda Item: September 2020

View the Monthly Update in video form now at: <https://vimeo.com/453336372>

“NASB Update”

As a board, some items you should be focused on during September include:

- Monitor progress of district goals, link goals to discussion and action items
- Strategic Plan Progress Report
- Review Summer School Programs; Review School Improvement Plan
- Negotiations contract dispute decision (year of contract, if needed) due September 15
- Personnel Report to the Department of Education due September 15
- Negotiations board must respond to agent request due October 1
- Annual Emergency Safety Plan – Annual Adoption
- Annual District Report
- Tax Request Hearing for Fund Levies due October 13
- Poverty Plan due October 15
- Superintendent file Membership Report due October 15
- Limited English Proficiency Plan due October 15
- Elementary Site Allowance due October 15; Distance Education Incentives Denial Appeal (through 2020) due October 1

Networking & Events:

- <http://members.nasbonline.org/index.php/events>
- The first of 3 **Candidate Webinars** was July 27, look for two more in Sept & Oct!
- **Area Membership Meetings** registration is now open! Make your virtual viewing plans now ... AMM will premier September 30th and be available through October 14th!
- **The Facilities & Construction Workshop** will be held in person in Kearney on September 23, as well as virtually. More to come!
- Is this year’s Board Member of the Year on your Board? Nominations for the annual Ann Mactier Award are due Sept 30th at <http://members.nasbonline.org/index.php/board-leadership/ann-mactier-school-board-member-of-the-year-award>
- **Update on the 2020 State Education Conference** – This conference will be held November 18-20 in hybrid fashion. *That means you will have the opportunity to attend in-person OR virtually.* Details are still being worked out, so watch your email for registration information by the end of September.

Advocacy/2020 Legislative Session:

- The 2020 legislative session has wrapped up. Keep tabs with all things pertinent to your school at NASB’s Govt Relations page at <http://members.nasbonline.org/index.php/government-relations>

- The 2020 Delegate Assembly will be virtual this year in early November, start thinking of who your boards Delegate will be now. Look for more info shortly!
- Stay engaged during the Session and follow along with the bills NASB is tracking at: <https://nasb.envisiams.com/legislative-bills> and through NASB's **Legislative Notes** e-updates.

NASB COVID-19 RESOURCE LINKS

- <http://members.nasbonline.org/index.php/news-resources/covid-19-resources>
- We are continuing to add items & updates as they arise

Follow NASB on twitter at www.twitter.com/NASBonline using the hashtag #liveNASB
and on facebook at www.facebook.com/NASBonline

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

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



Community RelationsTitle IX – Procedure for Complaints of Sexual Harassment**A. Complaint Procedure - Generally**

All employees are responsible for helping to prevent sexual harassment. Employees, or students, who believe they have been subjected to, or believe they have witnessed sexual harassment should follow these procedures:

1. Directly inform the person engaging in the discrimination or harassment that such conduct is offensive and must stop.
2. For employee reporters, contact your principal or supervisor, the principal or supervisor of the offending person, or the Title IX Coordinator if you do not wish to communicate directly with the person whose conduct is offensive or if direct communication with the offending person has been ineffective.
3. Report the matter to the Title IX Coordinator if the offending conduct continues or has not been resolved to your satisfaction after you have reported the matter to a principal or supervisor.
4. For student reporters, contact any teacher, counselor, or administrator.
5. Report to the Title IX Coordinator if you are the adult to whom the student has made a report so that the matter can be properly resolved. The Title IX Coordinator may file a formal complaint and begin the following complaint procedure.

Allegations of sexual harassment or discrimination shall be investigated and, if substantiated, corrective or disciplinary action taken, up to and including dismissal from employment if the offender is an employee, or suspension and/or expulsion, if the offender is a student. Retaliatory action will not be taken against an employee or student for reporting discrimination or harassment.

B. Response to a Formal Complaint:

1. Filing Formal Complaint: An employee or student can allege sexual harassment by filing a formal complaint in writing with the Title IX Coordinator in person or by mail, or by electronic mail using the following contact information:

TITLE IX COORDINATOR CONTACT INFORMATION:
BRIAN GRALHEER, ASSISTANT PRINCIPAL
1800 W. AGNEW ROAD
RAYMOND, NE 68428
(402)-785-2685
brian.gralheer@rcentral.org

The formal complaint must be signed by the complainant or by the Title IX Coordinator. **The following procedures apply only in the event that a formal complaint is filed. All other allegations of sexual harassment shall be resolved using the general complaint procedure. Any timelines set forth in the following procedures may be extended by the Title IX Coordinator with notice to the parties.**

2. Immediate Actions upon Receipt of Formal Complaint: Upon receipt of a formal complaint, the Title IX Coordinator shall provide the following to all known parties of (A): The complaint procedure as outlined in this regulation; and (B): Notice of the allegations of sexual harassment, including: (i) the identities of the parties involved, if known; and (ii) the conduct allegedly constituting sexual harassment; and (iii) the date and location of the alleged incident.

The parties to the formal complaint may select an advisor of their choice, who may be, but is not required to be, an attorney.

3. Investigation of Formal Complaint: Upon receipt of a formal complaint, the Title IX Coordinator shall notify the Investigator. The Investigator will promptly 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 Investigator will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this complaint procedure. If the allegation(s) involves 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 Investigator will aim to complete its investigation within a reasonable time frame, as determined by the Title IX Coordinator. The factors to determine a reasonable time frame include, but are not limited to, the allegations of the formal complaint, the number of witnesses that may need to be interviewed, and whether the police are also conducting an investigation into the allegations. The time frame originally set by the Title IX Coordinator may be extended by the Title IX Coordinator, upon notice to the parties, as he or she deems necessary to complete the investigation. Periodic status updates will be given to the parties, when appropriate.

(A) *Neutrality*: The Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate this complaint procedure, shall not have any conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The District shall ensure that Title IX Coordinators, investigators, decision-makers, and any persons who facilitate this complaint procedure shall receive training on the definition of sexual harassment in accordance with this regulation, the scope of the District's education program or activity, how to conduct an investigation and complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the fact at issue, conflicts of interest, and bias. The District shall ensure that the individuals involved in the complaint procedure receive training on issues of relevance of questions and evidence and on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

(B) *Burden of Production*: It shall be the Investigator's burden to gather evidence sufficient to reach a determination regarding responsibility. To reach a determination, the 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?)

(C) *Rights of the Parties*: The respondent is entitled to a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the complaint process.

The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

The Investigator shall not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

The Investigator shall provide the parties with the same opportunities to have others present during any complaint proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice if the Investigator deems appropriate. However, the Investigator may establish restrictions regarding the extent to which the advisor may participate in the proceedings, if the restrictions apply equally to both parties.

The Investigator shall provide to all witnesses expected to attend a meeting notice of the date, time, location, participants, and purpose of all hearings within two (2) days of the meeting.

Up until the conclusion of the investigation, the parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint. This includes the evidence upon which the Investigator does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence obtained from any source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

The District retains the right to place an employee on administrative leave during the pendency of an investigation. The District also retains the right to remove a student from the District's educational program prior to the conclusion of the investigation. In the event of a removal, the respondent shall have the opportunity to challenge the decision for removal.

(D) *Conclusion of Investigation:* Prior to the conclusion of the investigation, the investigator shall send each party and the party's advisor, if any, the evidence that is subject to inspection and review in an electronic format or a hard copy. The parties shall then have ten (10) days to submit a written response, which the investigator will consider.

Once the investigator has considered the written statements of the parties, if any, and any questions of the parties, if any, the investigator shall create an investigative report that fairly summarizes relevant evidence. The investigator shall then submit the written investigation report to the decision-maker. The parties shall each receive a copy of the final investigative report at the same time as the decision-maker.

4. Decision of Responsibility: The decision-maker shall review the investigative report. Prior to coming to a determination regarding responsibility, the decision-maker shall provide ten (10) days for each party to submit written, relevant questions that a party wants asked of any party or witness, provide each party with answers, and allow for additional, limited follow-up questions from each party.

Once the decision-maker has considered the written questions of the parties, if any, the decision-maker shall issue a written determination regarding responsibility by a preponderance of the evidence within a reasonable time frame as determined by the Title IX Coordinator. The decision-maker shall consider all relevant evidence, including inculpatory and exculpatory evidence, and will not consider the credibility of the evidence to be based on a person's status, such as complainant, respondent, or witness. The decision-maker shall provide the written determination to both parties simultaneously. The written determination must include:

- a. Identification of the allegations potentially constituting sexual harassment;
- b. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather evidence;
- c. Findings of fact supporting the determination;
- d. Conclusions regarding the application of each recipient's code of conduct to the facts;
- e. A statement of, and rationale for, the results as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
- f. The recipient's procedures and permissible bases for the complainant and respondent to appeal.

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Sec. 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

5. Supportive Measures and Disciplinary Actions:

Throughout the investigation, either party may be entitled to supportive measures. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment to deter sexual harassment.

Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.

At the conclusion of the investigation, the decision-maker may institute disciplinary measures to the respondent if the decision-maker determines that the respondent engaged in sexual abuse or harassment. Disciplinary measures may include, but are not limited to, in-school suspension, out-of-school suspension, expulsion, and in the case of an employee, disciplinary action up to and including dismissal from employment. This policy does not limit or prohibit the District from instituting disciplinary measures if, in the course of the investigation, it determines that the complainant or respondent violated the student code of conduct.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

C. Appeals

If either party is not satisfied with the outcome of the investigation and the decision of the decision-maker, they may appeal on the following basis:

- a. Procedural irregularity that affected the outcome of the matter;
- b. New evidence, that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- c. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against the complainant or respondent generally or the individual complainant or respondent that affected the outcome of the matter.

The request for an appeal shall be in writing and submitted on the appropriate document. The appeal document shall be submitted to the Superintendent of Schools.

Upon notice of an appeal by either party, the Superintendent of Schools shall notify the other party in writing when the appeal is filed and of the appeal procedures, which apply equally to both parties.

The Superintendent of Schools shall give both parties a reasonable and equal opportunity to submit a written statement in support of, or challenging the outcome.

The Superintendent of Schools shall review the investigative report, decision-maker's determination, and written statements of the parties and then issue a written decision describing the result of the appeal and the rationale for the result. The Superintendent of Schools shall provide the written decision simultaneously to both parties.

D. Informal Resolution

If a formal complaint is filed, the District may offer the complainant and respondent the opportunity to participate in an informal resolution process. The informal resolution process may take place at any time prior to reaching a determination regarding responsibility. The informal resolution process shall only take place upon:

- a. Written notice to both parties disclosing: the allegations, the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the resolution process and resume the complaint process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

- b. The parties' voluntary written consent to the informal resolution process; and
- c. That the allegations of the formal complaint do not involve any allegations that an employee sexually harassed a student.

E. Record Keeping

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, any transcripts, or audio recordings pertaining to the investigative and appeal proceedings for a period of seven (7) years.

Legal Reference: Title IX

Date of Adoption: September 16, 2020



NASB LEADERSHIP
ENCOMPASS 360
SUPERINTENDENT
EVALUATION





Standard I: Mission, Vision, & Goals

Standard Descriptor: The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure the progress and success of student learning and achievement.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
I.a.	Works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals.						
I.b.	Assumes the key leadership role and responsibility for growth and improved student learning.						
I.c.	Seeks input from the board when appropriate.						
I.d.	Engages internal stakeholders (i.e. administration, staff, students) and external stakeholders (i.e. parents, community) in the discussion of long-term plans and goals.						
I.e.	Effectively utilizes data to guide and monitor progress of district goals.						
I.f.	Implements and monitors progress of the district/strategic plan.						
I.g.	Identifies and proactively addresses potential barriers to ensure the success of the school district.						
Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • District strategic plan/district goals • Plan for implementing, monitoring and reporting progress of strategic plan/district goals • School improvement plan (including updates/assessment of progress and modifications) • School improvement teams • Superintendent performance plan aligned with district priorities and indicators to measure progress and success • Student performance data • Engagement/communication plan • Meeting agendas/minutes 							
If you were to suggest one area of growth in the superintendent's performance within Mission, Vision, and Goals for the upcoming year, what would it be?							



Standard II: Policy

Standard Descriptor: The superintendent works collaboratively with the board to define, update, and adopt effective and purposeful district policy.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
II.a.	Works with the board to review, update and adopt effective and purposeful district policy.						
II.b.	Governs consistently through board policy and administrative protocol and procedures.						
II.c.	Provides public access to district policy.						
II.d.	Ensures all handbooks are aligned to district policy.						
II.e.	Implements a policy to ensure curriculum is reviewed and aligned with current state standards.						
II.f.	Ensures student discipline is implemented with integrity and consistency.						
II.g.	Personnel policies are clear and implemented consistently.						
II.h.	Monitors administrators' implementation of policy and procedures.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • District adopted policy review process/calendar • Progress/updates of the board's work with policy • Policy committee minutes • Curriculum review policy • Meeting agendas/minutes 						
	If you were to suggest one area of growth in the superintendent's performance within Policy for the upcoming year, what would it be?						



Standard III: Budget Planning & Management

Standard Descriptor: The superintendent provides organizational leadership district-wide to ensure fiscal responsibility by allocating, using, and investing district resources to support effective instruction and improved student learning.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
III.a.	Upholds fiscal responsibility and accountability.						
III.b.	Leads a collaborative board and administrative budget planning process to align resources with the district mission, vision, and goals.						
III.c.	Utilizes data, research, and informed decision-making to support the allocation of district resources.						
III.d.	Updates board with historical and current budget data to monitor revenue and expenditures.						
III.e.	Ensures that the district completes an annual CPA audit and discloses findings to the finance committee/board.						
I.f.	Advocates for and pursues innovative solutions to improve and expand fiscal and human resources.						
II.g.	Ensures the maintenance and upkeep of facilities.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Budget strategic/district goals • Professional development plan • Monthly budget reports • Quarterly expenditure updates • District audit • Management and use of alternative resources (i.e. ESU funding, all grant applications, etc.) • Five/Ten-year facility plan • Budget development calendar/board • Financial policies • Forecast financial data 						
	If you were to suggest one area of growth in the superintendent's performance within Budget Planning and Management for the upcoming year, what would it be?						



Standard IV: Educational Leadership

Standard Descriptor: The superintendent provides educational leadership ensuring resources align and support best practice for instructional standards, as well as implementation of current/applicable curriculum and assessments to support student success.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
IV.a.	Advocates for the learning needs of all students.						
IV.b.	Promotes a student-centered culture.						
IV.c.	Advocates for the engagement of parents/families as partners in the education of students.						
IV.d.	Ensures curricular and instructional decision-making is based upon current research, data, and best practice.						
IV.e.	Provides the time and resources to align curriculum vertically, horizontally, and to the state standards.						
IV.f.	Provides comprehensive coursework and opportunities to ensure college/career readiness for every student.						
IV.g.	Ensures the district-adopted instructional framework is implemented consistently.						
IV.h.	Integrates the district-adopted instructional framework into certificated staff evaluations.						
IV.i.	Advocates for curriculum and instruction that challenges each student.						
IV.j.	Optimizes alignment of resources, curriculum, and assessments to support student success.						
IV.k.	Provides integrated technology curriculum and resources.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • District strategic plan/district goals • School improvement plan (including assessment of progress and modifications) • School improvement teams • District calendar • Curriculum review cycle plan and updated policy for curriculum and assessment review • Curriculum review committee minutes • Student performance data and goals • Data to support instruction strategies and student-centered initiatives • Curriculum/programs additions/modifications • Instructional model 						
	If you were to suggest one area of growth in the superintendent's performance within Educational Leadership for the upcoming year, what would it be?						



Standard V: Organizational & Cultural Leadership

Standard Descriptor: The superintendent provides cultural leadership through accountability, inclusiveness, engagement, and advocacy for staff and students.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
V.a.	Contributes to a unified school environment of trust and respect among students, staff, families, and community members.						
V.b.	Develops, implements, and sustains a responsive district crisis and safety plan.						
V.c.	Commits to developing a high-performing leadership team.						
V.d.	Ensures a purposeful and equitable recruiting and hiring process.						
V.e.	Integrates an effective conflict resolution process to address matters in a purposeful and timely manner.						
V.f.	Promotes a culture of shared expectations and mutual accountability.						
V.g.	Provides leadership to support the health and well-being of staff and students.						
V.h.	Promotes an environment where differing opinions and backgrounds are welcomed and embraced among staff and students.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Conflict resolution process • Leadership development plan • Professional development plan • Crisis and safety plan • Executive summary of the safety audit • Hiring protocols and procedures • Evidence to validate engagement of parents/families • Diversity, equity and inclusion initiatives • Personnel policies 						
	If you were to suggest one area of growth in the superintendent's performance within Organizational and Cultural Leadership for the upcoming year, what would it be?						



Standard VI: Community Relations

Standard Descriptor: The superintendent establishes and sustains effective communication to inform and engage the board, parents, students, staff, local and state government officials, community members, and business leaders.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
VI.a.	Establishes a visible presence in the district and community.						
VI.b.	Regularly attends and participates in school activities, events, and programs.						
VI.c.	Interacts and expresses genuine interest in building a connection with students.						
VI.d.	Develops collaborative partnerships to foster support for the school district.						
VI.e.	Effectively communicates key public information in a timely manner.						
VI.f.	Promotes a positive image of the district.						
VI.g.	Understands and is respectful of the political, economic, and social aspects of the community.						
VI.h.	Seeks a positive relationship with parents and community members.						
VI.i.	Engages special interest groups to work collaboratively to address concerns and opinions that may present conflict.						
	<p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • Community engagement summary/report • District partnerships and initiatives established to provide resources and support • Partnership support received through the district foundation, scholarships, grant monies, etc. • Inter-local agreements • District annual report • Communications designed by and distributed to generate support of the district • Membership and participation with civic, community and state organizations • Meeting invitations/agendas 						
	If you were to suggest one area of growth in the superintendent's performance within Community Relations for the upcoming year, what would it be?						



Standard VII: Professional Leadership

The superintendent models and demonstrates professional leadership, ethics, and a commitment to growth and improved instruction and learning for staff and students.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
VII.a.	Models positive and professional leadership based upon ethics, trust, integrity, and respect.						
VII.b.	Addresses concerns and opinions with respect and confidence.						
VII.c.	Provides professional development for you to fulfill your responsibilities and grow in your position.						
VII.d.	Provides an effective evaluation process with constructive feedback.						
VII.e.	Exemplifies a life-long learning model to grow personal and professional knowledge.						
VII.f.	Demonstrates knowledge of current evidence-based practices for teaching and learning and seeks to develop others in this area.						
VII.g.	Establishes clear and consistent expectations for staff.						
	Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to: <ul style="list-style-type: none"> • Memberships • Professional development activities (including, but not limited to conferences, workshops, committee work, studies, research, and published works) • Educational growth plan (professional goals and development) • Leadership team development plan • District staff professional development plan 						
	If you were to suggest one area of growth in the superintendent's performance within Professional Leadership for the upcoming year, what would it be?						



Standard VIII: Board-Superintendent Relations

The superintendent collaborates with the board to define district expectations, policies, and goals to support instruction and student learning.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
VIII.a.	Maintains an appropriate and professional relationship with the board.						
VIII.b.	Keeps all board members informed with consistent and open communication.						
VIII.c.	Demonstrates support and respect for the board and refrains from public criticism of the board.						
VIII.d.	Demonstrates collaborative problem solving and decision-making.						
VIII.e.	Supports board committee work as part of effective board decision-making.						
VIII.f.	Collaboratively supports or opposes, local, state and/or federal legislation impacting the district.						
	<p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • Superintendent performance plan/goals • Board committee minutes • Communication plan • Board development plan • Board policies • Meeting agendas/minutes • Retreat agendas/minutes 						
	If you were to suggest one area of growth in the superintendent's performance within Board-Superintendent Relations for the upcoming year, what would it be?						



Goals

This component of the evaluation tool contains a changing list of annual goals from year to year for the board to provide feedback on.



Superintendent’s Response:

Superintendent Evaluation Summary

The superintendent should identify no more than four performance areas on which to focus their growth professionally. Note: Targeting in excess of four performance areas will make it difficult for the individual to address the areas adequately. When his/her performance is at a high-level, sustaining, refining, and replicating the performance is the goal. Follow through will ensure the success of the superintendent and the board.

The Performance Plan should consist of:

- goals (**what** must he/she do to achieve the objective or what is the intended result)
- performance indicators (**how** will the board measure progress and/or success)
- timeline (**when** will progress/success be assessed or completion date)
- signature (once the Performance Plan has been completed and reviewed the board president and superintendent will both sign and date placing a copy in the superintendent’s personnel file and a copy will be retained by the board president)

Note: The Performance Plan should be reviewed and updated throughout the year to assess progress and success. Modifications should only be made if the board/superintendent discuss and agree upon appropriate changes.

(Signature of Superintendent)

(Date)

(Signature of Board President)

(Date)

To Whom it May Concern:

I am resigning from my position as the Junior/Senior High School Secretary effective immediately.

9/3/20

Sincerely,

A handwritten signature in black ink, appearing to read "Jordan Bush". The signature is written in a cursive style with a large, looped initial "J".

It is with a heavy heart
I resign my position of
head cook at Raymond
Central public school at
Ceresco

Stacy L. Roberts
9-10-2020

August 17, 2020

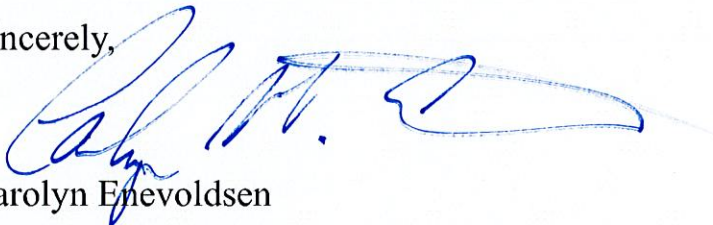
Raymond Central Public School
Board of Education
1800 West Agnew Road
Raymond, NE 68428

Dear Negotiations Committee:

The Raymond Central Education Association requests that the school board of the Raymond Central Public Schools take action to recognize the Raymond Central Education Association as exclusive bargaining agent for the district's non-supervisory certificated staff for the 2022-2023 contract year.

Please direct your response to the undersigned.

Sincerely,



Carolyn Enevoldsen
Raymond Central Education Association
