

GIPS BOE Regular Meeting  
Thursday, April 9, 2026 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. Geometry Resources
  - 3.5. Policy
    - 3.5.1. 6280 CERTIFIED STAFF PROFESSIONAL SCHEDULE
    - 3.5.2. 8515 DO NOT RESUSCITATE REQUESTS
    - 3.5.3. 8680 STUDENT ORGANIZATIONS
    - 3.5.4. 9211 DISTRICT ANNUAL REPORT
  - 3.6. Staff Adjustments as submitted
  - 3.7. Treasurer's Report as submitted
  - 3.8. Surplus Property Listing
  - 3.9. Change Orders as Documented
  - 3.10. Approval of Agenda as submitted
4. SPECIAL RECOGNITION
  - 4.1. Islander Powerlifting State & National Recognitions  
**Speaker(s):** Mr. Pat Doyle
5. REQUESTS TO ADDRESS THE BOARD  
**Speaker(s):** Board President
6. INFORMATION ITEMS
  - 6.1. Approval of funds to purchase K-5 Math resources  
**Speaker(s):** Dr. Danielle Buhrman
  - 6.2. Grand Island Education Association Retirement and Years of Service Celebration  
**Speaker(s):** Mrs. Karma Lewandowski
  - 6.3. Barr HVAC Upgrade  
**Speaker(s):** Mr. Dan Petsch
  - 6.4. 2026 GIPS Copier RFP  
**Speaker(s):** Mr. Cory Gearhart
  - 6.5. Ombudsman Contract  
**Speaker(s):** Dr. Summer Stephens
  - 6.6. Authorization to Open Bank Account(s) with Bruning Bank  
**Speaker(s):** Mr. Matt Fisher
  - 6.7. Policy
    - 6.7.1. 7190 DISTRICT WELLNESS POLICY

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

6.7.2. 7350 MEDIA CENTERS

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

6.7.3. 7355 MEDIA MATERIALS AND PARENTAL ACCESS

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

6.7.4. 7640 STANDARDIZED ASSESSMENT ADMINISTRATION AND UTILIZATION

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

6.7.5. 8330 TRANSFER IN STUDENTS

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

6.7.6. 8514.5 SEVERE ASTHMA AND ANAPHYLAXIS PROTOCOL

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

6.7.7. 8518 MARRIED, PREGNANT, OR PARENTING STUDENTS

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

6.7.8. 8750 STUDENT DIRECTORY INFORMATION

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

## 7. ACTION ITEMS

7.1. Approval of funds to purchase K-5 Math resources

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

7.2. Barr HVAC Upgrade

**Speaker(s):** Mr. Dan Petsch

7.3. 2026 GIPS Copier RFP

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

7.4. Ombudsman Contract

**Speaker(s):** Dr. Summer Stephens

7.5. Authorization to Open Bank Account(s) with Bruning Bank

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

7.6. 4511 SCHOOL MASCOT, LOGO, AND COLORS

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

7.7. 6213 STAFF USE OF ELECTRONIC COMMUNICATION DEVICES AND ADMINISTRATIVE GUIDELINES FOR NETWORK USE

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

7.8. 8810 STUDENT GIFTS AND SOLICITATIONS

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

## 8. REPORTS

8.1. Grand Island Public Schools Foundation Report

**Speaker(s):** Mrs. Lisa Albers

8.2. Student Representative Report

**Speaker(s):** Ms. Katherin Xicara Ramos

8.3. Superintendent Report

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

## 9. NOTIFICATION OF UPCOMING BOARD MEETINGS

## 10. ADJOURNMENT

## AFFIDAVIT OF PUBLICATION

**Grand Island Independent**  
**422 West 1s St, Grand Island, NE 68801**  
**(308) 382-1000**

State of Florida, County of Broward, ss:

I, Anjana Bhadoriya, of lawful age, being duly sworn upon oath depose and say that I am an agent of Column Software, PBC, duly appointed and authorized agent of the Publisher of Grand Island Independent, a newspaper printed and published in Grand Island, in Hall County, Nebraska, and of general circulation in Hall County, Nebraska, that said newspaper has a bonafied circulation of more than 500 copies of each issue, has been published at Grand Island, Nebraska, for more than 52 weeks successively prior to the first publication of the annexed printed notice, and is a legal newspaper under the statutes of the State of Nebraska; that the annexed printed notice was published on the dates listed below.

**Publication Dates:**

- Mar 31, 2026

**Notice ID:** 9c5EVLi3oIEQc1aWcMLh

**Notice Name:** GIPS Regular Board Mtg. - April 6, 2026

**Publication Fee:** \$9.20

*Anjana Bhadoriya*

\_\_\_\_\_  
Agent

**VERIFICATION**

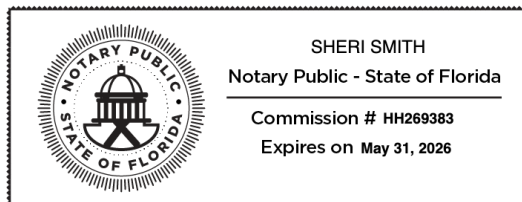
State of Florida  
County of Broward

Signed or attested before me on this: 04/02/2026

*S. Smith*

\_\_\_\_\_  
Notary Public

Notarized remotely online using communication technology via Proof.



**NOTICE OF REGULAR BOARD MEETING HALL COUNTY SCHOOL DISTRICT 2 GRAND ISLAND, NEBRASKA**

Notice is hereby given that a meeting of the Board of Education of Hall County School District 2, Grand Island Public Schools, Grand Island, Nebraska, will be held on Thursday, April 9, 2026, 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. 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  
March 31, 2026  
COL-NE-13003030

## **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 Monday, March 16, 2026 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 5:36 p.m.

Lisa Albers:	Absent
Carlos Barcenas:	Present
Donna Douglass:	Present
Eric Garcia-Mendez:	Absent
Tracy Goodman:	Present
Joshua Hawley:	Present
Dr Kenton Mann:	Present
Hank McFarland:	Present
Amanda Wilson:	Present

### **AGENDA**

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

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

#### **2. OATH OF OFFICE - Board of Education Member, Dr. Kenton Mann**

Dr. Stephens sworn in Dr. Kenton Mann at 5:33 p.m.

#### **3. ROLL CALL**

Mr. Lisa Albers and Mr. Eric Garcia-Mendez gave prior notice of their absence.

#### **4. CONSENT AGENDA**

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

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

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

Next Meeting Date: March 31, 2026, at 7:30 a.m.

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

Next Meeting Date: April 7, 2026, at 4:00 p.m.

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

Next Meeting Date: April 3, 2026, at 8:15 a.m.

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

Next Meeting Date: March 30, 2026, at 4:30 p.m.

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

Next Meeting Date: April 8, 2026, at 8:00 a.m.

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

Next Meeting Date: April 7, 2026, at 12:00 p.m.

###### **GNSA/Legislative Committee**

Next Meeting Date: March 18, 2026, at 9:30 a.m.

### **4.3. Claims as submitted**

### **4.4. Policy**

#### **4.4.1. 1211 ANNUAL CENSUS**

#### **4.4.2. 7210 SCHOOL CALENDAR**

#### **4.4.3. 8250 STUDENT ATTENDANCE RECORDS**

#### **4.4.4. 8517 RETURN TO LEARN FROM CANCER**

### **4.5. Bid Proposals as submitted**

### **4.6. Staff Adjustments as submitted**

### **4.7. MOU, Agreements, and Contracts Renewals**

#### **4.7.1. AmeriaCorps MOU**

#### **4.7.2. American Red Cross Licensed Trainer Agreement**

#### **4.7.3. ESU9 SPED Contract FY 2026-27**

#### **4.7.4. Head Start Agreement**

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

### **4.9. Surplus Property Listing**

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

Approve the agenda as submitted. Passed with a motion by Joshua Hawley and a second by Carlos Barcenas.

Carlos Barcenas: Yea, Donna Douglass: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Kenton Mann: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

## **5. SPECIAL RECOGNITION**

### **5.1. 2026 Hall County Spelling Bee**

Mrs. Kuhl presented the 2026 Hall County Spelling Bee recipients.

#### **Overall Hall County Winners**

- **1st Place:** Taylor Krebs (8th Grade, Westridge Middle School)
- **2nd Place:** Alec Villarin-Cabrera (5th Grade, Jefferson Elementary)

#### **Grade Level Winners**

##### **5th Grade:**

- 1st Place: Alec Villarin-Cabrera - Jefferson Elementary
- 2nd Place: Hector Perez-Prado - Dodge Elementary
- 3rd Place: William Budhu - Stolley Park Elementary

##### **6th Grade:**

- 1st Place: Ada White - Barr Middle School
- 2nd Place: Ariana Allen - Westridge Middle School
- 3rd Place: Natan Gomez Cotom - Walnut Middle School

##### **7th Grade:**

- 2nd Place: Jamileth Hernandez Paxtor - Barr Middle School
- 3rd Place: Gerson Preciado Lopez - Barr Middle School

## **8th Grade:**

- 1st Place: Taylor Krebs - Westridge Middle School
- 3rd Place: Santos Mendoza Juarez - Walnut Middle School

### **5.2. GISH Artists Recognized by the Nebraska Art Showcase**

Ms. Nuss presented the GISH Artists recognized by the Nebraska Art Showcase recipients.

Congratulations to the 2025-26 GISH Nebraska State Art Showcase Student Recipients:

- Jocelyn Amaya - Art - Ceramics & Glass
- Hana Butters - Art - Ceramics & Glass; Writing - Shorty Story
- Bryant Canil - Art - Photography
- Alezaya Flores - Art - Painting
- Lee Forbes - Art - Drawing
- Layla Gerber - Art - Drawing, Art - Painting
- Kelly Gonzalez Rauda - Art - Sculpture
- Yoselin Lindo-Morente - Art - Painting
- MariaEllena Ramirez - Art - Ceramics & Glass
- Alejandro Rios Solorio - Art - Illustration
- Kiki Teya - Art - Digital Painting, Drawing, & Collage (2)
- Daniela Monzalvo Tolentino - Writing - Personal Essay & Memoir

### **5.3. GISH Girls Bowling State Champions & GISH Boys Bowling State Runners-Up**

Mr. Ladwig presented the GISH Girls Bowling State Champion recipients:

Girls Bowling Team:

- Rylee Arnold
- Bailey Vodehnal
- Brinley Rathjen
- Kaleigh Kuusela
- Avery Miles
- Gabbriella Westwood
- Wendy Kolar
- Head Coach: Brad Earnest
- Assistant Coaches: Paul Lee and Britiney Baker

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

None.

## **7. INFORMATION ITEMS**

### **7.1. Barr Middle School Digital Citizenship & A.I. Project**

Mrs. Petersen presented the Barr Middle School Digital Citizenship & A.I. Project. Following the 2025 Nebraska Digital Citizenship Symposium, Barr Middle School student leaders developed a peer-to-peer initiative on responsible AI use. This presentation highlights how these students are teaching over 600 peers to use AI as a constructive tool while navigating risks like data privacy and misinformation. The project showcases GIPS students taking a proactive role in fostering digital literacy and safety.

### **7.2. 2026-2027 Staff Handbooks**

Dr. Kolar presented the 2026-2027 Staff Handbooks.

### **7.3. GIPS 2024-25 Annual Report**

Mr. Roush presented the GIPS 2024-25 Annual Report.

### **7.4. Gates Professional Services**

Mr. Petsch presented the Gates Professional Services.

### **7.5. Gates Letter of Intent**

Mr. Petsch presented the Gates Letter of Intent.

### **7.6. GISH Professional Services**

Mr. Petsch presented the GISH Professional Services.

### **7.7. Policy**

#### **7.7.1. 4511 SCHOOL MASCOT, LOGO, AND COLORS**

Mr. Fisher presented policy 4511 School Mascot, Logo, and Colors.

#### **7.7.2. 6213 STAFF USE OF ELECTRONIC COMMUNICATION DEVICES AND ADMINISTRATIVE GUIDELINES FOR NETWORK USE**

Mr. Fisher presented policy 6213 Staff Use of Electronic Communication Devices and Administrative Guidelines for Network Use.

#### **7.7.3. 6280 CERTIFIED STAFF PROFESSIONAL SCHEDULE**

Mr. Fisher presented policy 6280 Certified Staff Professional Schedule.

#### **7.7.4. 8515 DO NOT RESUSCITATE REQUESTS**

Mr. Fisher presented policy 8515 Do Not Resuscitate Request.

#### **7.7.5. 8680 STUDENT ORGANIZATIONS**

Mr. Fisher presented policy 8680 Student Organizations.

#### **7.7.6. 8810 STUDENT GIFTS AND SOLICITATIONS**

Mr. Fisher presented policy 8810 Student Gifts and Solicitations.

#### **7.7.7. 9211 DISTRICT ANNUAL REPORT**

Mr. Fisher presented policy 9211 District Annual Report.

### **8. ACTION ITEMS**

#### **8.1. 2026-2027 Staff Handbooks**

Motion to approve the 2026-2027 Staff Handbooks as presented. Passed with a motion by Joshua Hawley and a second by Amanda Wilson.

Carlos Barcenas: Yea, Donna Douglass: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Kenton Mann: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

#### **8.2. GIPS 2024-25 Annual Report**

Approve the GIPS 2024-25 Annual Report as presented. Passed with a motion by Joshua Hawley and a second by Donna Douglass.

Carlos Barcenas: Yea, Donna Douglass: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Kenton Mann: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

#### **8.3. Gates Professional Services**

Motion to approve the architect for the Gates addition and renovation as presented. Passed with a motion by Joshua Hawley and a second by Amanda Wilson.

Carlos Barcenas: Yea, Donna Douglass: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Kenton Mann: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

#### **8.4. Gates Letter of Intent**

Motion to approve the engineering services for the Gates addition and renovations as presented. Passed with a motion by Joshua Hawley and a second by Donna Douglass.

Carlos Barcenas: Yea, Donna Douglass: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Kenton Mann: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

#### **8.5. GISH Professional Services**

Motion to approve the architect for the GISH Planetarium renovation as presented. Passed with a motion by Joshua Hawley and a second by Amanda Wilson.

Carlos Barcenas: Yea, Donna Douglass: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Kenton Mann: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

#### **8.6. 4305 SUSPENSION AND DEBARMENT**

Motion to approve policy 4305 Suspension and Debarment as presented. Passed with a motion by Joshua Hawley and a second by Amanda Wilson.

Carlos Barcenas: Yea, Donna Douglass: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Kenton Mann: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

#### **8.7. 6281 ELEMENTARY CERTIFIED STAFF PREPARATION TIME**

Motion to approve policy 6281 Certified Staff Preparation Time as presented. Passed with a motion by Joshua Hawley and a second by Amanda Wilson.

Carlos Barcenas: Yea, Donna Douglass: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Kenton Mann: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

#### **8.8. 6331 CERTIFIED STAFF LEAVE OF ABSENCE: SICK, BEREAVEMENT, AND PERSONAL EMERGENCY**

Motion to approve policy 6331 Certified Staff Leave of Absence: Sick, Bereavement, and Personal Emergency as presented. Passed with a motion by Joshua Hawley and a second by Amanda Wilson.

Carlos Barcenas: Yea, Donna Douglass: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Kenton Mann: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

#### **8.9. 7150 ACADEMIC FREEDOM**

Motion to approve policy 7150 Academic Freedom as presented. Passed with a motion by Joshua Hawley and a second by Amanda Wilson.

Carlos Barcenas: Yea, Donna Douglass: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Kenton Mann: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

### **9. REPORTS**

#### **9.1. Grand Island Public Schools Foundation Report**

Mrs. Goodman reported for the GIPS Foundation.

#### **9.2. Student Representative Report**

No student report.

#### **9.3. Superintendent Report**

Mr. Fisher presented the superintendent report.

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

The Board convened to Executive Session at 7:03 p.m.

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

Carlos Barcenas: Yea, Donna Douglass: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Kenton Mann: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

#### **11. RECONVENE FROM EXECUTIVE SESSION**

The Board reconvened from Executive Session at 7:38 p.m.

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

Carlos Barcenas: Yea, Donna Douglass: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Kenton Mann: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

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

##### **12.1. Approve the Classified Staff Total Package**

Motion to approve the classified staff total package increase of 4.25% as presented. Passed with a motion by Joshua Hawley and a second by Amanda Wilson.

Carlos Barcenas: Yea, Donna Douglass: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Kenton Mann: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

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

Regular Board of Education Meeting - Thursday, April 9, 2026

#### **14. ADJOURNMENT**

All business having been completed, the meeting was adjourned at 7:39 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!*

## Kneale Administration Building

To: Facilities & Finance Committee Members  
From: Mr. Petsch, Mrs. Ryan, & Mr. Harden  
RE: **Meeting Tuesday, March 31, 2026 @ 7:30 AM via Zoom**

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

Phone: (308) 385-5900 x 201144  
Fax: (308) 385-5949  
Email: vhardne@gips.org

### NEW BUSINESS:

1. Activity Fund Claims List - Virg
2. Community Redevelopment Authority & Regional Planning - Virg
3. Request for Proposals
  - Copier\Printers MFD
  - Barr HVAC Upgrade
4. Nutrition Services Update – Oscar Garcia
  - RFP – Milk, Bread, Prime Vendor (Market Basket)
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. MOU, LOA, Contracts, Leases, Etc.
  - Ombudsman
9. Project List Review & Update – Dan Petsch
10. Math Adoption Update – Dr. Buhrman
11. Change Order – QCPUF Camera Project – Gates – Dan Petsch
12. Surplus Property – Dan Petsch
13. Bruning Bank Account - Virg
14. Open Agenda Items as Necessary – F&F Team

NEXT MEETING: **Tuesday, May 5, 2026, at 7:30 A.M.**

*Dan, Gabby, & Virg review agenda items for BOE meeting.*



BOE Policy Committee Meeting – April 6, 2026 – 4:30pm – Mr. Fisher’s Office

1. **Review Notes from March 2, 2026 – 1.1.**
2. **Review Agenda for changes or additions – 2.1.**
3. **NEXT MEETING:**  
Monday, May 4 – 4:30pm – Mr. Fisher’s Office
4. **Policy as Information @ April 9, 2026, BoE Meeting**  
7190 DISTRICT WELLNESS POLICY: [Proposed Policy 7190](#)  
7350 MEDIA CENTERS: [Proposed Policy 7350](#)  
**7355 MEDIA MATERIALS AND PARENTAL ACCESS:** [Proposed Policy 7355](#)  
7640 - STANDARDIZED ASSESSMENT ADMINISTRATION AND UTILIZATION: [Proposed Policy 7640](#)  
8330 TRANSFER IN STUDENTS: [Proposed Policy 8330](#)  
**8514.5 SEVERE ASTHMA AND ANAPHYLAXIS PROTOCOL:** [Proposed Policy 8514.5](#)  
8518 MARRIED, PREGNANT, OR PARENTING STUDENTS: [Proposed Policy 8518](#)  
8750 STUDENT DIRECTORY INFORMATION: [Proposed Policy 8750](#)
5. **Policy on Final Read in Consent @ April 9, 2026, BoE Meeting**  
6280 CERTIFIED STAFF PROFESSIONAL SCHEDULE: [Proposed Policy 6280](#)  
8515 DO NOT RESUSCITATE REQUESTS: [Proposed Policy 8515](#)  
8680 STUDENT ORGANIZATIONS: [Proposed Policy 8680](#)  
9211 DISTRICT ANNUAL REPORT: [Proposed Policy 9211](#)
6. **Policy on Final Read as Action @ April 9, 2026, BoE Meeting**  
4511 SCHOOL MASCOT, LOGO, AND COLORS: [Proposed Policy 4511](#)  
6213 STAFF USE OF ELECTRONIC COMMUNICATION DEVICES AND ADMINISTRATIVE GUIDELINES FOR NETWORK USE: [Proposed Policy 6213](#)  
8810 STUDENT GIFTS AND SOLICITATIONS: [Proposed Policy 8810](#)



**7. Policy for review:**

**9311 DONATIONS OF COLLECTIBLES, GIFTS, GRANTS, AND BEQUESTS: -**

[Proposed Policy 9311](#)

**8. Policy Questions and Discussion:**

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

**10. Working on:**

*Students who thrive.*

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To: Leading for Learning BOE Committee Agenda

From: Dr. Toni Palmer/Dr. Stephens

RE: Meeting: April 7, 2026, Virtual

4:00-5:00

New Business:

- Targeted Supports Addition to K-5 Math Adoption-Dr. Burman
- Update on the [Shape Conference](#)-Chris Ladwig
- Assessment Schedule (Flashlight Season) and New AqUESTT System -Opal

Next Meeting: May 12, 2026 @ 4:00 Zoom

# Grand Island Public Schools

## Claims Listing

April 9, 2026

Reference No	Payee	Description	Amount
105035	Cash-Wa Distributing	Food	\$37,235.62
105036	Cecilia Hormachea De La Roza	Mileage	\$38.57
105037	Chesterman Company	Food	\$297.77
105038	Eakes Office Solutions	Paper Products	\$1,329.60
105039	EMS Linq Inc	Dues & Fees	\$1,160.00
105040	Greenberg Fruit Company	Produce	\$4,843.05
105041	Hiland Dairy Foods Company LLC	Milk	\$16,469.06
105042	Hobart	Repairs	\$411.50
105043	Mid-Nebraska Disposal Inc	Utility	\$489.00
105044	Pamela Rivera	Mileage	\$10.44
105045	Pan-O-Gold Baking	Bread	\$2,845.70
105046	Peterson Farms Fresh Inc	Produce	\$2,837.52
105047	Supermarket Energy Technologies LLC	Supplies	\$350.36
105048	US Foods - Grand Island	Food	\$20,676.53
105049	VVS Inc	Food	\$190.32
105050	University of Nebraska - Lincoln .	Employee Training	\$1,600.00
105051	Amanda Mendez	Services	\$112.50
105052	Amazon Cap Services Inc	Supplies	\$5,032.61
105053	Ashley Ostorga	Services	\$90.00
105054	Calvin Noziska Joseph	Mileage	\$26.68
105055	Century Link	Telecommunications	\$237.78
105056	Clearly Communications	Telecommunications	\$1,062.04
105057	Danielle Ryan	Mileage	\$28.71
105058	Dariany Adames Rojo	Services	\$108.75
105059	Deanna Frankforter	Misc	\$50.00
105060	Elizabeth Gabriel Pintor	Professional Services	\$30.38
105061	Enmaunuel Sanchez	Services	\$105.00
105062	Estrella Ren-Ramos	Services	\$48.75
105063	Evan Meyer	Mileage	\$13.20
105064	Fatima Gonzalez Manzano	Services	\$172.50
105065	Grand Island Public Schools Nutrition Sv	Emp Benefits	\$1,765.00
105066	HOSA Future Health Professionals	Dues & Fees	\$240.00
105067	Johanna Parten	Mileage	\$83.82
105068	Kelly Gonzalez Rauda	Services	\$52.50
105069	Leah Michel	Mileage	\$5.66
105070	Matheson Tri Gas Inc	Supplies	\$919.00
105071	Melinda Sturgill	Mileage	\$47.00
105072	Meliss J Sandoval	Services	\$165.00
105073	Menards	Supplies	\$958.50
105074	MH Equipment Company	Warehouse	\$2,043.75
105075	Mid-Nebraska Disposal Inc	Utility	\$9,829.09
105076	Midwest Connect LLC	Equipment	\$4,699.00
105077	Midwest Hydraulic	Services	\$255.62
105078	MSC Industrial Supply Co Inc	Supplies	\$4,487.80

# Grand Island Public Schools

## Claims Listing

April 9, 2026

Reference No	Payee	Description	Amount
105079	National Fire Protection Assoc	Employee Training	\$225.00
105080	Nebraska Humanities Council	Supplies	\$70.00
105081	Nebraska Schoolmasters Club Attn	Professional Services	\$55.00
105082	Otis Elevator Company	Services	\$9,533.28
105083	Overhead Door Of Grand Island	Services	\$3,286.00
105084	Panchita Portillo	Mileage	\$151.24
105085	Paper Tiger Shredding Inc	Utility	\$320.00
105086	Perry Guthery Haase & Gessford PC	Legal Services	\$6,256.00
105087	Platte Valley Communications	Supplies	\$87.64
105088	Pomp's Tire Service Inc	Supplies	\$898.14
105089	Raptor Technologies, LLC	Supplies	\$5,285.48
105090	Raynor Garage Doors of Central Nebraska	Services	\$115.00
105091	Readsters, LLC	Employee Training	\$37,690.00
105092	Rentokil North America Inc	Services	\$1,222.32
105093	Rooted Books and Gifts LLC	Books	\$2,269.39
105094	Sara Robinson	Mileage	\$33.86
105095	School Health Corporation	Supplies	\$1,076.63
105096	School Outfitters	Supplies	\$769.69
105097	Shar Products Company	Supplies	\$42.93
105098	Sherwin Williams Company	Supplies	\$221.69
105099	State Of Nebraska State Fire Marshal	Dues & Fees	\$144.00
105100	Tiffanie Oswald	Employee Training	\$295.80
105101	US Postal Service (Quadient POC)	Postage	\$4,000.00
105102	Verizon Connect Fleet USA L	Repairs	\$1,648.93
105103	Vivian Mendoza Johnson	Mileage	\$43.36
105104	Ximena Cortes Sourez	Services	\$153.75
105105	Yair Rodriguez	Services	\$86.25
105106	Yazmin Kairy Marrero Lopez	Services	\$105.00
105107	Ace Hardware	Supplies	\$229.16
105108	Advance Auto Parts	Supplies	\$162.19
105109	AKRS Equipment Solutions Inc	Supplies	\$777.17
105110	Alexandra Tjaden	Mileage	\$36.32
105111	Allo Communications LLC	Telecommunications	\$1,600.00
105112	Anderson Ford Lincoln Mercury	Repairs	\$6,434.89
105113	Awards Plus.	Supplies	\$129.25
105114	Axtell Community School District 501	Tuition	\$7,500.00
105115	Border States Industries Inc	Supplies	\$1,724.34
105116	Brad Earnest	Repairs	\$31.74
105117	Central Nebraska Bobcat	Equipment Rental	\$3,707.20
105118	Communications Engineering	Supplies	\$2,328.00
105119	Communications Supply Corp	Equipment	\$119.40
105120	Construction Rental	Supplies	\$589.30
105121	Continental Battery Company	Supplies	\$1,429.53
105122	Copycat Instant Printing	Supplies	\$1,711.89

# Grand Island Public Schools

## Claims Listing

April 9, 2026

Reference No	Payee	Description	Amount
105123	Eakes Office Solutions	Warehouse	\$2,507.02
105124	Educators Rising Nebraska	Dues & Fees	\$325.00
105125	First Bankcard Center/Visa	Supplies	\$181.55
105126	First Bankcard Center/Visa	Employee Training	\$290.06
105127	First Bankcard Center/Visa	Dues & Fees	\$3,902.76
105128	First Bankcard Center/Visa	Advertising	\$12.00
105129	First Bankcard Center/Visa	Professional Services	\$970.02
105130	First Bankcard Center/Visa	Advertising	\$19.60
105131	First Bankcard Center/Visa	Supplies	\$10.80
105132	First Bankcard Center/Visa	Employee Training	\$25,344.43
105133	First Bankcard Center/Visa	Supplies	\$528.70
105134	First Bankcard Center/Visa	Employee Training	\$650.00
105135	First Bankcard Center/Visa	Employee Training	\$3,490.01
105136	First Bankcard Center/Visa	Supplies	\$1,124.90
105137	First Bankcard Center/Visa	Employee Training	\$238.85
105138	First Bankcard Center/Visa	Employee Training	\$1,356.19
105139	First Bankcard Center/Visa	Software	\$150.00
105140	First Bankcard Center/Visa	Software	\$587.27
105141	Go Physical Therapy LLC	Professional Services	\$47,126.40
105142	Grand Island Area Economic Development	Advertising	\$300.00
105143	Grand Island Motor Company LLC	Repairs	\$95.00
105144	Grones Outdoor Power & Battery	Supplies	\$1,678.80
105145	Hastings Museum	Supplies	\$610.00
105146	HD Supply Facilities Maint	Warehouse	\$6,162.98
105147	Jamie Bisbee	Mileage	\$20.81
105148	Johnson Hardware	Supplies	\$8,960.00
105149	Megan Danner	Mileage	\$31.90
105150	NAPA Auto Parts	Repairs	\$736.46
105151	Office Depot	Supplies	\$9.99
105152	Sara Yount	Mileage	\$19.36
105153	Village Cleaners	Services	\$299.30
105154	Western Psychological Services	Supplies	\$156.20
105155	White Cap	Supplies	\$2,424.84
105156	Winsupply of Grand Island	Supplies	\$1,929.45
105157	Grand Island Utilities Dept	Electricity	\$67,983.38
105158	Amazon Cap Services Inc	Books	\$2,284.04
105159	Angelick Pascual Marcos	Services	\$150.00
105160	Bettany Sanchez	Services	\$112.50
105161	Cassandra Jo Stara	Services	\$616.32
105162	Christina Peterson	Parental Mileage	\$8.70
105163	Cristobal Munoz Navas	Services	\$172.50
105164	DAS State Accounting - Central Finance	Telecommunications	\$317.87
105165	Edward Klimek	Misc	\$74.90
105166	Helda Raymundo Paiz	Services	\$168.75

# Grand Island Public Schools

## Claims Listing

April 9, 2026

Reference No	Payee	Description	Amount
105167	Helen Sagastume Perez	Services	\$172.50
105168	Juan Almanza Martinez	Services	\$63.75
105169	Keily Ramos Y Ramos	Services	\$165.00
105170	Kimberly Mendoza	Services	\$105.00
105171	Lori Forsythe	Misc	\$19.25
105172	Margaret McManaman	Mileage	\$54.74
105173	Marlo Reyes	Mileage	\$211.70
105174	Matt Friend Truck Equipment	Vehicles	\$27,844.00
105175	Melanie G Palencia Medrano	Services	\$165.00
105176	Menards	Supplies	\$589.41
105177	MH Equipment Company	Warehouse	\$756.60
105178	Midwest Alarm Services	Services	\$104.70
105179	Midwest Floor Covering Inc	Equipment	\$12,460.00
105180	Mohammed Mohammedmed	Services	\$176.25
105181	Mosley Consulting LLC	Professional Services	\$2,500.00
105182	Mosyle Corporation	Software	\$207.00
105183	Nancy Sutherland	Parental Mileage	\$129.92
105184	Nebraska Association Of School Boards	Professional Services	\$2,139.68
105185	Nebraska Council of School Administrator	Employee Training	\$360.00
105186	Nebraska Fire Sprinkler Corp	Services	\$1,391.00
105188	Pomp's Tire Service Inc	Repairs	\$24.61
105189	Productivity Inc	Supplies	\$995.80
105190	Rentokil North America Inc	Services	\$150.00
105191	Rosa Maria Tomas Montejo	Services	\$108.75
105192	Sherwin Williams Company	Supplies	\$12.51
105193	Southwest Strings	Supplies	\$28.35
105194	Super Saver	Supplies	\$393.16
105195	Unite Private Networks LLC	Telecommunications	\$417.25
105196	Yaritsa Martinez	Services	\$123.75
105197	Yazmin Kairy Marrero Lopez	Services	\$138.75
105198	Amazon Cap Services Inc	Supplies	\$220.14
105199	Cash-Wa Distributing	Food	\$32,505.09
105200	Chesterman Company	Food	\$173.35
105201	Culligan of Grand Island	Supplies	\$735.70
105202	Hiland Dairy Foods Company LLC	Milk	\$15,473.01
105203	Raynor Garage Doors of Central Nebraska	Repairs	\$723.74
105204	US Foods - Grand Island	Food	\$18,044.80
105205	First Bankcard Center/Visa	Supplies	\$24.26
105206	First Bankcard Center/Visa	Dues & Fees	\$3,443.80
105207	First Bankcard Center/Visa	Supplies	\$664.14
105208	First Bankcard Center/Visa	Software	\$200.00
105209	First Bankcard Center/Visa	Supplies	\$26.00
105210	First Bankcard Center/Visa	Misc	\$1,537.99
105211	First Bankcard Center/Visa	Employee Training	\$1,433.43

# Grand Island Public Schools

## Claims Listing

April 9, 2026

Reference No	Payee	Description	Amount
105212	First Bankcard Center/Visa	Employee Training	\$3,187.61
105213	Abby Elsbury	Supplies	\$59.94
105214	Abrar Dodban	Services	\$157.50
105215	Adriel Hernandez Galgvez	Services	\$153.75
105216	Agricultural Service	Supplies	\$12,836.50
105217	Alexis Flores	Services	\$168.75
105218	American Art Clay Co Inc	Supplies	\$156.75
105219	Amy Bombeck	Mileage	\$42.74
105220	Amy Guerrero	Services	\$112.50
105221	Blueprint IT LLC	Services	\$6,440.00
105222	Bomgaars Supply Inc	Supplies	\$9.56
105223	Capital Business Systems Inc	Services	\$20,324.84
105224	Capital Business Systems, Inc	Services	\$335.00
105225	Carolyn Binfield	Employee Training	\$285.94
105226	CDW Government LLC	Technology Supplies	\$412.80
105227	Central Nebraska Bobcat	Equipment Rental	\$32,926.89
105228	Claudia Dominguez	Services	\$161.25
105229	Cline Williams Wright Johnson	Legal Services	\$3,740.00
105230	Column Software PBC	Dues & Fees	\$5.60
105231	Computer Hardware	Technology Supplies	\$21,890.00
105232	Concordia University	Dues & Fees	\$100.00
105233	Continental Battery Company	Supplies	\$2,288.46
105234	Copycat Instant Printing	Postage	\$3,125.25
105235	Cricia Chacon Cortez	Services	\$157.50
105236	Culligan of Grand Island	Supplies	\$36.00
105237	Denise Guerrero	Services	\$41.25
105238	Dobesh Land Leveling	Services	\$890.00
105239	Eakes Office Solutions	Warehouse	\$3,662.69
105240	Eberl Plumbing & Drain	Services	\$350.00
105241	Echo Group Inc	Supplies	\$931.20
105242	Eyvi Romero Cortez	Services	\$142.50
105243	First Book	Books	\$191.67
105244	GI Family Radio KRGI	Advertising	\$500.00
105245	Gopher Sport	Supplies	\$855.45
105246	Gottlob Asphalt, LLC	Services	\$2,825.00
105247	Grand Island Public Schools	Misc	\$4,866.22
105248	Gustave A Larson Company	Supplies	\$3,366.73
105249	Heather Gearhart	Mileage	\$25.88
105250	Iolani Paulette Aguirre	Services	\$168.75
105251	Isaac Aguilar	Services	\$168.75
105252	Josue Castillo	Services	\$138.75
105253	Kylee-Joe Cayax	Mileage	\$142.25
105254	Lesly Nunez Fregoso	Services	\$165.00
105255	Lisa Kamely Escobar Comptes	Services	\$165.00

# Grand Island Public Schools

## Claims Listing

April 9, 2026

Reference No	Payee	Description	Amount
105256	Liz Nathalia Espinosa	Services	\$157.50
105257	Lucia Gonzalez	Services	\$116.25
105258	Marie Bohlken	Mileage	\$36.11
105259	Michelle Dorszynski	Mileage	\$40.02
105260	NAPA Auto Parts	Supplies	\$1,066.06
105261	Natalia Rosales Gonzalez	Services	\$172.50
105262	Nicole Gonzalez-Hidalgo	Services	\$71.25
105263	Rebecca Gimpel	Mileage	\$42.85
105264	Renae Brummund	Supplies	\$75.30
105265	Ruby Jocelyn Bahena Aguilar	Services	\$243.75
105266	Sara Geurink	Mileage	\$101.01
105267	Stephanie Marquez Cell	Services	\$165.00
105268	Suzann Faye Bouray	Mileage	\$23.20
105269	Vanessa Lopez Diaz	Services	\$142.50
105270	Wex Bank	Fuels	\$2,497.14
105271	Wex Bank	Fuels	\$1,650.77
105272	Wex Bank	Fuels	\$3,036.91
105273	Wex Bank	Fuels	\$1,389.50
105274	Yajayra Jazmin Borrego Feclerico	Services	\$176.25
105275	Yandas Music	Supplies	\$296.40
105276	First Bankcard Center/Visa	Employee Training	\$3,938.40
105277	First Bankcard Center/Visa	Books	\$2,926.09
105278	First Bankcard Center/Visa	Supplies	\$46.72
105279	Ace Hardware	Supplies	\$67.85
105280	Bosselman Energy Inc	Supplies	\$49.91
105281	Brenmar Company Inc	Paper Products	\$781.56
105282	Buller Fixture Company	Supplies	\$678.00
105283	Cash-Wa Distributing	Food	\$7,711.22
105284	Culligan of Grand Island	Supplies	\$120.00
105285	Edward Farrell	Supplies	\$50.00
105286	Greenberg Fruit Company	Produce	\$5,999.40
105287	Hiland Dairy Foods Company LLC	Milk	\$7,592.31
105288	HyVee	Food	\$829.14
105289	Nebraska School Nutrition Association	Dues & Fees	\$32.00
105290	Pan-O-Gold Baking	Bread	\$3,038.30
105291	Peterson Farms Fresh Inc	Produce	\$3,310.44
105292	Ripple Foods, PBC	Food	\$3,801.60
105293	Sams Club MC/SYNCB	Supplies	\$1,110.02
105294	US Foods - Grand Island	Produce	\$2,267.50
105295	Broad Reach	Books	\$264.70
105296	Amazon Cap Services Inc	Supplies	\$3,508.89
105297	Anneris Shafer	Mileage	\$49.45
105298	Brooke E Summers	Professional Services	\$100.00
105299	Bryanna Metteer	Professional Services	\$100.00

# Grand Island Public Schools

## Claims Listing

April 9, 2026

Reference No	Payee	Description	Amount
105300	Century Link	Telecommunications	\$727.07
105301	Danita M Stanton	Mileage	\$49.37
105302	Evelin Perez	Services	\$157.50
105303	Gissell Moqueda Ramirez	Services	\$105.00
105304	Hayley Royle	Mileage	\$32.63
105305	James Quach	Mileage	\$52.35
105306	Jaqueline Osborne	Mileage	\$34.22
105307	Jason Ramos Y Ramos	Services	\$165.00
105308	Marks Plumbing Parts	Supplies	\$80.18
105309	Melany Luis Medina	Services	\$120.00
105310	Menards	Supplies	\$304.44
105311	MH Equipment Company	Warehouse	\$338.82
105312	MidAmerica Administrative & Retirement	Misc	\$324.00
105313	Midwest Alarm Services	Services	\$2,288.45
105314	Milagros Guadalupe Rodriguez	Services	\$165.00
105315	O Reilly Auto Parts	Supplies	\$53.98
105316	One Source	Services	\$838.45
105317	Optimizon	Professional Services	\$11,600.00
105318	Pioneer Door	Supplies	\$75.60
105319	Plastic Perfection LLC	Supplies	\$756.00
105320	Platte Valley Communications	Supplies	\$212.25
105321	Pomp's Tire Service Inc	Repairs	\$24.61
105322	Rachel Saathoff	Employee Training	\$310.50
105323	Rentokil North America Inc	Services	\$1,812.19
105324	Sadie Schrader	Mileage	\$20.45
105325	Sara Robinson	Employee Training	\$61.77
105326	School Health Corporation	Supplies	\$2.88
105327	Shayla Prinzing	Professional Services	\$100.00
105328	Sherwin Williams Company	Supplies	\$411.23
105329	Swank Movie Licensing USA	Supplies	\$1,450.00
105330	Toni Palmer	Mileage	\$70.25
105331	Brenmar Company Inc	Paper Products	\$132.01
105332	American Red Cross	Employee Training	\$408.00
105333	Ana Trejo	Professional Services	\$100.00
105334	Anamarie Vasquez Ventura	Services	\$153.75
105335	Asma M Yuusuf	Services	\$67.50
105336	Axtell Community School District 501	Tuition	\$7,500.00
105337	Beth Hubl	Mileage	\$32.92
105338	Brad Wolfe	Mileage	\$23.64
105339	Connie Voss	Mileage	\$61.26
105340	D'Jonee Holmes	Professional Services	\$100.00
105341	David Diaz Hinojusa	Services	\$116.25
105342	Elizabeth Vicente Villatoro	Services	\$168.75
105343	Erick G Castro Lopez	Services	\$168.75

# Grand Island Public Schools

## Claims Listing

April 9, 2026

Reference No	Payee	Description	Amount
105344	Genesis Uresti	Services	\$60.00
105345	Grand Island Utilities Dept	Electricity	\$103,897.00
105346	Gustave A Larson Company	Supplies	\$1,116.18
105347	Hall County Leadership Unlimited Inc.	Misc	\$1,000.00
105348	Hannah Luber	Employee Training	\$310.50
105349	Haylee Karla Lopez	Services	\$153.75
105350	HD Supply Facilities Maint	Warehouse	\$8,218.24
105351	Heritage Landscape Supply Group Inc	Supplies	\$8,141.40
105352	Instructional Coaching Group	Employee Training	\$800.00
105353	Insulation Systems Inc	Equipment	\$27,250.00
105354	Inter-State Studio & Publishing Co	Supplies	\$117.50
105355	Interstate All Battery Center	Supplies	\$405.58
105356	Iowa Association of Family and Consumer	Dues & Fees	\$220.00
105357	Irie-AT Inc	Supplies	\$310.00
105358	Island Sprinkler Supply	Supplies	\$78.84
105359	Jackelyn Guadalupe Garcia Yucute	Services	\$157.50
105360	Jamal Jamal	Services	\$157.50
105361	Jessica G Jaquez	Services	\$56.25
105362	JP Boiler Service LLC	Supplies	\$1,411.00
105363	JW Pepper Son Inc	Supplies	\$29.55
105364	Kaylie Jones	Employee Training	\$310.50
105365	Keila Paola Gonzalez Gomez	Services	\$108.75
105366	Kelly Larissa Guzman	Services	\$108.75
105367	Kristen Laurent	Services	\$225.49
105368	Lee H Jacobsen	Employee Training	\$341.26
105369	Legacy Outdoor Advertising LLC	Advertising	\$725.00
105370	Levanders LLC	Repairs	\$206.90
105371	Lisandro Lamirez Lopez	Services	\$165.00
105372	Loria Thunker	Mileage	\$69.24
105373	Luis Estefany	Services	\$168.75
105374	Manal Yousif	Services	\$165.00
105375	Mayra Velasquez Nas	Services	\$157.50
105376	Megan L Jaixen	Professional Services	\$6,827.50
105377	Michelle Thorne	Employee Training	\$310.50
105378	Natalia Iglesias	Services	\$157.50
105379	Nicole Gonzalez Urra	Services	\$97.50
105380	Senior High School Petty Cash	Supplies	\$305.40
105381	Sharilyn Tuttle	Professional Services	\$500.00
105382	Steven Josue Castro Lopez	Services	\$138.75
105383	T C Ceilings Inc	Equipment	\$20,200.00
105384	The Violin Shop in Lincoln Inc	Supplies	\$1,746.43
105385	Tiffany Lueck	Professional Services	\$100.00
105386	Trausch Dynamics	Supplies	\$243.22
105387	Tyler Technologies Inc	Software	\$2,084.50

# Grand Island Public Schools

## Claims Listing

April 9, 2026

Reference No	Payee	Description	Amount
105388	Uline	Supplies	\$49.50
105389	UniFirst Corporation	Services	\$461.69
105390	Vend-ucation LLC	Misc	\$826.20
105391	Verizon Wireless	Telecommunications	\$1,619.06
105392	Village Cleaners	Services	\$166.02
105393	Voyager Sopris Learning Inc	Software	\$14,380.00
105394	Wesley Tjaden	Employee Training	\$512.05
105395	White Cap	Supplies	\$314.25
105396	Winsupply of Grand Island	Supplies	\$6,599.71
105397	Yeinaly Valera Fontes	Services	\$183.75
105398	Ysanne Zumaya	Services	\$165.00
105399	Ana Hernandez Gonzalez	Mileage	\$25.38
105400	Blanca Estela Almaguer	Mileage	\$31.47
105401	Carolyn Arends	Mileage	\$25.23
105402	Cash-Wa Distributing	Food	\$25,742.75
105403	Chesterman Company	Food	\$204.75
105404	Denise Bone	Mileage	\$31.90
105405	Elsa Vazquez de Ortega	Mileage	\$3.63
105406	Greenberg Fruit Company	Produce	\$5,699.40
105407	Heather Gilliland	Mileage	\$19.07
105408	Hiland Dairy Foods Company LLC	Milk	\$16,413.27
105409	Jeanne Koehn	Mileage	\$30.45
105410	Kimberly Clegg	Mileage	\$17.26
105411	LeAnn Masat	Mileage	\$4.35
105412	Marissa Roush	Mileage	\$16.97
105413	Maureen Shuda	Mileage	\$3.99
105414	Natalie Eunice Hernandez Molina	Mileage	\$3.55
105415	Nicole Enck	Mileage	\$46.47
105416	Nicole Lemburg	Mileage	\$25.38
105417	Pamela Rivera	Mileage	\$8.12
105418	Pan-O-Gold Baking	Bread	\$1,366.15
105419	Peterson Farms Fresh Inc	Produce	\$3,310.44
105420	Super Saver Five Points	Food	\$63.40
105421	Teresa Abuwisha	Mileage	\$18.27
105422	Theresa McCarthy	Mileage	\$25.38
105423	Tisha Marie Adams	Mileage	\$39.59
105424	US Foods - Grand Island	Food	\$15,634.66
105425	Jenny Lynn Rother	Mileage	\$162.61
105426	Abby Stoddard	Mileage	\$49.74
105427	Alexander Michel	Mileage	\$18.56
105428	Amanda Smith	Mileage	\$33.50
105429	Amazon Cap Services Inc	Books	\$4,347.51
105430	Chandra Myers	Employee Training	\$294.00
105431	Dan Petsch	Mileage	\$79.17

# Grand Island Public Schools

## Claims Listing

April 9, 2026

Reference No	Payee	Description	Amount
105432	Danny Oberg	Rentals - Other	\$3,400.00
105433	Jenny Lynn Rother	Mileage	\$89.25
105434	Joni Pritchard	Mileage	\$92.08
105435	Maggie E Mintken	Employee Training	\$294.00
105436	Marty Markvicka	Mileage	\$32.19
105437	Melinda Sturgill	Mileage	\$35.31
105438	Nicole O Hara	Mileage	\$14.79
105439	Panchita Portillo	Mileage	\$76.56
105440	Renee Sutherland	Supplies	\$47.94
105441	Rentokil North America Inc	Services	\$1,428.86
105442	Roberts Pump & Supply Co	Supplies	\$863.82
105443	Sams Club Direct	Supplies	\$1,681.20
105444	Shania Spellman	Mileage	\$59.96
105445	Smarty Symbols LLC	Supplies	\$8,760.00
105446	Stuhr Museum Of The Prairie Pioneer	Dues & Fees	\$663.00
105447	Super Saver Five Points	Supplies	\$1,764.13
105448	Tonia Schmall	Mileage	\$79.17
105449	Ace Hardware	Supplies	\$199.99
105450	Advance Auto Parts	Repairs	\$93.48
105451	Alan Aguilar	Services	\$168.75
105452	Amber High	Mileage	\$73.73
105453	American Fence Co Western Ne	Supplies	\$7,637.04
105454	American Van Equipment	Repairs	\$891.49
105455	B2 Environmental Inc	Services	\$1,905.00
105456	Bailey Koerperich	Employee Training	\$294.00
105457	Bomgaars Supply Inc	Supplies	\$56.23
105458	Border States Industries Inc	Supplies	\$15,272.42
105459	Bosselman Energy Inc	Supplies	\$85.93
105460	Brandi Anderson	Supplies	\$79.03
105461	Bulk Bookstore	Books	\$1,934.20
105462	Cannon Moss Brygger & Assoc	Furniture & Fixtures	\$32,349.95
105463	Capital Business Systems, Inc	Services	\$453.33
105464	Cara Kuhl	Mileage	\$33.50
105465	Carina Pablo Aguilar	Services	\$150.00
105466	CDW Government LLC	Software	\$516.00
105467	Christy Guadalupe Acevedo Cabrera	Employee Training	\$294.00
105468	Column Software PBC	Advertising	\$340.00
105469	Communications Engineering	Services	\$2,381.20
105470	Communications Supply Corp	Equipment	\$397.00
105471	Copycat Instant Printing	Supplies	\$933.68
105472	Crescent Electric Supply	Supplies	\$215.31
105473	Danielle Buhrman	Mileage	\$44.15
105474	Dawn Deuel-Rutt	Mileage	\$17.11
105475	Eakes Office Solutions	Warehouse	\$17,518.85

# Grand Island Public Schools

## Claims Listing

April 9, 2026

Reference No	Payee	Description	Amount
105476	Eberl Plumbing & Drain	Services	\$600.00
105477	Edgerton Education Foundation	Professional Services	\$1,950.00
105478	Educational Service Unit 9	Employee Training	\$35.00
105479	Elizabeth Chavez	Services	\$180.00
105480	Essential Personnel Inc	Cleaning Services	\$189.45
105481	Flavorseal LLC	Paper Products	\$5,990.00
105482	Gadiel Aguilar	Services	\$202.50
105483	Grand Island Express Inc	Repairs	\$162.79
105484	Grand Island Public Schools	Misc	\$3,975.81
105485	Grand Island Public Schools Nutrition Sv	Food	\$99.00
105486	Grand Island Utilities Dept	Electricity	\$43,835.58
105487	Green Body and Equipment	Repairs	\$211.06
105488	Gustave A Larson Company	Supplies	\$4,277.33
105489	Hastings Museum	Supplies	\$310.00
105490	HD Supply Facilities Maint	Warehouse	\$3,732.03
105491	Hesselgesser Electric	Supplies	\$811.50
105492	Holiday Express	Transportation	\$15,423.56
105493	Insulation Systems Inc	Services	\$2,583.91
105494	Island Glass Company	Supplies	\$48.00
105495	Jennifer Hahn	Mileage	\$54.81
105496	Jones School Supply Company	Supplies	\$78.00
105497	Jordyn Hite	Mileage	\$9.79
105498	Joseph Eckerman	Mileage	\$83.23
105499	JP Boiler Service LLC	Supplies	\$3,394.00
105500	Karisa Dubbs	Mileage	\$52.42
105501	Karma L Lewandowski	Employee Training	\$233.89
105502	Kristin Watson	Mileage	\$27.99
105503	Krystal Andreasen	Mileage	\$33.28
105504	Kylee-Joe Cayax	Mileage	\$89.54
105505	Lauren Grecsek	Mileage	\$75.55
105506	Lee H Jacobsen	Mileage	\$29.58
105507	Levanders LLC	Repairs	\$377.90
105508	Lisa Allan	Supplies	\$27.92
105509	Maricela Tzoc Chicoj	Services	\$105.00
105510	Meg Trout	Mileage	\$55.68
105511	Megan Haugh	Mileage	\$72.86
105512	Megan Jo Ahrens	Mileage	\$66.34
105513	Meredith Davis	Mileage	\$117.81
105514	NAPA Auto Parts	Repairs	\$958.22
105515	Opal J Bentley	Mileage	\$22.11
105516	Rosemary Gomez	Mileage	\$54.09
105517	Sarah Dramse	Mileage	\$44.44
105518	Sarah K Henry	Mileage	\$125.43
105519	Shelley Eickhoff	Mileage	\$28.71

# Grand Island Public Schools

## Claims Listing

April 9, 2026

Reference No	Payee	Description	Amount
105520	Shyrley Garcia Cifuentes	Services	\$180.00
105521	Stacie Faber	Mileage	\$75.40
105522	Summer Bartunek	Mileage	\$10.01
105523	T C Ceilings Inc	Supplies	\$100.00
105524	Terry Hastings	Mileage	\$19.94
105525	UniFirst Corporation	Services	\$688.76
105526	Village Cleaners	Services	\$421.20
105527	White Cap	Supplies	\$21.78
105528	Whitney Gibson	Professional Services	\$100.00
105529	Winsupply of Grand Island	Supplies	\$286.49
105530	Yainelys Rodriquez Hernandez	Professional Services	\$100.00
	Central Nebraska Education Agency	Lease	\$45,000.00
	Holiday Express	Transportation	\$158,271.42
	Engineering Technologies Inc	Barr HVAC	\$103,387.18
	Mechanical Sales Inc	Repairs	\$9,950.00
	Midwest Floor Covering Inc	Repairs	\$22,322.00
	Engineering Technologies Inc	Barr HVAC	\$55,575.87
	Holiday Express	Transportation	\$18,553.50
	Holiday Express	Transportation	\$5,964.28
	Holiday Express	Transportation	\$5,964.28
	Holiday Express	Transportation	\$16,422.00
	Holiday Express	Transportation	\$1,500.00
	Holiday Express	Transportation	\$5,262.60
	Holiday Express	Transportation	\$5,262.60
	Holiday Express	Transportation	\$17,876.25
	Holiday Express	Transportation	\$900.00
	Diamond Engineering Co	Kneale Lot	\$133,257.64
	Woodriver Energy LLC	Utilities	\$75,831.25
	Ombudsman Educational Services, LTD	Tuition	\$164,872.50
			<u>\$2,090,927.46</u>
	March 13, 2026 Payroll	All Funds	<u>\$9,616,785.64</u>
			<u><u>\$11,707,713.10</u></u>

# 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:** Purchase Geometry Open Up Student Consumables

**Submitted By:** Dr. Danielle Buhrman, L4L Coordinator

**Date:** March 2, 2026

## 1. What is the identified need?

Funding for Open Up materials was approved and adopted for use in geometry courses in spring 2023. The complete adoption of Open Up materials is for 7 years, which will coincide with the next pilot and adoption of all Algebra - Geometry - Algebra 2 materials at the high school. Due to the availability of ESSER funds at that time of its initial adoption in 2023, we were able to print student materials using the district print shop and pay for that printing using ESSER funding. When that project was approved by the board, it was made clear that we were supporting materials for 3 years and additional funds would need to be allocated for the 2026-2027 school year through 2029-2030. This proposal is for funds to purchase the student consumables from Open Up needed to complete its adoption cycle, which is for four years worth of materials.

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

This resource adoption will support the facilitation of high quality, standards aligned Tier 1 Instruction in Mathematics as we reach our goal of 80% of students exhibiting average or above average growth and 80% of students meeting standards within the 2025-2029 GIPS Strategic Plan. 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 GIPS Mathematics Commitments.

## 3. Proposed Action

Purchase 4 years worth of geometry Open Up student consumables, 650 consumables per year for a total of 2600 books at a total cost of \$89,440.00.

## 4. Data/Research Assessed

Open Up materials were printed using district equipment in 2023 because printing those materials for 3 years was approximately \$30,000 cheaper than ordering from the supplier. This put the overall cost down in such a way we were able to use what remained of ESSER funds. However, the quality of the printing was substantially less than what we would receive from Open Up directly. Printing 1950 complete sets of 9 unit lesson and practice books also put wear on our equipment and strain on our personnel that do not show up directly in a printing cost. Because of that strain on our equipment and personnel, in addition to the quality of the product we receive, purchasing the consumables direct from the supplier evens out the potential cost savings. As a result, we will purchase student consumables direct from the supplier for the duration of this adoption.

## 5. Stakeholder Group(s) Involved

## 6. Summary

This proposal does not carry with it any new action or program. Open Up materials have already been approved for funding and will be used for geometry until the 2029-2030 school year. ESSER funds available for the 2023-2024 school year allowed us to print enough geometry materials using district printers for the first 3 years of implementation. However, the load of printing 36,000+ sets of student workbooks on district personnel and equipment was not factored into the cost of printing. Due to the Open Up books being of higher quality than what we can print in house, and the savings we gain from equipment and personnel being freed up for other projects, we recommend purchasing student consumables directly from the publisher to complete this adoption cycle.

## 7. Fiscal Impact

Amount: \$89,440.00

Source: L4L

Details: Open Up Geometry Consumables - [Quote](#)

## 8. Person(s) Responsible for Implementation

Dr. Danielle Buhrman - L4L Coordinator, Matt Wichman - GISH AP

## 9. Implementation Plan

### ▲ Monitor/ Evaluate

Actions:

Timeline:

### ▲ Board Report/Follow-Up

Actions:

Timeline:  1 month  3 months  6 months  annually  N/A

6280 CERTIFIED STAFF PROFESSIONAL SCHEDULE

The teaching profession has long been recognized as rigorous, challenging and ever changing to meet the needs of all students. For teachers to truly meet the needs of all students in this dynamic environment, we recognize the importance of, and encourage teacher flexibility as a prerequisite for successful instruction.

At the prerogative of the superintendent, the district may establish a “professional schedule” for certified staff. The professional schedule is intended to set the expectation for when staff will be at work and ready to engage with students, parents, members of the community and or staff. The begin time and the end time of the professional schedule sets the minimum expectation for staff to be at work and available for students, parents and staff. In setting the “professional schedule” for teachers, every effort will be made to follow statutory requirements, i.e. 30 minutes of duty free lunch. At the prerogative of the Superintendent or designee, the start and end of the duty day may vary for selected staff (i.e. teacher of early bird classes, staggered start and end times for the student instructional day), however the total number of hours per day will be consistent amongst all certified staff. Certified staff will be expected to be present 15 minutes before and 15 minutes after the student instructional day.

**Any “professional schedule” established by the superintendent will not be intended to set the beginning and/or end of a teacher workday.**

The Wage & Hour Division of the Department of Labor has long recognized certified and licensed staff as “professional” staff. By definition and by legal recognition, teachers are paid a contracted amount to perform a job, and that job is not defined in terms of hours per day or days per week.

Attendance at PTA meetings, ~~RTI~~ MTSS, Special Education, planning and preparation, staff meetings, curriculum development activities, supervision and other such duties as assigned are examples of professional responsibilities that may require a teacher to work beyond the “professional schedule”; and are considered a legitimate part of the role of a certified staff member and are considered to be within the contract for which the certified staff member is being paid.

Reference: *Neb. Rev. Stat. 79-8,107 (duty free lunch)*

Policy Adopted: 03/05/1979

Policy Revised: 02/14/2002

Policy Revised: 03/10/2016

Policy Revised: 08/10/2017

Policy Revised: ??/??/????

GRAND ISLAND PUBLIC SCHOOLS

8515 DO NOT RESUSCITATE REQUESTS

~~The~~ Grand Island Public Schools will not honor Do Not Resuscitate (DNR) requests from parents or guardians. School personnel are to be instructed not to comply with requests to withhold care of children in the event of a life-threatening situation.

Staff members are to render first aid or other emergency care as is appropriate and shall summon emergency medical personnel as soon as possible.

Policy Adopted: 03/02/1998

Policy Revised: 01/15/2018

Policy Revised: ??/??/????

GRAND ISLAND PUBLIC SCHOOLS

8680 STUDENT ORGANIZATIONS

Membership in clubs, societies, or similar groups provides wholesome educational, social, and recreational activities. To guide ~~the professional~~ staff and students in these groups, the following guidelines have been set forth by ~~the~~ Grand Island Public Schools:

1. School Clubs and Societies will be recognized as authorized school organizations if they are (a) Organized by the school system; (b) Sponsored by school personnel; (c) Composed completely of current student body members; (d) Hold the majority of their meetings at school ~~and during the regular school day~~; (e) Have an approved plan for the selection of members; (f) Establish aims which are educational, of school interest, or community interest; and (g) Meet all those conditions set forth for recognized school sponsored organizations.
2. Nonschool Clubs: Other clubs (a) Whose membership is composed for the most part of students from one school; (b) Sponsored by other than school personnel; (c) Meet outside school hours at places other than at school; and (d) Whose aims are other than educational, of school interest, of community interest, are considered to be nonschool clubs and beyond the jurisdiction of school authorities.
3. Secret Organizations: The Board of Education prohibits the establishment of, or participation in, any secret organization that is in any degree a school organization (Neb.Statute 79-2,101 et seq).

Legal Reference: Neb.Statute 79-2,101 et seq

Policy Adopted: 11/03/1980  
Policy Reviewed: 07/07/1997  
Policy Revised: 01/15/2018  
~~Policy Revised: ??/??/????~~

GRAND ISLAND PUBLIC SCHOOLS

9211 District Annual Report

The Superintendent shall prepare and distribute each year an Annual Report in accordance with Rule 10, Regulations and Procedures for the Legal Operation of Schools. The Annual Report shall be distributed to residents of the Grand Island Public Schools. The report shall include information required by Rule 10.

At least annually, the Superintendent or designee shall provide a computer science and technology education status report to both the Board of Education and Nebraska State Department of Education.

Legal Reference: TITLE 92, NEBRASKA ADMINISTRATIVE CODE, CHAPTER 10  
Neb. Rev. Stat. § 79-3305

Policy Adopted: 09/10/2020  
Policy Revised: 01/08/2026  
Policy Revised: ??/??/????

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

**STAFF ADJUSTMENT**  
04/09/2026

**Administration/Certified New Hires**

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Degree/ Level</u>	<u>College/ University</u>	<u>Effective</u>	<u>Replaces/ Reason</u>
Elizabeth Banderas	Asst Principal/1.0 FTE Westridge MS	Admin 260 -01	UNK	08/16/2026	T. Jakubowski
Joseph Bliven	AP Chemistry Teacher/1.0 FTE GISH	MA+36 -11	Baker University	08/05/2026	C. Hecht
Reagan Carpenter- Moorman	Elementary K-5/1.0 FTE Gates Elementary	BA+00 -02	UNK	08/05/2026	E. Porter
Anahi Ceballos Rosales	Elementary K-5/1.0 FTE Knickrehm Elementary	BA+00 -02	UNK	08/05/2026	A. Penny
Sarah Collins	Fourth Grade Teacher/1.0 FTE Starr Elementary	BA+00 -03	UNK	08/05/2026	D. Rundle
Shannon Ellison	SE Resource Room/1.0 FTE TBD	MA+00 -02	Grand Canyon University	08/05/2026	TBD
Abby Elstermeier	Fifth Grade Teacher/1.0 FTE Gates Elementary	BA+00 -02	UNK	08/05/2026	K. Piel
Cody Hall	Mathematics/1.0 FTE GISH	BA+00 -02	UNK	08/05/2026	T. Adrian
Rachel Harper	Asst Principal/1.0 FTE Dodge Elementary	Admin 230 -01	UNL	08/16/2026	K. Wemhoff
Makinzi Havranek	Second Grade Teacher/1.0 FTE Starr Elementary	BA+00 -02	Hastings College	08/05/2026	B. Martin
Calisa Hengen	Kindergarten/1.0 FTE Knickrehm Elementary	BA+00 -02	UNK	08/05/2026	C. Christensen
Lauren Henry	Fourth Grade Teacher/1.0 FTE Jefferson Elementary	MA+45 -11	UNK & Doane	08/05/2026	A. Miller- McGowan

Elias Hutt	Diagnosis/1.0 FTE/Kneale	MA+45 -02	UNK	08/05/2026	TBD
Robert Johnson	School Counselor/1.0 FTE Walnut MS	MA+00 -09	SE Oklahoma State University	08/05/2026	S. Fernau
Rorie Loveland	Elementary K-5/1.0 FTE TBD	BA+00 -02	Hastings College	08/05/2026	M. McVay
Adyson Otte	Fourth Grade Teacher/1.0 FTE Starr Elementary	BA+00 -04	UNK	08/05/2026	B. Zakrzewski
Heather Percell	Social Worker/1.0 FTE Barr MS	MA+00 -09	University of Missouri	08/05/2026	L. Mejia
Lorelei Rakowski	First Grade Teacher/1.0 FTE West Lawn Elementary	BA+00 -02	UNK	08/05/2026	K. Mayfield
Andrew Sistik	Business/Computer Science 1.0 FTE/GISH	MA+00 -09	UNO & Grace Univ	08/05/2026	New position
Kristina Sorensen	Third Grade Teacher/1.0 FTE Starr Elementary	BA+00 -02	Chadron State College	08/05/2026	B. Salinas
Morgan Soucek	Spec Ed Elementary/1.0 FTE TBD	BA+09 -06	Doane University	08/05/2026	TBD
Gracie Stienike	School Counselor/1.0 FTE Knickrehm Elementary	MA+00 -02	UNK	08/05/2026	R. Duran Meyer
Dayle Wettlaufer	Entrepreneurship/1.0 FTE Walnut MS	BA+00 -02	Wayne State College	08/05/2026	R. Marco
Jessica Whitmire	Mathematics Teacher/1.0 FTE GISH	MA+18 -08	UNK	08/05/2026	D. Causgrove
Kinzie Zlomke	Instr Early Childhood/1.0 FTE TBD	BA+00 -01	UNK	08/05/2026	R. Stutts

**New Hire/Extra Standard Assignment**

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>	<u>Replaces/ Reason</u>
Britiney Baker	HS Bowling Asst Coach/1.0 FTE/GISH	12/01/2025	New position
Andrew Bernal	HS Girls Asst Track Coach/0.5 FTE/GISH	02/05/2026	J. Myers

Rachel Chiles	Asst Speech Sponsor/1.0 FTE/Barr	08/06/2025	Open position
Zachary Haas	Asst Boys Soccer Coach/1.0 FTE/Barr	03/23/2026	J. Swanson
Gonzalo Martin Martin	Asst Boys Soccer Coach/0.5 FTE/Walnut	03/30/2026	E. Fernandez Mendez
Dylan Sundermeier	Summer Weights/1.0 FTE/Barr MS	05/05/2026	T. Schardt
Jeffery Tomlin	HS Girls Asst Track Coach/0.5 FTE/GISH	02/05/2026	J. Myers

**Classified New Hires**

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Effective</u>	<u>Replaces/ Reason</u>
Paola Fernandez	Paraed Translator/1.0 FTE/GISH	03/16/2026	E. Ceballos C
Tucker Ninete	Paraed Inst Suppt/.9375 FTE/West Lawn	03/16/2026	N. Thompson
Giselle Onofre	ELC Paraed Inst Suppt/1.0 FTE/OLC	03/05/2026	A. Sanchez
Johnny Orosco	Yard Worker Summ II/1.0 FTE/Kneale	03/09/2026	Seasonal
Rebecca Pualson	Satellite Crlr Elem/.8125 FTE/Knickrehm	03/18/2026	R. Lewandoski
Bryon Strong	Yard Worker Summ II/1.0 FTE/Kneale	03/09/2026	Seasonal
Kelly Vaira	Elem & MS Para/.9375 FTE/Engleman	03/12/2026	A. Hayman
Taylin Williams	Parapro Alt Prg/.9375 FTE/Shoemaker	03/25/2026	M. Stuchlik

**Administrative/Certified Separations**

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Effective</u>
Tracy Adrian	Mathematics Teacher/1.0 FTE/GISH	03/17/2026
Kelsey Alcorn	SE Resource Room/1.0 FTE/GISH	05/22/2026
Justine Bochart	EL Teacher/1.0 FTE/Westridge	05/22/2026
Brenda Cochran	Library Media Specialist/0.3 FTE/Lincoln	05/22/2026
Valerie Ellis	EL Teacher/1.0 FTE/Howard	05/22/2026

Jenna Frick	Kindergarten Teacher/1.0 FTE/Starr	05/22/2026
Beth Kilday	SE Resource Room/1.0 FTE/Walnut	05/22/2026
Lillee Mahan	Physical Education Teacher/1.0 FTE/GISH	05/22/2026
Rosanne Malsom	SE Deaf and Hard of Hearing/0.1336 FTE/Remote	05/22/2026
Annalise McHargue	EL Newcomer Teacher/1.0 FTE/Barr	05/22/2026
Abigail Miller	Fourth Grade Teacher/1.0 FTE/Jefferson	05/22/2026
Tracy Morrow	EL Newcomer Teacher/1.0 FTE/Stolley Park	05/22/2026
Elizabeth Obermiller	SE Resource Room/1.0 FTE/Engleman	05/22/2026
Amy Penny	Second Grade Teacher/1.0 FTE/Knickrehm	05/22/2026
Rebecca Phillips	EL Teacher/1.0 FTE/Engleman	05/22/2026
Karen Piel	Fifth Grade Teacher/1.0 FTE/Gates	05/22/2026
Erin Porter	Fifth Grade Teacher/1.0 FTE/Gates	05/22/2026
Tiffany Pracht	Third Grade Teacher/1.0 FTE/Shoemaker	05/22/2026
Bailey Rosemann	Fifth Grade Teacher/1.0 FTE/Engleman	05/22/2026
Janice Winkelbauer	SE Resource Room/1.0 FTE/Wasmer	02/27/2026
Carrie Whitcomb	School Counselor/1.0 FTE/Jefferson	05/22/2026
Hannah Witt	English Teacher/1.0 FTE/Westridge	05/22/2026

**Certified Extra Standard Separations**

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>
Demi Arres	Asst Girls Wrestling Coach/Westridge	03/23/2026
Edgar Fernandez Mendez	Asst MS Boys Soccer Coach/Walnut Coach Only	03/23/2026
Kelby Mayfield	Head Coach HS Dance Team/GISH	05/22/2026
Joseph Swanson	MS Asst Boys Soccer/Barr	03/13/2026

**Classified Separations**

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Effective</u>
Chabella Bermudez	Food Svc Asst/1.0 FTE/Kneale-CNC	03/09/2026
Julissa Estrada M	Paraed Inst Suppt/.9375 FTE/Newell	03/30/2026
Monica Jacobo	Asst Sec Sr High/1.0 FTE/GISH	03/17/2026
Madison Leetch	Parapro Alt Prg/.9375 FTE/GISH-CBI	03/30/2026
Robin Lewandowski	Satellite Crlr Elem/.8125 FTE/Knickrehm	03/17/2026
Megan Stuchlik	Parapro Alt Prg/.9375 FTE/Shoemaker	03/04/2026
Maria Tapia	Head Server/1.0 FTE/Engleman	03/26/2026

**Certified/Administration Changes**

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/ Reason</u>
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**Certified Changes/Extra Standard Assignments**

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/ Reason</u>
Brady Anderson	HS Boys Asst Track Coach 1.0 FTE/GISH	HS Asst Track Coach 1.0 FTE/ GISH	02/05/2026	S. English & J. McInturf
Steven English	HS Asst Track Coach 0.5 FTE/GISH	HS Boys Asst Track Coach 0.5 FTE/GISH	02/05/2026	B. Anderson
Jackson McInturf	HS Asst Track Coach 0.5 FTE/GISH	HS Boys Asst Track Coach 0.5 FTE/GISH	02/05/2026	B. Anderson
Jacob Myers	HS Girls Asst Track Coach 1.0 FTE/GISH	HS Asst Track Coach-Throws 1.0 FTE/GISH	02/05/2026	Open position
Micheal Tubbs	Summer Weights/0.5 FTE Barr MS	Summer Weights/1.0 FTE Barr MS	05/05/2026	Was shared position 24-25

**Classified Changes**

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/ Reason</u>
Ana Hernandez G	Food Svc Asst/.5000 FTE/ GISH	Food Svc Asst/.3750 FTE/ GISH	03/05/2026	Change in Hrs

**Certified Special Assignment**

<u>Name</u>	<u>Additional Assignment</u>	<u>Effective</u>	<u>Replaces/ Reason</u>
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**Certified Special Assignment Separations**

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

## Grand Island Public Schools

### Fund Balances

Fiscal Year: 2025-2026

Month: April

Year: 2026

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	\$55,300,175.66	\$86,480,726.83	(\$78,218,233.28)	\$0.00	\$63,562,669.21
02	Depreciation	\$8,524,872.47	\$0.00	(\$1,126,097.80)	\$0.00	\$7,398,774.67
03	Employee Benefit	\$3,509,536.03	\$67,145.18	(\$30,166.59)	\$0.00	\$3,546,514.62
04	Contingency	\$1,140,622.85	\$22,703.96	\$0.00	\$0.00	\$1,163,326.81
05	Activities	\$3,830,569.50	\$1,146,952.25	(\$1,699,302.10)	\$0.00	\$3,278,219.65
06	School Nutrition	\$1,880,124.89	\$4,697,329.62	(\$5,305,914.41)	\$0.00	\$1,271,540.10
07	Bond	\$8,123,199.73	\$3,027,196.69	(\$5,428,466.86)	\$0.00	\$5,721,929.56
08	Special Building	\$4,172,854.06	\$2,097,284.92	(\$392,347.00)	\$0.00	\$5,877,791.98
09	Qualified Capitol Purpose Undertaking	\$6,432,918.48	\$687,690.68	(\$2,280,965.55)	\$0.00	\$4,839,643.61
10	Cooperative	\$739,596.90	\$0.00	(\$379,408.01)	\$0.00	\$360,188.89
12	Student Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Grand Total:		\$93,654,470.57	\$98,227,030.13	(\$94,860,901.60)	\$0.00	\$97,020,599.10

End of Report

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

Quantity	Description	Resale? Yes or No
150	Phone Systems from Westridge, Engleman, West Lawn	NO
1782	Used red lunch trays	NO
484	Used Blue breakfast trays	NO
3	Used Combi Ovens	YES
22	4.75 Gallon Used Cambro	NO
7	2.5 Gallon Used Cambro	NO
1	Play for 60 promotional cooler (non-electric_	NO

3/30/2026



Prepared by: Adam

<a href="http://www.hamiltonisbusiness.com">www.hamiltonisbusiness.com</a>		▶ QUOTATION/ESTIMATE ◀		Email: <a href="mailto:hisinfo@hamiltontel.com">hisinfo@hamiltontel.com</a>	
<b>TO:</b>	<b>Grand Island Public Schools</b>	<b>Date</b>	<b>3/16/26</b>		
<b>Phone:</b>	<b>402-694-5101</b>	<b>Quote #</b>	<b>DT0310226</b>		
<b>Fax:</b>					

**Option 1 -Gates Elementary Removal**

Project Notes: Removal of Gates elementary from Wired Network Phase II Project. Hardware from removing this project is subject to restocking, labor, and shipping fees.

<u>Quantity</u>	<u>Equipment List</u>	<u>Vendor</u>	<u>Reduction</u>
1	Total Cable Project	Hamilton	-\$196,427.75
1	5% Extra 21 Runs for this Site	Hamilton	-\$9,378.60
1	Boring Project	Subcontractor	-\$26,489.78
1	Gates Bond	Subcontractor	-\$1,289.11
<b>Cost Reduction</b>			<b>-\$233,585.24</b>

**Option 2 - Gates Elementary Removal**

Project Notes: Removal of Gates elementary from Wired Network Phase II Project. This option provides the purchase of the hardware for future projects. Hamilton will keep product for the duration of the project. Should purchased materials be needed for overages Hamilton will deduct from purchased total at the end of the project.

<u>Quantity</u>	<u>Equipment List</u>	<u>Vendor</u>	<u>Reduction</u>
1	Total Cable Project	Hamilton	-\$109,252.75
1	5% Extra 21 Runs for this Site	Hamilton	-\$4,326.97
1	Boring Project	Subcontractor	-\$26,489.78
1	Gates Bond	Subcontractor	-\$1,289.11
<b>Cost Reduction</b>			<b>-\$141,358.61</b>

<b>Notes:</b>	
1	This quote is based upon known information and work described above. Should new information or changes affect the estimate, HIS will contact you immediately for review and approval.
2	Quoted equipment and pricing are subject to availability and pricing from our distributors. To ensure pricing and availability of the products described in this quote, orders should be placed as soon after this quote as possible.
3	Quoted prices do not include applicable taxes. Those charges will be calculated and charged accordingly.

**Payment terms:** Orders under \$5,000 - due on receipt of invoice. Orders over \$5,000 - 50% due when ordered , remainder on completion. Over \$10,000 - 50% due when ordered, 40% at 50% completion, remainder on completion.

<b>To accept this quote, you may print, sign, scan and email back to <a href="mailto:adam.jurgens@hamiltontel.com">adam.jurgens@hamiltontel.com</a></b>		
Signature:		Date:
Your PO#:		
<b>Thank You for the opportunity to earn and keep your business!</b>		

GIPS BOE Regular Meeting  
Thursday, April 9, 2026 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. Geometry Resources

3.5. Policy

3.5.1. 6280 CERTIFIED STAFF PROFESSIONAL SCHEDULE

3.5.2. 8515 DO NOT RESUSCITATE REQUESTS

3.5.3. 8680 STUDENT ORGANIZATIONS

3.5.4. 9211 DISTRICT ANNUAL REPORT

3.6. Staff Adjustments as submitted

3.7. Treasurer's Report as submitted

3.8. Surplus Property Listing

3.9. Change Orders as Documented

3.10. Approval of Agenda as submitted

4. SPECIAL RECOGNITION

4.1. Islander Powerlifting State & National Recognitions

**Speaker(s):** Mr. Pat Doyle

5. REQUESTS TO ADDRESS THE BOARD

**Speaker(s):** Board President

6. INFORMATION ITEMS

6.1. Approval of funds to purchase K-5 Math resources

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

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

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

6.3. Barr HVAC Upgrade

**Speaker(s):** Mr. Dan Petsch

6.4. 2026 GIPS Copier RFP

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

6.5. Ombudsman Contract

**Speaker(s):** Dr. Summer Stephens

6.6. Authorization to Open Bank Account(s) with Bruning Bank

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

6.7. Policy

6.7.1. 7190 DISTRICT WELLNESS POLICY

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

6.7.2. 7350 MEDIA CENTERS

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

6.7.3. 7355 MEDIA MATERIALS AND PARENTAL ACCESS

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

6.7.4. 7640 ~~STANDARDIZED~~ ASSESSMENT ADMINISTRATION AND UTILIZATION

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

6.7.5. 8330 TRANSFER IN STUDENTS

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

6.7.6. 8514.5 SEVERE ASTHMA AND ANAPHYLAXIS PROTOCOL

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

6.7.7. 8518 MARRIED, PREGNANT, OR PARENTING STUDENTS

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

6.7.8. 8750 STUDENT DIRECTORY INFORMATION

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

7. ACTION ITEMS

7.1. Approval of funds to purchase K-5 Math resources

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

7.2. Barr HVAC Upgrade

**Speaker(s):** Mr. Dan Petsch

7.3. 2026 GIPS Copier RFP

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

7.4. Ombudsman Contract

**Speaker(s):** Dr. Summer Stephens

7.5. Authorization to Open Bank Account(s) with Bruning Bank

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

7.6. 4511 SCHOOL MASCOT, LOGO, AND COLORS

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

7.7. 6213 STAFF USE OF ELECTRONIC COMMUNICATION DEVICES AND ADMINISTRATIVE GUIDELINES FOR NETWORK USE

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

7.8. 8810 STUDENT GIFTS AND SOLICITATIONS

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

8. REPORTS

8.1. Grand Island Public Schools Foundation Report

**Speaker(s):** Mrs. Lisa Albers

8.2. Student Representative Report

8.3. Superintendent Report

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

9. NOTIFICATION OF UPCOMING BOARD MEETINGS

10. ADJOURNMENT

# 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:** Elementary Math Resource Adoption - Spring 2026

**Submitted By:** Dr. Danielle Buhrman, L4L

**Date:** March 2, 2026

## 1. What is the identified need?

GIPS commits to the use of math resources that provide curricular opportunities which closely align to best practices in mathematics as identified by GIPS Mathematics Commitments and Nebraska's College and Career Ready Standards for Mathematics. The current elementary math resource, Origo Stepping Stones, was initially adopted in the 2019-2020 school year for a 7-year adoption cycle. The 2025-2026 school year will be the last year the district receives pre-paid student materials for Origo Stepping Stones from the initial 2019-2020 adoption. As a result, during the 2024-2025 school year the district evaluated the effectiveness of Origo Stepping Stones in order to determine if renewal of those materials or a new resource adoption is needed per [board policy #7320](#). Through various stakeholder and committee meetings over that school year, teachers, academic support coaches, and administrators agreed that a new math resource was needed moving forward. During the 2025-2026 school year, a pilot of two resources: Amplify Desmos Math and Eureka<sup>2</sup> within four GIPS elementary buildings has occurred in order to gain teacher input from lived experiences, analyze the impact each resource has on student learning, and accurately assess standards alignment. The pilot has been an essential component of the adoption cycle so the district can make the most informed adoption decision possible going into the 2026-2027 school year.

Beginning in November 2025, a selection team consisting of 26 teachers, specialists, coaches, and principals have been working together, analyzing feedback and data, and observing classrooms in order to provide a recommendation on which pilot resource GIPS should adopt for the next 7-year cycle beginning in the 2026-2027 school year.

**This proposal is to support funding for the resource adoption of Eureka<sup>2</sup> as recommended by the Math Selection Committee in February of 2026.**

## 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, standards-aligned instruction in Mathematics as we reach our goal of 80% of students exhibiting average or above average growth within the 2025-2029 GIPS Strategic Plan. 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 GIPS Mathematics Commitments.

## 3. Proposed Action

This proposal is for approval of approximately \$1.35 million in funds to purchase yearly student consumables materials for 7 years, teacher guides, digital access, classroom manipulative kits, and

professional learning to support implementation of Eureka<sup>2</sup> from Great Minds.

This, specifically, would include 31,020 student sets of materials distributed over a 7 year period and the following number of teacher materials:

Grade Level	Total Teacher Sets	Total Number of manipulative kits
KG	51	40
1	54	42
2	55	42
3	56	42
4	55	40
5	53	37

This allows for some overstock in the warehouse for enrollment fluctuations and an additional grade level teacher set for each building for use by coaches and specialists. Manipulative kits are only needed for classrooms and additional sets of those materials at each building are not needed.

This proposal also includes professional learning to support implementation during the first year, with subsequent years subject to review based on need. For the 2026-2027 school year, funding attached to this proposal will support:

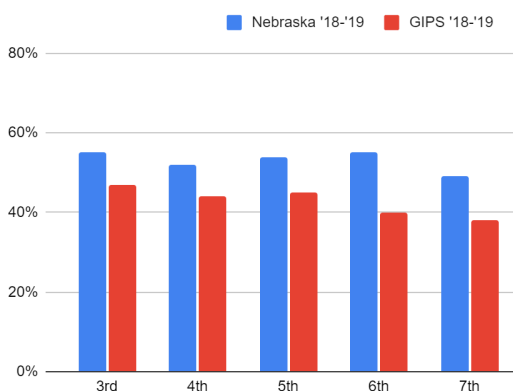
1. Leadership (principal and coach) onboarding and implementation support in summer 2026 (1 day)
2. Initial training for all grade level teachers and specialists in August 2026 (1 day)
3. 2 additional ½ day trainings for October and January for all staff
4. Optional building based professional learning for ½ day use of resource coaches to support implementation in buildings after training days in October and January (6 opportunities in October and 6 in January)
5. Leadership (principal and coach) coaching with classroom calibration within 4 cohorts (4 days)
6. 2 professional learning days for coaches to develop understanding of mathematical progressions in Eureka<sup>2</sup> in order to intentionally support on-going PLC planning.

#### 4. Data/Research Assessed

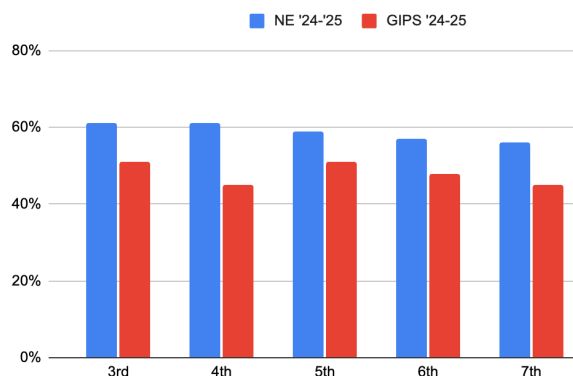
##### Fall 2024 - Winter 2025 Needs Assessment of current resources (Origo)

GIPS engages in continuous data-driven cycles for improvement and utilizes NSCAS (state proficiency scores), MAP growth data, and GIPS district math benchmarks to make informed decisions about classroom and building response and district curriculum decisions. Although it appears initially that district math proficiency scores have risen since Origo Stepping Stone’s adoption in 2019, the gap between GIPS district math scores and state proficiency levels has widened at grades 3-5. Below shows bar graphs comparing Nebraska math proficiency percentages (in blue) and GIPS proficiency percentages (in red) in 2018-2019 prior to Origo’s adoption and then last year in 2024-2025:

Nebraska '18-'19 and GIPS '18-'19



Nebraska '24-'25 and GIPS '24-'25



Specifically, prior to Origo’s adoption, the difference between Nebraska and GIPS math proficiency

scores was 8% at 3rd and 4th grade and 9% at 5th grade. In the 2024-2025 school year, that gap had widened to 10% at 3rd grade and 16% at 4th grade.

It's significant to note that the GIPS EL population over the course of that time has also changed from approximately 17% to 24% while the state of Nebraska has only seen a change of 7% to 10% EL learners. Because of this, the district also looked at EL comparison data for districts with similar EL percentages and found that several Nebraska districts with higher EL percentages were outperforming GIPS NSCAS math results.

Beginning in November of 2024, stakeholder groups consisting of 24 teachers from all elementary buildings, academic support coaches, and elementary principals analyzed student outcome data and evaluated the strengths and weaknesses of our current Origo Stepping Stones resource. These stakeholder groups were presented with two options:

- (1) Due to the first year of implementation of Origo being the 2019-2020 school year when the 2020 Covid Pandemic and subsequent school shutdown occurred, GIPS could fund and continue using Origo materials for an additional *two years* before a new resource adoption cycle occurs.

OR

- (2) Pilot new resources in 2025-2026 with a new math resource adoption occurring in 2026-2027 per the original district timeline.

These stakeholder teams overwhelmingly suggested GIPS moves forward with a new resource per the original timeline, with teachers on the stakeholder committee approving the pilot by a 92% (for) and 8% (against) margin.

### **Spring 2025 - Selection of pilot materials**

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. From fall to winter 2024, L4L curriculum coordinator Dr. Buhrman researched existing math resources, talked to other district leadership teams, scheduled demos, and gathered samples to identify resources that align with district priorities. A resource adoption committee was also formed consisting of teachers representing all grade levels, special education, gifted and talented, and EL newcomers in addition to two academic support coaches and four elementary principals. These committee members analyzed six resources using math adoption criteria from the state of NE, Achieve the Core, and Instructional Partners as articulated in the [district math scoring guide rubric](#). Over the course of two months, this committee scored and analyzed resources and met with resource vendors in order to make a formal pilot recommendation of two resources: Amplify Desmos Math and Eureka<sup>2</sup>.

### **August 2025 to February 2026 - Pilot and selection of materials**

During the 2025-2026 school year, pilot teachers and leaders at Lincoln, Newell, Stolley Park, and Starr Elementaries engaged in initial training, on-going coaching, and implementation support with vendors to utilize pilot materials in each classroom for the duration of the academic year.

A selection committee consisting of 26 teachers, coaches, and principals consisting of equal representation between both pilots and 12 not involved in the pilot. This committee was tasked with analyzing student outcome data and teacher feedback, observing classrooms using pilot materials, and digging into resource lessons using the math scoring rubric. On February 27, 2026, the committee worked through a [consensus process](#) to provide a recommendation to curriculum coordinator Dr. Danielle Buhrman. Per board policy 7320.1, the following data points were gathered and analyzed by this team:

1. **Teacher feedback from all pilot buildings collected every 3 weeks from September to February.** The committee captured the following themes from this data:
  - a. **Desmos:**
    - i. Increase in student collaboration and discourse
    - ii. Increase in Concept Mastery and Retention
    - iii. Differentiation options: Teachers are not spending time looking for extras, things to supplement, or anything to use for math WIN because it is all included.
    - iv. Increase in student enjoyment: Students generally "seem to like math," and the variety of lessons makes it more enjoyable.
    - v. Instructional model utilized (problem-based learning) was more difficult to implement as intended in all classroom spaces depending on student

background knowledge, classroom management, and pedagogical knowledge of the teacher. This amplified existing gaps in student learning.

**b. Eureka:**

- i. Increase in Concept Mastery and Retention
- ii. Utilization of Effective Instructional Strategies: Students are using a variety of strategies to work through math problems, are able to do problems independently, and are using more math vocabulary when discussing their work.
- iii. Reduced Need for Supplementation: Teachers appreciate that they don't have to create supplements, as there seems to be enough practice with most concepts for students to grasp the material.
- iv. Increase in Rigor
- v. Some lessons require a high volume of materials to prep. This varied by grade level (higher occurrence at K-1).
- vi. 3rd and 4th grade teachers expressed concerns about standards placement related to fractions and geometry

**2. Student Outcome Data**

a. **Benchmark Data comparing standard proficiency in 2025-2026 to results in 2024-2025.** Due to timing of some grade levels, only data from one benchmark could be used. The table below shows the percentage of standards that saw an increase in students who were at a beginning level understanding and percentage of students that saw an increase in students at a proficient level. *Note: We want to **decrease** students “in the red” and **increase**” students in the green.*

	Totals	
	% of assessed standards that saw an increase at a "beginning" level understanding	% of assessed standards that saw an increase in proficiency
Desmos - Starr	73%	27%
Desmos - SP	59%	32%
Eureka - Lincoln	48%	35%
Eureka - Newell	48%	35%
	<i>want lower</i>	<i>want higher</i>

b. **MAP Fall - Winter Growth Data.** [Data Tables](#) Desmos classrooms experienced mixed results, with some classrooms experience high growth while others experienced low growth both within and across buildings. Eureka classrooms saw more consistent growth between buildings, with higher growth in particular at K-1 than in Desmos classrooms.

In addition to requirements within the policy, all committee members observed multiple grade levels in both resources in small groups. A summary of the observation notes collected from all groups can be [found here](#) for both resources.

Finally, student perception data from grades 3-5 was also collected, although no significant changes were observed to impact a recommendation. A parent feedback opportunity also occurred on October 8th. No feedback was provided by parents to support one resource over another.

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

Three stakeholder teams met from November 2024 to January 2025 to review current materials and their condition, per board policy 7320, and provide recommendations on whether a new elementary math resource was needed now or if a delay in a pilot may benefit staff and students more. The teacher stakeholder team consisted of 24 teachers from all elementary buildings and represented each grade level, EL, special education, and gifted and talented. The remaining two stakeholder teams consisted of all elementary academic support coaches and principals. Those stakeholder teams made the recommendation to pilot resources in 2025-2026 per the original timeline.

Once the initial feedback was gathered and a recommendation to pilot was made, a team was formed to select pilot materials. The pilot committee consists of one grade level teacher at each grade, two special education teachers, one gifted and talented specialist, one EL newcomer teacher, two academic support coaches, 4 elementary principals, and one L4L coordinator.

In January 2025, elementary principals recommended that pilots occur within entire buildings as opposed to sporadic PLCs across the district so more intentional support and collaboration could occur within pilot PLCs and classrooms. Elementary building principals gathered feedback from their staff members on whether the staff wanted and had the capacity to engage in the pilot process. Seven district elementaries indicated a desire to pilot a resource. From that seven, four buildings were selected with one Title and one non-Title building piloting each resource.

During the pilot process, feedback was gathered every 3 weeks through a Google Form from all teachers participating in the pilot at each building. Parents also had an opportunity to provide feedback and student perceptions were gathered about their mathematics experiences.

A selection team consisting of 26 teachers, coaches, specialists, and principals were formed and began meeting in November 2025 to analyze data and feedback from the pilot, observe pilot resources being used, and provide a recommendation to L4L curriculum coordinator Dr. Buhrman on which of the two pilot resources the district should adopt moving forward. This group met regularly between November and February, with all committee members observing multiple grade-level lessons in each of the resources in the months of January and early February, 2026.

## 6. Summary

Through an exhaustive 15 month process involving multiple stakeholder groups, teacher feedback, student outcome data, standards alignment analysis, and committee observations, Grand Island Public Schools is excited to move forward with a 7-year adoption Eureka<sup>2</sup> materials from Great Minds. Our students and staff deserve access to high quality resources that are rigorous, relevant, and supportive of long-term district goals and student growth outcomes. The cost of an elementary materials adoption warrants the thorough review and selection process the district worked through. We are excited to be to this point and look forward to what the 2026-2027 school year brings.

## 7. Fiscal Impact

<b>Amount:</b>	\$1,345,083.77
<b>Source:</b>	L4L Budget

### Details:

#### [Eureka Core Materials Quote](#) (\$1,244,783.77)

##### **Student materials**

31,020 sets of student consumables to be distributed over 7 years

##### **Teacher materials**

324 sets of teacher materials & digital access

243 manipulative kits

#### [Eureka Professional Learning Quote](#) (\$97,500.00)

##### **Professional Learning**

First year implementation professional learning consisting of:

- Leadership (principal and coach) onboarding and implementation support in summer 2026 (1 day)
- Initial training for all grade level teachers and specialists in August 2026 (1 day)
- 2 additional ½ day trainings for October and November or January for all staff
- Optional building based professional learning for ½ day use of resource coaches to support implementation in buildings after training days in October and January (6 opportunities in October and 6 in November)
- Leadership (principal and coach) coaching with classroom calibration within 4 cohorts (4 days)
- 2 PL days with coaches on understanding mathematical progressions

- 2 additional coaching days available at no cost

**Leadership Training Pay**

Pay for Coaches for one day of leadership training (principals are on contract) = approximately \$2,800

**8. Person(s) Responsible for Implementation**

Dr. Danielle Buhrman - L4L Curriculum Coordinator, L4L, Building principals and coaches

**9. Implementation Plan**

▲ Monitor/ Evaluate

Actions:

Timeline:

▲ Board Report/Follow-Up

Actions:

Timeline:

1 month     3 months     6 months     annually     N/A

## 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:** Elementary Math - Targeted Support Spring 2026

**Submitted By:** Dr. Danielle Buhrman, L4L

**Date:** March 20, 2026

### 1. What is the identified need?

GIPS commits to the use of math resources that provide curricular opportunities which closely align to best practices in mathematics as identified by GIPS Mathematics Commitments and Nebraska's College and Career Ready Standards for Mathematics. GIPS, as a result of work outlined in the [Elementary Math Adoption Needs Analysis](#), will be moving forward with a core (Tier 1) resource adoption of **Eureka<sup>2</sup>**. As we piloted Desmos and Eureka materials over the course of the 2025-2026 school year, we also piloted additional targeted supports designed by mClass (while piloting Desmos) and Eureka. Our current Tier 2 intervention and progress monitoring tool, Spring Math, will no longer be used after the 2025-2026 school year. As a result, we have a need to also identify an additional program to use for targeted support (Tier 2) during WIN time at the elementary level. **This proposal is to support additional funding (\$205,395.39) on top of funding for the resource adoption of Eureka<sup>2</sup> to purchase its premium assessment package for the 7 year adoption. This would give teachers access to Math Catalyst, a targeted Tier 2 support, aligned to strategies and outcomes from the core resource material.**

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

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*." An essential element of the MTSS Framework is a "Layered Continuum of Supports." Math Catalyst and Eureka's premium diagnostic, Equip, 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 Catalyst is a supplemental instructional resource designed to be used within a Multi-Tiered System of Supports (MTSS) to maximize student achievement in mathematics. A typical MTSS framework includes a multi-level prevention system composed of three tiers. Tier 1 is core instruction, Tier 2 is supplemental intervention, and Tier 3 is intensive intervention. Math Catalyst provides support for Tier 2 and Tier 3 instruction that is designed to be delivered outside of core instruction (Tier 1) during math WIN (What-I-Need time). Short, targeted lessons in the Concept Mini Lessons component are sequenced across a series of three or four objectives to provide supplemental (Tier 2) or intensive (Tier 3) support. Teachers can use the Progression of Mini Lesson Objectives in Concept Mini Lessons to determine the appropriate pathway of instruction to meet students' specific needs. For supplemental support, instruction can be delivered in a small-group setting. To provide intensive support, instruction can be individualized, adapted, and delivered in a group size that meets the needs of students.

Math Catalyst also provides activities aligned with each Concept that can be used flexibly to provide guided, independent, or collaborative practice. The Practice component of Math Catalyst includes Practice Pages aligned to each objective in Concept Mini Lessons. The Application component of Math Catalyst provides opportunities for students to apply their understanding of a Concept in a variety of ways. For kindergarten, the Practice and Application components are combined

into one component, Practice & Application.

Additionally, funding for this premium assessment package allows teachers in grades 1-5 to administer Eureka<sup>2</sup> Math Equip. Equip is a pre-module diagnostic that identifies students with unfinished learning for critical grade-level skills coming up in the next module. Equip provides supporting activities for teachers to use with students in order to build foundational knowledge when data shows students need that support. Supporting activities are short bursts of just-in-time instruction.

### 3. Proposed Action

Fund purchase of Eureka Math Squared Premium Assessment for 7 years to coincide with the Eureka<sup>2</sup> resource adoption. The per pupil cost for 7 years access to Math Catalyst and Equip with the premium assessment package comes out to \$6.62 per year. This per pupil cost is low compared to other targeted support programs. The total cost for 7 years of access is \$205,295.39, bringing the total cost of the Eureka<sup>2</sup> adoption to \$1.55 million. The professional learning plan as addressed in the [Elementary Math Adoption Needs Analysis](#) includes training for teachers on Math Catalyst in November 2026. GIPS does not plan on using Equip diagnostic until year 2 or 3 of the resource adoption, after initial implementation needs for Eureka<sup>2</sup> have been addressed.

### 4. Data/Research Assessed

Because of the pilot of Eureka<sup>2</sup> conducted at Lincoln and Newell elementaries in the 2025-2026 school year, we know the level of rigor students will be experiencing compared to what they experienced in Origo is substantially higher. During the school year, these schools actually saw the number of students *below the 20th percentile* in grades 3, 4, and 5 *increase* from fall to winter while using Eureka materials. We believe this is most likely due to the increase in rigor in the core materials. This data suggests we have a need for an intentional plan and resources to support our most striving students, particularly while we transition to the use of new core materials.

### 5. Stakeholder Group(s) Involved

Three stakeholder teams met from November 2024 to January 2025 to review current materials and their condition, per board policy 7320, and provide recommendations on whether a new elementary math resource was needed now or if a delay in a pilot may benefit staff and students more. The teacher stakeholder team consisted of 24 teachers from all elementary buildings and represented each grade level, EL, special education, and gifted and talented. The remaining two stakeholder teams consisted of all elementary academic support coaches and principals. Those stakeholder teams made the recommendation to pilot resources in 2025-2026 per the original timeline.

Once the initial feedback was gathered and a recommendation to pilot was made, a team was formed to select pilot materials. The pilot committee consists of one grade level teacher at each grade, two special education teachers, one gifted and talented specialist, one EL newcomer teacher, two academic support coaches, 4 elementary principals, and one L4L coordinator.

In January 2025, elementary principals recommended that pilots occur within entire buildings as opposed to sporadic PLCs across the district so more intentional support and collaboration could occur within pilot PLCs and classrooms. Elementary building principals gathered feedback from their staff members on whether the staff wanted and had the capacity to engage in the pilot process. Seven district elementaries indicated a desire to pilot a resource. From that seven, four buildings were selected with one Title and one non-Title building piloting each resource.

During the pilot process, feedback was gathered every 3 weeks through a Google Form from all teachers participating in the pilot at each building. Parents also had an opportunity to provide feedback and student perceptions were gathered about their mathematics experiences.

A selection team consisting of 26 teachers, coaches, specialists, and principals were formed and began meeting in November 2025 to analyze data and feedback from the pilot, observe pilot resources being used, and provide a recommendation to L4L curriculum coordinator Dr. Buhrman on which of the two pilot resources the district should adopt moving forward. This group met regularly between November and February, with all committee members observing multiple grade-level lessons in each of the resources in the months of January and early February, 2026.

Specifically in regards to Math Catalyst, additional input was provided by Cassie Blase, Special Education Supervisor, and Opal Bentley, MTSS Academic and Assessment Coordinator. Collectively we decided it was in the best interest of the district to prioritize coherence between Tier 1 and targeted Tier 2 supports over progress monitoring tools.

## 6. Summary

Coherence between core (Tier 1) instruction and learning outcomes and targeted supports (Tier 2) is essential in accelerating student achievement. Access to Math Catalyst with the Eureka Premium Assessment package will allow teachers to access intentional lessons to address unfinished learning for use in WIN time that connect back to learning outcomes, strategies, and models used in the core lesson. The per-pupil cost for 7 years is minimal compared to other intervention programs, and fills a need the district has with Spring Math licenses ending at the end of the 2025-2026 school year.

## 7. Fiscal Impact

Amount: \$205,395.39

Source: L4L Budget

Details: [Eureka2 Premium Assessment and Math Catalyst](#) - Licenses for 7 years  
\*Brings total cost of adoption project to approximately \$1.55 million

## 8. Person(s) Responsible for Implementation

Dr. Danielle Buhrman - L4L Curriculum Coordinator, L4L, Building principals and coaches

## 9. Implementation Plan

### ▲ Monitor/ Evaluate

Actions:

Timeline:

### ▲ Board Report/Follow-Up

Actions:

Timeline:  1 month  3 months  6 months  annually  N/A



# Kneale Administration Building

**Dan O. Petsch**  
Director of Buildings and Grounds

March 30<sup>th</sup>, 2026

RE: Proposals received for the Barr Middle School HVAC Upgrade

BUDGET:  
Depreciation

ESTIMATE:  
\$2,930,000

PROPOSALS RECEIVED:

Vendor	Base Bid Cost	Alternate #1 Cost	Alternate #2 Cost	Alternate #3 Cost	Alternate #4 Cost	Total Project Cost
Mid Plains Construction Co	\$3,340,000	\$298,000	\$211,600	\$196,487	\$126,484	\$4,172,571
Chief Industries Inc.	\$3,714,000	\$368,300	\$224,000	\$195,600	\$128,600	\$4,630,500

RECOMMENDATION:

It is recommended to approve the Base Bid cost as well as Alternates #1-4 received from Mid Plains Construction Co. at a total cost of \$4,172,571. This will be funded through the Depreciation fund.

Sincerely,

Dan O. Petsch  
Director of Buildings & Grounds

Project: GIPS Barr Middle School HVAC Upgrades  
 ETI Project No.: 2025-148  
 Bid Date: 3/30/2026  
 Bid Time: 2:00 p.m.

COMPANY	BID BOND Acknowledged Y/N	ADDENDUMS ACKNOWLEDGED			BASE BID	ALTERNATE #1 Area A HVAC Rooftop Units Replacment	ALTERNATE #2 Area C - All Work in Area C	ALTERNATE #3 Area D HVAC Add Gym Rooftop Unit	ALTERNATE #4 Area B LED Lighting Upgrade
		#1 Y/N	#2 Y/N	#3 Y/N					
MID PLAINS CONSTRUCTION CO.	Y	Y	Y	Y	\$3,340,000	\$298,000	\$211,600	\$196,487	\$126,484
JOB SITE SUPERINTENDENT	DAN ZILLER								
PROJECT MANAGER	JOHN GIESENHAGEN								
HVAC SUBCONTRACTOR	JERRY'S SHEETMETAL				FIELD CAPTAIN	TBD			
PLUMBING SUBCONTRACTOR	O'HARA PLUMBING				FIELD CAPTAIN	TBD			
ELECTRICAL SUBCONTRACTOR	MIDDLETON ELECTRIC				FIELD CAPTAIN	TBD			
CHIEF CONSTRUCTION COMPANY	Y	Y	Y	Y	\$3,714,000	\$368,300	\$224,000	\$195,600	\$128,600
JOB SITE SUPERINTENDENT	MARTIN EVANS								
PROJECT MANAGER	CHRIS WISSING								
HVAC SUBCONTRACTOR	JERRY'S SHEETMETAL				FIELD CAPTAIN	TBD			
PLUMBING SUBCONTRACTOR	O'HARA PLUMBING				FIELD CAPTAIN	TBD			
ELECTRICAL SUBCONTRACTOR	MIDDLETON ELECTRIC				FIELD CAPTAIN	TBD			
JOB SITE SUPERINTENDENT									
PROJECT MANAGER									
HVAC SUBCONTRACTOR					FIELD CAPTAIN				
PLUMBING SUBCONTRACTOR					FIELD CAPTAIN				
ELECTRICAL SUBCONTRACTOR					FIELD CAPTAIN				
JOB SITE SUPERINTENDENT									
PROJECT MANAGER									
HVAC SUBCONTRACTOR					FIELD CAPTAIN				
PLUMBING SUBCONTRACTOR					FIELD CAPTAIN				
ELECTRICAL SUBCONTRACTOR					FIELD CAPTAIN				

SECTION 00 30 00 - PROPOSAL FORM

A Proposal of: Mid Plains Construction Co  
CONTRACTOR'S NAME  
Grand Island, Nebraska  
CITY, STATE

TO: HALL COUNTY SCHOOL DISTRICT 2  
GRAND ISLAND PUBLIC SCHOOLS  
GRAND ISLAND, NEBRASKA

**ANYTHING HEREIN TO THE CONTRARY NOTWITHSTANDING, THE BOARD IS NOT BOUND TO ACCEPT THE LOW PROPOSAL; THE BOARD RESERVES THE RIGHT TO REJECT ANY AND ALL PROPOSALS, AND THE BOARD RESERVES THE ABSOLUTE RIGHT TO SELECT THE FIRM OR TEAM WHICH IS, IN THE BOARD'S SOLE DISCRETION, BEST SUITED TO PROVIDING THE REQUESTED SERVICES ON A COMPETENT, TIMELY BASIS, REGARDLESS OF PRICE.**

I have received Bidding Documents dated 3-6-2026 on the above named project. I have also received Addenda No.'s 1 through 3 and have included their provisions in my proposal.

I have examined the Bidding Documents, and submit the following proposal:

**LUMP SUM BASE BID:**

Three Million Three Hundred Forty Thousand and no/100-----  
DOLLARS (\$ 3,340,000.00 )

**ALTERNATES:**

- Alternate No. 1: Area A HVAC Roof Top Units Replacement      ADD \$ 298,000
- Alternate No. 2: Area C – All Work in Area C                      ADD \$ 211,600
- Alternate No. 3: Area D HVAC Add Gym Rooftop Unit              ADD \$ 196,487
- Alternate No. 4: Area B LED Lighting Upgrade                      ADD \$ 126,484

LIST THE JOB SITE SUPERINTENDENT: Dan Ziller

LIST THE PROJECT MANAGER: John Giesenhagen

**LIST THE FOLLOWING SUBCONTRACTORS:**

HVAC                      Jerry's Sheetmetal

Field Captain: \_\_\_\_\_

**PLUMBING** O'Hara Plumbing

Field Captain: \_\_\_\_\_

**ELECTRICAL** Middleton Electric

Field Captain: \_\_\_\_\_

In submitting this proposal, I agree -

1. To hold my proposal open for (30) days after receipt of proposals.
2. To enter into and execute an "Owner-Contractor Agreement", based upon this proposal, if this proposal is accepted by the Owner.
3. To perform all work required by the Contract Documents.
4. To substantially complete all work by August 2027.

In submitting this proposal, it is understood that the right to reject any and all proposals has been reserved by the Owner.

Dated this 30th day of March, 2026.

Please indicate:  Individual  Partnership  Corporation

Signature *Russ Glesenhagen*

Printed Name Russ Glesenhagen

Title President

Firm Name, if any Mid Plains Construction Co

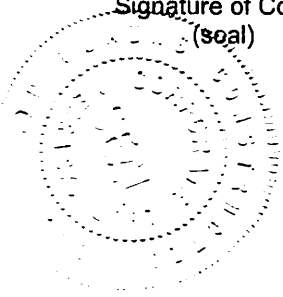
Address for Communications 1319 W North Front St, Grand Island, NE 68801

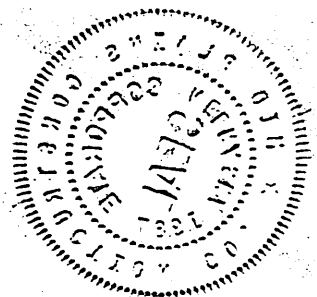
Phone Number 308-382-2760

Attest

*Sheree R Glesenhagen*  
Signature of Corporate Secretary

(seal)





# Grand Island Public Schools

## Executive Summary

### 2026 GIPS RFP Copy/Print/Scan and Software

#### Overview

Description	Objectives
<b>2026 GIPS RFP</b>	<ul style="list-style-type: none"> <li>Conduct a district-wide RFP to establish new contracts for the copier and printer fleet and the district print shop, consisting of 120 devices across the district sites.</li> </ul>

#### Team

A team consisting of Cory Gearhart, Chief Information Officer; Virgil Harden, Chief Financial Officer; James Quach, IT Network Engineer; Elizabeth Cole, Print Shop Supervisor; Heather Castaneda, Print Shop Operator; Kari Price, Print Shop Billing; and Cathryn Love, Curriculum and Professional Development was formed to evaluate the current requirements, develop a sourcing strategy, and to evaluate vendor responses.

Optimizon assisted the district with the creation and distribution of the RFP to interested vendors.

#### Vendors

The RFP was advertised per District and State requirements. RFP invitation packets and access to the Optimizon online bidding tool were emailed to the following vendors, and responses were as noted.

Vendor	2026 GIPS RFP	Vendor	2026 GIPS RFP
All Copy Products	complete	Loffler Companies Inc.	non-responsive
Bishop Business Equipment Company	non-responsive	Print Image Solutions Data Source Media	non-responsive
Capital Business Systems, Inc.	complete	Visual Edge IT	non-responsive
Eakes Office Solutions	complete	Xerox Business Solutions	non-responsive

#### RFP Process

Analysis was conducted based on each vendor's response to the terms and conditions, pricing for a period of (5) years, and equipment configurations.

The scoring criteria were shared with the vendors, and the proposals were scored as follows:

Each question in the RFP was assigned a rank according to importance, and each category was assigned an overall percentage of importance. Grand Island Public Schools and Optimizon carefully analyzed each proposal and assigned a score to each vendor's response in each area.

After the initial scoring, the top-ranked vendor, Eakes Office Solutions, was invited to participate in a virtual interview. The interview was completed on March 24, 2026, and the evaluation team was satisfied with the responses and information provided. The evaluation team was particularly pleased with the level of support Eakes Office Solutions can provide related to the PaperCut software tools currently in use by GIPS.

The final total weighted scores and rankings for the RFP are as follows.

2026 GIPS RFP Copy/Print/Scan and Software	Total Score	Rank
<b>Eakes Office Solutions (Sharp/Ricoh)</b>	<b>647</b>	<b>1</b>
All Copy Products (Konica Minolta)	624	2
Capital Business Systems (Ricoh)	601	3
Capital Business Systems (Xerox)	577	4
<b>Total Possible</b>	<b>686</b>	

**RFP Result and Award Recommendation**

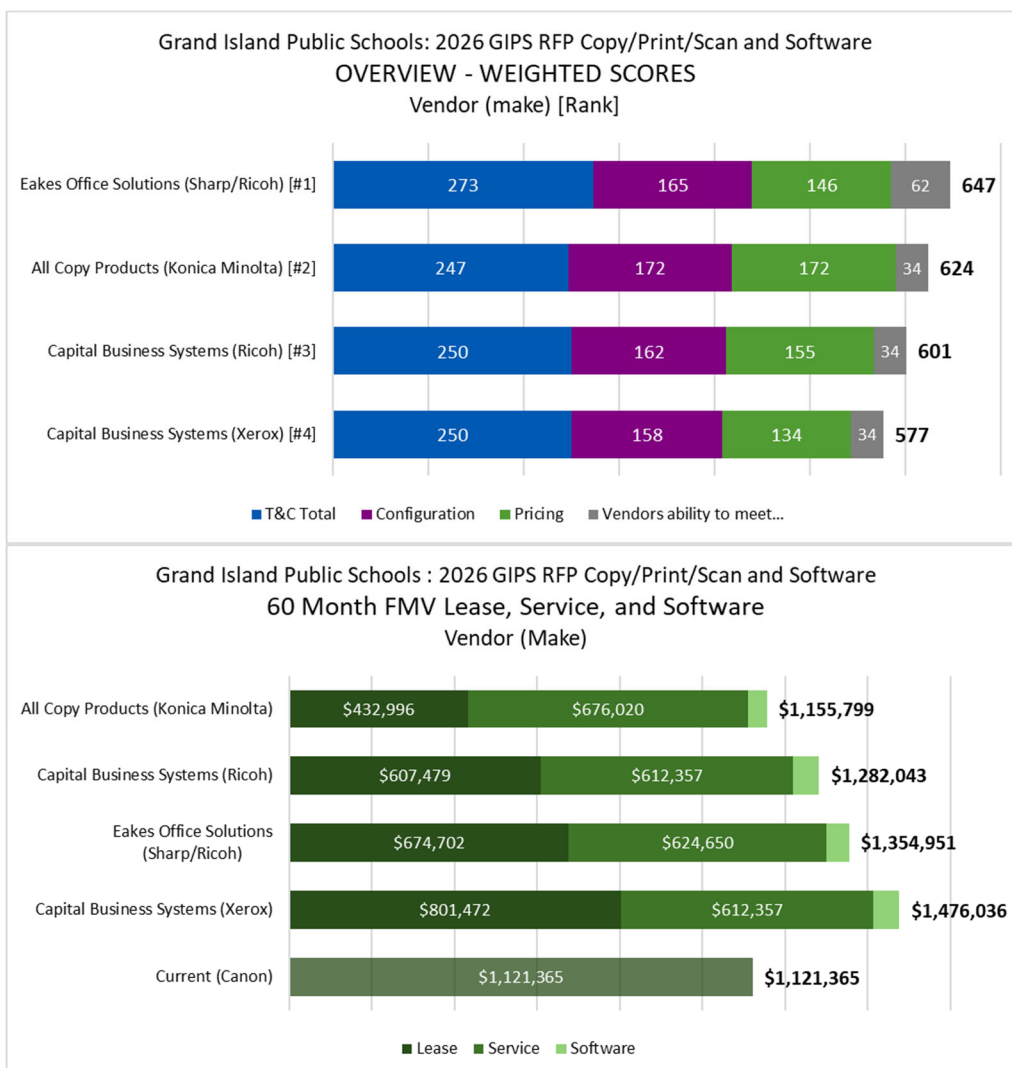
The highest-scoring vendor for the 2026 GIPS RFP Copy/Print/Scan and Software is Eakes Office Solutions, with Sharp equipment proposed for the fleet and Ricoh equipment proposed for the print shop.

Eakes Office Solutions offered strong terms and conditions, competitive pricing, and a financing option that would allow GIPS to acquire the equipment through a 60-month, \$1 buyout lease. This structure allows for potential extended useful life and future cost savings.

Based on the RFP evaluation process and results, the recommendation is to award the 2026 GIPS RFP Copy/Print/Scan and Software to Eakes Office Solutions. The award is contingent upon successful onsite testing of equipment and software prior to full deployment.

**Financial Summary**

Component	Current Annual Cost	New Annual Cost
2026 GIPS RFP Copy/Print/Scan and Software: Includes copier/production hardware, service, supplies; PaperCut MF licenses/card readers/support for 72 devices; Job Ticketing support; and desktop printer service and supplies. The cost is for the 60-month \$1 buyout lease option.	\$224,273	\$270,990





Renewal Contract Summary for Ombudsman Grand Island

Three-Year Renewal FY27-FY29

We appreciate our ongoing partnership with Grand Island Public Schools. Enclosed are the proposed staffing, slot configuration, and pricing details for FY27-29. Thank you again for allowing us to serve the students and families of Grand Island—we are grateful for this opportunity and eager to support student success.

Staffing:

- 1 - Principal / Director
- 1 - Youth Worker / Social Worker
- 2 - Teachers (Combination of Certified and Non-Certified (Degreed)Teachers)
- 2 – Instructional Aides / Teachers (Part Time Flex Shifts)
- 1 – Assigned Regional Vice President/Trainer for Support Services

A total of 7 Ombudsman Staff

- The proposal assumes the district will provide one special education teacher.

Slot Structure and Pricing:

The proposed slot structure and pricing are as follows:

- 70 Slots total
  - 65 slots paid by the district
  - 5 slots provided free of charge (in lieu of OES providing Special Education Teacher)
- Grades 6-12
- % of Special Education Students, not to exceed 30% of total slots
- Slot Price Frozen using FY26 Slot Pricing

FY27	FY28	FY29
<b>70 Slots</b>	<b>70 Slots</b>	<b>70 Slots</b>
65 Paid Slots	65 Paid Slots	65 Paid Slots
\$10,146.00	\$10,146.00	\$10,146.00
5 Slots at No Charge	5 Slots at No Charge	5 Slots at No Charge
\$0.00	\$0.00	\$0.00
\$659,490	\$659,490	\$659,490

Thank you again for this opportunity. Please let me know if you need additional information.

Binky Michele Jones I Senior Vice President, Operations

## **Ombudsman Program Alternative Education Services Agreement**

This Agreement is made and entered into this \_\_\_\_\_ day of \_\_\_\_\_, 2026, by and between Ombudsman Educational Services, Ltd., an Illinois corporation whose address is 28100 Ashley Circle, Suite 102 Libertyville, Illinois 60048-1359 (“Ombudsman”), and the Hall County School District 2, dba Grand Island Public Schools, 123 South Webb Road, Grand Island, NE 68802-4904 (the "District").

### **Section 1. Scope of Service Provided.**

Ombudsman provides the District an off-campus program intended to reduce drop-out rates, increase graduation rates, increase attendance levels, and improve academic performance for the District’s non-traditional learners. The Ombudsman Program helps students progress through academic content courses and pro social skills by offering differentiated instruction of standards-based curriculum in a technology rich environment to improve success toward course completion, test performance and persistence to graduation.

Ombudsman provides an opportunity for all students, regardless of referral reason. Ombudsman accepts all students, including students with disabilities, English language learners, and students that may have had significant academic, attendance or behavioral issues in the past.

- 1.1 Student Identification and Referral.** Working with Ombudsman, the District identifies students who may benefit from the program. An initial program orientation is conducted with the student, parent, Ombudsman center director and a District representative, if and when necessary.
- 1.2 Student Populations.** Students referred to Ombudsman are typically over-age, under credit and/or academically behind due to skill deficiencies, attendance/truancy issues, disruptive behaviors, suspension, expulsion, and/or other factors. Students referred to the Program are expected to be general education students or may have an Individualized Educational Program (“IEP”). Students are able to work on academic coursework with integrated interventions and support in the classroom to address disruptive behaviors. Of the student population described herein, the percentage of concurrently enrolled students with an IEP or 504 plan shall not exceed 15% of total slots purchased but may increase to 30% of total slots purchased if the District provides an assigned full time special education teacher. No changes requiring additional costs shall be made unless pre-approved by the District. Of the student population described herein, the percentage of concurrently enrolled students with an IEP or 504 shall not exceed 30% of total slots purchased.
- 1.3 Change in Student Population.** During the term of this agreement, should the needs of referred students exceed the scope of services described herein, the District agrees to collaborate with Ombudsman to discuss the impact on staffing and additional costs to be paid by the District as a result of the change in Student Population.
- 1.4 Special Population Students.** Student subgroups, such as those classified as English Language Learners and Students with Disabilities (Section 504 or Special Education) who have been previously identified by the District will be so designated on the Student Profile. The District will indicate the student’s subgroup as part of the Ombudsman intake process.

**1.5 Course, Credit and Graduation Requirements.** The District completes the Student Profile upon each student referral, which identifies courses and projects graduation for a student. The District should also include the student's current course schedule and transcript prior to enrollment in the Ombudsman program.

**1.6 Assessments.** Upon enrollment Ombudsman assesses all students in reading, writing and mathematics. Students enrolled in the Ombudsman program will take all required high stakes and end of course assessments.

Any necessary placement identification or eligibility assessments for special programs will be provided solely by the District, such as English Language Proficiency scores and language proficiency levels, and evaluations determining or relating to a student's disability. Timely receipt of evaluations and special program eligibility and information is used by Ombudsman to ensure students receive appropriate services and instructional modifications immediately upon enrollment. The District retains responsibilities for all evaluations, reevaluations and independent evaluations under the Individuals with Disabilities in Education Act ("IDEA") and Section 504 of the Rehabilitation Act ("Section 504").

**1.7 Instruction.** Each student receives instruction in the courses identified on the Course Schedule utilizing online instructional components, print-based and multimedia resources driven by a standards-based curriculum, teacher-led instruction and, when appropriate, work study, community service and volunteer opportunities. Ombudsman requires all students, regardless of academic level or ability, or language proficiency level to master grade-level coursework; unless otherwise indicated on an Individualized Educational Plan for Students with Disabilities.

**1.8 Evaluation.** Each student's progress is evaluated daily, weekly, monthly and quarterly by the teaching staff. Students must demonstrate proficiency in coursework and meet minimum attendance or seat time requirements to earn credit or to be recommended for promotion to the next grade level. Promotion recommendations, coursework completion and credits earned are documented and provided to the District.

**1.9 Staff.** Ombudsman will provide sufficient staff for the Program to maintain a safe and appropriate learning environment and to adhere to all applicable guidelines. All Ombudsman staff will be trained in Non-Crisis Intervention and Prevention from the Crisis Prevention Institute or an equally suitable crisis intervention program to aid in de-escalation strategies and support students who exhibit behaviors that are a danger to themselves or others.

The District will assign a Certified Special Education teacher to the Program.

All personnel hired or assigned by Ombudsman shall be Ombudsman employees for all purposes and not District employees. Ombudsman shall be solely responsible for (i) selecting and hiring its employees; (ii) paying all wages, health and retirement benefits, insurance, and all applicable employee and employer taxes; (iii) supervising, evaluating, promoting and disciplining its employees; and (iv) managing the employees' conduct, including the method by which its employees carry out their work.

Ombudsman agrees that when selecting and hiring its employees, that any individual who will be working with students in furtherance of the services to be provided herein shall complete background check(s) in conformity with District's policies on background checks

so long as such policies are provided to Ombudsman with sufficient time to allow Ombudsman to comply therewith, including but not limited to a Fair Credit and Reporting Act national background check and the Nebraska Child and Adult Abuse and Neglect central registry. In no event shall any individuals hired or assigned by Ombudsman to staff the Program be considered District employees, and Ombudsman shall indemnify and hold harmless the District from any claims by such individuals that they should be considered District employees and/or are entitled to compensation and/or benefits as District employees.

The District acknowledges that the Ombudsman staff employed or assigned at the learning center are an integral part of Ombudsman's operation and resources developed by Ombudsman over a number of years. Therefore, during the Term, the District agrees that it will not solicit for employment the staff of Ombudsman. However, nothing in this clause will prevent Ombudsman staff from responding to public advertisements for positions available during or after the Term. If any Ombudsman staff becomes employed by the District as a result of responding to a public advertisement, the District will encourage such applicant to provide adequate notice to Ombudsman so that a replacement may be found.

If the District believes that the performance or conduct of any person employed or retained by Ombudsman to perform any services hereunder is unsatisfactory or is not in compliance with the provisions of this Agreement, the District will notify Ombudsman, identifying the problematic conduct or performance in writing and providing all information and support necessary to substantiate and sustain any personnel action requested by the District, if any. Ombudsman will promptly address the performance or conduct of the reported person in accordance with Ombudsman's disciplinary policies.

- 1.10 Transportation and Additional Services.** The District will be responsible for any student transportation, food services if needed, coordinating any student placement for the work study/community service and/or vocational classes and any social services/counseling required for students whom the District feels would benefit from enrollment at Ombudsman for academic services. Ombudsman will assist the District's implementation of these matters within reasonable parameters.

## **Section 2. Implementation for the District.**

- 2.1 Learning Center.** Through consultation with District personnel, Ombudsman will provide one Ombudsman learning center(s) located in the District that creates a positive, professional learning atmosphere. Ombudsman will consult with District personnel and ensure that the learning center meets local zoning requirements and applicable codes for operation. Ombudsman will provide the resources and materials reasonably needed to support the site. The learning centers will meet the necessary requirements to serve 70 students from grades six (6) through twelve (12) in two sessions.
- 2.2 Staffing.** Ombudsman will provide staff, based upon average daily attendance, to operate the learning center between the hours of 7:30 AM and 4:00 PM, maintaining a student/staff ratio of approximately 12:1 during the majority of the school day.
- 2.3 Educational Settings.**
- 2.3.1** Ombudsman will schedule two learning sessions per day as enrollment dictates with 15-30 minutes between sessions. To the extent that it is reasonably possible,

Ombudsman will balance the learning sessions to maintain approximately 35 students in each session.

- 2.3.2 If Ombudsman and the District mutually agree, the District may refer additional students beyond the District's initial purchased slots. Billing for these additional slots would be based upon the cost outlined below in Section -3- of this Agreement.
- 2.3.3 The learning center will operate based on the District's calendar for all school years during the term of this Agreement.
- 2.3.4 Ombudsman will provide its standards-based curriculum correlated to the Nebraska State Content Standards, as the foundation of its academic program. The foundation will be supplemented with other materials to help students work towards meeting District, national and state requirements for graduation and/or promotion. Ombudsman will implement a Social Emotional Learning curriculum.
- 2.3.5 If a student demonstrates, through actions or behavior while in the learning center, that he/she is no longer committed to the program's expectations despite Ombudsman's staff's reasonable efforts to help the student regain commitment, then Ombudsman reserves the right to terminate the student's enrollment. In addition, if a student poses a danger to themselves, other students, or staff members, then Ombudsman may terminate the student's enrollment. Documentation of any incidents under this paragraph and efforts employed to help the student regain commitment will be provided to the District upon request.

**2.4 Services for Students with Disabilities.** Ombudsman can serve as the academic component of an Individual Education Plan (IEP) or 504 plan for certain students identified by the District as needing special education services or accommodations for disabilities only on the following terms:

- (i) The District must have determined and documented that Ombudsman is to serve as the academic component for referred students.
- (ii) The District, parent and student must acknowledge that the student will be held to the same expectations of the Ombudsman Program related to academic engagement, attendance, consideration for others and learning center general rules, as students enrolled in the Ombudsman Program.
- (iii) The District will provide Ombudsman with a copy of the student's current IEP or 504 plan which will be maintained as set forth in section 2.8.
- (iv) The District may assign a certified special education instructor employed by the District to periodically visit students who have an IEP and are placed in the Ombudsman Program for academic services. The District's certified special education instructor may also work with Ombudsman's instructional staff regarding certain adjustments related to curriculum and instruction, academic services, and behavioral supports that are within Ombudsman's capabilities and general academic strategies.

- (v) Unless otherwise specified within this agreement, the District will be required to provide any consult and/or direct service minutes to students that must be completed by a certified special education teacher as set forth by a student's IEP and/or as required by state and federal mandates to fulfill appropriate special education services, case load requirements and student-special education teacher ratios. Should the District require these services be provided by Ombudsman, the District hereby agrees to discuss the impact these additional services may have on scope of program and pricing. Additional IEP or 504 plan services, including but not limited to all related services, supports, accommodations, or modifications required by a student's IEP or 504 plan must be administered by the District unless specifically agreed otherwise.
- (vi) The District will maintain all obligations with respect to procedural and substantive compliance with state and federal special education and student disabilities laws and with the obligation to provide the student with a Free and Appropriate Public Education.
- (vii) If a dispute arises between the District and a parent of a child, who qualifies as disabled under the IDEA or Section 504 of the Rehabilitation Act, and who is enrolled in the Ombudsman program, then the District will be fully responsible for providing the parent with due process and defending any action.

**2.5 Data Entry and Reports.** Ombudsman will be provided with a login and access to the Districts Student Information System (SIS) to enter information directly into the District's SIS. The data to be entered by a representative from Ombudsman into the SIS is delineated below:

- 2.5.1** Student Attendance – Data entry into district SIS
- 2.5.2** Student Grades – Courses for Transcripts required entry into district SIS
- 2.5.3** Student Course Rostering – Courses for Transcripts required entry into district SIS
- 2.5.4** Student Discipline Records – Ombudsman will enter discipline and log records into Ombudsman CIS systems and provide necessary reports/data to district as needed.
- 2.5.5** Student Enrollment – Ombudsman will enter enrollment information into the Ombudsman CIS systems and provide necessary reports/data to district as needed.
- 2.5.6** Other Data as Mutually agreed upon by District and Ombudsman.
- 2.5.7** The district is responsible for state reporting of student information to the Nebraska Department of Education.

**2.6 Administrative Support Services**

- 2.6.1** The local Ombudsman learning center(s) will be supported by Ombudsman regional and divisional personnel including operations, curriculum and instruction, facilities, technology, student services, human resources, integrity assurance, data integrity, financial services and district and public relations teams.
- 2.6.2** The Ombudsman learning center director and other members of the Ombudsman administrative team, as needed, will regularly meet/conference with the District's designated administrative team to review the satisfaction of students, parents and District staff with the program.

- 2.6.3** The District will provide a technology cart of 30 laptops and chargers to the Ombudsman learning center. The primary function of these devices is for students to complete any required district and state testing. Ombudsman may use these devices for students off campus, however when needed for testing and annual inventory it will be the responsibility of Ombudsman staff to work with students to return devices for their intended purpose. Ombudsman staff is responsible for inventory of the devices and accessories and may be invoiced by an amount agreed upon by both parties for the replacement or repair of any District-issued technology which is damaged or lost.
- 2.7 Program evaluation.** The program’s effectiveness is to be evaluated based upon criteria determined jointly by Ombudsman and the District. To facilitate evaluation, the District agrees to provide data to Ombudsman in a timely manner regarding demographic information, prior academic achievement, transcripts, state achievement test scores and graduation data for students enrolled at an Ombudsman site as well as any data for students that return to the District to measure success after enrollment in the program. Ombudsman will provide a process for collecting such data. Ombudsman will secure the signed authorization of a student’s parent or legal guardian (or the student if over 18 years of age) authorizing the District to give a student’s education records to Ombudsman. Once compiled, Ombudsman will report the results to the District at an agreed upon timeline. Ombudsman agrees that it will comply with all privacy provisions of state and federal law concerning student records.
- 2.8 Data and Records.** Ombudsman staff have a legitimate educational interest in the students enrolled in their program. Therefore, the District may disclose necessary educational records of students enrolled in Ombudsman without requiring parental consent. Ombudsman agrees to maintain student records and data in compliance with all applicable laws and regulations, including all applicable state and federal privacy laws, such as the Family Educational Rights and Privacy Act (“FERPA”).
- 2.9 Insurance.** Ombudsman shall obtain and maintain during the life of this Agreement (and shall provide certificates or endorsements to District as proof of coverage) at its own expense and from an admitted insurer authorized to operate in Nebraska, the following insurance coverage: (i) Workers’ Compensation coverage at the applicable statutory limits and Employer’s Liability coverage in an amount of not less than \$1,000,000 per accident; and, (ii) General Liability Insurance as shall protect Ombudsman, its officials, officers, directors, employees, contractors, volunteers and agents from claims which may arise from services performed under this Agreement, whether the services are performed by Ombudsman, by the District, its officials, officers, directors, employees, contractors or agents or by anyone directly or indirectly employed by any of them, with coverage that shall not be less than \$1,000,000.

### **Section 3. Contract Terms**

- 3.1 Contract Period.** The initial term of this Agreement shall be for the 2026-2027 school year. Unless the District notifies Ombudsman of non-renewal prior to March 30, 2027, this Agreement shall automatically renew for the 2027-2028 school year, and if this Agreement has so renewed, unless the District notifies Ombudsman of non-renewal prior to March 30, 2028, this Agreement shall automatically renew for the 2028-2029 school year.

### 3.2 Costs.

**3.2.1 Billing Based on Slots Purchased.** The District hereby agrees to purchase 70 slots herein defined as the maximum number of concurrently enrolled students in the program on any day of the term of this Agreement. The District shall pay for 65 slots and Ombudsman will provide 5 free slots to the District for a total of 70 slots. More than one student may fill a slot during the course of the school year. Slots are the District's commitment to the program and therefore the District should keep the slots filled at all times as billing will be based upon the number of slots purchased in this Agreement.

**3.2.2 2026-2027:** The District's cost for 65 slots will be \$659,490 or a per slot cost of \$10,146. The District will also receive 5 slots at no charge.

**3.2.3 2027-2028:** : The District's cost for 65 slots will be \$659,490 or a per slot cost of \$10,146. The District will also receive 5 slots at no charge.

**3.2.4 2028-2029:** The District's cost for 65 slots will be \$659,490 or a per slot cost of \$10,146. The District will also receive 5 slots at no charge.

**3.3 Additional Students.** If additional students are referred pursuant to the Program, which shall be done only upon mutual agreement of the Parties, the additional cost will be in accordance with the schedule below. Fees for additional students will be invoiced by Ombudsman on a monthly basis and payment will be due upon receipt of the invoice.

**2025-2026:** \$1,300 per student per month or \$90 per day for partial months of entry/exit, whichever is less.

**3.4 Payment Schedule.** The District will be invoiced in four equal amounts in August, October, January and March. If this Agreement remains in effect for subsequent school years, the District will be invoiced for the annual payment in four equal amounts in August, October, January and March. Payment is due within thirty days from the date of the invoice. Payment to Ombudsman shall be made via Automated Clearing House (ACH).

**3.5 Slot Usage and Attendance.** The District will be provided with data on slot usage and attendance on a weekly and monthly basis to support the District in keeping the slots filled at all times. The District can fill a slot(s) whenever an opening(s) occurs during the academic year.

### Section 4. Dispute Resolution

**4.1 Good Faith Conference.** The Parties agree that, in the event of a dispute, each Party will meet in person with the other Party in a good faith effort to resolve the dispute prior to mediation or arbitration. The good faith conference will be held in the city of the District and will involve individuals with authority to consider and agree on proposals to resolve the dispute, even if ultimate approval may be needed by the District's school board or other governing entity. The Parties' goal is to avoid the additional conflict resolutions methods detailed below by meeting in person in advance and attempting to resolve any issues between the Parties themselves.

**4.2 Mediation.** If a dispute is not resolved by a good faith conference, before any arbitration (see below) may be filed by either Party, one Party may request the other Party to participate in mediation of the dispute through a mutually agreed upon mediator. Participating in mediation is a mandatory event (condition precedent) before an arbitration may be brought.

**4.3 Binding Arbitration.**

**4.3.1** In the event of a dispute between the Parties continuing after mediation, they agree that all disputes will be resolved through arbitration and not in court. If any Party is forced to bring a motion to compel arbitration in court and that motion is granted, then the moving Party is entitled to recover all attorneys' fees and costs related to the court action, and the Parties agree that either the court or arbitrator is authorized to grant those fees as part of a sanction or award against the non-moving Party.

**4.3.2** All controversies, claims, demands or disputes arising out of or relating to this Agreement will be resolved by arbitration by a neutral arbitrator. To initiate this process, the Party requesting arbitration must send the other Party written notice demanding arbitration (the "Demand").

**4.3.3** The arbitration will be governed by the rules of the American Arbitration Association ("AAA") and will be before a single arbitrator. The selected arbitrator must be an attorney with a background in education services.

**4.3.4** In any arbitration proceeding, each Party must submit or file any claim that would constitute a compulsory counterclaim (as defined by the then current rule 13 of the Federal Rules of Civil Procedure) within the same proceeding as the demand to which it relates. Any claim not submitted or filed as required is forever barred. The arbitrator may not consider any settlement discussions or offers that might have been made by either Party subject to the arbitration. The Parties agree that in the arbitration proceeding there will be a limit of a single deposition on each side and no exchange of information by way of interrogatory.

**4.3.5** The arbitration hearing will be held in the State whose law governs this Agreement, at a mutually agreeable location. A hearing must be scheduled within sixty (60) days of the date of Demand. The arbitrator must render his or her decision within thirty (30) days of the close of the arbitration hearing record. The hearing record must close within ninety (90) days of the presentation of the Demand. Any arbitrator selected by the AAA to decide the dispute must agree to this time-line prior to accepting the selection.

**4.3.6** The Parties further agree that the award may be appealed pursuant to the AAA's Optional Appellate Arbitration Rules ("Appellate Rules"); that the award rendered by the arbitrator must, at a minimum, be a reasoned award; and that the award will not be considered final until after the time for filing the notice of appeal pursuant to the Appellate Rules has expired. Appeals must be filed within thirty (30) days of receipt of the award, as defined by Rule A-3 of the Appellate Rules, by filing a Notice of Appeal with the AAA. Following the appeal process, the decision rendered by the appeal tribunal may be entered in any court having jurisdiction thereof. If either party takes an appeal, then the award will be final only in accordance with the AAA rules.

#### 4.4 Continued Performance.

**4.4.1 General.** Each Party agrees that it will, unless otherwise directed by the other Party, continue performing its obligations under this Agreement while any dispute is being resolved; provided, that this provision will not operate or be construed as extending the term of this Agreement or prohibiting or delaying a Party's exercise of any right it may have to terminate this Agreement as expressly provided herein.

**4.4.2 Non-Interruption of Service.** The Parties acknowledge and agree that any interruption to the services provided under this Agreement will cause irreparable harm and would adversely impact the ability of the Parties to carry out the mission of this Agreement, in which case an adequate remedy at Law would not be available. Ombudsman expressly acknowledges and agrees that, pending resolution of any dispute, it will not deny, withdraw, or restrict services under this Agreement, and the District expressly acknowledges and agrees that, pending resolution of any dispute, the District will not withhold payment due under this Agreement.

#### Section 5. Miscellaneous

**5.1 Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of Nebraska, and time shall be considered of the essence for this Agreement.

**5.2 Non-Discrimination.** Ombudsman agrees to comply with the District's non-discrimination policies and with all applicable federal and state laws prohibiting discrimination in educational programs.

**5.3 Mandatory Reporting.** Ombudsman agrees to comply with all state and federal laws governing the mandatory reporting of child abuse.

**5.4 Entire Agreement.** This Agreement constitutes the entire understanding between Ombudsman and the District, and supersedes all other agreements, whether written or oral, with respect to the subject matter hereof.

**5.5 Separate Execution.** This Agreement may be executed in separate counterparts (including by means of computer or telephonic facsimile), each of which is deemed to be an original and all of which taken together constitute one and the same agreement.

**5.6 Inurement of Benefits/No Third-Party Beneficiaries.** All covenants and agreements contained in this Agreement by or on behalf of any of the parties hereto shall bind and inure to the benefit of the respective successors and permitted assigns of the parties hereto whether so expressed or not. This Agreement does not create, invest, or provide, and is not intended to create, invest or provide, any rights or remedies to any non-parties to this Agreement.

**5.7 Amendment.** The provisions of this Agreement may be amended or waived only with the prior written consent of the District and Ombudsman.

**5.8 Start of Services.** Ombudsman will begin providing services under this Agreement in the learning center facility on the first day of school per the District's calendar.

## **5.9 Confidentiality.**

- 5.9.1** This Agreement applies to all Confidential Information disclosed from one Party (the "Disclosing Party") to the other (the "Recipient"), as of the Effective Date of this Agreement and does not affect or supersede or novate any prior Agreement, which applies only to information up until the Effective Date of this Agreement.
- 5.9.2** For the purposes of this Agreement, the term "Confidential Information" shall mean without limitation, ideas, concepts, plans, designs, marketing techniques, sales techniques, forecasts, products, technology, methods, procedures, pricing, costs, cost reports, customer prospects, designs, computer systems, passwords, computer software, procedures, methods, formulae, financial statements, assets, liabilities, revenues, business methods, marketing information, marketing methods, acquisition plans, contract terms, contract negotiations, compensation information, structures and plans, employee responsibilities and duties, copyright, trademark and patent applications, all business and technical information, data, know-how, costs, projections, samples, revenue projections, business plans, clinical protocols, formulae or other information which are owned or are in the possession of one or more of the Parties to this Agreement, disclosed by one or more of the Parties to the other, directly or indirectly, in writing or orally. Confidential Information does not include information that:(a) is or subsequently becomes part of the public domain through no fault of the Recipient (defined below); (b) is received from a Third Party under no obligation of confidentiality to the Disclosing Party and who has a lawful right to disclose the information; (c) was known by the Recipient prior to the time of first disclosure by the Disclosing Party, as demonstrated by written documentation; or (d) is independently developed by the Recipient without the aid, application or use of the Confidential Information, as demonstrated by written documentation.
- 5.9.3** Each Party agrees not to use the Confidential Information received for any purpose other than in connection with the services provided herein. The Recipient agrees to limit disclosure of the Confidential Information to its employees, officers, directors, Affiliates and consultants with a bona fide need to know, but only to the extent necessary in connection with the services. All individuals receiving access to the Confidential Information must previously have entered into a confidentiality agreement with the Recipient or otherwise be bound under terms at least as restrictive as those contained herein.
- 5.9.4** Recipient shall hold Confidential Information in strict confidence and agrees to take all reasonable efforts to prevent disclosure of any Confidential Information to persons outside of its own organization and unauthorized use for a period of five (5) years or in the event that the Confidential Information also constitutes a trade secret, then as long as it remains a trade secret under applicable law.
- 5.9.5** Any materials or documents of one Party that are furnished to the other Party will be promptly returned to the Disclosing Party, accompanied by all copies of the documentation made by the Recipient, at the Disclosing Party's request, except that one copy of any written information may be retained by the Receiving Party in legal archives.

**5.9.6** This Agreement is binding upon and for the benefit of the Parties, and the right to the Confidential Information granted to the Recipient may not be assigned. This Agreement shall not be construed to grant any license or other rights except as specified herein. Each Disclosing Party warrants that it believes that (a) it is the owner or licensee of its Confidential Information or otherwise has the right to disclose the Confidential Information in its possession and (b) it has the right to enter into the Agreement without any breach of its obligations to others. Each Disclosing Party makes no other warranty relating to the Confidential Information and the use to be made thereof by the Recipient and disclaims all implied warranties.

**5.9.7** The Parties agree that the disclosure of Confidential Information by recipient without the Disclosing Party's written permission may cause the Disclosing Party irreparable harm and that any breach of this Agreement may entitle a Party to injunctive relief, in addition to any other legal remedies available to it, in any court of competent jurisdiction prior to arbitration being filed.

**5.9.8** In the event that any Confidential Information is requested from a Recipient by legal process, such as a subpoena or a request for production, is required to be disclosed by law, or pursuant to the direction of a court or government agency ("Request"), the Recipient must provide the Disclosing Party with prior written notice of the Request within two (2) business days and shall not disclose the Confidential Information absent consent of the Disclosing Party. The Recipient and the Disclosing Party agree to take all reasonable efforts, collectively and independently, to limit disclosure of the Confidential information in accordance with the law. If the District receives a request under the Freedom of Information Act or related State Public Records law, the District will, prior to responding, notify Ombudsman and allow it the opportunity to redact the confidential and proprietary information from the response.

**5.10 Termination as a Remedy.** If either party is in breach of its obligations under this Agreement, including non-payment, the non-breaching party may terminate this Agreement if the alleged breach is not cured within 60 days after the non-breaching party provides written notice to the breaching party.

**5.11 Severability.** In case any provision of the Agreement is adjudged invalid, illegal or unenforceable, it shall, to the extent possible, be modified in such a manner as to be valid, legal and enforceable but so as to most nearly retain the intent of the parties, and if modification is not possible, the provision shall be severed from this Agreement, and in either case, the validity, legality and enforceability of the remaining provisions of this Agreement shall not be affected or impaired thereby.

**5.12 Notices.** All notices, consents and other communications under this Agreement shall be given in writing and will be deemed to have been sufficiently given or served for all purposes as of the date it is delivered by hand, received by overnight courier, or within three (3) business days of being sent by registered or certified mail, postage prepaid to the Parties at the following addresses (or to another address as hereafter may be designated in writing by one Party to the other Party):

If to District:                      Dr. Summer E. Stephens  
Hall County District 2

Grand Island Public Schools  
123 S. Webb Rd., P.O. Box 4904  
Grand Island, NE 68802-4904  
(308) 385-5900 x 144

If to Ombudsman: Binky Michele Jones  
Senior Vice-President-Operations  
28100 Ashley Circle, Suite 102  
Libertyville, IL 60048-1359  
bjones@chancelight.com

This Agreement sets forth the business relationship between Ombudsman and the District and is properly executed where indicated below.

District Authorization: \_\_\_\_\_ Ombudsman Authorization: \_\_\_\_\_

Name: \_\_\_\_\_ Name: Binky Michele Jones

Title: \_\_\_\_\_ Title: Senior Vice President

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

## 7190 DISTRICT WELLNESS POLICY

~~The~~ Grand Island Public Schools acknowledge that student and staff wellness play a critical role in the academic environment. As recommended by the Nebraska Department of Education Healthy Schools Program (July 29, 2016), 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. Therefore, ~~the~~ Grand Island Public Schools adopts the following District Wellness Policy.

### **District Wellness Committee**

#### ***Committee Role and Membership***

The District Wellness Committee (DWC) will meet at least two times per year to establish goals for school health and safety policies and programs, including development, implementation, and periodic review and update of the District wellness policy. The DWC membership will represent all school levels and include, but not be limited to: parents and caregivers; students; representatives of the school nutrition program; physical education teachers; health education teachers; general education teachers; school staff; school health professionals or staff; mental health and social services staff; school administrators; school board members; and the general public. Membership will also include Supplemental Nutrition Assistance Program coordinators. To the extent possible, representatives will reflect the diversity of the community.

#### ***Leadership***

The Superintendent or designee(s) will convene the DWC, facilitate review of and updates to the wellness policy, and ensure each school's compliance with the policy. Each school will designate a DWC representative to work with building administrators to ensure compliance with the policy. A list of current DWC committee members, with their contact information, will be on the district website and updated as needed.

### **Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement**

#### ***Implementation Plan***

~~The~~ Grand Island Public Schools will develop, implement, and maintain a plan to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. Schools will use the Nebraska Healthy Schools Program online tools to complete the Action for Healthy Kids Index assessment. Based on this assessment, each school will identify a wellness goal. This goal will require the creation of an action plan that adheres to the District Wellness Policy. The District Wellness Policy and annual individual school progress reports will be available on the District's website.

#### ***Recordkeeping***

The District will retain records to document compliance with the requirements of the wellness policy on the District's website. Documentation maintained in this location will include, but will not be limited to:

- District Wellness Policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the District's Wellness Policy, including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;

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- The most recent assessment on the implementation of the district school wellness policy; and
- Documentation demonstrating the most recent assessment on the implementation of the District's Wellness Policy has been made available to the public.

### ***Annual Notification of Policy***

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy, and implementation status. The District will make this information available via the District website and/or district-wide communications. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District officials leading and coordinating the committee, as well as information on how the public can get involved with the District Wellness Committee.

### ***Triennial Progress Assessments***

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which the District's schools are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Nebraska Schools in Action Program; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information for the Superintendent or the Superintendent's designee. The DWC, in collaboration with individual schools, will monitor schools' triennial compliance with this wellness policy. The District will actively notify households/families of the availability of the triennial progress report.

### ***Revisions and Updating the Policy***

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. Following the triennial assessment, the wellness policy will be reviewed and updated as needed.

### ***Community Involvement, Outreach, and Communications***

The District will communicate ways in which representatives of the DWC and others can participate in the development, implementation, and periodic review and update of the wellness policy. The District will use the staff intranet and staff newsletter, the District's website and annual report, parent meetings, community presentations, and other means of communication to notify families of the District Wellness Policy and encourage involvement. Communications will be culturally and linguistically appropriate to the community, similar to other ways that the District and individual schools are communicating important school information with parents. The District will also use these mechanisms to inform the community about the availability of annual and triennial reports.

The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of, and compliance with, Smart Snacks in School nutrition standards.

## **Nutrition**

### ***School Meals***

The District is committed to serving healthy meals to children, including a variety of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams trans-fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help reduce childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

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All schools within the District that participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and any additional Federal child nutrition programs will meet the nutrition requirements of such programs. The District may also operate additional nutrition-related programs and activities. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.); and
- Promote healthy food and beverage choices following Smarter Lunchroom techniques.

### ***Staff Qualifications and Professional Development***

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

### ***Water***

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus ("school campus" and "school day" are defined in the glossary). The District will make drinking water available to students where school meals are served during meal times.

### ***Competitive Foods and Beverages***

The District is committed to ensuring that all foods and beverages available to students and staff on the school campus during the school day support healthy eating. Staff are expected to model healthy nutrition habits in the presence of students. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum.

Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards or, if the state policy is stronger, will meet or exceed state nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, and snack or food carts. Proceeds from competitive food and beverage sales occurring one half hour before to one half hour after meal periods shall be directed to Nutrition Services to maintain the integrity of the GIPS Nutrition Services Program.

### ***Celebrations and Rewards***

All foods offered on the school campus must meet or exceed the USDA Smart Snacks in School nutrition standard. This includes celebrations, parties, and classroom snacks whether brought by parents or provided by school staff. Food will not be used as an incentive or reward. The District will provide ideas for non-food incentives and rewards

### ***Fundraising***

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. The District will make available to parents and teachers a list of healthy fundraising ideas or comparable resources.

Foods that will not be consumed on school premises may be used for fundraising activities  
[https://www.fns.usda.gov/sites/default/files/allfoods\\_fundraisers.pdf](https://www.fns.usda.gov/sites/default/files/allfoods_fundraisers.pdf).

### **Fundraising Activities**

Activities ~~to raise funds by~~ involving the school community in wellness promotion through physical activity, nutrition, and mindful living ~~may be used to raise funds for the school.:~~

#### **Healthy Fundraisers**

- ~~• Schools encourage organizations to raise funds by selling non-food items.~~
- ~~• Foods or beverages sold for fundraising cannot be in competition with school meals~~

#### **Ideas for Fundraising**

- ~~• Wellness snack sales~~
- ~~• School dance-off event~~
- ~~• Jump rope for heart~~
- ~~• Serve-a-thon~~
- ~~• Hula hoop-a-thon~~
- ~~• Talent show~~
- ~~• Carwash~~
- Walking Wednesday

### **Nutrition Promotion**

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques: <http://www.smarterlunchrooms.org/scorecard-tools/smarter-lunchrooms-strategies>
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.

### **Nutrition Education**

The District will teach, model, encourage, and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing;
- Includes nutrition education training for teachers and other staff; and

## GRAND ISLAND PUBLIC SCHOOLS

- Incorporates nutrition education for parents/guardians ~~at a minimum of one existing school event per year utilizing approved materials available through the District.~~

### ***Essential Healthy Eating Topics in Health Education***

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with minimal added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

### ***Food and Beverage Marketing in Schools***

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards or, if stronger, state nutrition standards, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors

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- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that it is financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

### **Physical Activity**

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks, or physical education) will not be withheld as punishment. Children and adolescents should participate in physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during, and after school; staff involvement, family, and community engagement.

The Grand Island Public Schools strives to provide physical activity through multiple opportunities throughout the day. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the District will be encouraged to participate in movement activities such Brain Breaks, or comparable programs, in order to successfully address all CSPAP areas.

The District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

### **Physical Education**

The District implements physical education, using an age-appropriate, sequential physical education curriculum. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary. The District's physical education program will promote student physical fitness through curriculum based fitness and activity assessments such as *FitnessGram* or other appropriate assessment tools.

### ***Essential Physical Activity Topics in Health Education***

Health education will be required in all elementary grades and the District will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 of the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight and healthy lifestyle
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition

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- Differences between physical activity, exercise and fitness Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching and gaming
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

### ***Recess (Elementary)***

All elementary schools will offer at least 30 minutes of recess on all days during the school year. Exceptions may be made as appropriate, such as on early dismissal or special event days. If recess is offered before lunch, transition time will be built in to ensure time for proper hygiene prior to eating. Appropriate hand-washing facilities and/or hand-sanitizing mechanisms should be located just inside/outside the cafeteria to allow students to use these mechanisms before eating.

Outdoor recess will be offered when weather and other conditions make it feasible for outdoor play (see District Recess Guidelines). Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active and will serve as role models by being physically active alongside the students whenever feasible. In the event that recess must be held indoors, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

### ***Classroom Physical Activity Breaks (Elementary and Secondary)***

Students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classes during the school day. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

### ***Active Academics***

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day. The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement. Teachers should strive to provide an additional 15-30 minutes of physical activity in the classrooms each day to supplement recess and physical education times. Teachers will serve as role models by being physically active alongside the students whenever feasible.

### ***Before and After School Activities***

The District will encourage students to be physically active before and after school by sponsoring or permitting physical activity clubs, intramurals, and/or interscholastic sports.

### ***Active Transport***

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by providing as many of the activities listed below as possible, to be selected by each school administration, including but not limited to:

- Promote activities such as participation in International Walk to School Week and National Walk and Bike to School Week
- Secure storage for bicycles and helmets (e.g., shed, cage, fenced area, bike rack)
- Instruction on walking/bicycling safety provided to students
- Use crossing guards
- Use crosswalks on streets leading to schools
- Use walking school buses

### **Other Activities that Promote Student/Staff Wellness**

#### ***Description of basic guidelines***

The District will integrate nutritional, physical, and mental wellness activities across the entire school setting, and work towards the same set of goals and objectives promoting student and staff well-being, optimal development and strong educational outcomes.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include nutritional, physical, and mental activity and healthy eating opportunities when appropriate.

#### ***Community Partnerships***

The District will develop, enhance, or continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, extension office providers, and coordinators, etc.) in support of this wellness policy implementation. Existing and new community partnerships and sponsorships will be evaluated by a designated Wellness representative to ensure that they are consistent with the wellness policy and its goals.

#### ***Community Health Promotion and Family Engagement***

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts. As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the District's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

#### ***Staff Wellness and Health Promotion***

Research confirms that school employees who participate in wellness activities are less likely to be absent as well as increase their productivity. Grand Island Public Schools, along with Educators Health Alliance (EHA), supports a comprehensive wellness program for all staff. The program seeks to improve overall health for staff, plus the financial benefits of reduced health care costs.

~~This is achieved by offering bi-monthly programs. These programs offer employees the opportunity to participate in fun, online wellness programs which focus on different topics. There are also incentives which are included with each program and each staff member is entered into a drawing for a gift card if minimum participation is achieved.~~

~~<http://ehawellness.org/>~~

When feasible, the district will offer professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors at school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help GIPS staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

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~~Staff may also utilize wellness options during staff development days or at staff meetings. Activities may include CPR training classes, activity or exercise groups, or healthy recipe exchanges.~~

- References:
- The Healthy, Hunger-Free Kids Act of 2010, Public Law 111–296, (the HHFK Act)  
*PL 108.265 Section 204 (Child Nutrition and WIC Reauthorization Act of 2004)*  
42 U.S.C. 1771 *et seq.* (*Child Nutrition Act of 1966*)  
42 U.S.C. 1751 *et seq.* Section 305 and 361 (*National School Lunch Act*)
  - Public Law 111–296, Dec. 13, 2010, 124 Stat. 3183.  
42 U.S.C. 1753(b)(3)(A).  
CFR Parts 210 and 220; 77 Fed. Reg. 17 (Jan. 26, 2012).  
42 U.S.C. 1779(a), emphasis added.  
42 U.S.C. 1779(b).
  - National School Lunch Program Fact Sheet, USDA Food Nutrition Service (October 2011). Available on the USDA website at: [www.fns.usda.gov/cnd/Lunch/](http://www.fns.usda.gov/cnd/Lunch/).

Policy Adopted: 12/08/2005  
Policy Revised: 08/08/2013  
Policy Revised: 06/08/2017  
Policy Revised: 07/09/2020  
Policy Reviewed: 06/08/2023  
Policy Revised: ??/??/????

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### 7350 MEDIA CENTERS

~~The~~ Grand Island Public Schools shall maintain a media center at each school and online access from alternate campuses for use by students and staff during the school day to expand the opportunity for learning, contribute to literacy, support the local curriculum, and enhance and enrich learning experiences for all students.

Materials for the centers will be acquired according to Board Policy 7320 Curriculum Resource Adoption and will meet the minimum requirements of the Nebraska Department of Education.

It shall be the responsibility of the principal of the building in which the media center is located to oversee the use of materials in the media center.

It shall be the responsibility of the superintendent or designee to develop procedures for the selection and replacement of both library and instructional materials, for the acceptance of gifts, for the removal of obsolete library and instructional materials, and for the handling of challenges to library materials.

Legal Reference: NDE Rule 10.006.01

Policy Adopted: 03/05/1984

Policy Reviewed: 11/13/2003

Policy Reviewed: 04/11/2019

Policy Revised: ??/??/????

## GRAND ISLAND PUBLIC SCHOOLS

### 7355 MEDIA MATERIALS AND PARENTAL ACCESS

The District will provide parents, guardians, and educational decision-makers access to information regarding books available in the District's school library, and an opportunity to receive notification when their student checks out a library book.

For purposes of this Policy, the "school library" means the collection of books maintained by the District in a library or media center, as designated by the Superintendent or designee, located on school property and managed by District staff for student circulation. The term "school library" does not include: (1) classroom libraries or book collections maintained by individual teachers; (2) instructional textbooks or curriculum materials issued to students; (3) digital instructional materials, online databases, or subscription research services; and (4) materials accessed through a library not managed or supervised by the District. For purposes of this policy, a "book" means a bound or printed work cataloged within the District's school library circulation system.

The District will maintain a catalog of books available in each designated library. Such catalog will be made available for viewing by parents, guardians, and educational decision-makers through a method designated by the Superintendent or designee.

The District will provide parents, guardians, and educational decision-makers the opportunity to opt-in to receive notification when their student checks out a book from a designated library. If a parent, guardian, or educational decisionmaker elects to receive such notifications, the District shall provide such notice, which will include the: (1) title of the book; (2) author(s); and (3) date the book must be returned.

Requests to receive library checkout notifications must be submitted through a written request or through a process identified by the Superintendent or designee.

The Superintendent or designee may develop procedures to implement this Policy, and staff, parents, guardians, and educational decision-makers must follow these procedures.

Legal Reference: Neb. Rev. Stat. §79-533.04

Policy Adoption: ???/??/????

7640 STANDARDIZED ASSESSMENT ADMINISTRATION AND UTILIZATION

Grand Island Public Schools recognizes the importance of measuring student achievement and supports the implementation of an assessment plan and alignment of curriculum with the state approved content standards. The assessment plan shall include a schedule and procedures for assessing success in achieving state standards. School personnel, for purposes of this policy, shall include Board members, employees, students, volunteers, or any other persons subject to the supervision and control of the district.

School personnel are responsible for maintaining security and the integrity of the assessments to ensure that assessments provide a valid measure of student progress and accomplishments. School personnel are not to engage in any practice that may result in assessment results that do not reflect student learning, knowledge, skills, or abilities in the area assessed.

**Testing Ethics and Appropriate Practice**

It is important to note that all school personnel involved in the assessment process need to be familiar with appropriate testing ethics and security practices related to testing. Professionalism, common sense, and practical procedures will provide the right framework for testing ethics. It is also important to note that school districts are bound to hold all certificated staff members in school districts accountable for following the Regulation and Standards for Professional Practice Criteria as outlined in Rule 27.

For purposes of this policy, student assessments include the standardized Nebraska State Assessments (NeSA) norm referenced tests, and district summative assessments. The following specific assessment expectations and rules apply:

- a. ~~Integrity of the Assessment Instrument.~~ The integrity of the assessment instrument is to be maintained.
  - i. ~~Standardized Assessments.~~ Standardized assessment instruments are not to be made available to students at any time before the student takes the assessment. The assessment instrument is to be maintained in a secure manner.
- b. ~~Teaching for Success on Assessments.~~ It is appropriate for school personnel to prepare students to do well on assessments. This is to be accomplished in a manner that assures the assessment accurately reflects the student's knowledge, and not simply test preparation.
  - i. ~~Teach the Content.~~ School personnel are to prepare students to do well on the assessments by teaching the subject content. School personnel are not to "teach to the test" by teaching based solely on the content of the assessment. The content is to be taught to the students over an appropriate amount of time prior to the assessment. "Cramming" assessment content just before the assessment is to be taken is not appropriate. Review of content previously taught is appropriate.
  - ii. ~~Practice Tests.~~ School personnel are to prepare students by teaching test taking skills independent of the subject matter being assessed. School personnel are not to conduct reviews (drills) using earlier (no longer published) versions of the same test, using alternate (parallel) forms of the same published test, or using actual items from the current form of a standardized test that will be administered to students. School personnel are not to conduct reviews (drills) using items of identical format (for example, multiple choice) to the exclusion of other formats.
- c. ~~Assistance During Assessments.~~
  - i. ~~Standardized Assessments.~~ School personnel are not to provide assistance to students while a standardized assessment is being administered except as provided for in a student's 504 Plan or IEP. This includes giving "hints", giving extra time, reading the tests to students or defining or pronouncing words for students, allowing students access to instructional material related to the content of the assessment (e.g., displaying a map during a social studies assessment), or allowing students access to mechanical aids (e.g., calculators) unless specified in testing instructions.
- d. ~~Student Answers.~~ Assessments are to reflect the students' work as submitted by the students. During the assessments, school personnel are to monitor students to make sure directions are being followed.

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~~Violations of the rules and expectations set forth in this policy will be considered to be a breach of the District's standard of ethics (§6210.1) and may result in disciplinary consequences. School personnel are to report suspected violations of the expectation to the administration. The administration is to investigate and appropriately respond to violations of the expectations.~~

### Reference:

#### ~~Nebraska Department of Education:~~

~~Rule 10.005.01 (2009)~~

~~Rule 27.004.02H (2007)~~

~~Rule 27.004.03D (2007)~~

#### ~~Grand Island Public Schools:~~

~~§6210.1 Code of Ethics of the Teaching Profession~~

~~§7630 Testing Programs~~

Grand Island Public Schools assessment program will include national norm-referenced achievement tests, criterion-referenced assessments of student progress in the District curriculum and other tests and assessments required by state and/or federal statutes or agencies.

The district will communicate with parents, guardians and educational decision-makers regarding the district assessment plan.

Grand Island Public Schools recognizes that classroom assessment is an integral component of the District's assessment system and that effective classroom assessment can provide teachers with the information on student achievement they need when they need it. Therefore, the District assessment program should include support of effective classroom assessment. The support shall include, but not be limited to, professional development in assessment for teachers and building administrators.

The District shall maintain an assessment program designed to provide current, accurate and pertinent information about student performance. Such information shall be stored in a way that may be readily retrieved and analyzed by District and school staff.

District, school and student level reports of results shall be produced and distributed to support decision-making at the teacher, school and District levels and support school improvement efforts.

The results shall be used to:

- Provide the Grand Island Public Schools Board of Education with accurate information about the academic progress of students.
- Inform the public about the academic progress of students in the Grand Island Public Schools,
- Support District efforts to evaluate the effectiveness of District curriculum and instruction,
- Inform principals and school improvement teams about the academic progress of students in their building,
- Plan and schedule courses for students,
- Support teacher efforts to evaluate the effectiveness of their instruction,
- Communicate with parents about the academic progress of their children and support parent and student educational planning, and
- Meet federal and state reporting requirements.

Legal references: NDE Rule 10  
Policy 9110 Parent Access  
Code of Ethics

Policy Approved: 12/10/2009  
Policy Revised: 10/14/2010  
Policy Revised: ???/??/????



8514.5 SEVERE ASTHMA AND ANAPHYLAXIS PROTOCOL

The District will adopt and implement the Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis Protocol as required by the Nebraska Department of Education.

The Superintendent, in conjunction with licensed health personnel, shall establish administrative regulations for the implementation of this policy. The regulations established shall comply with NDE rules regarding the protocol to follow in case of a life-threatening asthma or systemic allergic reaction (including anaphylaxis) and use of an EpiPen and albuterol. These regulations and protocols shall also ensure that each school building will procure and maintain the equipment and medication necessary under the protocol in the case of any student or school staff emergency. Staff training in using the protocol shall occur periodically. Records of such training and occurrences of administering medication under the protocol shall be maintained.

The Emergency Protocol shall be implemented, and the equipment and medication necessary to implement the Emergency Protocol shall be maintained, at each school building while school is in session. For purposes of the Emergency Protocol, the phrase "while school is in session" is defined as the core instructional school day. The "core instructional school day" is defined as that portion of each day school is in session during which teachers are on duty to provide and students are scheduled to receive instruction in the School District's curriculum, generally beginning at 8:00 a.m. and ending at 3:30 p.m. The Emergency Protocol shall not be required to be implemented other than in the school buildings while school is in session, and as such is not required to be implemented at extracurricular activities, on school buses, or during school field trips. Implementation of the Emergency Protocol at such non-mandatory times or places shall be made at the discretion of the administration and shall be subject to the availability of the employees designated or trained in implementation of the Emergency Protocol and the availability of the necessary equipment and medication at such times or places.

The parent or guardian of a student of minority age may sign a waiver requesting that their student not receive emergency treatment under this protocol.

The Superintendent or designee shall further develop and implement protocols to address anaphylaxis and the emergency use of epinephrine at school buildings and school-sponsored activities. A school nurse or trained staff member may administer epinephrine to any individual believed to be experiencing anaphylaxis. These protocols will also address the District's response, documentation, notification, and reporting any instances of administering epinephrine. The District will continue to implement individualized health or Section 504 plans for students with known severe allergies, and nothing in this policy limits rights or accommodations under Section 504, the ADA, or the IDEA.

Legal Reference: NDE Rule 59.006  
Neb. Rev. Stat. § 79-227

Policy Adoption: ??/??/????

## 8518 MARRIED, PREGNANT, OR PARENTING STUDENTS

~~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.

### Attendance and Leave of Absences:

Pregnant or parenting students will be permitted to attend to their own health care, their child's medical care, or other appointments related to pregnancy or parenting ~~with the benefit of having any such absences or tardiness excused.~~ A student will be permitted to take a leave of absence for pregnancy, childbirth, and any other prenatal and postnatal related medical needs, along with related recovery for the duration that is considered medically necessary by the student's licensed health care provider. At the conclusion of the leave of absence, a student will be immediately enrolled in the district at the same grade and status as when the leave began. Pregnant or parenting students shall be allowed to participate in all activities including extracurricular activities throughout the student's pregnancy and following unless administrators determine such participation poses a significant risk of injury to the student or to others. A pregnant or parenting student may be asked to obtain certification from the student's licensed health care provider regarding the student's safe participation in an extracurricular activity when such certification may be required of students for other conditions which require the attention of a licensed health care provider.

Any absences accumulated due to pregnancy or pregnancy-related conditions, or care for an ill child, should not count towards any district policies in effect under compulsory attendance requirements. Pregnant or parenting students with excused absences or tardiness shall be treated like all other students with excused absences or tardiness for any other ~~medical~~ reasons.

Pregnant or parenting students will be provided with assignments, classwork and any additional support needed to help the student keep up with class requirements due to absences related to pregnancy or parenting.

### Alternative means to complete course work:

The district will provide at least one alternate method, in addition to traditional classroom instruction to keep pregnant or parenting students in school. ~~Such accommodation(s) may include accessing coursework online, home-based independent study, or at-home tutoring.~~ Alternative methods of instruction or other alternative programs for pregnant or parenting students are voluntary for the student who may elect whether to engage in an alternative method of instruction or the traditional methods of instruction available to their peers. Pregnant or parenting students shall be allowed to attend their regular classrooms and complete regular coursework.

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### Lactation:

The district will provide reasonable time and space to accommodate lactating students to express breast milk or breastfeed during the school day. Such accommodations will be in a location, other than a bathroom or closet, which is private, clean, has an electrical outlet, a chair and is reasonably accessible. Students shall also be provided a food-safe refrigerator to store breast milk.

### Child Care:

~~If in-school child care is not provided, a list of qualified licensed child care providers will be provided when requested by pregnant or parenting students. The list will be updated annually and include providers that participate in the quality rating and improvement system and meet all of the quality rating criteria for at least a step-three rating in keeping with the Step Up to Quality Child Care Act. Nothing in this policy is intended to prohibit or limit any referral for a student or a student's child to an early Head Start program or any other available community resources.~~

### Privacy and Confidentiality:

Pregnant or parenting students have the right to have their health and personal information kept confidential in accordance with law. School staff will make every effort to keep personal information and health records confidential and in compliance with Nebraska and federal law.

Information about students' pregnancies and related conditions will not appear in their cumulative record and will not be used when they are being considered for educational or job opportunities, awards or scholarships.

### Other Accommodations:

Pregnant or parenting students ~~are here notified that they~~ may request additional reasonable accommodations to ensure continued participation and enrollment in school. Accommodation requests will be evaluated on a case-by-case basis by the building principal. ~~Such accommodations may include but are not limited to: additional frequency allowed for bathroom breaks, additional time allowed in between class periods, a larger desk or additional work space, and adjustments to requirements for physical education as needed.~~

### Bullying and Harassment:

Pregnant or parenting students have the same rights as other students to be free from discrimination, bullying, and harassment. Such school policies are in place and apply to all students.

### Policy Dissemination:

This policy will be included in the student handbook and will be available on the district's website.

### Legal Reference:

Neb. Statute 43-2101  
Neb. Statute 79-2,149 to 79-2,152  
79-2,114 to 79-2,124  
20 U.S.C. §1681 et seq.  
34 C.F.R. §106.40

Policy Adopted: 05/10/2018  
Policy Revised: 10/11/2018  
Policy Revised: ??/??/????

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### 8750 STUDENT DIRECTORY INFORMATION

Guidance and Form attached

Grand Island Public Schools (GIPS) recognizes the importance of maintaining student records and preserving confidentiality. Certain personal information on students may be made public from time to time.

Generally, schools must have written permission from the parent, legal guardian or eligible student in order to release any information from a student's education record. However, schools may disclose those records, without consent, to the following parties or under the following conditions:

- "School officials" with "legitimate educational interest"
- Information the school has designated as "Directory Information"
- Other schools to which a student is transferring or enrolling in which case records will be forwarded upon request
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- Parents of an eligible student if the student is a dependent for IRS tax purposes
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

The release of information to "school officials" includes any of the following when that person has a "legitimate educational interest" in having access to the information. A "school official" is a person employed or contracted by GIPS as an administrator, supervisor, instructor, or support staff member, including health or medical staff and law enforcement unit personnel, or a person serving on the school board. A "school official" also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, including but not limited to an attorney, auditor, medical consultant, consultant, hearing officer, investigator, insurer/insurance company adjuster, counselor, therapist, a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee, or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A "school official" has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibility.

Schools may disclose, without consent, "Directory Information", unless the parent, legal guardian or eligible student elects to opt-out of the disclosure of Directory Information. Directory information is information from a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. The following items are designated by Grand Island Public Schools as "Directory Information":

- Student's name
- Student's school e-mail address
- Student photographs in District publications, or District social media and the District's website, and release of yearbook or graduation photo upon request by news media
- Video, film, voice, livestream broadcast or audio tape when filmed by the District for educational purposes or for promotional use, when filmed by the news media, or when filmed at a school sponsored activity or public event
- Height and weight of student athletes
- Major field of study, student work
- Enrollment status, and grade level

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- Participation in officially recognized activities and sports
- Degrees, honors, and awards received
- Name of school attending
- Class lists

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

References:                    10 U.S.C. §1232g (FERPA)(1994)  
                                      34 CFR Part 99 (Privacy Rights of Parents and Students)(1996)

Cross Reference:            FERPA DIRECTORY INFORMATION OPT-OUT FORM Policy 8750  
                                      ANNUAL NOTIFICATION OF FERPA RIGHTS Policy 8750  
                                      8710 STUDENT FILES AND RECORDS

Opt Out Form Attached

Policy Adopted: 11/03/1980  
Policy Revised: 07/06/1998  
Policy Revised: 04/08/2010  
Policy Revised: 10/13/2016  
Policy Revised: 10/11/2018  
Policy Reviewed: ??/??/????

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Directory Information Opt-Out Policy 8750

The Family Educational Rights and Privacy Act (“FERPA”) is a federal law that protects the privacy of a student’s educational records, and is described in Board Policy 8750. The Annual Notification of FERPA Rights is published on the District’s website ([www.gips.org](http://www.gips.org)).

The Annual Notification contains information on the use and disclosure of a student’s educational records, access to records, information that may be disclosed without parental consent and how to opt out of disclosure of information. Grand Island Public Schools (“GIPS”) has designated items of “Directory Information” that may be disclosed without consent, unless the parent, legal guardian or eligible student submits this Opt-Out form by September 5th to the principal’s office for elementary students, or to the school guidance offices for students attending the middle school or high school.

Please check ONE of the following to opt-out of the disclosure of Directory Information:

**Option 1** I choose to opt-out of release of **all** Directory Information for the \_\_\_\_\_ school year for

\_\_\_\_\_  
Student’s Full Name

**Option 2** I choose to opt-out of release of **only the following items** of Directory Information for the \_\_\_\_\_ school year for

\_\_\_\_\_  
Student’s Full Name

The items of Directory Information checked below are those that I do not want released (Check all that apply):

- Student’s name
- Student’s school e-mail address
- Photographs – including use of student photographs in District publications, or District social media and the District’s website, and release of yearbook or graduation photo upon request by news media
- Video, film, livestream broadcast or audio tape when filmed by the District for educational purposes or for promotional use, when filmed by the news media, or when filmed by the media or the District at a school sponsored activity or public event
- Height and weight of student athletes
- Major field of study, student work
- Enrollment status, and grade level
- Participation in officially recognized school activities and sports
- Degrees, honors, and awards received
- Name of school attending
- Class lists

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This Directory Information Opt-Out form is effective only for the current school year. I understand that if I wish to opt-out in any other school year, I must submit a separate Directory Information Opt-Out form for each additional school year.

\_\_\_\_\_  
Signature of Parent, guardian or eligible student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name

**This form must be returned no later than September 5th of the current school year.** If submitted after September 5th, the form will be accepted, however, some Directory information may have already been submitted for printing and/or dissemination that cannot be changed or removed. (Form revised June 2018)

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### Annual Notification of FERPA Rights Policy 8750

Grand Island Public Schools (GIPS) recognizes the importance of maintaining student records and preserving confidentiality. Confidentiality of personally identifiable information in educational records shall be maintained in accordance with the Family Educational Rights and Privacy Act ("FERPA")(20 U.S.C. § 1232g; 34 CFR Part 99), state law, and district policies. FERPA is a Federal law that protects the privacy of student education records.

FERPA gives parents and legal guardians certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

**RIGHT TO INSPECT AND REVIEW.** Parents, legal guardians or eligible students have the right to inspect and review the student's education records maintained by the school within 45 days after the day that GIPS receives a written request for access to the records they wish to inspect. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a reasonable fee for copies. A GIPS school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

**RIGHT TO AMEND.** Parents or eligible students have the right to request that GIPS correct records which they believe to be inaccurate or misleading. Parents or eligible students who wish to ask the school to amend a record should write the school principal or other designated school official, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

**WHEN CONSENT IS NOT NEEDED FOR THE DISTRICT TO DISCLOSE INFORMATION.** Generally, schools must have written permission from the parent, legal guardian or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- "School officials" with "legitimate educational interest"
- Information the school has designated as "Directory Information"
- Other schools to which a student is transferring or enrolling in which case records will be forwarded upon request
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- Parents of an eligible student if the student is a dependent for IRS tax purposes
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

The release of information to "school officials" includes any of the following when that person has a "legitimate educational interest" in having access to the information. A "school official" is a person employed or contracted by GIPS as an administrator, supervisor, instructor, or support staff member, including health or medical staff and law enforcement unit personnel, or a person serving on the school board. A "school official" also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable

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information from education records, including but not limited to such as an attorney, auditor, medical consultant, consultant, hearing officer, investigator, insurer/insurance company adjuster, counselor, therapist, a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee, or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A "school official" has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibility.

**DISCLOSURE OF DIRECTORY INFORMATION.** Schools may disclose, without consent, "Directory Information", unless the parent, legal guardian or eligible student elects to opt-out of the disclosure of Directory Information. Directory information is information from a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. The following items are designated by GIPS as "Directory Information":

- Student's name
- Student's school e-mail address
- Photographs in District publications, or District social media and the District's website, and release of yearbook or graduation photo upon request by news media
- Video, film, voice, livestream broadcast or audio tape when filmed by the District for educational purposes or for promotional use, when filmed by the news media, or when filmed at a school sponsored activity or public event
- Height and weight of student athletes
- Major field of study, student work
- Enrollment status, and grade level
- Participation in officially recognized activities and sports
- Degrees, honors, and awards received
- Name of school attending
- Class lists

**RIGHT TO PREVENT DISCLOSURE OF DIRECTORY INFORMATION (OPT-OUT FORM).** 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 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.

**COLLEGE AND MILITARY RECRUITERS.** 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.

**CONCERNS, QUESTIONS OR COMPLAINTS.** 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. Our hope is to provide information to whatever questions or concerns you may have. 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

# 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:** Elementary Math Resource Adoption - Spring 2026

**Submitted By:** Dr. Danielle Buhrman, L4L

**Date:** March 2, 2026

## 1. What is the identified need?

GIPS commits to the use of math resources that provide curricular opportunities which closely align to best practices in mathematics as identified by GIPS Mathematics Commitments and Nebraska's College and Career Ready Standards for Mathematics. The current elementary math resource, Origo Stepping Stones, was initially adopted in the 2019-2020 school year for a 7-year adoption cycle. The 2025-2026 school year will be the last year the district receives pre-paid student materials for Origo Stepping Stones from the initial 2019-2020 adoption. As a result, during the 2024-2025 school year the district evaluated the effectiveness of Origo Stepping Stones in order to determine if renewal of those materials or a new resource adoption is needed per [board policy #7320](#). Through various stakeholder and committee meetings over that school year, teachers, academic support coaches, and administrators agreed that a new math resource was needed moving forward. During the 2025-2026 school year, a pilot of two resources: Amplify Desmos Math and Eureka<sup>2</sup> within four GIPS elementary buildings has occurred in order to gain teacher input from lived experiences, analyze the impact each resource has on student learning, and accurately assess standards alignment. The pilot has been an essential component of the adoption cycle so the district can make the most informed adoption decision possible going into the 2026-2027 school year.

Beginning in November 2025, a selection team consisting of 26 teachers, specialists, coaches, and principals have been working together, analyzing feedback and data, and observing classrooms in order to provide a recommendation on which pilot resource GIPS should adopt for the next 7-year cycle beginning in the 2026-2027 school year.

**This proposal is to support funding for the resource adoption of Eureka<sup>2</sup> as recommended by the Math Selection Committee in February of 2026.**

## 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, standards-aligned instruction in Mathematics as we reach our goal of 80% of students exhibiting average or above average growth within the 2025-2029 GIPS Strategic Plan. 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 GIPS Mathematics Commitments.

## 3. Proposed Action

This proposal is for approval of approximately \$1.35 million in funds to purchase yearly student consumables materials for 7 years, teacher guides, digital access, classroom manipulative kits, and

professional learning to support implementation of Eureka<sup>2</sup> from Great Minds.

This, specifically, would include 31,020 student sets of materials distributed over a 7 year period and the following number of teacher materials:

Grade Level	Total Teacher Sets	Total Number of manipulative kits
KG	51	40
1	54	42
2	55	42
3	56	42
4	55	40
5	53	37

This allows for some overstock in the warehouse for enrollment fluctuations and an additional grade level teacher set for each building for use by coaches and specialists. Manipulative kits are only needed for classrooms and additional sets of those materials at each building are not needed.

This proposal also includes professional learning to support implementation during the first year, with subsequent years subject to review based on need. For the 2026-2027 school year, funding attached to this proposal will support:

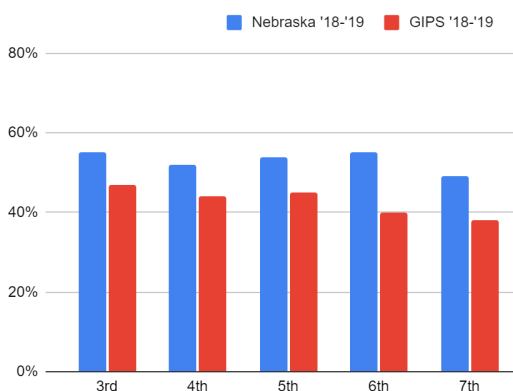
1. Leadership (principal and coach) onboarding and implementation support in summer 2026 (1 day)
2. Initial training for all grade level teachers and specialists in August 2026 (1 day)
3. 2 additional ½ day trainings for October and January for all staff
4. Optional building based professional learning for ½ day use of resource coaches to support implementation in buildings after training days in October and January (6 opportunities in October and 6 in January)
5. Leadership (principal and coach) coaching with classroom calibration within 4 cohorts (4 days)
6. 2 professional learning days for coaches to develop understanding of mathematical progressions in Eureka<sup>2</sup> in order to intentionally support on-going PLC planning.

#### 4. Data/Research Assessed

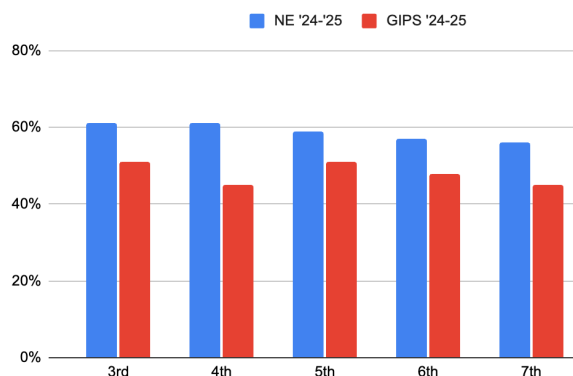
##### Fall 2024 - Winter 2025 Needs Assessment of current resources (Origo)

GIPS engages in continuous data-driven cycles for improvement and utilizes NSCAS (state proficiency scores), MAP growth data, and GIPS district math benchmarks to make informed decisions about classroom and building response and district curriculum decisions. Although it appears initially that district math proficiency scores have risen since Origo Stepping Stone’s adoption in 2019, the gap between GIPS district math scores and state proficiency levels has widened at grades 3-5. Below shows bar graphs comparing Nebraska math proficiency percentages (in blue) and GIPS proficiency percentages (in red) in 2018-2019 prior to Origo’s adoption and then last year in 2024-2025:

Nebraska '18-'19 and GIPS '18-'19



Nebraska '24-'25 and GIPS '24-'25



Specifically, prior to Origo’s adoption, the difference between Nebraska and GIPS math proficiency

scores was 8% at 3rd and 4th grade and 9% at 5th grade. In the 2024-2025 school year, that gap had widened to 10% at 3rd grade and 16% at 4th grade.

It's significant to note that the GIPS EL population over the course of that time has also changed from approximately 17% to 24% while the state of Nebraska has only seen a change of 7% to 10% EL learners. Because of this, the district also looked at EL comparison data for districts with similar EL percentages and found that several Nebraska districts with higher EL percentages were outperforming GIPS NSCAS math results.

Beginning in November of 2024, stakeholder groups consisting of 24 teachers from all elementary buildings, academic support coaches, and elementary principals analyzed student outcome data and evaluated the strengths and weaknesses of our current Origo Stepping Stones resource. These stakeholder groups were presented with two options:

- (1) Due to the first year of implementation of Origo being the 2019-2020 school year when the 2020 Covid Pandemic and subsequent school shutdown occurred, GIPS could fund and continue using Origo materials for an additional *two years* before a new resource adoption cycle occurs.

OR

- (2) Pilot new resources in 2025-2026 with a new math resource adoption occurring in 2026-2027 per the original district timeline.

These stakeholder teams overwhelmingly suggested GIPS moves forward with a new resource per the original timeline, with teachers on the stakeholder committee approving the pilot by a 92% (for) and 8% (against) margin.

### **Spring 2025 - Selection of pilot materials**

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. From fall to winter 2024, L4L curriculum coordinator Dr. Buhrman researched existing math resources, talked to other district leadership teams, scheduled demos, and gathered samples to identify resources that align with district priorities. A resource adoption committee was also formed consisting of teachers representing all grade levels, special education, gifted and talented, and EL newcomers in addition to two academic support coaches and four elementary principals. These committee members analyzed six resources using math adoption criteria from the state of NE, Achieve the Core, and Instructional Partners as articulated in the [district math scoring guide rubric](#). Over the course of two months, this committee scored and analyzed resources and met with resource vendors in order to make a formal pilot recommendation of two resources: Amplify Desmos Math and Eureka<sup>2</sup>.

### **August 2025 to February 2026 - Pilot and selection of materials**

During the 2025-2026 school year, pilot teachers and leaders at Lincoln, Newell, Stolley Park, and Starr Elementaries engaged in initial training, on-going coaching, and implementation support with vendors to utilize pilot materials in each classroom for the duration of the academic year.

A selection committee consisting of 26 teachers, coaches, and principals consisting of equal representation between both pilots and 12 not involved in the pilot. This committee was tasked with analyzing student outcome data and teacher feedback, observing classrooms using pilot materials, and digging into resource lessons using the math scoring rubric. On February 27, 2026, the committee worked through a [consensus process](#) to provide a recommendation to curriculum coordinator Dr. Danielle Buhrman. Per board policy 7320.1, the following data points were gathered and analyzed by this team:

1. **Teacher feedback from all pilot buildings collected every 3 weeks from September to February.** The committee captured the following themes from this data:
  - a. **Desmos:**
    - i. Increase in student collaboration and discourse
    - ii. Increase in Concept Mastery and Retention
    - iii. Differentiation options: Teachers are not spending time looking for extras, things to supplement, or anything to use for math WIN because it is all included.
    - iv. Increase in student enjoyment: Students generally "seem to like math," and the variety of lessons makes it more enjoyable.
    - v. Instructional model utilized (problem-based learning) was more difficult to implement as intended in all classroom spaces depending on student

background knowledge, classroom management, and pedagogical knowledge of the teacher. This amplified existing gaps in student learning.

**b. Eureka:**

- i. Increase in Concept Mastery and Retention
- ii. Utilization of Effective Instructional Strategies: Students are using a variety of strategies to work through math problems, are able to do problems independently, and are using more math vocabulary when discussing their work.
- iii. Reduced Need for Supplementation: Teachers appreciate that they don't have to create supplements, as there seems to be enough practice with most concepts for students to grasp the material.
- iv. Increase in Rigor
- v. Some lessons require a high volume of materials to prep. This varied by grade level (higher occurrence at K-1).
- vi. 3rd and 4th grade teachers expressed concerns about standards placement related to fractions and geometry

**2. Student Outcome Data**

a. **Benchmark Data comparing standard proficiency in 2025-2026 to results in 2024-2025.** Due to timing of some grade levels, only data from one benchmark could be used. The table below shows the percentage of standards that saw an increase in students who were at a beginning level understanding and percentage of students that saw an increase in students at a proficient level. *Note: We want to **decrease** students “in the red” and **increase**” students in the green.*

	Totals	
	% of assessed standards that saw an increase at a "beginning" level understanding	% of assessed standards that saw an increase in proficiency
Desmos - Starr	73%	27%
Desmos - SP	59%	32%
Eureka - Lincoln	48%	35%
Eureka - Newell	48%	35%
	<i>want lower</i>	<i>want higher</i>

b. **MAP Fall - Winter Growth Data.** [Data Tables](#) Desmos classrooms experienced mixed results, with some classrooms experience high growth while others experienced low growth both within and across buildings. Eureka classrooms saw more consistent growth between buildings, with higher growth in particular at K-1 than in Desmos classrooms.

In addition to requirements within the policy, all committee members observed multiple grade levels in both resources in small groups. A summary of the observation notes collected from all groups can be [found here](#) for both resources.

Finally, student perception data from grades 3-5 was also collected, although no significant changes were observed to impact a recommendation. A parent feedback opportunity also occurred on October 8th. No feedback was provided by parents to support one resource over another.

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

Three stakeholder teams met from November 2024 to January 2025 to review current materials and their condition, per board policy 7320, and provide recommendations on whether a new elementary math resource was needed now or if a delay in a pilot may benefit staff and students more. The teacher stakeholder team consisted of 24 teachers from all elementary buildings and represented each grade level, EL, special education, and gifted and talented. The remaining two stakeholder teams consisted of all elementary academic support coaches and principals. Those stakeholder teams made the recommendation to pilot resources in 2025-2026 per the original timeline.

Once the initial feedback was gathered and a recommendation to pilot was made, a team was formed to select pilot materials. The pilot committee consists of one grade level teacher at each grade, two special education teachers, one gifted and talented specialist, one EL newcomer teacher, two academic support coaches, 4 elementary principals, and one L4L coordinator.

In January 2025, elementary principals recommended that pilots occur within entire buildings as opposed to sporadic PLCs across the district so more intentional support and collaboration could occur within pilot PLCs and classrooms. Elementary building principals gathered feedback from their staff members on whether the staff wanted and had the capacity to engage in the pilot process. Seven district elementaries indicated a desire to pilot a resource. From that seven, four buildings were selected with one Title and one non-Title building piloting each resource.

During the pilot process, feedback was gathered every 3 weeks through a Google Form from all teachers participating in the pilot at each building. Parents also had an opportunity to provide feedback and student perceptions were gathered about their mathematics experiences.

A selection team consisting of 26 teachers, coaches, specialists, and principals were formed and began meeting in November 2025 to analyze data and feedback from the pilot, observe pilot resources being used, and provide a recommendation to L4L curriculum coordinator Dr. Buhrman on which of the two pilot resources the district should adopt moving forward. This group met regularly between November and February, with all committee members observing multiple grade-level lessons in each of the resources in the months of January and early February, 2026.

## 6. Summary

Through an exhaustive 15 month process involving multiple stakeholder groups, teacher feedback, student outcome data, standards alignment analysis, and committee observations, Grand Island Public Schools is excited to move forward with a 7-year adoption Eureka<sup>2</sup> materials from Great Minds. Our students and staff deserve access to high quality resources that are rigorous, relevant, and supportive of long-term district goals and student growth outcomes. The cost of an elementary materials adoption warrants the thorough review and selection process the district worked through. We are excited to be to this point and look forward to what the 2026-2027 school year brings.

## 7. Fiscal Impact

<b>Amount:</b>	\$1,345,083.77
<b>Source:</b>	L4L Budget

### Details:

#### [Eureka Core Materials Quote](#) (\$1,244,783.77)

##### **Student materials**

31,020 sets of student consumables to be distributed over 7 years

##### **Teacher materials**

324 sets of teacher materials & digital access

243 manipulative kits

#### [Eureka Professional Learning Quote](#) (\$97,500.00)

##### **Professional Learning**

First year implementation professional learning consisting of:

- Leadership (principal and coach) onboarding and implementation support in summer 2026 (1 day)
- Initial training for all grade level teachers and specialists in August 2026 (1 day)
- 2 additional ½ day trainings for October and November or January for all staff
- Optional building based professional learning for ½ day use of resource coaches to support implementation in buildings after training days in October and January (6 opportunities in October and 6 in November)
- Leadership (principal and coach) coaching with classroom calibration within 4 cohorts (4 days)
- 2 PL days with coaches on understanding mathematical progressions

- 2 additional coaching days available at no cost

**Leadership Training Pay**

Pay for Coaches for one day of leadership training (principals are on contract) = approximately \$2,800

**8. Person(s) Responsible for Implementation**

Dr. Danielle Buhrman - L4L Curriculum Coordinator, L4L, Building principals and coaches

**9. Implementation Plan**

▲ Monitor/ Evaluate

Actions:

Timeline:

▲ Board Report/Follow-Up

Actions:

Timeline:

1 month     3 months     6 months     annually     N/A

## 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:** Elementary Math - Targeted Support Spring 2026

**Submitted By:** Dr. Danielle Buhrman, L4L

**Date:** March 20, 2026

### 1. What is the identified need?

GIPS commits to the use of math resources that provide curricular opportunities which closely align to best practices in mathematics as identified by GIPS Mathematics Commitments and Nebraska's College and Career Ready Standards for Mathematics. GIPS, as a result of work outlined in the [Elementary Math Adoption Needs Analysis](#), will be moving forward with a core (Tier 1) resource adoption of **Eureka<sup>2</sup>**. As we piloted Desmos and Eureka materials over the course of the 2025-2026 school year, we also piloted additional targeted supports designed by mClass (while piloting Desmos) and Eureka. Our current Tier 2 intervention and progress monitoring tool, Spring Math, will no longer be used after the 2025-2026 school year. As a result, we have a need to also identify an additional program to use for targeted support (Tier 2) during WIN time at the elementary level. **This proposal is to support additional funding (\$205,395.39) on top of funding for the resource adoption of Eureka<sup>2</sup> to purchase its premium assessment package for the 7 year adoption. This would give teachers access to Math Catalyst, a targeted Tier 2 support, aligned to strategies and outcomes from the core resource material.**

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

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*." An essential element of the MTSS Framework is a "Layered Continuum of Supports." Math Catalyst and Eureka's premium diagnostic, Equip, 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 Catalyst is a supplemental instructional resource designed to be used within a Multi-Tiered System of Supports (MTSS) to maximize student achievement in mathematics. A typical MTSS framework includes a multi-level prevention system composed of three tiers. Tier 1 is core instruction, Tier 2 is supplemental intervention, and Tier 3 is intensive intervention. Math Catalyst provides support for Tier 2 and Tier 3 instruction that is designed to be delivered outside of core instruction (Tier 1) during math WIN (What-I-Need time). Short, targeted lessons in the Concept Mini Lessons component are sequenced across a series of three or four objectives to provide supplemental (Tier 2) or intensive (Tier 3) support. Teachers can use the Progression of Mini Lesson Objectives in Concept Mini Lessons to determine the appropriate pathway of instruction to meet students' specific needs. For supplemental support, instruction can be delivered in a small-group setting. To provide intensive support, instruction can be individualized, adapted, and delivered in a group size that meets the needs of students.

Math Catalyst also provides activities aligned with each Concept that can be used flexibly to provide guided, independent, or collaborative practice. The Practice component of Math Catalyst includes Practice Pages aligned to each objective in Concept Mini Lessons. The Application component of Math Catalyst provides opportunities for students to apply their understanding of a Concept in a variety of ways. For kindergarten, the Practice and Application components are combined

into one component, Practice & Application.

Additionally, funding for this premium assessment package allows teachers in grades 1-5 to administer Eureka<sup>2</sup> Math Equip. Equip is a pre-module diagnostic that identifies students with unfinished learning for critical grade-level skills coming up in the next module. Equip provides supporting activities for teachers to use with students in order to build foundational knowledge when data shows students need that support. Supporting activities are short bursts of just-in-time instruction.

### 3. Proposed Action

Fund purchase of Eureka Math Squared Premium Assessment for 7 years to coincide with the Eureka<sup>2</sup> resource adoption. The per pupil cost for 7 years access to Math Catalyst and Equip with the premium assessment package comes out to \$6.62 per year. This per pupil cost is low compared to other targeted support programs. The total cost for 7 years of access is \$205,295.39, bringing the total cost of the Eureka<sup>2</sup> adoption to \$1.55 million. The professional learning plan as addressed in the [Elementary Math Adoption Needs Analysis](#) includes training for teachers on Math Catalyst in November 2026. GIPS does not plan on using Equip diagnostic until year 2 or 3 of the resource adoption, after initial implementation needs for Eureka<sup>2</sup> have been addressed.

### 4. Data/Research Assessed

Because of the pilot of Eureka<sup>2</sup> conducted at Lincoln and Newell elementaries in the 2025-2026 school year, we know the level of rigor students will be experiencing compared to what they experienced in Origo is substantially higher. During the school year, these schools actually saw the number of students *below the 20th percentile* in grades 3, 4, and 5 *increase* from fall to winter while using Eureka materials. We believe this is most likely due to the increase in rigor in the core materials. This data suggests we have a need for an intentional plan and resources to support our most striving students, particularly while we transition to the use of new core materials.

### 5. Stakeholder Group(s) Involved

Three stakeholder teams met from November 2024 to January 2025 to review current materials and their condition, per board policy 7320, and provide recommendations on whether a new elementary math resource was needed now or if a delay in a pilot may benefit staff and students more. The teacher stakeholder team consisted of 24 teachers from all elementary buildings and represented each grade level, EL, special education, and gifted and talented. The remaining two stakeholder teams consisted of all elementary academic support coaches and principals. Those stakeholder teams made the recommendation to pilot resources in 2025-2026 per the original timeline.

Once the initial feedback was gathered and a recommendation to pilot was made, a team was formed to select pilot materials. The pilot committee consists of one grade level teacher at each grade, two special education teachers, one gifted and talented specialist, one EL newcomer teacher, two academic support coaches, 4 elementary principals, and one L4L coordinator.

In January 2025, elementary principals recommended that pilots occur within entire buildings as opposed to sporadic PLCs across the district so more intentional support and collaboration could occur within pilot PLCs and classrooms. Elementary building principals gathered feedback from their staff members on whether the staff wanted and had the capacity to engage in the pilot process. Seven district elementaries indicated a desire to pilot a resource. From that seven, four buildings were selected with one Title and one non-Title building piloting each resource.

During the pilot process, feedback was gathered every 3 weeks through a Google Form from all teachers participating in the pilot at each building. Parents also had an opportunity to provide feedback and student perceptions were gathered about their mathematics experiences.

A selection team consisting of 26 teachers, coaches, specialists, and principals were formed and began meeting in November 2025 to analyze data and feedback from the pilot, observe pilot resources being used, and provide a recommendation to L4L curriculum coordinator Dr. Buhrman on which of the two pilot resources the district should adopt moving forward. This group met regularly between November and February, with all committee members observing multiple grade-level lessons in each of the resources in the months of January and early February, 2026.

Specifically in regards to Math Catalyst, additional input was provided by Cassie Blase, Special Education Supervisor, and Opal Bentley, MTSS Academic and Assessment Coordinator. Collectively we decided it was in the best interest of the district to prioritize coherence between Tier 1 and targeted Tier 2 supports over progress monitoring tools.

## 6. Summary

Coherence between core (Tier 1) instruction and learning outcomes and targeted supports (Tier 2) is essential in accelerating student achievement. Access to Math Catalyst with the Eureka Premium Assessment package will allow teachers to access intentional lessons to address unfinished learning for use in WIN time that connect back to learning outcomes, strategies, and models used in the core lesson. The per-pupil cost for 7 years is minimal compared to other intervention programs, and fills a need the district has with Spring Math licenses ending at the end of the 2025-2026 school year.

## 7. Fiscal Impact

Amount: \$205,395.39

Source: L4L Budget

Details: [Eureka2 Premium Assessment and Math Catalyst](#) - Licenses for 7 years  
\*Brings total cost of adoption project to approximately \$1.55 million

## 8. Person(s) Responsible for Implementation

Dr. Danielle Buhrman - L4L Curriculum Coordinator, L4L, Building principals and coaches

## 9. Implementation Plan

### ▲ Monitor/ Evaluate

Actions:

Timeline:

### ▲ Board Report/Follow-Up

Actions:

Timeline:  1 month  3 months  6 months  annually  N/A



# Kneale Administration Building

**Dan O. Petsch**  
Director of Buildings and Grounds

March 30<sup>th</sup>, 2026

RE: Proposals received for the Barr Middle School HVAC Upgrade

BUDGET:  
Depreciation

ESTIMATE:  
\$2,930,000

PROPOSALS RECEIVED:

Vendor	Base Bid Cost	Alternate #1 Cost	Alternate #2 Cost	Alternate #3 Cost	Alternate #4 Cost	Total Project Cost
Mid Plains Construction Co	\$3,340,000	\$298,000	\$211,600	\$196,487	\$126,484	\$4,172,571
Chief Industries Inc.	\$3,714,000	\$368,300	\$224,000	\$195,600	\$128,600	\$4,630,500

RECOMMENDATION:

It is recommended to approve the Base Bid cost as well as Alternates #1-4 received from Mid Plains Construction Co. at a total cost of \$4,172,571. This will be funded through the Depreciation fund.

Sincerely,

Dan O. Petsch  
Director of Buildings & Grounds

Project: GIPS Barr Middle School HVAC Upgrades  
 ETI Project No.: 2025-148  
 Bid Date: 3/30/2026  
 Bid Time: 2:00 p.m.

COMPANY	BID BOND Acknowledged Y/N	ADDENDUMS ACKNOWLEDGED			BASE BID	ALTERNATE #1 Area A HVAC Rooftop Units Replacment	ALTERNATE #2 Area C - All Work in Area C	ALTERNATE #3 Area D HVAC Add Gym Rooftop Unit	ALTERNATE #4 Area B LED Lighting Upgrade
		#1 Y/N	#2 Y/N	#3 Y/N					
MID PLAINS CONSTRUCTION CO.	Y	Y	Y	Y	\$3,340,000	\$298,000	\$211,600	\$196,487	\$126,484
JOB SITE SUPERINTENDENT	DAN ZILLER								
PROJECT MANAGER	JOHN GIESENHAGEN								
HVAC SUBCONTRACTOR	JERRY'S SHEETMETAL				FIELD CAPTAIN	TBD			
PLUMBING SUBCONTRACTOR	O'HARA PLUMBING				FIELD CAPTAIN	TBD			
ELECTRICAL SUBCONTRACTOR	MIDDLETON ELECTRIC				FIELD CAPTAIN	TBD			
CHIEF CONSTRUCTION COMPANY	Y	Y	Y	Y	\$3,714,000	\$368,300	\$224,000	\$195,600	\$128,600
JOB SITE SUPERINTENDENT	MARTIN EVANS								
PROJECT MANAGER	CHRIS WISSING								
HVAC SUBCONTRACTOR	JERRY'S SHEETMETAL				FIELD CAPTAIN	TBD			
PLUMBING SUBCONTRACTOR	O'HARA PLUMBING				FIELD CAPTAIN	TBD			
ELECTRICAL SUBCONTRACTOR	MIDDLETON ELECTRIC				FIELD CAPTAIN	TBD			
JOB SITE SUPERINTENDENT									
PROJECT MANAGER									
HVAC SUBCONTRACTOR					FIELD CAPTAIN				
PLUMBING SUBCONTRACTOR					FIELD CAPTAIN				
ELECTRICAL SUBCONTRACTOR					FIELD CAPTAIN				
JOB SITE SUPERINTENDENT									
PROJECT MANAGER									
HVAC SUBCONTRACTOR					FIELD CAPTAIN				
PLUMBING SUBCONTRACTOR					FIELD CAPTAIN				
ELECTRICAL SUBCONTRACTOR					FIELD CAPTAIN				

SECTION 00 30 00 - PROPOSAL FORM

A Proposal of: Mid Plains Construction Co  
CONTRACTOR'S NAME  
Grand Island, Nebraska  
CITY, STATE

TO: HALL COUNTY SCHOOL DISTRICT 2  
GRAND ISLAND PUBLIC SCHOOLS  
GRAND ISLAND, NEBRASKA

**ANYTHING HEREIN TO THE CONTRARY NOTWITHSTANDING, THE BOARD IS NOT BOUND TO ACCEPT THE LOW PROPOSAL; THE BOARD RESERVES THE RIGHT TO REJECT ANY AND ALL PROPOSALS, AND THE BOARD RESERVES THE ABSOLUTE RIGHT TO SELECT THE FIRM OR TEAM WHICH IS, IN THE BOARD'S SOLE DISCRETION, BEST SUITED TO PROVIDING THE REQUESTED SERVICES ON A COMPETENT, TIMELY BASIS, REGARDLESS OF PRICE.**

I have received Bidding Documents dated 3-6-2026 on the above named project. I have also received Addenda No.'s 1 through 3 and have included their provisions in my proposal.

I have examined the Bidding Documents, and submit the following proposal:

**LUMP SUM BASE BID:**

Three Million Three Hundred Forty Thousand and no/100-----  
----- DOLLARS (\$ 3,340,000.00 )

**ALTERNATES:**

- Alternate No. 1: Area A HVAC Roof Top Units Replacement      ADD \$ 298,000
- Alternate No. 2: Area C – All Work in Area C                      ADD \$ 211,600
- Alternate No. 3: Area D HVAC Add Gym Rooftop Unit              ADD \$ 196,487
- Alternate No. 4: Area B LED Lighting Upgrade                      ADD \$ 126,484

LIST THE JOB SITE SUPERINTENDENT: Dan Ziller

LIST THE PROJECT MANAGER: John Giesenhagen

**LIST THE FOLLOWING SUBCONTRACTORS:**

HVAC                                      Jerry's Sheetmetal

Field Captain: \_\_\_\_\_

**PLUMBING** O'Hara Plumbing

Field Captain: \_\_\_\_\_

**ELECTRICAL** Middleton Electric

Field Captain: \_\_\_\_\_

In submitting this proposal, I agree -

1. To hold my proposal open for (30) days after receipt of proposals.
2. To enter into and execute an "Owner-Contractor Agreement", based upon this proposal, if this proposal is accepted by the Owner.
3. To perform all work required by the Contract Documents.
4. To substantially complete all work by August 2027.

In submitting this proposal, it is understood that the right to reject any and all proposals has been reserved by the Owner.

Dated this 30th day of March, 2026.

Please indicate:  Individual  Partnership  Corporation

Signature *Russ Glesenhagen*

Printed Name Russ Glesenhagen

Title President

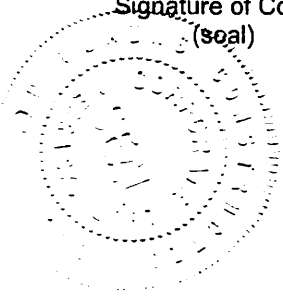
Firm Name, if any Mid Plains Construction Co

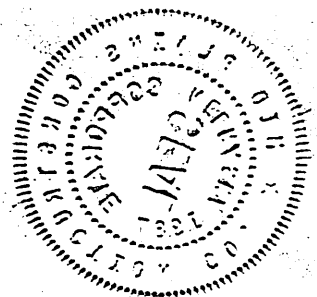
Address for Communications 1319 W North Front St, Grand Island, NE 68801

Phone Number 308-382-2760

Attest

*Sheree R Glesenhagen*  
Signature of Corporate Secretary  
(seal)





# Grand Island Public Schools

## Executive Summary

### 2026 GIPS RFP Copy/Print/Scan and Software

#### Overview

Description	Objectives
<b>2026 GIPS RFP</b>	<ul style="list-style-type: none"> <li>Conduct a district-wide RFP to establish new contracts for the copier and printer fleet and the district print shop, consisting of 120 devices across the district sites.</li> </ul>

#### Team

A team consisting of Cory Gearhart, Chief Information Officer; Virgil Harden, Chief Financial Officer; James Quach, IT Network Engineer; Elizabeth Cole, Print Shop Supervisor; Heather Castaneda, Print Shop Operator; Kari Price, Print Shop Billing; and Cathryn Love, Curriculum and Professional Development was formed to evaluate the current requirements, develop a sourcing strategy, and to evaluate vendor responses.

Optimizon assisted the district with the creation and distribution of the RFP to interested vendors.

#### Vendors

The RFP was advertised per District and State requirements. RFP invitation packets and access to the Optimizon online bidding tool were emailed to the following vendors, and responses were as noted.

Vendor	2026 GIPS RFP	Vendor	2026 GIPS RFP
All Copy Products	complete	Loffler Companies Inc.	non-responsive
Bishop Business Equipment Company	non-responsive	Print Image Solutions Data Source Media	non-responsive
Capital Business Systems, Inc.	complete	Visual Edge IT	non-responsive
Eakes Office Solutions	complete	Xerox Business Solutions	non-responsive

#### RFP Process

Analysis was conducted based on each vendor's response to the terms and conditions, pricing for a period of (5) years, and equipment configurations.

The scoring criteria were shared with the vendors, and the proposals were scored as follows:

Each question in the RFP was assigned a rank according to importance, and each category was assigned an overall percentage of importance. Grand Island Public Schools and Optimizon carefully analyzed each proposal and assigned a score to each vendor's response in each area.

After the initial scoring, the top-ranked vendor, Eakes Office Solutions, was invited to participate in a virtual interview. The interview was completed on March 24, 2026, and the evaluation team was satisfied with the responses and information provided. The evaluation team was particularly pleased with the level of support Eakes Office Solutions can provide related to the PaperCut software tools currently in use by GIPS.

The final total weighted scores and rankings for the RFP are as follows.

2026 GIPS RFP Copy/Print/Scan and Software	Total Score	Rank
<b>Eakes Office Solutions (Sharp/Ricoh)</b>	<b>647</b>	<b>1</b>
All Copy Products (Konica Minolta)	624	2
Capital Business Systems (Ricoh)	601	3
Capital Business Systems (Xerox)	577	4
<b>Total Possible</b>	<b>686</b>	

### RFP Result and Award Recommendation

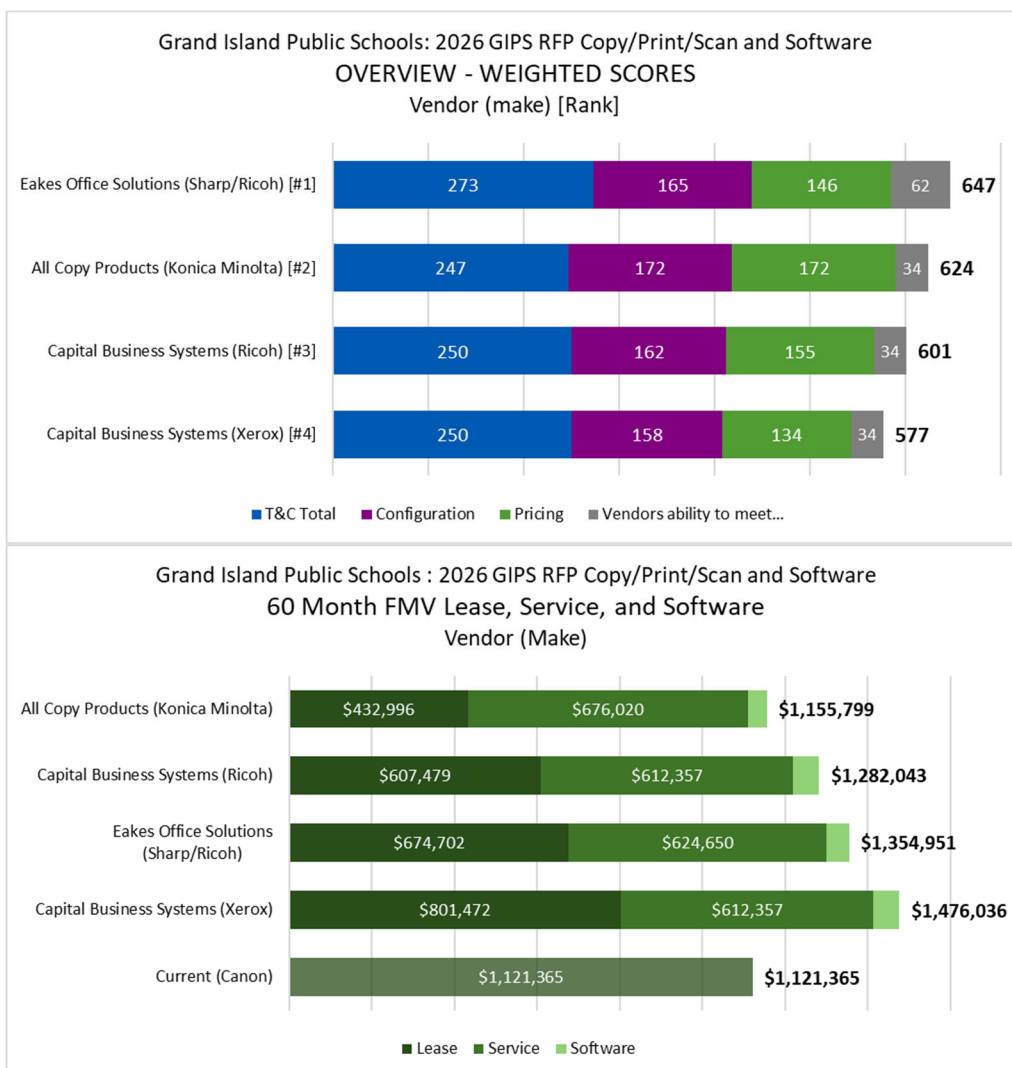
The highest-scoring vendor for the 2026 GIPS RFP Copy/Print/Scan and Software is Eakes Office Solutions, with Sharp equipment proposed for the fleet and Ricoh equipment proposed for the print shop.

Eakes Office Solutions offered strong terms and conditions, competitive pricing, and a financing option that would allow GIPS to acquire the equipment through a 60-month, \$1 buyout lease. This structure allows for potential extended useful life and future cost savings.

Based on the RFP evaluation process and results, the recommendation is to award the 2026 GIPS RFP Copy/Print/Scan and Software to Eakes Office Solutions. The award is contingent upon successful onsite testing of equipment and software prior to full deployment.

### Financial Summary

Component	Current Annual Cost	New Annual Cost
2026 GIPS RFP Copy/Print/Scan and Software: Includes copier/production hardware, service, supplies; PaperCut MF licenses/card readers/support for 72 devices; Job Ticketing support; and desktop printer service and supplies. The cost is for the 60-month \$1 buyout lease option.	\$224,273	\$270,990





Renewal Contract Summary for Ombudsman Grand Island

Three-Year Renewal FY27-FY29

We appreciate our ongoing partnership with Grand Island Public Schools. Enclosed are the proposed staffing, slot configuration, and pricing details for FY27-29. Thank you again for allowing us to serve the students and families of Grand Island—we are grateful for this opportunity and eager to support student success.

Staffing:

- 1 - Principal / Director
- 1 - Youth Worker / Social Worker
- 2 - Teachers (Combination of Certified and Non-Certified (Degreed)Teachers)
- 2 – Instructional Aides / Teachers (Part Time Flex Shifts)
- 1 – Assigned Regional Vice President/Trainer for Support Services

A total of 7 Ombudsman Staff

- The proposal assumes the district will provide one special education teacher.

Slot Structure and Pricing:

The proposed slot structure and pricing are as follows:

- 70 Slots total
  - 65 slots paid by the district
  - 5 slots provided free of charge (in lieu of OES providing Special Education Teacher)
- Grades 6-12
- % of Special Education Students, not to exceed 30% of total slots
- Slot Price Frozen using FY26 Slot Pricing

FY27	FY28	FY29
<b>70 Slots</b>	<b>70 Slots</b>	<b>70 Slots</b>
65 Paid Slots	65 Paid Slots	65 Paid Slots
\$10,146.00	\$10,146.00	\$10,146.00
5 Slots at No Charge	5 Slots at No Charge	5 Slots at No Charge
\$0.00	\$0.00	\$0.00
\$659,490	\$659,490	\$659,490

Thank you again for this opportunity. Please let me know if you need additional information.

Binky Michele Jones I Senior Vice President, Operations

## **Ombudsman Program Alternative Education Services Agreement**

This Agreement is made and entered into this \_\_\_\_\_ day of \_\_\_\_\_, 2026, by and between Ombudsman Educational Services, Ltd., an Illinois corporation whose address is 28100 Ashley Circle, Suite 102 Libertyville, Illinois 60048-1359 (“Ombudsman”), and the Hall County School District 2, dba Grand Island Public Schools, 123 South Webb Road, Grand Island, NE 68802-4904 (the "District").

### **Section 1. Scope of Service Provided.**

Ombudsman provides the District an off-campus program intended to reduce drop-out rates, increase graduation rates, increase attendance levels, and improve academic performance for the District’s non-traditional learners. The Ombudsman Program helps students progress through academic content courses and pro social skills by offering differentiated instruction of standards-based curriculum in a technology rich environment to improve success toward course completion, test performance and persistence to graduation.

Ombudsman provides an opportunity for all students, regardless of referral reason. Ombudsman accepts all students, including students with disabilities, English language learners, and students that may have had significant academic, attendance or behavioral issues in the past.

- 1.1 Student Identification and Referral.** Working with Ombudsman, the District identifies students who may benefit from the program. An initial program orientation is conducted with the student, parent, Ombudsman center director and a District representative, if and when necessary.
- 1.2 Student Populations.** Students referred to Ombudsman are typically over-age, under credit and/or academically behind due to skill deficiencies, attendance/truancy issues, disruptive behaviors, suspension, expulsion, and/or other factors. Students referred to the Program are expected to be general education students or may have an Individualized Educational Program (“IEP”). Students are able to work on academic coursework with integrated interventions and support in the classroom to address disruptive behaviors. Of the student population described herein, the percentage of concurrently enrolled students with an IEP or 504 plan shall not exceed 15% of total slots purchased but may increase to 30% of total slots purchased if the District provides an assigned full time special education teacher. No changes requiring additional costs shall be made unless pre-approved by the District. Of the student population described herein, the percentage of concurrently enrolled students with an IEP or 504 shall not exceed 30% of total slots purchased.
- 1.3 Change in Student Population.** During the term of this agreement, should the needs of referred students exceed the scope of services described herein, the District agrees to collaborate with Ombudsman to discuss the impact on staffing and additional costs to be paid by the District as a result of the change in Student Population.
- 1.4 Special Population Students.** Student subgroups, such as those classified as English Language Learners and Students with Disabilities (Section 504 or Special Education) who have been previously identified by the District will be so designated on the Student Profile. The District will indicate the student’s subgroup as part of the Ombudsman intake process.

**1.5 Course, Credit and Graduation Requirements.** The District completes the Student Profile upon each student referral, which identifies courses and projects graduation for a student. The District should also include the student's current course schedule and transcript prior to enrollment in the Ombudsman program.

**1.6 Assessments.** Upon enrollment Ombudsman assesses all students in reading, writing and mathematics. Students enrolled in the Ombudsman program will take all required high stakes and end of course assessments.

Any necessary placement identification or eligibility assessments for special programs will be provided solely by the District, such as English Language Proficiency scores and language proficiency levels, and evaluations determining or relating to a student's disability. Timely receipt of evaluations and special program eligibility and information is used by Ombudsman to ensure students receive appropriate services and instructional modifications immediately upon enrollment. The District retains responsibilities for all evaluations, reevaluations and independent evaluations under the Individuals with Disabilities in Education Act ("IDEA") and Section 504 of the Rehabilitation Act ("Section 504").

**1.7 Instruction.** Each student receives instruction in the courses identified on the Course Schedule utilizing online instructional components, print-based and multimedia resources driven by a standards-based curriculum, teacher-led instruction and, when appropriate, work study, community service and volunteer opportunities. Ombudsman requires all students, regardless of academic level or ability, or language proficiency level to master grade-level coursework; unless otherwise indicated on an Individualized Educational Plan for Students with Disabilities.

**1.8 Evaluation.** Each student's progress is evaluated daily, weekly, monthly and quarterly by the teaching staff. Students must demonstrate proficiency in coursework and meet minimum attendance or seat time requirements to earn credit or to be recommended for promotion to the next grade level. Promotion recommendations, coursework completion and credits earned are documented and provided to the District.

**1.9 Staff.** Ombudsman will provide sufficient staff for the Program to maintain a safe and appropriate learning environment and to adhere to all applicable guidelines. All Ombudsman staff will be trained in Non-Crisis Intervention and Prevention from the Crisis Prevention Institute or an equally suitable crisis intervention program to aid in de-escalation strategies and support students who exhibit behaviors that are a danger to themselves or others.

The District will assign a Certified Special Education teacher to the Program.

All personnel hired or assigned by Ombudsman shall be Ombudsman employees for all purposes and not District employees. Ombudsman shall be solely responsible for (i) selecting and hiring its employees; (ii) paying all wages, health and retirement benefits, insurance, and all applicable employee and employer taxes; (iii) supervising, evaluating, promoting and disciplining its employees; and (iv) managing the employees' conduct, including the method by which its employees carry out their work.

Ombudsman agrees that when selecting and hiring its employees, that any individual who will be working with students in furtherance of the services to be provided herein shall complete background check(s) in conformity with District's policies on background checks

so long as such policies are provided to Ombudsman with sufficient time to allow Ombudsman to comply therewith, including but not limited to a Fair Credit and Reporting Act national background check and the Nebraska Child and Adult Abuse and Neglect central registry. In no event shall any individuals hired or assigned by Ombudsman to staff the Program be considered District employees, and Ombudsman shall indemnify and hold harmless the District from any claims by such individuals that they should be considered District employees and/or are entitled to compensation and/or benefits as District employees.

The District acknowledges that the Ombudsman staff employed or assigned at the learning center are an integral part of Ombudsman's operation and resources developed by Ombudsman over a number of years. Therefore, during the Term, the District agrees that it will not solicit for employment the staff of Ombudsman. However, nothing in this clause will prevent Ombudsman staff from responding to public advertisements for positions available during or after the Term. If any Ombudsman staff becomes employed by the District as a result of responding to a public advertisement, the District will encourage such applicant to provide adequate notice to Ombudsman so that a replacement may be found.

If the District believes that the performance or conduct of any person employed or retained by Ombudsman to perform any services hereunder is unsatisfactory or is not in compliance with the provisions of this Agreement, the District will notify Ombudsman, identifying the problematic conduct or performance in writing and providing all information and support necessary to substantiate and sustain any personnel action requested by the District, if any. Ombudsman will promptly address the performance or conduct of the reported person in accordance with Ombudsman's disciplinary policies.

- 1.10 Transportation and Additional Services.** The District will be responsible for any student transportation, food services if needed, coordinating any student placement for the work study/community service and/or vocational classes and any social services/counseling required for students whom the District feels would benefit from enrollment at Ombudsman for academic services. Ombudsman will assist the District's implementation of these matters within reasonable parameters.

## **Section 2. Implementation for the District.**

- 2.1 Learning Center.** Through consultation with District personnel, Ombudsman will provide one Ombudsman learning center(s) located in the District that creates a positive, professional learning atmosphere. Ombudsman will consult with District personnel and ensure that the learning center meets local zoning requirements and applicable codes for operation. Ombudsman will provide the resources and materials reasonably needed to support the site. The learning centers will meet the necessary requirements to serve 70 students from grades six (6) through twelve (12) in two sessions.
- 2.2 Staffing.** Ombudsman will provide staff, based upon average daily attendance, to operate the learning center between the hours of 7:30 AM and 4:00 PM, maintaining a student/staff ratio of approximately 12:1 during the majority of the school day.
- 2.3 Educational Settings.**
- 2.3.1** Ombudsman will schedule two learning sessions per day as enrollment dictates with 15-30 minutes between sessions. To the extent that it is reasonably possible,

Ombudsman will balance the learning sessions to maintain approximately 35 students in each session.

- 2.3.2 If Ombudsman and the District mutually agree, the District may refer additional students beyond the District's initial purchased slots. Billing for these additional slots would be based upon the cost outlined below in Section -3- of this Agreement.
- 2.3.3 The learning center will operate based on the District's calendar for all school years during the term of this Agreement.
- 2.3.4 Ombudsman will provide its standards-based curriculum correlated to the Nebraska State Content Standards, as the foundation of its academic program. The foundation will be supplemented with other materials to help students work towards meeting District, national and state requirements for graduation and/or promotion. Ombudsman will implement a Social Emotional Learning curriculum.
- 2.3.5 If a student demonstrates, through actions or behavior while in the learning center, that he/she is no longer committed to the program's expectations despite Ombudsman's staff's reasonable efforts to help the student regain commitment, then Ombudsman reserves the right to terminate the student's enrollment. In addition, if a student poses a danger to themselves, other students, or staff members, then Ombudsman may terminate the student's enrollment. Documentation of any incidents under this paragraph and efforts employed to help the student regain commitment will be provided to the District upon request.

**2.4 Services for Students with Disabilities.** Ombudsman can serve as the academic component of an Individual Education Plan (IEP) or 504 plan for certain students identified by the District as needing special education services or accommodations for disabilities only on the following terms:

- (i) The District must have determined and documented that Ombudsman is to serve as the academic component for referred students.
- (ii) The District, parent and student must acknowledge that the student will be held to the same expectations of the Ombudsman Program related to academic engagement, attendance, consideration for others and learning center general rules, as students enrolled in the Ombudsman Program.
- (iii) The District will provide Ombudsman with a copy of the student's current IEP or 504 plan which will be maintained as set forth in section 2.8.
- (iv) The District may assign a certified special education instructor employed by the District to periodically visit students who have an IEP and are placed in the Ombudsman Program for academic services. The District's certified special education instructor may also work with Ombudsman's instructional staff regarding certain adjustments related to curriculum and instruction, academic services, and behavioral supports that are within Ombudsman's capabilities and general academic strategies.

- (v) Unless otherwise specified within this agreement, the District will be required to provide any consult and/or direct service minutes to students that must be completed by a certified special education teacher as set forth by a student's IEP and/or as required by state and federal mandates to fulfill appropriate special education services, case load requirements and student-special education teacher ratios. Should the District require these services be provided by Ombudsman, the District hereby agrees to discuss the impact these additional services may have on scope of program and pricing. Additional IEP or 504 plan services, including but not limited to all related services, supports, accommodations, or modifications required by a student's IEP or 504 plan must be administered by the District unless specifically agreed otherwise.
- (vi) The District will maintain all obligations with respect to procedural and substantive compliance with state and federal special education and student disabilities laws and with the obligation to provide the student with a Free and Appropriate Public Education.
- (vii) If a dispute arises between the District and a parent of a child, who qualifies as disabled under the IDEA or Section 504 of the Rehabilitation Act, and who is enrolled in the Ombudsman program, then the District will be fully responsible for providing the parent with due process and defending any action.

**2.5 Data Entry and Reports.** Ombudsman will be provided with a login and access to the Districts Student Information System (SIS) to enter information directly into the District's SIS. The data to be entered by a representative from Ombudsman into the SIS is delineated below:

- 2.5.1** Student Attendance – Data entry into district SIS
- 2.5.2** Student Grades – Courses for Transcripts required entry into district SIS
- 2.5.3** Student Course Rostering – Courses for Transcripts required entry into district SIS
- 2.5.4** Student Discipline Records – Ombudsman will enter discipline and log records into Ombudsman CIS systems and provide necessary reports/data to district as needed.
- 2.5.5** Student Enrollment – Ombudsman will enter enrollment information into the Ombudsman CIS systems and provide necessary reports/data to district as needed.
- 2.5.6** Other Data as Mutually agreed upon by District and Ombudsman.
- 2.5.7** The district is responsible for state reporting of student information to the Nebraska Department of Education.

**2.6 Administrative Support Services**

- 2.6.1** The local Ombudsman learning center(s) will be supported by Ombudsman regional and divisional personnel including operations, curriculum and instruction, facilities, technology, student services, human resources, integrity assurance, data integrity, financial services and district and public relations teams.
- 2.6.2** The Ombudsman learning center director and other members of the Ombudsman administrative team, as needed, will regularly meet/conference with the District's designated administrative team to review the satisfaction of students, parents and District staff with the program.

- 2.6.3** The District will provide a technology cart of 30 laptops and chargers to the Ombudsman learning center. The primary function of these devices is for students to complete any required district and state testing. Ombudsman may use these devices for students off campus, however when needed for testing and annual inventory it will be the responsibility of Ombudsman staff to work with students to return devices for their intended purpose. Ombudsman staff is responsible for inventory of the devices and accessories and may be invoiced by an amount agreed upon by both parties for the replacement or repair of any District-issued technology which is damaged or lost.
- 2.7 Program evaluation.** The program’s effectiveness is to be evaluated based upon criteria determined jointly by Ombudsman and the District. To facilitate evaluation, the District agrees to provide data to Ombudsman in a timely manner regarding demographic information, prior academic achievement, transcripts, state achievement test scores and graduation data for students enrolled at an Ombudsman site as well as any data for students that return to the District to measure success after enrollment in the program. Ombudsman will provide a process for collecting such data. Ombudsman will secure the signed authorization of a student’s parent or legal guardian (or the student if over 18 years of age) authorizing the District to give a student’s education records to Ombudsman. Once compiled, Ombudsman will report the results to the District at an agreed upon timeline. Ombudsman agrees that it will comply with all privacy provisions of state and federal law concerning student records.
- 2.8 Data and Records.** Ombudsman staff have a legitimate educational interest in the students enrolled in their program. Therefore, the District may disclose necessary educational records of students enrolled in Ombudsman without requiring parental consent. Ombudsman agrees to maintain student records and data in compliance with all applicable laws and regulations, including all applicable state and federal privacy laws, such as the Family Educational Rights and Privacy Act (“FERPA”).
- 2.9 Insurance.** Ombudsman shall obtain and maintain during the life of this Agreement (and shall provide certificates or endorsements to District as proof of coverage) at its own expense and from an admitted insurer authorized to operate in Nebraska, the following insurance coverage: (i) Workers’ Compensation coverage at the applicable statutory limits and Employer’s Liability coverage in an amount of not less than \$1,000,000 per accident; and, (ii) General Liability Insurance as shall protect Ombudsman, its officials, officers, directors, employees, contractors, volunteers and agents from claims which may arise from services performed under this Agreement, whether the services are performed by Ombudsman, by the District, its officials, officers, directors, employees, contractors or agents or by anyone directly or indirectly employed by any of them, with coverage that shall not be less than \$1,000,000.

### **Section 3. Contract Terms**

- 3.1 Contract Period.** The initial term of this Agreement shall be for the 2026-2027 school year. Unless the District notifies Ombudsman of non-renewal prior to March 30, 2027, this Agreement shall automatically renew for the 2027-2028 school year, and if this Agreement has so renewed, unless the District notifies Ombudsman of non-renewal prior to March 30, 2028, this Agreement shall automatically renew for the 2028-2029 school year.

### 3.2 Costs.

**3.2.1 Billing Based on Slots Purchased.** The District hereby agrees to purchase 70 slots herein defined as the maximum number of concurrently enrolled students in the program on any day of the term of this Agreement. The District shall pay for 65 slots and Ombudsman will provide 5 free slots to the District for a total of 70 slots. More than one student may fill a slot during the course of the school year. Slots are the District's commitment to the program and therefore the District should keep the slots filled at all times as billing will be based upon the number of slots purchased in this Agreement.

**3.2.2 2026-2027:** The District's cost for 65 slots will be \$659,490 or a per slot cost of \$10,146. The District will also receive 5 slots at no charge.

**3.2.3 2027-2028:** : The District's cost for 65 slots will be \$659,490 or a per slot cost of \$10,146. The District will also receive 5 slots at no charge.

**3.2.4 2028-2029:** The District's cost for 65 slots will be \$659,490 or a per slot cost of \$10,146. The District will also receive 5 slots at no charge.

**3.3 Additional Students.** If additional students are referred pursuant to the Program, which shall be done only upon mutual agreement of the Parties, the additional cost will be in accordance with the schedule below. Fees for additional students will be invoiced by Ombudsman on a monthly basis and payment will be due upon receipt of the invoice.

**2025-2026:** \$1,300 per student per month or \$90 per day for partial months of entry/exit, whichever is less.

**3.4 Payment Schedule.** The District will be invoiced in four equal amounts in August, October, January and March. If this Agreement remains in effect for subsequent school years, the District will be invoiced for the annual payment in four equal amounts in August, October, January and March. Payment is due within thirty days from the date of the invoice. Payment to Ombudsman shall be made via Automated Clearing House (ACH).

**3.5 Slot Usage and Attendance.** The District will be provided with data on slot usage and attendance on a weekly and monthly basis to support the District in keeping the slots filled at all times. The District can fill a slot(s) whenever an opening(s) occurs during the academic year.

### Section 4. Dispute Resolution

**4.1 Good Faith Conference.** The Parties agree that, in the event of a dispute, each Party will meet in person with the other Party in a good faith effort to resolve the dispute prior to mediation or arbitration. The good faith conference will be held in the city of the District and will involve individuals with authority to consider and agree on proposals to resolve the dispute, even if ultimate approval may be needed by the District's school board or other governing entity. The Parties' goal is to avoid the additional conflict resolutions methods detailed below by meeting in person in advance and attempting to resolve any issues between the Parties themselves.

**4.2 Mediation.** If a dispute is not resolved by a good faith conference, before any arbitration (see below) may be filed by either Party, one Party may request the other Party to participate in mediation of the dispute through a mutually agreed upon mediator. Participating in mediation is a mandatory event (condition precedent) before an arbitration may be brought.

**4.3 Binding Arbitration.**

**4.3.1** In the event of a dispute between the Parties continuing after mediation, they agree that all disputes will be resolved through arbitration and not in court. If any Party is forced to bring a motion to compel arbitration in court and that motion is granted, then the moving Party is entitled to recover all attorneys' fees and costs related to the court action, and the Parties agree that either the court or arbitrator is authorized to grant those fees as part of a sanction or award against the non-moving Party.

**4.3.2** All controversies, claims, demands or disputes arising out of or relating to this Agreement will be resolved by arbitration by a neutral arbitrator. To initiate this process, the Party requesting arbitration must send the other Party written notice demanding arbitration (the "Demand").

**4.3.3** The arbitration will be governed by the rules of the American Arbitration Association ("AAA") and will be before a single arbitrator. The selected arbitrator must be an attorney with a background in education services.

**4.3.4** In any arbitration proceeding, each Party must submit or file any claim that would constitute a compulsory counterclaim (as defined by the then current rule 13 of the Federal Rules of Civil Procedure) within the same proceeding as the demand to which it relates. Any claim not submitted or filed as required is forever barred. The arbitrator may not consider any settlement discussions or offers that might have been made by either Party subject to the arbitration. The Parties agree that in the arbitration proceeding there will be a limit of a single deposition on each side and no exchange of information by way of interrogatory.

**4.3.5** The arbitration hearing will be held in the State whose law governs this Agreement, at a mutually agreeable location. A hearing must be scheduled within sixty (60) days of the date of Demand. The arbitrator must render his or her decision within thirty (30) days of the close of the arbitration hearing record. The hearing record must close within ninety (90) days of the presentation of the Demand. Any arbitrator selected by the AAA to decide the dispute must agree to this time-line prior to accepting the selection.

**4.3.6** The Parties further agree that the award may be appealed pursuant to the AAA's Optional Appellate Arbitration Rules ("Appellate Rules"); that the award rendered by the arbitrator must, at a minimum, be a reasoned award; and that the award will not be considered final until after the time for filing the notice of appeal pursuant to the Appellate Rules has expired. Appeals must be filed within thirty (30) days of receipt of the award, as defined by Rule A-3 of the Appellate Rules, by filing a Notice of Appeal with the AAA. Following the appeal process, the decision rendered by the appeal tribunal may be entered in any court having jurisdiction thereof. If either party takes an appeal, then the award will be final only in accordance with the AAA rules.

#### 4.4 Continued Performance.

**4.4.1 General.** Each Party agrees that it will, unless otherwise directed by the other Party, continue performing its obligations under this Agreement while any dispute is being resolved; provided, that this provision will not operate or be construed as extending the term of this Agreement or prohibiting or delaying a Party's exercise of any right it may have to terminate this Agreement as expressly provided herein.

**4.4.2 Non-Interruption of Service.** The Parties acknowledge and agree that any interruption to the services provided under this Agreement will cause irreparable harm and would adversely impact the ability of the Parties to carry out the mission of this Agreement, in which case an adequate remedy at Law would not be available. Ombudsman expressly acknowledges and agrees that, pending resolution of any dispute, it will not deny, withdraw, or restrict services under this Agreement, and the District expressly acknowledges and agrees that, pending resolution of any dispute, the District will not withhold payment due under this Agreement.

#### Section 5. Miscellaneous

**5.1 Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of Nebraska, and time shall be considered of the essence for this Agreement.

**5.2 Non-Discrimination.** Ombudsman agrees to comply with the District's non-discrimination policies and with all applicable federal and state laws prohibiting discrimination in educational programs.

**5.3 Mandatory Reporting.** Ombudsman agrees to comply with all state and federal laws governing the mandatory reporting of child abuse.

**5.4 Entire Agreement.** This Agreement constitutes the entire understanding between Ombudsman and the District, and supersedes all other agreements, whether written or oral, with respect to the subject matter hereof.

**5.5 Separate Execution.** This Agreement may be executed in separate counterparts (including by means of computer or telephonic facsimile), each of which is deemed to be an original and all of which taken together constitute one and the same agreement.

**5.6 Inurement of Benefits/No Third-Party Beneficiaries.** All covenants and agreements contained in this Agreement by or on behalf of any of the parties hereto shall bind and inure to the benefit of the respective successors and permitted assigns of the parties hereto whether so expressed or not. This Agreement does not create, invest, or provide, and is not intended to create, invest or provide, any rights or remedies to any non-parties to this Agreement.

**5.7 Amendment.** The provisions of this Agreement may be amended or waived only with the prior written consent of the District and Ombudsman.

**5.8 Start of Services.** Ombudsman will begin providing services under this Agreement in the learning center facility on the first day of school per the District's calendar.

## **5.9 Confidentiality.**

- 5.9.1** This Agreement applies to all Confidential Information disclosed from one Party (the "Disclosing Party") to the other (the "Recipient"), as of the Effective Date of this Agreement and does not affect or supersede or novate any prior Agreement, which applies only to information up until the Effective Date of this Agreement.
- 5.9.2** For the purposes of this Agreement, the term "Confidential Information" shall mean without limitation, ideas, concepts, plans, designs, marketing techniques, sales techniques, forecasts, products, technology, methods, procedures, pricing, costs, cost reports, customer prospects, designs, computer systems, passwords, computer software, procedures, methods, formulae, financial statements, assets, liabilities, revenues, business methods, marketing information, marketing methods, acquisition plans, contract terms, contract negotiations, compensation information, structures and plans, employee responsibilities and duties, copyright, trademark and patent applications, all business and technical information, data, know-how, costs, projections, samples, revenue projections, business plans, clinical protocols, formulae or other information which are owned or are in the possession of one or more of the Parties to this Agreement, disclosed by one or more of the Parties to the other, directly or indirectly, in writing or orally. Confidential Information does not include information that:(a) is or subsequently becomes part of the public domain through no fault of the Recipient (defined below); (b) is received from a Third Party under no obligation of confidentiality to the Disclosing Party and who has a lawful right to disclose the information; (c) was known by the Recipient prior to the time of first disclosure by the Disclosing Party, as demonstrated by written documentation; or (d) is independently developed by the Recipient without the aid, application or use of the Confidential Information, as demonstrated by written documentation.
- 5.9.3** Each Party agrees not to use the Confidential Information received for any purpose other than in connection with the services provided herein. The Recipient agrees to limit disclosure of the Confidential Information to its employees, officers, directors, Affiliates and consultants with a bona fide need to know, but only to the extent necessary in connection with the services. All individuals receiving access to the Confidential Information must previously have entered into a confidentiality agreement with the Recipient or otherwise be bound under terms at least as restrictive as those contained herein.
- 5.9.4** Recipient shall hold Confidential Information in strict confidence and agrees to take all reasonable efforts to prevent disclosure of any Confidential Information to persons outside of its own organization and unauthorized use for a period of five (5) years or in the event that the Confidential Information also constitutes a trade secret, then as long as it remains a trade secret under applicable law.
- 5.9.5** Any materials or documents of one Party that are furnished to the other Party will be promptly returned to the Disclosing Party, accompanied by all copies of the documentation made by the Recipient, at the Disclosing Party's request, except that one copy of any written information may be retained by the Receiving Party in legal archives.

- 5.9.6** This Agreement is binding upon and for the benefit of the Parties, and the right to the Confidential Information granted to the Recipient may not be assigned. This Agreement shall not be construed to grant any license or other rights except as specified herein. Each Disclosing Party warrants that it believes that (a) it is the owner or licensee of its Confidential Information or otherwise has the right to disclose the Confidential Information in its possession and (b) it has the right to enter into the Agreement without any breach of its obligations to others. Each Disclosing Party makes no other warranty relating to the Confidential Information and the use to be made thereof by the Recipient and disclaims all implied warranties.
- 5.9.7** The Parties agree that the disclosure of Confidential Information by recipient without the Disclosing Party's written permission may cause the Disclosing Party irreparable harm and that any breach of this Agreement may entitle a Party to injunctive relief, in addition to any other legal remedies available to it, in any court of competent jurisdiction prior to arbitration being filed.
- 5.9.8** In the event that any Confidential Information is requested from a Recipient by legal process, such as a subpoena or a request for production, is required to be disclosed by law, or pursuant to the direction of a court or government agency (“Request”), the Recipient must provide the Disclosing Party with prior written notice of the Request within two (2) business days and shall not disclose the Confidential Information absent consent of the Disclosing Party. The Recipient and the Disclosing Party agree to take all reasonable efforts, collectively and independently, to limit disclosure of the Confidential information in accordance with the law. If the District receives a request under the Freedom of Information Act or related State Public Records law, the District will, prior to responding, notify Ombudsman and allow it the opportunity to redact the confidential and proprietary information from the response.
- 5.10 Termination as a Remedy.** If either party is in breach of its obligations under this Agreement, including non-payment, the non-breaching party may terminate this Agreement if the alleged breach is not cured within 60 days after the non-breaching party provides written notice to the breaching party.
- 5.11 Severability.** In case any provision of the Agreement is adjudged invalid, illegal or unenforceable, it shall, to the extent possible, be modified in such a manner as to be valid, legal and enforceable but so as to most nearly retain the intent of the parties, and if modification is not possible, the provision shall be severed from this Agreement, and in either case, the validity, legality and enforceability of the remaining provisions of this Agreement shall not be affected or impaired thereby.
- 5.12 Notices.** All notices, consents and other communications under this Agreement shall be given in writing and will be deemed to have been sufficiently given or served for all purposes as of the date it is delivered by hand, received by overnight courier, or within three (3) business days of being sent by registered or certified mail, postage prepaid to the Parties at the following addresses (or to another address as hereafter may be designated in writing by one Party to the other Party):

If to District:                      Dr. Summer E. Stephens  
Hall County District 2

Grand Island Public Schools  
123 S. Webb Rd., P.O. Box 4904  
Grand Island, NE 68802-4904  
(308) 385-5900 x 144

If to Ombudsman: Binky Michele Jones  
Senior Vice-President-Operations  
28100 Ashley Circle, Suite 102  
Libertyville, IL 60048-1359  
bjones@chancelight.com

This Agreement sets forth the business relationship between Ombudsman and the District and is properly executed where indicated below.

District Authorization: \_\_\_\_\_ Ombudsman Authorization: \_\_\_\_\_

Name: \_\_\_\_\_ Name: Binky Michele Jones

Title: \_\_\_\_\_ Title: Senior Vice President

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

## GRAND ISLAND PUBLIC SCHOOLS

### 4511 SCHOOL MASCOT, LOGO, AND COLORS

The official mascot, logo, and colors selected for a school is a vital factor in the public image of the school. The honor and integrity of the mascot, logo, and colors selected reflects upon the school, district, and community. The superintendent or designee may reject any proposed name that is incompatible with the best interests of the district, its educational mission, values, or public image.

#### Procedures for Selecting or Changing a Mascot, Logo, and/or Colors:

The building administrator will notify the superintendent or designee in writing of the desire to create or change a mascot, logo, and/or colors.

The building administrator and superintendent or designee will develop a committee to include GIPS Director of Communications, Director of Facilities, students, staff, parents, and community partners.

The committee should consider the following guidelines. Choose a mascot, logo, and/or colors that:

- represent the spirit of the school;
- match the style of the district;
- identify with a characteristic of the community;
- avoid choosing a controversial mascot such as stereotypical or caricature images of ethnic groups;
- represent courage and integrity;
- encourage pride and energy; and
- utilize a professional designer.

The building administrator will consult with the Director of Facilities for proposed work needs and cost of changes.

The building administrator will then submit the final recommendation to the superintendent for approval by the Board.

#### Guidelines for use of District and Building Mascots, Logo, and Colors:

The Office of Communications has identified graphic standards for logos to be used by district and building staff. ~~Logo along with specific color and size expectations for each building are~~ available to district schools on Google Drive as well as published on the district website's media page. ~~included on the GRID (district staff information repository).~~ All branding, logo, and color use for mascot design must be reviewed and approved by the district Communications Department before finalizing designs.

Policy Adopted: 10/11/2018

Policy Revised: ??/??/????

## GRAND ISLAND PUBLIC SCHOOLS

### 6213 STAFF USE OF ELECTRONIC COMMUNICATION DEVICES AND ADMINISTRATIVE GUIDELINES FOR NETWORK USE

The Grand Island Public Schools may assign portable laptop computers and/or other electronic devices such as an iPad or camera to staff in order to facilitate instructional and administrative duties. These devices will be collectively referred to as Electronic Communication Devices or ECDs. All district ECDs are provided to staff members for a non-specified period of time as deemed appropriate by the district administration. District policies governing the use of technology apply to the use of all district-owned equipment at all times whether inside or outside the school premises. District assigned district ECDs will be formatted with the Grand Island Public Schools' standard image, including the basic operating system, Grand Island Public Schools' licensed software, and access to Grand Island Public Schools networks.

Grand Island Public Schools (GIPS) may issue Electronic Communication Devices (ECDs), such as portable laptop computers, iPads, or cameras, to staff to assist with instructional and administrative duties. These district-owned devices are provided for a period determined by the district administration.

Staff use of district ECDs, both on and off school premises, is always governed by district technology policies. All assigned district ECDs come pre-formatted with the GIPS standard image, which includes the basic operating system, GIPS licensed software, and access to GIPS networks.

All staff members must sign ~~ADMINISTRATORS, FACULTY, AND STAFF AGREEMENT~~ **ACCEPTABLE USE AGREEMENT FORM—STAFF** form before checking out a district ECD. ~~The Acceptable Use Agreement and accompanying guidelines can be found in the Employee Handbook.~~

Grand Island Public Schools has the obligation to ensure that its computer resources are used properly and within the guidelines established by the district. Grand Island Public Schools' staff members assigned district ECDs must adhere to the following guidelines:

1. ECDs are to be utilized to support school-related activities.
2. ECDs are for the sole use of staff members, and not for use by family members or any other person.
3. The staff member is responsible for the safety and security of the ECD at all times. The equipment must be secured when not in use.
4. The assigned ECD is the property of Grand Island Public Schools and will be managed by the technology department staff.
5. If the staff member should resign from the district or the administration determines that the equipment is no longer necessary to the staff member's position, the equipment will be returned to the technology department.
6. Software may not be installed on or removed from the assigned portable ECD without specific permission from technology department staff.
7. Grand Island Public Schools reserves the right to monitor the systems of the ECD at any time without notice for signs of illegal or unauthorized activity and may access electronic files of users at any time without notice.
8. The assigned ECD will need periodic upgrades and/or repairs. Staff members must make the assigned equipment available to technology department staff at the requested time for upgrades and repairs.
9. If software/hardware problems arise, the ECD may need to be restored to its original settings and work files may be lost during the restore process. Documents, folders, and desktop files must be synchronized with the building server **to the district's cloud storage system**. Staff members are responsible for backing up data stored on the computer hard drive. Backups can be made on a server provided by the district or on local devices.
10. The assigned ECD must be maintained in clean condition. Food, drink, and dirty hands should be kept away from the equipment.
11. Any problem with the equipment must be reported immediately to the technology department staff.
12. Staff members will not be held responsible for ECD problems resulting from normal

## GRAND ISLAND PUBLIC SCHOOLS

~~school-related use; however, staff members may be held personally responsible and liable for the total cost of repair or replacement of the device when loss or damages problems are caused by abuse or negligence as deemed by building and district administration. A staff device protection plan is available for purchase to assist in offsetting any costs due to accidental damage.~~

- ~~13. Staff members must immediately report any damage or loss of the device to an administrator. If the ECD is lost or stolen the staff member responsible for the device shall file a police report and provide a copy to district administration.~~
- ~~14. Any questions, concerns, or interpretations of this policy not covered in this statement will be resolved at the discretion of Grand Island Public Schools' Director of Technology Chief Information Officer.~~

### Use of Personal ECDs by Staff Members:

- ~~1. Staff members may use personal ECDs (e.g., laptops, smart phones, personal digital assistants); however, these devices are acceptable for use only on the public unsecured designated network and, due to scarce technical resources, will have limited support of district technology staff. Once the device is used to access the network it is subject to all the network guidelines.~~
- ~~2. Use of the ECD is prohibited for personal use if that use:
  - results in the interruption of others during the scheduled school day; and
  - has an adverse effect on the proper operation of the network.~~
- ~~3. Personal use of the network is allowed during the following times:
  - before and after school or duty hours
  - during the workday but during non-duty time (e.g. uninterrupted lunch period); and
  - brief, but not extensive use (limited duration), during a planning period.~~

~~References: Children's Internet Protection Act, 47 USC § 254  
FCC Order adopted August 10, 2011  
47 USC § 254(h)(1)(b); 47 CFR 54.500(b) and 68 FR 36932 (2003) (E-rate restrictions)  
Neb. Rev. Stat. § 49-14,101.01 (Political Accountability and Disclosure Act)~~

### Grand Island Public Schools policies:

- ~~1310 NONDISCRIMINATION~~
- ~~1311 BULLYING AND HARRASSMENT~~
- ~~5521 COPYRIGYT COMPLIANCE~~
- ~~6213.1 Administrative Guidelines for Acceptable Use Agreement Staff~~
- ~~8456 STUDENT USE OF PERSONAL ELECTRONIC COMMUNICATION DEVICES~~

Policy Approved: 06/12/2012  
Policy Reviewed: 02/11/2016  
Policy Revised: 07/12/2018  
Policy Revised: ??/??/????

## GRAND ISLAND PUBLIC SCHOOLS

### ~~6213.1 Administrative Guidelines for Acceptable Use Agreement—Staff (Staff)~~

#### General Regulations

The Grand Island Public Schools network, the Internet, and other on-line resources provided by the district, hereafter "network", are intended to be used to support the instructional program and further student learning. The Grand Island Public Schools' network is to be used in a responsible, efficient, ethical, and legal manner in accordance with the mission of the district. All persons using the Grand Island Public Schools network must sign the *Acceptable Use Agreement Form—Staff* before using the Grand Island Public Schools' network.

#### User Obligations and Responsibilities

~~Users are authorized to use the district's network in accordance with user obligations and responsibilities specified below and in accordance with Board Policies 6213, 6251, and 7352.~~

- ~~1. Users shall log in and out of the computers and network resources using only their own username and password, additionally users will not share nor solicit usernames and passwords from others.~~
- ~~2. Users will not attempt to access, manipulate, or destroy other users' files or personal data, nor shall they impersonate another user during electronic communications. Users are also prohibited from intentionally uploading or downloading computer viruses in order to destroy data or acquire unrestricted access to files and network resources.~~
- ~~3. Users are prohibited from accessing, posting, sending, submitting, publishing, or displaying harmful matter or material that is threatening, obscene, disruptive, or sexually explicit, or that could be viewed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs.~~
- ~~4. Users shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law or District policy.~~
- ~~5. Users will report any misuse of the network or computer resources to their supervisor, teacher, or building administrator immediately without alerting others.~~
- ~~6. Users are prohibited from using the network for corporate financial gain or political use. Additionally use of the network is prohibited for personal use if that use:
  - ~~• Results in the interruption of others during the scheduled school day; and~~
  - ~~• Has an adverse effect on the proper operation of the network.~~~~
- ~~7. Personal use of the network is allowed during the following times:
  - ~~• before and after school or duty hours;~~
  - ~~• during the workday but during non-duty time (e.g. uninterrupted lunch period); and~~
  - ~~• brief, but not extensive use (limited duration), during a planning period.~~~~
- ~~8. Due to the responsibilities of their role, users may have access to information that is highly sensitive or confidential and as such are prohibited from unauthorized disclosure, use, and dissemination of personal information regarding students and staff members.~~
- ~~9. The district has the right to monitor the activities of users on any electronic device that accesses the network. Additionally, electronic communications, created and downloaded material, current and deleted files, may be archived and monitored or read by district officials.~~

#### Consequences of Violation of the Acceptable Use Agreement—Staff

~~Users who fail to abide by district Acceptable Use Agreement—Staff 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 or termination; and/or,~~
- ~~• referral to law enforcement.~~

#### Review of Acceptable Use Agreement—Staff

Appropriate and acceptable use of the Grand Island Public Schools' network and access to the Internet are taken very seriously. All new staff members must read and sign the *ADMINISTRATORS, FACULTY, AND STAFF AGREEMENT ACCEPTABLE USE AGREEMENT—STAFF Form* (Policy 6213.1) during the

GRAND ISLAND PUBLIC SCHOOLS

~~new employee orientation process. This agreement will be kept on file during the staff members' employment with the district.~~

References: ~~Children's Internet Protection Act, 47 USC § 254~~  
~~FCC Order adopted August 10, 2011~~  
~~47 USC § 254(h)(1)(b); 47 CFR 54.500(b) and 68 FR 36932 (2003) (E-rate restrictions)~~  
~~Neb. Rev. Stat. § 49-14,101.01 (Political Accountability and Disclosure Act)~~

~~Grand Island Public Schools policies:~~

~~1310 NONDISCRIMINATION~~  
~~1311 BULLYING AND HARRASSMENT~~  
~~5521 COPYRIGYT COMPLIANCE~~  
~~6213.2 Acceptable Use Agreement Form - Staff~~  
~~8456 STUDENT USE OF PERSONAL ELECTRONIC COMMUNICATION DEVICES~~  
~~8457 INTERNET SAFETY~~

GRAND ISLAND PUBLIC SCHOOLS

~~ADMINISTRATORS, FACULTY, AND STAFF AGREEMENT~~ ~~ACCEPTABLE USE AGREEMENT—STAFF~~  
Form

In order to make sure that all members of the Grand Island Public Schools community understand and agree to these rules of conduct for use of the e-mail and Internet systems of the school district, the Grand Island Public Schools asks that you, as an administrator, faculty member, or staff members user, sign the following statement:

I have received a copy of, and have read, the ~~policy 8457~~ Internet Safety and Acceptable Use Policy ~~and Policy 6213 Staff Use of Electronic Communication Devices and Administrative Guidelines for Network Use~~ adopted by the Grand Island Public Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of Grand Island Public Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the Grand Island Public Schools, any of its employees, or any institution providing network access to Grand Island Public Schools responsible for the performance of the system or the content or any material accessed through it.

Employee's Name \_\_\_\_\_

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_

This form ~~will~~ be retained on file by authorized faculty designee for duration of applicable computer/network/Internet use.

Revised: 07/12/2018  
Revised: ??/??/????

~~8810 STUDENT GIFTS AND SOLICITATIONS~~

~~Students shall be discouraged from collecting money, setting aside funds, or purchasing gifts for faculty members. Students can best express their appreciation to faculty by letters of commendation and by congenial working relationships.~~

~~Reference: 6210—Staff Ethics; 9130—Fund Raising~~

~~Policy Adopted: 11/03/1980~~

~~Policy Revised: 07/06/1998~~

~~Policy Revised: 01/15/2018~~

~~Policy Reviewed: ??/??/????~~



Grand Island Public Schools Foundation  
Notes for Board of Education  
4-09-2026

1. The Foundation will award in excess of \$760,000 in scholarships for the Class of 2026. This represents 199 scholarships.
2. The Scholarship Reception will be held on April 21<sup>st</sup> at 10:30 AM at the GISH West Gym. The Martin Scholarship Reception will be April 24<sup>th</sup> at 1:30 PM at the Bill Marshall Conference Room. If you would like to attend, please connect with the GIPS Foundation to be put on the security list.
3. The Foundation will host a press conference announcing the totals of the annual Staff Giving Campaign on Tuesday, May 11<sup>th</sup> at 4:30 p.m. at CPI Building in the commons area.
4. The Foundation has opened the nomination form for the 2026 Teacher of the Year Awards (Teacher/ Staff Member/ Administrator of the Year) Forms are only available online at [gipsfoundation.org](http://gipsfoundation.org), with a deadline of April 27. The corporate sponsor of this program is First National Bank of Omaha.
5. The Foundation opened applications for the Dr. Eugene Miller Legacy Scholarship and 2 GIPS Foundation Professional Learning Grants on April 15th. 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 \$1,500 award annually.
6. The Foundation Board will not meet in April