

**SCHOOL BOARD MEETING  
NOVEMBER 9, 2015  
REGULAR MEETING AGENDA**

- I. Call to Order
- II. Pledge of Allegiance
- III. Open Meetings Law
- IV. Roll Call
- V. Excuse Board Absences
- VI. Open Forum
  - A. Superintendent's Report
    - a. District Update
    - b. Parent Teacher Conferences
  - B. Principal's Report
    - a. Assistant Principal's Report (Mrs. Marx)
    - b. Activities Director's Report (Mrs. Kudrna)
  - C. Public Comments

*(Parents and patrons are invited to make comments AT THIS TIME on agenda items and other items related to policies and procedures. Board Policy does not allow public comments to be made about staff members at Board Meetings. Parents who have concerns about a faculty member must first address their concerns with the faculty member involved. If your concern is not resolved at the teacher level, the parent should visit with the principal/supt. If you still have an unresolved concern, it may be addressed at the Board Meeting in executive session.)*

    - Ms. Lein's Personal Finance Class – Student Presentation
    - 2016-2017/2017-2018 Football Classification (6-man/8-man)
  - D. School Board Comments
- VII. Approval of Meeting Minutes
  - A. October 12, 2015 Regular Meeting and Hearings
- VIII. Approval of Agenda for November 9, 2015
  - A. Emergency Added Items Only
- IX. New Business
  - A. Lister-Sage Report
  - B. Policy Handbook – 6<sup>th</sup> Grade Participation
  - C. Athletics (Football)
  - D. Approval of Bills & Payroll
- X. Executive Session - Personnel
- XI. Items for Next Meeting
- XII. Adjournment

## SCHOOL BOARD MEETING MINUTES

October 12, 2015

- I. **Called to order at 7:00 p.m. by President Hunzeker.**
- II. **Posting for Open Meeting Law was pointed out.**
- III. **Roll Call: Present – Matt Anderson, Mike Hunzeker, Miriam Kearns, Everette Langford and Marilyn Reed. Superintendent Cline was also present.**  
**Board Member Excusal – A motion was made by Reed and seconded by Kearns to excuse Johnson.**  
**VOTE: Y-Anderson, Y-Hunzeker, Y-Kearns, Y-Langford, Y-Reed (Johnson arrived at 7:04pm)**
- V. **Open Forum**
  - A. **Superintendent Report – Dorothy Anderson Memorial Fund has purchased some Science materials for our upper level Science department. Security First Bank will be purchasing pads to cover the bases of the new football field light poles. Students have been recognized throughout the quarter with the “Caught being good” program. The quarter ends October 15.**
  - B. **Principal Report**
    1. **Report on Butzine House by Shop Class – The upstairs of the house has been reinsulated, walls were moved, some wiring has been updated, new windows are going in, and a staircase has been moved. Mr. Badje is looking into the cost of working with a sub-contractor for roofing and the remaining wiring. The students reported that they appreciate and are learning a great deal with the hands on experiences with dry-walling, wiring, remodeling in general, and building a staircase.**
    2. **Assistant Principal’s Report – Kim Marx updated the school profile. The latest testing scores were presented. Marx and a couple of teachers will be going this month to review textbooks and reading standards. The math curriculum will be the next to be looked at in the next 2-3 years.**
    3. **Activities Director’s Report – Linda Kudrna reported that we will need to update the school policy to reflect permission for 6<sup>th</sup> grade to participate in activities when the numbers warrant. 6<sup>th</sup> grade girls will be eligible to play basketball this 2015 season. Linda also presented a report of who currently plays 6-man football and that a decision to change must be made by 11/30/15.**
  - C. **Public Comment – 6 or 8-man football: There were several members of the current football team, a couple of parents, and some coaches in attendance to discuss whether or not Hay Springs should move to 6-man football for the 16-17 and 17-18 school years. This topic will be on the November agenda as an action item.**
  - D. **Board Comment – None.**
- VI. **Approval of the Minutes**

A motion was made by Langford and seconded by Anderson to approve the minutes of the September 14 budget hearing with the correction of Supt. Pummel to Supt. Cline. **VOTE: Y-Anderson, Y-Hunzeker, Y-Johnson, Y-Kearns, Y-Langford, Y-Reed** A motion was made by Langford and seconded by Reed to approve the minutes of the September 14 tax request hearing with the correction of Supt. Pummel to Supt. Cline. **VOTE: Y-Anderson, Y-Hunzeker, Y-Johnson, Y-Kearns, Y-Langford, Y-Reed** A motion was made by Reed and seconded by Kearns to approve the minutes of the September 14 meeting minutes. **VOTE: Y-Anderson, Y-Hunzeker, Y-Johnson, Y-Kearns, Y-Langford, Y-Reed**
- VII. **Approval of the Agenda**

A motion was made by Langford and seconded by Reed to approve the agenda of the October 12, 2015 meeting. **VOTE: Y-Anderson, Y-Hunzeker, Y-Johnson, Y-Kearns, Y-Langford, Y-Reed**
- VIII. **New Business**
  - A. **Lister-Sage Report**

No motion. Raffle tickets for the drawing to be held October 24<sup>th</sup> are still available and the school office will have some to sell as well.

**B. Heat for 113 N Miller**

A motion was made by Langford and seconded by Kearns to accept the Fire & Ice bid in the amount of \$7995 to replace heating/air conditioning at 113 N. Miller. *VOTE: Y-Anderson, Y-Hunzeker, Y-Johnson, Y-Kearns, Y-Langford, Y-Reed*

**C. Athletics**

No motion. 6-man or 8-man football will be added to the November agenda for action.

**D. Approval of Bills & Payroll**

A motion was made by Johnson and seconded by Anderson to approve the bills and payroll - \$

**E. Athletics**

Linda Kudrna reported that she is looking into new padding for the new football field light poles. No motion.

**F. Approval of the Bills and Payroll**

A motion was made by Langford and seconded by Kearns to approve the bills and payroll excluding check # 5245 to Lister-Sage - \$27,604.35 (bills) and \$171,367.90 (payroll). *VOTE: Y-Anderson, Y-Hunzeker, Y-Johnson, Y-Kearns, Y-Langford, Y-Reed-except check #5228*

**IX. Adjournment** – A motion was made by Langford and seconded by Anderson to adjourn the meeting at 9:00 p.m. *VOTE: Y-Anderson, Y-Hunzeker, Y-Johnson, Y-Kearns, Y-Langford, Y-Reed*

### **Hay Springs Public School District #3**

P.O. Box 280 \* 407 N. Baker Street \* Hay Springs, NE 69347

Mr. Jason Cline  
Superintendent/Principal PK-12

Phone: 308-638-4434 \* Fax: 308-638-7500

Mrs. Kim Marx  
Assistant Principal PK-12

October 30, 2015

Dear Parent/Guardians,

The *No Child Left Behind Act of 2001* (NCLB) requires that all states create high academic standards for the core areas of reading, writing and math. The goal of NCLB is for every student to meet or exceed these standards by the school year 2014. The measure of annual progress toward these standards is called Adequate Yearly Progress (AYP). AYP is based primarily on the results of the Nebraska state assessments given to students in grades 3 through 8 and grade 11. Schools must meet the state's academic proficiency benchmarks, as well as other indicators such as test participation and attendance/dropout rate, to make AYP.

In addition to measuring each school, NCLB also requires the Nebraska Department of Education (NDE) to annually review the progress of each school district. Based on Nebraska State testing results, the Hay Springs Public Schools District was identified by the NDE as a district in need of improvement for the 2015-2016 school year. A district is identified for improvement if it meets this criterion:

Does not make AYP in all grade spans within the district-elementary (grades 3-5), middle school (grades 6-8) and high school (grades 9-12) for two consecutive years in either content area of math or reading, considering all eligible student subgroups.

To be removed from the district improvement status, the district must meet the grade span achievement standards for two consecutive years.

The Hay Springs Public Schools is dedicated to providing all students with a quality education that prepares them to be college and career ready. Evidence of our commitment to education is shown in the academic growth for both reading and mathematics over the last several years. If you would like to compare achievement scores in the district to others across the state, you may access the information of the Nebraska Department of Education (NDE) *State of the Schools Report* at <http://reportcard.education.ne.gov>.

Below is a table that compares Hay Springs Public School Students to Nebraska State Average Scores in Reading and Math over the last 5 years. This information can be found in the State of the Schools Report website. The table shows that Hay Springs Public Schools exceeds the state average in both Reading and Math.

School Year	Hay Springs Reading	State Reading Results	Hay Springs Math	State Math Results
2010-2011	83%	72%	81%	63%
2011-2012	88%	74%	78%	67%
2012-2013	86%	77%	86%	69%
2013-2014	81%	77%	86%	71%
2014-2015	90%	80%	80%	72%

As a Title I district identified in need of improvement, Hay Springs Public Schools is required to communicate the district improvement plan strategies specifically addressing the teaching and learning needs of low-achieving students. The goals and strategies identified in the plan intentionally focus on optimizing instruction for all learners using researched based practices with on-going professional learning for staff.

You are encouraged to contact the district office for further information on any of these requirements and to find out how you can become involved in school improvement efforts. An important part of this effort involves parental involvement and support. Parents/guardians and students can monitor progress (grades 3-12) by registering for and using Infinite Campus. Participating in parent/teacher conferences, attending parent/family nights and providing "at home" strategies to support reading and math learning are also key to supporting the home/school partnership. (Attached to this letter are some strategies ideas).

We will continue to communicate with you throughout the year regarding the school improvement efforts underway and hope you will join us in supporting our students and teachers as we work toward reaching our goals for next year.

Please call if you have additional questions about any details.

Sincerely,

A handwritten signature in black ink that reads "Jason Cline". The signature is written in a cursive style with a large, sweeping initial "J".

Jason Cline  
Superintendent.



# NEBRASKA

## DEPARTMENT OF EDUCATION

www.education.ne.gov  
301 Centennial Mall South  
P.O. Box 44287  
Lincoln, NE 68509-4287  
Tel. 402.471.2295  
Fax 402.471.0117

To: Parents and Caregivers  
From: Matthew Blomstedt, Commissioner of Education  
Subject: Nebraska's Commitment to Every Student, Every Day  
Date: September 28, 2015

The Elementary and Secondary Education Act (ESEA), was passed in 1965 during the Lyndon B. Johnson administration as part of the War on Poverty. The act emphasized equal access to education, established high standards and accountability, and authorized federally funded education programs administered by individual states. Congress amended ESEA in 2002 and reauthorized it as the No Child Left Behind (NCLB) Act. The law was scheduled to be reauthorized in 2007; to date Congress has not taken the necessary steps to update this law. In recent months, both the Senate and Congress have passed their versions of what they believe should be included in reauthorization of the ESEA. The next step is for members of both the Senate and Congress to form a Conference Committee to come up with a single plan for reauthorization. It is anyone's guess whether ESEA will actually be reauthorized by the end of this year.

When states and districts agree to accept federal funds, there are strings attached. Attached to NCLB Title I funding is the stipulation to have statewide assessments and Adequate Yearly Progress (AYP) decisions for every public school in the state. Under NCLB, the proficiency goal for school year 2014-15 for reading and mathematics assessments was set at 100%. According to the NCLB rules, every student - regardless of disabilities, English language proficiency, or other life-impacting circumstances -- must be proficient in reading and math as measured by state assessments. Because of this unrealistic goal, a number of Nebraska schools will be unfairly labeled as *Not Met* or *In Need of Improvement*.

The Nebraska Department of Education does not agree with the current federal policy. I do not believe that all of our schools are low performing. In fact, the U.S. Department of Education (USDE) has granted waivers from the unrealistic expectations of NCLB. Common sense tells us that one child in one grade in one subject area scoring just below a "proficiency cut score" should not brand an entire school community as failing. Yet that is exactly what has happened under NCLB. As a result of this faulty logic, some schools or districts in Nebraska have not met the NCLB requirement for the 2014-15 school year.

In April, 2015, Nebraska submitted a request to the USDE, for waivers from several of the NCLB requirements. NDE has had follow-up conversations with USDE staff, but to date no formal response has been received. This means that for the 2014-15 school year, all NCLB requirements must be followed. NDE was hopeful that some of the requirements, such as the 100% proficiency goals for

reading and math could be waived, but our real hope is that reauthorization takes place very soon, so that all states will be relieved of the unrealistic and harsh consequences of the current law.

Nebraska educators are committed to each and every young person reaching his or her full potential and we are proud of the significant academic progress of our students. While not all students have reached proficiency, the use of targeted resources to assist struggling students and schools has had an impact which is seen in performance data not taken into account by NCLB. Our students, staff members, and schools are not failures. By many measures, they are demonstrating unprecedented levels of achievement. We continue to strive for improvement and excellence in our public schools.

We are committed to continuous improvement. Gains in student achievement are due to the collaborative efforts of teachers, staff, parents, and community members through high-quality instruction, effective leadership, and partnerships. We know that tests are an important part of teaching and learning, but we also understand that basing a student's achievement on a single assessment does not capture everything that is important for our children's learning journey.

As a state, our biggest challenge is finding better ways to engage and support the learning of every student, every day. Nebraska continues to develop and refine a system for Accountability for a Quality Education System, Today and Tomorrow (AQuESTT). The State Board of Education believes that Nebraska citizens—through the Constitution, the Nebraska Legislature, the State Board of Education, the Commissioner of Education, and other policy makers—are responsible for the total design of this education system. While acknowledging that this education system will be influenced by others, (federal government, other state leaders, and local policy makers) this system will be dependent on and driven by local boards of education, administrators, teachers, parents, communities, and students. This belief requires that we listen well, communicate better, and engage leaders and stakeholders across the state. The goal is to build a quality accountability system that is meaningful to Nebraska. The AQuESTT system focusses on six tenets which are part of two broader principles. We believe that each tenet is equally important.

**STUDENT SUCCESS AND ACCESS**

Positive Partnerships, Relationships, & Student Success  
Transitions  
Educational Opportunities & Access

**TEACHING AND LEARNING**

College and Career Ready  
Assessment  
Educator Effectiveness

As a parent or caregiver, we encourage you to look at your own child's individual growth and learning, along with evidence your school provides related to your child's progress instead of an outdated mislabeling requirement imposed by the federal government. We also encourage you to work with your local educators to ensure that every child is challenged and supported, learning, and thriving. Schools prosper when parents and caregivers are involved as the first teachers of their children.



### Puzzles and Games to Solve Problems

- Try solving various puzzles such as Sudoku, picture puzzles, and brain teasers.
- Play tic-tac-toe in reverse so the winner will be the one who forces the other player to get three "Xs" or three "Os" in a row, column or diagonal.
- Keep a board game set up to encourage family members to continue to play together which also enhances cooperation and communication skills.

### Graph Complex Information

- Use a bar graph to show the favorite ice cream flavor of family members. Extend the graph to include neighbors or relatives.
- Make a pie chart or circle graph showing how much time your child spends eating, in school, playing or doing chores. This also requires estimation.

Sources: The National PTA, edited and Nebraska Department of Education.

To learn what your child is expected to know and do in mathematics, visit the website for Nebraska academic content standards for mathematics at:  
<http://www.education.ne.gov/math>

For more information please contact the Director of Mathematics Education,  
Deborah Romanek,  
at [deb.romanek@nebraska.gov](mailto:deb.romanek@nebraska.gov) or 402.471.2503.

## Math Resources

### U.S. Department of Education

Helping Your Child Publication series – *Booklets and brochures with helpful tools for parents.*  
<http://www2.ed.gov/parents/academic/help/hyc.html>

### National Science Foundation and the

### U.S. Department of Education

*Figure This – Demonstrates challenging middle school mathematics and emphasizes the importance of high-quality math education for all students.*  
<http://www.figurethis.org/index.html>

### National Council of Teachers of Mathematics (NCTM)

*Family Guide: Fostering Your Child's Success in Mathematics – Free guide available to print.*  
<http://illuminations.nctm.org/NCTMResources.aspx>

*Illuminations – Another guide with home and classroom activities, lessons, interactive tools, and web resources for students to explore, learn and apply mathematics.*  
<http://illuminations.nctm.org/Default.aspx>

# Helping your child learn math

## Math Tips for Parents



**NEBRASKA**  
*DEPARTMENT OF*  
**EDUCATION**

Tips, activities and resources to help your child learn mathematics.

### Provided by:

Nebraska State Board of Education  
Nebraska Department of Education  
301 Centennial Mall South  
Lincoln, NE 68509

Phone: 402-471-2295  
[www.education.ne.gov](http://www.education.ne.gov)

November 2010





## Tips for Parents

### Build Your Child's Success in Math.

- 1. Be Positive.** Let your children know that you think everyone can be successful in math. They will believe it too.
- 2. Play family games** that use math and are lots of fun. Card games like "Go Fish" and "Gin Rummy" teach counting, sorting and strategy.
- 3. Avoid stereotypes** that set limits on what any child can be or do. Women can be engineers and children of all races, ethnicities and gender can excel in advanced math.
- 4. Choose gifts that develop problem solving skills,** such as puzzles and Monopoly.
- 5. Expand your children's horizons.** Your children may want to be doctors, nurses, firefighters, weather forecasters, astronomers, airline pilots or forest rangers. Inadequate preparation in math can limit children's career choices.
- 6. Buy or borrow library books** that use math such as counting books or books on shapes and colors are just as important as alphabet books.
- 7. Connect math learning to the real world.** Talk to your child about using math when you follow a recipe, go to the bank, check the temperature or decide if a sale price is a good value.
- 8. Visit museums, libraries and community centers** often to see what materials and resources are available. Notice what interests your child.

### 9. Talk with teachers and other school staff.

Learn more about your child's studies and ask what you can do to help reinforce math skills.

### 10. Encourage your children to solve problems.

Ask questions, but let them figure it out. Learning how to find answers is a lifetime skill.

Source: The National PTA, edited.

## Understanding Shapes and Patterns

- Ask a child to tape colored circles on other circles in the house like doorknobs, plates.
- On a walk or ride through the neighborhood, help find interesting shapes such as a building with a dome or golden arches.
- "Walking a tightrope" to learn shapes. Put a long string on the floor with different shapes placed on the string and let the child identify the shapes as they walk on the string. Ask children to create their own shape and give it a name. Talk about how naming things helps us know them.

## Sorting

*Help children notice things that are alike and sort them out of mixed items or groups.*

- In a jar or glass filled with various buttons or beans, ask your child to "put things together that go together" and explain color, size and purpose.
- On a walk outdoors, ask your child to look for different kinds of vehicles and to list them. Then see how many they can find in one group, like trucks that are dump trucks, delivery trucks, etc.
- Let children help sort laundry by putting socks in one pile, pants or blouses in another, then regroup by family member.
- Look through a catalogue for pictures of items that can be grouped together. For example, things that grow or will not grow or things that go inside or outside the house.

## Finding Reasonable Estimates

*Finding reasonable estimates helps children avoid totally unreasonable answers.*

- Pennies are fun to collect. What would happen if we couldn't use them anymore? As you pick items off the grocery shelf, have your child "round-off" prices to the nearest 5 cents.
- Let a child help make a grocery list for a favorite meal and, using the newspaper ads, estimate how much it will cost to buy the ingredients.
- Ask questions that require some thought but don't require paper and pencil. "Will it take longer to clean your room or take a bath? Which three things in the house are the same lengths as this shoe string?"

## Activities for Elementary School Students

### Counting or Measuring

- Assign money values to the letters of the alphabet (A = 1 cent, B = 2 cents) and see which family member has a name with the highest value. Try to find a word with the highest value like supercalifragilisticexpialidocious.
- Using a mileage guide, a map and a magic marker, let your child follow the route you take and check how far you have gone and how much farther you must go to reach your destination.
- Bake a batch of cookies and let the children measure ingredients, including fractional parts. Ask a child to double the recipe.





- 6. Encourage reading everywhere!** Keep books in the car, in students' bags, to medical appointments, on camping trips and anywhere else your student may have time to read. It's always time for a good book!
- 7. Model good reading and writing habits** for your child by finding reading materials on topics you enjoy. Talk to them about the ways that you communicate with friends and family and encourage your child to do the same.
- 8. Make reading a family activity** by taking advantage of the services at your local library and participating in community reading festivals and other literacy events.
- 9. Remain a positive support for your child** and work collaboratively with school personnel to help your student achieve their language and literacy goals. It is important to understand that reading difficulty isn't always something that a student can overcome by "trying harder." Your child's teacher will be able to provide strategies tailored to your child's needs.
- 10. Make reading fun!** Reading time should never be a punishment or unpleasant. Help your child to find reading materials that appeal to them, are engaging and that make them want to read more. Find or create fun spaces in your home where your child can read. Stretch a blanket between pieces of furniture to create a private reading fort. Add a flashlight and you've created a private space perfect for settling in with a book!

## Resources

### NDE Early Learning Guidelines

<http://www.education.ne.gov/ech/ELGuidelines/ELG.htm>

### NDE Come As You Are: Kindergarten

<http://www.education.ne.gov/ech/CAYA2008.pdf>

### NDE First Connections with Families

<http://www.education.ne.gov/ech/tcwf.html>

### U.S. Department of Education

<http://www2.ed.gov/parents/academic/help/hyc.html>

<http://www2.ed.gov/cspanol/parents/academic/hyc-esp.html>

### Family Education.com

<http://school.familyeducation.com/reading-tips/parents-and-school/33582.html>

### National Education Association

<http://www.nea.org/grants/13841.htm>

### National Institute for Literacy

<http://www.nifl.gov>

### National PTO Website

<http://school.familyeducation.com/reading/family-learning/38301.html>

### Reading Assist Institute

[http://www.readingassist.org/about\\_us/who\\_we\\_are/](http://www.readingassist.org/about_us/who_we_are/)

### Colorín Colorado!

<http://www.colorincolorado.org/>

#### Provided by:

Nebraska State Board of Education  
August 2010

Nebraska Department of Education  
301 Centennial Mall South  
Lincoln, NE 68509

Phone: 402-471-2295  
[www.education.ne.gov](http://www.education.ne.gov)



# Helping your child learn to read

## A Family Guide for Literacy



**NEBRASKA**  
**DEPARTMENT OF**  
**EDUCATION**

Tips, Activities, and Resources to Help  
Your Child Become a Better Reader

## Tips for Parents

- 1. Talk to your children...and then listen.** Interactive conversations are one of the most powerful tools for language development—particularly in young children. With older children, discussing news events, school activities and what they are learning in the classroom helps to enrich understanding and helps you keep up with your student and their successes and struggles.
- 2. Create a language-rich environment** where students have opportunities to read, write and speak. For example, allowing young children to help create a shopping list and then later help locate the items in the store provides real opportunities for students to practice reading and writing.
- 3. Read with your children.** Even upper-elementary and middle school children may enjoy hearing you read to them or doing a paired reading of a book. Reading aloud to a child helps them to hear fluent language and provides an opportunity for you to model good reading. Rich discussion of themes, events and other story elements enhances comprehension.
- 4. Help students find reading materials** that are of interest to them so they are engaged and encouraged to make reading a fun activity in their day.
- 5. When giving gifts** or asked for gift ideas for your child, recommend books, magazine subscriptions or gift certificates to book stores to encourage literacy and learning.

## 15 Minute Reading Activities

Make the most of 15 minutes. Try these quick reading activities with your younger child.

- 1. License to read.** On car trips, make it a game to point out and read license plates, billboards and interesting road signs.
- 2. Better than TV.** Swap evening television for a good action story or a tale of adventure.
- 3. Look and listen.** Too tired to read aloud? Listen to a book on tape and turn the book's pages with your children. You'll still be reading with them!
- 4. Labels, labels, labels.** Label things in your children's room as they learn to name them. Have fun while they learn that written words are connected to everyday things.
- 5. Pack a snack, pack a book.** Going someplace where there might be a long wait? Bring along a snack and a bag of favorite books.
- 6. Recipe for reading.** The next time you cook with your children, read the recipe with them. Step-by-step instructions, ingredients and measurements are all part of words in print!
- 7. Shop and read.** Notice and read signs and labels in the supermarket. Back home, putting away groceries is another great time for reading labels.
- 8. Your long-distance lap.** Away on a business trip? Take a few books with you, call home and have your child curl up by the phone for a good night story.

**9. A reading pocket.** Slip fun things to read into your pocket to bring home: a comic strip from the paper, a greeting card or even a fortune cookie from lunch. Create a special, shared moment your child can look forward to every day.

**10. A little longer?** When your child asks to stay up a little longer, say yes and make it a 15-minute family reading opportunity.

Source: National Parent Teacher Association, edited.



To learn more about what is expected of a good reader of your child's age, please refer to the Nebraska academic content standards at: <http://www.education.ne.gov/read>.

For more information or to access the companion video please contact Tricia Parker at [tricia.parker@nebraska.gov](mailto:tricia.parker@nebraska.gov) or 402-471-4336.

### **Sports Participation for Sixth Grade Students**

If there are less than 12 girls in the combined 7<sup>th</sup> and 8<sup>th</sup> grade classes, 6<sup>th</sup> grade girls will be allowed to participate in Junior High Athletics. If the combined enrollment in 7<sup>th</sup> and 8<sup>th</sup> grade is less than 12 boys, 6<sup>th</sup> grade boys will be allowed to participate in Junior High Athletics. The initial determination will be made at the beginning of the school year. If during the year enrollment numbers decline, such that there are now less than 12 girls or less than 12 boys, the administration has the right to re-evaluate and allow the corresponding 6<sup>th</sup> graders to play. If during the year enrollment numbers increase, such that there are now more than 12 girls or more than 12 boys, the corresponding 6<sup>th</sup> graders will be allowed to continue their participation.

\* Enrollment Trends  
 - Does not include pre-school

District	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Increase/decrease
Alliance	1530	1384	1504	1522	1528	1525	1500	1450	-80
Banner County	168	178	171	158	140	144	155	156	-12
Bayard	439	425	414	393	415	428	406	383	-56
Bridgeport	508	505	489	504	468	470	474	477	-31
Chadron	907	957	903	883	889	850	840	833	-74
Crawford	220	216	219	224	220	213	208	208	-12
Creek Valley	254	250	271	252	252	256	231	251	-3
Garden County	263	250	239	237	218	216	224	250	-13
Gerling	2094	2013	2062	2075	2074	2065	1980	1952	-142
Gordon/Rushville	709	703	700	694	679	650	624	594	-115
Hay Springs	188	159	130	129	141	155	155	171	-17
Hemlingford	352	367	378	371	353	380	381	382	30
Kimball	545	538	506	533	514	494	494	473	-72
Leyton	234	221	200	202	212	216	213	206	-28
Minatare	209	226	220	216	227	217	213	200	-9

Mitchell	646	628	653	652	639	638	656	640	-6
Morrill	416	392	393	380	360	351	319	344	-72
Potter/Dix	207	191	196	195	193	193	172	168	-35
Scottsbluff	2735	2793	2864	2943	2994	2994	3152	3184	449
Sidney	1212	1227	1263	1240	1233	1279	1289	1341	129
Sioux County	98	89	92	87	107	104	95	92	-6
TOTAL	13934	13712	13867	13890	13856	13838	13781	13755	-175