

## Regular Board of Education Meeting

Monday, January 12, 2026 6:00 PM

Gering High School - Freshmen Academy Wing  
1500 U Street  
Gering, NE 69341



## Minutes

### 1. **GPS Board of Education Information**

**Absent:** Matt Kautz, Josh Lacy, **Present:** Bryan Barrett, John Maser, Greg Trautman, Tracy Wiese.

### 2. **Opening Procedures**

2.1. Call to Order by Dr. Nicole Regan, Superintendent

The meeting was called to order by superintendent, Dr. Nicole Regan, at 6:00 pm.

2.2. Roll Call

2.3. Pledge of Allegiance

2.4. Open Meetings Act

### 3. **Board Organizational Meeting**

3.1. Election of School Board President

Greg Trautman had 4 votes (unanimous) to continue as School Board President.

### 4. **Convene the Board of Education to Order**

4.1. Election of School Board Vice President

Tracy Wiese had 4 votes (unanimous) to continue as School Board Vice President.

4.2. Dissemination of Ethics/Accountability & Disclosure statutes and Board Member Code of Ethics (Policy# 202.1).

### 5. **Consent Agenda**

5.1. Consent Appointments and Designations

5.1.i. American Civics, Curriculum & Personnel Committee (Facilitators, Dr. Regan & Kory Knight) Greg Trautman, Tracy Wiese, & John Maser

5.1.ii. Finance & Facilities Committee (Facilitator, Stacy Rodriguez): Bryan Barrett, Matt Kautz and Josh Lacy

- 5.1.iii. Board Secretary: Audrey Nightingale, Administrative Assistant to the Superintendent
- 5.1.iv. Board Treasurer: Stacy Rodriguez, Director of Finance & Facilities
- 5.1.v. Appoint Superintendent Dr. Nicole Regan as the Authorized Representative to secure funds for Gering Public Schools.
- 5.1.vi. Federal Authorized Representative: Dr. Nicole A. Regan, Superintendent of Schools
- 5.1.vii. Depository for Funds:
  - 1. Platte Valley Bank
  - 2. Riverstone Bank
  - 3. BOK Financial Services
  - 4. Computer Share
- 5.1.viii.
- 5.1.ix. School Physician: Regional West Physicians Clinic
- 5.1.x. Designation of Legal Council:
  - 5. KSB School Law
  - 6. Perry Law Firm
- 5.1.xi.
- 5.1.xii. Designation of District Newspaper of Record: Star Herald
- 5.1.xiii. Designation of ADA Compliance Officer: Julie Siebke, Director of Student Services
- 5.1.xiv. Designation of Title IX Officer: Dr. Nicole Regan, Superintendent of Schools
- 5.2. Minutes from the previous month's board meeting(s)
- 5.3. Approval of Claims/Bills
  - Fund Amount
  - 01 General \$718,796.34
  - 03 Employee \$104.50
  - 05 Activity \$74,738.00
  - 06 Nutrition \$2,182.16
  - 07 Bond \$700.00
  - 08 Special Building \$861.25
  - 09 QCPUF \$6,825.00
  - Fund Totals: \$804,207.25
- 5.4. Board Policy Adoption
  - 5.4.i. First Reading of Board Policies
  - 5.4.ii. Second Reading of Board Policies
- 5.5. Personnel Items

5.5.i. Certified Staff Contract(s)

5.5.ii. Certified Staff Resignation(s) Alexandria Gustafson - GHS, ELA Teacher  
Talera Kinsey - GHS, Math Teacher  
Nancie Riesen - GHS, ELA Teacher

## 6. **Celebration of Excellence**

### 6.1. Presentation Recognition Month - Dr. Nicole Regan

Dr. Regan presented to the Board of Education, followed by each building principal. In recognition of their service, each school dedicated a book in their library to a Board member, with the book's theme reflecting a personal quality or interest of that Board member. A simple, yet meaningful way to recognize the time and volunteer efforts our Board contributes on behalf of students.

### 6.2. Northfield Elementary - Wendee Powell

Northfield Elementary presented to the board.

7. Micheal Macias, EL coordinator for the district, spoke on behalf of his new position. He services over 40 students, Kinder-11th grade, and helps with language and literacy. He has seen significant growth over the first semester with literacy placement and oral vocabulary. He uses the programs Language & Literacy, Ellie, and Language Tree to assist in his teachings.
8. Tony Simonsen, the school counselor, touched on what Northfield has been doing to help with Family Engagement Nights. They have a family move night at the Midwest Theater and started a "Deck the Halls" night in December. They had over 300 in attendance and it was a huge success. They are discussing having future events and trying to meet parents where they are!
9. Wendee Powell, building principal, shared with the board. Her main focus was providing a positive space for kids. They have implemented emotional check-ins for kids and have created an Emotional Regulation room. They have a calming/sensory space for kids who just need to take a minute in the quiet before heading into class. The kids always have 1 on 1 support and everything is being monitored. Sometimes the kids play a quick game, read, color, or even work on a class assignment. This has significantly helped with office referrals and behavior issues in the classrooms.

### 6.3. YMCA Presentation - Conrad Bostron & Trinity Burgner

Conrad Bostron and Trinity Burgner presented to the Board of Education. Conrad spoke about the outstanding partnership Gering and the YMCA have created over the last 8 years and the great success of our childcare partnership and Seacats swing team. He presented statistics about the reach and impact of the partnership and YMCA and asked the board to consider an investment in their annual campaign to continue the growth and reach of that impact.

### 6.4. CLA Annual Audit - Molly Quinn

Molly Quinn presented to the Board. She went over the annual audit that is conducted yearly. Their responsibility is to give reasonable assurance and check internal controls. We received a clean opinion, which is the highest rating we can receive. The audit was also completed on time.

## 7. **Reports & Discussions**

### 7.1. Board Committee Report: Curriculum & Personnel

John presented the committee report and gave an update on the current vacancy status. He outlined that the committee did a deep dive into the evaluation process and tools, and that the feedback is key. He complimented building principals on the philosophy of using evaluations to build trust and communication in their schools. The committee also heard an update on the progress being made with English Learners and talked about the priority and work around secondary chronic absenteeism.

### 7.2. Board Committee Report: Business & Facilities

Bryann Barrett presented to the board. He discussed our cash flow and that we are in our lean months from what revenue comes from the State. He gave an auditorium update. Air handlers should be here in March and the sound booth and other things are being updated to make it ADA accessible. He also gave an update on the track and hoping for a design soon! They are also hoping that this track will be able to host completions! He then went on to discuss more issues at the middle school. There is a crack in the building that needs major repair as well as a leaking roof that Twin City Roofing is looking at too. We will also need to update our IT server hardware at the end of April, and we are exploring details on paying off the high school bond early. Lastly, he gave an update on our busing, and we are working on reliability in the district.

### 7.3. Superintendent's Report

Dr. Regan outlined the exceptional, voluntary contributions of time and talents that our School Board members share with our school district. She outlined how President Trautman had been in committee meetings 3 of 5 days last week as an example. She outlined how much of the work remains unseen by the general public, but the leadership is so important to the health and progress of our district. She again thanked them on behalf of the students, staff and community. Restated the progress with facilities including the auditorium, Northfield roof and track and the infrastructure investment in IT security. The Gering Middle School continues to crop new issues and additional foundation settlement and roofing issues, the need remains.

## 8. **Public Comments: 204.12**

Robert Rahmig addressed the board to provide an update on the activities of Gering FFA.

## 9. **Action Items**

9.1. Discuss, consider, and take action regarding the approval of the \$5,000 contribution to the YMCA of Scottsbluff County for the 2025-26 school year.

## 10. **Board Comments**

Greg Trautman - Thanks to Northfield and to admin and staff for all you do!

Bryan Barrett - Thanks to Tony and Wendee for the family engagement nights!

Loving the SEL happening over at Northfield. Big shout out to the YMCA and our swim team.

Tracy Wiese - Thanks to Wendee! Thanks to Micheal for taking care of our EL kids!

Love partnering with YMCA. Thanks to Robert for your comments regarding FFA.

Hoping to move forward with the middle school so we have a better faculty for our kids!

John Maser - Thanks to all admin and teachers, there is so much work that goes into everything you do! Thanks to Northfield for their presentation. Thanks to all these other board members for their commitment to GPS.

10.1. Tentative Upcoming Board Meeting/Event Dates

11. **Adjourn**

The meeting was adjourned at 7:24 p.m.

## Regular Board of Education Meeting

Monday, December 8, 2025 6:00 PM

Gering High School - Freshmen Academy Wing  
1500 U Street  
Gering, NE 69341



## Minutes

### 1. GPS Board of Education Information

**Present:** Bryan Barrett, Matt Kautz, Josh Lacy, John Maser, Greg Trautman, Tracy Wiese.

### 2. Opening Procedures

#### 2.1. Call to Order

The meeting was called to order by board president, Greg Trautman, at 6:02 p.m.

#### 2.2. Roll Call

#### 2.3. Pledge of Allegiance

#### 2.4. Open Meetings Act

### 3. Consent Agenda

A motion to approve the Consent Agenda was presented by Tracy Wiese, seconded by Josh Lacy. After voting, motion Passed.

Bryan Barrett: **Yea**, Matt Kautz: **Yea**, Josh Lacy: **Yea**, John Maser: **Yea**, Greg Trautman: **Yea**, Tracy Wiese: **Yea**

#### 3.1. Minutes from the previous month's board meeting(s)

#### 3.2. Approval of Claims/Bills

Fund Amount

01 General: \$354,956.07

03 Employee: \$324.50

05 Activity: \$32,892.69

06 Nutrition: \$16,746.77

09 QCPUF: \$3,145.00

Fund Totals: \$408,065.03

#### 3.3. Board Policy Adoption

##### 3.3.i. First Reading of Board Policies

##### 3.3.ii. Second Reading of Board Policies

#### 3.4. Personnel Items

##### 3.4.i. Certified Staff Resignation(s)

Bethany Stoney - Effective Dec. 19th, 2025

Shawn Seiler - Effective June 30th, 2026

#### **4. Celebration of Excellence**

##### **4.1. SFE Presentation - Jennifer Hall**

Jennifer Hall presented to the board: She has been the food service director for SFE since August 2025. They have launched a grab-and-go style breakfast at the high school, which is going very well. They expect participation at all buildings to grow over the course of the school year. They highlight a "harvest of the month", which helps students be engaged with what they are choosing to eat. They are going to have more tasting opportunities for students to decide the best options to serve during lunch and breakfast. Hopefully, partnering with STUCO on this. Dr. Yum is going to be coming in and teaching our preschool students some cooking skills!

##### **4.2. Annual Report - Jennifer Sibal**

Jennifer Sibal presented to the board. Jennifer went over the annual report, highlighting some key features. We will be sending this out to all families, which is something new this year. The key points in the annual report include our Strategic Plan, building updates, enrollment, student population, 98% graduation rate, educators, 1/3 of our staff are Gering Alum, state assessment scores, and budget. We also want to hear from families on their thoughts about our Gering Middle School Project.

#### **5. Reports & Discussions**

##### **5.1. Board Committee Report: Curriculum & Personnel**

Tracy Wiese presented to the board: We will be having our staffing conferences after negotiations. Meeting with GEA next week. Sad to see Shawn Seiler go, but wish him the best! Professional Development is scheduled for the spring and will be on literacy. This will eventually be a required training. We did receive a grant and have lots of teachers interested in partaking in this. Test scores are great! Math and Science, we are above the state average, but still have some work to do with ELA. Our ACT scores are also higher than the state average. Went over absenteeism at the high school.

##### **5.2. Board Committee Report: Business & Facilities**

Josh Lacy presented to the board: Reviewed budget and accounts payable listing. The auditorium renovations are in process. Middle school is falling apart! We have about a \$100-200 thousand wall repair in the gym area. We had a YMCA contribution of \$5,000. This donation used to go to Teammates. We have a bond (high school) pay off option and could potentially pay that off early. There is a meeting later this week on the design of the new track. Hoping to start that process soon!

##### **5.3. Superintendent's Report**

Dr. Regan presented to the board:

For tonight's report I'd like to highlight the front page of the Star Herald on Saturday, December 6th. It has a front page article with the title, "Getting Students College Ready." The article goes in detail about the State Assessment Scores for the 2 largest districts in the Panhandle, with Gering being one of them. Our state assessment scores are measured through an accountability system called AQuESTT (Accountability for a Quality Education System, Today and Tomorrow). For Nebraska high schools, the ACT test is the accountability test that measures proficiency in ELA (which includes writing), Math, and Science. This was a big year for us because the significant growth in the data at the high school has accelerated us from "good to great" in an overall rating on achievement. Instead of speaking about this rating, I thought I would have the data results speak for themselves in the comparison of the two districts:

SB

Gering

ELA 38.3%	44.6%
Math 38.7%	45.5%
SCI 42.6%	47.1%
Composite 17.9%	18.1%

15% decrease in non-proficient students over 3 years.

98% graduation rate: highest in AQuESTT Assessment history.

Progress takes time, and I am incredibly proud of the high school administrators and teachers who have infused a culture of assessment and have poured into students about their education experience and success in school. So tonight, I celebrate them and I know the tremendous growth that is occurring in the middle and elementary grades will see great gains in the near future through AQuESTT. Bottom line: we are trending well in the right direction.

Girls/boys basketball/wrestling had a great winning weekend! Holiday performances this week for Geil and Lincoln Elementary.

**6. Enter into Executive Session for the sole purpose of discussing personnel matters to prevent needless injury to the reputation of an individual if deemed necessary.**

A motion to enter into Executive Session to include Dr. Nicole Regan was presented by Bryan Barrett, seconded by John Maser. After voting, motion Passed.

Bryan Barrett: **Yea**, Matt Kautz: **Yea**, Josh Lacy: **Yea**, John Maser: **Yea**, Greg Trautman: **Yea**, Tracy Wiese: **Yea**

The Board moved into Executive Session at 6:43 p.m.

**7. Reconvene from the Executive Session.**

The board reconvened from Executive Session at 7:16 p.m.

**8. Any action deemed necessary as a result of the Executive Session discussion.**

**9. Public Comments: 204.12**

**10. Action Items**

10.1. Discuss, consider, and take action to review and approve the Superintendent's 2025-2026 school year evaluation.

A motion to approve the Superintendent's 2025-2026 school year evaluation was presented by Josh Lacy, seconded by Matt Kautz. After voting, motion Passed.

Bryan Barrett: **Yea**, Matt Kautz: **Yea**, Josh Lacy: **Yea**, John Maser: **Yea**, Greg Trautman: **Yea**, Tracy Wiese: **Yea**

10.2. Discuss, consider, and take action regarding the annual review and approval of the Superintendent's 2026-2027 school year contract and salary.

**A motion to move into Executive Session was presented by Josh Lacy, seconded by Bryan Barrett. After voting, the motion passed. The Board entered into Executive Session at 7:19 p.m. The Board reconvened from Executive Session at 7:37 p.m.**

A motion to approve the Superintendent's 2026-2027 school year contract and salary was presented by Tracy Wiese, seconded by Matt Kautz. After voting, motion Passed.

Bryan Barrett: **Yea**, Matt Kautz: **Yea**, Josh Lacy: **Yea**, John Maser: **Yea**, Greg Trautman: **Yea**, Tracy Wiese: **Yea**

**11. Board Comments**

Matt Kautz - Go Bulldogs!

Josh Lacy - Thanks for coming tonight. We are moving in the right direction. Our education is excellent!

John Maser - Happy Holidays!

Bryan Barrett - Thanks for being here. Thanks for the annual report.

Tracy Wiese - We are moving in the right direction. We are a united board, good leadership.

Greg Trautman - We are a unified board, even when we have to have hard conversations.

Compliments on our test scores and leadership at Central Office. Had a great State Conference. Moving forward, we will be discussing moving the approval of the Superintendent contract to be held in April.

#### 11.1. Tentative Upcoming Board Meeting/Event Dates

### **12. Adjourn**

The meeting was adjourned at 7:42 p.m.

December Check Listing

Hometown Leasing	\$5,616.02	1
City Of Gering	\$11,188.54	1
Life First Learning	\$4,400.00	1
Praise Windows, Inc.	\$180.00	1
Quadient Finance USA, Inc.	\$1,000.00	1
Quadient Leasing USA, Inc.	\$616.14	1
Sandberg Implement, Inc.	\$20,351.73	1
City Of Gering	\$50,618.33	1
Scotts Bluff County Clerk	\$1,798.18	1
Regan, Nicole	\$314.30	1
Scenario Learning, LLC	\$1,050.00	1
A & A Porta Potties, LLC	\$100.00	1
Ace Hardware	\$1,160.52	1
AcroVista Software	\$578.95	1
Action Communications	\$2,927.54	1
Adams Middle School	\$180.00	1
Allo Communications	\$5,955.46	1
Anderson-Shaw Construction, Inc.	\$1,965.30	1
Bio Company, Inc	\$1,501.69	1
Bluffs Physical Therapy	\$5,418.65	1
Bsn Sports	\$7,407.30	1
Bytes Computer & Network Solutions	\$30,243.61	1
Cash-Wa Distributing of Kearney, Inc	\$1,566.12	1
CDW Government, LLC	\$500.00	1
City Of Gering	\$1,823.50	1
City of Gering: LANDFILL	\$73.71	1
Classic Lanes	\$300.00	1
Clemens Carpet	\$166.60	1
CliftonLarsonAllen LLP	\$45,425.01	1
Column Software, PBC	\$174.53	1

Connell, Jamie	\$107.04	1
Creative Sites, LLC	\$9,500.00	1
Culligan Of Scottsbluff	\$941.25	1
Das State Accounting - Central Finance	\$317.87	1
Deanna Ysac	\$39.90	1
Doane University-OTHB	\$180.00	1
Docu-Shred	\$70.00	1
Dominic Murillo	\$115.00	1
Domino'S Pizza	\$137.24	1
Eakes Office Solutions	\$155,273.67	1
Emily Rose	\$30.94	1
Engineered Controls, Inc.	\$5,970.00	1
ESU Coordinating Council	\$922.50	1
ESU13	\$94,054.18	1
FBG Service Corporation	\$362.00	1
Ferguson Signs, Inc.	\$765.00	1
First Student, Inc.	\$204,058.69	1
Follett Content Solutions LLC	\$80.55	1
Fresh Foods Inc.	\$8.00	1
Frontier Overhead Door	\$2,500.00	1
Hilton Garden Inn Omaha Downtown	\$293.30	1
Intralinks, Inc.	\$2,255.15	1
J.W. Pepper And Sons, Inc.	\$362.49	1
Johnson Cashway _8920	\$12.89	1
Kansas City Audio-Visual, Inc.	\$304.38	1
Kiana Baldwin	\$23.66	1
KSB School Law	\$350.00	1
Lakeshore Learning Materials	\$89.95	1
Legacy Cooperative	\$22.00	1
Logoz Llc	\$116.00	1
Menards	\$686.10	1

Misner's Seamless Rain Gutters LLC	\$346.00	1
Moravek, Michael	\$119.21	1
NAfME	\$143.00	1
NASB - NE. Association of School Boards	\$1,766.00	1
Nebraska Tire, Inc.	\$1,467.42	1
Northwest Pipe Fittings, Inc.	\$5.98	1
O'Reilly Auto Parts	\$629.71	1
OneSource	\$82.00	1
Pearson	\$196.80	1
Pipe Works Plumbing, LLC	\$200.00	1
Praise Windows, Inc.	\$180.00	1
ProQuest, LLC	\$554.15	1
RAKA Rentals	\$543.03	1
Rebecca Chavez	\$29.40	1
School Health Corporation	\$9.56	1
Scottsbluff High School _15901	\$50.00	1
Team Chevrolet	\$977.02	1
Tidal Wave Auto Spa	\$90.00	1
Twin Cities Development Assoc.	\$250.00	1
Winsupply Scottsbluff Ne Co	\$2,214.27	1
Wpci	\$1,167.00	1
Wills Wood Craft And Co	\$2,825.00	1
Wills Wood Craft And Co	\$2,000.00	1
Visa	\$18,399.31	1
Regional Care, Inc.	\$104.50	3
District 12 FCCLA	\$184.00	5
Domino'S Pizza	\$128.96	5
Gering Bakery-Ahlers Baking Inc.	\$66.60	5
Music Theatre International	\$3,610.00	5
Pepsi Cola Of Western Nebraska	\$1,101.65	5
Southeastern Career Apparel	\$2,360.70	5

Varsity Spirit, LLC	\$10,259.95	5
Farmer & Son BBQ	\$988.00	5
Carissa Marie Zabel	\$159.30	5
Castaneda, Armond	\$75.00	5
Christopher Jackson	\$75.00	5
Ehler, Brock D	\$180.00	5
Ehler, Jay	\$180.00	5
Isenbart, Chase	\$75.00	5
Jared Stone	\$175.00	5
Jeremiah Luber	\$75.00	5
Salazar, Denzel E.	\$130.00	5
Schnell, Klent A.	\$232.00	5
Shaddick, Justin	\$150.00	5
Stack, Robert	\$280.00	5
Castaneda, Armond	\$130.00	5
Castaneda, Armond	\$130.00	5
Christopher Jackson	\$75.00	5
Salazar, Denzel E.	\$150.00	5
Castaneda, Armond	\$150.00	5
AllTeam Sportswear	\$3,651.00	5
Chadron High School	\$100.00	5
Club's Choice Fundraising	\$3,050.46	5
Cozad High School	\$175.00	5
Domino'S Pizza	\$272.06	5
Eakes Office Solutions	\$91.08	5
Elite Sportswear LP	\$389.70	5
Enrico C. Gonzlaes	\$1,071.00	5
Epic Sports Inc.	\$1,509.13	5
FloSports, Inc.	\$100.00	5
ImPACT Applications, Inc.	\$800.00	5
Logoz Llc	\$5,080.00	5

Mitchell Public Schools	\$75.00	5
Pepsi Cola Of Western Nebraska	\$640.60	5
Print Express	\$129.50	5
Rudis	\$2,122.12	5
Scotts Bluff Country Club	\$1,001.85	5
Scottsbluff High School _15901	\$250.00	5
The Foreign Candy Company, Inc.	\$287.95	5
Nathan Seiler	\$130.00	5
Trevor Schwartz	\$130.00	5
Ashley Rider	\$130.00	5
Castaneda, Armond	\$150.00	5
Griess, Dave	\$75.00	5
Jamey Balthazor	\$390.00	5
Madison Seiler	\$75.00	5
Nathan Seiler	\$195.00	5
Perez, Stephanie	\$130.00	5
Salazar, Denzel E.	\$150.00	5
Trevor J. Hergenreder	\$130.00	5
Castaneda, Armond	\$150.00	5
Madison Seiler	\$75.00	5
Nathan Seiler	\$75.00	5
Perez, Stephanie	\$75.00	5
Trevor J. Hergenreder	\$130.00	5
Trevor J. Hergenreder	\$75.00	5
Cody C. Kostman	\$137.00	5
Matthew Ferguson	\$137.00	5
Seth C, Adam	\$137.00	5
Legacy Cooperative	\$367.50	5
Awards Unlimited	\$815.64	5
Bloom Flower Wall Rentals	\$165.00	5
Bridgeport High School	\$100.00	5

Cash-Wa Distributing of Kearney, Inc	\$1,255.15	5
Cheyenne East	\$300.00	5
Comfort Inn - Lexington	\$936.00	5
Domino'S Pizza	\$377.43	5
Fresh Foods Inc.	\$85.29	5
Gering Bakery-Ahlers Baking Inc.	\$114.30	5
GHS Courtesy Fund	\$13.86	5
Harco Athletic Reconditioning, Inc.	\$4,943.00	5
La Vista Embassy Suites	\$2,126.25	5
Lexington High School	\$85.00	5
Molly's Custom Silver	\$201.35	5
Natrona County School District No 1	\$300.00	5
Pepsi Cola Of Western Nebraska	\$1,188.95	5
Sidney Public Schools _16210	\$50.00	5
Varsity Spirit Fashions & Supplies, LLC	\$2,741.05	5
Daniel J. Fox	\$75.00	5
Gering Middle School Booster Club	\$411.76	5
Jamey Balthazor	\$180.00	5
Lance Juelfs	\$260.00	5
Tory Schwartz	\$180.00	5
Noah Shaddick	\$75.00	5
Kadie Elizabeth Marez	\$150.00	5
Visa	\$10,532.86	5
Castaneda, Armond	\$75.00	5
Christopher Jackson	\$75.00	5
Derr, Brad	\$180.00	5
Isenbart, Chase	\$75.00	5
Jamey Balthazor	\$180.00	5
Moreno, Pete	\$180.00	5
Olsen, Michael	\$250.00	5
Perez, Stephanie	\$75.00	5

Peters, Bj	\$75.00	5
Tory Schwartz	\$180.00	5
Van Tilburg, Alan	\$219.00	5
Castaneda, Armond	\$75.00	5
Christopher Jackson	\$75.00	5
Isenbart, Chase	\$75.00	5
Olsen, Michael	\$250.00	5
Perez, Stephanie	\$75.00	5
Eakes Office Solutions	\$339.16	6
Menards	\$6.99	6
Visa	\$1,836.01	6
Computershare Trust Company, N.A.	\$700.00	7
JEO Consulting Group, Inc.	\$861.25	8
JEO Consulting Group, Inc.	\$6,825.00	9

**POLICY 718**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

FISCAL MANAGEMENT INTERNAL CONTROLS

The District will develop the necessary procedures to comply with the following fiscal management internal controls relating to oversight of all federal and state grant programs.

Equipment Management Requirements: The District will manage equipment (including replacement equipment), whether acquired in whole or in part under a Federal award, until the District disposes of that equipment, to meet the following requirements of 2 CFR 200.313 and 2 CFR 200.33:

1. Maintain property records procedure and policies (include description, serial number or other identification number, source of funding, acquisition date, etc.);
2. Develop and maintain a physical inventory procedure to occur a minimum of every 2 years;
3. A Control System procedure to ensure adequate safeguards are in place;
4. Develop and implement adequate maintenance procedures for such equipment;
5. Develop and implement sales procedures for such equipment; and
6. Develop and implement disposition procedures for such equipment.

Procurement: The District will use its own documented procurement procedures which reflect applicable State, local, and tribal laws and regulations, provided that the procurements conform to applicable Federal law and the standards identified below from 2 CFR 200.320;

1. A procedure for micro-purchases (Under ~~10,000~~ 15,000);
2. A procedure for small purchases (10,000 to ~~250,000~~ 350,000);
3. A procedure for sealed bids (using Lowest Bidder for over ~~250,000~~ 350,000);
4. A procedure for competitive proposals (including showing why not sealed bids were not used for over ~~250,000~~ 350,000); and
5. A procedure for noncompetitive bids (when sole sourced, must prove only source).

Record Retention: Financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award must be retained for a period of three years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or pass-through entity in the case of a sub-recipient in accordance with 2 CFR 200.333. Other records will be retained for a period of time as required by law.

Suspension and Debarment: The District may not subcontract with or award subgrants in any Federal assistance program to any person or company who is debarred or suspended and is required to check for excluded parties at the System for Award Management, SAM (formerly the

Excluded Parties List System, EPLS) website before any procurement transaction in accordance with 2 CFR 200.213 and Policy 706.07 Suspension and Debarment.

Financial Management: The District must develop and maintain financial management systems to account for federal funds, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award. Such records must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award in accordance with 2 CFR 200.302. See also §200.450 Lobbying.

The financial management system of each non-Federal entity must provide for the following;

1. A procedure for identification of all Federal awards received and expended and the Federal programs under which they were received;
2. A procedure for accurate, current, and complete disclosure of the financial results of each Federal award or program in accordance with reporting requirements
3. A procedure to maintain records that identify adequately the source and application of funds for federally funded activities.
4. A procedure for maintaining effective control over, and accountability for, all funds, property, and other assets.
5. A procedure for comparing District expenditures with budget amounts for each federal award.
6. A procedure to ensure payments of federal funds are made in accordance with 2 CFR 200.305.
7. A procedure for determining the allowability of costs in accordance with 2 CFR 200.305 Subpart E-Cost Principles and the term and conditions of the Federal award.

Program Income: The District will follow the guidance of the Federal awarding agency in how it uses, applies and accounts for all income received under those programs as listed below in accordance with 2 CFR 200.307;

1. Deduction. Ordinarily program income must be deducted from total allowable costs to determine the net allowable costs
2. Addition. With prior approval of the Federal awarding agency program income may be added to the Federal award by the Federal agency and the non-Federal entity. The program income must be used for the purposes and under the conditions of the Federal award.
3. Cost sharing or matching. With prior approval of the Federal awarding agency, program income may be used to meet the cost sharing or matching requirement of the Federal award. The amount of the Federal award remains the same.

Cost Sharing or Matching: For all Federal awards, any shared costs or matching funds and all contributions, including cash and third party in-kind contributions, must be accepted as part of the District's cost sharing or matching when such contributions meet all of the following criteria in accordance with 2 CFR 200.306 and a procedure must ensure these criteria are covered:

- (1) Are verifiable from the District's records;
- (2) Are not included as contributions for any other Federal award;
- (3) Are necessary and reasonable for accomplishment of project or program objectives;
- (4) Are allowable under 2 CFR 200.305 Subpart E—Cost Principles;
- (5) Are not paid by the Federal Government under another Federal award, except where the Federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
- (6) Are provided for in the approved budget when required by the Federal awarding agency; and
- (7) Conform to other provisions of the law, as applicable in the terms and conditions of the federal award.

Unexpected or Extraordinary Circumstances: For all Federal awards, If the District does not currently have in place a policy that addresses extraordinary circumstances such as those caused by COVID-19, the District may later amend or create a policy in order to put emergency contingencies in place for Federal and non-Federal similarly situated employees in accordance with 2 CFR 200 et seq. If the conditions exist for charges to be made to the Federal grant, charges may also be made to any non-Federal sources that are used by the District in order to meet a matching requirement. The District may develop a procedure to ensure that federal expenditures during the unexpected or extraordinary circumstance are allowable.

Compensation for personal services:

(a) General. Compensation for personal services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages, salaries, and fringe benefits in accordance with 2 CFR 200.430 and .431. Costs of compensation are allowable to the extent that they satisfy the following requirements;

1. Is reasonable for the services rendered and conforms to the established written policy and procedures of the District consistently applied to both Federal and non-Federal activities;

Compensation and fringe benefits: (a) Fringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages. Fringe benefits in accordance with 2 CFR 200.431 include, but are not limited to, the costs of leave (vacation, family-related, sick or military), employee insurance, pensions, and unemployment benefit plans. Except as provided elsewhere in these principles, the costs of fringe benefits are allowable provided that the benefits are reasonable and are required by law, District employee agreement, or an established policy of the District.

(b) Leave. The cost of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

1. They are provided under established written leave policies;

Standards for Documentation of Personnel Expenses: (1) Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed in accordance with 2 CFR 200.430. These records must:

(i) Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;

(ii) Be incorporated into the official records of the District;

(iii) Reasonably reflect the total activity for which the employee is compensated by the non-Federal entity, not exceeding 100% of compensated activities;

(iv) Encompass both federally assisted and all other activities compensated by the District on an integrated basis, but may include the use of subsidiary records as defined in the District's written policy;

(v) Comply with the established accounting policies and practices of the District; and

(vi) Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.

(vii) Budget estimates do not qualify as support for charges to Federal awards, but may be used for interim accounting purposes, provided that:

(A) The system for establishing the estimates produces reasonable approximations of the activity actually performed;

(B) Significant changes in the corresponding work activity (as defined by the District's written policies) are identified and entered into the records in a timely manner. Short term (such as one or two months) fluctuation between workload categories need not be considered as long as the distribution of salaries and wages is reasonable over the longer term; and

(C) The District's system of internal controls includes processes to review after-the-fact interim charges made to a Federal award based on budget estimates. All necessary adjustments must be made such that the final amount charged to the Federal award is accurate, allowable, and properly allocated.

(2) In accordance with Department of Labor regulations implementing the Fair Labor Standards Act (FLSA) (29 CFR part 516), charges for the salaries and wages of nonexempt employees, in addition to the supporting documentation described in this section, must also be supported by records indicating the total number of hours worked each day.

**Approved** 02/06/2025   **Reviewed** \_\_\_\_\_   **Revised** \_\_\_\_\_

**POLICY 802.7**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**SCHOOL FOOD PROCUREMENT**

The following procurement policy statement shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. This statement is meant to provide guidance to our personnel and vendors on acceptable and / or required procurement practices. Our goal is to fully implement all required and recommended procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and by the State Agency.

Procurement Policy

The purchasing procedure to be followed shall be determined by the anticipated total annual expenditure on items related to the food service program:

- When the annual total for food service program related items is less than ~~\$250,000~~ **\$350,000** per year (per procurement event or in aggregate purchases) this District will follow the informal Small Purchase Procedure.
- When the annual total for food service program related items is greater than ~~\$250,000~~ **\$350,000** per year (per procurement event or in aggregate purchases) this District will follow the Formal Competitive Solicitation Procedures.

Micro-Purchase Procedures

Micro-Purchases may be used for a single purchase under ~~\$10,000~~ **\$15,000** made with a vendor [2 CFR 200.320(a)].

Prices will be reviewed for reasonableness [2 CFR 200.320(a)].

Purchases will be spread equitably among all qualified sources [2 CFR 200.320(a)].

Small Purchase Procedures

For purchases made below the small purchase threshold, a Small Purchase Procedures will be utilized to purchase necessary goods and services. When Small Purchase Procedures are used, this District will take the following steps:

1. Contact a minimum of three potential vendors
2. Document each vendor's quoted price
3. Select the company that provides the lowest, most responsive, and responsible bid
4. Inform all bidding companies in writing of the final decision made by the sponsor
5. Write a contract for meal service between the sponsor and the winning bidder.

Formal Competitive Solicitation Procedures

For purchases made in excess of the small purchase threshold, a Formal Competitive Solicitation will be conducted. When Formal Competitive Solicitation Procedures are used, this District will take the following steps:

1. Prepare an IFB or RFP document specifically addressing the items to be procured
  - a. Include detailed specifications
  - b. Ensure price will be most heavily weighted

2. Publicly announce and advertise the bid/proposal at least 30 calendar days prior to bid opening
  - a. Announcements will include the date, time and location in which bids will be opened
3. Determine the most responsive and responsible bid/proposal by using the selection criteria set forth in the bid/proposal document
  - a. Responsive bidders will be those whose bid/proposal conform to all of the terms, conditions and requirements of the IFB/RFP
4. Award the contract
  - a. To the most responsive and responsible bidder based on the criteria set forth in the IFB/RFP
  - b. At least two weeks before program operations begin
  - c. If a protest is received, it must be handled in accordance with 7 CFR 210.21
5. Retain all records pertaining to the formal competitive bid process for a period of five years plus the current year

(Note: If the bid threshold established in the sponsor's procurement policy statement is less than \$150,000, the smaller bid threshold will govern.)

This District incorporates the following elements into the Procurement Policy Statement, as required by 2 CFR 200 and 7 CFR parts 210.

A. Competition: We shall demonstrate our goods and services are procured in an openly competitive manner. Competition will not be unreasonably restricted. [7 CFR 210.21(c)(1)] [2 CFR Part 200.319(a)(1-7)]

B. Comparability: We recognize for true competition to take place, we must maintain reasonable product specifications to adequately describe the products to be purchased and the volume of planned purchases based upon pre-planned menu cycles. 2 CFR 200.319(a)(6)

C. Documentation: We shall maintain for the current year and the preceding three years all menus, production records, invitations to bid, bid results, bid tabulations or any other significant materials that will serve to document our policies and procedures. [2 CFR 200.318(i)]

D. Code of Conduct: This program shall be governed by the attached Code of Conduct and it shall apply to all personnel, employees, directors, agents, officers, volunteers or any person(s) acting in any capacity concerning the food service procurement program. [2 CFR 200.318(c)(1)]

E. Procurement Review Process: This procurement plan shall receive an internal program review on an annual basis by a staff person who is not associated with the food service procurement process. This review shall be summarized in written form and kept with the other required program documentation.

F. Contract Administration: Purchases shall be checked or verified by designated staff to assure that all goods and services are received and prices verified. All invoices and receipts shall be signed, dated, and maintained in the documentation file. [2 CFR Part 200.318(b)]

#### G. General Requirements:

- Small, minority, and women's businesses and labor surplus firms are used when possible. [2 CFR 200.321]
- Ensure compliance with Buy American Provision. [7 CFR 210.21(d)]
- A cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold including contract modifications. [2 CFR 200.323(a)]
- Documented Procurement Procedures and activities will be maintained. [2 CFR 200.318(a)]

#### H. Duties of Food Service Supervisor:

1. To work with staff and clients in developing acceptable menus for breakfast and lunch.
2. To compile market orders or requisitions for purchases which accurately reflect the total quantities of required foods to be ordered per (day, week or month).
3. To place and confirm orders with vendors, or make plans to purchase the required items.
4. To keep program menus up to date by testing and using new products and seeking feedback from staff and clients.
5. To send out bid quotation forms to vendors who have expressed an interest in doing business with the sponsor.
6. To make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service and price.
7. To work with vendors on a fair and equal basis.
8. To develop a list of acceptable brands. (multiple Brands per bid item when possible)
9. To conduct an in-house procurement review once per year

#### School Food Authority Code of Conduct

The District seeks to conduct all procurement procedures in compliance with state and federal regulations and to prohibit conflicts of interest with employees engaged in the selection, award and administration of contracts.

No employee, officer, or agent of the District may participate in the selection, award, or administration of a contract supported by Federal, State, or local funds if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

No officer, employee, or agent of the District may solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

Officers, employees, or agents of the District who violate this policy shall be subject to appropriate disciplinary actions.

Legal Reference: 2 CFR 200 Uniform Admin. Requirements, Cost Principles,  
and Audit Requirements for Federal Awards  
7 CFR 210 National School Lunch Program  
2 CFR 200.317-326 Super Circular  
7 CFR 210.21 NSLP Procurement  
7 CFR 220.16 Breakfast Program  
7 CFR 225 Summer Food Service Program  
7 CFR 3016—Uniform Admin. Requirements For Grants And  
Coop. Agreements To State And Local Governments

**Approved** 9/18/17

**Reviewed** 8/27/18, 4/27/20

**Revised** 9/17/18, 5/18/20

**POLICY 608.1**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**STUDENT GUIDANCE AND COUNSELING PROGRAM**

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

Cross Reference:    704    Student Records  
                          604    Instructional Curriculum  
                          605    Alternative Programs

**Approved** 11/15/10

**Reviewed** 3/25/19

**Revised** 4/15/19

**POLICY 608.2**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**STUDENT HEALTH SERVICES**

Health services shall be coordinated with the health education and physical education curriculum. The program shall be designed to help each student protect, improve and maintain physical, emotional and social well-being. Areas to be considered include, but are not limited to:

- environmental health and safety;
- emergency health procedures and responsibilities;
- health promotion;
- communicable disease prevention and control;
- staffing for the school health program;
- administering of prescription medication;
- acute or chronic health problems;
- health assessment and screening;
- record keeping; and
- program evaluation.

Nurses and other medical employees employed by or requested to conduct services for the board shall hold and maintain a current Nebraska license and meet the requirements of the Nebraska Department of Education if required by the school district. Student records will be monitored for evidence of immunization as required by state statute. In addition to the health services provided in the curriculum, the school district will provide the following district-wide health services:

- annual vision screening tests;
- annual audiometer screening tests;
- annual spinal screening; and
- annual height and weight measurement.
- 

The services listed above will be provided in conjunction with state public health officials and local hospitals.

The superintendent shall provide a written report on the role of health services in the education program to the board annually.

Cross Reference: 502.03 Entrance - Admissions  
508 Student Health and Well-Being  
**Approved** 10/20/03      **Reviewed** 09/15/03,      **Revised** 4/15/19  
3/25/19

**POLICY 609.1**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Board supports building level school improvement processes and projects for the purpose of attaining higher educational achievement levels for the district's students. An important part of school improvement is the on-going evaluation of the curriculum and instructional program of the district. Programs will be evaluated with respect to both their effectiveness and efficiency as means of delivering student education.

The superintendent shall develop guidelines by which the instructional staff will evaluate the instructional program on a periodic basis.

Legal Reference: NDE Rule 10.004.07A

**Approved** 11/15/10

**Reviewed** 3/25/19

**Revised** 4/15/19



**POLICY 610.2**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**TEST OR ASSESSMENT ADMINISTRATION**

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

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

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

Cross Reference:     611     Academic Achievement  
                          1005.02 Parent Relations Goals

**Approved** 11/15/10

**Reviewed** 5/31/11, 3/25/19

**Revised:** 7/18/11, 4/15/19

**POLICY 610.2F1  
GERING PUBLIC SCHOOLS  
GERING, NE**

NOTIFICATION OF POSSIBLE STUDENT RETENTION

Date: \_\_\_\_\_

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Present Grade Level: \_\_\_\_\_ School Year: \_\_\_\_\_

After considerable professional deliberation regarding your student's progress, testing results and skill level, the recommendation has been made that \_\_\_\_\_ remain at his or her present grade level for the upcoming school year.

As was explained to you by your student's teacher, your student's accomplishments are not meeting the standards of expected achievement for this year in school. This may result in more serious learning difficulties in the future without the recommended retention in his or her present grade level.

Please indicate your support or nonsupport of this recommendation below, and return this form to the school office no later than \_\_\_\_\_.

\_\_\_\_\_ I support the recommendation that my student remain at his or her present grade level for the upcoming year.

\_\_\_\_\_ I do not support the recommendation that my student remain at his or her present grade level for the upcoming school year. If the decision to retain my student is reversed, I voluntarily release the district, its employees, agents and representatives from all risk and liability associated with my request for my student's promotion.

\_\_\_\_\_  
(Teacher Signature)

\_\_\_\_\_  
(Principal Signature)

\_\_\_\_\_  
(Parent Signature)

**Approved 11/15/10**

**Reviewed**

**POLICY 610.2F2  
GERING PUBLIC SCHOOLS  
GERING, NE**

**OFFICE RETENTION NOTICE**

Date: \_\_\_\_\_

Student: \_\_\_\_\_

Present Grade Level: \_\_\_\_\_

The criteria used in making a recommendation of this student are as follows (include behavior, classroom performance, skill levels, achievement test scores, etc.):

\_\_\_\_\_  
(Teacher Signature)

This form must be filled out on all recommendations for retention whether the students is actually retained or not. Submit to the building principal by \_\_\_\_\_.

**Approved 11/15/10**

**POLICY 610.2R1**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**RETENTION FOR STUDENTS, GRADES K-8**

If a teacher feels it is in the student's best interest to repeat a grade level, the following steps must be taken:

1. By mid-February, teachers or retention candidates will have made initial contact with parents;
2. Retention candidates will be referred to the principal for consideration for special services, counseling and intervention;
3. By mid-April, the second parent contact will be made and permission secured for any necessary retention testing;
4. The administrative team will review the information collected on each student, ensure that all necessary information is at hand, and make tentative determination of the instruments to be used in the evaluation;
5. The testing team will conduct evaluations on the students that have been identified for possible retention;
6. At the conclusion of the testing, the testing team will review all information on the retention candidates and make recommendations known to the principal;
7. A conference with the parents of each student tested will be conducted;
8. Principal to make final decision regarding each student.

**Approved 11/15/10**

**POLICY 611.1**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**STUDENT PROGRESS REPORTS**

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

Cross Reference: 507 Student Records

**Approved** 10/20/03

**Reviewed** 8/22/16, 3/25/19 **Revised** 9/19/16

**POLICY 611.2**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

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

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

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

A student in kindergarten through fourth grade may be retained due to academic needs, illness, or excessive absenteeism. A student in fifth through twelfth grade may be retained due to excessive absenteeism.

Excessive absenteeism means that the student was absent fifty percent or more of the school year and included excused absences, unexcused absences, and absences due to suspension or expulsion. Absences due to approved school -related activities, such as field trips, competitions, athletic events, and testing, are not included. Illness means that the student experienced a severe mental or physical illness resulting in hospitalization of two or more weeks during the school year.

A parent or guardian wishing to request their student repeat a grade shall meet with the superintendent or designee to discuss having the student repeat a grade. The parent or guardian shall provide evidence of academic needs, illness, or excessive absenteeism that would justify the student repeating the grade. At the meeting, the superintendent shall identify any alternative educational opportunities, including remedial instruction, if applicable, and verify any special education supports available to the student. If the parent or guardian still intends their student to repeat a grade, they shall complete and submit the district's required form. If all other requirements of district policy and state statute are met, the district shall have the student repeat the grade for the next school year. The district shall file the form with the Nebraska Department of Education.

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

Legal Reference: Nebraska Statute 79-526

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**Approved** 7/18/11

**Reviewed** 05/31/11, 3/25/19

**Revised** 4/15/19

**POLICY 611.3**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

STUDENT HONORS AND AWARDS

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

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

Cross Reference:    506    Student Activities  
                          611    Academic Achievement  
                          Student Handbook

**Approved** 10/20/03

**Reviewed** 5/31/11, 3/25/19    **Revised** 4/15/19

**POLICY 611.4  
GERING PUBLIC SCHOOLS  
GERING, NE**

**PARENT CONFERENCES**

Parent-teacher conferences will be held each semester to keep the parents informed of academic progress.

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

Cross Reference: 507 Student Records

**Approved** 10/20/03

**Reviewed** 5/31/11, 3/25/19 **Revised** 4/15/19

**POLICY 611.5  
GERING PUBLIC SCHOOLS  
GERING, NE**

**GRADING GUIDELINES**

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

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

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

**Approved** 10/20/03

**Reviewed** 05/31/11,  
4/22/19

**Revised** 5/20/19

**POLICY 611.6  
GERING PUBLIC SCHOOLS  
GERING, NE**

**CLASS RANKINGS AND GRADE POINT AVERAGE**

The official grade point average (GPA) of graduating students is based on a minimum of 8 semesters of studies in order to allow students sufficient opportunity for demonstrating achievement. Temporary GPA's will be sent to colleges and universities who request information for admission.

The official GPA will be furnished to post-secondary institutions upon request.

~~The district will name a Valedictorian(s) based upon class rank of students' curriculum. The Valedictorian(s) must complete the two semesters of their senior year in the district.~~

**Approved** 10/20/03

**Reviewed** 5/31/11, 4/22/19 **Revised** 5/20/19

**POLICY 611.7**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**GRADUATION REQUIREMENTS**

Students must successfully complete the courses required by the Board and Nebraska Department of Education in order to graduate.

It shall be the responsibility of the superintendent to ensure that students complete grades one through twelve and that high school students complete 250 credits prior to graduation. The following credits will be required:

Language Arts	40	credit hours
Science	30	credit hours
Mathematics	30	credit hours
Social Studies	30	credit hours
Physical Education	10	credit hours
Total Required Hours	110	credit hours
Total Elective Hours	105	credit hours
Total Elective Hours	90	credit hours
Total Required Hours for Graduation	250	credit hours

Each student must complete at least one, five-credit course in financial literacy or personal finance prior to graduation. The required courses of study will be reviewed by the Board annually.

Each student shall complete and submit a Free Application for Federal State Aid (FAFSA) prior to graduation unless the required opt-out form is submitted either: (1) the parent or legal guardian; (2) the Principal, if the Principal determines good cause exists for not requiring the student to complete the FAFSA; or (3) an emancipated student or a student of at least 19 years of age.

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

#### IDEA Considerations

Graduation with a regular high school diploma or reaching the maximum age of eligibility both result in termination of a student's eligibility for Special Education (IDEA) services.

Procedurally, the students Individualized Education Program (IEP) team must meet to review the students status and issue the appropriate coding for the student, specifically 210 or 211 as described in the ADVISER Data Elements Manual, a reasonable time before the student's eligibility is terminated. These meetings may be held via the telephone or thorough virtual platform (e.g Zoom, Google, etc.) and should include the student (if possible). The school district must also provide the student with a summary of performance prior to graduation or ending services because of age. Some IEP teams may have already provided a Notice of Graduation or Notice of Ending Services Due to Age to certain students. As this is an issue of IDEA eligibility, the Nebraska Department of Education recommends that the school districts make every effort to complete these steps in a timely manner.

#### Requirement Related to American Civics (Nebraska Revised Statute 79-724

The requirements within Nebraska Revised Statute 79-724 took effect September 1, 2019. and the NDE considers 2019-2020 a transition year of implementation. Even so, opportunities may exist in an alternate learning environment to meet requirement within 79-724

- If a district intends to administer the civics portion of the U.S. Citizenship and Immigration Service Naturalization Test, students are required to take the test twice, once prior to completing 8th grade and a second time prior to completing 12th grade. It may be possible for seniors to complete the second testing in an alternate learning environment. For example, the University of Nebraska High School is offering ‘Citizenship 101’ for free (non-credit), and it prepares students to take the naturalization test at the completion.
- For Districts that intend to have students attend /participate in a meeting of a public body OR complete a project/paper and class presentation as outlined in 79-724, those requirements may also be met in an alternate learning environment.

Cross Reference: 604.03 Special Education  
611 Academic Achievement

Approved 10/20/03 Reviewed 5/31/11, 4/22/19 Revised 7/08/2024

**Approved** 10/20/03 **Reviewed** 5/31/11, 4/22/19 **Revised** 7/12/23

**POLICY 611.8**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**EARLY GRADUATION**

A student who wishes to graduate from high school in less time than the ordinary eight (8) semester, grade 9-12 sequence, may request permission to complete graduation requirements on an alternate schedule.

The student and parents/guardians will consult with high school guidance personnel to develop a graduation plan. The student's intention to accomplish this shall be stated in writing to the principal. The student's parent or legal guardian must submit a letter in support of the student's request for early graduation, and such letter is to accompany the student's written request. The request letters to the principal should be submitted within six months prior to the anticipated completion of the required high school program.

A student who graduates early must complete all graduation requirements established by the board. The student who chooses early graduation will be allowed to participate in the spring graduation ceremonies. In all other school activities the early-out graduate will be treated as a graduated student.

**Approved** 10/20/03

**Reviewed** 5/31/11, 4/22/19    **Revised** 5/20/19

**POLICY 611.9  
GERING PUBLIC SCHOOLS  
GERING, NE**

**COMMENCEMENT**

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

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

**Approved** 10/20/03

**Reviewed** 5/31/11, 4/22/19 **Revised**

**POLICY 612.1**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

FREE APPROPRIATE PUBLIC EDUCATION

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

Cross Reference:     Rule 51, Rule 52

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

**Approved:** 4/15/13

**Reviewed:** 8/27/19, 8/10/23

**Revised:** 9/16/19

**POLICY 612.2**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**FULL EDUCATIONAL OPPORTUNITY GOAL**

The district has a goal of providing full educational opportunity to all children with disabilities residing in the district from the date of verification through the school year in which the student reaches 21 years of age or has graduated with a regular high school diploma, including children with disabilities who have been suspended or expelled.

Cross Reference: Rule 51, Rule 52

NDE Document “Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA” shall serve as an administrative procedure to this policy. The entire document can be found at:

<http://www.education.ne.gov/sped/regulations.html>.

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**Revised:** 9/16/19

**POLICY 612.3**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**CHILDFIND**

All children with disabilities residing in the district, including children with disabilities who are homeless children or wards of the state and children with disabilities attending nonpublic schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated. A practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services. The district will provide multiple methods to provide parents, guardians, and community members with information regarding how to refer a child for an evaluation and the identification process. Each school building will have a designated contact person who is knowledgeable about the district procedures, and the district will designate a contact person to oversee the child find process. The child find process will be consistent with Federal and state regulations.

Cross Reference:      Rule 51, Rule 52

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

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**Revised:** 9/16/19, 8/10/23

**POLICY 612.4**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**EVALUATION PROCEDURES**

The district ensures that children with disabilities are evaluated in accordance with 92 NAC 51-006 & 52-006. Procedures to ensure that testing and evaluation materials and procedures utilized for the purposes of evaluation and placement and 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.

The district will periodically collect students' reading, math, and writing performance data to allow school team to make data-based decisions to determine who is in need of general education interventions in accordance with 92 NAC 52-006. Interventions will include evidence-based practices. The students' progress will be monitored in the area of the deficit at least twice a month. School teams will review all collected data, and if it is suspected that a student has a specific learning disability, the student will be referred for an evaluation. The parent has a right to request an evaluation at any timer. The district will develop procedures to ensure compliance with all Federal and state regulations concerning evaluations. District education and assessment staff will be trained annually on procedures and district-level policies.

Cross Reference:      Rule 51, Rule 52

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

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**POLICY 612.5**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

INDIVIDUALIZED EDUCATION PROGRAM AND FAMILY SERVICES PLAN

The district ensures that an Individualized Education Program (IEP), or an Individualized Family Service Plan (IFSP) is developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007 & 52-007. Prior to considering any draft of an IEP as final it shall be reviewed and revised based on discussion and decision of the team including the parent, guardian, or surrogate. Reasonable efforts will be made of obtain informed consent from the parent, guardian, or surrogate regarding special education placement on the IEP before services begin.

Every report of alleged violations of the district's special education policies that can be interpreted at the outset to fall within the protections of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of an ongoing investigation of these policies, potential issues of sexual harassment, or discrimination are identified, the Title IX Coordinator shall be promptly notified. and the investigation shall be conducted jointly and concurrently to address the issues of alleged sexual harassment or discrimination as well as the incidents of alleged violations of the special education policies.

Cross Reference: Rule 51, Rule 52

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

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**Revised:** 9/16/19, 8/10/23

**POLICY 612.6**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**TRANSITION OF CHILDREN FROM PART C TO PRESCHOOL PROGRAMS**

The district ensures that children participating in early intervention programs under Part C of IDEA and who will participate in preschool programs assisted under Part B experience a smooth and effective transition to those preschool programs in a manner consistent with 92 NAC 51-007.16. By the third birthday of such a child, an individualized education program or an individualized family service plan has been developed and is being implemented for the child. The local educational agency will participate in transition planning conferences arranged by the designated lead agency.

Cross Reference: Rule 51, Rule 52

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

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**Revised:** 9/16/19

**POLICY 612.7**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**PARTICIPATION IN STATE AND DISTRICT WIDE ASSESSMENTS**

The district ensures that children with disabilities are included in all general state and district wide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs.

District staff will provide the parent, guardian, or appointed surrogate (when applicable) with information regarding decisions to evaluate (what they are proposing or rejecting, reasons for decisions, all options considered, why other options were rejected, what information was used to make decision, and other relevant information). Staff will review evaluation assessment plans with parents and will seek written permission for evaluation on the district consent form which will provide state and Federal requirements consistent with 300-9 and 92 NAC 51-009.08. Informed consent for special education placement will be obtained on the IEP form before services are initiated. Revocation of consent for evaluation or services must be documented by the parent in writing.

Cross Reference:     Rule 51, Rule 52

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

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**Reviewed:** 8/27/19

**Revised:** 9/16/19, 8/10/23

**POLICY 612.8**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

LEAST RESTRICTIVE ENVIRONMENT

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

Individual Education Plans (IEP) will be developed by teams, which will include all roles identified with Federal and state rules, within 30 days from the initial eligibility decision and at least annually, consistent with state and Federal rules and regulations. The district will use the state-provided model forms to make sure all required components are considered and included. While a draft may be developed before an IEP meeting, the draft will not be considered as the final version and shall be reviewed and revised based on the team, including the parent, input, and consensus. If a parent requests an alternate means of attendance, the team will offer attendance via phone or virtual conferences. Procedures for such options will be developed to ensure confidentiality and to obtain proper signatures.

Cross Reference: Rule 51, Rule 52

NDE Document “Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA” shall serve as an administrative procedure to this policy. The entire document can be found at:  
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**POLICY 612.9**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**CHILDREN IN NONPUBLIC SCHOOLS**

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

Cross Reference: Rule 51  
NDE Document “Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA” shall serve as an administrative procedure to this policy. The entire document can be found at: <http://www.education.ne.gov/sped/regulations.html>.

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**Reviewed:** 9/24/19

**Revised:**

**POLICY 612.10**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**PROCEDURAL SAFEGUARDS**

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

Parents will be given a copy of their procedural safeguards annually or upon initial referral or parental request for evaluation; upon request by a parent; upon receipt by the school district 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. District procedure will be developed for parent participation in decision making, parent examination of records, record access, release of records, record amendments, confidentiality safeguards, records regarding migratory children with disabilities, retention, and destruction of records, insurance process (if applicable), and dispute resolution processes.

Cross Reference: Rule 51, Rule 52NDE Document “Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA” shall serve as an administrative procedure to this policy. The entire document can be found at: <http://www.education.ne.gov/sped/regulations.html>.

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**Revised:** 10/21/19, 8/10/23

**POLICY 612.11**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**TRANSPORTATION**

The district will provide for the transportation expenses of children with disabilities who are residents of the school district. This shall include transportation services needed for children (including birth to 5-year-olds who are wards of the state, parentally placed non-public students who require services) to access academic, related services, and nonacademic services and activities as determined by the child's IEP team. Except when a parent is transporting only his or her child, the board of education shall require that the driver and vehicle meet the standards required by 92 NAC 91 and 92.

Cross Reference: Rule 51  
NDE Document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at: <http://www.education.ne.gov/sped/regulations.html>.

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**Reviewed:** 9/24/19

**Revised:** 10/21/19,8/10/23

**POLICY 612.12**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**PERSONNEL QUALIFICATIONS**

The district ensures that personnel necessary to carry out IDEA requirements are appropriately and adequately prepared and trained, including that personnel have the content knowledge and skills to serve children with disabilities.

Cross Reference: Rule 51, Rule 52  
NDE Document “Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA” shall serve as an administrative procedure to this policy. The entire document can be found at: <http://www.education.ne.gov/sped/regulations.html>.

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**POLICY 612.13**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE INFORMATION**

The district complies with the requirements contained in 92 NAC 51-003.16, 003.20 and 009.03 relating to the confidentiality of student records and information.

The district will protect the confidentiality of personally identifiable information in the education records of students with disabilities. The district shall maintain a system of safeguards to protect the confidentiality of students' educational records and personally identifiable information when collecting, retaining, disclosing, and destroying student special education records, in accordance with Board policy, state requirements, and Federal and state law and regulations.

Cross Reference: Rule 51, Rule 52  
NDE Document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at: <http://www.education.ne.gov/sped/regulations.html>.

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**Revised:** 10/21/19,8/10/23

**POLICY 612.14  
GERING PUBLIC SCHOOLS  
GERING, NE**

**SUSPENSION AND EXPULSION RATES**

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

“Policies and Procedures Guidance Documents” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

**Approved:** 2/25/13

**Reviewed:** 9/24/19

**Revised:** 8/10/23

**POLICY 612.15**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**ACCESS TO INSTRUCTIONAL MATERIALS**

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

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

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

. The entire document can be found at:  
<http://www.education.ne.gov/sped/regulations.html>.

**Approved:** 2/25/13

**Reviewed:** 9/24/19

**Revised:** 8/10/23

**POLICY 612.16**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**OVER-IDENTIFICATION AND DISPROPORTIONALITY**

The district has a goal of preventing the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment as described in 92 NAC 51-0033.10.

“Child with a disability” means a child who has been verified as per 92 NAC 61-006 as a child with autism, behavior disorder, deaf-blindness, developmental delay, hearing impairment including deafness, intellectual disability, multiple impairment, an orthopedic impairment, other health impairment, specific learning disability, speech-language impairment, traumatic brain injury or visual impairment including blindness, who because of this impairment needs special education and related services. If, under 92 NAC 51-003.63, it is determined, through an appropriate evaluation under 92 NAC 51-006, that a child has one of the disabilities identified above, but only needs a related service and not special education, the child is not a child with a disability under this Chapter. If the related service required by the child is considered special education rather than a related service, the child would be determined to be a child with a disability.

School districts must ensure no single measure or assessment is used as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.

School districts must ensure assessments and other evaluation material used to access a child are selected and administered so as not to be discriminatory on a racial or cultural basis, and are provided and administered in the child’s native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to so provide or administer. The district’s special education provisions will be equally available to all children.

Cross Reference: Rule 51  
NDE Document “Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA” shall serve as an administrative procedure to this policy. The entire document can be found at: <http://www.education.ne.gov/sped/regulations.html>.

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**Reviewed:** 9/24/19

**Revised:** 10/21/19, 8/10/23

**POLICY 612.17**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**PROHIBITION ON MANDATORY MEDICATION**

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

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

Cross Reference: Rule 51  
NDE Document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at: <http://www.education.ne.gov/sped/regulations.html>.

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**POLICY 612.18**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**APPOINTMENT OF SURROGATES**

To ensure the protection of the rights of children, the district will appoint a surrogate for a child with a disability as required by law. The duty of appointing a surrogate must include a method for determining whether a child needs a surrogate parent and for assigning a surrogate parent to the child. The district shall make reasonable efforts to ensure the assignment of a surrogate not more than 30 calendar days after there is a determination that the child needs a surrogate.

The surrogate must be the person as described in 51 NAC 0009.10D who:

1. Has no personal or professional interest that conflicts with the interest of the child he or she represents;
2. Has knowledge and skills that ensure adequate representation of the child; and
3. Is not an employee of any public agency which is involved in the education or care of the child.

The surrogate may represent the child in all matters relating to:

1. The identification, evaluation, and educational placement of a child; and
2. The provision of a free appropriate public education to the child.

Issues arising from the selection, appointment, or removal of a surrogate parent shall be resolved through hearings established under 92 NAC 55..

“Policies and Procedures Guidance Documents” shall serve as an administrative procedure to this policy. The entire document can be found at <http://education.ne.gov/sped/regulations.html>.

**Approved 8/10/23**

**Reviewed**

**Revised**

**POLICY 612.19**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**CONSENT FOR EARLY INTERVENTION SERVICES**

If the parent of a child enrolled in public school or seeking to be enrolled in public schools does not provide consent for initial evaluation under 92 NAC 51-009.08A or the parent fails to respond to a request to provide consent, the school district may, but is not required to, pursue the initial evaluation of the child by utilizing the procedural safeguards in 92 NAC 51-009 (including the mediation procedures or the due process procedures), if appropriate.

When a parent refuses to provide consent under 92 NAC 52-009 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 provided that the district does not override a parent's right to refuse consent.

If a parent does not give consent under 92 NAV 52-009.03A2a the school district must make reasonable efforts to ensure that the parent is fully aware of the nature of the evaluation and assessment of the child or FAPE early intervention services that would be available and understands that the child will not be able to receive the evaluation, assessment, or early intervention service unless consent is given.

“Policies and Procedures Guidance Documents” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

**Approved 8/10/23**

**Reviewed**

**Revised**

**POLICY 612.20**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**DISCIPLINARY REMOVAL OF CHILDREN WITH DISABILITIES**

School personnel under this section 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, as long as the removal does not constitute a change in placement under 92 NAC 51-016.

In determining whether a change in placement has occurred, district personnel will consider the unique circumstances of the removal on an individual basis.

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the district, the parent, and relevant members of the child's IEP Team must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine-

- i. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- ii. If the conduct in question was the direct result of the district's failure to implement the IEP.

The Removal will be determined by the parent, and relevant members of the child's IEP Team to be a manifestation of the child's disability if either condition above was met. If condition 11. above was met, the district must take immediate steps to remedy those deficiencies.

For disciplinary changes in placement that would exceed 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 would be applied to children without disabilities.

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

**Approved 8/10/23**

**Reviewed**

**Revised**

**POLICY 613.01**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**DISTRICT TITLE I PARENT AND FAMILY ENGAGEMENT POLICY**

GERING PUBLIC SCHOOLS intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, *Section 1116(a)(1)(2)(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:

- Welcome and encourage all parents and family members of all students to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy or are economically disadvantaged, have disabilities, or are of racial or ethnic minority background;
- Involve parents in the development and improvement of the Title I program and the Parent and Family Engagement Policy;
- 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;
- Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools;
- Involve parents in the activities of the schools served under this part; and
- Coordinate and integrate parental involvement strategies and activities with other Federal, State and local programs.

**Approved:** 5/21/18

**Reviewed** 10/28/19

**Revised** 11/18/19

**POLICY 204.12**  
**GERING PUBLIC SCHOOLS**  
**GERING, NE**

**PUBLIC PARTICIPATION IN BOARD MEETINGS**

The board recognizes the importance of citizen participation in school district matters. In order to assure citizens are heard and board meetings are conducted efficiently and in an organized manner, the board shall set time aside for citizen participation, either at a specific time during the meeting or during the discussion of agenda items. The board has the discretion to limit the amount of time set aside for public participation.

Instructions for members of the public who wish to speak:

- Getting started: When you have been recognized, please stand and state your name.
- Time Limit: Tonight the board will allow a total of 30 minutes for the presentation of ALL public comments. Individuals may speak only one time, and must limit comments to around 5 minutes. If there are more than 6 individuals who wish to address the board, the 30 minutes will be divided equally between the number of speakers. These time limits may be changed by a majority vote of the board members in attendance to extend the time for a specific item or speaker. You may only speak ONCE.
- Personnel or Student Topic: If you are planning to speak about a personnel or student matter involving an individual, please understand that our policies may require you to follow the district's complaint procedure before addressing the board. Board members will generally not respond to any questions you ask or comments you make about individual staff members or students. Please remember that slanderous comments will not be tolerated.
- General Rules: This is a public meeting for the conduct of business. Comments from within the audience while others are speaking will not be tolerated. Lewd, obscene, profane, slanderous, threatening and hostile conduct or statements and fighting words (words whose mere utterance entails a call to violence) will not be tolerated.
- No action by the Board: The board will not act on any matter which is not on the agenda and will not take action upon the conclusion of public comment.

If the pressure of business or other circumstances dictate, the board president may decide to eliminate this practice at a particular meeting. The board president will recognize these individuals to make their comments at the appropriate time. The orderly process of the board meeting shall not be interfered with or disrupted. Only those speakers recognized by the board president shall be allowed to speak. Comments by others are out of order. If disruptive, the individual making the comments or another individual causing disruption may be asked to leave the board meeting.

Citizens wishing to address the board on a certain agenda item must notify the superintendent prior to the board meeting. Citizens wishing to present petitions to the board may do so at this time. However, the board will only receive the petitions and not act upon them or their contents.

Subjects for comment should involve areas within the board's proper responsibility. Discussion on unrelated matters is to be discouraged.

Individuals who have a complaint about employees may bring their complaint to the board only after they have followed board policy addressing citizens' complaints. Students who have a complaint may only bring their complaint to the board after they have followed board policy addressing students' complaints.

Any written or printed materials to be circulated for a meeting of the school board must be submitted to the superintendent by the Wednesday preceding a Monday night meeting.

This material will be transmitted to the members of the board for their consideration.

Legal Reference: Nebraska Statute 84-1408 to 1414

Cross Reference: 201.7 School Board Liability  
204.3 Public Hearings  
204.10 Agenda  
403.5 Public Complaints about Employees

Approved 01/20/2003

Reviewed 02/23/2015, 10/14/2021 6/9/22

Revised 09/14/2009, 7/20/22