

Raymond Central Public Schools (District 0161) Board of Education Regular Meeting

Wednesday, June 15, 2022 at 6:00 PM

Raymond Central Jr-Sr High School - Mustang Room

1800 West Agnew Road

Raymond, NE 68428-9783

Present: Matt Blanchard, Brad Breitzkreutz, Cathy Burklund, Dr. Harriet Gould, Bill Lange, Derek Matulka. Also attending were Lynn Johnson, Superintendent; Allison Stansberry, Jr-Sr High School Principal; Brian Gralheer, Asst Principal/Athletic Director; Amanda Coufal, Special Education Director; and Shelly Dostal, Valparaiso Elementary Principal.

Call to Order and Pledge of Allegiance

President Gould called the meeting to order at 6:03 PM and the Pledge of Allegiance was said.

Motion to Excuse Board Member's Absence

All members were present.

Open Meeting Law

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

Consent Agenda

Motion by Lange, second by Matulka to approve the consent agenda as presented including the regular meeting minutes of May 11, 2022; May financial statement; and monthly bills. RCV 6-0. Motion carried.

Regular Minutes of May 11, 2022

Raymond Central Public Schools Board of Education Regular Meeting

Wednesday, May 11, 2022 at 6:00 PM Central

Raymond Central Jr-Sr High School - Mustang Room

1800 West Agnew Road

Raymond, NE 68428-9783

Present: Brad Breitreutz, Cathy Burklund, Dr. Harriet Gould, Bill Lange, **Absent:** Matt Blanchard, Derek Matulka. Also attending were: Lynn Johnson, Superintendent; Amanda Coufal, Special Education Director; and Shelly Dostal, Valparaiso Elementary 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

Motion by Breitreutz, second by Lange to approve the absences of Matt Blanchard and Derek Matulka. RCV 4-0. Motion carried.

Open Meeting Law

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

Consent Agenda

Motion by Lange, second by Burklund to approve the consent agenda as presented including the regular meeting minutes of April 13, 2022; April financial statement; and monthly bills. RCV 4-0. Motion carried.

Regular Minutes of April 13, 2022

Financial Statement/Report

Monthly Bills

Correspondence/Recognition

Congratulations to Mrs. Craig and the Art Club on their successful Art Gallery Event.

Thank you to the PTO's and office staffers, for honoring our teachers during teacher appreciation week with treats and surprises and to the BOE for recognizing the efforts of our office staff with a Charcuterie board.

Public Forum

Robert Miller addressed the Board regarding a Volunteer Program helping staff.

Reports

Facilities Report

Update on facility items:

1. Shingle Roof on Concessions - The winds this year are causing havoc with our shingled roof at the FB field. We have repaired it a couple of times already, replacing shingles, etc. The repairs typically run in

the \$300-\$400 range. Our insurance deductible is \$5,000/per incident for wind & hail, so we have not turned any of these incidents into insurance.

2. The RTU over the commons area/kitchen at the Jr/Sr High blew its second compressor this week. We are now replacing both of the compressors in that unit for a cost of about \$15,000. We may try to wait until both compressors are here to save money on the labor/installation. It will depend upon the actual timeframe and if we can afford to leave that area unconditioned for that span of time.

3. With the recent rains, we have had two roof leaks that will need to be addressed. One small leak in the Valpariso gym and another leak in the green house at the HS.

4. Summer projects are still being finalized but we have identified the replacement of RTU over the senior wing, concrete work at the stadium, handicap parking, and drain areas as well as replacement sections at the HS, normal painting and cleaning across all buildings, scrub tree/brush clean-up at Ceresco and possibly some at HS, and replace water fountains in competition gym. Jared and I have discussed creating a schedule for furniture updates to one classroom in each building each year.

5. Big Iron Auction sales - Tractor: \$3801; \$145 Blade Massey; \$225 Sprayer \$710 Rhino Blade.

Presentation of process and timeline for facility review from BVH, architect.

Cleve Reeves from BVH Architecture presented their timeline on conducting the needs analysis, cost estimating and construction administration of a potential new school facility.

Administrative Reports

Submitted by Allison Stansberry, Jr-Sr High School Principal

On April 13, our Student Leadership Team met from 1:00-3:30. It was an energizing and engaging time spent together. The Student Leadership Team voted to name the group the "Blue Crew Student Leadership Team." They spent time reviewing handbooks, developing a handbook for the group, discussing having a summer retreat/team building, and what is to come. Mr. Placke, Ms. Osten, and I were in awe of our students. It was evident that they are excited about the impact and legacy they can contribute to Raymond Central and have incredible ideas and action steps to get the work going.

The team met again on May 3 and reviewed the handbook they created collectively. They have also started collecting feedback from their peers to help drive their goals and help drive goals for staff. Towards the end of the meeting, they organized and helped prepare for incoming 6th grade transition.

MTSS Summary - Many of these updates are in prior board reports but here is an overall summary.

We have done a lot of work within MTSS this year. We first created a Core MTSS team which consists of the following: Amanda Coufal-Special Education Director; Brian Gralheer-AP/AD; Tasha Osten-School Counselor; Allison Stansberry-Principal; Caitlin Roussan-School Psychologist; and Steve Rose-Data Steward.

Our Teacher Leadership Team has also been serving as our MTSS Leadership Team. Those members are all core team members plus Carolyn Enevoldsen, Greg Wilmes, Celia Newman, Andrew Placke, Jen Highstreet, Mike Henderson, John Kliment, and Johanna Jackson.

The core team first started by meeting with Kala Peyton from NDE-MTSS to get a plan of action for rollout. She was impressed by the work we had done prior to our first meeting with her. From that meeting we created an MTSS Google Site that will have all resources available in relation to MTSS and will also help for our accreditation visit when the time comes to see all the work and action that has been done. One of the takeaways from that meeting was to rollout Student Problem Teams. We had Kala come and meet with our MTSS Leadership Team and we started rolling out Student Problem Solving Teams. We created the following:

- Semester Document with coverage
 - Mondays: 6-8th Grade Met

- Tuesdays: 9th Grade Met
- Wednesdays: 12th grade met
- Thursdays: 10th Grade Met
- Fridays: 11th Grade Met
- A google form to submit student concerns or group concerns, behaviors, mental health, etc.

The purpose of Student Problem Solving Teams is to be proactive with concerns we have regarding students or things we are seeing in the building. For example: Mental Health, vaping, pre workout, cheating, etc. We have also utilized this time to celebrate student achievement, follow up with restorative circles and conversations, academics, etc. Throughout the semester, we were meeting weekly and but decided for next year, 6-8th grade should meet weekly, however, 9-12 should be 2x a month. It became redundant and excessive to meet weekly for that age group.

The MTSS Leadership Team will attend MTSS training on June 8-9 at the ESU this summer. There is a 4 day training that needs to be completed while doing the full MTSS implementation and should take about 2-3 years to be at full implementation.

The work we have done with our Teacher Performance Framework and Disciplinary Literacy all fall within the Tier 1-Academic framework. These pieces will continue to be an area of focus for the 2022-2023 school year.

Our two campus goals for the 2022-2023 school year that are in *draft* format are as follows:

Objective 1: Improve Student Achievement for all students in grades 6-12 or Increase the achievement of all students in grades 6-12 by creating learning environments that engage, challenges, and supports students while promoting independence, respect, and critical thinking.

- Goal 1.1: Students in grades 6-12 will sustain or achieve growth in Reading based on varied assessments (Current Goal for the 2021-2022 School year)
- Goal 1.2: MTSS-Academic
- Goal 1.3: The Power of ICU

Objective 2: Ensure a positive culture/climate and ensure safety for all students and staff in grades 6-12

- Goal 2.1: Restorative Practices
- Goal 2.2: Student Leadership
- Goal 2.3: MTSS Behavior

Once we have our document finalized and action plan developed, we will be sure to share with the board. We are hoping to meet one day in June with Scott Shepard and Tony Kobza to help in the creation of this plan.

Grading Summary - Per the Fair and Consistent Grading Practices Document, the one thing we went tight on this year is the following: Giving Extra Credit Points will not be acceptable practice and giving bonus points will not be acceptable practice.

We have also decided to put a hold on other components of the document as per discussions between staff and administrators as some of our other initiatives such as MTSS and Disciplinary Literacy have taken priority. As some of the initiatives continue to be rolled out, I would recommend that this document start being developed and revamped through collaborative commitments, goals, and research among all staff.

Staff Appreciation Week Theme: Saddle Up for Raymond Central High School

Wanted: The best in the west teachers and staff at Raymond Central

Crime: Putting their hearts into their work and students and forgetting to take time for themselves

Reward: A week full of rootin tootin fun and celebration

Monday: Breakfast Bonanza: Hats off to you! Enjoy a wild West Breakfast Bonanza.

Tuesday: Dynamite Desserts: Head on Down Home to the Teachers Lounge to grab some down home desserts

Wednesday: Snack Stampede: Mosey on Down the Trail to munch on a variety of snacks

Thursday: Down Home BBQ: Head Down at High Noon for a Down Home BBQ

Friday: Head Down to the Local Watering Hole for some rootin tootin root beer floats or lemonade.

On May 4, we welcomed our incoming 6th graders (Class of 2029) on campus. Valparaiso came 9:00-10:00 AM and Ceresco came 1:00-2:00PM. Students were divided up into 3 groups and went through rotations. We had our Student Leadership Blue Crew assist with leading these rotations. Students went through the following rotations: Tours; How to make the most out of your time at RC; and Handbook, Activities, etc.

Seniors last day was May 9. The Graduation Ceremony will be held on May 14, 2022 at 2:00 PM in the main gym.

Following is a list of staff leaving and their replacement at the Jr-Sr High Level:

Allison Stansberry: Scott Shepard (Principal)

Brian Gralheer: Tony Kobza (AP/AD)

Sydney Paige: Riley Haug (7-8 Science)

Laura Hill: Josh Karel (Spanish)

Nicole Hummel: Megan Aylward (9-12 Science)

Keaton Henry: Jacob Staroscik (9-12 Science)

Jordan Luke: Abby Rood (Band)

Allie Bastian: TBD (Information Technology)

Industrial Tech: Elijah Hackbart (Industrial Tech)

Senior Shoutouts:

Quentin Hayes: Received a Regent Scholarship to UNL

Ellianna Lamay: Signed for UNK Cheer and made the honors program

Leyla Hilsabeck: Signed for Concordia Cheer

Sierra Springer: Signed for Soccer at Concordia

Hannah Kile: Signed for Soccer at Concordia

Emaree Harris: Signed for Volleyball at Rockhurst University

Micah Roubal: Omaha World Herald Academic Honorable Mention +Lincoln Journal Star Class Acts

Quentin Hayes: Omaha World Herald Academic Honorable Mention +Lincoln Journal Star Class Acts

Hannah Kile: Lincoln Journal Star Class Acts

Austin Anderson: Finished in December and went on to basic training. He recently received a promotion. He is now PFC Private First Class.

Logan Bryce: Signed with Chadron State College for Wrestling

Jaden Merkel: Signing with Peru State for Bowling

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

With the 2021-2022 school year coming to a close, that also means postseason events are starting up for spring sports.

- RC Track and Field will be competing for a ticket to State at Districts in Waverly on May 10.
- Baseball recently traveled to the sub district tournament in Central City and fell in a hard-fought battle to Hastings 3-7. They ended their inaugural season with a record of 6-9.
- Our girls soccer team will take an 11-4 record into the State Tournament this week. They are a #7 seed and will take on #2 seed Norris on May 11 after an OT victory over Elkhorn in the District ?nal.

With the passing of Girls Wrestling at RC, we have begun filling our schedule with 8 tournaments and we are looking for a couple more if possible. Our coaches have been looking for geographical and competitive spots for our girls. They have also been on the recruiting trail trying to find potential female wrestlers within RC. Two informational meetings have had little to no attendance from potential wrestlers.

We are slowly filling our co-curricular openings for 2022-23. There are some approvals on the agenda this evening, and continuous conversations with staff members or outside individuals to fill the rest.

With my tenure here at RC soon coming to an end, I will be sure to work with Mr. Kobza in any transitional needs he may have from both a coaching and AD perspective. I plan on working into June to ensure he has all the tools and resources necessary to hit the ground running in the fall.

I sincerely appreciate my time here at RC as I transition myself into the next chapter of my professional career. I have learned a lot and worked with tremendous people. As I look at the team of Mrs. Johnson, Mr. Shepard, Mr. Kobza, and the team of teachers and staff here at RC, great things are sure to come.

Submitted by Amanda Coufal, Director of Special Education

The special education Targeted Improvement Plan (TIP) has been submitted to NDE and is awaiting review and approval. A huge thank you to Jenifer Highstreet and Caitlin Roussan for taking time out of their busy days to meet, collaborate, look at data, and help create this plan. The Targeted Improvement Plan goal for Raymond Central Public Schools is:

- 60% of special education students in grades six through eight will be proficient on the MAP Reading Assessment. Current numbers based on the 2021-2022 winter MAP assessment yield 25% of identified students at or above proficiency level.
- **Data Summary:** Based on the TIP goal (above), the data for identified students as it pertains to the reading MAP assessments indicates the current breakdown by grade level (6-8).
 - 6th: 26% at or above proficiency level
 - 7th: 28% at or above proficiency level
 - 8th: 22% at or above proficiency level

On May 6, I had the honor to present a Certificate of Completion on behalf of RCPS to Adam Kettelhut who attended school at NCECBVI (Nebraska Center for the Education of Children who are Blind or Visually Impaired). Adam expressed that his time at NCECBVI was a powerful journey and he has learned so much. Adam, and his mom and dad, thanked Raymond Central for affording their son this opportunity. Rachel Beck (SLP who provided services to Adam) and I attended the graduation ceremony, toured the school, and participated in the graduation luncheon afterwards. This was a neat experience for us as well and we wish Adam the best of luck in his future endeavors.

I would like to recognize our special education teachers for the hard work that they have put in this year to help our students with disabilities progress in their IEP goals. As a special education department, we have held 120 MDT and/or IEP meetings (49 at the elementaries and 71 at the middle/high school level). Scheduling meetings, conducting meetings, completing paperwork before, during and after meetings, and completing progress reports quarterly takes a lot of time and effort along with all of their other responsibilities. All of our teachers worked tirelessly to make sure that we were in compliance by meeting deadlines and completing paperwork accurately. Great job to Paige Mestl, Nicole Kliment, Stacey Doan, Andrea Hicks, John Kliment, Jenifer Highstreet, Court Croghan, Rachel Beck, and Caitlin Roussan.

Once again, I would like to thank Rachel Beck (SLP) for her work this year. Rachel brought in new ideas, gave a new perspective on how to write IEP goals, provided quality services, and her data collection was top notch. As a first year SLP, Rachel was wise beyond her years and we were fortunate to have her here. We are going to miss her expertise and fun personality but we wish her the best!

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

Assessment - State Testing (NSCAS Growth) for grades 3-8 is complete including alternate assessments. Group results will not be released to districts until later this summer or in the fall.

Assessment -FastBridge end of year testing (K-5) has been completed. Teachers will review data and make instructional decisions for next year based on the data. All elementary program assessment data is to be turned in to Mrs. Dostal by May 13. Report Cards along with end of year data will be mailed out to families on May 18.

Professional Learning - On May 16 teachers will meet for professional development. Topics include: year in review and year preview, to include EIR grant, MTSS with Student Problem Solving Teams, Science of Reading, and Assessment. PLCs will also meet for the last time on May 16 to update their goal status and complete work on curriculum documents. Teachers will also be having transition meetings and complete report cards.

Evaluation - All teacher evaluation is complete. The new Teacher Performance and Evaluation Framework and the new TeachBoost system worked pretty well in the first year of implementation.

MTSS (Academic/Behavior/SEL) - The teacher leadership team has made good progress this year to develop the MTSS process. The three prongs of the MTSS process are Academic, Behavior, and Social Emotional Learning. For the Academic strand, the elementary buildings are using data for decision making. Screening data is used three times per year with FastBridge. FastBridge is also used for diagnostic data and progress monitoring. Some new interventions from FastBridge were implemented this year in addition to the interventions already in place. WIN (What I Need) time is in place in each classroom; this time is set aside for teachers to focus on interventions and enrichments. In addition, Title I teachers and reading/math support teachers are in place. Other assessment tools are the MAP Growth and NSCAS Growth. The leadership team made the decision to use the NSCAS Growth for 2022-23 and forego the MAP for grades 3, 4, and 5 for the 2022-23 school year. The team decided to implement the MAP Growth for grade 2 only for a fall and spring assessment. Title I teachers were fully trained with LETRS during the 2021-22 school year. SPED teachers will be trained during the 2022-23 school year. Elementary teachers were trained with the new ELA standards and shifts with a brief overview of the Science of Reading. All teachers of reading will be trained in the Science of Reading with Dr. Caryn Zietlow from ESU2 conducting this professional development during the 2022-23 year. Student Problem Solving Teams are getting started with full implementation planned for the 2022-23 school year. The Behavior branch of MTSS was be put on hold for now. The plan is for the administrative team to be trained with Restorative Practices this summer and then make an action plan. The Social Emotional Learning (SEL) branch of MTSS is a very important component in the elementary school. Many of our students suffered delays with SEL during the pandemic. Helping students in the SEL area continues to be a focus. All students are screened using the SAEBRS. Counselors focus on SEL components during their class rotations as well as small groups and individual counseling based on the screening data. Having a counselor in each building has been beneficial for students and teachers to help address the SEL concerns. The team decided it best to continue this structure for the 2022-23 school year as well as continued emphasis from all staff on SEL with students. Some of these areas are: teaching social skills explicitly, greeting students at the door each day to take a visual read, conducting a status check in classrooms of SEL on a regular basis, offering small group and individual counseling, having a therapist who comes to school to serve students based on need and family preference, monitoring technology and the alerts if concerns are flagged, and using a growth mindset approach to name a few. Some action steps for MTSS as noted above are already in place for the 2022-23 school year.

Grading - Most of the work on grading practices was completed at the beginning of the school year. The elementary staff did not spend much energy on grading practices during the 2021-22 school year. Elementary staff agreed to some nonnegotiables with grading prior to the start of 2021-22. First, behavior and grades are to be separate. These learning and life skills are to be keep separate from the grade earned. The elementary report card has a specific section for learning and life skills also. Second, grades are to be based on what the student knows and is able to do. Extra credit is not given for summative assessment.

Grades will not be inflated with extra credit. Third, teachers will hold students accountable for late and/or missing work. WIN time may be used to complete the late and/or missing work if the assignment is not completed during class and/or home. The teacher may modify or adjust as needed for learning. Lastly, homework is to be relevant and reasonable.

Planning for 2022-2023 -Visitation Day for prospective kindergarteners was held on Friday, May 6. Fifth graders visited the HS building on May 4. Mrs. Stansberry, Mr. Grahleer, Mrs. Osten, and 6th grade teachers facilitated the orientation sessions. We will have a "moving up" time on May 12 at the Valparaiso site when all K-4 students visit the next grade's classroom. This transition time will assist students as they look forward to the next school year.

PTO - The last PTO meeting for the 2021-22 school year was held on May 2. We are thankful for the diligent efforts throughout the year by the PTO to support our students and staff. The Spring Carnival on April 22 was a great success! Thank you to the families for all the treats to celebrate Teacher/Staff Appreciation Week on May 2-6. The last Mustang Dining Out Day will be May 13 with Raymono's donating a percentage of the day's sales to the PTO. Officers for 2022-23 include: President-Candace Jindra; Vice President-open; Treasurer-Marcene Sklenar; Secretary-Jeni Vech. We thank the officer team for their leadership!

Other happenings at Valparaiso:

- Great job to Mrs. Kristine White and Mrs. Kendra Carlson for organizing a record breaking plant sale on April 29! Thank you to everyone who purchased plants and to those who helped organize. Funds raised will support the Jump Start to Kindergarten Program held during the summer and retreats like the Kindness Retreat for our older students.
- The spring concert for grades 3-5 will be held on May 9. Thank you to Ms. Spale and Mr. Luke for getting the students ready for the performance. Students will be transported to the HS site to practice together during the afternoon of May 9.
- An Art Show for grades 3-5 will be held on May 9 in conjunction with the Spring Concert. Thank you to Mrs. Rockemann for organizing the display of student work. The art will be on display starting at 6:00PM on May 9 and will conclude about 15 minutes after the conclusion of the concert.
- We are looking forward to our Track and Field Day on May 11. Thank you to Ms. Kalyn Brannagan for facilitating this experience.
- We have other special events planned for the last week of school, including a Talent Show and a school picnic with class activities. Ms. Spale is leading the Talent Show and teacher leaders are organizing the school picnic activities.
- All Backpack families are receiving extra food for the summer months. Thank you to all who support this program!
- An end of year Awards Assembly will be held on May 13. We will recognize students for a variety of accomplishments. Mrs. Rockemann is also preparing a video presentation to show highlights of the school year.
- We want to wish Mr. Jordan Luke (band), Ms. Rachel Beck (Speech Pathologist), Mrs. Melissa Kohl (para), and Ms. Hannah Miler (para) all the best as they embark on new endeavors.
- A huge shout out to our fantastic RC staff for all their work during this school year. The adaptability, dedication, professionalism, and creativeness of the staff continues to shine.

Student Health Services Report - Nurse Ehlers

Nurse Amanda Ehlers gave a presentation on accomplishments in the health office this school year including but not limited to state mandated student health screenings, maintenance of student immunization records, data tracking for certain illness and communicable disease prevention, created

student health files for all students, provided daily medications and as needed medication, and provided triage care for all who walked through the door.

Curriculum Report

Information on course names, course offerings, and career pathways from Mrs. Osten.

Tasha Osten presented a report to the Board regarding course names, course offerings, career pathways and connection to Perkins funding.

Superintendent's Report

Superintendent Johnson provided a report of the progress of her goals.

Report on Goals

NASB Monthly Update

Update/Summary information on Educators Leading the Profession (ELP) mentoring program

EIR Grant Update

Important Upcoming Dates

Graduation Information and Plans

Board Committee Reports

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

Transportation Committee (Breitkreutz-chair, Lange, Matulka)

Finance Committee (Blanchard-chair, Breitkreutz, Burklund)

Facilities Committee (Blanchard-chair, Burklund, Matulka)

Negotiations Committee (Blanchard-chair, Gould, Lange)

Curriculum Committee (Gould-chair, Burklund, Lange)

Policy Committee (Gould-chair, Lange, Matulka)

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

Old Agenda Items

Discuss, Consider and Take Necessary Action to amend the 2022-23 school calendar

The calendar is being amended to better facilitate the Science of Reading professional development planned for PK-8 for the 2022-2023 school year. We removed two late start days in February and added one full PD day in February. This reduces the student contact time by a few hours. Motion by Breitkreutz, second by Burklund to amend the 2022-2023 school calendar removing two late starts and adding one full Professional Development Day in February. RCV 4-0. Motion carried.

New Agenda Items

Discuss, Consider and Take Necessary Action to Approve Staff Resignations

Motion by Breitreutz, second by Lange to approve staff resignations of Sydney Paige, 7-8 Science and Allie Bastian, 6-12 Business Teacher pending suitable replacements. RCV 4-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve Staff Appointments

Motion by Burklund, second by Breitreutz to approve staff appointments: Deborah Kruse, Elementary Assistant Principal; Riley Haug, Secondary Science Teacher; Aiden Cronin, Valparaiso Paraeducator; Cheri Truax, Ceresco Paraeducator; Joe Oliva, Valparaiso Paraeducator; and Steve Opplinger, Bus Driver. RCV 4-0. Motion carried. Motion by Lange, second by Burklund to approve co-curricular staff appointments: Traci Hummel, Assistant Volleyball; Allison Baker, Assistant Volleyball; Alisha Starnier, SH Student Council; Jacob Staroscik, Assistant Cross Country; Bryce Peschel, Assistant Girls Basketball; and Zach Moerer, Assistant Boys Basketball. RCV 4-0. Motion carried.

Discuss, Consider and Take Necessary Action to add an assistant cheerleading sponsor

Motion by Breitreutz, second by Gould to approve the addition of an assistant cheerleading sponsor. RCV 4-0. Motion carried.

Discuss, Consider and Take Necessary Action to Approve Multicultural Reports

Motion by Burklund, second by Lange to approve the Jr-Sr High, Ceresco and Valparaiso Multicultural Reports as presented. RCV 4-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve the salary of the Operations Manager

As the committee continues to review compensation packages in an attempt to stay competitive and to attract and retain quality employees, it was noted that when we did negotiations earlier we had overlooked that in this position the number of hours worked weekly and the skilled certifications should play into the compensation package. With this in mind, the committee is recommending a slightly higher salary for this position. The recommendation is to increase this to \$62,310.54. Motion by Breitreutz, second by Lange to approve proposed Operations Manager salary. RCV 4-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve the substitute teacher rates for the 2022-23 school year

Superintendent Johnson presented the rates being paid by surrounding districts and noted that substitutes have mentioned that we are lower than some of our neighbors. In addition, it has been hard to fill the long term substitute position. These positions require persons to plan, grade, perform all teacher-like duties and merit additional pay. The committee agreed upon a recommendation to the board. Motion by Lange, second by Breitreutz to approve 2022-2023 substitute pay rates of \$155.00 daily, \$180.00 (11-19 consecutive days), and \$200.00 (20+ consecutive days). RCV 4-0. Motion carried.

Discuss, Consider and Take Necessary Action to provide District financial support for Career Tech Student Organizations (CTSO) national competitions

Superintendent Johnson shared with the Negotiations Committee the perspective that it doesn't seem appropriate to ask advisors to give up their time (often summer) to take students on a trip to nationals and not assume some of the responsibility for those costs. We also discussed whether the district should

assume some of the responsibility for students to defray their out of pocket expenses. The committee felt that expenses for advisors seemed appropriate but felt that students and the club need to have some responsibility for student costs.

Recommendation from the committee is that the District pay the cost for transportation, conference fees, and lodging (not to exceed \$2,000) for the CTSO advisor when supervising students who qualify for a national event through a state qualifying event and the registration fee for qualifying students (not to exceed \$2,500 for the event.) Motion by Breitreutz, second by Burklund to provide District financial support for Career Tech Student Organizations to national competitions including the cost of advisor up to \$2,000 and the registration for qualifying students not to exceed \$250/individual student (not to exceed \$2,500 for the event). RCV 4-0. Motion carried.

Discuss, Consider and Take Necessary Action to purchase computers for the HS labs and laptops for the HS art room.

Keely Schaffer provided rationale for why we need to make this purchase a year ahead of schedule. Current computers are unable to upgrade to Windows 11 and they need to be able to run additional and multiple programs at one time. We believe that we can get a grant to assist with the laptops for the art room so we will wait until June to take action on those laptops. Motion by Lange, second by Burklund to approve the purchase of 54 new computers for the Jr-Sr High computer labs at a cost of \$105,708.24. RCV 4-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve a mechanical bid to install the RTU unit.

We received solicited bids from four vendors to install the RTU unit that we purchased earlier for over the senior wing of the HS. Motion by Breitreutz, second by Lange to approve bid from Rasmussen Mechanical for \$69,029.00 to install the RTU HVAC unit at the Jr-Sr High School. RCV 4-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve interim Superintendent's evaluation

Motion by Burklund, second by Lange to approve the evaluation of Interim Superintendent Johnson indicating she has done a remarkable job leading our district. RCV 4-0. Motion carried.

Approval of Next Regular Board Meeting

Motion by Breitreutz, second by Lange to approve the next regular Board Meeting for Wednesday, June 15, 2022. RCV 4-0. Motion carried.

Adjournment

Motion by Gould, second by Breitreutz to adjourn the meeting at 7:47 PM. RCV 4-0. Motion carried.

Financial Statement/Report

RAYMOND CENTRAL PUBLIC SCHOOLS
FINANCIAL REPORT TO THE BOARD OF EDUCATION
POOLED CASH - BANK RECONCILIATION
May 31, 2022

	5/1/2022 Thru 5/31/2022	5/1/2021 Thru 5/31/2021
Bank Balance - Beginning of month	\$3,400,777.69	\$2,934,980.98
Deposits	\$1,708,324.84	\$1,699,593.74
Interest	\$570.37	\$338.24
Less Debits	<u>-\$741,387.32</u>	<u>-\$725,089.62</u>
Bank Balance - End of Month	\$4,368,285.58	\$3,909,823.34
Plus Outstanding Deposits	\$0.00	\$0.00
Less Outstanding Checks	<u>-\$168,662.15</u>	<u>-\$258,875.40</u>
Book Balance - End of month	<u>\$4,199,623.43</u>	<u>\$3,650,947.94</u>

**RAYMOND CENTRAL PUBLIC SCHOOL
FINANCIAL STATEMENT JUNE 1, 2022**

GENERAL FUND

Cash Balance - May 1, 2022		\$3,224,713.86
May Receipts		\$1,708,324.84
May Interest Earned		<u>\$570.37</u>
	Total	\$4,933,609.07
May Disbursements		<u>-\$733,985.64</u>
	Cash Balance - May 31, 2022	\$4,199,623.43

LUNCH FUND

Cash Balance - May 1, 2022		\$257,717.35
May Receipts		\$6,187.40
May Interest Earned		<u>\$15.35</u>
	Total	\$263,920.10
May Disbursements		<u>-\$37,397.11</u>
	Cash Balance - May 31, 2022	\$226,522.99

BUILDING/SINKING FUND

Cash Balance - May 1, 2022		\$1,433,316.23
May Receipts		\$119,829.02
May Interest Earned		<u>\$193.75</u>
	Total	\$1,553,339.00
May Disbursements		<u>-\$211,562.50</u>
	Cash Balance - May 31, 2022	\$1,341,776.50
Certificate of Deposit + Interest		<u>\$558,855.27</u>
	Combined Balance - May 31, 2022	\$1,900,631.77

HIGH SCHOOL BOND FUND

Cash Balance - May 1, 2022		\$576,064.32
May Receipts		\$57,244.54
May Interest Earned		<u>\$93.24</u>
	Total	\$633,402.10
May Disbursements		<u>-\$45,728.75</u>
	Cash Balance - May 31, 2022	\$587,673.35

DEPRECIATION FUND

Cash Balance - May 1, 2022		\$1,015,667.45
May Receipts		\$0.00
May Interest Earned		\$266.46
	Total	\$1,015,933.91
May Disbursements		<u>-\$9,025.00</u>
	Cash Balance - May 31, 2022	\$1,006,908.91
Certificate of Deposit + Interest		<u>\$628,903.49</u>
	Combined Balance - May 31, 2022	\$1,635,812.40

QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

Cash Balance - May 1, 2022		\$10,479.41
May Receipts		\$0.00
May Interest Earned		<u>\$0.82</u>
	Total	\$10,480.23
May Disbursements		<u>\$0.00</u>
	Cash Balance - May 31, 2022	\$10,480.23

EMPLOYEE BENEFIT FUND - UNEMPLOYMENT

Cash Balance - May 1, 2022		35,004.22
May Receipts		\$0.00
May Interest Earned		<u>\$2.96</u>
	Total	\$35,007.18
May Disbursements		<u>\$0.00</u>
	Cash Balance - May 31, 2022	\$35,007.18
Certificate of Deposit + Interest		<u>\$16,128.15</u>
	Combined Balance - May 31, 2022	\$51,135.33

TAXES - 2021-2022

Requested Amount of Taxes	\$7,705,208.00	
Taxes Received	<u>\$5,627,119.58</u>	
Balance	\$2,078,088.42	5/31/22: 73.03% Received

**RAYMOND CENTRAL PUBLIC SCHOOLS
GENERAL FUND RECEIPTS AND DISBURSEMENTS -MAY 2022**

MAY 1, 2022 BOOK BALANCE		3,224,713.86
LANCASTER COUNTY TREASURER		
TAXES	287,935.17	
MOTOR VEHICLE TAXES	25,917.93	
FINES & FEES	2,758.24	
CARLINE TAXES	1,512.63	
HOMESTEAD EXEMPTION	19,324.85	
5% PUBLIC POWER TAX	8,083.40	
PERSONAL PROPERTY TAX CREDIT	12,196.62	
SAUNDERS COUNTY TREASURER		
TAXES	937,821.48	
MOTOR VEHICLE TAXES	18,981.32	
HOMESTEAD EXEMPTION	16,282.52	
CARLINE TAXES	878.81	
5% PUBLIC POWER TAX	21,001.63	
FINES & FEES	3,092.23	
SEWARD COUNTY TREASURER		
TAXES	26,910.97	
MOTOR VEHICLE TAXES	51.92	
FINES & FEES	186.84	
BUTLER COUNTY TREASURER		
TAXES	1,621.13	
FINES & FEES	8.29	
STATE OF NEBRASKA		
STATE AID- APRIL	93,911.00	
STATE AID - MAY	93,911.00	
SPED SCHOOL AGE	100,380.00	
MEDICAID - CFDA	2,592.69	
MEDICAID DIRECT SERVICE	2,396.63	
EDUCATIONAL SERVICE UNIT #2		
EIR GRANT - SUB TEACHER REIMB.	8,260.00	
VILLAGE OF CERESCO		
TOBACCO & LIQUOR LICENSES	670.00	
NON REVENUE RECEIPTS		
POSTAGE REIMB. BY FFA	23.32	
SALE OF MISC. TECH SUPPLIES	113.77	
T. CRAIG'S ART WISH LIST DONATION-RECF	2,628.00	
PARENT/STUDENT PAY'T FOR DAMAGED BUS SEAT	64.49	
RCPS HOT LUNCH FUND		
MAY EXPENSES	15,312.06	
PRE-SCHOOL FEES		
TUITION FEES	2,633.53	
JONES BANK		
GENERAL FUND INTEREST - MAY	570.37	
ADJUSTMENT- REDEPOSIT FUNDS- INCORRECT DEBIT	862.37	
	TOTAL MAY RECEIPTS	1,708,895.21
	TOTAL RECEIPTS	4,933,609.07
	MAY DISBURSEMENTS	733,985.64
JUNE 1, 2022 BOOK BALANCE		4,199,623.43

RAYMOND CENTRAL PUBLIC SCHOOLS
Student Activities Account Balances - May 2022

<u>Activity Name</u>	<u>Beginning Balance</u>	<u>Revenues</u>	<u>Expenses</u>	<u>Balance</u>
After School Club	222.11	1,435.00	0.00	1,657.11
Annual	11,316.41	350.00	0.00	11,666.41
AP Funds	26,916.61	8,112.00	368.77	34,659.84
APEX	369.05	0.00	0.00	369.05
ART CLUB	3.00	267.48	0.00	270.48
Athletics	175,488.46	12,317.29	5,114.03	182,691.72
Band	922.26	20.00	39.00	903.26
Band Trip	10,669.76	0.00	0.00	10,669.76
Baseball	331.41	512.33	0.00	843.74
Boys BB	1,839.71	1,025.00	950.00	1,914.71
Ceresco Book Fair	25.61	0.00	0.00	25.61
Ceresco Box Tops	392.49	22.00	0.00	414.49
Ceresco Field Trips	2,994.32	0.00	0.00	2,994.32
Ceresco Playground	1,462.75	0.00	0.00	1,462.75
Ceresco Pop	22.65	0.00	0.00	22.65
Cheerleaders	2,150.68	80.00	295.80	1,934.88
Choir	14,194.03	0.00	0.00	14,194.03
Class 2021	0.00	0.00	0.00	0.00
Class 2022	(70.67)	1,069.00	500.00	498.33
Class 2023	370.99	0.00	0.00	370.99
Class 2024	642.90	0.00	1,500.00	(857.10)
Class 2025	91.78	0.00	0.00	91.78
Class 2028	2,919.98	432.00	432.00	2,919.98
Class 2029 Field Trip Funds C	(377.49)	0.00	0.00	(377.49)
Class 2030 Field Trip Funds C	348.12	0.00	109.76	238.36
Class 2030 Field Trip Funds V	338.19	0.00	0.00	338.19
Class 2031 Field Trip Funds C	487.82	0.00	0.00	487.82
Class 2031 Field Trip Funds V	298.49	0.00	122.10	176.39
Class 2032 Field Trip Funds C	136.27	0.00	0.00	136.27
Class 2032 Field Trip Funds V	140.42	0.00	47.52	92.90
Class 2033 Field Trip Funds C	462.96	0.00	360.37	102.59
Class 2033 Field Trip Funds 2033	77.53	0.00	0.00	77.53
Class of 2026	0.00	165.00	0.00	165.00
Class of 2027	1,863.49	165.00	0.00	2,028.49
Class of 2028 Field Trips V	0.00	0.00	0.00	0.00
Class of 2029 Field Trip Funds V	(257.36)	0.00	0.00	(257.36)
Class of 2034 Ceresco	0.00	0.00	202.00	(202.00)
College Access Grant	1,480.63	0.00	287.11	1,193.52
Computer	7,541.91	0.00	0.00	7,541.91
Concessions	23,332.62	0.00	0.00	23,332.62
Cross Country	1,367.72	0.00	0.00	1,367.72
Culinary Snack Cart	1,245.57	0.00	0.00	1,245.57
DI	4,614.68	0.00	0.00	4,614.68
Drama Act	2,312.27	0.00	0.00	2,312.27
Drill Team	596.43	300.00	90.00	806.43
Elem Fines	526.05	0.00	0.00	526.05
Elem PE	2,167.50	0.00	0.00	2,167.50
Elem Pictures	3,015.62	55.00	0.00	3,070.62
Elem Prof Development	2,028.73	0.00	0.00	2,028.73
Elem Reading Promotion	548.06	0.00	0.00	548.06
Elem Student Council	483.85	0.00	0.00	483.85
FBLA Act	4,997.21	486.00	1,962.79	3,520.42
FFA Act	18,494.00	28.00	148.25	18,373.75
Fines	1,629.58	411.00	0.00	2,040.58
Football	5,328.16	1,250.00	0.00	6,578.16
Girls BB	891.44	0.00	0.00	891.44

Golf Activity	1,068.91	0.00	0.00	1,068.91
HAL	59.66	0.00	0.00	59.66
Hot Lunch	347.63	0.00	0.00	347.63
HS Caring Shelves	5,144.53	0.00	0.00	5,144.53
HS Pop	224.45	0.00	201.45	23.00
JH Boys BB	15.31	0.00	0.00	15.31
JH Football	139.84	310.00	0.00	449.84
JH Girls BB	112.68	0.00	0.00	112.68
JH Speech	0.00	320.35	0.00	320.35
JH Student Council	1,635.30	28.50	791.49	872.31
JH Track	515.96	0.00	0.00	515.96
JH Volleyball	1,015.38	0.00	0.00	1,015.38
JR Achievements	629.57	0.00	0.00	629.57
Kindness Acct	32,383.84	3,126.00	0.00	35,509.84
Library	2,561.41	52.25	0.00	2,613.66
Life Skills	2.41	0.00	0.00	2.41
Mock Trial	380.96	0.00	0.00	380.96
National Honor Society	474.47	0.00	91.62	382.85
Pre-Kindergarten	4,504.07	0.00	563.82	3,940.25
Professional Development	19,714.76	0.00	774.56	18,940.20
PTO	385.38	0.00	570.00	(184.62)
Rain Garden	459.50	0.00	0.00	459.50
RC Concessions	12,665.89	1,656.25	10,296.25	4,025.89
RC PACTS	176.16	0.00	0.00	176.16
Restitution	0.00	0.00	0.00	0.00
SADD	61.17	0.00	0.00	61.17
Service Fees (Activity Acct)	887.77	107.64	29.95	965.46
Social Justice	194.12	0.00	0.00	194.12
Softball	5,850.68	1,020.00	558.00	6,312.68
Spanish Club	1,461.20	0.00	100.00	1,361.20
Speech	8,062.19	0.00	0.00	8,062.19
Staff Inservice	854.92	0.00	0.00	854.92
'Stang Gang Student Section	15.98	0.00	0.00	15.98
Student Council	4,236.97	0.00	0.00	4,236.97
Student Pop	549.11	0.00	351.00	198.11
Testing	3,933.23	0.00	0.00	3,933.23
TFK - Ceresco	1,250.92	0.00	903.00	347.92
TFK - Valparaiso	4,150.62	0.00	1,419.00	2,731.62
Tonettes	159.86	0.00	0.00	159.86
Track	1,351.20	0.00	0.00	1,351.20
Val Book Fair	9,559.51	0.00	0.00	9,559.51
Val Box Tops	3,273.83	119.50	78.00	3,315.33
Val Field Trips	6,022.24	0.00	0.00	6,022.24
Val In-Service	2,383.58	0.00	567.62	1,815.96
Val Movie Night	3,310.84	0.00	0.00	3,310.84
Val Office Book Fund	953.25	0.00	0.00	953.25
Val Pop	1,082.47	0.00	0.00	1,082.47
VolleyBall	2,963.94	170.00	0.00	3,133.94
Weight Room	0.00	0.00	0.00	0.00
Wrestling	1,942.58	2,045.00	1,205.00	2,782.58

RAYMOND CENTRAL PUBLIC SCHOOLS
Student Fees Account Balances -May 2022

<u>Activity Name</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Expenses</u>	<u>Balance</u>
Activity Pass	605.00	0.00	0.00	605.00
Ag-Ed Labs	2,886.04	0.00	1.95	3,421.04
Art Class	653.45	0.00	398.50	424.95
Band Dry Cleaning	418.72	0.00	194.20	224.52
Band Repair/Rental	1,337.32	0.00	38.70	1,298.62
Choir Dry Cleaning	433.10	0.00	0.00	433.10
Chromebooks	2,464.55	0.00	0.00	4,040.55
Computer Science	330.00	0.00	0.00	380.00
Drama	391.64	0.00	0.00	391.64
FBLA	1,659.93	0.00	1,859.93	(200.00)
FFA	792.58	0.00	18.00	774.58
Foods Class	2,503.36	0.00	0.00	2,598.36
Mock Trial	450.01	0.00	0.00	450.01
NFL	15.00	0.00	0.00	15.00
Service Fees (Student Fees)	76.43	0.00	6.51	138.40
Skills USA	1,925.95	0.00	0.00	2,110.95
Speech	0.00	0.00	0.00	0.00
Sports Fees	13,965.22	0.00	0.00	13,965.22
Tech Ed	3,687.43	0.00	91.55	3,897.43

Monthly Bills

RAYMOND CENTRAL PUBLIC SCHOOLS
BOARD OF EDUCATION MEETING JUNE 15, 2022

General Fund - Report of Bills Paid May 2022

<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
1 5/18/22	RCPS District #161	May Payroll	639748.54
2 5/18/22	Jones Bank	Computer Lease Purchase Pymt 6/22 ****	12,057.10
3 5/11/22	Norris Public Power	Electricity HS	8,582.99
4 5/26/22	NE Center Ed.Children VisuallyImpaired/ Bli	SPED Vision Therapy	7,121.52
5 5/11/22	Mechanical Sales Inc.	Heat Pump Service/Repairs HS	6,036.00
6 5/11/22	Kindra Fox	SPED Services OT Jan - March 22	3,750.95
7 5/26/22	Midwest Petroleum Equipment	Move/Reinstall Emergency Stop Button	3,233.20
8 5/11/22	Larry`s Boiler Service	Service Call - Replace Fan	2,637.44
9 5/20/22	US Bank	Art Display Panels (Donated by RCEF)	2,628.00
10 5/26/22	Omaha Public Power Dist	Electricity C	2,387.72
11 5/26/22	Butler Public Power District	Electricity V	2,344.62
12 5/9/22	Family Services	Therapy Services HS Spring 2022	2,299.00
13 5/9/22	MCS	Custodial Supplies, all Locations	1,574.81
14 5/26/22	Brooke L. Cheleen	April 2022 SPED Physical Therapy	1,301.86
15 5/11/22	Gale/CENGAGE Learning	Opposing Viewpoints Renewal	1,075.23
16 5/9/22	Doty, Marita	SLP Services at NA Martyrs 3/22 & 4/22	1,040.42
17 5/26/22	Quill Corporation	General Teaching Supplies HS, V	1,022.36
18 5/9/22	Mattice Lock Shop	Open Safe in Bus Barn, Purchase Locks	1,015.00
19 5/9/22	Liberty Lawn & Landscape	Weed Spray Applied V, Football Field	966.00
20 5/20/22	US Bank	Sprayer - Grounds Supplies	820.76
21 5/9/22	Windstream	Faxes/ HS Phone	816.31
22 5/26/22	Bauer Built Tire & Service	Service Trip charge/Tire Bus 19A	744.70
23 5/9/22	Oak Valley Lumber Co	Building Maint Supplies	737.20
24 5/9/22	Voss Lighting	Lightbulbs	721.68
25 5/9/22	Dr. Graham House	Accompaniment Payment for Vocal Music	600.00
26 5/18/22	United States Postal Service	Postage Stamps V,C,HS,Supt Office	580.00
27 5/9/22	Waste Connections Co	Garbage HS, V	577.61
28 5/9/22	Scott Tvrdy	April Mowing C, V	540.00
29 5/9/22	Purchase Power	Postage HS	533.49
30 5/20/22	US Bank	NIETOC Entry Fees	525.00
31 5/11/22	Acco Brands USA LLC	Laminator Repair HS Media Center	437.63
32 5/18/22	Morgan, Loreen	Reimb STEM Supplies & Curr. Materials C,V	383.22
33 5/20/22	US Bank	Paper Shredder - Office V	379.00
34 5/25/22	Brian Gralheer	Mileage Reimbursement	352.17
35 5/11/22	Village Of Ceresco	Utilities C	347.61
36 5/20/22	US Bank	F&CS Food Groceries / Class Supplies	315.23
37 5/9/22	Comforttechs	Heat Pump Repair Calls V	310.20
38 5/11/22	J.W. Pepper	Sheet Music Band and Choir	278.08
39 5/26/22	School Specialty	General Teaching Supplies HS	246.74
40 5/11/22	Archbishop Bergan High School	JH Speech Entries	245.00
41 5/26/22	NE Public Health Environmental Laboratory	Water Testing HS	231.00
42 5/11/22	NetSupport Incorporated	NetSupport for Computer Lab	230.52
43 5/23/22	US Bank	Teacher Appreciation Week Supplies	216.66
44 5/9/22	Intermedia.net, INC	Phone Service	212.20
45 5/20/22	US Bank	13 background checks-new staff	201.50
46 5/9/22	Tvrdy`s One Stop	Fuel Bus	197.29
47 5/20/22	US Bank	Glaze-HS Art	196.93
48 5/18/22	Milford HS	District Music Contest Band Fees	195.00
49 5/9/22	Donald R. Prentice	Extermination Service	190.00
50 5/9/22	Amanda Ehlers	Mileage Reimbursement	188.08
51 5/9/22	Village Of Valparaiso	Utilities V	186.32
52 5/11/22	Jackson Services Inc.	Mats/Mops	183.24
53 5/26/22	Really Good Stuff Inc.	Classroom Supplies K, V	180.68
54 5/9/22	DIODE TECHNOLOGIES	Repair Fax Phone Line - C, HS	180.00
55 5/11/22	Sentry Electric Inc.	Re-Wire Ceiling Classroom Lights HS	179.92

56 5/11/22	Rivalry	YE Activity	177.00
57 5/18/22	Farr, Nikole	Reimb. Classroom Supplies 4th C	167.61
58 5/11/22	Arlington High School	Track entry fee	150.00
59 5/25/22	Christensen, Brynn	Mileage Reimbursement	148.53
60 5/20/22	US Bank	Competition Speech supplies	148.26
61 5/9/22	Coufal, Amanda	Mileage Reimbursement	146.25
62 5/11/22	Sysco Lincoln	Disposable Aprons/Gloves F&CS	131.86
63 5/9/22	Traci Hummel	Mileage Reimb/Parking at Conference	125.03
64 5/26/22	Wahoo-Waverly-Ashland Newspaper	Publications	122.60
65 5/26/22	Blick Art Materials	General Teaching Supplies HS	121.55
66 5/18/22	Milford High School	Dist. Music Contest - Choir Fee	120.00
67 5/26/22	Lakeshore Learning Materials	Reading Room Supplies C	112.67
68 5/26/22	Menards Lincoln	Building Maint C	108.28
69 5/9/22	Jordan Luke	Mileage Reimbursement April&May	107.64
70 5/20/22	US Bank	Grounds Supplies-Track Repair Kit	103.12
71 5/11/22	Monroe, Rebecca	Reimb. DOT Physical	100.00
72 5/26/22	Wolfe Construction Inc.	Telehandler Rental to unload RTU	100.00
73 5/25/22	Sarah McClure	Interpreter Services Parent Sports Mtg	90.00
74 5/11/22	Logan View Public Schools	Entry Fee Track	80.00
75 5/26/22	Eakes Office Solutions	Supplies, Rdg Room V	76.91
76 5/11/22	Dietze Music	Books and supplies for Band	73.58
77 5/9/22	Kemnitz, Megan	Mileage Reimbursement	67.20
78 5/20/22	US Bank	Easel for Board Mtgs/Signal Light-SpEd	64.98
79 5/18/22	Raymono`s Pizza	Title 1 Family Picnic V,C	61.90
80 5/11/22	Matt Smith	Bus Washing	60.00
81 5/18/22	Janet Dannelly	Mileage Reimbursement	59.79
82 5/23/22	US Bank	Graduation Supplies	59.52
83 5/20/22	US Bank	Chorus Music Supplies	56.57
84 5/10/22	ASI	Payflex Admin Fees	50.00
85 5/11/22	Brad Breitreutz	Bus Washing	50.00
86 5/11/22	Leann Wiese	Bus Washing	50.00
87 5/11/22	Rhonda Madsen	Bus Washing	50.00
88 5/20/22	US Bank	Building Safety License for JS	50.00
89 5/20/22	US Bank	headphones HS Sped Supplies	49.99
90 5/9/22	Matheson Tri-Gas Inc.	Welding Tank Rental	45.85
91 5/20/22	US Bank	Computer Class Lab Supplies HS	32.98
92 5/20/22	US Bank	Health Office Meds : TUMS, IBU	27.80
93 5/18/22	Tvrdy, Laura	Reimb Supplies teacher appreciation week	24.92
94 5/11/22	Becky Studebaker	Bus Washing	20.00
95 5/10/22	RevTrak	Revtrak Fees	2.17

**** Balance Remaining: \$24,114.20

Last Payt: 6/2023

Depreciation Fund - Report of Bills Paid May 2022

1 5/17/22	Davis Design	Engineer Fee: RTU Sr. Wing HS	9,025.00
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Hot Lunch Fund - Report of Bills Paid May 2022

1 5/20/22	RCPS District #161	May Hot Lunch Payroll	15,312.06
2 5/11/22	Cash-Wa Distributing	Food	14,544.80
3 5/11/22	Sysco Lincoln	Food	4,076.40
4 5/11/22	Hiland Dairy	Milk	3,130.50
5 5/11/22	Patty Hudson	Food	153.35
6 5/11/22	Jackson Services Inc.	Cleaning Cloths	128.86
7 5/10/22	RevTrak	Revtrak Fees	30.12
8 5/18/22	RCPS Student Fees	Transfer to AgEd Fees Nicholas Davison	14.15
9 5/11/22	Sweet Pea Market	Food	6.87

High School Bond Fund - Report of Bills Paid May 2022

1 5/31/22 BOK Financial
2 5/31/22 BOK Financial

Bond Payment 6/15/2022 * 26,048.75
Bond Payment 6/15/2022 ** 19,680.00

* Balance Remaining: \$3,188,158.75
Last Payt: 12/2029

** Balance Remaining: \$2,463,287.50
Last Payt: 12/2030

Building/Sinking Fund - Report of Bills Paid May 2022

1 5/17/22 Jones Bank

HVAC Lease Payt 6/1/22 *** 211,562.50

*** Balance Remaining: \$1,109,230.00
Last Payt: 6/2027

RAYMOND CENTRAL PUBLIC SCHOOLS
Student Activities Checks -May 2022

<u>Activity Name</u>	<u>Date</u>	<u>Vendor</u>	<u>Description</u>	<u>Amount</u>
RC Concessions	5/18/22	RC Athletics	Transfer Concessions Profit 21-22	9,173.47
FBLA Act	5/10/22	Grafton and Associates	FBLA NLC Travel	1,625.57
Class 2024	5/25/22	Champions Club	Class 2024	1,500.00
TFK - Valparaiso	5/20/22	US Bank	Wireless Speakers for Classrooms	1,419.00
Athletics	5/10/22	Varsity Spirit Fashion Attn: AR	Athletics	1,261.50
Athletics	5/26/22	Classic Sportwear & Awards	Athletics	1,116.09
Athletics	5/20/22	US Bank	Athletics	1,084.00
TFK - Ceresco	5/20/22	US Bank	Wireless Speakers for Classrooms	903.00
Boys BB	5/25/22	Anderson, Mick	Boys BB	600.00
JH Student Council	5/18/22	Make A Wish	Coin drive for Make A Wish	596.09
PTO	5/26/22	ESU Coordinating Council	Movie License C, V	570.00
Softball	5/10/22	Eclipse, Inc,	Shirts for youth softball camp	558.00
Wrestling	5/26/22	Cox, Tyree	Camp coach	550.00
Class 2022	5/18/22	Andrea Rockemann	Grad photos	500.00
Athletics	5/10/22	Alexandra Bastian	FBLA Extra Work	500.00
Wrestling	5/25/22	Bates, James	Wi;ber Camp	480.00
Pre-Kindergarten	5/10/22	Julia Cook/Kidbetter Books	books for new kdg students	450.00
Class of 2028	5/9/22	Henry Doorly Zoo	Class of 2028	432.00
Athletics	5/20/22	US Bank	2x Tents for Track	428.96
RC Concessions	5/9/22	Pepsi Cola Of Lincoln	pop/water for concessions	427.00
Pro. Dev (Wellness Grant Funds)	5/19/22	US Bank	Wellness Activities Supplies -Wellness	414.90
Athletics	5/10/22	Padlock Outlet	Athletics	395.95
Student Pop	5/26/22	ESU Coordinating Council	Student Pop	351.00
Boys BB	5/18/22	Supreme Court BB	Summer league bball.	350.00
Cheerleaders	5/18/22	Eclipse, Inc,	senior camp tshirt	295.80
College Access Grant	5/20/22	US Bank	signing day shirts	287.11
Val In-Service	5/20/22	US Bank	Val In-Service	283.81
Val In-Service	5/20/22	US Bank	Professional Development	283.81
HS Pop	5/10/22	Hill, Laura	cards for staff leaving	201.45
RC Concessions	5/18/22	Super C	RC Concessions	195.00
Wrestling	5/25/22	Coufal, Matt	Malcolm camp	175.00
FBLA Act	5/18/22	Pepsi Cola Of Lincoln	FBLA Pop Order 5/5	154.30
Athletics	5/18/22	Sign Pro of Lincoln	Cheer Banner for Gym	152.00
RC Concessions	5/10/22	Super C	4/30 Concessions Pizza	150.00
Class 2033 Ceresco Field Trips	5/9/22	Univ of NE State Museum	Class of 2033 Ceresco Field Trips	146.00
AP Funds	5/18/22	Julie, Parham	book scholarship	133.49
Class 2034 Ceresco Field Trip	5/4/22	LOST IN FUN	Class of 2034 Ceresco Field Trip	132.00
JH Student Council	5/20/22	US Bank	JR HS Dance - Party Supplies	125.92
Class 2033 Ceresco Field Trips	5/18/22	Lincoln Children's Museum	Class of 2033 Ceresco Field Trips	123.50
RC Concessions	5/20/22	US Bank	Conc Profit 10/16 for Comp Sci Class	119.96
Pre-Kindergarten	5/9/22	Carlson, Kendra	supplies for field trip and round up	113.82
FBLA Act	5/18/22	Raymono's Pizza	FBLA Act	111.92
Class 2030 Ceresco Field Trips	5/18/22	Farr, Nikole	Class of 2030 Ceresco Field Trips	109.76
Athletics	5/10/22	Greg Wilmes	NCA Clinic and Membership	105.00
AP Funds	5/18/22	Lahm, Josie	Book Scholarship	103.16
Professional Development	5/18/22	Twink's Treats	Staff Development YE	100.00
Pro. Dev (Wellness Grant Funds)	5/19/22	US Bank	Yogurt Bar -Wellness	93.58
RC Concessions	5/20/22	US Bank	Concessions restock	90.96
Class 2033 Ceresco Field Trips	5/9/22	Laci Pebley	Reimb. Ice Cream East Campus Dairy	90.87
Drill Team	5/10/22	Milk and Honey Embroidery	Embroidery for Team Backpacks	90.00
Pro. Dev (Wellness Grant Funds)	5/19/22	US Bank	Walk at Lunch Snacks -Wellness	84.32
Pro. Dev (Wellness Grant Funds)	5/23/22	US Bank	Fruit Trays - Wellness	81.76
RC Concessions	5/10/22	Del Gould Meat Co., Inc	Concessions Burgers	71.80
FBLA Act	5/25/22	Morris, Hailey	Refund from SLC	71.00
Class 2034 Ceresco Field Trip	5/2/22	UNL Dairy Store	Ice Cream East Campus Dairy	70.00
FFA Act	5/18/22	RC Concessions	Hot Dogs and Buns	70.00
JH Student Council	5/23/22	US Bank	JR HS Dance - Treats	69.48
Class of 2031 Val Field Trips	5/9/22	UNL Dairy Store	Class of 2031 Val Field Trips	68.60
AP Funds	5/18/22	Bos, Rachel	book scholarship	68.37
RC Concessions	5/20/22	US Bank	concessions supplies	68.06
National Honor Society	5/20/22	US Bank	NHS Induction supplies	66.76
AP Funds	5/18/22	Kohl, Jaden	book scholarship	63.75
FFA Act	5/10/22	Donahue, Katie	FFA Act	54.93
Class of 2031 Val Field Trips	5/9/22	Univ of NE State Museum	Class of 2031 Val Field Trips	53.50
Spanish Club	5/18/22	Bos, Rachel	money earned from concessions	50.00
Class of 2032 Val Field Trips	5/18/22	Jamie Enevoldsen	Estimate for snacks and trinkets	47.52
Athletics	5/20/22	US Bank	VB Tensioners	39.99
Band	5/20/22	US Bank	YE Awards - Band	39.00
Service Fees (Activity Acct)	5/10/22	RevTrak	Service Fees (Activity Acct)	29.95

Spanish Club	5/18/22	Cuttlers, Aleyna	money earned from concessions	25.00
Spanish Club	5/18/22	Marshalek, Alainey	money earned from concession	25.00
National Honor Society	5/20/22	US Bank	Drinks for Ceremony	24.86
FFA Act	5/18/22	RCPS	Postage	23.32
Athletics	5/9/22	Sign Pro of Lincoln	Banner updates	20.00
Athletics	5/20/22	US Bank	Athletics	10.54
JH Track	4/12/22	Henderson, Michael	Reimb.spikes	35.98
Service Fees (Activity Acct)	4/8/22	RevTrak	Service Fees (Activity Acct)	31.22
Class 2023	4/21/22	US Bank	decorations for prom	27.95
Class 2023	4/12/22	Complete Weddings and Events	DJ for prom	25.00
Elem Prof Development	4/13/22	Cash-Wa Distributing	Elem Prof Development	23.71
AP Funds	4/19/22	Sam's Club MC/SYNCB	Gift cards for speakers	20.00
RC Concessions	4/21/22	US Bank	RC Concessions	12.32
Band	4/11/22	Meridian Activity Fund	Honor Band/Choir t-shirt	12.00
Athletics	4/19/22	Sam's Club MC/SYNCB	Athletics	10.54
Athletics	4/21/22	US Bank	Athletics	2.10

RAYMOND CENTRAL PUBLIC SCHOOLS
Student Fees Checks - May 2022

<u>Activity Name</u>	<u>Date</u>	<u>Vendor</u>	<u>Description</u>	<u>Amount</u>
FBLA	05/10/2022	Grafton and Associates	FBLA NLC Travel	1,659.93
Art Class	05/20/2022	US Bank	Panels, Canvas, Prints - Art Show	398.50
FBLA	05/25/2022	Potter, Rachel	FBLA Scholarship	200.00
Band Dry Cleaning	05/18/2022	Williams Cleaners #1	Band Uniform Cleaning	194.20
Tech Ed	05/18/2022	Rcps Hot Lunch Fund	Tech Ed Funds Transferred to HL	91.55
Band Repair/Rental	05/18/2022	Dietze Music	Slapstick Percussion Instrument	38.70
FFA	05/18/2022	NE FFA Assoc.	State and national Dues	18.00
Service Fees (Student Fees)	05/10/2022	RevTrak	Service Fees (Student Fees)	6.51
Ag-Ed Labs	05/18/2022	Rcps Hot Lunch Fund	Ag-Ed Labs Funds Transferred to HL	1.95

Correspondence/Recognition

Recognition was given to staff members that are retiring: Shelly Dostal who has been with the District for 16 years as Elementary Principal/Curriculum Director/DAC; Brad Breitreutz after 20 years with the District as bus driver and paraeducator; Rhonda Madsen after 6 years with the District as bus driver; Laura Hill after 20 years as Spanish Teacher; and Diane Ahlstrand after 31 years as elementary teacher in Ceresco. Recognition was also given to staff members that are leaving the district: Allison Stansberry who is leaving after 3 years with the District as 6-12 Principal/Secondary Curriculum Director; Brian Gralheer after 3 years as 6-12 Assistant Principal/Athletic Director; and Ann Egr after 8 years as Elementary Principal/Special Services Director.

Public Forum

Reports

Administrative Reports

Submitted by Allison Stansberry, Jr-Sr High School Principal

The Teacher Leadership Team is meeting on June 10 to develop the campus goals and action plan/PD schedule for the 2022-2023 school year. Tony and Scott will be present and can share the plan out in the future.

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

With the 2022 school year in the rearview mirror, that also means summer activities are now in full effect. Along with summer strength/conditioning being offered to all 7-12 students, youth camps have also started up and have had a great showing thus far.

Gavyn Leitschuck with Slatt Performance has been running the workout program. We are very encouraged by the start of the offseason program as well as the participation. The first couple of weeks we have several team camps going on but athletes are still showing up to workouts and putting in great effort. We have four sessions, a 6AM flex session (15 athletes), a 7AM high school male session (36 athletes), an 8AM high school female session (14 athletes) and a 9AM junior high session (20 athletes). We have had close to 90 athletes show up for the first two weeks.

We are slowly filling our co-curricular openings for 2022-23. There are some approvals on the agenda this evening, and continuous conversations with staff members and outside individuals to fill the rest.

With my tenure here at RC coming to an end, I will be available for Mr. Kobza in any transitional needs he may have from both a coaching and AD perspective. I plan on taking some time with my family before transitioning to my new role in July.

I sincerely appreciate my time here at RC as I transition myself into the next chapter of my professional career. I have learned a lot and worked with tremendous people. As I look at the team of Mrs. Johnson, Mr. Shepard, Mr. Kobza, and the team of teachers and staff here at RC, great things are sure to come.

Submitted by Amanda Coufal, Director of Special Education

On May 17, 2022, Rule 51 was revised. Nebraska statute will require transition planning to be documented in the Individual Education Programs (IEPs) as required by both federal and state law and must occur in the first IEP meeting held after the student reaches the age of 14. Each school district shall provide transition services for each student with a disability no later than when the student reaches 14 years of age and until the student graduates from a special education program or no longer meets the definition of a child with a disability pursuant to section 79-1117.

We knew this revision was in the process so our SpEd teachers have already completed IEPs with transition services for the students that this would affect. Therefore, we have been in compliance before this statute was signed and will continue to do so.

On May 17, 30 staff members were re-certified in CPI training. The Crisis Prevention Intervention training gives educators practical skills and strategies to safely manage disruptive or difficult student behavior while balancing the responsibilities of care. Staff was educated on how to use preventive techniques to challenging behaviors. On July 14, 17 new staff members will participate in a full-day training in CPI.

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

Student report cards were mailed to families. School and district reports are being sent to and verified with NDE.

The teacher leadership team has outlined much of the professional development for the Science of Reading to take place during the 2022-23 school year. Mr. Rose will meet with the leadership team to finalize the action plan for next year.

Elementary teachers met on May 16 to wrap up professional development topics for the year and give a brief look at what is planned for the 2022-23 school year. Grade alike teachers met to finalize curriculum validation. PLCs met for the final time this year as well. In addition, grade level transition meetings were conducted.

Teachers will be attending trainings, taking classes, and participating in other professional development throughout the summer. Summer services have started for students who were identified as needed extended school year services.

We hosted many events for students during the last week of school. Students participated in a fun track and field day organized by Ms. Kalyn Brannagan. Ms. Aliya Spale hosted a Talent Show that was a big hit. Thank you to all staff for facilitating end of year picnic activities. The annual end of year Awards Assembly was held on May 13. Students were recognized for various achievements including MUSTANG awards. Staff members were recognized for their service to RC. Special thanks to Mrs. Andrea Rockemann for the outstanding video presentation of highlights throughout the year. All of the events helped celebrate our year of learning.

Mrs. Kendra Carlson (Val) and Mrs. Heather Bohac (Ceresco) will host Jump Start at the end of July and first part of August for invited students starting kindergarten on August 17. This will be the same structure as last year since it worked so well.

Summer maintenance is underway. Thank you to our dedicated maintenance crew for their efforts. With the storm that went through this past week, damage assessment and clean up has also been a focus.

Thank you to staff at Valparaiso Elementary, the Board of Education and the rest of the RC staff for their dedication to students. It has been a privilege to work alongside you serving the children of the Raymond Central community.

Summary of the 2021-2022 School Year in Special Education

Grade Level	August 2021 SpEd Numbers	Initial Verification	Dismissed from SpEd Services	Transferred	Revoked Services	May 2022 SpEd Numbers	Alternate Setting
K	8	1				9	1 @ St John's Wenceslaus
1	6	1		1		6	1 @ North American Martyrs
2	5	2				7	1 @ St John's Wenceslaus
3	7	1		2		6	1 @ North American Martyrs
4	10	1		1		10	1 @ North American Martyrs
5	11	1		1		11	
6	21	1	2	3		17	1 @ ESU2 Independent School
7	10				1	9	Chose Equitable Services at Lincoln Christian
8	12	1	3			10	1 @ ESU2 Independent School
9	6	2			1	7	
10	13	1	2	2		10	
11	11	1	2	1		9	
12	11			1	1	9	
18-21	1					1	Graduated from NCECBVI in Nebraska City
TOTAL:	132	13	9	12	3	121	8

Disability Category	Number of Students
Specific Learning Disability (SLD)	56
Other Health Impaired (OHI)	27
Speech Language Impairment (SLI)	12
Intellectual Disability (ID)	6
Developmental Delay (DD)	6
Autism (AU)	5
Emotionally Disturbed (ED)	5
Hearing Impaired (HI)	3
Traumatic Brain Injury (TBI)	1

- On May 17, 2022, Rule 51 was revised. Nebraska statute will require transition planning to be documented in the Individual Education Programs (IEPs) as required by both federal and state law and must occur in the first IEP meeting held after the student reaches the age of 14. Each school district shall provide transition services for each student with a disability no later than when the student reaches fourteen years of age and until the student graduates from a special education program or no longer meets the definition of a child with a disability pursuant to section 79-1117.
 - We knew this revision was in the process so our SpEd teachers have already completed IEPs with transition services for the students that this would affect. Therefore, we have been in compliance before this statute was signed and will continue to do so.

- On May 17th, thirty staff members were re-certified in CPI training. The Crisis Prevention Intervention training gives educators practical skills and strategies to safely manage disruptive or difficult student behavior while balancing the responsibilities of care. Staff was educated on how to use preventive techniques to challenging behaviors. On July 14th, seventeen new staff members will participate in a full-day training in CPI.

TO: Mrs. Lynn Johnson and the Board of Education
FROM: Mrs. Shelly Dostal, Elementary Principal at Valparaiso, and K-5 Curriculum Director
DATE: June 9, 2022
RE: Principal's Report

1. Assessment – Student report cards were mailed to families. School and district reports are being sent to and verified with NDE. We will not have results of state wide (NSCAS Growth) assessments until August. I have included slides outlining the FastBridge (Reading) assessment data from the spring benchmarking period along with an overview of the yearly data.
2. School Improvement - The leadership team has outlined much of the professional development for the Science of Reading to take place during the 2022-23 school year. Mr. Rose will meet with the leadership team to finalize the action plan for next year.
3. Professional Learning – The elementary teachers met on May 16 to wrap up professional development topics for the year and give a brief look at what is planned for the 2022-23 school year. Grade alike teachers met to finalize curriculum validation. PLCs met for the final time this year as well. In addition, grade level transition meetings were conducted.
4. Other Professional Happenings – Teachers will be attending trainings, taking classes, and participating in other professional development throughout the summer. Summer services have started for students who were identified as needed extended school year services.
5. End of Year – We hosted many events for students during the last week of school. Students participated in a fun track and field day organized by Ms. Kalyn Brannagan. Ms. Aliya Spale hosted a Talent Show that was a big hit. Thank you to all the staff for facilitating end of year picnic activities. The annual end of year Awards Assembly was held on May 13. Students were recognized for various achievements including MUSTANG awards. Staff members were recognized for their service to RC. Special thanks to Mrs. Andrea Rockemann for the outstanding video presentation of highlights throughout the year. All of the events helped celebrate our year of learning.
6. Kindergarten Jump Start – Mrs. Kendra Carlson (Val) and Mrs. Heather Bohac (Ceresco) will host Jump Start at the end of July and first part of August for invited students starting kindergarten on August 17. This will be the same structure as last year since it worked so well.
7. Summer maintenance is underway. Thank you to our dedicated maintenance crew for their efforts. With the storm that went through this past week, damage assessment and clean up has also been a focus.

8. Thank you to the staff at Valparaiso Elementary, the Board of Education and the rest of the staff at RC for their dedication to students. It has been a privilege to work alongside you serving the children of the Raymond Central community.

Raymond Central Public Schools FastBridge Data

2021-22



Mission Statement

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.

Elementary Goal

80% or more of students will meet or exceed benchmark goals in reading by the end of the 2021-22 school year. Each student will improve in applicable reading skills to include: phonological awareness, phonics, fluency, vocabulary, and reading comprehension.

FastBridge Data

Measures early reading skills for Grades K-1

Measures reading fluency and comprehension for Grades 2-5

Given three times per year (Sept/Dec/May)

Benchmarks are set by FastBridge with 70% of skills mastered to reach benchmark proficiency

Benchmark to Action Plan

Any student without an IEP in grades K-3 who does not meet benchmark for grade level has an IRIP - Individual Reading Improvement Plan.

Interventions are put in place for students not meeting benchmarks. This may include Title I/Reading Specialist, What I Need (WIN) time, or other evidence based interventions.

Students who do not meet benchmarks are progress monitored for growth each week either by classroom teacher or Reading Specialist.

Early Reading 2021-22

Grades K-1 Benchmark Success (70% of skills)

	Spring (# of Proficient)	Fall	Winter
Grade K	75%	68%	68% (30/44)
Grade 1 (26/42)	58%	57%	62%

K-1 Early Reading District Yearly Data

Benchmark Data Spring	Fall	Winter
2019-20	NA* Covid	69%
2020-21	57%	64%
2021-22	65% (56/86)	63%

aReading 2021-22

Grade 2-5 Benchmark Success (70% of skills)

		Fall	Winter
	Spring (# of Proficient)		
Grade 2 (35/42)	63%	69%	84%
Grade 3 (34/44)	71%	82%	77%
Grade 4 (36/45)	77%	86%	80%

Grades 2-5 aReading Yearly Data

District Data	Spring	Fall	Winter
2019-20		79%	80%
	*No Data Available-COVID		
2020-21		61%	66%
	67%		
2021-22		72%	80%
	80%		

Action Plan

During the 2021-22 school year, Reading Specialists Shelly Hlavaty and Monica Blank were trained in LETRS.

During the 2022-23 school year, teachers Nicole Kliment, Paige Mestl, and Court Crogan will be trained in LETRS.

All elementary teachers of ELA (reading) will be trained in the Science of Reading during 2022-23.

New Curriculum materials will be evaluated in 2022-23 and adopted for the 2023-24 school year.

What questions do you have?

June 2022 RC Board of Education Report

With the 2022 school year in the rearview mirror, that also means summer activities are now in full effect. Along with summer strength/conditioning being offered to all 7-12 students, youth camps have also started up and had a great showing thus far.

Gavyn Leitschuck with Slatt Performance has been running the workout program. We are very encouraged by the start of the offseason program as well as the participation. The first couple of weeks we have several team camps going on but athletes are still showing up to workouts and putting in great effort. We have four sessions, a 6AM flex session (15 athletes), a 7AM High School male session(36 athletes), an 8AM High School female session (14 athletes) and a 9AM Junior High session (20 athletes). We have had close to 90 athletes show up for the first two weeks.

We are slowly filling our co-curricular openings for 2022-23. There are some approvals on the agenda this evening, and continuous conversations with staff members or outside individuals to fill the rest.

With my tenure here at RC coming to an end, I will be available for Mr. Kobza in any transitional needs he may have from both a coaching and AD perspective. I plan on taking some time with my family before transitioning to my new role in July.

I sincerely appreciate my time here at RC as I transition myself into the next chapter of my professional career. I have learned a lot and worked with tremendous people. As I look at the team of Mrs. Johnson, Mr. Shepard, Mr. Kobza, and the team of teachers and staff here at RC, great things are sure to come.

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

Annual Activity Participation Report

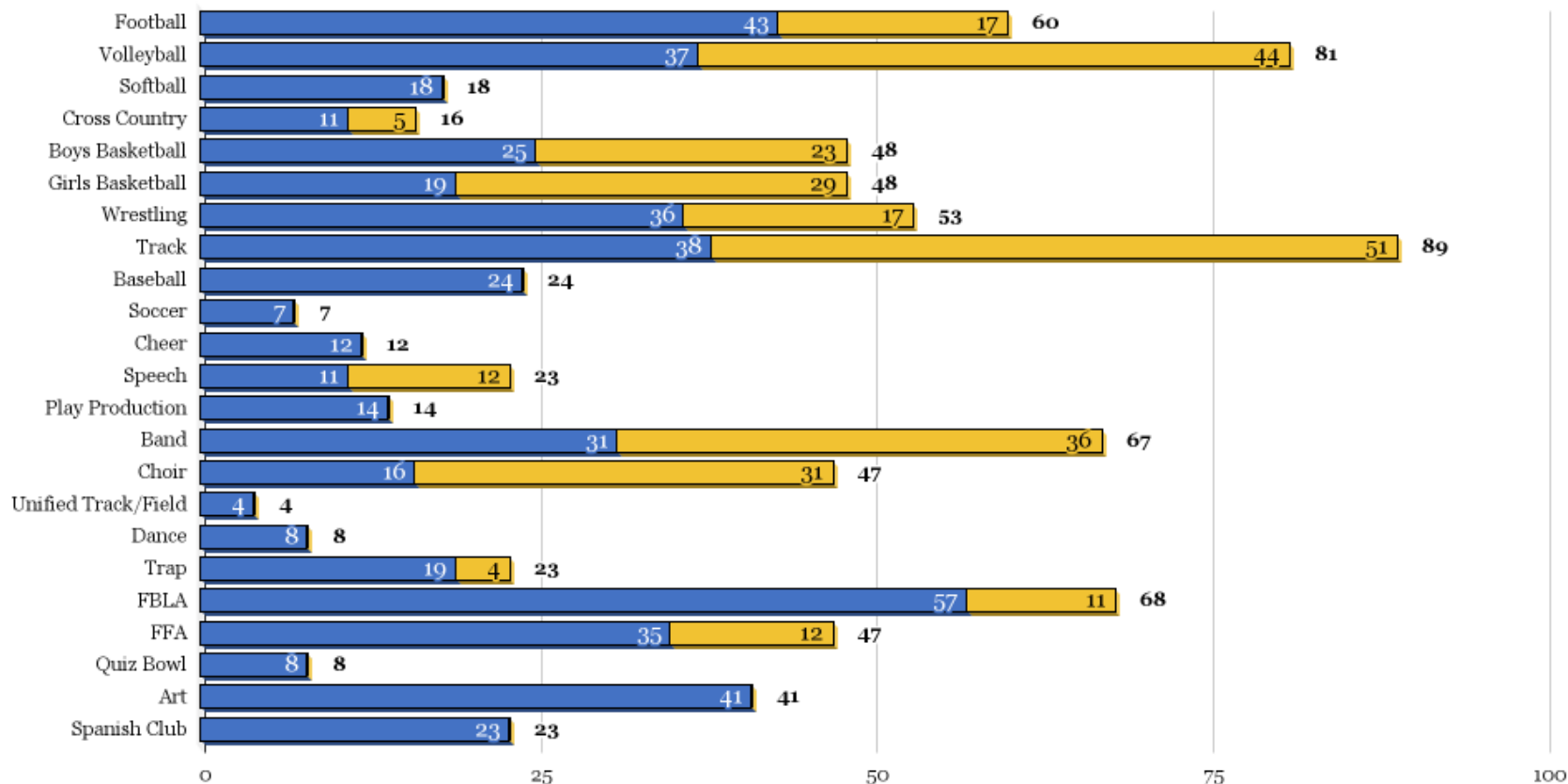
Brian Gralheer presented Raymond Central student participation numbers by activity/grade level. He also presented data using academic information from our students indicating that participation in extracurricular activities does show an increase in academic success.

Raymond Central
Student Activity Participation
2021-2022

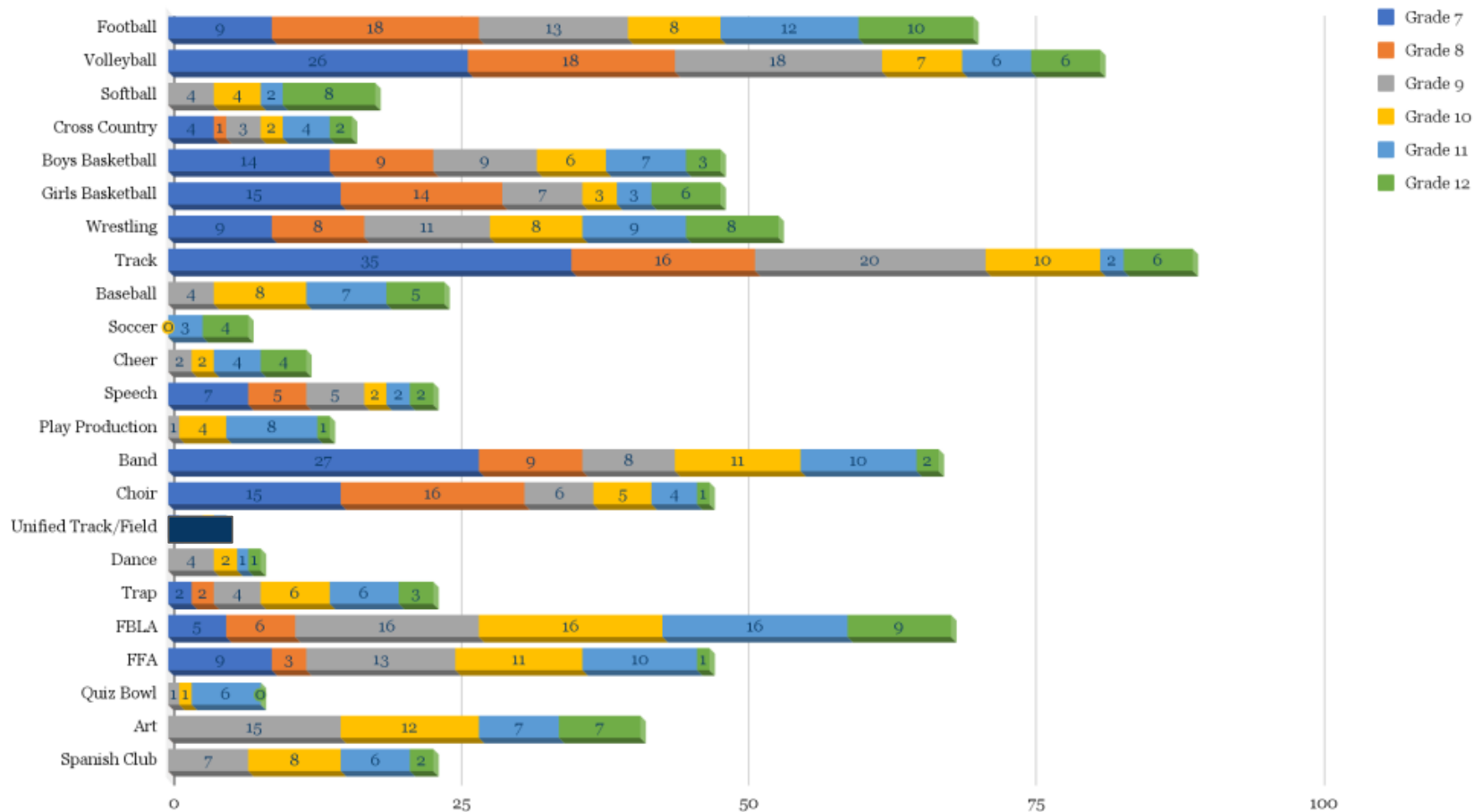


Raymond Central Participation Numbers by Activity

■ HS ■ JH

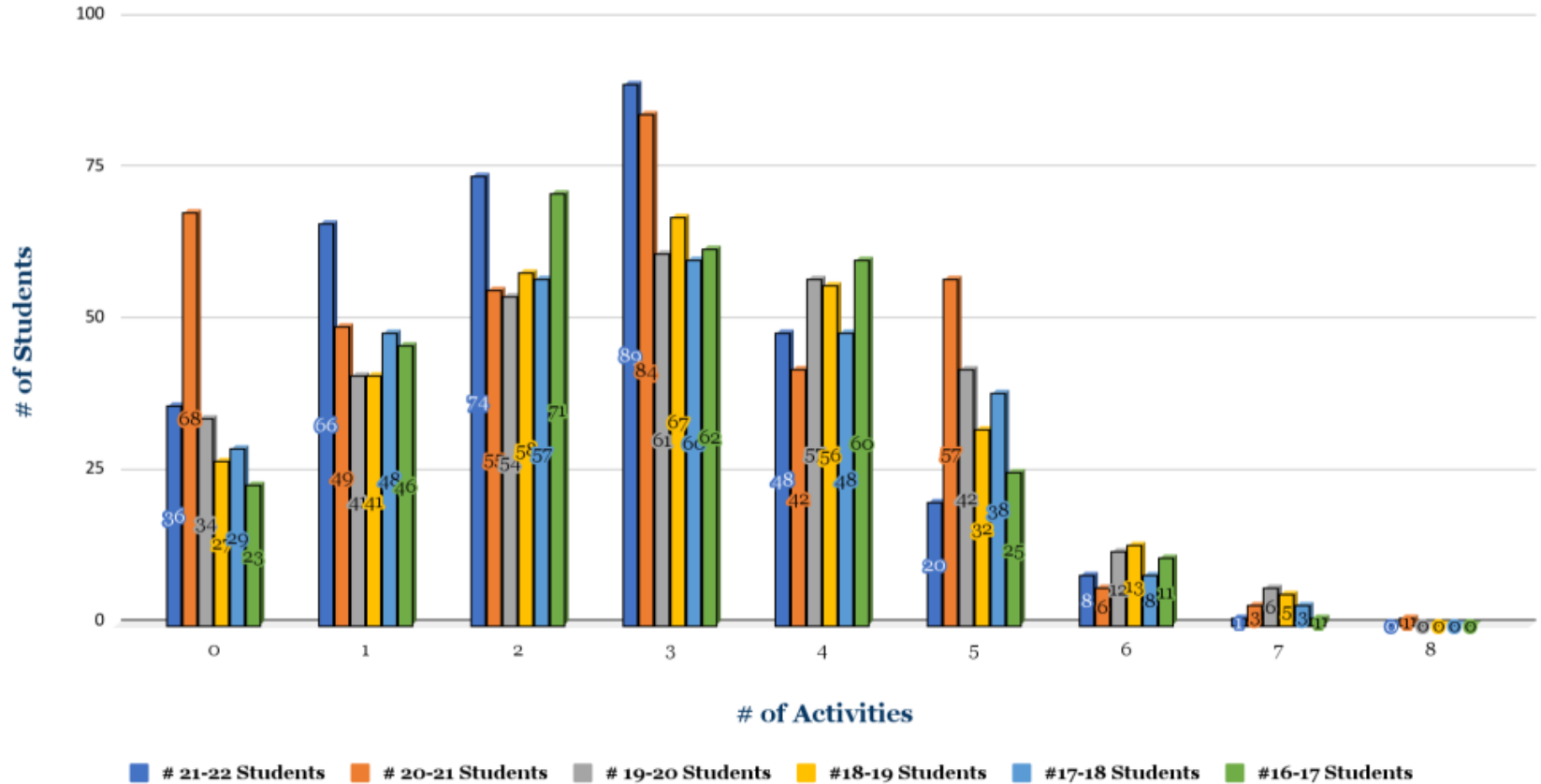


Raymond Central Number of Participants by Activity (By Class)



Raymond Central Students Grades 7-12

of Activities Participated in



Number of Student Activities Participated in	Cumulative GPA
0	82.67
1 or less	84.26
2 or less	85.82
2+	89.73
3+	90.71
4+	92.59
5+	94.33
6+	94.36
9-12 Average	88.10

Update on ELP Program

This year, we joined with ELP and NSEA to pilot the ELP Mentoring program. We are one of only a few schools from Nebraska, Kansas, and Iowa that are participating in this program. The program partners new teachers with a veteran teacher in their curricular area and provides mentoring services throughout the year. Mentors meet with their mentees on an individually scheduled basis and the meetings are 100% confidential, which allows new teachers to have a safe space to ask questions, discuss concerns, and to talk through classroom situations to get a veteran's opinion/perspective and guidance with no judgment. Another part of this program is Building Mentors. Each district has an assigned building mentor who helps guide the new teachers in building specific information as well as meets with those teachers to focus on particular areas connected to Danielson's Model in their classroom. Each new teacher meets once a month via zoom with the rest of the participants across the districts. The Building Mentor also participates in a zoom meeting each month as well as a debriefing session a few weeks after to discuss how Danielson's Model was applied in the various classrooms. We ended the year with five mentees and one Building Mentor. The mentees are all kept confidential.

ELP: Educators Leading the Profession Mentoring Program

This year, we joined with ELP and NSEA to pilot the ELP Mentoring program. We are one of only a few schools from Nebraska, Kansas, and Iowa that are participating in this program. What this program does is to partner new teachers with a veteran teacher in their curricular area and to provide mentoring services throughout the year. Mentors will meet with their mentees on an individually scheduled basis and the meetings are 100% confidential, which allows new teachers to have a safe space to ask questions, discuss concerns, and to talk through classroom situations to get a veteran's opinion/perspective and guidance with no judgment. Another part of this program is Building Mentors. Each district has an assigned building mentor who helps guide the new teachers in building specific information as well as meets with those teachers to focus on particular areas connected to Danielson's Model in their classroom. Each new teacher meets once a month via zoom with the rest of the participants across the districts. The Building Mentor also participates in a zoom meeting each month as well as a debriefing session a few weeks after to discuss how Danielson's Model was applied in the various classrooms.

We started this year with six mentees and one Building Mentor and ended with five mentees and one Building Mentor. The mentees are all kept confidential.

Here are a few comments from mentees:

"I had a really great time with ELP mentoring, the Web session's covered a variety of topics that I was able to use in my own classroom and it was great getting to hear/work with teachers from all over the country. My online mentor was extremely helpful as well. She gave me great advice and I even got to observe her classes and learned a lot from meeting her in person as well! Sometimes it was hard to get to all the meetings so I liked that it was available to view and watch later."

"At times it was difficult to make all of the online webinar sessions work with my schedule, so it was super nice that all of them were recorded and saved to our different assigned tasks so we could view them.

Otherwise, I really enjoyed meeting with my instructional coach/teacher. We created our own agenda and were able to speak/brainstorm on different strategies that I wanted to better myself at within my teaching style."

"My mentor has been so helpful! It has been nice to have another English teacher to share ideas with and someone outside of the building to vent to. ELP has been my lifeline this year. My biggest qualm with this program is that they expect us to attend a 3-hour zoom meeting. On those Wednesdays, I have to rush home after my contract is up and I am exhausted by the end of the day. 3 hours of my attention is a big ask. I wish they could streamline the meeting to an hour or hour and a half. That information could be relayed much quicker if they skipped the break-out rooms. I am the only person with my microphone and camera on in those break rooms anyway."

“I absolutely LOVE having someone in my content area, I wish I had more people to choose from so I had someone that taught more similar to me. I was extremely grateful for them to reach out in other states to get me paired with someone in art. However, the webinars are a complete waste of time for people who have had further schooling. It resembles much of my MED courses in curriculum and instruction.”

Superintendent's Report

Summer cleaning and maintenance is moving smoothly. At the Jr-Sr high school, the hard floors are waxed and the carpets are extracted. Jared installed a door outside of the counselor's office to prohibit students from having direct access to the counselor and interrupting private sessions in that space. The outside concessions area has gotten a face lift with some new tiles and we are replacing some cabinets and counter tops. Once all the new computers and screens are here for the computer labs, Jared and his crew will assist in the reconfiguration of that area, including some additional outlets to be installed to alleviate some of the messy cord situation.

Cleaning at the elementaries is moving along as well. The lockers have all been repaired and next week Jared will assist with some lighting and ballast repairs. The carpets have been extracted and the waxing is in progress. This week Kara Nelson is running a week of summer camp at Ceresco so that precludes some of the work on that site for the week.

Jared and Ron will be obtaining some wooden lockers that Messiah Lutheran was giving away. We envision the lockers being used to replace the totes that were being used in the kindergarten area (maybe some other areas as well) at Ceresco. Cathy helped us to make this connection...much appreciated.

Reminder to board members that in the last week of June, I will be traveling with three students to the National FBLA competitions, so I will not have a weekly board brief.

NASB Monthly Update



LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

#liveNASB

#weLIVEhere

<http://members.nasbonline.org/index.php/events>

To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'.
If you do not have an email and password to log in or have forgotten it, please contact NASB at 800-422-4572 for assistance.



YOUR MONTHLY BOARD AGENDA UPDATE VIDEO LINKS

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

JUNE

NEXT
WEEK!

ALICAP SUMMER WORKSHOP - JUNE 7 - GERING
ALICAP SUMMER WORKSHOP - JUNE 8 - KEARNEY
ALICAP SUMMER WORKSHOP - JUNE 9 - LINCOLN

NEXT
WEEK!

NASB VIRTUAL CANDIDATE FORUM - JUNE 7 - 7:00 TO 8:30 PM CT
NASB VIRTUAL CANDIDATE FORUM - JUNE 9 - 12:00 TO 1:30 PM CT
NASB VIRTUAL CANDIDATE FORUM - JUNE 15 - 12:00 TO 1:30 PM CT

NASB MEMBER GOLF OUTING - JUNE 22 - KEARNEY

NASB MEMBER ARCHWAY TOUR - JUNE 22 - KEARNEY

SCHOOL LEADERS & LAW CONFERENCE - JUNE 22-23 - KEARNEY

JULY

NASB CALL FOR LEGISLATIVE PROPOSALS - DUE JULY 1

NASB VIRTUAL CANDIDATE FORUM - JULY 13 - 7:00 TO 8:30 PM CT

NASB'S NEW SUPERINTENDENT ORIENTATION - JULY 20 - LINCOLN

AREA MEMBERSHIP MEETINGS

AUGUST THROUGH SEPTEMBER

AUGUST 23 - NEBRASKA CITY AUGUST 24 - FREMONT AUGUST 29 - GERING

AUGUST 30 - VALENTINE AUGUST 31 - NORFOLK SEPTEMBER 6 - LA VISTA

SEPTEMBER 7 - YORK SEPTEMBER 20 - NORTH PLATTE SEPTEMBER 21 - KEARNEY

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

#liveNASB

#weLIVEhere

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OTHER KEY DATES

NASB VIRTUAL CANDIDATE FORUM - SEPTEMBER 14 - 7:00 TO 8:30 PM CT

ANNUAL SPARQ DATA SOLUTIONS TAILGATE PARTY - SEPTEMBER 17 - LINCOLN

FACILITIES & CONSTRUCTION - SEPTEMBER 22 - KEARNEY

LABOR RELATIONS - OCTOBER 5-6 - LINCOLN

NASB VIRTUAL CANDIDATE FORUMS - OCTOBER 5 - 12:00 TO 1:30 PM CT

STATEWIDE GENERAL ELECTION - NOVEMBER 8

STATE EDUCATION CONFERENCE - NOVEMBER 16-18 - OMAHA

NEW BOARD MEMBER WORKSHOPS - DECEMBER - GERING, NORTH PLATTE, KEARNEY, YORK, LA VISTA, NORFOLK

YOUR 2022 PLATINUM AFFILIATES



















If your business would like to become an Affiliate Member of NASB for 2022, please visit:

<http://nasbonline.org/registrations/AffiliateMembershipProgram.aspx>

Important Upcoming Dates: School Safety

School safety and security action steps were discussed. It was agreed to keep this as a standing agenda item.

Facilities Report

Jared felt it important to update the 1968 air separator that is on our boiler system at the Jr-Sr High School. It currently doesn't pull air efficiently. It is an opportune time to replace this separator as we are replacing the HS RTU. By teaming increased efficiency from the new separator with the efficiency of our new systems, we are maximizing our efficiencies across the systems. The entire project will cost right at \$13,000.

Jared and I are trying to update student furniture in one elementary classroom and one Jr-Sr high classroom each year as a proactive strategy to manage furniture. This year we will buy new chairs for Ceresco elementary as they have some REALLY dated chairs in the art room and the music room. The desks are in better condition so we purchased additional chairs as opposed to desks & chairs this year.

Updates from the storm. We have contacted our EMC insurance agent as we have enough damage across all three campuses that will likely result in a claim. There is more damage at the Jr-Sr high building than at Ceresco and Valparaiso. The outside concession stand and the portable received the brunt of the damage but we also had a 6'x6' vent cover that blew off the roof and is ruined as well as other things. Also damage to fascia and some metal sheeting on our buildings. We had some damage to buses that were not inside as well as vans 1 and 6. We will have an agent out next week to walk through all of the items that Jared has identified and it will include a roof inspection at all three sites.

Jared has replaced the VCT tile in the outside concession stand area and it looks TERRIFIC. He is multi-talented.

Technology Report

Submitted by Keely Schaffer, Technology Director

Thank you for approving the new computers for the HS Labs. We have received one shipment of 33 computers and are waiting for the others to arrive as of 6-8 they have been shipped.

I have been busy setting up all the new staff computers. I have also begun processing student Chromebooks and replacing the ones that need to be replaced.

Report from Kidwell said that all of the cameras are in and they are planning on installing them in the coming weeks. We are replacing the Main Gym cameras and adding a 3 way camera in the 400 Hall/East Hall intersection.

Following are some of the projects I will be working on this summer: Updating cameras and installing cameras; Update Phone System ; Update Staff in Phone System; Setting up teacher accounts; Setting up teacher computers; Setting up Chromebooks; Setting up Student Accounts; Website Updates; Computer Updates; Setting up Lab computers; and Re-Imaging the computers.

Tech Update June 2022

Lab Computers

Thank you for approving the new computers for the HS Labs. We have received one shipment of 33 computers and are waiting for the others to arrive as of 6-8 they have been shipped.

Staff Computers

I have been busy setting up all the new staff computers.

Chromebooks

I have also begun processing the student Chromebooks and replacing the ones which still need to be replaced.

Camera Update

Report from Kidwell said that all of the cameras are in and they are planning on installing them in the coming weeks. We are replacing the Main Gym cameras and adding a 3 way camera in the 400 Hall/East Hall intersection.

Summer Projects -

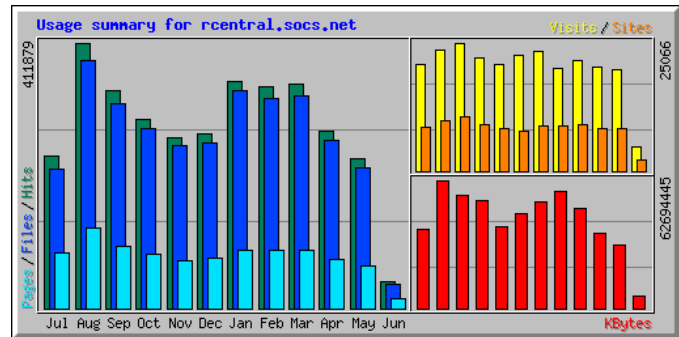
Listed below are some of the projects I will be working on this summer:

- Updating Cameras and installing cameras
- Update Phone System
- Update Staff in Phone System
- Setting up teacher accounts
- Setting up teacher computers
- Setting up Chromebooks
- Setting up Student Accounts
- Website Updates
- Computer Updates
- Setting up Lab computers
- Re-Imaging the computers

Website Activity Traffic Report- [May 2022](#)

Website Updates-

- Worked on Staff Directory - In Progress
 - Added new staff members
 - Deleted staff members who have left the district
- Edit the old "Staff" page under each school and transition to the [Staff Directory](#)
- Worked with secretaries on updating items on the website
- Updated District Calendar
- Updated Backpack Program Information



Board Committee Reports

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

Transportation Committee (Breitkreutz-chair, Lange, Matulka)

Finance Committee (Blanchard-chair, Breitkreutz, Burklund)

Facilities Committee (Blanchard-chair, Burklund, Matulka)

Negotiations Committee (Blanchard-chair, Gould, Lange)

Curriculum Committee (Gould-chair, Burklund, Lange)

Policy Committee (Gould-chair, Lange, Matulka)

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

Old Business

New Business

Discuss, Consider and Take Necessary Action to Approve Staff Resignation(s)

Motion by Burklund, second by Lange to approve staff resignations: Brad Breitkreutz, Bus Driver/Paraeducator; Brynn Christensen, Health Tech; and Ryan Mackling, Head Girls Basketball Coach. RCV 6-0. Motion carried.

Discuss, Consider and Take Necessary Action to Approve Staff Appointment(s)

Motion by Burklund, second by Matulka to approve staff appointments: Jaxn Kobza, Technology Director; Josh Karel, Assistant Athletic Director; and Jeff Lapin, Assistant Volleyball (shared). RCV 6-0. Motion carried.

Discuss, Consider and Take Necessary Action to amend Policy 6121 Curriculum Review Cycle

Motion by Blanchard, second by Lange to amend Policy 6121-Curriculum Review Cycle to align with State standards. RCV 6-0. Motion carried.

Curriculum Review Cycle

TEXTBOOK ADOPTION SCHEDULE

<u>EVALUATION</u>	<u>IMPLEMENTATION</u>	<u>SUBJECT</u>
2022-2023	2023-2024	English Language Arts
2023-2024	2024-2025	Character Education/School Counseling Art, Music, PE, Health, Business
2024-2025	2025-2026	Math
2025-2026	2026-2027	Science
2026-2027	2027-2028	World Language, Journalism
2027-2028	2028-2029	Social Studies, Gifted
2028-2029	2029-2030	Industrial Technology, FCS, Ag
2030-2031	2031-2032	Repeat the cycle

- Periodic Review of Curricular Areas integrated in Curriculum include Multicultural Education, Gifted Education, Remedial/Title Services, Technology, and Safety
- Raymond Central Curriculum will be revised as needed to comply with State Standards and State and Federal Regulations.

Date of Adoption: May 18, 2009

Date of Revision:

Discuss, Consider and Take Necessary Action to Approve Appendix B Co-Curricular Salary Schedule

Motion by Lange, second by Burklund to approve Appendix B Co-Curricular Salary Schedule. RCV 6-0. Motion carried.

Appendix B
Raymond Central Public Schools/Raymond Central Education Association
2022-2023 Co-Curricular Salary Schedule
(Adopted by Board of Education June 15, 2022)

<u>Category I</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>Number of Assistants</u>	<u>Assistants</u>	
Basketball	12	13	14	16	18	2	6,7,8,9,11	
Football	12	13	14	16	18	3	6,7,8,9,11	
Track	12	13	14	16	18	3	6,7,8,9,11	
Volleyball	12	13	14	16	18	2	6,7,8,9,11	
Wrestling	12	13	14	16	18	2	6,7,8,9,11	
Speech	12	13	14	16	18	2	6,7,8,9,11	
Band	12	13	14	16	18			
<u>Category II</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>Number of Assistants</u>	<u>Assistants</u>	
Baseball	9	10	11	13	15	1	4,5,6,7,8	
Softball	9	10	11	13	15	1	4,5,6,7,8	
Vocal Music	9	10	11	13	15			
<u>Category III</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>Number of Assistants</u>	<u>Assistants</u>	
Cheerleaders	5	6	7	9	11	1	4,5,6	
Cross Country	5	6	7	9	11	1	4,5,6	
<u>Category IV</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>Number of Assistants</u>	<u>Assistants</u>	
Jr High Basketball (2)	3	4	5	7	9		2,3,4,5,6	
Jr High Football	3	4	5	7	9	1	2,3,4,5,6	
Jr High Track	3	4	5	7	9	2	2,3,4,5,6	
Jr High Volleyball (2)	3	4	5	7	9		2,3,4,5,6	
Jr High Wrestling	3	4	5	7	9		2,3,4,5,6	
Drill Team	3	4	5	7	9		2,3,4,5,6	
FBLA	3	4	5	7	9	2	2,3,4,5,6	
FFA	3	4	5	7	9	1	2,3,4,5,6	
Skills USA (VICA)	3	4	5	7	9	1	2,3,4,5,6	
One Act	3	4	5	7	9	1		
Spring Play*	3	4	5	7	9			
Mock Trial**	3	4	5	7	9			
Jr High Speech	3	4	5	7	9			
<u>Category V</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>Number of Assistants</u>	<u>Assistants</u>	
Destination Imagination**	3.5	5	7	8		1	2,3,4	
<u>Category VI</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>Category VIII</u>			<u>1st</u>	<u>3rd</u>
Junior Class Sponsor	2.5	3.5	4.5	Seventh Grade Class/JH SC Asst			0.4	0.8
Yearbook	2.5	3.5	4.5	Eighth Grade Class/JH SC Asst			0.4	0.8
				Freshman Class/SH SC Asst			0.4	0.8
				Sophomore Class/SH SC Asst			0.4	0.8
				National Honor Society			0.4	0.8
				Quiz Bowl			0.4	0.8
<u>Category VII</u>	<u>1st</u>	<u>3rd</u>	<u>Category IX</u>			<u>1st</u>		
Senior Class Sponsor	0.8	0.15	TeamMates			3		
JH Student Council	0.8	0.15	<u>Category X</u>			<u>1st</u>		
SH Student Council	0.8	0.15	Teacher Leadership Committee			\$500/16 hr		
Art Club	0.8	0.15						
Spanish Club	0.8	0.15						

Coaches/sponsors who sign up to work in the weight room over the summer can be paid \$10.00/hr for either writing a workout or supervising the weightroom. No more than three coaches will be paid at a single time.

Total money paid to coaches/sponsors in summer weights cannot exceed \$4,500.00/year.

Discuss, Consider, and Take Necessary Action to approve gate and pass prices for 2022-23 school year.

Motion by Matulka, second by Blanchard to approve gate admission price increases to be consistent with the Capitol Conference. RCV 6-0. Motion carried.

	Current		Proposed/Recommended	
Passes	Family	\$115.00	Family	\$175.00
	Adult	\$45.00	Adult	\$65.00
	Student	\$25.00	K-5 Student	\$30.00
	Activity Fee *	\$40.00	6-12 Student	\$40.00
			Activity Fee *	\$40.00
Gate Admission	Varsity		Varsity	
	Adult	\$5.00	Adult	\$7.00
	Student	\$4.00	Student	\$5.00
	Non-Varsity		Non-Varsity	
	Adult	\$3.00	Adult	\$5.00
	Student	\$2.00	Student	\$4.00
* The activity fee is required for participating in RC activities and the student gets an activity pass.				

At the recent end of the year meeting, Capitol Conference administrators unanimously approved to increase gate admission prices to the following prices:

- VARSITY: \$7 for adults (previously \$5) - \$5 for students (previously \$4)
- NON VARSITY: \$5 for Adults (previously \$3) - \$4 for students (previously \$2)
- NCC passes, golden age passes, and local staff passes work for HOME events
- Across the board, accept NO other conference passes
- Create consistent signage for admission tables and gates for all schools

There were a number of reasons at play for this decision. Each of them were discussed in detail over the course of multiple meetings. Reasons included:

- The previous prices have not changed in at least 15 years. During that time, we have seen a dramatic increase in officials' pay per game. Varsity football officials were making \$55/game (x5) and now make \$100/game (x5). Varsity basketball officials were making \$45/game (x2) and now make \$80/game (x3). These costs certainly add up. Recent NSAA surveys also suggest that the worst of the officials shortage is still ahead of us. A large percentage of our officials are projected to leave the field due to age in the next 5-10 years. The demand will only increase from there.
- Larger area conferences have already moved to these rates over the past few years. Gate admission is getting much more expensive everywhere you go. We as a conference are behind. The goal of making this dramatic jump is to be able to "hold the line" on these prices for at least the next 10 years.

*This has already been approved and agreed upon by the Conference which means all games against conference schools will be at this rate. We are asking the Board to approve these rates for Non-Conference games as well for commonality purposes.

Along with the increased gate rates, we are also proposing a hike in Activity Pass rates. Depending on the family size, we projected that a family should attend 6-8 varsity events per year to justify the purchase of a family pass and our numbers reflect that projection.

Discuss, Consider and Take Necessary Action to approve an auditor for the 2021-2022 annual audit.

Motion by Matulka, second by Lange to approve Shaw, Hull & Navarrette CPA's for the 2022, 2023 and 2024 annual audit services. RCV 6-0. Motion carried.

Discuss, Consider and Take Necessary Action to do annual review of the Anti Bullying Policy 5415, Professional Boundaries Between Employees and Students Policy 4025, and Parent and Family Engagement Policy 6410.

Policy 4025-Professional Boundaries Between Employees and Students and Policy 6410-Parent and Family Engagement were reviewed with no changes being made. Policy 5415-Anti Bullying was tabled until next month.

Combined District and School Title I Parent and Family Engagement Policy

The Raymond Central Public School District intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, *Section 1116(a -f) ESSA, (Every Student Succeeds Act) of 2015.*

In General

The written District parent and family engagement policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.
- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.
- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.
- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

Legal Authorities: 20 U.S.C. §§ 6318 and 7801(32)

Date of Adoption: May 18, 2009

Date of Revision: June 10, 2019

Professional Boundaries Between Employees and Students

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

- Using e-mail, text messaging, instant messaging or social networking sites to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).
- Engaging in social-networking friendships with a student on MySpace, Facebook, or other social networking site. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance - verbal, written, or physical - towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom or locker room).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on a school related or sponsored outing without obtaining prior express permission of the student's parent or school administrator.

- Inviting a student to the employee's home for a school related activity without prior express permission of the student's parent.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of family relationships between employees and their children who are students in the District.

Date of Adoption: September 14, 2016

Anti-Bullying Policy

One of the missions of the District is to provide a physically safe and emotionally secure environment for students and staff.

The administration and staff are to implement strategies and practices to reinforce and encourage positive behaviors by students. Positive behaviors include non-violence, cooperation, teamwork, understanding, and acceptance of others.

The administration and staff are to implement strategies and practices to identify and prevent inappropriate behaviors by all students, including anti-bullying education for all students. Inappropriate behaviors include bullying, intimidation, and harassment. Bullying means any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by the school being used for a school purpose by a school employee or designee, or at school-sponsored activities or school-sponsored athletic events.

Raymond Central has implemented a variety of supports and resources for students and staff. The following are examples, however, not an exhaustive list:

- Anonymous reporting app
- GoGuardian - Student Device Management Software
- K-12 Anti-Bullying Curriculum for Students
- 5th Grade Kindness Retreat
- Trauma-Informed Care Training for staff
- Mental Health First Aid Training for Staff
- 6-12 Onsite Mental Health Therapist (2 days per week)
- Project Harmony training for School Counselors

The school district shall review the anti-bullying policy annually.

Legal Reference: Neb. Rev. Stat. § 79-2,137
Student Discipline Act, Neb. Rev. Stat. §§ 79-254 to 79-296
NDE February 2003 State Board Action; Reaffirmed December 2005

Date of Adoption: April 20, 2009
Date of Revision: June 14, 2021

Discuss, Consider and Take Necessary Action to approve required policy changes due to legislative updates.

Motion by Breitreutz, second by Gould to approve required policy changes due to legislative updates: Policy 1211-Title IX Grievance Policy; Policy 3132-Internal Controls; Policy 3540-Bidding Construction Projects; Policy 4009-Drug and Substance Abuse; Policy 4133-Substitute Teachers; Policy 6600-Special Education; Policy 8343-Agenda Construction and Control; Policy 8346-Public Participation in Board Meetings; and Policy 9340-Minutes. RCV 6-0. Motion carried.

Received from Perry Law Firm

A. REQUIRED POLICY UPDATES

1. Policy 1220 – Title IX Grievance Policy – The grievance policy needed several clarifications and adjustments to comply with the current Title IX regulations, and Policy 1220 incorporates these technical changes. However, as the Biden Administration reviews current Title IX regulations, this Policy may need to be updated again next year.
2. Policy 3132 – Internal Controls – NDE has asked for additional policy provisions under federal monitoring and reporting requirements. This policy update will also be applicable for schools that are audited and/or monitored for use of ESSER funds.
3. Policy 3540 – Bidding Construction Projects – Neb. Rev. Stat. 73-106 generally requires the District to bid construction projects in excess of \$100,000. However, that amount is subject to adjustment by the State Board of Education. The State Board of Education has adjusted this amount to \$109,000, so Policy 3540 has been updated to reflect this change. The requirement to hire an engineer or architect has also been increased to projects in excess of \$118,000.
4. Policy 4009 – Drug and Substance Abuse – This policy reflects updates at the federal level for drug and substance abuse testing for employees.
5. Policy 4133 – Substitute Teachers – There were some timing issues with Boards approving local substitute teachers and when the District needed the substitute to begin teaching. This policy specifically authorizes the Superintendent to sign off on a local substitute permit.
6. Policy 6600 – Special Education – Over the past year, NDE has developed new special education guidance for district policies and procedures. You can access the majority of this guidance here: <https://cdn.education.ne.gov/wp-content/uploads/2017/09/Developing-Local-Policies-and-Procedures-Required-for-Implementation-of-Special-Education-Part-B-Regulations-in-Nebraskas-Public-Schools.pdf>. In response to this new guidance, we have updated Policy 6600. You are NOT receiving a redline copy, rather because of so many changes within, a new policy.
7. Policy 8343 – Agenda Construction and Control – LB 83 requires persons wishing to address the Board of Education to state their name, address, and any organization they represent.
8. Policy 8346 Public Participation at Board Meetings and Policy 9340 – Minutes – Beginning July 31st, LB 83 requires that Board agendas and meeting minutes be posted on the District's website. Each agenda must be posted at least twenty-four hours before the meeting. Both the agendas and meeting minutes must remain on the District's website for at least six Months.

B. OTHER CONSIDERATIONS

1. LB 644 / Property Tax Request Joint Hearing. This summer, Districts will need to prepare for and review LB 644, and the new budget and tax request process and timelines. Of note, districts will need to sufficiently plan to ensure that they meet the new law's very specific and condensed timeframe. We have already had one meeting with Lancaster County officials and affiliates to begin planning for this joint hearing.

2. Juneteenth. This session, LB 29 made Juneteenth (June 19th) a Nebraska State holiday. Although most policies (including 6117) are limited to holidays that occur during the school year, some school districts (either by contract, handbook, or business practice) offer paid holidays for employees on state or federal holidays. Districts should review their holiday pay practices to determine if Juneteenth needs to be added as an additional paid holiday. Our policies would not indicate that we need to accommodate work schedules for federal holidays.

3. Seizure Safe Schools Act. Last year, the Legislature enacted LB 639, which requires, among other things, that "at least one school employee at each school who has met the training requirements necessary to administer or assist with the self-administration of a seizure rescue medication or medication prescribed to treat seizure disorder symptoms as approved by the United States Food and Drug Administration." This requirement becomes effective, beginning in 2022-2023 school year. This will be managed in our health services department.

4. Mahanoy v. BL Case. Last summer, the United States Supreme Court issued its decision in the "Snapchat cheerleader case." The case mainly focused on whether a cheerleader had a First Amendment right to post negative comments about the cheer coaches and school while off-school grounds and outside of school hours. The United States Supreme Court held that the school overstepped its authority by removing the student from the cheer squad in response to her Snaps. One key takeaway from this case is that schools need to review their activity handbooks, activity agreements, and so forth, to ensure that there are no prohibitions against "any" negative speech, comments, and the like. Overbroad and/or vague rules regarding student speech are now subject to higher scrutiny under the Mahanoy case.

5. Polling Place or Election Training. LB 843 requires that any political subdivision that receives state or federal funding must make their building available to the County Election Commissioner either as a polling place or for election training. Schools should be aware of this new requirement, if contacted by their Election Commissioner. Our buildings already serve as polling places so this is not an issue for us.

6. Holocaust and Financial Literacy Standards. LB 888 requires the State Board of Education to incorporate education on the Holocaust and financial literacy into the social studies standards. This does not necessarily require a policy update but is something to keep in mind as you review and update your curriculum.

7. Bond Timing Correction. LB 1165 fixed a timing dispute over the approval and

issuance of voter-approved bonds. Districts who are interested in pursuing a bond election should consult with their bond counsel to confirm that LB 1165 would address any timing concerns with their bond election.

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

1. Reporting Procedures: 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, **or the Title IX Coordinator.**
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 is:~~

TITLE IX COORDINATOR CONTACT INFORMATION

[Coordinator Name]

[Address]

[City, State, Zip]

[Phone Number]

[Email Address]

2. District Actions upon Report of Sexual Harassment or Sexual Misconduct: Upon receipt of a report of sexual harassment, the Title IX Coordinator, or designee, including but not limited to a building principal or assistant principal, will conduct an initial inquiry. The first step of the inquiry will typically include a preliminary meeting between the individual whom the reporting party alleges has been subjected to sexual harassment or sexual misconduct and the Title IX Coordinator, or designee. The initial inquiry may also include a meeting between the Title IX Coordinator, or designee, and the individual whom the reporting party alleges has committed sexual harassment or sexual misconduct. The purpose of these meetings is to gain a basic understanding of the nature and circumstances of the report, it is not intended to be a full

investigative interview. During the initial assessment, the reporting party may also receive information about resources, rights, procedural options, and supportive measures. The Title IX Coordinator, or designee, may inquire into whether the person who has is alleged to have been subject to sexual harassment or misconduct requests resources, no further action, supportive measures, and/or initiation of the “Formal Complaint” process. The Title IX Coordinator will make a reasonable effort to respect the wishes of the person who experienced sexual harassment or sexual misconduct; however, if the reported incident constitutes an imminent or ongoing threat to school safety, based on the assessment of the Title IX Coordinator, then the Title IX Coordinator may file a Formal Complaint, on behalf of the District, with or without the consent or permission of the person who has experienced sexual harassment or sexual misconduct.

With or without a Formal Complaint, allegations of sexual harassment or discrimination shall be investigated and if substantiated, corrective or disciplinary action will be 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 any person for reporting discrimination or harassment. This policy does not limit or prohibit the District from instituting disciplinary measures pursuant to other Board Policy, rules, or other expectations if the District determines that a person violated District rules or expectations.

B. Formal Complaint Process

The following procedures apply only in the event that a Formal Complaint is filed. All other reports 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.

1. Misconduct Which May Be Investigated Under a Formal Complaint: The Formal Complaint process is only available if the Formal Complaint alleges: (i) conduct which occurs on District grounds or property owned or controlled by the District; (ii) conduct which occurs in the context of District employment or an education program or District-sponsored activity within the United States, and (iii) conduct which occurs when the District has substantial control over both the Respondent and the context in which the sexual harassment or sexual misconduct occurs. The conduct must also fall within one of the following categories: (a) an employee of the District conditioning an aid, service, or benefit of the District on an individual’s participation in unwelcome sexual contact; (b) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the District’s education program or activity; (c) sexual assault; (d) domestic violence; (e) dating violence; or (f) stalking.

2. Parties to a Formal Complaint: The only parties to a Formal Complaint are the Complainant, who is the person alleged to have been subject to misconduct, and the Respondent, the person who is alleged to have committed the misconduct.

3. Filing a Formal Complaint: A Formal Complaint may only be filed by a Complainant or the Title IX Coordinator. An employee or student Complainant may file a Formal Complaint in

writing with the Title IX Coordinator in person or by mail, or by electronic mail. The Formal Complaint must be signed by the Complainant or by the Title IX Coordinator.

4. Immediate Actions Upon Receipt of Formal Complaint: Upon receipt of a Formal Complaint, the Title IX Coordinator will conduct an initial assessment of the allegations contained within the Formal Complaint to determine if the allegations in the Formal Complaint, if true, allege misconduct which may be investigated under the Formal Complaint process. If the allegations in the Formal Complaint do not allege misconduct which may be investigated under the Formal Complaint process, the Title IX Coordinator must dismiss the Formal Complaint and may proceed under other District policies or procedures. The Complainant will be provided notice in writing if the Formal Complaint is dismissed.

If the allegations in the Formal Complaint allege misconduct which may be investigated under the Formal Complaint process, the Title IX Coordinator shall provide the following to all known parties: (1) The complaint procedure as outlined in this policy; and (2) Notice of the allegations of sexual harassment, known by the District at the time of filing the Notice, including (i) the identities of the parties involved, if known, (ii) the conduct allegedly constituting sexual harassment, and (iii) the date and location of the alleged incident.

The Title IX Coordinator shall then provide the Formal Complaint and the Notice of the Formal Complaint to the District's Title IX Investigator.

5. Investigation of Formal Complaint: Upon receipt of a Formal Complaint, the Investigator will promptly investigate the allegations contained within, 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) involve possible criminal conduct, the District will notify the Complainant of his or her right to file a criminal complaint, and District employees will not dissuade the Complainant from filing a criminal complaint either during or after the District's investigation.

The Investigator will contact the Complainant, Respondent, and relevant witnesses to schedule interviews. All parties may bring up to two people to this meeting: (1) Support Person and/or (2) Advisor of Choice. The Advisor of Choice may or may not be an attorney. Neither the Support Person nor the Advisor of Choice can direct questions or comments to the Investigator, nor may the Support Person or Advisor of Choice advise a student or employee how to answer the Investigator's questions.

The Investigator will also aim to collect all tangible evidence relevant to the investigation.

The Investigator will complete the 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 and the number of witnesses that may need to be interviewed. The time frame originally set by the Title IX Coordinator may be extended by the

Title IX Coordinator, upon notice to the parties, as deemed 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 Formal Complaint process, 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 Coordinator, Investigator, Decision-Maker, and any person who facilitates this Formal Complaint process shall receive training on the definition of sexual harassment, 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.

(B) *Burden of Production*: It shall be the Investigator's burden to gather evidence sufficient to reach a determination regarding the outcome of the Formal Complaint. To reach a determination, the investigation will include, but is not limited to:

- i. Providing the parties with the opportunity to present witnesses and provide evidence.
- ii. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- iii. A consideration of various factors, including: (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.
- iv. A review of the evidence using a "preponderance of the evidence" standard. To meet the "preponderance of the evidence" standard, the evidence must show that the discrimination, harassment, or retaliation more likely occurred than did not occur.

(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 District retains the right to place any person on administrative leave during the pendency of the investigation. The District also retains the right to remove a Respondent 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 by meeting with the Title IX Coordinator to discuss the removal.

(D) *Conclusion of Investigation:* Prior to the conclusion of the investigation, the Investigator shall send each party the evidence that is subject to inspection and review in an electronic format or a hard copy. This information shall be known as the “Draft Investigative Report.” The Draft Investigative Report shall include all evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including the evidence upon which the Investigator does not intend to relay to the ~~Decision-Maker~~Decision-Maker. The parties shall then have ten (10) calendar days to submit a written response, which the Investigator will consider. Responses may not be submitted by the parties’ Advisor of Choice or Support Person, unless such person is the parent or guardian of the Complainant or Respondent. Responses may include corrections to the Investigator’s summary of the parties’ interviews, suggestions for additional investigation, or additional information not known at the time of the interviews. Any new information provided by the parties during the response period will not result in an additional time period for response by the other party unless determined necessary by the Title IX Coordinator. The Investigator is not obliged to respond to any question or requests for information in the parties’ responses. The Investigator will consider the information provided by the parties and will incorporate relevant information into the Final Investigative Report. The Final Investigative Report will fairly summarize the relevant evidence. The Investigator shall then submit the Final 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.

6. Actions Taken By Decision-Maker Upon Receipt of Final Investigative Report: Upon receipt of the Final Investigative Report, the ~~Decision-Maker~~Decision-Maker shall provide 10 days for each party to submit written, relevant questions that a party wants asked of any party or witness. Questions shall be submitted to the Title IX Coordinator who shall determine whether questions are relevant. The Title IX Coordinator shall contact parties or witnesses to request answers to the parties’ relevant questions. The Title IX Coordinator will provide each party, and the Decision-Maker with the answers provided by the opposing party or witness and allow for additional, limited follow-up questions from each party.

7. Notice of Determination: Once the ~~Decision-Maker~~Decision-Maker has received the answers to relevant questions submitted by the parties, the ~~Decision-Maker~~Decision-Maker shall consider the answers and the ~~Decision-Maker~~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~~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 the Complainant, Respondent, or witness. The ~~Decision-Maker~~Decision-Maker shall provide the written determination to both parties simultaneously. The written determination shall 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) permits the District to disclose relevant information to a student who was discriminated against or harassed.

8. Sanctions: At the conclusion of the investigation, the Decision-Maker may institute disciplinary measures against 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 immediate termination from employment.

The Title IX Coordinator is responsible for coordinating the implementation of supportive measures for the victim(s).

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 bases:

1. Procedural irregularity that affected the outcome of the matter;
2. 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
3. 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.

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

The Superintendent 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 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:

1. 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;
2. The parties' voluntary, written consent to the informal resolution process; and
3. 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, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings for a period of seven (7) years.

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~~

~~{Coordinator Name}~~

~~{Address}~~

~~{City, State, Zip}~~

~~{Phone Number}~~

~~{Email Address}~~

~~The formal complaint must be signed by the complainant/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: (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 Complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant 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 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 complainant Complainants or respondent Respondents generally or an individual complainant Complainant or respondent Respondent. The District shall ensure that Title IX Coordinators, Investigators, decision-maker 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:

v. ~~Providing the parties with the opportunity to present witnesses and provide evidence.~~

- ~~vi. — An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.~~
 - ~~vii. — 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.~~
 - ~~viii. — 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?)~~
- ~~(e) — *Rights of the Parties:* The respondent Respondent is entitled to a presumption that the respondent 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 Respondent shall have the opportunity to challenge the decision for removal.~~

- ~~(d) — *Conclusion of Investigation:* Prior to the conclusion of the investigation, the investigator 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 Investigator will consider.~~

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

~~4. — *Decision of Responsibility:* The decision-maker Decision-Maker shall review the investigative report. Prior to coming to a determination regarding responsibility, the decision-maker 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 Decision-Maker has considered the written questions of the parties, if any, the decision-maker 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 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 Complainant, respondent Respondent, or witness. The decision-maker Decision-Maker shall provide the written determination to both parties simultaneously. The written determination must include:~~

- ~~(g) — Identification of the allegations potentially constituting sexual harassment;~~
- ~~(h) — 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;~~
- ~~(i) — Findings of fact supporting the determination;~~
- ~~(j) — Conclusions regarding the application of each recipient's code of conduct to the~~

facts;

- (k) ~~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~~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 complainantComplainant; and
- (l) ~~The recipient's procedures and permissible bases for the complainant~~Complainant and respondentRespondent 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~~Complainant ~~or the respondent~~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~~Complainant ~~or respondent~~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~~Decision-Maker ~~may institute disciplinary measures to the respondent~~Respondent ~~if the decision-maker~~Decision-Maker ~~determines that the respondent~~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~~Complainant ~~or respondent~~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 Decision-Maker, they may appeal on the following basis:~~

- ~~4. — Procedural irregularity that affected the outcome of the matter;~~
- ~~5. — 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~~
- ~~6. — The Title IX Coordinator, investigator Investigator, or decision-maker Decision-Maker had a conflict of interest or bias for or against the complainant Complainant or respondent Respondent generally or the individual complainant Complainant or respondent 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 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 Complainant and respondent 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:~~

- ~~4. — 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;~~

- ~~5. The parties' voluntary written consent to the informal resolution process; and~~
- ~~6. 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: [Insert Date]

Policy 3132 - Internal Controls

Policy 3540 - Bidding Construction Projects

Business Operations

Procedures—Bidding Construction Projects

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for the project is in excess of one hundred **nine** thousand dollars (\$109,000), or such sum as adjusted pursuant to Section 73-106. The bidding procedures shall comply with the requirements of state law and shall include the following:

1. Notice to Bidders: The Administration shall prepare a notice to bidders containing a general description of the scope of the project being bid; the location of the project; the means of obtaining project documents, including plans and specifications; the date and hour bids will close; and the date, hour and place bids are to be returned, received and opened, and a provision that such bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders, when the hour is reached for the bids to close.
2. Regular Manner of Advertisement for Bids: The notice to bidders shall be published one time in a newspaper of general circulation in the School District. The notice shall be published at least seven (7) days prior to the date designated for the opening of such bids. The Board of Education or Administration may, in its sole discretion, elect to utilize further advertisement for bids as it may determine appropriate to secure a sufficient number of qualified bidders for the scope of the project.
3. Bid Opening: When the hour is reached for such bids to close, bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders.
4. Contract Award: The contract shall be awarded to the lowest responsible bidder as to the extent required by law. When not so required, the award shall be made on the basis of consideration of the contract award criteria determined appropriate by the Board or administration.
5. Performance and Payment Bonds. Whenever any contract is entered into for the erecting, furnishing, or repairing of any building or other public structure or improvement, the contractor shall be required, before commencing such work, to furnish a performance, labor and material payment bond. The bond requirement shall not apply, however, to any project bid or proposed which has a total cost of ten thousand dollars (\$10,000) or less unless the School Board or Administration includes a bond requirement in the specifications for the project. The bond shall be in an amount not less than the contract price. The bond shall be conditioned on the faithful performance of the contract and the payment by the contracting party of all laborers and mechanics for labor that is performed and of all material and equipment rental that is actually used or rented in connection with the improvement project and the performance of the contract. Such bond shall contain such provisions as are required by statutes, and be in a form prescribed and required by the district.
6. Retention of an Architect or Engineer. The School District shall not engage in the

construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect, professional engineer, or those under the direct supervision of an architect or professional engineer; provided that such requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed one hundred **and eighteen** thousand dollars (\$118,000), as adjusted from time to time by Section 81-3445 or other applicable law.

7. Additional Procedures. Each bid for which a labor and material bond is required shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid unless the School Board or Administration waives such requirement. The Board of Education or Administration may provide for additional procedures for the procurement, opening and acceptance of bids as deemed appropriate for a particular project.

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

Date of Adoption: [Insert Date]

Policy 4009 - Drug and Substance Abuse

Personnel - All EmployeesDrug and Substance Use and Abuse

It is the policy of the Raymond Central Public School District to eliminate the influence of drugs, alcohol and other chemicals within the school environment and to educate students against the usage of drugs, alcohol and illegal substances. The District will implement regulations and practices which will ensure compliance with laws relating to drugs and alcohol, including: the Drug-Free Workplace Act and the Omnibus Transportation Employee Testing Act of 1991, and all regulations and rules promulgated pursuant thereto.

Section 1 Drug-Free Workplace

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held. The school district recognizes that the use, possession, or being under the influence of illicit drugs or alcohol constitutes a hazard to the positive development of students and employees and a substantial interference with school purposes.

1. The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the work place. Employees are also prohibited from possessing, using or distributing illicit drugs or alcohol, or being under the influence of illicit drugs or alcohol, on any district property or district sponsored event. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol in the work place or on duty time shall be a violation of the drug-free workplace.
2. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, employees are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the employee commits a criminal drug or alcohol offense off the work place or off duty time.
3. As a condition of employment, employees will abide by the District's drug-free workplace policies and notify the Superintendent or designee **in writing** of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) **calendar** days after such conviction.
4. Disciplinary sanctions, up to and including termination of employment and referral for prosecution, will be imposed upon employees who violate the aforementioned standards of conduct. Sanctions for violation thereof may include the requirement that the employee complete an appropriate rehabilitation program, reprimands, and non-renewal, cancellation, or termination of contract of employment.
5. Employees shall be advised through employee publications about drug and alcohol counseling and rehabilitation and reentry programs that are available.

6. Employees shall be furnished with a paper or digital copy of this policy.

This policy supplements and is in addition to all other policies, regulations, practices, procedures and contractual provisions regarding or related to the improper or unlawful possession, use, or distribution of illicit drugs and alcohol.

Section 2 Alcohol and Drug Testing

The District will implement regulations and practices which will insure compliance with the Omnibus Transportation Employee Testing Act of 1991, **the Moving Ahead for Progress in the 21st Century (MAP-21) Act**, and all regulations and rules promulgated pursuant to such Acts. Employees in "safety-sensitive" positions, as defined by the Act and regulations promulgated thereunder, including employees whose position requires a commercial driver's license (CDL), shall be tested for alcohol and controlled substances as required by law. (See attached Appendix "1"). Refusal to submit to such pre-employment testing, or testing positive, shall disqualify an applicant from employment. Reasonable suspicion, random, post-accident, return-to-duty, and follow-up testing shall also be conducted. Employees who test positive shall be immediately removed from safety-sensitive positions and shall be removed from employment.

Legal Reference: 41 U.S.C. §§701 to 707
49 U.S.C. §§**5331(b)** and 31306-~~and~~ 49 CFR Part 382

Date of Adoption: [Insert Date]

**CONTROLLED SUBSTANCES AND ALCOHOL USE AND TESTING:
FEDERAL REGULATIONS, [NAME] PUBLIC SCHOOLS' COMPLIANCE POLICIES
AND PROCEDURES, AND EDUCATIONAL MATERIALS**

The U.S. Department of Transportation (DOT) and the Federal Highway Administration (FHWA) have issued regulations requiring that individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs) be tested for controlled substances and alcohol and not engage in controlled substances use or alcohol misuse. Information concerning those regulations, [Name] Public Schools policies and procedures, and educational materials relating to controlled substances use and alcohol misuse is set forth as follows:

(A) The persons designated by [Name] Public Schools to answer employee questions about these materials are:

Superintendent of Schools
Secondary Principal

(B) The categories of employees who are subject to the provisions of the federal controlled substances and alcohol use and testing regulations are:

Individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs), including bus drivers and distribution and maintenance employees who are subject to driving commercial motor vehicles.

(C) The term "safety-sensitive functions" means:

- (1) All time waiting to be dispatched, unless the driver has been relieved from duty;
- (2) All time inspecting equipment or inspecting, servicing, or conditioning any commercial motor vehicle (i.e., a vehicle in excess of 26,000 pounds GVWR or designed to carry 16 or more passengers, including the driver) at any time;
- (3) All driving time (i.e., time spent at the controls of a commercial motor vehicle in operation);
- (4) All time, other than driving time, in or upon any commercial motor vehicle;
- (5) All time loading or unloading a vehicle, supervising, or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or receiving receipts for shipments loaded or unloaded;
- (6) All time spent performing the driver requirements of 49 CFR §§392.40 and 392.41 relating to accidents;
- (7) All time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

(D) Employee conduct that is prohibited by the federal controlled substances and alcohol

use and testing regulations includes:

1. **Alcohol concentration.**
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater.
2. **Alcohol possession.**
No driver shall be on duty or operate a commercial motor vehicle while the driver possesses alcohol.
3. **On-duty use.**
No driver shall use alcohol while performing safety-sensitive functions.
4. **Pre-duty use.**
No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. **Use following an accident.**
No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.
6. **Refusal to submit to a required alcohol or controlled substances test.**
No driver shall refuse to submit to a post-accident alcohol or controlled substances test, a reasonable suspicion alcohol or controlled substance test, or a follow-up alcohol or controlled substances test.
7. **Controlled substances use.**
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to the instructions of a physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a commercial motor vehicle.
8. **Controlled substances test.**
No driver shall report for duty, remain on duty or perform a safety-sensitive function, if the driver tests positive for controlled substances.

(E) The circumstances under which an employee will be tested for alcohol and/or controlled substances pursuant to the federal regulations include:

1. **Pre-employment testing.**
Prior to the first time a driver performs safety-sensitive functions, the driver shall undergo testing for alcohol and controlled substances. No safety-sensitive functions are to be performed unless the driver has been administered an alcohol test with a result indicating an alcohol concentration less than 0.04, and has received a controlled substances test result from the medical review officer indicating a verified negative test result.
2. **Post-accident testing.**
 - (a) As soon as practicable following an accident involving a commercial motor vehicle, each surviving driver:
 - (1) Who was performing safety-sensitive functions with respect to the vehicle,

- if the accident involved the loss of human life; or
- (2) Who receives a citation under State or local law for a moving traffic violation arising from the accident shall undergo a test for alcohol and controlled substances.
- (b) (1) *Alcohol tests.* Shall be administered within two hours following the accident unless such cannot reasonably be done, and not more than eight hours following the accident.
 - (2) *Controlled substance tests.* Shall be administered within 32 hours following the accident.
- (c) A driver who is subject to post-accident testing shall remain readily available for such testing or may be deemed by the employer to have refused to submit to testing. The driver shall be permitted to leave the immediate scene of an accident for the period necessary to obtain assistance in responding to the accident, or to obtain necessary emergency medical care, but shall otherwise remain readily available for testing.

3. **Random testing.**

(a) Drivers shall be subject to random testing. The minimum annual percentage rate for random alcohol testing should be 25 percent of the average number of driver positions, or such minimum annual percentage rate as established from time to time by the FHWA. The minimum annual percentage rate for random controlled substance testing shall be 50 percent of the average number of driver positions.

(b) The selection of drivers for random alcohol and controlled substances testing shall be made by a scientifically valid method. Under the selection process used, each driver shall have an equal chance of being tested each time selections are made.

(c) The random alcohol and controlled substances tests shall be unannounced and the dates for administering random alcohol and controlled substances tests shall be spread reasonably throughout the calendar year.

(d) Each driver who is notified of selection for random alcohol and/or controlled substances testing shall proceed to the test site immediately; provided, however, that if the driver is performing a safety-sensitive function at the time of notification, the driver shall cease to perform the safety-sensitive function and proceed to the testing site as soon as possible.

4. **Reasonable suspicion testing.**

(a) A driver shall submit to an alcohol test when the employer has reasonable suspicion to believe that the driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations (except for possession of alcohol).

(b) Under federal law, notwithstanding the absence of a reasonable suspicion alcohol test, a driver is prohibited from reporting for duty or remaining on duty requiring the performance of safety-sensitive functions while the driver is under the influence of or impaired by alcohol and must not perform or continue to perform safety-sensitive functions, until:

- (i) An alcohol test is administered and the driver's alcohol concentration measures less than 0.02; or
- (ii) Twenty-four hours have elapsed following the determination that there is reasonable suspicion to believe that the driver has violated the prohibitions concerning the use of alcohol.

5. **Return-to-duty testing.**

(a) **Alcohol.** If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning alcohol and has not been terminated, the driver shall undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02.

(b) **Controlled Substances.** If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning controlled substances, and has not been terminated, the driver shall undergo a return-to-duty controlled substances test with a result indicating a verified negative result for controlled substances use.

6. **Follow-up testing.**

Following a determination that a driver is in need of assistance in resolving problems associated with alcohol misuse and/or use of controlled substances, the driver shall, if still employed, be subject to unannounced follow-up alcohol and/or controlled substances testing as directed by a substance abuse professional in accordance with the provisions of federal regulations.

Random, reasonable suspicion, and follow-up alcohol testing shall be conducted only when the driver is performing safety-sensitive functions, just before the driver is to perform safety-sensitive functions, or just after the driver has ceased performing safety-sensitive functions.

(F) The procedures that will be used to test for the presence of alcohol and controlled substances, to protect the employee and the integrity of the testing processes, to safeguard the validity of the test results, and to ensure that those results are attributed to the correct employee include:

The procedures outlined in 49 CFR 40, concerning procedures for Transportation Workplace Drug and Alcohol Testing Program, will be followed. This includes use of a "split sample" approach for drug testing and chain of custody procedures including documentation of screening aliquots.

(G) An employee is required to submit to alcohol and controlled substances tests administered pursuant to the federal regulations.

(H) A "refusal to submit" to an alcohol or controlled substance test includes:

Refuse to submit (to an alcohol or controlled substances test) means that a driver (1) Fails to provide adequate breath for testing without a valid medical explanation after he or she has received notice of the requirement for breath testing, (2) fails to provide adequate urine for controlled substances testing without a valid medical explanation after he or she has received notice of the requirement for urine testing, or (3) engages in conduct that clearly obstructs the testing process. A failure to remain readily available for post-accident testing, or to notify the employer of the need for such testing, or to proceed to the test site immediately for random testing, may be deemed by the employer to constitute a refusal to submit.

The consequences for refusing to submit to an alcohol or controlled substances test are as follows: A driver who has refused to submit to a required alcohol or controlled substance test is subject to the same consequences as a driver who has tested positive on an alcohol

(concentration of 0.04 or greater) or controlled substances test.

(I) The consequences under the federal regulations for employees who have violated the federal regulations relating to controlled substances and alcohol use and testing include:

The driver shall be removed from and not permitted to perform safety-sensitive functions. The driver shall be referred for evaluation by a substance abuse professional for a determination of what assistance, if any, the employee needs in resolving problems associated with alcohol misuse and controlled substances abuse.

Before a driver returns to duty requiring the performance of a safety-sensitive function after engaging in conduct prohibited by the federal regulations, the driver shall, if still employed, undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02 if the conduct involved alcohol, or a controlled substances test with a verified negative result if the conduct involved a controlled substance.

In addition, each driver identified as needing assistance in resolving problems associated with alcohol misuse or controlled substance use, if still employed,

- (i) Shall be evaluated by a substance abuse professional to determine that the driver has properly followed any rehabilitation program prescribed, and
- (ii) Shall be subject to unannounced follow-up alcohol and controlled substances tests administered by the employer following the driver's return to duty.

The driver may also be subject to the penalty provisions of 49 U.S.C. § 521(b).

(J) The consequences under the federal regulations for employees found to have an alcohol concentration of 0.02 or greater but less than 0.04 include: Removal from safety-sensitive functions for a period of not less than 24 hours following administration of the test.

(K) Information to assist employees in avoiding alcohol misuse and controlled substances use, signs and symptoms of an alcohol or a controlled substances problem, and available methods of intervening when such a problem is suspected: Information will be made available by the counselor to employees upon request.

Date of Adoption: [Insert Date]

Personnel - Certificated EmployeesSubstitute Teachers

Persons employed as substitute teachers shall meet such qualifications as are established by law and the State Department of Education and may be employed for periods of time in the absence of the regular teacher.

Rates of compensation for all substitute teachers will be set by the Board, provided that after a substitute employee has been on duty for fifteen (15) consecutive school days, such substitute teacher shall be paid on a per diem rate applying the salary schedule in place for certificated teachers for the school district based upon the substitute teacher's level of educational attainment and years of teacher experience. Substitute teachers will not participate in the health plan or other fringe benefits of the school district.

The Superintendent shall be responsible for recruitment, selection, assignment, orientation and evaluation of substitute teachers. **The Superintendent, or Superintendent's designee, is hereby authorized on behalf of the District to execute any necessary documents to assist a substitute teacher to secure a local substitute teaching permit.**

Legal Reference: Neb. Rev. Stat. Sec. 79-808

Date of Adoption: [Insert Date]

Policy 6600 - Special Education

InstructionSpecial Education

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

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

1. Free Appropriate Public Education

A free appropriate public education shall be made available to all children with disabilities residing in the District, including children with disabilities who have been suspended or expelled, from date of verification through the school year in which the child is no longer eligible or the student reaches twenty-one (21) years of age, whichever occurs earlier. An Individualized Education Plan ("IEP") will be created for each such child that will enable the student to make progress appropriate in light of the student's unique circumstances

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

2. Full Educational Opportunity Goal

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

Legal Reference: 92 NAC 51-004.11A

3. Child Find

All children from birth to age twenty-one (21) with disabilities residing in the District, including children with disabilities who are homeless or are wards of the state or attending nonpublic schools, regardless of the severity of their disabilities, who are in need of special education and related services, will be identified, located and evaluated. A practical method shall be developed and implemented by the administration to determine which children with disabilities are currently receiving needed special education and related services. The District will implement multiple methods to provide parents, guardians, and community members with information regarding how to refer a child for an evaluation and the identification process and will publish an annual notice of any significant activity that is designed to identify, locate, or

evaluate children to publicly notify parents, guardians, or appointed surrogates. The District's child find process will be consistent with Federal and Nebraska regulations. Legal Reference: 92 NAC 51-006.01 through 006.01A2

4. Pre-Referral Interventions

For a school age student, a general education student assistance team (SAT) or a comparable problem solving team shall be used prior to referral for multidisciplinary team evaluation. The SAT or comparable problem solving team shall utilize and document problem solving and intervention strategies to assist the teacher in the provision of general education. If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation shall be completed. A referral shall include information from the SAT or comparable problem solving team, meeting the requirements of 92 NAC 51-006.01B and a listing of the members of the SAT or comparable problem solving team.

Legal Reference: 92 NAC 51-006.01B

5. Disability Verification and Eligibility

Eligibility for services will be determined by a multidisciplinary team based on the results of a comprehensive evaluation. The multidisciplinary team will identify whether a child is eligible for special education services based on the disability categories identified by Nebraska and Federal regulations. The multidisciplinary team will rule out the determinant factor is due to a lack of appropriate instruction in reading or math or due to lack of English proficiency. The team will prepare a written report documenting all evaluation findings in accordance with Federal and Nebraska requirements that will be provided to the parent, guardian, or appointed surrogate. When a child is not eligible for services, the multidisciplinary team will determine if general education interventions or strategies are needed.

Legal Reference: 92 NAC 51-006.03; 92 NAC 51-006.04B through 006.04N;

6. Individualized Education Program (IEP)

An individualized education program, or an individualized family service plan, is to be developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007 by teams that will include all roles identified within Federal and Nebraska rules. Any draft of an IEP that is developed will not be considered final until it is reviewed and revised based on the team, including the parent, guardian, or appointed surrogate, input, and consensus. The district will make reasonable efforts to obtain informed consent from the parent, guardian, or appointed surrogate for special education placement on the IEP form before services are initiated. Revocation of consent for services must be documented by the parent, guardian, or appointed surrogate in writing.

Legal Reference: 92 NAC 51-007

7. Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are to be educated with children who are not disabled. Placement for a student with a disability will be based upon a completed IEP developed by a group of persons, including the parent, guardian, or appointed surrogate, knowledgeable about the child, the meaning of the evaluation data, and the placement options. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (the "Least

Restrictive Environment Rules”). The District will ensure that a continuum of alternative placements is available to meet the needs of children with disabilities, particularly those in disproportionate groups, for special education and related services.

Legal Reference: 92 NAC 51-008.01

8. Procedural Safeguards

Children with disabilities and their parents, guardians, or appointed surrogates shall be afforded the required procedural safeguards. Parents, guardians, and appointed surrogates will be given a copy of their procedural safeguards annually or upon initial referral or parental (parent, guardian, or appointed surrogate) request for evaluation; upon request by a parent, guardian, or appointed surrogate; upon receipt by the school district or approved cooperative of the first occurrence of the filing of a complaint under 92 NAC 51-009.11 and the first occurrence of filing a special education due process case under 92 NAC 55; and in accordance with the discipline procedures in 92 NAC 51-016.

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

9. Disciplinary Removal of Children with Disabilities

School personnel may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for no more than ten (10) consecutive school days and for additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement. If a student with a disability violates a code of student conduct, the school district will ensure that school personnel appropriately consider unique circumstances on a case-by-case basis when determining whether a change in placement, as defined in Federal and Nebraska rules, is appropriate for the student. Change of placement decisions related to disciplinary removals will be consistent with Federal and Nebraska regulations. For disciplinary changes in placement that would exceed ten (10) consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child’s disability, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures that would be applied to children without disabilities.

Legal Reference: 92 NAC 51-016

10. Evaluation, Identification, and Reevaluation Procedures

Children with disabilities shall be evaluated, identified, and reevaluated by a team of multidisciplinary qualified professionals in accordance with 92 NAC 51-006. The MDT of a child suspected of having a specific learning disability shall include the additional requirements in accordance with 92 NAC 51-006.04K. The District will make reasonable efforts to obtain written permission for evaluation in accordance with Federal and Nebraska rules. Revocation for consent for evaluation must be documented by the parent, guardian, or appointed surrogate in writing.

The documented results of the evaluation will be provided to parent, guardian, or appointed surrogate and included in student files. All evaluation components will be at district expense. The District will utilize a variety of assessment instruments to ensure district teams have access to appropriate measures to complete evaluations. The district will follow any publisher guidelines for assessments and will not use outdated or culturally inappropriate tools.

The District will respond to a request for an Independent Educational Evaluation without unnecessary delay. The parent, guardian, or appointed surrogate will be given written notice of the District's decision to either move forward with the Independent Educational Evaluation or to initiate a hearing to determine the appropriateness of the evaluation. If the District agrees to move forward with the evaluation, locations of any evaluator shall be within a reasonable distance of the District. A reasonable distance means within 100 miles of the school building the child attends and within Nebraska. In the event this geographic area restriction would prevent a parent, guardian, or appointed surrogate from obtaining an Independent Educational Evaluation, the location of the evaluator may be outside the specified geographic area but must be within Nebraska. The District will provide the parent, guardian, or appointed surrogate with a list of qualified agencies/evaluators within the geographic area. The evaluators are to have their rates approved by the Nebraska Department of Education to be authorized to conduct the evaluation.

Legal Reference: 92 NAC 51-006

11. Confidentiality of Personally Identifiable Information

A system of safeguards will be implemented to protect the confidentiality of student records and information in accordance with law.

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

12. Transition of Children from Part C to Preschool Programs

Children participating in early intervention programs under Part C of the IDEA (early intervention services) will be appropriately evaluated, identified, and have services under Part B of the IDEA by age 3 in a manner consistent with 92 NAC 52-008. Children receiving early intervention services under Part C of the IDEA may continue to receive Part C services, upon parental consent, until the August 31st following the child's third birthday. The District will participate in transition planning conferences arranged by the designated lead agency.

Legal Reference: 92 NAC 52-008

13. Children in Nonpublic Schools

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

Legal Reference: 92 NAC 51-012.08 and 015

14. Personnel Standards and Personnel Development

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

Legal Reference: 92 NAC 51-010

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

All children with disabilities shall be included in all general state and district wide assessment programs, including assessments described under section 612(a)(16)(A) of the IDEA with

appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. The District will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities participation in assessments.

Legal Reference: 92 NAC 51-004.05

16. Suspension and Expulsion Rates

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

Legal Reference: 92 NAC 51-004.06E

17. Access to Instructional Materials

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

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

Legal Reference: 92 NAC 51-004.15

18. Over-Identification and Disproportionality

Procedures shall be in place to ensure that testing and evaluation materials and procedures utilized for the evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child. All District special education provisions will be equitably available to all children regardless of race, ethnicity, language, location, transience, income level, and access to medical care.

Legal Reference: 92 NAC 51-006.02C

19. Prohibition on Mandatory Medication

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

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

20. Transportation

Transportation will be provided for children with disabilities who are eligible for transportation and residents of the school district as required by law to access academic, related services, and nonacademic services and activities as determined by the child's IEP. Except when a parent is

transporting only his or her child, the District shall require that the driver and vehicle meet the standards required by 92 NAC 91 and 92.

Legal Reference: 92 NAC 51-014.01 through 014.02

21. Surrogates

A surrogate will be appointed, and other action taken to ensure the rights of children with a disability as required by law. The surrogate may represent the child in all matters related to the identification, evaluation, and educational placement of a child and the provision of a free appropriate public education to the child.

Legal Reference: 92 NAC 51-009.10

22. Early Intervention Services – Consent

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

Legal Reference: 92 NAC 52

Legal Reference: 34 CFR Parts 300, 303 and 304
Neb. Rev. Stat. Sec. 79-1110 to 79-1167
92 NAC 51, 52 and 55

Date of Adoption: [Insert Date]

Internal Board Policies - Methods of Operation

Agenda Construction and Control

- A. Written meeting agendas will be prepared by the Superintendent in collaboration with the President of the Board of Education. Any Board member may submit agenda items to be placed on the agenda by the Superintendent and the Board President.

- B. Control of the agenda is the responsibility of the Board President. Agenda items shall set forth the matter to be discussed at that agenda item. An agenda, kept continuously current, shall be readily available for public inspection **on the District's website** and at the office of the Superintendent of Schools of the Raymond Central Public School District during normal business hours. Except for items of an emergency nature, the agenda shall not be altered later than 24 hours before the scheduled commencement of the meeting. The School Board shall have the right to modify the agenda to include items of an emergency nature only by action taken at the public meeting at which the item is to be considered. Agenda items shall be sufficiently specific to advise the public of the issues to be discussed under that agenda item.

Legal Reference: Neb. Rev. Stat. Sec. 84-1411

Date of Adoption: [Insert Date]

Policy 8346 - Public Participation in Board Meetings

Internal Board Policies - Methods of OperationPublic Participation at Board MeetingsA. Attend

Members of the public shall be permitted to attend and to speak at board meetings. They will not be required to identify themselves as a condition for admission to the meeting.

The Board may allow advisors, consultants, and other persons who are not Board members to appear at the meeting via telephone or other similar means.

The chair has the authority to assure that people conduct themselves in an orderly manner at the meeting. Undue interruption or other interference with the orderly conduct of business will not be allowed. The chair may order persons who are disorderly to be removed from the meeting.

Legal Reference:	Sections 79-570; 79-571; Sec. 84-1411 (3) and (6); Sec. 84-1412 (1) and (3)
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B. Hear

The board will, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting.

Legal Reference:	Sec. 84-1412 (7)
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C. Record

Members of the public may use recording devices (tape recorder, video camera, etc.) to record any part of a meeting of a public body, except for closed sessions. No recording, other than note taking, shall be done without informing the President in advance. The President shall control the placement of the recording device so the device does not obstruct the view of Board members or other members of the public attending the meeting and does not otherwise interfere with the meeting.

Legal Reference:	Sec. 84-1412 (1)
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D. Access to Written Materials

At least one copy of all reproducible written material to be discussed at an open meeting will be made available at the meeting for examination and copying by members of the public.

Legal Reference:	Sec. 84-1412 (8)
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E. Speak

Members of the public will be permitted to speak at Board meetings at which a public forum is on the Agenda. Members of the public may also speak when invited to make a presentation or when recognized by the chair. The Board is not required to allow members of the public to speak at each meeting. However, the Board will not forbid public participation at all meetings.

Members of the public will not be required to have their name placed on the agenda prior to the meeting in order to speak about items on the agenda.

Any member of the public desiring to address the body shall be required to identify himself or herself, **including an address and the name of any organization represented by such person, unless the address requirement is waived to protect the security of the individual.**

The President or chair for the meeting shall have the authority to establish reasonable time limits for individual speakers and for the duration of public forum sessions.

Speakers will be permitted to address the Board consistent with free speech rights. However, offensive language, defamatory remarks, and hostile conduct will not be tolerated. Further, charges or complaints against a school employee shall not be made for the first time at a public Board meeting without having followed the school's complaint procedure.

Legal Reference: Neb. Rev. Stat. 84-1412

Date of Adoption: [Insert Date]

Bylaws of the Board - MeetingsMinutes

The Board of Education shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed. The resignation of a Board member or any other circumstance that results in a vacancy in office shall be made a part of the minutes.

The minutes shall be prepared by the secretary immediately following the meeting, shall be written, shall be available **on the District's website and** for inspection by the public and for distribution to the members of the Board within ten (10) working days, or prior to the next convened meeting, whichever occurs earlier, and shall be a part of the agenda for the next regular meeting at which time they shall be corrected, if necessary, and approved.

The minutes shall be kept in the office of the superintendent and shall be public records and open to public inspection during normal business hours. **The minutes shall also be available on the District's website for at least six (6) months.**

~~The minutes may be kept as an electronic record.~~

Legal Reference: Neb. Rev. Stat. Sections 79-555; 79-570; and 79-577
Neb. Rev. Stat. Sections 84-1408 to 1414

Date of Adoption: [Insert Date]

Approval of Next Regular Board Meeting

Motion by Matulka, second by Lange to approve the next regular Board Meeting of July 13, 2022. RCV 6-0. Motion carried.

Adjournment

Motion by Breitreutz, second by Gould to adjourn the meeting at 7:19 PM. RCV 6-0. Motion carried.