

MULLEN BOARD OF EDUCATION

June 8, 2020

Regular Board Meeting Agenda

7:30 PM

1. Call to order, roll call, and excuse board member absences.
Speaker(s): President Bryan Starr
2. Approval of the May 11, 2020 Regular Board Meeting minutes.
3. Approval of the Agenda.
4. Approval of the following June claims: Payroll \$216,135.17, General Fund \$18,591.83, Lunch Fund \$218.26, Special Building Fund \$307.88, Bond Fund \$3,063.75 and QSCB Fund \$10,518.75.
5. Requests to address the Board
6. Mr. Moore and Mr. Kvanvig- Presentations on both the elementary school multicultural program and the 6-12 school multicultural program.
7. Discuss, consider and take all necessary action to designate Chris Kuncl, Superintendent as authorized representative of the school district, including Non-Discrimination Compliance Coordinator.
8. Discuss, consider and take all necessary action to approve updated 2020-2021 extra duty assignments.
9. Discuss, consider and take all necessary action to approve the purchase of 38 student chromebooks from Dell USA for the 7th, 11th, & 12th grade students in the amount of \$13,378.20 utilizing \$11, 227.68 of REAP Grant Funding and \$2,150.52 general fund dollars.
10. Discuss, consider and take all necessary action to approve 6 staff laptop/desktops from Bytespeed for \$6,432.00.
11. Discuss, consider and take all necessary action to approve revisions to Policy 2002 Organization of the Board, Policy 3039 Threat Assessment and Response, 4003 Drug Policy Regarding Drivers, 5016 Student Records, 6020 Multicultural Education, 6021 District Criteria for Selecting Evaluators to be used for Special Education Evaluation, and 6033 Restraint and Seclusion.
12. Discuss, consider and take all necessary action to approve adoption of Policy 3056 Guest Speakers
13. Discuss the possibility of a change in Policy 6008 Class Rank to the Laude System.
14. Nebraska Association of School Board Monthly Update
Speaker(s): Chris Kuncl
15. Administrative Reports
 - a. Mr. Moore- Elementary Principal Report
Speaker(s): Justin Moore
 - b. Mr. Kvanvig- High School Principal Report
Speaker(s): Mike Kvanvig
 - c. Mr. Kuncl- Superintendent Report
Speaker(s): Chris Kuncl
 - d. Activities Director Report
16. Board Reports
17. Next Meeting - July 13, 2020
18. Adjournment

The Mullen Board of Education reserves the right to go into Closed Session for purposes in accordance with LB 84-1410(1)

MULLEN BOARD OF EDUCATION
MINUTES
May 11, 2020

The regular meeting of the Mullen School Board was held via Zoom conferencing. The meeting was called to order at 7:30 p.m. by President Bryan Starr. He announced that the Open Meetings Act is posted on the SPARQ meeting home page under the links tab. Board members in attendance were Bryan Starr, Jason Coble, Barb Svoboda, Liza Simonson, Travis Hampton and Mike French. Also present via Zoom conferencing were Superintendent Chris Kuncl, Principal Mike Kvanvig, Principal Justin Moore, one patron, and two staff members.

Motion to approve the minutes from the April 13, 2020 Regular Board Meeting. This motion, made by Barb Svoboda and seconded by Jason Coble, carried.

Barb Svoboda: yes, Bryan Starr: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes
yes: 6, no: 0

Motion to approve the agenda, and verify that notice of the meeting was published in the Hooker County Tribune, and posted according to board policy. This motion, made by Mike French and seconded by Liza Simonson, carried.

Barb Svoboda: yes, Bryan Starr: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes
yes: 6, no: 0

Motion to approve the following May claims: Payroll \$225,659.44, General Fund \$38,670.25, Lunch Fund \$1,146.71, and Special Building Fund \$107.88. This motion, made by Barb Svoboda and seconded by Travis Hampton, carried.

Barb Svoboda: yes, Bryan Starr: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes
yes: 6, no: 0

Motion to approve updated 2020-2021 School Calendar. This motion, made by Travis Hampton and seconded by Mike French, carried.

Barb Svoboda: yes, Bryan Starr: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes
yes: 6, no: 0

Motion to approve use of school vehicles for summer camps/activities. This motion, made by Barb Svoboda and seconded by Liza Simonson, carried.

Barb Svoboda: yes, Bryan Starr: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes
yes: 6, no: 0

Motion to approve extra duty contracts for the 2020-2021 school year. This motion, made by Liza Simonson and seconded by Travis Hampton, carried.

Barb Svoboda: yes, Bryan Starr: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes
yes: 6, no: 0

Motion to approve school lunch prices for 2020-2021 as presented. This motion, made by Barb Svoboda and seconded by Travis Hampton, carried.

Barb Svoboda: yes, Bryan Starr: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes
yes: 6, no: 0

Motion to to approve the sale of the southeast corner 37.5' by 70' to the Pioneer Memorial Nursing Home for \$2000.00. This motion, made by Travis Hampton and seconded by Jason Coble, carried.

Barb Svoboda: yes, Bryan Starr: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes
yes: 6, no: 0

Motion to approve the sale of iron/steel as surplus inventory and the sale of excess kitchen appliances as surplus inventory. This motion, made by Mike French and seconded by Travis Hampton, carried.

Barb Svoboda: yes, Bryan Starr: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes
yes: 6, no: 0

Motion to approve the trade in of the 2017 Ford E350 Mini Bus for a 2018 Chevrolet Suburban with remaining payment of \$4,599 to be paid from the Depreciation Fund. This motion, made by Travis Hampton and seconded by Jason Coble, carried.

Barb Svoboda: yes, Bryan Starr: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes
yes: 6, no: 0

The board discussed using an online auction for the sale of the 2006 and 2012 Chevy suburbans. This will be advertised in the Hooker County Tribune and the auction will begin on May 25, 2020 on Facebook.

Motion to approve the sale of the 2006 Chevy Suburban and the 2012 Chevy Suburban. This motion, made by Mike French and seconded by Jason Coble, carried.

Barb Svoboda: yes, Bryan Starr: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes
yes: 6, no: 0

Motion to approve the updated bid from Rutts Heating and A/C Inc for the Art/Pottery rooms and approve the bid to upgrade the Ag classroom HVAC to be paid from the Depreciation Fund. This motion, made by Barb Svoboda and seconded by Jason Coble, carried.

Barb Svoboda: yes, Bryan Starr: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes
yes: 6, no: 0

Motion to approve the bids from Select Abbey Carpet and Tile, LLC for upgrades to the kitchen flooring and high school office area flooring. This motion, made by Liza Simonson and seconded by Travis Hampton, carried.

Barb Svoboda: yes, Bryan Starr: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes
yes: 6, no: 0

The Nebraska Association of School Board provides the Mullen Public Schools with a monthly update on new happenings throughout Nebraska.

Mr. Moore provided the school board with a detailed principal report.

Mr. Kvanvig provided the school board with a detailed principal report.

Mr. Kuncl provided the school board with a detailed district report.

Mr. Kuncl and Mr. Kvanvig provided the school board with a detailed activities director report.

The next board meeting will be held June 8, 2020 at 7:30 pm

President Bryan Starr declared the meeting adjourned at 9:02 pm

An agenda is kept continually current and is available for public inspection in the Superintendent's office during regular office hours.

Chris Kuncl, Recording Secretary

Current Cash Balance Report

SELECTED Data

Date: 05/01/2020 thru 05/31/2020

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITIES					
100 ATHLETICS	2,096.63	0.00	0.00	0.00	2,096.63
120 Hill Top Gym & Weight Room	11,520.88	760.00	0.00	0.00	12,280.88
175 Doug Young Memorial	7,450.66	0.00	837.43	0.00	6,613.23
180 Dan Brost Memorial	11,324.56	0.00	0.00	0.00	11,324.56
185 Chuck Hafer Memorial	656.00	0.00	0.00	0.00	656.00
190 Keith Saults Memorial	40,551.98	0.00	38.10	0.00	40,513.88
250 Banking	1,834.09	77.71	0.00	0.00	1,911.80
300 Media	2,373.34	0.00	0.00	0.00	2,373.34
345 Bronco Play Production	89.95	0.00	0.00	0.00	89.95
350 Bronco Speech	741.03	0.00	0.00	0.00	741.03
400 CONCESSIONS	5,597.49	32.50	539.88	0.00	5,090.11
425 Pepsi Cola	3,011.94	0.00	0.00	0.00	3,011.94
430 Vending Machine	862.77	0.00	0.00	0.00	862.77
450 Wellness	152.83	0.00	0.00	0.00	152.83
500 FCCLA--LOCAL	10,415.96	270.00	0.00	0.00	10,685.96
520 FCCLA--NATIONAL	785.17	0.00	0.00	0.00	785.17
720 Class of 2020	2,542.62	0.00	0.00	0.00	2,542.62
721 Class of 2021	1,456.99	0.00	0.00	0.00	1,456.99
722 Class of 2022	2,572.70	0.00	0.00	0.00	2,572.70
723 Class of 2023	1,807.26	0.00	0.00	0.00	1,807.26
724 Class of 2024	1,214.71	0.00	0.00	0.00	1,214.71
725 Class of 2025	563.42	0.00	0.00	0.00	563.42
726 Class of 2026	692.09	0.00	0.00	0.00	692.09
800 ANNUAL	4,087.05	170.00	0.00	0.00	4,257.05
825 Digital Yearbooks	523.24	0.00	0.00	0.00	523.24
850 Computer/Technology	2,472.43	0.00	0.00	0.00	2,472.43
900 MUSIC	194.67	7.50	0.00	0.00	202.17
950 BAND/MUSIC CLUB	1,449.05	0.00	0.00	0.00	1,449.05
1000 SHOP	4,449.92	0.00	0.00	0.00	4,449.92
1010 PlasmaCam/Power Drive	2,856.97	152.60	0.00	0.00	3,009.57
1050 FFA	9,001.22	672.50	0.00	0.00	9,673.72
1100 SUMMER & YOUTH RECREATION	6,218.91	0.00	0.00	0.00	6,218.91
1150 PLAYGROUND	5,687.66	96.10	0.00	0.00	5,783.76
1300 CHEERLEADERS	2,489.32	0.00	0.00	0.00	2,489.32
1400 SPANISH CLUB	3,249.55	0.00	0.00	0.00	3,249.55
1500 NATIONAL HONOR SOCIETY	2,670.32	56.00	0.00	0.00	2,726.32
1520 Quiz Bowl	1,618.52	0.00	0.00	0.00	1,618.52
1550 FLORIDA SCIENCE	2,432.97	0.00	0.00	0.00	2,432.97
1600 ART CLUB	3,676.61	0.00	0.00	0.00	3,676.61
1700 STUDENT COUNCIL	596.17	0.00	0.00	0.00	596.17
1800 M CLUB	3,380.10	0.00	0.00	0.00	3,380.10
1801 Broncos Cross Country	791.08	0.00	0.00	0.00	791.08
1802 Bronco Football	1,944.59	0.00	0.00	0.00	1,944.59
1805 Lady Bronco Volleyball Club	645.27	0.00	0.00	0.00	645.27
1806 Bronco Lady Basketball	713.28	331.50	0.00	0.00	1,044.78
1807 Bronco Basketball	4,198.06	45.00	0.00	0.00	4,243.06
1808 Bronco Wrestling	118.99	0.00	0.00	0.00	118.99
1809 Bronco Track Team	786.15	0.00	0.00	0.00	786.15
1811 Bronco Boys Golf	4,054.80	0.00	0.00	0.00	4,054.80
1950 Scholarships	1,145.62	0.00	0.00	0.00	1,145.62
1955 Marilyn Downing Scholarship est 2019	8,384.78	0.00	0.00	0.00	8,384.78

Current Cash Balance Report

SELECTED Data

Date: 05/01/2020 thru 05/31/2020

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2200 TURNER FOUNDATION	-185.72	0.00	0.00	0.00	-185.72
3000 MATH-SCIENCE COALITION	5,258.61	0.00	0.00	0.00	5,258.61
3100 STEM	1,670.94	0.00	0.00	0.00	1,670.94
A ACTIVITIES Totals:	196,896.20	2,671.41	1,415.41	0.00	198,152.20
B NSAA Activities					
5001 Cross Country	123.95	0.00	0.00	0.00	123.95
5002 Football	-4,387.87	0.00	0.00	0.00	-4,387.87
5005 Volleyball	684.18	0.00	0.00	0.00	684.18
5006 Girls Basketball	-856.02	0.00	0.00	0.00	-856.02
5007 Boys Basketball	977.46	0.00	0.00	0.00	977.46
5008 Wrestling	-706.52	0.00	0.00	0.00	-706.52
5009 Track & Field	19.14	0.00	0.00	0.00	19.14
5011 Boys Golf	-222.95	0.00	0.00	0.00	-222.95
5012 Play Production	63.95	0.00	0.00	0.00	63.95
5013 Speech	223.62	0.00	206.00	0.00	17.62
5050 Admissions/Officials	5,845.00	0.00	0.00	0.00	5,845.00
5065 Travel	-4,706.98	0.00	0.00	0.00	-4,706.98
5070 Dues & Fees	1,445.07	0.00	1,015.00	0.00	430.07
B NSAA Activities Totals:	-1,497.97	0.00	1,221.00	0.00	-2,718.97
Report Totals:	195,398.23	2,671.41	2,636.41	0.00	195,433.23

Mullen Public Schools

Cash Summary Report May 2020

Fund	Description	Beginning Balance	Revenue	Expenditure	Ending Balance	
01	GENERAL FUND	\$734,965.47	\$1,087,950.48	(\$259,127.60)	\$1,563,788.35	
02	DEPRECIATION FUND	\$191,847.63	\$76.21	\$0.00	\$191,923.84	
03	EMPLOYEE BENEFIT FUND	\$72,364.23	\$28.75	\$0.00	\$72,392.98	
06	LUNCH FUND	\$7,447.87	\$17,874.18	(\$6,348.80)	\$18,973.25	
07	BOND FUND	\$252,862.60	\$11,568.41	\$0.00	\$264,431.01	
08	SPECIAL BUILDING FUND	\$440,596.26	\$631.22	(\$107.88)	\$441,119.60	
09	QUALIFIED SCHOOL	\$474,717.07	\$13,292.22	\$0.00	\$488,009.29	
05	ACTIVITY FUND	\$195,398.23	\$2,671.41	(\$2,636.41)	\$195,433.23	
	PETTY CASH FUND	\$6,311.68	\$2,789.20	(\$2,696.04)	\$6,404.84	
	CAFETERIA PLAN	\$7,569.92	\$513.19	\$0.00	\$8,083.11	
		\$2,384,080.96	\$1,137,395.27	(\$270,916.73)	\$0.00	\$3,250,559.50

County Treasurer's Report March 2020 Collections

	GENERAL	BOND	SPEC BUILDING	QSCB	TOTAL
HOOKER	\$55,477.68	\$539.07	\$2.99	\$614.46	\$56,634.20
CHERRY	\$41,222.13	\$456.00	\$0.00	\$521.16	\$42,199.29
THOMAS	\$24,483.34	\$272.58		\$311.54	\$25,067.46
TOTAL	\$121,183.15	\$1,267.65	\$2.99	\$1,447.16	\$123,900.95

Check Summary Report

Date: 05/01/2020 thru 05/31/2020

Check Number	Status	Check / Void Date	Vendor Name	PO Number	Description	Amount
037193	C	05/04/2020	Classic Sportswear & Awards		state vinyl banners	837.43
037194	C	05/04/2020	NORTH PLATTE HIGH		speech entry	206.00
037195	C	05/13/2020	Classic Sportswear & Awards		digital vinyl banner ACT board	38.10
037196	C	05/13/2020	Mullen Education Association		concession proceeds	539.88
037197	C	05/13/2020	NEBRASKA COACHES		2020-2021 membership	850.00
037198	C	05/13/2020	Recognition Unlimited		State BB plaque engraving	165.00

Report Total: 2,636.41

Check Summary Report

Date: 05/01/2020 thru 05/31/2020

Check Number	Status	Check / Void Date	Vendor Name	PO Number	Description	Amount
006968	C	05/04/2020	MULLEN SCHOOLS--ACTIVITY		water for board	32.50
006969	C	05/04/2020	BLUE CROSS BLUE SHIELD		B Starr premium hourly	2,024.75
006970	C	05/04/2020	Blue Cross Blue Shield		L Vinton premium salaried	588.79
006971	C	05/04/2020	Terry B Huddle		power rake usage	50.00

Report Total: 2,696.04

SELECTED Data

Activity Detail Report

Arranged by:

Date Range: 05/01/2020 thru 05/31/2020

Group ID, Activity Number

Group ID and Description	Activity Number and Name	Reporting ID and Description	Sponsor
--------------------------	--------------------------	------------------------------	---------

A GENERAL FUND

210 MISCELLANEOUS

Expenditures

Date	PO Number	Check Vendor	Description	Amount
05/04/2020		006968 MULLEN SCHOOLS--ACTIVITY ACCT	water for board meetings/in-service	32.50
05/04/2020		006971 Terry B Huddle	power rake usage	50.00
Expenditures Total:				<u>82.50</u>

Activity and Budget Totals

Beginning Balance	-10.98
Receipts	0.00
Expenditures	82.50
Adjustments	0.00
Cash Balance	<u>-93.48</u>
Outstanding POs	0.00
Unencumbered Balance	<u>-93.48</u>

Group Totals

Beginning Balance	-10.98
Receipts	0.00
Expenditures	82.50
Adjustments	0.00
Cash Balance	<u>-93.48</u>
Outstanding POs	0.00
Unencumbered Balance	<u>-93.48</u>

Mullen Public Schools

June Claims 06/08/20

Fund	Description	Amount
01	GENERAL FUND	\$212,753.89
06	LUNCH FUND	\$3,381.28
Total		\$216,135.17

GENERAL FUND

Check Number	Payee	Description	Amount
19097	3P Learning Inc	on-line subscription HS/EL SPED	\$110.00
19098	Ace Hardware	water hose nozzle	\$15.29
19099	Amazon.com PBI	classroom,tech,office supplies/books	\$1,911.55
19100	Amplify	2nd Grade workbooks	\$1,053.00
19101	Andersen & Sons	maintenance supplies	\$2.17
19102	ASI	administration fee	\$25.00
19103	Cengage Learning	accounting class curriculum	\$796.50
19104	Consolidated	phone service	\$514.44
19105	Eakes Office Solutions	Elem old copier contract	\$20.23
19106	Edmentum	HS/EL SPED online program	\$88.00
19107	General Fund-petty Cash	misc reimb: power rake use, water	\$82.50
19108	Handyman Hardware	carpet 2nd grade; maint supplies	\$3,211.62
19109	Hometown Leasing	copier lease	\$743.55
19110	Hooker County Tribune	minutes;notices/elem library subscription	\$174.06
19111	Huskerland Prep Report	HS library renewal	\$35.00
19112	Impero Solutions Inc	hosting & device licenses	\$1,330.00
19113	Instructure	Year #2 Canvas Cloud	\$1,584.00
19114	KSB School Law PC LLO	legal services	\$1,150.00
19115	Kwik Stop	gasoline	\$63.31
19116	Lucy's	supplies	\$11.05
19117	Menards - North Platte	custodial/maintenance supplies	\$646.57
19118	Music K-8	online subscription	\$119.45
19119	Nebraska Ag Ed Association	Trevor Ginkens professional dues	\$235.00
19120	Nebraska Safety & Fire Equip Inc	Service call fire alarm system Lariat	\$376.40
19121	Nebraska Safety Center @ UNK	Pupil transportation course Lvl II	\$125.00
19122	One Source	background checks transportation	\$48.00
19123	Peripole Inc	elementary music recorders	\$214.50
19124	Presto X	pest maintenance service	\$127.00
19125	Sandhills Fertilizer	grounds maintenance	\$454.20
19126	U.S. Bank	classroom supplies/postage	\$114.45
19127	Village Of Mullen	utilities	\$2,171.12
19128	VocabularySpellingCity.com	2nd grade online subscription	\$69.95
19129	Amazon.com PBI	classroom supplies	\$121.85
19130	At&t	Long Distance phone service	\$89.30
19131	Chris Kuncl	monthly cell phone reimbursement	\$100.00
19132	E.s.u. #16	2019-20 Regional Buy share	\$223.90
19133	Justin Moore	monthly cell phone reimbursement	\$75.00
19134	Macke's	supplies	\$83.87
19135	Mike Kvanvig	monthly cell phone reimbursement	\$75.00
19136	Vinton Law Office	legal services	\$200.00
		TOTAL	\$18,591.83

LUNCH FUND

Check Number	Payee	Type	Amount
2999	Amazon.com PBI	kitchen supplies	\$164.26
3000	School Nutrition Association	McIntosh SNA membership renewal	\$54.00
TOTAL			\$218.26

SPECIAL BUILDING FUND

Check Number	Payee	Type	Amount
1232	Village Of Mullen	teacherage utilities	\$107.88
EFT	BOK Financial	Semi Annual Paying Agent Fee 2012 Series Bond	\$200.00
TOTAL			\$307.88

BOND FUND

Check Number	Payee	Type	Amount
EFT	BOK Financial	Interest 2012 Series Bond	\$3,063.75
TOTAL			\$3,063.75

QSCB FUND

Check Number	Payee	Type	Amount
EFT	Depository Trust Company	Interest	\$10,518.75
TOTAL			\$10,518.75

Mullen Public Schools

Rollup Report

Cycle: FY19-20; 1st Detail Element: FUND; 1st Detail Level: None; 2nd Detail Element: FUNCTION; 2nd Detail Level: None; 3rd Detail Element: None; 3rd Detail Level: None; 4th Detail Element: None; 4th Detail Level: None; 5th Detail Element: None; 5th Detail Level: None; Account Expression: ([FUND] >= "01") AND ([FUNCTION] >= "01100"); 1st Subtotal Element: FUND; 1st Subtotal Rollup Level: None; 2nd Subtotal Element: None; 2nd Subtotal Rollup Level: None; 3rd Subtotal Element: None; 3rd Subtotal Rollup Level: None; 4th Subtotal Element: None; 4th Subtotal Rollup Level: None; 5th Subtotal Element: None; 5th Subtotal Rollup Level: None; Begin Date: 09/01/2019; End Date: 08/31/2020; Subtotal on Account Type: Yes; Include Encumbrances: Yes; Created On: 6/8/2020 3:16:05 PM

FUND	FUNCTION	Adopted Budget	Actuals (YTD)	Encumbrances (YTD)	Available	% of Budget
01 - GENERAL FUND	01100 - Regular Instruction	\$1,748,566.00	\$1,186,647.41	\$5,454.05	\$556,464.54	67.86
01 - GENERAL FUND	01200 - SPED Instruction School Age	\$392,897.00	\$293,562.87	\$2,132.04	\$97,202.09	74.72
01 - GENERAL FUND	01291 - SPED Instruction Ages 3-5	\$25,000.00	\$1,010.00	\$0.00	\$23,990.00	4.04
01 - GENERAL FUND	01292 - SPED Instruction Ages 0-2	\$8,000.00	\$0.00	\$0.00	\$8,000.00	0.00
01 - GENERAL FUND	02110 - Attendance & Social Work Services	\$10,000.00	\$4,420.67	\$3,024.53	\$2,554.80	44.21
01 - GENERAL FUND	02120 - Guidance Services	\$58,325.00	\$54,196.24	\$0.00	\$4,128.76	92.92
01 - GENERAL FUND	02130 - Health Services	\$3,700.00	\$508.59	\$0.00	\$3,191.41	13.75
01 - GENERAL FUND	02140 - Psychological Services regular education		\$5,616.48	\$0.00	(\$5,616.48)	
01 - GENERAL FUND	02141 - Psychological Services SPED school age	\$31,000.00	\$24,081.65	\$0.00	\$6,918.35	77.68
01 - GENERAL FUND	02151 - Speech Pathology/Audiology SPED School Age	\$66,000.00	\$40,057.38	\$0.00	\$25,942.62	60.69
01 - GENERAL FUND	02161 - Occupational Therapy SPED School Age	\$21,000.00	\$13,845.16	\$0.00	\$7,154.84	65.93
01 - GENERAL FUND	02171 - Physical Therapy SPED school age	\$9,000.00	\$3,606.75	\$0.00	\$5,393.25	40.08
01 - GENERAL FUND	02181 - Visual Services SPED School Age	\$4,938.00	\$0.00	\$0.00	\$4,938.00	0.00
01 - GENERAL FUND	02190 - Support Services Non-SPED	\$7,100.00	\$5,811.77	\$0.00	\$1,288.23	81.86
01 - GENERAL FUND	02211 - School Improvement		\$3,875.60	\$0.00	(\$3,875.60)	
01 - GENERAL FUND	02213 - Instructional Staff Training	\$16,612.00	\$8,509.44	\$300.00	\$7,802.56	51.22
01 - GENERAL FUND	02220 - Library/Media Services	\$92,135.00	\$77,981.88	\$872.35	\$13,280.77	84.64
01 - GENERAL FUND	02224 - Educational Television Services	\$24,000.00	\$0.00	\$0.00	\$24,000.00	0.00
01 - GENERAL FUND	02230 - Instruction Related Technology	\$94,920.00	\$50,687.26	\$2,777.50	\$41,455.24	53.40
01 - GENERAL FUND	02310 - Board of Education	\$167,159.00	\$19,738.12	\$0.00	\$147,420.88	11.81
01 - GENERAL FUND	02320 - Executive Administration	\$258,321.00	\$210,095.86	\$0.00	\$48,225.14	81.33
01 - GENERAL FUND	02330 - District Legal Services	\$25,000.00	\$3,687.00	\$0.00	\$21,313.00	14.75
01 - GENERAL FUND	02410 - Office of the Principal	\$310,903.00	\$225,948.48	\$0.00	\$84,954.52	72.67
01 - GENERAL FUND	02510 - Fiscal Services	\$54,994.00	\$27,599.62	\$0.00	\$27,394.38	50.19
01 - GENERAL FUND	02560 - Public Information Services		\$4,500.00	\$0.00	(\$4,500.00)	
01 - GENERAL FUND	02570 - Personnel Services		\$168.76	\$0.00	(\$168.76)	
01 - GENERAL FUND	02580 - Administrative Technology Services	\$13,006.00	\$12,514.70	\$3,235.68	(\$2,744.38)	96.22
01 - GENERAL FUND	02610 - Operation of Buildings/Custodial	\$188,470.00	\$96,803.76	\$0.00	\$91,666.24	51.36
01 - GENERAL FUND	02620 - Maintenance of Buildings	\$443,490.00	\$147,127.57	\$90.00	\$296,272.43	33.17
01 - GENERAL FUND	02630 - Grounds Care/Upkeep	\$10,700.00	\$8,987.85	\$0.00	\$1,712.15	84.00
01 - GENERAL FUND	02650 - Vehicle Operation/Maint/Purchase (non student transport)	\$55,000.00	\$4,465.78	\$0.00	\$50,534.22	8.12
01 - GENERAL FUND	02660 - Security	\$30,000.00	\$4,811.62	\$0.00	\$25,188.38	16.04
01 - GENERAL FUND	02670 - Safety	\$20,500.00	\$4,175.99	\$0.00	\$16,324.01	20.37
01 - GENERAL FUND	02710 - Vehicle Operation/Purchase - Regular Education	\$250,000.00	\$123,240.75	\$0.00	\$126,759.25	49.30
01 - GENERAL FUND	03535 - High Ability Learners	\$4,100.00	\$1,370.08	\$0.00	\$2,729.92	33.42
01 - GENERAL FUND	03551 - Career Education	\$3,000.00	\$0.00	\$0.00	\$3,000.00	0.00

01 - GENERAL FUND	06200 - Title I Part A	\$34,818.00	\$27,828.24	\$0.00	\$6,989.76	79.92
01 - GENERAL FUND	06310 - Title II Part A		\$1,871.79	\$0.00	(\$1,871.79)	
01 - GENERAL FUND	06403 - IDEA Part B(611)Base Allocation School Age	\$1,000.00	\$0.00	\$0.00	\$1,000.00	0.00
01 - GENERAL FUND	06404 - IDEA Part B(611) Base Allocation B-4	\$13,000.00	\$0.00	\$0.00	\$13,000.00	0.00
01 - GENERAL FUND	06406 - IDEA Preschool (619) Base Allocation	\$3,000.00	\$1,479.00	\$0.00	\$1,521.00	49.30
01 - GENERAL FUND	06408 - IDEA Part B(611) Base/Enrollment Poverty Age 0-21		\$31,719.00	\$0.00	(\$31,719.00)	
01 - GENERAL FUND	06410 - IDEA Enrollment/Poverty (611)	\$25,000.00	\$0.00	\$0.00	\$25,000.00	0.00
01 - GENERAL FUND	06992 - REAP	\$35,182.00	\$3,031.00	\$20.00	\$32,131.00	8.62
01 - GENERAL FUND	08000 - Transfers-Outgoing	\$55,000.00	\$15,000.00	\$0.00	\$40,000.00	27.27
Subtotal of Account Type: Expenditure		\$4,614,836.00	\$2,750,584.12	\$17,906.15	\$1,846,345.73	
Subtotal of Element: [FUND] 01 - GENERAL FUND		\$4,614,836.00	\$2,750,584.12	\$17,906.15	\$1,846,345.73	0.59603074
02 - DEPRECIATION FUND	02900 - Other Support Services	\$344,532.87	\$0.00	\$0.00	\$344,532.87	0.00
Subtotal of Account Type: Expenditure		\$344,532.87	\$0.00	\$0.00	\$344,532.87	
Subtotal of Element: [FUND] 02 - DEPRECIATION FUND		\$344,532.87	\$0.00	\$0.00	\$344,532.87	0
03 - EMPLOYEE BENEFIT FUND	02900 - Other Support Services	\$71,938.87	\$0.00	\$0.00	\$71,938.87	0.00
Subtotal of Account Type: Expenditure		\$71,938.87	\$0.00	\$0.00	\$71,938.87	
Subtotal of Element: [FUND] 03 - EMPLOYEE BENEFIT FUND (unemplo		\$71,938.87	\$0.00	\$0.00	\$71,938.87	0
06 - LUNCH FUND	03100 - Food Service Operations	\$127,204.56	\$77,122.82	\$0.00	\$50,081.74	60.63
Subtotal of Account Type: Expenditure		\$127,204.56	\$77,122.82	\$0.00	\$50,081.74	
Subtotal of Element: [FUND] 06 - LUNCH		\$127,204.56	\$77,122.82	\$0.00	\$50,081.74	0.60628974
07 - BOND FUND	05000 - Debt Service	\$357,927.06	\$93,851.25	\$0.00	\$264,075.81	26.22
Subtotal of Account Type: Expenditure		\$357,927.06	\$93,851.25	\$0.00	\$264,075.81	
Subtotal of Element: [FUND] 07 - BOND FUND		\$357,927.06	\$93,851.25	\$0.00	\$264,075.81	
08 - SPECIAL BUILDING FUND	02515 - Building & Sites	\$7,600.00	\$1,295.77	\$0.00	\$6,304.23	17.05
08 - SPECIAL BUILDING FUND	04100 - Land Acquisition		\$20,000.00	\$0.00	(\$20,000.00)	
08 - SPECIAL BUILDING FUND	04500 - Building Acquisition & Construction	\$8,000.00	\$7,130.17	\$550.64	\$319.19	89.13
08 - SPECIAL BUILDING FUND	04600 - Site Improvements	\$1,000.00	\$772.50	\$0.00	\$227.50	77.25
08 - SPECIAL BUILDING FUND	04700 - Building Improvements	\$454,112.00	\$1,440.00	\$0.00	\$452,672.00	0.32
Subtotal of Account Type: Expenditure		\$470,712.00	\$30,638.44	\$550.64	\$439,522.92	
Subtotal of Element: [FUND] 08 - SPECIAL BUILDING FUND		\$470,712.00	\$30,638.44	\$550.64	\$439,522.92	0.06508957
09 - QUALIFIED SCHOOL CONSTRUCTION	05000 - Debt Service	\$515,035.65	\$10,518.75	\$0.00	\$504,516.90	2.04
Subtotal of Account Type: Expenditure		\$515,035.65	\$10,518.75	\$0.00	\$504,516.90	
Subtotal of Element: [FUND] 09 - QUALIFIED SCHOOL CONSTRUCTION		\$515,035.65	\$10,518.75	\$0.00	\$504,516.90	0.02042334
Grand Total		\$6,502,187.01	\$2,962,715.38	\$18,456.79	\$3,521,014.84	0.45564906

Mullen Public Schools

YTD Cash Summary Report thru May 31, 2020

Fund	Description	Beginning	Revenue	Expenditure	Ending
01	GENERAL FUND	\$612,179.66	\$3,470,847.09	(\$2,519,238.40)	\$1,563,788.35
02	DEPRECIATION FUND	\$190,966.90	\$956.94	\$0.00	\$191,923.84
03	EMPLOYEE BENEFIT FUND	\$72,032.03	\$360.95	\$0.00	\$72,392.98
06	LUNCH FUND	\$20,362.01	\$72,134.52	(\$73,523.28)	\$18,973.25
07	BOND FUND	\$297,863.53	\$60,418.73	(\$93,851.25)	\$264,431.01
08	SPECIAL BUILDING FUND	\$429,641.48	\$42,116.56	(\$30,638.44)	\$441,119.60
09	QUALIFIED SCHOOL	\$438,318.21	\$60,209.83	(\$10,518.75)	\$488,009.29
5	ACTIVITY FUND	\$233,495.43	\$107,775.69	(\$145,837.89)	\$195,433.23
	PETTY CASH FUND	\$5,000.00	\$26,518.46	(\$25,113.62)	\$6,404.84
	CAFETERIA PLAN	\$5,774.13	\$4,623.70	(\$2,314.72)	\$8,083.11
Sub Total		\$2,067,092.73	\$3,707,044.62	(\$2,727,770.12)	\$3,046,367.23

Mullen High School Multicultural Report 2020

List ways in which you incorporate multicultural education into the curriculum. This could include units, activities, individual lessons, etc. Please include both subject and grade level in your response.

Speaking Spanish, studying Cuba and the Boatlift era, Don Quijote (Spain), Caribbean culture (Piratas y el mapa secreto) and MORE grades 9-12

Class- Animal Science, 11th Grade

Unit- Livestock Breeds

Lesson- (Every Species: Sheep, Goats, Beef Cattle, Dairy Cattle, Hogs)

Activity- When introducing each species discuss which countries they are most popular in and why. Have students do presentations on breeds from each species and have them research the country of origin and discuss why those breeds are from their originating countries.

High school Art participated in the Memory Project. We looked at information about Peru and then the students did portraits of children from Peru who live in shelters, orphanages, etc...

Lesson Plan

Class: Junior English

Lesson Title: "This Sacred Soil"

Objectives: Students will be able to read and understand a speech, define and identify examples of alliteration, and explain the importance of voice in writing.

Overview: The city of Seattle, Washington, was named for the Duwamish Chief, Seattle. Students will read an excerpt from a speech in which Seattle explains why the land he is giving to the government is sacred and why the people who live there after he is gone will never be alone while living on it.

Guided Practice: We will read pages 203-204 in our American Literature books together and discuss the author, the setting of the selection, the purpose and structure of a speech, alliteration, and voice.

- Alliteration: the repeating of consonant sounds at the beginning of words.
 - Explain that this is an effective literary tool because it draws the reader's attention and adds rhythm to the writing.
 - o Examples: read excerpts from Poe's "Raven."
 - Voice: the way a writer expresses ideas through style, form, content, and purpose.
 - o The voice of a writing should match the purpose of the writing.
 - o One way to improve voice is to let your characters talk the way they would talk in real life.
- Example: a persuasive essay should use language that persuades, a narrative should tell a story, a newspaper should read like one.

Next, we will read the speech, "This Sacred Soil," and discuss the use of alliteration and voice.

Central Question: Is Chief Seattle successful through his voice and use of figurative language to make his point?

Independent Practice: Questions 1-10 on page 206

Standards:

12:1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

12.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

12.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.

12.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

12.1.6.b Analyze and evaluate literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).

12.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism,

metaphor, personification, epiphany, oxymoron, dialect, tone, mood).

12.1.6.d Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and/or other media).

12.2.1.a Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.

Art 1 students did a semester long project called "25 Artists You Should Know". Most of the artists we looked at were from different countries and cultures.

Biology -

Chapter 11 - Complex Inheritance and Human Heredity

Chapter 15 - Evolution

Chapter 16 - Primate Evolution

Psychology - Chapter 3 - Infancy and Childhood (Language Development)

Chapter 2 - Introducing Psychology

Chapter 11 - Thinking and Language

Chapter 8 - Sensation and Perception

Chapter 15 - Stress and Health

Chapter 16 - Psychological Disorders

Chapter 19 - Group Interaction

Chapter 20 - Attitudes and Social Influence

Careers - Roll-the-dice Game of Life

Networking activity

7th Grade - Biomes

Mathematics is a universal language that uses the same symbols and rules/laws from one culture to another. Since the standardization of the Indo-Arabic numeral system, a person can perform math problems from any country or culture. When teaching math each grade has important figures that have made a milestone in mathematics and I do discuss who they are, where they are from and what time period they made their contribution. This occurs across the classes and puts a face to some of these formulas that we learn.

Multicultural math games during Math classes in the Resource Room. This is also a time to learn about where the games come from and how they are played in that particular country. These games include:

Mancala - An African Math game

Shisima ("Body of Water") - A game of logic and speed from Kenya

Nine Hole - A game of strategy similar to tic-tac-toe from England

Sudoku Puzzles - Puzzles that have Japanese roots

JH choir: Composer research project--had to research a chosen European composer from the 1700-1900s, spring concert music--folk songs from around the world, including the Czech Republic, Russia, and Scotland.

HS choir: Composer research project--had to research chosen European composers from the 1700-1900s, Ancient and Medieval music history units, spring concert music--folk songs from around the world, including the US and Polynesia.

7-12 band: Spring concert music--folk songs from around the world, including China, Japan, Korea, Italy, and the US.

Stem Cell Unit: Students are introduced to world views on the use of stem cells for scientific research. Students compare and contrast the different laws and regulations regarding their use in various countries as compared to the United States.

In Accounting and Computer, we regularly discuss the history and perspectives of business/technology as it relates to different cultures. Students in these courses are 10-12 grades.

7th Grade English:

Red Scarf Girl Unit—a unit about overcoming adversity. A young Chinese girl shows the importance of being true to yourself during the Chinese revolution.

A Raisin In The Sun Unit: Despite their many differences, Lorraine Hansberry's landmark play *A Raisin in the Sun* and Carson McCullers's short story "Sucker" are both grounded in a nuanced, deeply compassionate understanding of how people facing hardships can inflict harm they never intend on the people around them. Both the play and story provide students with rich opportunities to observe the growth and change of characters whose motivations are often hidden, even from themselves. While Hansberry's play takes place in the context of important racial struggles, and McCullers's story seems almost sealed off from the world, the two narratives provide similar opportunities for analyzing characters' responses to conflict and appreciating the author's development of ideas over the course of a piece of fiction.

8th Grade English:

Going Solo: *Going Solo* picks up Dahl's story where *Boy* (the first of his memoirs) left off, and divides its time between two parts of the writer's early life: his time in East Africa working for Shell Oil, and his time in the Royal Air Force, flying a fighter plane in Greece during the early years of World War II.

Throughout, Dahl's memoir is filled with sharp descriptions of the people he meets (the "Empire-building" Brits who oversee vast plantations, and the native-born Africans who work for them); the extraordinary animals he encounters (snakes, giraffes, lions...); and the exotic lands he moves through (Africa, Egypt, Greece, Israel, and finally, back home to Britain).

Liberty and Equality Unit:

In this unit, we look at the words of a range of creators—from poet Walt Whitman to abolitionist Frederick Douglass to President Abraham Lincoln—to see how their writing contributed to extreme shifts in social organization: a whole new concept of what it means for people to be considered "equal."

What is so extraordinary about these texts is that, while deeply historical, they have an intense emotional and intellectual impact in the present moment. The language is so powerful that—given a little time and a little help from some intensive instructional practices (paraphrasing), multimedia experiences (dramatic readings and animations), and opportunities to write and get feedback—your students should finish this unit with an understanding of Douglass and Lincoln as brilliant inventors and as imaginative and groundbreaking as any scientist or engineer.

The shorter sub-units on more straightforward informational text provide students practice with straightforward non-fiction, and also enable students to glean the key historical facts they need to more fully appreciate what Douglass and Lincoln were trying to do—and did do—with their language. Additional sources challenge students to integrate textual and graphic information to create an even more complete picture of Douglass's and Lincoln's impact.

Texts

"Song of Myself" by Walt Whitman

Narrative of the Life of Frederick Douglass, an American Slave by Frederick Douglass

Incidents in the Life of a Slave Girl by Harriet Ann Jacobs

The Boys' War by Jim Murphy

A Confederate Girl's Diary by Sarah Morgan Dawson

Declaration of Independence

Gettysburg Address

EXTRA: Excerpt from *Up From Slavery: An Autobiography* by Booker T. Washington

EXTRA: Excerpt from *The Every-Day Life of Abraham Lincoln* by Francis F. Brown

Multicultural Topics
Mullen Elementary School
Justin Moore
June 8, 2020

Kindergarten-lessons on what makes us unique, read books about cultural differences, Martin Luther King, Jr. lesson, sang songs, learned some Spanish words and culture in our "Abuela" reading unit, Native American Unit

1st-Fables and fairy tales from other lands

Martin Luther King story and lesson

Scholastic usually about Rosa Parks or Martin L King Jr.

We read White Socks Only

CKLA includes stories from Egypt, Africa, South America, Native American. and different ethnic groups are pictured.

2nd-I have taught a variety of Multicultural education in my classroom this year. A lot of multicultural integration has come from our new reading program, CKLA, Social studies, and holidays.

2nd grade reading

- Early Asian civilization
- Ancient Greek civilization
- Greek myths
- Westward expansion
- The US civil wars
- New York City- the different cultures and people

Holiday

- Martin Luther King Jr. Day
- Thanksgiving

Social Studies- studies weekly readers

- Explorers
- North American Indian Nations
- Changes in American Indians
- American Cultures
- Celebrating America
- Government and citizenship

3rd-

- Study of MLK Junior

- Holidays around the World
- Native American Unit
- "The House on Mango Street" - Mexican American
- Poetry Unit - includes poetry from different ethnic backgrounds
- Research and writing on people from diverse backgrounds
- Study of Black History
- Study of prejudice and discrimination in the past and present
- The names and people in the stories (both fiction and non-fiction) in the reading series represent various ethnic backgrounds

4th-Social studies: Nebraska history (early immigration, dust bowl migration/integration and Native Americans). The Saxon math series (3rd and 4th) problem solving problems uses names that are of various ethnic backgrounds.

5th-Unit 2: Early American Civilizations- Inca, Maya and Aztec

Native Americans

Martin Luther King Jr.

6th-"The Cay" by Theodore Taylor

Music-4th grade: Unit on spirituals, including learning the background of spirituals and the relationship to slavery, singing many spirituals, and composing their own spiritual.

5th grade: Music through the Americas unit, focusing on different styles in Canada, the US, Mexico, and South America. Includes musical styles, instruments, and dances.

All grades: Folk songs from various countries and cultures.

Library/Keyboarding-1st grade-Little Red Riding Hood in 3 versions and we discuss the similarities and differences from the US, Africa, and European views

EXTRA DUTY SPONSORSHIPS AND COACHING ASSIGNMENTS FOR 2020-2021

**Approved by Board of Education May 2020*

FOOTBALL

Head Football	Wade Marsh
Asst. Football	Trevor Ginkens
Asst. Football	Russ Monette

VOLLEYBALL

Head Volleyball	Jennifer Moore*
Asst. Volleyball	Mandi Loughran*
Volunteer Asst VB	Kay Dent*

WRESTLING

Head Wrestling	Russ Monette
Asst. Wrestling	Bo Pettit

BASKETBALL

Head Girls Basketball	Clint Svoboda
Asst. Girls Basketball	Trisha Vest

Head Boys Basketball	Brad Wright
Asst. Boys Basketball	Derek Powers

TRACK

Head Track	Jennifer Moore
Asst. Girls & Boys Track	
Asst. Girls & Boys Track	Russ Monette

GOLF

Head Girls Golf	Ron Taylor*
Head Boys Golf	Mike Brown

CROSS COUNTRY

Head Cross Country	Janie Kuncl
--------------------	-------------

JUNIOR HIGH SPORTS

VOLLEYBALL	Tawnee Jewell
------------	---------------

Cross Country	Janie Kuncl*
---------------	--------------

FOOTBALL	Russ Monette
----------	--------------

BASKETBALL	
Girls	Tawnee Jewell
Boys	Jennifer Moore

WRESTLING	Russ Monette
-----------	--------------

TRACK	
Girls	Jennifer Moore/Tawnee Jewell
Boys	Russ Monette

OTHER ACTIVITIES / SPONSORSHIPS

ART CLUB	Kyle Hoyt
YEARBOOK	Russ Monette
SPEECH ASST SPEECH	Megan Andersen Tawnee Jewell
PLAY PRODUCTION ASST PLAY PRODUCTION	Trisha Vest CeCe Coons
QUIZ BOWL	Ron Taylor*
FCCLA	Diana Brost
FFA	Trevor Ginkens
NATIONAL HONOR SOCIETY	Megan Andersen
CHEERLEADER SPONSOR	Brooke Carr*
11th GRADE SPONSOR	Kyle Hoyt/Mellissa Donohoe
STEM CLUB FACILITATORS	Sarah Hardin, Tawnee Jewell, Mellissa Donohoe

*New to the position in 2020-2021

2002
Organization of the Board, Board Officers, Check Signing, and
Committees

1. Membership, Term and Election

- a. The Board of Education shall be comprised of six members who will be elected at large.
- b. Those who wish to serve on the board shall file, be elected, and serve terms of office on the board according to law.

2. Internal Organization and Officers

a. President

- i. At the regular January meeting, the board shall elect from among its members a president who shall serve in that capacity for one year.
- ii. The president shall preside at all board meetings, and shall perform such other duties as may be prescribed by law or by action of the board.

b. Vice President

- i. At the regular January meeting, the board shall elect from among its members a vice president who shall serve in that capacity for one year.
- ii. The vice president shall preside in the absence of the president, and shall perform such other duties as are assigned by the board.

c. Secretary

- i. At the regular January meeting, the board shall elect a secretary who need not be a member of the board. The secretary shall serve in that capacity for one year. If the secretary is a member of the board, an assistant secretary may be named and his or her duties and compensation set by the board.

- ii. The secretary shall see that an accurate record of the proceedings of the board is kept, that a copy of the proceedings is provided to each board member and to the superintendent, and that a concise summary of each month's meeting is published along with a list of all approved claims. The secretary shall perform such other duties as are prescribed by law and assigned by the board.

d. Treasurer

- i. At the regular January meeting, the board shall elect, employ, or appoint a treasurer who need not be a member of the board if permitted by law. The treasurer shall serve in that capacity for one year, unless the board designates a longer term for the treasurer.
- ii. The treasurer may be designated to sign checks and certain other documents. The treasurer is the custodian of the monies of the district.
- iii. The treasurer shall give bond or equivalent insurance coverage payable to the district as prescribed by law with the cost of the bond being paid by the district.
- iv. The treasurer shall issue no warrant of payment of claim against the district until such claim has been duly authorized.

3. Signing and Authorizing Checks, Warrants, and other Instruments.

- a. Unless otherwise delegated by the board, the president and secretary of the board shall sign checks, warrants, and other instruments of the district.
- b. The board may delegate another person to sign and validate any checks, warrants, and other instruments. Facsimile signatures of board members may be used.
- c. The board delegates that the vice president or treasurer may sign any warrant in the absence of either the president or the secretary.

4. Board Officer Voting and Tie Breakers

- a. The vote to elect board officers may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.
- b. In the event any officer cannot be elected by a majority after 10 votes; no votes occur after ten motions fail for lack of a "second,"; or no member volunteers to serve as an officer for a particular position, the tie will be broken by the applicable method:

- i. **[Option 1]**: If the board is split between two members, they will each serve as the officer for six months of the year. The initial six-month term will be determined by coin flip.

[Option 2]: If the board is split between two members, the officer will be determined by coin flip. The winning member will be the officer for the upcoming year unless the position changes by action of the board.

- ii. If the board is split between more than two members who wish to serve as the officer, any member wanting to serve as the officer will put his or her name into a drawing. The name drawn out will be the officer for the upcoming year unless the position changes by action of the board.
- iii. If no member is willing to serve as an officer for a position which is required to be a member of the board, all non-officers' names will be put into a drawing. The name drawn out will be the officer for the upcoming year unless the position changes by action of the board.

5. Committees

- a. The board shall authorize such special committees as it deems necessary. The board president shall appoint members to the committee, and designate its function, tasks it is to perform, and a completion date for its work.
- b. On or before the beginning of each calendar year, the board shall appoint three members to form a Committee on American Civics.

The committee's duties shall be those prescribed by Nebraska statutes, which include:

- i. Hold no fewer than two public meetings annually, at least one when public testimony is accepted;
- ii. Keep minutes of each meeting showing the time and place of the meeting, which members were present or absent, and the substance and details of all matters discussed;
- iii. Examine and ensure that the social studies curriculum used in the district is aligned with the social studies standards adopted pursuant to section 79-760.01 and teaches foundational knowledge in civics, history, economics, financial literacy, and geography;
- iv. Review and approve the social studies curriculum to ensure that it stresses the services of the men and women who played a crucial role in the achievement of national independence, establishment of our constitutional government, and preservation of the union and includes the incorporation of multicultural education as set forth in sections 79-719 to 79-723 in order to instill a pride and respect for the nation's institutions and not be merely a recital of events and dates;
- v. Ensure that any curriculum recommended or approved by the committee on American civics is made readily accessible to the public and contains a reference to this section;
- vi. Ensure that the district develops and utilizes formative, interim, and summative assessments to measure student mastery of the social studies standards adopted pursuant to section 79-760.01;
- vii. Ensure that the social studies curriculum in the district incorporates one or more of the following for each student:
 1. Administration of a written test that is identical to the entire civics portion of the naturalization test used by United States Citizenship and Immigration Services prior to the completion of eighth grade and again prior to the completion of twelfth grade with the individual score from each test for each student made available to a parent or guardian of such student; or

2. Attendance or participation between the commencement of eighth grade and completion of twelfth grade in a meeting of a public body as defined by section 84-1409 followed by the completion of a project or paper in which each student demonstrates or discusses the personal learning experience of such student related to such attendance or participation; or
 3. Completion of a project or paper and a class presentation between the commencement of eighth grade and the completion of twelfth grade on a person or persons or an event commemorated by a holiday listed in section 79-724(6) or on a topic related to such person or persons or event;
- viii. Take all such other steps as will assure the carrying out of the provisions of this section and provide a report to the school board regarding the committee's findings and recommendations.

6. Vacancies

- a. A vacancy on the board of education shall exist when any one of the following occurs:
 - i. A member submits his or her formal resignation from the board.
 - ii. A member removes himself or herself from the district or is absent from the district for a continuous period of sixty days.
 - iii. A member misses more than two consecutive regular board meetings unless excused by a majority of the remaining members.
 - iv. Such other reasons as are set forth in Nebraska statutes.
- b. The board shall make note the vacancy in its minutes and shall give notice of the date the vacancy occurred, the office vacated, and the length of the unexpired term to (1) the election commissioner or county clerk, and (2) the public by published notice in a newspaper of general circulation in the district.

c. Vacancies shall be filled in the manner set forth in Nebraska statutes.

Adopted on: March 14, 2016

Revised on: June 8, 2020

Reviewed on: _____

KAREN A. HAASE
STEVE WILLIAMS
BOBBY TRUHE



COADY H. PRUETT
JORDAN JOHNSON
SHARI RUSSELL, Paralegal

M E M O R A N D U M

To: KSB Policy Service Subscribers
FROM: KSB School Law
DATE: May 29, 2020
RE: Annual Policy Updates

Attached are the (first round) 2020 KSB School Law policy updates. We have also included changes to our standard forms and updates on some other laws which do not require changes to policies but do present new obligations or things to keep in mind as you enter the 2020-21 year. We have broken these down in 3 sections: "Policy Changes;" "Forms Changes;" and "Other Issues to Consider."

Unfortunately, due to COVID-19, we also know that there will be at least two additional rounds of policy updates over the next several months. We have added a section on that at the end of the memo, as well.

To assist subscribers in implementing these policy changes and the other considerations laid out in this Memo, **KSB will hold a webinar on Monday, June 1, 2020 at 10:00 a.m. Central Time.** In the webinar, we will give a brief overview of the changes and then answer questions from attendees regarding the policies and other considerations. We have included the link to the ZOOM conference in the cover e-mail that transmitted these updates. We will also record the webinar and will post it on the KSB School Law website in the Policy Updates section.

Please feel free to contact us if you have any additional questions or if you would like to have a policy customized or "tweaked" to meet your individual circumstances.

Policy Changes

REVISION OF POLICY 2002: Organization of the Board, Board Officers, Committees, and Check Signing

We have modified this policy in two ways, based on questions we continue to receive regarding who can serve in board officer positions and who can sign checks, warrants, and other instruments of the district. We have also renamed the policy to make it easier to find the different board officer duties and the board committees, including the new Committee on American Civics.

The president and vice president must be members of the board, but the secretary and treasurer, in most cases, do not need to be board members. Class III school boards may elect and appoint/employ a secretary and treasurer who are not board members, so long as it is permitted by law.

Section 79-564 lays out the simple requirements for choosing a president, vice president, and secretary:

At the first meeting of each school board or board of education elected in a Class III school district, and annually thereafter, the board shall elect from among its members a president and vice president. The board shall also elect a secretary who need not be a member of the board. If the secretary is a member of the board, an assistant secretary may be named and his or her duties and compensation set by the board.

Authority for appointing a non-board member treasurer is a bit more limited. Sections 79-589 and 79-590 state that the board may “employ” a non-board member to the treasurer position, outside of schools that fall into this exception:

In a Class III school district which lies outside of the corporate limits of any city or village or of which more than one-half is geographically within a city of the metropolitan class, *the board of education shall elect one of its members*, other than the secretary, as treasurer of the school district and the provisions of section 79-590 [that allow employment of a non-member] shall not apply to the selection of a treasurer of such a district.

You must elect a board member if your district lies outside the corporate limits of a city or village, and more than one-half of that city or village is geographically within a city of the metropolitan class.

Second, we added a section on signing checks, warrants, and other instruments, and we moved some other provisions into that section. The statutory default is that the secretary signs checks, and the president countersigns them:

The secretary of a school district shall draw and sign all orders upon the treasurer for all money to be disbursed by the district and all warrants upon the county treasurer for money raised for district purposes or apportioned to the district by the county treasurer and shall present the same to the president to be countersigned. No warrant, check, or other instrument drawn upon bank depository funds of the district shall be issued until so countersigned. No warrant, check, or other instrument drawn upon bank depository funds of the district shall be countersigned by the president until the amount for which it is drawn is written upon its face. *Facsimile signatures of board members may be used, and a person or persons delegated by the board may sign and validate all warrants, checks, and other instruments drawn upon bank depository funds of the district.*

The statute specifically authorizes the board to “delegate” another “person or persons” to sign and validate any warrants, checks, or other instruments. Under Mike Foley, the State Auditor’s position in several audit letters was that the president *must* countersign. We do not necessarily agree with that assessment. The statute says more than one person can be delegated to “sign and validate.” The safest process is to have the president countersign (or use a facsimile signature for the president), though we have not seen this exact issue pop up in school audit responses in several years.

This change is required to the extent you must align your practices to the policy.

DELETION OF POLICY 3034: DISBURSEMENTS
(NOW “INTENTIONALLY LEFT BLANK”)

By including the provisions for signing warrants, checks, and other instruments in policy 2002 along with other board duties, there is no longer a need for this policy. We have deleted it from the service, and number 3034 will read “Intentionally Left Blank” in complete policy service indexes.

This change is required.

REVISION OF POLICY 3039: Threat Assessment

When your board adopted policy 3039, you chose from three options (the team concept; the superintendent as primary investigator and decisionmaker; a school-district controlled law enforcement unit as the investigator). Regardless of the option your board selected, we have revised this policy based on the experiences several schools have had in responding to student threats over the past several years.

First, we have added a definition of what constitutes a “threat” and what we mean by “threat assessment.” We have had several districts struggle with explaining to parents how administrators distinguish between off-handed students comments which do not constitute an imminent threat from statements about harming others which need an immediate response. The new definitions are based in large part on research from the National Association of School Psychologists as well as recommendations from the Federal Commission on School Safety. Those definitions are then incorporated throughout the rest of the policy.

Second, we have made it clear that the process of threat assessment is a separate thing from student discipline and special education. The purpose of threat assessment is to predict and prevent acts of school violence. While school districts will also need to address student discipline and special education as appropriate, the revisions to this policy make it clear that those are different processes. We reiterate that distinction at the end of the section titled “Threat Assessment Investigation and Response.”

Third, schools have struggled to explain to their communities the difference between a threat which requires an immediate and urgent call to law enforcement from threats which, although serious, are appropriate to be managed in a more deliberate manner. The new paragraph under “Threat Assessment Investigation and Response” makes that distinction clear.

Finally, we have revised the section of the policy that describes the threat assessment investigation process. These edits align the policy more closely to the procedures recommended by the Nebraska Department of Education. Additionally, we have added a provision requiring the threat assessment team, school superintendent or law enforcement unit to confer with a staff member who has expertise in the IDEA and/or Section 504 of the Rehabilitation Act. Students with disabilities make up a large proportion of students who make threats of school violence. We believe that this additional provision will protect the district from inadvertent violations of those laws as part of the threat assessment process.

This change is recommended.

REVISION OF POLICY 3046: Animals at Schools

We have added a provision to this policy addressing the procedure for handling requests for service animals. When a request to be accompanied by a service animal is submitted by, or on behalf of, a student who has an Individualized Education Program (IEP) and/or a Section 504 Plan, then the request shall be promptly referred to the student's respective IEP Team and/or 504 Team for its consideration and/or input. This addition is recommended so that a decision on whether to grant (or deny) a request for a service animal is considered by the IEP/504 Team, its input is provided, and (where appropriate) the IEP Team has the opportunity to decide whether the allowance of a service animal is required in order for the student to receive a Free and Appropriate Public Education (FAPE).

As before, the District has a choice as to whether it will allow therapy animals to be brought to school grounds. If the District has decided to allow such therapy animals, then these updates provide a similar provision so that requests for therapy animals made by, or on behalf of, a student with an IEP or a 504 plan are referred to the appropriate team for consideration.

This change is recommended.

NEW POLICY 3055: School Resource Officers

On and after January 1, 2021, school must have a memorandum of understanding in effect with any law enforcement agency that provides school resource officers and any security agency which provides security guards to schools in a school district. Each MOU must include policies that address:

- Required minimum training for SROs, security guards, and school district administrators.
- Maintenance of prosecution referral records.
- Notice to parents of when they will be notified or present when their student is questioned by a school official or by a school resource officer or security guard operating in conjunction with a school official.
- Under what circumstances a student will be advised of constitutional rights prior to being questioned or interrogated.

- When a student will be referred for criminal prosecution and when a student's actions will be resolved as a disciplinary matter by school officials.
- A complaint process.

We have developed this policy to ensure that every policy provision required by the new SRO statutes exists and can be incorporated into any MOU.

This new policy is required IF you have an SRO or security guard.

NEW POLICY 3056: Guest Speakers

Several school districts had rather unpleasant experiences with guest speakers during the 2019-20 school year and, at times, found themselves receiving unwarranted criticism and unwanted attention. These experiences arose, at least in part, due to a lack of procedure for vetting potential guest speakers. We drafted this policy to ensure that a process and procedure exists to research guest speakers so that everyone involved has a clear understanding of the guest speaker's purpose and message. This will help the school determine if the proposed message complies with school district policies and its fundamental values and to avoid unwanted surprises for everyone involved. New accompanying forms have also been created.

This new policy is not required but is recommended if you use or plan to use guest speakers.

REVISION OF POLICY 4003: Drug Testing of Drivers

We updated this policy to address concerns raised by the Department of Transportation's Federal Motor Carrier Safety Administration, when they have been conducting audits of school districts in Nebraska this spring. Under 49 CFR § 382.601, school districts must provide drivers with specific information regarding the district's drug and alcohol testing program and procedures for drivers. Until now, we know that most of our schools were providing the drivers this information in packets of informational materials, often upon hire. While this practice is entirely permissible under the regulatory language, the DOT has taken the position that this information must now be included *in the policy itself*. Lately, the DOT has begun to enforce their interpretation by issuing notice of violation to schools that did not incorporate that information into their policy. While we disagree with the DOT's position on this issue, the DOT itself will ultimately be enforcing the relevant regulations and it is most prudent to avoid the time and expense of responding to a violation by amending this policy.

This policy now discusses each category of information required by the regulations. You should review the updated language carefully, and revise it as necessary to ensure it is consistent with the terms and procedures of your district's driver drug and alcohol testing program. We know that some school districts may contract with drivers and administer testing protocols directly, while others may contract with a third party to provide one or both of those services. If you contract with a third party for either of these services, you should carefully review this policy with your provider to ensure its terms are consistent with your testing programs and protocols. You may also wish to designate an individual with that third party provider as the contact person for the drug and alcohol testing policy and program, as appropriate. As a reminder, you must also ensure you receive a signed, written statement from all drivers that they received this policy and any related materials.

This change is required.

NEW POLICY 4062: Locker Room Supervision

We have been stressing the importance of supervising locker rooms for many years at our school district presentations and inservices. Many hazing and bullying incidents occur in unsupervised or poorly supervised locker rooms. Some incidents are serious enough to result in litigation. This policy was created in response to a school's request for policy guidance in this area. It is important that the school's practice matches its policy, so this policy should be modified to fit your practice in the event you choose to adopt it.

This new policy is not required.

REVISION OF POLICY 5016: Student Records

We have updated this policy to more broadly define "school officials", ensuring the district maintains the discretion to share records with any agent, contractor, consultant, or volunteer that serves an institutional function and has a legitimate educational interest in the records.

This change is required.

REVISION OF POLICY 5035: Student Discipline

In 2019, the Unicameral amended the Student Discipline Act to add referrals to restorative justice practices or services to the list of actions that administrators and teachers may take in addition to student suspensions, expulsions, and alternative assignments. We also updated this policy to reflect the ability of the school to provide consequences to students who knowingly make a false statement or knowingly submit false information during the Title IX grievance process or any other school investigation.

This change is required.

REVISION OF POLICY 5054: Student Bullying

We have made three revisions to this policy. First, we have edited the definition of bullying slightly to make it clear that school administrators may consider both the definition contained in Nebraska law as well as the definition from the Centers for Disease Control when determining whether particular conduct constitutes bullying.

Second, we have added a section which requires students to report all bullying that they experience and/or observe. There have been lawsuits in other states where families claimed that a student suffered terribly from bullying but did not inform the school district about the situation. This makes it clear that a student is obligated to tell a teacher or administrator about bullying so that the district can take responsive action. We have also had situations where parents want to be the intermediary between a bullying victim and the administration. The revisions to the policy require that student to speak directly to a teacher or administrator. Many school districts have adopted anonymous reporting systems to report threatening or bullying behavior. If your district has such a platform, insert it into the policy where indicated. If you do not have such a system, just delete the highlighted sentence.

The third revision states that the school district does not have a special bullying investigation process, but that the staff will follow the same steps that they follow with any other student investigation. Courts that have held school districts financially liable for bullying have stated that schools may not be deliberately indifferent to student bullying. This revision adopts that standard, which is also consistent with the standard you will be required to adopt in your new Title IX policy later this summer.

This change is recommended.

REVISION OF POLICY 6020: Multicultural Education

The multicultural education section of Rule 10 requires the district to have:

- A statement of philosophy or mission;
- Local program goals;
- Curriculum guides, frameworks, or standards that incorporate multicultural education;
- A process for selecting appropriate instructional materials;
- A process for provision of staff development; and
- A process for periodic assessment of the program.

None of these items is required to be included in any school district policy. However, NDE auditors have been looking for these items in your school policy when conducting Rule 10 audits. In order to proactively address this issue, we have amended the policy to include and address each of these areas.

This revision is not required by is highly recommended.

REVISION OF POLICY 6021: 6021 District Criteria for Selecting Evaluators to be Used for Special Education Evaluation

This policy was updated to clarify that any geographic restriction on an evaluation is to be measured by miles that would be traveled by a vehicle on a road traveling from the student's school building to the evaluator. You must be mindful in setting a distance that the district cannot impose any requirements that are more restrictive than those it would impose upon itself. Consequently, you should make clear if any specific evaluations or categories of evaluations would require a larger geographical radius apply. In doing so, you should confer with your special education staff and service providers, such as your regional ESU, to determine whether any of the evaluations you would seek would require an exception to the general geographical boundary. For instance, many schools seek certain visual or related evaluations from NCBVI, which may be outside of the geographical radius that would apply to other evaluations that could be conducted by your local ESU or specialists.

We have also updated this policy to heighten the standards required for independent educational evaluations. Lately, we've seen more and more parents seeking specific evaluations from professionals whose practices or

assessments do not align with commonly accepted educational best practices. We've also seen more parents seeking evaluations from professionals that do not fully consider the student's performance in the educational setting, or collaborate with the school district to appropriately determine the student's special education and related services needs. In response, we want to make explicit many of the requirements you've long imposed upon your own evaluations and evaluators; specifically, the evaluations must consider information about the student's performance and needs from the district, must be provided to the district, and must be conducted by a professional willing to cooperate with the relevant student teams. Further, the policy will require that evaluations be sufficiently comprehensive as to be helpful to the team, and conducted in conformance with accepted standards for reliability. Finally, the policy caps reimbursement for an evaluation at the rate charged by the school district's contracted providers for the same or substantially similar violation.

This change is required.

REVISION OF POLICY 6033: Restraint and Seclusion

In light of the recent emphasis and guidance on the use of restraint and seclusion, we've overhauled our restraint and seclusion policy. This updated policy first incorporates the definitions for physical restraint, mechanical restraint, chemical restraint, and seclusion provided by the Office for Civil Rights in relation to its Civil Rights DATA Collection (CRDC). Overall, we believe these definitions are a useful and fair representation of what schools in Nebraska already recognize. This approach also provides the added benefit of easing your data collection and reporting.

The policy provides several options so that it can be modified to accurately reflect your district's practices. Option A is the most aggressive approach, which recognizes that Nebraska law permits administrative and teaching personnel to take actions reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process, including the use of restraint and seclusion. While this approach is wholly lawful under state and federal law, it is inconsistent with best practices guidance from the state and federal departments of education, and may garner pushback from those agencies if they review your policy. Option B offers a slightly more conservative approach, limiting the circumstances in which physical restraint, mechanical restraint, or seclusion may be used to instances reasonably necessary to prevent physical harm to self, others, *and* property, in addition to therapeutic or medical uses. Option C offers the most conservative approach that trends closely to state and federal guidance. Notably, Option C limits the use of physical restraint and seclusion

to situations where a student’s behavior risks causing physical harm to self or others, but does not consider harm to *property*. If you wish to revise any of these options to better fit your district’s needs, we’ll be happy to help and discuss the nuances of this area of the law.

Next, this policy now provides specific procedures regarding the use of restraint and seclusion techniques. These procedures satisfy the expectations of the state and federal departments of education, and provide additional evidence that the district was not negligent in implementing these techniques. These procedures recognize that a student’s pattern of behavior necessitating the use of restraint or seclusion should be referred to the appropriate student team for consideration. The policy also calls for instances of restraint and seclusion to be recorded in some manner, so that the district can meet its reporting obligations.

Finally, this policy calls for all staff members to be provided notice of this policy and trained on its contents. Staff members identified as likely to implement the restraint or seclusion interventions authorized by the policy are to receive additional training as appropriate. This is another important piece of evidence to demonstrate that the school district met its standard of care in implementing the restraint and seclusion policy, and is a focal point of relevant guidance.

This change is required.

Forms Changes

Collaborative Plan Addressing Barriers to Attendance

Section 79-209 requires schools to hold one or more meetings between, at a minimum, a school attendance officer, a school social worker, or a school administrator or his or her designee, the person who has legal or actual charge or control of the child, and the child, when appropriate, to attempt to address the barriers to attendance. The result of the meeting or meetings is to develop a collaborative plan to reduce barriers identified to improve regular attendance. Section 79-209 was amended to require the plan to consider referrals to restorative justice practices or services. This form has been amended to add this requirement.

This form is required.

Guest Speaker Request Forms

Two guest speaker request forms have been created. One is for classroom or activity guest speakers. The other is for multi-grade assembly guest speakers.

This form is not required by is highly recommended if you adopt new Policy 3056.

Other Issues To Consider

Title VII and Transgender Staff and Student Cases

In the chaos of COVID-19 and new Title IX sexual harassment regulations, it has been easy to forget that the U.S. Supreme Court will likely decide some or all of the legal issues regarding the rights of LGBTQ+ individuals under Title VII (for employees) and Title IX (for employees and students). The Supreme Court combined three cases that will be decided in the next few weeks, involving two homosexual individuals and one transgender individual suing their former employer for sex discrimination based on their LGBTQ+ status.

Courts have always looked to Title VII's prohibition against discrimination "based on sex" when interpreting Title IX's prohibition against discrimination "on the basis of sex." It was clear from the transcripts of the arguments that the Justices see the impact these employment cases will have on public schools. The Justices pointedly noted that the Court's decision in these cases will be used by individuals and advocates when addressing Title IX issues in schools--no matter which way they decide it. They focused on the fact that if the Court decides it is discriminatory to fire or take other adverse employment action based on an individual's sexual orientation or gender identity, the proverbial floodgates will open. Several Justices asked specific questions about things like locker rooms, bathrooms, and participating in activities such as contact sports. The Court's decision may not necessarily require policy changes, but it could fundamentally alter the legal landscape we have been talking about for years.

There is also ongoing litigation in Connecticut regarding a policy permitting participation in athletics by transgender individuals. This case has made recent headlines, and OCR has determined that the policy actually violates Title IX by allowing biological male students to compete in female activities,

consistent with their gender identity. The Obama Administration encouraged the exact opposite, so this is another in a line of circumstances where the Trump Administration's OCR has declared a policy invalid based on changes required by the Obama Administration's OCR!

EDGAR Audits

In 2017 we provided you with Policy 3003.1 and 3004.1 to address the new requirements of the federal Education Department General Administrative Regulations (EDGAR). EDGAR regulations to all federal grants that are made by the US Department of Education to local school districts directly and to all funds that pass from the federal government through state departments of education to local schools. This means that EDGAR governs most local school districts' special education, school breakfast and lunch, and Title I programs. Our policy 3004.1 includes everything that is required by those regulations to be in policy. Unfortunately, some of the individuals who have been contracted by the Nebraska Department of Education believe that schools must adopt a free-standing policy for nutrition services or are telling schools that they must revise their policy. This is not the case, and we have worked closely with the NDE Nutrition Services staff to vet policy 3004.1. However, many of the auditors are contracted staff working from checklists that are not Nebraska-specific. If you are a policy service subscriber and you receive a corrective action notice regarding your EDGAR procurement policy, forward that notice to one of us so that we can resolve this issue for you.

Future Ready District Technology Profiles

NDE has been gathering technology profiles from each school district as part of its Future Ready Framework and Nebraska's Educational Technology and Digital Learning Plan. Section 4 of the survey asks about whether the district has staff policies in place addressing specific topics. For your ease of reference when you or your staff are completing the profile, the content areas that the profile asks about are listed below, with the corresponding policy referenced:

<i>Section 4 Question 1 (staff policies)</i>	
Acceptable Use Policy	5037
Cyberbullying	5054

Children’s Online Privacy Protection Act (COPPA) Compliance	5037
Email Usage and Security	5037
Family Educational Rights and Privacy Act (FERPA) Compliance	5016 and 5017
Social Media Use	4051
Universal Design or Digital Accessibility for Learning	No policy (A policy on this is not required)
<i>Section 4 Question 3</i>	
Acceptable Use Policy	5037
Cyberbullying	5054
Digital Citizenship	5054
Children’s Online Privacy Protection Act (COPPA) Compliance	5037
Email Usage and Security	5037
Family Educational Rights and Privacy Act (FERPA) Compliance	5016 and 5017
Social Media Use	No policy (any attempt to broadly govern student social media use in policy will likely violate the First Amendment. Instead we advise schools to take an educational approach in teaching students about appropriate social media use.)

Leave Under the Families First Coronavirus Response Act

As we have shared through our email updates and webinars, earlier this spring Congress passed the Families First Coronavirus Response Act (“FFCRA”) which created two types of employer-paid leave: Employer-Paid Sick Leave and Emergency Family and Medical Leave. These types of leave can be taken for certain reasons related to the novel coronavirus and COVID-19. Many of the requirements of this new leave program are mandatory, but employers (like the school district) do have some discretion and/or choices to make with respect to how you administer the leave and respond to requests.

There are at least two details for the district to consider. First, whether you will allow employees to supplement the amount of pay that they receive pursuant to the FFCRA with pre-existing paid leave under the terms of their employment agreement with you. Second, how you will handle requests from employees to take Emergency Family and Medical Leave (and in certain narrow instances Emergency Paid Sick Leave) on an intermittent basis.

As of now, FFCRA leave is only available through December 31, 2020. As a result, we decided that at this point it probably does not make sense for your board to formally adopt FFCRA-specific provisions to be part of your regular board policies. So, you will not see any FFCRA leave-specific policies in these updates. Still, we recommend that you think about how you will administer FFCRA leave (including the two specific issues identified above) and have a plan to respond to requests. We are happy to discuss these details and options with you.

HANDBOOKS

With all of the uncertainty surrounding what school will look like for the 2020-21 school year, we are reluctant to advise permanent policy changes addressing COVID-19 issues. However, it is almost certain that school operations will have to be modified substantially next school year. And we know that many districts send their handbooks to be printed in the early summer. In order to put families on notice about possible rule modifications based on the pandemic while still maintaining maximum flexibility, we are suggesting that schools add the following wording into their handbooks:

RECOGNITION OF POTENTIAL AMENDMENTS OR SUPPLEMENTS

In light of the unique challenges and circumstances posed by the outbreak of the novel coronavirus and the recent promulgation of expansive federal regulations, the rules and information provided in this handbook may be supplemented or amended by the School District's administration at any time, consistent with applicable law and board policy. All parents shall be provided notice of any such changes by the district's regular means of contact. By signing below, you agree that you will read any such information and communications, discuss them with your child, and recognize that you must comply with all rules, procedures, and requirements as they apply at that time.

While this isn't a cure-all, it should put families on notice that the rules may change for 2020-21. Notice that the district will have an affirmative obligation to distribute any changes, although the format of that distribution will be up to you. If you use KSB's model handbooks, this wording will be included in the 2020-21 updates which will be available in mid-June. If you do not use our model handbooks, you can insert this wording into your handbooks on the receipt page, right above the student and parent signature blocks.

Policies to be Expected In Updates 2 and 3

COVID-19 really wreaked havoc on our plans to have all policy and handbook updates done for June board meetings. Based on the unique deadlines and effective dates we've laid out below, we may even recommend that school boards schedule their meetings slightly differently this fall.

The Unicameral session is tentatively scheduled to resume July 20 and adjourn *sine die* on August 13. That means any laws passed between the start of session in January and through August 13 that do not have an emergency clause will become effective three months after August 13. If all goes according to plan, this should be on or about **Friday, November 13, 2020**. Most schools would likely have November board meetings on November 9, the second Monday. If your board meeting is not scheduled to be held prior to that date, you may want to consider doing so to avoid having the effective date change your meeting notice requirements.

The U.S. Department of Education (finally) released their new Title IX regulations in early May, which have now been published officially in the Federal Register. They will become effective **August 14, 2020** unless they

are delayed by Congress or by judicial action. Most schools will meet on August 10, the second Monday. Although we will have Title IX policies and other items for you to begin reviewing prior to that date, you should consider moving your board meeting to a date before August 14 if possible to avoid a special meeting to implement the new Title IX policies prior to the effective date.

The typical meeting schedules line up fairly well with effective dates, but schools and ESUs will still need to have policies, handbooks, and notices ready this summer to begin the 2020-2021 school year, even if there are relatively few changes until those dates noted above. There will almost certainly be additional policy, handbook, and other impacts related to COVID-19 as we move toward the fall, as well. This is why we are stuck with three separate sets of updates this year.

We will try to make this as painless and straightforward as possible, but we know administrators and boards are already preparing for some tough decisions and longer board meetings. In light of that, here is our tentative schedule for additional updates in the coming weeks and months.

May 29: Initial policy and form revisions sent. Initial handbook updates available. *However*, if your district has the luxury of time because you don't have to send them to a printer, you may want to discuss if you can wait to finalize handbooks until the COVID-19 and Title IX updates are clearer.

June 1: Initial policy webinar. This will be recorded and posted on our website.

Sometime between July 1 - August 7: Second policy, form, and handbook revisions sent. These will include COVID-19-related considerations for reopening this fall and Title IX policies, handbook updates, and forms. These will be sent based on planned training schedules, litigation tracking, and additional federal guidance on implementation. You may have your own updates to make based on your individual COVID-19 plans, as well.

We do want to note that we plan to make the handbook updates available in two forms: (1) updates included in our full handbooks, and (2) 20-21 handbook "supplements" for those schools that have already completed handbook updates and do not want to reprint or resend the entire handbook.

On or before October 30: Third policy, form, and handbook revisions sent to accommodate the effective dates of new legislative action from

the Unicameral. If there are any additional handbook updates or changes, we will again provide them in two forms.

October 31: Everyone from KSB will trick-or-treat dressed as “attorneys really sick of COVID-19 and policy updates.”

Tuesday, November 3: Presidential election that may or may not unravel a lot of this work.

At least the following policies will be coming in later rounds of updates:

Title IX (new): due to new regulations effective Aug. 14, but with plenty of time in between now and then for legislative delays or court injunctions. Lawsuits are already pending.

COVID-19-related changes: your guess is as good as ours.... We plan to consider changes throughout June and July, as information develops. We also plan to collaborate with NRCSA and its committees on reopening issues.

Meetings (2008): due to LB 148 and delayed effective date.

Budget (3001): due to LB 148 and delayed effective date. Because the effective date will be after the budget submission deadline, then these changes will be effective in November but likely will not affect the budget process until 2021. However, they could impact any budget amendments, which may be prevalent this year based on ever-changing COVID-19 relief aid and impacts from the virus.

Parental Involvement (5018): this may be updated based on ongoing discussions with NDE regarding the conflict between the rights of a parent to request an opt out from state assessments and the state and federal law that requires “all students” to be assessed.

CONCLUSION

It is all too easy to adopt policies that look good, but that do not actually reflect how the school operates or assist the school in accomplishing its goals. Every year we stress that it is very important to us to give you a working, useful set of policies and a continuing **policy service**. For our Complete Service subscribers, there is no additional charge for revisions to our policies or consultation about them. Please don't hesitate to contact any one of us with questions about the updates or other policies. Our group e-mail address is ksb@ksbschoollaw.com.

3039

Threat Assessment and Response

The board of education is committed to providing a safe environment for members of the school community. Students, staff and patrons are urged to immediately report any statements or behavior that makes the observer fearful or uncomfortable about the safety of the school environment.

1. Definitions

- a. A **threat** is an expression of a willful intent to physically or sexually harm someone or to damage property in a way that indicates that an individual poses a danger to the safety of school staff, students or other members of the school community.
 - i. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means.
 - ii. A **transient threat** is an expression of anger or frustration that can be quickly or easily resolved.
 - iii. A **substantive threat** is an expression of serious intent to harm others which includes, but is not limited to, any threat which involves a detailed plan and means.
- b. A **threat assessment** is a fact-based process emphasizing an appraisal of observed (or reasonably-observable) behaviors to identify potentially dangerous or violent situations, to assess them and to manage/address them. Threat assessment is the process of identifying and responding to serious threats in a systematic, data-informed way.
 - i. The threat assessment process is distinct from student disciplinary procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension, expulsion or emergency exclusion without complying with state law and board policy related governing those actions.

- ii. The threat assessment process is distinct from specialized instruction which a student with a disability may receive from the school district. The school district will not change a student's educational placement as that term is used in the Individuals with Disabilities in Education Act *solely* as part of a threat assessment.

2. Obligation to Report Threatening Statements or Behaviors.

All staff and students must report **substantive threats** to a member of the administration immediately and comply with any other mandatory reporting obligations. Staff and students who are unsure whether a threat is substantive or transient should report the situation. Staff and students must make such report regardless of the nature of the relationship between the individual who initiated the threat or threatening behavior and the person(s) who were threatened or who were the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made or the threatening behavior occurred.

THREATS OR ASSAULTS WHICH REQUIRE IMMEDIATE INTERVENTION SHOULD BE REPORTED TO THE POLICE AT 911.

3. Threat Assessment Team

The threat assessment team (team) shall consist of the superintendent of schools, the building principals, the guidance counselor, local law enforcement, and members of the ESU 16 mental health staff who work with the school district. Not every team member need participate in every threat assessment. If the threat has been made by or is directed towards, a student with a disability, the threat assessment team must include a staff member who is knowledgeable about special education services or Section 504 of the Rehabilitation Act, as appropriate. Neither the student nor their student's family members are part of the threat assessment team.

The team is responsible for investigating all reported threats to school safety, evaluating the significance of each threat, and devising an appropriate response. The threat assessment team shall work closely with the crisis team in planning for crisis situations. The threat assessment team shall be familiar with mental health resources available to students, staff and patrons and shall collaborate with local mental health service providers as appropriate.

4. Threat Assessment Investigation and Response

When a threat is reported, the school administrator shall initiate an initial inquiry/triage and, in consultation with members of the threat assessment team, make a determination of the seriousness of the threat as expeditiously as possible. The school administrator must contact law enforcement if the administrator believes that an individual poses a clear and immediate threat of serious violence.

If there is no reasonably apparent imminent threat present or once such an imminent threat is contained, the threat assessment team will meet to evaluate and respond to the threatening behavior. The team may, but is not required to, review the following types of information:

- Review of the threatening behavior and/or communication;
- Interviews with the individuals involved including students, staff members, and family members as necessary and/or appropriate;
- Review of school and other records for any prior history or interventions with the students involved;
- Any other investigatory methods that the team determines to be reasonable and useful.

At the conclusion of the investigation, the team will determine what, if any, response to the threat is appropriate. The team is authorized to disclose the results of its investigation to law enforcement and to the target(s) of any threatened acts. The team may refer the individual of concern to the appropriate school administrator for consequences under the school's student discipline policy or, if appropriate, report the results of its investigation to the student's individualized education plan team.

Regardless of threat assessment activities, disciplinary action and referral to law enforcement will occur consistent with board policy and Nebraska law.

5. Communication with the Public about Reported Threats

The team will keep members of the school community appropriately informed about substantive threats and about the team's response to those threats. This communication may include oral announcements, written communication sent home with students, or communication through print or broadcast media. However, the team will not reveal the identity of the individual of concern or of any target(s) of threatened violence unless permitted by law.

6. Coordination with the Crisis Team After Resolution of Threat

The threat assessment team will confer with the district's crisis team after a threat has been investigated to provide the crisis team with information that the crisis team may use in assessing or revising the district's All-Hazard School Safety Plan.

Adopted on: November 16, 2016

Revised on: June 8, 2020

Reviewed on: _____

4003 Drug Policy Regarding Drivers

Policy Statement. Drivers for the school district must be free from drug and alcohol abuse, and the use of illegal drugs or improper use of alcohol is prohibited. The overall goal of drug and alcohol testing is to insure a drug-free and alcohol-free transportation environment, and to reduce accidents, injuries and fatalities.

Designated Contact. The school district has designated either the superintendent of schools or the school Pam business manager as the individual any driver may contact with questions about this policy or the school district's drug testing program and procedures for drivers. This individual further maintains and will provide drivers informational materials concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or a controlled substances problem (the driver's or a co-worker's); and available methods of intervening when an alcohol or controlled substances problem is suspected, including confrontation, referral to any employee assistance program and/or referral to management.

The superintendent of schools or school business manager may be contacted at 308-546-2223

Covered Drivers. Any person who operates a commercial motor vehicle on behalf of the school district is covered by this policy and the school district's drug testing program and procedures for drivers. All covered drivers must provide the school district a signed statement certifying that he or she has received a copy of this policy and related materials.

Covered Workday. A driver is required to comply with this policy and the terms of the school district's drug testing program and procedures for drivers at all times they are assigned, or may be assigned, to perform safety-sensitive functions. This includes all time from the time a driver begins to work or is required to be in readiness to work until the time he/she is relieved from work and all responsibility for performing work. Safety-sensitive functions include: (1) all time at a school district facility or property, contractor facility or property, or on any public property, waiting to be dispatched, unless the driver has been relieved from duty by the school district; (2) all time inspecting equipment as required by state or federal law or regulation and any and all other time inspecting, servicing, or conditioning any commercial motor vehicle; (3) all time spent at the driving controls of a commercial motor vehicle in operation; (4) all time, other than driving time, in or upon any commercial motor vehicle; (5) all time loading or unloading a vehicle, supervising, or

assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or receiving receipts for shipments loaded or unloaded; and (6) all time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

Prohibited Conduct. No driver shall: (1) report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater; (2) use alcohol while performing safety-sensitive functions; (3) perform safety-sensitive functions within four hours after using alcohol; or (4) refuse to submit to a pre-employment controlled substance, a post-accident alcohol or controlled substance test, a random alcohol or controlled substances test, a reasonable suspicion alcohol or controlled substance test, a return-to-duty alcohol or controlled substances test, or a follow-up alcohol or controlled substance test required under state or federal law or this policy. No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until he/she undergoes a post-accident alcohol test, whichever occurs first.

No driver shall: (1) report for duty or remain on duty requiring the performance of safety sensitive functions when the driver uses any drug or substance identified in 31 CFR 1308.11 Schedule 1; (2) report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any non-Schedule I drug or substance that is identified in the other Schedules in 21 CFR part 1308 except when the use is pursuant to the instructions of a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that the substance will not adversely affect the driver's ability to safely operate a commercial motor vehicle; or (3) report for duty, remain on duty or perform a safety-sensitive function, if the driver tests positive or has adulterated or substituted a test specimen for controlled substances.

Types of Testing. Pursuant to regulations promulgated by the Department of Transportation (DOT), the district has implemented four types of testing: (1) pre-employment testing, (2) reasonable cause testing, (3) post-accident testing and (4) random testing.

Refusal to Submit to Testing. A driver shall not refuse to submit to testing. A driver will be considered to have refused to submit to testing if the driver fails to provide a sample or specimen necessary for testing upon a lawful request, consistent with the required testing protocols. The refusal to submit to the testing used by the district will be grounds for refusal to hire driver applicants and to terminate the employment of existing drivers.

Consequences for Violations. Any driver who becomes unqualified on the basis of violation of the terms of this policy will be subject to disciplinary action which may include termination of the driver's employment, and shall include the immediate removal from safety-sensitive functions in compliance with federal law. No driver tested pursuant to this policy and the school district's drug testing program and procedures who is found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform or continue to perform safety-sensitive functions until the start of the driver's next regularly scheduled duty period, but not less than 24 hours following administration of the test.

Return to Duty Process. A driver who has violated this policy or the school district drug testing program and procedures cannot again perform any safety-sensitive functions until and unless the employee completes the return-to-duty process, including the substance-abuse professional's (SAP) evaluation, referral, and recommended education or treatment. The school district will provide employees the relevant contact information for available and acceptable SAPs as necessary, but the school district is not required under the law to provide a SAP evaluation or any subsequent recommended education or treatment for a driver. Any driver completing the return-to-duty process must complete a return-to-duty test and test negatively.

Disqualification. Any applicant who tests positive for the presence of the following drugs is medically unqualified to drive and will not be considered for the position of driver: (1) marijuana, (2) cocaine, (3) opiates, (4) amphetamines, or (5) phencyclidine (PCP). Any district driver who tests positive shall be medically unqualified and removed from service immediately.

Pre-employment Testing. All applicants for employment must submit to drug and alcohol tests as a condition of being considered for employment.

Reasonable Cause Testing. The district shall have reasonable cause to require a driver to submit to drug testing when a driver manifests physical or physiological symptoms or reactions commonly attributed to the use of controlled substances or alcohol.

Post-Accident Testing. A driver who has been involved in a reportable accident must submit to drug and alcohol testing as soon as possible. A reportable accident includes any accident in which there is a fatality, a person is injured and must be treated away from the accident site, the driver receives a citation for a moving violation, or a vehicle is towed from the scene. The driver must notify the district immediately regarding any reportable accident.

Serious Injury to the Driver. If a driver is so seriously injured that he or she cannot submit to testing at or immediately after the time of the accident, the driver must provide the necessary authorization for the district to obtain hospital reports or other documents that would indicate whether there were controlled substances or alcohol in the driver's system.

Random Testing. All drivers will be subject to unannounced random testing for drugs and alcohol. The district or its agents will periodically select drivers at random for testing. A district official will notify a driver when his or her name has been selected and will instruct the driver to report immediately for testing. By its very nature, random selection may result in one driver being tested more than once in a 12-month period, while another driver may not be selected at all during the same 12 months.

Frequency of Random Testing. Under DOT regulations, the district must test at least 50 percent of its average number of driver positions for drugs and 25 percent of its average number of driver positions for alcohol each year. The tests must be unannounced and spread evenly throughout the year. DOT regulations also require that every driver selected at random must have his or her name placed back in the random pool for the next selection period.

Testing Procedure. All urine and blood specimens collected under the policy will be submitted to an approved laboratory for testing. Specimens that initially test positive for drugs will be subjected to a subsequent confirmation test before being reported by the laboratory as positive. All such specimens collected and submitted will be maintained securely to safeguard the validity of the test results and maintain the integrity of the testing process while ensuring the results are attributed to the correct driver.

Medical Resource Officer. All laboratory test results will be reported by the laboratory to a medical review officer (MRO) designated by the district. Negative test results will be reported as such by the MRO to the district. Before reporting a positive test result to the district, the MRO will attempt to contact the driver to discuss the test result. If the MRO is unable to contact the driver directly, the MRO will contact a district official designated in advance by the district, who shall in turn contact the driver and direct the driver to contact the MRO. Upon being so directed, the driver shall contact the MRO immediately or, if after the MRO's business hours and the MRO is unavailable, at the start of the MRO's next business day. If required by DOT regulations, personal information collected and maintained pursuant to this policy shall be reported to the Clearinghouse by the MRO in the event of: (1) a verified positive, adulterated, or substituted drug test result; (2) an alcohol confirmation test with a concentration of 0.04 or higher; (3) a refusal to submit to any test required by this policy and the school district's drug testing

program and procedures; (4) an employer's report of actual knowledge that a driver has used alcohol or controlled substances based on the employer's direct observation of the employee, information provided by the driver's previous employer(s), a traffic citation for driving a CMV while under the influence of alcohol or controlled substances or an employee's admission of alcohol or controlled substance use; (5) on duty alcohol use as prohibited above; (6) pre-duty alcohol use as prohibited above; (7) alcohol use following an accident as prohibited above; (8) controlled substance use as prohibited above; (9) a substance abuse professional report of the successful completion of the return-to-duty process; (10) a negative return-to-duty test; and (11) an employer's report of completion of follow-up testing.

Confidentiality. Pursuant to DOT regulations, individual test results for applicants and drivers will be released to the district and will be kept confidential unless the tested individual consents to their release or release is required by law (such as the release of information to the Clearinghouse.) Any person who has submitted to drug testing in compliance with this policy is entitled to receive the results of such testing upon timely written request.

Retesting. An individual who tested positive for the presence of drugs may request that the original sample be retested. The request for a retest must be submitted in writing on a form provided by the district within 3 working days of the district's notification to the individual that he or she has a positive test result. The individual making the request must pay all costs associated with the retest and transfer of the sample to another laboratory before the retest will be performed.

Adopted on: March 13, 2017

Revised on: June 8, 2020

Reviewed on: _____

5016 Student Records

The school district shall manage student records and reports as is necessary for effective administration and in compliance with law. In general "student records" shall not include transitory communications such as e-mail, text messages, handwritten communication between school and home, and the like, and these items will not generally be maintained by the district. "Student records" also shall not include any records created and maintained by the district's law enforcement unit for a law enforcement purpose.

For purposes of the district's compliance with state and federal law, the district "maintains" student records which are printed and kept in the student's physical file or which school district staff have intentionally saved within the official school district digital student information system that specifically identifies the student for whom those records are maintained. The school district may also use learning management systems, which deliver and manage instructional content. The school district maintains student records within its student information system but not in its learning management system. The official school district student information system is POWERSCHOOL.

Each building principal will assign responsibilities for the preparation and maintenance of records and will ensure compliance with the applicable federal and state laws, regulations, and record retention schedules regarding their storage and use in the building. No "student record" or record required to be retained by the Nebraska Secretary of State's Record Retention Schedules applicable to the district will be destroyed unless it is first saved in a retrievable, digital format. This includes only records required to be kept by the applicable Retention Schedules and "student records" as defined by state and federal law, and this policy does not prohibit the district from following its record expungement procedures for all other records.

Students or their parents, guardians, teachers, counselors, or school administrators shall have access to the school's files or records maintained concerning themselves or their students. For purposes of this policy, "teachers" include paraeducators and volunteers who are providing educational services to a student on behalf of the School District. A school official may access, maintain, and use education records containing personally identifiable information (PII) when he or she has a legitimate educational interest in such. "School official" includes any agent, volunteer, or contractor performing an institutional service or function for which the school would otherwise use its own employees and who is under the school district's direct

control with respect to their access to, maintenance of, and use of PII from student records. For example, a school official may include, but would not be limited to, a teacher or other educator, administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); school board member; volunteer; contractor or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, representative of the district's insurance providers, auditor, medical consultant, therapist, or a third-party website operator who has contracted with the school district or its agent to offer online programs for the benefit of students and/or the district; members of law enforcement acting on behalf of the school district; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a "legitimate educational interest" if the official needs to review an education record in order to fulfill a school-related professional, contractual, statutory, or regulatory responsibility.

All disciplinary material shall be removed and destroyed upon the pupil's graduation or after the pupil's continuous absence from the school for a period of three years, and after authorization is given by the State Records Board pursuant to state law. Upon request, the school district will disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.

Outside agencies such as physicians, probation officers, psychologists, child guidance clinics, and other agencies concerned with child welfare who are working directly with a child may have access to information pertaining to that child with written parental consent or upon issuance of a valid court order.

The school district shall share student data, records, and information with school districts, educational service units, learning communities, and the State Department of Education to the fullest extent practicable unless otherwise prohibited by law. This includes sharing information with the Department of Education necessary to comply with the requirement of state law that all third-year high school students take a college entrance exam. Any redisclosure of information related to the administration of this exam shall be governed by the agreement between the Nebraska Department of Education and the third-party testing company.

Each year, the school district will notify parents and guardians of their rights under this policy and the Family Educational Rights and Privacy Act.

Adopted on: October 10, 2016

Revised on: June 8, 2020

Reviewed on: _____

6020 Multicultural Education

In every curriculum area and at all grades, the school district will provide programs which foster and develop an appreciation and understanding of the racial, ethnic, and cultural heritage of all students. These programs will allow students to explore the history and contributions made by various ethnic groups and will emphasize human relations, sensitivity toward all races, and the rich diversity of the population of the United States. The programs shall be implemented within the guidelines of the State Department of Education and in accordance with any other applicable laws and/or regulations.

Philosophy, Mission, and Program Goals. The school district respects and appreciates cultural diversity and seeks to promote the understanding of unique cultural and ethnic heritage. The district will promote the development of a culturally responsible and responsive curriculum. The school district's program will explore the attitudes, skills, and knowledge necessary to function in various cultures.

District Guides, Frameworks, or Standards. Appropriate district staff and/or committee(s) will review the school district curriculum guides, frameworks, or standards to determine that they appropriately incorporate multicultural education.

Selecting Appropriate Instructional Materials. Appropriate school district staff and/or committee(s) will review instructional materials and make a recommendation regarding those that are appropriate for the school district's multicultural education program.

Providing Staff Development. Appropriate school district staff and/or committee(s) will review the staff development provided for administrators, teachers, and support staff to determine that it includes appropriate multicultural education that is consistent with school district and program goals.

Periodic Assessment. Appropriate school district staff and/or committee(s) will periodically review the school district's multicultural education program by reviewing the criteria in this policy to assess whether the school district is adequately and appropriately incorporating multicultural education in all curriculum areas in all grades.

Annual Status Report. The superintendent will provide the board with a report on the status of the school district's multicultural education program annually.

Adopted on: September 11, 2017

Revised on: June 8, 2020

Reviewed on: _____

6021

District Criteria for Selecting Evaluators to be Used for Special Education Evaluation and Verification and Independent Educational Evaluations

The following criteria shall be used for selecting evaluators according to 92 Nebraska Administrative Code 51-006.07B:

1. Those in-state service agencies that have approved rates for the current year established by the Nebraska Department of Education. A list of service agencies with approved rates, including state agencies, individual providers, and in-state providers may be found at <https://www.education.ne.gov/sped/service-agencies/>.
2. Those Nebraska providers located within 200 miles of the building of the district where the child attends when driving by ordinary public roadways.
3. Evaluations must consider the educational, health, or other student records of the student provided by the district. The parents, guardians, or age-appropriate student must provide any required consent to the disclosure of these records unless disclosure is already authorized by state and federal law.
4. Evaluations must be provided to the district, including all educational, health, student, or other records created as part of or relied upon to complete the evaluation. The parents, guardians, or age-appropriate student must provide any required consent to the disclosure of these records unless disclosure is already authorized by state and federal law.
5. Evaluations must be conducted by a provider that is authorized, available, and willing to discuss, confer, or otherwise cooperate with the district regarding the evaluation, its results, or any other information related to the evaluation. Such cooperation may include reasonable participation in, or the submission of additional reports or information to, an IEP, MDT, or SAT team. The parents, guardians, or age-appropriate student must provide any required consent to the disclosure of these records or information unless disclosure is already authorized by state and federal law.
6. Evaluations must be sufficiently comprehensive for the evaluator to submit to the district a report that specifically details whether the student should be considered eligible for special education and related services, the nature of special education and related services

recommended to accommodate the student's suspected disability, and the particular facts or findings underlying the evaluator's conclusions. This report must be submitted to the district within 45 days after the conclusion of the evaluation.

7. Evaluations must meet the then-current state standards for reliability, research-based processes, and educational or professional best practices.
8. Reimbursement to any evaluator chosen in conformance with this policy shall not exceed the cost that would be charged by the school district's contracted providers for the same or substantially similar evaluation.

All special education evaluations, including those independently obtained at the district's expense, must be obtained in a manner consistent with the criteria set forth above, unless state or federal law requires waiver of one or more criteria in order to accommodate unique circumstances.

Adopted on: June 11, 2018

Revised on: June 8, 2020

Reviewed on: _____

6033 Restraint and Seclusion of Students

Restraint and seclusion, as defined below, are behavioral interventions. The use of such behavioral interventions must be in accordance with this policy. The following interventions do not constitute seclusion and restraint, and are not governed by this policy: voice control, limited to loud, firm commands; time-limited ignoring of specific behaviors; brief physical prompts to interrupt or prevent a specific behavior; physical interventions which a student's health care provider has indicated are medically necessary for the treatment or protection of the individual; or other similar interventions.

Definitions

Physical restraint refers to a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location. Physical restraint does not include incidental touching that comes along with movement inside a classroom, lunch line, or other areas of the school building where maintaining order is required.

Mechanical restraint refers to the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
- Restraints for medical immobilization; or
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Chemical restraint refers to the administration of medication for the purpose of restraint, but does not include the administration of medication in accordance with the directions and prescription of a physician with the consent of the student's parent or guardian.

Seclusion refers to the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

Use of Restraint and Seclusion

The use of chemical restraint is strictly prohibited. The use of any seclusion or restraint intervention for punitive or disciplinary purposes is strictly prohibited. Similarly, the use of any technique that constitutes corporal punishment, which is the infliction of bodily pain as a penalty for disapproved behavior, is strictly prohibited. Seclusion and/or restraint shall not be used for the convenience of staff or as a substitute for an educational program. When restraint or seclusion is used to respond to the danger of harm posed by a student's behavior, the intervention shall be discontinued as soon as the danger of harm has dissipated.

The use of physical restraint, mechanical restraint, and seclusion is permitted in a manner consistent with this policy as reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process.

Procedures

No technique shall restrict a student's breathing, deprive a student of basic needs, or unnecessarily expose a student to physical pain or discomfort.

Seclusion shall not be used for students who are severely self-injurious or suicidal. When seclusion is utilized as permitted by this policy, the following procedures shall be followed:

- The student shall be monitored by an adult in close proximity who is able to regularly observe the student;
- The confining space shall be approved for such use, unless the use of such a space is impossible or impracticable under the circumstances;
- The confining space shall be appropriately lighted, ventilated, and heated or cooled; *and*
- The confining space shall be free from objects that unreasonably expose the student or others to harm.

If a pattern of behavior emerges that requires or is anticipated to require the use of restraint and/or seclusion for the student, the appropriate educators

and/or team members shall review what assessments, evaluations, supports, services, programs, or placements are appropriate in light of the student's needs and circumstances.

Recording and Reporting

Each incident of restraint or seclusion must be recorded and reported as required by the building administrators.

Training

All staff members shall be provided notice of this policy and will be trained on its contents. The Superintendent or his or her designee will identify school staff members likely to implement the restraint or seclusion interventions authorized by this policy and arrange for those individuals to receive appropriate training on the appropriate implementation of such interventions and the use of other behavioral supports and interventions.

Adopted on: November 13, 2018

Revised on: June 8, 2020

Reviewed on: _____

3056 Guest Speakers

The school board recognizes that guest speakers with demonstrated expertise in areas of interest to the school district and its students may enrich the students' educational experiences. The school district has adopted this policy to ensure that the messages provided by outside speakers do not conflict with school district policies, the fundamental values of a public school education, or the legal limitations placed on public school districts. Individuals who wish to invite a guest speaker must follow the procedures outlined below.

Classroom or School-Sponsored Activity Guest Speakers. Teachers or activity sponsors who desire to invite a guest speaker to address his or her class or activity members must:

1. Research the guest speaker, have a clear understanding of the guest speaker's purpose and message, and determine that the speaker's message complies with the school district's policies and fundamental values.
2. Complete a Guest Speaker Request Form and submit it to the building principal at least 30 days prior to the proposed appearance.
3. Notify the main office of name, time, and date of the guest speaker's appearance (if the request is approved).
4. Notify parents of the name, time, date, and topic and summary of the presentation at least 7 days before the presentation (if the request is approved).
5. Require the guest speaker to submit a copy of any visual or written materials to the employee at least 24 hours prior to any presentation. The employee shall submit the materials to the principal upon receipt.
6. Prepare students in advance for the experience.
7. Inform the guest speaker that students or employees may ask challenging questions or offer differing viewpoints.
8. Terminate the presentation if the speaker fails to limit his or her remarks to the subject on which he or she has been invited to speak.
9. Remain with the speaker and students to facilitate and monitor the discussion.

10. Provide appropriate follow-up activities and education.

Assembly Speakers. Employees who desire to invite a guest speaker to address staff or students at an assembly must follow the identical procedures outlined above. In addition, the employee must submit the Guest Speaker Request Form to the superintendent at least 30 days prior to the proposed appearance and the speaker submitted materials upon receipt.

Request Consideration. The administrator(s) must research the guest speaker and determine that the speaker's message complies with the school district's policies and fundamental values. If it does not comply, the administrator will reject the request. If it does comply, the administrator shall then consider the following factors when approving or denying the request:

1. The guest speaker's ability to appropriately and adequately address the topic with the students based upon the speaker's education, training, expertise, or other qualifications.
2. The materials submitted by the guest speaker.
3. The educational value to students of the presentation.
4. The relevance of the presentation to the class, activity, or school's educational mission.
5. Whether the topic of the presentation is appropriate for the students' ages and level of maturity.
6. Whether the speaker has a history of providing factual information in a fair and balanced manner or if he or she has previously advocated for a particular position or espoused personal opinion, bias, or partisanship.
7. Whether the speaker's proposed presentation is consistent with the fundamental values of a public school education and/or encourages the fundamental values, habits, or manners of civility.
8. Whether the speaker's proposed presentation will satisfy the Nebraska Department of Education's accreditation, curriculum, or standards requirements or recommendations.

The administrator shall notify the employee of his or her decision.

Controversial Issues. If the employee or administrator determine that the guest speaker's topic or presentation is partisan or controversial but will still be of benefit to the students, (1) the employee and administrator will work

with the guest speaker to develop a plan that will allow the issue to be presented in an objective and unbiased manner and/or (2) the employee and administrator will develop a plan that will allow opposing viewpoints to be presented. The employee will notify students and their parents at least 14 days in advance of the nature of the presentation. If a student does not wish to attend a controversial presentation, the employee will either excuse the student from attending or provide an alternative assignment.

Other Requirements. The inviting employee or appropriate administrator may interrupt or stop the presentation if it violates this or any other school policy.

Adopted on: June 8, 2020

Revised on: _____

Reviewed on: _____

**Guest Speaker Request Form
Assembly**

Teacher/Sponsor: _____

Date: _____

Proposed Date and Time: _____

Speaker: _____

Speaker Affiliation: _____

Purpose and Message of Presentation: _____

Speaker Qualifications: _____

I have read school district policy regarding guest speakers and have complied or will comply with all of its requirements.

Teacher

Date

Superintendent

Date

Approved: _____

Denied: _____

Reason: _____

**Guest Speaker Request Form
Classroom or School-Sponsored Activity**

Teacher/Sponsor: _____

Date: _____

Class/Activity: _____

Proposed Date and Time: _____

Speaker: _____

Speaker Affiliation: _____

Purpose and Message of Presentation: _____

Speaker Qualifications: _____

I have read school district policy regarding guest speakers and have complied or will comply with all of its requirements.

Teacher

Date

Principal

Date

Approved: _____

Denied: _____

Reason: _____

Ms. Simonson,

My name is George Clear and I am the principal at Alliance High School. Dr. Unzicker asked if I could answer any questions you might have concerning the change from the Valedictorian honor system to the Cum Laude honor system.

I have been the principal at Alliance since the 2014-15 school year. When I came here we had a system that considered several factors in determining the Valedictorian and Salutatorian. Grades- (50%), ACT test -(16.67%), MAPS testing (16.67%), and NeSA testing (16.67%). As you can see, the formula was very complicated and in my professional opinion not what we wanted to promote. Secondly, when the state went away from NeSA testing and moved to just ACT for the high school, our formula was out of balance. This was one of the primary reasons, in addition to lack of equity - (my opinion) - that we wanted to change our approach.

I started doing research on the topic of class rank and found an article in PHI DELTA KAPPA titled, "Class Rank Weighs Down True Learning" by Thomas Guskey. Additionally, I spoke with an Assistant Superintendent from Pappillion La Vista, I apologize for not having the name, about their high schools changing to the Cum Laude System.

As a third step, I surveyed Scottsbluff, Gering, Sidney and Chadron's graduation honors. Each school had a Valedictorian and Salutatorian system that was weighed differently but was similar depending on each school's system.

My building leadership and I felt after review of our system - which needed to change - and review of the other schools systems, that the best honors system for our school would be the Cum Laude system. We felt that if a student met the academic criteria, they would be honored for their accomplishments, and we would not cap the number of students to two who would be honored. If you met it, you met it.

We approached the School Board the summer of '17, I did projections off of the previous two senior classes to show who would earn a Cum Laude distinction and projected what our graduating class of 2018 would earn. The Board approved the change, so then I shared this information with our students and parents in the fall of '17 and we implemented the system for the graduation class of '18. Since we had more award winners, we really did not have large problems. We might have had one or two parents who were disappointed that their child couldn't be Valedictorian, but once we explained the system, it seemed to work. We have not had any issues since. The only change we made was to open student speeches to any Summa Cum Laude recipient and they can audition for the opportunity to give the speech. (this year we had 6 apply)

Listed below are our criteria for our Cum Laude Honors

Summa Cum Laude - 4.0 - 3.95

Magna Cum Laude - 3.94 - 3.90

Cum Laude - 3.89 - 3.85

ACT score - 20 composite

We do not round up, the G.P.A. is what has been earned.

I hope this helped. If you have further questions feel free to email me.

Sincerely,

George Clear

The Laude System

Districts recognize the outstanding academic achievement of its graduating seniors with three different distinction levels:

Summa Cum Laude: 4.0 or greater

Magna Cum Laude: 3.833-3.999

Cum Laude: 3.667-3.832

If next year's seniors would have been on this system, the numbers below show how many would have been recognized:

1 Summa Cum Laude

3 Magna Cum Laude

3 Cum Laude



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

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

THANKS FOR ALL YOU DO FOR YOUR BOARD, YOUR COMMUNITY AND THE ENTIRE STATE BY SERVING PUBLIC EDUCATION IN NEBRASKA. NOW MORE THAN EVER, WE ARE SEEING THE IMPORTANCE IN SCHOOL BOARDS STEPPING UP AS LEADERS OF THEIR COMMUNITIES!

Access NASB's Covid-19 Resources page at <http://members.nasbonline.org/index.php/news-resources/covid-19-resources>

JUNE

NASB NETWORKING CALLS FOR SCHOOL BOARD MEMBERS ... CHECK YOUR EMAIL

NETWORK, SHARE, AND LEARN AS WE GIVE YOU ALL THE OPPORTUNITY TO TALK AMONGST PEERS, SHARE BEST PRACTICES, AND GET SOME QUESTIONS ANSWERED ON WHAT ALL IS GOING ON DISTRICT TO DISTRICT. DISCUSSION TOPICS INCLUDE: CARES DOLLARS; TAKEAWAYS +/- FROM THE LAST FEW MONTHS; PARENT SATISFACTION SURVEY; RETURNING DEVICES; THE 2020-21 SCHOOL YEAR; ETC. CHECK YOUR INBOX FOR TIMES AND LOGIN INFORMATION IN THE UPCOMING WEEKS.

JULY

ANNUAL NASB MEMBER GOLF OUTING | JULY 1 | KEARNEY COUNTRY CLUB

WE ARE EXCITED TO SHARE THE NASB GOLF OUTING WILL BE HELD ON JULY 1. START THINKING ABOUT TAKING THE OPPORTUNITY TO ENJOY A DAY ON THE COURSE WITH FELLOW SCHOOL LEADERS! EMAIL SENDORF@NASBONLINE.ORG



CALL FOR LEGISLATIVE PROPOSALS | DUE JULY 1

NOW IS THE TIME FOR YOU AND YOUR BOARD TO THINK OF ITEMS YOU MIGHT LIKE ADDRESSED IN 2021. IF YOU HAVE A TOPIC IN MIND, OR WOULD LIKE ASSISTANCE GETTING THE BALL ROLLING, PLEASE LET MATT BELKA KNOW AT MBELKA@NASBONLINE.ORG -- 10 AWARD POINTS WILL BE GRANTED, PER RESOLUTION, TO THE ENTIRE BOARD THAT PROPOSES A LEGISLATIVE CHANGE AND/OR NEW LEGISLATION. [HTTP://WWW.NASBONLINE.ORG/REGISTRATIONS/PROPOSEDRESOLUTION.ASPX](http://www.nasbonline.org/registrations/proposedresolution.aspx)

TEACHER OF THE YEAR APPLICATIONS DUE JULY 15 TO NDE

NASB LEGISLATION COMMITTEE MEETING | JULY 18

NASB ORIENTATION | JULY 22 | LINCOLN

NASB CANDIDATE WEBINAR #1 | JULY 27

NASB AREA MEMBERSHIP MEETINGS | AUGUST & SEPTEMBER

YORK - VALENTINE - GERING - NORTH PLATTE - NEBRASKA CITY - NORFOLK - LA VISTA - FREMONT - KEARNEY

Board Presidents: Check your inbox each month for the monthly 'NASB Update' to include in your meeting agenda. Please contact mbelka@NASBonline.org with any questions, or if you are not receiving them.

Principal's Report
Mullen Elementary School
Justin Moore
June 8th, 2020

Preparations for Next Year

Been doing a lot of preparation work for next year and planning for the year as normal, but also working on some contingency plans. We are going to have an online learning platform in use part time for students to get used to online learning in case something happens that requires us to go that route.

Continuous Improvement Process

Keeping our programs as we had this last year and going to keep the process the same with staff, but modifying our leadership roles.

MTSS

I am providing training to the district in July and early August for Educlimber. I am permitted to give the training to my school district for free and use those materials. Our first training will be July 8th. This training that I provide to other schools is a 2 day-14 hour training. We are dividing it up here to do it over several days and as needed. I want to help our staff find the program's full potential.

Building Updates

Mark, Tammy, Kelly and Taylor have continued to work very hard to update the building through painting and cleaning. New flooring was put in the 2nd grade room and also in the kitchen. The kitchen has had several other updates. Cece and Jessica have helped Mark and Tammi with painting on the playground and outdoor stairwells and such. Lots of updated work and the grounds are looking awesome. Donalee is also working very hard on the grant that she earned for the garden that is going in on the north side of the modular.

Dates

July 8th-Educlimber training in Mullen

Principal's Report

June 2020

Mike Kvanvig

State Reporting update

Have a few errors, working with esu to resolve them

Maps Score Review

None to review.

Football Concession / Bathroom Update

Ready for Brian to help put in plumbing, then I can pour the floor. Most likely will not be done in time for the start of the season.

Multicultural Update

Shared document for you to review.

WIN TIME

Sticking with our 20 minute block Monday - Thursday and will continue with the Edgenuity for one more year since we did not have any measure to see if it was doing what we hoped it would with our scores. Will be really interesting to see where Maps scores are this upcoming year with all of the online learning and restrictions.

Online Learning

Sent out surveys to parents and students about 2 week after we were done. I have gotten back about 35 responses on each survey and will use this to help resolve some issues if we are forced into the situation again.

Administrative Report – June 2020

Agenda Items:

5. Requests to Address the Board of Education- Belinda Coble has requested to address the board of education.

6. Both Principals will give their multicultural reports.

7. Designate Chris Kuncl as Authorized Representative of District

Required annual action to designate superintendent as authorized representative. *I recommend approval of Chris Kuncl, Superintendent as authorized representative of the Mullen Public School district.*

8. Discuss, consider and take all necessary action to approve the updated extra duty assignments. This is to approve the new volleyball head coach, Jennifer Moore, the new VB assistant, Mandi Loughran, the VB volunteer assistant, Kay Dent, JH Cross country, Janie Kuncl (who will have 6-7 JH runners this year), and possibly approve Ron Taylor as the new girl’s golf coach. *I recommend approval of the updated 2020-2021 extra duty assignments.*

9. Discuss, consider and take all necessary action to approve the purchase of 38 Chromebooks for the incoming 7, 11, and 12 grade students for \$13, 378.20 utilizing \$11,227.68 of our REAP funding and \$2,150.52 from the general fund. These are the Chromebooks that are purchased annually. Last year we did not purchase 11th grade so we will need to do so this school year. Beginning this year, we plan to update 7th and 11th grade Chromebooks annually. *I recommend approval*

10. Discuss, consider and take all necessary action to approve the purchase of 6 staff laptops/desktops from Bytespeed for \$6,432. This is to upgrade staff computers that are on a rotation. I am hoping to be able to use ESSER (COVID-19) funding as reimbursement for this expense. *I recommend approval*

11. Discuss, consider and take all necessary action to approve revisions to the following board policies 2002 Organization of the Board, 3039 Threat Assessment and Response, 4003 Drug Policy Regarding Drivers, 5016 Student Records, 6020 Multicultural Education, 6021 District Criteria for Selecting Evaluators to be used for Special Education Evaluation, and 6033 Restraint and Seclusion.

These policies are the annual revisions that are suggested by KSB School Law. Below is the table of the changes of the policies.

2022 Organization of the Board	We have modified this policy in two ways, based on questions we continue to receive regarding who can serve in board officer positions and who can sign checks, warrants, and other instruments of the district. We have also renamed the policy to make it easier to find the different board officer duties and the board committees, including the new Committee on American Civics.
3039 Threat Assessment and Response	The policy change defines the word “threat” and defines how the threat will be handled.
4003 Drug Policy Regarding Drivers	The Policy change requires that school districts must provide drivers with specific information regarding the district’s drug and alcohol testing program and procedures for drivers.

<p>5016 Student Records</p>	<p>This policy has been updated to more broadly define “school officials”, ensuring the district maintains the discretion to share records with any agent, contractor, consultant, or volunteer that serves an institutional function and has a legitimate educational interest in the records.</p>
<p>6020 Multicultural Education</p>	<p>The multicultural education section of Rule 10 requires the district to have:</p> <ul style="list-style-type: none"> ● A statement of philosophy or mission; ● Local program goals; ● Curriculum guides, frameworks, or standards that incorporate multicultural education; ● A process for selecting appropriate instructional materials; ● A process for provision of staff development; and ● A process for periodic assessment of the program. <p>None of these items is required to be included in any school district policy. However, NDE auditors have been looking for these items in your school policy when conducting Rule 10 audits. In order to proactively address this issue, we have amended the policy to include and address each of these areas.</p>
<p>6021 District Criteria for Selecting Evaluators to be used for Special Education Evaluation</p>	<p>This policy was updated to clarify that any geographic restriction on an evaluation is to be measured by miles that would be traveled by a vehicle on a road traveling from the student’s school building to the evaluator.</p>
<p>6033 Restraint and Seclusion</p>	<p>The policy update allows school districts to take an aggressive approach, which recognizes that Nebraska law permits administrative and teaching personnel to take actions reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process, including the use of restraint and seclusion.</p> <p>Next, this policy now provides specific procedures regarding the use of restraint and seclusion techniques. These procedures satisfy the expectations of the state and federal departments of education, and provide additional evidence that the district was not negligent in implementing these techniques. These procedures recognize that a student’s pattern of behavior necessitating the use of restraint or seclusion should be referred to the appropriate student team for consideration. The policy also calls for instances of restraint and seclusion to be recorded in some manner, so that the district can meet its reporting obligations.</p> <p>Finally, this policy calls for all staff members identified as likely to implement the restraint or seclusion interventions authorized by the policy to be provided notice of this policy and trained on its content. This is another important piece of evidence to demonstrate that the school district met its standard of care in implementing the restraint and seclusion policy, and is a focal point of relevant guidance.</p>

I recommend approval of the revisions to policies as presented.

12. Discuss, consider and take all necessary action to approve adoption of Policy 3056 Guest Speakers Several school districts, including Mullen, had rather unpleasant experiences with guest speakers during the 2019-20 school year and, at times, found themselves receiving unwarranted criticism and unwanted attention. These experiences arose, at least in part, due to a lack of procedure for vetting potential guest speakers. We drafted this policy to ensure that a process and procedure exists to research guest speakers so that everyone involved has a clear understanding of the guest speaker's purpose and message. This will help the school determine if the proposed message complies with school district policies and its fundamental values and to avoid unwanted surprises for everyone involved. New accompanying forms have also been created. ***I recommend approval***

12. Discuss a possible change in Policy 6008 Class Rank to the Laude System. This was something that was brought up in one of the first board meetings that I was involved in at Mullen. After talking with Liza Simonson on this, she did some research with a few schools on the possibility of changing to this system, and she had requested that this was put on the agenda for this month. **THIS IS DISCUSSION ONLY.**

Non-Agenda Items

Summer is off to a great start and the cleaning, reorganization of materials, and upgrades have been going awesome. I think Mark, Kelley, Taylor, and Tammi have been working hard and have done a great job. The flooring in the kitchen, the main hallway, in the office and in the work-way have been completed. Pam's wall has been started and we are waiting on John G to complete it.

Regg from Rutt's HVAC said they are planning on getting up and completing the Ag Classroom HVAC and the Art & Pottery room AC this week.

Weathercraft told me (fingers crossed) that they would be up here to put new roofs on the crow's nest, the FB bathrooms, the 4H building, the 6-12 skylights and front fascia, and the elementary building roof. I am hoping they get started this week.

Lariat Building Fire safety system has stopped working. I had to approve a quote from Nebraska Fire and Safety to put in a new system so we can continue to use the Lariat. The cost was \$2,329.00

Preliminary **Elementary and Secondary School Emergency Relief Fund** known as ESSER (COVID-19) funding numbers have been released and it appears that Mullen will get \$17,697 back as long as we can show that we are spending on remote learning and continuing education in case of future closure. This would be laptops, Chromebooks, CANVAS dues, and PowerSchool dues.

Chain of Command concerns- Both Bryan and I have talked with some of the members of the board and it appears that there are concerns with the Chain of Command. The main concern that I have been hearing is that there is a direct line to the Superintendent, as I am the acting activities director for certain activities. After some pondering, I believe the best way to tackle this is to change the chain of command. Included in the AD report is the new coaching concern form. Next season all students participating in an activity will be required to fill out that form. The chain of command on that form will be the following:

Player - Coach- Parent - Coach - Principal - Superintendent - Board

This should allow a person between the coach and the superintendent. This protocol will be a strictly required/followed protocol, and there will be times that the superintendent will have to be involved as part of the position is the human resources piece of hiring/dismissal/reprimanding/evaluating that must be done by an administrator.

Mullen High School Coaching Concern Procedure

1. Parents agree to wait **at least 24 hours after a game/contest** prior to initiating a confrontational conversation with a coach. It is never okay to approach a coach about any issues related to the activity on the same night as an event.
2. Talk with the Coach **FIRST** about any issues. **Follow the Chain of Command**, administration will direct you to the coach if you have not initially contacted the coach.
3. If issues cannot be resolved through player/coach and parent/coach meetings, a concern form must be completed by the parent and given to the principal. The principal will be responsible for delivering the form to the coach and setting up a meeting. Concern Forms are located in the Activity handbook.
4. The issue of playing time is **STRICTLY** up to the coaches.
5. These procedures will be **STRICTLY** enforced by the administration. If you feel the coach is unapproachable, then that is an issue that needs to be resolved. Follow the protocol so we can solve the problem. If you believe the coach is not doing what is in the best interest of your child, it should not matter to you if they are approachable as there may be problems bigger than being approachable.
6. Follow the **Chain of Command**
 - a. **Player - Coach- Parent - Coach - Principal - Superintendent - Board**

By signing this document, I understand that the procedures above were put in place to protect players and coaches. I understand that I must follow the chain of command to work out my concerns..

This agreement must be signed by all parties involved in order for the student to participate in athletics. Please return to the high school office.

I understand that as a player it is my duty to compete to my best ability and to respect my coach's decisions even though I may not agree. If I do not agree with coaching styles or decisions, I will follow the procedure listed above.

Student _____ Date _____

Both myself and my spouse (if applicable) understand as a parent it is my/our duty to support my/our student athlete and to respect the decisions made by the coaches even though I/we may not agree. If I/we do not agree with coaching styles or decisions, I/we will follow the procedure listed above.

Parent / Guardian _____ Date _____

Athletic Director's Monthly Report

June 2020

1. NSAA Updates that affect MPS
 - a. Cross Country Changes
 - i. Top 16 D teams move up to Class C which means we will not have to run against Norfolk Catholic, Hastings St Cecilia, David City Aquinas and bigger schools that were pushed to D.
 - ii. Class D teams can now be placed with only 3 runners. This is huge as we have a team of 3 boys.
 - b. Football
 - i. Playoffs will now be 16 teams and there will be a round of 32 teams (district finals) in order to make up the top 16. 32 will be seeded geographically and 16 will be seeded as a state. The 16 will travel so you could have a Mullen vs Falls City Sacred Heart matchup. I just hope we are the top seed.
2. Summer Strength and Conditioning has begun with Ally Ginkens coaching the girls and Coach Marsh, Coach Ginkens, Coach Monette, Coach Wright, and Coach Powers covering the boys.
3. Concerns about Chain of Command- Attached is the new updated Coaching Concern Form for 2020-2021 with new chain of command and procedures.