

Board of Education Study Session

School District of Seward

410 South Street

Seward, NE 68434

Monday, August 14, 2023 5:30 PM

Attendance Taken at 5:30 PM.

Paul Duer: Present

Matt Hastings: Present

Jill Hochstein: Present

Ryne Seaman: Present

Danielle Shipley: Present

Shawn Svoboda: Present

1. Preliminary Procedures

1.1. Call meeting to order & announce Open Meetings Act is Posted

1.2. Public Notice as publicized per board policy

The public notice was publicized in the Seward County Independent and posted at city hall, library and courthouse. The public notice was dated August 9, 2023.

1.3. Roll Call

1.3.1. Action to excuse board members if necessary

2. Possible Discussion Items

2.1. Summer Projects Report

Dr. Fields discussed the new phone system, zultys app, new copier machine lease, lights in the high school theater, heat pumps at the high school. The high gym floor is repainted, carpet and painting at the elementary is complete. The activity bus is here and we are waiting to have it wrapped. The sidewalk is done at the district office and grass has been planted.

2.2. Superintendent Goals

Dr. Fields discussed his superintendent goals for the 2023-2024 school year.

2.3. JAG Program

Dr. Fields discussed the JAG program for the 2024-2025 school year. It is an elective credit course, no cost to the district for two years. Dr. Dominy discussed past vs future of work experience/internships.

2.4. Capacity Numbers for Special Education

Dr. Hall Schmeckpeper discussed option enrollment and special education capacity along with our current numbers and case loads for staff. Districts are going to be required to post capacity.

2.5. Update on Agricultural Science Plan 2023-2024

The agricultural science plan for the 2023-2024 school year and FFA plans were discussed.

3. Adjournment

President Seaman adjourned the meeting at 6:46 p.m.

Please publish the following legal notice in the August 9, 2023 edition of the Seward County Independent. Thank you.

NOTICE OF SCHOOL BOARD MEETING

The board of education of the School District of Seward will meet in regular session on Monday, August 14, 2023 at 5:30 p.m. for a board study session to be followed by the 7:00 p.m. regular business meeting. The meeting will be held at the Administrative Offices located at 410 South St., Seward, Nebraska. An agenda for the meeting which shall be kept continually current is readily available for public inspection at the Superintendent's Office during normal business hours.

To view the agenda go to <http://SewardPublicSchools.org/> and find the eMeeting link.



United Way
of the Midlands



For two years - Fully Provided

Third Year 10,000 to help w/ costs
- Provide Supplies,

- Classroom Spaces
- Field trip Transportation → Behind the scenes for different Companies
- New Teacher on Boarding
- Communication
- Volunteering

Annual Meetings w/ JAG



JAG Nebraska Programs

SY 2018-2019

Columbus High School (11-12)
Fremont High School (11-12)
Umo Ho Nation High School (9-12)

SY 2019-2020

Grand Island High School (11-12)
Hastings High School (11-12)
Nebraska City High School (11-12)
York High School (11-12)
Fremont High School (9-10)

SY 2020-2021

Omaha Public Schools
Monroe Middle School (7-8)
Bryan Middle School (7-8)

SY 2021-2022

Omaha Public Schools
Benson High School (9-10)
Bryan High School (9-10)
Nathan Hale Middle School (7-8)
Norris Middle School (7-8)

SY 2022-2023

Omaha Public Schools
Bryan High School (11-12)
South High School (9-10)
Northwest High School (9-10)
Buena Vista High School (9-10)
King Science Middle School (7-8)
McMillan Middle School (7-8)

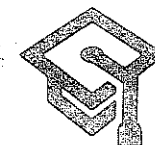
Blair High School (9-12)
Blair Middle School (7-8)
Auburn High School (9-12)
Johnson County Central High School (9-12)

SY 2023-2024

Bellevue Public Schools
Mission Middle School (7-8)
Logan Middle School (7-8)
Lewis and Clark Middle School (7-8)
East High School (9-10)
Alternative Education (ACE) High School (9-12)

Banner County High School (6-12)

Louisville Middle School (7-8)
Humbolt Table Rock Steinauer (HTRS) High School (9-12)
Grand Island High School (9-10)
Omaha Public Schools
Marrs Middle School (7-8)



JAG | NE

Designed for a year

JAG Nebraska

JAG Nebraska is... 4-Credit Course - Schedule Depends on the school

- Data-driven and evidence-based
- for-credit, in-school career and technical education (CTE) class elective
- provided to students on a need, want, and benefit basis
- inclusive of all students
- community partner

JAG Specialists are...

- teachers and educators (Department of Education Career and Technical Education Certified)
- advocates for students
- caring adults and mentors

JAG Students are...

- mastering academic and employability skills
- practicing leadership, interpersonal, and community service engagement
- achieving success in education, employment and life!

The JAG Advantage

- **Trauma Informed Care.** Students receive individual supports as they navigate a variety of challenges experienced. JAG Nebraska students are overcoming an average of six to nine challenges, ranging from three to 22 per student.
- **Project Based Learning.** Hands-on methodology engages student participation in realistic learning experiences. Smaller diverse classes create a dynamic learning environment conducive to mastering competencies applicable to life and workforce.
- **Employer Engagement.** First-hand experiences of Nebraska's high skill and high wage occupations through opportunities provided by the generosity of our local industry partners increase awareness and successful employment outcomes for JAG students.
- **Community Service.** Through *voice* and *choice* students identify a challenge in the community and how they can be the solution. Students lead and coordinate all planning for their community service project in second semester.



JAG Career Association Chapters

- Local Career Association Chapter Officer Elections
 - President, Vice President, and Secretary
- State and National Leadership Development Conference
 - Statewide conference for local chapter officers last Thursday of October.
 - State Officers attend Washington, D.C. the last week of November.
- State and National Career Development Conference
 - Showcase event designed for students to demonstrate skills learned throughout the school year through interviews, public speaking, and outstanding chapter events.

JAG Classroom Enrollment

Each class block or period should...

- Engage students who want to participate in JAG classes.
- Consist evenly of male and female students each class.
- Include a variety of academic and social levels.
- All students selected for JAG must return a signed consent form to the JAG Specialist at the start of the school year.

School Advisory Committees

- Comprised of school faculty who can provide sufficient insight on students who could benefit from JAG.
 - Administrative staff
 - Counselors
 - Core academic teachers
 - Vocational faculty
 - Other supportive school personnel
- Responsible for identifying potential students for JAG and approving class rosters.
- Participate in Advisory Committee meetings once per semester.

Inviting Students to Participate

Academic Performance

GPA lower than 2.0, skills deficiencies identified, repeated grade levels, did not pass state proficiency exam(s), excessive absenteeism, suspensions or expulsions, lack of academic technology or internet access from home.

Personal Development

Student has a 504 plan, motivation or maturity supports needed for pursuit of post-graduation success.

Environmental Factors

Household composition and background of single, incarcerated, or deceased parent(s); First generation college student, dependent children in home or is a parent themselves, judicial system involvement, experiencing homelessness, or requires transportation assistance.

Economic Indicators

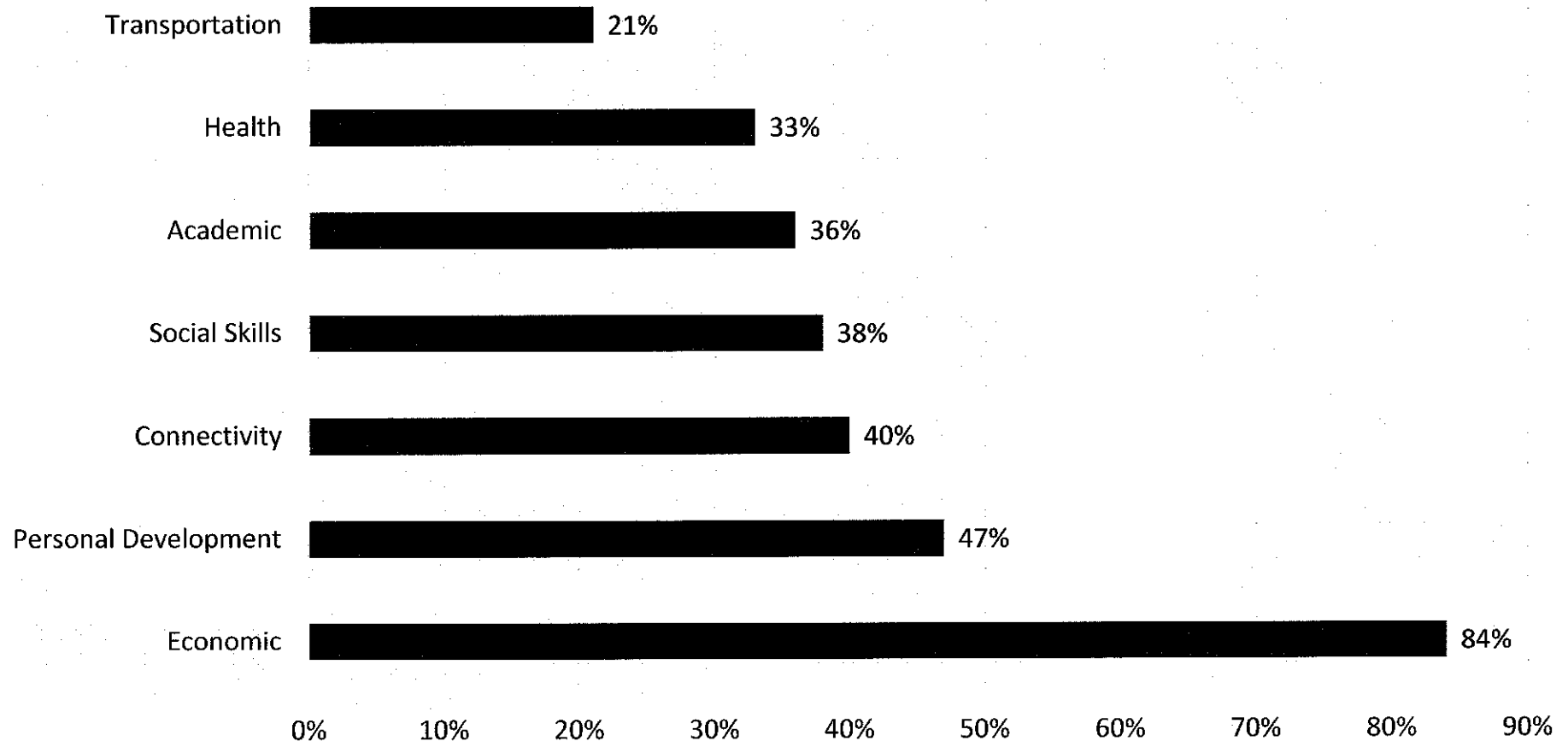
Qualifies for free or reduced lunch or affected by the pandemic.

Social Skills

Lack of connection to extra-curricular activities, has experienced bullying, fear of public speaking.



JAG Students Overcome Challenges



JAG Nebraska Outcomes

High School Performance Outcomes	JAG National Network Goal	JAG Nebraska Class of 2020	JAG Nebraska Class of 2021	JAG Nebraska 2022
Graduation Rate	90%	100%	100%	99%
Connectivity	91%	89%	94%	94%
Full Time Employment	60%	79%	75%	74%
Full-Time Positive Outcomes	50%	86%	73%	78%
Further Education	35%	43%	38%	36%

Performance Outcomes	JAG National Network Goal: Middle Schools (7-8 th grades)	JAG National Network Goal: High Schools (9-11 th grades)
Transition to Next Grade Level	90%	90%
Improved Attendance Rate	70%	70%
Improved Academics	90%	90%
Reduction in Disciplinary Referrals	60%	60%
Reduction of 1+ Barriers	70%	90%

Employment Outcomes

Commonwealth Electric Chief Construction

Corteva Ag Sciences Pidis General
Contracting LLC

Galivion Farm Ford Dealership

Central Nebraska
Humane Society Steinhardt Park Aquatic
Center

Platte Valley Veterinary
Hospital

YMCA

Parks Veterinary

United States Army
National Guard

Orscheln Farm & Home
Lutz

Avani Day Spa and Yoga
Studio

CHI Saint Francis

York Middle School

Edgewood Nursing
Home

Hastings Public Schools

Hastings Family Medical
Center

Arbor Links

Grand Island Physical

Therapy

St. Joseph's School
Daycare

Growing Hearts Daycare

Black Diamond Tattoo

Fremont Municipal
Airport

Table Creek Golf Course

Dave's Lawn Care

Island Oasis

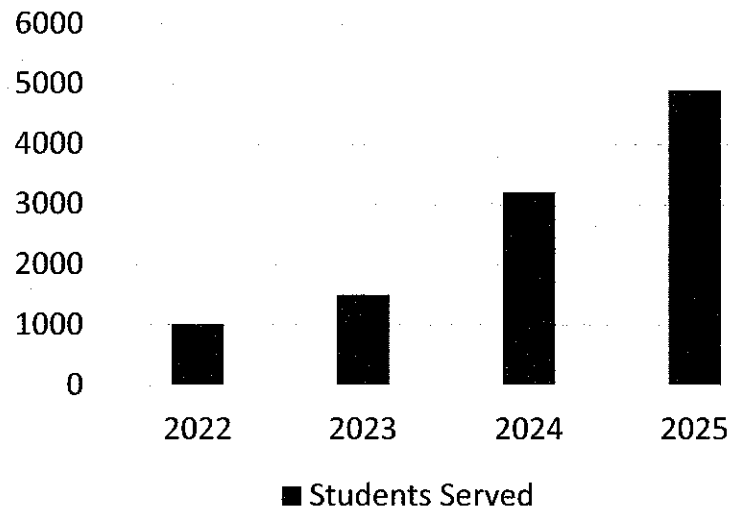
Burlington Coat Factory

Walmart

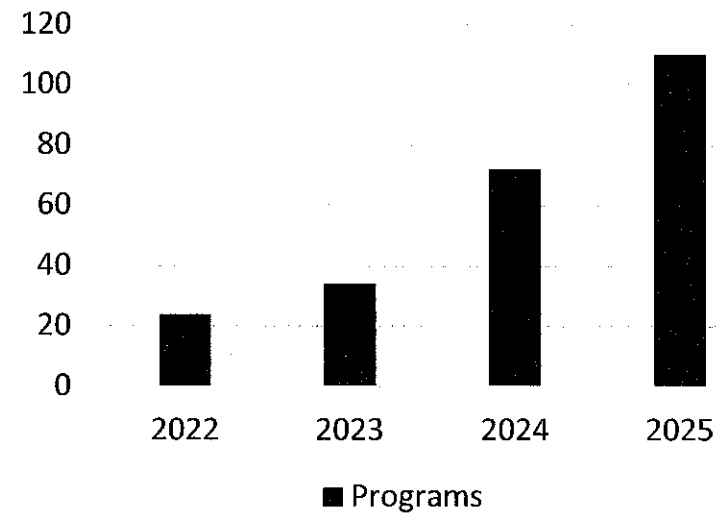
Bomgaars

Capacity Projections

Students Served



Statewide Programs

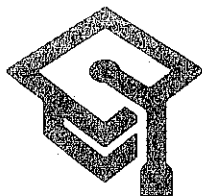


Thank You!

To learn more visit www.jagnebraska.org

Shauna Paolini
JAG Nebraska Director
(402) 522-7951
spaolini@JAGNebraska.org





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These are the core competencies that the Specialists teach daily in the classroom. All participants are expected to master a minimum of 37 core competencies, grouped into 6 clusters, upon completion of the program.

P = Practice

D = Demonstrate

M = Mastery

BASIC SKILLS COMPETENCIES

P	D	M	
☐	☐	☐	Comprehend verbal communications
☐	☐	☐	Comprehend written communications
☐	☐	☐	Communicate in writing
☐	☐	☐	Communicate verbally
☐	☐	☐	Perform mathematical calculations

LEADERSHIP AND SELF-DEVELOPMENT COMPETENCIES

P	D	M	
☐	☐	☐	Demonstrate team membership
☐	☐	☐	Demonstrate team leadership
☐	☐	☐	Deliver presentation to a group
☐	☐	☐	Compete successfully with peers
☐	☐	☐	Demonstrate commitment to an organization

PERSONAL SKILLS COMPETENCIES

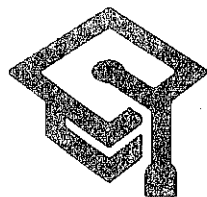
P	D	M	
☐	☐	☐	Identify a self-value system and how it affects life
☐	☐	☐	Articulate personal values
☐	☐	☐	Base decisions on values and goals
☐	☐	☐	Identify process of decision-making
☐	☐	☐	Assume responsibility for actions and decisions
☐	☐	☐	Demonstrate a positive attitude
☐	☐	☐	Healthy self-concept for home, school and work
☐	☐	☐	Apply critical thinking skills
☐	☐	☐	Make healthy choices and self-care practices
☐	☐	☐	Explain the significance of respect for self, others and rules
☐	☐	☐	Understand the value of good character
☐	☐	☐	State the benefits of being a person of good character

CAREER DEVELOPMENT COMPETENCIES

P	D	M	
☐	☐	☐	Explain the difference between a job and a career

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- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| ☐ | ☐ | ☐ | Identify occupational interests, aptitudes and abilities |
| ☐ | ☐ | ☐ | Relate interests, aptitudes and abilities to Nebraska occupations |
| ☐ | ☐ | ☐ | Develop a career path for a occupation of interest |
| ☐ | ☐ | ☐ | Identify skills necessary for career choice |
| ☐ | ☐ | ☐ | Demonstrate understanding of the job application process |
| ☐ | ☐ | ☐ | Explain the value of job shadowing |

JOB ATTAINMENT COMPETENCIES

- | P | D | M | |
|--------------------------|--------------------------|--------------------------|---------------------------------------|
| ☐ | ☐ | ☐ | Assess Nebraska's available careers |
| ☐ | ☐ | ☐ | Achieve marketable skills |
| ☐ | ☐ | ☐ | Construct a resume |
| ☐ | ☐ | ☐ | Conduct a job search |
| ☐ | ☐ | ☐ | Develop a letter of application |
| ☐ | ☐ | ☐ | Use the phone to arrange an interview |
| ☐ | ☐ | ☐ | Complete job applications |
| ☐ | ☐ | ☐ | Complete a job interview |
| ☐ | ☐ | ☐ | Obtain employment |

JOB SURVIVAL COMPETENCIES

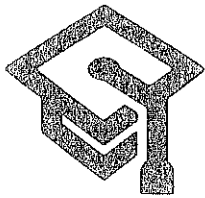
- | P | D | M | |
|--------------------------|--------------------------|--------------------------|--|
| ☐ | ☐ | ☐ | Demonstrate appropriate appearance |
| ☐ | ☐ | ☐ | Identify expectations that employers have of employees |
| ☐ | ☐ | ☐ | Demonstrate time management |
| ☐ | ☐ | ☐ | Follow directions |
| ☐ | ☐ | ☐ | Practice effective human relations |
| ☐ | ☐ | ☐ | Appropriately resign from a job |

LIFE SURVIVAL SKILLS

- | P | D | M | |
|--------------------------|--------------------------|--------------------------|---|
| ☐ | ☐ | ☐ | Follow directions |
| ☐ | ☐ | ☐ | Effectively provide clear directions |
| ☐ | ☐ | ☐ | Think intentionally prior to taking action |
| ☐ | ☐ | ☐ | Demonstrate integrity and honesty |
| ☐ | ☐ | ☐ | Demonstrate effective study skills |
| ☐ | ☐ | ☐ | Demonstrate how to use group dynamics techniques |
| ☐ | ☐ | ☐ | Explain the roles and function of a value-added organization |
| ☐ | ☐ | ☐ | Understand the essential elements of high performing work teams |
| ☐ | ☐ | ☐ | Communicate with diverse people to satisfy their expectations |
| ☐ | ☐ | ☐ | Demonstrate an openness to change |

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- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| ☐ | ☐ | ☐ | Provide constructive feedback |
| ☐ | ☐ | ☐ | Negotiate solutions to conflicts |
| ☐ | ☐ | ☐ | Demonstrate politeness and civility |
| ☐ | ☐ | ☐ | Demonstrate adaptability to people and situations |
| ☐ | ☐ | ☐ | Set and prioritize goals and establish a timeline for achieving them |
| ☐ | ☐ | ☐ | Track and evaluate results of actions to achieve goals |
| ☐ | ☐ | ☐ | Use problem-solving skills and processes to resolve complex problems |
| ☐ | ☐ | ☐ | Analyze strengths and weaknesses of yourself |
| ☐ | ☐ | ☐ | Identify ways to build mutual trust and respect |
| ☐ | ☐ | ☐ | Prepare a short- and long-term personal budget |
| ☐ | ☐ | ☐ | Identify resources needed to live successfully in the "real world" |
| ☐ | ☐ | ☐ | Identify local resources to overcome challenges |
| ☐ | ☐ | ☐ | Demonstrate understanding of a budget: earning, spending and saving. |
| ☐ | ☐ | ☐ | Differentiate between opinion and fact |

WORK PLACE COMPETENCIES

- | P | D | M | |
|--------------------------|--------------------------|--------------------------|--|
| ☐ | ☐ | ☐ | Demonstrate punctuality and good attendance |
| ☐ | ☐ | ☐ | Take initiative and be proactive |
| ☐ | ☐ | ☐ | Work effectively with others |
| ☐ | ☐ | ☐ | Demonstrate an attitude that attracts the attention of leaders and managers |
| ☐ | ☐ | ☐ | Communicate with customers to satisfy expectations |
| ☐ | ☐ | ☐ | Listen to gain a clear understanding of information shared |
| ☐ | ☐ | ☐ | Commitment in completing work assignments accurately and in a timely fashion |
| ☐ | ☐ | ☐ | Ability to satisfy the purposes of a delegated task |
| ☐ | ☐ | ☐ | Ability to prioritize and manage time effectively in the work place |
| ☐ | ☐ | ☐ | Enthusiasm for work |
| ☐ | ☐ | ☐ | Demonstrate an eagerness to learn new responsibilities or improve current responsibilities |
| ☐ | ☐ | ☐ | Demonstrate an understanding of the work to be accomplished |
| ☐ | ☐ | ☐ | Demonstrate familiarity with a variety of technologies |
| ☐ | ☐ | ☐ | Ability to self-evaluate and develop a continuous improvement (career development) plan. |
| ☐ | ☐ | ☐ | Basic computer operation skills |
| ☐ | ☐ | ☐ | Learn from past experiences and others |
| ☐ | ☐ | ☐ | Send, receive and organize e-mail messages |
| ☐ | ☐ | ☐ | Ability to search for information on the internet |

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5004 Option Enrollment

The board of education supports the concept embodied in the Enrollment Option Program that parents and legal guardians have the primary responsibility for insuring that their children receive the best education possible. Accordingly, the school district will participate in the option enrollment program and receive option students as provided herein.

1. Definitions

- a. Option Student Defined.** Option student shall mean a nonresident student who has chosen to attend the school district under the provisions of the option enrollment program.
- b. Resident School District Defined.** Resident school district shall mean the school district in which a student resides or in which the student is admitted as a resident of the school district pursuant to state law.
- c. Option School District Defined.** Option school district shall mean the school district that a student chooses to attend other than his or her resident school district.

2. Persons Entitled to Apply for Option Enrollment of Students. Only parents and legal guardians may apply for option enrollment of students. Applications filed by foster parents and adults acting *in loco parentis* are not authorized and will be automatically denied.

3. Duties, Entitlements and Rights of Option Students. Except as otherwise provided herein, once an option student's option enrollment application has been accepted he/she shall be treated as a resident student of the school district.

4. Standards for Acceptance or Rejection of Option Students.

- a. Special Education Capacity.** Capacity for special education services will be determined on a case-by-case basis. If an application for option enrollment received by the school district indicates that the student has an individualized education program under the federal Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., or has been diagnosed with a disability as defined in section 79-1118.01, the application will be evaluated by the director of special education services or the director's

designee who must determine if the school district and the appropriate class, grade level, or school building has the capacity to provide the applicant the appropriate services and accommodations. The Federal Educational Rights and Privacy Rights Act (FERPA) (20 U.S.C. § 1232g) permits the release of education records when a student seeks or intends to enroll in a different school district.

a.b. Numeric Capacity. The board of education may set the numeric capacity of programs, classes, grade levels, or school buildings by operation of this policy or through freestanding action by the board. Numeric Capacity will be determined based upon available staff, facilities, projected enrollment of resident students, and projected number of students with which the option school district will contract based on existing contractual arrangements, ~~and availability of appropriate special education programs~~. Individuals seeking information about the numeric capacity set by the board may contact the superintendent for a copy of that resolution.

b.c. Programmatic Capacity. In addition to the numeric capacity standards referred to above, the board may, by resolution, prior to October 15 of each school year, declare a program, a class, or a school unavailable for the next school year to option students due to lack of capacity. Individuals seeking information about the programs that have been declared to be unavailable due to lack of capacity may contact the superintendent for a copy of the board's resolution.

c.d. Other Standards for Acceptance or Rejection of Option Enrollment Applications. In addition to the numeric and programmatic capacity standards outlined above, the school district shall not accept an option student when acceptance of the student:

- i. Would increase the operating costs of the school district, such as by requiring the hiring of new staff or contracting with outside entities to provide services to the student;
- ii. Would require the procurement of new equipment, technology, or furnishings;
- iii. Would cause or require the rearrangement of caseloads for staff and contracted professionals;
- iv. Is reasonably deemed by appropriate school staff to pose a potential risk to the health or safety of students or staff;

- v. May pose a risk of adversely affecting the quality of educational services being provided to resident students, as determined by appropriate school staff.

~~d. The school district shall accept an option student with a disability only to the extent that the school district's then current staff and facilities are sufficient to accommodate the student's needs without significantly increasing the operating costs of the school district, such as by requiring the hiring of new staff.~~

e. **Prohibited Standards.** The school district shall not base the decision to accept or reject an option student on the student's previous academic achievement, athletic or other extracurricular ability, disabling condition(s), proficiency in the English language, or previous disciplinary proceedings.

f. **Order of Acceptance.** If there are more option student applicants for any program, class, grade level or school building than can be accepted into such program, class, grade level or school building, applicants shall be accepted in the following order:

- i. students with brothers or sisters attending the school district, either as resident students or as option students, shall be granted first priority;

- ii. thereafter, option students shall be accepted into such program, class, grade level or school building in the order in which written applications were received by the school district.

g. **Maximum Capacity Report.** The school district will annually establish, publish, and report the capacity for each school building under the district's control pursuant to procedures, criteria, and deadlines established by the Nebraska Department of Education.

5. **False or Misleading Option Applications.** If, prior to the student's attendance as an option student, the school district discovers that a previously accepted option application contained false or substantively misleading information, the option application will be rejected.

6. **Academic Credits and Graduation.** The school district shall accept credits toward graduation that were awarded by another school district,

and shall award a diploma to an option student if the student meets the graduation requirements of the school district.

7. Information Regarding Schools, Programs, Policies and Procedures. The school district, its officers and employees, shall make information about the school district and its schools, programs, policies and procedures available to all interested people.

8. Procedure for Students Optioning Into or Out of the School District.

a. The parent or legal guardian of any student desiring to option into or out of the school district shall submit a proper and timely application to the board of education and the other affected school district for enrollment during the following and subsequent school years. Any application requiring the approval of the school district shall be deemed submitted when the application is actually received in the school district's business office.

b. On or before April 1st, the school district shall notify the parent or legal guardian of any student who has submitted an application to option into the school district and the resident school district, in writing, whether the application is accepted or rejected. If an application is rejected, the reason for such rejection shall be stated in the notification. This written notice shall be sent via certified mail to the address listed on the option application.

9. Late Applications and Requests for Release

a. The board of education may refuse a request of a student seeking to option out of the school district when the option application is submitted after March 15th under the following conditions:

i. When the district has already entered into contracts with teaching staff for the following school year;

ii. When the district has already contracted for the performance of specific services for the student;

iii. When the release of the student would have a negative financial impact or loss of revenue for the district.

b. The board of education will approve late applications to option into the district under the following conditions:

- i. When the resident district has released the student;
- ii. When the student's late enrollment into the district meets the standards for acceptance or rejection of option students contained elsewhere in this policy;

OR

- b. The board of education will deny all applications to option into the district that are received by the district after March 15 of the school year prior to the student's requested enrollment.
- c. The superintendent will notify parents or guardians who have submitted properly completed option applications after March 15th no later than 60 days following submission of the application of the board's acceptance or rejection of the application.

10. Students Who Do Not Need a Release from the Resident District

- a. A student does not need to be released from his/her resident district under the following circumstances:
 - i. When the student has relocated to a different resident school district after February 1
 - ii. When a student's option school district merges with another district effective after February 1
- b. The school district shall accept or reject an application from a student under this paragraph using the criteria set forth in this policy and will accept or reject the application within forty-five days.

11. Cancellation of Option.

Students who option either into or out of the school district shall:

- a. Attend the option school district until graduation or relocation/re-option in a different resident school district unless the student chooses to return to the resident school district, in which case the student's parent or legal guardian shall timely submit a cancellation form to the school board or board of education of the option school district and the resident school district for approval for the following year.

- b.** Attend an option school district for not less than one school year unless the student relocates to a different resident school district, completes requirements for graduation prior to the end the school year, transfers to a parochial or private school, or upon mutual agreement of the resident and option school districts cancels the enrollment option and returns to the resident school district.

12. Authority of Superintendent.

The board of education authorizes the superintendent of schools to make decisions on its behalf pursuant to and to apply the criteria articulated by this policy in determining whether to grant or deny option enrollment applications.

Adopted on: _____

Revised on: _____

Reviewed on: _____

5062 Class Size

Staffing plans will be reviewed each year for the ensuing year. The projected average class sizes included within the staffing plan will:

1. Meet laws, rules, and regulations that are mandated.
2. Meet rules and regulations that govern programs in which the district has elected to participate.
3. Balance staffing resources whenever possible.
4. Provide a staffing level that can be reasonably implemented within available resources.
5. Allow a variety of staffing patterns and ranges in class size to accommodate the recognized variables
6. Recognize facility limitations.
7. Consider established research related to class size.
8. Take into consideration other supports including paraeducators, special education and title program support

The following will serve to guide the superintendent in recommending staffing, taking into account those previously mentioned items:

Kindergarten, Grade 1, and Grade 2 with a desired maximum of 23 students per class

Grade 3 and Grade 4 with a desired maximum of 25 students per class

Grades 5-8 with a desired maximum of 28 students per class

Adopted on: April 8, 2013

Revised on: _____

Reviewed on: _____