

Anselmo-Merna Public School District 21-15
Regular Meeting Agenda
July 20, 2026
7:00 PM
A-M High School Library

1. CALL MEETING TO ORDER
2. FLAG SALUTE
3. PATRON INPUT-AGENDA SPECIFIC ITEMS
 - 3.1. Recognize Audience-Public Comment
4. SPECIAL RECOGNITIONS
5. CONSENT AGENDA
 - 5.1. Minutes
 - 5.2. Claims and Financial Report
 - 5.3. Agenda
6. REPORTS
 - 6.1. Technology Coordinator
 - 6.2. Maintenance Director
 - 6.3. Transportation Director
 - 6.4. Activities Director
 - 6.5. Principal
 - 6.6. Superintendent
7. NONACTION ITEMS
 - 7.1. Review / Discuss Strategic Plan
 - 7.2. Review / Discuss ACT Data from 2026
 - 7.3. Review / Discuss Student Fees Policy - required annually
 - 7.4. Review / Discuss Parental Involvement Policy - required annually.
 - 7.5. Review / Discuss AD role clarification
8. ACTION ITEMS
 - 8.1. Review / Discuss / Approve Middle School Math (A.Little)
 - 8.2. Review / Discuss / Approve Assistant Track Coach for 26-27 school year
 - 8.3. Review / Discuss / Approve NRCSA renewal for 26-27 school year.
 - 8.4. Review / Discuss / Approve Apple Quote
 - 8.5. Review / Discuss / Approve Sub Pay for 26-27
 - 8.6. Review / Discuss / Select RFQ submission
 - 8.7. Review / Discuss / Approve 2nd Read 5205 - Graduation
 - 8.8. Review / Discuss / Approve Student Parent Handbook 2026-2027
9. PATRON INPUT - NON-AGENDA SPECIFIC
 - 9.1. Recognize Audience-Public Comment
 - 9.2. Requested Input
10. ADJOURN

The Anselmo-Merna Board of Education reserves the right to go into Closed Session at any time for the purposes in accordance with 84-141 (1).

Thank you to Muddy Crick Auto (Erin and Adam Duryea) for their help in moving along a surplus van. All proceeds from sale went back to school.

Thank you to our Booster Club and all of the generous sponsors of that event for coming out and supporting our kids on July 3rd. We had 84 people (21 teams) enjoying an afternoon of golf and fellowship!

Thank you to our A-M Foundation and all the supporters of this event for their continued work in supporting our students through their annual fundraising event (July 4th, Merna). This event is entirely supported by volunteers who care deeply about our school and our kids. They raised roughly \$56,000!!!

Thank you to all who supported our Heritage Days Pancake Feed!

Congratulations to players recognized at the EPIC football camp.

Congratulations to our Co-Teachers of the Year - **Mrs. Carrie Thornton and Troy Gilligan**. Also - thank you to those who have reached milestone years of service.

5 Years

Kaitlyn Mason
John Meschke

10 Years

Sheila Bacon
Kim Clay
Dustin Eichelberger

15 Years

Thane Lewis
Joe Lamb

20 Years

Anne McCaslin

25 Years

DeAnna Baker

Karen McGinn
Jennifer Schmidt

Anselmo-Merna Board of Education Regular Meeting
June 15, 2026
A-M High School Library

Afton Christen, Present
Ben Cooksley, Absent
Tom Griffith, Present
Rodney Lamb, Present
Jacob Parsons, Present
Sandy Priest, Absent

1. CALL MEETING TO ORDER

The June 15, 2026 regular meeting of the Anselmo-Merna Board of Education was called to order at 7:04 PM by Tom Griffith, Board Vice-President. Administrators present included Superintendent Lloyd McIntyre, and PK-12 Principal Chanc McIntosh. Also present was Business Manager Jamie Porter. Notice of meeting was posted with the agenda and done so according to policy. Vice-President Griffith publicly stated to all in attendance that a current copy of the Nebraska Open Meetings Act was available for review and indicated the location of such copy in the room where the meeting was being held.

2. FLAG SALUTE

Afton Christen led the pledge of allegiance to the flag.

3. PATRON INPUT-AGENDA SPECIFIC ITEMS

3.1. Recognize Audience-Public Comment

4. SPECIAL RECOGNITIONS

Mr. McIntyre congratulated our boys track team for on their runner up state finish, Ella Marshall for placing 5th in middle school pin design at National Skills USA and Drake Doss for being selected to play in the Sertoma 8-man all-star football game.

5. CONSENT AGENDA

I move to approve the consent agenda which includes the minutes from the May 18, 2026 regular meeting, the June financials, and the June agenda. Passed with a motion by Rodney Lamb and a second by Jacob Parsons.

Afton Christen: Yea, Tom Griffith: Yea, Rodney Lamb: Yea, Jacob Parsons: Yea
Yea: 4, Nay: 0

5.1. Minutes

5.2. Claims and Financial Report

The following bills were paid:

Ainsworth Community School 100.00; AKRS Equipment Solutions 294.87; A-M Public School 20,000.00; Anderson's Alphabet U 199.84; Baker, DeAnna 256.03; Bound 500.00; Brady Public School 60.00; Broken Bow Public School 577.28; Cash 3,979.00; Charron, Kyle 2,770.00; Consolidated Telephone 129.76; Corporate Payment Systems 7,599.17; Country Partners Cooperative 2,126.12; Culligan Water Conditioning 24.00; Custer County Chief 127.14; Custer Public Power District 5,409.03;

DAS State Accounting 1,054.44; Eakes 3,452.25; ESU10 11,169.09; Gateway Motors 1.00; Gothenburg Public School 24.00; Grocery Kart 210.35; Henry, Lynn 250.00; Hiland Dairy 111.32; HireRight Solutions 35.65; Hometown Leasing 690.54; Hunt, Cocha 23.00; J & J Sanitation 803.97; Lamb, Joe 40.00; Lewis, Thane 333.40; Little Caesar's Fundraising 3,146.00; Lunchtime Solutions 7,825.75; MCI 54.68; McIntyre, Lloyd 381.73; Mead Lumber Centers 81.02; Melham Medical Center 103.00; Mid-Plains Community College 560.00; Mills Hardware 9.49; MRG Hauff 868.60; Mullen Public School 50.00; NASB 1,750.00; NCA 1,135.00; NCSA 335.00; Nippon Sanso Matheson 125.07; North Platte Telegraph 657.39; One Source 24.00; PanTerra Networks 987.37; Paxton Consolidated Schools 252.78; Platte Valley Communications 200.00; Porter, Jamie 47.00; PowerSchool Group 4,806.70; PrestoX 134.61; Pye Barker Fire & Safety 415.00; Reed, Jason 35.10; RT Ace 569.66; Saint Patrick's School 50.00; Stapleton Public Schools 160.00; TeamMates Mentoring Program 750.00; Team Physical Therapy 351.22; Thomsen Chiropractic 150.00; Time Management Systems 179.20; Trotter Service 28,483.45; Trotter's Whoa & Go 651.59; Teahon, Tyler 2,525.00; Union Bank & Trust 64.00; Unitech 1,313.80; University of Nebraska-Lincoln 143.00; Village of Merna 1,131.63; Voss Lighting 284.34; Wenquist 879.80. Total Liabilities 124,023.23 + Total Payroll 288,687.46 = \$412,710.69.

5.3. Agenda

6. REPORTS

6.1. Technology Coordinator

The board reviewed Kati Pearman's monthly report.

6.2. Maintenance Director

The board reviewed Tony Wright's monthly report.

6.3. Transportation Director

The board reviewed Joe Lamb's monthly report.

6.4. Activities Director

The board reviewed Mr. Goodman's monthly report.

6.5. Principal

The board reviewed Mr. McIntosh's monthly report. Mr. McIntosh updated the board on plans for summer school, future ACT testing, professional development, instructional materials, and some classroom requests.

6.6. Superintendent

The board reviewed Mr. McIntyre's monthly report. Mr. McIntyre updated the board on the search for the AD position, staffing adjustments, RFQ, tree belt clean-up, and some maintenance projects going on this summer.

7. NONACTION ITEMS

7.1. Review / Discuss Strategic Plan

7.2. Review / Discuss Rule 10 visit and curriculum mapping progress

7.3. Review / Discuss classroom furniture quote

I move to move the classroom furniture quote to an action item. Passed with a motion by Rodney Lamb and a second by Afton Christen.

Afton Christen: Yea, Tom Griffith: Yea, Rodney Lamb: Yea, Jacob Parsons: Yea

Yea: 4, Nay: 0

7.4. Review / Discuss First Read 5205 — Graduation

8. ACTION ITEMS

8.1. Review / discuss / approve - Policy - 5209 - Library Materials / Parent Access

I move to approve policy 5209 as presented. Passed with a motion by Jacob Parsons and a second by Rodney Lamb.

Afton Christen: Yea, Tom Griffith: Yea, Rodney Lamb: Yea, Jacob Parsons: Yea

Yea: 4, Nay: 0

8.2. Review / discuss / approve 26-27 bell schedule

I move to approve the bell schedule as presented for the 26-27 school year. Passed with a motion by Jacob Parsons and a second by Rodney Lamb.

Afton Christen: Yea, Tom Griffith: Yea, Rodney Lamb: Yea, Jacob Parsons: Yea

Yea: 4, Nay: 0

8.3. Review / approve ELA curriculum auditions (HMH)

I move to approve the HMH proposal, in the amount of \$14,720 using the District's Comprehensive Literacy State Development (CLSD) Grant. Passed with a motion by Afton Christen and a second by Jacob Parsons.

Afton Christen: Yea, Tom Griffith: Yea, Rodney Lamb: Yea, Jacob Parsons: Yea

Yea: 4, Nay: 0

8.4. Review / discuss / approve MJK CPA PC to provide audit services for the 2025/2026 fiscal year

I move to approve the audit engagement agreement with MJK CPA, P.C. for the fiscal year ending August 31, 2026, at a cost not to exceed \$10,000 unless otherwise approved by the Board of Education. Passed with a motion by Rodney Lamb and a second by Afton Christen.

Afton Christen: Yea, Tom Griffith: Yea, Rodney Lamb: Yea, Jacob Parsons: Yea

Yea: 4, Nay: 0

8.5. Approve classroom furniture quote - moved from non-action

I move to approve the quote from Worthington Direct for classroom furniture as presented not to exceed \$12,035.68. Passed with a motion by Jacob Parsons and a second by Afton Christen.

Afton Christen: Yea, Tom Griffith: Yea, Rodney Lamb: Yea, Jacob Parsons: Yea

Yea: 4, Nay: 0

9. PATRON INPUT - NON-AGENDA SPECIFIC

Vice-President Griffith recognized the audience for public comment.

9.1. Recognize Audience-Public Comment

Vice-President Griffith asked Mr. McIntyre if there was requested input. Mr. McIntyre stated there wasn't.

9.2. Requested Input

10. ADJOURN

Vice-President Griffith thanked everyone in attendance and declared the meeting adjourned at 8:11 PM. The next regular meeting will be July 20, 2026. The agenda is a continuous one and is available for examination during regular hours at the Office of Superintendent. Request for items to be included on the agenda may be placed with the Superintendent.

Afton Christen, Secretary

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Checking Account ID 1		Fund Number 01	GENERAL FUND	
	34739	B2 Environmental	07/15/2026	1,550.00
01 2610 340 000		3 year Asbestos Screening		1,550.00
Total B2 Environmental				1,550.00
	06/01/2026	Carl Dietz Consulting	06/01/2026	2,500.00
01 2310 340 000		Financial Consulting Services		2,500.00
Total Carl Dietz Consulting				2,500.00
	2600	Castle Electric Service	05/04/2026	695.00
01 2610 340 000		Mileage 420 @ 1.25		525.00
01 2610 340 000		Labor Faulty Card Reader 2 @ 85		170.00
Total Castle Electric Service				695.00
	06/30/2026	Charron Lawn Care & Sprinkler Repair	06/30/2026	775.00
01 2630 340 000		Sprinkler Repair		105.00
01 2630 340 000		Apply 2nd Application Fertilizer		660.00
01 2630 340 000		Trip		10.00
Total Charron Lawn Care & Sprinkler Repair				775.00
	06.18.2026-0001	Consolidated Telephone	06/18/2026	43.90
01 2510 382 000		July telephone bill 643-2243		43.90
	06/18/2026-0001	Consolidated Telephone	06/18/2026	85.85
01 2510 382 000		July telephone bill 643-1180		85.85
Total Consolidated Telephone				129.75
	5051245	Cornhusker International Trucks, Inc.	06/16/2026	560.20
01 2730 431 000		2-King Pin @ 267.71		535.42
01 2730 431 000		Freight		24.78
Total Cornhusker International Trucks, Inc.				560.20
	05/28/2026	Corporate Payment Systems	05/28/2026	47.07
01 2710 626 000		Oasis-10.06 gal-23 Bus-Student		47.07
	05/31/2026	Corporate Payment Systems	05/31/2026	40.40
01 2710 626 000		Love's-10.470 gal-26 Suburban-Student		40.40
	05/31/26	Corporate Payment Systems	05/31/2026	91.79
01 2710 626 000		Phillips-22.954 gal 26 Suburban-Student		91.79
	06/01/2026	Corporate Payment Systems	06/01/2026	29.95
01 2710 810 000		Five Star-Car Wash Subscription		29.95
	06/01/26	Corporate Payment Systems	06/01/2026	68.19
01 2710 626 000		Casey's-17.489 gal-26 Suburban-Student		68.19
	06/03/2026	Corporate Payment Systems	06/03/2026	1,961.00
01 2410 610 000		Madison Liquidators-Office Desk		1,961.00
	06/06/2026	Corporate Payment Systems	06/06/2026	73.31
01 2710 626 000		Casey's-19.296 gal-26 Suburban-Student		73.31
	06/06/26	Corporate Payment Systems	06/06/2026	58.52
01 2710 626 000		Shell-13.936 gal-26 Suburban-Student		58.52
	06/09/2026	Corporate Payment Systems	06/09/2026	294.58
01 1100 340 001		Praxis-Test-Syslo		294.58
	06/10/2026	Corporate Payment Systems	06/10/2026	6.08
01 2510 531 000		USPS-Mail Letter		6.08
	06/17/2026	Corporate Payment Systems	06/17/2026	29.95
01 2710 810 000		Five Star-Car Wash Subscription		29.95
	06/19/2026	Corporate Payment Systems	06/19/2026	1,954.60

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 2230 610 000		Madison Liquidators-Kati desk	1,954.60	
	06/22/2026	Corporate Payment Systems	06/22/2026	8.05
01 2510 531 000		USPS-Postage	8.05	
	06202600524	Corporate Payment Systems	06/24/2026	72.51
01 1100 610 001		Make It Snappy-Shop Class Supplies	72.51	
	111-2158282-2565810	Corporate Payment Systems	06/08/2026	13.93
01 1100 610 002		Amazon-Kindergarten Classroom Supplies	13.93	
	111-2854199-5998652	Corporate Payment Systems	06/08/2026	441.19
01 1100 610 002		Amazon-Kindergarten Classroom Supplies	441.19	
	111-4159175-8876229	Corporate Payment Systems	05/04/2026	545.93
01 1100 610 002		Amazon-5th Grade Classroom Supplies	545.93	
	111-4168287-8297802	Corporate Payment Systems	06/02/2026	13.49
01 2710 610 000		Amazon-Bus Barn Supplies	13.49	
	111-4174987-8876258	Corporate Payment Systems	06/04/2026	43.96
01 2610 610 000		Amazon-Maintenance Supplies	43.96	
	111-5183386-2675417	Corporate Payment Systems	06/01/2026	39.99
01 2610 610 000		Amazon-Maintenance Supplies	39.99	
	111-9094686-5114665	Corporate Payment Systems	06/08/2026	158.98
01 2610 610 000		Amazon-Maintenance Supplies	158.98	
	113-0468352-1699411	Corporate Payment Systems	06/18/2026	172.99
01 1100 610 002		Amazon-Elementary Classroom Supplies	172.99	
	113-0620546-7273823	Corporate Payment Systems	06/23/2026	63.84
01 1100 610 001		Amazon-HS English Classroom Supplies	63.84	
	113-1761783-0953853	Corporate Payment Systems	06/23/2026	22.54
01 1100 610 001		Amazon-HS Math Class Supplies	22.54	
	113-2769586-6233069	Corporate Payment Systems	06/22/2026	10.49
01 1100 610 002		Amazon-Kindergarten Classroom Supplies	10.49	
	113-3006257-7851427	Corporate Payment Systems	06/22/2026	11.55
01 2220 640 000		Amazon-Library Books	11.55	
	113-4014215-7761832	Corporate Payment Systems	05/26/2026	20.89
01 2610 610 000		Amazon-Maintenance Supplies	20.89	
	113-45766317-6025021	Corporate Payment Systems	06/23/2026	178.54
01 1100 610 001		Amazon-HS English Classroom Supplies	178.54	
	113-5744498-7298646	Corporate Payment Systems	06/24/2026	8.11
01 1100 610 002		Amazon-2nd Grade Classroom Supplies	8.11	
	113-6902719-2366647	Corporate Payment Systems	06/22/2026	8.39
01 2220 640 000		Amazon-Library Books	8.39	
	113-7776989-7955433	Corporate Payment Systems	06/22/2026	14.07
01 2220 640 000		Amazon-Library Books	14.07	
	113-9765433-6137821	Corporate Payment Systems	06/22/2026	10.99

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 2220 640 000		Amazon-Library Books		10.99
	113-9959276-6047429	Corporate Payment Systems	06/24/2026	7.60
01 1100 610 000		Amazon-Art Classroom Supplies		7.60
	114-0153511-9325810	Corporate Payment Systems	06/10/2026	50.52
01 1100 610 002		Amazon-Kindergarten Classroom Supplies		50.52
	114-1389406-0005828R	Corporate Payment Systems	05/20/2026	(101.98)
01 2610 610 000		Amazon-Gounds Supplies Return		(101.98)
	114-2230832-5503461	Corporate Payment Systems	06/12/2026	149.99
01 2610 610 000		Amazon-Maintenance Supplies		149.99
	114-8535874-8991420	Corporate Payment Systems	06/16/2026	79.99
01 2410 610 000		Amazon-Main Office Supplies		79.99
	2360313	Corporate Payment Systems	06/03/2026	8.97
01 2730 610 000		Love's-Wipers for 2020 Bus		8.97
	6/6/26	Corporate Payment Systems	06/06/2026	80.31
01 2710 626 000		Circle K-22.010 gal-26 Suburban-Student		80.31
Total Corporate Payment Systems				6,791.27
	06/30/2026	Country Partners Cooperative	06/30/2026	23.74
01 2610 626 000		Propane Bottle Fill		23.74
Total Country Partners Cooperative				23.74
	CW01 182-0094	Culligan Water Conditioning	06/30/2026	24.00
01 2610 440 000		Med 8 M Rent		24.00
Total Culligan Water Conditioning				24.00
FY2526-815	90962370	Curriculum Associates LLC	06/26/2026	35.76
01 1100 610 002		Quick-Word Handbooks		23.84
01 1100 610 002		Shipping		11.92
Total Curriculum Associates LLC				35.76
	300033336-0001	Custer County Chief	06/15/2026	6.24
01 2310 540 000		SB 06/15 Regular Meeting Notice		6.24
	300033339-0001	Custer County Chief	06/11/2026	41.59
01 2310 540 000		SB RFQ 06/11/2026		41.59
	300033405-0001	Custer County Chief	06/15/2026	90.87
01 2310 540 000		SB 06/15 Regular Meeting Minutes		90.87
Total Custer County Chief				138.70
	07/06/2026-0001	Custer Public Power Dist.	07/06/2026	5,368.52
01 2610 621 000		40519 - Geer Home		203.78
01 2610 621 000		51730 - Football Lights		51.28
01 2610 621 000		91728 - Bus Barn		128.14
01 2610 621 000		189563 - Well		212.93
01 2610 621 001		61226 - High School		2,433.37
01 2610 621 001		95844 - High School Heat Meter		991.11
01 2610 621 002		128439 - Grade School & Activity Bldg		619.24
01 2610 621 002		171900 - Grade School Heat Meter		728.67
Total Custer Public Power Dist.				5,368.52

07/18/2026 11:07 AM

June 16, 2026 - July 20, 2026

User ID: JKP

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
	1530559-0001	DAS State Accounting - Central Finance	07/13/2026	527.13
01 2224 382 001		E-Rate Circuit Cost Recovery		209.26
01 2224 382 001		Interregional Fee		17.87
01 2224 382 001		Participation Fee		300.00
Total	DAS State Accounting - Central Finance			527.13
FY2526-817	7826702	Demco, Inc	07/08/2026	585.66
01 2220 610 000		Clear Glossy Label Protectors 1 1/2x2		35.18
01 2220 610 000		Color-Coding Labels 3/4x1 Purple		7.99
01 2220 610 000		Color-Coding Labels 3/4x1 Orange		7.99
01 2220 610 000		Color-Coding Labels 3/4x1 Green		7.99
01 2220 610 000		Color-Coding Labels 3/4x1 Red		7.99
01 2220 610 000		Shipping		58.04
01 2220 610 000		Color-Coding Labels 3/4x1 Sky Blue		7.99
01 2220 610 000		Color-Coding Labels 3/4x1 Blue		7.99
01 2220 610 000		Color-Coding Labels 3/4x1 Yellow		7.99
01 2220 610 000		Polyfit Center Cut Book Jacket Cover 12x		94.99
01 2220 610 000		Demco CircExtender 4X Polyprop Laminate		244.74
01 2220 610 000		Demco CE Repositionable Laminate 14x400		96.78
Total	Demco, Inc			585.66
FY2526-808	8332959	Dick Blick Art Materials	07/02/2026	3,043.41
01 1100 610 000		Blick Studio Artists' Colored Pencil-Col		22.56
01 1100 610 000		Blick Studio Artists' Colored Pencil-Bla		47.00
01 1100 610 000		Prismacolor Premier Colored Pencils Set		92.50
01 1100 610 000		Blick Student Tempera Paint Black 16 oz		4.70
01 1100 610 000		Blick Student Tempera Paint Yellow 16 oz		4.70
01 1100 610 000		Blick Economy Cotton Canvas Panel Classr		11.92
01 1100 610 000		Gamblin Cold Wax Medium 4 oz		12.00
01 1100 610 000		Mosaic Merchantile Tile Adhesive 8 oz		14.54
01 1100 610 000		Blick Essentials Gloss Glaze Pint Fruit		14.68
01 1100 610 000		Blick Scholastic Short Handle Golden Tak		50.61
01 1100 610 000		Sharpie Fine Point Permanent Markers Set		19.79
01 1100 610 000		Blick Economy Golden Nylon Brush Set Set		275.88
01 1100 610 000		Blick Scholastic Golden Taklon Brush Set		19.42
01 1100 610 000		Bostitch QuietSharp Executive Electric P		37.98
01 1100 610 000		Blick Essentials Gloss Glaze Pint Black		29.36
01 1100 610 000		Kwik Stix Tempera Paint Set of 24 Thin S		79.38
01 1100 610 000		Mosaic Stone Cement 2# Indoor		5.92
01 1100 610 000		Studio Pro Glass Cutter		15.96
01 1100 610 000		StikkiClips Adhesive Wax Pkg of 20		54.90
01 1100 610 000		Blick Essentials Gloss Glaze Pint Cardin		14.68
01 1100 610 000		Pacon Tru-Ray Construction Paper 12x18 B		5.80
01 1100 610 000		Learning Resources Primary Shapes Templa		89.10
01 1100 610 000		Sharpie Fine Point Permanent Markers Set		19.79
01 1100 610 000		General's Factis Plastic Eraser		16.20
01 1100 610 000		Blick Kneaded Eraser Small		6.72
01 1100 610 000		Pacon Tru-Ray Construction Paper 9x12 Al		3.35

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 1100 610 000		Pacon Tru-Ray Construction Paper 12x18 T		5.80
01 1100 610 000		Blick Essentials Gloss Glaze Pint Delft		14.68
01 1100 610 000		Studio Pro Running Pliers 1"		31.90
01 1100 610 000		Blick Essentials Gloss Glaze Pint Ivory		14.68
01 1100 610 000		Blick Essentials Gloss Glaze Pint Matcha		14.68
01 1100 610 000		Pacon Tru-Ray Construction Paper 9x12 Bl		3.35
01 1100 610 000		Pacon Tru-Ray Construction Paper 12x18 F		11.60
01 1100 610 000		Pacon Tru-Ray Construction Paper 9x12 Bl		10.05
01 1100 610 000		Pink Pearl Eraser Medium Pkg of 12		15.58
01 1100 610 000		Pacon Tru-Ray Construction Paper 9x12 At		3.35
01 1100 610 000		Pacon Tru-Ray Construction Paper 12x18 A		5.80
01 1100 610 000		Pacon Tru-Ray Construction Paper 9x12 Tu		3.35
01 1100 610 000		Richeson Bulk Watercolor Paper 11x14 pkg		104.99
01 1100 610 000		Pacon Tru-Ray Construction Paper 12x18 W		5.80
01 1100 610 000		Blick Essentials Gloss Glaze Pint Bright		14.68
01 1100 610 000		Pacon Tru-Ray Construction Paper 12x18 W		23.20
01 1100 610 000		Pacon Tru-Ray Construction Paper 12x18 O		5.80
01 1100 610 000		Pacon Tru-Ray Construction Paper 9x12 Fe		6.70
01 1100 610 000		Blick ReadyCut Printing Blocks 4x6		66.45
01 1100 610 000		Pacon Tru-Ray Construction Paper 9x12 Go		10.05
01 1100 610 000		Pacon Tru-Ray Construction Paper 12x18 B		17.40
01 1100 610 000		Pacon Tru-Ray Construction Paper 12x18 H		11.60
01 1100 610 000		Pacon Tru-Ray Construction Paper 9x12 Iv		3.35
01 1100 610 000		Richeson Bulk Watercolor Paper 9x12 pkg		169.94
01 1100 610 000		Fuseworks Beginner's Fusing Kit		209.55
01 1100 610 000		Richeson Bulk Watercolor Paper 12x18 pkg		195.50
01 1100 610 000		Pacon Tru-Ray Construction Paper 9x12 Wh		20.10
01 1100 610 000		Pacon Tru-Ray Construction Paper 12x18 B		11.60
01 1100 610 000		Pacon Tru-Ray Construction Paper 9x12 Br		3.35
01 1100 610 000		Blick ReadyCut Printing Blocks 3x4		19.80
01 1100 610 000		Blickrylic Acrylics-Primary Chrome Yello		9.61
01 1100 610 000		Blick ReadyCut Printing Blocks 6x6		21.52
01 1100 610 000		Pacon Tru-Ray Construction Paper 9x12 Ho		6.70
01 1100 610 000		Gelli Arts Mini Gel Printing Plates Clas		144.00
01 1100 610 000		Richeson Bulk Watercolor Paper 6x9 pkg o		18.50
01 1100 610 000		Blickrylic Acrylics-Ultramarine Blue Pin		6.52
01 1100 610 000		Richeson Muffin Pan 7 1/4x11 White 6 Wel		30.00
01 1100 610 000		Fuseworks Fiber Shelf Paper 24x24x1/4		31.71

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 1100 610 000		Richeson Bulk Watercolor Paper 18x24 pkg		333.97
01 1100 610 000		Blick Readycut Printing Blocks 9x12		49.68
01 1100 610 000		Blick Readycut Printing Blocks 8x10		19.46
01 1100 610 000		Blickrylic Acrylics-Primary Magenta Pint		6.52
01 1100 610 000		Blick Super Value Canvas Pack 11x14 pkg		16.99
01 1100 610 000		Blickrylic Acrylics-Primary Green Oxide		9.61
01 1100 610 000		Gelli Arts Mini Gel Printing Plates Asso		22.36
01 1100 610 000		Blickrylic Acrylics-Phthalo Blue Pint		6.52
01 1100 610 000		Blickrylic Acrylics-Cobalt Blue Pint		6.52
01 1100 610 000		Plastic 10-Well Paint Tray with Cover-Ro		36.15
01 1100 610 000		Blick Student Tempera Paint Green 16 oz		4.70
01 1100 610 000		Elmer's Glue 128 oz		16.04
01 1100 610 000		Blick Readycut Printing Blocks 12x12		30.06
01 1100 610 000		Blickrylic Acrylics-Fire Red Pint		6.52
01 1100 610 000		Blickrylic Acrylics-Venetian Red Pint		13.04
01 1100 610 000		Blick Super Value Canvas Pack 12x12 pkg		17.99
01 1100 610 000		Blick Student Tempera Paint Brown 8 oz		3.20
01 1100 610 000		Blick Super Value Canvas Pack 9x12 pkg o		17.99
01 1100 610 000		Blickrylic Acrylics-Primary Mars Black H		18.99
01 1100 610 000		Blick Economy Cotton Canvas Panel Classr		26.04
01 1100 610 000		Blick Economy Cotton Canvas Panel Classr		26.99
01 1100 610 000		Blick Student Tempera Paint Primary Blue		3.20
01 1100 610 000		Blick Student Tempera Paint Blue 16 oz		4.70
01 1100 610 000		Blick Student Tempera Paint Red 16 oz		4.70
01 1100 610 000		Blickrylic Acrylics-Titanium White Half		37.98
01 1100 610 000		Crayola Premier Tempera Paint Turquoise		9.12
01 1100 610 000		Blick Super Value Canvas Pack 16x20 pkg		16.99
01 1100 610 000		Blick Student Tempera Paint White 16 oz		4.70
Total	Dick Blick Art Materials			3,043.41
	5899	Duda Plumbing LLC	06/12/2026	982.77
01 2630 610 000		Iowa Yard Hydrant 5'		360.27
01 2630 610 000		Form Fit Tube		75.00
01 2630 610 000		6-Sandmix/Thinset @ 20		120.00
01 2630 340 000		Mileage 10 @ 2.75		27.50
01 2630 340 000		Labor		400.00
Total	Duda Plumbing LLC			982.77
	9301936-1	Eakes	06/02/2026	47.94
01 2510 610 000		6-Red Report Covers @ 7.99		47.94
	9347120-0	Eakes	06/02/2026	1,479.60
01 2530 550 000		1-Pallet White Paper @ 1479.60		1,479.60
Total	Eakes			1,527.54
	418095	Egan Supply Co.	06/29/2026	5,468.00
01 2610 610 000		Gym Floor Resurfacing		3,500.00
01 2610 610 000		Gym Floor Resurfacing		1,968.00
Total	Egan Supply Co.			5,468.00
	06/30/2026-0001	ESU 10	06/30/2026	13,738.52

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 2320 330 000		MANDT Relational Training-McIntyre		1,496.00
01 2230 340 000		Firewall Maintenance		7.08
01 2230 340 000		Switch Maintenance		15.58
01 2230 340 000		Add TXT record for Mosyle recovery		21.25
01 2230 340 000		Door controllers offline		170.00
01 2230 643 000		Jamf School Licensing Expired		21.25
01 2141 591 001		Psychology Secondary		1,379.15
01 2141 591 002		Psychology Elementary		1,379.15
01 2142 591 000		Psychology Ages 3-4		344.79
01 2143 591 000		Psychology Birth-2		344.79
01 2151 591 001		Audiology School Age Secondary		52.90
01 2151 591 002		Audiology School Age Elementary		52.90
01 2151 591 002		Deaf Education Elementary		311.07
01 2152 591 000		Audiology Ages 3-4		13.22
01 2153 591 000		Audiology Birth - 2		13.22
01 2161 591 001		OT School Age Secondary		824.85
01 2161 591 002		OT School Age Elementary		824.85
01 2162 591 000		OT Ages 3-4		206.21
01 2163 591 000		OT Birth - 2		206.21
01 1200 591 001		Vocational Secondary		77.09
01 1200 591 001		SpEd Supervision Secondary		605.02
01 1200 591 002		SpEd Supervision Elementary		605.02
01 1200 591 000		Student Record System Inservice		993.00
01 1291 591 000		SpEd Preschool Supervision Ages 3-4		136.96
01 1292 591 000		SpEd Preschool Supervision Birth-2		136.96
01 2140 591 001		LMHP Secondary		1,750.00
01 2140 591 002		LMHP Elementary		1,750.00
Total ESU 10				13,738.52
FY2526-802	COOP003393	ESU Coordinating Council	07/08/2026	155.00
01 2220 643 000		World Book Nebraska Power Pack		155.00
Total ESU Coordinating Council				155.00
FY2526-813	PSI032755	Geyer Instructional Products	06/26/2026	36.00
01 1100 610 001		6 Grid Graph Paper 1/8" Red 500 Sheet Re		21.00
01 1100 610 001		Graphine 3M Post-It Notes 20x20 Square G		15.00
FY2526-813	PSI032805	Geyer Instructional Products	06/29/2026	41.60
01 1100 610 001		Geometry Template		41.60
Total Geyer Instructional Products				77.60
	03233	Grocery Kart	06/08/2026	19.20
01 2610 610 000		1-Distilled Water @ 1.98		1.98
01 2610 610 000		2-Febreze @ 4.38		8.76
01 2610 610 000		2-Febreze @ 4.23		8.46
	4910	Grocery Kart	06/24/2026	7.84
01 1100 610 001		Science Class Supplies		7.84
Total Grocery Kart				27.04
	07/01/2026-0001	Hometown Leasing	07/01/2026	690.54
01 2530 550 000		July copier/printer payment		690.54
Total Hometown Leasing				690.54
	1744714T05-0001	J&J Sanitation	07/01/2026	803.97

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 2610 431 000		06/01/2026-06/30/2026 Trash Pick Up		803.97
Total J&J Sanitation				803.97
	07/01/2026-0001	Lamb, Joe	07/01/2026	40.00
01 2710 290 000		July 2026 Phone Stipend		40.00
Total Lamb, Joe				40.00
FY2526-812	INV253871	Learning Without Tears	06/25/2026	326.70
01 1100 610 002		My Printing Book		297.00
01 1100 610 002		Shipping		29.70
FY2526-809	INV253873	Learning Without Tears	06/25/2026	1,191.60
01 1100 610 002		Cursive Kickoff		243.00
01 1100 610 002		Writing Journal C		81.00
01 1100 610 002		Letters & Numbers For Me		135.00
01 1100 610 002		Shipping		75.60
01 1190 610 002		My First School Book		297.00
01 1190 643 002		Pre-K Interactive Teaching Tool		360.00
Total Learning Without Tears				1,518.30
	07/16/2026	LeFever, Tammy	07/16/2026	159.50
01 2190 333 000		Market & Mill 5/6 22 mi @ .725		15.95
01 2190 333 000		Grocery Kart 5/6 22 mi @ .725		15.95
01 2190 333 000		Grand Island 7/15 176 mi @ .725		127.60
Total LeFever, Tammy				159.50
	367	Market & Mill, The	06/20/2026	10.77
01 2310 610 000		3-Canola Oil Spray @ 3.59		10.77
Total Market & Mill, The				10.77
	06/25/2026-0001	MCI	06/25/2026	54.71
01 2510 382 000		June 2026 Telephone Charges		54.71
Total MCI				54.71
	06/25/2026	McIntyre, Lloyd	06/25/2026	558.25
01 2320 333 000		MNAC Mtg 6/2 170 mi @ .725		123.25
01 2320 333 000		MANDT Training 6/22 150 mi @ .725		108.75
01 2320 333 000		MANDT Training 6/23 150 mi @ .725		108.75
01 2320 333 000		MANDT Training 6/24 150 mi @ .725		108.75
01 2320 333 000		MANDT Training 6/25 150 mi @ .725		108.75
Total McIntyre, Lloyd				558.25
	13649286	Mead Lumber Centers	06/23/2026	96.90
01 2610 610 000		6-2x10 Select Structure @ 16.15		96.90
	13650372	Mead Lumber Centers	06/23/2026	34.99
01 2630 610 000		1-SB Caps 1" @ 34.99		34.99
	67997285	Mead Lumber Centers	06/01/2026	217.01
01 2630 610 000		6-2x12 Treated @ 29.54		177.24
01 2630 610 000		2-2x4 Treated @ 8.53		17.06
01 2630 610 000		.5-2x12 Treated @ 45.41		22.71
Total Mead Lumber Centers				348.90
	BCE 31726	Mid-Plains Community College	06/29/2026	280.00
01 2130 340 000		CPR/First Aid Training-M Diefenbaugh		70.00
01 2130 340 000		CPR/First Aid Training-J Bartak		70.00

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 2130 340 000		CPR/First Aid Training-L Klein		70.00
01 2130 340 000		CPR/First Aid Training-D Baker		70.00
Total	Mid-Plains Community College			280.00
	701931	Midwest Door & Hardware	06/29/2026	45.00
01 2610 340 000		Cut 5 AA Master Keys		45.00
Total	Midwest Door & Hardware			45.00
	07/16/2026	Minnick, Tiffany	07/16/2026	75.00
01 2320 610 000		Used Office Desk-Superintendent		75.00
Total	Minnick, Tiffany			75.00
	91527	NCSA	06/11/2026	315.00
01 1100 330 001		AFNR Post Conference AET Training		15.00
01 1100 330 001		2026 NCE Conference Registration-K Henry		300.00
Total	NCSA			315.00
	57-16010	Nebraska Safety Center @UNK	07/06/2026	125.00
01 2710 340 000		Level 2 Transportation Course-J Lamb		125.00
Total	Nebraska Safety Center @UNK			125.00
	33475178	Nippon Sanso Matheson, Inc.	06/21/2026	109.60
01 1100 610 001		Hazardous Materials Charge		11.95
01 1100 610 001		AR CD25150		32.55
01 1100 610 001		OX 150 High Pressure-Medium		32.55
01 1100 610 001		OX 200		32.55
Total	Nippon Sanso Matheson, Inc.			109.60
	29806-6202-0003	PanTerra Networks, Inc.	06/30/2026	987.37
01 2510 382 000		Product Charges		763.93
01 2510 382 000		Regulatory Charges		223.44
Total	PanTerra Networks, Inc.			987.37
FY2526-816	26-000011803	Pitsco	07/10/2026	408.71
01 1100 610 001		Brass Washers		4.75
01 1100 610 001		Balsa Wood Body Blanks		262.50
01 1100 610 001		Steel Axles		7.75
01 1100 610 001		Px Wheel 100 pack		14.75
01 1100 610 001		Shipping		118.96
Total	Pitsco			408.71
	97417159-0001	PRESTOX	06/23/2026	134.61
01 2610 340 000		General Pest Maintenance 06/23/26		130.69
01 2610 340 000		Environmental & Safety Surcharge		3.92
Total	PRESTOX			134.61
	124844	Pye-Barker Fire & Safety	06/19/2026	658.45
01 2610 340 000		Semi-Annual Alarm Inspection		513.50
01 2610 340 000		Temporary Additional Fuel Charge		14.95
01 2610 610 000		2-12V Battery @ 65		130.00
	125097	Pye-Barker Fire & Safety	06/24/2026	1,440.00
01 2610 340 000		5 Year Internal Sprinkler Inspection		1,440.00
Total	Pye-Barker Fire & Safety			2,098.45

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		
	11997	Richard's Electric	10/14/2025	80.00
01 2610 340 000		1 hr Chad 10/14 @ 80	80.00	
	12106	Richard's Electric	02/19/2026	480.00
01 2610 340 000		3 Chad 2/19 @ 80	240.00	
01 2610 340 000		3 Toby 2/19 @ 80	240.00	
	12107	Richard's Electric	02/19/2026	729.00
01 2610 610 000		1-Thunderstorm Heater @ 466	466.00	
01 2610 610 000		2-GE Base Lamp @ 70	140.00	
01 2610 610 000		3-1/2 emt ss fittings @ .80	2.40	
01 2610 610 000		8-1/2 straps @ .20	1.60	
01 2610 610 000		2-1/2 carflex connectors @ 8	16.00	
01 2610 610 000		1-1/2 rgs coupling @ 3.50	3.50	
01 2610 610 000		20-1/2 emt @ 1.30	26.00	
01 2610 610 000		10-1x12 screws @ .20	2.00	
01 2610 610 000		1-circuit breaker @ 30	30.00	
01 2610 610 000		75-#10 thhn cu wire @ .50	37.50	
01 2610 610 000		2-1/2 carflex @ 1	2.00	
01 2610 610 000		Misc	2.00	
	12116	Richard's Electric	02/27/2026	1,120.00
01 2610 340 000		2 hrs Chad 2/27 @ 80	160.00	
01 2610 340 000		2 hrs Toby 2/27 @ 80	160.00	
01 2610 340 000		5 hrs Chad 3/4 @ 80	400.00	
01 2610 340 000		5 hrs Toby 3/4 @ 80	400.00	
	12121	Richard's Electric	03/04/2026	410.40
01 2610 610 000		1-Groud Rod Clamp @ 8	8.00	
01 2610 610 000		1-Q0230 @ 30	30.00	
01 2610 610 000		1-3/4 Romex connector @ 1.60	1.60	
01 2610 610 000		8-#6 bare cu wire @ 1.50	12.00	
01 2610 610 000		1-QoC12 cover @ 30	30.00	
01 2610 610 000		25-50 cord @ 4	100.00	
01 2610 610 000		1-breaker box @ 110	110.00	
01 2610 610 000		4-Q0120 @ 12	48.00	
01 2610 610 000		3-1/2 Romex connector @ .60	1.80	
01 2610 610 000		1-Ground terminal strip @ 18	18.00	
01 2610 610 000		1-Ground rod @ 30	30.00	
01 2610 610 000		1-Leviton @ 21	21.00	
	12126	Richard's Electric	03/25/2026	1,456.20
01 2610 610 000		Unit Heater	1,190.00	
01 2610 610 000		Supplies	266.20	
	12137	Richard's Electric	03/18/2026	200.00
01 2610 340 000		1.5 hrs Chad 3/18 @ 80	120.00	
01 2610 340 000		.5 hr Chad 4/9 @ 80	40.00	
01 2610 340 000		.5 hr Toby 4/9 @ 80	40.00	
	12152	Richard's Electric	03/23/2026	1,160.00
01 2610 340 000		3 hrs Chad 3/23 @ 80	240.00	
01 2610 340 000		3 hrs Toby 3/23 @ 80	240.00	
01 2610 340 000		3 hrs Chad 3/25 @ 80	240.00	
01 2610 340 000		5.5 hrs Toby 3/25 @ 80	440.00	
	12153	Richard's Electric	03/23/2026	271.62
01 2610 610 000		Boiler Room Heater Supplies	271.62	
	12154	Richard's Electric	03/25/2026	680.00
01 2610 340 000		2 hrs Chad 4/9 @ 80	160.00	
01 2610 340 000		2 hrs Toby 4/9 @ 80	160.00	
01 2610 340 000		2.5 hrs Chad 3/25 @ 80	200.00	

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 2610 340 000		2 hrs Chad 4/1 @ 80		160.00
	12215	Richard's Electric	05/29/2026	52.00
01 2610 340 000		.5 hrs Chad 5/29 @ 80		40.00
01 2610 610 000		1-50 AMP Recept @ 12		12.00
	12239	Richard's Electric	06/09/2026	1,065.00
01 2610 610 000		1-A18 Photo Cell @ 24		24.00
01 2610 610 000		Misc		3.00
01 2610 610 000		1-Lithonia @ 176		176.00
01 2610 610 000		1-Lithonia @ 322		322.00
01 2610 340 000		Bucket Truck Use		100.00
01 2610 340 000		1.5 hrs Chad 6/9 @ 80		120.00
01 2610 340 000		1.5 hrs Toby 6/9 @ 80		120.00
01 2610 340 000		2.5 hrs Chad 6/24 @ 80		200.00
	12263	Richard's Electric	06/24/2026	120.00
01 2610 340 000		1.5 hrs Chad 6/24 @ 80		120.00
	12264	Richard's Electric	06/27/2026	1,800.00
01 2610 442 000		6 month scissorlift rent @ 300		1,800.00
	6795	Richard's Electric	11/14/2025	80.00
01 2610 340 000		1 hr Chad 11/14 @ 80		80.00
Total Richard's Electric				9,704.22
	55115W	Rocket Math, LLC	06/30/2026	500.00
01 1100 643 002		Teacher Worksheet Subscription		500.00
Total Rocket Math, LLC				500.00
	48405	Rod's Body	06/18/2026	1,327.88
01 2730 431 000		Windshield		835.88
01 2730 431 000		Windshield Sealer		30.00
01 2730 340 000		Replace Windshield-23 Suburban		162.00
01 2730 340 000		Windshield Calibration		300.00
Total Rod's Body				1,327.88
	212887	RT Ace, LLC	06/08/2026	4.99
01 2610 610 000		1-Razor Blade @ 4.99		4.99
	213716	RT Ace, LLC	06/10/2026	17.76
01 2710 610 000		4-Fasteners/Bolts/Screws @ .55		2.20
01 2710 610 000		4-Fasteners/Bolts/Screws @ 3.89		15.56
	214182	RT Ace, LLC	06/12/2026	272.43
01 2610 610 000		1-Gorilla Grip @ 8.99		8.99
01 2610 610 000		2-Paint Roller @ 8.59		17.18
01 2610 610 000		4-Painter's Tape @ 9.99		39.96
01 2610 610 000		1-Pallet Cover Blue @ 19.99		19.99
01 2610 610 000		1-Interior Paint @ 47.99		47.99
01 2610 610 000		1-Tarp Poly Blue @ 19.99		19.99
01 2610 610 000		1-Spray Paint @ 4.23		4.23
01 2610 610 000		2-Spray Paint @ 4.23		8.46
01 2610 610 000		2-Quick Link @ 4.99		9.98
01 2610 610 000		4-Spray Paint @ 4.23		16.92
01 2610 610 000		1-Peldge Polish @ 7.59		7.59
01 2610 610 000		1-Plug Locking @ 18.99		18.99
01 2610 610 000		1-Hard Hat Pinlock @ 14.99		14.99
01 2610 610 000		2-Spray Paint @ 6.59		11.18
01 2610 610 000		1-Acetone @ 25.99		25.99
	217353	RT Ace, LLC	06/26/2026	70.14
01 2610 610 000		1-Ace Better Brush @ 15.99		15.99

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 2610 610 000		2-Kilz Primer @ 11.99		23.98
01 2610 610 000		1-Tube Patch Kit @ 4.99		4.99
01 2610 610 000		1-Milti-Bit Nutdriver @ 25.18		25.18
Total	RT Ace, LLC			365.32
	20260628-104	Software Unlimited, Inc.	06/28/2026	9,600.00
01 2510 643 000		K12 Docs Annual Fee		3,400.00
01 2510 643 000		SAS (AP,PR,GL)		4,650.00
01 2510 643 000		SAS-Online T1 Annual Fee		1,550.00
Total	Software Unlimited, Inc.			9,600.00
FY2526-803	S343024	Solution Tree Inc.	05/27/2026	4,380.00
01 6301 330 001		Professional Development 20% Deposit		4,380.00
Total	Solution Tree Inc.			4,380.00
FY2526-814	562266	Studies Weekly	06/25/2026	1,208.38
01 1100 610 002		The World Around Me		218.90
01 1100 610 002		Connecting Communities		199.00
01 1100 610 002		Our Community		159.20
01 1100 610 002		Our Nation		218.90
01 1100 610 002		World History		268.65
01 1100 610 002		Shipping		143.73
Total	Studies Weekly			1,208.38
	07/05/2026-0001	Team Physical Therapy	07/01/2026	139.42
01 2171 340 002		Direct PT Services .58 @ 77		44.66
01 2171 340 002		Indirect PT Services .58 @ 77		44.66
01 2171 340 002		Travel Cost .5 hrs @ 77		38.50
01 2171 340 002		Mileage 16 miles @ .725		11.60
01 2171 340 002		Meeting 0 @ 77		0.00
Total	Team Physical Therapy			139.42
	369173-0001	Time Management Systems	07/01/2026	179.20
01 2230 643 000		Hosting & Maintenance Fee		173.60
01 2230 643 000		Additional Employee		5.60
Total	Time Management Systems			179.20
	4107	Trotter Fertilizer - Merna	06/13/2026	375.80
01 2630 610 000		5 gal Roundup @ 33.66		168.30
01 2630 610 000		5 gal Trimer @ 41.50		207.50
Total	Trotter Fertilizer - Merna			375.80
	630429	Trotter Service	06/01/2026	137.50
01 2710 626 000		55 gal DEF		137.50
	631005	Trotter Service	06/23/2026	7.00
01 2730 610 000		Tube		7.00
Total	Trotter Service			144.50
	06/30/2026	Trotter's Whoa & Go	06/30/2026	469.34
01 1100 626 000		17.287 gal-23 Traverse-Teacher		59.00
01 2710 626 000		25.648 gal-23 Suburban-Student		97.80
01 2710 626 000		10.499 gal-23 Suburban-Student		37.93
01 2710 626 000		19.350 gal-15 Van-Student		69.91
01 2710 626 000		10.376 gal-15 Van-Student		35.41

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 2710 626 000		12.292 gal-15 Van-Student		41.95
01 2710 626 000		27.580 gal-09 Suburban-Student		94.13
01 2630 626 000		7.700 gal-Polaris-Grounds		33.21
Total	Trotter's Whoa & Go			469.34
	1756722-0001	Union Bank & Trust	07/10/2026	64.00
01 2310 810 000		10-EE w/FSA @ 4		40.00
01 2310 810 000		12-EE w/HSA @ 2		24.00
Total	Union Bank & Trust			64.00
	13815A	Unitech	06/09/2026	2,205.00
01 2610 610 000		35 gal Eclipse Floor Finish @ 28.50		997.50
01 2610 610 000		35 gal MetaGloss 25% Floor Finish @ 34.5		1,207.50
Total	Unitech			2,205.00
	26-27 JAG	United Way of the Midlands	07/01/2026	10,000.00
01 1100 350 001		July 2026-June 2027 School Fee		10,000.00
Total	United Way of the Midlands			10,000.00
	AM ACT BLD-0125	Village Of Merna	06/29/2026	286.83
01 2610 410 000		Sewer		18.22
01 2610 410 000		AD		0.00
01 2610 410 000		Water		268.61
	AM HIGH SC-0125	Village Of Merna	06/29/2026	103.68
01 2610 410 000		Sewer		18.22
01 2610 410 001		AD		0.00
01 2610 410 001		Water		85.46
	AMBUSBARN-0125	Village Of Merna	06/29/2026	52.32
01 2610 410 000		Sewer		18.22
01 2610 410 000		AD		0.00
01 2610 410 000		Water		34.10
	AMCONCESS-0125	Village Of Merna	06/29/2026	50.47
01 2610 410 001		Sewer		18.22
01 2610 410 001		AD		0.00
01 2610 410 001		Water		32.25
	AMGRADESCL-0125	Village Of Merna	06/29/2026	333.08
01 2610 410 002		Sewer		18.22
01 2610 410 002		AD		0.00
01 2610 410 002		Water		314.86
Total	Village Of Merna			826.38
	471446	Wenquist, Inc	06/01/2026	16.99
01 2630 610 000		1-Cable Ties @ 16.99		16.99
	471617	Wenquist, Inc	06/02/2026	20.99
01 2630 610 000		1-Cable Ties @ 20.99		20.99
Total	Wenquist, Inc			37.98
	816070	Yanda's Music	06/16/2026	68.95
01 1100 340 000		Repair		59.50
01 1100 610 000		Allied Instrument Pad		4.45

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 1100 610 000		Misc Repair Supplies		5.00
Total	Yanda's Music			68.95
Fund Number	01			95,084.66
Checking Account ID	1	Fund Number	03	Employee Benefits
	06/05/2026	Bumgarner, Mattie	06/05/2026	88.94
03 2900 281 000		Medical Deductible Reimbursement		88.94
	06/25/2025	Bumgarner, Mattie	06/25/2025	25.00
03 2900 281 000		Medical Deductible Reimbursement		25.00
	08/11/2025	Bumgarner, Mattie	08/11/2025	14.70
03 2900 281 000		Medical Deductible Reimbursement		14.70
	08/28/2025	Bumgarner, Mattie	08/28/2025	382.68
03 2900 281 000		Medical Deductible Reimbursement		382.68
Total	Bumgarner, Mattie			511.32
	04/15/2026	Geiser, Mikaela	04/15/2026	925.44
03 2900 281 000		Medical Deductible Reimbursement		925.44
	04/29/2026	Geiser, Mikaela	04/29/2026	54.59
03 2900 281 000		Medical Deductible Reimbursement		54.59
Total	Geiser, Mikaela			980.03
	04/17/26	Lewis, Thane	04/17/2026	542.97
03 2900 281 000		Medical Deductible Reimbursement		542.97
Total	Lewis, Thane			542.97
	01/07/2026	McCaslin, Anne	01/07/2026	143.81
03 2900 281 000		Medical Deductible Reimbursement		143.81
	02/20/2026	McCaslin, Anne	02/20/2026	1,205.60
03 2900 281 000		Medical Deductible Reimbursement		1,205.60
	02/26/2026	McCaslin, Anne	02/26/2026	158.70
03 2900 281 000		Medical Deductible Reimbursement		158.70
	05/04/2026	McCaslin, Anne	05/04/2026	1,072.40
03 2900 281 000		Medical Deductible Reimbursement		1,072.40
Total	McCaslin, Anne			2,580.51
	03/17/2026	McGinn, Karen	03/17/2026	59.30
03 2900 281 000		Medical Deductible Reimbursement		59.30
	03/17/26	McGinn, Karen	03/17/2026	249.41
03 2900 281 000		Medical Deductible Reimbursement		249.41
Total	McGinn, Karen			308.71
	02/06/2026	McIntosh, Chanc	02/06/2026	241.36
03 2900 281 000		Medical Deductible Reimbursement		241.36
	03/25/2026	McIntosh, Chanc	03/25/2026	25.00
03 2900 281 000		Medical Deductible Reimbursement		25.00
	03/28/2026	McIntosh, Chanc	03/28/2026	177.55
03 2900 281 000		Medical Deductible Reimbursement		177.55
	05/11/2026	McIntosh, Chanc	05/11/2026	343.70
03 2900 281 000		Medical Deductible Reimbursement		343.70
Total	McIntosh, Chanc			787.61
	03/27/26	McIntyre, Lloyd	03/27/2026	373.33
03 2900 285 000		Medical Deductible Reimbursement		373.33

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
	05/04/2026	McIntyre, Lloyd	05/04/2026	26.84
03 2900 285 000		Medical Deductible Reimbursement	26.84	
	05/18/2026	McIntyre, Lloyd	05/18/2026	54.59
03 2900 285 000		Medical Deductible Reimbursement	54.59	
Total McIntyre, Lloyd			454.76	
	07/11/2026	Porter, Jamie	07/11/2026	2,080.87
03 2900 280 000		Medical Deductible Reimbursement	2,080.87	
Total Porter, Jamie			2,080.87	
	01/30/2026	Schmidt, Jennifer	01/30/2026	815.90
03 2900 281 000		Medical Deductible Reimbursement	815.90	
	02/26/2026	Schmidt, Jennifer	02/26/2026	430.80
03 2900 281 000		Medical Deductible Reimbursement	430.80	
	05/06/2026	Schmidt, Jennifer	05/06/2026	1,553.30
03 2900 281 000		Medical Deductible Reimbursement	1,553.30	
Total Schmidt, Jennifer			2,800.00	
	03/31/2026	Swisher, Jennifer	03/31/2026	598.17
03 2900 281 000		Medical Deductible Reimbursement	598.17	
	04/01/2026	Swisher, Jennifer	04/01/2026	145.74
03 2900 281 000		Medical Deductible Reimbursement	145.74	
	04/10/2026	Swisher, Jennifer	04/10/2026	1,050.89
03 2900 281 000		Medical Deductible Reimbursement	1,050.89	
Total Swisher, Jennifer			1,794.80	
Fund Number 03			12,841.58	
Checking Account ID 1	Fund Number 05	Activity		
	06/01/2026	A-M After Prom	06/01/2026	203.70
05 3200 890 000 173		Ice Cream Machine Split	203.70	
	07/16/2026	A-M After Prom	07/16/2026	14.91
05 3200 890 000 111		Additional Concession Stand Split	14.91	
Total A-M After Prom			218.61	
	06/01/2026 Elem StuC	A-M Public School	06/01/2026	703.40
05 3200 890 000 173		Ice Cream Machine Split	703.40	
	06/01/2026 JAG	A-M Public School	06/01/2026	92.40
05 3200 890 000 173		Ice Cream Machine Split	92.40	
	06/01/2026 NY/DC	A-M Public School	06/01/2026	2,043.37
05 3200 890 000 173		Ice Cream Machine Split	2,043.37	
	06/01/2026 One Act	A-M Public School	06/01/2026	757.65
05 3200 890 000 173		Ice Cream Machine Split	757.65	
	06/01/2026 Soph	A-M Public School	06/01/2026	434.70
05 3200 890 000 173		Ice Cream Machine Split	434.70	
	06/01/2026 Wrestling	A-M Public School	06/01/2026	399.70
05 3200 890 000 173		Ice Cream Machine Split	399.70	
	07/16/2026 5th Grade	A-M Public School	07/16/2026	460.81
05 3200 890 000 111		Concession Stand Split	460.81	
	07/16/2026 8th Grade	A-M Public School	07/16/2026	1,437.85

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
05 3200 890 000 111		Concession Stand Split		1,437.85
	07/16/2026 FFA	A-M Public School	07/16/2026	1,687.42
05 3200 890 000 111		Concession Stand Split		1,687.42
	07/16/2026 Football	A-M Public School	07/16/2026	728.07
05 3200 890 000 111		Concession Stand Split		728.07
	07/16/2026 Freshmen	A-M Public School	07/16/2026	2,628.95
05 3200 890 000 111		Concession Stand Split		2,628.95
	07/16/2026 Golf	A-M Public School	07/16/2026	469.10
05 3200 890 000 111		Concession Stand Split		469.10
	07/16/2026 HS StuCo	A-M Public School	07/16/2026	1,078.13
05 3200 890 000 111		Concession Stand Split		1,078.13
	07/16/2026 JAG	A-M Public School	07/16/2026	189.18
05 3200 890 000 111		Concession Stand Split		189.18
	07/16/2026 Juniors	A-M Public School	07/16/2026	725.08
05 3200 890 000 111		Concession Stand Split		725.08
	07/16/2026 Music	A-M Public School	07/16/2026	1,611.28
05 3200 890 000 111		Concession Stand Split		1,611.28
	07/16/2026 NHS	A-M Public School	07/16/2026	241.10
05 3200 890 000 111		Concession Stand Split		241.10
	07/16/2026 NYDC	A-M Public School	07/16/2026	1,959.95
05 3200 890 000 111		Concession Stand Split		1,959.95
	07/16/2026 One Act	A-M Public School	07/16/2026	123.86
05 3200 890 000 111		Concession Stand Split		123.86
	07/16/2026 Seniors	A-M Public School	07/16/2026	241.10
05 3200 890 000 111		Concession Stand Split		241.10
	07/16/2026 Sophomore	A-M Public School	07/16/2026	1,154.42
05 3200 890 000 111		Concession Stand Split		1,154.42
	7/16/2026 Skills USA	A-M Public School	07/16/2026	911.49
05 3200 890 000 111		Concession Stand Split		911.49
Total A-M Public School				20,079.01
	06/01/2026	A-M Youth Basketball	06/01/2026	445.20
05 3200 890 000 173		Ice Cream Machine Split		445.20
	07/16/2026	A-M Youth Basketball	07/16/2026	1,771.14
05 3200 890 000 111		Concession Stand Split		1,771.14
Total A-M Youth Basketball				2,216.34
	07/16/2026	A-M Youth General Sports	07/16/2026	1,259.56
05 3200 890 000 111		Concession Stand Split		1,259.56
Total A-M Youth General Sports				1,259.56
	07/16/2026	A-M Youth Volleyball	07/16/2026	587.93
05 3200 890 000 111		Concession Stand Split		587.93
Total A-M Youth Volleyball				587.93
	06/22/2026	Arnold Public School	06/22/2026	175.00
05 2900 810 000 118		Football Camp Entry Fee		175.00
Total Arnold Public School				175.00

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description	Amount	
	06/01/2026	Cash	06/01/2026	400.00
05 102		Concession Stand Cash Box	400.00	
Total Cash			400.00	
	07/07/2026	Coleman, Shayleigh	07/07/2026	1,100.00
05 2900 350 000 135		Red Cross Scholarship	1,100.00	
Total Coleman, Shayleigh			1,100.00	
	05/27/2026	Corporate Payment Systems	05/27/2026	(165.28)
05 3200 610 000 111		Sam's-Conc Stand Supplies Fraud Credit	(165.28)	
	06/03/26	Corporate Payment Systems	06/03/2026	35.00
05 2900 580 000 138		Peach Row-National Skills USA Parking	35.00	
	06/05/2026	Corporate Payment Systems	06/05/2026	50.00
05 2900 580 000 138		Lanier-National Skills USA Parking	50.00	
	06/08/2026	Corporate Payment Systems	06/08/2026	9.00
05 2900 580 000 138		Lanier-National Skills USA Parking	9.00	
	06/11/2026	Corporate Payment Systems	06/11/2026	165.28
05 3200 610 000 111		Sam's-Concession stand Supplies	165.28	
	112-0265907-6697019	Corporate Payment Systems	06/10/2026	180.36
05 2900 610 000 128		Amazon-Dance/Cheer Jackets	180.36	
	114-8512105-9411468	Corporate Payment Systems	06/16/2026	90.00
05 2900 610 000 128		Amazon-Dance/Cheer Parade Supplies	90.00	
	2/11/2026	Corporate Payment Systems	02/11/2026	167.28
05 3200 610 000 111		Sam's-Concession Stand Supplies	167.28	
	24377327	Corporate Payment Systems	05/31/2026	124.10
05 2900 580 000 138		Holiday Inn-National Skills USA Lodging	124.10	
	47628SG012820	Corporate Payment Systems	06/06/2026	183.96
05 2900 580 000 138		My Place-National Skills USA Lodging	183.96	
	47628SG012821	Corporate Payment Systems	06/06/2026	172.39
05 2900 580 000 138		My Place-National Skills USA Lodging	172.39	
	6/03/26	Corporate Payment Systems	06/03/2026	50.00
05 2900 580 000 138		Lanier-National Skills USA Parking	50.00	
	6/06/26	Corporate Payment Systems	06/06/2026	25.00
05 2900 580 000 138		Lanier-National Skills USA Parking	25.00	
	67020439	Corporate Payment Systems	05/31/2026	124.10
05 2900 580 000 138		Holiday Inn-National Skills USA Lodging	124.10	
	RCW33J39DR	Corporate Payment Systems	06/19/2026	517.64
05 2900 580 000 143		Airbnb-FFA Officer Retreat Lodging	517.64	
Total Corporate Payment Systems			1,728.83	
FY2526-805	2026020412677	Elite Sportswear	06/12/2026	524.69
05 2900 610 000 128		Chasse Blaze Bodyliner-XSmall	38.99	
05 2900 610 000 128		Chasse Blaze Momentum Skirt-Small	73.98	
05 2900 610 000 128		Chasse Blaze Bodyliner-2XL	73.98	
05 2900 610 000 128		Solid Metallic Pom-Black	51.96	
05 2900 610 000 128		Solid Metallic Pom-Pink	233.82	
05 2900 610 000 128		Solid Metallic Pom-Red	51.96	
FY2526-805	2026020427489	Elite Sportswear	07/01/2026	147.96
05 2900 610 000 128		Chasse Blaze Momentum Shell-Small	36.99	
05 2900 610 000 128		Chasse Blaze Momentum Shell-XL	36.99	
05 2900 610 000 128		Chasse Blaze Momentum Shell-2XL	36.99	
05 2900 610 000 128		Chasse Blaze Momentum Shell-3XL	36.99	
FY2526-805	2026020427578	Elite Sportswear	07/01/2026	175.00

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
05 2900 610 000 128		Custom Design		175.00
FY2526-805	2026020427580	Elite Sportswear	07/01/2026	36.99
05 2900 610 000 128		Chasse Blaze Momentum Shell-4XL		36.99
Total	Elite Sportswear			884.64
	06/24/2026	Epic Team Camps	06/24/2026	910.00
05 2900 810 000 118		Football Team Camp Entry Fee		910.00
Total	Epic Team Camps			910.00
	06/22/2026	Geiser, Cole	06/22/2026	175.00
05 2900 340 000 107		Girls Basketball Camp Referee		175.00
Total	Geiser, Cole			175.00
	06/22/2026	Gilligan, Troy	06/22/2026	175.00
05 2900 340 000 107		Girls Basketball Camp Referee		175.00
Total	Gilligan, Troy			175.00
	6156	Grocery Kart	06/23/2026	199.08
05 2900 610 000 117		Girls BB Camp Supplies		199.08
Total	Grocery Kart			199.08
	32302	Harco Athletic Reconditioning	06/17/2026	155.00
05 2900 610 000 107		1-SpeedFlex Occipital Liner @ 75		75.00
05 2900 610 000 107		1-Speed FaceMask Medium @ 55		55.00
05 2900 610 000 107		Freight		25.00
Total	Harco Athletic Reconditioning			155.00
	06/22/2026	Holeman, Patrick	06/22/2026	175.00
05 2900 340 000 107		Girls Basketball Camp Referee		175.00
Total	Holeman, Patrick			175.00
	06/22/2026	Hurlburt, Bobby	06/22/2026	175.00
05 2900 340 000 107		Girls Basketball Camp Referee		175.00
Total	Hurlburt, Bobby			175.00
	06/25/2026	Klein, Kayley	06/25/2026	200.00
05 2900 352 000 117		Girls Basketball Camp Referee		200.00
Total	Klein, Kayley			200.00
	06/22/2026	Maxwell High School	06/22/2026	200.00
05 2900 810 000 118		Football Camp Entry Fee		200.00
Total	Maxwell High School			200.00
	06/22/2026	Miller, Makenna	06/22/2026	175.00
05 2900 340 000 107		Girls Basketball Camp Referee		175.00
Total	Miller, Makenna			175.00
	06/22/2026	Myers, Brent	06/22/2026	175.00
05 2900 340 000 107		Girls Basketball Camp Referee		175.00
Total	Myers, Brent			175.00
	06/25/2026	Myers, Quinten	06/25/2026	425.00
05 2900 352 000 117		Girls Basketball Camp Referee		425.00

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Total	Myers, Quinten			425.00
	07/07/2026	Myers, Rhiannen	07/07/2026	1,200.00
05 2900 350 000 135		Red Cross Scholarship	1,200.00	
Total	Myers, Rhiannen		1,200.00	
	06/24/2026	NSAA-Nebraska School Activities Association	06/24/2026	1,160.00
05 2900 810 000 107		NSAA Membership	40.00	
05 2900 810 000 107		NSIAAA Head Athletic Director Membership	300.00	
05 2900 810 000 107		Boys Basketball	60.00	
05 2900 810 000 107		Girls Basketball	60.00	
05 2900 810 000 107		Football	60.00	
05 2900 810 000 107		Boys Golf	60.00	
05 2900 810 000 107		Boys Track & Field	60.00	
05 2900 810 000 107		Girls Track & Field	60.00	
05 2900 810 000 107		Volleyball	60.00	
05 2900 810 000 107		Boys Wrestling	60.00	
05 2900 810 000 107		Girls Wrestling	60.00	
05 2900 810 000 107		Track Wrestling Fee	100.00	
05 2900 810 000 107		Music	60.00	
05 2900 810 000 107		Play Production	60.00	
05 2900 810 000 107		Speech	60.00	
Total	NSAA-Nebraska School Activities Association		1,160.00	
	04/20/2026	Scholastic Book Fairs	04/20/2026	2,017.10
05 2900 610 000 103		Scholastic Book Fair	2,017.10	
Total	Scholastic Book Fairs		2,017.10	
	000866	Steven K Lambert	06/22/2026	33.04
05 2900 610 000 107		17 1-2 x 12 updates @ 1.75	29.75	
05 2900 610 000 107		Service Fee & Shipping	3.29	
Total	Steven K Lambert		33.04	
FY2526-804	1404680	Sun Mountain Sports	07/13/2026	396.00
05 2900 610 000 107		Freight	36.00	
05 2900 610 000 107		Golf Bag Red/Black	324.00	
05 2900 610 000 107		Full Color Large	20.00	
05 2900 610 000 107		Full Color Small	16.00	
Total	Sun Mountain Sports		396.00	
	07/16/2026	TeamMates of Anselmo-Merna	07/16/2026	996.13
05 3200 890 000 111		Concession Stand Split	996.13	
Total	TeamMates of Anselmo-Merna		996.13	
	06/22/2026	Thorton, Lily	06/22/2026	225.00
05 2900 340 000 107		Girls Basketball Camp Referee	225.00	
	07/07/2026	Thorton, Lily	07/07/2026	1,200.00
05 2900 350 000 135		Red Cross Scholarship	1,200.00	
Total	Thorton, Lily		1,425.00	
	06/30/2026	Trotter's Whoa & Go	06/30/2026	141.91
05 2900 610 000 117		2-Pizzas @ 14.99	29.98	
05 2900 610 000 117		7-Pizzas @ 15.99	111.93	

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description	Amount	
Total	Trotter's Whoa & Go		141.91	
Fund Number	05		39,158.18	
Checking Account ID	1	Fund Number	06	LUNCH FUND
	05/19/2026	Anselmo-Merna Public Schools Foundation	05/19/2026	148.32
06 3100 630 000		Prime Rib Raffle for NY/DC Trip	148.32	
	06/01/2026	Anselmo-Merna Public Schools Foundation	06/01/2026	6,757.84
06 3100 630 000		Lunchtime Solutions Donated Beef Credits	6,757.84	
	10/31/2025	Anselmo-Merna Public Schools Foundation	10/31/2025	125.00
06 3100 630 000		Beef Bundle from Dance/Cheer Raffle	125.00	
Total	Anselmo-Merna Public Schools Foundation		7,031.16	
Fund Number	06		7,031.16	
Checking Account ID	1		154,115.58	

Revenue/Expenditure Summary

June 2026

Fund Number		Budget	Month to Date	Year to Date	Balance	% Remaining
8	Revenue					
01	GENERAL FUND	5,366,102.00	429,004.02	5,092,223.45	273,878.55	5.10
02	Depreciation	165,779.00	0.00	0.00	165,779.00	100.00
03	Employee Benefits	70,500.00	0.00	35,000.00	35,500.00	50.35
05	Activity	210,625.00	32,241.07	290,718.00	(80,093.00)	(38.03)
06	LUNCH FUND	176,000.00	0.00	186,515.80	(10,515.80)	(5.97)
07	Bond Fund	0.00	0.00	0.00	0.00	0.00
08	Special Building Fund	130,800.00	7,422.57	99,499.96	31,300.04	23.93
09	QCPUF	0.00	0.00	0.00	0.00	0.00
8	Revenue	6,119,806.00	468,667.66	5,703,957.21	415,848.79	6.80
9	Expenditure					
01	GENERAL FUND	5,975,575.00	383,158.99	4,001,532.36	1,974,042.64	32.11
02	Depreciation	330,558.00	0.00	64,250.00	266,308.00	80.56
03	Employee Benefits	70,000.00	971.16	29,407.18	40,592.82	57.99
05	Activity	336,811.11	17,993.68	265,673.34	71,137.77	21.04
06	LUNCH FUND	328,000.00	7,937.07	237,296.48	90,703.52	27.65
07	Bond Fund	0.00	0.00	0.00	0.00	0.00
08	Special Building Fund	1,271,594.00	0.00	12,894.83	1,258,699.17	98.99
09	QCPUF	0.00	0.00	0.00	0.00	0.00
9	Expenditure	8,312,538.11	410,060.90	4,611,054.19	3,701,483.92	43.86

07/18/2026 11:08 AM		June 2026							User ID: JKP
Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
01	GENERAL FUND								
1100	REGULAR INSTRUCTION	2,665,500.00	142,737.36	1,619,970.03	61.25	1,045,529.97	0.00	12,575.18	1,032,954.79
1160	PROVERTY PROGRAMS	2,500.00	0.00	1,014.56	40.58	1,485.44	0.00	0.00	1,485.44
1190	EARLY CHILDHOOD EDUCATIONAL PROGRAMS	111,800.00	8,768.47	87,128.41	78.06	24,671.59	0.00	138.38	24,533.21
1200	SPECIAL EDUCATION PROGRAMS-SCHOOL AGE	441,600.00	23,563.29	348,303.27	78.87	93,296.73	0.00	0.00	93,296.73
1291	SPECIAL EDUCATION PROGRAMS-AGES 3-4	0.00	132.17	1,707.55	0.00	(1,707.55)	0.00	0.00	(1,707.55)
1292	SPECIAL EDUCATION PROGRAMS-AGES 0-2	0.00	132.17	1,707.55	0.00	(1,707.55)	0.00	0.00	(1,707.55)
1300	SUMMER SCHOOL	5,100.00	0.00	0.00	0.00	5,100.00	0.00	0.00	5,100.00
2120	GUIDANCE SERVICES	166,550.00	10,180.75	91,688.78	55.52	74,861.22	0.00	780.00	74,081.22
2130	HEALTH SERVICES	3,500.00	560.00	1,356.16	38.75	2,143.84	0.00	0.00	2,143.84
2140	PSYCHOLOGICAL SERVICES	0.00	3,500.00	31,500.00	0.00	(31,500.00)	0.00	0.00	(31,500.00)
2141	PSYCHOLOGICAL SERVICES-SPED SCHOOL AGE	50,000.00	2,799.30	30,366.00	60.73	19,634.00	0.00	0.00	19,634.00
2142	PSYCHOLOGICAL SERVICES-SPED AGES 3-5	0.00	349.91	3,795.72	0.00	(3,795.72)	0.00	0.00	(3,795.72)
2143	PSYCHOLOGICAL SERVICES-SPED AGES 0-2	0.00	349.91	3,795.72	0.00	(3,795.72)	0.00	0.00	(3,795.72)
2150	SPEECH PATHOLOGY & AUDIOLOGY SERVICES	99,550.00	7,375.59	73,936.38	74.27	25,613.62	0.00	0.00	25,613.62
2151	SPEECH & AUDIOLOGY-SPED SCHOOL AGE	0.00	424.11	4,912.28	0.00	(4,912.28)	0.00	0.00	(4,912.28)
2152	SPEECH & AUDIOLOGY-SPED AGES 3-5	0.00	11.29	976.50	0.00	(976.50)	0.00	0.00	(976.50)
2153	SPEECH & AUDIOLOGY-SPED AGES 0-2	0.00	11.29	1,732.73	0.00	(1,732.73)	0.00	0.00	(1,732.73)
2161	OCCUPATIONAL THERAPY-SPED SCHOOL AGE	20,000.00	1,671.08	17,836.18	89.18	2,163.82	0.00	0.00	2,163.82
2162	OCCUPATIONAL THERAPY-SPED AGES 3-5	0.00	208.88	2,229.52	0.00	(2,229.52)	0.00	0.00	(2,229.52)
2163	OCCUPATIONAL THERAPY-SPED AGES 0-2	0.00	208.88	2,229.52	0.00	(2,229.52)	0.00	0.00	(2,229.52)
2171	PHYSICAL THERAPY-SPED SCHOOL AGE	7,500.00	351.22	5,154.57	68.73	2,345.43	0.00	0.00	2,345.43
2172	PHYSICAL THERAPY-SPED AGES 3-5	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2173	PHYSICAL THERAPY-SPED AGES 0-2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2181	VISUALLY IMPAIRED-SPED SCHOOL AGE	0.00	0.00	429.27	0.00	(429.27)	0.00	0.00	(429.27)
2182	VISUALLY IMPAIRED-SPED AGES 3-5	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2183	VISUALLY IMPAIRED-SPED AGES 0-2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2190	SUPPORT SERICES-OTHER (NON SPED)	69,000.00	9,383.26	26,960.16	39.07	42,039.84	0.00	0.00	42,039.84
2210	IMPROVEMENT OF INSTRUCTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2213	INSTRUCTIONAL STAFF TRAINING	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2220	LIBRARY/MEDIA SERVICES	52,525.00	4,232.07	37,997.22	73.02	14,527.78	0.00	356.00	14,171.78
2223	AUDIO/VISUAL SERICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2224	EDUCATIONAL TELEVISION SERVICES	6,000.00	1,054.44	5,380.72	89.68	619.28	0.00	0.00	619.28
2230	INSTRUCTION RELATED TECHNOLOGY	193,050.00	9,718.44	91,407.74	47.61	101,642.26	0.00	500.00	101,142.26
2310	BOARD OF EDUCATION	45,500.00	2,189.93	15,766.82	34.65	29,733.18	0.00	0.00	29,733.18
2320	EXECUTIVE ADMINISTRATION	207,050.00	15,994.11	163,015.32	78.73	44,034.68	0.00	0.00	44,034.68
2330	DISTRICT LEGAL SERVICES	10,000.00	0.00	2,169.20	21.69	7,830.80	0.00	0.00	7,830.80
2410	OFFICE OF THE PRINCIPAL	237,100.00	16,111.11	167,758.93	71.12	69,341.07	0.00	874.25	68,466.82
2510	Fiscal Services	134,050.00	7,554.18	86,436.26	64.48	47,613.74	0.00	0.00	47,613.74
2515	BUILDINGS & SITES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2530	PRINTING, PUBLISHING & DUPLICATING SERVICES	35,000.00	4,136.79	26,631.69	76.09	8,368.31	0.00	0.00	8,368.31
2570	PERSONNEL SERVICES-IN SERVICE TRAINING	0.00	0.00	120.00	0.00	(120.00)	0.00	0.00	(120.00)
2610	OPERATION OF BUILDINGS	732,650.00	32,478.60	501,055.40	68.39	231,594.60	0.00	0.04	231,594.56
2630	CARE & UPKEEP OF GROUNDS	48,500.00	7,064.44	15,891.07	32.77	32,608.93	0.00	0.00	32,608.93
2650	VEHICLE OPERATION, MAINT & PURCH (NON STUDENT)	3,000.00	0.00	276.61	9.22	2,723.39	0.00	0.00	2,723.39
2660	SECURITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2710	VEHICLE OPERATION & PURCH-REGULAR EDUCATION	296,050.00	41,952.29	225,157.49	76.05	70,892.51	0.00	0.00	70,892.51
2712	VEHICLE OPERATION & PURCH-SCHOOL AGE SPED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2713	VEHICLE OPERATION & PURCH-SPED AGES 3-5	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2730	VEHICLE SERVICING & MAINT-REGULAR EDUCATION	26,000.00	79.90	27,368.82	105.26	(1,368.82)	0.00	0.00	(1,368.82)
3300	COMMUNITY SERVICE OPERATIONS-NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3535	HIGH ABILITY LEARNERS	3,500.00	0.00	1,853.18	52.95	1,646.82	0.00	0.00	1,646.82
3551	CAREER EDUCATION	0.00	0.00	1,967.98	0.00	(1,967.98)	0.00	0.00	(1,967.98)
3552	School Safety & Security	0.00	0.00	70,818.97	0.00	(70,818.97)	0.00	0.00	(70,818.97)

Expenditure Report by Function/Object -
Summary

07/18/2026 11:08 AM

June 2026

User ID: JKP

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
5000	DEBT SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6200	TITLE I, PART A ESEA/ESSA IMPR BASIC PROGRAMS	85,000.00	6,671.75	69,101.92	81.30	15,898.08	0.00	0.00	15,898.08
6301	Comp Literacy State Development Grant	0.00	1,202.01	40,142.36	0.00	(40,142.36)	0.00	40,072.50	(80,214.86)
6310	TITLE II, PART A ESSA TCHR QUAL GRANTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6404	IDEA PART B BASE ALLOCATION BIRTH TO 4	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6406	IDEA PRESCHOOL BASE ALLOCATION	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
6408	IDEA PART B BASE & ENROLLMENT BIRTH - 21	60,000.00	0.00	0.00	0.00	60,000.00	0.00	0.00	60,000.00
6410	IDEA ENROLLMENT/POVERTY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6421	IDEA PART B BASE & ENROLLMENT ALLOCATION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6422	IDEA PRESCHOOL BASE & ENROLLMENT AGES 3-5	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6969	Title IV, Part A ESSA Student Support & Academic Enrichment Grants	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6992	REAP	28,000.00	0.00	26,044.00	93.01	1,956.00	0.00	0.00	1,956.00
6996	CARES ESSER I	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6997	CRRSA ESSER II	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6998	ARP ESSER III	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8000	TRANSFERS (OUTGOING)	125,000.00	20,000.00	66,439.80	53.15	58,560.20	0.00	0.00	58,560.20
01	GENERAL FUND	5,975,575.00	383,158.99	4,001,532.36	67.89	1,974,042.64	0.00	55,296.35	1,918,746.29

Expenditure Report by Function/Object -
Summary

07/18/2026 11:08 AM

June 2026

User ID: JKP

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
02	Depreciation								
2710	VEHICLE OPERATION & PURCH-REGULAR EDUCATION	0.00	0.00	64,250.00	0.00	(64,250.00)	0.00	0.00	(64,250.00)
2900	OTHER SUPPORT SERVICES	330,558.00	0.00	0.00	0.00	330,558.00	0.00	0.00	330,558.00
8000	TRANSFERS (OUTGOING)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
02	Depreciation	330,558.00	0.00	64,250.00	19.44	266,308.00	0.00	0.00	266,308.00

Expenditure Report by Function/Object -
Summary

07/18/2026 11:08 AM

June 2026

User ID: JKP

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
03	Employee Benefits								
2900	OTHER SUPPORT SERVICES	70,000.00	971.16	29,407.18	42.01	40,592.82	0.00	0.00	40,592.82
03	Emnloyee Benefits	70,000.00	971.16	29,407.18	42.01	40,592.82	0.00	0.00	40,592.82

Expenditure Report by Function/Object -
Summary

07/18/2026 11:08 AM

June 2026

User ID: JKP

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
05	Activity								
2900	OTHER SUPPORT SERVICES	336,811.11	12,913.56	228,729.59	67.99	108,081.52	0.00	279.54	107,801.98
3200	ENTERPRISE OPERATIONS	0.00	5,080.12	36,943.75	0.00	(36,943.75)	0.00	0.00	(36,943.75)
05	Activitv	336,811.11	17,993.68	265,673.34	78.96	71,137.77	0.00	279.54	70,858.23

Expenditure Report by Function/Object -
Summary

07/18/2026 11:08 AM

June 2026

User ID: JKP

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
06	LUNCH FUND								
3100	FOOD SERVICE OPERATIONS	328,000.00	7,937.07	237,296.48	72.35	90,703.52	0.00	0.00	90,703.52
8000	TRANSFERS (OUTGOING)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06	LUNCH FUND	328,000.00	7,937.07	237,296.48	72.35	90,703.52	0.00	0.00	90,703.52

June 2026

Unencumbered
Balance

[illegible]

Expenditure Report by Function/Object -
Summary

07/18/2026 11:08 AM

June 2026

User ID: JKP

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
08	Special Building Fund								
2515	BUILDINGS & SITES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2710	VEHICLE OPERATION & PURCH-REGULAR EDUCATION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4700	BUILDING IMPROVEMENTS	0.00	0.00	309.09	0.00	(309.09)	0.00	0.00	(309.09)
4900	OTHER FACILITIES ACQUISITION & CONSTRUCTION	1,271,594.00	0.00	12,585.74	0.99	1,259,008.26	0.00	0.00	1,259,008.26
08	Special Building Fund	1,271,594.00	0.00	12,894.83	1.01	1,258,699.17	0.00	0.00	1,258,699.17

June 2026

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Expenditure Report by Function/Object -
Summary

07/18/2026 11:08 AM

June 2026

User ID: JKP

Function Number	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
Grand Total:	8,312,538.11	410,060.90	4,611,054.19	56.14	3,701,483.92	0.00	55,575.89	3,645,908.03

Account Number	Account Description	Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
01	GENERAL FUND				
1100	REGULAR INSTRUCTION				
01 1100 111 000	REGULAR INSTRUCTION SALARIES DISTRICT	0.00	0.00	0.00	0.00
01 1100 111 001	REGULAR INSTRUCTION SALARIES HS	805,000.00	705,000.00	485,273.98	479,318.95
01 1100 111 002	REGULAR INSTRUCTION SALARIES ELEM	800,000.00	705,000.00	421,334.51	419,652.50
01 1100 111 001 295	REGULAR INSTRUCTION UNUSED LEAVE HS	5,000.00	5,000.00	3,236.06	4,702.50
01 1100 111 002 295	REGULAR INSTRUCTION UNUSED LEAVE ELEM	2,000.00	1,500.00	2,345.36	1,303.80
01 1100 113 001	REGULAR INSTRUCTION TEACHER SUBS HS	500.00	3,000.00	5,242.15	479.55
01 1100 113 002	REGULAR INSTRUCTION TEACHER SUBS ELEM	5,000.00	5,000.00	10,213.21	4,635.52
01 1100 120 000	REGULAR INSTRUCTION TEMP SALARIES NON-INSTRUCTIONAL	1,500.00	1,500.00	1,440.90	1,298.40
01 1100 123 000	REGULAR INSTRUCTION SUB TEACHER DISTRICT	5,000.00	5,000.00	325.00	2,310.00
01 1100 123 001	REGULAR INSTRUCTION SUB TEACHER HS	25,000.00	25,000.00	16,972.19	19,470.00
01 1100 123 002	REGULAR INSTRUCTION SUB TEACHER ELEM	30,000.00	20,000.00	11,448.44	27,910.00
01 1100 130 000	REGULAR INSTRUCTION OVERTIME NON-INSTRUCTIONAL	0.00	0.00	0.00	0.00
01 1100 150 001	ADDITIONAL COMPENSATION NON INSTRUCTIONA	15,000.00	0.00	20,084.20	10,455.00
01 1100 151 001	REGULAR INSTRUCTION ADDITIONAL COMP HS	100,000.00	150,000.00	79,192.61	73,382.84
01 1100 151 002	REGULAR INSTRUCTION ADDITIONAL COMP ELEM	500.00	0.00	481.30	382.48
01 1100 211 000	REGULAR INSTRUCTION HEALTH INSURANCE DISTRICT	0.00	53,000.00	99.22	45,000.00
01 1100 211 001	REGULAR INSTRUCTION HEALTH INSURANCE HS	250,000.00	200,000.00	166,940.85	152,229.51
01 1100 211 002	REGULAR INSTURCTION HEALTH INSURANCE ELEM	250,000.00	200,000.00	142,888.88	144,288.14
01 1100 211 000 260	REGULAR INSTRUCTION LIFE INSURANCE DISTRICT	0.00	0.00	0.00	0.00
01 1100 211 001 260	REGULAR INSTRUCTION LIFE INSURANCE HS	500.00	500.00	309.33	300.16
01 1100 211 002 260	REGULAR INSTRUCTION LIFE INSURANCE ELEM	500.00	500.00	307.68	268.34
01 1100 220 000	REGULAR INSTRUCTION SOCIAL SECURITY NON INSTRUCTIONAL	500.00	0.00	110.22	99.33
01 1100 220 001	REGULAR INSTRUCTION SOCIAL SECURITY NON-INSTRUCTIONAL	0.00	0.00	1,536.50	799.85
01 1100 221 000	REGULAR INSTRUCTION SOCIAL SECURITY DISTRICT	0.00	0.00	0.00	0.00
01 1100 221 001	REGULAR INSTRUCTION SOCIAL SECURITY HS	55,000.00	50,000.00	40,954.49	40,280.18
01 1100 221 002	REGULAR INSTRUCTION SOCIAL SECURITY ELEM	45,000.00	50,000.00	30,442.59	30,713.09
01 1100 221 001 295	REGULAR INSTRUCTION SOC SEC UNUSED LEAVE HS	500.00	0.00	247.58	359.76
01 1100 221 002 295	REGULAR INSTRUCTION SOC SEC UNUSED LEAVE ELEM	500.00	0.00	179.42	99.75

Account Number	Account Description	Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
01 1100 223 000	REGULAR INSTRUCTION SOCIAL SECURITY SUBS DISTRICT	500.00	500.00	24.84	176.73
01 1100 223 001	REGULAR INSTRUCTION SOCIAL SECURITY SUBS HS	2,000.00	2,000.00	1,695.45	1,549.20
01 1100 223 002	REGULAR INSTRUCTION SOCIAL SECURITY SUBS ELEM	2,500.00	3,000.00	1,652.89	2,485.89
01 1100 230 001	REGULAR INSTRUCTION RETIREMENT-NON INSTRUCTIONAL	0.00	0.00	259.50	150.00
01 1100 231 000	REGULAR INSTRUCTION RETIREMENT DISTRICT	0.00	0.00	0.00	0.00
01 1100 231 001	REGULAR INSTRUCTION RETIREMENT HS	55,000.00	50,000.00	41,461.70	40,639.20
01 1100 231 002	REGULAR INSTRUCTION RETIREMENT ELEM	45,000.00	40,000.00	31,015.28	30,884.23
01 1100 231 001 295	REGULAR INSTRUCTION RETIREMENT UNUSED LEAVE HS	0.00	0.00	0.00	0.00
01 1100 231 002 295	REGULAR INSTRUCTION RETIREMENT UNUSED LEAVE ELEM	0.00	0.00	0.00	0.00
01 1100 233 001	REGULAR INSTRUCTION RETIREMENT SUBS HS	0.00	0.00	383.14	35.25
01 1100 233 002	REGULAR INSTRUCTION RETIREMENT SUBS ELEM	0.00	0.00	710.97	340.61
01 1100 237 000	REGULAR INSTRUCTION INC RETIREMENT DISTRICT	0.00	0.00	0.00	0.00
01 1100 237 001	REGULAR INSTRUCTION INC RETIREMENT HS	20,000.00	15,000.00	4,164.15	14,019.28
01 1100 237 002	REGULAR INSTRUCTION INC RETIREMENT ELEM	15,000.00	15,000.00	3,137.61	10,722.83
01 1100 271 000	REGULAR INSTRUCTION WORKER'S COMP DISTRICT	0.00	0.00	0.00	0.00
01 1100 291 000	REGULAR INSTRUCTION OTHER EE BENEFITS DISTRICT	1,000.00	3,000.00	35,701.75	691.10
01 1100 330 000	REGULAR INSTRUCTION TRAINING & DEVELOPMENT	0.00	0.00	0.00	439.00
01 1100 330 001	REGULAR INSTRUCTION TRAINING & DEVELOPMENT HS	1,000.00	1,000.00	100.00	60.00
01 1100 330 002	REGULAR INSTRUCTION TRAINING & DEVELOPMENT ELEM	1,000.00	1,000.00	1,330.00	160.00
01 1100 333 000	REGULAR INSTRUCTION MILEAGE PAID TO STAFF	500.00	1,000.00	0.00	257.60
01 1100 340 000	REGULAR INSTRUCTION PROFESSIONAL SERVICES	3,000.00	2,500.00	2,855.00	2,455.00
01 1100 340 001	REGULAR INSTRUCTION OTHER PROF SVCS HS	2,000.00	2,500.00	456.52	317.68
01 1100 340 002	REGULAR INSTRUCTION PROF SVCS ELEM	2,000.00	2,500.00	0.00	0.00
01 1100 350 001	Regular Instruction Technical Services	0.00	0.00	0.00	0.00
01 1100 352 001	REGULAR INSTRUCTION OTHER TECHNICAL SVCS HS	0.00	0.00	0.00	0.00
01 1100 382 001	REGULAR INSTRUCTION DISTANCE ED & TELECOMMUNICATION	20,000.00	25,000.00	18,000.00	19,200.00
01 1100 441 001	REGULAR INSTRUCTION RENT OF LAND & BUILDINGS	0.00	0.00	0.00	0.00
01 1100 550 000	REGULAR INSTRUCTION PRINT & BINDING	0.00	0.00	0.00	0.00
01 1100 561 000	REGULAR INSTRUCTION TUITION PD TO OTHER DISTRICTS	0.00	0.00	0.00	0.00
01 1100 580 000	REGULAR INSTRUCTION TRAVEL	1,000.00	3,000.00	402.85	364.98

Account Number		Account Description	Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
		EXPENSE				
01 1100 610 000		REGULAR INSTRUCTION SUPPLIES DISTRICT	10,000.00	10,000.00	7,955.91	2,175.43
01 1100 610 001		REGULAR INSTRUCTION SUPPLIES HS	25,000.00	40,000.00	6,578.68	23,326.98
01 1100 610 002		REGULAR INSTRUCTION SUPPLIES ELEM	25,000.00	40,000.00	2,437.59	4,613.81
01 1100 626 000		REGULAR INSTRUCTION FUEL	5,000.00	5,000.00	1,245.03	2,019.10
01 1100 640 001		REGULAR INSTRUCTION BOOKS & PERIODICALS HS	5,000.00	30,000.00	553.69	326.74
01 1100 640 002		REGULAR INSTRUCTION BOOKS & PERIODICALS ELEM	5,000.00	30,000.00	0.00	78.75
01 1100 641 001		REGULAR INSTRUCTION E-BOOKS HS	0.00	0.00	0.00	0.00
01 1100 643 001		REGULAR INSTRUCTION WEB BASED SOFTWARE	1,000.00	1,000.00	4,521.25	110.00
01 1100 643 002		REGULAR INSTRUCTION WEB/CLOUD BASED SOFTWARE ELEM	0.00	0.00	7,662.50	0.00
01 1100 650 000		REGULAR INSTRUCTION TECHNOLOGY SUPPLIES < \$5,000	0.00	2,000.00	0.00	0.00
01 1100 731 000		REGULAR INSTRUCTION MACHINERY	3,000.00	4,000.00	0.00	0.00
01 1100 733 000		REGULAR INSTRUCTION FURNITURE & FIXTURES DISTRICT	5,000.00	5,000.00	0.00	0.00
01 1100 733 001		REGULAR INSTRUCTION FURNITURE & FIXTURES HS	0.00	0.00	0.00	4,992.00
01 1100 733 002		REGULAR INSTRUCTION FURNITURE & FIXTURES ELEM	0.00	0.00	0.00	0.00
01 1100 735 001		REGULAR INSTRUCTION TECHNOLOGY SOFTWARE > \$5,000 HS	0.00	0.00	0.00	0.00
01 1100 735 002		REGULAR INSTRUCTION TECHNOLOGY SOFTWARE > \$5,000 ELEM	0.00	0.00	0.00	0.00
01 1100 739 000		REGULAR EDUCATION OTHER EQUIPMENT	10,000.00	0.00	0.00	9,545.00
01 1100 739 001		REGULAR INSTRUCTION OTHER EQUIPMENT HS	0.00	0.00	0.00	0.00
01 1100 810 000		REGULAR INSTRUCTION DUES & FEES DISTRICT	1,000.00	2,000.00	68.35	585.00
01 1100 810 001		REGULAR INSTRUCTION DUES & FEES HS	1,000.00	0.00	1,359.96	564.00
01 1100 810 002		REGULAR INSTRUCTION DUES & FEES ELEM	1,000.00	0.00	2,128.75	0.00
01 1100 890 000		REGULAR INSTRUCTION MISC EXPENSES DISTRICT	0.00	2,000.00	0.00	0.00
01 1100 890 001		REGULAR INSTRUCTION MISC EXPENSES HS	0.00	0.00	0.00	0.00
01 1100 890 002		REGULAR INSTRUCTION MISC EXPENSES ELEM	0.00	0.00	500.00	0.00
1100	REGULAR INSTRUCTION		2,665,500.00	2,518,000.00	1,619,970.03	1,633,025.04
1160	PROVERTY PROGRAMS					
01 1160 111 002		Poverty Regular Salaries	0.00	0.00	0.00	0.00
01 1160 211 002		Poverty Health Insurance	0.00	0.00	0.00	0.00
01 1160 211 002 230		Poverty Health Ins	0.00	0.00	0.00	0.00
01 1160 211 002 260		Poverty Instructional Life Insurance	0.00	0.00	0.00	0.00
01 1160 221 002		Poverty Social Security	0.00	0.00	0.00	0.00
01 1160 231 002		Poverty Retirement	0.00	0.00	0.00	0.00
01 1160 231 002 237		Poverty Increased Retirement	0.00	0.00	0.00	0.00
01 1160 237 002		Poverty Instructional Programs Increased	0.00	0.00	0.00	0.00
01 1160 610 002		Poverty Supplies	2,500.00	0.00	1,014.56	0.00
01 1160 630 000		Poverty Food	0.00	0.00	0.00	0.00

Account Number	Account Description	Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
01 1160 640 002	Poverty Books	0.00	0.00	0.00	0.00
1160	PROVERTY PROGRAMS	2,500.00	0.00	1,014.56	0.00
1190	EARLY CHILDHOOD EDUCATIONAL PROGRAMS				
01 1190 111 002	EARLY CHILDHOOD SALARIES	70,000.00	70,000.00	54,942.50	54,585.90
01 1190 211 002	EARLY CHILDHOOD HEALTH INSURANCE	28,000.00	27,000.00	21,720.10	20,589.70
01 1190 211 002 260	EARLY CHILDHOOD LIFE INSURANCE	50.00	40.00	31.70	30.80
01 1190 221 002	EARLY CHILDHOOD SOCIAL SECURITY	5,500.00	5,000.00	4,103.60	4,078.80
01 1190 231 002	EARLY CHILDHOOD RETIREMENT	5,500.00	5,000.00	4,039.90	4,013.60
01 1190 237 002	EARLY CHILDHOOD INC RETIREMENT	1,750.00	1,800.00	399.50	1,378.30
01 1190 330 002	Early Childhood Training & Development	0.00	0.00	650.00	0.00
01 1190 610 002	EARLY CHILDHOOD SUPPLIES	1,000.00	500.00	1,241.11	182.00
01 1190 640 002	EARLY CHILDHOOD BOOKS & PERIODICALS	0.00	0.00	0.00	0.00
01 1190 643 002	Early Childhood Web/Cloud Based Software	0.00	0.00	0.00	0.00
01 1190 810 002	EARLY CHILDHOOD DUES & FEES	0.00	0.00	0.00	0.00
01 1190 890 002	EARLY CHILDHOOD MISC EXPENSES	0.00	0.00	0.00	0.00
1190	EARLY CHILDHOOD EDUCATIONAL PROGRAMS	111,800.00	109,340.00	87,128.41	84,859.10
1200	SPECIAL EDUCATION PROGRAMS-SCHOOL AGE				
01 1200 111 000	SPED TEACHER SALARIES DISTRICT	0.00	0.00	0.00	0.00
01 1200 111 001	SPED TEACHER SALARIES HS	65,000.00	60,000.00	49,408.30	45,568.17
01 1200 111 002	SPED TEACHER SALARIES ELEM	70,000.00	70,000.00	54,942.50	54,585.95
01 1200 112 000	SPED AIDES & ASSISTANTS SALARIES DISTRICT	0.00	0.00	0.00	0.00
01 1200 112 001	SPED AIDES & ASSISTANTS SALARIES HS	25,000.00	25,000.00	40,054.94	23,600.52
01 1200 112 002	SPED AIDES & ASSISTANTS SALARIES ELEM	125,000.00	125,000.00	91,048.24	87,475.69
01 1200 113 001	SPED REGULAR EMPLOYEE SUBS HS	2,500.00	2,000.00	587.50	1,425.00
01 1200 113 002	SPED REGULAR EMPLOYEE SUBS ELEM	2,500.00	2,000.00	3,046.13	1,260.00
01 1200 123 000	SPED SUBSTITUTE TEACHER DISTRICT	0.00	0.00	0.00	0.00
01 1200 123 001	SPED SUBSTITUTE TEACHER HS	2,000.00	0.00	0.00	1,400.00
01 1200 123 002	SPED SUBSTITUTE TEACHER ELEM	2,000.00	0.00	4,075.00	210.00
01 1200 132 001	SPED AIDES & ASSISTANTS OVERTIME HS	500.00	500.00	270.12	94.56
01 1200 132 002	SPED AIDES & ASSISTANTS OVERTIME ELEM	1,500.00	1,000.00	1,537.13	788.25
01 1200 211 001	SPED HEALTH INSURANCE HS	28,000.00	27,000.00	21,720.10	20,589.70
01 1200 211 002	SPED HEALTH INSURANCE ELEM	28,000.00	27,000.00	21,720.10	20,589.70
01 1200 211 001 260	SPED LIFE INSURANCE HS	50.00	40.00	31.70	30.80
01 1200 211 002 260	SPED LIFE INSURANCE ELEM	50.00	40.00	31.70	30.80
01 1200 221 001	SPED TEACHER SOCIAL SECURITY HS	4,500.00	4,500.00	3,225.80	3,254.18
01 1200 221 002	SPED TEACHER SOCIAL SECURITY ELEM	5,500.00	4,500.00	4,079.20	4,059.50
01 1200 222 000	SPED AIDES & ASSISTANTS SOCIAL SECURITY DISTRICT	0.00	0.00	0.00	0.00
01 1200 222 001	SPED AIDES & ASSISTANTS SOCIAL SECURITY HS	2,500.00	3,000.00	3,010.79	1,738.65
01 1200 222 002	SPED AIDES & ASSISTANTS SOCIAL SECURITY ELEM	10,000.00	10,000.00	6,928.51	6,585.41
01 1200 223 000	SPED SUBSTITUTES SOCIAL SECURITY DISTRICT	0.00	0.00	0.00	0.00
01 1200 223 001	SPED SUBSTITUTES SOCIAL SECURITY HS	500.00	500.00	44.94	216.12
01 1200 223 002	SPED SUBSTITUTES SOCIAL SECURITY ELEM	500.00	500.00	544.76	112.47

Account Number	Account Description	Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
01 1200 231 001	SPED TEACHER RETIREMENT HS	4,500.00	4,500.00	3,632.90	3,350.54
01 1200 231 002	SPED TEACHER RETIREMENT ELEM	5,500.00	4,500.00	4,039.80	4,013.60
01 1200 232 000	SPED AIDES & ASSISTANTS RETIREMENT DISTRICT	0.00	0.00	0.00	0.00
01 1200 232 001	SPED AIDES & ASSISTANTS RETIREMENT HS	2,500.00	2,500.00	2,965.00	1,742.26
01 1200 232 002	SPED AIDES & ASSISTANTS RETIREMENT ELEM	7,500.00	6,500.00	5,975.21	5,934.49
01 1200 233 002	Retirement - Teacher Subs EL	0.00	0.00	11.66	0.00
01 1200 237 000	SPED INCREASED RETIREMENT DISTRICT	0.00	0.00	0.00	0.00
01 1200 237 001	SPED INCREASED RETIREMENT HS	2,500.00	2,500.00	652.50	1,748.95
01 1200 237 002	SPED INCREASED RETIREMENT ELEM	5,000.00	4,500.00	991.67	3,416.24
01 1200 330 000	SPED TRAINING & DEVELOPMENT	500.00	500.00	80.00	160.00
01 1200 340 000	SPED OTHER PROFESSIONAL SERVICES	0.00	0.00	0.00	0.00
01 1200 562 000	SPED TUITION PAID TO OTHER DISTRICTS	0.00	0.00	0.00	0.00
01 1200 580 000	SPED TRAVEL	0.00	0.00	0.00	0.00
01 1200 591 000	SPED SVCS PURCH FROM OTHER DIST OR ESU DISTRICT	1,000.00	0.00	0.00	0.00
01 1200 591 001	SPED SVCS PURCH FROM OTHER DIST OR ESU HS	15,000.00	12,000.00	8,203.82	8,904.10
01 1200 591 002	SPED SVCS PURCH FROM OTHER DIST OR ESU ELEM	15,000.00	10,000.00	7,374.77	8,080.80
01 1200 610 000	SPED SUPPLIES DISTRICT	2,500.00	0.00	427.31	126.79
01 1200 610 001	SPED SUPPLIES HS	500.00	1,000.00	225.52	360.99
01 1200 610 002	SPED SUPPLIES ELEM	2,500.00	1,000.00	1,718.56	959.16
01 1200 650 000	SPED TECHNOLOGY SUPPLIES < \$5,000	1,000.00	1,000.00	5,419.09	689.00
01 1200 810 000	SPED Dues & Fees	0.00	0.00	278.00	0.00
01 1200 890 000	SPED MISC EXPENSES	500.00	500.00	0.00	0.00
1200	SPECIAL EDUCATION PROGRAMS-SCHOOL AGE	441,600.00	413,580.00	348,303.27	313,102.39
1291	SPECIAL EDUCATION PROGRAMS-AGES 3-4				
01 1291 591 000	SVCS PURCH FROM OTHER DIST OR ESU AGES 3-4	0.00	2,500.00	1,707.55	1,858.41
1291	SPECIAL EDUCATION PROGRAMS-AGES 3-4	0.00	2,500.00	1,707.55	1,858.41
1292	SPECIAL EDUCATION PROGRAMS-AGES 0-2				
01 1292 591 000	SVCS PURCH FROM OTHER DIST OR ESU AGES 0-2	0.00	2,500.00	1,707.55	1,858.40
1292	SPECIAL EDUCATION PROGRAMS-AGES 0-2	0.00	2,500.00	1,707.55	1,858.40
1300	SUMMER SCHOOL				
01 1300 111 001	SUMMER SCHOOL SALARIES HS	0.00	0.00	0.00	0.00
01 1300 111 002	SUMMER SCHOOL SALARIES ELEM	3,500.00	3,500.00	0.00	575.00
01 1300 221 001	SUMMER SCHOOL SOCIAL SECURITY HS	0.00	0.00	0.00	0.00
01 1300 221 002	SUMMER SCHOOL SOCIAL SECURITY ELEM	500.00	350.00	0.00	43.98
01 1300 231 001	SUMMER SCHOOL RETIREMENT HS	0.00	0.00	0.00	0.00
01 1300 231 002	SUMMER SCHOOL RETIREMENT ELEM	500.00	150.00	0.00	42.27
01 1300 237 001	SUMMER SCHOOL INC RETIREMENT HS	0.00	0.00	0.00	0.00
01 1300 237 002	SUMMER SCHOOL INC RETIREMENT ELEM	100.00	50.00	0.00	14.52
01 1300 610 002	SUMMER SCHOOL SUPPLIES	500.00	500.00	0.00	0.00
1300	SUMMER SCHOOL	5,100.00	4,550.00	0.00	675.77
2120	GUIDANCE SERVICES				
01 2120 111 000	GUIDANCE SERVICES SALARIES	70,000.00	70,000.00	56,225.80	55,860.90

Account Number	Account Description	Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
01 2120 151 000	Guidance Additional Compensation	0.00	0.00	1,304.80	0.00
01 2120 211 000	GUIDANCE SERVICES HEALTH INSURANCE	28,000.00	27,000.00	21,720.10	20,589.70
01 2120 211 000 260	GUIDANCE SERVICES LIFE INSURANCE	50.00	40.00	31.70	30.80
01 2120 221 000	GUIDANCE SERVICES SOCIAL SECURITY	5,500.00	5,000.00	4,286.12	4,161.59
01 2120 231 000	GUIDANCE SERVICES RETIREMENT	5,500.00	5,000.00	4,230.14	4,107.31
01 2120 237 000	GUIDANCE SERVICES INCREASED RETIREMENT	2,000.00	2,000.00	418.39	1,410.50
01 2120 330 000	GUIDANCE SERVICES TRAINING & DEVELOPMENT	500.00	500.00	0.00	306.52
01 2120 333 000	GUIDANCE SERVICES MILEAGE PAID TO STAFF	0.00	0.00	20.00	0.00
01 2120 340 000	GUIDANCE SERVICES OTHER PROFESSIONAL SERVICES	5,000.00	0.00	0.00	5,109.25
01 2120 340 001	GUIDANCE OTHER PROFESSIONAL SERVICES HS	20,000.00	20,000.00	0.00	14,250.00
01 2120 340 002	GUIDANCE OTHER PROFESSIONAL SERVICES ELEM	20,000.00	20,000.00	0.00	14,250.00
01 2120 580 000	GUIDANCE TRAVEL	0.00	0.00	0.00	0.00
01 2120 610 000	GUIDANCE SERVICES GENERAL SUPPLIES	1,500.00	1,500.00	116.01	671.77
01 2120 643 000	GUIDANCE WEB BASED SOFTWARE	2,500.00	0.00	3,335.72	2,225.00
01 2120 650 000	GUIDANCE SERVICES TECHNOLOGY RELATED SUPPLIES	6,000.00	5,500.00	0.00	5,295.50
01 2120 810 000	GUIDANCE SERVICES DUES & FEES	0.00	0.00	0.00	0.00
2120 GUIDANCE SERVICES		166,550.00	156,540.00	91,688.78	128,268.84
2130 HEALTH SERVICES					
01 2130 340 000	HEALTH SERVICES OTHER PROFESSIONAL SERVICES	1,500.00	1,500.00	760.00	845.00
01 2130 610 000	HEALTH SERVICES GENERAL SUPPLIES	2,000.00	5,000.00	596.16	830.89
01 2130 810 000	HEALTH SERVICES DUES & FEES	0.00	0.00	0.00	0.00
2130 HEALTH SERVICES		3,500.00	6,500.00	1,356.16	1,675.89
2140 PSYCHOLOGICAL SERVICES					
01 2140 591 001	Psychological Svcs Purchased Secondary	0.00	0.00	15,750.00	0.00
01 2140 591 002	Psychology Svcs Purchased Elementary	0.00	0.00	15,750.00	0.00
2140 PSYCHOLOGICAL SERVICES		0.00	0.00	31,500.00	0.00
2141 PSYCHOLOGICAL SERVICES-SPED SCHOOL AGE					
01 2141 591 001	Phychology Svcs Purchased - HS	25,000.00	20,500.00	15,183.00	16,838.22
01 2141 591 002	Psychology Svcs Purchased-Elem	25,000.00	20,500.00	15,183.00	16,838.22
2141 PSYCHOLOGICAL SERVICES-SPED SCHOOL AGE		50,000.00	41,000.00	30,366.00	33,676.44
2142 PSYCHOLOGICAL SERVICES-SPED AGES 3-5					
01 2142 591 000	Psychology Svcs Purchased Ages 3-5	0.00	5,000.00	3,795.72	4,209.54
2142 PSYCHOLOGICAL SERVICES-SPED AGES 3-5		0.00	5,000.00	3,795.72	4,209.54
2143 PSYCHOLOGICAL SERVICES-SPED AGES 0-2					
01 2143 591 000	Psychology Svcs Purchased Ages 0-2	0.00	5,000.00	3,795.72	4,209.54
2143 PSYCHOLOGICAL SERVICES-SPED AGES 0-2		0.00	5,000.00	3,795.72	4,209.54
2150 SPEECH PATHOLOGY & AUDIOLOGY SERVICES					
01 2150 111 000	SPEECH TEACHER SALARIES DISTRICT	60,000.00	0.00	45,317.50	0.00
01 2150 211 000	SPEECH PATHOLOGY HEALTH INSURANCE	28,000.00	0.00	21,720.10	0.00
01 2150 211 000 260	SPEECH PATHOLOGY LIFE INSURANCE	50.00	0.00	31.70	0.00
01 2150 221 000	SPEECH PATHOLOGY SOCIAL SECURITY	5,000.00	0.00	3,205.48	0.00
01 2150 231 000	SPEECH PATHOLOGY RETIREMENT	5,000.00	0.00	3,332.10	0.00

Account Number	Account Description	Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
01 2150 237 000	SPEECH PATHOLOGY INCREASED RETIREMENT	1,500.00	0.00	329.50	0.00
2150	SPEECH PATHOLOGY & AUDIOLOGY SERVICES	99,550.00	0.00	73,936.38	0.00
2151	SPEECH & AUDIOLOGY-SPED SCHOOL AGE				
01 2151 591 001	Speech Svcs Purchased-HS	0.00	12,000.00	570.50	10,588.83
01 2151 591 002	Speech Svcs Purchased-Elem	0.00	50,000.00	4,341.78	40,254.30
2151	SPEECH & AUDIOLOGY-SPED SCHOOL AGE	0.00	62,000.00	4,912.28	50,843.13
2152	SPEECH & AUDIOLOGY-SPED AGES 3-5				
01 2152 591 000	Speech Svcs Purchased Ages 3-5	0.00	10,000.00	976.50	6,722.18
2152	SPEECH & AUDIOLOGY-SPED AGES 3-5	0.00	10,000.00	976.50	6,722.18
2153	SPEECH & AUDIOLOGY-SPED AGES 0-2				
01 2153 591 000	Speech Svcs Purchased Ages 0-2	0.00	10,000.00	1,732.73	7,306.49
2153	SPEECH & AUDIOLOGY-SPED AGES 0-2	0.00	10,000.00	1,732.73	7,306.49
2161	OCCUPATIONAL THERAPY-SPED SCHOOL AGE				
01 2161 591 001	Occupational Svcs Purchased-HS	10,000.00	10,000.00	8,918.09	7,803.82
01 2161 591 002	Occupational Svcs Purchased-Elem	10,000.00	10,000.00	8,918.09	7,803.82
2161	OCCUPATIONAL THERAPY-SPED SCHOOL AGE	20,000.00	20,000.00	17,836.18	15,607.64
2162	OCCUPATIONAL THERAPY-SPED AGES 3-5				
01 2162 591 000	Occupational Svcs Purchased Ages 3-5	0.00	2,500.00	2,229.52	1,950.95
2162	OCCUPATIONAL THERAPY-SPED AGES 3-5	0.00	2,500.00	2,229.52	1,950.95
2163	OCCUPATIONAL THERAPY-SPED AGES 0-2				
01 2163 591 000	Occupational Svcs Purchased-Ages 0-2	0.00	2,500.00	2,229.52	1,950.95
2163	OCCUPATIONAL THERAPY-SPED AGES 0-2	0.00	2,500.00	2,229.52	1,950.95
2171	PHYSICAL THERAPY-SPED SCHOOL AGE				
01 2171 340 002	PHYSICAL THERAPY OTHER PURCHASED ELEM	7,500.00	7,500.00	5,154.57	5,735.84
01 2171 591 001	Physical Therapy Svcs Purchased-HS	0.00	0.00	0.00	0.00
01 2171 591 002	Physical Therapy Svcs Purchased-Elem	0.00	0.00	0.00	0.00
2171	PHYSICAL THERAPY-SPED SCHOOL AGE	7,500.00	7,500.00	5,154.57	5,735.84
2172	PHYSICAL THERAPY-SPED AGES 3-5				
01 2172 591 000	Physical Therapy Svcs Purchased Ages 3-5	0.00	0.00	0.00	0.00
2172	PHYSICAL THERAPY-SPED AGES 3-5	0.00	0.00	0.00	0.00
2173	PHYSICAL THERAPY-SPED AGES 0-2				
01 2173 591 000	Physical Therapy Svcs Purchased Ages 0-2	0.00	0.00	0.00	0.00
2173	PHYSICAL THERAPY-SPED AGES 0-2	0.00	0.00	0.00	0.00
2181	VISUALLY IMPAIRED-SPED SCHOOL AGE				
01 2181 591 001	Visually Impaired Svcs Purchased-HS	0.00	0.00	429.27	0.00
01 2181 591 002	Visually Impaired Svcs Purchased-Elem	0.00	0.00	0.00	0.00
2181	VISUALLY IMPAIRED-SPED SCHOOL AGE	0.00	0.00	429.27	0.00
2182	VISUALLY IMPAIRED-SPED AGES 3-5				
01 2182 591 000	Visually Impaired Svc Purchased Ages 35	0.00	0.00	0.00	0.00
2182	VISUALLY IMPAIRED-SPED AGES 3-5	0.00	0.00	0.00	0.00
2183	VISUALLY IMPAIRED-SPED AGES 0-2				
01 2183 591 000	Visually Impaired Svc Purchased Ages 0-2	0.00	0.00	0.00	0.00
2183	VISUALLY IMPAIRED-SPED AGES 0-2	0.00	0.00	0.00	0.00
2190	SUPPORT SERICES-OTHER (NON SPED)				
01 2190 150 000	SUPPORT SERVICES-NON	1,000.00	1,000.00	0.00	510.00

Comparison Report by Function

Account Number		Account Description		June 2025 - June 2026			
				Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
		INSTRUCTIONAL DISTRICT					
01 2190 150 001		SUPPORT SERVICES-NON INSTRUCTIONAL HS		10,000.00	9,000.00	20.00	7,650.00
01 2190 151 000		SUPPPORT SERVICES-TEACHERS/PROF STAFF		1,000.00	500.00	4,666.00	484.81
01 2190 151 001		SUPPORT SERVICES-TEACHER/PROF STAFF HS		45,000.00	25,000.00	18,680.81	25,493.78
01 2190 151 002		SUPPORT SERVICES-TEACHERS/PROF STAFF ELEM		0.00	150.00	0.00	95.62
01 2190 220 000		SUPPORT SERVICES-NON INSTRUCTION SOC SECURITY		0.00	100.00	0.00	39.02
01 2190 220 001		SUPPORT SERVICES-NON INSTRUCTIONAL SOC SECURITY HS		1,000.00	750.00	1.52	585.23
01 2190 221 000		SUPPORT SERVICES-TEACHER SOCIAL SECURITY		0.00	50.00	356.92	37.08
01 2190 221 001		SUPPORT SERVICES-TEACHERS SOCIAL SECURITY HS		5,000.00	2,000.00	1,429.03	1,944.90
01 2190 221 002		SUPPORT SERVICES-TEACHERS SOCIAL SECURITY ELEM		0.00	20.00	0.00	7.30
01 2190 230 000		SUPPORT SERVICES-NON INSTRUCTIONAL RETIREMENT		0.00	100.00	0.00	37.50
01 2190 230 001		SUPPORT SERVICES-NON INSTRUCTIONAL RETIREMENT HS		0.00	0.00	1.47	0.00
01 2190 231 000		SUPPORT SERVICES-TEACHERS RETIREMENT		0.00	50.00	343.01	35.63
01 2190 231 001		SUPPORT SERVICES-TEACHERS RETIREMENT HS		5,000.00	2,000.00	948.93	1,870.75
01 2190 231 002		SUPPORT SERVICES-TEACHERS RETIREMENT ELEM		0.00	25.00	0.00	7.02
01 2190 237 000		SUPPORT SERVICES INCREASED RETIREMENT		0.00	25.00	33.93	25.13
01 2190 237 001		SUPPORT SERVICES INCREASED RETIREMENT HS		1,000.00	1,000.00	93.99	642.38
01 2190 237 002		SUPPORT SERVICES INCREASED RETIREMENT ELEM		0.00	10.00	0.00	2.40
01 2190 333 000		Support Services Mileage Paid to Staff		0.00	0.00	384.55	0.00
01 2190 352 000		SUPPORT SERVICES OTHER TECHNICAL SERVICES		0.00	0.00	0.00	0.00
2190	SUPPORT SERICES-OTHER (NON SPED)			69,000.00	41,780.00	26,960.16	39,468.55
2210	IMPROVEMENT OF INSTRUCTION						
01 2210 220 000		IMPROVEMENT OF INSTRUCTION NON INSTRUCTIONAL SOCIAL SECURITY		0.00	0.00	0.00	0.00
01 2210 237 000		IMPROVEMENT OF INSTRUCTION INCREASED RETIREMENT		0.00	0.00	0.00	0.00
01 2210 352 000		IMPROVEMENT OF INSTRUCTION OTHER TECHNICAL SERVICES		0.00	500.00	0.00	0.00
2210	IMPROVEMENT OF INSTRUCTION			0.00	500.00	0.00	0.00
2213	INSTRUCTIONAL STAFF TRAINING						
01 2213 221 000		INSTRUCTIONAL STAFF TRAINING SOCIAL SECURITY		0.00	0.00	0.00	0.00
01 2213 231 000		INSTRUCTIONAL STAFF TRAINING RETIREMENT		0.00	0.00	0.00	0.00
01 2213 330 000		INSTRUCTIONAL STAFF TRAINING- TRAINING & DEVELOPMENT		0.00	0.00	0.00	0.00
2213	INSTRUCTIONAL STAFF TRAINING			0.00	0.00	0.00	0.00

Account Number	Account Description	Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
2220	LIBRARY/MEDIA SERVICES				
01 2220 111 000	LIBRARY SALARIES	35,000.00	35,000.00	27,471.30	27,293.00
01 2220 211 000	LIBRARY HEALTH INSURANCE	5,000.00	4,100.00	3,953.90	3,748.20
01 2220 211 000 260	LIBRARY LIFE INSURANCE	25.00	20.00	15.89	15.40
01 2220 221 000	LIBRARY SOCIAL SECURITY	3,000.00	2,500.00	2,086.00	2,072.30
01 2220 231 000	LIBRARY RETIREMENT	3,000.00	2,500.00	2,019.90	2,006.80
01 2220 237 000	LIBRARY INCREASED RETIREMENT	1,000.00	1,000.00	199.80	689.10
01 2220 610 000	LIBRARY GENERAL SUPPLIES	1,500.00	1,000.00	101.93	(387.50)
01 2220 610 001	LIBRARY GENERAL SUPPLIES HS	0.00	0.00	0.00	0.00
01 2220 610 002	LIBRARY GENERAL SUPPLIES ELEM	0.00	0.00	0.00	0.00
01 2220 640 000	LIBRARY BOOKS & PERIODICALS	2,500.00	3,000.00	2,148.50	337.63
01 2220 643 000	LIBRARY WEB/CLOUD BASED SOFTWARE	1,000.00	2,000.00	0.00	0.00
01 2220 733 000	LIBRARY FURNITURE & FIXTURES	500.00	1,000.00	0.00	0.00
2220	LIBRARY/MEDIA SERVICES	52,525.00	52,120.00	37,997.22	35,774.93
2223	AUDIO/VISUAL SERICES				
01 2223 739 000	AUDIO VISUAL EQUIPMENT	0.00	10,000.00	0.00	0.00
2223	AUDIO/VISUAL SERICES	0.00	10,000.00	0.00	0.00
2224	EDUCATIONAL TELEVISION SERVICES				
01 2224 382 001	EDUCATIONAL TELEVESION DISTANCE EDUCATION	6,000.00	6,000.00	5,380.72	4,392.94
2224	EDUCATIONAL TELEVISION SERVICES	6,000.00	6,000.00	5,380.72	4,392.94
2230	INSTRUCTION RELATED TECHNOLOGY				
01 2230 111 000	TECHNOLOGY SALARIES	0.00	750.00	0.00	589.20
01 2230 114 000	TECHNOLOGY SALARIES TECHNICAL STAFF	50,000.00	45,000.00	36,911.77	34,774.64
01 2230 134 000	TECHNOLOGY OVERTIME	2,500.00	5,000.00	2,905.24	3,735.47
01 2230 211 000	TECHNOLOGY HEALTH INSURANCE	0.00	0.00	0.00	144.33
01 2230 211 000 260	TECHNOLOGY LIFE INSURANCE	50.00	40.00	0.00	0.30
01 2230 214 000	TECHNOLOGY HEALTH INSURANCE	0.00	0.00	0.00	0.00
01 2230 214 000 260	TECHNOLOGY LIFE INSURANCE	0.00	0.00	0.00	0.00
01 2230 221 000	TECHNOLOGY SOCIAL SECURITY	0.00	0.00	0.00	45.06
01 2230 224 000	TECHNOLOGY SOCIAL SECURITY	4,500.00	4,000.00	3,718.35	3,583.37
01 2230 231 000	TECHNOLOGY RETIREMENT	0.00	0.00	0.00	43.32
01 2230 234 000	TECHNOLOGY RETIREMENT	4,500.00	4,000.00	2,927.66	2,831.57
01 2230 237 000	TECHNOLOGY INCREASED RETIREMENT	1,500.00	1,500.00	289.55	987.25
01 2230 294 000	TECHNOLOGY OTHER EMPLOYEE BENEFITS	9,500.00	10,000.00	8,788.50	8,331.10
01 2230 330 000	TECHNOLOGY TRAINING & DEVELOPMENT	500.00	0.00	0.00	0.00
01 2230 340 000	TECHNOLOGY OTHER PROFESSIONAL SERVICES	20,000.00	15,000.00	9,324.98	7,778.45
01 2230 530 000	TECHNOLOGY COMMUNICATIONS	0.00	0.00	0.00	0.00
01 2230 610 000	TECHNOLOGY GENERAL SUPPLIES	20,000.00	10,000.00	9,572.63	6,196.74
01 2230 643 000	TECHNOLOGY WEB/CLOUD BASED SOFTWARE	35,000.00	25,000.00	16,222.06	19,969.71
01 2230 650 000	TECHNOLOGY-TECHNOLOGY RELATED SUPPLIES < \$5,000	35,000.00	30,000.00	747.00	18,624.79
01 2230 734 000	TECHNOLOGY RELATED HARDWARE > \$5,000	0.00	0.00	0.00	0.00
01 2230 735 000	TECHNOLOGY SOFTWARE > \$5,000	10,000.00	5,000.00	0.00	0.00
01 2230 810 000	TECHNOLOGY DUES & FEES	0.00	0.00	0.00	0.00

Account Number	Account Description	Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
2230	INSTRUCTION RELATED TECHNOLOGY	193,050.00	155,290.00	91,407.74	107,635.30
2310	BOARD OF EDUCATION				
01 2310 310 000	BOARD OF EDUCATION OFFICIAL/ADMIN SERVICES	500.00	0.00	0.00	300.00
01 2310 315 000	BOARD OF EDUCATION ACCOUNTING & AUDITING	0.00	0.00	300.00	0.00
01 2310 340 000	BOARD OF EDUCATION OTHER PROFESSIONAL SERVICES	20,000.00	20,000.00	6,151.00	8,829.68
01 2310 540 000	BOARD OF EDUCATION ADVERTISING	3,500.00	3,500.00	1,321.89	1,211.38
01 2310 580 000	BOARD OF EDUCATION TRAVEL	4,000.00	4,000.00	1,389.42	2,582.53
01 2310 610 000	BOARD OF EDUCATION GENERAL SUPPLIES	2,000.00	2,000.00	765.51	674.05
01 2310 810 000	BOARD OF EDUCATION DUES & FEES	15,000.00	12,000.00	5,700.00	7,932.50
01 2310 890 000	BOARD OF EDUCATION MISC EXPENDITURES	500.00	2,000.00	139.00	35.50
2310	BOARD OF EDUCATION	45,500.00	43,500.00	15,766.82	21,565.64
2320	EXECUTIVE ADMINISTRATION				
01 2320 105 000	EXECUTIVE ADMIN SALARY	145,000.00	130,000.00	119,166.67	108,333.30
01 2320 215 000	EXECUTIVE ADMIN HEALTH INSURANCE	28,000.00	27,000.00	21,720.10	20,589.70
01 2320 215 000 260	EXECUTIVE ADMIN LIFE INSURANCE	50.00	40.00	31.70	30.80
01 2320 225 000	EXECUTIVE ADMIN SOCIAL SECURITY	10,000.00	10,000.00	8,619.20	7,990.46
01 2320 235 000	EXECUTIVE ADMIN RETIREMENT	10,000.00	10,000.00	8,762.10	(225.24)
01 2320 237 000	EXECUTIVE ADMIN INCREASED RETIREMENT	4,000.00	3,500.00	866.60	2,735.40
01 2320 330 000	EXECUTIVE ADMIN TRAINING & DEVELOPMENT	2,000.00	2,000.00	640.00	900.00
01 2320 333 000	EXECUTIVE ADMIN MILEAGE PAID TO STAFF	3,000.00	2,500.00	673.90	2,118.70
01 2320 340 000	EXECUTIVE ADMIN OTHER PROFESSIONAL SERVICES	0.00	0.00	0.00	0.00
01 2320 580 000	EXECUTIVE ADMIN TRAVEL	2,500.00	1,500.00	991.77	1,569.27
01 2320 610 000	EXECUTIVE ADMIN GENERAL SUPPLIES	1,500.00	1,000.00	288.28	568.56
01 2320 810 000	EXECUTIVE ADMIN DUES & FEES	1,000.00	1,000.00	1,255.00	438.00
01 2320 890 000	EXECUTIVE ADMIN MISC EXPENSES	0.00	0.00	0.00	0.00
2320	EXECUTIVE ADMINISTRATION	207,050.00	188,540.00	163,015.32	145,048.95
2330	DISTRICT LEGAL SERVICES				
01 2330 317 000	DISTRICT LEGAL SERVICES	10,000.00	10,000.00	2,169.20	2,780.50
2330	DISTRICT LEGAL SERVICES	10,000.00	10,000.00	2,169.20	2,780.50
2410	OFFICE OF THE PRINCIPAL				
01 2410 110 000	PRINCIPAL SUPPORT STAFF SALARIES	40,000.00	40,000.00	26,716.30	27,020.52
01 2410 111 000	PRINCIPAL SALARIES	0.00	0.00	0.00	0.00
01 2410 111 001	PRINCIPAL SALARIES HS	50,000.00	48,000.00	40,625.00	39,583.30
01 2410 111 002	PRINCIPAL SALARIES ELEM	50,000.00	48,000.00	40,625.00	39,583.40
01 2410 111 000 295	PRINCIPAL UNUSED LEAVE PAYOUT	0.00	0.00	0.00	0.00
01 2410 210 000	PRINCIPAL SUPPORT STAFF HEALTH INSURANCE	30,000.00	27,000.00	19,406.09	23,793.10
01 2410 210 000 260	PRINCIPAL SUPPORT STAFF LIFE INSURANCE	50.00	40.00	31.70	30.80
01 2410 211 001	PRINCIPAL HEALTH INSURANCE HS	14,000.00	13,500.00	10,860.10	10,294.80
01 2410 211 002	PRINCIPAL HEALTH INSURANCE ELEM	14,000.00	13,500.00	10,860.00	10,294.90
01 2410 211 001 260	PRINCIPAL LIFE INSURANCE HS	25.00	20.00	15.89	15.40

Comparison Report by Function

		June 2025 - June 2026			
Account Number	Account Description	Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
01 2410 211 002 260	PRINCIPAL LIFE INSURANCE ELEM	25.00	20.00	15.81	15.40
01 2410 220 000	PRINCIPAL SUPPORT STAFF SOCIAL SECURITY	3,000.00	3,000.00	1,965.27	1,961.92
01 2410 221 001	PRINCIPAL SOCIAL SECURITY HS	4,500.00	4,000.00	2,958.45	2,899.50
01 2410 221 002	PRINCIPAL SOCIAL SECURITY ELEM	4,500.00	4,000.00	2,958.45	2,899.60
01 2410 230 000	PRINCIPAL SUPPORT STAFF RETIREMENT	3,000.00	3,000.00	1,964.37	1,986.78
01 2410 231 001	PRINCIPAL RETIREMENT HS	4,500.00	4,000.00	2,987.10	2,910.50
01 2410 231 002	PRINCIPAL RETIREMENT ELEM	4,500.00	4,000.00	2,987.10	2,910.50
01 2410 237 000	PRINCIPAL INCREASED RETIREMENT	1,000.00	4,000.00	194.29	682.27
01 2410 237 001	PRINCIPAL INCREASED RETIREMENT HS	1,500.00	4,000.00	295.40	999.50
01 2410 237 002	PRINCIPAL INCREASED RETIREMENT ELEM	1,500.00	4,000.00	295.40	999.50
01 2410 330 000	PRINCIPAL TRAINING & DEVELOPMENT	1,000.00	500.00	80.00	60.00
01 2410 333 000	PRINCIPAL MILEAGE PAID TO STAFF	0.00	0.00	0.00	107.80
01 2410 334 000	OFFICE OF THE PRINCIPAL MILEAGE PAID OTHER	1,000.00	1,000.00	0.00	0.00
01 2410 382 000	PRINCIPAL DISTANCE EDUCATION	0.00	0.00	0.00	0.00
01 2410 580 000	PRINCIPAL TRAVEL	2,000.00	1,000.00	152.95	17.71
01 2410 610 000	PRINCIPAL GENERAL SUPPLIES	5,000.00	4,000.00	1,389.26	514.85
01 2410 810 000	PRINCIPAL DUES & FEES	2,000.00	1,000.00	375.00	125.00
01 2410 890 000	PRINCIPAL MISC EXPENSES	0.00	500.00	0.00	0.00
2410	OFFICE OF THE PRINCIPAL	237,100.00	232,080.00	167,758.93	169,707.05
2510	Fiscal Services				
01 2510 116 000	FISCAL SERVICES SALARIES	45,000.00	45,000.00	34,811.06	34,234.68
01 2510 116 000 295	FISCAL SERVICES UNUSED LEAVE PAYOUT	1,000.00	0.00	149.82	1,155.81
01 2510 216 000	FISCAL SERVICES HEALTH INSURANCE	28,000.00	27,000.00	22,041.09	20,589.70
01 2510 216 000 260	FISCAL SERVICES LIFE INSURANCE	50.00	40.00	31.65	30.80
01 2510 226 000	FISCAL SERVICES SOCIAL SECURITY	3,500.00	3,000.00	2,281.15	2,251.51
01 2510 226 000 295	FISCAL SERVICES UNUSED LEAVE SOCIAL SECURITY	0.00	0.00	11.46	88.42
01 2510 236 000	FISCAL SERVICES RETIREMENT	3,500.00	4,000.00	2,559.59	2,517.20
01 2510 237 000	FISCAL SERVICES INCREASED RETIREMENT	1,500.00	1,500.00	253.15	864.43
01 2510 315 000	FISCAL SERVICES ACCOUNTING & AUDITING	20,000.00	10,000.00	10,500.00	10,000.00
01 2510 330 000	FISCAL SERVICES TRAINING & DEVELOPMENT	500.00	500.00	0.00	180.00
01 2510 333 000	FISCAL SERVICES MILEAGE PAID TO STAFF	0.00	0.00	0.00	0.00
01 2510 340 000	FISCAL SERVICES OTHER PROFESSIONAL SERVICES	0.00	0.00	300.00	50.00
01 2510 382 000	FISCAL SERVICES DISTANCE EDUCATION	15,000.00	12,000.00	11,282.10	10,616.85
01 2510 440 000	FISCAL SERVICES RENTALS	2,000.00	2,000.00	0.00	0.00
01 2510 441 000	FISCAL SERVICES RENTALS OF LAND & BUILDINGS	0.00	0.00	0.00	0.00
01 2510 442 000	FISCAL SERVICES RENTALS OF EQUIP & VEHICLES	0.00	0.00	0.00	0.00
01 2510 531 000	FISCAL SERVICES POSTAGE	3,500.00	2,000.00	82.12	402.28
01 2510 580 000	FISCAL SERVICES TRAVEL	1,500.00	500.00	980.82	1,054.96
01 2510 610 000	FISCAL SERVICES GENERAL SUPPLIES	2,500.00	1,000.00	525.25	1,335.11
01 2510 643 000	FISCA SERVICES WEB/CLOUD BASED SOFTWARE	5,000.00	0.00	0.00	0.00

Account Number		Account Description	Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
01 2510 810 000		FISCAL SERVICES DUES & FEES	1,000.00	500.00	557.00	325.00
01 2510 890 000		FISCAL SERVICES MISC EXPENSES	500.00	500.00	70.00	90.00
2510	Fiscal Services		134,050.00	109,540.00	86,436.26	85,786.75
2515 BUILDINGS & SITES						
01 2515 340 000		Buildings and Sites Contracted or Secure	0.00	0.00	0.00	0.00
01 2515 610 000		Buildings and Sites Supplies	0.00	0.00	0.00	0.00
2515	BUILDINGS & SITES		0.00	0.00	0.00	0.00
2530 PRINTING, PUBLISHING & DUPLICATING SERVICES						
01 2530 550 000		PRINTING & BINDING	35,000.00	30,000.00	26,631.69	25,365.63
2530	PRINTING, PUBLISHING & DUPLICATING SERVICES		35,000.00	30,000.00	26,631.69	25,365.63
2570 PERSONNEL SERVICES-IN SERVICE TRAINING						
01 2570 330 000		PERSONNEL SERVICES EE TRAINING & DEVELOPMENT	0.00	0.00	120.00	0.00
2570	PERSONNEL SERVICES-IN SERVICE TRAINING		0.00	0.00	120.00	0.00
2610 OPERATION OF BUILDINGS						
01 2610 110 000		OPERATION OF BUILDINGS SUPPORT STAFF SALARIES	130,000.00	130,000.00	135,663.86	118,217.04
01 2610 110 000 295		OPERATION OF BUILDINGS UNUSED LEAVE	1,000.00	0.00	0.00	926.45
01 2610 116 000		OPERATION OF BUILDINGS SALARIES	65,000.00	60,000.00	0.00	18,625.62
01 2610 130 000		OPERATION OF BUILDINGS OVERTIME	6,500.00	7,500.00	4,948.55	5,507.65
01 2610 210 000		OPERATION OF BUILDINGS SUPPORT STAFF HEALTH INSURANCE	0.00	20,000.00	21,720.10	14,412.79
01 2610 210 000 260		OPERATION OF BUILDINGS SUPPORT STAFF LIFE INSURANCE	100.00	120.00	87.10	75.46
01 2610 216 000		OPERATION OF BUILDINGS HEALTH INSURANCE	28,000.00	20,000.00	0.00	6,164.32
01 2610 216 000 260		OPERATION OF BUILDINGS LIFE INSURANCE	50.00	40.00	0.00	12.32
01 2610 220 000		OPERATION OF BUILDINGS SUPPORT STAFF SOCIAL SECURITY	15,000.00	15,000.00	10,700.64	9,421.43
01 2610 220 000 295		OPERATION OF BUILDINGS UNUSED LEAVE SOCIAL SECURITY	0.00	0.00	0.00	70.87
01 2610 226 000		OPERATION OF BUILDINGS SOCIAL SECURITY	5,000.00	3,000.00	0.00	1,414.75
01 2610 230 000		OPERATION OF BUILDINGS SUPPORT STAFF RETIREMENT	15,000.00	10,000.00	9,867.96	8,606.08
01 2610 236 000		OPERATION OF BUILDINGS RETIREMENT	5,000.00	4,000.00	0.00	1,369.52
01 2610 237 000		OPERATION OF PLANT INCREASED RETIREMENT	4,500.00	4,500.00	975.96	3,425.68
01 2610 296 000		OPERATION OF BUILDINGS-OTHER EE BENEFITS	500.00	500.00	0.00	160.00
01 2610 340 000		OPERATION OF BUILDINGS OTHER PROFESSIONAL SERVICES	75,000.00	65,000.00	38,816.58	53,926.55
01 2610 382 000		OPERATION OF BUILDINGS DISTANCE EDUCATION	0.00	2,000.00	0.00	0.00
01 2610 410 000		OPERATION OF BUILDINGS UTILITY SERVICES	5,000.00	3,000.00	2,153.25	2,229.78
01 2610 410 001		OPERATION OF BUILDINGS UTILITY SERVICES HS	5,000.00	3,000.00	1,769.50	1,845.94
01 2610 410 002		OPERATION OF BUILDINGS UTILITY SERVICES ELEM	5,000.00	3,000.00	1,833.33	1,920.20
01 2610 420 000		OPERATION OF BUILDINGS CLEANING	0.00	0.00	0.00	0.00

Account Number	Account Description	Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
SERVICES					
01 2610 430 000	REPAIRS & MAINT (DON'T USE)	0.00	0.00	0.00	0.00
01 2610 431 000	OPERATION OF BUILDINGS NON TECH REPAIRS & MAINTENANCE	10,000.00	8,000.00	7,908.02	7,408.30
01 2610 440 000	OPERATION OF BUILDINGS RENTALS OTHER	500.00	1,000.00	240.00	240.00
01 2610 441 000	OPERATION OF BUILDINGS RENTALS OF LAND & BUILDINGS	0.00	0.00	0.00	0.00
01 2610 442 000	OPERATION OF BUILDINGS RENTALS OF EQUIP & VEHICLES	4,000.00	3,500.00	1,800.00	1,800.00
01 2610 450 000	OPERATION OF BUILDINGS CONSTRUCTION SERVICES	25,000.00	40,000.00	0.00	0.00
01 2610 520 000	OPERATION OF BUILDINGS INSURANCE (OTHER THAN EE BENEFITS)	80,000.00	75,000.00	81,704.00	72,756.00
01 2610 610 000	OPERATION OF BUILDINGS GENERAL SUPPLIES	125,000.00	80,000.00	83,933.46	76,451.70
01 2610 621 000	OPERATION OF BUILDINGS UTILITY ENERGY SERVICES	10,000.00	10,000.00	5,992.00	5,320.22
01 2610 621 001	OPERATION OF BUILDINGS UTILITY ENERGY SVCS HS	50,000.00	45,000.00	41,916.24	39,310.15
01 2610 621 002	OPERATION OF BUILDINGS UTILITY ENERGY SVCS ELEM	20,000.00	20,000.00	16,057.78	13,710.26
01 2610 622 000	ELECTRICITY (DON'T USE)	0.00	0.00	0.00	0.00
01 2610 622 001	ELECTRICITY HS (DON'T USE)	0.00	0.00	0.00	0.00
01 2610 622 002	ELECTRICITY ELEM (DON'T USE)	0.00	0.00	0.00	0.00
01 2610 626 000	OPERATION OF BUILDINGS FUELS	30,000.00	30,000.00	23,313.07	23,249.84
01 2610 650 000	OPERATION OF BUILDINGS TECHNOLOGY RELATED SUPPLIES < \$5,000	0.00	0.00	0.00	0.00
01 2610 731 000	OPERATION OF BUILDINGS MACHINERY	10,000.00	10,000.00	0.00	5,000.00
01 2610 733 000	OPERATION OF BUILDINGS FURNITURE & FIXTURES	0.00	50,000.00	0.00	3,898.05
01 2610 734 000	OPERATION OF BUILDINGS TECH RELATED HARDWARE > \$5,000	0.00	0.00	0.00	0.00
01 2610 739 000	OPERATION OF BUILDINGS OTHER EQUIPMENT	2,500.00	15,000.00	9,654.00	10,662.24
01 2610 810 000	OPERATION OF BUILDINGS DUES & FEES	0.00	0.00	0.00	0.00
2610	OPERATION OF BUILDINGS	732,650.00	738,160.00	501,055.40	508,139.21
2630	CARE & UPKEEP OF GROUNDS				
01 2630 110 000	GROUNDS SALARIES	7,500.00	10,000.00	1,153.72	3,245.82
01 2630 220 000	GROUNDS SOCIAL SECURITY	1,000.00	500.00	580.91	248.30
01 2630 230 000	GROUNDS RETIREMENT	1,000.00	500.00	20.69	169.24
01 2630 237 000	GROUNDS INCREASED RETIREMENT	500.00	200.00	2.05	58.12
01 2630 340 000	GROUNDS OTHER PROFESSIONAL SERVICES	15,000.00	10,000.00	7,570.00	12,256.00
01 2630 430 000	MAINT & REPAIRS (DON'T USE)	0.00	0.00	0.00	0.00
01 2630 431 000	GROUNDS NON TECHNOLOGY REPAIRS & MAINTENANCE	5,000.00	5,000.00	318.81	388.77
01 2630 610 000	GROUNDS GENERAL SUPPLIES	15,000.00	10,000.00	6,141.57	8,102.37
01 2630 626 000	GROUNDS FUELS	1,000.00	1,000.00	103.32	258.15
01 2630 731 000	GROUNDS MACHINERY	2,500.00	4,000.00	0.00	0.00
2630	CARE & UPKEEP OF GROUNDS	48,500.00	41,200.00	15,891.07	24,726.77
2650	VEHICLE OPERATION, MAINT & PURCH (NON STUDENT)				
01 2650 340 000	VEHICLE OPERATION NON PUPIL OTHER PROFESSIONAL SERVICES	1,000.00	1,000.00	0.00	39.95

Account Number	Account Description	Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
01 2650 430 000	REPAIRS & MAINT (DON'T USE)	0.00	0.00	0.00	0.00
01 2650 431 000	NON PUPIL VEHICLE NON TECHNOLOGY REPAIRS & MAINTENANCE	1,000.00	1,000.00	206.71	723.48
01 2650 610 000	NON PUPIL VEHICLE GENERAL SUPPLIES	1,000.00	1,000.00	69.90	103.86
01 2650 626 000	NON PUPIL VEHICLE FUELS	0.00	0.00	0.00	0.00
01 2650 731 000	NON PUPIL VEHICLE MACHINERY	0.00	0.00	0.00	0.00
01 2650 732 000	NON PUPIL VEHICLES VEHICLE	0.00	0.00	0.00	0.00
01 2650 810 000	NON PUPIL VEHICLE DUES & FEES	0.00	0.00	0.00	0.00
2650	VEHICLE OPERATION, MAINT & PURCH (NON STUDENT)	3,000.00	3,000.00	276.61	867.29
2660	SECURITY				
01 2660 340 000	SECURITY OTHER PROFESSIONAL SERVICES	0.00	0.00	0.00	0.00
2660	SECURITY	0.00	0.00	0.00	0.00
2710	VEHICLE OPERATION & PURCH-REGULAR EDUCATION				
01 2710 110 000	REG PUPIL OPERATION SALARIES	165,000.00	165,000.00	133,761.49	146,875.17
01 2710 110 000 295	REG PUPIL OPERATION UNUSED LEAVE	1,000.00	1,000.00	737.01	1,084.89
01 2710 150 000	VEHICLE OPERATION ADDITIONAL COMPENSATION	0.00	10,000.00	7,228.02	9,377.06
01 2710 151 000	VEHICLE OPERATION ADDITIONAL COMP-TEACHERS	0.00	0.00	0.00	0.00
01 2710 210 000	REG PUPIL OPERATION HEALTH INSURANCE	20,000.00	27,000.00	14,397.35	13,589.40
01 2710 210 000 260	REG PUPIL OPERATION LIFE INSURANCE	50.00	40.00	31.75	30.80
01 2710 220 000	REG PUPIL OPERATION SOCIAL SECURITY	15,000.00	15,000.00	10,357.76	11,613.17
01 2710 220 000 295	VEHICLE OPERATION UNUSED LEAVE SOCIAL SECURITY	0.00	0.00	56.38	82.99
01 2710 230 000	REG PUPIL OPERATION RETIREMENT	15,000.00	15,000.00	9,538.52	10,707.27
01 2710 237 000	REG PUPIL INCREASED RETIREMENT	5,000.00	5,000.00	943.34	3,676.96
01 2710 290 000	VEHICLE OPERATION OTHER EMPLOYEE BENEFITS	500.00	500.00	400.00	400.00
01 2710 333 000	VEHICLE OPERATION MILEAGE PAID TO STAFF	0.00	0.00	14.50	0.00
01 2710 340 000	REG PUPIL OPERATION OTHER PROFESSIONAL SERVICES	10,000.00	10,000.00	266.55	4,659.30
01 2710 382 000	REG PUPIL OPERATION DISTANCE EDUCATION	0.00	0.00	0.00	0.00
01 2710 580 000	REG PUPIL OPERATION TRAVEL	500.00	0.00	0.00	0.00
01 2710 610 000	REG PUPIL GENERAL SUPPLIES	10,000.00	10,000.00	4,648.15	3,772.42
01 2710 626 000	REG PUPIL FUELS	50,000.00	40,000.00	41,166.12	26,850.39
01 2710 732 000	REG PUPIL OPERATION VEHICLES	0.00	0.00	0.00	0.00
01 2710 733 000	REG PUPIL OPERATION FURNITURE & FIXTURES	0.00	0.00	0.00	0.00
01 2710 810 000	REG PUPIL OPERATION DUES & FEES	4,000.00	3,000.00	1,610.55	1,473.50
2710	VEHICLE OPERATION & PURCH-REGULAR EDUCATION	296,050.00	301,540.00	225,157.49	234,193.32
2712	VEHICLE OPERATION & PURCH-SCHOOL AGE SPED				
01 2712 110 000	SPED Transportation Salaries	0.00	0.00	0.00	0.00
01 2712 210 000	GROUP INSURANCE-NON INSTRUCTIONAL	0.00	0.00	0.00	0.00
01 2712 220 000	SPED Transportation Social Security	0.00	0.00	0.00	0.00
01 2712 230 000	SPED Transportation Retirement	0.00	0.00	0.00	0.00
01 2712 230 000 237	SchoolAgeSPEDTransp Inc Retirement	0.00	0.00	0.00	0.00
01 2712 231 000	SchoolAgeSPEDTransport-Retirement	0.00	0.00	0.00	0.00

Comparison Report by Function

June 2025 - June 2026

Account Number	Account Description	Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
01 2712 237 000	SPED Transportation Inc Retirement	0.00	0.00	0.00	0.00
01 2712 430 000	SPED Transportation Vehicle Repairs & Maint	0.00	0.00	0.00	0.00
01 2712 430 000 000	School Age SPED-Bus Repairs&Maintenance	0.00	0.00	0.00	0.00
01 2712 510 000	School Age SPED Transportation	0.00	0.00	0.00	0.00
01 2712 580 000	School Age SPED Mileage	0.00	0.00	0.00	0.00
01 2712 620 000	SPED Transportation Fuel	0.00	0.00	0.00	0.00
2712	VEHICLE OPERATION & PURCH-SCHOOL AGE SPED	0.00	0.00	0.00	0.00
2713	VEHICLE OPERATION & PURCH-SPED AGES 3-5				
01 2713 332 000	MILEAGE TO PARENTS	0.00	1,000.00	0.00	0.00
2713	VEHICLE OPERATION & PURCH-SPED AGES 3-5	0.00	1,000.00	0.00	0.00
2730	VEHICLE SERVICING & MAINT-REGULAR EDUCATION				
01 2730 340 000	REGULAR EDUC VEHICLE OTHER PROFESSIONAL SERVICES	500.00	0.00	6,375.95	128.00
01 2730 431 000	REGULAR EDUC VEHICLE NON TECHNOLOGY REPAIRS & MAINTENANCE	20,000.00	5,000.00	16,144.79	8,270.50
01 2730 610 000	REGULAR EDUC VEHICLE GENERAL SUPPLIES	5,000.00	15,000.00	1,825.67	305.96
01 2730 626 000	REGULAR EDUC VEHICLE FUELS	500.00	500.00	3,022.41	0.00
2730	VEHICLE SERVICING & MAINT-REGULAR EDUCATION	26,000.00	20,500.00	27,368.82	8,704.46
3300	COMMUNITY SERVICE OPERATIONS-NON INSTRUCTIONAL				
01 3300 610 002	COMMUNITY SERVICE OPERATIONS SUPPLIES	0.00	0.00	0.00	0.00
3300	COMMUNITY SERVICE OPERATIONS-NON INSTRUCTIONAL	0.00	0.00	0.00	0.00
3535	HIGH ABILITY LEARNERS				
01 3535 340 000	HIGH ABILITY LEARNERS OTHER PROFESSIONAL SERVICES	0.00	0.00	1,000.00	0.00
01 3535 580 000	HIGH ABILITY LEARNERS TRAVEL	0.00	0.00	0.00	183.24
01 3535 580 001	HIGH ABILITY LEARNERS TRAVEL HS	0.00	0.00	0.00	0.00
01 3535 610 000	HIGH ABILITY LEARNERS GENERAL SUPPLIES	500.00	500.00	167.00	0.00
01 3535 610 001	HIGH ABILITY LEARNERS GENERAL SUPPLIES HS	1,000.00	0.00	251.18	154.00
01 3535 810 000	HIGH ABILITY LEARNERS DUES & FEES	0.00	2,000.00	0.00	1,000.00
01 3535 810 001	HIGH ABILITY LEARNERS DUES & FEES HS	2,000.00	1,000.00	435.00	385.00
01 3535 810 002	HIGH ABILITY LEARNERS DUES & FEES ELEM	0.00	0.00	0.00	0.00
3535	HIGH ABILITY LEARNERS	3,500.00	3,500.00	1,853.18	1,722.24
3551	CAREER EDUCATION				
01 3551 580 000	Career Education Lodging	0.00	0.00	0.00	556.00
01 3551 610 000	Career Education Supplies	0.00	0.00	1,967.98	5,184.99
01 3551 731 001	CAREER EDUCATION MACHINERY	0.00	0.00	0.00	0.00
3551	CAREER EDUCATION	0.00	0.00	1,967.98	5,740.99
3552	School Safety & Security				
01 3552 340 000	School Safety & Security Other Professional Svcs	0.00	0.00	18,470.40	0.00
01 3552 610 000	School Safety & Security Supplies	0.00	0.00	52,348.57	0.00
3552	School Safety & Security	0.00	0.00	70,818.97	0.00
5000	DEBT SERVICES				
01 5000 831 000	REDEMPTION OF PRINCIPAL	0.00	0.00	0.00	0.00

Comparison Report by Function

June 2025 - June 2026

Account Number	Account Description	Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
5000	DEBT SERVICES	0.00	0.00	0.00	0.00
6200	TITLE I, PART A ESEA/ESSA IMPR BASIC PROGRAMS				
01 6200 111 002	Title I NCLB Regular Salaries	50,000.00	70,000.00	42,965.00	42,686.20
01 6200 113 002	Reg Employee Substitutes	0.00	100.00	0.00	56.25
01 6200 123 002	Substitute Salaries	1,500.00	2,000.00	962.50	1,200.00
01 6200 211 002	Title I NCLB Health Insurance	21,000.00	27,000.00	16,985.10	16,101.10
01 6200 211 002 260	Title I NCLB Life Insurance	50.00	40.00	24.80	24.10
01 6200 221 002	Title I NCLB Social Security	3,800.00	4,000.00	3,271.10	3,175.00
01 6200 223 002	Social Security-Substitutes	500.00	250.00	73.63	95.88
01 6200 231 002	Title I NCLB Retirement	3,800.00	4,000.00	3,159.10	3,138.60
01 6200 231 002 237	TEACH/PROF STAFF INCR RETIREMENT	0.00	0.00	0.00	0.00
01 6200 233 002	RETIREMENT-SUBSTITUTES	0.00	0.00	0.00	4.06
01 6200 237 002	Title I NCLB Increased Retirement	1,000.00	1,500.00	312.40	1,079.29
01 6200 330 002	Training & Development	350.00	250.00	60.00	60.00
01 6200 340 002	Title I Other Professional Services	1,000.00	750.00	667.00	683.00
01 6200 395 002	Title I Subawards/Subcontracts	0.00	0.00	0.00	0.00
01 6200 610 002	Title I NCLB Supplies	2,000.00	4,000.00	546.32	206.50
01 6200 643 002	Title I Web/Cloud Based Software	0.00	0.00	74.97	0.00
6200	TITLE I, PART A ESEA/ESSA IMPR BASIC PROGRAMS	85,000.00	113,890.00	69,101.92	68,509.98
6301	Comp Literacy State Development Grant				
01 6301 330 001	CLSD Grant Training & Development HS	0.00	0.00	359.85	0.00
01 6301 330 002	CLSD Grant Training & Development Elem	0.00	0.00	25.00	0.00
01 6301 340 001	CLSD Other Professional Services HS	0.00	0.00	14,600.00	0.00
01 6301 340 002	CLSD Other Professional Services Elem	0.00	0.00	9,595.00	0.00
01 6301 610 002	CLSD Supplies Preschool	0.00	0.00	5,717.01	0.00
01 6301 640 002	CLSD BOOKS & PERIODICALS ELEM	0.00	0.00	0.00	0.00
01 6301 643 001	CLSD Web/Cloud Based Software	0.00	0.00	412.50	0.00
01 6301 643 002	CLSD WEB/CLOUD BASED SOFTWARE ELEM	0.00	0.00	3,435.00	0.00
01 6301 650 000	CLSD Technology Supplies <5,000	0.00	0.00	3,898.00	0.00
01 6301 810 002	CLSD Dues & Fees Elem	0.00	0.00	2,100.00	0.00
6301	Comp Literacy State Development Grant	0.00	0.00	40,142.36	0.00
6310	TITLE II, PART A ESSA TCHR QUAL GRANTS				
01 6310 330 000	Title II, Part A NCLB Teacher Quality Gr	0.00	0.00	0.00	0.00
01 6310 580 000	Title II, Part A NCLB Teacher Quality Gr	0.00	0.00	0.00	0.00
6310	TITLE II, PART A ESSA TCHR QUAL GRANTS	0.00	0.00	0.00	0.00
6404	IDEA PART B BASE ALLOCATION BIRTH TO 4				
01 6404 340 000	IDEA Base Preschool Contracted or Secu	0.00	0.00	0.00	0.00
01 6404 562 000	IDEA Tuition Paid to Other Districts SPED	0.00	0.00	0.00	0.00
01 6404 562 001	TUITION PD OTH DIST SPED HS	0.00	0.00	0.00	0.00
01 6404 562 002	TUITION PD OTH DIST SPED-ELEM	0.00	0.00	0.00	0.00
6404	IDEA PART B BASE ALLOCATION BIRTH TO 4	0.00	0.00	0.00	0.00
6406	IDEA PRESCHOOL BASE ALLOCATION				
01 6406 562 000	TUITION PD OTH DIST SP ED	0.00	0.00	0.00	0.00
01 6406 591 000	SVCS PURCHASED FROM OTHER DIST OR ESU	5,000.00	0.00	0.00	0.00
6406	IDEA PRESCHOOL BASE ALLOCATION	5,000.00	0.00	0.00	0.00
6408	IDEA PART B BASE & ENROLLMENT BIRTH - 21				
01 6408 591 000	SVCS PURCHASED FROM OTHER DIST OR	35,000.00	0.00	0.00	0.00

Comparison Report by Function

June 2025 - June 2026

Account Number	Account Description	Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
	ESU				
01 6408 591 002	Services Purchased from ESU Elem	25,000.00	0.00	0.00	0.00
6408	IDEA PART B BASE & ENROLLMENT BIRTH - 21	60,000.00	0.00	0.00	0.00
6410	IDEA ENROLLMENT/POVERTY				
01 6410 111 000	IDEA SPED Salaries	0.00	0.00	0.00	0.00
01 6410 200 000	IDEA SPED Benefits	0.00	0.00	0.00	0.00
01 6410 211 000	GROUP INSURANCE-TEACHERS/PROF STAFF	0.00	0.00	0.00	0.00
01 6410 221 000	SOCIAL SECURITY-TEACHERS/PROF STAFF	0.00	0.00	0.00	0.00
01 6410 231 000	RETIREMENT-TEACHERS/PROF STAFF	0.00	0.00	0.00	0.00
01 6410 231 000 237	TEACH/PROF STAFF INCR RETIREMENT	0.00	0.00	0.00	0.00
01 6410 291 000	Other Employee Benefits Teacher/Prof Sta	0.00	0.00	0.00	0.00
01 6410 340 000	IDEA SPED Contracted or Secured Services	0.00	0.00	0.00	0.00
6410	IDEA ENROLLMENT/POVERTY	0.00	0.00	0.00	0.00
6421	IDEA PART B BASE & ENROLLMENT ALLOCATION				
01 6421 591 001	IDEA Svcs Purch from ESU HS	0.00	0.00	0.00	0.00
01 6421 591 002	IDEA Svcs Purch from ESU Elem	0.00	0.00	0.00	0.00
6421	IDEA PART B BASE & ENROLLMENT ALLOCATION	0.00	0.00	0.00	0.00
6422	IDEA PRESCHOOL BASE & ENROLLMENT AGES 3-5				
01 6422 591 000	IDEA Preschool Svcs Purchased	0.00	0.00	0.00	0.00
6422	IDEA PRESCHOOL BASE & ENROLLMENT AGES 3-5	0.00	0.00	0.00	0.00
6969	Title IV, Part A ESSA Student Support & Academic Enrichment Grants				
01 6969 490 000	Title IV Other Purchased Property Svcs	0.00	0.00	0.00	0.00
6969	Title IV, Part A ESSA Student Support & Academic Enrichment Grants	0.00	0.00	0.00	0.00
6992	REAP				
01 6992 340 000	REAP Other Professional Services	0.00	0.00	3,725.00	0.00
01 6992 650 000	REAP Technology Supplies <5000	28,000.00	30,000.00	22,319.00	0.00
01 6992 735 000	REAP Computer Hardware > 5000/item	0.00	0.00	0.00	27,840.00
6992	REAP	28,000.00	30,000.00	26,044.00	27,840.00
6996	CARES ESSER I				
01 6996 110 000	CARES Salaries-Non Instructional	0.00	0.00	0.00	0.00
01 6996 112 002	CARES Salaries Aides & Assistants	0.00	0.00	0.00	0.00
01 6996 210 000	Health Insurance-Non Instructional	0.00	0.00	0.00	0.00
01 6996 220 000	CARES Social Security	0.00	0.00	0.00	0.00
01 6996 221 002	CARES Social Security Teachers	0.00	0.00	0.00	0.00
01 6996 222 002	CARES Social Security Aides & Assist.	0.00	0.00	0.00	0.00
01 6996 230 000	CARES Retirement	0.00	0.00	0.00	0.00
01 6996 231 002	CARES Retirement Teachers	0.00	0.00	0.00	0.00
01 6996 232 002	CARES Retirement Aides & Assistants	0.00	0.00	0.00	0.00
01 6996 237 000	CARES Inc Retirement	0.00	0.00	0.00	0.00
01 6996 237 002	CARES Inc Retirement Teachers	0.00	0.00	0.00	0.00
01 6996 610 000	CARES Supplies	0.00	0.00	0.00	0.00
01 6996 650 000	SOFTWARE LICENSE, RENEWALS & SUPPLIES	0.00	0.00	0.00	0.00
6996	CARES ESSER I	0.00	0.00	0.00	0.00
6997	CRRSA ESSER II				

Account Number	Account Description	Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
01 6997 110 000	ESSER II Salaries - Non-Instructional	0.00	0.00	0.00	0.00
01 6997 111 002	ESSER II Salaries-Teachers	0.00	0.00	0.00	0.00
01 6997 210 000 260	ESSER II Non-Instructional Life Insurance	0.00	0.00	0.00	0.00
01 6997 210 002 260	ESSER II Life Insurance	0.00	0.00	0.00	0.00
01 6997 211 002	ESSER II Health Insurance	0.00	0.00	0.00	0.00
01 6997 211 002 260	CARES II Life Insurance	0.00	0.00	0.00	0.00
01 6997 220 000	ESSER II Non-Instructional Social Security	0.00	0.00	0.00	0.00
01 6997 221 002	ESSER II Social Security	0.00	0.00	0.00	0.00
01 6997 230 000	ESSER II Non-Instructional Retirement	0.00	0.00	0.00	0.00
01 6997 231 002	ESSER II Retirement	0.00	0.00	0.00	0.00
01 6997 237 000	ESSER II Non-Instructional Inc Retirement	0.00	0.00	0.00	0.00
01 6997 237 002	ESSER II Increased Retirement	0.00	0.00	0.00	0.00
01 6997 340 000	ESSER II Contracted Service	0.00	0.00	0.00	0.00
01 6997 340 001	ESSER II Contracted Service Secondary	0.00	0.00	0.00	0.00
01 6997 340 002	ESSER II Contracted Service Elementary	0.00	0.00	0.00	0.00
01 6997 610 002	ESSER II Supplies	0.00	0.00	0.00	0.00
01 6997 650 000	ESSER II SOFTWARE	0.00	0.00	0.00	0.00
6997 CRRSA ESSER II		0.00	0.00	0.00	0.00
6998 ARP ESSER III					
01 6998 110 000	ESSER III Non-Instructional Salaries	0.00	0.00	0.00	0.00
01 6998 111 002	ESSER III Teacher Salaries	0.00	0.00	0.00	0.00
01 6998 210 000 260	ESSER III Non-Instructional Life Insurance	0.00	0.00	0.00	0.00
01 6998 211 002	ESSER III HEALTH INSURANCE	0.00	0.00	0.00	0.00
01 6998 211 002 260	ESSER III LIFE INSURANCE	0.00	0.00	0.00	0.00
01 6998 220 000	ESSER III Non-Instructional Social Security	0.00	0.00	0.00	0.00
01 6998 221 002	ESSER III SOCIAL SECURITY	0.00	0.00	0.00	0.00
01 6998 230 000	ESSER III Non-Instructional Retirement	0.00	0.00	0.00	0.00
01 6998 231 002	ESSER III RETIREMENT	0.00	0.00	0.00	0.00
01 6998 237 000	ESSER III Non-Instructional Inc Retirement	0.00	0.00	0.00	0.00
01 6998 237 002	ESSER III INCREASED RETIREMENT	0.00	0.00	0.00	0.00
01 6998 340 000	ESSER III Contracted Services District	0.00	0.00	0.00	0.00
01 6998 340 001	ESSER III Contracted Services HS	0.00	750.00	0.00	750.00
01 6998 340 002	ESSER III Contracted Services Elem	0.00	750.00	0.00	750.00
01 6998 643 000	ESSER III Web/Cloud Based Software	0.00	0.00	0.00	0.00
01 6998 650 000	ESSER III Software License, Renewals & Supplies	0.00	0.00	0.00	0.00
01 6998 732 000	ESSER III Vehicle Acquisition	0.00	0.00	0.00	0.00
6998 ARP ESSER III		0.00	1,500.00	0.00	1,500.00
8000 TRANSFERS (OUTGOING)					
01 8000 912 000	TRANSFER TO LUNCH FUND	0.00	0.00	0.00	0.00
01 8000 913 000	Transfers (Outgoing)-Activities Fund	125,000.00	125,000.00	66,439.80	70,000.00
8000 TRANSFERS (OUTGOING)		125,000.00	125,000.00	66,439.80	70,000.00
01 GENERAL FUND		5,975,575.00	5,637,650.00	4,001,532.36	3,887,007.04

Account Number		Account Description	Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
02		Depreciation				
2710		VEHICLE OPERATION & PURCH-REGULAR EDUCATION				
02 2710 732 000		VEHICLES	0.00	0.00	64,250.00	0.00
2710		VEHICLE OPERATION & PURCH-REGULAR EDUCATION	0.00	0.00	64,250.00	0.00
2900		OTHER SUPPORT SERVICES				
02 2900 732 000		VEHICLE ACQUISITION	330,558.00	315,279.00	0.00	0.00
2900		OTHER SUPPORT SERVICES	330,558.00	315,279.00	0.00	0.00
8000		TRANSFERS (OUTGOING)				
02 8000 911 000		Transfer to General Fund (Outgoing)	0.00	0.00	0.00	0.00
8000		TRANSFERS (OUTGOING)	0.00	0.00	0.00	0.00
02		Depreciation	330,558.00	315,279.00	64,250.00	0.00

Comparison Report by Function

Account Number		Account Description	June 2025 - June 2026		YTD Expenses	Previous YTD Expenses
			Revised Budget	Previous Revised Budget		
03	Employee Benefits					
2900	OTHER SUPPORT SERVICES					
03 2900 280 000		HEALTH INS DED - NON INSTRUCTIONAL	0.00	0.00	7,587.48	4,492.60
03 2900 281 000		Health Ins Deductibles-Teachers/Prof Sta	70,000.00	70,000.00	20,354.39	33,876.83
03 2900 285 000		HEALTH INS DED - SUPERINTENDENT	0.00	0.00	1,465.31	0.00
03 2900 286 000		HEALTH INS DED - PROF NON CERTIFICATED	0.00	0.00	0.00	0.00
2900	OTHER SUPPORT SERVICES		70,000.00	70,000.00	29,407.18	38,369.43
03	Employee Benefits		70,000.00	70,000.00	29,407.18	38,369.43

Comparison Report by Function

		June 2025 - June 2026		YTD Expenses	Previous YTD Expenses
Account Number	Account Description	Revised Budget	Previous Revised Budget		
05	Activity				
2900	OTHER SUPPORT SERVICES				
05 2900 340 000 107	Secondary Athletics Professional Services	0.00	0.00	5,640.25	0.00
05 2900 350 000 135	HS STUDENT COUNCIL TECHNICAL SERVICES	0.00	0.00	0.00	0.00
05 2900 352 000 107	SECONDARY ACTIVITIES OTHER SERVICES	0.00	0.00	20,452.50	22,703.80
05 2900 352 000 117	GIRLS BASKETBALL OTHER TECHNICAL SVCS	0.00	0.00	625.00	1,650.00
05 2900 352 000 156	CLASS OF 2027 OTHER TECHNICAL SERVICES	0.00	0.00	550.00	0.00
05 2900 440 000 107	Secondary Athletics/Activities Rentals	0.00	0.00	0.00	0.00
05 2900 580 000 103	GENERAL ACTIVITIES TRAVEL EXPENSE	0.00	0.00	0.00	58.16
05 2900 580 000 107	SECONDARY ACTIVITIES TRAVEL	0.00	0.00	9,440.60	20,419.72
05 2900 580 000 113	Wrestling Travel Expense	0.00	0.00	0.00	(54.84)
05 2900 580 000 138	SKILLS USA TRAVEL EXPENSE	0.00	0.00	3,731.00	3,532.00
05 2900 580 000 143	FFA TRAVEL EXPENSE	0.00	0.00	4,591.00	9,609.50
05 2900 580 000 170	MUSIC TRAVEL EXPENSE	0.00	0.00	0.00	996.20
05 2900 610 000	Other Pupil Support	0.00	0.00	0.00	0.00
05 2900 610 000 103	General Activities Expense	0.00	0.00	6,692.89	7,308.83
05 2900 610 000 107	Secondary Athletic Activities Expense	336,811.11	329,561.00	31,845.96	30,734.56
05 2900 610 000 111	Concessions Activities Expense	0.00	0.00	2,723.31	15,562.34
05 2900 610 000 112	Vending Machine Activity Expense	0.00	0.00	0.00	862.90
05 2900 610 000 113	HS Wrestling Activity Expense	0.00	0.00	1,830.35	0.00
05 2900 610 000 115	Volleyball Activities Expense	0.00	0.00	30.00	612.00
05 2900 610 000 117	Girls Basketball Activity Expense	0.00	0.00	1,250.34	1,730.13
05 2900 610 000 118	HS Football Activity Expense	0.00	0.00	230.92	795.29
05 2900 610 000 121	Track & Field Supplies	0.00	0.00	0.00	0.00
05 2900 610 000 124	STEM Lab Activities Expense	0.00	0.00	1,057.76	0.00
05 2900 610 000 125	Staff Apparel Activities Expense	0.00	0.00	0.00	531.67
05 2900 610 000 126	Leader of the Pack/Teacher of the Month	0.00	0.00	0.00	0.00
05 2900 610 000 128	Dance Team Activities Expense	0.00	0.00	4,336.76	5,527.21
05 2900 610 000 134	Greenhouse Supply Expense	0.00	0.00	0.00	0.00
05 2900 610 000 135	Student Council Activities Expense	0.00	0.00	1,022.21	1,083.96
05 2900 610 000 136	Yearbook Activities Expense	0.00	0.00	0.00	0.00
05 2900 610 000 137	Elementary Student Council Activity Expense	0.00	0.00	1,864.27	2,492.04
05 2900 610 000 138	Skills USA Club Activities Expense	0.00	0.00	83.54	99.27
05 2900 610 000 139	Golf Activity Expense	0.00	0.00	375.00	400.00
05 2900 610 000 140	Student Need Activity Expense	0.00	0.00	567.13	151.08
05 2900 610 000 141	National Honor Society Activities Expens	0.00	0.00	0.00	0.00
05 2900 610 000 142	Fitness Facility Activity Expense	0.00	0.00	1,032.90	1,680.00
05 2900 610 000 143	FFA Activities Expense	0.00	0.00	18,303.43	22,687.90
05 2900 610 000 149	Head Coach Boy's Track Activities Expens	0.00	0.00	0.00	0.00
05 2900 610 000 150	Class of 2018 Activities Expense	0.00	0.00	0.00	0.00
05 2900 610 000 151	Class of 2025 Activity Expense	0.00	0.00	0.00	1,282.45
05 2900 610 000 152	Boys Basketball Activity Expense	0.00	0.00	1,487.40	525.00
05 2900 610 000 153	Class of 2017 Activities Expense	0.00	0.00	0.00	0.00
05 2900 610 000 154	Class of 2026 Activity Expense	0.00	0.00	1,835.91	3,398.38
05 2900 610 000 156	Class of 2027 Supplies	0.00	0.00	5,079.96	1,746.04
05 2900 610 000 157	Class of 2028 Supplies	0.00	0.00	(1,358.05)	2,814.00
05 2900 610 000 158	Class of 2029 Supplies	0.00	0.00	3,169.00	0.00

Account Number	Account Description	Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
05 2900 610 000 159	Class of 2030 Supplies	0.00	0.00	0.00	0.00
05 2900 610 000 160	Class of 2019 Activities Expense	0.00	0.00	0.00	0.00
05 2900 610 000 162	Class of 2020 Activity Expense	0.00	0.00	0.00	0.00
05 2900 610 000 165	NY Trip Activities Expense	0.00	0.00	374.04	0.00
05 2900 610 000 166	Class of 2021 Activities Expense	0.00	0.00	0.00	0.00
05 2900 610 000 167	Class of 2022 Activities Expense	0.00	0.00	0.00	0.00
05 2900 610 000 168	Class of 2023 Activities Expense	0.00	0.00	0.00	0.00
05 2900 610 000 169	Class of 2024 Activities Expense	0.00	0.00	0.00	0.00
05 2900 610 000 170	Music Activities Expense	0.00	0.00	1,183.92	908.80
05 2900 610 000 171	Elementary Art Club Activities Expense	0.00	0.00	0.00	0.00
05 2900 610 002 171	Elementary Art Club Activities Expense	0.00	0.00	0.00	0.00
05 2900 610 000 173	Ice Cream Machine Activity Expense	0.00	0.00	0.00	3,497.65
05 2900 610 000 174	JAG Supplies	0.00	0.00	0.00	0.00
05 2900 610 000 176	Laptop Usage Activities Expense	0.00	0.00	0.00	0.00
05 2900 610 000 181	ONE ACT ACTIVITY EXPENSE	0.00	0.00	1,650.05	546.75
05 2900 610 000 184	Circle of Friends Activities Expense	0.00	0.00	0.00	0.00
05 2900 610 000 185	BackPackProgram/Coyote Cupboard Supplies	0.00	0.00	845.10	0.00
05 2900 610 000 186	Spanish Club Expense	0.00	0.00	0.00	0.00
05 2900 610 000 187	YLCC Expense	0.00	0.00	0.00	0.00
05 2900 610 000 190	Youth Volleyball Activity Expense	0.00	0.00	0.00	0.00
05 2900 610 000 191	Youth Basketball Activity Expense	0.00	0.00	0.00	0.00
05 2900 640 000 103	GENERAL ACTIVITIES BOOKS & PERIODICALS	0.00	0.00	0.00	0.00
05 2900 643 000 107	Secondary Athletics/Activities Web Base Software	0.00	0.00	0.00	0.00
05 2900 731 000 143	FFA Machinery	0.00	0.00	0.00	0.00
05 2900 810 000 103	GENERAL ACTIVITIES DUES & FEES	0.00	0.00	914.30	3,062.72
05 2900 810 000 107	SECONDARY ACTIVITIES DUES & FEES	0.00	0.00	9,268.38	8,476.97
05 2900 810 000 113	WRESTLING DUES & FEES	0.00	0.00	700.00	525.00
05 2900 810 000 117	GIRLS BASKETBALL DUES & FEES	0.00	0.00	0.00	320.00
05 2900 810 000 118	HS Football Dues & Fees	0.00	0.00	1,285.00	1,190.00
05 2900 810 000 138	SKILLS USA DUES & FEES	0.00	0.00	3,497.00	2,620.00
05 2900 810 000 143	FFA DUES & FEES	0.00	0.00	2,999.00	3,633.00
05 2900 810 000 165	NY/DC Dues & Fees	0.00	0.00	73,098.00	0.00
05 2900 810 000 170	Music Dues & Fees	0.00	0.00	240.00	0.00
05 2900 890 000 103	GENERAL ACTIVITIES MISC EXPENDITURES	0.00	0.00	0.00	6.50
05 2900 890 000 107	SECONDARY ACTIVITIES MISC EXPENDITURES	0.00	0.00	3,166.38	1,724.00
05 2900 890 000 111	Concessions Misc Expenses	0.00	0.00	441.32	0.00
05 2900 890 000 173	Ice Cream Machine Misc Expenses	0.00	0.00	0.00	0.00
05 2900 890 000 199	Coyote Savings Bank Expense	0.00	0.00	575.76	0.00
2900	OTHER SUPPORT SERVICES	336,811.11	329,561.00	228,729.59	187,450.98
3200	ENTERPRISE OPERATIONS				
05 3200 610 000 111	CONCESSION STAND SUPPLIES	0.00	0.00	28,713.74	8,614.00
05 3200 610 000 112	VENDING MACHINE SUPPLIES	0.00	0.00	1,019.30	1,187.91
05 3200 610 000 138	SKILLS USA SUPPLIES	0.00	0.00	0.00	0.00
05 3200 610 000 143	FFA SUPPLIES	0.00	0.00	0.00	0.00
05 3200 610 000 156	Class of 2027 Enterprise Supplies	0.00	0.00	0.00	0.00
05 3200 610 000 157	Class of 2028 Enterprise Supplies	0.00	0.00	0.00	0.00

Comparison Report by Function
June 2025 - June 2026

Account Number		Account Description	Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
05 3200 610 000 158		Class of 2029 Enterprise Supplies	0.00	0.00	0.00	0.00
05 3200 610 000 159		Class of 2030 Enterprise Supplies	0.00	0.00	0.00	0.00
05 3200 610 000 173		ICE CREAM MACHINE SUPPLIES	0.00	0.00	2,130.59	1,637.15
05 3200 890 000 111		CONCESSIONS ENTERPRISE MISC EXPENSES	0.00	0.00	0.00	800.00
05 3200 890 000 173		ICE CREAM MACHINE ENTERPRISE MISC EXPENSES	0.00	0.00	5,080.12	100.00
3200 ENTERPRISE OPERATIONS			0.00	0.00	36,943.75	12,339.06
05 Activity			336,811.11	329,561.00	265,673.34	199,790.04

Comparison Report by Function

07/18/2026 11:09 AM		June 2025 - June 2026			
Account Number	Account Description	Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
06	LUNCH FUND				
3100	FOOD SERVICE OPERATIONS				
06 3100 332 000	MILEAGE PAID TO PARENTS	0.00	0.00	0.00	126.42
06 3100 340 000	Food Service Contracted or Secured	250,000.00	321,022.00	228,165.15	236,609.08
06 3100 610 000	Food Service Supplies	20,000.00	0.00	3,154.55	13,985.38
06 3100 630 000	Food Service Food	10,000.00	0.00	3,305.69	2,910.55
06 3100 733 000	Food Service Furniture and Equipment	48,000.00	0.00	2,671.09	77,334.15
06 3100 890 000	Food Service Other Misc. Expenses	0.00	0.00	0.00	0.00
3100	FOOD SERVICE OPERATIONS	328,000.00	321,022.00	237,296.48	330,965.58
8000	TRANSFERS (OUTGOING)				
06 8000 911 000	Transfers (Outgoing) To General	0.00	0.00	0.00	0.00
8000	TRANSFERS (OUTGOING)	0.00	0.00	0.00	0.00
06	LUNCH FUND	328,000.00	321,022.00	237,296.48	330,965.58

Account Number	Account Description	Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
07	Bond Fund				
5000	DEBT SERVICES				
07 5000 831 000	REDEMPTION OF PRINCIPAL	0.00	0.00	0.00	0.00
07 5000 832 000	DEBT SERVICE INTEREST LONG TERM	0.00	0.00	0.00	0.00
5000	DEBT SERVICES	0.00	0.00	0.00	0.00
8000	TRANSFERS (OUTGOING)				
07 8000 911 000	TRANSFERS TO THE GENERAL FUND	0.00	0.00	0.00	0.00
8000	TRANSFERS (OUTGOING)	0.00	0.00	0.00	0.00
07	Bond Fund	0.00	0.00	0.00	0.00

Comparison Report by Function

June 2025 - June 2026					
Account Number	Account Description	Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
08	Special Building Fund				
2515	BUILDINGS & SITES				
08 2515 720 000 000	Bldg & Sites - Bldg Acquisition&Imprvmt	0.00	0.00	0.00	0.00
2515	BUILDINGS & SITES	0.00	0.00	0.00	0.00
2710	VEHICLE OPERATION & PURCH-REGULAR EDUCATION				
08 2710 732 000	VEHICLE ACQUISITION	0.00	0.00	0.00	0.00
2710	VEHICLE OPERATION & PURCH-REGULAR EDUCATION	0.00	0.00	0.00	0.00
4700	BUILDING IMPROVEMENTS				
08 4700 340 000	Operation of Plant Contracted or Secured	0.00	0.00	0.00	0.00
08 4700 442 000	RENTALS OF EQUIPMENT & VEHICLES	0.00	0.00	0.00	0.00
08 4700 450 000	Special Building Construction Services	0.00	0.00	0.00	0.00
08 4700 610 000	SUPPLIES	0.00	0.00	309.09	0.00
4700	BUILDING IMPROVEMENTS	0.00	0.00	309.09	0.00
4900	OTHER FACILITIES ACQUISITION & CONSTRUCTION				
08 4900 340 000	Contracted/Secured Services	1,271,594.00	1,146,070.00	4,671.39	0.00
08 4900 442 000	RENTALS OF EQUIPMENT & VEHICLES	0.00	0.00	100.00	0.00
08 4900 610 000	Supplies	0.00	0.00	7,814.35	13,105.29
4900	OTHER FACILITIES ACQUISITION & CONSTRUCTION	1,271,594.00	1,146,070.00	12,585.74	13,105.29
08	Special Building Fund	1,271,594.00	1,146,070.00	12,894.83	13,105.29

Account Number	Account Description	Revised Budget	Previous Revised Budget	YTD Expenses	Previous YTD Expenses
09	QCPUF				
5000	DEBT SERVICES				
09 5000 831 000	REDEMPTION OF PRINCIPAL	0.00	0.00	0.00	0.00
09 5000 832 000	DEBT SERVICE INTEREST LONG TERM	0.00	0.00	0.00	0.00
09 5000 833 000	Bond Issuance & Other Bond Related Costs	0.00	0.00	0.00	0.00
5000	DEBT SERVICES	0.00	0.00	0.00	0.00
8000	TRANSFERS (OUTGOING)				
09 8000 911 000	TRANSFERS TO THE GENERAL FUND	0.00	0.00	0.00	0.00
8000	TRANSFERS (OUTGOING)	0.00	0.00	0.00	0.00
09	QCPUF	0.00	0.00	0.00	0.00

Comparison Report by Function

Account Number	Account Description	June 2025 - June 2026		YTD Expenses	Previous YTD Expenses
		Revised Budget	Previous Revised Budget		
Grand Total:		8,312,538.11	7,819,582.00	4,611,054.19	4,469,237.38

Activity Fund Balance Report - Summary - Exclude Encumbrances
06/2026 - 06/2026
June 2026

Fund: 05 Activity

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0103	General Activity Fund Balance	3,080.95	2,017.10	250.00	0.00	1,313.85
05 704 0104	JH Volleyball Fund Balance	218.76	0.00	0.00	0.00	218.76
05 704 0107	Secondary Athletics Activity Fund Balanc	(10,881.41)	7,805.97	20,168.00	0.00	1,480.62
05 704 0111	Concessions Activity Fund Balance	19,580.22	21.98	1,302.81	0.00	20,861.05
05 704 0112	Vending Machine Fund Balance	1,295.20	0.00	0.00	0.00	1,295.20
05 704 0113	HS Wrestling Fund Balance	1,453.58	0.00	399.70	0.00	1,853.28
05 704 0115	Volleyball Activity Fund Balance	1,014.45	0.00	0.00	0.00	1,014.45
05 704 0117	Girls Basketball Activity Fund Bala	2,201.97	704.95	2,500.00	0.00	3,997.02
05 704 0118	HS Football Fund Balance	5,554.46	1,285.00	0.00	0.00	4,269.46
05 704 0119	A-M Fellowship Activity Fund Balance	416.07	0.00	0.00	0.00	416.07
05 704 0121	Track & Field Activity Fund Balance	0.00	0.00	1,375.00	0.00	1,375.00
05 704 0124	STEM Lab Fund Balance	545.25	0.00	0.00	0.00	545.25
05 704 0125	Staff Apparel Activity Fund Balance	1,019.14	0.00	0.00	0.00	1,019.14
05 704 0126	Leader of the Pack/Teacher of the Month	664.85	0.00	0.00	0.00	664.85
05 704 0128	HS Dance Team Activity Fund Balance	2,102.75	0.00	1,194.00	0.00	3,296.75
05 704 0134	Greenhouse Activities	15,950.00	0.00	0.00	0.00	15,950.00
05 704 0135	HS Student Council Activity Fund Balance	1,578.46	0.00	0.00	0.00	1,578.46
05 704 0136	Yearbook Activity Fund Balance	2,564.77	0.00	35.00	0.00	2,599.77
05 704 0137	Elementary Student Council Fund Balance	770.24	614.69	703.44	0.00	858.99
05 704 0138	Skills USA Club Fund Balance	8,993.42	35.10	800.00	0.00	9,758.32
05 704 0139	Golf Fund Balance	(307.77)	0.00	0.00	0.00	(307.77)
05 704 0140	Student Need Activity Receipts	2,941.95	0.00	0.00	0.00	2,941.95
05 704 0141	National Honor Society Activity Fund Bal	3,029.75	0.00	0.00	0.00	3,029.75
05 704 0142	Fitness Facility Fund Balance	128.23	0.00	135.00	0.00	263.23
05 704 0143	FFA Activity Fund Balance	8,231.09	0.00	50.00	0.00	8,281.09
05 704 0150	Class of 2018 Activity Fund Balance	1,491.76	0.00	0.00	0.00	1,491.76
05 704 0151	Class of 2025 Activity Fund Balance	1,709.03	0.00	0.00	0.00	1,709.03
05 704 0152	Boys Basketball Fund Balance	6.60	0.00	0.00	0.00	6.60
05 704 0154	Class of 2026 Fund Balance	(233.48)	0.00	0.00	0.00	(233.48)
05 704 0156	Class of 2027 Fund Balance	1,622.51	250.00	0.00	0.00	1,372.51
05 704 0157	Class of 2028 Fund Balance	6,199.05	0.00	434.70	0.00	6,633.75
05 704 0158	Class of 2029 Fund Balance	2,352.25	0.00	0.00	0.00	2,352.25
05 704 0159	Class of 2030 Fund Balance	444.63	0.00	0.00	0.00	444.63
05 704 0162	Class of 2020 Activity Fund Balance	71.64	0.00	0.00	0.00	71.64
05 704 0165	NY Trip Activity Beginning Balance	(4,714.34)	0.00	2,043.37	0.00	(2,670.97)
05 704 0170	Music Activity Beginning Balance	8,045.56	0.00	0.00	0.00	8,045.56
05 704 0171	Elementary Art Club Activity Fund Balanc	15.00	0.00	0.00	0.00	15.00

Activity Fund Balance Report - Summary - Exclude Encumbrances
06/2026 - 06/2026
June 2026

Fund: 05 Activity

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0173	Ice Cream Machine Fund Balance	5,192.71	5,080.12	0.00	0.00	112.59
05 704 0174	JAG Activity Fund Balance	0.00	0.00	92.40	0.00	92.40
05 704 0181	ONE ACT FUND BALANCE	0.00	0.00	757.65	0.00	757.65
05 704 0185	BackPack Program/Coyote Cupboard FB	1,864.90	0.00	0.00	0.00	1,864.90
05 704 0186	Spanish Club Fund Balance	941.15	0.00	0.00	0.00	941.15
05 704 0187	YLCC Fund Balance	686.00	0.00	0.00	0.00	686.00
05 704 0199	Coyote Savings Bank Fund Balance	5,384.42	178.77	0.00	0.00	5,205.65
Fund Total: 05		103,225.77	17,993.68	32,241.07	0.00	117,473.16

Cash Flow Report
June 2026

Fund Number		Beginning Cash	Revenues	Expenses	Payables Change	Ending Cash
01	GENERAL FUND	3,408,131.46	429,004.02	(383,158.99)	968.95	3,454,945.44
02	Depreciation	101,029.23	0.00	0.00	0.00	101,029.23
03	Employee Benefits	10,577.80	0.00	(971.16)	0.00	9,606.64
05	Activity	102,305.83	32,241.07	(17,993.68)	0.00	116,331.99
06	LUNCH FUND	(4,295.94)	0.00	(7,937.07)	0.00	(12,233.01)
08	Special Building Fund	1,418,842.21	7,422.57	0.00	0.00	1,426,264.78
Grand Total:		5,036,590.59	468,667.66	(410,060.90)	968.95	5,095,945.07

Cash Receipt Listing by Cash Receipt Date
June 2026

<u>Receipt Number</u>	<u>Received From</u>	<u>Receipt Date</u>	<u>Cash Receipt Description</u>	<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Amount</u>
2308792		06/01/2026	Concession Sales	05 1750 0111	Concession Sales-D Eichelberger	30.00
2308791		06/01/2026	Yearbook Sales	05 1790 0136	Yearbook Sales-S Birnie	35.00
68920		06/01/2026	Ice Cream Machine Profit	05 1790 0137	Ice Cream Machine Profit	703.44
68916		06/01/2026	Ice Cream Machine Profit	05 1790 0157	Ice Cream Machine Profit	434.70
		06/01/2026	Ice Cream Machine Profit	05 1790 0165	Ice Cream Machine Profit	2,043.37
68921		06/01/2026	Ice Cream Machine Split	05 1790 0174	Ice Cream Machine Split	92.40
68917		06/01/2026	Ice Cream Machine Profit	05 1790 0181	Ice Cream Machine Profit	757.65
Cash Receipt Date: 06/01/2026						4,096.56
2308794		06/02/2026	Fitness Facility Usage	05 1730 0142	Fitness Facility Usage-S Coleman	15.00
		06/02/2026	Youth Baseball Concessions	05 1750 0111	Youth Baseball Concessions	344.56
2308793		06/02/2026	State Track Apparel	05 1790 0107	State Track Apparel-BSN Sports	168.00
68925		06/02/2026	Ice Cream Machine Split	05 1790 0113	Ice Cream Machine Split	399.70
Cash Receipt Date: 06/02/2026						927.26
	BLAINE BLAINE COUNTY TREASURER	06/09/2026	May 2026 Tax Collections	01 1100	May 2026 Blaine Co Tax Collections	2,335.86
	BLAINE BLAINE COUNTY TREASURER	06/09/2026	May 2026 Tax Collections	01 1125	May 2026 Blaine Co Tax Collections	93.49
	NSB Nebraska State Bank	06/09/2026	June 2026 CD Quarterly Interest	01 1510	June 2026 CD Quarterly Interest	24,344.30
	BLAINE BLAINE COUNTY TREASURER	06/09/2026	May 2026 Tax Collections	01 2110	May 2026 Blaine Co Tax Collections	77.50
	BLAINE BLAINE COUNTY TREASURER	06/09/2026	May 2026 Tax Collections	01 4707	May 2026 Blaine Co Tax Collections	324.35
	BLAINE BLAINE COUNTY TREASURER	06/09/2026	May 2026 Tax Collections	08 1100	May 2026 Blaine Co Tax Collections	67.02
Cash Receipt Date: 06/09/2026						27,242.52
2308797		06/10/2026	Dance Cheer Bake Sale/Apparel	05 1790 0128	Dance/Cheer Bake Sale	1,064.00
2308797		06/10/2026	Dance Cheer Bake Sale/Apparel	05 1790 0128	Dance/Cheer Apparel-J Bartak	55.00
2308797		06/10/2026	Dance Cheer Bake Sale/Apparel	05 1790 0128	Dance/Cheer Apparel-M Flynn	50.00
2308797		06/10/2026	Dance Cheer Bake Sale/Apparel	05 1790 0128	Dance/Cheer Shirts	25.00
Cash Receipt Date: 06/10/2026						1,194.00
		06/12/2026	Youth Baseball Concessions	05 1750 0111	Youth Baseball Concessions	928.25
Cash Receipt Date: 06/12/2026						928.25
	CUSTERCOTR Custer County Treasurer	06/15/2026	Custer County Tax Collection	01 1100	May 2026 Custer County Tax Collection	225,930.16
	CUSTERCOTR Custer County Treasurer	06/15/2026	Custer County Tax Collection	01 1115	May 2026 Custer County Tax Collection	4,731.52
	CUSTERCOTR Custer County Treasurer	06/15/2026	Custer County Tax Collection	01 1125	May 2026 Custer County Tax Collection	10,550.67
	CUSTERCOTR Custer County Treasurer	06/15/2026	Custer County Tax Collection	01 2110	May 2026 Custer County Tax Collection	993.45
	CUSTERCOTR Custer County Treasurer	06/15/2026	Custer County Tax Collection	01 2130	May 2026 Custer County Tax Collection	19,060.32
	CUSTERCOTR Custer	06/15/2026	Custer County Tax Collection	01 3130	May 2026 Custer County Tax Collection	3,029.59

Cash Receipt Listing by Cash Receipt Date
June 2026

<u>Receipt Number</u>	<u>Received From</u>	<u>Receipt Date</u>	<u>Cash Receipt Description</u>	<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Amount</u>
	County Treasurer					
	CUSTERCOTR Custer County Treasurer	06/15/2026	Custer County Tax Collection	01 3131	May 2026 Custer County Tax Collection	(70.40)
	CUSTERCOTR Custer County Treasurer	06/15/2026	Custer County Tax Collection	01 3180	May 2026 Custer County Tax Collection	3,712.76
	CUSTERCOTR Custer County Treasurer	06/15/2026	Custer County Tax Collection	08 1100	May 2026 Custer County Tax Collection	6,481.62
	CUSTERCOTR Custer County Treasurer	06/15/2026	Custer County Tax Collection	08 1115	May 2026 Custer County Tax Collection	135.74
	CUSTERCOTR Custer County Treasurer	06/15/2026	Custer County Tax Collection	08 2130	May 2026 Custer County Tax Collection	546.78
	CUSTERCOTR Custer County Treasurer	06/15/2026	Custer County Tax Collection	08 3130	May 2026 Custer County Tax Collection	86.92
	CUSTERCOTR Custer County Treasurer	06/15/2026	Custer County Tax Collection	08 3131	May 2026 Custer County Tax Collection	(2.02)
	CUSTERCOTR Custer County Treasurer	06/15/2026	Custer County Tax Collection	08 3180	May 2026 Custer County Tax Collection	106.51
Cash Receipt Date: 06/15/2026						275,293.62
2308800		06/16/2026	Shop Project	01 1100 610 001	Shop Project-Blowers Farms	3,685.08
2308799		06/16/2026	Board Member Insurance	01 2510 216 000	Board Member Insurance-A Christen	89.41
2308798		06/16/2026	Girls BB Team Camp Entries	05 1710 0117	Girls BB Team Camp Entry-Sargent	200.00
2308798		06/16/2026	Girls BB Team Camp Entries	05 1710 0117	Girls BB Team Camp Entry-Broken Bow	200.00
68927		06/16/2026	Transfer from GF to Secondary Athletics	05 1790 0107	Transfer from GF to Secondary Athletics	20,000.00
2308801		06/16/2026	FFA Deposit	05 1790 0143	FFA Sales-L Koepke	50.00
2308800		06/16/2026	Skills USA Donation	05 1920 0138	Skills USA Donation-Blowers Farms	800.00
Cash Receipt Date: 06/16/2026						25,024.49
2308802		06/17/2026	Surplus Items Sold	01 5300	Surplus Items Sold-B Christen	400.00
2308802		06/17/2026	Surplus Items Sold	01 5300	Surplus Items Sold-T LeFever	10.00
2308803		06/17/2026	Bank Debit card donation	05 1920 0103	Bank Debit Card Donation-Security First	250.00
2308804		06/17/2026	Unused State Track Meal Money	05 2900 580 000 107	Unused State Track Meal Money	45.23
Cash Receipt Date: 06/17/2026						705.23
	STATEOFNEB State of Nebraska	06/22/2026	June 2026 MIPS	01 4708	June 2026 MIPS	263.98
Cash Receipt Date: 06/22/2026						263.98
2308805		06/24/2026	Girls BB Team Camp Entries	05 1710 0117	Girls BB Team Camp Entry-South Loup	200.00
2308805		06/24/2026	Girls BB Team Camp Entries	05 1710 0117	Girls BB Team Camp Entry-Stapleton	200.00
2308805		06/24/2026	Girls BB Team Camp Entries	05 1710 0117	Girls BB Team Camp Entry-Lexington	400.00
2308805		06/24/2026	Girls BB Team Camp Entries	05 1710 0117	Girls BB Team Camp Entry-Ravenna	175.00
2308805		06/24/2026	Girls BB Team Camp Entries	05 1710 0117	Girls BB Team Camp Entry-Bertrand	175.00
2308805		06/24/2026	Girls BB Team Camp Entries	05 1710 0117	Girls BB Team Camp Entry-Thedford	300.00
2308805		06/24/2026	Girls BB Team Camp Entries	05 1710 0117	Girls BB Team Camp Entry-Hershey	300.00
2308805		06/24/2026	Girls BB Team Camp Entries	05 1710 0117	Girls BB Team Camp Entry-CWC	175.00

Cash Receipt Listing by Cash Receipt Date
June 2026

<u>Receipt Number</u>	<u>Received From</u>	<u>Receipt Date</u>	<u>Cash Receipt Description</u>	<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Amount</u>
2308806		06/24/2026	Fitness Facility Usage	05 1730 0142	Fitness Facility Usage-T Olson	120.00
					Cash Receipt Date: 06/24/2026	2,045.00
	STATEOFNEB State of Nebraska	06/26/2026	SPED SA FFR REIMB 24-25	01 3120	SPED SA FFR REIMB 24-25	47,307.00
					Cash Receipt Date: 06/26/2026	47,307.00
	NSB Nebraska State Bank	06/30/2026	June 2026 General Interest	01 1510	June 2026 General Interest	5.00
	NSB Nebraska State Bank	06/30/2026	June 2026 ICS Sweep Interest	01 1510	June 2026 ICS Sweep Interest	3,479.47
2308795		06/30/2026	Copies	01 2530 550 000	Copies-C Allen	6.00
	STATEOFNEB State of Nebraska	06/30/2026	June 2026 State Aid Payment	01 3110	June 2026 State Aid Payment	82,270.00
2308808		06/30/2026	Surplus Items Sold	01 5300	Surplus Items Sold-R Myers	150.00
2308808		06/30/2026	Surplus Items Sold	01 5300	Surplus Items Sold-C Dalby	5.00
2308807		06/30/2026	Girls BB Team Camp Entries	05 1710 0117	Girls BB Team Camp Entry-Arthur Co	175.00
2308809		06/30/2026	Dan Smith Memorial	05 1920 0121	Dan Smith Memorial Money	1,375.00
	NSB Nebraska State Bank	06/30/2026	Coyote Savings Bank Debits	05 2900 890 000 199	Coyote Savings Bank Debits	(178.77)
					Cash Receipt Date: 06/30/2026	87,286.70

Summary Totals

Account Type

Subtotal Revenue 468,667.66
Subtotal Expense 3,646.95
Subtotal General Ledger
Total: 472,314.61

Cash Accounts

01 101 432,784.51
05 101 32,286.30
05 103 (178.77)
08 101 7,422.57

Total: 472,314.61

Receivable Accounts

July Board Report

- Items completed since last board meeting
 - Addressed all immediate technical concerns and issues.
- Quote for 26-27 Devices
 - Updated request to match our 2 unused REAP awards:
 - Requesting [70 MacBook Neo's](#)
 - The Macbook Neo's (2026) will be used for 8th-11th grade.
 - The Macbook M1's (2020) purchased in 2023 currently assigned to the Seniors are still covered under AppleCare+ and will stay with the Seniors.
 - The 7th graders will stay in older Macbook M1's (2020).
 - The other older Macbook M1's (2020) previously used by 8th-11th will be reimaged and used in the elementary for grades 3rd-6th. This will eliminate the testing issues we had this past year.
 - The 30 Macbook M2's (2022) purchased last year for the freshman, will be reimaged and issued to Teachers and Staff members.
- New Mobile Device Management (MDM)
 - I have transitioned the MDM platform from JAMF to Mosyle.
 - Mosyle will be provided at no cost during our first year of use, resulting in a savings of \$3,774. After that the annual cost is expected to remain approximately \$445 lower than we were previously paying with JAMF.
 - Jeff Ochsner (software engineer from Apple) has been assisting me throughout this process. He provided an on-site visit July 1st for training and ensured that Mosyle was configured and implemented correctly.
- Summer Projects & Technology Maintenance
 - Servers & Systems
 - Clean up old user accounts and data
 - Review Active Directory organization
 - Update Group Policies
 - Cybersecurity
 - Update Block List
 - Review MFA settings
 - Student Information Systems & Software
 - Archive graduated seniors
 - Update rostering systems
 - Review software licenses and renewals
 - Device Management

- Updated inventory (laptops and iPads)
 - Update device management policies
 - Enroll new devices
 - Retire old devices
 - Prepare devices for staff and students
- Google Admin & Active Directory
 - Create accounts for new staff
 - Disable accounts for departing staff
 - Update organizational units
 - Clean up inactive accounts
- Planning & Budgeting
 - Develop technology replacement plan
 - Obtain equipment quotes
 - Compare vendor pricing
 - Research new technologies
- Documentation
 - Update technology procedures
 - Create equipment inventories
 - Document support tickets and resolutions
- Other
 - Integration of overhead PA's and office phones
 - Audio equipment updates changes in main gym and AB

July Report 1st - 10th

Projects Accomplished

Ran Generator

Check smoke detectors

Fire extinguisher inspections

Exit Signs inspection

Pull stations checked

Playground inspection

Gear home & track storage checks

Pick trash up at bus barn on Tuesday

Put a gallon of water in the floor drains to keep the odor away

Took recycling trailer in to empty

Mow

Spread fertilizer on irrigated grass

Fixed crank handle on the main gym volleyball net

Replaced filters in roof units RTU & ERV

Got the scissor lift out to restart ERV6 on the roof

Helped unload tables

Put new boards around fire hydrant and painted boards and posts

Fixed one toilet in the HS girls bathroom

Fixed one sink in the HS boys bathroom

Replaced sprinkler head south of the fence on the playground

Unloaded fertilizer at the bus barn

Screwed middle window shut in the Ag Rm

Helped Dustin move some stuff back in to the Ag Rm

Fixed urinal in the Elem. boys bathroom

Fixed two toilets in the Elem. girls bathroom

Leadership/Management

Put orders in with Jamie

Went to Broken Bow for supplies

Talked to Duda Plumbing about Bottle Fill Station in the weight Rm

Changed system to unoccupied

Adjusted temps for events

Got with Kyle Charron to look at the school sprinkler controller

Got with Taylor's to fix Commons RTU

Ordered paint from PPG Grand Island

Got with the Viaero guys to install control box in the Fiber Rm

Sent email out for refinishing the commons and hallway flooring

Start 9 am group meetings

Ordered new batteries for the carpet machine

Got with Taylor Heating & Air to go over weight room & spanish room

Got Colin started mowing the hwy ditch

Got with Gene Chapin about flooring Connie set up

Talked to Adam from Markham Construction about doorway timeline

Got with Mrs. Bartak & Mrs. Thompson about their rooms

Got Stacey set up with Kati to get her an email address

Upcoming Projects

Mowing

Fertilize irrigated grass

Keep cleaning in line filters for the HP's

Air filter's , HP Year & In-Line Filter checks

Get the boiler up and running (Has Started)

Get finished up with room cleaning and move on

To hallways and commons

Wants / Needs:

Start looking into replacing out-dated Heat Pumps

Water Heaters are nearing end of life

Want to replace the white ranger with a newer pickup

Would like a cabbed All Purpose Tractor

Yearly Fleet Expense

Expense 2004 Malibu VIN:1G1ZT64844F225289						
Month	Fuel	Repair	Service	Total	Miles	Cost Per Mile
July	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
August	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
September	\$33.77	\$0.00	\$0.00	\$33.77	335	\$0.101
October	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
November	\$99.38	\$0.00	\$0.00	\$99.38	1038	\$0.096
December	\$63.78	\$0.00	\$0.00	\$63.78	723	\$0.088
January	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
February	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
March	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
April	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
May	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
June	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
Total	\$196.93	\$0.00	\$0.00	\$196.93	2096	\$0.094
Expense 2006 Bus VIN:1GDE5V1206F401649						
Month	Fuel	Repair	Service	Total	Miles	Cost Per Mile
July	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
August	\$0.00	\$374.47	\$0.00	\$374.47	0	#DIV/0!
September	\$339.24	\$0.00	\$0.00	\$339.24	1212	\$0.280
October	\$350.55	\$0.00	\$0.00	\$350.55	1286	\$0.273
November	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
December	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
January	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
February	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
March	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
April	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
May	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
June	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
Total	\$689.79	\$374.47	\$0.00	\$1,064.26	2498	\$0.426
Expense 2008 Bus VIN:1BAKGCPA68F251662						
Month	Fuel	Repair	Service	Total	Miles	Cost Per Mile
July	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
August	\$132.87	\$0.00	\$0.00	\$132.87	339	\$0.392
September	\$248.78	\$0.00	\$0.00	\$248.78	579	\$0.430
October	\$245.95	\$0.00	\$0.00	\$245.95	666	\$0.369
November	\$124.39	\$854.66	\$115.87	\$1,094.92	303	\$3.614
December	\$125.14	\$0.00	\$0.00	\$125.14	422	\$0.297
January	\$349.81	\$0.00	\$0.00	\$349.81	636	\$0.550
February	\$143.91	\$0.00	\$0.00	\$143.91	323	\$0.446
March	\$366.88	\$0.00	\$0.00	\$366.88	1036	\$0.354
April	\$193.55	\$0.00	\$0.00	\$193.55	327	\$0.592
May	\$177.75	\$0.00	\$0.00	\$177.75	309	\$0.575
June	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!

Yearly Fleet Expense

Total	\$2,109.03	\$854.66	\$115.87	\$3,079.56	4940	\$0.623
Expense 2009 Suburban VIN:1GNFK26319J123645						
Month	Fuel	Repair	Service	Total	Miles	Cost Per Mile
July	\$101.53	\$0.00	\$0.00	\$101.53	495	\$0.205
August	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
September	\$81.57	\$41.45	\$42.39	\$165.41	879	\$0.188
October	\$162.25	\$0.00	\$0.00	\$162.25	939	\$0.173
November	\$146.60	\$0.00	\$0.00	\$146.60	896	\$0.164
December	\$196.60	\$0.00	\$0.00	\$196.60	1098	\$0.179
January	\$113.16	\$0.00	\$0.00	\$113.16	713	\$0.159
February	\$136.63	\$0.00	\$0.00	\$136.63	870	\$0.157
March	\$186.48	\$0.00	\$0.00	\$186.48	892	\$0.209
April	\$107.71	\$0.00	\$0.00	\$107.71	457	\$0.236
May	\$106.88	\$0.00	\$0.00	\$106.88	454	\$0.235
June	\$94.10	\$0.00	\$0.00	\$94.10	422	\$0.223
Total	\$1,433.51	\$41.45	\$42.39	\$1,517.35	8115	\$0.187
Expense 2011 Express VIN:1G1ZGYFG9B1130953						
Month	Fuel	Repair	Service	Total	Miles	Cost Per Mile
July	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
August	\$60.20	\$112.19	\$0.00	\$172.39	369	\$0.467
September	\$145.79	\$0.00	\$0.00	\$145.79	853	\$0.171
October	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
November	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
December	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
January	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
February	\$17.81	\$0.00	\$0.00	\$17.81	79	\$0.225
March	\$55.85	\$0.00	\$0.00	\$55.85	301	\$0.186
April	\$101.54	\$0.00	\$0.00	\$101.54	437	\$0.232
May	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
June	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
Total	\$381.19	\$112.19	\$0.00	\$493.38	2039	\$0.242
Expense 2015 Express VIN:						
Month	Fuel	Repair	Service	Total	Miles	Cost Per Mile
July	\$59.23	\$0.00	\$0.00	\$59.23	313	\$0.189
August	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
September	\$135.90	\$0.00	\$0.00	\$135.90	675	\$0.201
October	\$80.92	\$0.00	\$0.00	\$80.92	454	\$0.178
November	\$50.76	\$0.00	\$0.00	\$50.76	328	\$0.155
December	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
January	\$11.86	\$0.00	\$0.00	\$11.86	68	\$0.174
February	\$92.34	\$0.00	\$0.00	\$92.34	601	\$0.154
March	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
April	\$192.26	\$0.00	\$0.00	\$192.26	715	\$0.269

Yearly Fleet Expense

May	\$326.30	\$0.00	\$0.00	\$326.30	1149	\$0.284
June	\$152.80	\$0.00	\$0.00	\$152.80	667	\$0.229
Total	\$1,102.37	\$0.00	\$0.00	\$1,102.37	4970	\$0.222
Expense 2016 Bus VIN:4DRBUC8M0GB719538						
Month	Fuel	Repair	Service	Total	Miles	Cost Per Mile
July	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
August	\$156.90	\$14,085.66	\$0.00	\$14,242.56	680	\$20.945
September	\$444.40	\$0.00	\$0.00	\$444.40	1637	\$0.271
October	\$460.80	\$0.00	\$0.00	\$460.80	1559	\$0.296
November	\$245.95	\$0.00	\$0.00	\$245.95	807	\$0.305
December	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
January	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
February	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
March	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
April	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
May	\$209.35	\$0.00	\$0.00	\$209.35	471	\$0.444
June	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
Total	\$1,517.40	\$14,085.66	\$0.00	\$15,603.06	5154	\$3.027
Expense 2017 Bus VIN:4DRBUC8M8HB455454						
Month	Fuel	Repair	Service	Total	Miles	Cost Per Mile
July	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
August	\$149.83	\$865.36	\$115.87	\$1,131.06	580	\$1.950
September	\$295.42	\$0.00	\$0.00	\$295.42	1023	\$0.289
October	\$588.86	\$0.00	\$0.00	\$588.86	2145	\$0.275
November	\$465.61	\$0.00	\$0.00	\$465.61	1690	\$0.276
December	\$500.54	\$0.00	\$0.00	\$500.54	1804	\$0.277
January	\$566.24	\$25.00	\$0.00	\$591.24	1974	\$0.300
February	\$721.52	\$156.69	\$0.00	\$878.21	2531	\$0.347
March	\$598.66	\$25.00	\$0.00	\$623.66	2144	\$0.291
April	\$574.73	\$548.21	\$0.00	\$1,122.94	1488	\$0.755
May	\$406.85	\$0.00	\$0.00	\$406.85	1079	\$0.377
June	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
Total	\$4,868.26	\$1,620.26	\$115.87	\$6,604.39	16458	\$0.401
Expense 2018 Bus VIN:4DRBUC8M0JB533845						
Month	Fuel	Repair	Service	Total	Miles	Cost Per Mile
July	\$0.00	\$1,458.59	\$0.00	\$1,458.59	0	#DIV/0!
August	\$274.22	\$953.01	\$115.87	\$1,343.10	839	\$1.601
September	\$500.38	\$0.00	\$0.00	\$500.38	1546	\$0.324
October	\$511.69	\$0.00	\$0.00	\$511.69	1579	\$0.324
November	\$356.20	\$0.00	\$0.00	\$356.20	1101	\$0.324
December	\$492.01	\$0.00	\$0.00	\$492.01	1391	\$0.354
January	\$506.23	\$25.00	\$0.00	\$531.23	1468	\$0.362
February	\$528.98	\$73.99	\$0.00	\$602.97	1563	\$0.386

Yearly Fleet Expense

March	\$536.66	\$25.00	\$0.00	\$561.66	1620	\$0.347
April	\$545.10	\$493.70	\$0.00	\$1,038.80	1164	\$0.892
May	\$300.20	\$0.00	\$0.00	\$300.20	661	\$0.454
June	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
Total	\$4,551.67	\$3,029.29	\$115.87	\$7,696.83	12932	\$0.595
Expense 2020 Bus VIN:4DRBUC8P6LB063625						
Month	Fuel	Repair	Service	Total	Miles	Cost Per Mile
July	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
August	\$0.00	\$483.10	\$115.87	\$598.97	0	#DIV/0!
September	\$562.57	\$0.00	\$0.00	\$562.57	1865	\$0.302
October	\$429.70	\$0.00	\$0.00	\$429.70	1404	\$0.306
November	\$244.82	\$49.95	\$0.00	\$294.77	814	\$0.362
December	\$520.45	\$0.00	\$0.00	\$520.45	1508	\$0.345
January	\$412.38	\$0.00	\$0.00	\$412.38	1278	\$0.323
February	\$297.20	\$0.00	\$0.00	\$297.20	871	\$0.341
March	\$577.33	\$0.00	\$0.00	\$577.33	1739	\$0.332
April	\$402.90	\$0.00	\$0.00	\$402.90	890	\$0.453
May	\$383.15	\$0.00	\$0.00	\$383.15	860	\$0.446
June	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
Total	\$3,830.50	\$533.05	\$115.87	\$4,479.42	11229	\$0.399
Expense 2021 Bus VIN:4DRBUC8PMOMB376290						
Month	Fuel	Repair	Service	Total	Miles	Cost Per Mile
July	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
August	\$234.64	\$573.30	\$115.87	\$923.81	828	\$1.116
September	\$378.82	\$0.00	\$0.00	\$378.82	1370	\$0.277
October	\$127.22	\$0.00	\$0.00	\$127.22	448	\$0.284
November	\$576.71	\$307.71	\$0.00	\$884.42	2075	\$0.426
December	\$520.45	\$0.00	\$0.00	\$520.45	1732	\$0.300
January	\$577.33	\$25.00	\$0.00	\$602.33	1984	\$0.304
February	\$534.67	\$0.00	\$0.00	\$534.67	1912	\$0.280
March	\$614.30	\$106.99	\$0.00	\$721.29	2097	\$0.344
April	\$762.35	\$0.00	\$0.00	\$762.35	1890	\$0.403
May	\$347.60	\$0.00	\$0.00	\$347.60	784	\$0.443
June	\$0.00	\$345.36	\$117.32	\$462.68	0	#DIV/0!
Total	\$4,674.09	\$1,358.36	\$233.19	\$6,265.64	15120	\$0.414
Expense 2023 Bus VIN:4DRBUC8M7PB02328						
Month	Fuel	Repair	Service	Total	Miles	Cost Per Mile
July	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
August	\$82.27	\$703.81	\$115.87	\$901.95	316	\$2.854
September	\$390.13	\$0.00	\$0.00	\$390.13	1479	\$0.264
October	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
November	\$130.04	\$9.50	\$0.00	\$139.54	495	\$0.282
December	\$480.64	\$0.00	\$0.00	\$480.64	1783	\$0.270

Yearly Fleet Expense

January	\$378.25	\$0.00	\$0.00	\$378.25	1319	\$0.287
February	\$381.10	\$0.00	\$0.00	\$381.10	1343	\$0.284
March	\$518.18	\$0.00	\$0.00	\$518.18	1871	\$0.277
April	\$513.50	\$0.00	\$0.00	\$513.50	1339	\$0.383
May	\$557.19	\$486.50	\$115.87	\$1,159.56	1555	\$0.746
June	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
Total	\$3,431.30	\$1,199.81	\$231.74	\$4,862.85	11500	\$0.423
Expense 2023 Suburban VIN:1GNSKBED3PR147419						
Month	Fuel	Repair	Service	Total	Miles	Cost Per Mile
July	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
August	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
September	\$78.71	\$0.00	\$0.00	\$78.71	484	\$0.163
October	\$116.25	\$0.00	\$0.00	\$116.25	819	\$0.142
November	\$164.72	\$0.00	\$0.00	\$164.72	1261	\$0.131
December	\$164.72	\$0.00	\$0.00	\$164.72	731	\$0.225
January	\$147.56	\$0.00	\$0.00	\$147.56	1054	\$0.140
February	\$159.30	\$0.00	\$0.00	\$159.30	1129	\$0.141
March	\$184.06	\$42.48	\$51.37	\$277.91	1516	\$0.183
April	\$87.40	\$0.00	\$0.00	\$87.40	463	\$0.189
May	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
June	\$37.92	\$0.00	\$0.00	\$37.92	232	\$0.163
Total	\$1,140.64	\$42.48	\$51.37	\$1,234.49	7689	\$0.161
Expense 2023 Traverse VIN:1GNEVFKW7PJ112964						
Month	Fuel	Repair	Service	Total	Miles	Cost Per Mile
July	\$70.66	\$0.00	\$0.00	\$70.66	633	\$0.112
August	\$38.72	\$0.00	\$0.00	\$38.72	1025	\$0.038
September	\$167.45	\$0.00	\$0.00	\$167.45	1615	\$0.104
October	\$59.46	\$0.00	\$0.00	\$59.46	477	\$0.125
November	\$145.62	\$0.00	\$0.00	\$145.62	1385	\$0.105
December	\$163.70	\$26.18	\$37.18	\$227.06	1487	\$0.153
January	\$154.55	\$0.00	\$0.00	\$154.55	1357	\$0.114
February	\$186.33	\$0.00	\$0.00	\$186.33	1819	\$0.102
March	\$174.06	\$0.00	\$0.00	\$174.06	1113	\$0.156
April	\$161.41	\$0.00	\$0.00	\$161.41	1081	\$0.149
May	\$115.45	\$0.00	\$0.00	\$115.45	702	\$0.164
June	\$58.98	\$0.00	\$0.00	\$58.98	448	\$0.132
Total	\$1,496.39	\$26.18	\$37.18	\$1,559.75	13142	\$0.119
Expense 2026 Suburban VIN:1GNS6BEC5TR217894						
Month	Fuel	Repair	Service	Total	Miles	Cost Per Mile
July	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
August	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
September	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
October	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!

Yearly Fleet Expense

November	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
December	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
January	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
February	\$58.97	\$241.83	\$0.00	\$300.80	376	\$0.800
March	\$91.96	\$0.00	\$0.00	\$91.96	382	\$0.241
April	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
May	\$656.31	\$0.00	\$0.00	\$656.31	3244	\$0.202
June	\$97.72	\$0.00	\$0.00	\$97.72	26	\$3.758
Total	\$904.96	\$241.83	\$0.00	\$1,146.79	4028	\$0.285
Year Total	\$32,328.03	\$23,519.69	\$1,059.35	\$56,907.07	\$121,910.00	\$0.467
Maintenance						
Expense 1991 Suburban VIN:1GNEV16K1MF113990						
Expense 1997 Ranger VIN:1F1CR10A8VUC30273						
Expense Tractors/Mowers/Misc.						
Month	Fuel	Repair	Service	Total	Miles	Cost Per Mile
July	\$243.40	\$0.00	\$0.00	\$243.40	0	#DIV/0!
August	\$211.34	\$275.55	\$0.00	\$486.89	0	#DIV/0!
September	\$275.60	\$0.00	\$0.00	\$275.60	205	\$1.344
October	\$50.43	\$0.00	\$0.00	\$50.43	192	\$0.263
November	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
December	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
January	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
February	\$38.46	\$0.00	\$0.00	\$38.46	204	\$0.189
March	\$141.26	\$0.00	\$0.00	\$141.26	0	#DIV/0!
April	\$0.00	\$0.00	\$0.00	\$0.00	0	#DIV/0!
May	\$330.00	\$212.84	\$52.52	\$595.36	148	\$4.023
June	\$397.01	\$0.00	\$0.00	\$397.01	0	#DIV/0!
Total	\$1,687.50	\$488.39	\$52.52	\$2,228.41	749	\$2.975

Transportation Expense

Vehicle	July	August	September	October	November	December
2023 Bus	\$0. 00	\$901. 95	\$390. 13	\$0. 00	\$139. 54	\$480. 64
2021 Bus	\$0. 00	\$923. 81	\$378. 82	\$127. 22	\$884. 42	\$520. 45
2020 Bus	\$0. 00	\$598. 97	\$562. 57	\$429. 70	\$294. 77	\$520. 45
2018 Bus	\$1, 458. 59	\$1, 343. 10	\$500. 38	\$511. 69	\$356. 20	\$492. 01
2017 Bus	\$0. 00	\$1, 131. 06	\$295. 42	\$588. 86	\$465. 61	\$500. 54
2016 Bus	\$0. 00	\$14, 242. 56	\$444. 40	\$460. 80	\$245. 95	\$0. 00
2008 Bus	\$0. 00	\$132. 87	\$248. 78	\$245. 95	\$1, 094. 92	\$0. 00
2006 Bus	\$0. 00	\$374. 47	\$339. 24	\$350. 55	\$0. 00	\$0. 00
2023 Traverse	\$70. 66	\$38. 72	\$167. 45	\$59. 46	\$145. 62	\$227. 06
2023 Suburban	\$0. 00	\$0. 00	\$78. 71	\$116. 25	\$164. 72	\$164. 72
2015 Express	\$59. 23	\$0. 00	\$135. 90	\$80. 92	\$50. 76	\$0. 00
2011 Express	\$0. 00	\$172. 39	\$145. 79	\$162. 25	\$0. 00	\$0. 00
2009 Suburban	\$101. 53	\$0. 00	\$165. 41	\$0. 00	\$146. 60	\$196. 60
2004 Malibu	\$0. 00	\$0. 00	\$33. 77	\$0. 00	\$99. 38	\$63. 78
Payroll	\$4, 482. 27	\$12, 733. 30	\$14, 334. 39	\$17, 690. 60	\$12, 458. 46	\$15, 136. 96
Monthly Total	\$6172. 28	\$32593. 20	\$18221. 16	\$20824. 25	\$16546. 95	\$18303. 21
Yearly Total	\$6172. 28	\$38765. 48	\$56986. 64	\$77810. 89	\$94357. 84	\$112661. 05
Month Miles	1441	4976	15552	11776	12193	12679
Year Miles	1441	6417	21969	33745	45938	58617
Cost Per Mile	\$4. 283	\$6. 041	\$2. 594	\$2. 306	\$2. 054	\$1. 922
	January	Feburary	March	April	May	June
2023 Bus	\$378. 25	\$381. 10	\$518. 18	\$513. 50	\$1, 159. 56	\$0. 00
2021 Bus	\$602. 33	\$534. 67	\$721. 29	\$762. 35	\$347. 60	\$462. 68
2020 Bus	\$412. 38	\$297. 20	\$577. 33	\$402. 90	\$383. 15	\$0. 00
2018 Bus	\$531. 23	\$602. 97	\$561. 66	\$1, 038. 80	\$300. 20	\$0. 00
2017 Bus	\$591. 24	\$878. 21	\$623. 66	\$1, 122. 94	\$406. 85	\$0. 00
2016 Bus	\$0. 00	\$0. 00	\$0. 00	\$0. 00	\$209. 35	\$0. 00
2008 Bus	\$0. 00	\$143. 91	\$366. 88	\$193. 55	\$177. 75	\$0. 00
2006 Bus	\$0. 00	\$0. 00	\$0. 00	\$0. 00	\$0. 00	\$0. 00
2026 Suburban	\$0. 00	\$300. 80	\$91. 96	\$0. 00	\$656. 31	\$97. 72
2023 Travers	\$154. 55	\$186. 33	\$174. 06	\$161. 41	\$115. 45	\$58. 98
2023 Suburban	\$147. 56	\$253. 15	\$277. 91	\$87. 40	\$0. 00	\$37. 92
2015 Express	\$11. 86	\$92. 34	\$0. 00	\$192. 26	\$326. 30	\$152. 80
2011 Express	\$0. 00	\$17. 81	\$55. 85	\$101. 54	\$0. 00	\$0. 00
2009 Suburban	\$113. 16	\$136. 63	\$186. 48	\$107. 71	\$106. 88	\$94. 10
2004 Malibu	\$0. 00	\$0. 00	\$0. 00	\$0. 00	\$0. 00	\$0. 00
Payroll	\$13, 961. 23	\$15, 266. 66	\$13, 522. 73	\$16, 708. 96	\$0. 00	\$0. 00
Monthly Total	\$16903. 79	\$19091. 78	\$17677. 99	\$21393. 32	\$4189. 40	\$904. 20
Yearly Total	\$129564. 84	\$148656. 62	\$166334. 61	\$187727. 93	\$191917. 33	\$192821. 53
Month Miles	11851	13417	14711	10251	11268	1795
Year Miles	70468	83885	98596	108847	120115	121910
Cost Per Mile	\$1. 839	\$1. 772	\$1. 687	\$1. 725	\$1. 598	\$1. 582

June Fleet Expense

<i>Vehicle</i>	<i>Start</i>	<i>End</i>	<i>Miles</i>	<i>Gallons</i>	<i>MPG</i>	<i>Fuel Cost</i>	<i>Repairs</i>	<i>Service</i>	<i>Total Cost</i>	<i>Cost Per Mile</i>
<i>2023 Bus</i>	57762	57762	0	0.0	#DIV/0!	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
<i>2021 Bus</i>	94315	94315	0	0.0	#DIV/0!	\$0.00	\$345.36	\$117.32	\$462.68	#DIV/0!
<i>2020 Bus</i>	76800	76800	0	0.0	#DIV/0!	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
<i>2018 Bus</i>	120739	120739	0	0.0	#DIV/0!	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
<i>2017 Bus</i>	138981	138981	0	0.0	#DIV/0!	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
<i>2016 Bus</i>	120238	120238	0	0.0	#DIV/0!	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
<i>2008 Bus</i>	125043	125043	0	0.0	#DIV/0!	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
<i>2006 Bus</i>	189987	189987	0	0.0	#DIV/0!	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
<i>Bus Total</i>	923865	923865	0	0.0	#DIV/0!	\$0.00	\$345.36	\$117.32	\$462.68	#DIV/0!
<i>2026 Suburban</i>	4018	4044	26	25.628	1.015	\$97.72	\$0.00	\$0.00	\$97.72	\$3.758
<i>2023 Traverse</i>	43998	44446	448	17.287	25.915	\$58.98	\$0.00	\$0.00	\$58.98	\$0.132
<i>2023 Suburban</i>	33748	33980	232	10.499	22.097	\$37.92	\$0.00	\$0.00	\$37.92	\$0.163
<i>2015 Van</i>	102900	103567	667	42.018	15.874	\$152.80	\$0.00	\$0.00	\$152.80	\$0.229
<i>2011 Van</i>	135062	135062	0	0.000	#DIV/0!	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
<i>2009 Suburban</i>	136646	137068	422	27.580	15.301	\$94.10	\$0.00	\$0.00	\$94.10	\$0.223
<i>2004 Malibu</i>	153566	153566	0	0.000	#DIV/0!	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
<i>Car Total</i>	609938	611733	1795	0.000	#DIV/0!	\$441.52	\$0.00	\$0.00	\$441.52	\$0.246
<i>Vehicle Total</i>			1795	0.000	#DIV/0!	\$441.52	\$345.36	\$117.32	\$904.20	\$0.504
<i>Maintence</i>			<i>Miles</i>	<i>Gallons</i>	<i>MPG</i>	<i>Fuel Cost</i>	<i>Repairs</i>	<i>Service</i>	<i>Total Cost</i>	<i>Cost Per Mile</i>
<i>1997 Ranger</i>	201490	201490	0	14.308	0.000	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
<i>1991 Sub</i>	154315	154315	0	0.000	#DIV/0!	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
<i>4400</i>				15.1		\$59.65	\$0.00	\$0.00	\$59.65	
<i>950</i>				0		\$0.00	\$0.00	\$0.00	\$0.00	
<i>1575</i>				77		\$304.15	\$0.00	\$0.00	\$304.15	
<i>Diesel Misc.</i>				0		\$0.00	\$0.00	\$0.00	\$0.00	
<i>Mower/Misc.</i>				7.700		\$33.21	\$0.00	\$0.00	\$33.21	
<i>Maint. Total</i>			0	114.108		\$397.01	\$0.00	\$0.00	\$397.01	

June Fleet Expense

9

Transportation Report

7-20-26

Accomplished

2026 Suburban

2023 Traverse

2023 Suburban

2023 Bus

2021 Bus

- Serviced.
- 1st quarter inspection.

2020 Bus

2018 Bus

2017 Bus

2016 Bus

2015 Van

2011 Van

2009 Suburban.

2008 Bus

2006 Bus

2004 Malibu

1997 Ranger

1991 Suburban

4400

950

1575

Other

- Reviewed payroll.
- Completed board reports.
- Completed SafeSchools training.

Planned

2026 Suburban.

2023 Traverse

2023 Suburban

- Complete Recall #N222386380
 - Daytime running lights do not deactivate when headlamps are on.

2023 Bus

- Replace rear brakes.

2021 Bus

2020 Bus

- Service. (Summer)

2018 Bus

- Service. (Summer)

2017 Bus

- Selector switch. (258721C1)
- Service (Summer)

2016 Bus

- Replace steer tires.
- Replace kingpins. (Summer)
- Service. (Summer)

2015 Van

2011 Van

2009 Suburban

2008 Bus

- Replace batteries.
- Service (Summer)

2006 Bus

- Replace rear brakes. (Summer)
- Service. (Summer)

2004 Malibu

- Service. (Summer)
- Replace struts. (Summer)

1997 Ranger

- Replace shocks. (Summer)
- Replace windshield.

1991 Suburban

- Replace odometer.

4400

- Service.

950

1575

Misc.

- Clean and organize shop.
- Change interior lights to LED in Bus's.
-

Repairs Needed

- Shop drain plumed to sewer.
- Quonset walk door replaced.
- Replace shop overhead door. (West side)
- Replace Van.



ANSELMO – MERNA PUBLIC SCHOOL

Chanc McIntosh - Principal Report

750 N Conway Street Merna, NE 68856
PHONE (308) 643-2224 FAX (308) 643-2243

Student Opportunities

- Summer School - Invitation to students who were identified from Nebraska Reads Initiative. 2024-2025 Kind-3rd
 - Reached out to parents, no responses

Assessments

Professional Development

- New Teacher Academy (3 new Teachers going)
- LETRS Training - 1st Grade
- Administration Days - July 29th-31st

Instructional Materials

- Refills have been received - Math and ELA
- Requisitions are arriving

Looking forward

- Schedule 26-27JH/HS - kids in classes
- Coyote Business Night - Aug. 10th 5:00-7:00
- Working on Agenda for first Couple Days of School
- Information pushed to community/parents
- Kids show up Aug. 18th

AD Report

- Receiving some Contracts, adding those to the calendar if not already.
- Student Athletes
 - SWAY Testing held (will hold another day for those that missed)
 - Physicals need turned in before participation of sports practices
- Getting coaches certified in required Trainings
 - First Aid/CPR - Certificate good for two years
 - NFHS Training in Sudden Cardiac Arrest/Concussion in Sports/Heat Illness Prevention - Certificate good for three years
- Planning Day for Sports/Senior Pictures
- Football/Volleyball online rules meeting for coaches - Closes Aug. 19th
- Speech and Play Production online rules meeting for coaches - Opens Aug. 1st



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Thank you's / Celebrations (Special Recognitions)

Thank you to Muddy Crick Auto (Erin and Adam Duryea) for their help in moving along a surplus van. All proceeds from sale went back to school.

Thank you to our Booster Club and all of the generous sponsors of that event for coming out and supporting our kids on July 3rd. We had 84 people (21 teams) enjoying an afternoon of golf and fellowship!

Thank you to our A-M Foundation and all the supporters of this event for their continued work in supporting our students through their annual fundraising event (July 4th, Merna). This event is entirely supported by volunteers who care deeply about our school and our kids. They raised roughly \$56,000!!!

Thank you to all who supported our Heritage Days Pancake Feed!

Congratulations to players recognized at the EPIC football camp.

Congratulations to our Co-Teachers of the Year - **Mrs. Carrie Thornton and Troy Gilligan**. Also - thank you to those who have reached milestone years of service.

5 Years

Kaitlyn Mason
John Meschke

10 Years

Sheila Bacon
Kim Clay
Dustin Eichelberger

15 Years

Thane Lewis
Joe Lamb

20 Years

Anne McCaslin

25 Years

DeAnna Baker

Karen McGinn
Jennifer Schmidt

Director Reports - will be weekly or bi weekly

- [Building and Grounds](#) 7/1
 - [Updated 7/13](#)
- Activities
- Transportation / Fuel usage report
- [Technology](#) updated 7/5
 - Requesting 70 devices (using REAP grant funding)
 - Unused REAP

Award Year	PR Award Number	Total Award Amount	Remaining Balance	Obligation Deadline	Liquidation Deadline
FY 2024	S358A242426	\$25,712.00	\$25,712.00	September 30, 2026	January 30, 2027
FY 2025	S358A252517	\$28,161.00	\$28,161.00	September 30, 2027	January 30, 2028

- Here is the new request to match our 2 unused REAP awards: Requesting [70 MacBook Neo's](#) The Macbook Neo's (2026) will be used for 8th-11th grade (currently 70 students). The Macbook M1's (2020) purchased in 2023, currently assigned to the Seniors are still covered under AppleCare+ and will stay as Senior devices. The 7th graders will stay in older Macbook M1's (2020) not covered under AppleCare+. The other older Macbook M1's (2020) previously used by 8th-11th will be reimaged and used in the elementary for grades 3rd-6th. This will eliminate the testing issues we had this past year. The 30 Macbook M2's (2022) purchased last year for the freshman, will be reimaged and issued to Teachers and Staff members. I have been looking into a few companies that will buy back Apple devices once we retire them. I would like to start utilizing this option to retire devices as we no longer need them. I have attached a guidance document detailing information regarding training-in [federally funded equipment](#).
 - [Updated 7/13](#)
- Principal

Upcoming Events

- [Upcoming Events](#)
- [Mr. McIntyre's Calendar](#) / [Coyote Corner](#)
- [Superintendent Checklist](#)

Member Organization updates

- NDE -
- MNAC -
- NCSA -
- **NRCSA** - [Renewal for 26-27 School Year](#)
 - [Member update](#)
- NSAA -
- Perry Law -
- NASB - See email from Lloyd on member spotlight sent on 7/9

School updates / new business

- [Draft Planning Document](#)
- [AFR - 24-25](#) - also [NDE's report is linked here](#)
- RFQ completed - the posting information we used is [Linked here RFQ](#)
 - Submissions - Facility Advocates (paper copies - will deliver to you on 7/14)
 - All submissions except Facility Advocates are linked [here](#)
 - Next steps - review submissions
 - Identify potential partners
- [Accreditation Awarded to A-M for the 26-27 school year](#) [Letter from NDE](#)
- 2026 Anselmo-Merna ACT information - [Linked here](#)
- ILCD [Closeout \(indicator 11\)](#)
- ESSA (Every Student Succeeds Act) Consolidated grant amended / submitted
- CTE (College Technical Education) Grant submitted
- Handbooks - Will continue working on both handbooks (will be presented for approval at next meeting)
 - Drafts will be shared with you on 7/14 for review.
- ADVISOR year end data reporting (submitted 6/30). Thank you to Mrs. Christen and Mrs. Miller for their work on this front.
- MANDT training in Kearney - attended am now able to train others on
 - De-escalation
 - Crisis intervention
 - Safe holds (when needed)
- Have been subpoenaed to testify on behalf of state in case involving one of our former students. Case was dropped
- [School Finance Budget Webinar NDE](#)
- [Property Tax Authority \(explanation document\)](#)
 - 2024/25 AFR Amendments (Due July 15, 2026) School districts must submit 2024/25 AFR amendments to NDE no later than July 15 in order to be included in the 2026/27 State Aid Recalculation.

- Certification of individual districts will be coming soon. Released last week
 - [Certified Budget Authority](#)
 - Estimated Base growth .6897 + 3% (down .10)
 - Revenue Cap - \$5,237,600
 - State Aid 26/27 - \$865,114
 - Prior years Unused Property Tax Authority \$181,990
 - Property Tax Authority \$3,873,022
 - Additional base allowed with 70% Board approval (7%) \$353,586
 - With 7% - \$4,226,608
 - [Budget Doc 26-27](#) (based on estimated valuations)
 - Projected mil levy \$ 0.492738
 - Reviewed with Carl Dietz on 7.13 in Kearney
 - Ran document through [LC-2](#)
 - Based on estimated valuation. Should be certified soon.
 - Will conduct Budget workshop on or before 8/17
- [Working on Kitchen Grant with ESU-10](#) - updated dishwasher AND walk in fridge door replacement.
- **COPS / SVPP** grant due 7/20
- **Crows nest** metal that needed to be painted to keep from rusting has been painted.
- Replacing Heat Pump in Weight Room area - water moved into coolant area. Lead time 6-10 weeks (out of Florida)
- Repairing Heat Pump in DL classroom area - heat exchange failed
- Supt Contract submitted to NDE per statute.
- State Aid Adjustment ([we will receive another 10k in state dollars in Sep 2027](#))
- NEP Secure submitted.
- Ineffective Teachers Data Collection Submitted

July - Non Action / Discussion items

- [Review / Discuss Strategic Plan](#)
- Review / Discuss ACT 2026 - link from above
 - Plans for 26-27 school year
- Review / Discuss Student Fees Policy - required annually
- Review / Discuss Parental Involvement Policy - required annually
- Review / Discuss AD role clarification
 - Shared with board / administration on June 1, 2026
 - It is important to hire the right person for this role. After considerable deliberation, we have developed a plan for managing Activities Director responsibilities during the upcoming school year as an administrative team while continuing our search for the right long-term candidate.

- Mr. McIntosh will oversee athletics during the fall season. During the winter season, Mrs. Zutavern will assist with basketball scheduling and contracting responsibilities for the following year. Mr. McIntosh will resume oversight during the spring season. The three administrators will collectively supervise all activities (I will be at all fall events). Mr. McIntosh will oversee the fall sports, Mrs. Zutavern the Winter responsibilities and Mr. McIntosh will pick back up in the spring.
- Mrs. Zutavern will primarily focus on grades 7-12, school improvement efforts, and MTSS implementation. Mr. McIntosh will focus primarily on Preschool through 6th grade systems and processes while overseeing athletics. I will continue working with both principals and overseeing all special education programming and compliance.
- The Activities Director position will be reposted this fall as an **Activities Director/PE** (Strength and Conditioning) position. We felt it was important to find the right person for this role rather than simply filling a vacancy. We explored utilizing a student teacher and moving an internal staff member into the position; however, that person wouldn't carry the correct certification, which prevents those options from being viable long-term solutions. Adding it in this way will allow for us to add additional movement time for our P-6 kiddos.

July - Action / Discussion items

- Review / Discuss / Approve 2nd Read 5205 - Graduation
 - [Graduation 5205](#)
 - [Graduation Redline 5205](#)
- Review / Discuss / Approve Middle School Math ([A.Little](#))
 - Will teach 7th / 8th grade math and K-6 Math intervention
- Review / Discuss / Approve Assistant Track Coach (T.Johnson)
- Review / Discuss / Approve NRCSA renewal for 26-27 school year.
- Review / Discuss / Approve Apple Quote
- Review / Discuss / Approve Sub Pay for 26-27
- [Review / Discuss / Select RFQ submission](#)
- [Review / Discuss / Approve 26-27 Handbook](#)

Future Board Agenda August

- Committee on American Civics Chanc McIntosh
- Budget workshop
- **Review Accreditation Information**
- **Review approve handbook(s)**
- **Review / Approve Apptegy Quote**

**Future Board Agenda August Board Meeting – Augusta) Set the Budget Hearing)
Set the Tax Request Hearing(Pending Joint Public Hearing – 77-1630 to
77-1634)[Tax Request Hearing to follow Budget Hearing & Budget Hearing may
not be limited by time] c) Written Resolution to Approve the Increased
BaseGrowth Percentage of the Property Tax Authority by at least 70% of the
School Board Members (If applicable) [Must publish notice of upcoming vote in
the newspaper at least one week prior to the meeting & need proof of publication]**

**Contracted dates worked 233.5 out of 225 (2025-2026 School Year)
Contracted dates worked 10 out of 225 (2026-2027 School Year)**

[Mr. McIntyre's Schedule](#)

July - 3 (2026)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	

2026 Updated ACT Information
Highest Composite - 34, lowest 15

Composite	19.5
Math	19.6
Science	21.2
STEM	20.6
English	18.3
Reading	20.6

StudentsStudent Fees Policy

The Board of Education of Anselmo-Merna Public School adopts the following student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

The District's general policy is to provide for the free instruction in school in accordance with the Nebraska Constitution and state and federal law. This generally means that the District's policy is to provide free instruction for courses which are required by state law or regulation and to provide the staff, facility, equipment, and materials necessary for such instruction, without charge or fee to the students.

The District does provide activities, programs, and services to children which extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the District's efforts to provide such activities, programs, and services. The District's general policy is to continue to encourage and, to the extent permitted by law, to require such student and parent contributions to enhance the educational program provided by the District.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees. The District does so by setting forth the following guidelines and policies. This policy is subject to further interpretation or guidance by administrative or Board regulations which may be adopted from time to time. The Policy includes Appendix "I," which provides further specifics of student fees and materials required of students for the ~~2018-2019~~ school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

(1) Guidelines for non-specialized attire required for specified courses and activities. Students have the responsibility to furnish and wear non-specialized attire meeting general District grooming and attire guidelines, as well as grooming and attire guidelines established for the building or programs attended by the students or in which the students participate. Students also have the responsibility to furnish and wear non-specialized attire reasonably related to the programs, courses and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program, course or activity.

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious

radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

(2) Personal or consumable items & miscellaneous

(a) Extracurricular Activities. Students have the responsibility to furnish any personal or consumable items for participation in extracurricular activities.

(b) Courses

(i) General Course Materials. Items necessary for students to benefit from courses will be made available by the District for the use of students during the school day. Students may be encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, erasers, notebooks, trappers, protractors and math calculators. A specific class supply list will be published annually in a Board-approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain District property.

(ii) Damaged or Lost Items. Students are responsible for the careful and appropriate use of school property. Students and their parents or guardian will be held responsible for damages to school property where such damage is caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.

(iii) Materials Required for Course Materials. Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (such as projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may be required, as a condition of the student keeping the completed project, to reimburse the District for the reasonable value of the materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of any such materials for the project.

(iv) Music Course Materials. Students will be required to furnish musical instruments for participation in optional music courses. Use of a musical instrument without charge is available under the District's fee waiver policy. The District is not required to provide for the use of a particular type of musical instrument for any student.

(v) Parking. Students may be required to pay for parking on school grounds or at school-sponsored activities, and may be subject to payment of fines or damages for damages caused with or to vehicles or for failure to comply with school parking rules.

(3) Extracurricular Activities-Specialized equipment or attire. Extracurricular activities means student activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the District. The District will generally furnish

students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouth pieces, and the like) are the responsibility of the student participant. Students have the responsibility to furnish personal or consumable equipment or attire for participation in extracurricular activities or for paying a reasonable usage cost for such equipment or attire. For musical extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

(4) Extracurricular Activities-Fees for participation. Any fees for participation in extracurricular activities for the ~~2018-2019~~ school year are further specified in Appendix "1." Admission fees may be charged for extracurricular activities and events.

(5) Postsecondary education costs. Students are responsible for postsecondary education costs. The phrase "postsecondary education costs" means tuition and other fees only associated with obtaining credit from a postsecondary educational institution. For a course in which students receive high school credit and for which the student may also receive postsecondary education credit, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.

(6) Transportation costs. Students are responsible for fees established for transportation services provided by the District as and to the extent permitted by federal and state laws and regulations.

(7) Copies of student files or records. The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

(8) Participation in before-and-after-school or pre-kindergarten services. Students are responsible for fees required for participation in before-and-after-school or pre-kindergarten services offered by the District, except to the extent such services are required to be provided without cost. The District shall determine, on an annual basis, a free or reduced tuition for qualifying students.

(9) Participation in summer school or night school. Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.

(10) Breakfast and lunch programs. Students shall be responsible for items which students purchase from the District's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations. Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a "school store," a vending machine, a booster club or parent group sale, a book order club, or the like. Students may be required to bring money or food for field trip lunches and similar activities.

(11) Waiver Policy. The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular activities and (2) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced price lunches for purposes of this section. Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.

(12) Distribution of Policy. The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook). The Student Handbook or the equivalent shall be provided to every student of the District or to every household in which at least one student resides, at no cost.

CERTIFICATION

On the ____ day of _____, 20____, the school board held a public hearing at a meeting of the school board on a proposed student fee policy. Such public hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the preceding school year. The foregoing student fee policy was adopted after such public hearing by a majority vote of the school board at an open public meeting in compliance with the public meetings laws.

Superintendent or Other Authorized School Official

Legal Reference: Neb. Rev. Stat. §§79-2125 to 79-2135 and Laws 2003, LB 249 (The Public Elementary and Secondary Student Fee Authorization Act)
Neb. Constitution, Article VII, section 1.
Neb. Rev. Stat. §§79-241, 79-605, and 79-611(transportation)
Neb. Rev. Stat. §79-2104 (student files or records)
Neb. Rev. Stat. §79-715 (eye-protective devices)
Neb. Rev. Stat. §79-737 (liability of students for damages to school books)
Neb. Rev. Stat. §79-1104 (before-and-after-school or pre-kindergarten services)
Neb. Rev. Stat. §§79-1106 to 79-1108.03 (accelerated or differentiated curriculum program)

Date of Adoption: January 14, 2019

**Appendix "1" to 2018-2019 Student Fees Policy of
Anselmo-Merna Public School**

Additional Specification of Required Materials and Fees¹

Program	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum)² or Specific Material Required
Elementary Program		
Physical Education classes	Appropriate clothing (non-specialized attire)	Tennis shoes and white socks, running shorts, T-shirt
Art classes and special projects or events	Appropriate clothing (non-specialized attire)	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged
Music-Optional band Courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, drum sticks, lyres, flip folders, slide grease, reed guards, cleaning swabs, mouthpiece brushes, pad savers, ligatures, and a "gig bag", etc.) Limited instruments available for use by any student.
Classroom supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists
Field Trips	Transportation and admission costs of field trips	Up to \$50. Teachers will communicate costs to the students in advance of the field trip. The District will defer costs to parents as much as possible. Meals on field trips will be at the expense of the student. School lunches will be provided as needed for free-reduced lunch eligible students.
Summer school courses	Classes offered during the summer, or at night, if any	\$50 to \$200 per class.
Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge).	Ten cents (.10) per page when charges apply.

¹ This listing is a part of the current Student Fees Policy and is intended to provide supplemental information. For additional specifications, refer to the Policy.

² Generally, dollar amounts are stated in terms of "maximums." The actual fee or charge may be less during the current school year.

School Meals		Breakfast (PreK-6)--\$1.70 Lunch (PreK-6)--\$2.85 Milk (PreK-6)--\$.50 Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.
Secondary Program	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
Physical Education classes	Appropriate clothing (non-specialized attire)	Tennis shoes and white socks, running shorts, T-shirt
Art and shop classes and special projects, science classes	Appropriate clothing (non-specialized attire) Goggles-1 pair provided per year. If lost or damaged students are required to purchase a new pair.	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged; protective clothing for shop classes; approved protective goggles for science classes.
Music-Optional band courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, etc.) Limited instruments available for use by any student.
Classroom Supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists which may be handed out by the office or individual teachers.
Classroom Projects, i.e, Family & Consumer Science, Industrial Technology	Project Cost	Student pays cost that is beyond the standard project provided by the school.
Advanced math or science classes	Specialized calculators	Some calculators will be available at school. If lost or damaged a replacement fee will be assessed at a rate paid by the school. Students are encouraged but not required to purchase such equipment .for their personal use.
Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge)	Ten cents (.10) per page when charges apply.

School Meals		Breakfast (Grades 7-12)--\$1.70 Lunch (Grades 7-12)--\$2.95 Milk (Grades 7-12)--\$.50 Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the
Post-secondary education classes	Tuition and fees for college courses taken for credit.	None—Any postsecondary education costs are to be paid directly by students to the college.
End of year lost or damaged books	Damage fee or replacement cost	Fees and fines up to \$5.00 for damaged books. Lost books or ruined books are charged replacement cost, generally at a maximum of \$60.00
Yearbooks - Optional	School Book	Yearbooks are published and made available for purchase every year. Cost is generally about \$50
College entrance tests and preparation	Prep programs & tests	Costs of college entrance tests or prep courses, such as ACT preparation tutoring, PSAT test, and ACT test, are optional and to be paid directly to the private companies involved.
Summer school courses	Classes offered during the summer, or at night, if any	Drivers education class: \$175 to \$275
Locker usage	Use of school padlock	\$5.00 fee if damaged or not returned at the end of the year.
Technology Fee	7 th -12 th Grade students	Students are responsible to pay \$25 on annual basis for laptop useage
Extracurricular and other programs	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
Athletic Programs		
1. Admission	Spectator fees for admission to events	\$5.00 per event maximum. The District may waive admission fees for students during home events. For District and Conference events hosted by the School, cost to be set by NSAA but not to exceed
2. Athletic Physicals	NSAA required athletic Physicals	Cost varies; payable directly to student's physician or clinic.

3. Equipment and Attire	Students are responsible for required equipment and attire appropriate to the sport or activity which are not provided by the school, and are responsible for any optional clothing, equipment, or other items associated with the sport or activity. Uniform items are checked out to students. If lost or damaged students will be assessed fees in the amount of replacement cost.	Required items include athletic undergarments (supporter, bra, socks and undershirts), practice attire, including shorts, shirts, socks and shoes suitable for the activity, and dress attire suitable for team travel. Optional items for which students are responsible include: personal athletic bags, hair ties, sweat bands, non-required gloves, swim goggles, towels, forearm pads and personal medical devices (braces, orthopedic inserts, etc.). Additional required items for particular sports or activities include:	
		Basketball	No additional
		Football	Mouthpiece
		Golf	Golf bag & clubs
		Speech	Dress attire; copies of research
		Track	No additional
		Volleyball	Volleyball knee pads
		Wrestling	Wrestling head gear
4. Travel meals	Meals	Cheerleading and Flag Team Squads	Shoes, approved uniforms (top & skirt; jacket), poms and other accessories
		Students are responsible for their own meals while traveling. The District will pay for student meals in the event of an overnight stay in accordance with District guidelines.	
5. Locker use	Padlock for locker	\$5.00 fee if damaged or not returned at the end of the year.	
6. Camps and clinics	Registration and other costs of camps or clinics	Students are responsible for the cost of all clinics, camps and conditioning programs. Any personal items purchased at camps or clinics, such as t-shirts, shall be at the student's expense.	
7. Athletic Clubs	Letterman's club and other clubs supporting the athletic program	Currently no dues required. Annual dues not to exceed \$25.00 per club.	

8. Marching Band and Musical Groups	Equipment and attire.	Students will be responsible for the same costs as are set out for the athletic program. Students will be responsible for supplying their own musical instruments and accessories and for their own uniforms.
Vocal Music Group	Coordinating group attire	Students will pay for outfits selected by the group. Cost will be based on selection at a maximum of \$130.00
Clubs/Organizations		
Future Farmers (F-F-A)	State & national dues, meals and activities	Annual dues not to exceed \$50.00 per club.
National Honor Society	State & national dues, meals and activities	Currently no dues required. Annual dues not to exceed \$50.00 per club.
Student Council	State & national dues, meals and activities	Currently no dues required. Annual dues not to exceed \$50.00 per club.
Dance Team	Uniforms	Uniforms range up to \$250.00. Camp attendance is optional.
Social & Recognition Activities		
1. School plays, musicals and social activities	Admission to events	Up to \$10.00 per play or activity
2. School dances	Admission to prom, homecoming, etc.	Up to \$10.00 per event
3. Class dues		Currently no dues are assessed. Each of the six secondary classes may assess its members an amount not to exceed \$50.00 annually for rental and decoration of dance facilities, punch and snacks at social activities, memorials and recognition plaques, flowers, and cards, and similar class activities. The payment of such an assessment shall be strictly voluntary, but students who do not pay may be denied admission to extracurricular activities supported by the class dues.

4. Picture Packets	Optional - Pictures are still taken for use in school yearbook.	Students purchase packets as desired and pay directly to photo company.
5. Senior recognition assessment	Optional graduation Activities	Participation in class activities attendant to graduation (such as being part of the composite picture, special yearbook pages, etc.) is not required in order for students to receive their high school diploma. Students who choose to participate will be required to pay the cost of the items involved in the graduation ceremony and attendant class activities. These may include the rental of graduation robes, caps, tassels, class flowers, one mother's flower, class gift, yearbook picture page, and class composite picture. Expenses for above mentioned items will be paid out of the "Class Activity" account until funds are depleted. After this fund is empty, students will be responsible for all optional graduation activity costs.
6. Trips	Transportation, lodging, meals, admission to events, etc.	Students are responsible for costs of school sponsored trips where the trip is an extracurricular activity. The maximum costs of such trips will be \$2,000 per student. If the trip is not school sponsored, the costs of the trip are not subject to this policy and no fee waivers will apply. A trip is not school sponsored if: it is not supervised or administered by the school, attendance on the trip does not count towards graduation credit or grade advancement, and participation on the trip is voluntary for students.

**APPLICATION FOR FEE WAIVER
AND SHARING INFORMATION CONSENT
ANSELMO-MERNA PUBLIC SCHOOL**

FEE WAIVER REQUEST

The Nebraska Public Elementary and Secondary Student Fee Authorization Act allows fee waivers for students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs. The fee waivers give qualifying students the right to not have to pay certain student fees and to be provided with specialized materials or equipment to participate in certain activities. **Specifically, the fee waiver applies to: (1) participation in extracurricular activities, and (2) use of a musical instrument in optional music courses that are not extracurricular activities.** Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced-price lunches for purposes of this section.

The Board's Student Fee Policy states: *Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.* To request a fee waiver, or to decline a fee waiver, complete the following:

- ☐ No! I **DO NOT** want a fee waiver for any programs or activities.
- ☐ Yes! I **DO** want a fee waiver. I request a fee waiver for the following (Note: Please describe the fee waiver, materials, or equipment requested, and the activity or course; failure to make timely request for a fee waiver for any fees, equipment, material, or instrument not listed may result in a fee waiver not being provided):

Student Name: _____ Student Number: _____

Activity or Course: _____

Describe fee waiver or materials or equipment requested, including amount if known:

Activity or Course: _____

Describe fee waiver or materials or equipment requested, including amount if known:

Activity or Course: _____

Describe fee waiver or materials or equipment requested, including amount if known:

Parent/Guardian Signature: _____ Date: _____
Principal/Designee Signature: _____ Date: _____

This form is to be returned to the Principal/Designee.

SHARING INFORMATION CONSENT

To save you time and effort, the information you gave on your Application for Free or Reduced Meals may be shared with other programs for which your children may qualify. **For the fee waiver program, we must have your permission to share your Application for Free or Reduced Meals information in order to confirm your eligibility for a fee waiver. However, in no event will the manner in which you complete the consent form change whether your child gets free or reduced price meals.**

- ☐ No! I **DO NOT** want information from my Application for Free or Reduced Meals share for purposes of the fee waiver program.
- ☐ Yes! I **DO** want school officials to share information from my Application for Free or Reduced Meals with appropriate school officials for purposes of the student fee waiver program and any other program that would benefit student(s).

Child's Name: _____ School: _____

Student Identification Number: _____

Printed Name: _____

Address: _____

Parent/Guardian Signature: _____ Date: _____

For more information, you may call your school Principal.

Original to Superintendent

Once this fee waiver application form is turned into the school completed correctly, the school will verify the student's free and reduced lunch status. The School will also review the items on the Application to insure consistency with the School Board's policy. The fee waived items for your student are covered by the district as long as your student is actively participating in fund raising (where applicable), and contributing to their activity.

InstructionParental/Community Involvement in Schools

[Name] Public Schools, after having conducted a public hearing concerning parental involvement and participation, declares that it shall be the policy of the District:

1. In the event any parent, guardian, or educational decisionmaker of a student has a complaint or objection to textbooks, tests, curriculum materials, activities, digital materials, websites or applications used for learning, training materials for teachers, administrators, or staff, and any other instructional materials, the parent, guardian, or educational decisionmaker may request a personal conference with appropriate school personnel to discuss such concerns. The Superintendent or designee shall prepare a complaint form which may be used by a parent, guardian, or educational decisionmaker to express objections to any such instructional material. Such complaint forms shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent, guardian, or educational decisionmaker.
2. Upon reasonable advance request, a parent, guardian, or educational decisionmaker will be permitted to attend and monitor courses, assemblies, counseling sessions, and other instructional activities unless the school determines that such attendance would substantially interfere with a legitimate school interest, which includes the interests of the child, other students, and the educational staff.
3. Parents, guardians, and educational decisionmakers are encouraged to communicate to school staff when the parent, guardian, or educational decisionmaker believes it to be appropriate for their child to be excused from testing, classroom instruction, learning materials, activities, guest speaker events, and other school experiences that the parent, guardian, or educational decisionmaker finds objectionable. The Superintendent or designee shall make a provision on the complaint form hereinabove referenced for receiving information from a parent, guardian, or educational decisionmaker concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the objection, and a proposed solution for dealing with the objection that would be satisfactory to the parent, guardian, or educational decisionmaker and consistent with the mission of the District and legitimate school interests. Parents, guardians, and educational decisionmakers are encouraged to contact the building principal with any questions about any test, curriculum, or surveys.
4. Upon request of a parent, guardian, or educational decisionmaker the District will provide access to the education records of their child consistent with applicable law. Access will be provided during regular business hours of the school.

5. The District will notify parents, guardians, and educational decisionmakers when their child may be subjected to a standard norm referenced or criterion referenced test or standardized tests. When reasonable to do so or required by law, the parents, guardians, or educational decisionmakers will be notified of where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent, guardian, or educational decisionmaker of such student shall be prohibited unless a parent, guardian, or educational decisionmaker requests in writing that such tests be administered to their child.
6. Parents, guardians, and educational decisionmakers will be notified in advance of any school-sponsored survey administered to students of the District when the survey concerns one or more of the following areas:
 - Political affiliations or beliefs of the student or the student's parent, guardian, or educational decisionmaker;
 - Mental or psychological problems of the student or the student's family;
 - Sex behavior or attitudes;
 - Illegal, anti-social, self-incriminating, or demeaning behavior;
 - Critical appraisals of other individuals with whom respondents have close family relationships;
 - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - Religious practices, affiliations, or beliefs of the student or student's parent, guardian, or educational decisionmaker; or
 - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Any survey administered by the District that asks a student to disclose any of the aforementioned topics, including any non-anonymous survey requesting a student provide information relating to drug, vape, alcohol, or tobacco use, then the District will, at least fifteen days prior to the administration of the survey, notify parents, guardians, and educational decisionmakers that their students will receive the survey. This notice must describe the nature and types of questions included in the survey, the purposes and age-appropriateness of the survey, how information collected by the survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results of such survey will be disclosed. After receiving such notice, parents, guardians, and educational decisionmakers may request a copy of the survey, review the survey, and/or exempt their student from participating in the survey.

No survey requesting sexual information of a student shall be administered to any student in kindergarten through grade six.

No personally identifiable information of any student survey shall be disclosed unless permitted or required by state and federal law.

7. As a general matter substantive decision-making processes will be left to the judgment of the professional staff, administration and the Board of Education, subject to an effort to receive information from parents, guardians, or educational decisionmakers as to any concerns, objections, or other information such parents, guardians, or educational decisionmakers would wish to provide to the school district concerning a parent's, guardian's, or educational decisionmaker's access, involvement, and participation in activities of the school.

Legal Reference: Neb. Rev. Stat. Sections 79-530 to 79-533
 Family Educational Rights and Privacy Act, 20 U.S.C. 1232g
 Protection of Pupil Rights Amendment, 20 U.S.C. 1232h

Date of Adoption: July 2025

2026-2027 PROBATIONARY TEACHER'S CONTRACT

THIS CONTRACT made by and between the School District of Anselmo-Merna Public Schools, No. 15 in the County of Custer, in the state of Nebraska, hereinafter referred to as the District and **Abigail Little** a legally qualified teacher, hereinafter referred to as Teacher.

WITNESSETH: That the District hereby agrees to employ the Teacher for one school year, which shall begin on August 10, 2026 and end on or about May 20, 2027 and shall consist of 181 days of service including at least 172 teaching days exclusive of holidays, vacations and teachers institutes and Teacher hereby agrees to accept such employment at a salary of **\$49,713** under the terms, and conditions hereof:

11 BA

1. It is understood that the period of employment covered by the Contract is probationary as provided for In State Statutes.
2. The execution of this Contract shall create no property rights in behalf of the Teacher which exists beyond the current year this Contract is in effect; not does the execution of this Contract create any contractual right beyond the current year as provided for the In State Statutes.
3. That upon termination of this Contract for any cause, the compensation paid or to be paid hereunder shall be an amount which bears the same ratio to the yearly salary herein specified as the number of days of service to the days of such an installment paid but not earned prior to termination of the Contract shall be refunded by the teacher.
4. The salary of Teacher shall be payable in 12 equal installments. The first installment shall be payable on the 16th of September 2026, and the remaining installments shall be payable on the business day nearest the 16th of each month thereafter.
5. Teacher hereby agrees to be governed by all reasonable regulations and policies of the Board of Education of the District and that the duties to be performed by him/her under this Contract shall be subject to assignment by the Superintendent of Schools.
6. There shall be no penalty for release or resignation by Teacher from this Contract, provided no resignation shall become effective until the close of the Contract period unless accepted by the Board of Education of the District and said Board shall fix the time at which the resignation is to take effect.
7. This Contract shall conform to the regulations governing deductions from the above stated compensation with reference to Withholding Tax, Social Security, Teacher's Retirement and other deductions required by law. Other deductions may be withheld as agreed to by the parties of the Contract. This Contract shall be deemed to have been entered into subject to all provisions of the Laws of the State of Nebraska.
8. Teacher hereby affirms that he/she is not under contract with another School Board or Board of Education within this State covering a part or all of the same time of performance as is contemplated by this Agreement. Teacher further affirms that at the beginning of the term of this Contract he/she holds or will hold a NEBRASKA Valid For Position CERTIFICATE, which is or will be in full force and effect for the period covered by this Contract. It is understood and agreed that this Contract is not valid until Teacher's Certificate, as herein listed, is registered in the Office of the Superintendent of Schools and that Teacher shall not be compensated for any services performed prior to the date of registration of this certificate.

Executed _____

Teacher

Executed _____

President

Secretary

Good Afternoon!

I am interested in a part-time assistant track coach position for the 2026-2027 school year. I would be available 3 days a week.

Thank you!

Traci Johnson

Coach or Sponsor Employment Agreement

This Employment Agreement is entered into between Anselmo-Merna Public School, hereinafter referred to as the "District" and **Traci Johnson**, hereinafter referred to as the "Coach" (even if employed as an activity sponsor).

The District hereby agrees to employ the Coach and the Coach hereby agrees to accept such employment on the following terms and conditions:

Section 1. Assignment. The Coach is employed to coach or sponsor the following extracurricular activities: **Assistant Track Coach** for the 2026/2027 season. The term of this contract shall be for the term of each season, provided that this agreement and employment is on an "at will" basis. The Coach will be responsible for providing services in accordance with the directions of the Administration and the A-M School system.

Section 2. Compensation.

a. Salary. Coach shall be paid in accordance with the negotiated extracurricular salary agreement:

Assignments	Salary
Assistant Track Coach (3/5 days at 7%)	\$1,722.00
Total Extra Pay	\$1,722.00

Salary payable in twelve equal installments on the regular payroll date each month or as per agreement with Anselmo-Merna School.

b. Deductions. The Coach authorizes the District to deduct or withhold from each and every period of pay any amounts required by law and any amounts necessary to offset any damages caused by the Coach to the District during the course of the Coach's employment.

c. State Requirement. This employment is subject to provisions of the School Employees State Retirement Act.

Section 3. Duties of Coach.

a. Duties. The duties of the Coach shall include such duties as may be set forth in the applicable job description for the position, the policies of the Board of Education, and as are assigned by the Superintendent and by the Coach's supervisor. The Coach agrees to perform the duties faithfully and to the best of the Coach's ability.

b. Board Policies. The Coach shall comply with the policies of the Board of Education, the rules and regulations of the District and the directives of supervisors. The Coach will adhere to the NSAA rules and the Coaches Code of Conduct.

c. Qualifications. The Coach represents that the Coach meets all qualifications and has all credentials to be employed to the position assigned. This agreement may be automatically terminated if the represented qualifications fail to be held throughout the duration of the assignment.

Executed this ____ day of July, 2026.

Executed this 20th day of July, 2026.

Coach or Sponsor

Anselmo-Merna Authorized Official



--YOUR ANNUAL MEMBERSHIP PROVIDES SUPPORT FOR --
Nebraska Rural Community Schools Association

STATE LEGISLATIVE ADVOCACY

NRCSA is active in representing rural public schools in the Unicameral. The Executive Director is the main spokesperson for NRCSA, but is also represented by the lobbying firm of Nowka and Edwards. NRCSA's Legislative Committee includes 20 Superintendents/ESU Administrators and 6 Board of Education members from member schools/ESUs. Former NRCSA Presidents serve as ex officio members.

PLANNING WORKSHOPS

The NRCSA Planning Support Service is an elective service that assists districts in planning and goal-setting. The service is conducted by veteran Superintendents whose professional lives were involved in rural education in Nebraska.

COMMUNICATIONS

NRCSA provides regular updates from the Executive Director to member schools. A more in-depth update is provided to all members just prior to monthly Board of Education meetings. The NRCSA webpage is www.nrca.net. NRCSA also has a social media presence on Twitter (@NRCSA1980) and on Facebook (www.facebook.com/nrcsahome).

DIGITAL CITIZENSHIP

NRCSA recently partnered with a-plum creative to provide an opportunity for rural districts to provide monthly digital citizenship materials to their students, parents, and staff. This is a purchased service.

NRCSA EXECUTIVE BOARD

The 10-member Executive Board provides leadership and direction for the organization. Each of the six NRCSA districts is represented by at least one Superintendent from a district within the district.

NEBRASKANS UNITED

NRCSA is a strong member of this group which includes most education and ag-related organizations in the State. The purpose is to work to provide property tax relief, as well as to protect and promote funding to public education.

EDUCATION ASSOCIATIONS COALITION

NRCSA is an active member of this group that is comprised of all of the major education associations in the state. The purpose of the group is to work together on legislative issues facing public education.

RURAL ADVOCACY

NRCSA is the only organization that speaks solely on behalf of public rural schools in the State of Nebraska. Other groups do a great job of representing their members, but at times cannot take a stand as they represent both very large and smaller districts. NRCSA is not necessarily tied down along those lines.

NATIONAL ADVOCACY

NRCSA is a member of the National Rural Education Advocacy Consortium (NREAC), which represents the interests of rural public schools in national forums where education issues are decided.

SPRING CONFERENCE

NRCSA offers an annual conference in Kearney in March. The conference targets issues and interests of rural schools. An opportunity is created to network with other rural school districts and to interact directly with policymakers and NRCSA leaders.

US BANK ONE CARD PROGRAM

NRCSA has partnered with US Bank to provide this unique purchase card program for school districts. Individual school districts decide which staff members receive purchase cards. The district has control over where purchases can be made and for what amounts. This can be especially helpful when sending sponsors out with student groups.

NRCSA SCHOLARSHIPS

NRCSA annually awards 23 \$2,000 scholarships to high school seniors from NRCSA-member schools who are entering college with the goal of becoming school teachers. NRCSA also presents two \$2,000 Gary Fisher Scholarships to high school seniors going into the fine arts.

NEW LEAF TELETHERAPY

Beginning with the 2023-24 school year, NRCSA has partnered with New Leaf to provide another tool in helping to provide cost effective Mental Health teletherapy services for their staff and students.

NATIONAL RURAL EDUCATION ASSOCIATION

NNRCSA is a strong member of the NREA. The NREA provides leadership on issues facing rural education on the national level.

SUPERINTENDENT / PRINCIPAL SEARCHES

NRCSA's Superintendent and Principal Search Services are conducted by veteran Superintendents whose professional lives were involved in rural education in Nebraska. The service is available to all Nebraska school districts, with member districts paying a lower rate than non-member districts. A professional cost effective proposal and fee structure is available upon request.

DISTRICT MEETINGS

Each fall NRCSA conducts a meeting in each of the six membership districts. These meetings provide an opportunity for rural schools to connect with NRCSA leadership on a face-to-face basis.

TEACHER SCHOLARSHIPS

NRCSA provides six \$1,000 scholarship to employees of member districts/ESUs who are working to attain teacher certification either through a recognized "para to teacher" program such as offered by the state colleges or a transitional program such as offered by UNK.

NRCSA AWARDS

NRCSA annually recognizes individuals who are outstanding at serving member districts. At the Spring Conference each year NRCSA recognizes an Outstanding Elementary Teacher, Secondary Teacher, Classified Staff Member, ESU Staff Member, Music Teacher, Principal, Board of Education Member, and Superintendent/ESU Administrator.

EXCESS EQUIPMENT CLEARINGHOUSE

A free service to member districts and ESUs is the opportunity to post items for sale to all other members. Items such as vehicles, scoreboards, weight equipment, school furniture, and text books have been posted on behalf of members.

LEADERSHIP OPPORTUNITIES

Each year there are over 70 leadership positions on the Executive Committee or other NRCSA committees that provide opportunities for member Superintendents/ESU Administrators.

RURAL TEACHER SHORTAGE

NRCSA has started a Rural Teacher Committee that was established to find ways to address the shortage of teachers in rural schools. Twelve member Superintendents work with representatives from Chadron State College, Wayne State College, and Peru State College in this work.

"QUALITY RURAL SCHOOLS"

Nebraska Rural Community Schools Association 440 S. 13th St, Suite B, Lincoln, NE 68508
Paul Sheffield, Executive Director
Phone: (402) 759-1609
email: psheffield@nrca.net



NREA Discounted Membership (Through NRCSA) 2026-27 Membership Form

Instructions:

*Complete this form if your superintendent or district wants to become a member of the National Rural Education Association (NREA). NRCSA as a state affiliate of the NREA, is able to offer members a twenty-five (25%) discount on membership to the **NREA**. Please complete the form entirely, and submit to the NRCSA office via, mail, e-mail, or fax.*

School District Name: _____

Address: _____

City: _____

St: NE

Postal Code: _____

Phone Number: _____

Fax Number: _____

Administrator Name: _____

Administrator e-mail: _____

Type of Membership: Individual Membership (\$100.00)

There are two different membership options. The discounted individual membership allows one (1) person to join the NREA at a cost of \$75.00. The discounted school district membership allows a maximum of 7 people (board members or other staff) to join the NREA at a cost of \$300.00.

Contact 1 Name: _____

Title: _____

e-mail: _____

Contact 2 Name: _____

Title: _____

e-mail: _____

Contact 3 Name: _____

Title: _____

e-mail: _____

Contact 4 Name: _____

Title: _____

e-mail: _____

Please include a **SEPARATE** check for the membership fees payable to the NREA.
Send dues and registration form to:

NRCSA
440 S. 13th St, Suite B
Lincoln, NE 68508



Please update and return this report along with the dues check!

Co Dist No 21-0015-000

School Name Anselmo-Merna Public Schools

Address 1 750 N Conway St

Address 2 PO Box 68

City Merna

Postal Code 68856

School Phone Number (308) 643-2224

School Fax Number (308) 643-2243

Year	First Name	Last Name	Job Title	E-mail Address
2026-27	Lloyd	Mcintyre	A Supt or ESU Admin	lloyd.mcintyre@amcoyotes.org
2026-27	Chanc	McIntosh	E Principal	chanc.mcintosh@amcoyotes.org
2026-27	Jamie	Porter	G Admin – Bus. Manager	jamie.porter@amcoyotes.org
2026-27	Molli	Miller	H Guidance Counselor	molli.miller@amcoyotes.org
2026-27	Ben	Cooksley	I Bd. President	ben.cooksley@amcoyotes.org
2026-27	Afton	Christen	M Bd.Member	Afton.christen@amcoyotes.org
2026-27	Tom	Griffith	M Bd.Member	tom.griffith@amcoyotes.org
2026-27	Rodney	Lamb	M Bd.Member	rodney.lamb@amcoyotes.org
2026-27	Jacob	Parsons	M Bd.Member	jacob.parsons@amcoyotes.org
2026-27	Sandy	Preist	M Bd.Member	sandy.preist@amcoyotes.org

Nebraska Rural Community Schools Association

Invoice



Nebraska Rural Community Schools Association
440 S.13th St, Ste B
Lincoln, NE 68508

Invoice #: 1606

Date: 7/1/2026

Bill To:

Anselmo-Merna Public Schools
PO Box 68
Merna NE 68856

For: 2026-27 NRCSA Membership Dues

Item

Amount

2026-27 NRCSA Dues Renewal

\$850.00

Invoice Total *\$850.00*

Make all checks payable to **NRCSA**

If you have any questions concerning this invoice, contact Jeff Bundy at (402) 202-6028
or e-mail: jbundy@nrdsa.net



Apple Inc. Education Price Quote

Customer: Kati Pearman ANSELMO-MERNA PUBLIC SCHOOL Email: kati.pearman@amcoyotes.org	Apple Inc: Stephen Martin Phone: (512) 701-6967 Email: stephen_martin@apple.com	Apple Quote: 2214605892 Quote Date: June 26, 2026 Quote Valid Until: July 26, 2026
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Quote Comments:

Item #	Details	Qty	Unit List Price	Extended List Price
1	13-inch MacBook Neo: Apple A18 Pro chip with 6-core CPU and 5-core GPU, 8GB, 256GB SSD - Silver (Packaged in a 5-pack) Part Number: MHFK4LL/A Configuration: 065-CLMN : A18 Pro 065-CLMP : 8GB unified memory 065-CLMQ : 256GB SSD storage 065-CLMY : 20W USB-C Power Adapter 065-CLP2 : Magic Keyboard - US English 065-CLPH : Accessory Kit	70	\$594.00	\$41,580.00
2	4-Year AppleCare+ for Schools 13-inch MacBook Neo (A18 Pro) (no service fees) Part Number: SEHN3LL/A	70	\$159.00	\$11,130.00

Education List Price Total	\$52,710.00
Additional Tax	\$0.00
Estimated Tax	\$0.00
Total Tax	\$0.00
Extended Total Price*	\$52,710.00

**In most cases Extended Total Price does not include Sales Tax
If applicable, Recycle/eWaste/CBE Fees for CA Accounts are included. Standard shipping is complimentary

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Disclosure

This document has been created for you as Apple Quote ID **2214605892**.

Your institution's Authorized Purchaser may submit an order online at <https://ecommerce.apple.com>. Go to the Quote area of your Apple Online Store, click on it and convert to an order.

- If you're the authorized purchaser and need assistance in registering for access to the Apple Online Store, please contact your Apple Sales Representative.

This is a quote for the sale of products or services. Your use of this quote is subject to the following provisions which can change on subsequent quotes:

- A. Any order that you place in response to this Quote will be governed by the purchase agreement between Apple Inc. ("Apple") and you or another entity under which you're authorized to purchase under, in effect at the time you place the order.
 - If you do not have a purchase agreement in effect with Apple, please contact csteam.edu@apple.com.
- B. All sales are final. Please review Return Policy below if you have any questions. If you use your institution's Purchase Order form to place an order in response to this Quote, Apple rejects any Terms set out on the Purchase Order that are inconsistent with or in addition to the Terms of the governing purchase agreement between the parties.
- C. Unless this Quote specifies otherwise, it remains in effect until the Quote Valid Until Date set forth above. Apple reserves the right to withdraw this Quote before an order is placed, modify, or cancel any provision of this Quote, or cancel any orders placed.

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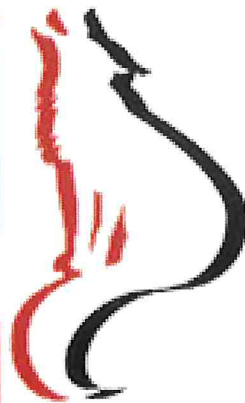
Current 24-25

Recommended 25 - 26

\$175 + lunch full day sub	\$175 + lunch full day sub + second + breakfast
\$87.50 + lunch half day sub	\$87.50 + lunch half day sub + second + breakfast
\$200 + lunch long term sub	\$220 + lunch long term sub + second + breakfast



**ANSELMO-MERNA
PUBLIC
SCHOOL**



Request for Qualification Proposals for an Energy Services Company (ESCO)

June 22, 2026



Planning · Design · Construction · Energy · Funding

CONSTRUCTION MANAGER-AT-RISK REQUEST FOR PROPOSALS

ANSELMO-MERNA SCHOOLS Facility & Energy Improvement Program

Entity Type	K-12 Public School District
Submitted To	Superintendent & Board of Education
Project Address	Anselmo-Merna Public Schools, Merna, NE 68856
Proposal Date	June 26, 2026
Submission Deadline	As specified in the District RFQ
Centrix Contact	Dan Bird
Phone	308-730-1876
Email	Danbird1960@gmail.com
Website	www.centrix-partners.com

CONFIDENTIAL — PREPARED EXCLUSIVELY FOR THE NAMED RECIPIENT



TABLE OF CONTENTS

Exhibit A – Cover Letter	3
Exhibit B – Firm Profile & Regional Footprint	4-5
Exhibit C – Organization Chart & Key Personnel Resumes	6-9
Exhibit D – Surety Letter & Insurance Certificates	10
Exhibit E – Relevant Project Experience	11-14
Exhibit F – Construction Management Approach Narrative	15-16
Exhibit G – Current Capacity / Backlog	17
Exhibit H – Subcontractor Strategy & Anticipated Trade Packages	18
Exhibit I – Fee Proposal & Preconstruction Fee	19
Exhibit J – General Conditions Inclusion / Exclusion Matrix	20-21
Exhibit K – Legal Authority, Certifications & Compliance	22-23



EXHIBIT A — COVER LETTER

June 22, 2026

Office of the Superintendent
Anselmo-Merna Public Schools
Available upon request

Re: Construction Manager-at-Risk — Facility & Energy Improvement Program, Anselmo-Merna Schools

Dear Superintendent and Members of the Board of Education:

Centrix Energy Partners respectfully submits this proposal to serve as Construction Manager-at-Risk for the Anselmo-Merna Schools Facility & Energy Improvement Program. Through our partnership with Facility Advocates — a firm with nearly 35 years of dedicated service to Nebraska public school districts — we bring deep, local K-12 expertise to evaluating, financing, and delivering improvements that may include renovation, mechanical and HVAC modernization, energy conservation measures, new construction, and infrastructure upgrades serving the students, staff, and community of Anselmo-Merna Schools.

Centrix is a nationwide planning, design, and construction firm that works exclusively with public-sector and institutional clients. Our focus on K-12 schools, higher education, municipalities, MUSH-market and Industrial/Commercial entities means we bring relevant experience, public procurement fluency, and community-facing communication skills to every project we manage.

We believe this project is well suited to a collaborative CMAR delivery model because it requires:

- Early cost guidance and constructability input during design;
- Disciplined scope management and budget validation prior to any public vote or funding milestone;
- Transparent procurement of trade packages with competitive bidding; and
- Accountable field execution with minimal disruption to ongoing operations.

Our team is committed to transparent preconstruction support, proactive schedule management, and clear communication with the District's leadership, your architect, and all project stakeholders. Consistent with the Facility Advocates motto of "solving problems and saving money," we offer a single source of accountability from planning through close-out.

We appreciate the opportunity to be considered and welcome the chance to discuss our proposal in greater detail.

Sincerely,

Dave Raymond

District / Regional Manager — Centrix Energy Partners

Centrix Energy Partners

Dave.Raymond@centrix-partners.com | www.centrix-partners.com



EXHIBIT B — FIRM PROFILE & REGIONAL FOOTPRINT

Company Overview

Centrix Energy Partners is a nationwide planning, design, and construction firm that efficiently delivers customized facility and infrastructure solutions for public-sector clients. Our focus is practical modernization — helping schools, municipalities, universities, public institutions evaluate project needs, align scope and budget, secure available funding, and deliver results with a high level of accountability. Our planning process is renowned for its needs-based assessment, budgeting options, and comprehensive funding alternatives — including tax incentives, federal and state grants, utility rebates, and public/private partnerships.

Core Service Lines

Planning	Needs-based assessment, feasibility studies, capital planning, and bond programming support.
Design	Client-focused design by industry-leading architects and engineers tailored to the owner's desired outcome.
Construction	Full construction management from trade procurement through substantial and final completion.
Energy Efficiency & Renewables	HVAC, lighting, controls, water, and utility infrastructure modernization are integrated as coordinated scope.
Project Funding & Incentives	Identification of federal/state grants, utility programs, tax incentives, and public/private funding structures.
Technical Services	Commissioning, quality control, and long-term performance assurance.

Markets Served (MUSH & Beyond)

K-12 School Districts	Higher Education	Municipalities
Classrooms, CTE, athletics, commons, food service, secure entrances, and infrastructure	Residence halls, academic buildings, student centers, utilities, and campus infrastructure	City facilities, public works, utilities, parks, and community centers
Utilities & Special Districts	Healthcare & Public Facilities	Commercial & Industrial
Water, wastewater, electric, and public-serving infrastructure	Clinics, county facilities, and public-serving institutional buildings	Manufacturing, distribution, and private-sector facilities

Regional Footprint

Centrix operates across the United States with active presence and project work in:

Nebraska/Iowa/Kansas	Wisconsin / Minnesota	Illinois	Michigan / Indiana
Florida / Georgia	Texas	North / South Carolina / Virginia	Additional states served upon request



Why Centrix for Public-Sector Clients

- One source of accountability from planning through closeout — no fragmented vendor stack.
- Integrated funding awareness: we identify grants, rebates, and incentives most clients leave on the table.
- Client-focused design: our architects and engineers tailor every solution to the owner's desired outcome.
- Guaranteed performance on all projects — we stand behind our work.
- Practical Midwest mindset: we operate efficiently and communicate directly with owners, boards, and community stakeholders.



EXHIBIT C — ORGANIZATION CHART & KEY PERSONNEL RESUMES

Proposed Project Team Structure

Centrix will deploy a lean, accountable team structure with clear role definition at every level of delivery. All key personnel are named below and their resumes follow.

Executive Sponsor / Principal-in-Charge Adam Corwin — CEO / President, Centrix Energy Partners



District / Regional Manager Lead - Dave Raymond



Project Executive / Senior Account Lead — Jonathan Hoesch

K-12 Consultant — Dan Bird



Preconstruction Lead / Estimator — Brett D. Carlson, P.E., CEM, CEA, LEED AP

Project Manager / Developer — Nathan Fritzler

Energy Engineer — Larry Cihal, EIT, CEM, CDSM

Safety & Quality Lead — Jared Mulder

Key Personnel Resumes

Centrix delivers this program in partnership with Facility Advocates, a firm with nearly 35 years of dedicated experience serving Nebraska public school districts. Each key team member's information is presented below in the same resume format used throughout this proposal.

Dave Raymond — District / Regional Manager

Full Name	Dave Raymond
Proposed Role	District / Regional Manager
Relationship to Centrix	Principal, Facility Advocates (Centrix Partner Firm)
Company	Facility Advocates / Centrix Energy Partners
Contact	Dave.Raymond@centrix-partners.com www.centrix-partners.com
Professional Registrations / Certifications	B.A., Education / Business & Economics — Cornell College
Years with Centrix	Partner firm
Years in Industry	30+

Dave brings more than 30 years of experience in comprehensive, guaranteed-savings energy solutions for Nebraska public school districts. He has sold over 100 projects totaling more than \$150 million and has earned multiple national awards. A co-founder of Facility Advocates, Dave partners with building owners to solve problems and save money, applying financial, technical, and operational analysis to each district's unique situation.



Jonathan Hoesch — Executive / Senior Account Lead

Full Name	Jonathan Hoesch
Proposed Role	Executive / Senior Account Lead
Relationship to Centrix	Employee
Company	Centrix Energy Partners
Contact	531-289-0229 Jonathan.hoesch@centrix-partners.com www.centrix-partners.com
Professional Registrations / Certifications	B.B.A., Business Administration / Finance
Years with Centrix	1
Years in Industry	21+

Professional Summary

Jonathan Hoesch serves as Project Executive and Senior Account Lead for Centrix Energy Partners in the role of Senior Strategic Account Executive – Energy Solutions. He holds a degree in Business Administration / Finance and brings more than 20 years of experience in energy conservation projects, new construction, and the management and implementation of large, multi-site capital programs for customers across the country.

His career spans leadership development, team building, and the mentoring of project staff, alongside hands-on project implementation — guiding work from early planning, financial structuring, and budgeting through procurement, construction, commissioning, and close-out. Jonathan is known for aligning scope, budget, and schedule with each client's operational and financial goals, establishing clear accountability across multidisciplinary teams, and driving disciplined execution that delivers measurable energy and operational savings.

Dan Bird — K-12 Public Entity Consultant

Full Name	Dan Bird
Proposed Role	K-12 Public Entity Consultant
Relationship to Centrix	Consultant, Facility Advocates
Company	Facility Advocates (Centrix Partner Firm)
Contact	308-730-1876
Professional Registrations / Certifications	Ed.S., Educational Administration, MA Educational Administration, BA in Secondary Education — University of Nebraska at Kearney
Years with Centrix	Partner firm 4+ Years
Years in Industry	35 years in Education

A career educator and former superintendent, Dan brings more than 35 years in Nebraska K-12 education. He supports districts on board planning, superintendent searches, and facility decision-making, and is a two-time NCSA Region IV Superintendent of the Year — ensuring the team understands the priorities of district leadership and boards.



Brett D. Carlson, P.E., CEM, CEA, LEED AP — Registered Mechanical / Energy Engineer

Full Name	Brett D. Carlson, P.E., CEM, CEA, LEED AP
Proposed Role	Registered Mechanical / Energy Engineer (Preconstruction Lead / Estimator)
Relationship to Centrix	Sub-Consultant, Facility Advocates
Company	Facility Advocates (Centrix Partner Firm)
Contact	Available upon request
Professional Registrations / Certifications	BSME, University of Nebraska—Lincoln; Nebraska P.E.; CEM, CEA, LEED AP
Years with Centrix	Partner firm
Years in Industry	25+

Brett performs facility condition assessments, investment-grade energy audits, MEP and controls design, HVAC load calculations, and project specifications. His experience spans commercial, industrial, institutional, DoD, and educational facilities, providing the engineering rigor behind each recommended scope.

Larry Cihal, EIT, CEM, CDSM — Energy Engineer

Full Name	Larry Cihal, EIT, CEM, CDSM
Proposed Role	Energy Engineer
Relationship to Centrix	Sub-Consultant, Facility Advocates
Company	Facility Advocates (Centrix Partner Firm)
Contact	Available upon request
Professional Registrations / Certifications	B.S., Computer Science & Business — Hastings College; CEM, CDSM, EIT
Years with Centrix	Partner firm
Years in Industry	45+

With nearly five decades in the energy industry — including roles at Trane, Siemens, and NPPD — Larry helps districts identify energy-saving opportunities and apply those savings to fund capital improvements. His work covers MEP design oversight, construction management, consultant coordination, and budget and schedule performance.



Nathan Fritzler — Project Manager / Developer

Full Name	Nathan Fritzler
Proposed Role	Project Manager / Developer
Relationship to Centrix	Sub-Consultant, Facility Advocates
Company	Facility Advocates (Centrix Partner Firm)
Contact	Available upon request
Professional Registrations / Certifications	Building Automation Systems design & programming; ASHRAE
Years with Centrix	Partner firm
Years in Industry	20+

Nathan brings 15+ years in project management and estimating and over 20 years in building automation systems. He develops and manages comprehensive-solution projects from estimate through completion — maintaining scope, budget, and schedule — with experience across schools, hospitals, stadiums, and commercial high-rises.



EXHIBIT D — SURETY LETTER & INSURANCE CERTIFICATES

Transmittal

The following documents are attached in support of Centrix Energy Partners' financial capacity and risk management qualifications:

1. Surety letter on surety letterhead confirming available bonding capacity sufficient for the proposed project scope and budget;
2. Certificate(s) of insurance evidencing all required coverages; and
3. Any supplemental endorsements or coverage summaries requested by the Owner.

Surety Information

Surety Company	Available upon request
Surety Contact	Available upon request
Single-Project Bonding Capacity	\$100,000,000
Aggregate Bonding Capacity	\$200,000,000
AM Best Rating	Available upon request

Insurance Coverages

Coverage Type	Minimum Limit	Carrier / Policy #
Workers' Compensation	Statutory	Available upon request
Employers' Liability	\$1,000,000	Available upon request
Commercial General Liability	\$2,000,000 per occurrence	Available upon request
Business Automobile Liability	\$1,000,000	Available upon request
Umbrella / Excess Liability	\$5,000,000	Available upon request
Professional Liability (if applicable)	\$1,000,000	Available upon request

Actual surety letter and insurance certificates will be inserted here prior to submission.



EXHIBIT E — RELEVANT PROJECT EXPERIENCE

The following five project sheets demonstrate Centrix's experience with comparable facility and infrastructure projects serving public-sector and institutional clients. Each example is selected for its relevance to the scope, delivery method, budget range, and occupancy constraints of this project.

Project 1 — Auburn Public Schools — Energy Conservation & HVAC Modernization

Project Name	Auburn Public Schools — Energy Conservation & HVAC Modernization
Location	Auburn, NE
Owner	Auburn Public Schools
Owner Contact	Available upon request
Architect / Engineer	Available upon request
Delivery Method	Energy Financing / Performance Contract
Construction Value / Total Budget	Available upon request
Schedule	Available upon request
Centrix Role	Energy services delivery: audit, engineering, project management, and implementation.

Project Relevance:

- K-12 energy conservation and mechanical modernization delivered through a guaranteed energy savings / financing model — directly comparable to the Anselmo-Merna program.
- Occupied campus / active operations during construction
- Work phased and sequenced around the academic calendar and building occupancy.

Key Challenges & Resolutions:

- Occupied campus during construction — work was phased around the school calendar to avoid disruption.
- Aging mechanical systems — replacements were funded through documented energy and operational savings.

Cost & Schedule Performance:

- Project financials available upon request
- Schedule detail available upon request
- Claims or major change-order context: None



Project 2 — Perkins County Public Schools

Project Name	Perkins County Schools — Facility and Energy Improvements
Location	Grant, NE
Owner	Perkins County Schools
Owner Contact	Available upon request
Architect / Engineer	Available upon request
Delivery Method	Energy Financing / Performance Contract
Construction Value / Total Budget	Available upon request
Schedule	Available upon request
Centrix Role	Energy services delivery: audit, engineering, project management, and implementation.

Project Relevance:

- K-12 energy conservation and mechanical modernization delivered through a guaranteed energy savings / financing model — directly comparable to the Anselmo-Merna program.
- Occupied campus / active operations during construction
- Work phased and sequenced around the academic calendar and building occupancy.

Key Challenges & Resolutions:

- Occupied campus during construction — work was phased around the school calendar to avoid disruption.
- Aging mechanical systems — replacements were funded through documented energy and operational savings.

Cost & Schedule Performance:

- Project financials available upon request
- Schedule detail available upon request
- Claims or major change-order context: None

Project 3 — Nebraska City Public Schools — Mechanical & Controls Upgrade

Project Name	Nebraska City Public Schools — Mechanical & Controls Upgrade
Location	Nebraska City, NE
Owner	Nebraska City Public Schools
Owner Contact	Available upon request
Architect / Engineer	Available upon request
Delivery Method	Energy Financing / Performance Contract
Construction Value / Total Budget	Available upon request



Schedule	Available upon request
Centrix Role	Energy services delivery: audit, engineering, project management, and implementation.

Project Relevance:

- K-12 energy conservation and mechanical modernization delivered through a guaranteed energy savings / financing model — directly comparable to the Anselmo-Merna program.
- Occupied campus / active operations during construction
- Work phased and sequenced around the academic calendar and building occupancy.

Key Challenges & Resolutions:

- Occupied campus during construction — work was phased around the school calendar to avoid disruption.
- Aging mechanical systems — replacements were funded through documented energy and operational savings.

Cost & Schedule Performance:

- Project financials available upon request
- Schedule detail available upon request
- Claims or major change-order context: None

Project 4 — Seward Public Schools — Facility & Energy Improvements

Project Name	Seward Public Schools — Facility & Energy Improvements
Location	Seward, NE
Owner	Seward Public Schools
Owner Contact	Available upon request
Architect / Engineer	Available upon request
Delivery Method	Energy Financing / Performance Contract
Construction Value / Total Budget	Available upon request
Schedule	Available upon request
Centrix Role	Energy services delivery: audit, engineering, project management, and implementation.

Project Relevance:

- K-12 energy conservation and mechanical modernization delivered through a guaranteed energy savings / financing model — directly comparable to the Anselmo-Merna program.
- Occupied campus / active operations during construction
- Work phased and sequenced around the academic calendar and building occupancy.

Key Challenges & Resolutions:

- Occupied campus during construction — work was phased around the school calendar to avoid disruption.



- Aging mechanical systems — replacements were funded through documented energy and operational savings.

Cost & Schedule Performance:

- Project financials available upon request
- Schedule detail available upon request
- Claims or major change-order context: None

Project 5 — Papillion-LaVista Public Schools — Energy & Building Systems

Project Name	Papillion-LaVista Public Schools — Energy & Building Systems
Location	Papillion, NE
Owner	Papillion-LaVista Community Schools
Owner Contact	Available upon request
Architect / Engineer	Available upon request
Delivery Method	Energy Financing / Performance Contract
Construction Value / Total Budget	Available upon request
Schedule	Available upon request
Centrix Role	Energy services delivery: audit, engineering, project management, and implementation.

Project Relevance:

- K-12 energy conservation and mechanical modernization delivered through a guaranteed energy savings / financing model — directly comparable to the Anselmo-Merna program.
- Occupied campus / active operations during construction
- Work phased and sequenced around the academic calendar and building occupancy.

Key Challenges & Resolutions:

- Occupied campus during construction — work was phased around the school calendar to avoid disruption.
- Aging mechanical systems — replacements were funded through documented energy and operational savings.

Cost & Schedule Performance:

- Project financials available upon request
 - Schedule detail available upon request
 - Claims or major change-order context: None
-



EXHIBIT F — CONSTRUCTION MANAGEMENT APPROACH NARRATIVE

1. Preconstruction Philosophy

Centrix approaches preconstruction as the most important phase of any CMAR project. By embedding cost intelligence, constructability insight, and phasing discipline into the design process early, we reduce the risk of scope creep, budget overruns, and post-bid surprises. Our preconstruction team works collaboratively with the owner, architect, and key stakeholders to define a project that is budget-tested, publicly defensible, and construction-ready before any binding commitment is made.

For public-sector clients — particularly those with bond election timelines, board approval processes, or grant funding milestones — this discipline is not optional. Centrix will support Anselmo-Merna Schools in reaching each decision point with confidence in both scope and cost.

2. Cost Estimating & Cost Control

Centrix will provide staged cost estimates tied to schematic design (SD), design development (DD), and construction documents (CD), with clearly stated scope assumptions, escalation allowances, value-engineering alternates, and bid-package validation at each phase. Estimates will be presented in formats accessible to both technical and non-technical audiences, including board-level summaries.

- SD Estimate: conceptual pricing with scope definition and alternates matrix
- DD Estimate: refined pricing with system selections, phasing assumptions, and updated alternates
- CD Estimate / Pre-Bid GMP: final validation before competitive procurement
- Post-Bid GMP: confirmed pricing from trade bids with transparent reconciliation

3. Project Scheduling

Centrix will develop and maintain a master project schedule that integrates design milestones, owner decision points, regulatory approvals, procurement lead times, construction phases, and owner-specific constraints such as occupied facilities, seasonal restrictions, or academic calendars. The schedule will be updated regularly and shared with the owner, architect, and board as appropriate.

- Preconstruction milestone schedule aligned to funding and approval timelines
- Long-lead procurement identification and early package release strategy
- Phasing plan that minimizes disruption to active operations
- Construction schedule with float analysis and critical-path tracking

4. Coordination with Architect & Consultants

Centrix will act as a collaborative partner to the project architect and owner-retained consultants. We will participate in regular design team meetings, provide constructability input at key design milestones, and flag coordination issues proactively before they become field conflicts. We respect the architect's design and work to deliver it efficiently and within budget.

- Regular design-phase coordination meetings with agenda, notes, and action items
- Constructability review at SD, DD, and CD phases
- Coordination of owner-retained consultants: surveys, soils, security, telecom, food service, and others
- Clash detection and MEP coordination support during construction documents

5. Procurement of Construction Bids

Centrix will manage a fully competitive, public-compliant trade procurement process. Bid packages will be structured to maximize trade competition, minimize overlap and gaps, and protect pricing through



clear scope divisions. We will solicit bids from qualified subcontractors, evaluate submissions transparently, and recommend awards with written justification.

- Bid packaging strategy developed collaboratively with the architect
- Pre-qualification of subcontractors where appropriate
- Competitive bidding in compliance with all applicable procurement laws and RFP requirements
- Bid analysis, leveling, and written award recommendation for owner review

6. Project Supervision & Field Management

Centrix will provide qualified on-site supervision through a named superintendent with direct accountability to the project executive. Our field leadership will enforce safety, manage subcontractor coordination, maintain quality standards, and resolve day-to-day issues at the point of work rather than escalating delays.

- On-site superintendent with direct accountability and clear escalation protocol
- Daily and weekly field reports documenting progress, weather, manpower, and issues
- Safety plan with OSHA compliance, site-specific hazard analysis, and incident response protocol
- Quality control program with documented inspections, testing coordination, and punch list management
- Subcontractor coordination meetings and integrated look-ahead scheduling

7. Communications with the Owner

Centrix will maintain consistent, clear, and proactive communication with Anselmo-Merna Schools's leadership, board, architect, and facility users. We understand that public-sector clients require communication that works for multiple audiences — from technically sophisticated project managers to elected board members and community stakeholders.

- Regular owner/architect/CM (OAC) meetings with written notes and action tracking
- Monthly budget and schedule report in owner-accessible format
- Board-level progress summaries aligned to meeting calendar
- Community communication support materials as needed
- Dedicated project management platform access for real-time document and RFI tracking



EXHIBIT G — CURRENT CAPACITY & PROJECT BACKLOG

Centrix confirms that it has the personnel, management capacity, and resources available to commit to this project and deliver it in accordance with the proposed schedule. Our current project backlog and workload is summarized below.

Current Project	Location	Est. Completion	Proposed Role
Pender Schools	Nebraska	Available upon request	Centrix / Facility Advocates
Fullerton Schools	Nebraska	Available upon request	Centrix / Facility Advocates
David City Schools	Nebraska	Available upon request	Centrix / Facility Advocates
Sandhills Schools	Nebraska	Available upon request	Centrix / Facility Advocates

Based on the above, Centrix's proposed project leadership team has the capacity and availability to begin preconstruction services immediately upon selection and to sustain full engagement through the entirety of this project.



EXHIBIT H — SUBCONTRACTOR STRATEGY & ANTICIPATED TRADE PACKAGES

Approach to Trade Procurement

Centrix will develop a bid packaging strategy collaboratively with the project architect that maximizes competitive coverage, clearly defines scope boundaries, and complies with all applicable competitive bidding requirements. We anticipate the following major trade packages for a project of this scope and nature.

Anticipated Trade Package	Scope Description
Site Work / Civil	Earthwork, utilities, paving, landscaping, and site improvements
Concrete	Foundations, slabs on grade, structural concrete
Masonry	CMU, brick, and related masonry assemblies
Structural Steel / Misc. Metals	Structural framing, stairs, railings, and specialty metals
Carpentry & Millwork	Rough carpentry, finish carpentry, and custom casework
Roofing & Waterproofing	Roofing systems, sheet metal, and building envelope
Doors, Frames & Hardware	Hollow metal, wood doors, and hardware schedules
Glazing & Curtainwall	Windows, storefront, and specialty glazing
Drywall & Ceilings	Metal stud framing, GWB, ACT, and specialty ceilings
Flooring & Specialties	Resilient, carpet, tile, and building specialties
Painting & Wall Finishes	Interior and exterior paint, coatings, and wall protection
HVAC / Mechanical	Heating, ventilation, cooling, controls, and plumbing
Electrical	Power distribution, lighting, fire alarm, and low voltage
Food Service Equipment	Owner-furnished or bid separately per consultant scope
Athletics / PE Equipment	Bleachers, gym equipment, and related specialties
Secure Entry / Access Control	Security hardware, vestibule equipment, and technology integration

Final bid packaging will be confirmed during preconstruction in collaboration with the architect and owner. Centrix will identify and present value-engineering opportunities at the time of bid packaging development.



EXHIBIT I — FEE PROPOSAL & PRECONSTRUCTION FEE

Fee Structure

Centrix proposes the following fee structure for this project. All fees are stated as a percentage of the Guaranteed Maximum Price (GMP) unless otherwise noted. General Conditions costs are shown separately in Exhibit J.

Fee Component	Proposed Amount / Rate	Notes
Preconstruction Services Fee (lump sum)	To be proposed	Fixed lump sum; credited against CM fee at GMP execution
Construction Phase CM Fee	To be proposed at GMP	Covers CM overhead and profit; does not include General Conditions
General Conditions	See Exhibit J	Itemized in the General Conditions Matrix
Contingency (Owner-Controlled)	To be proposed	Recommended allowance; managed by owner
Contingency (CM-Controlled)	To be proposed	For unforeseen field conditions; reconciled at closeout

Preconstruction Services

Centrix proposes a lump-sum preconstruction services fee of To be proposed, which includes:

- Participation in scheduled preconstruction design team meetings
- Staged cost estimates at SD, DD, and CD phases
- Constructability reviews at each design milestone
- Bid packaging strategy and pre-qualification support
- Schedule development and long-lead procurement analysis
- Coordination with owner-retained consultants

This fee will be credited against the construction-phase CM fee upon execution of the GMP Amendment.



EXHIBIT J — GENERAL CONDITIONS INCLUSION / EXCLUSION MATRIX

The following matrix clarifies which items are included within Centrix's General Conditions cost, which are excluded, and which require further clarification. This matrix will be finalized and presented as a GC cost line item within the GMP proposal.

General Conditions Item	Status	Notes
Project manager / superintendent labor	Included	In CM fee / GC line
Project engineer / field coordinator labor	Included	In CM fee / GC line
Safety manager / site safety program	Included	In CM fee / GC line
Project office / field trailer	Included	In CM fee / GC line
Temporary utilities (power, water, sanitary)	Included	In CM fee / GC line
Temporary site fencing and security	Included	In CM fee / GC line
Site signage and barricades	Included	In CM fee / GC line
Dumpsters / waste removal	Included	In CM fee / GC line
Project vehicle and mileage	Included	In CM fee / GC line
Small tools and equipment	Included	In CM fee / GC line
Project management software / technology	Included	In CM fee / GC line
Document control and submittals management	Included	In CM fee / GC line
Progress photos and job documentation	Included	In CM fee / GC line
Final cleaning	Included	In CM fee / GC line
Architecture and engineering fees	Included	In CM fee/GC line
Site surveys and geotechnical	Excluded	Owner-retained consultant
Security / surveillance systems design	Excluded	Owner-retained consultant
Telecom / data design	Excluded	Owner-retained consultant
Food service design consultant	Excluded	Owner-retained consultant
Owner-furnished equipment (OFE)	Excluded	Owner-furnished and installed unless noted
Permit fees (building, utility, environmental)	Excluded	Owner responsibility unless noted
Materials testing / special inspections	Excluded	Owner-retained unless included in scope
Commissioning agent	TBD	Clarify whether included or owner-retained
Offsite storage	TBD	Clarify if required for phased delivery



Final General Conditions will be presented as a detailed line-item cost schedule within the GMP proposal.



EXHIBIT K — LEGAL AUTHORITY, CERTIFICATIONS & COMPLIANCE

Legal Authority to Do Business

Centrix Energy Partners certifies that it is a legally organized entity authorized to do business in the state where this project is located and is in good standing with all applicable state agencies. Evidence of entity registration and legal authority is attached.

Entity Name	Centrix Energy Partners
Entity Type	Corporation
State of Formation	Nebraska
Federal Tax ID (EIN)	Available upon request
DUNS / SAM.gov UEI	Available upon request
State Registration in Project State	Yes — certificate available upon request

Debarment & Compliance Certification

Centrix Energy Partners certifies that, to the best of its knowledge after reasonable internal review:

- Neither the firm nor any proposed team member has been debarred, suspended, proposed for debarment, declared ineligible, or otherwise excluded from submitting bids or proposals to any state or federal department, agency, or political subdivision;
- The firm has not been cited for failure to comply with applicable laws in the past five years in any manner that would materially affect its ability to perform this contract; and
- There are no pending civil or criminal actions against the firm or proposed team members that would materially affect performance of this contract.

If any disclosure is required, it will be made fully, directly, and in writing as a separate attachment to this exhibit.

Additional Required Certifications

Certification / Document	Status	Notes
Non-Discrimination / Equal Opportunity Statement	Available upon request	See Centrix EEO policy
Drug-Free Workplace Certification	Available upon request	
Iran Divestment / Conflict of Interest Certification	Available upon request	As required by state law
W-9 / Taxpayer Identification	Available upon request	



Certification / Document	Status	Notes
Contractor's License (if required by state)	Available upon request	State-specific
Prevailing Wage Compliance Statement	Confirmed	As applicable to project

Proposed Contract Notes

Centrix has reviewed the proposed contract documents referenced in the RFP. Any exceptions, modifications, or clarifications to the contract terms will be provided as a separate written attachment. Centrix will not propose changes that conflict with the Owner's legal requirements or that are not commercially reasonable.

Centrix Contact for Legal / Contract Questions:

Jonathan Hoesch | 531-289-0229 | Jonathan.Hoesch@centrix-partners.com



Construction Manager/Owners Representative Services

ANSELMO-MERNA PUBLIC SCHOOL



“Our project began in the Spring of 2022 with detailed planning and design to renovate our 1933 3-story building and add a new kitchen, commons and auxiliary gym. In March of 2023, the renovations began on the 2nd floor,, then moved to 3rd floor, and then 1st floor. BD was an integral part of our project as we faced an old building with many surprises.”

—Allison Sandman, Board President
Wauneta-Palisade Public School



Dear Members of the Anselmo-Merna Public School
Construction Manager Selection Committee,

Your Anselmo-Merna facility improvement project is **exactly the kind of project BD Construction was built for.**

Let BD lead you through the complex and detailed planning required to provide the best solution for your needs and a successful project for your community.

Before a single shovel breaks ground, the decisions made in the planning phase determine whether a project succeeds — whether the budget holds, the community rallies behind it, and the final design reflects what your students and staff actually need. That’s the work we do best, and **we’ve been doing it in Nebraska since the 1980s.**

We are offering to serve as your guide from preliminary planning phase into building completion. You will have all the information you need to determine if a project is feasible. Here is what you should expect:

- + Preliminary consultations to understand your goals, priorities, and constraints before any design work begins
- + Facility and site evaluations to assess existing conditions, identify opportunities, and surface challenges early — while there’s still time to act on them
- + Conceptual drawings and schematic design coordination developed in partnership with architectural consultants
- + Project cost estimates grounded in current market conditions and real bid data from active central Nebraska school projects
- + Phased project planning that sequences work to protect students, minimize disruption, and align with your school calendar

A few things we’d like you to know:

We’ve helped districts across Nebraska work through the “preserve what we have, add on or build all new” decision — and we know how to present the tradeoffs honestly **so your board can make the right call** with confidence.

Our cost estimates are grounded in the real market. We are actively pricing school construction in the region, which means **our numbers reflect current subcontractor pricing and material costs.** No surprises later. We have 13 school projects currently underway.

We welcome the opportunity to walk you through our approach. Our experience in rural Nebraska is deep. We’re built to deliver the kind of early-stage partnership that sets a project up for long-term success — and we’re confident we can deliver that for Anselmo-Merna.

Sincerely,

Ramey Ristine

Business Development
BD Construction Inc./Kearney

rristine@bdconstruction.com | 308.440.8610
PO Box 726 | Kearney, NE 68848

BD CONSTRUCTION, INC./KEARNEY

PRESIDENT

Brenda Benjamin

GENERAL MANAGER

Linette F. Butler

YEARS IN BUSINESS AS A GENERAL CONTRACTOR

66 Years

YEARS IN BUSINESS UNDER PRESENT NAME

43 Years

DATE OF INCORPORATION

September 19, 1994, in Kearney

STATE OF INCORPORATION

Nebraska

NEBRASKA DEPARTMENT OF LABOR

Contractor Registration #23276-06
Issued February 1, 2026

ASSOCIATION OF GENERAL CONTRACTORS

Nebraska Chapter Member since November 23, 1994

**BD CONSTRUCTION IS PROUD
TO BE A WOMAN-OWNED
SMALL BUSINESS**



Because experience matters in a high-profile school project, you can trust BD Construction's years of successfully serving as construction manager at risk.

YOUR TEAM



CONSTRUCTION OPERATIONS VICE PRESIDENT



AUSTIN LARSON

VP of **CONSTRUCTION OPERATIONS**, Austin Larson, will oversee all project management and pre-construction services, value engineering, subcontractor qualification and estimating.

EXPERIENCE

BD Construction 2003 – Present

CONTACT

TEL 308.440.3584
alarson@bdconstruction.com

EDUCATION

BS, Construction Management
 University of Nebraska-Kearney, 2003
 LEED Green Associate, 2012

Austin was introduced to construction through his grandfather, an owner of a residential construction company. Following in his footsteps, Austin joined BD Construction as an intern while studying CM at UNK and later was hired full-time as an estimator.

A FEW OF AUSTIN'S PROJECTS

Hershey Public Schools – Hershey, Neb. | Completion August 2024

Project: Addition to and renovation of a school
 Jane Davis, Superintendent | 308.627.0435 | Jane.davis@hpspanthers.org

Elm Creek Public School – Elm Creek, Neb. | Completion January 2024

Project: All new Elementary School
 Bret Schroder, Superintendent (former) | 402.540.1937

Kearney High School – Kearney, Neb. | Completion Summer 2026

Project: Addition of a two-story performance and activity wing onto a high school
 Trent Bosard, Facilities Director | 308.698.8255 | trebosard@kearneycats.com

Wilcox-Hildreth School – Hildreth, Neb. | Completion January 2021

Project: Expansion and renovation of school
 Justin Patterson, Superintendent | 308.478.5265 | justin.patterson@whfalcons.org

St. Cecilia Middle & High School– Hastings, Neb. | Completion June 2024

Project: Two story addition to and renovation of a school
 Fr. Tom Brouillette | 402.430.7150 | Fr.Tom-Brouillette@cdolinc.net

Rick leverages a wealth of experience in his role as VP of Field Operations, beginning in 1984 at BD as a carpenter. Rick has managed some of BD's largest projects to date. Clients appreciate Rick's ability to communicate and attention to detail. Rick and Brandon work together to bring your vision to a completed, high functioning building.

A FEW OF RICK'S PROJECTS

Hershey Public Schools – Hershey, Neb. | Completion August 2024

Project: Addition to and renovation of a school
 Jane Davis, Superintendent | 308.627.0435 | Jane.davis@hpspanthers.org

Elm Creek Public School – Elm Creek, Neb. | Completion January 2024

Project: All new Elementary School
 Bret Schroder, Superintendent (former) | 402.540.1937

Kearney High School – Kearney, Neb. | Completion Summer 2026

Project: Addition of a two-story performance and activity wing onto a high school
 Trent Bosard, Facilities Director | 308.698.8255 | trebosard@kearneycats.com

Wilcox-Hildreth School – Hildreth, Neb. | Completion January 2021

Project: Expansion and renovation of school
 Justin Patterson, Superintendent | 308.478.5265 | justin.patterson@whfalcons.org

St. Cecilia Middle & High School– Hastings, Neb. | Completion June 2024

Project: Two story addition to and renovation of a school
 Fr. Tom Brouillette | 402.430.7150 | Fr.Tom-Brouillette@cdolinc.net

FIELD OPERATIONS VICE PRESIDENT



RICK PETTIT

Rick Pettit supervises all construction projects in progress, establishing consistent practices for project oversight, scheduling and staffing as vice president of **FIELD OPERATIONS**. He also oversees site safety.

EXPERIENCE

BD Construction 1984 – Present

CONTACT

TEL 308.627.6504
rpettit@bdconstruction.com
 PO Box 726, Kearney, NE 68848

PROJECT EXECUTIVE



RAMEY RISTINE

Your **BUSINESS DEVELOPMENT MANAGER**, Ramey Ristine, manages the relationship between you and BD Construction.

EXPERIENCE

BD Construction 2025 – Present

CONTACT

308.440.8610 | rristine@bdconstruction.com
PO Box 726, Kearney, NE 68848

EDUCATION

BS. Criminal Justice, Psychology,
Business Marketing Management
University of Nebraska-Kearney, 2002

Ramey, a Gothenburg native, brings valuable perspective to this project. He served a distinguished 20-year career with the Buffalo County Sheriff's Office, where he was involved in training of personnel and served on several specialized teams.

His extensive experience in public service and community engagement, coupled with two years in sales management at BigIron Auctions, has honed his ability to connect with individuals from all walks of life and understand their unique needs. His participation in this project will expand his expertise in client care, coordination, and project delivery excellence.

Bertand Community Schools – Bertrand, Neb. | Completion September 2026

Project: CTE Remodel and Expansion

Nicole LeClaire, Superintendent | 308.472.3427 | nicole.leclaire@bertrandvikings.org

Husker Power – St. Paul, Neb. | Scheduled completion Spring 2027

Project: Industrial addition. In schematic design phase now.

Arlan Johnson, CEO | 308.754.4421 | ajohnson@hcmc.us

BUSINESS DEVELOPMENT VICE PRESIDENT



MIKE KALB

VICE PRESIDENT BUSINESS DEVELOPMENT

Mike Kalb will work together with your team to gain an in-depth understanding of the project and oversee coordination of the team to deliver the best value for each dollar spent.

EXPERIENCE

BD Construction 2002 – Present

CONTACT

308.440.4563 | mkalb@bdconstruction.com
PO Box 726, Kearney, NE 68848

EDUCATION

BS, Business Administration, University of
Nebraska-Kearney, 1991

Mike joined BD Construction in 2002. In keeping with the company's goal to develop long-term relationships with clients, he delivers excellent customer service and works diligently with his clients on all the details necessary to ensure a successful project. His knowledge of the business side as well as the building side of his projects gives him insight to help him anticipate and answer client's questions and concerns throughout the process.

Mike is also one of the founding members of the Nebraska Design & Construction Industry Council (NDCIC), formed to educate public entities on LB889, which allows public entities the ability to use alternative construction delivery methods.

Kearney High Performance & Activities Wing– Kearney, Neb. | July 2026

Project: Two story addition to an occupied school

Trent Bosard, Facilities Director | 308.698.8255 | trebosard@kearneycats.com

Howard County Wellness Center – St. Paul, Neb. | Completion October 2023

Project: Addition of exam rooms, offices, nurses stations, swimming pool, exercise studios

Arlan Johnson, CEO | 308.754.4421 | ajohnson@hcmc.us

St. Cecilia Middle & High School– Hastings, Neb. | Completion June 2024

Project: Two story addition to and renovation of a school

Fr. Tom Brouillette | 402.430.7150 | Fr.Tom-Brouillette@cdolinc.net

Pinnacle Bank – Kearney, Neb. | Completion August 2022

Project: CM for all-new bank

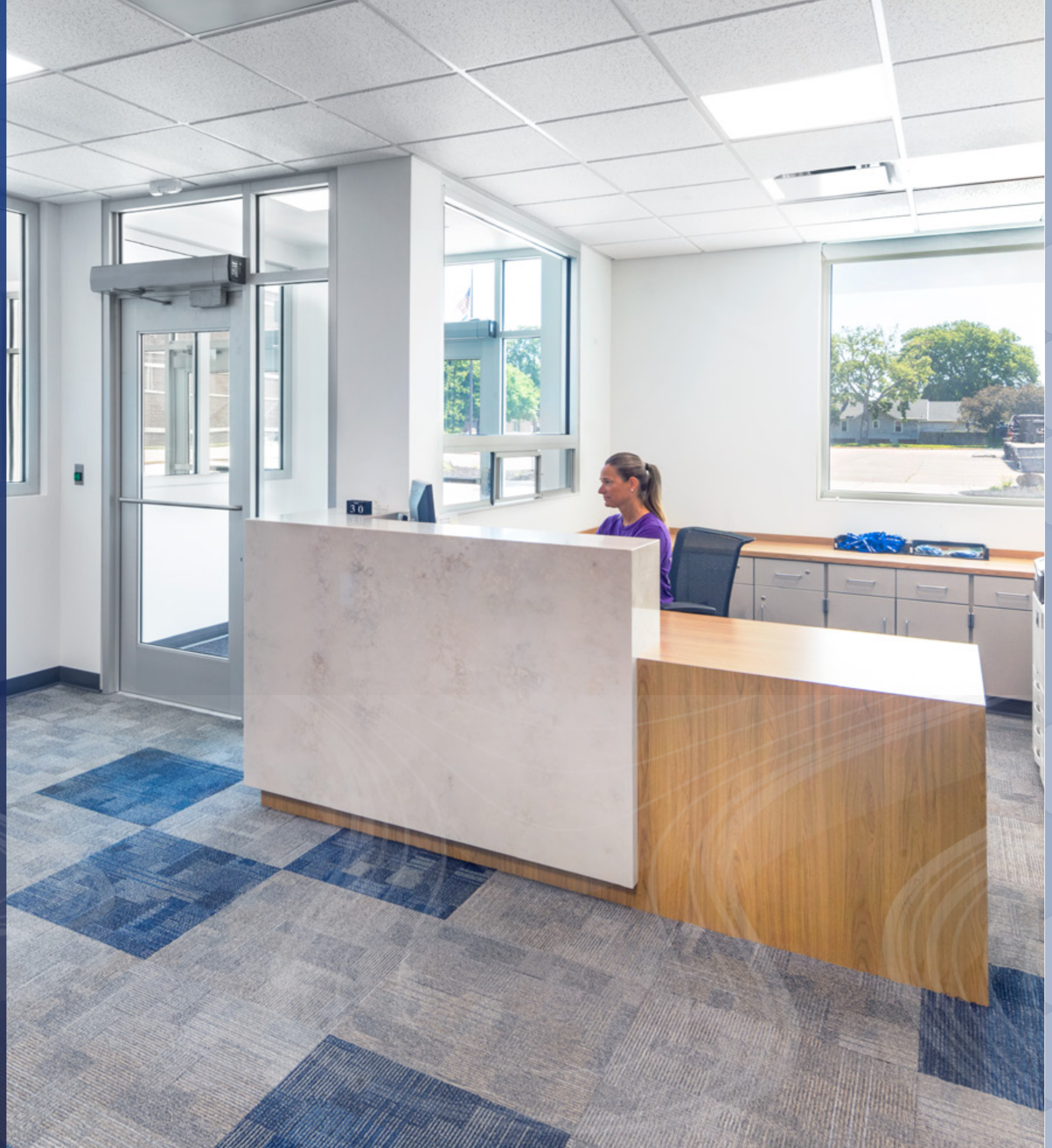
John Hoggatt, President | 308.234.8567 | john.hoggatt@pinnbank.com

Sunrise Middle School – Kearney, Neb. | Completion August 2020

Project: Addition to and renovation of an occupied school

Jeff Ganz, Principal | jefganz@kearneycats.com

GENERAL APPROACH TO SCHEMATIC PLANNING



BD's approach to preliminary planning, conceptual design, and budget development is built on collaboration, transparency, and thoughtful stewardship of your resources. We believe the most successful projects begin long before construction, with a clear understanding of your facilities, your operational needs, and your long-term goals.

By engaging a Construction Manager during the earliest stages of planning, the District gains a partner who can provide real-time construction insight, market-based cost guidance, and practical recommendations that help shape projects that are both achievable and fiscally responsible. Just as importantly, this early involvement allows our team to build relationships with District leadership, staff, and stakeholders, creating a foundation of trust and communication that leads to better decision-making throughout the life of the project.

FACILITY AUDIT

Our process begins with developing a thorough baseline understanding of your existing facilities. Working alongside the District and our design consultant partners, we evaluate the architectural, structural, mechanical, electrical, and plumbing (MEP) systems to understand current conditions, identify opportunities, and establish the parameters for future improvements.

PROGRAMMATIC PLANNING & HIGH LEVEL BUDGETS

From there, we work collaboratively with District leadership to develop a comprehensive program of needs that clearly defines the challenges to be addressed through construction. Using this program, we prepare conceptual space allocation models and preliminary, high-level construction budgets that help establish realistic expectations for scope, schedule, and investment before significant design dollars are spent.



As the preferred concepts begin to take shape, our design partners and expert staff refine the planning into functional spaces while our in-house estimator continuously updates project budgets to reflect the evolving design. Because our estimator routinely works alongside architects during schematic design, budget decisions are informed by current market conditions and practical construction knowledge—not assumptions.

When design progresses to approximately 70% completion, we prepare a comprehensive budget update to confirm that the proposed scope continues to align with the District's programmatic needs and financial objectives. If both remain in alignment, the project advances into construction documents. At approximately 90% completion, we perform one final detailed budget review and work collaboratively with the design team to identify value engineering opportunities that preserve the project's goals while maximizing long-term value. This disciplined, collaborative process provides the District with confidence that each design decision is supported by accurate cost information and that every construction dollar is invested wisely.

COMMUNICATIONS WITH THE SCHOOL DISTRICT

School leaders and BD will meet regularly to discuss project milestones, schedule, budget, design development, and any potential impacts to school operations that may arise from different design concepts. Questions are answered promptly, challenges are addressed collaboratively, and opportunities are discussed as they arise through direct, person-to-person communication.

Our approach begins with listening. Every district has its own priorities, culture, and challenges, and we believe the best solutions come from understanding those unique needs rather than applying a one-size-fits-all approach. We take the time to learn how your schools operate, what is most important to your leadership team, and how your facilities support your students and staff. Those conversations become the foundation for planning and schematic design, allowing us to develop practical, budget-conscious solutions that reflect your goals—not someone else's template.

As planning transitions into construction, communication only becomes more personal. Your on-site superintendent will be in daily contact with school personnel, proactively coordinating work to minimize disruption and keep everyone informed. Our superintendents are known for building strong, lasting relationships with administrators, teachers, and staff because they approach every project as a partnership. By combining consistent communication with genuine collaboration, we help create an environment where issues are resolved quickly, decisions are made confidently, and the District remains informed throughout every phase of the project.



BD CONSTRUCTION HAS BUILT OUR REPUTATION ON BEING FAIR TO OWNERS AND SUBCONTRACTORS. WE BUILD LONG-TERM RELATIONSHIPS, WHICH CAN ONLY HAPPEN THROUGH HONEST BUSINESS DEALINGS.

HOURLY RATES

For the work of preliminary planning, conceptual design and budget development, BD Construction will charge actual hourly rates.

If the project moves into the construction phase, the CM fee is a percentage of the cost of work that is mutually agreed-upon.

Role	Hourly Rate
VP Business Dev	\$200
Preconstruction Services	\$175
Field Operations	\$175
Civil Engineer	\$175
Project Executive	\$150



TRUSTED TEAMMATES

FINANCIAL REFERENCES

BANK

Les Adelung

Five Points Bank
1809 W 39th St
Kearney, NE 68845
308.234.6171

PROJECTS OF SIMILAR SCOPE

CONTRACTUAL REFERENCES

Kearney Public Schools – Kearney, Neb.

Dr. Kent Edwards, Superintendent (now Assistant Superintendent)

404.539.2230 | Eddygfn1960@gmail.com

Completion: Ongoing beginning August 2016 to present

Project: Fourteen renovation/expansion projects, including multiple elementary schools, two middle schools, a nontraditional education center, a transition program facility, and two high school additions.

Construction Management Services

Hershey Public Schools – Hershey, Neb.

Jane Davis, Superintendent

308.368.5574 | jane.davis@hpspanthers.org

Completion: August 2024

Project: Addition and extensive renovation to a school

Construction Management Services

Kearney Family YMCA – Kearney, Neb.

Ray Longoria, CEO (former)

308.237.9622 ext 106 | rlongoria@kearneyymca.org

Completion: December 2023

Project: Extensive renovation and addition to a YMCA

Construction Management Services

PROJECTS OF SIMILAR SCOPE

USER REFERENCES

Kearney Public Schools – Kearney, Neb.

Trent Bosard, Facilities Director

308.698.8255 | trebosard@kearneycats.com

Completion: Ongoing beginning August 2016 to present

Project: Fourteen renovation/expansion projects, including multiple elementary schools, two middle schools, a nontraditional education center, a transition program facility, and two high school projects.

Wauneta-Palisade Schools – Wauneta, Neb.

Randy Geier, Superintendent

308.394.5700 | rgeier@wpbronzos.net

Completion: August 2024

Project: Addition to and renovation of a school

Construction Management Services

Howells-Dodge Consolidated School – Dodge, Neb.

Mark Ernst, Superintendent/Elementary Principal

402.693.2207 | mernst@hdcjags.org

Completion: August 2023

Project: Elementary School Addition

Construction Management Services



PROJECT EXAMPLES





HERSHEY PUBLIC SCHOOLS

301 S LINCOLN AVE, HERSHEY, NEB.

OWNER

Jane Davis, Superintendent
308.627.0435 | Jane.davis@hpspanthers.org

ARCHITECT

Jacob Sertich | Wilkins ADP
2204 University Drive, Ste 130, Kearney
308.991.3038 | jsertich@wilkinsadp.com

PROJECT DELIVERY METHOD

Construction Management

GUARANTEED MAXIMUM PRICE

\$19,670,294

FINAL BILLED AMOUNT

\$19,238,780

PROJECT SCOPE AND SIMILARITY

Addition to and renovation of a school:

- + Secure new entrance
- + Private offices for Title I, Speech, nurse and Special Education
- + K-12 art room
- + Health sciences classroom
- + PK-12 teacher work room
- + Fire suppression throughout
- + New classrooms and renovated classrooms
- + New kitchen and cafeteria
- + Multi-purpose space
- + Locker rooms
- + Ehlers Family Fitness Center

SQUARE FEET

New 31,931 | Renovation 55,680

SIMILARITY

The school renovated a 1959 building to double classroom space, creating rooms that offer flexibility for grades K-12. This project also provided much-needed space for Title I, Speech, and Special Education programs, ensuring that all students receive the support they need.

Hershey prioritized safety and security for students and staff with a new secure entrance, a fire alarm system, classroom intercoms, and fire suppression systems in every room.

A unique aspect of the project is the Ehlers Family Fitness Center, a multi-purpose space where students can build their physical strength, develop teamwork, and push themselves to new limits.



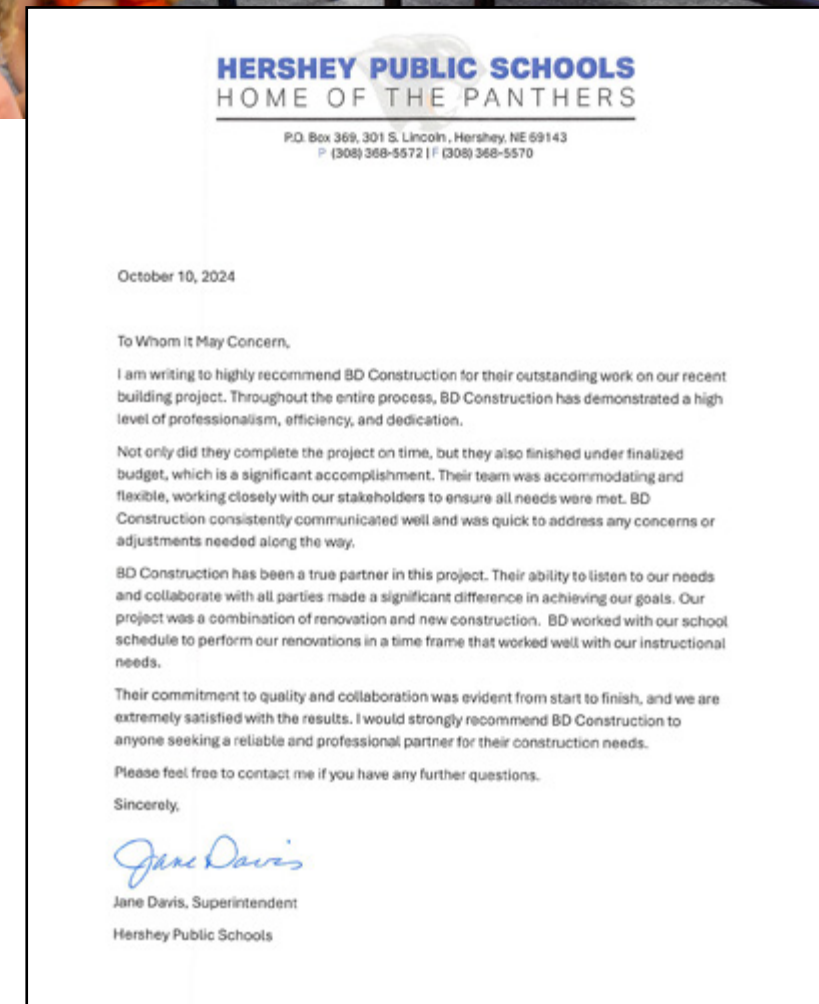
HERSHEY PUBLIC SCHOOLS

THREE SPECIFIC PROBLEMS

Delay in receiving electrical switchgear. Anticipating potential delays with the electrical switchgear, BD placed an early order to expedite the delivery. Even with the early order, delivery was expected 3 to 5 months past the time electrical service was needed, potentially delaying the entire project. To mitigate this issue, BD proactively explored temporary electrical service options to ensure the project could proceed without disruption.

Super gym stairs. The original plan called for removing the cast-in-place concrete bleachers, which were built in 1959. However, removal proved to be an engineering and logistical nightmare as well as expensive. BD worked with the architect to turn the stairs into an architectural feature.

Lackluster installation of exterior concrete. While performing quality control checks, BD realized that the parking lot was paved with incorrect slopes. BD made it a point to hold the subcontractor accountable for the poor workmanship, and had them remove and re-pour the parking lot at their own expense. Timely resolution was essential to ensure project completion before winter weather and potential moisture damage.





ELM CREEK ELEMENTARY

📍 230 E CAULKINS AVE, ELM CREEK, NEB.

OWNER

Bret Schroder, Superintendent (Former)
402.352.3527 | bret.schroder@schuylercommunityschools.org

ARCHITECT

Jacob Sertich | Wilkins ADP
2204 University Drive, Ste 130, Kearney
308.991.3038 | jsertich@wilkinsadp.com

PROJECT DELIVERY METHOD

Construction Management

GUARANTEED MAXIMUM PRICE

\$11,531,469

FINAL BILLED AMOUNT

\$11,204,895

PROJECT SCOPE

Addition of a two-story elementary school onto a PK-12 campus

- + PK-6 classrooms
- + Elementary commons
- + Quiet room
- + Break out space
- + Multipurpose room
- + Offices
- + Weight room
- + Elevator
- + Career and Technical Education lab for construction, welding and metals
- + Mechanical, electrical and special systems upgrades to existing building, including air conditioning in the existing gym

SQUARE FEET

Addition 44,380

SIMILARITY

This new, two-story elementary school connects to the existing 7-12 building. This project also included renovations to the 7-12 facility.

A new multipurpose room can be used by all Elm Creek students and is also available for community youth sports practice and other activities. In addition to the physical transformation, the existing building has received significant mechanical, electrical and special systems upgrades.

Although the elementary school was complete for second semester, demolition of the original 100-year-old school took place over summer break for safety.



ELM CREEK ELEMENTARY

PROBLEMS AND SOLUTIONS

Mid-Project Reclassification. Construction was underway when the state fire marshal inspector and state electrical inspector reclassified the shop area to a higher risk than they originally determined during the plan review. This required re-design of the space, including adding a separate welding tank storage room with rated fixtures and doors, and changing how electrical service conduits were ran. Working with the design team and the subcontractors, we were able to make these revisions with minimal cost increases and no time added to the project.

An Inconvenient Sewer Line. An existing sewer line serving nearby homes ran through the addition site. Although the City planned a separate relocation project, its schedule conflicted with school construction. We coordinated with the City to keep the existing line in service during construction and abandon it once the new line was complete, avoiding any impact to the project schedule or budget.

Existing conditions. After demolition of the existing school building, a basement was discovered under the portion of the adjacent building that was to remain and be renovated as a new exit. Because demolition occurred after the new school opened, the issue was identified late in the project. We collaborated with the design team and Owner to develop a cost-effective solution that avoided a GMP increase due to savings elsewhere on the project, though it did require a schedule extension as it was discovered near the end of the project.



Schuyler Community Schools

120 W. 20th, Schuyler, NE 68661
Superintendent Dr. Bret Schroder
Phone: 402-352-3527 Fax: 402-352-5552

November 19, 2024

To Whom It May Concern:

I am writing to express my strong support for BD Construction Company and their exceptional work in the field of educational construction. Having had the pleasure of collaborating with them on a recent project—a \$13 million, two-story elementary school for Elm Creek Public Schools, I can confidently say that their professionalism and expertise have been invaluable to the success of that project.

From the outset, BD Construction demonstrated an impressive level of organization and efficiency. Their team was not only easy to work with but also maintained open lines of communication throughout the entire project. This transparency fostered a collaborative environment that made addressing challenges much more manageable for both me as the superintendent and our board committee. One of the standout qualities of BD Construction is their honesty regarding pricing and scheduling. They provided clear and accurate estimates, which allowed us to budget effectively and avoid unexpected costs. Their commitment to sticking to the agreed-upon timeline was commendable, especially in light of the various challenges we faced, including material shortages.

BD Construction's proactive planning was instrumental in keeping our project on track. Their understanding of potential delivery delays, particularly concerning steel and other critical materials, allowed us to adjust our timelines and maintain progress without compromising quality. This foresight was crucial in ensuring that we completed the school on time and within budget.

I wholeheartedly recommend BD Construction company for any educational construction projects. I have been the lead administrator on two multi million dollar school projects with two different construction companies and by far my experience with BD was much better. I look forward to the opportunity to work with them again in the future.

Sincerely,

Bret Schroder, Superintendent
Schuyler Community Schools

North Central Association • Accredited Since 1914



WAUNETA-PALISADE SCHOOLS

📍 214 WEST WICHITA, WAUNETA, NEB.

OWNER

Randy Geier, Superintendent
308.394.5700 | rgeier@wpbroncos.net

ARCHITECT

Jacob Sertich | Wilkins ADP
2204 University Drive, Ste 130, Kearney
308.991.3038 | jsertich@wilkinsadp.com

PROJECT DELIVERY METHOD

Construction Management

GUARANTEED MAXIMUM PRICE

\$7,497,218

FINAL BILLED AMOUNT

\$7,203,808

PROJECT SCOPE

Addition to and renovation of school:

- + Commons / Cafeteria
- + Elevator
- + Kitchen
- + Renovation of 3-story, 1933 facility
- + Multi-purpose gym
- + ADA-accessible restrooms

SQUARE FEET

New 12,600 | Renovation 39,071

SIMILARITY

Through carefully planned staging, BD Construction renovated a school that is more than 90-years-old while classes continued. Classrooms were reconfigured to meet the needs of today's educators. An addition provides a kitchen, commons and multi-purpose room.



WAUNETA-PALISADE SCHOOLS

PROBLEMS & SOLUTIONS

Updating and refreshing a 1933 school.

Where do you start and more importantly, where do you stop, when remodeling a building that is nearing the century mark? This process involved removing old plaster, doors, windows, lighting, HVAC and plumbing. Through ongoing communication with the architects and school leaders, we determined an appropriate stopping point for each room and space.

Seamless tie-in from old to new. BD

spent extra time talking with all parties to explore multiple opinions about how best to tie the old building into the new. Site Superintendent Clint Spath played a crucial role in ensuring adherence to stringent fire marshal safety regulations. In the end, the solution offers a seamless transition from old to new that is not only functional but also architecturally pleasing, providing a safe and convenient environment for students and staff. As an added bonus, the solution saved several thousand dollars from the original plan.

Installing an elevator in the middle of an existing, occupied, three-story building.

The elevator shaft was designed to use two existing walls and two new walls. However, the two existing brick walls didn't meet fire separation requirements. We worked the design team to re-design the shaft with four new CMU block walls from the basement to the roof deck (three floors). Due to time constraints, this had to be completed during the first summer of work. Due to space constraints, construction had to happen from within the shaft instead of outside. In a remarkable three-month turnaround, we identified the issue, obtained a redesigned solution, coordinated with the subcontractor, and completed the installation — all before students returned to class.



Wauneta-Palisade Public School

214 West Wichita, Box 368
Wauneta, NE 68045

Phone: 308-394-5427
Fax: 308-394-5962

Hemingford Public Schools Board
913 Niobrara Avenue
Hemingford NE 69348

November 14, 2024

RE: BD Construction, Clint Spath, & Rick Pettit

Dear Hemingford Public School Board and Superintendent:

With great pleasure, we recommend BD Construction and their team of skilled professionals. We recently completed a renovation and new addition project at our Wauneta building. We worked closely with BD, Clint, and Rick to ensure that our project stayed on schedule and was completed promptly. We finished our \$8.5M project in the fall of 2024.

Our project began in the Spring of 2022 with detailed planning and design to renovate our 1933 3-story building and add a new kitchen, commons, and auxiliary gym. In March of 2023, the renovations began on the 2nd floor, then moved to 3rd floor, and then 1st floor. BD was an integral part of our project as we faced an old building with many surprises. Rick was extremely attentive to our entire project and fought to keep our project on schedule. With the assistance of Rick, Clint was appointed as our site supervisor to our project in January 2024 and we watched our project continue at a steady pace and meet deadlines with quality work. Clint and Rick worked well with the sub-contractors ensuring that work was completed and approved. Both have a great working relationship with many sub-contractors enhancing the construction process.

All BD Construction employees were professional and excellent to work with throughout the entire process. As we wrap up the project we continually communicate with their team and the loose ends are completed. We wouldn't hesitate to recommend BD and their entire team to work with during any building project. If you have any questions, please don't hesitate to contact Randy at 308-883-0603 or Allison at 308-883-3979.

Sincerely,

Randy Geier
Randy Geier
Superintendent

Allison Sandman
Allison Sandman
Board President

Inspiring Our Youth and Expecting Results Every Day



WILCOX-HILDRETH PUBLIC SCHOOLS

📍 404 E SAPP ST, WILCOX, NEB

OWNER

Justin Patterson, Superintendent
Justin.Patterson@whfalcons.org | 308.478.5265

ARCHITECT

Jacob Sertich | Wilkins ADP
2204 University Drive, Ste 130, Kearney
308.991.3038 | jsertich@wilkinsadp.com

PROJECT DELIVERY METHOD

Construction Management

GUARANTEED MAXIMUM PRICE

\$8,037,220

FINAL AMOUNT BILLED

\$7,928,302

PROJECT SCOPE

Construction of a school:

- + Classrooms
- + Kitchen
- + Commons
- + Locker Rooms
- + Secure Entry
- + Concession Stand
- + Administrative Spaces

SQUARE FEET

New 26,244 | Renovation: 1,572

SIMILARITY

BD Construction constructed two additions to the Wilcox-Hildreth School while school remained in session. Through phasing, staff was able to move into the east addition before school started in the fall of 2020. The second addition was complete in December 2020.

The additions to and renovations of this school included a new main academic entrance with secure vestibule, new administrative offices, staff workroom, secure reception area, and classrooms. Construction of an addition to the north created a new competition gym, locker rooms, new commons/cafeteria and a new kitchen.



WILCOX- HILDRETH PUBLIC SCHOOLS

THREE SPECIFIC PROBLEMS

COVID-19 Pandemic Disrupted Manpower Availability. Several subcontractors brought smaller-than-planned crews as a result of illness and quarantines. This caused their parts of the project to happen much slower than scheduled. BD re-phased the schedule so those trades would not delay other work.

Materials Were Delayed Due to the Pandemic. Much like manpower during the pandemic, materials did not show up as scheduled because factories across the nation were shut-down due to COVID-19. The site superintendent and project manager found creative solutions where possible. When not possible, they worked with school leaders to make accommodations that would not disrupt the learning environment.

Gym Floor Installer. If an existing school needs a new gym floor, the best time to install it is over the summer break. This means that the gym floor installers have back-to-back-to-back installation schedules. If a scheduled project runs long, installation dates can be compromised. BD communicated regularly with the flooring subcontractors to ensure that the gym floor was installed when needed.



“BD Construction was an outstanding resource for Wilcox-Hildreth Public Schools from day one.

Each department has gone above and beyond to ensure that the Wilcox-Hildreth Board of Education was fully informed of the construction process. BD assessed our current buildings and was an asset in helping the school district make informed decisions in order to move forward with our construction project.

Once construction started, the on-site superintendent and financial department worked closely with the school district and made what could be considered a stressful time a very positive experience. BD Construction expects nothing but the best for their clients and works hard to complete their vision.

I would highly recommend any school or private entity to use BD Construction for their future project. ”

--Justin Patterson, Wilcox-Hildreth Superintendent



CLARKSON PUBLIC SCHOOLS

649 CHERRY ST, CLARKSON, NEB.

OWNER

Rich Lemburg, Superintendent
rlensburg@clarkson.esu7.org | 402.892.3454

ARCHITECT

Ken Kirkpatrick | Carlson West Povondra
5060 Dodge Street, Omaha, NE 68132
kkirkpatrick@cwparchitects.com | 402.551.1500

PROJECT DELIVERY METHOD

Construction Management

GUARANTEED MAXIMUM PRICE

\$16,189,309

FINAL BILLED AMOUNT

On track to come in under budget

PROJECT SCOPE AND SIMILARITY

Addition and renovation of a school:

- + Two-story elementary school
- + CTE addition: wood shop, metal shop, ag lab, family and consumer science, business, and JAG
- + Identifiable, secure main entrance
- + Special education classroom
- + FEMA-rated storm shelter
- + Better school flow with defined elementary, middle school and high school wings.

SQUARE FEET

New Construction 24,455 | Renovation: 14,940

This project — currently under construction — is a great example of involving BD Construction early in the facility audit/design phase.

The project delivers an all-new two-story elementary school and dedicated Career and Technical Education space, along with classroom additions. The new additions will restore dedicated learning environments and improve the overall flow of the building. Additional improvements address long-standing safety and accessibility needs: a redesigned student drop-off area, a safer playground, and a new storm shelter built to current code.



CLARKSON PUBLIC SCHOOLS

THREE SPECIFIC PROBLEMS

Phased Occupancy Planning. With an active student population and construction spanning multiple school years, careful coordination was essential to keep learning uninterrupted. BD developed a detailed phasing plan that allows students to move into finished spaces and vacate older areas for renovation. Work with the highest disruption potential was deliberately saved for summer, keeping learning on track during the school year.

Community Bond Engagement. Passing a construction bond in an agricultural community requires more than information — it requires trust. BD led a series of community engagement meetings, forming volunteer subcommittees to address different aspects of bond education, developing a strategy tailored to Clarkson’s values and concerns. When local capacity for graphic design, website development, and written communications was limited, BD stepped in to handle that work, relieving pressure on school administration and delivering a credible message.

Unknown Underground Conditions. Less than a week after groundbreaking, excavation revealed an unexpected series of buried pipes directly beneath the footprint of the planned addition. While the discovery posed an immediate scheduling threat, BD’s site superintendent and project manager moved quickly — coordinating with city officials, school leadership, and the engineering team to evaluate options and chart a path forward. Through close collaboration and rapid problem-solving, the team developed a solution that addressed the underground conflict without pushing the overall project off schedule.



CARLSON
WEST
POVONDRA
ARCHITECTS

5060 Dodge Street
Omaha, Nebraska 68132
402.551.1500

cwparchitects.com

January 19, 2023

To Whom It May Concern:

I would like to share a few words on my ongoing relationship with the team at BD Construction. I've been working with this team consistently over the last two years and we have developed a lasting relationship to continue for many projects to come.

All phases of our current project have been extremely smooth. During pre-construction design phases, BD Construction became an integral team player and was looking out for the best interest of the owner. We were able to adjust and modify the design based on their professional opinions regarding material costs, inflation challenges, and potential subcontractor availabilities. BD Construction provided pricing updates at key design milestones, and by the time the project was out to competitive bidding, we were right where the client needed to be. Through BD Construction's leadership, they were able to provide value engineering opportunities during design and bidding to meet the client's budget.

As the project transitioned to construction phase, it became a seamless transition for the entire owner / architect / contractor team. BD Construction has continued to put the client's needs first which shows through their open and honest communication with everyone involved. This is extremely important on an owner-occupied construction site with safety, security, cleanliness, and construction deliveries to have timely communication. When there have been unforeseen items discovered, material supply disruptions, or weather delays, BD Construction immediately brings these to the team's attention and they have a solution in place to keep moving forward.

This project has been one of the smoothest construction projects I have been involved with through my career. BD Construction's commitment to the client, their communication, and the relationships they develop have an immeasurable impact on the success of a project. When you have these components in place, the details, quality of construction, and staying on budget, naturally falls into place. I am pleased to recommend BD Construction and I look forward to many future projects with them as well.

Please do not hesitate to contact me regarding the need for any additional questions that you may have.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ken Kirkpatrick'. The signature is fluid and cursive, written over a white background.

CARLSON WEST POVONDRA ARCHITECTS

Ken Kirkpatrick, AIA, LEED AP
Architect

EDUCATION PROJECTS ACROSS NEBRASKA

A track record of PK-12 and higher education projects spanning district additions, renovations, new facilities and campus improvements

Central Nebraska

- + Axtell Community Schools
- + Centura Public Schools
- + Doniphan-Trumbull Public
- + Elm Creek Public Schools
- + Elwood Public Schools
- + Gibbon Public Schools
- + Hastings Catholic Schools
- + Minden Public Schools
- + Palmer Public Schools
- + Pleasanton Public Schools
- + Pleasanton Public Schools #2
- + Ravenna Public Schools
- + St. Paul Public Schools
- + Superior Public Schools
- + Wilcox / Hildreth Public

Western Nebraska

- + Arnold Public Schools
- + Hemingford Public Schools
- + Hershey Public School
- + Mid-Plains Community College Valentine
- + Mullen Public Schools
- + Mullen Public Schools #2
- + Paxton Public Schools
- + Perkins County Schools
- + South Platte Public Schools
- + Stapleton Public Schools
- + Wallace Public Schools
- + Wauneta / Palisade Public

Kearney

- + KPS Admin Building
- + Bryant | Park | Emerson Elementaries
- + Buffalo Hills Elementary
- + Central Elementary
- + Cottonwood Elementary
- + Hanny Arram Center for Success
- + Kearney High School Classroom Addition
- + Kearney High School Performance & Activity Wing
- + Horizon Middle School
- + Horizon Middle School #2
- + Northeast Elementary
- + Sunrise Middle School
- + Sunrise Middle School #2
- + Windy Hills Elementary
- + Faith Christian School

North / East Nebraska

- + Broken Bow Public Schools
- + Clarkson Public Schools
- + Howells-Dodge Consolidated School
- + Ord Public Schools
- + Osceola Public Schools
- + Randolph Public Schools
- + Shelby / Rising City Public Schools



Built Better for Learning Environments



CMBA
ARCHITECTS

208 N Pine St #301
Grand Island, Nebraska



Anselmo-Merna Public School

Preliminary Planning, Conceptual Design, Budget Development

June 26, 2026



Lloyd McIntyre, *Superintendent*
Anselmo-Merna Public Schools
750 N Conway St.
Merna, NE

Dear Mr. McIntyre,

CMBA Architects is pleased to submit our qualifications in response to Anselmo-Merna's request. We appreciate the opportunity to demonstrate why CMBA is well positioned to serve as your trusted partner now and in the future.

It was a pleasure meeting you and touring your facilities. I appreciated the opportunity to learn more about your school, your future plans, and our shared connections. It is clear that a comprehensive master plan will be valuable in organizing and prioritizing upcoming projects.

Our experience in planning and design is supported by a collaborative approach that includes highly qualified consultants, ensuring all aspects of the facility assessment and adaptation are thoroughly considered. We are committed to aligning existing spaces with new functional goals while maximizing value and maintaining cost efficiency.

Thank you for the opportunity to present our qualifications for your facility assessment and master planning efforts. We look forward to the potential to partner with Anselmo-Merna Public Schools throughout this important and exciting process.

Go Coyotes!!

Sincerely,

A handwritten signature in blue ink that reads 'Troy Keilig'.

Troy Keilig AIA
Principal Architect

(P) 308.384.4444
(E) keilig.t@cmbaarchitects.com



*"It's not **what** we do, it's **who** we do it for."*



At CMBA, architecture is more than what we do – it's who we are. Rooted in Midwestern values, we are a trusted architectural firm with regional offices across Nebraska, Iowa and South Dakota. With a team of 65+ dedicated professionals, we're large enough to take on ambitious projects yet small enough to deliver the personalized service our clients deserve.

Passion and Culture

We are passionate about our work, fostering a culture of energy, collaboration, and creativity. Together, we thrive on tackling challenges and turning ideas into meaningful designs that make a difference. Our diverse team blends fresh, innovative thinking with seasoned expertise, creating an environment where every voice is heard and valued. Open communication, continuous learning, and a commitment to quality are at the core of who we are. Most importantly, we share a deep love for designing spaces that improve lives. Whether it's with each other or our clients, we build relationships rooted in trust and collaboration, creating a workplace where passion meets purpose.

Expertise and Commitment

Recognized as a regional leader in educational design, CMBA's projects are diverse in type and unique in approach. We partner closely with our clients to understand their needs, aspirations, and challenges, crafting environments that are timeless, functional, and inspiring. From innovative designs to enduring solutions, we strive to exceed expectations, delivering structures that both owners and architects can take pride in.

A Legacy of Excellence

CMBA's history spans over a century, beginning in 1912 with the work of regionally-renowned architect William Steele. The firm entered its modern era in 1963 under James Duffy, who acquired his former employer, the Beuttler firm, in the mid-1980s. Later, a merger with James Cannon & Associates further solidified our presence in the region.

Today, CMBA operates from seven locations: **Grand Island, Omaha, Sioux City, Des Moines, Cedar Falls, Spencer and Sioux Falls**. These offices allow us to provide exceptional service across the Midwest while maintaining a deep connection to the communities we serve. CMBA's legacy is built on enduring relationships, innovative design, and a steadfast commitment to making a positive impact through architecture.

Visit our website to learn more about CMBA: www.cmbaarchitects.com

Our Services

If you're wondering what CMBA can do for you, it's almost easier to ask what we can't do.

Our multi-disciplinary approach brings **Upward Thinking** to three diverse areas of the building process. This wide base of knowledge brings an enhanced level of creativity and functionality to your space.



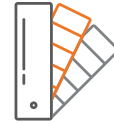
MASTER PLANNING

We take a strategic approach when it comes to maximizing the functionality of your facility. We will help you determine your current and future needs.



ARCHITECTURE

We are passionate about design and believe it is our responsibility to enhance the way you live, work and play through inspiring, creative and functional design.



INTERIOR DESIGN

The interior spaces of your project are just as crucial as the exterior. Our interior designers work closely with our architects to develop solutions that elevate your vision.

Our Mission

"To impact generations of learners, we elevate every K12 project to safe, healthy, and sustainable spaces that foster student engagement, increase teacher retention, and boast community pride."

At CMBA we believe a well-designed school significantly impacts a students' academic success and overall well-being. Here are some ways in which our approach benefits learners:



SAFE SPACES



HEALTHY SPACES



SUSTAINABLE SPACES



STUDENT ENGAGEMENT



TEACHER RETENTION



COMMUNITY PRIDE

KEY PERSONNEL



TROY KEILIG AIA, ALEP
Principal Architect



EDUCATION

Master of Architecture – University of Nebraska, Lincoln

REGISTRATIONS/AFFILIATIONS

Licensed Architect – Nebraska (A-4513), Iowa (07728)
American Institute of Architects (AIA)
AIA Nebraska State Board – President
Accredited Learning Environments Planner (ALEP)

PROFESSIONAL EXPERIENCE

Troy is a Principal Architect at CMBA and brings over 18 years of experience to the team.

Relevant projects Troy has worked on include:

Centura Public Schools – Cairo, NE

Master Plan
Science Wing – Renovation

Grand Island Public Schools – Grand Island, NE

Multiple Projects

Lawrence-Nelson Public Schools – Lawrence, NE

Facility Assessment/Planning

Minden Public Schools – Minden, NE

Planning & New Elementary

Nebraska Christian School – Central City, NE

Master Plan
Phase I – Addition/Renovation

Red Cloud Public Schools – Red Cloud, NE

Facility Conditions Assessment

Schuyler Public Schools – Schuyler, NE

Facilities Conditions Assessment

Stanton Public Schools – Stanton, NE

Master Plan
Elementary Bond Referendum Assistance

MATTHEW KREUTZER AIA
Associate Principal



EDUCATION

Master of Architecture – University of Nebraska, Lincoln

REGISTRATIONS/AFFILIATIONS

Licensed Architect – Nebraska (A-4877)
American Institute of Architects (AIA)
Rotary Grand Island Noon – Member
Grand Island Young Professionals
Hall County Leadership Tomorrow
Grand Island Top 35 under 35

PROFESSIONAL EXPERIENCE

Matt is an Associate Principal at CMBA and brings over 12 years of experience to the team.

Relevant projects Matt has worked on include:

Lawrence-Nelson Public Schools – Lawrence, NE

Facility Assessment

Minden Public Schools – Minden, NE

New Elementary – Planning

Nebraska Christian School – Central City, NE

Master Plan
Phase I – Addition/Renovation

Red Cloud Public Schools – Red Cloud, NE

Facility Conditions Assessment

Schuyler Public Schools – Schuyler, NE

Facilities Conditions Assessment

Sterling Public Schools – Sterling, NE

New Elementary School – Addition/Renovation

Wilber-Clatonia Public Schools – Wilber, NE

Master Plan

York Public Schools – York, NE

Elementary School – Addition/Renovation

DEREK KOTSCHWAR PE, CxA, LEED AP
Lead Mechanical Engineer



EDUCATION

Bachelor of Science, Mechanical Engineering – University of Nebraska-Lincoln

REGISTRATIONS/AFFILIATIONS

Professional Mechanical Engineer – NE (E-8435)
LEED Accredited Professional
Certified Building Commissioning Professional
ASHRAE
Association of Energy Engineers (AEE)

PROFESSIONAL EXPERIENCE

Derek is a Principal and Registered Mechanical Engineer at ETI and brings over 24 years of experience to the team.

Relevant projects Derek has worked on include:
Grand Island Public Schools – Grand Island, NE
15+ projects

Sterling Public Schools – Sterling, NE
New Elementary School – Addition/Renovation

York Public Schools – York, NE
Elementary School – Addition/Renovation

Schuyler Community Schools – Schuyler, NE
M/E Upgrades

Cozad Community Schools, – Cozad, NE
Facility Audit

Centura Public Schools – Centura, NE
Master Plan
Mechanical Upgrades & Boiler Replacement

Central City Public School – Central City, NE
FEMA Gym, Early Childhood & Administration

Minden Public Schools – Minden, NE
Multiple Projects

THOMAS A. ERNST PE
Lead Electrical Engineer



EDUCATION

Bachelor of Science, Electrical Engineering – University of Nebraska-Lincoln

REGISTRATIONS/AFFILIATIONS

Professional Electrical Engineer – NE
International Facility Management Association (IFMA)
Building Industry Consulting Service Int'l (BICSI)
Telecommunication Association

PROFESSIONAL EXPERIENCE

Tom is a Principal and Registered Electrical Engineer at ETI and brings over 30 years of experience to the team.

Relevant projects Derek has worked on include:
Grand Island Public Schools – Grand Island, NE
15+ projects

Sterling Public Schools – Sterling, NE
New Elementary School – Addition/Renovation

York Public Schools – York, NE
Elementary School – Addition/Renovation

Schuyler Community Schools – Schuyler, NE
M/E Upgrades

Wilber-Clatonia Public Schools – Wilber, NE
Concessions

Minden Public Schools – Minden, NE
HVAC Upgrades
Boiler Replacement
Elementary Addition & Renovation

Central City Public School – Central City, NE
FEMA Gym, Early Childhood & Administration

Cozad Community Schools, – Cozad, NE
Facility Audit

MICHAEL EISENBARTH PE, SE
Structural Engineer



EDUCATION

Bachelor of Science, Civil Engineering – U of Neb., Lincoln

REGISTRATIONS/AFFILIATIONS

Professional Engineer (Structural) – NE (E-10534), OK
Professional Engineer (Civil) – NE (E-10534), AZ, CO, IA, KS,
MI, MO, MT, OK, OR, SD, TN, VA, WI, WY
American Society of Civil Engineers
American Concrete Institute
Structural Engineers Association of Nebraska
International Code Council

PROFESSIONAL EXPERIENCE

Michael is a Principal at RO Youker and brings over 32 years in Structural Design to the team.

Relevant projects Mike has worked on include:

Sterling Public Schools – Sterling, NE

Elementary School – Assessment

Lincoln Public Schools – Lincoln, NE

Culler Middle School – IAQ Conditional Assessment
Irving Middle School – IAQ Conditional Assessment
Lefler Middle School – IAQ Conditional Assessment
Morley Elementary – IAQ Conditional Assessment
Pershing Elementary – IAQ Conditional Assessment
Sheridan Elementary – IAQ-Conditional Assessment
Southeast High School – IAQ-Conditional Assessment

Hastings City Hall – Hastings, NE

Study

Chimney Rock – Bayard, NE

Study

Susan L. Picotte Hospital – Walthill, NE

Master Plan

MARK OTTE PE, SE
Structural Engineer



EDUCATION

Master of Science, Civil Engineering – U of Neb., Lincoln

REGISTRATIONS/AFFILIATIONS

Professional Engineer (Structural) – NE (E-12256), GA, IL
Professional Engineer (Civil) – NE (12256), GA, IN, MN, TX
Structural Engineers Association of Nebraska
American Institute of Steel Construction

PROFESSIONAL EXPERIENCE

Mark is a Principal at RO Youker and brings over 20 years to the team.

Relevant projects Mark has worked on include:

Northeast Community College – Norfolk, NE

Master Plan

Grand Island Public Schools–Grand Island, NE

Senior High Planetarium
Senior High Addition
Howard Elementary
Walnut Jr. High School
Gates Elementary Addition

Johnson-Brock Public Schools–Johnson, NE

Addition

Minden Public Schools – Minden, NE

Elementary Addition & Renovation
CL Jones Renovation

Wilber-Clatonia Public Schools – Wilber, NE

Concessions
High School Auditorium Renovation

York Public Schools – York, NE

Elementary School – Addition/Renovation

Lincoln Public Schools – Lincoln, NE

OUR APPROACH





MASTER PLANNING

First, we listen. We meet with your School Board to define your educational vision and future goals.

Master planning does not need to be complex or expensive. Some of the best plans are simple, flexible, not overly detailed, and not terribly expensive. One of the advantages to a simple plan is that master plans are often phased over a number of years, so when implementing phases in the future there is a very good chance your needs will have evolved from what you need today.



MASTER PLANNING

Analysis | Engagement | Recommendations

Analysis

Before we start making plans for your facility, we take the time to listen and really understand your needs and goals. We aim to learn everything about your journey—what you’ve done, how you arrived at your decisions, and what drives your priorities. Whether the focus is fostering collaboration, improving well-being, or optimizing building performance, the objectives set during this analysis phase will guide us throughout the entire project.

Our analysis of your district’s facilities is based on our “3 C’s” framework: **Conditions**, **Curriculum**, and **Capacity**. By gathering data and evaluating these key areas, we can develop a thorough understanding of your district’s strengths, challenges, and opportunities for improvement.

Conditions

Tour Buildings and Gather Information. We begin by touring your buildings and gathering essential data. Our assessment of your facilities includes evaluating MEP-T infrastructure, security measures, structural integrity, and the overall condition of the buildings and grounds. By creating this alongside the planning and engagement activities, you can ensure proper upkeep of facilities, demonstrate fiscal responsibility, and strategically plan for the future.

Curriculum

Evaluate Current Learning Environments. We go beyond the basic infrastructure by examining your spaces from the perspective of a supportive learning environment. Our evaluation looks at the teaching methods preferred by your educators and considers how the building fosters positive

Healthy School Assessment Tool (HSAT)					
1. WELCOMING ENTRY & SIGNATURE ELEMENTS EMPHASIZING THE CULTURAL CONTEXT		0	1	2	N/A
1.1	An inviting and highly visible entrance with well-defined architectural features, signs, lighting, artwork, landscaping, and other landmarks such as flags				
1.2	Scale of the entrance is not intimidating for the child				
1.3	Landscaping features or small play areas are visible from the entrance				
1.4	Covered entrance that provides shelter from bad weather and facilitates transition				
1.5	Safe drop off/pick up				
SCORE:					
Notes:					

Healthy School Assessment Tool (HSAT)					
2. SAFETY & SECURITY THROUGH NATURAL SURVEILLANCE		0	1	2	N/A
2.1	Centrally located administrative offices				
2.2	Parking areas are clearly defined				
2.3	Entrances and exits are clearly marked				
2.4	All student/pedestrian entrances are clearly marked				
2.5	No hiding spaces created by landscaping or architecture				
2.6	Extensive use of windows, glass doors, and walkways				
2.7	No unattractive barriers or walls				
2.8	Security devices are used effectively				
2.9	Security system (alarm, cameras, etc.) is in place and functioning				
2.10	The site and learning environment are safe and secure				
2.11	Secure vestibule				
2.12	Isolators				
2.13	Safety glazing				
2.14	Access to student services				
SCORE:					
Notes:					

Example of Building Assessment Rubric

experiences. We assess factors like ADA compliance, wayfinding, diverse learning spaces, ergonomics, color schemes, natural light, comfort, and areas for interaction. This comprehensive review follows a rubric addressing best practices for holistic learning and teaching.

Capacity

Understanding the Numbers. Understanding current enrollment, projected growth, and space utilization is crucial to anticipating future needs. By analyzing these elements, we gain insight into facility’s functionality and capacity, helping us identify potential challenges and growth opportunities. This knowledge enables us to offer recommendations that align with evolving educational needs, ensuring efficient use of resources and effective planning.

Deliverables

- State of the District report
 - Facility Assessment
 - Learning Environment Assessment
 - Financial Assessment
 - Growth Assessment
 - Survey Results

Engagement

Effective engagement sessions are key tools for gathering input and shaping strategic plans, but they need to be structured based on the district's specific goals. By aligning the format of each session with the desired outcomes, we ensure that meetings are productive, engaging, and truly serve their purpose. During the Engagement phase, our visioning workshops focus on creating a shared future vision for your district and community.

Big Picture Thinking

Visioning workshops are designed to inspire forward-thinking ideas and are usually held in the early stages of planning. These workshops encourage participants to explore long-term goals and think creatively about the district's future. They are designed to allow for open dialogue, brainstorming, and "big idea" thinking.

These visioning workshops often begin with a survey of staff, students, and the community to gather broad input

and ensure the vision reflects a range of perspectives. The goal is to inspire imaginative thinking without being limited by current challenges like budget constraints or immediate practicality. Activities may include group discussions, idea mapping, or design thinking exercises, where stakeholders can freely share their ideas. The relaxed atmosphere encourages people to think expansively and focus on the big-picture goals.

Community Representation

When forming a Facility Committee, typically we bring together individuals from diverse backgrounds and demographics to represent the community's wide range of perspectives. This group can include: parents, senior citizens, business owners, city leaders, board members (limited to two), and residents from your district. We would also suggest including faculty representatives to ensure broad input and collaboration.



Deliverables

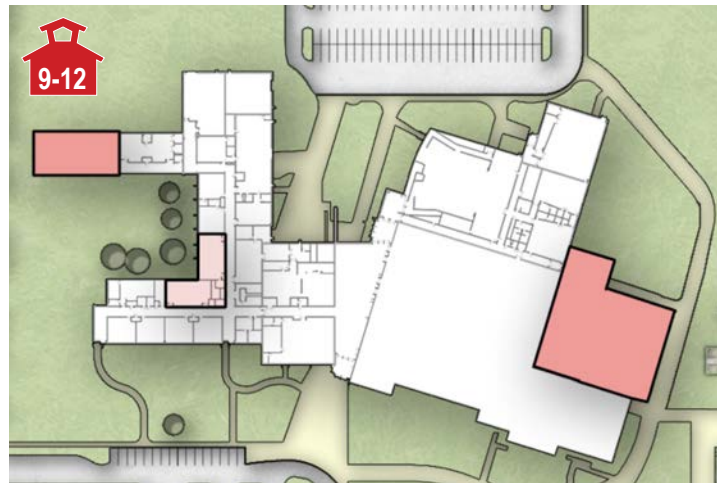
- Facility Goals
- District Goals
- Prioritized Needs
- Summary of surveys from user groups
- Meeting minutes from user group discussions

Recommendations

Now, the fun begins! Through work sessions with your Facilities Committee, we dive into high-level strategies to develop plans that align with the goals identified in the earlier stages. This could involve designing a maintenance plan or conceptualizing the layout of a new facility, depending on the insights gathered through our collaboration.

During this phase, we work through option development, refining the plan step-by-step while establishing budgets and solutions. This iterative process results in a comprehensive master plan that outlines the district's goals and provides a clear roadmap for achieving them.

At the end of the Master Planning process, the District will receive a detailed report summarizing all the work and information that shaped the recommendations, along with the proposed action items.



Deliverables

- High-level Site Plans
- Block diagram floor plans
- Cost opinions
- Tax implications (if any)
- Timelines/Phasing
- Maintenance plan

ASSESSMENT | PLANNING EXAMPLES





INTERIOR

Overall, the interior of the building is well maintained and in very good condition. Spaces are pleasant and finishes are in relatively good condition.

The building does not currently have a fire sprinkler system which was not a requirement at the time the building was designed but would likely be required if any significant changes or additions were to be made to the existing building.

It is commonly considered best practice to have proximity to the entrance in order to gain better administration is located to the interior of the building.

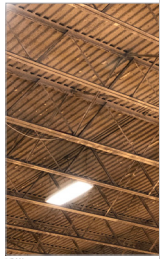
The exposed structural steel at the main gymnasium building code. This material has chipped off and recommended that fireproofing spray be re-applied. It has also accumulated quite a bit of dust and given to repainting the fireproofing over the exposed structure with a suspended ceiling.



FACILITY ASSESSMENT

CENTURA PUBLIC SCHOOLS
CAIRO, NEBRASKA

MARCH 2020



INT 001

PROVIDED BY:
CMBA ARCHITECTS
208 N PINE STREET, STE. 301
CAIRO, NEBRASKA 68001
(P) 308.384.4444

Centura Public Schools

Facility Assessment & Planning | Cairo, Nebraska

The District's facilities span construction years 1968–1982, a period marked by major changes in building codes, construction methods, and educational standards. As teaching practices, technology, and space needs have evolved, many older buildings—though often structurally sound—struggle to meet modern expectations for natural light, comfort, and flexibility. Systems such as heating, plumbing, and electrical are frequently outdated, patched, or operating beyond their intended capacity, while cooling and ventilation often relied on operable windows that no longer function as designed. Insulation, vapor barriers, and daylighting are typically limited in these older structures, and roofing materials have required periodic replacement.

Many buildings do not fully meet current building, life-safety, or accessibility codes. While this does not imply they are unsafe, upgrades are necessary when retaining them. The Nebraska State Fire Marshal enforces code compliance and prioritizes the most critical life-safety issues, recognizing that full compliance is often impractical. Security needs have also increased, and older buildings—designed before modern safety concerns—can be challenging to retrofit, though systems like cameras and card readers help.

The original 1968 middle/high school and its 1982 elementary addition total approximately 119,438 square feet and have been generally well maintained.



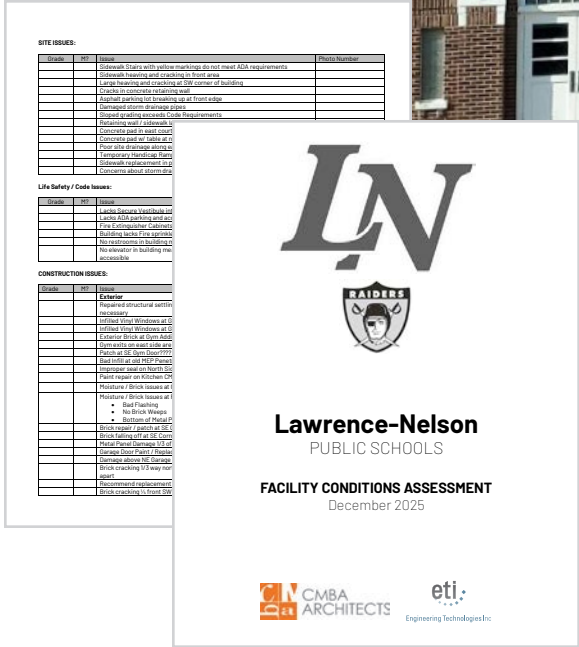
KEY STATISTICS

Start Date: April 2019
End Date: March 2020
of Facilities: 1

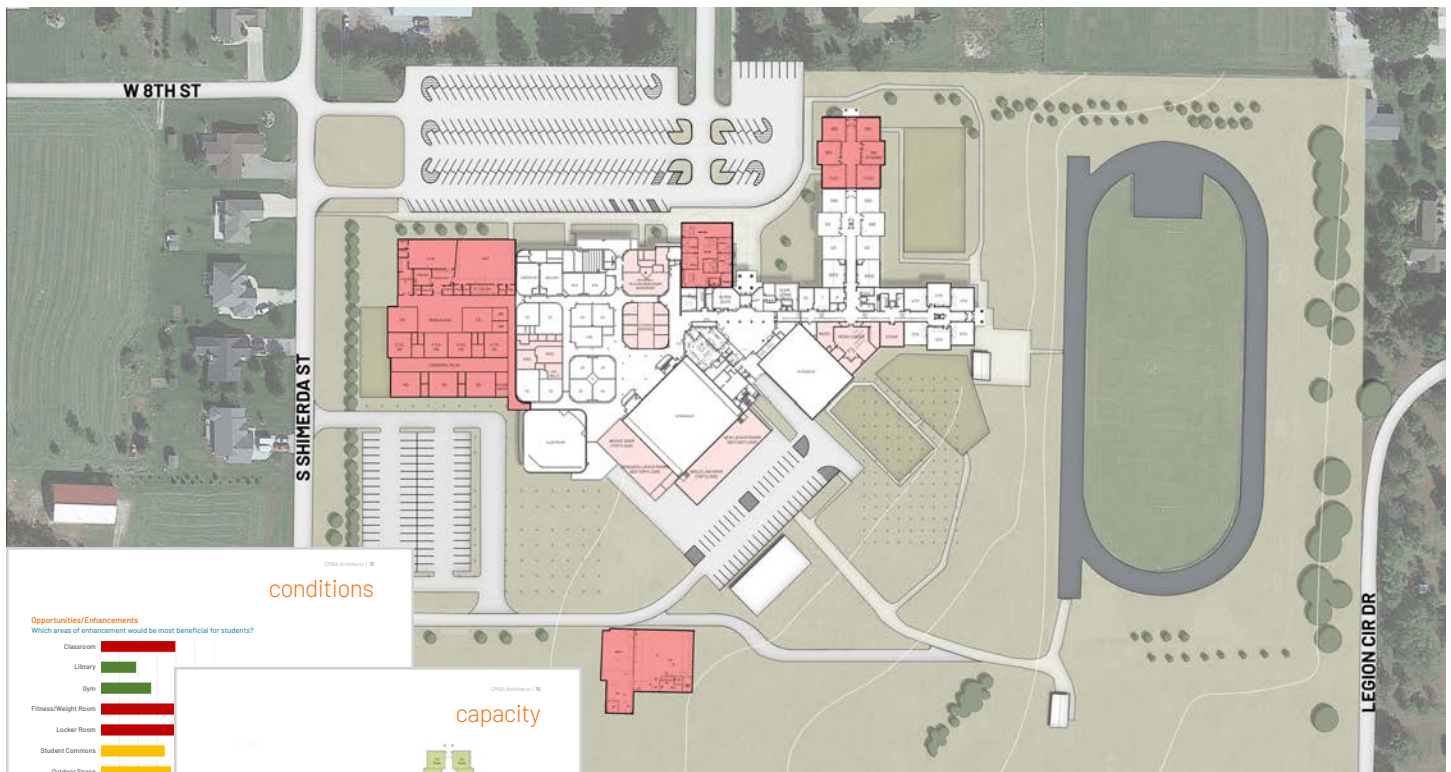


CLIENT REFERENCE

Ryan Ruhl, *Former Superintendent*
(P) 308.379.9814



Josh Lynch, *Superintendent*
(P) 402.756.7013
(E) josh.lynch@lnraiders.org



Wilber-Clatonia Public Schools

Facility Assessment & Planning | Wilber, Nebraska

The evolving landscape of education demands a critical evaluation of learning spaces to ensure facilities will support students into the future. Through the study of the facilities, district-wide surveys, and key user focus group meetings a comprehensive facilities master plan was created. The plan focused on three key areas: planning for increases in class sizes, planning for flexibility and maximizing efficiency.

With larger elementary classes, they need to be prepared to support future community growth. Enrollment per grade had fluctuated and it as recommended that the District be able to arrange shared spaces and resources to flex with the variation to improve the learning environment for all students. Re-imagining spaces to fit multiple purposes will allow all areas of the building active throughout the day.

It was determined that overall, their current facility provides adequate opportunities for students, although elevating the learning environments expected in today's school facilities is more difficult due to the lack of space and their current configurations. The layout of the existing school does, however, provide ample opportunity for expansion to address the physical and educational needs of students. Additional space, coupled with strategic renovation of existing areas could bring the school closer to current educational standards and continue the tradition of excellence at Wilber-Clatonia Public Schools.



Start Date: January 2023
End Date: May 2023
of Facilities: 1



Justin Petersen, Superintendent
(P) 402.821.2266
(E) justin.petersen@wilberclatonia.org



Passed \$27 million bond
following Facility Assessment and Master Plan

NEEDS ADDRESSED

- New Roof
- New HVAC
- Code Deficiencies
- Asbestos Abatement
- Fire Sprinkler Installation
- New Finishes (Flooring, Ceiling, Paint)

CON'S

- No Additional Education Space
- No Additional Parking
- No Drainage Issues Addressed
- No Secure Entrance
- No Additional Pre-School Space
- No Additional Gym Space

EST. COST

7 MILLION - 9 MILLION

QUICK FACTS

- 60,000 SF Addition to East Side of Middle/High School
- 5,000 Pre-school-3rd Grade Elementary School
- Addition and Renovation to Cafeteria Commons to serve Elementary and Middle School
- Space planned for expansion to 4,000 SF for future growth
- Safe, Secure Entry for Elementary School and Middle School
- Ability to lockdown between High School, Middle School, Elementary School, and Preschool
- Elementary Gym to serve Physical Education needs and expanded Practice Facilities
- Playground Space for Middle School, Elementary School, and Preschool
- On-Site Pick-Up & Drop-Off
- 50+ Parking Stalls added to High School to alleviate On-Street Parking
- One-Way Road added north of Football Field to alleviate traffic flow issues

Minden Public Schools

New Elementary School | Minden, Nebraska

After completing an assessment, there main concern was the lack of space throughout the entire facility. Most, if not all, classrooms were undersized for the number of students being served. A portion of the gym had been and converted into a media center. Other classrooms were divided to provide space for Title I, Resource and special education spaces. Other spaces had also been converted to use for preschool needs. It was determined that a new elementary was the best solution.

The new elementary is an investment in education, serving as part of a unified Pre-K-12 campus that fosters connection, accessibility, and school pride. Designed to meet current and future needs, the facility replaces traditional classrooms with flexible, technology-integrated learning environments that support diverse learning styles.

By bringing all grade levels together on one campus, the school strengthens continuity in the student experience, encourages mentorship, and improves efficiency of shared resources. The design ensures accessible, inclusive spaces for students, staff, and visitors.

The facility provides room for future growth through adaptable learning spaces, specialized programs, and outdoor educational areas. The design showcases local identity while creating a modern environment that inspires learning and community engagement. More than a building, the new elementary school is the future for students, families, and community.



KEY STATISTICS

Project Type: New Facility
Anticipated Completion: October 2027
Floor Area: 61,000 SF
Estimated Construction Cost: \$26,900,000



CLIENT REFERENCE

James Widdifield, Superintendent
(P) 308.832.2440
(E) james.widdifield@mindenwhippets.org

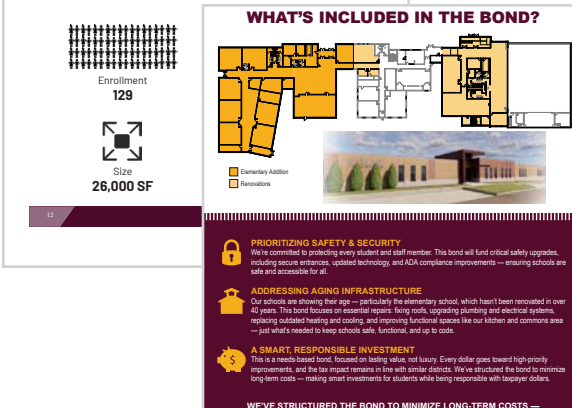




Passed \$17.5 million bond
following Facility Assessment and Master Plan



STERLING ELEMENTARY SCHOOL



Sterling Public Schools

Addition/Renovation | Sterling, Nebraska

An assessment of the Sterling Public Schools elementary school, gym and commons addition identified deficiencies related to accessibility, code compliance, functionality, and overall building condition. Functional concerns included undersized commons and classrooms, inefficient kitchen and storage layouts, and limitations associated with the upper storage area adjacent to the stage.

The project will roll out in two phases. First, construction of the addition, followed by demolition of the existing elementary and construction of "The Hangar", a new elementary wing and a nod to the Sterling Jets mascot. This will make way for a new multipurpose room, weight room, and expanded commons space for the gym. The main entrance will match the existing high school, with the addition of panels in school colors highlighting entrances. Flexible furniture will be used in the commons, enabling the space to be used for any event.

The new elementary addition also expands the current library, allows for a large commons space, as well as a new admin area. Flex spaces, designed for different uses was extremely important as well. A fantastic view to the east though a large window will allow light to fill the corridors.

The basement under the elementary addition will have two Pre-K rooms with a flex/teacher work space. With the amount of grade change on site a walk out basement to the existing playground was also made possible.



KEY STATISTICS

Project Type: Addition/Renovation
Anticipated Completion: October 2028
Floor Area: 43,326 SF (add'n); 3,765 SF (reno)
Estimated Construction Cost: \$14,500,000



CLIENT REFERENCE

Riley Armes, Superintendent
(P) 402.866.4761
(E) rarmes@sterlingpublicschools.com





Passed \$24.98 million bond
following Facility Assessment and Master Plan



Some face brick has been damaged in a few locations and should be repaired as necessary. (SLM 127)



Thresholds of exterior doors should be repaired or replaced as necessary. (SLM 128)



Door frames should be repaired or replaced as necessary. (SLM 129)



Door frames should be repaired or replaced as necessary. (SLM 130)



FACILITY ASSESSMENT

STANTON COMMUNITY SCHOOLS
STANTON, NEBRASKA

SEPTEMBER 2016

PROVIDED BY:
CMBA ARCHITECTS
206 N PINE STREET, STE 301
GRAND ISLAND, NE 68801
(716) 508-4444

IN CONSULTATION WITH:
NABE ENGINEERING
618 P ST., SUITE 100
LINCOLN, NE 68508
(402) 477-6163

Stanton Public Schools

New Elementary School | Stanton, Nebraska

The new elementary school will replace aging, fragmented facilities with a safe, secure, and modern learning environment that supports student success and meets the district's long-term needs. The new facility will address critical safety, security, and accessibility deficiencies in the existing buildings, including outdated fire protection systems, multiple unsecured entrances, inadequate storm shelter capacity, and non-compliant accessibility features. By consolidating students and staff under one roof, the project will eliminate the need for travel between buildings, improve supervision, and reduce disruptions to learning.

The school will also provide appropriately sized classrooms, dedicated spaces for specialists and student support services, flexible learning environments, and expanded preschool and childcare capacity. Modernized spaces for assemblies, collaboration, and indoor activities will better support educational programming and community needs.

By unifying the school community within a single, technology-rich facility, the project will enhance collaboration, strengthen school culture, improve operational efficiency, and create a sustainable learning environment designed to serve students and families for generations to come.



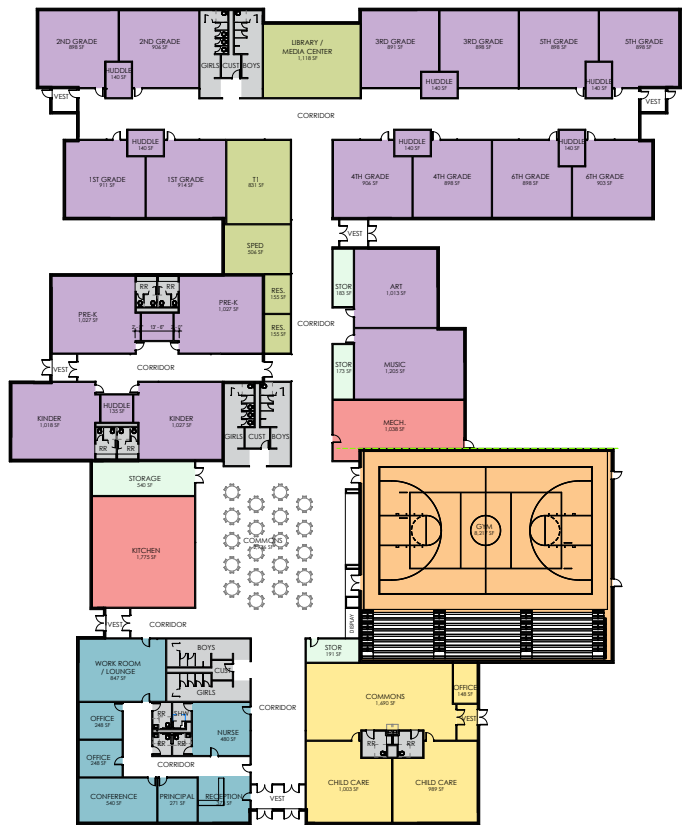
KEY STATISTICS

Project Type: New Facility
Anticipated Completion: September 2027
Floor Area: 60,000 SF
Estimated Construction Cost: \$22,000,000



CLIENT REFERENCE

Darren Soucie, Superintendent
(P) 402.439.2233
(E) darren.soucie@scs-ne.org



- CLASSROOM WING
- EDUCATION SUPPORT
- GYMNASIUM
- DAYCARE
- KITCHEN / MECHANICAL
- ADMINISTRATION
- RESTROOMS



SURVEY RESULTS



YORK PUBLIC SCHOOLS
ELEMENTARY SCHOOL
ADDITION/RENOVATION

Passed \$39.5 million bond
following Facility Assessment and Master Plan

Which areas have the highest need for improvement?



Staff Survey Results

Types of Instructional Methods



52%
Do Not Have the Space Needed

Staff Survey Results

CASA ARCHITECTS

York Elementary School

York, Nebraska

York Elementary, originally constructed as a 4-unit K-5 school, saw the need to expand to a 6-unit due to increased enrollment. Bringing their preschool, currently in three different buildings throughout town, under a single roof was also a priority. Beyond basic educational classroom needs, York wanted to provide more dedicated space to special education needs. This includes dedicated Success Classrooms that include both quiet and active sensory rooms for higher needs students. Resource spaces are spread throughout the building to minimize transfer time for students needing space outside of the classroom. Additionally, within classroom pods, resource and special education spaces are immediately adjacent for students who need minimal intervention.

York also desired increased collaboration between teachers. The original building, organized in open classroom pods where teachers would eat lunch in shared communal space, will now have interconnected pods designed to continue use of that space while increasing classroom space. The concept allows for fluctuations in grade sizes and future growth.

The final need was the addition of new early learning spaces to bring the preschools together. This addition, along with growing enrollment, increased the need for activity and gross motor space, resulting in the addition of small gym that can be utilized by both the elementary and preschool. Renovations are also planned at the main entry to expand administration space and bring fresh branding and identity to the school.



KEY STATISTICS

Project Type: Addition/Renovation
Anticipated Completion: August 2027
Floor Area: 70,850 SF (add'n); 63,000 SF (reno)
Estimated Construction Cost: \$34,000,000



CLIENT REFERENCE

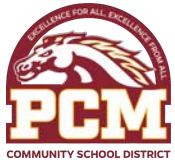
Dr. Mitch Bartholomew, *Superintendent*
(P) 402.362.6655 x4
(E) mitch.bartholomew@yorkdukes.org



RELEVANT EXPERIENCE



Educational Planning & Design Experience Overview





Passed \$7.9 million bond



Central City High School

Central City, Nebraska

Central City Public Schools were in need of expanding their educational programming and renovating parts of their existing building to better utilize their current space. CMBA provided facility planning and bond referendum support. Our team provided unique marketing materials to assist their efforts. The project, after successful bond, included:

- HS & District Office addition; created a new main entry and increased security and visibility
- Special Education & Industrial Technology Lab/Classrooms additions
- Commons/Flexible Learning area addition
- Gym/Monolithic Dome addition (FEMA funded)
- Science Complex renovation (labs and adjacent classrooms)
- PE & Weight Room renovation



KEY STATISTICS

Project Type: Addition/Renovation
Completion: August 2020
Floor Area: 63,400 SF (add'n); 19,200 SF (reno)
Construction Cost: \$15,527,712



CLIENT REFERENCE

Jeff Jensen, Superintendent
(P) 308.946.3055
(E) jjensen@centralcityps.org

The Bison Activity Dome, a monolithic dome that serves as the District's high school gymnasium and FEMA-rated tornado shelter, was the first FEMA Safe Room in Nebraska. The Dome seats 2,100 spectators and can shelter 2,800 people during severe weather. The upper level of the gym features a walking track, seating, video production room and restrooms. The lower level, in addition to the gym, includes an entry lobby, locker rooms, coach's room, training room, club suite and officials room.

AWARDS & PUBLICATIONS

American Concrete Institute – Nebraska Chapter
Award of Outstanding Achievement (2022)





Passed \$21.5 million bond



Hastings Public Schools

Hastings, Nebraska

CMBA completed a facility plan for Hastings Public Schools. The completion of the facility plan led to a \$21.5 million bond, passed in 2014, that included improvements to the following elementary schools:

- Alcott Elementary – 12,338 SF (addition); 22,737 SF (renovation)
- Hawthorne Elementary – 14,660 SF (addition); 37,152 SF (renovation)
- Lincoln Elementary – 10,792 SF (addition); 41,465 SF (renovation)
- Longfellow Elementary – 6,750 SF (addition); 43,000 SF (renovation)
- Watson Elementary – 25,868 SF (addition); 27,191 SF (renovation)



Project Type: Addition/Renovations
 Completed: Varies
 Floor Area: Varies
 Construction Cost: Varies



Jeff Schneider, *Superintendent*
 (P) 402.461.7500
 (E) jeff.schneider@hpstigers.org

In May 2020, the District passed a \$6 million bond, to repurpose their former Morton Elementary into an early learning center. This move will allow the district to bring all preschool classrooms under one roof. The old boilers and radiators were removed, replaced by new HVAC units. New windows were installed along with replacement plumbing pipes and other rejuvenated critical infrastructure. A central preschool/early learning center is now located on the main floor. The space features lowered drinking fountains, bright colored surfaces and engaging areas for the 3 and 4 year old children that will attend classes. A spacious office suite now inhabits the second story for administrators and support personnel, as well as meeting spaces for educators throughout the district.





Passed \$69.9 million bond



Grand Island Public Schools

Grand Island, Nebraska

CMBA completed a facility plan for Grand Island Public Schools. The facility plan led to a \$69.9 million bond and included the following projects:

- Barr Middle – 53,250 SF (addition/renovation)
- Engleman Elementary – 14,265 SF (addition/renovation)
- Jefferson Elementary – 67,640 SF (new facility)
- Senior High – 100 Wing – 17,805 SF (renovation)
- Shoemaker Elementary – 22,600 SF (addition); 19,885 SF (renovation)
- Starr Elementary – 91,389 SF (new facility)
- Stolley Park Elementary – 66,997 SF (new facility)

CMBA has continued to work with the District on a number of projects since the completion of the bond -funded projects. A few of those project including that our team has designed multiple renovations to the Career Pathways Institute – a cutting-edge, educational space boasts several types of “classrooms” designed to foster innovative learning through real-world applications for high school students.

Our team was also responsible for the preservation and improvements to Memorial Stadium. The project expanded the locker room and training area, restroom improvements, expanded concessions and added 425 stadium seats. Improvements also included a two-tiered press box with specific space for media and filming, meeting space, updated infrastructure for technology and improved ADA regulations and codes.



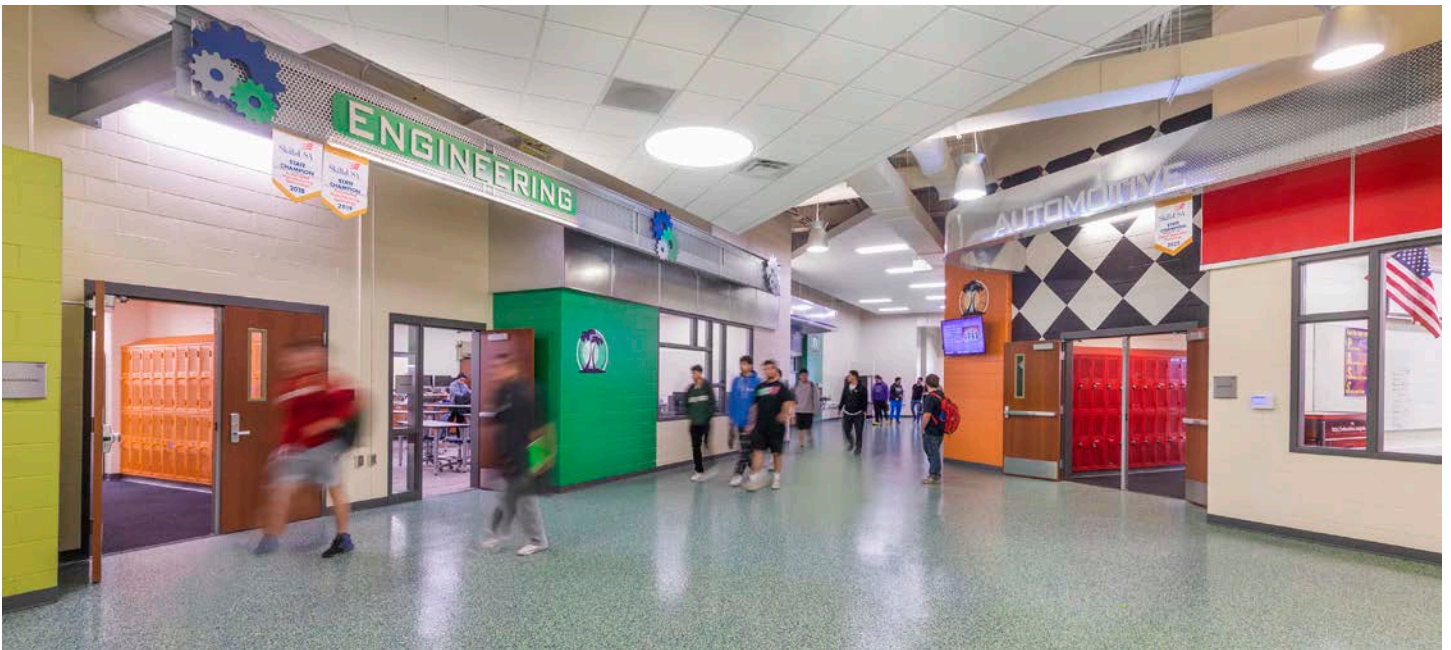
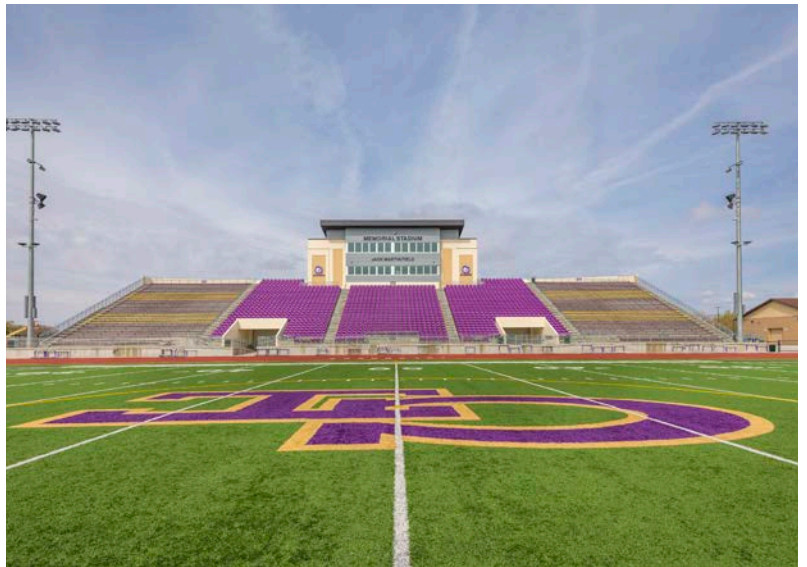
KEY STATISTICS

Project Type: New Facility & Addition/Renovation
Completed: Varies
Floor Area: Varies
Construction Cost: Varies



CLIENT REFERENCE

Dan Petsch, *Director of Building & Grounds*
(P) 308.385.5900
(E) dpetsch@gips.org



Additional Nebraska Public Schools Experience

PAST 7 YEARS



Bel Air Elementary School – Norfolk, NE

Project Type: Addition/Renovation

Floor Area: 14,288 SF (addition); 1,600 SF (renovation)

Delivery Method: Design-Bid-Build

Est. Completion: December 2023

Est. Construction Cost: \$6,500,000

Start Date: April 2022

Actual Completion: August 2023

Actual Construction Cost: \$5,014,981



Career Pathways Institute – Grand Island, NE

Project Type: Addition/Renovation

Floor Area: 19,800 SF

Delivery Method: Design-Bid-Build

Est. Completion: N/A

Est. Construction Cost: \$2,997,000

Actual Completion: 2019

Actual Construction Cost: \$2,984,936



Crete Public Schools – Crete, NE

Project Type: Addition/Renovation

Floor Area: 265 SF (addition); 22,566 (renovation)

Delivery Method: Design-Bid-Build

Est. Completion: July 2021

Est. Construction Cost: \$3,493,206

Start Date: January 2020

Actual Completion: November 2021

Actual Construction Cost: \$3,805,771



Early Learning Center – Norfolk, NE

Project Type: Addition/Renovation

Floor Area: 3,100 SF (addition); 25,800 SF (renovation)

Delivery Method: Design-Bid-Build

Est. Completion: August 2019

Est. Construction Cost: \$4,500,000

Start Date: June 2018

Actual Completion: August 2019

Actual Construction Cost: \$4,525,311



Grand Island Central Catholic – Grand Island, NE

Project Type: Addition/Renovation

Floor Area: 26,000 SF

Delivery Method: Construction Manager

Est. Completion: Fall 2024

Est. Construction Cost: \$8,000,000

Actual Completion: August 2024

Actual Construction Cost: \$7,986,617



Grant Elementary School – Norfolk, NE

Project Type: Addition/Renovation

Floor Area: 2,100 SF (addition); 1,800 SF (renovation)

Delivery Method: Design-Bid-Build

Est. Completion: June 2022

Est. Construction Cost: \$1,100,000

Start Date: May 2021

Actual Completion: October 2022

Actual Construction Cost: \$1,270,600

Additional Nebraska Public Schools Experience

PAST 7 YEARS



Jefferson Elementary School – Grand Island, NE

Project Type: New Facility

Floor Area: 67,640 SF

Delivery Method: Design-Bid-Build

Est. Completion: July 2019

Est. Construction Cost: \$12,314,000

Start Date: July 2017

Actual Completion: August 2019

Actual Construction Cost: \$12,466,074



Johnson-Brock Public School – Johnson, NE

Project Type: Addition

Floor Area: 8,280 SF

Delivery Method: Design-Bid-Build

Est. Completion: August 2024

Est. Construction Cost: \$3,300,000

Actual Completion: August 2024

Actual Construction Cost: \$2,356,871



Kenesaw Early Learning Academy – Kenesaw, NE

Project Type: Addition

Floor Area: 5,604 SF

Delivery Method: Design-Bid-Build

Est. Completion: N/A

Est. Construction Cost: \$1,355,370

Start Date: September 2017

Actual Completion: January 2019

Actual Construction Cost: \$1,335,370



Lincoln Montessori Elementary School – Norfolk, NE

Project Type: Addition/Renovation

Floor Area: 3,500 SF (addition); 3,000 SF (renovation)

Delivery Method: Design-Bid-Build

Est. Completion: August 2022

Est. Construction Cost: \$1,600,000

Start Date: May 2021

Actual Completion: August 2022

Actual Construction Cost: \$1,846,039



Longfellow Elementary School – Hastings, NE

Project Type: Addition/Renovation

Floor Area: 6,750 SF (addition); 43,000 SF (renovation)

Delivery Method: Design-Bid-Build

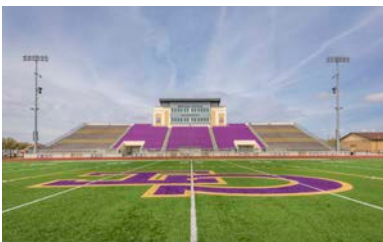
Est. Completion: April 2020

Est. Construction Cost: \$5,600,000

Start Date: April 2018

Actual Completion: April 2020

Actual Construction Cost: \$5,950,135



Memorial Stadium – Grand Island, NE

Project Type: Addition/Renovation

Floor Area: 23,486 SF (west); 6,594 SF (east); 1,729 SF (east addition)

Delivery Method: Design-Bid-Build

Est. Completion: Fall 2020

Est. Construction Cost: \$15,112,100

Start Date: Spring 2019

Actual Completion: October 2020

Actual Construction Cost: \$15,827,681

Additional Nebraska Public Schools Experience

PAST 7 YEARS



Norfolk Junior High School – Norfolk, NE

Project Type: Addition/Renovation

Floor Area: 4,100 SF (addition); 5,500 SF (renovation)

Delivery Method: Design-Bid-Build

Est. Completion: August 2023

Est. Construction Cost: \$3,500,000

Start Date: March 2022

Actual Completion: August 2023

Actual Construction Cost: \$4,878,554



O'Connor Early Learning Center – Grand Island, NE

Project Type: Addition/Renovation

Floor Area: 47,276 SF

Delivery Method: Construction Manager

Est. Completion: August 2021

Est. Construction Cost: \$5,000,000

Start Date: June 2020

Actual Completion: August 2021

Actual Construction Cost: \$5,800,000



Stolley Park Elementary School – Grand Island, NE

Project Type: New Facility

Floor Area: 66,997 SF

Delivery Method: Design-Bid-Build

Est. Completion: May 2019

Est. Construction Cost: \$13,824,000

Start Date: July 2017

Actual Completion: April 2019

Actual Construction Cost: \$12,183,343



Wakefield Achievement Center – Wakefield, NE

Project Type: Interior Renovation

Floor Area: 1,426 SF

Delivery Method: Interior only

Est. Completion: Fall 2022

Est. Construction Cost: N/A

Start Date: Spring 2022

Actual Completion: Fall 2022

Actual Construction Cost: N/A

ETI, Inc. Nebraska Public Schools Experience

PAST 7 YEARS

Alliance Public Schools – Alliance, NE

Emerson Elementary HVAC Replacement

High School West Wing HVAC Replacement

Middle School HVAC Replacement

Alma Public Schools – Alma, NE

Auditorium Study

Facility Audit

Amherst Public Schools – Amherst, NE

Addition & Renovation

Arnold School – Arnold, NE

Facility Assessment

Axtell School – Axtell, NE

Addition

Battle Creek Elementary – Battle Creek, NE

Classroom Renovations

Beatrice Public Schools – Beatrice, NE

PK-5 Project Energy Analysis

Middle School Gym HVAC Upgrade

ETI, Inc. Nebraska Public Schools Experience

PAST 7 YEARS

Bertrand High School – Bertrand, NE

Shop Renovation

Blair Community Schools – Blair, NE

Press Box Replacement

High School Industrial Tech

Blair Krantz Field Restroom/Concessions Building

HS Automotive Addition & Greenhouse Relocation

Bus Barn Auto Shop Addition

Arbor Park Renovation & Addition

Deerfield Addition

High Road Pump Station

Otte Middle School Secured Entry Renovations

Blue Hill Community Schools Facility Audit, Blue Hill, NE

Brady Learning Center – Brady, NE

Broken Bow Public Schools – Broken Bow, NE

High School Addition & Renovation

Bruning Davenport School – Bruning, NE

Facility Audit

Burwell High School – Burwell, NE

HVAC Upgrades

Centura Public Schools – Cairo, NE

Mechanical Upgrades

Master Plan

Callaway High School – Callaway, NE

Boiler Replacement

Central City Public Schools – Central City, NE

Early Childhood & Administration

Middle & High Schools Additions & Renovations

FEMA Gym

Elementary Addition

Centura Public Schools – Centura, NE

Boiler Replacement

Welding Electrical Panel

Clarkson Public Schools – Clarkson, NE

Study

Addition & Remodel

Cozad Public Schools – Cozad, NE

High School Mechanical Upgrades

Facility Audit

Classroom Upgrades

High/Elementary School Additions & Renovations

1st & 2nd Grade Classroom Renovation

High/Middle School Boiler

Crete Public Schools – Crete, NE

Middle School HVAC Study

High School Kiln Exhaust

Administration/Welcome Center

NPBI

Elementary Gym HVAC Upgrade

Diller Elementary School – Diller, NE

Office Renovation

Doniphan-Trumbull Public Schools – Doniphan, NE

K-12 School Audit

School IAQ Issues

East Mills School District – Elkhorn, NE

Study

Elm Creek Public Schools – Elm Creek, NE

Athletic Field Lighting

Elementary School

Boiler Replacement

Elwood High School – Elwood, NE

Admin Remodel

Giltner Public Schools – Giltner, NE

HVAC

Gothenburg Public Schools – Gothenburg, NE

Elementary School Renovation

High / Elementary School HVAC Renovations

Public School Renovation Phase III

HS Secure Entry Addition & Shop HVAC Renovation

Grand Island Public Schools – Grand Island, NE

Starr Elementary School

Stolley Elementary School

Englemann Elementary School Addition

Memorial Stadium Addition & Renovation

Gates Elementary Addition & Renovation

Barr Middle School HVAC Upgrades

Principal Building Boiler Replacement

Westridge Middle School Water Heater Replacement

Dodge Elementary Boiler Replacement

Gates Elementary AHU-1 Replacement

Gates Elementary Boiler Replacement

ETI, Inc. Nebraska Public Schools Experience

PAST 7 YEARS

Domestic HW Storage Tanks Replacement
Kneale Administration Office Upgrades
Walnut/Howard Renovations
IAQ Improvements

Hastings Public Schools – Hastings, NE

Hawthorne Elementary School
Morton Elementary

Holdrege Public Schools – Holdrege, NE

HS Music Renovation & High School Track Lighting
HS Weight Room Addition
Middle School Secure Entry

Howells-Dodge Public Schools – Howells, NE

Elementary Addition & Renovation

Humphrey St. Francis School – Humphrey, NE

Addition

Johnson-Brock Public School – Johnson, NE

Addition

Kenesaw Public Schools – Kenesaw, NE

Band & Library Renovations
Interior Renovations

Kimball K-12 School – Kimball, NE

Facility Study

Lexington Public Schools – Lexington, NE

Elementary Additions

Lincoln Public Schools – Lincoln, NE

Prescott Elementary Walking Path Lighting
Data Center Fluid Cooler
Park Middle School IAQ
Goodrich Middle School SPED Plumbing
Culler Middle School Enhancements & Parking Imp.
Lincoln High School Diving Board
Early Childhood Additions – (4)
2023, 2024, 2026, 2026 LPS Energy Star
North Star Pool Unit Replacement
Lincoln East Pool Unit Replacement
Lincoln High School Mechanical Renovations
Lincoln Northeast Daycare
Elliott Elementary Fresh Air Unit

McCool Junction Schools – McCool Junction, NE

Administration Renovation

Minden Public Schools – Minden, NE

C.L. Jones Middle School Administration Renovation

C.L. Jones Middle School Boiler Replacement
Minden Elementary

Neligh-Oakdale Public Schools – Neligh, NE

Study

Norfolk Public Schools – Norfolk, NE

Grant Elementary Secure Entrance
Lincoln Montessori Elementary Addition
Jr High Addition & Renovation
Bel Air Elementary Addition & Renovation
Grant Elementary Admin Heat Pump
Grant Elementary HVAC Upgrade

Norris School District – Firth, NE

Middle School HVAC Replacement Study

North Platte Public Schools – North Platte, NE

Adams Middle School AHU's 9, 12, & 13 Replacement
McKinley Multipurpose Room Lighting
Adams Middle School 2021 HVAC Renovations
Madison Nurses Area
McDonald Elementary School HVAC Renovation
High School Auditorium Lighting Upgrades
Eisenhower Elementary Renovation
Adams Middle School Boiler Replacement

Palmer Public Schools – Palmer, NE

Facility Study

Pleasanton School – Pleasanton, NE

Additions

Ravenna High School – Ravenna, NE

Auditorium 20 Ton Condensing Unit Replacement
Control Devices Upgrade
Gym HVAC Replacements

Rock County Schools – Bassett, NE

Facility Audit
High School Addition & Renovations

Wheeler Central School – Bartlett, NE

Renovation

Wilcox-Hildreth Public Schools – Hildreth, NE

Facility Audit

Wood River Public Schools – Wood River, NE

Facility Audit
High & Elementary Schools Secured Entrances
Elementary Chiller Replacement

References



Stanton Public Schools

Stanton, Nebraska

Darren Soucie

Superintendent

(P) 402.439.2233

(E) darren.soucie@scs-ne.org



Central City Public Schools

Central City, Nebraska

Jeff Jensen

Superintendent

(P) 308.946.3055

(E) jjensen@centralcityps.org



Minden Public Schools

Minden, Nebraska

James Widdifield

Superintendent

(P) 308.832.2440

(E) james.widdifield@mindenwhippets.org



York Public Schools

York, Nebraska

Dr. Mitch Bartholomew

Superintendent

(P) 402.362.6655 x4

(E) mitch.bartholomew@yorkdukes.org

FEE PROPOSAL





Confidential Fee Proposal Anselmo-Merna Public School

June 26, 2026

The master plan process is a collaborative effort to create a roadmap for the next 5-10 years. If CMBA is selected, we would work with the District to determine the priorities/goals of your current facilities, as well as understand the conditions and utilization and the future needs as it applies to your learning environments. In addition to concerns with learning environments, we could also provide bond referendum planning assistance following the identification of priorities, design solutions, budget options and potential schedules for moving forward if that is the intended path.

MASTER PLANNING PROFESSIONAL FEES

STEP ONE: ANALYSIS

\$7,000

1. Facilitate a workshop with leadership to strategize overall vision, needs and goals
2. Tour buildings and gather information
3. Analyze the capacity of the District's enrollment, growth and financial health
4. Prepare inventory of existing space utilization
5. Evaluate building and program needs

STEP TWO: ENGAGEMENT

\$8,000

1. Survey faculty, staff and students to understand how their learning environments are affecting their success
2. Facilitate engagement session(s) with faculty, staff, and students to understand their needs
4. Facilitate engagement sessions with a community taskforce

STEP THREE: RECOMMENDATION

\$10,000

1. Develop high-level concepts, establish budget and prioritize needs
2. Refine options to include conceptual site plans, conceptual floor plans, cost opinion, timeline and tax implications (if any)
3. Present final report to the School Board and discuss next steps

For the agreed upon Scope of Work, we propose a fixed fee of **Twenty-five Thousand Dollars (\$25,000.00)**. This includes travel and mileage expenses.

ANSELMO-MERNA PUBLIC SCHOOL

Response to Request for Qualifications – Architectural/Engineering Services



Submitted by:

Jacob Hurla
President

Community Building Solutions
233 S 13th St., Suite 1100
Lincoln, NE 68508

(785) 580-3014
jhurla@communitybuildingsolutions.com

EXECUTIVE SUMMARY

Community Building Solutions proposes to provide architectural and/or engineering services including, but not limited to, conceptual drawings, facility planning, and other facility upgrades for Anselmo-Merna Public School that aligns with the district goals, priorities and budget.

CB Solutions' team is led by Project Manager Jacob Hurla, who has led similar projects for rural Nebraska school districts for the past 12 years. Jacob will be supported by a team of Nebraska-based contractors, engineers, and financing experts that have successfully designed, installed, and financed over 200 facility improvement projects with public schools and other public entities in Nebraska during the past 25 years.

The remainder of this Executive Summary provides a synopsis of the experience, project team, and project approach that proves CB Solutions is the best partner for Anselmo-Merna Public School and the community it serves.

Project Team

Project Manager Jacob Hurla will be fully accountable for all aspects of the project planning for Anselmo-Merna Public School. Jacob has 12 years of experience managing all aspects of turnkey facility-improvement projects, including leading the proposed project team that developed and installed comprehensive HVAC, lighting, and controls projects for the school districts at Superior, School District 145 – Waverly, Battle Creek, Chambers and Hershey, among others.

Experience

CB Solutions' Nebraska-based contractors, engineers, and financing experts have not only completed more than 200 facility improvement projects with public schools and other public entities in Nebraska during the past 25 years, they have worked together on similar K-12 projects in Nebraska. Led by Project Manager Jacob Hurla, much of this same team was involved in the successful comprehensive design and implementation of HVAC, lighting, building envelope and controls upgrades for the school districts at Superior, School District 145 – Waverly, Battle Creek, Chambers and Hershey, among others. Letters of support from customers demonstrate the quality of this experience.

Maximizing District Value

This experienced and effective team will execute CB Solutions' independent, consulting-based approach to turnkey projects in order to deliver infrastructure improvements at a total cost that is 25-40% lower than large, publicly traded, high-margin conglomerates that have traditionally worked in this market.

100% Accountability

CB Solutions proposes to provide Anselmo-Merna's facility improvement project on a turnkey basis – including all engineering, construction management, and ongoing support. Our team will be fully responsible for ensuring the project's success.

CB Solutions and its team have a track record that shows 100% compliance with local, state, and federal laws and is completely clear of any litigation.

Project Approach

Our approach to project delivery was constructed to provide more value with less risk to our customers in the public sector. We use proven, local and preferred implementation contractors for all aspects of the project implementation. We use a contract structure that has a 15-year record of success in Nebraska and that has undergone numerous legal reviews. We are unaffiliated with equipment manufacturers and outsource project financing to eliminate conflicts of interest and reduce costs to the district. If Anselmo-Merna Public School sees an opportunity to improve our approach to better deliver value, we welcome the opportunity to improve to better achieve our vision.

CB Solutions recognizes that it must work harder, deliver more, and deliver more effectively than its competition in order to succeed against its larger competitors. We are prepared to deliver on these promises for Anselmo-Merna Public School. Your satisfaction will be a foundation for our successful growth.

Letters of Support

CB Solutions is unique in that our letters specifically support the team that will lead the project for Anselmo-Merna Public School. They are not generic letters speaking to the work of different employees who may not impact Anselmo-Merna Public School.

Sincerely,



Jacob Hurla
President

FIRM BACKGROUND, KEY PERSONNEL & REFERENCES

Community Building Solutions was founded with a strict focus on delivering high-quality, cost-effective facility improvement projects to our public-sector customers.

a. Firm Background

Jacob Hurla founded Community Building Solutions in 2018. He aspired to build a product-neutral and supplier-independent company with the resources, capabilities, and commitment to deliver high-quality facility-improvement projects to smaller and rural public-sector customers throughout the Midwest. His team has consistently delivered these higher-quality projects while saving customers millions of dollars in implementation cost compared to large, multi-national companies.

CB Solutions provides turnkey engineering and construction management services to upgrade existing facility infrastructure to improve comfort, reduce maintenance, and improve efficiency for public entities in Nebraska and adjacent states.

CB Solutions is an independent firm that does not manufacture, distribute, or sell any equipment that will be considered for use in this project. CB Solutions does not participate in any other business activities. As a result, our interests align with Anselmo-Merna Public School.

Jacob Hurla, President

785.580.3014

jhurla@communitybuildingsolutions.com

233 S 13th St., Suite 1100

Lincoln, NE 68508

b. Key Personnel

Community Building Solutions has assembled a team of Nebraska-based contractors, engineers, and financing experts that has successfully designed, installed, and financed more than 200 HVAC-improvement projects with public schools and other public entities in Nebraska during the past 25 years.

Project Manager Jacob Hurla has 12 years of experience managing all aspects of turnkey facility-improvement projects, including supporting the project team that developed and installed comprehensive HVAC, lighting, and controls projects for the school districts such as Superior, School District 145 – Waverly, Battle Creek, Chambers and Hershey, among others.

A summary of the project team, as well as resumes for key team members who are expected to participate in the project for Anselmo-Merna Public School, are included on the following pages.

Nebraska-Licensed Professional Engineer

Danny Van Doren, a Nebraska-licensed Professional Engineer, has been assigned to lead the development of the project. Danny's license number is E-13287. Danny's resume is included on the following pages.

Key Team Member Information	Project No. 1	Project No 2	Project No. 3
Jacob Hurla Project Manager Owner – CB Solutions 233 S 13th St., Suite 1100 Lincoln, NE 68508 (785) 580-3014 Relevant Experience: 12 Years	Kimball Public Schools Turnkey Facility Improvement Project Trevor Anderson Superintendent (308) 235-2188 tanderson@kpslonghorns.org Year completed: 2022 No equipment provided on this project was manufactured by team member's company	Hershey Public Schools Turnkey Facility Improvement Project Jane Davis Superintendent (308) 386-6674 jane.davis@hpspanthers.org Year completed: 2025 No equipment provided on this project was manufactured by team member's company	School District 145 - Waverly Turnkey Facility Improvement Project Mikal Shalikow Business Manager (402) 730-5697 mikal.shalikow@district145.org Year completed: 2025 No equipment provided on this project was manufactured by team member's company
Danny Van Doren, PE Mechanical Engineer Farris Engineering 12700 W Dodge Rd. Omaha, NE 68154 (573) 202-9766 Relevant Experience: 25 Years	Kimball Public Schools Turnkey Facility Improvement Project Trevor Anderson Superintendent (308) 235-2188 tanderson@kpslonghorns.org Year completed: 2022 No equipment provided on this project was manufactured by team member's company	Hershey Public Schools Turnkey Facility Improvement Project Jane Davis Superintendent (308) 386-6674 jane.davis@hpspanthers.org Year completed: 2025 No equipment provided on this project was manufactured by team member's company	School District 145 - Waverly Turnkey Facility Improvement Project Mikal Shalikow Business Manager (402) 730-5697 mikal.shalikow@district145.org Year completed: 2025 No equipment provided on this project was manufactured by team member's company
Regg Rutt Project Developer Rutt's Heating & Air 1001 W 1st St. Hastings, NE 68901 (402) 469-0944 Relevant Experience: 28 Years	Kimball Public Schools Turnkey Facility Improvement Project Trevor Anderson Superintendent (308) 235-2188 tanderson@kpslonghorns.org Year completed: 2022 No equipment provided on this project was manufactured by team member's company	Hershey Public Schools Turnkey Facility Improvement Project Jane Davis Superintendent (308) 386-6674 jane.davis@hpspanthers.org Year completed: 2025 No equipment provided on this project was manufactured by team member's company	School District 145 - Waverly Turnkey Facility Improvement Project Mikal Shalikow Business Manager (402) 730-5697 mikal.shalikow@district145.org Year completed: 2025 No equipment provided on this project was manufactured by team member's company
Jack Baker Cody Lureen Architect & Structural Engineering JEO Consulting 2000 Q St., Suite 500 Lincoln, NE 68503 (402) 435-3080 Relevant Experience: 18 Years	School District 145 - Waverly Turnkey Facility Improvement Project Mikal Shalikow Business Manager (402) 730-5697 mikal.shalikow@district145.org Year completed: 2025 No equipment provided on this project was manufactured by team member's company	Ponca Public Schools HVAC Upgrade Project Brendan Calahan Superintendent (308) 641-6319 brendancalahan@poncaschool.org Year completed: 2025 & 2026 No equipment provided on this project was manufactured by team member's company	Superior Public Schools Turnkey Facility Improvement Project Marty Kobza Superintendent (402) 879-3257 mkobza@superiorwildcats.org Year completed: 2020 No equipment provided on this project was manufactured by team member's company



**JACOB
HURLA**
PRESIDENT

PROFILE

Jacob founded Community Building Solutions in 2018. He aspired to build a product-neutral and supplier-independent company with the resources, capabilities, and commitment to deliver high-quality facility-improvement projects to smaller and rural public-sector customers throughout the Midwest. His team has consistently delivered these higher-quality projects while saving customers millions of dollars in implementation cost compared to large, multi-national companies.

CONTACT

PHONE:
785.580.3014

EMAIL:
jhurla@communitybuildingsolutions.com

MAIL:
233 S 13th St., Suite 1100
Lincoln, NE 68508

PROFESSIONAL EXPERIENCE

Community Building Solutions

President August 2018 – Present
Educate clients on the intricacies of the turnkey facility improvement process and successfully manage engineering, design, construction, commissioning, and M&V project teams.

360 Energy Engineers/Willdan

Nebraska Director of Business Development 2015 – 2018
Identify K-12 clients to pursue turnkey facility improvement projects and successfully manage the sales process from project development through project installation.

PROJECT HISTORY

School District 145 - Waverly <i>Project Lead</i>	\$5,450,155 <i>May 2025</i>
Hershey Public Schools <i>Project Lead</i>	\$1,330,158 <i>March 2025</i>
Ponca Public Schools <i>Project Lead</i>	\$1,158,373 <i>March 2025</i>
Valley County (NE) <i>Project Lead</i>	\$835,588 <i>March 2024</i>
Kimball (NE) County Manor <i>Project Lead</i>	\$797,111 <i>December 2023</i>
Bayard (NE) Public Schools <i>Project Lead</i>	\$388,252 <i>August 2023</i>
Kimball County (NE) <i>Project Lead</i>	\$575,350 <i>March 2023</i>
Kimball (NE) Public Schools <i>Project Lead</i>	\$2,835,355 <i>March 2022</i>
Chambers (NE) Public Schools <i>Project Lead</i>	\$251,653 <i>February 2021</i>
Battle Creek (NE) Public Schools <i>Project Lead</i>	\$1,070,786 <i>March 2020</i>

EDUCATION

University of Northern Iowa <i>B.A., Marketing</i>	<i>Jan. 2014 – May 2015</i>
Texas Tech University	<i>June 2013 – Dec. 2013</i>
Butler Community College	<i>June 2011 – May 2013</i>



DANNY VANDOREN, PE

DESIGN LEAD

PROFILE

Danny is a registered Professional Engineer in Nebraska and five additional Midwest states. With 25 years of design, project management, and commissioning experience, Danny is well positioned to lead development of all of CB Solutions' facility improvement projects.

CONTACT

PHONE:
573.202.9766

EMAIL:
dvandoren@farris-usa.com

MAIL:
12700 W. Dodge Road
Omaha, NE 68154

PROFESSIONAL EXPERIENCE

Community Building Solutions

Design Lead

2018– Present

Danny leads all aspects of project design for each of Community Building Solutions' turnkey facility-improvement projects since joining our team in 2018. Danny works to understand client goals and objectives, develops bid packages, and supports installation.

Farris Engineering

Mechanical Engineer

2006– Present

Builds energy models for selected client facilities to determine savings opportunities, fully designs new HVAC and controls systems, and develops specifications and bid packages. Serves as commissioning engineer to verify and optimize performance.

PROJECT HISTORY

School District 145 - Waverly	\$5,450,155
<i>Design Lead</i>	<i>May 2025</i>
Hershey Public Schools	\$1,330,158
<i>Design Lead</i>	<i>March 2025</i>
Ponca Public Schools	\$1,158,373
<i>Design Lead</i>	<i>March 2025</i>
Valley County (NE)	\$835,588
<i>Design Lead</i>	<i>March 2024</i>
Kimball (NE) County Manor	\$797,111
<i>Design Lead</i>	<i>December 2023</i>
Bayard (NE) Public Schools	\$388,252
<i>Design Lead</i>	<i>August 2023</i>
Kimball County (NE)	\$575,350
<i>Design Lead</i>	<i>March 2023</i>
Kimball (NE) Public Schools	\$2,835,355
<i>Design Lead</i>	<i>March 2022</i>
Chambers (NE) Public Schools	\$251,653
<i>Design Lead</i>	<i>February 2021</i>

EDUCATION & CERTIFICATIONS

University of Missouri S&T

May 1998

B.S., Mechanical Engineering

Professional Engineer

LEED Accredited Professional

Qualified Commissioning Process Provider



BEN SCHMITT, PE

PROJECT ENGINEER

PROFILE

Ben is a registered Professional Engineer in Nebraska and three additional Midwest states. With nearly 15 years of experience designing mechanical systems and, Michael works closely with our project Design Lead and other members of the design team to create a seamless process and quality project.

CONTACT

PHONE:
308.203.2222

EMAIL:
bschmitt@farris-usa.com

MAIL:
844 11th Avenue
Sidney, NE 69162

PROFESSIONAL EXPERIENCE

Community Building Solutions

Project Engineer

2018 – Present

Ben supports project design for Community Building Solutions' projects. He works with the Project Manager, Design Lead, and other team members to identify optimal facility solutions, model system performance, develop design and specification documents, and support project installation.

Farris Engineering

Project Engineer

2010 – Present

Builds energy models for selected client facilities to determine savings opportunities, fully designs new HVAC and controls systems, and develops specifications and bid packages. Serves as commissioning engineer to verify and optimize performance.

PROJECT HISTORY

Kimball (NE) Public Schools

\$2,835,355

Project Engineer

March 2022

Creek Valley (NE) Public Schools

\$1,031,988

Project Engineer

April 2021

Chambers (NE) Public Schools

\$251,653

Project Engineer

February 2021

Battle Creek (NE) Public Schools

\$1,070,786

Project Engineer

March 2020

Garden County (NE)

\$284,043

Project Engineer

March 2020

Superior (NE) Public Schools

\$679,420

Project Engineer

October 2019

South Platte (NE) Public Schools

\$7,000,000

Project Engineer

December 2017

EDUCATION & CERTIFICATIONS

University of Nebraska

M.S., Architectural Engineering

May 2008

University of Nebraska

B.S., Architectural Engineering

May 2007

Professional Engineer

Certified Energy Manager

LEED Accredited Professional

Qualified Commissioning Process Provider

c. Project References

Community Building Solutions' team has been delivering high-quality, cost-effective facility-improvement projects to Nebraska customers for 20 years. This section highlights our approach and a few examples of our satisfied customers.

Nebraska Projects

CB Solutions is pleased to provide incredibly strong references from Nebraska public school districts that speak to the strong character of our leadership, integrity of our approach, reputation in the industry, judgment in serving customers, experience in the Nebraska K-12 market, and efficient delivery model.

These references speak not just to our company, but to the capabilities and qualifications of President Jacob Hurla, who will serve as Project Manager for Anselmo-Merna Public School. Large, multi-national ESCOs may provide examples of projects completed by their organization as a whole; however, such examples provide minimal insights into the caliber of staff that will be assigned to serve a rural Nebraska school district such as Anselmo-Merna Public School. CB Solutions is unique in that our examples specifically reflect the team that will lead the project for Anselmo-Merna Public School. Among the references we have included are:

- Hershey Public Schools
- School District 145-Waverly
- Ponca Public Schools
- Kimball Public Schools
- Battle Creek Public Schools
- Pierce Public Schools
- Superior Public Schools
- Chambers Public Schools

Please contact any or all the customers CB Solutions has served in the State of Nebraska or elsewhere.

HERSHEY PUBLIC SCHOOLS

CONTACT INFORMATION

Jane Davis
Superintendent
(308) 386-6674
jane.davis@hpspanthers.org
301 S Lincoln Ave.
Hershey, NE 69143



FINANCIAL PERFORMANCE

- Project price: \$1,330,158
- Annual Energy Savings: \$5,000
- Annual Maintenance Savings: \$15,000
- Avoided Costs: \$1,315,000

PROJECT SUMMARY

- Demoed and installed 30 new geothermal heat pumps
- Replaced hard-to-access heat pumps with packaged units
- Upgraded thermostats and BAS controls system
- Applied for & received 40% tax credit through federal program
- Applied for & received 1% financing through NDEE
- Designed & installed new makeup air unit for fresh air
- Installed air purification devices in new heat pumps
- Utilized preferred installation contractors

HERSHEY'S STORY

The Hershey community passed a bond in 2022 that included an addition to the building and several renovations of the existing building, but did not address replacement of aging geothermal (ground-source) heat pumps and the new controls system was not going to align with the existing controls.

The School District had developed a great working relationship with the mechanical contractor and wanted to find a way to utilize their preferred contractor while financing the project. Rutt's Heating & Air brought Community Building Solutions and the ESCO legislation to the table as an avenue to accomplish all the district's goals.

The partnership of Community Building Solutions and Rutt's Heating & Air was able to cost-effectively upgrade the failing heat pumps and outdated controls system and continue the service relationship with the school district. The team also worked with the school district to apply for and obtain a 40% tax credit for the full amount of the HVAC project and received a 1% low interest loan through the Nebraska Department of Water, Energy & Environment (DWEE).

PONCA PUBLIC SCHOOLS

CONTACT INFORMATION

Brendan Calahan
Superintendent
(308) 641-6319
brendancalahan@poncaschool.org
505 3rd St., PO Box 568
Ponca, NE 68770



FINANCIAL PERFORMANCE

- Project price: \$1,158,373
- Annual Energy Savings: \$19,095
- Annual Maintenance Savings: \$45,000
- Avoided Costs: \$1,000,000

PROJECT SUMMARY

- Upgraded lighting to LEDs district-wide
- Provided dimmers in elementary classrooms
- Replaced aging & failing gymnasium RTUs at High School
- Hot gas reheat to alleviate humidity issues
- Tied RTUs into existing building automation controls system
- Utilized local and preferred installation contractors
- Competitively bid scopes of work separately
- CB Solutions delivered project on turnkey basis
- Received 1% low-interest financing
- Phase II – Designed and installed new HVAC system at Jackson Elementary

PONCA'S STORY

The Ponca Public Schools Board of Education and its administration was determined to decrease its capital spending and wanted to focus on cutting operational and energy expenditures. They partnered with a firm to do an analysis of their existing buildings' operational systems, including mechanical, controls, lighting and windows.

The school district issued a Request for Qualifications (RFQ) and ultimately selected Community Building Solutions as the partner firm to help develop and implement energy-efficient turnkey facility improvements. They selected CB Solutions based on the firm's experience working with and understanding of rural school district's facility challenges and the budget constraints that exist.

Over a two-year, two-phase project implementation, Community Building Solutions was able to help the district cut its energy expenditures by installing LED lights district-wide. Additionally, operational savings were created by installing new high-efficiency packaged rooftop units both in the High School gym and at Jackson Elementary, where increasing unit failures were taking place. The district received a 1% low interest loan through the Nebraska Department of Water, Energy & Environment (DWEE).

SCHOOL DISTRICT 145 - WAVERLY

CONTACT INFORMATION

Mikal Shalikow
Business Manager
mikal.shalikow@district145.org
(402) 786-2321
14511 Heywood Box 426
Waverly, NE 68462



FINANCIAL PERFORMANCE

- Project price: \$5,450,155
- Annual Energy Savings: \$73,500
- Annual Maintenance Savings: \$250,000
- Avoided Costs: \$950,000

PROJECT SUMMARY

- Installed 45 water source heat pumps with hot-gas reheat to resolve humidity issues at Hamlow Elementary
- Designed and installed two 20-ton packaged rooftop units to replace failing units at Eagle Elementary
- Replaced inoperable kitchen makeup-air unit with new Dedicated Outdoor Air System for cooling
- Implemented single district-wide HVAC control system to replace three disparate systems
- Upgraded over 5,000 fixtures to LED across the district, including integration to HVAC controls
- Added light-dimming functionality to every classroom and learning space district-wide
- Utilized the District's preferred HVAC contractor to deliver project \$500,000 below other ESCO's pricing

WAVERLY'S STORY

Following the lopsided defeat of a \$90 million bond election, Waverly's Board and Administration regrouped to develop a plan to address its immediate facility needs – including uncomfortable classrooms, failing HVAC equipment, and escalating utility bills – while formulating a revised plan for a future bond.

Waverly had an HVAC-service agreement with a traditional ESCO, which convinced them the most efficient and effective way to accomplish their upgrades was to issue a Request for Qualifications and select a partner to manage the first round of upgrades on a turnkey basis. The District selected Community Building Solutions – rather than the incumbent ESCO – because CB Solutions partnered with Waverly's preferred installation contractor to deliver an objectively higher-quality project. This approach also saved Waverly over \$500,000.

Hamlow Elementary now has new heat pumps with hot gas reheat that alleviated lingering humidity issues and eliminated maintenance costs for the next 15-plus years; Eagle Elementary reduced installation costs with a simple yet effective redesign of their system; the District's maintenance team is able to learn and manage one HVAC control system to operate all buildings district-wide; and lighting throughout the District provides modern aesthetics along with a 50% reduction in lighting-energy consumption and cost.

KIMBALL PUBLIC SCHOOLS

CONTACT INFORMATION

Trevor Anderson
Superintendent
tanderson@kpslonghorns.org
(308) 235-2188
901 South Nadine St.
Kimball, NE 69145

FINANCIAL PERFORMANCE

- Turnkey project price: \$2,835,355
- Annual Energy Savings: \$15,537
- Annual Maintenance Savings: \$17,000
- Avoided Costs: \$500,000
- 7-Year Financing Rate: 1.49%



PROJECT SUMMARY

- Designed and installed Variable Refrigerant Flow (VRF) system in majority of building
- Added air conditioning and created independent HVAC system in gymnasium and auditorium
- Replaced existing single pane windows with double pane, low-e high efficiency windows
- Installed condensing units at Mary Lynch Elementary School to add cooling throughout building
- Installed energy-efficiency LED lighting at Mary Lynch, including new fixtures in the gym
- Updated and expanded the electrical capacity at both buildings to support cooling load
- Installed building automation system district-wide for modern control capabilities
- Provided and installed air purification devices at both buildings to help eliminate airborne viruses
- Delivered at a turnkey cost \$250,000+ lower than competitors

KIMBALL'S STORY

The Kimball Board of Education and Administration knew upgrading their two district buildings was an immediate need; neither one of the buildings had central cooling and their heating system at the high school was 60+ years old. They explored new building construction, and considered other options with multiple companies, including different ESCOs and architects. Eventually, Community Building Solutions had the opportunity to present their turnkey delivery method to the district that was significantly lower cost than the other options they were shown. While a new building may be in the long term plans, Kimball selected CB Solutions as its preferred partner for upgrading their existing buildings.

A variable refrigerant flow HVAC system will replace the heating-only air handlers throughout the High School classrooms and offices, while gas/dx packaged rooftop units provide heating, cooling and ventilation to the gymnasium and auditorium. The Elementary School heating system was only 6 years old, so CB Solutions designed a cooling system that could utilize the existing nearly-new heating system. The existing electrical capacity was analyzed and adequate capacity was added for the new cooling load at both buildings. New high efficiency windows and lighting were installed to help improve comfort, aesthetics, and lower maintenance requirements. Kimball Public Schools facilities now exceed modern standards of comfort which vastly improve the learning and teaching environment for their students and staff.

BATTLE CREEK PUBLIC SCHOOLS

CONTACT INFORMATION

Jake Luhr
Superintendent
jluhr@bcpsne.info
(402) 675-6905
605 West Martin Street
Battle Creek, NE 68715



FINANCIAL PERFORMANCE

- Turnkey project price: \$1,070,786
- Annual Energy Savings: \$36,857
- Annual Maintenance Savings: \$7,500
- Avoided Costs: \$300,000
- 4-Year Financing

PROJECT SUMMARY

- Designed and installed rooftop HVAC system to replace PTAC units at the Elementary School
- Add air conditioning and created independent HVAC system in Elementary School gymnasium
- Reconfigured HVAC serving library and installed new packaged rooftop unit
- Replaced five existing packaged rooftop units with updated equipment
- Installed direct digital control system throughout Elementary School; integrated with High School
- Upgrade Elementary School domestic hot water system
- Installed energy-efficiency LED lighting throughout the district, including new fixtures in many areas

BATTLE CREEK'S STORY

The Battle Creek Board of Education and administration were weary of fighting with ineffective HVAC systems at their elementary school. They explored options with multiple companies (including large ESCOs) before turning to CB Solutions for assistance. Our Project Manager sought first to understand the district's concerns, goals, and financial parameters, and then worked with our team's licensed Professional Engineers to translate this information into a project that surpassed all the District's needs.

Following a comprehensive analysis of District buildings, CB Solutions recommended the wholesale redesign and replacement of outdated hotel-style PTAC units serving many of the elementary school's classrooms. The District also elected to add air conditioning to their gymnasium, update outdated mechanical equipment, and convert outdated fluorescent lighting to LED in all district buildings.

Today, Battle Creek has an efficient and effective HVAC system at its elementary school that is simple for district staff to operate and maintain, as well as a comfortable gymnasium. These upgrades, along with new LED lighting and controls upgrades, generated ongoing utility and maintenance cost savings. CB Solutions delivered the entire project scope at a cost significantly lower than the original cost estimates from other ESCOs (without sacrificing any quality).

PIERCE PUBLIC SCHOOLS

CONTACT INFORMATION

Kendall Steffensen
Superintendent
kendallsteffensen@piercebluejays.org
(402) 750-8818
201 N Sunset St.
Pierce, NE 68767



FINANCIAL PERFORMANCE

- Turnkey project price: \$1,218,541
- Annual Energy Savings: \$40,860
- Annual Maintenance Savings: \$11,500
- Avoided Costs: \$350,000
- 4-Year Financing Rate: 2.37%

PROJECT SUMMARY

- Replaced 100-ton chiller and other mechanical equipment at the Elementary School
- Installed packaged rooftop units for Elementary School multi-purpose room
- Designed and installed new DDC controls system to replace the outdated pneumatics system
- Replaced atmospheric boilers with 96% efficiency condensing boilers
- Installed double-pane windows at the district auditorium to eliminate original, single-pane windows
- Installed energy-efficiency LED lighting throughout the district, including new fixtures in many areas

PIERCE'S STORY

The Pierce Board of Education and administration wanted to eliminate the difficult and expensive-to-maintain pneumatic control system at their elementary school. After CB Solutions conducted a comprehensive analysis of their buildings, the district elected to update the nearly 50-year-old mechanical equipment while installing a new controls platform. They also chose to convert outdated fluorescent lighting to LED in all district buildings.

Community Building Solutions worked to understand the district's objectives and translate those into a project that surpassed each of their needs. By managing all aspects of the project – from engineering to construction management to savings measurement and verification – CB Solutions delivered more scope than the district anticipated, at a cost significantly lower than the original project budget.

Today, Pierce has an efficient and effective HVAC system at its elementary school that is easy for district staff to operate and maintain. By proactively updating the high school boilers, the district will save money on potential maintenance costs and avoiding costs of inflation in future years. The auditorium's new windows improved the aesthetics of a building used by the community year-round. Finally, LED lighting generated ongoing utility savings while eliminating maintenance headaches by eliminating outdated fluorescent lamps and ballasts.

SUPERIOR PUBLIC SCHOOLS

CONTACT INFORMATION

Marty Kobza
Superintendent
mkobza@superiorwildcats.org
(402) 879-3257 x127
601 W. 8th St.
Superior, NE 68978



FINANCIAL PERFORMANCE

- Turnkey project price: \$679,420
- Annual Energy Savings: \$17,004
- Annual Maintenance Savings: \$15,000
- Avoided Costs: \$150,000

PROJECT SUMMARY

- Designed and installed packaged rooftop units to condition High School gymnasium
- Designed and installed packaged rooftop unit and ductwork to serve Junior High School gymnasium
- Designed and installed new HVAC system to serve Junior High School locker rooms
- Upgrade electrical service, including new electric panels
- Integrated new HVAC equipment into existing building automation control system
- Designed and installed new welding room exhaust system
- Installed energy-efficiency LED lighting throughout the district, including new fixtures in many areas

SUPERIOR'S STORY

The Superior Board of Education and administration needed a partner to cost-effectively upgrade comfort in their two competition gymnasiums. These gyms are occupied frequently by district patrons, as they are widely used for both district and community activities; however, with no air conditioning in either gym, the district did not feel it was serving the community as effectively as it could and should.

The Superior administration had investigated working with a traditional ESCO to air condition the gyms but found the cost would exceed \$1 million – a cost they could not bear. They turned to Community Building Solutions to lead all aspects of the project – from engineering to construction management to savings measurement and verification. CB Solutions delivered more scope, at a cost about 40% lower than the project budget provided by a traditional ESCO.

Today, Superior has efficient and effective HVAC systems serving their gyms, along with a new system in the Junior High School locker rooms. Each system is easy for staff to operate and maintain. LED lighting was installed throughout all spaces, generating utility savings while eliminating maintenance headaches. CB Solutions was also able to upgrade the welding shop exhaust system, while operating far beneath the district's original project budget.

CHAMBERS PUBLIC SCHOOLS

CONTACT INFORMATION

Frank Jesse
Superintendent
frankjesse@esu8.org
(307) 331-8259
201 South A St.
Chambers, NE 68725



FINANCIAL PERFORMANCE

- Turnkey project price: \$251,653
- Annual Energy Savings: \$5,093
- Annual Maintenance Savings: \$4,430

PROJECT SUMMARY

- Replaced existing fluorescent lighting fixtures with TLED tubes
- Installed new high output LED fixtures in both gymnasiums
- Replaced all existing exterior doors with modern doors
- Created secure vestibule entryway with lockable sliding glass window for Secretary's office
- Removed outdated window air conditioners from classrooms
- Installed 16 ductless heating and cooling heat pumps throughout the building
- Individual thermostats for each heat pump to provide independent room temperature control
- Upgraded electrical capacity to handle new cooling load
- Competitively bid all trades of project and financed the project using a local lender

CHAMBERS' STORY

The Chambers Public Schools administration and Board of Education had several facility issues that they needed addressed but had no firm plan on how to accomplish those facility goals. They had a boiler system with nearly 15 years of expected useful life left, but staff experienced comfort issues year-round with no way to control the heating system and ineffective window air conditioning units.

Outdated and failing exterior doors also caused the facilities staff persistent maintenance challenges, in addition to security concerns. With clear facility needs and no blueprint for how to tackle them within the annual district budget, Chambers needed a partner to cost-effectively develop solutions to their facility and financial challenges.

Community Building Solutions and the district developed an optimal plan to address immediate facility challenges while planning for necessary intermediate and long-term upgrades. CB Solutions identified a local community bank to serve as the district's financing partner. In addition to providing independent room temperature control for staff using more efficient equipment and upgrading exterior doors for a safer building, Community Building Solutions upgraded lighting throughout the district to LED for better light output and reduced energy and maintenance costs.

GILTNER PUBLIC SCHOOLS

CONTACT INFORMATION

Nick Mumm
Superintendent
nmumm@giltnerschool.us
(402) 849-2238
2 West 6th Rd.
Giltner, NE 68841

FINANCIAL PERFORMANCE

- Turnkey project price: \$107,999
- Annual Energy Savings: \$14,000
- Annual Maintenance Savings: \$2,700
- One-Time Rebate Amount: \$10,914



PROJECT SUMMARY

- Redesigned new hallway and entryway 2x2 LED flat panel fixtures
- Replaced existing classroom light fixtures with 2x4 LED flat panel fixtures
- Installed new surface-mount LED light fixtures in areas with original hard ceilings
- Installed UFO high bay LED fixtures in new gymnasium
- High output 2x4 flat panel LED fixtures were installed in the old gymnasium and library
- Updated existing Exit Signs with LED Exit Signs throughout district
- District-wide installation of wall-mount and ceiling-mount motion sensors
- Replaced light switches in original portion of the building

GILTNER'S STORY

Giltner Public Schools had flirted with the idea of LED lighting for several years, and had received proposals from multiple companies before deciding not to move forward with the upgrade. The light quality and output in the two gymnasiums, hallways, and classrooms was subpar, and building staff consistently forgot to turn their lights off when going home for the night. The district was looking for a way to improve the light output throughout their building while reducing annual energy costs; however, they needed a cost-effective approach to accomplish these goals.

Community Building Solutions presented a turn-key project that was competitive with the lowest pricing seen to date, but also offered guaranteed energy savings amounts and a one-time rebate payment that would be secured by CB Solutions on behalf of the district. CB Solutions worked with a local electrical contractor to deliver a comprehensive LED lighting project that significantly improved the light output throughout the building, and eliminates the need for district staff to try and remember to turn off their lights each night. Today, the community members of Giltner enjoy a well-lit environment for competition, regional events, and most importantly, learning.



SCHOOL DISTRICT 145

Commitment to Excellence

Friday, September 5, 2025

To Whom it May Concern:

It is my pleasure to provide this letter of recommendation for Community Building Solutions and, in particular, their Project Manager, Mr. Jacob Hurla. Our district recently partnered with their team to address significant facility needs, and the experience was nothing short of outstanding.

After a large bond proposal was voted down by our community, School District 145 began exploring alternative options to upgrade two buildings' aging HVAC systems and implement district-wide LED lighting improvements. Our previous consultant and contractor were no longer meeting expectations, so we interviewed three firms to identify the right partner for this critical work. Community Building Solutions immediately distinguished themselves with their professionalism, attention to detail, and clear ability to deliver the project on time and within budget.

Under Mr. Hurla's leadership, the project exceeded expectations. Nearly \$5 million in work was completed within a single summer—and notably, without a single change order. Mr. Hurla provided weekly progress updates, maintained excellent communication with our staff, and ensured that every commitment was fulfilled. His proactive approach and dedication gave our district confidence throughout the entire process.

We look forward to partnering with Community Building Solutions again in the future, and I am pleased to recommend them for your next project. Their professionalism, reliability, and proven results speak for themselves.

Respectfully,



Mikal T. Shalikow

Including Communities of Alvo, Eagle, Prairie Home, Walton, and Waverly

P.O. BOX 426, WAVERLY, NE 68462 • PHONE: 402-786-2321 • FAX: 402-786-2799 • WWW.DISTRICT145.ORG



KIMBALL PUBLIC SCHOOLS

Administration Offices
901 S. Nadine
Kimball, NE 69145

Trevor Anderson, Superintendent
Carmela Graves, Business Manager

Phone (308) 235-2188
Fax (308) 235-3269

July 22, 2024

To whom it may concern:

This letter is a positive recommendation for working with Community Building Solutions and Jacob Hurla for the next energy-savings project at your facility. In my experience, working with Community Building Solutions was the correct option for the HVAC renovation and facilities upgrades completed at our district facilities as I can recommend Community Building Solutions for an energy-savings project without reservation.

Our district did not have air conditioning at any of our facilities, the lighting at our elementary was dated incandescent bulbs, and the student center at our junior/ senior high school had single pane glass original to the facility (1964). Our district was looking for a company that could complete all of the aforementioned projects and not interfere with the day-to-day operations of a school. We issued a Request For Qualifications and selected Community Building Solutions over two other competitors for our project.

From the get go, Jacob did an exceptional job of keeping myself and the Board informed of progress and next steps with our project. Jacob was on-site throughout the project and made it a point to attend Board meetings for over a year from our project's inception until its completion. Jacob was upfront and honest throughout the project as we experienced shipping delays on essential components of our HVAC system that caused the completion date to be pushed back from the original planned date. In addition, Jacob ensured that all components of the project were completed up to our standards and maintenance staff were trained on proper operation of the new equipment upon installation.

As a result of this project, I anticipate energy savings through the high-efficiency HVAC systems, LED lighting, and double-pane windows and doors installed at our facilities. In addition, the learning environment has been substantially improved at our facilities with the ability of our staff to heat and cool their classrooms on an individual basis. In closing, I recommend Community Building Solutions and Jacob Hurla for energy-savings projects at your facility.

Sincerely,

Trevor Anderson

Trevor Anderson, Superintendent

**BAYARD PUBLIC SCHOOLS**

EVERY PERSON - EVERY DAY

www.bayardpublicschools.org

DATE: 8/2/24

TO: Whom it may concern.

FROM: Rod Olson

RE: Company recommendation based on work experience.

After my experience working with Community Building Solutions on a turnkey facility improvement project, I gladly recommend them as your partner for any facility upgrades. The heating and cooling systems in our Elementary School are much more effective, efficient and comfortable than before the upgrade, and the process was explained well and went smoothly.

Project manager Jacob Hurla contacted us while we were exploring options for updating our 50+ year old boiler, but we weren't sure how to proceed. We had already eliminated one of our boilers from operation and knew that our aging boiler was on its last legs. Our classrooms had some cooling from window air conditioner units, but they disrupted the learning environment and were ineffective when they were needed the most. The units for our gymnasium and cafeteria hadn't worked in several years, so students and staff had to get by with no heating or cooling in that space.

Community Building Solutions performed a walkthrough of our facility and provided a detailed report outlining the issues our current systems were likely to experience moving forward, and talked through several replacement options for the district's consideration. The different HVAC systems were explained thoroughly but concisely, and the different qualitative and quantitative factors were discussed as pros and cons.

In funding the project, we did so in phases utilizing a combination of Federal, State and local funds, a Request for Qualifications (RFQ) was issued to select the most qualified Energy Services Company (ESCO). Upon review of all of the proposals



submitted and all the expertise and commitment shown by Jacob to that point, it was clear that CB Solutions was the perfect partner for Bayard Public Schools. Once the board formally approved the project with CB Solutions, equipment was ordered and a construction kickoff meeting was held to set expectations for installation and a project timeline was developed.

As much of the work was completed during the school year, scheduling was extremely important, and I am thrilled to report that CB Solutions worked within our restraints and completed the installation without issue. Contractors developed work schedules that minimized disruption to student learning and were cognizant of security needs. It should be noted that we were able to arrange Phase I and II of the project to be coordinated to fall within the end of one fiscal year and begin with the next. However due to budget constraints, we will not be able to engage in the final portion of the project at the beginning of the 2024-25 fiscal year as initially planned, but look forward to completing the final portion, Phase III, of our project with CB Solutions in the near future and anticipate working with them on additional projects as part of our 5 year building/facilities plan. Therefore, I highly recommend Community Builders Solutions for any facility improvements you may be considering.

Sincerely,



Rodney Olson

Superintendent—Bayard Public Schools



(308) 586-1700

726 4th Avenue 
PO Box 607
Bayard, NE 69334



Superior Public Schools

District No. 11 – Nuckolls County
601 West 8th P.O. Box 288
Superior, Nebraska 68978-0288
www.superiorwildcats.org
#NebraskaWildcatNation



To whom it may concern:

I am writing to recommend Community Building Solutions for your facility improvement project based on the overwhelmingly positive experience Superior Public Schools and I had with them.

I can make this recommendation with complete confidence after working with CB Solutions on the design and development, installation, and post-construction support of improvements to our building's heating and cooling systems, lighting, electrical, exhaust and control systems.

Our High School and Middle School gymnasiums were heating only – which created extremely uncomfortable environments for our students during school hours, student-athletes during competition, and community members who attended graduation, ball games, and other district events. The district had previously brought in a company to perform an analysis of what improvements would be necessary to upgrade the HVAC system to provide cooling, but the projected costs were in the millions and prohibited the district from moving forward with these much-needed upgrades.

Community Building Solutions provided an in-depth, detailed overview of our existing systems and how they could be utilized in upgrading to a more comfortable and effective HVAC solution. Instead of installing all brand new and unnecessary ductwork, we cleaned and reused our existing ductwork to cut significant costs without sacrificing the long-term comfort of our building occupants. This is just one

Mr. Marty Kobza
Superintendent of Schools
(402) 879-3257 Ext. 127
Fax: (855) 529-4534
mkobza@superiorwildcats.org

Mr. Bob Cook
Middle/High School Principal
(402) 879-3257 Ext. 116
Fax: (855) 529-4534
bcook@superiorwildcats.org

Mrs. Jodi Fierstein
Elementary Principal
(402) 879-3257 Ext. 225
Fax: (855) 498-1224
jfierstein@superiorwildcats.org

example of how CB Solutions worked to find a solution that exceeded our facility goals and stayed within our identified budget.

Not only did CB Solutions save the district nearly 40% from our initial proposal on gymnasium HVAC, but they helped identify tens of thousands of dollars in annual utility savings by upgrading our lighting to LED district wide. Within our original budget, we were also able to upgrade our locker room heating systems and replace our shop's ineffective exhaust system. Jacob Hurla was an effective communicator from the first board meeting through our bi-weekly construction update meetings and continues to be accountable for the project that he helped oversee.

I am pleased to recommend Community Building Solutions for your facility improvement projects based on the successful outcome of our own project.

Sincerely,



Marty Kobza

Superintendent

Superior Public Schools

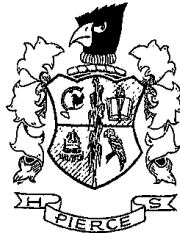
mkobza@superiorwildcats.org

(402) 879-3257

KENDALL STEFFENSEN
Superintendent
402-329-4677

MARK BRAHMER
Secondary Principal
402-329-6217

TRENT SUEHL
Elementary Principal
402-329-4302



Pierce Public Schools
Excellence in Education - Nothing Less

PIERCE HIGH SCHOOL
201 N. Sunset Street
Pierce, NE 68767
402-329-6217
Fax 402-329-4678

PIERCE ELEMENTARY
SCHOOL
211 North 7th
Pierce, NE 68767
402-329-4302
Fax 402-329-4186

www.piercepublic.org

July 22, 2024

To whom it may concern:

Based on the experience my school district and I have had with Community Building Solutions, I can recommend them without reservation for your facility improvement project.

The positive interactions my Board of Education, staff, and I have had working with Community Building Solutions on the design, installation, and financing of upgrades to our building's HVAC, lighting, windows, electrical, and control systems allow me to make this recommendation with confidence.

We were in search of the best solutions as well as a schedule of installation that would not interfere with the operation of our buildings. Therefore, we needed a firm that would oversee and manage all aspects of the project on a turnkey basis.

We issued a Request for Qualifications and selected Community Building Solutions over two other competitors. Community Building Solutions represented a commitment to ensuring the quality of our project, an understanding of our needs and priorities, and recognized the importance of spending taxpayers' dollars responsibly.

Project Manager Jacob Hurla was personally involved in every aspect of our project, from design through implementation. Jacob ensured contractors' work met Community Building Solutions' standards, as well as the school district's expectations. When hiccups occurred during the construction process, Jacob informed me immediately and worked through them with contractors in a timely fashion.

Today, we have high-efficiency systems that have improved the working and learning environment of our schools. I am pleased to recommend Community Building Solutions for your facility improvement project.

Sincerely,

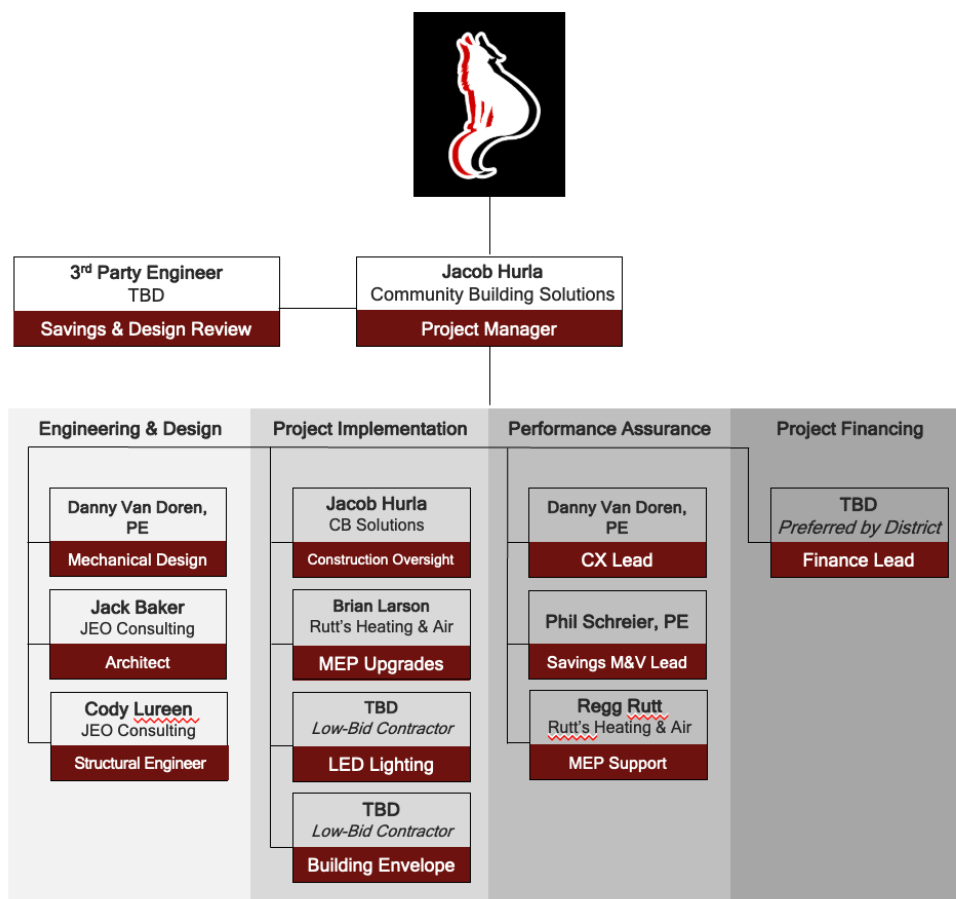
Kendall Steffensen

APPROACH TO PROJECT DEVELOPMENT

Community Building Solutions acts as a prime contractor, with sole responsibility for the design, plans and specifications, project scheduling, equipment procurement, construction management, start-up, punch-list development, final acceptance inspection, training, and support.

Supervision and Oversight

The organization chart below demonstrates that Project Manager Jacob Huria will be accountable for all aspects of the project with Anselmo-Merna Public School. Jacob will coordinate weekly meetings with both contractors and the District to ensure effective communication. Jacob has over 12 years of experience managing all aspects of turnkey facility-improvement projects.



CB Solutions' approach to turnkey performance-based facility improvement projects is founded on our principles of strong project management, open communication, technical design excellence, proven technologies, and cost-effective delivery. Our approach to project delivery was constructed to provide more value with less risk to our customers in the public sector. The five phases of CB Solutions' approach to turnkey performance-based facility

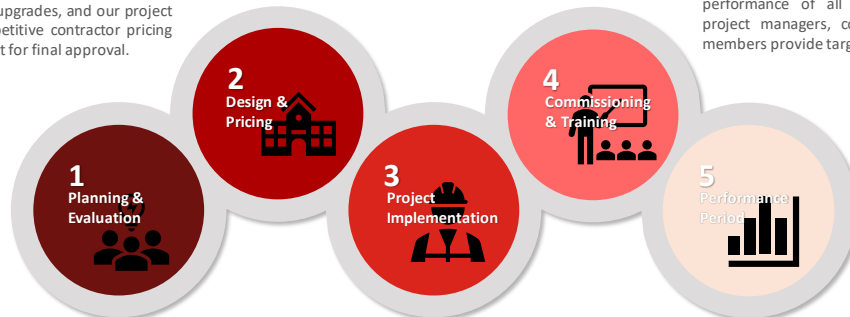
improvement projects are outlined below and throughout this section. We are confident Anselmo-Merna Public School will benefit from our systematic, detail-oriented approach to every aspect of the Project Management process.

Design & Pricing

Our team of professional engineers completes a full design of selected upgrades, and our project manager obtains competitive contractor pricing to present to the district for final approval.

Commissioning & Training

A commissioning agent will test and record the performance of all installed equipment, while project managers, contractors, and other team members provide targeted training to district staff.



Planning & Evaluation

We start with a comprehensive and collaborative process of understanding the district's goals and priorities, as well as the existing building systems, operation, and challenges.

Project Implementation

An experienced project manager will be on site to oversee contractors, manage schedules, ensure budget adherence, address concerns, and communicate progress to district staff.

Performance Period

The project is far from finished when the last equipment is installed. Our staff track energy savings, perform ongoing commissioning, and work with the district to maximize performance.

CB Solutions strongly believes any successful turnkey performance-based facility improvement project must be viewed as a partnership. A partnership between Anselmo-Merna Public School and CB Solutions should be characterized by open discussions of your goals, objectives, and expectations of the services CB Solutions can provide.

We use proven, local implementation contractors for all aspects of the project implementation. We use a contract structure that has a 20-year record of success in Nebraska and that has undergone numerous legal reviews. We are unaffiliated with equipment manufacturers and outsource project financing to eliminate conflicts of interest and reduce costs to the District.

CB Solutions recognizes that it must work harder, deliver more, and deliver more effectively than its competition in order to succeed against its larger competitors. We are prepared to deliver on these promises for Anselmo-Merna Public School.

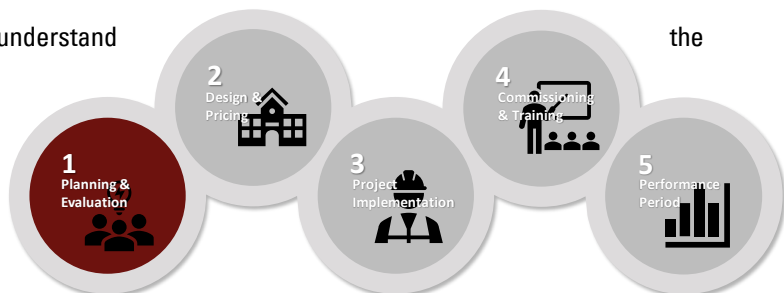
Planning and Evaluation

The first step of our project approach is to understand District's needs and objectives, as well as investigate the condition of your facilities' and systems.

Understand Challenges and Needs

The audit begins with a kickoff meeting involving all key stakeholders within

Anselmo-Merna Public School and CB Solutions. The purpose of this initial meeting is to set project expectations and goals. This meeting early in the process opens the lines of communication and fosters collaboration to influence



scope development. Key client questions serve as the agenda for addressing the most critical items defining a project's success including: schedule, scope, finance, construction, and performance requirements. A communication plan is developed for scheduling and managing daily activities. With your specific needs in mind, CB Solutions creates a customized plan for developing a cost effective, high-performing project.

Investigate Facilities and Systems

The collection of facility data is a vital step of the project. Utility consumption data is a critical component used for establishing the energy baseline and savings potential. Other pieces of information, such as building plans and operating schedules, help to focus time on-site and act as the basis for assumptions used in engineering calculations. Typical data collected includes:

- 24 months of utility bills and rates
- Building square footages
- Original and renovation drawings (Architectural, MEP, Controls)
- Equipment lists
- Maintenance records and repair costs
- Control system access
- Equipment operating schedules
- Standards of comfort
- Occupancy data
- Calendar of events and holidays

The goal of the on-site audit is to understand the systems in each facility and to uncover potential energy conservation measures through site visits, client interviews and field measurements. This process provides an opportunity to understand the deficiencies in the building systems and determine improvements that can be made to operating strategies. Field measurements, such as instantaneous light level readings or continuous data logger measurements of lighting burn hours, space temperature and equipment run hours, contribute to energy calculation inputs.

CB Solutions evaluates each building and its systems in terms of age, condition, and performance. The following are typically examined for each building:

- Occupant comfort complaints
- HVAC systems
- Building Automation Systems
- Lighting systems
- Envelope (e.g. Windows, Roofing, Insulation)
- Electrical loads and distribution
- Domestic water heating systems

Create Comprehensive ECM List

Upon completion of the facility assessment process, CB Solutions' engineers develop a list of energy conservation measures based on field notes, client interviews, and energy usage data. This list of ECMs is exhaustive based on the observations and may not initially take into account cost or energy savings criteria. Upon development of the ECM list, each opportunity is then analyzed individually to determine the economic feasibility, as well as the construction feasibility for the particular conditions at the site. Input from Anselmo-Merna Public School administration and staff is critical during this analysis to determine the effectiveness of the potential opportunities. The conceptual scope of work is determined from the filtered list, and savings and costs are determined based on the measures included.

Calculate Savings Potential

CB Solutions' team of qualified energy engineers completes a complex and detailed process to calculate energy savings potential based on the data collected during the analysis process.

Establish Utility Baselines

Accurate baseline energy use enables identification of energy and cost savings opportunities, development of energy indices for comparison to similar facilities, energy-use-pattern identification, and calibration of energy models.

CB Solutions collects two years of utility data for electricity, fuel, and water. Significant effort is made to identify and verify meters as raw utility data becomes the basis of the engineering analysis and savings calculations.

The data analyzed includes consumption, demand, and cost. The data is prorated by associating consumption by calendar month rather than billing cycle. Weather is one of the drivers in energy consumption that is typically isolated to normalize the baseline usage. A regression analysis generates a relationship between energy use and weather based on weather data from the National Oceanic and Atmospheric Administration's National Climatic Data Center. A normalized utility baseline is developed by applying the correlation to a Typical Meteorological Year data set developed by the Department of Energy. The dates selected for the baseline year are based on closeness to typical years, as well as relevance to current operating parameters.

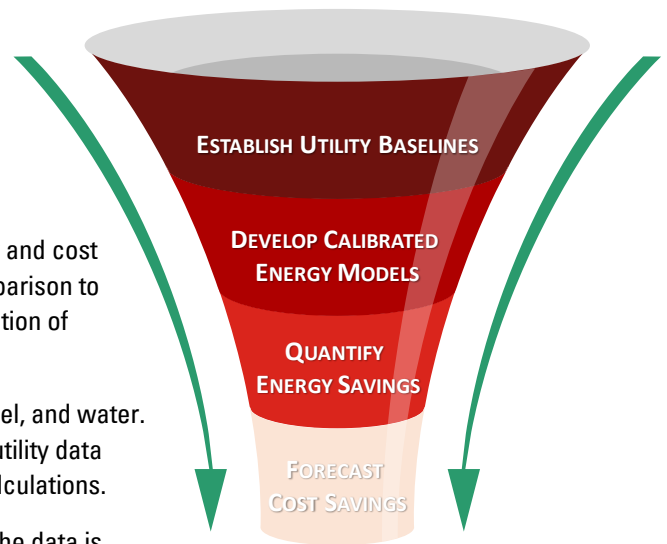
Develop Calibrated Energy Models

A project-specific energy model plan is developed to determine the most effective strategy for the District. The modeling methods range from system-level calculations to detailed, whole building, hourly energy simulations. The selected approach depends on the extent of work being completed, complexity of measures implemented, interactivity of measures, magnitude of savings with respect to the baseline, and the long-term plan of guaranteeing energy savings at the site.

The models are created through an extensive process to develop a representative model for the building systems. The energy and demand use profiles are tuned to the weather normalized utility baselines within acceptable ranges to ensure accuracy and develop confidence in the models and the savings they project, which CB Solutions will financially guarantee. Once the building and its systems have been fine-tuned, only then can the energy conservation measures be assessed.

Quantify Energy Savings

After a model has been created using observations and actual utility data, the process of projecting energy savings starts by selecting the scope of work and the impact it will have on the systems and buildings. Through the experience and expertise of CB Solutions' energy engineers, ECM analyses predict future performance of the buildings and systems once selected measures are implemented. To conduct this process precisely, the baseline model must be calibrated and the modifications to modeling parameters must be representative of future operating conditions.



ECMs are evaluated as parametric runs, or groups of component changes to the baseline inputs, to assess the energy savings of each measure individually. This ensures ECM savings are accounted for only once (avoiding double dipping of savings). For each measure type, key operating parameters are modified for each parametric run to quantify ECM savings.

The changes are evaluated in several ways to ensure accuracy. For example, the accuracy of pre- and post-fixture wattages and burn hours are verified based on existing conditions and proposed scope of work. By approaching energy modeling in this manner, interactivity of building systems are considered, so heating penalties are accounted for after lighting retrofits, and additional cooling savings are quantified when electrical loads are reduced.

The results are peer reviewed to verify measures are modeled correctly and savings forecasts are reasonable and accurate based on the proposed scope. Tools developed to interface with modeling programs display savings by end-use category for efficient evaluation of ECM forecast.

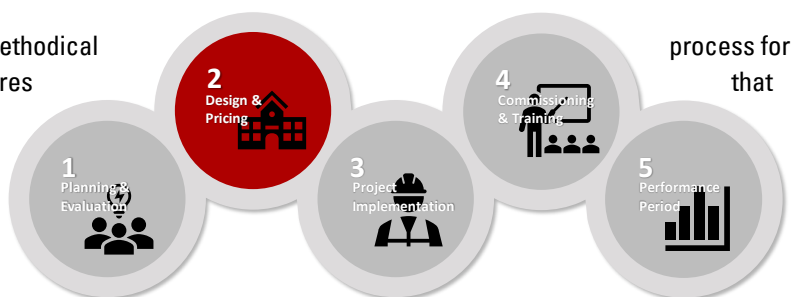
Forecast Utility Cost Savings

With the energy savings quantified, one of the most significant impacts on forecasted savings for the energy savings performance contract is converting the energy savings to accurate cost savings. CB Solutions' approach is to use the most accurate means possible based on the type of fuel and the method of billing, all to ensure accuracy in cost estimates and instill confidence in the forecasted savings that will be financially guaranteed.

Beyond just identifying the utility rates and accounts, CB Solutions also calibrates actual tariff models of the various utility rates to ensure accuracy and relevancy to quantifying savings. Less diligent efforts tend to project cost savings using blended or marginal rates, as opposed to actual tariffs. This practice will, in most cases, artificially inflate dollar savings and create risk for the client. The process of identifying and simulating utility rate structures often brings about additional benefits beyond accuracy, including billing errors that can be resolved on your behalf.

Design and Pricing

Community Building Solutions employs a methodical engineering and design. This process ensures input obtained from our client is integrated into the design, and that our client has numerous opportunities to influence the design throughout the process. Ultimately, the process also ensures competitive pricing, quality installation, optimal performance, and our clients' satisfaction with their project. A summary of our process is outlined below.



CB Solutions accepts 100% in-house accountability for all aspects of the project at Anselmo-Merna Public School. Led by Project Manager Joe Hurla (who will be the single point of contact and accountability for the District), CB Solutions will manage all project services including, but not limited to:

- Analysis
- Design
- Engineering
- Subcontractor Procurement
- Commissioning
- Guarantee

- Project Management
- Financing Support

CB Solutions will assign Danny VanDoren, a Nebraska-licensed Professional Engineer, to lead the development of the project. Danny's license number is E-13287.



Competitive Procurement And Pricing

With design documents and specifications finalized, our project manager next draws from our pool of pre-qualified contractors to solicit competitive pricing to complete the installation of each measure.

CB Solutions encourages the competitive acquisition of all trades not provided directly by our employees. Local contractors with a history of successfully delivering projects to the District are utilized when feasible. This ensures construction is completed by contractors who understand the needs and requirements of working at the District. We will work Anselmo-Merna Public School to identify any local or preferred contractors.

When considering contractors with whom we have no prior experience, CB Solutions utilizes a pre-qualification process to ensure that the subcontractor can perform successfully on the project. CB Solutions seeks to work with only those contractors who consistently provide sufficient skilled craftsmen, quality workmanship, safe and secure work practices, financial stability, similar project experience, skilled management, and worksite management resulting in demonstrated client satisfaction. Bidding and award of contracts are required activities built into the project schedule.

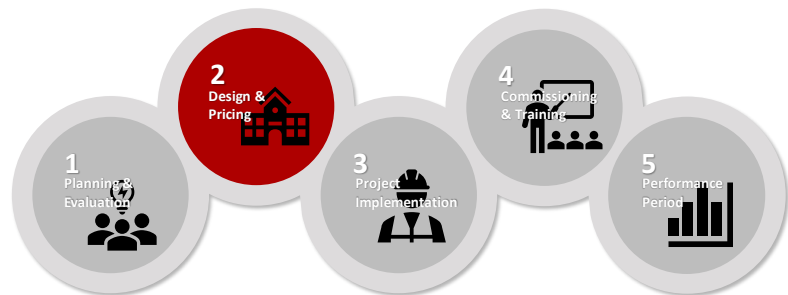
We believe one of the most important roles we play is helping to ensure that our clients use their taxpayers' dollars responsibly. Obtaining competitive pricing based on full design documents and installation specifications means Anselmo-Merna Public School spends no more than necessary to complete its project. Coupled with CB Solutions lowest-in-the-industry overhead and profit markups, we deliver the highest-quality projects at the lowest total price of any firm in the industry.

Large, publicly traded firms inherently have split loyalties and objectives: they often desire to sell their own high-margin products, assign their overpriced staff, and dump massive overhead costs on their customers. As a low-overhead, independent consulting and technical services firm, we have no such conflicts of interest. Our projects are designed with the sole intent of satisfying our customers.

Project Implementation

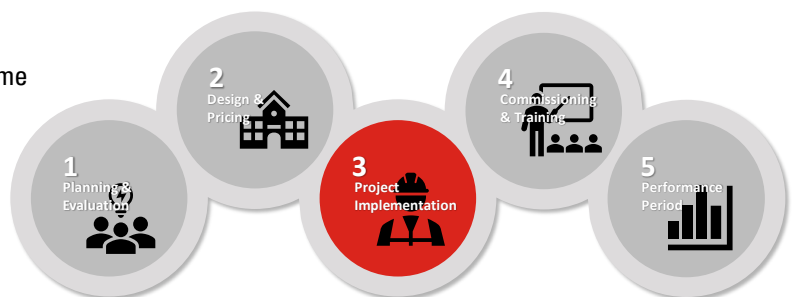
Community Building Solutions acts as a prime contractor, with sole responsibility for the design, plans and specifications, project scheduling, equipment procurement, construction management, start-up, punch-list development, final acceptance inspection, training, and support.

Our Project Manager will utilize the Project Management Institute's process for Construction Management, as summarized below.



Alignment of Interests

CB Solutions does not manufacture, distribute, or sell any equipment that will be considered for use in this project. As a result, our interests align fully with those of Anselmo-Merna Public School. Equipment selections will be made in the best interest of the District.



1. Initiation

Before the project starts, the project manager develops and evaluates the business case to determine if the project is feasible and worth undertaking. Stakeholders are asked to do their due diligence and to conduct feasibility testing. When all parties agree to proceed with the project, the project manager writes a project charter, which includes both the business needs and the business case.

2. Planning

Next, the project team develops a road map for all involved. This includes the project management plan, a formal, approved document created by the project manager to guide execution and control, as well as set baselines for scope and schedule. You can also expect to see these documents in the planning phase:

- Scope statement and scope documentation: This defines the project's business need, benefits, objectives, deliverables, and key milestones.
- Work breakdown structure: This document breaks down the scope of the project into visual, manageable chunks.
- Communication plan: This outlines all aspects of communication, from goals and objectives to roles to tools and methods. The communication plan creates a common framework that everyone can work from to avoid misunderstandings or conflict.
- Risk management plan: This helps project managers identify risks beforehand, including time estimates that may not be met, shifting requirements, and a shortage of committed resources.

3. Execution

Now the work begins. All parties hold a kickoff meeting, then the project team begins the work of assigning resources, implementing project management plans, setting up tracking systems, completing tasks, updating the project schedule, and if necessary, modifying the project plan.

As part of our energy services contract and any agreements we may enter into with any subcontractors, CB Solutions guarantees that the design and installation of the work complies with all current local, state, and federal construction codes and environmental regulations. As a successful turn-key organization, we adhere to the codes and standards required by all applicable local, state, and national governing bodies. The client's standards and specifications for equipment, materials, and workmanship will be followed.

4. Performance and Monitoring

The monitoring phase often happens concurrently with the execution phase. This phase is necessary to measure progress and performance and to ensure that items are in line with the overall project management plan.

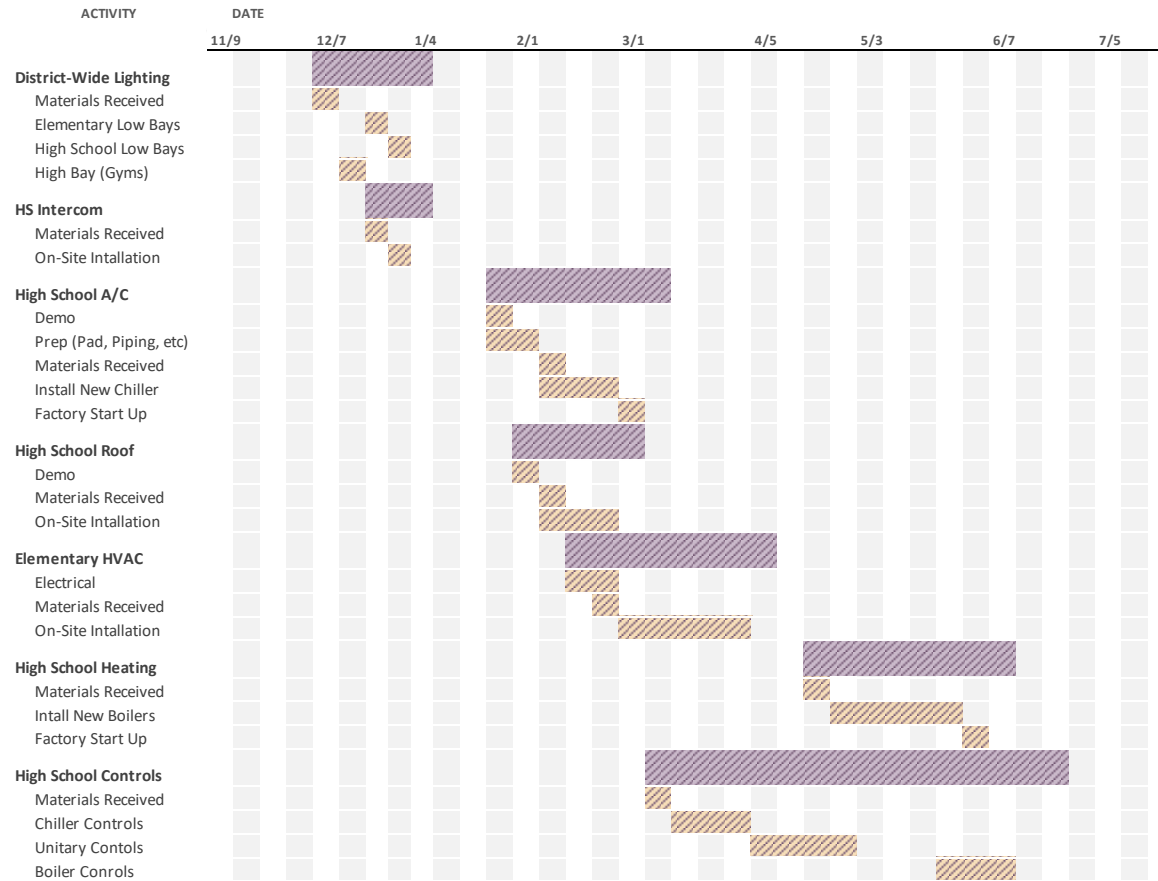
5. Closure

This final phase marks the project's completion. To mark the conclusion, project managers may hold a post-mortem meeting to discuss what parts of the project did and didn't meet objectives. The project team then creates a punch list of any lingering tasks, performs a final budget, and issues a project report.

Project Schedule

CB Solutions' project and construction managers carefully plan the construction to ensure success and safety while minimizing disruption to facility operations and staff. A detailed project schedule will be fully developed for each measure. CB Solutions uses various software products, including Microsoft Project, to manage critical path schedules for its clients and construction administration management. Reports from these programs will be available as required during the construction period. The construction phase will consist of open dialog among project team members regarding field issues, facility staff concerns during construction, quality assurance, and schedule management. CB Solutions has experience managing complex projects, including project phasing, occupied construction, high security, and scheduling downtime in advance when required.

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Budget Control

CB Solutions provides a guaranteed, fixed price to Anselmo-Merna Public School for implementation of the project. In the event the installation cost exceeds the anticipated cost, CB Solutions absorbs all costs without passing any change orders to the District.

We ensure that we deliver this guaranteed, fixed price by obtaining pricing commitments from contractors prior to contract execution. This pricing is based on detailed design drawings and specifications, and allows us to eliminate the risk to us and Anselmo-Merna Public School. The result: Anselmo-Merna Public School gets a project of exceptional quality at a set price that is 25-40% below that of other firms in the industry.

Submittal Drawings

CB Solutions uses a simple yet effective four-step approach to the submittal drawings process. The goal is to set expectations for the contractors, engineers and school district as it pertains to preparing, providing and reviewing submittal drawings. Each party has a unique role in the submittals process, and CB Solutions manages the submittals to ensure a successful design, implementation and project performance.

Pre-Construction Conference

This step brings together the district, CB Solutions, and the engineering team. This is also called a *pre-submittal meeting* or *conference* or *submittals meeting*. In this step, the parties clarify and confirm what the submittal process will be. This includes everything from setting deadlines for delivery and review of submittals to deciding on the format or electronic tool that will be used and determining how you will route the submittals among the participants.

The purpose of the meeting is to make sure all the individuals who play a role in the submittal process understand how they will work together and to establish good lines of communication. The participants discuss how they can avoid submittal delays and mistakes, which increase costs.

Submittal Schedule Development

Preparing construction submittals is the responsibility of contractors, but our engineering team lay the groundwork. As construction plans are being drafted, the design team will identify the types of submittals and the relevant technical specifications that are required.

Once CB Solutions has the plans, a schedule of submittals will be prepared. This lists all the items that need submittals, along with a timeline for the submittals. The schedule of submittals will be coordinated with the building schedule, so there is enough time for the engineering team to review submittals without delaying construction. The submittal schedule will factor in time for CB Solutions to send submittals back if changes are needed. Materials that are needed early in construction or that require long lead time get priority.

Submittal Preparation

The submittal can take many forms, such as shop drawings, physical samples of materials, and data about the equipment. The contractors will explain any deviation from the construction documents on the submittal and submit to CB Solutions for review.

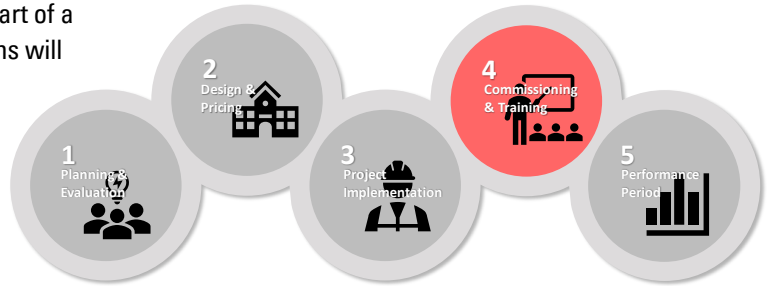
Submittal Review

In this step, the Professional Engineer from CB Solutions reviews the submittal. They have a legal responsibility to approve or reject it. Each submittal must clearly identify the part of the building to which it pertains. The design team is responsible for approving the submittals and making sure the materials selected comply with the requirements laid out in the construction documents and meet the use and performance needs of the design.

CB Solutions reviews the submittal and makes any comments or request changes. Each reviewer checks the submittal for compliance with the construction documents and the quantity and installation requirements. Because a shop drawing that is not designated as “rejected” is considered approved, our engineers will properly label the outcome of every review. Typical submittal results include *approved, rejected, revise, or resubmit*.

Commissioning and Training

A comprehensive commissioning plan is a critical part of a successful facility improvement project. CB Solutions will commission, inspect, and test the installed systems to ensure the project is delivered and will perform as designed. CB Solutions' commissioning activities are built into our construction approach, rather than treated as one final step. Anselmo-Merna Public School will benefit from this approach, as it ensures a quality project delivered on time, on budget, and functioning the way it was intended. Each ECM has unique commissioning requirements, some more complex than others. To ensure consistent delivery, CB Solutions follows the same commissioning approach for all measures, as summarized below:



Pre-Functional Testing

The agent develops, coordinates, observes and documents prefunctional performance tests and checklists for each piece of equipment or system. CB Solutions documents the completed startup tests for review by the Commissioning Agent.

O&M Manuals

The agent substantiates that operations and maintenance manuals provided by CB Solutions and its contractors are complete, available and accessible on site.

Final Report

The agent confirms the existence of a preventive maintenance plan that goes beyond merely responding to trouble calls. The agent prepares a final report detailing the commissioning findings.

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Design Review

The agent reviews design documentation to ensure it clearly and properly describes design intent and includes such details as equipment specifications, sequence of operation, equipment submittals, setpoint schedules, occupancy schedules, and manufacturers' performance data.

Functional Testing

The agent observes rigorous functional performance tests to verify such performance indicators as capacity, efficiency, sequence of operation, proper flows, and the interaction of different equipment and systems.

Training

The agent validates that operating staff have been trained to properly operate and maintain the equipment and systems and that they have been instructed on the equipment and the integration of the systems.

CB Solutions'

commissioning agent will include preparation of a complete plan and schedule of all commissioning

activities, which will include all field tests and inspections, functional performance tests, demonstrations, and permit inspections and tests.

During the design and construction phase the commissioning agent reviews design documents and ensures that commissioning is incorporated into the project specifications. For tune ups, the commissioning agent interviews building operations staff about maintenance practices, building usage, and their concerns.

Design Phase

CB Solutions' commissioning agent reviews design documentation to ensure it properly describes design intent and includes such details as equipment specifications, sequence of operation, equipment submittals, setpoint schedules,

occupancy schedules, and manufacturers' performance data. The agent develops, coordinates, observes, and documents pre-functional performance tests and checklists for each system. The agent observes rigorous functional performance tests by contractors to verify performance indicators such as capacity, efficiency, sequence of operation, air flows, and interaction of systems.

The agent substantiates O&M manuals provided are complete, available, and accessible. The agent validates operating staff have been trained to properly operate and maintain equipment and systems and they have been instructed on equipment and the integration of systems. If desired by the district, the agent confirms existence of a preventive maintenance plan or a service contract that goes beyond merely responding to trouble calls. The agent prepares a final report detailing the commissioning findings.

For each commissioning activity the following will be in the Commissioning Plan prepared by the agent:

- Entity performing activity
- Prerequisites, such as type of design information required, prior testing, etc.
- Functions to be tested or inspected
- Methods of test or inspection, conditions required, and other procedures
- Equipment required
- Results required

Commissioning activities will be scheduled at the optimum time, to avoid unnecessary uncovering of work, retesting due to inadequate preparation, and duplication of effort. If desired, the schedule may be incorporated into overall progress schedule or substantiation schedule, provided commissioning tasks can be reported separately from other progress information.

A commissioning report will be submitted by the responsible party for each commissioning activity that involves inspection, observation, or testing of construction, on a standard form that identifies the project.

Contents of the commissioning report, at a minimum, will include the following:

- Identification of activity, including element/system involved, date/time
- Entity performing activity; other persons present
- Prerequisites required and accomplished
- Procedures or methods of testing
- Results required and results achieved
- Photographic evidence of tests and/or deficient conditions included in the report

Construction Phase

During the implementation phase, the commissioning agent reviews contractor submittals and operations and maintenance manuals. As appropriate, the agent writes test plans for each system and piece of equipment to be commissioned. The agent will visit the construction site to note any conditions that might affect system performance

or operation and will observe startup of pre-functional testing and indicates observable deficiencies that are to be corrected before functional testing begins. This will require contractor involvement during multiple seasons of the year and under full and part-load occupancy to ensure year-round comfort.

The agent involves district maintenance staff and any other operators in the testing to improve understanding of the various systems and the ability to troubleshoot them. The agent documents testing progress, correction of problems, and any deficiencies that may affect future building performance and delivers these reports to the district.

Acceptance Phase

Once construction is complete, equipment operation is performed by subcontractors, particularly the controls subcontractor. The agent ensures that any required corrective measures meet the engineering team's criteria and design intent. Acceptable performance is deemed to have occurred when equipment and systems meet specified design parameters under full-load and part-load conditions during all modes of operation, as outlined in the test plan. After completing all functional performance testing, the agent writes a final commissioning report, which includes all project documentation and submits it to the district.

Acceptance is complete when the project has moved from static construction state to dynamic operating state free of deficiencies. Acceptance also includes training of all appropriate staff by contractors. The commissioning agent is responsible to verify operations and maintenance manuals are complete and updated and on-site during the training sessions and thereafter.

Post Occupancy Phase

Commissioning is an on-going process and does not end with project close-out. The Contracting Officer is responsible to ensure that the equipment and systems continue to function properly and to document changes in equipment and building usage. Retaining the commissioning agent to recommend methods for accomplishing these responsibilities may be required.

When performing post acceptance testing, CB Solutions will be careful not to void any warranties. As appropriate, the commissioning agent observes necessary seasonal testing of equipment and systems. During the building's life, Banner County may periodically recommission it. Depending on building usage, equipment complexity, and operating experience, this should take place every two to three years.

Training

CB Solutions understands the importance of training to ensure the on-going performance and clear understanding of the work completed as part of the solution. Our team will work to develop a training plan to ensure complete understanding of technology, systems, and operations to sustain long-term savings.

CB Solutions will provide training for operations and maintenance staff regarding installed equipment and systems per the vendors' and manufacturers' standard offering unless other requirements are identified agreed upon. Training manuals will be assembled throughout the implementation of the project for client reference.

The type and amount of training provided is unique to each customer. During the development of the project, our engineers and project implementation team will develop an assessment of the skill level of your facilities staff and their familiarity with the proposed equipment and strategies. This assessment, combined with input from facilities management and other appropriate parties involved in scope development meetings, will provide a picture of your training needs and how we can best address them. Key types of training include:

- Energy management control systems
- HVAC optimization and maintenance
- Preventative maintenance
- Building system troubleshooting
- Building system commissioning

During construction, staff will receive on-site training as each system becomes operational. The frequency of this training depends upon construction progress and staff skill level. Operator manuals will be provided to the facilities department for reference. Near project completion, the project manager will schedule on-site training in larger blocks to include system operating parameters. Once basic training is complete, the project manager will develop a detailed training plan based on the assessed skill level of the staff, with a goal of creating competent, confident, engaged system operators committed to improving system performance.

Training Frequency

As CB Solutions develops the project and identifies the scope, we will work with the District to determine how much training is needed and how often District personnel will need to attend. Near the end of the implementation phase, the project manager will schedule on-site training in larger blocks to thoroughly cover the basic operating characteristics of your systems. Once this training is complete, the project manager can communicate with facilities management personnel to develop a detailed training plan based on the skills and ongoing needs of your staff. The frequency of training will be continuous and ongoing throughout our project with the District.

Vendor Training

CB Solutions wants to install the best solutions for Anselmo-Merna Public School. In many cases, the training required is on other vendor's equipment (i.e. – chillers, boilers, competitor's controls, security, etc.). Our project team will schedule training with outside vendors to ensure District personnel are comfortable and knowledgeable with the equipment installed. The frequency and location of the outside vendor training is dependent of the type of equipment, manufacturer and level of training desired.

In-House Training

Our project managers and project engineers are knowledgeable about how your facilities' systems, maintenance requirements, and how to maximum efficiency. As implementation progresses, your personnel will receive on-site training as each system becomes operational. This becomes beneficial to you as well as to CB Solutions, since it helps to begin accruing energy savings. Training pertains to the unique systems at your facility, ensuring your staff learns techniques and tactics they can apply to their day-to-day operations.

Ongoing Training

Our team understands occasional turnover of facility personnel will occur. When the District fills a staff position, CB Solutions will communicate with the District to conduct additional necessary training. In most cases, on-site training of the new staff will be performed.

O&M Manuals

O&M Manuals contain all the information needed to operate, maintain, and repair all systems, equipment, and product finishes provided as part of the work of the project. These manuals are coordinated by Community Building Solutions with the contractors, assembled by the contractors, and then submitted to CB Solution's engineering team for review and subsequent use by the district maintenance personnel. CB Solutions requires, at a minimum, the following information to be included in all O&M manuals:

- **Product Data:** Provide all product information including, manufacturer, product and component parts name or equipment make and model number (and other name plate data), size and dimensions, and other pertinent information.
- **Supplier's name, address, email address, phone and reference order numbers.**
- **Equipment and Systems:**
 - Provide Manufacturer's printed operations and maintenance instructions.
 - Drawings and Diagrams of system assembly and configuration to illustrate relations of component parts of equipment and systems and show control and flow diagrams
 - Operating Procedures: provide Manufacturer's recommended operating procedures and schedules, including routine lubrication and servicing data (lubrication type required), start-up, break-in, shutdown procedures and any seasonal or emergency procedures.
 - Maintenance Requirements: including routine procedures and guide for preventative maintenance and troubleshooting checklists; disassembly, repair, and reassembly instructions; and alignment, adjusting, balancing and checking instructions.
 - Parts Lists: Provide complete parts lists with parts numbers indicating common replacement parts and anticipated useful life. Include current prices and recommended quantities to be maintained in storage.
 - Sequence of Operation: Include sequence of operation by controls manufacturer.
 - Control Diagrams: provide control diagrams by controls manufacturer as installed.
 - Contractor's Coordination Drawings: provide with color coded piping diagrams as installed.
 - Valve Charts: provide charts of valve tag numbers, with location and function of each valve, keyed to flow and control diagrams.
 - Panel Board Circuit Directories: Provide electrical service characteristics, controls, and communications; typed.
 - Refrigeration Controls: provide control schematics / sequence of operation documentation.
 - Motor data and VFD documentation and final settings programmed into the VFD's
 - Fan and Pump Curves
 - HVAC Filter Schedule

CB Solutions will prepare and assemble the operations and maintenance data into an instructional electronic manual for the Owner's Operations Personnel. Information should be prepared by personnel experienced in maintenance and operation of described products, equipment and systems.

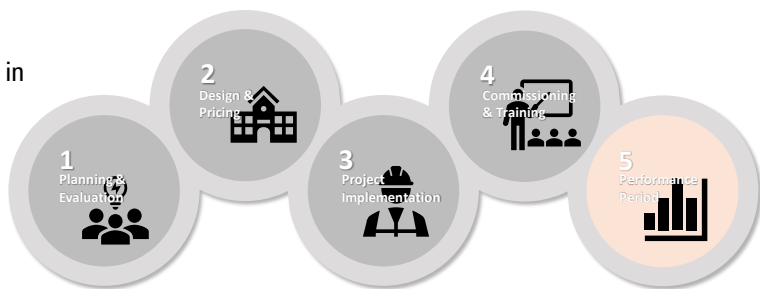
Warranties

CB Solutions specifies equipment and workmanship warranties in the guaranteed construction contract. All warranties identify the date of Substantial Completion, the Specification Section and Scope of what is being warrantied and shall be dated and signed by Anselmo-Merna Public School.

Working with the installation contractors and equipment manufacturers, CB Solutions' construction management team will ensure that all equipment is installed according to the manufacturers specifications so that the warranties are valid. All warranty information will be included in the final construction contract, in addition to the O&M manual so that the district will know the proper steps to take in the instance that a piece of equipment fails within the equipment warranty timeframe, but outside of the workmanship warranty.

Performance Period

At Community Building Solutions, we take pride in providing a straightforward approach to M&V that is clearly understood by our clients. We go to great lengths to educate our clients on the many M&V approaches available, and seek to develop a plan that meets the client's needs – whether it be strict accounting of energy savings, documentation of meeting identified performance standards, or a combination of both.



CB Solutions has experience utilizing each of the four M&V options within the IPMVP. Inappropriate M&V methods or poorly understood implications will most surely result in a dissatisfied client. CB Solutions is proud of our approach to M&V and our resultant track record for satisfied clients. We value our reputation and our goal is to make sure that every client is satisfied with the results of their project and fully assured that it is performing as we guaranteed. M&V and support needs will be revisited during the design phase.

Industry standards for M&V are based upon guidance from the International Performance Measurement and Verification Protocol (IPMVP). This protocol is used to reduce and manage measurement uncertainties in order to structure project financing contracts while maintaining the balance between cost and risk. Different investments require different measures of performance. Accordingly, there are four options within the protocol to accommodate a variety of contractual arrangements.

Option A: Partially Measured Retrofit Isolation

Savings are determined by partial field measurement of the energy use of the systems to which an ECM was applied; separate from the energy use of the rest of the facility. Measurements may be either short-term or continuous.

Option B: Retrofit Isolation

Savings are determined by field measurement of the energy use of the systems to which the ECMs were applied; separate from the energy use of the rest of the facility. Short-term or continuous measurements are taken throughout the post-retrofit period.

Option C: Whole Facility

Savings are determined by measuring energy use at the whole facility level. Short-term or continuous measurements are taken throughout the post-retrofit period. Main meter billing analysis, time series comparisons or regression analyses of either typical values or post-installation values are defined for baseline and post-installation independent variables that influence energy use (e.g., weather and occupancy). This plan is effectively used in facilities where a high degree of control can be established for all factors that influence energy consumption.

Option D: Calibrated Simulation Analysis

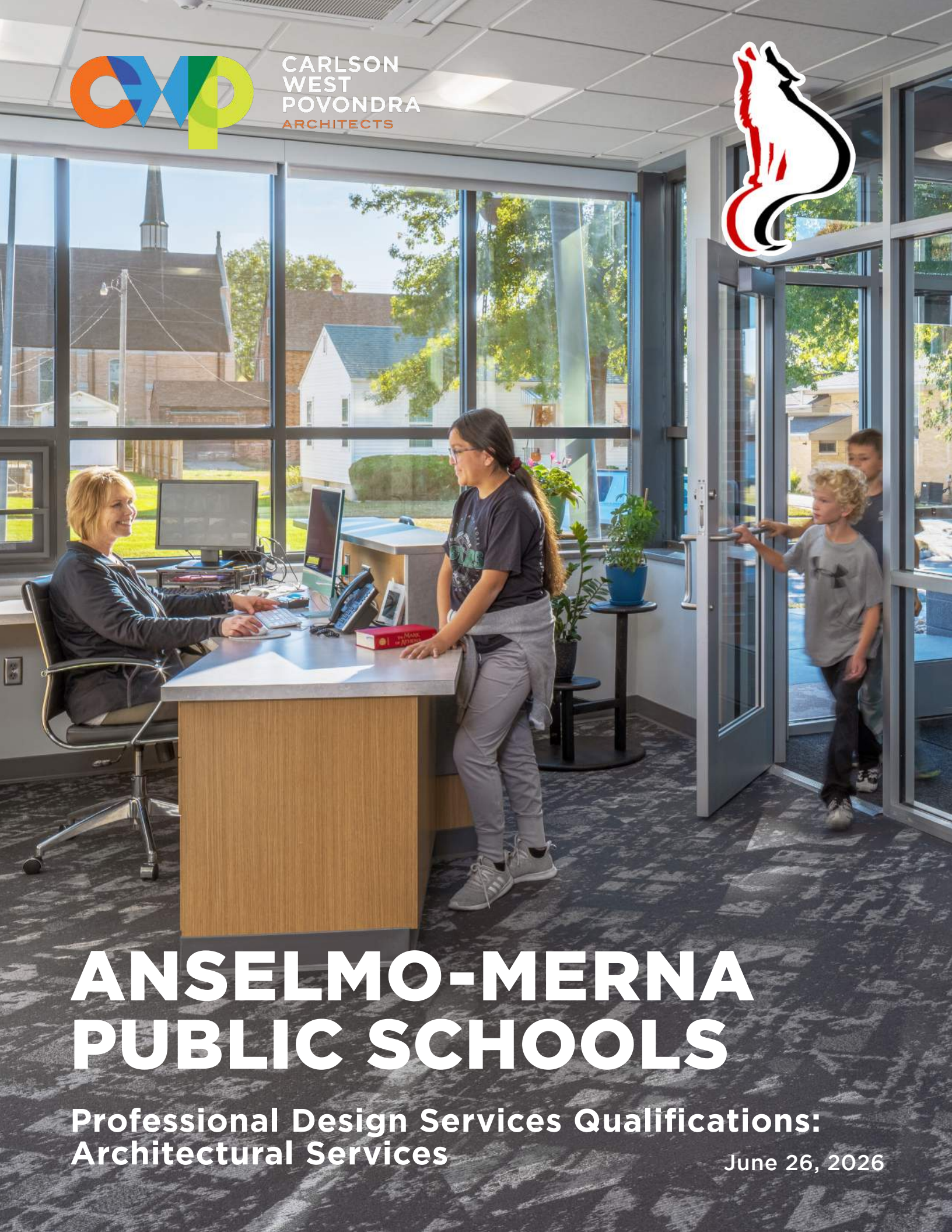
Savings are determined through simulation of energy use of components or the whole facility. Simulation routines must be demonstrated to adequately model actual energy performance measured in the facility. This option usually requires considerable skill in calibrated simulation. Option D is used predominantly in new construction or situations where baseline utility data are non-existent or unavailable.

Audit Cost

CB Solutions is structured to complete all aspects of Anselmo-Merna Public School's project effectively and efficiently. Having already made a site visit and several preliminary scope conversations with district administration; we are prepared to move into the conceptual phase upon selection by the BOE and begin developing budget figures for the remaining scope of work at a fee of **\$8,000**.



CARLSON
WEST
POVONDRA
ARCHITECTS



ANSELMO-MERNA PUBLIC SCHOOLS

Professional Design Services Qualifications:
Architectural Services

June 26, 2026

June 26, 2026

Mr. Lloyd McIntyre
Anselmo-Merna Public School
210 North Conway Avenue
Merna, NE 68856

Dear Mr. McIntyre and Members of the Selection Committee,

Carlson West Povondra Architects (CWP) is pleased to submit our qualifications to provide architectural and engineering planning services for Anselmo-Merna Public School. We appreciate the opportunity to be considered as a partner in evaluating future facility and infrastructure needs and assisting the District with thoughtful, cost-conscious planning for future improvements.

For more than 38 years, CWP has worked with school districts across Nebraska to assess facilities, identify priorities, develop conceptual solutions, and establish realistic project budgets. We understand that successful planning requires more than preparing drawings—it requires listening to stakeholders, understanding operational needs, evaluating long-term goals, and providing practical recommendations that align with available resources.

Our team has extensive experience assisting districts with a wide range of projects, including renovations, additions, athletic facilities, infrastructure improvements, maintenance and operations facilities, and long-range capital improvement planning. Through a collaborative planning process, we help districts evaluate options, establish project priorities, and understand the costs and feasibility associated with potential improvements before significant investments are made.

We believe our experience, responsiveness, and familiarity with Nebraska educational facilities position us to be a valuable resource to Anselmo-Merna Public School as future needs are identified and evaluated. Our goal is to provide clear guidance and actionable information that supports informed decision-making and responsible stewardship of district resources.

Thank you for your consideration. We appreciate the opportunity to submit our qualifications and look forward to the possibility of working with Anselmo-Merna Public School.

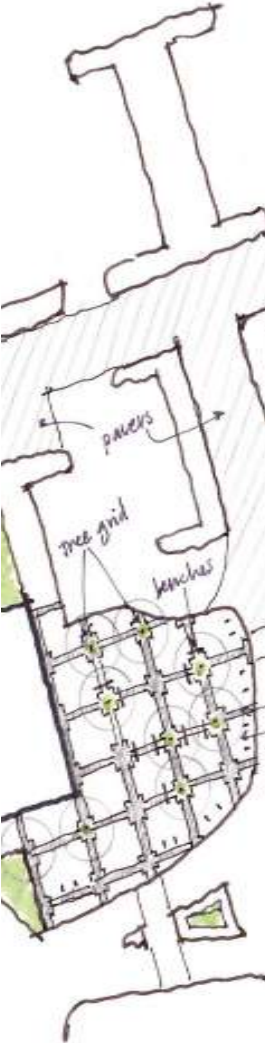
Warm regards,



Ken Kirkpatrick, AIA
Senior Associate
Carlson West Povondra Architects



TABLE of CONTENTS



Cover letter

Firm Information1

Project Team2-4

Project Experience5-21

Project Approach22-26

Fee Proposal27

References28



FIRM INFORMATION

FIRM INFORMATION

FIRM BACKGROUND AND HISTORY



CARLSON WEST POVONDRA ARCHITECTS | 5060 DODGE STREET, OMAHA, NE 68132 | (402) 551-1500

FIRM DESCRIPTION & HISTORY

Carlson West Povondra Architects (CWP) is a leading client-centric design firm dedicated to creating inspired, holistic solutions that strengthen our communities.

Our staff is dedicated to design excellence, integrity, and a commitment to fulfill our clients' needs. Since 1987, our firm has provided professional services for many types of projects, with a special emphasis on educational spaces. Our team combines their years of experience, knowledge, and expertise to develop the ideal solution for each project.

Our client-centric design philosophy promotes open discussion through workshops with stakeholders and community members to determine the direction of each project. Through direct collaboration in the creative process, our team can respond to each need and desire. We offer the ideal balance of scale—large enough to take on major projects, while maintaining the personal involvement of our most experienced principals on every project.

STAFFING CAPACITY & DESIGN DISCIPLINES

Architects.....	8
Architect/Community Designer.....	1
Architectural Staff	6
Architectural Interns.....	1
Interior Designers	3
Construction Administrators.....	2
Marketing and Business Development.....	2
Administrative	2
TOTAL STAFF.....	24

EDUCATION PLANNING & DESIGN QUALIFICATIONS

225+ PK-12 PROJECTS in the past 20 years
30% OF OUR PORTFOLIO is PK-12
45+ DISTRICTS in the past 20 years
38 YEARS providing PK-12 education design

RELEVANT SERVICES PROVIDED

- | | | |
|---|-------------------------------------|------------------------------------|
| • ADA Evaluation | • Construction Document Development | • Master Planning |
| • Architectural Design | • Construction Administration | • Programming |
| • Bidding Assistance | • Feasibility Study | • Public Bond/Financing Assistance |
| • Conceptual Design | • Graphic Design | • Site Evaluation |
| • Construction Delivery Method Guidance | • Interior Design | • Virtual/Augmented Reality |



PROJECT TEAM

PROJECT TEAM

KEY PERSONNEL



KEN KIRKPATRICK, AIA, LEED AP
REGISTERED PROFESSIONAL ARCHITECT

PROJECT ROLE: PROJECT ARCHITECT

EDUCATION

Master of Architecture,
University of Nebraska-Lincoln
Bachelor of Science, Design,
University of Nebraska-Lincoln

REGISTRATIONS

Registered Architect:
Nebraska A-5294

AFFILIATIONS

LEED Accredited Professional
American Institute of Architects
Westgate Community
Foundation
Board Member
Westgate Elementary
Community Club
Vice President
Westside Superintendent
Advisory Council
Westside Accreditation Parent
Panel

PROFESSIONAL EXPERIENCE

CWP Architects
5 Years
Total Work Experience
19 Years

**Denotes work with
previous employer*

Ken Kirkpatrick brings 19 years of experience leading K-12, higher education, civic, religious, corporate, commercial, and multi-family projects. His broad project background allows him to guide complex projects through planning, design, and construction while balancing stakeholder priorities, budget requirements, and project schedules.

Known for his collaborative approach and attention to detail, Ken works closely with clients, consultants, and project teams to develop practical, well-coordinated design solutions. He is committed to delivering clear communication, through project coordination, high-quality construction documents that support successful project outcomes. Throughout the design process, Ken focuses on understanding each client's goals and helping transform those objectives into facilities that serve their users and communities for years to come.

RELEVANT EXPERIENCE

Battle Creek Public School
Battle Creek, NE

Howells Dodge Public Schools
Dodge, NE

Lincoln Public Schools
Lincoln, NE
– Lincoln Southeast High School

Stuart Public School
Stuart, NE

Council Bluffs Community Schools*
Councils Bluffs, IA
– Kirn Middle School Renovation & Additions
– Wilson Middle School Renovation & Additions
– Roosevelt Elementary Renovation & Additions
– Longfellow Elementary Renovation & Additions
– Rue Elementary Renovation & Additions
– Edison Elementary Renovation & Additions

– Kirn Middle School SPED Renovation
– Kirn Middle School Bleacher Replacement
– Thomas Jefferson High School Bleacher Replacement

Westside Middle School*
Omaha, NE

Macy Public Schools*
Macy, NE
– Locker Room Addition

Cross County Public Schools*
Stromsburg, NE
– Classroom Addition

Lewis Central Middle School*
Council Bluffs, IA
– Office Renovation

OPS Saddlebrook Elementary / Library / Community Center*
Omaha, NE



KEVIN BAITEY, AIA
REGISTERED PROFESSIONAL ARCHITECT

PROJECT ROLE: PROJECT ARCHITECT

EDUCATION

Master of Architecture,
University of Nebraska-Lincoln

Bachelor of Science, Design,
University of Nebraska-Lincoln

REGISTRATIONS

Registered Architect:
Nebraska A-5577

AFFILIATIONS

- ACE Mentors of Omaha
- Lead Mentor
- Rotary of Omaha
- Honor Roll Coordinator & Table Host
 - Administrative Committee
- AIA Nebraska
- Board of Directors
 - Emerging Professionals Committee
 - Associate of the Year 2022
- AIA Omaha
- President

PROFESSIONAL EXPERIENCE

CWP Architects

5 Years

Total Work Experience

7 Years

Kevin Baitey values strength in design through an iterative process in his role as a project architect. He embraces the mentality of leading by doing, both in his role with CWP and through his involvement locally as a Lead Mentor for ACE Mentors of Omaha and as an active member of Rotary of Omaha where he volunteers for the Annual 8th Grade Honor Roll Program and secures sponsorships to celebrate the academic success of Nebraska students. He stays informed on the latest industry trends through professional involvement including his role as President of AIA Omaha and serving on the AIA Nebraska Board of Directors.

Kevin is proficient in a variety of design programs and utilizes his knowledge of workflows between software to enhance conceptual design all the way through project documentation.

RELEVANT EXPERIENCE

- Lincoln Public Schools**
Lincoln, NE
- Irving Middle School
 - Pound Middle School
 - Southeast High School
 - Lincoln High School Enhancements
- St. Columbkille Parish Center**
Papillion, NE
- Early Learning Center
- Gross Catholic High School**
Bellevue, NE
- STEM Center Renovation
- Millard Public Schools**
Omaha, NE
- Cather Elementary School
 - Morton Elementary School
- North Bend Central Public Schools**
North Bend, NE
- Facility Study
- Pierce Public Schools**
Pierce, NE
- Elementary School Addition & Renovation

- Laurel Concord Coleridge Public Schools**
Laurel, NE
- Addition & Renovation
- Wayne Community Center**
Wayne, NE
- Study
- Kenesaw Public Schools**
Kenseaw, NE
- Omaha Fire Station #31**
Omaha, NE
- American Concrete Headquarters**
Valley, NE
- Farmers & Merchants Bank**
Ashland, NE
- Baxter Headquarters**
Omaha, NE
- West Dodge Office Building**
Omaha, NE
- St. Luke United Methodist Church**
Omaha, NE
- Milford City Hall & Police Headquarters**
Milford, NE



SAVANNAH ORCHARD, IIDA
REGISTERED INTERIOR DESIGNER

PROJECT ROLE: INTERIOR DESIGNER

EDUCATION

Bachelor of Science in Interior Design
University of Nebraska-Lincoln

REGISTRATIONS

International Interior Design
Association (IIDA)

AFFILIATIONS

International Interior Design
Association (IIDA)

PROFESSIONAL EXPERIENCE

Carlson West Povondra
Architects

7 Years

Total Work Experience

8 Years

Savannah Orchard works closely with project teams and clients to create interior environments that are functional, welcoming, and tailored to each project's unique goals. Drawing on her background in commercial furniture and interior design, she understands how space planning, materials, furnishings, and finishes work together to support both aesthetics and performance.

Savannah combines creativity, technical expertise, and attention to detail to develop thoughtful design solutions that reflect each client's vision and needs. She collaborates seamlessly with project team members, contractors, vendors, and stakeholders throughout the design process, helping ensure projects are delivered efficiently, accurately, and successfully. Strong communication, organization, and responsiveness are central to her approach and contribute to positive outcomes for clients and project teams alike.

RELEVANT EXPERIENCE

- Stuart Public School**
Stuart, NE
- Kenesaw Public Schools**
Kenesaw, NE
- Milford Elementary School**
Milford, NE
- Wausa Public Schools**
Wausa, NE
- Clarkson Public Schools**
Clarkson, NE
- Addition & Renovation
- Crofton Public Schools**
Crofton, NE
- Addition & Renovation
- Tekamah Herman Community Schools**
Tekamah, NE
- Elementary Classroom Addition
- Winnebago Public Schools**
Winnebago, NE
- Resource Center Addition
- Bancroft Public Schools**
Winnebago, NE
- Addition & Renovation
- Wayne Community School**
Wayne, NE
- High School Addition & Renovation
- St. Columbkille Parish Center**
Papillion, NE
- Our Redeemer Lutheran Church & School**
Staplehurst, NE
- Douglas County Health Center**
Omaha, NE
- Renovations



PROJECT EXPERIENCE

PROJECT EXPERIENCE

SIMILAR COMPLETED PROJECTS



The following projects represent a sample of Carlson West Povondra Architects' extensive PK-12 experience throughout Nebraska. These projects were selected to demonstrate our ability to partner with school districts through every phase of a project, including:

- Facility assessments, audits, and master planning
- Feasibility studies and conceptual planning
- Community engagement and stakeholder collaboration
- Bond planning and referendum support
- Additions and renovations to elementary, middle, and high school facilities
- Career and Technical Education (CTE) additions and renovations
- Athletic and activity facility improvements

- Secure entrances, administrative renovations, and campus safety enhancements
- Proven expertise in various construction delivery methods, including:

- Construction Manager at Risk
- Design/Bid/Build

Strong coordination with school districts, managing:

- Phased occupancy schedules
- Summer work restrictions
- Maintaining school operations during construction

If there are any questions regarding these or any other projects listed within any personnel resume we are happy to provide any additional information necessary to answer any questions regarding our previous work.

WAYNE COMMUNITY SCHOOLS | Wayne, NE

Facility Analysis Study | Master Planning | Bond Referendum & Promotion

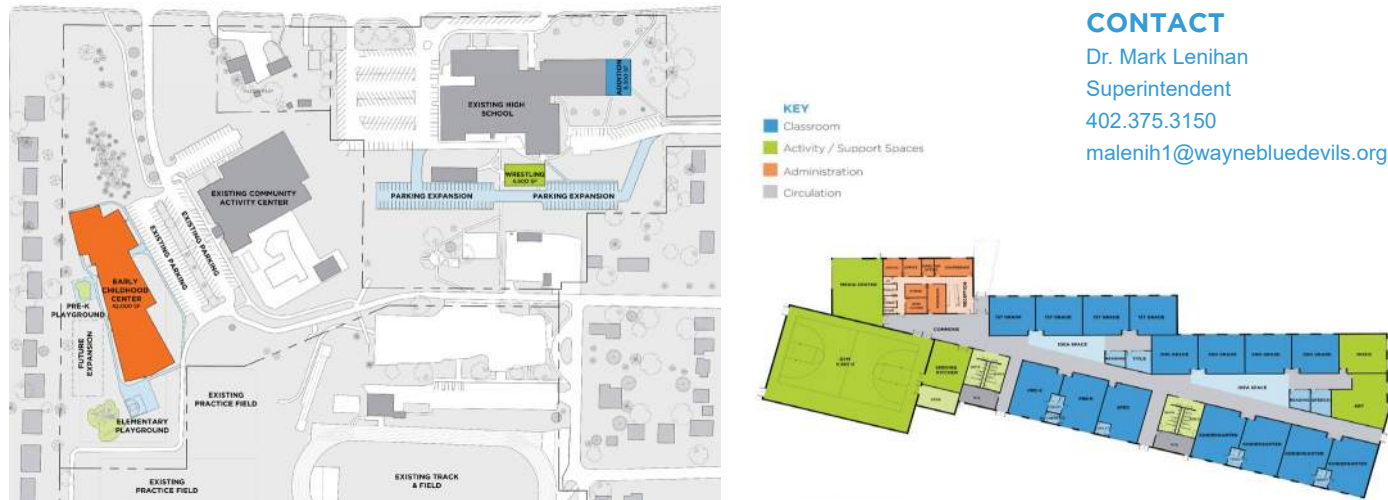
New Construction | Addition & Renovation

Carlson West Povondra Architects was retained by Wayne Community Schools to conduct a comprehensive facility assessment, master planning effort, and facility improvements study for the district's existing facilities and grounds. The planning process was designed to evaluate existing conditions, identify facility needs, explore future opportunities, and provide district leadership with the information necessary to make informed decisions regarding future capital improvements.

The study included facility evaluations, data collection and field verification, stakeholder engagement, needs identification and prioritization, architectural programming, conceptual planning, site and floor plan development, and preliminary construction cost estimating. Multiple renovation and new construction options were evaluated to help the district understand the opportunities, challenges, and long-term implications associated with each approach.

Upon completion of the planning process, CWP provided the district with a prioritized roadmap of facility improvements and associated construction costs. The recommendations developed through the study ultimately served as the foundation for a successful bond initiative and the implementation of multiple facility improvement projects, including the new Early Learning Center and renovations and additions to the existing high school campus. CWP continued its partnership with Wayne Community Schools by providing bond planning assistance, architectural design, and construction administration services through project completion.

CONCEPTUAL FLOOR PLANS



LOCATION

611 W 7th Street
Wayne, NE 68787

SIZE

High School:

14,400 Sq. Ft. (New)

21,985 Sq. Ft. (Renovation)

Early Learning Center:

42,500 Sq. Ft. (New)

COST

\$25 million Bond

COMPLETION DATE

2014 - Study

2015 - Study Update

2020 - Bond Planning Study

2022 - Bond Planning & Promotion

2025 - Early Learning Center

2025 - High School Addition & Renovation

CONSTR. DELIVERY METHOD

CMAR

CONTACT

Dr. Mark Lenihan

Superintendent

402.375.3150

malenih1@waynebluedevels.org

CONCEPTUAL RENDERINGS



BUILT PROJECT



TEKAMAH HERMAN PUBLIC SCHOOL | Tekamah, NE

Bond Referendum & Promotion | Addition & Renovation

Carlson West Povondra assisted in the planning and promotion for a bond referendum to improve the existing K-12 facility for Tekamah-Herman Schools. While the district has made numerous small improvements over the past few decades, the last major construction project at the facility was completed in 1967 with the construction of the new elementary building. The original high school, built in 1931, is still in use today.

The existing K-12 facility sits at the northwest side of the intersection of Hwy 75 and M Street. Options for growth were limited as the structure is landlocked on all sides with residential and commercial properties. The district did own property on the south side of M Street that were demolished after the completion of a new Career Education Center in January of 2020. After failing previous bonds to build a brand-new campus outside of town, the school board was committed to renovations and an addition at the current site.

At the top of the priority list was security for the facility. The new facility plan created a new main entrance with a secure vestibule directly adjacent to the high school administrative offices. In addition, in order to maintain one facility, the new plan included the relocation of M Street to the south in order to allow space for a new competition gymnasium, varsity locker rooms, fitness room, wrestling room, three new science labs, public restrooms, and a new cafeteria/commons for the high school students.

LOCATION

112 N. 13th Street
Tekamah, NE 68061

SIZE

40,000 Sq. Ft. (New)
7,500 Sq. Ft. (Renovation)

COST

\$11 Million

COMPLETION DATE

2019 - Study
2019 - Bond Planning
2021 - Addition & Renovation

CONSTR. DELIVERY METHOD

CMAR

CONTACT

Mr. Dan Gross
Former Superintendent (Ret.)
402.870.1995 cell

Brad Kjar
Superintendent
402.374.2157
bkjar@thtigers.org

CONCEPTUAL PLANS



CONCEPTUAL RENDERINGS



BUILT PROJECT



BANCROFT ROSALIE PUBLIC SCHOOLS

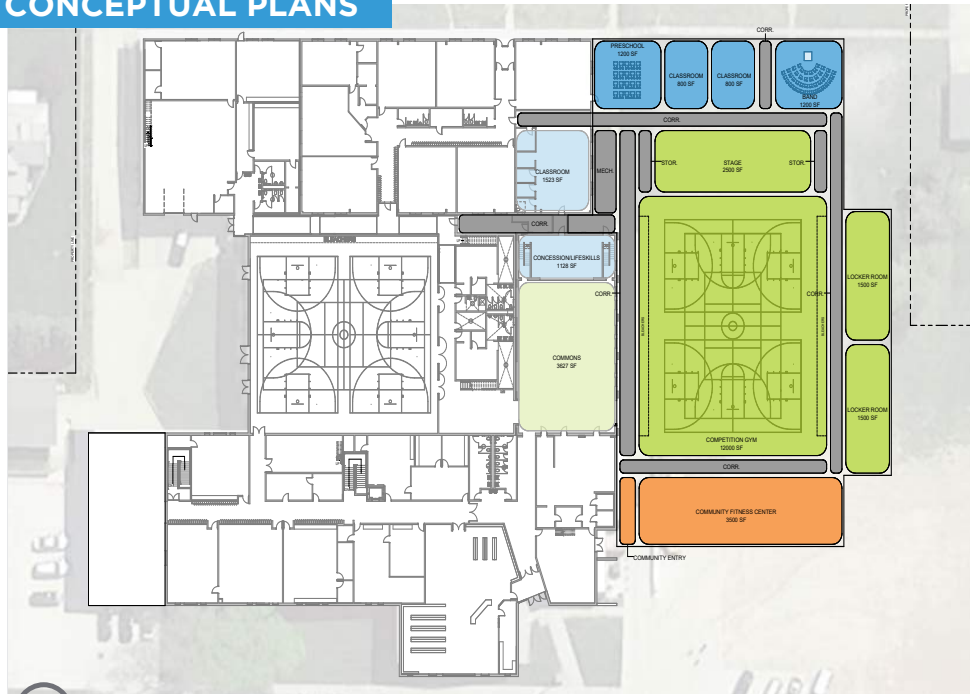
Bancroft, NE

Facility Analysis Study | Master Planning | Bond Referendum & Promotion
Addition & Renovation

Bancroft-Rosalie Public Schools initiated its journey with a comprehensive facility audit and master plan aimed at identifying existing conditions, code compliance issues, mechanical and electrical systems, structural deficiencies, and program and community needs. Building on those findings, CWP led a collaborative planning process with district leadership and a community planning committee to identify priorities, define project scope, establish bond funding, and build community support, culminating in a successful bond referendum.

The completed addition and renovation project reflects the priorities established through that planning process, expanding educational opportunities with new classroom spaces for agricultural education, career and technical education, and fine arts, along with a new gymnasium featuring a stage, locker room facilities, and a community fitness area. Additional improvements included a new secure entrance with a relocated reception area and secure vestibule, enhancing the safety, security, and daily operation of the school while providing a modern facility that serves both the district and the surrounding community.

CONCEPTUAL PLANS



LOCATION

708 Main St.
Bancroft, NE 68004

SIZE

34,000 Sq. Ft. (New)
23,000 Sq. Ft. (Renovation)

COST

\$18,000,000

COMPLETION DATE

2023 - Study
2024 - Design
2026 - Construction Completed

CONSTR. DELIVERY METHOD

CMAR

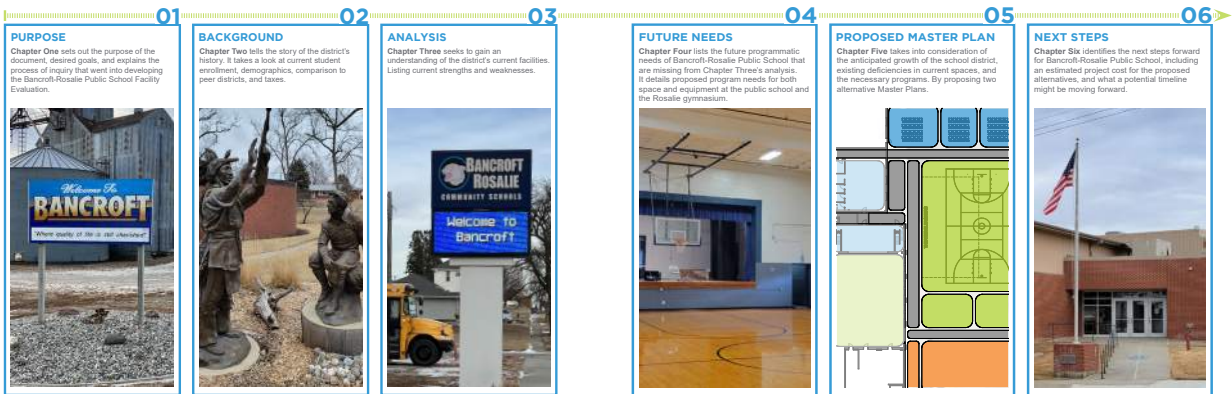
CONTACT

Dr. Jon Cerny
Superintendent
402.648.3336
jcerny@esu2.org

CONCEPTUAL RENDERINGS



BUILT PROJECT



BATTLE CREEK ELEMENTARY | Battle Creek, NE

Facility Analysis Study | Bond Referendum & Promotion

Addition & Renovation

Carlson West Povondra Architects was retained by Battle Creek Public Schools to develop a comprehensive facilities program statement and evaluate future improvement opportunities across the district. Working closely with district leadership and stakeholders, the planning process assessed existing conditions, identified facility needs, and established priorities for future capital improvements within the elementary school, high school, and athletic facilities.

The facilities program statement served as the foundation for a successful bond initiative and provided a roadmap for implementing improvements that supported the district's long-term educational goals. CWP continued its partnership with Battle Creek Public Schools by providing architectural and engineering services for the projects identified during the planning process.

Completed improvements included a new secure entrance and administrative addition at the elementary school, along with renovations to Pre-K and Kindergarten classrooms, art classrooms, special education spaces, and other interior learning environments. Athletic facility improvements included a new running track, expanded high jump areas, renovated pole vault and jumping event runways, and replacement of the shot put and discus throwing rings.

At the high school, a new addition provides agricultural education and welding classroom/laboratory spaces, including interior and exterior livestock holding pens. Existing shop classrooms were renovated to expand construction trades programming into the former metals shop, creating modern, flexible career and technical education spaces that better support student learning.

LOCATION

502 Wakefield St.
Laurel, NE 68745

SIZE

1,700 Sq. Ft. (Elem. Addition)
12,000 Sq. Ft. (Elem. Renov)
5,300 Sq. Ft. (HS Addition)
Track replacement

CONSTR. COST

\$7.8 Million

COMPLETION DATE

2019 - Study
2022- Design
2024 - Construction Completed

CONSTR. DELIVERY METHOD

Design/Bid/Build

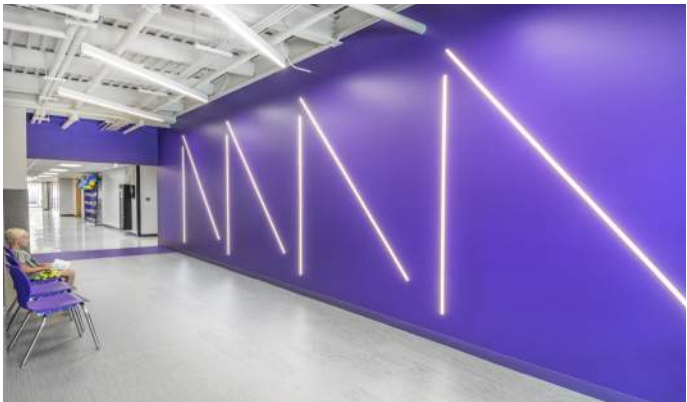
CONTACT

Mr. Jake Luhr
Superintendent
402.675.6905
jluhr@bcpsne.info

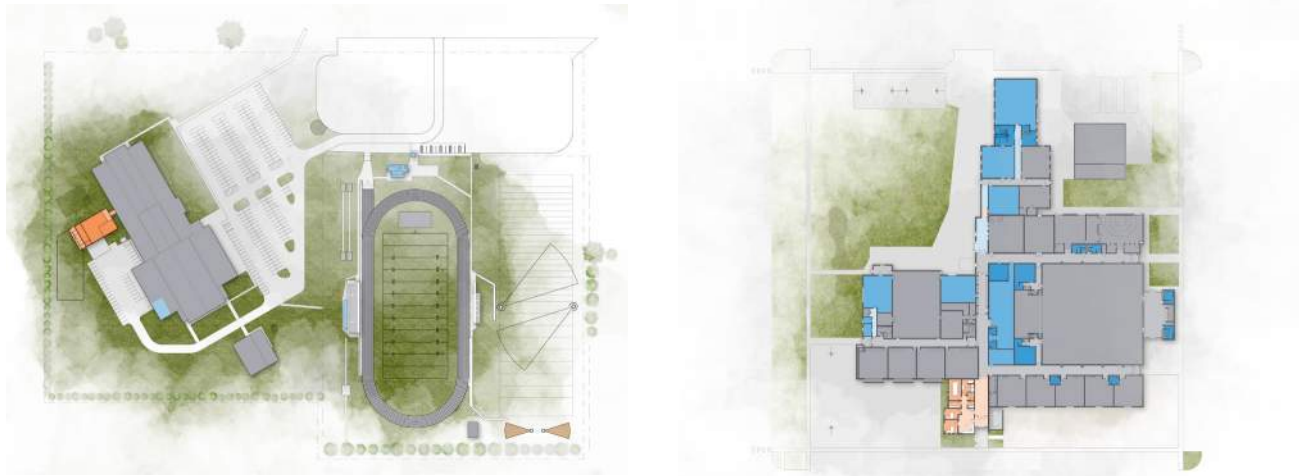
CONCEPTUAL RENDERINGS



BUILT PROJECT



CONCEPTUAL PLANS



CLARKSON PUBLIC SCHOOLS | Clarkson, NE

Facility Analysis Study | Master Planning | Bond Referendum & Promotion

Addition & Renovation

Carlson West Povondra Architects partnered with Clarkson Public Schools to conduct a comprehensive facility assessment and master planning effort, working closely with district leadership and the community to evaluate existing conditions, identify priorities, and establish a long-term vision for the district's facilities. Through stakeholder engagement, facility evaluations, conceptual planning, and cost analysis, the study provided a clear roadmap for future improvements and funding strategies.

Building on the recommendations identified during the planning process, CWP assisted the district with community engagement, bond planning, and referendum support, helping communicate the district's facility needs and long-term vision. Following the successful bond referendum, CWP continued its partnership with Clarkson Public Schools by providing architectural and engineering design services for the projects identified during the planning effort.

The project, currently under construction, includes a new secure entrance with reception, administration offices, and commons space to improve safety, security, and daily operations. Additional improvements include new Career Technical Education (CTE) and Family and Consumer Science (FCS) spaces, a new high school classroom wing, and a new elementary school designed to create a cohesive, modern learning environment.

Additional enhancements include a community storm shelter, ADA accessibility improvements, staff support spaces, replacement of major mechanical systems to improve energy efficiency, expanded parking, improved student drop-off circulation, a new playground, and a dedicated delivery access road. These improvements reflect the priorities established during the district's planning process and continue to support Clarkson Public Schools' long-term educational and operational goals.

LOCATION

649 Cherry Street,
Clarkson, NE 68629

SIZE

32,000 Sq. Ft. (New)
10,000 Sq. Ft. (Renovation)

CONSTR. COST

\$15.2 Million (Estimated)

COMPLETION DATE

2024 - Study
2025- Design
2027 - Estimated Construction
Completed

CONSTR. DELIVERY METHOD

CMAR

CONTACT

Rich Lemburg
Superintendent
402.892.3454
rlensburg@clarkson.esu7.org

CONCEPTUAL RENDERINGS



COMMUNITY ENGAGEMENT



FACILITY ANALYSIS & MASTER PLAN

2.2 DISTRICT DEMOGRAPHICS



Fig. 2.2.1: Students on field trip. Photo credit: Facebook

The population within the Clarkson Public School District continues to draw from the historic Czech population that originally called this valley home in the late-19th century. Overall, student enrollment is steady, with only a 1% increase over the past 20 years. Each year's student population can ebb and flow as much as 15% up or down, but for planning purposes, the student population is steady.

To understand any specific resource that should be considered for facility planning and growth:

- The school district has an average amount of special education students;
- A slightly below-average amount of students seeking honors classes;
- No need for English as a Second Language program (ESL);
- Clarkson Public Schools has an extremely high rate of graduation.



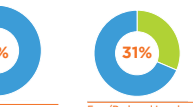
Fig. 2.2.2: Welcome sign into town



Race
Hispanic or Latino (2%)
White (98%)

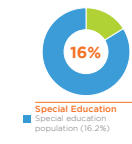


Fig. 2.2.3: Kolach from Clarkson Bakery

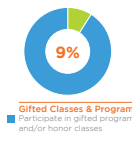


Learning English
Speak English fluently (100%)

2.3 COMPARISON TO PEER DISTRICTS



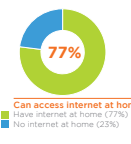
Special Education
Special education population (16.2%)



Gifted Classes & Programs
Participate in gifted programs and/or honor classes



Title I Population
Programs to improve academic achievement to achieve testing standards



Can access internet at home
Have internet at home (77%)
No internet at home (23%)

Table 2.3.1: District-Wide Statistics	
	CPS Peers
Total Students	238 210
Total Teachers	23 22
English Learners	0% 0%
Free/Reduced Lunch	30% 35%
Gifted Students	9% 14%
Performance on State Testing	
English/Language Arts	57% 48%
Mathematics	58% 45%
Science	87% 72%
Achievement Markers	
Graduation Rate	92% 94%
College Bound	91% 78%
Financial	
Expenditures	\$4.03M \$4.06M
Per Pupil Expenditures	\$20,248 \$23,191
State Aid (SESOA)	\$120,314 \$38,775
Statistics from Nebraska Board of Education	

To understand a district's current performance and future facility needs, it can be helpful to compare peer districts and neighboring counties.

The Nebraska State Board of Education provides these statistics to understand how the district is doing in regard to student population, educational performance markers, and financial expenditures. These helpful metrics can be found in Table 2.3.1.

OPTION 1



Fig. 6.2.2: Aerial view of Option 1

This option has a significant amount of new construction to re-imagine the function and program locations for the facility. This is a major rethink for the district and is reflected in the costs.

- 31,300 sq/ft New Construction
- 13,920 sq/ft Renovation
- 45,220 sq/ft Total

The estimated construction cost for the proposed addition(s) and renovation would be: \$15 - 17 million.

OPTION 2



Fig. 6.2.3: Aerial view of Option 2

This option has a similar amount of construction as Option 1. This consolidates into a single entry and CTE addition. While that has efficiencies, it does not lend itself to phasing the project over time.

- 22,300 sq/ft New Construction
- 16,150 sq/ft Renovation
- 38,450 sq/ft Total

The estimated construction cost for the proposed addition(s) and renovation would be: \$12 - 14 million.

OPTION 3



Fig. 6.2.4: Aerial view of Option 3

This option has a similar amount of construction as Option 2. While this option has two major addition locations, it is more strategic in meeting the needs. This layout option lends itself to easier phasing and breaking into individual projects.

- 19,600 sq/ft New Construction
- 17,860 sq/ft Renovation
- 37,460 sq/ft Total

The estimated construction cost for the proposed addition(s) and renovation would be: \$11.5 - 13.5 million.

HOWELLS DODGE ELEMENTARY SCHOOLS

Howells, NE

Facility Analysis Study | Bond Referendum & Promotion Addition & Renovation

Carlson West Povondra Architects partnered with Howells-Dodge Consolidated Schools to develop a comprehensive facilities program statement that evaluated the district's existing facilities and established a long-term plan for consolidating elementary students and staff into a single campus. Through facility assessments, stakeholder engagement, conceptual planning, and cost analysis, the planning process identified a path forward that supported the district's educational goals while strengthening operational efficiency.

Following the planning effort, CWP assisted the district with bond planning and referendum support, helping communicate the recommended improvements and long-term vision to the community. After the successful bond referendum, CWP continued its partnership with the district by providing architectural and engineering services for the addition and renovation project that transformed the planning recommendations into a completed facility.

The project included new classroom additions, a covered main entrance, secure entry vestibule, and administrative offices while carefully integrating the new construction with the existing building. Matching masonry, updated metal panel accents, and cohesive architectural detailing created a unified campus that seamlessly blends existing and new spaces.

Additional improvements included a new media center, renovated interior learning environments, and clerestory windows that introduce natural daylight throughout the main corridors and shared spaces. The completed project successfully unified two elementary communities under one roof while providing a modern, secure, and flexible learning environment designed to support the district for years to come.

LOCATION

502 Wakefield St.
Howells, NE 68641

SIZE

10,500 Sq. Ft. (New)
1,900 Sq. Ft. (Renovation)

CONSTR. COST

\$4.7 Million

COMPLETION DATE

2021 - Study
2022- Design
2023 - Construction Completed

CONSTR. DELIVERY METHOD

CMAR

CONTACT

Mr. Mark Ernst
Superintendent
402.986.1621
mernst@hdcjags.org

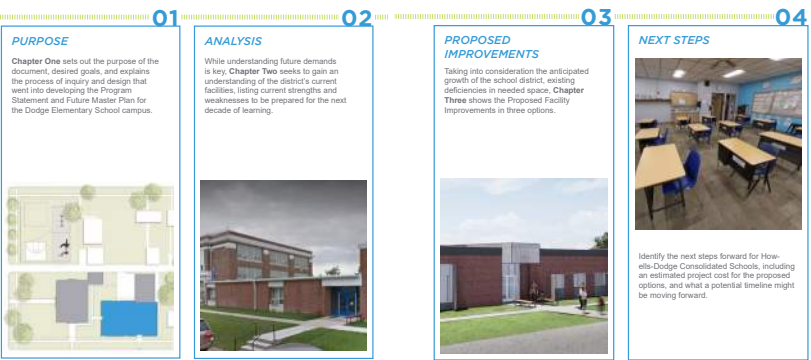
CONCEPTUAL RENDERINGS



BUILT PROJECT



CONCEPTUAL PLANS



LAUREL CONCORD COLERIDGE PUBLIC SCHOOL

Laurel, NE

Facility Analysis Study | Master Planning | Bond Referendum & Promotion
New Construction | Addition & Renovation

Carlson West Povondra Architects partnered with Laurel-Concord-Coleridge Public Schools to evaluate the district's aging facilities and establish a long-term plan for future improvements. Beginning with a facility study focused on the existing elementary school, our team assessed renovation opportunities, facility conditions, and long-term maintenance needs. As the planning process evolved, it became evident that a broader district-wide solution would better address the educational, operational, and facility challenges created by decades of incremental additions and renovations.

Building upon the findings of the facility study, CWP assisted the district with community engagement, bond planning, and referendum support. Through a series of community meetings, stakeholders evaluated district needs, reviewed planning alternatives, understood associated project costs and tax impacts, and ultimately helped establish a solution that balanced educational priorities with community support.

Following the successful bond referendum, CWP continued its partnership with Laurel-Concord-Coleridge Public Schools by providing architectural and engineering services for the resulting additions and renovations. Working alongside the district and the Construction Manager at Risk, the project transformed the recommendations identified during the planning process into completed facility improvements that modernized the campus, improved circulation, enhanced learning environments, and positioned the district to better serve students for years to come.

LOCATION

502 Wakefield St.
Howells, NE 68641

SIZE

58,830 Sq. Ft. (New)
25,550 Sq. Ft. (Renovation).

CONSTR. COST

\$22.4 Million

COMPLETION DATE

2020 - Study
2022- Design
2023 - Construction Completed

CONSTR. DELIVERY METHOD

CMAR

CONTACT

Jeremy Christiansen
Superintendent
402.256.3133
jeremy.christiansen@lccschool.org

CONCEPTUAL RENDERINGS



BUILT PROJECT



CONCEPTUAL PLANS



PROJECTS WITH NEBRASKA PUBLIC SCHOOL DISTRICTS IN THE PAST 7 YEARS

Over the past 20+ years, Carlson West Povondra Architects has partnered with more than 45 Nebraska public school districts, providing services ranging from facility assessments and master planning to bond planning, additions, renovations, and new construction. The following list highlights our work with Nebraska public school districts over the past seven years.

BANCROFT-ROSALIE COMMUNITY SCHOOLS BANCROFT, NE

2026.Gymnasium and Classroom Addition and Renovation
2024.Bond Planning and Promotion
2023.Facility Audit

BATTLE CREEK PUBLIC SCHOOLS BATTLE CREEK, NE

2022.Elementary Addition Bond Planning and Promotion
2020.Elementary Addition Study

CLARKSON PUBLIC SCHOOL CLARKSON, NE

2025.Addition and Renovation
2024.Facility Analysis Study & Bond Referendum Promotion

CROFTON COMMUNITY SCHOOLS CROFTON, NE

2023.Addition & Renovation
2023.Bond Study
2022.Facility Analysis

ESU #1 WAKEFIELD, NE

2022.Administration Renovation
2022.Study
2019.Tower School Playground

ESU #2 FREMONT, NE

2019.Secure Vestibule

FAIRBURY PUBLIC SCHOOLS FAIRBURY, NE

2022.Elementary Cafeteria Addition
2022.High School Shop Addition
2021.Jefferson Elementary Elevator & Classroom Addition
2021.High School Classroom Addition
2021.Central Elementary HVAC Improvements
2021.High School Auditorium Seating
2019.Master Planning
2019.Jr/Sr High Select Improvements
2019.Science Labs Addition

HOWELLS-DODGE CONSOLIDATED PUBLIC SCHOOLS HOWELLS, NE

2018.Addition & Renovation Design
2018.Bond Issue Development & Promotion
2017.Facilities Study

KENESAW PUBLIC SCHOOLS KENNESAW, NE

2023.Facility Audit/Planning Study
2019.Media Center Renovations
2019.Media Center Furniture
2019.Facility Planning Study

LAUREL CONCORD COLERIDGE PUBLIC SCHOOLS LAUREL, NE

2022.Addition and Renovation
2021.Bond Referendum Development
2020.Facility Study

LEIGH COMMUNITY SCHOOLS LEIGH, NE

2022.Classroom Addition

LINCOLN PUBLIC SCHOOLS LINCOLN, NE

2024.Lincoln Southeast High School Renovations
2023.Lincoln High School Renovations

MILLARD PUBLIC SCHOOL OMAHA, NE

2026.Morton Elementary Addition and Renovation
2025.Cather Elementary Addition and Renovation

MILFORD PUBLIC SCHOOLS MILFORD, NE

2022.High School Planning Study
2022.Special Education Interior Renovations
2022.Elementary Classroom Renovations
2020.Elementary School Addition
2020.High School Addition and Renovation
2019.Survey and HVAC Study

NIOBRARA PUBLIC SCHOOLS NIOBRARA, NE

2023.Track & Field Improvements
2023.Maple Street Pavement
2022.Daycare Renovations
2020.Bus Storage Facility

NORTH BEND CENTRAL PUBLIC SCHOOLS NORTH BEND, NE

2021.Reroof
2019.HVAC Replacement

OMAHA PUBLIC SCHOOLS OMAHA, NE

2020.Boyd Elementary Addition and Renovation

PALMER PUBLIC SCHOOLS PALMER, NE

2024.Feasibility Study and Bond Promotion
2022.Track and Field Replacement

PIERCE PUBLIC SCHOOLS PERICE, NE

2023.Facility Audit

PLAINVIEW PUBLIC SCHOOLS PLAINVIEW, NE

2023.Facility Study

SCHUYLER PUBLIC SCHOOLS SCHUYLER, NE

2023.Early Childhood Center Study
2023.Dual Language Elementary Kitchen Renovation
2021.Dual Language Elementary School Study
2021.Bus Lane Improvements

STUART PUBLIC SCHOOLS STUART, NE

2023.Addition & Renovation
2021.Bond Planning & Promotion
2019.Selective Remodel

TEKAMAH-HERMAN PUBLIC SCHOOLS TEKAMAH, NE

2025.Elementary Classroom Addition
2025.Track & Field Improvements
2020.Gymnasium and Sciences Addition & Renovations
2020.Building Demolition
2019.Bond Issue Development & Promotion

WAKEFIELD PUBLIC SCHOOLS WAKEFIELD, NE

2023.Paint Booth Renovation
2020.Bus Barn Roof
2020.Needs Assessment

WAUSA PUBLIC SCHOOLS WAUSA, NE

2026.Track & Field Improvements
2024.Track & Field Study
2022.Life Safety Improvements

WAYNE PUBLIC SCHOOLS WAYNE, NE

2026.Athletic Facilities Master Plan
2024.Early Childhood Learning Center
2024.High School Addition and Renovation
2024.Early Learning Center Playground
2022.Master Planning and Bond Development
2022.Elementary HVAC Improvements
2021.High School Restroom Renovations
2021.Parking Lot Improvements
2020.Facility Assessment Study and Master Plan
2019.ADA Restroom Renovation

WINNEBAGO PUBLIC SCHOOLS WINNEBAGO, NE

2026.Counseling Center

WYNOT PUBLIC SCHOOLS WYNOT, NE

2021.Facility Study

YUTAN PUBLIC SCHOOLS WINNEBAGO, NE

2021.Facility Study



PROJECT APPROACH

PROJECT APPROACH

GENERAL APPROACH TO SCHEMATIC PLANNING PROJECTS

Carlson West Povondra Architects has extensive experience assisting Nebraska school districts with facility assessments, feasibility studies, conceptual planning, additions and renovations, new construction projects, and long-range capital improvement planning. Through these experiences, we have learned that every district faces unique opportunities, challenges, operational needs, and financial considerations. As a result, we do not believe in a one-size-fits-all planning process. Instead, we work closely with district leadership to understand their goals, evaluate existing conditions, identify priorities, and determine the planning approach that best supports the district's needs.

Whether the focus is evaluating existing facilities, addressing infrastructure needs, planning for future growth, exploring athletic facility improvements, assessing support spaces, or developing long-term capital improvement strategies, our role is to help the district identify practical solutions that align with its educational mission, operational goals, and available resources. Successful planning requires collaboration, communication, and informed decision-making, which is why our process is structured to provide district leadership with the information necessary to confidently evaluate options and establish priorities for future improvements.

While every planning effort is tailored to the district's specific needs and goals, our planning and design process is organized to provide a comprehensive understanding of existing conditions, evaluate opportunities, develop conceptual solutions, and establish a clear path forward.

The graphic below illustrates our typical approach and the three phases through which we guide districts from initial planning efforts to a fully realized project.

PHASE 1: Facility Analysis and Conceptual

Design Development (Current Phase)

- Assess existing facilities and site conditions
- Develop conceptual design options with engineering integration
- Provide cost estimates and phased implementation strategies

PHASE 2: Public Bond Planning and Promotion

(Potential Next Phase)

- Community Education and Involvement
- Needs Confirmation and Prioritization
- Design Direction
- Public Awareness and Promotion

PHASE 3: Architectural & Engineering Design and Construction Services (After Project Funding)

PROJECT PHASE ROADMAP

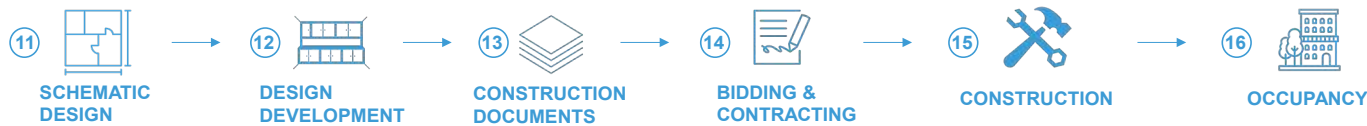
FACILITY ANALYSIS & CONCEPTUAL DESIGN



BOND PLANNING & PROMOTION



DESIGN & CONSTRUCTION



PHASE 1: FACILITY ANALYSIS AND CONCEPTUAL DESIGN

Discovery and Assessment

- Conduct facility and site evaluations to understand existing conditions, operational challenges, infrastructure needs, and opportunities for future improvements. Assess building systems, site assets, accessibility, code compliance considerations, and other factors that may influence future planning efforts.
- Review available facility information, previous studies, maintenance records, and other relevant documentation to establish a baseline understanding of existing conditions and long-term facility needs.
- Engage district leadership, staff, and key stakeholders to identify priorities, operational considerations, programmatic needs, and long-term goals. This collaborative process helps ensure future recommendations are aligned with the district's educational mission and strategic objectives.

Feasibility Analysis

- Evaluate potential solutions based on the needs identified during the discovery process. Depending on district priorities, this may include assessing renovations, additions, infrastructure improvements, athletic facilities, support spaces, housing opportunities, site improvements, or other capital improvement projects.
- Develop comparative analyses of potential options, considering functionality, constructability, cost, operational impacts, and long-term value. Multiple approaches may be explored to provide district leadership with a clear understanding of available opportunities and associated tradeoffs.
- Identify opportunities to improve operational efficiency, accessibility, safety, security, and overall functionality while supporting the district's long-term goals.
- Facilitate discussions with district leadership and stakeholders to establish priorities and evaluate alternatives, ensuring recommendations reflect both district needs and available resources.

Conceptual Design Development

- Prepare conceptual planning alternatives that respond to identified needs, operational requirements, and long-term district objectives.
- Coordinate architectural and engineering disciplines to develop cohesive, integrated solutions that consider facility systems, infrastructure requirements, site constraints, and future flexibility.

- Develop concepts that support both current needs and anticipated future growth while maintaining alignment with district priorities and budget considerations.

Cost Estimating and Phasing

- Provide preliminary cost estimates for conceptual planning alternatives, including construction, site improvements, and appropriate contingencies.
- Develop implementation and phasing strategies, when appropriate, to assist the district in prioritizing improvements, managing available resources, and planning for future funding opportunities.

Stakeholder Review and Decision Support

- Present planning concepts, feasibility findings, and preliminary cost information to district leadership and stakeholders for review and discussion.
- Communicate findings in a clear and transparent manner, demonstrating how recommendations were developed and how alternatives were evaluated throughout the planning process.
- Provide practical recommendations that balance educational, operational, financial, and community considerations, helping district leadership establish priorities and confidently determine the most appropriate path forward.

Approval to Proceed to Public Bond Planning and Promotion

- Following review of the planning recommendations, conceptual designs, cost estimates, and implementation strategies, the Board of Education may approve moving forward with community engagement, bond planning, and promotion, as appropriate to the district's goals.

PHASE 2: PUBLIC BOND PLANNING AND PROMOTION

The community engagement process is designed to gather stakeholder input, build understanding around district facility needs, and validate the recommendations developed during the Facility Analysis and Conceptual Design phase.

When community engagement or a future funding initiative is required, CWP often recommends establishing a planning committee comprised of district representatives and community stakeholders. Representing a cross-section of the community, the committee helps evaluate options, identify priorities, and build consensus around future improvements.

CWP and district administration guide the committee through the following process to establish understanding, encourage participation, and develop support for the recommended direction.

Educate

- Prior to tours, members review findings from facility analysis and staff questionnaires, including:
 - Room-by-room evaluations
 - Code compliance review
 - Repair and maintenance needs
 - Program space analysis
- Committee members tour existing facilities to gain firsthand understanding of needs.
- Divide into subcommittees (e.g., safety/security, food service, athletics, educational support programs) to identify and report area-specific needs.

Listen

- Based on facility tours and research, gather input from community design teams on current conditions, renovation, and new construction possibilities for their area-specific topic.

- Develop a “What if...” list of all ideas, without limitation by cost or feasibility.
- Encourage open exploration of new concepts to guide future discussions.

Engage

- Subcommittees prioritize identified needs:
 - 1 = top priority / immediate
 - 2 = important / phased or long-term
 - 3 = lower priority
- Review “What if...” ideas against district goals, funding, cost, construction methods, and schedule.
- Narrow options through discussion until consensus on a preferred direction is reached.

Refine

- Design team develops sketches and cost projections for committee ideas.
- Analyze construction methods and building systems for cost impact.
- Provide funding scenarios and align needs with available resources.
- Facilitate consensus around one or two primary options for Board of Education recommendation.

Promote

- Transition committee members into a bond promotion committee.
- Provide organizational support, graphics (site plans, renderings, models), and information materials.
- Assist with outreach through public presentations, press releases, interviews, and digital/printed communications.
- Support community engagement by answering questions and sharing the planning process transparently.



PHASE 3: DESIGN AND CONSTRUCTION SERVICES

Following project approval and funding, CWP works closely with the District to advance planning concepts into a fully designed and constructed project. Through collaboration, coordination, and ongoing communication, our team guides the project from schematic design through occupancy while maintaining alignment with the District's goals, budget, and schedule.

Schematic Design

- Develop 3D building models in Revit (interior and exterior).
- Involve the facility committee in reviewing elevations, sections, materials, and systems.
- Evaluate mechanical and electrical systems and equipment distribution.
- Monitor schedule and develop cost estimates with appropriate contingencies.
- Prepare a schematic design presentation package for District approval.

Design Development

- Collaborate with the design group to select materials and systems.
- Expand floor plans and add detailed information on special areas (millwork, equipment, furnishings).
- Provide graphic representations of mechanical and electrical systems.
- Review and update project timeline for contract documents, bidding, and construction.
- Submit a comprehensive package for committee and School Board review; incorporate feedback into final design.

Construction Documents

- Refine Revit-based drawings and coordinate with consultants.
- Incorporate "front-end" specifications into the project manual.
- Adhere to all state and local code requirements.
- Verify that user needs identified in planning are addressed and align with budget.
- Facilitate committee and owner review to minimize conflicts, errors, or omissions.
- Submit final cost estimate and proposed construction schedule.

Bidding and Contracting

- Support the District during contractor bidding and negotiation.
- Answer contractor questions and provide clarifications.
- Identify and communicate with potential bidders to encourage competitive pricing.
- Focus on achieving maximum value for the District's investment.

Construction Phase Services

- Conduct regular coordination meetings and site observations with reports.
- Review contractor pay requests, shop drawings, and submittals.
- Maintain communication with District staff on progress and issues.
- Provide clarification and issue resolution throughout construction.
- Perform an 11-month post-occupancy inspection to address warranty issues.

Construction Delivery Method

- Experience in multiple delivery methods, including Design-Bid-Build and Construction Manager at Risk (CMAR).
- Promote collaborative partnerships between the Owner, Builder, and Design Team.
- Evaluate design options with life-cycle cost, durability, and maintenance in mind.
- Assist the District in selecting the most appropriate delivery method for the project.



CONSTRUCTION OBSERVATION

TOOLS & PROCESSES USED TO CREATE INNOVATIVE DESIGN SOLUTIONS

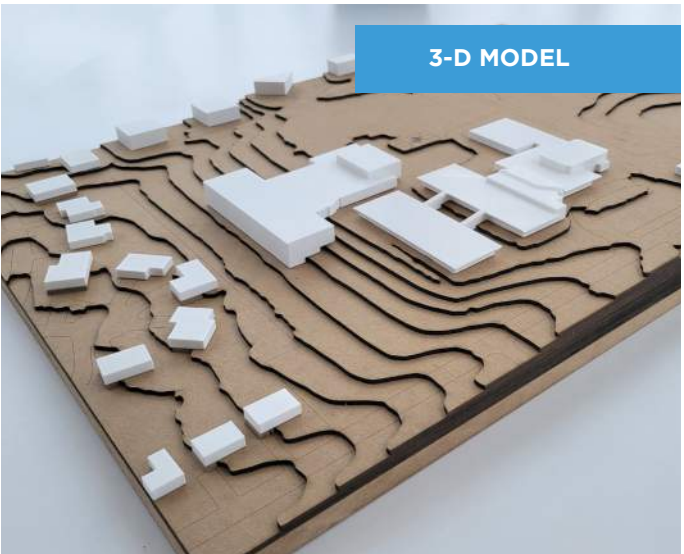
Our team employs a range of tools and methods to generate and evaluate creative solutions while maintaining practicality and alignment with district priorities. These include:

- **Collaborative Charrettes & Workshops** – Engaging staff, students, and community members in interactive sessions to capture ideas and build consensus.
- **3D Modeling & Virtual Reality** – Using Revit and VR platforms to visualize designs in immersive detail and allow stakeholders to "walk through" concepts before construction.
- **Performance Simulations** – Testing daylighting, energy efficiency, and system options to identify sustainable and cost-effective strategies.
- **Scenario Planning & Phased Options** – Exploring multiple approaches to ensure flexibility in scope, timing, and funding.
- **Prototyping & Mock-Ups** – Developing models and material studies to evaluate function, durability, and user experience
- **Internal Design Reviews** – Holding full-office design input meetings to share ideas, critique approaches, and leverage the collective expertise of our entire team for the project's benefit.

By integrating these tools into our design process, we are able to deliver solutions that are not only innovative and forward-looking, but also build trust through transparency, performance, and community alignment.



DESIGN CHARRETTE



3-D MODEL



DESIGN RENDERING



DESIGN RENDERING





FEE PROPOSAL

FEE PROPOSAL

PHASE 1: FACILITY ANALYSIS AND CONCEPTUAL DESIGN

Phase 1A: Facility Analysis and Audit (What you have.)

CWP will work collaboratively with Anselmo-Merna Public Schools to conduct a comprehensive assessment of the District's existing facilities. This phase establishes a clear understanding of current building conditions, identifies deficiencies, and documents the remaining useful life of major building systems to support informed decision-making.

Services may include:

- Comprehensive facility audit of existing buildings and site improvements.
- Evaluation of existing spaces for functionality, accessibility, and code compliance.
- Assessment of major building systems (structural, mechanical, electrical, plumbing, building envelope, and life safety) including general condition and anticipated remaining service life.
- Identification of deferred maintenance items, deficiencies, and potential capital improvement needs.
- Site visits and meetings with District administration and facilities staff.
- Summary report documenting findings and recommendations.

We propose a Lump Sum Fee of **Fifteen Thousand Dollars (\$15,000)** for a Facility Analysis and Audit as described above.

Phase 1B: Feasibility and Conceptual Design (What you need.)

This phase focuses on identifying the District's current and future educational, operational, and facility needs and developing conceptual planning solutions that support its long-term vision and financial goals. Phase 1B may be completed as a standalone planning effort or in conjunction with the findings of the Phase 1A Facility Analysis and Audit to further refine priorities and recommendations.

Services may include:

- Meetings with District administration and key stakeholders to identify priorities and future needs.
- Educational and operational needs assessment.
- Architectural space programming.
- Evaluation of renovation, addition, and/or new

construction opportunities.

- Conceptual floor plans and site plans illustrating potential improvements.
- Preliminary opinions of probable construction cost for conceptual options.
- Presentation of conceptual recommendations for District review and discussion.

We propose a Lump Sum Fee of **Twenty Thousand Dollars (\$20,000)** for Needs Assessment and Conceptual Design Study as described above.

PHASE 2: BOND PLANNING AND PROMOTION

Should the district determine that community engagement or a future funding initiative is appropriate, CWP can assist with planning, public outreach, and bond referendum support.

Services may include:

- Public facility education tours for informational purposes.
- Site visits as needed for community design/planning meetings to establish design parameters.
- Public awareness meetings for bond referendum promotion/support.
- Presentation materials including colored concept floor plans and concept building elevation for promotion/support.

Community engagement and bond planning fees are negotiable and vary depending on the scope of services, level of community involvement, consultant participation, and communication materials required. Once the desired scope has been established, CWP will negotiate a fee that reflects the level of effort required. Our fee for these services generally ranges from **Fifteen Thousand to Twenty-five Thousand (\$15,000.00 - \$25,000)**.

PHASE 3: DESIGN AND CONSTRUCTION SERVICES FEE

Design and construction service fees are negotiated based on project scope, construction cost, complexity, location, consultant involvement, and project delivery method. Once the project scope and anticipated construction budget have been established, CWP will negotiate a fee that reflects the level of effort and services required.



REFERENCES

REFERENCES

Please find below a partial list of references for CWP and each of our team members representing several of our recent and current education projects. We encourage you to contact them, as they are the strongest evidence of our hard work and dedication to projects on behalf of Owners.

BATTLE CREEK PUBLIC SCHOOLS

Battle Creek, NE

Reference:

Jake Luhr, Superintendent
402.675.6905 jluhr@bcpsne.info

BANCROFT-ROSALIE COMMUNITY SCHOOLS

Bancroft, NE

Reference:

Jon Cerny, Superintendent
402.648.3336 jcerny@esu2.org

CLARKSON PUBLIC SCHOOL

Clarkson, NE

Reference:

Rich Lemburg, Superintendent
402.892.3454 rlemburg@clarkson.esu7.org

WAYNE COMMUNITY SCHOOLS

Wayne, NE

Reference:

Dr. Mark Lenihan, Superintendent
402.375.3150 malenih1@waynebluedevils.org

ESU2

Fremont, NE

Reference:

Dr. Ted Deturk, Administrator
402.721.7710 tdeturk@esu2.org

MILLARD PUBLIC SCHOOL

Omaha, NE

Reference:

Mr. John Brennan, General Manager Support Services
402.715.1145 jtbrennan@mpsomaha.org

NIOBRARA PUBLIC SCHOOLS

Niobrara, NE

Reference:

Mrs. Margaret Sandoz, Superintendent
402.640.5669 msandoz@niobraraschools.org

TEKAMAH-HERMAN PUBLIC SCHOOLS

Tekamah, NE

Reference:

Brad Kjar, Superintendent
402.374.2157 bkjar@thtigers.org

Our promise to you is to work hard to
realize this project's potential positive
impact on the students, staff, and
community it will serve for years to come

**THANK YOU FOR CONSIDERING OUR
FIRM IN THIS ENDEAVOR.**



**CARLSON
WEST
POVONDRA**
ARCHITECTS

REQUEST FOR QUALIFICATIONS FOR:
Anselmo-Merna Public School Architectural / Engineering Services



WILKINS
ARCHITECTURE | DESIGN | PLANNING

2204 University Drive, Suite 130, Kearney, NE 68845
308.237.5787 | WilkinsADP.com

June 26, 2026

Lloyd McIntyre, Superintendent
lloyd.mcIntyre@amcyotes.org
Anselmo-Merna Public School

Lloyd,

Wilkins Architecture Design Planning, L.L.C. (Wilkins ADP) is pleased to submit our qualifications for Architectural and Engineering Services for Anselmo-Merna Public Schools. Since 1979, Wilkins ADP has been devoted to serving RURAL school districts throughout Nebraska, developing long-term partnerships that help communities make thoughtful decisions about their facilities while remaining mindful of budgets, operating costs, and local tax impacts. As the largest architectural firm located between Lincoln and Denver, our Kearney location uniquely positions us to provide responsive, hands-on SERVICE to school districts across central Nebraska. We are committed to providing PRACTICAL, COST-CONSCIOUS solutions and recommendations that help districts maximize their resources while planning for the future. Our goal is to build valued, TRUSTED, and long-term RELATIONSHIPS with the communities we serve.

Our TEAM is strategically assembled to provide comprehensive architectural, engineering, planning, and project management expertise tailored to K-12 facility planning. Wilkins ADP has extensive experience assisting school districts with FACILITY EVALUATIONS, CONCEPTUAL PLANNING, BUDGET DEVELOPMENT, PHASED PROJECT PLANNING, additions, renovations, infrastructure improvements, athletic facilities, and other capital improvement projects. We understand the importance of balancing immediate needs with long-range district goals and providing realistic project cost estimates that support informed decision-making. Our collaborative approach helps districts identify priorities, evaluate opportunities, and develop implementation strategies that align with funding availability and community expectations.

TRUST and LONG-TERM RELATIONSHIPS are at the core of our work. We believe successful projects begin with listening and understanding each district's unique priorities. Through open communication and a collaborative planning process, we help school districts evaluate needs, establish priorities, and develop achievable paths forward. Our experience working with Nebraska public schools allows us to provide meaningful guidance throughout the planning process, from preliminary consultations and facility assessments through conceptual design and project budgeting.

Our clients can attest to the level of SERVICE, COMMITMENT, and RESPONSIVENESS we bring to every project. Your district's future is important to us, and we look forward to PARTNERING with Anselmo-Merna Public Schools as you evaluate facility needs and plan for future improvements.

Best regards,



Jacob M. Sertich AIA, NCARB
Managing Principal
Wilkins Architecture Design Planning, L.L.C.

2204 University Drive, Suite 130, Kearney, NE 68845 | 308.991.3058 | jsertich@wilkinsadp.com





TABLE OF CONTENTS

- 1 | FIRM BACKGROUND & QUALIFICATIONS
- 2 | KEY PERSONNEL & PROFESSIONAL LICENSURE
- 3 | SIMILAR PROJECT EXPERIENCE
- 4 | APPROACH & COST CONTROL
- 5 | COST & FEE TRANSPARENCY
- 6 | REFERENCES

1 | FIRM BACKGROUND & QUALIFICATIONS

Wilkins ADP Background

Established 47 years ago by Jack D. Wilkins, Wilkins ADP has grown into a multifaceted firm specializing in rural Nebraska projects, and in particular, educational facilities. Our local roots and grounded ethics compel us to design functional and cost-effective solutions for our clients. Our mission is to provide quality planning and design to meet the needs and requirements of our clients through **COMMUNICATION**, **COMMITMENT**, and **CONSISTENCY**. Each member of Wilkins ADP plays an active role in carrying out this project specific mission.



COMMUNICATION

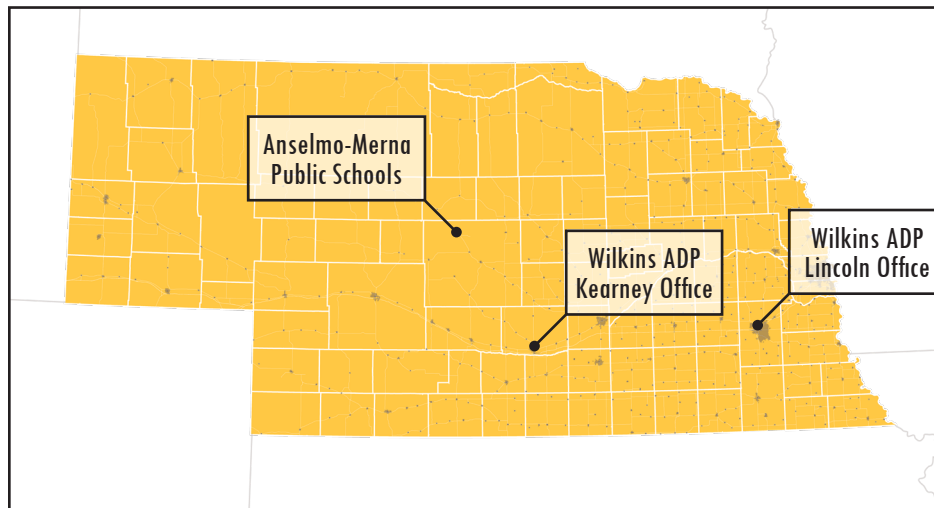


COMMITMENT



CONSISTENCY

"Your exceptional architectural service has historically played a vital role in our educational success. We value the relationship built with you over the years and look forward to working with you in the future." - Terry Zessin, Superintendent Wood River Rural Schools



WILKINS ADP FIRM STAFFING

Jacob Sertich AIA, NCARB
managing principal / architect

ARCHITECTS

Joanell Staab NCARB, LEED AP
principal / architect

Josh Silvers AIA, NCARB
associate partner / architect

Wes Seals RA, LEED AP
senior architect / chief specifications developer

Caitlin Snyder
architect

John Lillyman AIA
architect

Todd Boldt AIA, NCARB
architect

Joseph Synek AIA, NCARB, LEED AP BD+C, ID+C
architect

ARCHITECTURAL SUPPORT

Sergei Klein
architectural designer

Ben Van Brocklin
architectural designer

Andres Villegas
architectural designer

Travis Anderson
construction administrator

Hannah Schanbacher
architectural technician

Maci Miigerl
architectural technician

Matt Janecek
architectural intern

Blake Harvey
architectural intern

Teagan Bauschke
architectural intern

Kali Eklund NCIDQ, IIDA, RID
managing principal / designer

INTERIOR DESIGNERS

Teresa Wells NCIDQ, IIDA
associate partner / senior interior designer

Casey Chandler IIDA
interior designer

Molly Schultz IIDA
interior designer

Rachel Goodbrake
interior designer

Sydney Rusow
interior designer

Crystal Cunningham NCIDQ, IIDA
interior designer

Dayana Hernandez-Xec
interior designer

Grayson Brummer
interior designer

Joe Lempke
interior design intern

PROFESSIONAL SUPPORT

Kristi Gargan
business development / hr

Piper Young
graphic designer

Kathryn Russell
executive assistant

Kaylee Roth
accounting assistant

■ 1 | FIRM BACKGROUND & QUALIFICATIONS

Your Project Manager Qualifications

Jacob Sertich, Managing Principal, and project lead for Anselmo-Merna Public School, has extensive experience in leading projects of this scope and magnitude. Sertich's skill set and experiences give him the ability to effectively communicate with all stakeholders and ultimately ensure that everyone is heard and consensus can be achieved. From leading efforts on the original Kearney High School planning and design to more recent experiences leading the successful planning for projects at Broken Bow, Cozad, Pleasanton, and Ravenna, Sertich knows the questions that need to be asked, the conversations that need to take place, and the work that needs to get done.

Clients know they can depend on Sertich to get things accomplished on even the toughest and most challenging of projects. He has a 22-year proven track record of leading and managing projects that are consistently delivered on schedule and on budget. Sertich's clients attest to him being dependable, trustworthy, hard-working, and perhaps most important, a willing listener. When it comes to your projects he will be "all in" and give everything that he has to see to it that each and every project achieves a successful outcome.



200+

K-12 PROJECTS

75+

SCHOOL DISTRICTS

99%

OF WILKINS K-12
PROJECTS ARE RURAL



Any challenges we faced, I feel the Wilkins team was there for us at each step and very supportive. They were willing to listen to us and not tell us what we needed to do. I can speak very highly of Mr. Sertich, and all of the people I worked with from Wilkins. - Michael Meyerle, Superintendent, Diller-Odell Public Schools



List of Nebraska Public School Projects over the past 7 years:

2019

- KPS Sunrise Middle School - Addition & Renovation
- KPS Kearney High School - Classroom Additions
- Osceola Public Schools - Additions & Renovations
- Elwood Public Schools Study
- KPS Kearney Education Center Remodel
- Summerland Public School
- Holdrege High School Stadium Renovation
- Holdrege High School Music Area Renovation
- Broken Bow Public Schools - PreBond Planning
- Thedford Public Schools Facilities Assessment
- Loup City Public Schools - Facilities Assessment

2020

- KPS-Arram Center for Success
- Northwest High School - Science Labs Study
- Wood River Rural Schools - Facilities Assessment and Planning

2021

- Elm Creek Public Schools - Addition & Renovation
- Cozad Community Schools - Facilities Assessment and Planning
- Hershey Public Schools - Addition & Renovation
- Northwest High School - Science Labs Renovation
- Northwest High School Athletic Field & Fieldhouse Study
- Amherst Public Schools - Addition & Renovation
- Riverside Public Schools - Cedar Rapids Roof Replacement
- Anselmo-Merna School - Entry and Office Remodel
- Kimball Public Schools - Facilities Assessment and Planning
- Perkins County Schools - Facilities Assessment and Planning
- Wauneta-Palisade Public Schools - Facilities Study
- Ravenna Public Schools - Facilities Assessment and Planning
- Wood River High School - Science Labs Renovation
- Holdrege High School - Weight Room Addition
- KPS Central Elementary School - Mechanical Upgrades
- Chase County Public Schools - Facilities Planning
- Cozad High School - Mechanical Upgrades
- KPS - Facilities Masterplan Update
- Rock County Schools - Window and Siding Replacement

2022

- Alma Public Schools - Facility Study
- Wauneta-Palisade Public Schools — Addition & Renovation
- Wood River Elementary School - Entrance Addition & Renovation
- Wood River High School - Entrance Addition & Renovation
- Northwest High School - Athletic Field Renovation
- Cozad High School - Additions & Renovation
- Cozad Elementary School - Additions & Renovation
- Wilcox-Hildreth Public Schools - Phase 2 Facilities Planning
- Centura Public Schools — Facilities Planning
- Doniphan-Trumbull Public Schools - Facilities Assessment and Planning
- Wilcox-Hildreth Public Schools - Greenhouse
- Axtell Community Schools - Facilities Planning
- KPS Horizon MS ReRoof
- Rock County Schools - Facilities Assessment

2023

- Humphrey Public Schools - Facilities Planning
- KPS Bryant-Park-Emerson ES Remodels
- KPS Northeast Elementary Remodel
- KPS Windy Hills Elementary Addition & Renovation
- Chase County Schools - Bleacher Replacement & Gym Remodel
- St. Paul Public Schools Facilities Assessment
- Blue Hill Community Schools - Facilities Assessment & Planning
- SEM Ag/Shop Building Study
- Dundy County Stratton Public Schools Facility Planning
- Giltner Public Schools Facilities Masterplan
- Wood River Elementary School-Site Improvements Package
- Rock County High School Addition & Renovation
- KPS Central Elementary School — Addition
- Broken Bow High School - Addition & Renovation
- Pleasanton Public Schools Master Planning

2024

- Holdrege Middle School - 2024 Remodel
- St Paul Public Schools - 2024 Window Replacement
- Cambridge Public Schools Master Planning
- North Bend Central High School- FCS Lab Remodel

- KPS Kenwood Elementary School - 2024 Remodel
- Diller-Odell Public Schools Elementary Renovation
- Axtell Community School Addition
- Arnold Public School Facility Assessment & Planning
- Loomis Public School Master Planning
- Dundy County Stratton Schools - Tiger Tot Childcare
- Southern High School 2nd Floor Remodel
- Kearney High School South Addition
- Holdrege Public Schools Transportation Building Study
- ESU #10 Small Addition and Selected Renovations

2025

- KPS Facilities Masterplan 2026 Update
- Wheeler Central Public Schools Facilities Assessment
- Southern High School - Main Gym Reroof
- Pleasanton Public Schools - Additions & Renovation
- Ravenna Public Schools - Addition & Renovation
- KPS Arram Center Addition
- Elwood Public Schools Planning
- Southern Schools - Elementary Misc Projects
- Sutherland Public Schools - Misc Projects
- Elm Creek Public Schools Roof Replacement
- Wheeler Central Public Schools - Addition & Renovation
- Bertrand Community School - CTE Area Renovation
- Elwood Public Schools 2026 Misc Projects
- Southern Schools - Track & Field Improvements
- Hershey Public Schools Site Improvements
- Southern High School - New Gym

2026

- Gothenburg Public Schools - Addition & Renovation
- Humphrey Public Schools - New Junior/Senior High School
- Wood River Schools 2026 Study
- Broken Bow Schools 2026 Study
- Fairbury Public Schools Utilization and Capacity Study
- Ponca Public Schools — New CTE Building Study
- Perkins County School Press Box Renovation
- Loomis Public School Addition & Renovation

2 | KEY PERSONNEL & PROFESSIONAL LICENSURE

Proposed Project Team

Our project team brings together the very best talent from across the region and is strategically positioned to deliver you the highest level of service. Wilkins ADP has extensive experience in K-12 education projects of all sizes and is a leading provider of education design services in Nebraska.

The same people that participate in the interview attend meetings, design, draw, and administer coordination during construction. There is no “middleman” and no “changing of the guard” from phase to phase that affects your project’s outcome. This consistent project team equates to reliable expertise in the production of your documents and no loss of information due to secondhand communication.

Together, Wilkins ADP and ETI are actively collaborating on projects together, and you can be assured that the very best architects and engineers from each firm will be your primary team members. Below is one example of a project this team has successfully delivered together. **(Broken Bow Public Schools)**

Availability of Project Team

Our team is prepared to proceed upon notification and has reserved capacity to prioritize this project within our current workload. This work was intentionally targeted to align with our expertise and allow us to add meaningful value while maintaining the same standard of excellence delivered on past projects. The proposed team is fully available to begin immediately and is committed to executing the project with responsiveness, coordination, and a sense of urgency.





Jacob Sertich, AIA, NCARB
MANAGING PRINCIPAL / ARCHITECT
Wilkins Architecture Design Planning L.L.C.

An architect with more than 22 years of experience, Jacob's passion is bringing people together to make projects happen. He is dedicated to serving each of his clients and providing strong leadership and oversight for every project and the firm. By integrating creativity with functionality, Jacob is always striving to achieve the best practical solutions for the firm's clients. Design expertise, a focus on problem solving, and a relentless pursuit of consistent building are Jacob's keys to successful products and satisfied clients.

EDUCATION

Judson University, Elgin, IL - Master of Architecture, 2004

Judson University, Elgin, IL - Bachelor of Arts, Architecture, 2002

PROFESSIONAL REGISTRATIONS

Nebraska (A-3977), Iowa (06301) South Dakota (16740), Wisconsin (13923-5), Colorado (ARC0094033), Wyoming (C-3872), Kansas (A8383)

PROFESSIONAL ORGANIZATIONS

American Institute of Architects

PROFESSIONAL EXPERIENCE:

22 Years

2008 to Present - Managing Principal / Architect, Wilkins ADP

2004 to 2008 - Associate / Architect, DLR Group

RELEVANT EXPERIENCE

- > Alma Public Schools, Shop; Alma, NE
- > Amherst Public Schools, Addition/Renovation & Bond Planning; Amherst, NE
- > Arnold Public School Facilities Planning; Arnold, NE
- > Axtell Community School, Addition & Renovation; Axtell, NE
- > Broken Bow Public Schools, Addition & Renovation; Broken Bow, NE
- > Cozad Community Schools, High School & Elementary School Additions & Bond Planning; Cozad, NE
- > Diller-Odell Public Schools, Addition; Odell, NE
- > Elm Creek Public Schools, Addition/Renovation & Bond Planning; Elm Creek, NE
- > Elwood Public Schools, Addition & Renovation; Elwood, NE
- > Gothenburg Public Schools Addition; Gothenburg, NE
- > Hershey Public Schools, Addition/Renovation & Bond Planning; Hershey, NE
- > Holdrege Public Schools, Multiple Projects; Holdrege, NE
- > Kearney Public Schools, 20+ Projects; Kearney, NE
- > Osceola Public Schools, Elementary Addition; Osceola, NE
- > Ravenna Public Schools, Addition & Renovation; Ravenna, NE
- > Rock County Public Schools, Addition & Renovation; Bassett, NE
- > Pleasanton Public Schools, Addition & Renovation; Pleasanton, NE
- > SEM Public Schools Renovation & Addition; Sumner, NE
- > Summerland Public School & Bond Planning; Ewing, NE
- > Wauneta-Palisade Schools, Addition & Renovation; Wauneta, NE
- > Wilcox-Hildreth Public School, Phase 1 Addition & Renovations; Wilcox, NE (IMAGE)
- > Wood River Rural Schools, Entry Renovation & Additions; Wood River, NE





Marty Kasl, PE, LEED AP
 PRINCIPAL / MECHANICAL ENGINEER
 Engineering Technologies Inc.

Marty has more than twenty-five years of mechanical design and project management experience, including industrial boiler plant design and mechanical building systems. Marty is affiliated with the American Society of Heating, Refrigeration, and Air Conditioning Engineers (ASHRAE), and the Lincoln Chamber of Commerce. He has many different leadership roles in the community including serving on the State of Nebraska Boiler Safety Code Advisory Committee, the City of Lincoln Fire Sprinkler and Chemical Examining board, the City of Lincoln Mechanical Code Task Force, and the City of Lincoln Unified Construction Council. Marty has served as the Project Manager on an extensive array of PK-12 education facility projects.

EDUCATION

Bachelor of Science, Mechanical Engineering - 1991

PROFESSIONAL REGISTRATIONS

Nebraska (E-8264)

PROFESSIONAL EXPERIENCE:

35 Years

1997 to Present - Engineering Technologies, Inc.

1991 to 1997 - Nebraska Boiler Company

RELEVANT EXPERIENCE

- > Axtell Community School, Addition & Renovation; Axtell, NE
- > Boone Central K-12 School, Renovations and Additions; Albion, NE
- > Broken Bow Public Schools, Addition & Renovation; Broken Bow, NE
- > Cozad Community Schools, High School & Elementary School Additions; Cozad, NE
- > Diller-Odell Public Schools, Addition; Odell, NE
- > Centennial High School, Auditorium & Gymnasium Additions; Utica, NE
- > Cross County School New K-12 School; Stromsburg, NE
- > Elm Creek Public Schools, Addition & Renovation; Elm Creek, NE (IMAGE)
- > Elwood Public Schools, Addition & Renovation; Elwood, NE
- > Exeter Milligan Public School, Study; Exeter & Milligan, NE
- > Gibbon Public Schools New K-12 School; Gibbon, NE
- > Hershey Public Schools, Addition/Renovation; Hershey, NE
- > Hayes Center Public Schools High School, Addition; Hayes Center, NE
- > Holdrege High School & Stadium Renovation; Holdrege, NE
- > Lexington High School, Addition; Lexington, NE
- > Logan View School, Addition; Hooper, NE
- > Loomis Public School, Elementary Addition & Renovation; Loomis, NE
- > Osceola Public Schools, Elementary Addition; Osceola, NE
- > Ord Public School, Addition & Renovation; Ord, NE
- > Paxton Consolidated K-12 School, Addition & Renovations; Paxton, NE
- > Wauneta-Palisade Public School Renovation & Addition; Wauneta, NE
- > Wood River Rural Schools, Entry Renovation & Additions; Wood River, NE





Andrew Wiese, PE, LC
ARCHITECTURAL ENGINEER - ELECTRICAL
[Engineering Technologies Inc.](#)

Andy is a Registered Architectural Engineer with over 12 years of experience. Andy has provided engineering and design services on numerous facilities throughout Iowa, Nebraska, and Oklahoma. His wide range of project experience allows him to provide successful solutions for power design, architectural lighting, fire alarm design, technology design, and construction administration services. Growing up in rural Nebraska, Andy illustrates a hard work ethic with the care and attention to detail that every project deserves. Andy is Lighting Certified (LC) by the National Council on Qualifications for Lighting Professionals (NCQLP) and is an active member in the local chapter of the Illuminating Engineering Society of North America (IESNA).

EDUCATION

University of Nebraska at Lincoln - Master of Architectural Engineering - 2011
University of Nebraska at Lincoln - Bachelor of Science, Architectural Engineering - 2010

PROFESSIONAL REGISTRATIONS

Nebraska (E-17702)

PROFESSIONAL ORGANIZATIONS

Building Industry Consulting Service International (BICSI)
Audiovisual and Integrated Experience Association (AVIXA)

PROFESSIONAL EXPERIENCE:

15 Years
2019 to Present - Engineering Technologies, Inc.
2011 to 2019 - Alvine Engineering

RELEVANT EXPERIENCE

- > Amherst Public Schools, Addition & Renovation; Amherst, NE ([IMAGE](#))
- > Axtell Community School, Addition & Renovation; Axtell, NE
- > Blair High School Industrial Tech; Blair, NE
- > Broken Bow Public Schools, Addition & Renovation; Broken Bow, NE
- > Cozad Community Schools, High School & Elementary School Additions; Cozad, NE
- > Elkhorn Public Schools New Middle School at 180th & IDA; Elkhorn, NE
- > Elm Creek Public Schools; Elm Creek, NE
 - Addition/Renovation
 - Athletic Field Lighting
- > Hershey Public Schools, Addition/Renovation; Hershey, NE
- > Holdrege High Schools High School; Holdrege, NE
 - Stadium & Renovation
 - Weight Room Addition
- > Omaha Public Schools; Omaha, NE
 - Edison Elementary Renovation
 - Masters Elementary Renovation
- > Wauneta-Palisade Public School, Renovation & Addition; Wauneta, NE
- > Wood River High School & Elementary Secured Entrances; Wood River, NE



3 | SIMILAR PROJECT EXPERIENCE

3 | SIMILAR PROJECT EXPERIENCE

Axtell Community School Addition; Axtell, NE

Designed to support growing enrollment and evolving educational needs, this project consists of a 12,300 SF addition to the existing Axtell Community School building and approximately 5,200 SF of renovations to existing restroom and elementary classroom spaces.

The addition provides seven new middle school classrooms, including a dedicated special education classroom and science room, along with a new staff lounge, restrooms, administration area, and secure main entry to enhance functionality and campus safety.

The existing administration area was demolished to accommodate the expanded layout. Exterior site improvements include new concrete sidewalks, steps, and ramps to improve accessibility and site circulation.



REFERENCE: Rob Gregory, Superintendent | 308.743.2415 (Retired as of 6/30/26)

Dr. Chelsea Feusner, Superintendent | 308.627.0435 (As of 7/1/26)

SQUARE FOOTAGE: 12,300 SF Addition / 5,200 SF Renovation

COMPLETION DATE: February 2026

CONSTRUCTION COST: \$5.6 million



■ 3 | SIMILAR PROJECT EXPERIENCE

Broken Bow Public Schools, Addition & Renovation; Broken Bow, NE

Broken Bow Public Schools underwent a comprehensive renovation and addition, including 99,858 square feet of renovated space and a 32,300-square-foot addition, to create a modern, functional, and fully accessible learning environment. The project included a complete renovation of the auditorium, featuring new theatrical seating, updated sound and rigging systems, and refreshed stage drapery. The gymnasium was expanded to accommodate full side courts and received a new sound system, locker rooms, and coaches' offices. A secure south entrance was added to centralize administration, while new shop spaces tripled the area available for Woods, Ag/Welding, and Automotive programs.

Science classrooms were fully modernized, and new flooring was installed throughout much of the school. Fire suppression systems were added throughout the facility, and a new concession stand, and renovated restrooms were included in the 38' building. An elevator was installed to provide ADA compliance and facilitate the movement of large instruments from the music area to the stage. The music program also received updated spaces, including a band room, vocal room, and multiple practice rooms. The commons area was expanded to allow all grades to eat together, and a connecting link was added to enhance safety and circulation between buildings. The SPED and Life Skills areas were completely renovated with private toilets and showers, and exterior ramps were added to ensure full ADA accessibility. This project transformed the campus into a safe, efficient, and contemporary educational environment, supporting both students and staff across all programs.



REFERENCE: Daren Tobey | Superintendent | 308.920.0651

SQUARE FOOTAGE: 32,300 SF Addition / 99,858 SF Renovation

COMPLETION DATE: January 2026

CONSTRUCTION COST: \$26.5 million



■ 3 | SIMILAR PROJECT EXPERIENCE

Cozad Community School, Various Projects; Cozad, NE

The Cozad Community Schools project involved significant additions and renovations to both the Cozad High School and Cozad Elementary School, aimed at enhancing educational facilities and improving the learning environment for students. The high school saw an addition of approximately 39,599 square feet and a remodel of 15,426 square feet. This included the construction of a new competition gym, complete with locker rooms, new administration offices, two additional classrooms, remodeled science rooms, secure entrances, and a remodeled commons area with concession stands.

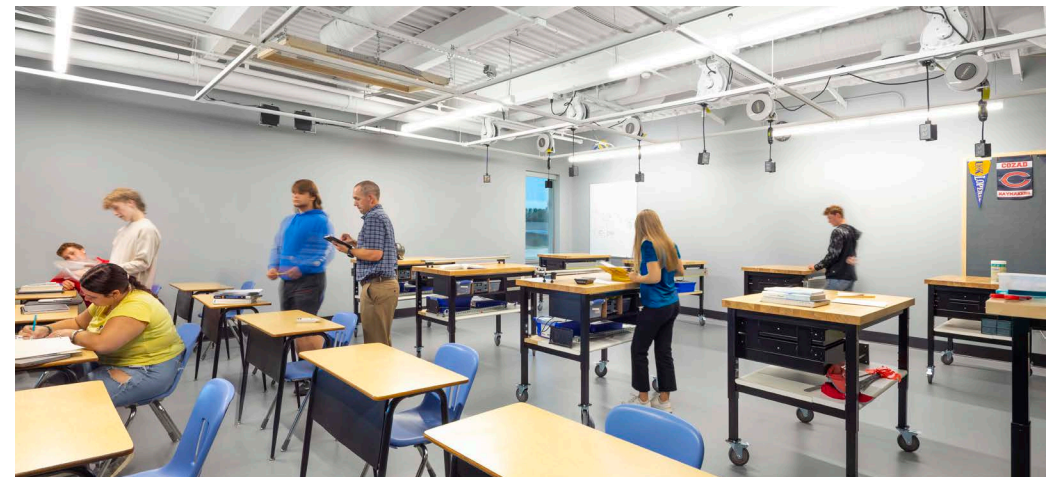
At the elementary school, the project added approximately 27,248 square feet and remodeled an additional 3,903 square feet. Enhancements included new and remodeled classrooms, secure entrances, an updated kitchen, a remodeled library, and a new commons area designed for multi-purpose use.

REFERENCE: Dr. Dan Endorf, Superintendent | 402.317.1449

SQUARE FOOTAGE: 19,329 SF Renovation / 66,847 SF Addition

COMPLETION DATE: Fall 2024

CONSTRUCTION COST: \$26 million



■ 3 | SIMILAR PROJECT EXPERIENCE

Hershey Public Schools, Addition & Renovation; Hershey, NE

Hershey Public Schools underwent a transformation that blends modern design, functionality, and community-focused spaces. The project included a 57,100-square-foot renovation of the existing building and a 33,000-square-foot addition that introduces new opportunities for learning, athletics, performing arts, and gatherings.

The new addition features a multipurpose space with a stage, a weight room, a health science classroom, locker rooms, a kitchen, concessions, and a Commons area. Large windows and carefully placed openings bring natural light deep into the interior, creating an open, inviting atmosphere. Circulation is intuitive, connecting the addition seamlessly to the existing building while reinforcing a cohesive architectural identity.

Renovated areas, including classrooms, collaboration zones, administrative offices, the media center, staff work areas, and restrooms, were redesigned for efficiency, accessibility, and flexibility. Material upgrades and improved spatial layouts enhance comfort and usability throughout the school. The result is a vibrant, functional environment where students can learn, staff can collaborate, and the community can gather, demonstrating how thoughtful architecture can elevate everyday experiences and support the future of education.

REFERENCE: Jane Davis, Superintendent | 308.368.5572

SQUARE FOOTAGE: 55,100 SF Renovation / 33,000 SF Addition

COMPLETION DATE: August 2024

CONSTRUCTION COST: \$17.9 million



13



■ 3 | SIMILAR PROJECT EXPERIENCE

Wood River Rural Schools, High School Entrance Addition & Renovation & Elementary School Entrance Renovation; Wood River, NE

Designed to enhance functionality, circulation, and entry security, improvements were made at both the elementary and high school campuses through a combination of targeted renovations and a small addition.

At Wood River High School, the work included renovations along with a new entrance addition focused on improving the main entry experience. Updates addressed the administrative office area and supporting spaces, while new construction introduced enhanced entrance elements, including improved corridors, a lobby and vestibule, a screen wall, and the partial enclosure of an existing entryway. These improvements strengthened accessibility, interior flow, and day-to-day operations for students, staff, and visitors.

At the elementary school, renovations focused on key interior spaces, including restrooms, corridors, the administrative office area, lobby and vestibule, portions of the gymnasium, and the nurse's suite. Updates improved functionality, circulation, and student support spaces while maintaining continuity with the existing building.



REFERENCE: Terry Zessin, Superintendent | 308.258.0558

SQUARE FOOTAGE: 4,280 SF Renovation / 33,000 SF Addition

COMPLETION DATE: August 2023

CONSTRUCTION COST: \$4 million



■ 3 | SIMILAR PROJECT EXPERIENCE

Amherst Public Schools, Addition & Renovation, Amherst, NE

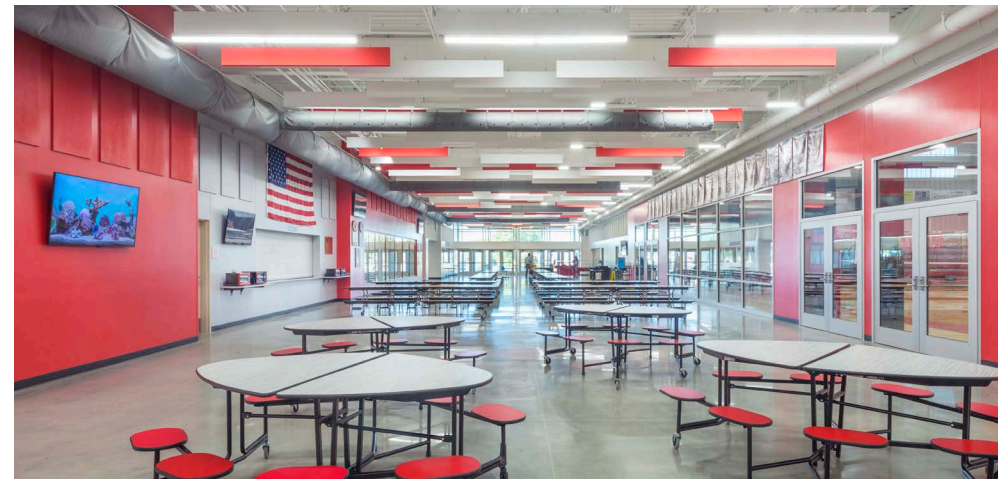
This project combined new construction and renovation to create a safer, more efficient, and unified school. A primary goal was to bring all students to the east side of the street, enhancing security while improving educational flow and daily operations. The new construction provides expanded facilities for the shop and agriculture program, as well as dedicated spaces for music, art, and a modern media center. A secure entry, updated kitchen and food service areas, and a welcoming commons were designed to support both students and community gatherings. A multi-purpose space was also added, serving physical education, activities, and locker room needs. Renovation efforts created much-needed elementary classrooms, allowing the district to address capacity challenges while strengthening connections across grade levels. The completed project delivers a modern, cohesive learning environment that reflects the district's commitment to safety, efficiency, and opportunity for every student.

OWNER: Matt Gordon, Former Superintendent | 308.224.6896

SQUARE FOOTAGE: 12,500 SF Renovation / 51,800 SF New

COMPLETION DATE: August 2023

CONSTRUCTION COST: \$13.1 million (\$9.1 of cost was funded by a bond issue)



■ 3 | SIMILAR PROJECT EXPERIENCE

Summerland Public School; Ewing, NE

For over 50 years patrons in the school districts of Clearwater, Ewing, and Orchard made various attempts to consolidate with other school districts. In May of 2019 the three school districts jointly hired Wilkins ADP to be their Architect and to help them navigate the three school districts through a pre-bond planning process to educate the patrons of the three districts on the benefits of the consolidation and of building a new PK-12 school facility. After months of hard work and a spirited bond campaign, district patrons in all three communities passed the \$34.3 million bond issue on November 12, 2019. Design work commenced shortly thereafter on the new 130,000 square foot PK-12 facility. The new facility features a top loading gymnasium, a commons area overlooking the new athletic field, auxiliary gymnasium with performing arts component, student collaboration areas, a Maker Space, STEM spaces, and the latest technology in the science labs, classrooms, media center, and throughout the entire facility.



OWNER: Dale Martin, Superintendent (retired 6/2021) | 402.394.1521

SQUARE FOOTAGE: 130,000+ SF

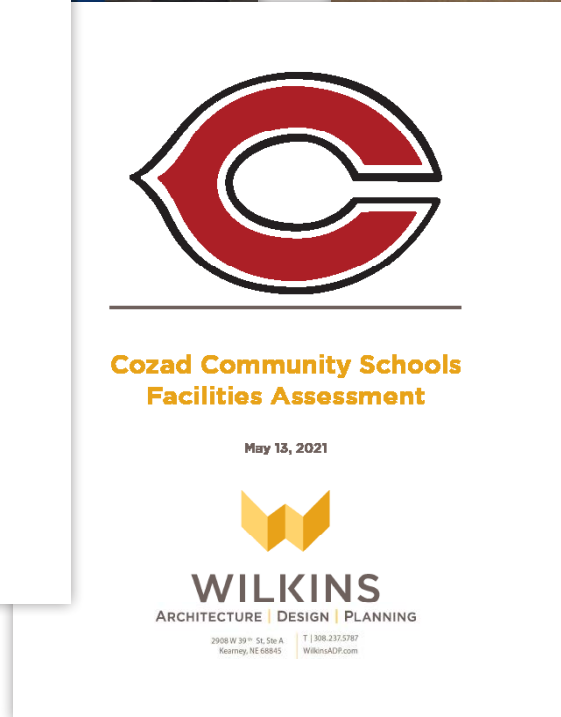
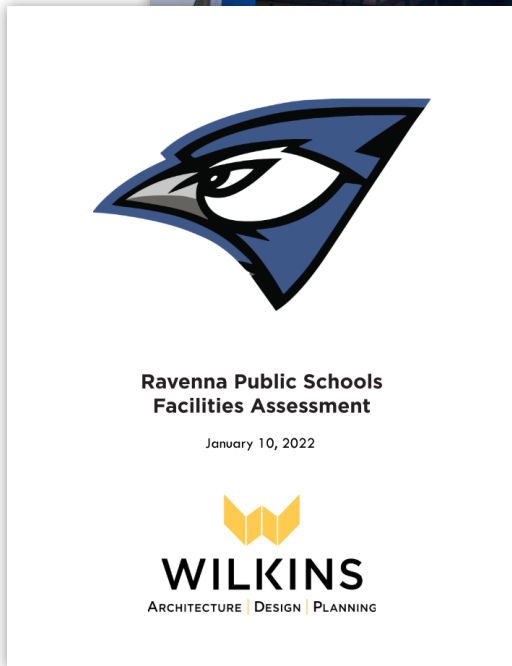
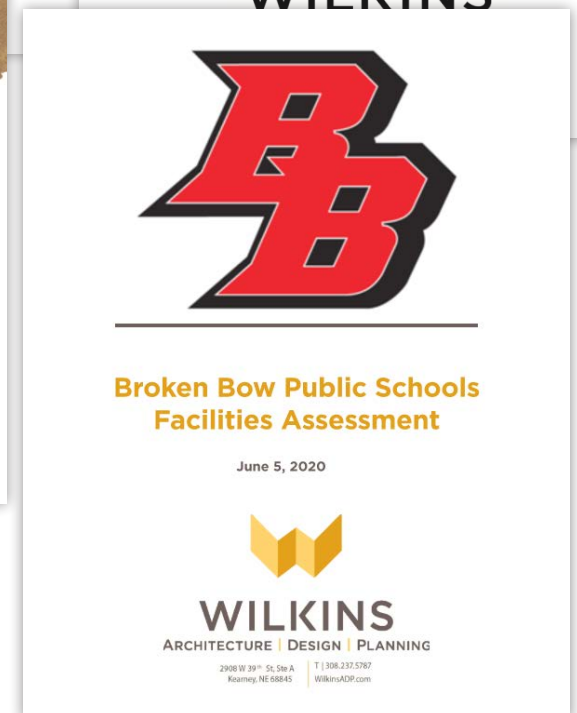
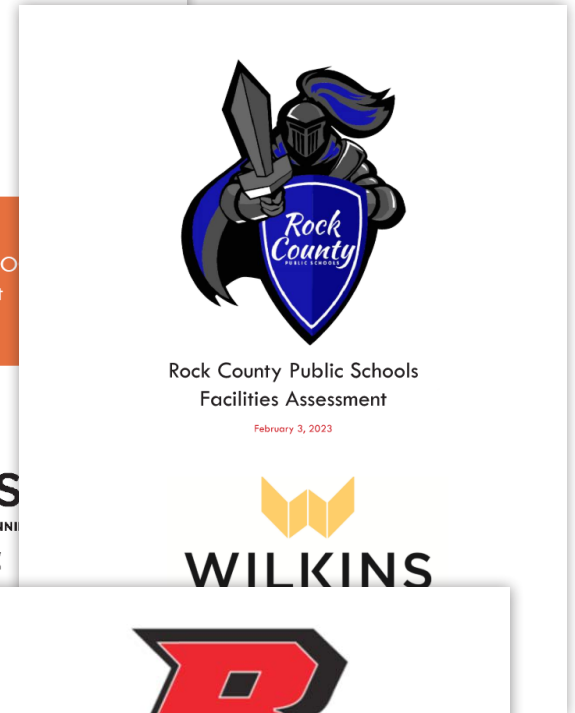
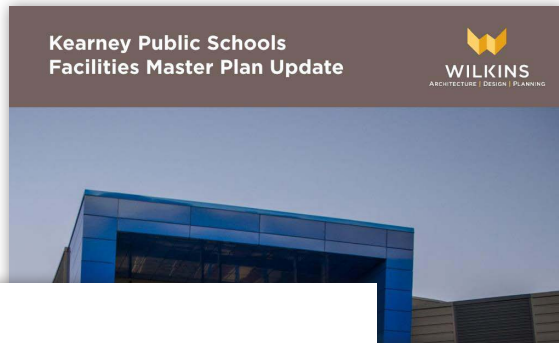
COMPLETION DATE: August 2021

CONSTRUCTION COST: \$30.6 million



Facilities Planning Experience

We will work **SIDE BY SIDE** with the school to set up a team structure necessary to drive the right type of input, provide over-arching guidance, and deliver forward-thinking leadership. Some of these teams may already exist, however some will need to be formed or re-aligned to reinforce a fully engaged process. **TOGETHER** we will assist you in discovering the **GIVENS, VALUES,** and **BELIEFS** of your school and engage your community as committees are formed, communication plans are developed, and electronic and digital communication and media are produced.



4 | APPROACH & COST CONTROL

Design Methodology

Since the founding of the firm, Wilkins ADP has used a client-centered and user-focused approach. Our solutions spring from the needs of the building users. We are committed to spending the time necessary to discover the unique needs of each aspect of the project. Our detail focused staff brings each user's requirements through the design process and into reality during construction. Our team will develop an inclusive and **INTERACTIVE** project based upon **COMMUNICATION** and consensus to ensure success throughout the project.

Working With Schools

We strive to create solutions that develop efficient, safe, secure, and innovative educational facilities in an orderly and well thought out process. Our team's first area of focus on every project is establishing lines and means of communication. Whether we need to meet face to face, hold a web-conference, or document decisions and discussion over emails, we excel at deciphering what is needed and directing how to achieve the solution efficiently and effectively.

Wilkins ADP's templates and program tools enable school administrators and faculty to engage in the design process from the start. Collaboration charrettes are a step that we feel is critical to forming complete and detailed project goals and secure overall investment from the users in the project. We want our expertise to aid in the group discussion, not dominate the conversation.

Managing Design Systems

Wilkins ADP utilizes a flat management structure. Every project has a project manager who is a major owner in the company, and that manager staffs the project with the required architectural and interiors professionals to meet the project needs. ***You always know who to call.*** This management system compresses the proximity of the design team, ensuring your project gets the focus it deserves.

Quality & Value of Work

Each client determines the quality and value of the work produced in different ways. We realize that school districts maintain their buildings for their entire life cycle and generally view their architectural/engineering and construction partners as valuable allies to help design, engineer, and construct a building that will meet the short- and long-term needs of the facility. For Anselmo-Merna, our role will be to build upon the district's established planning framework and provide clear, coordinated design leadership for facility planning.

We view our roles as designers as problem solvers and communicators. The problem-solving process is made up of a series of decisions – each focusing on achieving the desired balance between budget, program space, design quality, flexibility, community, connectedness, and life cycle costing. Our team possesses the leadership abilities that will be instrumental in the quality and value of work we deliver during the design and construction process.

RESPONSIVE DESIGN



COMMUNICATION: open effective communication is key to creating a close-knit team that works well together.



INVOLVEMENT: engagement of the entire team from the very beginning and throughout the design process.



TRANSPARENCY: of the process facilitates by-in of all parties.



FLEXIBILITY: of the design team to adapt to the evolution of the project.



FOLLOW THROUGH: by the design team to ensure project goals are met.

Project Kickoff

At Wilkins ADP, we believe that meaningful, community-centered design begins with a thoughtful and well-organized process. From day one, our priority is establishing clear and effective communication to ensure a collaborative experience for everyone involved. Whether through in-person meetings, virtual sessions, or detailed documentation, we adapt our communication approach to best serve the needs of the team and project.

Wilkins ADP utilizes many systems for the initial planning review process. ***The use of each depends on the needs of the project, since no two projects are exactly alike.*** Specifically, this project will require a balance of stakeholder, student, community involvement, and constructability perspectives. ***We evaluate each client and project individually to determine how many and what type of meetings/steps are needed.***

Program Definition & Refinement

Wilkins ADP examines the various program components and determines the implications of scale and expansion requirements (if any), as they relate to expected growth, operational components, funding sources, economics, mission objectives, 20-year projections/goals, and other priorities. Thorough review and evaluation of these factors set the direction for the planning and design process in subsequent phases. The program is then used to assess compliance with the square footage of each space. At this stage we take another look at adjacencies and relationships. The group will then review the design against the initial objectives, after which final adjustments will be made.

Schematic Design

Our design team has the expertise and experience to guide you as we establish and prioritize what is needed in your building. Stacking and block diagram modeling is used to move the program elements to the next step. Based on feedback, workshops, and review of goals and objectives, we further develop the concept that transforms the program into a virtual building. With this approach, our team offers a fully interactive process with the design team and client. This team concept continues through design development, construction documents, and the construction phase of the project.



Visualization Tools

Wilkins ADP utilizes Autodesk Revit, the leading program in the latest system of computer design and documentation, BIM (Building Information Modeling), for our architectural, structural, mechanical, and electrical design. Autodesk Revit allows our entire design team and consultants to work simultaneously, giving real-time updates, then translating into seamless efficiency and coordination. This program also allows clients to see 3D images of buildings and rooms as they are being developed.

Enscape, Twinmotion, and the Adobe Creative Suite allow us to take these 3D models one step further to create visualization tools like virtual walk-throughs and photo-realistic renderings for our clients. This level of detail enables our clients to better respond to changes during the design phase when changes are relatively easy to make and much less costly. This tool has

proven critical in allowing stakeholders to experience the space and ultimately make the best decisions throughout the design process. See example below.

Design Development

We then develop the schematic concept, further transforming the project into a more detailed plan. The plans include hard-lined walls and door swings, preliminary MEP pathways, and other scaled features. During this phase, our specialized consulting team assists in elevating the design by creating an emphasis on building efficiency. In this step, each discipline (civil, mechanical, and electrical) develops a high-level look at their scope. This includes a matrix of comparable systems highlighting life-cycle costs, maintenance, durability, initial costs, and functional impacts that help our clients determine the right path for them and their project.



Construction Documents

► Production

The key factor to quality assurance and dispute resolution is **QUALITY DOCUMENTS**. Working in Revit, Wilkins ADP provides consistent and thorough documentation which enables us to collaborate with our consultants with great care and precision. This process allows us to digitally explore a project's key physical and functional characteristics before it is built.

► Code Compliance & Responsible Design

All national, state, and local codes are adhered to in our planning and design process. We include a code specialist on all projects to ensure that AHJ requirements are met. Sustainability is central to the solutions Wilkins ADP produces for our clients. Our depth of experience and knowledge gained from designing, documenting, and continuously monitoring buildings uniquely qualifies us to provide designs that meet the industry's highest level of operational efficiencies, environmental performance, and customer satisfaction.

Technical Expertise

Management of technical requirements takes place at all levels of design and construction. In addition to our visualization tools, our team is also equipped and versatile in programs like Bluebeam PDF for documentation and coordination throughout construction. Our team also utilizes various electronic construction communication cloud services to facilitate a more efficient construction process. We are committed to equipping our staff with the latest software and hardware tools to provide the best possible services and end products.

Bidding

Our team will actively support the bidding process in collaboration with the selected Construction Manager, providing timely clarifications and addenda as needed to ensure an efficient and competitive bid environment. During construction, we will provide full construction administration services, including regular monthly site walk-throughs to monitor progress and quality, review of submittals, and prompt responses to Requests for Information (RFIs).

Construction Administration

One of our greatest tools for managing quality during construction is availability to visit the job site as required. We often visit job sites multiple times between construction meetings to observe that the contractor is constructing what the client is paying for. Quality of construction is a key component to the success of your building.

The same team of architects that produce your construction documents also writes your specifications. This team then transitions into construction administration so that the same eyes and ears that provide your programming and conducted design tours, are also conducting monthly site visits and final punch lists. This consistency defines our team's success in project management. We use web-based project collaboration software to keep everyone informed and in constant communication.

► Delivery Method

Our team is well-versed in all construction delivery methods. We will work alongside the district to determine the best construction options for the project.



WILKINS ADP CAN BE ON SITE IN UNDER TWO HOURS

Sustainability, Energy Efficiency & Life Cycle Cost Evaluation

ETI has been at the forefront of sustainability since their inception 40+ years ago. Their practical and no-nonsense approach to pursuing reduction in energy consumption and elevating occupant comfort involves the use of daylighting studies, building system modeling, and simulations that can accurately predict the future energy consumption of the building. ETI has vast experience with all forms of sustainable, renewable, and conventional energy sources. Ultimately from an energy efficiency standpoint, the ETI design team's goal is to take utility costs off the balance sheet for our facility owners and operators.

Quality Control Strategies

The key factor in quality assurance and dispute resolution is exceptional documents. In our experience, successful projects result from a communicative, creative team that believes in the project and is persistent in gathering information and asking appropriate questions. Our entire interactive process features complete integration of the design team and school district stakeholders. The end result is full project ownership on both sides of the table, since stakeholder input is considered throughout, from conceptual design to occupancy evaluations.

Quality control is key, and direct COMMUNICATION from the School District to the responsible party is assured. This results in fewer errors, more detailed documents, and increased efficient time management.

Cost Control

Budget constraints and cost of construction projections suggest design limitations on a project. Our team has vast experience in the development of design concepts that target the projected budget. Our cost management begins with a thorough understanding of “design-to” costs, or in this case “development of” costs, and proceeds with continuous monitoring of project costs from kickoff through project closeout. Variances in budgeted costs are reviewed at first detection, and corrective action is taken to achieve cost objectives through cost/benefit analysis, innovative bid packaging, VE constructability review, and field solutions.

Wilkins ADP is vigilant during the design process to keep scope creep to a minimum we excel in communicating with the client and construction partners, thereby eliminating any possibilities for schedule delays and costly overruns.

[illegible]

5 | COST & FEE TRANSPARENCY

FACILITIES ASSESSMENT & PLANNING:

Fixed Fee of \$5,000 plus reimbursable expenses limited to, mileage and printing of any poster boards, or bulk printing.

PROPOSED FEE:

7.25% of construction cost. These fees are only charged if a project is approved and moves forward. (Can be converted to a fixed fee once project scope is determined.)

Services included in our fee are: Architectural Services, Interior Design Services, Site/Civil Engineering Services, Structural Engineering Services, Mechanical Engineering Services, Electrical Engineering Services, Special Systems Engineering Services.

SPECIALTY CONSULTANTS:

If requested by the owner, specialty consultants are not included in the above fees and would be charged as separate fixed fees. Potential consultants include:

- Topographic Surveying Services
- Geo-technical Exploration/Engineering

REIMBURSABLE EXPENSES:

Document Printing, Poster Boards, Advertising, Mileage, Required Regulatory Reviews

HOURLY RATES:

Wilkins Architecture Design Planning

- \$200 Principals & Project Managers
- \$175 Professionals
- \$150 Technicians
- \$75 Professional Support

Engineering Technologies, Inc.

- \$195 Principal
- \$170 Professional Engineer
- \$145 Engineer 1 / Senior Designer
- \$155 Technology Project Manager
- \$130 Engineer 2
- \$130 BIM Manager
- \$130 Designer 1
- \$120 Designer 2
- \$130 Construction Manager
- \$110 Engineering Technician 1
- \$105 Engineering Technician 2
- \$95 Engineering Technician 3
- \$75 Administrative Staff



6 | REFERENCES

K-12 References:

ARNOLD PUBLIC SCHOOLS

Joel Morgan, Superintendent
308.848.2226 | joel.morgan@arnoldpublicschools.org

AXTELL COMMUNITY SCHOOLS

Rob Gregory, Superintendent (Retired 6/30/26)
308.743.2415
Dr. Chelsea Feusner, Superintendent (as of 7/1/26)
308.627.0435 | chelsea.feusner@axtellwildcats.org

BROKEN BOW PUBLIC SCHOOLS

Darren Tobey, Superintendent
308.920.0651 | darren.tobey@bbps.org

COZAD COMMUNITY SCHOOLS

Dr. Dan Endorf, Superintendent
308.784.2745 | dan.endorf@cozadschools.net

DILLER-ODELL PUBLIC SCHOOLS

Mike Meyerle, Superintendent
402.766.4210 | mmeyerle@dillerodell.org

DONIPHAN-TRUMBULL PUBLIC SCHOOL

Dr. Jeremy Braden, Superintendent
402.845-2282 | jbraden@dtcardinals.org

ELWOOD PUBLIC SCHOOLS

Daren Hatch, Superintendent
308.655.1093 | daren.hatch@elwoodpirates.org

GILTNER PUBLIC SCHOOLS

Matt Gordon, Superintendent
308.224.6898 | mgordon@giltnerschool.us

GOTHENBURG PUBLIC SCHOOLS

Dr. Allison Jonas, Superintendent
308.537.3651 | allison.jonas@goswed.es.org

HERSHEY PUBLIC SCHOOLS

Jane Davis, Superintendent
402.386.6674 | jane.davis@hpspanthers.org

HUMPHREY PUBLIC SCHOOLS

Brice King, Superintendent
402.923.1230 | briceking@humphrey.esu7.org

KEARNEY PUBLIC SCHOOLS

Dr. Jason Mundorf, Superintendent
308.224.6896 | jasmundorf@kearneycats.com
Trent Bosard, Facilities Director
308.698.8255 | trebosard@kearneycats.com

HOLDREGE PUBLIC SCHOOLS

Todd Hilyard, Superintendent
308.293.1217 | todd.hilyard@dusters.org

PLEASANTON PUBLIC SCHOOLS

Nathan Lightle, Superintendent
308.388.2041 | nlightle@pleasantonbulldogs.org

ROCK COUNTY PUBLIC SCHOOLS

Mark Otten, Superintendent
402.684.4311 | motten@rockcountyschools.org

WOOD RIVER RURAL SCHOOLS

Terry Zessin, Superintendent
308.258.0558 | tzessin@wrrsd.org

Higher Education References:

MID-PLAINS COMMUNITY COLLEGE

Ryan C. Purdy, President
308.535.3720 | purdyr@mpcc.edu

WESTERN NEBRASKA COMMUNITY COLLEGE

Greg Dart, President
308.635.6001 | dartg9@wncc.edu
Lynne Koski, Vice President of Administrative Services
308.635.6792 | koskil1@wncc.edu

○ Review / Discuss / Select RFQ submission

Wilkins Architecture Design Planning	\$5,000 fixed fee (plus limited reimbursable expenses)	7.25% of construction cost if a project moves forward; can be converted to a fixed fee once scope is established. Specialty consultants billed separately if needed.
CMBA Architects	\$25,000 fixed fee	Includes three phases: Analysis (\$7,000), Engagement (\$8,000), and Recommendation (\$10,000). Travel and mileage included. Future design fees not included in this proposal.
Carlson West Povondra (CWP)	\$15,000 Facility Analysis (Phase 1A) + \$20,000 Conceptual Design (Phase 1B)	Community engagement/bond planning generally \$15,000–\$25,000 if requested. Design and construction administration fees negotiated after project scope is established.
BD Construction	Hourly billing for planning and conceptual design	Construction Management fee negotiated as a percentage of construction cost. Hourly rates include VP Business Development (\$200/hr), Preconstruction Services (\$175/hr), Field Operations (\$175/hr), Civil Engineer (\$175/hr), and Project Executive (\$150/hr).
Facility Advocates (Centrix)	No dollar amount provided	Fee proposal indicates preconstruction fee, CM fee, contingencies, and other fees will be proposed later as part of the Guaranteed Maximum Price (GMP).

**Community
Building
Solutions**

No separate
planning fee
identified

Proposal discusses guaranteed fixed pricing if a project proceeds but does not include a fee schedule for planning or design services.

StudentsGraduation

To participate in commencement exercises or receive a Anselmo Merna Public School diploma a student must fully complete all requirements for graduation prior to the official commencement exercises, and complete other administrative requirements or conditions. Students who graduate from Anselmo Merna Public Schools must accumulate 245 hours. The total graduation requirements must include the following core curriculum:

Adult Transitions 10 instructional units
English 40 instructional units
Science 30 instructional units
Mathematics 30 instructional units
Social Studies 30 instructional units
Business 5 instructional units
Physical Education 10 instructional units
Fine Arts 10 instructional units
Electives 70 instructional units
Speech 5 instructional units
Personal Finance / Financial Literacy 5 instructional units

In addition, every student must complete at least one five-credit high school course in personal finance or financial literacy prior to graduation. Each student shall also complete and submit a Free Application for Federal Student Aid prior to graduation, unless the required opt-out form is completed by either: (1) the student's parent or legal guardian; (2) the Principal, if the Principal determines that good cause exists not to require the student to complete the FAFSA; or (3) an emancipated student or student of at least 19 years of age.

Notwithstanding any other provision of this policy, a student who is or was under the jurisdiction of a juvenile court and placed in out-of-home care at any time during the student's high school enrollment shall be eligible to graduate from the District if (1) the student, at any point in time, was enrolled in high school in the District, and (2) the student has met the minimum graduation requirements established by state law.

Legal Reference: Neb. Rev. Stat. Sec. 79-729
 Neb. Rev. Stat. Sec. 79-3003
 NDE Rule 10

Date of Adoption: August 7th, 2023
 July 20th, 2026

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Neb. Rev. Stat. Sec. 79-3003
NDE Rule 10

Date of Adoption: July 20th, 2025

Anselmo-Merna Public School

Student-Parent Handbook 2026-2027



Anselmo-Merna Public School
PO Box 68
Merna, Nebraska 68856
(308) 643-2224

TABLE OF CONTENTS

Page

PagePagePage

Section 1	Visitors	11
Section 2	Smoke-Free Environment	11
Section 3	Care of School Property	11
Section 4	Lockers	11
Section 5	Searches of Lockers and Other Types of Searches	11
Section 6	Video Surveillance	12

Section 7	Recording of Others	12
Section 8	Use of Telephone	13
Section 9	Bicycles	13
Section 10	Student Valuables	13
Section 11	Lost and Found	13
Section 12	Accidents	13
Section 13	Laboratory Safety Glasses	13
Section 14	Insurance	13
Section 15	Bulletins and Announcements	13
Section 16	Copyright and Fair Use Policy	14

Article 4 – Attendance

		Page
Section 1	Attendance	15
Section 2	Attendance and Absences	16
Section 3	Absence Procedures	16
Section 4	Make-up Work	16
Section 5	Attendance is Required to Participate in Activities	17
Section 6	Truancy	17

Article 5 - Scholastic Achievement

		Page
Section 1	Dual Credit	18
Section 2	Grading System	19
Section 3	High School Yearly Course Requirements	19
Section 4	Graduation Requirements	20
Section 5	Promotion and Retention	21
Section 6	Schedule Changes	21
Section 7	Interim Reports	21
Section 8	Report Cards	21
Section 9	Parent-Teacher Conferences	22
Section 10	Honor Roll	22
Section 11	National Honor Society	22
Section 12	Academic Integrity	23
Section 13	Junior/Senior High Eligibility Policy	26

Article 6 - Support Services

		Page
Section 1	Special Education Services	26
Section 2	Students with Disabilities: Section 504	28
Section 3	Guidance Services	29
Section 4	Health Services	29
Section 5	Transportation Services	32
Section 6	Electronic Communication Devices and cell phones	32

Article 7 - Drugs, Alcohol and Tobacco

		Page
Section 1	Drug-Free Schools	34
Section 2	Education and Prevention	34
Section 3	Standards of Student Conduct Pertaining to Drugs, Alcohol and Tobacco	34

Article 8 - Student Rights, Conduct, Rules and Regulations

		Page
Section 1	Purpose of Student Conduct Rules	36
Section 2	Forms of School Discipline ●Short-Term Suspensions ●Long-Term Suspensions ●Expulsions ●Other Forms of Student Discipline ●Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment ●Additional Student Conduct Expectations and Grounds for Discipline ●Student Appearance Policy ●Academic Integrity ●Inappropriate Public Displays of Affection ●Specific Rule Items ●Anti-Bullying Policy ●Network, E-Mail, Internet and Other Computer Use Rules ●Risks Social Networking Student Conduct Expectations	36

Article 9 - Extra-Curricular Activities - Rights, Conduct, Rules and Regulations

		Page
Section 1	Extracurricular Activity Philosophy	52
Section 2	Extracurricular Activity Code of Conduct	52
Section 3	Attendance	60
Section 4	Academic Standards	60
Section 5	“Team Selection” and “Playing Time”	61
Section 6	School Dances	61
Section 7	Relationships Between Parents and Coaches/Sponsors	63
Section 8	Good Sportsmanship—Behavior Expectations of Spectators	64
Section 9	Student Fees Policy	65

Article 10 - State and Federal Programs

		Page
Section 1	Notice of Nondiscrimination	69
Section 2	Designation of Coordinator(s)	70
Section 3	Anti-discrimination & Harassment Policy	70
Section 4	Multicultural Policy	71
Section 5	Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973	76
Section 6	Notification of Rights Under FERPA	72
Section 7	Notice Concerning Disclosure of Student Recruiting Information	75
Section 8	Title I Parental and Family Involvement	75
Section 9	Student Privacy Protection Policy	76
Section 10	Parental Involvement	79
Section 11	Homeless Students	81
Section 12	Pregnant and Parenting Students	86
Section 13	Married Students	88

**Anselmo-Merna Public School Student-Parent Handbook
2025-2026 School Year**

Foreword

Section 1 Intent of Handbook

This handbook is intended to be used by students, parents and staff as a guide to the rules, regulations, and general information about Anselmo-Merna Public School. Each student is responsible for becoming familiar with the handbook and knowing the information contained in it. Parents are encouraged to use this handbook as a resource and to assist their child in following the rules contained in this handbook.

Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise during any school day or school year. This handbook does not create a “contract.” The administration reserves the right to make decisions and make rule revisions at any time to implement the educational program and to assure the well being of all students and the educational program. The administration will be responsible for interpreting the rules contained in the handbook. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon all applicable school district policies, and state and federal statutes and regulations.

Section 2 Members of the Board of Education

Name	Contact Information
Mr. Ben Cooksley	81824 Hwy 2, Anselmo NE 68813
Mr. Tom Griffith	44 S McCarthy St, Merna NE 68856
Mr. Rodney Lamb	42927 Rd 808, Anselmo NE 68856
Mrs. Afton Christen	42843 Grandview Rd, Anselmo NE 68813
Mr. Jacob Parsons	43447 Rd 805, Merna NE 68856
Mrs. Sandy Priest	220 S Price St, Merna NE 68856

Section 3 Administrative Staff

Name	Position	Contact Information
Mr. Chanc McIntosh	K-6 Principal /AD	308-643-2224 Ext 1040
Mr. Lloyd McIntyre	Superintendent	308-642-2224 Ext
Mrs. Callie Zutavern	7-12 Principal	308-642-2224 Ext 1050

Section 4 Teaching Staff

Name	Department	Grades
Jaide Ahlstrom	Fifth Grade	Elementary
DeAnna Baker	Pre-K-12 Chorus, 5 th -12 th Band	Elem. & High School
Jordyn Bartak	High School English	High School
Emily Brodd	First Grade	Elementary
Connie Chandler	Mathematics 7-12 / Business	High School
Mikaela Geiser	Speech Pathologist	Elem. & High School
Troy Gilligan	Fourth Grade	Elementary
Kelsey Henry	Voc. Ag & FFA	High School
Katie Hoblyn	K-12 Library & Junior High Science	Elem. & High School
Trent Kirchmann	Social Studies 9-12	High School
Abigail Little	Junior High Math/K-6 Math Intervention	Elem. & High School
Thane Lewis	Science 9-12	High School
Laura Marshall	Third Grade	Elementary
Kaitlyn Mason	Second Grade	Elementary
Anne McCaslin	Sixth Grade	Elementary
Karen McGinn	Reading Specialist	Elementary
Molli Miller	Guidance Counselor	Elem. & High School
Michaela Myers	Kindergarten	Elementary
Jason Reed	Industrial Arts 7-12	High School
Leah Ryan	K-12 Art & Journalism	Elem. & High School
Jennifer Schmidt	Pre-School & Jr. Kindergarten	Elementary
Jennifer Swisher	Health & K-12 Physical Education	Elem. & High School
Nathan Syslo	Junior High ELA / History	High School
Danielle Thompson	Junior High / High School SPED	High School
Carrie Thorton	Resource K-5	Elementary

Section 5 Support Staff

Name	Position
Shelia Bacon	Para-Educator
Jessica Bartak	Para-Educator
Robin Christen	Secretary - Ext 1000
Kim Clay	Bus Driver
Misti Diefenbaugh	Para-Educator
Dustin Eichelberger	Custodian
Deb Keller	Bus Driver
Joe Lamb	Transportation Director - Ext 4000
Barb McCandless	Para-Educator
Lana McIntyre	Para-Educator
John Meschke	Custodian
Mark Myers	Bus Driver
Catherine Nelson	Para-Educator
Kati Pearman	Technology Director - Ext 1010
Jamie Porter	Business Manager - Ext 1020
Tony Wright	Maintenance Director - Ext 3220
Mark Myers	Bus Driver

Section 6 School Calendar

2026-2027 Anselmo-Merna Public School Calendar Option A

Be a Learner....Be a Leader....Be a Coyote!

August 2026

8-10 - New Teacher Workday Coyote
Business Night 5-7
8-11 - All Staff PD
8-12 - All Staff PD
8-13 - All Staff PD
8-18 - First Day of School 1:00 Out

AUGUST 2026						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY 2027						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2027

1-1 - No School (Christmas Break)
1-4 - All Staff PD
1-5 - Students Return

September 2026

9-7 - No School (Labor Day)
9-24 1:00 Dismissal P/T Conference
9-25 Regular HS (no elem)

SEPTEMBER 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

FEBRUARY 2027						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

February 2027

2-11 - 1:00 Dismissal - P/T Conference
2:00-7:00
2-12 - Regular HS (no elem)
2-15 - No School (Teacher PD)
2-19 - No School State Wrestling

October 2026

10-2 - 1:00 Dismissal
10-12 - No School (Teacher PD)
10-16 - End of 1st Quarter (42 days)

OCTOBER 2026						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

MARCH 2027						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

March 2027

3-6 - (NSAA Girls BBall)
10-13 - (NSAA Boys BBall)
3-5 - End of 3rd Quarter (42)
3-12 - No School
3-26 - No School Spring Break
3-29 - No School Spring Break
3-25 - No School A-M Track Meet -
staff report (back up dates 3/22,23,24)

November 2026

11-9 - No School (Teacher PD)
11-16 (Start of Winter Practice)
11-25 - No School (Thanksgiving Break)
11-26 - No School (Thanksgiving Day)
11-27 - No School (Thanksgiving Break)

NOVEMBER 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

APRIL 2027						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April 2027

4-30 - No School (Work Day) MNAC
Track/Art
4-27 - Activity Banquet

December 2026

12-21 - JH/HS (NO Elem) (42 days)
12-22 / 12-31 No school
(Christmas Break) Moratorium 23-27
12-10 - Elem JH/HS Music/Band

DECEMBER 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MAY 2027						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2027

5-1 - Graduation 3:00
5-12 - Class D District Track
5-11 - End of 2nd Semester (43 days)
5-13 - No School (Teacher PD)
5-14 - Teacher Work Day
State Track
State Golf

	Student Days	Staff Days
Quarter 1	42	47.5
Quarter 2	42	43
Quarter 3	42	44.5
Quarter 4	43	46
Total	169	181

***School Hours - 8:00 - 3:40 PM. Days and times subject to change due to inclement weather or other district needs

Article 1 – Mission and Goals

Section 1 School Mission, Vision, Collective Commitments

Mission Statement

“At Anselmo-Merna School we help ALL students develop positive character traits, build problem-solving skills, and create a passion for learning. ” - Revised and finalized 5/15/25

Vision Statement

“At Anselmo-Merna Public School, we build strong relationships and empower critical thinkers to confidently embrace real-world challenges.” Revised and finalized 5/15/25

Moto

Be a Learner - Be a Leader - Be a Coyote

Collective commitments

I will....

Come into Anselmo-Merna School with a growth mindset and build positive school culture

Build positive relationships with ALL students

Be consistent and have high expectations

Use evidence, formal and informal, to drive decisions and instruction

Section 2 Goals and Objectives

The goals and objectives of the Anselmo-Merna Public School are to provide:

1. A curriculum that is based on state standards; comprehensive, coordinated, and sequential and is directed toward locally approved goals and standards for student learning. It draws upon research, best practice, and reputable theory and provides the foundation for standards-based instruction. The instructional program focuses on achievement and provides for the diverse learning needs of all students including learners with disabilities and high ability learners. Curriculum and instruction help students develop content and skill mastery, analytical thinking, problem solving, work ethics, creativity, and respect for diversity.
2. An instructional program that focuses on achievement and provides for the needs of all students including learners with disabilities and high ability learners. It draws upon research, best practice, and reputable theory broad enough yet with sufficient depth to allow education for all of the students.
3. Assessment procedures and results that assist teachers in planning and providing appropriate instruction for all students. Assessment results also provide information for monitoring program success, and for reporting to parents, policy makers, and the community. The school periodically reviews procedures to improve assessment quality and increase student learning. The information assists schools in establishing and achieving improvement goals.

Article 1 – Mission and Goals

4. A library/media/technology program that provides a wide range of accessible print and electronic resources that expand opportunity for learning, contribute to information literacy, support the local curriculum, and enhance and enrich learning experiences for all students. The program provides materials through onsite and electronic access that complement, supplement, and enrich curriculum and instruction. It facilitates research, supports and encourages personal interest in reading and the study of current events, and develops technological and other skills for accessing, evaluating, and using resources.
5. Instructional staff who have appropriate training and preparation to work with the students assigned to them, who are knowledgeable of principles of child growth and development and of the curriculum content for which they are responsible, who use teaching strategies that engage students actively in learning, and who help students understand and apply content across subject areas. Staff development activities that support the school's efforts in curriculum development, instructional improvement, assessment, and general school improvement to achieve school improvement goals.
6. Administration that exercises leadership in the development and implementation of school goals and policies. Administrators who demonstrate leadership in management and operation of the school system and in the improvement of curriculum and instruction. Building administrators who provide leadership to curriculum, instruction, assessment, and school improvement. They guide staff and students in achieving goals and fulfill other functions supportive of quality learning.
7. A systematic ongoing process that guides planning, implementation, and evaluation and renewal of school improvement activities to meet local and statewide goals and priorities. The school improvement process focuses on improving student learning. The process includes a periodic review by visiting educators who provide consultation to the school/community in continued accomplishment of plans and goals.
8. A school system that demonstrates accountability to the school community. School staff periodically assesses and reports student progress toward accomplishment of academic content standards. Results are used to plan and make needed changes to improve instruction for all students.
9. School facilities and a general environment that supports quality learning. Facilities and grounds are safe, orderly, and well maintained, and facilities that have adequate space, lighting, and furnishings. The system has plans or provisions for climate-controlled buildings to the extent feasible. The environment is emotionally safe and supportive and promotes respect, trust, and integrity.
10. A Board of Education that governs through orderly procedures which focus efforts of the school upon quality learning, result in equitable opportunities for learning for all students, and ensure accountability to the local community.
11. An activities program that is scheduled outside the regular school day, focuses on active participation of all students involved in the activity, and promotes a positive image of the school and community.
12. A welcoming environment for parents and the community.

Article 1 – Mission and Goals

Section 3 Mutual Respect

The Anselmo-Merna Public School expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of students will not be tolerated.

Section 4 Complaint Procedures

The proper procedure for a parent or student to make complaints or raise concerns is to begin with the school employee who is most immediately or directly involved in the matter, as illustrated in the complaint procedure set forth below. There are specific procedures to address certain complaints or concerns, such as discrimination or harassment, bullying, disciplinary actions. Those procedures should be used where applicable.

1. Complaint procedure

Step 1. Schedule a conference with the staff person most immediately or directly involved in the matter.

Step 2. Address the concern to the Principal if the matter is not resolved at Step 1.

Step 3. Address the concern to the Superintendent if the matter is not resolved at Step 2.

Step 4. Address the concern to the Board of Education if the matter is not resolved at Step 3.

2. Conditions Applicable to All Levels of Complaint Procedure

All information to be considered at each step should be placed in writing in order to be most effective. Action or decisions will be expedited as quickly as possible, typically within ten (10) calendar days, depending on the nature of the complaint and the need for prompt resolution.

Article 2 – School Day

Section 1 Daily Schedule

Period 1	8:00 a.m. – 8:51 a.m.	HS Lunch	12:30 p.m.-1:00 p.m.
Period 2	9:00 a.m. – 9:51 a.m.	Period 6	1:02 p.m.-1:53 p.m.
Period 3	9:53 a.m.-10:44 a.m.	Period 7	1:55 p.m. -2:46 p.m.
Period 4	10:46 a.m.-11:37 a.m.	Period 8	2:48 p.m. -3:40 p.m.
Period 5	11:39 a.m.-12:30 p.m.		

Section 2 10:00 Start Schedule

Period 1	10:00 a.m.-10:37 a.m.	Lunch	12:34 p.m.-1:04 p.m.
Period 2	10:39 a.m. - 11:16 a.m.	Period 5	1:06 p.m. -1:43 p.m.
Period 3	11:18 a.m.-11:55 a.m.	Period 6	1:45 p.m. -2:22 p.m.
Period 4	11:57 p.m.-12:34 p.m.	Period 7	2:24 p.m. -3:01 p.m.
		Period 8	3:03 p.m. -3:40 p.m.

Section 3 1:00 Dismissal Schedule

Period 1	8:00 a.m. - 8:32 a.m.	Period 5	10:20 a.m. -10:51 a.m.
Period 2	8:41 a.m. -9:12 a.m.	Period 6	10:53 a.m.-11:24 p.m.
Period 3	9:14 a.m. - 9:45 a.m.	Period 7	11:26 p.m.-11:57 p.m.
Period 4	9:47 a.m.-10:18 a.m.	Period 8	11:59 p.m.-12:30 p.m.
		Lunch	12:30 p.m.-1:00 p.m.

Section 4 Severe Weather and School Cancellations

The Superintendent may close public schools in case of severe weather. THE Superintendent or representatives of the Superintendent's staff will notify local news media when inclement weather warrants such action. Radio and television stations broadcast the information regularly and it will be shared on social media / school website.

Decision to Close Schools. A decision to close school is made when forecasts by the weather service, law enforcement advisories or civil defense officials indicate that it would be unwise to hold school. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, an announcement will be made to the news media when schools will be closed. In some instances, schools will be open, but certain services may be canceled (bus transportation, pre-school, kindergarten, student activities).

After School Starts. Every attempt will be made to avoid closing school once classes are in session. In some instances, closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases, as much advance notice as possible will be given to parents. The media will broadcast if school is closed during the day the notice. Parents should have a plan in place to accommodate these circumstances.

Parental Decisions. Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. The absence will be treated like any other absence for legitimate

Article 2 – School Day

causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

What Not To Do. Parents should not attempt to come to school during a tornado warning. School officials are not permitted to release students from the school building during a tornado warning. Students and staff members practice tornado safety procedures regularly. Also, parents are urged not to call radio and television stations and school buildings during severe weather.

Emergency Conditions. The school has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. Regular drills are held as required by law through the school year. There are plans for Emergency Exit and Critical Incident Response.

Section 5 Closed Campus

All students are required to remain on campus during lunch. The school administration defines the campus as the school building. A school lunch is provided or students may bring a meal from home. Commercial food brought in must be approved by the principal prior to the food being brought onto campus.

Section 6 Supervision Responsibility Before/After School

Arrival at School/Dismissal From School

Students are expected to arrive at school no more than 15 minutes prior to the first class or school program in which they are participating. Prior to that time, the school is not responsible for supervision of the students. Students will be admitted to the school building 15 minutes prior to the first class. Students will not be permitted to enter earlier unless the Principal determines it to be necessary due to inclement weather or other factors. Students are to enter through their assigned entrance and proceed to designated areas.

Students will be dismissed at the end of the last period of the school day unless there are other circumstances (early dismissal, detention etc.). Upon dismissal, students must leave the school grounds and proceed home or to a previously designated location unless participating in a school-sponsored activity. The school is not responsible for supervision of students once the students are to have left school grounds.

Certain days on the calendar are “shortened days,” meaning that the school day starts or ends other than on the normal schedule. Parents are strongly encouraged to be aware of those days so their children are not left in an unsupervised situation or without a means to get home upon dismissal.

Signing a Child In and Out of School

Article 2 – School Day

Parents or guardians are required to sign their children in and/or out of school if they are entering after their first class or leaving prior to their final class. The parent or guardian must report to the main office for this purpose. The **computer used for** signing a child in and/or out of school is located on the front counter. If a child is being signed out, the school secretary will call the appropriate classroom and indicate to the teacher that the child is leaving. Parents are not to go directly to the classrooms. The schools will only release children to adults designated by the parent on the emergency card.

If there is a special circumstance, such as a court order limiting access to a student by a parent or guardian, affecting who a student can be released to, the parent must inform the Principal and provide the Principal with a copy of that order to maintain on file at the school.

Supervision at Dismissal

Parents or guardians of children in grades Pre-K to 6, where the child does not use district-provided transportation after dismissal, may request the school or program not release the child to walk home after dismissal unless the child is released to the parent or legal guardian or an escort designated by the parent or guardian. The parent or guardian may designate up to two (2) escorts. Parents or guardians requesting their children only be released to the parent or guardian or a designated escort after dismissal must submit a completed written request with the Principal to this effect.

Students who leave before the end of the day are to be signed out by a parent or guardian or an escort designated by the parent or guardian.

Emergency Closing Procedures

Parents are requested to provide an emergency contact telephone number to have on file in the event of an emergency closing or any other general or individual situation that requires the immediate presence of a parent/guardian. In the event that parents do not have such a number or cannot be contacted, it will be assumed that the parent has instructed their children concerning the procedure they are to follow should school be dismissed early. Realizing that the school might be unable to reach all parents, it is suggested that all children be advised as to what they are to do should they ever be dismissed early. It is recommended that parents give their children an alternate destination and that building principals be made aware of this information.

If conditions allow and supervision is available in the event of an early dismissal, the child will be held in school until the normal dismissal time. If the parent or guardian has not arrived to pick up the child by the normal dismissal time, law enforcement or child protective services may be contacted to ensure the safety of the child.

Article 3 – Use of Building and Grounds

Section 1 Visitors

All visitors must report to the **main** office, upon entering the main entrance, to sign in and receive a visitor's pass. Visits to classrooms during the first week of school and the last week of school may be limited to ensure a smooth transition. Visits by parents to classrooms are encouraged; provided that the visits do not disrupt the educational program, individual students, or create a safety concern.

Section 2 Smoke-Free Environment

All of our school buildings and grounds are smoke and tobacco-free. We would appreciate your help in meeting the goal of a smoke and tobacco-free environment for our children. When you attend school events, including athletic events, please abide by our District's policy.

Section 3 Care of School Property

1. Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school.
2. Students who disfigure property, break windows or do other damage to school property or equipment will be required to pay for the damage done or replace the item.
3. Fines are determined on books by the building Principal.

School-issued items that are stolen or damaged from unlocked lockers are the responsibility of the student to whom they were issued. Students must pay all fines and return all school issued equipment unless previously arranged by a member of the administration before they can receive school publications and final grades.

Section 4 Lockers

Each 3rd - 12th grade student will be assigned a locker. Students must use their own lockers and are not to share lockers with other students except as assigned by school officials. We recommend that the locker be locked with a combination lock. Students are expected to keep all books, etc., in their assigned locker. Students are also responsible for the cleanliness inside their locker and the door of their locker. Students may be assessed a fine for damage to lockers. Additionally, athletic lockers are not to be used as student lockers and should be used solely for physical education courses or athletics practice.

Section 5 Searches of Lockers and Other Types of Searches

Student lockers, desks, computer equipment, and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding usage of or items placed in or on school property, including student vehicles parked on school property, because school property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers and other such property may be conducted at the discretion of the administration. The following rules apply to searches of students and of a student's personal property and to the seizure of items in a student's possession or control:

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or a school rule violation. The search is to be conducted in a reasonable manner under the circumstances.

Article 3 – Use of Building and Grounds

2. Random searches of student lockers, desks, and other similar school property provided for use by students may be conducted at the discretion of the administration.
3. Drug or alcohol tests may be conducted on students based on reasonable suspicion.
4. Drug or alcohol tests may be conducted on a random basis for students participating in extracurricular activities, provided that: a) the student gave consent for testing in advance (attendance at or participation in the extracurricular activity may be withheld in the absence of consent), b) the testing actually be random, c) that the testing procedures limit any intrusion on student privacy, and provide for an appropriate level of confidentiality and accuracy, and d) that the response to positive tests take into consideration student safety and compliance with laws related to reporting and releasing students to law enforcement.
5. School officials may search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for a non-investigatory work-related purpose, such as to retrieve a file.
6. Searches of the District's computer system may be conducted at the discretion of the administration at any time.

Section 6 Video Surveillance

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Section 7 Recording of Others

To ensure the privacy and confidentiality of student information, no person is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted, (2) by authorized staff for purposes of child welfare (for example, to record images of injuries to students caused or believed to be caused by another person), or (3) the Superintendent or Superintendent's designee. This prohibition applies to all persons, including staff, students and community members, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or

Article 3 – Use of Building and Grounds

the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

Section 8 Use of Telephone

There is a courtesy phone located in the main office available for student use. The courtesy phone is not to be used during class time. Use of the phone is not an excuse to be tardy to class.

Section 9 Bicycles

Bicycles must be parked in the racks provided. All bicycles should be equipped with locks and licenses. The school is not responsible for damage or theft of parts while bicycles are on school property.

Section 10 Student Valuables

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary safekeeping. Even then, the school is not in a position to guarantee that the student's property will not be subject to loss, theft, or damage.

Section 11 Lost and Found

Students who find lost articles are asked to take them to the **main** office, where the articles can be claimed by the owner. If articles are lost at school, report that loss to office personnel.

Section 12 Accidents

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the Principal.

Section 13 Laboratory Safety Glasses

As required by law, approved safety glasses will be required of every student and teacher while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

Section 14 Insurance

Under Nebraska law the District may not use school funds to provide general student accident or athletic insurance. The District requires that all student participants in athletic programs have injury and accident insurance and encourages all students who are in classes with risk of personal injury or accident to have insurance coverage. The District does not make recommendations nor handle the premiums or claims for any insurance company, agent or carrier. Information about student insurance providers will be available in the school office or on school bulletin boards.

Section 15 Bulletins and Announcements

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution will need to be approved by the Principal's office. Posters are not to be attached to any painted wall surfaces. Place posters on marble, glass, metal, brick and wood. The person or organization responsible

Article 3 – Use of Building and Grounds

for distributing the posters is responsible to see that all posters are removed within 48 hours after the event.

Section 16 Copyright and Fair Use Policy

It is the school's policy to follow the federal copyright law. Students are reminded that, when using school equipment and when completing course work, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The “fair use” doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the “fair use” of a copyrighted work, including reproduction “for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research” is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted “fair use,” rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is “fair.” Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

Article 4 – Attendance

Section 1 Attendance Policy

Regular and punctual student attendance is required and essential for learning. The Board's policies require such attendance. The administration is responsible for developing further attendance rules and regulations and staff is responsible for assisting in the enforcement of the rules and regulations. Students and parents are responsible for developing behaviors that will result in regular and punctual student attendance.

Section 2 Attendance and Absences

Excused and Unexcused Absences. An absence from school will be reported as: (a) an excused absence or (b) an unexcused absence.

1. Excused Absences. Absences should be cleared through the Principal's office in advance whenever possible. An absence or tardy, even by parental approval, may not be excused. All absences, except for illness and/or death in the family, require advance approval. An absence for any of the following reasons will be excused, provided the required procedures have been followed:
 - a. Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents).
 - b. Illness that causes a student to be absent from school.
 - c. Doctor or dental appointment that require student to be absent from school.
 - d. Court appearances that are required by a court order and the student is not responsible for needing to be in court.
 - e. School sponsored activities that require students to be absent from school.
 - f. Family trips in which student accompanies parent(s)/legal guardian(s).
 - g. Other absences that have received prior approval from the Principal. This can include visits to post-secondary educational opportunities for eligible students deemed appropriate by the principal.

Maximum Absences

Absences shall be limited to a maximum for each semester. Unless extenuating circumstances exist, a student may lose partial or all credits for courses that are missed more than eight (8) days a semester. Absences due to illness verified by a doctor in writing are indicated with a "D" on the attendance report and will not be counted in the total number of (8) absences. Excessive absences shall be verified by the principal and may need the assistance of a faculty committee.

The Principal has the discretion to deny approval for the latter two (2) reasons, depending on circumstances such as the student's absence record, the student's academic status, the tests or other projects which may be missed, and in the case of a family trip, whether the trip could be taken during non-school time and the educational nature of the trip.

2. Unexcused Absences: An absence, which is not excused, is unexcused. If a student's absence is unexcused the student may receive zeros for any class work

Article 4 – Attendance

missed during the absence, and may be required to make-up work and the time missed.

Tardy to School. Students will be considered tardy to school if they are not in their assigned class or ready and attentive in their assigned area when the bell for their first class rings.

Tardy to Class. Students have **passing time** between classes to make it to their next assigned class on time. Students will be considered tardy to class if they are not in their assigned classroom when the tardy bell rings, unless they have a pass from the teacher who detained them. Specific tardy guidelines once students are in the classroom doorway are at the discretion of the classroom teacher.

Leaving School or Class. Students who leave school for any reason during the school day must check out at the **main** office with an adult before leaving. Students leaving school must be cleared in advance by a note or phone call from the student's parent or legal guardian. Upon returning to school that same day, students are expected to sign in at the attendance office. Students will use designated doors when entering or leaving the building.

Students who leave school without permission and without signing out in the proper manner, or who leave their assigned classroom without teacher permission, will be considered truant.

Section 3 Absence Procedures

A student will not be allowed to enter class after an absence until an admit slip, based upon a written or verbal parental excuse, or a conditional admit slip, is issued by the Principal's office. A conditional admit slip, good for two (2) days, may be issued to allow time to bring an excuse, in case no excuse has been provided upon returning to school. Work must be made up within the time allowed on the admit slip.

Section 4 Make-up Work

Written make-up work may be assigned for each day missed regardless of the type of absence. If make-up work is not completed, students will receive no credit for the work required.

The student has the responsibility to contact teachers, initially, regarding make-up assignments. Assignment sheets will be sent only for extended absences. Generally, assignment sheets will not be sent out until after three (3) days of absence. If the parents or students have concerns prior to the three (3) days, they are encouraged to contact the teacher.

For excused absences, two school days will be allowed to make up the work for each day missed with a maximum of ten (10) days allowed to complete make up work. If requested, assignment sheets will be prepared for students who are ill. If parents or students request assignment sheets the school should be contacted by no later than 10:00 a.m.

For unexcused absences, the student is still responsible for completing assigned work.

Article 4 – Attendance

Section 5 Attendance is Required to Participate in Activities

Students must attend school all day the day of any scheduled school activity in order to participate in the activity. This includes contests, performance or activity. Failure to attend will result in a student being withheld from participation in the activity. The Principal retains the right to grant participation should exceptional circumstances prevail.

Section 6 Truancy

A student who engages in unexcused absences may be considered truant as per state law. Truancy is a violation of school rules. The consequence of trancies may include disciplinary action up to expulsion and referral to the county attorney for compulsory attendance violations.

Reporting and Responding to Truant Behavior. Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child age six (6) to eighteen (18) to attend school regularly without lawful reason, shall within three days report such violation to the Superintendent. The Superintendent shall immediately cause an investigation into any such report to be made. The Superintendent shall also investigate any case when, based on the Superintendent's personal knowledge or based on a report or complaint from any resident of the district, the Superintendent believes that any child is unlawfully absent from school. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to remediate the child's truant behavior.

Excessive Absenteeism. Students who accumulate eight (8) unexcused absences in a semester shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, the following procedures shall be implemented:

1. One or more meetings shall be held between a school attendance officer, school social worker, or other person designated by the school administration and the parent/guardian and the student to report and attempt to solve the truancy problem. If the parent/guardian refuses to participate in such a meeting, the principal shall place in the student's attendance records documentation of such refusal.
2. Educational counseling to determine whether curriculum changes, including but not limited to, enrolling the child in an alternative education program that meets the specific educational and behavioral needs of the child.
3. Educational evaluation, which may include a psychological evaluation, to assist in determining the specific condition, if any, contributing to the truancy problem, supplemented by specific efforts by the school to help remedy any condition diagnosed.
4. Investigation of the truancy problem by the school Principal or assigned attendance officer will identify conditions that may be contributing to the truancy problem. If services for the child and his or her family are determined to be needed, the person performing the investigation shall meet with the parent/guardian and the child to discuss any referral to appropriate community

Article 4 – Attendance

agencies for economic services, family or individual counseling, or other services required to remedy the conditions that are contributing to the truancy problem.

Reporting Habitual Truancy. The principal reserves the right to report habitual truancy to local authorities based on Nebraska Truancy laws. This can include a report to the county prosecutor, Nebraska Health and Human services, and written notice to parent or guardian of truant student

Article 5 – Scholastic Achievement

Section 1 Dual Credit

The District authorizes the provision of special courses and programs for high school students. These opportunities may include courses for college credit, advanced placement programs, specialized college, and/or pathway designed programs for high school students. Students may enroll simultaneously with an institution of higher education (IHE). The student must meet prerequisite requirements as established by the IHE and must provide written approval for enrollment from IHE. Students must also enroll in the necessary classes established by the District to complete graduation requirements. Post secondary credit may be used as credit towards graduation as approved by building administration prior to enrollment. Approved courses (up to a total of 6) will be included on the students' high school transcript. College-level coursework for high school students is defined as an advanced curriculum that provides students with postsecondary learning experiences while they are still in high school, allowing students to earn college credit. Dual enrollment is a strategy to encourage students to take more rigorous coursework, including academic and technical courses at the college level, and earn college credit while enrolled in the high school course. Caveat: IHE determines acceptance of Credit; and Certifications are accepted at the discretion of the employer. Unless otherwise noted, students are responsible for tuition and specialized IHE resources. Dual credit enrollment courses are offered through a statewide consortium, consisting of numerous Nebraska high schools and two-year and four-year colleges. Anselmo-Merna School typically participates in dual enrollment courses that are offered through Mid Plains Community College (MPCC). Dual credit courses are NOT to replace required classes for graduation at Anselmo-Merna High School with the exception of College Comp and College Speech. Courses completed during the summer will not be accepted toward graduation requirements unless the student is participating in credit recovery or early completion under Policy 5206.

Article 5 – Scholastic Achievement

Section 2 Grading System

Students will receive letter grades on report cards and transcripts. The following scale will be used to assign letter grades and a grade point average from a percent:

A	90-100	4.0	AP/Dual Credit	5.0
B+	87-89	3.5		4.0
B	80-86	3.0		4.0
C	70-79	2.0		2.0
D	60-69	1.0		1.0

P - Pass, I – incomplete, O - Outstanding, S – Satisfactory

****Student grade point averages (GPA)** will be calculated as A 4.0, B+3.5, B 3.0, C 2.0, D 1.0. All courses taken will count towards a student's GPA

Incompletes must be made up within 10 school days.

Any student completing Algebra 1 in 8th grade will receive high school credit with corresponding grade earned.

Each teacher will define the grading procedures to be used in their classes.

Section 3 High School Yearly Course Requirements

High school students in all grade levels are required to register in the following courses: Math, Social Studies, Science, Health and Physical Education, and Language-Arts Core.

High school students are required to register in the following exploratory courses:

English Sequence	English 9, English 10, One Semester of Speech, English 11, a 12 th Grade English of Choice
Science Sequence	Science 9, Biology, and 11 th grade Science of Choice
Mathematics Sequence	Algebra 1, Geometry and a Math of Choice
Social Studies Sequence	World History, American History, American Government
Business Sequence	One semester of Intro to Business as 10th-Graders.
Per NDE	1 Semester of Personal Finance & 1 semester of Computer Science

Article 5 – Scholastic Achievement

All students are required to successfully complete six (6) semesters of exploratory courses. Students also have the option of taking band or a vocal music combination.

Students who do not pass a required class the first attempt are recommended to take a credit recovery class in the summer. The student will only be allowed a maximum of 70% credit for online credit recovery. They will also be required to have a minimum 20 hours of class time spent at the Anselmo-Merna School supervised by the Guidance Counselor or Principal. Successful completion of the online credit recovery courses are subject to rules and regulations set by administration.

Section 4 Graduation Requirements

To participate in commencement exercises or receive an Anselmo-Merna Public School diploma a student must fully complete all requirements for graduation prior to the official commencement exercises, and complete other administrative requirements or conditions.

To be eligible for graduation from Anselmo-Merna High School, a student must have earned a minimum of 245-semester hours credit in grades 9 through 12 inclusive. A minimum of 40 earned semester hours credits must be earned during the school year in which the student intends to graduate. Credit hours will be computed in accordance with the Nebraska Department of Education. Satisfactory completion of the following courses must be presented in the candidate's record:

Adult Transitions	10 instructional units
English	40 instructional units
Science	30 instructional units
Mathematics	30 instructional units
Social Studies	30 instructional units
Business	5 instructional units
Physical Education	10 instructional units
Fine Arts	10 instructional units
Electives	75 instructional units
Personal Finance / Financial Literacy	5 instructional units
Speech	5 instructional units
Computer Science	5 instructional units

Exceptions to these requirements may be made by the Board of Education upon the recommendation of the Superintendent, who will support the recommendation with justifiable reasons. A complete record of the recommendation and of the action taken upon it by the Board shall be included in the minutes. The candidates for graduation shall be presented to the Board of Education for approval. A student who has not met the requirements for graduation but who has attended school regularly may, with the recommendation of the Superintendent, be granted a Certificate of Attendance. Students receiving a Certificate of Attendance shall not be eligible to participate in graduation exercises.

Article 5 – Scholastic Achievement

Section 5 Promotion and Retention

Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the Principal, in consultation with the student's teachers and counselor, to be appropriate for the educational interests of the student and the school's educational program.

If a parent or guardian would like their student to retake a grade level, the parent or guardian must meet with the Superintendent or designee to discuss the student repeating a grade. At that meeting, the parent or guardian must provide evidence of academic needs, illness, or excessive absenteeism that would warrant the student to repeat the grade. A student in kindergarten through fourth grade may be retained due to academic needs, illness, or excessive absenteeism. A student in grades fifth through twelfth grade may be retained due to excessive absenteeism. At such meeting, the Superintendent or designee shall identify any alternative educational opportunities, including remedial instruction, if applicable, and verify any special education supports available to such student. If the student's parent or guardian still intends for their student to repeat a grade, such parent or guardian shall then complete the required form and return such form to the District. Upon completion of the form and if all requirements pursuant to this policy and law are met, the District shall permit the student to repeat the student's grade for the next school year.

Section 6 Schedule Changes

Students needing schedule changes should notify the Principal. Schedule changes must be requested within the first 2 days of each semester. Final approval of all schedule changes will be made by the Principal only.

Section 7 Interim Reports

Various supplemental reports may be made available to parents throughout the school year concerning student's performance. These reports may describe student work of an exceptional nature or work that needs improving. These reports will be sent as the teacher determines appropriate.

Included in the academic improvement report will be a request from the teacher for parents to contact the teacher by phone to discuss the student's academic progress. Teachers will arrange with the parents for days when the student can meet with the teacher outside the regular class period until the student returns to satisfactory academic standing.

Section 8 Report Cards

Report cards are issued at the end of each quarter. Letter grades are used to designate a student's progress. A grade of "F" (failing) carries no credit. A grade of "I" (incomplete) received at the end of a grading period must be made up within two weeks or missing assignments will receive grades of "0" and those grades will be averaged into the final grade. No incompletes will be given at the end of the fourth quarter, as all course work must be completed by the end of the fourth quarter.

Article 5 – Scholastic Achievement

Section 9 Parent-Teacher Conferences

Please refer to the school current school calendar for Parent-Teacher conferences or Student-led conference. Conferences with teachers, at any other time, are also possible. Please call the school office to make arrangements with the teachers.

Section 10 Honor Roll

The purpose of the honor roll is to recognize those students who demonstrate academic excellence. Honor rolls will be determined for 1st, 2nd, 3rd and 4th quarters. Students will be recognized accordingly:

1. Students receiving all "A's" will be classified as students with DISTINCTION.
2. Students receiving no other grade lower than a "B" will be classified as students with HONOR.
3. All class grades are figured the same for honor roll status.
4. Honor roll lists are published in school and community publications.

Section 11 National Honor Society

The National Honor Society chapter of Anselmo-Merna Public School is a duly chartered and affiliated chapter of this prestigious national organization.

Admission to the National Honor Society

The National Honor Society chapter of Anselmo-Merna Public School is a duly chartered and affiliated chapter of this prestigious national organization. Membership is open to those students who meet the required standards in four areas of evaluation: Scholarship, Leadership, Service and Character. Standards for selection are established by the national office of NHS and have been revised to meet local chapter needs. Students are selected to be members by a five-member faculty council, appointed by the sponsor, which bestows this honor upon qualified students on behalf of the faculty. Students in the 10th -12th grades are eligible for membership.

Removal from National Honor Society

A student may be removed from the NHS by action of the Principal upon a determination by the Principal that the student:

1. Prior Conduct. Engaged in conduct prior to induction which was not known at the time of induction and which, if known, would have caused denial of induction;
2. Post-Induction Conduct. Engaged in conduct after induction which is grounds for a student to be long-term suspended or expelled from school under the student code of conduct; which is grounds for suspension or removal from any extracurricular activity of the school, or which would cause denial of induction if such conduct had taken place prior to the time of induction.

The student may appeal the Principal's decision to the Superintendent by giving written notice of appeal to the Superintendent within ten calendar days of receipt of the Principal's removal decision. The appeal procedure shall be established in the discretion of the Superintendent such as to allow a fair opportunity for the student's view and

Article 5 – Scholastic Achievement

information to be considered. The decision of the Superintendent on the appeal shall be final.

Section 12 Academic Integrity

A. Policy Statement

Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values.

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

B. Definitions

The following definitions provide a guide to the standards of academic integrity:

1. "Cheating" means intentionally to misrepresent the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others.

Cheating includes, but is not limited to:

(a) Tests (includes tests, quizzes and other examinations or academic performances):

(1) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.

(2) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for "open book" tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

(3) Use of Other Student Answers: Copying or looking at another student's answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.

(4) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.

(5) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student

Article 5 – Scholastic Achievement

engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.

(b) Papers (includes papers, essays, lab projects, and other similar academic work):

(1) Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.

(2) Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.

(3) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.

(4) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.

(5) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.

(6) Artificial Intelligence

Anselmo Merna Public School acknowledges that artificial intelligence continues to emerge as a resource that may assist students with future technology and different wants of learning. However, artificial intelligence also poses a challenge to delineate the responsible use of artificial intelligence with student plagiarism. As a result, the Board of Education adopts this Policy to specifically address how the District will address academic honesty and integrity regarding a student's use of artificial intelligence/

Permissible Uses of Artificial Intelligence in School Assignments

Students may use artificial intelligence or related platforms when any of the following occurs: The student receives advance permission from the teacher for the given assignment or project; or The teacher's classroom rules or expectations established artificial intelligence as a permissible resource for students to access. Any student with questions about the use of artificial intelligence should contact their teacher in advance of using artificial intelligence to assist with any assignment. It is the responsibility of each student to understand the permissible use (if any) of artificial intelligence in a given class or a particular assignment. Students must be fully forthright and honest about their use of artificial intelligence to assist with any school assignment.

Article 5 – Scholastic Achievement

Impermissible Uses of Artificial Intelligence in School Assignments Unless otherwise permitted by this Policy, students may not use artificial intelligence or related platforms to assist or complete any assignment, project, test, or other school-related task. The impermissible use of artificial intelligence may subject the student to discipline in accordance with the District's plagiarism policy and academic dishonesty rules.

(c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.

2. "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works.

Plagiarism includes, but is not limited to:

- (1) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
 - (2) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
3. "Contributing" to academic integrity violations means to participate or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

C. Sanctions

The following sanctions will occur for academic integrity offenses:

1. Academic Sanction. The instructor will refuse to accept the student's work in which the cheating or plagiarism took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade that the instructor determines to be appropriate for the work. Credit for the class may be withheld pending successful completion of the replacement test or project.
2. Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.
3. Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the

Article 5 – Scholastic Achievement

instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in a serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

Section 13 Junior/Senior High Eligibility Policy

The Anselmo-Merna Junior/Senior High School has its own eligibility policy, which covers not only varsity participation but participation in reserve contests and school clubs. This rule will start with the first full week of each semester and end the last week of school. The weekly academic progress list will be used to determine whether a student will be eligible for participation in extracurricular activities. At all times academic work will receive priority over extracurricular participation. The Anselmo-Merna extracurricular eligibility policy will work as follows. A warning list will be generated weekly that details students 7-12 grade that are failing (below a 60%) one or more courses. These students will have Monday, Tuesday, Wednesday, and Thursday until 4:30pm to turn in all late/missing/make-up work. Each Friday morning, the ineligibility list will be generated. As soon as a student is identified as ineligible, they may NOT participate in activities for the duration of the week (Friday through Thursday) which includes that Friday and the weekend.. If a student does not turn in late or missing work, they will be assigned detention with the teacher of the failing course. In the event that the student should skip detention or not communicate an absence beforehand, the principal reserves the right to issue in-school suspension when appropriate and necessary.

Article 6 - Support Services

Section 1 Special Education Services

What Does Special Education Mean?

Special education means specially designed instruction and related services adapted as **appropriate** to the needs of an eligible student with a disability. Special education is provided at no cost to the parent to meet the unique needs of a child with a disability.

Students Who May Benefit

A student verified as having autism, behavior disorders, deaf-blindness, developmental delay, hearing impairments, mental handicaps, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech-language impairments, traumatic brain injury or visual impairments, who because of these impairments need special education and related services.

How are Students With Disabilities Identified?

Referrals are made by teachers or parents to a Multi Tiered Support Systems Team (MTSS). If the MTSS team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation is completed. An evaluation is conducted to assist in the determination of whether a student has a disability and the nature and extent of the special education and related services the student needs. The evaluation is conducted only with

written consent of a parent or guardian. A multidisciplinary evaluation team (MDT) will then meet to determine whether the student is eligible for special education.

Independent Evaluation

If a parent disagrees with an evaluation completed by the school district, the parent has a right to request an independent educational evaluation at public expense. Parents should direct inquiries to school officials to determine if the school district will arrange for further evaluation at public expense. If school district officials feel the original evaluation was appropriate and the parents disagree, a due process hearing may be initiated. If it is determined that the original evaluation was appropriate, parents still have the right to an independent educational evaluation at their own expense.

Reevaluation

Students identified for special education will be reevaluated at least every three (3) years by the IEP team. The IEP team will review existing evaluation data on the student and will identify what additional data, if any, are needed. The school district will obtain parental consent prior to conducting any reevaluation of a student with a disability.

Individual Education Program (IEP)

Upon a student being verified as having a disability, a conference will be held with parents. At the conference, an Individualized Education Program (IEP) will be developed specifying programs and services that will be provided by the schools. Parent consent will be obtained prior to a student being placed for the first time in a program providing special education and related services or early intervention services to infant and toddlers. Once in place, the IEP is reviewed on an annual basis, or more frequently as needed. Parents are given a copy of the IEP.

Special Education Placement

The student's placement in a special education program is dependent on the student's educational needs as outlined in the Individual Education Program (IEP). To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Determination of a student's educational placement will be made by the IEP team.

Written notice shall be given to parents a reasonable time before the school district: 1. Proposes to initiate or change the identification, evaluation, verification or educational placement of a child or the provision of a free appropriate public education; or 2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.

More Information

Anyone interested in obtaining a copy of the District's special education policy, the Parental Rights in Special Education brochure, or a copy of the Nebraska Department of Education Rule 51 (special education regulations and complaint procedures) or Rule 55 (special education appeal procedures) may contact the Superintendent. A notice of parental rights, Rules 51 and 55 and more information about special education are also available at the Nebraska Department of

Article 6 – Support Services

Education's website: <http://www.nde.state.ne.us/SPED/sped.html>.

Section 2 Students with Disabilities: Section 504

Accommodations and related services are made available to students with disabilities under Section 504 of the Rehabilitation Act of 1973. Under Section 504, parents have the following rights:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of your child's disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child receive services and be educated in facilities which are comparable to those provided to students without disabilities.
6. Have your child receive an individualized evaluation and receive special education and related services if your child is found eligible under Section 504.
7. Have evaluation, eligibility, educational and placement decisions made based on a variety of information sources and by persons who know your child and who are knowledgeable about the evaluation data and placement options.
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if your child were placed in a program operated by the school district.
9. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the school district.
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement. Obtain copies of educational records at a reasonable cost on the same terms as records are provided to students without a disability unless the fee would effectively deny you access to the records.
11. Receive a response from the school district to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the school district refuses this request, it shall notify you within a reasonable time, and advise you of the right to a hearing.
13. File a local grievance in accordance with school policy.
14. Request an impartial hearing related to decisions regarding your child's identification, eligibility, and educational program or placement with opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure. This is provided in the local grievance procedure.

Article 6 – Support Services

Section 3 Guidance Services

Anselmo-Merna Public School employs counselor(s) for the purpose of assisting with the District's testing program, to assist with scheduling and for students to discuss problems and resolve conflicts. If you wish to see a counselor, stop by a counselor's office and make arrangements for an appointment.

Section 4 Health Services

Student Illnesses

School personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home include: Temperature greater than 100°F., vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves.

Please include emergency daytime phone numbers on your child's enrollment card so that you can be reached if your child becomes ill or injured while at school. Please also inform your school health office staff of health-related information you feel is important for your student's success in the classroom and/or safety at school.

Guidelines for Administering Medication

Whenever possible your child should be provided medications by you outside of school hours. In the event it is necessary that your child take or have medication available at school, the parents/guardians must provide a signed written consent for the child to be given medication at school. A consent form is available at the school health office. If your child has asthma or diabetes and is capable of self-managing his or her health condition, contact the health office to develop a self-management plan.

Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medications will not be accepted. All medications also require a physician's authorization to be given at school or, for asthma and anaphylaxis, a health care professional who prescribed the medication for treatment of the student's condition. The school nurse may limit medications to those set forth in the Physician's Desk Reference (PDR). Please limit the amount of medication provided to the school to a two-week supply.

School Health Screening

Children in Preschool and Kindergarten through third grade, as well as children in sixth and ninth grades are screened for vision, hearing, dental defects, height and weight. The screening program also incorporates scoliosis and blood pressure at the sixth and ninth grades. Students entering the Student Assistance Process at any grade level, and those about whom health concerns are identified to the school nurse, may also be screened. Parents who do not wish their child to participate in the school-screening program must communicate this in writing to the school health office at the start of the school year. Because Nebraska statutes require school-age screening, parents who remove their child from the screening program must submit findings

Article 6 – Support Services

from an alternate medical provider to the school by December 1.

Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six (6) months prior to entrance into kindergarten and, in the case of transfer from out of state, to any other grade. A physical examination is also required prior to entrance into the seventh grade. The physical examination is to be completed by a physician, a physician's assistant, or an advanced practice registered nurse; the visual evaluation is to be completed by any of the foregoing or an optometrist. A parent or guardian who objects to the physical examination and/or visual evaluation may submit a written statement of refusal for his or her child. Waiver forms are available in the school health office. Additional physical examination requirements exist for students participating in athletic participation.

Immunizations

Students must show proof of immunization. A student who does not comply with the immunization requirements will not be permitted to continue in school. Students with medical conditions or sincerely held religious beliefs which do not allow immunizations must complete a waiver statement or affidavit. Forms are available in school health office.

Unimmunized students may be excluded from school in the event of a disease outbreak.

Article 6 – Support Services

Birth Certificate Requirements

State law requires that a certified copy of a student's birth certificate be provided within 30 days of enrollment of a student in school for the first time. You may obtain a certified copy from the Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, P.O. Box 95065, Lincoln, NE 68509-5065. There is a fee per certificate.

Please note: The document parents receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal of the state of Nebraska on it and is signed by the director of vital statistics.

If a birth certificate is unavailable, other reliable proof of a student's identity may be used. These documents could include naturalization or immigration documents showing date of birth or official hospital birth records, a passport, or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

Guidelines for Head Lice

The following guidelines are in place to: better control a nuisance condition; reduce absenteeism due to head lice; and involve parents as partners with the school in control efforts:

1. Children will be sent home from school for live head lice. In the event a child has two (2) cases of live lice in a semester, the child will be sent home until free of both live lice and nits (eggs).
2. Health office staff will provide written treatment information and instructions, including how to check and identify head lice*.
3. A child who is sent home from school for head lice should miss no more than two (2) school days.
4. A child who has been sent from school due to head lice must come to the health office for inspection before returning to class.
5. A child who returns to class with nits (eggs) will be checked again in 7-10 days.
6. Families are encouraged to report head lice to the school health office.
7. Classroom-wide or school-wide head checks will be conducted as needed in order to control the condition at school.

*Nit removal will be emphasized for effective management of the condition. For more information call the nurse at your child's school.

Section 5 Transportation Services

Transportation to and from school is provided to students in accordance with law and Board policy. Students may also be provided transportation on field trips and when participating in school activities. Students are expected to follow the behavioral expectations for riding school buses.

Behavior on School Buses

Article 6 – Support Services

- I. General Conduct Rules Apply:** While riding school buses you are expected to follow the same student conduct rules that apply when you are on school property or attending school activities, functions or events. There are also special conduct rules for riding school buses. These rules also apply to riding other school vehicles.

II. Special Conduct Rules for Riding School Buses.

A. Rules for Getting On and Off the Bus

1. Be on time to be picked up. As a general rule, get to your bus stop five (5) minutes before your scheduled pick up time. If you miss the bus, immediately return to your home and tell your parents so they can get you to school.
2. While waiting for the bus, stay at least five (5) feet away from the street, road or highway. Wait until the bus comes to a complete stop before approaching the bus.
3. You may exit the bus only at your approved destination (your school or your approved bus stop). Exit the bus as directed by the driver. Do not run.
4. If you must cross the street after exiting the bus, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

B. Rules on the Bus

1. Be respectful of the bus driver. Immediately follow all directions of the driver and any Para educator or adult on the bus.
2. Sit in your **assigned** seat facing forward. Use seat belts in vehicles in which they are available.
3. Talk quietly and use appropriate language.
4. Keep all parts of your body inside the bus.
5. Keep your arms, legs and belongings to yourself.
6. No fighting, harassment, bullying, intimidation or horseplay.
7. Do not throw any object.
8. No eating, drinking, use of tobacco, alcohol, drugs or flammables.
9. Do not bring any weapon (real or imitation) or dangerous objects on the school bus.
10. Do not damage the school bus.

- III. Getting the Driver's Assistance:** If you need assistance from the driver, wait until the bus is at a full stop. If you are close enough, tell the driver what you need. If you are too far away for the driver to hear you, ask a student in front of you to get the driver's attention. If necessary, walk up to the driver, while the bus is at a full stop. If you need immediate assistance for an emergency, take all action needed to safely get the help of the driver.

IV. Consequences for Rule Violations: Consequences for school bus misconduct may include restriction or suspension of bus privileges and other disciplinary measures, up to and including expulsion from school.

Section 6 Electronic Communication Devices and Cell Phones

All students are prohibited from accessing or using an electronic communication device while on school property or attending a school instructional function, unless:

1. When required by a student's Individualized Education Program or 504 Plan;
2. When authorized by the District for educational purposes during instruction.
3. In the case of an emergency or perceived threat of danger;
4. When necessary to monitor or manage a student's health care; or
5. When determined appropriate by the Superintendent or Superintendent's designee.

All exceptions listed herein must be approved in advance by the appropriate school staff member. Any student who violates this Policy may be subject to discipline under the District's Student Discipline Policy.

Article 7 – Drugs, Alcohol and Tobacco

Section 1 Drug-Free Schools

The District implements regulations and practices, which will ensure compliance with the federal Safe and Drug-Free Schools and Communities Act and all regulations and rules, promulgated pursuant thereto. The District's safe and drug-free schools program is established in accordance with principles of effectiveness as required by law to respond to such harmful effects. The consistent message of the program is that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

Section 2 Education and Prevention

The District promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs. The curriculum includes the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades. The District provides in-service orientation and training for staff with regard to drug and alcohol education and prevention programs.

Drug and Alcohol Use and Prevention. Each student of the District is hereby provided a copy of the standards of conduct for student behavior in the District which prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of any of the school's activities.

Drug and Alcohol Education and Prevention Program of the District Pursuant to the Safe and Drug-Free Schools and Communities Laws and Regulations. All students are provided an age appropriate, developmentally based drug and alcohol education and prevention program. The program educates on the adverse effects of the use of illicit drugs and alcohol, with the primary objective being the prevention of illicit drug and alcohol use by students.

Article 7 – Drugs, Alcohol and Tobacco

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs. Information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs is available to all of the students upon request of the Counselor. In the event of disciplinary proceedings against a student for any District policy pertaining to the prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol, appropriate school personnel will confer with the student and the student's parents or guardian concerning available drug and alcohol counseling, rehabilitation, and re-entry programs that appropriate school personnel consider to be of benefit.

Safe and Drug-Free Schools—Parental Notice. Pursuant to the provisions of federal law, if upon receipt of information regarding the content of safe and drug free school programs and activities other than classroom instruction a parent objects to the participation of their child in such programs and activities, the parent may notify the District of such objection in writing. Upon the receipt of such notice the student will be withdrawn from the program or activity to which parental objection has been made.

Section 3 Standards of Student Conduct Pertaining to Drugs, Alcohol and Tobacco

These standards are in addition to standards of student conduct elsewhere adopted by board policy or administrative regulation. The District's standards prohibit the possession, use, or distribution of illicit drugs or alcohol on school premises, in school vehicles, or as a part of any of the school's activities on or off school premises. Conduct prohibited at places and activities as herein above described shall include, but not be limited to, the following:

1. Possession, use, distribution or being under the influence of any controlled substance, including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant.
2. Possession of any prescription drug in an unlawful fashion.
3. Possession, use, distribution or being under the influence of alcohol.
4. Possession, use, distribution, or being under the influence of any abusable glue or aerosol paint or any other chemical substance for inhalation, including but not limited to lighter fluid, whiteout, and reproduction fluid, when such activity constitutes a substantial interference with school purposes.
5. Possession, use, or distribution of any look-alike drug or look-alike controlled substance when such activity constitutes a substantial interference with school purposes.
6. Possession, use or distribution of any tobacco product or look-alike substance when such activity constitutes a substantial interference with school purposes.

Disciplinary Sanctions

Violation of any of the above-prohibited acts will result in disciplinary sanction being taken within the bounds of applicable law, up to and including expulsion and referral to appropriate authorities for criminal prosecution. In particular, students should be aware that:

1. Violation of these standards may result in suspension or expulsion.
2. Prohibited substances will be confiscated and unlawful substances will be turned over to law enforcement authorities.
3. The student may be referred for counseling or treatment.

Article 7 – Drugs, Alcohol and Tobacco

4. Parents or legal guardian will be notified.
5. Law enforcement will be notified.
6. If it appears there is imminent danger to the student, other students, school personnel, or students involved, emergency medical services will be contacted.

Intervention

The District does not have the authority or responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or function in the educational environment, the school has the right and responsibility to refer the student for a formal chemical dependency diagnosis based on behavior observed by school staff.

Administration

The administration is authorized to adopt such administrative rules, regulations or practices necessary to properly implement this policy. Such regulations, rules or practices may vary the procedures set forth herein to the extent necessary to fit the circumstances of an individual situation. Such rules, regulations and practices may include administrative forms, such as checklists to be used by staff to record observed behavior and to determine the proper plan of action.

Article 8 – Student Conduct Rules

Section 1 Purpose of Student Conduct Rules

These student conduct rules are established to maintain a school atmosphere which is conducive to learning, to aid student development, to further school purposes, and to prevent interference with the educational process. Violations of the rules will result in disciplinary action.

Section 2 Forms of School Discipline

A. Development of Uniform Discipline System. It shall be the responsibility of the Superintendent to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent contacts and parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.

1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

- a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
- b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
- c. Within 24 hours or such additional time as is reasonably necessary, not to exceed an additional 48 hours, following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
- d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering

Article 8 – Student Conduct Rules

the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference. The Principal shall document their attempt to make a reasonable effort to hold a conference with the parent or guardian.

- e. A student who is on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.

2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.

3. Expulsion:

a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.

b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the Superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers. If the student is suspended pending the outcome of the hearing, the student may complete classwork and

Article 8 – Student Conduct Rules

homework, including, but not limited to, examinations, missed during the period of suspension. During this period, the student will not be required to attend the alternative programs for expelled students in order to complete classwork or homework.

- c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
- d. Alternative Education: Students who are expelled may be offered an alternative education program that will enable the student to continue academic work for credit toward graduation. A student will not be required to attend the alternative education program in order to complete classwork and homework. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
- e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.
- f. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal's designee shall meet with the student's probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal's designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

Article 8 – Student Conduct Rules

g. Returning from Expulsion. At the conclusion of an expulsion, the District will reinstate the student and accept nonduplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution or institution accredited by one of the six regional accrediting bodies in the United States.

h. Exception for Pre-Kindergarten through Second Grade Students.

Notwithstanding the foregoing, no pre-kindergarten through second grade student may be suspended from school, unless the student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity. Instead, the Principal or Principal's designee may implement alternative disciplinary measures on a case-by-case basis if a pre-kindergarten through second grade student engages in misconduct that would otherwise result in a short-term suspension. If a pre-kindergarten through second grade student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity, then the student may be suspended or expelled in accordance with this Policy's disciplinary procedures.

i. Religious Freedom. The District will not substantially burden a student's right to religious exercise unless the student's religious exercise is disruptive to the school environment, not permitted by staff, may pose a safety risk, or would otherwise interfere with the school day.

4. Emergency Exclusion: A student may be excluded from school in the following circumstances:

- a. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
- b. If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers described above. If the emergency exclusion will be for five school days or less, the procedures for a short-term suspension shall be followed. If the Superintendent or his or her designee determines that an emergency exclusion shall extend beyond five days, a hearing may be held, upon a parent's timely request, and a final determination made within ten school days after the initial date of exclusion. Such procedures shall substantially comply with the procedures set forth in this policy for a long term suspension or expulsion, and be modified only to the extent necessary to accomplish the hearing and determination within this shorter time period.

5. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from

Article 8 – Student Conduct Rules

school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

B. Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.

C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is

Article 8 – Student Conduct Rules

ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.

7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct. This includes "deep fakes" or other computer-generated images of other students or staff intended to bully, harass, intimidate, or humiliate another student or staff member.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes, including (but not limited to) a violation of the District's dress code and electronic communication device rules.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
15. Willfully violating the behavioral expectations for riding school buses or vehicles.

A student who engages in the following conduct shall be expelled for the remainder of

Article 8 – Student Conduct Rules

the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:

- a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
- b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.

Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. “Firearm” means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: “The term ‘firearm’ means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device.” The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing. Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the building administrator and parent.
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function. For purposes of this policy, the term “dangerous weapon” includes any personal safety or security device (such as tasers, mace and pepper spray). If a student desires to carry or possess a personal safety or security device, the student must obtain prior approval from the building principal before bringing such device on school grounds. If a student obtains prior approval from the building principal, the student must store the device during the school day in the student’s locker, in the main office or in another secure location designated by the building principal. A student shall not carry a personal safety or security device during the school day.

D. Additional Student Conduct Expectations and Grounds for Discipline. The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee,

Article 8 – Student Conduct Rules

or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

1. Student Appearance: Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is reasonably forecasted to interfere with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:
 - a. Clothing that shows an inappropriate amount of bare skin or underwear or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
 - b. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
 - c. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horse-play” or that would damage property (e.g. cleats).
 - d. Head wear including hats, caps, bandannas, and scarves.
 - e. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
 - f. Clothing or jewelry that is gang related

A student who is a member of an indigenous tribe of the United States or another country may wear tribal regalia in any location where the student is authorized to be on such school grounds or at any school function, as long as the tribal regalia does not interfere with the educational process and does not endanger another person, as determined by the administration. Further, students will also be permitted to wear attire, including religious attire, natural and protective hairstyles, adornments or other characteristics associated with race, national origin, or religion, as long as the attire does not interfere with the educational process and does not endanger another person, as determined by the administration. No student shall be disproportionately affected by a dress code or grooming policy enforcement because of the student's gender, race, color, religion, disability, or national origin. No school staff shall permanently or temporarily alter or cut a student's hair. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal's office. A student dress code violation will be treated as a minor rule violation and may not require the student to miss substantial classroom time, instructional time, or school activities. However, a repeated violation of school rules may subject the student to further discipline, as outlined in this Policy.

Article 8 – Student Conduct Rules

2. Academic Integrity.

- a. Policy Statement: Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values.

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

- b. Definitions: The following definitions provide a guide to the standards of academic integrity:
- (1) "Cheating" means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:
- (a) Tests (includes tests, quizzes and other examinations or academic performances):
- (i) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.
- (ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for "open book" tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
- (iii) Use of Other Student Answers: Copying or looking at another student's answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.
- (iv) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
- (v) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.

Article 8 – Student Conduct Rules

- (b) Papers (includes papers, essays, lab projects, and other similar academic work):
 - i) Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
 - (ii) Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
 - (iii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.
 - (iv) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
 - (v) Misrepresenting Need to Delay Paper.
Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.
- (c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.
- (2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:
 - (a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
 - (b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
- (3) "Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

Article 8 – Student Conduct Rules

- c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense: (1) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.
- (2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.
- (3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

E. Law Violations

1. Any act of a student which is a basis for expulsion and which the principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement as soon as possible. Conduct to be reported for law enforcement referral includes conduct that may constitute a felony, conduct which may constitute a threat to the safety or well-being of students or others in school programs and activities, and conduct that the legal system is better equipped to address than school officials. Conduct that does not need to be reported for law enforcement referral includes typical adolescent behavior that can be addressed by school administrators without the involvement of law enforcement. In making the decision of whether to report, consideration should be given to the student's maturity, mental capacity, and behavioral disorders, where applicable. When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made. The foregoing reporting standards shall be reviewed annually by the school Board on or before August 1 of each year, be annually reviewed in collaboration with the County Attorney each year, be distributed to each student and his or her parent or guardian at the beginning of each school year, or at the time of enrollment if during the school year, and shall be posted in conspicuous places in each school during the school year.
2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the

Article 8 – Student Conduct Rules

principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

H. Anti-Bullying Policy

One of the missions of the District is to provide safe and secure environments for all students and staff. The administration and staff are to implement strategies and practices to reinforce and encourage positive behaviors by students. Positive behaviors include non-violence, cooperation, teamwork, understanding, and acceptance of others. The administration and staff are to implement strategies and practices to identify and prevent inappropriate behaviors by all students, including anti-bullying education for all students. Inappropriate behaviors include bullying, intimidation, and harassment. Bullying means any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by the school being used for a school purpose by a school employee or designee, or at school-sponsored activities or school-sponsored athletic events.

The school district shall review the anti-bullying policy annually.

Positive behaviors (non-violence, cooperation, teamwork, understanding, and acceptance of others) are encouraged in the educational program and required of all students and staff. Inappropriate behaviors (bullying, intimidation and harassment) are to be identified and corrected. Students and staff are to avoid such behaviors. Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors.

“Bullying” is behavior where one person or group engages in harmful action towards another person or group acting on a real or perceived imbalance of power or view of superiority. The behavior typically includes verbal (e.g. teasing or name-calling) and physical aggression (e.g., hitting, pushing), threatening, excluding or ignoring, spreading rumors, or taking, defacing or destroying the others’ property. “Harassment” includes the same actions, though not necessarily from a standpoint of perceived power. Harassment is prohibited. Bullying and harassment is a violation of student conduct rules and appropriate disciplinary measures, up to expulsion, will be enforced. When bullying or harassment is done on the basis of gender, disability, race, or other protected status, it is considered a very serious offense for which expulsion may be a likely consequence depending on the severity of the conduct.

Students who are the victim of bullying or harassment or who observe such occurring are to promptly report the problem to their teacher or to the Principal so the problem can be addressed. Students who make reports of bullying activity will not be retaliated against for making the report.

Article 8 – Student Conduct Rules

(1) Initiations, Hazing, Secret Clubs and Outside Organizations

- (a) Initiations. Initiations by classes, clubs or athletic teams are prohibited except with the approval of the administration. Any student who engages in or encourages initiations that have not been approved by the administration is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion. The administration may only give consent to initiation activities that are consistent with student conduct expectations and that do not present a risk of physical or mental injury or belittlement.
- (b) Hazing. Hazing by classes, clubs, athletic teams or other student organizations are prohibited. Hazing means any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any school organization. Such prohibited hazing activity includes whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, sexual conduct, nudity, or any brutal treatment or the performance of any act which endangers the physical or mental health or safety of any person or the coercing of any such activity. Hazing is prohibited even though the person who has been the subject of the hazing consents to the activity. Any student who engages in or encourages hazing is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.
- (c) Secret Organizations. It is unlawful for students to participate in or be members of any secret fraternity or secret organization that is in any degree a school organization. Any student who violates this restriction is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.
- (d) Outside Organizations. It is unlawful for any person, whether a student of the District or not, to enter upon the school grounds or any school building for the purpose of rushing or soliciting, while there, any student to join any fraternity, society, or association organized outside of the schools. Any person who violates this restriction is subject to criminal prosecution and removal and exclusion from school grounds.

I. Network, E-Mail, Internet and Other Computer Use Rules:

(a) General Rules:

Article 8 – Student Conduct Rules

- (i) The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Parental permission is required for student use. Access for all staff and students is a privilege and not a right.
 - (ii) Individual users of the district network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.
 - (iii) Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and ensure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.
 - (iv) Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.
 - (v) The district will not be liable for, and does not warrant in any way, purchases made by any user over the network. Users shall not make purchases of goods and/or services via the district's network.
- (b) Policy and Rules for Acceptable Use of Computers and the Network: The following policy and rules for acceptable use of computers and the network, including Internet, shall apply to all district administrators, faculty, staff and students. The term "Users", as contained herein, shall apply to all such individuals. The Superintendent, or the Superintendent's designee, is hereby delegated all authority and is the ultimate person in charge of the district network and technology resources or equipment, and the same shall also be under the direct supervision of the site or building administrator where located, sometimes herein called "network administrators."
- (i) Users shall not erase, remake, or make unusable anyone else's computer, information, files, programs or disks. In addition to any other disciplinary action or legal action that may occur, any user violating this rule shall be liable for any and all damages to the computer, information, files, programs or disks.
 - (ii) Users shall not let other persons use their name, account, log-on password, or files for any reason (except for authorized staff members).

Article 8 – Student Conduct Rules

- (iii) Users shall not use or try to discover another user's account or password.
 - (iv) Users shall not use the computers or network for non-instructional or non-administrative purposes (e.g., games or activities for personal profit).
 - (v) Users shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
 - (vi) Users shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.
 - (vii) Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
 - (viii) Users shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.
 - (ix) Users shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources. In addition to any other disciplinary action or legal action that may occur, any user violating this or any other rule shall be liable for any and all damages to the computer, network, information, files, programs or disks.
 - (x) Users shall not tamper with computers, networks, printers, or other associated equipment except as directed by the teacher or network administrator.
 - (xi) Users shall not take technology equipment (hardware or software) from the school grounds or remove such from computer work areas without written permission of the network administrator.
- (c) Etiquette and Rules for Use of Computers and the Network: All users of computers and the network are expected to abide by the generally accepted rules of network etiquette. Informal rules of behavior have evolved for the use of and communication on the network, Internet and other on-line services. Breaches can result in harsh criticism by others. These rules of behavior include (but are not limited to) the following:
- (i) Be polite. Do not become abusive in your messages to others.
 - (ii) Use appropriate language. Do not swear, use vulgarities or any other inappropriate language, message, information or images.
 - (iii) Do not reveal your personal account, address or phone numbers, or that of other students or colleagues.
 - (iv) Note that electronic mail (e-mail) is specifically not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the

Article 8 – Student Conduct Rules

authorities. Messages, which violate the rules, will result in disciplinary action.

- (v) All communications and information accessible via the network should be assumed to be private property of others.
 - (vi) Do not place unlawful information on any network system.
 - (vii) Keep paragraphs and messages short and to the point. Focus on one subject per message.
 - (viii) Include your signature at the bottom of e-mail messages. Your signature footer should include your name, position, affiliation, and network or Internet address.
 - (ix) Other rules may be established by the network administrators or teachers from time to time.
- (d) Penalties for Violation of Rules: All of the policies, rules, and procedures for acceptable use of computers and the network are intended to make the computers and the network more reliable for users. They are also intended to minimize the burden of administrating the networks so that more time can be spent on education and enhancing services. Use of the computer and access to telecommunications resources is a privilege and not a right. Violation of the policies, rules, and procedures concerning the use of computers and the network may result in disciplinary action up to, and including, loss of access, suspension and/or expulsion of students from school and loss of access, suspension, termination, non-renewal or cancellation of the contract of administrators, teachers, or other school employees.
- (e) Student and Parent Agreements: Students and parents may be required to sign a computer and network use agreement as a condition of the student being permitted to use such equipment.

J. Risks of Social Networking :

The purpose of this message is to give our students information about the risks of using social networking sites.

These sites are public sources of information. The information may be seen by your school administrators, your parents, and law enforcement. It is also accessible to people who you don't even know now, but may later want to impress—such as university admissions and scholarship officials and prospective employers. In fact, many large companies now search the internet as a means of conducting background checks on job applicants. What you say now on social network may affect you years later.

What you say now on social media may also affect you right now. Pictures or writings that show that you have violated student conduct rules may result in school discipline. A picture of a student drinking a beer may very well lead to a suspension from activities if the school learns about it. Criminal charges may be filed against you based on information posted on social media.

Article 9 – Extra-Curricular Activities - Rights, Conduct, Rules and Regulations

Section 1 Extracurricular Activity Philosophy

Extracurricular activity programs enrich the curriculum of the school by making available a wide variety of activities in which a student can participate. Extracurricular activity programs are considered an integral part of the school's program of education that provides experiences that will help students physically, mentally and emotionally.

The element of competition and winning, though it exists, is controlled to the point it does not determine the nature or success of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests. Participation in activities, both as a competitor and as a student spectator, is an integral part of the students' educational experiences. Such participation is a privilege that carries with it responsibilities to the school, team, student body, community and the students themselves. In their play and their conduct, students are representing all of these groups. Such experiences contribute to the knowledge, skill and emotional patterns that they possess, thereby making them better individuals and citizens.

Safety

The District's philosophy is to maintain an activities program that recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions for the activity in which they participate, to inform their coach or sponsor when they are injured or have health problems that require their activities be restricted, and to exercise common-sense.

Warning for Participants and Parents

The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. The severity of such injury can range from minor cuts, bruises, sprains and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord. On rare occasions, injuries can be so severe as to result in total disability, paralysis or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility.

Section 2 Extracurricular Activity Code of Conduct

Purpose of the Code of Conduct. Participation in extracurricular activities is a privilege. The privilege carries with it responsibilities to the school, team, student body, and the community. Participants are not only representing themselves, but also their school and community in all of their actions. Others judge our school on the student participants' conduct and attitudes, and how they contribute to our school spirit and community image.

The student participants' performance and devotion to high ideals and values make their school and community proud. Consequently, participation is dependent upon adherence to this Code of Conduct and the school district's policies, procedures and rules.

Article 9 – Extra-Curricular Activities – Rights, Conduct, Rules and Regulations

Scope of the Code of Conduct.

Activities Subject to the Code of Conduct: The Code of Conduct applies to all extracurricular activities. Extracurricular activities means student activities or organizations which are supervised or administered by the school district which do not count toward graduation or grade advancement and in which participation is not otherwise required by the school.

Extracurricular activities include but are not limited to: all sports, cheerleading, dance team, Pep Club, Pep Band, vocal, band, speech and drama, One-Act, FBLA, FCCLA, Spanish Club, Art Club, Student Council, Student Advisory Board, National Honor Society, and other school sponsored organizations and activities. The Code of Conduct also applies to participation in school-sponsored activities such as school dances and royalty for such activities.

A participant means a student who participates in, has participated in, or will participate in an extracurricular activity.

When: The Code of Conduct rules apply to conduct which occurs at any time during the school year, and also includes the time frame which begins with the official starting day of the fall sport season established by the NSAA and extends to the last day of the spring sport season established by the NSAA, whether or not the student is a participant in an activity at the time of such conduct.

The rules also apply when a student is participating or scheduled to participate in an extracurricular activity that is held outside the school year or the NSAA season. For example, if an FFA or FCCLA student plans to participate in a conference in July and commits a Code of Conduct infraction in June, the student may be suspended from participating in the conference. Conduct during the summer months may also affect a student's participation under the team selection and playing time guidelines.

Where: The Code of Conduct rules apply regardless of whether the conduct occurs on and off school grounds. If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

Grounds for Extracurricular Activity Discipline. Students who participate in extracurricular activities are expected to demonstrate cooperation, patience, pride, character, self-respect, self-discipline, teamwork, sportsmanship, and respect for authority. The following conduct rules have been determined by the Board of Education to be reasonably necessary to aid students, further school purposes, and prevent interference with the educational process. Such conduct constitutes grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation:

Article 9 – Extra-Curricular Activities – Rights, Conduct, Rules and Regulations

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules. alcohol, tobacco, narcotics,
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency.
9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
10. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.

Article 9 – Extra-Curricular Activities – Rights, Conduct, Rules and Regulations

11. Repeated violation of any of the school rules.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
14. Willfully violating the behavioral expectations for those students riding Anselmo-Merna Public School buses or vehicles used for activity purposes.
15. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
16. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
17. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
18. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.
19. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

This Code of Conduct, and all school, coach, and sponsor level codes of conduct for extracurricular activities, are to be interpreted in accordance with free speech rights. Using social media sites, even while not on school grounds or at a school activity, to engage in conduct or speech that constitutes bullying, harassment, threats, advocates or depicts illegal activity (e.g., illegal drug use, alcohol use, or sexual activity), or causes a substantial disruption to school activities (or is reasonably forecast to create a substantial disruption) may result in discipline, including suspension or removal from the team or the activity, subject to free speech rights. These activities are to be reported to school administration. Consequences will be determined by coaches, sponsors and/or administration.

Drug and Alcohol Violations.

Meaning of Terms.

Use or consume includes any level of consumption or use. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. Under the influence means any level of impairment and includes even the odor of alcohol on the breath or person of a student, or the odor of an illicit drug on the student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant. Possession includes having control of the substance and also includes being in the same area where the substance is present and no responsible adult present and responsible for

Article 9 – Extra-Curricular Activities – Rights, Conduct, Rules and Regulations

the substance. Possession includes situations where, for example:

- (1) Alcohol is in a vehicle in which the student is present. The student is considered to be in possession if the student is aware that the alcohol is in the vehicle, even though the student has not touched or consumed the alcohol; and
- (2) Alcohol is present at a party attended by the student. The student is considered to be in possession if the student is aware that alcohol is at the party and fails to immediately leave the party, even though the student has not touched or consumed the alcohol.

In these situations, a violation would not exist if the alcohol is in the control of a parent or guardian or other responsible adult (age 21 or older) such that students are not allowed to access the alcohol. A violation would also not exist if the student did not know or have a reasonable basis to know that alcohol would be present, and the student leaves the location where the alcohol is present as soon as the student could safely do so. (Students are expected to leave immediately, but are not to do so in a manner that would endanger them. For example, you are not to leave in a car being driven by a person who has been drinking just to get away from the alcohol party immediately when there is no other way to get home. Instead, you should call for a safe ride home and, while waiting, clearly distance yourself from the alcohol).

Consequences.

Students may be suspended from practices or participation in interscholastic competition or participation in co-curricular activities for violations of the Code of Conduct. The period of suspension or other discipline for such offenses shall be determined by the school administration.

The disciplinary consequence will be determined based on consideration of the seriousness of the offense, any prior violations, the student's compliance with the self-reporting obligations, the student's level of cooperation and willingness to resolve the matter, and the student's demonstration of a commitment to not commit future violations.

Because of the significance of drug and alcohol violations on the student participants, other students and the school, the following consequences are established for such violations:

Drugs and Alcohol.

An activity participant who violates the drug or alcohol rules (other than steroids) shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation: 21 days, at least one activity missed.
2. Second Violation or Any Subsequent Offense: 42 days, at least two activities missed.
3. Third or Subsequent Violation: One calendar year.
4. Reduction for Self-Reporting: If the student has self-reported, the first violation shall be reduced to 14 days, and miss at least one activity. A commensurate

Article 9 – Extra-Curricular Activities – Rights, Conduct, Rules and Regulations

reduction (approximately one-half, as determined by the administration) for a second violation shall be given for self-reporting.

5. More Serious Violations: In the event of more serious drug or alcohol violations, such as students engaging in use of especially serious drug offenses (cocaine, meth, etc.) or procuring alcohol for minors, the consequence of the violation is not restricted by the foregoing, and may be established in the good discretion of the administration.

Steroid Offenses. A student who possesses, dispenses, delivers, or administers anabolic steroids shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation: Thirty (60) consecutive days.
2. Second or Any Subsequent Offense: One (1) calendar year.

When Suspensions Begin. All suspensions begin with the next scheduled activity in which the student is a participant, after the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the student. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension to have a real consequence for the student.

Letters and Post-Season Honors. A student who commits a Code of Conduct violation is: 1. Eligible to letter, provided the student meets the criteria of the coach or sponsor. 2. Not eligible to receive honors during the sport or activity in which they are participating at the time of the offense and/or in sports or activities in which they have been suspended due to a code violation. The coach/sponsor, with the Athletic Director's approval, may make an exception where the student has selfreported or otherwise demonstrated excellence in character allowing for such honors.

Self-Reporting. A student who violates the Code of Conduct must self-report. A failure to self-report will lead to a longer suspension or other discipline. The self-report must be made to: the principal, athletic director, or the head coach or sponsor of an activity in which the student participates. The student's parent or guardian may initiate the self-reporting process, but the student will be later required to give a written statement of the self-report. The self-report must be made the earlier of: (1) before the end of the next school day after the conduct occurred and (2) before participation in an extracurricular or co-curricular activity.

In making a self-report, the student must identify the events that took place, what conduct the student engaged in, and any witnesses to the student's conduct, and will be required to put this information in a written statement. In the event the student has received a criminal citation, charge, or ticket, and proclaims innocence of a violation, the student

Article 9 – Extra-Curricular Activities – Rights, Conduct, Rules and Regulations

will be required to self-report such offense and provide information as to why they should be found innocent, not as it relates to the criminal offense, but as it relates to the Code of Conduct.

All students are expected to be honest and forthright with school officials. In the event the coach or activity sponsor or any school administrator asks a student participant for information pertaining to compliance (or lack of compliance) by the student or other student participants with the Code of Conduct or eligibility conditions for participation in activities, the student is expected to fully, completely, and honestly provide the information. Students may be disciplined for a failure to be honest and forthright.

Determining a Violation Has Occurred. A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
2. When a student is convicted of a criminal offense. Conviction includes, without limitation, a conviction, a plea of no contest and an adjudication of delinquency by a juvenile court.
3. When a student admits to violating one of the standards of the Code of Conduct.
4. When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.
5. When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

Procedures for Extracurricular Discipline. The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with a school purpose.
2. Meeting. Prior to commencement of the suspension, the school official considering the suspension or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference.
 - a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate.
 - b. The suspension may be imposed prior to the meeting if the meeting cannot reasonably be held before the suspension is to begin. In that case the meeting

Article 9 – Extra-Curricular Activities – Rights, Conduct, Rules and Regulations

will occur as soon as reasonably practicable. The student is responsible for cooperating in the scheduling of the meeting.

3. Notice Letter. Within two (2) school days (two (2) business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee will send a written statement to the student and the student's parents or guardian. The statement will describe the student's conduct violation and the discipline imposed. The student and parents or guardian will be informed of the opportunity to request a hearing.
4. Informal Hearing Before Superintendent. The student or student's parent/guardian may request an informal hearing before the Superintendent. The Superintendent may designate the Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.
 - a. A form to request such a hearing must be signed by the parent or guardian. A form will be provided with the notice letter or otherwise be made available by request from the Principal's office.
 - b. The request for a hearing must be received by the Superintendent's office within five (5) days of receipt of the notice letter.
 - c. If a hearing is requested:
 - i. The hearing will be held within ten (10) calendar days of receipt of the request; subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.
 - ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.
 - iii. Upon conclusion of the hearing, a written decision will be rendered within five (5) school days (ten (10) calendar days if school is not in session). The written decision will be mailed or otherwise delivered to the participant, parents or guardian.
 - iv. A record of the hearing (copies of documents provided at the hearing and a tape recording or other recordation of the informal hearing) will be kept by the school if requested sufficiently in advance of the hearing by the parent/guardian.
5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures.
6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

Section 3 Attendance

Student participants are expected to meet the following attendance expectations:

Article 9 – Extra-Curricular Activities – Rights, Conduct, Rules and Regulations

1. Attend school regularly. Students who have “excessive absences” as determined under the school’s attendance policy are ineligible to participate in extracurricular activity contests or performances. Students who have four (4) or more unexcused absences in the semester of participation will be ineligible to participate in extracurricular activity contests or performances.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contest, the participant should contact the coach or sponsor in advance.
3. On the day of a contest, performance or other activity, be in attendance for the full day. A student who is not in attendance the full day is ineligible for the contest, performance, or activity.

Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved by the Principal or Athletic Director.

Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

Section 4 Academic Standards

Participation in extracurricular school activities is encouraged and desirable for all students. At the same time, the primary mission and responsibility for each student is to establish a firm academic foundation. A student participating in extracurricular school activities show evidence of sincere effort towards scholastic achievement.

1. Be enrolled on a full-time basis.
2. Maintain passing grades in all courses. A student who is not passing one or more classes at progress reporting times will be ineligible to participate in extracurricular activity contests or performances if the grade remains below passing one week after progress reporting time. The student will remain ineligible until the student is passing all classes.
3. Maintain an overall “C” average to participate in extracurricular activities, except school dances.
4. Academic requirements do not apply to: (A) Instructional field trips which are a part of the scheduled course learning experience; or (B) Activities or events which are a part of the student’s grade requirements.

Eligibility criteria for part-time students is governed by Policy 5004, NSAA bylaws, and state law.

Section 5 “Team Selection” and “Playing Time”

“Team selection” and “playing time” decisions are the responsibility of the individual coach or sponsor of the activity. Consistent, however, with the purposes of the activities program, the

Article 9 – Extra-Curricular Activities – Rights, Conduct, Rules and Regulations

coaches and sponsors shall follow the following established guidelines for team selection and playing time decisions, along with such other guidelines as each individual coach and sponsor may develop which are not inconsistent with these established guidelines:

1. School Representative. Student participants must demonstrate that they can and will represent themselves and their school in a manner that reflects the development of high ideals and appropriate values, which shall include good citizenship in the school and in the community.
2. Success. Student participants must demonstrate that they can make the activity program more successful, both from a standpoint of competitive success and success in promoting a positive school spirit. Characteristics for purposes of these criteria include the student's: (1) talent or skill, (2) desire to improve the student's own skills or talents as well as those of others in the activity, and (3) attitude of respect towards teammates, the coach, the school, and the community.

Section 6 School Dances

A school-sponsored dance is a school activity subject to all provisions of the Student Activity Code, and is a privilege available to students meeting all requirements for participation.

General Rules of Student Conduct at Dances. In addition to all rules of student conduct in the Student handbook, students attending dances shall adhere to the following rules of conduct:

1. Who Can Attend: Only students of Anselmo-Merna Public School and their guests may attend.
 - a. Students currently attending Anselmo-Merna High School or another Nebraska high school who have not been restricted from attending extracurricular activities at Anselmo-Merna High School or their own school are generally considered appropriate dates or invited guests.
 - b. Persons who are older than 20 years of age and not attending high school are generally considered to not be appropriate dates or invited guests for our school dances.
 - c. Some school dances may be restricted to students attending specified grades levels at Anselmo-Merna Public School. For any dances at the middle school level, only students attending Anselmo-Merna Public School in the grade(s) for which the dance is being held may attend.
 - d. Students who have been suspended from school or from extracurricular activities may not attend.
 - e. The school reserves the right to exclude persons who may or do cause a disruption or detract from the event. Dates or invited guests not attending our school are expected to follow the same rules of conduct that apply to our students.
 - f. Rules for dances may restrict students and their guests from leaving the dance until the dance ends without written parental permission on a form provided.

Article 9 – Extra-Curricular Activities – Rights, Conduct, Rules and Regulations

- g. Students or their guests who engage in inappropriate behavior, whether on or off the dance floor, may be asked to leave.
2. Prohibited Substances: Alcoholic beverages, illegal drugs, and tobacco are prohibited. Anyone using prohibited substances or showing the affects of use will not be allowed admission or, if discovered after admission, be removed from the dance. Their parents may be contacted. Students and their dates may be required to submit to a breathalyzer prior to gaining entrance. Those who choose not to submit to a breathalyzer will not gain entrance. Law enforcement will be contacted if there is reasonable suspicion that the student or a student's date is under the influence of alcohol or drugs.
3. Appropriate Attire: Students and their guests must meet the dress code requirements established for each dance. Teachers or administrators will make the final decision as to whether or not a student's attire is appropriate. Students will be asked to change unacceptable items, which may mean that the student may have to return home to change the inappropriate clothing. It is advisable to check in advance of the dance with the Principal or staff sponsor for the event if you are uncertain about your attire.

Eligibility for Selection as Royalty. Nomination and selection as royalty for school sponsored dances is an honor awarded by students to those of their peers that exemplify the highest standards of integrity and achievement. Students nominated for dance royalty must have demonstrated through their conduct, academic achievement and activities that they have represented, and will represent, themselves, their classmates, and their school in a manner which reflects outstanding effort, commitment to their school and fellow students, and integrity and good citizenship in the school and in the community. The students selected to be the "royalty" for the Homecoming and Prom or any other school sponsored dance or activity shall meet the general standards as determined by the administration.

2. Specific Dance Eligibility and Selection Requirements:
 - a. Homecoming Queen & King:
 - Only a senior girl shall be eligible to be Queen and only a senior boy shall be eligible to be King.
 - To be eligible, a candidate must agree to attend the entire Homecoming Dance and represent the school properly.
 - The queen and king will be chosen from the qualified nominees by secret vote of the student body during Homecoming week. Crowning will be held at the fall sports event deemed to have the largest attendance.

Article 9 – Extra-Curricular Activities – Rights, Conduct, Rules and Regulations

Section 7 Relationships Between Parents and Coaches/Sponsors

Both parenting and coaching are very difficult vocations. By establishing an understanding between coaches and parents, both are better able to accept the actions of the other and provide a more positive experience for everyone.

Parents have the right to know the expectations placed on them and their children. Coaches and sponsors have the right to know that if parents have a concern, they will discuss it with the coach at the appropriate time and place.

Parents' Role in Interscholastic Athletics and Other Extracurricular Activities

Communicating with your children

- Make sure that your children know that win or lose, scared or heroic, you love them, appreciate their efforts and are not disappointed in them. This will allow them to do their best without fear of failure. Be the person in their life they can look to for constant positive reinforcement.
- Try your best to be completely honest about your child's athletic ability, competitive attitude, sportsmanship and actual skill level.
- Be helpful but don't coach them. It's tough not to, but it is a lot tougher for the child to be flooded with advice and critical instruction.
- Teach them to enjoy the thrill of competition, to be "out there trying," to be working to improve their skills and attitudes. Help them develop the feeling for competing, for trying hard, for having fun.
- Try not to relive your athletic life through your child in a way that creates pressure. If they are comfortable with you win or lose, then they are on their way to maximum enjoyment.
- Don't compete with the coach. If your child is receiving mixed messages from two (2) different authority figures, he or she will likely become disenchanted.
- Don't compare the skill, courage, or attitude of your child with other members of the team.
- Get to know the coach(es). Then you can be assured that his or her philosophy, attitudes, ethics, and knowledge are such that you are happy to have your child under his or her leadership.
- Always remember that children tend to exaggerate, both when praised and when criticized. Temper your reaction and investigate before overreacting.

Communicating with the Coach

- Communication you should expect from your child's coach includes:
 - Philosophy of the coach
 - Expectations the coach has for your child
 - Locations and times of all practices and contests
 - Team requirements
 - Procedure should your child be injured
 - Discipline that results in the denial of your child's participation
- Communication coaches expect from parents

Article 9 – Extra-Curricular Activities – Rights, Conduct, Rules and Regulations

- o Concerns expressed directly to the coach
 - o Notification of any schedule conflicts well in advance
 - o Specific concerns in regard to a coach's philosophy and/or expectations
- Appropriate concerns to discuss with coaches:
 - o The treatment of your child, mentally and physically
 - o Ways to help your child improve
 - o Concerns about your child's behavior

Injuries or health concerns. Report injuries to the coach immediately! Tell the coach about any health concerns that may make it necessary to limit your child's participation or require assistance of trainers. Students are sometimes unwilling to tell coaches when they are injured, so please make sure the coach is told.

- Issues not appropriate to discuss with coaches:
 - o Team strategy
 - o Play calling
 - o Other student-athletes (except for reporting activity code violations)
- Appropriate procedures for discussing concerns with the coaches:
 - o Call to set up an appointment with the coach
 - o Do not confront a coach before or after a contest or practice (these can be emotional times for all parties involved and do not promote resolution)
- What should a parent do if the meeting with the coach did not provide satisfactory resolution?
 - o Call the athletic director to set up a meeting with the athletic director, coach, and parent present.
 - o At this meeting, an appropriate next step can be determined, if necessary.

Section 8 Good Sportsmanship—Behavior Expectations of Spectators

Good sportsmanship is expected to be exhibited by all coaches, sponsors, students, parents and other spectators. The school can be punished by NSAA for a lack of good sportsmanship at NSAA sanctioned events. More importantly, activities are more enjoyable for the students when good sportsmanship is displayed.

Responsibilities of Spectators Attending Interscholastic Athletics and Other Extracurricular Activities

1. Show interest in the contest by enthusiastically cheering and applauding the performance of both teams.
2. Show proper respect for opening ceremonies by standing at attention and remaining silent when the National Anthem is played.

Article 9 – Extra-Curricular Activities – Rights, Conduct, Rules and Regulations

3. Understand that a ticket is a privilege to observe the contest, not a license to verbally attack others, or to be obnoxious. Maintain self-control.
4. Do not “boo,” stomp feet or make disrespectful remarks toward players or officials.
5. Learn the rules of the game, so that you may understand and appreciate why certain situations take place.
6. Know that noisemakers of any kind are not proper for indoor events.
7. Obey and respect officials and faculty supervisors who are responsible for keeping order. Respect the integrity and judgment of game officials.
8. Stay off the playing area at all times.
9. Do not disturb others by throwing material onto the playing area.
10. Show respect for officials, coaches, cheerleaders and student-athletes.
11. Pay attention to the half-time program and do not disturb those who are watching.
12. Respect public property by not damaging the equipment or the facility.
13. Know that the school officials reserve the right to refuse attendance of individuals whose conduct is not proper.
14. Refrain from the use of alcohol and drugs on the site of the contest.

Section 9 Student Fees Policy

The Board of Education of Anselmo-Merna Public School has adopted this student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

The District’s general policy is to provide for the free instruction in school in accordance with the Nebraska Constitution and state and federal law. This generally means that the District’s policy is to provide free instruction for courses which are required by state law or regulation and to provide the staff, facility, equipment, and materials necessary for such instruction, without charge or fee to the students.

The District does provide activities, programs, and services to children that extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the District’s efforts to provide such activities, programs, and services. The District’s general policy is to continue to encourage and, to the extent permitted by law, to require such student and parent contributions to enhance the educational program provided by the District.

Article 9 – Extra-Curricular Activities – Rights, Conduct, Rules and Regulations

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees. The District does so by setting forth the following guidelines and policies. This policy is subject to further interpretation or guidance by administrative or Board regulations that may be adopted from time to time. The Policy includes Appendix “1,” which provides further specifics of student fees and materials required of students for the current school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

(1) Guidelines for non-specialized attire required for specified courses and activities. Students have the responsibility to furnish and wear non-specialized attire meeting general District grooming and attire guidelines, as well as grooming and attire guidelines established for the building or programs attended by the students or in which the students participate. Students also have the responsibility to furnish and wear non-specialized attire reasonably related to the programs, courses and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program, course or activity.

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

(2) Personal or consumable items & miscellaneous

(a) Extracurricular Activities. Students have the responsibility to furnish any personal or consumable items for participation in extracurricular activities.

(b) Courses

(i) General Course Materials. Items necessary for students to benefit from courses will be made available by the District for the use of students during the school day. Students may be encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, erasers, notebooks, trappers, protractors and math calculators. A specific class supply list will be published annually in a Board-approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain District property.

Article 9 – Extra-Curricular Activities – Rights, Conduct, Rules and Regulations

(ii) Damaged or Lost Items. Students are responsible for the careful and appropriate use of school property. Students and their parents or guardian will be held responsible for damages to school property where such damage is caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.

(iii) Materials Required for Course Projects. Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (such as projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may be required, as a condition of the student keeping the completed project, to reimburse the District for the reasonable value of the materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of any such materials for the project.

(iv) Music Course Materials. Students will be required to furnish musical instruments for participation in optional music courses. Use of a musical instrument without charge is available under the District's fee waiver policy. The District is not required to provide for the use of a particular type of musical instrument for any student.

(v) Parking. Students may be required to pay for parking on school grounds or at school-sponsored activities, and may be subject to payment of fines or damages for damages caused with or to vehicles or for failure to comply with school parking rules.

(3) Extracurricular Activities–Specialized equipment or attire. Extracurricular activities means student activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the District. The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouth pieces, and the like) are the responsibility of the student participant. Students have the responsibility to furnish personal or consumable equipment or attire for participation in extra curricular activities or for paying a reasonable usage cost for such equipment or attire. For musical extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

Article 9 – Extra-Curricular Activities – Rights, Conduct, Rules and Regulations

(4) Extracurricular Activities–Fees for participation. Any fees for participation in extracurricular activities for the current school year are further specified in Appendix “1.” Admission fees are charged for extracurricular activities and events.

(5) Postsecondary education costs. Students are responsible for postsecondary education costs. The phrase “postsecondary education costs” means tuition and other fees only associated with obtaining credit from a postsecondary educational institution. For a course in which students receive high school credit and for which the student may also receive postsecondary education credit, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.

(6) Transportation costs. Students are responsible for fees established for transportation services provided by the District as and to the extent permitted by federal and state laws and regulations.

(7) Copies of student files or records. The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one (1) copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

(8) Participation in before-and-after-school or prekindergarten services. Students are responsible for fees required for participation in before-and-after-school or prekindergarten services offered by the District, except to the extent such services are required to be provided without cost.

(9) Participation in summer school or night school. Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.

(10) Breakfast and lunch programs. Students shall be responsible for items which students purchase from the District's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations. Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a “school store,” a vending machine, a booster club or parent group sale, a book order club, or the like. Students may be required to bring money or food for field trip lunches and similar activities.

(11) Waiver Policy. The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free

Article 9 – Extra-Curricular Activities – Rights, Conduct, Rules and Regulations

or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular activities and (2) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced-price lunches for purposes of this section. Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.

(12) Distribution of Policy. The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook). The Student Handbook or the equivalent shall be provided to every student of the District or to every household in which at least one (1) student resides, at no cost.

(13) Student Fee Fund. The School Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund shall be deposited and from which money shall be expended for the purposes for which it was collected from students. Funds subject to the Student Fee Fund consist of money collected from students. Please refer to Board Policy 5416 for specific fee information.

Article 10 – State and Federal Programs

Section 1 Notice of Nondiscrimination

The Anselmo-Merna Public School does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in the admission, access to its facilities or programs or activities, treatment, or employment.

Section 2 Designation of Coordinators

Any person having concerns or needing information about the District's compliance with anti-discrimination laws or policies should contact the District's designated Coordinator for the applicable anti-discrimination law.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Superintendent
Title IX	Discrimination or harassment based on sex; gender equity	Superintendent
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Superintendent
Homeless student laws	Children who are homeless	Superintendent
Safe and Drug Free Schools and Communities	Safe and drug free schools	Superintendent

Article 10 – State and Federal Programs

The Coordinator may be contacted at: PO Box 68, Merna, Nebraska 68856 telephone number (308) 643-2224.

Section 3 Anti-discrimination & Harassment Policy

Elimination of Discrimination. The Anselmo-Merna Public School hereby gives this statement of compliance and intent to comply with all state and federal laws prohibiting discrimination or harassment and requiring accommodations. This school district intends to take necessary measures to assure compliance with such laws against any prohibited form of discrimination or harassment or which require accommodations.

Preventing Harassment and Discrimination of Students.

Purpose: Anselmo-Merna Public School is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers, students or other persons is prohibited. In addition, Anselmo-Merna Public School will try to protect employees and students from reported discrimination or harassment by non-employees or others in the work place and educational environment.

For purposes of this policy, discrimination or harassment based on a person's sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, is prohibited. The following are general definitions of what might constitute prohibited harassment.

In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

Age harassment (40 years of age and higher) has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.

Sexual harassment is defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

Sexual harassment may exist when:

Submission to such conduct is either an explicit or implicit term and condition of employment or of participation and enjoyment of the school's programs and activities; Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay

Article 10 – State and Federal Programs

adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments or playing time.

The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, classroom or educational environment.

Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

Complaint and Grievance Procedures:

Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or classroom teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision. In the case of a student, the Principal would be the next or alternative person to contact.

If the employee or student's complaint is not resolved to his or her satisfaction within five (5) to ten (10) calendar days, or if the discrimination or harassment continues, or if as a student you feel you need immediate help for any reason, please report your complaint to the Superintendent of Anselmo-Merna Public School. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.

The supervisor, teacher or the Superintendent will promptly and thoroughly investigate all complaints. These situations will be treated with the utmost confidence, consistent with resolution of the problem. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, and disciplinary action up to expulsion against a harassing student, may be taken. Under no circumstances will any threats or retaliation be permitted against an employee or student for alleging in good faith a violation of this policy.

Section 4 Multicultural Policy

The philosophy of the District's multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races (including but not be limited to African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans) and (b) with the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races. The mission shall also include preparing students to eliminate

Article 10 – State and Federal Programs

stereotypes and discrimination or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

Section 5 Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973

The following is a description of the rights granted to qualifying students with disabilities under Section 504 of the Rehabilitation Act. The intent of the law is to keep you fully informed concerning the decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities that are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent.)
11. File a local grievance.

Section 6 Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

Article 10 – State and Federal Programs

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading at the time the record was created. Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests or otherwise allowed by law. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Page 1 of 4Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Office of the Chief Privacy Officer
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

Notice Concerning Directory Information

The District may disclose directory information. The primary purpose of directory information is to allow the District to include information from your child's education records in certain school publications. Examples may include

- A playbill, showing your student's role in a drama production;
- The annual yearbook;

Article 10 – State and Federal Programs

- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Under FERPA, “directory information” is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

The types of personally identifiable information that the District has designated as directory information are as follows:

1. Student’s Name, address, telephone-number, and the name, address, telephone, number e-mail address and other contact information of the student’s parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;
2. School and dates of attendance;
3. Student’s current grade;
4. Student’s enrollment status (e.g. full-time or part-time);;
5. Student’s extra-curricular participation;
6. Student’s achievement awards or honors;
7. Student’s weight and height if a member of an athletic team; and
8. Student’s photograph;

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students’ education records where the District determines that the disclosure to the potential recipient poses a risk to student safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student.or would otherwise not be in a student’s best interests.

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. Parents or guardians may refuse to allow their student’s information to be designated as “directory information” at any time during the school year, so long as the parent or guardian notifies the Superintendent in writing.

Notice Concerning Designation of Law Enforcement Unit:

The District designates the Custer County Sheriff’s Department as the District’s “law enforcement unit” for purposes of (1) enforcing any and all federal, state or local law, (2) maintaining the physical security and safety of the schools in the District, and (3) maintaining safe and drug free schools.

Article 10 – State and Federal Programs

Section 7 Notice Concerning Disclosure of Student Recruiting Information

Federal law requires that the District provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that the District not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written parental consent. The District will comply with any such request.

Section 8 Title I Parental and Family Involvement

The written District Parent and Family Engagement Policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.

- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.

- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.

- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.

- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.

- Educate teachers, specialized instructional support personnel, principals, and

Article 10 – State and Federal Programs

other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

Section 9 Student Privacy Protection Policy

It is the policy of Anselmo-Merna Public School to develop and implement policies that protect the privacy of students in accordance with applicable laws. The District's policies in this regard include the following:

Right of Parents to Inspect Surveys Funded or Administered by the United States Department of Education or Third Parties: Parents shall have the right to inspect, upon the parent's request, a survey created by and administered by either the United States Department of Education or a third party (a group or person other than the District) before the survey is administered or distributed by the school to the parent's child.

Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive: The District will require, for any survey of students which contain one or more matters deemed to be sensitive (see section headed "Definition of Surveys of Matters Deemed to be Sensitive"), that suitable arrangements be made to protect student privacy (that is, the name or other identifying information about a particular student). For such surveys, the District will also follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Right of Parents to Inspect Instructional Materials: Parents have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term "instructional materials" for purposes of this policy. The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within five (5) school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable times and place as will not interfere with the educator's intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern, and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

Article 10 – State and Federal Programs

Rights of Parents to be Notified of and to Opt-Out of Certain Physical Examinations or Screenings. The general policy and practice of the District is to not administer physical examinations or screenings of students which require advance notice or parental opt-out rights under the applicable federal laws, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law; and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act. For physical examinations or screenings which do not fit into the applicable exceptions, the District will follow the procedures set forth in the section entitled: “Notification of and Right to Opt-Out of Specific Events.”

Protection of Student Privacy in Regard to Personal Information Collected from Students: The general policy and practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District will make reasonable arrangements to protect student privacy to the extent possible in the event of any such collection, disclosure, or use of personal information. “Personal information” for purposes of this policy means individually identifiable information about a student including: a student or parent’s first and last name, home address, telephone number, and social security number. The term “personal information,” for purposes of this policy, does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. This exception includes the following examples: (i) college or postsecondary education recruitment, or military recruitment; (ii) book clubs, magazines, and programs providing access to low-cost literary products; (iii) curriculum and instructional materials used by elementary schools and secondary schools; (iv) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate data from such tests and assessments; (v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

Parental Access to Instruments used in the Collection of Personal Information: While the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect, upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a reasonable period of time after the request is received. The procedures for making and granting such a request are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within five (5) school days, shall consult with the school staff member or person responsible for the program that has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In the event such collection, disclosure, or use of

Article 10 – State and Federal Programs

personal information is occurring or there is a plan for such to occur, the building principal shall consult with the Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

Annual Parental Notification of Student Privacy Protection Policy: The District provides parents with reasonable notice of the adoption or continued use of this policy and other policies related to student privacy. Such notice shall be given to parents of students enrolled in the District at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies.

Notification to Parents of Dates of and Right to Opt-Out of Specific Events: The District will directly notify the parents of the affected children, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any of the following activities are scheduled, or are expected to be scheduled:

The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information).

Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and,

Any non-emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students. (Note: the general practice of the District is to not engage in physical examinations or screenings which require advance notice, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions to the advance notice requirement and parental opt-out right: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law, and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act).

Parents shall be offered an opportunity in advance to opt their child out of participation in any of the above listed activities.

In the case of a student of an appropriate age (that is, a student who has reached the age of 18, or a legally emancipated student), the notice and opt-out right shall belong to the student.

Definition of Surveys of Matters Deemed to be Sensitive: Any survey containing one or more of the following matters shall be deemed to be “sensitive” for purposes of this policy:

Article 10 – State and Federal Programs

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's parent;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of other individuals with whom the student has close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the students or the student's parent;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Section 10 Parental Involvement

A. General - Parental/Community Involvement in Schools:

Anselmo Merna Public School, after having conducted a public hearing concerning parental involvement and participation, declares that it shall be the policy of the District:

1. In the event any parent, guardian, or educational decisionmaker of a student has a complaint or objection to textbooks, tests, curriculum materials, activities, digital materials, websites or applications used for learning, training materials for teachers, administrators, or staff, and any other instructional materials, the parent, guardian, or educational decisionmaker may request a personal conference with appropriate school personnel to discuss such concerns. The Superintendent or designee shall prepare a complaint form which may be used by a parent, guardian, or educational decisionmaker to express objections to any such instructional material. Such complaint forms shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent, guardian, or educational decisionmaker.
2. Upon reasonable advance request, a parent, guardian, or educational decisionmaker will be permitted to attend and monitor courses, assemblies, counseling sessions, and other instructional activities unless the school determines that such attendance would substantially interfere with a legitimate school interest, which includes the interests of the parent's child, other students, and the educational staff.
3. Parents, guardians, and educational decisionmakers are encouraged to communicate to school staff when the parent, guardian, or educational decisionmaker believes it to be appropriate for their child to be excused from testing, classroom instruction, learning materials, activities, guest speaker events, and other school experiences that the parent, guardian, or educational decisionmaker finds objectionable. The Superintendent or designee shall make a provision on the complaint form hereinabove referenced for receiving information from a parent, guardian, or educational decisionmaker concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the ~~parent's~~ objection, and a proposed solution for dealing with the objection that would be satisfactory to the parent, guardian, or educational

Article 10 – State and Federal Programs

decisionmaker and consistent with the mission of the District and legitimate school interests. Parents, guardians, and educational decisionmakers are encouraged to contact the building principal with any questions about any test, curriculum, or surveys.

4. Upon request of a parent, guardian, or educational decisionmaker the District will provide access to the education records of their child consistent with applicable law. Access will be provided during regular business hours of the school.
5. The District will notify parents, guardians, and educational decisionmakers when their child may be subjected to a standard norm referenced or criterion referenced test or standardized tests. When reasonable to do so or required by law, the parents, guardians, or educational decisionmakers will be notified of where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent-guardian, or educational decisionmaker of such student shall be prohibited unless a parent, guardian, or educational decisionmaker requests in writing that such tests be administered to their child.
6. Parents, guardians, and educational decisionmakers will be notified in advance of any school-sponsored survey administered to students of the District when the survey concerns one or more of the following areas:
 - Political affiliations or beliefs of the student or the student's parent, guardian, or educational decisionmaker;
 - Mental or psychological problems of the student or the student's family;
 - Sex behavior or attitudes;
 - Illegal, anti-social, self-incriminating, or demeaning behavior;
 - Critical appraisals of other individuals with whom respondents have close family relationships;
 - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - Religious practices, affiliations, or beliefs of the student or student's parent, guardian, or educational decisionmaker; or
 - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Any survey administered by the District that asks a student to disclose any of the aforementioned

Article 10 – State and Federal Programs

topics, including any non-anonymous survey requesting a student provide information relating to drug, vape, alcohol, or tobacco use, then the District will, at least fifteen days prior to the administration of the survey, notify parents, guardians, and educational decisionmakers that their students will receive the survey. This notice must describe the nature and types of questions included in the survey, the purposes and age-appropriateness of the survey, how information collected by the survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results of such survey will be disclosed. After receiving such notice, parents, guardians, and educational decisionmakers may request a copy of the survey, review the survey, and/or exempt their student from participating in the survey.

No survey requesting sexual information of a student shall be administered to any student in kindergarten through grade six.

No personally identifiable information of any student survey shall be disclosed unless permitted or required by state and federal law.

7. As a general matter substantive decision-making processes will be left to the judgment of the professional staff, administration and the Board of Education, subject to an effort to receive information from parents, guardians, or educational decisionmakers as to any concerns, objections, or other information such parents, guardians, or educational decisionmakers would wish to provide to the school district concerning a parent's, guardian's, or educational decisionmaker's access, involvement, and participation in activities of the school.

Section 11 Homeless Students

A. General Policy Statement

The District shall ensure that homeless children and youths shall have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths.

B. Definitions

“School of Origin” shall mean the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including preschool. School of origin shall also include any designated receiving school for the next grade level for all feeder schools when a student completes the final grade level served by the school of origin.

“Homeless children and youths” shall mean any individuals who lack a fixed, regular, and adequate nighttime residence; and includes:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are

Article 10 – State and Federal Programs

abandoned in hospitals;

2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children who qualify as homeless because they are living in circumstances described in (1-3).

“Unaccompanied youth” shall mean a homeless child or youth not in the physical custody of a parent or guardian.

C. School Stability

1. School Selection: Each school shall presume that keeping a homeless child or youth enrolled in the child’s or youth’s school of origin is in the child’s or youth’s best interest, except when doing so is contrary to the request of the child’s or youth’s parent or guardian or, in the case of an unaccompanied youth, the youth.

To overcome the presumption that a child or youth should remain in his/her school of origin, the school shall consider student-centered factors including: the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child’s or youth’s parent or guardian or, in the case of an unaccompanied youth, the youth.

2. Enrollment: Once the school is selected in accordance with the child’s or youth’s best interest, that child or youth shall be immediately enrolled even if the child or youth is unable to produce records normally required for enrollment including, but not limited to, previous academic records, immunization or other health records, proof of residency or has missed any application or enrollment deadlines during any period of homelessness.
3. Transportation: If the child or youth continues to attend his or her school of origin, transportation shall be provided promptly even if there is a dispute pending regarding which school is in the child’s or youth’s best interest to attend. Transportation will continue to be provided to and from the school of origin for the remainder of any academic year during which the child or youth becomes permanently housed.

D. Records

Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs,

Article 10 – State and Federal Programs

regarding each homeless child or youth shall be maintained:

1. Such that all records are available, in a timely fashion, when a child or youth enrolls in a new school or school district;
2. Any information about a homeless child's or youth's living situation shall be treated as a confidential student education record, and shall not be deemed to be directory information; and
3. In a manner consistent with the Federal Education Rights and Privacy Act.

E. Services

The Local Education Agency Liaison shall identify an appropriate staff person to be the Local Educational Liaison (LEL) for all homeless children and youth attending school in the District. The LEL responsibilities shall include, but are not limited to:

1. Ensure homeless children and youth are identified through outreach and coordination activities including coordination with the Nebraska Department of Education Homeless Education Liaison, community, and school personnel responsible for education and related services to homeless children and youths;
2. Receive appropriate time and training in order to carry out the duties required by law and this policy;
3. Ensure homeless families and homeless children and youths are referred to health care, dental, mental health, substance abuse, housing and any other appropriate services;
4. Ensure that homeless children and youths:
 - a. Are enrolled in a school that includes attending classes and participating fully in school activities;
 - b. Have a full and equal opportunity to meet the same challenging State academic standards as other children and youths;
 - c. Receive individualized counseling from counselors to prepare and improve their readiness for college, including college selection, application, financial aid, and on-campus supports.
 - d. Unaccompanied youths are informed of their status as independent students under the Higher Education Act of 1965 and may obtain assistance from the LEL to receive verification of such status for purposes of the Free Application for Federal Student Aid.

Article 10 – State and Federal Programs

5. Ensure that public notice of the educational rights and available transportation services of the homeless children and youths is disseminated in locations frequented by parents or guardians of such youths and unaccompanied homeless youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is easily understandable.
6. Ensure the dispute resolution process identified below is carried out in accordance with the law and district policy.

F. Dispute Resolution

1. The dispute procedure must be available for disputes over eligibility, as well as school selection or enrollment.
2. In the event of a dispute regarding where a child or youth should enroll, the child or youth shall be immediately enrolled in the school in which enrollment is sought pending final resolution of the dispute, including all available appeals. The district shall immediately provide the child's parent or guardian or, in the case of an unaccompanied youth, the youth a written explanation of the decision made regarding the school selection including the right to appeal such decision. Said writing shall be provided in a manner and form understandable to such parent, guardian, or unaccompanied youth and also include the LEL contact information. The LEL shall carry out the dispute resolution process within 30 calendar days from the date of said writing pursuant to 92 Nebraska Administrative Code 19-005.02.
3. Appeals: Any parent, guardian or other person having legal or actual charge of a homeless child or youth that is dissatisfied with the decision of a school district after the dispute resolution process may file an appeal with the Commissioner within thirty calendar days of receipt of the decision by following the process in 92 Nebraska Administrative Code 19-005.03 and 19-005.03C.

No Stigmatization or Segregation of Homeless Students: It is the District's policy and practice to ensure that homeless children are not stigmatized or segregated by the District on the basis of their status as homeless.

Homeless Coordinator: The Homeless Coordinator shall serve as the school liaison for homeless children and youth and shall ensure that: (1) homeless children are identified by school personnel; (2) homeless children enroll in, and have a full and equal opportunity to succeed in, school; (3) homeless children and their families receive educational service for which they are eligible and referrals to health, dental, and mental health services and other appropriate services; (4) the parents or guardians of homeless children are informed of the educational and related opportunities available to their children and provided with meaningful opportunities to participate in the education of their children; (5) public notice of the educational rights of

Article 10 – State and Federal Programs

homeless children is disseminated where such children receive services under the federal homeless children laws, such as schools, family shelters, and soup kitchens; (6) enrollment disputes are mediated in accordance with law; and (7) the parents or guardians of homeless children, and any unaccompanied youth, are fully informed of transportation services available under law. The Homeless Coordinator shall coordinate with the Nebraska Commissioner of Education and community and school personnel responsible for the provisions of education and related services to homeless children. The Homeless Coordinator may designate duties hereunder as the Homeless Coordinator determines to be appropriate.

Enrollment of and Services to Homeless Children: A homeless child shall be enrolled in compliance with law and be provided services comparable to services offered to other students in the school in which the homeless child has been placed. Placement of a homeless child is determined based on the child's "school of origin" and the "best interests" of the child. The "school of origin" means the school that the child attended when permanently housed or the school in which the child was last enrolled. Placement decisions shall be made according to the District's determination of the child's best interests, and shall be at either: (1) the child's school of origin for the duration of the child's homelessness (or, if the child becomes permanently housed during the school year, for the remainder of that school year) or (2) the school of the attendance area where the child is actually living. To the extent feasible, the placement shall be in the school of origin, except when such is contrary to the wishes of the homeless child's parent or legal guardian. If the placement is not in the school of origin or a school requested by the homeless child's parent or legal guardian, the District shall provide a written explanation of the placement decision and a statement of appeal rights to the parent or guardian as provided in Nebraska Rule 19.

If the homeless child is an unaccompanied youth, the Homeless Coordinator shall assist in the placement decision, consider the views of the unaccompanied youth, and provide the unaccompanied youth with notice of the right to appeal. The process to resolve disputes concerning the enrollment or placement of a homeless child or youth is as follows:

1. The district shall provide a written response and explanation of a decision regarding any complaint or dispute of a parent, guardian or other person having legal or actual charge or control of a homeless child or youth within thirty (30) calendar days of the time such complaint or dispute is brought;
2. The enrollment of the homeless child or youth in the school where enrollment is sought during the time such dispute is being considered;
3. And notice of the right to appeal as provided in Nebraska Rule 19.

Any parent, guardian or other person having legal or actual charge or control of a homeless child or youth that is dissatisfied with the decision of a school district after the dispute resolution process may file an appeal with the Commissioner of the Nebraska Department of Education within thirty (30) calendar days of receipt of the decision. Such appeals are informal and shall be submitted to the Commissioner in writing, as outlined in Nebraska Department of Education Rule 19, Section 005.03. The District shall immediately contact the school last attended by the homeless child to obtain relevant academic and other records. If the homeless child needs to

Article 10 – State and Federal Programs

obtain immunizations or medical records, the District shall immediately refer the parent or guardian of the homeless child to the Homeless Coordinator, who shall assist in obtaining necessary immunizations or medical records. The District may nonetheless require the parent or guardian of the homeless child to submit contact information.

Transportation will be provided to homeless students, to the extent required by law and comparable to that provided to students who are not homeless, upon request of the parent or guardian of the homeless child, or by the Homeless Coordinator in the case of an unaccompanied youth, as follows: (1) if the homeless child's school of origin is in the District, and the homeless child continues to live in the District, transportation to and from the school of origin shall be provided by the District; and (2) if the homeless child lives in a school other than the District, but continues to attend the Anselmo-Merna Public School based on it being the school of origin, the new school and Anselmo-Merna Public School shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin and, if they are unable to agree, the responsibility and cost for transportation shall be shared equally.

Section 12 Pregnant and Parenting Students

Anselmo-Merna Public School recognizes that pregnant and parenting students have the right and responsibility to attend school. This attendance right and responsibility applies to students regardless of their marital or parental status. Further, the district will educate pregnant and parenting students and will provide reasonable accommodations to support and encourage all pregnant and parenting students to obtain their high school diploma. No student will be excluded from, denied the benefit of, or discriminated against under any educational program or activity because of pregnancy or parenting responsibilities.

Attendance and Leave of Absences

Pregnant and parenting students will be permitted to attend to their own health care, their child's medical care, or other pregnancy- or parenting- related appointments with the benefit of having any such absences or tardiness excused. A student will be permitted to take a leave of absence for pregnancy, childbirth, and any other pre- and post-natal related medical needs, along with recovery therefrom for the duration that is deemed medically necessary by the student's licensed health care provider. At the conclusion of the leave of absence, a student will be immediately enrolled in the district at the same grade and status as when the leave began. Pregnant and parenting students shall be allowed to participate in all activities including extracurricular activities throughout the student's pregnancy and thereafter unless the district deems such participation poses a substantial risk of injury to the student or to others. A pregnant and parenting student may be asked to obtain certification from the student's licensed healthcare provider regarding the student's safe participation in an extracurricular activity when such certification is required of students for other conditions that require the attention of a licensed healthcare provider.

Any absences accumulated due to pregnancy or pregnancy-related conditions, or care for an ill child, should not count towards any district policies in effect under compulsory attendance requirements. Pregnant and parenting students with excused absences or tardiness shall be

Article 10 – State and Federal Programs

treated like all other students with excused absences or tardiness for any other medical reasons.

Pregnant and parenting students will be provided with assignments, classwork and any additional support needed to ensure that the student can keep up with class requirements when absent for pregnancy or parenting-related absences.

Alternative Means to Complete Course Work

The district will provide at least one alternate method, in addition to traditional classroom instruction, to keep pregnant and parenting students in school. Such accommodation(s) may include accessing coursework online, home-based independent study, or at-home tutoring. Alternative methods of instruction or other alternative program for pregnant and parenting students are voluntary for the student who may elect whether to engage in an alternative method of instruction or the traditional methods of instruction available to their peers. Pregnant and parenting students shall be allowed to attend their regular classrooms and complete regular coursework.

Lactation

The district will provide reasonable time and space to accommodate lactating students to express breast milk or breastfeed during the school day. Such accommodations will be in a location, other than a bathroom or closet, that is private, clean, has an electrical outlet, a chair and is reasonably accessible. Students shall also be provided a food safe refrigerator to store breast milk safely.

Child Care

If in-school childcare is not provided, a list of qualified licensed childcare providers will be provided upon request to pregnant or parenting students. Such list will be updated annually and include providers that participate in the quality rating and improvement system and meet all of the quality rating criteria for at least a step three rating pursuant to the Step Up to Quality Child Care Act. Nothing in this policy is intended to prohibit or limit any referral for a student or a student's child to an early head start program or any other available community resources.

Privacy and Confidentiality

Pregnant and parenting students have the right to have their health and personal information kept confidential in accordance with law. School staff will make every effort to keep personal information and health records confidential and in compliance with Nebraska and federal law.

Information about students' pregnancies and related conditions will not appear in their cumulative records and will not be used when they are being considered for educational or job opportunities, awards or scholarships.

Other Accommodations

Pregnant and parenting students may request additional reasonable accommodations to ensure continued participation and enrollment in school. Accommodation requests will be evaluated on a case-by-case basis. Such accommodations may include but are not limited to: additional frequency allowed for bathroom breaks, additional time allowed in between class periods, a

Article 10 – State and Federal Programs

larger desk or additional work space, and adjustments to requirements for physical education as needed. Students seeking additional reasonable accommodation should make such requests to the building principal.

Bullying and Harassment

Pregnant and parenting students have the same rights as other students to be free from discrimination, bullying, and harassment. Such school policies are incorporated herein and apply to all students.

Policy Dissemination

This policy will be available at the beginning of each school year on the district's website and will be incorporated into the student handbook.

Section 13 Married Students

Married students shall have the same educational opportunities in this school system as unmarried students. There shall be no discrimination on the basis of sex, marital status of any person, or the condition of being a parent. To enforce this prohibition, aggrieved persons shall use the District's anti-discrimination policies.

AVAILABILITY OF HANDBOOKS

The 2026-2027 Student-Parent Handbook of Anselmo-Merna Public School is available on the Internet at <http://www.a-mps.org>.

Because of the expense of printing the handbooks, we are asking that you consider using the Internet to access and review the 2026-2027 Student-Parent Handbook. Using the internet to access the handbook will allow the district to direct printing dollars to instructional needs and eliminate the need for you to search for your handbook when you have questions throughout the year. Thank you for considering this new use of technology to improve school-home communication.

Please return to the Principal's Office by **August 25, 2026**. This will allow us time to get the Handbook to all students and parents before school starts while avoiding the necessity of printing more copies of the Handbooks than necessary.

- ☐ **Thank you for providing the 2026-2027 Student-Parent Handbook online. I will review it on the Internet. My signed receipt below acknowledges receipt of the Handbook in a satisfactory manner via the Internet.**
- ☐ **I prefer a paper copy of the Handbook.**

Name

RECEIPT OF 2025-2026 STUDENT-PARENT HANDBOOK

This signed receipt acknowledges receipt of the 2026-2027 Student-Parent Handbook of Anselmo-Merna Public School. It is understood that the handbook contains student conduct and discipline rules and information about Safe and Drug-Free Schools and that the undersigned, as student, agrees to follow such conduct and discipline rules. This receipt also serves to acknowledge that it is understood that the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook, which should be used to respond to harassment or discrimination.

Date: _____

Date: _____

Student's Signature

Parent or Legal Guardian's Signature