

Board of Education Regular
Meeting/Business
Monday, October 22, 2018 6:00 PM

Ralston High School
8545 Park Drive
Ralston, NE 68127-3621

Agenda

1. Call To Order
Speaker(s): Board President
 - 1.1. Pledge of Allegiance
Speaker(s): Board President
 - 1.1.1. Roll Call - Excuse Board Members not in attendance
Speaker(s): Board President
 - 1.2. Public Comment Sign In Procedure
 - 1.2.1. Public Comment
 - 1.3. Consent Agenda (Action)
Speaker(s): Board President
2. Board Development and Communication
 - 2.1. Board Members' Update
 - 2.2. Superintendent's Report
Speaker(s): Superintendent
 - 2.2.1. Annual District Safety Review
Speaker(s): Mr. Jason Buckingham
 - 2.2.2. District Facilities Study Report
Speaker(s): Dr. Adler and Mr. Buckingham
 - 2.2.3. Government Relations Update
Speaker(s): Dr. Mark Adler
 - 2.2.4. NASB Updates and Information
Speaker(s): Dr. Jay Irwin
 - 2.2.5. Enrollment Update
Speaker(s): Dr. Mark Adler
3. Standards Based School Improvement
4. Policy Review
5. Executive Session Disclosure
6. Pre-Adjournment Information and Activities
 - 6.1. Announcements
 - 6.2. Board of Education Supplemental Meeting Information
 - 6.3. Future Board Calendar
 - 6.4. Adjourn

Ralston Board of Education Public Comment Procedures

The Ralston Board of Education appreciates the public's right to provide public comment. It is the practice of the Ralston Board to listen to the public comment, without discussion between the public and the Board. Should you have a question or ask for follow-up from the Board, the Board President or Chair of the meeting will direct the Superintendent to address the requests and provide additional information to you as appropriate. We ask that you refrain from personal comments about individuals and the use of vulgar or inappropriate language in addressing the Board.

The following will help guide the Public Comment agenda item at Board Meetings and Public Hearings:

1. Persons speaking during Public Comment will be called forward individually by the Board President or Chair to the location identified for such purpose.
2. A time limit of five (5) minutes will be allotted for any speaker. At the discretion of the Board President or Chair, the speaker may be allotted additional time.
3. Each individual speaking to the Board will be required to identify himself or herself prior to giving public comment or when related business is on the agenda. A "Record of Appearance" card is provided for this purpose.
4. Persons wishing to appear will be heard in the order in which the Board President or Chair of the meeting determines appropriate.
5. In cases where more than one person wishes to speak on the same topic, their presentations to the Board may, at the discretion of the Board President or Chair, be grouped together by topic.
6. If the number of people wishing to speak under the public participation portions of the agenda is large, the Board President or Chair may rule that a public hearing be scheduled or the discussion be limited on the issue in question.
7. Persons speaking to the Board during public comment may make printed materials available to the Board but may not use any other form of media.

**Ralston Board of Education
PUBLIC COMMENTS
Record of Appearance**

The purpose of “Public Participation” is for the Board of Education to hear comments from the public. Since comments are not on the published agenda the Board will not discuss and/or answer questions during “Public Comments.”

Public Comments are limited to five (5) minutes per speaker. Multiple speakers on the same topic are asked to not repeat what prior speakers have already stated.

PLEASE PRINT

Name _____ Date _____

Address _____

City _____ State _____ Zip Code _____

Subject of Public Comment: _____

Board of Education Regular Meeting
8545 Park Dr.
Omaha, Nebraska

Monday, October 8, 2018 6:00 PM

Roll Call

The regular meeting of the Board was called to order at 6:00 pm. The board voted to excuse members Mrs. Deb Gerch and Dr. Jay Irwin. In addition to the regular board members, those in attendance included Dr. Mark Adler, Mr. Jason Buckingham, Dr. Tiffanie Welte, Mrs. Cecilia Wilken, Mrs. Melissa Stolley, Mr. Jeremy Maskel and Mrs. Marci Carroll. Motion by Tresha Rodgers and seconded by Heather Johnson:

Mrs. Richards: Yea
Mrs. Johnson: Yea
Mr. Overkamp: Yea
Mrs. Rodgers: Yea

Consent Agenda

Consent agenda items include minutes from the September 24 meeting; September 2018 Financial Reports, September bills in the amount of \$532,731.16 for the General Fund, and \$24,784.50 for the Building Fund; Local substitute teacher request for Jerico Olson. Motion by Mike Overkamp and seconded by Tresha Rodgers:

Mrs. Richards: Yea
Mrs. Johnson: Yea
Mr. Overkamp: Yea
Mrs. Rodgers: Yea

Board Members' Update

Mrs. Heather Johnson announced that she had attended 4 softball games for the Rams and was very proud of the team. She also read 2 books to Ms. Klich's first grade class which she stated was very rewarding. Mr. Mike Overkamp is looking forward to the upcoming music programs at Ralston High School which are always amazing. He also reported he will be attending the NASB Conference on October 10. Mrs. Tresha Rodgers spoke about an event at the Durham museum she had visited. It is an interactive exhibit geared towards STEAM (science, technology, engineering, art and math). She shared that it is a permanent exhibit provided to the Durham with a gift from US Bank and highly recommends seeing it. She also congratulated the National Honor Society students and shared that her son Kade is on student council which is very exciting.

BUSINESS ITEMS / BOARD DEVELOPMENT / COMMUNICATION

Superintendent's Report

Dr. Adler asked Cecilia Wilken and Tiffanie Welte to give an update on the recent eDoctrina training. eDoctrina is a web-based education software program for K-12 teachers. Mrs. Wilken discussed the rollout plan over the next few years and she indicated that the staff response has been extremely positive. Dr. Welte stated that Hastings Public Schools has been using eDoctrina with great success and their curriculum director has been a great resource to the Ralston staff.

Mrs. Melissa Stolley provided information regarding the upcoming flu shots provided by Hy-Vee. She stated they will be available at several buildings over the next two weeks.

Dr. Adler finished his report by commenting on the Rams softball season. Two of the games he was able to attend were stunning. The Rams dominated throughout the games and then unfortunately lost in the end. It was still a great season and he was very proud of the team and how they handled the defeat.

Ralston Booster Club Presentation

Mrs. Pam Hanson attended the board meeting to provide an update on the Ralston Booster Club. She explained that their role is to support all athletic teams at RHS and their main source of funding is the Ram Shack. She further explained the other services the Booster Club contributes which include: providing team meals when traveling; coordinating pictures and posters of the athletes; planning a teacher appreciation event and also donating to many other athletic needs. The club did collaborate with a few business partners this year to help take pressure off parents having to do as much fund raising. The Booster Club currently has 112 members but they are hoping to add more.

Community Re-engagement Process Discussion

Mr. Jeremy Maskel reviewed the recommended next steps to re-engage RPS stakeholders to update progress in the 18-19 school year and offer another opportunity for feedback.

District Strategic Priorities Presentation

Dr. Adler outlined his first draft of the district strategic priorities to the board. After his presentation, Dr. Adler welcomed feedback from the board members and also stated he will be receiving feedback from the strategy teams he has formed. He will then make revisions and adjustments and the provisions will be discussed at future meetings.

Government Relations Update

Mrs. Richards explained that at the current time we are simply trying to have discussions regarding government relations and all districts who have lobbyists will be meeting soon. After the upcoming election, we will know who is seated in the legislature and go from there.

NASB Updates and Information

Mrs. Linda Richards announced that this year will be the 100th Annual State Education Conference. She also noted that Mr. Mike Overkamp will take over as the new delegate for the delegate assembly. There will also be a NASB workshop for new board members after the state conference on Dec. 5.

Enrollment Update

Dr. Adler shared the current enrollment numbers and stated there is not a lot of difference since the last meeting and that we are +36 for the year. In addition, we are still receiving requests for students who want to opt in.

Policy Review

There were no policies reviewed.

Adjournment

The meeting was adjourned at 8:18 p.m. with a motion by Mike Overkamp and second by Heather Johnson:

Mrs. Richards: Yea

Mrs. Johnson: Yea

Mr. Overkamp: Yea

Mrs. Rodgers: Yea

NOTE - Change of location: The next regular meeting is Monday, October 22 at 6:00 pm at Ralston High School.

Mrs. Linda Richards, President

Mrs. Deb Gerch, Secretary

Building Safety Plan Annual Requirements

Beginning of Year

Review Safety Plan with Staff

Walk through the building to determine if evacuation signage and emergency kits are in

Revise the Emergency Response Team: Building Plan.

Perform two fire drills within the first two weeks of school operation.

Throughout the school year:

Two (2) code red lock down drills during the school year. One each semester.

Ten (10) fire drills during the year.

One (1) tornado drill during the year.

Two (2) bus evacuation drills, one per semester.

Once per month an assigned staff member should walk through the building to identify a

Test all building AED's once per month.

Communicate to all staff the procedure for submitting a safety or security concern to the

End of school year:

Ensure that Google document is fill out and all drills have been completed and documer

any safety issues and take corrective action

Master List

| Audience | Video | Length |
|--------------------|-----------------------------|--------|
| ALL | Slips, Trips and Falls | 37 |
| | Back Injury and Lifting | 34 |
| | Customer Service | 12 |
| | CPR | 15 |
| Teachers | | |
| | Homeless students | 19 |
| | Child Abuse reporting | 53 |
| | Playground supervision | 16 |
| | Disruptive student behavior | 33 |
| | Conflict Management:Man | 20 |
| | Classroom Safety | 16 |
| | De-escalation strategies | 21 |
| | HIPPA | 14 |
| | Bullying | 39 |
| | Restraint and Seclusion | 22 |
| Bus Drivers | | |
| | Bus Behavior and Discipline | 22 |
| | Child Abuse Reporting | 53 |
| Custodians/Grounds | | |

| | |
|-----------------------|----|
| Blood-borne Pathogens | |
| MRSA | 13 |
| Ladder safety | 21 |

Classified

| | |
|-----------------------------|----|
| Child Abuse reporting | 53 |
| Playground Supervision | 16 |
| Disruptive student behavior | 33 |
| Conflict Management:Man | 20 |
| Classroom Safety | 16 |
| De-escalation strategies | 21 |
| HIPPA | 14 |

Health Professionals

| | |
|---------------------------|----|
| Seizure | 12 |
| HIPPA | 14 |
| MRSA | 13 |
| AED | 19 |
| Bed Bugs | 12 |
| First Aid | 32 |
| Common Illness preventior | 13 |

| | |
|---------------------------|----|
| Head Lice | 8 |
| Choking/Heimlich maneuver | 5 |
| Student Mental Health | 23 |

| Year 1 | | | Year 2 | |
|--------------------|-----------------------------|--------|----------------------------------|--|
| Audience | Video | Length | Date of completion | |
| ALL | Slips, Trips and Falls | 37 | November Inservice | |
| | Back Injury and Lifting | 34 | October inservice | |
| Teachers | | | Conflict Management Angry Parent | |
| Elementary | | | Descalation | |
| 3rd | Playground supervision | 16 | Seizures | |
| 4th | Child Abuse reporting | 53 | Student Mental Health | |
| Secondary | | | | |
| 3rd | Self-injury/cutting | 21 | | |
| 4th | Child Abuse reporting | 53 | | |
| Bus Drivers | | | | |
| | Bus Behavior and Discipline | 22 | | |
| | Child Abuse Reporting | 53 | | |
| Custodians/Grounds | | | | |

| | |
|-----------------------|----|
| Blood-borne Pathogens | |
| MRSA | 13 |
| Safety Data Sheets | 19 |
| Aerial Lifts | 25 |

Classified

Health Professionals

| | |
|---------------------------|----|
| 1 Back Injury and Lifting | 34 |
| 2 Slip, Trips and Falls | 37 |
| 3 HIPPA | 14 |
| 4 Student Mental Health | 23 |

Year 3

Threat Assessment

Fire Extinguisher Safety

Slips/Trips/Falls updated

First Aid

1st quarter

Heimlich Maneuver

1

Asthma Awareness

Lice

Bed Bugs

Stress Management

Conflict Management Student to Studen

1

Browser Security

On-line Safety

Predators

Cyberbullying

1

What every educator needs to know

Threats of Violence

School Intruders

Supervision of Students

1

Bullying

Child Abuse reporting

Child abuse identifying

Gang Awareness

Hazing

Human Trafficking

Making Schools safe for LGBT

Self Injury/Cutting

Sped Lift/ Transfers

Crossing Guard Safety



STANDARD™ RESPONSE PROTOCOL

STUDENT SAFETY

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

SRP

Our school is expanding the safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions. Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

LOCKOUT - "Secure the Perimeter"

LOCKDOWN - "Locks, Lights, Out of Sight"

EVACUATE - "To the Announced Location"

SHELTER - "For a Hazard Using a Safety Strategy"

TRAINING

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year. More information can be found at <http://iloveuguy.org>



LOCKOUT SECURE THE PERIMETER

Lockout is called when there is a threat or hazard outside of the school building.

STUDENTS:

- Return to inside of building
- Do business as usual

TEACHERS

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students



LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building.

STUDENTS:

- Move away from sight
- Maintain silence

TEACHERS:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students



EVACUATE TO A LOCATION

Evacuate is called to move students and staff from one location to another.

STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternatives during response.

TEACHERS:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students



SHELTER FOR A HAZARD USING SAFETY STRATEGY

Shelter is called when the need for personal protection is necessary.

SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Appropriate hazards and safety strategies

TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students

Threat Assessment

Coordinator's Checklist and Case Summary

School: _____

Date: _____

Student Name: _____

Student Number: _____

Threat Assessment Coordinator: _____

_____ **1. A Threat is Reported (using the standard discipline referral form)**

- a. Provide status update to staff member who made original threat report within 24 hours.
- b. Exact wording of Threat:

_____ **2. Threat Assessment Coordinator Reviews Referral**

- a. Threat Assessment Coordinator (or designee) reviews referral ASAP (w/in one hour) and determines appropriateness for Threat Assessment Process (seek consultation).
- b. Record information on Threat Assessment Worksheet.
- c. Determine if the report has any missing or unclear information & check with reporting staff member so as to have a complete & accurate account of the threat.

_____ **3. Team is Convened**

- a. Threat Assessment Team meets as soon as possible. **For perceived high level threats, the team must meet prior to the end of that day or before the start of the next day.**
- b. Team completes Threat Assessment Worksheet (4 steps).
- c. Team decides what additional information needs to be collected.
- d. **The student should remain in the office, under supervision, while the team is making the initial determination.**

_____ **4. Level of Threat is Determined**

Identify Kind of Threat

Direct Threat: Identifies a **specific act** against a **specific target** and is delivered in a straightforward, clear, and explicit manner: "I am going to place a bomb in the school's gym."

Indirect Threat: Tends to be vague, unclear, and ambiguous. The plan, the intended victim, the motivation, and other aspects of the threat are masked or equivocal: "If I wanted to, I could kill everyone at this school". Violence is implied but tentatively "if I wanted to" and suggests a violent act **COULD** occur not that it **WILL** occur.

Veiled Threat: Strongly implies but does not explicitly threaten violence. "We would be better off without you around anymore" clearly hints at a possible violent act, but leaves it to the potential victim to interpret the message and give a definite meaning.

Conditional Threat: Warns that a violent act will happen unless certain demands or terms are met: "If you don't pay me one million dollars, I will place a bomb in the school"

Identify level of threat type of threat: Use the Eleven Key Questions.

| LOW LEVEL: | MED LEVEL: | HIGH LEVEL |
|---|---|---|
| <input type="checkbox"/> Threat is vague and indirect <input type="checkbox"/> Information within the threat is inconsistent, implausible or lacks detail <input type="checkbox"/> Threat lacks realism <input type="checkbox"/> Content suggests person is unlikely to carry it out | <input type="checkbox"/> Threat is more direct and more concrete than a low level threat <input type="checkbox"/> Wording suggests threatener has given some thought to how the act will be carried out. <input type="checkbox"/> General indication of a possible place and time (but not a detailed plan) <input type="checkbox"/> Strong indication the threatener has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility—an allusion to a book or movie that shows the planning of a violent act, or a vague, general statement about the availability of weapons. <input type="checkbox"/> Specific statement seeking to convey that the threat is not empty: "I'm serious!" or "I really mean this!" | <input type="checkbox"/> Direct, specific and plausible <input type="checkbox"/> Threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating that the threatener has acquired or practiced with a weapon or has had the victim under surveillance. <p>"At 8 am tomorrow morning I intend to shoot the principal. That's when he is in his office by himself. I have a 9mm. Believe me, I know what I am doing. I am sick and tired of the way he runs this school."</p> |

5. Contact Parents [Student making threat & Intended victim(s)]

- a. For high level cases, contact parents (unless otherwise directed by law enforcement) to inform them of the threat, the consequences, the due process procedures, and the remainder of the assessment/intervention process.
- b. For medium or low level cases, contact parents and inform them of threat, consequences, and the remainder of the assessment/intervention process.
- c. Use recommended scripts to contact both the parents of student making the threat as well as the parents of the intended target/victim of threat.

6. Apply Code of Conduct/Guidelines

7. Complete Additional Assessment

- a. Each team member gathers information based on his/her area of expertise and/or experience with or knowledge of the student. ***The additional assessment may include but should not be limited to a psychological evaluation.**
- b. The *Four Pronged Assessment* is a guide to ensure that the team obtains a complete picture of the student's functioning.
- c. Information is collected prior to the follow-up Threat Assessment and SAT meeting.

8. Follow-up Threat Assessment & SAT Meeting (Use SAT Forms)

- a. Team members share the information collected.
- b. Team confirms or changes threat level based on the information collected.
- c. Team develops intervention plan to reduce the level of risk for school violence by providing on-going support to the student. This phase is one of the most important steps of the process and should not be overlooked in any case.
- d. The team solicits parent involvement in the development of intervention and progress-monitoring plan. Parent involvement, input and support is vital to the success of the plan.

Additional information to be collected for follow-up Threat Assessment and SAT Meeting. Use the Four Pronged Assessment.

| Needed Information | Person Responsible |
|--------------------|--------------------|
| | |
| | |
| | |
| | |
| | |

Schedule follow-up meeting? Use SAT Forms.

SAT Meeting scheduled for: _____

9. Building Team Monitors Student Progress

- a. The SAT team should have at least one follow up meeting.
- b. Discuss the interventions and the student's progress. Decide whether to change, add, or remove certain interventions.
- c. The team will actively solicit parent involvement and input during this phase of the process.
- d. The team will follow-up as necessary.

Date: _____

School: _____

Student Name: _____

Grade: _____

Number: _____

11 Key Questions

This tool may be used to assess student's functioning and/or beliefs across various domains. The information may be used by the team to determine level of threat and/or identify areas in need of intervention.

1) What are the student's motive(s) and goals?

- What motivated the student to make the statements or take the actions that caused him or her to come to attention?
- Does the situation or circumstances that led to these statements or actions still exist?
- Does the student have a major grievance or grudge? Against whom?
- What efforts have been made to resolve the problem and what has been the result? Does the potential attacker feel that any part of the problem is resolved or see any alternatives?

2) Have there been any communication suggesting ideas or intent to attack?

- What, if anything has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal, or Web site concerning his or her ideas and/or intentions?
- Have friends been alerted or "warned away"?

3) Has the subject shown inappropriate interest in any of the following?

- School attacks or attackers;
- Weapons (including recent acquisition of any relevant weapon);
- Incidents of mass violence (terrorism, workplace violence, mass murderers)

4) Has the student engaged in attack-related behaviors? These behaviors might include:

- Developing an attack idea or plan;
- Making efforts to acquire or practice with weapons;
- Casing, or checking out, possible sites and areas for attack;
- Rehearsing attacks or ambushes.

5) Does the student have the capacity to carry out an act of targeted violence?

- How organized is the student's thinking and behavior?
- Does the student have the means, e.g., access to a weapon, to carry out an attack?

6) Is the student experiencing hopelessness, desperation and/or despair?

- Is there information to suggest that the student is experiencing desperation and/or despair?
- Has the student experienced a recent failure, loss and/or loss of status?
- Is the student known to be having difficulty coping with a stressful event?
- Is the student now, or has the student ever been, suicidal or "accident-prone"? Has the student engaged in behavior that suggests that s/he has considered ending their life?

7) Does the student have a trusting relationship with at least one responsible adult?

- Does the student have at least one relationship with an adult where the student feels that he or she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? (Students with trusting relationships with adults may be directed away from violence and despair and toward hope.)
- Is the student emotionally connected to—or disconnected from—other students?
- Has the student previously come to someone's attention or raised concern in a way that suggested he or she needs intervention or supportive services?

8) Does the student see violence as an acceptable—or desirable—or the only—way to solve problems?

- Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
- Has the student been "dared" by others to engage in an act of violence?

9) Is the student's conversation and "story" consistent with his or her actions?

- Does information from collateral interviews and from the student's own behavior confirm or dispute what the student says is going on?

10) Are other people concerned about the student's potential for violence?

- Are those who know the student concerned that he or she might take actions based on violent ideas or plans?
- Are those who know the student concerned about a specific target?
- Have those who know the student witnessed recent changes or escalations in mood and behavior?

11) What circumstances might affect the likelihood of an attack?

- What factors in the student's life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?
- What is the response of other persons who know about the student's ideas or plans to mount an attack? (Do those who know about the student's ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence, passively collude with an attack, etc.?)

Maintain a copy for an administrator only file. Do not file in student's cumulative folder.

Date: _____

School: _____

Student Name: _____

Grade: _____

Number: _____

Four Pronged Assessment
(Use this step if the threatener is known)

This tool may be used to assess student's functioning and/or beliefs across various domains. The information may be used by the team to determine level of threat and/or identify areas in need of intervention.

Prong One—Personality Traits and Behavior

- Leakage:** Intentionally or unintentionally reveals clues to feelings, thoughts, fantasies, attitudes, or intentions that may signal an impending violent act. These clues can be subtle threats, boasts, innuendoes, predictions, or ultimatums. They may be spoken or conveyed in stories, diary entries, essays, poems, letters, songs, drawings, doodles, tattoos, or videos (maybe a rap song on a CD). Asking other students to help them prepare for a violent act, maybe even through deception (asking a friend to ammunition for them because they are going hunting.) See examples attached.
- Low Tolerance for Frustration:** The student is easily bruised, insulted, angered, and hurt by real or perceived injustices done to him by others and has great difficulty tolerating frustration.
- Poor Coping Skills:** The student consistently shows little if any ability to deal with frustration, criticism, disappointment, failure, rejection, or humiliation. His or her response is typically inappropriate, exaggerated, immature, or disproportionate.
- Lack of Resiliency:** The student lacks resiliency and is unable to bounce back even when some time has elapsed since a frustrating or disappointing experience, a setback, or putdown.
- Failed Love Relationship:** The student may feel rejected or humiliated after the end of a love relationship, and cannot accept or come to terms with the rejection.
- "Injustice Collector":** The student nurses resentment over real or perceived injustices. No matter how much time has passed, the "injustice collector" will not forget or forgive those wrongs or the people he or she believes are responsible. The student may keep a hit list with the names of the people he feels have wronged him.
- Signs of Depression:** The student shows features of depression such as lethargy, physical fatigue, a morose or dark outlook on life, a sense of malaise, and a loss of interest in activities that he once enjoyed. May show unpredictable and uncontrolled outbursts of anger, a generalized and excessive hatred toward everyone else, and feelings of hopelessness about the future. Restlessness, inattention, sleep and eating disorders markedly diminished interest in about everything that previously occupied and interested him.
- Narcissism—**The student is self-centered, lacks insight into other's needs and/or feelings, and blames others for failures and disappointments. The narcissistic student may embrace the role of victim to elicit sympathy and to feel temporarily superior to others. A he or she display signs of paranoia, and assumes an attitude of self-importance or grandiosity that masks feelings of unworthiness (Malmquist 1996). A narcissistic student may be either very thin-skinned or very thick skinned in responding to criticism.
- Alienation—**The student consistently behaves as though he feels different or estranged from others. This sense of separateness is more than just being a loner. It can involve feelings of isolation, sadness, loneliness, not belonging, and not fitting in.
- Dehumanizes Others –** The student consistently fails to see others as fellow humans. He characteristically views other people as "non persons" or objects to be thwarted. This attitude may appear in the student's writings and artwork, in interactions with others, or in comments during conversation.

- ❑ **Lack of Empathy** – The student shows an inability to understand the feelings of others, and appears unconcerned about anyone else's feelings. When others show emotion the student may ridicule them as weak or stupid.
- ❑ **Exaggerated Sense of Entitlement** – The student constantly expects special treatment and consideration, and reacts negatively if he doesn't get the treatment he feels entitled to.
- ❑ **Attitude of Superiority**—The student has a sense of being superior and presents himself as smarter, more creative, more talented, more experienced, and worldlier than others are.
- ❑ **Exaggerated or Pathological Need for Attention** – The student shows an exaggerated, even pathological, need for attention, whether positive or negative, no matter what the circumstances.
- ❑ **Externalizes Blame**—The student consistently refuses to take responsibility for his or her own actions and typically faults other people, events or situations for any failings or shortcomings. In placing blame, the student frequently seems impervious to rational argument and common sense.
- ❑ **Masks Low Self-esteem**—Though he may display an arrogant, self-glorifying attitude, the student's conduct often appears to veil an underlying low self-esteem. He avoids high visibility or involvement in school activities, and other students may consider him a nonentity.
- ❑ **Anger Management Problems**-- Rather than expressing anger in appropriate ways and in appropriate circumstances, the student consistently tends to burst out in temper tantrums or melodramatic displays, or to brood in sulky, seething silence. The anger may be noticeably out of proportion to the cause, or may be redirected toward people who had nothing to do with the original incident. His anger may come in unpredictable and uncontrollable outbursts, and may be accompanied by expressions of unfounded prejudice, dislike, or even hatred toward individuals or groups.
- ❑ **Intolerance**—The student often expresses racial or religious prejudice or intolerant attitudes toward minorities, or displays slogans or symbols of intolerance in such things as tattoos, jewelry, clothing, bumper stickers, or book covers.
- ❑ **Inappropriate Humor**—The student's humor is consistently inappropriate. Jokes or humorous comments tend to be macabre, insulting, belittling, or mean.
- ❑ **Seeks to Manipulate Others** -- The student consistently attempts to con and manipulate others and win their trust so they will rationalize any signs of aberrant or threatening behavior.
- ❑ **Lack of Trust** -- The student is untrusting and chronically suspicious of others' motives and intentions. This lack of trust may approach a clinically paranoid state. He may express the belief that society has no trustworthy institution or mechanism for achieving justice or resolving conflict, and that if something bothers him, he has to settle it in his own way.
- ❑ **Closed Social Group**-- The student appears introverted, with acquaintances rather than friends, or associates only with a single small group that seems to exclude everyone else. Students who threaten or carry out violent acts are not necessarily loners in the classic sense and the composition and qualities of peer groups can be important pieces of information in assessing the danger that a threat will be acted on.
- ❑ **Change of Behavior**-- The student's behavior changes dramatically. His academic performance may decline, or he may show a reckless disregard for school rules, schedules, dress codes, and other regulations.
- ❑ **Rigid and Opinionated**-- The student appears rigid, judgmental and cynical, and voices strong opinions on subjects about which he or she has little knowledge. He disregards facts, logic, and reasoning that might challenge these opinions.
- ❑ **Unusual Interest in Sensational Violence**-- The student demonstrates an unusual interest in school shootings and other heavily publicized acts of violence. He may declare his admiration for those who committed the acts, or may criticize them for "incompetence" or failing to kill enough people. He may explicitly express a desire to carry out a similar act in his own school, possibly as an act of "justice."

- **Fascination with Violence-Filled Entertainment--** The student demonstrates an unusual fascination with movies, TV shows, computer games, music videos or printed material that focus intensively on themes of violence, hatred, control, power, death, and destruction. He may incessantly watch one movie or read and reread one book with violent content, perhaps involving school violence. Themes of hatred, violence, weapons, and mass destruction recur in virtually all his activities, hobbies, and pastimes. The student spends inordinate amounts of time playing video games with violent themes, and seems more interested in the violent images than in the game itself. On the Internet, the student regularly searches for web sites involving violence, weapons, and other disturbing subjects. There is evidence the student has downloaded and kept material from these sites.
- **Negative Role Models--**The student may be drawn to negative, inappropriate role models such as Hitler, Satan, or others associated with violence and destruction.
- **Behavior Appears Relevant to Carrying Out a Threat--**The student appears to be increasingly occupied in activities that could be related to carrying out a threat—for example, spending unusual amounts of time practicing with firearms or on various violent websites. The time spent in these activities has noticeable begun to exclude normal everyday pursuits such as homework, attending classes, going to work, and spending time with friends.

PRONG TWO: Family dynamics

- **Turbulent Parent-Child Relationship--** The student's relationship with his parents is particularly difficult or turbulent. This difficulty or turbulence can be uniquely evident following a variety of factors, including recent or multiple moves, loss of a parent, addition of a step parent, etc. He expresses contempt for his parents and dismisses or rejects their role in his life. There is evidence of violence occurring within the student's home.
- **Acceptance of Pathological Behavior--** Parents do not react to behavior that most parents would find very disturbing or abnormal. They appear unable to recognize or acknowledge problems in their children and respond quite defensively to any real or perceived criticism of their child. If contacted by school officials or staff about the child's troubling behavior, the parents appear unconcerned, minimize the problem, or reject the reports altogether even if the child's misconduct is obvious and significant.
- **Access to Weapons--** The family keeps guns or other weapons or explosive materials in the home, accessible to the student. More important, weapons are treated carelessly, without normal safety precautions; for example, guns are not locked away and are left loaded. Parents or a significant role model may handle weapons casually or recklessly and in doing so may convey to children that a weapon can be a useful and normal means of intimidating someone else or settling a dispute.
- **Lack of Intimacy--** The family appears to lack intimacy and closeness. The family has moved frequently and/or recently.
- **Student "Rules the Roost"--** The parents set few or no limits on the child's conduct, and regularly give in to his demands. The student insists on an inordinate degree of privacy, and parents have little information about his activities, school life, friends, or other relationships. The parents seem intimidated by their child. They may fear he will attack them physically if they confront or frustrate him, or they may be unwilling to face an emotional outburst, or they may be afraid that upsetting the child will spark an emotional crisis. Traditional family roles are reversed: for example, the child acts as if he were the authority figure, while parents act as if they were the children.
- **No Limits or Monitoring of TV and Internet--** Parents do not supervise, limit or monitor the student's television watching or his use of the Internet. The student may have a TV in his own room or is otherwise free without any limits to spend as much time as he likes watching violent or otherwise inappropriate shows. The student spends a great deal of time watching television rather than in activities with family or friends. Similarly, parents do not monitor computer use or Internet access. The student may know much more about computers than the parents do, and the computer may be considered off limits to the parents while the student is secretive about his computer use, which may involve violent games or Internet research on violence, weapons, or other disturbing subjects.

PRONG THREE: School Dynamics (student's perspective)

- **Student's Attachment to School--** Student appears to be "detached" from school, including other students, teachers, and school activities.
- **Tolerance for Disrespectful Behavior--** The school does little to prevent or punish disrespectful behavior between individual students or groups of students. Bullying is part of the school culture and school authorities

seem oblivious to it, seldom or never intervening or doing so only selectively. Students frequently act in the roles of bully, victim, or bystander (sometimes, the same student plays different roles in different circumstances). The school atmosphere promotes racial or class divisions or allows them to remain unchallenged.

- ❑ **Inequitable Discipline**-- The use of discipline is inequitably applied - or has the perception of being inequitably applied by students and/or staff.
- ❑ **Inflexible Culture**--The school's culture -- official and unofficial patterns of behavior, values, and relationships among students, teachers, staff, and administrators -- is static, unyielding, and insensitive to
- ❑ Changes in society and the changing needs of newer students and staff.
- ❑ **Pecking Order Among Students**-- Certain groups of students are officially or unofficially given more prestige and respect than others. Both school officials and the student body treat those in the high-prestige groups as though they are more important or more valuable to the school than are other students.
- ❑ **Code of Silence**-- A "code of silence" prevails among students. Few feel they can safely tell teachers or administrators if they are concerned about another student's behavior or attitudes. Little trust exists between students and staff.
- ❑ **Unsupervised Computer Access**-- Access to computers and the Internet is unsupervised and unmonitored. Students are able to use the school's computers to play violent computer games or to explore inappropriate web sites such as those that promote violent hate groups or give instructions for bomb-making.

PRONG FOUR: Social Dynamics

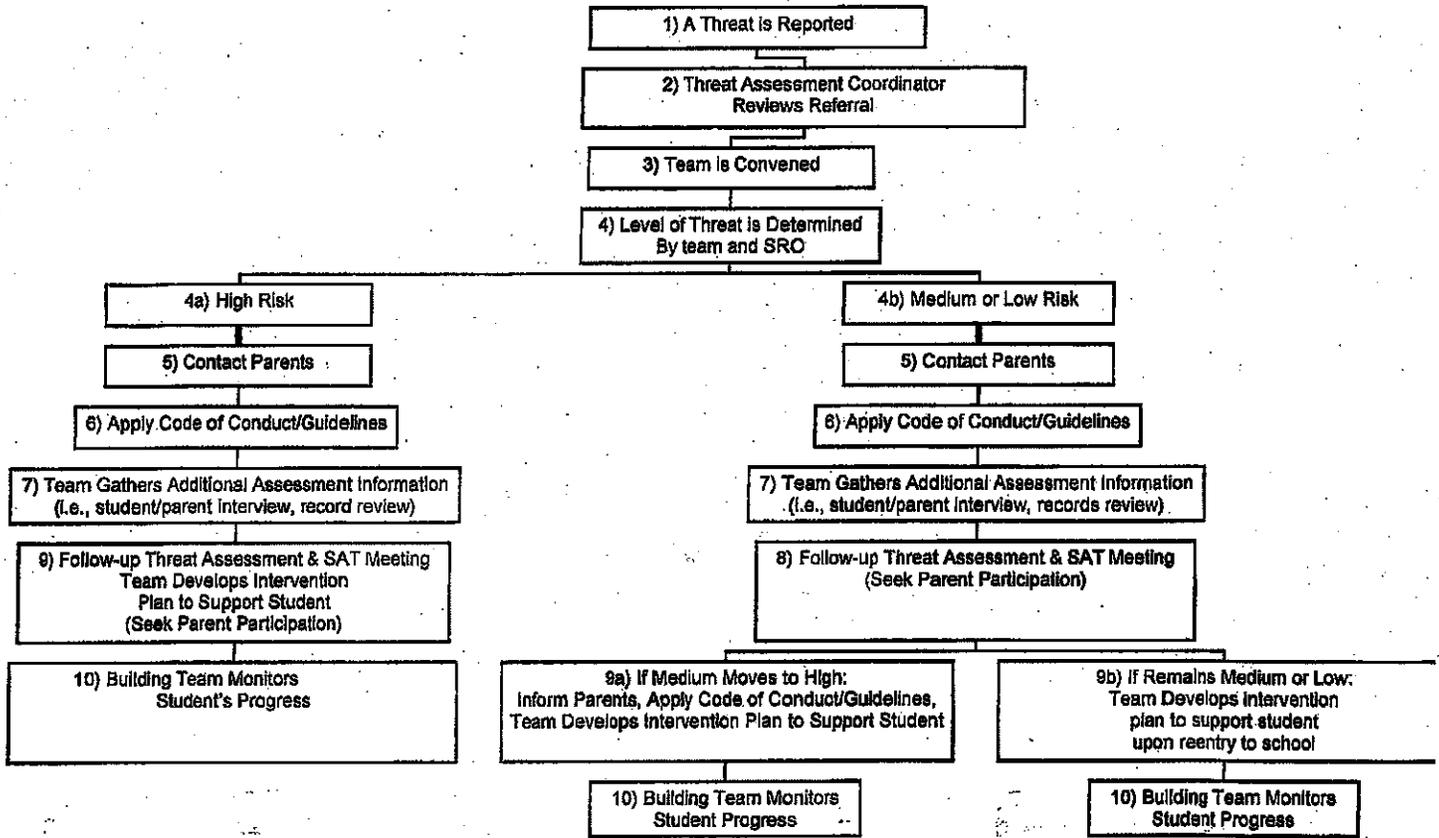
- ❑ **Media, Entertainment, Technology**-- The student has easy and unmonitored access to movies, television shows, computer games, and Internet sites with themes and images of extreme violence. **Peer Groups:** The student is intensely and exclusively involved with a group who shares a fascination with violence or extremist beliefs. The group excludes others who do not share its interests or ideas. As a result, the student spends little or no time with anyone who thinks differently and is shielded from the "reality check" that might come from hearing other views or perceptions.
- ❑ **Drugs and Alcohol**-- Knowledge of a student's use of drugs and alcohol and his attitude toward these substances can be important. Any changes in his behavior involving these substances can also be important.
- ❑ **Outside Interests**-- A student's interests outside of school are important to note, as they can mitigate the school's concern when evaluating a threat or increase the level of concern.
- ❑ **The Copycat Effect**-- School shootings and other violent incidents that receive intense media attention can generate threats or copycat violence elsewhere. Copycat behavior is very common, in fact. Anecdotal evidence strongly indicates that threats increase in schools nationwide after a shooting has occurred anywhere in the United States. Students, teachers, school administrators and law enforcement officials should be more vigilant in noting disturbing student behavior in the days and weeks or even several months following a heavily publicized incident elsewhere in the country.

Maintain a copy for an administrator only file. Do not file in student's cumulative folder.

THREAT ASSESSMENT INTERVENTION MATRIX

| LOW LEVEL THREAT: | MEDIUM LEVEL THREAT: | HIGH LEVEL THREAT: |
|---|---|---|
| <p>Document the behavior NO pass list: Restrict Privileges Connect with one adult: Assign a teacher/staff to mentor Redefine behavior expectations</p> <ul style="list-style-type: none"> • Reteaching - Corrective Teaching - Preventive Teaching <p>Mediate unresolved conflict Problem Solve Together Assess validity of grievance/complaint SAT Process: Success Plan (Student Assistance Team – Teachers, Counselor, Parent, Administrator etc.) Apology and/or restitution Contact Probation/Parole Officer or Caseworker Follow-up: Parent/Guardian progress updates</p> | <p>Document the behavior Psychological assessment Safe Separation (minimize contact) NO pass list Restrict Privileges Random search of person, locker and effects, writings (notebooks) Daily to Weekly attitude checks: meet with counselor/mentor Student teach others Connect with one adult: Assign a teacher/staff to mentor Supervision before and after school if needed Problem solve together Contact Probation/Parole Officer or Caseworker Follow-up: Parent/Guardian Progress Updates SAT Process: Success Plan (Student Assistance Team – teachers, counselor, parent/guardian, administrator)</p> | <p>Committal if warranted Law Enforcement involvement Safe Separation (minimize contact) Daily search decreasing with time to random Daily attitude check until risk diminishes Regular search of vehicle, locker, writings etc Connect with one adult: Assign teacher/staff to mentor NO Pass List: Restrict Privileges Contact Probation/Parole Officer or Caseworker Do not allow unsupervised before/after school Follow-up: Parent/Guardian Progress Updates SAT Process for re-entry back to school – Success Plan (Student Assistance Team – teachers, counselor, parent/guardian, administrator)</p> |

Threat Assessment Flow Chart





Ralston Public Schools - Facility Assessment - 2018

10/17/2018

Total Probable Construction Cost Summary

| | | |
|---|-------|---------------------|
| a. Blumfield Elementary | | \$6,339,100 |
| b. Karen Western Elementary | | \$2,637,315 |
| c. Meadows Elementary | | \$4,886,683 |
| d. Mockingbird Elementary | | \$6,613,375 |
| e. Seymour Elementary | | \$2,734,503 |
| f. Wildewood Elementary | | \$4,639,093 |
| g. Ralston Middle School | | \$5,527,610 |
| h. Ralston High School | | \$22,776,550 |
| i. District Office | | \$75,000 |
| t. Subtotal: (Without Contingency) | | \$56,229,228 |
| u. Contingency | | \$8,434,384 |
| - Design Contingency | 10.0% | \$5,622,923 |
| - Construction Contingency | 5.0% | \$2,811,461 |
| v. TOTAL: Probable Construction Cost Summary | | \$64,663,612 |

Priority No. One (Immediately)

| | | |
|---|-------|--------------------|
| a. Blumfield Elementary | | \$524,500 |
| b. Karen Western Elementary | | \$450,000 |
| c. Meadows Elementary | | \$343,000 |
| d. Mockingbird Elementary | | \$451,500 |
| e. Seymour Elementary | | \$115,800 |
| f. Wildewood Elementary | | \$305,000 |
| g. Ralston Middle School | | \$636,000 |
| h. Ralston High School | | \$2,682,000 |
| i. District Office | | \$0 |
| t. TOTAL: PRIORITY NO. ONE (Without Contingency) | | \$5,507,800 |
| u. Contingency | | \$826,170 |
| - Design Contingency | 10.0% | \$550,780 |
| - Construction Contingency | 5.0% | \$275,390 |
| - Inflation Contingency** | 0.0% | \$0 |
| v. TOTAL: PRIORITY NO. ONE (With Contingency) | | \$6,333,970 |

**No inflation for immediate projects.



Priority No. Two (1-5 Years)

| | | |
|---|--------------|---------------------|
| a. Blumfield Elementary | \$5,344,500 | |
| b. Karen Western Elementary | \$1,966,715 | |
| c. Meadows Elementary | \$4,153,583 | |
| d. Mockingbird Elementary | \$5,464,075 | |
| e. Seymour Elementary | \$2,011,388 | |
| f. Wildewood Elementary | \$3,488,003 | |
| g. Ralston Middle School | \$4,870,490 | |
| h. Ralston High School | \$12,474,050 | |
| i. District Office | \$0 | |
| t. TOTAL: PRIORITY NO. TWO (Without Contingency) | | \$39,772,803 |
| u. Contingency | | \$9,943,201 |
| - Design Contingency | 10.0% | \$3,977,280 |
| - Construction Contingency | 5.0% | \$1,988,640 |
| - Inflation Contingency** | 10.0% | \$3,977,280 |
| v. TOTAL: PRIORITY NO. TWO (With Contingency) | | \$49,716,004 |

**Inflation calculated by taking the midpoint of the priorities (2.5 years) multiplied by 4% annual inflation.

Priority No. Three (6-10 Years)

| | | |
|---|-------------|---------------------|
| a. Blumfield Elementary | \$470,100 | |
| b. Karen Western Elementary | \$220,600 | |
| c. Meadows Elementary | \$390,100 | |
| d. Mockingbird Elementary | \$689,800 | |
| e. Seymour Elementary | \$607,315 | |
| f. Wildewood Elementary | \$846,090 | |
| g. Ralston Middle School | \$21,120 | |
| h. Ralston High School | \$7,620,500 | |
| i. District Office | \$0 | |
| t. TOTAL: PRIORITY NO. THREE (Without Contingency) | | \$10,865,625 |
| u. Contingency | | \$4,889,531 |
| - Design Contingency | 10.0% | \$1,086,563 |
| - Construction Contingency | 5.0% | \$543,281 |
| - Inflation Contingency** | 30.0% | \$3,259,688 |
| v. TOTAL: PRIORITY NO. THREE (With Contingency) | | \$15,755,156 |

**Inflation calculated by taking the midpoint of the priorities (7.5 years) multiplied by 4% annual inflation.

Summary



Ralston Public Schools Technical Analysis
Opinion of Probable Cost Matrix
D.9 Opinion of Probable Cost Summary

| | |
|------------------------------------|----------------------------|
| a. Priority No. One - Immediately | \$6,333,970 |
| b. Priority No. Two - 1-5 Years | \$49,716,004 |
| c. Priority No. Three - 6-10 Years | \$15,755,156 |
| d. TOTAL: | <u>\$71,805,130</u> |

| SYSTEM RECOMMENDATION DESCRIPTION | Quantity | |
|---|-----------------|-----|
| <u>Site Work</u> | | |
| Add sidewalk along Mockingbird Drive | 1 | LS |
| Mobilization | 1 | LS |
| Remove Sidewalk | 5,300 | SF |
| Remove Pavement | 2,900 | SY |
| General Grading And Shaping | 1 | LS |
| Remove And Replace Unsuitable Material (Assumed) | 250 | CY |
| Fly Ash Stabilization (Assumed) | 180 | TON |
| Construct 7" PCC Pavement | 2,900 | SY |
| Construct 5" PCC Sidewalk | 4,900 | SF |
| Construct Chain Link Fence | 250 | LF |
| Construct Curb Ramp | 3 | EA |
| Striping - Parking Lot | 1,300 | LF |
| Sodding | 20,000 | SF |
| Landscaping Allowance | 1 | LS |
| Utility Relocation Allowance | 1 | LS |
| Lighting Allowance | 1 | LS |
| | | |
| <u>Building - Architectural / Structural (50,795 SF)</u> | | |
| Upgrade Restroom Partitions & Sinks | | |
| Replace VCT Tile In (4) Corridor Open Areas | | |
| Roofing Project at Blumfield | | |
| Consider Replacement of Carpet | | |
| Replace main exterior doors and frames at doors (1-3-4-5-6) | 10 | EA |
| Add Security Vestibule | 1 | LS |
| Replace doorknobs with code compliant door hardware | 35 | EA |
| Miscellaneous cabinet repair | 1 | LS |
| Repaint Interior | 75,500 | SF |
| Media center ceiling damage | 1,000 | SF |
| Replace chalkboards throughout school with marker boards | 15 | EA |
| Add stoop for custodian workroom | 1 | LS |
| Replace rusted door frame for custodian workroom | 1 | LS |
| Repair rust at exterior bump-outs | 1 | LS |
| Repair cracked tile at Cafeteria | 1,150 | SF |
| Enclose classrooms | 23,020 | SF |
| Add double door freezer | 1 | LS |
| Tornado shelter | 1 | LS |
| Additional kitchen storage | 1 | LS |
| | | |
| <u>HVAC</u> | | |
| Add make-up air unit to kitchen to offset exhaust from kitchen hoods and dish washer. | | |
| Replace kitchen hood exhaust fan to comply with codes. | | |
| Replace all rooftop units. | | |

| | | |
|--|-----------------|--|
| Address building air pressurization concerns. | | |
| Review all HVAC temperature control sequences for energy savings options. | | |
| | | |
| SYSTEM | | |
| RECOMMENDATION DESCRIPTION | Quantity | |
| <u>Plumbing</u> | | |
| Replace domestic water heaters and add thermostatic-controlled mixing valve to allow hot water to be stored at 140°F to comply with locals codes. | | |
| Connect appropriate kitchen drains to grease interceptor. | | |
| | | |
| <u>Fire Suppression</u> | | |
| Install a new fire suppression system throughout to comply with NFPA and local codes. | | |
| | | |
| <u>Electrical</u> | | |
| <u>Electrical Service/Distribution</u> | | |
| Install new receptacles in new walls where available; or install new power poles, to increase the quantity of receptacles in the classrooms. | | |
| <u>Interior Lighting/Controls</u> | | |
| Replace fluorescent light fixtures with new LED fixtures for energy saving and reduced maintenance. | | |
| Replace metal halide lights in the gymnasium with new, high-bay LED luminaires for energy savings, reduced maintenance, and instant-on operation. | | |
| Install occupancy sensors for energy savings and energy code compliance. | | |
| <u>Exit and Emergency Lighting</u> | | |
| Install new battery-backup exit signs and emergency lighting to comply with current codes. | | |
| <u>Exterior Lighting</u> | | |
| Install new, LED type wall lights with integral emergency batteries at all required egress exit doors for emergency lighting code compliance. | | |
| Replace soffit and building-mounted metal halide and mercury vapor lights with new LED type for better lighting control and energy savings. | | |
| Replace metal halide pole lights with LED type for energy savings. Replace metal halide pole mounted cobra head lights with LED cutoff type luminaires for better lighting control and energy savings. | | |
| Install new pole lights at the east parking and drive area. | | |
| <u>Fire Alarm System</u> | | |
| Install voice evacuation for the gymnasium per NFPA code and local AHJ requirements. | | |
| Replace break-glass pull stations with modern, addressable pull stations. | | |
| <u>Telecom Space/Infrastructure</u> | | |
| Upgrade cabling infrastructure to Category 6 or higher. | | |
| <u>School Intercom</u> | | |
| Provide a new two-way intercom system. Provide new call switches and loudspeakers within each classroom and provide new call stations in the main office. | | |
| <u>School Phones</u> | | |
| Add phones to all classrooms. | | |
| <u>School Clocks</u> | | |

| | | |
|--|--|--|
| Provide a new, wireless GPS clock system with battery powered wireless clocks within the rooms that are linked to the wireless GPS clock transmitter via radio frequency signal. The wireless clock system should be tied into the intercom system so all class tones and clocks are synced. | | |
| <u>Classrooms</u> | | |
| Standard classroom AV systems for K-12 school districts within the area would include installing an interactive classroom AV projector or interactive display within each classroom. | | |
| <u>Wireless Access Points</u> | | |
| Review wireless access coverage and add wireless access points where required for complete coverage. If the floor plan changes and walls are added, redesign the wireless heat mapping. | | |
| <u>Gym/Stage Sound System</u> | | |
| The system is functional for its intended purpose; however, it is recommended that the system is updated in the near future for increased functionality. | | |
| <u>Electronic Access Control System</u> | | |
| Control and monitor all exterior doors with the access control system. | | |
| <u>Intrusion Detection System</u> | | |
| Provide a new intrusion detection system for the building. | | |
| <u>Video Surveillance System</u> | | |
| Install new, IP-based video surveillance system and cameras for the school. Monitor exterior entrances, parking lot, and the playgrounds with cameras. | | |
| | | |
| Totals | | |

| <i>Unit Price</i> | <i>Cost</i> | IMMEDIATELY PRIORITY #1 | 1-5 YEARS PRIORITY #2 | 6-10 YEARS PRIORITY #3 |
|-------------------|-------------|------------------------------------|----------------------------------|-----------------------------------|
| | | | | |
| \$20,000 | \$20,000 | | | \$20,000 |
| \$10,000 | \$10,000 | | | \$10,000 |
| \$1.50 | \$7,950 | | | \$7,950 |
| \$10 | \$29,000 | | | \$29,000 |
| \$15,000 | \$15,000 | | | \$15,000 |
| \$15 | \$3,750 | | | \$3,750 |
| \$165 | \$29,700 | | | \$29,700 |
| \$50 | \$145,000 | | | \$145,000 |
| \$7 | \$34,300 | | | \$34,300 |
| \$25 | \$6,250 | | | \$6,250 |
| \$750 | \$2,250 | | | \$2,250 |
| \$3 | \$3,900 | | | \$3,900 |
| \$0.50 | \$10,000 | | | \$10,000 |
| \$20,000 | \$20,000 | | | \$20,000 |
| \$10,000 | \$10,000 | | | \$10,000 |
| \$70,000 | \$70,000 | | | \$70,000 |
| | | | | |
| | | | | |
| | \$21,000 | | \$21,000 | |
| | \$31,000 | | \$31,000 | |
| | \$104,000 | | \$104,000 | |
| | \$45,000 | | \$45,000 | |
| \$2,500 | \$25,000 | | \$25,000 | |
| \$20,000 | \$20,000 | \$20,000 | | |
| \$400 | \$14,000 | \$14,000 | | |
| \$5,000 | \$5,000 | | \$5,000 | |
| \$1.50 | \$113,250 | | \$113,250 | |
| \$2.50 | \$2,500 | | \$2,500 | |
| \$650 | \$9,750 | | \$9,750 | |
| \$3,000 | \$3,000 | | \$3,000 | |
| \$2,500 | \$2,500 | | \$2,500 | |
| \$10,000 | \$10,000 | | \$10,000 | |
| \$4 | \$4,600 | | \$4,600 | |
| \$130 | \$2,992,600 | | \$2,992,600 | |
| \$10,000 | \$10,000 | | \$10,000 | |
| \$500,000 | \$500,000 | | \$500,000 | |
| \$75,000 | \$75,000 | | \$75,000 | |
| | | | | |
| | | | | |
| | \$30,000 | | \$30,000 | |
| | \$7,500 | | \$7,500 | |
| | \$340,000 | \$340,000 | | |

| | | | | |
|-------------------|-------------|---------|-----------|---------|
| | \$5,000 | \$5,000 | | |
| | \$4,000 | \$4,000 | | |
| | | | | |
| | | | | |
| Unit Price | Cost | | | |
| | | | | |
| | \$31,000 | | \$31,000 | |
| | \$25,000 | | \$25,000 | |
| | | | | |
| | \$105,700 | | \$105,700 | |
| | | | | |
| | | | | |
| | \$31,200 | | \$31,200 | |
| | | | | |
| | \$225,000 | | \$225,000 | |
| | | | | |
| | \$8,000 | | \$8,000 | |
| | \$47,500 | | \$47,500 | |
| | | | | |
| | \$40,400 | | \$40,400 | |
| | | | | |
| | \$8,600 | | \$8,600 | |
| | \$1,400 | | | \$1,400 |
| | \$8,400 | | | \$8,400 |
| | \$7,200 | | | \$7,200 |
| | | | | |
| | \$12,000 | | \$12,000 | |
| | \$2,900 | | \$2,900 | |
| | | | | |
| | \$253,000 | | \$253,000 | |
| | | | | |
| | \$47,500 | | \$47,500 | |
| | | | | |
| | \$63,000 | | \$63,000 | |
| | | | | |

| | | | | |
|--|--------------------|------------------|--------------------|------------------|
| | \$32,000 | | \$32,000 | |
| | | | | |
| | \$420,000 | | \$420,000 | |
| | | | | |
| | \$0 | | | |
| | | | | |
| | \$36,000 | | | \$36,000 |
| | | | | |
| | \$65,000 | \$65,000 | | |
| | | | | |
| | \$13,000 | \$13,000 | | |
| | | | | |
| | \$63,500 | \$63,500 | | |
| | | | | |
| | \$6,339,100 | \$524,500 | \$5,344,500 | \$470,100 |

| SYSTEM RECOMMENDATION DESCRIPTION | Quantity | |
|--|-----------------|-----|
| Site Work | | |
| Mobilization | 1 | LS |
| Remove Sidewalk | 12,000 | SF |
| Remove Pavement | 350 | SY |
| General Grading And Shaping | 1 | LS |
| Remove And Replace Unsuitable Material (Assumed) | 250 | CY |
| Fly Ash Stabilization (Assumed) | 20 | TON |
| Construct 7" PCC Pavement | 350 | SY |
| Construct 5" PCC Sidewalk | 12,800 | SF |
| Construct Curb Ramp | 1 | EA |
| Striping - Parking Lot | 100 | LF |
| Sodding | 5,000 | SF |
| Landscaping Allowance | 1 | EA |
| Utility Relocation Allowance | 1 | EA |
| Lighting Allowance | 1 | EA |
| | | |
| Building - Architectural / Structural (38,133 SF) | | |
| KW Commons/gym/classrooms roof | | |
| Check and Replace Vertical Joint Sealants as Needed | 1 | LS |
| Add Security Vestibule | 1 | LS |
| Replace doorknobs with code compliant door hardware | 35 | EA |
| Misc. cabinet repair | 1 | LS |
| Repaint Interior | 57,200 | SF |
| Replace chalkboards throughout with marker boards | 20 | EA |
| Repair various cracks/structural at Conc. A142 & Mech A141 | 1 | LS |
| Repair cracking at exterior façade concrete | 1 | LS |
| Repair ceiling in lower level mech room | 60 | SF |
| Replace damaged wood gym doors | 1 | LS |
| Grind down concrete at west vestibule | 1 | LS |
| Add shelving for Upper Level Storage | 100 | LF |
| Repair concrete and paint at coffered overhang. | 9,356 | SF |
| Replace carpet throughout building | 2,661 | SY |
| Replace misc. stair treads | 1 | LS |
| Repair floor slab/vct at Cardinal Square (Commons) | 1,480 | SF |
| Tornado shelter | 1 | LS |
| | | |
| HVAC | | |
| Add make-up air unit to kitchen to offset exhaust from kitchen hoods and dish washer. | | |
| Replace heat pumps with high efficiency heat pumps that include hot gas reheat to address humidity concerns. | | |
| Add outdoor air dampers to heat pump outdoor air duct and/or confirm operation existing damper operation. | | |

| | | |
|--|-----------------|--|
| Add two-way control valves to loop water connections at heat pumps and variable frequency controllers to loop pumps to increase energy savings and comply with energy code. | | |
| Review all HVAC temperature control sequences for energy savings options. | | |
| | | |
| SYSTEM | | |
| RECOMMENDATION DESCRIPTION | Quantity | |
| <u>Plumbing</u> | | |
| Replace domestic water heater and add thermostatic-controlled mixing valve to allow hot water to be stored at 140°F to comply with locals codes. | | |
| Insulate domestic water piping to stop heat loss and comply with energy code. | | |
| Connect appropriate kitchen drains to grease interceptor. | | |
| | | |
| <u>Fire Suppression</u> | | |
| Install a new fire suppression system throughout to comply with NFPA and local codes. | | |
| | | |
| <u>Electrical</u> | | |
| <u>Interior Lighting/Controls</u> | | |
| Replace fluorescent light fixtures with new LED fixtures for energy saving sand reduced maintenance. | | |
| Replace metal halide lights in the gymnasium with a reduced quantity of new, high-bay LED luminaires for energy savings, reduced maintenance, and instant-on operation. | | |
| Install occupancy sensors for energy savings and energy code compliance. | | |
| <u>Exit and Emergency Lighting</u> | | |
| Install additional battery type emergency lighting to comply with current codes. | | |
| <u>Exterior Lighting</u> | | |
| Install new, LED type wall lights with integral emergency batteries at all required egress exit doors for emergency lighting code compliance. | | |
| Replace soffit and building-mounted metal halide and mercury vapor lights with new LED type for energy savings. | | |
| Replace metal halide pole lights with LED type for energy savings. | | |
| <u>Fire Alarm System</u> | | |
| Install voice evacuation for the gymnasium per NFPA code and local AHJ requirements. | | |
| <u>Telecom Space/Infrastructure</u> | | |
| Upgrade cabling infrastructure to Category 6 or higher. | | |
| <u>School Intercom</u> | | |
| Provide a new two-way intercom system. Provide new call switches and loudspeakers within each classroom and provide new call stations in the main office. | | |
| <u>School Clocks</u> | | |
| Provide a new, wireless GPS clock system with battery powered wireless clocks within the rooms that are linked to the wireless GPS clock transmitter via radio frequency signal. The wireless clock system should be tied into the intercom system so all class tones and clocks are synced. | | |
| <u>Classrooms</u> | | |

| | | |
|--|--|--|
| Standard classroom AV systems for K-12 school districts within the area would include installing an interactive classroom AV projector or interactive display within each classroom. | | |
| <u>Gym/Stage Sound System</u> | | |
| The system is functional for its intended purpose; however, it is recommended that the system is updated in the near future for increased AV functionality. | | |
| <u>Electronic Access Control System</u> | | |
| Control and monitor all exterior doors with the access control system. | | |
| <u>Intrusion Detection System</u> | | |
| Provide a new intrusion detection system for the building | | |
| <u>Video Surveillance System</u> | | |
| Install new, IP-based video surveillance system and cameras for the school. Monitor exterior entrances, parking lot, and the playgrounds with cameras. | | |
| | | |
| Totals | | |

| <i>Unit Price</i> | <i>Cost</i> | IMMEDIATELY PRIORITY #1 | 1-5 YEARS PRIORITY #2 | 6-10 YEARS PRIORITY #3 |
|-------------------|-------------|------------------------------------|----------------------------------|-----------------------------------|
| | | | | |
| \$7,500 | \$7,500 | | | \$7,500 |
| \$2 | \$18,000 | | | \$18,000 |
| \$10 | \$3,500 | | | \$3,500 |
| \$5,000 | \$5,000 | | | \$5,000 |
| \$15 | \$3,750 | | | \$3,750 |
| \$165 | \$3,300 | | | \$3,300 |
| \$45 | \$15,750 | | | \$15,750 |
| \$6.50 | \$83,200 | | | \$83,200 |
| \$1,000 | \$1,000 | | | \$1,000 |
| \$3 | \$300 | | | \$300 |
| \$0.50 | \$2,500 | | | \$2,500 |
| \$5,000 | \$5,000 | | | \$5,000 |
| \$5,000 | \$5,000 | | | \$5,000 |
| \$20,000 | \$20,000 | | | \$20,000 |
| | | | | |
| | | | | |
| | \$76,000 | | \$76,000 | |
| \$15,000 | \$15,000 | | \$15,000 | |
| \$20,000 | \$20,000 | \$20,000 | | |
| \$400 | \$14,000 | \$14,000 | | |
| \$5,000 | \$5,000 | | \$5,000 | |
| \$1.50 | \$85,800 | | \$85,800 | |
| \$650 | \$13,000 | | \$13,000 | |
| \$28,000 | \$28,000 | | \$28,000 | |
| \$250,000 | \$250,000 | | \$250,000 | |
| \$10 | \$600 | | \$600 | |
| \$3,000 | \$3,000 | | \$3,000 | |
| \$5,000 | \$5,000 | | \$5,000 | |
| \$200 | \$20,000 | | \$20,000 | |
| \$5 | \$46,780 | | \$46,780 | |
| \$35 | \$93,135 | | \$93,135 | |
| \$3,000 | \$3,000 | | \$3,000 | |
| \$5 | \$7,400 | | \$7,400 | |
| \$500,000 | \$500,000 | | \$500,000 | |
| | | | | |
| | | | | |
| | \$30,000 | | \$30,000 | |
| | \$250,000 | \$250,000 | | |
| | \$25,000 | \$25,000 | | |

| | | | | |
|--------------------------|--------------------|---|---|--|
| | \$25,000 | \$25,000 | | |
| | \$3,500 | \$3,500 | | |
| | | | | |
| <i>Unit Price</i> | <i>Cost</i> | <i>IMMEDIATELY PRIORITY #1</i> | <i>1-5 YEARS PRIORITY #2</i> | <i>6-10 YEARS PRIORITY #3</i> |
| | \$31,000 | | \$31,000 | |
| | \$5,000 | | \$5,000 | |
| | \$25,000 | | \$25,000 | |
| | | | | |
| | \$53,000 | | \$53,000 | |
| | | | | |
| | \$108,500 | | \$108,500 | |
| | \$8,000 | | \$8,000 | |
| | \$24,200 | | \$24,200 | |
| | \$5,800 | | \$5,800 | |
| | \$6,500 | | \$6,500 | |
| | \$2,400 | | | \$2,400 |
| | \$8,400 | | | \$8,400 |
| | \$12,000 | | \$12,000 | |
| | \$193,000 | | \$193,000 | |
| | \$36,500 | | \$36,500 | |
| | \$24,500 | | \$24,500 | |
| | | | | |

| | | | | |
|--|--------------------|------------------|--------------------|------------------|
| | \$252,000 | | \$252,000 | |
| | | | | |
| | \$36,000 | | | \$36,000 |
| | | | | |
| | \$54,000 | \$54,000 | | |
| | | | | |
| | \$10,000 | \$10,000 | | |
| | | | | |
| | \$48,500 | \$48,500 | | |
| | | | | |
| | \$2,637,315 | \$450,000 | \$1,966,715 | \$220,600 |

| SYSTEM RECOMMENDATION DESCRIPTION | Quantity | |
|---|-----------------|-----|
| Site Work | | |
| Mobilization | 1 | LS |
| Remove Sidewalk | 6,000 | SF |
| Remove Pavement | 550 | SY |
| General Grading And Shaping | 1 | LS |
| Remove And Replace Unsuitable Material (Assumed) | 250 | CY |
| Fly Ash Stabilization (Assumed) | 150 | TON |
| Construct 7" PCC Pavement | 2,400 | SY |
| Construct 5" PCC Sidewalk | 6,000 | SF |
| Construct Chain Link Fence | 140 | LF |
| Construct Curb Ramp | 6 | EA |
| Striping - Parking Lot | 1,300 | LF |
| Construct Curb Inlet - Type I | 1 | EA |
| Construct 18" R.C.P., Class III | 150 | LF |
| Nyloplast Riser And Dome Grate | 1 | EA |
| Construct "Saddle Creek" Type - Single Inlet | 1 | EA |
| Sodding | 20,000 | SF |
| Landscaping Allowance | 1 | LS |
| Utility Relocation Allowance | 1 | LS |
| Lighting Allowance | 1 | LS |
| Site Amenities (Benches, Flag Pole) | 1 | LS |
| Building - Architectural / Structural (36,488) | | |
| Upgrade Restroom Partitions | | |
| Roof Restoration | | |
| Add Security Vestibule | 1 | LS |
| Replace doorknobs with code compliant door hardware | 30 | EA |
| Miscellenaous cabinet repair | 1 | LS |
| Repaint Interior | 54,732 | SF |
| Office expansion (1500 SF) | 1,500 | SF |
| Replace exterior HM doors with aluminum | 15 | EA |
| Replace all exterior windows | 400 | SF |
| Enclosed classrooms | 14,028 | SF |
| Tuck-pointing on all East facing brick | 2,925 | SF |
| Replace carpet throughout building | 3,102 | SY |
| Replace all ATC ceilings throughout building | 30,000 | SF |
| Tornado shelter | 1 | LS |
| HVAC | | |
| Replace kitchen exhaust hood. Add make-up air unit to kitchen to offset exhaust from kitchen hoods and dish washer. | | |
| Replace classroom rooftop units. | | |
| Review all HVAC temperature control sequences for energy savings options. | | |

| SYSTEM RECOMMENDATION DESCRIPTION | Quantity | |
|---|-----------------|--|
| <u>Plumbing</u> | | |
| Replace domestic water heater and add thermostatic-controlled mixing valve to allow hot water to be stored at 140°F to comply with locals codes. | | |
| Replace 5 damaged electric water coolers. | | |
| Replace 10 lavatories with ADA compliant fixtures. | | |
| Connect appropriate kitchen drains to grease interceptor. | | |
| | | |
| <u>Fire Suppression</u> | | |
| Install a new fire suppression system throughout to comply with NFPA and local codes. | | |
| | | |
| <u>Electrical</u> | | |
| <u>Electrical Service/Distribution</u> | | |
| Replace the existing main switchboard with a new circuit breaker type switchboard. This will require replacement of all electrical panels due to code-required fault current compatibility. | | |
| Install new receptacles in new walls where available; or install new power poles to increase the quantity of receptacles in the classrooms. | | |
| | | |
| <u>Interior Lighting/Controls</u> | | |
| Replace fluorescent light fixtures with new LED fixtures for energy savings and reduced maintenance. | | |
| | | |
| Replace metal halide lights in the gymnasium with new, high-bay LED luminaires for energy savings, reduced maintenance, and instant-on operation. | | |
| Install occupancy sensors for energy savings and energy code compliance. | | |
| | | |
| <u>Exit and Emergency Lighting</u> | | |
| Install new battery-backup exit signs and emergency lighting to comply with current codes. | | |
| | | |
| <u>Exterior Lighting</u> | | |
| Install new, LED type wall lights with integral emergency batteries at all required egress exit doors for emergency lighting code compliance. | | |
| Replace building-mounted metal halide lights with new LED type for better lighting control and energy savings. | | |
| Replace metal halide pole lights with LED type for energy savings. | | |
| | | |
| <u>Fire Alarm System</u> | | |
| Install a new addressable fire alarm system with voice evacuation per NFPA code and local AHJ requirements. | | |
| | | |
| <u>Telecom Space/Infrastructure</u> | | |
| At the first renovation opportunity, provide telecom spaces that are secured, environmentally controlled, and provide the proper electrical and grounding requirements. Upgrade cabling infrastructure to Category 6 or higher. | | |
| | | |
| <u>School Intercom</u> | | |
| Provide a new two-way intercom system. Provide new call switches and loudspeakers within each classroom and provide new call stations in the main office. | | |
| | | |
| <u>School Phones</u> | | |
| Add phones to all classrooms. | | |
| | | |
| <u>School Clocks</u> | | |

| | | |
|--|--|--|
| Provide a new, wireless GPS clock system with battery powered wireless clocks within the rooms that are linked to the wireless GPS clock transmitter via radio frequency signal. The wireless clock system should be tied into the intercom system so all class tones and clocks are synced. | | |
| <u>Classrooms</u> | | |
| Standard classroom AV systems for K-12 school districts within the area would include installing an interactive classroom AV projector or interactive display within each classroom. | | |
| <u>Wireless Access Points</u> | | |
| If floor plan changes and walls are added, redesign the wireless heat mapping. | | |
| <u>Gym/Stage Sound System</u> | | |
| The system is functional for its intended purpose; however, it is recommended that the system is updated in the near future for increased functionality. | | |
| <u>Electronic Access Control System</u> | | |
| Control and monitor all exterior doors with the access control system. | | |
| <u>Intrusion Detection System</u> | | |
| Provide a new intrusion detection system for the building. | | |
| <u>Video Surveillance System</u> | | |
| Install new, IP-based video surveillance system and cameras for the school. Monitor exterior entrances, parking lot, and the playgrounds with cameras. | | |
| | | |
| Totals | | |

| <i>Unit Price</i> | <i>Cost</i> | IMMEDIATELY PRIORITY #1 | 1-5 YEARS PRIORITY #2 | 6-10 YEARS PRIORITY #3 |
|-------------------|-------------|------------------------------------|----------------------------------|-----------------------------------|
| | | | | |
| \$10,000 | \$10,000 | | | \$10,000 |
| \$1.50 | \$9,000 | | | \$9,000 |
| \$7 | \$3,850 | | | \$3,850 |
| \$15,000 | \$15,000 | | | \$15,000 |
| \$15 | \$3,750 | | | \$3,750 |
| \$165 | \$24,750 | | | \$24,750 |
| \$45 | \$108,000 | | | \$108,000 |
| \$6.50 | \$39,000 | | | \$39,000 |
| \$25 | \$3,500 | | | \$3,500 |
| \$750 | \$4,500 | | | \$4,500 |
| \$3 | \$3,900 | | | \$3,900 |
| \$3,000 | \$3,000 | | | \$3,000 |
| \$75 | \$11,250 | | | \$11,250 |
| \$2,000 | \$2,000 | | | \$2,000 |
| \$4,000 | \$4,000 | | | \$4,000 |
| \$0.50 | \$10,000 | | | \$10,000 |
| \$20,000 | \$20,000 | | | \$20,000 |
| \$15,000 | \$15,000 | | | \$15,000 |
| \$45,000 | \$45,000 | | | \$45,000 |
| \$10,000 | \$10,000 | | | \$10,000 |
| | | | | |
| | | | | |
| | \$10,500 | | \$10,500 | |
| | \$73,000 | | \$73,000 | |
| \$20,000 | \$20,000 | \$20,000 | | |
| \$400 | \$12,000 | \$12,000 | | |
| \$5,000 | \$5,000 | | \$5,000 | |
| \$1.50 | \$82,098 | | \$82,098 | |
| \$180.00 | \$270,000 | | \$270,000 | |
| \$2,500 | \$37,500 | | \$37,500 | |
| \$65 | \$26,000 | | \$26,000 | |
| \$130 | \$1,823,640 | | \$1,823,640 | |
| \$3 | \$8,775 | | \$8,775 | |
| \$35 | \$108,570 | | \$108,570 | |
| \$2.50 | \$75,000 | | \$75,000 | |
| \$500,000 | \$500,000 | | \$500,000 | |
| | | | | |
| | | | | |
| | \$30,000 | | \$30,000 | |
| | \$200,000 | \$200,000 | | |
| | \$3,500 | \$3,500 | | |

| <i>Unit Price</i> | <i>Cost</i> | IMMEDIATELY PRIORITY #1 | 1-5 YEARS PRIORITY #2 | 6-10 YEARS PRIORITY #3 |
|-------------------|-------------|------------------------------------|----------------------------------|-----------------------------------|
| | | | | |
| | \$31,000 | | \$31,000 | |
| | \$8,000 | | \$8,000 | |
| | \$20,000 | | \$20,000 | |
| | \$25,000 | | \$25,000 | |
| | | | | |
| | | | | |
| | \$75,000 | | \$75,000 | |
| | | | | |
| | | | | |
| | \$91,200 | | \$91,200 | |
| | \$20,000 | | \$20,000 | |
| | | | | |
| | \$155,300 | | \$155,300 | |
| | \$8,000 | | \$8,000 | |
| | \$33,600 | | \$33,600 | |
| | | | | |
| | \$10,400 | | \$10,400 | |
| | | | | |
| | \$6,500 | | \$6,500 | |
| | \$1,400 | | | \$1,400 |
| | \$7,200 | | | \$7,200 |
| | | | | |
| | \$54,000 | | \$54,000 | |
| | | | | |
| | \$178,000 | | \$178,000 | |
| | | | | |
| | \$33,500 | | \$33,500 | |
| | | | | |
| | \$43,500 | | \$43,500 | |
| | | | | |

| | | | | |
|--|--------------------|------------------|--------------------|------------------|
| | \$22,500 | | \$22,500 | |
| | | | | |
| | \$288,000 | | \$288,000 | |
| | | | | |
| | \$0 | | | |
| | | | | |
| | \$36,000 | | | \$36,000 |
| | | | | |
| | \$54,000 | \$54,000 | | |
| | | | | |
| | \$9,000 | \$9,000 | | |
| | | | | |
| | \$44,500 | \$44,500 | | |
| | | | | |
| | \$4,886,683 | \$343,000 | \$4,153,583 | \$390,100 |

| SYSTEM RECOMMENDATION DESCRIPTION | Quantity | |
|---|-----------------|-----|
| Site Work | | |
| Replace Stairs @ Northwest Corner of Property??? | | |
| Replace Fence Around South & Southeast Grounds (Add Access Point to Upper Property) | 1 | LS |
| Replace Chain Link Fence at North Playground | 1 | LS |
| Mobilization | 1 | LS |
| Remove sidewalk | 28,200 | SF |
| Remove pavement | 2,400 | SY |
| General grading and shaping | 1 | LS |
| Remove and replace unsuitable material (assumed) | 250 | CY |
| Fly ash stabilization (assumed) | 150 | TON |
| Construct 7" pcc pavement | 2,400 | SY |
| Construct 5" pcc sidewalk | 28,200 | SF |
| Striping - parking lot | 1,400 | LF |
| Sodding | 15,000 | SF |
| Landscaping allowance | 1 | LS |
| Utility relocation allowance | 1 | LS |
| Stair reconstruction | 1 | LS |
| Lighting allowance | 1 | LS |
| | | |
| Building - Architectural / Structural (44,115 SF) | | |
| Finish Upgrading Restroom Partition Walls | 1 | LS |
| Kitchen Doors to Gym Need To Be Fire Rated | 6 | EA |
| Exterior Tuckpointing and Joint Sealants | 5,600 | SF |
| Remodel sinks, cabinetry, countertops in classrooms | 1 | LS |
| New Window Treatments | 4,800 | SF |
| Add Security Vestibule | 1 | LS |
| Replace doorknobs with code compliant door hardware | 30 | EA |
| Repaint Interior | 66,150 | SF |
| Replace cracked tile in Lower Level multipurpose room | 1 | LS |
| Add storage space for school to use for send home meals | 1 | LS |
| Replace hardlid ceiling to ATC (accommodate projectors) | 30,000 | SF |
| Replace vinyl walls where bubbling is occuring (A230) | 300 | SF |
| Replace exterior windows | 5,800 | SF |
| Repair structural items at Courtyard | 1 | LS |
| Replace interior wood doors | 65 | EA |
| Replace carpet throughout building | 3,800 | SY |
| Replace chalkboards with marker boards | 25 | EA |
| Remove partition walls at classrooms & install permanent wall(s) | 2,000 | SF |
| Replace exterior soffit panels | 12,500 | SF |
| Walls in 5th Grade Room No 251 | 1 | LS |
| Miscellenaous roof replacements | 1 | LS |
| Tornado shelter | 1 | LS |
| New lounge restroom | 1 | LS |

| | | |
|---|-------|----|
| Larger gym/multi-purpose room, stage and storage | 5,500 | SF |
| | | |
| HVAC | | |
| Add make-up air unit to kitchen to offset exhaust from kitchen hoods and dish washer. | | |
| Replace kitchen exhaust fan to comply with NFPA. | | |
| Replace heat pumps with high efficiency heat pumps that include hot gas reheat to address humidity concerns. | | |
| Add outdoor air dampers to heat pump outdoor air duct and/or confirm operation existing damper operation. | | |
| Add two-way control valves to loop water connections at heat pumps and variable frequency controllers to loop pumps to increase energy savings and comply with energy code. | | |
| Review all HVAC temperature control sequences for energy savings options. | | |
| | | |

| SYSTEM | | |
|--|--|--|
| <i>RECOMMENDATION DESCRIPTION</i> | | |
| Plumbing | | |
| Replace domestic water heater and add thermostatic-controlled mixing valve to allow hot water to be stored at 140°F to comply with locals codes. | | |
| Address flush valves on urinals where noted to not be operating correctly. | | |
| Connect appropriate kitchen drains to grease interceptor. | | |
| Fire Protection | | |
| Install a new fire suppression system throughout to comply with NFPA and local codes. | | |
| Install a new addressable fire alarm system with voice evacuation per NFPA code and local AHJ requirements. | | |
| Electrical | | |
| Electrical Service/Distribution | | |
| Install additional receptacles as required to accommodate the electronic equipment in each classroom. | | |
| Interior Lighting/Controls | | |
| Replace fluorescent light fixtures with new LED fixtures for energy savings and reduced maintenance. | | |
| Replace metal halide lights in the gymnasium with a reduced quantity of new high-bay LED luminaires for energy savings, reduced maintenance, and instant-on operation. | | |
| Install occupancy sensors for energy savings and energy code compliance. | | |
| Exit and Emergency Lighting | | |
| Install new battery-backup emergency lighting to comply with current codes. | | |
| Exterior Lighting | | |
| Install new, LED type wall lights with integral emergency batteries at all required egress exit doors for emergency lighting code compliance. | | |
| Replace building-mounted metal halide lights with new LED type for better lighting control and energy savings. | | |
| Replace metal halide pole lights with LED type for energy savings. | | |
| Telecom Space/Infrastructure | | |

| | | |
|--|--|--|
| At the first renovation opportunity, provide telecom spaces that are secured, environmentally controlled, and provide the proper electrical and grounding requirements. Upgrade cabling infrastructure to Category 6 or higher. | | |
| <u>School Intercom</u> | | |
| Provide a new two-way intercom system. Provide new call switches and loudspeakers within each classroom and provide new call stations in the main office. | | |
| <u>School Phones</u> | | |
| Add phones to all classrooms. | | |
| <u>School Clocks</u> | | |
| Provide a new, wireless GPS clock system with battery powered wireless clocks within the rooms that are linked to the wireless GPS clock transmitter via radio frequency signal. The wireless clock system should be tied into the intercom system so all class tones and clocks are synced. | | |
| <u>Classrooms</u> | | |
| It is recommended that the district conduct a planning session to determine the future audiovisual (AV) functionality and requirements. Standard classroom AV systems for K-12 school districts within the area would include installing an interactive classroom AV projector or interactive display within each classroom. | | |
| <u>Gym/Stage Sound System</u> | | |
| The system is functional for its intended purpose; however, it is recommended that the system is updated in the near future for increased AV functionality. | | |
| <u>Electronic Access Control System</u> | | |
| Control and monitor all exterior doors with the access control system. | | |
| <u>Intrusion Detection System</u> | | |
| Provide a new intrusion detection system for the building. | | |
| <u>Video Surveillance System</u> | | |
| Install new, IP-based video surveillance system and cameras for the school. Monitor exterior entrances, parking lot, and the playgrounds with cameras. | | |
| | | |
| Totals | | |

| <i>Unit Price</i> | <i>Cost</i> | IMMEDIATELY PRIORITY #1 | 1-5 YEARS PRIORITY #2 | 6-10 YEARS PRIORITY #3 |
|-------------------|-------------|------------------------------------|----------------------------------|-----------------------------------|
| | \$8,000 | | | |
| \$20,000 | \$20,000 | | | \$20,000 |
| \$15,000 | \$15,000 | | | \$15,000 |
| \$15,000 | \$15,000 | | | \$15,000 |
| \$1.50 | \$42,300 | | | \$42,300 |
| \$7 | \$16,800 | | | \$16,800 |
| \$15,000 | \$15,000 | | | \$15,000 |
| \$15 | \$3,750 | | | \$3,750 |
| \$165 | \$24,750 | | | \$24,750 |
| \$45 | \$108,000 | | | \$108,000 |
| \$6.50 | \$183,300 | | | \$183,300 |
| \$3 | \$4,200 | | | \$4,200 |
| \$0.50 | \$7,500 | | | \$7,500 |
| \$20,000 | \$20,000 | | | \$20,000 |
| \$15,000 | \$15,000 | | | \$15,000 |
| \$100,000 | \$100,000 | | | \$100,000 |
| \$50,000 | \$50,000 | | | \$50,000 |
| | | | | |
| | | | | |
| \$20,000 | \$20,000 | | \$20,000 | |
| \$2,500 | \$15,000 | | \$15,000 | |
| \$3 | \$16,800 | | \$16,800 | |
| \$300,000.00 | \$300,000 | | \$300,000 | |
| \$3 | \$14,400 | | \$14,400 | |
| \$20,000 | \$20,000 | \$20,000 | | |
| \$800 | \$24,000 | \$24,000 | | |
| \$1.50 | \$99,225 | | \$99,225 | |
| \$5,000 | \$5,000 | | \$5,000 | |
| \$10,000 | \$10,000 | | \$10,000 | |
| \$4.50 | \$135,000 | | \$135,000 | |
| \$8 | \$2,400 | | \$2,400 | |
| \$65 | \$377,000 | | \$377,000 | |
| \$500,000 | \$500,000 | | \$500,000 | |
| \$1,500 | \$97,500 | | \$97,500 | |
| \$35 | \$133,000 | | \$133,000 | |
| \$650 | \$16,250 | | \$16,250 | |
| \$30 | \$60,000 | | \$60,000 | |
| \$40 | \$500,000 | | \$500,000 | |
| \$70,000 | \$70,000 | | \$70,000 | |
| \$250,000 | \$250,000 | | \$250,000 | |
| \$500,000 | \$500,000 | | \$500,000 | |
| \$40,000 | \$40,000 | | \$40,000 | |

| | | | | |
|-------|-------------|-----------|-------------|--|
| \$220 | \$1,210,000 | | \$1,210,000 | |
| | | | | |
| | | | | |
| | \$30,000 | | \$30,000 | |
| | \$7,500 | | \$7,500 | |
| | \$225,000 | \$225,000 | | |
| | \$32,000 | \$32,000 | | |
| | \$25,000 | \$25,000 | | |
| | \$4,000 | \$4,000 | | |

| | | | | |
|--|--------------|--|----------|--|
| | COSTS | | | |
| | | | | |
| | \$31,000 | | \$31,000 | |
| | \$5,000 | | \$5,000 | |
| | \$25,000 | | \$25,000 | |
| | | | | |
| | \$95,000 | | \$95,000 | |
| | \$70,000 | | \$70,000 | |

| | | | | |
|--|-----------|--|-----------|---------|
| | | | | |
| | \$15,000 | | \$15,000 | |
| | | | | |
| | \$206,500 | | \$206,500 | |
| | \$8,000 | | \$8,000 | |
| | \$43,800 | | \$43,800 | |
| | | | | |
| | \$3,000 | | \$3,000 | |
| | | | | |
| | \$7,200 | | \$7,200 | |
| | \$4,800 | | | \$4,800 |
| | \$8,400 | | | \$8,400 |
| | | | | |

| | | | | |
|--|--------------------|------------------|--------------------|------------------|
| | \$205,000 | | \$205,000 | |
| | | | | |
| | \$38,500 | | \$38,500 | |
| | | | | |
| | \$36,000 | | \$36,000 | |
| | | | | |
| | \$26,000 | | \$26,000 | |
| | | | | |
| | \$240,000 | | \$240,000 | |
| | | | | |
| | \$36,000 | | | \$36,000 |
| | | | | |
| | \$59,500 | \$59,500 | | |
| | | | | |
| | \$10,500 | \$10,500 | | |
| | | | | |
| | \$51,500 | \$51,500 | | |
| | | | | |
| | \$6,613,375 | \$451,500 | \$5,464,075 | \$689,800 |

| SYSTEM RECOMMENDATION DESCRIPTION | Quantity | |
|--|-----------------|----|
| Site Work | | |
| Mobilization | 1 | LS |
| Remove sidewalk | 750 | SF |
| General grading and shaping | 1 | LS |
| Construct 5" pcc sidewalk | 1,270 | SF |
| Construct wall step | 1 | EA |
| Sodding | 5,000 | SF |
| Landscaping allowance | 1 | LS |
| Utility relocation allowance | 1 | LS |
| Building (30,575) | | |
| Condensing Unit Brick Screen Wall Needs Repair | 1 | LS |
| Exterior Walls, Columns & Foundation Sealant | 1 | LS |
| Remodel all classroom sinks, cabinetry and counters | | |
| Move Office to NW corner of building. Existing office changes to Classroom space | 4,000 | SF |
| Add Security Vestibule | 1 | LS |
| Replace doorknobs with code compliant door hardware | 12 | EA |
| Classroom cabinet replacement (11 Classrooms) | 176 | LF |
| Miscellenaous cabinet repair | 1 | LS |
| Repaint Interior | 45,850 | SF |
| Replace chalkboards throughout with marker boards | 20 | EA |
| Replace exterior windows | 2,870 | SF |
| Repair settlement issues with slab at NE and SE classrooms | 1 | LS |
| Replace ATC ceiling tiles throughout bulidling | 25265 | SF |
| Replace carpet throughout building | 2580 | SY |
| Tornado shelter | 1 | LS |
| HVAC | | |
| Review all HVAC temperature control sequences for energy savings options. | | |
| SYSTEM RECOMMENDATION DESCRIPTION | | |
| Plumbing | | |
| Replace domestic water headers and add thermostatic-controlled mixing valve to allow hot water to be stored at 140°F to comply with local codes. | | |
| Replace galvanized domestic water piping in the boiler room. | | |
| Replace selected electric water coolers. | | |
| Connect appropriate kitchen drains to grease interceptor. | | |
| Fire Protection | | |
| Install a new fire suppression system throughout to comply with NFPA and local codes. | | |

| | | |
|--|--|--|
| <u>Electrical</u> | | |
| <u>Electrical Service/Distribution</u> | | |
| Install new tamper-resistant receptacles in kindergarten, first grade, and second grade classrooms and common-use areas to replace existing plugstrips and existing non-tamper resistant receptacles. Optionally, plug protectors can be installed in plugstrip outlets and standard receptacles. | | |
| <u>Interior Lighting/Controls</u> | | |
| Replace fluorescent light fixtures with new LED fixtures for energy savings and reduced maintenance. | | |
| Replace metal halide lights in the gymnasium with a new high-bay LED luminaires for energy savings, reduced maintenance, and instant-on operation. | | |
| Install occupancy sensors for energy savings and energy code compliance. | | |
| <u>Exit and Emergency Lighting</u> | | |
| Install new battery-backup emergency lighting to comply with current codes. | | |
| <u>Exterior Lighting</u> | | |
| Install new LED type wall lights with integral emergency batteries at all required egress exit doors for emergency lighting code compliance. | | |
| Replace building-mounted metal halide lights with new LED type for better lighting control and energy savings. | | |
| Replace metal halide pole lights with LED type for energy savings. | | |
| <u>Fire Alarm System</u> | | |
| Install a new, addressable fire alarm system with voice evacuation per NFPA code and local AHJ requirements. | | |
| <u>Telecom Space/Infrastructure</u> | | |
| At the first renovation opportunity, provide a telecom space that is secured, environmentally controlled, and provides the proper electrical and grounding requirements. Upgrade cabling infrastructure to Category 6 or higher. | | |
| <u>School Intercom</u> | | |
| Provide a new two-way intercom system. Provide new call switches and loudspeakers within each classroom and provide new call stations in the main office. | | |
| <u>School Phones</u> | | |
| Add phones to all classrooms. | | |
| <u>School Clocks</u> | | |
| Provide a new, wireless GPS clock system with battery powered wireless clocks within the rooms that are linked to the wireless GPS clock transmitter via radio frequency signal. The wireless clock system should be tied into the intercom system so all class tones and clocks are synced. | | |
| <u>Classrooms</u> | | |
| It is recommended that the district conduct a planning session to determine the future audiovisual (AV) functionality and requirements. Standard classroom AV systems for K-12 school districts within the area would include installing an interactive classroom AV projector or interactive display within each classroom. | | |
| <u>Wireless Access Points</u> | | |
| None. | | |
| <u>Gym/Stage Sound System</u> | | |
| The system is functional for its intended purpose; however, it is recommended that the system be updated in the near future for increased AV functionality. | | |
| <u>Electronic Access Control System</u> | | |
| Control and monitor all exterior doors with the access control system. | | |

| | | |
|--|--|--|
| <u>Intrusion Detection System</u> | | |
| Provide a new intrusion detection system for the building. | | |
| <u>Video Surveillance System</u> | | |
| Install new IP-based video surveillance system and cameras for the school. Monitor exterior entrances, plus the parking lot and playgrounds, with cameras. | | |
| | | |
| Totals | | |

| | | | | |
|--|-----------|----------|-----------|---------|
| | | | | |
| | | | | |
| | \$5,000 | | \$5,000 | |
| | | | | |
| | \$102,400 | | \$102,400 | |
| | | | | |
| | \$8,000 | | \$8,000 | |
| | \$24,500 | | \$24,500 | |
| | | | | |
| | \$1,300 | | \$1,300 | |
| | | | | |
| | \$2,400 | | \$2,400 | |
| | \$3,800 | | | \$3,800 |
| | \$6,000 | | | \$6,000 |
| | | | | |
| | \$39,200 | | \$39,200 | |
| | | | | |
| | \$151,000 | | \$151,000 | |
| | | | | |
| | \$28,500 | | \$28,500 | |
| | | | | |
| | \$32,500 | | \$32,500 | |
| | | | | |
| | \$19,000 | | \$19,000 | |
| | | | | |
| | \$216,000 | | \$216,000 | |
| | | | | |
| | \$0 | | \$0 | |
| | | | | |
| | \$36,000 | | \$36,000 | |
| | | | | |
| | \$22,000 | \$22,000 | | |

| | | | | |
|--|--------------------|------------------|--------------------|------------------|
| | | | | |
| | \$8,000 | \$8,000 | | |
| | | | | |
| | \$38,000 | \$38,000 | | |
| | | | | |
| | \$2,734,503 | \$115,800 | \$2,011,388 | \$607,315 |

| SYSTEM <i>RECOMMENDATION DESCRIPTION</i> | Quantity | |
|--|-----------------|-----|
| Site Work | | |
| Mobilization | 1 | LS |
| Remove sidewalk | 25,660 | SF |
| Remove pavement | 36,160 | SY |
| General grading and shaping | 1 | LS |
| Remove and replace unsuitable material (assumed) | 250 | CY |
| Fly ash stabilization (assumed) | 200 | TON |
| Construct 7" pcc pavement | 5,500 | SY |
| Construct 5" pcc sidewalk | 14,700 | SF |
| Construct chain link fence | 250 | LF |
| Construct curb ramp | 5 | EA |
| Striping - parking lot | 2,800 | LF |
| Sodding | 20,000 | SF |
| Landscaping allowance | 1 | LS |
| Utility relocation allowance | 1 | LS |
| Lighting allowance | 1 | LS |
| Building - Architectural / Structural (39,035 SF) | | |
| Standing Seam Metal Roof Sealant & Paint | 6,000 | SF |
| Window Boxes Sealant & Paint | 1 | LS |
| Caulk Exterior Panels (last done in 1999) | 1 | LS |
| Roof reconditioning | 1 | LS |
| Front Stairs to Ralston Ave. Need Repair or Replacement) | 1 | LS |
| Replacement of Restroom Partitions | 1 | LS |
| Add Security Vestibule | 1 | LS |
| Replace doorknobs with code compliant door hardware | 30 | EA |
| Miscellenaous cabinet repair | 1 | LS |
| Repaint Interior | 58,535 | SF |
| Replace all closers on doors. | 40 | EA |
| Repair exterior wall damage on southeast | 1 | LS |
| Replace exterior windows | 550 | SF |
| Replace Tile flooring in Kitchen(?) | 925 | SF |
| Replace Carpet throughout building | 3,525 | SY |
| Enclosed Classrooms | 10,880 | SF |
| Replace all doors and rusted frames | 4 | SF |
| Tornado shelter | 1 | LS |
| HVAC | | |
| Add make-up air unit to kitchen to offset exhaust from kitchen hoods and dish washer | | |
| Replace Rooftop Units 1,2,3,4, and 5. | | |
| Review all HVAC temperature control sequences for energy savings options. | | |
| | | |
| SYSTEM <i>RECOMMENDATION DESCRIPTION</i> | | |

| | | |
|--|--|--|
| Plumbing | | |
| Replacement of Some Bradley Restroom Sinks | | |
| Replace domestic water headers and add thermostatic-controlled mixing valve to allow hot water to be stored at 140°F to comply with local codes. | | |
| Replace wash fountains in the fourth grade area. | | |
| Connect appropriate kitchen drains to grease interceptor. | | |
| | | |
| Fire Protection | | |
| Install a new fire suppression system throughout to comply with NFPA and local codes. | | |
| | | |
| Electrical | | |
| Electrical Service/Distribution | | |
| Install new receptacles in new walls where available; or install new power poles to increase the quantity of receptacles in the classrooms. Replace non-GFCI receptacles located near sinks with new GFCI receptacles. | | |
| Interior Lighting/Controls | | |
| Replace fluorescent light fixtures with new LED fixtures for energy savings and reduced maintenance. | | |
| Replace metal halide lights in the gymnasium with a new high-bay LED luminaires for energy savings, reduced maintenance, and instant-on operation. | | |
| Install occupancy sensors for energy savings and energy code compliance. | | |
| Exit and Emergency Lighting | | |
| Install new battery-backup emergency lighting to comply with current codes. | | |
| Exterior Lighting | | |
| Install new LED type wall lights with integral emergency batteries at all required egress exit doors for emergency lighting code compliance. | | |
| Replace building-mounted metal halide lights with new LED type for better lighting control and energy savings. | | |
| Replace metal halide pole lights with LED type for energy savings. Replace metal halide pole-mounted floodlights with LED cutoff type luminaires for better lighting control, and emergency savings. | | |
| Install new pole lights at the south half of the west parking area and driveway. | | |
| Fire Alarm System | | |
| Install a new, addressable fire alarm system with voice evacuation per NFPA code and local AHJ requirements. | | |
| Telecom Space/Infrastructure | | |
| At the first renovation opportunity, provide a telecom space that is secured, environmentally controlled, and provides the proper electrical and grounding requirements. Upgrade cabling infrastructure to Category 6 or higher. | | |
| School Intercom | | |
| Provide a new two-way intercom system. Provide new call switches and loudspeakers within each classroom and provide new call station in the main office. | | |
| School Phones | | |
| Add phones to all classrooms. | | |
| School Clocks | | |
| Provide a new, wireless GPS clock system with battery powered wireless clocks within the rooms that are linked to the wireless GPS clock transmitter via radio frequency signal. The wireless clock system should be tied into the intercom system so all class tones and clocks are synced. | | |

| | | |
|--|--|--|
| <u>Classrooms</u> | | |
| It is recommended that the district conduct a planning session to determine the future audiovisual (AV) functionality and requirements. Standard classroom AV systems for K-12 school districts within the area would include installing an interactive classroom AV projector or interactive display within each classroom. | | |
| <u>Wireless Access Points</u> | | |
| None. | | |
| <u>Gym/Stage Sound System</u> | | |
| The system is functional for its intended purpose; however, it is recommended that the system be updated in the near future for increased AV functionality | | |
| <u>Electronic Access Control System</u> | | |
| Control and monitor all exterior doors with the access control system. | | |
| <u>Intrusion Detection System</u> | | |
| Provide a new intrusion detection system for the building. | | |
| <u>Video Surveillance System</u> | | |
| Install new IP-based video surveillance system and cameras for the school. Monitor exterior entrances, plus the parking lot and playgrounds, with cameras. | | |
| | | |
| Totals | | |

| | | | | |
|--|-----------|--|-----------|---------|
| | | | | |
| | \$10,500 | | \$10,500 | |
| | \$20,000 | | \$20,000 | |
| | \$5,000 | | \$5,000 | |
| | \$25,000 | | \$25,000 | |
| | | | | |
| | | | | |
| | \$82,000 | | \$82,000 | |
| | | | | |
| | | | | |
| | \$22,400 | | \$22,400 | |
| | | | | |
| | \$171,000 | | \$171,000 | |
| | \$8,000 | | \$8,000 | |
| | \$37,000 | | \$37,000 | |
| | | | | |
| | \$2,500 | | \$2,500 | |
| | | | | |
| | \$7,200 | | \$7,200 | |
| | \$1,900 | | | \$1,900 |
| | \$6,000 | | | \$6,000 |
| | \$7,200 | | | \$7,200 |
| | | | | |
| | \$59,200 | | \$59,200 | |
| | | | | |
| | \$180,000 | | \$180,000 | |
| | | | | |
| | \$34,000 | | \$34,000 | |
| | | | | |
| | \$43,500 | | \$43,500 | |
| | | | | |
| | \$23,500 | | \$23,500 | |

| | | | | |
|--|--------------------|------------------|--------------------|------------------|
| | | | | |
| | \$288,000 | | \$288,000 | |
| | \$0 | | | |
| | | | | |
| | \$36,000 | | | \$36,000 |
| | | | | |
| | \$65,000 | \$65,000 | | |
| | | | | |
| | \$9,000 | \$9,000 | | |
| | | | | |
| | \$45,000 | \$45,000 | | |
| | | | | |
| | \$4,639,093 | \$305,000 | \$3,488,003 | \$846,090 |

| SYSTEM RECOMMENDATION DESCRIPTION | Quantity | |
|---|-----------------|-----|
| Site Work | | |
| Replace Front Sidewalk Along Lakeview with 4-5' Sidewalk | | |
| Mobilization | 1 | LS |
| Remove sidewalk | 5,500 | SF |
| Remove pavement | 4,800 | SY |
| Remove retaining wall | 11 | LF |
| General grading and shaping | 1 | LS |
| Remove and replace unsuitable material (assumed) | 250 | CY |
| Fly ash stabilization (assumed) | 150 | TON |
| Construct 7" pcc pavement | 4,650 | SY |
| Construct 5" pcc sidewalk | 5,500 | SF |
| Construct curb ramp | 4 | EA |
| Striping - parking lot | 1,690 | LF |
| Sodding | 7,000 | SF |
| Retaining wall 6 foot high | 2,550 | SF |
| Landscaping allowance | 1 | LS |
| Utility relocation allowance | 1 | LS |
| Lighting allowance | 1 | LS |
| | | |
| Replace sagging retaining wall on west side | 1 | LS |
| Address exposed dumpsters | 1 | LS |
| Add landing/stairs outside east entrance of mech room | 1 | LS |
| Address drain issues at west side central courtyard of building | 1 | LS |
| Repair stair nosing at east entrance stairs | 1 | LS |
| | | |
| Building - Architectural / Structural | | |
| Improvements to the Upper Gymnasium Ceiling | 8,500 | SF |
| Consider Blocking the Corridor Columns | 6 | EA |
| Replace rubber stair treads, lower gym | 1 | LS |
| Replace main entry, corridor, cafeteria tile | 2,100 | SF |
| Replace peeling vinyl throughout School | 1 | LS |
| Add security vestibule and renovate portion of office. | 2,400 | SF |
| Address cracks/structural in west staircase | 1 | LS |
| Replace misc. ATC ceiling tiles | 1 | LS |
| Replace gutters | 1 | LS |
| Replace dishwasher | 1 | LS |
| Address cracking CMU (east wing corridor) | 1 | LS |
| Address settlement cracking in Preparation room | 1 | LS |
| Misc. masonry repair | 1 | LS |
| Replace lockers in entire building | 530 | EA |
| Address sound issues in cafeteria | 1 | LS |
| Replace furniture in Industrial Technology area | 1 | LS |
| Replace stained EIFS on northeast exterior walls | 12000 | SF |

| | | |
|---|-------|----|
| Address roof leak / ceiling tile replacement at southeast corner of building | 1 | LS |
| Restore wall surfaces in Art Room | 500 | SF |
| Repaint Structure in older Gym | 1 | LS |
| Address wall surface at southern wall of Main Gym | 2,500 | SF |
| Address CMU cracking at southeast corridor | \$1 | LS |
| Tornado shelter | 1 | LS |
| HVAC | | |
| The heat pumps are close to 20 years old and close to the end of their useful life. Replace heat pumps with high-efficiency units with two-speed compressors and hot gas reheat for humidity control. | | |
| Add two-way control valves to each heat pump condenser water connection and variable frequency controllers to the loop pumps for energy savings. | | |
| A major complaint is high humidity and temperature in the building. The lack of dampers to close off the outdoor air connections at the heat pumps when the spaces are unoccupied is contributing to the high humidity. Add motorized dampers to each outdoor air connection. | | |
| Review all HVAC temperature control sequences for energy savings options. | | |
| Replace or fix plugged air units on east side of building | | |

| SYSTEM | | |
|--|--|--|
| <i>RECOMMENDATION DESCRIPTION</i> | | |
| <u>Plumbing</u> | | |
| Replace grease interceptor with a concrete-constructed type for longevity. | | |
| Determine sewer gas smell location and address. | | |
| | | |
| <u>Fire Protection</u> | | |
| None. | | |
| | | |
| <u>Electrical</u> | | |
| <u>Interior Lighting/Controls</u> | | |
| Replace fluorescent light fixtures with new LED fixtures for energy savings, reduced maintenance, and ease of lighting control. | | |
| Replace metal halide lights in the gymnasium with a new high-bay LED luminaires for energy savings, reduced maintenance, and instant-on operation. | | |
| Install occupancy sensors for energy savings and energy code compliance. | | |
| <u>Exit and Emergency Lighting</u> | | |
| Install additional battery type emergency lighting to comply with current codes. | | |
| <u>Exterior Lighting</u> | | |
| Install new, LED type wall lights with integral emergency batteries at all required egress exit doors for emergency lighting code compliance. | | |
| Replace building-mounted metal halide lights with new LED type for energy savings. | | |
| Replace metal halide pole lights with LED type for energy savings. | | |
| <u>Fire Alarm System</u> | | |
| None | | |

| | | |
|--|--|--|
| <u>Telecom Space/Infrastructure</u> | | |
| Update the existing MDF and IDFS to dedicate telecom spaces that are secure, environmentally controlled, and provide the proper electrical and grounding requirements. Upgrade cabling infrastructure to Category 6 or higher. | | |
| <u>School Intercom</u> | | |
| Provide a new two-way intercom system. Provide new call switches and loudspeakers within each classroom and provide new call stations in the main office. | | |
| <u>School Phones</u> | | |
| Add phones to all classrooms. | | |
| <u>Wireless Clock System</u> | | |
| Provide a new, wireless GPS clock system with battery powered wireless clocks within the rooms that are linked to the wireless GPS clock transmitter via radio frequency signal. The wireless clock system should be tied into the intercom system so all bells and clocks are synced. | | |
| <u>Classrooms</u> | | |
| It is recommended that the district conduct a planning session to determine the future audiovisual (AV) functionality and requirements. Standard classroom AV systems for K-12 school districts within the area would include installing an interactive classroom AV projector or interactive display within each classroom. | | |
| <u>Wireless Access Points</u> | | |
| None | | |
| <u>Gym Sound System</u> | | |
| None | | |
| <u>Electronic Access Control System</u> | | |
| Control and monitor all exterior doors with the access control system. | | |
| <u>Intrusion Detection System</u> | | |
| Provide new intrusion detection system for the building. | | |
| <u>Video Surveillance System</u> | | |
| Install new, IP-based video surveillance system and cameras for the school. Monitor exterior entrances, corridor, parking lot, and other common areas with cameras. | | |
| | | |
| Totals | | |

| <i>Unit price</i> | <i>Cost</i> | IMMEDIATELY PRIORITY #1 | 1-5 YEARS PRIORITY #2 | 6-10 YEARS PRIORITY #3 |
|-------------------|-------------|------------------------------------|----------------------------------|-----------------------------------|
| | | | | |
| | \$35,000 | | \$35,000 | |
| \$10,000 | \$10,000 | | \$10,000 | |
| \$1.50 | \$8,250 | | \$8,250 | |
| \$7 | \$33,600 | | \$33,600 | |
| \$20 | \$220 | | \$220 | |
| \$10,000 | \$10,000 | | \$10,000 | |
| \$15 | \$3,750 | | \$3,750 | |
| \$165 | \$24,750 | | \$24,750 | |
| \$50 | \$232,500 | | \$232,500 | |
| \$7 | \$38,500 | | \$38,500 | |
| \$750 | \$3,000 | | \$3,000 | |
| \$3 | \$5,070 | | \$5,070 | |
| \$0.50 | \$3,500 | | \$3,500 | |
| \$40 | \$102,000 | | \$102,000 | |
| \$10,000 | \$10,000 | | \$10,000 | |
| \$5,000 | \$5,000 | | \$5,000 | |
| \$50,000 | \$50,000 | | \$50,000 | |
| | | | | |
| \$15,000 | \$15,000 | \$15,000.00 | | |
| \$30,000 | \$30,000 | | \$30,000 | |
| \$15,000 | \$15,000 | | \$15,000 | |
| \$25,000 | \$25,000 | | \$25,000 | |
| \$2,000 | \$2,000 | | \$2,000 | |
| | | | | |
| | | | | |
| \$6 | \$51,000 | | \$51,000 | |
| \$3,500 | \$21,000 | | \$21,000 | |
| \$2,500 | \$2,500 | | \$2,500 | |
| \$6 | \$11,550 | | \$11,550 | |
| \$25,000 | \$25,000 | | \$25,000 | |
| \$130 | \$312,000 | \$312,000 | | |
| \$25,000 | \$25,000 | | \$25,000 | |
| \$10,000 | \$10,000 | | \$10,000 | |
| \$8,000 | \$8,000 | | \$8,000 | |
| \$15,000 | \$15,000 | | \$15,000 | |
| \$8,000 | \$8,000 | | \$8,000 | |
| \$8,000 | \$8,000 | | \$8,000 | |
| \$10,000 | \$10,000 | | \$10,000 | |
| \$150 | \$79,500 | | \$79,500 | |
| \$20,000 | \$20,000 | | \$20,000 | |
| \$200,000 | \$200,000 | | \$200,000 | |
| \$6 | \$72,000 | | \$72,000 | |

| | | | | |
|-------------|-------------|--|-------------|--|
| \$10,000 | \$10,000 | | \$10,000 | |
| \$8 | \$4,000 | | \$4,000 | |
| \$20,000 | \$20,000 | | \$20,000 | |
| \$6 | \$15,000 | | \$15,000 | |
| \$8,000 | \$8,000 | | \$8,000 | |
| \$1,000,000 | \$1,000,000 | | \$1,000,000 | |

| | | | | |
|--|-----------|--|-----------|--|
| | \$350,000 | | \$350,000 | |
| | \$50,000 | | \$50,000 | |
| | \$45,000 | | \$45,000 | |
| | \$8,000 | | \$8,000 | |
| | | | | |
| | | | | |

| | | | | |
|--|---------------------|----------|-----------|----------|
| | <i>COSTS</i> | | | |
| | \$35,000 | \$35,000 | | |
| | \$10,000 | \$10,000 | | |
| | | | | |
| | NA | | | |
| | | | | |
| | \$523,800 | | \$523,800 | |
| | \$32,300 | | \$32,300 | |
| | \$117,000 | | \$117,000 | |
| | | | | |
| | \$25,500 | | \$25,500 | |
| | | | | |
| | \$13,700 | | \$13,700 | |
| | \$6,720 | | | \$6,720 |
| | \$14,400 | | | \$14,400 |
| | | | | |
| | \$0 | | | |

| SYSTEM RECOMMENDATION DESCRIPTION | Quantity | |
|--|-----------------|-----|
| Site Work | | |
| Mobilization | 1 | LS |
| Remove sidewalk | 43,560 | SF |
| Remove pavement | 31,700 | SY |
| General grading and shaping | 1 | LS |
| Remove and replace unsuitable material (assumed) | 2,000 | CY |
| Fly ash stabilization (assumed) | 500 | TON |
| Construct 7" pcc pavement | 31,900 | SY |
| Construct 5" pcc sidewalk | 43,560 | SF |
| Construct curb ramp | 15 | EA |
| Striping - parking lot | 14,100 | LF |
| Storm sewer improvements allowance | 1 | LS |
| Sodding | 100,000 | SF |
| Entry plaza reconstruction allowance | 1 | LS |
| Landscaping allowance | 1 | LS |
| Utility relocation allowance | 1 | LS |
| Lighting allowance | 1 | LS |
| Add bollards and landscaping outside cafeteria | 1 | LS |
| Track Replacement | 1 | LS |
| Improve drainage in and around field | 1 | LS |
| Field sinking on visitors side between 30 yard lines | 1 | LS |
| New Pressbox / Concessions / Restrooms buliding | 1 | LS |
| New Roof on concession stand | 1 | LS |
| Home side Grandstand Replacement (1500 Seats) | 1 | LS |
| Tennis court top coat - repair seams / resurface (4 Court Battery) | 1 | LS |
| Baseball field - Remove and replace fences | 1 | LS |
| Baseball field - Improve drainage | 1 | LS |
| Building - Architectural / Structural | | |
| Repair or Replace Exterior Doors (west & east) | | |
| Replace Carpet | 6100 | SY |
| Replace toilet stall partions | 52 | EA |
| Add partitions for urinals | 22 | EA |
| Change rubber floors to VCT in corridors | 17500 | SF |
| Replace hand dryers | 36 | EA |
| Add sliding window for lighting control room in auditorium | 1 | LS |
| Add window(s) between two cafeteria seating areas for better visibility | 1 | LS |
| Add window shades to cafeteria seating area for after hours activities (dance) | 1000 | SF |
| Replace doors and frames at pool | 17 | EA |
| Improve access to pool for visitors | 1 | LS |
| Slipping issues where swimmers enter into Pool area (F038) | 1 | LS |
| Pool locker rooms - improve showers / toilets | 1 | LS |
| Relocate mat hoist in gym | 1 | LS |

| | | |
|--|-------|----|
| Renovate Girls varsity locker rooms | 1 | LS |
| Ability to lock down Theater doors from Commons | 1 | LS |
| Door Hardware - locks both sides (about half of rooms have them) | 40 | EA |
| Replace misc. ceiling tiles throughout building | 1 | LS |
| Home economics kitchens are too small for popularity of class. | 2000 | SF |
| Address wall deterioration/cracking in vocal room | 1 | LS |
| Address water damage on walls in practice gym | 1,000 | SF |
| Replace motors and cables for hoops | 8 | EA |
| Main gymnasium needs ceiling replaced | 20000 | SF |
| Remodel SPEC ED classroom | 960 | SF |
| Tornado shelter | 1 | LS |
| Add Health Center | 3,000 | SF |
| Add Auxilliary Gym | | |
| Add additional office/ conference space | 1500 | SF |
| Add Career Academy Addition | 8500 | SF |
| | | |

| | | |
|---|--|--|
| HVAC | | |
| Add heating water piping to southern portion of the school to eliminate two-pipe system control issues. Modify existing piping in mechanical room to separate chilled and heated water. | | |
| Replace existing air handler serving the band, chorus, metal classroom, and competition gymnasium. | | |
| Modify pool HVAC system to provide year-round dehumidification. | | |
| Replace wood shop finish room ventilation system. | | |
| Replace wood shop duct collector. | | |
| Review all HVAC temperature control sequences for energy savings options. | | |
| | | |

| SYSTEM | | |
|--|--|--|
| RECOMMENDATION DESCRIPTION | | |
| Plumbing | | |
| Install concrete constructed grease interceptor for longevity. | | |
| Replace flush valves with battery sensor flush valves in all Locker Rooms (30 fixtures) | | |
| | | |
| Fire Protection | | |
| None | | |
| | | |
| Electrical | | |
| Interior Lighting/Controls | | |
| Replace fluorescent light fixtures with new LED fixtures for energy savings and reduced maintenance. | | |
| Replace metal halide lights in the competition gymnasium with a new high-bay LED luminaires for energy savings, reduced maintenance, and instant-on operation. | | |
| Replace incandescent house lights in the auditorium with new LED downlights. | | |
| Install occupancy sensors for energy savings and energy code compliance. | | |

| | | |
|--|--|--|
| <u>Exit and Emergency Lighting (Choose One)</u> | | |
| In order to eliminate emergency battery testing and maintenance, install an emergency generator and associated automatic transfer switch, lighting panel, and branch circuits to power exit signs and select light fixtures throughout the building. | | |
| <u>Exterior Lighting</u> | | |
| Replace building-mounted metal halide lights with new LED type for better lighting control and energy savings. | | |
| Add LED wall lights at doors that do not presently have exterior lights. | | |
| <u>Track and Field Lighting and Power</u> | | |
| If the west stadium is replaced with a new stadium, then the existing electrical panels will need to be replaced with new panels. Panel feeders and circuiting will need to be revised as required. New light fixtures and power devices will be required for concessions, restrooms, and press box. | | |
| <u>Telecom Space/Infrastructure</u> | | |
| There are no current issues with any telecom room for any changes; however, if additions are added in the future, then telecom rooms might need to be added. | | |
| <u>Intercom System</u> | | |
| Provide a new two-way intercom system. Provide new call switches and loudspeakers within each classroom and provide new call stations in the main office. | | |
| <u>Phone System</u> | | |
| Add telecom phones to each classroom and office that require a phone and do not currently have phones. | | |
| <u>Wireless Clock System</u> | | |
| Provide a new, wireless GPS clock system with battery powered wireless clocks within the rooms that are linked to the wireless GPS clock transmitter via radio frequency signal. The wireless clock system should be tied into the intercom system so all bells and clocks are synced. | | |
| <u>Classrooms</u> | | |
| It is recommended that the district conduct a planning session to determine the future audiovisual (AV) functionality and requirements. Standard classroom AV systems for K-12 school districts within the area would include installing an interactive classroom AV projector or interactive display within each classroom. | | |
| <u>Competition Gym Sound System</u> | | |
| Replace the competition gym AV sound system and locate the new equipment rack in a secure area. Provide new speakers throughout the gym and provide AV inputs on both sides of the court for different event layouts. | | |
| <u>Track and Field Sound System</u> | | |
| Provide a new track and field sound system and speakers within the new concession building. Sound system and speakers will be for both the football field and fields behind the concession box. Add wireless communications system for communications between the sidelines and the press/coaching box. | | |
| <u>Electronic Access Control System</u> | | |
| Control and monitor all exterior doors with the access control system. | | |
| <u>Video Surveillance System</u> | | |

| | | |
|---|--|--|
| <p>Install new IP based video surveillance system and cameras for the school replacing the existing cameras. Add video surveillance cameras to monitor the track and field areas for general surveillance. Add video surveillance cameras to monitor the parking lots better. Add video surveillance cameras to monitor the competition gym better.</p> | | |
| | | |
| Totals | | |

| <i>Unit Price</i> | <i>COSTS</i> | IMMEDIATELY PRIORITY #1 | 1-5 YEARS PRIORITY #2 | 6-10 YEARS PRIORITY #3 |
|-------------------|--------------|------------------------------------|----------------------------------|-----------------------------------|
| | | | | |
| \$35,000 | \$35,000 | | \$35,000 | |
| \$1.50 | \$65,340 | | \$65,340 | |
| \$5 | \$158,500 | | \$158,500 | |
| \$40,000 | \$40,000 | | \$40,000 | |
| \$15 | \$30,000 | | \$30,000 | |
| \$165 | \$82,500 | | \$82,500 | |
| \$40 | \$1,276,000 | | \$1,276,000 | |
| \$6 | \$261,360 | | \$261,360 | |
| \$750 | \$11,250 | | \$11,250 | |
| \$3 | \$42,300 | | \$42,300 | |
| \$200,000 | \$200,000 | | \$200,000 | |
| \$0.50 | \$50,000 | | \$50,000 | |
| \$100,000 | \$100,000 | | \$100,000 | |
| \$125,000 | \$125,000 | | \$125,000 | |
| \$50,000 | \$50,000 | | \$50,000 | |
| \$350,000 | \$350,000 | | \$350,000 | |
| \$20,000 | \$20,000 | | \$20,000 | |
| \$1,100,000 | \$1,100,000 | \$1,100,000 | | |
| \$200,000 | \$200,000 | \$200,000 | | |
| \$900,000 | \$900,000 | \$900,000 | | |
| \$850,000 | \$850,000 | | | \$850,000 |
| \$12,000 | \$12,000 | | | \$12,000 |
| \$350,000 | \$350,000 | | | \$350,000 |
| \$40,000 | \$40,000 | | \$40,000 | |
| \$60,000 | \$60,000 | | | \$60,000 |
| \$40,000 | \$40,000 | | | \$40,000 |
| | | | | |
| | \$25,000 | | \$25,000 | |
| \$35 | \$213,500 | | \$213,500 | |
| \$750 | \$39,000 | | \$39,000 | |
| \$300 | \$6,600 | | \$6,600 | |
| \$6 | \$105,000 | | \$105,000 | |
| \$500 | \$18,000 | | | \$18,000 |
| \$3,000 | \$3,000 | | | \$3,000 |
| \$10,000 | \$10,000 | | | \$10,000 |
| \$5 | \$5,000 | | | \$5,000 |
| \$2,500 | \$42,500 | | \$42,500 | |
| \$75,000 | \$75,000 | | | \$75,000 |
| \$500,000 | \$50,000 | | \$50,000 | |
| \$150,000 | \$150,000 | | \$150,000 | |
| \$12,000 | \$12,000 | | \$12,000 | |

| | | | | |
|--|-------------|-----------|-------------|-----------|
| | | | | |
| | \$104,400 | | \$104,400 | |
| | | | | |
| | \$14,400 | | | \$14,400 |
| | \$2,100 | | | \$2,100 |
| | | | | |
| | \$138,000 | | | \$138,000 |
| | | | | |
| | \$0 | | \$0 | |
| | | | | |
| | \$252,000 | | \$252,000 | |
| | | | | |
| | \$155,000 | | \$155,000 | |
| | | | | |
| | \$168,000 | | \$168,000 | |
| | | | | |
| | \$1,032,000 | | \$1,032,000 | |
| | | | | |
| | \$72,000 | | | \$72,000 |
| | | | | |
| | \$216,000 | | | \$216,000 |
| | | | | |
| | \$146,000 | \$146,000 | | |
| | | | | |

| | | | | |
|--|---------------------|--------------------|---------------------|--------------------|
| | \$336,000 | \$336,000 | | |
| | | | | |
| | \$22,776,550 | \$2,682,000 | \$12,474,050 | \$7,620,500 |



Board of Education Legislative Goals 2017/2018

Ralston Public Schools Non-negotiables

- RPS will continue to cultivate a systems thinking approach to all school business and operations through our defined strategic planning process.
- RPS will continue to provide the programs and services that support the strategic plan areas of Achievement, Character, Technology, AdvancED School Improvement, and District Communications.
- RPS will continue to refine and grow our academic programs to meet the needs of all of our students.
- RPS will continue to deliver outstanding activity programs to allow our students a well rounded school experience.
- RPS will continue to evaluate the effectiveness and efficiency of all programs and services to meet the demands of a changing society.
- RPS will refine and grow our outreach programs and service expectations to all stakeholders.
- RPS will continue to offer a rich variety of research based instructional programs and curricular offerings to meet the needs of all learners.
- RPS will research and identify further opportunities and initiatives to help all of our students to be college or career ready.

Board of Education Legislative Goals

- Continued emphasis that our students and education are a priority in Nebraska
- Continued emphasis of State Equalization Aid (TEEOSA) and the infusion of further dollars into the aid formula
- Oppose tax cuts that endanger any part of the State's revenue stream
- Monitor any legislation that adjusts property valuation
- Increase Special Education Funding
- Continue to support and enhance Learning Community Programs that serve at-risk and diverse student populations in Ralston and within the Metro Area.
- Support legislation or the infusion of more funding for early childhood programs specifically programs serving students in high poverty high need areas. This may include the adjustment of the needs formula for pre-school students within TEEOSA
- Encourage further adjustments to the needs formula within TEEOSA specifically ELL and poverty. Are the current needs calculations in these areas addressing the increasing needs students and schools encounter?
- Support systems, initiatives, and funding options to cultivate additional opportunities to enhance college and career readiness specifically in vocational or certification focused areas.
- Advocate for targeted programs and funding that support the "Whole Child" as it relates to students' social, emotional, and physical well being.
- Oppose any legislation that advances any initiative addressing charter schools or voucher systems that reduce funding and opportunities for public schools.

2018 Legislative Session*

| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
|----------------|---------|--------|--------|--------|--------|-----|
| January | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| | | | DAY 1 | DAY 2 | DAY 3 | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| | DAY 4 | DAY 5 | DAY 6 | DAY 7 | RECESS | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| | HOLIDAY | DAY 8 | DAY 9 | DAY 10 | DAY 11 | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| | DAY 12 | DAY 13 | DAY 14 | DAY 15 | DAY 16 | |
| 28 | 29 | 30 | 31 | | | |
| | RECESS | DAY 17 | DAY 18 | | | |

| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
|-----------------|---------|--------|--------|--------|--------|-----|
| February | | | | | | |
| | | | | 1 | 2 | 3 |
| | | | | DAY 19 | DAY 20 | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | DAY 21 | DAY 22 | DAY 23 | DAY 24 | RECESS | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| | DAY 25 | DAY 26 | DAY 27 | DAY 28 | RECESS | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| | HOLIDAY | DAY 29 | DAY 30 | DAY 31 | DAY 32 | |
| 25 | 26 | 27 | 28 | | | |
| | DAY 33 | DAY 34 | DAY 35 | | | |

| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
|--------------|--------|--------|--------|--------|--------|-----|
| March | | | | | | |
| | | | | 1 | 2 | 3 |
| | | | | DAY 36 | RECESS | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | RECESS | DAY 37 | DAY 38 | DAY 39 | DAY 40 | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| | DAY 41 | DAY 42 | DAY 43 | DAY 44 | RECESS | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| | RECESS | DAY 45 | DAY 46 | DAY 47 | DAY 48 | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| | DAY 49 | DAY 50 | DAY 51 | DAY 52 | RECESS | |

| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
|--------------|--------|--------|--------|--------|--------|-----|
| April | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | RECESS | DAY 53 | DAY 54 | DAY 55 | DAY 56 | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| | DAY 57 | DAY 58 | DAY 59 | RECESS | RECESS | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| | RECESS | RECESS | DAY 60 | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

Federal & State Holidays

January 15 – Martin Luther King Jr. Day
February 19 - Presidents' Day

Legislative Recess Days

January 12, 29
February 9, 16
March 2, 5, 16, 19, 30
April 2, 12, 13, 16, 17

*The Speaker reserves the right to revise the session calendar.

2018 LEGISLATIVE COMMITTEES

Standing Committees

Updated 11/20/17

Agriculture (8)

Rm. 2102 - Tuesday

Brasch (C), Blood (VC), Albrecht, Chambers, Halloran, Krist, Lowe, Thibodeau

Appropriations (9)

Rm. 1524 - Monday & Tuesday

Rm. 1003 - Wednesday, Thursday, & Friday

Stinner (C), Bolz (VC), Clements, Hilkemann, Kuehn, McDonnell, Vargas, Watermeier, Wishart

Banking, Commerce and Insurance (8)

Rm. 1507 - Monday & Tuesday

Lindstrom (C), Williams (VC), Baker, Brewer, Harr, Kolterman, McCollister, Schumacher

Business and Labor (7)

Rm. 2102 - Monday

Albrecht (C), Crawford (VC), Chambers, Halloran, Hansen, Howard, Lowe

Education (8)

Rm. 1525 - Monday & Tuesday

Groene (C), Kolowski (VC), Ebke, Erdman, Linehan, Morfeld, Pansing Brooks, Walz

General Affairs (8)

Rm. 1510 - Monday

Larson (C), Blood, Brasch, Krist, Quick, Riepe, Thibodeau, Wayne

Government, Military and Veterans Affairs (8)

Rm. 1507 - Wednesday, Thursday, & Friday

Murante (C), Brewer (VC), Blood, Briese, Hilgers, Lowe, Thibodeau, Wayne

Health and Human Services (7)

Rm. 1510 - Wednesday, Thursday, & Friday

Riepe (C), Erdman (VC), Crawford, Howard, Kolterman, Linehan, Williams

Judiciary (8)

Rm. 1113 - Wednesday, Thursday, & Friday

Ebke (C), Pansing Brooks (VC), Baker, Chambers, Halloran, Hansen, Krist, Morfeld

Natural Resources (8)

Rm. 1525 - Wednesday, Thursday, & Friday

Hughes (C), Bostelman (VC), Albrecht, Geist, Kolowski, McCollister, Quick, Walz

Nebraska Retirement Systems (6)

Rm. 1525 - At call of Chair

Kolterman (C), Lindstrom (VC), Bolz, Groene, Kolowski, Stinner

Revenue (8)

Rm. 1524 - Wednesday, Thursday, & Friday

Smith (C), Friesen (VC), Brasch, Groene, Harr, Larson, Lindstrom, Schumacher

Transportation and Telecommunications (8)

Rm. 1113 - Monday & Tuesday

Friesen (C), Smith (VC), Bostelman, Briese, Geist, Hilgers, Hughes, Murante

Urban Affairs (7)

Rm. 1510 - Tuesday

Wayne (C), Hansen (VC), Crawford, Howard, Larson, Quick, Riepe

Select Committees

Committee on Committees (13)

Vacant

District 1:

Kolterman

Morfeld

Pansing Brooks

Schumacher

District 2:

Harr

Hilkemann

Howard

Smith (VC)

District 3:

Erdman

Friesen

Groene

Kuehn

Enrollment and Review (1)

Wishart (C)

Reference (9)

Watermeier (C), Kuehn (VC), Bolz, Chambers, Crawford, Hughes, Larson, McCollister, Scheer, Stinner (nonvoting ex officio)

Rules (6)

Hilgers (C), Schumacher (VC), Harr, Krist, Kuehn, Scheer (ex officio)

Special Committees

Building Maintenance (6)

Erdman (C), Lowe (VC), Bostelman, Hughes, McDonnell, Stinner

Education Commission of the States (3)

Groene, Larson, Morfeld

Executive Board of the Legislative Council (9)

Watermeier (C), Kuehn (VC), Bolz, Chambers, Crawford, Hughes, Larson, McCollister, Scheer, Stinner (nonvoting ex officio)

Justice Reinvestment Oversight (5)

Ebke (C), Bolz, Halloran, Krist, Pansing Brooks

Legislative Performance Audit (7)

Kuehn (C), Geist (VC), Briese, Linehan, Scheer, Stinner, Watermeier, Friesen (non-voting), Lindstrom (non-voting)

Legislature's Planning (9)

Schumacher (C), Vargas (VC), Hansen, Linehan, Riepe, Scheer, Stinner, Watermeier, Williams

Midwest Interstate Passenger Rail Compact (2)

Quick, Walz

Midwestern Higher Education Commission (Midwest Compact) (2)

Crawford, Kolowski

State-Tribal Relations (7)

Brewer (C), Lindstrom (VC), Albrecht, Baker, Brasch, Quick, Vargas

2018 NEBRASKA UNICAMERAL LEGISLATURE
Alphabetical List

Capitol Mailing Address: Senator _____
 District # State Capitol
 PO Box 94604
 Lincoln NE 68509-4604

As of 10/19/2017

| Senator | District | Capitol Phone | Room | City |
|------------------------------|-----------------|----------------------|-------------|--------------|
| Albrecht, Joni | 17 | (402) 471-2716 | 2010 | Thurston |
| Baker, Roy | 30 | (402) 471-2620 | 1208 | Lincoln |
| Blood, Carol | 3 | (402) 471-2627 | 1021 | Bellevue |
| Bolz, Kate | 29 | (402) 471-2734 | 1015 | Lincoln |
| Bostelman, Bruce | 23 | (402) 471-2719 | 1118 | Brainard |
| Brasch, Lydia | 16 | (402) 471-2728 | 1022 | Bancroft |
| Brewer, Tom | 43 | (402) 471-2628 | 1202 | Gordon |
| Briese, Tom | 41 | (402) 471-2631 | 1120 | Albion |
| Chambers, Ernie | 11 | (402) 471-2612 | 1302 | Omaha |
| Clements, Robert | 2 | (402) 471-2613 | 1523 | Elmwood |
| Crawford, Sue | 45 | (402) 471-2615 | 1016 | Bellevue |
| Ebke, Laura | 32 | (402) 471-2711 | 1103 | Crete |
| Erdman, Steve | 47 | (402) 471-2616 | 1529 | Bayard |
| Friesen, Curt | 34 | (402) 471-2630 | 1110 | Henderson |
| Geist, Suzanne | 25 | (402) 471-2731 | 1115 | Lincoln |
| Groene, Mike | 42 | (402) 471-2729 | 1107 | North Platte |
| Halloran, Steve | 33 | (402) 471-2712 | 1306 | Hastings |
| Hansen, Matt | 26 | (402) 471-2610 | 1017 | Lincoln |
| Harr, Burke J. | 8 | (402) 471-2722 | 2011 | Omaha |
| Hilgers, Mike | 21 | (402) 471-2673 | 1404 | Lincoln |
| Hilkemann, Robert | 4 | (402) 471-2621 | 2028 | Omaha |
| Howard, Sara | 9 | (402) 471-2723 | 1012 | Omaha |
| Hughes, Dan | 44 | (402) 471-2805 | 1210 | Venango |
| Kolowski, Rick | 31 | (402) 471-2327 | 1018 | Omaha |
| Kolterman, Mark | 24 | (402) 471-2756 | 2004 | Seward |
| Krist, Bob | 10 | (402) 471-2718 | 1114 | Omaha |
| Kuehn, John L. | 38 | (402) 471-2732 | 2000 | Heartwell |
| Larson, Tyson | 40 | (402) 471-2801 | 1019 | O'Neill |
| Lindstrom, Brett | 18 | (402) 471-2618 | 1401 | Omaha |
| Linehan, Lou Ann | 39 | (402) 471-2885 | 1117 | Elkhorn |
| Lowe, John S., Sr. | 37 | (402) 471-2726 | 1528 | Kearney |
| McCollister, John S. | 20 | (402) 471-2622 | 1101 | Omaha |
| McDonnell, Mike | 5 | (402) 471-2710 | 2107 | Omaha |
| Morfeld, Adam | 46 | (402) 471-2720 | 1008 | Lincoln |
| Murante, John | 49 | (402) 471-2725 | 1423 | Gretna |
| Pansing Brooks, Patty | 28 | (402) 471-2633 | 1206 | Lincoln |
| Quick, Dan | 35 | (402) 471-2617 | 1406 | Grand Island |
| Riepe, Merv | 12 | (402) 471-2623 | 1402 | Ralston |
| Scheer, Jim | 19 | (402) 471-2929 | 2103 | Norfolk |
| Schumacher, Paul | 22 | (402) 471-2715 | 1124 | Columbus |
| Smith, Jim | 14 | (402) 471-2730 | 1116 | Papillion |
| Stinner, John P. | 48 | (402) 471-2802 | 1004 | Gering |
| Thibodeau, Theresa | 6 | (402) 471-2714 | 1522 | Omaha |
| Vargas, Tony | 7 | (402) 471-2721 | 1000 | Omaha |
| Walz, Lynne | 15 | (402) 471-2625 | 1403 | Fremont |
| Watermeier, Dan | 1 | (402) 471-2733 | 2108 | Syracuse |
| Wayne, Justin T. | 13 | (402) 471-2727 | 1212 | Omaha |
| Williams, Matt | 36 | (402) 471-2642 | 2015 | Gothenburg |
| Wishart, Anna | 27 | (402) 471-2632 | 1308 | Lincoln |

**2018 NEBRASKA UNICAMERAL LEGISLATURE
District List**

Capitol Mailing Address: Senator _____
 District # State Capitol
 PO Box 94604
 Lincoln NE 68509-4604

| District | Senator | Capitol Phone | Room | City |
|-----------------|------------------------------|----------------------|-------------|--------------|
| 1 | Watermeier, Dan | (402) 471-2733 | 2108 | Syracuse |
| 2 | Clements, Robert | (402) 471-2613 | 1523 | Elmwood |
| 3 | Blood, Carol | (402) 471-2627 | 1021 | Bellevue |
| 4 | Hilkemann, Robert | (402) 471-2621 | 2028 | Omaha |
| 5 | McDonnell, Mike | (402) 471-2710 | 2107 | Omaha |
| 6 | Thibodeau, Theresa | (402) 471-2714 | 1522 | Omaha |
| 7 | Vargas, Tony | (402) 471-2721 | 1000 | Omaha |
| 8 | Harr, Burke J. | (402) 471-2722 | 2011 | Omaha |
| 9 | Howard, Sara | (402) 471-2723 | 1012 | Omaha |
| 10 | Krist, Bob | (402) 471-2718 | 1114 | Omaha |
| 11 | Chambers, Ernie | (402) 471-2612 | 1302 | Omaha |
| 12 | Riepe, Merv | (402) 471-2623 | 1402 | Ralston |
| 13 | Wayne, Justin T. | (402) 471-2727 | 1212 | Omaha |
| 14 | Smith, Jim | (402) 471-2730 | 1116 | Papillion |
| 15 | Walz, Lynne | (402) 471-2625 | 1403 | Fremont |
| 16 | Brasch, Lydia | (402) 471-2728 | 1022 | Bancroft |
| 17 | Albrecht, Joni | (402) 471-2716 | 2010 | Thurston |
| 18 | Lindstrom, Brett | (402) 471-2618 | 1401 | Omaha |
| 19 | Scheer, Jim | (402) 471-2929 | 2103 | Norfolk |
| 20 | McCullister, John S. | (402) 471-2622 | 1101 | Omaha |
| 21 | Hilgers, Mike | (402) 471-2673 | 1404 | Lincoln |
| 22 | Schumacher, Paul | (402) 471-2715 | 1124 | Columbus |
| 23 | Bostelman, Bruce | (402) 471-2719 | 1118 | Brainard |
| 24 | Kolterman, Mark | (402) 471-2756 | 2004 | Seward |
| 25 | Geist, Suzanne | (402) 471-2731 | 1115 | Lincoln |
| 26 | Hansen, Matt | (402) 471-2610 | 1017 | Lincoln |
| 27 | Wishart, Anna | (402) 471-2632 | 1308 | Lincoln |
| 28 | Pansing Brooks, Patty | (402) 471-2633 | 1206 | Lincoln |
| 29 | Bolz, Kate | (402) 471-2734 | 1015 | Lincoln |
| 30 | Baker, Roy | (402) 471-2620 | 1208 | Lincoln |
| 31 | Kolowski, Rick | (402) 471-2327 | 1018 | Omaha |
| 32 | Ebke, Laura | (402) 471-2711 | 1103 | Crete |
| 33 | Halloran, Steve | (402) 471-2712 | 1306 | Hastings |
| 34 | Friesen, Curt | (402) 471-2630 | 1110 | Henderson |
| 35 | Quick, Dan | (402) 471-2617 | 1406 | Grand Island |
| 36 | Williams, Matt | (402) 471-2642 | 2015 | Gothenburg |
| 37 | Lowe, John S., Sr. | (402) 471-2726 | 1528 | Kearney |
| 38 | Kuehn, John L. | (402) 471-2732 | 2000 | Heartwell |
| 39 | Linehan, Lou Ann | (402) 471-2885 | 1117 | Elkhorn |
| 40 | Larson, Tyson | (402) 471-2801 | 1019 | O'Neill |
| 41 | Briese, Tom | (402) 471-2631 | 1120 | Albion |
| 42 | Groene, Mike | (402) 471-2729 | 1107 | North Platte |
| 43 | Brewer, Tom | (402) 471-2628 | 1202 | Gordon |
| 44 | Hughes, Dan | (402) 471-2805 | 1210 | Venango |
| 45 | Crawford, Sue | (402) 471-2615 | 1016 | Bellevue |
| 46 | Morfeld, Adam | (402) 471-2720 | 1008 | Lincoln |
| 47 | Erdman, Steve | (402) 471-2616 | 1529 | Bayard |
| 48 | Stinner, John P. | (402) 471-2802 | 1004 | Gering |
| 49 | Murante, John | (402) 471-2725 | 1423 | Gretna |

Student / Staff Count 2018-2019 School Year

| Elem. School | Grade | | | | | | | | | | | | | | | | | Total *Student / Staff | |
|--------------|---|-------|-------|-------------|------------------|--------------|-------|------|-------|------|-------|------|-------|---|-------|------|-------|------------------------|--|
| | PS | | KG | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | | | |
| | All Student Counts Are Actual SIMS Enrollment Figures | | | | | | | | | | | | | | | | | | |
| | Staff | Stud | Staff | Stud | Staff | Stud | Staff | Stud | Staff | Stud | Staff | Stud | Staff | Stud | Staff | Stud | Staff | Students * | |
| BLUM | 2 | 25 | 3 | 54 | 2 | 53 | 2 | 49 | 3 | 56 | 2 | 49 | 2 | 47 | 2 | 55 | 18 | 363 | |
| KW | 2 | 16 | 2 | 29 | 1 | 18 | 2 | 34 | 1.5 | 27 | 1.5 | 29 | 1 | 20 | 1 | 20 | 10 | 177 | |
| MEAD | 2 | 36 | 2 | 36 | 2 | 45 | 2 | 42 | 2 | 36 | 2 | 53 | 2 | 43 | 2 | 51 | 14 | 306 | |
| MOCK | 1 | 19 | 3 | 57 | 3 | 61 | 3 | 40 | 3 | 54 | 3 | 56 | 2 | 49 | 2 | 51 | 19 | 368 | |
| SEY | 1 | 18 | 2 | 30 | 1.5 | 31 | 1.5 | 32 | 1.5 | 31 | 1.5 | 29 | 1.5 | 40 | 1.5 | 31 | 11 | 224 | |
| WW | 2 | 35 | 2 | 38 | 2 | 33 | 2 | 35 | 2 | 43 | 2 | 46 | 2 | 36 | 2 | 35 | 14 | 266 | |
| Totals By Gr | 10 | 149 | 14 | 244 | 11.5 | 241 | 12.5 | 232 | 13 | 247 | 12 | 262 | 10.5 | 235 | 10.5 | 243 | 86 | 1704 | |
| | | | | | | | | | | | | | | *Does not include PS | | | | | |
| | | | | | | | | | | | | | | Blum. & Sey. SPED staff & KW Hearing Impaired for K-6 is added to staff Total | | | | | |
| Sec. School | 7 | | 8 | | 9 | | 10 | | 11 | | 12 | | TOTAL | | | | | | |
| | Staff | Stud | Staff | Stud | Staff | Stud | Staff | Stud | Staff | Stud | Staff | Stud | Staff | Stud | | | | | |
| RMS | | 229 | | 227 | | | | | | | | | 0 | 456 | | | | | |
| RHS | | | | | | 246 | | 255 | | 266 | | 325 | 0 | 1092 | | | | | |
| Totals | Staff | *Stud | Ratio | *Stud 17-18 | Change for 18-19 | | | | | | | | | | | | | | |
| BLUM | 20 | 388 | 19/1 | 386 | 2 | *Includes PS | | | | | | | | | | | | | |
| KW | 12 | 193 | 16/1 | 198 | -5 | | | | | | | | | | | | | | |
| MEAD | 16 | 342 | 21/1 | 325 | 17 | | | | | | | | | | | | | | |
| MOCK | 20 | 387 | 19/1 | 379 | 8 | | | | | | | | | | | | | | |
| SEY | 12 | 242 | 20/1 | 224 | 18 | | | | | | | | | | | | | | |
| WW | 16 | 301 | 19/1 | 308 | -7 | | | | | | | | | | | | | | |
| Elem. Totals | 96 | 1853 | 19/1 | 1820 | 33 | | | | | | | | | | | | | | |
| RMS | 40 | 456 | 11/1 | 472 | -16 | | | | | | | | | | | | | | |
| RHS | 69 | 1092 | 16/1 | 1064 | 28 | | | | | | | | | | | | | | |
| Sec. Totals | 109 | 1548 | 14/1 | 1536 | 12 | | | | | | | | | | | | | | |
| Dist. Totals | 205 | 3401 | 17/1 | 3356 | 45 | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | Oct 17 2018 | | | | | |
| | | | | | | | | | | | | | | 8:36 AM | | | | | |



Americanism Report to the Ralston Board of Education Committee October 22, 2018

Committee Members

Dr. Tiffanie Welte, Mrs. Cecilia Wilken, Mr. Mike Overkamp & Mrs. Heather Johnson.

Guest

Andrea Hartman, Social Studies Department Chair

Agenda

1. Discuss the curriculum adopt timeline related to social studies
2. Discuss potential changes to the social studies standards
 - a. Separation of grade-bands
 - b. Measurable indicators
 - c. All indicators are required
3. Implications for curriculum adoption
 - a. Focus on content alignment
 - b. Curriculum materials



TITLE 92 NEBRASKA DEPARTMENT OF EDUCATION
Statute 79-724 American Citizenship

Appendix F CHAPTER 10 State

State Statute 79-724

American citizenship; committee on Americanism; created; duties; required instruction; patriotic exercises; duties of officers.

An informed, loyal, just, and patriotic citizenry is necessary to a strong, stable, just, and prosperous America. Such a citizenry necessitates that every member thereof be fully acquainted with the nation's history and that he or she be in full accord with our form of government and fully aware of the liberties, opportunities, and advantages of which we are possessed and the sacrifices and struggles of those through whose efforts these benefits were gained. Since youth is the time most susceptible to the acceptance of principles and doctrines that will influence men and women throughout their lives, it is one of the first duties of our educational system to conduct its activities, choose its textbooks, and arrange its curriculum in such a way that the love of liberty, justice, democracy, and America will be instilled in the hearts and minds of the youth of the state.

(1) Every school board shall, at the beginning of each school year, appoint from its members a committee of three, to be known as the committee on Americanism. The committee on Americanism shall:

(a) Carefully examine, inspect, and approve all textbooks used in the teaching of American history and civil government in the school. Such textbooks shall adequately stress the services of the men and women who achieved our national independence, established our constitutional government, and preserved our union and shall be so written to include contributions by ethnic groups as to develop a pride and respect for our institutions and not be a mere recital of events and dates;

(b) Assure themselves as to the character of all teachers employed and their knowledge and acceptance of the American form of government; and

(c) Take all such other steps as will assure the carrying out of the provisions of this section.

(2) All American history courses approved for grade levels as provided by this section shall include and adequately stress contributions of all ethnic groups

(a) to the development and growth of America into a great nation,

(b) to art, music, education, medicine, literature, science, politics, and government, and

(c) to the war services in all wars of this nation.



(3) All grades of all public, private, denominational, and parochial schools, below the sixth grade, shall devote at least one hour per week to exercises or teaching periods for the following purpose:

- (a) The recital of stories having to do with American history or the deeds and exploits of American heroes;
- (b) The singing of patriotic songs and the insistence that every pupil memorize the Star Spangled Banner and America; and
- (c) The development of reverence for the flag and instruction as to proper conduct in its presentation.

(4) In at least two of the three grades from the fifth grade to the eighth grade in all public, private, denominational, and parochial schools, at least three periods per week shall be set aside to be devoted to the teaching of American history from approved textbooks, taught in such a way as to make the course interesting and attractive and to develop a love of country.

(5) In at least two grades of every high school, at least three periods per week shall be devoted to the teaching of civics, during which courses specific attention shall be given to the following matters:

- (a) The United States Constitution and the Constitution of Nebraska;
- (b) The benefits and advantages of our form of government and the dangers and fallacies of Nazism, Communism, and similar ideologies; and
- (c) The duties of citizenship.

(6) Appropriate patriotic exercises suitable to the occasion shall be held under the direction of the superintendent in every public, private, denominational, and parochial school on Lincoln's birthday, Washington's birthday, Flag Day, Memorial Day, and Veterans Day, or on the day preceding or following such holiday, if the school is in session.

(7) Every school board, the State Board of Education, and the superintendent of each school district in the state shall be held directly responsible in the order named for carrying out this section, and neglect thereof by any employee or appointed official shall be considered a dereliction of duty and cause for dismissal.

Source: Laws 1949, c. 256, § 19, p. 697; Laws 1969, c. 705, § 1, p. 2705; Laws 1971, LB 292, § 3; R.S.1943, (1994), § 79-213; Laws 1996, LB 900, § 398; Laws 1999, LB 272, § 86.



Ralston Public Schools Policy #6039
Americanism

An informed, loyal, and patriotic citizenry is necessary to a strong, stable, just, and prosperous America. Such a citizenry necessitates that all members thereof be fully acquainted with the nation's history, that they be in full accord with our form of government, and fully aware of the liberties, opportunities, and advantages of which we are possessed and the sacrifices and struggles of those through whose efforts these benefits were gained. Since youth is the time most susceptible to the acceptance of principles and doctrines that will influence people throughout their lives, it is one of the first duties of our educational system to conduct its activities, choose its textbooks, and arrange its curriculum in such a way that the love of liberty, justice, democracy, and America will be instilled in the heart and mind of the youth of the state.

(1) Every school board shall, at the beginning of each school year, appoint from its members a committee of three, to be known as the committee on Americanism. The committee on Americanism shall:

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- (b) Assure themselves as to the character of all teachers employed and their knowledge and acceptance of the American form of government; and
- (c) Take all such other steps as will assure the carrying out of the provisions of this section.

(2) All American history courses approved for grade levels as provided by this section shall include and adequately stress contributions of all ethnic groups:

- (a) to the development and growth of America into a great nation,
- (b) to art, music, education, medicine, literature, science, politics, and government, and
- (c) to the war services in all wars of this nation.

(3) All grades of all public, private, denominational, and parochial schools, below the sixth grade, shall devote at least one hour per week to exercises or teaching periods for the following purpose:



- (a) The recital of stories having to do with American history or the deeds and exploits of American heroes;
 - (b) The singing of patriotic songs and the insistence that every pupil memorize the StarSpangled Banner and America; and
 - (c) The development of reverence for the flag and instruction as to proper conduct in its presentation.
- (4) In at least two of the three grades from the fifth grade to the eighth grade in all public, private, denominational, and parochial schools, at least three periods per week shall be set aside to be devoted to the teaching of American history from approved textbooks, taught in such a way as to make the course interesting and attractive and to develop a love of country.
- (5) In at least two grades of every high school, at least three periods per week shall be devoted to the teaching of civics, during which courses specific attention shall be given to the following matters:
- (a) The United States Constitution and the Constitution of Nebraska;
 - (b) The benefits and advantages of our form of government and the dangers and fallacies of Nazism, Communism, and similar ideologies; and
 - (c) The duties of citizenship, including active participation in the improvement of a citizen's community, state, country, and world and the value and practice of civil discourse between opposing interests.
- (6) Appropriate patriotic exercises suitable to the occasion shall be held under the direction of the superintendent in every public, private, denominational, and parochial school on Lincoln's birthday, Washington's birthday, Flag Day, Memorial Day, and Veterans Day, or on the day preceding or following such holiday, if the school is in session.
- (7) Every school board, the State Board of Education, and the superintendent of each school district in the state shall be held directly responsible in the order named for carrying out this section, and neglect thereof by any employee or appointed official shall be considered a dereliction of duty and cause for dismissal.

Adopted on: July 25, 2016

Revised on: Reviewed on: July 25, 2016

Notes....

Teams from Ralston are to handle the national anthem before contests in the following manner:



1. All players and coaches will stand at attention (this is one area we are a bit weak on at times)
2. The right hand is over the heart area
3. Players and coaches are not to talk to each other during the anthem
4. Players are not to hold hands, pinkies, raise up on their feet, or any other actions during the anthem.

These rules are out of respect for the country and for our veterans. As I have stated before, I have had veterans approach me about how we handle this.

I don't care what other teams do...this is what we do. No exceptions.. I don't care if it is a big game, district game, or state title we will do it the same way.

It is a 1 minute and 17 seconds to honor others and not be so concerned about ourselves.

You may want to spend some time at practice to go over this.

Ralston Public Schools
Monthly Administrative Update Foodservice
 September 2018

• **Financial**

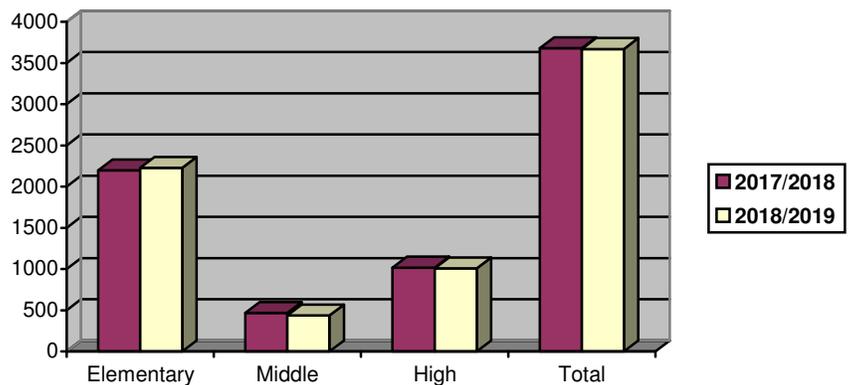
| | 18/19 Budget | 18/19 Actual | | 17/18 Actual | |
|------------------------|----------------|----------------|-----------|----------------|-----------|
| | Financial | Financial | Cost/Meal | Financial | Cost/Meal |
| Revenue | 202,489 | 212,495 | 2.84 | 209,310 | 2.77 |
| Food | 95,142 | 84,352 | 1.13 | 91,201 | 1.21 |
| VDA/Rebates | +8000 | + 12,792 | + .17 | + 16,152 | + .21 |
| Labor (RPS and Sodexo) | 73,101 | 70,547 | .94 | 61,647 | .81 |
| Controllables | 15,915 | 15,835 | .21 | 12,744 | .17 |
| Non-Controllables | 15,430 | 14,864 | .20 | 14,685 | .19 |
| Total Expenses | 191,588 | 172,806 | 2.31 | 164,125 | 2.17 |
| Return | 10,901 | 39,689 | .53 | 45,185 | .60 |

| Year to Date | 18/19 Budget | 18/19 Actual | Cost Per Meal | 17/18 Actual |
|-----------------------|----------------|----------------|---------------|----------------|
| Revenue | 202,489 | 212,495 | 2.84 | 209,310 |
| Total Expenses | 199,589 | 172,806 | 2.31 | 180,276 |
| Net Return | 2901 | 39,689 | .53 | 49,034 |

| | 17/18 TOTAL MEALS SERVED | 17/18 MEALS PER DAY | 16/17 TOTAL MEALS SERVED | 16/17 MEALS PER DAY |
|-------------------|--------------------------|---------------------|--------------------------|---------------------|
| Elementary | | | | |
| Breakfast | 16,884 | 938 | 17,032 | 946 |
| Lunch | 23,217 | 1290 | 22,519 | 1251 |
| RMS | | | | |
| Breakfast | 1223 | 68 | 1358 | 75 |
| Lunch | 6612 | 367 | 7039 | 391 |
| RHS | | | | |
| Breakfast | 7736 | 430 | 7192 | 400 |
| Lunch | 10,384 | 577 | 11,114 | 617 |
| RPS Total | | | | |
| Breakfast | 25,843 | 1436 | 25,582 | 1421 |
| Lunch | 40,213 | 2234 | 40,672 | 2259 |

Meals Per Day Served

RPS Free and Reduced
 September 30, 2018
 54.5%



September, 2018 Events:

Lori made the annual phone calls to any family that received free/reduced lunch in 2017/18, but had not applied for the new school year. These calls took several hours and many Ralston families were appreciative.

Monthly staff training covered slips trips and falls, heat stress, and preventing burns. Total staff training time – 20 hours.

SAT breakfast was held at RHS, and about 10 students participated.

The new Taste 4 program was rolled out at Ralston High. This program is a new look and style for high school lunch, and it has been well received.



**You are invited to attend
The 30th annual Karen Western
Thanksgiving Luncheon**

**Thursday, November 8, 2018
11:30 A.M.**

**Karen Western Elementary School
6224 "H" Street-Omaha, NE 68117**

**Please RSVP to the Karen Western Office
402-731-7477
No later than Thursday, November 1, 2018**



Be Kind, Be Grateful, Be Genuine But most of all Be Thankful!

Board of Education Events

October 2018

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|------------------|--|---|-------------------------|---|-------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| October is National Bullying Prevention Month | | | | | Parade of Champions – Meadows – 3:15 pm | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| | BOE Meeting 6 pm | Fall Band/Vocal Concert – RMS 7:00 pm | NASB Meeting 4:30 Embassy Suites – La Vista College & Career Fair - RHS | | | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| | | | | | | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| | BOE Meeting 6 pm | | | Mamma Mia – RHS 7:30 pm | Mamma Mia – RHS 7:30 pm | Mamma Mia – RHS 7:30 pm |
| 28 | 29 | 30 | 31 | | | |
| Mamma Mia – RHS 2:00 pm | | Facilities & Construction Workshop – Kearney | Trunk or Treat – Meadows 12:50 pm | | | |

BOARD OF EDUCATION EVENTS – BLUE
RALSTON PUBLIC SCHOOL EVENTS - RED

Board of Education Events

November

2018

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--|--|--|--|---|----------|
| | | | | 1 | 2 | 3 |
| | | | | | Parade of Champions – Meadows – 3:15 pm | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | | | | Hands Helping Jazz Hands – RHS – 7:30 Thanksgiving Luncheon at KW 11:30 am | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| | Veterans Day Celebrations – Meadows, Seymour & RHS BOE Meeting - 6 pm | Turkey Senior Citizen Day - RHS | State Education Conference-La Vista | State Education Conference-La Vista Family Math Game Night – Seymour 5:30-6:30 | State Education Conference and Delegate Assembly La Vista | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| | | Thanksgiving Soup Luncheon – Meadows- 11-1 | | Happy Thanksgiving!  | | |
| 25 | 26 | 27 | 28 | 29 | 30 | |
| | BOE Meeting – 6 pm | | Seymour – Senior Citizen Event – Hillcrest Senior Center -1:45 | | | |

BOARD OF EDUCATION EVENTS – BLUE

RALSTON PUBLIC SCHOOL EVENTS - RED

Board of Education Events

December

2018

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|-----------------------------------|---|--|---|--------|--|
| | | | | | | 1 Madrigal Concert RHS – 7:30 pm |
| 2 | 3 | 4 | 5 New Member Workshop – La Vista | 6 | 7 | 8 |
| 9 | 10 BOE Meeting – 6 pm | 11 Health & Education Summit 8-12:30 Nebraska Medicine | 12 | 13 Winter Band Concert RHS – 7 pm | 14 | 15 |
| 16 | 17 Concert Choir – RHS 7 pm | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

BOARD OF EDUCATION EVENTS – BLUE

RALSTON PUBLIC SCHOOL EVENTS - RED