

Madison Board of Education, Madison District #1

Board of Education Regular Meeting
Monday, February 8, 2021 7:00 PM
Middle School/High School Conference Room
700 South Kent St.
Madison, NE 68748-0450

The sequence of items on the agenda is provided as a courtesy. The board reserves the right to consider items in any sequence deemed appropriate. Therefore, visitors are encouraged to attend the meeting from the beginning.

1. Call the Meeting to Order
 1. Roll Call
 2. Pledge of Allegiance
 3. Open Meetings Act
 4. Madison Public Schools Mission Statement
 1. Curriculum Team Classroom Showcase
2. Consent Agenda
3. Public Forum
4. Administrator and Other Reports
5. Board Committee Reports/Meeting dates
6. Action Items
 1. Discuss, consider, and take all necessary action to reaffirm Board policies 5021-5040.
 2. Discuss, consider, and take all necessary action on staff resignations.
 3. Discuss, consider, and take all necessary action of approval of of certified contracts.
 4. Discuss, consider, and tall all necessary action on request from the Madison County Court house to use the New Gym from July 9 - July 26th during upgrades at the Court House.
 5. Discuss, consider, and take all necessary action to approve the purchase of rubber mulch for the Elementary playground area.
 6. Discuss, consider, and take all necessary action to authorize the Superintendent and Board Treasurer to sign checks for the lunch fund.
7. Executive Session
 1. Discuss Principal compensation and benefit package options to protect the public interest and prevent needless injury to a staff member's reputation.
8. Any Action resulting from Executive Session.
 1. Discuss, consider, and take all necessary action on Principal salaries and benefits for the 2021-2022 school year.
9. Topics for next month's Board of Education meeting
10. Adjournment

The board reserves the right to enter executive session if it deems it necessary to prevent needless injury to a staff member's reputation or for the protection of the public interest.

Agenda Posted for January 2021 Meeting

City Office 01-05-2021
Library 01-05-2021
Front door of high school 01-05-2021
Madison Star Mail (Mtg Notice) 12-31-2020

Kate Ebeling: Present, Harlow Hanson: Present, Jim Knapp: Present, Deb Neidig, Present, Jim Reeves: Present, Steve Ruh: Present. Present: 6; Absent: 0

1: Call the meeting to order

Motion to call the meeting to order at 7:00 pm. Passed with a motion by Jim Knapp and a second by Steve Ruh. Kate Ebeling: Present, Harlow Hanson: Present, Jim Knapp: Present, Deb Neidig, Present, Jim Reeves: Present, Steve Ruh: Present. Present: 6; Absent 0

- 1.1 Roll Call
- 1.2 Pledge of Allegiance
- 1.3 Open Meetings Act
- 1.4 Madison Public Schools Mission Statement

2: Annual Board of Education organizational items.

3: Nomination(s) for the election of Board of Education president and vice-president for 2021.

Motion to reappoint Harlow Hanson to Board of Education president and Jim Reeves to Board of Education vice-president. Passed with a motion by Deb Neidig and a second by Jim Reeves. Kate Ebeling: Yea, Harlow Hanson: Yea, Jim Knapp: Yea, Deb Neidig: Yea, Jim Reeves: Yea, Steve Ruh: Yea. Yea: 6, Nay: 0

4: Nomination(s) for the election of Board of Education secretary for 2021.

Motion to cease nominations and cast ballots for Steve Ruh for Board of Education secretary. Passed with a motion by Jim Knapp and a second by Harlow Hanson. Kate Ebeling: Yea, Harlow Hanson: Yea, Jim Knapp: Yea, Deb Neidig: Yea, Jim Reeves: Yea, Steve Ruh: Yea. Yea: 6, Nay: 0

5: Appointment of Board of Education treasurer for 2021.

Motion to appoint Patti Reigle as Board of Education treasurer for 2021. Passed with a motion by Jim Reeves and a second by Harlow Hanson. Kate Ebeling: Yea, Harlow Hanson: Yea, Jim Knapp: Yea, Deb Neidig: Yea, Jim Reeves: Yea, Steve Ruh: Yea. Yea: 6, Nay: 0

6: Appointment of Board of Education attorney(s) for 2021.

Motion to appoint KSB Law Firm as the Districts legal counsel for 2021. Passed with a motion by Deb Neidig and a second by Jim Knapp. Kate Ebeling: Yea, Harlow Hanson: Yea, Jim Knapp: Yea, Deb Neidig: Yea, Jim Reeves: Yea, Steve Ruh: Yea. Yea: 6, Nay: 0

7: Appointment of Board of Education standing committees.

Motion to keep board committee members the same. Passed with a motion by Jim Knapp and a second by Kate Ebeling. Kate Ebeling: Yea, Harlow Hanson: Yea, Jim Knapp: Yea, Deb Neidig: Yea, Jim Reeves: Yea, Steve Ruh: Yea. Yea: 6, Nay: 0

8: Set official district depository(ies)

Motion to approve Madison County Bank and Pinnacle Bank of Madison as the district depositories for 2021. Passed with a motion by Jim Reeves and a second by Deb Neidig. Kate Ebeling: Yea, Harlow Hanson: Yea, Jim Knapp: Yea, Deb Neidig: Yea, Jim Reeves: Yea, Steve Ruh: Yea. Yea: 6, Nay: 0

9: Appointment of Superintendent Ehlers as authorized representative for ESSA, SIG, CSI, and other grant applications for Madison Public Schools.

Motion to approve Superintendent Ehlers as authorized representative for Madison Public Schools on federal programs and grant applications. Passed with a motion by Steve Ruh and a second by Jim Reeves. Kate Ebeling: Yea, Harlow Hanson: Yea, Jim Knapp: Yea, Deb Neidig: Yea, Jim Reeves: Yea, Steve Ruh: Yea. Yea: 6, Nay: 0

10: Set regular Board of Education meeting dates, times, and locations for 2021.

Motion to set regular Board of Education meeting dates, times, and locations for 2021. Passed with a motion by Steve Ruh and a second Kate Ebeling. Kate Ebeling: Yea, Harlow Hanson: Yea, Jim Knapp: Yea, Deb Neidig: Yea, Jim Reeves: Yea, Steve Ruh: Yea. Yea: 6, Nay: 0

11: Consent Agenda

Motion to approve consent agenda items 2.1- 2.5 as presented. Passed with a motion by Steve Ruh and a second by Deb Neidig. Kate Ebeling: Yea, Harlow Hanson: Yea, Jim Knapp: Yea, Deb Neidig: Yea, Jim Reeves: Yea, Steve Ruh: Yea. Yea: 6, Nay: 0

Acadience Learning	Training	387.00
Albracht Disposal Service	Waste Disposal	325.00
Amazon.com	Supplies	892.72
Appeara	Supplies	33.50
Apple, Inc.	Supplies	42,401.00
Arkfeld Lock & Security	Maintenance	165.00
Assetgenie, Inc. DBA Agirepair	Computer Repairs	260.00
Battle Creek Public Schools	Services	2,447.50
BCN	Phone Service	137.95
Big Country Auto	Inspection	486.77
Central Nebraska Rehab Services	Services	4,062.01
Choice Foods	Fuel/Supplies	1,577.08
City of Madison	Utilities	6,619.95
Colonial Research Chemical	Supplies	311.62
Cornerstones of Care	Supplies	222.73
Eakes Office Solutions	Supplies	57.70
Echo Group Inc.	Supplies	178.87
Ecolab Pest Elimination Division	Pest Control	121.85
Educational Service Unit #6	Training	10.00
Educational Service Unit #8	Services	47,517.00
Eller Heating & Air Conditioning	Repairs	178.00
Fields Hardware	Supplies	318.42
First Choice Food Service Inc.	Catering	950.00
Floor Maintenance	Supplies	837.27
Frontier	Phone Service	705.81
Greatamerica Financial Services Corporation	Copier Lease	6,725.38
HyVee Food Store	Supplies	34.45
HyVee Food Stores Inc.	Supplies	377.40
Jackson Services	Supplies	108.96
Jaymar Business Forms Inc.	Supplies	135.19
KSB School Law	Legal Services	2,274.78
Madison Chamber of Commerce	2021 Membership	50.00
Madison Junior Wrestling Association	Rental	6,000.00
Madison Star Mail	Advertising/Publications	113.84
Menards -Norfolk	Supplies	108.31
Midwest Alarm Services	Alarm Services	264.00
NE Regional Deaf Ed Program	Services	608.00
O'Keefe Elevator Co., Inc.	Maintenance	311.84
Pinkelman Truck and Trailer	Repairs	5,722.28
Pitney Bowes	Postage	117.00

Positive Promotions, Inc.	Supplies	1,689.68
Schmidt, Courtney	Mileage	72.45
Sparklight (Formerly Cable One)	Cable Box Rental	27.02
Sparq Data Solutions	Subscription	2,000.00
Stanton County Clerk	Election Fees	11.15
State Fire Marshall Office	Certification	180.00
Subway	Supplies	89.18
US Bank Cardmember Services	Supplies	2,793.63
Volkman Plumbing & Heating	Supplies	439.40
Walmart Community	Supplies	603.47
Water Engineering Inc.	Water Service	425.04
Winners' Circle	Supplies	65.04
Winsupply Norfolk NE Co	Supplies	66.61

12: Public forum

13: Administrator and other reports

14: Board Committee reports/meeting dates

15: Action Items

16: Discuss, consider and take all necessary action to reaffirm board policies 5001-5020.

Motion to reaffirm board policies 5001-5020. Passed with a motion by Steve Ruh and a second by Jim Knapp. Kate Ebeling: Yea, Harlow Hanson: Yea, Jim Knapp: Yea, Deb Neidig: Yea, Jim Reeves: Yea, Steve Ruh: Yea. Yea: 6, Nay: 0

17: Discuss, consider, and take all necessary action to approve resignations.

18: Discuss, consider, and take all necessary action to approve contracts.

10: Discuss, consider, and take all necessary action on the 2020-21 master school calendar.

Motion to move graduation to May 2nd at 2:00 pm. Passed with a motion by Jim Reeves and a second by Kate Ebeling. Kate Ebeling: Yea, Harlow Hanson: Yea, Jim Knapp: Yea, Deb Neidig: Yea, Jim Reeves: Yea, Steve Ruh: Yea. Yea: 6, Nay: 0

20: Discuss, consider, and take all necessary action on a bid from Court Floors LLC to screen and re-coat the old gym floor.

Motion to approve bid of \$2560 from Court Floors LLC to screen and re-coat the old gym floor. Passed with a motion by Jim Knapp and a second by Kate Ebeling. Kate Ebeling: Yea, Harlow Hanson: Yea, Jim Knapp: Yea, Deb Neidig: Yea, Jim Reeves: Yea, Steve Ruh: Yea. Yea: 6, Nay: 0

21: Discuss, consider, and take all necessary action on EMLLB request for 5 days from the EMLLB bank.

Motion to approve EMLLB request. Passed with a motion by Deb Neidig and a second by Jim Reeves. Kate Ebeling: Yea, Harlow Hanson: Yea, Jim Knapp: Yea, Deb Neidig: Yea, Jim Reeves: Yea, Steve Ruh: Yea. Yea: 6, Nay: 0

22: Discuss, consider, and take all necessary action on a Phase IV contract addendum to withhold final payment until the new gym floor is refinished as discussed with the general contractor.

Motion to approve contract addendum on phase IV in the amount of \$75,000. Passed with a motion by Jim Reeves and a second by Jim Knapp. Kate Ebeling: Yea, Harlow Hanson: Yea, Jim Knapp: Yea, Deb Neidig: Yea, Jim Reeves: Yea, Steve Ruh: Yea. Yea: 6, Nay: 0

23: Discuss, consider and take all necessary action on board policy 4044.

Motion made to reaffirm board policy 4044. Passed with a motion by Deb Neidig and a second by Steve Ruh. Kate Ebeling: Yea, Harlow Hanson: Yea, Jim Knapp: Yea, Deb Neidig: Yea, Jim Reeves: Yea, Steve Ruh: Yea. Yea: 6, Nay: 0

24: Discuss, consider and take all necessary action to allow Mr. Kratochvil to sponsor a Science Discovery trip for students in grades 9-12 in May and June of 2022 to the New York and Boston area.

Motion to allow students and sponsor to attend a Science Discovery trip in 2022. Passed with a motion by Steve Ruh and a second by Jim Knapp. Kate Ebeling: Yea, Harlow Hanson: Yea, Jim Knapp: Yea, Deb Neidig: Yea, Jim Reeves: Yea, Steve Ruh: Yea. Yea: 6, Nay: 0

25: Topics for next month's Board of Education meeting.

26: Adjournment

Motion to adjourn at 8:40 pm. Passed with a motion by Deb Neidig and a second by Harlow Hanson. Kate Ebeling: Yea, Harlow Hanson: Yea, Jim Knapp: Yea, Deb Neidig: Yea, Jim Reeves: Yea, Steve Ruh: Yea. Yea: 6, Nay: 0

President

Secretary

<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>
Checking	06		
Checking	06	Fund: 06 SCHOOL NUTRITION FUND	
LUNCHTIME SOLUTIONS, INC.	29927	December 2020 Services	27,431.43
LUNCHTIME SOLUTIONS, INC.	FFVP Dec 2020	December 2020 FFVP Program	554.84
LUNCHTIME SOLUTIONS, INC.	FFVP Nov 2020	November 2020 FFVP Program	702.73
		Vendor Total:	28,689.00
MAJOR REFRIGERATION	IC06276	Milk Cooler Repair	372.20
		Vendor Total:	372.20
		Fund Total:	29,061.20
		Checking Account Total:	29,061.20

<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>
Checking	5		
Checking	5	Fund: 05 ACTIVITY FUND	
ALBRACHT, HALEY	McCallum Scholarship	Janice J. McCallum Ed Scholarship 2020	500.00
Vendor Total:			500.00
AMAZON.COM CREDIT	449386493369	Sweatshirts	20.98
AMAZON.COM CREDIT	456476494893	Sweatshirts	35.50
AMAZON.COM CREDIT	756963838495	Sweatshirts	50.31
AMAZON.COM CREDIT	934796396533	Supplies	32.87
AMAZON.COM CREDIT	984674958357	Supplies	124.50
Vendor Total:			264.16
AUSTIN, COUFAL	Official WR 1- 14-21	Official-HS WR Tri 1-14 Wakefield/Ponca	180.00
AUSTIN, COUFAL	Official-WR 1- 22	Official-WR Invite 1-22-21	290.00
Vendor Total:			470.00
BATTLE CREEK PUBLIC SCHOOLS	Entry Fee WR 1- 16-21	Entry Fee-WR @ Battle Creek 1-16-21	125.00
BATTLE CREEK PUBLIC SCHOOLS	FFA 1-22-21	Livestock Judging Registration Fees 1-22	75.00
Vendor Total:			200.00
CENTRAL CITY HIGH SCHOOL	WR Entry Fee 1- 9-21	HS WR-Entry Fee 1-9-21	100.00
Vendor Total:			100.00
CHOICE FOODS	001013320717	Supplies	21.10
CHOICE FOODS	001019961842	Supplies	6.30
CHOICE FOODS	002031831815	Food for Schuyler meet	22.26
CHOICE FOODS	002067611057	Supplies	34.00
Vendor Total:			83.66
COLLE, TREY	Official-V BB 1-25	Official-V G&B BB 1-25-21 Pender	125.00
COLLE, TREY	V*Official-V BB 1-25	Official-V G&B BB 1-25-21 Pender	(125.00)
Vendor Total:			0.00
CONVERSE.COM	995080315	Dance-High Top Shoes	470.80
Vendor Total:			470.80
CRILLY, COLLIN	Official BB 1- 15-21	Official JV B BB 1-15-21 Tekamah-Herman	90.00
CRILLY, COLLIN	Official JV GBB 1-21	Official-JV G BB 1-21-21 HLHF	45.00
CRILLY, COLLIN	Official JV GBB 1-26	Official-JV G BB 1-26-21 NBC	45.00
CRILLY, COLLIN	Official MS BBB 1-28	Official-MS B BBB 1-28-21 Schuyler	90.00
CRILLY, COLLIN	Official-JV GBB 1-21	Official-JV G BB 1-25-21 Pender	45.00
CRILLY, COLLIN	V*Official BB 1-15-2	Official JV B BB 1-15-21 Tekamah-Herman	(90.00)
CRILLY, COLLIN	V*Official JV GBB 1-	Official-JV G BB 1-26-21 NBC	(45.00)
CRILLY, COLLIN	V*Official-JV GBB 1-	Official-JV G BB 1-25-21 Pender	(45.00)

<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>	
				Vendor Total: 135.00
CRILLY, JIM	Official 1JV GBB 1-26	Official-JV G BB 1-26-21 NBC	45.00	
CRILLY, JIM	Official BB 1-15-21	Official JV B BB 1-15-21 Tekamah-Herman	90.00	
CRILLY, JIM	Official JV GBB 1-21	Official-JV G BB 1-25-21 Pender	45.00	
CRILLY, JIM	Official MS BBB 1-28	Official-MS B BB 1-28-21 Schuyler	90.00	
CRILLY, JIM	Official-JV B BB 1-2	Official-JV B BB 1-21-21 HLHF	45.00	
CRILLY, JIM	V*Official 1JV GBB 1-	Official-JV G BB 1-26-21 NBC	(45.00)	
CRILLY, JIM	V*Official BB 1-15-2	Official JV B BB 1-15-21 Tekamah-Herman	(90.00)	
CRILLY, JIM	V*Official JV GBB 1-	Official-JV G BB 1-25-21 Pender	(45.00)	
				Vendor Total: 135.00
CUSTOM SPORTS	28736	Wrestling shirts	304.00	
CUSTOM SPORTS	28942	MS B BB t-shirts - reimbursed	218.00	
CUSTOM SPORTS	28948	MS B BB jerseys - reimbursed	240.00	
CUSTOM SPORTS	28978	Socks w/red "M"	250.00	
CUSTOM SPORTS	28996	G BB Youth Reversible Jerseys	300.00	
				Vendor Total: 1,312.00
DROESCHER, JAMES	Official-WR 1-22	Offical-WR Invite 1-22-21	290.00	
				Vendor Total: 290.00
EHLERS, JORDAN	Botsch Scholarship	19-20 Botsch Scholarship	500.00	
				Vendor Total: 500.00
EHRISMAN, REID	Official JV BBB 1-25	Official-JV B BB 1-25-21 Pender	45.00	
EHRISMAN, REID	Official JV BBB 1-26	Official-JV B BB 1-26-21 NBC	45.00	
EHRISMAN, REID	Official-JV B BB 1-2	Official-JV B BB 1-21-21 HLHF	45.00	
EHRISMAN, REID	V*Official JV BBB 1-2	Official-JV B BB 1-25-21 Pender	(45.00)	
EHRISMAN, REID	V*Official JV BBB 1-	Official-JV B BB 1-26-21 NBC	(45.00)	
				Vendor Total: 45.00
EIKMEIER, GARY	Official BB 1-15-21	Official V G&B BB 1-15-21 Tekamah-Herman	125.00	
EIKMEIER, GARY	V*Official BB 1-15-2	Official V G&B BB 1-15-21 Tekamah-Herman	(125.00)	
				Vendor Total: 0.00
FIELDS HARDWARE	176401	Keys for Alice Jones Bldg.	3.98	
				Vendor Total: 3.98
FOUR SEASONS FUNDRAISING	10004376	Fruit for FFA fundraiser	2,233.47	
				Vendor Total: 2,233.47

<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>	
G-SPORTS WRESTLING	67095	WR Tourney Brackets	87.00	
		Vendor Total:		87.00
HARDER, TED	Official-V BB 1-26	Official-V G&B BB 1-26-21 NBC	125.00	
HARDER, TED	V*Official-V BB 1-26	Official-V G&B BB 1-26-21 NBC	(125.00)	
		Vendor Total:		0.00
HAUDER, NICHOLAS	Official BB 1- 15-21	Official V G&B BB 1-15-21 Tekamah-Herman	125.00	
HAUDER, NICHOLAS	V*Official BB 1-15-2	Official V G&B BB 1-15-21 Tekamah-Herman	(125.00)	
		Vendor Total:		0.00
HAWKINS, LEONARD	Official-WR 1- 22	Official-WR Invite 1-22-21	290.00	
		Vendor Total:		290.00
HEDRICK, TOM	Official BB 1- 11-21	Official-G&B Reserve BB 1- 11-21 Schuyler	90.00	
HEDRICK, TOM	Official BB 1- 15-21	Official-JV G BB 1-15 Tekamah-Herman	90.00	
HEDRICK, TOM	Official JV BB 1-21	Official-JV G BB 1-21-21 HLHF	45.00	
HEDRICK, TOM	V*Official BB 1-15-2	Official-JV G BB 1-15 Tekamah-Herman	(90.00)	
HEDRICK, TOM	V*Official JV BB 1-2	Official-JV G BB 1-21-21 HLHF	(45.00)	
		Vendor Total:		90.00
KOENIG, RICH	Official BB 1- 15-21	Official-G JV BB 1-15-21 Tekamah-Herman	90.00	
KOENIG, RICH	Official-JV BBB 1-26	Official-JV B BB 1-26-21 NBC	45.00	
KOENIG, RICH	Official-JV G BB 1-2	Official-JV G BB 1-21-21 HLHF	45.00	
KOENIG, RICH	V*Official BB 1-15-2	Official-G JV BB 1-15-21 Tekamah-Herman	(90.00)	
KOENIG, RICH	V*Official-JV BBB 1-	Official-JV B BB 1-26-21 NBC	(45.00)	
		Vendor Total:		45.00
KRUSE, KAITLYN	Speech Judge 1- 23-21	Speech Judge @ NBC 1-23-21	60.00	
		Vendor Total:		60.00
LEWIS, JANE	Memorial	Memorial - father-in-law	25.00	
		Vendor Total:		25.00
MADISON FOOD PANTRY	Donation	Donation	680.43	
		Vendor Total:		680.43
MAHASKA	931180	Beverages for NHS Fundraiser	134.60	
MAHASKA	931628	Beverages for Concessions	48.00	
MAHASKA	931630	Beverages for NHS Fundraiser	24.00	
MAHASKA	932079	Beverages for concessions	72.00	
MAHASKA	932224	Beverages for Concessions	193.50	
		Vendor Total:		472.10

<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>	
MEIER, ROD	Official G BB 1-7-21	Official-G JV/V BB 1-7-21 Wisner-Pilger	125.00	
		Vendor Total:		125.00
MPS ACTIVITY FUND	Holiday BB Tourney	Meal Tickets-G&B BB Holiday Tourney	180.00	
		Vendor Total:		180.00
NEWTON, TYLER	Official V BB 1-25	Official-V G&B BB 1-25-21 Pender	125.00	
NEWTON, TYLER	V*Official V BB 1-25	Official-V G&B BB 1-25-21 Pender	(125.00)	
		Vendor Total:		0.00
NORTH BEND CENTRAL SCHOOLS	Entry-Speech 1- 23	Entry Fee-Speech meet 1-23- 21	77.00	
		Vendor Total:		77.00
OAKLAND-CRAIG HIGH SCHOOL	Youth BB Entry Fee	Youth BB Tourney February 19-21, 2021	120.00	
		Vendor Total:		120.00
OLD FASHION CANDY COMPANY	37203	Sour Lips Lollipops Fundraiser	64.11	
		Vendor Total:		64.11
OSWALD, MERLIN	Official BB 1- 11-21	Official-G&B Reserve BB 1- 11-21 Schuyler	90.00	
OSWALD, MERLIN	Official-JV BBB 1-25	Official-JV B BB 1-25-21 Pender	45.00	
OSWALD, MERLIN	V*Official-JV BBB 1-	Official-JV B BB 1-25-21 Pender	(45.00)	
		Vendor Total:		90.00
PETERS, JOHN	Official-G&B BB 1-21	Official-G&B V BB 1-21-21 HLHF	125.00	
		Vendor Total:		125.00
PIZZA HUT OF MADISON	#12 1-14-21	Blood Drive	36.00	
PIZZA HUT OF MADISON	#2 1-22-21	WR Invite	108.00	
PIZZA HUT OF MADISON	#20 12-21	G BB Holiday Party	48.00	
PIZZA HUT OF MADISON	#23 1-22-21	WR Invite	36.00	
PIZZA HUT OF MADISON	#24 1-22-21	WR Invite	36.00	
PIZZA HUT OF MADISON	#3 12-21	Winners of Door Contest	44.00	
		Vendor Total:		308.00
ROWE, TROY	Official-V BB 1-25	Official-V G&B BB 1-25-21 Pender	125.00	
ROWE, TROY	V*Official-V BB 1-25	Official-V G&B BB 1-25-21 Pender	(125.00)	
		Vendor Total:		0.00
RUNZA	519692	WR Invite Hospitality Room	147.01	
		Vendor Total:		147.01
SHEIN.COM	GSHMBD00100M252	Body Suits-Black	58.36	
		Vendor Total:		58.36
SHERER, CHARLES	Official-WR 1-	Official-WR Invite 1-22-21	290.00	

<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>
	22		
		Vendor Total:	290.00
STEUTER, PAUL	Official G BB 1-7-21	Official-G JV/V BB 1-7-21 Wisner-Pilger	125.00
STEUTER, PAUL	Official V BB 1-26	Official-V G&B BB 1-26-21 NBC	125.00
STEUTER, PAUL	V*Official V BB 1-26	Official-V G&B BB 1-26-21 NBC	(125.00)
		Vendor Total:	125.00
TASLER, NATE	Official-WR 1- 22	Official-WR Invite 1-22-21	290.00
		Vendor Total:	290.00
TOMKA, STEVE	Official-G&B BB 1-21	Official-G&B V BB 1-21-21 HLHF	125.00
		Vendor Total:	125.00
TURNER, PHILIP	Official BB 1- 15-21	Official V G&B BB 1-15-21 Tekamah-Herman	125.00
TURNER, PHILIP	V*Official BB 1-15-2	Official V G&B BB 1-15-21 Tekamah-Herman	(125.00)
		Vendor Total:	0.00
US BANK CARDMEMBER SERVICES	2256	MS House Fundraiser (Enrichment)	98.40
US BANK CARDMEMBER SERVICES	3910	Script for OID	63.95
US BANK CARDMEMBER SERVICES	4923	MS House-Sweatshirts	109.23
US BANK CARDMEMBER SERVICES	6745	MS House Fundraiser (Enrichment)	163.01
US BANK CARDMEMBER SERVICES	7103	Masks-VB Fundraiser	58.50
US BANK CARDMEMBER SERVICES	8903	MS House-Sweatshirts	256.89
		Vendor Total:	749.98
WALMART COMMUNITY	P9273000M017BSZ GP	Supplies-WR Invite Hospitality	77.04
		Vendor Total:	77.04
WESLEY ECCLESTON	Copyright License	Copyright License Fee	250.00
		Vendor Total:	250.00
WINNERS' CIRCLE	52909	BB Holiday Tourney Trophies	145.44
WINNERS' CIRCLE	53010	Lifter of the Year Plaque	110.35
WINNERS' CIRCLE	53214	Trophy-Door Decorating Contest	9.45
WINNERS' CIRCLE	53215	HS WR Invite Medals & Plaques	296.20
		Vendor Total:	561.44
WOLFF, DAVE	Official-G&B BB 1-21	Official-G&B V BB 1-21-21 HLHF	125.00
		Vendor Total:	125.00
WOOLDRIK, CHRIS	Official G BB 1-7-21	Official-G JV/V BB 1-7-21 Wisner-Pilger	125.00
WOOLDRIK, CHRIS	Official-V BB 1-26	Official-V G&B BB 1-26-21 NBC	125.00
WOOLDRIK, CHRIS	V*Official-V BB 1-26	Official-V G&B BB 1-26-21 NBC	(125.00)

<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>	
			Vendor Total:	125.00
YMCA	2021 NEN GBB Tourney	Registration fee for 35th Annual NEN GBB	100.00	
YMCA	7th BBB NEN Tourney	7th B BB NEN Tourney (Youth Funds)	100.00	
			Vendor Total:	200.00
ZAFUL.COM	U21012114361924 21	Cargo Pants	1.28	
			Vendor Total:	1.28
			Fund Total:	12,706.82
			Checking Account Total:	12,706.82

MADISON PUBLIC SCHOOLS					
Activity Fund Balance Report					
JANUARY 21		Fund 05			
<u>Chart of Account Description</u>	<u>Beg Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Bal Change</u>	<u>Balance</u>
FUND BALANCE	0.00	0.00	0.00	0.00	0.00
AD	3,533.97	145.44	0.00	0.00	3,388.53
Art Club	766.24	0.00	0.00	0.00	766.24
Band	2,597.67	0.00	0.00	0.00	2,597.67
Boys BB	2,908.03	637.50	418.00	0.00	2,688.53
Boys BB FR	1,903.67	558.00	1,017.40	0.00	2,363.07
Cheerleaders	1,314.50	250.00	0.00	0.00	1,064.50
Class of 2019	635.43	0.00	0.00	0.00	635.43
Class of 2020	734.22	0.00	0.00	0.00	734.22
Class of 2021	1,617.72	0.00	0.00	0.00	1,617.72
Class of 2022	2,922.52	0.00	10.00	0.00	2,932.52
Class of 2023	400.00	0.00	0.00	0.00	400.00
Class of 2024	1,069.92	0.00	0.00	0.00	1,069.92
Concessions	14,100.89	735.31	1,450.55	0.00	14,816.13
Courtesy	2,249.72	25.00	0.00	0.00	2,224.72
Cross Country	614.44	0.00	0.00	0.00	614.44
Cross Country FR	763.47	0.00	695.00	0.00	1,458.47
Danceline	1,501.26	530.44	230.00	0.00	1,200.82
District Funds	12,493.14	0.00	1,984.08	0.00	14,477.22
Educators Rising	867.28	0.00	0.00	0.00	867.28
Elem Activity Acct	4,854.17	0.00	50.00	0.00	4,904.17
Elem PTO	1,684.47	0.00	0.00	0.00	1,684.47
Elem Student Council	47.00	0.00	0.00	0.00	47.00
ELL Class	630.75	0.00	0.00	0.00	630.75
Emergency Assistance	1,533.24	0.00	0.00	0.00	1,533.24
Ethnic Diversity Club	1,740.53	0.00	0.00	0.00	1,740.53
FCCLA	1,134.03	0.00	0.00	0.00	1,134.03
FFA	7,598.97	2,308.47	115.30	0.00	5,405.80
Football	2,742.97	0.00	0.00	0.00	2,742.97
Football FR	651.04	0.00	0.00	0.00	651.04
Football Youth	250.00	0.00	0.00	0.00	250.00
Girls BB	2,233.59	832.50	566.00	0.00	1,967.09
Girls BB FR	3,032.22	568.00	0.00	0.00	2,464.22
Golf	1,383.76	0.00	0.00	0.00	1,383.76
Golf FR	492.35	0.00	0.00	0.00	492.35
Homecoming	733.73	0.00	0.00	0.00	733.73
Honor Society	1,795.03	194.60	188.00	0.00	1,788.43
HS Student Council	1,636.18	367.56	56.00	0.00	1,324.62
M Club	4,179.68	0.00	0.00	0.00	4,179.68
Marketing Comm.	20,088.49	0.00	0.00	0.00	20,088.49
MS Activity Acct	4,719.77	0.00	0.00	0.00	4,719.77

Lunch Fund Balance Report					
JANUARY 21		Fund 06			
<u>Chart of Account Description</u>	<u>Beg Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Bal Change</u>	<u>Balance</u>
FUND BALANCE	103,396.07	29,061.20	3,138.26	0.00	77,473.13
					<u>FUND 06</u>

Student Fund Balance Report					
JANAURY 21		Fund 12			
<u>Chart of Account Description</u>	<u>Beg Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Bal Change</u>	<u>Balance</u>
FUND BALANCE	6,127.89	0.00	0.52	0.00	6,128.41
					<u>FUND 12</u>

<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>	
Checking	1			
Checking	1	Fund: 01 GENERAL FUND		
AKRS EQUIPMENT SOLUTIONS	QUOTE 23260460	EQUIPMENT	4,000.00	
		Vendor Total:		4,000.00
ALBRACHT DISPOSAL SERVICE	24580	WASTE DISPOSAL	155.00	
ALBRACHT DISPOSAL SERVICE	24581	WASTE DISPOSAL	170.00	
		Vendor Total:		325.00
ALLIED 100 LLC DBA AED SUPERSTORE	1827826	SUPPLIES	130.20	
		Vendor Total:		130.20
AMAZON.COM CREDIT	453854856756	SUPPLIES	112.24	
AMAZON.COM CREDIT	454435959957	SUPPLIES	82.84	
AMAZON.COM CREDIT	457374988767	SUPPLIES	147.52	
AMAZON.COM CREDIT	459763976596	SUPPLIES	16.54	
AMAZON.COM CREDIT	463347885956	SUPPLIES	14.99	
AMAZON.COM CREDIT	479795674685	SUPPLIES	13.95	
AMAZON.COM CREDIT	48197461	SUPPLIES	14.99	
AMAZON.COM CREDIT	484993354943	SUPPLIES	8.99	
AMAZON.COM CREDIT	535374387943	SUPPLIES	20.56	
AMAZON.COM CREDIT	569367884787	SUPPLIES	37.94	
AMAZON.COM CREDIT	636383846769	SUPPLIES	31.18	
AMAZON.COM CREDIT	647653889479	SUPPLIES	73.86	
AMAZON.COM CREDIT	657937733634	SUPPLIES	274.00	
AMAZON.COM CREDIT	678468688466	SUPPLIES	49.95	
AMAZON.COM CREDIT	754384357983	SUPPLIES	43.60	
AMAZON.COM CREDIT	779554443699	SUPPLIES	24.99	
AMAZON.COM CREDIT	798494443376	SUPPLIES	50.57	
AMAZON.COM CREDIT	879499864343	SUPPLIES	43.96	
AMAZON.COM CREDIT	883385688857	SUPPLIES	311.40	
AMAZON.COM CREDIT	949884735859	SUPPLIES	292.70	
AMAZON.COM CREDIT	966457875486	SUPPLIES	5.98	
		Vendor Total:		1,672.75
APPEARA	0610852	SUPPLIES	33.50	
APPEARA	0615077	SUPPLIES	33.50	
		Vendor Total:		67.00
ASSETGENIE, INC DBA AGIREPAIR	1529223	COMPUTER REPAIR	125.00	
ASSETGENIE, INC DBA AGIREPAIR	1529224	COMPUTER REPAIR	125.00	
		Vendor Total:		250.00
BCN	23042643	PHONE SERVICE	126.02	
		Vendor Total:		126.02
BRADY & AMY'S	54002	FUEL	284.37	
BRADY & AMY'S	54003	FUEL	966.82	
BRADY & AMY'S	54004	FUEL	504.48	
		Vendor Total:		1,755.67
CAROLINA SCIENTIFIC	51240644 RI	SUPPLIES	209.08	
		Vendor Total:		209.08
CENTRAL NEBRASKA REHAB SERVICES	0121 STMT	SERVICES	2,857.09	
		Vendor Total:		2,857.09

<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>	
CHOICE FOODS	0221 STMT	SUPPLIES	255.54	
			Vendor Total:	255.54
CITY OF MADISON	0121 5045001	UTILITIES	1,623.32	
CITY OF MADISON	0121 5095001	UTILITIES	100.89	
CITY OF MADISON	0121 5097002	UTILITIES	318.75	
CITY OF MADISON	020121 7008001	UTILITIES	4,519.34	
CITY OF MADISON	0221 7007001	UTILITIES	2,045.41	
			Vendor Total:	8,607.71
EAKES OFFICE SOLUTIONS	8175645-0	SUPPLIES	282.60	
EAKES OFFICE SOLUTIONS	8175645-1	SUPPLIES	31.96	
EAKES OFFICE SOLUTIONS	8176139-0	SUPPLIES	72.36	
			Vendor Total:	386.92
ECOLAB PEST ELIMINATION DIVISION	3770297	PEST CONTROL	121.85	
			Vendor Total:	121.85
EDUCATIONAL SERVICE UNIT #8	INV-006975	DISTANCE LEARNING	1,394.94	
EDUCATIONAL SERVICE UNIT #8	INV-006995	SERVICES	23,207.00	
EDUCATIONAL SERVICE UNIT #8	INV-007014	SERVICES	15,750.00	
EDUCATIONAL SERVICE UNIT #8	INV-007029	SERVICES	8,415.00	
			Vendor Total:	48,766.94
FIELDS HARDWARE	0121 STMT	SUPPLIES	190.87	
			Vendor Total:	190.87
FISCHER, BRANDON	0121 REIMB REQ	REIMBURSEMENT	75.00	
			Vendor Total:	75.00
FLINN SCIENTIFIC, INC.	2530151	SUPPLIES	135.17	
			Vendor Total:	135.17
FLOOR MAINTENANCE	Web-10197	SUPPLIES	8.87	
FLOOR MAINTENANCE	Web-10215	SUPPLIES	359.99	
FLOOR MAINTENANCE	Web-10369	SUPPLIES	146.10	
FLOOR MAINTENANCE	Web-10384	SUPPLIES	27.76	
			Vendor Total:	542.72
FRONTIER	0121 STMT	PHONE SERVICE	714.12	
			Vendor Total:	714.12
GREATAMERICA FINANCIAL SERVICES CORPORATION	28645497	COPIER LEASE	1,979.04	
			Vendor Total:	1,979.04
HEARTLAND SEATING	11985	SUPPLIES	605.00	
			Vendor Total:	605.00
HY-VEE FOOD STORE	0121 STMT	SUPPLIES	270.85	
			Vendor Total:	270.85
HY-VEE FOOD STORES, INC	0121 STMT	SUPPLIES	14.97	
			Vendor Total:	14.97
JACKSON SERVICES	4474728	SUPPLIES	70.91	

<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>	
JACKSON SERVICES	4474729	SUPPLIES	42.02	
				Vendor Total: 112.93
JOSTENS BIG DAY RECOGNITION LLC	6197-TI020221-1	SUPPLIES	36.00	
				Vendor Total: 36.00
KSB SCHOOL LAW	9535	LEGAL SERVICE	746.00	
				Vendor Total: 746.00
LUNCHTIME SOLUTIONS, INC.	29928	MEALS	252.06	
				Vendor Total: 252.06
MEISINGER OIL COMPANY	2058151	SUPPLIES	527.04	
				Vendor Total: 527.04
MENARDS - NORFOLK	99906	SUPPLIES	121.44	
				Vendor Total: 121.44
NEBRASKA ASSOCIATION OF SCHOOL BOARDS	0121 STMT	MEMBERSHIP	4,504.00	
NEBRASKA ASSOCIATION OF SCHOOL BOARDS	INV-07173- F0R3R9	REGISTRATION	55.00	
				Vendor Total: 4,559.00
NILSON, DUSTIN	0221 STMT	DISTANCE LEARNING	750.00	
				Vendor Total: 750.00
NORFOLK WORKS	0121 STMT	DOT PHYSICAL	75.00	
				Vendor Total: 75.00
NORTHEAST NEBRASKA JUVENILE SERVICES	0121 STMT	REIMBURSEMENT	5,382.23	
				Vendor Total: 5,382.23
ONE SOURCE	2877-20210131	BACKGROUND CHECK	40.00	
				Vendor Total: 40.00
PINKELMAN TRUCK AND TRAILER	15925	REPAIRS	3,684.04	
				Vendor Total: 3,684.04
PIZZA HUT OF MADISON	010621 CHARGE	SUPPLIES	64.98	
PIZZA HUT OF MADISON	012221 CHARGE	SUPPLIES	15.29	
PIZZA HUT OF MADISON	012721 CHARGE	SUPPLIES	65.73	
PIZZA HUT OF MADISON	505928	SUPPLIES	296.62	
				Vendor Total: 442.62
PLATTE COUNTY ELECTION COMM	0121 STMT	ELECTION	100.00	
				Vendor Total: 100.00
QUILL CORPORATION	10974692	SUPPLIES	42.32	
QUILL CORPORATION	13544556	SUPPLIES	348.46	
				Vendor Total: 390.78
RASMUSSEN MECHANICAL SERVICES	SRV079196	REPAIRS	1,129.36	
				Vendor Total: 1,129.36
SCHMIDT, COURTNEY	0221 STMT	MILEAGE	58.80	

<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>	
			Vendor Total:	58.80
SCHUMACHER, SMEJKAL, BROCKHAUS & HERLEY P.C.	49539	AUDIT	13,285.00	
			Vendor Total:	13,285.00
SHORT STOP, THE	0221 STMT	FUEL	25.57	
			Vendor Total:	25.57
SPARKLIGHT (FORMERLY CABLE ONE)	0221 STMT	BOX RENTAL	27.02	
			Vendor Total:	27.02
SUBWAY	011121 STMT	SUPPLIES	102.58	
			Vendor Total:	102.58
SYMMETRY ENERGY SOLUTIONS	9026964	UTILITIES	646.30	
			Vendor Total:	646.30
US BANK CARDMEMBER SERVICES	0121 STMT	SUPPLIES	3,314.44	
			Vendor Total:	3,314.44
US CELLULAR	0414752566	INTERNET	150.25	
			Vendor Total:	150.25
VOLKMAN PLUMBING & HEATING	203417	REPAIRS	1,499.97	
			Vendor Total:	1,499.97
WATER ENGINEERING INC	IN64218	WATER SERVICE	250.04	
WATER ENGINEERING INC	IN64234	WATER SERVICE	175.00	
			Vendor Total:	425.04
WINSUPPLY NORFOLK NE CO	474508 00	SUPPLIES	199.00	
			Vendor Total:	199.00
			Fund Total:	112,141.98
			Checking Account Total:	112,141.98

September 2020 Board Meeting

Bond Fund:

BOK Financial \$10,049.47

Depreciation Fund:

DWB, Inc. \$8,930.00 MHS Bus drop, Paving

QCP Fund:

Wells Fargo \$700.00

Wells Fargo (reimburse Activity) \$7,467.62 Because of COVID, the IRS didn't process credits on time, so we had to reimburse Wells Fargo until they catch up

Special Building Fund:

DWB, Inc. \$17,179.80 North Stair Tower Fire Doors

DWB, Inc. \$42,154.51 MS Commons

DWB, Inc. \$202,110.15 Gym and Locker Rooms

DWB, Inc. \$960.63 Fire Sprinklers

Fakler Architects \$338.72

Mid State Engineering & Testing \$400.00

October 2020 Board Meeting

Depreciation Fund:

DWB, Inc. \$102,075.60 MHS Bus drop, Paving

Special Building Fund:

DWB, Inc. \$72,528.22 Gym and Locker Rooms

Lincoln Electric Company \$13,304.02 Remainder of plasma cutting table after grant

Mid State Engineering & Testing \$1,014.00

November 2020 Board Meeting

Bond Fund:

BOK Financial \$192,760.00 General Obligation Bonds

Depreciation Fund:

DWB, Inc. \$15,162.00 MHS Bus drop, Paving

Special Building Fund:

Commonwealth Electric \$ 8,296.93 Speaker System/Backboard Lights

DWB, Inc. \$ 3,070.83 MS Commons

DWB, Inc. \$ 27,140.96 Gym and Locker Rooms

Five Points Bank \$ 728,836.17 Lease Debt Service

Mid State Engineering \$ 1,640.00

December 2020 Board Meeting

In order to fulfill the Phase 4 contract, the amounts for DWB, Inc are subject to change as there will be \$50,000 retainage and \$25,000 withheld for the gym floor issue on the contracts.

Depreciation Fund:

DWB, Inc.	\$ 15,162.00	MHS Bus drop, Paving
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Special Building Fund:

DWB, Inc.	\$ 183,908.04	Gym and Locker Room
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DWB, Inc.	\$ 27,140.96	Gym and Locker Room
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DWB, Inc.	\$ 86,924.02	MS Commons
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DWB, Inc.	\$ 4,862.80	Fire Sprinklers
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DWB, Inc.	\$ 840.67	Gym Ladder/gate/platform
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Mid State Engineering	\$ 270.00	
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January 2021 Board Meeting

Special Building Fund:

Fakler Architects, Inc.	\$ 169.36	Final review 12/11/2020
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February 2021 Board Meeting

Special Building Fund:

Nebraska Secretary of State	\$ 23.00	Corporation registration fee
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QCP Fund:

Wells Fargo	\$ 920.05	Interest Payment
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**MADISON PUBLIC SCHOOLS
TREASURER'S REPORT**

January 31, 2021

General Fund

					<u>BALANCE</u>	<i><u>Last year's balance</u></i>
Balance Forward as of	<u>December 31, 2020</u>				\$3,014,162.99	
Receipts		+	\$	598,322.19		
Expenditures		-	\$	680,642.30		
Balance as of	<u>January 31, 2021</u>				\$2,931,842.88	\$2,989,334.63

Employee Benefit Fund

Balance Forward as of	<u>December 31, 2020</u>				\$13,269.57	
Receipts		+	\$	3,388.20		
Expenditures		-	\$	1,351.75		
Balance as of	<u>January 31, 2021</u>				\$15,306.02	\$10,261.98

Petty Cash Fund

Balance Forward as of	<u>December 31, 2020</u>				\$2,431.50	
Receipts		+	\$	1,791.63		
Expenditures		-	\$	1,791.41		
Balance as of	<u>January 31, 2021</u>				\$2,431.72	\$2,450.19

Total Assets for General Fund

\$2,949,580.62 \$3,002,046.80

Depreciation Fund

Balance Forward as of	<u>December 31, 2020</u>				\$404,553.23	
Receipts		+	\$	343.59		
Expenditures		-				
Balance as of	<u>January 31, 2021</u>				\$404,896.82	\$721,169.22

Bond Fund

Balance Forward as of	<u>December 31, 2020</u>				\$151,827.80	
Receipts		+	\$	21,806.34		
Expenditures		-				
Balance as of	<u>January 31, 2021</u>				\$173,634.14	\$114,504.07

Qualified Capital Purpose Fund

Balance Forward as of	<u>December 31, 2020</u>				\$527,444.12	
Receipts		+	\$	8,039.34		
Expenditures		-				
Balance as of	<u>January 31, 2021</u>				\$535,483.46	\$480,877.96

Special Building Fund

Balance Forward as of	<u>December 31, 2020</u>				\$785,255.38	
Receipts		+	\$	86,081.77		
Expenditures		-	\$	169.36		
Balance as of	<u>January 31, 2021</u>				\$871,167.79	\$2,989,456.07

Investment Checking

Balance Forward as of	<u>December 31, 2020</u>				\$326,512.10	
Receipts		+	\$	277.31		
Expenditures		-	\$	-		
Balance as of	<u>January 31, 2021</u>				\$326,789.41	\$323,297.41

Madison Public Schools

Alan Ehlers
Superintendent

Jim Crilly
HS Principal
Reid Ehrisman
MS Principal/EL

Karla Kush
Elementary Principal

700 So Kent St.
P.O. Box 450
Madison, NE 68748
District Phone (402) 454-3336 Fax (402) 454-2238
Elementary Phone (402) 454-2656 Fax (402) 454-3978

Travis Jordan
Director of CAI
Crystal Ernst
Instructional Coach
Landonn Mackey
Athletic Director
Celine Filsinger
Office Manager

The mission of Madison Public Schools is to prepare students to be competent, confident, productive, and responsible citizens.

Superintendent Report February 2021

○ Alice Jones building/Future Childcare space needs

In order to allow for larger numbers of students in our childcare classroom I have visited with Mrs. Kush to come up with some options for additional space. In order to allow additional spots for children we would need to separate the 0-18 month children from the older children. We have a small room next to the current childcare classroom that might work to allow us more space.

One idea Karla has suggested is maybe we could use the Alice Jones building. I realize that we use the space during the four months of wrestling season but if we use the office area along with the main meeting area the rest of the year it might really benefit our After School Program. This would allow us to use the current office space off of the elementary lunchroom for a teacher that travels between buildings.

The simple way to solve the issue is to add more space but we are trying to be creative to make the current space work without additional costs to the patrons.

○ Future consideration of updating a Wrestling mat

I just want to bring up the idea of the possible purchase of a third Dollamur wrestling mat. This would allow us to not move mats between buildings. With the lower number of team members moving the mats is a safety concern. If you recall the best way to purchase would be through the State Tournament program. The last mat we purchased the Jr. wrestling club split the cost with the district. The estimated cost is \$7,500.00.

○ Future topics for the Transportation committee

It was suggested that the committee look at trading off the 2012 Ford Expedition 52,000 miles while it still has some value and also consider looking into a ¾ ton pickup to allow for better snow removal. The current 2012 Chevy pickup has about 90,000 miles on it. It might be nice to consider these as we do not plan at this time to purchase a bus this year. But please keep in mind we do have one more bus purchase to after the 2021-22 school year and we should be able to sell one or two of the older buses.

- **NASB – Legislative meeting cliff notes**

Below are the main themes of the bills moving through the legislature:

Local Control & It's Erosion

COVID

Liability

Mandates

Education Investment and support

Bills to keep an eye on:

LR-22

Constitutional Amendment to limit the growth of Property tax requests to 3% or less. During the past five years the district has increased less than 3% in three of the last five years. The issue now is if we lose evaluation 3% does not generate the same amount of funds. So, based on last year's Total Property tax request we would be limited to \$216,021.63. Our tax request last year was \$9,000 more than in 2016-17. You have watched this pretty close, but my question is why should everyone in Nebraska who don't understand our district vote to limit your local control. **This is projected to be up for debate.**

LB – 408 Adopt the Property Tax Request Act

This bill is about the same as **LR-22** but would not go to the voters

LB – 454

Changes evaluation 72% to 65% in 2022 & from 65% to 55% in 2023

LB-523

This bill would remove a boards ability to use the 14 cents in the building fund, the way this bill is written could take affect 2031.

- **Board/Administrative Team Retreat May 14th & 15th**

So, on Friday May 14th and Saturday May 15th I'm working on plans to have a team from the Rural Schools Association lead us through our next phase of Strategic planning. I will be working to reserve a room at the Ramada Inn in Columbus for the meetings. Additional details on times are still being worked out at this time. The cost to rent the room at the Ramada is \$250 for both days the cost for food and coffee or tea would be extra.

On Friday would it work to have supper at 4:30 followed by the meeting at 5:30. On Saturday for lunch I have a request to stop at the Husker House for lunch before returning to Madison. We can discuss your ideas at during our regular meeting on February 8th.

- **Administrative Team visit with the ESU 8 Administrative Team**

I hosted a meeting with ESU 8 to discuss additional areas that we might need support. They were very open to many of our ideas and we are seeing more active support from them. I have also visited with the ESU #7 executive Director Dr. Polk about the idea of joining ESU #7 in the future. Dr. Polk did not want to say anything to hurt their relationships between ESU #7 & ESU #8.

- **Future Migrant Education program services**

On February 25th I have a zoom meeting scheduled with ESU #7, ESU #8, ESU #1 and NDE Migrant education representatives. The main topic is how to best serve Migrant students in the area. Most schools in our area except Madison (Stand-alone Migrant program) and Norfolk Public Schools (Consort with ESU #1) work in a large consortium with ESU #7. This includes other ESU #8 schools such as O'Neill, West Holt and schools down to Southeast Nebraska.

The advantage we have currently is that local control on how our program looks and also the funds to pay Migrant staff. If something would change, we would end our funds to the ESU who would tell us how to run our program. On the other side of the issue is the fact when you work with others through a consortium you have access to materials that we don't normally have at this time. I hope to keep investigating all offerings for our students.

- **Elementary and Secondary School Emergency Relief Funds (ESSER II)**

As you are aware the district should have \$488,859 dollars of additional funds to use to help with costs and impacts from the COVID. I have had conversations with representatives from NDE and we are still trying to generate ideas for the best use of these funds. According to the limited guidance that has been provided it appears we could use the funds to help offset the purchase of ipad's that were purchased for the Elementary. It might also be a good time to consider updating devices for students in 9-12 to help prepare for budget caps that might be coming in the near future.

The Administrative team has also visited about summer school offering but are concerned that students don't attend at a high percentage in the summer. Another idea is looking into using current staff or a new short-term employee to provide additional Title I support. I have asked about using the funds for adding additional space and it does not sound like that would be allowed.

General Obligation Bond refinancing option (Elementary Project)

The district has just over \$1.5 million of GO bonds outstanding at a rate of just over 2%. It is projected that the current market is closer to 1% which would net the district around \$70,000 of savings. Attached to the board agenda is a time-line if you would chose to move forward to save the taxpayers the additional money. The only negative side of moving forward would limit you paying these off early but I feel taking 1.5 million out of our working capital would not be wise at this time so I believe this is a good option to consider. The Bonds would still payoff in December of 2028.



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Mrs. Ernst's February Board Report

- **Professional Development**
 - We used our January CSI day to talk about Learning Targets. Upcoming PD will continue on Learning Targets and will tie into our earlier professional development with Phil Warrick on assessment.
 - We are working with ESU 8 to add some support and professional development for our paras. I am excited for this opportunity- the paras are critical to our students and teachers, and I think this is a great step towards moving everyone forward together.
- **Instructional Coaching**
 - We have had a lot of teachers take the opportunity to do some short instructional rounds to get ideas for their classroom. It has led to some fantastic conversations and strategy implementation.
- **School Improvement**
 - The school improvement team met at our January CSI day to continue working on our professional development plan and goals for next year. We have slightly modified our previous academic goal, but continued to keep our focus on reading.

School Improvement Action Plan for Madison Public School PK - 12
2020 – 2024 – 5 year cycle

Goal: Students will improve reading skills in all areas across the curriculum and show an increase in student achievement in the area of vocabulary and foundational reading skills.

Support Data (from the Profile)
In 2019-2020, our district was 31% proficient on the NSCAS-ELA. Seniors taking the ACT this fall had an average score of ____

Additional Data:
The transition from a scripted reading program to one that requires differentiation and scaffolded support strategies was also a driving factor in continuing with a reading goal.

Standardized Assessments

1. MAP, ACT
2. State assessment – NSCAS
3. Acadience assessment grades pK – 8

Local Assessments:

1. Progress monitoring in foundational skills in K-8.
2. Frequent literature comprehension assessment from Language Arts classes.
3. Frequent, informal assessment on new vocabulary in classes.
4. Vocabulary notebooks in all grade levels tracked over multiple years

Intervention: 2020 - 2024
All K-8 students will be assessed and progress monitored using Acadience to identify areas of need. Researched-based interventions and instructional strategies will be used to support growth in foundational reading skills. Data will also be used to track student growth and core program success.

Students in kindergarten-11th annually with the NWEA MAP assessment. Grades 1st-10th will be assessed twice a year. Results will be used to inform classroom practices and provide support and scaffolding to students.

- Research/Best Practice for Intervention:**
- Evidence based instructional materials
 - Wonders PK – 5; Into Literature 6-8
 - MAP assessment – used for tracking and growth
 - Evidence based, explicit interventions
 - EIR K-2, Corrective Reading 3-8, Rewards 6-8
 - Differentiated and scaffolded instruction
 - Close Reading strategies (K-12)
 - Explicit Vocabulary Instruction (pK-12)
 - Questioning strategies
 - Frequent formal and informal formative assessments with feedback.

Activities to Implement the Intervention	Person(s) Accountable	Timeline		Resources	Staff Development
		Begin	End		
1. Review and modify RTI or intervention time – transition to MTSS	MTSS leadership team and building staff	2015-2016	On-going	ESU 8, NEMTSS, assessment data	Foundational skills in reading. Ex: phonemic awareness, phonics, vocabulary, fluency (PK-5)
2. Implement more frequent feedback and assessment for understanding and comprehension.	All classroom teachers	Start of school year	On-going	Classroom assessments, benchmark and standardized assessments	Assessment training with Phil Warrick; classroom coaching; PLCs
3. Incorporate scaffolded reading practice through close reading strategies and deep questioning.	Language Arts teachers and Administration	2021-2022	On-going	Textbook readings, Core Curricular materials	Comprehension skills through close reading and text dependent questioning (PK-12)
4. Incorporate more critical thinking questions.	Staff and Administration	2022-2023	On-going	ESU 8, Marzano questioning sequencing, Phil Warrick	Questioning sequencing; Developing quality assessment
5. Implementation of Marzano Instructional Framework AND transition to an alignment of the Nebraska Teacher Performance Standards	Administration	Current	On-going	Marzano Model; Nebraska Teacher Framework	Transition to full Marzano Instructional Framework and/or Teacher Performance Standards
<p>Evidence of Success:</p> <ol style="list-style-type: none"> 1) Regular cohort improvement on MAP scores 2) Regular cohort improvement on NSCAS scores 3) Meet or exceed the state average in ELA achievement scores 4) Increased usage of Marzano instructional elements in every classroom 5) Increased use explicit instruction to teach tier two and three words in each subject area 					

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Curriculum and Assessment

February 2021, Board Report

Curriculum:

- Elementary Math Review Team
 - All teachers “Piloting” math programs have materials and are implementing the new programs.
 - They have already noticed a difference in rigor and expectations for student understanding. Kids are asked to explain their thinking and have conversations with each other.
- Middle School Language Arts
 - We met with our Middle School Language teachers to discuss the success of program implementation. This year saw us take two 47 minute periods and place them back to back to create a 90 minute Language Block. We are trying to determine if that needs to be the same next year or not.
 - We will be looking at MAPs Data to see if IntoLiterature is having an impact right away. (Data will be skewed due to Covid19)
 - Our Teachers have follow up training on the Feb. 24th and March 24th early outs.
- Curriculum and Program Review Cycle
 - I have attached our outline for reviewing our programs and curriculum.

Assessment:

- MAPs Testing
 - One Middle School date got snowed out, but we did get all Reading done.
 - We have 1/2 of the third through fifth grade testing done.
- ELPA21 Testing Window is February 8 to March 19. (Extended to April 2nd)
 - All Middle School and High School students have taken the 4 practice tests.
 - About 1/4 of our Elementary ELL students have taken the practice tests.

MAPs Data:

50th %ile is Average Growth and above 63rd %ile achievement is a good indicator of proficiency on the NSCAS; so we like to look at who is meeting our goal or closing the gap quickly.

	Reading	Math
Third Grade	17/28 61%	N/A
Fourth Grade	15/30 50%	16/31 52%
Fifth Grade	20/32 63%	18/28 64%
Sixth Grade *16 above 75th %ile in growth	22/35 63%	N/A
Seventh Grade *9 above 75th %ile in growth	15/35 43%	N/A
Eighth Grade *8 above 75th %ile in growth	15/24 63%	N/A
	MPS Reading Average RIT	National Reading RIT Norm
Third Grade	195	194
Fourth Grade	200	202
Fifth Grade	211	209
Sixth Grade	207	213
Seventh Grade	213	217
Eighth Grade	220	220

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Mrs. Kush – Feb. 3, 2021
Elementary Principal

Number of Students in Elementary School

Grade Level	Current as of 2/3/21	1/6/21	12/8/20	11/4/20	10/7/20	9/8/20	8/5/20
PreK-3	23	24	25	26	26	27	18
PreK-4	28	29	30	30	29	28	32
Kindergarten	40	40	40	40	40	40	36
1 st Grade	47	45	45	46	46	46	43
2 nd Grade	41	42	42	42	41	41	40
3 rd Grade	29	29	30	31	30	30	31
4 th Grade	35	35	35	37	35	35	34
5 th Grade	35	35	34	37	38	38	36
Total	278	279	281	289	285	285	270
							Last year ended with 287

Student Report

	Jan. 2021	Dec. 2020	Nov. 2020	Oct. 2020	Sept. 2020	August 2020	Last Year	2020- 2021 Goal
Attendance	95.87%	95.53%	94.79%	95.94%	95.61%	93.74%	95.59%	96%

1. Evaluation of tenured teachers are wrapping up. Non-tenured teachers' second semester evaluations will begin this month.
2. High Ability Learners (HAL) from the 4th and 5th grades have been going to the Middle School with Mrs. Middleton for opportunities to "think outside the box" with different activities. This has been after school and I am pleased that parents have made accommodations to get their children picked up at a later time.
3. In place of the Math Night and Science Nights that bring parents into the school, we are going to be sending home activity packets with each student.
4. New teacher/new student meetings have been taking place to see how transitions have been going. Overall, from what was reported, Madison has been a good fit for the new teachers and students. Since the beginning of the 2020-2021 school year, Madison Elementary has had 26 students enroll.

5. The Family Literacy (SFEC grant) program is well established during the Monday and Wednesday Parent Times and English Learning. The PACT time, which should occur during the school day, is still being worked on and discussed with parents/families involved.
6. The Beyond the Bells grant budget is getting resubmitted. We have discovered that after a semester of school being in session and with the ASP changes we didn't need the extra money for staffing. So, we are requesting the money be transferred for supplies.
7. To enhance clarity for families, both new and returning, a general packet is getting created for the beginning of the school year 2021-2022. From there, grade levels will also have a portion to have for each grade with "about Me" for the teachers, how to communicate with them, and what to expect in their classroom.
8. Preschool registration and Kindergarten round-up is starting to get planned.



Merry Christmas and Happy Holiday from the after school program staff.

We appreciate you and wish your family the best this holiday season.

The after school staff would like to share a few words about what the afterschool program means to them:

I have been a part of the after school program for two years now and I love it. My favorite thing about being a part of the ASP would be being able to do different projects with the students and seeing how creative they can be- Ms. Daniela

What I like about working at the after school program is becoming close with all the kids. They encourage me to use my imagination and find new creative ways to do things. Ms. Martha

I enjoy ASP because it is fun yet very interesting working with children. I like getting to hear all the funny things they say and come up with. Ms. Aliya

It has been a joy these past 6 years getting to see kids learn, grow, and create in the after school program. As the director, I am always trying to find new & creative ways to help the after school kids and parents! The staff have done a great job this year with all the extra cleaning, activities and projects. This year has brought some challenges but through it all the kids are still learning and having fun in ASP. -Mrs. Natilli

I am delighted to work at the after school program because I get to see the kids be creative, express themselves and enjoy their childhood despite the worldwide pandemic. I also get to learn about their beautiful personalities and what they enjoy and love. -Ms. Alondra

I like working with students seeing them after school doing fun activities. -Mrs.Varela

This is my first year working in the afterschool program but I enjoy seeing how enthusiastic the kids are and how respectful they are to teachers and staff. They get to experience new activities and also have lots of fun. -Ms. Nayla

As one of the kindergarten staff, I enjoy interacting with them while they have snacks, playtime, work on projects and receive homework practice. So far, Kindergarten seems to enjoy our arts and crafts projects. Earlier in Fall they worked on some science activities about the life cycles of apples and pumpkins. Now in December, they have colored ugly Christmas sweaters and have decorated the walls of the school cafeteria. -Ms. Veronica

My favorite part about being in the ASP is knowing that I can provide the extra help that students may need in completing their homework. It also gives me the opportunity to get to know each student individually. -Mrs. Lewis

We want to thank you for your continued support of the after school program as we have navigated through this challenging year. May this holiday season bring your family health and happiness.
Merry Christmas & Happy New Year!

With warm wishes, The After School Program Staff





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Mr. Ehrisman- February 3, 2021

NUMBER OF STUDENTS IN THE MIDDLE SCHOOL

Grade Level	Current as of 2/3/21	Start of the year 8/12/20
6 th Grade	42	41
7 th Grade	45	43
8 th Grade	29	26
MS Total	116	110

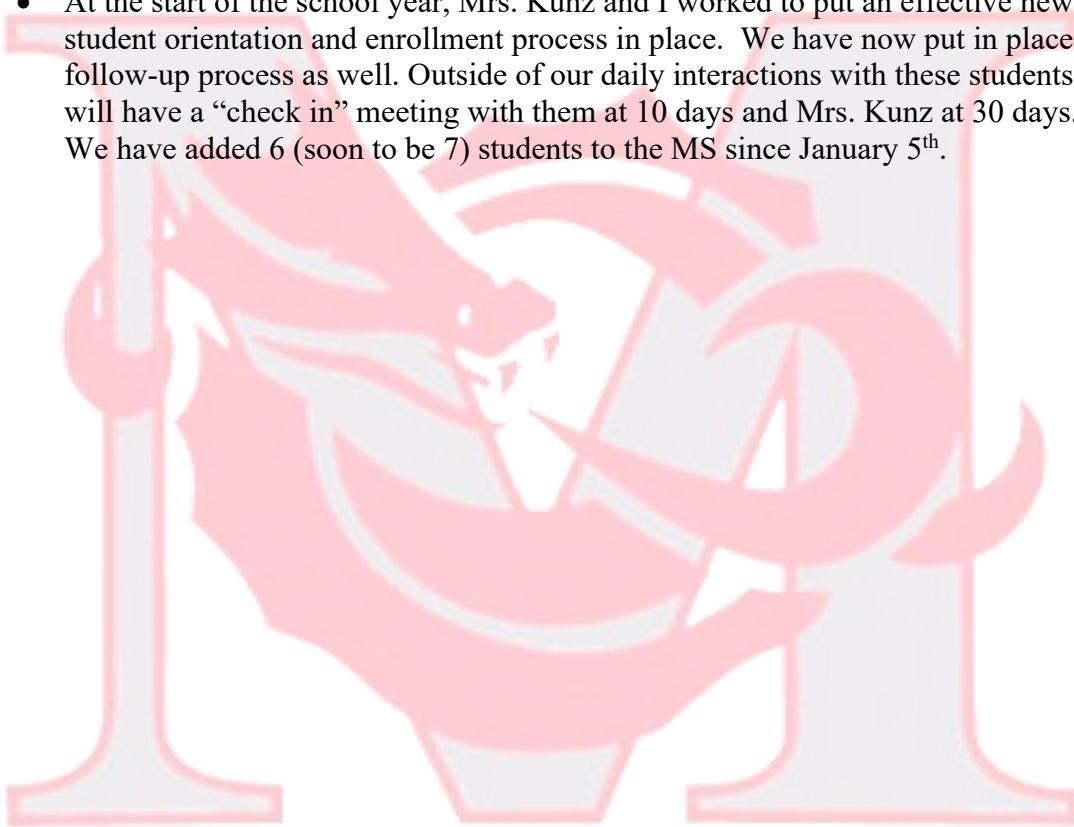
STUDENT REPORT

Grade Level	Attendance as of 1/6/21	8/12-8/31	9/1-9/30	10/1-10/31	11/1-11/30	12/1-12/22	1/5-2/3
6th Grade	96.26%	97.49%	96.98%	96.21%	95.14%	95.90%	95.93%
7th Grade	96.46%	97.06%	96.97%	96.73%	95.69%	95.62%	96.46%
8th Grade	93.81%	95.48%	91.27%	93.79%	93.73%	95.53%	93.81%
MS Total	95.76%	96.84%	95.66%	95.86%	95.03%	95.70%	95.76%

# of students in AMP	
Week 16 (1/27)	12
Week 17 (2/3)	13

- I took part in the CSI IMP Meeting on January 20th. I chose to be part of the "NDE Grades 6-12: Older Readers Who Struggle" cohort.
- I attended the ESU7 Consortium meeting via Zoom on January 20th. We discussed topics as they related to ELPA21 Testing.
- Jacquie Winbolt, BIST consultant, was in the MS on January 28th. She observed classrooms and provided valuable feedback and support to myself, staff, and students.

- NWEA winter Maps testing for the MS started on February 3rd. Testing will occur over the course of the next three weeks. Thank you Mr. Jordan for all your work on this!
- Mr. Jordan and the EL teachers have given the K-12 EL students the ELPA21 practice test in preparation for the actual test.
- Tiyaga won the 2nd quarter house points challenge and celebrated their win last week.
- Mrs. Kunz met with all 8th grade students to discuss career and college options and how this ties into their all encompassing future as high school students. They will register for HS classes on February 9th.
- At the start of the school year, Mrs. Kunz and I worked to put an effective new student orientation and enrollment process in place. We have now put in place a follow-up process as well. Outside of our daily interactions with these students, I will have a “check in” meeting with them at 10 days and Mrs. Kunz at 30 days. We have added 6 (soon to be 7) students to the MS since January 5th.



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February 2021 Board Report- Jim Crilly-High School Principal

Enrollment- population

12th grade 49 students

11th grade- 34 students

10th grade- 37 students

9th grade 42 students **Total Enrollment 2-1-21 162 Students**

Average Daily Attendance

12th grade 93.10%

11th grade 94.55%

10th grade 93.10%

9th grade 92.58%

- **Greenhouse Update-** The FFA has seeds planted and seeds germinating, they have a plant delivery(seedlings) for plant sales in the spring. The Alternative Education students and Mr. Koopman have a potato box (built by Woods students) and are growing potatoes and other vegetables, the EL students and Mrs. Engelmann are planning on growing plants to make salsa. Mr. Crilly 4th grade/5th grade (Collin) are planning to plant cactus for photosynthesis. Ms. Foley has a scheduled unit called *Nourishing the Planet* and will be in the Greenhouse for the entire lesson.
- We are in the process of getting things ready for class registration for grades 8-11. WE have made a series of short video's that students can watch and see what a class is all about. Thanks to Mrs. Ernst and Mrs. Kunz. We will begin actual registration February 8th-12th.
- I met with all the Seniors and gave them the options of Outside (Football Field), the Old gym (with use of the stage) and the new gym (Video Board). Their choice was to use the old gym. Must say I was surprised but the old gym was a majority choice. Informed them graduation has been moved to May 2nd 2:00PM. Just a reminder that this is all contingent on COVID guidelines.
- Plans are in place for a school spring play (April 14 mat, April 15 &16 evening).
- *Parent Teacher Conferences February 17th & 18th*
- State Cheer and State Dance will be held in Grand Island February 17th and 20th. Mrs. Jurgensmeier will take the cheer team and Mrs. Mackey will take the dance team.

Nebraska Department of Education Elementary and Secondary School Emergency Relief Fund (ESSER II)

Authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021

LOCAL EDUCATIONAL AGENCY (LEA) ALLOCATIONS

Under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021, the United States Department of Education (USED) will make awards to State educational agencies (SEAs) to help States to prevent, prepare for, and respond to the devastating effects of the Novel Coronavirus Disease 2019 (COVID-19).

Section 311(b) of the CRRSA Act requires the USED, after reserving 1 percent of the \$81.88 billion appropriated for the Education Stabilization Fund for the Outlying Areas (1/2 of 1 percent) and the Bureau of Indian Education at the Department of the Interior (1/2 of 1 percent), to reserve 67 percent of remaining funds, or \$54,311,004,000, for the Elementary and Secondary School Emergency Relief Fund (ESSER II Fund) authorized under section 313 of the CRRSA Act.

Methodology for Calculating Allocations

Section 313(b) of the CRRSA Act requires the USED to allocate the ESSER II Fund based on the proportion that each State received under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) in the most recent fiscal year. However, section 1122(c)(3) of the ESEA prohibits the Department from considering the Title I, Part A hold harmless provisions in ESEA section 1122 in calculating State or local allocations for any other program administered by the Secretary, including the ESSER II Fund. Therefore, to determine the ESSER II Fund allocations, the Department used the federal fiscal year (FFY) 2020 State shares of Title I, Part A allocations without the application of the hold harmless provisions in ESEA section 1122.

The Nebraska Department of Education (Department) will allocate no less than 90 percent of the State's grant funds under this program to Nebraska LEAs. Under the ESSER II Fund, the USED will award grants by formula to SEAs for the purpose of providing LEAs with emergency relief funds to address the impact of COVID-19 has had, and continues to have, on elementary and secondary schools across the Nation. The use of the funds under this program is broad, flexible, and consistent with the USED's goal that LEAs will use every effort to spend funds quickly to address exigent student needs.

LEA Eligibility

The Department will allocate these funds to LEAs based on their respective shares of funds received under Title I, Part A of the Elementary and Secondary Education Act of 1965 in FFY 2020. An LEA that did not receive Title I, Part A funds in school fiscal year 2020-21 (either because the district was not eligible or because it declined funding) would not generate a share of ESSER II Funds. LEAs are not required to provide equitable services under the ESSER II Fund.

Department Uses of Funds

The Department will use the remaining funds for emergency needs as determined by the Department to address issues related to COVID-19, which may be addressed through subgrants or contracts. From this reserve, the Department may use not more than 1/2 of 1 percent for administrative costs.

Under the CRRSA Act, the Department was appropriated [\\$243,073,530](#), of which a minimum LEA distribution of \$218,766,177 is required to flow through to LEAs as subgrants. The Department can retain no more than \$24,307,353 for state-level activities related to COVID-19, which includes \$1,215,368 for administration.

Nebraska Department of Education
Elementary and Secondary School Emergency Relief Fund (ESSER II)

LEA Allocation Table

AGENCY-ID	NAME	LEA SHARE OF ESSER II FUND
01-0003-000	KENESAW PUBLIC SCHOOLS	\$119,943
01-0018-000	HASTINGS PUBLIC SCHOOLS	\$3,014,272
01-0090-000	ADAMS CENTRAL PUBLIC SCHOOLS	\$197,474
01-0123-000	SILVER LAKE PUBLIC SCHOOLS	\$97,034
02-0009-000	NELIGH-OAKDALE SCHOOLS	\$236,817
02-0018-000	ELGIN PUBLIC SCHOOLS	\$0
02-0115-000	SUMMERLAND PUBLIC SCHOOLS	\$334,357
03-0500-000	ARTHUR COUNTY SCHOOLS	\$0
04-0001-000	BANNER COUNTY PUBLIC SCHOOLS	\$119,005
05-0071-000	SANDHILLS PUBLIC SCHOOLS	\$72,226
06-0001-000	BOONE CENTRAL SCHOOLS	\$217,181
06-0017-000	ST EDWARD PUBLIC SCHOOLS	\$122,608
06-0075-000	RIVERSIDE PUBLIC SCHOOLS	\$226,817
07-0006-000	ALLIANCE PUBLIC SCHOOLS	\$1,068,114
07-0010-000	HEMINGFORD PUBLIC SCHOOLS	\$197,035
08-0051-000	BOYD COUNTY SCHOOLS	\$241,394
09-0010-000	AINSWORTH COMMUNITY SCHOOLS	\$236,407
10-0002-000	GIBBON PUBLIC SCHOOLS	\$394,802
10-0007-000	KEARNEY PUBLIC SCHOOLS	\$2,205,970
10-0009-000	ELM CREEK PUBLIC SCHOOLS	\$112,532
10-0019-000	SHELTON PUBLIC SCHOOLS	\$118,569
10-0069-000	RAVENNA PUBLIC SCHOOLS	\$184,037
10-0105-000	PLEASANTON PUBLIC SCHOOLS	\$76,660
10-0119-000	AMHERST PUBLIC SCHOOLS	\$139,220
11-0001-000	TEKAMAH-HERMAN COMMUNITY SCHS	\$181,890
11-0014-000	OAKLAND CRAIG PUBLIC SCHOOLS	\$263,164
11-0020-000	LYONS-DECATUR NORTHEAST SCHS	\$187,080
12-0056-000	DAVID CITY PUBLIC SCHOOLS	\$336,163
12-0502-000	EAST BUTLER PUBLIC SCHOOLS	\$80,343
13-0001-000	PLATTSMOUTH COMMUNITY SCHOOLS	\$670,039
13-0022-000	WEeping WATER PUBLIC SCHOOLS	\$131,539
13-0032-000	LOUISVILLE PUBLIC SCHOOLS	\$125,837

Nebraska Department of Education
Elementary and Secondary School Emergency Relief Fund (ESSER II)

AGENCY-ID	NAME	LEA SHARE OF ESSER II FUND
13-0056-000	CONESTOGA PUBLIC SCHOOLS	\$192,630
13-0097-000	ELMWOOD-MURDOCK PUBLIC SCHOOLS	\$61,873
14-0008-000	HARTINGTON NEWCASTLE PUBLIC SCHOOLS	\$187,790
14-0045-000	RANDOLPH PUBLIC SCHOOLS	\$102,473
14-0054-000	LAUREL-CONCORD-COLERIDGE SCHOOL	\$203,498
14-0101-000	WYNOT PUBLIC SCHOOLS	\$82,098
15-0010-000	CHASE COUNTY SCHOOLS	\$246,953
15-0536-000	WAUNETA-PALISADE PUBLIC SCHS	\$169,616
16-0006-000	VALENTINE COMMUNITY SCHOOLS	\$323,304
16-0030-000	CODY-KILGORE PUBLIC SCHS	\$121,467
17-0001-000	SIDNEY PUBLIC SCHOOLS	\$621,085
17-0003-000	LEYTON PUBLIC SCHOOLS	\$70,381
17-0009-000	POTTER-DIX PUBLIC SCHOOLS	\$97,699
18-0002-000	SUTTON PUBLIC SCHOOLS	\$164,616
18-0011-000	HARVARD PUBLIC SCHOOLS	\$317,007
19-0039-000	LEIGH COMMUNITY SCHOOLS	\$71,377
19-0058-000	CLARKSON PUBLIC SCHOOLS	\$80,018
19-0070-000	HOWELLS-DODGE CONSOLIDATED SCHOOLS	\$132,837
19-0123-000	SCHUYLER COMMUNITY SCHOOLS	\$1,915,768
20-0001-000	WEST POINT PUBLIC SCHOOLS	\$526,201
20-0020-000	BANCROFT-ROSALIE COMM SCHOOLS	\$181,381
20-0030-000	WISNER-PILGER PUBLIC SCHOOLS	\$172,549
21-0015-000	ANSELMO-MERNA PUBLIC SCHOOLS	\$144,293
21-0025-000	BROKEN BOW PUBLIC SCHOOLS	\$451,447
21-0044-000	ANSLEY PUBLIC SCHOOLS	\$105,192
21-0084-000	SARGENT PUBLIC SCHOOLS	\$124,930
21-0089-000	ARNOLD PUBLIC SCHOOLS	\$52,510
21-0180-000	CALLAWAY PUBLIC SCHOOLS	\$90,444
22-0011-000	SO SIOUX CITY COMMUNITY SCHS	\$3,429,331
22-0031-000	HOMER COMMUNITY SCHOOLS	\$197,000
23-0002-000	CHADRON PUBLIC SCHOOLS	\$515,887
23-0071-000	CRAWFORD PUBLIC SCHOOLS	\$151,958
24-0001-000	LEXINGTON PUBLIC SCHOOLS	\$3,673,441
24-0004-000	OVERTON PUBLIC SCHOOLS	\$168,573

Nebraska Department of Education
Elementary and Secondary School Emergency Relief Fund (ESSER II)

AGENCY-ID	NAME	LEA SHARE OF ESSER II FUND
24-0011-000	COZAD COMMUNITY SCHOOLS	\$610,303
24-0020-000	GOTHENBURG PUBLIC SCHOOLS	\$379,453
24-0101-000	SUMNER-EDDYVILLE-MILLER SCHS	\$155,167
25-0025-000	CREEK VALLEY SCHOOLS	\$147,254
25-0095-000	SOUTH PLATTE PUBLIC SCHOOLS	\$169,400
26-0001-000	PONCA PUBLIC SCHOOLS	\$96,799
26-0070-000	ALLEN CONSOLIDATED SCHOOLS	\$69,787
26-0561-000	EMERSON-HUBBARD PUBLIC SCHOOLS	\$290,952
27-0001-000	FREMONT PUBLIC SCHOOLS	\$3,456,979
27-0062-000	SCRIBNER-SNYDER COMMUNITY SCHS	\$189,211
27-0594-000	LOGAN VIEW PUBLIC SCHOOLS	\$228,462
27-0595-000	NORTH BEND CENTRAL PUBLIC SCHS	\$187,866
28-0001-000	OMAHA PUBLIC SCHOOLS	\$86,420,681
28-0010-000	ELKHORN PUBLIC SCHOOLS	\$399,554
28-0015-000	DOUGLAS CO WEST COMMUNITY SCHS	\$330,502
28-0017-000	MILLARD PUBLIC SCHOOLS	\$6,320,893
28-0054-000	RALSTON PUBLIC SCHOOLS	\$1,782,734
28-0059-000	BENNINGTON PUBLIC SCHOOLS	\$277,810
28-0066-000	WESTSIDE COMMUNITY SCHOOLS	\$1,693,932
29-0117-000	DUNDY CO STRATTON PUBLIC SCHS	\$300,780
30-0001-000	EXETER-MILLIGAN PUBLIC SCHOOLS	\$0
30-0025-000	FILLMORE CENTRAL PUBLIC SCHS	\$355,710
30-0054-000	SHICKLEY PUBLIC SCHOOLS	\$23,230
31-0506-000	FRANKLIN PUBLIC SCHOOLS	\$212,591
32-0046-000	MAYWOOD PUBLIC SCHOOLS	\$104,696
32-0095-000	EUSTIS-FARNAM PUBLIC SCHOOLS	\$79,032
32-0125-000	MEDICINE VALLEY PUBLIC SCHOOLS	\$73,107
33-0018-000	ARAPAHOE PUBLIC SCHOOLS	\$244,711
33-0021-000	CAMBRIDGE PUBLIC SCHOOLS	\$112,113
33-0540-000	SOUTHERN VALLEY SCHOOLS	\$249,571
34-0001-000	SOUTHERN SCHOOL DISTRICT 1	\$307,084
34-0015-000	BEATRICE PUBLIC SCHOOLS	\$1,319,409
34-0034-000	FREEMAN PUBLIC SCHOOLS	\$73,527
34-0100-000	DILLER-ODELL PUBLIC SCHOOLS	\$59,873

Nebraska Department of Education
Elementary and Secondary School Emergency Relief Fund (ESSER II)

AGENCY-ID	NAME	LEA SHARE OF ESSER II FUND
35-0001-000	GARDEN COUNTY SCHOOLS	\$252,128
36-0100-000	BURWELL PUBLIC SCHOOLS	\$156,958
37-0030-000	ELWOOD PUBLIC SCHOOLS	\$115,955
38-0011-000	HYANNIS AREA SCHOOLS	\$92,591
39-0060-000	CENTRAL VALLEY PUBLIC SCHOOLS	\$220,609
40-0002-000	GRAND ISLAND PUBLIC SCHOOLS	\$8,010,136
40-0082-000	NORTHWEST PUBLIC SCHOOLS	\$436,552
40-0083-000	WOOD RIVER RURAL SCHOOLS	\$322,547
40-0126-000	DONIPHAN-TRUMBULL PUBLIC SCHS	\$124,981
41-0002-000	GILTNER PUBLIC SCHOOLS	\$45,389
41-0091-000	HAMPTON PUBLIC SCHOOL	\$45,134
41-0504-000	AURORA PUBLIC SCHOOLS	\$448,355
42-0002-000	ALMA PUBLIC SCHOOLS	\$182,927
43-0079-000	HAYES CENTER PUBLIC SCHOOLS	\$111,982
44-0070-000	HITCHCOCK CO SCH SYSTEM	\$212,820
45-0007-000	O'NEILL PUBLIC SCHOOLS	\$523,447
45-0044-000	STUART PUBLIC SCHOOLS	\$85,673
45-0137-000	CHAMBERS PUBLIC SCHOOLS	\$53,964
45-0239-000	WEST HOLT PUBLIC SCHOOLS	\$213,329
46-0001-000	MULLEN PUBLIC SCHOOLS	\$68,460
47-0001-000	ST PAUL PUBLIC SCHOOLS	\$243,296
47-0100-000	CENTURA PUBLIC SCHOOLS	\$204,894
47-0103-000	ELBA PUBLIC SCHOOLS	\$93,201
48-0008-000	FAIRBURY PUBLIC SCHOOLS	\$586,984
48-0300-000	TRI COUNTY PUBLIC SCHOOLS	\$140,899
48-0303-000	MERIDIAN PUBLIC SCHOOLS	\$163,716
49-0033-000	STERLING PUBLIC SCHOOLS	\$70,375
49-0050-000	JOHNSON CO CENTRAL PUBLIC SCHS	\$349,292
50-0001-000	WILCOX-HILDRETH PUBLIC SCHOOLS	\$106,070
50-0501-000	AXTELL COMMUNITY SCHOOLS	\$63,610
50-0503-000	MINDEN PUBLIC SCHOOLS	\$353,996
51-0001-000	OGALLALA PUBLIC SCHOOLS	\$666,970
51-0006-000	PAXTON CONSOLIDATED SCHOOLS	\$119,110
52-0100-000	KEYA PAHA COUNTY SCHOOLS	\$68,826

Nebraska Department of Education
Elementary and Secondary School Emergency Relief Fund (ESSER II)

AGENCY-ID	NAME	LEA SHARE OF ESSER II FUND
53-0001-000	KIMBALL PUBLIC SCHOOLS	\$271,376
54-0013-000	CREIGHTON COMMUNITY PUBLIC SCHOOLS	\$138,428
54-0096-000	CROFTON COMMUNITY SCHOOLS	\$149,223
54-0501-000	NIOBRARA PUBLIC SCHOOLS	\$312,627
54-0505-000	SANTEE COMMUNITY SCHOOLS	\$280,097
54-0576-000	WAUSA PUBLIC SCHOOLS	\$77,954
54-0583-000	VERDIGRE PUBLIC SCHOOLS	\$41,168
54-0586-000	BLOOMFIELD COMMUNITY SCHOOLS	\$147,782
55-0001-000	LINCOLN PUBLIC SCHOOLS	\$27,371,255
55-0145-000	WAVERLY SCHOOL DISTRICT 145	\$408,488
55-0148-000	MALCOLM PUBLIC SCHOOLS	\$75,502
55-0160-000	NORRIS SCHOOL DIST 160	\$315,563
55-0161-000	RAYMOND CENTRAL PUBLIC SCHOOLS	\$157,781
56-0001-000	NORTH PLATTE PUBLIC SCHOOLS	\$2,877,425
56-0006-000	BRADY PUBLIC SCHOOLS	\$90,310
56-0007-000	MAXWELL PUBLIC SCHOOLS	\$177,847
56-0037-000	HERSHEY PUBLIC SCHOOLS	\$136,488
56-0055-000	SUTHERLAND PUBLIC SCHOOLS	\$93,605
56-0565-000	WALLACE PUBLIC SCH DIST 65 R	\$71,208
57-0501-000	STAPLETON PUBLIC SCHOOLS	\$71,396
58-0025-000	LOUP COUNTY PUBLIC SCHOOLS	\$62,519
59-0001-000	MADISON PUBLIC SCHOOLS	\$488,859
59-0002-000	NORFOLK PUBLIC SCHOOLS	\$2,912,423
59-0005-000	BATTLE CREEK PUBLIC SCHOOLS	\$122,303
59-0013-000	NEWMAN GROVE PUBLIC SCHOOLS	\$135,416
59-0080-000	ELKHORN VALLEY SCHOOLS	\$170,058
60-0090-000	MC PHERSON COUNTY SCHOOLS	\$0
61-0004-000	CENTRAL CITY PUBLIC SCHOOLS	\$380,111
61-0049-000	PALMER PUBLIC SCHOOLS	\$132,274
62-0021-000	BAYARD PUBLIC SCHOOLS	\$382,767
62-0063-000	BRIDGEPORT PUBLIC SCHOOLS	\$292,727
63-0001-000	FULLERTON PUBLIC SCHOOLS	\$108,961
63-0030-000	TWIN RIVER PUBLIC SCHOOLS	\$189,020
64-0023-000	JOHNSON-BROCK PUBLIC SCHOOLS	\$130,687

**Nebraska Department of Education
Elementary and Secondary School Emergency Relief Fund (ESSER II)**

AGENCY-ID	NAME	LEA SHARE OF ESSER II FUND
64-0029-000	AUBURN PUBLIC SCHOOLS	\$397,725
65-0011-000	SUPERIOR PUBLIC SCHOOLS	\$291,814
65-2005-000	SOUTH CENTRAL NEBRASKA UNIFIED 5	\$358,128
66-0027-000	SYRACUSE-DUNBAR-AVOCA SCHOOLS	\$201,342
66-0111-000	NEBRASKA CITY PUBLIC SCHOOLS	\$984,918
66-0501-000	PALMYRA DISTRICT O R 1	\$97,769
67-0001-000	PAWNEE CITY PUBLIC SCHOOLS	\$243,038
67-0069-000	LEWISTON CONSOLIDATED SCHOOLS	\$120,213
68-0020-000	PERKINS COUNTY SCHOOLS	\$145,702
69-0044-000	HOLDREGE PUBLIC SCHOOLS	\$470,600
69-0054-000	BERTRAND PUBLIC SCHOOLS	\$117,771
69-0055-000	LOOMIS PUBLIC SCHOOLS	\$82,827
70-0002-000	PIERCE PUBLIC SCHOOLS	\$166,493
70-0005-000	PLAINVIEW PUBLIC SCHOOLS	\$231,439
70-0542-000	OSMOND COMMUNITY SCHOOLS	\$106,629
71-0001-000	COLUMBUS PUBLIC SCHOOLS	\$1,838,921
71-0005-000	LAKEVIEW COMMUNITY SCHOOLS	\$393,005
71-0067-000	HUMPHREY PUBLIC SCHOOLS	\$82,280
72-0015-000	CROSS COUNTY COMMUNITY SCHOOLS	\$108,789
72-0019-000	OSCEOLA PUBLIC SCHOOLS	\$64,186
72-0032-000	SHELBY - RISING CITY PUBLIC SCHOOLS	\$200,607
72-0075-000	HIGH PLAINS COMMUNITY SCHOOLS	\$129,605
73-0017-000	MC COOK PUBLIC SCHOOLS	\$739,295
73-0179-000	SOUTHWEST PUBLIC SCHOOLS	\$177,046
74-0056-000	FALLS CITY PUBLIC SCHOOLS	\$621,626
74-0070-000	HUMBOLDT TABLE ROCK STEINAUER	\$285,052
75-0100-000	ROCK COUNTY PUBLIC SCHOOLS	\$133,295
76-0002-000	CRETE PUBLIC SCHOOLS	\$1,714,191
76-0044-000	DORCHESTER PUBLIC SCHOOL	\$121,737
76-0068-000	FRIEND PUBLIC SCHOOLS	\$77,439
76-0082-000	WILBER-CLATONIA PUBLIC SCHOOLS	\$230,615
77-0001-000	BELLEVUE PUBLIC SCHOOLS	\$2,843,673
77-0027-000	PAPILLION LA VISTA COMMUNITY SCHOOLS	\$1,313,035
77-0037-000	GRETNА PUBLIC SCHOOLS	\$453,018

Nebraska Department of Education
Elementary and Secondary School Emergency Relief Fund (ESSER II)

AGENCY-ID	NAME	LEA SHARE OF ESSER II FUND
77-0046-000	SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS	\$196,501
78-0001-000	ASHLAND-GREENWOOD PUBLIC SCHS	\$326,081
78-0009-000	YUTAN PUBLIC SCHOOLS	\$92,034
78-0039-000	WAHOO PUBLIC SCHOOLS	\$368,843
78-0072-000	MEAD PUBLIC SCHOOLS	\$102,702
78-0107-000	CEDAR BLUFFS PUBLIC SCHOOLS	\$284,388
79-0002-000	MINATARE PUBLIC SCHOOLS	\$274,557
79-0011-000	MORRILL PUBLIC SCHOOLS	\$328,590
79-0016-000	GERING PUBLIC SCHOOLS	\$1,239,960
79-0031-000	MITCHELL PUBLIC SCHOOLS	\$451,081
79-0032-000	SCOTTSBLUFF PUBLIC SCHOOLS	\$3,497,912
80-0005-000	MILFORD PUBLIC SCHOOLS	\$160,685
80-0009-000	SEWARD PUBLIC SCHOOLS	\$383,324
80-0567-000	CENTENNIAL PUBLIC SCHOOLS	\$235,141
81-0003-000	HAY SPRINGS PUBLIC SCHOOLS	\$85,307
81-0010-000	GORDON-RUSHVILLE PUBLIC SCHS	\$603,029
82-0001-000	LOUP CITY PUBLIC SCHOOLS	\$197,092
82-0015-000	LITCHFIELD PUBLIC SCHOOLS	\$87,941
83-0500-000	SIOUX COUNTY PUBLIC SCHOOLS	\$0
84-0003-000	STANTON COMMUNITY SCHOOLS	\$150,139
85-0060-000	DESHLER PUBLIC SCHOOLS	\$138,218
85-0070-000	THAYER CENTRAL COMMUNITY SCHS	\$196,806
85-2001-000	BRUNING-DAVENPORT UNIFIED SYS	\$84,286
86-0001-000	THEDFORD PUBLIC SCHOOLS	\$97,247
87-0001-000	PENDER PUBLIC SCHOOLS	\$206,644
87-0013-000	WALTHILL PUBLIC SCHOOLS	\$657,406
87-0016-000	UMONHONNATION PUBLIC SCHS	\$993,474
87-0017-000	WINNEBAGO PUBLIC SCHOOLS DISTRICT 17	\$1,102,393
88-0005-000	ORD PUBLIC SCHOOLS	\$379,650
88-0021-000	ARCADIA PUBLIC SCHOOLS	\$49,635
89-0001-000	BLAIR COMMUNITY SCHOOLS	\$543,051
89-0003-000	FORT CALHOUN COMMUNITY SCHS	\$105,039
89-0024-000	ARLINGTON PUBLIC SCHOOLS	\$144,353
90-0017-000	WAYNE COMMUNITY SCHOOLS	\$365,255

Nebraska Department of Education
Elementary and Secondary School Emergency Relief Fund (ESSER II)

AGENCY-ID	NAME	LEA SHARE OF ESSER II FUND
90-0560-000	WAKEFIELD PUBLIC SCHOOLS	\$331,399
90-0595-000	WINSIDE PUBLIC SCHOOLS	\$63,979
91-0002-000	RED CLOUD COMMUNITY SCHOOLS	\$194,621
91-0074-000	BLUE HILL PUBLIC SCHOOLS	\$135,982
92-0045-000	WHEELER CENTRAL SCHOOLS	\$66,183
93-0012-000	YORK PUBLIC SCHOOLS	\$756,046
93-0083-000	MC COOL JUNCTION PUBLIC SCHS	\$125,407
93-0096-000	HEARTLAND COMMUNITY SCHOOLS	\$111,820

TOTAL ESSER II SUBGRANT FUNDS

\$218,766,177



**MISTAKEN BELIEFS
NeSA, NSCAS & ACT TESTING**

**Based Upon
10 YEARS OF STATEWIDE TESTING**

**January 15, 2021
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INTRODUCTION

Legislating education from Washington, DC:



- **55 years ago** - Elementary and Secondary Education Act (ESEA)
- **19 years ago** - No Child Left Behind (NCLB)
- **5 years ago** - Every Student Succeeds Act (ESSA)

Each law was based upon flawed assumptions that have been disproved in modern educational research and disproved in Nebraska with 10 years of statewide testing.

Nebraska has been administering statewide tests since the 2009-10 school year, except for the 2019-20 school year when excused due to COVID-19. Nebraska's 10 years of test results clearly points out:

- Poverty levels (Free or Reduced Lunch rates) at schools drive test performance, leaving teachers with little room to change results – which means “bad” schools just have more poor children than “good” schools
- Nebraska has accomplished virtually no narrowing of the achievement gap, despite heroic efforts on the part of teachers, principals, superintendents, and state level educators

After 10 years of testing in Nebraska it is irrefutable that we must look outside of the traditional K-12 public education system if the achievement gap is to be closed. Nebraska's test results and educational research is clear we must address the at-risk child's environment even before preschool age.

The time is opportune to bring the full power of our state government to the U.S. Department of Education and to our members of Congress to halt this terrible waste of effort and money on annual testing in our schools when the solution to narrowing the achievement gap is outside of the K-12 schools.

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CLOSING THE POVERTY GAP IN NEBRASKA

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EXECUTIVE SUMMARY

Poverty and Nebraska School Performance – The primary misconception in ESEA, NCLB and ESSA is that poverty drives academic achievement. Poverty is so dominant in determining a school’s average performance that little room is left for other efforts.

The statistics and charts of this report make it clear there is a strong negative relationship between average test scores for a school and its poverty rate (Free or Reduced Lunch rate.) Poverty dominates the variation in test performance (achievement gap) leaving little room for pedagogic influence from teachers, administration, facilities, or curriculum.

Nebraska’s test results simply tell users where poor children attend school.

Looking at the average statistical results over 10 years of testing in Nebraska, we see:

	<u>Correlation</u>	<u>R Squared</u>	
	<u>Elementary Schools</u>		The correlation coefficient tells us how strong the relationship between a school’s average score and its poverty rate is. Over 10 years of testing, in all subjects tested and at all levels, there is a very strong and consistent negative correlation that tells us as poverty rate increases average scores decrease. This strong relationship gets stronger as children move through the educational system. By high school, this relationship is so predictable that a school’s average score can be accurately predicted by the best fit line (red line or regression line.) The R Squared statistic gives an indication of how much of the variation in the school’s average scores (achievement gap due to poverty) can be accounted for by poverty. The R Squared statistic increases significantly as children move through the educational system. By high school, poverty is accounting for 86% to 90% of the variation in average scores, leaving almost no room for meaningful change in performance by pedagogic methods. While correlation and R Squared do not mean causation; research ¹ tells us clearly that toxic stress ² (or Adverse Childhood Experiences in some research) is causative and that such toxic stress is much more common in higher poverty homes. That research also tells us that such stress damages the child’s cognitive ability, social adjustment, and behavior before even preschool age.
Reading & ELA	-0.85	0.72	
Math	-0.80	0.64	
Science	-0.80	0.64	
	<u>Middle Schools</u>		
Reading & ELA	-0.92	0.85	
Math	-0.88	0.77	
Science	-0.89	0.79	
	<u>High Schools</u>		
Reading & ACT	-0.93	0.86	
Math	-0.93	0.86	
Science	-0.95	0.90	

¹ See Appendix IV for pertinent research listing

² <https://developingchild.harvard.edu/science/key-concepts/brain%20architecture/> **Toxic stress weakens the architecture of the developing brain, which can lead to lifelong problems in learning, behavior, and physical and mental health.** Experiencing stress is an important part of healthy development. Activation of the stress response produces a wide range of physiological reactions that prepare the body to deal with threat. However, when these responses remain activated at high levels for significant periods of time, without supportive relationships to help calm them, toxic stress results. This can impair the development of neural connections, especially in the areas of the brain dedicated to higher-order skills.

Closing the poverty gap – A major purpose of the federally required testing was to see the progress in closing the achievement gap between poor children and their more affluent counterparts and to hold K-12 educators responsible for closing the achievement gap.

Progress in closing the achievement gap can be determined by comparing the year to year progression of:

- the average test scores by schools grouped in 10% increments of poverty level, and
- the best fit lines (red lines or regression lines) from charts that designate schools by test score and poverty level

These charts, beginning on page 10, make it clear there has been no significant closing of the achievement gap in Nebraska over the last 10 years of testing, despite heroic efforts on the part of educators at all levels.

Conclusion – Based upon the R Square statistic we can see the results from 10 years of testing in Nebraska suggest that there is little room for teachers, principals, school facilities or curriculum to close the achievement gap beyond the impacts of poverty.

The inability to close the achievement gap, despite heroic efforts on the part of educators, simply confirms the statistical results referred to above that poverty is such a dominant force on educational achievement that little room is left for educators within the traditional K-12 education system.

This data plus recent educational research demands that we look outside of the K-12 public education system to close the educational achievement gap.

We cannot simply continue the same thing we have done over the last 10 years and expect different results.

Since the solution to closing the achievement gap is outside the traditional K-12 system, continuing this annual regime of testing is simply a waste of money that is needed elsewhere within Nebraska.

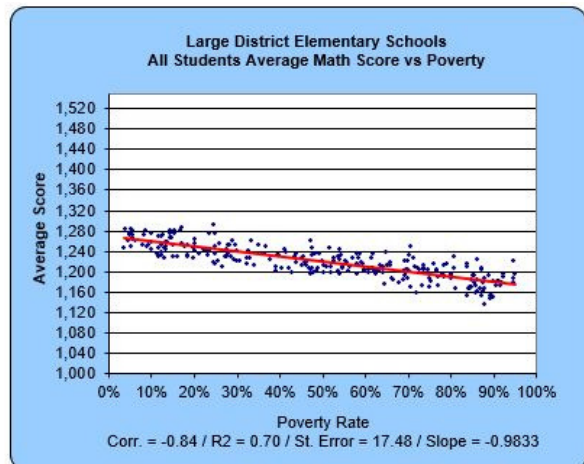
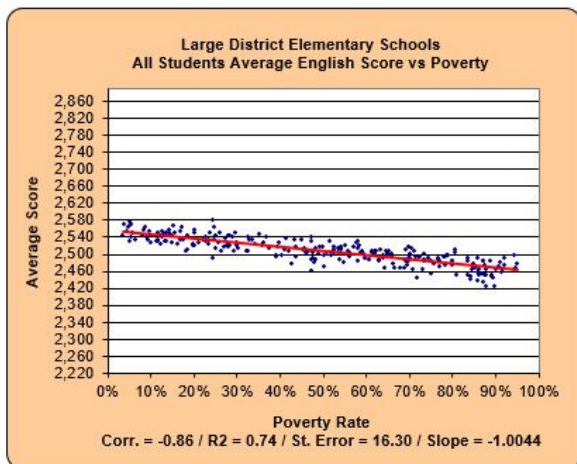
POVERTY & NEBRASKA SCHOOL PERFORMANCE

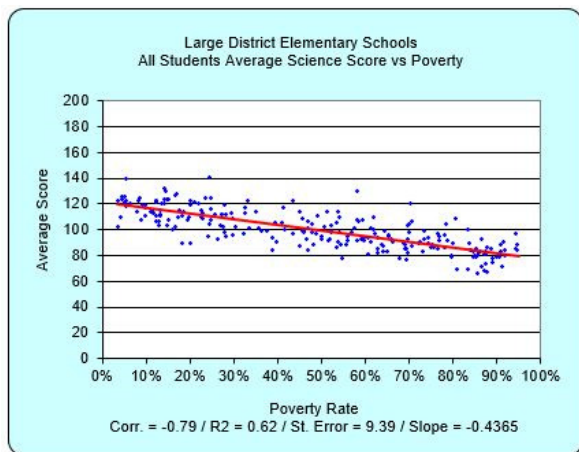
Elementary Schools:

10 Years of NeSA and NSCAS Elementary School Testing in Nebraska											
School Year	Districts	Schools	Poverty FRL Rate	Proficient	Average Score	Adjusted Avg Score	Correlation	R Squared	Standard Error	Slope	Test
Reading & English Language Arts											
2009-10	21	264	48%	67%	101.42	101.42	-0.86	0.73	8.77	-0.5167	NeSA
2010-11	21	260	48%	71%	107.01	107.01	-0.81	0.66	8.88	-0.4437	NeSA
2011-12	22	273	50%	75%	110.73	110.73	-0.86	0.73	7.72	-0.4542	NeSA
2012-13	23	277	50%	77%	113.41	113.41	-0.86	0.74	8.40	-0.4973	NeSA
2013-14	24	282	51%	77%	116.95	116.95	-0.85	0.72	8.67	-0.4998	NeSA
2014-15	24	281	51%	81%	121.71	121.71	-0.84	0.70	9.03	-0.4987	NeSA
2015-16	24	281	50%	83%	123.36	123.36	-0.87	0.76	7.19	-0.4648	NeSA
2016-17	24	282	49%	52%	200.80	100.80	-0.85	0.73	7.18	-0.4375	NeSA
2017-18	23	275	51%	52%	2,506.16	85.42	-0.86	0.73	4.70	-0.2743	NSCAS
2018-19	27	288	49%	52%	2,507.59	85.85	-0.86	0.74	4.87	-0.2998	NSCAS
Math											
2010-11	21	260	48%	65%	101.48	101.48	-0.69	0.47	13.18	-0.4426	NeSA
2011-12	22	273	50%	71%	106.10	106.10	-0.80	0.64	9.75	-0.4631	NeSA
2012-13	23	277	50%	71%	107.72	107.72	-0.81	0.66	9.46	-0.4669	NeSA
2013-14	24	282	51%	74%	110.55	110.55	-0.80	0.65	9.14	-0.4401	NeSA
2014-15	24	281	51%	74%	111.30	111.30	-0.82	0.67	9.17	-0.4680	NeSA
2015-16	24	281	50%	76%	112.00	112.00	-0.82	0.68	8.36	-0.4412	NeSA
2016-17	24	282	49%	73%	110.62	110.62	-0.81	0.66	9.31	-0.4854	NeSA
2017-18	23	275	51%	48%	1,217.84	79.22	-0.84	0.70	6.12	-0.3285	NSCAS
2018-19	27	288	49%	52%	1,219.83	79.94	-0.84	0.70	6.35	-0.3576	NSCAS
Science											
2011-12	22	273	50%	64%	97.24	97.24	-0.82	0.67	9.96	-0.5075	NeSA
2012-13	23	277	50%	63%	100.27	100.27	-0.83	0.69	10.77	-0.5574	NeSA
2013-14	24	282	51%	68%	103.51	103.51	-0.80	0.63	11.07	-0.5115	NeSA
2014-15	24	281	51%	70%	104.34	104.34	-0.79	0.63	9.76	-0.4542	NeSA
2015-16	24	281	50%	71%	103.09	103.09	-0.80	0.63	9.31	-0.4373	NeSA
2016-17	24	282	49%	68%	103.83	103.83	-0.78	0.61	10.06	-0.4651	NeSA
2017-18	23	275	51%	66%	99.27	99.27	-0.80	0.64	9.40	-0.4294	NSCAS
2018-19	27	288	49%	66%	100.02	100.02	-0.79	0.62	9.39	-0.4365	NSCAS

2016-17 writing test rolled into ELA test - matches new ELA curriculum - more rigorous - scoring system revised
 2017-18 began using Computer Adaptive Assessment testing method
 2017-18 the math test matches revised math curriculum - more rigorous - scoring system revised
 Red data based upon school's adjusted average score

The results over 10 years tell us so much about the relationship of elementary school performance and its poverty level. To frame the information above it helps to see the results from 2018-19 in graphical format for each subject.





The graphs are called scatter diagrams, where each dot is a school placed vertically at its average score and horizontally at its poverty rate. The red line is a best fit line (regression line) to the data.

Looking at the science scatter diagram, the highest score (just above the 140 line) is Columbian Elementary of the Omaha Public Schools district with a score of 141.03 and a poverty rate of 24.37%.

It is the correlation coefficient³ that stands out the most. It tells us that there is a very high relationship between a school's average score and its poverty rate. It also tells us that it is a negative relationship which means that as poverty rates increase average scores decrease. This correlation coefficient is amazingly consistent in all the years, in all subject and as we will see at all school levels. The average correlation in Reading (and ELA) is -0.85, in math it is -0.80 and in science it is -0.80.

There is no doubt that there is a very strong relationship between a school's poverty rate and the scores it will achieve on each of the three tests. This does not mean that poverty is the cause of that negative correlation, for that we must look elsewhere.

The R-Squared statistic tells us how much poverty accounts for the variation in average test scores. The average in Reading (and ELA) is 72%, in math and in science it is 64%. Those numbers represent how much poverty creates the poverty gap.

Think of yourself walking into a classroom and knowing that 72% (or 64% when you teach math or science) of that class' performance is already fixed – that fact keeps teachers humble but also creates a challenge that brings them back to the classroom every day.

The slope statistic tells us how steep the best fit line is (the red line on the scatter diagram.) The number is the amount the average score is reduced per percent of poverty, in essence the slope quantifies the achievement gap.

It also is very consistent from year to year, until the two most recent years. In those years it was flattened out by reducing the level of scores in the more affluent schools. In science the slope remained consistent all years.

The standard error tells us what one standard deviation from the best fit line (red line on the scatter diagram) is. In essence the larger it is, the more scattered the schools are from the best fit line. This shows more scatter in science than in reading or math and slightly less in math than in reading. It is again very consistent until 2017-18 when it decreased significantly.

³ In all cases p is well below 0.01, so the hypothesis of no relationship between score and poverty is virtually zero

Average poverty levels remained fairly constant during this period at about 50%. The highest level of poverty in the large district schools was at Howard Elementary in Grand Island Public Schools at 94.9% (with 45.3% English Language Learners), although among the smaller districts the poverty levels at several Native American schools were redacted from the database. The lowest poverty rate was at Prairie Queen in the Papillion-LaVista Community Schools at 3.4%.

Both average scores and average proficiency rate increased significantly in Reading and ELA during this period, except in the last two years when the tests were set at a higher level of rigor. In Math the amount of increase was lesser but still measurable. In science there was minimal improvement in scores or proficiency rates.

What we will see in the next section of this report (Closing the Achievement Gap) is that the improvement was at all levels of poverty, so while scores improved in Reading and ELA, and to a lesser extent in math, they improved at all levels of poverty which results in no closing of the achievement gap.

Middle Schools:

6 Years of NeSA and NSCAS Middle School Testing in Nebraska											
Year	Districts	Schools Included	Poverty FRL Rate	Proficient	Average Score	Adjusted Avg Score	Correlation	R Squared	Standard Error	Slope	Test
Reading & English Language Arts											
2013-14	24	58	48%	78%	119.78	119.78	-0.91	0.83	6.70	-0.6013	NeSA
2014-15	24	59	47%	80%	121.71	121.71	-0.93	0.87	5.86	-0.5873	NeSA
2015-16	24	59	46%	82%	123.60	123.60	-0.90	0.81	6.73	-0.5438	NeSA
2016-17	24	61	45%	49%	197.69	97.69	-0.92	0.85	5.58	-0.5359	NeSA
2017-18	23	62	46%	50%	2,552.07	99.13	-0.91	0.84	3.43	-0.2874	NSCAS
2018-19	27	66	46%	50%	2,547.45	97.75	-0.93	0.86	3.04	-0.3005	NSCAS
Math											
2013-14	24	58	48%	67%	105.07	105.07	-0.86	0.73	8.36	-0.5557	NeSA
2014-15	24	59	47%	69%	107.35	107.35	-0.88	0.78	7.93	-0.5860	NeSA
2015-16	24	59	46%	69%	107.20	107.20	-0.89	0.80	7.15	-0.5443	NeSA
2016-17	24	61	45%	66%	104.00	104.00	-0.87	0.76	8.25	-0.5922	NeSA
2017-18	23	62	46%	51%	1,260.59	94.76	-0.87	0.76	5.53	-0.3632	NSCAS
2018-19	27	66	46%	50%	1,258.60	94.04	-0.88	0.77	5.16	-0.3774	NSCAS
Science											
2013-14	24	58	48%	68%	103.98	103.98	-0.88	0.78	7.94	-0.5861	NeSA
2014-15	24	59	47%	69%	105.69	105.69	-0.89	0.80	7.74	-0.6018	NeSA
2015-16	24	58	46%	67%	103.05	103.05	-0.90	0.81	6.88	-0.5373	NeSA
2016-17	24	60	45%	67%	104.41	104.41	-0.89	0.78	8.21	-0.6263	NeSA
2017-18	23	61	46%	66%	102.52	102.52	-0.89	0.79	7.92	-0.5648	NSCAS
2018-19	27	65	46%	62%	97.36	97.36	-0.87	0.75	8.27	-0.5616	NSCAS
Data prior to 2013-14 school year not available 2016-17 writing test rolled into ELA test - matches new ELA curriculum - more rigorous - scores revised 2017-18 the math test matches revised math curriculum - more rigorous - scoring system revised Red data based upon school's adjusted average score											

Data for middle schools before 2013-14 was not maintained by me and is not available publicly, so this report has only 6 years of data.

The results for middle schools are similar to those in elementary schools, except it appears to be more “hardened”, than in elementary school.

The 10 year average correlation coefficient is significantly higher at -0.92 in Reading & ELA, -0.88 in math and -0.89 in science. This suggests, as the children in these schools age the impact upon their performance is even more driven by poverty than at elementary school age.

The R-Squared statistic also increases with poverty accounting for 85% of the variation in average Reading & ELA scores, 77% in math and 79% in science. Leaving the teacher with even less room to influence performance than in elementary school.

The slope of the best fit line is steeper in middle school than it is in elementary school, which means a larger achievement gap in middle school. Steeper slopes are seen in each test in middle school.

The standard error is less than elementary school, meaning schools tend to be closer to the red best fit line or less variation in the scores among schools. This is seen in each of the tests.

The average poverty rate also is slightly lower among middle schools than among elementary schools. It would appear, as the children are getting older family incomes are increasing as they mature and become established.

Average test scores tended to increase in Reading & ELA and to a lesser extent in math, with again no real increase in science.

High Schools:

6 Years of NeSA and Required ACT High School Testing in Nebraska													
Year	Districts	Schools	Poverty FRL Rate	Nebraska Proficient	ACT Proficient	Average Score	Correlation	R Squared	Standard Error	Slope	ACT Composite	Graduation	Test
Reading & English Language Arts													
2013-14	24	40	40%	68%		108.78	-0.94	0.88	6.46	-0.7626	21.1	87%	NeSA - ACT voluntary
2014-15	24	40	40%	68%		108.43	-0.93	0.87	7.13	-0.7925	20.9	88%	NeSA - ACT voluntary
2015-16	24	40	40%	71%		110.12	-0.93	0.86	6.27	-0.6563		88%	NeSA - ACT voluntary
2016-17	24	40	41%	52%	39%	17.78	-0.93	0.87	0.90	-0.1079	19.3	88%	ACT - All Juniors Required
2017-18	23	39	44%	49%	36%	17.42	-0.92	0.85	1.03	-0.0987	19.2	88%	ACT - All Juniors Required
2018-19	27	43	43%	50%	36%	17.43	-0.94	0.88	0.85	-0.1014	19.1	88%	ACT - All Juniors Required
Math													
2013-14	24	40	40%	59%		100.46	-0.92	0.86	8.09	-0.8397			NeSA
2014-15	24	40	40%	60%		100.32	-0.92	0.85	8.34	-0.8639			NeSA
2015-16	24	40	40%	61%		102.80	-0.91	0.83	9.35	-0.8660			NeSA
2016-17	24	40	41%	49%	30%	18.89	-0.95	0.90	0.68	-0.0948			ACT - All Juniors Required
2017-18	23	39	44%	48%	29%	18.76	-0.93	0.86	0.89	-0.0903			ACT - All Juniors Required
2018-19	27	43	43%	50%	30%	18.75	-0.93	0.86	0.82	-0.0891			ACT - All Juniors Required
Science													
2013-14	24	40	40%	72%		101.78	-0.95	0.90	3.79	-0.4936			NeSA
2014-15	24	40	40%	70%		102.84	-0.95	0.90	4.14	-0.5355			NeSA
2015-16	24	40	40%	71%		101.33	-0.94	0.88	4.29	-0.5007			NeSA
2016-17	24	40	41%	53%	29%	18.94	-0.95	0.89	0.79	-0.1039			ACT - All Juniors Required
2017-18	23	39	44%	52%	28%	19.11	-0.96	0.92	0.67	-0.0921			ACT - All Juniors Required
2018-19	27	43	43%	51%	26%	18.86	-0.96	0.91	0.67	-0.0958			ACT - All Juniors Required
<p>Blue data is from ACT test</p> <p>Nebraska Proficient is a Career Ready Standard below the College Ready of the ACT test</p> <p>Data prior to the 2013-14 school year not available</p> <p>Prior to 2016-17 school year students paid for ACT testing (smaller sample of likely college applicants) beginning in 2016-17 Nebraska paid for ACT and required it for all juniors</p>													

Data for high schools before 2013-14 was not maintained by me and is no longer publicly available, so this report has only 6 years of data.

The high school data includes three years of results under NeSA (and voluntary ACT testing) and three years results under the mandatory ACT test, which gives further credibility to the NeSA test statistical results.

The results for high schools are similar to those in elementary schools and middle schools, except it appears to be even more “hardened” than in middle school.

The correlation coefficient is higher than in middle school averaging over 10 years at -0.93 in Reading & ACT, -0.93 in math and -0.95 in science. This suggests, as the children in these schools age the impact upon their performance is even more driven by poverty than at elementary school age or even middle school.

The R-Squared statistic also increases with poverty accounting for 86% of the variation in average Reading & ACT scores, 86% in math and 90% in science. Leaving the teacher with even less room to influence performance than in elementary school or middle school.

The slope of the best fit line is steeper in high school than in middle school and even more so than in elementary school, which means a larger achievement gap in high school. Steeper slopes are seen in each test in high school even in the ACT tests as would be expected since the ACT test is a college readiness test.

The standard error during the NeSA testing period was about the same as in middle school except in science when there was significantly less dispersion of scores about the best fit line than in middle school. There is nothing to compare the ACT standard error to.

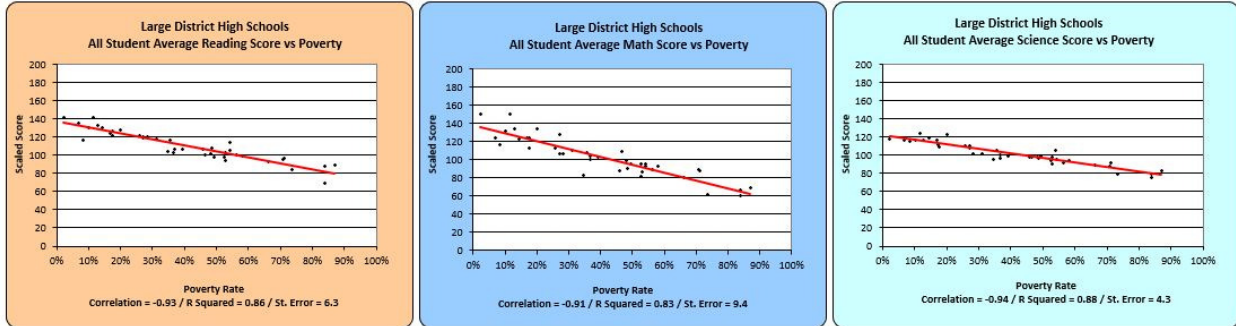
The ACT results since the 2016-17 school year has been amazingly consistent from year to year and the correlation with results to poverty has been consistent with the NeSA testing. The R-Squared statistic also shows that the variation in ACT scores is accounted for by poverty at about the same level as in the NeSA testing period. The ACT testing provides little additional statistical information over what we have seen in other testing and to support the conclusions from the NeSA results.

The average poverty rate also is significantly lower among high schools than among middle or elementary schools. It again appears as the children are getting older family incomes are increasing as they mature and become established.

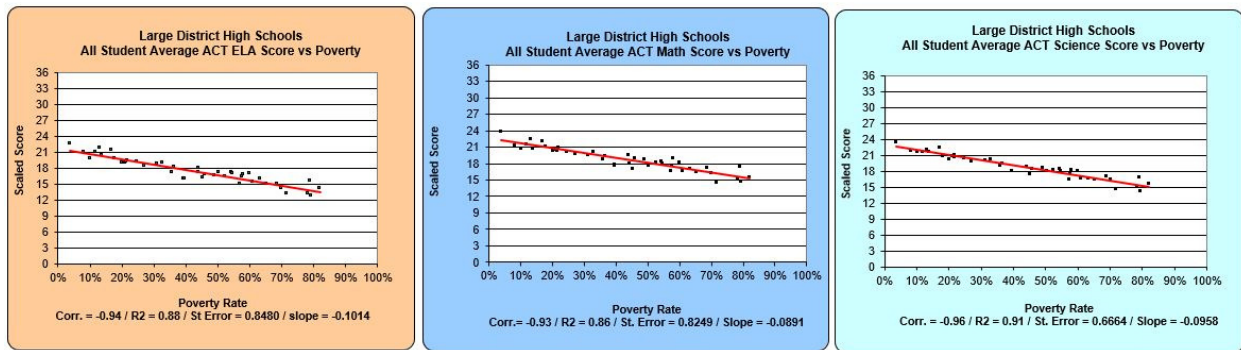
Average test scores tended to increase slightly in Reading and in math during the NeSA testing period and with again no real increase in science. During the ACT testing period scores and proficiency have shown no real trend.

Comparing the 2015-16 high school NeSA results graphically to the 2018-19 ACT results makes it clear, without the need for all the statistics just how the high school results are so decided by the school's poverty level.

2015-16 NeSA results:



2018-19 ACT results:



It should be clear that even without the involved mathematics that poverty drives performance in the elementary schools and even more so as children move to middle school and high school.

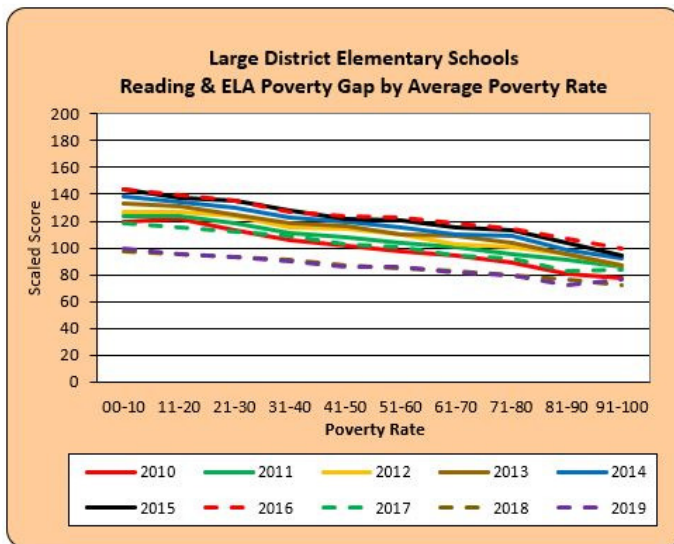
CLOSING THE POVERTY GAP IN NEBRASKA

Closing the poverty gap - The purpose of the federally required testing was primarily to see our progress in closing the achievement gap between poor children and their more affluent counterparts in our K-12 education system and to hold K-12 educators responsible for closing that achievement gap.

After 10 years, we can test to see if Nebraska has made any progress in closing the achievement gap by considering the year to year pattern of performance in the Reading and English Language Arts, Math, and Science tests in two ways:

- the average test scores by schools grouped in 10% increments of poverty level, and
- the best fit lines (regression lines) from charts that designate schools by test score and poverty level

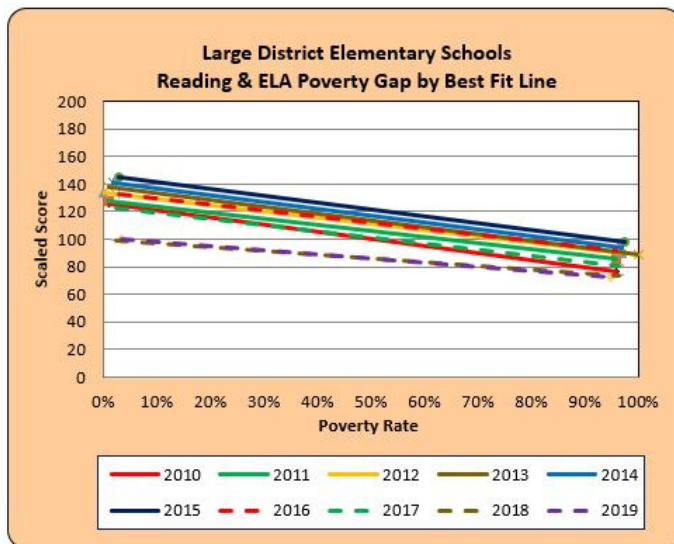
Progress in Closing the Gap in Educational Achievement



The 2 charts to the left are the test results in elementary school reading and in the ELA tests by year from 2009-10 to 2018-19.

The top chart illustrates the average score in the 0% to 10% poverty level up to the 91% to 100% poverty level, in 10% increments.

The poverty gap is about 40 points on a 0 to 200 point scale. And has not been closed except in the last two years when it was apparently closed by reducing the performance of the more affluent schools or because of the Computer Adaptive Assessment testing method used in those years.

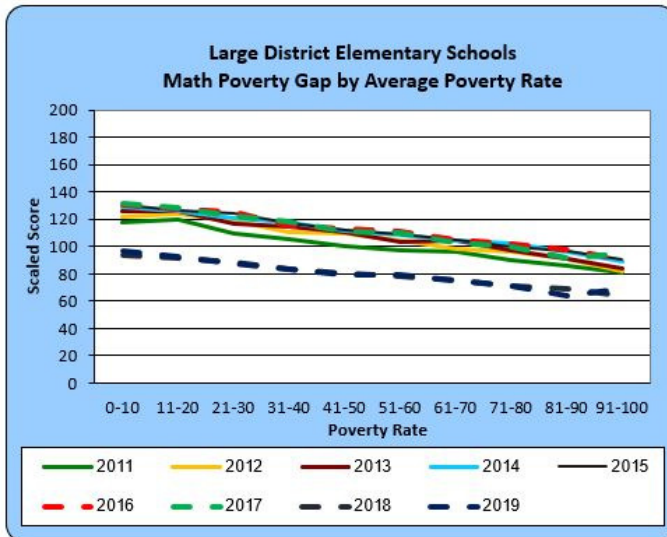


This lower reading chart illustrates the best fit lines (regression lines) in each of the 10 years of testing.

As in the average score chart the achievement gap is again about 40 points on a 0 to 200 point scale.

It does not appear that there has been any narrowing of the achievement gap except in the last two years and that appears to have been accomplished by reducing the scores of the more affluent schools or because of the Computer Adaptive Assessment testing method used in those years.

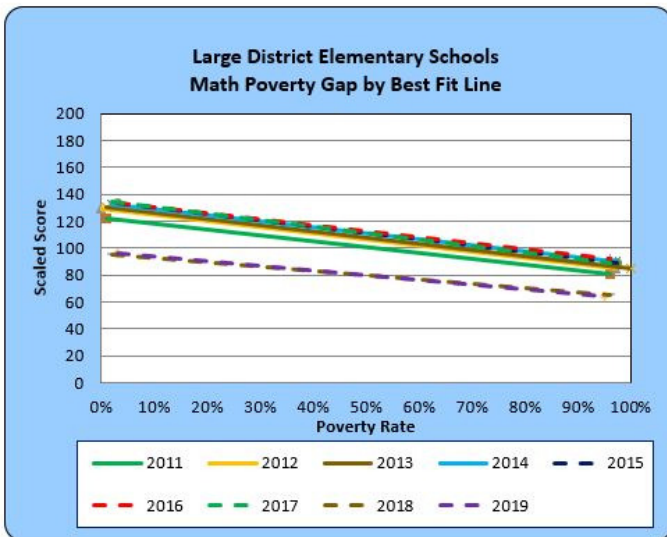
There has been improvement in the scores over much of the 10 year period, except in the last two years when the tests were made more rigorous. But the earlier improvements have been consistent at each poverty level leading to no change in the achievement gap.



The results in elementary school math by year from 2010-11 to 2018-19 are shown to the left.

The top chart illustrates the average score in the 0% to 10% poverty level up to the 91% to 100% poverty level, in 10% increments.

The poverty gap is about 30 points on a 0 to 200 point scale and has not significantly improved except in the last two years where it appears the scores of the more affluent schools has been decreased.

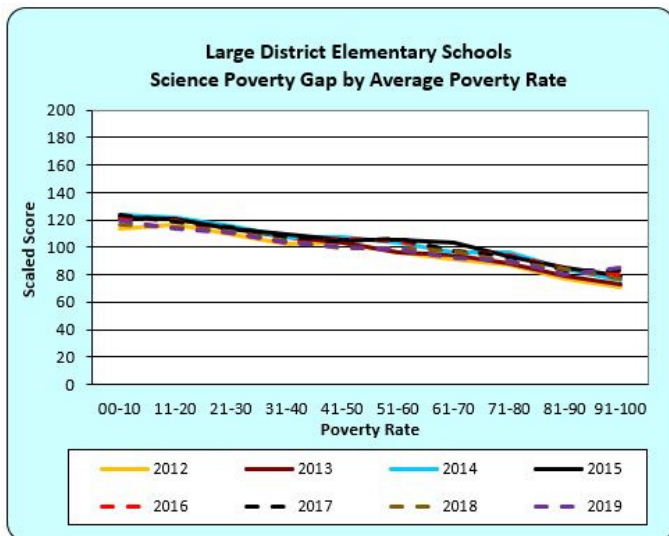


This lower math chart illustrates the best fit lines in each of the 9 years of math testing.

As in the average score chart the achievement gap is again about 30 points on a 0 to 200 point scale.

It does not appear that there has been any narrowing of the achievement gap except in the last two years and as in the reading results, that narrowing appears to have been accomplished by reducing the scores of the more affluent schools or because of the Computer Adaptive Assessment testing method used in those years.

There has been little improvement in the math scores over much of the 9 year math testing period and a significant decrease in performance in the last two years when the tests were made more rigorous.

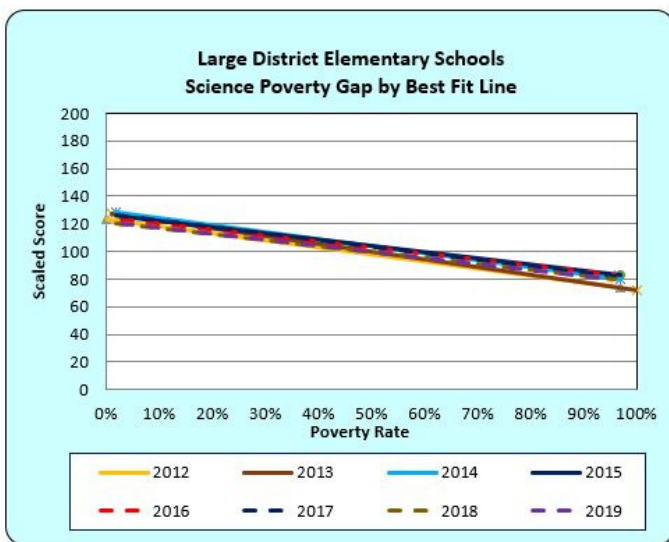


The 2 charts to the left are the test results in the elementary school science tests by year from 2011-12 to 2018-19.

The top chart illustrates the average score in the 0% to 10% poverty level up to the 90% to 100% poverty level, in 10% increments.

The poverty gap is about 40 points on a 0 to 200 point scale.

The science test has not been revised to increase the level of rigor over this 8 year testing period and it has not used the Computer Adaptive Assessment testing method. Clearly there has been no success in closing that gap.



This lower science chart illustrates the best fit lines in the 8 years of testing.

As in the average score chart the achievement gap is about 40 points on a 0 to 200 point scale.

There does not appear that there has been any narrowing of the achievement gap with the lines almost on top of each other. The only difference from the reading and math charts is that only 5th graders were administered the science test, rigor has not changed, and the Computer Adaptive Assessment testing method was not used in the science test in the last two years.

The science test results may be a better illustration of the inability of our K-12 education system to close the achievement gap since it has not been significantly revised in rigor or testing method revised as in the ELA and math tests. Clearly the results make it clear that there has been no narrowing of the achievement gap.

APPENDIX I

Poverty Defined

Poverty is defined as being eligible for the National School Lunch Program:

1. Categorical eligibility - eligible for: SNAP (Supplemental Nutrition Assistance Program), TANF (Temporary Assistance for Needy Families), or FDPIR (Food Distribution Program on Indian Reservations)
2. Income eligibility - family income below 185% of the Federal Poverty Level for reduced priced meals and below 130% of the Federal Poverty Level for free meals. For the 2018-19 school year, for a family of 4 the Federal Poverty Level was \$25,100. Thus, for a family of 4 the family income level was:
 - a. \$32,630 for free school meals
 - b. \$46,435 for reduced priced school meals.

Family income includes most sources of income that we would expect, including wages, but for the self-employed, including farmers, it is defined as Net Income which can be quite different from wages.

The only poverty data maintained by the Nebraska Department of Education (NDE) in its Nebraska Education Profile public database is eligibility for Free or Reduced Cost Meals (FRL) under the National School Lunch Program, with no data split by Free Lunch and Reduced Cost Lunch.

The split between Free Lunch and Reduced Cost Lunch is important in that evidence from the NAEP tests indicate a significant difference in performance between those not eligible for FRL, those eligible for only reduced cost meals and finally those eligible for free meals. This difference is designated here as difference due to depth of poverty.

APPENDIX II

Revisions in Testing and Scoring

Elementary & Middle Schools:

Beginning in 2016-17, the Reading & Writing test were combined into a new English Language Arts (ELA) test which matched the revised ELA curriculum adopted September 2014. In addition, a higher level rigor and a higher proficiency standard was adopted for the ELA test, along with a revised scoring range (100 to 300 points) compared to the 0 to 200 used before. Beginning in 2017-18, the ELA test again revised its scoring range (2,220 to 2,890 points.)

Beginning with the 2017-18 school year the Math test was revised to match the revised math curriculum adopted September 2015. In addition, a high level rigor and a higher proficiency standard was adopted for the Math test, along with a revised scoring range (1,000 to 1,550 points) compared to the 0 to 200 used before.

The Science test remained as before, with the intent of revising it in the 2020-21 year which allows time for the revised science curriculum adopted September 2017 to be implemented in the classroom. It will also have a higher level of rigor and a higher proficiency standard in 2020-21.

To make comparisons of all years the revised scores noted here have been revised back to a 0 to 200 point system⁴.

The Nebraska Student Centered Assessment System was introduced for both the ELA test and the Math test beginning in the 2017-18 year and dramatically changed the pattern of scores by apparently reducing the average scores of the more affluent schools

High Schools:

Nebraska's 11th graders were included in the NeSA testing system from the 2009-10 school year until the 2015-16 school year. Nebraska's high school students, many of whom were college bound, who wished to take the ACT test paid for it themselves and scores for that much smaller universe were reported in the ACT public data.

Beginning with the 2016-17 school year, Nebraska paid for and required all 11th graders to take the ACT test in lieu of the federally required NSCAS test. This obviously is a much larger sample of Nebraska ACT test takers, many of whom have no intention of attending college.

It is also important to understand that the ACT test is a test of the likelihood of success as a freshman in a college, whereas the NSCAS test is a test of the comprehension of 11th grade curriculum in Nebraska. Great care must be used when comparing results from the two tests.

For the 11th graders taking the ACT test, Nebraska has introduced a Nebraska Proficiency standard that is lower than the proficiency standard expected of a successful college student under the ACT standard.

⁴ ELA 2016-17 revised score = (score – 100) and in 2017-18 & 2018-19 revised score = (score - 2220) * 200 / 670
Math 2017-18 & 2018-19 revised score = (score – 1000) * 200 / 550

APPENDIX III Methodology

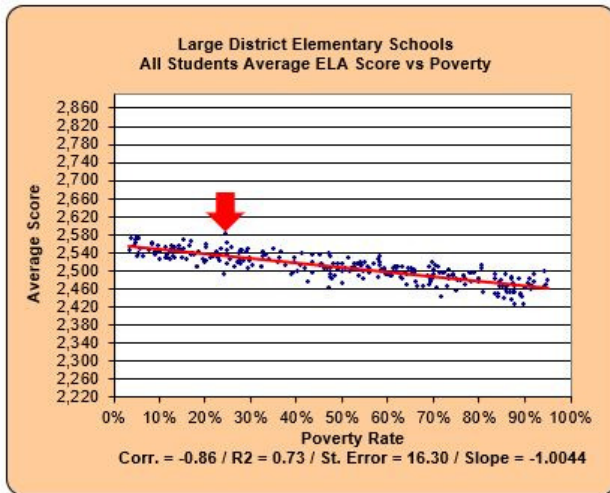
Included Schools: In 2018-19, Nebraska has 244 public school districts with 1,006 schools. This report considers the results from schools in the 27 school districts that have over 1,000 elementary school students enrolled (including preschool.) This grouping of large district schools is used because these districts had the greatest diversity by socio-economic status, race, and nationality within Nebraska. The 27 large districts included are:

Beatrice, Bellevue, Bennington, Blair, Columbus, Crete, Elkhorn, Fremont, Gering, Grand Island, Gretna, Hastings, Kearney, Lexington, Lincoln, Millard, Norfolk, Norris, North Platte, Omaha, Papillion-LaVista, Ralston, Schuyler, Scottsbluff, So Sioux City, Waverly, and Westside

These 27 districts include:

- 284 elementary schools with 114,200 elementary school students or over 70% of all elementary school students in Nebraska.
- 66 separate middle schools with 46,500 middle school students or over 80% of all separate middle school students in Nebraska
- 43 separate high schools with 67,500 high school students or over 65% of all separate high school students in Nebraska

Presentation: Results are presented in chart format using a scatter diagram, as seen below:



Each dot is a school positioned vertically by its average NSCAS score (in this case the ELA score) and horizontally by its average poverty rate (FRL rate.) The school with the red arrow pointing to it is Columbian Elementary of Omaha Public Schools with an ELA average score of 2582.39 and a poverty rate of 24.37%.

The red line is a line that is the best fit to the data on the chart⁵ (called a regression line.)

Background color is used to designate NSCAS test subjects: ■ for ELA, ■ for math, ■ for science and ■ for other.

⁵ Using a statistical method referred to as Least Squares Method to fit the line

Statistics: The statistics shown at the bottom of the chart are:

- Correlation coefficient⁶ – a value of zero indicates no relationship between the average scores and average poverty rates while a value of 1 indicates that all the dots fall on the red line (a perfect fit.). A negative value means that as the poverty rate increases the scores decrease. A value of above 0.70 or below -0.70 indicates a close relationship between a average NSCAS scores and poverty rates for the schools.
 - In the chart shown above, a -0.86 correlation coefficient indicated (1) as poverty rates increase the average score of the schools decreases, and (2) an extremely close relationship between a school's poverty rate and its average ELA test score.
- R-Squared – indicates the portion of the variation in scores accounted for by poverty.
 - In the chart above, poverty rates account for 73% of the variation in scores. In essence a school's average test score is driven by its poverty rate, with other factors (such as school or teacher quality) playing only a minor role.
- Standard Error – indicates the standard deviation of the dots (school's average score) vertically from the red line – basically how close does the red line predicts the score of a school simply by knowing its poverty rate.
 - In the above chart, the red line predicts the average score of a school to within +/- 32.60 points (2 times the standard error of 16.30) 95% of the time, by just knowing its poverty rate.
- Slope – tells us the amount the red line decreases for each 1% increase in poverty. In our case, this describes the achievement gap due to poverty.
 - In the above chart the average score decreases by 1.0044 points for every 1% increase in poverty rate. The lowest poverty rate is 3.41% (at Prairie Queen of the Papillion LaVista District) and the highest is 94.93% (at Howard Elementary of Grand Island District). The difference between the low and high poverty rates is 91.52%, this produces an achievement gap of almost 92 points ($91.52 * 1.0044 = 91.92$) on the elementary ELA test.

While the statistics are important to the more quantitative among us, we can see virtually the same thing by just looking at the charts. Simply by observation we can conclude: the closeness of the fit of the schools to the red line, how poverty rate determines a school's score closely and that there is a significant achievement gap between schools with high poverty rates and more affluent schools.

Finally, **the statistics here are generally by school**, not by individual student. Inferences from these results are for schools not students. To transfer these results to students, the research of others must be relied on.

⁶ A last statistic p tells us if the correlation coefficient is significant i.e., is there a real relationship between a school's poverty rate and its average score on a test. In every case discussed here the probability that there is a relationship between poverty and test scores is over 99%, in most cases much greater (p is much smaller than 0.01).

Correlation and Causation:

It is clear throughout this report that poverty rates have a huge negative effect on test performance. But we also know from current and past NeSA and NSCAS data that a significant portion of high poverty students do score at or above “on track” or that hit the College and Career Ready Benchmark. Poverty is clearly not a condemnation of failure.

The high correlation between performance and poverty does not necessarily mean that poverty is the cause of poor performance.

The classic example is as ice cream sales increase drownings also increase, a high positive correlation. But blaming ice cream for drownings is like blaming the high poverty schools and their teachers for student’s low test scores.

To determine the actual cause of the failure of so many of our poor children it is necessary to look to the research. That research points the finger at toxic stress (adverse childhood experiences – ACE- in some research) which impacts the development of the young brain (cognitively and behaviorally) generally even before preschool age. That developmental damage causes the child to begin school behind and rarely allows the child to catch up.

Since toxic stress is much more common in high poverty homes than in more affluent homes this accounts for poverty appearing to drive academic achievement.

Examples of research is included in the Appendix to this report.

APPENDIX IV Pertinent Educational Research

- Maslow’s Hierarchy of Needs⁷ – first published in 1943 by Abraham Maslow – explains that while people are motivated to achieve, but some needs take priority over others. That hierarchy starts at PYSIOLOGICAL NEEDS (food, water, warmth etc.) then moves to SAFETY Needs, then to BELONGING AND LOVE NEEDS, then to ESTEEM NEEDS and then to SELF-ACTUALIZATION NEEDS including learning.
- Bloom’s Taxonomy⁸ – published in 1954 by Benjamin Bloom who chaired a committee of educators that created the taxonomy. The cognitive domain was revised in 2001 to include (from lowest level to highest level of learning), as follows: REMEMBER, UNDERSTAND, APPLY, ANALYZE, EVALUATE and finally CREATE. Most testing in schools is aimed at the lower level of learning. A comment from Rob Bligh a strong supporter of education in Nebraska:

“we must address the Maslow stuff before addressing Bloom”

A statement that describes the error of our approach to fixing the educational achievement gap today.

- Colman Report⁹ – Equality of Educational Opportunity - published in 1966 and has driven most federal efforts in educations since the landmark Elementary and Secondary Education Act of 1965. The conclusion of the Report was that segregation by race continued due to “white flight” and that educational opportunities continued to be unequal despite the 1954 Supreme Court Decision that forced school desegregation. The Report held that unequal: facilities, schools and teachers within these continued segregated schools was at fault. The Report was devoid of any reference to the effect of “Out-Of-School-Factors and held schools fully responsible for the lower performance of minority children.
- Goldhaber - A Three-way Error Components Analysis of Educational Productivity¹⁰ published in 1999 by Dan Goldhaber and others – “The vast majority of variance [in a standardized national 10th grade mathematics test] is explained by individual and family background characteristics (about 60%). Overall, school, teacher and class variables, both observable and unobserved, account for approximately 21% of the variation in student achievement. Of this 21%, ... only about 1 percentage point is explained by observable educational variables, and the remaining 20 percentage points ... is made up of unobservable school, teacher and class effects.” The remaining 19% is made up of other unobservable variables, most likely from individual and family backgrounds

⁷ <http://www.simplypsychology.org/maslow.html>

⁸ <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

⁹ Equality of Educational Opportunity – James Coleman and others - <http://eric.ed.gov/?id=ED012275>

¹⁰ <https://roundtheinkwell.files.wordpress.com/2011/10/three-way-error-analysis.pdf>

- Nye – How Large Are Teacher Effects?¹¹ – published in 2004 by Barbara Nye and others – Teacher effects (in early elementary school) are about 7% of the variance in achievement in reading and 11% in math.
- Berliner – Poverty and Potential: Out-of-School Factors and School Success¹² published by David Berliner in 2009 – “This brief details six out-of-school factors (OSFs) common among the poor that significantly affect the health and learning opportunities of children, and accordingly limit what schools can accomplish on their own: (1) low birth-weight and non-genetic prenatal influences on children; (2) inadequate medical, dental, and vision care, often a result of inadequate or no medical insurance; (3) food insecurity; (4) environmental pollutants; (5) family relations and family stress; and (6) neighborhood characteristics. These OSFs are related to a host of poverty-induced physical, sociological, and psychological problems that children often bring to school, ranging from neurological damage and attention disorders to excessive absenteeism, linguistic underdevelopment, and oppositional behavior.”
- Hair – Association of Child Poverty, Brain Development, and Academic Achievement¹³ – published in JAMA Pediatrics in 2015 by Nicole Hair and others – describes the difference in size of several parts of the brains impacting achievement of poor children compared to affluent children and traced the children to underperforming in educational achievement.
- Brody - Protective Prevention Effects on the Association of Poverty With Brain Development¹⁴ – Published in JAMA Pediatrics – January 2017 – Found that participation in a randomized clinical trial designed to enhance supportive parenting ameliorated the association of years lived in poverty. The findings are consistent with a possible role for supportive parenting and suggest a strategy for narrowing social disparities.
- 2015 NAEP Test¹⁵ – Shows significant gap in performance between those eligible for free lunch (130% of Federal Poverty Level) and those eligible for only reduced cost lunch (from 130% to 185% of Federal Poverty Level.)
- American Statistical Association¹⁶ – Statement on Value-Added Models – published 2014 - Statement that VAM (models used to assess teacher quality based upon test results) not ready for such use as teacher evaluation

¹¹ www.sesp.northwestern.edu/docs/publications/169468047044fcbd1360b55.pdf

¹² <http://nepc.colorado.edu/files/PB-Berliner-NON-SCHOOL.pdf>

¹³ http://jamanetwork.com/journals/jamapediatrics/fullarticle/2381542?guestAccessKey=68442fa5-f5b9-44f0-986e-61ad7e407638&utm_source=Silverchair%20Information%20Systems&utm_medium=email&utm_campaign=content-jamapediatrics&content=altmetric&term=02242016

¹⁴ <http://jamanetwork.com/journals/jamapediatrics/article-abstract/2587558>

¹⁵ Reading – 4th & 8th grade - http://www.nationsreportcard.gov/reading_math_2015/#reading/gaps?grade=4
Math – 4th & 8th grade - http://www.nationsreportcard.gov/reading_math_2015/#mathematics/gaps?grade=4

¹⁶ <http://amstat.tandfonline.com/doi/full/10.1080/2330443X.2014.956906?scroll=top&needAccess=true>

- Learning Divides: Using Data to Inform Educational Policy¹⁷ – J. Douglas Willms – UNESCO Institute for Statistics – July 2018 – Study of the impact of low SES on education worldwide
- Shortfall of Intervention Research Over Correlational Research in Childhood Maltreatment – An Impasse to be Overcome¹⁸ - Published in JAMA Pediatrics – September 2019 - For more than 40 years, child maltreatment (also known as *childhood abuse and neglect* [CAN]) has been recognized by the Council for International Organizations of Medical Sciences and the World Health Organization as a major public health problem, particularly for the pediatric practice. Still, the literature on CAN unveils an intriguing paradox: even if academics keep producing an impressive number of publications on CAN (a 3-fold surge over the past 2 decades), there is an inexplicable paucity of reports on interventions.
- Association of Timing of Adverse Childhood Experiences and Caregiver Support With Regionally Specific Brain Development in Adolescents¹⁹ – Joan Luby et. al – JAMA Pediatrics September 18, 2019 - This cohort study of 211 children and their caregivers during 4 waves of neuroimaging and behavioral assessments from preschool to adolescence found an association between the interaction of preschool adverse childhood experiences and support during school age and the structural development of the amygdala and hippocampus, with volumes of these regions being the largest in children with low adverse childhood experiences and high caregiver support. In contrast, both preschool adverse childhood experiences and support were independently associated with the development of the caudate.

The University of Chicago's Center for the Economics of Human Development <https://cehd.uchicago.edu/> is headed up by , James Heckman Ph.D. a microeconomics professor, Nobel Laureate and an expert in the economics of human development <https://heckmanequation.org/> It is notable because not only does ground breaking research but also links the research with the cost and return and other economic effects.

- ABC/CARE Cost-Benefit Analysis Advocate Webinar Briefing²⁰ - This webinar explains Professor Heckman's research from the ABC/CARE cost-benefit analysis with specific emphasis on health, early learning outcomes, and quality standards for early learning programs.
- Cognitive Skills Are Not Enough²¹ - This video captures a 2010 presentation Professor Heckman made in Chicago to business leaders and policymakers. Professor Heckman argues that developing early social and emotional skills is critical for creating a productive adult—countering the argument that cognitive skills matter most.

¹⁷ <http://uis.unesco.org/sites/default/files/documents/ip54-learning-divides-using-data-inform-educational-policy.pdf>

¹⁸ <https://jamanetwork.com/journals/jamapediatrics/article-abstract/2749345>

¹⁹ <https://jamanetwork.com/journals/jamanetworkopen/fullarticle/2751389>

²⁰ https://heckmanequation.org/assets/2017/04/F_Alliance-Briefing-for-Website_040717.pdf

²¹ <https://heckmanequation.org/resource/cognitive-skills-are-not-enough/>

- The Lifecycle Benefits of an Influential Early Childhood Program²² - This 2016 formal paper estimates the large array of long-run benefits of an influential early childhood program targeted to disadvantaged children and their families. It is evaluated by random assignment and follows participants through their mid-30s. The program is a prototype for numerous interventions currently in place around the world. The overall rate of return is a statistically significant 13.0% per annum with an associated benefit/cost ratio of 6.3.
- The Economics of Human Development and Social Mobility²³ - This paper summarizes the evidence from diverse literatures on the importance of early life conditions in shaping multiple life skills and the evidence on critical and sensitive investment periods for shaping different skills. There is little support for the claim that untargeted income transfer policies to poor families significantly boost child outcomes. Mentoring, parenting, and attachment are essential features of successful families and interventions that shape skills at all stages of childhood.
- Intergenerational and Intragenerational Externalities of the Perry Preschool Project²⁴ – James Heckman and Genesh Karapakula – National Bureau of Economic Research – May 2019 – This paper examines the impact of the iconic Perry Preschool Project on the children and siblings of the original participants. The children of treated participants have fewer school suspensions, higher levels of education and employment, and lower levels of participation in crime, compared with the children of untreated participants. Impacts are especially pronounced for the children of male participants.

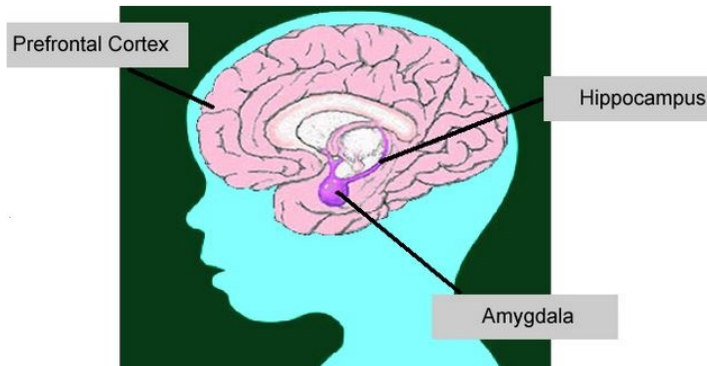
The Harvard Center on the Developing Child <https://developingchild.harvard.edu/> gathers and synthesizes recent research on early childhood development. It is notable because it summarizes research but also suggests policy steps in layman’s language.

²² https://heckmanequation.org/assets/2017/01/Garcia_Heckman_Leaf_etal_2016_life-cycle-benefits-ecp_r1-p.pdf

²³ https://heckmanequation.org/assets/2017/01/Econ-of-Hum-Dev-and-Soc-Mob_2014-05-20a_akc.pdf

²⁴ <http://www.nber.org/papers/w25889>

- Brain Architecture²⁵- This paper is critical to understanding the underpinnings of modern research into the development of the brain of a child and its impact on cognitive, emotional and social capacities throughout life. A short but powerful introduction into how some stress is good but how toxic stress impacts emotional and social and cognitive capabilities long before the child enters school.



The structure of the brain that impacts education can be simplified as follows: The Prefrontal Cortex and the Hippocampus interplay to promote memory and learning, while the Amygdala deals with the reaction to stress in consort with the Prefrontal Cortex and Hippocampus

- Excessive Stress Disrupts the Architecture of the Developing Brain²⁶ - the future of any society depends on its ability to foster the healthy development of the next generation. Extensive research on the biology of stress now shows that healthy development can be derailed by excessive or prolonged activation of stress response systems in the body and the brain, with damaging effects on learning, behavior, and health across the lifespan. Yet policies that affect young children generally do not address or even reflect awareness of the degree to which very early exposure to stressful experiences and environments can affect the architecture of the brain, the body's stress response systems, and a host of health outcomes later in life.
- Children's Emotional Development Is Built into the Architecture of Their Brains²⁷ - a growing body of scientific evidence tells us that emotional development begins early in life, that it is a critical aspect of the development of overall brain architecture, and that it has enormous consequences over the course of a lifetime. These findings have far-reaching implications for policymakers and parents, and, therefore, demand our attention.
- Young Children Develop in an Environment of Relationships²⁸ - healthy development depends on the quality and reliability of a young child's relationships with the important people in his or her life, both within and outside the family. Even the development of a child's brain architecture depends on the establishment of these relationships.

²⁵ <http://developingchild.harvard.edu/science/key-concepts/brain%20architecture/>

²⁶ http://developingchild.harvard.edu/wp-content/uploads/2005/05/Stress_Disrupts_Architecture_Developing_Brain-1.pdf

²⁷ <http://developingchild.harvard.edu/wp-content/uploads/2004/04/Childrens-Emotional-Development-Is-Built-into-the-Architecture-of-Their-Brains.pdf>

²⁸ <http://developingchild.harvard.edu/wp-content/uploads/2004/04/Young-Children-Develop-in-an-Environment-of-Relationships.pdf>

- The Timing and Quality of Early Experiences Combine to Shape Brain Architecture²⁹ - the foundations of brain architecture are established early in life through a continuous series of dynamic interactions in which environmental conditions and personal experiences have a significant impact on how genetic predispositions are expressed. Because specific experiences affect specific brain circuits during specific developmental stages—referred to as sensitive periods - it is vitally important to take advantage of these early opportunities in the developmental building process.
- Establishing a Level Foundation for Life: Mental Health Begins in Early Childhood³⁰ - the science of early childhood development tells us that the foundation for sound mental health is built early in life, as early experiences shape the architecture of the developing brain. These important experiences include children’s relationships with parents, caregivers, relatives, teachers, and peers, which play a critical role in shaping social, emotional, and cognitive development. While concerns about cognition and language are already the focus of much public attention, emerging emotional and behavioral difficulties in the early years are also important societal issues that must be addressed.
- The Science of Neglect: The Persistent Absence of Responsive Care Disrupts the Developing Brain³¹ – the building blocks of thriving communities and well-functioning societies rest on the health and development of their people. Beginning immediately after birth, a strong foundation for human well-being requires responsive environments and supportive relationships to build sturdy brain circuits, facilitate emerging capabilities, and strengthen the roots of physical and mental health. Through mutually rewarding, “serve and return” interactions with the adults who care for them (see sidebar below), young children are both initiators and respondents in this ongoing process. These reciprocal and dynamic interactions are essential for healthy development and literally shape the architecture of the developing brain.

²⁹ http://developingchild.harvard.edu/wp-content/uploads/2007/05/Timing_Quality_Early_Experiences-1.pdf

³⁰ <http://developingchild.harvard.edu/wp-content/uploads/2008/05/Establishing-a-Level-Foundation-for-Life-Mental-Health-Begins-in-Early-Childhood.pdf>

³¹ <http://developingchild.harvard.edu/wp-content/uploads/2012/05/The-Science-of-Neglect-The-Persistent-Absence-of-Responsive-Care-Disrupts-the-Developing-Brain.pdf>

- Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience³² – the future prosperity of any society depends on a continuing investment in the healthy development of the next generation. The well-documented connection between adverse early experiences and a wide range of costly problems, such as lower school achievement and higher rates of criminal behavior and chronic disease, underscores the extent to which reducing the burdens of significant adversity on families with young children must be a critical part of that investment. That said, not all children exposed to stressful circumstances experience detrimental consequences. A better understanding of why some do well despite serious hardship could inform more effective policies and programs to provide support for families and help more disadvantaged children reach their full potential.
- Building the Brain’s “Air Traffic Control” System: How Early Experiences Shape the Development of Executive Function³³ – As adults, our capacities to multitask, to display self-control, to follow multiple-step directions even when interrupted, and to stay focused on what we are doing despite ever-present distractions are what undergird the deliberate, intentional, goal-directed behavior that is required for daily life and success at work. And while there are cognitive limits to anyone’s ability to multi-task effectively, we need and rely on these basic skills in all areas of our lives. Without them, we could not solve complicated problems and make decisions, persist at tedious but important tasks, make plans and adjust them when necessary, recognize and correct mistakes, control our impulsive behavior, or set goals and monitor our progress toward meeting them. Children need to develop these skills, too, in order to meet the many challenges, they will face on the road to becoming productive, contributing members of their communities.

³² <http://developingchild.harvard.edu/wp-content/uploads/2015/05/The-Science-of-Resilience2.pdf>

³³ <http://developingchild.harvard.edu/wp-content/uploads/2011/05/How-Early-Experiences-Shape-the-Development-of-Executive-Function.pdf>

APPENDIX V – THE AUTHOR

Bert is a retired actuary by trade and a teacher by training. He graduated from Teachers College (today's College of Education and Human Sciences) at the University of Nebraska in Lincoln. His



degree path was in secondary education and included strong majors in both math and physics. During his final years at UNL he was working as a police officer on the Lincoln Police Department and because of required court time in his final semester it was impossible to commit to student teaching, so he was not certified to teach in Nebraska.

He graduated from an Illinois high school in 1958; one year after Sputnik was launched by the Soviet Union. His timing was fortunate since he had a good aptitude for math and science and

was a fair wrestler. The wrestling got him an athletic scholarship to UNL and the math and science kept him there.

Sputnik was viewed as a wake-up call for America by politicians. When Bert graduated from UNL there was a huge demand for math and science graduates. Since he and his wife had a new baby by the time he graduated, he chose to follow the more lucrative actuarial career rather than teaching. Most of his career was spent in the southeastern part of the country as a consulting actuary with a large international actuarial firm. But he and his wife never lost their love for Nebraska and after retirement they returned here.

Bert was named the 2017 Friend of Education recipient by the Nebraska State Education Association because of his writing and research supporting public education in Nebraska.

He has no relationship with any organization, political, educational or otherwise. He is researching and advocating as a concerned grandfather that is grateful for the public education he received, his children received and now his grandchildren are receiving in both Nebraska and in Georgia.



Madison Public Schools
Alan Ehlers, Superintendent
General Obligation Refunding Bonds, Series 2021
Possible Timeline

March 1, 2021	Bond documents distributed for review
March 8, 2021	Board approves bond resolution and related proceedings
April 6, 2021	Diligence call with the District Preliminary Official Statement ("POS") approved for distribution
May 4, 2021	Davidson markets the bonds
May 6, 2021	Sign Bond Purchase Agreement (BPA)
June 1, 2021	Closing

Madison Public Schools

Alan Ehlers
Superintendent

Jim Crilly
HS Principal
Reid Ehrisman
MS Principal/EL

Karla Kush
Elementary Principal

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P.O. Box 450
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District Phone (402) 454-3336 Fax (402) 454-2238
Elementary Phone (402) 454-2656 Fax (402) 454-3978

Travis Jordan
Director of CAI
Crystal Ernst
Instructional Coach
Landon Mackey
Athletic Director
Celine Filsinger
Office Manager

The mission of Madison Public Schools is to prepare students to be competent, confident, productive, and responsible citizens.

February 2021 Board Report Landon Mackey, Athletic Director

- Attended NSAA District III meeting in Norfolk on January 13th, 2021. 14 proposals were voted on.
- Annual home wrestling tournament was successful. Thank you to everyone who volunteered and helped pull off the event. 12 teams and 125 wrestlers participated. Total revenue after expenses was \$152.00.
- EHC AD meeting will be held in West Point on February 10th.
- Wrestling Sub-Districts @ North Bend, Wrestling District Finals @ Albion, Girls & Boys Basketball districts are TBA.
- Planning for MS GUTS (Get Up To Succeed) program is underway.
- Spring conditioning plans are being discussed for those not involved in a spring sport. Start time would be after spring break and run the remainder of year.
- Youth Sports – Looking at 2 dates for Youth WR, 3 BB teams are competing, VB skills camps set for April, planning continues to progress for other sports for this spring.
- Athletic Banquet date – Wednesday, April 28th or Friday, April 30th.
- Summer weight room plans are underway and taking form.
- The Booster Club has purchased 32 chairs, cart, cart cover, and floor runners for our new gym that will arrive in March. A special thank you to the Booster Club for their support of our athletic programs.
- Program Plan – Boys Basketball
- Nike and BSN Program – Media backdrop
- Soccer and Golf record boards are being mocked up.
- 2021/22 Softball – Held 2 interest meetings, 9 girls have expressed interest.
- 2021/22 Wrestling – Anticipate 13-15 wrestlers next year.
- State dance is Wednesday, February 17th @ 6:25 pm. State cheer is Saturday, February 20th @ 9:15 am. Both in Grand Island.

Varsity Scoreboard

Wrestling

Central City Invite – Kolby Johnson 2nd Place

Madison Triangular – Ponca (Lost), Wakefield (Lost)

Battle Creek Invite – Eddy Pedraza 3rd, Kolby Johnson 1st

Madison Invite – Dakota Gullicksen 5th, Kolby Johnson 1st

Stanton Triangular – Tri Co. NE (Lost), Stanton (Lost)

EHC Tournament – Chris Estrada 5th, Hugo Sanchez 3rd, Dakota

Gullicksen 4th, Dago G. 6th, Alex Molina 7th, Kolby Johnson 1st

Sub Districts @ North Bend – 02/06

Districts @ Albion – 02/13

Girls Basketball (3-13)

@ Wakefield Lost – 8-67

Wisner-Pilger, Lost – 19-69

@ Twin River, Lost – 38-72

@ Walthill, Lost – 52-55

@ Neligh-Oakdale, Lost – 24-51

@ Stanton, Lost – 23-47

HLHF, Lost – 24-64

Pender & NBC – Canceled

EHC vs HLHF, Lost – 22-71

Boys Basketball (2-13)

@ Wakefield, Lost – 47-76

@ Twin River, Lost – 38-72

@ Walthill, Lost – 57-84

@ Neligh-Oakdale, Lost – 55-58

@ Stanton, Lost – 38-61

HLHF, Lost – 49-80

Pender & NBC – Canceled

EHC vs Howells-Dodge, Lost – 32-60

5021

Student Photograph and Video Policy

The school district generally prohibits students from taking photographs or making video recordings on school grounds, in a school vehicle, or at a school event except as provided in this policy or as otherwise required by law. Students may take photographs and make video recordings only after receiving permission from the Building Principal. An exception will be made to this policy if photographs or video recordings are necessary to accommodate a student's disability or are required by the student's Individualized Education Plan (IEP) or Section 504 Plan. In no event shall photographs or video recordings be taken or made in restrooms, locker rooms, or other areas where there is a reasonable expectation of privacy. Students who violate this policy may be subject to discipline up to and including expulsion.

Adopted on: 2/8/2016

Revised on: _____

Reviewed on: _____

5022
**Investigations, Arrests, and Other Student Contact by Law
Enforcement and Health and Human Services**

The school district and its administrators and staff desire to maintain a positive working relationship with law enforcement officers and other representatives of governmental bodies in the discharge of their duties. However, this desire must be balanced against other equally important factors such as a student's legal rights, ensuring that a student's time spent in school is for education, and acknowledging that the school stands *in loco parentis* to the students.

"Law enforcement officer" means police officers, county sheriffs, state patrolmen, Health and Human Service workers, Child Protective Services workers, Office of Juvenile Services workers, probation officers, U.S. Immigration and Customs Enforcement (ICE) agents, Federal Bureau of Investigations agents, or any other government investigatory workers.

"Parent" means the biological or adoptive mother or father, guardian, responsible relative, or any other person who has claimed legal or actual charge or control of the student pursuant to Nebraska law or Title 92 Nebraska Administrative Code Chapter 19.

Law enforcement officers are encouraged whenever possible to talk to a student away from the school before or after school hours so as to cause as little disruption as possible to the student's education.

Law enforcement officers may be called to the school at the request of school administration, or they may initiate contact with the school for their own purposes. Contact between the school and law enforcement officers on matters involving students shall be made through the office of the superintendent or building principal and the law enforcement officer. All reasonable attempts should be made to avoid embarrassing the student before his or her teachers and peers, and to avoid disrupting the student's and school's education program. Any questioning by law enforcement officers that is permitted should be conducted in a private room or area where confidentiality can be maintained. This should be an area removed from observation by or contact with other pupils and school personnel.

School staff shall promptly notify the superintendent when a student is questioned, arrested, or removed from school grounds by law enforcement officers.

School Related Criminal Activity

This section applies to alleged or suspected criminal activity that occurs on school grounds; in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee; or at a school-sponsored activity or athletic event.

Law enforcement officers will be allowed to contact and question students at school regarding school related criminal activity as provided below.

The building principal must be notified before a student may be questioned in school or taken from a classroom by law enforcement. The building principal should request identification of the officers, their affiliation with the identified law enforcement agency, and whether their purpose is to interview, interrogate, or take custody of the student.

The building principal will make reasonable attempts to contact a student's parent for their consent and/or presence before the student is interviewed. In the event that a parent cannot be contacted after reasonable attempts, the student will be questioned only if the law enforcement officer identifies emergency circumstances requiring immediate questioning. A building principal or designee shall be present for such questioning solely to further school purposes or avoid duplication of the investigative process. The student will be brought to a private room and the contact will be made out of sight of others as much as practicable.

If the student is suspected of criminal activity, it is the responsibility of the law enforcement officer to advise a student of his or her rights against self-incrimination.

The building principal shall document steps taken to notify parents, summarize the law enforcement activities, identify the actions taken by the District on behalf of the student, and any further contacts with law enforcement officer.

Non-School Related Criminal Activity

Law enforcement officials may not question students at school unless parental consent is obtained or the law enforcement authorities have a warrant or court order.

Taking a Student into Custody

Law enforcement officers seeking custody of a student must contact the superintendent or building principal. The principal will request the arresting law enforcement officer to provide a copy of the arrest warrant, written parental consent, court order, or other document giving authority to take the student into legal custody. If there is no document presented, the principal should obtain the officer's name, badge number identifying the law enforcement agency, date, time, the reason for the arrest, and the place to which the student is reportedly being taken. Whenever practicable, the arrest or release of the student should be conducted in a location and in a manner that minimizes observation by others.

When a law enforcement officer removes a student from the school, the building principal will take immediate steps to notify the parent about the student's removal and the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse.

Child Abuse and Neglect

When law enforcement officers seek to investigate reports of alleged child neglect or abuse regarding a student, the building principal shall obtain a proper identification from the authorities or officials. If a student interview is conducted on school grounds, the building principal or designee and such other school personnel as appropriate shall observe the interview.

If the law enforcement officer decides to remove the student from school, school officials shall provide the law enforcement authorities with the address and telephone number of the student's parent or guardian. The principal or other school official shall, as a condition of releasing the student to the law enforcement officer, require the officer to sign a statement certifying that the child is being removed from school premises because he or she is believed to be the victim of child abuse and that the officer understands and will comply with the legal requirements of NEB. REV. STAT. § 79-294.

Student Records

Student records will be shared with law enforcement officers only as allowed by state and federal law.

Adopted on: 6/10/19

Revised on: _____

Reviewed on: _____

5023
Student Illness

Students who suffer from a significant illness which has an actual or expected duration of six months or more may be eligible for accommodations and supports under Section 504 of the Rehabilitation Act or under the Individuals with Disabilities in Education Act. The school will provide accommodations to students who are returning to school after a prolonged absence due to illness, including pediatric cancer, through a 504 plan or an IEP, as appropriate. The student's plan will include informal or formal accommodations, modifications of curriculum and monitoring by medical or academic staff as determined by the student's IEP team or 504 committee. Parents and staff will engage in ongoing communication about the needs of a student who is facing these circumstances.

Students who become ill at school will be sent to the building office where the school nurse or other school employee will determine the appropriate response. When a child is too ill to remain at school, a school employee will contact the child's parent(s) and make arrangements for the child to be picked up or sent home. If an illness or injury requires immediate medical attention, school officials shall attempt to contact the child's parent(s) regarding treatment for the child. If the parents cannot be contacted, school officials may have the child treated by an available physician. Students who show symptoms of a contagious disease may be sent home, and the district may require a physician's statement before allowing such students to return to school.

Parents must complete an emergency information card annually for each child enrolled in the district. The card should list the family physician's name, where parents or a responsible adult can be located, and any necessary emergency instructions.

Adopted on: 2/8/2016

Revised on: _____

Reviewed on: _____

5024
Medication of Students

Whenever possible, parents should arrange medication schedules to eliminate the need for giving medication during school hours. When it is necessary for school personnel to administer medication to students, the school district will comply with the Nebraska Medication Aide Act, the requirements of Title 92, Nebraska Administrative Code, Chapter 59, (promulgated by the Nebraska Department of Education and entitled *Methods of Competency Assessment of School Staff Who Administer Medication*), and all state and federal regulations. Parents and guardians who wish to have their child receive medication from school personnel must comply with the following procedures:

1. Prescription medication

- a. Parents/guardians must provide their own written permission for the administration of the medication.
- b. The medication must be brought to school in the prescription container and must be properly labeled with the student's name, the physician's name, and directions for administering the medication. This serves as the physicians order.
- c. Parents/guardians must provide a physician's written authorization upon request for the administration of the medication.

2. Non-prescription medication

- a. Parents/guardians must provide written permission for the administration of the medication
- b. The medication must be brought to the school in the manufacturer's container.
- c. The container must be labeled with the child's name and with directions for provision or administration of the medication

The district reserves the right to review and decline requests to administer or provide medications that are not consistent with standard pharmacological references, are prescribed in doses that exceed those recommended in standard pharmacological references, or that could be taken in a manner that would

eliminate the need for giving them during school hours. The district may request parental authorization to consult with the student's physician regarding any medication prescribed by such physician.

Adopted on: 2/8/2016

Revised on: _____

Reviewed on: _____

5025
Insurance Program

The school district is not an insurer of student safety, and parents are encouraged to secure insurance covering their students' healthcare needs, including catastrophic coverage for injuries which may be sustained while participating in athletics or other extracurricular activities.

Adopted on: 2/8/2016

Revised on: _____

Reviewed on: _____

5026

Sex Discrimination and Sexual Harassment of Students

I. Sex Discrimination

- A. The district prohibits discrimination on the basis of sex in any educational program or activity except when it is necessary to accomplish a specific purpose that does not impinge upon essential equality or fairness in the treatment of students or employees. Employees are required to comply with this policy as well as with Title IX of the Education Amendments of 1972 and the regulations of the U.S. Department of Education as applicable to this district.
- B. Any individual who believes he or she is being discriminated against on the basis of race, color, national origin, sex, marital status, disability, or age may seek relief by filing a complaint pursuant to the board's complaint policy or contacting the district's Title IX coordinator.

II. Sexual Harassment

- A. Students should be provided with an environment that is free from unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct constituting sexual harassment. The board of education unequivocally prohibits sexual harassment of its students, even when the affected student does not complain to the faculty or the administration.
- B. Sexual harassment is a form of misconduct that wrongfully deprives students of their dignity and the opportunity to study and be in an environment free from unwelcome sexual overtones. Sexual harassment includes all unwelcome sexual advances, requests for sexual favors and other such verbal or physical misconduct. Sexual harassment means:
- C. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical misconduct of a sexual nature constitutes sexual harassment when such conduct has the purpose or effect of unreasonably interfering with an individual's educational opportunities or creates an intimidating, hostile or offensive learning environment.

- D. A student who feels he or she has been sexually harassed should directly inform the offending student that the conduct or communication is offensive and must stop. If the student does not wish to communicate directly with the offending student, or if direct communication has been ineffective, the student should report the conduct or communication to the Title IX coordinator or to a teacher, principal or counselor with whom she or he feels comfortable.
- E. Retaliation against students who make good faith reports of sexual harassment is prohibited.

III. Disciplinary Decisions

- A. A decision to take disciplinary action under this policy may be based on the statements of a complaining student, statements, observations of educators, or any other credible evidence.
- B. All complaints against staff members will follow the investigation, decision, and appeal process established in the district's complaint policy.
- C. Any student who sexually harasses another student will be subject to discipline up to and including expulsion, depending on the severity of the misconduct, as established in the district's student discipline policy.

Adopted on: 6/11/2018

Revised on: _____

Reviewed on: _____

5027

Sexual Harassment of Students by Other Students

Students should be provided with an environment that is free from unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct constituting sexual harassment. The board of education unequivocally prohibits sexual harassment by its students against other students even when the affected student does not complain to the faculty or the administration.

Sexual harassment is a form of misconduct that wrongfully deprives students of their dignity and the opportunity to study and be in an environment free from unwelcome sexual overtones. Sexual harassment includes all unwelcome sexual advances, requests for sexual favors and other such verbal or physical misconduct. Sexual harassment means:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical misconduct of a sexual nature constitutes sexual harassment when such conduct has the purpose or effect of unreasonably interfering with an individual's educational opportunities or creates an intimidating, hostile or offensive learning environment.

A student who feels he or she has been sexually harassed by another student should directly inform the offending student that the conduct or communication is offensive and must stop. If the student does not wish to communicate directly with the offending student, or if direct communication has been ineffective, the student should report the conduct or communication to the Title IX coordinator or to a teacher, principal or counselor with whom she or he feels comfortable.

Regardless of the means selected for resolving the problem, the good faith initiation of a complaint of sexual harassment will not cause any reflection on the complaining student, or affect his or her status as a student.

Any student who sexually harasses another student will be subject to discipline up to and including expulsion, depending on the severity of the misconduct. A decision to take disciplinary action under this policy may be based on the statements of a complaining student, statements, observations of educators, or any other credible evidence.

This policy pertains to sexual harassment of students by other students. The sexual harassment of students by school district employees is governed by other board policy.

Adopted on: 2/8/2016

Revised on: _____

Reviewed on: _____

5028
Initiations and Hazing

Initiations and hazing by members of classes, clubs, athletic teams, or any other organization affiliated with the district are prohibited except as otherwise permitted by this policy. Any student engaging in hazing or non-approved initiations is subject to discipline as permitted by policy and law.

Initiations are defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of "hazing" as defined below. Initiations are prohibited except by permission of the superintendent.

Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person.

Adopted on: 6/13/16

Revised on: _____

Reviewed on: _____

5030
Dating Violence

Dating violence, as that term is defined by Nebraska law, will not be tolerated by the school district. Students who engage in dating violence on school grounds, in a school vehicle or at a school activity or that otherwise violates the Nebraska Student Discipline Act will receive consequences consistent with the Act and the district's student discipline policies.

The school district shall provide dating violence training to staff deemed appropriate by the administration and in accordance with Nebraska law.

A copy of this policy shall be included in the student handbook.

Adopted on: 2/8/2016

Revised on: _____

Reviewed on: _____

5031
Student Appearance

Any manner of dress, hair style, make up, or personal cleanliness, that constitutes a threat to the safety, health, welfare, or morals of the student or others; that violates any statute; that interferes with the education process, or that school officials can reasonably predict will interfere with the education process; or that causes or may cause excessive maintenance problems in the school, may be grounds for corrective or disciplinary action. The superintendent or designee may institute specific dress code regulations in any school consistent with board policy.

Adopted on: 2/8/2016

Revised on: _____

Reviewed on: _____

5033

Student Driving and Parking

Students who drive to school are required to park their vehicles and leave them unoccupied until it is time to drive home. The speed limit on school property is 15 miles per hour. Students may not drive or have access to their vehicles during the school day without the express permission of their building principal or the superintendent of schools.

Students are to park appropriately and in the assigned areas on school property. Student parking shall not be permitted in bus loading zones. When the buses are loading or unloading, all vehicles must stop and wait for the loading or unloading process to be completed.

By driving a vehicle to school, whether they park on or off school property, students consent to having that vehicle searched by school officials if school officials have reasonable suspicion that such a search will reveal a violation of school rules.

Adopted on: 2/8/2016

Revised on:

Reviewed on:

5034
Handbooks

The student handbook is an extension of these policies and has the force and effect of board policy when approved by the board of education.

Adopted on: 2/8/2016

Revised on: _____

Reviewed on: _____

5035 Student Discipline

Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in this policy and the Student Discipline Act, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, referral to restorative justice practices or services, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. Disciplinary consequences may also include in-school suspension, Saturday School, and any other consequence authorized by law. District administrators may develop building-specific protocols for the imposition of student discipline.

In this policy, references to "Principal" shall include building principals, the principal's designee, or other appropriate school district administrators.

Any statement, notice, recommendation, determination, or similar action specified in this policy shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her parent or guardian.

Any student who is suspended or expelled from school pursuant to this policy may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

Short-Term Suspension

The Principal may exclude students from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Conduct constituting grounds for expulsion as hereinafter set forth; or,
2. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, that occur on or off school grounds, if such conduct interferes with school purposes or there is a connection between such conduct and school.

The following process applies to short-term suspension:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what he or she is accused of having done, be given an explanation of the evidence the authorities have, and be given an opportunity to explain the student's version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal will send a written statement to the student, and the student's parent or guardian, describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.
4. Students who are short-term suspended will be given the opportunity to complete classwork, including but not limited to examinations.

Emergency Exclusion

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

Weapons and/or Firearms

Students may be disciplined for the possession of weapons and/or firearms pursuant to the board's separate policy on weapons and firearms or state law.

Long-Term Suspension

Students may be excluded by the Principal from school or any school function for a period of more than five school days but less than twenty school days (long-term suspension) for any conduct constituting grounds for expulsion as hereinafter set forth. The process for long-term suspension is set forth below.

Expulsion

1. **Meaning of Expulsion.** Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.
2. **Summer Review.** Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the school board or board of education or a committee of such board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise the student may be readmitted by action of the Superintendent.
3. **Suspension of Enforcement of an Expulsion:** Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.
4. **Alternative School or Pre-expulsion Procedures.** The school shall either provide an alternative school, class or educational program for expelled students or shall follow the pre-expulsion procedures outlined in NEB. REV. STAT. 79-266.

Grounds for Long-Term Suspension, Expulsion or Mandatory Reassignment:

The following conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, NEB. REV. STAT. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or

- attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
 11. A repeated violation of any of the following rules if such violations constitute a substantial interference with school purposes:
 - a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion;
 - b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
 - c. Violating school bus rules as set by the school district or district staff;
 - d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, an electronic nicotine delivery system, or a tobacco imitation substance or packaging, regardless of form, including cigars, cigarettes, chewing tobacco, and any other form of tobacco, tobacco derivative product or imitation or electronic cigarettes, vapor pens, etc.;
 - e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
 - f. Possession of pornography;
 - g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically);
 - h. Engaging in hazing, defined as any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's

- willingness to participate. Hazing activities are generally considered to be: physically abusive, hazardous, and/or sexually violating and include but are not limited to the following: personal servitude; sleep deprivation and restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; branding; physical beatings; binge drinking and drinking games; sexual simulation and sexual assault;
- i. Bullying which shall include cyberbullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;
 - j. Violation of the district's computer acceptable computer use policy are subject to discipline, up to and including expulsion;
 - k. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a simulated or "look-a-like" weapon;
 - l. Using any object to simulate possession of a weapon;
 - m. Knowingly making a false statement or knowingly submitting false information during the Title IX grievance process or any other school investigation or making a materially false statement in bad faith in the course of a Title IX grievance proceeding or any other school investigation; and
 - n. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

Due Process Afforded to Students Facing Long-term Suspension or Expulsion

The following procedures shall be followed regarding any long-term suspension, expulsion or mandatory reassignment

1. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.
2. The Principal shall serve the student and the student's parents or guardian with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The notice shall include the following:
 - a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;
 - b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
 - c. A statement that, before long-term suspension, expulsion, or mandatory reassignment for disciplinary purposes can be invoked, the student has a right to a hearing, upon request, on the specified charges;
 - d. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;
 - e. A statement that the principal, legal counsel for the school, the student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and
 - f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail.
3. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a

recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.

4. Nothing in this policy shall preclude the student, student's parents, guardian or representative from discussing and settling the matter with appropriate school personnel prior to the hearing stage.
5. If a hearing is requested within five days after receipt of the notice, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below.
6. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below, except that the time constraints set forth may differ as provided by law and this policy. The student shall be entitled to a hearing but the consequence imposed may continue in effect pending final determination.
7. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (NEB. REV. STAT. § 79-254 to 79-294). The school district will provide parents with copies of the relevant statutes upon request.

Reporting Requirement to Law Enforcement

Violations of this section will result in a report to law enforcement if:

1. The violation includes possession of a firearm;
2. The violation results in child abuse;
3. It is a violation of the Nebraska Criminal Code that the administration believes cannot be adequately addressed solely by discipline from the school district;
4. It is a violation of the Nebraska Criminal Code that endangers the health and welfare of staff or students;
5. It is a violation of the Nebraska Criminal Code that interferes with school purposes;

6. The report is required or requested by law enforcement or the county attorney.

Adopted on: _____

Revised on: 6/8/20

Reviewed on: _____

**5036
Lockers**

Lockers are the property of the school district and students are permitted to use them without charge. The assignment of a locker is on a temporary basis and may be revoked at any time. School officials may inspect student lockers without any particularized suspicion or reasonable cause.

Adopted on: 2/8/2016

Revised on: _____

Reviewed on: _____

5037
Student Internet and Computer Access

Students are expected to use computers and the Internet as an educational resource. The following procedures and guidelines govern the use of computers and the Internet at school.

I. Student Expectations in the Use of the Internet

A. Acceptable Use

1. Students may use the Internet to conduct research assigned by teachers.
2. Students may use the Internet to conduct research for classroom projects.
3. Students may use the Internet to gain access to information about current events.
4. Students may use the Internet to conduct research for school-related activities.
5. Students may use the Internet for appropriate educational purposes.

B. Unacceptable Use

1. Students shall not use school computers to gain access to material that is obscene, pornographic, harmful to minors, or otherwise inappropriate for educational uses.
2. Students shall not engage in any illegal or inappropriate activities on school computers, including the downloading and copying of copyrighted material.
3. Students shall not use e-mail, chat rooms, instant messaging, or other forms of direct electronic communications on school computers for any unauthorized or unlawful purpose or in violation of any school policy or directive.
4. Students shall not use school computers to participate in on-line auctions, on-line gaming or mp3/mp4 sharing systems.
5. Students shall not disclose personal information, such as their names, school, addresses, or telephone numbers outside the school network.

6. Students shall not use school computers for commercial advertising or political advocacy of any kind without the express written permission of the system administrator.
7. Students shall not publish web pages that purport to represent the school district or the work of students at the school district without the express written permission of the system administrator.
8. Students shall not erase, rename or make unusable anyone else's computer files, programs or disks.
9. Students shall not share their passwords with fellow students, school volunteers or any other individuals, and shall not use, or try to discover, another user's password.
10. Students shall not copy, change or transfer any software or documentation provided by the school district, teachers or another student without permission from the system administrator.
11. Students shall not write, produce, generate, copy, propagate or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called, but is not limited to, a bug, virus, worm, or Trojan Horse.
12. Students shall not configure or troubleshoot computers, networks, printers or other associated equipment, except as directed by a teacher or the system administrator.
13. Students shall not take home technology equipment (hardware or software) without permission of the system administrator.
14. Students shall not forge electronic mail messages or web pages.

II. Enforcement

A. Methods of Enforcement

1. The district monitors all Internet communications, Internet usage and patterns of Internet usage. Students have no right of privacy to any Internet communications or other electronic files. The computer system is owned by the school district. As with any school property, any electronic files on the system are subject to search and inspection at

any time.

2. The school district uses a technology protection measure that blocks access to some Internet sites that are not in accordance with the policy of the school district. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.
3. Due to the nature of filtering technology, the filter may at times filter pages that are appropriate for student research. The system administrator may override the technology protection measure for the student to access a site with legitimate educational value that is wrongly blocked.
4. The school district staff will monitor students' use of the Internet through direct supervision and by monitoring Internet use history to ensure enforcement of the policy.

B. Consequences for Violation of this Policy

1. Access to the school's computer system and to the Internet is a privilege, not a right. Any violation of school policy and rules may result in:
 - a. Loss of computer privileges;
 - b. Short-term suspension;
 - c. Long-term suspension or expulsion in accordance with the Nebraska Student Discipline Act; and
 - d. Other discipline as school administration and the school board deem appropriate.
2. Students who use school computer systems without permission and for non-school purposes may be guilty of a criminal violation and will be prosecuted.

III. Children's Online Privacy Protection Act (COPPA)

- A. The school will not allow companies to collect personal information from children under 13 for commercial purposes. The school will make reasonable efforts to disable advertising in educational computer applications.
- B. This policy allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.

Adopted on: 6/11/2018

Revised on: _____

Reviewed on: _____

5039
Money-Raising Activities

All money-raising activities shall require authorization by a member of the school district administration.

Adopted on: 2/8/2016

Revised on: _____

Reviewed on: _____

5040
Work Permits

The building principal or other authorized school official shall be responsible for the issuance of work permits for children in accordance with state law.

Adopted on: 2/8/2016

Revised on: _____

Reviewed on: _____

GRANT AGREEMENT
Between the
Nebraska Department of Environment and Energy
And
Madison Public Schools
Regarding the Implementation of the
Waste Reduction & Recycling Incentive Grant Application Project,
Reference Number: 2020-106485123

THIS GRANT AGREEMENT (Agreement) is made and entered into by and between the Nebraska Department of Environment and Energy (Department) and Madison Public Schools (Grantee)

WHEREAS, the Grantee agrees to utilize funds which have been made available to Department pursuant to the Nebraska Waste Reduction & Recycling Incentive Act; and

WHEREAS, grant funds in an amount up to \$2925 and a match of at least \$2925 are to be used to implement the workplan as outlined in Attachment A.

NOW, THEREFORE, the parties do hereby agree to the terms and conditions of this Agreement as follows:

1) TERM OF AGREEMENT

- a) This Agreement will go into effect January 1, 2021 and will remain in effect until all identified tasks are completed for the workplan as outlined in Attachment A unless terminated under Section 4)i)v) of this Agreement, but will not remain in effect past December 31, 2021 unless extended by amendment.

2) PROJECT DESCRIPTION

- a) This Agreement encompasses the project described in Attachment A.

3) DEFINITIONS

- a) **Equipment** means tangible property that is used for a particular purpose, not consumable in nature, with an expected useful life of more than a year, purchased by Grantee and reimbursed wholly or in part by the Department with grant funds.
- b) **Indirect Cost** means costs for rent, utilities, phone, internet, printing, etc. allocated to the individual employee as a percentage of gross wages, rather than considering these costs as a separate expense.
- c) **Matching Funds (Match)** means cash or the economic value of non-cash contributions provided by the applicant or outside parties including but not limited to labor, equipment usage, real property, supplies and other expendable property, and the value of goods and services directly benefiting and specifically identifiable to the grant project.
- d) **Related party** means a person or a member of that person's family (including in-laws) that is related to someone whom has control, joint control, or significant influence over the Grantee or is a member of its key management personnel, or an entity if, among other circumstances, it is a parent, subsidiary, fellow subsidiary, associate, or joint venture of the Grantee, or it is controlled, jointly controlled, or significantly influenced or managed by a person who is a related party.
- e) **Responsible bidder** means a bidder who has the capability in all respects to perform fully and lawfully all requirements with integrity and reliability to assure good faith performance.

f) Similar supply items means items of a similar purpose or use purchased to perform a related task.

4) CONDITIONS OF AGREEMENT

a) General Conditions

i) Statutes and Regulations. The Grantee will comply with all local, state, and federal statutes, rules, regulations, ordinances, and orders applicable to Grantee. Violation of this condition will be considered a breach of this Agreement, and be subject to penalties or termination as set forth in this Agreement.

(1) The requirements of Title 199 –Waste Reduction and Recycling Incentive Grants Program, and the Waste Reduction and Recycling Incentive Act, Neb. Rev. Stat. §§ 81-15,158.01 through 81-15,165, are hereby incorporated in this Agreement.

ii) False or Misleading Information. If Grantee provides false or misleading information, or withholds material facts during the application or quarterly reporting process in any way, it will be considered a breach of this Agreement, and be subject to penalties or termination as set forth in this Agreement.

iii) Independent Contractor. The Grantee is and will perform this Agreement as an independent contractor and as such will have and maintain exclusive control over all of its employees, agents, and operations. Neither the Grantee nor any person employed by the Grantee shall act, propose to act, or be deemed the Department's agent, representative, or employee.

(1) The Grantee assumes full and exclusive responsibility for the payment of all premiums, contributions, payroll taxes, and other taxes now or hereafter required by any law or regulation.

(2) The Grantee and any contractor or subcontractor will comply with all applicable laws, regulations, and orders, including but not limited to, those relating to social security, unemployment compensation, OSHA, affirmative action, equal employment opportunity, and the Americans with Disabilities Act.

(3) The Grantee and any contractor or subcontractor of the Grantee is required to use the E-Verify Program authorized by the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, 8 U.S.C. 1324a to determine the work eligibility status of a newly hired employees physically performing services within the State of Nebraska.

(4) The Grantee, by executing this Agreement, certifies and assures that Grantee and any contractor or subcontractor operates a drug free workplace as addressed in the State of Nebraska Drug Free Workplace Policy of July 7, 1989.

(5) The Grantee and any contractor or subcontractor will comply with the Nebraska Fair Employment Practice Act.

iv) Conflict of Interest. The Grantee certifies that it will not employ any individual known by the Grantee to have a conflict of interest. The Grantee certifies that there does not now exist any relationship between the Grantee and any person or entity which gives the appearance of a conflict of interest. Any new, undiscovered, or undisclosed conflicts of interest arising during the duration of this Agreement may be considered a breach of this Agreement, and be subject to penalties or termination as set forth in this Agreement.

v) Related Parties. Transactions between the Grantee and related parties must be disclosed to the NDEE if grant funds will be used for reimbursement of the transaction or the transaction will be

counted towards the Grantee's match. Department may deny reimbursement or reject as match if Grantee:

- (1) Fails to receive Department approval prior to incurring expense, or
 - (2) Does not include a bid from the related party as part of the grant application.
- vi) Schedule. Grantee agrees to complete the objectives and work items as described in Attachment A.
- vii) Expenditures. To be eligible for reimbursement by grant funds, any contract, interagency agreement, and/or sub-agreement, except as identified in Attachment A, under this grant for a value of \$2,000 or more, must receive Department approval prior to expenditure of funds associated with those transactions.
- viii) Environmental Data. To be eligible for reimbursement by grant funds a Quality Assurance/Quality Control plan must be approved by Department prior to expending any funds for environmental data collection. Any environmental data collected must be provided to Department.
- ix) Recognition. Grantee agrees to recognize funding from the Department on all published materials and news releases related to their Department funded project or activities. The Department may also require that equipment partially or wholly funded with grant dollars be identified by a decal or other means provided by the Department acknowledging the source of funding.
- x) Publication. All parties shall have publication and reproduction rights for all reports and materials which are produced as a result of this Agreement.
- xi) Insurance. The Grantee must provide Department proof of coverage under an insurance policy which covers the Department's investment in personal property with a purchase value greater than \$2,000 or real property as it pertains to the Litter Reduction & Recycling Grants funds.
- xii) Site Visits. Department staff may schedule visits during the grant period, and if applicable, throughout the estimated service life of equipment purchased with grant funds.
- (1) Grantee will comply with requests for information and grant access for inspection of all grant funded equipment and facilities.
- xiii) Department grant funds cannot be used to offset costs when bidding for services for any other grant-funded activities.
- xiv) Department grant funds cannot be used as matching funds for another Department grant.
- b) Reporting and Reimbursement
- i) Quarterly Performance Report. The Grantee agrees to submit to the Department quarterly performance reports using the online application reporting process even when project funds have not been expended during the quarter. Reports for quarters 1, 2, and 3 must be submitted within 30 days after the end of each respective calendar quarter. The report for the 4th quarter must be submitted within 45 days after the end of the 4th quarter.
- (1) These reports must address project activity for the previous calendar quarter, and contain

the following components:

- (a) Detailed descriptions of grant project activities and accomplishments for the quarter;
 - (b) Financial report of money spent for each approved activity element by grant and match with required documentation attached;
 - (i) Goods or services documentation must include itemized invoices and cancelled checks (electronic bank copies are sufficient).
 - (c) Detailed report of equipment purchased and certification that any equipment and supplies purchased with grant funds or match were used for grant purposes only;
 - (d) Corrective actions taken to resolve any significant or material problems that are encountered; and
 - (e) Any additional information required by the Department.
- (2) For studies funded by grant money, the Grantee must include a report detailing the findings of the study with the fourth quarter report.
- ii) Reimbursement. Grants will be funded on a reimbursement basis subject to availability of funds and will be in accordance with the conditions of this Agreement.
- (1) Reimbursement will be made only if required reports have been provided to the Department.
 - (2) Reimbursements will be made for actual documented expenditures.
 - (3) Reimbursement requests can only be made in conjunction with quarterly reports.
 - (4) To be eligible for reimbursement, the Grantee must submit appropriate supporting documentation to the DEE with the required quarterly report.
 - (a) Required Documentation:
 - (i) Personnel Expenses: submit a copy of the paycheck stub or payroll record showing hourly rate and hours worked.
 - (ii) Supply and Operating Expenses: submit a copy of the detailed invoice.
 - (iii) Travel Expense: submit a copy of the detailed receipt for food and hotel expenses. Submit a log for mileage.
 - (iv) Contractual Expenses: submit a copy of the detailed invoice and image of the cancelled check.
 - (v) Equipment Expenses: submit a copy of the detailed invoice (listing make, model, and serial number of item) and image of the cancelled check.
 - (vi) Matching Cash/Non-Cash Expenses: submit a detailed list of matching expenses and the calculations used to determine matching expenses.
 - (5) Travel Expenses. Only in-state travel expenses that comply with policies and regulations of the Nebraska Department of Administrative Services will be eligible for reimbursement. Go to <http://deq.ne.gov> to see the Litter Reduction & Recycling and Waste Reduction & Recycling Incentive Grant Application Guidance for limits. Out-of-state meal expenses will be eligible for reimbursement according to U.S. General Services Administration per diem rates (<https://www.gsa.gov/travel/plan-book/per-diem-rates>). Reimbursement of in-state and out-of-state travel expenses will be at the rates posted on the date the Department receives reimbursement requests.
 - (6) Clothing and Personal Accessory Items. The Department will only reimburse for clothing and personal accessory items in an amount up to \$500 per grant year. The purchase of such items must be proposed in the grant application approved

by the Department.

- (7) Telephone. Landline telephone and cell phone services are reimbursable if the service contract is billed to the Grantee.
- (8) Personnel Costs.
 - (a) The Department will reimburse for the following:
 - (i) Personnel wages up to a maximum of \$25.00 per hour worked, per employee, limited to a 40-hour work week.
 - (ii) The employer's share of social security taxes and Medicare taxes on wages up to \$25.00 per hour (7.65% of gross wages), workers' compensation, and unemployment insurance will be reimbursed in addition to the \$25.00 per hour maximum reimbursement.
 - (iii) The employer's share of employer-provided health, dental, or vision insurance premiums, not to exceed actual cost up to \$5.00 per hour in total.
 - (b) The following personnel expenses will not be reimbursed with grant funds, but can be used as matching funds:
 - (i) Actual wages in excess of \$25.00 per hour, limited to a 40-hour work week
 - (ii) Health, dental, and vision insurance costs over \$5.00 per hour, limited to a 40-hour work week
 - (iii) Life insurance costs
 - (iv) Retirement account contributions
 - (v) Tuition or higher education paid as an employee benefit
 - (vi) A payout for unused sick or vacation leave
 - (vii) Overtime payments
 - (viii) Indirect costs as a percentage of gross wages
 - 1. If Grantee uses indirect costs as a cash match to the grant, the Department will not reimburse costs for office rent, utilities, phone, internet, printing, etc.
 - (c) Bonuses will not be reimbursed with grant funds and cannot be used as matching funds.
- (9) Volunteer Time. The value of volunteer time may be used as match. The value of adult volunteer time (including board member time) will be calculated using the average volunteer rate for Nebraska as determined by the Independent Sector. The value of youth (under the age of eighteen years) volunteer time will be calculated at the current Nebraska minimum wage rate. Value will be calculated using the rates posted on the date the Department receives reimbursement requests.
- (10) Timing. This section does not apply to grants for the partial reimbursement of tire-derived products and/or crumb rubber.
 - (a) Grant funds will not reimburse expenses incurred before the beginning of the grant term. Liabilities incurred or money expended before the beginning of the grant term are not eligible to be used as matching funds.
 - (i) Goods must not be received or services performed prior to the beginning date of the grant term.
 - (b) Liabilities incurred during the grant term are eligible for reimbursement or

consideration for match if satisfied by payment within 45 days after the end of the grant term.

- (11) Unauthorized Expenses. Grantee will not be reimbursed for unauthorized expenditures, including, but not limited to:
 - (a) Beautification expenses, such as painting or other building enhancements, seeds, trees, flowers, planters, and other landscaping items.
 - (b) Recognition expenses such as prizes, plaques, awards, certificates, or trophies.
 - (c) Foods, snacks, or beverages.
 - (d) Landfill closure assessment, closure, monitoring, and remediation.
 - (e) Late fees on invoices
- (12) Payment Timeline. The Department will make payments in accordance with the Prompt Payment Act, Neb. Rev. Stat. §§81-2401 to 81-2408.
- iii) Records. Grantee must keep separate financial records for grant funds for a period of three years following the completion of the grant period. Including:
 - (1) Cancelled checks
 - (2) Invoices/receipts for all grant expenditures and matching cash expenditures
 - (3) Documentation for all matching funds (matching cash and matching in-kind/non-cash expenditures)
- iv) Inspection of Records. Throughout the duration of the grant period and three years following the completion of the grant period, the Department will have the right to request, inspect, and make copies of any books, records, or reports of the Grantee pertaining to this Agreement or related matters during regular office hours. The Grantee shall maintain and make available for such inspection accurate records of all of its costs, disbursements, and receipts with respect to its activities under this Agreement.
- c) Matching Funds. Only funds used to advance the project set forth in Attachment A will be eligible to be applied as match to the grant.
 - i) If the Department determines that any cash or non-cash contribution does not advance the project set forth in Attachment A, the Department will deny all or a portion of the contribution from being applied to the grant as match.
 - ii) Funds awarded as part of a different grant provided by the Department cannot be used as match for the purposes of this grant.
- d) Equipment
 - i) Equipment Purchase. If specific equipment was part of the approved application and the grantee purchases the equipment from the lowest responsible bidder, the grantee is approved to purchase the equipment.
 - (1) Only an amount equal to the lowest bid by a responsible bidder will be considered eligible for reimbursement.
 - (a) If Grantee provides adequate justification, as determined by the Department, why the lowest bid is unacceptable, the Department may approve the selection of a higher bid.
 - (b) If Grantee selects a higher bid without the approval of the Department, the additional

amount paid by Grantee can serve as match to the grant.

- ii) Expected Service Life (ESL). The Department will assign an ESL to all equipment that has a value of \$1,000 or more. Equipment worth less than \$1,000 may be assigned an ESL on a case-by-case basis. The ESL may exceed the designated grant period.
- iii) Equipment Titles. Grantee will put the grantee's name on the title of all equipment that is assigned an ESL.
- iv) Equipment Usage. Equipment will be used only for the purposes identified in the grant application and approved by the Department by the award of grant funds throughout the ESL. Grantee will make effective and efficient use of the equipment during its ESL, as determined by the Department
 - (1) If equipment is used for a purpose that is not approved, or the Grantee fails to make effective and efficient use of the equipment throughout the ESL, the Department may:
 - (a) Require the Grantee repay all or a portion of the grant used to reimburse for the purchase of the equipment as determined by the Department,
 - (b) Decline reimbursement for other, unrelated approved expenses in an amount up to the grant funds used for equipment purchase, or
 - (c) Require the Grantee to surrender the equipment to the Department.
 - (i) Grantee must store surrendered equipment safely until the Department can arrange for the equipment to be redistributed.
 - (ii) Grantee must complete all paperwork required for transfer of surrendered equipment.
- v) Equipment Maintenance. The grantee is responsible for all necessary and reasonable maintenance of equipment and may be held liable by the Department for any loss, damage, neglect or unreasonable deterioration of the equipment throughout the ESL.
- vi) Equipment Liens. The Department will maintain first lien status on all redistributed equipment and equipment purchased, in whole or in part, with grant funds, unless otherwise approved by the Director.
 - (1) Length of lien on redistributed equipment and equipment purchased with grant funds shall correspond to the ESL of the equipment.
- vii) Ownership Interest. The Department maintains an ownership interest in all equipment during the ESL. The grant recipient will gain unrestricted ownership after the ESL period expires unless Grantee was required to surrender the equipment.
- viii) Equipment Disposition. The Department shall approve or deny the disposition of equipment throughout the ESL.
 - (1) Funds realized from the sale of equipment will revert to the Department in an amount congruent with the percentage of funding provided by the Department for purchase of the equipment.
- ix) Equipment Identification. Any piece of equipment that is assigned an ESL is required to be permanently identified. The Department will provide a tag for the grantee to place on the equipment.
- x) Equipment Inventory. After the end of the designated grant term, the grant recipient must continue to maintain a listing of all equipment that is assigned an ESL and respond to Department requests for updates on the status of such equipment and be subject to

inspection throughout its ESL.

e) Post Award Bidding Process

i) Grantee must obtain three written and dated cost estimates/bids from different vendors for equipment that is not part of the approved application, similar supply items, and contractual services any of which having a value of \$2,000 or more. Department may reject any reimbursement request if the required bids are not obtained.

(1) Dated copies of online listings of items for sale are acceptable.

(2) A written "decline to bid" statement from a vendor will be counted as a bid.

(3) If grantee makes a good faith effort and cannot compile the required bids, Grantee must provide adequate documentation explaining the failure to obtain the required bids.

(4) Only an amount equal to the lowest bid by a responsible bidder will be considered eligible for reimbursement.

(a) If Grantee provides adequate justification, as determined by the Department, why the lowest bid is unacceptable, the Department may approve the selection of a higher bid.

(b) If Grantee selects a higher bid without the approval of the Department, the additional amount paid by Grantee can serve as match to the grant.

f) Scrap Tire Cleanup Events. The conditions set forth in this section apply to funded scrap tire cleanup events..

i) Scrap tire cleanup events will be open to the public and include businesses that do not collect a tire disposal fee. Tire retailers or businesses that have charged or collected fees to accept scrap tires are not eligible to bring in scrap tires for disposal at the grant-funded scrap tire cleanup

ii) Tires accepted at scrap tire cleanup events must be off of the rims.

iii) Bids for the services of a scrap tire hauler must stipulate the hauler will load all scrap tires.

iv) Expenses for the use or purchase of equipment will not be eligible for reimbursement unless prior approval from the Department is obtained in writing.

v) Grantee must submit a completed Grant Conditions Acceptance Form (provided by the Department) at least thirty (30) days prior to the collection event, and may not begin the event until the Department approves the form.

vi) The duration of a scrap tire event will be no longer than 72 hours, unless approved by the Department. If approved, reimbursement for labor will be limited to three days. A cleanup log is required for all days of the event.

vii) Labor is approved for up to two people to monitor the required scrap tire cleanup log sign-in sheet during the hours the event is open.

viii) Advertising expenses, up to \$1,000 or a maximum of 5% of the grant award, whichever is less, are eligible for reimbursement.

ix) Grantee is responsible for locating and utilizing a commercial scale to weigh empty trailer and full loads of scrap tires collected by the scrap tire hauler.

- (1) The scale must be long enough to weigh an entire tractor-trailer at one time. Weights derived from split-weighing will not be accepted by the Department.
 - (2) A scale operator must be available any time the scrap tire hauler needs to weigh empty or full loads of scrap tires.
 - (3) Only machine printed scale tickets will be accepted for reimbursement. Manually entered gross or tare weights will not be accepted for reimbursement.
- x) To be eligible for reimbursement, the Grantee must submit appropriate supporting documentation to the Department, including:
- (1) Copies of scale tickets and invoices from your hauler for all scrap tires cleaned up,
 - (2) Scrap tire cleanup log (will be emailed to you),
 - (3) If applicable, copies of timesheets for laborers, listing date worked, name of worker(s), hours worked per day, and hourly wage, and
 - (4) If applicable, copies of invoices for advertising, along with a sample copy of the ad.
- g) Partial Reimbursement for Tire-derived Products and/or Crumb Rubber. The conditions set forth in this section apply to funded proposed applications for Partial Reimbursement. Only projects using tire-derived product containing a minimum of 25% recycled tire content are eligible for funding. A priority is given to those projects certifying that the tire derived products and/or crumb rubber are made from scrap tires originating from Nebraska.
- i) Three bids are required for reimbursement of the cost of tire-derived products and/or crumb rubber if the project is proposed at the time of grant application submittal, and the project cost is \$2,000 or more.
 - ii) The grant amount will be based on the lowest reasonable bid as determined by the Department.
 - iii) In order to be eligible for partial reimbursement, the Grantee must provide a paid invoice, image of the cancelled check, and documentation certifying the origin of scrap tires used in the project.
- h) Deconstruction Grants. The conditions set forth in this section apply to funded deconstruction grants. Prior to any deconstruction or demolition activity, Grantee must;
- i) Hold title to all property and have the necessary easements and right-of-way for the project described in Attachment A;
 - ii) Submit to the department proof of a completed asbestos survey on any structures to be deconstructed or demolished.
- i) Terms of Agreement
- i) Amendments. This agreement may be amended in writing at any time by mutual agreement of the parties, except insofar as any proposed amendments are in any way contrary to applicable law or requirements of the Department.
- (1) Work plan changes and budget modifications and grant period extension requests must be submitted as a written change request during the grant period. The request must:

- (a) Stay within the scope of the original proposal,
 - (b) Include justification for changes,
 - (c) Include a revised work plan, and
 - (d) Include a revised comprehensive line-item budget.
- (2) The Department will notify the grant recipient regarding approval or denial of project modifications.
- ii) Indemnification. The Grantee agrees to indemnify and hold Department harmless for loss or damage sustained by any person as a direct result of the negligent or willful acts by the Grantee, its employees, subcontractors, or agents in the performance of this Agreement, including all associated costs of any defending action.
- iii) Assignment. No assignment or transfer of this agreement or any part hereof, rights hereunder, or interest herein by the Grantee shall be valid unless and until it is approved by the Department and made subject to such reasonable terms and conditions as the Department may impose.
- iv) Waiver of Rights. The Grantee or Department may from time to time waive any of their rights under this agreement. However, any waiver of rights with respect to a default of any condition of this agreement shall not be deemed to be a waiver of such condition or any other right or power granted by this agreement.
- v) Termination. This agreement may be terminated, in whole or in part, in writing by the Department in the event of substantial failure by the Grantee to fulfill its obligations under this Agreement by providing:
 - (1) Not less than ten (10) calendar days written notice (delivered by certified mail, return receipt requested) of intent to terminate, and
 - (2) An opportunity for consultation with the Department prior to termination.
- vi) Relinquishment. Grantee shall provide notice to the Department within ten (10) days of decision to relinquish grant if Grantee no longer intends to carry out the project as described in Attachment A. Upon notification the Department may make the funds and any equipment that was allotted for the project covered by this agreement available to another party and release the Grantee from any further reporting duties.
- vii) Violations and Nonperformance. If the Grantee violates any condition of this agreement or fails to complete and maintain the project in a manner described in Attachment A, the Department may:
 - (1) Require the Grantee to repay any or all funds previously disbursed according to this Agreement,
 - (2) Require the Grantee to surrender any equipment, and
 - (3) Pursue any other remedy available under the law.
- viii) Remedies Not Exclusive. The use by the Department of any remedy specified herein for the enforcement of this Agreement is not exclusive and shall not deprive the Department from using such remedy, or limit the application of any other remedy provided by law.
- ix) Severability. If any provision of this Agreement is found to be illegal, void, or unenforceable, the other provisions of this Agreement will remain in full force and effect.

- x) Integration. The parties intend this Agreement to constitute the complete, exclusive, and fully integrated statement of their agreement. As such, it is the sole repository of their agreement and they are not bound by any other agreements, promises, representations, or writings of whatsoever kind or nature. The parties also intend that this, complete, exclusive, and fully integrated statement of their agreement may not be supplemented or explained by any evidence of trade usage or course of dealing.

5) PROJECT MANAGERS

The Project Manager for each party to this agreement shall be as follows. The Project Manager may be changed by providing written notification.

<u>Department</u>	Madison Public Schools
Ruth Johnston Federal Aid Administrator Planning and Aid Section Land Management Division	Contact Name: <u>Denise Ehlers</u> Contact Title: <u>Grants Coordinator</u>
402-471-0273	Contact Phone: <u>(402) 454-333</u>

6) SIGNATORIES

Nebraska Department of Environment and Energy

BY: Dennis Burling TITLE: Deputy Director

(Signature)  DATE: 12/23/2020
0634256E8DB44DE...

Madison Public Schools

BY (Print): Denise Ehlers TITLE: Grants Coordinator

(Signature)  DATE: 12/28/2020
89E2E1709E884B4...

Nebraska Department of Environmental Quality
Waste Reduction and Recycling
Grant Application

Grant Information

Application Number: 2186
Award Year: 2021
How are you applying? Organization
Program: Waste Reduction & Recycling Incentive
Program Category: Scrap Tire Partial Reimbursement For Purchase Of Tire-Derived Products And/Or Crumb Rubber

Total Grant Funds Requested: \$2,925.00
Total Matching Cash Funds: \$2,925.00

Applicant Information

Title:
First Name: Denise
Middle Initial:
Last Name: Ehlers
Position:
Organization Name: Madison Public Schools
Address: PO Box 450
City: Madison
County: Madison
State: NE
Zip: 68748
Telephone: (402) 454-3336
Email: dehlers@esu8.org
Legislative District: 19

Contact Information

Title:
First Name: Denise
Last Name: Ehlers
Position:
Address: PO Box 450
City: Madison
State: NE
Zip: 68748
Telephone: (402) 454-3336
Email: dehlers@esu8.org

Funding

Is this a proposed project? YES

Cost Estimate/Bid Requirements:

In order to establish a fair price for equipment and contactual services, a cost estimate/bid is required. A cost estimate/bid is an estimate of cost in response to detailed specifications. A cost estimate/bid should be in writing from the vendor and obtained from at least three different vendors. Three cost estimates or bids from one vendor

for different models or services do not meet this requirement.

Exceptions to the three cost estimate/bid rule may include: 1) the product or service can only be purchased from one source; or 2) the applicant was unable to receive three bids even though a good faith effort was made to solicit three bids. Documentation must be provided to explain why three bids were not obtained. Justification for fewer than three bids must be a reasonable, verifiable, and is subject to Department approval. The expense will not be considered eligible for grant funding if the justification is not approved by the Department.

The lowest responsible bid must be used in the application budget. If the lowest bid is not considered to be the lowest responsible bid, the applicant must provide justification for accepting a bid other than the lowest bid. Justification must be reasonable, verifiable, and is subject to Department approval.

The Department reserves the right to change application budgets if these guidelines are not followed.

Purchasing a Tire-Derived Product

Percent of Scrap Tire Content: 100%

Grant Funds Requested = 25% of Total Retail Cost. Matching Cash Funds = 75% of Total Retail Cost.

Total Retail Cost
\$0.00

Grant Funds Requested
\$0.00

Matching Cash Funds
\$0.00

Notes:

Purchasing Crumb Rubber

Identify the item purchased. Identify the company where the crumb rubber was produced and purpose for which crumb rubber will be used.

Grant Funds Requested = 50% of Total retail cost. Matching Cash Funds = 50% of Total Retail Cost.

Notes:

Vendor: Sterling West, 917 W 7th St, Gothenburg, NE 69138 Quantity: 10 each of 75 cf Nuplay rubber mulch coated earth tone Purpose: Rubber crumble for elementary playground mulch

Total Retail Cost
\$5,850.00

Grant Funds Requested
\$2,925.00

Matching Cash Funds
\$2,925.00

Narratives

Project Overview - What are the purposes and intended outcomes? How will these be accomplished?

The purpose of this project is to ensure greater safety for the Madison Elementary School's student playground area. The outcome will be to have a full six inches of rubber crumble depth on the playground area in order to keep the students safe. This will be accomplished by adding greater depth to the existing playground area.

Provide a timeline and description for your grant activities?

If awarded the grant, Madison Elementary School intends to order and install the rubber crumble in July 2021. This will allow for the playground area to be complete in time for the start of the 2021-22 school year.

How will the project benefit Nebraska's environment and economy?

This project will benefit Nebraska's environment and economy in several respects. First, we intend to buy the materials from an in-state vendor which is an important component of supporting Nebraska jobs and businesses. Secondly, we can support the grant program and intend to publicize the benefit of this important endeavor. Finally, the project benefits the environment by using Nebraska recycled tires to accomplish the project which keeps the tires from being put in landfills around Nebraska and puts them to good use.

What is the physical address of the project?

Madison Elementary School Playground 405 E 8th St Madison, NE 68748

Authorization

I certify I have authority under the laws of the State of Nebraska to sign this grant application and that the information submitted is, to the best of my knowledge and belief, true, accurate and complete.

Applicant Full Name

DENISE EHLERS

Date

8/18/2020



917 W 7th Street
Gothenburg, NE 69138

Proposal

Date	Quote #
8/11/2020	2058

Name / Address
Madison Elementary School PO BOX 450 Madison, NE 68748

Ship To
Denise Ehlers 402-454-3336 Madison Elementary School 405 E 8th St Madison, NE 68748

Terms		Rep	Project/PO		FOB												
Net 30 days		GB															
Qty	U/M	Item Code	Description	Rate	Total												
10 1	ea	75 cf Nuplay E... Freight	Nuplay rubber mulch coated earthtone, in stock Freight	555.00 300.00	5,550.00 300.00												
<table border="1"> <tr> <th>Phone #</th> <th>Fax #</th> <th>E-mail</th> <th>Web Site</th> </tr> <tr> <td>308.537.3470</td> <td>402.975.6006</td> <td>lorenb@sterlingwest.net</td> <td>www.sterlingwest.net</td> </tr> </table>				Phone #	Fax #	E-mail	Web Site	308.537.3470	402.975.6006	lorenb@sterlingwest.net	www.sterlingwest.net	<table border="1"> <tr> <td>Total</td> <td>\$5,850.00</td> </tr> <tr> <td colspan="2">50% Due Upon Order</td> </tr> </table>		Total	\$5,850.00	50% Due Upon Order	
Phone #	Fax #	E-mail	Web Site														
308.537.3470	402.975.6006	lorenb@sterlingwest.net	www.sterlingwest.net														
Total	\$5,850.00																
50% Due Upon Order																	

Quote good for 30 days. terms 50% due upon order 50% due net 30. Actual shipping charges invoiced may differ from this quote. All drawings, renderings, specifications, and supporting documents are property of Sterling West until a signed commitment has been received by Sterling West.

Quote Accepted By _____

Please sign and email or fax back. Thank you.



January 1, 2020

To Whom It May Concern,

This letter is to certify that IMC Outdoor Living will utilize 100% Nebraska tire rubber as a service to Sterling West and warrants that the volume of material to be used for this project originated in Nebraska. If you need any further information regarding this please do not hesitate to contact us.

Very Best Regards,

Justin Coliny

Director of Business Development

IMC Outdoor Living



IMC Outdoor Living

Better products for better living

imcOutdoorLiving.com • Contact: 866.936.8524



NuPlay Nugget Rubber Mulch is the ideal groundcover if you are looking for beauty, safety and versatility. With a fall height rating more than 2X that of wood mulch, our 100% recycled rubber mulch is simply the safest playground surface available on the market. Our 12-year color guarantee makes NuPlay Nugget Rubber Mulch the ideal solution to the annual routine of replacing your tired and faded wood mulch. Your landscaping and play areas will look as good as the day you installed it for years to come.



Benefits:

- Made from 100% recycled tires
- Unsurpassed fall height rating (ASTM F1292)
- 12-year color guarantee
- Will not attract harmful insects
- Provides superior drainage
- Inhibits growth of molds and fungi, reducing allergy risk
- No more annual mulching
- Save time and money
- ADA accessible (ASTM F1951)

Applications:

- Parks and recreation departments
- City, state and federal parks
- Municipalities
- Schools and universities
- Military applications
- Golf courses
- Day care facilities
- Commercial landscaping
- Residential
- Walkways and paths

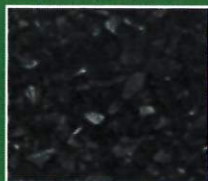
Available Mulch Colors



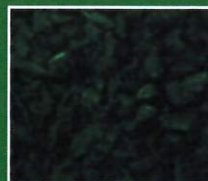
Redwood



Earthtone



Classic Black



Forest Green



Caribbean Blue

Rubberific Mats and Timbers make a great addition!



To view product certification visit www.ipema.org



To view product certification visit www.ipema.org



Advantage!



IMC Outdoor Living
P.O. Box 31366
Des Peres, MO 63131





sterling west

917 W 7th Street | Gothenburg, NE 69138

phone 877-537-3470

www.sterlingwest.net

To Our Valued Customer,

Subject: **Nebraska DEQ Scrap Tire Grant Application Information**

Please use the following contact information for partial reimbursement for the purchase of tire-derived products and/or crumb rubber. crumb rubber is 50% of the product cost and freight. The reimbursement for rubber tiles and poured-in-place is 25% and includes freight, product cost and installation.

CONTACT: Nebraska Department of Environment and Energy

Contact: Ruth Johnston or Holly Adams

PO Box 98922

Lincoln, NE 68609-2603

PHONE: 877.253.2603 or 402-471-2480

WEBSITE: <http://deq.ne.gov/Publica.nsf/Pages/WAS028>

The grant is only available online, sometime after July 1 and deadline is mid-August. Sterling West will provide you with a free quote and letter with proof of Nebraska tires for your upcoming project. Alternately, we can provide documentation of your past purchases that qualify for a retroactive grant application

877.537.3470

sales@sterlingwest.net



Backyard Playworld

11808 Standing Stone Dr | Gretna, NE 68028
 402-392-1869 | info@backyardplayworld.com | www.backyardplayworld.com

RECIPIENT:

Madison Elementary School

405 East 8th Street
 Madison, Nebraska 68748
 Phone: 402-454-3336

Estimate #1364	
Sent on	08/10/2020
Total	\$9,025.00

PRODUCT / SERVICE	DESCRIPTION	QTY.	UNIT COST	TOTAL
75 CF Super Sack NuPlay Rubber Mulch (2,000 lbs)	Available in earthtone, redwood, black, green, or blue.	10	\$845.00	\$8,450.00
Commercial Shipping		1	\$575.00	\$575.00*

* Non-taxable

This quote was created especially for you! If you want to make any custom changes, please let us know! We will do our best to honor our quote (s) as long as we can; however, all quotes are subject to change without notice.

Subtotal	\$9,025.00
Tax Exempt (0.0%)	\$0.00
Total	\$9,025.00

Signature: _____ Date: _____



International Mulch Company

January, 2nd 2020

To Whom It May Concern,

This letter is to certify that International Mulch Company processes 100% Nebraska tire rubber as a service to Backyard Playworld and warrants that the volume of material to be used for this project originated in Nebraska. If you need any further information regarding this please do not hesitate to contact us.

Very Best Regards,

Justin Coliny

Director of Sales

International Mulch Company



January 1, 2020

To Whom It May Concern,

This letter is to certify that IMC Outdoor Living will utilize 100% Nebraska tire rubber as a service to Sterling West and warrants that the volume of material to be used for this project originated in Nebraska. If you need any further information regarding this please do not hesitate to contact us.

Very Best Regards,

Justin Coliny

Director of Business Development

IMC Outdoor Living



IMC Outdoor Living

Better products for better living

imcOutdoorLiving.com • Contact: 866.936.8524



NuPlay Nugget Rubber Mulch is the ideal groundcover if you are looking for beauty, safety and versatility. With a fall height rating more than 2X that of wood mulch, our 100% recycled rubber mulch is simply the safest playground surface available on the market. Our 12-year color guarantee makes NuPlay Nugget Rubber Mulch the ideal solution to the annual routine of replacing your tired and faded wood mulch. Your landscaping and play areas will look as good as the day you installed it for years to come.



Benefits:

- Made from 100% recycled tires
- Unsurpassed fall height rating (ASTM F1292)
- 12-year color guarantee
- Will not attract harmful insects
- Provides superior drainage
- Inhibits growth of molds and fungi, reducing allergy risk
- No more annual mulching
- Save time and money
- ADA accessible (ASTM F1951)

Applications:

- Parks and recreation departments
- City, state and federal parks
- Municipalities
- Schools and universities
- Military applications
- Golf courses
- Day care facilities
- Commercial landscaping
- Residential
- Walkways and paths

Available Mulch Colors



Redwood



Earthtone



Classic Black



Forest Green



Caribbean Blue

Rubberific Mats and Timbers make a great addition!



To view product certification visit www.ipema.org



To view product certification visit www.ipema.org



IMC Outdoor Living
P.O. Box 31366
Des Peres, MO 63131

