

MEAD PUBLIC SCHOOLS

REGULAR BOARD OF EDUCATION MEETING

MAY 13, 2024

7:00 P.M.

HELD AT:

**INSTRUCTIONAL MEDIA CENTER
MEAD JUNIOR/SENIOR HIGH SCHOOL**

MEAD PUBLIC SCHOOLS

BOARD OF EDUCATION AGENDA

MAY 13, 2024

REGULAR BOARD MEETING 7:00 PM

HELD AT: JR/SR HIGH IMC

Items suggested for the consent agenda are shaded.

- A. Call to Order by President Kuhr. The Board of Education makes available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. The Act is posted on the Northwest wall of the meeting room.
- B. Pledge of Allegiance.
- C. Roll Call of Members of the Board.
- D. Approval of the Minutes, Bills and Financial Reports.
- E. Recognition of Visitors/Public Items of Concern. Visitors wishing to address the board may be permitted to do so.
- F. Staff/Administrative Reports:
 - Staff Member Report(s).
 - Administrative Reports.
- G. Board Reports:
 - Standing Committee Reports.
 - Individual Board Member Reports.
- H. Business Items and Reports. The board will address old and new business as follows:
 - Approval of Routine Business Items on the Consent Agenda. A list of all recommended actions for the consent agenda is presented immediately following this agenda.
 - Old and New Business. Topics to be addressed are identified below. Additionally, a list of possible action is presented immediately following this agenda.
 - (1) Instructional Report. ELA data will be presented. Discuss/Action Section 1
 - (2) Board of Education Issues. The board will address items of interest and/or concern that impacts the board. Discuss/Action Section 2
 - (3) Contracts/Approvals/Appointments. Items requiring board action will be shared with the board. Discuss/Action Section 3
 - (4) Personnel Items. Any personnel items will be brought before the board at this time. Discuss/Action Section 4
 - (5) Board Policies. The board will address any policy needs at this time. Discuss/Action Section 5
- I. Debriefing. The board will review its actions/activities with recommendations for improvement in the future.
- J. Adjournment. If all items scheduled for discussion/action have been addressed, the president may declare the meeting adjourned.

Minutes, Bills and Financial Reports: *All items were mailed to the board at an earlier date. Per the 'no surprises' agreement, questions about any of these items are suggested to be made prior to the meeting. Absent disagreement concerning these items, a motion to "approve the minutes of the April 8 meeting and the May 2024 bills and financial reports" would be appropriate.*

Consent Agenda:

In order that the board may focus the majority of its time upon those items which deal with the educational endeavors of the school district and/or policy level decisions, but with recognition of its legal requirement to be responsible for those aspects of governance and management required by statute and regulation, the board will consider the approval of a number of routine business items listed on the consent agenda with a consolidated motion. Board members have the opportunity to review these items prior to each meeting and specific questions can be answered at that time. Any board member who wishes to discuss one of the items on the consent agenda may request it be scheduled as a discussion item and if approved by the board, will be discussed during its regularly scheduled time on the agenda. The consent agenda for May 13, 2024 and recommended action follows.

Motion to approve those items listed on the consent agenda as specified below:

- contracts approvals and appointments as follows:
 - ✓ approve participation in the ESU food purchasing cooperative during the 2024-25 school year.
 - ✓ accept the 2023-24 Title I report.
 - ✓ approve Marking Refrigeration's proposal to replace the ice machine.
- personnel items as follows
 - ✓ accept Megan Dworak's resignation from her positions as Assistant Prom Sponsor and Junior Class Sponsor.
 - ✓ approve a contract with Brandon Mills as head football coach for the 2024-25 school year.
 - ✓ approve a contract with Josh Luth as head boys basketball coach for the 2024-25 school year.
 - ✓ approve a contract with Ryan Mackling as assistant basketball coach for the 2024-25 school year.
 - ✓ *Any other personnel items that occur after publication of the agenda may be added by letter to the board on May 10, 2024 and included here.*
- policy updates as follows
 - ✓ adopt Policy 5206: Early Completion Plan as presented on second reading.
 - ✓ approve the recommended revisions to policies 4151.4 through 4300 on second reading.

Other items that may be discussed and/or acted upon by the board include the following:

- Administrative reports of recent activities and staff member reports
- Public Items of Concern noted at the meeting
- Instructional Report on English Language Arts data
- Board of Education Items including recent and upcoming board activities including board retreat items, board member training, skip level meeting, and possible discontinuation of the Core Knowledge Language Arts resources for grades 3-6.
- Consideration of board required contracts and approvals including district insurance, ice machine replacement, early graduation applications, creation of a wrestling co-op, discussion of service contracts for mowing, custodial, and snow removal, and possible full-time substitute position
- Personnel Items including resignations, possible recommendations for new staff, consideration of classified negotiations, and job performance review of certificated and non certificated staff as necessary
- Board Policies and revisions including Series 5000 - Students

- Debriefing of the meeting activities and presentations

Pursuant to Board Policy 1120, last revised on May 10, 2021, the Board of Education will give advance notice of meetings by publishing such notice in a newspaper of general circulation within the District's jurisdiction and, if available, on such newspaper's web site. The Board may also give advance notice of meetings by posting. The agenda for regular and/or special meetings of the Board of Education will be posted on the front door of the secondary school, the front door of the elementary school, and the school website. Patrons interested in examining the complete board packet that contains additional information about the topics that may be discussed at the meeting by contacting the board secretary, Shelly Kruse at 402.624.2745. The board reserves the right to recess into closed session when permitted by law to do so. The board also reserves the right to modify the order in which the topics on the agenda are considered to accommodate staff and/or patrons.

INSTRUCTIONAL REPORT

At the September 2009 meeting the board was informed that regular reports would be presented at future meetings that highlight the instructional programs of the district. It is hoped that these reports will assist the board in understanding how our students are performing on assessment measures as well as identifying strengths and challenges in the curriculum and instructional programs of the district.

As board members review this information, board members are asked to keep the following thoughts in mind:

- What does this information tell me about the instructional programs of the district?
- How well are our students learning compared to others in the state and nation?
- Am I satisfied with these results?
- What could be done to help improve the instructional program for our students?
- What can the board do to assist in this endeavor?

It is hoped that by focusing a portion of each meeting upon student performance data, the board will have a better understanding of the issues that staff face in helping student maximize their potential.

While topics for presentation will be planned by staff, board members are encouraged to suggest additional topics that will help the board have a better understanding of the educational effectiveness of our district.

This month Mr. Kovar and Mr. Hickman will present various English Language Arts data in response to a request by a member of the board of education in relation to the discussion of CKLA reading materials.

RECOMMENDED ACTION:

No formal action is recommended. Thoughts and comments from the board related to the above questions may be discussed.

ELA and Reading Data

Prepared by Darin Kovar and Terry Hickman

For the May 13, 2024 BOE Instructional Report

The following pages include data related to our testing that ties in with English Language Arts. Below are some notes about the data. We believe there is one common trend through a lot of the data we have seen over the years, a “dip” in scores in the upper elementary (or in some data sets it’s actually seen as a rise, or “hump”, in the number of students scoring in the developing range).

Of note, due to changes in the tests, comparisons cannot directly be made from NeSA, to NSCAS, to NSCAS Growth scores. However, each set of data shows achievement for Mead Elementary students on those specific tests.

Page 2: These charts show NeSA Reading (2015 in Red, 2016 in Blue) and 2017 NeSA ELA (State in Blue, Mead in Red) and the percentage of each class scoring at what the State tests defined as proficiency.

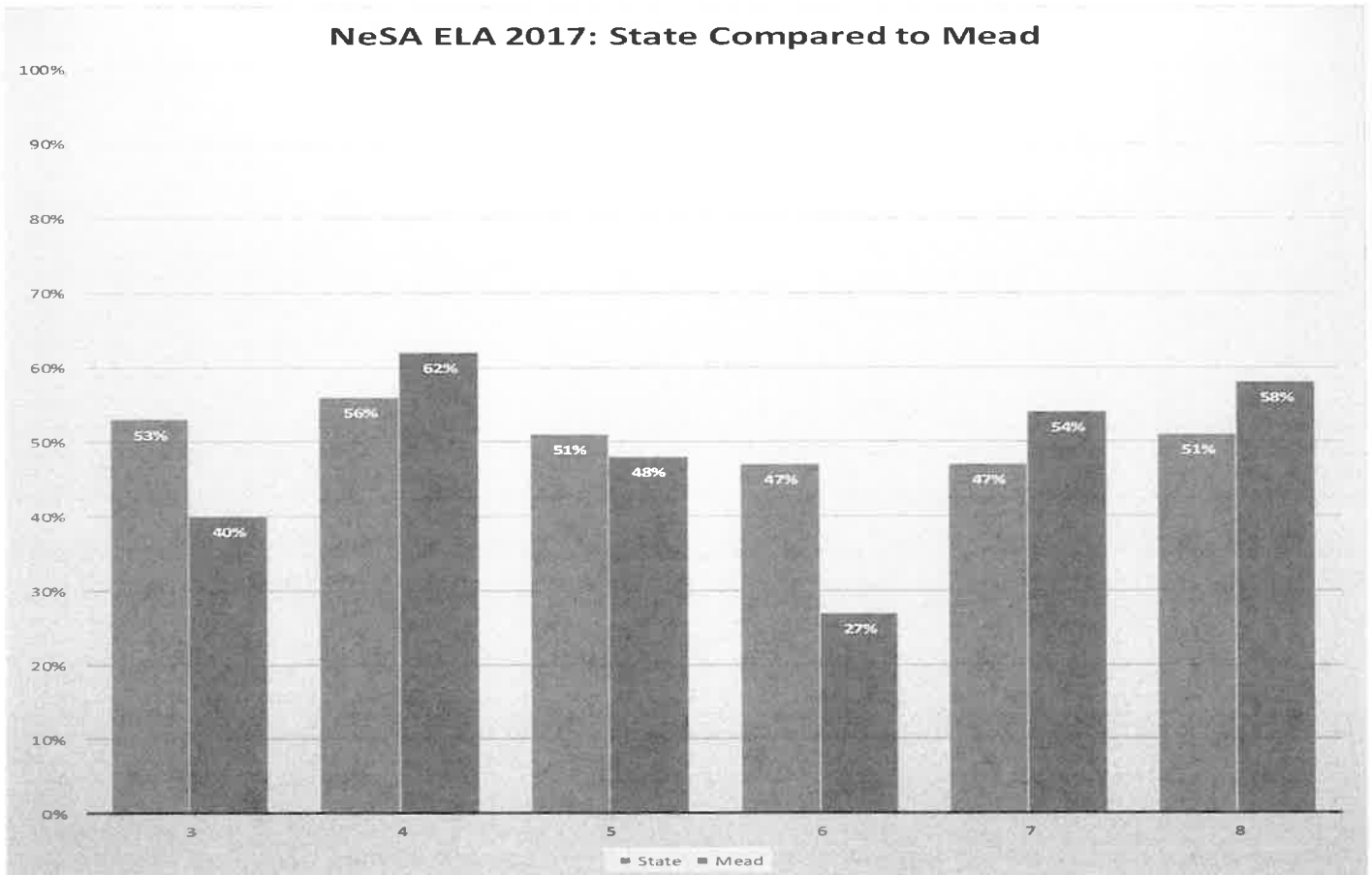
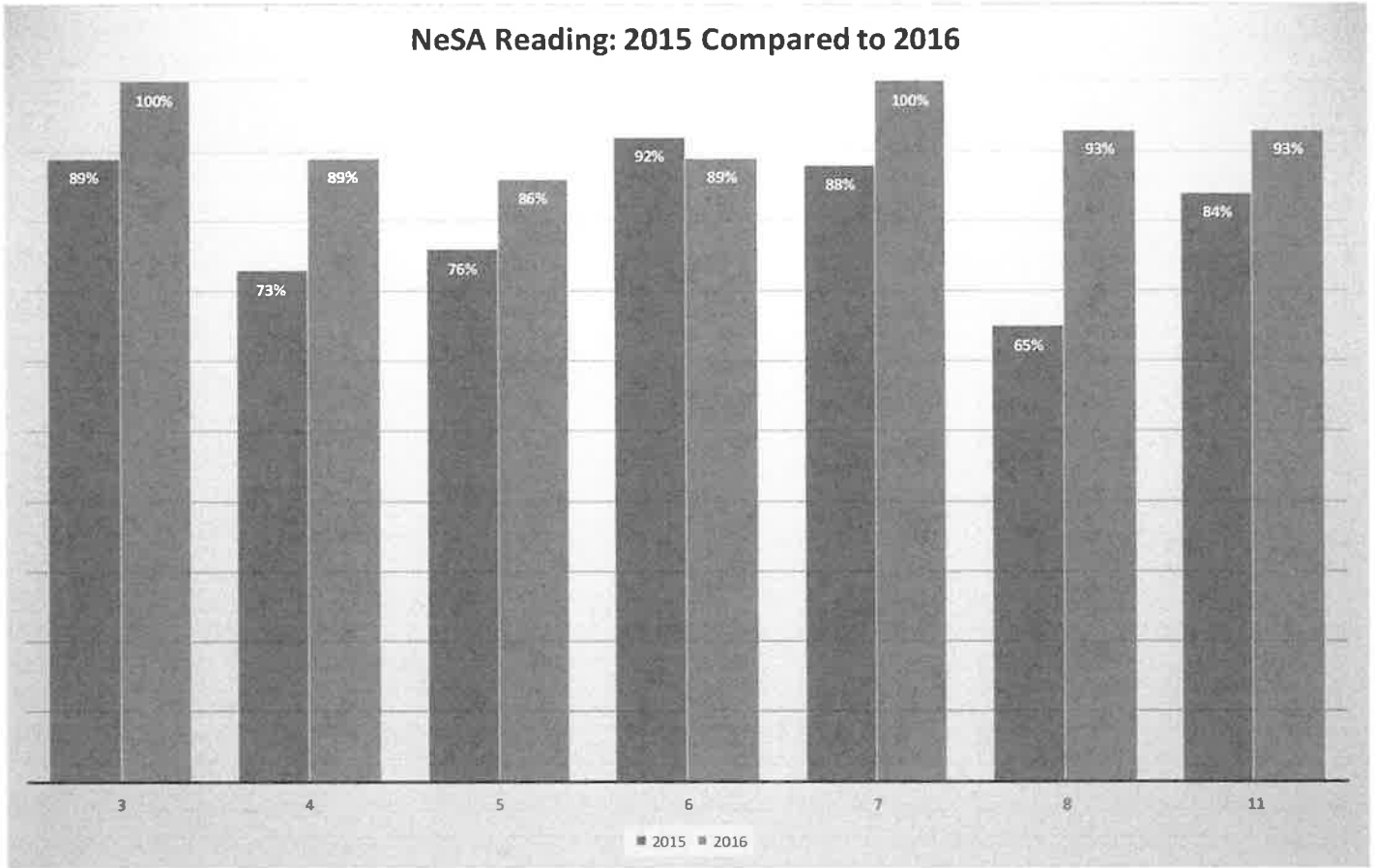
Page 3: These charts show NSCAS ELA results for 2018 (Mead in Blue, State in Orange) and 2019 (Mead in Red, State in Blue). Both charts use the percentage of students reaching proficiency.

Pages 4-5: This shows our 2021-22 and 2022-23 NSCAS Growth ELA tests. The first graph shows the percentage of students by grade who scored an Advanced (blue), On Track (Green) or Developing (Red) score on their tests. The second graph shows the percentage of students per class who scored about the 41st percentile (green) vs those who scored below the 41st percentile (red). 41st Percentile is the cut off as NWEA (the testing agency) defines the 41st percentile as the start of the average range.

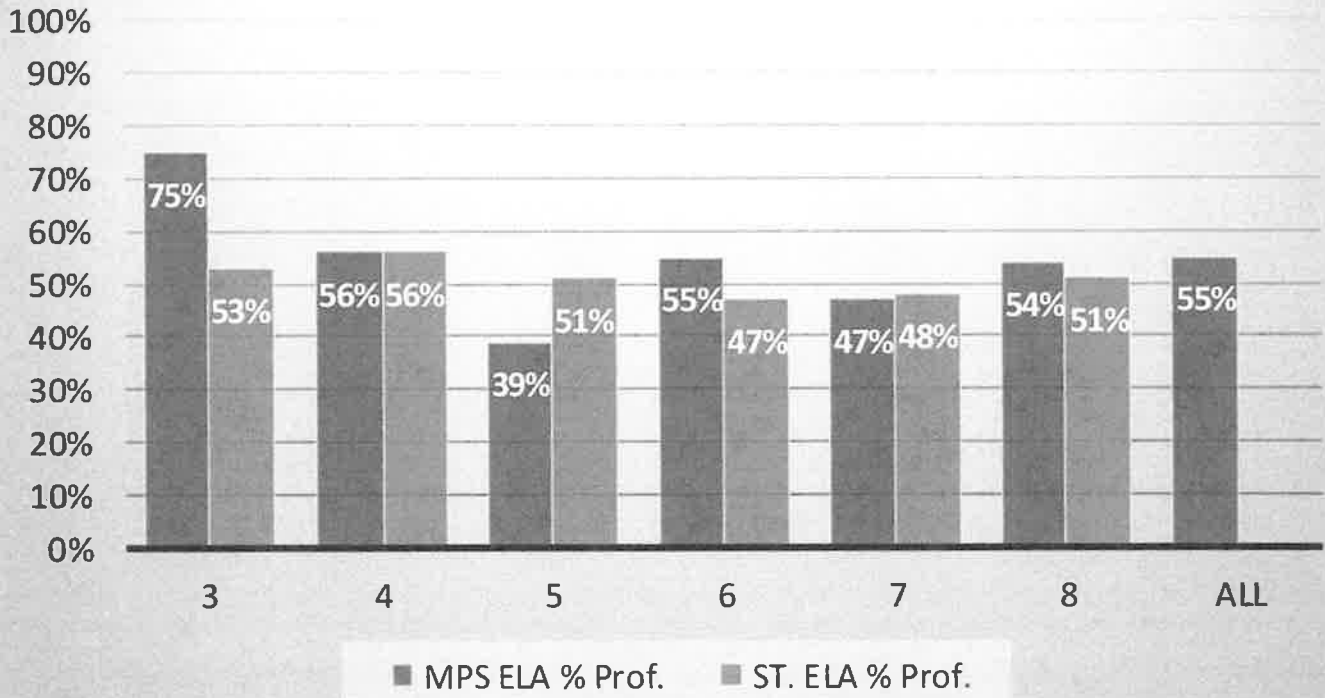
Pages 10-13: These charts show the current 3rd through 10th grades with their previous MAP Reading test data. These charts show the percentage of students scoring above the 41st percentile (green) and below the 41st percentile (red) as previous charts showed. Unlike previous charts, these results include Fall and Winter testing data, when available. It should be noted that current 7th grade includes an anomaly where 2016-17 data includes both Kindergarten and one student’s 1st grade scores. This is likely due to a student repeating a grade.

It was chosen to include 7th-10th grade data, as due to the consistency of Map testing, it actually gives longitudinal data for student groups. Within this data, we still see commonalities that we have seen in our other data sets. The “dip” (or in this case a “hump” as the red grows) in scores in upper elementary.

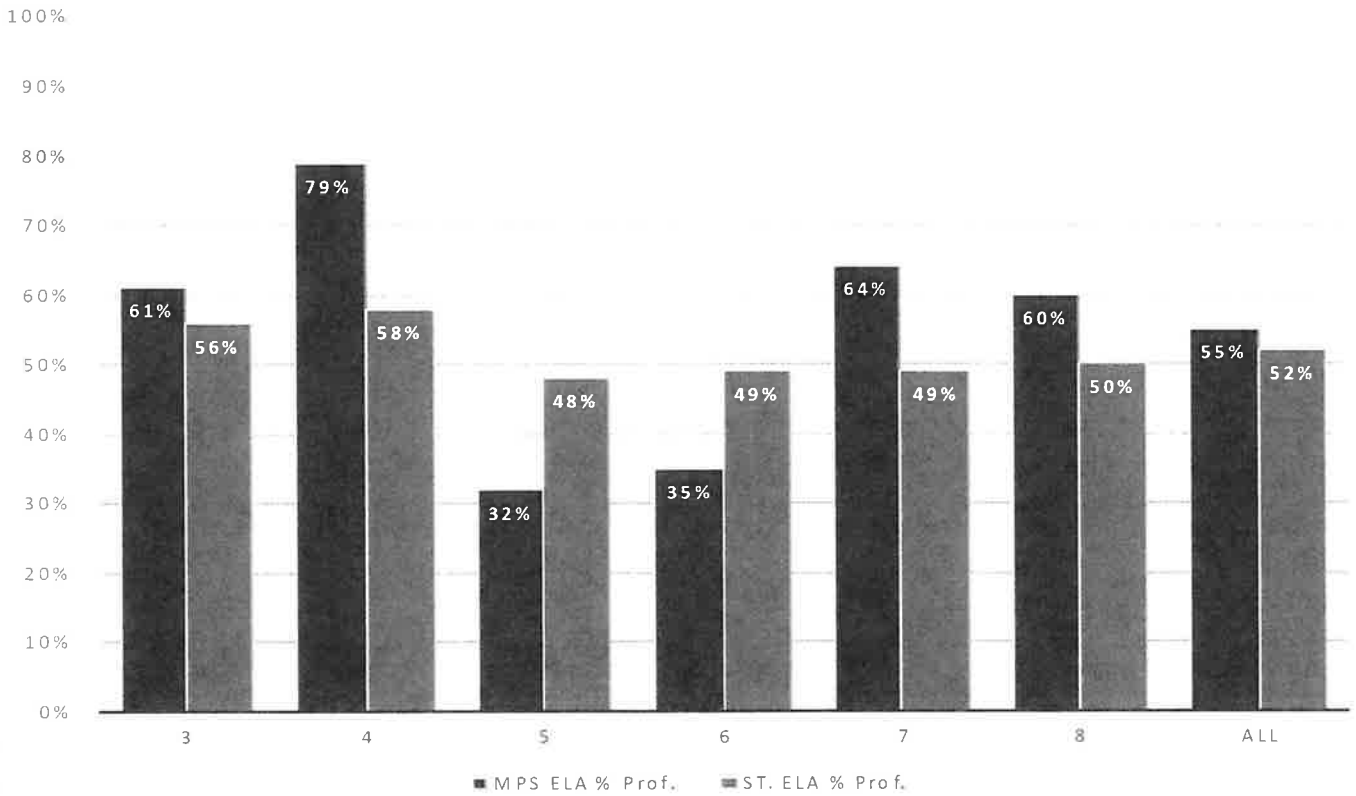
Pages 14-17: These charts show the Map Growth Language Arts data, similar to pages 10-13. The only difference is that the Language Arts test begins in 3rd grade, so there are fewer data points available for the younger grades.



NSCAS ELA 2018: Mead & State

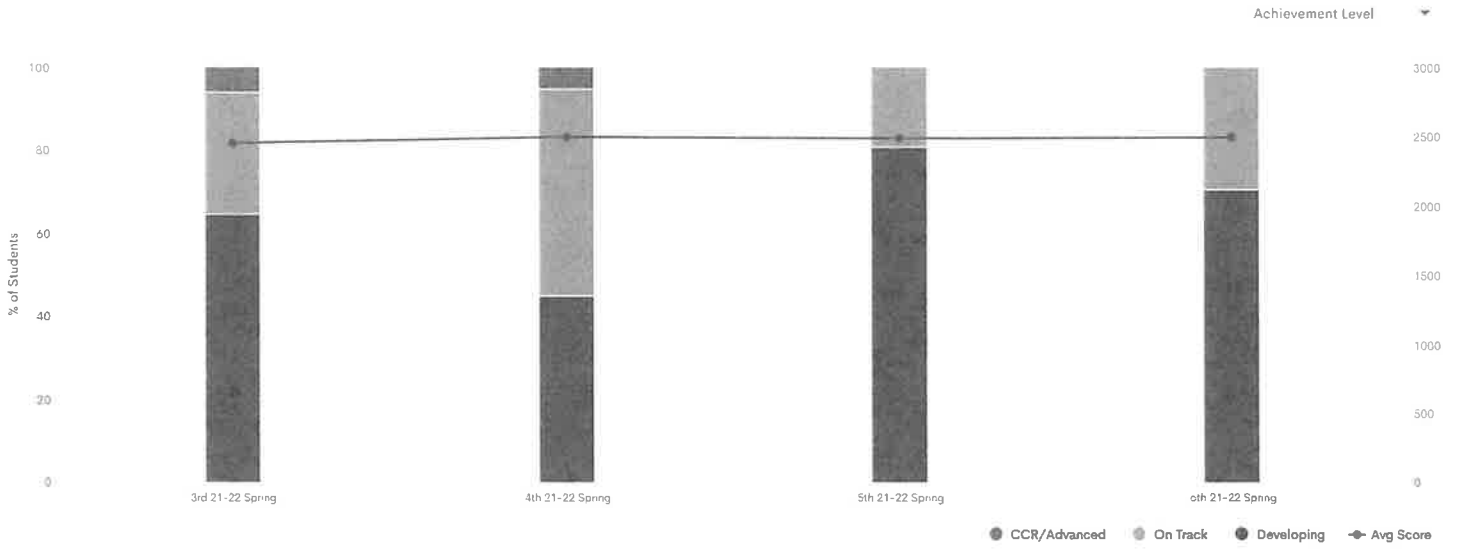


NSCAS ELA 2019: Mead & State

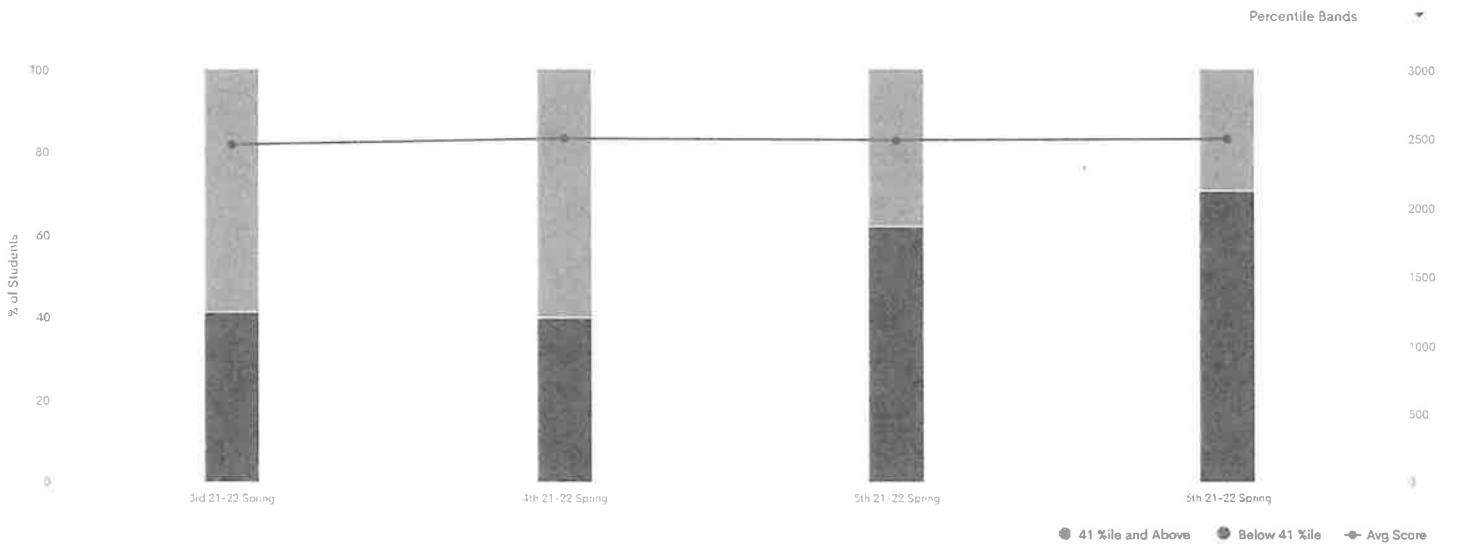


2021-22 NSCAS Growth Scores

NSCAS Growth - ELA By Grade



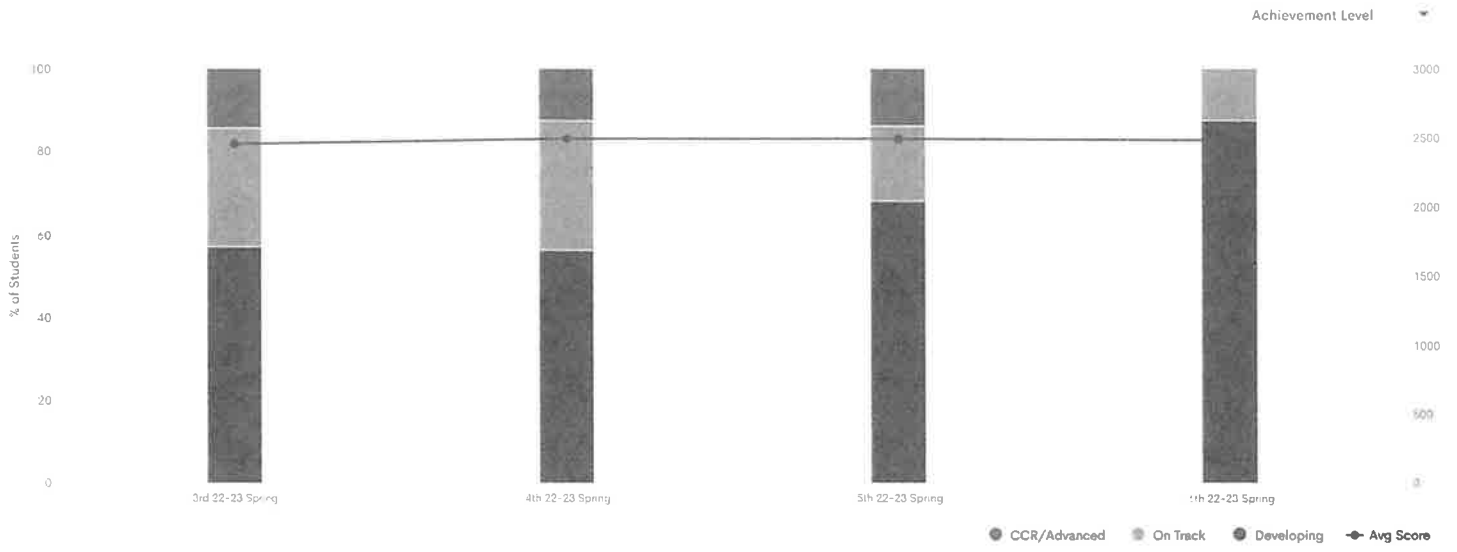
NSCAS Growth - ELA By Grade



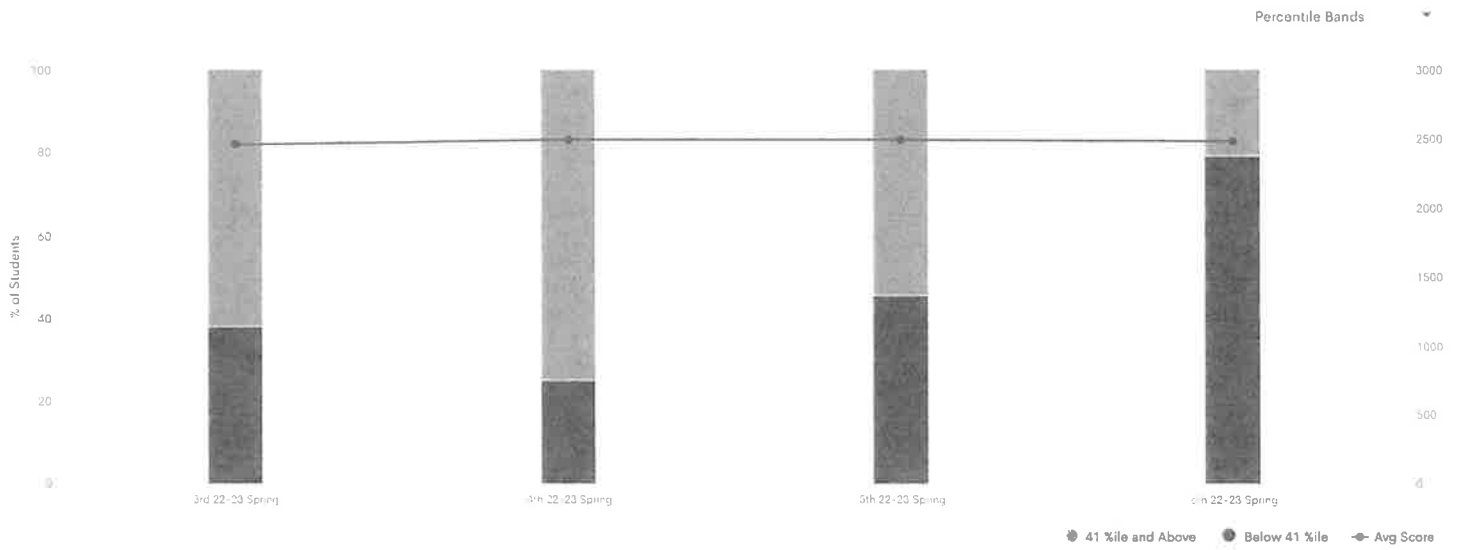
1.4

2022-23 NSCAS Growth Scores

NSCAS Growth - ELA By Grade



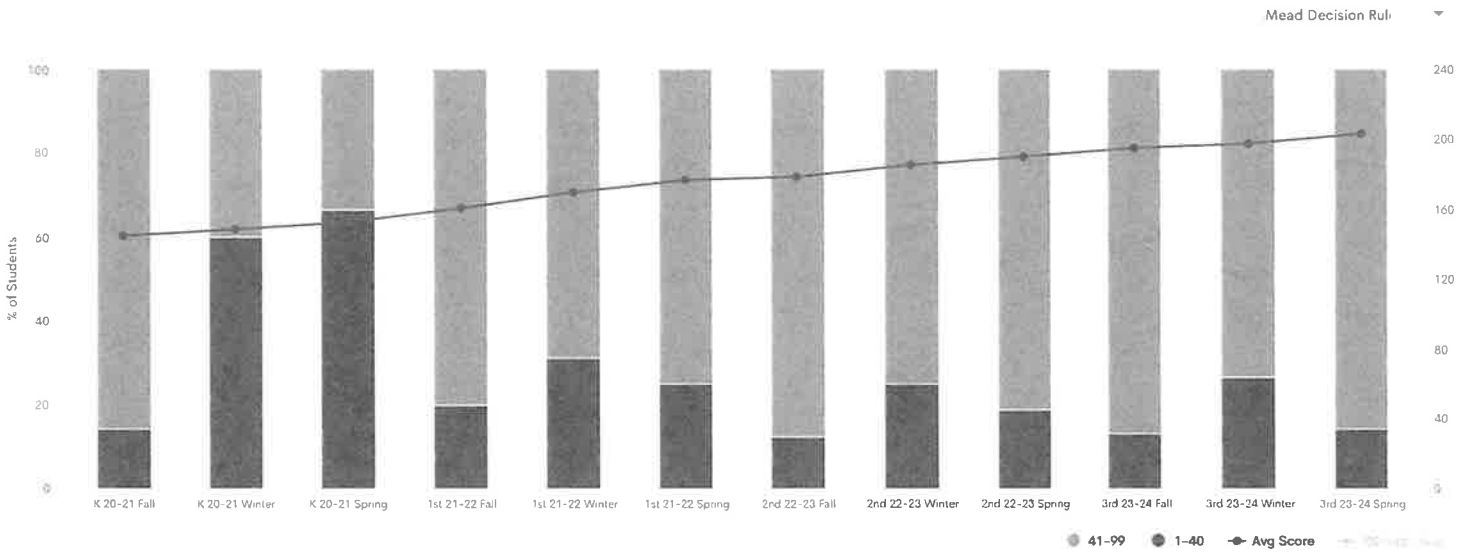
NSCAS Growth - ELA By Grade



1.5

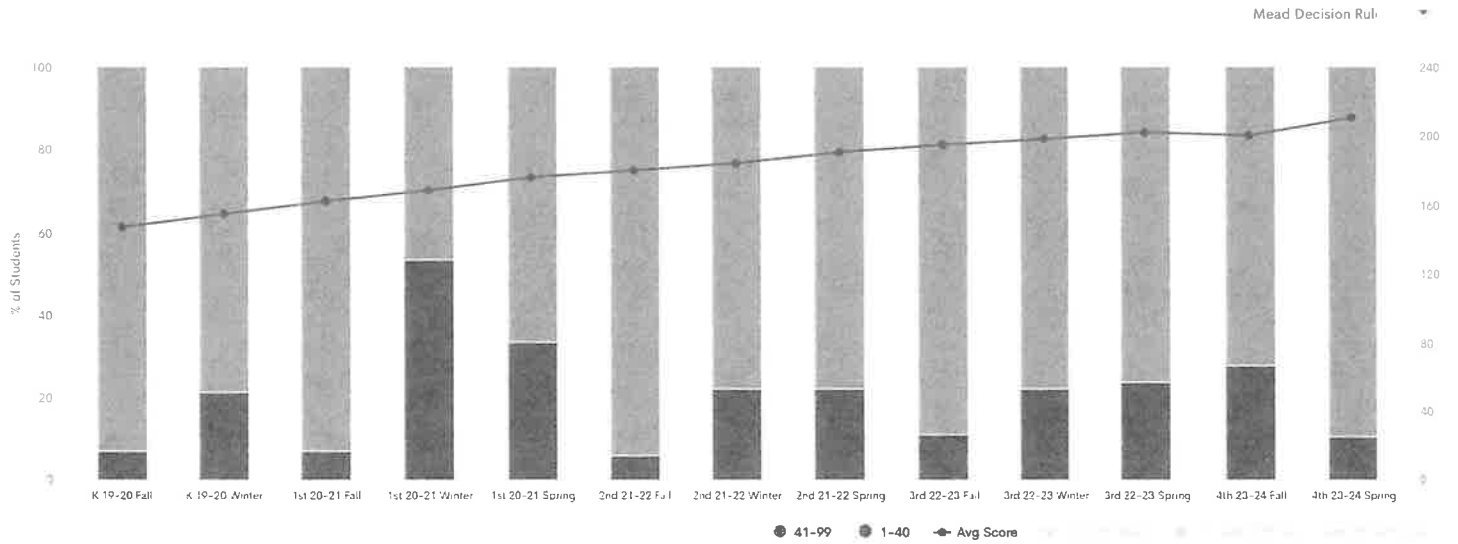
MAP Growth Reading over 4-Years (Current 3rd Graders)

MAP - MAP-Reading By Grade



MAP Growth Reading over 5-years (Current 4th Graders)

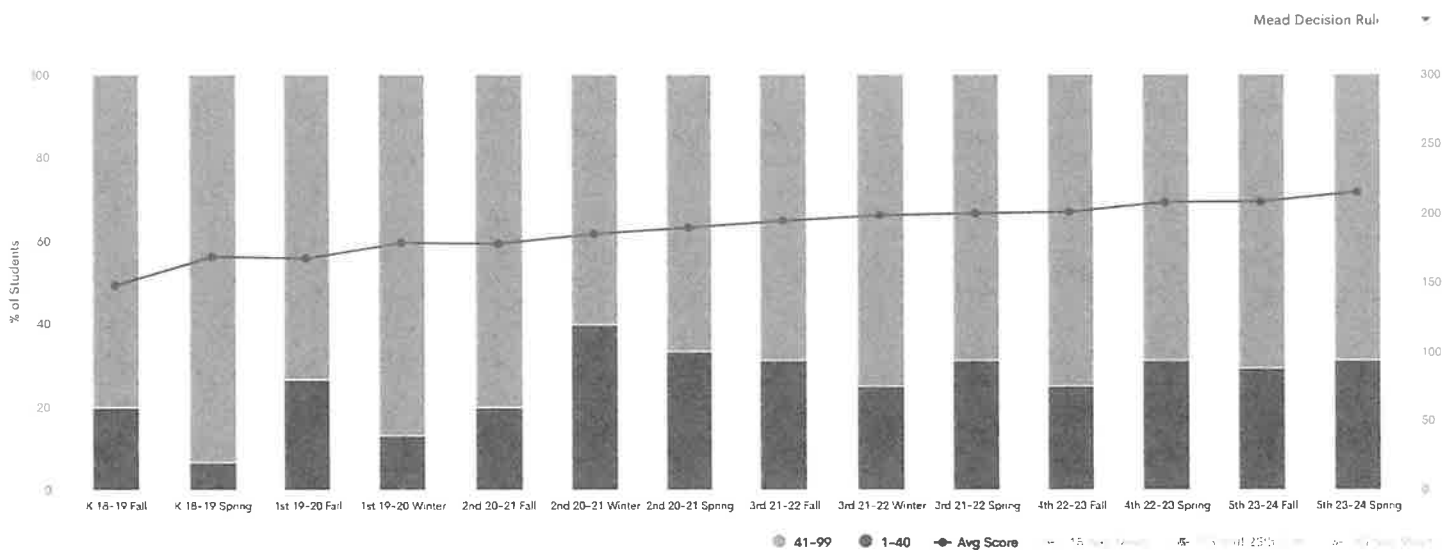
MAP - MAP-Reading By Grade



1.6

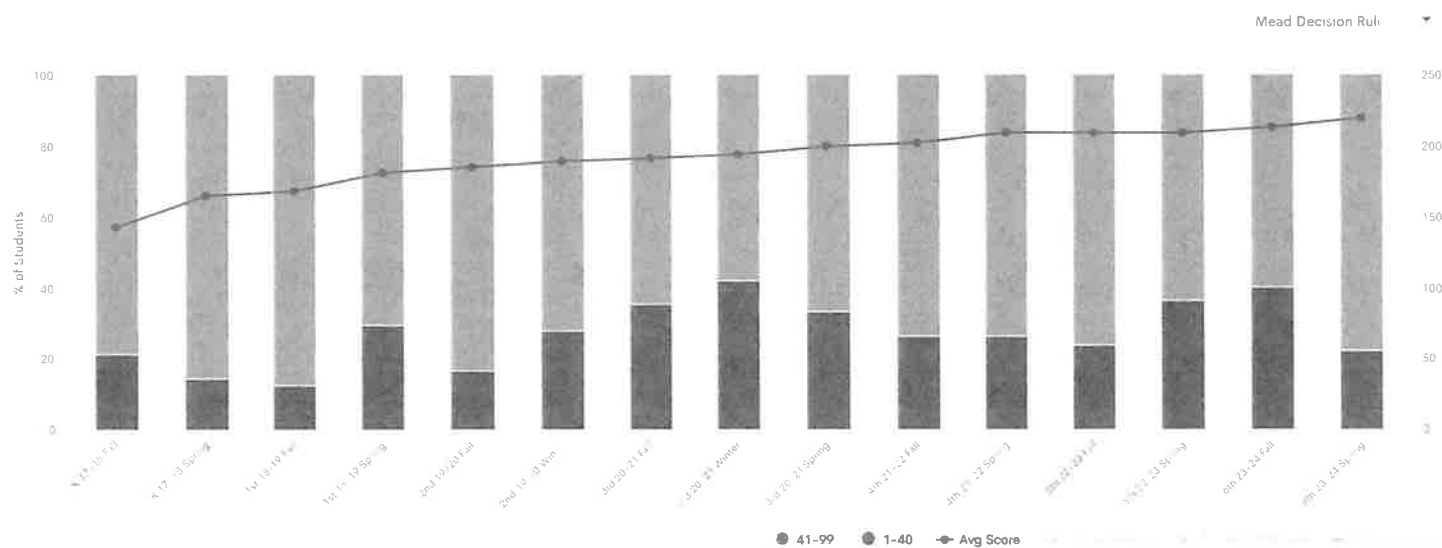
MAP Growth Reading over 6-Years (Current 5th Graders)

MAP - MAP-Reading By Grade



MAP Growth Reading over 7-years (Current 6th Graders)

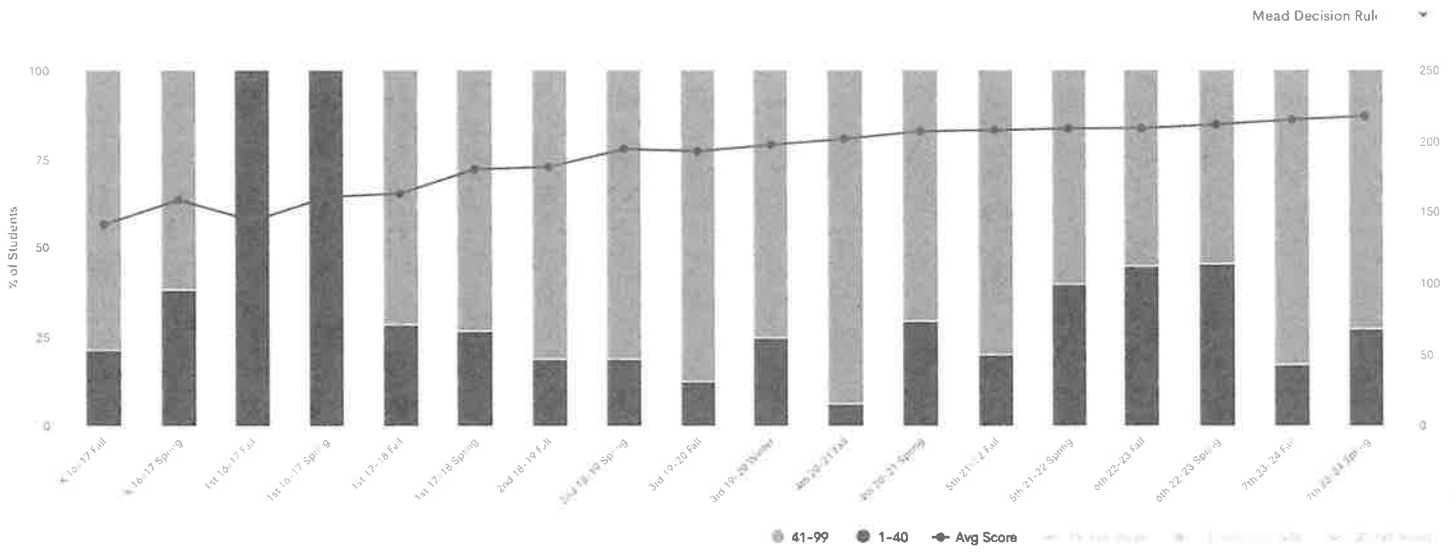
MAP - MAP-Reading By Grade



1.7

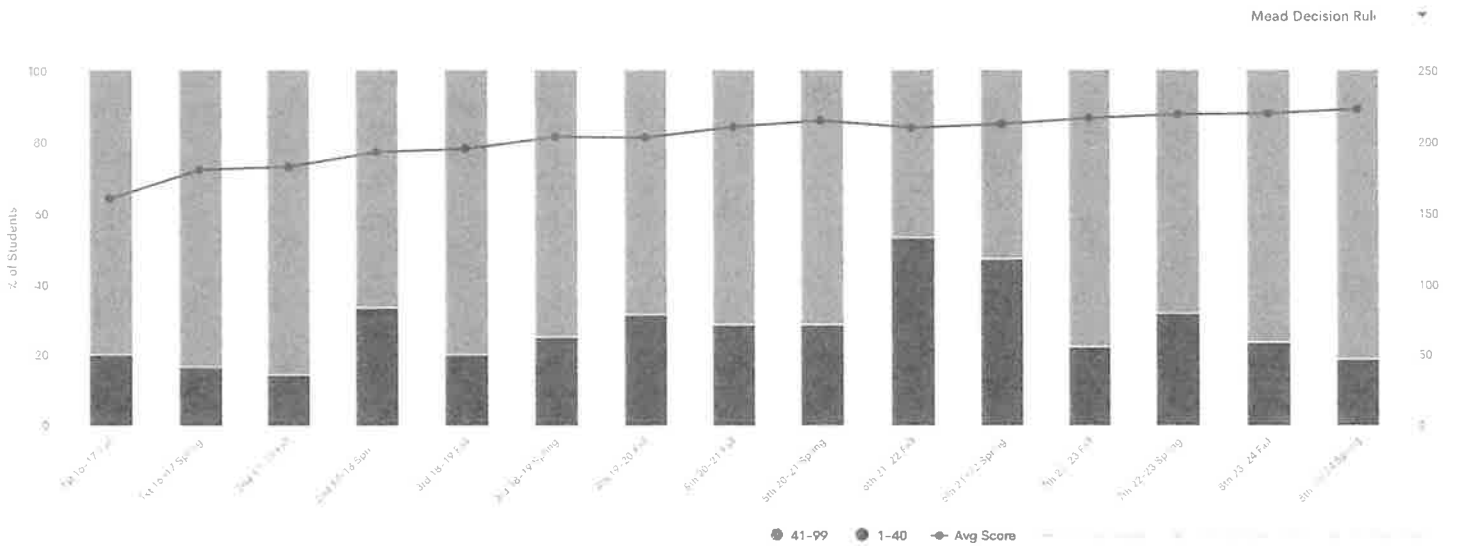
MAP Growth Reading over 8-Years (Current 7th Graders)

MAP - MAP-Reading By Grade



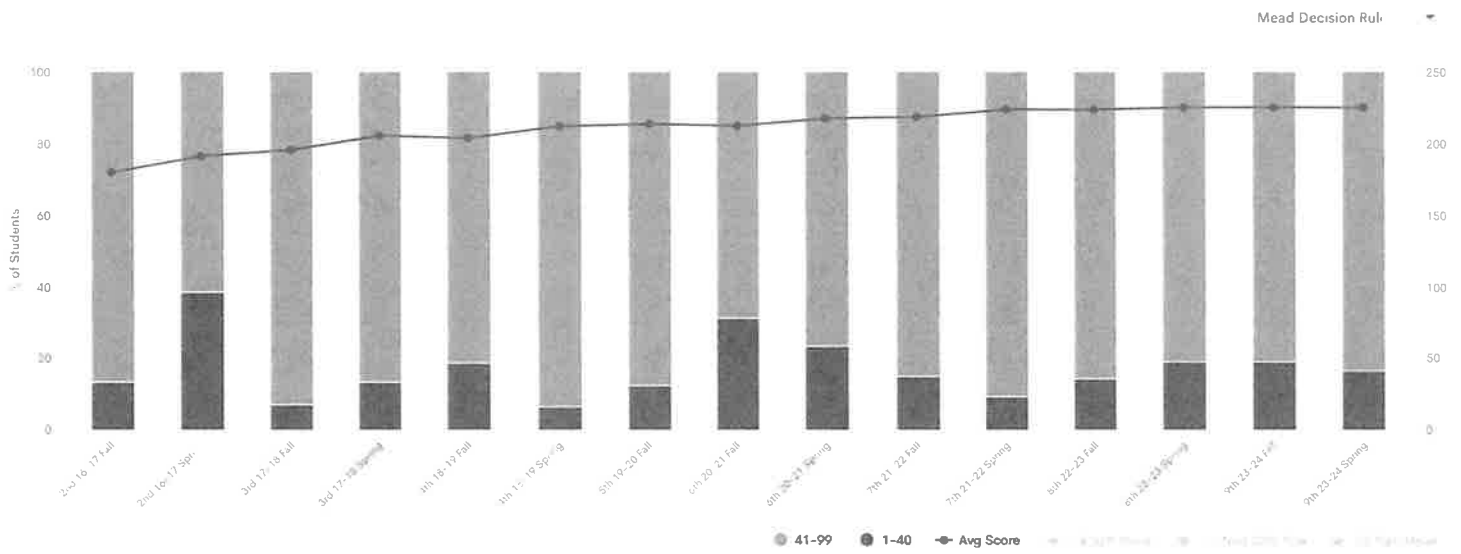
MAP Growth Reading over 8-years (Current 8th Graders)

MAP - MAP-Reading By Grade



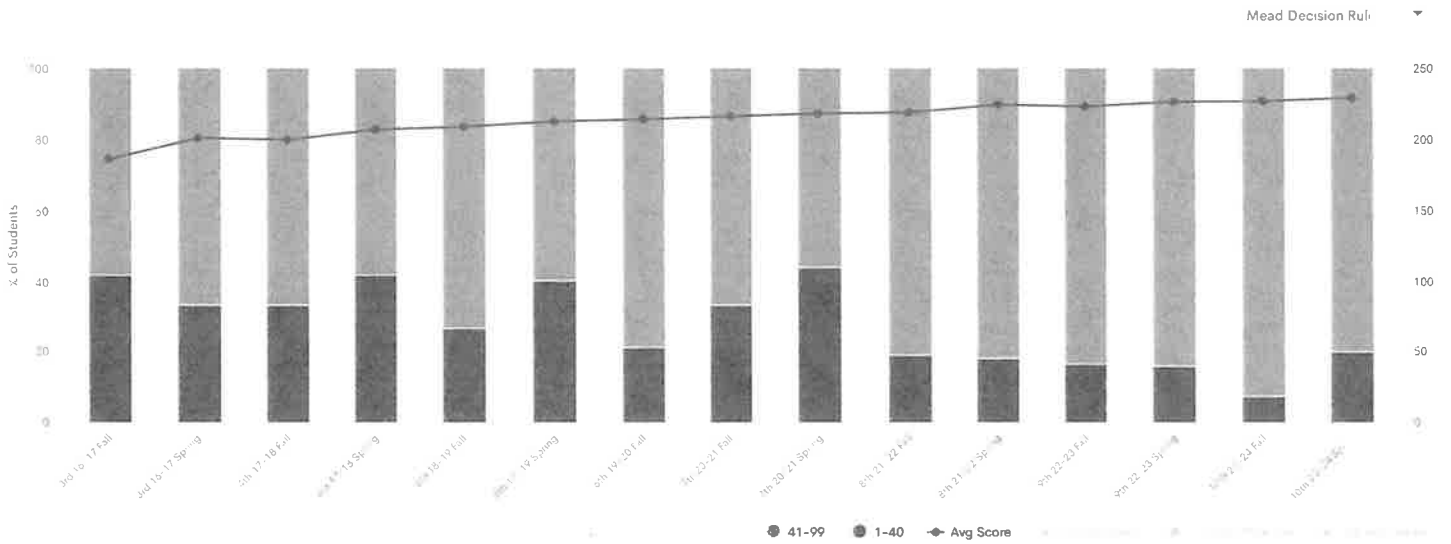
MAP Growth Reading over 8-Years (Current 9th Graders)

MAP - MAP-Reading By Grade



MAP Growth Reading over 8-years (Current 10th Graders)

MAP - MAP-Language Usage By Grade



1.9

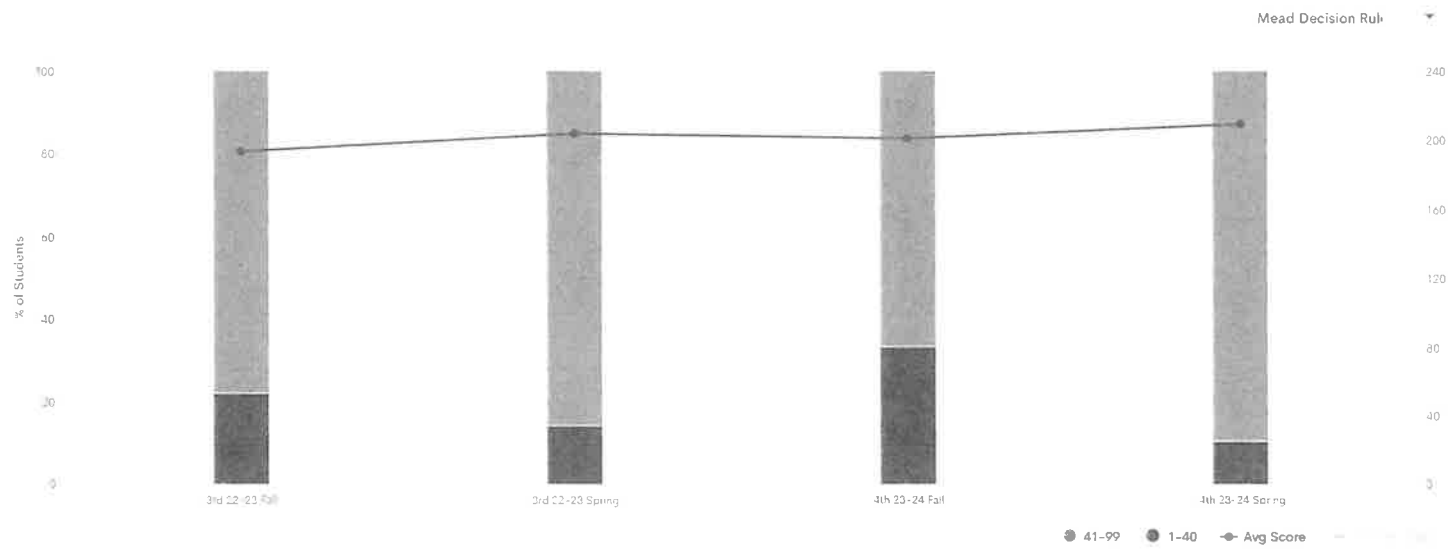
MAP Growth Language Arts 1st Year (Current 3rd Graders)

MAP - MAP-Language Usage By Grade



MAP Growth Language Arts over 2-years (Current 4th Graders)

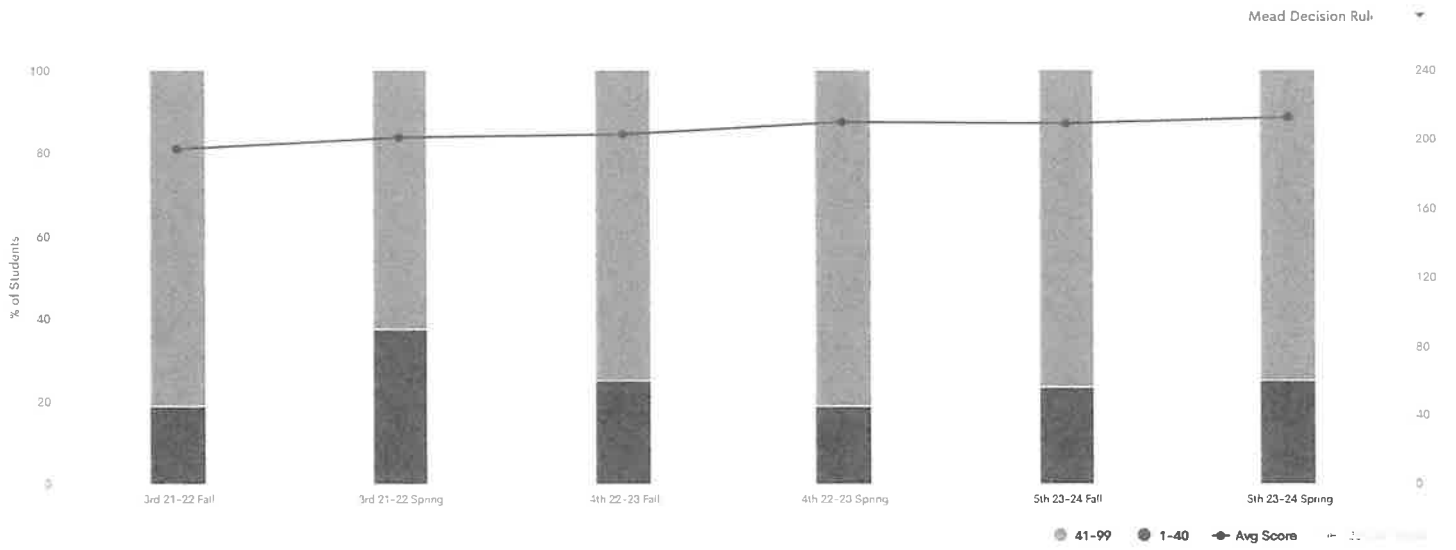
MAP - MAP-Language Usage By Grade



1.10

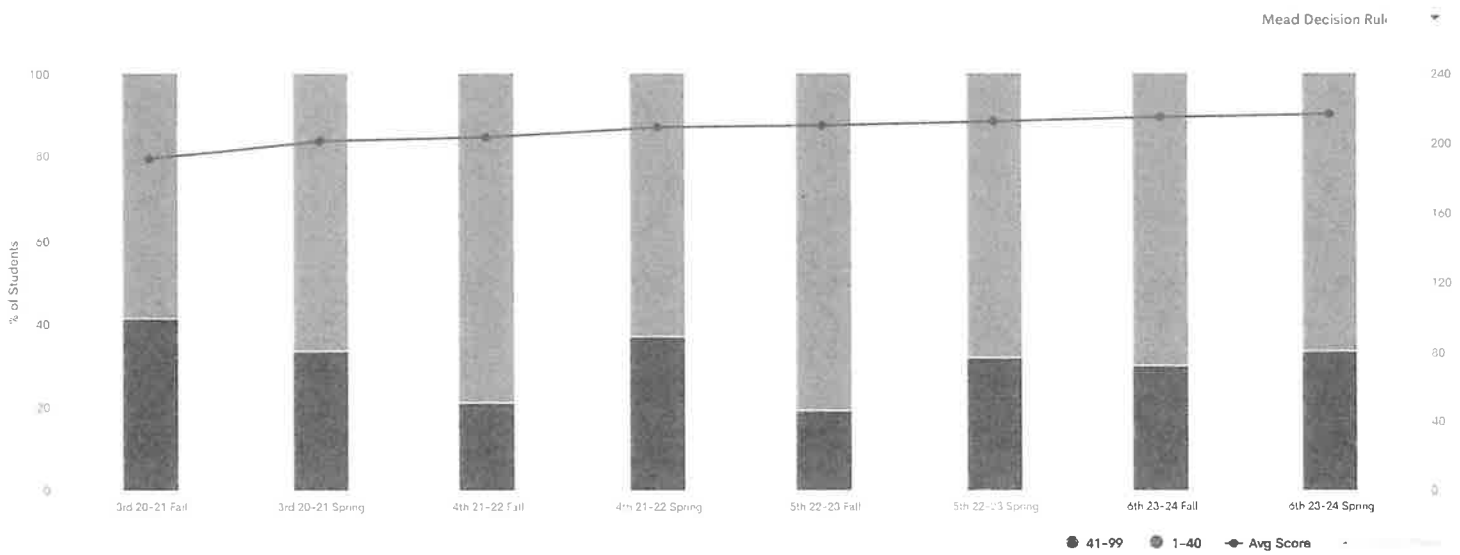
MAP Growth Reading over 3-Years (Current 5th Graders)

MAP - MAP-Language Usage By Grade



MAP Growth Language Arts over 4-years (Current 6th Graders)

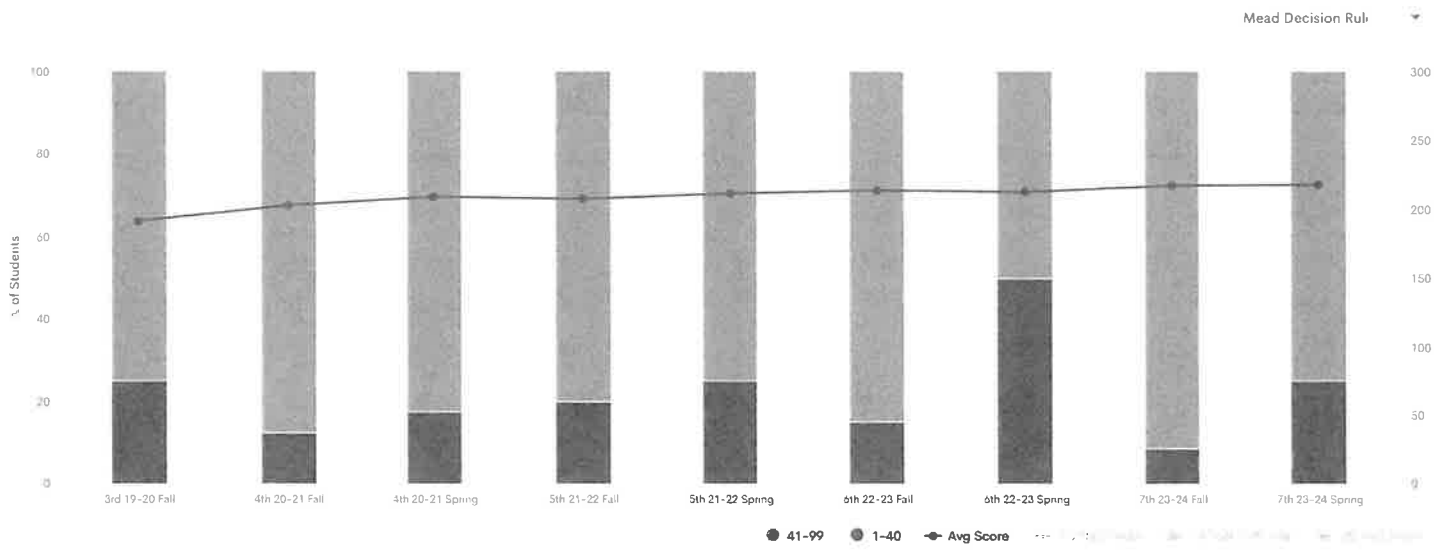
MAP - MAP-Language Usage By Grade



1.11

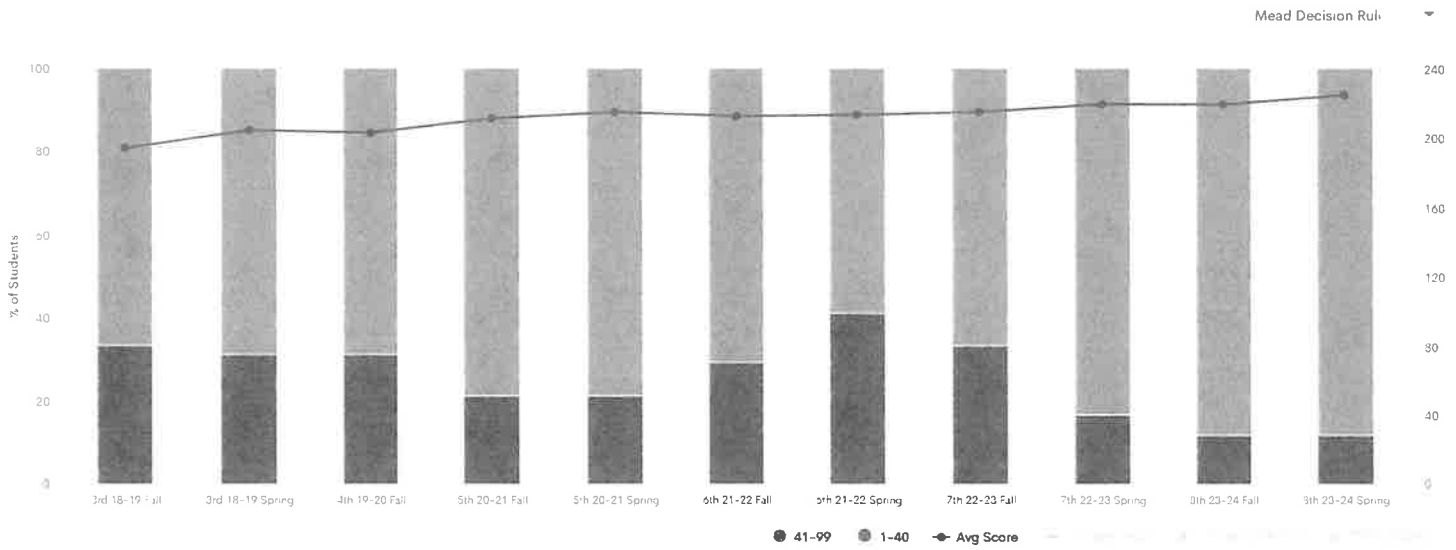
MAP Growth Language Arts over 5-Years (Current 7th Graders)

MAP - MAP-Language Usage By Grade



MAP Growth Language Arts over 6-years (Current 8th Graders)

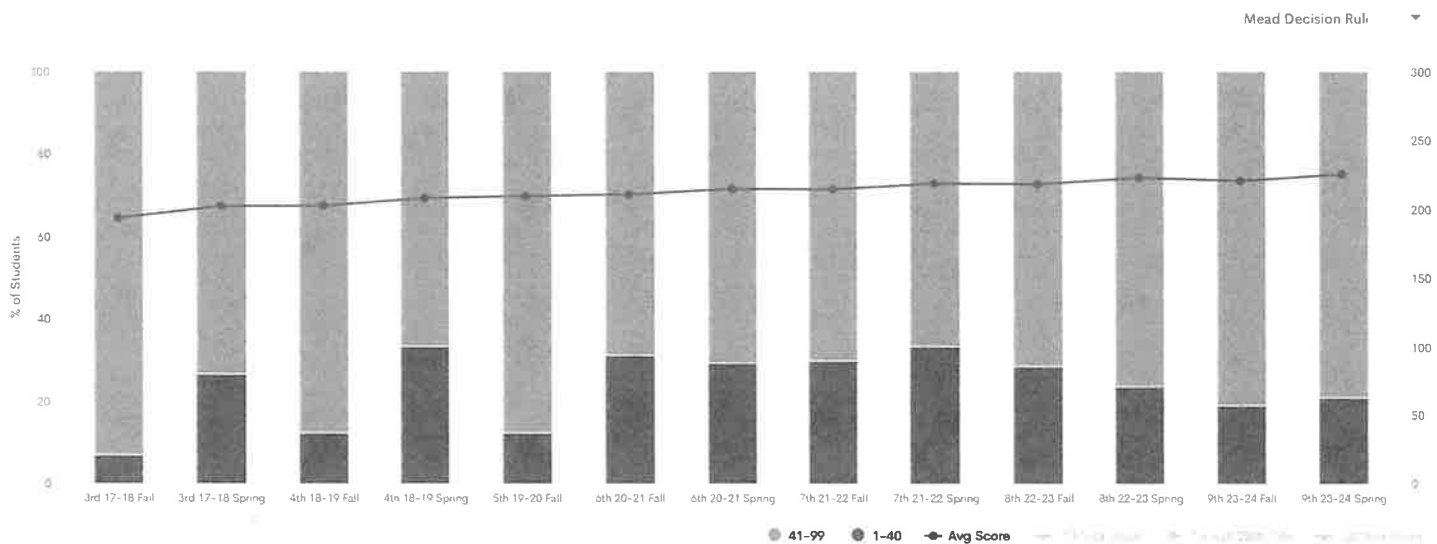
MAP - MAP-Language Usage By Grade



1.12

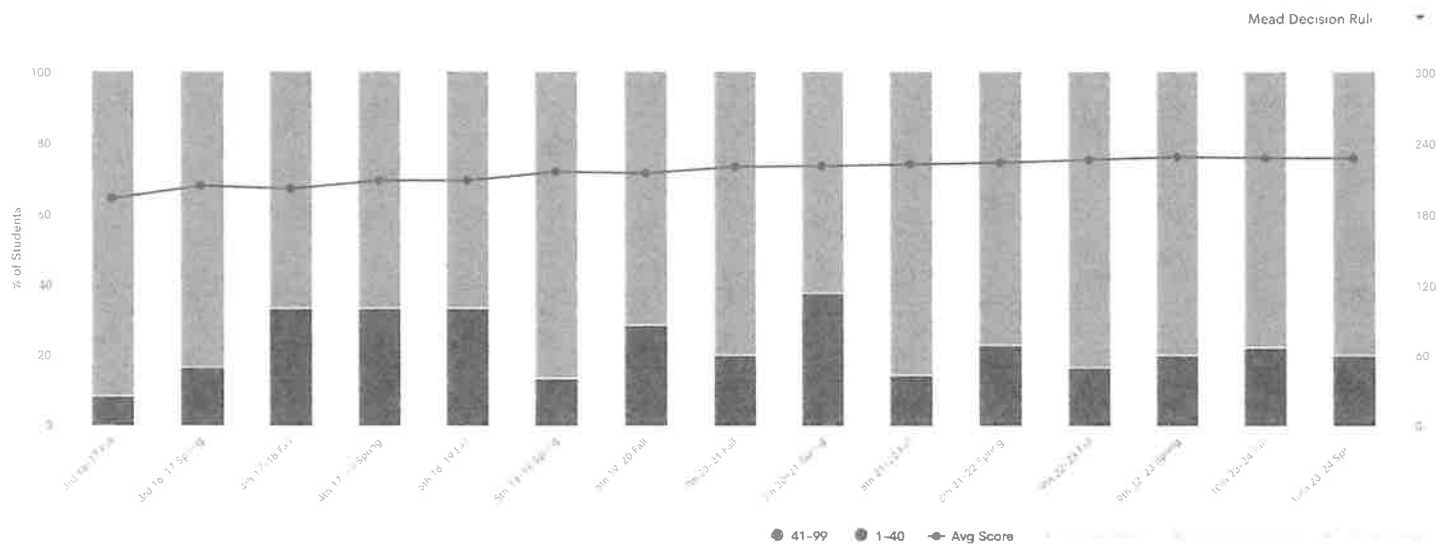
MAP Growth Language Arts over 7-Years (Current 9th Graders)

MAP - MAP-Language Usage By Grade



MAP Growth Language Arts over 8-years (Current 10th Graders)

MAP - MAP-Reading By Grade



BOARD OF EDUCATION ISSUES

Several items that impact the operation of the Board of Education will be discussed in this agenda supplement.

1. **Board Retreat.** (*Discussion*) The retreat occurred on Wednesday, January 17, 2024. Listed below are some of the topics that were discussed at the retreat that will be addressed during the upcoming months. A monthly status report on those topics will be provided until the topics listed are resolved and/or completed. Board members may wish to comment and/or edit this list.
 - Textbook Purchases. Specific recommendations for textbook purchases for the upcoming year will be presented at future meetings as those texts are identified. Instructional resources/textbooks for 7-12 math are expected to be purchased. *Received, no longer reported*
 - Capital Improvements: The board expressed interest in considering the following projects in the upcoming months:
 - Address the brick/masonry issues at the elementary *Approved Seedorff Masonry's proposal at the March meeting; work scheduled for summer*
 - Replace the deteriorating Mapes panels above the elementary windows to prevent moisture infiltration *Pending the results of Phase I of brick repair*
 - Consider a cosmetic remodel of the elementary restroomsThe following items were ranked as secondary items for the upcoming months or later:
 - Replace wall covering in elementary gymnasium
 - Replace sections of damaged concrete at the elementary and high school
 - Add soundproofing to the elementary gym
 - Repair/Replace damaged fencing at FB field
 - Install new windows and ceiling fan at outdoor concession stand *Determined that replacement of window hardware will be sufficient. Ceiling fan installed in March.*
 - Operational Issues discussed included the following:
 - Identifying Technology Needs. Staff will have the opportunity to suggest technology improvements to the district coordinator and administration. *Approved at April meeting.*
 - Personnel Issues will continue to be shared with the board. Changes in personnel will be approved by the board.

Items that are still pending will continue to be presented.

2. **Spring Linkage.** (*Discussion*) An alternative format was developed by the Professional Growth Committee during the April and May inservice days. Basically, teachers will develop a list including positives and items of concern. Each teacher will have a certain number of "votes" to then express his or her opinion about which of those topics is most important for communicating to the Board of Education. Once the information is compiled, it will be communicated to board members. It is assumed that some board members will then discuss the results with administrators. This discussion can occur on the last day of school or at a different date. Does the board wish to establish a date for this meeting? Is emailing the results acceptable?
3. **NASB Leadership Workshop.** (*Discussion*) This workshop is scheduled for June 5-6 in Lincoln. According to the NASB website, the target audience for this workshop includes Board Presidents, Vice Presidents, and Superintendents. Team building will include such topics as board governance, meeting protocols, policy, etc. Please let me know if you are interested.

4. **Language Arts Materials Grades 3-6: (Discussion/Action)** During the April 8 meeting, board members requested that the May agenda include discussion and possible action regarding the instructional materials for language arts in grades 3-6. Core Knowledge Language Arts (CKLA) is the current program used for these grades. President Kuhr sent a follow up email on April 10 asking board members what additional information they would like to see to prepared for this item. The information requested by board members is included in the supporting materials for this agenda item. Funding for CKLA was approved by the board of education at the April 2023 meeting.

RECOMMENDED ACTION:

1. No formal action is necessary. The board may wish to add comments to the notes provided at the retreat.
2. No formal action is necessary.
3. Board members may wish to indicate if they would like to attend.
4. If the board wishes to take any action regarding CKLA language arts materials in grades 3-6, a motion can be developed at this time.

**Responses to Questions and Concerns Posed by Board Members Regarding CKLA
Prepared for the May 13, 2024 Board of Education Meeting**

After having one year of experience with the instructional materials, what would teachers do different next year?

As with any new curriculum, our focus in the first year was to complete all lessons as directed by the program. Going forward we will adapt the units to meet the needs of our students, for example skipping certain repetitive activities, bringing in additional introductory information on topics/skills not mastered previously due to CKLA starting in grade 3, revising tests/assessments to give more grading opportunities.

If we were to cancel CKLA, then what?

If the board directs teachers to quit using the CKLA materials immediately, Ms. Reiman and Ms. Mayer would need to complete the school year without using any of the CKLA materials. If they are expected to continue teaching language arts, they would have to secure materials acceptable to the board. A new program would need to be selected for the future, and would need to be in place for the 2024-25 school year, which means it would have to be selected and ordered over the summer.

I assume there are costs involved with canceling CKLA. I would appreciate it if you could provide some of the info.

According to the minutes from the April 11, 2023 board of education meeting, the board approved purchase of Amplify Education's CKLA materials for five years at a cost of \$30,650. According to the Amplify Education representative, these costs are non-recoverable. The same representative indicated that Amplify works with districts to provide some alternative resources and can help support teachers so that the skills covered by certain units do not go untaught. We did not discuss any additional costs that might be associated with this process. Of course, there will be costs associated with purchase of a new set of instructional resources, if that is the direction of the board.

Who determines what the next set of instructional materials will be?

The teachers involved in the selection of the current materials have expressed reluctance to be charged with selection of any new program. If they are expected to do so, they deserve to have explicit parameters established by the board to inform what is acceptable and what is unacceptable. Such parameters would need to be determined sooner rather than later, assuming the board would want all materials evaluated against the established expectations. If the board wishes to use a committee to select the next set of instructional materials, the parameters may be even more essential, assuming the committee will divide the review of materials among members who do not share consistent concerns about various materials that are being evaluated.

What are the parameters being used to select new materials?

If CKLA is removed, the parameters, criteria, and process used for the purchase of CKLA would not appear to be satisfactory for the selection of a new language arts program. The process used for CKLA should be outlined in a later question and is the basic process that has been used in the past at Mead Public Schools. The removal of CKLA would suggest that the process is insufficient. Therefore, it appears necessary to define new parameters and criteria to guide the selection process. Because the decision to remove CKLA will be made at the board level, development of the new parameters and criteria would likely be at the board level to ensure that whoever is tasked with selecting the new program can do so with the confidence that the selection will meet board expectations.

Should the research as to a different set of instructional materials be done before a CKLA decision is made?

If CKLA is removed, then a replacement program must be in place by the beginning of the next school year. Researching other instructional materials before removing CKLA would allow the board to determine what other instructional materials exist, and if they are free of the concerns involved with CKLA. Put simply, before CKLA is removed, it would be wise to know if a different program exists that meets the established parameters.

Are we willing to ask Val and Katie to spend their time to review this 2 years in a row? If so, should there be special compensation?

Mrs. Mayer and Ms. Reiman have expressed significant reluctance to select new materials if CKLA is removed.

Do other schools have a curriculum committee comprised of board members and staff?

Multiple conference and local schools responded to an email inquiry regarding this subject. Those responses are included.

How was this instructional material recommended – how much from ESU, or what other references were used? Who was it first recommended from?

Ms. Reiman met with Caryn Zietlow from ESU 2 in September. She gave two websites – edreports.org and nematerialsmatter.org – to narrow selection and discussed what curriculums were used in districts near us. The list was narrowed down to CKLA, EL, Into Reading, and Wit & Wisdom. Ms. Reiman then contacted and met on zoom with reps from each company and received sample materials. She also contacted multiple teachers from at least 2 schools within our area that currently use the curriculum and asked for their thoughts (likes, dislikes, additional needs/materials added).

After reviewing materials, responses from other schools/teachers, and zoom meetings notes, 3-6 teachers met to discuss options. The options were also discussed at the curriculum committee meeting and online resources were reviewed. As a member of the curriculum committee, the Jr. High/High School English looked at the examples of the curriculum and agreed that this was a program that fit with the building of skills that are needed leading into the 7th grade year and believed the curriculum including the scaffolding to improve student understanding.

After narrowing down to CKLA, Mrs. Mayer and Ms. Reiman went to David City and observed the curriculum being taught in third grade, fourth grade, and fifth grade. They met individually with teachers from these grades as well to discuss curriculum adoption.

Was there other options offered?

Four curriculums were examined – CKLA, EL, Into Reading and Wit & Wisdom.

Would like to hear more about how teachers have utilized it.

As with any new curriculum, our focus in the first year was to complete all lessons as directed by the program.

I would like to know what 3-6th grades are tested for on the NE State Standards test, meaning what is the test wanting them to know?

The NSCAS English Language Arts Table of Specifications for grades 3-6 included later in this agenda item. The Table of Specs includes the standard information by strand, as well the Depth of Knowledge at which each standard is assessed.

What are the 3-6 state test scores for the last 5 years?

Data is included later in this agenda item.

Does CKLA limit or interfere with time to do other subjects?

CKLA actually requires less time for reading/language arts instruction than the previous program. CKLA requires 2 hours in third grade and 1:30 hours in fourth-sixth grade. Previously, Reading Mastery required 2:30 hours of instruction time. With CKLA, the time devoted is more focused on standards-based instruction than the previous Reading Mastery program.

This decrease in reading/language arts instruction time has allowed 4th-6th grade to departmentalize and 3rd to have the flexibility to do an additional individual skills time with Title and Special Ed.

Are there problems with the suggested books for reading as there are only excerpts in the material and they are no longer reading actual books, and do the book suggestions have a lot of unwanted content for the age group?

There is a section within all the language arts standards that focuses specifically on reading informational/nonfiction texts. CKLA has a strong focus on informational text and the idea of transition from “learning to read” to “reading to learn.” The only suggested book that is excerpts is fourth grade “The House on Mango Street.”

If and when any unwanted information comes up, we as teachers feel support from administration to edit/adapt the program to fit the needs of our students at their current grade, while continuing to meet the standards.

Does CKLA teach too much religion and is it biased towards Eastern religions and mythology?

Based on the material taught this year, Mrs. Mayer and Ms. Reiman report that no Eastern religions, such as Buddhism and Hinduism, are covered at any point in the CKLA materials. The two religions that are covered are Christianity and Islam, though there are units on Native Americans and their culture. Both Christianity and Islam are included as part of the fourth grade unit titled Empires of the Middle Ages. The first part of the unit focuses on Europe during the Middle Ages and includes references to Christianity. The second part of the unit focuses on the Middle East during the Middle Ages and the history of Islam. Some history of the Christian religion is discussed in another fourth grade unit titled *The Reformation*, which includes information on Martin Luther and John Calvin. Fifth grade includes a unit titled *The Renaissance*. It focuses on the artists and scholars of the time, but does include a two page section that includes information about Western Europe, Byzantine Civilization, and Islamic Civilization at that time. None of these, however, discusses religion.

As for mythology, CKLA includes a Roman myth about Cupid and Psyche in third grade, while three Greek myths are included in the sixth grade materials. Greek mythology is not new for elementary students. Reading Mastery, the previous language arts program, included *The Odyssey* and the myth of Persephone within its fifth grade materials, and second grade still reads about Helen of Troy and the Trojan War.

The concern about the religious and mythological content of CKLA has created unease for two junior high teachers. If CKLA is removed because of concerns about religion and mythology, teachers fear content in their classes may be deemed inappropriate as well. For example, junior high social studies includes a section on world religions and has at least as far back as the mid-nineties. Junior High English has included an extensive unit on mythology for well over 10 years, with the intent of teaching the mythological archetypes and allusions that are so often a part of literature.

Response to Request Regarding Curriculum Committees Prepared for the May 13, 2024 Board of Education Meeting

Freeman has a board curriculum committee. They meet once a year, usually in March before the board meeting. Their role is to review our annual curriculum adoption purchases before bringing it to the board for approval. If there are standards for the board to adopt, they review those as well.

Falls City does not. We have a curriculum committee composed of teachers and administrators that do the leg work and make the final recommendation to the superintendent and approved by the board.

Cedar Bluffs. Yes we have a School Board committee of 3 that handles our Americanism, Curriculum and Assessment Committee. I have 3 members per committee, and every board member serves on 2 committees. 1. Finance and Policy, 2. Americanism, Curriculum and Assessment, 3. Buildings and Grounds, 4. Personnel and Negotiations. This year I also added an Ad-hoc committee on Legislation. All of our board goals are aligned to a committee.

Our teachers, some paras (count as our parents, we don't actively seek parent input) along with our administrators review Curriculum. Then they pilot a few of the favorites for about 3-6 months. The ESU also gives input in the process. Karen Zietlow, from the ESU, was instrumental in helping us select our math program, three years ago. They meet about 6 times throughout the pilot and narrow to one. Then the Principal and teachers that piloted the curriculum will present to the School board curriculum committee. Not for input or for them to decide but as an FYI, this is why the curriculum was chosen, kind of thing. The school board committee then works with me during the pricing - negotiating 3, 5, or 7 year purchases depending on the cost. Then it is put as an action item for the entire board to approve, but at that point, I have 3 members already recommending to the rest of the board, so it's a done deal. It's a process but has always worked for us. We just approved our new ELA for next year in our April meeting. We started in September. Teachers and administrators will now start to work on the alignment with Standards and we will pay them additionally to come in over the summer to complete the alignment. One of the selling points of the new curriculum we purchased was it was mostly aligned with State Standards, but there are always a few holes. The alignment process will continue over next year, where teachers are required to indicate which standards they are teaching on their lesson plans thereby creating pacing guides. This takes an entire year of teaching the new curriculum.

So long answer, yes we have a board committee on Curriculum, but No they don't do much other than "approve" and recommend to the entire board what the teachers and admin select. However, really helps if a parent complains about curriculum to have board members invested in

the process. They have seen it, they approve it, they might even be able to talk about the pros and cons of it.

Elmwood-Murdock does not have a board curriculum committee, other than the committee on American Civics, who reviews any social studies curriculum updates. Our curriculum coordinator, administrators, and teachers lead the curriculum adoption process for us and then our curriculum coordinator / admin makes a recommendation to the board for approval.

Weeping Water. We have one but I would tell you it serves in name alone. Whenever I ask if they want to be part of any curricular review or selection, they say no and leave it up to the curriculum committee we have put together.

Yutan. We have a Curriculum Committee that also functions as our Americanism Committee. Curricular items that have been thoroughly vetted through the faculty and admin come to them for discussion. If a board approval is required (such as a new reading series), that topic is advanced from the committee to the whole board for consideration, discussion, and action. Many times, I use this committee to simply share information and to educate the board.

Been successful at other schools, but been a little more difficult in Yutan because they don't want extra meetings.

JCC does not have a board curriculum committee. We do have a policy which shows our curriculum and when it has been reviewed.

Palmyra has a curriculum committee composed of teachers and administrators that do the initial research and piloting (if needed) and then the group makes the final recommendation for the superintendent. This recommendation (if approved by the superintendent) is then sent forward for board approval. We also have our American Civics Committee which meets twice each year as required.

NSCAS Table of Specifications

One of the board members asked to know what the state test expected students to know. To provide that information, the Table of Specifications for each grade is included for review. Each grade is assessed on four academic strands: Reading Prose and Poetry, Reading Informational Test, Vocabulary, and Writing.

The Tables include five columns. Column 1 displays the code for the State Standard being assessed. For example, on the Grade 3 Table, LA.3.RP.1 stands for Language Arts, Grade 3, Reading Prose/Poetry, Standard 1. The Standard itself is then described in column 2. Column's 3-5 indicate the Depth of Knowledge at which the questions are asked. DOK 1 focuses on recall of information. DOK 2 focuses on application of knowledge. DOK 3 focuses on critical thinking. The percentages above the DOK levels represent the approximate percentage of test questions devoted to that strand.

The Table of Specifications for Grades 3-6 follow this summary.

NSCAS - English Language Arts Table of Specifications

Grade 3

LA.3.RP	Reading Prose and Poetry	28% - 33%		
Standard Code	Standard Text	DOK 1	DOK 2	DOK 3
LA.3.RP.1	Identify the central message or lesson in a literary text and explain how key details support that idea.	X	X	
LA.3.RP.2	Explain how characters respond to major events and challenges in a literary text.	X	X	
LA.3.RP.3	Determine and explain the point of view in a literary text.	X	X	
LA.3.RP.4	Explain how sections of a literary text (e.g., chapters, scenes, stanzas) build on one another and contribute to meaning.		X	X
LA.3.RP.5	Compare and contrast the themes, settings, and plots of literary texts written by the same author about the same or similar characters (e.g., books from a series).		X	X
LA.3.RP.6	Explain what the text says explicitly and draw inferences when asking and answering questions.		X	X
LA.3.RP.7	Compare and contrast themes, topics, and/or patterns of events in a range of literary texts.		X	X
LA.3.RP.8	<i>Read and comprehend a wide range of literary texts of appropriate complexity for Grade 3 independently and proficiently.</i>	<i>Assessed at Local Level</i>		

LA.3.RI	Reading Informational Text	28% - 33%		
Standard Code	Standard Text	DOK 1	DOK 2	DOK 3
LA.3.RI.1	Identify the central idea and explain how key details support that idea.	X	X	
LA.3.RI.2	Explain the relationships between individuals, historical events, scientific ideas or concepts, or steps in a process.	X	X	
LA.3.RI.3	Determine and explain the author's purpose in an informational text.	X	X	
LA.3.RI.4	Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to meaning.		X	X
LA.3.RI.5	Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.		X	X
LA.3.RI.6	Identify an author's claim(s) and explain how the author supports the claim(s) in the text.	X	X	X
LA.3.RI.7	Compare and contrast topics and/or patterns of events in a range of informational texts.		X	X
LA.3.RI.8	<i>Read and comprehend a wide range of informational texts of appropriate complexity for Grade 3 independently and proficiently.</i>	<i>Assessed at Local Level</i>		

LA.3.V	Vocabulary	15% - 20%		
LA.3.V.1	Vocabulary Acquisition and Use: Acquire and use grade-level academic vocabulary appropriately.			
Standard Code	Standard Text	DOK 1	DOK 2	DOK 3
LA.3.V.1.a	Use sentence-level context clues to determine the meaning of a word or phrase.	X	X	
LA.3.V.1.b	Use affixes to determine the meaning of unknown words (e.g., comfortable, uncomfortable).	X	X	
LA.3.V.1.c	Use known root words to determine the meaning of unknown words (e.g., company, companion).	X	X	
LA.3.V.1.d	<i>Determine the meanings of key words and phrases using reference materials and classroom resources.</i>	Assessed at Local Level		
LA.3.V.2	Vocabulary Context and Connotation: Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.			
LA.3.V.2.a	Distinguish between literal and nonliteral meanings of words and phrases in context (e.g., take steps).	X	X	
LA.3.V.2.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	X	X	
LA.3.V.2.c	Distinguish nuances of meaning between related words that describe states of mind or degrees of certainty (e.g., believed, suspected).	X	X	

LA.3.W - Writing		23% - 28%		
LA.3.W.1	Writing Production of Writing: Write paragraphs using a variety of sentence types.			
Standard Code	Standard Text	DOK 1	DOK 2	DOK 3
LA.3.W.1.a	Capitalize proper nouns (e.g., historic periods, nationalities, languages), proper adjectives (e.g., South American), and appropriate words in titles.	X		
LA.3.W.1.b	Use commas in addresses and commas and quotation marks in dialogue; use an apostrophe to form and use possessives.	X		
LA.3.W.1.c	Use frequently occurring nouns (e.g., concrete and abstract), verbs (regular and irregular), and simple verb tenses.	X		
LA.3.W.1.d	Distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses.		X	
LA.3.W.1.e	Explain the function of adjectives and adverbs in simple, compound, and complex sentences.		X	
LA.3.W.1.f	Use correct subject-verb and pronoun-antecedent agreement in speaking and writing.	X	X	
LA.3.W.1.g	Use frequently occurring prepositions and prepositional phrases.	X	X	

LA.3.W.2	Writing Production of Writing: Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.			
LA.3.W.2.a	<i>Use prewriting activities and resources to plan, organize, and draft writing.</i>	<i>Assessed at Local Level</i>		
LA.3.W.2.b	<i>Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</i>	<i>Assessed at Local Level</i>		
LA.3.W.2.c	<i>Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</i>	<i>Assessed at Local Level</i>		
LA.3.W.2.d	<i>Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</i>	<i>Assessed at Local Level</i>		
LA.3.W.2.e	<i>Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).</i>	<i>Assessed at Local Level</i>		
LA.3.W.2.f	<i>Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</i>	<i>Assessed at Local Level</i>		

LA.3.W.3	Writing Modes of Writing: Write creative and/or expressive pieces that describe a well-developed event or experience.			
LA.3.W.3.a	Engage and orient the reader by establishing a situation and introducing a narrator and/or character(s).		X	
LA.3.W.3.b	Include descriptive details about characters, events, or settings.	X	X	
LA.3.W.3.c	Use words and phrases to signal a sequence of events.	X	X	
LA.3.W.3.d	Provide a closure related to the creative or expressive event or experience.		X	X
LA.3.W.4	Writing Modes of Writing: Write opinion pieces with supporting reasons and/or evidence.			
LA.3.W.4.a	Introduce a topic or text, state an opinion, and develop a structure that includes reasons and/or evidence.		X	
LA.3.W.4.b	Use linking words and phrases to connect opinions and reasons.	X	X	
LA.3.W.4.c	Provide a concluding statement or section related to the opinion.		X	X

LA.3.W.5	Writing Modes of Writing: Write informative/explanatory pieces to examine a topic or text and convey ideas and information.			
LA.3.W.5.a	Introduce a topic and group related information together, including illustrations when useful to provide clarity.		X	
LA.3.W.5.b	Develop the topic with information (e.g., facts, definitions, details) clearly related to the topic.	X	X	
LA.3.W.5.c	Use linking words and phrases and key vocabulary to connect ideas and categories of information.	X	X	
LA.3.W.5.d	Provide a concluding statement or section related to the topic.		X	X
LA.3.W.6	Writing Modes of Writing: Locate evidence from literary and/or informational text sources to answer questions about a topic.			
LA.3.W.6.a	Paraphrase information from sources to support ideas while avoiding plagiarism.		X	
LA.3.W.6.b	<i>Identify print and digital tools to gather information and ideas to answer questions.</i>	<i>Assessed at Local Level</i>		
LA.3.W.6.c	Sort evidence into categories using an appropriate note-taking format to collect and organize information.		X	
LA.3.W.6.d	<i>Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.</i>	<i>Assessed at Local Level</i>		

LA.3.W.6.e	<i>Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</i>	<i>Assessed at Local Level</i>
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NSCAS - English Language Arts Table of Specifications

Grade 4

LA.4.RP	Reading Prose and Poetry	28% - 33%		
Standard Code	Standard Text	DOK 1	DOK 2	DOK 3
LA.4.RP.1	Determine a theme in a literary text and how it is conveyed through key details.	X	X	
LA.4.RP.2	Analyze a character, setting, or event in a literary text, drawing on specific details such as a character's thoughts, words, or actions.		X	X
LA.4.RP.3	Distinguish reader perspective from the perspective and point of view of the narrator or the characters in a literary text.	X	X	
LA.4.RP.4	Compare and contrast the structural elements of literary texts (e.g., dramas, narratives, and poems).		X	X
LA.4.RP.5	Compare and contrast the treatment of similar themes and topics and patterns of events in literary texts by different authors or from different cultures.		X	X
LA.4.RP.6	Explain what the text says explicitly and draw inferences when asking or answering questions, quoting or paraphrasing specific evidence from the text as appropriate.		X	X
LA.4.RP.7	Explain an author or narrator/speaker's treatment of similar themes and/or patterns of events in a wide range of literary texts.		X	X
LA.4.RP.8	<i>Read and comprehend a wide range of literary texts of appropriate complexity for Grade 4 independently and proficiently.</i>	<i>Assessed at Local Level</i>		

LA.4.RI	Reading Informational Text	28% - 33%		
Standard Code	Standard Text	DOK 1	DOK 2	DOK 3
LA.4.RI.1	Determine the central idea of an informational text and how it is conveyed through key details.	X	X	
LA.4.RI.2	Analyze an individual, event, scientific idea or concept, or steps in a process.		X	X
LA.4.RI.3	Compare and contrast authors' perspectives in multiple informational texts of the same topic.		X	X
LA.4.RI.4	Describe the overall structure of an informational text and how it contributes to meaning.	X	X	
LA.4.RI.5	Integrate information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic.		X	X
LA.4.RI.6	Identify an author's claim(s) and explain how the author supports the claim(s) in the text.	X	X	X
LA.4.RI.7	Explain an author or speaker's treatment of similar topics and/or patterns of events in a wide range of informational texts.		X	X
LA.4.RI.8	<i>Read and comprehend a wide range of informational texts of appropriate complexity for Grade 4 independently and proficiently.</i>	<i>Assessed at Local Level</i>		

LA.4.V	Vocabulary	15% - 20%		
LA.4.V.1	Vocabulary Acquisition and Use: Acquire and use grade-level academic vocabulary appropriately.			
Standard Code	Standard Text	DOK 1	DOK 2	DOK 3
LA.4.V.1.a	Use context clues (e.g., definitions, examples, or restatements) to determine the meanings of words and phrases.	X	X	
LA.4.V.1.b	Use commonly occurring Latin affixes and roots to determine the meanings of words and phrases (e.g., photograph, autograph).	X	X	
LA.4.V.1.c	<i>Determine or clarify the meanings or pronunciations of words using reference materials and classroom resources.</i>	<i>Assessed at Local Level</i>		
LA.4.V.2	Vocabulary Context and Connotation: Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.			
LA.4.V.2.a	Explain the meaning of commonly occurring similes and metaphors (e.g., light as a feather) in grade-level text.	X	X	
LA.4.V.2.b	Recognize and explain the meaning of commonly occurring idioms and adages.	X	X	
LA.4.V.2.c	Use knowledge of words by relating them to their antonyms and synonyms.	X	X	

LA.4.W - Writing		23% - 28%		
LA.4.W.1	Writing Production of Writing: Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.			
Standard Code	Standard Text	DOK 1	DOK 2	DOK 3
LA.4.W.1.a	Capitalize proper nouns (e.g., organizations, geographic regions, monuments and landmarks).	X		
LA.4.W.1.b	Use commas and quotation marks to indicate direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence and with dependent clauses.	X		
LA.4.W.1.c	Identify and use simple appositive phrases.	X		
LA.4.W.1.d	Identify and use frequently occurring pronouns (e.g., subject, object), adverbs (e.g., relative), and verbs (e.g., helping and linking).	X		
LA.4.W.1.e	Distinguish between frequently confused words (e.g., to, too, two; there, their, they're).	X	X	
LA.4.W.1.f	Identify and revise fragment and run-on sentences in speaking and writing.	X	X	

LA.4.W.2	Writing Production of Writing: Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.			
<i>LA.4.W.2.a</i>	<i>Use prewriting activities and resources to plan, organize, and draft writing.</i>	<i>Assessed at Local Level</i>		
<i>LA.4.W.2.b</i>	<i>Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</i>	<i>Assessed at Local Level</i>		
<i>LA.4.W.2.c</i>	<i>Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</i>	<i>Assessed at Local Level</i>		
<i>LA.4.W.2.d</i>	<i>Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</i>	<i>Assessed at Local Level</i>		
<i>LA.4.W.2.e</i>	<i>Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).</i>	<i>Assessed at Local Level</i>		
<i>LA.4.W.2.f</i>	<i>Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</i>	<i>Assessed at Local Level</i>		

LA.4.W.3	Writing Modes of Writing: Write creative and/or expressive pieces that describe a well-developed event or experience.			
LA.4.W.3.a	Establish a situation and introduce a narrator and/or character(s).		X	
LA.4.W.3.b	Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings.	X	X	
LA.4.W.3.c	Use transitional words and phrases to organize a sequence of events that unfolds naturally.	X	X	
LA.4.W.3.d	Provide a conclusion related to the creative or expressive event or experience.		X	X
LA.4.W.4	Writing Modes of Writing: Write opinion pieces with supporting reasons and/or evidence.			
LA.4.W.4.a	Introduce a topic or text clearly, state an opinion, and develop a structure that includes reasons and/or evidence.		X	
LA.4.W.4.b	Use facts and details to support reasons and/or evidence.	X	X	
LA.4.W.4.c	Use linking words and phrases to connect ideas.	X	X	
LA.4.W.4.d	Provide a concluding statement or section related to the opinion.		X	X

LA.4.W.5	Writing Modes of Writing: Write informative/explanatory pieces to examine a topic or text and convey ideas and information.			
LA.4.W.5.a	Introduce a topic clearly and group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements.		X	
LA.4.W.5.b	Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.	X	X	
LA.4.W.5.c	Use linking words and phrases and key vocabulary to connect ideas and categories of information.	X	X	
LA.4.W.5.d	Provide a concluding statement or section related to the information or explanation(s).		X	X
LA.4.W.6	Writing Modes of Writing: Locate evidence from literary and/or informational text sources to answer questions about a topic.			
LA.4.W.6.a	Paraphrase information and evidence to support ideas while avoiding plagiarism.		X	
LA.4.W.6.b	<i>Identify print and digital tools to gather information and evidence.</i>	<i>Assessed at Local Level</i>		
LA.4.W.6.c	Sort evidence into categories using an appropriate note-taking format to collect and organize information.		X	
LA.4.W.6.d	<i>Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.</i>	<i>Assessed at Local Level</i>		
LA.4.W.6.e	<i>Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</i>	<i>Assessed at Local Level</i>		

NSCAS - English Language Arts Table of Specifications

Grade 5

LA.5.RP	Reading Prose and Poetry	28% - 33%		
Standard Code	Standard Text	DOK 1	DOK 2	DOK 3
LA.5.RP.1	Explain the theme in a literary text and how it is conveyed through key details.		X	X
LA.5.RP.2	Compare and contrast two or more characters, settings, or events in a literary text or texts.		X	X
LA.5.RP.3	Describe how a narrator or speaker's point of view influences the meaning of a literary text.		X	X
LA.5.RP.4	Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.		X	X
LA.5.RP.5	Compare and contrast the treatment of themes and topics in literary texts of the same genre.		X	X
LA.5.RP.6	Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.		X	X
LA.5.RP.7	Explain the relationships between two or more characters, events, or ideas in a range of literary texts.		X	X
LA.5.RP.8	<i>Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently.</i>	<i>Assessed at Local Level</i>		

LA.5.RI	Reading Informational Text	28% - 33%		
Standard Code	Standard Text	DOK 1	DOK 2	DOK 3
LA.5.RI.1	Explain the central idea in an informational text and how it is conveyed through key details.		X	X
LA.5.RI.2	Compare and contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from an informational text or texts.		X	X
LA.5.RI.3	Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text.		X	X
LA.5.RI.4	Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.		X	X
LA.5.RI.5	Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.		X	X
LA.5.RI.6	Analyze the development of an author's claim(s) and how supporting evidence is used to support the claim(s).		X	X
LA.5.RI.7	Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.		X	X
LA.5.RI.8	<i>Read and comprehend a wide range of informational texts of appropriate complexity for Grade 5 independently and proficiently.</i>	<i>Assessed at Local Level</i>		

LA.5.V	Vocabulary	15% - 20%		
LA.5.V.1	Vocabulary Acquisition and Use: Acquire and use grade-level academic vocabulary appropriately.			
Standard Code	Standard Text	DOK 1	DOK 2	DOK 3
LA.5.V.1.a	Use context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases.	X	X	
LA.5.V.1.b	Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words.	X	X	
LA.5.V.1.c	<i>Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources.</i>	<i>Assessed at Local Level</i>		
LA.5.V.2	Vocabulary Context and Connotation: Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.			
LA.5.V.2.a	Interpret figurative language, including similes and metaphors, in context.	X	X	X
LA.5.V.2.b	Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs.	X	X	
LA.5.V.2.c	Demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	X	X	

LA.5.W - Writing		23% - 28%		
LA.5.W.1	Writing Production of Writing: Create grammatically correct multi-paragraph compositions with varied sentence structures.			
Standard Code	Standard Text	DOK 1	DOK 2	DOK 3
LA.5.W.1.a	Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works.	X		
LA.5.W.1.b	Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, and to indicate direct address.	X		
LA.5.W.1.c	Explain the function of and use frequently occurring interjections, verb tenses (e.g., perfect), and correlative conjunctions.	X	X	
LA.5.W.1.d	Distinguish between and use types of adjectives (e.g., comparative, superlative).	X	X	
LA.5.W.1.e	Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.	X	X	

LA.5.W.2	Writing Production of Writing: Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.			
LA.5.W.2.a	<i>Use prewriting activities and resources to plan, organize, and draft writing.</i>	<i>Assessed at Local Level</i>		
LA.5.W.2.b	<i>Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</i>	<i>Assessed at Local Level</i>		
LA.5.W.2.c	<i>Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</i>	<i>Assessed at Local Level</i>		
LA.5.W.2.d	<i>Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</i>	<i>Assessed at Local Level</i>		
LA.5.W.2.e	<i>Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).</i>	<i>Assessed at Local Level</i>		
LA.5.W.2.f	<i>Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</i>	<i>Assessed at Local Level</i>		

LA.5.W.3	Writing Modes of Writing: Write creative and/or expressive pieces that describe a well-developed event or experience.			
LA.5.W.3.a	Establish a situation and introduce a narrator and/or characters.		X	
LA.5.W.3.b	Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events.	X	X	
LA.5.W.3.c	Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally.	X	X	
LA.5.W.3.d	Provide a conclusion related to the creative or expressive event or experience.		X	X
LA.5.W.4	Writing Modes of Writing: Write opinion pieces with supporting reasons and/or evidence.			
LA.5.W.4.a	Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically.		X	
LA.5.W.4.b	Use facts and details to support reasons and/or evidence.	X	X	
LA.5.W.4.c	Use words, phrases, and key vocabulary to connect ideas.	X	X	
LA.5.W.4.d	Provide a concluding statement or section related to the perspective.		X	X

LA.5.W.5	Writing Modes of Writing: Write informative/explanatory pieces to examine a topic or text and convey ideas and information.			
LA.5.W.5.a	Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.		X	
LA.5.W.5.b	Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.	X	X	
LA.5.W.5.c	Use linking words and phrases and key vocabulary to connect ideas and categories of information.	X	X	
LA.5.W.5.d	Provide a concluding statement or section related to the information or explanation(s).		X	X
LA.5.W.6	Writing Modes of Writing: Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic.			
LA.5.W.6.a	Paraphrase information and evidence to support ideas while avoiding plagiarism.		X	
LA.5.W.6.b	<i>Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.</i>	<i>Assessed at Local Level</i>		
LA.5.W.6.c	Sort evidence into categories using an appropriate note-taking format to collect and organize information.		X	
LA.5.W.6.d	<i>Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.</i>	<i>Assessed at Local Level</i>		

<i>LA.5.W.6.e</i>	<i>Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</i>	<i>Assessed at Local Level</i>
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NSCAS - English Language Arts Table of Specifications

Grade 6

LA.6.RP	Reading Prose and Poetry	28% - 33%		
Standard Code	Standard Text	DOK 1	DOK 2	DOK 3
LA.6.RP.1	Determine the implied or explicit theme of a literary text and how it develops over the course of a text.		X	X
LA.6.RP.2	Explain how a plot unfolds as well as how the characters respond to events or changes as the plot moves toward a resolution.		X	X
LA.6.RP.3	Explain how an author establishes and conveys the point(s) of view of a narrator or speaker in a literary text.		X	X
LA.6.RP.4	Analyze how a sequence of chapters, scenes, or stanzas contribute to the development of literary elements (e.g., theme, setting, or plot).		X	X
LA.6.RP.5	Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories) and their treatment of similar themes and topics.		X	X
LA.6.RP.6	Analyze a literary text to answer and develop inferential and evaluative questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.		X	X
LA.6.RP.7	Compare and contrast regional, national, and/or multicultural perspectives within and across literary texts.		X	X

LA.6.RP.8	<i>Read and comprehend a wide range of literary texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.</i>	Assessed at Local Level		
LA.6.RI	Reading Informational Text	28% - 33%		
Standard Code	Standard Text	DOK 1	DOK 2	DOK 3
LA.6.RI.1	Determine the implied or explicit central idea of an informational text and how it develops over the course of a text.		X	X
LA.6.RI.2	Explain how a key individual, event, or idea or concept is introduced and developed, drawing on specific supporting details in an informational text.		X	X
LA.6.RI.3	Explain how an author establishes and conveys a perspective or purpose in an informational text.		X	X
LA.6.RI.4	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		X	X
LA.6.RI.5	Compare and contrast one author's presentation of information with that of another.		X	X
LA.6.RI.6	Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.		X	X
LA.6.RI.7	Compare and contrast regional, national, and/or multicultural perspectives within and across informational texts.		X	X

<i>LA.6.RI.8</i>	<i>Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.</i>	<i>Assessed at Local Level</i>
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LA.6.V	Vocabulary	15% - 20%		
LA.6.V.1	Vocabulary Acquisition and Use: Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.			
Standard Code	Standard Text	DOK 1	DOK 2	DOK 3
LA.6.V.1.a	Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.	X	X	
LA.6.V.1.b	Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).	X	X	
LA.6.V.1.c	<i>Consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.</i>	Assessed at Local Level		
LA.6.V.2	Vocabulary Context and Connotation: Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.			
LA.6.V.2.a	Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.	X	X	X
LA.6.V.2.b	Determine the relationship between words (e.g., cause/effect, part/whole, item/category).	X	X	
LA.6.V.2.c	Distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).	X	X	

LA.6.W - Writing		23% - 28%		
LA.6.W.1	Writing Production of Writing: Create grammatically correct multi-paragraph compositions with varied sentence structures.			
Standard Code	Standard Text	DOK 1	DOK 2	DOK 3
LA.6.W.1.a	Apply knowledge of rules for capitalization.	X		
LA.6.W.1.b	Use punctuation (e.g., commas, parentheses, dashes) to set off non-restrictive clauses.	X		
LA.6.W.1.c	Use a colon to introduce items in a series; use a semicolon to combine independent clauses.	X		
LA.6.W.1.d	Explain the function of articles (e.g., definite and indefinite) and apply knowledge to writing.	X	X	
LA.6.W.1.e	Identify and use verb tenses (e.g., progressive).	X	X	
LA.6.W.1.f	Distinguish between and use different types of phrases (e.g., prepositional and appositive).	X	X	
LA.6.W.1.g	Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.	X	X	

LA.6.W.2	Writing Production of Writing: Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.			
<i>LA.6.W.2.a</i>	<i>Use prewriting activities and inquiry tools to plan, organize, and draft writing.</i>	<i>Assessed at Local Level</i>		
<i>LA.6.W.2.b</i>	<i>Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</i>	<i>Assessed at Local Level</i>		
<i>LA.6.W.2.c</i>	<i>Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</i>	<i>Assessed at Local Level</i>		
<i>LA.6.W.2.d</i>	<i>Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</i>	<i>Assessed at Local Level</i>		
<i>LA.6.W.2.e</i>	<i>Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</i>	<i>Assessed at Local Level</i>		

LA.6.W.3	Writing Modes of Writing: Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.			
LA.6.W.3.a	Engage and orient the reader by establishing a context and introducing a narrator and/or character(s) and point of view; organize an event sequence that unfolds naturally and logically.		X	X
LA.6.W.3.b	Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts.		X	X
LA.6.W.3.c	Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.	X	X	
LA.6.W.3.d	Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.	X	X	
LA.6.W.3.e	Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.		X	X
LA.6.W.4	Writing Modes of Writing: Write arguments that explain a perspective with supporting reasons and evidence.			
LA.6.W.4.a	Introduce a claim clearly and develop a structure in which the ideas are grouped logically.		X	
LA.6.W.4.b	Use relevant evidence from two or more credible sources.		X	
LA.6.W.4.c	Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence.	X	X	

LA.6.W.4.d	Provide a concluding statement or section that follows from the argument presented.		X	X
LA.6.W.5	Writing Modes of Writing: Write informative/explanatory pieces to examine a topic or text and convey ideas and information.			
LA.6.W.5.a	Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.		X	
LA.6.W.5.b	Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.		X	
LA.6.W.5.c	Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.	X	X	
LA.6.W.5.d	Provide a concluding statement or section that follows from the information or explanation(s).		X	X
LA.6.W.6	Writing Modes of Writing: Gather and use credible evidence from trustworthy sources and assess its relevance in answering a research question.			
LA.6.W.6.a	Paraphrase and quote evidence to support ideas while avoiding plagiarism.		X	X
LA.6.W.6.b	<i>Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.</i>	<i>Assessed at Local Level</i>		
LA.6.W.6.c	Select and use appropriate note-taking formats to collect and organize information.		X	

<i>LA.6.W.6.d</i>	<i>Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.</i>	<i>Assessed at Local Level</i>
<i>LA.6.W.6.e</i>	<i>Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</i>	<i>Assessed at Local Level</i>

CONTRACTS/APPROVALS/APPOINTMENTS

Approvals, updates and appointments as well as a variety of contracts and projects are identified below.

1. **District Insurance:** (*discussion/action*) The following is the first section of the normal narrative about insurance renewal. Unfortunately, EMC has not provided the rates for renewal. A meeting with INSPRO is scheduled for Thursday, May 9, when they will review the new rates and any policy changes. I will then send the updated information to board members via email, including the usual table showing costs over the past five years.

The district property and liability insurance policy is issued on a yearly basis with the annual renewal date on June 1. INSPRO Insurance of Wahoo has been the agent of record since 1987 and solicited quotations from companies on behalf of the district. The district has been insured by Employers Mutual Company (EMC) for a number of years. EMC Insurance is a major insurer in the school and public entity market.

At the May 2023 meeting, the board elected increase the coverage for both buildings. Prior to the increase, the elementary and secondary buildings were valued at \$249 and \$206 per square foot, respectively. The board elected to insure both buildings at a value of \$325 per square foot, creating an unusually large percent of increase compared to the past several years. Please note that some fluctuation to the quotation may occur after policy issuance based upon audit of pay records for Workers Compensation Insurance. Additionally, any changes to the district vehicle fleet would be reflected in a premium adjustment in that area.

Board approval is required since the amount exceeds the administrative authority for expenditure without prior board approval.

2. **ESU Food Purchasing Cooperative:** (*consent agenda*) The school district has been a member of the ESU food coop for a number of years. This allows the food service program to take advantage of bulk buying prices with other schools in the state. In order to participate, we must commit to purchasing at least 60 percent of our food at the discounted rate from the successful vendor. This commitment has not been a problem in the past. Continued membership in the cooperative is recommended. Board approval is recommended since the total expected to be purchased from the vendor will exceed that amount authorized by administrative approval.
3. **Required Title I Report:** (*consent agenda*) Federal requirements to operate a Title I program include a report of current year activities to the board. Mrs. Mayfield's report follows this agenda item.

In the event a board member has questions about this report, please call the office on Monday so Mrs. Mayfield can provide a more detailed explanation.

4. **Ice Machine Replacement:** (*discussion/action*) According to Marking Refrigeration, the evaporator on the kitchen ice machine is failing. Replacement of the evaporator is expensive enough that a new unit is recommended. According to our accounting records, it appears the current unit was purchased in 2003. A quick search of internet sources suggests 10 years is a

common lifespan for these machines, so we appear to have gotten more than our money's worth out of this unit. Marking Refrigeration provided a quote of \$6,785 to deliver and install a new machine. Considering the suspected age of the entire machine, Marking also included a quote of \$1,915 to replace the ice bin. Replacement of the ice machine is necessary, but the board may wish to discuss the ice bin as well. Approval is requested since the quote exceeds the superintendent's spending limit.

5. **Early Graduation Applications:** *(discussion/action)* At the April meeting, the Board of Education gave first reading approval to a policy allowing students to graduate after completion of First Semester of their senior year. It is expected that the policy will receive second reading approval at this meeting. According to the policy, "The Board of Education will make the final decision in regards to an applicant's early completion at the April board meeting of the applicant's Junior year." The policy lists the May meeting for the board's final decision for 2024-25 applicants. Two students have applied for early graduation.
6. **High School Wrestling Cooperative:** *(discussion/action)* Mr. Hickman has shared information about a possible wrestling cooperative in recent administrative reports. He has reached out to local schools regarding such a co-op. Cedar Bluffs may be interested in a both boys and girls, and as we understand it, their board is considering it as well. Mr. Hickman will share additional information. In the past, the board has approved participation in new co-ops.
7. **Service Contracts:** *(discussion)* According to board minutes from the June 2021 meeting, the board approved a three-year contract with Miller Lawn Care effective for the 21-22, 22-23, and 23-24 school years. The custodial contract for 2023-24 was awarded to Pickworth Cleaning at the June 2023 meeting. The snow removal contract for 2023-24 was awarded to Girmus Dirtworks at the August 2023 meeting.

The normal schedule for renewing these contracts is in June. In the past (prior to 2018), assuming the provided services met district expectations, we asked the current provider if they wished to continue the service before soliciting elsewhere. The board will be asked at the meeting to provide guidance as to what the board expects from the superintendent regarding quotations for custodial and snow removal services.
8. **Full-Time Substitute:** *(discussion/action)* This item allows further discussion of a possible full-time substitute position. Further consultation with legal counsel confirms that the district can enter into a hybrid agreement with a full-time substitute, but there is still the possibility that the individual could request placement on the regular salary schedule.

RECOMMENDED ACTION:

Motion to approve the following contracts, agreements and appointments as follows:

1. Motion to approve the for renewal of insurance from Employers Mutual Insurance Company as provided by Inspro Insurance.
2. *(consent agenda)* Motion to approve participation in the ESU food purchasing cooperative during the 2024-25 school year.
3. *(consent agenda)* Motion to accept the 2023-24 Title I report.

4. Motion to approve Marking Refrigeration's proposal to replace the ice machine and ice bin.
5. If the board wishes to approve applications for early graduation, the following motion is recommended for each student: Motion to approve (Student Name) application for early graduation.
6. If the board is interested in entering into a boys and girls wrestling co-op with Cedar Bluffs Public Schools, the following motion is recommended: Motion to approve a boys and girls wrestling co-op with Cedar Bluffs Public Schools.
7. The board will be asked at the meeting to provide guidance as to what the board expects from the superintendent regarding renewal quotations for mowing, custodial and snow removal services.
8. If the board is interested in any formal action, a motion can be developed at this time.

Board of Education

2023-2024

Title 1 Report

Title 1 continued as a school wide program this year, allowing me to work with all elementary students as needed. The biggest change this year is that I no longer teach a core reading and language group. This change opened my schedule up to do far more interventions with small groups or one on one. My interventions this year have been almost exclusively from the recommendations of our FastBridge Screener.

As always, my schedule has changed several times as students have “graduated” from Title 1 services. The groups I am working with/have worked with are listed below:

- Kindergarten
 - An individual student working on phonemic awareness and phonics using FastBridge 0.2.
 - Three students were dismissed from this intervention after meeting benchmarks.
- 1st Grade
 - A group of three working on phonemic awareness and phonics using FastBridge 1.1.
 - An individual student was dismissed after meeting benchmarks.
 - AR testing 4 days a week.
- 2nd Grade
 - FastBridge math operations 2.2 is being used with three students and they have shown a great deal of progress.
 - A group of four students started the year working on phonics and fluency using FastBridge 2.1. All of them met benchmark and were discontinued from Title services.
- 3rd Grade
 - I have worked all year doing multiplication flashcards with all third graders. I believe that this class knows their multiplication facts better than the last several classes. (Credit to Miss Reiman)
 - I work with a group of three students on phonics and fluency using FastBridge 3.1. One student has met benchmark, and one is very close.
- 4th Grade
 - I spent much of first semester helping a couple of students adjust to the new system of changing classes and the increase in expectations.
 - For second semester, I have been assisting in their math class for 30 minutes a day as needed. There are five students that I particularly focus on.
- 5th Grade
 - I work with 3-4 students using a modified version of FastBridge fluency 3.2. This modified version allowed us to work on fluency while keeping up with their science and social studies reading.
- 6th Grade
 - I work with 2-3 students doing the same thing as listed under grade 5 above.
 - I also assist as needed in their math class 4 days a week with particular focus on two students.

Respectfully submitted April 22, 2024

Mary D. Mayfield

PERSONNEL ITEMS

1. **Resignation:** (*consent agenda*) Megan Dworak submitted a letter of resignation from her positions as Assistant Prom Sponsor and Junior Class Sponsor. Approval is recommended.
2. No other resignations are pending as of the publication date of this agenda item. Should another resignation be received prior to the meeting, it may be submitted for acceptance at this time. Approval is recommended.
3. **Contract Approval:** (*consent agenda*) Brandon Mills is recommended for the Head Football position for the 2024-25 school year.
4. **Contract Approval:** (*consent agenda*) Josh Luth is recommended for the Head Boys Basketball position for the 2024-25 school year.
5. **Contract Approval:** (*consent agenda*) Ryan Mackling is recommended for the Head Boys Basketball position for the 2024-25 school year.
6. **Classified Wages.** (*discussion/action*) At the April meeting, the board approved the increase of classified staff wages. Subsequently, two classified employees requested an additional increase. To the best of my knowledge, the board has always approved classified wages as a package, this request provides an opportunity for the board to clarify its stance on individual negotiations. If the board wishes to discuss specifics about the request, it is recommended that occur in closed session since the discussion would very likely include job performance.
7. No other personnel items are pending as of the publication date of this agenda item. Any personnel items that might occur prior to the board meeting will be brought before the board at this time.

RECOMMENDED ACTION:

If necessary (most probable options in bold): **Motion to recess into closed session (CHOOSE ONE: to protect the public interest, OR for the prevention of needless injury to the reputation of an individual [ONLY IF such individual has not requested a public meeting]) for the following reason: (CHOOSE ONE: evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person with recognition that such person has not requested a public meeting OR investigative proceedings regarding allegations of criminal misconduct)**

1. (*consent agenda*) Motion to accept the resignation of Megan Dworak as Assistant Prom Sponsor and Junior Class Sponsor, effective at the conclusion of the 2023-24 school year.
2. If necessary: Motion to accept the resignation of _____.

3. (*consent agenda*) Motion to approve a contract with Brandon Mills as Head Football Coach for the 2024-25 school year.
4. (*consent agenda*) Motion to approve a contract with Josh Luth as Head Boys Basketball Coach for the 2024-25 school year.
5. (*consent agenda*) Motion to approve a contract with Ryan Mackling as Assistant Boys Basketball Coach for the 2024-25 school year.
6. If a motion is necessary, it can be developed at this time.
6. Any other motions needed may be developed at the meeting.

BOARD POLICIES

The Board of Education is the elected body responsible to the people for the operation of its public schools. While the board is responsible, the board is only able to assume this responsibility during the time that the board is in active session. Individual board members have no more governing authority than do any other citizens; only when a majority vote of the board during open session of a legally constituted meeting occurs is the decision of the board legal and binding.

In order to provide for the continued operation of the school district in the absence of board meetings, the board adopts policies. These policies are the principles by which a course of action for the district is established. These policies are the voice of the board and are utilized by the administration to supervise the day to day operation of the district between the meetings of the board.

As the voice of the board, the importance of board policies cannot be understated. It is only through board policy or direct vote of the board that changes may be made in the school system. Policy items that need to be considered by the board are enumerated below.

1. **Second Reading Approval of Early Graduation Policy.** (*Consent Agenda*) At the April meeting, adopted Policy 5206: Early Completion Plan upon first reading. As a reminder, the policy from our policy service requires that students must meet all graduation requirements to be eligible, apply in writing by an established date, provide a written plan of action that states reasons for early graduation, have approval of parents and administration, and receive approval from the board of education. Those who graduate early are not eligible to participate in school activities as a student, though it appears most schools allow them to participate in Graduation. Second reading approval is recommended.
2. **Systematic Policy Review Second Reading.** (*Consent Agenda*) Last month at the April meeting, the board reviewed Series 4000, policies 4151.4 through 4300 and approved the recommended revisions on first reading. Approval of the revisions on second reading is recommended.
3. **Systematic Policy Review.** (Discussion/Action) At the Retreat, the board expressed support of a comprehensive review of its policies. The purpose of the review is to ensure clear policies to guide the administration in the day-to-day operation of the school district and to familiarize board members with the district policies. Policy development can be considered the main “voice” of the board of education. In the past, policies were reviewed in the following order:
 - Series 9000 Board of Education By-Laws
 - Series 8000 Internal Board of Education Operations
 - Series 2000 Administration
 - Series 1000 Philosophy/Community Relations
 - Series 3000 Business and Non-Instructional Operations
 - Series 4000 Personnel
 - Series 5000 Students
 - Series 6000 Instruction
 - Series 7000 New Construction

This month the board will begin review of Series 5000: Students. Policies 5001 through 5006 will be reviewed/revised. This is the first section of Series 5000 to be reviewed, and it will take several months to complete this Series.

RECOMMENDED ACTION:

1. *(consent agenda)* Motion to adopt Policy 5206: Early Completion Plan as presented on second reading.
2. *(consent agenda)* Motion to approve the recommended revisions to policies 4151.4 through 4300 on second reading.
3. Given that the purpose of the systematic policy review is to allow the board an opportunity to cogently examine, consider and discuss the board's voice through its policies, no consent agenda approval of recommended revisions will occur. Any recommendations can be acted upon following discussion at the meeting.

A sample motion would be to approve the changes to Series 5000: Students. Policies 5001 through 5006 as (recommended/discussed) with a copy attached to the official minutes of this meeting.

SECTION 5000**STUDENTS**

5001	Admission Requirements
5002	Discontinuance of Enrollment for Children Younger Than Six Years of Age
5004	Full-Time & Part-Time Enrollment
5005	Student Residence, Admission and Contracting for Educational Services
5006	Option Enrollment
5008	Attendance Policy
5008a	Attendance Regulations
5114	Student Suspension, Expulsion, Truancy, Discipline
5114a	Corrective And Disciplinary Techniques
5114.1	Discipline Actions For Special Education Students
5114.2	Search and Seizure
5118	Student Residence, Admission and Contracting for Educational Services
5119.1	Transfers Into Mead Schools
5119.2	Transfers From Mead Schools
5119.3	Entrance Into Mead Public School From Home Schools
5123	Grade Placement/Classification of Students
5125	Student Records
5125a	Notification of Rights Under FERPA
5126	Awards for Achievement
5127	Graduation Requirements
5127.1	Special Diplomas
5130	Co-Curricular Activities
5130a	Co-Curricular Activities Code of Conduct
5130.1	Sixth Grade Participation in Co-Curricular Activities
5131.3	Student Driving and Parking
5131.6	Possession and/or Use of Tobacco, Alcohol and Other Drugs
5131.7	Provision for Drug Free Workplace/School
5133.1	Optional Activities
5133.2	Senior Sneak
5134	Social Events: Meetings
5145.1	Affirmative Action, Anti-Discrimination, Sexual Harassment
5145.1a	Procedures for Accepting and Filing Complaints of Discrimination in any School Programs
5150	Internet Safety Policy Internet Consent Form
5160	Emergency Protocol
5160a	Emergency Protocol Regulation
5161	Parental Involvement
5161.1	Title I Parental Involvement
5200	Nuisance Items
5350	Student Fees Policy
5400	Safe Driving
5400.1	Safe Pupil Transportation Plan
5401	Anti-discrimination, Anti-harassment, and Anti-retaliation
5402	Child Abuse and Neglect

5403	Married Students
5408	Health Inspections
5408a	Head Lice
5413	Requests to Contact Students and Student Interviews by Non-School Personnel
5417	School Wellness
5418	Homeless Students
5419	Student Privacy Protection Policy
5420	Dating Violence
5422	Pregnant and Parenting Students
5800	Anti Bullying

STUDENTS
ADMISSION REQUIREMENTS

5001

Minimum Age:

A child shall be eligible for admission into kindergarten at the beginning of the school year if the child is five years of age or will be five years of age on or before July 31 of the calendar year in which the school year for which the child is seeking admission begins. The School Board shall admit a child who will reach the age of five years on or after August 1 and on or before October 15 of such school year if the parent or guardian requests such entrance and provides an affidavit stating that (i) the child attended kindergarten in another jurisdiction in the current school year; (ii) the family anticipates a relocation to another jurisdiction that would allow admission within the current year; or (iii) the child is capable of carrying the work of kindergarten which can be demonstrated through a recognized assessment procedure approved by the Board.

Early Admission to Kindergarten:

The following assessment procedure for determining if a child is capable of carrying the work of kindergarten is approve and shall be made available to interested persons:

Early kindergarten enrollment exceptions may be made for younger children who are intellectually advanced. At a minimum, eligibility for the admission shall be based upon an analysis of the child's: (1) Cognitive Skills, (2) Academic Readiness Skills, (3) Language Skills, (4) Social/Emotional Skills, and (5) Motor Skills.

The kindergarten early entrance assessment procedures are designed to identify and place in kindergarten those children who:

- a. will turn 5 years of age between August 1 and October 15;
- b. are deemed by parents or guardians as being intellectually advanced and likely to benefit from advanced grade placement; and
- c. are selected on the basis of testing by professionals trained and certified to administer the assessments.

In the discretion of the Superintendent or designee, the assessments may be administered by the School District's professional staff, or the parents or guardians may be required, at their own expense, to have all or some of the required assessments completed by reputable professionals and to submit the results of such assessments to the School District.

STUDENTS
ADMISSION REQUIREMENTS (continued)

5001

The decision regarding early entrance to kindergarten requires careful consideration of all factors that affect kindergarten success with final determination to be made based on the recommendation of the District Evaluation Team, to be composed of such individuals as the Superintendent or designee determine appropriate. The academic, social, and emotional readiness, as well as the student's physical development and well-being, must be weighed with institutional factors also considered. Sound decision making in the area of early entrance to kindergarten is dependent upon reliable information regarding a student's readiness and a thoughtful balancing of the myriad of factors implicated by the decision. Parents will be notified in writing of the results of the Early Kindergarten Entrance assessment and the determination of the District Evaluation Team in a timely fashion; not to exceed three weeks after the assessments are completed.

Families who seek early admission of their child into kindergarten must obtain an Early Entrance to Kindergarten Packet from the School District Administrative Office.

Parents must fill out the early entrance application forms, which include a parent questionnaire and obtain and attach a reference letter from someone who is well acquainted with the child but not a relative of the child. The person providing this reference should know the child well enough that they can speak with some expertise about the child's attributes and abilities. The reference letter should indicate whether this person recommends the child be schooled with children who will be a year older than the child and, if so, the evidence this person has concerning the child's mental ability, fine and gross motor ability, visual and auditory discrimination, emotional/social development, and communication skills. Suggestions for this reference letter are a preschool teacher, a Sunday school teacher, a day-care provider, or a physician.

The assessment request, reference letter and parent questionnaire must be completed and returned to the District no later than May 1st of the spring before fall enrollment to allow summer assessment to be completed.

Decisions regarding early kindergarten entrance must include consideration of the above and shall not be made based on sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status of the child or the child's parents or guardians. Institutional factors, such as capacity, may also be considered.

Admission to First Grade:

A child may be eligible to enter first grade, even if the child has not attended kindergarten, if the child is six years of age or will be six years of age on or before October 15 of the current school year and school officials determine that first grade is the appropriate placement for the child.

STUDENTS
ADMISSION REQUIREMENTS (continued)

5001

Graduates:

A student who has received a high school diploma or received a General Equivalency Diploma shall not be eligible for admission or continued enrollment.

Age 21:

A student shall not be admitted or continued in enrollment after the end of the school year in which the student reaches the age of 21. The school year for this purpose ends at the last day of instruction for graduating seniors.

Birth Certificate, Physical, Visual Evaluation and Immunization:

The parents or legal guardian shall furnish:

- (1) A certified copy of the student's birth certificate issued by the state in which the child was born, upon admission of a child for the first time, shall be provided within 30 days of enrollment. Other reliable proof of the child's identify and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
- (2) Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
- (3) Evidence of a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.
- (4) Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox), Haemophilus Influenzae type b (Hib), invasive pneumococcal disease and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement that establishes than an exception to the immunization requirements are met.

STUDENTS
ADMISSION REQUIREMENTS (continued)

5001

- (5) Every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

The Superintendent or Superintendent's designee shall notify the parent or guardian in writing of the foregoing requirements and of the right to submit affidavits or statements to object to the requirements, as applicable. The Superintendent or Superintendent's designee shall also provide a telephone number or other contact information to assist the parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify.

A student who fails to meet the foregoing requirements shall not be permitted to enroll or to enter school, or if provisionally enrolled or enrolled without compliance, shall not be permitted to continue in school until evidence of compliance or an exemption from compliance is given.

Enrollment of Expelled Students

If a student has been expelled from any public school district in any state, or from a private, denominational, or parochial school in any state, and the student has not completed the terms or time period of the expulsion, the student shall not be permitted to enroll in this school district until the expulsion period from such other school has expired, unless the School Board of this school district in its sole and absolute discretion upon a proper application approves by a majority vote the enrollment of such student prior to expiration of the expulsion period. As a condition of enrollment, the School Board may require attendance in an alternative school, class or educational program pursuant to Nebraska law until the terms or time period of the original underlying expulsion are completed. A student expelled from a private, denominational, or parochial school or from any public school in another state, will not be prohibited from enrolling in the public school district in which the student resides or in which the student has been accepted pursuant to the enrollment option program for any period of time beyond the time limits placed on expulsion, pursuant to the Student Discipline Act, or for any expulsion for an offense for which expulsion is not authorized for a public school student under such Act. For purposes of this policy, the term expulsion or expelled includes any removal from any school for a period in excess of twenty (20) school days.

Military Families

If a parent presents evidence to the District of military orders that military family will be stationed in the State of Nebraska during the current or following school year, the District will enroll preliminarily the parent's students.

Legal Reference: Neb. Rev. Stat. §§ 43-2001 to 43-2012
Neb. Rev. Stat. § 79-214
Neb. Rev. Stat. §§ 79-217 to 79-223
Neb. Rev. Stat. § 79-266.01
173 NAC Chapters 3 and 4 (HHS Regulations)

Date of Adoption: July 12, 2010

Reviewed: September 13, 2010

Revised: July 11, 2011

Revised: March 12, 2012

Revised: July 8, 2013

Revised: October 13, 2014

Revised: July 8, 2019

Revised: July 13, 2020

Revised: April 12, 2021

STUDENTS

5002

DISCONTINUANCE OF ENROLLMENT FOR CHILDREN YOUNGER THAN SIX YEARS OF AGE

Any person with legal or actual charge or control of a child younger than six (6) years of age prior to the then-current school year, who is enrolled in the Mead Public Schools, may discontinue the enrollment of such child by submitting a written notification to the Superintendent or the Superintendent's designee, indicating that child's name, date of birth, grade level and effective date of discontinuation of enrollment. The notification must be in writing and on a form provided by or acceptable to the Superintendent or the Superintendent's designee containing all information required herein. The form must be dated and signed by a parent or person with legal or actual charge or control of the child. The school district may request written verification or documentation of the person's authority to dis-enroll the child. Upon receipt of required written form and any other required information or documentation, the school district shall note discontinuance of the enrollment on its official records pursuant to state law. Any child dis-enrolled shall not be eligible to re-enroll in this school district until commencement of the next school year, or until the child reaches the age of 6 prior to the then-current school year, whichever occurs earlier. Any person signing a request for discontinuation of enrollment, acknowledges this policy, procedure and the requirement thereof, and expressly agrees thereto.

Legal Reference: Neb Rev. Stat. §79-201

SCHOOL BOARD POLICIES

Adopted: August 16, 1999

Revised & Renumbered: July 12, 2004

Reviewed: September 13, 2010

Reviewed: October 13, 2014

MEAD PUBLIC SCHOOLS

Mead, Nebraska

FULL-TIME AND PART-TIME ENROLLMENT**Full Time Enrollment**

Students must be enrolled in the Mead Public Schools on a full-time basis. Full-time basis is defined as attending classes for the full instructional day within the public school system.

Exceptions are permitted only for:

1. enrolled students attending another state accredited institution such as a vocational-technical school or a college or university for school credit;
2. enrolled students taking the limited number of credits needed to graduate in the school year;
3. enrolled students in need of modified school attendance as an accommodation for a disability or similar unique circumstance;
4. enrolled students receiving special education services where the student's IEP requires a modified schedule, or non-enrolled students receiving special education services or other legally mandated services required to be provided to eligible resident children under state and federal laws and regulations;
5. students from other school districts participating in programs offered by the District pursuant to an interlocal agreement or other arrangement approved by the School Board; and
6. non-public school students in accordance with the policies and procedures set forth in this policy.

Part-Time Enrollment of Non-Public School Students

The School Board shall allow the part-time enrollment of students who are residents of the school district and who are also enrolled in a private, denominational, or parochial school or in a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements. Such students are referred to herein as "non-public school students."

The School Board establishes the following guiding principles for enrollment of non-public school students:

- (1) The primary school for a non-public school student is the student's private, denominational, parochial or home school.
- (2) Enrollment of a non-public school student in the Mead Public Schools is allowed for the purpose of providing enhanced educational opportunities not otherwise available to the non-public school student. It is not to supplant programming of the student's primary school.
- (3) Non-public school students are not to be given priority over full-time students.
- (4) Non-public school students are to be enrolled only in programs or courses that are educationally appropriate for the student.
- (5) Enrollment of non-public school students is not to negatively affect the educational services to be provided to full-time students.

(STUDENTS 5004 Continued)

FULL-TIME AND PART-TIME ENROLLMENT

The School Board establishes the following specific policies and procedures for enrollment of non-public school students. In the event the specific policies and procedures require interpretation or do not fully resolve an issue, the above established guiding principles are to be considered.

A. Non-Public School Student Enrollment Application Procedures.

1. Application. Parent or guardian must submit an Application of Non-Public School Student for Part-Time Enrollment to the principal of the school the student desires to attend.
2. Deadline for Applications. The application must be received by August 1st proceeding the school year the student wishes to enroll.
 - a. Change of Residence Exception: The application deadline for a student who becomes a resident of the District after the school year has commenced is: 20 calendar days after the student becomes a resident of the District. The principal may delay enrollment until the next following quarter or semester starts, or at such other time as determined to be educationally appropriate.
 - b. High School Course Exception: The application deadline for a student who desires to enroll in a second semester high school course is December 1st.
3. Action on Applications. The principal will review the application and will notify the parent of the approval or denial of the application within 2 weeks of receipt of the application or 2 weeks prior to the start of school or 2 weeks prior to the start of the next semester, whichever is later.
4. Appeals. The parent or guardian may appeal the principal's action to deny their application. Any such appeal must be submitted to the Superintendent within 14 calendar days from the date of the principal's action. The appeal shall be in writing and shall be decided on the basis of the written submission. The Superintendent may request the parent or guardian to provide further explanation or information and the appeal may be denied in the event the parent or guardian fails to fully respond on a timely basis. The Superintendent shall decide the appeal within 10 calendar days of the submission of the appeal. The Superintendent may make a decision later than the 10 days in the event good reason for delay exists. Good reason includes but is not limited to the Superintendent being unable to gather the information the Superintendent determines necessary to make the decision within the decision period.
5. Annual Applications. Part-time enrollment is determined annually. Application must be made each school year. There will be no guarantee that enrollment will be continued from one year to the next.

(STUDENTS 5004 Continued)

FULL-TIME AND PART-TIME ENROLLMENT

B. Non-Public School Student Admission

1. Admission Requirements. Students must meet the normal admission requirements. This includes the requirements that the student: be a resident of the District, be of school attendance age and not have graduated or have received a GED.
2. Admission Process. Students must complete the normal enrollment process and forms required by the District and/or the building for enrollment of all children. This includes the requirements relating to: birth certificates, immunizations, physical examinations, and visual evaluations.

C. Non-Public School Student Enrollment Standards

1. Maximum Enrollment. Students may not enroll in more than 2 middle school or high school courses during any one semester. Elementary students may not enroll in programming of greater than 90 minutes of instruction each day.
2. Capacity Limits. Enrollment will be subject to capacity limits. Any grade level, program, or course which has been determined to be at capacity for option enrollment purposes shall not be available for non-public school students. The middle school principal and counselor shall also establish capacity limits for particular courses each semester. Students will not be permitted to enroll in courses beyond the established capacity limits.
3. Integrated Courses. Students must meet prerequisite requirements to be enrolled in a course by appropriate credits earned through an accredited program. The principal may on a discretionary basis allow prerequisite requirements to be satisfied where the student provides reasonable indications that the academic criteria have been met, such as results from achievement tests or other indications of adequate preparation.
4. Educationally Appropriate Programs and Courses. Students will not be allowed to enroll in programs or courses which the school administration determines to not be educationally appropriate for the student. Determination of whether a program or course is educationally appropriate will be made based on the standards the District uses for making academic placement decisions.

(STUDENTS 5004 Continued)

FULL-TIME AND PART-TIME ENROLLMENT

5. Essential versus Non-Essential Elective Courses. Non-public school students are not permitted to enroll in essential courses. Essential courses are those which are required to be offered by the student's private, denominational, parochial or home school. For non-public school students attending an approved school, essential courses are those courses in the areas of: language arts, social studies, science, mathematics, vocational education, foreign language, visual and performing arts, and personal health and physical fitness that are included as graduation requirements in the student's private, denominational, parochial or home school. A non-public school student will not be precluded by this provision from enrolling in non-essential elective courses.

D. Non-Public School Student Policies

1. General Standard. Non-public school students who are enrolled part-time are to be subject to the same standards as full-time enrolled students except where appropriate to reflect their part-time status.
2. Building assignment. Students must enroll in the attendance center that serves the student's residence, provided that the administration reserves the authority to make a different attendance center assignment. A student may request assignment to an attendance center other than that of the student's residence under the intra-district transfer procedures.
3. No Partial Part-Time Enrollment. Students must apply for enrollment and attend the entire school year for which enrollment is made or, for high school courses, for the full length of the course. Once enrolled, part-time students will be required to participate in all activities, programs, and tests related to the program or course for which the student is enrolled, including as applicable State or District-wide assessments, as full-time students.
4. Student Conduct Policies. Students enrolled on a part-time basis shall be required to follow all school policies that apply to other students at any time the part-time student is present on school grounds or at a school-sponsored activity or athletic event. This includes the District's student conduct policies. Students enrolled on a part-time basis shall be subject to discipline, including suspension or expulsion, for violation of student conduct rules.
5. Attendance. Students enrolled on a part-time basis are not exempt from the compulsory attendance laws or from the District's attendance policies. Students who engage in excessive absenteeism as defined in Board policy are to be reported under the truancy laws.

(STUDENTS 5004 Continued)

FULL-TIME AND PART-TIME ENROLLMENT

6. Presence on School Grounds. Students enrolled on a part-time basis are to be present on school grounds during the school day only at the times required for their attendance in the program or course in which they are enrolled. Exceptions may be made in the discretion of the principal or the principal's designee. Students must sign in and out of the school by following the building level procedure. Students are responsible for being aware of any changes in the school schedule during inclement weather or for other reasons.
7. Transportation. Students enrolled on a part-time basis are not entitled to transportation or transportation reimbursement. Full-time students will be given first consideration for parking on the high school campus.
8. Academic Honors. Students enrolled on a part-time basis will not be eligible to graduate or receive a diploma from the District or receive academic honors (for example, class rank and honor roll) except to the extent the student meets all requirements of the District's policies for such, including attainment of minimum credits and semesters of attendance.
9. Extracurricular Activities. Students enrolled on a part-time basis may be permitted in the discretion of the principal and athletic director to participate in extracurricular activities. Participation in activities that are subject to the bylaws of the Nebraska School Activities Association (NSAA) and the Mead Public Schools participation eligibility requirements. Participation will be limited to those students who meet the NSAA bylaws and the Mead Public Schools participation eligibility requirements.

Legal Source: Laws 2006, LB 821; Neb. Rev. Stat. Section 79-526;
Title 92, Nebraska Administrative Code, Chapter 10

SCHOOL BOARD POLICIES
Adopted: August 14, 2006
Reviewed: September 13, 2010
Revised: February 13, 2012
Reviewed: October 13, 2014
Revised: July 10, 2017

MEAD PUBLIC SCHOOLS
Mead, Nebraska

Student Residence, Admission and Contracting for Educational Services

Students shall be admitted to the School District, upon request and without charge, who are:

1. A resident of the School District for purposes of school enrollment. A student is a resident of the School District if the student resides in the School District or at least one of the student's parents resides in the School District.
2. A homeless student. The following definition shall be used to determine which students fit this category:

A homeless individual is one who (1) lacks a fixed, regular, and adequate nighttime residence and (2) has a primary nighttime residence in a supervised publicly or privately operated shelter designed to provide for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings. The term "homeless" or "homeless individual" does not include any individual imprisoned or otherwise detained by an Act of Congress or State law.
3. Approved for option enrollment into the School District.

Students may be admitted to the School District, or continue in enrollment, where:

1. The student is not a resident of the School District and is a resident of Nebraska. Such enrollment shall be pursuant to a contract between the Boards of Education of the School District and the school district in which the student is a resident and upon the collection of tuition pursuant to such contract. The amount of tuition shall be no less than the average cost per pupil as determined by the previous year's financial report.
2. The student is not a resident of the School District and is a resident of another State. Such enrollment shall be subject to collection of tuition in advance at a rate determined by the School Board. The amount of tuition shall be no less than the average cost per pupil as determined by the previous year's financial report.
3. The student is participating in an approved Foreign Exchange Program.
4. The student is a child of a member of the military on active duty and residing on certain property ceded to the United States and stationed in, near or adjacent to the School District, and children of employees of the federal government residing in Nebraska on national parks or national monuments within the State in, near or adjacent to the School District. Such discretionary admission shall be without charge for tuition.
5. The student's residency in the School District ceases during the school year. In such case, the student may be allowed to continue attending the School District for the remainder of that school year.

Students (Continued)

5005

A child who is a ward of the state or court and (1) has been placed in the School District but had resided in a different school district at the time the child became a ward and does not reside in a foster family home, or (2) has been placed in an institution which maintains a State-approved special education program, may be enrolled in the School District to the extent required by law. In such event, costs of education and transportation are to be paid by the State, but not in advance. The child remains a resident of the school district in which the child resided at the time the child became a ward.

A child who is a ward of the state or court who resides in the School District in a foster family home licensed or approved by the Department of Health and Human Services (“Department”) or a foster home maintained or used by the Department, remains a resident of the school district in which the child resided at the time the child became a foster child. This is subject to a determination being made in accordance with the Foster Care Review Act that the child will not attend such school district. If such a determination is made, the child is deemed to be a resident of the School District and will be admitted as a resident student.

A child who is not a ward of the state or court and who is residing in a residential setting in the School District for reasons other than to receive an education is subject to the following: First, if the residential setting does not maintain an interim-program school, the School District will provide the educational services to the child pursuant to a contract with the school district in which the child resided immediately prior to such placement, as and to the extent required by law. This is subject to the parent or guardian and such other school district agreeing to have such other school district provide the educational services. Second, if the residential setting does maintain an interim-program school, the child’s educational services will be provided by the interim-program school without the School District’s involvement. However, the School District may provide educational services to the child pursuant to a contract with the school district in which the child resided immediately prior to such placement.

All admissions are subject to the condition that admission requirements other than residency be satisfied to the extent required by law and that the School District is legally responsible for or authorized to admit the child or provide educational services to the child.

Legal Reference: Neb. Rev. Stat. ' 79-215 (residency and admission) Neb. Rev. Stat. ' 79-215 (children of military or federal employee parent) Neb. Rev. Stat. ' ' 79-232 to 79-246 (option enrollment) 42 U.S.C. § 11431 et. seq. (McKinney–Vento Homeless Assistance Act)NDE Rule 9

Date of Adoption: July 12, 2010

Reviewed: September 13, 2010

Reviewed: November 10, 2014

Option Enrollment

A. Process and Time Lines to Option In

For a student to attend Mead Public Schools as an option enrollment student, the student’s parent or legal guardian must submit an application to the Board of Education of the Mead Public School District between September 1 and March 15 for enrollment during the following and subsequent school years (the “application period”).

Upon receipt of an application, the Superintendent or the Superintendent’s designee shall provide the resident school district with the name of the applicant on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission.

Provisions for Waiver of Application Deadline (Choose one or modify as desired):

Option 1 (Waiver unless at capacity):

The application deadline will be waived by the School Board for applications to option into the Mead Public School District, provided that the application contains a release approval from the resident district and satisfies any other requirements of law. Further, the application deadline shall not be waived if the application is for enrollment in any program, class, grade level or school building or in any special education programs operated by this School District which have been determined by the School Board to be at capacity in accordance with the capacity standards (Appendix “1”), and no waiver of the deadline shall be made for such an application regardless of whether such capacity determinations are declared invalid for any reason.

B. Rejection of Applications; Reasons

1. Capacity: An option enrollment application shall be rejected in the event the capacity of a program, class, grade level, or school building or the availability of appropriate special education programs operated by the School District would be exceeded by acceptance of the application, and an option enrollment application shall be rejected in the event the application is for enrollment in a program, class, grade level, or school building which has been declared unavailable to option students due to lack of capacity.

2. Timeliness: An option enrollment application shall be rejected in the event the application is not filed on a timely basis and the filing deadline has not been waived.

3. Previous Option Enrollment: An option enrollment application shall be rejected in the event the student has previously filed an option enrollment application for enrollment in any School District and has had such application accepted, unless a statutory exception to the “one-time” rule is applicable to the student’s circumstance.

4. Other Reasons: An option enrollment application may be rejected in the event the Superintendent, the Superintendent’s designee, or the School Board determines: The application is not submitted on a form prescribed by the State Department of Education, is not completely and accurately filled in, is not received within the time required by law, or any additional information requested to be supplied is not supplied to the School District within the time lines indicated; or in the event acceptance of the application is not required by law. Matters which are legally prohibited from being considered as standards for acceptance or rejection of applications (including “previous academic achievement, athletic or extracurricular ability, disabilities, proficiency in the English language, or previous disciplinary proceedings” and further including, without limitation, race, national origin, and gender) shall not be considered as reasons for acceptance or rejection.

C. Priority of Acceptance

Priority shall be accorded in the following order: (1) first, to those applications required to be given priority by law, (2) second, to children of Mead Public Schools’ teachers and staff, (3) third, to those with a sibling in attendance at Mead Public Schools, with priority within this group being given to those who had earliest filed applications, and (4) four, to those without an option student sibling in attendance at Mead Public Schools, with priority to those within this group to those who had earliest filed applications.

Filing date determinations are made by the Superintendent, or the Superintendent’s designee. In the event applications within a group are received at the same or substantially the same time, priority as between such same-date applications shall be determined on the basis of random drawing.

D. Determination of Capacity

The School Board will determine and set, on an annual basis, the maximum number of option enrollment applications the School District will accept in any program, class, grade level or school building operated by this School District, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this School District will contract based on existing contractual arrangements, and may declare a program, class or school unavailable to option students due to lack of capacity. Such determinations may be made in the form of an Appendix “1” to this Policy. The determination and declaration made for any school year shall continue in effect for the next and subsequent school years unless otherwise determined and/or declared. The capacity for special education services shall be determined on a case-by-case basis as determined by the Director of Special Education or designee.



school years unless otherwise determined and/or declared.

E. Releases for Options Out

Provisions for Release:

Release unless Expulsion is Pending:

A request for release of a resident student of the Mead Public School District who submits an enrollment option application after March 15 or any other statutory deadline will be granted unless the release shall not be granted if the administration is considering or has recommended expulsion of the student at the time the application is filed, and the administration determines it is appropriate to complete the expulsion process.

The Superintendent or the Superintendent's designee is hereby authorized to execute such releases on behalf of the School Board and the School District, subject to subsequent ratification by the School Board.

F. Notification of Acceptance or Rejection

In the case of an application to option enroll into the Mead Public School District, the Superintendent or the Superintendent's designee shall notify, in writing, the parent or legal guardian of the student and the resident school district whether the application is accepted or rejected on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission.

If an option enrollment application or a request for release is rejected by the Mead Public School District, the Superintendent or the Superintendent's designee shall provide written notification to the parent or guardian stating the reasons for the rejection and the process for appealing such rejection to the State Board of Education. Such notification shall be sent by certified mail.

G. Applications Subsequent to Relocations or Mergers

An option enrollment application does not require a release and shall be accepted or rejected within forty-five days after filing in the following circumstances:

1. the student relocated to a different resident school district after February 1, or
2. the student's option school district merged with another district effective after February 1, and
3. the application is for attendance during the immediately following and subsequent school years.

H. Status of Option Student

A student who is admitted under the enrollment option program shall be treated as a resident student, and in such regard shall be required to provide such enrollment information and documentation as is required for enrollment of other students (e.g., certified birth certificate and evidence of physical examination, visual evaluation and immunization), shall be required to be enrolled on a full-time basis, and shall be required to adhere to student conduct rules. The building assignment for an option student, as well as classroom and grade level assignments, shall be determined by the administration.

An option student shall not be entitled to transportation except as required by law.

I. Information Regarding Schools, Programs, Policies and Procedures.

As part of the option enrollment program, the administration shall make information about the Mead Public Schools and its school, programs, policies and procedures available to all interested persons and shall have a copy of the option enrollment policy and regulations available at each school building.

Legal Reference: Neb. Rev. Stat. §§ 79-232 to 79-246

Date of Adoption: July 13, 2009

Reviewed: September 13, 2010

Revised: July 8, 2013

Reviewed: September 9, 2013

Reviewed: November 10, 2014

Revised: July 13, 2015

Revised: July 11, 2016

Revised: July 10, 2017

Revised: July 9, 2018

Revised: July 8, 2019

DEBRIEFING

By identifying areas of the meeting that were especially helpful to the board in understanding and completing their governance duties as well as identifying both governance and operational areas that could benefit from a change in the future, both the board and staff can work to improve the effectiveness of board meetings and the day to day operation of the school district.

What portions of the meeting were especially meaningful to the board?

What portions could benefit from change or modification in the future to allow the board to retain its focus on the board's duty of governance?

Does the board have any comments, questions or concerns about any of the operational activities of the district at this time?

April 9, 2024

The Mead Board of Education met in regular session on April 8, 2024, President Kuhr called the meeting to order at 7:00. p.m. Roll Call indicated the following members present; Kevin Hough, Brenda Halbmaier, Kevin Popken, Rich Kuhr, and Stephanie Langemeier. Absent Sara Nicola.

Motion by Langemeier, second by Halbmaier to approve the minutes, bills, and financial reports. Vote: Popken-yes, Nicola-absent, Halbmaier-yes, Langemeier-yes, Hough-yes, Kuhr-yes; carried 5-0.

Courtney Girmus addressed the board about language arts materials, bookfair and grading practices.

Principal Kovar reported on the conference attendance, new challenges for hiring teachers, spring concerts, in-service day, and language arts materials.

Principal Hickman reported JH track, Quiz Bowl, JH football for 2024, Xplosive Edge training, technology request, career readiness took trips to Northeast Community College, Rebellion Fabrication, and UNO Health Career Fair, 3rd Millenium Online Courses and SILT perceptual survey results.

Superintendent Quinn reported on the graduation, football and basketball coaches, legislative session, language arts, Spring Linkage meeting, full time sub position, elementary windows, and policies.

Motion by Halbmaier, second by Popken to approve the consent agenda.

- contracts and approvals as follows
 - ✓ continue participation in the School-Based Behavioral Health Program with Saunders County for 2024-25 at a cost not to exceed \$12,000.
 - ✓ approve the technology purchase recommendations for 2024-25 as presented.
 - ✓ approve the purchase of secondary math instructional materials as presented.
- personnel items as follows
 - ✓ accept the resignation Randy Siske as assistant boys basketball coach, effective at the conclusion of the 2023-24 school year.
 - ✓ accept the resignation
 - ✓ approve a teaching contract with Cindy Miller for the 2024-25 school year.
 - ✓ approve a teaching contract with Kelly Kleffner for the 2024-25 school year.
- policy updates as follows
 - ✓ approve changes to board policy Series 4000 Personnel, policies 4119 through 4151.3 on second reading.
- contracts and approvals as follows
 - ✓ continue participation in the School-Based Behavioral Health Program with Saunders County for 2024-25 at a cost not to exceed \$12,000.
 - ✓ approve the technology purchase recommendations for 2024-25 as presented.
 - ✓ approve the purchase of secondary math instructional materials as presented.
- personnel items as follows
 - ✓ accept the resignation Randy Siske as assistant boys basketball coach, effective at the conclusion of the 2023-24 school year.
 - ✓ approve a teaching contract with Cindy Miller for the 2024-25 school year.
 - ✓ approve a teaching contract with Kelly Kleffner for the 2024-25 school year.

- policy updates as follows
 - ✓ approve changes to board policy Series 4000 Personnel, policies 4119 through 4151.3 on second reading.

Vote: Nicola-absent, Halbmaier-yes, Langemeier-yes, Hough-yes, Kuhr-yes, Popken-yes; carried 5-0.

Motion by Popken, second by Langemeier to accept the Annual Multicultural Report. Vote: Halbmaier-yes, Langemeier-yes, Hough-yes, Kuhr-yes, Popken-yes, Nicola-absent; carried 5-0.

Motion by Halbmaier second by Popken to accept the proposal from Fakler Architects to conduct a Facility Audit/Master Plan for long term improvements to the Middle/High School Building and Elementary School Building. Vote: Langemeier-yes, Hough-yes, Kuhr-yes, Popken-yes, Nicola-absent, Halbmaier-yes; carried 5-0.

Motion by Halbmaier, second by Langemeier to adopt Policy 5206: Early Completion Plan as presented on First reading. Vote: Hough-yes, Kuhr-yes, Popken-yes, Nicola-absent, Halbmaier-yes, Langemeier-yes; carried 5-0.

Motion by Halbmaier, second by Langemeier to approve the changes to Series 400, policies 4151.4 through 4300 as discussed with a copy attached to the official minutes of this meeting. Vote: Kuhr-yes, Popken-yes, Nicola-absent, Halbmaier-yes, Langemeier-yes, Hough-yes; carried 5-0.

Motion by Hough, second by Popken to recess into closed session at 8:50 pm for the prevention of needless injury to the reputation of an individual with recognition that such individual has not requested a public meeting with the purpose of discussing the evaluation of the job performance non-elected personnel pursuant to the provisions of Nebraska Statute 84-1410, out at 9:06 pm. Vote: Popken-yes, Nicola-absent, Halbmaier-yes, Langemeier-yes, Hough-yes, Kuhr-yes; carried 5-0.

Motion by Hough, second by Popken to authorize a 3.54 percent increase for classified employees for 2024-25 as presented, along with the market driven adjustments as discussed. Vote: Nicola-absent, Halbmaier-yes, Langemeier-yes, Hough-yes, Kuhr-yes, Popken-yes; carried 5-0.

President Kuhr declared the meeting adjourned at 9:09 p.m.

Rich Kuhr, President

Shelly Kruse, Secretary

Invoice Listing - Summary

Vendor ID	Vendor Name	Invoice Number	Description	Invoice Date	Check Date	Checking Account ID	Check Number	CC	Invoice Amount
AMAZONMKT	AMAZON MKT PLACE	0424	WT ROOM LIFT BAR, BOX CORE, SCOCER BALLS	04/12/2024	04/12/2024	267			745.99
ARIELBROEK	ARIEL BROEKEMEIER	0424	PROM DJ	04/16/2024	04/17/2024	16349			100.00
AWARDS	AWARDS UNLIMITED INC	0424	AWARDS	04/22/2024	04/22/2024	16352			350.94
COURTNEY	COURTNEY BUELT	0424	FOOD/DRINKS PROM	04/16/2024	04/17/2024	16350			152.51
DOUGLASC01	DOUGLAS COUNTY WEST	0424	TRACK MEET	04/04/2024	04/04/2024	16340			190.00
FORTCALHOU	FORT CALHOUN PUBLIC SCHOOL	0424	TRACK MEET	04/04/2024	04/04/2024	16341			160.00
FRIENDSCH0	FRIEND SCHOOL	0424	TRACK MEET	04/15/2024	04/15/2024	16347			195.00
HOUSEOFCON	HOUSE OF CONUNDRUM	0424	SENIOR SNEAK	04/25/2024	04/26/2024	16354			565.00
JOHNSONCOU	JOHNSON COUNTY CENTRAL PUBLIC SCHOOL	0424	JH TRACK MEET	04/22/2024	04/22/2024	16353			120.00
LIEDL0DGE	LIED LODGE	0424	3RD GRADE FT RIP	04/18/2024	04/18/2024	15791			199.50
LOURDESCEN	LOURDES CENTRAL CATHOLIC	0424	TRACK ENTRY	04/25/2024	04/26/2024	16355			180.00
LYONSD	LYONS-DECATUR NORTHEAST H S	0424	TRACK MEET	04/04/2024	04/04/2024	16342			160.00
MENARD	MENARDS-FREMONT	041624	SCREEN KIT 1	04/16/2024	04/16/2024	6832			32.89
MOYLANICEP	MOYLAN ICEPLEX	0424	SENIOR CLASS	04/25/2024	04/26/2024	16356			260.00
NATIONALF2	NATIONAL FFA ORGANIZATION	0424	BANQUET SUPPLIES	04/25/2024	04/26/2024	16357			61.00
NEBRASKAA1	NEBRASKA ACADEMIC DECATHLON FOU DATION	0424	24-25 REGISTRATION	04/15/2024	04/15/2024	16348			250.00
NEBRAS	NEBRASKA FFA ASSOCIATION	0424	STATE CONVENTION	04/16/2024	04/17/2024	16351			858.00
OSCEOLAPUB	OSCEOLA PUBLIC SCHOOL	0424	TRACK MEET	04/04/2024	04/04/2024	16343			125.00
TEKAMAHHER	TEKAMAH-HERMAN COMMUNITY SCHOOL	0424	TRACK MEET	04/04/2024	04/04/2024	16344			120.00
WAHOOP	WAHOOP PUBLIC SCHOOLS, TREAS DIST 39	0424	TRACK MEET	04/04/2024	04/04/2024	16345			150.00
WALMART	WALMART	0424	FOOD FOR TRAINING MEETING	04/05/2024	04/05/2024	268			68.44
YUTANP	Yulan Public School	0424	TRACK MEET	04/04/2024	04/04/2024	16346			150.00
YUTANP	Yulan Public School	042424	TRACK ENTRY	04/25/2024	04/26/2024	16358			150.00

Report Total: 5,344.27

**MEAD PUBLIC SCHOOLS DISTRICT #72
TREASURER'S REPORT FOR THE MONTH OF**

Apr-24

GENERAL FUND #000-115

Beginning Book Balance	Apr-24	\$	838,173.66
REVENUE:			
Deposits:		\$	<u>675,456.43</u>
Interest Earned:			
Gen Fund Checking		\$	<u>153.06</u>
Gen Fund CD			
Total Interest Earned		\$	<u>153.06</u>

Transfer Receipts: From Investment Acct			
Amount Available		\$	<u>1,513,783.15</u>

EXPENDITURES:

Checks Written		\$	<u>52,472.88</u>
Payroll		\$	<u>306,726.30</u>
Transfers To: EB, EF, Act.			
Total Expenditures		\$	<u>359,199.18</u>
Transfers To: Investmnt Acct			
Ending Book Balance	Apr-24	\$	<u>1,154,583.97</u>
Ending Bank Balance	Apr-24	\$	<u>1,155,345.52</u>
LESS: Checks Outstanding		\$	<u>761.55</u>
ADD:			
Other Adjstmts: LESS Trans to EB, EF, Act,			
Adjusted Bank Balance		\$	<u>1,154,583.97</u>

NLAF (LIQUID ASSET FUND) #148790667650

Beg Book Bal Gen Fnds	Apr-24		<u>\$117,169.75</u>
Beg Book Bal (CD's/Other \$\$ on Deposit - C			<u>\$6,057,362.24</u>
REVENUE:			
Deposits: Restore Tran. Fee		\$	<u>1,422.45</u>
CD Interest		\$	<u>50,863.44</u>
Interest and Dividends			<u>536.71</u>
Amount Available			<u>\$6,227,354.59</u>
EXPENDITURES: Tran Fee:		\$	<u>2,847.29</u>
CD Interest to Bank of Mead			<u>49,440.99</u>
ACH to Bank of Mead			
Total Expenditures			<u>\$52,288.28</u>
Ending Book Balance	Apr-24		<u>\$6,175,066.31</u>
CD Brkdwn at end of report			
Ending Bank Balance: Gen	Apr-24		<u>\$117,704.07</u>
PLUS: CD's Principal/Other \$\$ on Deposit			<u>\$6,057,362.24</u>
Adjusted NLAF Balance			<u>\$6,175,066.31</u>

PAYROLL ACCOUNT #000-254

Beginning Book Balance	Apr-24	\$	182,925.71
REVENUE:			
Transfer Deposits GF		\$	<u>306,751.30</u>
Transfer Deposits Lunch		\$	<u>8,865.48</u>
Interest Earned		\$	<u>27.45</u>
Total Deposits			<u>\$ 315,644.23</u>
Amount Available		\$	<u>498,569.94</u>

EXPENDITURES:

EFTPS		\$	<u>49,070.98</u>
Chks Written/EFT Payroll			<u>266,520.80</u>
Other			
Total Expenditures		\$	<u>315,591.78</u>
Ending Book Balance	Apr-24	\$	<u>182,978.16</u>
Retirement (in transit)			
Adj. Ending Book Balance	Apr-24	\$	<u>182,978.16</u>
Ending Bank Balance	Apr-24	\$	<u>182,925.71</u>
LESS: Checks Outstanding			
Adjusted Bank Balance	Apr-24	\$	<u>182,978.16</u>
Other Adjstmt:			
Adj. Ending Bank Balance	Apr-24	\$	<u>182,978.16</u>

INVESTMENT ACCOUNT #043-692

Beginning Book Balance	Apr-24	\$	<u>4,233.64</u>
REVENUE:			
Deposits:			
Transfer:			
Interest:		\$	<u>2.61</u>
Amount Available		\$	<u>4,236.25</u>
EXPENDITURES:			
Transfer to GF			
Total Expenditures		\$	<u>-</u>
Ending Book Balance	Apr-24	\$	<u>4,236.25</u>
Ending Bank Balance	Apr-24	\$	<u>4,236.25</u>
LESS:			
Adjusted Bank Balance		\$	<u>4,236.25</u>

**Total Bank of Mead Operational Funds:
at end of Month**

General+Payroll+Investment	\$	<u>1,342,507.48</u>
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EQUIPMENT (Depreciation) FUND #00 291-02

Beginning Book Balance	Apr-24	\$ 430,800.08
REVENUE:		
Deposits:		
Interest		\$ 531.12
Amount Available		\$ 431,331.20
EXPENDITURES:		
Checks Written: 470		
Total Expenditures		\$ -
Ending Book Balance	Apr-24	\$ 431,331.20
Ending Bank Balance	Apr-24	\$ 431,331.20
LESS: Checks Outstanding		
ADD:		
Adjusted Bank Balance		\$ 431,331.20

BUILDING FUND (Spcl Bldg Fund) #000 291-10

Beginning Book Balance	Apr-24	\$ 488,428.66
REVENUE:		
Deposits:		
Tax Collections		90,150.46
Interest		\$ 645.53
Amount Available		\$ 579,224.65
EXPENDITURES:		
Checks Written:		
Total Expenditures		\$ -
Ending Book Balance	Apr-24	\$ 579,224.65
Ending Bank Balance	Apr-24	\$ 579,224.65
LESS: Checks Outstanding		
Adjusted Bank Balance		\$ 579,224.65

STUDENT FEES FUND #045 962

Beginning Book Balance	Apr-24	\$ 790.12
REVENUE:		
Deposits		
Interest		\$ 0.10
Amount Available		\$ 790.22
EXPENDITURES:		
Checks Written		
Total Expenditures		\$ -
Ending Book Balance	Apr-24	\$ 790.22
Ending Bank Balance	Apr-24	\$ 790.22
LESS: Checks Outstanding		
Adjusted Bank Balance		\$ 790.22

ADA FUND (QCPUF) #000 N359-56

Beginning Book Balance	Apr-24	\$ 75,841.04
REVENUE:		
Deposits: Tax Collection		
Interest		\$ 6,538.26
Amount Available		\$ 74.10
EXPENDITURES:		
Checks Written		
Total Expenditures		\$ -
Ending Book Balance	Apr-24	\$ 82,453.40
Ending Bank Balance	Apr-24	\$ 82,453.40
LESS: Checks Outstanding		
Adjusted Bank Balance		\$ 82,453.40

EMPLOYEE BENEFIT FUND 293-56

Beginning Book Balance	Apr-24	\$ 495,193.83
REVENUE:		
Deposits: NLAF CD Int.		
Deposits: Interest		\$ 49,440.99
Amount Available		\$ 626.77
EXPENDITURES:		
Checks Written:		
Total Expenditures		\$ -
Ending Book Balance	Apr-24	\$ 545,261.59
Ending Bank Balance	Apr-24	\$ 545,261.59
ADD:		
Adjusted Bank Balance		\$ 545,261.59

FLEXIBLE SPENDING FUND #390-28

Beginning Book Balance	Apr-24	\$ 20,701.19
REVENUE:		
Deposits (Total)		
Interest		\$ 3,668.51
Amount Available		\$ 24,369.70
EXPENDITURES:		
EFT Debit and Checks Written (Total)		
Total Expenditures		\$ 3,031.78
Ending Book Balance	Apr-24	\$ 21,337.92
Ending Bank Balance	Apr-24	\$ 21,337.92
LESS: Checks Outstanding		
Adjusted Bank Balance		\$ 21,337.92

COOPERATIVE FUND #53591

Beginning Book Balance	Apr-24	\$	59.30
REVENUE:			
Deposits:			
Shared Instruction			
Technology Revenue (bond proceeds)			
Interest			
Amount Available		\$	59.30

EXPENDITURES:

Checks Written:			
Shared Instruction			
Technology Coop			
Total Expenditures		\$	-
Ending Book Balance	Apr-24	\$	59.30

Ending Bank Balance	Apr-24	\$	59.30
LESS: Checks Outstanding			
Adjusted Bank Balance		\$	59.30

PETTY CASH #37853

Beginning Book Balance	Apr-24	\$	8,024.76
REVENUE:			
Deposits			
Interest		\$	-
Amount Available		\$	8,024.76

EXPENDITURES:

Checks Written			
		\$	32.89
Total Expenditures		\$	32.89
Ending Book Balance	Apr-24	\$	7,991.87

Ending Bank Balance	Apr-24	\$	7,991.87
LESS: Outstanding Checks			
Adjusted Bank Balance		\$	7,991.87

INS PREM BONDING CUSTODY ACCOUNT (056-370)

Beginning Book Balance	Apr-24	\$	406,443.05
REVENUE:			
Deposits			
Interest		\$	501.09
Amount Available		\$	406,944.14

EXPENDITURES:

Withdrawal to General Fund			
		\$	-
Total Expenditures		\$	-
Ending Book Balance	Apr-24	\$	406,944.14

Ending Bank Balance	Apr-24	\$	406,944.14
LESS: Withdrawals Outstanding			
Adjusted Bank Balance		\$	406,944.14

LUNCH FUND #NOOO86

Beginning Book Balance	Apr-24	\$	41,147.85
REVENUE:			
Deposits:			
Sale of Meals		\$	9,986.53
Federal/State Reimbursement		\$	7,398.28
Other Misc Revenue		\$	41.62
Interest		\$	6.55
Amount Available		\$	72,511.88

EXPENDITURES:

Checks Written:			
Cooks Wages to Payroll:			
Total Expenditures		\$	23,978.67
Ending Book Balance	Apr-24	\$	34,602.16

Ending Bank Balance	Apr-24	\$	35,060.66
LESS: Checks Outstanding		\$	458.50
Adjusted Bank Balance		\$	34,602.16

ACTIVITY FUND #N00078

Beginning Book Balance	Apr-24	\$	199,424.92
REVENUE: Tran. From GF			
Deposits (Total)			
Interest		\$	33.27
Amount Available		\$	202,222.20

EXPENDITURES:

Checks Written:			
Total Expenditures		\$	5,011.38
Ending Book Balance	Apr-24	\$	197,210.82
Ending Bank Balance	Apr-24	\$	201,642.74

ADD: Trans. From GF in Trans			
LESS: Checks Outstanding		\$	4,431.92
Adjusted Bank Balance		\$	197,210.82

Bank Balances End of Month	\$	3,654,605
LESS: Custody Acct (not reqd to be pldgd)	\$	(406,944.14)
Total Funds Held in Bank of Mead Required to be Pledged	\$	3,247,661

Total Pledged Securities in Bank of Mead at End of Month	3,300,000
FDIC Insurance	250,000
Total Security for Deposits	3,550,000
Security in Excess of Needs	302,339

CD's/\$\$ on Deposit at the NLAF at end of current month

Employee Benefit Fund	CDs+\$\$	4,969,362.24
Building Fund	CD Only	140,000.00
Investment Fund	CD Only	948,000.00
General Fund (Gen Acct Cash)	\$	117,704.07
TOTAL		6,175,066.31

MEAD PUBLIC SCHOOLS
HOT LUNCH PROGRAM
2023-2024

EXPENDITURES	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	TOTALS
Wages	\$6,114.04	\$6,513.01	\$8,675.78	\$7,912.77	\$7,637.70	\$7,374.07	\$8,276.86	\$7,543.29					\$60,047.52
Benefits	\$1,071.66	\$1,141.59	\$1,520.68	\$1,386.93	\$1,338.73	\$1,292.51	\$1,450.77	\$1,322.19					\$10,525.06
Change													\$0.00
Purch. Ser													\$0.00
Supplies & Mat	\$40.00	\$80.00	\$80.00	\$80.00	\$80.00	\$120.00	\$80.00	\$80.00					\$640.00
Cost Food Sup	\$13,866.51	\$16,870.30	\$18,980.88	\$16,338.01	\$8,435.57	\$16,752.99	\$14,877.78	\$15,033.19					\$121,155.23
Equipment													\$0.00
Equip Repair	\$836.50												\$836.50
Trvl/Mlge			\$58.50				\$330.00						\$388.50
Totals	\$21,928.71	\$24,604.90	\$29,315.84	\$25,717.71	\$17,492.00	\$25,539.57	\$25,015.41	\$23,978.67	\$0.00	\$0.00	\$0.00	\$0.00	\$193,592.81
RECEIPTS													
AREA	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	TOTALS
Begin Bal	\$85,249.86	\$77,803.62	\$71,893.20	\$63,873.32	\$54,928.40	\$55,104.93	\$46,972.31	\$41,147.85	\$34,602.16	\$34,602.16	\$34,602.16	\$27,093.76	\$85,249.86
Sale of Meals	\$9,285.50	\$10,738.94	\$11,632.92	\$8,054.64	\$11,221.92	\$10,591.36	\$10,883.95	\$9,986.53					\$82,375.76
State Funds													\$-
Reimbursement													\$-
Federal Funds	\$5,112.55	\$7,888.89	\$9,651.91	\$8,707.52	\$6,347.68	\$6,714.27	\$8,251.32	\$7,398.28					\$60,072.42
Rebates	\$90.24	\$53.80			\$88.87	\$92.75	\$47.51	\$41.62					\$414.79
District Funds													\$-
Interest	\$14.18	\$12.85	\$11.13	\$10.63	\$10.06	\$8.57	\$8.17	\$6.55					\$82.14
Total Receipts	\$14,482.47	\$18,694.48	\$21,295.96	\$16,772.79	\$17,668.53	\$17,406.95	\$19,190.95	\$17,432.98	\$0.00	\$0.00	\$0.00	\$0.00	\$142,945.11
Ending Balance	\$77,803.62	\$71,893.20	\$63,873.32	\$54,928.40	\$55,104.93	\$46,972.31	\$41,147.85	\$34,602.16	\$34,602.16	\$34,602.16	\$27,093.76	\$85,249.86	\$142,945.11

This file is on the J drive
Unlock Code Shelly

**STUDENT HOT LUNCH
LUNCHES SERVED 2023-24**

DAYS SERVED	MONTH	FREE	REDUCED	REGULAR	AVE FREE PER DAY	AVE RED PER DAY	AVE REG PER DAY	AVE TOTAL PER DAY
11	AUG	657	228	1,483	59.73	20.73	134.82	215.27
17	SEPT	1,005	346	2,226	59.12	20.35	130.94	210.41
21	OCT	1,290	383	2,752	61.43	18.24	131.05	210.71
19	NOV	1,140	350	2,393	60.00	18.42	125.95	204.37
14	DEC	835	253	1,835	59.64	18.07	131.07	208.79
16	JAN	922	269	2,132	57.63	16.81	133.25	207.69
20	FEB	1,090	342	2,539	54.50	17.10	126.95	198.55
18	MAR	967	311	2,318	53.72	17.28	128.78	199.78
20	APR	1,096	339	2,504	54.80	16.95	125.20	196.95
	MAY				0.00	0.00	0.00	0.00
156	TOTALS:	9,002	2,821	20,182	57.71	18.08	129.37	205.16

Enrollmen 251

Total Meals Served in 23-24: 32,005

Total Meals Served in 22-23:	35,780
Total Meals Served in 21-22:	35,340
Total Meals Served in 20-21:	32,276
Total Meals Served in 19-20:	25,579
Total Meals Served in 18-19:	33,488

BREAKFASTS SERVED 2023-24

DAYS SERVED	MONTH	FREE	REDUCED	REGULAR	AVE FREE PER DAY	AVE RED PER DAY	AVE REG PER DAY	AVE TOTAL PER DAY
11	AUG	257	95	198	23.36	8.64	18.00	50.00
17	SEPT	425	154	319	25.00	9.06	18.76	52.82
21	OCT	505	142	425	24.05	6.76	20.24	51.05
19	NOV	511	126	377	26.89	6.63	19.84	53.37
14	DEC	356	89	271	25.43	6.36	19.36	51.14
14	JAN	297	65	267	21.21	4.64	19.07	44.93
20	FEB	422	93	369	21.10	4.65	18.45	44.20
18	MAR	367	86	413	20.39	4.78	22.94	48.11
20	APR	414	112	432	20.70	5.60	21.60	47.90
	MAY				0.00	0.00	0.00	0.00
154	TOTALS:	3,554	962	3,071	23.08	6.25	19.94	49.27

Total Breakfasts Served in 23-24: 7,587

Total Meals Served in 22-23:	6,816
Total Meals Served in 21-22:	11,132
Total Meals Served in 20-21:	7,205
Total Meals Served in 19-20:	5,810
Total Meals Served in 18-19:	6,562

This is Amanda's Sheet. Unlock code is pizza

COMMON ACRONYMS

Like any industry, education uses a number of acronyms and abbreviations to refer to common terms. The following list may help the board become more comfortable with some of them.

504 Plan	Type of individualized plan for accommodations for someone identified as having an eligible handicap that would not qualify for special education services under federal guidelines
ACT	American College Testing – College Aptitude Test
AQuESTT	Accountability for a Quality Education System, Today and Tomorrow – Nebraska's accountability system that supports continuous improvement for every student, school, and educator
AYP	Adequate Yearly Progress used in measuring progress in meeting ESSA (Every Student Succeeds Act)
DIBELS	Dynamic Indicator for Basic Early Literacy Skills – Diagnostic screening tool
ECNC	East Central Nebraska Conference – Mead is a member of this athletic conference
ESSA	Every Student Succeeds Act. Enacted in December 2015, it replaced NCLB
HSES	High Socioeconomic Status – Generally thought of as students who do not qualify for free or reduced price meals
IEP	Individual Educational Plan – Study/education plan for a student who qualifies for special education
IFSP	Individual Family Service Plan – Like and IEP but for preschool aged children
LEP	Limited English Proficiency
LSES	Low Socioeconomic Status – Generally thought of as students who qualify for free and/or reduced price meals
MAP	Measurement of Academic Progress – New testing system implemented in 2010
Mean	Average – The mean is a measure of central tendency
Median	Middle of ranked list. Central tendency measure. Median of 1,2,4,6,13 would be 4
MES	Mead Elementary School
MJ/HS	Mead Junior/Senior High School
Mode	Most frequent appearing number. Central tendency measure. Mode of 1,2,2,2,3,3 is 2
MTSS	Multi-Tiered System of Supports. The practice of providing high quality instruction and interventions matched to student need, monitoring progress and applying data to educational decisions
NASB	Nebraska Association of School Boards
NCA-QAR	North Central Association – Quality Assessment Review The NCA is an organization of schools and colleges in 19 midwestern states that is devoted to helping schools improve instruction. Membership is voluntary. Mead is a member.
NDE	Nebraska (State) Department of Education
NRCSA	Nebraska Rural Community Schools Association.
NSBA	National School Boards Association
NSCAS	Nebraska Student-Centered Assessment System – Statewide assessment system replacing NeSA
PLAS	Persistently Lowest Achieving Schools. Not a list we want to be on!! Not sure if this will be continued under ESSA.
RIT	Short for Rasch Unit (after the test theory's founder, Danish statistician Georg Rasch). The scale is divided into equal parts, like centimeters on a ruler. Like using a ruler to measure a child's growth in height, the RIT scale is used to measure a student's academic growth over time.
RtI	Response to Intervention – Emerging method of identifying student needs
SED/ED/LD/SMD/EC/PT/OT	Special Education terms: Severely Emotionally Disturbed, Emotionally Disturbed, Learning Disabled, Severely Multiply Disabled, Early Childhood, Physical Therapy, Occupational Therapy
SES	Socioeconomic status – Many tests results are compared according to students in different SES groups. E.G. comparison of HSES to LSES
SPED	Special Education
StdDev	Standard Deviation – Statistical measure that shows how "tightly" a group of scores are concentrated.
USDOE	United States Department of Education