

Agenda

1. MEETING CALL TO ORDER
Speaker(s): Board President
 - 1.1. Reading of Public Meeting Notice
Speaker(s): Board President
 - 1.1.1. Open Meetings Act
Speaker(s): Board President
 - 1.2. Roll Call
Speaker(s): President Richters
 - 1.2.1. Action to Excuse Board Member(s) if Necessary
Speaker(s): President Richters
 - 1.3. Pledge of Allegiance
Speaker(s): President Richters
 - 1.4. Consent Agenda
Speaker(s): President Richters
 - 1.4.1. Consider Minutes of Previous Meeting and Their Approval
Speaker(s): Board President
 - 1.4.2. Consider General Fund and Activity Fund Bills and Their Approval
Speaker(s): Board President
 - 1.4.3. Consider Activity Accounts and Treasurer's Report
Speaker(s): Board President
 - 1.5. Public Forum
Speaker(s): Board President
 - 1.5.1. Public forum: This is an opportunity for members of the public to speak to items on the agenda or items of concern to the public. If you are not part of the presentation of an agenda item, you need to speak now. Thank you for your participation.
Speaker(s): Board President
2. ACTION ITEMS
Speaker(s): Board President
 - 2.1. DISCUSS, CONSIDER, AND TAKE ACTION TO ACCEPT RESIGNATIONS
Speaker(s): SUPT. FORD
 - 2.2. DISCUSS, CONSIDER, AND TAKE ACTION TO APPROVE NEW HIRES
Speaker(s): SUPT. FORD
 - 2.3. DISCUSS, CONSIDER, AND TAKE ACTION TO APPROVE CLASSROOM FLOORING BID
Speaker(s): SUPT. FORD
 - 2.4. DISCUSS, CONSIDER, AND TAKE ACTION TO APPROVE DRIVEWAY AND STUDENT UNLOADING ZONE CONCRETE BID
Speaker(s): SUPT. FORD

- 2.5. DISCUSS, CONSIDER, AND TAKE ACTION TO APPROVE EXTERIOR DOOR REPLACEMENT
- 2.6. DISCUSS, CONSIDER, AND TAKE ACTION TO APPROVE BID FOR SCHOOL BUS
Speaker(s): SUPT. FORD
- 2.7. DISCUSS, CONSIDER, AND TAKE ACTION TO APPROVE THE CENTENNIAL STRATEGIC PLAN
Speaker(s): SUPT. FORD
- 2.8. DISCUSS, REVIEW, AND CONSIDER APPROVING POLICIES 5001-5033
Speaker(s): SUPT. FORD
- 2.9. DISCUSS, CONSIDER, AND TAKE ACTION TO APPROVE THE 2022-2023 GRADUATION REQUIREMENTS
Speaker(s): SUPT. FORD
- 2.10. DISCUSS, CONSIDER, AND TAKE ACTION NECESSARY TO DECLARE EQUIPMENT AS SURPLUS FOR IMMEDIATE SALE OR DISPOSAL/RECYCLING
Speaker(s): SUPT. FORD
- 2.11. DISCUSS, CONSIDER, AND TAKE ACTION TO TRANSFER THE OWNERSHIP OF THE SNC ACTIVITIES ACCOUNT TO DAVID CITY PUBLIC SCHOOL.
Speaker(s): SUPT. FORD
- 2.12. DISCUSS, CONSIDER, AND TAKE ACTION TO APPROVE BID TO REPAIR PLAYGROUND ASPHALT
Speaker(s): SUPT. FORD
- 2.13. DISCUSS, CONSIDER, AND TAKE ACTION TO APPROVE NEW ACTIVITY FOR 2022-2023 SCHOOL YEAR
3. DISCUSSION ITEMS
Speaker(s): Board President
 - 3.1. ADMINISTRATOR REPORTS: ACADEMIC ACHIEVEMENT INFORMATION
Speaker(s): ADMINISTRATORS
 - 3.2. BOARD RETREAT PLANNING
Speaker(s): CHR. RICHTERS
 - 3.3. BOARD SELF EVALUATION
Speaker(s): CHR. RICHTERS
 - 3.4. ESU CONTRACTED SERVICES
Speaker(s): ADMINISTRATORS
 - 3.5. LEGISLATIVE UPDATE
Speaker(s): SUPT. FORD
4. ADJOURN
Speaker(s): Board President

CENTENNIAL PUBLIC SCHOOL

1301 Centennial Avenue
P.O. Box 187
Utica, NE 68456-0187
402-534-2321
FAX 402-534-2291

Seth Ford
Superintendent
402-534-2291

Colin Bargen
Secondary Principal

Jenny Wagner
AD/Asst. Principal

Ken Booth
Elementary Principal

Bob Fish
Counselor

Cara Stoll
Special Services

CENTENNIAL BOARD OF EDUCATION REGULAR MEETING March 14, 2022

Notice of meeting was published in York News Times on February 26, 2022.

Meeting was called to order at 8:10 p.m. with five board members present. Jodi Cast was absent. Administrators present were Mr. Ford, Mr. Bargen, Mr. Booth, Mrs. Stoll and Mrs. Wagner. Guest were Brad Luce, Sharon Powell, Geri Bartholomew, Don Sandman, Jerry Garcia, Angela Sandman, Bronson Chulata, Malikai Chulata, Sheriff Mike Vance, Sergeant Troy Schaefer, Deputy Ryan Murphy and Preston Stuhr.

Motion made by D. Cast, seconded by Avery, to excuse Jodi Cast. Members polled: Avery, for; Borchers, for; D. Cast, for; J. Cast, absent; Richters, for; Tonniges, for. Motion carried 5-1-0.

Motion made by D. Cast, seconded by Tonniges, to approve the consent agenda. Members polled: Avery, for; Borchers, for; D. Cast, for; J. Cast, absent; Richters for; Tonniges, for. Motion carried 5-1-0.

Motion made by Richters, seconded by Borchers, to approve the resignation of Ryan Jansen with regret and best wishes. Members polled: Avery, for; Borchers, for; D. Cast, for; J. Cast, absent; Richters, for; Tonniges, for. Motion carried 5-1-0.

Motion made by Tonniges, seconded by Avery, to approve the hiring of Shauna Rodine (Preschool), Edith Stutzman (2nd Grade), Casa Easter (Life Science), Justin Ronne (Instrumental Music), Erin Ronne (Vocal Music). Members polled: Avery, for; Borchers, for; D. Cast, for; J. Cast, absent; Richters, for; Tonniges, for. Motion carried 5-1-0.

Motion made by Borchers, seconded by D. Cast, to approve the 2022-2023 calendar as presented. Members polled: Avery, for; Borchers, for; D. Cast, for; J. Cast, absent; Richters, for; Tonniges, for. Motion carried 5-1-0.

Motion made by Tonniges, seconded by D. Cast, to approve classroom lighting bid from Voss Lighting as presented. Members polled: Avery, for; Borchers, for; D. Cast, for; J. Cast, absent; Richters, for; Tonniges, for. Motion carried 5-1-0.

Motion made by Avery, seconded by Borchers, to approve classroom ceiling tile bid from DSI, Inc. as presented. Members polled: Avery, for; Borchers, for; D. Cast, for; J. Cast, absent; Richters, for; Tonniges, for. Motion carried 5-1-0.

Motion made by Borchers, seconded by Avery, to approve wireless access point bid from Prime Secured, Inc. Members polled: Avery, for; Borchers, for; D. Cast, for; J. Cast, absent, Richters, for; Tonniges, for. Motion carried 5-1-0.

Motion made by Tonniges, seconded by D. Cast, to approve 2022-2023 administrator contracts and classified staff compensation as presented. Members polled: Avery, for; Borchers, for; D. Cast, for; J. Cast, absent, Richters, for; Tonniges, for. Motion carried 5-1-0.

Motion made by Tonniges, seconded by Avery, to approve policies 4031-4061 as presented, with recommended updates to policies; 4037, 4043 and 4059. Members polled: Avery, for; Borchers, for; D. Cast, for; J. Cast, absent, Richters, for; Tonniges, for. Motion 5-1-0.

Discussed Superintendent evaluation

Heard administrators reports.

Heard board reports.

Motion made by D. Cast, seconded by Tonniges, to adjourn meeting. Members polled: Avery, for; Borchers, for; D. Cast, for; J. Cast, absent, Richters, for; Tonniges, for. Motion carried 5-1-0.

Bryce Borchers, Secretary
Centennial Board of Education

BB:mr

Board Report for Newspaper

APRIL 2022

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
ALL COPY PRODUCTS, INC	SUPPLIES	2,167.47
ALPHA REHABILITATION	THERAPY SERVICES	361.72
AMAZON CAPITAL SERVICES	SUPPLIES	3,994.09
ARNOLD MOTOR SUPPLY	AUTO PARTS	1,265.18
BEAVER HARDWARE	FACILITY SUPPLIES	248.25
BERNIKLAU EDUCATION SOLUTIONS TEAM	SPED TUITION	13,719.86
BGNE, INC	AUTO PARTS/SUPPLIES	517.08
BLACK HILLS ENERGY	NATURAL GAS	9,691.20
CAPITAL ONE	SUPPLIES	7.12
CDW GOVERNMENT, INC	TECHNOLOGY	5,564.00
CENTENNIAL ACTIVITY FUND	DISTRICT REIMBURSEMENT	1,375.96
CENTENNIAL LUNCH	TRANSFER	127.46
CENTRAL NEBRASKA REHABILITATION SERVICES	PHYSICAL THERAPY	7,661.13
CENTRAL VALLEY AG	FUEL	9,189.33
CORNHUSKER INT. TRUCKS INC	EQUIP/MAIN	1,025.14
CROWNE PLAZZA KEARNEY	LODGING	599.75
CULLIGAN OF CRETE	SUPPLIES	182.00
DIETZE MUSIC HOUSE	SHEET MUSIC/EQUIP	341.40
DWIGHT HAUPT'S PIANO SERVICE	PIANO TUNING	362.46
EASY TIME CLOCK, INC	CLOUD SOFTWARE	42.00
EDUCATIONAL SERVICE UNIT #5	CONTRACTED SERVICES	60.00
EDUCATIONAL SERVICE UNIT #6	CONTRACTED SERVICES/SUPPLIES	15,688.82
EGAN SUPPLY CO	CUSTODIAL SUPPLIES	3,911.22
FILEWAVE, INC	SOFTWARE	828.00
FILTER CARE OF NEBRASKA	SUPPLIES	15.05
FOLLETT SCHOOL SOLUTIONS, INC	CLOUD SOFTWARE	106.71
FUN AND FUNCTION	SUPPLIES	139.99
GRAINGER	FACILITY SUPPLIES	56.58
GRECKEL CONSTRUCTION CO	ROCK/GRAVEL	255.00
H & S PLUMBING AND HEATING	PLUMBING	723.35
HARRIS, JOSHUA	REIMBURSEMENT	127.50
HOME DEPOT PRO, THE	FACILITY SUPPLIES	1,596.00
HOUCHEN BINDERY LTD	TEXTBOOKS	10.95
INLAND TRUCK PARTS CO	AUTO REPAIR	81.98
INSTRU-MED, INC	EQUIPMENT	90.00
INSTRUMENTALIST AWARDS LLC	SUPPLIES	103.00
J.W. PEPPER & SON, INC	SHEET MUSIC	165.98
KONICA MINOLTA PREMIER FINANCE	COPIER LEASE	468.43
KOPCHOS SANITATION, INC	SERVICES	299.75
KSB SCHOOL LAW	LEGAL SERVICE	1,442.50
LUCKY LUKE LLC	BOOKS	93.20
MATHESON TRI-GAS INC	WELDING SUPPLIES	20,509.72
MCCORMICK'S HEATING & AIR CONDITIONING	HVAC MAINTENANCE	224.50
MEMORIAL HEALTH CARE SYSTEMS	PHYSICALS	192.00

Board Report for Newspaper

APRIL 2022

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
MOBILITY MOTORING LLC	SERVICES	199.40
MOSAIC AT AXTELL	TUITION	4,569.60
NAEIR	SUPPLIES	177.56
NCECBVI	PSYCH SERVICES	1,464.00
NE COUNCIL OF SCHOOL ADMIN	FEES	575.00
NE STATE FIRE MARSHAL/BOILER DIVISION	INSPECTION	180.00
NEBRASKA CENTRAL EQUIPMENT, INC	BUS PARTS/SUPPLIES	281.79
NETA	MEMBERSHIP	49.00
NISSEN, LYNNELE	MILEAGE	168.06
NORRIS PUBLIC POWER DISTRICT	ELECTRICTY	9,796.58
ONE SOURCE BACKGROUND COMPANY	SERVICES	19.00
PAC N SAVE - SEWARD	SUPPLIES	160.73
PAC N SAVE - UTICA	FOOD/SUPPLIES	15.59
PAIR, REBECCA	REIMBURSEMENT	68.39
PLANK ROAD PUBLISHING	SUPPLIES	236.79
POTTER REPAIR	AUTO REPAIR	710.86
PRESTO-X CO	PEST CONTROL	124.00
PROVIDENCE WORKING CANINES	SERVICES	573.00
QUILL CORPORATION	SUPPLIES	437.25
RODINE, SHAUNA	REIMBURSEMENT	94.51
SHAFFER COMMUNICATIONS, INC	REPAIRS	1,499.81
SHERWIN WILLIAMS CO, THE	FACILITY SUPPLIES	327.53
SITE ONE LANDSCAPE SUPPLY	SUPPLIES	1,647.49
SOUTHEAST COMMUNITY COLLEGE	CLASSES	85.50
SPORTS FACILITY MAINTENANCE, LLC	MAINTENANCE	4,955.50
TARR, JACK		194.45
TRUCK CENTER COMPANIES	BUS REPAIRS	1,623.39
UNITE PRIVATE NETWORKS, LLC	WAN FIBER	625.43
UTICA PARTS & SERVICE	AUTO REPAIRS/PARTS	217.81
VERIZON CONNECT FLEET	FLEET GPS	322.83
VERIZON WIRELESS	CELL PHONES	52.89
VILLAGE OF UTICA	WATER/SEWER	1,265.50
WASTE CONNECTIONS OF NE	TRASH REMOVAL	706.85
WINDSTREAM	TELEPHONE/INTERNET	491.11
ZITO BUSINESS	INTERNET SERVICE	41.70
ZITO MEDIA	COMMUNICATIONS	227.65
	Fund Total:	139,819.38
	Checking Account Total:	139,819.38

4/5/2022

Register Report - Last month

3/1/2022 through 3/31/2022

Date	Account	Num	Description	Memo	Category	Tag	Tax ... CI	Amount
BALANCE 2/28/2022								40,699.55
3/3/2022	Elementary	884467	Victoria Polcyn	Scholastic Book Order	[Books]	Scholastic	R14.00	
3/3/2022	Elementary	6922	Scholastic Book Club	Scholastic Book Order	[Books]	Scholastic	R-14.00	
3/4/2022	Elementary	6923	Jared Zysset	Teacher-Student Reward	[General]	reimbursement	R-14.85	
3/4/2022	Elementary	6924	Centennial Lunch Fund	food & supplies	[General]	family night	R-441.68	
3/16/2022	Elementary	6925	Scholastic Book Club	Scholastic Book Order	[Books]	Scholastic	R-24.00	
3/16/2022	Elementary	884468	Danae Soliz	Scholastic Book Order	[Books]	Scholastic	R24.00	
3/16/2022	Elementary	6926	Joe Dey	Supplies for Fresh Lemo...	[General]	Family Fun Ni...	R-100.00	
3/22/2022	Elementary	6927	Bridget Heine	Supplies for Ice Cream R...	[General]	PBIS fund	-13.32	
3/22/2022	Elementary	6928	Centennial public School	Elementary Credit Card ...	[General]	Speaker cable	-40.06	
3/22/2022	Elementary	884469	Centennial high School...	Concession Stand Earnin...	[Girls on th...	concessions	R402.62	
3/22/2022	Elementary	6929	Centennial Activity Fun...	Supplies for Ice Cream R...	[General]	PBIS fund	R-49.56	
3/31/2022	Elementary	884470	Julie Dey	Scholastic Book Order	[Books]	Scholastic	3.00	
3/31/2022	Elementary	6930	Scholastic Book Club	Scholastic Book Order	[Books]	Scholastic	-3.00	
3/31/2022	Elementary	884471	Molly Warm	Scholastic Book Order	[Books]	Scholastic	16.00	
3/31/2022	Elementary	6931	Scholastic Book Club	Scholastic Book Order	[Books]	Scholastic	-16.00	
3/1/2022 - 3/31/2022								-256.85
BALANCE 3/31/2022								40,442.70
TOTAL INFLOWS							459.62	
TOTAL OUTFLOWS							-716.47	
NET TOTAL							-256.85	

**Register Report - Last month
3/1/2022 through 3/31/2022**

Date	Account	Num	Description	Memo	Category	Tag	Amount
3/2/2022	Checking	AUTO	AMZN MKTP US*1W2GV4ZG0	Stop Watches for Cross Country/Track	[Athletics]	Booster Club	-359.31
3/3/2022	Checking	16890	Nikki Klanecky	Conc BBB D2-6 Dist. Final 2/28	[Concessions]		1,167.00
3/3/2022	Checking	16891	Jenny Wagner	Gates BBB D2-6 Dist. Final 2/28	[Dist. Events]		3,008.00
3/8/2022	Checking	43493	Sam's Club/Synchrony Bank		[Concessions]		-916.78
					[Dist. Events]		-1,116.78
					[Bronco Coffee & Creations]		-114.12
3/8/2022	Checking	43494	Capitol One Trade Credit	wood	[Shop-Tech]		-49.63
3/8/2022	Checking	43495	Milford High School	Striv for BBB Sub-Districts	[Dist. Events]		-50.00
3/8/2022	Checking	43496	Centennial Lunch Fund	Cinnamon Rolls	[FFA]		-34.25
3/8/2022	Checking	43497	Nebraska FCCLA	2022 State FCCLA Leadership Conference	[FCCLA]	DR	-340.00
3/8/2022	Checking	43498	Lou's Sporting Goods	Inv #AAV750163-AX03/AX04 -- Track Supplies	[Athletics]		-784.72
3/8/2022	Checking	43499	Centennial Lunch Fund	Food for PT Conferences	[Dist. Events]		-349.85
3/8/2022	Checking	43500	Centennial Lunch Fund	Food for Conference Bball	[Dist. Events]		-216.48
3/8/2022	Checking	43501	Awards Unlimited, Inc.	Inv #51029 - Awards for track	[Athletics]		-1,852.60
3/8/2022	Checking	43502	South Central Volleyball Club	Club VB	[Volleyball]		-125.00
3/8/2022	Checking	43503	Brent Pankoke	Winter Sports Help	[Athletics]		-100.00
3/8/2022	Checking	43504	Dustin Crawford	Winter Sports Help	[Athletics]		-50.00
3/8/2022	Checking	43505	Gavin Avery	Winter Sports Help	[Athletics]		-100.00
3/8/2022	Checking	43506	Jack Tarr	Winter Sports Help	[Athletics]		-100.00
3/8/2022	Checking	43507	Jake Prochaska	Winter Sports Help	[Athletics]		-100.00
3/8/2022	Checking	43508	Jason Richters	Winter Sports Help	[Athletics]		-70.00
3/8/2022	Checking	43509	Josh Mooney	Winter Sports Help	[Athletics]		-100.00
3/8/2022	Checking	43510	Keaton Kucera	Winter Sports Help	[Athletics]		-250.00
3/8/2022	Checking	43511	Mark Avery	Winter Sports Help	[Athletics]		-190.00
3/8/2022	Checking	43512	Preston Stuhr	Winter Sports Help	[Athletics]		-110.00
3/8/2022	Checking	43513	Shawn Fowler	Winter Sports Help	[Athletics]		-100.00
3/8/2022	Checking	43514	Wayne Zima	Winter Sports Help	[Athletics]		-180.00
3/8/2022	Checking	43515	York News Times	Salute to FFA ad	[FFA]		-60.00
3/8/2022	Checking	43516	Dietze Music	Inv. FB7931-0/FB7553	[Instr.]		-40.95
3/8/2022	Checking	43517	Cash-Wa Distributing	Concession Supplies - Customer #995187	[Concessions]		-182.10
3/8/2022	Checking	43518	Centennial Education Association	Coca-Cola	[General]		-9.32
3/8/2022	Checking	43519	Colette Stelling	State Dance Meal	[Dance-Cheer]		-131.90
3/8/2022	Checking	43520	Nebraska FFA Association	Registration CVP01	[FFA]		-50.00
3/8/2022	Checking	43521	Centennial Lunch Fund	Milk & Butter for FFA Appreciation Breakfast	[FFA]		-13.50

3/8/2022	Checking	43522	Chesterman Company	Accts 96564149 - Conc. Pop	[Concessions]		-2,183.61
3/8/2022	Checking	43523	Pac N Save		[Concessions]		-1,045.69
					[Dist. Events]		-29.74
3/8/2022	Checking	43524	Osceola High School	Mileage BBB D2-6 Dist Final	[Dist. Events]		-347.16
3/8/2022	Checking	43525	Bruning-Davenport	Mileage BBB District Final	[Dist. Events]		-382.86
3/8/2022	Checking	43526	Yutan High School	Mileage Dist. WR	[Dist. Events]		-109.60
3/8/2022	Checking	43527	Quad County Northeast	Mileage Dist. WR	[Dist. Events]		-189.59
3/8/2022	Checking	43528	Ponca High School	Mileage District WR	[Dist. Events]		-147.13
3/8/2022	Checking	43529	North Bend Central	Mileage Dist. WR	[Dist. Events]		-278.45
3/8/2022	Checking	43530	Louisville Public Schools	Mileage Dist. WR	[Dist. Events]		-70.11
3/8/2022	Checking	43531	Lincoln Lutheran	Mileage Dist. WR	[Dist. Events]		-82.94
3/8/2022	Checking	43532	Lincoln Christain	Mileage Dist. WR	[Dist. Events]		-136.27
3/8/2022	Checking	43533	Johnson County Central	Mileage Dist. WR	[Dist. Events]		-185.64
3/8/2022	Checking	43534	HTRS High School	Mileage Dist. WR	[Dist. Events]		-115.53
3/8/2022	Checking	43535	David City High School	Mileage Dist. Wrestling	[Dist. Events]		-109.60
3/8/2022	Checking	43536	Cross County/Osceola	Mileage for Dist. WR	[Dist. Events]		-88.87
3/8/2022	Checking	43537	Crofton/Bloomfield	Mileage Dist. WR	[Dist. Events]		-211.80
3/8/2022	Checking	43538	Battle Creek Public Schools	Mileage for Dist. WR	[Dist. Events]		-139.23
3/8/2022	Checking	43539	Arlington High School	Mileage for Dist. WR	[Dist. Events]		-179.71
3/8/2022	Checking	43540	Archbishop Bergan	Mileage Dist. WR	[Dist. Events]		-80.97
3/8/2022	Checking	43541	NSAA	District C-3 WR & BBB D2-6 District Final	[Dist. Events]		-3,231.49
3/8/2022	Checking	43542	Inter-State Studio	2021-22 JH Yearbooks	[JH Yearbook]		-1,320.59
3/8/2022	Checking	43543	GIVBC	Club VB	[Volleyball]		-240.00
3/8/2022	Checking	AUTO	Payments.amazon.com ID#3GYTRKI	Refund for returned shoes	[Bronco Closet]		93.97
3/14/2022	Checking	AUTO	Quicken Inc		[General]	DR	-54.85
3/15/2022	Checking	AUTO	Teacherspayteachers.com		[General]	DR	-21.70
3/16/2022	Checking	43544	Austand's Golf	Tournament Golf Balls	[Athletics]		-449.91
3/16/2022	Checking	AUTO	Envato		[General]	DR	-198.00
3/16/2022	Checking	AUTO	FinalForms Stripe, Transfer	CB Assurance paid by CC on FinalForms	[CB Assurance]		20.00
3/17/2022	Checking	43545	Concordia University Track & Field	Concordia Track Entry Fees	[Athletics]		-250.00
3/18/2022	Checking	43546	David City High Schoo	Quiz Bowl	[Quiz Bowl]	DR	-150.00
3/18/2022	Checking	43547	Wild Roots Greenhouse & Market, LLC	FFA Greenhouse	[FFA]		-2,118.30
3/18/2022	Checking	43548	Milford Public School		[Vocal]	DR	-68.00
					[Instr.]	DR	-110.00
3/18/2022	Checking	43549	Omaha Performing Arts	Tickets for Wicked	[Band Trip]		-2,687.50
3/18/2022	Checking	43550	Centennial Elem. Activity Fund St. Patrick's Christmas Group - Linda	Girls on the Run - BBB Concessions Dist. Final	[Concessions]		-402.62
3/18/2022	Checking	43551	Rafert	Concessions 2/17	[Concessions]		-138.17
3/18/2022	Checking	43552	Centennial Youth Wrestling	Concessions 2/11 & 2/20	[Concessions]		-1,984.11
3/18/2022	Checking	43553	Amazon Capital Services	Inv #1PYQ-HMWJ-LTVG - Prom Supplies	[Class '23]		-600.32

3/18/2022	Checking	43554	Holly Podliska	Walmart & Orscheln reimbursements	[FFA]		-15.16
3/18/2022	Checking	43555	Cordova Locker	Link Sausage	[FFA]		-74.39
3/18/2022	Checking	43556	Evan Klanecky	Husker FB Coaches Clinic	[Athletics]		-112.00
3/21/2022	Checking	AUTO	Teacherspayteachers.com		[General]	DR	-4.20
3/21/2022	Checking	AUTO	Teacherspayteachers.com		[General]	DR	-8.40
3/23/2022	Checking	43557	Aquinas High School	Golf Entry Fee	[Athletics]		-100.00
3/23/2022	Checking	43558	NSAA	C-3 District WR & D2-6 BBB District Final Streaming Fees	[Dist. Events]		-225.00
3/23/2022	Checking	43559	Osceola High School	BBB Dist Final Streaming Fees	[Dist. Events]		-25.00
3/23/2022	Checking	43560	Bruning-Davenport	BBB Dist. Final Streaming Fees	[Dist. Events]		-25.00
3/23/2022	Checking	43561	Bronco Spur		[Concessions]		-2,053.00
					[FFA]		-195.00
					[Band Trip]		-52.00
3/23/2022	Checking	43562	Sandy Creek Public Schools	District Speech	[Dist. Events]		-272.13
						Booster	
3/23/2022	Checking	43563	Anthem Sports, LLC		[Athletics]	Club	-186.00
					[Athletics]		-233.33
3/23/2022	Checking	43564	**VOID**Louisville Public Schools	MEET CXLD - Track Meet Entry Fee	[Athletics]		0.00
3/23/2022	Checking	43565	Wilber-Clatonia Public Schools	Track Entry Fees	[Athletics]		-170.00
3/23/2022	Checking	43566	Brooklyn Gierhan	Coaching Club Volleyball	[Volleyball]		-550.00
3/23/2022	Checking	43567	Alex Anstine	Club VB Organizer	[Volleyball]		-150.00
3/23/2022	Checking	AUTO	Teacherspayteachers.com		[General]	DR	-4.20
3/24/2022	Checking	AUTO	Teacherspayteachers.com		[General]	DR	-29.40
3/25/2022	Checking	16892	Ryan Jansen	musical pre-sale tickets	[Musical]		1,377.00
3/25/2022	Checking	16893	Ryan Jansen	musical 3/18	[Musical]		360.00
3/25/2022	Checking	16894	Ryan Jansen	Musical 3/20	[Musical]		393.00
3/25/2022	Checking	16895	Mark Ortmeier	T-shirts	[JH Track]		1,076.50
3/25/2022	Checking	16896	Holly Podliska	fruit sales	[FFA]		2,519.00
3/25/2022	Checking	16897	Marge Rhodes		[General]		484.53
					[Speech]		35.00
					[Instr.]		102.00
3/25/2022	Checking	16898	Ann Endres	fundraiser	[FCCLA]		61.00
3/25/2022	Checking	16899	Alex Anstine	Club VB	[Volleyball]		500.00
3/25/2022	Checking	16900	Jenny Wagner	BBB Dist. Final - Striv Osceola/BDS	[Dist. Events]		100.00
3/28/2022	Checking	16901	Craig Barjenbruch	Pie Fundraiser	[Class '24]		4,815.00
3/28/2022	Checking	16902	Joshua Harris	Reeds, etc.	[Instr.]		24.00
3/28/2022	Checking	16903	Sarah Ostmeyer	yearbook sales	[Yearbook]		315.00
3/28/2022	Checking	16904	Holly Podliska	award/donation checks/meat sticks	[FFA]		720.00
3/28/2022	Checking	16905	Jenny Wagner	track spandex	[Athletics]		147.00
3/28/2022	Checking	16906	Jenny Wagner	BB Sub-Dist./Dist.	[Dist. Events]		594.08

3/28/2022	Checking	16907	Jenny Wagner	JH WR Entry fee - Thayer Central	[Athletics]		85.00
3/28/2022	Checking	16908	Emily Petersen	Malcolm ck - Stu Co Soup Showdown	[St. Co.]		130.00
3/28/2022	Checking	16909	Jenny Wagner	SNC ck for Conf. Dir. of Act. Fee	[Athletics]		1,800.00
3/28/2022	Checking	16910	Jenny Wagner		[Dist. Events]		23.73
					[General]		34.07
					[St. Co.]		6.96
3/28/2022	Checking	16911	Colin Bargaen	Elem. Pac N Save reimbursement	[General]		49.56
3/28/2022	Checking	AUTO	Teacherspayteachers.com		[General]	DR	-7.69
3/28/2022	Checking	AUTO	AMZN MKTP US*162DT7LL0		[Dist. Events]		-137.20
					[Athletics]		-17.89
3/30/2022	Checking	43568	ESU 6	Quiz Bowl	[Quiz Bowl]	DR	-220.00
3/30/2022	Checking	43573	Malcolm High School	Track Entry Fee	[Athletics]		-180.00
3/30/2022	Checking	43574	Nebraska FFA Association	State Convention Registrations	[FFA]		-850.00
3/30/2022	Checking	43572	Husker Women's Basketball Camps	GBB Summer Camp	[Girls Basketball]		-395.00
3/30/2022	Checking	43577	University of Nebraska Lincoln	2022 NE Career Development Events @ UNL	[FFA]	DR	-120.00
3/30/2022	Checking	43569	Centennial Education Association	Coca-Cola	[General]		-34.07
3/30/2022	Checking	43578	Jenny Wagner	SNC - Conference Director of Acct. Fee	[Athletics]		-1,800.00
3/30/2022	Checking	43571	Friend Public School	Golf Entry Fee/JH Track Entry Fee	[Athletics]		-200.00
3/30/2022	Checking	43576	Nancy Richters	Musical Set Reimbursement	[Musical]		-115.14
3/30/2022	Checking	43570	Centennial General Fund		[Dist. Events]		-408.59
					[Athletics]		-767.64
3/30/2022	Checking	43575	Holly Podliska	Reimbursement for Dist. CDE Contest	[FFA]		-1,257.46
3/31/2022	Checking	43579	Hugo Specialty Foods	Pie Fundraiser	[Class '24]		-3,410.80
3/31/2022	Checking	43580	Nebraska FBLA	Bowling activity @ conference FBLA	[FBLA]		-84.00
3/31/2022	Checking	AUTO	Teacherspayteachers.com		[General]	DR	-39.52
3/1/2022 - 3/31/2022							-22,875.16
TOTAL INFLOWS							20,041.40
TOTAL OUTFLOWS							-42,916.56
NET TOTAL							-22,875.16

April 2022
 March 2022 Bank Statement

CENTENNIAL PUBLIC SCHOOL INVESTMENTS

FUND	BANK	TYPE OF INVESTMENT	INT. RATE	AMOUNT	INT.REC
Lunch Fund	First Bank of Utica	Checking 180000		<u>\$37,667.12</u>	
			Total	\$37,667.12	
Depreciation Fund	Farmers & Merchants	MMA 436 949		<u>\$21,700.62</u>	\$0.00
			Total	\$21,700.62	
Unemployment Ins.	Cornerstone Bank	CD# 90917		\$58,485.81	\$0.00
	Cornerstone Bank	MMA 81190		<u>\$10,009.66</u>	<u>\$0.38</u>
			Total	\$68,495.47	\$0.38
Building Fund	First Bank of Utica	Checking 18 064 6		\$334,963.72	\$14.18
		Qualified Cap Bond 180554		\$245.70	\$0.00
		Bond Fund 180034		<u>\$431,271.38</u>	<u>\$18.21</u>
			Total	\$766,480.80	\$32.39
General Account	York State, Gresham	CD 5204		\$185,062.82	\$0.00
	First Bank of Utica	PayFlex Acct		<u>\$13,472.11</u>	
			Total	\$198,534.93	\$0.00
	First Bank of Utica	Checking 180505		<u>\$1,063,785.87</u>	\$0.00
		General Fund Total		\$1,262,320.80	
		Total Invested All Accounts Combined		<u>\$2,156,664.81</u>	

Total amount invested at Farmers & Merchants \$21,700.62
 Total amount invested at First Bank of Utica \$1,881,405.90
 Total amount invested at Cornerstone Bank, Waco \$68,495.47
 Total amount invested at York State, Gresham \$185,062.82
 Total Invested \$2,156,664.81

Account Balances - As of 4/5/2022

Account	4/5/2022 Balance
Bank Accounts	
Elementary	40,442.70
Reading Classic	0.00
Savings	2,987.12
TOTAL Bank Accounts	43,429.82
Liability Accounts	
BACKPACK	-27,399.73
Books	-203.84
Boxtops	-2,661.64
General	-6,107.27
Girls on the Run	-402.62
Pictures	-1,461.67
Polk Grant	-4,021.40
TOTAL Liability Accounts	-42,258.17
OVERALL TOTAL	1,171.65

March 31, 2022

	Mar. 1 Balance	Received	Expenditures	Apr. 1 Balance
ART	\$4.09			\$4.09
ATHLETICS	\$8,652.35	\$2,032.00	\$8,913.40	\$1,770.95
BAND TRIP	\$12,189.21		\$2,739.50	\$9,449.71
BOOSTER CLUB	\$0.00			\$0.00
BOYS BASKETBALL	\$424.48			\$424.48
BRONCO CLOSET	\$634.40	\$93.97		\$728.37
BRONCO COFFEE & CREATIONS	\$0.30		\$114.12	-\$113.82
BRONCO STORE	\$3,058.40			\$3,058.40
CENTENNIAL CHOICE	\$26,896.00			\$26,896.00
CHROMEBOOK ASSURANCE	\$5,988.09	\$20.00		\$5,988.09
CLASS '21	\$1,497.60			\$1,497.60
CLASS '22	\$1,936.22			\$1,936.22
CLASS '23	\$4,209.76		600.32	\$3,609.44
CLASS '24	\$860.40	\$4,815.00	3410.8	\$2,264.60
CLASS '25	\$956.05			\$956.05
CONC. MAN.	\$4,853.61	\$1,285.87		\$6,139.48
CONCESSIONS	\$43,151.80	\$1,167.00	\$11,843.47	\$32,475.33
CROSS COUNTRY	\$312.03			\$312.03
DANCE-CHEER	\$95.93		\$131.90	-\$35.97
DIST. EVENTS	\$25,206.51	\$3,725.81	\$8,942.72	\$19,989.60
MUSICAL	\$6,820.45	\$2,130.00	\$115.14	\$8,835.31
FBLA	\$3,805.67		\$84.00	\$3,721.67
FCA	\$0.00			\$0.00
FCCLA	\$1,748.85	\$61.00	\$340.00	\$1,469.85
FFA	\$33,750.08	\$3,239.00	\$4,788.06	\$32,201.02
FOOTBALL	\$3,023.60			\$3,023.60
GENERAL	\$11,104.63	\$588.16	\$411.35	\$11,261.44
GIRLS BASKETBALL	\$945.05		\$395.00	\$550.05
GOLF	\$51.76			\$51.76
INSTR.	-\$3,827.92	\$126.00	\$150.95	-\$3,852.87
JH BOYS BASKETBALL	\$18.00			\$18.00
JH GIRLS BASKETBALL	\$1,588.82			\$1,588.82
JH TRACK	\$0.00	\$1,076.50		\$1,076.50
JH VOLLEYBALL	\$0.00			\$0.00
JH YEARBOOK	\$0.00		\$1,320.59	-\$1,320.59
LIBRARY	\$776.25			\$776.25
NHS	\$40.10			\$40.10
ONE ACT	\$528.23			\$528.23
QUIZ BOWL	\$829.77		\$370.00	\$459.77
SCIENCE	\$890.81			\$890.81
SHOP/TECH	\$2,054.50		\$49.63	\$2,004.87
SHOW CHOIR	-\$3,256.05			-\$3,256.05
SOFTBALL	\$225.04	\$1,501.70		\$1,726.74
SPANISH CLUB	\$0.00			\$0.00
SPEECH	\$367.76	\$184.82		\$552.58
ST. COUN.	\$1,826.07	\$136.96		\$1,963.03
TRACK	\$334.31			\$334.31
UNIFIED	\$155.90			\$155.90
VOCAL	-\$2,519.94		\$68.00	-\$2,587.94
VOLLEYBALL	\$5,851.46	\$500.00	\$1,065.00	\$5,286.46
WRESTLING	\$2,321.07			\$2,321.07
WT. ROOM	\$9,963.56			\$9,963.56
YEARBOOK	-\$2,582.66	\$315.00		-\$2,267.66
	\$217,742.40	\$22,978.79	\$45,853.95	\$194,867.24

CENTENNIAL BANK BALANCE
OUTSTANDING CHECKS

\$213,630.31
\$18,763.07

Total

\$194,867.24

Year To Date

	Sept. 1, 2021 Balance	Received	Expenditures	YTD Balance
ART	\$4.09	\$0.00	\$0.00	\$4.09
ATHLETICS	\$6,422.58	\$68,761.09	\$73,412.72	\$1,770.95
BAND TRIP	\$11,333.72	\$855.49	\$2,739.50	\$9,449.71
BOOSTER CLUB	\$0.18	\$9,950.00	\$9,950.18	\$0.00
BOYS BASKETBALL	\$1,639.07	\$3,908.80	\$5,123.39	\$424.48
BRONCO CLOSET	\$0.00	\$908.97	\$180.60	\$728.37
BRONCO COFFEE & CREATIONS	\$0.00	\$197.50	\$311.32	-\$113.82
BRONCO STORE	\$2,865.45	\$1,904.23	\$1,711.28	\$3,058.40
CENTENNIAL CHOICE	\$1,741.46	\$25,325.69	\$171.15	\$26,896.00
CHROMEBOOK ASSURANCE	\$5,554.59	\$632.50	\$199.00	\$5,988.09
CLASS '21	\$1,497.60	\$0.00	\$0.00	\$1,497.60
CLASS '22	\$2,384.22	\$0.00	\$448.00	\$1,936.22
CLASS '23	\$3,700.55	\$509.21	\$600.32	\$3,609.44
CLASS '24	\$0.00	\$5,675.40	\$3,410.80	\$2,264.60
CLASS '25	\$0.00	\$3,728.05	\$2,772.00	\$956.05
CONC. MAN.	\$0.00	\$6,139.48	\$0.00	\$6,139.48
CONCESSIONS	\$34,917.27	\$55,696.87	\$58,138.81	\$32,475.33
CROSS COUNTRY	\$222.03	\$90.00	\$0.00	\$312.03
DANCE-CHEER	-\$3,189.37	\$12,212.92	\$9,059.52	-\$35.97
DIST. EVENTS	\$17,327.60	\$24,234.44	\$21,572.44	\$19,989.60
MUSICAL	\$9,250.99	\$2,130.00	\$2,545.68	\$8,835.31
FBLA	\$4,983.67	\$270.00	\$1,532.00	\$3,721.67
FCA	\$0.00	\$0.00	\$0.00	\$0.00
FCCLA	\$1,476.41	\$773.16	\$779.72	\$1,469.85
FFA	\$28,526.33	\$45,568.52	\$41,893.83	\$32,201.02
FOOTBALL	\$8,302.88	\$701.66	\$5,980.94	\$3,023.60
GENERAL	\$11,780.98	\$253,952.86	\$254,472.40	\$11,261.44
GIRLS BASKETBALL	\$1,520.15	\$1,227.06	\$2,197.16	\$550.05
GOLF	\$51.76	\$0.00	\$0.00	\$51.76
INSTR.	-\$3,509.30	\$1,631.48	\$1,975.05	-\$3,852.87
JH BOYS BASKETBALL	\$0.00	\$289.00	\$271.00	\$18.00
JH GIRLS BASKETBALL	\$1,588.82	\$0.00	\$0.00	\$1,588.82
JH TRACK	\$0.00	\$1,076.50	\$0.00	\$1,076.50
JH VOLLEYBALL	\$20.00	\$25.00	\$45.00	\$0.00
JH YEARBOOK	\$0.00	\$0.00	\$1,320.59	-\$1,320.59
LIBRARY	\$754.79	\$68.21	\$46.75	\$776.25
NHS	\$40.10	\$0.00	\$0.00	\$40.10
ONE ACT	\$518.23	\$646.40	\$636.40	\$528.23
QUIZ BOWL	\$829.77	\$720.00	\$1,090.00	\$459.77
SCIENCE	\$890.81	\$0.00	\$0.00	\$890.81
SHOP/TECH	\$0.00	\$2,265.68	\$260.81	\$2,004.87
SHOW CHOIR	-\$1,554.44	\$1,176.87	\$2,878.48	-\$3,256.05
SOFTBALL	\$282.30	\$1,717.70	\$273.26	\$1,726.74
SPANISH CLUB	\$0.00	\$0.00	\$0.00	\$0.00
SPEECH	\$488.65	\$427.93	\$364.00	\$552.58
ST. COUN.	\$1,773.23	\$785.43	\$595.63	\$1,963.03
TRACK	\$334.31	\$0.00	\$0.00	\$334.31
UNIFIED	\$155.90	\$0.00	\$0.00	\$155.90
VOCAL	-\$2,519.94	\$145.00	\$213.00	-\$2,587.94
VOLLEYBALL	\$2,857.79	\$5,851.63	\$3,422.96	\$5,286.46
WRESTLING	\$2,346.51	\$629.60	\$655.04	\$2,321.07
WT. ROOM	\$9,138.56	\$825.00	\$0.00	\$9,963.56
YEARBOOK	-\$4,861.80	\$2,946.00	\$351.86	-\$2,267.66
	\$161,888.50	\$546,581.33	\$513,602.59	\$194,867.24
			Total	\$194,867.24



CENTENNIAL
PUBLIC SCHOOL

STRATEGIC PLAN
2022-2027



Centennial Public School
2022-2027 Strategic Plan
Table of Contents

I.	Mission and Vision Statement	Page 3
II.	Introduction	Page 4
III.	Strategic Process	Page 5
IV.	Guiding Principle Overview	Page 6
V.	Centennial Strategic Plan	Page 9
VI.	Strategic Plan Template	Page 12
VII.	Strategic Plan Progress Analysis Template	Page 13
VIII.	Centennial Strategic Framework	Page 14
	a. Guiding Principle I – Expanded Student Learning Opportunities	Page 14
	b. Guiding Principle II – Climate and Culture	Page 18
	c. Guiding Principle III – District Resources	Page 21
	d. Guiding Principle IV – Personnel Effectiveness	Page 23
	e. Guiding Principle V – Family and Community Partnerships	Page 25
	f. Guiding Principle VI – Board Governance	Page 28

Centennial Public School

Seth Ford, Superintendent

Centennial Board of Education

Jason Richters, President

Mark Avery, Vice President

Bryce Borchers, Secretary

Doug Cast, Treasurer

Jodi Cast

Doug Tonniges

**Centennial
Public School**

Mission Statement

Empower, Challenge, and Support Every Student, Every Day

Vision Statement

WHERE WE ARE HEADED...

We will:

- Engage students in rigorous, relevant, and fun learning opportunities that promote academic, physical, social, and emotional growth.
- Implement student-centered educational programs that challenge all students to perform at their highest potential.
- Inspire students to be critical thinkers and problem solvers through a variety of methods.
- Support our students when they face challenges and conflicts.
- Build leaders at all grade levels.
- Instill a deep sense of pride in school, community, state, and country.
- Build confidence, leadership skills, and workforce skills for all students. Provide service opportunities for all students.
- Partner with local businesses and community members to set up real world education, connections, and opportunities for all students at all ages.
- Create a positive culture amongst all employees, families, and students. Help our students build relationships that last a lifetime.

Introduction

This strategic plan is a recognition by the Centennial Public School Board of Education that together with the community we, “Empower, Challenge, and Support Every Student, Every Day.” Therefore, in partnership with stakeholders and the commitment and contributions of the teachers, administrators, and staff of the CPS, and the external stakeholders: parents, students, community leaders, and citizens of our communities, we are poised to provide the students at CPS to be successful by fulfilling the vision statements. We all have a stake in the success of the Centennial Public School District, and we should all have the opportunity to help shape the idea of what success looks like for our students. Therefore, collaboration was central as we embarked upon the strategic planning process.

We would like to thank members of the Strategic Overview Committee for their considerable contributions to the creation of this strategic plan. Established with the help of facilitators from the Nebraska Association of School Boards, the Strategic Overview Committee is comprised of the following members:

Administrators

Colin Bargaen
Ken Booth
Seth Ford
Cara Stoll
Dan Tesar
Jenny Wagner

Members of the Board

Mark Avery
Bryce Borchers
Doug Cast
Jodi Cast
Jason Richters
Doug Tonniges

Jarrett Fowler, Staff
Tricia Hirshfeld, Staff
Lynn Hoops, Parent
Mark Ortmeier, Staff
Adrienne Heather, Staff
Gail Dishman, Parent
Rachel Foreman, Parent

Russell Heine, Parent
Danielle Scheele, Parent
Mark Bartholomew, Parent
Spencer Clouse, Parent
Jerry Garcia, Parent
Lana Hoffschneider, Parent
Donna Diekmann, Staff

Jake Bargaen, Student
Rachel Garcia, Student
Mike Fehlhafer, Parent
Halle Kinnett, Student
Clinton Turnbull, Student
Lance Haberman, Student

Strategic Process

Working with facilitators from the Nebraska Association of School Boards, we established a Strategic Overview Committee and conducted a community focus group meeting to engage parents, patrons, and business leaders utilizing online surveys. Internal stakeholders were also engaged in the need's assessment including the board of education, administrators, certified staff, classified staff, students, and parents. By engaging a diverse group of internal and external stakeholders, we provide district and community stakeholders the opportunity to express their thoughts, ideas, and concerns regarding the current culture, but also the vision for the future of CPS.

This process allowed us, as a community, to closely examine the current status of the district. We examined our strengths, but also participated in frank conversations about the district's most pressing needs today and the challenges we are sure to face in the days ahead. To be clear, while the stakeholders reaffirmed that there is much to be proud of, they too shared that there are areas in which we must improve in order to fulfill our mission.

Collectively, the community and the staff are committed to doing all we can to improve the district. To ensure we provide a comprehensive plan, we address the identified areas of need to structure the CPS strategic plan. Through the priorities set forth, we will elevate our needs and priorities through the guiding principles, objectives, strategies, and performance indicators to guide decision-making and alignment of resources to support the methodologies employed in individual classrooms, programs enacted in building levels, district-wide initiatives implemented by district administration, and policy set by the Centennial Board of Education.

Centennial Public School's Guiding Principle Overview

I.

II.

III.

IV.

V.

VI.



Guiding Principles

Careful and collaborative analysis of the data collected through the strategic planning needs assessment process resulted in the identification of a number of priorities. These identified priorities, in turn, informed the creation of several areas of focus that form the structure of the CPS Strategic Plan.

I. Expanded Student Learning Opportunities

Relevant curriculum is critical to student learning that supports the CPS goals and objectives for the needs of all students. Through adopted core curriculum, vertical and horizontal alignment, scope and sequence, the district promotes effective transitions for students at each grade and level throughout the Pre-K-12 system. Furthermore, enhancing learning opportunities, through growth and expansion of programs, courses, college, and career choices, will foster students' critical thinking abilities and problem-solving skills to prepare for their future successes, thus maximizing student betterment.

II. Climate and Culture

Ensuring the social-emotional and mental health well-being of students, families, and staff of CPS is vital to Centennial Public School's continued success and growth. By providing opportunities for students and staff to establish and maintain a culture that builds relationships, improves communication, and promotes the importance of communication within the district, the connected learning experience will inspire improved school culture for all students and staff.

III. District Resources

We aspire and are committed to providing well-maintained and safe buildings and grounds to support an environment in which students can learn and staff can perform effectively. To ensure that we continue to meet this priority, purposeful budget, planning, and management will sustain financial stability while continuing to improve our district. We will further invest our resources in meaningful instruction, professional development, technology, and learning opportunities to support the success for all students in CPS.

IV. Personnel Effectiveness

Fundamental to the success of the Centennial school district is the ability of the district to recruit, develop, and retain high-quality educators. The success of the CPS district and its ability to bring the mission and vision to life for the students is

predicated on the district's most valuable assets — the dedicated and professional teachers, administrators, and staff. Investing in the growth of skills, knowledge, and personal expertise will advance the content and instruction provided throughout the district. CPS must provide professional development for all staff to ensure a cohesive, collaborative, and growing school community.

V. Family and Community Partnerships

We must grow and improve our methods of communication, engagement, and transparency to build trust internally and to enhance (or sustain) the connection with community stakeholders. Creating the necessary partnerships and shaping the narrative, that emphasizes the importance of the school district to the future of the community, will renew our efforts to model high expectations that inspire excellence and promote learning for all students.

VI. Board Governance As the board, we will commit resources to support the long-term goals of the school district. Through evaluation, accountability, and policy, we leverage the capacity to ensure the success of our goals. Our collective voice will be represented at the state level by developing a board advocacy committee to tell our district's story.

CPS Strategic Plan

Guiding Principles, Objectives, Strategies, and Performance Indicators

Our process enabled us to identify needs and establish priorities (Guiding Principles). To have an impact on student learning, however, a strategic plan must include a plan of action for affecting change. In the following strategic plan, each Guiding Principle is further defined in the form of an objective. Each objective state with specificity a goal that, when achieved, will have a direct impact on CPS's ability to meet our mission, "Empower, Challenge, and Support Every Student, Every Day." For each objective, strategies have been created that define the action necessary to meet the objective. Each strategy is expressed through manageable and measurable performance indicators.

Implementation of the Strategic Plan

This strategic plan represents our collective resolve to empower, challenge and support students. The Guiding principles, objectives, and strategies set forth below are the building blocks of the path we have laid out to reach the 2022-2027 benchmarks for student learning. Meeting those benchmarks depends on more than just designing a path – we must be dedicated, at every level, to the consistent and effective implementation of the specific strategies and measurable performance indicators and work to integrate the strategic plan into the regular day to day operations of the district.

To ensure the success and implementation of the CPS Strategic Plan, district leadership will:

- A. Assign staff to manage and oversee Measures and Objectives
- B. Monitor and assess the implementation, making necessary and appropriate adjustments as needed
- C. Collect evidence to illustrate the progress/success of the implementation of the strategies
- D. Commit resources needed to ensure the progress and success of the plan
- E. Align the plan to the board's annual calendar and monthly meeting agenda to measure progress and success of the plan
- F. Communicate progress of the plan to internal and external stakeholders as appropriate

Guiding Principles

The Guiding principles highlight the areas CPS will build upon to support the mission and vision of the school district.

Objective

The objective states the area of focus and outcome that CPS will achieve.

Strategy

The strategy provides detail of how the objective will be met.

Performance Indicators*

The performance indicators identify specific tasks, assignments, or action staff members will follow to realize the stated objective and strategy.

*An individual/team/building may choose to write SMART goals to ensure the achievement of a performance indicator. A SMART Goal incorporates a **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**imely criteria to help focus and increase the likelihood of accomplishing tasks/assignments/actions.

Program/Building Level

The program/building level identifies the point of impact.

Responsible

The assigned responsibility is to ensure progress/success of the performance indicator.

Target Date

The target date identifies when the indicator is to be assessed for progress and/or a target completion date.

Funding

The funding identifies an approximate figure for how the program/service will impact district resources.

Evidence of Progress

The evidence of progress identifies the action that has been taken to meet the performance indicator.

Final Steps Remaining

Prioritization Ranking

The prioritization ranking enables administrators to assess the urgency and impact of the identified strategic plan strategies. The feedback from administrators is assessed through a scatter plot mechanism to narrow the focus to strategies that require priority.

Alignment Matrix

The alignment matrix links the strategic plan strategies to the AQuESTT Tenets and Nebraska Framework Accreditation Standards.

SIT

The Strategic Implementation Team (SIT) provides accountability and validation of work and progress completed by the assigned staff member.

Progress Analysis

Once the strategic plan has been adopted, superintendent and school administrators will begin implementing strategies. At the end of every year there after the Association will administer a progress analysis to monitor the progress/successes the district has made. The district will continue following the strategic plan, sustaining the strategies where growth has been made and moving forward on other strategies. At the end of year 3 along with the progress analysis, the district will take a deeper dive to assess the impact of the strategic plan related to student learning within the district. Districts will re engage all internal and external stakeholders to gain perspective.

Strategic Plan Template:

<h2 style="margin: 0;">NASB STRATEGIC PLAN TEMPLATE</h2> <h3 style="margin: 0;"><INSERT GUIDING PRINCIPLE></h3>			<p>AQuESTT Tenets Aligning to Strategy 1.1: Positive Partnerships, Relationships, and Success; Educator Effectiveness</p> <p>Nebraska Framework: 1.1,1.2, 1.3, 1.</p> <p>School Improvement Goals:</p>		
<p><i>Objective: To ensure timely, professional, two-way communication that promotes student success and builds positive relationships with our stakeholders.</i></p>					
<p><i>Strategy 1.1: Increase communication and improve perceptions of the district by engaging students, families, employees, and the community.</i></p>					
P E R F O R M A N C E I N D I C A T O R	1.1(a) Develop a communication plan that supports the district’s efforts to meet its strategic goals.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21
			<p style="text-align: center;"><i>What will you do to accomplish the Indicator?</i></p> <p style="text-align: center;"><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
	Target Date	Priority	Responsible		

Strategic Plan Progress Analysis Template:

Strategic Leadership Accountability						
GUIDING PRINCIPLE	(5) Accomplished This strategy has been realized and is sustainable.		(3) Progressing Some measurable progress has been made, but this strategy has not been fully realized.		(1) Developing This strategy has not been initiated.	
STRATEGY	End of Year 1: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 2: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 3: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)	
1.1	0		0		0	
1.2	0		0		0	
1.3	0		0		0	

CPS Strategic Framework

Objective: To enhance student learning experiences by strengthening and expanding learning opportunities, college, career, and technical training curriculum, more class offerings, and learning that accelerates the growth of each student.

Strategy 1.1 Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

Performance Indicators:

- 1.1(a) Designate internal leaders and champions to study the scope and feasibility of internal and external opportunities to grow diverse district offerings such as partnerships, staffing, course alignment, space allocation, resource expenditures, etc.
- 1.1(b) Utilize a student interest survey to expand student learning opportunities.
- 1.1(c) Consider and assess the value of expanding course offerings to include, but not limited to: CTE, Vocational Training, Computer Science – Coding, Programming, Robotics, etc., Speech/Public Speaking/Motivational Speaking, and Family Consumer Science (interpersonal relationships, leadership, and management)
- 1.1(d) Implement a district-wide academic plan that includes rigorous Advanced Placement courses and dual credit opportunities.
- 1.1(e) Provide mentorships, internships, and/or job shadowing opportunities for the secondary students.
- 1.1(f) Expand partnerships with community partners and post-secondary institutions to explore educational opportunities and options for partnering to increase curricular offerings for students.
- 1.1(g) Build business acumen aligned with high-skill, high-wage, high-demand occupational preparation career pathways.
- 1.1(h) Evaluate the effectiveness of modifications made to instruction and curriculum and the overall impact to learning and students' post-graduate opportunities.

Strategy 1.2: Expand and integrate High-Ability Learning (HAL) opportunities to challenge identified students to reach goals and potential by advancing their individual academic knowledge, skills, and abilities.

Performance Indicators:

- 1.2(a) Create and implement a preassessment of High-Ability Learning (HAL) students to lead to targeted curriculum design.
- 1.2(b) Identify a HAL Coordinator and implement professional development to ensure staff is equipped to instruct.
- 1.2(c) Use modified curriculum designed to integrate basic skills and higher-level thinking.
- 1.2(d) Provide appropriate professional learning and resources to support teachers to meet the needs of the High Ability Learners (HAL) for students.
- 1.2(e) Evaluation of High-Ability Learning (HAL) student outcomes using multi-method criteria of self-evaluation and standardized tools with flexible pacing and supportive differentiated learning environments.

Strategy 1.3: Ensure all students demonstrate academic growth and acquire skills to become productive citizens.

Performance Indicators:

- 1.3(a) Provide learning opportunities to align to student learning styles utilizing instructional practices and technology to support the needs of the student.
- 1.3(b) Empower students through the development of strategies to effectively manage school expectations.
- 1.3(c) Emphasize the importance of personal life skills including work ethic, character, integrity, and personal confidence.
- 1.3(d) Integrate relational skill building characteristics including leadership, communication, conflict resolution, respectfulness, and collaboration through life skills and career/life readiness instruction.
- 1.3(e) Increase elective course offerings, life and career readiness programs, as well as class choice opportunities to enhance the learning opportunities for CPS students.

1.3(f) Encourage active engagement in extracurricular activities and career/service-learning programs.

1.3(g) Evaluate and monitor the learning opportunities provided at Centennial Public School.

Strategy 1.4: Implement the Multi-Tiered System of Supports (MTSS) model with fidelity throughout the entire district to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students with emphasis at secondary level.

Performance Indicators:

1.4(a) Develop a district-wide team with defined roles that will research strategies, monitor, and evaluate the effectiveness of the MTSS model, focusing on the secondary level implementation.

1.4(b) Develop a common understanding across the district of MTSS through targeted professional development.

1.4(c) Develop a consistent process across all buildings for implementation in the various tiers.

1.4(d) Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional supports district-wide.

1.4(e) Intentionally communicate our MTSS model and additional academic, social-emotional, and behavioral supports with CPS families and our community.

1.4(f) Evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum, and instruction.

Strategy 1.5: Implement adopted curriculum in all subject areas to support effective instruction and learning success.

Performance Indicators:

1.5(a) Sustain effective, relative, and adopted curriculum in all subject areas provided by the district.

1.5(b) Ensure that all curriculum at CPS is vertically and horizontally aligned with grade-level goals and established short and long-term plans for action.

1.5(c) Ensure that all curriculum at CPS has a scope and sequence to support student learning and growth.

- 1.5(d) Utilize the curriculum review cycle policy to provide a systematic process to examine content and to ensure the curriculum is aligned to the standards and meeting the learning needs of students.
- 1.5(e) Increase the alignment of comprehensive curriculum guides to appropriate formative and summative assessments in all subject areas and support teachers in using the curriculum guides through professional development.
- 1.5(f) Evaluate the effectiveness of the adoption, modifications, and updates to district curriculum.

Strategy 1.6: Ensure curriculum and instructional methods are properly, equitably, and consistently implemented Pre-K-12.

Performance Indicators:

- 1.6(a) Research, identify, and adopt a common curriculum in English Language Arts, Math, and Science to support consistent instruction and improved student academic learning.
- 1.6(b) Integrate career, college, and technical training curriculum and learning experiences throughout the district.
- 1.6(c) Evaluate the quality and diversity of the curriculum and class offerings provided to ensure it supports learning opportunities for all students.

Strategy 1.7: Utilize an educational four-year plan to support students' goals and interests after graduation.

Performance Indicators:

- 1.7(a) Develop a purposeful four-year learning plan that will be used with students to create a pathway of success.
- 1.7(b) Implement the educational four-year plan by piloting with the 8th grade students who will segue into high school with a prepared learning plan.
- 1.7(c) Evaluate the effectiveness of the educational four-year plan on student success and growth.

Objective: Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in student achievement, effective staff collaboration, and overall school improvement.

Strategy 2.1: Implement a positive character program to ensure a safe and healthy school culture at CPS.

Performance Indicators:

- 2.1(a) Explore and research character programs available to public school districts. Program will work to instill character traits of respect for others, work ethic, perseverance, integrity, dependability, and many others.
- 2.1(b) Study and adopt a character program for the entire CPS district.
- 2.1(c) Provide training for a character program for the entire student body and staff to ensure success of the initiative district wide.
- 2.1(d) Implement the character program across the entire district.
- 2.1(e) Evaluate the success and effectiveness of the character program, by gauging the number of students estimated to be affected by bullying.
- 2.1(f) Ensure students feel empowered to utilize the school bullying reporting tool.

Strategy 2.2: Create a district culture that builds community understanding and ownership of our shared mission of *empowering, challenging, and supporting every student, every day*.

Performance Indicators:

- 2.2(a) Develop student outcome goals and competencies to support social-emotional learning for the purpose of enhancing student decision-making skills, responsible behavior, and a student's independent role personally, at school, and as a community member.
- 2.2(b) Provide students with opportunities to develop their own capacity to make choices, set individual goals, monitor their progress, and reflect upon their learning.
- 2.2(c) Engage appropriate staff for guidance and support when addressing issues that impact classroom instruction, curriculum, and/or matters that will add value to their role and responsibilities.
- 2.2(d) Create a communication plan for promoting Centennial Public School's mission and successes to all stakeholders to unify all communities within the district and strengthen CPS pride.
- 2.2(e) Evaluate the effectiveness of how purposeful communication has impacted the climate and culture of CPS.

Strategy 2.3: Implement a plan that enables students and staff to connect through a culture that embraces accountability, fairness, equality, respect, inspires pride, and promotes learning.

Performance Indicators:

2.3(a) Create and commit to consistent expectations for students and staff to hold everyone equally accountable.

2.3(b) Create an onboarding process for new students, families, and staff to enable a connection to CPS.

2.3(c) Create and develop opportunities for all stakeholders to participate in activities/programs as CPS to strengthen a unified vision and community.

2.3(d) Grow and enhance Bronco Pride.

2.3(e) Evaluate the progress realized through purposeful measures implemented to address culture.

Strategy 2.4: Provide social-emotional and behavioral support for all students integrated through the MTSS model throughout the entire district to realize the potential and resources accessible to benefit a unified student-centered learning initiative.

Performance Indicators:

2.4(a) Assess current staffing to ensure that the district provides adequate and essential staff and training to support the integration and implementation of social-emotional supports.

2.4(b) Integrate social-emotional learning into the academic and extra-curricular activities through consistent curriculum, skills development, service learning, and community service.

2.4(c) Create a system to support and equip staff with tools and techniques to address social-emotional skills and behavior.

2.4(d) Provide district guidance and resources for staff involved in the district initiatives for social-emotional learning.

2.4(e) Encourage and sustain open dialogue and feedback opportunities with staff to address the unforeseen obstacles that evolve through the implementation and as a result of the social-emotional education initiative.

2.4(f) Evaluate the effectiveness of MTSS and the impact on CPS culture.

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and student's social growth.

Strategy 3.1: Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.

Performance Indicators:

3.1(a) Evaluate current facility needs, building utilization, and current/projected enrollment to ensure facilities will accommodate the visionary needs of CPS educational programs and priorities.

3.1(b) Develop a long-term facility plan to support needs and enable the district to plan in a purposeful and efficient manner. Consider existing priorities identified in the strategic plan needs analysis, including but not limited to:

- Functionality of Learning Spaces
- Extracurricular Spaces & Grounds – Old Gym/Barn
- Safety and Security
- Building Maintenance

3.1(c) Continue to engage stakeholders to educate and inform patrons of the identified needs and plans for addressing facilities and grounds, maintenance and upkeep, renovations, and new construction, and transportation services.

3.1(d) Creation of a timeline to support planning to maintain district facilities and grounds.

3.1(e) Evaluate the effectiveness of the long-term facilities plan.

Strategy 3.2: Align district resources to support a quality education system and high-level learning environment.

Performance Indicators:

3.2(a) Ensure that resources and programs are available that proactively address individual student academic, social-emotional, and mental health well-being.

3.2(b) Provide appropriate and sufficient resources to accomplish the mission of the CPS.

3.2(c) Evaluate the effectiveness of the alignment of resources to support learning environments and student successes.

Strategy 3.3: Provide the structure and staffing in the district that ensures that every student is personally connected to the school community and supports the development of students' academic, social-emotional, and mental health well-being.

Performance Indicators:

3.3(a) Complete a staff analysis of endorsements of all staffing assignments to benefit the learning opportunities.

3.3(b) Budget and allocate resources to support staffing needs. Consider existing priorities identified in the strategic plan needs analysis, including but not limited to:

- School Psychologist
- Building Level Counselors
- SEL Support
- Extra-curricular
- Behavior Specialist
- Curriculum Director
- Custodians

3.3(c) Maintain accountability of staff to ensure systematic growth that supports and rewards continuous improvement for every student, building or learning level, and educator.

3.3(d) Promote an atmosphere of mutual trust through regular collaboration and feedback from peers and administrators.

3.3(e) Ensure the capacity, infrastructure, staffing, and equipment to meet the academic and administrative needs for effective and efficient operations across the district.

3.3(f) Evaluate the effectiveness of the alignment of resources to support learning environments, quality of educators, and student successes.

Objective: To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth.

Strategy 4.1: Identify and implement a plan for administration and staff members to work cooperatively, build trust, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.

Performance Indicators:

- 4.1(a) Build relationships and engagement between staff and administrators in ongoing conversations to determine how the district can best support long-term improvements of academic achievement.
- 4.1(b) Work collaboratively to identify areas of growth in the professional development topics and presentations that administration can provide for staff to improve student achievement.
- 4.1(c) Allow and encourage staff regular and safe opportunities to work collaboratively and to provide feedback for growing and improving student achievement.
- 4.1(d) Evaluate the effectiveness of cooperative efforts to improve and grow staff relations district-wide to increase positive working relationships, the climate, and student learning.

Strategy 4.2: Provide people with the opportunity to voice their concerns in a way that is just, civil, and fair, and builds trust between the staff and the administration.

Performance Indicators:

- 4.2(a) Research, consider, and utilize consistent protocol/procedures to assess each policy on equity and impact for students and staff, enabling opportunities for impacted groups to provide input.
- 4.2(b) Distribute and engage staff in data to review, analyze, and support day-to-day decision-making, evaluation of programs, and scope and sequencing to support effective instructional planning and practice.
- 4.2(c) Provide time for collaboration, inquiry-based, job-embedded discussions of best practices in teaching and learning.
- 4.2(d) Provide ongoing support and resources to encourage effective PLCs.
- 4.2(e) Engage staff and administration to assess personal development progress, impact, and benefits to CPS initiatives, instruction, and personal development.

4.2(f) Evaluate the effectiveness of the PLC process to encourage the use of best practice instruction, enhance staff connectedness and professional growth.

Strategy 4.3: Provide high-quality professional development that increases staff's capacity to collaborate, design, and implement innovative curriculum.

Performance Indicators:

4.3(a) Provide a structured CPS Professional Development Plan to encourage the use of best practice, support programs and initiatives and enhance staff knowledge and skills.

4.3(b) Budget and allocate resources to support the CPS Professional Development Plan.

4.3(c) Engage classified staff in professional development opportunities to enhance their skills, knowledge, and experience when providing support to students and staff.

4.3(d) Provide quality diversity, equity, and inclusion training to staff members to improve the instructional experiences for all students.

4.3(e) Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional supports district-wide.

4.3(f) Provide on-going professional development to all staff to support SPED/504 students.

4.3(g) Create and adopt a district-wide onboarding and training model to support new hires PK-12.

4.3(h) Expand the district teacher induction program that includes a variety of mentoring and training opportunities for newly hired staff throughout their first three years of employment.

4.3(i) Evaluate the quality and impact of the CPS Professional Development opportunities.

Objective: Grow and sustain a mutually supportive and trusting partnership with stakeholder groups for the benefit of the mission and vision of the Centennial Public School and to sustain a positive connection with and among the community at large.

Strategy 5.1: Partner with community and businesses to stimulate the creation of multiple career pathways and STEM offerings at high school to ensure career—ready students.

Performance Indicators:

- 5.1(a) Create a committee of internal and external stakeholders to identify opportunities that exist in the community and communicate with the business leaders of possible opportunities for students.
- 5.1(b) Develop a plan/schedule with all stakeholders involved to engage as many students as possible into these learning opportunities.
- 5.1(c) Collaborate with industry and community representatives for job shadow opportunities, career pathways exploration, student internships, and teacher externships to increase awareness of career opportunities.
- 5.1(d) Evaluate the effectiveness of working with partners to enhance student learning opportunities.

Strategy 5.2: Increase communication to maintain perceptions of CPS by engaging students, families, employees, and the Centennial communities.

Performance Indicators:

- 5.2(a) Identify the most effective methods by which to engage parents/guardians in the education of their child.
- 5.2(b) Evaluate the effectiveness of current communication platforms and align efforts to maximize timely, relevant, and effective engagement.
- 5.2(c) Consider methods of improving the parent-teacher conference format, teacher communication with parents/guardians, and expectations of the conference. Seek equitable feedback from parents/guardians/students to maximize effectiveness in supporting parent/guardian-teacher relationships and student success.
- 5.2(d) Provide equitable communication, resources, and opportunities for parents/guardians to access strategies and resources available to engage their child in learning outside of the classroom.
- 5.2(e) Evaluate the effectiveness of enhanced communications with parents/guardians.

Strategy 5.3: Strengthen family engagement and community investment.

Performance Indicators:

5.3(a) Seek out opportunities to engage our CPS communities with meet and greet events.

5.3(b) Increase district outreach efforts with community organization, business partners, and other external stakeholders to keep stakeholders informed of the programs, services, and news of the district.

5.3(c) Increase visibility of school programs and school needs with all stakeholders.

5.3(d) Increase community connections and relationships that positively contribute to the academic and social success of students.

5.3(e) Evaluate the effectiveness of purposeful efforts of engagement with parents/guardians and the communities.

Strategy 5.4: Through the efforts of building community partnerships and growing student enrollment, the board and administration aspire to promote and enrich the brand of Centennial Public School.

Performance Indicators:

5.4(a) Market/Advertise the positive accomplishments and accolades of Centennial Public School.

5.4(b) Attract new families and students to Centennial Public School.

5.4(c) Research and identify the-students/families who option out of CPS.

5.4(d) Grow the Foundation's leadership engagement and viability to support improved instruction and students learning.

5.4(e) Develop and grow the Alumni Association to foster better partnerships and participation.

5.4(f) Evaluate the initiatives and the impact on CPS's brand within the families and communities.

Objective: To ensure the mission and vision of Centennial Public School aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy 6.1: Build effective board governance through sustained engagement of stakeholders.

Performance Indicators:

- 6.1(a) Sustain engagement with both internal and external stakeholders to communicate the adopted strategic plan and provide ongoing updates of the progress of the long-term goals of the school district.
- 6.1(b) Foster a positive and ongoing discussion with stakeholders to sustain effective community engagement.
- 6.1(c) Consider opportunities to collaborate with village/city officials to address community growth to support the growing viability of the school district.
- 6.1(d) Consider the value of a Board Advocacy Committee to advocate/oppose legislation in the interest of the CPS.
- 6.1(e) Study and consider a superintendent evaluation tool to meet the expectations of the board and to hold the superintendent accountable for the progress and success of the district strategic plan.
- 6.1(f) Conduct a board self-assessment to identify areas of growth that will benefit the working relationship with the superintendent.

Strategy 6.2: Adopt and sustain a continuous policy review process to meet a one-to-three-year review cycle of the board district policy manual.

Performance Indicators:

- 6.2(a) Design and adopt a policy review methodology.
- 6.2(b) Ensure policy review is a consistent, monthly board meeting agenda item.
- 6.2(c) Aspire to complete a review of the board policy year manual every one to three years.
- 6.2(d) Evaluate the policy review process.

Strategy 6.3: Review, update, and communicate policies to ensure equitable success for all students and staff.

Performance Indicators

- 6.3(a) Research, consider, and utilize consistent protocol/procedures to assess each policy on equity and impact for students and staff, enabling opportunities for impacted groups to provide input.

6.3(b) Consider, create, and/or update an equity policy to reflect the district's approach.

6.3(c) Create a communication plan for promoting policy changes to establish unified expectations and accountability for all staff, students, and parents/guardians.

6.3(d) Evaluate the progress realized through purposeful measures implemented to address culture.

Strategy 6.4: Ensure that the district is utilizing data to make decisions that impact student achievement.

Performance Indicators:

6.4(a) Design and adopt a board calendar outlining key data reports to be reviewed with the board.

6.4(b) Utilize administrative reports based upon student data to support informed decision making.

6.4(c) Request administrators provide data to support recommended curriculum adoption, interventions and learning strategies.

6.4(d) Evaluate the data decision making processes and their effectiveness on student achievement.

5005
Transportation of Option Students

The board of education provides transportation to option students only if (a) the option student lives within two miles of the school district boundaries or on an existing bus route or (b) the option student makes arrangements to be picked up and dropped off at preexisting stops along an existing bus route. ~~If such agreement is reached, the stops at the option homestead will be recorded by the school vehicle operator and a billing fee will be assessed to the parent or legal guardian on an annual basis. Under no circumstances will an option student(s) be provided school transportation to and from his/her homestead if the result of such transportation (1) necessitates the addition of another bus route and/or (2) increases the time necessary to complete bus route beyond the limit of one hour. The district does not provide mileage reimbursement for option-enrolled students unless otherwise required by law.~~

NOTE: Students who qualify for free lunch may be entitled to transportation or mileage reimbursement pursuant to state law.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5016 Student Records

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

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

Students or their parents, guardians, teachers, counselors, or school administrators shall have access to the school's files or records maintained concerning themselves or their students. For purposes of this policy, "teachers" include paraeducators and volunteers who are providing educational services to a student on behalf of the School District. A school official may access, maintain, and use education records containing personally identifiable information (PII) when he or she has a legitimate educational interest in such. "School official" includes any agent, volunteer, or contractor performing an institutional service or function for which the school would otherwise use its own employees and who is under the school district's direct control with respect to their access to, maintenance of, and use of PII from student records. For example, a school official may include, but would not be limited to, a teacher or other educator, administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); school board member; volunteer; contractor or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, representative of the district's insurance providers, auditor, medical consultant, therapist, or a third-party website operator who has contracted with the school district or its agent to offer online programs for the benefit of students and/or the district; members of law enforcement acting on behalf of

the school district; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a "legitimate educational interest" if the official needs to review an education record in order to fulfill a school-related professional, contractual, statutory, or regulatory responsibility.

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

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

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

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

Adopted on: _____
Revised on: _____
Reviewed on: _____

5018

Parent and Guardian Involvement In Education Practices

The school district recognizes the importance of parental and guardian involvement in the education of their children. The school district will take the following steps to ensure that the rights of parents and guardians to participate in the education of their children are preserved.

1. Parents/Guardians will be provided access, as described in district procedures, to district-approved textbooks and other curricular materials and tests used in the district upon request.
 - a. A parental request to review specific approved textbooks and other district- or building-approved curricular materials (written, visual, and audio) should be made to the principal of the building where the textbooks and curriculum materials are used.
 - b. Parents may check out textbooks and may review curricular materials such as video and audio recordings within a time frame determined by the building principal to prevent disruption of the instructional process.
 - c. A parental request to review specific standardized and criterion-referenced tests used in the district should be made in writing to the building principal. Copies of the most recent tests used in the district will be available for parent review. Parents wishing to review statewide assessments will be provided with sample questions and a copy of a practice test, but will not be provided with copies of the actual assessment due to testing security. In the case of other secure tests such as the ACT, parents must contact the publisher to obtain copies of the test.
2. Parents/Guardians will be permitted, within district procedures, to attend and observe courses, assemblies, counseling sessions, and other instructional activities.
 - a. Parents/guardians are invited to make appointments with the building principal to visit classes, assemblies and other instructional activities. The principal shall give permission after determining that parental/guardian observation would not disrupt the activity. Observations that last more than 60 minutes or occur on consecutive days are typically disruptive and will not be permitted absent unusual circumstances, in the sole discretion of the building principal.

- b. Parents/guardians may contact the building principal to request permission to attend counseling sessions in which their child is involved.
3. Parents/guardians will be permitted, within district procedures, to ask that their children be excused from school experiences that parents find objectionable.
 - a. Building principals may excuse a student from any single school experience at the parent's written request.
 - b. When appropriate, alternative experiences will be provided for the student by the school.
4. Parents/guardians will be informed through the student handbook and district policies of the manner that the district will provide access to records of students.
5. Parents/guardians will be informed of the standardized and criterion-referenced district testing program. Parents may request additional information from the building principal.
6. Parents/guardians will be informed of the circumstances under which they may opt-out of state and federal assessments.
 - a. In accordance with federal law, at the beginning of the school year, the District shall provide notice of the right to request a copy of this policy to parents/guardians of students attending schools receiving Title I funds. The District will provide a copy of this policy to a requesting parent in a timely manner.
 - b. State Assessments

State and federal law simultaneously require students to take state assessments, with few exceptions, but also permit parents or guardians to request to opt their students out of these assessments. Approval of opt out requests is contrary to the mandatory testing laws, so the District cannot "approve" the request. Parents who do not present their child for testing will result in the child receiving the lowest score possible on the assessment.

c. National Assessment of Educational Progress

As a condition of receiving federal funds, the District participates in the National Assessment of Educational Progress (NAEP). To help ensure that the District has a representative sample of students taking the NAEP, which will allow the District to assess the quality and effectiveness of its programming on a national level, the District strongly encourages all eligible students to participate. However, student participation in NAEP is voluntary.

The District shall provide parents/guardians of eligible students with reasonable notice prior to the exam being administered. Parents/guardians wishing to opt their students out of the NAEP assessment must notify the district in writing at least **three** days prior to the exam date to ensure that the District can coordinate supervision and alternative activities for students who have opted out.

7. Parents/guardians will be notified of their right to remove their children from surveys prior to district participation in surveys.
 - a. The principal must approve all surveys intended to gather information from students before they are administered to students.
 - b. Students' participation in surveys is voluntary. Parents/guardians may restrict their child from participating in any survey.

Adopted on: _____

Revised on: _____

Reviewed on: _____

5014 Homeless Students

- 1. General Policy.** The District will provide tuition free education for homeless children and youth who are in the district and accord them the educational rights and legal protections provided by state and federal law. Homeless children and youth shall not be stigmatized or segregated on the basis of their status as homeless and shall have access to the same services offered to other students. It is the intent of this policy to remove barriers to the enrollment and retention of homeless children and youth in the District.

- 2. Homeless Liaison.** The District's homeless liaison is **the superintendent**. Students in homeless situations who require assistance should contact the liaison at (402) 534-2321) or in person at 1301 Centennial Ave.; Utica, NE 68456. The liaison's responsibilities include:
 - a. Ensuring homeless children and youth are identified through coordination with the Nebraska Department of Education, community groups, and other school personnel;
 - b. Receiving training regarding state and federal law governing homeless children and youth;
 - c. Ensuring homeless children and youth and their families are referred to appropriate health care, housing, and other relevant service providers and programs available in the community;
 - d. Assisting other District personnel to work with homeless children and youth and their families on regular attendance, participation in programs and activities of the District, and completing academic work to meet academic standards of the District;
 - e. Assisting homeless children and youth and working with other District employees to prepare for and improve college readiness, including assistance with applications, selection, financial aid, and status verification for purposes of the Free Application for Federal Student Aid; and
 - f. Carrying out other aspects of this policy.

- 3. Definitions**
 - a. "Homeless children and youth" means individuals who lack a fixed, regular, and adequate nighttime residence and includes:
 - i. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a

similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

- ii. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 - iii. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - iv. Migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).
- b. The term "homeless" or "homeless individual" does not include any individual imprisoned or otherwise detained by an act of Congress or by state law.
 - c. "Child" and "youth" refers to persons who, if they were children of residents of the District, would be entitled to a free education.
 - d. The term "unaccompanied youth" shall mean a homeless child or youth not in the physical custody of a parent or guardian.
 - e. "School of origin" means the school that the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled.

4. School Stability and Enrollment. Generally, the District presumes that keeping a homeless child or youth in their school of origin is in the child's best interest unless it is contrary to a request of the child's parent, guardian, or in the case of an unaccompanied youth, the youth. The District will also consider factors including, but not limited to: the impact of mobility on achievement, education, health, and safety of the child.

5. Strategies to Address Enrollment Delays. In order to address enrollment delays resulting from homelessness, the school district shall immediately enroll homeless students even if they are unable to produce records normally required for enrollment such as immunization and medical records, residency documents, birth certificates, school records, or other documentation, or guardianship documents. The school district

shall immediately contact the school last attended by the student to obtain academic and other records. The school district's homeless liaison shall assist in obtaining necessary immunizations, or immunization or medical records.

6. Transportation. Transportation shall be provided to homeless students to the extent required by law and comparable to that provided to students who are not homeless. At the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), transportation shall be provided to and from the school of origin as follows:

- a. If the homeless child or youth continues to live in the area served by the school district, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the school district.
- b. If the homeless child's or youth's living arrangements in the area served by the school district terminate and the child or youth, though continuing his or her education in the school district, begins living in an area served by another school district, the school district and the new school district in which the homeless child or youth is living shall negotiate to agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school district. If the districts are unable to agree, the responsibility and cost for transportation shall be shared equally.

7. Records. The District will maintain and respond to requests for enrollment records for homeless children or youth consistent with its record policies and state and federal record laws. Any information about a homeless child's or youth's living situation shall be treated as a confidential education record and shall not be deemed directory information.

8. Dispute Process. If a dispute arises over school selection or enrollment in a school:

- a. The child or youth shall be admitted immediately to the school in which enrollment is sought, pending resolution of the dispute;
- b. The child, youth, parent, or guardian shall be referred to the

district's homeless liaison who shall carry out the dispute resolution process within (30) thirty calendar days after receiving notice of the dispute;

- c. The parent or guardian of the child or youth or, in the case of an unaccompanied youth, the youth, shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or unaccompanied youth to appeal the decision within (30) thirty calendar days of the time such complaint or dispute is brought.
- d. In the case of an unaccompanied youth, the homeless liaison shall ensure that the youth is immediately enrolled in the school in which enrollment is sought pending resolution of the dispute.

9. Appeal Process

- a. **Nebraska Department of Education.** If the Complainant is not satisfied with the written decision of the District after the dispute resolution process, the Complainant may appeal the decision of the District to the Commissioner of the Nebraska Department of Education within (30) thirty calendar days of receipt of the decision from the District, pursuant to Nebraska Department of Education Rule 19.
- b. **State Board of Education.** If the Complainant is not satisfied with the decision of the Commissioner, the Complainant may file a Petition with the State Board of Education within (30) thirty calendar days of the receipt of the decision of the Commissioner pursuant to Nebraska Department of Education Rule 19.

Adopted on: _____

Reviewed on: _____

Revised on: _____

Board Policy 5000's Discussion - 5001-5033
4/11/2022

5001 – Compulsory Attendance and Excessive Absenteeism

1. Students must attend school if they are turning 6 before January 1st. Policy lays out the process that must be followed for a 16 or 17 year old to discontinue enrollment. The Attendance Officer will follow the process with the county attorney if a student has more than 20 absences or more than 5 unexcused absences in a semester.

Other Student Documents - Disenroll/Enroll, Attendance Affidavit, Affidavit of Parent/Guardian, Disenrollment Form

5002 – Admission of Students

1. Students will be admitted when they are: legal residents of the district, approved for option enrollment, approved foreign exchange students, legal residents of district contracting services.
2. Specific rules and documentation needed for foster students and students that are wards of the state.

5002.1 - Admission of Students Who Reside Out of the State of Nebraska

1. Administration will review the application of out of state students. They can be denied based on: increased operating costs, need for new equipment, rearrangements of caseloads, adverse effects on the quality of educational services. Tuition of \$6000 per semester.

5003 - Admission of Part-Time Students

1. Dates and deadlines are set for application for enrollment as a part-time student. Policy sets rules on limits of resources, where students are placed, and what academic honors they are eligible to earn. Rules for extracurricular activities are addressed as well. NSAA policy should be consulted in these situations.

5004 - Option Enrollment

1. Standards are set as to who can apply for option enrollment, when they can apply, and the criteria that may be considered by the superintendent and the administration.

5005 - Transportation of Option Students - Consider an Update

1. KSB offers three different variations of this policy. This amended variation aligns with the practice the school district actually uses in transporting students to and from school.

5006 - Foreign Exchange Students

1. This policy grants the school the ability to accept foreign exchange students, and sets criteria these students must meet to be accepted.

5007 - Enrollment of Expelled Students

1. Students that have been expelled from other public or private schools shall not enroll at the school unless they have been approved by a majority vote of the school board.

5008 - Pregnant or Parenting Students

1. Students who are pregnant or parenting are encouraged to continue participating in school and extracurricular programs. Principal will work with the student to develop plans to accommodate for class schedule, identifying child care, attendance policies, breast feeding, milk expression. If a student has an IEP or 504 the team will make a plan that meets these accommodations.

5009 - Adult Education

1. Programs and education for adults can be implemented by the administration and approved by the board of education as needed.

5010 - Immunization

1. Students must be immunized before attending school as required by state law and the rules of NDHHS. Exceptions: signed statement from a physician that the immunizations could harm the health and well being of a student or their household, or signed affidavit from the family that immunization conflicts with their religious beliefs.

5011 - Physical Examination and Visual Evaluation of Students

1. These students are required to have a physical examination: incoming students in the beginner grade, all 7th grade students, all out of state transfer students
2. All beginner grade students and out of state transfer students must have a visual exam.

5012 - Testing and Assessment Program

1. The school district will use a basic testing and assessment program to evaluate the school's education outcomes. Test results will be included in the annual report to the board and the patrons. Individual results will be given to the parents/guardians.

5014 - Homeless Students

1. Identifies the school's Homeless liaison. Consider updating from principal to superintendent.
2. Definitions on what a homeless student is and what services the school needs to provide.

5015 - Protection of Pupil Rights

1. Parents have the right to inspect any third party survey that is distributed to students. Surveys that collect sensitive information shall not be required. Policy defines invasive physical exams and parent/student rights. Parents have the right to inspect instructional materials upon request.

5016 - Student Records - Consider Update

1. Update provides a more detailed description of who school officials and grants them access to records when there is a legitimate educational interest.

5017 - Routine Directory Information

1. District shall disclose routine directory information that is listed in the policy. School can provide this information to colleges or military recruiters unless the family has notified the district.

5018 - Parent and Guardian Involvement in Educational Practices - Consider Update

1. Update and expansion of language on the state assessment portion of the policy. Parents can review instructional materials, surveys, and they may opt students out of testing.

5019 - Communicating with Parents

1. School will communicate student progress, grades and attendance, through report cards, progress reports, notifications, PowerSchool, and PT Conferences.

5020 - Rights of Custodial and Non Custodial Parents

1. The school will honor the rights of both parents unless otherwise directed by the courts. Policy details what information will be shared with each parent and how conferences will be arranged.

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

1. Policy details when law enforcement may interview or question a student, and what steps the Principal or Superintendent need to take to protect the privacy of the student and to obtain permission from the parents. The exception is in cases of abuse or neglect involving HHS.

5023 - Student Illness

1. Long Term illness may be eligible for accommodations under a 504 plan. The School Nurse will determine appropriate response in the event of a student illness. If a student needs immediate medical attention, an attempt will be made to contact the parents. If no contact can be made the school may have the student treated by a physician.

5024 - Medication of Students

1. Efforts should be made to administer medication outside of school hours. When this can not be avoided, the school personnel may administer medication in accordance with state law.

5025 - Student Insurance

1. The school may distribute third party insurance information, but the district is not an insurer of student safety and healthcare needs.

5026 - Sex Discrimination and Sexual Harrassment of Students

1. Title IX Sex discrimination and sexual harrassment policy. School district prohibits any sex discrimination or sexual harrassment, and the policy details what actions can be taken.
2. Title IX Coordinator is the Secondary Principal

5028 - Initiations and Hazing

1. Policy defines initiations and hazing and prohibits these behaviors, unless given approval by the superintendent.

5030 - Dating Violence

1. Definitions of dating violence and its consequences are listed in the student handbook.

5031 - Student Appearance

1. Any manner of dress that constitutes a threat to the safety, health, welfare or morals of the student or others, or interferes with the education process, may be grounds for corrective or disciplinary action.

5032 - Closed Campus

1. All students shall remain on school campus during the hours in which school is in session unless released by the building principal. This release will only occur upon confirmation of permission from the student's parent.

5033 - Student Driving and Parking

1. Vehicles are to remain parked and unoccupied while school is in session. There is no access to the vehicles during the school day, unless permission is obtained from the principal. Parking on school grounds grants consent to have the vehicle searched by school officials if the official has a reasonable suspicion that a search will reveal violation of school rules.

KAREN A. HAASE
STEVE WILLIAMS
BOBBY TRUHE



COADY H. PRUETT
JORDAN JOHNSON
SHARI RUSSELL, Paralegal

M E M O R A N D U M

The following is a description of the policies in the 5000 series. Many of the policies will apply without modification, but each one should be reviewed carefully to make sure that it conforms to the school district's practices.

Policy 5001. Compulsory Attendance and Excessive Absenteeism. This policy incorporates the statutory requirements regarding mandatory attendance age and discontinuing enrollment.

We have included two versions of this policy. The version labeled "traditional approach" includes the statutorily required elements of an attendance policy. It states when a student has excessive absences (defined in the policy as 5 unexcused absences in a quarter), the school must communicate with the persons who have legal or actual charge or control of the child, hold a meeting or meetings, and develop a "collaborative plan" to improve regular attendance. We have also included a sample collaborative plan.

The other version of the policy is labeled "nontraditional approach." We have been frustrated by the frequent amendments to 79-209 and have fielded many, many phone calls from school administrators who struggle to enforce student attendance requirements. We are very aware that student NeSA scores fall dramatically after as few as 10 absences per school year, so we understand that school boards are interested in encouraging consistent student attendance. Therefore the "nontraditional" policy takes a somewhat dramatic departure from the traditional approach to student attendance. We prepared it based on a review of the educational research on student attendance and truancy. As with all of the service policies, it is important that you customize this policy to reflect your school's unique circumstances and culture.

Regardless of the policy that your board adopts, state law requires that the policy be "developed and annually reviewed in collaboration with the county attorney of the county in which the principal office of the school district

is located.” We have prepared a sample county attorney letter to be used to document a district’s efforts to engage in the required collaboration.

Policy 5002. Admission of Students. This policy sets forth a list of the circumstances that permit a child to attend school. It also references the statutory restriction limiting public secondary education to persons 21 years of age and under, with the exception of participation in adult education classes or special education students who are finishing the school year in which they turn 21.

Policy 5002.01. Admission of Out-of-State Students. For schools which are close to Nebraska’s border with other states, you will want to review this revised policy carefully to be sure that it comports with what you want to do regarding this issue. Based on the requests of some clients who admit a lot of out-of-state students, we have added criteria for when students will and will not be admitted. As you can see, these criteria are fairly aggressive. Whatever your practice is, you should have an application and agreement for enrollment of these students consistent with your practices. Because practices vary so widely on this issue, we have not tried to set up a single application form.

Policy 5002.02. [Intentionally Left Blank]

Policy 5003. Admission of Part-Time Students. This policy defines the circumstances and requirements for a student to attend school on a part-time basis.

Policy 5004. Option Enrollment. This policy is based on the statute governing option enrollment and sets forth the standards for considering and accepting option students. We have included provisions that go beyond the statutory requirements but that we have found helpful (e.g., the authority to reject an applicant for false statements on the application form, dealing with late applications).

The statute requires school boards to have “specific” standards for acceptance or rejection for release of a resident or option student. We have attempted to add more specific standards for acceptance and rejection that are typical in option policies. We have also added some additional factors which are highlighted in green in the policy. Although we believe the option enrollment statutes permit the board to adopt additional standards, these highlighted standards have not been tested in a hearing before the State Board of Education. Before you deny an option application based on one of the factors highlighted in green, you should give one of us a call to visit about the specific facts of your situation.

School boards may no longer refuse to allow students to option out of the district when the application is submitted after March 15 based only on the fact that the application was submitted late. We have included standards for your board to consider in determining whether to reject applications to opt out of the district that are submitted after March 15. Please note that districts may still deny applications to opt into the school district after March 15 based only on the fact that the application was submitted late. We know from conversations with staff members at the Nebraska Department of Education that they would prefer schools not use the "late is late" approach to option applications. This policy requires you to choose between a factor-based approach or continuing with the "late is late" approach for students who want to option into your district (that portion of the policy is highlighted in yellow).

You must select one of the two options highlighted in yellow dealing with on late applications to opt out of the district. You should also discuss whether your board wants to adopt the standards that are highlighted in green.

Policy 5005. Transportation of Option Students. School districts are required to either provide transportation or pay mileage for option students who qualify for free (but not reduced) lunch. Districts are not required to provide transportation to other option students, but some boards do have a system for providing some option transportation.

The shortest version of policy 5005 states that the district does not provide transportation or pay mileage for option students unless required by law.

The second version of policy 5005 states that if an option student lives on an existing bus route, the district will allow the option student to board and ride the bus.

The longest version of policy 5005 is provided as an illustration of one way to provide option families with transportation without a major financial commitment by the district. This is an area where districts are highly individualized; if your district has a specific system that it uses to provide transportation to option students, please contact us for assistance in writing your practice into a lawful policy.

There are three options for this policy. Please select just one.

Policy 5006. Foreign Exchange Students. This policy sets forth considerations for determining whether to accept foreign exchange students.

Policy 5007. Enrollment of Expelled Students. This policy states the statutory prohibition against enrolling any student who is currently expelled from any other school, whether public or private, except by board action.

Policy 5008. Pregnant or Parenting Students. This policy outlines the state statutory requirements to accommodate pregnant or parenting students and to allow them to complete their high school education and participate in the district's programming to the maximum extent possible. These changes originated from LB 427, passed in 2017. Districts are required to ensure their policy aligns with a form policy adopted by NDE in December 2017. We will work with NDE to ensure this policy applies to its sample now and in the future. All districts must have this policy in place, aligned with NDE's form policy, no later than the 2018-2019 school year.

Policy 5009. Adult Education. This policy delegates to the superintendent the board's authority to offer adult education programs. Boards can approve the expenditures for these programs as they approve monthly claims or on any other as needed basis.

Policy 5010. Immunizations. This policy states the statutory requirements and exemptions regarding the immunization of students.

Policy 5011. Physical Examination and Visual Evaluation of Students. This policy states the statutory requirements and exemption regarding the requirement that students have a physical examination by a qualified health care provider.

Policy 5012. Testing and Assessment Program. This policy is a generic basic testing policy. It provides that the superintendent to report the results of that district-wide testing to the board of education in July of each year. If your district has adopted a policy that is more specific or if you do not report results in July, you should modify these policies to reflect your practice. Of course, if you would like us to review your modifications, we would be happy to do so.

Policy 5013. [Intentionally Left Blank]

Policy 5014. Homeless Students. This policy deals with enrollment of homeless students. The federal McKinney-Vento Homeless Assistance Act created very detailed obligations for school districts regarding the enrollment and education of students who are deemed to be homeless. These have been updated by the Every Student Succeeds Act, which replaced No Child Left Behind. We have worked with NDE to create and obtain their approval on this

policy. NDE reviews this policy as part of its Title I audit process, and we expect that to continue. As of March 2017, this policy has been given approval by NDE's Homeless Student representatives. This should help avoid any finding in your review.

The policy generally provides for the appointment of a "liaison" for the homeless students in your district, and that person is responsible for working with the family or student to comply with the policy and the law. The board gets to select the position (*e.g.*, guidance counselor or principal) that will serve as the liaison. Since the liaison must generally serve as an advocate for the student, your board may want to consider not appointing the superintendent. In the most recent revisions to this policy, the federal government has directed states to ensure that the duties of the liaison are included in the policy. We have added those, including an obligation to seek training for that person. Prior to amending this policy, you should consult with one of us to ensure your proposed changes will not create inconsistencies with what NDE expects to be in the policy.

Policy 5015. Protection of Pupil Rights. This policy is required by the federal Protection of Pupil Rights Amendment (PPRA).

Policy 5016. Student Records. The Family Education Records Privacy Act (FERPA) defines student records as those records "maintained" by the school district. The increasing digitization of student data has led to legal disputes between schools and parents in other states when parents claim that every e-mail, word processing file, and Google calendar entry about a student are student records because they are "maintained" on the school's computer systems. Even more concerning if a student is verified to receive special education services, the school district must provide notice to the special education parent before destroying records that are "maintained" by the school.

The cases have demonstrated that it is in school districts' interest to have a very clear definition of what records they "maintain." Therefore this policy has three choices:

- A definition of "maintain" which states that only student records which are actually printed constitute FERPA protected records;
- A definition of "maintain" which includes both printed records and the information about students which the school saves in PowerSchool or other student information system;

- A definition of “maintain” which includes basically every physical and digital record of a student.

You should select the option that describes how your school district would like to define student records. Although we suspect that most schools will select the second option, the other two options are lawful so long as they reflect your actual practice. As with all of these policies, KSB customize a different policy for you if your school district has a unique approach to maintaining student records.

This policy also states that no “student record” or record required to be retained by the Nebraska Secretary of State’s Record Retention Schedules will be destroyed unless it is first saved in a retrievable, digital format. The Public Records Act and the Secretary of State’s implementing regulations state that many district records must be maintained in “microfilm” with a copy sent to the Secretary of State before the records can be destroyed. However, we are not aware of many schools who continue this practice, which was put in place long before digital storage systems were developed. Informally, the Secretary of State has taken the position that so long as records are saved in a digital, retrievable format, they can be destroyed, rather than microfilming the records after the retention date passes. We have written this section of the policy in the most protective manner for schools that we could conceive; however you should be aware that the retention schedules do require schools to keep a large volume of records. This is one of the reasons why we believe that including the information in your student information system under the definition of “maintain” is a good practice.

You must select one of the three options available in this policy.

Policy 5017. Routine Directory Information. School districts must have a policy that identifies routine directory information (e.g., height and weight of athletes, students’ names telephone numbers, etc.) in order for the school to have authority to disclose the information. The schools must notify students and their parents or guardians of the information that constitutes directory information and give them an opportunity to forbid its disclosure. This policy addresses that issue and includes items brought about by technology, such as students’ likeness or image and their social media handles if the district has them documented.

Policy 5018. Parental Involvement in Educational Practices. State law requires school districts to have a policy regarding parents’ involvement in their child’s education. ESSA requires school districts receiving Title I funds to notify parents of students attending any school receiving Title I funds that they may information regarding any state or local policy

addressing student participation in assessments mandated by state and federal law. Schools must then provide that information in a timely manner.

Policy 5018 to make it clear that parent/guardian requests to opt out of state mandated assessments cannot be granted due to a conflict between the parent's right to opt out and the school's obligation to ensure "all public school students" participate in mandatory state testing. This language is consistent with state law, which requires that NDE's assessment and reporting plan must "include all public schools and all public school students" in grades designated by the state board. NEB. REV. STAT. § 79-760.03.

This policy does allow parents to opt out of the National Assessment of Educational Progress (NAEP). Again, this language is consistent with law—in this case, federal law (See <https://nces.ed.gov/nationsreportcard/faq.aspx>). Federal law stipulates that student participation in the NAEP is voluntary.

This policy requires schools to send parents notice of the date the NAEP will be administered and establish a three-day deadline for parents to submit an opt-out request. If you would like to require more or allow less notice, you may insert a different number of days. The only requirement is that your timeline be "reasonable."

We have included a sample notice in the forms that accompany the 5000 series. This short notice explains that the district has an opt-out policy, describes how it can be requested, and assures that the policy will be provided in a timely manner upon request. This notice can be published in student handbooks or provided to parents as a standalone document.

Policy 5019. Communicating with Parents. This policy describes methods by which the school will communicate with parents.

Policy 5020. Rights of Custodial and Non-Custodial Parents. Noncustodial parents have statutory rights regarding their children. This policy describes those rights. This policy also reviews the circumstances under which the district will not allow noncustodial parents access to their children or their records.

Policy 5021. [Intentionally Left Blank]

Policy 5022. Investigations and Arrests by Police and Other Law Enforcement Officers. This policy describes the manner that the school will handle investigations and arrests by other law enforcement officers. This is one you will need to review in detail with your board. There are two versions of this policy. In one, we have attempted to capture what we believe to be a

common approach in Nebraska schools. The other version of the policy is most protective of student or family rights and grants the least amount of access to students by law enforcement. However, keep in mind that there are several legal options for dealing with your interaction with law enforcement. Because they are so varied, we recommend reviewing these policy options, then discussing with one of Karen, Steve, Bobby, or Tim to see how it squares with your practices. If the policy doesn't reflect your practices, we can work with you to modify the policy to fit the legal requirements and your district's practices.

Policy 5023. Student Illness. This policy describes the protocol for dealing with students who become ill at school.

Policy 5024. Medication of Students. By statute and rule of the Nebraska Department of Education, every school district must have a policy regarding the medication of students. This policy addresses that issue.

Policy 5025. Student Insurance. This policy states that the school district is not an "insurer" of student safety and that parents and guardians should secure their own health insurance for their children.

Policy 5026. [Intentionally Left Blank]

Policy 5027. [Intentionally Left Blank]

Policy 5028. Initiations and Hazing. This policy prohibits hazing and limits initiations to those activities approved by the administration. It is intended to protect students and to comply with restrictions in statute and the rules of the Nebraska Department of Education.

Policy 5029. [Intentionally Left Blank]

Policy 5030. Dating Violence. School districts are statutorily required to have a policy addressing dating violence. This policy meets the minimum requirements of the statute. This policy must be printed in your student handbook.

Policy 5031. Student Appearance. This policy states that the school may take action regarding any manner of student dress, hair style, make up, or personal cleanliness that constitute a threat to the safety, health, welfare or morale of the student or interfere with the education process. This policy is broad enough that you should be able to implement more specific rules in your student handbook.

Policy 5032. Closed Campus. This policy is designed for districts that have a closed campus. If your district does not have a closed campus, do not adopt the policy. If you would like our assistance in creating a policy that meets your practices (e.g. open campus only for seniors) please contact one of us.

Policy 5033. Student Driving and Parking. This policy governs student driving and parking of their vehicles.

Policy 5034. Handbooks. This policy gives student handbooks the force of board policy.

Policy 5035. Student Discipline. This is an extensive policy that addresses the range of options and requirements under the Student Discipline Act for students who violate school rules. This policy also addresses the administration's duty to report some student misconduct to law enforcement. Note that there are some blanks in this policy where the Student Discipline Act requires you to fill in your district's practices.

Policy 5036. Lockers. This policy states that lockers are the property of the school and gives the school the authority to inspect student lockers.

Policy 5037. Student Internet and Computer Access. This policy sets forth the standards, requirements, and limitations for student use of computers and the internet.

Policy 5038. [Intentionally Left Blank]

Policy 5039. Fundraising Activities. This policy requires all fundraising activities to have the authorization of an administrator.

Policy 5040. Work Permits. This policy authorizes principals to issue work permits in accordance with statute.

Policy 5041. Student Government. This policy authorizes and encourages students to form and participate in student government activities and puts such activities under the administration of the superintendent or a designee.

Policy 5042. Bulletin Boards. This policy governs the use of bulletin boards and electronic publishing spaces.

Policy 5043. School-Sponsored Publications. This policy makes school-sponsored publications and electronic media publications part of the

school district's instructional program and sets standards for them. That gives the administration and board greater authority over publications.

Policy 5044. Safe Pupil Transportation. Rule 10 requires districts to adopt a safe pupil transportation plan. This policy is a generic safe pupil transportation plan. If your district has adopted a different plan, you will want to substitute yours for our form plan and, if you would like us to review it, please e-mail it to us.

Policy 5045. Student Fees. School districts are required to have a student fee policy and schedules that the board reviews every year as part of a public hearing. This policy gives a format for the policy, and the district should fill in the applicable amounts.

Policy 5046 Secret Organizations. This policy states the statutory prohibition against secret organizations.

Policy 5047. [Intentionally Left Blank]

Policy 5048. Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (ANAPHYLAXIS). School districts are required to have a policy and plan for providing emergency response to life threatening asthma or systemic allergic reactions.

Policy 5049. Firearms and Weapons. This policy addresses firearms and weapons and states they are not allowed on school grounds.

Policy 5050. Reporting Related to Exempt (Home) Schools. This policy states the superintendent's statutory requirements regarding reporting students who attend home schools (as opposed to private or denominational schools).

Policy 5051. [Intentionally Left Blank]

Policy 5052. School Wellness Policy. Schools districts are statutorily required to have wellness policies regarding nutrition and activities. This policy meets those requirements, which were updated by federal law effective July 2017.

Policy 5053. Self-Management of Diabetes or Asthma/Anaphylaxis. School districts are required to have a policy for the self-management of diabetes or asthma/anaphylaxis. This policy meets those requirements.

Policy 5054. Student Bullying. School districts are statutorily required to have a policy on student bullying. This policy meets those requirements.

This policy also attempts to resolve a conflict between state and federal law. The Nebraska Student Discipline Act says that school administrators may only long-term suspend or expel a student for misconduct which occurs on school grounds, in a school vehicle or at a school activity. But that does not mean that school administrators can simply ignore off-campus cyberbullying. The IDEA, Section 504 and Title IX all require school staff to take prompt remedial action to assist a student student who has been bullied or harassed due to a protected status characteristic -- disability, sex, race, etc. This obligation under federal law exists if the bullying or harassment is interfering with the student's ability to access education, regardless of where the student was when the bullying or harassment occurred. This policy makes the distinction between punishment of the bully and support for the victim clear under the policy. Please also notice that the limits of the Nebraska Student Discipline Act only apply to long-term suspension or expulsion. Schools can (and should) impose a whole range of other consequences on students who bully, including short-term suspension, in-school suspension, counseling, additional academic work detentions, and the like. These consequences serve both to punish the bully and to prove that the district was not deliberately indifferent to the victim, even if the bully could not be expelled.

Many school districts have adopted anonymous reporting systems to report threatening or bullying behavior. If your district has such a platform, insert it into the policy where indicated. If you do not have such a system, just delete the highlighted sentence.

Policy 5055. Enrollment in Kindergarten. This policy sets forth options for the enrollment of children in kindergarten. You must choose one of the options.

Policy 5056. Free Expression by Students. This policy addresses the rights and limitations of "free expression" by students.

Policy 5057 District Title I Parent and Family Engagement Policy. This policy meets the statutory requirements regarding parental participation in the Title I program.

Policy 5058. [Intentionally Left Blank]

Policy 5059. Emergency Medical Treatment. This policy states that the school will provide first aid and, when appropriate, summon rescue squad assistance for a student who is ill or injured at school

Policy 5060. [Intentionally Left Blank]

Policy 5061. [Intentionally Left Blank]

Policy 5062. Lice and Nits. This policy addresses Lice and Nits. There are two options to this policy and you must select only one. "Option A" includes nits as a basis for exclusion from school. "Option B" excludes nits as a basis for exclusion from school and permits exclusion for only live lice or louse eggs.

Policy 5063. Audio and Video Recording. This policy clarifies when staff, for educational purposes, or students for any purpose may make audio or video recordings at school, in a school vehicle, or at school activities. It also clarifies that the district may make audio and video recordings for things like safety and security, but that those recordings will not be maintained unless specifically copied and saved.

Policy 5064. Title I Supplement, Not Supplant. This policy addresses Title 1 Supplement. It states that the district will use Title 1 funds to supplement state and local funds.

Policy 5065. Bed Bugs. We have had several schools who have had to address bed bug infestations. This policy, much like Policy 5062 dealing with lice and nits, gives boards the ability to choose their preferred response to students who receive a diagnosis of bed bugs. "Option A" states that students will not be excluded when they are initially diagnosed as having bed bugs unless there have been repeated efforts to remedy the infestation. "Option B" says the student will remain out of the school building until the parents or guardians confirm treatment. The policy also states that parents will be notified if bed bugs are discovered in school buildings. You should review this policy with the board and administrative team to be sure that this is the protocol your school wishes to follow when and if bed bugs are discovered in your district.

Policy 5066. Early Graduation. Many school district clients have asked for policies or protocols regarding early graduation, so we have created this policy in response. It discusses the requirements for early graduation and requires board action for approval. It requires the student to make an application first to the high school principal, and the principal then makes a recommendation to the board.

Policy 5067. Student Assistance Team Procedures. The Safety and Security Protocols require schools to use student assistance teams for behavioral problems in addition to academic issues.

GRADUATION REQUIREMENTS

The Centennial Board of Education believes the many benefits of a high school education cannot be fully realized in less than four years. Further, it views the entire senior year as an important period during which the student should be able to enjoy many experiences providing academic growth and enrichment, exploration of new areas, and social growth and maturity.

All students (grades 9-12) are required to register for and complete a minimum of 60 hours of credit each year. Exception: (Students enrolled in vocal music may register for 56 hours of credit.) All seniors are required to successfully complete a minimum of 45 hours of credit in their fourth year of high school.

<u>Required Credit Hours</u>	<u>Credits</u>
ENGLISH - 40 CREDIT HOURS	
Grade 9 English 9 I/II	10
Grade 10 English 10 I/II	10
Grade 11-12 English 11 I/II (and Adv. English if offered)	10
Grade 12 <u>Choices:</u> English 12, Adv. English, Applied English 12	10
MATHEMATICS - 30 CREDIT HOURS	
Grade 9 Algebra A, Algebra I, Algebra II	10
Grade 10 Algebra B, Algebra I, Algebra II, Geometry, Applied Math	10
Grade 11-12 <u>Choices:</u> Algebra II, Geometry, Applied Math, Consumer Math, Trig/Pre-Calculus, College Prep Math, College Algebra, Calculus	10
SCIENCE - 30 CREDIT HOURS	
Grade 9 Physical Science	10
Grade 10 General Biology (and Chemistry I if prerequisites are met)	10
Grade 11 <u>Choices:</u> Chemistry I/II, Anatomy, Environmental Science (1 Sem), Forensic Science (1 Sem), Bio Chem	10
Grade 12 <u>Choices:</u> Physics, Anatomy, Chemistry II, Adv. Biology, Forensic Science (1 Sem), Environmental Science (1 Sem), Bio Chem	10
SOCIAL STUDIES - 30 CREDIT HOURS	
Grade 9 World History	10
Grade 10 American History	10
Grade 11-12 Government	10
BUSINESS - 10 CREDIT HOURS	
Grade 10-12 Economics	5
Grade 10-12 Personal Finance	5

PHYSICAL EDUCATION - 10 CREDIT HOURS

Grade 9 P.E/Health 10

COMPUTER TECHNOLOGY - 5 CREDIT HOURS

Grade 9 Info Tech I 5

SPEECH - 5 CREDIT HOURS

Grade 10-12 Speech 5

ALL OF THE ABOVE CLASSES MERIT FIVE (5) CREDIT HOURS PER SEMESTER

TOTAL REQUIRED CREDIT HOURS - 160

TOTAL ELECTIVE CREDIT HOURS - +80

TOTAL CREDIT HOURS FOR GRADUATION - 240

COMMUNITY SERVICE REQUIREMENT - 60 HOURS (15 hours/school year)

Community Service Hours **MUST BE PRE-APPROVED** by the principal or guidance counselor.

In an effort to help students keep pace over their 4 years of high school, students will not be able to participate in the Homecoming dance, Prom, or Class Competition Day Out of School if they have not met the following:

- Freshman (must have 5 hours completed & turned in by Prom/Day Out of School)
- Sophomores (must have 15 hours completed & turned in by Homecoming and 20 hours completed & turned in by Prom/Day Out of School)
- Juniors (must have 30 hours completed & turned in by Homecoming and 35 hours completed & turned in by Prom/Day Out of School)
- Seniors (must have 45 hours completed & turned in by Homecoming and 50 hours completed & turned in by Prom/Day Out of School)

DRIVER EDUCATION

Students successfully completing driver education at Centennial will receive three (3) credit hours. Driver education grades do not count toward student grade point averages.

GRADUATION REQUIREMENTS

The Centennial Board of Education believes the many benefits of a high school education cannot be fully realized in less than four years. Further, it views the entire senior year as an important period during which the student should be able to enjoy many experiences providing academic growth and enrichment, exploration of new areas, and social growth and maturity.

All students (grades 9-12) are required to register for and complete a minimum of 60 hours of credit each year. Exception: (Students enrolled in vocal music may register for 56 hours of credit.) All seniors are required to successfully complete a minimum of 45 hours of credit in their fourth year of high school.

Required Credit Hours

1. **ENGLISH - 45 CREDIT HOURS** - Must pass English 9, English 10, English 11, and one of the senior level English courses. Additionally, students must pass one semester of Speech.
2. **MATHEMATICS - 30 CREDIT HOURS**
3. **SCIENCE - 30 CREDIT HOURS** - Must pass Physical Science and four additional semesters of science.
4. **SOCIAL STUDIES - 30 CREDIT HOURS** - Must pass World History, American History, and Government.
5. **BUSINESS - 10 CREDIT HOURS** - Must pass one semester of Economics and one semester of Personal Finance.
6. **PHYSICAL EDUCATION - 10 CREDIT HOURS** - Must pass freshman PE/Health.
7. **COMPUTER TECHNOLOGY - 5 CREDIT HOURS** - Must pass one semester of Information Technology.

ALL OF THE CLASSES MERIT FIVE (5) CREDIT HOURS PER SEMESTER

TOTAL REQUIRED CREDIT HOURS -	160
TOTAL ELECTIVE CREDIT HOURS -	<u>+80</u>
TOTAL CREDIT HOURS FOR GRADUATION -	240

COMMUNITY SERVICE REQUIREMENT - 60 HOURS (15 hours/school year)