

**Wakefield Community School
Board of Education Regular Meeting
Monday, July 10, 2023 5:30 PM**

Posted Locations:

**Wakefield Post Office
BankFirst
Wakefield Republican
School Main Entrance**

Posted Date: 07/06/2023

The Board of Education Regular Meeting convened in open and public session on Monday, July 10, 2023 at 5:30 PM in the Board of Education Room at the Achievement Center 802 Highland Street Wakefield, NE 68784.

President Brown informed the group of the Open Meetings Act posted in the room and accessible to all members of the public as required by law. All board members had received notice of the meeting and the meeting notice had been published/posted in a timely manner prior to the meeting date.

ATTENDANCE TAKEN AT 5:30 PM:

Absent: Jim Litchfield, **Present:** Bree Brown, Josh Dorcey, Jeffrey Keagle, Sherri Lundahl, Eric Riewer. Present: 5, Absent: 1.

Opening Procedures

Call to Order

Open Meetings Act

Pledge of Allegiance

School District Mission Statement

Roll Call

Approval of Agenda

Motion to approve the agenda Passed with a motion by Jeffrey Keagle and a second by Josh Dorcey.

Bree Brown: Yea

Josh Dorcey: Yea

Jeffrey Keagle: Yea

Sherri Lundahl: Yea

Eric Riewer: Yea

Yea: 5, Nay: 0

Awards and Special Recognition

Reports

Administrators

Elementary Principal Report

Secondary Principal Report

Superintendent Report

Board Committee Reports

Board Policy

Building, Sites & Transportation

Business & Finance

American Civics, Curriculum & Technology

Negotiations & Public Relations

Strategic Planning

Recognition of Visitors/Communication from the Public

WEA

Discussion and Action Items

Consent Agenda

Motion to approve the Consent Agenda Passed with a motion by Jeffrey Keagle and a second by Eric Riewer.

Bree Brown: Yea

Josh Dorcey: Yea

Jeffrey
Keagle: Yea

Sherri
Lundahl: Yea

Eric Riewer: Yea

Yea: 5, Nay: 0

Minutes of the previous meeting

Financial Reports

Discuss, consider, and take all necessary action to adopt a resolution increasing the school district's base growth percentage by up to six percent (6%).

Move to adopt the resolution as presented, increasing the school district's base growth percentage by up to six percent (6%).
Passed with a motion by Eric Riewer and a second by Sherri Lundahl.

Bree Brown: Yea

Josh Dorcey: Yea

Jeffrey
Keagle: Yea

Sherri
Lundahl: Yea

Eric Riewer: Yea

Yea: 5, Nay: 0

Discuss and take appropriate action to approve the 2023-2024 Parent-Student Handbook.

Move to approve the 2023-2024 Parent-Student Handbook and revisions as presented Passed with a motion by Jeffrey Keagle and a second by Josh Dorcey.

Bree Brown: Yea

Josh Dorcey: Yea

Jeffrey
Keagle: Yea

Sherri
Lundahl: Yea

Eric Riewer: Yea

Yea: 5, Nay: 0

Review, discuss and take appropriate action to approve the 2023-2024 Staff Handbook.

Move to approve the 2023-2024 Staff Handbook and revisions as presented Passed with a motion by Josh Dorcey and a second by Eric Riewer.

Bree Brown: Yea

Josh Dorcey: Yea

Jeffrey
Keagle: Yea

Sherri
Lundahl: Yea

Eric Riewer: Yea

Yea: 5, Nay: 0

Review, discuss and take appropriate action to approve the 2023-2024 Tier 2 and Tier 3 Guidance Handbook

Move to approve the 2023-2024 Tier 2 and Tier 3 Guidance Handbook as presented Passed with a motion by Jeffrey Keagle and a second by Josh Dorcey.

Bree Brown: Yea

Josh Dorcey: Yea

Jeffrey
Keagle: Yea

Sherri
Lundahl: Yea

Eric Riewer: Yea

Yea: 5, Nay: 0

Review, discuss and take appropriate action to approve the 2023-2024 Activities Manual.

Move to approve the 2023-2024 Activities Manual as presented Passed with a motion by Josh Dorcey and a second by Jeffrey Keagle.

Bree Brown: Yea

Josh Dorcey: Yea

Jeffrey
Keagle: Yea

Sherri
Lundahl: Yea

Eric Riewer: Yea

Yea: 5, Nay: 0

Hold for discussion and possible action an administrative recommendation regarding setting the price of meals for the 2023-2024 school food program.

Move to set prices for breakfast, lunch, and milk, as discussed. Passed with a motion by Sherri Lundahl and a second by Josh Dorcey.

Bree Brown: Yea

Josh Dorcey: Yea

Jeffrey
Keagle: Yea

Sherri
Lundahl: Yea

Eric Riewer: Yea

Yea: 5, Nay: 0

Discuss and take appropriate action on an administrative recommendation regarding the appointment of a Title IX compliance officer

Move to appoint Matt Farup as the Title IX compliance officer for the school year 2023-2024 Passed with a motion by Josh Dorcey and a second by Jeffrey Keagle.

Bree Brown: Yea

Josh Dorcey: Yea

Jeffrey
Keagle: Yea

Sherri
Lundahl: Yea

Eric Riewer: Yea

Yea: 5, Nay: 0

Discuss and take appropriate action on the participation in the state and federal hot lunch program with the Elementary Principal, Darren Sindelar, serving as the elementary hearing officer, and High School Principal, Matt Brenn as the high school hearing officer.

Move to appoint Darren Sindelar as the elementary hearing officer and Matt Brenn as the high school hearing officer for the state and federal hot lunch program for 2023-2024 school year Passed with a motion by Josh Dorcey and a second by Eric Riewer.

Bree Brown: Yea

Josh Dorcey: Yea

Jeffrey
Keagle: Yea

Sherri
Lundahl: Yea

Eric Riewer: Yea

Yea: 5, Nay: 0

Discuss and take appropriate action on the appointment of Mrs. Becky Gothier as the Recording Secretary/Board Treasurer for 2023-2024 school year

Move to approve the appointment of Becky Gothier as the Recording Secretary/Board Treasurer for 2023-2024 school year
Passed with a motion by Jeffrey Keagle and a second by Sherri Lundahl.

Bree Brown: Yea

Josh Dorcey: Yea

Jeffrey
Keagle: Yea

Sherri
Lundahl: Yea

Eric Riewer: Yea

Yea: 5, Nay: 0

Hold for review and discussion an administrative report regarding the Triennial Assessment of Wellness Policy

Move to approve and affirm the District's Wellness policy, offerings, and programs as presented. Passed with a motion by Sherri Lundahl and a second by Jeffrey Keagle.

Bree Brown: Yea

Josh Dorcey: Yea

Jeffrey
Keagle: Yea

Sherri
Lundahl: Yea

Eric Riewer: Yea

Yea: 5, Nay: 0

Hold for review and discussion an administrative report regarding the Multicultural offerings and programs.

Move to approve and affirm the District's Multicultural Education policy, offerings, and programs as presented. Passed with a motion by Jeffrey Keagle and a second by Eric Riewer.

Bree Brown: Yea

Josh Dorcey: Yea

Jeffrey
Keagle: Yea

Sherri
Lundahl: Yea

Eric Riewer: Yea

Yea: 5, Nay: 0

Discuss and take appropriate action regarding an administrative recommendation to renew the District's membership in the Nebraska Rural Community Schools Association.

Move to renew the District's membership in the Nebraska Rural Community Schools Association Passed with a motion by Josh Dorcey and a second by Eric Riewer.

Bree Brown: Yea

Josh Dorcey: Yea

Jeffrey
Keagle: Yea

Sherri
Lundahl: Yea

Eric Riewer: Yea

Yea: 5, Nay: 0

Discuss, consider, and take any appropriate action on the recommendation of the superintendent to declare the following items as surplus:

- 1 - Clairmont Clarinet - no serial #
- 1 - Artley Clarinet - serial #4300426
- 1 - Henkin Clarinet - serial #244528
- 1 - Leblanc Bass Clarinet - serial #B191
- 1 - Reynolds Trombone - serial #10439
- 1 - Eb Tuba
- 1 - Rodgers Snare Drum & Stand - serial #D749767
- 1 - Yamaha Snare Drum - serial #1142
- 1 full set & 1 partial set - Deagn Concert Bells
- 1 pair - 18" Zildjian Crash Cymbals
- 1 pair - 20" Sabian Crash Cymbals
- 1 - Yamaha Trap Set w/2 Toms
- 1 - Yamaha Floor Tom
- 1 - Yamaha Trap Set Foot Pedal
- 1 - Ludwig Trap Set Drum Throne
- 2 - Ludwig Challenger Marching Snares w/1 Harness
- 1 - 22" Ludwig Marching Bass Drum w/Harness & Case
- 1 - 26" Ludwig Marching Bass Drum w/Harness & Case
- 1 - Tri-Toms w/Stand & Case

I move to approve the recommendation to declare the listed items as surplus. Passed with a motion by Sherri Lundahl and a second by Eric Riewer.

Bree Brown: Yea

Josh Dorcey: Yea

Jeffrey
Keagle: Yea

Sherri
Lundahl: Yea

Eric Riewer: Yea

Yea: 5, Nay: 0

Discuss and take necessary action to approve a bid for \$5,776.04 for instrumental repairs

I move to approve the bid of \$5,776.04 for instrumental repairs. Passed with a motion by Jeffrey Keagle and a second by Josh Dorcey.

Bree Brown: Yea

Josh Dorcey: Yea

Jeffrey
Keagle: Yea

Sherri
Lundahl: Yea

Eric Riewer: Yea

Yea: 5, Nay: 0

Upcoming Dates and Times

Set the date and time for the next regular meeting

Adjournment

Motion to adjourn the meeting at 7:12 Passed with a motion by Josh Dorcey and a second by Jeffrey Keagle.

Bree Brown: Yea

Josh Dorcey: Yea

Jeffrey Keagle: Yea

Sherri Lundahl: Yea

Eric Riewer: Yea

Yea: 5, Nay: 0



Wakefield Community Schools Strategic Planning 2023 Progress Analysis Summary



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Strategic Plan Progress Analysis

Guiding Principle Averages

(listed highest to lowest)

Guiding Principle VI: Board Governance - 3.10 (*Progressing*)

Guiding Principle I: Expanded Student Learning Opportunities - 3.00 (*Progressing*)

Guiding Principle V: Facilities - 2.84 (*Developing*)

Guiding Principle III: Climate and Culture - 2.78 (*Developing*)

Guiding Principle IV: Personnel Effectiveness - 2.56 (*Developing*)

Guiding Principle II: Family and Community Partnerships - 2.34 (*Developing*)

Guiding Principle Priority Ranking

Note: The following table reflects the prioritization rankings for the guiding principles from 2021-2022.

Accomplished (4) - This strategy has been realized and is sustainable.

Progressing (3) - Some measurable progress has been made, but this strategy has not been fully realized.

Developing (2) - This strategy has been initiated.

Not Met (1) - This strategy has not been addressed.

| Ranked Priority | Guiding Principle ID | Guiding Principle | Impact Average | Urgency Average | Overall Average |
|-----------------|----------------------|---|----------------|-----------------|-----------------|
| 1 | 5 | Facilities | 2.67 | 1.33 | 2.0 |
| 2 | 4 | Personnel Effectiveness | 2.33 | 2.67 | 2.5 |
| 3 | 3 | Climate and Culture | 2.33 | 3.0 | 2.667 |
| 4 | 1 | Expanded Student Learning Opportunities | 3.33 | 3.0 | 3.165 |
| 5 | 2 | Family and Community Partnerships | 4.33 | 5.0 | 4.665 |
| 6 | 6 | Board Governance | N/A | N/A | N/A |

Guiding Principle I: Expanded Student Learning Opportunities

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Overall Progress: Progressing

Please rate and explain the district's progress for planning and implementing the following strategies:

Strategy 1.1: Set high expectations to ensure the integrity, quality and rigor of the curriculum provided supports diverse learning opportunities for the students at Wakefield Community School.

1.1(a) Research, identify, and adopt a common curriculum in all subject areas to support consistent instruction and improved student academic learning.

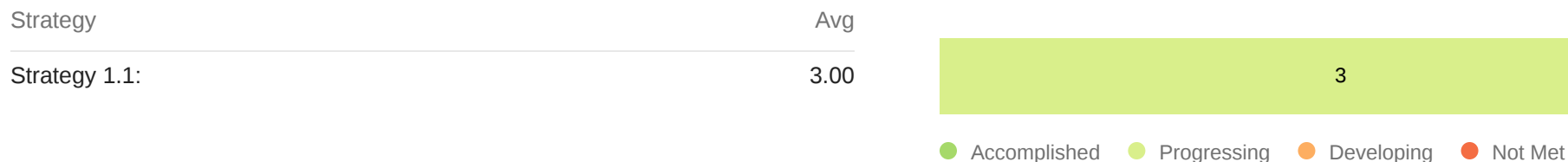
1.1(b) Increase elective course offerings and life and career readiness programs, as well as class choice opportunities to enhance the learning opportunities for WCS students.

1.1(c) Integrate career, college, and technical training curriculum and learning experiences throughout the district.

1.1(d) Provide mentorships, internships, and job shadowing opportunities to support career-college readiness.

1.1(e) Collaborate with community partners and post-secondary institutions to explore opportunities for partnering to increase curricular offerings for students and to maximize the use of community resources in the educational process.

1.1(f) 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.



Please describe some of the steps you are taking to accomplish this strategy:

Currently working with ESU 1 reviewing our Science Curriculum working towards choosing a new science curriculum series. Work Based Learning will start in the Fall of 2023. Elective offerings have been increased over the last two years for students.

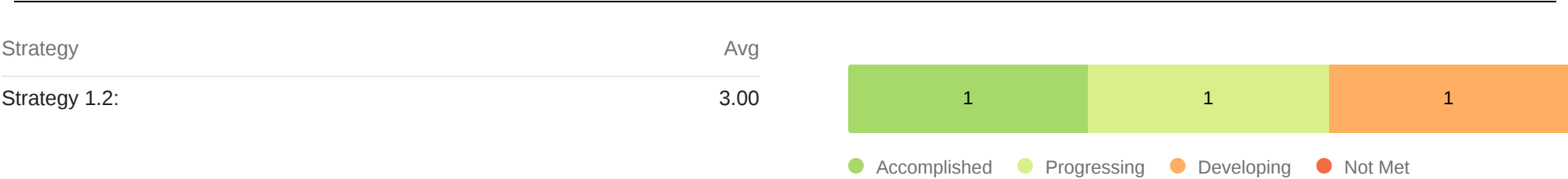
We have expanded course offerings and will begin our work-based learning program in the 23-24 school year. We have work to do in our curriculum development, selection, and implementation process.

We have expanded our CTE course offerings. We have hired a work-based learning instructor. An Educators Rising club was started. Our CTE courses follow the prescribed NDE CTE pathways. We offer dual credit courses during a student's senior year of high school.

Strategy 1.2: Provide an After-School Program to challenge identified students to advance their academic knowledge, skills, and abilities.

1.2(a) Create and implement a preassessment of students to lead to targeted design.

1.2(b) Modify curriculum to integrate basic skills and higher-level thinking and offer opportunities and experiences to students to expand their learning.



Please describe how this strategy has been accomplished:

We began our after-school program in 22-23 and are having our first summer program this summer. I think this program will continue to expand. The Achievement Center in the high school has also been a large success.

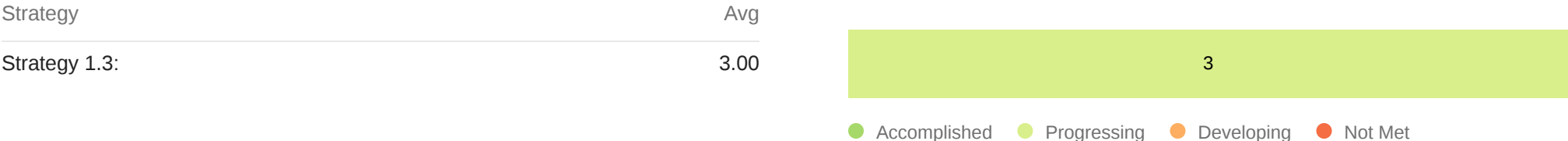
Please describe some of the steps you are taking to accomplish this strategy:

Students are able to be a variety of after school clubs. Foundations of Math, Science and Reading have been organized for our ELL population to build their knowledge foundations to assist them in their learning.

An after school program was provided this school year. Most activities offered were for elementary students. I do not know if preassessments were used or if curriculum was modified.

Strategy 1.3: Study the current English Learner (EL) delivery model and supports to improve services for EL students.

- 1.3(a) Conduct an analysis of current EL enrollment patterns district-wide.
- 1.3(b) Develop needed policies for placement of EL students in courses that will provide support and EL resources.
- 1.3(c) Ensure the implementation of plans to provide one-to-one and group mentoring for EL students.
- 1.3(d) Engage parents and the community in efforts of the district to ensure EL community involvement.
- 1.3(e) Evaluate the effectiveness, the growth, and engagement of the EL experiences.



Please describe some of the steps you are taking to progress/develop this strategy:

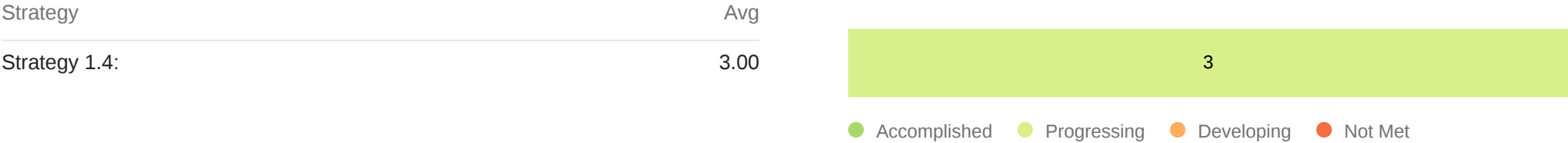
We have expanded EL services and staff district-wide. We added a 4-6 EL interventionist and expanded the 7-12 program. We have also planned for "foundations" courses for high school EL students for the 23-24 school year. We made great strides in integrating EL students into mainstream classes. We added an administrative position of EL coordinator for the 23-24 school year.

Learning strategists have been in place in the high school to assist the EL learners. EL have been placed in the regular classroom now and are really starting to flourish. EL students are monitored through ELPA and progress monitoring to evaluate growth.

We added 2 learning strategists in the high school to support our EL students. We provided co-teaching in classrooms. We moved from self-contained classrooms to full inclusion and access to core instruction. We tiered our language supports. We used ELPA to progress monitor 7-12 grade EL students at the end of the 1st semester. We held 2 community night events, however, these events were not well attended by the community. Next school year, we will be offering transitional classes in all four core subject areas. We are also creating a "Welcome Center" as an orientation process for all newly enrolled EL students. This process will include creating graduation plans.

Strategy 1.4: Implement expanded learning opportunities for students to enhance college/career/post-high school readiness skills and knowledge.

- 1.4(a) Provide mentorships, internships, and/or job shadowing opportunities for secondary students.
- 1.4(b) Expand partnerships with post-secondary institutions to explore educational opportunities and options for partnering to increase curricular offerings for students.
- 1.4(c) Emphasize the importance of personal life skills, including work ethic, character, integrity, and perseverance.
- 1.4(d) 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)



Please describe some of the steps you are taking to progress/develop this strategy:

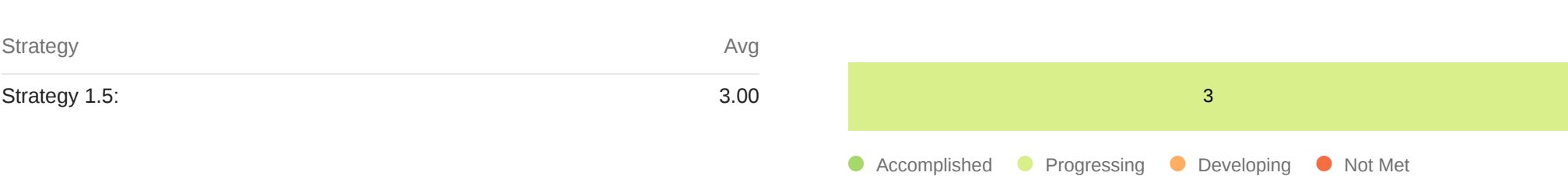
Our SEBL program has increased our emphasis on personal life skills. We have expanded course offerings in Technology, Business, FCS, and Industrial Arts. Adding work-based learning will help us provide expanded career pathway programs.

Work Based learning will be rolled out in the Fall for mentorships and internships. College English and Math courses are available through area colleges for students to earn credits. New technology classes were offered this past school year and will continue to be offered in the future.

We have hired a work-based learning coordinator. We hired a full-time technology teacher. We offer dual credit courses for seniors. Next school year, we will be adding SEBL instruction for grades 7-9 to address character building.

Strategy 1.5: Build district resource capacities that include the community, students, families, college/universities, and industries working together for college credit and readiness, academic growth in the English Learner population, and overall diversity of curricular offerings.

- 1.5(a) Implement a district-wide academic plan that includes rigorous Advanced Placement courses and dual credit opportunities.
- 1.5(b) Evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum, and instruction.
- 1.5(c) Evaluate the effectiveness of expanding knowledge and capacity of programs and services that grow district resources and challenging, creative, and rigorous curriculum and instruction.
- 1.5(d) Collaborate with industry and community representatives for job shadow opportunities, career pathways exploration, student internships, and teacher externships to increase awareness of career opportunities.
- 1.5(e) Advance EL instruction and supports to ensure the success of our EL students.



Please describe some of the steps you are taking to progress/develop this strategy:

Work to do on expanding AP courses.
 MTSS implementation is on schedule and already impacting the school's culture for both students and staff.
 EL program has advanced immensely over the last two years.

EL instruction was enhanced with learning strategists. Next Fall we will have a designated staff member as our EL Director. We finished our 2nd full year of MTSS implementation and will be rolling out PBIS in the upcoming Fall.

I have already commented on our CTE programs and dual credit opportunities. We have adopted NeMTSS framework as our continuous improvement framework. We offer tiered supports for SEBL and mental health. We will be choosing an SEBL curriculum to use in the coming school year to support 7-9 grade students. I have already provided information on how we intend to advance EL instruction.

Guiding Principle II: Family and Community Partnerships

Objective: Grow and sustain a mutually supportive and trusting partnership with all stakeholder groups for the benefit of the mission and strategic plan of Wakefield Community School and to sustain a positive connection with and among the community at large.

Overall Progress: Developing

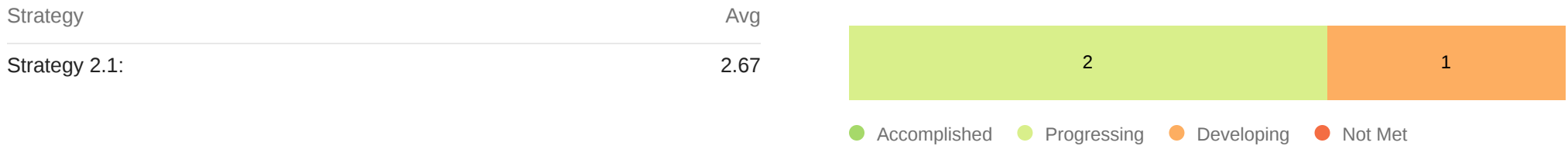
Please rate and explain the district's progress for planning and implementing the following strategies:

Strategy 2.1: Foster a positive working partnership with parents/guardians, employees, and community members to improve and sustain effective and purposeful communications.

2.1(a) Identify effective methods by which to engage parents/guardians in the education of their child.

2.1(b) 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.

2.1(c) Evaluate the effectiveness of communications with parents/guardians.



Please describe some of the steps you are taking to accomplish this strategy:

We have increased our communication and outreach to the community. We have held periodic community engagement nights, held master plan community meetings.

We have increased and improved our communication through direct messaging, a new website, a Facebook page, Seesaw, Canvas, etc.

We need to work to engage with our Latino community.

Our Latino community's use of the stadium and activity center has opened doors to engagement.

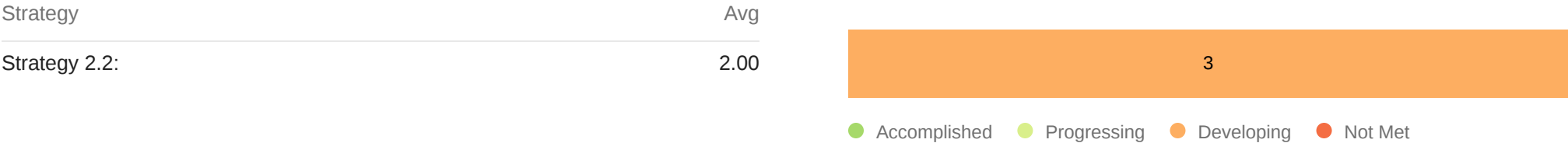
We sent out a parent survey at the beginning of the school year to find out topics of interest for community events. We use Powerschool and SeeSaw to communicate with parents. We also use social media platforms such as Twitter and Facebook. We need to improve our connection with our Latino families.

We use Aptegey to communicate with staff and parents about important events for the district. We host orientation meetings as well as Fall and Winter sports meetings for parents. Canvas is used by most of the staff within the school district. Surveys are sent to students and families rating our overall communication as a school district.

Strategy 2.2: Build a strong culture of student, staff, family, and community engagement to overcome barriers.

2.2(a) Engage parents as partners to create shared ownership of established and emerging cultures to enhance students' learning.

2.2(b) Evaluate the efforts and implementation of engagement of all stakeholders on a regular/annual basis.



Please describe some of the steps you are taking to progress/develop this strategy:

We need to be strategic in communicating services provided to our Latino community. We need to go to them instead of waiting for them to come through the door.

Parent meetings, PT conferences, and IEP/SAT team meetings

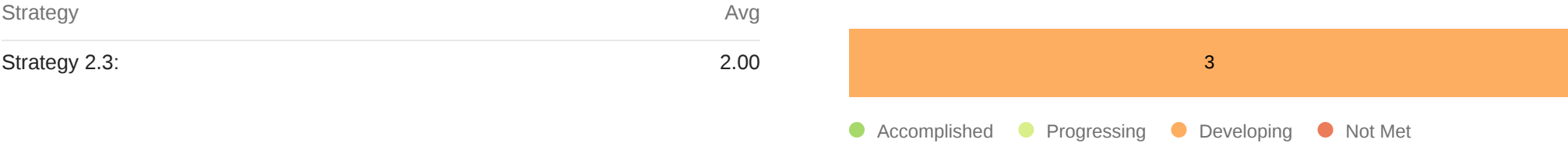
As previously stated, we held 2 community events this school year. We hold parent-teacher conferences. Our after-school program held 2 community nights. We need to improve community engagement.

Strategy 2.3: Partner with community and businesses to stimulate the creation of multiple career pathways and STEM offerings at high school to ensure career—ready students.

2.3(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.

2.3(b) Collaborate with industry and community representatives for job shadow opportunities, career pathways exploration, student internships, and teacher externships to increase awareness of career opportunities.

2.3(c) Evaluate the effectiveness of working with partners to enhance student learning opportunities.



Please describe some of the steps you are taking to progress/develop this strategy:

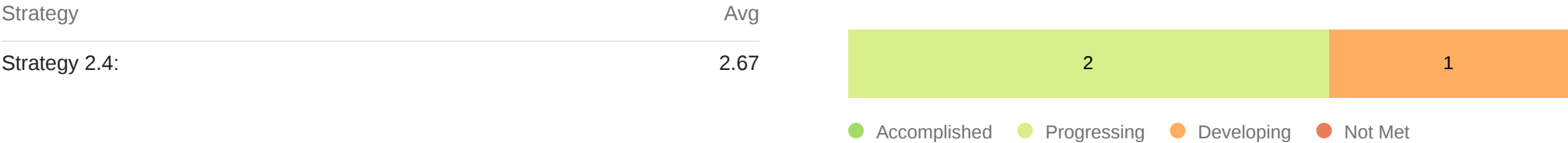
We will begin work-based learning program in 2023-24

Unable to share at this time

We have hired a work-based learning coordinator who will collaborate with community and businesses. This includes job shadow opportunities and internships.

Strategy 2.4: Strengthen family engagement and community investment.

- 2.4(a) Seek out opportunities to engage our WCS community with multiple events.
- 2.4(b) Increase district outreach efforts with community organizations, business partners, and other external stakeholders to keep stakeholders informed of the programs, services, and news of the district.
- 2.4(c) Increase the visibility of school programs and needs with all stakeholders.
- 2.4(e) Evaluate the effectiveness of purposeful engagement efforts with parents/guardians and the communities.



Please describe some of the steps you are taking to progress/develop this strategy:

Engaging with community members in the Master Planning process.
 Held multiple engagement nights though attendance was sparse.
 The school is a consistent member of the Wakefield Community Club.

The district has increased its use of social media (Facebook and Twitter) to inform patrons of services. The district also uses the communication system called Apptegy to communicate with parents and community members. Work Based Learning is starting in the Fall of 2023 with the hopes of getting students out into the community for experiences.

This is an area we need to improve.

Guiding Principle III: Climate and Culture

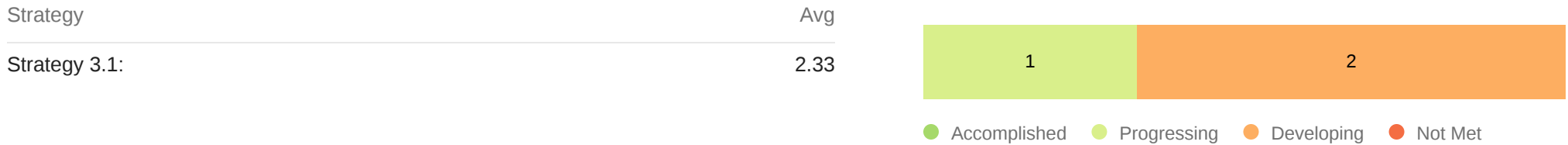
Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among students and all staff.

Overall Progress: Developing

Please rate and explain the district's progress for planning and implementing the following strategies:

Strategy 3.1: Foster a caring, inclusive culture where all staff and students feel value, support, and joy.

- 3.1(a) Create and commit to consistent expectations for staff and students to hold everyone accountable.
- 3.1(b) Incorporate Positive Behavior Interventions and Supports districtwide.
- 3.1(c) Explore and research school climate assessment programs available to public school districts
- 3.1(d) Study and adopt a school climate assessment program for the entire district.
- 3.1(e) Provide training for the school climate assessment program for administrative staff and district leadership teams to ensure success district-wide.
- 3.1(f) Create a committee of administrators, staff, and parents to ensure the district is addressing the needs that exist internally and grow awareness of the family needs that may exist as well.
- 3.1(g) Evaluate the success and effectiveness of the school climate assessment program.



Please describe some of the steps you are taking to accomplish this strategy:

We do not have a school climate assessment program. We created an implementation plan to roll out PBIS this fall. Students and staff identified 3 schoolwide behavior expectations. Students have created branding. Staff have created behavior matrices. Our Meraki Team (school climate team) continued to be active this school year by planning staff social events and doing monthly recognition/celebrations of staff.

PBIS will be started in the Fall of 2023. School climate surveys has and will continue to be used now and in the future. District Leadership team was established and worked on strategies and issues throughout the last school year. This team is designed to build a better Wakefield Community School through shared leadership.

Staff conducting gratitude circles weekly.

PBIS has been developed and will be implemented in 23-24

Staff were assessed using NDE culture and climate survey.

Strategy 3.2: Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior.

- 3.2(a) Create a system to support and equip staff with tools and techniques to address social-emotional skills and behavior.
- 3.2(b) Integrate social-emotional learning into academic and extra-curricular activities through consistent curriculum, skills development, service learning, and community service.
- 3.2(c) Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional learning district-wide.
- 3.2(d) Evaluate the progress realized through purposeful measures implemented to address the culture and climate of WCS.



Please describe some of the steps you are taking to progress/develop this strategy:

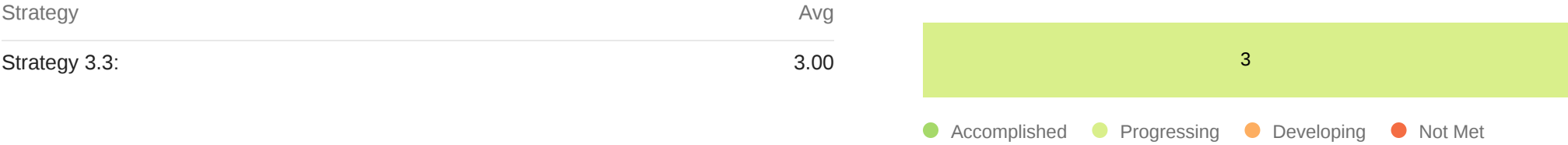
This year, staff were trained on the use of restorative circles. PBIS will be implemented this school year. We will be using SWIS to collect behavior data. We will be purchasing SEBL curriculum to address the needs of 7-9 grade students. The elementary continues to use Second Step. We developed our own SEBL screener to identify students needing support beyond tier 1. We continue to provide a LMHP on site to assist students with tier 3 mental health needs.

SEBL screeners are given throughout the school year to students to monitor where they are at.

MTSS implementation and teaming structures have been set up. We have developed a profile of data that we will use that includes climate data.

Strategy 3.3: Implement the Multi-Tiered System of Supports (MTSS) model with fidelity to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students.

- 3.3(a) Develop a district-wide team with defined roles that will research strategies, monitor, and evaluate the effectiveness of the MTSS model.
- 3.3(b) Develop a common understanding across the district of MTSS through targeted professional development.
- 3.3(c) Develop a consistent process across all buildings for implementation in the various tiers.
- 3.3(d) Intentionally communicate our MTSS model and additional academic, social-emotional, and behavioral supports with WCS families and the community.
- 3.2(e) Evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum, and instruction.



Please describe some of the steps you are taking to progress/develop this strategy:

All of our MTSS teaming structures will realized this coming school year. We will continue to provide professional development. The NeMTSS framework is a part of our school policy. We will continue to complete the MTSS self-assessment to monitor our implementation progress.

Our District Leadership team has and will continue to work with NeMTSS on PD days that are built into the school calendar. Branding was developed for our Problem Solving Model that included all staff. Students spent time to create the branding for the problem solving model.

MTSS implementation is on track after two years of implementation. MTSS Framework for school improvement has been adopted by the District as our approved framework.

Guiding Principle IV: Personnel Effectiveness

Objective: To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.

Overall Progress: Developing

Please rate and explain the district's progress for planning and implementing the following strategies:

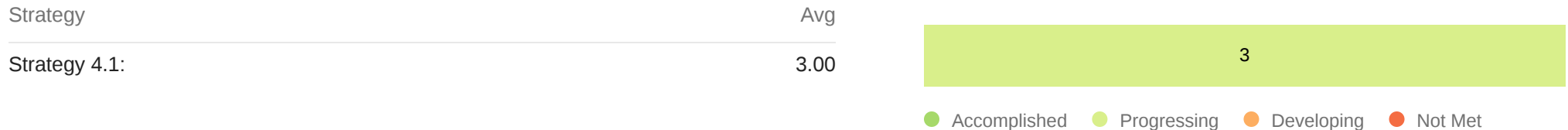
Strategy 4.1: Identify and implement a plan for administration and staff members to work cooperatively, build trust, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.

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.

4.1(b) Work collaboratively to identify areas of growth in the professional development topics and presentations that the administration can provide for staff to improve student learning.

4.1(c) Allow and encourage staff regular and safe opportunities to work together to provide feedback for growing and improving student learning.

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.



Please describe some of the steps you are taking to accomplish this strategy:

I marked this as "progressing", but it should be noted that the high school and elementary buildings are developing at different rates. Through the MTSS essential elements, we are practicing shared leadership. We are also engaging in teaming structures that require high levels of collaboration between staff and administration. In the high school, we scheduled time for collaborative learning and planning (CLP).

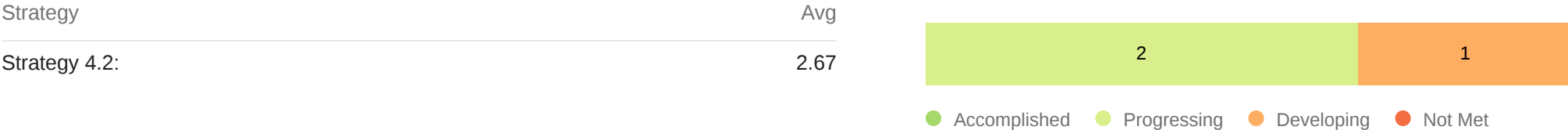
This has effectively been done through the District Leadership Team that was developed. Administration and staff work together to solve issues and develop solutions within the school district. Gratitude circles were used throughout the year to show appreciation for one another.

We are developing a new administrative team. Adding a teacher mentorship director, EL director, and SPED director. We have professionally dealt with underachieving staff.

By instituting our MTSS teams, we have provided venues for problem-solving and data-driven decision-making.

Strategy 4.2: Provide the structure and staffing in each school 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.

- 4.2(a) Complete a staff analysis of endorsements of all staffing assignments to benefit the learning opportunities.
- 4.2(b) Budget and allocate resources to support staffing needs. Consider existing priorities identified in the strategic plan needs analysis, including but not limited to:
 - Technology Integration Specialist
 - Paraprofessionals
 - EL Teachers and Support Staff
 - Learning Intervention Specialist
 - Coaches
- 4.2(c) Maintain accountability of staff to ensure systematic growth that supports and rewards continuous improvement for every student, building or learning level, and educator.
- 4.2(d) Promote an atmosphere of mutual trust through regular collaboration and feedback from peers and administrators.
- 4.2(e) Ensure the capacity, infrastructure, staffing, and equipment to meet the academic and administrative needs for effective and efficient operations across the district.
- 4.2(f) Utilize a teacher evaluation system aligned to the instructional framework to provide timely and authentic feedback to reinforce growth, identify opportunities to refine professional skills and knowledge and create pathways for leadership succession.
- 4.2(g) Evaluate the effectiveness of the alignment of resources to support learning environments, quality of educators, and student successes.



Please describe some of the steps you are taking to progress/develop this strategy:

We added staff in needed areas and added programs and services.
 We need to finish the development of our instructional model and teacher evaluation tool.

- *On site School Pysychologist
- *On site Guidance Counselor and Heartland Counselor
- *Learning Strategist implemented into the HS for EL students
- *Class offerings have increased to accommodate the needs of EL students and/or SPED students as well.
- *Classroom Walkthroughs and evaluations occur annually

We began looking at the effectiveness of our instructional model and evaluation tool. Our instructional model is under construction. Our current evaluative tool does not allow for instructional coaching or encourage growth. Neither our instructional model or evaluation tool aligns well with the NeMTSS framework.

Strategy 4.3: Set high expectations to ensure a diverse learning opportunity vital to the success of students by adopting challenging, creative, and rigorous data-based curriculum and instruction aligned both horizontally and vertically to support the success of students’ transitions from grade to grade and level to level.

- 4.3(a) Identify, adopt, and integrate districtwide curriculum to support all subject areas.
- 4.3(b) Ensure effective use of a variety of instructional strategies, materials, and resources in new and existing courses to equitably support the success of each learner (including but not limited to students with verified needs, high ability learners, low-socioeconomic learners, English Learners (EL), and other individual learner needs).
- 4.3(c) Identify and design WCS Vertical and Horizontal Subject-Area Teams made up of teachers from multiple grade levels and specified subject areas.
- 4.3(d) Commit in-service time to the collaboration and development of the WCS Vertical and Horizontal Subject-Area Teams.
- 4.3(e) Empower the WCS Vertical and Horizontal Subject-Area Teams to address curriculum alignment and instruction and academic and social-emotional needs to determine concepts and skills that students must master for successful transitions.
- 4.3(f) Empower the WCS Vertical and Horizontal Subject-Area Teams to set grade-level goals, establish short and long-term plans for action, gather data, and report out to district administration in a timely and scheduled fashion.
- 4.3(g) Ensure that all curriculum at WCS is vertically and horizontally aligned with grade-level goals and established short and long-term plans for action.

| Strategy | Avg | | | | |
|---------------|------|----------------|---------------|--------------|-----------|
| Strategy 4.3: | 2.00 | 1 | 1 | 1 | |
| | | ● Accomplished | ● Progressing | ● Developing | ● Not Met |

Please describe some of the steps you are taking to progress/develop this strategy:

We have addressed the reading curriculum in grades K-3. We need to commit time and resources to focusing on instruction and curriculum. Our teaming structures are in place to evaluate data.

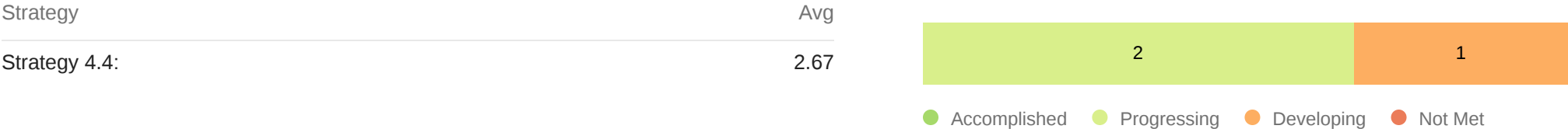
Wakefield Community School District has restructured the way new curriculum is chosen and purchased. Department specific groups work with ESU1 staff to follow a list of guidelines to select new curriculum and evaluate curriculum. Work has been done to align curriculum to ensure that State Standards are being taught and learned.

Please describe why this strategy has not been met:

We do not have an organized process for this.

Strategy 4.4: Provide high-quality professional development that increases staff’s capacity to collaborate, design, and implement an innovative curriculum.

- 4.4(a) Provide consistent and ongoing professional development that empowers staff to improve instruction to support student achievement.
- 4.4(b) Provide a structured WCS Professional Development Plan and Training to encourage the use of best practice, support programs and initiatives and enhance staff knowledge and skills. Consider existing priorities identified in the strategic plan needs analysis, including but not limited to:
 - PLC
 - SPED/504
 - MTSS
 - Teacher Collaboration
 - Policy
 - Behavior Intervention
 - Vision and Goals
 - Leadership Development
- 4.4(c) Budget and allocate resources to support the WCS Professional Development Plan and Training.
- 4.4(d) Engage staff and administration to assess personal development progress, impact, and benefits to WCS initiatives, instruction, and personal development.
- 4.4(e) Evaluate the effectiveness of the professional development opportunities given to the staff at WCS.



Please describe some of the steps you are taking to progress/develop this strategy:

I am marking this as "progressing" for the high school building. We have scheduled 1 full day of staff in-service a month to focus on continuous school improvement. We dismiss at 2 p.m. on Wednesdays for professional development. Each building principal provided an agenda for staff. The high school engaged in CLP and student problem solving teams.

PLC's are taking place every Wednesday from 2-4p.m. during the school year. Teachers work in teams to collaborate with in their departments. The whole staff meets around 3p.m. to discuss and analyze particular issues and work through the problem-solving model to develop solutions. The assessment calendar was develop through whole staff collaboration. District Leadership team works through MTSS once a month during teacher in-service days. We also worked to develop an updated School mission and vision as well.

Provided 7 steps to a language-rich classroom professional development to all staff.
Both principals created professional development plans for their staff.

Guiding Principle V: Facilities

Objective: To provide a safe and secure environment that upholds educational advancements which are accessible to all.

Overall Progress: Developing

Please rate and explain the district's progress for planning and implementing the following strategies:

Strategy 5.1: Creation of a comprehensive facilities plan to address both short-term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future needs of the district.

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


5.1(b) Consider and evaluate the data collected in regards to a building remodel versus demolition and reconstruction.

5.1(c) Develop a short-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:

- Security and Safety
- Educational Learning Spaces
- Expansion
- Drop Off and Pick Up
- Parking

5.1(d) 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 needed to sustain safe and quality learning facilities and grounds.

5.1(e) Develop and adopt a timeline to support fiscal planning and required resources to maintain district facilities and grounds.

| Strategy | Avg | |
|---------------|------|---|
| Strategy 5.1: | 3.00 |  |

● Accomplished ● Progressing ● Developing ● Not Met

Please describe some of the steps you are taking to accomplish this strategy:

The master planing process is on target.

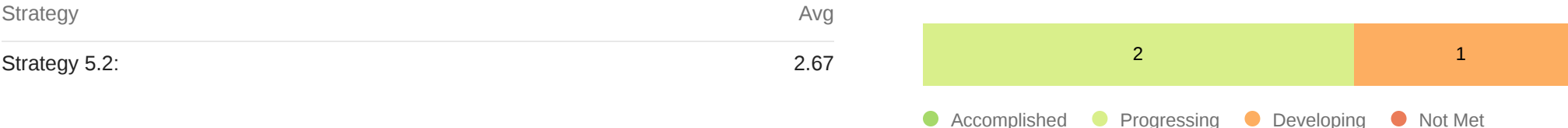
Security and safety of staff has been increased through the purchase of updated cameras and door security. The pick up and drop off of students has been altered to insure the safety of the students.

Our superintendent and school board have been working together to develop a plan to improve our facilities. Data has been collected and shared with stakeholders.

Strategy 5.2: Build district resource capabilities to support internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.

5.2(a) Designate internal leaders and champions to study the need and scope of programs and services to address diverse student demographic population.

5.2(b) Commit the resources needed to sustain integrated technology to support instructional needs and access to learning for the students at Wakefield Community School.



Please describe some of the steps you are taking to progress/develop this strategy:

We have procured many grants to help fund programs. ESSER III, ESSER ELO after-school program grant, MTSS mental health grant, Healthy Schools Grant.

We will have a designated individual holding the title of the Director of EL. She is very talented and determined to improve EL students learning and overall school experience. Technology has been increased and an additional technology teacher has been added to our staff to allow for the growth of course offerings.

Our district leadership team reviews district data to determine resources needed to meet the needs of students. Technology needs are met. Our district technology coordinator regularly communicates needs to the superintendent.

Guiding Principle VI: Board Governance

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

Overall Progress: Progressing

Please rate and explain the district's progress for planning and implementing the following strategies:

Strategy 6.1: Annually review the district's vision and mission statements, review and assess the progress-success of the district strategic plan.

6.1(a) Include stakeholders and the community in the development and revisions of the district's mission, vision, and strategic plan.

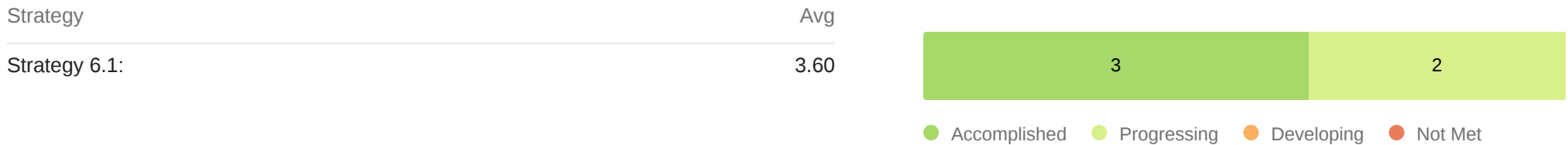
6.1(b) Align the mission and vision to drive planning, decision-making, and evaluation of district operations and progress.

6.1(c) Adopt a strategic plan or district goals to support the progress and growth of student learning.

6.1(d) Align board agenda discussion and action items to the strategic plan.

6.1(e) Continually monitor the progress and success of the strategic plan and hold the superintendent accountable to providing timely and purposeful updates.

6.1(f) Consistently complete a board self-assessment to measure progress and success of the board standards and governance.



Please describe how this strategy has been accomplished:

All of the above has been completed. This is a continuous improvement process so we are intending to leverage that for growth and tracking by goal setting and imbedding the improvement plan into the strategy so administration, the board and staff are all on the same page and rowing in the same direction.

We have adopted a new mission, vision statement. After adopting the strategic plan, we had a meeting with our SOC committee to show what has been completed and what is in progress. We just completed a board self assessment in April and see the benefit from doing so. It will become an annual assessment.

We have included both inside and outside stakeholders, our Superintendent gives updates, and our entire admin relates our strategic plan into their monthly reports. We recently completed a board self assessment

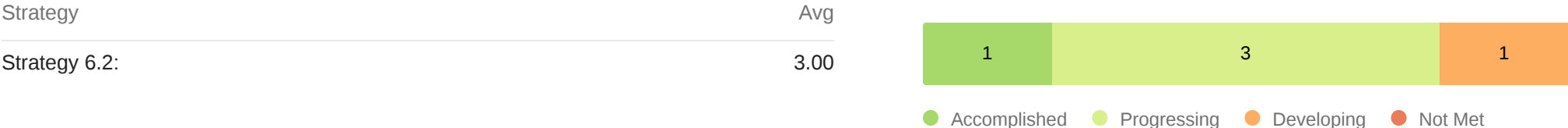
Please describe some of the steps you are taking to progress/develop this strategy:

Our priority should be expand student learning.

We have adopted a new mission statement and strategic plan. We have began to structure board meetings according to such.

Strategy 6.2: Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district’s image, build positive working relationships and sustain long-term partnerships that will serve education.

- 6.2(a) Engage the community to build understanding and support for public education and the school district.
- 6.2(b) Seek input from internal and external stakeholders (i.e., administrators, certified and classified staff, parents, students, community members, and business leaders) when setting goals.
- 6.2(c) Ensure that a district report is provided to patrons annually.



Please describe how this strategy has been accomplished:

We have done all of these.

Please describe some of the steps you are taking to progress/develop this strategy:

Work in progress.
For family and community partnerships, meetings with groups to get feedback.

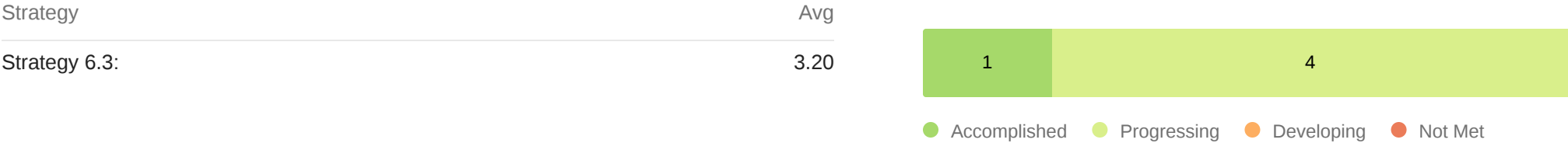
This isn't where we want it to be but I think we are very mindful and intentional in this area to build and develop this muscle and discipline. We have a long way to go but I think our Master Plan process has been super helpful and top of mind behind why this is so important.

It's hard to say that this has been accomplished. We have developed a committee involving the board and community. As we begin the process of a bond referendum we will have several meetings with the community. The big question is if it will continue when the bond is passed. It's a continuous challenge

We are always looking for ways to reach our diverse population, and have done a decent job. We will however need to do everything we can to keep the community engaged in the next few months and so on as we enter a crucial Crossroads in our district with a possible expansion.

Strategy 6.3: Align and manage district resources in a responsible manner align to strategic plan and to promote growth of student achievement.

- 6.3(a) Adopt a fiscally responsible annual budget that is aligned with the district’s mission, vision, and strategic plan.
- 6.3(b) Consider a budget that is aligned to the strategic plan and/or goals.
- 6.3(c) Ensure the superintendent’s financial recommendations align with the district’s mission and goals and allocate budget resources accordingly.
- 6.3(d) Review and adopt a master facility plan to support a safe and effective learning environment districtwide.
- 6.3(f) Authorize an annual audit of all of the district’s financial records.



Please describe how this strategy has been accomplished:

The superintendent makes references to the strategic plan and/or the vision, mission and goals when he makes a recommendation concerning purchases and/or budget requests. We have a contract with first capital markets in order to align our budget with goals of the district

Please describe some of the steps you are taking to progress/develop this strategy:

We have garnered services from FNBO to help with budget/fiscal decisions as we move forward in a crucial time in entering our master plan.

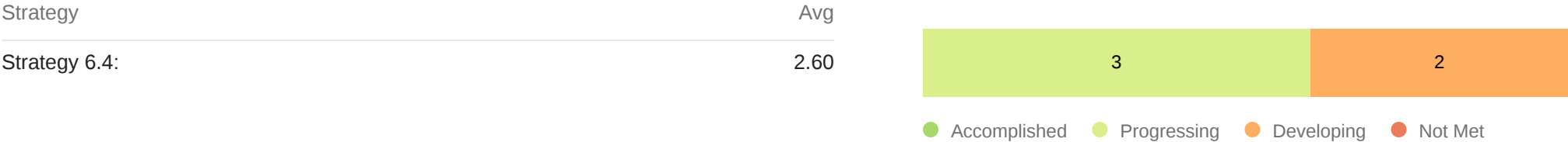
We have an annual audit every year that a board member is involved in. We have also worked with a company to develop an Master Plan. Mr Farup is working with First National to aid him in developing our budget due to the needs of our district.

We still have a long way to go here too, but have made considerable progress. We still have a lot to do regarding the Master plan too, but we have aligned these items and I believe we are close to firing on all cylinders for the good here.

Again, a work in progress, always reviewing and asking the questions, are we being effective in the process.

Strategy 6.4 : Advocate for children, public education, learning, and equity to support improved student achievement for all students.

- 6.4(a) Follow an adopted policy for communicating with state senators the district’s questions, concerns, comments, or feedback regarding proposed legislation.
- 6.4(b) Maintain legislative awareness and communications with area schools, local and state representatives, and stakeholders regarding potential and/or proposed legislation.
- 6.4(c) Attend the Legislative Issues Conference and engage NASB as a support system during the Legislative Session.



Please describe some of the steps you are taking to progress/develop this strategy:

We are being more intentional in this area. The supinate superintendent does a good job of reaching out to representatives, and he makes sure we are aware of current legislation and proposals and how it would impact our district. Rep Adrian Smith recently accepted an invitation to come to our district and was given a tour and some valuable information about what we look like, and how legislation affects our district. The board is more intentional about contacting our legislative representatives.

Matt has always been very good at following the legislative measures. If only we could get our current Senator to reciprocate and pay a visit to our building. She has never been here, and has been invited numerous times.

This strategy is something that has been discussed but is yet to be developed. We all acknowledge the need to be more involved in Legislature. I believe we will develop a committee to aid in that.

This is an area I feel we have a lot to still do on too. We have been very focused on our district and not so much this. It will be important to ensure we are informed and knowing what is coming and active on the legislative side. I think we do a very good job with Policy and managing and governing through that, but the legislative side of our activity is far from where we need it to be.

Work in progress, of knowing and providing opportunities for student enhancement, feedback from student, teachers and partents.

**Wakefield Community School
Board of Education Regular Meeting
Wednesday, June 14, 2023 5:30 PM**

Posted Locations:

- Wakefield Post Office • BankFirst • Wakefield Republican • School Main Entrance

Posted Date: 6/8/2023

The Board of Education Regular Meeting convened in open and public session on Wednesday, June 14, 2023 at 5:30 PM in the Achievement Center at 802 Highland Street, Wakefield, NE 68784.

President Brown informed the group of the Open Meetings Act posted in the room and accessible to all members of the public as required by law. All board members had received notice of the meeting and the meeting notice had been published/posted in a timely manner prior to the meeting date.

Opening Procedures

- Call to Order
- Open Meetings Act
- Pledge of Allegiance
- School District Mission Statement
- Roll Call

Attendance taken at 5:30 PM:

Present: Bree Brown, Josh Dorcey, Jeffrey Keagle, Jim Litchfield, Sherri Lundahl, Eric Riewer.

Present: 6

Absent: 0

Approval of Agenda

Motion to approve the agenda passed with a motion by Keagle and a second by Dorcey.

Yea: Brown, Dorcey, Keagle, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Reports

Secondary Principal Report

- Meg Rose, Jamie Mackling, and I attended a zoom meeting with a representative from Kid-grit. Kid-grit is a CASEL aligned SEBL curriculum. We will be purchasing the curriculum through the NDE Mental Health Project grant funds. Curriculum will be explicitly taught to all students in grades 7-9.
- Our district data profile has been updated with NSCAS growth scores, Spring MAP testing scores, and discipline data
- New Teacher Mentor Program: Our newly hired, first year teachers will be participating in the New Teacher Cadre offered through the ESU. We are also sending 4 veteran teachers to the mentor teacher training. Two mentors in each building level will provide support for all teachers new to our district.
- One of my summer "projects" is to design a Welcome Center for our ELL newcomer students. A piece of that design is presenting to our Latino community members. We are tentatively looking at Saturday, August 12 to present. Alejandra Aguirre and Brenda Montoya will be involved in the presentation.
- ABLLS-R curriculum has been purchased to provide instruction for students with moderate to severe cognitive delays and students with Autism. The curriculum is a research-based comprehensive review of 544 skills from 25 skill areas. These areas include language, social interaction, self-help, academic skills, and motor skills. The curriculum is designed to move students through simple to complex skills. Data is constantly collected through assessment protocols. The curriculum manuals include guidance and examples for writing IEP goals.

Superintendent Report

- Construction Manager interviews are on June 19th.
- Oversight committee meetings to review progress and get input on a design will be on June 21st and July 13th.
- Portable classrooms will be delivered at the end of next week. Dirt work is complete.
- I have begun recruiting members of a Community Taskforce to help with information and communication.
- We have partnered with Dixon County Sheriff's Office and submitted a grant proposal for a school resource officer. The grant was awarded.
- The passing of LB 243 puts a revenue lid on the district. Last year, we requested \$5,332,482 in the general fund and special building fund property taxes. This year, our allowable ask is \$4,599,403.

Board Committee Reports

Board Policy

- Committee met to review KSB policy updates. Most updates were results of new legislation, so almost all updates were required. There were a few suggestions from policies other schools have needed.

Strategic Planning

- Received the analysis document from NASB tracking our progress. NASB has requested individual board member feedback.
- Plan to review board goals at next month's meeting.

Discussion and Action Items

Consent Agenda

Motion to approve the Consent Agenda passed with a motion by Riewer and a second by Keagle.

Yea: Brown, Dorsey, Keagle, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Bills were reviewed by the Finance Committee and approved as follow: General: \$400,478.25; Lunch: \$35,997.83; Payroll: \$282,250.23; Activities: \$30,499.98.

Hold for discussion on entering into an agreement with Dixon County Sheriff's office for a district School Resource Officer.

Sherriff Decker discussed the Department of Justice grant that has been awarded. This grant would pay for a Resource Officer at Wakefield Schools for 5 years. The grant would pay 100% of the cost for the first 3 years, and then the District would be responsible for the remaining two years. The amount of the grant is roughly \$750,000. Sherriff Decker hopes that this program would become a satellite program for Northeast Nebraska. The Resource Officer would be a Dixon County Deputy that the county would use during summer months. This is a renewable grant, so hopefully the federal government will keep the program going.

Hold for discussion and take appropriate action on a recommendation by the administration to approve a one-semester contract between Wakefield Community Schools and Imagine Learning for online Spanish Language instruction for the high school.

Due to not being able to fill our Spanish Language teaching position, we will provide Spanish I and II through an online program. We have used Imagine Learning for our Alternative Ed program. All the curriculum is standards-based and offers translation abilities. The curriculum provides an oral instruction component as well.

Motion to approve the contract between Wakefield Community Schools and Imagine Learning for online Spanish instruction for \$5,775.00 passed with a motion by Lundahl and a second by Dorsey.

Yea: Brown, Dorsey, Keagle, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Hold for discussion, consideration, and appropriate action an administrative recommendation to purchase technology upgrades and replacement equipment.

Technology can only be updates for so many years, so every year we have normal technology rotation. Apple Quote includes 55 Apple Pencils, 50 iPad keyboards, 8 Apple TVs, 15 MacBook Air laptops for \$28,109.50. RTI quote for 10 staff laptops is \$9,320.90. Smartboards for portable classrooms are \$19,629.25

Motion to approve the recommended technology purchases as presented passed with a motion by Dorcey and a second by Keagle.

Yea: Brown, Dorcey, Keagle, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Discuss and take appropriate action regarding a recommendation from the Policy Committee to approve updates to policies 3001, 3003.1, 3004.1, 3033, 3036, 3059, 4003, 4045, 4059, 5003, 5004, 5035, 5045, 5049, 5052, 5062, 5036, 5064, 6003, and 6004 as reviewed and to include the required updates and recommended updates.

Most updates are required according to legislation changes. Some updates are just changing websites or state statute references.

Motion to approve a recommendation from the Policy Committee to approve updates to policies 3001, 3003.1, 3004.1, 3033, 3036, 3059, 4003, 4045, 4059, 5003, 5004, 5035, 5045, 5049, 5052, 5062, 5036, 5064, 6003, and 6004 as reviewed and to include the required and recommended updates passed with a motion by Keagle and a second by Dorcey.

Yea: Brown, Dorcey, Keagle, Litchfield, Lundahl, Riewer

Yea: 6, Nay: 0

Jim Litchfield left at 6:59pm.

Upcoming Dates and Times

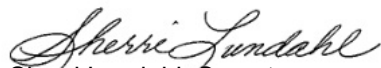
- Construction Manager Interviews – June 19 – 4:15pm
- Special Board Meeting – June 20 - 5:00pm
- SOC Meeting – June 21 – 5:30pm
- Regular Board Meeting – July 10 – 5:30pm

Adjournment

Motion to adjourn the meeting at 7:04pm passed with a motion by Keagle and a second by Dorcey.

Yea: Brown, Dorcey, Keagle, Lundahl, Riewer

Yea: 5, Nay: 0


Sherri Lundahl, Secretary


Becky Gothier, Recording Secretary

**Wakefield Community School
Board of Education Special Meeting
Tuesday, June 20, 2023 5:00 PM**

Posted Locations:

- Wakefield Post Office • BankFirst • Wakefield Republican • School Main Entrance
Posted Date: 06/15/2023

The Board of Education Special Meeting convened in open and public session on Tuesday, June 20, 2023 at 5:00 PM in the Achievement Center at 802 Highland Street, Wakefield, NE 68784.

President Brown informed the group of the Open Meetings Act posted in the room and accessible to all members of the public as required by law. All board members had received notice of the meeting and the meeting notice had been published/posted in a timely manner prior to the meeting date.

Opening Procedures

Call to Order
Open Meetings Act
Pledge of Allegiance
School District Mission Statement
Roll Call

Attendance taken at 5:03 PM:

Present: Bree Brown, Jeffrey Keagle, Jim Litchfield, Eric Riewer.

Absent: Josh Dorcey, Sherri Lundahl,

Present: 4, Absent: 2

Approval of Agenda

Motion to approve the agenda passed with a motion by Keagle and second by Litchfield

Yea: Brown, Keagle, Litchfield, Riewer

Yea: 4, Nay: 0

Josh Dorcey arrived at 7:07

Discussion and Action Items

Hold for discussion at take appropriate action on the request to approve a bid for new furniture for the modular classrooms and 3rd-grade rooms.

Motion to approve a bid for new furniture for the modular classrooms and 3rd-grade rooms as presented passed with a motion by Keagle and second by Riewer.

Yea: Brown, Dorcey, Keagle, Litchfield, Riewer

Yea: 5, Nay: 0

Hold for discussion and take appropriate action on entering an agreement with the Dixon County Sheriff's office to provide a School Resource Officer.

A Department of Justice grant will allow the Dixon County Sheriff's Office to employ and provide a full-time police officer to be assigned to the school district during the school year. This grant will pay for the first three years of a five-year agreement.

Motion to approve an agreement with the Dixon County Sheriff's office to provide a School Resource Officer passed with a motion by Riewer and second by Keagle.

Yea: Brown, Dorcey, Keagle, Litchfield, Riewer

Yea: 5, Nay: 0

Hold for discussion and take appropriate action on a recommendation by the Building, Sites, and Transportation Committee to approve negotiating a contract for Construction Management services.

The Building, Sites and Transportation Committee along with 10 community members and Mr. Farup interviewed four construction firms on June 19. Hausmann Construction out of Norfolk was the #1 choice of the group. They are currently working on Wayne and Laurel schools and have worked with CMBA and FNBO.

Motion to approve the recommendation by the Building, Sites, and Transportation Committee to allow the Superintendent to negotiate a contract for Construction Management services with Hausmann Construction passed with a motion by Dorcey and second by Litchfield.

Yea: Brown, Dorcey, Keagle, Litchfield, Riewer

Yea: 5, Nay: 0

Hold for discussion and take appropriate action on a recommendation by the Superintendent to approve a bid from JEO Consulting Group, Inc to provide a survey of the school property.

This is the first step needed in any building project to know design possibilities. No current study considers the different elevations on our property. Soil testing is needed in order to price and bid out a building project.

Motion to approve the bid from JEO Consulting Group, Inc to provide a survey of the school property for a fee of \$16,210 passed with a motion by Keagle and second by Dorcey.

Yea: Brown, Dorcey, Keagle, Litchfield, Riewer

Yea: 5, Nay: 0

Presentation by Carl Dietz of First National Capital Markets

Carl Dietz is a former teacher, principal and superintendent that now works for our financial advisor company First National Capital Markets. Carl discussed the districts past years revenue and expense trends as well as explained the implications of LB243 which limits the dollars the district is able to tax for. In 2022-23, the General Fund and Building Fund tax request was \$5,332,482. The allowable tax request for 2023-24 with the passing of LB243 will be \$4,613,968. The board is allowed to pass a 6% override, allowing the district to tax for an additional \$458,754. Even with the override, the maximum tax asking will be \$259,760 less that 2022-23. LB583 will increase the district state aid by \$1,261,444. However, not know how long the state can sustain that amount of state aid, the district needs to plan financially for the future.

Adjournment

Motion to adjourn the meeting at 6:45pm passed with a motion by Riewer and second by Litchfield.

Yea: Brown, Dorcey, Keagle, Litchfield, Riewer

Yea: 5, Nay: 0



Becky Gothier, Recording Secretary

Wakefield Community School

Cash Summary Report

Accounting Cycle: FY22-23; Beginning Period: Period 10 (06/01/2023 - 06/30/2023) ; Ending Period: Period 10 (06/01/2023 - 06/30/2023) ; Show Prior Year Expense/Encumbrance: No; Prior Year Ending Balance for Beginning Balance: No; Include Transactions after the Last Period: None; Exclude Closing Entries: No; Include Unposted Transactions: No; Created On: 7/7/2023 4:22:06 PM

| Fund | Description | Beginning Balance | Revenue | Expenditure | Other | Ending Balance | Encumbrances | Liabilities | Available |
|------------------|-----------------------|-----------------------|---------------------|-----------------------|---------------|-----------------------|-----------------------|---------------|-----------------------|
| 01 | General Fund | \$2,658,212.74 | \$470,761.51 | (\$699,985.22) | \$0.00 | \$2,428,989.03 | (\$286,985.85) | \$0.00 | \$2,142,003.18 |
| 02 | Depreciation Fund | \$354,062.67 | \$343.39 | \$0.00 | \$0.00 | \$354,406.06 | \$0.00 | \$0.00 | \$354,406.06 |
| 03 | Employee Benefit Fund | \$69,057.99 | \$50.52 | \$0.00 | \$0.00 | \$69,108.51 | \$0.00 | \$0.00 | \$69,108.51 |
| 05 | Activity Fund | \$48,662.46 | \$0.00 | \$0.00 | \$0.00 | \$48,662.46 | \$0.00 | \$0.00 | \$48,662.46 |
| 06 | School Nutrition Fund | \$46,444.24 | \$34,509.43 | (\$44,326.06) | \$0.00 | \$36,627.61 | \$0.00 | \$0.00 | \$36,627.61 |
| 07 | Bond Fund | \$39,816.11 | \$29.13 | \$0.00 | \$0.00 | \$39,845.24 | \$0.00 | \$0.00 | \$39,845.24 |
| 08 | Special Building Fund | \$1,059,646.62 | \$29,129.47 | \$0.00 | \$0.00 | \$1,088,776.09 | \$0.00 | \$0.00 | \$1,088,776.09 |
| 09 | QCPUF Fund | \$69,824.88 | \$5,423.44 | \$0.00 | \$0.00 | \$75,248.32 | \$0.00 | \$0.00 | \$75,248.32 |
| 11 | Interim Fund | \$2,493.74 | \$1,861.28 | (\$400.00) | \$0.00 | \$3,955.02 | \$0.00 | \$0.00 | \$3,955.02 |
| 12 | Student Fees Fund | \$1,197.91 | \$0.00 | \$0.00 | \$0.00 | \$1,197.91 | \$0.00 | \$0.00 | \$1,197.91 |
| Sub Total | | \$4,349,419.36 | \$542,108.17 | (\$744,711.28) | \$0.00 | \$4,146,816.25 | (\$286,985.85) | \$0.00 | \$3,859,830.40 |

Wakefield Community School

Budget Report - June 30, 2023

| FUNCTION | June Expenses | Current Budget | Actuals (YTD) | Encumbrances (YTD) | Available | % of Budget Used |
|---|---------------|----------------|----------------|--------------------|---------------|------------------|
| 01100 - Regular Instruction | \$354,719.12 | \$3,592,904.00 | \$3,017,120.88 | \$237,551.91 | \$338,231.21 | 83.97 |
| 01125 - Regular Instructional Programs School Age (Flex-Spending) | \$2,145.57 | \$26,681.00 | \$21,456.01 | \$0.00 | \$5,224.99 | 80.42 |
| 01150 - Limited English Proficiency Programs | \$30,519.56 | \$282,483.00 | \$276,982.47 | \$2,894.09 | \$2,606.44 | 98.05 |
| 01160 - Poverty Programs | \$26,674.85 | \$313,984.00 | \$266,649.41 | \$0.00 | \$47,334.59 | 84.92 |
| 01190 - Early Childhood Educational Programs | \$21,350.48 | \$142,907.00 | \$175,793.53 | \$2,527.79 | (\$35,414.32) | 123.01 |
| 01200 - Special Education Instructional Programs - School Age | \$57,603.73 | \$656,390.00 | \$566,639.13 | \$984.51 | \$88,766.36 | 86.33 |
| 01291 - Special Education Instructional Programs - Ages 3-5 | \$6,099.89 | \$172,710.00 | \$68,508.30 | \$0.00 | \$104,201.70 | 39.67 |
| 01300 - Summer School | \$4,510.70 | \$0.00 | \$4,565.46 | \$0.00 | (\$4,565.46) | |
| 02120 - Guidance Services | \$13,833.58 | \$108,699.50 | \$91,776.99 | \$245.93 | \$16,676.58 | 84.43 |
| 02130 - Health Services | \$4,534.46 | \$73,883.00 | \$43,006.32 | \$1,527.01 | \$29,349.67 | 58.21 |
| 02141 - Psychological Services - SPED - School Age | \$0.00 | \$106,820.00 | \$80,250.00 | \$0.00 | \$26,570.00 | 75.13 |
| 02151 - Speech Pathology and Audiology Services - SPED - School Age | \$0.00 | \$102,250.00 | \$80,779.73 | \$0.00 | \$21,470.27 | 79.00 |
| 02161 - Occupational Therapy-Related Services - SPED - School Age | \$0.00 | \$14,560.00 | \$13,152.00 | \$0.00 | \$1,408.00 | 90.33 |
| 02171 - Physical Therapy-Related Services - SPED - School Age | \$0.00 | \$3,000.00 | \$2,358.00 | \$0.00 | \$642.00 | 78.60 |
| 02181 - Visually Impaired or Vision Services - SPED - School Age | \$0.00 | \$245.00 | \$0.00 | \$0.00 | \$245.00 | 0.00 |
| 02190 - Support Services - Student - Other | \$513.33 | \$25,265.00 | \$21,230.76 | \$0.00 | \$4,034.24 | 84.03 |
| 02213 - Instructional Staff Training | \$0.00 | \$15,700.00 | \$9,397.31 | \$0.00 | \$6,302.69 | 59.86 |
| 02220 - Library or Media Services | \$3,520.17 | \$59,073.50 | \$35,599.92 | \$36.00 | \$23,437.58 | 60.26 |
| 02290 - Other Support Services - Instructional Staff | \$0.00 | \$0.00 | \$2,832.48 | \$0.00 | (\$2,832.48) | |
| 02310 - Board of Education | \$1,432.68 | \$86,000.00 | \$55,326.37 | \$1,992.00 | \$28,681.63 | 64.33 |
| 02320 - Executive Administration | \$18,220.39 | \$216,912.00 | \$168,527.21 | \$1,665.67 | \$46,719.12 | 77.69 |
| 02330 - District Legal Services | \$1,845.00 | \$25,000.00 | \$12,879.70 | \$0.00 | \$12,120.30 | 51.52 |
| 02410 - Office of the Principal | \$32,520.79 | \$374,874.70 | \$301,131.62 | \$20.00 | \$73,723.08 | 80.33 |
| 02510 - Fiscal Services | \$9,542.37 | \$178,030.00 | \$118,647.38 | \$1,848.00 | \$57,534.62 | 66.64 |
| 02570 - Personnel Services | \$188.00 | \$0.00 | \$3,631.64 | \$0.00 | (\$3,631.64) | |
| 02580 - Administrative Technology Service | \$9,259.83 | \$184,308.00 | \$118,061.87 | \$13,141.00 | \$53,105.13 | 64.06 |
| 02610 - Operation of Buildings | \$52,795.23 | \$517,501.00 | \$515,823.98 | \$11,579.00 | (\$9,901.98) | 99.68 |
| 02630 - Care and Upkeep of Grounds | \$2,344.13 | \$62,955.00 | \$46,610.53 | \$49.90 | \$16,294.57 | 74.04 |
| 02650 - Vehicle Operation and Maintenance (Other Than Student Transportation Vehicles) | \$0.00 | \$40,000.00 | \$0.00 | \$0.00 | \$40,000.00 | 0.00 |
| 02670 - Safety | \$0.00 | \$3,500.00 | \$4,335.21 | \$0.00 | (\$835.21) | 123.86 |
| 02710 - Vehicle Operation and Purchasing - Regular Education | \$16,066.13 | \$228,043.75 | \$152,976.97 | \$0.00 | \$75,066.78 | 67.08 |
| 02712 - Vehicle Operation and Purchasing - School Age SPED | \$0.00 | \$1,500.00 | \$132.27 | \$0.00 | \$1,367.73 | 8.82 |
| 02730 - Vehicle Servicing and Maintenance - Regular Education | \$1,551.24 | \$60,950.00 | \$35,048.61 | \$0.00 | \$25,901.39 | 57.50 |
| 02732 - Vehicle Servicing and Maintenance - School Age SPED | \$0.00 | \$1,100.00 | \$0.00 | \$0.00 | \$1,100.00 | 0.00 |
| 03535 - High Ability Learners | \$47.30 | \$6,487.00 | \$472.93 | \$0.00 | \$6,014.07 | 7.29 |
| 06200 - Federal Services - Title I, Part A ESSA Improving Basic Programs Operated by Local Educational Agencies | \$10,598.06 | \$132,967.00 | \$128,381.48 | \$125.00 | \$4,460.52 | 96.55 |
| 06404 - Federal Services - IDEA Part B (611) Base Allocation - Birth Through Age Four | \$0.00 | \$26,853.00 | \$0.00 | \$0.00 | \$26,853.00 | 0.00 |

| FUNCTION | June Expenses | Current Budget | Actuals (YTD) | Encumbrances (YTD) | Available | % of Budget Used |
|---|----------------------|-----------------------|-----------------------|---------------------------|-----------------------|-------------------------|
| 06406 - Federal Services - IDEA Preschool (619) Base Allocation | \$0.00 | \$818.00 | \$0.00 | \$0.00 | \$818.00 | 0.00 |
| 06408 - IDEA Part B Base & Enrollment Poverty Allocation | \$0.00 | \$0.00 | \$33,251.25 | \$0.00 | (\$33,251.25) | |
| 06410 - Federal Services - IDEA Enrollment or Poverty (611) | \$0.00 | \$118,799.00 | \$0.00 | \$0.00 | \$118,799.00 | 0.00 |
| 06690 - Federal Services - Other Federal Non-Categorical Expenditures | \$0.00 | \$0.00 | \$1,981.33 | \$0.00 | (\$1,981.33) | |
| 06700 - Federal Services - Federal Vocational and Applied Technology Education (Carl Perkins) | \$0.00 | \$10,000.00 | \$6,158.18 | \$0.00 | \$3,841.82 | 61.58 |
| 06925 - Federal Services - Title III ESSA - ELL | \$0.00 | \$17,652.00 | \$18,270.12 | \$0.00 | (\$618.12) | 103.50 |
| 06988 - Expanded Learning Collaborative Afterschool - ARP ESSER III | \$2,037.70 | \$69,330.00 | \$53,581.35 | \$10,798.04 | \$4,950.61 | 77.28 |
| 06990 - Federal Services - Other Federal Categorical Receipts | \$0.00 | \$0.00 | \$13.89 | \$0.00 | (\$13.89) | |
| 06992 - Federal Services - REAP | \$2,181.32 | \$44,622.00 | \$63,550.43 | \$0.00 | (\$18,928.43) | 142.42 |
| 06997 - Emergency Relief - ESSER II | \$0.00 | \$2,828.37 | \$0.00 | \$0.00 | \$2,828.37 | 0.00 |
| 06998 - Emergency Relief - ESSER III | \$13,329.61 | \$744,794.00 | \$132,648.68 | \$0.00 | \$612,145.32 | 17.81 |
| 08000 - Transfers (Outgoing) | \$0.00 | \$50,000.00 | \$40,000.00 | \$0.00 | \$10,000.00 | 80.00 |
| General Fund Grand Total | \$699,985.22 | \$8,903,379.82 | \$6,789,541.70 | \$286,985.85 | \$1,826,852.27 | 79.48 |
| Prior Year General Fund Grand Total | \$609,225.93 | \$8,349,134.78 | \$6,198,792.03 | \$137,052.22 | \$2,013,290.53 | 75.89 |

GENERAL FUND - #195103
TREASURER'S REPORT AS OF JUNE 30, 2023

BALANCE AS OF JUNE 1, 2023 **\$2,658,924.54**

REVENUE

| | | |
|---|------------|--------------------------|
| Various Summer Insurance Premium Reimb. | 184.87 | |
| iPad Repairs/Replacements | 1,132.01 | |
| WSC Dual Credit Reimb | 360.00 | |
| UNL Educator's Rising Stipend Reimb | 3,000.00 | |
| Milo Meyer - Dirt Sale | 462.00 | |
| Univ of TN Presenter Fee Stipend Reimb | 700.00 | |
| SON - SPED Reimb | 52,849.00 | |
| SON - State Aid | 143,802.00 | |
| Thurston County - Proceeds | 20,293.51 | |
| Dixon County - Proceeds | 128,634.81 | |
| Wayne County- Proceeds | 121,980.81 | |
| Bank - Interest | 2,379.38 | |
| TOTAL REVENUE | | <u>475,778.39</u> |

EXPENSES

| | | |
|---------------------------|------------|------------------------------|
| June Payables | 432,300.76 | |
| June Payroll | 273,413.14 | |
| TOTAL EXPENDITURES | | <u>\$705,713.90</u> |
| TOTAL | | <u>\$2,428,989.03</u> |

GENERAL FUND AS OF JUNE 30, 2023 **\$2,428,989.03**

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 09/01/2022 to 08/31/2023.

| Site ID Group ID | Site Name Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---------------------|-----------------------------------|-------------|------------------------|------------------|------------------|-------------------|----------------|-------------------|
| WCS | Wakefield Community School | | | | | | | |
| A | ATHLETICS | | | | | | | |
| | 100 | | FOOTBALL | 2,531.80 | 450.00 | 1,518.07 | 0.00 | 1,463.73 |
| | 110 | | VOLLEYBALL | 1,949.71 | 2,196.00 | 2,516.51 | 0.00 | 1,629.20 |
| | 125 | | BOYS BASKETBALL | 4,444.84 | 5,468.00 | 6,176.20 | 0.00 | 3,736.64 |
| | 130 | | GIRLS BASKETBALL | 1,319.86 | 1,946.00 | 1,344.05 | 0.00 | 1,921.81 |
| | 145 | | TRACK | 0.00 | 770.00 | 702.00 | 0.00 | 68.00 |
| | 160 | | NEW UNIFORMS | 0.00 | 0.00 | 2,338.40 | 0.00 | -2,338.40 |
| | 170 | | WRESTLING | 2,318.25 | 1,045.00 | 2,172.81 | 0.00 | 1,190.44 |
| | 175 | | GEN ATHLETICS | -17,120.73 | 80,457.01 | 116,444.41 | -918.00 | -54,026.13 |
| | 579 | | STUDENTS TRACK ACCOUNT | 300.00 | 0.00 | 0.00 | 0.00 | 300.00 |
| | 580 | | STUDENTS GOLF ACCOUNT | 300.00 | 0.00 | 0.00 | 0.00 | 300.00 |
| | GIRLSW | | GIRLS WRESTLING | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | A Totals: | -3,956.27 | 92,332.01 | 133,212.45 | -918.00 | -45,754.71 |
| B | CLASSES | | | | | | | |
| | 212 | | CLASS OF 2023 | 448.99 | 265.00 | 573.97 | 0.00 | 140.02 |
| | 215 | | CLASS OF 2024 | 1,010.18 | 6,355.01 | 4,278.31 | 0.00 | 3,086.88 |
| | 216 | | CLASS OF 2025 | 1,023.61 | 373.81 | 0.00 | 0.00 | 1,397.42 |
| | 582 | | CLASS OF 2026 | 455.76 | 549.94 | 0.00 | 0.00 | 1,005.70 |
| | 584 | | CLASS OF 2027 | 411.54 | 0.00 | 0.00 | 0.00 | 411.54 |
| | CLASS28 | | Class of 2028 | 0.00 | 100.98 | 0.00 | 0.00 | 100.98 |
| | | | B Totals: | 3,350.08 | 7,644.74 | 4,852.28 | 0.00 | 6,142.54 |

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 09/01/2022 to 08/31/2023.

| Site ID Group ID | Site Name Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---------------------|-------------------------|-------------|------------------------|------------------|------------------|------------------|---------------|------------------|
| C | ORGANIZATIONS | | | | | | | |
| | 301 | | POWER DRIVE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 302 | | FFA | 625.42 | 0.00 | 0.00 | 0.00 | 625.42 |
| | 303 | | SPEECH CLUB | 2,398.67 | 328.00 | 1,184.01 | 0.00 | 1,542.66 |
| | 305 | | DISTRICT 7 FCCLA | 6,437.37 | 624.00 | 1,072.10 | 32.00 | 6,021.27 |
| | 306 | | MUSIC BOOSTERS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 310 | | NATIONAL HONOR SOCIETY | 2,428.72 | 776.56 | 105.32 | 0.00 | 3,099.96 |
| | 315 | | FBLA | 6,672.13 | 4,961.24 | 6,051.72 | 0.00 | 5,581.65 |
| | 320 | | ANNUAL | 1,185.94 | 8,155.41 | 11,064.47 | -41.00 | -1,764.12 |
| | 325 | | TOTAD | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 330 | | FCCLA | 4,360.78 | 9,367.30 | 9,409.06 | -32.00 | 4,287.02 |
| | 335 | | STUCO | 3,219.46 | 0.00 | 938.35 | 0.00 | 2,281.11 |
| | 340 | | SPEECH & DRAMA | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 345 | | ONE ACT | -57.60 | 1,761.50 | 1,542.15 | 0.00 | 161.75 |
| | 346 | | ART CLUB | 1,713.68 | 1,887.88 | 2,672.79 | 0.00 | 928.77 |
| | 355 | | TROJAN ZONE | 2,862.88 | 5,533.50 | 2,924.01 | 0.00 | 5,472.37 |
| | 385 | | LIBRARY | 1,809.85 | 1,741.79 | 1,633.79 | 0.00 | 1,917.85 |
| | 395 | | HOMECOMING | -284.10 | 2,405.00 | 1,257.17 | 0.00 | 863.73 |
| | 501 | | COLOR GUARD | 608.46 | 310.00 | 576.00 | 0.00 | 342.46 |
| | 553 | | ELEMENTARY STUCO | 84.68 | 480.20 | 199.64 | 0.00 | 365.24 |
| | 578 | | SKILLS USA | 1,433.56 | 3,403.26 | 5,453.42 | 0.00 | -616.60 |
| | 581 | | FCA | 416.53 | 0.00 | 85.54 | 0.00 | 330.99 |
| | 902 | | EDUCATION CLUB | 464.04 | 0.00 | 0.00 | 0.00 | 464.04 |
| | CHEER | | CHEER GROUP | 0.00 | 1,512.19 | 1,303.93 | 0.00 | 208.26 |
| | EDURIS | | EDUCATORS RISING | 500.00 | 802.69 | 560.49 | 0.00 | 742.20 |
| | OWORLDC | | ONE WORLD CLUB | 500.00 | 3,373.72 | 2,221.38 | 0.00 | 1,652.34 |
| | C Totals: | | | 37,380.47 | 47,424.24 | 50,255.34 | -41.00 | 34,508.37 |
| D | CONCESSIONS | | | | | | | |
| | 400 | | CONCESSIONS | -558.57 | 22,876.74 | 23,226.92 | 908.75 | 0.00 |
| | D Totals: | | | -558.57 | 22,876.74 | 23,226.92 | 908.75 | 0.00 |

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 09/01/2022 to 08/31/2023.

| Site ID Group ID | Site Name Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---------------------|-------------------------|-------------|---------------------------|----------------|-----------|---------------|-------------|--------------|
| E | MISC | | | | | | | |
| | | 350 | SCHOLARSHIPS | 1,000.00 | 0.00 | 0.00 | 0.00 | 1,000.00 |
| | | 390 | STUDENT ASSISTANCE | 2,720.65 | 863.00 | 736.37 | 0.00 | 2,847.28 |
| | | 502 | YOUTH FOUNDATION | 750.00 | 0.00 | 0.00 | 0.00 | 750.00 |
| | | 503 | LOUNGE | -66.27 | 2,535.40 | 2,876.72 | 0.00 | -407.59 |
| | | 505 | CHECKING INTEREST | 247.62 | 335.09 | 0.00 | 0.00 | 582.71 |
| | | 510 | CD Plus Interest | 2,701.60 | 0.00 | 0.00 | 0.00 | 2,701.60 |
| | | 520 | ELEMENTARY | 2,295.19 | 3,958.30 | 2,760.53 | 0.00 | 3,492.96 |
| | | 540 | POP FUND | 4,012.63 | 2,874.03 | 1,780.87 | 0.00 | 5,105.79 |
| | | 550 | STUDENT FEES | 240.00 | 0.00 | 0.00 | 0.00 | 240.00 |
| | | 555 | WAKEFIELD PLAYGROUND FUND | 500.00 | 0.00 | 0.00 | 0.00 | 500.00 |
| | | 560 | MEMORIALS | 200.00 | 0.00 | 0.00 | 0.00 | 200.00 |
| | | 576 | PE UNIFORMS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 577 | STATE TOURNAMENTS | -170.11 | 1,000.00 | 13,102.49 | 0.00 | -12,272.60 |
| | | 901 | D-Day Band Trip | 396.43 | 0.00 | 0.00 | 0.00 | 396.43 |
| | | 903 | MUSIC TOUR | 2,400.00 | 19,630.47 | 25,253.15 | 0.00 | -3,222.68 |
| | BETTERB | | BETTER BLENDED | 0.00 | 4,549.50 | 3,139.31 | 0.00 | 1,410.19 |
| E Totals: | | | | 17,227.74 | 35,745.79 | 49,649.44 | 0.00 | 3,324.09 |

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 09/01/2022 to 08/31/2023.

| Site ID Group ID | Site Name Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---------------------|-------------------------|-------------|-----------------------------|----------------|----------|---------------|-------------|--------------|
| Z | Inactive | | | | | | | |
| | | 105 | JH FOOTBALL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 115 | JH VOLLEYBALL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 120 | GIRLS GOLF | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 135 | JH BOYS BASKETBALL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 140 | JH GIRLS BASKETBALL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 150 | JH TRACK | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 155 | BOYS GOLF | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 180 | JH WRESTLING | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 190 | ACTIVITY PASSES | 2,130.00 | 450.00 | 0.00 | 0.00 | 2,580.00 |
| | | 226 | CLASS OF 2008 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 227 | CLASS OF 2009 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 228 | CLASS OF 2010 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 229 | CLASS OF 2011 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 230 | CLASS OF 2012 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 231 | CLASS OF 2013 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 232 | CLASS OF 2014 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 233 | CLASS OF 2015 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 234 | CLASS OF 2016 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 235 | CLASS OF 2017 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 236 | CLASS OF 2018 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 300 | VOCAL/INSTRUMENTAL CONTESTS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 360 | CINCO DE MAYO | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 365 | VICA | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 370 | EMBROIDERY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 405 | CONSTRUCTION | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 551 | 5TH BUSINESS FAIR | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 552 | TITLE I CARNIVAL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 575 | WAKEFIELD VB | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 583 | CLASS OF 2007 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

Z Totals: 2,130.00 450.00 0.00 0.00 2,580.00

WCS Activity Totals: 55,573.45 206,473.52 261,196.43 -50.25 800.29

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|--------------------|---------------|-----------|------------|---------------|-------------|-------------|
| WCS Checking: | 55,573.45 | 0.00 | 206,473.52 | 261,196.43 | -50.25 | 800.29 |
| WCS Investment: | 0.00 | 0.00 | | | 0.00 | 0.00 |
| WCS Bank Balances: | 55,573.45 | | 206,473.52 | 261,196.43 | -50.25 | 800.29 |

Report Activity Totals: 55,573.45 206,473.52 261,196.43 -50.25 800.29

Receipt History

Detail report. Sorted by Site, Receipt Number.
From 06/01/2023 to 06/30/2023.

| Receipt Number | Receipt Date | Void Date | Deposit Number | Check Number | Received From | Amount | Sales Tax | Amount | |
|---------------------------------------|-------------------|-----------|-----------------------|--------------------------|-------------------|------------|-----------|-------------------------------|----------|
| Activity ID | Activity Name | | Fee Name & Student ID | | | Tax Amount | | | |
| Tax Name | Tax Activity | | Tax Rate % | | | | | | |
| WCS Wakefield Community School | | | | | | | | | |
| 001201 | 06/06/2023 | | | | Trojan Zone | | | Trojan Zone End of Year Sales | |
| 355 | TROJAN ZONE | | | | | 125.00 | 0.00 | 125.00 | |
| | | | | | | | | Total For 001201: 125.00 | |
| 001202 | 06/08/2023 | | | | Yearbook | | | Yearbook Sales | |
| 320 | ANNUAL | | | | | 895.00 | 0.00 | 895.00 | |
| | | | | | | | | Total For 001202: 895.00 | |
| 001203 | 06/08/2023 | | | | Trojan Zone | | | Trojan Zone Sales | |
| 355 | TROJAN ZONE | | | | | 1,199.50 | 0.00 | 1,199.50 | |
| | | | | | | | | Total For 001203: 1,199.50 | |
| 001204 | 06/08/2023 | | | | Prom | | | Prom | |
| 215 | CLASS OF 2024 | | | | | 90.00 | 0.00 | 90.00 | |
| | | | | | | | | Total For 001204: 90.00 | |
| 001205 | 06/08/2023 | | 2820 | Heidi Brown | | | | Volleyball Camp Fee | |
| 110 | VOLLEYBALL | | | | | 60.00 | 0.00 | 60.00 | |
| | | | | | | | | Total For 001205: 60.00 | |
| 001206 | 06/13/2023 | | 1165/1166 | Cesar Gonzalez | | | | Volleyball Camp Fee | |
| 110 | VOLLEYBALL | | | | | 60.00 | 0.00 | 60.00 | |
| | | | | | | | | Total For 001206: 60.00 | |
| 001207 | 06/26/2023 | | 8166 | Nebraska Future Business | FBLA NLC Stipend | | | | |
| 315 | FBLA | | | | | 150.00 | 0.00 | 150.00 | |
| | | | | | | | | Total For 001207: 150.00 | |
| 001208 | 06/26/2023 | | 51489 | NSAA | | | | NSAA Track Reimbursement | |
| 175 | GEN ATHLETICS | | | | | 107.10 | 0.00 | 107.10 | |
| | | | | | | | | Total For 001208: 107.10 | |
| 001209 | 06/26/2023 | | 1657675 | Michael Foods | \$3 for 3 | | | | |
| 130 | GIRLS BASKETBALL | | | | | 594.00 | 0.00 | 594.00 | |
| 125 | BOYS BASKETBALL | | | | | 594.00 | 0.00 | 594.00 | |
| | | | | | | | | Total For 001209: 1,188.00 | |
| 001210 | 06/27/2023 | | 25753923 | State of Nebraska | State of Nebraska | | | | |
| 520 | ELEMENTARY | | | | | 1,500.00 | 0.00 | 1,500.00 | |
| | | | | | | | | Total For 001210: 1,500.00 | |
| 001211 | 06/30/2023 | | | | Bank Interest | | | INTEREST | |
| 505 | CHECKING INTEREST | | | | | 0.24 | 0.00 | 0.24 | |
| | | | | | | | | Total For 001211: 0.24 | |
| | | | | | | | | Site Total | 5,374.84 |
| | | | | | | | | Report Total | 5,374.84 |

Check Summary

Sorted by Activity ID, Site ID.
From 06/01/2023 to 06/30/2023.

| Activity ID Site ID | Activity Name Site Name | | Check / Void Date | Vendor Name | PO Number | Invoice No.# | Description | Amount |
|----------------------------|----------------------------|------------|--|-------------|-----------|----------------|------------------------------|--------------------|
| 110 VOLLEYBALL | | | | | | | | |
| WCS | | | Wakefield Community School | | | | | |
| 011915 | Printed | 06/01/2023 | VISA | | | 52455151 | State Track Tickets | 378.67 |
| Total: | | | | | | | | \$ 378.67 |
| 125 BOYS BASKETBALL | | | | | | | | |
| WCS | | | Wakefield Community School | | | | | |
| 011919 | Cleared | 06/05/2023 | Tekamah-Herman High School | | | | Boys Basketball | 175.00 |
| 011922 | Printed | 06/19/2023 | Aaron Meyer | | | | Oakland Craig Team Camp 2023 | 175.00 |
| 011923 | Cleared | 06/19/2023 | Clarkson-Leigh Boys Basketball | | | | BB Team Camp 2023 | 175.00 |
| Total: | | | | | | | | \$ 525.00 |
| 170 WRESTLING | | | | | | | | |
| WCS | | | Wakefield Community School | | | | | |
| 011925 | Printed | 06/29/2023 | Company A Scouts | | | | Wrestling Camp 2023 | 1,050.00 |
| Total: | | | | | | | | \$ 1,050.00 |
| 175 GEN ATHLETICS | | | | | | | | |
| WCS | | | Wakefield Community School | | | | | |
| 011913 | Cleared | 06/01/2023 | RUDIS | | | INV0012692 | Wrestling Singlets | 3,034.00 |
| 011917 | Cleared | 06/01/2023 | Stadium Sports | | | 13006 | Womens Wrestling Singlets | 1,717.50 |
| 011920 | Cleared | 06/07/2023 | Nebraska School Activities Association | | | 6.5.23 | NSAA Membership 2023/24 | 1,060.00 |
| 011921 | Cleared | 06/16/2023 | VISA | | | 5.4.23 | One World | 178.49 |
| Total: | | | | | | | | \$ 5,989.99 |
| 315 FBLA | | | | | | | | |
| WCS | | | Wakefield Community School | | | | | |
| 011914 | Cleared | 06/01/2023 | Quality Foods | | | 5.2.23 | | 10.84 |
| Total: | | | | | | | | \$ 10.84 |
| 345 ONE ACT | | | | | | | | |
| WCS | | | Wakefield Community School | | | | | |
| 011924 | Cleared | 06/20/2023 | Dramatic Publishing Co | | | 100136499 | Scripts | 29.90 |
| 011926 | Printed | 06/30/2023 | VISA | | | 1308993 | Scripts | 17.85 |
| Total: | | | | | | | | \$ 47.75 |
| 355 TROJAN ZONE | | | | | | | | |
| WCS | | | Wakefield Community School | | | | | |
| 011927 | Printed | 06/30/2023 | Amazon | | | 19HP-CYV9-9XD1 | Vitamix | 172.60 |
| Total: | | | | | | | | \$ 172.60 |

Check Summary

Sorted by Activity ID, Site ID.
From 06/01/2023 to 06/30/2023.

| Activity ID Site ID | | | Activity Name Site Name | | | | Amount |
|------------------------|---------|----------------------|----------------------------|-----------|----------------|-----------------------|------------------|
| Check Number | Status | Check / Void Date | Vendor Name | PO Number | Invoice No.# | Description | |
| 553 | | | ELEMENTARY STUCO | | | | |
| WCS | | | Wakefield Community School | | | | |
| 011916 | Cleared | 06/01/2023 | Wal-Mart Community | | 4/22/23 | Supplies | 48.44 |
| | | | | | | Total: | \$ 48.44 |
| 577 | | | STATE TOURNAMENTS | | | | |
| WCS | | | Wakefield Community School | | | | |
| 011915 | Printed | 06/01/2023 | VISA | | 52455151 | State Track Tickets | 46.00 |
| | | | | | | Total: | \$ 46.00 |
| BETTERB | | | BETTER BLENDED | | | | |
| WCS | | | Wakefield Community School | | | | |
| 011918 | Cleared | 06/02/2023 | Coffee King | | 1298 | Smoothie Mix | 278.00 |
| 011927 | Printed | 06/30/2023 | Amazon | | 19HP-CYV9-9XD1 | Vitamix | 577.31 |
| | | | | | | Total: | \$ 855.31 |
| OWORLD | | | ONE WORLD CLUB | | | | |
| WCS | | | Wakefield Community School | | | | |
| 011921 | Cleared | 06/16/2023 | VISA | | 5.4.23 | One World | 404.99 |
| | | | | | | Total: | \$ 404.99 |
| | | | | | | Report Total : | 9,529.59 |

**SPECIAL BUILDING FUND
TREASURER'S REPORT AS OF JUNE 30, 2023**

BALANCE AS OF JUNE 1, 2023 **\$1,059,646.62**

REVENUE

| | | |
|-----------------------------|-----------|----------------------------------|
| GiveCampus Online Donations | 60.00 | |
| Cubby's Pizza Donation | 574.00 | |
| Thurston County - Proceeds | 2,143.02 | |
| Dixon County - Proceeds | 12,992.84 | |
| Wayne County- Proceeds | 12,315.81 | |
| Bank - Interest | 1,043.80 | |
| TOTAL REVENUE | | <u><u>\$29,129.47</u></u> |

EXPENSES

TOTAL EXPENDITURES **\$0.00**

TOTAL **\$1,088,776.09**

SPECIAL BUILDING FUND AS OF JUNE 30, 2023 **\$1,088,776.09**

Wakefield Community School

Check Payments By Fund Report

Accounting Cycle: FY22-23; Begin Date: 06/13/2023; End Date: 07/07/2023; Display Element Description: BUILDING; Check Type: Warrants; Sort By Element: FUND; Account Expression: [All]; Created On: 7/7/2023 3:58:17 PM

| Sorted By | Value | Description | | |
|--------------|------------|--------------------------------------|---|--------------------|
| FUND | 01 | General Fund | | |
| Check Number | Check Date | Payee | Reason | Amount |
| 53456 | 6/13/2023 | Kid-Grit | kid-grit THE CURRICULUM | \$849.00 |
| 53456 | 6/13/2023 | Kid-Grit | Shipping | \$25.00 |
| 53456 | 6/13/2023 | Kid-Grit | Virtual Training: kid-grit Curriculum Overview | \$1,500.00 |
| 53456 | 6/13/2023 | Kid-Grit | Virtual Training: Raise Them Up! | \$750.00 |
| | | Kid-Grit Total | | \$3,124.00 |
| | 6/16/2023 | Amazon | Sharpie Permanent Markers, Fine Point, Black, 36 Count | \$48.18 |
| | 6/16/2023 | Amazon | Shipping | \$0.17 |
| | 6/16/2023 | Amazon | Teacher Created Resources Black Chair Pocket (TCR20883) | \$63.25 |
| | 6/16/2023 | Amazon | The Popcorn Book | \$8.99 |
| | | Amazon Total | | \$120.59 |
| | 6/16/2023 | Vesta Modular | Delivery & Sitework | \$40,630.00 |
| | | Vesta Modular Total | | \$40,630.00 |
| 53460 | 7/7/2023 | ACE Hardware & Home | Sensory Room Supplies | \$69.90 |
| 53460 | 7/7/2023 | ACE Hardware & Home | String Trimer | \$331.99 |
| 53460 | 7/7/2023 | ACE Hardware & Home | BB Supplies | \$132.85 |
| | | ACE Hardware & Home Total | | \$534.74 |
| | 7/7/2023 | Amazon | EXPO Low Odor Dry Erase Marker Chisel Tip Markers Whiteboard Markers, Assorted, 36 Count | \$102.21 |
| | 7/7/2023 | Amazon | Sterilite 16939006 Plastic Heavy Duty File Crate Stacking Storage (2 Pack) | \$44.22 |
| | 7/7/2023 | Amazon | Elizabeth I: Red Rose of the House of Tudor | \$26.02 |
| | 7/7/2023 | Amazon | Elizabeth I: Red Rose of the House of Tudor, England, 1544 (The Royal Diaries) | \$31.99 |
| | 7/7/2023 | Amazon | Shipping | \$10.98 |
| | 7/7/2023 | Amazon | Shipping | \$11.14 |
| | 7/7/2023 | Amazon | Ticonderoga Golf Pencils With Erasers, #2 HB Lead, Yellow, Pack Of 72 | \$14.60 |
| | 7/7/2023 | Amazon | BEXPECTED 5 Pack Sand Timer Colorful Sandglass Timer Hourglass Set Sand Clock Timer Hourglass 1/3/5/10/30 Minutes Games Classroom Kids Kitchen, Blue, Green, Prange, Purple, Pink, 36.5 * 14 * 7.5 cm | \$11.36 |
| | 7/7/2023 | Amazon | Light Tube - Sensory Room | \$179.98 |
| | 7/7/2023 | Amazon | Loccor Fish Tank Tapestry Photo Backdrop Coral Turtle Photo Tapestries Wall Hanging Underwater Women Men Living Room College Dorm Apartment Home Bedroom Aesthetic Wall Art Mural | \$43.51 |
| | 7/7/2023 | Amazon | Magnetic Sign Holder 8.5 x 11 Wall Mount,Double Sided Display Window Self-Adhesive Frame,Durable Magnetic Display Frame for Letter Size Document Sign at Office/School/Business Store/Refrigerator,6Pcs | \$20.99 |
| | 7/7/2023 | Amazon | Return Broken Aquarium Lamp | (\$90.77) |
| | 7/7/2023 | Amazon | Shipping | \$10.19 |
| | 7/7/2023 | Amazon | Discount | (\$19.40) |
| | 7/7/2023 | Amazon | Folding Step Stool | \$85.99 |
| | 7/7/2023 | Amazon | Metal Storage Cabinet with wheels | \$210.99 |
| | 7/7/2023 | Amazon | Shipping | \$115.09 |

| Check Number | Check Date | Payee | Reason | Amount |
|--------------|------------|---|---|--------------------|
| | 7/7/2023 | Amazon | Discount | (\$15.39) |
| | 7/7/2023 | Amazon | No Ego: How Leaders Can Cut the Cost of Workplace Drama, End Entitlement, and Drive Big Results | \$61.56 |
| | 7/7/2023 | Amazon | Shipping | \$11.35 |
| | 7/7/2023 | Amazon | CMYBabee Compatible Drum Unit Replacement for HP 32A CF232A Drum for HP Pro M203dw M148dw M227fdw M118dw M148fdw M227fdn Printer (Black, 1 Pack) | \$35.19 |
| | 7/7/2023 | Amazon | INK E-SALE Compatible Toner Cartridge Replacement for HP 30A CF230A (2-Pack), for use with HP Laserjet M203d M203dn M203dw HP Laserjet Pro MFP M227fdn M227fdw M227sdn Printer with IC Chip | \$34.99 |
| | 7/7/2023 | Amazon | Shipping | \$5.99 |
| | 7/7/2023 | Amazon | Bulletin Board Cover | \$26.78 |
| | 7/7/2023 | Amazon | Furniture Pads | \$63.16 |
| | 7/7/2023 | Amazon | Wall Clocks | \$399.90 |
| | 7/7/2023 | Amazon | Water Filters | \$99.99 |
| | | Amazon Total | | \$1,532.61 |
| 53461 | 7/7/2023 | Appeara | Mops, Towels & Uniforms | \$274.04 |
| 53461 | 7/7/2023 | Appeara | BB Towels & Uniforms | \$80.18 |
| 53461 | 7/7/2023 | Appeara | BB Towels & Uniforms | \$80.24 |
| | | Appeara Total | | \$434.46 |
| 53462 | 7/7/2023 | Apple, Inc. | 15-inch MacBook Air: Apple M2 chip with 8-core CPU and 10-core GPU, 256GB - Starlight (Packaged in a 5-pack) | \$17,685.00 |
| 53462 | 7/7/2023 | Apple, Inc. | Apple Pencil (1st Generation) | \$4,895.00 |
| 53462 | 7/7/2023 | Apple, Inc. | Apple TV 4K Wi-Fi with 64GB storage | \$1,032.00 |
| 53462 | 7/7/2023 | Apple, Inc. | Brenthaven Edge Smart Connect Keyboard for iPad 10.2-inch (7th, 8th & 9th Gen) - Gray | \$4,497.50 |
| | | Apple, Inc. Total | | \$28,109.50 |
| 53463 | 7/7/2023 | Bomgaars | Weed Sprayer Handgun | \$10.49 |
| | | Bomgaars Total | | \$10.49 |
| 53464 | 7/7/2023 | City of Wakefield | BB Utilities | \$38.86 |
| 53464 | 7/7/2023 | City of Wakefield | PF Utilities | \$20.00 |
| 53464 | 7/7/2023 | City of Wakefield | Utilities | \$143.93 |
| 53464 | 7/7/2023 | City of Wakefield | BB Utilities | \$116.49 |
| 53464 | 7/7/2023 | City of Wakefield | PF Utilities | \$21.03 |
| 53464 | 7/7/2023 | City of Wakefield | Utilities | \$4,443.39 |
| | | City of Wakefield Total | | \$4,783.70 |
| 53465 | 7/7/2023 | CMBA Architects | Modular Furniture Design | \$165.00 |
| | | CMBA Architects Total | | \$165.00 |
| 53466 | 7/7/2023 | Cornhusker International Trucks, Inc | Bus Repair | \$6,459.55 |
| | | Cornhusker International Trucks, Inc Total | | \$6,459.55 |
| 53467 | 7/7/2023 | Cubby's Inc. | DE Fuel | \$192.80 |
| 53467 | 7/7/2023 | Cubby's Inc. | Mower Diesel | \$76.13 |
| 53467 | 7/7/2023 | Cubby's Inc. | Skidloader Fuel | \$39.01 |
| 53467 | 7/7/2023 | Cubby's Inc. | Trimmer Fuel | \$19.67 |
| 53467 | 7/7/2023 | Cubby's Inc. | Bus Diesel | \$811.60 |
| 53467 | 7/7/2023 | Cubby's Inc. | Van Fuel | \$205.64 |
| | | Cubby's Inc. Total | | \$1,344.85 |
| 53468 | 7/7/2023 | David, Emily A | Workbased Learning Conf Airport Parking | \$21.00 |
| | | David, Emily A Total | | \$21.00 |
| 53469 | 7/7/2023 | Dollar General | Spot Pre-Treatment | \$15.90 |

| Check Number | Check Date | Payee | Reason | Amount |
|--------------|------------|---|---|--------------------|
| | | Dollar General Total | | \$15.90 |
| 53470 | 7/7/2023 | Duet Resource Group | 700 Series Files Cabinet-3 Shelves-42Wx18Dx65-9/32"H | \$2,313.30 |
| 53470 | 7/7/2023 | Duet Resource Group | 700 Series Files Multimedia Cupbrd/Lateral Unit-42Wx18Dx65-9/32"H | \$3,957.80 |
| 53470 | 7/7/2023 | Duet Resource Group | Center Drawer | \$226.60 |
| 53470 | 7/7/2023 | Duet Resource Group | CZ Mobile Pedestal, Steel Shell, Steel Drawer, Box/File, 24" Nominal Depth | \$543.40 |
| 53470 | 7/7/2023 | Duet Resource Group | CZ Steel Modesty Panel 48-1/2" W | \$308.00 |
| 53470 | 7/7/2023 | Duet Resource Group | NorvaNivel, Rocker/Ott, Silvertax Plata, Maglia Thunder, #073/053 | \$1,444.80 |
| 53470 | 7/7/2023 | Duet Resource Group | Ruckus, Fixed Height Activity Table 29", Rectangle (Round Corner), 1-1/4"Top, 74P Edge, 30-60" | \$715.00 |
| 53470 | 7/7/2023 | Duet Resource Group | Ruckus, Fixed Height Post-Leg Desk 29", Rectangle, 1-1/4" TOP, 74P Edge, 24x36" | \$12,843.60 |
| 53470 | 7/7/2023 | Duet Resource Group | Ruckus, Single Post Pneumatic Adjustable Lectern on Casters | \$1,395.90 |
| 53470 | 7/7/2023 | Duet Resource Group | Ruckus, Stack Chair, w/Casters, Poly, Armless, 18"H, w/Bookbag Rack | \$9,886.80 |
| 53470 | 7/7/2023 | Duet Resource Group | Ruckus, Task Chair, Uph Seat, Armless, w/Casters | \$671.00 |
| 53470 | 7/7/2023 | Duet Resource Group | Ruckus, Tote Storage, Tall, 3-Column unit, Open, w/Laminate Top, 44"Wx18"Dx42"H, includes (12) 6" totes | \$2,350.70 |
| 53470 | 7/7/2023 | Duet Resource Group | Ruckus, Tote Storage, Tall, 3-Column unit, Open, w/Laminate Top, 44"Wx18"Dx42"H, includes (27)3"totes | \$2,609.20 |
| 53470 | 7/7/2023 | Duet Resource Group | Shipping | \$600.00 |
| | | Duet Resource Group Total | | \$39,866.10 |
| 53471 | 7/7/2023 | Egan Supply Co. | Floor Savers | \$697.76 |
| 53471 | 7/7/2023 | Egan Supply Co. | Supplies | \$1,952.99 |
| | | Egan Supply Co. Total | | \$2,650.75 |
| 53472 | 7/7/2023 | Ekberg Auto Parts, Inc. | 2.5 DEF | \$194.85 |
| 53472 | 7/7/2023 | Ekberg Auto Parts, Inc. | Disk Brake Pad | \$319.98 |
| 53472 | 7/7/2023 | Ekberg Auto Parts, Inc. | Fleet Pads | \$160.99 |
| 53472 | 7/7/2023 | Ekberg Auto Parts, Inc. | Misc Repairs | \$220.96 |
| 53472 | 7/7/2023 | Ekberg Auto Parts, Inc. | Oil Bath Wheel Hub Seals | \$41.99 |
| 53472 | 7/7/2023 | Ekberg Auto Parts, Inc. | Undercoat | \$147.05 |
| 53472 | 7/7/2023 | Ekberg Auto Parts, Inc. | Undercoat/Bulbs | \$22.76 |
| 53472 | 7/7/2023 | Ekberg Auto Parts, Inc. | Car Wash/Silicone | \$35.48 |
| 53472 | 7/7/2023 | Ekberg Auto Parts, Inc. | Fuel System Cleaner | \$49.47 |
| | | Ekberg Auto Parts, Inc. Total | | \$1,193.53 |
| 53473 | 7/7/2023 | ESU #7 | ASD Structured Teaching Training - DJ | \$50.00 |
| | | ESU #7 Total | | \$50.00 |
| 53474 | 7/7/2023 | ESU Coordinating Council | Annual Public Performance Site License | \$178.00 |
| 53474 | 7/7/2023 | ESU Coordinating Council | Annual Public Performance Site License | \$178.00 |
| | | ESU Coordinating Council Total | | \$356.00 |
| 53475 | 7/7/2023 | First National Capital Markets | Budget Assistance & Planning | \$10,000.00 |
| | | First National Capital Markets Total | | \$10,000.00 |
| 53476 | 7/7/2023 | Harris School Solutions | Activity Fund Check stock | \$308.10 |
| | | Harris School Solutions Total | | \$308.10 |
| 53477 | 7/7/2023 | Imagine Learning | IS Teaching per Semester - Spanish I & II | \$5,775.00 |
| 53477 | 7/7/2023 | Imagine Learning | Odysseyware 6-12 Comprehensive All Content | \$4,125.00 |
| | | Imagine Learning Total | | \$9,900.00 |
| 53478 | 7/7/2023 | John's Welding & Tool LLC | Soccer Frame Repair | \$103.00 |
| | | John's Welding & Tool LLC Total | | \$103.00 |

| Check Number | Check Date | Payee | Reason | Amount |
|--------------|------------|---|--|--------------------|
| 53479 | 7/7/2023 | Keri Hart | PD4HS Institute Presenter Fee | \$350.00 |
| | | Keri Hart Total | | \$350.00 |
| 53480 | 7/7/2023 | Klein Electric, Inc. | Modular Electrical Work | \$9,709.89 |
| 53480 | 7/7/2023 | Klein Electric, Inc. | Outlet Replacement | \$512.54 |
| | | Klein Electric, Inc. Total | | \$10,222.43 |
| 53481 | 7/7/2023 | KSB School Law, PC LLO | Legal Services | \$1,375.00 |
| 53481 | 7/7/2023 | KSB School Law, PC LLO | SRO Training | \$1,200.00 |
| | | KSB School Law, PC LLO Total | | \$2,575.00 |
| 53482 | 7/7/2023 | Lamprecht, Tiffany L | PD4HS Institute Presenter Fee Stipend | \$350.00 |
| | | Lamprecht, Tiffany L Total | | \$350.00 |
| 53483 | 7/7/2023 | Lazy Acres Decor | Afterschool Program Supplies | \$1,470.94 |
| | | Lazy Acres Decor Total | | \$1,470.94 |
| 53484 | 7/7/2023 | Matheson Tri-Gas Inc | ITE Gases | \$741.98 |
| | | Matheson Tri-Gas Inc Total | | \$741.98 |
| 53485 | 7/7/2023 | Miller Building Supply | Lumber | \$225.84 |
| 53485 | 7/7/2023 | Miller Building Supply | 3 Speed Fan | \$99.98 |
| 53485 | 7/7/2023 | Miller Building Supply | Carpet Cleaner | \$6.99 |
| 53485 | 7/7/2023 | Miller Building Supply | Connector | \$15.99 |
| 53485 | 7/7/2023 | Miller Building Supply | Painter Tape | \$8.99 |
| 53485 | 7/7/2023 | Miller Building Supply | PVC | \$11.99 |
| 53485 | 7/7/2023 | Miller Building Supply | Supplies | \$161.24 |
| 53485 | 7/7/2023 | Miller Building Supply | BB Supplies | \$9.52 |
| | | Miller Building Supply Total | | \$540.54 |
| 53486 | 7/7/2023 | Milo Meyer Construction Inc | Dirtwork | \$5,220.00 |
| | | Milo Meyer Construction Inc Total | | \$5,220.00 |
| 53487 | 7/7/2023 | Nebraska Air Filters Inc | Air Filters | \$374.52 |
| | | Nebraska Air Filters Inc Total | | \$374.52 |
| 53488 | 7/7/2023 | Northeast Community College | CNA Textbook | \$320.00 |
| 53488 | 7/7/2023 | Northeast Community College | Med Aide Textbook | \$68.50 |
| | | Northeast Community College Total | | \$388.50 |
| 53489 | 7/7/2023 | NWEA | MAP Growth K-12 | \$250.00 |
| 53489 | 7/7/2023 | NWEA | MAP Growth Science | \$50.00 |
| 53489 | 7/7/2023 | NWEA | MAP Growth K-12 | \$250.00 |
| 53489 | 7/7/2023 | NWEA | MAP Growth Science | \$50.00 |
| | | NWEA Total | | \$600.00 |
| 53490 | 7/7/2023 | Olson's Pest Technicians | Pest Control | \$120.00 |
| | | Olson's Pest Technicians Total | | \$120.00 |
| 53491 | 7/7/2023 | Rasmussen Mechanical Service, Inc. | Relay | \$51.12 |
| | | Rasmussen Mechanical Service, Inc. Total | | \$51.12 |
| 53492 | 7/7/2023 | RTI | Managed Print Services | \$1,019.48 |
| 53492 | 7/7/2023 | RTI | Managed Print Services | \$1,019.47 |
| 53492 | 7/7/2023 | RTI | Aruba 6100 24G Class4 PoE 4SFP+ 370W Switch - 24 Ports - 3 Layer Supported - Modular - 32.70 W Power Consumption - 370 W PoE Budget - Twisted Pair, Optical Fiber - PoE Ports - 1U High - Rack-mountable, Wall Mountable | \$2,096.71 |

| Check Number | Check Date | Payee | Reason | Amount |
|--------------|------------|--|---|--------------------|
| 53492 | 7/7/2023 | RTI | Aruba AP-515 (US) Dual Radio 4x4:4 + 2x2:2 802.11ax Internal Antennas Unified Campus AP - 2.40 GHz, 5 GHz - MIMO Technology - 2 x Network (RJ-45) - 2.5 Gigabit Ethernet, Gigabit Ethernet - Bluetooth 5 - Ceiling Mountable, Wall Mountable, Rail-mountable | \$3,415.40 |
| 53492 | 7/7/2023 | RTI | Aruba Central Foundation - Subscription License - 1 Access Point - 5 Year - Electronic | \$1,160.56 |
| 53492 | 7/7/2023 | RTI | Aruba Central Foundation - Subscription License - 1 Switch (12 Ports) - 5 Year - Electronic | \$488.36 |
| 53492 | 7/7/2023 | RTI | Aruba Mounting Bracket for Wireless Access Point | \$85.04 |
| 53492 | 7/7/2023 | RTI | HP ProBook 450 G10 15.6" Notebook - Full HD - 1920 x 1080 - Intel Core i5 13th Gen i5-1335U Deca-core (10 Core) 1.30 GHz - 16 GB Total RAM - 256 GB SSD - Pike Silver Plastic - Intel Chip - Windows 11 Pro - Intel UHD Graphics - In-plane Switching (IPS) Tec | \$9,320.90 |
| 53492 | 7/7/2023 | RTI | Tripp Lite UPS Smart 1500VA 900W Rackmount Tower Battery Back Up LCD AVR 120V USB DB9 RJ45 - 2U Rack/Tower - 8 Hour Recharge - 3.50 Minute Stand-by - 110 V AC Input - 120 V AC, 120 V AC Output - 8 x NEMA 5-15R | \$323.31 |
| 53492 | 7/7/2023 | RTI | Cabling Services | \$3,545.00 |
| 53492 | 7/7/2023 | RTI | Discount | (\$3,691.81) |
| 53492 | 7/7/2023 | RTI | Engineering Services | \$3,051.00 |
| 53492 | 7/7/2023 | RTI | Engineering Services | \$834.00 |
| 53492 | 7/7/2023 | RTI | Professional Installation services to upgrade door access controls for additional doors | \$2,495.95 |
| 53492 | 7/7/2023 | RTI | Verkada 5-Year Alarm License, Alarm License | \$5,294.10 |
| 53492 | 7/7/2023 | RTI | Verkada 5-Year Door License, Access Control License | \$528.90 |
| 53492 | 7/7/2023 | RTI | Verkada 5-Year Wireless Alarm Hub License, Alarm License | \$705.20 |
| 53492 | 7/7/2023 | RTI | Verkada AD32 Multi-format Card Reader, Access Control Hardware | \$184.75 |
| 53492 | 7/7/2023 | RTI | Verkada BH61 Wireless Hub - North America, Alarm Hardware | \$705.20 |
| 53492 | 7/7/2023 | RTI | Verkada BR33 Wireless Panic Button, Alarm Hardware | \$280.90 |
| | | RTI Total | | \$32,862.42 |
| 53493 | 7/7/2023 | SchoolMate | Shipping | \$87.50 |
| 53493 | 7/7/2023 | SchoolMate | Undated Student Agenda | \$393.75 |
| | | SchoolMate Total | | \$481.25 |
| 53494 | 7/7/2023 | Staples - Business | Supplies | \$949.59 |
| 53494 | 7/7/2023 | Staples - Business | Supplies | \$949.59 |
| | | Staples - Business Total | | \$1,899.18 |
| 53495 | 7/7/2023 | SurveyMonkey Inc | SurveyMonkey Enterprise EDU Seat License | \$2,800.00 |
| | | SurveyMonkey Inc Total | | \$2,800.00 |
| 53496 | 7/7/2023 | Teaching Strategies | GOLD Online Assessment Portfolios | \$1,012.00 |
| | | Teaching Strategies Total | | \$1,012.00 |
| 53497 | 7/7/2023 | The Majestic Theatre | Theater Rental | \$746.00 |
| | | The Majestic Theatre Total | | \$746.00 |
| 53498 | 7/7/2023 | Wakefield Republican, The | Meeting Notice | \$18.85 |
| 53498 | 7/7/2023 | Wakefield Republican, The | Meeting Proceedings | \$591.67 |
| | | Wakefield Republican, The Total | | \$610.52 |
| 53499 | 7/7/2023 | Waste Connections of Nebraska Inc | Rolloff Service | \$1,133.30 |
| | | Waste Connections of Nebraska Inc Total | | \$1,133.30 |
| 53500 | 7/7/2023 | Wayne Herald | 2023 Magnet | \$85.00 |
| 53500 | 7/7/2023 | Wayne Herald | State Track | \$130.00 |
| | | Wayne Herald Total | | \$215.00 |

| Check Number | Check Date | Payee | Reason | Amount |
|------------------|------------|---|--------------------------|---------------------|
| 53501 | 7/7/2023 | Wildlife Learning Encounters | Educational Presentation | \$750.00 |
| | | Wildlife Learning Encounters Total | | \$750.00 |
| 53502 | 7/7/2023 | Winners' Circle | Plate Engraving | \$49.76 |
| | | Winners' Circle Total | | \$49.76 |
| Sub Total | | | | \$217,278.33 |

| Sorted By | Value | Description |
|-----------|-------|-----------------------|
| FUND | 06 | School Nutrition Fund |

| Check Number | Check Date | Payee | Reason | Amount |
|--------------------|------------|---|-----------------------|---------------------|
| | 7/7/2023 | Amazon | Grocery Bag Holder | \$82.71 |
| | | Amazon Total | | \$82.71 |
| 5735 | 7/7/2023 | Appeara | Aprons, Mops & Towels | \$138.12 |
| | | Appeara Total | | \$138.12 |
| | 7/7/2023 | Cash-Wa Distributing | Food/Supplies | \$993.60 |
| | 7/7/2023 | Cash-Wa Distributing | Food | \$4,773.51 |
| | 7/7/2023 | Cash-Wa Distributing | Food/Supplies | \$12,528.30 |
| | 7/7/2023 | Cash-Wa Distributing | Return | (\$268.85) |
| | | Cash-Wa Distributing Total | | \$18,026.56 |
| 5736 | 7/7/2023 | City of Wakefield | Utilities | \$7.57 |
| 5736 | 7/7/2023 | City of Wakefield | Utilities | \$233.86 |
| | | City of Wakefield Total | | \$241.43 |
| 5737 | 7/7/2023 | Dollar General | Supplies | \$31.95 |
| | | Dollar General Total | | \$31.95 |
| 5738 | 7/7/2023 | Floor Maintenance & Paper Supply | Damp Mop | \$12.02 |
| 5738 | 7/7/2023 | Floor Maintenance & Paper Supply | SparClean Delimer | \$18.96 |
| 5738 | 7/7/2023 | Floor Maintenance & Paper Supply | Test Paper Dispenser | \$44.97 |
| | | Floor Maintenance & Paper Supply Total | | \$75.95 |
| 5739 | 7/7/2023 | Greenberg Fruit Co. | Fruit | \$1,065.77 |
| 5739 | 7/7/2023 | Greenberg Fruit Co. | Watermelon | \$499.90 |
| | | Greenberg Fruit Co. Total | | \$1,565.67 |
| 5740 | 7/7/2023 | Hiland Dairy | Milk | \$1,190.74 |
| | | Hiland Dairy Total | | \$1,190.74 |
| 5741 | 7/7/2023 | Miller Building Supply | Cleaning Supplies | \$27.13 |
| | | Miller Building Supply Total | | \$27.13 |
| 5742 | 7/7/2023 | Quality Foods | Paper Bags | \$7.16 |
| | | Quality Foods Total | | \$7.16 |
| | 7/7/2023 | Sysco Lincoln | Food/Supplies | \$501.86 |
| | 7/7/2023 | Sysco Lincoln | Supplies | \$41.62 |
| | 7/7/2023 | Sysco Lincoln | Food/Supplies | \$2,165.19 |
| | | Sysco Lincoln Total | | \$2,708.67 |
| Sub Total | | | | \$24,096.09 |
| Grand Total | | | | \$241,374.42 |

Wakefield Community School

Payroll Voucher By Vendor Report

Accounting Cycle: FY22-23; Voucher: 071423,071423 HSA; Vendor: [All]; Order By: Vendor; Account Type: Liability; Created On: 7/7/2023 12:33:24 PM

| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
|------------------|--------------------|----------------|------------------------------------|--------------------|--------------------|
| 071423 | BankFirst | 195103 | | Aflac | \$88.66 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 071423 | 7/14/2023 | 01-00941-000 | Aflac - Short Term Disability | | \$88.66 |
| Sub Total | | | | | \$88.66 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 071423 | BankFirst | 195103 | | American Fidelity | \$7,610.23 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 071423 | 7/14/2023 | 01-00941-000 | Amer Fidelity - Accident 125 | | \$636.70 |
| 071423 | 7/14/2023 | 01-00941-000 | Amer Fidelity - Cancer | | \$136.00 |
| 071423 | 7/14/2023 | 01-00941-000 | Amer Fidelity - Cancer 125 | | \$246.60 |
| 071423 | 7/14/2023 | 01-00941-000 | Amer Fidelity - Critical Illness | | \$66.18 |
| 071423 | 7/14/2023 | 01-00941-000 | Amer Fidelity - Hospital Indemnity | | \$202.80 |
| 071423 | 7/14/2023 | 01-00941-000 | Amer Fidelity - Term Life | | \$235.71 |
| 071423 | 7/14/2023 | 01-00941-000 | Amer Fidelity - Whole Life | | \$97.64 |
| 071423 | 7/14/2023 | 01-00941-000 | Child Care 125 | | \$2,183.30 |
| 071423 | 7/14/2023 | 01-00941-000 | Med Reimb 125 | | \$3,521.13 |
| 071423 | 7/14/2023 | 06-00941-000 | Amer Fidelity - Cancer | | \$35.50 |
| 071423 | 7/14/2023 | 06-00941-000 | Amer Fidelity - Cancer 125 | | \$82.00 |
| 071423 | 7/14/2023 | 06-00941-000 | Med Reimb 125 | | \$166.67 |
| Sub Total | | | | | \$7,610.23 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 071423 HSA | BankFirst | 195103 | | Ann Milliken - HSA | \$329.77 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 071423 | 7/14/2023 | 01-00941-000 | HSA Ann Milliken | | \$329.77 |
| Sub Total | | | | | \$329.77 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 071423 | BankFirst | 195103 | | BankFirst | \$76,831.57 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 071423 | 7/14/2023 | 01-00941-000 | Federal Withholding | | \$23,269.26 |
| 071423 | 7/14/2023 | 01-00941-000 | FICA | | \$42,099.20 |
| 071423 | 7/14/2023 | 01-00941-000 | Medicare | | \$9,845.78 |
| 071423 | 7/14/2023 | 06-00941-000 | Federal Withholding | | \$243.11 |
| 071423 | 7/14/2023 | 06-00941-000 | FICA | | \$1,113.74 |
| 071423 | 7/14/2023 | 06-00941-000 | Medicare | | \$260.48 |
| Sub Total | | | | | \$76,831.57 |

| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
|------------------|--------------------|----------------|-------------------------|----------------------------------|---------------------|
| 071423 | BankFirst | 195103 | | Blue Cross and Blue Shield of NE | \$94,352.99 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 071423 | 7/14/2023 | 01-00901-000 | BCBS Empl Dental 125 | | \$36.24 |
| 071423 | 7/14/2023 | 01-00901-000 | BCBS Employer Hlth | | \$2,945.85 |
| 071423 | 7/14/2023 | 01-00941-000 | BCBS Empl Dental 125 | | \$1,621.45 |
| 071423 | 7/14/2023 | 01-00941-000 | BCBS Employer Dental | | \$1,879.04 |
| 071423 | 7/14/2023 | 01-00941-000 | BCBS Employer Hlth | | \$85,016.05 |
| 071423 | 7/14/2023 | 06-00941-000 | BCBS Empl Dental 125 | | \$53.75 |
| 071423 | 7/14/2023 | 06-00941-000 | BCBS Employer Dental | | \$59.08 |
| 071423 | 7/14/2023 | 06-00941-000 | BCBS Employer Hlth | | \$2,741.53 |
| Sub Total | | | | | \$94,352.99 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 071423 HSA | BankFirst | 195103 | | Brandy Langley - HSA | \$116.96 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 071423 | 7/14/2023 | 01-00941-000 | HSA Brandy Langley | | \$116.96 |
| Sub Total | | | | | \$116.96 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 071423 HSA | BankFirst | 195103 | | Brittany Vinchattle - HSA | \$329.77 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 071423 | 7/14/2023 | 01-00941-000 | HSA Brittany Vinchattle | | \$329.77 |
| Sub Total | | | | | \$329.77 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 071423 HSA | BankFirst | 195103 | | Chris Pieper - HSA | \$116.96 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 071423 | 7/14/2023 | 01-00941-000 | HSA Chris Pieper | | \$116.96 |
| Sub Total | | | | | \$116.96 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 071423 HSA | BankFirst | 195103 | | Colton McCreary - HSA | \$116.96 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 071423 | 7/14/2023 | 01-00941-000 | HSA Colton McCreary | | \$116.96 |
| Sub Total | | | | | \$116.96 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 071423 HSA | BankFirst | 195103 | | Connie Wageman - HSA | \$245.59 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 071423 | 7/14/2023 | 01-00941-000 | HSA Connie Wageman | | \$245.59 |
| Sub Total | | | | | \$245.59 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 071423 | BankFirst | 195103 | | Federal Reserve KC | \$243,667.31 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 071423 | 7/14/2023 | 01-00941-000 | Direct Deposit | | \$236,679.19 |
| 071423 | 7/14/2023 | 06-00941-000 | Direct Deposit | | \$6,988.12 |
| Sub Total | | | | | \$243,667.31 |

| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
|------------------|--------------------|----------------|----------------------|----------------------------|-------------------|
| 071423 | BankFirst | 195103 | | Iowa Department of Revenue | \$100.00 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 071423 | 7/14/2023 | 01-00941-000 | Iowa State Tax | | \$100.00 |
| Sub Total | | | | | \$100.00 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 071423 HSA | BankFirst | 195103 | | Kim Barge - HSA | \$116.96 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 071423 | 7/14/2023 | 01-00941-000 | HSA Kim Barge | | \$116.96 |
| Sub Total | | | | | \$116.96 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 071423 | BankFirst | 207276 | 5734 | Madison National Life | \$2,809.74 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 071423 | 7/14/2023 | 01-00901-000 | Addtl Life Ins | | \$57.35 |
| 071423 | 7/14/2023 | 01-00901-000 | Life Ins Employer | | \$70.00 |
| 071423 | 7/14/2023 | 01-00901-000 | Long Term Disability | | \$17.03 |
| 071423 | 7/14/2023 | 01-00941-000 | Addtl Life Ins | | \$170.25 |
| 071423 | 7/14/2023 | 01-00941-000 | Long Term Disability | | \$1,650.53 |
| 071423 | 7/14/2023 | 01-00941-000 | Dependent Life Ins | | \$2.10 |
| 071423 | 7/14/2023 | 01-00941-000 | Life Ins Employer | | \$789.38 |
| 071423 | 7/14/2023 | 06-00941-000 | Long Term Disability | | \$13.73 |
| 071423 | 7/14/2023 | 06-00941-000 | Life Ins Employer | | \$39.37 |
| Sub Total | | | | | \$975.23 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 071423 HSA | BankFirst | 195103 | | Megan Virgil - HSA | \$329.77 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 071423 | 7/14/2023 | 01-00941-000 | HSA Megan Virgil | | \$329.77 |
| Sub Total | | | | | \$329.77 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 071423 | BankFirst | 195103 | | MG Trust Company | \$4,149.44 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 071423 | 7/14/2023 | 01-00941-000 | 403b Plan | | \$175.00 |
| 071423 | 7/14/2023 | 01-00941-000 | 403b Plan ROTH | | \$3,270.00 |
| 071423 | 7/14/2023 | 01-00941-000 | 403b Plan ROTH - 10% | | \$458.20 |
| 071423 | 7/14/2023 | 01-00941-000 | 403b Plan ROTH - 5% | | \$246.24 |
| Sub Total | | | | | \$4,149.44 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 071423 HSA | BankFirst | 195103 | | Michelle Galles - HSA | \$329.77 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 071423 | 7/14/2023 | 01-00941-000 | HSA Michelle Galles | | \$329.77 |
| Sub Total | | | | | \$329.77 |

| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
|------------------|--------------------|----------------|------------------------|--------------------------------|--------------------|
| 071423 | BankFirst | 195103 | | Nebraska Department of Revenue | \$12,391.13 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 071423 | 7/14/2023 | 01-00941-000 | State Withholding - NE | | \$12,159.29 |
| 071423 | 7/14/2023 | 06-00941-000 | State Withholding - NE | | \$231.84 |
| Sub Total | | | | | \$12,391.13 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 071423 | BankFirst | 207276 | | Nebraska Retirement System | \$67,557.51 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 071423 | 7/14/2023 | 01-00941-000 | NPERS | | \$65,984.69 |
| 071423 | 7/14/2023 | 06-00941-000 | NPERS | | \$1,572.82 |
| Sub Total | | | | | \$67,557.51 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 071423 HSA | BankFirst | 195103 | | Patricia Wurdeman - HSA | \$116.96 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 071423 | 7/14/2023 | 01-00941-000 | HSA Patricia Wurdeman | | \$116.96 |
| Sub Total | | | | | \$116.96 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 071423 HSA | BankFirst | 207276 | | Rosa Morelos - HSA | \$116.96 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 071423 | 7/14/2023 | 06-00941-000 | HSA Rosa Morelos | | \$116.96 |
| Sub Total | | | | | \$116.96 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 071423 HSA | BankFirst | 195103 | | Shannon Carroll - HSA | \$695.59 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 071423 | 7/14/2023 | 01-00941-000 | HSA Shannon Carroll | | \$695.59 |
| Sub Total | | | | | \$695.59 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 071423 HSA | BankFirst | 195103 | | Tara Valenzuela - HSA | \$216.35 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 071423 | 7/14/2023 | 01-00941-000 | HSA Tara Valenzuela | | \$216.35 |
| Sub Total | | | | | \$216.35 |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount |
| 071423 HSA | BankFirst | 195103 | | Teresa Soderberg - HSA | \$116.96 |
| Register | Register Paid Date | Account Code | Deduction | | Amount |
| 071423 | 7/14/2023 | 01-00941-000 | HSA Teresa Soderberg | | \$116.96 |
| Sub Total | | | | | \$116.96 |

| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount | |
|--------------------|--------------------|----------------|--------------------------|----------------------------------|---------------------|----------|
| 071423 | BankFirst | 195103 | | Texas Life Insurance Company | \$154.60 | |
| Register | Register Paid Date | Account Code | Deduction | | Amount | |
| 071423 | 7/14/2023 | 01-00901-000 | Amer Fidelity - TX Life | | \$16.60 | |
| 071423 | 7/14/2023 | 01-00941-000 | Amer Fidelity - TX Life | | \$138.00 | |
| Sub Total | | | | | \$154.60 | |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount | |
| 071423 | BankFirst | 195103 | | Vision Service Plan | \$1,018.64 | |
| Register | Register Paid Date | Account Code | Deduction | | Amount | |
| 071423 | 7/14/2023 | 01-00901-000 | Vision 125 | | \$179.03 | |
| 071423 | 7/14/2023 | 01-00941-000 | Vision 125 | | \$788.50 | \$967.53 |
| 071423 | 7/14/2023 | 06-00941-000 | Vision 125 | | \$41.69 | |
| 071423 | 7/14/2023 | 06-00901-000 | Vision 125 | | \$9.42 | \$51.11 |
| Sub Total | | | | | \$1,018.64 | |
| Voucher Number | Bank Name | Account Number | Check Number | Vendor | Amount | |
| 071423 | BankFirst | 195103 | 53459 | Washington National Insurance Co | \$60.90 | |
| Register | Register Paid Date | Account Code | Deduction | | Amount | |
| 071423 | 7/14/2023 | 01-00941-000 | WA Natl - Cancer Ins 125 | | \$60.90 | |
| Sub Total | | | | | \$60.90 | |
| Grand Total | | | | | \$514,088.05 | |

**RESOLUTION OF THE BOARD OF EDUCATION TO
INCREASE BASE GROWTH PERCENTAGE TO
DETERMINE ITS PROPERTY TAX REQUEST AUTHORITY**

WHEREAS, the Board of Education ("Board") for **Wayne County School District 90-0560**, commonly known as **Wakefield Community School** (the "School District"), is planning the School District's annual budget for the 2023-2024 school year; and

WHEREAS, the funding needed for the School District to meet its obligations to its students will require an increase in the base growth percentage used to determine the School District's property tax request authority under NEB. REV. STAT. § 79-3403; and

WHEREAS, Nebraska law authorizes the Board, upon an affirmative vote of at least seventy percent (70%) of the Board, to increase such base growth percentage by up to 6% percent.

BE IT THEREFORE RESOLVED that, pursuant to NEB. REV. STAT. § 79-3405(2), the Board hereby increases the base growth percentage used to determine its property tax request authority for the 2023-2024 budget in an amount of 13.01960784313725%.

Said Resolution was adopted by the Board of Education by a vote of ___ to ___ on the ___ day of _____, 2023.

President of the Board of Education

ATTEST:

Secretary of the Board of Education

KAREN A. HAASE ^{NE, SD, IA, WY}
STEVE WILLIAMS ^{NE, SD}
BOBBY TRUHE ^{NE, SD}
COADY H. PRUETT ^{NE, SD, CO}



JORDAN JOHNSON ^{NE, WY}
TYLER COVERDALE ^{SD}
SARA HENTO ^{SD, NE}
SHARI RUSSELL, Paralegal

M E M O R A N D U M

To: Superintendent Matt Farup
FROM: Coady H. Pruett
DATE: July 5, 2023
RE: Board Vote to Increase Base Growth Percentage Used to Determine Property Tax Request Authority

I. INTRODUCTION

I am following up on your request for information and materials regarding the board of education's ability to increase the base growth percentage used to determine the school district's property tax request authority. We prepared this memorandum summarizing the steps that a school district must follow to carry out such an increase, together with the attached documents that will help your district do so.

II. DISCUSSION

A. Background

As you know, Nebraska recently enacted the *School District Property Tax Limitation Act* (the "Act"), which was part of LB 243 (2023) and is now codified at NEB. REV. STAT. §§ 79-3401 to 79-3408. The Act's default rule is that the magnitude of a school district's property tax request (irrespective of either the \$1.05 levy limit, or otherwise permissible budget growth) is limited to a statutorily-defined **property tax request authority**. The Act generally requires the Nebraska Department of Education (the "Department") to calculate each district's property tax request authority as follows:

Step One: "The school district's property tax request¹ from the prior year shall be added to the non-property-tax revenue² from the prior year minus any investment income from special building funds from the prior year, and the total shall be increased by the school district's **base growth percentage.**"³ *Id.* § 79-3403(2)(a).

Step Two: The amount calculated in Step One is then "decreased by the amount of total non-property-tax revenue for the current year and adjusted for any known or documented errors in

¹ "Property tax request means the total amount of property taxes for the general and special building funds requested to be raised for a school district through the levy imposed pursuant to section 77-1601." NEB. REV. STAT. § 79-3402(6).

² "Non-property-tax revenue means revenue of a school district from all state and local sources other than real and personal property taxes. Non-property-tax revenue does not include grants, donations, bonds, all revenue from a school district that has been merged into another school district or dissolved, activity funds, bond funds, cooperative funds, depreciation funds, employee benefit funds, nutrition funds, qualified capital purpose undertaking funds, or student fee funds, insurance proceeds, proceeds from the sale of property including land, buildings, or capital assets in special building funds, or proceeds of financing." *Id.* § 79-3402(5).

³ The Act defines "base growth percentage" as follows:

Base growth percentage means the sum of:

(a) Three percent;

(b) The annual percentage increase in the student enrollment of the school district multiplied by:

(i) One if the school district's student enrollment has grown by an average of at least three percent and by at least one hundred fifty students over the preceding three years;

(ii) Seven-tenths if the school district's student enrollment has grown by an average of at least three percent over the preceding three years; or

(iii) Four-tenths if subdivisions (3)(b)(i) and (3)(b)(ii) of this section do not apply;

(c) The percentage obtained by first dividing the annual increase in the total number of limited English proficiency students in the school district by the student enrollment of the school district and then multiplying the quotient by fifteen hundredths; and

(d) The percentage obtained by first dividing the annual increase in the total number of poverty students in the school district by the student enrollment of the school district and then multiplying the quotient by fifteen hundredths."

Id. § 79-3402(3).

documentation received by the department from the school district.” *Id.* § 79-3403(2)(b).

The Department then certifies the amount calculated by this method to each school board as the district’s property tax request authority.

The Act lays out two methods by which your district can exceed this default rule for calculating the magnitude of the district’s property tax request. First, the school district ’s property tax request may exceed its property tax request authority by a specific amount when such increase is “approved by a sixty percent majority of legal voters voting on the issue at a special election called for such purpose.” *Id.* § 79-3405(1). You have not asked about this method and this memo does not address the special election method of increasing your permissible property tax request. The second method is discussed in more detail below.

B. Board Vote to Increase Base Growth Percentage

Unlike the special election method of increasing the actual property tax request by a certain amount, this method allows the board to vote to increase *the base growth percentage*. This should have the effect of increasing the property tax request authority for the current year, but of course the absolute amount of the property tax request authority (in dollars) will depend upon the changes in the non-property-tax revenue for the current year.

The proposed increase in the base growth percentage must be approved by at least 70% of the school board members. Please note that this is not 70% of a quorum, but rather 70% of the entire board—irrespective of the number of board members present for the meeting. So, as an example, for a six-member board, at least five board members must vote in favor of the proposed increase even if only five board members are present.

The maximum base growth percentage increase that a school district can adopt by a board vote **depends on the size of the school district’s average daily membership** (“ADM”). In our conversations with the Department, they plan to use the “most recent” ADM numbers for each school district, which (for now) shows the numbers for the 2021–2022 school year. The following table shows the maximum increases that correspond to the size of the school’s ADM.

| Average Daily Membership | Maximum Increase in Base Growth % |
|---------------------------------|--|
| Up to 471 students | 7% |
| 472 to 3,044 students | 6% |
| 3,045 to 10,000 students | 5% |
| More than 10,000 students | 4% |

Prior to voting to increase your district's base growth percentage by board vote, the school board must "publish notice of the upcoming vote in a newspaper of general circulation in the school district." *Id.* § 79-3405(2)(b). This publication must "occur at least one week prior to the public meeting at which the vote will be taken." *Id.* As you most likely already know, just as for the date of publication for purposes of a regular board meeting, the time is measured from when the notice actually appears in the newspaper, and not when you submit it for publication.

We have prepared a sample meeting notice, together with a sample agenda item in the attached documents.

We recommend that the board's vote on the proposed increase take the form of a written resolution. Although a written resolution is not legally required (a simple board motion should suffice), we believe that the resolution will help organize the board's discussion and serve as good evidence of the specific vote that was taken if such a vote is later scrutinized. We prepared the attached resolution for your use. As you can see, there are placeholders for both the actual percentage growth that is approved as well as the vote tally (which must be at least 70% of the board members).

III. CONCLUSION

We hope that you find this information and the attached resources helpful. If you have any additional questions or if there is anything that you would like to discuss, please do not hesitate to reach out to me at coady@ksbschoollaw.com or (402) 817-8879. We are happy to help you navigate this process.

**Wakefield Community Schools
2023-2024 Guidance Handbook
Tier 2 and Tier 3
Supports, Interventions and Instruction**



**Collaborative Grade Level Teams
and
Special Education Services**

Wakefield Community Schools Mission Statement

The Trojan mission is to embrace diversity, educate and support the whole learner, and empower students to be critical thinkers, lifelong learners, and global citizens.

Vision Statement

WCS strives to educate our students, embrace our diversity, and empower the next generation of our community.

Belief Statements

We believe it is essential to...

- A** - always provide all students with relevant educational opportunities.
- S** - support our students to become lifelong learners.
- P** - partner with parents and the community to support our students in all academic, social, and extracurricular opportunities.
- I** - inspire and cultivate effective communication skills with all students.
- R** - reinforce respectful relationships, appreciate differences, and embrace inevitable changes in our society.
- E** - empower all learners to think critically and problem-solve to set them up for success in all aspects of life.

The purpose of the handbook is to provide guidance for Grade Level Collaborative Teams and Special Education processes complimentary to the Special Education Procedures document provided by KSB Law. This handbook follows the Nebraska Department of Education special education requirements in accordance with Rule 51. This handbook will be updated annually and available digitally to all staff and administrators.

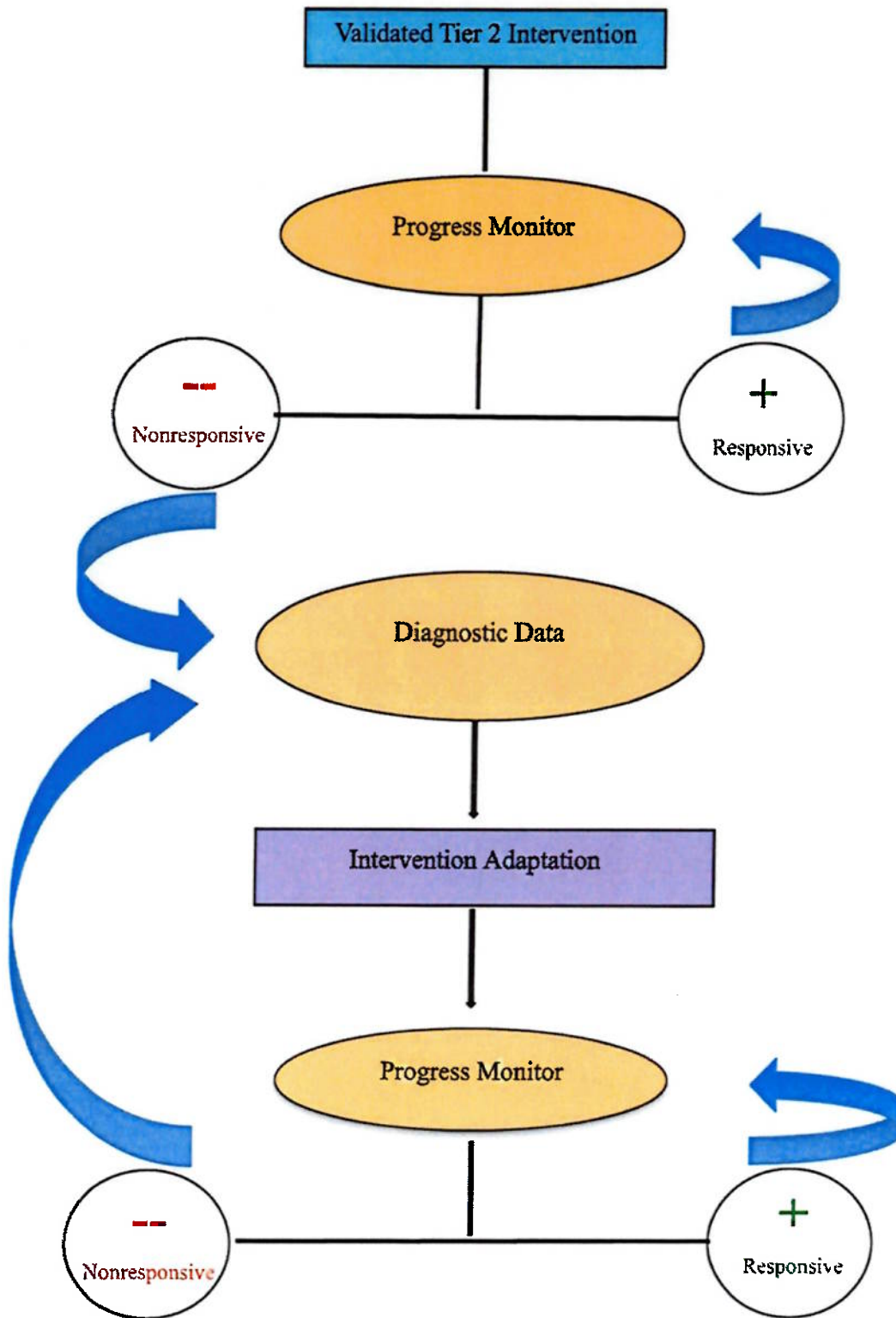
The Wakefield Community School District recognizes the NeMTSS framework as its continuous improvement framework (Board policy 1005). Interventions, provided supports, and special education services will be delivered within the framework utilizing data-based decision making and providing support for students through a layered continuum. Practice within the framework ensures inclusivity and access to core instruction for all students.

Wakefield Community School Teaming Structures



Section 1: Grade Level Collaborative Teams
Tier 2 Supports and Interventions

Grade Level Collaborative Team Flowchart for Tier 2 Interventions
Source: <https://intensiveintervention.org/data-based-individualization>



Grade Level Collaborative Teams

Purpose: Ensure all students have access to tier 1 supports and instruction, collect and analyze grade level data, use data to determine students in need of tier 2 supports, use data to progress monitor tier 2 supports, functions as the student assistance team, determine needed resources through data analysis

Data sources (include, but not limited to): Behavior and attendance data (provided by Building Level Teams through SWIS), Powerschool, grades/report cards, MAP data, Aimsweb data, medical information (school nurse or physician), hearing/vision screening results, SEBL screener, ELPA screener, formal and informal observations

Nebraska Rule 51(006.1B): The school district will use student assistance teams to develop individualized programs of support for students who may be experiencing difficulties in school. The school district will generally work to assist a student through the SAT process prior to evaluating the student for possible verification under Section 504 of the Rehabilitation Act or Rule 51 of the Nebraska Department of Education. The SAT will be an ad hoc group created around a student, and will generally include building staff with expertise in the specific content area(s) identified as problematic for the student. The SAT may also involve other interested or relevant staff and may, but is not required to, include the student's parent. The team will review the strengths and interests that are unique to the student and determine the academic or social challenges the student is facing at school. The team will then develop ideas and strategies that may help the student be more successful in school. If the SAT determines that appropriate general education interventions have been attempted without success, it will consider evaluating the student for eligibility under Section 504 of the Rehabilitation Act or referring the student to the multidisciplinary team for evaluation pursuant to Rule 51.

At Wakefield Community School, Grade Level Collaborative Teams are recognized as the Student Assistance Team and will fulfill the requirements and responsibilities described in Nebraska Rule 51.

Roles within the Grade Level Collaborative Teams:

Facilitator—Guides the team through the Student Problem Solving form, encourages on-task behavior during team meetings, identifies resources needed for intervention(s) and communicates needs to building principal, invites additional people with expertise to team meeting as needed

Notetaker—This person is responsible for recording team discussions and information on the Student Problem Solving form.

Data collector—This person will obtain and organize student data prior to and during the use of intervention(s).

Communicator—This person is responsible for providing parent communication at onset of intervention(s) and as outlined in the parent communication plan. Communicate specific intervention directions to the Student Support Team (people who provide direct instruction and support for student on a daily basis).

Grade Level Collaborative Team Checklist

- Establish team norms.
- Establish team roles: Facilitator, notetaker, data collector, communicator.
- Establish decision making rules for attendance, behavior, and academic data.
- Establish meeting place.
- Document information during team meetings using the Tier 2 Intervention Form.
- Send initial parent letter (Tier 2 support parent letter) when a student begins interventions. Letter will include parent communication plan.
- Provide parent communication as described in the parent progress letter.
- If referring the student for evaluation, forward Tier 2 Intervention Form and all other collected documentation to the school psychologist. Maintain a copy for team records.

Tier 2 Intervention Form

Initial Parent Letter

Parent Progress Letter

Tier 2 Intervention Form

Student name: _____ Grade: _____ Age: _____ Today's date _____

Grade Level Collaborative Team Members:

Facilitator:

Notetaker:

Data Collector:

Communicator:



1. **Identify:** Identify student area of need for intervention
2. **Define:** Define desired outcome (Progress goal)
3. **Explore:** Intervention options
Guiding questions:
 1. Does the intervention target need?
 2. Is the intervention based on best available evidence?
 3. Does the intervention align with tier 1 core instruction?
 4. Has the intervention been shown to work with most students?
4. **Action:** Identify intervention and progress monitoring tool. Create parent communication plan.
Guiding questions:
 1. Does the tool meet technical standards for progress monitoring and match desired outcome?
 2. Was the goal set using a validated approach?
 3. Are procedures in place to ensure the intervention is delivered as planned?

5. Look back: Review intervention, progress monitoring tool and data

Guiding questions:

1. Was data collected regularly and with a consistent approach?
2. Was progress graphed?
3. Was the intervention effective?
 - Yes—Continue to progress monitor (return to step 4)
 - No—Determine why intervention did not work by using diagnostic data

Guiding questions for determination:

1. Do multiple data sources confirm slow progress?
2. Have both academic and behavioral explanations been considered?
3. What does data suggest about how the intervention needs to be changed?

Intervention Adaptation

1. Identify: What change is needed?

2. Define: Develop hypothesis for modifying or adapting intervention

3. Explore: Options to modify or adapt intervention

4. Action: Define adapted or modified intervention and progress monitoring tool

Guiding questions:

1. Does the adaptation address the hypothesis?
2. Does the plan address both academic and behavioral concerns when needed?
3. Are procedures in place to implement and monitor adapted intervention?
4. Are only a few adaptations made at one time?

5. Look back: Did the change work?

Guiding questions:

1. Was data collected according to the plan?
2. Does the graph indicate when adaptations were made?
 - Yes—Continue adapted intervention and progress monitoring
 - No—Examine diagnostic data to determine why change did not work

Wakefield Community Schools

802 Highland Street • Wakefield, NE. 68784 • Phone: 402-287-2012

Matt Farup, Superintendent
Matt Brenn, High School Principal
Darren Sindelar, Elementary Principal

Home of the Trojans



Dear Parent/Guardian of _____,

At Wakefield Community School, it is our mission to support and empower all students to be critical thinkers, lifelong learners, and global citizens. In an effort to fulfill our mission and provide the best educational experience for all of our students, your child has been selected to participate in an intervention to help ensure success at school. The intervention we will be providing is (insert description of intervention).

The goal for your child is (insert goal from Tier 2 Intervention Form). Our Grade Level Collaborative team will meet every 2-3 weeks to review your child's goal and progress.

We will communicate progress with you. (insert parent communication plan from Tier 2 Intervention Form)

We are looking forward to celebrating your child's growth and accomplishments. If you should have any questions or concerns, please contact (building principal) at (phone #).

Sincerely,

Grade Level Collaborative Team
(List member names)

Wakefield Community Schools

802 Highland Street • Wakefield, NE. 68784 • Phone: 402-287-2012

Matt Farup, Superintendent
Matt Brenn, High School Principal
Darren Sindelar, Elementary Principal

Home of the Trojans



Dear Parent/Guardian of _____,

This letter is to provide you with a summary of your child's intervention progress.

Goal: (insert goal from Tier 2 Intervention Form)

Summary of Progress: (short narrative of student progress including data summary and observations)

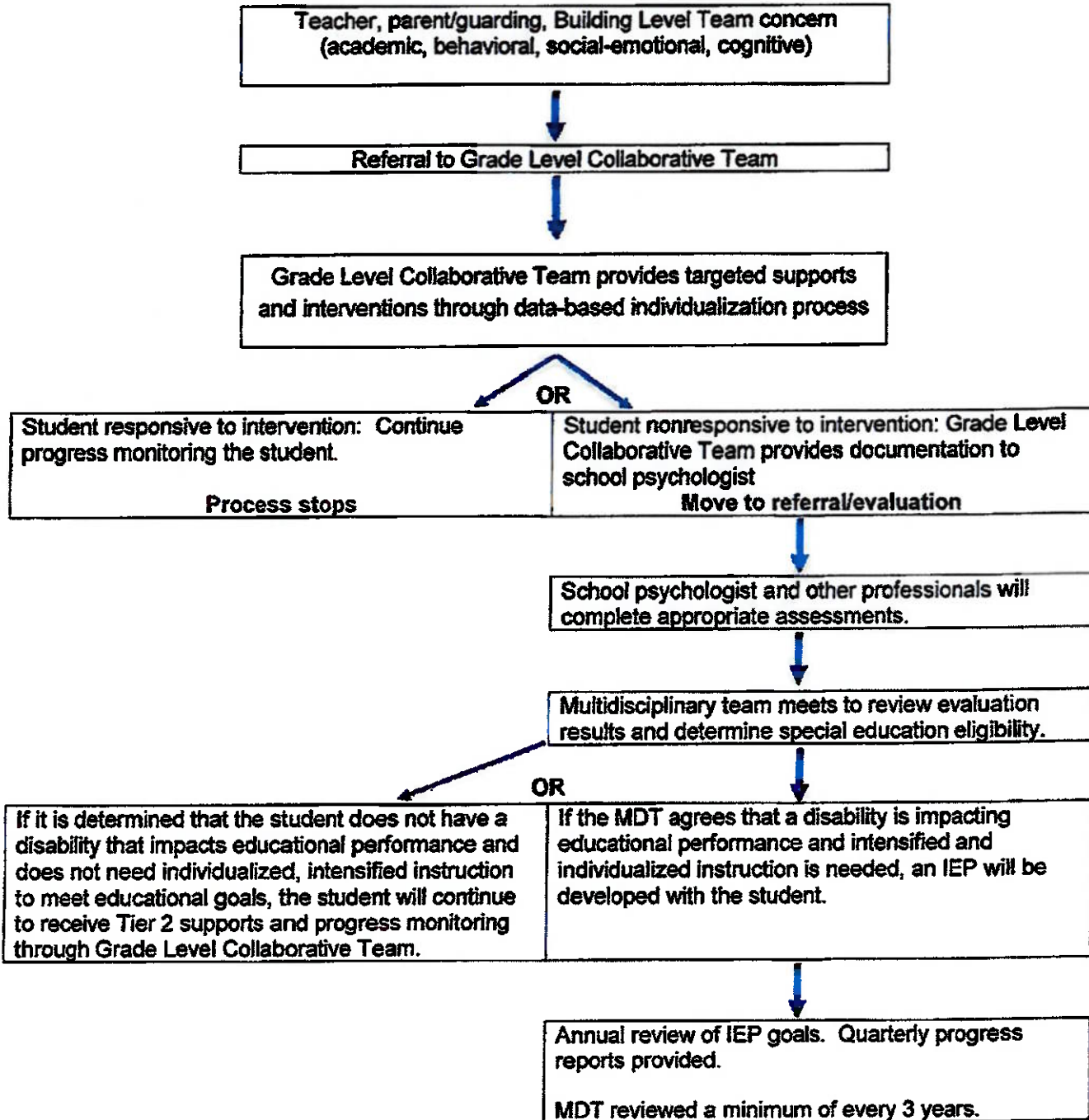
If you should have any questions or concerns regarding this letter, please contact (building principal) at (phone #).

Sincerely,

Grade Level Collaborative Team
(List team member names)

Section 2: Special Education Processes
Tier 2 and Tier 3 Supports and Instruction

Special Education Process Flow Chart



Special Education Services and Supports

Purpose: Provide, implement, and progress monitor individualized education plans in the least restrictive environment. Using data-based decision making, specific and measurable goals will be created with input from the IEP team. Goals will directly correlate with the student's need for tier 2 or tier 3 specialized instruction, transition, or behavioral supports. When a student is determined eligible for special education services, a case manager will be assigned and additional service providers will be identified per MDT evaluation results and data.

Least Restrictive Environment (Rule 51, 008.01): The school district or approved cooperative shall establish policies and procedures to assure that, to the maximum extent appropriate, children with disabilities, including children in public or nonpublic schools and approved service agencies, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Students who meet special education verification guidelines need to have access and be educated in the general education classroom (tier 1) with peers who are not identified as needing special education services. Limiting or removing a student from participating in the general education classroom should occur only when supplemental aids and supports or accommodations are ineffective due to the nature of the student's disability. The IEP team will review data in relation to student needs to determine the setting that provides the most educational opportunities and benefits. The Least Restrictive Environment (LRE) requirement leads to inclusivity and equitable opportunity for all students at Wakefield Community School. It is the responsibility of all staff and administrators in the district to ensure LRE.

Examples of LRE tiered supports for verified students:

- Tier 1—General education classroom, general education classroom with accommodations, general education classroom with accommodations and paraprofessional support, differentiated instruction, progress monitoring
- Tier 2—Small group supplemental instruction, co-taught instruction, additional guided practice, check in/check out, progress monitoring, use of specific reinforcers
- Tier 2—Individualized instruction, exclusive small group instruction with verified peers, modified instructional materials, functional behavior assessment/behavior intervention plan

Free Appropriate Public Education (FAPE), Rule 51 004.01: Except as otherwise provided by law, the school district will ensure that all children with verified disabilities, from birth through the school year in which the child reaches age twenty-one, including children who have been suspended or expelled from school, have available to them a FAPE, which includes special education and related services to meet their unique needs and the availability of FAPE for resident children in detention facilities, correctional facilities, jails, and prisons. The school district will ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade and is advancing from grade to grade.

It is the responsibility of the student's special education case manager to monitor adherence to the IEP. Case managers will communicate IEP goals and accommodations to the Student Support Team. Case managers will maintain accurate records and comply with federal and state regulations. This document includes checklists as references to ensure compliance.

Evaluation Referral Process

Nebraska Rule 51 and Rule 52 (006.03, 006.9) Multidisciplinary Evaluation Team: The school district will appoint a Multidisciplinary Evaluation Team (MDT) which will be responsible for making all verification decision pursuant to the qualification criteria in Rule 51 of the Nebraska Department of Education. The MDT will analyze, assess, and document the needs of each student, and the MDT's compiled information will be used on the Individual Family Service Plan (IFSP) or Individualized Education Plan (IEP) if the MDT determines that the student qualifies for special education. The MDT will not base a student's verification upon 1) lack of appropriate instruction in reading as contemplated in Section 614(a)(5)(A) of the Individuals with Disabilities Education Act of 2004, 2) lack of instruction in math, or 3) limited English proficiency.

Initial evaluation and assessments must be completed within 45 school days from the date of parental consent for initial evaluation.

MDT Checklist

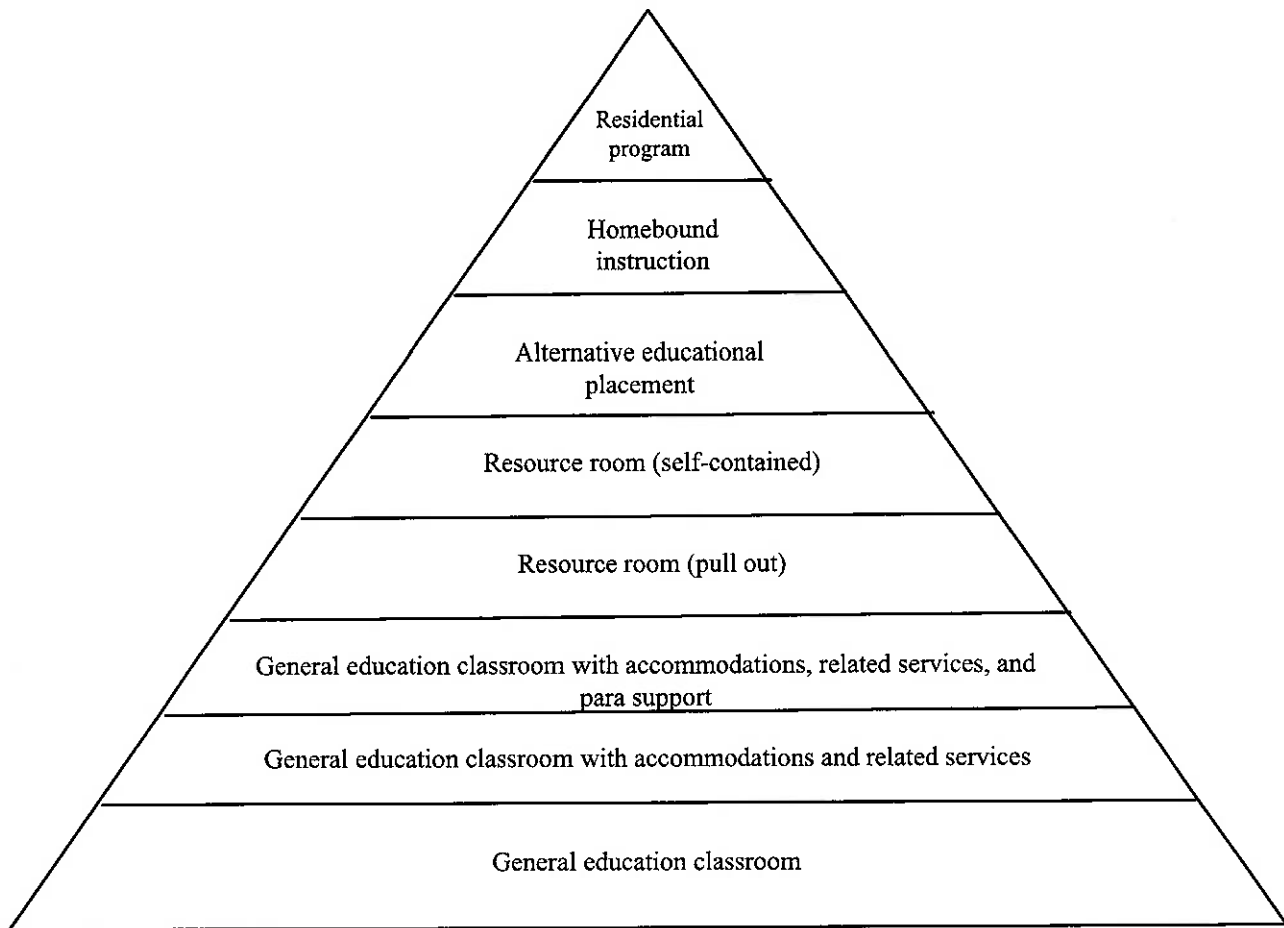
- Review Tier 2 Intervention Form and check back with the Grade Level Collaborative Team if necessary.
- School psychologist requests the Special Education Director to create student in SRS.
- School psychologist creates Notice and Consent for Initial Evaluation form. Check appropriate areas to evaluate in, based on the referral form.
- School psychologist sends home Notice and Consent, Parental Rights, and Rule 55 Due Process forms.
- Once consent is signed and received, evaluation takes place within 45 school days
- School psychologist contacts teacher(s) to set up observation times and times to complete testing.
- School psychologist and other appropriate evaluators complete comprehensive evaluation.
- School psychologist schedules MDT meeting before the evaluation deadline.
 - Email school staff (teachers, administrators, related service providers) to determine availability for meeting times approximately two weeks in advance.
 - Contact parents to set up the MDT meeting. Communicate with a translator to schedule the meeting if parents speak Spanish.
 - If needed, document parental contact/communication on page 4 of the Notice of Meeting form if there is difficulty contacting parents.
- School psychologist sends home the Notice of Meeting informing parents of the agreed upon meeting time.
- Required team members must be present at the MDT meeting:
 - Parent(s)
 - Student, when appropriate
 - LEA- Administrator or someone designated by the administrator
 - Special Education Teacher
 - General Education Teacher
 - Interpreters of evaluation results (School Psychologist, Speech Pathologist, Occupational Therapist, Physical Therapist)

*Other considerations:

- EL Teacher if student is eligible for EL services, EL teacher should be present for meeting if the student is eligible for EL services
- Interpreter, when needed
- Parents may invite and/or bring other people to the meeting
- School Nurse
- Guidance Counselor
- Heartland Counselor, or other counselor/therapist, if the student is receiving mental health services

- Each evaluator sharing results will provide copies of report or have a means to present electronically.
- When determining eligibility, have each team member sign the MDT form and write "yes" or "no" to indicate agreement with the eligibility decision
 - If someone disagrees with the decision of the team, they are allowed to write and submit a minority report.
 - District problem solving model form may be used to facilitate determination discussion.
- Complete PWN.
- School psychologist will provide a finalized copy of the MDT report and PWN within a reasonable amount of time to the parent/guardian.
- Signature pages for all paperwork (consent for initial evaluation, notice of meeting, MDT) are given to the SPED case manager to file.
- Case manager updates Caseload Document based on eligibility decision.

Wakefield Community Schools Continuum of Special Education Services



IEP Checklist

- Schedule IEP meetings approximately 1-2 weeks before the current IEP expires or prior to the end of the 30 calendar days for an initial IEP.
- Begin scheduling the IEP meeting 2-3 weeks in advance of anticipated meeting time to ensure members of the IEP team are able to attend.
 - Remember to communicate with ALL specialists (i.e. OT, PT, Voc Rehab, Transition Coordinator, etc.)
 - Choose a date that maximizes participation of IEP team members. For example, send a Doodle, or email with possible options to get input on availability.
 - Adequate notice of a meeting needs to be provided to guardians. DISTRICT is considering 7 calendar days as a reasonable amount of time. The exception to this would be in emergency situations.
- Send the Notice of Meeting home informing parents of the agreed upon meeting time for the meeting.
- Required team member attendance:
 - Parent(s)/Guardian(s)
 - General Education Teacher
 - Special Education Teacher

- Student, when appropriate
- LEA- Administrator or someone designated by the administrator
- Specialists, as needed (School Psychologist, Speech Pathologist, Occupational Therapist, Physical Therapist)

***Other attendance considerations:**

- EL Teacher if student is eligible for EL services, EL teacher should be present for meeting if the student is eligible for EL services
- Interpreter, when needed
- Parents may invite and/or bring other people to the meeting
- School Nurse
- Guidance Counselor
- Heartland Counselor, or other counselor/therapist, if the student is receiving mental health services
- Offer Parental Rights to parents and Rule 55 Due Process (if an initial IEP) forms.
- Obtain signatures, from parent(s) and other team members present, on the IEP document to indicate attendance at the meeting.
- If initial evaluation and IEP, complete Consent for Initial Placement paperwork.
- Complete PWN. Provide a copy at the time of the meeting, if possible.
- Special education teacher will provide a finalized copy of the IEP and PWN within a reasonable amount of time.
- Signature pages for all paperwork are filed by the IEP case manager.
- Communicate updated accommodations, behavior plans, or any other information or changes with appropriate team members or school personnel.
- Finalize the IEP on SRS within one week after the meeting is held.

Progress Reports

- Completed every quarter by the due date.
- Summarize data giving evidence of goal progress.
- Progress reports may be distributed at Parent-Teacher Conferences or mailed.

Contents of the IEP

- Student Strengths
- Parent Concerns
- Results of initial or most recent evaluation
- Results of performance on state and district wide assessments
- Consideration of: behavior impeding learning, limited English proficiency, blind or visual impairment, communication needs, assistive technology devices and services
- ****If any of these areas are a need, the IEP should include a goal to address the area. As a reminder, the tool used to collect behavior data IS NOT the behavior plan.**
- Present levels of academic achievement and functional performance

- Identified need(s) correlates with services
- Impact statement: How does the child's disability impact the student's ability to participate in the general education classroom the same as grade level peers. Identify student needs in the statement.
- Collect and include written input from all teachers and service providers who work with the student.
- Transition information (required for age 14 and above)
- Measurable annual goals
 - Written as a SMART goal: Specific, measurable, achievable, relevant, and timeframe
- How the students will progress and when progress is measured
 - Case managers and related service providers will complete quarterly progress reports in SRS.
 - Special education services, related services, supplementary aids and services, program modifications or supports for students to advance toward their goals
 - Present level performance and needs should correlate with services
- Duration dates of services –when IEP is effective and service minutes
- Accommodations needed
- Percent of time the child spends in special education and regular education
- MIPS Consent
- Transportation Considerations
- State Assessment Considerations
 - List accommodations necessary
 - Decide if alternate assessments are necessary and why they cannot participate in the regular assessment and why the alternate assessment selected is appropriate
- Extended School Year Services

Criteria: ESY is provided only when it is determined that a student might regress in a critical skill area to such an extent that recovery of the skill loss would be impossible or require an unusually long period of time to return to the present level of performance. ESY services are not provided to enhance present level of performance.
- Prior Written Notice (PWN)
- Supplemental Forms
 - Attach any behavior monitoring tools
 - Information provided by parents, physician, or other professional
 - Data
- Obtain consent via parent signature for release of records with other professionals, when appropriate,

Prior Written Notice (PWN)

- PWN is required when a child's identification, evaluation, or educational placement is changed (i.e. change in eligibility, change in services or goals, etc.)
- Notice must be provided to parents BEFORE the change happens.
- Date of Notice should be the same as the date of delivery.
- When changes are made to the IEP and everyone is in agreement, PWN should be given at the conclusion of the meeting, and services would begin the next day.
- When there are changes to the IEP and not everyone is in agreement, PWN should be given at the conclusion of the meeting and the team should agree on when services will begin.

- Best practice is to ask the team when they are comfortable with services starting.
- The PWN serves as a summary of what was agreed upon.
- **To meet the requirements of the PWN, you cannot have IEP meetings on the day the IEP expires in case the IEP team does not agree to start services immediately.**
- The PWN should NOT be drafted prior to the IEP meeting.

Student Led IEPs

All Wakefield Community School K-12 grade students verified to receive special education services will, to the most appropriate extent, lead and participate in the IEP meeting. Case managers will access the online resource, *I'm Determined*, when collaborating with a student to prepare for his/her IEP meeting. At minimum, students will complete the I'm Determined One-Pager template to present through a modality of choice at the IEP meeting.

Students who actively participate in educational planning have the opportunity of voice, ownership, and the practice of self-advocacy skills. As students mature, they will have a better understanding of their unique abilities and how to access resources in a variety of environments to meet their needs.

Objective for students in grades K-1: The student will be able to communicate a description of his/her disability, strengths, and interests to the IEP team.

Objective for students in grades 2-3: The student will be able to communicate the nature of his/her disability, strengths, interests, and learning preferences to the IEP team.

Objective for students in grades 4-6: The student will be able to communicate the nature of his/her disability, strengths, interests, learning preferences, and needs to the IEP team.

Objective for students in grades 7-9: The student will be able to communicate the nature of his/her disability, strengths, interests, learning preferences, needs, and IEP goals to the IEP team.

Objective for students in grades 10-12+: The student will be able to communicate the nature of his/her disability, strengths, interests, learning preferences, needs, IEP goals, and transition goals.

Modalities of presentation (suggested, but not limited to): Students may prepare a slideshow, record a video, take pictures, draw pictures, present artifacts of completed work

Name: _____

Date: _____



One-Pager

Answer each of the four parts in this One-Pager. Your answers will help you create your **SPIN**, or your **Strengths, Preferences, Interests, and Needs**. Give it to your teachers and employers so you can help them understand you and your needs and you can be successful!

My Strengths

My Preferences

My Interests

My Needs



Resource provided by the **DETERMINED**, a state-directed project funded by the Virginia Department of Education.
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Scan code for more guidance, videos, and examples.
For additional resources visit www.imdetermined.org/resources.



Use this as a facilitation guide to complete the One-Pager tool, or to help someone else complete it. The questions below can be used as prompts to help you arrive at answers. Focusing on one column at a time may also help. We encourage you to share your finished One-Pager with others!

| | | | |
|---|---|--|---|
| <p>My Strengths</p> <ul style="list-style-type: none"> • What am I good at in school? • What am I good at in my community or home? • What do other people say are my strengths? | <p>My Preferences</p> <ul style="list-style-type: none"> • What makes my day or school work more enjoyable? • What would be nice to have or happen but I would be okay without it? • Where do I see myself in the future: <ul style="list-style-type: none"> • Living? • Working? • Doing for Having fun? | <p>My Interests</p> <ul style="list-style-type: none"> • What do I like to do? • What activities or groups do I enjoy being in? • What are my hobbies and after school activities? | <p>My Needs</p> <ul style="list-style-type: none"> • What things or changes to my day help me? • What do I need to succeed? • What assistive technology helps me at school, home, and in the community? • What can others do to help me? • What are some things that are hard for me? How do I get through the hard things? |
|---|---|--|---|



Resource provided by I'm Determined, a state-collected project funded by the Virginia Department of Education. ©2006-2022 I'm Determined. All rights reserved.



Scan code for more guidance, videos, and examples. For additional resources visit www.imdetermined.org/resources.

Name: _____

Date: _____



Goal Plan

Answer each of the four parts in this Goal Plan. Your answers will help you think of a goal, what will happen after you reach your goal, the steps needed to complete that goal, and people who can help you along the way.

My Goal

Outcomes

Next Steps

People Who Can Support



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Scan code for more guidance, videos, and examples.
For additional resources visit www.imdetermined.org/resources.



Goal Plan

IMPLEMENTATION GUIDE

Use this as a facilitation guide to complete the Goal Plan tool, or to help someone else complete it. The questions below can be used as prompts to help you arrive at answers. Focusing on one column at a time may also help. We encourage you to share your finished Goal Plan with others!

| My Goal | Outcomes | Next Steps | People Who Can Support |
|---|--|---|---|
| <ul style="list-style-type: none">• What is one of my goals?• What is something that I want to do?• Where is a place I want to go?• You can write a goal to reach soon or several months or years away.• Pick one goal to start with. | <ul style="list-style-type: none">• How do you know you have reached your goal?• What are some results of getting this goal done?• How will I benefit from finishing this goal?• What are some new things I can do after attaining this goal? | <ul style="list-style-type: none">• What do I need to do to reach my goal?• If I were to break my goal into pieces, what would those pieces be?• What is one thing I can do today that gets me closer to my goal? | <ul style="list-style-type: none">• Who are the people in my life who can help me reach my goal?• Which step of my goal can each person help me with?• Who will encourage me to reach this goal and check to be sure I made it? |



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For additional resources visit www.imdetermined.org/resources.

Wakefield Community School Activities Handbook



**Rules and Regulations
2023 - 2024**

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Introduction

Student participation in extracurricular activities has been linked to improved attendance, higher academic achievement, and greater student self-confidence and self-esteem. Wakefield Community Schools provides students with the opportunity to participate in a comprehensive activities program that includes athletics, fine arts, and select clubs or organizations associated with academic areas.

Although the school district believes strongly in the value of student activities, participation in the activities program is a privilege, not a right. Students must obey the rules set out in this handbook and any additional rules created by their coach or activity sponsor. This handbook is advisory and does not create a "contract" with parents, students, or staff. The administration reserves the right to make decisions and make rule revisions at any time to implement the educational program and to assure the well-being of all students. The administration is responsible for interpreting the rules contained in the handbook. If a situation or circumstance arises that is not specifically covered in this handbook, the administration will make a decision based upon all applicable school district policies, and state and federal statutes and regulations.

Please read this handbook carefully. Students and their parents are responsible for complying with all of the rules and procedures detailed in this booklet.

Parents must sign the acknowledgement and permission to participate form at the end of this handbook before their student will be permitted to participate in the activity programs of the district.

The provisions in this handbook are subject to change at the sole discretion of the Board of Education. From time to time, you may receive updated information concerning changes in the handbook. These updates should be kept within the handbook so that it is up to date. If you have any questions regarding this handbook, please contact the Superintendent for assistance.

NONDISCRIMINATION IN EDUCATION PROGRAMS AND ACTIVITIES

The school district does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Name: Matt Farup
Title: Superintendent
Address: 802 Highland Street
Telephone: 402-287-2012 Ext. 254
E-mail: mfarup@wakefieldschools.org

For further information on notice of nondiscrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area or call 1-800-421-3481.

For additional prohibited discrimination and related information, please review school district Policy **3053** – Nondiscrimination

Designation of Coordinators

Any person having inquiries concerning the district's compliance with Title VI (discrimination or harassment), Title IX (gender equity), Section 504 of the Rehabilitation Act and the Americans with Disability Act, Homeless student laws, or Safe and Drug Free Schools and Communities should contact the Wakefield Community Schools Administrative Office.

SECTION ONE: GENERAL INFORMATION ABOUT THE ACTIVITIES PROGRAM

Academic Eligibility

Students who are enrolled in a private, denominational or parochial school may not participate in extracurricular sports and activities sponsored by the public school district if they participate in extracurricular sports and activities offered by the private, denominational or parochial school. Exempt school students may participate in extracurricular sports and activities if they are enrolled in at least 5 credit hours per semester. Exempt school students who are not enrolled in at least 5-credit hours may not participate in extracurricular sports and activities. All part-time students must meet all other eligibility requirements set by the board, administration, and coach/sponsor prior to participating in the sport or activity. (Board Policy 5003)

The school district will notify a participant and his or her parents whenever the participant is declared academically ineligible.

Students may not participate in any activity, performance or practice while serving a short-term suspension, long-term suspension, or expulsion from school.

Attendance at Practices and Contests

Participants in the activities program are expected to attend and be on time at all practices and meetings scheduled by the coach or sponsor. Participants may be excused for absences resulting from a participant's illness, a death in the family, a doctor's appointment, a court appearance, or other absences that are arranged in advance. The coach, sponsor, or director of an activity may require a participant who has an excused absence to complete an alternate assignment for missing a practice, meeting, event, performance, or contest. A participant who is unable to attend a scheduled practice, meeting, or game must contact the coach or sponsor in advance. Students who are absent from school due to illness are not required to provide the coach or sponsor with additional notification of the student's absence from practice.

Students who are absent from school for any part of the day will not be permitted to participate in an athletic contest or activity performance unless the student has the building principal's prior permission to participate despite the absence.

If a participant misses a scheduled contest or performance, the coach or sponsor may impose discipline up to and including suspension of the participant from the activity for the remainder of the season or length of the activity.

Closings

Unless the administration determines that it is permissible for the activity to continue as scheduled, all activities will be cancelled or postponed in the event that school has been called off for inclement weather or any other reason as determined by the administration. Unless the administration determines that it is permissible for the activity to continue as scheduled.

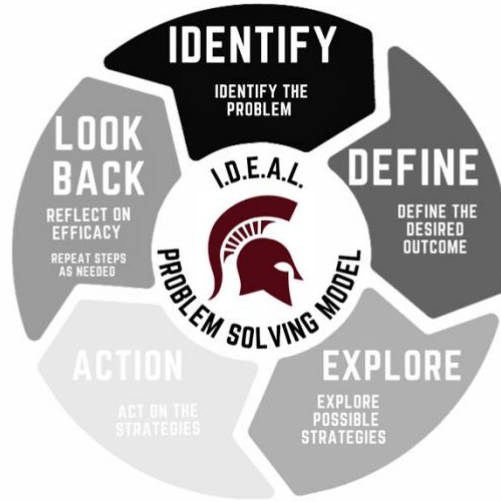
Colors

The Wakefield Community School colors are Aggie Maroon & White. PMS 504- Aggie Maroon, PMS 430-Gray, White

Complaint Procedure

To reduce conflicts in the school's activities program, students and/or their parents should use district's formal complaint procedure to manage conflicts about the program. The complaint procedure is printed in the school's student handbook and may be found on the district's website: www.wakefieldschools.org See attached problem solving form:

Problem Solving Notes Page



Date:

In attendance:

1. **Identify problem:**

2. **Define desired outcome:**

3. **Explore possible strategies:**

| 4. <u>Action</u> (Act on strategies) | Timeline | Who is responsible |
|---|----------|--------------------|
| | | |

5. **Look back (if necessary)
Review date:**

Practice Make-up

Each sport or activity will develop and practice make-up plan and share that plan with parents and participants. This information will be shared with parents at the Fall and Winter Sports Meetings. Spring sports coaches will develop and submit their practice make-up plans to parents and parents must sign and return the document prior to the first Spring competition.

Homecoming and Prom

The Homecoming dance is open to students and guests of Wakefield High School.

The Junior/Senior Prom is open to students and guests of the Wakefield High School junior and senior classes. Guests must follow all rules that the students must follow. Each student is responsible for his/her guest's conduct. Appropriate attire is required for these dances. No blue jeans, shorts, or T-shirts will be allowed at the banquet or dance for Prom. Black dress jeans will be acceptable.

Electronic Communication

The school board supports the use of technology (Remind App or Sports You App) by coaches, extracurricular sponsors, and other staff members to communicate with students for legitimate educational, extracurricular, and other school-related purposes. However, electronic communication between students and teachers, sponsors, and coaches shall be appropriate at all times and shall not violate any law, district policies, or the Regulations and Standards for Professional Practices Criteria, commonly known as Rule 27 of the Nebraska Department of Education ("Rule 27"). **Please see the Social Media Policy For School District Employees for further explanation.**

Equipment

Each participant in the athletic portion of the activities program will be issued a locker to store his/her personal belongings and school equipment that has been checked out. Students should secure their athletic lockers with combination locks.

Cell phones are **not** allowed in locker rooms ever. The coaches for the specific activity are responsible for collecting and securing all participants cell phones until after practice or contests.

School-owned clothing or equipment that is checked out to individual students remains the property of the school. The clothing or equipment is not to be used or worn by the student except for the intended use. Each piece of equipment or clothing is to be returned to the instructor or coach when the season or the use for such clothing or equipment is over. Each participant is responsible for all equipment checked out to him/her. Students will be assessed the replacement cost for school equipment that has been check out to him/her and is lost or stolen.

Fundraising

All school-sponsored fundraising activities must be approved by a member of the school district administration(Superintendent). Fundraising for any activity must comply with the district's policies, including applicable provisions specifically pertaining to Booster Clubs and PTOs for non-school-sponsored fundraising. Use of the school mascot shall not be permitted unless approved by the Superintendent.

Individual Training Rules and Rules of Conduct

Head coaches or sponsors may develop additional training rules or rules of conduct for their activity. Students are responsible for knowing these rules and complying with them.

Initiations and Hazing

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

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

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

any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person.

Injuries

Participants who suffer any type of injury while involved in extracurricular activities must notify the coach or sponsor immediately. The coach or sponsor will then evaluate the injury and, if necessary, notify the participant's parents or seek immediate medical treatment.

If at any time during participation a doctor removes an athlete from participation because of an illness or injury, the athlete must have a written release from a doctor before participating again. The written release must be given to the coach or sponsor of the activity.

Note: The release requirement will be satisfied if the initial doctor's order specifies the duration of the student's restriction from participation and/or competition. Also see Concussion Awareness later in the manual.

Insurance

The school district does not provide medical or other insurance coverage for students who participate in athletic contests or other activities. It is the parents' responsibility to provide adequate insurance to cover any medical expenses that may be incurred while the student is participating in athletics or other activities.

The school district makes an accident insurance plan available for purchase by participants and their families through an authorized insurance agent. Information about policies which families may purchase will be available prior to each sports season and at fall registration.

Lettering Requirements

The following guidelines will be used in determining students' eligibility for lettering:

Football: Players must play in 25% or more of the varsity football games. For example: (1 varsity special teams play in a quarter= 1 varsity quarter played)

Volleyball: Player must earn a spot on the varsity roster. The player must play in 30% of team's total sets played and record a dig, ace, kill or block. No unexcused absences allowed.

Basketball: Varsity members must play in or more than 25% of the varsity quarters during the season.

Golf: The golfers must participate on the varsity squad in 5 or more varsity golf meets.

Track: Track participants must medal in one varsity meet either as an individual or as a member on a relay team.

Wrestling: A wrestler may earn a varsity letter during the season when he or she has met 4 of the following criteria:

1. Finish the season in good standing. (90% practice attendance/minimum of a 2.5 GPA)
2. Win a varsity match (forfeits and byes do not count)
3. Compete in more than half of the varsity tournaments and/or duals.
4. Volunteer during Wakefield Kids Wrestling Club practices and tournaments.
5. Coach's recommendation for the varsity letter.
6. Make agreed to weight at every scheduled weigh-in.
Due to injury, illness, or other circumstances, an athlete who is in the coach's estimation would have lettered may receive a letter.

Student Managers: The student manager must complete the season and have the recommendation of the head coach of the sport involved.

Instrumental and Vocal Music

1. Participants must have a current average of 94% or better, and have had a 94% or better for the previous 3 quarters. Criteria for earning an "A" are posted in the music room and/or are available from the instructor.
2. Participants must demonstrate high quality rehearsal and performance habits, exhibit and encourage a positive attitude toward the music program, and demonstrate strong positive leadership skills.
3. Participants must attend all scheduled rehearsals, performances, and contests unless previously excused by the director.
4. Participants who have one "B" in any one of the previous 3 quarters may, at the discretion of the director, be allowed to make up for the "B" by earning 20 points in the fourth quarter.

A list of approved activities and corresponding point values is available from the director.

5. Participants with any quarter of a "C" or more than one quarter with a "B" will not be eligible to letter in the activity.

Speech: The criteria for receiving a letter for Speech Competition will be based on the participant's commitment to preparation and participation. In order to letter, a participant must earn a minimum of 200 points. Points can be earned in the following ways:

1. Practice / Rehearsal with Speech Coach - up to 10 points per practice session; extemporaneous speakers must verify prep time equivalent to 10 practice sessions.
2. Performance - 20 points for performing at each speech meet, including invitationals, conference, district, and state.
3. If a participant attends a meet but scratches for any reason, no points will be earned and 10 points will be deducted from his/her point total.
4. If a participant does not show up for a meet for which he/she has been entered, 50 points will be deducted from his/her point total unless a parent or guardian has notified the Speech Coach with a valid excuse for the reason that the participant missed the meet.
5. If one person of an OID or Duet Acting group does not attend a meet for which he/she has been entered, he or she will lose 10 points. The remaining members of the group will be awarded 10 points for attendance even though they cannot perform.
6. Novice speech team members will earn 10 points for attending speech meets with the team, even though they are not competing, providing they support and encourage team members by watching their events.
7. Any participant who is reprimanded by a contest director for improper behavior at a speech meet will be penalized 50 points. If this happens more than once during any part of the season, the participant will be removed from the team. Parents of removed team members will be notified of the removal and the reasons for the removal.

Mascot

The official emblem for boys' and girls' athletic teams is the Spartan Head. The mascot cannot be used for non-school-sponsored purposes unless approved by the Superintendent.

Practices

The individual head coach or sponsor, in cooperation with the high school principal, will schedule all starting times of practices. All participants are expected to be ready at the time set by the coach or sponsor.

To be eligible to practice, a participant must satisfy the following requirements:

1. Submit to the coach or sponsor a signed physical form and Activities Code that verifies that a physical examination has been completed and that the student and parent(s) understand the school's position regarding the use or possession of alcohol, tobacco, and other related drugs.
2. Furnish the high school principal with proof of insurance.

Secret Organizations

Secret organizations are prohibited. School officials shall not allow any person or representative of any such organization to enter upon school grounds or school buildings for the purpose of rushing or soliciting students to participate in any secret fraternity, society, or association.

Student Manager, Helpers, or Activity Aids

Students wishing to serve as student volunteers for extracurricular activities must gain the permission of the activity coach or sponsor. Student volunteers must comply with all of the rules and procedures contained in this handbook.

Sunday and Wednesday Night Activities

In order to provide students sufficient time away from school for family-related activities, the school will endeavor not to schedule activities on Wednesday evenings or on Sundays. Practices will be organized so that all participants are showered, dressed, and/or leave the facilities by 6:00 p.m. on Wednesday nights. An exception to this guideline would be when a team, group of students, or an individual may be required to participate in an activity sponsored by the conference, district, or state on a Wednesday night.

The school does not allow Sunday practice sessions, except when a varsity team, group of students, or individual is scheduled to compete or perform on a Monday. Practices scheduled for a Sunday must have the prior approval of the activities director or building principal.

Transportation

All participants are expected to ride to and from away activities by means of approved school transportation.

A participant may ride home with his or her parent/guardian only if the parent/guardian personally contacts the sponsor at the activity and completes the Travel Release document adopted by Wakefield Community School. A participant may ride home with an adult if the participant's parent/guardian has signed the Travel Release document adopted by Wakefield Community Schools. Parents are discouraged from requesting to take their children home after an away contest or performance. Travel to and from an event provides time for the students to further develop a strong team concept.

Golf practices that are held in Wayne, students will be allowed to drive themselves to the Wayne Country Club as long as participants have returned the Student Driver Permission, Agreement, and Waiver Form. A legal guardian must sign the document in order for the participant to transport himself or herself to practice.

Attached is a copy of the document:



**Student Driver Permission, Agreement, and Waiver Form
Wakefield Community Schools**

Parent/Guardian Agreement and Liability Waiver

I, the undersigned parent(s)/guardian(s), permit my child (“the Student”),
_____, to drive to and from Wayne and Wakefield
Golf courses for scheduled practices or matches. In granting my permission, I agree to the
following

- As stated in the School’s enrollment contracts, all Wakefield students are classified as “minors” for Wakefield School purposes, even if they are over 18 years of age. I am responsible for the Student as parent/guardian.
- The Student has a current/valid NE state driver’s license; the vehicle’s registration, insurance, and inspection are up to date, and the Student is insured on the vehicle.

- The parent(s)/guardian(s) and/or the Student and/or the driver assume the risk of harm, injury or death to the Student or others, and that by voluntarily allowing the Student to operate his/her own vehicle, the parent(s)/guardian(s) and the Student will hold Wakefield School and its officers and employees free from all liability.
- I agree that I am responsible for deciding when it is safe/unsafe to allow the Student to drive to/from Wakefield School (e.g. poor weather, sickness, fatigue), regardless of any other factors such as Wakefield School’s decisions on “snow days” or “delays.”
- I understand that the Student agrees to drive safely and in accordance with all laws and regulations on and off the Wakefield School campus.
- I understand that the Student must drive straight to the designated location, the student cannot stop off at any other location on their way to practice, must arrive to practice on time, must not leave practice early without the consent of a parent/guardian, and must not in any way abuse the privilege of driving to/from Wakefield School.
- I agree that the student is prohibited from driving other students other than legal siblings to or from practice.
- I agree that the Student is prohibited from driving other students to and from designated locations without express, written consent and release of liability from all parents/guardians involved, including myself.
- I understand that the Student’s car is effectively “off-limits” (no loitering in/around the car) during the practice.
- I agree that the Student has read and agrees to these provisions and the rules in the student agreement.
- I agree that Wakefield School, at its sole discretion, may revoke the Student’s privilege to drive to and from practice for any reason.

Parent/Guardian Name (print) Parent/Guardian Signature Date:

Student Agreement

I, the undersigned Student, have read and agree to the provisions above. I understand that driving to and from Wakefield School to the Wayne Golf Course is a privilege and carries serious responsibilities. I understand that my car is effectively “off-limits” during practice. I agree, under the responsibility of my parent(s)/guardian(s), that driving is a serious responsibility, that I will obey laws and regulations on and off-campus, and that I will in no way abuse the privilege to drive to and from school. I understand that my privilege to drive to and from Wakefield School to the practice location can be revoked at any time and for any reason at the School’s sole discretion.

Student’s Name (print) and Student’s Signature and Date:

Weight Room

The weight room has been developed to help each athlete, student, or adult in the community maintain a level of physical fitness. No one may use the weight room or equipment without proper supervision. The school will develop a schedule for use of the weight room by athletes during the school year and during the summer months. Weight lifting in the summer months must include all athletes in grades 7-12 wishing to compete in athletics.

The weight room is a high demand area within the school facilities. The following guidelines will help determine the priorities in reference to use if more than one group desires to use the facility at the same time:

1. Physical education instruction
2. By the team sports, which are in season
3. Conditioning programs for athletes not currently out for a sport
4. Summer conditioning programs
5. Adult education

School Supplied Technology for Coaches

Sports teams are allowed to use iPads or computers to upload stats or results from contests. Coaches that have obtained a device from the Athletic Director or Mrs. Ziska, must return that device at the time of the scheduled Coaching Evaluation. This really pertains to coaches that work outside the building, thus assisting the school district in getting the supplied technology and accessories returned.

SECTION TWO: AVAILABLE ACTIVITIES

Athletic Teams

Basketball (boys and girls)
Football
Golf (boys with the option of girls competing with the boys)
Track (boys and girls)
Volleyball
Wrestling (boys and girls)

Art Club

Membership is open to those students who wish to work on out of class projects such as painting windows in classrooms and painting pictures and designs on the art room walls.

Band

The school district sponsors marching band, pep band, and jazz band in addition to concert band. Participants must be enrolled in band class in order to eligible to participate in these groups.

Cheer Squad

Participants are selected by the sponsor(s) or judges appointed by the sponsor. Members of the cheer squad will attend all home and selected away athletic contests.

Drama Club

Play Production is an NSAA sponsored activity open to all students in grades 9-12. The season for Play Production starts in the Fall and ends at the beginning of the Winter season.

Family Career and Community Leadership of America (FCCLA)

FCCLA is an integral part of the Family and Consumer Sciences department. Members should have taken or presently be taking a family and consumer sciences class. Program emphasis for FCCLA is on leadership development, family cooperation and communication, community service and peer education.

Future Business Leaders of America (FBLA)

FBLA is an integral part of the vocational business department and membership is limited to those students with at least one semester of work in the business education field. One of the primary objectives of FBLA is developing leadership and responsibility.

SkillsUSA

SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. We help each student excel. A nonprofit national education association, SkillsUSA serves middle-school, high-school and college/postsecondary students preparing for careers in trade, technical and skilled service occupations.

National Honor Society

The National Honor Society is a national organization that recognizes student character, scholarship, leadership, and service to the school.

Student members shall be selected from the junior and senior classes by the high school faculty. Ten percent of the Junior and Senior classes will be selected each year. The results of the selection will be announced at an honors convocation.

[Include any other information regarding your specific Honor Society chapter/program as you deem appropriate. The National Association recommends several details be included about your program in the [National Honor Society Handbook](#).]

Student Council

The purpose of student government is to arouse the spirit of loyalty toward the school, to promote good citizenship, to sponsor school activities, to extend the spirit of good fellowship throughout the student body, to foster a spirit of cooperation between the students and faculty, and to seek to develop a spirit of cooperation, good will, and better understanding with other schools. The organization, operation, and scope of the student government shall be administered by the Superintendent or designee.

One World Club

One World Club promotes student empowerment, helps to improve awareness of diverse issues and makes a positive impact in our community and the lives of its members. It is open to students in grades 9-12.

Educators Rising

Educators Rising consists of students in grades 9-12 that are interested in becoming teachers/coaches.

Speech Team

Students compete in 12 different categories of competition. These include debate, current events speaking, and several theatre-type acting events.

Student Publications

The yearbook is published by the Art, English, and Business class along with the help of its teacher. The annual is financed partially by funds raised from the sale of the books, school sports photography, and Yearbook Ads.

The school newsletter is "Trojan Times." It is published each month by the Art, English, and Journalism classes and their teacher. It is financed in part by advertising and subscription.

SECTION THREE: NEBRASKA STATE ACTIVITY ASSOCIATION RULES

Eligibility

In order to represent a high school in interscholastic athletic competition, a student must abide by eligibility rules of the Nebraska School Activities Association. Eligibility requirements are established by the NSAA in its Constitution and its Bylaws and Approved Rulings. These documents can be found online at <https://nsaahome.org/constitution-bylaws/>. A summary of the major rules is given below. Contact the principal, activities director or the activity sponsor or coach for an explanation of the complete rule.

1. Student must be a *bona fide* student of their member school and have not graduated from any high school.
2. After a student's initial enrollment in grade nine, he/she shall be ineligible after eight semesters of school membership beginning with his/her enrollment in grade nine.
3. Student is ineligible if nineteen years of age before August 1 of current school year. (Student in grades 7 or 8 may participate on a high school team if he/she was 15 years of age prior to August 1 of current school year.)
4. Student must be enrolled in some high school on or before the eleventh school day of the current semester.
5. Student must be continually enrolled in at least twenty credit hours per semester and regular in attendance, in accordance with the school's attendance policy at the school he/she wishes to represent in interscholastic competition.
6. Student must have been enrolled and received twenty hours of credit in school the immediate preceding semester.
7. **Guardianship does not fulfill the definition of a legal parent.** If a guardian has been appointed for a student, the student is eligible in the school district where his/her legal parent(s) have their domicile. Individual situations involving guardianship may be submitted to the Executive Director for review and a ruling.
8. A student entering grade nine for the first time after being promoted from grade eight of a two-year junior high, or a three-year middle school, or entering a high school for the first time after being promoted to grade ten from a three-year junior high school is eligible. After a student makes an initial choice of high schools, any subsequent transfer, unless there has been a change of domicile by his/her parents, shall render the student ineligible for ninety school days. If a student has participated on a high school team at any level as a seventh, eighth, or ninth grade student, he/she has established his/her eligibility at the high school where he/she participated. If the student elects to attend

another high school upon entering ninth or tenth grade, he/she shall be ineligible for ninety school days.

9. **Student eligibility related to domicile can be attained in the following manners:**
 - a. If the change in domicile by the parents occurs during a school year, the student may remain at the school he/she is attending and be eligible until the end of the school year or transfer to a high school located in the school district where the parents established their domicile and be eligible.
 - b. If the domicile is changed during the summer months and the student is in grade twelve and the student has attended the high school for two or more years, the student may remain at the high school he/she has been attending and retain eligibility.
 - c. If a student elects to remain at the same high school initially enrolled after being promoted from grade eight of a middle or junior high school, or grade nine of a junior high school, he/she is eligible at that school, or is eligible at a high school located within the school district in which the parents established their domicile.
 - d. **If the legal parents of a student change their domicile from one school district that has a high school to another school district that has a high school, the student shall be eligible immediately in the school district where the parents established their domicile.**
10. Nebraska transfer students whose name appears on the NSAA transfer list prior to May 1 shall be eligible immediately in the fall at the transfer high school. Those students whose name does not appear on the NSAA transfer list prior to May 1 shall be ineligible for ninety school days, with such transfers being subject to hardship waiver guidelines.
11. Nebraska transfer students must have signed and delivered all forms necessary to make such transfer to the school in which he/she intends to enroll for the 2023-24 school year prior to May 1, 2023; for the student to be eligible, the school to which the transfer is being made must have notified the NSAA office via an NSAA online transfer form, no later than May 1, 2023. The student would become ineligible for ninety school days the next fall if the student were to change his/her mind and decide not to transfer. If such student were to transfer to the new school, but later decides to return to his/her former district before 90 school days have elapsed, such student will be ineligible in the former district for 90 school days, with the ineligibility period commencing at the start of the fall semester. Those students who did not have their enrollment forms signed, delivered, and accepted prior to May 1, 2023, shall be ineligible for ninety school days, with such transfers being subject to hardship waiver guidelines.

12. Once the season of a sport begins, a student shall participate in practices and compete only in athletic contests/meets in that sport, which are scheduled by his/her school. Any other competition will render the student ineligible for a portion of, or all of, the season in that sport. The season of a sport begins with the first date of practice as permitted by NSAA rules.
13. During the season of a particular sport, athletes participating in that sport for a high school may attend, but may not physically take part, either as an individual or as a member of a team, in the sport activity in which instruction is being offered in the clinic, camp, or school. (*Refer to NSAA Bylaw 3.5.1.1 for exception in Swimming and Diving.)
14. A student shall not participate on an all-star team while a high school undergraduate.
15. A student must maintain his/her amateur status.

NSAA Sportsmanship Rules

Students must abide by the Nebraska School Activities Association Sportsmanship Rules. A complete copy of these rules can be found at <http://www.nsaahome.org/nsaaforms/pdf/manualsp.pdf>. Unsportsmanlike conduct shall include physical or verbal assault upon any participant, game official, or spectator, or any acts that may endanger the personal safety of individuals involved, or acts which hinder the normal progress of a contest or lead to the restriction or discontinuance of a contest.

If a student, participant, patron, and/or staff member representing a member school acts in a manner constituting unsportsmanlike behavior during competition the member school and/ or individuals shall be subject to penalties. A student, participant, patron, and/or staff member may not be permitted to attend activities if involved in unsportsmanlike conduct.

Coaching Online Rules Meetings and Certification Trainings

All head coaches of an NSAA sanctioned sports are required to complete an online rules meeting. If this online rules meeting is not completed by the set deadline by the NSAA, head coaches will be required to pay the fine set by the NSAA with their own money. All head and assistant coaches are required to complete the following training videos via the NFHS link on the NSAA Website: Sudden Cardiac Arrest, Heat Acclimatization, and Concussion. These trainings must be renewed every three years as required by the NSAA, but the Wakefield Community School district requires all coaches to complete the Concussion training annually.

SECTION FOUR: CODE OF CONDUCT

All students associated with Wakefield Community Schools and participating in extracurricular or school sponsored activities (including all NSAA activities) are required to avoid conduct that is detrimental to the integrity of, and public confidence in, the school. Rules promoting lawful, ethical, and responsible conduct serve the interests of all people associated with the school. Illegal and irresponsible conduct puts people at risk, tarnishes the reputation of the offender and everyone else associated with the school, and undermines the public support and respect of the school district.

Standard of Conduct. Participation in school-sponsored or extracurricular activities is a privilege and not a right. Participants must follow board policy, this code, and all the training rules and rules of conduct of the coaches and/or activity sponsors. Students participating in school-sponsored or extracurricular activities are held to a high standard. Students are expected to conduct themselves in a way that is lawful, responsible, promotes the values upon which the school is based, and that brings credit to themselves and the school. Students who fail to live up to the required standard of conduct are guilty of detrimental conduct and subject to discipline under all school policies, the general student code of conduct, and these Activity Participation Rules.

Coach and Sponsor Rules. Coaches and/or activity sponsors shall establish training rules or rules of conduct for participation in or attendance at the activity or event. General training rules or rules of conduct shall be established prior to the activity or event. This Code shall control in the event that there is a conflict with coach or sponsor rules.

Prohibited Conduct. Students in school-sponsored and/or extracurricular activities may not engage in the following conduct:

1. Receipt of a criminal citation by law enforcement for any reason.
2. Conviction of a crime in adult court or the adjudication of a criminal charge in juvenile court.
3. Any behavior that is illegal under the laws of Nebraska or the United States of America regardless of whether it results in a criminal charge or conviction.
4. Any conduct that substantially interferes with the educational process or disrupts the activity or event.
5. Possession, consumption, use, distribution, or being under the influence of alcohol, illicit drugs, tobacco, controlled substances, or any lookalike or imitations thereof; or being in the presence of alcohol, illicit drugs, controlled substances, or any lookalike or imitations thereof that are

being possessed, consumed, used, or distributed by any person under twenty-one (21) years of age without parental supervision. "Lookalike or imitations" means substances such as K2 and products like electronic nicotine delivery systems, vapor pens, etc. (Note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the use or abuse of any substance for the purpose of inducing a condition of intoxication, stupefaction, depression, giddiness, paralysis, inebriation, excitement, or irrational behavior, or in any manner changing, distorting, or disturbing the auditory, visual, mental, or nervous processes).

6. Engaging in initiations, defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of "hazing" as defined below. Initiations are prohibited except by permission of the superintendent.
7. Engaging in hazing as defined by state law and this policy. Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Under state criminal law, hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person. For purposes of school rules, hazing also includes any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate; personal servitude; restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; binge drinking and drinking games; sexual simulation and sexual assault.
8. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post, or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone

who has said they want no further contact with the sender; sending or posting threats, sexual remarks, or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums; posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages, or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target.

9. Using any Internet or social networking websites to make statements, post pictures, or take any other actions that are indecent, vulgar, lewd, slanderous, abusive, threatening, harassing, or terrorizing.
10. Violating any school policy, handbook provision, or a coach's or activity sponsor's training rules or rules of conduct.
11. Dressing or grooming in a manner which is (A) dangerous to the student's health and safety or a danger to the health and safety of others, (B) lewd, indecent, vulgar, or plainly offensive, (C) materially and substantially disruptive to the work and discipline of the school or an extracurricular activity, (D) interpreted to advocate the use of illegal drugs or other substances by a reasonable observer.
12. Failing to report for an activity at the beginning of a season unless excused by the coach or activity sponsor.
13. Failing to attend scheduled practices and meetings unless excused by the coach or activity sponsor.

Option A (Calendar Year): Such conduct is prohibited year-round regardless of whether it occurs on-campus or off-campus. However, punishment for violations that occur during the summer break shall be administered by the coach at his or her discretion.

Option B (School Year): Such conduct is prohibited during the school year, regardless of whether it occurs on-campus or off-campus. School year means the period commencing on the first day of fall sports practice through the last day of spring sports practice, events, or attendance at school for a given school year.

Option C (Activity Season): Such conduct is prohibited during the activity season, regardless of whether it occurs on-campus or off-campus. Activity season means that period commencing on the first day of an activity practice through the last day of the season or the last scheduled event.

Discipline. Students who violate any provision of these Activity Participation Rules may be subject to discipline up to and including expulsion from extracurricular activities and school sponsored events. (including but

not limited to graduation ceremony and related activities). These disciplinary consequences and this Activity Code of Conduct are in addition to and do not prejudice, diminish, impede, or reduce any discipline that is authorized by the Nebraska Student Discipline Act, NEB. REV. STAT. §§ 79-254 to 79-294, Board Policy, or the Student Handbook. Disciplinary action may include a probationary period and conditions that must be satisfied prior to or following reinstatement. Administrators and coaches will take the following into consideration when making disciplinary decisions:

1. Any prior or additional misconduct;
2. The nature and seriousness of the offense;
3. The motivation for the offense;
4. The amount of violence involved;
5. The student's demeanor and attitude regarding the violation;
6. The actual, threatened, or potential risk to the student and others due to the student's behavior;
7. Whether the student has compensated or will compensate the victim in the event of property damage or personal injury;
8. Whether the circumstances of the violation are likely to recur;
9. The student's willingness to participate in evaluations, counseling, or other programs;
10. Any mitigating factors;
11. Any other relevant factors.

If suspended, the student must continue to participate in practices and conditioning during the suspension if required by the coach or activity sponsor. The failure to comply with the practice and conditioning requirement will make the student ineligible for reinstatement to the activity.

Evaluation, Counseling, and Treatment. Apart from any other disciplinary procedures, students who violate any provision of these rules may be required to undergo a formal clinical evaluation at the **administration's/coach's/sponsor's** discretion. Based upon the results of that evaluation, the student may be encouraged or required to participate in an education program, counseling, or other treatment deemed appropriate by the evaluating professional.

Reporting of Incident. Students shall report any violation of these rules to the coach, principal, or superintendent no later than 30 minutes after the beginning of the next school day after the violation has occurred. Failure to report an incident will constitute a violation of these rules and will be taken into consideration in making disciplinary determinations under this policy.

Discipline Procedures. Prior to any disciplinary action under this activities code, the following procedures shall be followed:

As used in this "Discipline Procedures" section, "Investigator" means the coach or activity sponsor of the team or activity in which the student is participating, or any teacher, school official, or school representative whom the Principal or the Superintendent has authorized to perform the duties and responsibilities of "Investigator" as described below.

1. The Investigator shall make an investigation of alleged violation and provide an opportunity for the student to present his or her version of the facts surrounding the alleged violation.
2. The Investigator shall consider all information obtained as a result of the investigation, including information obtained from the student, and shall render a decision regarding disciplinary action. Within a reasonable period of time of the Investigator's decision, the student and his/her parent or guardian shall be given written notice of the disciplinary action taken by the Investigator.

Review of Investigator's Decision. A student or the student's parents may, within five (5) school days of the notice of disciplinary action from the Investigator, notify the Superintendent in writing of their request for a review of the coach or activity sponsor's determination. The Superintendent or his or her designee shall review the situation and render a decision within three (3) school days from the date of the request for review. The superintendent's decision shall be in writing and shall be final.

Misrepresentations. Any misrepresentation of fact by a student regarding any alleged violation of these rules shall be considered a separate violation of these rules, and the student shall be subject to additional disciplinary action.

Questions. Any parent or student who has questions about board policy, this code, training rules, or rules of conduct of coaches or activity sponsors, or their interpretation or application shall consult with the activities director and/or the superintendent.

Assistance. Students are encouraged to consult with their coach, an administrator, a counselor, or a teacher to obtain access to educational, counseling, and other programs and resources that may be available to help avoid misconduct that may result in discipline under this policy.

A Parent's Guide to Concussions

WHAT IS A CONCUSSION?

A concussion is a brain injury that results in a temporary disruption of normal brain function. A concussion occurs when the brain is violently rocked back and forth or twisted inside the skull as a result of a blow to the head or body. An athlete does not have to lose consciousness ("knocked-out") to suffer a concussion.

CONCUSSION FACTS

- It is estimated that more than 140,000 high school athletes across the United States suffer a concussion each year. (Data from NFHS Injury Surveillance System).
- Concussions occur most frequently in football, but girl's lacrosse, girls' soccer, boy's lacrosse, wrestling, and girls' basketball follow closely behind. All athletes are at risk.
- A concussion is a traumatic injury to the brain.
- Concussion symptoms may last from a few days to several months.
- Concussions can cause symptoms that interfere with school, work, and social life.
- Athletes who have symptoms from a concussion should not return to sports because they are still at risk for prolonging symptoms and further injury.
- A concussion may cause multiple symptoms. Many symptoms appear immediately after the injury, while others may develop over the next several days or weeks. The symptoms may be subtle and are often difficult to fully recognize.

WHAT ARE THE SIGNS AND SYMPTOMS OF A CONCUSSION?

Signs Observed by Parents or Guardians

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows behavior or personality changes
- Can't recall events prior to hit or fall
- Can't recall events after hit or fall

Symptoms Reported by Athlete

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light or noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Does not "feel right"

WHAT SHOULD I DO IF I THINK MY CHILD HAS HAD A CONCUSSION?

An athlete who is suspected of having a concussion must be removed from play immediately, whether it is in a game or practice. Continuing to participate in physical activity after a concussion can lead to worsening concussion symptoms, increased risk of further injury, and even death. Parents and coaches are not expected to be able to “diagnose” a concussion, as that is the job of a medical professional. However, they must be aware of the signs and symptoms of a concussion and if they are suspicious, the child must stop playing:

WHEN IN DOUBT – SIT THEM OUT!

Every athlete who sustains a concussion needs to be evaluated by a health care professional who is familiar with sports concussions. Parents should call their child’s physician, explain what has happened, and follow the physician’s instructions. A child who is vomiting, has a severe headache, or has difficulty staying awake or answering simple questions should be taken to the parent’s doctor or emergency room immediately.

WHEN MAY AN ATHLETE RETURN TO PLAY FOLLOWING A CONCUSSION?

No athlete who has suffered a concussion should return to play or practice the same day. Previously, athletes were allowed to return to play if their symptoms resolved within 15 minutes of the injury. Studies have shown that the young brain does not recover quickly enough for an athlete to return to activity in such a short time.

Concerns about athletes who return to play too quickly have led state lawmakers in Oregon and Washington to pass laws stating that **no athlete shall return to play on the day he or she suffered a concussion and the athlete must be cleared by an appropriate health care professional before he or she are allowed to return to play in games or practices.** The laws also mandate that coaches receive education on recognizing the signs and symptoms of concussion.

Once an athlete is free of symptoms of a concussion and is cleared to return to play by a health care professional knowledgeable in the care of sports concussions, he or she should proceed with activity in a step-wise fashion to allow the brain to readjust to exertion. On average, the athlete will complete a new step each day. The return-to-play schedule should proceed as below following medical clearance:

Step 1: Light exercise, including walking or riding an exercise bike. No weight-lifting.

Step 2: Running in the gym or on the field. No helmet or other equipment.

Step 3: Non-contact training drills in full equipment. Weight training can begin.

Step 4: Full contact practice or training.

Step 5: Game play.

If symptoms occur at any step, the athlete should cease activity and be re-evaluated by a health care provider.

HOW CAN A CONCUSSION AFFECT SCHOOLWORK?

Following a concussion, many athletes will have difficulty in school. These problems may last from days to months and often involve difficulties with short and long-term memory, concentration, and organization.

In many cases, it is best to reduce the athlete's class load after the injury. This may include staying home from school for a few days, followed by a lightened schedule for a few days or perhaps a longer period of time if needed. Decreasing the stress on the brain soon after a concussion may reduce symptoms and shorten the recovery period.

WHAT CAN YOU DO?

- Both you and your child should learn to recognize the "Signs and Symptoms" of a concussion as listed above.
- Emphasize to administrators, coaches, teachers, and other parents your concerns and expectations about concussion and safe play.
- Teach your child to tell the coaching staff if he or she experiences such symptoms.
- Teach your child to tell the coaching staff if he or she suspects that a teammate has a concussion.
- Monitor sports equipment for safety, fit, and maintenance.
- Ask teachers to monitor any decrease in grades or changes in behavior that could indicate concussion.
- Report concussions that occurred during the school year to appropriate school staff. This will help in monitoring injured athletes as they move to the next season's sports.

OTHER FREQUENTLY ASKED QUESTIONS:

Why is it so important that an athlete not return to play until they have completely recovered from a concussion?

An athlete who has not fully recovered from an initial concussion is very vulnerable to recurrent, cumulative, and even catastrophic consequences of a second concussive injury. Such difficulties are prevented if the athlete is allowed time to recover from the concussion and return-to-play decisions are carefully made. No athlete should return to sport or other at-risk participation when symptoms of a concussion are present and recovery is ongoing.

Is a "CT scan" or MRI needed to diagnose a concussion?

Diagnostic testing which includes CT ("CAT") and MRI scans are rarely needed following a concussion. While these are helpful in identifying life-threatening brain injuries (e.g., skull fracture, bleeding, swelling), they are not normally used, even by athletes who have sustained severe concussions. A concussion is diagnosed based upon the athlete's story of the injury and the health care provider's physical examination.

What is the best treatment to help my child recover more quickly from a concussion?

The best treatment for a concussion is rest. There are no medications that can speed the recovery from a concussion. Exposure to loud noises, bright lights, computers, video games, television, and phones (including text messaging) may exacerbate the symptoms of a concussion. You should allow your child to rest as much as possible in the days following a concussion. As the symptoms decrease, you may allow increased use of computers, phone, video games, etc., but the access must be reduced if symptoms worsen.

How long do the symptoms of a concussion usually last?

The symptoms of a concussion will usually go away within one week of the initial injury. You should anticipate that your child will likely be out of sports for about two weeks following a concussion. However, in some cases, symptoms may last for several weeks or even months. Symptoms such as headache, memory problems, poor concentration, and mood changes can interfere with school, work, and social interactions. The potential for such long-term symptoms indicates the need for careful management of all concussions.

How many concussions can an athlete have before he or she should stop playing sports?

There is no “magic number” of concussions that determine when an athlete should give up playing contact or collision sports. The circumstances surrounding each individual injury, such as the way the injury happened and length of symptoms following the concussion are very important and must be considered when assessing the athlete’s risk for further and potentially more serious concussions. The decision to “retire” from sports is a decision best reached following a complete evaluation by your child’s primary care provider and consultation with a physician or neuropsychologist who specializes in treating sports concussion.

I’ve read recently that concussions may cause long-term brain damage in professional football players. Is this a risk for high school athletes who have had a concussion?

The issue of “chronic encephalopathy” in several former NFL players has received a great deal of media attention lately. Very little is known about what may be causing dramatic abnormalities in the brains of these unfortunate retired football players. At this time, we have very little knowledge of the long-term effects of concussions that happen during high school athletics.

In the cases of the retired NFL players, it appears that most had long careers in the NFL after playing in high school and college. In most cases, they played football for over 20 years and suffered multiple concussions in addition to hundreds of other blows to their heads. Alcohol and steroid use may also be contributing factors in some cases. Obviously, the average high school athlete does not come close to suffering the total number or sheer force of head trauma seen by professional football players. However, the fact that we know very little about the long-term effects of concussions in young athletes is further reason to carefully manage each concussion.

Adapted from [A Parent’s Guide to Concussion in Sports](#), National Federation of High School Associations.

Some of this information has been adapted from the CDC’s “Heads Up: Concussion in High School Sports” materials by the NFHS’s Sports Medicine Advisory Committee. Please go to www.cdc.gov/ncipc/tbi/Coaches_Tool_Kit.htm for more information.

AUTHORIZATION AND ACKNOWLEDGEMENT

WARNING: SERIOUS CATASTROPHIC AND PERHAPS FATAL INJURY MAY RESULT FROM ATHLETIC PARTICIPATION

Many forms of athletic competition result in violent physical contact among players, the use of equipment that may result in accidents, strenuous physical exertion, and numerous other exposures to risk of injury. Students and parents must assess the risks involved in such participation and make their choice to participate in spite of those risks. No amount of instruction, precaution, or supervision will eliminate these risks. Students have suffered accidents resulting in death, paraplegia, quadriplegia, and other very serious permanent physical impairment while playing sports. By granting permission for your student to participate in athletic competition, you, the parent or guardian, acknowledge that such risk exists. Students will be instructed in proper techniques to be used in athletic competition and in the proper utilization of all equipment worn or used in practice and competition. Students must adhere to that instruction and utilization and must refrain from improper uses and techniques.

I understand the statement above and I understand that by allowing my student to participate in athletic events, I assume the risk that he/she may be injured, perhaps severely.

Signature of Parent

Printed Name of Parent

Date

ACKNOWLEDGEMENT OF CONDUCT CODE

I understand that as a student representing the school district in activities, I am obligated to comply with the athletic handbook, including the code of conduct. **Option A:** This means that I may not possess, use, or be at parties in the presence of alcohol, illicit drugs, or controlled substances at any time during the calendar year. I understand that this policy applies both during the school year and in the summer. **Option B:** This means that I may not possess, use, or be at parties in the presence of alcohol, illicit drugs, or controlled substances at any time during the school term. **Option C:** This means that I may not possess, use, or be at parties in the presence of alcohol, illicit drugs, or controlled substances at any time during the activity season. I understand that if I violate the code of conduct or other rules in this handbook, I may be suspended from participation in all co-curricular activities and/or school sponsored activities or events.

Signature of Student

Printed Name of Student

Date

I understand that my student is obligated by this handbook, including the statements above.

Signature of Parent

Printed Name of Parent

Date

Multicultural Education Report to the Board 7-11-2022

6020 Multicultural Education

In every curriculum area and at all grades, the school district will provide programs that foster and develop an appreciation and understanding of the racial, ethnic, and cultural heritage of all students. These programs will allow students to explore the history and contributions made by various ethnic groups and will emphasize the rich diversity of the population of the United States. The programs shall be implemented within the guidelines of the State Department of Education and in accordance with any other applicable laws and/or regulations. The superintendent shall provide the board with a report on the status of the district's multicultural education program annually.

Each certified instructor submitted a detailed list of events, lessons, and activities that fulfill their duties and responsibilities.

Examples of those include:

12 students attend the Nebraska Hispanic-Latino Youth Summit in October.

Many teachers recognized February as Black History Month and highlighted the historical and literary contributions of African-Americans.

Many projects, papers, and reports highlight diversity in America.

List Outstanding Services

06/22/2023

06/11/2023 06/22/2023 Ray's Midbell

| <u>Ticket#</u> | <u>Acct Name</u> | <u>Date In</u> | <u>Promise Date</u> | <u>Phone</u> | Pg# 1 |
|----------------------|------------------------------|----------------|---------------------|----------------|-------|
| 10728326 | 27020 Wakefield Comm | 06/21/2023 | 06/28/2023 | (402) 287-2012 | |
| 500261 | T502 Trumpet / Cornet | | | | |
| | 1 Incidentals | 25.00 | | | |
| | 1 Materials | 0.00 | | | |
| | 1 Soft Solder Joint | 25.26 | | | |
| | 2 Pull Stuck Tuning Slide | 50.52 | | | |
| | 1 Chemical Clean | 89.86 | | | |
| | 1 ANYTIME BILLING | 0.00 | | | |
| Ticket Total: | 201.92 | | | | |
| 10728328 | 27020 Wakefield Comm | 06/21/2023 | 06/28/2023 | (402) 287-2012 | |
| 81949 | Flute | | | | |
| | 1 Overhaul | 371.62 | | | |
| | 1 BUGS! | 0.00 | | | |
| | 1 ANYTIME BILLING | 0.00 | | | |
| Ticket Total: | 460.39 | | | | |
| 10728329 | 27020 Wakefield Comm | 06/21/2023 | 06/28/2023 | (402) 287-2012 | |
| 282744 | Flute | | | | |
| | 1 TRADE!! | 0.00 | | | |
| | 1 ANYTIME BILLING | 0.00 | | | |
| Ticket Total: | 0.00 | | | | |
| 10728336 | 27020 Wakefield Comm | 06/21/2023 | 06/28/2023 | (402) 287-2012 | |
| 170606 | Aristocrat Flute | | | | |
| | 1 Materials | 0.00 | | | |
| | 1 Overhaul | 371.62 | | | |
| | 1 ANYTIME BILLING | 0.00 | | | |
| Ticket Total: | 465.63 | | | | |
| 10728342 | 27020 Wakefield Comm | 06/21/2023 | 06/28/2023 | (402) 287-2012 | |
| GL820323 | 16B Trumpet / Cornet | | | | |
| | 1 Materials | 0.00 | | | |
| | 1 TORN BELL | 0.00 | | | |
| | 1 RED ROT | 0.00 | | | |
| | 2 Soft Solder Joint | 50.52 | | | |
| | 1 Replace Brace | 55.00 | | | |
| | 1 Valve Casing/Piston Repair | 42.12 | | | |
| | 1 Chemical Clean | 89.86 | | | |
| | 1 Extract Screw | 25.00 | | | |
| | 1 ANYTIME BILLING | 0.00 | | | |
| Ticket Total: | 312.28 | | | | |
| 10728346 | 27020 Wakefield Comm | 06/21/2023 | 06/28/2023 | (402) 287-2012 | |
| GI720374 | 16B Trumpet / Cornet | | | | |
| | 1 CASE TRASHED | 0.00 | | | |
| | 1 Materials | 0.00 | | | |
| | 1 Body Tubing Alignment | 52.09 | | | |
| | 3 Soft Solder Joint | 75.78 | | | |
| | 1 Pull Stuck Tuning Slide | 25.26 | | | |
| | 1 Replace Brace | 55.00 | | | |
| | 1 Chemical Clean | 89.86 | | | |
| | 1 ANYTIME BILLING | 0.00 | | | |

| <u>Ticket#</u> | <u>Acct Name</u> | <u>Date In</u> | <u>Promise Date</u> | <u>Phone</u> |
|----------------------|-----------------------------|----------------|---------------------|----------------|
| Ticket Total: | 429.26 | | | |
| 10728348 | 27020 Wakefield Comm | 06/21/2023 | 06/28/2023 | (402) 287-2012 |
| 066239A | YAS-23 Alto Sax | | | |
| | 1 Materials | 0.00 | | |
| | 1 Binding/Bent Key Repair X | 28.08 | | |
| | 1 Soft Solder Joint | 25.26 | | |
| | 1 Neck Cork | 20.93 | | |
| | 13 Pad Replacement | 255.58 | | |
| | 1 Regulation & Adjustment | 84.24 | | |
| | 1 ANYTIME BILLING | 0.00 | | |
| Ticket Total: | 526.19 | | | |
| 10728349 | 27020 Wakefield Comm | 06/21/2023 | 06/28/2023 | (402) 287-2012 |
| 049084 | Alto Sax | | | |
| | 1 Materials | 0.00 | | |
| | 4 Pad Replacement | 78.64 | | |
| | 1 Regulation & Adjustment | 173.65 | | |
| | 1 Neck Cork (optional) | 20.93 | | |
| | 1 ANYTIME BILLING | 0.00 | | |
| Ticket Total: | 315.41 | | | |
| 10728352 | 27020 Wakefield Comm | 06/21/2023 | 06/28/2023 | (402) 287-2012 |
| 497244 | Alto Sax | | | |
| | 1 Moldy - New Case | 0.00 | | |
| | 1 Materials | 0.00 | | |
| | 1 Rebuild | 838.87 | | |
| | 1 ANYTIME BILLING | 0.00 | | |
| Ticket Total: | 1187.89 | | | |
| 10728353 | 27020 Wakefield Comm | 06/21/2023 | 06/28/2023 | (402) 287-2012 |
| E63286 | 7214 Clarinet | | | |
| | 1 Materials | 0.00 | | |
| | 5 Pad Replacement | 84.20 | | |
| | 3 Tenon Cork Replacement | 61.05 | | |
| | 1 Regulation & Adjustment | 56.15 | | |
| | 1 ANYTIME BILLING | 0.00 | | |
| Ticket Total: | 240.26 | | | |
| 10728354 | 27020 Wakefield Comm | 06/21/2023 | 06/28/2023 | (402) 287-2012 |
| 92323 | RESO-TONE Clarinet | | | |
| | 1 Materials | 0.00 | | |
| | 1 Sanitize Mouthpiece | 7.02 | | |
| | 5 Pad Replacement | 84.20 | | |
| | 4 Tenon Cork Replacement | 81.40 | | |
| | 1 Regulation & Adjustment | 56.15 | | |
| | 1 ANYTIME BILLING | 0.00 | | |
| Ticket Total: | 270.52 | | | |
| 10728355 | 27020 Wakefield Comm | 06/21/2023 | 06/28/2023 | (402) 287-2012 |
| 110669 | PRELUDE Clarinet | | | |
| | 1 TRADE | 0.00 | | |
| | 1 ANYTIME BILLING | 0.00 | | |
| Ticket Total: | 0.00 | | | |
| 10728356 | 27020 Wakefield Comm | 06/21/2023 | 06/28/2023 | (402) 287-2012 |
| 7106989 | Clarinet | | | |

| <u>Ticket#</u> | <u>Acct Name</u> | <u>Date In</u> | <u>Promise Date</u> | <u>Phone</u> |
|-----------------------|---------------------------|-----------------------|---------------------|-------------------------------|
| | 1 Materials | 0.00 | | |
| | 6 Pad Replacement | 101.04 | | |
| | 2 Tenon Cork Replacement | 40.70 | | |
| | 1 Regulation & Adjustment | 56.15 | | |
| | 1 ANYTIME BILLING | 0.00 | | |
| Ticket Total: | 238.85 | | | |
| 10728367 | 27020 Wakefield Comm | 06/21/2023 | 06/28/2023 | (402) 287-2012 |
| 100080 | Clarinet | | | |
| | 1 BEAUTIFUL LAMP - Trade | 0.00 | | |
| | 1 ANYTIME BILLING | 0.00 | | |
| Ticket Total: | 0.00 | | | |
| 10728368 | 27020 Wakefield Comm | 06/21/2023 | 06/28/2023 | (402) 287-2012 |
| 4109475 | Clarinet | | | |
| | 1 Materials | 0.00 | | |
| | 2 Reattach Post | 30.00 | | |
| | 8 Pad Replacement | 134.72 | | |
| | 2 Tenon Cork Replacement | 40.70 | | |
| | 1 Regulation & Adjustment | 56.15 | | |
| | 1 ANYTIME BILLING | 0.00 | | |
| Ticket Total: | 312.51 | | | |
| 10728370 | 27020 Wakefield Comm | 06/21/2023 | 06/28/2023 | (402) 287-2012 |
| 62818 | CL300 Clarinet | | | |
| | 1 MOLDY | 0.00 | | |
| | 1 Materials | 0.00 | | |
| | 1 Overhaul | 331.56 | | |
| | 1 ANYTIME BILLING | 0.00 | | |
| Ticket Total: | 433.19 | | | |
| 10728517 | 27020 Wakefield Comm | 06/22/2023 | 06/29/2023 | (402) 287-2012 |
| 004869 | YBS-52 Baritone Sax | | | |
| | 1 Materials | 0.00 | | |
| | 1 Neck Cork Replacement | 19.66 | | |
| | 4 Pad Replacement | 84.28 | | |
| | 1 Tenon Repair | 36.50 | | |
| | 3 Soft Solder Joint | 75.78 | | |
| | 1 Regulation & Adjustment | 119.33 | | |
| | 1 ANYTIME BILLING | 0.00 | | |
| Ticket Total: | 381.74 | | | |
| Total Service: | 84 | Total Tickets: | 17 | Total Dollars: 5776.04 |

**END REPORT