

GIPS BOE Regular Meeting  
Thursday, April 11, 2024 5:30 PM  
Kneale Administration Building - Board Room

1. CALL TO ORDER  
**Speaker(s):** Board President
2. ROLL CALL  
**Speaker(s):** Mrs. Angela Dibbert
3. CONSENT AGENDA  
**Speaker(s):** Board President
  - 3.1. Minutes from the previous month's meeting
  - 3.2. Acceptance of Agendas From Standing Committees
  - 3.3. Claims as submitted
  - 3.4. Bid Proposals as submitted
  - 3.5. Staff Adjustments as submitted
  - 3.6. Treasurer's Report as submitted
  - 3.7. Surplus Property Listing
  - 3.8. Approval of Agenda as submitted
4. REQUESTS TO ADDRESS THE BOARD  
**Speaker(s):** Board President
5. INFORMATION ITEMS
  - 5.1. Tax Increment Financing (TIF)  
**Speaker(s):** Mr. Virgil Harden
  - 5.2. Health Occupations Student Organization (HOSA) Grant Update  
**Speaker(s):** Dr. Megan Stone and Mr. Greg Schlegel
  - 5.3. Grand Island Education Association Retirement and Years of Service Celebration  
**Speaker(s):** Mrs. Karma Lewandowski
  - 5.4. Academies of Grand Island Senior High Update  
**Speaker(s):** Mr. Jeff Gilbertson and Mr. Matt Wichman
  - 5.5. Update on the Middle School ReDesign  
**Speaker(s):** Mrs. Kayla Wichman and Mr. Joe Eckerman
  - 5.6. Algebra 2 curriculum resource adoption  
**Speaker(s):** Dr. Danielle Buhrman
  - 5.7. Approve purchase of Math Links Essential materials to be used at the middle school level  
**Speaker(s):** Dr. Danielle Buhrman
  - 5.8. 3 Year Renewal for myPerspectives - 6-12 ELA Curriculum Resource  
**Speaker(s):** Mrs. Cara Kuhl
  - 5.9. Zoho Manage Engine Endpoint 3 Year Renewal  
**Speaker(s):** Mr. Cory Gearhart
  - 5.10. Aruba Switching Purchase  
**Speaker(s):** Mr. Cory Gearhart
  - 5.11. Review of proposed changes for the 2024-2025 Student/Parent Handbook  
**Speaker(s):** Dr. Robin Dexter

5.12. Policy

5.12.1. 2210 BOARD ORGANIZATIONAL MEETING

**Speaker(s):** Mr. Matt Fisher

5.12.2. 2220 RESPONSIBILITIES OF BOARD OFFICERS

5.12.3. 2480 PUBLIC PARTICIPATION AT BOARD MEETINGS

**Speaker(s):** Mr. Matt Fisher

5.12.4. 7511.1 ENROLLMENT OPTION RESOLUTION

**Speaker(s):** Mr. Matt Fisher

6. ACTION ITEMS

6.1. Move Activity Fund Bank Account from Five Points to Wells Fargo

**Speaker(s):** Mr. Virgil Harden

6.2. Algebra 2 curriculum resource adoption

**Speaker(s):** Dr. Danielle Buhrman

6.3. Approve purchase of Math Links Essential materials to be used at the middle school level

**Speaker(s):** Dr. Danielle Buhrman

6.4. 3 Year Renewal for myPerspectives - 6-12 ELA Curriculum Resource

**Speaker(s):** Mrs. Cara Kuhl

6.5. Zoho Manage Engine Endpoint 3 Year Renewal

**Speaker(s):** Mr. Cory Gearhart

6.6. Aruba Switching Purchase

**Speaker(s):** Mr. Cory Gearhart

6.7. 6324 CREDIT FOR PROFESSIONAL TRAINING BEYOND A BACHELOR'S DEGREE

**Speaker(s):** Mr. Matt Fisher

6.8. 7511.1 ENROLLMENT OPTION RESOLUTION

**Speaker(s):** Mr. Matt Fisher

6.9. 9220 COMMUNICATIONS AND MEDIA RELATIONS

**Speaker(s):** Mr. Matt Fisher

6.10. 9221 ONLINE MEDIA ACCOUNTS AND POSTS

**Speaker(s):** Mr. Matt Fisher

7. REPORTS

7.1. Grand Island Public Schools Foundation Report

**Speaker(s):** Mrs. Lindsey Jurgens

7.2. Student Representative Report

**Speaker(s):** Ms. Adilene Beltran

7.3. Superintendent Report

**Speaker(s):** Mr. Matt Fisher

8. NOTIFICATION OF UPCOMING BOARD MEETINGS

9. ADJOURNMENT

\*\*\* Proof of Publication \*\*\*

State of Indiana )  
Lake County ) SS.

NOTICE OF REGULAR  
BOARD MEETING AND  
PUBLIC HEARING  
HALL COUNTY  
SCHOOL DISTRICT 2  
GRAND ISLAND,  
NEBRASKA

GRAND ISLAND PUBLIC SCHOOL/Classified

123 S WEBB RD PO BOX 4904  
GRAND ISLAND, NE 68802

ORDER NUMBER 1214013

Notice is hereby given that a meeting and public hearing of the Board of Education of Hall County School District 2, A.K.A. Grand Island Public Schools, Grand Island, Nebraska, will be held on Thursday, April 11, 2024, at 5:30 p.m., at the Kneale Administration Building, 123 S Webb Road, Grand Island, Nebraska, where the meeting will be open to the public. Immediately following the regular Board meeting, the Board will conduct a public hearing on the employment contract of Jaehyun Kim. An agenda for such a meeting, kept continuously current, is available for inspection at the Office of the Superintendent or on the GIPS Website.

Dr. Summer E. Stephens,  
Board Secretary  
April 4, 2024 ZNEZ

The undersigned, being first duly sworn, deposes and says that she/he is a Clerk of the Beatrice Daily Sun, a legal newspaper printed, published and having a general circulation in the County of Gage and State of Nebraska, and that the attached printed notice was published in said newspaper and that said newspaper is the legal newspaper under the statutes of the State of Nebraska.

The above facts are within my personal knowledge and are further verified by my personal inspection of each notice in each of said issues.

Clerk of the Beatrice Daily Sun

Signature



Date

4-8-2024

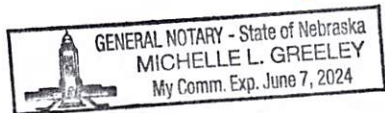
Section: Class Legals  
Category: 0099 LEGALS  
PUBLISHED ON: 04/04/2024

TOTAL AD COST: 16.00  
FILED ON: 4/4/2024

Subscribed in my presence and sworn to before me on

April 8, 2024

Michelle L Greeley Notary Public



## **Regular Meeting of the Grand Island Public Schools Board of Education**

The regular meeting of the Board of Education of Grand Island in the County of Hall in the State of Nebraska was convened and called to order by President Hank McFarland in open and public session on Thursday, March 14, 2024 at 5:30 p.m. at the Kneale Administration Building - Board Room, 123 S Webb Rd, Grand Island, NE 68802, the usual meeting place of said Board. Notice of the meeting was given in advance thereof by publication in the *Grand Island Independent*, the School District's designated method of giving notice. Notice of the meeting was also given in advance to all members of the Board of Education. All proceedings hereafter shown were recorded while the convened meeting was open to the attendance of the public.

### **ROLL CALL:**

Attendance Taken at 5:30 p.m.

Lisa Albers:	Present
Eric Garcia-Mendez:	Present
Joshua Hawley:	Present
Dave Hulinsky:	Present
Lindsey Jurgens:	Absent
Katherine Mauldin:	Absent
Hank McFarland:	Present
Josh Sikes:	Present
Amanda Wilson:	Present

### **AGENDA**

#### **1. CALL TO ORDER**

The meeting was called to order at 5:30 p.m.

#### **2. ROLL CALL**

Mrs. Lindsey Jurgens and Mrs. Katie Mauldin gave prior notice of their absence. Their absences are excused.

#### **3. CONSENT AGENDA**

##### **3.1. Minutes from the previous month's meeting**

##### **3.2. Acceptance of Agendas From Standing Committees**

###### **Finance and Facilities Committee**

Next Meeting Date: April 2, 2024 at 7:30 a.m.

###### **Leading for Learning Committee**

Next Meeting Date: April 9, 2024 at 4:00 p.m.

###### **Personnel Committee**

Next Meeting Date: April 4, 2024 at 8:15 a.m.

###### **Policy Committee**

Next Meeting Date: April 1, 2024 at 4:30 p.m.

###### **Public Relations and Partnership Development Committee**

Next Meeting Date: April 5, 2024 at 8:00 a.m.

###### **Governance Committee**

Next Meeting Date: April 2, 2024 at 12:00 p.m.

## **GNSA/Legislative Committee**

Next Meeting Date: None.

### **3.3. Claims as submitted**

### **3.4. Staff Adjustments as submitted**

### **3.5. Treasurer's Report as submitted**

### **3.6. Approval of Agenda as submitted**

Approve the agenda as submitted. Passed with a motion by Joshua Hawley and a second by Lisa Albers.

Lisa Albers: Yea, Eric Garcia-Mendez: Yea, Joshua Hawley: Yea, Dave Hulinsky: Yea, Hank McFarland: Yea, Josh Sikes: Yea, Amanda Wilson: Yea

## **4. REQUESTS TO ADDRESS THE BOARD**

None.

## **5. INFORMATION ITEMS**

### **5.1. Grand Island Public Schools Foundation Update**

Mrs. Hooker-Leep reported on the updates for GIPS Foundation.

### **5.2. Update on Special Education Programming in GIPS**

Mrs. Engel presented to the Board of Education and community on the current Special Education status and needs of our programming for GIPS students.

### **5.3. EL Positions**

Dr. Kolar presented on the addition of EL staff for GISH and the 2-5 Newcomers Program at Stolley Park.

### **5.4. Move Activity Fund Bank Account from Five Points to Wells Fargo**

Mr. Harden presented the reason to streamline Business Office payroll and other procedures concerning the Activity Fund the Business Office would like to move the Activity Fund bank account from Five Points Bank to Wells Fargo Bank. We'll maintain our banking relationship with Five Points Bank albeit via an investment account or other necessary bank accounts.

### **5.5. GIPS Communications Audit Report**

Mr. Roush presented the GIPS contracted the National School Public Relations Association (NSPRA) to conduct an in-depth communications audit for the district. The last time the district conducted an audit to this degree (with NSPRA) was a decade ago and the findings from that report led to numerous key decisions that helped shape GIPS for the next nine years. Reconducting a communications audit through one of the nation's leading organizations was a priority for the district as we seek to evaluate how we are engaging and informing our staff, students, families, and community. The new communications audit report provides current commendations and recommendations on how GIPS may continue moving forward in communicating with our public. This information item will provide an overview of the audits findings.

### **5.6. Reduce Specific Staff Positions**

Dr. Kolar presented the reduction of staff effective at the end of the 2023-2024 school year.

## **5.7. Policy**

### **5.7.1. 6252 PROFESSIONAL BOUNDARIES BETWEEN STAFF AND STUDENTS**

Mr. Fisher presented on policy 6252 Professional Boundaries between Staff and Students.

### **5.7.2. 6324 CREDIT FOR PROFESSIONAL TRAINING BEYOND A BACHELOR'S DEGREE**

Mr. Fisher presented on policy 6324 Credit for Professional Training Beyond a Bachelor's Degree.

### **5.7.3. 9220 COMMUNICATIONS AND MEDIA RELATIONS**

Mr. Fisher presented on policy 9220 Communications and Media Relations.

### **5.7.4. 9221 ONLINE MEDIA ACCOUNTS AND POSTS**

Mr. Fisher presented on policy 9221 Online Media Accounts and Posts.

## **6. ACTION ITEMS**

### **6.1. GIPS Google Workspace Plus Multi-Year Agreement**

Motion to approve the GIPS Google Workspace Plus Multi-Year Agreement as presented.

Passed with a motion by Joshua Hawley and a second by Lisa Albers.

Lisa Albers: Yea, Eric Garcia-Mendez: Yea, Joshua Hawley: Yea, Dave Hulinsky: Yea, Hank McFarland: Yea, Josh Sikes: Yea, Amanda Wilson: Yea

### **6.2. Reduce Specific Staff Positions**

Motion to accept the reduction in force resolution as presented. Passed with a motion by Joshua Hawley and a second by Lisa Albers.

Lisa Albers: Yea, Eric Garcia-Mendez: Yea, Joshua Hawley: Yea, Dave Hulinsky: Yea, Hank McFarland: Yea, Josh Sikes: Yea, Amanda Wilson: Yea

### **6.3. EL Positions**

Motion to approve the addition of EL staff to be placed in positions as soon as possible at GISH (1 teacher, 1 bilingual para) and Stolley Park(1 teacher, 1 bilingual para). Passed with a motion by Joshua Hawley and a second by Eric Garcia-Mendez.

Lisa Albers: Yea, Eric Garcia-Mendez: Yea, Joshua Hawley: Yea, Dave Hulinsky: Yea, Hank McFarland: Yea, Josh Sikes: Yea, Amanda Wilson: Yea

### **6.4. 2111 BOARD OPERATING PRINCIPLES**

Motion to approve policy 2111 Board Operating Principles as presented. Passed with a motion by Joshua Hawley and a second by Eric Garcia-Mendez.

Lisa Albers: Yea, Eric Garcia-Mendez: Yea, Joshua Hawley: Yea, Dave Hulinsky: Yea, Hank McFarland: Yea, Josh Sikes: Yea, Amanda Wilson: Yea

### **6.5. 2112 BOARD MEMBER CODE OF ETHICS**

Motion to approve policy 2112 Board Member Code of Ethics as presented. Passed with a motion by Joshua Hawley and a second by Eric Garcia-Mendez.

Lisa Albers: Yea, Eric Garcia-Mendez: Yea, Joshua Hawley: Yea, Dave Hulinsky: Yea, Hank McFarland: Yea, Josh Sikes: Yea, Amanda Wilson: Yea

### **6.6. 2330 BOARD MEMBER COMPENSATION FOR EXPENSES**

Motion to approve policy 2330 Board Member Compensation for Expenses as presented. Passed

with a motion by Joshua Hawley and a second by Lisa Albers.

Lisa Albers: Yea, Eric Garcia-Mendez: Yea, Joshua Hawley: Yea, Dave Hulinsky: Yea, Hank McFarland: Yea, Josh Sikes: Yea, Amanda Wilson: Yea

## **7. REPORTS**

### **7.1. Student Representative Report**

Ms. Beltran gave the student representative's report.

### **7.2. Superintendent Report**

Mr. Fisher presented the superintendent report.

## **8. EXECUTIVE SESSION FOR THE PURPOSE OF REAL ESTATE BECAUSE IT IS IN THE BEST INTEREST OF THE PUBLIC TO DISCUSS THIS MATTER IN CLOSED SESSION**

The recommendation for the Board to convene to executive session for the purpose of discussing real estate. Passed with a motion by Joshua Hawley and a second by Dave Hulinsky.

Lisa Albers: Yea, Eric Garcia-Mendez: Yea, Joshua Hawley: Yea, Dave Hulinsky: Yea, Hank McFarland: Yea, Josh Sikes: Yea, Amanda Wilson: Yea

The Board convened to Executive Session at 7:51 p.m.

## **9. RECONVENE FROM EXECUTIVE SESSION**

The Board reconvened from Executive Session at 8:26 p.m.

The recommendation that the Board reconvene from executive session. Passed with a motion by Joshua Hawley and a second by Lisa Albers.

Lisa Albers: Yea, Eric Garcia-Mendez: Yea, Joshua Hawley: Yea, Dave Hulinsky: Yea, Hank McFarland: Yea, Josh Sikes: Yea, Amanda Wilson: Yea

## **10. APPROVAL OF ANY ACTION DEEMED NECESSARY AS A RESULT OF EXECUTIVE SESSION**

None.

## **11. NOTIFICATION OF UPCOMING BOARD MEETINGS**

Regular Board of Education Meeting - Thursday, April 11, 2024 at 5:30 p.m.

## **12. ADJOURNMENT**

All business having been completed, the meeting was adjourned at 8:27 p.m.

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Angela A. Dibbert, Recording Secretary

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Dr. Summer E. Stephens, Secretary to the Board

Every Student, Every Day, A Success! In educating students, we teach hearts as well as minds.

BOE Policy Committee Meeting – April 1, 2024 – 4:30pm – Mr. Fisher’s Office  
*Students prepared to make positive contributions to society and thrive in an ever-changing world.  
Empower - Personalize - Design - Partner*

**1. Review Notes from March 11, 2024 – 1.1.**

**2. Review Agenda for changes or additions – 2.1.**

**3. Board role in policy adoption/approval processes:**

- Policy Committee reviews and makes recommendations to the board for policy adoption, review, or revisions
- Board adopts or approves policy based on federal, state, and/or local statute requirements
- Board adopts or approves policy based on the need for formal guidance on certain issues in the district with input from staff /students/community as appropriate

**4. NEXT MEETING:**

**May 6 – 4:30pm – Mr. Fisher’s Office**

**5. Policy as Information @ April 11, 2024, BoE Meeting**

Review handbook changes

2210 BOARD ORGANIZATIONAL MEETING: [Proposed Policy 2210](#)

2220 RESPONSIBILITIES OF BOARD OFFICERS: [Proposed Policy 2220](#)

2480 PUBLIC PARTICIPATION AT BOARD MEETINGS: [Proposed Policy 2480](#)

**6. Policy on Final Read @ April 11, 2024, BoE Meeting**

7511.1 ENROLLMENT OPTION RESOLUTION: [Proposed Policy 7511.1](#)

6324 CREDIT FOR PROFESSIONAL TRAINING BEYOND A BACHELOR'S DEGREE:  
[Proposed Policy 6324](#)

9220 COMMUNICATIONS AND MEDIA RELATIONS: [Proposed Policy 9220](#)

9221 ONLINE MEDIA ACCOUNTS AND POSTS: [Proposed Policy 9221](#)

**7. Policy for review:**

6252 PROFESSIONAL BOUNDARIES BETWEEN STAFF AND STUDENTS:  
[Proposed Policy 6252](#)

8463 USE OF BODY WORN CAMERAS - [Body Worn Cameras Policy Template](#)

**8. Policy Questions and Discussion:**

**9. Moved to Board Governance Committee:**

**10. Working on:**

# Kneale Administration Building

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TO: Facilities & Finance Committee  
From: Mr. Petsch, Mrs. Ryan, and Mr. Harden  
RE: **Meeting, Tuesday, April 2, 2024 – Via Zoom**

## NEW BUSINESS:

1. Activity Fund Claims – Virg
2. Community Redevelopment Authority & Regional Planning - Virg
3. Request for Proposals – Dan or Gabby
  - o GISH West Gym Floor
4. Nutrition Services Update – Kris Spellman
5. Information Technology Update – Cory Gearhart
6. Review of Depreciation, Special Building, and General Fund, and Payroll – Virg
7. Federal Programs Financial Report – Virg
8. L4L Curriculum/Other Adoptions FY 24-25 – Dr. Danielle Buhrman
  - o Middle School Math Links
  - o Coaching Professional Learning
  - o Algebra 2 Adoption
9. 6-12 ELA Resource Renewal – Cara Kule
10. Bond Refinancing - D.A.Davidson – Mr. Paul Grieger & Mr. Mike Rogers
11. Project List Update – Mr. Petsch
12. West Lawn Elementary Gym Floor – Mr. Petsch
13. Surplus Property Listing – Mr. Petsch
14. Five Points Bank – Investment
15. Tax Increment Financing Position Statement – Virg
16. Open Agenda Items as Necessary – F&F Team

NEXT MEETING: **Tuesday, April 30, 2024, at 7:30 a.m.**  
*Dan, Gabby, & Virg review agenda items for BOE meeting.*



Mr. Virgil D. Harden, MBA, RSBA, SFO  
Chief Financial Officer  
123 South Webb Road  
P.O. Box 4904  
Grand Island, NE 68802-4904

Phone: (308) 385-5900 x 201144  
Fax: (308) 385-5949  
Email: [vharden@gips.org](mailto:vharden@gips.org)  
Web: [www.gips.org](http://www.gips.org)

**Agenda  
Governance Committee Meeting  
April 2, 2024**

**AGENDA:**

- 1.** 2210 BOARD ORGANIZATIONAL MEETING: [Proposed Policy 2210](#)
- 2.** 2220 RESPONSIBILITIES OF BOARD OFFICERS: [Proposed Policy 2220](#)
- 3.** 2480 PUBLIC PARTICIPATION AT BOARD MEETINGS: [Proposed Policy 2480](#)
- 4.** **Next Meeting** – Due to PAC on 5/1/24 we would need to change Governance to either 4/30/24 or 05/02/2024 @ 12:00pm (noon)

<b>Date</b>	<b>Agenda</b>
<b>4/4/24</b>	<ol style="list-style-type: none"> <li>1. Positions update           <ol style="list-style-type: none"> <li>a. 119 positions, including administration               <ul style="list-style-type: none"> <li>■ Special Education</li> <li>■ Secondary Science and Technical Science</li> <li>■ Elementary- 13 grade level, 4 other</li> </ul> </li> <li>b. 4/4/24 Elementary Principal Staffing Meeting</li> <li>c. Administrative:               <ul style="list-style-type: none"> <li>■ .5 Science Curr Coordinator,</li> <li>■ EL Curriculum and Instruction Specialist</li> <li>■ Seedling</li> </ul> </li> </ol> </li> <li>2. Non-renewals</li> <li>3. Hearings</li> <li>4. Adding a crossing guard at Wasmer</li> <li>5. Need an extra-standard committee representative</li> <li>6. Wage/Salary- classified and GICSA</li> </ol>

**Kneale Administration Building**

Public Relations and Partnership Development Committee  
Agenda  
Friday, April 5th, 2024  
8:00 - 9:30 a.m. via [ZOOM](#)



Beat on the Street - *All*

Upcoming GISH Projects - *Mitchell Roush & Kelli Mayew*

- GISH Senior Spotlights
- GISH Graduation Video
- Updated GISH Collateral

GIPS Staff Appreciation Week - *Mitch*

Communication Analytics - *Kelli Mayhew*

- New Collateral
- Notable Media Coverage
- Timely Communications

**Next Meeting: May 3rd, 2024**

*Students who thrive.*

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To: Leading for Learning BOE Committee

From: Dr. Toni Palmer

Dr. Robin Dexter

RE: Meeting: March 12, 2024, Virtual

4:00 PM-5:30 PM

New Business:

- MS ReDesign Update - Mr. Foley
- GISH Course Offerings-Dr. Dexter/Matt Wichman
  - [AP/Dual Credit](#)
  - [AP Dual Credit Guidance](#)
  - [Contracted Honors Syllabus](#) - Freshman Science
  - [Contracted Honors Syllabus](#) - Freshman ELA
- 6-12 Adoption Renewal-Mrs. Kuhl
- K-5 MAP Growth-Dr. Palmer

Establish Next Meeting: May? 2024 @ 4:00 Zoom

# Grand Island Public Schools

## Claims Listing

April 11, 2024

Reference Number	Payee	Description	Amount
93650	Abby Stoddard	Mileage	\$74.16
93651	Amazon Cap Services Inc	Supplies	\$5,563.15
93652	Calvin Noziska Joseph	Mileage	\$22.91
93653	First Bankcard Center/Visa	Travel	\$22.33
93654	First Bankcard Center/Visa	Employee Training	\$124.40
93655	First Bankcard Center/Visa	Supplies	\$1,437.23
93656	First Bankcard Center/Visa	Employee Training	\$1,299.36
93657	First Bankcard Center/Visa	Supplies	\$632.99
93658	First Bankcard Center/Visa	Travel	\$149.34
93659	First Bankcard Center/Visa	Employee Training	\$6,147.52
93660	First Bankcard Center/Visa	Travel	\$9,324.99
93661	Jeanie Schmidt	Professional Services	\$1,270.00
93662	Marks Plumbing Parts	Supplies	\$564.92
93663	Midwest Restaurant Supply LLC	Supplies	\$357.45
93664	Multi-Health Systems	Supplies	\$223.17
93665	NanoPac Inc	Technology Supplies	\$3,269.20
93666	Nebraska Council of School Administrator	Employee Training	\$180.00
93667	Psychological Assessment Resources Inc	Supplies	\$162.80
93668	Quill Corporation	Supplies	\$966.47
93669	Rebecca Madden	Mileage	\$49.92
93670	Sams Club Direct	Supplies	\$3,495.83
93671	Sherwin Williams Company	Supplies	\$120.89
93672	Soliant Health LLC	Professional Services	\$31,655.46
93673	Staples Business Credit	Supplies	\$420.00
93674	Sterling Computers	Web Based Software	\$14,790.00
93675	Ace Hardware	Supplies	\$288.52
93676	AcroMat	Custodial Materials	\$274.30
93677	Almquist Maltzahn Galloway & Luth	Prof Services	\$1,156.00
93678	Amanda Bennett	Mileage	\$26.80
93679	Aramark Uniform Services	Technical Services	\$586.02
93680	Barbara Franke	Mileage	\$19.23
93681	Beth Hubl	Mileage	\$29.35
93682	Border States Industries Inc	Supplies	\$1,100.36
93683	Bryn Carriker	Mileage	\$9.92
93684	Capital Business Systems Inc	Technical Services	\$302.43
93685	Central Nebraska Bobcat	Supplies	\$252.35
93686	Construction Rental	Supplies	\$198.00
93687	Corinne Ellerson	Mileage	\$74.17
93688	Dawn Deuel-Rutt	Mileage	\$26.26
93689	Eakes Office Solutions	Supplies	\$883.64
93690	Elizabeth Anne James	Mileage	\$45.69
93691	Emmaline Goodman	Mileage	\$53.73
93692	Essential Personnel Inc	Cleaning Services	\$2,749.08
93693	Follett Content Solutions LLC	Books	\$768.98
93694	Freshworks Inc	Technology Software	\$262.03
93695	Gentry Fisher	Mileage	\$53.13
93696	GoStrengths Inc	Web Based Software	\$297.00

# Grand Island Public Schools

## Claims Listing

April 11, 2024

93697	Grand Island Express Inc	Technical Services	\$37.21
93698	Grand Island Public Schools Foundation	Supplies	\$200.00
93699	Grand Island Public Schools Nutrition Sv	Food	\$499.20
93700	Grand Island Utilities Dept	Electricity	\$43,148.06
93701	Gustave A Larson Company	Supplies	\$5,256.98
93702	Haley Wiemers	Professional Services	\$200.00
93703	Hastings Museum	Supplies	\$568.00
93704	Imagination City Childrens Museum Inc	Professional Services	\$225.00
93705	Insulation Systems Inc	Technical Services	\$262.70
93706	Interstate All Battery Center	Supplies	\$136.85
93707	IPEVO Inc	Supplies	\$732.71
93708	Jacqueline Juarez Meier	Mileage	\$45.72
93709	Jami Lee Dutcher	Mileage	\$121.20
93710	JDR Consulting LLC	Prof Services	\$5,175.00
93711	Jennifer Hahn	Mileage	\$66.60
93712	John Edward Jacobs	Travel	\$567.40
93713	Johnson Hardware	Supplies	\$429.00
93714	JP Boiler Service LLC	Supplies	\$517.00
93715	JW Pepper Son Inc	Supplies	\$3,929.26
93716	Kaitlyn Hesman	Mileage	\$33.90
93717	Karisa Dubbs	Mileage	\$90.25
93718	Karma L Lewandowski	Mileage	\$53.40
93719	Katina Isele	Mileage	\$18.69
93720	Kelly Supply Co	Supplies	\$17.76
93721	Kidwell Inc	Technical Services	\$14,562.25
93722	Kristen Hahn	Mileage	\$36.45
93723	Krysta Huse	Mileage	\$16.97
93724	Lexia Learning Systems LLC	Web Based Software	\$2,061.00
93725	Lynn Bender	Mileage	\$22.38
93726	Melissa Kier	Mileage	\$106.36
93727	Meredith Davis	Mileage	\$147.07
93728	NAPA Auto Parts	Supplies	\$470.28
93729	Rosemary Gomez	Mileage	\$88.17
93730	Sarah Dramse	Mileage	\$111.15
93731	Sarah K Henry	Mileage	\$65.06
93732	Savannah Kok	Mileage	\$32.29
93733	Scott Aaron Gibson	Travel	\$172.11
93734	Scott Harrington	Travel	\$162.14
93735	Shelley Eickhoff	Mileage	\$13.40
93736	Stacie Faber	Mileage	\$99.29
93737	Stephanie N Frankforter	Mileage	\$38.86
93738	Stephanie Riak Akuei	Mileage	\$15.41
93739	Suyapa Gonzalez	Mileage	\$286.23
93740	Tarjimly	Prof Services	\$2,403.00
93741	Texthelp Inc	Web Based Software	\$1,428.84
93742	The Home Depot Pro	Supplies	\$38.72
93743	Uline	Supplies	\$4,810.39
93744	Ultra Chem Inc	Supplies	\$266.14

# Grand Island Public Schools

## Claims Listing

April 11, 2024

93745	Vari Sales Corporation	Supplies	\$480.00
93746	Verizon Wireless	Telecommunications	\$120.03
93747	Vex Robotics Inc	Supplies	\$1,278.11
93748	Victor Outdoor Advertising	Advertising	\$720.00
93749	Western Psychological Services	Supplies	\$134.20
93750	Winsupply of Grand Island	Supplies	\$1,708.64
93751	Woodriver Energy LLC	Utility	\$76,070.48
93752	Xtra Soccer Academy	Dues	\$1,950.00
93753	Yandas Music	Supplies	\$481.89
93754	Cash-Wa Distributing	Food	\$61,170.23
93755	CDW Government	Technology Hardware	\$933.84
93756	Chesterman Company	Food	\$530.60
93757	EMS Linq Inc	Technical Services	\$1,625.60
93758	Greenberg Fruit Company	Produce	\$9,598.27
93759	Hanan Mohamed	Mileage	\$25.73
93760	Hiland Dairy Foods Company LLC	Milk	\$10,373.69
93761	Host Coffee	Food	\$141.20
93762	Jennifer Akin	Mileage	\$47.70
93763	Mid-Nebraska Disposal Inc	Utility Services	\$476.90
93764	Midwest Restaurant Supply LLC	Repairs	\$934.13
93765	Musihira Ahmed	Mileage	\$16.88
93766	Olivia Miller	Supplies	\$50.00
93767	Pan-O-Gold Baking Co	Food - Bread	\$959.25
93768	Peterson Farms Fresh Inc	Produce	\$2,729.16
93769	Sams Club Direct	Supplies	\$207.41
93770	University Of Nebr Lincoln Nutrition	Dues	\$720.00
93771	US Foods - Grand Island	Food	\$50,361.04
93772	VVS Inc	Food	\$270.32
93773	Amazon Cap Services Inc	Supplies	\$466.05
93774	Angie Nasr	Mileage	\$40.94
93775	Breanna Rose	Mileage	\$77.72
93776	Carlota Rabanales	Mileage	\$4.69
93777	Century Link	Telecommunications	\$358.59
93778	Clearly Communications	Telecommunications	\$1,033.38
93779	Jacqueline C Proctor	Supplies	\$30.16
93780	Joselyn Mosqueda Ramirez	Technical Services	\$69.00
93781	Kelsey Dibbern	Mileage	\$50.92
93782	Kimberly Perez Veliz	Technical Services	\$90.00
93783	Maggie E Mintken	Supplies	\$149.00
93784	Margaret McManaman	Mileage	\$68.54
93785	Matheson Tri Gas Inc	Supplies	\$255.44
93786	Mechanical Sales Inc	Supplies	\$2,673.00
93787	Menards	Supplies	\$471.26
93788	Mosley Consulting LLC	Prof Services	\$5,000.00
93789	National Fire Protection Assoc	Dues	\$175.00
93790	National School Public Relations Assoc	Prof Services	\$9,350.00
93791	Nebraska Department of Education	Employee Training	\$600.00
93792	Nebraska HOSA Future Health Professional	Dues	\$1,990.00

# Grand Island Public Schools

## Claims Listing

April 11, 2024

93793	NRG Media LLC	Advertising	\$1,728.00
93794	Orvin Rubio Hernandez	Technical Services	\$129.00
93795	Overhead Door Of Grand Island	Technical Services	\$2,364.70
93796	Perry Guthery Haase & Gessford PC	Legal Services	\$3,633.50
93797	Premiere Speakers Bureau Inc	Prof Services	\$19,000.00
93798	Rentokil North America Inc	Technical Services	\$85.43
93799	Road to Awesome LLC	Employee Training	\$2,500.00
93800	Robotics Education & Competition Foundat	Dues	\$150.00
93801	Sandra Ellen Ponce	Parental Mileage	\$65.12
93802	School Health Corporation	Supplies	\$1,506.98
93803	SectorNow LLC	Miscellaneous	\$1,428.00
93804	Shawna Senff	Supplies	\$90.00
93805	Super Saver	Supplies	\$29.32
93806	Super Saver Five Points	Supplies	\$2,530.30
93807	Unite Private Networks LLC	Telecommunications	\$25,908.69
93808	First Bankcard Center/Visa	Web Based Software	\$15.00
93809	First Bankcard Center/Visa	Supplies	\$373.94
93810	First Bankcard Center/Visa	Miscellaneous	\$37.81
93811	First Bankcard Center/Visa	Miscellaneous	\$3,499.00
93812	First Bankcard Center/Visa	Supplies	\$343.82
93813	First Bankcard Center/Visa	Fund Transfers to Activities Fund	\$194.96
93814	First Bankcard Center/Visa	Dues	\$104.00
93815	First Bankcard Center/Visa	Supplies	\$5,345.89
93816	First Bankcard Center/Visa	Supplies	\$450.00
93817	First Bankcard Center/Visa	Advertising	\$744.02
93818	First Bankcard Center/Visa	Web Based Software	\$39.00
93819	First Bankcard Center/Visa	Employee Training	\$12,684.78
93820	First Bankcard Center/Visa	Supplies	\$265.00
93821	First Bankcard Center/Visa	Supplies	\$472.59
93822	First Bankcard Center/Visa	Supplies	\$131.94
93823	First Bankcard Center/Visa	Employee Training	\$300.00
93824	First Bankcard Center/Visa	Employee Training	\$158.00
93825	First Bankcard Center/Visa	Supplies	\$455.72
93826	First Bankcard Center/Visa	Supplies	\$1,121.83
93827	First Bankcard Center/Visa	Web Based Software	\$65.24
93828	First Bankcard Center/Visa	Web Based Software	\$349.00
93829	Abby Elsbury	Books	\$47.98
93830	Ace Hardware	Supplies	\$128.90
93831	Ace Machine Shop & Sales	Supplies	\$3,204.00
93832	AKRS Equipment Solutions Inc	Supplies	\$994.06
93833	Alexandra Tjaden	Travel	\$220.06
93834	Alison Zitterkopf	Travel	\$962.37
93835	Allo Communications LLC	Technical Services	\$732.00
93836	Amanda Levos	Travel	\$175.50
93837	Amy L Boyer	Supplies	\$9.64
93838	Apple Computer Inc	Web Based Software	\$1,000.00
93839	B & H Photo-Video Inc	Technology Hardware	\$397.99
93840	Barco Municipal Products Inc	Supplies	\$1,215.22

# Grand Island Public Schools

## Claims Listing

April 11, 2024

93841	Best Buy Business Account	Supplies	\$1,515.74
93842	Bound To Stay Bound Books	Books	\$104.01
93843	Brand's	Supplies	\$1,042.98
93844	CDW Government	Web Based Software	\$700.00
93845	Central Nebraska Bobcat	Supplies	\$2,110.77
93846	Chelsea Vazquez Herrera	Technical Services	\$117.00
93847	City of Grand Island	Dues	\$100.00
93848	Cochlear Americas	Supplies	\$440.00
93849	Control Services Inc	Supplies	\$277.00
93850	CoolSpeak Dream Funding	Professional Services	\$37,500.00
93851	Copycat Instant Printing	Printing	\$611.10
93852	Daniel Jaimes Diaz	Travel	\$1,247.18
93853	Demco	Supplies	\$78.16
93854	Eakes Office Solutions	Supplies	\$2,215.95
93855	Eberl Plumbing & Drain	Technical Services	\$490.00
93856	Educational Service Unit 10	Employee Training	\$20.00
93857	ElevatorKeys.com	Supplies	\$209.70
93858	Elizabeth Boyle	Travel	\$175.50
93859	Essential Personnel Inc	Cleaning Services	\$1,818.55
93860	Fairfield Inn & Suites	Travel	\$4,173.00
93861	Fawn S Gernstein	Travel	\$175.50
93862	Five Points Bank	Supplies	\$503.50
93863	Follett Content Solutions LLC	Books	\$1,031.42
93864	Glendy Cervantes	Mileage	\$9.45
93865	Grand Island Express Inc	Repairs	\$148.84
93866	Grand Island Independent	Advertising	\$438.40
93867	Grand Island Public Schools	Miscellaneous	\$4,321.78
93868	Grand Island Utilities Dept	Electricity	\$14,952.98
93869	Grant Boyer	Supplies	\$4.52
93870	Gumdrop Books	Books	\$17,949.19
93871	Gustave A Larson Company	Supplies	\$1,086.34
93872	Hall County Leadership Unlimited Inc.	Advertising	\$2,000.00
93873	Hannah DeHart	Travel	\$175.50
93874	Hendricksen Appraisal Company	Technical Services	\$4,000.00
93875	Holiday Express	Student Trans	\$1,250.00
93876	Horizon Middle School	Supplies	\$690.00
93877	ID Wholesaler	Supplies	\$474.95
93878	Jasmin Kunz	Mileage	\$126.50
93879	Jose Acevedo	Technical Services	\$126.00
93880	JW Pepper Son Inc	Supplies	\$110.99
93881	Kassandra West	Mileage	\$63.45
93882	Katerine De Leon	Technical Services	\$75.00
93883	Kathryn Wilkinson	Mileage	\$69.61
93884	Kearney High School	Dues	\$330.00
93885	Kelli Fries	Travel	\$175.50
93886	Kelly Supply Co	Supplies	\$216.81
93887	Kristin Watson	Mileage	\$22.98
93888	Laser Works	Supplies	\$57.00

# Grand Island Public Schools

## Claims Listing

April 11, 2024

93889	Legacy Outdoor Advertising LLC	Advertising	\$725.00
93890	Lindsey LeGrand	Travel	\$175.50
93891	LUNA Language Services	Technical Services	\$151.25
93892	Marc DuVall	Supplies	\$25.00
93893	Marcy R Krolikowski	Mileage	\$12.06
93894	Meg Trout	Mileage	\$41.94
93895	Michelle Thorne	Mileage	\$34.17
93896	NAPA Auto Parts	Supplies	\$424.97
93897	Paul Antillon	Parental Mileage	\$130.65
93898	Robin Dexter	Mileage	\$65.26
93899	Sara Yount	Mileage	\$19.16
93900	Stephanie N Frankforter	Travel	\$175.50
93901	Sydney Hespe	Travel	\$175.50
93902	T C Ceilings Inc	Supplies	\$2,084.48
93903	Teresita Westover	Mileage	\$18.22
93904	The Home Depot Pro	Custodial Materials	\$15,785.97
93905	Threshold	Supplies	\$3,329.41
93906	Tifco Industries	Supplies	\$4,985.76
93907	Tom Dinsdale Chevrolet Cadillac	Repairs	\$85.00
93908	Toni Leigh Waldmann	Travel	\$175.50
93909	Toofast Supply	Supplies	\$99.98
93910	Unbound Learning Inc	Employee Training	\$0.00
93911	UniFirst Corporation	Technical Services	\$315.00
93912	Verizon Wireless	Telecommunications	\$195.26
93913	Village Cleaners	Technical Services	\$683.26
93914	Wex Bank	Fuel	\$1,324.75
93915	Wex Bank	Fuel	\$2,533.49
93916	Wex Bank	Fuel	\$1,898.14
93917	Wex Bank	Fuel	\$2,357.53
93918	Winsupply of Grand Island	Supplies	\$3,349.70
93919	Woodwards Disposal Service Inc	Utility Services	\$350.00
93920	Yandas Music	Supplies	\$9,551.73
93921	Top 20 Training LLC	Professional Services	\$6,257.30
93922	Amanda Suarez	Technical Services	\$126.00
93923	Amazon Cap Services Inc	Supplies	\$5,604.51
93924	Anahi Rivera-Perez	Technical Services	\$87.00
93925	Anahi Saenz	Technical Services	\$90.00
93926	Angela Abigail Morales Maldonado	Technical Services	\$87.00
93927	Blanca Romero Rivas	Technical Services	\$168.00
93928	Brillit Rivera-Zurita	Technical Services	\$114.00
93929	Century Link	Telecommunications	\$1,007.03
93930	Charter Communications Holdings LLC	Telecommunications	\$59.99
93931	Cristina Salinas	Technical Services	\$45.00
93932	Cristobal Munoz Navas	Technical Services	\$138.00
93933	Daniela Reyes Machuca	Technical Services	\$108.00
93934	Daniela Suarez	Technical Services	\$39.00
93935	Denisse Pena Paxtle	Technical Services	\$93.00
93936	Elizabeth Gabriel Pintor	Technical Services	\$132.00

# Grand Island Public Schools

## Claims Listing

April 11, 2024

93937	Emily Olmedo Hernandez	Technical Services	\$93.00
93938	Estrella Ren-Ramos	Technical Services	\$132.00
93939	First Bankcard Center/Visa	Web Based Software	\$529.60
93940	First Bankcard Center/Visa	Supplies	\$230.00
93941	First Bankcard Center/Visa	Travel	\$3,964.32
93942	First Bankcard Center/Visa	Books	\$582.20
93943	First Bankcard Center/Visa	Dues	\$59.00
93944	Grand Island Public Schools Nutrition Sv	Other Emp Benefits	\$1,829.50
93945	Helen Sagastume Perez	Technical Services	\$144.00
93946	Isabel Rodriquez	Technical Services	\$150.00
93947	JeseniaSotelo	Technical Services	\$93.00
93948	Judy Rivera Cabrera	Technical Services	\$105.00
93949	Kalina Rodriguez	Technical Services	\$21.00
93950	Kimberly Madison	Travel	\$515.25
93951	Mackenzie Reyes	Technical Services	\$138.00
93952	Matt Friend Truck Equipment	Supplies	\$1,397.29
93953	Melany Luis Medina	Technical Services	\$93.00
93954	Mid-Nebraska Disposal Inc	Utility Services	\$6,147.45
93955	Nebraska Association Of School Boards	Employee Training	\$115.00
93956	O Hara Plumbing Co Inc	Technical Services	\$100.00
93957	Obermiller Seamless Gutters	Supplies	\$90.00
93958	One Source	Technical Services	\$866.50
93959	Paper Tiger Shredding Inc	Utility Services	\$390.00
93960	Policy Studies Associates Inc	Professional Services	\$9,166.67
93961	Pomp's Tire Service Inc	Repairs	\$24.38
93962	Really Great Reading Company LLC	Supplies	\$616.00
93963	Redbird Flight Simulations Inc	Technical Services	\$83.15
93964	Rentokil North America Inc	Technical Services	\$657.36
93965	Susana Rodriquez	Technical Services	\$51.00
93966	Cash-Wa Distributing	Food	\$16,152.56
93967	Cooper Atkins Corp	Technology Software	\$1,735.00
93968	Culligan of Grand Island	Supplies	\$601.00
93969	Hiland Dairy Foods Company LLC	Milk	\$4,777.61
93970	HyVee	Food	\$166.85
93971	Midwest Restaurant Supply LLC	Repairs	\$2,776.00
93972	Peterson Farms Fresh Inc	Produce	\$3,638.88
93973	Sams Club MC/SYNCB	Supplies	\$316.05
93974	US Foods - Grand Island	Food	\$9,333.31
93975	VendNovation LLC	Technology Software	\$600.00
93976	Abby Elsbury	Books	\$23.99
93977	Agricultural Service	Supplies	\$8,400.00
93978	AKRS Equipment Solutions Inc	Technical Services	\$7,573.45
93979	Aksam Dodban	Technical Services	\$141.00
93980	Amina Ismail	Technical Services	\$120.00
93981	Amplify Education Inc	Books	\$302.40
93982	Anamarie Vasquez Ventura	Technical Services	\$147.00
93983	Andrea Wiens	Travel	\$137.25
93984	Angie DeOrta	Technical Services	\$153.00

# Grand Island Public Schools

## Claims Listing

April 11, 2024

93985	Ashley Garcia	Technical Services	\$45.00
93986	Ashley Leal-Fuentes	Technical Services	\$138.00
93987	Ashley Luarca Perez	Technical Services	\$114.00
93988	Aubrey Melanie Luna	Technical Services	\$90.00
93989	Bodno LLC	Technology Supplies	\$218.90
93990	Brand's	Supplies	\$1,004.46
93991	Brandon Dominguez	Technical Services	\$147.00
93992	Brandon Ramirez Vega	Technical Services	\$48.00
93993	Brianna Briones Beltran	Technical Services	\$117.00
93994	Bryana Vargas Paiz	Technical Services	\$102.00
93995	Bulk Bookstore	Books	\$996.50
93996	Capital Business Systems Inc	Technical Services	\$23,775.93
93997	Capital Business Systems, Inc	Technical Services	\$32.41
93998	CDW Government	Technical Services	\$4,500.00
93999	Chelsea Cuin Rafael	Technical Services	\$45.00
94000	Christopher Ladwig	Supplies	\$103.80
94001	Cindy Garcia	Technical Services	\$138.00
94002	City of Grand Island	Dues	\$300.00
94003	Classroom Security Blinds LLC	Supplies	\$41.00
94004	Danna Cortes Suarez	Technical Services	\$138.00
94005	Dayanara Florian Garcia	Technical Services	\$135.00
94006	Deanna Jalas	Technical Services	\$238.14
94007	Eakes Office Solutions	Supplies	\$417.06
94008	Edgerton Education Foundation	Professional Services	\$2,075.00
94009	Erin Brooks	Travel	\$137.25
94010	Follett Content Solutions LLC	Books	\$4,964.85
94011	Gadiel Aguilar	Technical Services	\$141.00
94012	GI Family Radio KRGI	Advertising	\$1,350.00
94013	Grand Island Independent	Advertising	\$17.60
94014	Gustave A Larson Company	Supplies	\$676.48
94015	Heartland Events Center	Supplies	\$856.00
94016	Holiday Express	Miscellaneous	\$2,380.00
94017	Interstate All Battery Center	Repairs	\$176.40
94018	Isaura Bacilio Martin	Technical Services	\$135.00
94019	Jeraldin Zurita Meza	Technical Services	\$48.00
94020	Jill Buettner	Travel	\$137.25
94021	JoAnne Terrazas Cortes	Technical Services	\$141.00
94022	Johnson Hardware	Supplies	\$1,012.00
94023	Joshua Clarke	Travel	\$137.25
94024	JP Boiler Service LLC	Supplies	\$875.00
94025	Judy Weinrich	Travel	\$63.40
94026	JW Pepper Son Inc	Supplies	\$80.99
94027	Katherin Xicara	Technical Services	\$135.00
94028	Katherine Batista Cueto	Technical Services	\$141.00
94029	Kelly Zeckser	Travel	\$137.25
94030	Kens Appliance Inc	Prof Services	\$137.59
94031	Lesley Ruby Ruiz Avitra	Technical Services	\$132.00
94032	Lincy Lopez-Perez	Technical Services	\$132.00

# Grand Island Public Schools

## Claims Listing

April 11, 2024

94033	Lluvia Cortez-Garcia	Technical Services	\$51.00
94034	Marcela Zepeda Cano	Technical Services	\$126.00
94035	Marlin Villatoro	Technical Services	\$24.00
94036	Mayra Velasquez Nas	Technical Services	\$84.00
94037	Moniki Cannon	Supplies	\$699.83
94038	NAPA Auto Parts	Repairs	\$751.18
94039	Nathalia Garcia Castillo	Technical Services	\$144.00
94040	Nicole Gonzalez-Hidalgo	Technical Services	\$24.00
94041	Samuel Acosta Castellanos	Technical Services	\$138.00
94042	Saul Gonzalez-Nunez	Technical Services	\$132.00
94043	Selima Arabab	Technical Services	\$96.00
94044	Shayra Coj-Riz	Technical Services	\$90.00
94045	Sherlin Azeneth Carrillo Arriaza	Technical Services	\$132.00
94046	Steven Josue Castro Lopez	Technical Services	\$147.00
94047	Toofast Supply	Supplies	\$1,185.97
94048	UniFirst Corporation	Technical Services	\$262.08
94049	Verizon Wireless	Telecommunications	\$2,241.56
94050	Victor Outdoor Advertising	Advertising	\$720.00
94051	Voyager Sopris Learning Inc	Books	\$10,233.30
94052	West Music Co	Supplies	\$70.87
94053	Willow Lane	Books	\$57.98
94054	Woodriver Energy LLC	Utility	\$52,395.91
94055	Yandas Music	Supplies	\$58.00
94056	Yuliana Alvarez	Technical Services	\$195.00
94057	Anderson Ford Lincoln Mercury	Repairs	\$1,449.70
94058	Bianca Ball	Mileage	\$63.92
94059	Blanca Estela Almaguer	Mileage	\$31.16
94060	Cash-Wa Distributing	Food	\$34,060.55
94061	Cecilia Hormachea De La Roza	Mileage	\$22.51
94062	Chesterman Company	Food	\$783.40
94063	Cynthia Montes	Mileage	\$13.27
94064	Dina Goscha	Mileage	\$21.71
94065	Greenberg Fruit Company	Produce	\$13,237.31
94066	Hanan Mohamed	Mileage	\$19.30
94067	Hiland Dairy Foods Company LLC	Milk	\$19,398.80
94068	Jeanne Koehn	Mileage	\$28.14
94069	Kimberly Clegg	Mileage	\$25.53
94070	Musihira Ahmed	Mileage	\$25.59
94071	Nicole Lemburg	Mileage	\$30.95
94072	Pamela Rivera	Mileage	\$31.36
94073	Pan-O-Gold Baking Co	Food - Bread	\$5,232.55
94074	Peterson Farms Fresh Inc	Produce	\$2,729.16
94075	Renee Schwieger	Mileage	\$48.64
94076	Teresa Abuwisha	Mileage	\$15.68
94077	Tessa Kamilah Marie Holder	Mileage	\$11.99
94078	Theresa McCarthy	Mileage	\$23.45
94079	US Foods - Grand Island	Food	\$20,923.56
94080	VVS Inc	Food	\$265.76

# Grand Island Public Schools

## Claims Listing

April 11, 2024

94081	Amazon Cap Services Inc	Supplies	\$6,990.01
94082	Amy Schneider	Mileage	\$249.44
94083	Andrew Monson	Technical Services	\$11,893.75
94084	Anneris Shafer	Mileage	\$63.38
94085	Calvin Noziska Joseph	Mileage	\$10.85
94086	Cassandra Jo Stara	Technical Services	\$633.65
94087	Celeste Mildenstein	Mileage	\$16.48
94088	Cherly Medrano de Palencia	Supplies	\$133.24
94089	Dan Petsch	Mileage	\$90.45
94090	DAS State Accounting - Central Finance	Telecommunications	\$267.63
94091	Denise Pedersen	Travel	\$135.50
94092	Greg Morrow	Mileage	\$19.23
94093	Johanna Parten	Mileage	\$107.97
94094	Joni Pritchard	Mileage	\$102.57
94095	Jose Sauzo	Technical Services	\$51.00
94096	Julie M Markvicka	Mileage	\$21.98
94097	Katelin Probasco	Mileage	\$21.37
94098	Kay L Niebuhr	Supplies	\$21.56
94099	Kelli Mayhew	Mileage	\$201.00
94100	Kris McMullen	Mileage	\$28.07
94101	Lauren Schumacher	Mileage	\$36.38
94102	Matheson Tri Gas Inc	Supplies	\$266.81
94103	Mechanical Sales Inc	Supplies	\$502.54
94104	Menards	Supplies	\$2,778.60
94105	MidAmerica Administrative & Retirement	Miscellaneous	\$384.00
94106	Midwest Alarm Services	Technical Services	\$4,466.45
94107	Monoprice Inc	Technology Supplies	\$47.54
94108	O Hara Plumbing Co Inc	Technical Services	\$637.35
94109	Oscar Morales	Mileage	\$8.04
94110	Panchita Portillo	Mileage	\$37.58
94111	Premier Pilot Services	Dues	\$800.00
94112	Quill Corporation	Supplies	\$334.94
94113	Raptor Technologies, LLC	Supplies	\$3,525.00
94114	Really Great Reading Company LLC	Web Based Software	\$18,372.20
94115	Rebekah Piel	Mileage	\$45.02
94116	Rentokil North America Inc	Technical Services	\$222.17
94117	Riverside Technologies Inc	Technology Supplies	\$469.00
94118	School Health Corporation	Supplies	\$293.98
94119	Sherwin Williams Company	Supplies	\$127.99
94120	Steven Strand	Mileage	\$57.22
94121	Swank Movie Licensing USA	Supplies	\$472.00
94122	Toni Palmer	Mileage	\$49.65
94123	Valerie Porto	Mileage	\$23.84
94124	Verizon Connect Fleet USA L	Repairs	\$3,106.10
94125	Ace Hardware	Supplies	\$128.26
94126	Advanced Water Company Inc	Technical Services	\$5,960.88
94127	Amanda Bennett	Mileage	\$26.80
94128	American Fence Co Western Ne	Technical Services	\$130.00

# Grand Island Public Schools

## Claims Listing

April 11, 2024

94129	Aramark Uniform Services	Technical Services	\$587.45
94130	Ariadna Barrera	Technical Services	\$102.00
94131	Ashley Knievel	Mileage	\$18.76
94132	Audriana Kaelin Camacho	Mileage	\$28.34
94133	Axtell Community School District 501	Professional Services	\$14,000.00
94134	Banner Solutions	Supplies	\$343.05
94135	Blick Art Materials	Supplies	\$408.10
94136	Border States Industries Inc	Supplies	\$8,697.64
94137	Bosselman Energy Inc	Supplies	\$159.71
94138	Bruce Kier	Mileage	\$4.42
94139	Bryant Piano Service	Supplies	\$1,080.00
94140	Bryn Carriker	Mileage	\$10.99
94141	Cannon Moss Brygger & Assoc	Prof Services	\$6,640.00
94142	Cara Kuhl	Mileage	\$27.07
94143	CDW Government	Web Based Software	\$7,957.68
94144	Central Nebraska Equipment LLC	Supplies	\$1,054.04
94145	Charlotte Griffith	Mileage	\$28.94
94146	Cheryl Dillon	Employee Training	\$33.85
94147	Christina M Vrooman	Mileage	\$219.97
94148	Clarissa Gillham	Mileage	\$38.46
94149	Cline Williams Wright Johnson	Legal Services	\$9,442.66
94150	Clinton Cunningham	Supplies	\$8.97
94151	Communications Engineering	Supplies	\$5,040.00
94152	Communications Supply Corp	Supplies	\$442.83
94153	Construction Rental	Supplies	\$1,316.09
94154	Continental Battery Company	Supplies	\$753.30
94155	Control Services Inc	Equipment	\$6,941.00
94156	Copycat Instant Printing	Supplies	\$1,311.63
94157	Corinne Ellerson	Mileage	\$41.21
94158	Crane Public Transit	Student Trans	\$1,594.00
94159	Crescent Electric Supply	Supplies	\$530.12
94160	Custom Rental Services Inc	Machinery	\$44,413.05
94161	Danielle Buhrman	Mileage	\$50.79
94162	Danielle Dudo	Supplies	\$40.19
94163	Darlene Barrera-Araus	Technical Services	\$102.00
94164	Dawn Deuel-Rutt	Mileage	\$50.12
94165	Deborah R Glaser edD LLC	Supplies	\$413.25
94166	Decker Equipment	Supplies	\$29.45
94167	Demco	Supplies	\$27.59
94168	Eakes Office Solutions	Supplies	\$30.67
94169	Essential Personnel Inc	Cleaning Services	\$2,045.86
94170	Estefany Zurita	Mileage	\$2.41
94171	Evan Lee	Mileage	\$52.46
94172	Fax Gilbert Programs Inc	Technical Services	\$700.00
94173	Grand Island Independent	Advertising	\$62.80
94174	Grand Island Utilities Dept	Electricity	\$99,859.12
94175	Grones Outdoor Power & Battery	Supplies	\$1,886.37
94176	Gustave A Larson Company	Supplies	\$4,723.05

# Grand Island Public Schools

## Claims Listing

April 11, 2024

94177	Haley Wiemers	Technical Services	\$400.00
94178	Head Start Family Dev Program	Prof Services	\$22,896.79
94179	Holiday Express	Student Trans	\$2,250.00
94180	Idea Bank Marketing	Web Based Software	\$60.00
94181	Interstate All Battery Center	Supplies	\$433.95
94182	Jami Lee Dutcher	Mileage	\$74.37
94183	Jamie Bisbee	Mileage	\$48.79
94184	Jasmin Kunz	Mileage	\$75.84
94185	Joseph Blake West	Mileage	\$18.36
94186	JW Pepper Son Inc	Supplies	\$93.99
94187	Kaitlyn Hesman	Mileage	\$24.66
94188	Karisa Dubbs	Mileage	\$62.71
94189	Karma L Lewandowski	Mileage	\$40.94
94190	Kassandra West	Mileage	\$35.18
94191	Kathryn Wilkinson	Mileage	\$48.91
94192	Kelly Supply Co	Supplies	\$199.16
94193	Kenneth DeFrank	Mileage	\$165.76
94194	Kristin Watson	Mileage	\$13.13
94195	Learning Services International & The Ma	Professional Services	\$2,500.00
94196	Loria Thunker	Mileage	\$84.09
94197	Lynn Bender	Mileage	\$36.31
94198	Megan Jo Ahrens	Mileage	\$36.18
94199	Melissa Kier	Mileage	\$24.12
94200	Meredith Davis	Mileage	\$116.51
94201	NAPA Auto Parts	Supplies	\$337.24
94202	Quentin Zeller	Mileage	\$95.85
94203	Sara Yount	Mileage	\$9.38
94204	Sarah Dramse	Mileage	\$96.61
94205	Sarah K Henry	Mileage	\$111.82
94206	Savannah Kok	Mileage	\$19.23
94207	Sydney Hespe	Mileage	\$25.46
94208	The Home Depot Pro	Custodial Materials	\$33,119.03
94209	Therese Hulme	Mileage	\$30.87
94210	TK Elevator Corporation	Technical Services	\$1,768.08
94211	Tom Dinsdale Chevrolet Cadillac	Repairs	\$517.71
94212	Toofast Supply	Supplies	\$906.44
94213	UniFirst Corporation	Technical Services	\$1,381.89
94214	Violin Shop In Lincoln Inc	Technical Services	\$222.00
94215	Winsupply of Grand Island	Supplies	\$6,001.28
94216	Yandas Music	Supplies	\$187.01
94217	Melissa Baird	Mileage	\$94.07
94218	Amazon Cap Services Inc	Supplies	\$99.95
94219	Cash-Wa Distributing	Food	\$34,444.74
94220	Chesterman Company	Food	\$742.31
94221	Hiland Dairy Foods Company LLC	Milk	\$18,915.90
94222	Midwest Restaurant Supply LLC	Repairs	\$2,736.59
94223	Nicole Enck	Mileage	\$59.83
94224	Timothy Knouse	Supplies	\$32.48

# Grand Island Public Schools

## Claims Listing

April 11, 2024

94225	Damian Causgrove	Travel	\$276.50
94226	Abby Stoddard	Mileage	\$49.24
94227	Amanda Smith	Mileage	\$5.76
94228	Amazon Cap Services Inc	Supplies	\$4,640.48
94229	Christopher Rosales	Technical Services	\$45.00
94230	Claudia Demko Reno	Mileage	\$83.95
94231	Danielle Ryan	Mileage	\$13.94
94232	Danny Oberg	Rentals	\$3,100.00
94233	Elda Leticia Martinez Cruz	Mileage	\$64.66
94234	Elizabeth Gabriel Pintor	Technical Services	\$21.00
94235	Flor de Maria Nicolas Diego	Technical Services	\$132.00
94236	Jeanie Schmidt	Professional Services	\$1,390.00
94237	Jenny Lynn Rother	Mileage	\$134.73
94238	Marks Plumbing Parts	Supplies	\$500.00
94239	Marty Markvicka	Mileage	\$48.84
94240	Melinda Sturgill	Mileage	\$34.91
94241	Menards	Supplies	\$433.00
94242	Midwest Alarm Services	Technical Services	\$449.15
94243	Mitchell Roush	Mileage	\$52.53
94244	NCDA Show Choir	Supplies	\$165.00
94245	Nebraska State Fair	Miscellaneous	\$198.00
94246	Northwestern Energy	Utility	\$5,143.91
94247	Platte Valley Communications	Supplies	\$550.00
94248	Readsters, LLC	Employee Training	\$10,300.00
94249	Rentokil North America Inc	Technical Services	\$1,791.07
94250	Rhiannon Shae Stutts	Mileage	\$47.97
94251	Safety-Kleen Corporation	Technical Services	\$731.52
94252	Sandra Ellen Ponce	Parental Mileage	\$36.18
94253	Sara Robinson	Mileage	\$18.76
94254	Sherwin Williams Company	Supplies	\$145.18
94255	State Of Nebraska State Fire Marshal	Dues	\$72.00
94256	Sumdog Inc	Web Based Software	\$595.00
94257	Abby Elsbury	Books	\$23.99
94258	Alexandra Tjaden	Mileage	\$28.94
94259	Alison Zitterkopf	Supplies	\$56.25
94260	Almquist Maltzahn Galloway & Luth	Prof Services	\$728.00
94261	Ashley Knievel	Mileage	\$37.52
94262	Bluum USA Inc	Web Based Software	\$3,900.00
94263	Camila Gonzalez	Technical Services	\$90.00
94264	Charlotte Griffith	Mileage	\$21.71
94265	Connie Voss	Mileage	\$23.79
94266	Educational Service Unit 9	Professional Services	\$27,984.31
94267	Elizabeth Anne James	Mileage	\$34.84
94268	Emmaline Goodman	Mileage	\$27.47
94269	Essential Personnel Inc	Cleaning Services	\$892.67
94270	Fastenal	Supplies	\$95.93
94271	Follett Content Solutions LLC	Books	\$906.36
94272	Grainger	Supplies	\$49.68

# Grand Island Public Schools

## Claims Listing

April 11, 2024

94273	Grand Island Public Schools Nutrition Sv	Food	\$422.40
94274	Grand Island Utilities Dept	Electricity	\$41,541.66
94275	Gustave A Larson Company	Supplies	\$641.31
94276	Hesselgesser Electric	Technical Services	\$645.00
94277	Holiday Express	Student Trans	\$1,865.00
94278	Interstate All Battery Center	Supplies	\$43.50
94279	Island Indoor Climate	Technical Services	\$101.00
94280	Island Sprinkler Supply	Supplies	\$428.14
94281	Island Supply Company	Supplies	\$73.50
94282	Jamal Jamal	Technical Services	\$132.00
94283	Jamie Bisbee	Mileage	\$21.36
94284	Jennifer Hahn	Mileage	\$47.57
94285	Johnson Hardware	Supplies	\$2,570.00
94286	Jolyne Zigler	Supplies	\$19.23
94287	JW Pepper Son Inc	Supplies	\$752.30
94288	Karla Escobar	Technical Services	\$36.00
94289	Kearney High School	Dues	\$400.00
94290	Kendall/Hunt Publishing Co	Supplies	\$332.38
94291	Kristen Hahn	Mileage	\$56.21
94292	Kristen Laurent	Technical Services	\$296.27
94293	Krysta Huse	Mileage	\$13.94
94294	Marcy R Krolikowski	Mileage	\$22.78
94295	Matthew Fisher	Mileage	\$127.97
94296	Michelle Thorne	Mileage	\$18.09
94297	NAPA Auto Parts	Supplies	\$513.16
94298	Rosemary Gomez	Mileage	\$78.39
94299	Shelley Eickhoff	Mileage	\$20.10
94300	Stacie Faber	Mileage	\$90.79
94301	Suyapa Gonzalez	Mileage	\$110.48
94302	Teacher Synergy Inc	Supplies	\$13.30
94303	Teresita Westover	Mileage	\$13.94
94304	The Happy Brush	Supplies	\$3,600.00
94305	The Home Depot Pro	Supplies	\$68.71
94306	Titan Machinery Inc	Supplies	\$872.35
94307	Tom Dinsdale Chevrolet Cadillac	Repairs	\$164.45
94308	Toofast Supply	Supplies	\$163.51
94309	Trotec Laser Inc	Equipment	\$38,709.00
94310	Uline	Supplies	\$213.15
94311	UniFirst Corporation	Technical Services	\$1,147.73
94312	Village Cleaners	Technical Services	\$274.80
94313	Winsupply of Grand Island	Buildings	\$6,542.83
94314	Woodwards Disposal Service Inc	Utility Services	\$350.00
94315	Yandas Music	Prof Services	\$143.58
94316	Sams Club Direct	Supplies	\$208.30
	Central Nebraska Education Agency	Lease	\$44,999.99
	Holiday Express	Student Trans	\$239,165.66
	Medsurety	Employee Benefits	\$500.00
	Unbound Learning Inc	Employee Training	\$28,600.00

# Grand Island Public Schools Claims Listing

April 11, 2024

Unbound Learning Inc	Employee Training	\$26,000.00
Sterling Computers	Computers	\$174,049.22
Ombudsman Educational Services, LTD	Tuition	\$167,352.50
		<u>\$2,270,291.38</u>
Payroll March 15,2024	All funds	\$9,083,735.59
		<u><u>\$11,354,026.97</u></u>

Memorandum of Agreement  
Between Grand Island Public Schools  
and the Grand Island Public Schools Foundation

March \_\_\_\_, 2024

This Memorandum of Agreement ("MOA") is hereby entered into on the date first noted above by and between Grand Island Public Schools ("District") and the Grand Island Public Schools Foundation ("Foundation"). The purpose is to describe the general framework for the non-exclusive relationship between the parties as it relates to private fundraising and private grants management; individual donors; support for school funds, scholarships and departmental/school-based funds; community engagement and partnership.

**RECITALS**

WHEREAS, District is a public school system located in Grand Island, Nebraska, and

WHEREAS, Foundation is a private nonprofit, tax-exempt corporation incorporated in the state of Nebraska, and

WHEREAS, the Board of Education for Grand Island Public Schools ("BOE") has the authority to enter into contracts as are necessary for the efficient management of the District, and

WHEREAS, the Foundation is organized and operated exclusively for educational purposes, specifically to increase community investment in the District by, among other things, effective management of stewardship, gift-tracking, fiscal oversight, donor acknowledgement, and coordination of fundraising project strategies, and

WHEREAS, the parties desire to formalize their relationship to achieve an efficient coordination between them to advance District's public purposes and to foster the educational and cultural programs and services of District and its students.

Now therefore, in consideration of the mutual covenants, promises and conditions herein contained, District and Foundation agree as follows:

**ARTICLE I—ACCESS**

1) The Foundation acknowledges that it is a related party for Family Educational Rights and Privacy Act ("FERPA"), and pledges to conduct itself at all times in accordance with the requirements of FERPA.

2) The District agrees to provide staff campaign support with incentives mutually agreed upon by the District and the Foundation, with the understanding that staff will spend time on the Foundation's campaigns and provide authentic support.

3) The District agrees to facilitate communications between the Foundation and all District staff for public relations, programming and information purposes.

4) The District agrees to provide the Foundation with access to its information technology systems, including e-mail addresses.

5) The District agrees to grant the Foundation the ability to communicate with parents of District students directly via District and Foundation systems, including but not limited to e-mail. The District further agrees to add the Foundation to its release process to permit this sort of communication and sharing of information under FERPA.

6) The District agree to provide access to the Foundation to the District's graduate records, and the Foundation agrees to use this information to maintain an alumni database.

7) The Foundation will provide donor records or lists to the District on request for declared mutual purpose.

8) The District shall permit access to the Foundation to District campuses for events and other Foundation use, consistent with District rules and procedures.

## **ARTICLE II—OCCUPANCY**

1) The Foundation shall provide its own computers, printers and peripheral equipment. The Foundation shall pay the District for the use of copy machines at the same rate and on the same terms as the District ordinarily charges other groups for copies. Further, the Foundation shall be responsible for its direct costs associated with the following:

- a. Any work performed by a print shop at the Foundation's request;
- b. Postage;
- c. Any specific use technology products such as donor management software;
- d. Accounting costs and tax return preparation; and
- e. Phone calls; and
- f. Audits.

2) The District shall be responsible for providing the Foundation with the following at the District's cost:

- a. Internet;
- b. Office space, subject to the lease discussed hereinbelow;
- c. I.T. support;
- d. Copiers, subject to a per copy fee as discussed above;
- e. Maintenance;
- f. Cleaning; and
- g. Phone system and lines.

3) The District shall cause the Foundation to be covered as additional insured under the District's umbrella insurance policy for liability and for all equipment. The Foundation shall carry additional directors' and officers' insurance for its board of directors and staff. When necessary, the Foundation shall acquire additional insurance coverage to insure events on behalf of the Foundation or their umbrella organizations, such as Booster clubs.

4) The Foundation shall have the right to lease the space it currently occupies at the District offices in exchange for rent of One and No/100 Dollar (\$1.00) per year on two-year basis, which term shall be renewable at the Foundation's option for successive two-year terms.

### **ARTICLE III—PARTNERSHIP AND GOVERNANCE**

1) Foundation Executive Director and District Leadership shall collaborate often to keep lines of communication open.

2) The Foundation shall be the District's primary philanthropic partner, which duties shall include gift acceptance and processing, and all fundraising and strategic partnership development. This shall not include, however, and federal grants or similar governmental programs which require funds to be paid directly to the District. Further, concerning gifts of real property, the District and the Foundation shall consult prior to the acceptance of such gifts, which shall be accepted by either the Foundation or the District as advised by their respective counsel.

3) Board Liaison and Interaction:

- a. The District and the Foundational shall hold a joint annual planning meeting involving both boards of directors and select staff, which meeting shall include an annual social event;
- b. A BOE Member shall be assigned to the Foundation Board as non-voting ex-officio member and report to both the District and the Foundation boards regarding the activities of each; and
- c. The District Superintendent, or designee, shall be a non-voting ex-officio member of Foundation Board.

4) The Foundation shall be responsible for identifying, recruiting, and onboarding Foundation Board Members.

5) The District shall involve the Foundation in the District's strategic planning process, and the Foundation shall involve the District in the Foundation's strategic planning process. The board of directors for each shall engage with the other for strategic planning purposes.

6) All policies requiring partnership between the District and the Foundation shall be jointly developed by the Foundation and the District, which policies shall be approved by each board of directors prior to implementation.

7) The Foundation agrees to follow District guidelines when administering programs such as classroom grants, scholarships, individual grants, etc.

8) The District shall include the Foundation staff and board of directors in planning for priority projects needing philanthropic investment. This shall include consultation with the Foundation regarding timing, frequency, volume, and developing the case, outcomes, measures, budgets and content support. The internal capacity of both the District and the Foundation will be considered when determining strategic fundraising priorities.

9) The District shall encourage campaign support from its staff by promoting internal fundraising.

#### **ARTICLE IV—LEADERSHIP SUCCESSION**

1) The Foundation board of directors and Foundation Director, or designee, will generally have the opportunity, on the terms and conditions established by the District's Board of Education, to informally engage and interact with the finalists for the Superintendent of the District to discuss and promote the Foundation and District's partnership and accomplishments to date.

2) Members of the District's Board of Education and the Superintendent, or designee, will generally have the opportunity, on the terms and conditions established by the Foundation Board, to informally engage and interact with the finalists for Executive Director of the Foundation to discuss and promote the District and Foundation's partnership and accomplishments to date.

#### **ARTICLE V—FUND TRANSFERS AND BUSINESS PRACTICES**

1) The Foundation will reimburse the District monthly for the following:

- a. Pre-agreed upon shared services and benefits;
- b. Pass-thru gifts or grants for specific purpose;
- c. Capital campaign and other projects with an agreed upon payment schedule; and
- d. By declaration of fund transfer from the Foundation board of directors.

2) The Foundation will pay vendors directly or reimburse the District or District employees in the following instances and per Foundation policies:

- a. Upon receipt of a vendor invoice or bill from the District with appropriate documentation, such as a completed Form W-9;
- b. When provided with approved receipts for goods or services paid for by the District or District employees.

3) The Foundation shall provide accounting and bookkeeping services for student support organizations such as booster clubs.

4) The Foundation agrees to use their Kindness Vehicle Pass-Through Policy as a courtesy for District staff and students.

5) The District agrees to capture District staff payroll deduction pledges and send the same monthly to the Foundation.

6) The Foundation leadership and District leadership agree to work together to determine the timing of fund transfers to best suit the needs of each organization.

7) The Foundation shall list the Foundation Executive Director and the District Chief Financial Officer as authorized signers on all Foundation accounts. The Foundation Executive Director shall be the primary signer, with the District Chief Financial Officer serving as the secondary signer. If the primary signer is unavailable, the secondary signer may be asked to sign checks.

8) Both parties agree that the Foundation is entitled to a recovery of costs and will adhere to the Foundation's Administrative Fees policy.

#### **ARTICLE VI—PERSONNEL**

1) Any staff shared by the Foundation and the District shall be hired with mutual input from both the Foundation and the District and with mutual expectations of performance.

2) The Foundation shall reimburse the District monthly for the negotiated percentage of any shared staff member's salary and benefit package.

3) To the extent possible, the District shall include Foundation employees in all benefits offered to District employees, such as health, dental, vision, life, and eye care insurance, the EAP Wellness program, etc. The Foundation and its employees shall be responsible for all premiums associated with said benefits.

#### **ARTICLE VII—FACILITIES AND CAPITAL PROJECTS**

The District shall include the Foundation Executive Director or designee in decisions relating to capital projects funded in whole or in part by donations. This includes access and information to all design professionals, architects, engineering and Buildings and Grounds Staff.

#### **ARTICLE VIII—COMMUNICATIONS**

1) Websites:

- a. The Foundation shall appear on the District's website in a prominent, easy to find spot.
- b. The Foundation will link back to the District's website in a prominent, easy to find spot.

2) The Foundation and the District will promote each other on social media and link back to the appropriate website for the original story.

3) The District will include the Foundation as an authorized user of their photos.

4) District communications team shall support Foundation projects, events, scholarship awards, etc. by sending press releases, working with media, taking photos, including information regarding Foundation projects in District social media and in its messages to staff and the community.

5) The Foundation will have access as a contributor to the District’s weekly newsletter to staff.

6) Foundation and District communications teams will work together to plan large events, dedications, groundbreakings, and major project announcements.

**ARTICLE IX—CONFLICTS**

Nothing contained herein shall be deemed to alter or supersede any District or Foundation policy, and to the extent any provision hereof conflicts with such a policy, said policy shall govern.

**ARTICLE X—INDEMNIFICATION**

To the extent permitted by law, the District agrees to indemnify and hold harmless the Foundation and its Board Members, employees, agents, and representatives, from and against any and all claims, demands, causes of action, losses, damages, liabilities, costs and expenses, including without limitation, reasonable attorneys’ fees and costs incurred by the Foundation in evaluating, responding to, or defending such claims, demands, causes of action and the like, arising out of or related to any and all third-party claims, actions, or proceedings, based directly or indirectly on the District’s performance or lack of performance under this Agreement; provided, however, no such indemnification shall be provided for any grossly negligent or willful misconduct of the Foundation.

To the extent permitted by law, the Foundation agrees to indemnify and hold harmless the District and its Board Members, employees, agents, and representatives, from and against any and all claims, demands, causes of action, losses, damages, liabilities, costs and expenses, including without limitation, reasonable attorneys’ fees and costs incurred by the District in evaluating, responding to, or defending such claims, demands, causes of action and the like, arising out of or related to any and all third-party claims, actions, or proceedings, based directly or indirectly on the Foundation’s performance or lack of performance under this Agreement; provided, however, no such indemnification shall be provided for any grossly negligent or willful misconduct of the District.

**ARTICLE XI—TERM**

This agreement will be reviewed and updated on a two (2) year cycle, or more frequently as necessary.

This agreement will extend for a period of two (2) years from the date of approval by the party who approves this agreement later in time. Upon the expiration of the initial two (2) year term, the agreement shall automatically continue and extend for one (1) year periods, unless either party gives written notice of termination to the other party at least thirty (30) days prior to the automatic renewal date.

Notwithstanding anything to the contrary herein, either party may terminate this agreement for any reason by giving written notice to the other party at least sixty days in advance.

Date \_\_\_\_\_

\_\_\_\_\_  
Chair, Grand Island Public Schools Foundation

Date \_\_\_\_\_

\_\_\_\_\_  
President, Grand Island Public Schools Foundation

Date \_\_\_\_\_

\_\_\_\_\_  
Superintendent, Grand Island Public Schools

Date \_\_\_\_\_

\_\_\_\_\_  
President, Board of Education for Grand Island  
Public Schools

## **FIFTH AMENDMENT TO LEASE**

(2124 North Lafayette Avenue, Grand Island, Nebraska 68803)

**THIS FIFTH AMENDMENT TO LEASE** (“*Amendment*”) by and between **HALL COUNTY SCHOOL DISTRICT 2**, a/k/a Grand Island Public Schools, a political subdivision of the State of Nebraska (“*Lessor*”), and **CHI NEBRASKA**, a Nebraska nonprofit corporation d/b/a CHI Health, f/k/a **THE PHYSICIAN NETWORK**, a Nebraska nonprofit corporation (“*Lessee*”), is effective as of the last date on which this Amendment has been executed by both parties as indicated under the signature lines for each of the parties (the “*Execution Date*”). Lessor and Lessee are sometimes referred to in this Amendment each as a “*Party*” or, collectively, as the “*Parties*.”

### **RECITALS:**

A. Lessor and Lessee are parties to that certain GISH Student Wellness Center Lease Agreement dated as of July 1, 2009 (the “*Original Lease*”) whereby Lessor leased to **SAINT FRANCIS MEDICAL CENTER**, a Nebraska nonprofit corporation (“*Original Lessee*”), certain premises commonly called Suites 006, 006A, 006B, 006C, and 006D (the “*Premises*”) of the certain building commonly called Grand Island Senior High School (the “*Building*”) located at 2124 North Lafayette Avenue, Grand Island, Nebraska 68803 (the “*Property*”).

B. The Original Lease was assigned from Original Lessee to Lessee by that certain Assignment of Lease Agreement dated as of July 1, 2011 (the “*Assignment*”); and subsequently amended by that certain Amendment of GISH Student Wellness Center Lease Agreement dated as of June 26, 2012, and extending the term from July 1, 2012 – June 30, 2015 (the “*First Amendment*”), that certain Amendment of GISH Student Wellness Center Lease Agreement dated as of June 26, 2012, and extending the term from July 1, 2015 – June 30, 2018 (the “*Second Amendment*”), that certain Amendment of GISH Student Wellness Center Lease Agreement dated as of June 14, 2018, and extending the term from July 1, 2018 – June 30, 2021 (the “*Third Amendment*”), and that certain Fourth Amendment to Lease extending the term from July 1, 2021 – June 30, 2024 (the “*Fourth Amendment*”). Collectively, the Original Lease, Assignment, First Amendment, Second Amendment, Third Amendment, and Fourth Amendment are referred to as the “*Lease*.”

C. The term of the Lease (the “*Term*”) expires on June 30, 2024. Lessor and Lessee desire to extend the Term, on the terms and at the rental rate set forth below.

### **AGREEMENT:**

NOW THEREFORE, in consideration of the foregoing and the further consideration and mutual benefits provided below, the Parties agree as follows:

1. Defined Terms. All capitalized terms used in this Amendment but not expressly defined in this Amendment will have the meanings ascribed to them in the Lease. All references in the Lease and this Amendment to “*Lease*” will hereafter constitute a reference to the Lease, as amended by this Amendment.

2. Extension Period. The Term of the Lease is extended for a three (3) year period, commencing on July 1, 2024 (or the Execution Date, if later), and expiring on June 30, 2027, unless sooner terminated or extended in accordance with the Lease (the “*Extension Period*”).

3. Early Termination Right. Notwithstanding the extension of the Term for the Extension Period, each Party shall have the right to terminate the Lease at any time by providing not less than one hundred twenty (120) days’ prior written notice to the other Party (the “*Termination Notice*”). Subject to

the foregoing 120-day notice period, the Termination Notice shall specify the early termination date (the “**Early Termination Date**”). On the Early Termination Date, Lessee shall surrender the Premises to Lessor, the Lease shall terminate, and each Party shall be relieved of any further obligations or liabilities under the Lease other than those obligations and liabilities that expressly survive the termination of the Lease.

4. **Rent.** During the Extension Period, Lessee will pay annual Rent for the Premises in the amount of Twenty-Five and NO/100 Dollars (\$25.00) per year, which will remain fixed for the duration of the Extension Period. Rent will be paid in the manner and at the time set forth in the Lease.

5. **Maintenance.** Lessee’s maintenance obligations, as set forth in Section 5 of the Original Lease and Section 5 of the Fourth Amendment, shall remain unchanged and in full force and effect. Accordingly, (i) Lessee shall be responsible for the removal of medical waste generated by Lessee and Lessee’s agents and employees at the Premises, and (ii) except for the removal of medical waste as set forth in the immediately preceding subpart (i), Lessee shall not have any liability or obligations with respect to any hazardous waste that existed in the Premises prior to the execution of the Lease or any hazardous waste existing in the Premises subsequent to the execution of the Lease that was not caused directly by Lessee or Lessee’s agents or employees.

6. **Lessor’s Address for Notices.** Lessor’s address for notices under the Lease is as follows:

Grand Island Public Schools  
123 S Webb Rd  
Grand Island, NE 68803

7. **Brokerage Commissions.** Lessor represents and warrants that it has not dealt with any real estate broker or agent in connection with this Amendment or its negotiation. Lessor will indemnify and hold Lessee harmless from any cost, expense or liability (including reasonable attorneys’ fees) for any compensation, commission or fees claimed by any real estate broker or agent in connection with this Amendment or its negotiation by reason of any act of Lessor.

8. **Conflict.** If any conflict exists between the terms and provisions of the Lease and the terms and provisions of this Amendment, the terms and provisions of this Amendment will govern and control.

9. **Effect of Amendment.** The Lease, as amended by this Amendment, will remain in full force and effect and is ratified by Lessor and Lessee. The Lease, as amended by this Amendment, contains the entire agreement of the Parties with respect to the Premises, and all preliminary negotiations with respect thereto are merged into and superseded by the Lease, as amended by this Amendment.

10. **Authority.** Each Party represents and warrants to the other Party that such representing Party has the full power and authority to execute, deliver and perform the terms of this Amendment and has taken or caused to be taken all necessary action required by law or any governing documents to authorize the execution, delivery and performance of this Amendment, and that each person signing on behalf of such representing Party is duly authorized to do so.

11. **Counterparts.** This Amendment may be executed in multiple counterparts, each of which will be deemed an original (including copies sent to a Party by electronic transmission) as against the Party signing such counterpart, but which together will constitute one and the same instrument.

[SIGNATURE PAGE FOLLOWS]

**IN WITNESS WHEREOF**, the Parties hereto have caused this Amendment to be duly executed and delivered effective as of the Execution Date.

**LESSOR:**

**HALL COUNTY SCHOOL DISTRICT 2,**  
a political subdivision of the State of Nebraska

By: \_\_\_\_\_

Name: \_\_\_\_\_

Its: \_\_\_\_\_

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

**LESSEE:**

**CHI NEBRASKA,**  
a Nebraska nonprofit corporation d/b/a CHI Health

By: \_\_\_\_\_

Name: Earl Kreisel

Title: System VP Real Estate Services

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

Approved as to form (Outside Counsel to  
CommonSpirit Health):

**POLSINELLI PC**



By:

Name: Mary Jane Judy

Title: Shareholder

Date signed: March 28, 2024

**Kneale Administration Building**



**Dan O. Petsch**

Director of Buildings and Grounds

March 21<sup>st</sup>, 2024

RE: Proposals received for Grand Island Senior High West Gym Floor Refinish and Alternate # 1, Auditorium Stage Floor Refinish

BUDGET:

General Fund

ESTIMATE:

\$85,000.00

PROPOSALS GIVEN TO:

Egan Supply Co.

Hart Floors, Inc.

Midwest Floor Specialist

PROPOSALS RECEIVED:

<b>CONTRACTOR</b>	<b>BASE PROPOSAL COST</b>	<b>ALTERNATE #1 COST (Auditorium Stage Floor)</b>	<b>TOTAL BASE BID</b>	<b>PROJECTED COMPLETION DATE</b>
Egan Supply Co	\$86,906	\$10,130	\$97,036	08/12/2024
Hart Floors Inc	\$59,000	\$0	\$59,000	08/12/2024
Midwest Floor Specialists	\$0	\$7,040	\$7,040	08/12/2024

RECOMMENDATION:

It is recommended to approve the base proposal from Hart Floors, Inc. at a cost of \$59,000 and to approve the Alternate #1 bid received from Midwest Floor Specialists for a cost of \$7,040. This proposal will be funded through the General Fund and has a projected completion date of August 12<sup>th</sup>, 2024.

Dan O. Petsch

Director of Buildings and Grounds

**GRAND ISLAND PUBLIC SCHOOLS  
Grand Island, Nebraska**

**STAFF ADJUSTMENT  
April 11th, 2024**

**Certified New Hires**

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>	<u>Degree/ Level</u>	<u>College/ University</u>	<u>Replaces/ Reason</u>
Elizabeth Anson	Fourth Grade/1.0 FTE/ Stolley Park	08/07/2024	MA+36 -11	Doane	S. Meyer
Timothy Bloodgood	Fifth Grade/1.0 FTE/Gates	08/07/2024	MA+27 -09	Chadron	C. Carpenter
Linda Dunham	Elementary TBD/1.0 FTE/ Howard	08/07/2024	MA+00 -09	Doane	TBD
Jenna Frick	Kindergarten/1.0 FTE/Starr	08/07/2024	BA+00 -02	UNK	H. Pomajzl
Samara Hannel	Dramatics/1.0 FTE/GISH	08/07/2024	BA+00 -02	York	G. Alexander
Lacie Hogan	Fourth Grade/1.0 FTE/ Newell	08/07/2024	MA+00 -09	UNK	TBD
Regina Hugelmann	SPED Resource/1.0 FTE/ Westridge	08/07/2024	MA+00 -09	Saint Mary	J. Clark
Jazmin Matias Trejo	Elementary Counselor/ 1.0 FTE/Gates	08/07/2024	BA+27 -02	UNK	A. Schley
Timothy Musgrave	Spanish/1.0 FTE/GISH	08/07/2024	MA+00 -04	John Brown	A. Vera Chavez
Ashli Nelson	Kindergarten/1.0 FTE/ Shoemaker	08/07/2024	BA+00 -02	Fort Hays State	H. Smith
Kristeen Peng	Third Grade/1.0 FTE/ West Lawn	08/07/2024	BA+00 -03	UNK	L. Sutherland
Rylie Reimers	SPED Speech Therapy/ 1.0 FTE/TBD	08/07/2024	MA+00 -02	UNK	TBD

**Certified New Hires(Continued)**

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>	<u>Degree/ Level</u>	<u>College/ University</u>	<u>Replaces/ Reason</u>
Carly Rodaway	Physical Education/ 1.0 FTE/Walnut	08/07/2024	BA+00 -02	Concordia	B. Wentzlaff
Elizabeth Senseman	Elementary TBD/ 1.0 FTE/TBD	08/07/2024	BA+27 -07	Wichita State	TBD
Cynthia Serrano-Ortega	SPED Speech Therapy/ 1.0 FTE/TBD	08/07/2024	MA+00 -02	UNL	TBD
Miranda Tate	Kindergarten/1.0 FTE/ TBD	08/07/2024	BA+00 -03	Fort Hays State	TBD
Yadira Torres	Early Childhood/1.0 FTE/ OLC	08/07/2024	BA+00 -02	UNK	P. Homolka
Jess Watson	Vocal Music/.80 FTE/ West Lawn/.10 FTE/Lincoln	08/07/2024	MA+00 -09	UNO	C. Jacobs
Connor Zimmer	Elementary Counselor/ 1.0 FTE/Shoemaker	08/07/2024	BA+18 -07	Wesleyan	T. Koch

**New Hire/Extra Standard Assignment**

<u>Name</u>	<u>Extra-Standard Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Clinton Cunningham	MS Boys Track Assistant Coach/Walnut	03/05/2024	Open
Steven De Noyer	HS Boys JV Golf Assistant Coach/GISH	03/20/2024	J. Rash
Jessica Rios Alvarado	MS Girls Soccer Assistant Coach/Walnut	03/05/2024	R. Kissack

**Classified New Hires**

<u>Name</u>	<u>Assignment/Building</u>	<u>FTE</u>	<u>Starting Date</u>	<u>Replaces/Reason</u>
Tasia Alberti	SPED Paraeducator/Wasmer	.9375	03/11/2024	J. Wilson
Nicole Blake	SPED Paraeducator/Knickrehm	.9375	02/27/2024	Y. Bahena
Angie DeLeon	Asst Custodian Elem/Newell	.5000	03/27/2024	V. Dominguez-Winder
Destiny Dibbern	SPED Paraeducator/GISH-Indra House	.9375	04/02/2024	J. McDonald
Victoria Dominguez-W	Asst Custodian Elem/Newell	.5000	03/7/2024	K. Parker
Ronal Franco-Rivera	Yard Worker Summer/Kneale	1.000	04/8/2024	Seasonal
Douglas Goertzen	Parapro Campus Monitor/GISH	1.000	04/03/2024	J. Romero
Charlie Haines	Lunch Monitor/Shoemaker	.3750	03/11/2024	P. Plambeck
Mark Jones	Yard Worker Summer/Kneale	1.000	04/15/2024	Seasonal
Timothy Knouse	Server Elem/Stolley Park	.4375	03/11/2024	New Position
David Krolikowski	Yard Worker Summer/Kneale	1.000	04/22/2024	Seasonal
Viridiana Lopez-Chavez	SPED Paraeducator/Lincoln	.9375	04/02/2024	A. Sattler
Lorie Massing	Food Service Asst/Kneale	.8750	03/18/2024	M. Acuna
Makayla Morris	SPED Paraeducator/Starr	.9375	03/11/2024	N. Pinkham
Eddie Nowka	Yard Worker Summer/Kneale	1.000	04/15/2024	Seasonal
Tasha Roth	SPED Paraeducator/Wasmer	.9375	03/11/2024	C. Richardson

**Certified Resignations**

<u>Name</u>	<u>Assignment/Building</u>	<u>Reason</u>	<u>Effective</u>
Audree Anderson	SPED Resource/1.0 FTE/Dodge	Personal	05/23/2024
Brandi Anderson	Bilingual/1.0 FTE/West Lawn	Personal	05/23/2024
Theresa Beck	Instruction Early Childhood/1.0 FTE/SPED	Retirement	07/12/2024
Jacqueline Bigley	Mathematics/SPED Resource/.6267 FTE/Barr	Personal	03/04/2024
Shannon Blaschko	Fourth Grade/1.0 FTE/Howard	Personal	05/23/2024
Emily Broadwell	SE Creative & Arts/1.0 FTE/Starr/Stolley Park	Personal	05/23/2024
Lori Christensen	SPED Resource/1.0 FTE/GISH	Retirement	05/23/2024
Cindy Clark	SPED Resource/1.0 FTE/Shoemaker	Retirement	05/23/2024
Lance Creech	SE Creative & Arts/1.0 FTE/West Lawn/Lincoln	Personal	05/23/2024
Jonathan Doll	Chief Assessment Research Accountability/1.0 FTE/ Kneale	Reduction in Force	08/15/2024
Jami Dutcher	SPED Occupational Therapist/1.0 FTE/SPED	Personal	05/23/2024
Haley Engler	SPED Resource/1.0 TTE/Howard	Personal	05/23/2024
Lisa Fischer	Second Grade/1.0 FTE/Starr	1 Year Contract	05/23/2024
Stephanie Frankforter	EL C & I Spec K-5/1.0 FTE/Starr	Personal	05/23/2024
Scott Gibson	MS Assistant Principal/1.0 FTE/Westridge	Personal	08/15/2024
Trevor Gleason	SPED Resource/1.0 FTE/GISH	Personal	05/23/2024
Kristina Gregory	First Grade/1.0 FTE/Jefferson	Personal	05/23/2024
Sarah Grigsby	Counselor/1.0 FTE/West Lawn	Personal	05/23/2024
Brandy Guerrero	First Grade/1.0 FTE/Stolley Park	Personal	05/23/2024
Rochelle Hazelton	Orchestra/1.0 FTE/Westridge	Personal	05/23/2024
Wesley Hester II	SPED Education Consultant/1.0 FTE/SPED	Personal	05/23/2024
Joe Hoos	Mathematics/1.0 FTE/GISH	Retirement	05/23/2024

**Certified Resignations(Continued)**

<u>Name</u>	<u>Assignment/Building</u>	<u>Reason</u>	<u>Effective</u>
Carla Jacobs	Vocal Music/1.0 FTE/West Lawn	Personal	05/23/2024
Nichole Kelsey	Mathematics/1.0 FTE/Westridge	Personal	05/23/2024
Christine Kier	Dramatics/1.0 FTE/GISH	1 Year Contract	05/23/2024
Jaehyun Kim	Aviation/1.0 FTE/CPI	Reduction in Force	05/23/2024
Thompson Koch	Counselor/1.0 FTE/Shoemaker	Personal	05/23/2024
Adam Kreifels	First Grade/1.0 FTE/Wasmer	Personal	05/23/2024
Brittany Kretz	Online Coordinator/1.0 FTE/GISH	Personal	05/23/2024
Deborah Lawson	English/1.0 FTE/GISH	Retirement	05/23/2024
Michael Lowe	Industrial Technology/1.0 FTE/CPI	Personal	05/23/2024
Shawna Montgomery	Science/1.0 FTE/GISH	Personal	05/23/2024
Taylor Montgomery	Science/1.0 FTE/GISH	Personal	05/23/2024
Kenton Naylor	Industrial Technology/1.0 FTE/GISH	Retirement	05/23/2024
Desiree Noel	Registered Nurse/1.0 FTE/GISH	Personal	05/23/2024
Caitlin Orton	Kindergarten/1.0 FTE/West Lawn	Personal	05/23/2024
Kerry Overmiller	Science/1.0 FTE/GISH	Resignation	05/23/2024
Gloria Parr	Kindergarten/1.0 FTE/Shoemaker	Retirement	05/23/2024
Kip Ramsey	Industrial Technology/1.0 FTE/GISH	Retirement	05/23/2024
Terri Rech	Science/1.0 FTE/Barr	Personal	05/23/2024
Kylee Rhamy	SPED Resource/.45 FTE/Wasmer	Personal	05/23/2024
Sarah Ruzicka	SPED Resource/1.0 FTE/Howard	Personal	05/23/2024

**Certified Resignations(Continued)**

<u>Name</u>	<u>Assignment/Building</u>	<u>Reason</u>	<u>Effective</u>
Rebekah Saddler	First Grade/1.0 FTE/Jefferson	Personal	05/23/2024
Amy Schneider	Band/1.0 FTE/Walnut/Westridge	Personal	05/23/2024
Grayce Seger	Fourth Grade/1.0 FTE/Jefferson	Personal	05/23/2024
Jacey Shenk	Kindergarten/1.0 FTE/Engleman	Personal	05/23/2024
Regan Sikes	Social Worker/1.0 FTE/Wasmer	Reduction in Force	05/23/2024
Michael Smith	Social Studies/1.0 FTE/Walnut	Personal	05/23/2024
Nichole Stoltenberg	Academy Partner/1.0 FTE/GISH	Reduction in Force	08/15/2024
Luke Sutherland	Third Grade/1.0 FTE/West Lawn	Personal	05/23/2024
Spencer Tessman	Spanish/.50 FTE/German/.50 FTE/GISH	Personal	05/23/2024
Carolina Thompson	English/1.0 FTE/Westridge	Personal	05/23/2024
Ashlee Twohig	English/1.0 FTE/Walnut	Personal	05/23/2024
Azucena Vera Chavez	Spanish/1.0 FTE/GISH	Personal	05/23/2024
Cassandra Westpfahl	Mathematics/1.0 FTE/GISH	Personal	05/23/2024
Haylee Weyers	Kindergarten/1.0 FTE/Howard	Personal	05/23/2024
Jessica Whitmire	Business/1.0 FTE/GISH	Personal	05/23/2024
Mercedes Winegar	Band/1.0 FTE/Barr	Personal	05/23/2024
Joylene Zigler	Science/1.0 FTE/GISH	Retirement	05/23/2024

**Certified Extra Standard Resignations**

<u>Name</u>	<u>Assignment/Building</u>	<u>Reason</u>	<u>Effective</u>
Emily Armstrong	HS 9th Volleyball Head Coach/GISH	Personal	05/23/2024
Jennifer Kramer	HS Varsity Softball Assistant Coach/GISH	Personal	05/23/2024
Thomas Norman	HS Boys Varsity Soccer Assistant Coach/GISH	Termination	03/12/2024
Caitlin Orton	HS Reserve Volleyball Assistant Coach/GISH	Personal	05/23/2024
Kip Ramsey	HS 9th Football Head Coach/GISH	Personal	05/23/2024
Megan Slough	MS Girls Basketball Assistant Coach/Walnut	Personal	05/23/2024
Barrett Stinson	Journalism/GISH	Personal	05/23/2024
Ashlee Twohig	MS Girls Wrestling Assistant Coach/Walnut	Personal	05/23/2024

**Classified Resignations**

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Reason</u>	<u>Effective</u>
Nathaniel Bailey	SPED Paraprofessional/.9375 FTE/ GISH-Wyandotte Skills	Personal	02/16/2024
Nicole Blake	SPED Paraeducator/.9375 FTE/Knickrehm	Personal	04/01/2024
Michelle Criger	Server Elem/.50 FTE/Engleman	Personal	03/18/2024
David Coleman	Head Custodian Elem/1.0 FTE/Lincoln	Personal	04/29/2024
Charlotte Griffith	SLP Assistant/.9375 FTE/Dodge/Engleman/ Shoemaker/Westridge	Reduction in Force	05/24/2024
Mary Domingo	Asst Lead Dish Room/1.0 FTE/Kneale CNC	Personal	03/22/2024
Victoria Dominguez-W	Asst Custodian Elem/.5000 FTE/Newell	Termination	03/11/2024
Cheyenne Dubose	Positive Support Monitor/1.0 FTE/Dodge	Personal	04/08/2024
Anyssa Erives-Aguilar	SPED Paraeducator/.9375 FTE/Westridge	Personal	03/18/2024

**Classified Resignations(Continued)**

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Reason</u>	<u>Effective</u>
Alaura Favazza	SPED Paraeducator/.9375 FTE/West Lawn	Personal	03/28/2024
Gentry Fisher	SLP Assistant/.9375 FTE/GISH/Howard/ Shoemaker/Stolley Park	Personal	05/24/2024
Ana Martinez	Bilingual Para ESL/1.0 FTE/West Lawn	Personal	03/18/2024
Karleigh Mulinix	SPED Paraeducator/.9375 FTE/Walnut	Personal	03/21/2024
Peggy Poehler	SPED Paraprofessional/.9375 FTE/ Shoemaker ELS	Personal	03/28/2024
Jessie Romero	Parapro Campus Monitor/1.0 FTE/GISH	Personal	02/29/2024
Amber Sattler	SPED Paraeducator/.9375 FTE/Lincoln	Personal	03/27/2024
Veronica Villazana S	Bilingual Para ESL/1.0 FTE/Westridge	Personal	03/28/2024
Estefany Zurita	SPED Paraprofessional ISP/.9375 FTE/ Walnut	Personal	03/07/2024

**Certified Changes**

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/ Reason</u>
Amy Schneider	Band/.33 FTE/Barr/.33 FTE/ Walnut/.34 FTE/Westridge	Band/.50 FTE/Walnut/ .50 FTE/Westridge	08/09/2023	Student Need
Sadie Schrader	Apprentice Early Childhood/ 1.0 FTE/OLC	Apprentice Early Childhood/ 1.0 FTE/Lincoln	08/09/2023	Student Need
Kathryn Wilkinson	Positive Support Coach/ 1.0 FTE/Westridge	Positive Support Coach/ .50 FTE/Barr/.50 FTE/ Westridge	08/09/2023	Student Need

**Certified Changes/Extra Standard Assignments**

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
NONE.				

**Classified Changes**

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Linda Alloway	Head Custodian/1.0 FTE/ Gates	Head Custodian/1.0 FTE/ Shoemaker	03/11/2024	K. Williams
Claudia Delgado	Bilingual Para ESL/.9375 FTE/ Shoemaker	Elem & MS Para/.9375 FTE/ Shoemaker	03/11/2024	J. Urrutia Matzar
Benjamin Frazier	Endpoint Manager/1.0 FTE/ Kneale	Net & Syst Admin/1.0 FTE/ Kneale	03/05/2024	Job Classification
Sergio Gomez Oliva	Asst Cust Elem/.5000 FTE/ Engleman	Asst Cust Sr High/.5000 FTE/ Wyandotte	03/18/2024	M. Stratman
Maria Lopez G.	NS. Asst/ 1.0 FTE/Kneale CNC	N.S Asst Lead Dish Rm/ 1.0 FTE/Kneale CNC	03/25/2024	M. Domingo
Rodney Puente	Cust Day Supervisor/1.0 FTE/ Barr	Head Cust Elm/1.0 FTE/ Gates	03/11/2024	L. Alloway
Casey Santos	SPED Parapro Skills/ 1.0 FTE/Westridge	SPED Parapro Skills/ 1.0 FTE/Wyandotte	02/16/2024	N. Bailey
Sallie Singleton	Satellite Crlr Elem/.3750 FTE/ Wasmer	Asst Cust Elem/1.0 FTE/ Starr	04/02/2024	F. Shoemaker Q
Michelle Stratman	Asst Cust Sr High/.5000 FTE/ Wyandotte	Asst Cust Elem/.5000 FTE/ Engleman	03/18/2024	S. Gomez Oliva
Jennifer Urrutia M	Elem & MS Para/.9375 FTE/ Shoemaker	Bilingual Para ESL/.9375 FTE/ Shoemaker	03/11/2024	C. Delgado C

**Certified Special Assignment**

<u>Name</u>	<u>Additional Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
NONE.			

**Certified Special Assignment Resignations**

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>	<u>Replaces/Reason</u>
NONE.			

**Certified Requests for Leave of Absence**

<u>Name</u>	<u>Assignment/School</u>	<u>Date of Leave</u>	<u>Reason</u>
Brittney Martin	Third Grade/1.0 FTE/ Stolley Park	05/24/2024-05/24/2025 (2024-2025 school year)	Personal

The Superintendent recommends adoption of the Staff Adjustment on the consent agenda

## Grand Island Public Schools

### Fund Balances

Fiscal Year: 2023-2024

Month: April

Year: 2024

Fund Type:

Include Cash Balance

FY End Report

<u>Fund</u>	<u>Description</u>	<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expense</u>	<u>Transfers</u>	<u>Fund Balance</u>
01	General	\$27,817,283.91	\$89,363,332.80	(\$78,550,575.76)	\$0.00	\$38,630,040.95
02	Depreciation	\$2,817,190.45	\$0.00	(\$112,431.21)	\$0.00	\$2,704,759.24
03	Employee Benefit	\$3,227,666.22	\$99,380.00	(\$16,764.33)	\$0.00	\$3,310,281.89
04	Contingency	\$1,031,344.09	\$33,603.60	\$0.00	\$0.00	\$1,064,947.69
05	Activities	\$3,485,966.90	\$1,264,319.80	(\$1,593,686.47)	\$0.00	\$3,156,600.23
06	School Nutrition	\$3,185,394.97	\$3,929,680.47	(\$5,129,470.22)	\$0.00	\$1,985,605.22
07	Bond	\$7,512,631.97	\$3,144,192.55	(\$4,851,180.00)	\$0.00	\$5,805,644.52
08	Special Building	\$2,483,551.20	\$329,359.00	(\$382,515.71)	\$0.00	\$2,430,394.49
09	Qualified Capitol Purpose Undertaking	\$1,516,241.64	\$547,381.84	(\$871,647.88)	\$0.00	\$1,191,975.60
10	Cooperative	\$711,935.19	\$0.00	(\$359,999.98)	\$0.00	\$351,935.21
Grand Total:		\$53,789,206.54	\$98,711,250.06	(\$91,868,271.56)	\$0.00	\$60,632,185.04

End of Report

GRAND ISLAND PUBLIC SCHOOLS  
FURNITURE, EQUIPMENT, & MISCELLANEOUS ITEMS  
FOR DISPOSAL

Quantity	Description	Resale? Yes or No
1	Timpani Set of 3 (23",26",29)	Yes
1	Vibraphone 3 octave	Yes
1	Bell kit (2 octave)	Yes
1	Percussion stands	Yes
1	Flag cart	Yes
1	Bass drum (36"x15") w/cart	Yes
1	Drum pedal	Yes
1	Tenor drums, marching	Yes
1	Snare, marching	Yes
1	Field speaker	Yes
2	Speaker	Yes
1	Gong 26"	Yes
1	Shako Hat	Yes
1	Keyboard	Yes
2	Bass drum, marching	Yes
4	Mellophone	Yes
1	Flute	Yes
9	Saxophone, tenor	Yes
3	Saxophone, bari	Yes

1	Tuba	Yes
2	Concert bells	Yes
3	Amplifier, bass	Yes
1	Amplifier, guitar	Yes
1	Carrier, tenor	Yes
2	Cymbals, Hi Hat 14"	Yes
1	Cymbals, Concert crash 16"	Yes
1	Cymbals, Concert crash 18"	Yes
1	Cymbals, Concert crash 14"	Yes
2	Bass, Upright	Yes
10	Violin	Yes
4	French Horn	Yes
5	Baritone	Yes
7	Clarinet, bass	Yes
1	Trumpet	Yes
4	Cello	Yes
1	Viola	Yes
3	Snare, concert	Yes

Mar-24

GIPS BOE Regular Meeting  
Thursday, April 11, 2024 5:30 PM  
Kneale Administration Building - Board Room

1. CALL TO ORDER

**Speaker(s):** Board President

2. ROLL CALL

**Speaker(s):** Mrs. Angela Dibbert

3. CONSENT AGENDA

**Speaker(s):** Board President

3.1. Minutes from the previous month's meeting

3.2. Acceptance of Agendas From Standing Committees

3.3. Claims as submitted

3.4. Bid Proposals as submitted

3.5. Staff Adjustments as submitted

3.6. Treasurer's Report as submitted

3.7. Surplus Property Listing

3.8. Approval of Agenda as submitted

4. REQUESTS TO ADDRESS THE BOARD

**Speaker(s):** Board President

5. INFORMATION ITEMS

5.1. Tax Increment Financing (TIF)

**Speaker(s):** Mr. Virgil Harden

5.2. Health Occupations Student Organization (HOSA) Grant Update

**Speaker(s):** Dr. Megan Stone and Mr. Greg Schlegel

5.3. Grand Island Education Association Retirement and Years of Service Celebration

**Speaker(s):** Mrs. Karma Lewandowski

5.4. Academies of Grand Island Senior High Update

**Speaker(s):** Mr. Jeff Gilbertson and Mr. Matt Wichman

5.5. Update on the Middle School ReDesign

**Speaker(s):** Mrs. Kayla Wichman and Mr. Joe Eckerman

5.6. Algebra 2 curriculum resource adoption

**Speaker(s):** Dr. Danielle Buhrman

5.7. Approve purchase of Math Links Essential materials to be used at the middle school level

**Speaker(s):** Dr. Danielle Buhrman

5.8. 3 Year Renewal for myPerspectives - 6-12 ELA Curriculum Resource

**Speaker(s):** Mrs. Cara Kuhl

5.9. Zoho Manage Engine Endpoint 3 Year Renewal

**Speaker(s):** Mr. Cory Gearhart

5.10. Aruba Switching Purchase

**Speaker(s):** Mr. Cory Gearhart

5.11. Review of proposed changes for the 2024-2025 Student/Parent Handbook

**Speaker(s):** Dr. Robin Dexter

5.12. Policy

5.12.1. 2210 BOARD ORGANIZATIONAL MEETING

**Speaker(s):** Mr. Matt Fisher

5.12.2. 2220 RESPONSIBILITIES OF BOARD OFFICERS

5.12.3. 2480 PUBLIC PARTICIPATION AT BOARD MEETINGS

**Speaker(s):** Mr. Matt Fisher

5.12.4. 7511.1 ENROLLMENT OPTION RESOLUTION

**Speaker(s):** Mr. Matt Fisher

6. ACTION ITEMS

6.1. Move Activity Fund Bank Account from Five Points to Wells Fargo

**Speaker(s):** Mr. Virgil Harden

6.2. Algebra 2 curriculum resource adoption

**Speaker(s):** Dr. Danielle Buhrman

6.3. Approve purchase of Math Links Essential materials to be used at the middle school level

**Speaker(s):** Dr. Danielle Buhrman

6.4. 3 Year Renewal for myPerspectives - 6-12 ELA Curriculum Resource

**Speaker(s):** Mrs. Cara Kuhl

6.5. Zoho Manage Engine Endpoint 3 Year Renewal

**Speaker(s):** Mr. Cory Gearhart

6.6. Aruba Switching Purchase

**Speaker(s):** Mr. Cory Gearhart

6.7. 6324 CREDIT FOR PROFESSIONAL TRAINING BEYOND A BACHELOR'S DEGREE

**Speaker(s):** Mr. Matt Fisher

6.8. 7511.1 ENROLLMENT OPTION RESOLUTION

**Speaker(s):** Mr. Matt Fisher

6.9. 9220 COMMUNICATIONS AND MEDIA RELATIONS

**Speaker(s):** Mr. Matt Fisher

6.10. 9221 ONLINE MEDIA ACCOUNTS AND POSTS

**Speaker(s):** Mr. Matt Fisher

7. REPORTS

7.1. Grand Island Public Schools Foundation Report

**Speaker(s):** Mrs. Lindsey Jurgens

7.2. Student Representative Report

**Speaker(s):** Ms. Adilene Beltran

7.3. Superintendent Report

**Speaker(s):** Mr. Matt Fisher

8. NOTIFICATION OF UPCOMING BOARD MEETINGS

9. ADJOURNMENT

GIPS Facility & Finance Committee was recently asked by Mayor Steele if the District has an official position on the use of Tax Increment Financing (TIF) by the City of Grand Island/Hall County/Regional Planning Commission.

We reviewed the following points and decided the topic needed the full Board of Education to weigh in on.

In our opinion, the following are valid talking points for the use (or lack thereof) of TIF projects and GIPS talking points.

FOR:

1. TIF is an important economic development tool that helps the city grow, albeit, in an unregulated fashion. What comes in is what anyone with the means to bring forth a blighted study and therefore, a possible TIF project deems desirable.
2. Along with everyone else GIPS is experiencing an unprecedented labor shortage.
3. The community of Grand Island is experiencing a severe housing shortage.

AGAINST:

1. TIF, in essence, is a form of a wealth transfer mechanism flowing from the average property tax payer to the developer/owner. The developer/owner receives both near and long term financial benefit at the expense of all other property tax payers who in turn pay higher taxes on their properties while the TIF is in play.
2. TIF adversely impacts GIPS, especially residential projects, because enrollment increases in nearby attendance centers (school buildings). The expense of educating additional pupils is not supported by the property under TIF until such time as the FIT project is completed.
  - a. This argument is, in part, negated due to the fact that GIPS is an Equalized school district under the current TEEOSA (Tax Equity and Educational Opportunities Support Act).
  - b. A counterpoint can also be made that the State of Nebraska has not fully funded the TEEOSA funding formula for schools. The result is TIF projects do have a negative

3. The standard to find a property blighted is low and easy to achieve and therefore, TIF projects are relatively easy to obtain.
4. While TIF project impact GIPS we have zero ability to control the process as other governmental bodies (i.e. City of GI) and or Quasi-Governmental boards (i.e. Regional Planning Commission) have total control and authority.
5. There can be a perception of lack of transparency concerning FIT projects because of the structure of the process currently. Communication between the Regional Planning Commission is good but the timeliness of communication could be better.
6. It appears that each and every TIF project that is brought fourth is approved and funded.

#### Talking Points;

1. The controlled use of TIF projects for the redevelopment of commercial property is the highest and best use of TIF in our opinion.
2. The redevelopment of small scale residential projects makes sense to us, again on a limited basis and with appropriate planning.
3. Uncontrolled use of TIF for residential projects is not in the best interest of the patrons of GIPS.
4. A City of GI control development plan where the City finances the infrastructure and places a construction lien on the lots until such time as they are sold makes the most long term sense to GIPS.
5. We are open to continue dialogue concerning TIF and the power it has as an economic development tool and the impact residential development projects have on GIPS.
6. Few if anything operates in a vacuum and clearly TIF certainly doesn't. Therefore, GIPS stands ready to more fully explore TIF as a viable economic development tool when used with planning, control, and purpose.



ACADEMY OF  
MEDICAL  
SCIENCES<sup>SM</sup>

MY CHOICE, OUR VOICE.

hosa future  
health  
professionals

SLC, Healthcare Fair, & Senior  
Perspective



# WHAT IS HOSA?

BE  THE MATCH<sup>®</sup>



**LIVE ON**  
nebraska

Organ and tissue donation and advocacy

**UNK**



 **UNMC**<sup>™</sup>

**NEBRASKA**  
**METHODIST**  
COLLEGE 

- HOSA is for students interested in learning about different medical **careers** and planning for their futures.
- HOSA helps you gain **leadership** skills, preparing you for the healthcare field.
- Through HOSA, students can participate in medical based events and **competitions**.
- We offer trips to medical colleges, facilities, and other HOSA expos/ leadership **conferences**.



## SLC 2024

19 competitors  
in online-only  
events, online +  
in-person  
events,  
Anatomage,  
and HOSA  
Bowl.

We also had  
a student run  
for  
a HOSA State  
Officer  
position.



# COMPETITIVE EVENTS RESULTS:

- ❖ Allied Health Statistics - Logain - 2nd
- ❖ Anatomy & Physiology - Makenna - 1st & Mukarim - 2nd
- ❖ Home Health Aide - Mukarim - 2nd
- ❖ Human, Growth, & Development - Makenna - 3rd
- ❖ Medical Assisting - Aksam - 1st
- ❖ Occupational Health & Safety - Aksam - 2nd
- ❖ Pharmacy Science - Logain - 1st
- ❖ Respiratory Therapy - Max - 1st
- ❖ Sports Medicine - Makenna - 1st

**Left to Right:  
Max, Mukarim, Stone, Logain,  
Makenna, & Aksam**



# HEALTHCARE FAIR 2024

- ❖ **Magda - HOSA & National Honor Society (Individual Service Project)**
- ❖ **Saturday, April 13th, from 1:00 - 4:00 in the North Cafeteria/418**
- ❖ **Providers & attendees can park in the north lot and enter through Door 21**
- ❖ **Goodie bags of common toiletries for attendees (50+)**
- ❖ **Some of the Participating Businesses/Individuals:**
  - **CHI St. Francis**
  - **Choice Family Health Care**
  - **Cost Cutters**
  - **GIPS Nurse**
  - **Nebraska Total Care**
  - **UNL Extension**

**Our graduating seniors:**

**Ashley**

**Magda**

**Kobe**

**Makenna**



QUESTIONS?

hosa future  
health  
professionals





ACADEMIES OF  
**GRAND ISLAND  
SENIOR HIGH**<sup>SM</sup>  
*MY CHOICE, OUR VOICE.*

## GISH Academy Update

April 11th, 2024

## **BRAND PROMISE**

At GISH, we have pride in our academies.

We own our learning, which provides fun opportunities where everyone has a place that is relevant to our future.

Our voices are heard and we create meaningful relationships built on trust.



# INSTRUCTIONAL VISION

At the Academies of Grand Island Senior High, we engage students through standards-based instruction where students collaborate, think critically, and persevere through rigorous, authentic tasks, in a safe and predictable environment.



*Every Student, Every Day, A Success!*

# NATIONAL STANDARDS OF PRACTICE

## NSOP 10: SUSTAINABILITY

No new academy functions perfectly.

Even well established and highly functioning academies benefit from self-examination and refinement.

Ensuring and improving the quality of a career academy requires engaging in a regular cycle of improvement.



# NATIONAL STANDARDS OF PRACTICE

## NSOP 2: ACADEMY DESIGN

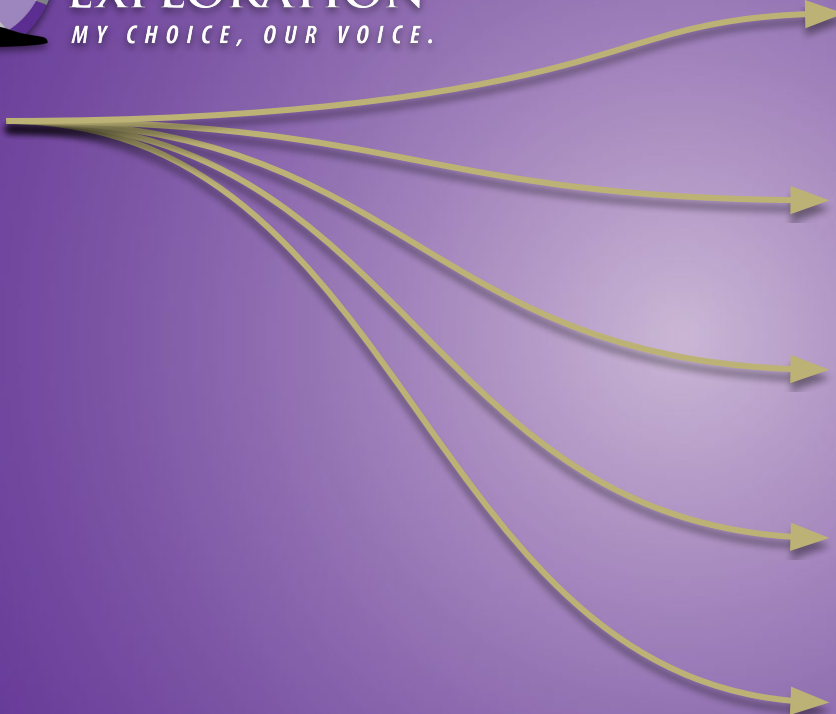
An academy has a well-defined structure within the high school, reflecting its status as a small learning community.



*Every Student, Every Day, A Success!*



ACADEMY OF  
**FRESHMAN  
EXPLORATION**<sup>SM</sup>  
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ACADEMY OF  
**EDUCATION, LAW  
& PUBLIC SAFETY**  
*MY CHOICE, OUR VOICE.*



ACADEMY OF  
**ENGINEERING  
& TECHNOLOGY**<sup>SM</sup>  
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ACADEMY OF  
**BUSINESS &  
COMMUNICATION**<sup>SM</sup>  
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ACADEMY OF  
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ACADEMY OF  
**MEDICAL  
SCIENCES**  
*MY CHOICE, OUR VOICE.*

# CURRENT DESIGN

- 5 academies; 20 pathways
- 800 students per grade level capacity
- Avg. enrollment at grade level:
  - 2023 Includes Skills & Success Academies.
  - 2021 Excludes Virtual High School students & Alternative Programs.

	9	10	11	12	12x
2023	689	759	608	529	43
2022	725	558	530	439	27
2021	613	551	516	381	29
2020	620	626	526	474	32
	662	624	545	456	33





ACADEMIES OF  
**GRAND ISLAND  
SENIOR HIGH**<sup>SM</sup>  
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## GISH ACADEMIES & PATHWAYS RE-LAUNCH

Grand Island Senior High is excited to share the revamped GISH Academy & Pathways model! Starting in the 2024-2025 school year, we will be offering five Academies and eleven Pathways for all Islander students.

---

*#WearPurpleBeGold*

### ACADEMIES



ACADEMY OF  
**FRESHMAN  
EXPLORATION**<sup>TM</sup>  
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ACADEMY OF  
**ENGINEERING  
& TECHNOLOGY**<sup>TM</sup>  
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ACADEMY OF  
**BUSINESS &  
COMMUNICATION**<sup>TM</sup>  
*MY CHOICE, OUR VOICE.*



ACADEMY OF  
**TECHNICAL  
SCIENCES**<sup>TM</sup>  
*MY CHOICE, OUR VOICE.*



ACADEMY OF  
**MEDICAL SCIENCES  
& EDUCATION**<sup>TM</sup>  
*MY CHOICE, OUR VOICE.*

### PATHWAYS

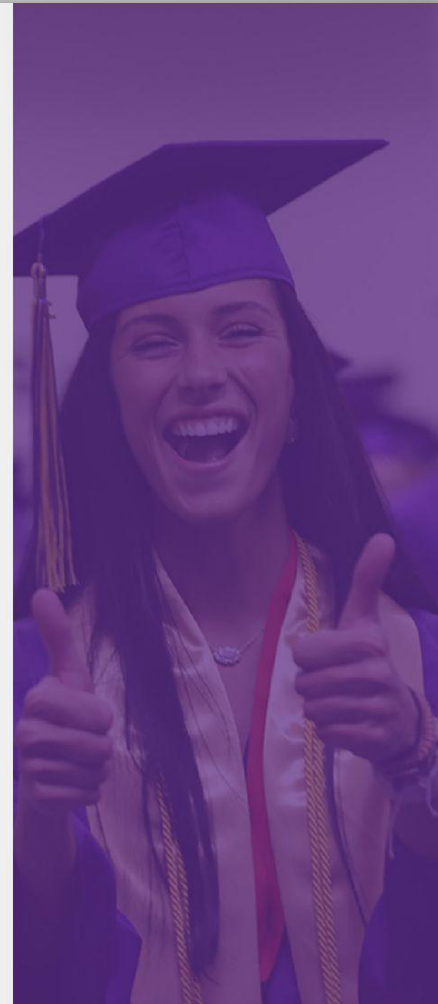
✔ Freshman learn about all the Academies and Pathways

✔ Engineering  
⊕ Architecture

✔ Finance  
✔ Entrepreneurship

✔ Automotive and Diesel  
✔ Construction  
✔ Manufacturing

✔ Healthcare  
✔ Sports Medicine and Therapy  
✔ Emergency Services  
⊕ Education



Academy of Medical Sciences and Education	Academy of Business & Communication	Academy of Technical Sciences	Academy of Engineering & Technology
Healthcare	Finance	Automotive and Diesel	Engineering
Sports Med/Therapy	Entrepreneurship	Construction	Architecture
Emergency Services		Manufacturing	
Education			
Grade Level Capacity 200	Grade Level Capacity 150	Grade Level Capacity 150	Grade Level Capacity 150

Total Grade Level Capacity 650 - 720 (25-30 per class)  
 4 Academy Teams Increases Upper Academy Purity



# PATHWAY CHANGES?

- Welding- (offered as an elective)
- IT -(offered as an elective)
- Counseling and Mental Health
- Law
- Aviation Flight
- Aviation Tech
- Alternative Energy
- Agribusiness
- Multimedia



*Every Student, Every Day, A Success!*

# PROCESS FOR CURRENT STUDENTS

- **Sophomores (10th Graders)** enrolled in a Pathway no longer offered have had the opportunity to select another Pathway.
- **Juniors (11th Graders)** enrolled in a Pathway no longer offered will have the opportunity to take the Capstone Course during Senior year. Juniors will earn the credit required to graduate with their Pathway.
- **Academy Counselors & Principals** have been facilitating this process for all impacted students and families.



# BUILDING & STAFF REORGANIZATION

- Off Site classes will be double blocked classes
- Core content will return to the main campus
- Some classroom reorganization will occur
- Newcomers program to CPI
- Staff Academy assignments may change
- Staff content/grade level teaching assignments may change



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# QUESTIONS?



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# Middle School Scheduling

2024-2025

# Core Classes

English Language Arts

Math

Science

Social Studies

- Core instruction for all students
- Meet Every Day - 60 Minutes
- Graded by Semesters

# Exploratory Classes - 6th Grade

Art - Art Exploration, World of Art

College and Career Readiness - Aspiring Innovators

Family and Consumer Science - **Health**, Family and Child Safety

Financial Literacy - Money Maker, Where did the Money Go?

Music - Scoring for Animation, Ad, Video Games, Rhythm and Motion

Instrumental - Band, Orchestra

Vocal Music - 6th Grade Choir

Physical Education - **PE**

- Exploratory instruction for all students
- Meet A/B Day - 45 Minutes
- Graded by Semesters

# Exploratory Classes - 7th Grade

Art - Color and Design, Materials Transformation

College and Career Readiness - **CCR Exploration (7th or 8th)**

Family and Consumer Science - **Health (7th or 8th)**, Lifelong Nutrition

Financial Literacy - Money Expert, Money Mayhem

Music - Pop Culture Music, Strings Unveiled

Instrumental - Band, Orchestra

Vocal Music - 7th Grade Choir

Physical Education - **PE**

- Exploratory instruction for all students
- Meet A/B Day - 45 Minutes
- Graded by Semesters

# Exploratory Classes - 8th Grade

Art - Elements of Art, Design Dynamics

College and Career Readiness - **CCR Exploration (7th or 8th)**

Family and Consumer Science - **Health (7th or 8th)**, Foods and Cooking

Financial Literacy - Invest in the Best, Guardians of Your Wallet

Music - Harmonies and Sound, Guitar

Instrumental - Band, Orchestra

Vocal Music - 8th Grade Choir

Physical Education - **PE**

- Exploratory instruction for all students
- Meet A/B Day - 45 Minutes
- Graded by Semesters

# Labs and Extensions

ELA, Math - Lab Class

Gifted - Extension

Science, Social Studies - Extension

Art, CCR, FCS, Financial Literacy, Music, Instrumental, PE - Extension

- Specific need instruction for all students
- Meet A/B Day - 45 Minutes
- Graded by Semesters

# How Schedule Works

	Semester 1	Semester 2
Explore Period 1 A Day	<b>PE Required Every Year</b>	<b>PE Required Every Year</b>
Explore Period 1 B Day	<b>Health Required 6th and 7th/8th</b>	<b>CCR Exploration Required (7th or 8th)</b>
Explore Period 2 A Day	Choice	Choice
Explore Period 2 B Day	Choice	Choice
Lab/Extension A Day	Lab/Choice	Lab/Choice
Lab/Extension B Day	Lab/Choice	Lab/Choice

# GIPS NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

**Proposal:** Algebra 2 Resource Adoption

**Submitted By:** Dr. Danielle Buhrman

**Date:** February 13, 2024

## 1. What is the identified need?

GIPS commits to the use of high school math resources that provide curricular opportunities which closely align to best practices in mathematics as identified by the state of Nebraska, GIPS mathematics commitments, and provide students “standards-based instruction where students collaborate, think critically, and persevere through rigorous, authentic tasks.” (Academies of GISH Vision of Instruction). The Algebra 2 adoption is the culmination of a three year project to utilize high quality instructional materials within the Algebra - Geometry - Algebra 2 sequence. Algebra Illustrative materials were adopted in 2022-2023 while Geometry Open Up materials were adopted in 2023-2024. Algebra 2 teachers piloted Open Up materials in the fall and winter of 2023-2024 to ensure the choice made by geometry teachers would meet student and teacher needs in Algebra 2 with the option to transition to Illustrative materials if needed. Teachers decided to adopt and remain in the Open Up materials for the remainder of the 2023-2024 school year and moving forward.

## 2. Administrative Rationale for BOE Agenda Item (connect to Strategic Plan Objectives/Success Measures)

A new resource adoption will support the facilitation of high quality Tier 1 Instruction in Mathematics as part of the district focus of MTSS in the GIPS on Track to Thrive 2025 strategic plan. Within objective 2.2 “Every student has equitable access to rigorous, relevant coursework,” GIPS has committed to the “adoption and implementation of high-quality instructional materials aligned to grade-level standards.” In addition, the use of high quality instructional materials supports the strategic focus areas of “Instruction” and “Professional Learning Communities (PLCs)” by allowing stakeholders to plan, collaborate around, and support mathematics achievement by fostering a learning environment where “Student mathematicians access grade-level curriculum that promotes rigor as a balance of conceptual development, procedural fluency, and real-world applications” as stated in the Pk-12 GIPS Mathematics Commitments.

## 3. Proposed Action

Purchase 3000 student sets of Algebra 2 Open Up / Mathematics Vision Project consumables. Based on current enrollment patterns, we anticipate these materials lasting 6 years. Additional funds within this needs analysis will be used to provide initial training for new staff using the materials for the first time in July 2024. Ten days of instructional planning and coaching support will also be provided by Mathematics Vision Project trainers throughout the year for teachers using Open Up Geometry and Algebra 2 materials.

## 4. Data/Research Assessed

In 2022-2023, 25% of juniors within GIPS were considered “proficient” on the NSCAS-ACT assessment compared to 42% in the state of Nebraska. Specifically, 14% of juniors were in the ACT readiness

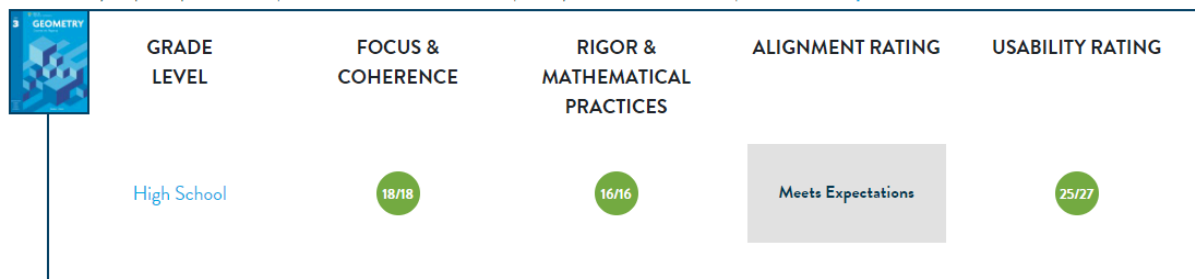
range for the math reporting category of “Functions,” a component heavily focused on in an Algebra 2 course, compared to 29% at the state level. Also, 18% of GIPS students met the ACT Readiness Range in “Algebra.” This compares to 28% within Nebraska.

Similarly, in the 2021-2022 school year, only 12% of juniors taking the NSCAS-ACT assessment were in the ACT Readiness Range for the math reporting category of “Functions” and “Preparing for Higher Math” in Grand Island Public Schools. Since 2016, the percent of students who met overall mathematics college readiness benchmarks on the NSCAS-ACT have ranged from 10 to 20%, with 13% reported in 2021-2022 compared to the state at 26%.

In order to meet college and career readiness benchmarks and support objective 2.2 of the On Track to Thrive 2025 Strategic Plan, students would benefit from access to high quality instructional materials that focus on essential content and provide a balance of mathematical rigor in regards to application, conceptual understanding, and procedural fluency. Open Up, according to EdReports, emphasizes these characteristics in their curriculum design:

**Open Up High School Mathematics Traditional (2021)**

Published By: Open Up Resources | Date Published: 2021/06/09 | EdReports Review Tool v1.5 | [View These Reports](#)



\*Ratings indicated by EdReports.

## 5. Equity Analysis

Using a guaranteed and viable curriculum across the district is curriculum equity. We are clarifying the standards-aligned learning outcomes in our curriculum that should be common across ALL math classrooms. Using resources like Open Up supports teachers in implementing the guaranteed and viable curriculum for all learners, and provides EL and special education student support around specific research-based language routines. Through the pilot process, teacher and student experiences and perspectives were considered to determine the best option to adopt. Expertise from districts currently using the pilot materials in addition to recommendations from the NDE are also considered.

## 6. Stakeholder Group(s) Involved

Algebra 2 Teachers, Algebra 2 Students, GISH Building Leadership, L4L

## 7. Summary

The Algebra 2 PLC will meet in July 2024 to develop a guaranteed and viable curriculum consisting of essential standards for the course and creation of a scope and sequence to be used by all Algebra 2 classrooms. In addition, new teachers using Open Up materials will receive on-site training from Mathematics Vision Project in July 2024 and the math department will have access to 10 days of follow-up instructional planning and coaching throughout the 2024-2025 school year. Three thousand sets of student consumables will be purchased so that every student has access to the material within their hands, while five teacher sets of materials were already purchased during the pilot portion of this project.

## 8. Fiscal Impact

**Amount:** \$143,720 (\$144,169 with pay benefits)

**Source:** L4L

**Details:** \$108,000 for 3000 sets of student consumables (6 years) from Open Up with 10% discount ([quote](#))  
\$726 for 3 additional sets of teacher bundles ([quote](#))  
\$32,500 for training and instructional coaching support for the GISH math department ([quote](#))  
\$2494.31 pay for 2 days of training for 7 teachers (\$2943.29 with pay benefits)

## 9. Person(s) Responsible for Implementation

Dr. Danielle Buhrman - Mathematics and Coaching Coordinator

## 10. Implementation Plan

### ▲ Monitor/ Evaluate

**Actions:** Initial curriculum design and Open Up training July 2024  
On-going instructional support 2024-2025 school year from Mathematics Vision Project  
On-going professional learning during district professional learning days focused on PLC intentional planning with use of resources and district curriculum guidance

**Timeline:** 2024-2025

### ▲ Board Report/Follow-Up

**Actions:**

**Timeline:** \_\_\_ 1 month \_\_\_ 3 months \_\_\_ 6 months \_\_\_ annually \_\_\_ N/A



# GIPS Algebra 2 Adoption & Middle School Intervention Materials

Dr. Danielle Buhrman  
April 2024

# Commitments

*Stakeholders plan, collaborate around, and support mathematics achievement by fostering a learning environment where:*

## Commitment 1

All students view themselves as **mathematicians**.

Student mathematicians access grade-level curriculum that promotes rigor as a balance of **conceptual development**, **procedural fluency**, and real-world applications.

## Commitment 2

Mathematicians take part in **discourse** using **academic language** and **analyze** the reasoning of others.

## Commitment 3

## Commitment 4

Mathematicians are a part of a community that **asks questions**, acts on **feedback**, and **views mistakes as opportunities** to learn.

## Commitment 5

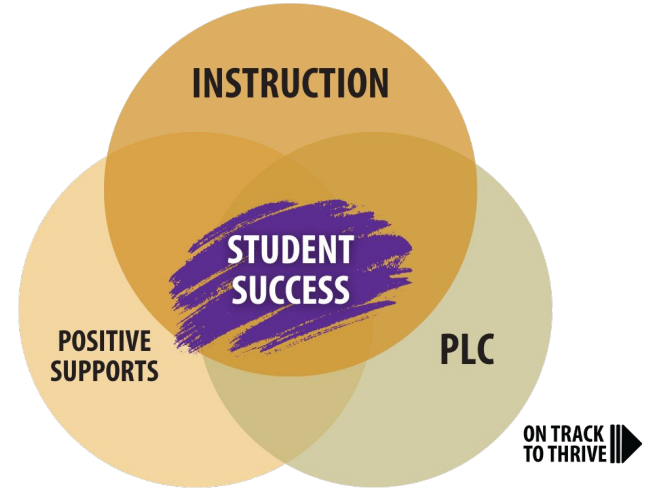
Mathematicians **make connections**, exhibit **flexible thinking**, and are able to **persevere** through productive struggle.

*Every Student, Every Day, A Success!*

# GIPS On Track to Thrive 2025

Within objective 2.2 of the GIPS On Track to Thrive 2025 Strategic Plan: *“Every student has equitable access to rigorous, relevant coursework,”*

GIPS has committed to the *“adoption and implementation of high-quality instructional materials aligned to grade-level standards.”*



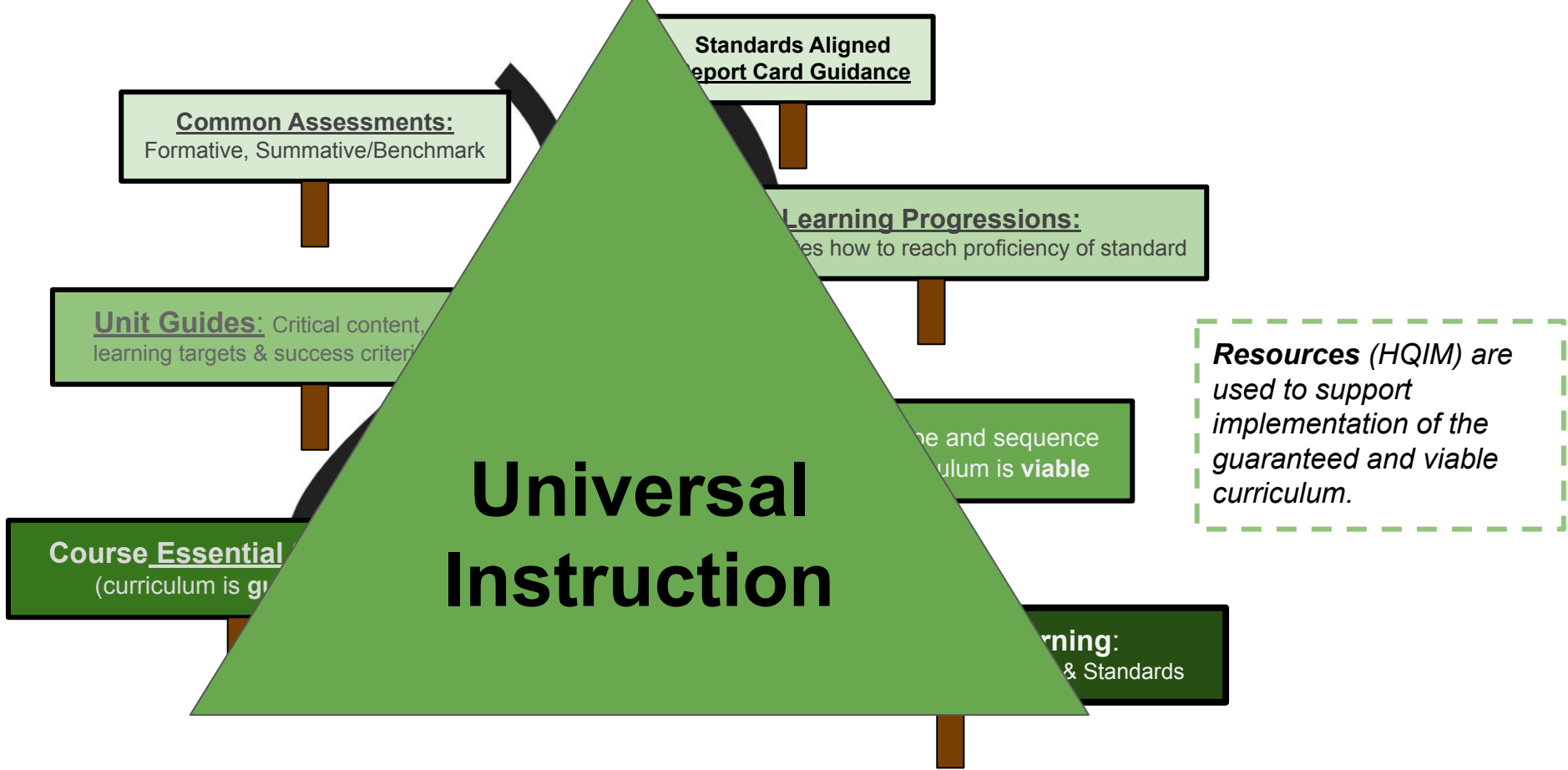
*What do resources do for teachers? Students?*

**Guaranteed and Viable Curriculum**

*Guaranteed: Ensures ALL students have equal opportunity to learn essential standards in specific courses at specific grade levels*

*Viable: Time and resources to support ALL students learning of guaranteed curriculum*

**This is Curriculum EQUITY.**



***Standards Based Learning as the Roadmap to Guaranteed and Viable Curriculum***

# Resources support the way we want students experiencing mathematics

Adopted by State Board of Education Fall 2022.

Developed Spring 2021 and introduced to staff in Fall 2021.

## Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

Make sense of problems and persevere in **sol**ving them.



**PROBLEM SOLVING**

**Reason** quantitatively and abstractly and consider the reasoning of others.



**REASONING**

Create and use **representations** to organize, record, and communicate mathematical ideas.



**REPRESENTATIONS**

Analyze mathematical relationships to **connect** mathematical ideas.



**CONNECTIONS**

Explain and justify mathematical ideas using precise mathematical language in written or oral communication.



**COMMUNICATION**

## I am a Mathematician and I will...



Develop, explain, and apply strategies



Use academic vocabulary

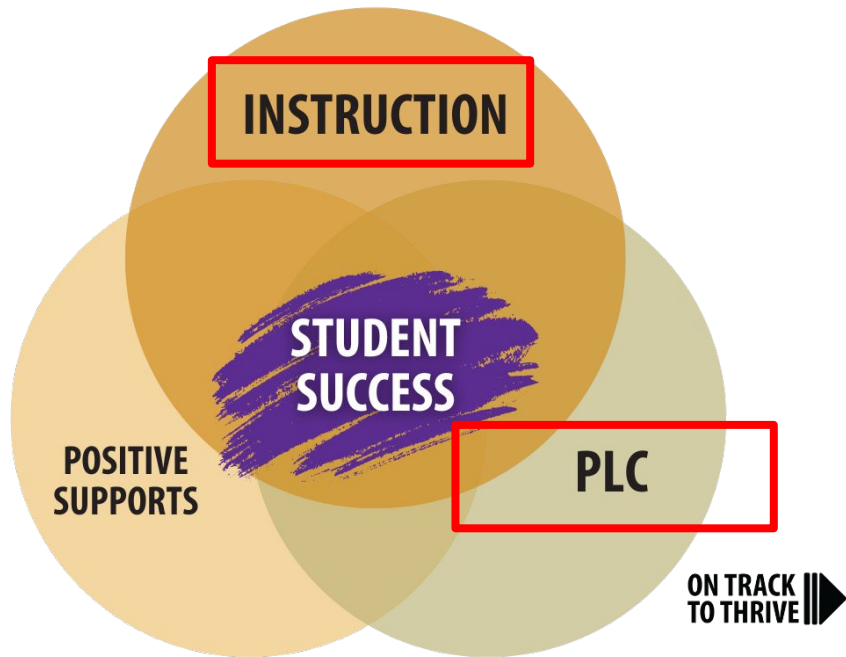


Ask questions, learn from mistakes, and apply feedback



Make connections and struggle productively

# Guaranteed & Viable Curriculum paired with High Quality Instructional Materials



# Secondary Mathematics Curriculum - The Journey

## 2021-2022:

- Algebra 1 Pilot

## 2022-2023:

- First Year Adoption - Algebra
  - Adopted Resource: Illustrative Mathematics
- Pilot Geometry Resources
  - Illustrative Mathematics
  - Open Up (Mathematics Vision Project)

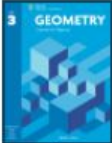
## 2023-2024:

- First Year Adoption - Geometry
  - Adopted Resource: Open Up (MVP)
- Algebra 2 Pilot
  - Illustrative Mathematics
  - Open Up (Mathematics Vision Project)

# Open Up Mathematics

## Open Up High School Mathematics Traditional (2021)

Published By: Open Up Resources | Date Published: 2021/06/09 | EdReports Review Tool v1.5 | [View These Reports](#)

	GRADE LEVEL	FOCUS & COHERENCE	RIGOR & MATHEMATICAL PRACTICES	ALIGNMENT RATING	USABILITY RATING
	High School	18/18	16/16	Meets Expectations	25/27

# What we were asking kids to do

**Essential Understanding** A polynomial function has distinguishing “behaviors.”



You can look at  
its graph and k

A **monomial** is a  
variable with w  
the exponent of  
**degree of a pol**

A polynomial w  
polynomial fun

take note

## Key Concept Standard Form of a Polynomial Function

The **standard form of a polynomial function** arranges the terms by degree in descending numerical order.

A polynomial function  $P(x)$  in standard form is

where  $a$



### Problem 1 Classifying Polynomials

Write each polynomial in standard form. What is the classification of each polynomial by degree? by number of terms?

**A**  $3x + 9x^2 + 5$

$$9x^2 + 3x + 5$$

The polynomial has degree 2 and 3 terms. It is a quadratic trinomial.

**B**  $4x - 6x^2 + x^4 + 10x^2 - 12$

$$x^4 + 4x^2 + 4x - 12$$

The polynomial has degree 4 and 4 terms. It is a quartic polynomial of 4 terms.

# What we are asking students now

The following examples and non-examples will help you to see the important implications of the definition of a polynomial function. For each pair, determine what is different between the example of a polynomial and the non-example.

These are polynomials:	These are not polynomials:
$f(x) = x^3$	$g(x) = 3^x$
How are $f(x)$ and $g(x)$ different?	
$f(x) = 2x^2 + 5x - 12$	$g(x) = \frac{2x^2}{x^2 - 3x + 2}$
How are $f(x)$ and $g(x)$ different?	
$f(x) = -x^3 + 3x^2 - 2x - 7$	$g(x) = x^3 + 3x^2 - 2x + 10x^{-1} - 7$
How are $f(x)$ and $g(x)$ different?	

Based on the definition and the examples above, how can you tell if a function is a polynomial function?

# What we are asking students now

## Takeaways

*A polynomial of degree  $n$  has a constant  $n$ .th difference.*

	<b>Linear Function</b>	<b>Quadratic Function</b>	<b>Cubic Function</b>
<b>Rate of Change</b>	<i>Constant</i>	<i>Linear – Constant second difference</i>	<i>Quadratic – Constant third difference</i>
<b>Recursive Equation</b>	<i>Next = Previous + Constant</i>	<i>Next = Previous + Linear</i>	<i>Next = Previous + Quadratic</i>
<b>Explicit Equation</b>	$y = mx + b$	$y = ax^2 + bx + c$	$y = ax^3 + bx^2 + cx + d$

## Approximate Cost Investment: \$143,720

- 3000 sets of student consumables (6 years) from Open Up
- 3 additional sets of teacher bundles
- Summer training and instructional coaching support for the GISH math department from Mathematics Vision Project during the 2024-2025 school year
- Teacher pay for 2 days of summer training

Funding Source: L4L Budget

# Next Steps

## Summer 2024:

- (1) Build assessment system as part of curriculum work (Algebra and Geometry)
  - (a) Measure student understanding of standards
  - (b) Measure impact of curriculum and resource work
- (2) Algebra 2 Curriculum Development
- (3) Open Up (MVP) Training July
- (4) 10 days of ongoing instructional support throughout school year from MVP trainers



# Math Links Essentials - Math Lab (Intervention) 6-8 Resource Support

## CONFIDENT COMMUNICATORS

Who listen, write, and  
speak effectively.

## CREATIVE PROBLEM SOLVERS

Who are solution-focused,  
engage respectfully, and  
reflect on choices.

MIDDLE SCHOOL

**B W W**

Grand  
Island  
PUBLIC SCHOOLS

LEARNER PROFILE

## ADVOCATES FOR SELF AND OTHERS

Who are self-aware, articulate in  
thought and need, and able to  
identify and use strengths.

## RESILIENT LEARNERS

Who are goal driven, connected,  
determined to achieve, understand  
self and perspectives of others.

# Universal (Core) Instruction

## **Core Universal Instruction**

*80% of students meet grade-level standards expectations*

### ***(1) What do we want all students to know and be able to do?***

Essential Standards driven by use of Origo or CPM

[6th Grade](#) [7th Grade](#) [8th Grade](#)

### ***(2) What is the best way to teach it?***

[GIPS Math Commitments](#) (Effective Practices)

### ***(3) How will we know if students learn it?***

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***Culminating into District Benchmark Assessments***

### ***(4) How will we respond?***

**Classwide: fewer than 60% of students demonstrate proficiency**

Emphasis on [GIPS Math Commitments](#) in instruction, Strategic use of embedded mini-lessons and Maintaining Concepts and Skills problems to provide "Just-in-Time" supports, High dosage of opportunities to respond, Use of math tools & resources (i.e., anchor charts), High dosage of immediate feedback (especially peer-to-peer), Leverage targets/SC to drive vocabulary usage, Think Alouds

**Small Group: 60% or more students demonstrate proficiency,  
Group Students Based on Evidence of Learning**

*How will we respond  
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learning of students  
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*Not Yet Met*

*On Track*

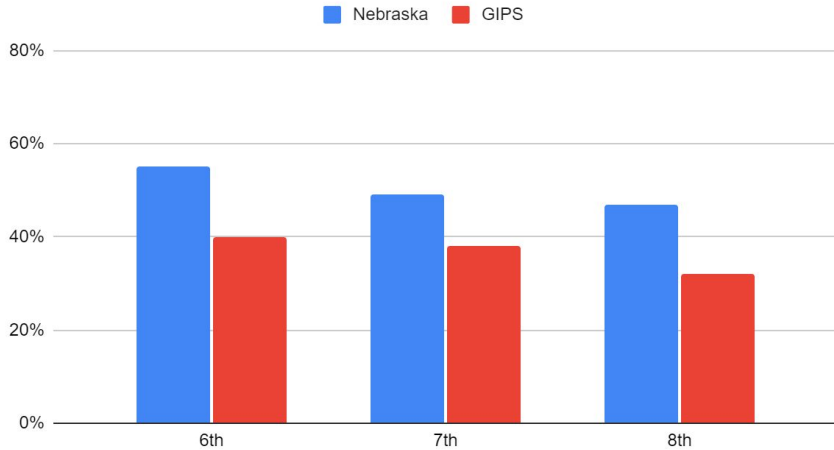
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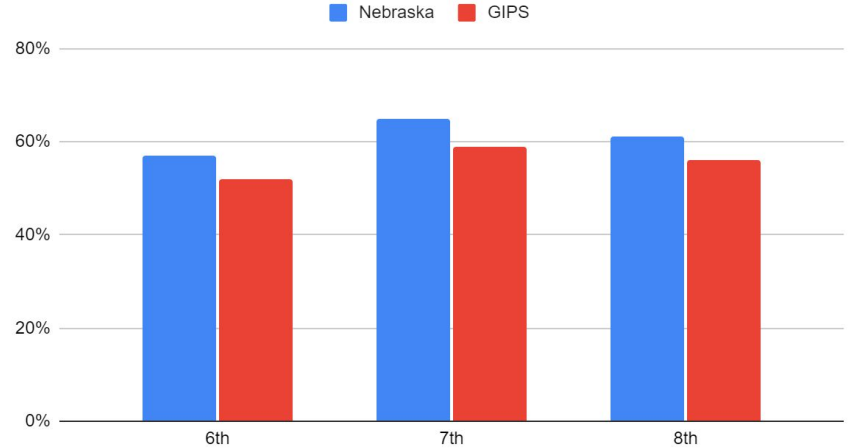
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# Middle School Visioning

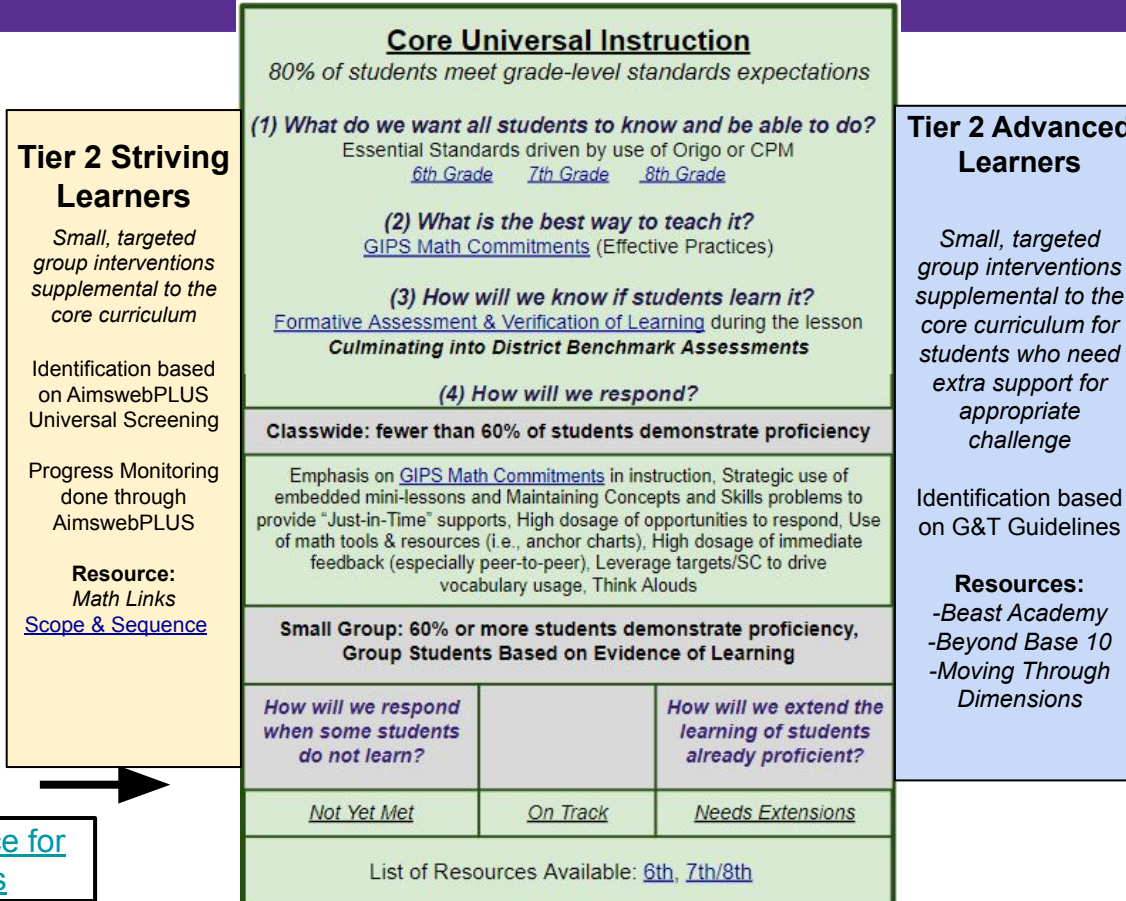
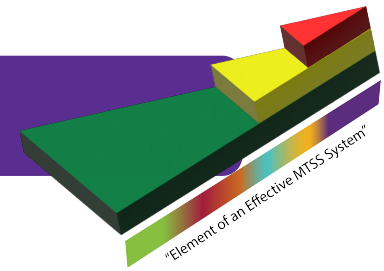
This is especially important with a move from 85 minutes to 60 minutes in math and ELA.



**NEW VISION:** [INTERVENTIONS/EXTENSION/ENRICHMENT WILL BE 45 MINUTES]

**WHY** Increased time for core instruction intervention along with additional programming supports.

# DRAFT Multi-Tiered System of Support



[Intervention Guidance for Striving Learners](#)

# Sample Schedule

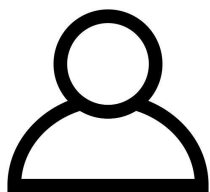
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	ELA	Advisory	Explore	Explore	Math & Lunch	Science	Enrichment, extensions, & intervention	Social Studies

**Math Lab & Enrichment**

***What we heard from teachers:*** “Teachers do not have the time or capacity to develop resources for this on their own.”

# Necessary Information to Guide Intervention Decisions

## Math Links Essentials - Math Lab 6-8



*Who?*



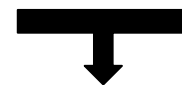
*What?*



Valid and Reliable Screening  
Information



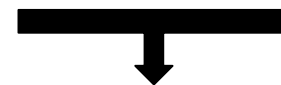
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Resources &  
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Valid and Reliable  
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# Math Lab Possible Period Structure (45 minutes)

**Launch** (5 minutes):

Math Links Skill Booster or related practice

Identify needs based on: Aimsweb benchmarking & progress monitoring, Core formative & summative assessments

Math Links Lesson (20 minutes): *This will only cover part of a lesson.*

Preteach & Reteach Essential Standards not addressed in Math Links (10-15 minutes):  
*Possible small group rotations*

## **Resources for pre-teach and reinforcement**

### **6th Grade:**

1. Origo Differentiation activities from each lesson
2. Origo Fundamentals Games
3. Origo Maintaining Concepts & Skills Pages
4. Math Links Essentials Skill Boosters, Quiz/Assessment problems, and Problem Bank
5. [CPM 6th grade Parent Guide](#)
6. Assign specific Dreambox Lessons (Walnut)

## **Resources for pre-teach and reinforcement**

### **7th & 8th Grade:**

1. CPM Parent Guide with Extra Practice
  - a. [CC2](#) (7th grade) and [CC3](#) (8th grade)
2. CPM Checkpoints
  - a. Checkpoint tab provides worked examples & additional practice
  - b. [CC2](#) and [CC3](#) (You need to be logged in.)
3. Math Links Essentials Skill Boosters, Quiz/Assessment problems, and Problem Bank
4. Assign specific Dreambox Lessons (Walnut)

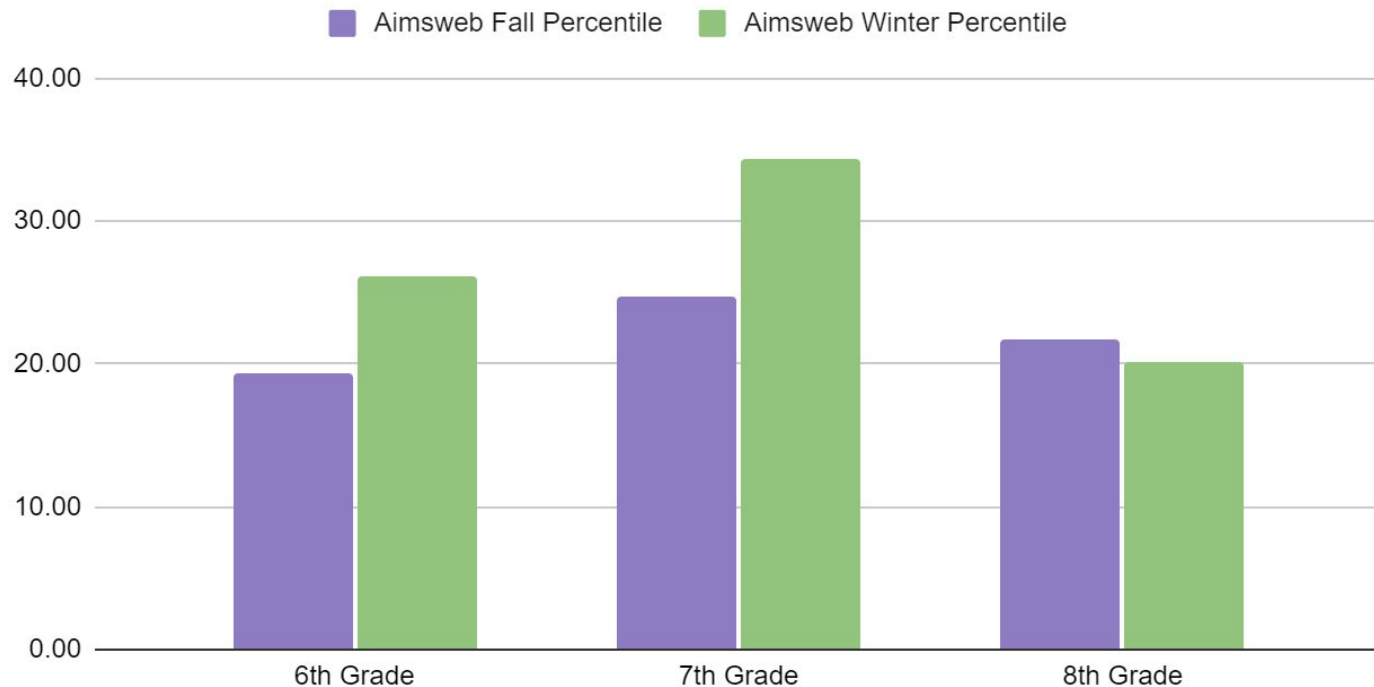
Reflection, Motivation, & Closure (3-5 minutes)

# Why Math Links Essentials:

- Accessibility for staff and students
- Matches district philosophy on mathematics strategies, academic language, and discourse
- Easy to target additional skills as identified on Aimsweb+
- One of the cheaper options available
- Lack of availability of quality options

# What we've seen so far

## Average Math Percentiles for Fall & Winter - Students in Math Lab



## “What successes have you had in lab this year?”

- (a) “Students **taking risks and asking questions** that wouldn't be asked by them in class”
- (b) “Using the resource is a good base.”
- (c) Improved scores on aimsweb. “**Students making progress**”, some a little bit while others more significant growth. “I enjoyed seeing some students achieve their 3 data points above their goal line.”
- (d) Students have **more confidence** in integer operations and equations.
- (e) “Students in my Math Lab enjoy being one of the first couple students done so they can help check other students work and coach them. I hear **great coaching and conversations.**”

# Proposal

805 Sets of 6th grade student materials (Base 10 & Fractions)

765 sets of 7th grade student materials (Proportions & Integers)

765 sets of 8th grade student materials (Equations and Linear Equations)

54 teacher sets (additional print materials and digital licenses for teachers, coaches, and math coordinator)

**\$77,055 from ESSER III funds for print materials**

**\$2,250 for Additional Digital only Licenses from L4L Funds**

# Next Steps

Biggest concerns have been around time to plan for lab time, time to analyze student data, and more “hands-on” activities to use during lab time

- PD Plan for ‘24-’25 allows us to devote an entire day to collaborative planning for lab at the beginning of the year
- PD Plan for ‘24-’25 places PD days strategically around critical MTSS work and dates for ongoing collaboration



**QUESTIONS**



## GIPS BOE NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

**Proposal:** Math Links Essentials -Tier 2 Middle School Math MTSS Resource

**Submitted By:** Dr. Danielle Buhrman

**Date:** February 12, 2024

### 1. What is the identified need?

As part of the [GIPS Middle School Learner Profile](#), GIPS commits to providing interventions in math and reading to support students needing additional support to be proficient on grade-level standards. Specifically, all three middle schools are adjusting schedules to include a 45 minute period of an intervention/extension/enrichment opportunity alternating on a A/B schedule.

As part of the MTSS framework, there is also a need for a system of support in mathematics that helps identify students who are at-risk and could benefit from increasingly intensive math supports in order to demonstrate proficiency on grade-level standards. Math Links Essentials is a research-based MTSS solution that would be the primary resource for Tier 2 instruction within a [continuum of supports](#) in Mathematics at 6-8, beginning in 2024-2025. This material was piloted during the 2023-2024 school year by 6th - 8th grade teachers in all three middle school buildings.

### 2. Administrative Rationale for BOE Agenda Item (*connect to On Track to Thrive 2025 Success Area and Objective*)

In the On Track to Thrive 2025 Strategic Plan, GIPS Objective 2.2 states that “Every student has equitable access to rigorous, relevant coursework. As part of that GIPS commits to “Implementation of a Multi-Tiered System of Supports (MTSS) that addresses the unique academic strengths and needs of every student through: *targeted interventions*.” Making data driven decisions as part of an MTSS framework supports improvement around the strategic priority areas of positive supports, instruction, and professional learning communities (PLCs) in order to improve student achievement.

An essential element as part of the MTSS Framework is a “Layered Continuum of Supports.” Math Links Essentials allows GIPS to offer additional layers of support for students not meeting adequate growth in core universal instruction and are at risk for future academic failure. Math Links Essentials focuses on essential middle school math content within the skills bands of Number and Algebra. The goal of the program is to make content accessible to all learners and to help students catch up to be algebra ready by the end of 8th grade. Teachers utilize the teacher lesson and student workbooks for directed, strategy based instruction and reinforcement. Teachers are also able to utilize skill boosters for targeted support of skills identified through administration of the AimswebPLUS screener and progress monitoring tools. And although it contains specific lessons, Math Links provides the base from which teachers can flexibly make decisions about what students may need next to become proficient on grade level essential standards.

### 3. Proposed Action

The district would purchase enough materials to support 54 teachers and 1570 students over the next three years. Selected teachers (determined by the building based on current schedule) will implement

Math Links Essentials during the Math Lab (Intervention) period with sub-groups of students who have been identified as at risk and needing intense support to make adequate growth as determined by the AimswebPLUS screener.

Follow-up collaborative training and planning for intentional use of Math Lab will occur initially on August 12th. Additional time will be provided during district professional development days to collaborate, reflect, and refine the program. On-going support will be provided by building academic support coaches with the help of Dr. Danielle Buhrman (mathematics coordinator).

#### 4. Data/Research Assessed

Based on results from the 2022-2023 NSCAS mathematics assessment, 52-59% of 6th - 8th grade students in GIPS are proficient on grade-level standards. Current district math benchmarks also show a similar percentage of proficient students. District professional development and on-going support efforts continue (and will continue) to focus on elevating effective universal core instruction for all students. However, additional support within a multi-tiered system of support may support development of skill deficits needed for algebra readiness by the end of 8th grade.

Math Links Essentials was piloted during the 2023-2024 school year within each of the three GIPS middle schools. Implementation results vary as structures and scheduling for math lab were different at each middle school, with a consistent schedule committed for the 2024-2025 school year. Common [Math Lab Guidance](#) on use of aimsweb data and Math Links Essentials resources was provided at all grade levels, despite these scheduling differences. As of February 2024, students in Math Lab within GIPS experienced, on average, a 5.8 percentile point increase from fall to winter as measured by aimswebPlus benchmarking. This is highlighted especially by students in 6th grade math lab, who experienced a 12 percentile point increase from fall to winter on aimswebPlus benchmarking. Based on feedback from teachers, 75% approve of using Math Links as the base for lab time, but also want further opportunities to collaborate around activities, games, and intentional, data-identified support for students.

#### 5. Equity Analysis

The proposal to use Math Links Essentials for grades 6-8 Math Lab has been evaluated through an equity lens. Through collaboration with teachers, principals and coaches at the Middle Schools, it has been determined that the prior WIN time model at the middle school level does not adequately impact student achievement nor does it provide equitable access to the same opportunities across the district. This proposal will allow us to implement evidence-based practices within our MTSS model that seek to close achievement gaps and provide each student what they need, when they need it.

#### 5. Stakeholder Group(s) Involved

6-8 Math Lab (Intervention) teachers, building leaderships teams, 6-8 math lab students, L4L

#### 6. Summary

Math Links Essentials provides a focused scope and sequence to use during Math Lab at grades 6-8, but can still be flexible enough for teachers to make intentional data-based decisions during lab time. The use of Math Links essentials, combined with intentional use of formative assessment data from core, collaborative planning opportunities for games and other activities, and student-monitoring strategies, will allow teachers to have access to resources to support a variety of student needs.

#### 7. Fiscal Impact

**Amount:** \$79,305

**Source:** Esser III & L4L

**Details:** 805 Sets of 6th Grade Materials, 765 sets of 7th grade student materials, 765 sets of 8th

grade student materials, 54 teacher sets (additional print materials and digital licenses for teachers, coaches, and math coordinator)

Quote [Print Materials & Shipping](#) (Esser III funds) - \$77,055

Quote [Additional Digital only Licenses](#) (L4L Funds) - \$2,250

## 8. Person(s) Responsible for Implementation

Dr. Danielle Buhrman - Mathematics Coordinator

## 9. Implementation Plan

### ▲ Monitor/ Evaluate

**Actions:** August collaborative planning for use of materials by teachers in math lab  
On-going professional learning and coaching support for Math Links materials, Math Lab design, and aimsweb usage for data-based decision making

**Timeline:** 2024-2025

### ▲ Board or Committee Report/Follow-Up

**Actions:**

**Date for follow up:**



# GIPS Algebra 2 Adoption & Middle School Intervention Materials

Dr. Danielle Buhrman  
April 2024

# Commitments

*Stakeholders plan, collaborate around, and support mathematics achievement by fostering a learning environment where:*

## Commitment 1

All students view themselves as **mathematicians**.

Student mathematicians access grade-level curriculum that promotes rigor as a balance of **conceptual development**, **procedural fluency**, and real-world applications.

## Commitment 2

Mathematicians take part in **discourse** using **academic language** and **analyze** the reasoning of others.

## Commitment 3

## Commitment 4

Mathematicians are a part of a community that **asks questions**, acts on **feedback**, and **views mistakes as opportunities** to learn.

## Commitment 5

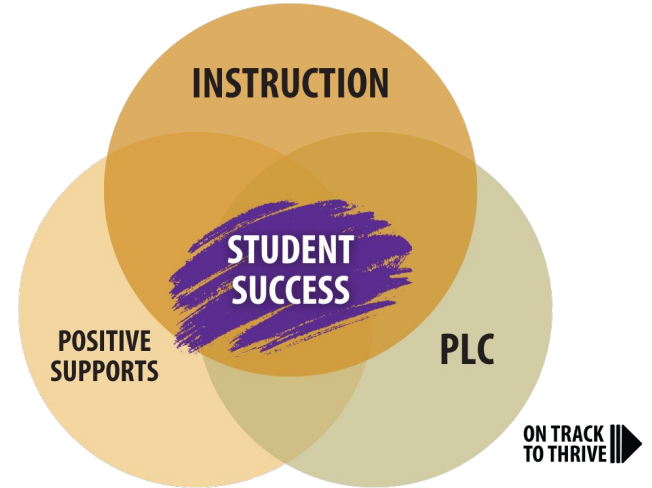
Mathematicians **make connections**, exhibit **flexible thinking**, and are able to **persevere** through productive struggle.

*Every Student, Every Day, A Success!*

# GIPS On Track to Thrive 2025

Within objective 2.2 of the GIPS On Track to Thrive 2025 Strategic Plan: *“Every student has equitable access to rigorous, relevant coursework,”*

GIPS has committed to the *“adoption and implementation of high-quality instructional materials aligned to grade-level standards.”*



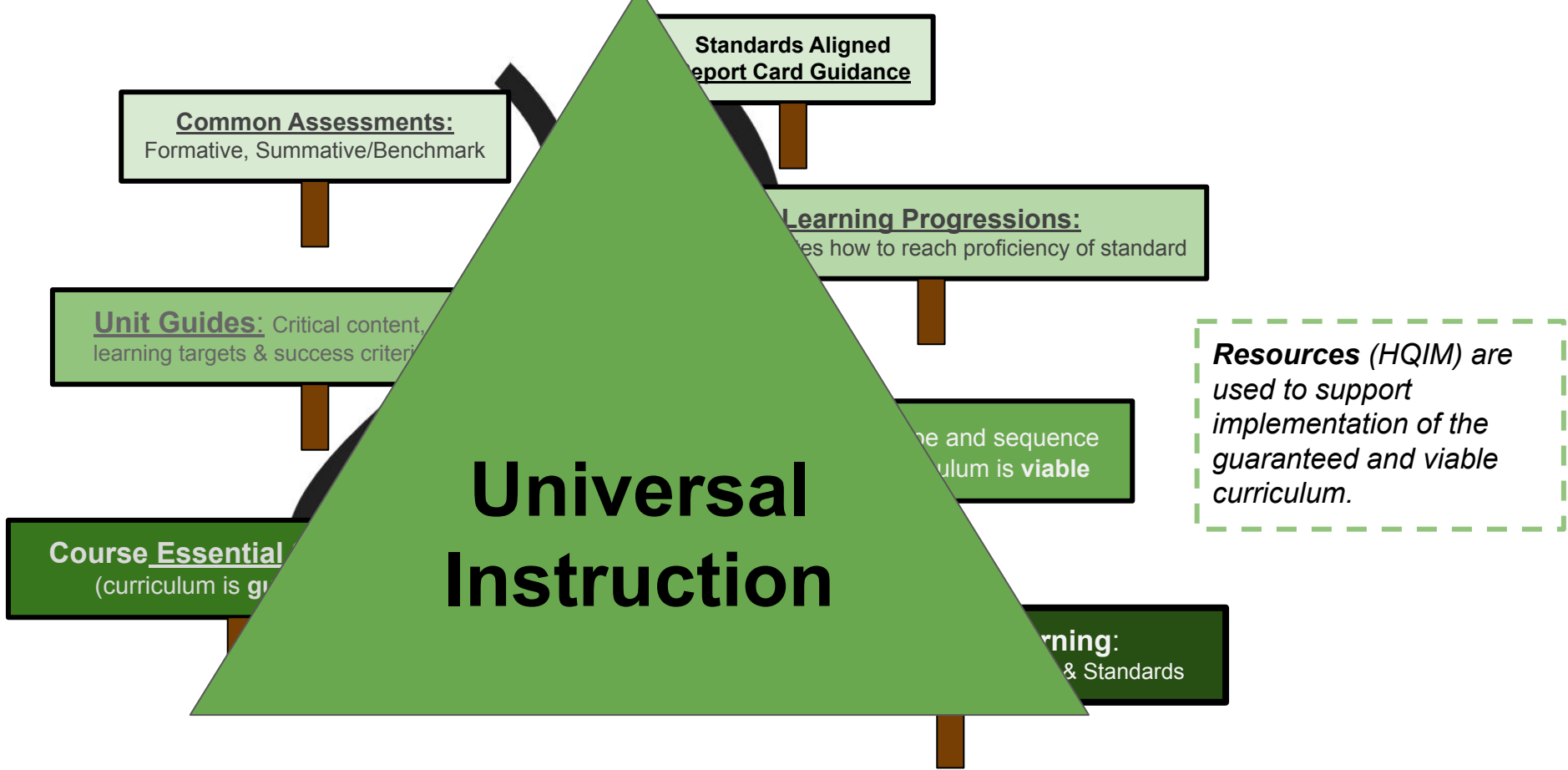
*What do resources do for teachers? Students?*

**Guaranteed and Viable Curriculum**

*Guaranteed: Ensures ALL students have equal opportunity to learn essential standards in specific courses at specific grade levels*

*Viable: Time and resources to support ALL students learning of guaranteed curriculum*

**This is Curriculum EQUITY.**



***Standards Based Learning as the Roadmap to Guaranteed and Viable Curriculum***

# Resources support the way we want students experiencing mathematics

Adopted by State Board of Education Fall 2022.

Developed Spring 2021 and introduced to staff in Fall 2021.

## Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

Make sense of problems and persevere in **sol**ving them.



**PROBLEM SOLVING**

**Reason** quantitatively and abstractly and consider the reasoning of others.



**REASONING**

Create and use **representations** to organize, record, and communicate mathematical ideas.



**REPRESENTATIONS**

Analyze mathematical relationships to **connect** mathematical ideas.



**CONNECTIONS**

Explain and justify mathematical ideas using precise mathematical language in written or oral communication.



**COMMUNICATION**

## I am a Mathematician and I will...



Develop, explain, and apply strategies



Use academic vocabulary

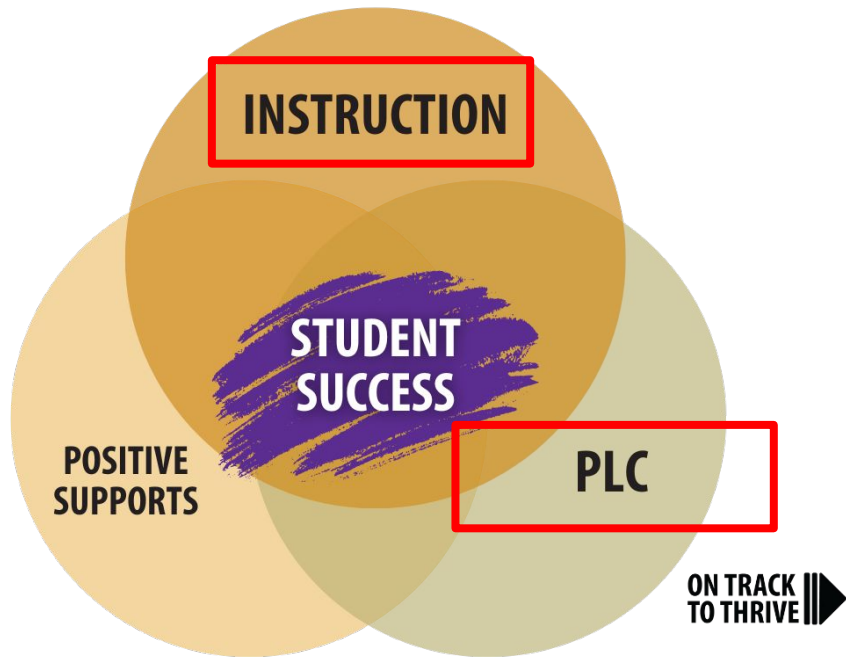


Ask questions, learn from mistakes, and apply feedback



Make connections and struggle productively

# Guaranteed & Viable Curriculum paired with High Quality Instructional Materials



# Secondary Mathematics Curriculum - The Journey

## 2021-2022:

- Algebra 1 Pilot

## 2022-2023:

- First Year Adoption - Algebra
  - Adopted Resource: Illustrative Mathematics
- Pilot Geometry Resources
  - Illustrative Mathematics
  - Open Up (Mathematics Vision Project)

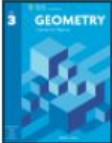
## 2023-2024:

- First Year Adoption - Geometry
  - Adopted Resource: Open Up (MVP)
- Algebra 2 Pilot
  - Illustrative Mathematics
  - Open Up (Mathematics Vision Project)

# Open Up Mathematics

## Open Up High School Mathematics Traditional (2021)

Published By: Open Up Resources | Date Published: 2021/06/09 | *EdReports Review Tool v1.5* | [View These Reports](#)

	GRADE LEVEL	FOCUS & COHERENCE	RIGOR & MATHEMATICAL PRACTICES	ALIGNMENT RATING	USABILITY RATING
	High School	18/18	16/16	Meets Expectations	25/27

# What we were asking kids to do

**Essential Understanding** A polynomial function has distinguishing “behaviors.”



You can look at  
its graph and k

A **monomial** is a  
variable with w  
the exponent of

**degree of a pol**

A polynomial w  
polynomial fun

take note

## Key Concept Standard Form of a Polynomial Function

The **standard form of a polynomial function** arranges the terms by degree in descending numerical order.

A polynomial function  $P(x)$  in standard form is

where  $a$



### Problem 1 Classifying Polynomials

Write each polynomial in standard form. What is the classification of each polynomial by degree? by number of terms?

**A**  $3x + 9x^2 + 5$

$$9x^2 + 3x + 5$$

The polynomial has degree 2 and 3 terms. It is a quadratic trinomial.

**B**  $4x - 6x^2 + x^4 + 10x^2 - 12$

$$x^4 + 4x^2 + 4x - 12$$

The polynomial has degree 4 and 4 terms. It is a quartic polynomial of 4 terms.

# What we are asking students now

The following examples and non-examples will help you to see the important implications of the definition of a polynomial function. For each pair, determine what is different between the example of a polynomial and the non-example.

These are polynomials:	These are not polynomials:
$f(x) = x^3$	$g(x) = 3^x$
How are $f(x)$ and $g(x)$ different?	
$f(x) = 2x^2 + 5x - 12$	$g(x) = \frac{2x^2}{x^2 - 3x + 2}$
How are $f(x)$ and $g(x)$ different?	
$f(x) = -x^3 + 3x^2 - 2x - 7$	$g(x) = x^3 + 3x^2 - 2x + 10x^{-1} - 7$
How are $f(x)$ and $g(x)$ different?	

Based on the definition and the examples above, how can you tell if a function is a polynomial function?

# What we are asking students now

## Takeaways

*A polynomial of degree  $n$  has a constant  $n$ .th difference.*

	<b>Linear Function</b>	<b>Quadratic Function</b>	<b>Cubic Function</b>
<b>Rate of Change</b>	<i>Constant</i>	<i>Linear – Constant second difference</i>	<i>Quadratic – Constant third difference</i>
<b>Recursive Equation</b>	<i>Next = Previous + Constant</i>	<i>Next = Previous + Linear</i>	<i>Next = Previous + Quadratic</i>
<b>Explicit Equation</b>	$y = mx + b$	$y = ax^2 + bx + c$	$y = ax^3 + bx^2 + cx + d$

## Approximate Cost Investment: \$143,720

- 3000 sets of student consumables (6 years) from Open Up
- 3 additional sets of teacher bundles
- Summer training and instructional coaching support for the GISH math department from Mathematics Vision Project during the 2024-2025 school year
- Teacher pay for 2 days of summer training

Funding Source: L4L Budget

# Next Steps

## Summer 2024:

- (1) Build assessment system as part of curriculum work (Algebra and Geometry)
  - (a) Measure student understanding of standards
  - (b) Measure impact of curriculum and resource work
- (2) Algebra 2 Curriculum Development
- (3) Open Up (MVP) Training July
- (4) 10 days of ongoing instructional support throughout school year from MVP trainers



# Math Links Essentials - Math Lab (Intervention) 6-8 Resource Support

## CONFIDENT COMMUNICATORS

Who listen, write, and  
speak effectively.

## CREATIVE PROBLEM SOLVERS

Who are solution-focused,  
engage respectfully, and  
reflect on choices.

MIDDLE SCHOOL

**B W W**

Grand  
Island  
PUBLIC SCHOOLS

LEARNER PROFILE

## ADVOCATES FOR SELF AND OTHERS

Who are self-aware, articulate in  
thought and need, and able to  
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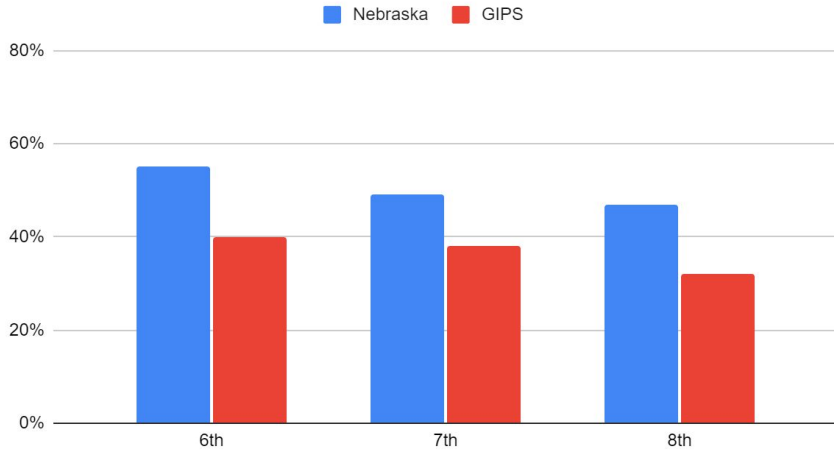
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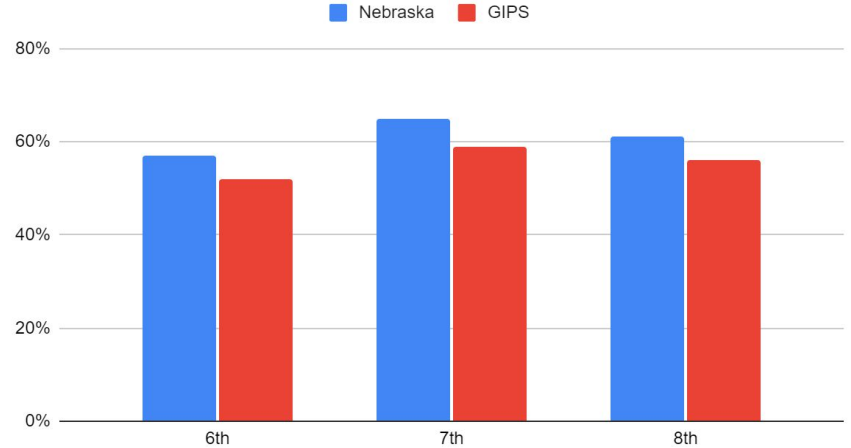
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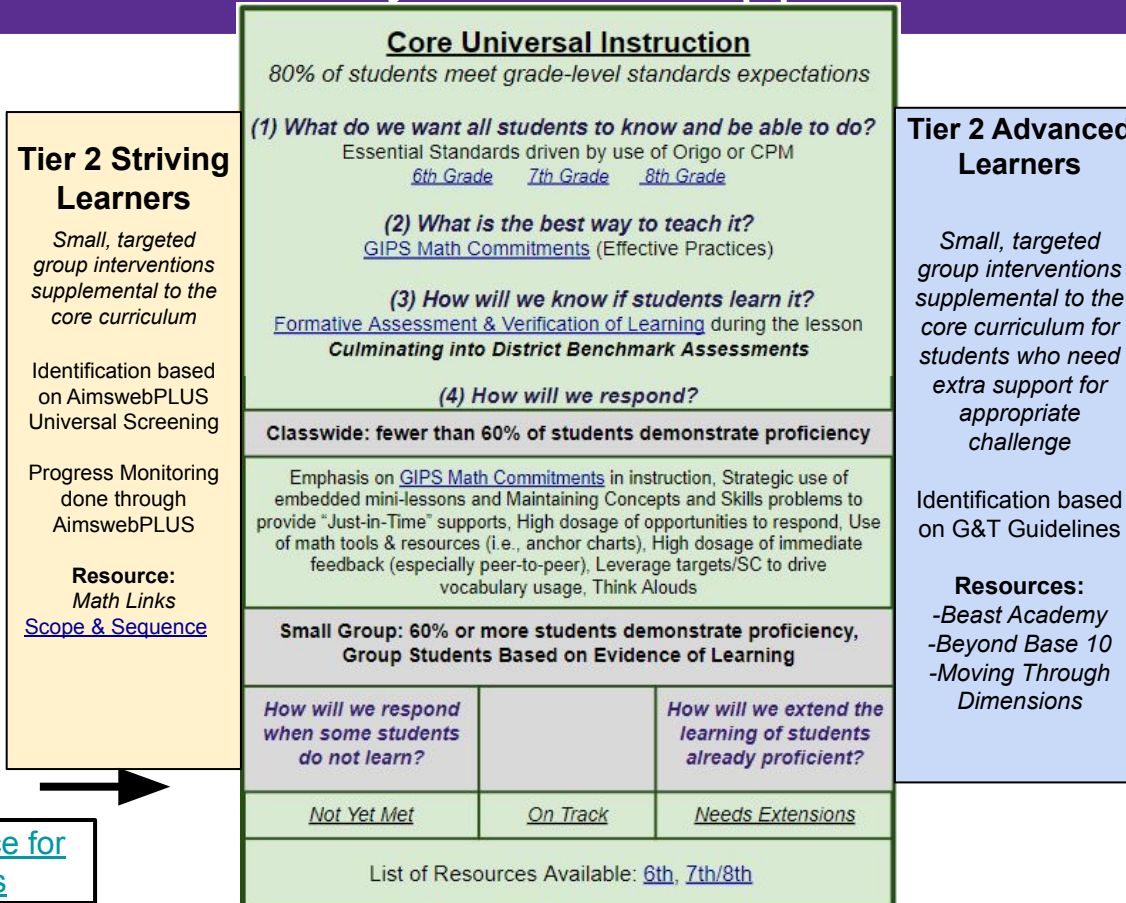
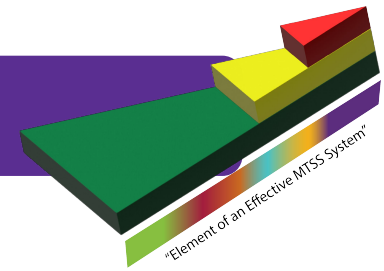
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[Intervention Guidance for Striving Learners](#)

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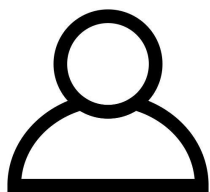
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**Math Lab & Enrichment**

***What we heard from teachers:*** “Teachers do not have the time or capacity to develop resources for this on their own.”

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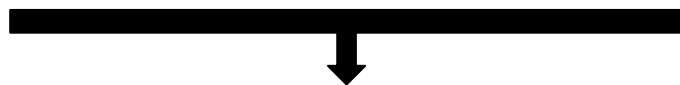
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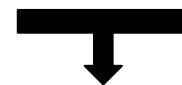
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Valid and Reliable Screening  
Information



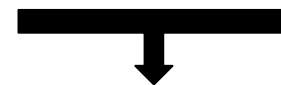
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Resources &  
Guidance



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4. Math Links Essentials Skill Boosters, Quiz/Assessment problems, and Problem Bank
5. [CPM 6th grade Parent Guide](#)
6. Assign specific Dreambox Lessons (Walnut)

### **Resources for pre-teach and reinforcement**

#### **7th & 8th Grade:**

1. CPM Parent Guide with Extra Practice
  - a. [CC2](#) (7th grade) and [CC3](#) (8th grade)
2. CPM Checkpoints
  - a. Checkpoint tab provides worked examples & additional practice
  - b. [CC2](#) and [CC3](#) (You need to be logged in.)
3. Math Links Essentials Skill Boosters, Quiz/Assessment problems, and Problem Bank
4. Assign specific Dreambox Lessons (Walnut)

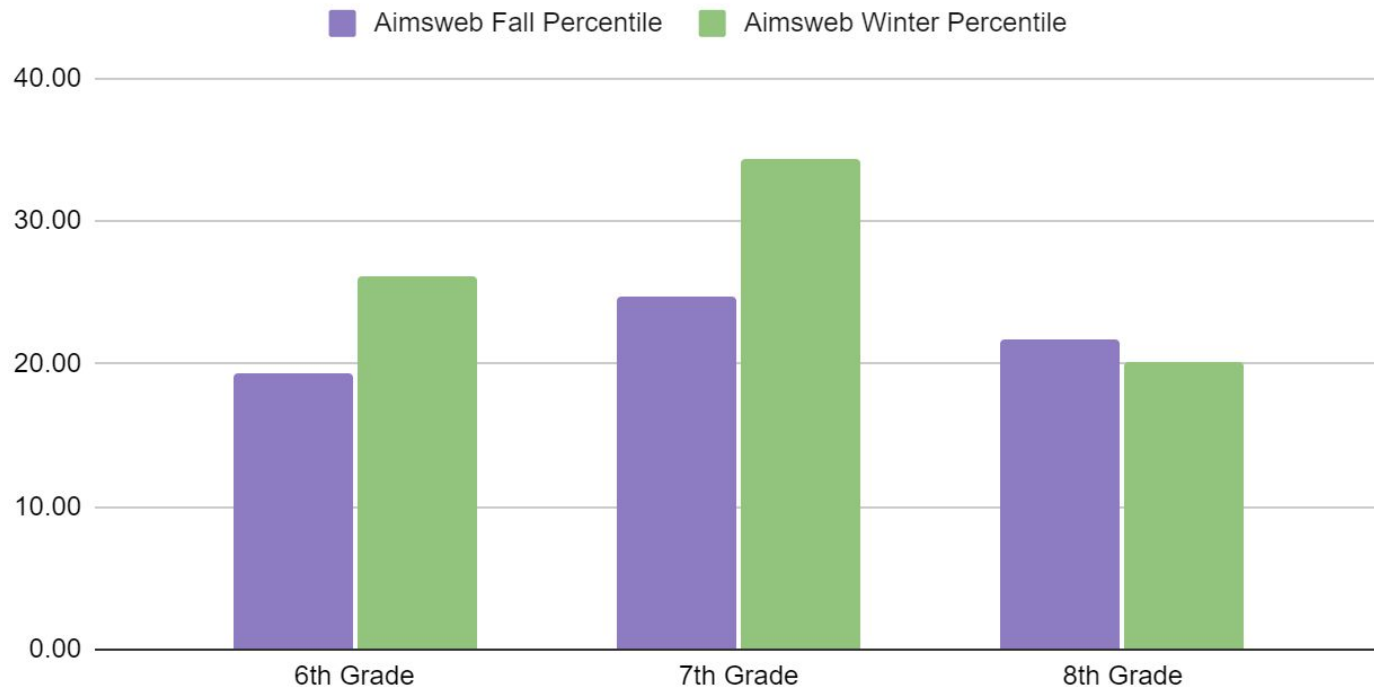
Reflection, Motivation, & Closure (3-5 minutes)

# Why Math Links Essentials:

- Accessibility for staff and students
- Matches district philosophy on mathematics strategies, academic language, and discourse
- Easy to target additional skills as identified on Aimsweb+
- One of the cheaper options available
- Lack of availability of quality options

# What we've seen so far

Average Math Percentiles for Fall & Winter - Students in Math Lab



## “What successes have you had in lab this year?”

- (a) “Students **taking risks and asking questions** that wouldn't be asked by them in class”
- (b) “Using the resource is a good base.”
- (c) Improved scores on aimsweb. “**Students making progress**”, some a little bit while others more significant growth. “I enjoyed seeing some students achieve their 3 data points above their goal line.”
- (d) Students have **more confidence** in integer operations and equations.
- (e) “Students in my Math Lab enjoy being one of the first couple students done so they can help check other students work and coach them. I hear **great coaching and conversations.**”

# Proposal

805 Sets of 6th grade student materials (Base 10 & Fractions)

765 sets of 7th grade student materials (Proportions & Integers)

765 sets of 8th grade student materials (Equations and Linear Equations)

54 teacher sets (additional print materials and digital licenses for teachers, coaches, and math coordinator)

**\$77,055 from ESSER III funds for print materials**

**\$2,250 for Additional Digital only Licenses from L4L Funds**

# Next Steps

Biggest concerns have been around time to plan for lab time, time to analyze student data, and more “hands-on” activities to use during lab time

- PD Plan for ‘24-’25 allows us to devote an entire day to collaborative planning for lab at the beginning of the year
- PD Plan for ‘24-’25 places PD days strategically around critical MTSS work and dates for ongoing collaboration



# QUESTIONS

## GIPS BOE NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

**Proposal:**

**Submitted By:**

**Date:**

### 1. What is the identified need?

### 2. Administrative Rationale for BOE Agenda Item (connect to On Track to Thrive 2025 Success Area and Objective)

### 3. Proposed Action

### 4. Data/Research Assessed

9-12. As a result, we prefer to hold off on piloting and adopting a new resource at this time.

## 5. Equity Analysis

The proposal to renew *myPerspectives* for grades 6-12 has been evaluated through an equity lens. High quality instructional materials are used to support implementation of a guaranteed and viable curriculum. Quality materials are an equity lever to provide all students access to grade-level content.

## 5. Stakeholder Group(s) Involved

6-12 ELA teachers, building leaderships teams, 6-12 students, L4L

## 6. Summary

*myPerspectives* is a high-quality instructional resource that our 6-12 teachers are familiar with and already implementing. Renewing *myPerspectives* for three years makes educational and fiscal sense for the district.

## 7. Fiscal Impact

**Amount:** Approximately \$249,632.40

**Source:** L4L 23-24 budget

**Details:** [Savvas Quote](#)

## 8. Person(s) Responsible for Implementation

Cara Kuhl - Secondary ELA Coordinator

## 9. Implementation Plan

### ▲ Monitor/ Evaluate

**Actions:** April: Facilities and Finance  
April Seek BOE approval  
May: order materials immediately  
August: Utilize materials with students  
Ongoing PL provided during CIA/District PL days in 2024-2025

**Timeline:**

### ▲ Board or Committee Report/Follow-Up

**Actions:**

**Date for follow up:**

OUR TODAY THEIR  
TOMORROW

The graphic features the words 'OUR', 'TODAY', 'THEIR', and 'TOMORROW' in a bold, purple, sans-serif font. 'OUR' is positioned vertically on the left side. 'TODAY' is in the center, with 'THEIR' to its right. 'TOMORROW' is positioned below 'TODAY'. A purple line with arrows connects 'TODAY' to 'TOMORROW' and 'THEIR' to 'TODAY', suggesting a flow or relationship between the words.

GIPS Board of Education

*myPerspectives* Renewal | April 11, 2024

# Identified Need

Approve funds for renewal of current 6-12 ELA instructional resource *myPerspectives* for three years

# Rationale for Renewing Current Resource

## Impact on student learning

- High quality, standards-aligned instructional resource
  - Highlighted by NDE and the Nebraska Instructional Materials Collaborative (NIMC)
  - Engagement with quality, increasingly complex texts
  - Embedded support for all learners
- aimswebPlus benchmarks indicate growth in reading

# Rationale for Renewing Current Resource

## Impact on teachers

- Continuity and consistency in instruction
- Maintain alignment 6-12

# Proposed Action

Approve funds for renewal of *myPerspectives* for three years for grades 6-12 at a cost not to exceed \$250,000

# Questions?

OUR **TODAY** ← THEIR  
→ **TOMORROW**



<b>Date</b>	20-Mar-2024
<b>Reference ID</b>	gips.org-2296195_2305904_2348925(3Y)

PART NO	Description	Amount
85511.OS6	ManageEngine Endpoint Central UEM Edition - Subscription Model - 3 Years subscription fee for 3550 endpoints and Single User License - Start 28 April 2024 End 27 April 2027	\$98349
85510.OSU5	ManageEngine Endpoint Central UEM Edition - Subscription Model - 3 Years subscription fee for Additional 29 Users - Start 28 April 2024 End 27 April 2027	\$12567
85510.OSSG	ManageEngine Endpoint Central UEM Edition - Subscription Model - 3 Years Subscription fee for Secure Gateway Server - Start 28 April 2024 End 27 April 2027	\$1035
	3 Year multi-year discount	\$11195.10
	Gov/EDU/Non-Profit discount	\$11195.10
	<b>Total Cost</b>	<b>US\$89560.80</b>

**Terms & Conditions**

**1. Validity**

Price quotes are open for acceptance for 30 days from the date of offer. Please reconfirm the prices before sending your Purchase Order.

**2. Payment Terms**

Net-30. Local taxes applicable for all end users located in the State of AL, AZ, CT, IL, IN, IA, KS, KY, LA, ME, MA, MI, MN, MS, NE, NM, NY, NC, ND, OH, PA, RI, SC, SD, TN, TX, UT, VT, WA, WV, WI, WY, DC, MD & Canada.

**3. Payment Mode**

ZOHO Corp accepts payment by valid company check, credit card or wire transfer. Please contact ZOHO Corp for wire transfer details.

Please submit Purchase Order to:

Attention: Thomas Oommen

**MANAGEENGINE**

A Division of ZOHO Corp  
4141 Hacienda Drive  
Pleasanton, CA 94588, USA  
Renewal Hotline: +1[833] 411-0996  
Website - <http://www.zohocorp.com/>  
We are ZOHO Corporation with 2 divisions: ManageEngine & Zoho.com

Sincerely- Thomas Oommen  
[thomas.o@manageengine.com](mailto:thomas.o@manageengine.com)



We have prepared a quote for you

---

## Aruba 32-Port Switch

Quote # 012309 v3

Prepared for:

**GRAND ISLAND SCHOOLS**

Cory Gearhart  
cgearhart@gips.org

Prepared by:

**Prime Secured**

Dave Kanne  
dkanne@primesecured.com

## ► Statement of Work

---

### Installation Materials

**Notice:** Due to pervasive supply chain disruptions across the industry, we anticipate potential delays in material deliveries which might influence project timelines. At Prime Secured, we're diligently collaborating with manufacturers and distributors to expedite the delivery process wherever feasible. To further assist, we may reach out with suggestions for alternative materials that align with your project needs. We deeply appreciate your understanding and patience during these unprecedented times.

### Project Preparation

**Notice:** All preparatory work that falls within the purview of the client and directly affects the parameters outlined within this scope of work should be concluded prior to the arrival of Prime personnel on-site. In the event that any aspect of the client's responsibilities, which are integral to the commencement or seamless execution of Prime's tasks, remains outstanding, thereby impeding the execution of our work, a supplementary re-mobilization fee of \$500, alongside applicable mileage and drive time charges, shall be levied in conjunction with the overall project cost.

### Scope of Project



The following services will be performed by Prime Secured to assist the customer with the district wide WAN upgrade.

- Work with the district to finalize the design, IP scheme and routing for the new WAN configuration.
- Prime Secured will provide, configure and install two Aruba CX 8360 switches for the district WAN upgrade at CPI. Switches will be configured in an HA Pair and tied into the WAN provider's gear. 5 years of Aruba Central is included to manage and monitor the switches.
- Re-configure the existing switch stack at CPI to support the 8360 switch configuration. 50 Gb DACs are included to connect the stack with the 8360s.
- Re-configure the uplink connections between the WAN and Server core switches at Kneale Admin. New 50 Gb DACs are included to free up the 100Gb ports for the WAN links
- Re-configure the WAN core switches at Kneale admin to support the new WAN design and handoffs from the service provider. 100Gb MM Bidi optics are included for the district side hand off.
- Work with the customer's IT staff to re-configure the WAN uplinks at each school. It is assumed the district IT will travel to the sites to patch in fiber jumpers and add additional optics for the second handoff. 10G optics currently in use for the WAN core will be repurposed and used for the second handoff at each school.
- Re-configure the WAN network across all Aruba layer 3 switches. A new single subnet will be configured for the WAN. Prime will configure OSPF routing across the WAN and remove static routes as needed.
- No services are included to configure the Fortinet firewalls.
- Up to 6 hours of after hours work is included. Any additional hours will require a change order. It is assumed a majority of the work will be completed during business hours.

**\*\*\*Before order is placed, we need to verify we have the correct 100G optics quoted to support the hand off from the providers equipment.\*\*\***

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## Hardware and Software

Description	Price	Qty	Ext. Price
<b>Aruba 8360-32Y4C Prt2Pwr 3F2PS Bundle</b> Aruba 8360-32Y4C Prt2Pwr 3F2PS Bundle	\$13,142.85	2	\$26,285.70
<b>Aruba X151 100G QSFP28 MPO SR4 MMF XCVR - For Optical Network, Data Networking - 1 x MPO 100GBase-SR4 Network - Optical Fiber - Multi-mode - 100 Gigabit Ethernet - 100GBase-SR4</b> 	\$851.14	4	\$3,404.56
<b>HPE Aruba Networking 50G SFP56 to SFP56 3m Direct Attach Copper Cable</b>	\$220.78	6	\$1,324.68
<b>HPE Aruba 100G QSFP28 to QSFP28 1m Direct Attach Copper Cable - 3.28 ft QSFP28 Network Cable for Network Device - First End: 1 x QSFP28 Network - Second End: 1 x QSFP28 Network - 100 Gbit/s</b> 	\$189.88	2	\$379.76
<b>Aruba Central Foundation - Subscription License - 1 Chassis - 5 Year - Electronic</b>	\$2,313.02	2	\$4,626.04

**Subtotal: \$36,020.74**

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## Aruba 32-Port Switch



**Prepared by:**

**Prime Secured**

Dave Kanne  
(402) 884-8473  
dkanne@primesecured.com

**Prepared for:**

**GRAND ISLAND SCHOOLS**

123 S Webb Rd  
Grand Island, NE 68803  
Cory Gearhart  
(308) 385-5900  
cgearhart@gips.org

**Quote Information:**

**Quote #: 012309**

Version: 3  
Delivery Date: 03/21/2024  
Expiration Date: 04/07/2024

## Quote Summary

Description	Amount
Hardware and Software	\$36,020.74
Professional Services	\$12,253.00
<b>Subtotal:</b>	<b>\$48,273.74</b>
<b>Shipping:</b>	<b>\$25.00</b>
<b>Total:</b>	<b>\$48,298.74</b>

### Acceptance and Incorporation by Reference

This Order together with the Master Services Agreement and Service Attachments and other terms and conditions identified on Exhibit A, all of which are incorporated herein by reference (collectively, the "Agreement") is between Prime Secured (sometimes referred to as "we," "us," "our," or "Provider"), and the customer found on the signature block at the end of this Order (sometimes referred to as "you," "your," or "Client"). This Agreement is effective as of the date both parties have signed below (the "Effective Date."). Both Provider and Client are sometimes referred to individually as a "Party", or together as the "Parties". Any capitalized terms in this Order not directly defined are referred to in the applicable document identified on Exhibit A of this Order. If there is a conflict between this Order, the Master Services Agreement, any Service Attachment, or Exhibit, this Order will control.

By signing below, Client acknowledges, represents, and warrants that it has read and agrees to the terms and conditions identified on Exhibit A to this Order which are incorporated as if fully set forth herein.

The parties hereby agree that electronic signatures to this Order shall be relied upon and will bind them to the obligations stated herein. Each party hereby warrants and represents that it has the express authority to execute this Agreement(s). This Order supersedes all prior negotiations, proposals, orders, agreements and communications between the parties regarding Provider's Services.


Provider may make changes to the Agreement at any time. If there are changes, Provider will revise the date at the top of the document. Provider may or may not provide Client with additional notice regarding such changes. Client should review the terms and conditions regularly. Unless otherwise noted, the amended terms and conditions will be effective immediately, and your continued use of the Services thereafter constitute your acceptance of the changes. If you do not agree to the amended terms and conditions, you must stop using the Services immediately. Please note, you may incur a termination fee or other third-party fees, if applicable. You may access the current version of the terms and conditions at any time by visiting <https://primesecured.com/legal>.

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The parties, acting through their authorized officers, hereby execute this Agreement.

Prime Secured

GRAND ISLAND SCHOOLS

Signature: 

Signature: \_\_\_\_\_

Name: Dave Kanne

Name: Cory Gearhart

Title: Outside Sales Representative

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

Date: 03/21/2024

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## ► Exhibit A

<a href="#">Master Services Agreement</a>	General terms and conditions applicable to all Provider products and services.
<a href="#">Services Attachment for Managed Services</a>	Core managed services including monitoring, remote management, and help-desk.
<a href="#">Data Processing Agreement</a>	Data security and privacy agreement including statutorily required terms.
<a href="#">Service Level Objectives</a>	Targeted response times by tier of severity.
<a href="#">Schedule of Services</a>	Description of managed services offered by Provider.
<a href="#">Schedule of Third-Party Services</a>	Notice of third-party services and waiver of claims.
<a href="#">Service Attachment for Managed Access Control</a>	Physical access control services.
<a href="#">Service Attachment for Managed Video Surveillance</a>	Video surveillance services.

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# 2023-2024

## Grand Island Public Schools

# Handbook

## Board Policy Title IX 6205 (Staff) and 8505 (Student)

The Grand Island Public Schools does not discriminate on the basis of sex in any educational program or activity that it operates. The District is required by Title IX (20 U.S.C. § 1681) and 34 CFR Part 106 not to discriminate in such a manner. This requirement not to discriminate also applies to admission and employment. Any inquiries about the application of Title IX may be referred to the District Title IX Coordinator, to the Assistant Secretary of the Office of Civil Rights, or both. The GIPS Board of Education designates the following individuals to serve as GIPS Title IX Coordinators for students and staff and serve as Compliance Coordinator:

Title: Dr. Summer Stephens, Associate Superintendent  
Coordinator for Student Complaints and Compliance Coordinator  
Office address:  
Kneale Administration Building, 123 S. Webb Road, Grand Island, NE 68802  
Email: sstephens@gips.org  
Phone number: 308-385-5900

Title: Dr. Carrie Kolar, Chief of Human Capital Management  
Coordinator for Staff Complaints  
Office address:  
Kneale Administration Building, 123 S. Webb Road, Grand Island, NE 68802  
Email: ckolar@gips.org  
Phone number: 308-385-5900

For information regarding the Grand Island Public Schools procedure for complaints of sexual harassment including the complaint process, how to file a report or a complaint of sexual harassment, how to file a formal complaint of sexual harassment, and how the District will respond to such complaints see Board Policy, 6205 Staff and 8505 Student, located on the GIPS website. Policy 9505 TITLE IX SEXUAL HARRASSMENT (Student) is also available in Appendix A.

## Board Policy 1111 Equity in Grand Island Public Schools

### Equity Value Statement

In the Grand Island Public Schools, equity is providing each individual what they need, when they need it, in an inclusive and anti-discriminatory environment.

GIPS is committed to identifying, disruption, and addressing our individual and district-wide biases so all students, staff and families are known, heard, connected, valued and supported. All stakeholders accept responsibility and hold themselves and each other accountable to cultivate an equitable district, free of racism and discrimination to ensure “Every Student, Every Day, A Success.”

# Grand Island Public Schools Mission Statement

## VISION

Students prepared to make positive contributions to society and thrive in an ever-changing world.

## MISSION

Every Student, Every Day, A Success! In educating students, we teach hearts as well as minds.

## STUDENT COMMITMENTS

Within the school district of Grand Island:

*Every student will be taught to read, write and communicate effectively; solve problems; acquire and apply knowledge; and demonstrate mastery through performance to the best of the student's abilities;*

*Every student will be treated with fairness and dignity;*

*Every student will be honored for their unique qualities and backgrounds;*

*Every student will experience a sense of belonging, contribution and success; and*

*Every student will develop responsibility and show respect for others as well as oneself.*

In educating students, we teach hearts as well as minds.

## Intent of Handbook

This handbook is to be used by students, parents and staff as a guide to the rules, regulations and general information about Grand Island Public Schools. Each student is responsible for becoming familiar with the handbook and knowing the information contained in it. Parents are encouraged to use this handbook as a resource and to assist their child in following the rules contained in this handbook.

Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise during any school day, or school year. The administration reserves the right to make decisions and make rule revisions at any time to implement the educational program and to assure the well being of all students. The administration will be responsible for interpreting the rules contained in the handbook. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon all applicable school district policies and state and federal statutes and regulations.

## Welcome to Parents

Dear Grand Island Parents:

The new school year is upon us and we are looking forward to a year filled with opportunities for all students in the Grand Island Public Schools.

As a part of the efforts that take place at the beginning of the school year we have prepared for you and your student a resource that we hope you will find helpful, the Student/Parent handbook. This publication contains information for students and parents regarding daily life in Grand Island Public Schools, as well as an overview of student rights and responsibilities.

We also encourage you to visit the district website [www.gips.org](http://www.gips.org) as it is a great way to find current information about specific events at your child's attendance center. Additionally, the website contains all district policies and other help resources important to your child's experience in Grand Island.

Every Student, Every Day a Success is the mission of Grand Island Public Schools and with that in mind it is our sincere hope that you and your family have a successful school year.

**Grand Island Public Schools**

## District website

Visit [www.gips.org](http://www.gips.org) for all district and school information.

## Social media

Follow the Grand Island Public Schools district and all of our schools on Facebook and Twitter to stay updated on activities and information. Links to all social media accounts can be found at the school pages on the district website, [www.gips.org](http://www.gips.org).

### GIPS on Facebook:

[www.facebook.com/GrandIslandPublicSchools](http://www.facebook.com/GrandIslandPublicSchools)

### GIPS on Twitter and Instagram:

@GIPublicSchools

## District offices

Kneale Administration .....	(308) 385-5900
Superintendent's office .....	Ext. 201140
Student services .....	Ext. 201152
Business office .....	Ext. 201151
Technology office .....	Ext. 201155
Marketing & Communications .....	Ext. 201127
GEAR UP .....	Ext. 201186
GIPS Foundation .....	Ext. 201170
Maintenance .....	Ext. 201100
Safety .....	Ext. 201121
Nutrition Services .....	Ext. 201172
Special Education Services .....	Ext. 201188
Federal Programs .....	Ext. 201122
Outreach Center .....	Ext. 201204

## School phone numbers

Early Learning Center .....	385-5655
-----------------------------	----------

### *ELEMENTARY SCHOOLS*

Dodge .....	385-5889
Engleman .....	385-5902
Gates .....	385-5892
Howard .....	385-5916
Jefferson .....	385-5922
Knickrehm .....	385-5927
Lincoln .....	385-5924
Newell .....	385-5905
Seedling Mile .....	385-5910
Shoemaker .....	385-5936
Starr .....	385-5882
Stolley Park .....	385-5913
Wasmer .....	385-5920
West Lawn .....	385-5930

### *MIDDLE SCHOOLS*

Barr .....	385-5875
Walnut .....	385-5990
Westridge .....	385-5886

### *HIGH SCHOOL*

Grand Island Senior High .....	385-5950
Activities office .....	385-5581
Indra House .....	385-5635
Career Pathways Institute .....	385-5601
Success Academy .....	385-5885
Welcome Center .....	385-5551

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# School Business and Procedures

## School Hours

Preschool M-Th: A.M.: 7:50 - 11:20 a.m. P.M.: noon - 3:30 p.m.

All Elementary Schools: 8 a.m. - 3:05 p.m.

All Middle Schools: 8:15 a.m. - 3:45 p.m.

Grand Island Senior High: 8:05 a.m. - 3:30 p.m.

## Arrival and Dismissal from School

Students are expected to arrive at school no more than 20 minutes prior to the first class or school program in which they are participating. Prior to that time, the school is not responsible for supervision of the students. Students will not be permitted to enter earlier unless the principal determines it to be necessary due to inclement weather or other factors. Students are to enter through their assigned entrance and proceed to designated areas.

Upon dismissal, students are expected to be picked up or leave school grounds within 15 minutes of dismissal. The school is not responsible for supervision of students once the students are to have left school grounds.

## Signing a Child In and Out of School

Parents or guardians are required to sign their children in and/or out of school if they are entering after their first class or leaving prior to their final class or permission granted with administrator approval. The schools will only release children to adults designated by the parent in Synergy or administrator approval. If there is a special circumstance, such as a court order limiting access to a student by a parent or guardian, affecting who a student can be released to, the parent must inform the principal and provide the principal with a copy of that order to maintain on file at the school.

## Supervision at Dismissal

Parents or guardians of children in grades Pre-K to 5, where the child does not use district-provided transportation after dismissal, may request the school or program not release the child to walk home after dismissal unless the child is released to the parent or legal guardian or an escort designated by the parent or guardian. The parent or guardian may designate up to 2 escorts. Parents or guardians requesting their children only be released to the parent or guardian or a designated escort after dismissal must submit a completed written request with the principal to this effect.

## Lunch

Students are encouraged to eat a healthy breakfast and lunch at school. Students may bring a lunch to school and a healthy lunch from home is encouraged. Pop and candy will not be eaten in the cafeteria at lunch. Parents may eat a school lunch with their child and if bringing lunch in from an outside vendor, parents of their child may bring lunch in and sit with students in an alternative setting.

## Lunch and Open and Closed Campus

Juniors and Seniors have open lunch privileges with parent and administrative approval. Students must remain on campus at all other times. Underclassmen do not have open lunch privileges. Freshman and Sophomores will be scheduled in one of the two school cafeterias for lunch.

## Time and Space for Student Prayer

GIPS recognizes the religious requirement of prayer for students and provides a space and time for this to occur with minimal loss of instructional time.

### Grand Island Senior High Process:

- Use the foyer of the auditorium as a common space and establish practice of entering and exiting the foyer through the main entrance near door 34 (interior halls are off limits).

Alternate locations would be:

1. Upper Deck of East Gym
2. East Conference Room
3. West Conference Room

- Students will be allowed one 15 minute prayer time during the school day.
- Morning and late afternoon prayers should take place outside of the school day.
- Prayer time should take no more than 15 minutes including travel to and from the location.
- Students using prayer time should communicate with their Counselors and Teachers to be released and should travel directly to the prayer location. They should not stop in other classrooms, or wait to meet other students who might be praying. Students should go directly to the location, pray and return directly to their assigned location.

### **Other School Processes:**

Students and families may work with their building principal to secure time and space for prayer.

## **Enrollment Information**

Students shall attend the neighborhood school in the attendance area in which they reside. Reassignment may be made when deemed in the student's best interest and based upon the capacity of the class, grade level, program and school building to which he or she is applying. Capacities will be based upon class/program guidelines provided in **Policy 7511–Open Enrollment**. Special Education transfers will be allowed only when it is determined that educational needs as specified in the Individualized Education Plan cannot be provided in the neighborhood school.

The district has established procedures for requesting a transfer to an in-district attendance center other than the neighborhood school. Parents/Guardians should complete a transfer request application at their assigned neighborhood school. Applicants will be notified of approval or denial one week prior to the start of school. **Policy 8331–Elementary and Middle School Within District Transfers**

## **Emergency Situations**

Representatives of the superintendent's staff will notify local news media and post to [www.gips.org](http://www.gips.org) in emergency situations including weather events. Radio and television stations broadcast the information regularly and our district telephone system will be used to notify families. Parents are not to call media or school buildings during emergency situations. School officials will not release students from the school building during emergency situations.

## **Visitors**

All visitors must report to the office upon entering the building. Students may not bring friends or relatives with them to school to attend classes.

## **Flower and Gift Delivery at School**

GIPS acknowledges the need to recognize students on special holidays, however, due to the disruption to class, gifts and flowers will not be accepted at school for delivery to a student in class.

## **Smoke-Free Environment**

Grand Island Public Schools declares all of our buildings and grounds to be smoke-free. All district-owned or operated facilities, grounds and vehicles, as well as district-sponsored events, will be designated tobacco-free. The use of any form of tobacco is prohibited. **Policy 6232-Use of Tobacco on Premises by Staff members, Visitors and Volunteers**

## **Care of School Property**

The Grand Island Public Schools believes students should respect school district property and assist in its preservation for future use by others. Students may be assessed fines, charges, or fees for damage beyond normal wear to the materials needed in a course, for overdue school materials, or for misuse of school property. The staff reserves the right to confiscate nuisance items or other objects that interfere

with school purpose or otherwise constitute rule violations. Students may also receive disciplinary consequences for significant disruptions or repeated violations.

## **Destruction of School Property - Board Policy 8411**

Any student who vandalizes or destroys school property will be assessed repair or replacement costs and referred to the county attorney for prosecution. Students are asked to help protect the school by discouraging and reporting any vandalism. The school appreciates student cooperation and responsible behavior.

## **Student ID: Middle School and High School**

The student ID allows students free or reduced admission to various school activities. Students get their student ID card after they register. Students losing ID cards will be charged a fee for a duplicate.

Grand Island Senior High and Barr, Walnut and Westridge Middle School students must wear their student issued ID at all times while in school. The ID must be worn on a lanyard around the neck. When the ID is lost, stolen, or forgotten, students must report to the office and purchase a temporary daily sticker or a replacement ID.

## **Lockers**

For building security and student safety, the expectations for students' use of lockers are:

- Students are responsible for the content and condition of their lockers.
- The school assumes no liability for damage or theft of property.
- Students are required to use only the locker furnished by the school.
- Locker problems should be reported to the office

## **Searches of Lockers and Other Types of Searches**

School administrators are authorized to conduct searches of students and their property as well as property of the district in order to enforce compliance with statutes, policies and rules. A search may be conducted for reasons that include, but are not limited to, safety health and discovery of the violation of a statute, policy, or rule.

## **Video Surveillance**

The Board of Education has authorized the use of video cameras on school district property to ensure the health, welfare and safety of all staff, students and visitors to district property, and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the school administration. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

## **Student Use of Bicycles and Other Small-Wheeled Devices**

Students who ride bicycles to school are requested to secure them in an orderly fashion at designated locations. Students are advised to provide bicycle locks for their personal bicycle. For safety reasons, riding bicycles or other small wheeled devices on school grounds during school hours will not be permitted. Students are discouraged from riding other small wheeled devices such as skateboards, in-line skates, roller skates, or micro-scooters to school. Principals may set forth additional regulations as necessary for individual attendance centers. The privilege of riding a bicycle to school will be withdrawn if rules and appropriate safety measures are not followed.

## **Student Valuables**

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary safe-keeping. Students who find lost articles are asked to take them to the office where the articles can be claimed by the owner.

## Printed Materials for Display and/or Distribution

The principal must approve all signs and announcements in the school building before they are displayed or read. The district office must approve all materials for distribution in all district facilities. **Policy 9420**

## Copyright and Fair Use Policy

Grand Island Public Schools follow the federal copyright law. Students are reminded that, when using school equipment and when completing course work, they also must follow the federal copyright laws. The “fair use” doctrine allows limited reproduction of copyrighted works for educational and research purposes. **Policy 5521**

# Fees

## Student Fees

Teachers may request students to furnish minor personal consumable items, including but not limited to, pencils, paper, pens, erasers and notebooks, for courses and activities which count for graduation or advancement between grades, or in which participation is otherwise required by the Grand Island Public Schools. The request for such items shall be made in such a way that it is clear the furnishing of the same is voluntary. If a student is unable to provide the minor personal consumable item required, the school will supply the item to the student.

## Participation Fees

Grand Island Public Schools will not charge student fees for participation in extracurricular activities whether participation is as a member or spectator. High school students will receive an activity marked ID providing access to high school athletic events if their school is a competing school serving as either the home or away team in the contest. GIPS may charge fees to recover the actual cost for the following items:

- Uniform cleaning fees
- Admission fees to events such as sports, drama, speech, music, dances, banquets, prom, after prom party
- Student organization fees
- Extracurricular activity facility charges such as greens fees, tennis court fees, bowling fees, pool fees
- Extracurricular activity workshops co-sponsored by the district or at district facilities such as sports clinics, cheerleading clinics, band clinics, swing choir or chorus clinics, flag corps clinics
- Sheet music charges

**SEE APPENDIX FOR COMPLETE LIST OF SUPPLIES FOR SCHOOL AND ACTIVITIES, PAGE 37**

GIPS fees for lost or damaged property is as follows:

Fees for late library materials .....	\$1.00 (Per Day, \$10.00 Maximum)
Fees for lost library materials .....	Actual replacement cost
Fines for damage to textbooks, lockers, or desks .....	Reasonable repair cost
Fee for replacement of Student ID .....	\$5.00
Fees for lost materials .....	Actual replacement cost
Fees for lost or damaged Electronic Communication Devices .....	Actual replacement cost
Fees for lost or damaged musical instruments.....	Actual replacement cost

## Special Fees

- GIPS will not charge any fees for post secondary education cost. However, students taking dual enrollment courses or other post secondary education course(s) will need to pay any dues, fees, tuition, and provide books and supplies associated with obtaining the necessary credit from their post secondary educational institution (e.g. Central Community College, UNL, UNO, UNK, etc.).
- Copies of student files or records will be provided free of any fee or charge.
- Before/after school programs and pre-kindergarten services, if offered, will be offered without any charge to the participant.
- Summer school or night school programs, if offered, will be offered without any charge to the participant.
- Certification tests.

## Student Fee Waivers

An Application for Student Fees and Supplies Waiver Form must be completed by a child’s custodial adult.

- Families seeking a waiver based upon their status for participation in the United States Department

of Agriculture child nutrition programs must complete, on an annual basis, an Application for Free and Reduced Priced Meals including Sharing Information with Other Programs.

- Families or students who are automatically approved for participation in the United States Department of Agriculture child nutrition programs need not complete a new application. However, all other waiver requirements apply, including Sharing Information with Other Programs.
- Participation in the United States Department of Agriculture child nutrition programs is not required.
- Families must give permission to share information regarding their status with GIPS before a waiver will be considered.
- Application for Student Fees and Supplies Waiver may be completed at any time during the school year.
- Retroactive refunds of Student Fees and Supplies will NOT be made.

All Student Fees and Supplies may be waived in whole or part under the following circumstances:

- A student is identified as being homeless.
- Principal or assistant principal recommendation, based upon the student’s or family’s ability to pay.

Except as provided in Grand Island Public Schools **Policy 8820–Student Fees** and the accompanying **8820.1 Administrative Procedures**, the Grand Island Public Schools shall not collect any other money pursuant to the Public Elementary and Secondary Student Fees Authorization Act.

## Breakfast and Lunch Fees

*\*Students at Senior High, Walnut Middle School and Barr Middle School are encouraged to participate in the free Grab ‘n’ Go breakfast program.*

### 2023-2024 Meal/Milk Prices

<b>Elementary (Non-CEP*)</b>	<b>Full Price</b>	<b>Reduced Price</b>
Breakfast	\$2.25	\$0.30
Lunch	\$2.80	\$0.40
Milk	\$0.50	N/A
*No reduced price for milk.		
<b>Middle School**</b>	<b>Full Price</b>	<b>Reduced Price</b>
Breakfast	\$2.25	\$0.30
Lunch	\$3.00	\$0.40
Milk	\$0.50	N/A
*No reduced price for milk.		
<b>Grand Island Senior High</b>	<b>Full Price</b>	<b>Reduced Price</b>
Breakfast	No Cost	No Cost
Lunch	\$3.10	\$0.40
Milk	\$0.50	N/A
*No reduced price for milk.		
<b>Adult Meal Or Second Meal</b>	<b>Fee</b>	
Breakfast	\$2.60	
Lunch	\$4.50	

**\*CEP Schools - Free Breakfast & Lunch: Dodge, Howard, Jefferson, Knickrehm, Lincoln, Seedling Mile, Starr, Wasmer, West Lawn, O’Connor Learning Center**

**\*\*Free Breakfast Only: GISH, Barr, Walnut**

## USDA Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at 202-720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at 800-877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling 866-632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

**Mail:** U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;

**Fax:** 833-256-1665 or 202-690-7442; or

**Email:** [program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.

# Attendance

## 8312 EXCESSIVE ABSENTEEISM

Regular attendance by the students at school is essential for students to obtain the maximum opportunities from the education program. Parents and students alike are encouraged to ensure an absence from school is a necessary absence. Students shall attend school unless excused by the principal, or principal's designee, of their attendance center. This policy, developed in collaboration with the county attorney, is an attempt to address the problem of excessive absenteeism.

Excessive absenteeism is the failure to attend school for the minimum number of days established in the school calendar by the board. The Grand Island Public Schools sets the minimum number of days at 95% of days that the student's school is open and in session.

The superintendent shall designate an attendance officer. The attendance officer will investigate the report of any child who may be in violation of the state's compulsory attendance statutes.

If any student has accumulated absences of a total of more than 10% of the days, or hourly equivalent, of the current required attendance days, the school shall render all services in its power to compel the student's attendance. These services include but are not limited to the following:

1. Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of any child; and
2. A meeting or meetings between the school attendance officer, school social worker (or school principal or a member of the school administrative staff, if the school has no social worker), the student's parent/guardian and the student (if necessary) to develop a plan to solve the excessive absenteeism problem

The plan shall consider but not be limited to:

- a. Determine if illness is related to physical or behavioral health of the child (verified by appropriate documentation);
- b. Educational counseling to explore curriculum changes such as alternative educational programs to solve the excessive absenteeism problem;
- c. Educational evaluation to assist in determining the specific condition(s) contributing to the excessive absenteeism problem, supplemented by specific efforts by the school to help remedy any condition diagnosed.
- d. Investigation of the problem by a school social worker (or principal or administrative staff member) to identify conditions contributing to the excessive absenteeism problem. If services for the student and student's family are determined to be needed, such as economic services, student wellness services, community services, and/or referral for restorative justice practices, the investigator shall meet with the parent/guardian and child to discuss any referral to appropriate agencies to remedy the conditions.

If the parent/guardian refuses to participate in such meeting, the principal shall place documentation of such refusal in the child's attendance records.

The school may report to the county attorney of the county in which the person resides when the school has documented the efforts to address excessive absences, the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and the student has accumulated more than twenty (20) absences per school year. The school shall notify the child's family in writing prior to referring the child to the county attorney. Illness that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney. A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined.

The following reasons for absences from school will be recorded on the attendance record:

<b>Code</b>	<b>Description</b>	<b>Classification</b>	<b>Purpose</b>
AB	Absent	Unexcused	Student absent - do not know why.
ABT	Transportation	Excused	Student absent - Parent reported no transportation available.
AC	Achievement Center	Exempt	Student is in the achievement center at GISH
AD	Admin Excused	Exempt	Admin request - Student with administrator
A56	Admin Excused 562	Exempt	Admin request - student in Room 562
ASP	After School Program	Exempt	GISH ONLY
CV	College Visit	Exempt	Student attending college visit
H	Homebound	Exempt	Student receiving homebound services
ILL	Illness	Excused	Student absent - Parent reported child sick
ISS	In School Suspension	Exempt	Student in ISS
IAC	In School Suspension - Achievement Center	Exempt	Student in ISS at Achievement Center
LTE	Long Term Extension	Exempt	Hospitalization with Educational Services
MED	Medical Documented	Excused	<ul style="list-style-type: none"> <li>■ Student absent - doctor note received</li> <li>■ Student guardian calls to say they are quarantining due to Dr. orders. School must receive a Dr. note stating this. Noted with QNS.</li> </ul>
OF	Office	Exempt	Student in the office
SUS	Out of School Suspension	Exempt	Student in out of school suspension
PR	Parent Request	Excused	<ul style="list-style-type: none"> <li>■ Student absent - parent request</li> <li>■ Guardian choosing to quarantine child. Noted with QNS.</li> </ul>
SA	School Activity	Exempt	Student attending a school activity
TE	Tardy Excused	Excused	Student returning to school during a period with a doctor note
TU	Tardy Unexcused	Unexcused	Student returning to school during a period without a doctor note
TR	Truant	Unexcused	<ul style="list-style-type: none"> <li>■ Student absent - Refusing to attend</li> <li>■ Parent failing to get immunization/physical</li> </ul>
QS	Quarantine	Excused	<p><b>*Dr Note Required*</b>            Student absent - sick with COVID or COVID symptoms, can't participate in learning</p>

Remember: Parents must Call the school for any absence. **Policies 8310, 8312 and 8320**

## Tardy/Absent Guidelines

### Students out of GPS for 10 days or more

When families report their child will be out of school for more than 10 school days, students will be dropped as eligible to return on their last day of being present at school, and then the student needs to register upon return.

### Elementary and Middle School Tardy/Absent guidelines

If a student is not in class learning, they are tardy or absent:

- A student will be recorded as tardy if within the first 15 minutes of the day the student checks in by 8:15 for elementary students and by 8:30 for middle school students
- After 15 minutes the student is recorded as absent:
  - Absent/Truant: student refused to come to school
  - Absent/Unexcused: no reason/no parent phone call
  - Absent/Parent Request: recorded as absent and as excused when parent calls in for a student
  - Attendance at Truancy Court: needs to be marked as PR (parent request)
- When a student returns during the day, they will be counted absent until they report to the office and will be recorded “tardy” for the period in which they return and as “in attendance” for the remainder of the day.

### GISH Tardy/Absent guidelines

If a student is not in class learning, they are tardy or absent:

- For First Period:
  - A student will be recorded as absent by the teacher if they are not present in class when the tardy bell rings.
  - Students arriving late during the first block of the day will be scanned at the door by Campus Monitors and counted Tardy for that class period.
  - Students arriving late during the first block of the day with a parent notification (phone call) will be marked PR with a comment noting the parent called. The student will need to check in with the attendance clerk. Habitual tardiness with parent phone calls will be dealt with on case by case basis.
  - If a student is late to school/class due to a pre-arranged appointment such as Orthodontist or Physical Therapy and the school receives notification from the parent of the appointment, the student will be marked PR or MED Documented if a note from Dr. is provided. The student will need to check in with the attendance clerk.
  - Teachers will update attendance at the end of the period.
- For Remainder of the day:
  - A student will be recorded as absent by the teacher if they are not present in class when the tardy bell rings.
  - Students arriving to class late without a pass will be marked as Tardy by the classroom teacher.
  - Students arriving to class more than 15 minutes late without a pass will be noted by the teacher, marked tardy and the Academy Principal will be notified.
  - If a student is late to school/class due to a pre-arranged appointment such as Orthodontist or Physical Therapy and the school receives notification from the parent of the appointment the student will be marked PR or MED Documented if a note from Dr. is provided. The student will need to check in with the attendance clerk.
  - Teachers will update attendance at the end of the period.

## Sign in Procedures

K-8 students who arrive late to school are required to sign in at the office prior to attending class; Senior High Students report directly to the classroom. All teachers have the authority to deal appropriately with excessive tardiness to classes.

## School-Sponsored Activity Absences

Students who are absent from class or school due to participation in a school activity must make up work in advance of the absence or have work missed ready to hand in the next class day.

## Withdrawal From School

Pursuant to Neb. Rev. Stat. 79-202, a person who has legal or actual charge or control of a child who is at least sixteen years of age but less than eighteen years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirement of section 79-202 if an exit interview is conducted and the withdrawal form is signed or if a signed notarized release form is filed with the Commissioner of Education. To begin the withdrawal process, the person with legal or actual charge or control of a child who is at least sixteen years of age but less than eighteen years of age submits a request to the school where the student is enrolled.

## Academic Information

### Promotion and Retention

Students normally progress annually from grade to grade. Exceptions may be made through the Response To Intervention process. Exceptions may include vertical acceleration, horizontal enrichment, mentoring, or other curricular method deemed in the best interest of students. **8730–PROMOTION, RETENTION, ACCELERATION**

### Academic Integrity

Students are expected to abide by the standards of academic integrity established by their teachers and school administration.

### Definitions of Academic Integrity

“Cheating” means intentionally to misrepresent the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:

- Tests (includes tests, quizzes and other examinations or academic performances):
  - Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.
  - Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, technological devices, or other materials while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
  - Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.
  - Use of Other Student to Take Test: Having another person take one’s place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
  - Misrepresenting Need to Delay Test: Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student’s real reason for missing class was because the student was not prepared for the test.
- Papers (includes papers, essays, lab projects and other similar academic work):
  - Use of Another’s Paper: Copying another student’s paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
  - Re-use of One’s Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
  - Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student’s work. For example, a student engages in cheating

if the student has a draft essay reviewed by the student’s parent or sibling and the essay is substantially re-written by the student’s parent or sibling. Assistance from home is encouraged, but the work must remain the student’s.

- Failure to Contribute to Group Projects: Accepting credit for a group project in which the student failed to contribute a fair share of the work.
- Misrepresenting Need to Delay Paper: Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student’s real reason for missing class was because the student had not finished the paper.
- Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher’s grade book or the school records is a serious form of cheating.
  - “Plagiarism” means to take and present as one’s own a material portion of the ideas or words of another or to present as one’s own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works.
  - Plagiarism includes, but is not limited to:
    - Failure to Credit Sources: Copying work (words, sentences and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
    - Falsely Presenting Work as One’s Own: Presenting work prepared by another in final or draft form as one’s own without citing the source, such as the use of purchased research papers or use of another student’s paper.
    - “Contributing” to academic integrity violations means to participate or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.
- The following sanctions will occur for academic integrity offenses:
  - Academic Sanction. The instructor will refuse to accept the student’s work in which the cheating or plagiarism took place, may assign a failing grade for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work. Credit for the class may be withheld pending successful completion of the replacement test or project.
  - Report to Parents and Administration. The instructor will notify the principal of the offense and the instructor or principal may notify the student’s parents or guardian.
  - Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in a serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

## Grading System

### Elementary School

The elementary report card is used to communicate academic growth, as well as social and work skills, to students, parents, and families. Report cards are posted in Synergy at the end of each trimester.

#### K-5 Academic Performance Levels

Adv	Advanced	Demonstrates a thorough understanding of important concepts, ideas, and/or skills
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Pro	Proficient	Demonstrate sufficient understanding of important concepts, ideas, and/or skills
Dev	Developing	Demonstrates an incomplete understanding (partial, but limited) of important concepts, ideas, and/or skills, but with no major misconceptions
Beg	Beginning	Demonstrates an incomplete understanding (partial or not at all) of important concepts, ideas, and/or skills, along with major misconceptions
NP	Not Yet Proficient	*Only used for Kindergarten
NA	Not Assessed	Not assessed
Mod	Modified	Modified Curriculum

Students also are evaluated periodically through the use of a rubric on their work and social skills, including their demonstration of safe, respectful, and responsible behaviors.

### Middle School

The middle school report card is used to communicate academic growth, as well as social and work skills, to students, parents, and families. Student attendance is documented on each student’s report card as well. Students and parents can access current grade information at any time online through Synergy or by contacting the teacher. Progress reports are posted six weeks into each trimester and report cards are posted at the end of each trimester in Synergy.

Middle school courses are graded through the use of the A-F grading scale and/or on course-specific standards as shown below:

#### A-F Grading Scale

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60
Inc	Incomplete

#### Course-Specific Standards

Advanced
Proficient
Developing
Beginning

Students also are evaluated periodically through the use of a rubric on their work and social skills, including their demonstration of safe, respectful, and responsible behaviors.

### Middle School Honor Roll

To be on the honor roll students must have all A’s or B’s in all courses assigning a letter grade. Students with an “INC” (incomplete) will not be considered for the academic honor roll when posted after each trimester.

### High School

Grading at Grand Island Senior High differs from elementary and middle school grading. For the first time, in high school, students earn credits toward graduation. Those credits are based on passing required high school core and elective courses. Students must earn 240 credits to graduate.

Student letter grades are based on academic achievement, not behavior. Assessment scores (tests, performance, projects) make up the majority of the grade, with no more than 20% of the grade based on daily practice or homework. The purpose of daily practice and homework is to learn, receive feedback, and have an opportunity to correct errors in thinking or understanding. The focus on grading at Grand Island Senior High School, as it is at all levels, is to assign consistent, meaningful, accurate grades that support student learning.

## GISH Grading and Credit Information

GISH uses a grading scale of A to F, and GPA (grade point average) is calculated on the transcript using a scale of 0.0 to 4.0. Grades are posted at the end of each semester. Students and parents can access current grade information at any time online through Synergy or by contacting the teacher.

A	4.0 in GPA	90-100%	Excellent
B	3.0 in GPA	80-89%	Good
C	2.0 in GPA	70-79%	Satisfactory
D	1.0 in GPA	60-69%	Passing, but needs improvement
F	0.0 in GPA	Below 60%	No Credit Granted
P	Not in GPA	Passing	Credit Granted
NP	Not in GPA	Not Passing	No Credit Granted
W	not in GPA	Withdrew	No Credit Granted
INC	Incomplete	Not Finished	No Credit Granted
SI	Sheltered Instruction Course in ELA Program	n/a	n/a

## Transcripts

Students needing a copy of their transcript can request one for \$2 from the Grand Island Senior High registrar.

## GISH Course Registration

It is recommended that students take 30 credits per semester to graduate with their class in four years. Students who are credit deficient are identified as such and will not graduate with their class if graduation requirements are not met.

Students are credit deficient if they have not earned the following minimum hours of credit:

<b>Grade Level</b>	<b>Midterm</b>	<b>End of Year</b>
Freshman	30 credits	60 credits
Sophomore	90 credits	120 credits
Junior	150 credits	180 credits
Senior	210 credits	240 credits

## Student Schedules and Schedule Changes:

All students will meet with their Counselor during the fall semester to make course requests for the following school year. Students and parents need to take an active role in this important planning process and give careful consideration to the courses that are requested during this meeting. Students should avoid schedule changes after they have met with their Counselor and agreed on course requests. The course requests are locked in after parent teacher conferences in the spring semester to allow for time to build the master schedule. Schedule changes after this time may only be considered for academic reasons. Schedule changes will not be allowed based on specific teacher selection, the time of day, or to place certain classes in specific blocks or semesters. Those changes cannot be allowed because they create unbalanced section numbers, impact staffing, and create

inequities for students. All schedule change requests coming after the spring semester conferences are case by case and are up to the discretion of the Counselor and Administration.

After the semester begins:

- Schedule Changes:
  - During the first 10 school days of the semester, schedule changes will be limited and based on the academic needs of the student.
  - After 10 school days no schedule changes are allowed unless extenuating circumstances exist and Administration will make final approval.
  - After the tenth school day of the semester, students requesting changes must use and follow the schedule change form.
- Dropping Courses:
  - 10 school days are allowed to drop a class and have the class removed from the permanent transcript.
  - If a class is dropped after the 11th day of the semester and before the end of the quarter a “W” will appear on the transcript.
  - A semester course may be dropped at the quarter and partial credit granted, with approval of Counselor/Administrator.
  - Classes may not be dropped after the first 9 weeks of the semester.

## GISH Honor Roll

Students must be enrolled in a minimum of 25 credits and have a GPA of 3.0 the previous semester to be on the Honor Roll.

## GISH Academic Letters

Students must be enrolled in a minimum of 25 credits the previous semester to receive an academic letter. An academic letter will be earned in the following ways:

- Freshmen – first semester cumulative GPA of 4.0
- Sophomore – first semester cumulative GPA of 3.75
- Junior – first semester cumulative GPA of 3.50
- Senior – first semester cumulative GPA of 3.25

## GISH Graduation Requirements - Board Policy 8740

To graduate from GISH, students must earn a total of 240 credits: 145 core credits and 95 elective credits.

- 40 credits of English (8 semesters)
- 30 credits of Math (6 semesters)
- 30 credits of Science (6 semesters)
  - Physics (10 credits)
  - Life Science (10 credits)
  - Chemistry (10 credits)
- 30 credits of Social Studies (6 semesters)
  - American History (10 credits)
  - World History (10 credits)
  - Government (5 credits)
  - Economics (5 credits)
- 5 credits of Personal Finance (1 semester)
- Physical Education/Health 10 credits (2 semesters)
- 95 elective credits

## University Admissions Requirements

- Rank in top 50% or ACT score of 20
- English: 4 years of College Prep
- Math: 3 years (including Algebra 1-2, Algebra 3-4 and Geometry)
- Science: 3 years including one year of a lab science
- Social Studies: 3 years

- Foreign Language: 2 years of the same language
- UNL requires one additional year of Math above Algebra 3-4
- UNK and UNO require one additional year of an elective from any of the above areas.
- State and Community Colleges also recommend college prep classes, but may have less rigorous admission standards.

### **NCAA/NAIA Eligibility** *(for college athletes)*

- Division I Core Courses: 16 Core Classes Required
- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (one must be a lab science)
- 1 additional year of English, math, or science
- 2 years of social studies
- 4 years of additional core courses (from any area listed above, or from foreign language)

### **Academic Recognition**

Students starting as freshman in the fall of 2016 will be recognized using the Latin system for Academic Recognition. All Advanced Placement (AP) courses will carry a weight of 5 and all other courses have a weight of 4.

<b>Latin Designation</b>	<b>GPA</b>	<b>Recognition</b>
Summa Cum laude	4.0 and above	honors banquet, sash and medallion at graduation, identified in graduation program
Magna Cum Laude	3.75 – 3.99	Honors banquet, medallion at graduation, identified in graduation program
Cum Laude	3.5 – 3.74	Identified in graduation program

## **STUDENT SERVICES**

### **Special Education**

#### **What Does Special Education Mean?**

Special education means specially designed instruction and related services adapted as appropriate to the needs of an eligible student with a disability. Special education is provided at no cost to the parent to meet the unique needs of a child with a disability.

#### **Students Who May Benefit**

A student verified as having autism, emotional disturbance, deaf-blindness, developmental delay, hearing impairments, intellectual disabilities, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech-language impairments, traumatic brain injury or visual impairments, who because of these impairments, needs specially designed instruction provided by a special educator and/or related services provider.

#### **How are Students With Disabilities Identified?**

Referrals are made by teachers or parents to a problem-solving team. If the problem-solving team determines, by utilizing data, that all viable alternatives have been implemented, a referral for multidisciplinary evaluation is completed. An evaluation is conducted to assist in the determination of whether a student has a disability and the nature and extent of the special education and/or related services the student needs. The evaluation is conducted only with written consent of a parent or guardian. A multidisciplinary evaluation team (MDT), including the parent and/or legal guardian, will then meet to determine whether the student is eligible for special education services.

### **Independent Evaluation**

If a parent disagrees with an evaluation completed by the school district, the parent has a right to request an independent educational evaluation at public expense. Parents should direct inquiries to school officials to determine if the school district will arrange for further evaluation at public expense. If school district officials feel the original evaluation was appropriate and the parents disagree, a due process hearing may be initiated. If it is determined that the original evaluation was appropriate, parents still have the right to an independent educational evaluation at their own expense.

## Reevaluation

Students identified for special education will be reevaluated at least every three years by the IEP team. The IEP team will review existing evaluation data on the student and will identify what additional data, if any, is needed. The school district will obtain parental consent prior to conducting any reevaluation of a student with a disability.

## Individual Education Program (IEP)

Upon a student being verified as having a disability, a meeting will be held with parents. At the meeting, an Individualized Education Program (IEP) will be developed specifying programs and services which will be provided by the schools. Parent consent will be obtained prior to a student being placed for the first time in a program providing special education and related services or early intervention services to infants and toddlers. Once in place, the IEP is reviewed on an annual basis, or more frequently as needed. Parents are given a copy of the IEP.

## Special Education Placement

The student's services are dependent on the student's educational needs as outlined in the Individual Education Program (IEP). To the maximum extent appropriate, students with disabilities are educated with students without disabilities. A continuum of services will be provided for students with disabilities. The continuum may span from the general education environment to other options as considered and determined by the student's Individual Education Program (IEP) team.

Written notice shall be given to parents a reasonable time before the school district: (1.) Proposes to initiate or change the identification, evaluation, verification or educational placement of a child or the provision of a free appropriate public education; or (2.) Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.

## More Information

Anyone interested in obtaining a copy of the District's special education policy, the Parental Rights in Special Education brochure, or a copy of the Nebraska Department of Education Rule 51 (special education regulations and complaint procedures) or Rule 55 (special education appeal procedures) may contact the Grand Island Public Schools Office of Special Education.

# Health Services

## Student Illness

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions that may require a student to be sent home include: Temperature greater than 100°F., vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves.

Please include emergency daytime phone numbers on your child's registration form so that you can be reached if your child becomes ill or injured while at school. Please also inform your school health office staff of health related information you feel is important for your student's success in the classroom and/or safety at school.

## Guidelines for Administering Medication

Whenever possible your child should be provided medications by you outside of school hours. In the event it is necessary that your child take or have medication available at school, the parents/guardians must provide a signed written consent for the child to be given medication at school. A consent form is available at the school health office or online via the Grand Island Public Schools website. If your child has asthma, seizures, or diabetes please contact the health office.

Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medications will not be accepted. The school nurse may limit medications to those set forth in the Physician's Desk Reference (PDR) and those approved by the FDA. Please limit the amount of medication provided to the school to a two-week supply.

## School Health Screening

Health screenings may include vision, hearing, dental, scoliosis, height and weight and are performed at various grade levels each year. Parents who do not wish their child to participate in the school screening program must communicate this in writing to the school health office at the start of the school year. Because Nebraska statutes require school-age screening, parents who remove their child from the screening program must submit findings from an alternate medical provider to the school.

## Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six months prior to entrance into preschool or kindergarten and, in the case of transfer from out of state, to any other grade. A physical examination is also required prior to entrance into the seventh grade. The physical examination is to be completed by a physician, a physician's assistant, or an advanced practice registered nurse; the visual evaluation is to be completed by any of the foregoing or an optometrist. A parent or guardian who objects to the physical examination and/or visual evaluation may submit a written statement of refusal for his or her child. Waiver forms are available in the school health office. Additional physical examination requirements exist for students participating in athletic participation.

## Immunizations

Students must show proof of immunization. A student who does not comply with the immunization requirements will not be permitted to continue in school. Students with medical conditions or sincerely held religious beliefs which do not allow immunizations must complete a waiver statement or affidavit. Nonimmunized students may be excluded from school in the event of a disease outbreak. Forms are available in school health offices.

## Summary of the School Immunization Rules and Regulations

Student age group and required vaccines:

- Ages 2 through 5 years  
*enrolled in a school based program not licensed as a child care provider*
  - 4 doses of DTaP, DTP, or DT vaccine,
  - 3 doses of Polio vaccine,
  - 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age, \*Hib not required after child reaches 5 yrs of age
  - 3 doses of pediatric Hepatitis B vaccine,
  - 1 dose of MMR or MMRV given on or after 12 months of age,
  - 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted.
  - 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age.  
\*Pneumococcal not required after child reaches 5 yrs of age
- Kindergarten through Grade 12  
*including all transfer students from outside the State of Nebraska and any foreign students*
  - 3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday,
  - 3 doses of Polio vaccine,

- 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age.
- 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month,
- 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.
- Addition for 7th Grade Only
  - 1 dose of Tdap (must contain Pertussis booster)

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services, 2011.

*For additional information, call 402-471-6423. The School Rules & Regulations are available online: <http://www.hhs.state.ne.us/reg/t173.htm> (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011) Updated 1/2014*

## Guidelines for Head Lice

The following guidelines are in place to: better control a nuisance condition; reduce absenteeism due to head lice; and involve parents as partners with the school in control efforts:

- Children may be sent home from school for live head lice.
- Health office staff will provide written treatment information and instructions, including how to check and identify head lice.
- A child who is sent home from school for head lice should miss no more than two school days.
- A child who has been sent from school due to head lice must come to the health office for inspection before returning to class.
- A child who returns to class with nits (eggs) will be checked again in 7-10 days.
- Families are encouraged to report head lice to the school health office.
- Classroom-wide or school-wide head checks will be conducted as needed in order to control the condition at school.

## St. Francis Wellness Center

The Student Wellness Center operated by CHI-St. Francis is located next to the health office at Grand Island Senior High. Walnut and Grand Island Senior High Students with parental consent, regardless of ability to pay, may take advantage of services daily at Senior High. Diagnosis and treatment of minor acute illnesses is provided by a nurse practitioner under the direction of a medical doctor. Mental health and substance abuse services are provided by a licensed provider of mental health care.

## Transportation

Transportation to and from school is provided to students in accordance with law and Board policy. Students may also be transported on field trips and when participating in school activities.

### Transportation To and From School

The school district offers in-town transportation on a limited basis. In order to run routes in a predictable and timely manner, it is important for students to be at their designated stop several minutes in advance.

### Behavior on School Buses

General student conduct rules apply. While riding school buses students are expected to follow the same student conduct rules which apply when they are on school property or attending school activities, functions or events.

### Safety Guidelines for Riding School Buses

- When exiting the bus at the designated location (this location must be consistent each day), students must exit the bus and walk in front of it so the driver can see all passengers, and only do so after the driver has signaled for students to cross the street.
- Be on time to be picked up. As a general rule, students must get to the bus stop five minutes before their scheduled pick up time. Students who miss the bus, must immediately return to their home and tell their parents so they can get them to school.
- While waiting for the bus, stay at least 5 feet away from the street, road or highway. Wait until the bus comes to a complete stop before approaching the bus.
- Students may exit the bus only at their approved destination (their school or their approved bus stop). Exit the bus as directed by the driver. Do not run.
- Students needing assistance from the driver must wait until the bus is at a full stop. Students who are close enough, may tell the driver what they need. Students who are too far away for the driver to hear them must ask a student in front of them to get the driver's attention. If necessary, students may walk up to the driver, while the bus is at a full stop. Students in need of immediate assistance for an emergency, should take all action needed to safely get the help of the driver.

Parents are responsible for the supervision of their child until the student boards the bus and as soon as the child exits the school bus.

This transportation service is a privilege, and students will be expected to conduct themselves in a manner consistent with expected classroom behavior. Note the expected behaviors and consequences for inappropriate behavior listed below. Bus drivers will report all infractions to school principals, who will administer the discipline consequences. Following a verbal warning, students will lose their riding privileges for designated periods of time. Parents will receive written communication of any loss of privileges through a Transportation Discipline Report.

## Grand Island Public Schools Transportation Rules

- Treat all students and the driver with respect.
- Keep hands, feet, and objects to self and inside the bus.
- No teasing, harassment, bullying, or fighting.
- Talk only with seat partner and in a quiet voice, using appropriate language.
- Remain seated and facing forward in designated seat.
- No food, drinks, or illegal substances on the bus.

The consequences for not following any of the behavior rules will generally be as follows, with administrators having the option of applying more severe consequences whenever merited:

### Elementary

- First violation ..... Warning by the driver (this will be the only warning)
- Second violation ..... Loss of privilege to ride bus for one week
- Third violation ..... Loss of privilege to ride bus for two weeks
- Fourth violation ..... Loss of privilege to ride bus for remainder of school year

### Secondary 6-12

- First violation ..... Warning by the driver and referral to principal (this will be the only warning)
- Second violation ..... Loss of privilege to ride bus for remainder of school year

# POLICIES AND GUIDELINES

## Safe and Drug-Free

### Safe and Drug-Free Schools - Parental Notice - Board Policy 8570

The School District of Grand Island is concerned about the academic growth and the personal welfare of every person associated with the schools. The use of alcohol, tobacco, and other illicit drugs can seriously interfere with one's health and academic functioning.

It shall be the policy of the School District of Grand Island, in addition to standards of student conduct elsewhere adopted by Board policy or administrative regulation, to prohibit the possession, use, or distribution of illicit drugs or alcohol, including displaying evidence of intoxication, on school premises or as a part of any of the school's activities. Further, the student use or distribution of tobacco shall be prohibited on school premises or during activities. This shall include regular school hours or after school hours at school sponsored activities on school premises, and at school sponsored activities off school premises.

For the purposes of this policy, "tobacco products" include, but are not limited to, cigarettes, cigars, cigarette paper, cigarillos, chewing tobacco, pipes, vapor products, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect, or any similar product or device that can be used to ingest tobacco.

#### Authorized Use

Any student whose parent or guardian requests that he or she be given any prescription or nonprescription medicine, drug, or vitamin shall provide signed permission by parent or physician.

#### Disciplinary Sanctions

1. Violation of this policy may result in suspension or expulsion. Prohibited substances will be confiscated and could be turned over to law enforcement authorities. The student may be referred for counseling or required to complete an evaluation related to drugs and alcohol. Parents or legal guardian will be notified.
2. If the student is observed to be violating this policy, the student will be escorted to the principal's office immediately, or if not feasible, the principal will be notified. The student's parents or legal guardian will be requested to pick up the student. If it appears there is imminent danger to other students, school personnel, or students involved, the principal or such other personnel as authorized by the Administration, may have the student removed by authorized medical or law enforcement personnel.
3. Parents and students shall be given a copy of the standards of conduct and disciplinary sanctions required and shall be notified that compliance with the standards of conduct is mandatory.

#### Intervention

The District does not have the authority or responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or function in the educational climate or activity, the school then has the right and responsibility to refer the student for a formal chemical dependency diagnosis based on behavior observed by school staff. The school will issue a statement to all students and employed staff that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. The school shall make available to students and employed staff information about any drug and alcohol counseling, and rehabilitation treatment programs, which are available to students.

#### Administration

The administration is authorized to adopt such administrative rules, regulations or practices necessary to properly implement this policy. Such regulations, rules or practices may vary the procedures set forth herein to the extent necessary to fit the circumstances of an individual situation. Such rules, regulations and practices may include administrative forms, such as checklists to be used by staff to record observed behavior and to determine the proper plan of action.

## Face Coverings - Policy 8429

The Grand Island Public Schools endorses the concept that appropriate school attire is conducive to a learning atmosphere. The Superintendent may require face coverings in the threat of a communicable disease or a pandemic event. The Superintendent shall require face coverings for all students with exceptions to meet medical conditions, ADA requirements, and/or religious beliefs. Exceptions will be monitored by building administrators.

# Student Rights, Conduct, Rules, and Regulations

## Forms of School Discipline

The Board of Education authorizes the administration of the Grand Island Public Schools to utilize emergency exclusion, short or long term suspension, expulsion, or mandatory reassignment for certain situations or conduct prohibited by the board's rules, standards established pursuant to the Student Discipline Act [§79-254 to §79-294] and applicable federal regulations. **Policy 8453**

## Student Appearance

The Grand Island Public Schools endorses the concept that appropriate school attire is conducive to a learning atmosphere. The responsibility for the appearance of the students in the Grand Island Public Schools rests with the parents and students. Apparel must comply with the health and safety codes and not interfere with the educational process. Apparel will be tolerated only to the point of compromising safety or, based on the training and expertise of district officials, communicating an intimidating, hostile, threatening, obscene, or similar detriment to the educational environment or rights of other students to receive their education, including when any apparel causes or is reasonably likely to cause a material and substantial disruption. Apparel that advocates tolerance for or advertises controlled or illegal products or substances, promotes gang-related affiliation or activity, or in any other way causes or is likely to cause disruption will not be permitted unless required by law. This policy applies to student appearance during the school day and to after school events when disruptive to the event. The Superintendent designates the building administrator, teacher, coach, and/or sponsor to address any disruption to the school or event environment concerning appropriate apparel during school and before/afterschool events.

GIPS attire guidelines exist to recognize that our schools and community partners require a more respectful attire than what is sometimes worn on social media and in the community outside of GIPS. Respectful guidelines include but are not limited to:

- All students must be covered from mid-thigh to top of chest in clothing that covers all undergarments
- Items that cover the head, neck, or face are not permitted - other than district required mask, approved religious attire, or protective hair coverings specific to policy 8455
- For grades 6-12, school issued ID must be made visible on the upper torso

All students, parents, and staff are responsible for implementation of the attire guidelines in GIPS. Students violating the attire guidelines will be asked to change their clothing before continuing in school. Students participating in extracurricular activities will follow coach or sponsor clothing guidelines.

If a student violates the policy on a repeated basis (3 or more violations), the student shall be subject to such consequences as are determined to be appropriate by the school administrator(s) in light of the particular situation. Consequences may include, but are not limited to, detention, in-school suspension, out-of-school suspension, and expulsion. (Policy 8431,8432, 8455)

## Public Displays of Affection

Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Student will face disciplinary action as a consequence to the PDA.

## **Harassment and Bullying - Board Policy 8455**

It shall be the policy of the Grand Island Public Schools to prohibit any form of bullying, including harassment or violence, on the basis of race, color, religion, national origin, ethnicity, age, sex or gender, sexual orientation, disability, or marital status, in all staff employment situations, academic offerings, and extracurricular activities, including school-sponsored events away from school. Conduct which has the effect of creating, for a reasonable person, an intimidating, hostile, or offensive educational or work environment will not be tolerated. Any act of bullying or harassment by either staff or students will result in disciplinary action.

It shall also be a violation of district policy for any teacher, administrator, or other school personnel of this district to tolerate bullying or harassment because of race, color, religion, national origin, ethnicity, age, sex or gender, sexual orientation, disability, or marital status, as defined by this policy, by a student, teacher, administrator, other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extra curricular activities, under the auspices of the school district.

For the purposes of this policy school staff shall include Board members, employees, students, agents, volunteers, contractors, or any other persons subject to the supervision and control of the district.

The school district will act to promptly investigate all complaints, either formal or informal, verbal or written, of bullying or harassment; to promptly take action to protect individuals from further bullying or harassment; and, if it determines that bullying or harassment occurred, to promptly and appropriately discipline any student, teacher, administrator or other school personnel who is found to have violated this policy and/or to take other appropriate action reasonably calculated to end the activity.

## **Dating Violence Prevention - Board Policy 8552**

Grand Island Public Schools prohibits behavior that has a negative impact on student health, welfare, safety, and the school's learning environment. Incidents of dating violence will not be tolerated on school grounds, in district vehicles, or at school sponsored activities or school-sponsored athletic events.

Dating violence is defined as a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner. Dating partner means any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious or long-term.

The district will provide appropriate training to staff and incorporate within its educational program age-appropriate dating violence education that shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs, and identifying characteristics of healthy dating relationships.

## **Hazing - Board Policy 8454**

Hazing activities of any type are prohibited. Hazing shall mean any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any organization of student members, including groups, clubs, organizations, grade levels, classes, teams, and other activities operating under the sanction of the Grand Island Public Schools.

Prohibited activities shall include, but not be limited to, whipping, beating, branding, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drugs, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment, or the performance of any unlawful act which endangers the physical or mental health or safety of any person. Such prohibited activities shall be irrespective of the willingness of the victim to participate, or whether they occur off or on school grounds.

Any person who believes he or she has been a victim of hazing or any person with knowledge of an activity which may constitute hazing shall report the activity to a building administrator. The building principal shall undertake or authorize an investigation into the alleged prohibited activities and take appropriate action. Such action may include, but not be limited to, verbal or written reprimand, suspension, expulsion, administrative transfer, termination, discharge, or referral to legal authorities.

## Suicide Awareness - Board Policy 8555

The Grand Island Public Schools has adopted a suicide prevention policy which will help to protect all students through the following steps:

- Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends.
- The principal at each school is designated as the suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
- When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the student and help connect them to appropriate local resources

Students will have access to national resources which they can contact for additional support, such as:

- The National Suicide Prevention Lifeline - 988 - [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)
- The Trevor Lifeline - 1.866.488.7386 - [www.thetrevorproject.org](http://www.thetrevorproject.org)

All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.

Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.

## Weapons and Firearms in Schools - Board Policy 8470

Students are forbidden to knowingly and voluntarily possess, handle, transmit or use any instrument in school, on school grounds or at school functions that is a firearm, weapon, or looks like a weapon as defined by the State of Nebraska Criminal Statutes, the federal laws found in Section 18 USCS Section 921 and in the administrative procedures for this policy 8470.

This policy shall cover any object or item which could be used to injure another person or whose clear intent is to resemble an item which could cause injury and which has no school-related reason for being in a school or on school grounds. Such items will be considered “weapons” for the purposes of this policy. Students who are in possession of the aforementioned articles will be subject to mandatory suspension or expulsion procedures.

## Conduct Resulting in Suspension, Expulsion, or Reassignment - Board Policy 8470

You have the opportunity to learn about being a good citizen by sharing some of the responsibility for creating a positive learning environment. To help maintain a quality instructional environment for everyone, students may be suspended, expelled, or reassigned when any of the following actions occur on school grounds or during school functions:

- Use of violence, force, coercion, threat, intimidation or similar conduct that constitutes interference with school purposes [79-4,180(1)]
- Willfully causing or attempting to cause damage to private or school property, stealing, or attempting to steal property of substantial value, or repeated damage or theft of property [79-4,180(2)]
- Causing or attempting to cause personal injury to a school employee, school volunteer, or student [79-4,180(3)]
- Threatening or intimidating a student trying to get money or anything of value from the student [79-4,180(4)]
- Possessing, handling or transmitting any object or materials generally considered a weapon [79-4,180(5) and Grand Island School Board Policy 8470–Weapons In School]
- Unlawful possession, selling, dispensing, or use of a controlled substance, an imitation controlled substance, a substance represented to be a controlled substance, alcoholic liquor, or being under the influence of a controlled substance or alcoholic liquor [79-4,180(6)]
- Public indecency (applicable to students ages twelve to nineteen) [79-4,180(7)]
- Sexual assault or attempted sexual assault of any person if a complaint has been filed by a

prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function or event.

- Engaging in any activity forbidden by law which activity constitutes a danger to other students or interferes with school purposes [79-4,180(9)]
- Repeated violations of any established rule if such violation constitutes a substantial interference with school purposes [79-4,180(10)].

## **Policy 8460 Student Interviews**

Generally, students may not be interviewed during the school day or during school activities by persons other than parents and school district officials and employees. Requests from law enforcement officers and from persons other than parents, school district officials, and employees to interview students shall be made through the principal's office. Any person seeking an interview with a student or students must present credentials and secure permission from the administrator. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. If the parent or legal guardian cannot attend the interview the building administrator or designee will be present. (see Policy 8460 for full details)

## **Policy 8461 SEARCHES, SEIZURES, AND ARRESTS**

The Grand Island Public Schools district property is held in public trust by the board. School district authorities may, without a search warrant, search students or protected student areas based on a reasonable and definable suspicion that a school district policy, rule, regulation or law has been violated.

The search shall be in a manner reasonable in scope to maintain order and discipline in the schools, promote the educational environment, and protect the safety and welfare of students, employees and visitors to the school district facilities. The furnishing of a locker, desk or other facility or space owned by the school and provided as a courtesy to a student, even if the student provides the lock for it, shall not create a protected student area and shall not give rise to an expectation of privacy with respect to the locker, desk, or other facility.

School authorities may seize any illegal, unauthorized or contraband materials discovered in the search. Items of contraband may include, but are not limited to, nonprescription controlled substances, marijuana, cocaine, amphetamines, barbiturates, apparatus used for controlled substances, alcoholic beverages, tobacco, vaping devices, weapons, explosives, poisons and stolen property. Such items are not to be possessed by a student while they are on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated transportation; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Possession of such items will be grounds for disciplinary action including suspension or expulsion and may be reported to local law enforcement officials.

## **Reporting Student Law Violations**

Cases of law violations or suspected law violations by students will be reported to the police and to the student's parents or guardian as soon as possible.

When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official will take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken. An exception applies when a minor has been taken into custody as a victim of suspected child abuse; in that event the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless

of where the behavior occurs it shall be the policy of the Grand Island Public Schools to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:

- Knowingly possessing illegal drugs or alcohol.
- Assault.
- Vandalism resulting in significant property damage.
- Theft of school or personal property of a significant nature.
- Automobile accident.
- Any other behavior which significantly threatens the health or safety of students, staff or other persons or which is required by law to be reported.

## Multicultural Policy - Board Policy 7180

The philosophy of the Grand Island Public Schools multicultural education program is students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races (including but not be limited to African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans) and (b) with the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races. The mission shall also include preparing students to eliminate stereotypes and discrimination or harassment of others based on ethnicity, religion, gender, socioeconomic status, age or disability.

## Notice of Nondiscrimination - Board Policy 1310 (1310.2 Report Form)

Grand Island Public Schools (GIPS) is committed to a policy of nondiscrimination. Helping students to develop an awareness and appreciation for the achievements, problems, and aspirations of all people in our culturally diverse society is essential to this end. Our goal is to create a learning environment free of discrimination.

The district will establish and maintain an atmosphere in which all persons will exhibit the following:

- Respect for the individual regardless of economic status, intellectual or physical ability, race, color, religion, national origin, ethnicity, sex or gender, sexual orientation, marital status, or age,
- Respect for cultural differences,
- Respect for economic, political, and social lives of others, and
- Respect for the right of others to seek and maintain their own identities.

The following persons have been designated to handle inquiries regarding the non-discrimination policies:

- Students:** Associate Superintendent for Student Services, Kneale Administration Building, 123 South Webb Road, PO Box 4904, Grand Island, NE 68802-4904; 308-385-5900; [rdexter@gips.org](mailto:rdexter@gips.org)
- Employees and Others:** Director of Human Resources, Kneale Administration Building, 123 South Webb Road, PO Box 4904, Grand Island, NE 68802-4904; 308-385-5900; [wstelk@gips.org](mailto:wstelk@gips.org)

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at Office for Civil Rights, Kansas City Office for Civil Rights, U.S. Department of Education, One Petticoat Lane 1010 Walnut Street, Suite 320 Kansas City, Missouri 64106, (816) 268-0550 (voice), or (877) 521-2172 (telecommunications device for the deaf), or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).

## Parent Right Afforded by Section 504 of the Rehabilitation Act of 1973

Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their district who have a physical or mental impairment that substantially limits one or more major life activities, regardless of the nature or severity of the disability. Under Section 504, FAPE means providing regular or special education and related accommodations and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

Parents can request to meet with their students' education team for the purpose of discussing the need for a 504 Plan.

### **Notification of Parental Rights Under FERPA - Board Policy 8750**

Parents, legal guardians and eligible students have the right to opt-out of the disclosure of "Directory Information," subject to the requirements and limitations of the Family Educational Rights and Privacy Act (FERPA), state law, and the policies and procedures contained in this policy. Opt-out forms are only effective for the school year in which they are submitted. In order to opt-out of the disclosure of Directory Information, you must submit a written Opt-Out of Directory Information form, which can be obtained from the principal's office at the elementary schools, and from the guidance offices at the middle schools and high school. Opt-out forms must be submitted to the principal's office for elementary students, and to the school guidance offices for students attending the middle school or high school, within the time frame specified on the form. Forms submitted after the due date will be accepted, however, some information may have already been disseminated or submitted for printing and will not be able to be changed or removed.

The District is required to supply class lists including name, address, and phone number to college and military recruiters upon their request. Parents and legal guardians will have the opportunity to deny the inclusion of their child's information in class lists requested by college or military recruiters.

If you have a concern, questions or complaint about any of the above rights, please first contact and discuss it with your school's principal or the Associate Superintendent. You also have the right to file a complaint with the U.S. Department of Education concerning your rights under FERPA, whose contact information is as follows:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

### **Notice Concerning Disclosure of Student Recruiting and Tracking Information**

The No Child Left Behind Act requires that the District provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that the District not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written parental consent. The District will comply with any such request.

### **Parental Access to Educational Practices - Board Policy 9110**

The Grand Island Public Schools will support and facilitate parental access to information and involvement in educational practices affecting their children. It shall be the policy of the Grand Island Public Schools to provide full access at reasonable times to parents/guardians of students to review curricular materials, student records, and surveys as appropriate and lawful:

- Textbooks and other curricular materials are available for review by parents of students of the Grand Island Public Schools upon request.
- Upon prior approval from the appropriate teacher, counselor, or administrator, parents/guardians will be permitted to attend and monitor courses, assemblies, counseling sessions, and other instructional activities as long as conduct or presence does not interfere with the educational process or otherwise conflict with school purposes.
- Students will be excused from testing, instructional activities, and other school experiences upon written parental request unless the test or activity is required for local, state, or national accountability or reporting purposes (9110.2 Request for Exception/Exclusion Form).
- A student may be excused from an activity which contributes to a grade for the course, only when an alternative activity can be reasonably provided. Requests must be received by the appropriate teacher or administrator within a reasonable time prior to the activity in question.
- Parents/guardians will have access to student records as appropriate (Family Educational Rights & Privacy Act, 20 U.S.C. 1232 G, 79-4,157 R.R.S. and School District of Grand Island Policy:

8710–Student Personnel Files And Records).

- Student testing will be utilized to assist in assessment of educational progress and as required by Title 92, NAC, Chapter 10.
- Students may be asked to participate in surveys from time to time as deemed appropriate by district staff. Parents/guardians may remove their students from such surveys with prior written request, citing specific activity, reason for the request, and any applicable regulations. (Protection of Pupil Rights Amendment (PPRA) 20 U.S.C. § 1232h, 34 CFR Part 98)

The Grand Island Public Schools shall make provision to include parents in program planning; information dissemination; school improvement plan development, implementation, and evaluation; and with Title 1 parental involvement activities as specified by Every Student Succeeds Act of 2015 (9110.1 Guidelines).

## **Married, Pregnant or Parenting Students – Board Policy 8518**

The Grand Island Public Schools recognizes that married, pregnant or parenting students have the right and responsibility to attend school. This attendance right and responsibility applies to students regardless of their marital or parental status. The Grand Island Public Schools will educate pregnant or parenting students and will provide reasonable accommodations to support and encourage all pregnant or parenting students to obtain their high school diploma. No student will be excluded from, denied the benefit of, or discriminated against under any educational program or activity because of pregnancy or parenting responsibilities. Married students residing in the district are considered to be of legal age and shall have the same educational opportunities as unmarried students. The district prohibits any discrimination on the basis of sex, marital status or the condition of being a parent and provides relief for those who are aggrieved under its non-discrimination policies.

## **Homeless Students - Board Policy 8231**

Grand Island Public Schools reaffirms its commitment to a policy of providing equal educational opportunities for all students commensurate with their needs, abilities and diverse cultural backgrounds. It shall be the policy of the Grand Island Public Schools to ensure that each homeless student has equal access to a free, appropriate public education as provided to all other students. Grand Island Public Schools will comply with the federal and state law related to homeless students. A “homeless child” for the purposes of this Policy is a student who lacks a fixed, regular, and adequate nighttime residence, as defined by applicable federal and state law related to homeless students. An “unaccompanied youth” is a student who is not in the physical custody of a parent or guardian. The following guidelines are detailed in 8231.1-Administrative Procedures for Implementation of 8231.

1. Homeless Coordinator: The District’s designated Homeless Coordinator is the Assistant Superintendent for Student Services and Homeless Education Liaison. The Homeless Coordinator may delegate the specified duties as the Homeless Coordinator determines to be appropriate. The Homeless Coordinator shall serve as the school liaison for homeless children and youth.
2. Enrollment and Placement of Homeless Students: The enrollment and placement of homeless students shall be in compliance with federal and state law.
3. Educational Services and Stigmatization or Segregation: It shall be the policy of Grand Island Public Schools that homeless students not be stigmatized or segregated on the basis of their status as homeless. Homeless students will be provided services comparable to services offered to other students in the school in which the homeless student has been placed, including the following: transportation services, educational services for which the student meets the eligibility criteria, such as services provided under Title 1, educational programs for students with disabilities, and educational programs for students with limited English proficiency, programs in vocational technical education, programs for gifted and talented students, and school nutrition programs.
4. Transportation: Transportation will be provided to homeless students to the extent required by law.
5. Dispute Resolution. The process to resolve disputes concerning the enrollment or placement of a homeless student is included in 8231.1-Administrative Procedures for Implementation of 8231.

## **Student Due Process Rights - Complaint Procedures - Board Policy 8420**

It is the right and responsibility of both school officials and students to develop a functional and orderly

procedure through which consideration of student problems and concerns can be discussed and resolved quickly and equitably.

In all matters of complaints the student shall first consult the member of the school staff most immediately affected. If a timely and agreeable solution is not reached at this level, further appeal may be made to the building level administrator, and hence to the superintendent or appointed representative. It is the goal of the board to resolve student complaints at the organization level in which it occurs.

All students will be afforded due process as guaranteed by constitutional provisions. Complaints involving student suspension, expulsion or mandatory reassignment will follow provisions of the Student Discipline Act. All other student and parent/guardian complaints are to follow the chain of command as outlined in district policies. Rules for student conduct and appeal procedures will also be published in the student handbook.

If the complaint cannot be resolved by a certified employee, the student and parent/guardian may discuss the matter with the principal within 10 days of the employee's decision. If the matter cannot be resolved by the principal, the student and parent/guardian may discuss it with the superintendent within 10 days after speaking with the principal.

If the matter is not satisfactorily resolved by the superintendent, the student and parent/guardian may request a hearing with the Grand Island Public Schools Board of Education.

## **Student and Staff Memorials – Board Policy 9501**

The Grand Island Public Schools recognizes that memorials of flowers, personal messages and mementoes are often created at lockers, student gathering spaces and other areas on district property upon such losses or events. Such memorials shall not be permitted due to disruption of the learning environment. Donations to the Grand Island Public Schools Foundation for scholarships are encouraged for a more lasting remembrance. Private sales of memorabilia “for profit” will not be permitted in Grand Island Public Schools or at events.

The school yearbook will include a “Memorial Page” to recognize all students and staff who passed during the current school year. One edition of the school newspaper/newsletter will recognize the death of a student or staff member. Information on a “Memorial Page,” is limited to the name, photo, dates of birth/death, and school activities in which the student or staff member participated. It is not appropriate to list cause of death in the publication. The designated “memorial page” sponsored by the school shall be the only memorial page accepted for the yearbook. No pages for memorials will be available for purchase.

## **DISTRICT WELLNESS POLICY - Board Policy 7190**

The Grand Island Public Schools acknowledge that student and staff wellness play a critical role in the academic environment. As recommended by the Nebraska Health School Program Local School Wellness Policy Implementation (July 29, 2016) the Grand Island Public Schools will provide a healthful learning environment by supporting district policy with healthy school meals, healthy competitive foods and beverages, physical and social/emotional education, physical activity, and student and employee wellness.

The Grand Island Public Schools will provide a comprehensive learning environment to develop and practice lifelong wellness behaviors, with the objective of promoting student and staff health and reducing childhood obesity. School learning environment expectations shall be aligned with federal guidelines, **7190 DISTRICT WELLNESS POLICY**, and The Healthy, Hunger-Free Kids Act of 2010. Guidelines shall promote active lifestyles and healthy habits to positively influence student and staff understanding, beliefs and behaviors related to health education, wellness, and physical activity.

# Technology

**SEE ALSO:** GIPS ONE-TO-ONE STUDENT/PARENT HANDBOOK, PAGE 44

## Student Use of Personal Electronic Communication Devices - Board Policy 8456

Electronic Communication Devices (ECDs) when used in support of student learning are allowed in Grand Island Public Schools according to the procedures included in this document. Students may bring personal technology, including computers, smart phones, network access devices, or other electronic communication devices to school provided that such technology is used for instructional purposes. Students shall abide by the instructions provided by teachers and other school staff in the use of such personal technologies. Access to the Internet or other district communication systems from personal technology is limited to wireless access points on the school campuses. Access to the Internet or to other district communication systems from personal technology is not available via hardwire connections. Video game systems, DVD players, and other devices, which serve no educational function, are prohibited.

Cameras and/or video recorders (other than those incorporated into ECDs) are not allowed in school buildings, on school-provided transportation, or at school-sponsored activities without the express authorization in advance by the building principal or designee. The use of any photographic or video equipment, including such equipment incorporated into ECDs, is prohibited without expressed administrative consent.

Personal ECDs are allowed on school property subject to the following:

- Camera, video, and/or audio recorders will not be used while on school property, at school-sponsored activities, or while on school-provided transportation, without administrative consent.
- Phones should be kept either turned off, or on silent following the rules specified by the classroom teacher.
- Any ECD containing an integrated camera will be turned off (not simply on silent or vibrate mode) and kept stowed out of sight in locker/dressing rooms or on district provided transportation.
- Personal ECDs are only allowed to connect to the filtered, unsecured wireless network in the district. Any attempt to circumvent technology protection measures such as network Internet access filtering by using an ECDs built-in cellular network is prohibited.
- Students in grades 6-12 may use personal ECDs at school following administrative guidelines. Guidelines for acceptable use will be shared with students and parents.
- Students in grades Pre-K-5 are discouraged from bringing ECDs to school.
- Use of ECDs will follow the same network access guidelines as included in the Acceptable Use Agreement. Examples of behavior which is not tolerated includes but is not limited to:
  - cheating;
  - bullying or harassment;
  - displaying, accessing, or downloading obscene or pornographic materials; or
  - disruption of the learning environment.

The consequences for using ECDs in violation of the aforementioned rules, state or federal law, or school board policy are as follows::

- 1st Office Referral: The ECD will be confiscated, turned into the school office, and picked up by the student from the principal by the end of the day, unless the device is needed longer for examination by school or district IT personnel. Document MAJOR incident in Synergy
- 2nd Office Referral: The ECD will be confiscated, turned into the school office, and picked up by the student at the end of the day along with parent contact. Document MAJOR incident in Synergy
- 3rd Office Referral: The ECD will be confiscated, turned into the school office, and picked up by a parent at the end of the day along with parent contact. Document MAJOR incident in Synergy
- 4th Office Referral: Insubordination - 1 Day OSS
- 5th Office Referral: Insubordination – Individual student/parent plan

The principal will decide when the student's privilege to bring an ECD to school is restored.

In addition to the above consequences, school officials may conduct a search of the ECD if they have

reasonable suspicion that the student was using the ECD to violate the law, school board policies, or school rules. Depending on the nature of the violation, school officials may make a referral to law enforcement officials, and/or commence disciplinary action against the student such as expulsion, suspension, or reassignment. The possession of obscene or pornographic or other illicit material on an ECD will result in a referral to law enforcement officials.

Grand Island Public Schools will not be responsible for the loss, theft or damage to ECDs. Students who bring such devices onto school property do so at their own risk of loss and with the understanding that unclaimed devices will be disposed of by the school at the end of the semester.

## **Internet Safety – Board Policy 8457**

It is the policy of Grand Island Public Schools to comply with the Children’s Internet Protection Act (CIPA). Technology protection measures will be used to block and filter Internet access. These measures are in place to provide reasonable protection from the inadvertent access of obscene visual depictions or pornography, child pornography, or other content deemed harmful to minors. Grand Island Public schools shall:

- prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
- prevent unauthorized access, including so-called “hacking,” and other unlawful activities online; prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- implement measures designed to restrict minors’ access to materials (visual or non-visual) that are harmful to minors.

In addition to technology protection measures, the Grand Island Public Schools will provide annual training for students at all grade levels addressing the following issues:

- access by minors to inappropriate matter on the Internet and World Wide Web;
- the safety and security of minors when using electronic mail, chat rooms, social networking sites, and other forms of direct electronic communications;
- unauthorized access including “hacking” and other unlawful activities by minors online;
- unauthorized disclosure, use, and dissemination of personal information regarding self or others; and
- monitoring the online activities of minors and cyber bullying awareness and response.

Users who fail to abide by district Network Usage Agreement procedures shall be subject to disciplinary action, possible revocation of the user account, and legal action as appropriate. Potential consequences may include, but not be limited to:

- restriction or loss of access to the network and Internet;
- possible suspension, reassignment, or expulsion; and/or,
- referral to law enforcement.

It shall be the responsibility of all members of the Grand Island Public Schools staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the superintendent or the superintendent’s designees.

All district policies, including those addressing discrimination, harassment, and copyright issues, will apply to the use of networked resources.

## **Electronic Device Voluntary Protection Plan**

The implementation of laptops and other electronic devices as a learning resource represents a huge financial commitment on the part of the district. Similar to any school property, students are financially responsible for any damages to their electronic device. In order to provide end-user protection and peace of mind, GIPS is offering a voluntary electronic device protection plan. If you choose to enroll, the financial burden of accidental damage or theft will be lessened.

**Cost for Protection Plan:**

The protection plan works on a yearly fee with a per-incident deductible:

**GIPS Student 1 to 1 device:**

Yearly Enrollment Cost = \$10

1st Incident Deductible = \$20

2nd Incident Deductible = \$40

3rd Incident Deductible = \$60

*Protection plan enrollment cost and deductibles will be adjusted as needed on an annual basis.*

Students can enroll in the voluntary protection plan by visiting the Grand Island Senior High, Middle School Media Center, or the elementary school office. The plan is designed for 5-12 grade students, but can include students in any grade level who are taking the device home. If the student is enrolled in Virtual School at any grade level, it is highly encouraged that they participate in the plan. If there is an issue, the student should bring the device to the Media Center immediately to get a replacement while the device is being repaired, or contact the school's Technology Assistant for assistance.

## STUDENT INVOLVEMENT

### Extracurricular Activities

#### National Honor Society Membership - Selection of Members

##### *Article IV: Membership*

**Section 1.** Membership in this chapter is an honor bestowed upon deserving students by faculty and shall be based on the criteria of scholarship, service, leadership, and character.

**Section 2.** Membership in this chapter shall be known as active, honorary, and alumni. Active members become alumni members at graduation. Honorary members are selected at the discretion of the faculty council. Alumni and Honorary members have no voice or vote in chapter affairs.

**Section 3.** Eligibility:

- Candidates eligible for selection to this chapter must be members of the junior class.
- To be eligible for selection to membership in this chapter, the candidate must have been enrolled for a period equivalent to one semester at Grand Island Senior High.
- Candidates eligible for election to the chapter shall have a minimum cumulative GPA of 3.5 on a 4.0 scale.
- Upon meeting the grade level, enrollment, and GPA standards, candidates shall then be considered based on their service, leadership, and character.

##### *Article V: Selection of Members*

**Section 1.** The selection process of members to this chapter shall be by a majority vote of the faculty council, which consists of five faculty members appointed by the principal. The chapter adviser shall be the sixth, nonvoting, ex. Official member of the faculty council.

**Section 2.** The selection of active members shall be held once a year during the second semester of the school year.

**Section 3.** Prior to the final selection, the following shall occur:

- Students' academic records shall be reviewed to determine scholastic eligibility.
- All students who are eligible scholastically shall be notified and asked to complete and submit the candidate information form / application for further consideration.
- The faculty shall be requested to evaluate candidates determined to be scholastically eligible using the official input form provided by the chapter adviser.
- The faculty council shall review the candidate information forms / applications, faculty input, and other relevant information to determine those who fully meet the selection criteria for membership.

**Section 4.** Candidates become members when inducted at a special ceremony.

**Section 5.** An active member of the National Honor Society who transfers from this school will be given an official letter indicating the status of his/her membership.

**Section 6.** An active member of National Honor Society who transfers to this school will be automatically accepted for membership in this chapter. The faculty council shall grant to the transferring member one semester to attain the membership requirements and therefore, this member must maintain those requirements for this chapter in order to retain his/her membership.

## **Rights, Conduct, Rules and Regulations**

Extracurricular programs enrich the curriculum of the school, and students are encouraged to participate in activities that interest them. There are intra-murals, fine arts activities, a wide variety of clubs, and interscholastic athletics. All extracurricular activities are considered an extension of the school day, regardless of the location; therefore, regular school policies should dictate the student behavior. The Grand Island Public Schools will adhere to the rules and regulations set forth in Title IX guidelines on sex discrimination as well as other pertinent rules and regulations.

In order to represent a high school in interscholastic athletics/activities a student must abide by eligibility rules as set by the Nebraska School Activities Association. These rules include such items as: a student is ineligible if 19 years of age on or after August 1, of current school year; students must have been enrolled in school the immediate preceding semester and have passed a minimum of 20 hours that semester; students must be enrolled in 20 semester hours in the current semester. Consent forms and complete rules are available through the Activities Office.

### **Warning for Participants and Parents**

The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. The severity of such injury can range from minor cuts, bruises, sprains and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord. On rare occasions, injuries can be so severe as to result in total disability, paralysis or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility.

### **Student Concussions - Board Policy-8655**

Concussion and brain injury information will be provided on an annual basis to students and the students' parents or guardians prior to such student initiating practice or competition. A student who has been removed from a practice or game as a result of being reasonably suspected of having sustained a concussion or brain injury shall not be permitted to participate in any school supervised team athletic activities involving physical exertion, including, but not limited to, practices or games until the student: (i) has been evaluated by a licensed healthcare professional, (ii) has received written and signed clearance to resume participation in athletic activities from the licensed healthcare professional, and (iii) has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian. It is recognized that coaches cannot be aware of every incident in which a student has symptoms of a possible concussion or brain injury. As such, students and their parents have a responsibility to honestly report symptoms of a possible concussion or brain injury to the student's coaches on a timely basis.

### **Extracurricular Activity Code of Conduct**

The Code of Conduct applies to all extracurricular activities. Extracurricular activities means student activities or organizations which are supervised or administered by the school district which do not count toward graduation or grade advancement and in which participation is not otherwise required by the school. The Code of Conduct also applies to participation in school sponsored activities such as school dances and royalty for such activities. A participant means a student who participates in, has participated in, or will participate in an extracurricular activity.

The Code of Conduct rules apply to conduct which occurs at any time during the school year, and also includes the time frame which begins with the official starting day of the fall sport season established by the NSAA and extends to the last day of the spring sport season established by the NSAA, whether or not the student is a participant in an activity at the time of such conduct.

The rules also apply when a student is participating or scheduled to participate in an extracurricular activity that is held outside the school year or the NSAA season. For example, if an FBLA student plans to participate in a conference in July and commits a Code of Conduct infraction in June, the student may be suspended from participating in the conference. Conduct during the summer months may also affect a student's participation under the team selection and playing time guidelines.

The Code of Conduct rules apply regardless of whether the conduct occurs on or off school grounds. If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

## Grounds for Extracurricular Activity Discipline

The following conduct rules have been determined by the Grand Island Public Schools to be reasonably necessary to aid students, further school purposes, and prevent interference with the educational process. Such conduct constitutes grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation:

- Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
- Use of violence, force, coercion, threat, intimidation, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
- Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
- Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
- Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.
- Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules.
- Selling, using, possessing or dispensing alcohol, tobacco, narcotics, drugs, a controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation.
- Public indecency.
- Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
- Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events;
- Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
- Repeated violation of any of the school rules.
- Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.

- The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
- Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
- Willfully violating the behavioral expectations for those students riding Grand Island Public School buses or vehicles used for activity purposes.
- Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
- Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
- Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
- All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.
- Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

All terms used in the Code of Conduct have a less strict meaning than under criminal law and are subject to reasonable interpretation by school officials. Behaviors not covered in this handbook will be handled on an individual basis with disciplinary action determined by the appropriate administrator.

## Violation determination

A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

- When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
- When a student is convicted of a criminal offense. Conviction includes, without limitation, a conviction, a plea of no contest and an adjudication of delinquency by a juvenile court.
- When a student admits to violating one of the standards of the Code of Conduct.
- When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.
- When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

## Procedure Prior to Suspension

In the event that this policy is violated and a student is to be suspended from an activity, the following process shall be initiated:

1. The student shall be notified of the alleged rule violation in a meeting with school officials. At that meeting, the student and the school officials will discuss the details of the alleged violation, and the ensuing consequences. The student shall have an opportunity to present information related to the incident.
2. Parents of the student shall also be notified of the violation and consequences. School officials will summarize the details related to the incident and then advise the student and parents of the action that will be taken.
3. The student and parents shall be afforded full opportunity to make any statements or request explanations related to the incident.
4. The building principal shall issue a decision related to suspension.
5. The student or student's parent/guardian may request in writing an informal hearing before the

superintendent or designee within five days of the suspension notice. The superintendent may designate an administrator not responsible for the suspension decision as the superintendent's designee to conduct the hearing. The hearing will be held within ten calendar days of receipt of the request. Upon conclusion of the hearing, a decision will be rendered within five school days.

6. There will be no stay of the penalty imposed pending completion of the due process procedures
7. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

## Appeal Process

After a ruling of ineligibility resulting in suspension from activities has been made, a student and a student's parents may formally appeal the decision, in writing, to the superintendent of schools, provided an appeal is received five (5) days from the first day such ineligibility shall take effect.

## Consequences specific to drugs, alcohol or other controlled substances

The student shall not be involved with alcohol, tobacco, or illegal drugs. During the school year, or in the summer whenever a student is representing Grand Island Public Schools at an activity, a student shall not, regardless of quantity, use, consume, or have in their possession, alcohol, tobacco, or controlled substances. Students shall not buy, sell, or give away alcohol, tobacco products, controlled substances, or look-alikes.

## Board Policy 8650.1 Participation in Activities Guidelines

The Grand Island Public Schools (GIPS) hold students involved in activities to a higher standard, as they represent not only themselves, but their school and community. GIPS expects all athletes and activity participants to be drug, alcohol, and tobacco free, and to understand that it is a privilege to be involved in school activities. The following applies to all school activity participants.

A lifestyle free from the influence of drugs and alcohol is a responsible and healthy choice. Decisions related to this issue are extremely important and do have a direct correlation with student success. Students, parents, and the school all share responsibilities in the development of these important student choices. The Grand Island Public Schools continue to endorse and support a lifestyle for students that is free from the influence of alcohol, drugs, and tobacco. When students choose to use alcohol, drugs, and/or tobacco, their levels of performance are diminished. GIPS has established rules and consequences, with an emphasis on a program of education and support to foster a chemical-free lifestyle.

## Procedure for Rule Violation

The student shall not be involved with drugs, alcohol, or tobacco. Whenever a student is representing GISH in an activity, a student shall not, regardless of quantity, use, consume, or have in their possession, drugs, alcohol, or tobacco (with exceptions as outlined by state statutes 53-168.06, 53-180.2). Students shall not buy, sell, or give away drug, alcohol, or tobacco products, or look-alikes. It is not a violation for a student to be in possession of or use a controlled substance specifically prescribed for the student by their doctor. Consequences will be documented regardless of the student's attendance center. Methods for verification of rule violation include: a) Ticketed by the police for drug/alcohol/tobacco related offense; b) Admission by the student involved; c) Violation witnessed by school personnel; d) Other evidence that the rule violation took place.

In the event that this policy is violated, the following process shall be initiated:

1. The student shall be notified of the alleged rule violation in a meeting with school officials. At that meeting, the student and the school officials will discuss the details of the alleged violation, and the ensuing consequences. The student shall have an opportunity to present information related to the incident. A student who "self-reports" will have an impact on consequences.
2. Parents of the student shall also be notified of the violation and consequences. School officials will summarize the details related to the incident and then advise the student and parents of the action that will be taken.
3. The student and parents shall be afforded full opportunity to make any statements or request explanations related to the incident.
4. The building principal shall issue a consequence.

5. This decision is final and binding on all parties. Appeals to the decision remain at the building administrative level.

After confirmation of the violation, in addition to established state statutes and local school policies, the student shall be required to receive support from a school approved drug/alcohol/tobacco support program and may be suspended from all school activities for a specified number of school calendar days starting from the date of the confirmation. Students involved in a school-sponsored activity will be required to attend and participate in all practice sessions during the time of suspension. They may also be required to attend, but not participate, at a scheduled performance/event.

### Consequences

Consequences for drug, alcohol, and tobacco violations are as follows:

- **First Violation:** A five (5) day or less suspension from school activities. In addition, the student will be required to attend and complete an educational program endorsed by the school;
- **Second Violation:** A seven (7) day or less suspension from school activities. In addition, the student will be required to show evidence that they have received counseling from a professional outside of the school (i.e. Central Nebraska Council on Alcohol and Addictions, drug and alcohol counselor, psychiatrist, psychologist, etc.). The school may require the student to participate in a drug/alcohol evaluation before they can participate in an activity;
- **Third Violation:** Fourteen (14) day or less suspension from school activities and the student will be required to complete a professional evaluation and program for chemical dependency. Verification of completion of the chemical dependency treatment program must be provided in writing by the director or counselor of the chemical dependency program prior to reinstatement of the student.

### Letters and Post-Season Honors

A student who commits a Code of Conduct violation is:

Eligible to letter, provided the student meets the criteria of the coach or sponsor.

Not eligible to receive honors during the sport or activity in which they are participating at the time of the offense and/or in sports or activities in which they have been suspended due to a code violation.

The coach/sponsor, with the athletic director's approval, may make an exception where the student has self-reported or otherwise demonstrated excellence in character allowing for such honors.

### Attendance expectations for participants

Student participants are expected to meet the following attendance expectations:

- Attend school regularly. Students who have "excessive absences" as determined under the school's attendance policy may be found ineligible to participate in extracurricular activity contests or performances.
- Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.
- On the day of a contest, performance or other activity, be in attendance at least half of the school day. A student who is not in attendance for at least half of his/her scheduled classes is ineligible for the contest, performance, practice, rehearsal, or activity. Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved by the principal or athletic director.

## Parents' Role in Extracurricular Activities

### Communicating with your children

Make sure that your children know that win or lose, scared or heroic, you love them, appreciate their efforts and are not disappointed in them. This will allow them to do their best without fear of failure. Be the person in their life they can look to for constant positive reinforcement.

- Try your best to be completely honest about your child's athletic ability, competitive attitude, sportsmanship and actual skill level.

- Be helpful but don't coach them. It's tough not to, but it is a lot tougher for the child to be flooded with advice and critical instruction.
- Teach them to enjoy the thrill of competition, to be "out there trying," to be working to improve their skills and attitudes. Help them develop the feeling for competing, for trying hard, for having fun.
- Try not to relive your athletic life through your child in a way that creates pressure. If they are comfortable with you win or lose, then they are on their way to maximum enjoyment.
- Don't compete with the coach. If your child is receiving mixed messages from two different authority figures, he or she will likely become disenchanted.
- Don't compare the skill, courage, or attitude of your child with other members of the team.
- Get to know the coach(es). Then you can be assured that his or her philosophy, attitudes, ethics, and knowledge are such that you are happy to have your child under his or her leadership.
- Always remember that children tend to exaggerate, both when praised and when criticized. Temper your reaction and investigate before overreacting.

## Communicating with the coach

Communication you should expect from your child's coach includes:

- Philosophy of the coach
- Expectations the coach has for your child
- Locations and times of all practices and contests
- Team requirements
- Procedure should your child be injured
- Discipline that results in the denial of your child's participation

Communication coaches expect from parents:

- Concerns expressed directly to the coach
- Notification of any schedule conflicts well in advance
- Specific concerns in regard to a coach's philosophy and/or expectations

Appropriate concerns to discuss with coaches:

- The treatment of your child, mentally and physically
- Ways to help your child improve
- Concerns about your child's behavior
- Injuries or health concerns  
Report injuries to the coach immediately. Tell the coach about any health concerns that may make it necessary to limit your child's participation or require assistance of trainers. Students are sometimes unwilling to tell coaches when they are injured, so please make sure the coach is told.

Issues not appropriate to discuss with coaches:

- Playing time
- Team strategy
- Play calling
- Other student-athletes (except for reporting activity code violations)

Appropriate procedures for discussing concerns with the coaches:

- Parents should always let the student and the coach work out any issues first before intervening. A goal of all our extracurricular programs is to develop our young people into responsible adults; part of that is being able to deal with adversity, and address any issues head on.
- Call to set up an appointment with the coach.
- Do not confront a coach before or after a contest or practice (these can be emotional times for all parties involved and do not promote resolution).

What should a parent do if the meeting with the coach did not provide satisfactory resolution?

- Call the athletic director to set up a meeting with the activities director, coach, and parent present.
- At this meeting, an appropriate next step can be determined, if necessary.

## Responsibilities of Spectators Attending Extracurricular Activities

- Show interest in the contest by enthusiastically cheering and applauding the performance of both teams.

- Show proper respect for opening ceremonies by standing at attention and remaining silent when the National Anthem is played.
- Understand that a ticket is a privilege to observe the contest, not a license to verbally attack others, or to be obnoxious.
- Maintain self-control.
- Do not “boo,” stamp feet or make disrespectful remarks toward players or officials.
- Learn the rules of the game, so that you may understand and appreciate why certain situations take place.
- Know that noisemakers of any kind are not proper for indoor events.
- Obey and respect officials and faculty supervisors who are responsible for keeping order. Respect the integrity and judgment of game officials.
- Stay off the playing area at all times.
- Do not disturb others by throwing material onto the playing area.
- Show respect for officials, coaches, cheerleaders and student-athletes.
- Pay attention to the half-time program and do not disturb those who are watching.
- Respect public property by not damaging the equipment or the facility.
- Know that the school officials reserve the right to refuse attendance of individuals whose conduct is not proper.
- Refrain from the use of alcohol and drugs on the site of the contest.

## School Dances

A school sponsored dance is a school activity subject to all provisions of the Extracurricular Activity Code, and is a privilege available to students meeting all requirements for participation. In addition to all rules of student conduct in the Student handbook, students attending dances shall adhere to the following rules of conduct:

### Who can attend

- Only students of Grand Island Public Schools and their guests may attend (including Success Academy).
- GISH and Success Academy students who graduate at semester or graduate early in the Spring semester may attend prom.
- Students currently attending Grand Island Senior High School or another Nebraska high school who have not been restricted from attending extracurricular activities at Grand Island Senior High School or their own school and have completed the Outside Date Request Form are generally considered appropriate dates or invited guests.
- Persons must be of high school age and not older than 20 years of age to attend GISH dances.
- Some school dances may be restricted to students attending specified grades levels at Grand Island Public Schools. For any dances at the middle school level, only students attending Grand Island Public Schools in the grade(s) for which the dance is being held may attend.
- Students who have been suspended from school or from extracurricular activities may not attend.
- The school reserves the right to exclude persons who may or do cause a disruption or detract from the event. Dates or invited guests not attending our school are expected to follow the same rules of conduct which apply to our students.
- Rules for dances may restrict students and their guests from leaving dance until the dance ends without written parental permission on a form provided.
- Students or their guests who engage in inappropriate behavior, whether on or off of the dance floor, may be asked to leave.

### Prohibited Substances

Alcoholic beverages, illegal drugs, and tobacco are prohibited. Anyone using prohibited substances or showing the affects of use will not be allowed admission or, if discovered after admission, be removed from the dance. Their parents may be contacted.

Students and their dates may be required to submit to a breathalyzer test prior to gaining entrance. Those who choose not to submit to a breathalyzer will not gain entrance. Law enforcement will be contacted if there is reasonable suspicion that the student or a student’s date is under the influence of alcohol or drugs.

## **Appropriate Attire**

Students and their guests must meet the dress code requirements established for each dance. Teachers or administrators will make the final decision as to whether or not a student's attire is appropriate. Students will be asked to change unacceptable items, which may mean that the student may have to return home to change the inappropriate clothing. It is advisable to check in advance of the dance with the principal or staff sponsor for the event if you are uncertain about your attire.

## **Behavior on the dance floor**

No "grinding" or sexually explicit dancing will be allowed. An initial warning for inappropriate dancing will be given to each student when s/he enters the dance. If the student chooses to 'grind' or dance inappropriately during the dance, s/he will be asked to leave, and parents will be called.

# SUPPLY LISTS

These items are recommended for purchase by parents/guardians. These supplies are not a requirement to attend school. Schools can provide individual classroom “wish lists” if patrons would like to donate supplies.

## GIPS Elementary Supply List

### Kindergarten, First & Second Grades:

- Headphones (no earbuds)
- Book bag/backpack
- 24 Count Crayons
- Pencils
- Pencil bag or box
- Large erasers
- Fiskar scissors
- 3 - Two Pocket folders
- Glue/glue sticks
- Thick EXPO markers (erasable)
- Thin EXPO markers (erasable)
- Facial Tissue/Kleenex

### Third, Fourth, & Fifth Grades:

- Headphones
- Book bag/backpack
- Crayons
- Pencils
- Pencil bag
- Erasers
- Box of tissues
- Fiskar scissors
- (3) two-pocket folders
- Glue/glue sticks
- Colored pencils
- 1 spiral notebook
- Loose-leaf paper (wide or college)
- Thick EXPO markers (erasable)
- Thin EXPO markers (erasable)
- Facial Tissue/Kleenex

# GIPS Middle School Supply List

## Barr Middle School

### All Grades Supply List

- Pens: red, blue and black
- Pencils
- Erasers
- Highlighters
- Box of colored pencils or markers
- Three packages loose-leaf notebook paper
- 1" binder
- Two composition notebooks
- 1-subject spiral notebook
- Earbuds (optional)
- Black dry erase markers

## Walnut Middle School

### All Grades Supply List

- Pencils
- Pens
- Personal use earbuds
- 2" binder

## Westridge Middle School

### All Grades Supply List

- Kleenex
- Earbuds/headphones
- No. 2 Pencils
- Pack of lined paper
- Colored pencils
- Graph paper (8th grade only)
- (Five) 3-prong pocket folders

### CBI Program List

- Regular pencils
- Three boxes of tissues
- Large pink eraser
- One package of colored pencils
- Two dry erase markers
- Package of highlighters
- Markers or crayons

### Suggested List for CBI

- Water bottle
- Wipes
- Toothbrush/toothpaste
- Spare outfit (with name on tags)

# GIPS High School Activity Supply List

These are items students are required to purchase in order to participate in the listed activity. These are items

not provided by the school. Fundraising opportunities are available where noted.

## Activities/clubs/organizations

### **GISH Trap Team**

- Shotgun
- Ammunition
- Ear plugs
- Safety glasses
- Team shirt

### **Key Club**

- \$15 dues

### **Mock Trial**

- Dress clothes, shoes for competition

## Physical Education

- PE Uniform

## Athletics

### **Baseball**

Fundraising opportunities available

- Away jersey
- Catcher's equipment
- Hats
- Bats

### **Basketball - girls**

- Basketball shoes

### **Cheerleading**

Fundraising opportunities available

- Uniforms
- Camps

### **Cross Country - boys and girls**

- Running shoes

### **Football**

Fundraising opportunities available

- Practice t-shirt
- Practice shorts
- Practice socks
- Polo shirt
- Football cleats

### **Golf - boys**

Fundraising opportunities available

- Polo shirt

### **Golf - girls**

- Golf clubs
- Polo shirt
- Appropriate golf attire for practices

### **Soccer - boys**

Fundraising opportunities available

- Uniform

### **Soccer - girls**

Fundraising opportunities available

- Soccer cleats
- Shin guards
- Uniforms (if players want to keep them)
- Warm up gear

**Softball**

Fundraising opportunities available

- Uniforms
- Practice gear
- Bat
- Glove

**Swimming - boys and girls**

- Swimsuit
- Goggles

**Tennis - boys**

- Rackets
- Court shoes

**Track and field - boys and girls**

- Running shoes/spikes
- Sweats/weather gear

**Volleyball**

Fundraising opportunities available

- Kneepads
- Volleyball shoes
- Practice t-shirts
- Game warm-ups

**Fine Arts****Band**

Fundraising opportunities available

- Shoes
- Gloves
- T-shirt
- Concert outfit (dress/tux)

**Choir**

- Concert outfit (dress/tux)

**Forensics**

Fundraising opportunities available

- Dress clothes
- Team shirt

**Orchestra**

- Concert outfit (dress/tux)

**Show Choir**

Fundraising opportunities available

- Character shoes (ladies)
- Tights/spandex shorts (ladies)

**Musical**

- Cost for show royalties (approx. \$25)

# GIPS ONE-TO-ONE STUDENT/PARENT HANDBOOK

## Overview

Grand Island Public Schools (GIPS) views the use of electronic resources as central to the delivery of its educational program and expects that all students will use electronic resources as an essential part of their learning experience. It is the policy of GIPS to maintain an environment that promotes ethical and responsible conduct in all electronic resource activities. With the privilege and opportunity to explore resources come responsibilities for the parent and the student. When signing the Student/Parent Laptop Agreement, you are acknowledging that you understand and accept the information in this document.

GIPS students and families must understand that:

- All users of the GIPS network and equipment must comply at all times with the GIPS School District 8457.1 Administrative Guidelines for Network Usage – Students.
- Laptops are on loan to students and remain the property of GIPS.
- All users are accountable to all school, district, local, state, and federal laws.
- All use of the laptop and network must support education.
- Students and families must follow all guidelines set forth in this document and by GIPS staff.
- All rules and guidelines are in effect before, during, and after school hours, for all GIPS computers whether on or off the school campus.
- All files stored, accessed, or transmitted on GIPS equipment or networks are subject to review and monitoring. Students using GIPS equipment or networks have no expectation of privacy.
- The term “equipment” or “technology” refers to laptops, tablets, batteries, power cord/chargers, cases, and accessories.
- Each piece of equipment is issued as an educational resource. The conditions surrounding this equipment can be equated to those of a school issued textbook.
- Students are expected to keep the laptops in good condition. Failure to do so may result in bills for repair or replacement.
- The price that the district paid for the laptop includes: the laptop, case, battery, and power adapter.
- Students are expected to report any damage to their computer/equipment as soon as possible. This means no later than the next school day.
- Students who identify or know about a security problem are expected to convey the details to their teacher without discussing it with other students.
- Students are expected to notify a staff member immediately if they come across information, images, or messages that are inappropriate, dangerous, threatening, or make them feel uncomfortable.
- All users are expected to follow existing copyright laws and educational fair use policies.
- Students may only log in under their assigned username. Students may not share their password with other students.
- Students may not loan laptop components (power adapter, battery, case, etc.) to other students for any reason. Students who do so are responsible for any loss of components.
- Laptops come with a standardized image already loaded.
- All students have access to Google Drive on which to store data. It is the responsibility of the student to see to it that critical files are backed up regularly to this location.
- Any failure to comply may result in disciplinary action. GIPS may remove a user’s access to the network without notice at any time if the user is engaged in any unauthorized activity.
- GIPS reserves the right to confiscate the property at any time.

## Parent/Guardian Responsibilities

Grand Island Public Schools makes every effort to equip parents/guardians with the necessary tools and information to ensure safe use of the laptops in the home. There are several responsibilities assumed by the parent/guardian. These are outlined below.

## Accept Liability

### Parent/Guardian Responsibility

The parent/guardian/student are responsible for the cost of repair or replacement at the date of loss if the property is:

- Not returned
- Intentionally damaged
- Lost or damaged because of negligence
- Stolen, but not reported to school and/or police in a timely manner

## Monitor Student Use

### Parent/Guardian Responsibility

The parent/guardian must agree to monitor student use at home, and away from school. The best way to keep students safe and on-task is to have a parent/guardian present and involved.

### Suggestions

- Investigate and apply parental controls available through your internet service provider and/or your wireless router.
- Develop a set of rules/expectations for laptop use at home. Some websites provide parent/child agreements for you to sign.
- Only allow laptop use in common rooms of the home (e.g. living room or kitchen) and not in bedrooms.
- Demonstrate a genuine interest in what your student is doing on the laptop. Ask questions and request that they show you his or her work often.

## Support Student Safety

### Shared Responsibility

For schools and parents/guardians alike, student safety is always a high priority. The precautions described in this section are intended to help students be safe on the path to and from school. Student safety always comes first.

### Safety Tips for Review

Please review the following safety tips with your student:

- Walk to and from school in groups of two or more.
- Be aware of your surroundings including people, vehicles, and wheeled devices.
- Let someone know when you leave and when you arrive home.
- If someone follows you on foot, get away from him or her as quickly as possible.
- If someone follows you in a car, turn around and go in the other direction.
- Always tell a parent, guardian, school official, or trusted adult what happened.
- Obey the traffic lights and crosswalk signals.
- Look both ways and never run across the street.
- If someone demands your laptop, give it to the person.

## Laptop Rules and Guidelines

The rules and regulations are provided here so that students and parents/guardians are aware of the responsibilities students accept when they use a district-owned computer. In general, this requires efficient, ethical, and legal utilization of all technology resources. Violations of these rules and guidelines will result in disciplinary action.

Students receive laptop-related training at school during the first weeks of school. Below you will find a summary of the main points of each training topic.

## Summary for Administrative Guidelines for Network Usage

### General Guidelines

All use of technology must:

- Support learning
- Follow local, state, and federal laws
- Be school appropriate

### **Security Reminders**

- Do not share logins or passwords Exception: students are asked to share passwords with parents or guardians
- Do not develop programs to harass others, hack, bring in viruses, or change others' files
- Follow internet safety guidelines

### **Activities Requiring**

- Teacher Permission
- Sending email
- Instant-messaging
- Using headphones in class

### **Appropriate Content**

All files must be school appropriate. Inappropriate materials include explicit or implicit references to:

- Alcohol, tobacco or drugs
- Gangs
- Obscene language or nudity
- Bullying or harassment
- Discriminatory or prejudicial behavior

### **Removable Media/Storage**

All GIPS rules and guidelines apply to any removable media/storage plugged in to a GIPS laptop. Note: Google Drive (cloud) is preferred for backup.

## **Laptop Use, Care, and Classroom Routines**

### **Lockers (if available)**

- Laptops should be stored in the carrying case.
- Never pile things on top of it.
- Never leave it on the bottom of the locker.
- Never leave the locker set to open without entering the combination.

### **Hallways**

- Keep your laptop in the GIPS case at all times.
- Always use the handle, strap, or two hands to carry the laptop.
- Never leave the laptop unattended for any reason.
- Log-off or lock the computer before you change classes.

### **Classroom Habits**

- Center the laptop on the desk.
- Close the lid of the laptop before standing up.
- Lock the computer before walking away from it.
- Follow all directions given by the teacher.

### **Care of Laptop at Home**

- Charge the laptop fully each night.
- Use the laptop in a common room of the home.
- Store the laptop on a desk or table - never on the floor.
- Protect the laptop from:
  - Extreme heat or cold
  - Food and drinks
  - Small children and pets

### **Traveling To and From School**

- Do not leave the laptop in a vehicle.

- The laptop must be transported in the GIPS provided laptop case.
- If ever in a situation when someone is threatening you for your laptop, give it to them and tell a staff member as soon as you arrive at school.
- Stolen laptops are located through CompuTrace/Absolute Manage and are retrieved in cooperation with the local police department.

### **Prohibited Actions**

Students are prohibited from:

- Putting stickers, markings, or an additional case/cover on the laptops, cases, batteries, power adapters.
- Defacing GIPS issued equipment in any way. This includes but is not limited to marking, painting, drawing or marring any surface of the laptops or accessories.
- If such action occurs, the student will be billed the cost of repair or replacement.

### **Troubleshooting and Swaps**

- Student tries to fix the problem.
- Always try restarting the laptop as the first step in troubleshooting.
- If appropriate, student may ask a classmate for help.
- Student may ask a teacher if the teacher is available to help for this purpose.
- If the student, with consent of the teacher, is unable to resolve the problem, the student should email [helpdesk@gips.org](mailto:helpdesk@gips.org) with a description of the issue.
- Student should then save any work that they have saved locally to his/her Google Drive.
- Student will receive an email with the ticket information or instructions to fix the problem.
- Student takes laptop to the media center during open hours.
- If the media center is not open, the student can continue to use his/her laptop if possible or use alternative methods (i.e. pencil and paper).
- Student returns to class with a swap laptop.
- When the student's original laptop is ready to be picked up, student will receive an email with instructions for the return of the swap.
- Student picks up laptop from media center during open hours.

### **Google Email for Students**

#### **Purpose**

All GIPS middle school students are issued a Google email (Gmail) account. Gmail allows students to safely and effectively communicate and collaborate with GIPS staff and classmates, giving them an authentic purpose for writing. The affective use of email is

- A 21st Century communication tool.
- Used in careers and higher education settings.
- A way to meet ISTE standards.

#### **Guidelines and Reminders**

- Email should be used for educational purposes only.
- Email transmissions may be monitored by staff at any time to ensure appropriate use. This means that teachers may check students' email.
- All email and all contents are property of the district.
- Students should not delete email unless instructed to do so by a teacher. Deleting email will be interpreted as suspicious behavior and may be followed up with further investigation or disciplinary action.
- Email should only be used by the authorized owner of the account.
- Students need to protect their password.

#### **Unacceptable Use Examples**

- Non-education related forwards (e.g. jokes, chain letters, images).
- Harassment, profanity, obscenity, racist terms.
- Cyber-bullying, hate mail, discriminatory remarks.
- Email for individual profit or gain, advertisement, or political activities.

## Web Cams

### Purpose

Each student laptop is equipped with a web cam. This equipment offers students an extraordinary opportunity to experience a 21st Century tool and to develop 21st Century communication skills.

### Examples of Use

Web cams are to be used for educational purposes only, under the direction of a teacher. Examples include:

- Recording videos or taking pictures to include in a project
- Recording a student giving a speech and playing it back for rehearsal and improvement.
- Accessing the district approved distance learning software (i.e. Zoom, Google Meet) as a client, not a host, is allowed for instructional purposes.

### Important Note

Please note that installing or using any other internet calling/video-conferencing software is prohibited on GIPS laptops. Software for using the webcam is already installed on the GIPS laptop.

### Safety

Please refer to the Parent Responsibility section of this document for suggestions on monitoring student use of technology in the home.

## Listening to Music

### At School

Listening to music on your laptop is not allowed during school hours without permission from the teacher. Permission will be given only for media used to complete a school assignment.

### At Home

Listening to music on your laptop (from a streaming website) is allowed at home with permission from parents/guardians.

## Watching Movies

### At School

Watching movies on your laptop is not allowed during school hours without permission from the teacher. Permission will be given only for media used to complete a school assignment

### At Home

Watching movies on your laptop (from a streaming website) is allowed at home with permission from parents/guardians.

## Gaming

### At School

Online gaming is not allowed during school hours unless you have been given permission by a teacher. Any games must be in support of education.

### At Home

Online gaming is allowed at home if all of the following conditions are met:

- The content of the game is school appropriate.
- You have permission from your parent/guardian.
- The game is in support of education.
- All school work is complete.
- No download of any kind is needed.

You are not allowed to load personal software onto your computer.

## Printing

### Printing at School

Any documents that require printing should be printed at school. This means there should be no school-required reason for printing at home. If a student chooses to print school work at home, we suggest using the following option:

- Save or upload the file to the student's Google Drive. Use the home computer to access the file via the student's Google Drive.

## Desktop Backgrounds and Screensavers

### Considerations

The GIPS image for the laptops will include a standard background image and screen saver, these settings cannot be managed by the student.

## Copyright and Plagiarism

### Considerations

Students are expected to follow all copyright laws. Duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC)

# Technology Discipline

## Behaviors and Discipline Related to Student Computer Use

Tech-related behavior violation equivalent to classroom violations:

- Email, instant messaging, internet surfing, computer games (off-task behavior)  
Equivalent to: Passing notes, looking at magazines, games (off-task behavior)
- Missing bag  
Equivalent to: No binder/missing supplies
- Cutting and pasting without citing sources (Plagiarism)  
Equivalent to: Plagiarism
- Cyberbullying  
Equivalent to: Bullying, harassment
- Damaging, defacing, or endangering laptop or accessories  
Equivalent to: Vandalism, property damage
- Using profanity, obscenity, racist terms  
Equivalent to: Inappropriate language
- Accessing pornographic material, inappropriate files, or files dangerous to the integrity of the network  
Equivalent to: Bringing pornographic or other inappropriate content to school in print form
- Using an electronic resources account authorized for another person  
Equivalent to: Breaking into or using someone else's locker

## Technology Related Violations

Other behaviors unique to the digital environment without a traditional classroom behavioral equivalent:

- Deleting browser history
- Using electronic resources for individual profit or gain; for product advertisement; for political action or political activities; or for excessive personal use
- Making use of the electronic resources in a manner that serves to disrupt the use of the network by others
- Unauthorized downloading or installing software
- Attempts to defeat or bypass the district's Internet filter
- Modification to district browser settings or any other techniques, designed to avoid being blocked from inappropriate content or to conceal Internet activity

## Discipline

### School-Based Discipline

The discipline policies at each school encompass the one-to-one laptop environment. Please reference the materials specific to each school or contact the school directly for details.

### Progressive Discipline

Discipline is progressive. Low-level, first-time infractions will have lesser consequences than infractions that are repetitive or more serious in nature.

### Example of Progressive Discipline Steps

- Warning
- In-class consequence
- School-based consequences
- Parent contact
- Administration referral
- Loss of laptop for the class period of network access for extended period of time
- Loss of laptop
- Suspension

### Classroom Interventions

For low-level infractions, classroom interventions will be the first level of discipline. This includes, but is not limited to, verbal warnings, seating changes, and teacher contact with home.

### Consequences

GIPS may remove a user's access to the network without notice at any time if the user is engaged in any unauthorized activity.

## Examples of Unacceptable Use

Unacceptable conduct includes, but is not limited to, the following:

- Using the network for illegal activities, including copyright, license or contract violations
- Unauthorized downloading or installation of any software including shareware and freeware
- Accessing or exploring online locations or materials that do not support the curriculum and/or are inappropriate for school assignments
- Vandalizing and/or tampering with equipment, programs, files, software, network performance or other components of the network; use or possession of hacking software is strictly prohibited
- Gaining unauthorized access anywhere on the network
- Revealing the home address or phone number of one's self or another person
- Invading the privacy of other individuals
- Using another user's account or password, or allowing another user to access your account or password
- Coaching, helping, observing or joining any unauthorized activity on the network
- Posting anonymous messages or unlawful information on the network
- Participating in cyberbullying or using objectionable language in public or private messages, e.g., racist, terroristic, abusive, sexually explicit, threatening, stalking, demeaning or slanderous
- Falsifying permission, authorization or identification documents
- Obtaining copies of, or modifying files, data or passwords belonging to other users on the network
- Knowingly placing a computer virus on a computer or network
- Attempting to access or accessing sites blocked by the GIPS filtering system
- Downloading music, games, images, videos, or other media without the permission of a teacher
- Sending or forwarding social or non-school related email

## Laptop Security

### Balanced Approach

Two primary forms of security exist: laptop security and internet filtering. Each of the laptops has a security program installed on it. GIPS strives to strike a balance between usability of the equipment and appropriate security to prevent the units from being damaged or used to cause damage to the GIPS

network.

### **Laptop Security**

Security is in place on the laptop to prevent certain activities. These include downloading or installing software on the laptops, removing software, changing system settings, etc.

### **Internet Filtering at School and Home**

GIPS maintains an on-site and remote internet filtering device. This program automatically filters all student access to the internet.

## **Voluntary Protection Plan**

The purchase, implementation, and use of devices as a learning resource represent a huge financial commitment on the part of GIPS. Similar to other resources issued to students, students are financially responsible for any damage to, or loss of, the device. The replacement cost of a device and case is approximately \$250.00. For this reason GIPS is offering a voluntary protection plan to provide families with peace of mind. The plan covers damage or theft of the device up to the replacement cost of the equipment.

### **Enrollment Cost**

The protection plan works on a yearly upfront payment with a per-incident deductible:

Yearly payment.....	\$10.00
1st Incident Deductible.....	\$20.00
2nd Incident Deductible.....	\$40.00
3rd Incident Deductible .....	\$60.00

## **Damaged Equipment**

### **Repairs**

Occasionally, unexpected problems do occur with the laptops that are not the fault of the user (computer crashes, software errors, etc.). The Help Desk staff will assist students with having these fixed. These issues will be remedied at no cost.

### **Loaner Laptops– “Swaps”**

Temporary replacements, known as “swaps”, are available at each school so that learning is not disrupted by the repair process. Students are responsible for the care of the swap while issued to them. The same rules and regulations apply to swaps. Students are required to make frequent backups to their Google (cloud) Drive in case they need to be issued a swap.

### **Accidental Damage vs. Negligence**

Accidents do happen. There is a difference, however, between an accident and negligence. After investigation by school administration and determination by the authorized repair company, if the laptop is deemed to be intentionally or negligently damaged by the student, the student may be subject to discipline and the cost of repair or replacement even if enrolled in the voluntary protection plan.

## **Lost or Stolen Equipment**

### **Lost Equipment**

#### **Reporting Process**

If any equipment is lost, the student or parent must report it to the school immediately. Students can let a teacher or administrator know, and the staff member will assist him/her.

### **Financial Responsibility**

The circumstances of each situation involving lost equipment will be investigated individually. Students/families may be billed for damaged or lost equipment.

### **Stolen Equipment**

#### **Reporting Process**

If equipment is stolen, a police report must be filed and a copy of the report must be provided to the school by the student or parent in a timely manner. Failure to report the theft to the proper staff and failure to follow the proper filing procedure may result in a bill for full replacement cost to the student.

#### **Financial Responsibility**

If there is not clear evidence of theft, or the equipment has been lost due to student negligence, the student and parent will be responsible for the full cost of replacing the item(s).

## **Replacement Costs**

### **Payment Timeline**

Parents/guardians/students have 30 days to pay any bills. If bills are not cleared within 30 days, students/parents will be billed for the full cost of repairs, and a claim will be filed by the school. The school may setup payment plans to clear bills, if needed.

## **Internet Safety – Board Policy 8457**

### **Internet Safety Policy**

It is the policy of Grand Island Public Schools to comply with the Children’s Internet Protection Act (CIPA) and Children’s Online Privacy Protection Act (COPPA). With respect to the District’s computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called “hacking,” and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (e) obtain verifiable parental consent before allowing third parties to collect personal information online from students; and (f) implement measures designed to restrict minors’ access to materials (visual or non-visual) that are harmful to minors.

1. Definitions. Key terms are as defined in CIPA. “Inappropriate material” for purposes of this policy includes material that is obscene, child pornography, or harmful to minors. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
2. Access to Inappropriate Material. To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.
3. Inappropriate Network Usage. To the extent practical, steps shall be taken to promote the safety

and security of users of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

4. **Supervision and Monitoring.** It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent's designees.
5. **Social Networking.** Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects within the Nebraska K-12 Language Arts Standards. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.
6. **Parental Consent.** The District shall obtain verifiable parental consent prior to students providing or otherwise disclosing personal information online using the GIPS information system.
7. **Adoption.** This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice and will be reviewed as needed.
8. The District shall comply with the Nebraska Student Online Personal Protection Act and will endeavor to take all reasonable and necessary steps to protect the online privacy of all students.

## Computer Acceptable Use Policy

This computer acceptable use policy is supplemental to the District's Internet Safety Policy.

1. **Technology Subject to this Policy.** This Computer Acceptable Use Policy applies to all technology resources of the District or made available by the District. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the internet.
2. **Access and User Agreements.** Use of the District technology resources is a privilege and not a right. The Superintendent or designee shall develop appropriate user agreements and shall require that employees, students (and their parents or guardians), and others to sign such user agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents and guardians of students in programs operated by the District shall inform the Superintendent or designee in writing if they do not want their child to have access.

The Superintendent and designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this Policy.

The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.

3. **Acceptable Uses.** The technology resources are to be used for the limited purpose of advancing the District's mission. The technology resources are to be used, in general, for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.
4. **Unacceptable Uses.** The following are unacceptable uses of the technology resources:
  - **Personal Gain:** Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory,

# APPENDIX A

## 8505 TITLE IX SEXUAL HARRASSMENT (STUDENT)

It is the policy of the Grand Island Public Schools (GIPS) to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. GIPS does not discriminate on the basis of sex in any education program or activity that it operates, including admission and employment. Inquiries about the application of Title IX to GIPS may be referred to the District's Title IX Coordinator, to the Regional Office of Civil Rights of the Department of Education, or both.

The GIPS Board encourages students, employees and third parties who believe they or others have been subject to Title IX sexual harassment, other discrimination or retaliation to promptly report such incidents to the Title IX Coordinator or building principal, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances. A person who is not an intended victim or target of discrimination but is adversely affected by the offensive conduct may file a report of discrimination with the Title IX Coordinator.

The Board designates the following individuals to serve as GIPS Title IX Coordinators for students and staff and serve as Compliance Coordinator:

Title: Dr. Summer Stephens, Associate Superintendent  
Coordinator for Student Complaints and Compliance Coordinator  
Office address: Kneale Administration Building, 123 S. Webb Road, Grand Island, NE 68803  
Email: [sstephens@gips.org](mailto:sstephens@gips.org)  
Phone number: 308-385-5900

Title: Dr. Carrie Kolar, Chief of Human Capital Management  
Coordinator for Staff Complaints  
Office address: Kneale Administration Building, 123 S. Webb Road, Grand Island, NE 68803  
Email: [ckolar@gips.org](mailto:ckolar@gips.org)  
Phone number: 308-385-5900

Other district employees filling key roles for implementing Title IX sexual harassment procedures include investigator(s), decision-maker(s), individuals to handle appeals, and individuals to facilitate an informal resolution process. Specific individuals filling these roles may vary from complaint to complaint as appropriate.

The Director of the Regional Office of Civil Rights can be contacted at the Kansas Office of Civil Rights, U.S. Department of Education, One Petticoat Lane, 1010 Walnut Street, Suite 320, Kansas City, MO 64106, (816) 268-0550, by email to [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov).

The district is committed to providing a nondiscriminatory workplace for employees. It is committed to the maintenance of a safe, positive learning environment for all students by providing student course offerings, counseling, assistance, services, employment, athletics, and extracurricular activities without any form of discrimination, including Title IX sexual harassment. Discrimination is inconsistent with the rights of employees and students and the educational and programmatic goals of the district and is prohibited at or, in the course of, district-sponsored programs or activities, including transportation to or from school or school-sponsored activities.

The student's parents/guardian or any other person with knowledge of conduct that may violate this policy is encouraged to immediately report the matter to the building principal. A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal, as well as properly making any mandatory police or child protective services reports required by law.

Violations of this policy, including acts of retaliation as described in this policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures.

Any person may report sex discrimination, including sexual harassment, at any time, including during non-business hours. Such a report may be made in person, by mail, by telephone or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

For purposes of this policy and the grievance process, "Title IX sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. A District employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
3. "Sexual assault" as defined in 20 USC 1092(f)(6)(A)(v), "dating violence" as defined in 34 USC 12291(a)(10), "domestic violence" as defined in 34 USC 12291(a)(8) or "stalking" as defined in 34 USC 12291(a)(30). These definitions are included in the procedures to this policy.

Such conduct must have taken place during a district education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An education program or activity includes the locations, events, or circumstances over which the district exercises substantial control over both the respondent and the context in which the harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus.

When the alleged harassment or discrimination does not meet the Title IX definition of sexual harassment, the Title IX Coordinator directs the individual to the applicable process for investigation.

## **Retaliation Prohibited**

The District prohibits intimidation, threats, coercion or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation proceeding or hearing, or acted in opposition to practices the person reasonably believes to be discriminatory, if applicable. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this part, constitutes retaliation.

## **Confidentiality**

The District must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any individual who has been alleged to be the victim or perpetrator of conduct that could constitute sexual harassment, and any witness, except as may be permitted by Family Educational Rights and Privacy Act (FERPA) or as required by law, or to carry out the purposes of the Title IX regulations, including the conduct of any investigation, hearing or judicial proceeding arising under the regulations.

## **Notice Requirements**

The District provides notice to applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, employees and the union(s) holding collective bargaining agreements with the district with the name or title, office address, email address and telephone number of the Title IX Coordinator and notice of the District grievance procedures and process, including how to report or file a complaint of sex discrimination, how to file a formal complaint of sexual harassment and how the District will respond. The District also posts the Title IX Coordinator's contact information and Title IX policies and procedures in a prominent location on the District website and in all handbooks made available by the District.

## Training Requirements

The District ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receives training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process including examination of evidence, handling hearings, appeals and informal resolution processes, when applicable, how to address complaints that do not qualify as Title IX sexual harassment, and how to serve impartially including by avoiding prejudgment of the facts at issue, conflicts of interest and bias. The District also ensures that decision-makers and investigators receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant as set forth in the formal procedures that follow, and training on any technology to be used at a live hearing, if applicable. Investigators also receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. All materials used to train individuals who receive training under this section must not rely on sex stereotypes and must promote impartial investigations and judgments of formal complaints of sexual harassment and are made publicly available on the District's website.

## Conflict of Interest and Bias

The District ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

## Determination of Responsibility

The individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment is presumed not responsible for alleged conduct. A determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation in accordance with the process outlined in the accompanying regulation. No disciplinary sanctions will be imposed unless and until a final determination of responsibility is reached.

## Other Title IX Coordinator Duties

The Title IX Coordinator, along with the Compliance Coordinator, shall fulfill designated responsibilities to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures and to monitor the implementation of the district's nondiscrimination procedures in the following areas, as appropriate:

1. Curriculum and Materials - Review of curriculum guides, textbooks, and supplemental materials for discriminatory bias.
2. Training - Provide training for students and staff to prevent, identify and alleviate problems of discrimination.
3. Resources - Maintain and provide information to staff on resources available to complainants in addition to the school complaint procedure or Title IX procedures, such as making reports to the police, available supportive measures such as assistance from domestic violence or rape crisis programs and community health resources including counseling resources.
4. Review - Review of personnel practices and actions for discriminatory bias and compliance with laws against discrimination to include monitoring and recommending corrective measures when appropriate to written position qualifications, job descriptions and essential job functions; recruitment materials and practices; procedures for screening applicants; application and interviewing practices for hiring and promotions; district designed performance evaluations; review of planned employee demotions, non-renewal of contracts, and proposed employee disciplinary actions up to and including termination.
5. Student Access - Review of programs, activities, and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
6. District Support - Assure that like aspects of the school programs and activities receive like support as to staffing and compensation, facilities, equipment, and related areas.
7. Student Evaluation - Review of assessments, procedures, and guidance and counseling materials for stereotyping and discrimination.
8. Reports/Formal Complaints - Monitor and provide technical assistance to individuals involved in managing informal reports and formal complaints.

Legal Reference: Civil Rights Act, Title VI; 42 USC 2000d et seq.  
Civil Rights Act, Title VII; 42 USC 2000e et seq.  
Education Amend. of 1972, Title IX; 20 USC 1681 et seq.  
Exec. Order 11246, as amended by Executive Order 11375  
Equal Pay Act; 29 USC 206

34 CFR part 106

Cross Reference: 1310 NONDISCRIMINATION  
1311 BULLYING AND HARASSMENT  
6214 ABUSE OF STUDENTS BY EMPLOYEES  
6215 BULLYING AND HARASSMENT (Staff)  
6252 PROFESSIONAL BOUNDARIES BETWEEN STAFF AND  
STUDENTS  
6411 EQUAL OPPORTUNITY EMPLOYMENT AND AFFIRMATIVE  
ACTION  
7705 SPECIAL EDUCATION POLICIES  
8420 STUDENT DUE PROCESS RIGHTS  
8430 STUDENT DRESS CODE  
8432 UNSPONSORED ORGANIZATIONS OR GANG ACTIVITIES  
8450 STUDENT DISCIPLINE  
8453 STUDENT SUSPENSION EXPULSION AND MANDATORY  
REASSIGNMENT  
8454 HAZING  
8455 BULLYING AND HARASSMENT  
8530 SAFETY AND GENERAL WELFARE  
8550 CHILD ABUSE AND NEGLECT  
8551 ABUSE OF STUDENTS BY EMPLOYEES  
8552 DATING VIOLENCE PREVENTION

Policy Adopted: 08.13.2020

## Changes to Student Handbook for 2024-2025

Page # - type revision needed (scroll to 2023-2024 handbook revisions for an example)

Page 6

Lunch

Add Energy Drinks to 3rd sentence

Page 7

Enrollment Information

2nd paragraph, 2nd sentence - Parents/Guardians should complete a transfer request application located on the GIPS website.

Page 8 - ADD

Student Parking - Policy 8560

All students driving to GISH are required to have a permit issued by GISH on their vehicle. Students are responsible for the contents of their vehicles and will be subject to disciplinary action if items are prohibited by district policy. Students parking in parking designated for persons with disabilities will be ticketed by a School Resource Officer, subject to towing, and up to a \$500 fine. Student vehicles parked in a space not designated as student parking, will be fined \$20 and may be towed at the owner's expense.

Page 9

Delete Special Fees

Page 10

Brkfst/Lunch prices???

Page 11- delete and replace with this:

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the

complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:

U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or

2. fax:

(833) 256-1665 or (202) 690-7442; or

3. email:

[Program.Intake@usda.gov](mailto:Program.Intake@usda.gov)

Page 16 & 17

Elementary School - Grading

**Recommended changes:**

Performance Level - Based on a body of evidence		
Adv	Advanced	Student demonstrates in-depth understanding and reasoning complexity that go beyond the proficiency level.
Pro	Proficient	Student demonstrates understanding of grade-level standards. This is the target/goal for student success and should be celebrated.
Dev	Developing	Student demonstrates understanding of key vocabulary, prerequisite knowledge, or foundational skills.
Beg	Beginning	With support, student demonstrates partial understanding of key vocabulary, prerequisite knowledge, or foundational skills.
NA	Not Assessed	Not assessed or no evidence is shown.

Page 17

Middle School -

Last sentence - Progress reports are posted at six and twelve weeks into each semester and report cards are posted at the end of each semester in Synergy.

Page 19

GISH Academic Letters

Students must be enrolled in a minimum of **20 credits** the previous semester to receive an academic letter.

Leave the rest unchanged

Science	30
Physical Physies	(10 Credits)
Biology	(10 Credits)
Science General	(10 Credits)

### Academic Recognition

All Advanced placement (AP) courses will carry a weight of 5 and all other courses have a weight of 4. Students in AP courses are required to participate in the AP exam for each course. Students unable to participate in the AP exam will need to submit a waiver to GISH administration to be approved. *Students who do not take the exam without a waiver will not receive a weighted grade.*

(See AP Guidance in GISH Course Handbook)

### Pages 20-21- Student Services

#### Special Education

What does Special Education mean - Keep

Students who may benefit - Keep

How are Students with Disabilities Identified - Keep

Change the next sections to the following order:

Individual Education Program (IEP)

Special Education Placement

Reevaluation - Students identified for special education will be reevaluated at least every three years. ~~by the IEP team.~~ The MDT/IEP team will review existing evaluation data on the student and will identify what additional data, if any, is needed. The school district will obtain parental consent prior to conducting any reevaluation of a student with a disability.

Independent Evaluation

More Information

### Page 22-23 - nurses guidelines

#### Guidelines for Administering Medication

Whenever possible, your child should be provided medications ~~by you~~ outside of school hours. In the event it is necessary that your child take or have medication available at school, the parents/guardians must provide a signed written consent for ~~the child to be given medication~~ **medication administration** at school. A consent form is available at the school health office, ~~or~~ online via the Grand Island Public Schools website, **or through online registration**. If your child has asthma, seizures, ~~or~~ diabetes, **or other significant health conditions** please contact the health office.

Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medications will not be accepted. The school nurse

may limit medications to those set forth in the Physician's Desk Reference (PDR) and those approved by the FDA. Please limit the amount of medication provided to the school ~~to a two-week supply.~~

### School Health Screening

Health screenings may include vision, hearing, dental, ~~scoliosis~~, height and weight and are performed at various grade levels each year. ~~Screenings are completed by health services staff and other approved organizations according to Nebraska state statutes.~~ Parents who do not wish their child to participate in the school screening program must communicate this in writing to the school health office at the start of the school year. Because Nebraska statutes require school-age screening, parents who remove their child from the screening program must submit findings from an alternate medical provider to the school.

### Physical and ~~Visual~~ Vision Examination

Evidence of a physical examination and a ~~visual~~ vision evaluation is required within six months prior ~~to entrance into preschool or kindergarten and, in the case of transfer from out of state, to any other grade. A physical examination is also required prior to entrance into the seventh grade for entry into the student's beginner grade (PK or K), seventh grade, and for all students entering GIPS from another state or country.~~ The physical examination is to be completed by a physician, a physician's assistant, or an advanced practice registered nurse; the ~~visual~~ vision evaluation is to be completed by any of the foregoing or an optometrist. A parent or guardian who objects to the physical examination and/or ~~visual~~ vision evaluation may submit a written statement of refusal for his or her child. Waiver forms are available in the school health office. Additional physical examination requirements exist for students participating in athletic participation.

### P. 24 - Student transportation

Elementary:

First violation	Warning by the driver and notification to the principal (this will be the only warning)
Second violation	Loss of privilege to ride bus for 5 school days
Third violation	Loss of privilege to ride bus for remainder of school year

Secondary 6-12:

First violation	Warning by the driver and notification to the principal (this will be the only warning)
Second violation	Loss of privilege to ride bus for remainder of the school year

### P. 29 - Student Interviews-

Generally, students may not be interviewed during the school day or during school activities by persons other than parents, school district officials, law enforcement, or DHHS staff.

Page 30 - 504

Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their district who have a physical or mental impairment that substantially limits one or more major life activities; ~~regardless of the nature or severity of the disability.~~

Under Section 504, FAPE means providing regular or special education and related accommodations and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met. Parents can request to meet with their students' education team for the purpose of discussing the need for a 504 Plan.

Page 34

Delete second bullet

Consequences

Add - For Elementary and Middle Schools:

Add - For Grand Island Senior High:

- Personal electronic devices will remain off and out of sight from 8:05-3:30 in all Grand Island Senior High buildings
  - This includes classrooms as well as all common spaces (halls, bathroom, lunch rooms, etc.)
  - This includes open blocks and open lunch
- Failure to abide by these expectations will result in personal electronic devices being confiscated by building administrators
  - If a phone is confiscated, it will only be returned to a parent/guardian during the times of 4:00-4:30

Page 43 - School Dances

Add Skills Academy to who can attend

Add last bullet - GISH students with 3 unexcused absences in the prior quarter up to a dance will not be able to purchase a ticket or attend Homecoming, Winter Ball, or Prom.

Page 46 -

Add - Wired headphones/earbuds for all 3 middle schools

Delete CBI Materials

## Changes to Student Handbook for 2023-2024

Page 2 - delete Kristen Ireys info

Page 3 - update welcome letter

Page 5 - **Married**, Pregnant, or Parenting Students

Page 6 - change school hours

- Change to Synergy
- add : Pop, energy drinks and candy will not be eaten in the cafeteria at lunch.

Page 7 - fix - Policy 8331 - wrong policy number

Page 8 - Video Surveillance should include cameras on the buses. Mitch Rouse had sent out a message earlier this school year. That verbiage could be added.

Page 9 - add: Fees for lost or damaged Music Instruments .....Actual Replacement Cost

Page 10 - will need to update Meal/Milk prices when available

Page 13 - add/delete/change attendance codes - current codes attached

Page 19 - GISH Graduation Requirements - Board Policy 8740

- **Add 5 Credits of Computer Science**
- **Change to 90 elective credits**

Page 20 - "Independent Evaluation" Title needs to be put on page 21 to coincide with paragraph

Page 23 - "Safety Guidelines for Riding School Buses" Title needs to be moved to page 24 to coincide with paragraph

Page 27 - fix - The National Suicide Prevention Lifeline - 988

Page 31 - Parental Access to Educational Practices Board Policy 9110

Check color - all should be black

Page 32 - delete and add the following

**MARRIED, PREGNANT, OR PARENTING STUDENTS - Board Policy 8518**

The Grand Island Public Schools recognizes that married, pregnant or parenting students have the right and responsibility to attend school. This attendance right and responsibility applies to students regardless of their marital or parental status. The Grand Island Public Schools will educate pregnant or parenting students and will provide reasonable accommodations to support and encourage all pregnant or parenting students to obtain their high school diploma. No student will be excluded from, denied the benefit of, or discriminated against under any educational

program or activity because of pregnancy or parenting responsibilities. Married students residing in the district are considered to be of legal age and shall have the same educational opportunities as unmarried students. The district prohibits any discrimination on the basis of sex, marital status or the condition of being a parent and provides relief for those who are aggrieved under its non-discrimination policies.

Page 36 - Insert New

## **STUDENT INVOLVEMENT**

### **Extracurricular Activities**

#### **National Honor Society Membership - Selection of Members**

##### *Article IV: Membership*

Section 1. Membership in this chapter is an honor bestowed upon deserving students by faculty and shall be based on the criteria of scholarship, service, leadership, and character.

Section 2. Membership in this chapter shall be known as active, honorary, and alumni. Active members become alumni members at graduation. Honorary members are selected at the discretion of the faculty council. Alumni and Honorary members have no voice or vote in chapter affairs.

Section 3. Eligibility:

- Candidates eligible for selection to this chapter must be members of the junior class.
- To be eligible for selection to membership in this chapter, the candidate must have been enrolled for a period equivalent to one semester at Grand Island Senior High.
- Candidates eligible for election to the chapter shall have a minimum cumulative GPA of 3.5 on a 4.0 scale.
- Upon meeting the grade level, enrollment, and GPA standards, candidates shall then be considered based on their service, leadership, and character.

##### *Article V: Selection of Members*

Section 1. The selection process of members to this chapter shall be by a majority vote of the faculty council, which consists of five faculty members appointed by the principal. The chapter adviser shall be the sixth, nonvoting, ex. Official member of the faculty council.

Section 2. The selection of active members shall be held once a year during the second semester of the school year.

Section 3. Prior to the final selection, the following shall occur:

- Students' academic records shall be reviewed to determine scholastic eligibility.
- All students who are eligible scholastically shall be notified and asked to complete and submit the candidate information form / application for further consideration.
- The faculty shall be requested to evaluate candidates determined to be scholastically eligible using the official input form provided by the chapter adviser.
- The faculty council shall review the candidate information forms / applications, faculty input, and other relevant information to determine those who fully meet the selection criteria for membership.

Section 4. Candidates become members when inducted at a special ceremony.

Section 5. An active member of the National Honor Society who transfers from this school will be given an official letter indicating the status of his/her membership.

Section 6. An active member of National Honor Society who transfers to this school will be automatically accepted for membership in this chapter. The faculty council shall grant to the transferring member one semester to attain the membership requirements and therefore, this member must maintain those requirements for this chapter in order to retain his/her membership.

Page 44 - add supplies

Page 46 - add Physical Education

- PE Uniform

Page 47 - add Musical

- Cost for show royalties (approx. \$25.00)

Page 49 - **Delete:**

In order for students to be allowed to take their laptops home, the student and their parent/guardian must sign the Student/Parent Laptop Agreement after the Parent Laptop Orientation. The Parent Laptop Orientation provides background information about the device and how students are expected to use and care for the device. Check with your student's school for the options and schedule.

#### Orientation Topics

- GIPS Electronic Use Policy and Acceptable Use Procedure
- Student/Parent Laptop Handbook n Internet safety
- Parent/guardian and student responsibilities

Page 52 - add the following:

under Examples of Use, add this bullet

- Accessing the district approved distance learning software (i.e. Zoom, Google Meet) as a client, not a host, is allowed for instructional purposes.

Under Important Note - **delete** and add this statement:

Please note that installing or using any other internet calling/video-conferencing software is prohibited on GIPS laptops. Software for using the webcam is already installed on the GIPS laptop.

Page 59 - Delete Wayne Stelk info

Page 8

Under searches of lockers and other types of searches

- Should we add something about metal detectors?

Page 9

Under participation fees- It refers to page 37 for lists that are on page 36

Page 46

Updated Westridge Supply list

- 2 Pocket folder with prongs
- 4 - 2 pocket folders
- 2 - Spiral Notebooks
- Spiral Graph Paper Notebook
- Multicolor highlighter pack

- Colored Pencils
- 3x5 index cards
- Post-it notes
- 2 - 1" binders
- loose leaf graph paper
- loose leaf notebook paper
- Headphones/Earbuds (No Wireless allowed)
- Closed toe athletic shoes- and athletic wear for PE

2210 BOARD ORGANIZATIONAL MEETING

The annual reorganizational meeting of the Grand Island Public Schools Board of Education shall be held at the first meeting of the calendar year for the purposes of seating any new members and electing officers. The following are procedures for election of officers and other business to take place at the annual organizational meeting of the Board. The order of business for this meeting should be as follows:

1. Call to Order and Roll Call
2. Oath of office for most recently elected
3. Elections:
  - a. The Board will elect from its members a President and Vice President.
  - b. The Secretary of the Board of Education will preside as Chair during the election of a new Board President.
  - c. Upon call for nominations for each office by the Chair, nominations shall be made by oral ballot.
  - d. Voting will be by written ballot on all members nominated and repeated until a majority is achieved for a nominee.
  - e. The President shall assume the chair immediately upon the President's election and preside over the election for Vice President.
  - f. The motions for the officer elections should read:
    - i. Move that \_\_\_\_\_ be elected as \_\_\_\_\_ (name of office) to serve a term of one year, or until the person's successor is elected and qualified.
4. Regular action and information items will follow and the prescribed Board agenda will prevail for the remainder of the meeting

Legal reference:           Neb. Statute    79-724  
  84-712  
  84-1413

Policy Adopted: 03/01/1976  
Policy Reviewed: 07/08/1991  
Policy Revised: 06/08/2006  
Policy Revised: 03/17/2014  
Policy Revised: 10/14/2021  
Policy Reviewed: ???/??/????

## 2220 RESPONSIBILITIES OF BOARD OFFICERS

The Grand Island Public Schools Board of Education will elect a President and Vice President. The President of the Board shall preside at all meetings of the Board, and shall call special meetings as required. The President shall sign all official documents that require the signature of the President and shall perform other duties as prescribed by law or these bylaws (2111 Board Operating Principles). This policy designates the Associate Superintendent as Board Secretary to attest to Board action for the purpose of internal controls and the Chief Finance Officer will designate a Board Treasurer who is paid a stipend and mileage for daily bank deposits.

In the absence of the President or the inability or failure to act, the Vice-President shall perform the duties of the President and, when so acting, shall have all the power of the President.

If the President and Vice-President are absent at a duly called meeting at which a quorum of the Board is present, the ranking member present in terms of continuous service on the Board shall preside.

Legal Reference:           Neb. Rev. Stat. §79-564

Cross Reference:         2111 Board Operating Principles

Policy Adopted: 03/01/1976

Policy Reviewed: 07/08/1991

Policy Revised: 06/08/2006

Policy Revised: 04/10/2014

Policy Revised: 10/14/2021

Policy Reviewed: ??/??/????

## 2480 PUBLIC PARTICIPATION AT BOARD MEETINGS

Regular, special, and emergency meetings of the Grand Island Public Schools Board of Education shall be open to the public. Board meetings are held for the purpose of conducting official business of the school district. As such, Board meetings are not public forums but are meetings held in public.

The public shall have a right to attend and the right to speak at meetings of the Board of Education, and all or any part of the meeting may be recorded by any person in attendance by means of a tape recorder or any other means of sonic reproduction or in writing. The Board of Education reserves the right to make and enforce reasonable rules and regulations regarding the conduct of persons attending its meetings and regarding their privilege to speak. The Board of Education is not required by law to allow citizens to speak at each meeting, nor may it forbid public participation at all meetings.

A public comment period will be scheduled at each regular business and special meeting of the Grand Island Board of Education. At special meetings, public comment will be allowed on action items only. Individuals desiring to comment on Board-related matters should fill out a request form prior to the "Request to Address the Board" agenda item.

The Board president shall be responsible for recognizing all speakers, who shall properly identify themselves, and for maintaining proper order and obtaining adherence to any time limit set.

Speakers will not be permitted to make defamatory comments or use abusive or vulgar language. Complaints about school personnel are to be discouraged at public meetings. Such complaints should be addressed to proper administrative authority.

The President of the Board, as presiding officer, shall insure orderly and timely progression of the public meeting and as such may set time limits on public discussion. The President has the prerogative to discontinue any presentation that violates any of the public participation guidelines. At the discretion of the President, proceedings may be suspended and/or the offending individual(s) may be removed.

Comments and questions at a regular meeting may deal with any topic related to the Board's conduct of the schools. Comments at special meetings must be related to the call of the meeting. Members of the public should not expect an immediate response to issues raised. Questions requiring investigation shall be referred to the Board or administrative staff for consideration and possible response.

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

Policy Adopted: 03/01/1976

Policy Revised: 09/09/1991

Policy Revised: 03/01/1999

Policy Revised: 02/08/2018

Policy Revised: ??/??/????

2480.1 Grand Island Public Schools Request to Address the Board of Education

It is the desire of the Board of Education to allow for citizen input at regular business meetings held on the second Thursday of every month, as well as at other meetings called for the purpose of taking action on particular agenda items (special board meetings). The Board also realizes the need for an orderly agenda to allow for an atmosphere conducive to decision-making processes. With this in mind, the Board has outlined the following procedure for citizens who wish to comment on educational matters.

**Time for public input**

A time is allotted in the agenda of regular Board business meetings and special meetings immediately prior to action items. Regular Board business meetings are held on the second Thursday of each month. Special meetings are held as needed for the purpose of taking action on items that, for timing reasons, cannot be addressed at the regular business meeting.

**What can be discussed?**

At regular business meetings any school district-related matter can be presented to the Board, but only agenda items can be acted upon during a given meeting. At special meetings, comments will be limited to the subject of action items of the meeting's agenda. *Speakers will not be permitted to make defamatory comments, or use abusive or vulgar language. Expressions of personal complaints about staff or students are discouraged at public meetings. Concerns about individuals should be brought to the attention of the appropriate administrative authority. Specific building or program concerns should be brought to the attention of the building principal or program supervisor.*

**Time limits**

Each individual addressing the board will be allowed 5 minutes. The Board of Education has the prerogative to limit speaking to 3 minutes when there are three or more patrons.

**Procedures for requesting to address the Board**

Prior to the agenda item "Requests to Address the Board," fill out the form below and present it to ~~the superintendent or any Board member~~ **the designated staff member**. The president of the Board will then call on individuals who wish to address the Board at the appropriate time.

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

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Subject:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Request to Address the GIPS Board of Education**

### **Policy 2480.2 PUBLIC PARTICIPATION AT BOARD MEETINGS**

*The GIPS in the COVID 19 Pandemic, requires all members and patrons attending the Board of Education meeting to wear a mask, be screened for temperature, and social distance at least 6 feet apart.*

Board meetings are held for the purpose of conducting official business of the school district. As such, Board meetings are not public forums but are meetings held in public. The Board of Education reserves the right to make and enforce reasonable rules and regulations regarding the conduct of persons attending its meetings and regarding their privilege to speak. The Board of Education is not required by law to allow citizens to speak at each meeting, nor may it forbid public participation at all meetings. Individuals desiring to comment on Board-related matters should fill out a request form prior to the "Request to Address the Board" agenda item.

#### **Time limits**

The Board of Education will allow 30 minutes or less for public comment. Each individual addressing the board will be allowed 5 minutes. The Board of Education has the prerogative to limit speaking to 3 minutes when there are three or more patrons. When 3 or more persons are present please limit speaking to issues that have not been addressed by the previous individual.

#### **Procedures for requesting to address the Board**

Prior to the agenda item "Requests to Address the Board," fill out the form below and present it to the superintendent or any Board member. The president of the Board will then call on individuals who wish to address the Board at the appropriate time.

**(Please print)**

**Date:**

**Name:**

**Address:**

**Patron of GIPS and student attends what school(s):**

**Subject to address with the Board of Education:**

**RESOLUTION**

**WHEREAS**, the School Board is required by law to adopt by resolution policies and specific standards for acceptance or rejection of option enrollment applications by October 15th for the following school year; and,

**WHEREAS**, the School Board has received and reviewed evidence and information submitted by the administration and other sources and made determinations thereon with respect to standards for acceptance or rejection and with respect to the capacity of this school district to accept option enrollment students based upon available staff, available facilities, projected enrollment, and availability of special education programs for the following school year; and,

**WHEREAS**, the School Board has determined that the educational interests of this school district would be best served by adoption of the resolutions, and the policies and specific standards herein contained.

**NOW, THEREFORE, BE IT RESOLVED** that the Option Enrollment Policy presented to the School Board as Policy 7511.1, and Appendix "1" to such Policy 7511.1, should be and the same are hereby adopted, and any previous policy or interpretation or application of the option enrollment program which is or has been inconsistent with the Policy 7511.1, and Appendix "1" to such Policy 7511.1, are repealed effective on the date of the passage of this resolution,

**BE IT FURTHER RESOLVED** that all paragraphs, subparagraphs, and portions of words of this Resolution, of Policy 7511.1, and Appendix "1" to such Policy 7511.1 are severable and that in the event any of the same are determined to be invalid for any reason, such determination shall not affect the validity of any of the remainder of the same.

**BE IT FURTHER RESOLVED** that policies and specific standards for acceptance or rejection of option enrollment applications should be and are hereby adopted, for applications filed after adoption of this resolution, and are hereinafter set forth:

The above Resolution, having been read in its entirety, member \_\_\_\_\_ moved for its passage and adoption, member seconded the same. After discussion and on roll call vote, the following members voted in favor of passage and adoption of the above Resolution: . The following members voted against the same: . The following members were absent or not voting: . The Resolution having been consented to and approved by a majority of the members of the School Board, was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska open meetings law.

**DATED** this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

**GRAND ISLAND PUBLIC SCHOOLS**

By: \_\_\_\_\_  
President

Attest: \_\_\_\_\_  
Secretary

## Appendix “1” to Option Enrollment Policy

The following is Appendix “1” to Policy 7511.1 for the current school year. The Board of Education hereby sets forth the maximum number of option students for the following school year in any program, class, grade level or school building or in any special education programs operated by this school district, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this school district will contract based on existing contractual arrangements, and availability of appropriate special education programs. Any program, class, grade level, or school building which has “0” as the No. of Option Students is hereby declared unavailable to option students due to lack of capacity.

PROGRAM	PROGRAM CAPACITY	PROJECTED ENROLLMENT	NO. OF OPTION STUDENTS
Kindergarten	19 / section		
First	19 / section		
Second	21 / section		
Third	21 / section		
Fourth	23 / section		
Fifth	23 / section		
Sixth			
Seventh			
Eighth			
Ninth			
Tenth			
Eleventh			
Twelfth			
Success Academy GISH	70	70	0
Success Academy Middle School	20	20	0
Ombudsman	70	70	0
English Learner Newcomer elementary	45	45	0
English Learner Newcomer middle school	Barr=35/WN=60	Barr=35/WN=60	0
English Learner Newcomer senior high	100	100	0

\* Special education capacity will be determined on a case-by-case basis in accordance with state law and the available resources as determined by the District’s Director of Special Education or designee.



P.O. Box 1507 Grand Island, NE 68802 (308) 384-5350

March 12, 2024

Hall County School District 2  
Grand Island Public School  
123 S Webb Rd  
Grand Island, NE 68803

Dear Mr. Virgil Harden and GIPS Board of Education,

Five Points Bank is committed to enhancing our relationship with GIPS and your team. Following our discussion on March 6<sup>th</sup>, Five Points Bank proposes the following modifications to your banking services:

- Upgrade the current Business Account to an Interest-Bearing Checking Account.
- Shift the majority of the account balance to a flexible ICS Account through our partnership with IntraFi, ensuring additional FDIC Coverage.
- The proposed rate for the ICS Account will be the Fed Funds– minus 25 basis points, which currently equates to a 5.00% rate.

Enclosed, you'll find detailed information about our collaboration with IntraFi and the extended coverage options available.

Should you have any further questions or require clarification, please do not hesitate to contact Kristen Marshall-Maser or Tim Wojcik. For assistance with Business Online Banking and account setup, I will continue working with you and your team.

Sincerely,

*Christina Korte*

Chris Korte  
Cash Management Manager  
Five Points Bank – Broadwell  
PH: 308.389.8713  
CELL: 308.379.2387



# Reciprocal Deposits

## A WIN-WIN FOR BANKS AND THE COMMUNITIES THEY SERVE



Recently passed legislation, the Economic Growth, Regulatory Relief, and Consumer Protection Act, amends the Federal Deposit Insurance Act to make most reciprocal deposits no longer brokered. As a result, your bank can increase its use of reciprocal deposits to grow deposits, attract high-value relationships, and make more funds available for local lending.

Under the new law, for a well-capitalized bank with CAMELS rating of 1 or 2, reciprocal deposits up to the lesser amount of \$5 billion or 20% of the bank's total liabilities are no longer considered brokered. Reciprocal deposits over these amounts are allowed, but are treated as brokered.

A bank that drops below well-capitalized no longer requires a waiver from the FDIC to continue accepting reciprocal deposits up to the lesser of \$5 billion or 20% of total liabilities, so long as the bank does not receive reciprocal deposits that cause its overall reciprocal balance to exceed a specified previous average.

Looking to capitalize on the opportunities at hand, including the chance to build more customer relationships in the face of growing deposit competition? Turn to the nation's leading reciprocal deposit services: ICS®, or Insured Cash Sweep®, and CDARS®.

With ICS and CDARS, your bank can offer access to FDIC insurance beyond \$250,000 for funds placed into demand deposit accounts (ICS), money market deposit accounts (ICS), and/or CDs (CDARS). Enjoy:

### Growth

- Offer a differentiated service—access to higher levels of FDIC insurance than any bank, even the nation's largest, can offer on its own
- Add relationship-based funding that increases franchise value
- Attract deposits in larger increments
- Benefit from stable funding that tends to come from loyal customers and creates additional cross-selling opportunities
- More deposits means more funding available for local lending

### Efficiency

- Attract funding at retail rates
- Replace more expensive funding, like routinely collateralized deposits and those from listing services
- Better manage net interest margins and interest rate risk by taking advantage of low deposit betas (for both ICS and CDARS) and locking in customers for longer terms (with CDARS)
- Spread customer acquisition and retention costs over larger average per-customer holdings

### Flexibility

- Keep the amount of funds placed on balance sheet or, if your bank's liquidity position changes, sell the excess for fee income (either way, the customer relationship remains with your bank)
- Set the rates offered to ICS and CDARS customers as your institution sees fit

### Trust

Know that both ICS and CDARS are trusted, tested services:

- Utilized by *thousands* of banks across the nation
- Available from the inventor and the industry's largest provider of reciprocal deposits, a partner to banks that does not compete with banks for depositors
- Endorsed by the American Bankers Association, which makes due diligence reports available for both ICS and CDARS
- Used in nearly all states for the placement of funds by municipalities and other government entities, which place billions of dollars through these services every year

## Talk to Us Today!

**Brad Cole**

Regional Director

(866) 776-6426, ext. 3392

[bcole@promnetwork.com](mailto:bcole@promnetwork.com)

Use of the ICS and CDARS services is subject to the terms, conditions, and disclosures set forth in the applicable program agreements, including the applicable Participating Institution Agreement and Deposit Placement Agreement. Limits apply, and customer eligibility criteria may apply. ICS program withdrawals are limited to six per month when using the ICS savings option. ICS, Insured Cash Sweep, CDARS, and One-Way Sell are registered service marks of Promontory Interfinancial Network, LLC.

0518

# GIPS NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

**Proposal:** Algebra 2 Resource Adoption

**Submitted By:** Dr. Danielle Buhrman

**Date:** February 13, 2024

## 1. What is the identified need?

GIPS commits to the use of high school math resources that provide curricular opportunities which closely align to best practices in mathematics as identified by the state of Nebraska, GIPS mathematics commitments, and provide students “standards-based instruction where students collaborate, think critically, and persevere through rigorous, authentic tasks.” (Academies of GISH Vision of Instruction). The Algebra 2 adoption is the culmination of a three year project to utilize high quality instructional materials within the Algebra - Geometry - Algebra 2 sequence. Algebra Illustrative materials were adopted in 2022-2023 while Geometry Open Up materials were adopted in 2023-2024. Algebra 2 teachers piloted Open Up materials in the fall and winter of 2023-2024 to ensure the choice made by geometry teachers would meet student and teacher needs in Algebra 2 with the option to transition to Illustrative materials if needed. Teachers decided to adopt and remain in the Open Up materials for the remainder of the 2023-2024 school year and moving forward.

## 2. Administrative Rationale for BOE Agenda Item (connect to Strategic Plan Objectives/Success Measures)

A new resource adoption will support the facilitation of high quality Tier 1 Instruction in Mathematics as part of the district focus of MTSS in the GIPS on Track to Thrive 2025 strategic plan. Within objective 2.2 “Every student has equitable access to rigorous, relevant coursework,” GIPS has committed to the “adoption and implementation of high-quality instructional materials aligned to grade-level standards.” In addition, the use of high quality instructional materials supports the strategic focus areas of “Instruction” and “Professional Learning Communities (PLCs)” by allowing stakeholders to plan, collaborate around, and support mathematics achievement by fostering a learning environment where “Student mathematicians access grade-level curriculum that promotes rigor as a balance of conceptual development, procedural fluency, and real-world applications” as stated in the Pk-12 GIPS Mathematics Commitments.

## 3. Proposed Action

Purchase 3000 student sets of Algebra 2 Open Up / Mathematics Vision Project consumables. Based on current enrollment patterns, we anticipate these materials lasting 6 years. Additional funds within this needs analysis will be used to provide initial training for new staff using the materials for the first time in July 2024. Ten days of instructional planning and coaching support will also be provided by Mathematics Vision Project trainers throughout the year for teachers using Open Up Geometry and Algebra 2 materials.

## 4. Data/Research Assessed

In 2022-2023, 25% of juniors within GIPS were considered “proficient” on the NSCAS-ACT assessment compared to 42% in the state of Nebraska. Specifically, 14% of juniors were in the ACT readiness

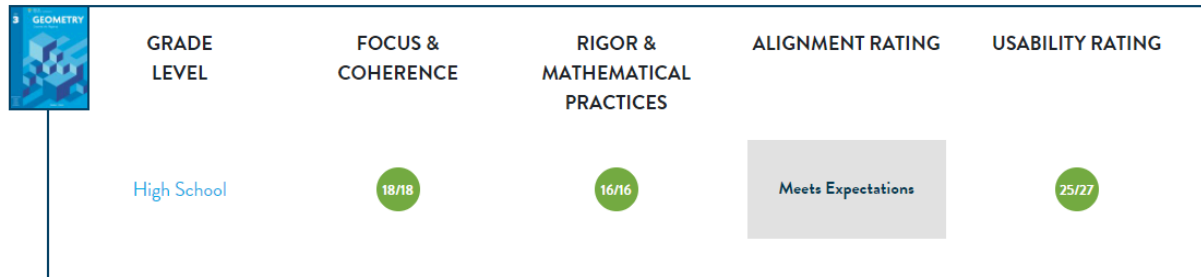
range for the math reporting category of “Functions,” a component heavily focused on in an Algebra 2 course, compared to 29% at the state level. Also, 18% of GIPS students met the ACT Readiness Range in “Algebra.” This compares to 28% within Nebraska.

Similarly, in the 2021-2022 school year, only 12% of juniors taking the NSCAS-ACT assessment were in the ACT Readiness Range for the math reporting category of “Functions” and “Preparing for Higher Math” in Grand Island Public Schools. Since 2016, the percent of students who met overall mathematics college readiness benchmarks on the NSCAS-ACT have ranged from 10 to 20%, with 13% reported in 2021-2022 compared to the state at 26%.

In order to meet college and career readiness benchmarks and support objective 2.2 of the On Track to Thrive 2025 Strategic Plan, students would benefit from access to high quality instructional materials that focus on essential content and provide a balance of mathematical rigor in regards to application, conceptual understanding, and procedural fluency. Open Up, according to EdReports, emphasizes these characteristics in their curriculum design:

**Open Up High School Mathematics Traditional (2021)**

Published By: Open Up Resources | Date Published: 2021/06/09 | EdReports Review Tool v1.5 | [View These Reports](#)



\*Ratings indicated by EdReports.

## 5. Equity Analysis

Using a guaranteed and viable curriculum across the district is curriculum equity. We are clarifying the standards-aligned learning outcomes in our curriculum that should be common across ALL math classrooms. Using resources like Open Up supports teachers in implementing the guaranteed and viable curriculum for all learners, and provides EL and special education student support around specific research-based language routines. Through the pilot process, teacher and student experiences and perspectives were considered to determine the best option to adopt. Expertise from districts currently using the pilot materials in addition to recommendations from the NDE are also considered.

## 6. Stakeholder Group(s) Involved

Algebra 2 Teachers, Algebra 2 Students, GISH Building Leadership, L4L

## 7. Summary

The Algebra 2 PLC will meet in July 2024 to develop a guaranteed and viable curriculum consisting of essential standards for the course and creation of a scope and sequence to be used by all Algebra 2 classrooms. In addition, new teachers using Open Up materials will receive on-site training from Mathematics Vision Project in July 2024 and the math department will have access to 10 days of follow-up instructional planning and coaching throughout the 2024-2025 school year. Three thousand sets of student consumables will be purchased so that every student has access to the material within their hands, while five teacher sets of materials were already purchased during the pilot portion of this project.

## 8. Fiscal Impact

**Amount:** \$143,720 (\$144,169 with pay benefits)

**Source:** L4L

**Details:** \$108,000 for 3000 sets of student consumables (6 years) from Open Up with 10% discount ([quote](#))  
\$726 for 3 additional sets of teacher bundles ([quote](#))  
\$32,500 for training and instructional coaching support for the GISH math department ([quote](#))  
\$2494.31 pay for 2 days of training for 7 teachers (\$2943.29 with pay benefits)

## 9. Person(s) Responsible for Implementation

Dr. Danielle Buhrman - Mathematics and Coaching Coordinator

## 10. Implementation Plan

### ▲ Monitor/ Evaluate

**Actions:** Initial curriculum design and Open Up training July 2024  
On-going instructional support 2024-2025 school year from Mathematics Vision Project  
On-going professional learning during district professional learning days focused on PLC intentional planning with use of resources and district curriculum guidance

**Timeline:** 2024-2025

### ▲ Board Report/Follow-Up

**Actions:**

**Timeline:** \_\_\_ 1 month \_\_\_ 3 months \_\_\_ 6 months \_\_\_ annually \_\_\_ N/A

## GIPS BOE NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

**Proposal:** Math Links Essentials -Tier 2 Middle School Math MTSS Resource

**Submitted By:** Dr. Danielle Buhrman

**Date:** February 12, 2024

### 1. What is the identified need?

As part of the [GIPS Middle School Learner Profile](#), GIPS commits to providing interventions in math and reading to support students needing additional support to be proficient on grade-level standards. Specifically, all three middle schools are adjusting schedules to include a 45 minute period of an intervention/extension/enrichment opportunity alternating on a A/B schedule.

As part of the MTSS framework, there is also a need for a system of support in mathematics that helps identify students who are at-risk and could benefit from increasingly intensive math supports in order to demonstrate proficiency on grade-level standards. Math Links Essentials is a research-based MTSS solution that would be the primary resource for Tier 2 instruction within a [continuum of supports](#) in Mathematics at 6-8, beginning in 2024-2025. This material was piloted during the 2023-2024 school year by 6th - 8th grade teachers in all three middle school buildings.

### 2. Administrative Rationale for BOE Agenda Item (*connect to On Track to Thrive 2025 Success Area and Objective*)

In the On Track to Thrive 2025 Strategic Plan, GIPS Objective 2.2 states that “Every student has equitable access to rigorous, relevant coursework. As part of that GIPS commits to “Implementation of a Multi-Tiered System of Supports (MTSS) that addresses the unique academic strengths and needs of every student through: *targeted interventions*.” Making data driven decisions as part of an MTSS framework supports improvement around the strategic priority areas of positive supports, instruction, and professional learning communities (PLCs) in order to improve student achievement.

An essential element as part of the MTSS Framework is a “Layered Continuum of Supports.” Math Links Essentials allows GIPS to offer additional layers of support for students not meeting adequate growth in core universal instruction and are at risk for future academic failure. Math Links Essentials focuses on essential middle school math content within the skills bands of Number and Algebra. The goal of the program is to make content accessible to all learners and to help students catch up to be algebra ready by the end of 8th grade. Teachers utilize the teacher lesson and student workbooks for directed, strategy based instruction and reinforcement. Teachers are also able to utilize skill boosters for targeted support of skills identified through administration of the AimswebPLUS screener and progress monitoring tools. And although it contains specific lessons, Math Links provides the base from which teachers can flexibly make decisions about what students may need next to become proficient on grade level essential standards.

### 3. Proposed Action

The district would purchase enough materials to support 54 teachers and 1570 students over the next three years. Selected teachers (determined by the building based on current schedule) will implement

Math Links Essentials during the Math Lab (Intervention) period with sub-groups of students who have been identified as at risk and needing intense support to make adequate growth as determined by the AimswebPLUS screener.

Follow-up collaborative training and planning for intentional use of Math Lab will occur initially on August 12th. Additional time will be provided during district professional development days to collaborate, reflect, and refine the program. On-going support will be provided by building academic support coaches with the help of Dr. Danielle Buhrman (mathematics coordinator).

#### 4. Data/Research Assessed

Based on results from the 2022-2023 NSCAS mathematics assessment, 52-59% of 6th - 8th grade students in GIPS are proficient on grade-level standards. Current district math benchmarks also show a similar percentage of proficient students. District professional development and on-going support efforts continue (and will continue) to focus on elevating effective universal core instruction for all students. However, additional support within a multi-tiered system of support may support development of skill deficits needed for algebra readiness by the end of 8th grade.

Math Links Essentials was piloted during the 2023-2024 school year within each of the three GIPS middle schools. Implementation results vary as structures and scheduling for math lab were different at each middle school, with a consistent schedule committed for the 2024-2025 school year. Common [Math Lab Guidance](#) on use of aimsweb data and Math Links Essentials resources was provided at all grade levels, despite these scheduling differences. As of February 2024, students in Math Lab within GIPS experienced, on average, a 5.8 percentile point increase from fall to winter as measured by aimswebPlus benchmarking. This is highlighted especially by students in 6th grade math lab, who experienced a 12 percentile point increase from fall to winter on aimswebPlus benchmarking. Based on feedback from teachers, 75% approve of using Math Links as the base for lab time, but also want further opportunities to collaborate around activities, games, and intentional, data-identified support for students.

#### 5. Equity Analysis

The proposal to use Math Links Essentials for grades 6-8 Math Lab has been evaluated through an equity lens. Through collaboration with teachers, principals and coaches at the Middle Schools, it has been determined that the prior WIN time model at the middle school level does not adequately impact student achievement nor does it provide equitable access to the same opportunities across the district. This proposal will allow us to implement evidence-based practices within our MTSS model that seek to close achievement gaps and provide each student what they need, when they need it.

#### 5. Stakeholder Group(s) Involved

6-8 Math Lab (Intervention) teachers, building leaderships teams, 6-8 math lab students, L4L

#### 6. Summary

Math Links Essentials provides a focused scope and sequence to use during Math Lab at grades 6-8, but can still be flexible enough for teachers to make intentional data-based decisions during lab time. The use of Math Links essentials, combined with intentional use of formative assessment data from core, collaborative planning opportunities for games and other activities, and student-monitoring strategies, will allow teachers to have access to resources to support a variety of student needs.

#### 7. Fiscal Impact

**Amount:** \$79,305

**Source:** Esser III & L4L

**Details:** 805 Sets of 6th Grade Materials, 765 sets of 7th grade student materials, 765 sets of 8th

grade student materials, 54 teacher sets (additional print materials and digital licenses for teachers, coaches, and math coordinator)

Quote [Print Materials & Shipping](#) (Esser III funds) - \$77,055

Quote [Additional Digital only Licenses](#) (L4L Funds) - \$2,250

## 8. Person(s) Responsible for Implementation

Dr. Danielle Buhrman - Mathematics Coordinator

## 9. Implementation Plan

### ▲ Monitor/ Evaluate

**Actions:** August collaborative planning for use of materials by teachers in math lab  
On-going professional learning and coaching support for Math Links materials, Math Lab design, and aimsweb usage for data-based decision making

**Timeline:** 2024-2025

### ▲ Board or Committee Report/Follow-Up

**Actions:**

**Date for follow up:**

## GIPS BOE NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

**Proposal:**

**Submitted By:**

**Date:**

### 1. What is the identified need?

### 2. Administrative Rationale for BOE Agenda Item (connect to On Track to Thrive 2025 Success Area and Objective)

### 3. Proposed Action

### 4. Data/Research Assessed

9-12. As a result, we prefer to hold off on piloting and adopting a new resource at this time.

## 5. Equity Analysis

The proposal to renew *myPerspectives* for grades 6-12 has been evaluated through an equity lens. High quality instructional materials are used to support implementation of a guaranteed and viable curriculum. Quality materials are an equity lever to provide all students access to grade-level content.

## 5. Stakeholder Group(s) Involved

6-12 ELA teachers, building leaderships teams, 6-12 students, L4L

## 6. Summary

*myPerspectives* is a high-quality instructional resource that our 6-12 teachers are familiar with and already implementing. Renewing *myPerspectives* for three years makes educational and fiscal sense for the district.

## 7. Fiscal Impact

**Amount:** Approximately \$249,632.40

**Source:** L4L 23-24 budget

**Details:** [Savvas Quote](#)

## 8. Person(s) Responsible for Implementation

Cara Kuhl - Secondary ELA Coordinator

## 9. Implementation Plan

### ▲ Monitor/ Evaluate

**Actions:** April: Facilities and Finance  
April Seek BOE approval  
May: order materials immediately  
August: Utilize materials with students  
Ongoing PL provided during CIA/District PL days in 2024-2025

**Timeline:**

### ▲ Board or Committee Report/Follow-Up

**Actions:**

**Date for follow up:**



<b>Date</b>	20-Mar-2024
<b>Reference ID</b>	gips.org-2296195_2305904_2348925(3Y)

PART NO	Description	Amount
85511.OS6	ManageEngine Endpoint Central UEM Edition - Subscription Model - 3 Years subscription fee for 3550 endpoints and Single User License - Start 28 April 2024 End 27 April 2027	\$98349
85510.OSU5	ManageEngine Endpoint Central UEM Edition - Subscription Model - 3 Years subscription fee for Additional 29 Users - Start 28 April 2024 End 27 April 2027	\$12567
85510.OSSG	ManageEngine Endpoint Central UEM Edition - Subscription Model - 3 Years Subscription fee for Secure Gateway Server - Start 28 April 2024 End 27 April 2027	\$1035
	3 Year multi-year discount	\$11195.10
	Gov/EDU/Non-Profit discount	\$11195.10
	<b>Total Cost</b>	<b>US\$89560.80</b>

### Terms & Conditions

#### 1. Validity

Price quotes are open for acceptance for 30 days from the date of offer. Please reconfirm the prices before sending your Purchase Order.

#### 2. Payment Terms

Net-30. Local taxes applicable for all end users located in the State of AL, AZ, CT, IL, IN, IA, KS, KY, LA, ME, MA, MI, MN, MS, NE, NM, NY, NC, ND, OH, PA, RI, SC, SD, TN, TX, UT, VT, WA, WV, WI, WY, DC, MD & Canada.

#### 3. Payment Mode

ZOHO Corp accepts payment by valid company check, credit card or wire transfer. Please contact ZOHO Corp for wire transfer details.

Please submit Purchase Order to:

Attention: Thomas Oommen

#### MANAGEENGINE

A Division of ZOHO Corp  
4141 Hacienda Drive  
Pleasanton, CA 94588, USA  
Renewal Hotline: +1[833] 411-0996  
Website - <http://www.zohocorp.com/>  
We are ZOHO Corporation with 2 divisions: ManageEngine & Zoho.com

Sincerely- Thomas Oommen  
[thomas.o@manageengine.com](mailto:thomas.o@manageengine.com)



We have prepared a quote for you

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## Aruba 32-Port Switch

Quote # 012309 v3

Prepared for:

**GRAND ISLAND SCHOOLS**

Cory Gearhart  
cgearhart@gips.org

Prepared by:

**Prime Secured**

Dave Kanne  
dkanne@primesecured.com

## ► Statement of Work

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### Installation Materials

**Notice:** Due to pervasive supply chain disruptions across the industry, we anticipate potential delays in material deliveries which might influence project timelines. At Prime Secured, we're diligently collaborating with manufacturers and distributors to expedite the delivery process wherever feasible. To further assist, we may reach out with suggestions for alternative materials that align with your project needs. We deeply appreciate your understanding and patience during these unprecedented times.

### Project Preparation

**Notice:** All preparatory work that falls within the purview of the client and directly affects the parameters outlined within this scope of work should be concluded prior to the arrival of Prime personnel on-site. In the event that any aspect of the client's responsibilities, which are integral to the commencement or seamless execution of Prime's tasks, remains outstanding, thereby impeding the execution of our work, a supplementary re-mobilization fee of \$500, alongside applicable mileage and drive time charges, shall be levied in conjunction with the overall project cost.

### Scope of Project



The following services will be performed by Prime Secured to assist the customer with the district wide WAN upgrade.

- Work with the district to finalize the design, IP scheme and routing for the new WAN configuration.
- Prime Secured will provide, configure and install two Aruba CX 8360 switches for the district WAN upgrade at CPI. Switches will be configured in an HA Pair and tied into the WAN provider's gear. 5 years of Aruba Central is included to manage and monitor the switches.
- Re-configure the existing switch stack at CPI to support the 8360 switch configuration. 50 Gb DACs are included to connect the stack with the 8360s.
- Re-configure the uplink connections between the WAN and Server core switches at Kneale Admin. New 50 Gb DACs are included to free up the 100Gb ports for the WAN links
- Re-configure the WAN core switches at Kneale admin to support the new WAN design and handoffs from the service provider. 100Gb MM Bidi optics are included for the district side hand off.
- Work with the customer's IT staff to re-configure the WAN uplinks at each school. It is assumed the district IT will travel to the sites to patch in fiber jumpers and add additional optics for the second handoff. 10G optics currently in use for the WAN core will be repurposed and used for the second handoff at each school.
- Re-configure the WAN network across all Aruba layer 3 switches. A new single subnet will be configured for the WAN. Prime will configure OSPF routing across the WAN and remove static routes as needed.
- No services are included to configure the Fortinet firewalls.
- Up to 6 hours of after hours work is included. Any additional hours will require a change order. It is assumed a majority of the work will be completed during business hours.

**\*\*\*Before order is placed, we need to verify we have the correct 100G optics quoted to support the hand off from the providers equipment.\*\*\***

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## Hardware and Software

Description	Price	Qty	Ext. Price
<b>Aruba 8360-32Y4C Prt2Pwr 3F2PS Bundle</b> Aruba 8360-32Y4C Prt2Pwr 3F2PS Bundle	\$13,142.85	2	\$26,285.70
<b>Aruba X151 100G QSFP28 MPO SR4 MMF XCVR - For Optical Network, Data Networking - 1 x MPO 100GBase-SR4 Network - Optical Fiber - Multi-mode - 100 Gigabit Ethernet - 100GBase-SR4</b> 	\$851.14	4	\$3,404.56
<b>HPE Aruba Networking 50G SFP56 to SFP56 3m Direct Attach Copper Cable</b>	\$220.78	6	\$1,324.68
<b>HPE Aruba 100G QSFP28 to QSFP28 1m Direct Attach Copper Cable - 3.28 ft QSFP28 Network Cable for Network Device - First End: 1 x QSFP28 Network - Second End: 1 x QSFP28 Network - 100 Gbit/s</b> 	\$189.88	2	\$379.76
<b>Aruba Central Foundation - Subscription License - 1 Chassis - 5 Year - Electronic</b>	\$2,313.02	2	\$4,626.04

**Subtotal: \$36,020.74**

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## Aruba 32-Port Switch



**Prepared by:**

**Prime Secured**

Dave Kanne  
(402) 884-8473  
dkanne@primesecured.com

**Prepared for:**

**GRAND ISLAND SCHOOLS**

123 S Webb Rd  
Grand Island, NE 68803  
Cory Gearhart  
(308) 385-5900  
cgearhart@gips.org

**Quote Information:**

**Quote #: 012309**

Version: 3  
Delivery Date: 03/21/2024  
Expiration Date: 04/07/2024

### Quote Summary

Description	Amount
Hardware and Software	\$36,020.74
Professional Services	\$12,253.00
<b>Subtotal:</b>	<b>\$48,273.74</b>
<b>Shipping:</b>	<b>\$25.00</b>
<b>Total:</b>	<b>\$48,298.74</b>

### Acceptance and Incorporation by Reference

This Order together with the Master Services Agreement and Service Attachments and other terms and conditions identified on Exhibit A, all of which are incorporated herein by reference (collectively, the "Agreement") is between Prime Secured (sometimes referred to as "we," "us," "our," or "Provider"), and the customer found on the signature block at the end of this Order (sometimes referred to as "you," "your," or "Client"). This Agreement is effective as of the date both parties have signed below (the "Effective Date."). Both Provider and Client are sometimes referred to individually as a "Party", or together as the "Parties". Any capitalized terms in this Order not directly defined are referred to in the applicable document identified on Exhibit A of this Order. If there is a conflict between this Order, the Master Services Agreement, any Service Attachment, or Exhibit, this Order will control.

By signing below, Client acknowledges, represents, and warrants that it has read and agrees to the terms and conditions identified on Exhibit A to this Order which are incorporated as if fully set forth herein.

The parties hereby agree that electronic signatures to this Order shall be relied upon and will bind them to the obligations stated herein. Each party hereby warrants and represents that it has the express authority to execute this Agreement(s). This Order supersedes all prior negotiations, proposals, orders, agreements and communications between the parties regarding Provider's Services.


Provider may make changes to the Agreement at any time. If there are changes, Provider will revise the date at the top of the document. Provider may or may not provide Client with additional notice regarding such changes. Client should review the terms and conditions regularly. Unless otherwise noted, the amended terms and conditions will be effective immediately, and your continued use of the Services thereafter constitute your acceptance of the changes. If you do not agree to the amended terms and conditions, you must stop using the Services immediately. Please note, you may incur a termination fee or other third-party fees, if applicable. You may access the current version of the terms and conditions at any time by visiting <https://primesecured.com/legal>.

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The parties, acting through their authorized officers, hereby execute this Agreement.

Prime Secured

GRAND ISLAND SCHOOLS

Signature: 

Signature: \_\_\_\_\_

Name: Dave Kanne

Name: Cory Gearhart

Title: Outside Sales Representative

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

Date: 03/21/2024

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## ► Exhibit A

<a href="#">Master Services Agreement</a>	General terms and conditions applicable to all Provider products and services.
<a href="#">Services Attachment for Managed Services</a>	Core managed services including monitoring, remote management, and help-desk.
<a href="#">Data Processing Agreement</a>	Data security and privacy agreement including statutorily required terms.
<a href="#">Service Level Objectives</a>	Targeted response times by tier of severity.
<a href="#">Schedule of Services</a>	Description of managed services offered by Provider.
<a href="#">Schedule of Third-Party Services</a>	Notice of third-party services and waiver of claims.
<a href="#">Service Attachment for Managed Access Control</a>	Physical access control services.
<a href="#">Service Attachment for Managed Video Surveillance</a>	Video surveillance services.

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## GRAND ISLAND PUBLIC SCHOOLS

### ~~6324 CREDIT FOR PROFESSIONAL TRAINING BEYOND A BACHELOR'S DEGREE~~

~~The Grand Island Public Schools recognizes that education is a life-long process and has a positive impact on instructional effectiveness. The Grand Island Public Schools Board believes that a well educated staff will benefit our students. Additionally, continuing education establishes a positive example for students.~~

~~Graduate hours in education and educational leadership will be recognized for movement on the salary schedule. For graduate hours to be used for horizontal movement, the graduate course must provide a reasonable expectation that the teacher will be able to use the skills obtained from the class in an assignment or in a leadership capacity within the district. Examples may include graduate level classes, endorsements or degree programs in areas of special education, ESL, Curriculum, Instruction and assessment, Reading, Guidance, gifted education, and administration. Specific classes will be pre-approved by the district to expedite the planning, registration, and enrollment process for staff. Classes which have not been pre-approved by the district, must be approved in advance by the immediate supervisor and by the Superintendent or administrative designee. Courses approved for movement must be from a college or university which is recognized (or could be recognized) as a Standard Institution of Higher Education by the Nebraska Department of Education. The Superintendent or administrative designee may also approve undergraduate level courses for movement on the salary schedule if completion of such undergraduate level courses will have a direct impact on the staff member's instructional success (see also Administrative Procedures for 6324).~~

Policy Adopted: 03/05/1979

Policy Revised: 07/13/1992

Policy Revised: 05/03/2001

Policy Revised: 03/10/2016

Contained in Policy 6310 – procedures to be contained in staff handbook

6324.1 Administrative Procedures for 6324

- By May 1 of the year subsequent to the proposed advancement, a Salary Increment Notice of Intent; specifying classes, total hours, proposed schedule tract, and applicability of each class to the current job assignment, will be reviewed by the immediate supervisor and submitted to the Superintendent or administrative designee. The Superintendent or administrative designee shall notify the candidate by May 15 of the year preceding the requested adjustment regarding approval or non-approval. Note: May 1 is a deadline for completion of a Salary Increment Notice of Intent. This form may be submitted at any time prior to this date. Candidates are encouraged to complete this form prior to enrolling in classes to assure applicability.
- All coursework must be completed by September 1 of the year of the proposed change.
- All class credit for advancement must have been earned after the last degree awarded.
- By October 1, a Verification of Hours form certifying the courses taken, credits received, and the grade given must be submitted to the Director of Personnel.
- By October 1, verification of college credit earned from an accredited college or university in the form of an official transcript (sent directly from the college or university) must be on file in the Personnel Office.
- For new certified staff, credit for professional training beyond a Bachelor's Degree will be based upon a review of official transcripts by the Superintendent or designee and subject to approval of the Board of Education.
- For the purposes of this policy classes in education or an educational support area from an accredited institution of higher education will be accepted. Courses of instruction that will be allowed to apply for credit beyond a Bachelor's Degree will fall into the following categories:
  - 1) Any classes in an approved degree program within the employee's current area of assignment.
  - 2) Classes required by state mandates for certificate renewal.
  - 3) Classes recommended by supervisory staff in conjunction with staff appraisal/evaluation procedures.
  - 4) Classes that can be determined to be of direct benefit to a current assignment. This would include classes or a course of study that can be assumed, because of current educational practices, societal demands or demographic variances, to be of benefit to a current teaching assignment. Such areas might include foreign language, ESL, computer literacy, and serving special needs students.
- Courses which have been pre-approved for movement on the salary schedule will be published in the district's certified staff handbook.

**RESOLUTION**

**WHEREAS**, the School Board is required by law to adopt by resolution policies and specific standards for acceptance or rejection of option enrollment applications by October 15th for the following school year; and,

**WHEREAS**, the School Board has received and reviewed evidence and information submitted by the administration and other sources and made determinations thereon with respect to standards for acceptance or rejection and with respect to the capacity of this school district to accept option enrollment students based upon available staff, available facilities, projected enrollment, and availability of special education programs for the following school year; and,

**WHEREAS**, the School Board has determined that the educational interests of this school district would be best served by adoption of the resolutions, and the policies and specific standards herein contained.

**NOW, THEREFORE, BE IT RESOLVED** that the Option Enrollment Policy presented to the School Board as Policy 7511.1, and Appendix "1" to such Policy 7511.1, should be and the same are hereby adopted, and any previous policy or interpretation or application of the option enrollment program which is or has been inconsistent with the Policy 7511.1, and Appendix "1" to such Policy 7511.1, are repealed effective on the date of the passage of this resolution,

**BE IT FURTHER RESOLVED** that all paragraphs, subparagraphs, and portions of words of this Resolution, of Policy 7511.1, and Appendix "1" to such Policy 7511.1 are severable and that in the event any of the same are determined to be invalid for any reason, such determination shall not affect the validity of any of the remainder of the same.

**BE IT FURTHER RESOLVED** that policies and specific standards for acceptance or rejection of option enrollment applications should be and are hereby adopted, for applications filed after adoption of this resolution, and are hereinafter set forth:

The above Resolution, having been read in its entirety, member \_\_\_\_\_ moved for its passage and adoption, member seconded the same. After discussion and on roll call vote, the following members voted in favor of passage and adoption of the above Resolution: . The following members voted against the same: . The following members were absent or not voting: . The Resolution having been consented to and approved by a majority of the members of the School Board, was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska open meetings law.

**DATED** this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

**GRAND ISLAND PUBLIC SCHOOLS**

By: \_\_\_\_\_  
President

Attest: \_\_\_\_\_  
Secretary

## Appendix “1” to Option Enrollment Policy

The following is Appendix “1” to Policy 7511.1 for the current school year. The Board of Education hereby sets forth the maximum number of option students for the following school year in any program, class, grade level or school building or in any special education programs operated by this school district, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this school district will contract based on existing contractual arrangements, and availability of appropriate special education programs. Any program, class, grade level, or school building which has “0” as the No. of Option Students is hereby declared unavailable to option students due to lack of capacity.

PROGRAM	PROGRAM CAPACITY	PROJECTED ENROLLMENT	NO. OF OPTION STUDENTS
Kindergarten	19 / section		
First	19 / section		
Second	21 / section		
Third	21 / section		
Fourth	23 / section		
Fifth	23 / section		
Sixth			
Seventh			
Eighth			
Ninth			
Tenth			
Eleventh			
Twelfth			
Success Academy GISH	70	70	0
Success Academy Middle School	20	20	0
Ombudsman	70	70	0
English Learner Newcomer elementary	45	45	0
English Learner Newcomer middle school	Barr=35/WN=60	Barr=35/WN=60	0
English Learner Newcomer senior high	100	100	0

\* Special education capacity will be determined on a case-by-case basis in accordance with state law and the available resources as determined by the District’s Director of Special Education or designee.

GRAND ISLAND PUBLIC SCHOOLS

~~9220 REPORTS TO THE PUBLIC~~

~~In accordance with the *Nebraska Department of Education Rule 10-Regulations and Procedures for the Accreditation of Schools*, the Grand Island Public Schools will demonstrate accountability to the residents of the Grand Island school community. Staff will annually assess and report student progress toward accomplishment of academic content standards. Individual scores are kept confidential. Results are used to plan and make needed changes to improve instruction for all students.~~

~~As prescribed by Rule 10, such reports will include:~~

- ~~1. School system improvement goals and progress;~~
- ~~2. School system demographics;~~
- ~~3. Financial information; and~~
- ~~4. Information on students with disabilities as required by the *Individuals with Disabilities Education Improvement Act of 2004*.~~

~~References: Title 92, NAC, Chapter 10, §010.01A-010.01B — Rule 10 Accreditation of Schools  
Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)~~

~~Policy Adopted: 5-3-99  
Policy Revised: 04.11.2013~~

Delete existing 9220 as it is already covered in 9211

**9220 COMMUNICATIONS AND MEDIA RELATIONS**

**MEDIA INQUIRIES:**

All media interactions are required to go through the GIPS Communications & Marketing Team and its director. District office officials need to know when the media is contacting staff or students, are in buildings, or are covering school events. This helps ensure the safety and wellbeing of students and staff.

To protect students and personally identifying information, outside media outlets, individuals with cameras, and the like will not be permitted access to covering non-public sanctioned school events, staff, or students without approval from the Communications Director or designee. All media journalists must be credentialed and registered with the GIPS Communications Department or the High School Activities Office for competitions.

**Exceptions**

**Athletics:** Coaches may choose to speak directly with the media about athletics only.

**REQUESTING MEDIA COVERAGE:**

All requested media coverage must be submitted to the Director of Communications or designee by the school principal, district administrator, or staff member with permission from their supervisor. This applies to all press releases, media invites, or media interactions. Press releases being forwarded from another organization are also required to follow this process. Once a request is submitted and vetted for approval, the Director of Communications & Marketing will contact the media.

**NO MEDIA LIST:**

Each school's "No Media List" documents which students cannot appear in publicly consumable media. This may be for the safety and wellbeing of the student or the personal choice of the parent/guardian. Always keep an updated No Media List with the school secretary and have it available for GIPS staff. GIPS Staff must adhere to the No Media List at all times.

Policy Adopted: ??/??/????

## **9221 ONLINE MEDIA ACCOUNTS AND POSTS**

Social media is a method for facilitating communication directly from Grand Island Public Schools staff and organizations to the community that shares everything from the daily learning in the classroom to presentation of special events. The regulations provide guidance for online posting that mirror existing media release guidelines written specifically for online media posts.

A GIPS-related account is one established by a staff member and named in such a way to identify it as sharing information about a staff member's professional work, classroom activities and/or other GIPS-related events. These accounts are not official GIPS accounts, but staff shall take added precautions to distinguish between the educator's personal and institutional views while posting to this GIPS-related online media account.

### **ONLINE MEDIA CHANNELS / ACCOUNTS**

- Each Elementary and Middle School may have one official school account on online platforms approved by the Director of Communications or a designee.
- Each High School may have one official school account and one "Activities" account on online platforms approved by the Director of Communications or designee.
- Additional high school and middle school accounts for clubs and organizations may be requested by the building principal to the Director of Communications or designee. The GIPS Communications Department will review the requests before approving or denying the addition of any branded account.
- Individual staff members may not present their individual GIPS-related accounts as official online media posts for the District.
  - Since individual staff member accounts are not official accounts, staff may not require students or parents to access their social media account for student instruction, classroom information, or extracurricular activities information.
  - If staff members share information about curriculum, learning or activities occurring at their schools, they are responsible for the following appropriate laws and GIPS Policies and regulations regarding the use of student records and images online as well as applicable human resource policies.

### **ONLINE MEDIA ACCOUNT NAMES**

- School account(s) will include the school's name and/or mascot.

- School clubs and organizations who are approved to open online media accounts will include a reference to the school's name and/or mascot in the account name along with a reference to the club or organization.
- It is not required, but the District asks that staff not use the District's name or school or mascot name in the name of their online GIPS-related media account to avoid any confusion with their personal accounts and the District's or school's official accounts. Staff may use their name/and/or the name of the class. For example: Mrs. Johnson's English Classes, 6B English with Jane Doe.

### **ONLINE MEDIA ACCOUNT ADMINISTRATION**

- Overall right to approve and remove approval for online media accounts rests with the Director of Communications or designee.
- School, club, and organizational account(s) will be administered by the school's administration team and/or staff members designated by the principal.

### **POSTING ON ONLINE MEDIA ACCOUNTS**

- All social media posts must be submitted through the district approved social media management platform.
- The Director of Communications or designee and the district IT department will be the caretakers of all district online media account login credentials.
- School Principals will have access to their school, branded online media accounts through the district approved social media management platform.
  - School Principals may also appoint other staff members, teachers, or coaches to have access to generate content for the branded media account. All staff appointed to share or generate content on a district online media account must be a full-time staff member of the district, head coach, or director.
  - The Director of Communications or designee will be responsible for giving access to additional staff content creators through the district approved social media management platform.

Policy Adopted: ??/??/????



Grand Island Public Schools Foundation  
Notes for Board of Education  
4-11-2024

1. The Foundation will award \$414,018 in scholarships for the Class of 2024. This represents 187 scholarships to 97 students. An ad noting all of the winners will be printed in the Independent in their upcoming graduation circular.
2. A record-breaking 86 students who will graduate Summa or Magna Cum Laude were honored at an Academic Honors Ceremony at the GISH Auditorium on April 10 at 7:00 p.m. Home Federal is the corporate sponsor of the event. We will award \$64,660 in scholarships.
3. The Foundation will host a press conference announcing the totals of the annual Add it Up to Opportunity Staff and Board Campaign on Tuesday, May 13<sup>th</sup> at 4:30 p.m. at the Bill Marshall Conference Room/ Memorial Stadium Jack Martin Field.
4. The Foundation has released the nomination forms for the 2024 Teacher of the Year Awards (Teacher/ Staff Member/ Administrator of the Year.) Forms are available online only with a deadline of May 20. The corporate sponsor of this program is First National Bank of Omaha.
5. The Foundation opens applications for the Dr. Eugene Miller Legacy Scholarship April 15<sup>th</sup>. This program is designed as a scholarship for GIPS Staff Members who are pursuing a graduate degree. Applications are online and close on May 31. The fund will support up to a \$1,000 award annually.
6. The Foundation Board will meet on April 17, 2024