PLEASANTON PUBLIC SCHOOLS
Board of Education
July 13, 2026

Mission Statement
Welcome to Pleasanton Public Schools,
The Board of Education, administration and staff are committed
to providing an environment where every
child can grow and learn in a positive environment.

The subjects to be discussed or considered, or upon which any formal action may be taken, are as follows: (Items do not have to be taken in the same order as listed.)

I. Hearing, Public Comment, and Approval of Parent Involvement Policy (5018)
II. Hearing, Public Comment, and Approval of Title 1 Parental Involvement Policy (5057)
III. Hearing, Public Comment and Approval of Student Fees Policy (5045)
IV. Open Regular Meeting
IV.1. Call to Order
IV.2. Nebraska Open Meetings Law
IV.3. Publication of Meeting: The Ravenna News, Posted on July 2, 2026 in the Post Office/Riverstop/T&C Bank
IV.4. Roll Call
IV.4.1. Excuse Absent Board Members
IV.5. Pledge of Allegiance
V. Celebration of Excellence (Staff and Student Presentations, etc)
VI. Public Comment (5-minute limitation)
VII. Reports
VII.1. Jr./Sr. High Principal/Athletic Director
VII.2. Elementary Principal
VII.3. Superintendent
VII.4. Board Member
VIII. Discuss, Consider and Approve the Consent Agenda
VIII.1. Minutes of the June 8, 2026 Regular Meeting, and the June 30, 2026 minutes of the Board Retreat
VIII.2. Monthly Financial Report
IX. Discussion/Action Items
IX.1. Discuss, Consider and Approve the Monthly Bills
IX.2. Discuss, Consider, and Approve the Monthly Construction Bills
IX.3. Discuss, Consider and Approve Nebraska Rural Community Schools Association (NRCSA)
IX.4. Discuss, Consider and Approve Strategic Plan Proposal
IX.5. Discuss and Consider 2026-2027 Budget
IX.6. Discuss, consider and take all necessary action to adopt a resolution increasing the school district's base growth percentage by up to seven percent (7%).

IX.7. Discuss, Consider and Approve Policy Reviews, Revisions and New Policies.
5018 Parent Involvement in Education Practices
5045 Student Fees
5057 District Title 1 Parent and Family Engagement Policy
2008 Meetings
3003 Bidding for Construction, Remodeling, Repair, or Site Improvement
3003.1 Bidding for Construction, Remodeling, Repair, or Related Projects Financed with Federal Funds
3004.1 Fiscal Management for Purchasing and Procurement Using Federal Funds
3048 Communicable Disease
3061 ACH Originator
4017 Relations with Employee Collective Bargaining Associations
4019 Workplace Injury Prevention and Safety Committee
4056 Resignation of Certified Staff
4065 Staff Use of AI Tools
5001 Compulsory Attendance and Excessive Absenteeism
5003 Admission of Part Time Students
5004 Option Enrollment
5035 Student Discipline
5048 Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions
6009 Grade Placement and Academic Credit of Transfer Students
6038 Students Use of AI Tools
6046 Right to Access to School Library Materials

IX.8. Discuss, Consider and Approve the 2026-2027 Student Handbook

IX.9. Discuss, Consider and Approve the 2026-2027 Staff Handbook

IX.10. Set Date/Time of the August Regular Board Meeting

X. Adjourn

***Sequence of Agenda**: The sequence of agenda topics is subject to change at the discretion of the board. Please arrive at the beginning of the meeting.

***Closed Session:** If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Act.

5018
Parent Involvement in Education Practices

For purposes of this policy, "parent" includes a parent, guardian, or educational decisionmaker (a person designated or ordered by a court to make educational decisions on behalf of a student).

The school district recognizes the importance of parental involvement in the education of their children. To the extent practicable, the school district will make a reasonable effort to make any learning materials, including original materials, available for inspection by a parent upon request.

The school district will take the following steps to ensure that the rights of parents to participate in the education of their children are preserved.

1. Parents will be provided access to textbooks, tests, activities information; digital materials; websites or applications used for learning; training materials for teachers, administrators, and staff; procedures for the review and approval of training materials, learning materials, and activities; and other curriculum materials ("curricular materials") as follows:

    a. A parental request to review specific curricular materials (written, visual, or audio) should be made to the principal of the building where the curricular materials are used.
    b. The building principal will assess the request and determine the allowable volume and time frame of the review to prevent disruption to the efficient operations of the district.
    c. The purpose of this provision is to allow reasonable access to the extent practicable. Individuals who make requests (a) for the purpose of adding staff burden; (b) at an unreasonable frequency or volume; or (c) for purposes inconsistent with the efficient operations of the district may be denied access to materials.
    d. A parental request to review specific standardized and criterion-referenced tests used in the district should be made in writing to the building principal. Copies of the most recent tests used in the district will be available for parent review. Parents wishing to review statewide assessments will be provided with sample questions and a copy of a practice test, but will not be provided with copies of the actual assessment due to testing security. In the case of other secure tests such as the ACT, parents must contact the publisher to obtain copies of the test.

2. Parents will be permitted, within district procedures, to attend and observe courses, assemblies, counseling sessions, and other instructional activities.

    a. Parents are invited to make appointments with the building principal to visit classes, assemblies, and other instructional activities. The principal shall give permission after determining that parental observation would not disrupt the activity. Observations that last more than 60 minutes or occur on consecutive days are typically disruptive and will not be permitted absent unusual circumstances, in the sole discretion of the building principal.

    b. Parents may contact the building principal to request permission to attend counseling sessions in which their child is involved.

3. Parents may request that their children be excused from testing (except as provided below), classroom instruction, learning materials, activities, guest speaker events, and other school experiences ("school events") that parents find objectionable.

    a. Parents must submit this request in writing to the building principal for consideration.

    b. Building principals may excuse a student from any school events at the parent's written request if, in the principal's professional judgment, excusal from the activity would not result in diminution of the student's educational experience.

    c. When the building principal determines it appropriate, alternative experiences may be provided for the student by the school.

4. Parents will be informed through the student handbook and district policies of the manner that the district will provide access to records of students.

5. Parents will be informed of the standardized and criterion-referenced district testing program. Parents may request additional information from the building principal.

6. Parents will be informed of the circumstances under which they may opt-out of state and federal assessments.

a. In accordance with federal law, at the beginning of the school year, the District shall provide notice of the right to request a copy of this policy to parents of students attending schools receiving Title I funds. The District will provide a copy of this policy to a requesting parent in a timely manner.

b. State Assessments

State and federal law simultaneously require students to take state assessments, with few exceptions, but also permit parents to request to opt their students out of these assessments. Approval of opt out requests is contrary to the mandatory testing laws, so the District cannot "approve" the request. Parents who do not present their child for testing will result in the child receiving the lowest score possible on the assessment.

c. National Assessment of Educational Progress

As a condition of receiving federal funds, the District participates in the National Assessment of Educational Progress (NAEP). To help ensure that the District has a representative sample of students taking the NAEP, which will allow the District to assess the quality and effectiveness of its programming on a national level, the District strongly encourages all eligible students to participate. However, student participation in NAEP is voluntary.

The District shall provide parents of eligible students with reasonable notice prior to the exam being administered. Parents wishing to opt their students out of the NAEP assessment must notify the district in writing at least three days prior to the exam date to ensure that the District can coordinate supervision and alternative activities for students who have opted out.

7. Parents will be notified of their right to remove their children from surveys prior to district participation in surveys.

a. The principal must approve all surveys intended to gather information from students before they are administered to students.

b. Students' participation in surveys is voluntary. Parents may restrict their child from participating in any survey.

c. If the school administers (1) a survey requesting that students provide sexual information, mental health information, medical information, information on health-risk behaviors, religious information, information of political affiliation, or any other information that the school board deems to be sensitive in nature or (2) a non-anonymous survey requesting students provide information relating to drug, vape, alcohol, or tobacco use, the school district shall, at least fifteen days prior to the administration of the survey, notify parents, guardians, and educational decisionmakers of students that are to receive such survey. The notice will be made through the school's electronic notification system or by physical mail to the address on file for the student. The notice will describe the nature and types of questions included in the survey, the purposes and age-appropriateness of the survey, how information collected by the survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results of such survey will be disclosed.

d. Parents have the right to: (1) request that a copy of the survey be sent through the school's electronic notification system or physical mail to the address on file for the student, (2) review the survey in person at the school, and (3) exempt their child from participating in the survey.

e. Unless required by federal or state law or regulation, school personnel administering any survey shall not disclose personally identifiable information of a child.

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

g. The district will also comply with any survey requirements found in the district's policy on Protection of Pupil Rights.

8. The district will make this policy accessible by a prominently displayed link on its public website. Any amended policy will be made accessible within a reasonable time of its amendment.

Adopted on: ___July 10, 2023_____
Revised on: ___July 14, 2025_____
Reviewed on: _____

5057
District Title I Parent and Family Engagement Policy

The school district will jointly develop with parents a School-Parent-Student Compact that outlines how the parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

The written District Parent and Family Engagement Policy will be jointly developed and distributed to parents and family members of participating children and the local community in an understandable format and to the extent practicable, in a language the parents can understand. An annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy will be used to design evidence-based strategies for more effective parental involvement, to revise the Parent and Family Engagement Policy and to remove barriers to participation.

The school district recognizes the unique needs of students who are being served in its Title I program, and the importance of parent and family engagement in the Title I program. Parent and family engagement in the Title I Program shall include, but is not limited to:

1. An annual meeting to which all parents of participating children will be invited to inform parents of their school's participation under this part, to explain the requirements of this part, and the right of the parents to be involved. Invitations may take the form of notes sent with students or announcements in the school newsletter. Additional meetings may be scheduled, based upon need and interest for such meetings.

2. An explanation of the details for the child's and parents' participation, including but not limited to: curriculum objectives, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards, type and extent of participation, parental input in educational decisions, coordination and integration with other Federal, State, and district programs, and evaluations of progress.

3. Opportunities for participation in parent involvement activities such as training to help parents work with their children to

improve achievement. A goal of parent activities is to provide parents with opportunities to participate in decisions relating to the education of their students, where appropriate.

4. The district will, to the extent practicable, provide parents of limited English proficiency, parents with disabilities, parents with limited literacy, are economically disadvantaged, are of a racial or minority background or parents of migratory children with opportunities for involvement in the Title I Program. Communication to parents about student progress and the district's other Title I Program communications will be provided in the language used in the home to the extent practicable. Responses to parent concerns will be provided in a timely manner.

5. Opportunities for parent-teacher conferences, in addition to those regularly scheduled by the school district, if requested by the parents or as deemed necessary by school district staff.

6. The district will coordinate and integrate parental involvement programs and activities with other programs in the community. These may include cooperation with other community programs such as Head Start and preschools and other community services such as the public library.

7. Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

This policy shall be reviewed annually at the annual meeting where concerned parties can have a conversation about possible changes to the Parent and Family Engagement Policy.

Adopted on: July 10, 2023
Revised on: _____
Reviewed on: July 14, 2025

5045
Student Fees

The school district shall provide free instruction in accordance with the Nebraska State Constitution and the Nebraska statutes. The district also provides activities, programs, and services that extend beyond the minimum level of constitutionally required free instruction. Under the Public Elementary and Secondary Student Fee Authorization Act, the district is permitted to charge students fees for these activities or to require students to provide specialized equipment and attire for certain purposes. This policy is subject to further interpretation or guidance by administrative or board regulations. Students are encouraged to contact their building administration, their teachers or their coaches, and sponsors for further specifics.

A. Definitions.

1. "Students" means students, their parents, guardians or other legal representatives.

2. "Extracurricular activities" means student activities or organizations that (1) are supervised or administered by the district; (2) do not count toward graduation or advancement between grades; and (3) are not otherwise required by the district.

3. "Post-secondary education costs" means tuition and other fees associated with obtaining credit from a post-secondary educational institution.

B. Listing of Fees Charged by this District.

1. Guidelines for Clothing Required for Specified Courses and Activities.

Students are responsible for complying with the district's grooming and attire guidelines and for furnishing all clothing required for any special programs, courses or activities in which they participate. The teacher, coach, or sponsor of the activity will provide students with written guidelines that detail any special clothing requirements and explain why the special clothing is required for the specific program, course or activity.

2. Safety Equipment and Attire.

The district will provide students with all safety equipment and attire that is required by law. Building administrators will assure that (a) such equipment is available in the appropriate classes and areas of the school buildings, (b) teachers are directed to instruct students in the use of such devices, and (c) students use the devices as required. Students are responsible for using the devices safely and as instructed.

3. Personal or Consumable Items.

The district does/does not provide students with personal or consumable items for participation in courses and activities including, but not limited to, pencils, paper, pens, erasers and notebooks. Students who wish to supply their own personal or consumable items may do so, as long as those items comply with the requirements of the district. The district will provide students with facilities, equipment, materials and supplies, including books. Students are responsible for the careful and appropriate use of such property. Students will be charged for damage to school property caused by the student and will be held responsible for the reasonable replacement cost of any school property that they lose.

4. Materials Required for Course Projects.

The district will provide students with the materials necessary to complete all basic curricular projects. In courses where students choose to produce a project that requires materials beyond the basic materials provided by the district, the students will furnish the materials, purchase the materials from the school, or purchase the materials from an outside vendor with an order form provided by the school.

5. Technological Devices

The district will provide students with the technological devices necessary to complete all basic curricular projects. To the extent that a student is not required by the district's curriculum to utilize a device off district property, the district may charge students a convenience fee to take the device off district property. The maximum dollar amount of this convenience fee charged by the district will be $100.

As with all school property, students may be charged for damage to such devices. To protect against such potential losses, students and parents may,

but are not required, to purchase insurance coverage for the devices. The maximum dollar amount of this insurance coverage facilitated by the district will be $100. The district may also charge a damage deposit which will be returned or may be rolled to cover the damage deposit for the next year if it is not needed to cover the costs of any damage to the device. The maximum dollar amount of this damage deposit will be $100.

Additionally, the district may allow students to purchase technological devices by arranging for the students to purchase these devices through a single, or series of, payments.

6. Extracurricular Activities.

The district may charge students a fee to participate in extracurricular activities to cover the district's reasonable costs in offering such activities. The district may require students to furnish specialized equipment and clothing that is required for participation in extracurricular activities, or may charge a reasonable fee for the use of district-owned equipment or attire. Attached to this policy is a list of the fees charged for particular activities. The coach or sponsor will provide students with additional written guidelines detailing the fees charged, the equipment and/or clothing required, or the usage fee charged. The guidelines will explain the reasons that fees, equipment and/or clothing are required for the activity.

The following list details the maximum dollar amount of all extracurricular activities fees and the specifications for any equipment or attire required for participation in extracurricular activities:

Program	**General Description of Fee or Material**	**$ Amount of Fee (Anticipated or Maximum) or Specific Material Required**
Elementary Program		
Art	Old T-Shirt	Less than $20.00
Separate Class	Field Trip	Less than $20.00
Band	Book	Less than $25.00
Secondary Program	**General Description of Fee or Material**	**$ Amount of Fee (Anticipated or Maximum) or Specific Material Required**
Art	Take home project	Less than $100.00
Shop	Take home project	Cost of materials $1000
Band	Reeds, etc	Less than $50.00
PE	Clothing/Shoes	Less than $150.00
Shop	Welding Fee	$50.00 Per Quarter

Shop	Jr High Project Fee	$50.00
Choir	Skirt (Pants)/Blouse (Shirt)	$75.00
Choir	Audition Fees	Less than $50.00
All areas	Computer use fee/insurance	Less than $100
Extracurricular and other programs		
Activities	Admission	$6.00 Districts and State will be higher
Sports	Shoes	Less than $200.00
Sports	Clothing (undergarments)	Less than $100.00
Sports	Personal shirts with printed name	Less than $50.00 each
Sports	Ankle, knee, etc braces as needed	Cost of brace
Band	Uniform cleaning	Less than $50.00
Band	Lunches after marching	Less than $30.00
Band	Marching Shoes	Less than $50.00
Band	Audition Fees	Less than $30.00
Sports	Meals after games	Less than $100.00
Drama/Speech/Sports	Meals at meets/contests	Less than $50.00
Cheerleader/Dance Team	Uniforms	Less than $2,000.00
Drama	Team T-Shirts	Less than $30.00
Drama	Entry Reimbursement Fee	Under $20 per event

Additional Specification of Fees Which May Be Charged and Materials Which May be Required Pursuant to the Student Fee Policy:

7. Post-Secondary Education Costs.

Some students enroll in postsecondary courses while still enrolled in the district's high school. As a general rule, students must pay all costs associated with such post-secondary courses. However, for a course in which students receive high school credit or a course being taken as part of an approved accelerated or differentiated curriculum program, the district shall offer the course without charge for tuition, transportation, books, or other fees. Students who choose to apply for post-secondary education credit for these courses must pay tuition and all other fees associated with obtaining credits from a post-secondary educational institution. The costs of these items will naturally vary, but the maximum dollar amount of the fee is anticipated to be $500 per course.

8. Transportation Costs.

The district will charge students reasonable fees for transportation services provided by the district to the extent permitted by federal and state statutes and regulations.

The maximum dollar amount of the transportation fee charged by this district shall be $200.

9. Copies of Student Files or Records.

The district will charge a fee for making copies of a student's files or records for the parents or guardians of such student. The Superintendent or the Superintendent's designee shall establish a schedule of student record fees. Parents of students have the right to inspect and review the students' files or records without the payment of a fee, and the district shall not charge a fee to search for or retrieve any student's files or records.

The district will charge a fee of $.25 per page for reproduction of student records.

10. Participation in Before-and-After-School or Pre-Kindergarten Services.

The district will charge reasonable fees for participation in before-and-after school or pre-kindergarten services offered by the district pursuant to statute.

The maximum dollar amount charged by the district for these services shall be $40.

11. Participation in Summer School or Night School.

The district will charge reasonable fees for participation in summer school or night school and may charge reasonable fees for correspondence courses.

The maximum dollar amount charged by the district for these services shall be $40/ hour.

12. Charges for Food Consumed by Students.

The district will charge for items that students purchase from the district's breakfast and lunch programs. The fees charged for these items will be set according to applicable federal and state statutes and regulations. The district will charge students for the cost of food, beverages, and the like that students purchase from a school store, vending machine, booster club or from similar sources. Students may be required to bring money or food for field trip lunches and similar activities.

The maximum dollar amount charged by the district for the breakfast and lunch programs is as follows:

- Breakfast Program – Grades PreK-8
  - Regular Price $2.00
  - Reduced Price $.30
- Breakfast Program – Grades 9-12
  - Regular Price $2.00
  - Reduced Price $.30
- Lunch Program – Grades PreK-6
  - Regular Price $3.25
  - Reduced Price $.40
- Lunch Program – Grades 7-12
  - Regular Price $3.50
  - Reduced Price $.40

C. Waiver Policy.

Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for (1) participation in extracurricular activities, (2) materials for course projects, and (3) the use of a musical instrument in optional music courses that are not extracurricular activities. Actual participation in the free or reduced-price lunch program is not required to qualify for the waivers provided in this section. The district is not obligated to provide any particular type or quality of equipment or other material to eligible students. Students who wish to be considered for waiver of a particular fee must submit a completed fee waiver application to their building principal.

D. Distribution of Policy.

This policy will be published in the Student Handbook or its equivalent that will be provided to students at no cost.

E. Voluntary Contributions to Defray Costs.

The district will, when appropriate, request donations of money, materials, equipment or attire from parents, guardians and other members of the community to defray the costs of providing certain services and activities to students. These requests are not requirements and staff members of the

district are directed to clearly communicate that fact to students, parents and patrons.

F. Fund-Raising Activities

Students may be permitted or required to engage in fund-raising activities to support various curricular and extracurricular activities in which they participate. Students who decline to participate in fund-raising activities are not eligible under this policy for waiver of the costs or fees which the fund-raising activity was meant to defray.

G. Student Fee Fund.

The school board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund that will not be funded by tax revenue, and that will serve a depository for all monies collected from students for (1) participation in extracurricular activities, (2) post-secondary education costs, and (3) summer school or night school courses. Monies in the Student Fee Fund shall be expended only for the purposes for which they were collected from students.

Adopted on: July 10, 2023
Revised on: _____
Reviewed on: _____

Minutes
Pleasanton Public School Board
June 8, 2026

Meeting posted at the Pleasanton Post Office, River Stop, and Town & Country Bank, and published in The Ravenna News newspaper.

The agenda was available at the office of the Superintendent.

The Board of Education for Pleasanton Public Schools, District 10-0105 met in regular session at 7:30 PM at the school. Members in attendance were: Epley: Present, Geisler: Present, Kucera: Present, Loeffelholz: Present, Nichols: Present, Phillips: Present.

President Kucera called the meeting to order and opened with a statement that the board follows the Open Meetings Act, a copy of the law is located in the room, followed by reciting the Pledge of Allegiance.

Motion by Bruce Loeffelholz, Seconded by Lisa Nichols to approve the consent agenda. Carried
Justin Epley: Yea, Doug Geisler: Yea, Seth Kucera: Yea, Bruce Loeffelholz: Yea, Lisa Nichols: Yea, Nathan Phillips: Yea
Yea: 6, Nay: 0

Motion by Nathan Phillips, Seconded by Doug Geisler to approve the last month's bills. Carried
Justin Epley: Yea, Doug Geisler: Yea, Seth Kucera: Yea, Bruce Loeffelholz: Yea, Lisa Nichols: Abstain (With Conflict), Nathan Phillips: Yea
Yea: 5, Nay: 0, Abstain (With Conflict): 1

Motion by Bruce Loeffelholz, Seconded by Justin Epley approve the construction bills as presented. Carried
Justin Epley: Yea, Doug Geisler: Yea, Seth Kucera: Yea, Bruce Loeffelholz: Yea, Lisa Nichols: Yea, Nathan Phillips: Yea
Yea: 6, Nay: 0

Motion by Doug Geisler, Seconded by Nathan Phillips approve all meals increase by $.10. New price will be Breakfast: $2.35 (All Students) Reduced $.30 Adult Breakfast: $3.10 Lunch Elementary: $3.60 Reduced $.40 Lunch High School: $3.85 Reduced $.40 Lunch Adults: $4.95 Second Milk $.60 Second Entrée (each) $1.25. Carried
Justin Epley: Yea, Doug Geisler: Yea, Seth Kucera: Yea, Bruce Loeffelholz: Yea, Lisa Nichols: Yea, Nathan Phillips: Yea
Yea: 6, Nay: 0

Motion by Lisa Nichols, Seconded by Bruce Loeffelholz for the board to enter closed session at 8:25 pm to discuss, consider, and conduct a strategy session with respect to a potential claim on past HVAC project and to provide negotiating guidance to the superintendent and legal counsel regarding the same, because it is clearly necessary to protect the public interest and to preserve

the attorney-client privilege to do so. Carried Justin Epley: *Yea*:Doug Geisler: *Yea:* Seth Kucera: *Yea:* Bruce Loeffelholz: *Yea:* Lisa Nichols: *Yea:* Nathan Phillips: *Yea* Yea: 6, Nay: 0

Motion by Doug Geisler, Seconded by Justin Epley for the board to come out of closed session at 8:45 pm to discuss, consider, and conduct a strategy session with respect to a potential claim on past HVAC project and to provide negotiating guidance to the superintendent and legal counsel regarding the same, because it is clearly necessary to protect the public interest and to preserve the attorney-client privilege to do so. Carried Justin Epley: *Yea*:Doug Geisler: *Yea:* Seth Kucera: *Yea:* Bruce Loeffelholz: *Yea:* Lisa Nichols: *Yea:* Nathan Phillips: *Yea* Yea: 6, Nay: 0

There will be a work session planned for June 30, 2026 at 5:30 at Wilkins Architecture Design Planning in Kearney.

The next regular Board meeting will be Monday, July 13 at 7:00 p.m. at the school.

_____

Lisa Nichols
Secretary, Board of Education

Minutes
Pleasanton Public School Board
June 30, 2026

Meeting posted at the Pleasanton Post Office, River Stop, and Town & Country Bank, and published in the Beacon Observer newspaper.

The agenda was available at the office of the Superintendent.

The Board of Education for Pleasanton Public Schools, District 10-0105 for a work session at 5:30 PM at Wilkins Architecture in Kearney, Nebraska. Members in attendance were: Epley: Present, Geisler: Present, Kucera: Present, Loeffelholz: Absent, Nichols: Present, Phillips: Present.

Budget Review
Mr. Lightle reviewed the 2025-2026 budget outlining the projected overall revenue and expenses for the year. There was also some discussion on how the additional state aid for the new school adjustment will impact the 2026-2027 budget and beyond. The board then discussed an end of year transfer to the Depreciation Fund and the desired goal for the general fund minimum balance.

Strategic Plan
The board heard a presentation from Annette Eyman of Kordica, regarding the creation and implementation of a new strategic plan. After the conclusion of the presentation the board discussed the current strategic plan and how it might transition to a new one. The board asked Superintendent Lightle to work with Kordica to create proposal that would include an overall framework and all costs associated.

Policy
Superintendent Lightle discussed the policies that will need to be adopted at the July 2026 Regular Board meeting. Policies discussed in detail were policy 2026 Meetings, 3061 ACH Orignator, 4065 Staff AI Use, and 5004 Option Enrollment.

Meeting was adjourned at 7:35PM.

_____
Lisa Nichols
Secretary, Board of Education

STATEMENT OF LUNCH FUND ACCOUNTS
June 30, 2026

DESCRIPTION	BALANCE LAST REPORT	RECEIPTS	EXPENSE	BALANCE ON HAND
RECEIPTS:				
STUDENT INCOME		0.00		
ADULT INCOME		0.00		
FEDERAL REIMBURSEMENT		0.00		
STATE REIMBURSEMENT		0.00		
DISTRICT SUPPORT		0.00		
INTEREST		1.38		
OTHER INCOME-sysco rebates		116.40		
SNACKS		483.00		
A LA CARTE		0.00		
BEEF TO SCHOOL PROC. DONATIONS		0.00		
EXPENDITURES:				
COMMODITIES PROCESS			0.00	
FOOD			613.17	
SALARY			2,143.60	
FICA, BCBS, & RETIREMENT			337.19	
Associated Staffing			0.00	
INCOME REIMBURSEMENT			0.00	
MILEAGE			0.00	
Non Food Supplies			72.63	
Training			160.00	
TOTALS	**12,283.59**	**600.78**	**3,326.59**	**9,557.78**

CASH SUMMARY:

		0.00
BANK BALANCE	12,698.59	
DEPOSITS	599.40	
INTEREST	1.38	
CHECKS PAID	(3,581.59)	
CHECKS OUTSTANDING	(160.00)	
UNDEPOSITED CASH	0.00	
CASH BALANCE	**9,557.78**	

Regular; Beginning Month 06/2026; Processing Month 06/2026; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 ACTIVITY FUND

Chart of Account Number	Chart of Account Description	Beginning Balance	Expenses	Revenues	Balance Change	Balance
05 704 1000	ATHLETICS	5,283.58	13,574.08	4,179.65	0.00	(4,110.85)
05 704 1100	BOYS BASKETBALL	5,424.68	0.00	450.00	0.00	5,874.68
05 704 1110	GIRLS BASKETBALL	3,731.97	0.00	25.00	0.00	3,756.97
05 704 1150	FOOTBALL	9,147.15	5,700.87	156.00	0.00	3,602.28
05 704 1200	VOLLEYBALL	6,465.17	0.00	0.00	0.00	6,465.17
05 704 1250	CROSS COUNTRY	2,158.71	0.00	0.00	0.00	2,158.71
05 704 1300	WRESTLING	1,408.11	0.00	0.00	0.00	1,408.11
05 704 1310	WRESTLING-GIRLS	0.00	0.00	0.00	0.00	0.00
05 704 1350	GOLF	831.31	0.00	0.00	0.00	831.31
05 704 1400	ATHLETIC FUND RAISER	1,580.98	124.49	11.65	0.00	1,468.14
05 704 1450	TRACK	1,235.72	601.40	0.00	0.00	634.32
05 704 2000	CHEERLEADERS	(524.95)	0.00	200.00	0.00	(324.95)
05 704 2101	DRAMA/SPEECH	1,777.14	0.00	0.00	0.00	1,777.14
05 704 2102	FBLA-FUTURE BUS.LEADER AMER.	625.93	2,712.10	300.00	0.00	(1,786.17)
05 704 2105	DRAMA/SPOT LIGHT	1,374.36	0.00	0.00	0.00	1,374.36
05 704 2300	STUDENT COUNCIL	1,650.32	0.00	0.00	0.00	1,650.32
05 704 3000	ELEMENTARY FUND RAISER	1,647.84	0.00	0.00	0.00	1,647.84
05 704 3001	ACTIVITY SCHOLARSHIPS	1,150.00	0.00	0.00	0.00	1,150.00
05 704 3028	FUND BALANCE Class of 2025	0.00	0.00	0.00	0.00	0.00
05 704 3029	CLASS OF 2026	1,247.28	0.00	0.00	0.00	1,247.28
05 704 3030	CLASS OF 2027	2,789.36	0.00	0.00	0.00	2,789.36
05 704 3031	CLASS OF 2028	3,851.00	0.00	0.00	0.00	3,851.00
05 704 3032	CLASS OF 2029	4,438.00	0.00	0.00	0.00	4,438.00
05 704 3033	CLASS OF 2030	1,374.00	0.00	0.00	0.00	1,374.00
05 704 3034	FUND BALANCE	598.00	0.00	0.00	0.00	598.00
05 704 4100	LIBRARY	801.68	0.00	0.00	0.00	801.68
05 704 4300	CONCESSION STAND	19,909.44	0.00	0.00	0.00	19,909.44
05 704 4400	ACTIVITY VENDING	6,307.60	250.00	0.00	0.00	6,057.60
05 704 4500	WT ROOM	2,185.00	0.00	70.00	0.00	2,255.00
05 704 5000	SHOP/AG	4,762.44	600.00	200.00	0.00	4,362.44
05 704 5100	YEARBOOK	(923.64)	0.00	0.00	0.00	(923.64)
05 704 5200	BULLDOG MEDIA	735.08	0.00	0.00	0.00	735.08
05 704 6000	BAND/MUSIC	4,297.84	0.00	0.00	0.00	4,297.84
05 704 6002	BAND TRIP	245.17	0.00	0.00	0.00	245.17
05 704 6004	HONOR SOCIETY	1,574.57	385.00	0.00	0.00	1,189.57
05 704 6006	COF HS	3,647.31	0.00	0.00	0.00	3,647.31

Regular; Beginning Month 06/2026; Processing Month 06/2026; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 ACTIVITY FUND

Chart of Account Number	Chart of Account Description	Beginning Balance	Expenses	Revenues	Balance Change	Balance
05 704 6007	EHA WELLNESS	3,423.58	50.00	0.00	0.00	3,373.58
05 704 6008	BAND/MUSIC TRI M GROUP	913.89	0.00	0.00	0.00	913.89
05 704 6010	COF ELEM	261.76	0.00	0.00	0.00	261.76
05 704 7100	COUNSELORS CHARITY FUND	3,944.49	0.00	0.00	0.00	3,944.49
	Fund Total: 05	111,351.87	23,997.94	5,592.30	0.00	92,946.23

TREASURER'S MONTHLY REPORT
SCHOOL DISTRICT R-105
06/30/2026

BEGINNING BALANCE			**$3,228,259.32**
RECEIPTS:			$3,228,259.32
LEVIED COUNTY TAXES-BUFFALO CO.	286,106.81		
LEVIED COUNTY TAXES-SHERMAN CO	122.10		
BM Insurance	1,539.84		
INTEREST-CHECKING	117.19		
INTEREST-MMA	818.67		
INTEREST- NLAF	4,075.16		
ESU10-TITLE, SUBPAY	600.00		
PRESCHOOL FEES	0.00		
CHROMEBOOK RENTALS	0.00		
BCBS SETTLEMENT	17,304.75		
SPED TRANSPORTATION	0.00		
AFTER SCHOOL CARE	7,584.34		
LOCAL LICENSES	0.00		
TITLE I GRANT	0.00		
MEDICAID & MIPS	627.95		
SPED SA	64,933.00		
REAP GRANT	0.00		
STATE AID	63,855.00		
TOTAL GENERAL FUND RECEIPTS			$447,684.81
TOTAL BILLS -JUNE	72,238.82		
PAYROLL-Payables	161,956.26		
PAYROLL -JUNE	172,569.18		
Void Checks			
TOTAL GENERAL FUND EXPENSES			$406,764.26
GENERAL FUND BALANCE			**$3,269,179.87**

$0.00

****

CASH IN BANK PER STATEMENT	873,495.96	
ADD: LATE DEPOSITS	0.00	
LESS: OUTSTANDING CHECKS	600.59	aflac issue on 10 mos emp

ENDING CASH IN CHECKING BALANCE		$872,895.37
CASH IN CD 8 mos tcbank		$0.00
CASH IN MONEY MARKET ACCOUNT		$804,084.47
INVESTMENTS- NLAF		$1,592,200.03
ENDING CASH BALANCE		**$3,269,179.87**

****

DEPRECIATION FUND	226,822.49	$642,730.17
		the two depr added
Deprection funds put into NLAF	415,907.68	together
SPECIAL BUILDING FUND	13,620.95	
SPEC BLDG NLAF	4,642,439.80	
SPECIAL BLDG FUND CD'S TC BANK	1,276,529.22	**$6,368,323.20**
SPECIAL BLDG FUND MMA -BOND PROC.	435,733.23	
Employee Benefit FUND	28,142.00	
CLEARING ACCOUNT	4,922.65	
BOND ACCT	472,448.44	LOAN -GF100,000.00
QCPUF	108,453.33	LOAN -GF100,000.00
	7,625,019.79	

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
01	GENERAL FUND								
1100	REGULAR INSTRUCTIONAL PROGRAMS								
01 1100 111 000	REG INST SALARIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 111 001	REG INST SALARIES SEC	715,471.00	61,886.00	659,746.00	92.21	55,725.00	0.00	0.00	55,725.00
01 1100 111 002	REG INST SALARIES ELEM	690,000.00	59,556.01	609,736.57	88.37	80,263.43	0.00	0.00	80,263.43
111	SALARY TEACHERS/PROFESSIONAL STAFF	1,405,471.00	121,442.01	1,269,482.57	90.32	135,988.43	0.00	0.00	135,988.43
01 1100 112 001	INST AIDES SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 112 002	INST AIDES ELEM	7,000.00	0.00	5,248.08	74.97	1,751.92	0.00	0.00	1,751.92
112	SALARY AIDES/ASSISTANTS	7,000.00	0.00	5,248.08	74.97	1,751.92	0.00	0.00	1,751.92
01 1100 120 001	EXTRA DTY PAY COACH non-staff	14,000.00	600.00	11,882.76	84.88	2,117.24	0.00	0.00	2,117.24
120	SUBSTITUTE OR TEMPORARY SALARIES	14,000.00	600.00	11,882.76	84.88	2,117.24	0.00	0.00	2,117.24
01 1100 123 000	SUB SALARIES	10,000.00	0.00	5,056.00	50.56	4,944.00	0.00	0.00	4,944.00
01 1100 123 001	SUB SAL SEC	25,000.00	252.00	25,966.00	103.86	(966.00)	0.00	0.00	(966.00)
01 1100 123 002	SUB SAL ELEM	21,000.00	0.00	25,086.00	119.46	(4,086.00)	0.00	0.00	(4,086.00)
123	Temporary Substitute Salary	56,000.00	252.00	56,108.00	100.19	(108.00)	0.00	0.00	(108.00)
01 1100 132 001	REG INST OT SALARIES SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 132 002	REG INST OT SALARIES ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
132	OT SALARY AIDES/ASSTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 151 000	EXTRA DUTY PAY	12,000.00	700.10	7,767.10	64.73	4,232.90	0.00	0.00	4,232.90
01 1100 151 001	EXTRA DUTY PAY	125,000.00	10,701.86	123,247.81	98.60	1,752.19	0.00	0.00	1,752.19
151	Certified Coaches	137,000.00	11,401.96	131,014.91	95.63	5,985.09	0.00	0.00	5,985.09
01 1100 211 000	DISTRICT B. CROSS	1,500.00	0.00	0.00	0.00	1,500.00	0.00	0.00	1,500.00
01 1100 211 001	REG INST HEALTH INS JR/SR HIGH	230,000.00	19,019.65	208,858.55	90.81	21,141.45	0.00	0.00	21,141.45
01 1100 211 002	REG INST HEALTH INS ELEM	230,000.00	17,888.06	183,806.46	79.92	46,193.54	0.00	0.00	46,193.54
211	INS. TEACHERS/PROF. STAFF	461,500.00	36,907.71	392,665.01	85.08	68,834.99	0.00	0.00	68,834.99
01 1100 220 001	FICA JR/SR NON-INSTRUCTIONAL	3,000.00	45.90	908.87	30.30	2,091.13	0.00	0.00	2,091.13
220	SOCIAL SECURITY	3,000.00	45.90	908.87	30.30	2,091.13	0.00	0.00	2,091.13
01 1100 221 000	DISTRICT WIDE FICA	1,000.00	53.17	590.06	59.01	409.94	0.00	0.00	409.94
01 1100 221 001	TEACHERS/PROF FICA JR/SR	60,000.00	5,435.66	58,617.00	97.70	1,383.00	0.00	0.00	1,383.00
01 1100 221 002	TEACHERS/PROF FICA ELEM	50,000.00	4,370.49	45,856.65	91.71	4,143.35	0.00	0.00	4,143.35
221	TEACHERS/PROF. FICA	111,000.00	9,859.32	105,063.71	94.65	5,936.29	0.00	0.00	5,936.29
01 1100 222 001	AIDES/ASSTS FICA JR/SR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 222 002	AIDES/ASSTS FICA ELEM	1,000.00	0.00	401.50	40.15	598.50	0.00	0.00	598.50
222	AIDES/ASSTS FICA	1,000.00	0.00	401.50	40.15	598.50	0.00	0.00	598.50
01 1100 223 000	SUBS FICA DISTRICT	1,200.00	0.00	386.78	32.23	813.22	0.00	0.00	813.22
01 1100 223 001	SUBS FICA JR/SR HIGH	2,500.00	19.29	1,986.43	79.46	513.57	0.00	0.00	513.57
01 1100 223 002	SUBS FICA ELEM	2,500.00	0.00	1,918.60	76.74	581.40	0.00	0.00	581.40
223	SUBS	6,200.00	19.29	4,291.81	69.22	1,908.19	0.00	0.00	1,908.19
01 1100 230 000	DISTRICT RETIRE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 230 001	RETIRE JR/SR HIGH	1,500.00	0.00	502.39	33.49	997.61	0.00	0.00	997.61
230	RETIREMENT NON-INSTRUCTION	1,500.00	0.00	502.39	33.49	997.61	0.00	0.00	997.61
01 1100 231 000	RETIRE TEACHERS/PROFESSIONAL	1,000.00	51.25	570.88	57.09	429.12	0.00	0.00	429.12
01 1100 231 001	RETIRE TEACHERS/PROFESSIONAL	65,000.00	5,313.43	57,548.03	88.54	7,451.97	0.00	0.00	7,451.97
01 1100 231 002	RETIRE TEACHERS/PROFESSIONAL	57,000.00	4,169.77	45,820.06	80.39	11,179.94	0.00	0.00	11,179.94
231	RETIRE TEACHERS/PROFESSIONAL	123,000.00	9,534.45	103,938.97	84.50	19,061.03	0.00	0.00	19,061.03
01 1100 232 001	RETIRE AIDES/ASSTS SEC	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
01 1100 232 002	RETIRE AIDES/ASSTS ELEM	1,000.00	0.00	10.85	1.09	989.15	0.00	0.00	989.15

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
232 RETIRE AIDES/ASSTS		2,000.00	0.00	10.85	0.54	1,989.15	0.00	0.00	1,989.15
01 1100 233 001	RETIRE SUBS JR/SR HIGH	500.00	18.44	275.25	55.05	224.75	0.00	0.00	224.75
01 1100 233 002	SUBS RTR ELEM	500.00	0.00	3.98	0.80	496.02	0.00	0.00	496.02
233 RETIRE SUBS		1,000.00	18.44	279.23	27.92	720.77	0.00	0.00	720.77
01 1100 237 000	INCREASED RTR CONTR. DISTRICT	1,000.00	0.00	51.18	5.12	948.82	0.00	0.00	948.82
01 1100 237 001	INCREASED RTR CONTR JR/SR HIGH	20,000.00	0.00	5,241.15	26.21	14,758.85	0.00	0.00	14,758.85
01 1100 237 002	INCREASED RTR CONTR. ELEM	18,000.00	0.00	4,120.79	22.89	13,879.21	0.00	0.00	13,879.21
237 INCREASED RTR CONTR.		39,000.00	0.00	9,413.12	24.14	29,586.88	0.00	0.00	29,586.88
01 1100 239 001	EARLY RTR CONTR JR/SR HIGH(SICK LEAVE)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 239 002	EARLY RTR CONTR ELEM(SICK LEAVE)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
239 EARLY RET OR TERM		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 270 000	WORKMAN'S COMP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
270 WORKERS COMPENSATION		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 271 000	WORKMAN'S COMP TEACHERS/PROF. STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 271 001	WORKMAN'S COMP SEC	9,500.00	0.00	0.00	0.00	9,500.00	0.00	0.00	9,500.00
01 1100 271 002	WORKMAN'S COMP ELEM	9,500.00	0.00	0.00	0.00	9,500.00	0.00	0.00	9,500.00
271 WORKERS COMP TEACHERS/PROF. STAFF		19,000.00	0.00	0.00	0.00	19,000.00	0.00	0.00	19,000.00
01 1100 272 001	WORKMAN'S COMP REG. AIDES 7-12	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 272 002	WORKMAN'S COMP REG. AIDES P-6	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
272 WORK COMP. AIDES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 281 001	DIST. HSA JR/SR HIGH	10,000.00	718.80	7,906.80	79.07	2,093.20	0.00	0.00	2,093.20
01 1100 281 002	DIST. HSA ELEM	9,000.00	670.13	7,371.43	81.90	1,628.57	0.00	0.00	1,628.57
281 HEALTH BENEFITS PD TEACHER/PROF. STAFF		19,000.00	1,388.93	15,278.23	80.41	3,721.77	0.00	0.00	3,721.77
01 1100 290 000	DISABILITY INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
290 OTHER BENEFITS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 320 001	PROFESSIONAL SERVICES	0.00	10,000.00	10,000.00	0.00	(10,000.00)	0.00	0.00	(10,000.00)
320 PROFESSIONAL SERVICES		0.00	10,000.00	10,000.00	0.00	(10,000.00)	0.00	0.00	(10,000.00)
01 1100 333 000	REG. INSTR. MILEAGE	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
01 1100 333 001	REG. INSTR. MILEAGE	2,000.00	263.20	1,780.58	89.03	219.42	0.00	0.00	219.42
01 1100 333 002	REG. INSTR. MILEAGE	100.00	0.00	0.00	0.00	100.00	0.00	0.00	100.00
333 MILEAGE FOR STAFF		3,100.00	263.20	1,780.58	57.44	1,319.42	0.00	0.00	1,319.42
01 1100 550 000	INSTRUCTIONAL PRINTING SUPPLIES	23,000.00	0.00	9,958.58	43.30	13,041.42	0.00	0.00	13,041.42
550 PRINTING EXP		23,000.00	0.00	9,958.58	43.30	13,041.42	0.00	0.00	13,041.42
01 1100 580 000	TRAVEL AND EXPENSE	1,000.00	0.00	415.68	41.57	584.32	0.00	0.00	584.32
01 1100 580 001	TRAVEL AND EXPENSE SEC	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
01 1100 580 002	TRAVEL AND EXPENSE ELEM	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
580 TRAVEL EXPENSE AND MILEAGE		3,000.00	0.00	415.68	13.86	2,584.32	0.00	0.00	2,584.32
01 1100 610 000	INSTRUCTIONAL SUPPLIES	10,000.00	0.00	3,351.36	34.01	6,648.64	0.00	49.99	6,598.65
01 1100 610 001	SUPPLIES-SEC	5,000.00	1,183.03	8,253.02	178.57	(3,253.02)	0.00	675.31	(3,928.33)
01 1100 610 002	SUPPLIES-ELEM	10,000.00	901.49	3,212.76	33.45	6,787.24	0.00	132.71	6,654.53
01 1100 610 000 003	MUSIC SUPPLIES	3,000.00	0.00	478.84	19.69	2,521.16	0.00	111.76	2,409.40
01 1100 610 001 003	MUSIC SUPPLIES	500.00	0.00	1,600.10	350.60	(1,100.10)	0.00	152.92	(1,253.02)
01 1100 610 002 003	MUSIC SUPPLIES	0.00	0.00	516.24	0.00	(516.24)	0.00	0.00	(516.24)
01 1100 610 001 004	ART SUPPLIES	2,000.00	0.00	266.45	13.32	1,733.55	0.00	0.00	1,733.55

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
01 1100 610 002 004	ART SUPPLIES	2,000.00	201.56	1,146.30	57.32	853.70	0.00	0.00	853.70
01 1100 610 001 005	STS SUPPLIES	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
610 GENERAL SUPPLIES		33,500.00	2,286.08	18,825.07	59.55	14,674.93	0.00	1,122.69	13,552.24
01 1100 640 000	TEXTBOOKS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 640 001	TEXTBOOKS SEC	25,000.00	0.00	1,057.78	5.50	23,942.22	0.00	318.46	23,623.76
01 1100 640 002	TEXTBOOKS ELEM	13,000.00	361.38	5,949.35	56.21	7,050.65	0.00	1,358.56	5,692.09
640 BOOKS & PERIODICALS		38,000.00	361.38	7,007.13	22.85	30,992.87	0.00	1,677.02	29,315.85
01 1100 643 000	WEB/CLOUD BASED SOFTWARE	1,500.00	0.00	0.00	0.00	1,500.00	0.00	0.00	1,500.00
01 1100 643 001	WEB/CLOUD BASED SOFTWARE	20,000.00	0.00	2,559.30	16.96	17,440.70	0.00	831.73	16,608.97
01 1100 643 002	WEB/CLOUD BASED SOFTWARE	5,000.00	0.00	532.11	123.86	4,467.89	0.00	5,660.76	(1,192.87)
643 WEB/CLOUD BASED SOFTWARE		26,500.00	0.00	3,091.41	36.17	23,408.59	0.00	6,492.49	16,916.10
01 1100 650 000	A-V MATERIALS	1,000.00	0.00	90.00	84.80	910.00	0.00	758.00	152.00
01 1100 650 001	A-V MATERIALS SEC	750.00	0.00	0.00	0.00	750.00	0.00	0.00	750.00
01 1100 650 002	A-V MATERIALS ELEM	750.00	0.00	0.00	0.00	750.00	0.00	0.00	750.00
650 SUPPLIES TECH-RELATED		2,500.00	0.00	90.00	33.92	2,410.00	0.00	758.00	1,652.00
01 1100 733 000	OTHER SUPPLIES & MATERIALS	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
01 1100 733 001	FURN & EQUIP SEC	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
01 1100 733 002	FURN & EQUIP ELEM	7,500.00	0.00	0.00	0.00	7,500.00	0.00	0.00	7,500.00
01 1100 733 000 005	FURNITURE & EQUIPMENT	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
01 1100 733 001 005	FURN AND EQUIP SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
733 FURNITURE & FIXTURES		27,500.00	0.00	0.00	0.00	27,500.00	0.00	0.00	27,500.00
01 1100 734 000	COMPUTER EQUIPMENT HARDWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 734 001	COMPUTER EQUIP-HARDWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 734 002	COMPUTER EQUIP-HARDWARE	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
01 1100 734 000 005	COMPUTER HARDWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 734 001 005	COMPUTER EQUIP-HARDWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
734 COMPUTER HARDWARE		5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
01 1100 735 000	COMPUTER EQUIPMENT SOFTWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 735 000 005	COMPUTER -SOFTWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
735 COMPUTER SOFTWARE		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 810 000	DUES AND FEES	1,500.00	0.00	0.00	0.00	1,500.00	0.00	0.00	1,500.00
01 1100 810 001	DUES AND FEES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 810 002	DUES AND FEES	0.00	0.00	40.00	0.00	(40.00)	0.00	0.00	(40.00)
01 1100 810 000 003	DUES AND FEES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
810 DUES AND FEES		1,500.00	0.00	40.00	2.67	1,460.00	0.00	0.00	1,460.00
01 1100 890 000	OTHER MISC. EXPENSES	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
890 OTHER MISC EXPENSES		2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
1100 REGULAR INSTRUCTIONAL PROGRAMS		2,572,271.00	204,380.67	2,157,698.46	84.27	414,572.54	0.00	10,050.20	404,522.34
1160 PROVERTY PROGRAMS									
01 1160 111 002	POVERTY PROGRAM SALARY	108,200.00	9,016.66	99,183.26	91.67	9,016.74	0.00	0.00	9,016.74
111 SALARY TEACHERS/PROFESSIONAL STAFF		108,200.00	9,016.66	99,183.26	91.67	9,016.74	0.00	0.00	9,016.74
01 1160 211 002	PREK HEALTH INS.	28,126.00	2,343.85	25,782.35	91.67	2,343.65	0.00	0.00	2,343.65
211 INS. TEACHERS/PROF. STAFF		28,126.00	2,343.85	25,782.35	91.67	2,343.65	0.00	0.00	2,343.65
01 1160 221 002	PREK FICA	10,000.00	677.10	7,448.65	74.49	2,551.35	0.00	0.00	2,551.35
221 TEACHERS/PROF. FICA		10,000.00	677.10	7,448.65	74.49	2,551.35	0.00	0.00	2,551.35
01 1160 231 002	PREK RTR	10,063.00	660.02	7,289.77	72.44	2,773.23	0.00	0.00	2,773.23
231 RETIRE TEACHERS/PROFESSIONAL		10,063.00	660.02	7,289.77	72.44	2,773.23	0.00	0.00	2,773.23
01 1160 237 002	PREK RTR-INCR	3,000.00	0.00	655.70	21.86	2,344.30	0.00	0.00	2,344.30

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
237 INCREASED RTR CONTR.		3,000.00	0.00	655.70	21.86	2,344.30	0.00	0.00	2,344.30
01 1160 890 000	POVERTY PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
890 OTHER MISC EXPENSES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1160 PROVERTY PROGRAMS		159,389.00	12,697.63	140,359.73	88.06	19,029.27	0.00	0.00	19,029.27
1190 EARLY CHILDHOOD ED PROGRAMS									
01 1190 111 002	PRESCHOOL SALARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
111 SALARY TEACHERS/PROFESSIONAL STAFF		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1190 112 000	PREK SPED AIDE SALARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1190 112 002	PRESCHOOL AIDE SALARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1190 112 002 902	PRESCHOOL AIDE SALARY	26,000.00	0.00	15,965.62	61.41	10,034.38	0.00	0.00	10,034.38
112 SALARY AIDES/ASSISTANTS		26,000.00	0.00	15,965.62	61.41	10,034.38	0.00	0.00	10,034.38
01 1190 132 002	PREK AIDE OT SALARIES ELEM	200.00	0.00	0.00	0.00	200.00	0.00	0.00	200.00
132 OT SALARY AIDES/ASSTS		200.00	0.00	0.00	0.00	200.00	0.00	0.00	200.00
01 1190 211 002	PREK HEALTH INS.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
211 INS. TEACHERS/PROF. STAFF		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1190 221 002	PREK TEACHER FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
221 TEACHERS/PROF. FICA		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1190 222 002	PREK AIDE FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1190 222 002 902	PREK AIDE FICA	3,000.00	0.00	1,221.39	40.71	1,778.61	0.00	0.00	1,778.61
222 AIDES/ASSTS FICA		3,000.00	0.00	1,221.39	40.71	1,778.61	0.00	0.00	1,778.61
01 1190 230 002	PRESCHOOL RETIREMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
230 RETIREMENT NON-INSTRUCTION		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1190 231 002	PRESCHOOL TCHR RETIREMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
231 RETIRE TEACHERS/PROFESSIONAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1190 232 002	PRESCHOOL AIDES RTR ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1190 232 002 902	PRESCHOOL AIDES RTR ELEM	2,000.00	0.00	1,173.92	58.70	826.08	0.00	0.00	826.08
232 RETIRE AIDES/ASSTS		2,000.00	0.00	1,173.92	58.70	826.08	0.00	0.00	826.08
01 1190 237 002	PRESCHOOL TCHR INCR.RTR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1190 237 002 902	PRESCHOOL AIDE INCR.RTR	500.00	0.00	116.09	23.22	383.91	0.00	0.00	383.91
237 INCREASED RTR CONTR.		500.00	0.00	116.09	23.22	383.91	0.00	0.00	383.91
01 1190 271 002	WORKMAN'S COMPPREK	3,000.00	0.00	0.00	0.00	3,000.00	0.00	0.00	3,000.00
271 WORKERS COMP TEACHERS/PROF. STAFF		3,000.00	0.00	0.00	0.00	3,000.00	0.00	0.00	3,000.00
01 1190 272 002	WORKMAN'S COMP PREK AIDES P-6	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
272 WORK COMP. AIDES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1190 290 002	PRESCHOOL DISABILITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
290 OTHER BENEFITS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1190 330 002	PREK TRAINING/DEV	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
330 EMP TRAINING & DEV.		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1190 580 002	PRESCHOOL MILEAGE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
580 TRAVEL EXPENSE AND MILEAGE		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1190 610 002	PRESCHOOL SUPPLIES	8,000.00	392.41	4,919.63	61.50	3,080.37	0.00	0.00	3,080.37
610 GENERAL SUPPLIES		8,000.00	392.41	4,919.63	61.50	3,080.37	0.00	0.00	3,080.37
01 1190 733 002	PRESCHOOL FURNITURE & FIXTURES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
733 FURNITURE & FIXTURES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1190 810 002	DUES AND FEES	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
810	DUES AND FEES	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
1190	EARLY CHILDHOOD ED PROGRAMS	43,200.00	392.41	23,396.65	54.16	19,803.35	0.00	0.00	19,803.35
1200	SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS								
01 1200 111 000	SPECIAL ED SALARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 111 001	SPEC ED SALARY-SEC	63,200.00	5,266.67	57,933.37	91.67	5,266.63	0.00	0.00	5,266.63
01 1200 111 002	SPEC ED SALARY-ELEM	44,800.00	3,733.33	34,557.09	77.14	10,242.91	0.00	0.00	10,242.91
111	SALARY TEACHERS/PROFESSIONAL STAFF	108,000.00	9,000.00	92,490.46	85.64	15,509.54	0.00	0.00	15,509.54
01 1200 112 001	SP ED AIDE SALARY	0.00	0.00	1,330.32	0.00	(1,330.32)	0.00	0.00	(1,330.32)
01 1200 112 002	SP ED AIDE SALARY	0.00	0.00	21,113.45	0.00	(21,113.45)	0.00	0.00	(21,113.45)
01 1200 112 001 901	SP ED AIDE SALARY	93,000.00	36.00	93,919.88	100.99	(919.88)	0.00	0.00	(919.88)
01 1200 112 002 902	SP ED AIDE SALARY	93,000.00	0.00	79,826.30	85.83	13,173.70	0.00	0.00	13,173.70
112	SALARY AIDES/ASSISTANTS	186,000.00	36.00	196,189.95	105.48	(10,189.95)	0.00	0.00	(10,189.95)
01 1200 123 000	SPED SUB SALARIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 123 001	SPED SUB SALARIES JR/SR HIGH	2,000.00	0.00	7,010.00	350.50	(5,010.00)	0.00	0.00	(5,010.00)
01 1200 123 002	SPED SUB SALARIES ELEM	15,000.00	0.00	10,504.00	70.03	4,496.00	0.00	0.00	4,496.00
123	Temporary Substitute Salary	17,000.00	0.00	17,514.00	103.02	(514.00)	0.00	0.00	(514.00)
01 1200 132 001	SPEC ED OT SALARY-SEC	300.00	0.00	0.00	0.00	300.00	0.00	0.00	300.00
01 1200 132 002	SPED AIDE OT SALARY ELEM	300.00	0.00	129.90	43.30	170.10	0.00	0.00	170.10
132	OT SALARY AIDES/ASSTS	600.00	0.00	129.90	21.65	470.10	0.00	0.00	470.10
01 1200 210 000	SPED HEALTH INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
210	INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 211 001	SPED HEALTH INS JR/SR HIGH	9,709.00	851.73	9,369.03	96.50	339.97	0.00	0.00	339.97
01 1200 211 002	SPED HELTH INS. ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
211	INS. TEACHERS/PROF. STAFF	9,709.00	851.73	9,369.03	96.50	339.97	0.00	0.00	339.97
01 1200 212 001	SPED HEALTH INS JR/SR HIGH	7,000.00	9.40	1,251.81	17.88	5,748.19	0.00	0.00	5,748.19
212	Insurance	7,000.00	9.40	1,251.81	17.88	5,748.19	0.00	0.00	5,748.19
01 1200 220 000	SPED FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
220	SOCIAL SECURITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 221 001	SPEDTEACHER FICA JR/SR HIGH	6,000.00	402.90	4,431.90	73.87	1,568.10	0.00	0.00	1,568.10
01 1200 221 002	SPEDTEACHER FICA ELEM	5,500.00	247.64	2,226.06	40.47	3,273.94	0.00	0.00	3,273.94
221	TEACHERS/PROF. FICA	11,500.00	650.54	6,657.96	57.90	4,842.04	0.00	0.00	4,842.04
01 1200 222 001	SPED AIDE FICA JR/SR HIGH	0.00	0.00	101.77	0.00	(101.77)	0.00	0.00	(101.77)
01 1200 222 002	SPED AIDE FICA ELEM	0.00	0.00	1,597.57	0.00	(1,597.57)	0.00	0.00	(1,597.57)
01 1200 222 001 901	SPED AIDE FICA JR/SR HIGH	8,000.00	2.75	7,176.20	89.70	823.80	0.00	0.00	823.80
01 1200 222 002 902	SPED AIDE FICA ELEM	8,000.00	0.00	6,054.56	75.68	1,945.44	0.00	0.00	1,945.44
222	AIDES/ASSTS FICA	16,000.00	2.75	14,930.10	93.31	1,069.90	0.00	0.00	1,069.90
01 1200 223 001	SPED SUB FICA JR/SR HIGH	500.00	0.00	536.23	107.25	(36.23)	0.00	0.00	(36.23)
01 1200 223 002	SPED SUB FICA ELEM	600.00	0.00	803.59	133.93	(203.59)	0.00	0.00	(203.59)
223	SUBS	1,100.00	0.00	1,339.82	121.80	(239.82)	0.00	0.00	(239.82)
01 1200 230 000	SPED RETIREMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 230 001	SP ED RET-SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 230 002	SP ED RET-ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
230	RETIREMENT NON-INSTRUCTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 231 001	SPED RTR JR/SR HIGH	6,000.00	385.52	4,258.02	70.97	1,741.98	0.00	0.00	1,741.98
01 1200 231 002	SPED RTR ELEM	5,000.00	273.28	2,539.69	50.79	2,460.31	0.00	0.00	2,460.31
231	RETIRE TEACHERS/PROFESSIONAL	11,000.00	658.80	6,797.71	61.80	4,202.29	0.00	0.00	4,202.29
01 1200 232 000	SPED RETIREMENT AIDES/ASSTS DIST	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 232 001	SPED RETIREMENT AIDES/ASSTS JR/SR HIGH	0.00	0.00	97.79	0.00	(97.79)	0.00	0.00	(97.79)

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
01 1200 232 002	SPED RETIREMENT AIDES/ASSTS ELEM	0.00	0.00	1,562.00	0.00	(1,562.00)	0.00	0.00	(1,562.00)
01 1200 232 001 901	SPED RETIREMENT AIDES/ASSTS JR/SR HIGH	8,000.00	2.64	6,905.74	86.32	1,094.26	0.00	0.00	1,094.26
01 1200 232 002 902	SPED RETIREMENT AIDES/ASSTS ELEM	8,000.00	0.00	5,869.48	73.37	2,130.52	0.00	0.00	2,130.52
232 RETIRE AIDES/ASSTS		16,000.00	2.64	14,435.01	90.22	1,564.99	0.00	0.00	1,564.99
01 1200 237 000	SPED INCR.RETIREMENT AIDES/ASSTS DIST.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 237 001	SPED INCR.RTR JR/SR HIGH	1,000.00	0.00	392.68	39.27	607.32	0.00	0.00	607.32
01 1200 237 002	SPED INCR.RETIREMENT AIDES/ASSTS ELEM	1,000.00	0.00	378.60	37.86	621.40	0.00	0.00	621.40
01 1200 237 001 901	SPED RETIREMENT AIDES/ASSTS JR/SR HIGH	1,500.00	0.00	682.70	45.51	817.30	0.00	0.00	817.30
01 1200 237 002 902	SPED RETIREMENT AIDES/ASSTS ELEM	1,500.00	0.00	580.51	38.70	919.49	0.00	0.00	919.49
237 INCREASED RTR CONTR.		5,000.00	0.00	2,034.49	40.69	2,965.51	0.00	0.00	2,965.51
01 1200 239 001	EARLY RTR CONTR JR/SR HIGH(SICK LEAVE)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
239 EARLY RET OR TERM		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 271 001	WORKMAN'S COMP 7-12	700.00	0.00	0.00	0.00	700.00	0.00	0.00	700.00
01 1200 271 002	WORKMAN'S COMP ELEM	700.00	0.00	0.00	0.00	700.00	0.00	0.00	700.00
271 WORKERS COMP TEACHERS/PROF. STAFF		1,400.00	0.00	0.00	0.00	1,400.00	0.00	0.00	1,400.00
01 1200 272 001	WORKMAN'S COMP SPED AIDES 7-12	700.00	0.00	0.00	0.00	700.00	0.00	0.00	700.00
01 1200 272 002	WORKMAN'S COMP SPED AIDES P-6	700.00	0.00	0.00	0.00	700.00	0.00	0.00	700.00
272 WORK COMP. AIDES		1,400.00	0.00	0.00	0.00	1,400.00	0.00	0.00	1,400.00
01 1200 281 002	DIST. HSA ELEM SPED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
281 HEALTH BENEFITS PD TEACHER/PROF. STAFF		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 290 000	DISABILITY INS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
290 OTHER BENEFITS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 330 000	IN-SERVICE TRAINING	0.00	0.00	45.00	0.00	(45.00)	0.00	0.00	(45.00)
01 1200 330 001	IN-SERVICE TRAINING	500.00	0.00	105.00	21.00	395.00	0.00	0.00	395.00
01 1200 330 002	IN-SERVICE TRAINING	500.00	0.00	20.00	4.00	480.00	0.00	0.00	480.00
330 EMP TRAINING & DEV.		1,000.00	0.00	170.00	17.00	830.00	0.00	0.00	830.00
01 1200 334 000	SP ED PUPIL TRANSP./PARENTS	3,000.00	0.00	0.00	0.00	3,000.00	0.00	0.00	3,000.00
334 Sped Mileage to Parents		3,000.00	0.00	0.00	0.00	3,000.00	0.00	0.00	3,000.00
01 1200 519 000	SP ED PUPIL TRANSPORTATION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
519 CONTRACTED PUPIL TRANSPORT		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 530 000	Sped Communications	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
530 COMMUNICATIONS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 562 000	TUITION PD SP ED STUD	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
562 TUITION PD OTH DIST SP ED		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 569 000	ESU 10 SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
569 TUITION PD OTH AGENCIES SP ED		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 580 001	SP.ED. TRAV EXP-IN SERVICE	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 1200 580 002	SP.ED. TRAV EXP-IN SERVICE	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
580 TRAVEL EXPENSE AND MILEAGE		1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
01 1200 591 000	SPED SERVICES SUPERVISION SA	0.00	993.00	993.00	0.00	(993.00)	0.00	0.00	(993.00)
01 1200 591 001	SPED ESU SERVICES 7-12	16,000.00	886.73	11,736.27	73.35	4,263.73	0.00	0.00	4,263.73
01 1200 591 002	SPED ESU SERVICES P-6	14,000.00	786.52	10,473.61	74.81	3,526.39	0.00	0.00	3,526.39

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
591 ESU SERVICES IN-STATE		30,000.00	2,666.25	23,202.88	77.34	6,797.12	0.00	0.00	6,797.12
01 1200 610 000	SPED SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 610 001	SPEC ED SUPPLIES - SEC	5,000.00	0.00	819.09	25.79	4,180.91	0.00	470.30	3,710.61
01 1200 610 002	SPEC ED SUPPLIES - ELEM	9,000.00	0.00	4,570.77	56.29	4,429.23	0.00	495.35	3,933.88
610 GENERAL SUPPLIES		14,000.00	0.00	5,389.86	45.40	8,610.14	0.00	965.65	7,644.49
01 1200 640 000	SPED TEXTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 640 001	SPEC ED TEXT - SEC	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 1200 640 002	SPEC ED TEXT - ELEM	0.00	0.00	1,218.80	0.00	(1,218.80)	0.00	0.00	(1,218.80)
640 BOOKS & PERIODICALS		500.00	0.00	1,218.80	243.76	(718.80)	0.00	0.00	(718.80)
01 1200 643 001	SPEC ED WEB/CLOUD- JR Sr high	1,200.00	0.00	2,449.99	247.91	(1,249.99)	0.00	524.94	(1,774.93)
01 1200 643 002	SPEC ED WEB/CLOUD- ELEM	3,000.00	0.00	698.98	46.96	2,301.02	0.00	709.87	1,591.15
643 WEB/CLOUD BASED SOFTWARE		4,200.00	0.00	3,148.97	104.38	1,051.03	0.00	1,234.81	(183.78)
01 1200 733 000	SPED FURNITURE & EQUIP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 733 001	SPEC ED FURN AND EQUIP-SEC	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 1200 733 002	SPEC ED FURN AND EQUIP-ELM	3,000.00	0.00	0.00	0.00	3,000.00	0.00	0.00	3,000.00
733 FURNITURE & FIXTURES		3,500.00	0.00	0.00	0.00	3,500.00	0.00	0.00	3,500.00
01 1200 734 000	SPEC ED COMPUTER EQUIP-HD	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 734 001	SPEC ED COMPUTER EQUIP-HD	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
734 COMPUTER HARDWARE		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1200 SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS		448,909.00	13,878.11	396,270.75	88.76	52,638.25	0.00	2,200.46	50,437.79
1291 Sped Programs 3-5									
01 1291 591 002	SPED ESU SERVICES 3-5	2,500.00	177.68	2,408.95	96.36	91.05	0.00	0.00	91.05
591 ESU SERVICES IN-STATE		2,500.00	177.68	2,408.95	96.36	91.05	0.00	0.00	91.05
1291 Sped Programs 3-5		2,500.00	177.68	2,408.95	96.36	91.05	0.00	0.00	91.05
1292 Sped Programs 0-2									
01 1292 591 002	SPED ESU SERVICES 0-2	2,500.00	177.68	2,408.95	96.36	91.05	0.00	0.00	91.05
591 ESU SERVICES IN-STATE		2,500.00	177.68	2,408.95	96.36	91.05	0.00	0.00	91.05
1292 Sped Programs 0-2		2,500.00	177.68	2,408.95	96.36	91.05	0.00	0.00	91.05
1300 SUMMER SCHOOL									
01 1300 111 002	SUMMER SCHOOL	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
111 SALARY TEACHERS/PROFESSIONAL STAFF		2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
01 1300 221 002	TEACHERS/PROF FICA ELEM	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
221 TEACHERS/PROF. FICA		500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 1300 231 002	TEACHERS/PROF RTR ELEM	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
231 RETIRE TEACHERS/PROFESSIONAL		500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 1300 237 002	TEACHERS/PROF INC RTR ELEM	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
237 INCREASED RTR CONTR.		500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 1300 610 000	SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1300 610 002	SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
610 GENERAL SUPPLIES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1300 SUMMER SCHOOL		3,500.00	0.00	0.00	0.00	3,500.00	0.00	0.00	3,500.00
2110 ATTENDANCE AND SOCIAL WORK SERVICES									
01 2110 643 000	WEB/CLOUD BASED SOFTWARE	12,000.00	0.00	0.00	0.70	12,000.00	0.00	84.00	11,916.00
643 WEB/CLOUD BASED SOFTWARE		12,000.00	0.00	0.00	0.70	12,000.00	0.00	84.00	11,916.00
2110 ATTENDANCE AND SOCIAL WORK SERVICES		12,000.00	0.00	0.00	0.70	12,000.00	0.00	84.00	11,916.00
2120 GUIDANCE SERVICES									
01 2120 111 000	GUIDANCE SALARY	73,400.00	6,449.10	70,940.10	96.65	2,459.90	0.00	0.00	2,459.90

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
111	SALARY TEACHERS/PROFESSIONAL STAFF	73,400.00	6,449.10	70,940.10	96.65	2,459.90	0.00	0.00	2,459.90
01 2120 211 000	GUIDANCE HEALTH INS	28,126.00	2,343.85	25,782.35	91.67	2,343.65	0.00	0.00	2,343.65
211	INS. TEACHERS/PROF. STAFF	28,126.00	2,343.85	25,782.35	91.67	2,343.65	0.00	0.00	2,343.65
01 2120 221 000	GUIDANCE PR TAXES	6,500.00	435.90	4,794.92	73.77	1,705.08	0.00	0.00	1,705.08
221	TEACHERS/PROF. FICA	6,500.00	435.90	4,794.92	73.77	1,705.08	0.00	0.00	1,705.08
01 2120 230 001	RETIREMENT SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2120 230 002	RETIREMENT ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
230	RETIREMENT NON-INSTRUCTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2120 231 000	GUIDANCE RETIREMENT	3,749.00	472.07	5,213.88	139.07	(1,464.88)	0.00	0.00	(1,464.88)
231	RETIRE TEACHERS/PROFESSIONAL	3,749.00	472.07	5,213.88	139.07	(1,464.88)	0.00	0.00	(1,464.88)
01 2120 237 000	INCREASED RTR CONTR. DISTRICT	1,000.00	0.00	469.00	46.90	531.00	0.00	0.00	531.00
237	INCREASED RTR CONTR.	1,000.00	0.00	469.00	46.90	531.00	0.00	0.00	531.00
01 2120 271 000	WORKMAN'S COMP GUIDANCE OFFICE	900.00	0.00	0.00	0.00	900.00	0.00	0.00	900.00
271	WORKERS COMP TEACHERS/PROF. STAFF	900.00	0.00	0.00	0.00	900.00	0.00	0.00	900.00
01 2120 290 000	DISABILITY INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
290	OTHER BENEFITS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2120 330 000	EMP TRAINING& DEV	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2120 330 001	EMP TRAINING& DEV	0.00	0.00	150.00	0.00	(150.00)	0.00	0.00	(150.00)
01 2120 330 002	EMP TRAINING& DEV	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
330	EMP TRAINING & DEV.	0.00	0.00	150.00	0.00	(150.00)	0.00	0.00	(150.00)
01 2120 580 000	TRAVEL & EXP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2120 580 001	TRAVEL & EXP SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2120 580 002	TRAVEL & EXP ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
580	TRAVEL EXPENSE AND MILEAGE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2120 591 001	LIC MENTAL HEALTH	6,000.00	0.00	0.00	0.00	6,000.00	0.00	0.00	6,000.00
01 2120 591 002	LIC MENTAL HEALTH	6,000.00	0.00	0.00	0.00	6,000.00	0.00	0.00	6,000.00
591	ESU SERVICES IN-STATE	12,000.00	0.00	0.00	0.00	12,000.00	0.00	0.00	12,000.00
01 2120 610 000	GUIDANCE SUPPLIES	2,000.00	0.00	36.36	1.82	1,963.64	0.00	0.00	1,963.64
01 2120 610 001	SUPPLIES-SEC	4,000.00	0.00	1,977.50	49.44	2,022.50	0.00	0.00	2,022.50
01 2120 610 002	SUPPLIES-ELEM	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
610	GENERAL SUPPLIES	6,500.00	0.00	2,013.86	30.98	4,486.14	0.00	0.00	4,486.14
01 2120 650 000	AUDIO-VISUAL MATERIALS	0.00	0.00	84.00	0.00	(84.00)	0.00	0.00	(84.00)
01 2120 650 001	COMPUTER SUPPLIES-SEC	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 2120 650 002	COMPUTER SUPPLIES-ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
650	SUPPLIES TECH-RELATED	500.00	0.00	84.00	16.80	416.00	0.00	0.00	416.00
01 2120 733 000	FURN AND EQUIP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2120 733 001	FURN AND EQUIP SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2120 733 002	FURN AND EQUIP ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
733	FURNITURE & FIXTURES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2120 734 000	COMPUTER HARDWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
734	COMPUTER HARDWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2120 735 000	COMPUTER SOFTWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
735	COMPUTER SOFTWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2120	GUIDANCE SERVICES	132,675.00	9,700.92	109,448.11	82.49	23,226.89	0.00	0.00	23,226.89
2130	HEALTH SERVICES								
01 2130 116 000	SCHOOL NURSE SALARY	7,500.00	0.00	8,313.00	110.84	(813.00)	0.00	0.00	(813.00)
116	SALARY PROFESSIONAL NON-CERT STAFF	7,500.00	0.00	8,313.00	110.84	(813.00)	0.00	0.00	(813.00)

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
01 2130 226 000	FICA SCHOOL NURSE	500.00	0.00	635.94	127.19	(135.94)	0.00	0.00	(135.94)
226 PROF. NON-CERT STAFF		500.00	0.00	635.94	127.19	(135.94)	0.00	0.00	(135.94)
01 2130 230 000	RETIREMENT SCHOOL NURSE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
230 RETIREMENT NON-INSTRUCTION		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2130 580 000	TRAVEL & EXP SCHOOL NURSE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
580 TRAVEL EXPENSE AND MILEAGE		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2130 610 000	HEALTH SUPPLIES	3,000.00	0.00	237.76	10.47	2,762.24	0.00	76.45	2,685.79
01 2130 610 001	HEALTH SUPPLIES SEC	300.00	0.00	7.98	2.66	292.02	0.00	0.00	292.02
01 2130 610 002	HEALTH SUPPLIES ELEM	300.00	0.00	34.25	11.42	265.75	0.00	0.00	265.75
610 GENERAL SUPPLIES		3,600.00	0.00	279.99	9.90	3,320.01	0.00	76.45	3,243.56
2130 HEALTH SERVICES		11,600.00	0.00	9,228.93	80.22	2,371.07	0.00	76.45	2,294.62
2140 Licensed Mental Health									
01 2140 591 001	LIC MENTAL HEALTH	0.00	625.00	6,250.00	0.00	(6,250.00)	0.00	0.00	(6,250.00)
01 2140 591 002	LIC MENTAL HEALTH	0.00	625.00	6,250.00	0.00	(6,250.00)	0.00	0.00	(6,250.00)
591 ESU SERVICES IN-STATE		0.00	1,250.00	12,500.00	0.00	(12,500.00)	0.00	0.00	(12,500.00)
2140 Licensed Mental Health		0.00	1,250.00	12,500.00	0.00	(12,500.00)	0.00	0.00	(12,500.00)
2141 PSYCHOLOGICAL SERVICES SA									
01 2141 591 000	PSYCH SERVICES SA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2141 591 001	PSYCH EXAM SEC	25,000.00	1,826.00	21,962.34	87.85	3,037.66	0.00	0.00	3,037.66
01 2141 591 002	PSYCH EXAM ELEM	25,000.00	1,826.00	21,962.34	87.85	3,037.66	0.00	0.00	3,037.66
591 ESU SERVICES IN-STATE		50,000.00	3,652.00	43,924.68	87.85	6,075.32	0.00	0.00	6,075.32
2141 PSYCHOLOGICAL SERVICES SA		50,000.00	3,652.00	43,924.68	87.85	6,075.32	0.00	0.00	6,075.32
2142 PSYCH SERVICES 3-5									
01 2142 591 002	PSYCH SERVICES Pk	6,000.00	456.50	5,490.59	91.51	509.41	0.00	0.00	509.41
591 ESU SERVICES IN-STATE		6,000.00	456.50	5,490.59	91.51	509.41	0.00	0.00	509.41
2142 PSYCH SERVICES 3-5		6,000.00	456.50	5,490.59	91.51	509.41	0.00	0.00	509.41
2143 PSYCH SERVICES B-2									
01 2143 591 002	PSYCH SERVICES B-2-ELEM SCHOOL	4,000.00	456.50	5,490.59	137.26	(1,490.59)	0.00	0.00	(1,490.59)
591 ESU SERVICES IN-STATE		4,000.00	456.50	5,490.59	137.26	(1,490.59)	0.00	0.00	(1,490.59)
2143 PSYCH SERVICES B-2		4,000.00	456.50	5,490.59	137.26	(1,490.59)	0.00	0.00	(1,490.59)
2151 SPEECH PATH & AUDIOLOGY SA									
01 2151 591 001	SPEECH PATH & AUDIOLOGY SA JR/SR HI	25,000.00	1,190.03	16,828.98	67.32	8,171.02	0.00	0.00	8,171.02
01 2151 591 002	SPEECH PATH & AUDIOLOGY SA P-6	75,000.00	5,899.34	68,744.77	91.66	6,255.23	0.00	0.00	6,255.23
591 ESU SERVICES IN-STATE		100,000.00	7,089.37	85,573.75	85.57	14,426.25	0.00	0.00	14,426.25
2151 SPEECH PATH & AUDIOLOGY SA		100,000.00	7,089.37	85,573.75	85.57	14,426.25	0.00	0.00	14,426.25
2152 SPEECH PATH & AUDIO 3-5									
01 2152 591 002	SPEECH PATH & AUDIOLOGY 3-5	15,000.00	1,811.21	17,976.18	119.84	(2,976.18)	0.00	0.00	(2,976.18)
591 ESU SERVICES IN-STATE		15,000.00	1,811.21	17,976.18	119.84	(2,976.18)	0.00	0.00	(2,976.18)
2152 SPEECH PATH & AUDIO 3-5		15,000.00	1,811.21	17,976.18	119.84	(2,976.18)	0.00	0.00	(2,976.18)
2153 SPEECH PATH & AUDIO B-2									
01 2153 591 002	SPEECH PATH & AUDIOLOGY B-2(ELEM)	10,000.00	241.44	6,568.48	65.68	3,431.52	0.00	0.00	3,431.52
591 ESU SERVICES IN-STATE		10,000.00	241.44	6,568.48	65.68	3,431.52	0.00	0.00	3,431.52
2153 SPEECH PATH & AUDIO B-2		10,000.00	241.44	6,568.48	65.68	3,431.52	0.00	0.00	3,431.52
2161 OT SERVICES SPED SA									
01 2161 591 001	OT SPED SERVICES SA JR/SR	13,000.00	1,072.30	12,772.99	98.25	227.01	0.00	0.00	227.01

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
	HIGH								
01 2161 591 002	OT SPED SERVICES SA (P-6)	12,000.00	1,072.30	12,772.99	106.44	(772.99)	0.00	0.00	(772.99)
591 ESU SERVICES IN-STATE		25,000.00	2,144.60	25,545.98	102.18	(545.98)	0.00	0.00	(545.98)
2161 OT SERVICES SPED SA		25,000.00	2,144.60	25,545.98	102.18	(545.98)	0.00	0.00	(545.98)
2162 OT SERVICES SPED 3-5									
01 2162 591 002	OT SPED SERVICES 3-5 (P-6)	3,000.00	268.07	3,193.23	106.44	(193.23)	0.00	0.00	(193.23)
591 ESU SERVICES IN-STATE		3,000.00	268.07	3,193.23	106.44	(193.23)	0.00	0.00	(193.23)
2162 OT SERVICES SPED 3-5		3,000.00	268.07	3,193.23	106.44	(193.23)	0.00	0.00	(193.23)
2163 OT SERVICES SPED B-2									
01 2163 591 000	OT SPED SERVICES B-2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2163 591 002	OT SPED SERVICES B-2 (P-6)	3,000.00	268.07	3,193.23	106.44	(193.23)	0.00	0.00	(193.23)
591 ESU SERVICES IN-STATE		3,000.00	268.07	3,193.23	106.44	(193.23)	0.00	0.00	(193.23)
2163 OT SERVICES SPED B-2		3,000.00	268.07	3,193.23	106.44	(193.23)	0.00	0.00	(193.23)
2171 PT SPED SA									
01 2171 591 000	PT SPED SERVICES SA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2171 591 001	PT SPED SERVICES SA (JR/SR HI)	5,000.00	592.63	7,281.49	145.63	(2,281.49)	0.00	0.00	(2,281.49)
01 2171 591 002	PT SPED SERVICES SA (P-6)	6,000.00	592.63	7,281.49	121.36	(1,281.49)	0.00	0.00	(1,281.49)
591 ESU SERVICES IN-STATE		11,000.00	1,185.26	14,562.98	132.39	(3,562.98)	0.00	0.00	(3,562.98)
2171 PT SPED SA		11,000.00	1,185.26	14,562.98	132.39	(3,562.98)	0.00	0.00	(3,562.98)
2172 PT SPED 3-5									
01 2172 591 000	PT SPED SERVICES 3-5	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2172 591 002	PT SPED SERVICES 3-5	1,000.00	148.16	1,820.37	182.04	(820.37)	0.00	0.00	(820.37)
591 ESU SERVICES IN-STATE		1,000.00	148.16	1,820.37	182.04	(820.37)	0.00	0.00	(820.37)
2172 PT SPED 3-5		1,000.00	148.16	1,820.37	182.04	(820.37)	0.00	0.00	(820.37)
2173 PT SPED B-2									
01 2173 591 000	PT SPED SERVICES B-2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2173 591 002	PT SPED SERVICES B-2	2,000.00	148.16	1,820.37	91.02	179.63	0.00	0.00	179.63
591 ESU SERVICES IN-STATE		2,000.00	148.16	1,820.37	91.02	179.63	0.00	0.00	179.63
2173 PT SPED B-2		2,000.00	148.16	1,820.37	91.02	179.63	0.00	0.00	179.63
2181 VISION SERVICES									
01 2181 591 000	VISION SERVICES SA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2181 591 001	VISION SERVICES SA(JR/SR)	15,000.00	1,071.40	8,233.89	54.89	6,766.11	0.00	0.00	6,766.11
01 2181 591 002	VISION SERVICES SA(P-6)	5,000.00	1,291.77	7,758.27	155.17	(2,758.27)	0.00	0.00	(2,758.27)
591 ESU SERVICES IN-STATE		20,000.00	2,363.17	15,992.16	79.96	4,007.84	0.00	0.00	4,007.84
2181 VISION SERVICES		20,000.00	2,363.17	15,992.16	79.96	4,007.84	0.00	0.00	4,007.84
2182 VISION SERVICES 3-5									
01 2182 591 000	VISION SERVICES 3-4	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2182 591 002	VISION SERVICES 3-4 (P-6)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
591 ESU SERVICES IN-STATE		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2182 VISION SERVICES 3-5		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2183 VISION SERVICES B-2									
01 2183 591 000	VISION SERVICES B-2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2183 591 002	VISION SERVICES B-2 (P-6)	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
591 ESU SERVICES IN-STATE		2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
2183 VISION SERVICES B-2		2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
2190 OTHER PUPIL SUPPORT SERVICES									
01 2190 290 000	DISABILITY INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
290 OTHER BENEFITS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
01 2190 610 000	GENERAL STUDENT SUPPORT	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
01 2190 610 001	GENERAL STUDENT SUPPORT	7,000.00	0.00	10,794.21	154.20	(3,794.21)	0.00	0.00	(3,794.21)
01 2190 610 002	PLAY DAY ETC	1,200.00	0.00	0.00	0.00	1,200.00	0.00	0.00	1,200.00
610 GENERAL SUPPLIES		9,200.00	0.00	10,794.21	117.33	(1,594.21)	0.00	0.00	(1,594.21)
01 2190 810 000	Student Assurance	1,000.00	0.00	604.95	60.50	395.05	0.00	0.00	395.05
810 DUES AND FEES		1,000.00	0.00	604.95	60.50	395.05	0.00	0.00	395.05
2190 OTHER PUPIL SUPPORT SERVICES		10,200.00	0.00	11,399.16	111.76	(1,199.16)	0.00	0.00	(1,199.16)
2211 2211									
01 2211 320 000	School Improvement Prof Service	0.00	1,750.00	1,750.00	0.00	(1,750.00)	0.00	0.00	(1,750.00)
320 PROFESSIONAL SERVICES		0.00	1,750.00	1,750.00	0.00	(1,750.00)	0.00	0.00	(1,750.00)
2211 2211		0.00	1,750.00	1,750.00	0.00	(1,750.00)	0.00	0.00	(1,750.00)
2213 INSTR. STAFF TRAINING									
01 2213 330 000	INSTRUCTIONAL STAFF TRAINING	11,070.00	590.00	4,218.90	38.11	6,851.10	0.00	0.00	6,851.10
330 EMP TRAINING & DEV.		11,070.00	590.00	4,218.90	38.11	6,851.10	0.00	0.00	6,851.10
01 2213 643 000	INSTRUCTIONAL STAFF Eval. SW	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
643 WEB/CLOUD BASED SOFTWARE		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2213 INSTR. STAFF TRAINING		11,070.00	590.00	4,218.90	38.11	6,851.10	0.00	0.00	6,851.10
2220 LIBRARY/MEDIA									
01 2220 111 000	LIBRARIAN SALARY	64,800.00	5,400.00	59,400.00	91.67	5,400.00	0.00	0.00	5,400.00
111 SALARY TEACHERS/PROFESSIONAL STAFF		64,800.00	5,400.00	59,400.00	91.67	5,400.00	0.00	0.00	5,400.00
01 2220 211 000	LIB. HEALTH INS.	9,708.00	841.34	9,254.74	95.33	453.26	0.00	0.00	453.26
211 INS. TEACHERS/PROF. STAFF		9,708.00	841.34	9,254.74	95.33	453.26	0.00	0.00	453.26
01 2220 221 000	LIB. FICA	6,000.00	412.38	4,536.18	75.60	1,463.82	0.00	0.00	1,463.82
221 TEACHERS/PROF. FICA		6,000.00	412.38	4,536.18	75.60	1,463.82	0.00	0.00	1,463.82
01 2220 230 000	RETIREMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
230 RETIREMENT NON-INSTRUCTION		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2220 231 000	LIB RTR	5,269.00	395.28	4,365.78	82.86	903.22	0.00	0.00	903.22
231 RETIRE TEACHERS/PROFESSIONAL		5,269.00	395.28	4,365.78	82.86	903.22	0.00	0.00	903.22
01 2220 237 000	LIB INCR. RTR	900.00	0.00	392.70	43.63	507.30	0.00	0.00	507.30
237 INCREASED RTR CONTR.		900.00	0.00	392.70	43.63	507.30	0.00	0.00	507.30
01 2220 271 000	WORKMAN'S COMP LIB.	400.00	0.00	0.00	0.00	400.00	0.00	0.00	400.00
271 WORKERS COMP TEACHERS/PROF. STAFF		400.00	0.00	0.00	0.00	400.00	0.00	0.00	400.00
01 2220 290 000	DISABILITY INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
290 OTHER BENEFITS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2220 340 000	PROFESSIONAL SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
340 OTHER PROFESSIONAL SERVICES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2220 382 000	DISTANCE LEARNING	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
382 DISTANCE EDUCATION AND TELECOMMUNICATION		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2220 580 000	TRAVEL-EXPENSE-IN-SERVICE	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
580 TRAVEL EXPENSE AND MILEAGE		500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 2220 610 000	LIBRARY SUPPLIES	2,000.00	0.00	78.41	3.92	1,921.59	0.00	0.00	1,921.59
01 2220 610 001	SUPPLIES SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2220 610 002	SUPPLIES ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
610 GENERAL SUPPLIES		2,000.00	0.00	78.41	3.92	1,921.59	0.00	0.00	1,921.59
01 2220 640 000	LIBRARY PERIODICALS	3,500.00	0.00	1,769.00	79.59	1,731.00	0.00	1,016.74	714.26
01 2220 640 001	LIBRARY PERIODICALS SEC	0.00	0.00	11.85	0.00	(11.85)	0.00	0.00	(11.85)
01 2220 640 002	LIBRARY PERIODICALS ELEM	0.00	0.00	15.88	0.00	(15.88)	0.00	0.00	(15.88)

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
640 BOOKS & PERIODICALS		3,500.00	0.00	1,796.73	80.38	1,703.27	0.00	1,016.74	686.53
01 2220 641 000	LIB E-BOOKS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
641 E-BOOKS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2220 643 000	WEB/CLOUD BASED SOFTWARE	3,000.00	0.00	1,969.00	81.39	1,031.00	0.00	472.60	558.40
643 WEB/CLOUD BASED SOFTWARE		3,000.00	0.00	1,969.00	81.39	1,031.00	0.00	472.60	558.40
01 2220 650 000	A-V MATERIALS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2220 650 001	A-V MATERIALS SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2220 650 002	A-V MATERIALS ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
650 SUPPLIES TECH-RELATED		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2220 733 000	FURN AND EQUIP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
733 FURNITURE & FIXTURES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2220 734 000	COMPUTER EQUIP-HARDWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
734 COMPUTER HARDWARE		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2220 LIBRARY/MEDIA		96,077.00	7,049.00	81,793.54	86.68	14,283.46	0.00	1,489.34	12,794.12
2230 INSTRUCTIONAL TECHNOLOGY									
01 2230 432 000	TECHNOLOGY REP/MAINTENANCE	9,000.00	0.00	5,419.23	60.21	3,580.77	0.00	0.00	3,580.77
432 TECH REPAIRS/MAINTENANCE		9,000.00	0.00	5,419.23	60.21	3,580.77	0.00	0.00	3,580.77
01 2230 591 000	TECHNOLOGY REP/MAINTENANCE BY ESU	8,000.00	123.42	7,084.50	88.56	915.50	0.00	0.00	915.50
591 ESU SERVICES IN-STATE		8,000.00	123.42	7,084.50	88.56	915.50	0.00	0.00	915.50
01 2230 643 000	TECHNOLOGY SUPPLIES-Software	5,000.00	0.00	3,747.00	83.74	1,253.00	0.00	440.00	813.00
643 WEB/CLOUD BASED SOFTWARE		5,000.00	0.00	3,747.00	83.74	1,253.00	0.00	440.00	813.00
01 2230 650 000	TECHNOLOGY SUPPLIES	10,000.00	0.00	423.98	4.24	9,576.02	0.00	0.50	9,575.52
650 SUPPLIES TECH-RELATED		10,000.00	0.00	423.98	4.24	9,576.02	0.00	0.50	9,575.52
01 2230 734 000	COMPUTER EQUIPMENT HARDWARE	1,500.00	0.00	0.00	0.00	1,500.00	0.00	0.00	1,500.00
734 COMPUTER HARDWARE		1,500.00	0.00	0.00	0.00	1,500.00	0.00	0.00	1,500.00
2230 INSTRUCTIONAL TECHNOLOGY		33,500.00	123.42	16,674.71	51.09	16,825.29	0.00	440.50	16,384.79
2240 ACADEMIC STUDENT ASSESSMENT									
01 2240 320 001	ACADEMIC PROFESSIONAL SERVICES	1,500.00	0.00	0.00	0.00	1,500.00	0.00	0.00	1,500.00
01 2240 320 002	ACADEMIC PROFESSIONAL SERVICES	1,500.00	0.00	0.00	0.00	1,500.00	0.00	0.00	1,500.00
320 PROFESSIONAL SERVICES		3,000.00	0.00	0.00	0.00	3,000.00	0.00	0.00	3,000.00
2240 ACADEMIC STUDENT ASSESSMENT		3,000.00	0.00	0.00	0.00	3,000.00	0.00	0.00	3,000.00
2310 BOARD OF EDUCATION									
01 2310 239 000	EARLY RETIREMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
239 EARLY RET OR TERM		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2310 310 000	BOARD OF ED OFFICIAL SERVICES	500.00	200.00	521.16	104.23	(21.16)	0.00	0.00	(21.16)
310 PROFESSIONAL AND TECHNICAL SERV		500.00	200.00	521.16	104.23	(21.16)	0.00	0.00	(21.16)
01 2310 340 000	BOARD PROFESSIONAL SERVICES	10,000.00	0.00	5,419.00	54.19	4,581.00	0.00	0.00	4,581.00
340 OTHER PROFESSIONAL SERVICES		10,000.00	0.00	5,419.00	54.19	4,581.00	0.00	0.00	4,581.00
01 2310 520 000	BD OF ED LIABILITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
520 INSURANCE		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2310 521 000	TREASURERS BOND PREMIUM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
521 FIDELITY BOND PREMIUMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
01 2310 540 000	ADV-PRINTING	3,000.00	60.71	6,496.42	216.55	(3,496.42)	0.00	0.00	(3,496.42)
540 ADVERTISING AND PRINTING		3,000.00	60.71	6,496.42	216.55	(3,496.42)	0.00	0.00	(3,496.42)
01 2310 580 000	TRAVEL AND EXP	5,000.00	0.00	3,382.65	67.65	1,617.35	0.00	0.00	1,617.35
580 TRAVEL EXPENSE AND MILEAGE		5,000.00	0.00	3,382.65	67.65	1,617.35	0.00	0.00	1,617.35
01 2310 610 000	SUPPLIES	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
610 GENERAL SUPPLIES		500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 2310 643 000	WEB/CLOUD SOFTWARE	7,000.00	0.00	4,500.00	64.29	2,500.00	0.00	0.00	2,500.00
643 WEB/CLOUD BASED SOFTWARE		7,000.00	0.00	4,500.00	64.29	2,500.00	0.00	0.00	2,500.00
01 2310 733 000	FURNITURE & FIXTURES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
733 FURNITURE & FIXTURES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2310 810 000	NASB/NRCSA-DUES	12,000.00	850.00	8,231.00	68.59	3,769.00	0.00	0.00	3,769.00
810 DUES AND FEES		12,000.00	850.00	8,231.00	68.59	3,769.00	0.00	0.00	3,769.00
2310 BOARD OF EDUCATION		38,000.00	1,110.71	28,550.23	75.13	9,449.77	0.00	0.00	9,449.77
2320 EXECUTIVE ADMINISTRATION									
01 2320 105 000	ADM SALARY	152,500.00	13,333.33	140,416.67	92.08	12,083.33	0.00	0.00	12,083.33
105 SUPERINTENDENT SALARY		152,500.00	13,333.33	140,416.67	92.08	12,083.33	0.00	0.00	12,083.33
01 2320 110 000	CLERICAL SALARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
110 REGULAR SALARIES NON-INSTRUCTION		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2320 215 000	ADM HEALTH INSURANCE	28,820.00	2,040.36	22,443.96	77.88	6,376.04	0.00	0.00	6,376.04
215 INS. SUPERINTENDENT		28,820.00	2,040.36	22,443.96	77.88	6,376.04	0.00	0.00	6,376.04
01 2320 225 000	SUPERINTENDENT FICA	12,000.00	990.38	10,501.76	87.51	1,498.24	0.00	0.00	1,498.24
225 SUP. FICA		12,000.00	990.38	10,501.76	87.51	1,498.24	0.00	0.00	1,498.24
01 2320 235 000	ADM RETIREMENT	12,322.00	976.00	10,320.20	83.75	2,001.80	0.00	0.00	2,001.80
235 RETIRE SUPERINTENDENTS		12,322.00	976.00	10,320.20	83.75	2,001.80	0.00	0.00	2,001.80
01 2320 237 000	ADM RETIREMENT(INCR)	2,000.00	0.00	924.11	46.21	1,075.89	0.00	0.00	1,075.89
237 INCREASED RTR CONTR.		2,000.00	0.00	924.11	46.21	1,075.89	0.00	0.00	1,075.89
01 2320 275 000	WORKMAN'S COMP SUPERINTENDENT	700.00	0.00	0.00	0.00	700.00	0.00	0.00	700.00
275 WORK COMP SUPERINTENDENT		700.00	0.00	0.00	0.00	700.00	0.00	0.00	700.00
01 2320 285 000	ADM HEALTH INS(HSA)	5,000.00	361.32	3,974.52	79.49	1,025.48	0.00	0.00	1,025.48
285 HEALTH BENEFITS PD SUPERINTENDENTS		5,000.00	361.32	3,974.52	79.49	1,025.48	0.00	0.00	1,025.48
01 2320 295 000	SUP CELL PHONE USAGE	1,200.00	100.00	1,100.00	91.67	100.00	0.00	0.00	100.00
295 CELL PHONE		1,200.00	100.00	1,100.00	91.67	100.00	0.00	0.00	100.00
01 2320 333 000	SUP MILEAGE	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
333 MILEAGE FOR STAFF		500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 2320 580 000	TRAVEL & EXPENSE	1,000.00	0.00	379.80	37.98	620.20	0.00	0.00	620.20
580 TRAVEL EXPENSE AND MILEAGE		1,000.00	0.00	379.80	37.98	620.20	0.00	0.00	620.20
01 2320 610 000	SUPPLIES	500.00	0.00	252.07	285.81	247.93	0.00	1,176.97	(929.04)
610 GENERAL SUPPLIES		500.00	0.00	252.07	285.81	247.93	0.00	1,176.97	(929.04)
01 2320 733 000	FURN AND EQUIP	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
733 FURNITURE & FIXTURES		1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
01 2320 810 000	DUES & FEES	1,500.00	70.00	1,489.00	99.27	11.00	0.00	0.00	11.00
810 DUES AND FEES		1,500.00	70.00	1,489.00	99.27	11.00	0.00	0.00	11.00
01 2320 890 000	OTHER EXPENSES	1,000.00	0.00	40.00	4.00	960.00	0.00	0.00	960.00
890 OTHER MISC EXPENSES		1,000.00	0.00	40.00	4.00	960.00	0.00	0.00	960.00
2320 EXECUTIVE ADMINISTRATION		220,042.00	17,871.39	191,842.09	87.72	28,199.91	0.00	1,176.97	27,022.94

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
2330 DISTRICT LEGAL SERVICES									
01 2330 317 000	LEGAL SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
317 LEGAL SERVICES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2330 DISTRICT LEGAL SERVICES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2410 OFFICE OF PRINCIPAL									
01 2410 110 001	CLERICAL SALARY	0.00	255.75	8,002.50	0.00	(8,002.50)	0.00	0.00	(8,002.50)
01 2410 110 000 903	CLERICAL SALARY	40,664.00	2,011.80	34,286.70	84.32	6,377.30	0.00	0.00	6,377.30
110 REGULAR SALARIES NON-INSTRUCTION		40,664.00	2,267.55	42,289.20	104.00	(1,625.20)	0.00	0.00	(1,625.20)
01 2410 111 000	PRINCIPAL'S SALARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2410 111 001	PRINCIPAL'S SALARY	114,000.00	9,833.33	104,833.33	91.96	9,166.67	0.00	0.00	9,166.67
01 2410 111 002	PRINCIPAL'S SALARY	114,000.00	9,666.67	104,666.67	91.81	9,333.33	0.00	0.00	9,333.33
111 SALARY TEACHERS/PROFESSIONAL STAFF		228,000.00	19,500.00	209,500.00	91.89	18,500.00	0.00	0.00	18,500.00
01 2410 130 000	CLERICAL OT SALARY	1,000.00	0.00	378.00	37.80	622.00	0.00	0.00	622.00
130 OT SALARY FOR NON-INSTRUCTIONAL		1,000.00	0.00	378.00	37.80	622.00	0.00	0.00	622.00
01 2410 210 000	INSURANCE	9,469.00	830.73	9,138.03	96.50	330.97	0.00	0.00	330.97
01 2410 210 001	PRINCIPAL'S HEALTH INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2410 210 002	PRINCIPAL'S HEALTH INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
210 INSURANCE		9,469.00	830.73	9,138.03	96.50	330.97	0.00	0.00	330.97
01 2410 211 000	PRINCIPAL INS. DED.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2410 211 001	PRINCIPAL INS. DED.	28,126.00	1,982.53	21,807.83	77.54	6,318.17	0.00	0.00	6,318.17
01 2410 211 002	PRINCIPAL INS. DED.	28,126.00	1,982.53	21,807.83	77.54	6,318.17	0.00	0.00	6,318.17
211 INS. TEACHERS/PROF. STAFF		56,252.00	3,965.06	43,615.66	77.54	12,636.34	0.00	0.00	12,636.34
01 2410 220 000	SOCIAL SECURITY	0.00	0.00	28.28	0.00	(28.28)	0.00	0.00	(28.28)
01 2410 220 001	PRINCIPAL'S FICA	0.00	19.57	612.20	0.00	(612.20)	0.00	0.00	(612.20)
01 2410 220 002	PRINCIPAL'S FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2410 220 000 903	SOCIAL SECURITY HRLY	3,000.00	151.84	2,455.75	81.86	544.25	0.00	0.00	544.25
220 SOCIAL SECURITY		3,000.00	171.41	3,096.23	103.21	(96.23)	0.00	0.00	(96.23)
01 2410 221 000	PRINCIPAL FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2410 221 001	PRINCIPAL FICA	9,500.00	721.04	7,691.75	80.97	1,808.25	0.00	0.00	1,808.25
01 2410 221 002	PRINCIPAL FICA	9,500.00	710.04	7,682.93	80.87	1,817.07	0.00	0.00	1,817.07
221 TEACHERS/PROF. FICA		19,000.00	1,431.08	15,374.68	80.92	3,625.32	0.00	0.00	3,625.32
01 2410 230 000	PRINCIPAL'S SEC. RTR	0.00	0.00	27.81	0.00	(27.81)	0.00	0.00	(27.81)
01 2410 230 001	PRINCIPAL'S RETIREMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2410 230 002	PRINCIPAL'S RETIREMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2410 230 000 903	PRINCIPAL'S SEC. RTR	3,000.00	147.26	2,520.36	84.01	479.64	0.00	0.00	479.64
230 RETIREMENT NON-INSTRUCTION		3,000.00	147.26	2,548.17	84.94	451.83	0.00	0.00	451.83
01 2410 231 000	PRINCIPAL'S RETIREMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2410 231 001	PRINCIPAL'S RETIREMENT	9,211.00	719.80	7,704.99	83.65	1,506.01	0.00	0.00	1,506.01
01 2410 231 002	PRINCIPAL'S RETIREMENT	9,211.00	707.60	7,692.80	83.52	1,518.20	0.00	0.00	1,518.20
231 RETIRE TEACHERS/PROFESSIONAL		18,422.00	1,427.40	15,397.79	83.58	3,024.21	0.00	0.00	3,024.21
01 2410 237 000	PRINCIPAL'S INCR RTR	0.00	0.00	2.75	0.00	(2.75)	0.00	0.00	(2.75)
01 2410 237 001	PRINCIPAL'S INCR RTR	1,500.00	0.00	690.80	46.05	809.20	0.00	0.00	809.20
01 2410 237 002	PRINCIPAL'S INCR RTR	1,500.00	0.00	690.81	46.05	809.19	0.00	0.00	809.19
01 2410 237 000 903	PRINCIPAL'S SECRETARY INCR RTR	700.00	0.00	234.70	33.53	465.30	0.00	0.00	465.30
237 INCREASED RTR CONTR.		3,700.00	0.00	1,619.06	43.76	2,080.94	0.00	0.00	2,080.94
01 2410 270 000	WORKMAN'S COMP PRINCIPAL'S SEC	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 2410 270 001	WORKMAN'S COMP PRINCIPAL'S SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2410 270 002	WORKMAN'S COMP PRINCIPAL'S SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
270 WORKERS COMPENSATION		500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 2410 271 000	WORKMAN'S COMP PRINCIPAL'S	1,700.00	0.00	0.00	0.00	1,700.00	0.00	0.00	1,700.00
01 2410 271 001	WORKMAN'S COMP PRINCIPAL'S	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2410 271 002	WORKMAN'S COMP PRINCIPAL'S	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
271 WORKERS COMP TEACHERS/PROF. STAFF		1,700.00	0.00	0.00	0.00	1,700.00	0.00	0.00	1,700.00
01 2410 281 000	PRINCIPAL'S HSA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2410 281 001	PRINCIPAL'S HSA	5,000.00	361.32	3,974.52	79.49	1,025.48	0.00	0.00	1,025.48
01 2410 281 002	PRINCIPAL'S HSA	5,000.00	361.32	3,974.52	79.49	1,025.48	0.00	0.00	1,025.48
281 HEALTH BENEFITS PD TEACHER/PROF. STAFF		10,000.00	722.64	7,949.04	79.49	2,050.96	0.00	0.00	2,050.96
01 2410 290 000	PRINCIPAL'S DISABILITY INS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2410 290 001	PRINCIPAL'S DISABILITY INS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2410 290 002	PRINCIPAL'S DISABILITY INS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
290 OTHER BENEFITS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2410 330 000	PRINCIPAL TRAINING/DEVELOPMENT	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
01 2410 330 002	PRINCIPAL TRAINING/DEVELOPMENT	1,000.00	235.00	235.00	23.50	765.00	0.00	0.00	765.00
330 EMP TRAINING & DEV.		2,000.00	235.00	235.00	11.75	1,765.00	0.00	0.00	1,765.00
01 2410 333 000	MILEAGE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2410 333 002	MILEAGE	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
333 MILEAGE FOR STAFF		500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 2410 580 000	TRAVEL & EXPENSE	1,000.00	0.00	785.79	78.58	214.21	0.00	0.00	214.21
01 2410 580 001	TRAVEL AND EXP	0.00	0.00	21.17	0.00	(21.17)	0.00	0.00	(21.17)
01 2410 580 002	TRAVEL AND EXP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
580 TRAVEL EXPENSE AND MILEAGE		1,000.00	0.00	806.96	80.70	193.04	0.00	0.00	193.04
01 2410 591 000	PRINCIPAL ESU Services	4,000.00	0.00	0.00	0.00	4,000.00	0.00	0.00	4,000.00
591 ESU SERVICES IN-STATE		4,000.00	0.00	0.00	0.00	4,000.00	0.00	0.00	4,000.00
01 2410 610 000	SUPPLIES	1,400.00	42.34	3,138.75	224.20	(1,738.75)	0.00	0.00	(1,738.75)
01 2410 610 001	SUPPLIES	1,000.00	0.00	4.40	0.44	995.60	0.00	0.00	995.60
01 2410 610 002	SUPPLIES	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
610 GENERAL SUPPLIES		3,400.00	42.34	3,143.15	92.45	256.85	0.00	0.00	256.85
01 2410 643 000	WEB/CLOUD SOFTWARE	15,000.00	0.00	10,766.60	75.74	4,233.40	0.00	594.89	3,638.51
01 2410 643 001	SOFTWARE	1,200.00	0.00	313.41	26.12	886.59	0.00	0.00	886.59
01 2410 643 002	SOFTWARE	1,200.00	0.00	287.89	23.99	912.11	0.00	0.00	912.11
643 WEB/CLOUD BASED SOFTWARE		17,400.00	0.00	11,367.90	68.75	6,032.10	0.00	594.89	5,437.21
01 2410 733 000	FURN AND EQUIP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2410 733 001	FURN AND EQUIP	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 2410 733 002	FURN AND EQUIP EL	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
733 FURNITURE & FIXTURES		1,500.00	0.00	0.00	0.00	1,500.00	0.00	0.00	1,500.00
01 2410 810 000	DUES AND FEES	2,000.00	0.00	141.98	7.10	1,858.02	0.00	0.00	1,858.02
01 2410 810 001	DUES AND FEES	2,000.00	0.00	670.00	33.50	1,330.00	0.00	0.00	1,330.00
01 2410 810 002	DUES AND FEES	2,000.00	0.00	870.00	43.50	1,130.00	0.00	0.00	1,130.00
810 DUES AND FEES		6,000.00	0.00	1,681.98	28.03	4,318.02	0.00	0.00	4,318.02
2410 OFFICE OF PRINCIPAL		430,507.00	30,740.47	368,140.85	85.65	62,366.15	0.00	594.89	61,771.26
2510 GENERAL ADMIN-BUSINESS SERVICE									
01 2510 110 000	BOOKKEEPER/CLERICAL SALARY	77,000.00	6,172.20	67,665.62	87.88	9,334.38	0.00	0.00	9,334.38
110 REGULAR SALARIES NON-INSTRUCTION		77,000.00	6,172.20	67,665.62	87.88	9,334.38	0.00	0.00	9,334.38
01 2510 130 000	BOOKKEEPER/CLERICAL OT SALARY	4,000.00	220.73	3,191.87	79.80	808.13	0.00	0.00	808.13
130 OT SALARY FOR NON-INSTRUCTIONAL		4,000.00	220.73	3,191.87	79.80	808.13	0.00	0.00	808.13

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
01 2510 210 000	BOOKKEEPER/CLERICAL INS	21,000.00	1,709.57	18,805.27	89.55	2,194.73	0.00	0.00	2,194.73
210 INSURANCE		21,000.00	1,709.57	18,805.27	89.55	2,194.73	0.00	0.00	2,194.73
01 2510 220 000	BOOKKEEPER/CLERICAL FICA	8,000.00	456.59	5,066.54	63.33	2,933.46	0.00	0.00	2,933.46
220 SOCIAL SECURITY		8,000.00	456.59	5,066.54	63.33	2,933.46	0.00	0.00	2,933.46
01 2510 230 000	BOOKKEEPER/CLERICAL RETIRE	6,500.00	467.96	5,207.92	80.12	1,292.08	0.00	0.00	1,292.08
230 RETIREMENT NON-INSTRUCTION		6,500.00	467.96	5,207.92	80.12	1,292.08	0.00	0.00	1,292.08
01 2510 237 000	BOOKKEEPER/CLERICAL INCR RTR	900.00	0.00	468.77	52.09	431.23	0.00	0.00	431.23
237 INCREASED RTR CONTR.		900.00	0.00	468.77	52.09	431.23	0.00	0.00	431.23
01 2510 270 000	WORKMAN'S COMP	300.00	0.00	0.00	0.00	300.00	0.00	0.00	300.00
270 WORKERS COMPENSATION		300.00	0.00	0.00	0.00	300.00	0.00	0.00	300.00
01 2510 310 000	AUDIT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
310 PROFESSIONAL AND TECHNICAL SERV		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2510 315 000	COMPUTER ACCT/AUDIT SERVICES	16,000.00	0.00	16,963.47	106.02	(963.47)	0.00	0.00	(963.47)
315 ACCOUNTING & AUDITING SERVICES		16,000.00	0.00	16,963.47	106.02	(963.47)	0.00	0.00	(963.47)
01 2510 333 000	ADMIN OFFICE MILEAGE	500.00	0.00	207.20	41.44	292.80	0.00	0.00	292.80
333 MILEAGE FOR STAFF		500.00	0.00	207.20	41.44	292.80	0.00	0.00	292.80
01 2510 340 000	OTHER PROFESSIONAL SERVICES	500.00	0.00	509.85	101.97	(9.85)	0.00	0.00	(9.85)
340 OTHER PROFESSIONAL SERVICES		500.00	0.00	509.85	101.97	(9.85)	0.00	0.00	(9.85)
01 2510 350 000	COMPUTER REPAIR/IN SERVICE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
350 TECHNICAL SERVICES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2510 351 000	GEN. ADMIN DATA PROCESSING/CODING	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
351 DATA PROCESSING		500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 2510 490 000	TEACHERAGE SALE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
490 OTHER PURCHASED PROP. SERVICES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2510 520 000	LIABILTIY INS UMBRELLA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
520 INSURANCE		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2510 540 000	ADV-PRINTING	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
540 ADVERTISING AND PRINTING		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2510 580 000	TRAVEL AND EXPENSES	500.00	0.00	325.00	65.00	175.00	0.00	0.00	175.00
580 TRAVEL EXPENSE AND MILEAGE		500.00	0.00	325.00	65.00	175.00	0.00	0.00	175.00
01 2510 592 000	LAST YEAR PAYABLE ACCOUNT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
592 592		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2510 610 000	SUPPLIES	1,500.00	45.99	957.66	63.84	542.34	0.00	0.00	542.34
610 GENERAL SUPPLIES		1,500.00	45.99	957.66	63.84	542.34	0.00	0.00	542.34
01 2510 643 000	Business Office Web/Cloud Based SW	10,000.00	7,688.00	12,160.40	121.60	(2,160.40)	0.00	0.00	(2,160.40)
643 WEB/CLOUD BASED SOFTWARE		10,000.00	7,688.00	12,160.40	121.60	(2,160.40)	0.00	0.00	(2,160.40)
01 2510 733 000	FURN & EQUIP	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
733 FURNITURE & FIXTURES		1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
01 2510 734 000	COMPUTER EQUIP HARDWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
734 COMPUTER HARDWARE		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2510 735 000	COMPUTER EQUIP SOFTWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
735 COMPUTER SOFTWARE		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2510 810 000	ADMIN OFFICE DUES/FEES	1,500.00	77.90	1,254.00	83.60	246.00	0.00	0.00	246.00

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
810 DUES AND FEES		1,500.00	77.90	1,254.00	83.60	246.00	0.00	0.00	246.00
2510 GENERAL ADMIN-BUSINESS SERVICE		149,700.00	16,838.94	132,783.57	88.70	16,916.43	0.00	0.00	16,916.43
2520 PURCH/WAREHOUSE/DISTR. SERVICES									
01 2520 531 000	POSTAGE	2,000.00	0.00	1,005.58	50.28	994.42	0.00	0.00	994.42
531 531		2,000.00	0.00	1,005.58	50.28	994.42	0.00	0.00	994.42
2520 PURCH/WAREHOUSE/DISTR. SERVICES		2,000.00	0.00	1,005.58	50.28	994.42	0.00	0.00	994.42
2530 PRINTING/PUBLISHING SERVICES									
01 2530 443 000	PRINTING/PUBLISHING EXP	7,500.00	614.96	5,995.93	79.95	1,504.07	0.00	0.00	1,504.07
443 RENTALS/LEASE COMPUTER REALTED EQUIPMENT		7,500.00	614.96	5,995.93	79.95	1,504.07	0.00	0.00	1,504.07
2530 PRINTING/PUBLISHING SERVICES		7,500.00	614.96	5,995.93	79.95	1,504.07	0.00	0.00	1,504.07
2560 PUBLIC INFO SERVICES									
01 2560 530 000	PUBLIC INFO SERVICE-COMMUNICATIONS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
530 COMMUNICATIONS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2560 PUBLIC INFO SERVICES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2570 PERSONNEL									
01 2570 350 000	PERSONNEL TECHNICAL SERVICES	500.00	0.00	170.00	34.00	330.00	0.00	0.00	330.00
350 TECHNICAL SERVICES		500.00	0.00	170.00	34.00	330.00	0.00	0.00	330.00
01 2570 540 000	PERSONNEL ADS	1,500.00	450.00	875.77	58.38	624.23	0.00	0.00	624.23
540 ADVERTISING AND PRINTING		1,500.00	450.00	875.77	58.38	624.23	0.00	0.00	624.23
01 2570 580 000	PERSONNEL TRAVEL/EXPENSES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
580 TRAVEL EXPENSE AND MILEAGE		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2570 PERSONNEL		2,000.00	450.00	1,045.77	52.29	954.23	0.00	0.00	954.23
2580 ADMINISTRATIVE TECHNOLOGY SERVICES									
01 2580 382 000	DISTANCE ED & TELECOMMUNICATIONS	6,000.00	317.87	4,779.40	79.66	1,220.60	0.00	0.00	1,220.60
382 DISTANCE EDUCATION AND TELECOMMUNICATION		6,000.00	317.87	4,779.40	79.66	1,220.60	0.00	0.00	1,220.60
01 2580 530 000	ADMIN TECH COMMUNICATIONS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
530 COMMUNICATIONS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2580 643 000	ADMIN TECH COMM VIA SOFTWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
643 WEB/CLOUD BASED SOFTWARE		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2580 ADMINISTRATIVE TECHNOLOGY SERVICES		6,000.00	317.87	4,779.40	79.66	1,220.60	0.00	0.00	1,220.60
2610 OPERATION OF BLDG									
01 2610 270 000	OP OF BLDG WORK COMP	0.00	0.00	3,927.00	0.00	(3,927.00)	0.00	0.00	(3,927.00)
270 WORKERS COMPENSATION		0.00	0.00	3,927.00	0.00	(3,927.00)	0.00	0.00	(3,927.00)
01 2610 350 000	OP OF BLDG TECHSERVICES	1,000.00	0.00	833.40	83.34	166.60	0.00	0.00	166.60
350 TECHNICAL SERVICES		1,000.00	0.00	833.40	83.34	166.60	0.00	0.00	166.60
01 2610 410 000	WATER AND SEWER	16,000.00	1,302.60	13,155.00	82.22	2,845.00	0.00	0.00	2,845.00
410 WATER/SEWER		16,000.00	1,302.60	13,155.00	82.22	2,845.00	0.00	0.00	2,845.00
01 2610 420 000	CLEANING SERVICES	15,000.00	0.00	0.00	0.00	15,000.00	0.00	0.00	15,000.00
01 2610 420 000 909	CLEANING SERVICES	0.00	0.00	16,802.95	0.00	(16,802.95)	0.00	0.00	(16,802.95)
420 CLEANING/LAWN SERVICES		15,000.00	0.00	16,802.95	112.02	(1,802.95)	0.00	0.00	(1,802.95)
01 2610 431 000	NON-TECH RELATED REPAIRS/MAINT.	41,000.00	9,852.48	29,703.20	72.45	11,296.80	0.00	0.00	11,296.80
431 NON-TECH CONTRACTED REP/MAINTENANCE		41,000.00	9,852.48	29,703.20	72.45	11,296.80	0.00	0.00	11,296.80
01 2610 432 000	TECH RELATED REPAIRS/MAINT.	2,000.00	0.00	150.00	7.50	1,850.00	0.00	0.00	1,850.00

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
432 TECH REPAIRS/MAINTENANCE		2,000.00	0.00	150.00	7.50	1,850.00	0.00	0.00	1,850.00
01 2610 450 000	OP OF BLDG CONSTR. SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
450 CONSTRUCTION SERVICES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2610 490 000	OP OF BLDG OTHER PURCH. SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
490 OTHER PURCHASED PROP. SERVICES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2610 520 000	PROPERTY INSURANCE	22,000.00	0.00	0.00	0.00	22,000.00	0.00	0.00	22,000.00
520 INSURANCE		22,000.00	0.00	0.00	0.00	22,000.00	0.00	0.00	22,000.00
01 2610 580 000	TRAVEL EXP/TRAINING	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
580 TRAVEL EXPENSE AND MILEAGE		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2610 610 000	SUPPLIES	30,000.00	2,138.11	26,944.92	94.87	3,055.08	0.00	1,516.06	1,539.02
610 GENERAL SUPPLIES		30,000.00	2,138.11	26,944.92	94.87	3,055.08	0.00	1,516.06	1,539.02
01 2610 621 000	UTILITY ENERGY SERVICES	38,000.00	2,592.51	29,604.50	77.91	8,395.50	0.00	0.00	8,395.50
01 2610 621 000 002	ELECTRICITY	80,000.00	4,476.44	60,052.13	75.07	19,947.87	0.00	0.00	19,947.87
621 UTILITY ENERGY SERVICES		118,000.00	7,068.95	89,656.63	75.98	28,343.37	0.00	0.00	28,343.37
01 2610 733 000	FURNITURE/FIXT-STORAGE	1,500.00	80.00	880.00	58.67	620.00	0.00	0.00	620.00
733 FURNITURE & FIXTURES		1,500.00	80.00	880.00	58.67	620.00	0.00	0.00	620.00
01 2610 890 000 006	REPAIRS/EXPENSES	0.00	0.00	345.29	0.00	(345.29)	0.00	0.00	(345.29)
890 OTHER MISC EXPENSES		0.00	0.00	345.29	0.00	(345.29)	0.00	0.00	(345.29)
2610 OPERATION OF BLDG		246,500.00	20,442.14	182,398.39	74.61	64,101.61	0.00	1,516.06	62,585.55
2620 MAINTENANCE OF BLDG									
01 2620 110 000	CUSTODIAL/MAINTENANCE SALARY	142,000.00	5,416.67	9,516.67	6.70	132,483.33	0.00	0.00	132,483.33
110 REGULAR SALARIES NON-INSTRUCTION		142,000.00	5,416.67	9,516.67	6.70	132,483.33	0.00	0.00	132,483.33
01 2620 114 000	CUSTODIAL/MAINTENANCE SALARY	0.00	7,946.40	93,660.28	0.00	(93,660.28)	0.00	0.00	(93,660.28)
114 SALARY TECHNICAL STAFF		0.00	7,946.40	93,660.28	0.00	(93,660.28)	0.00	0.00	(93,660.28)
01 2620 130 000	CUSTODIAL/MAINTENANCE OT	3,000.00	113.40	452.55	15.09	2,547.45	0.00	0.00	2,547.45
130 OT SALARY FOR NON-INSTRUCTIONAL		3,000.00	113.40	452.55	15.09	2,547.45	0.00	0.00	2,547.45
01 2620 210 000	CUSTODIAL/MAINTENANCE INS	20,000.00	859.46	925.94	4.63	19,074.06	0.00	0.00	19,074.06
210 INSURANCE		20,000.00	859.46	925.94	4.63	19,074.06	0.00	0.00	19,074.06
01 2620 214 000	CUSTODIAL/MAINTENANCE INS	0.00	2,463.46	19,011.58	0.00	(19,011.58)	0.00	0.00	(19,011.58)
214 INSURANCE		0.00	2,463.46	19,011.58	0.00	(19,011.58)	0.00	0.00	(19,011.58)
01 2620 220 000	CUSTODIAL/MAINTENANCE SS	10,000.00	421.50	761.11	7.61	9,238.89	0.00	0.00	9,238.89
220 SOCIAL SECURITY		10,000.00	421.50	761.11	7.61	9,238.89	0.00	0.00	9,238.89
01 2620 224 000	CUSTODIAL/MAINTENANCE SS	0.00	607.89	7,148.72	0.00	(7,148.72)	0.00	0.00	(7,148.72)
224 FICA		0.00	607.89	7,148.72	0.00	(7,148.72)	0.00	0.00	(7,148.72)
01 2620 230 000	CUSTODIAL/MAINTENANCE RTR	20,000.00	404.80	731.20	3.66	19,268.80	0.00	0.00	19,268.80
230 RETIREMENT NON-INSTRUCTION		20,000.00	404.80	731.20	3.66	19,268.80	0.00	0.00	19,268.80
01 2620 234 000	RETIREMENT	0.00	581.68	6,884.05	0.00	(6,884.05)	0.00	0.00	(6,884.05)
234 RETIREMENT		0.00	581.68	6,884.05	0.00	(6,884.05)	0.00	0.00	(6,884.05)
01 2620 237 000	CUSTODIAL/MAINTENANCE RTR INC	5,000.00	0.00	655.58	13.11	4,344.42	0.00	0.00	4,344.42
237 INCREASED RTR CONTR.		5,000.00	0.00	655.58	13.11	4,344.42	0.00	0.00	4,344.42
01 2620 333 000	CUSTODIAL/MAINTENANCE MILEAGE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
333 MILEAGE FOR STAFF		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2620 431 000	MAINTENANCE/REPAIR	4,500.00	0.00	1,213.60	26.97	3,286.40	0.00	0.00	3,286.40

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
01 2620 431 000 006	MAINTENANCE/REPAIR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
431 NON-TECH CONTRACTED REP/MAINTENANCE		4,500.00	0.00	1,213.60	26.97	3,286.40	0.00	0.00	3,286.40
01 2620 441 000	MAINTENANCE LEASES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
441 RENTS OF LAND/BUILDINGS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2620 490 000	BLDG/GROUNDS CONSTR. SERVICES	3,000.00	0.00	0.00	0.00	3,000.00	0.00	0.00	3,000.00
490 OTHER PURCHASED PROP. SERVICES		3,000.00	0.00	0.00	0.00	3,000.00	0.00	0.00	3,000.00
01 2620 610 000	SUPPLIES	1,000.00	0.00	1,401.99	190.10	(401.99)	0.00	499.00	(900.99)
610 GENERAL SUPPLIES		1,000.00	0.00	1,401.99	190.10	(401.99)	0.00	499.00	(900.99)
01 2620 733 000	FURNITURE/EQUIP OVER 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
733 FURNITURE & FIXTURES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2620 890 000	MAINT. OF BLDG-OTHER EXP.	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
890 OTHER MISC EXPENSES		500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
2620 MAINTENANCE OF BLDG		209,000.00	18,815.26	142,363.27	68.36	66,636.73	0.00	499.00	66,137.73
2630 MAINTENANCE OF GROUNDS									
01 2630 420 000	GROUNDS SERVICES	16,000.00	3,193.08	12,475.96	77.97	3,524.04	0.00	0.00	3,524.04
420 CLEANING/LAWN SERVICES		16,000.00	3,193.08	12,475.96	77.97	3,524.04	0.00	0.00	3,524.04
01 2630 431 000	GROUNDS SERVICES/REpairs-Maintenance	3,000.00	0.00	1,244.90	41.50	1,755.10	0.00	0.00	1,755.10
431 NON-TECH CONTRACTED REP/MAINTENANCE		3,000.00	0.00	1,244.90	41.50	1,755.10	0.00	0.00	1,755.10
01 2630 610 000	GROUNDS SERVICES SUPPLIES	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
610 GENERAL SUPPLIES		2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
01 2630 710 000	GROUNDS SERVICES IMPROVEMENTS OVER5	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
710 LAND & LAND IMPROVEMENT		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2630 MAINTENANCE OF GROUNDS		21,000.00	3,193.08	13,720.86	65.34	7,279.14	0.00	0.00	7,279.14
2640 CARE/UPKEEP EQUIP									
01 2640 610 000	CARE/UPKEEP EQUIP	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
610 GENERAL SUPPLIES		500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
2640 CARE/UPKEEP EQUIP		500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
2650 VEHICLE OPERATION/ MAINT/PURCH-NOT STUDE									
01 2650 431 000	NON-BUS REPAIRS/MAINT.	500.00	0.00	326.00	65.20	174.00	0.00	0.00	174.00
431 NON-TECH CONTRACTED REP/MAINTENANCE		500.00	0.00	326.00	65.20	174.00	0.00	0.00	174.00
01 2650 440 000	NON-BUS RENTALS/LEASES	6,000.00	0.00	4,590.38	76.51	1,409.62	0.00	0.00	1,409.62
440 LEASE OR RENTALS		6,000.00	0.00	4,590.38	76.51	1,409.62	0.00	0.00	1,409.62
01 2650 626 000	NON-BUS GAS AND OIL	1,000.00	0.00	175.52	17.55	824.48	0.00	0.00	824.48
626 GASOLINE		1,000.00	0.00	175.52	17.55	824.48	0.00	0.00	824.48
01 2650 731 000	NON-BUS Equipment	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
731 EQUIPMENT		500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 2650 732 000	VEHICLE ACQUISITION	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
732 VEHICLE ACQUISITION		5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
01 2650 733 000	LAWN MOWER ACQUISITION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
733 FURNITURE & FIXTURES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2650 VEHICLE OPERATION/ MAINT/PURCH-NOT STUDE		13,000.00	0.00	5,091.90	39.17	7,908.10	0.00	0.00	7,908.10
2660 SECURITY:MAINTAIN SEC. ENVIRONMENT									
01 2660 431 000	SAFETY REPAIRS/MAINTENANCE	2,000.00	504.00	504.00	25.20	1,496.00	0.00	0.00	1,496.00
431 NON-TECH CONTRACTED REP/MAINTENANCE		2,000.00	504.00	504.00	25.20	1,496.00	0.00	0.00	1,496.00

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
01 2660 610 000	SAFETY & SECURITY SUPPLIES	1,000.00	0.00	498.81	49.88	501.19	0.00	0.00	501.19
610 GENERAL SUPPLIES		1,000.00	0.00	498.81	49.88	501.19	0.00	0.00	501.19
2660 SECURITY:MAINTAIN SEC. ENVIRONMENT		3,000.00	504.00	1,002.81	33.43	1,997.19	0.00	0.00	1,997.19
2670 SAFETY:MAINTAIN SAFE ENVIRONMENT									
01 2670 340 000	SAFETY/ BLDG Prof. SERVICES	3,000.00	0.00	5,916.81	197.23	(2,916.81)	0.00	0.00	(2,916.81)
340 OTHER PROFESSIONAL SERVICES		3,000.00	0.00	5,916.81	197.23	(2,916.81)	0.00	0.00	(2,916.81)
01 2670 350 000	SAFETY/ BLDG TECHSERVICES	1,000.00	0.00	4,747.50	474.75	(3,747.50)	0.00	0.00	(3,747.50)
01 2670 350 000 007	SAFETY/ BLDG TECHSERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
350 TECHNICAL SERVICES		1,000.00	0.00	4,747.50	474.75	(3,747.50)	0.00	0.00	(3,747.50)
2670 SAFETY:MAINTAIN SAFE ENVIRONMENT		4,000.00	0.00	10,664.31	266.61	(6,664.31)	0.00	0.00	(6,664.31)
2710 REGULAR PUPIL TRANSPORTATION									
01 2710 110 000	PUPIL TRANS SALARIES	100,000.00	1,678.00	94,278.80	94.28	5,721.20	0.00	0.00	5,721.20
01 2710 110 001	ACTIVITY BUS SAL SEC	20,000.00	140.00	24,017.60	120.09	(4,017.60)	0.00	0.00	(4,017.60)
01 2710 110 002	ACTIVITY BUS SAL ELEM	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
110 REGULAR SALARIES NON-INSTRUCTION		122,000.00	1,818.00	118,296.40	96.96	3,703.60	0.00	0.00	3,703.60
01 2710 112 000	TRANSPORTATION AIDE	11,000.00	0.00	11,214.79	101.95	(214.79)	0.00	0.00	(214.79)
112 SALARY AIDES/ASSISTANTS		11,000.00	0.00	11,214.79	101.95	(214.79)	0.00	0.00	(214.79)
01 2710 120 000	SUB BUS DRIVERS	4,000.00	0.00	0.00	0.00	4,000.00	0.00	0.00	4,000.00
120 SUBSTITUTE OR TEMPORARY SALARIES		4,000.00	0.00	0.00	0.00	4,000.00	0.00	0.00	4,000.00
01 2710 130 000	PUPIL TRANS OT SALARIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
130 OT SALARY FOR NON-INSTRUCTIONAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2710 210 000	PUPIL TRANS HEALTH INSURANCE	11,000.00	830.73	9,138.03	83.07	1,861.97	0.00	0.00	1,861.97
01 2710 210 001	BLUE CROSS BLUE SHIELD	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
210 INSURANCE		11,000.00	830.73	9,138.03	83.07	1,861.97	0.00	0.00	1,861.97
01 2710 220 000	PUPIL TRANS FICA	9,000.00	125.69	6,767.14	75.19	2,232.86	0.00	0.00	2,232.86
01 2710 220 001	FICA SEC	1,600.00	10.73	1,837.49	114.84	(237.49)	0.00	0.00	(237.49)
01 2710 220 002	FICA ELEM	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
220 SOCIAL SECURITY		11,100.00	136.42	8,604.63	77.52	2,495.37	0.00	0.00	2,495.37
01 2710 222 000	TRANSPORTATION AIDE FICA	0.00	0.00	857.94	0.00	(857.94)	0.00	0.00	(857.94)
222 AIDES/ASSTS FICA		0.00	0.00	857.94	0.00	(857.94)	0.00	0.00	(857.94)
01 2710 230 000	PUPIL TRANS RETIREMENT	9,000.00	122.83	6,792.03	75.47	2,207.97	0.00	0.00	2,207.97
01 2710 230 001	ACTIVITY RETIREMENT	700.00	10.25	1,157.66	165.38	(457.66)	0.00	0.00	(457.66)
01 2710 230 002	ACTIVITY RETIREMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
230 RETIREMENT NON-INSTRUCTION		9,700.00	133.08	7,949.69	81.96	1,750.31	0.00	0.00	1,750.31
01 2710 232 000	TRANSPORTATION AIDE RTR	0.00	0.00	824.58	0.00	(824.58)	0.00	0.00	(824.58)
232 RETIRE AIDES/ASSTS		0.00	0.00	824.58	0.00	(824.58)	0.00	0.00	(824.58)
01 2710 237 000	INCREASED RTR CONTR. DISTRICT	1,000.00	0.00	741.18	74.12	258.82	0.00	0.00	258.82
01 2710 237 001	ACTIVITY BUS INCR RTR	500.00	0.00	113.52	22.70	386.48	0.00	0.00	386.48
01 2710 237 002	ACTIVITY RETIREMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237 INCREASED RTR CONTR.		1,500.00	0.00	854.70	56.98	645.30	0.00	0.00	645.30
01 2710 270 000	WORKER'S COMP	5,000.00	0.00	1,000.00	20.00	4,000.00	0.00	0.00	4,000.00
270 WORKERS COMPENSATION		5,000.00	0.00	1,000.00	20.00	4,000.00	0.00	0.00	4,000.00
01 2710 330 000	TRANSP. TRAINING/DEV.	1,000.00	300.00	1,725.00	172.50	(725.00)	0.00	0.00	(725.00)
330 EMP TRAINING & DEV.		1,000.00	300.00	1,725.00	172.50	(725.00)	0.00	0.00	(725.00)
01 2710 332 000	PARENT TRANSPORTATION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
332 MILEAGE TO PARENTS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2710 340 000	TRANSP. PROF. SERVICES(PHYS)	2,000.00	0.00	1,580.00	79.00	420.00	0.00	0.00	420.00

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
340 OTHER PROFESSIONAL SERVICES		2,000.00	0.00	1,580.00	79.00	420.00	0.00	0.00	420.00
01 2710 530 000	COMMUNICATIONS	2,500.00	127.00	821.36	32.85	1,678.64	0.00	0.00	1,678.64
530 COMMUNICATIONS		2,500.00	127.00	821.36	32.85	1,678.64	0.00	0.00	1,678.64
01 2710 580 000	TRAVEL & EXPENSE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
580 TRAVEL EXPENSE AND MILEAGE		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2710 590 000	TRANSPORTATION BG CHECKS	2,000.00	136.00	1,445.00	72.25	555.00	0.00	0.00	555.00
590 INTERAGENCY PURCHASED SERVICES		2,000.00	136.00	1,445.00	72.25	555.00	0.00	0.00	555.00
01 2710 626 000	GAS AND OIL	42,724.00	407.18	32,814.57	76.81	9,909.43	0.00	0.00	9,909.43
626 GASOLINE		42,724.00	407.18	32,814.57	76.81	9,909.43	0.00	0.00	9,909.43
01 2710 732 000	BUS AQUISITION	50,000.00	0.00	0.00	0.00	50,000.00	0.00	0.00	50,000.00
732 VEHICLE ACQUISITION		50,000.00	0.00	0.00	0.00	50,000.00	0.00	0.00	50,000.00
01 2710 890 000	BUS MISC. EXPENSES	2,500.00	0.00	1,360.81	54.43	1,139.19	0.00	0.00	1,139.19
890 OTHER MISC EXPENSES		2,500.00	0.00	1,360.81	54.43	1,139.19	0.00	0.00	1,139.19
2710 REGULAR PUPIL TRANSPORTATION		278,024.00	3,888.41	198,487.50	71.39	79,536.50	0.00	0.00	79,536.50
2712 SCHOOL AGE SPED TRANSPORT									
01 2712 112 000	SPED TRANS SALARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
112 SALARY AIDES/ASSISTANTS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2712 222 000	SPED TRANS FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
222 AIDES/ASSTS FICA		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2712 230 000	SPED TRANS RETIREMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
230 RETIREMENT NON-INSTRUCTION		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2712 232 000	SPED TRANS RTR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
232 RETIRE AIDES/ASSTS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2712 237 000	SPED TRANS RTR INCR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237 INCREASED RTR CONTR.		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2712 334 000	SPED PARENT MILEAGE	0.00	140.00	1,778.00	0.00	(1,778.00)	0.00	0.00	(1,778.00)
334 Sped Mileage to Parents		0.00	140.00	1,778.00	0.00	(1,778.00)	0.00	0.00	(1,778.00)
01 2712 580 000	SPED SA TRAVEL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
580 TRAVEL EXPENSE AND MILEAGE		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2712 626 000	SPED TRANS GAS & OIL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
626 GASOLINE		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2712 SCHOOL AGE SPED TRANSPORT		0.00	140.00	1,778.00	0.00	(1,778.00)	0.00	0.00	(1,778.00)
2730 VEHICLE SERVICE/MAINTENANCE									
01 2730 431 000	REPAIR & MAINTENANCE	50,000.00	125.00	27,460.73	54.92	22,539.27	0.00	0.00	22,539.27
431 NON-TECH CONTRACTED REP/MAINTENANCE		50,000.00	125.00	27,460.73	54.92	22,539.27	0.00	0.00	22,539.27
2730 VEHICLE SERVICE/MAINTENANCE		50,000.00	125.00	27,460.73	54.92	22,539.27	0.00	0.00	22,539.27
3300 COMMUNITY SERVICES									
01 3300 112 002	CHILD CARE SALARY	28,000.00	5,555.05	17,942.75	64.08	10,057.25	0.00	0.00	10,057.25
112 SALARY AIDES/ASSISTANTS		28,000.00	5,555.05	17,942.75	64.08	10,057.25	0.00	0.00	10,057.25
01 3300 123 002	CHILD CARE SALARY	800.00	0.00	0.00	0.00	800.00	0.00	0.00	800.00
123 Temporary Substitute Salary		800.00	0.00	0.00	0.00	800.00	0.00	0.00	800.00
01 3300 132 002	CHILD CARE OT SALARY	1,000.00	0.00	0.78	0.08	999.22	0.00	0.00	999.22
132 OT SALARY AIDES/ASSTS		1,000.00	0.00	0.78	0.08	999.22	0.00	0.00	999.22
01 3300 212 002	CHILD CARE INSURANCE	8,000.00	821.33	7,886.22	98.58	113.78	0.00	0.00	113.78
212 Insurance		8,000.00	821.33	7,886.22	98.58	113.78	0.00	0.00	113.78
01 3300 220 000	CHILD CARE FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
220 SOCIAL SECURITY		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 3300 222 002	DAYCARE AIDES FICA	1,500.00	385.38	1,068.38	71.23	431.62	0.00	0.00	431.62
222 AIDES/ASSTS FICA		1,500.00	385.38	1,068.38	71.23	431.62	0.00	0.00	431.62
01 3300 223 002	DAYCARE AIDES/SUBS FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
223 SUBS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 3300 230 000	CHILD CARE RETIREMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
230 RETIREMENT NON-INSTRUCTION		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 3300 232 002	CHILD CARE RTR AIDES/ASSTS ELEM	1,500.00	368.74	1,025.21	68.35	474.79	0.00	0.00	474.79
232 RETIRE AIDES/ASSTS		1,500.00	368.74	1,025.21	68.35	474.79	0.00	0.00	474.79
01 3300 237 002	CHILD CARE INCR.RTR AIDES/ASSTS ELEM	1,000.00	0.00	64.95	6.50	935.05	0.00	0.00	935.05
237 INCREASED RTR CONTR.		1,000.00	0.00	64.95	6.50	935.05	0.00	0.00	935.05
01 3300 330 002	CHILD CARE TRAINING/DEV.	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
330 EMP TRAINING & DEV.		500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 3300 340 002	CHILD CARE PROF. SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
340 OTHER PROFESSIONAL SERVICES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 3300 590 002	CHILD CARE BG CHECKS.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
590 INTERAGENCY PURCHASED SERVICES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 3300 610 002	DC/FITNESS COMM. SERVICES SUPPLIES	5,000.00	137.41	3,925.62	78.51	1,074.38	0.00	0.00	1,074.38
610 GENERAL SUPPLIES		5,000.00	137.41	3,925.62	78.51	1,074.38	0.00	0.00	1,074.38
3300 COMMUNITY SERVICES		47,300.00	7,267.91	31,913.91	67.47	15,386.09	0.00	0.00	15,386.09
3400 CATEGORICAL GRANTS FROM CORPORATIONS & O									
01 3400 111 000	CIRCLE OF FRIENDS STIPEND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
111 SALARY TEACHERS/PROFESSIONAL STAFF		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 3400 220 000	CIRCLE OF FRIENDS FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
220 SOCIAL SECURITY		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 3400 610 000	GRANT DISPERSEMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 3400 610 001	GRANT DISPERSEMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 3400 610 002	GRANT DISPERSEMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
610 GENERAL SUPPLIES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3400 CATEGORICAL GRANTS FROM CORPORATIONS & O		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3512 DISTANCE EDUCATION INCENTIVE PAYMENTS									
01 3512 111 000	DISTANCE ED SALARIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
111 SALARY TEACHERS/PROFESSIONAL STAFF		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 3512 220 000	DISTANCE ED FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
220 SOCIAL SECURITY		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 3512 230 000	DISTANCE ED RETIRE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
230 RETIREMENT NON-INSTRUCTION		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 3512 610 000	DISTANCE ED SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 3512 610 001	DISTANCE ED SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 3512 610 002	DISTANCE ED SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
610 GENERAL SUPPLIES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 3512 733 000	DISTANCE ED EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
733 FURNITURE & FIXTURES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 3512 810 000	DISTANCE ED SERVICES	550.00	0.00	0.00	0.00	550.00	0.00	0.00	550.00
810 DUES AND FEES		550.00	0.00	0.00	0.00	550.00	0.00	0.00	550.00

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
3512 DISTANCE EDUCATION INCENTIVE PAYMENTS		550.00	0.00	0.00	0.00	550.00	0.00	0.00	550.00
3535 HIGH ABILITY									
01 3535 610 000	HIGH ABILITY LEARNERS EXPENSE	1,500.00	0.00	0.00	0.00	1,500.00	0.00	0.00	1,500.00
01 3535 610 001	HIGH ABILITY LEARNERS EXPENSE JR/SR HIGH	1,000.00	0.00	293.64	34.36	706.36	0.00	50.00	656.36
01 3535 610 002	HIGH ABILITY LEARNERS EXPENSE-ELEM	1,500.00	0.00	813.91	54.26	686.09	0.00	0.00	686.09
610 GENERAL SUPPLIES		4,000.00	0.00	1,107.55	28.94	2,892.45	0.00	50.00	2,842.45
3535 HIGH ABILITY		4,000.00	0.00	1,107.55	28.94	2,892.45	0.00	50.00	2,842.45
3551 CAREER EDUCATION									
01 3551 610 001	CAREER EDUCATION	0.00	0.00	7,119.71	0.00	(7,119.71)	0.00	2,304.57	(9,424.28)
610 GENERAL SUPPLIES		0.00	0.00	7,119.71	0.00	(7,119.71)	0.00	2,304.57	(9,424.28)
01 3551 643 001	CAREER EDUCATION WB SOFTWARE	0.00	0.00	390.00	0.00	(390.00)	0.00	0.00	(390.00)
643 WEB/CLOUD BASED SOFTWARE		0.00	0.00	390.00	0.00	(390.00)	0.00	0.00	(390.00)
01 3551 734 001	CAREER EDUCATION COMP HD	7,500.00	0.00	0.00	0.00	7,500.00	0.00	0.00	7,500.00
734 COMPUTER HARDWARE		7,500.00	0.00	0.00	0.00	7,500.00	0.00	0.00	7,500.00
3551 CAREER EDUCATION		7,500.00	0.00	7,509.71	130.86	(9.71)	0.00	2,304.57	(2,314.28)
4700 BUILDING IMPROVEMENTS									
01 4700 450 000	OP OF BLDG CONSTR. SERVICES	50,000.00	0.00	200.00	0.40	49,800.00	0.00	0.00	49,800.00
450 CONSTRUCTION SERVICES		50,000.00	0.00	200.00	0.40	49,800.00	0.00	0.00	49,800.00
4700 BUILDING IMPROVEMENTS		50,000.00	0.00	200.00	0.40	49,800.00	0.00	0.00	49,800.00
5000 DEBT SERVICES									
01 5000 831 000	LOC PRINCIPAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
831 REDEMPTION OF PRINCIPAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 5000 832 000	LOC INTEREST	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
832 DEBT SERVICE INTEREST		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5000 DEBT SERVICES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6200 TITLE I, PART A ESSA IMPROV THE ACADEM									
01 6200 111 002	TITLE I SALARIES	20,000.00	0.00	16,275.00	81.38	3,725.00	0.00	0.00	3,725.00
111 SALARY TEACHERS/PROFESSIONAL STAFF		20,000.00	0.00	16,275.00	81.38	3,725.00	0.00	0.00	3,725.00
01 6200 123 000	TITLE I SUB SALARIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
123 Temporary Substitute Salary		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6200 210 002	TITLE I HEALTH INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
210 INSURANCE		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6200 211 002	TITLE I HEALTH INS	8,000.00	0.00	7,418.00	92.73	582.00	0.00	0.00	582.00
211 INS. TEACHERS/PROF. STAFF		8,000.00	0.00	7,418.00	92.73	582.00	0.00	0.00	582.00
01 6200 221 002	TITLE I FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
221 TEACHERS/PROF. FICA		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6200 230 002	TITLE I RETIREMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
230 RETIREMENT NON-INSTRUCTION		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6200 231 001	TITLE I RTR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6200 231 002	TITLE I RTR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
231 RETIRE TEACHERS/PROFESSIONAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6200 237 002	TITLE I RTR INCR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237 INCREASED RTR CONTR.		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6200 290 002	TITLE I DISABILITY INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
290 OTHER BENEFITS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6200 395 002	TITLE I SUB CONTRATS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
395 SUB CONTRACTS/AWARDS<25000		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6200 580 002	TITLE I TRAVEL AND EXP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
580 TRAVEL EXPENSE AND MILEAGE		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6200 591 002	TITLE I SERVICES	0.00	0.00	486.00	0.00	(486.00)	0.00	0.00	(486.00)
591 ESU SERVICES IN-STATE		0.00	0.00	486.00	0.00	(486.00)	0.00	0.00	(486.00)
01 6200 610 002	TITLE I SUPPLIES	100.00	0.00	170.00	308.00	(70.00)	0.00	138.00	(208.00)
610 GENERAL SUPPLIES		100.00	0.00	170.00	308.00	(70.00)	0.00	138.00	(208.00)
6200 TITLE I, PART A ESSA IMPROV THE ACADEM		28,100.00	0.00	24,349.00	87.14	3,751.00	0.00	138.00	3,613.00
6210 TITLE I ESSA IMPROVING BSC PRGRMS ACCNT									
01 6210 610 002	TITLE I SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
610 GENERAL SUPPLIES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6210 TITLE I ESSA IMPROVING BSC PRGRMS ACCNT		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6301 CLSD GRANT									
01 6301 111 002	CLSD GRANT (COMP LIT STATE DEV)	0.00	0.00	3,240.00	0.00	(3,240.00)	0.00	0.00	(3,240.00)
111 SALARY TEACHERS/PROFESSIONAL STAFF		0.00	0.00	3,240.00	0.00	(3,240.00)	0.00	0.00	(3,240.00)
01 6301 221 002	CLSD GRANT (COMP LIT STATE DEV) FICA	0.00	0.00	247.86	0.00	(247.86)	0.00	0.00	(247.86)
221 TEACHERS/PROF. FICA		0.00	0.00	247.86	0.00	(247.86)	0.00	0.00	(247.86)
01 6301 231 002	CLSD GRANT (COMP LIT STATE DEV) RTR	0.00	0.00	261.78	0.00	(261.78)	0.00	0.00	(261.78)
231 RETIRE TEACHERS/PROFESSIONAL		0.00	0.00	261.78	0.00	(261.78)	0.00	0.00	(261.78)
6301 CLSD GRANT		0.00	0.00	3,749.64	0.00	(3,749.64)	0.00	0.00	(3,749.64)
6310 TITLE II, PART A ESSA EQUAL GRANTS									
01 6310 111 000	TITLE II-NOCHILD LB	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6310 111 001	TITLE II-NOCHILD LB	1,000.00	0.00	1,037.76	103.78	(37.76)	0.00	0.00	(37.76)
01 6310 111 002	TITLE II-NOCHILD LB	4,000.00	0.00	1,210.72	30.27	2,789.28	0.00	0.00	2,789.28
111 SALARY TEACHERS/PROFESSIONAL STAFF		5,000.00	0.00	2,248.48	44.97	2,751.52	0.00	0.00	2,751.52
01 6310 123 000	TITLE II SUB SALARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
123 Temporary Substitute Salary		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6310 221 000	TITLE II A TEACHER FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6310 221 001	TITLE II A TEACHER FICA	500.00	0.00	79.40	15.88	420.60	0.00	0.00	420.60
01 6310 221 002	TITLE II A TEACHER FICA	500.00	0.00	92.65	18.53	407.35	0.00	0.00	407.35
221 TEACHERS/PROF. FICA		1,000.00	0.00	172.05	17.21	827.95	0.00	0.00	827.95
01 6310 230 000	TITLE II-NOCHILD RETIRE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6310 230 001	TITLE II-NOCHILD RETIRE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6310 230 002	TITLE II-NOCHILD RETIRE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
230 RETIREMENT NON-INSTRUCTION		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6310 231 000	TITLE II- RTR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6310 231 001	TITLE II- RTR	500.00	0.00	83.85	16.77	416.15	0.00	0.00	416.15
01 6310 231 002	TITLE II- RTR	500.00	0.00	97.84	19.57	402.16	0.00	0.00	402.16
231 RETIRE TEACHERS/PROFESSIONAL		1,000.00	0.00	181.69	18.17	818.31	0.00	0.00	818.31
6310 TITLE II, PART A ESSA EQUAL GRANTS		7,000.00	0.00	2,602.22	37.17	4,397.78	0.00	0.00	4,397.78
6404 IDEA PART B(611) BASE ALLOC BIRTH TO 4									
01 6404 591 002	IDEA PRESCHOOL SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
591 ESU SERVICES IN-STATE		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
6404	IDEA PART B(611) BASE ALLOC BIRTH TO 4	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6406	IDEA PRESCHOOL(619) BASE ALLOC								
01 6406 591 002	IDEA 3/4 YR. OLD SPEECH	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
591	ESU SERVICES IN-STATE	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
6406	IDEA PRESCHOOL(619) BASE ALLOC	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
6408	IDEA Part B Base								
01 6408 395 002	IDEA Part B <25000 contract	0.00	0.00	3,144.04	0.00	(3,144.04)	0.00	0.00	(3,144.04)
395	SUB CONTRACTS/AWARDS<25000	0.00	0.00	3,144.04	0.00	(3,144.04)	0.00	0.00	(3,144.04)
01 6408 591 001	IDEA Part B ESU SERVICES	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
01 6408 591 002	IDEA Part B	55,000.00	0.00	0.00	0.00	55,000.00	0.00	0.00	55,000.00
591	ESU SERVICES IN-STATE	57,000.00	0.00	0.00	0.00	57,000.00	0.00	0.00	57,000.00
6408	IDEA Part B Base	57,000.00	0.00	3,144.04	5.52	53,855.96	0.00	0.00	53,855.96
6410	IDEA ENROLLMENT/POVERTY								
01 6410 395 001	IDEA ENROLLMENT/POVERTY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6410 395 002	IDEA PART B ESU services P-6	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
395	SUB CONTRACTS/AWARDS<25000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6410	IDEA ENROLLMENT/POVERTY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6411	IDEA PART B EARLY INTERVENING SERVICES								
01 6411 610 000	IDEA EARLY INTERVENTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
610	GENERAL SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6411	IDEA PART B EARLY INTERVENING SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6412	IDEA PART B PROPORTIONATE SHARE								
01 6412 591 001	IDEA Services for Non-Pub Jr/Sr High	3,000.00	0.00	0.00	0.00	3,000.00	0.00	0.00	3,000.00
01 6412 591 002	IDEA Services for Non-Pub P-6	3,000.00	0.00	0.00	0.00	3,000.00	0.00	0.00	3,000.00
591	ESU SERVICES IN-STATE	6,000.00	0.00	0.00	0.00	6,000.00	0.00	0.00	6,000.00
6412	IDEA PART B PROPORTIONATE SHARE	6,000.00	0.00	0.00	0.00	6,000.00	0.00	0.00	6,000.00
6421	ARP BELOW 5 YR								
01 6421 591 002	IDEA ARP BELOW 5 SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
591	ESU SERVICES IN-STATE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6421	ARP BELOW 5 YR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6422	ARP 3-4 YR OLDS								
01 6422 591 002	IDEA ARP 3-4 YR OLDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
591	ESU SERVICES IN-STATE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6422	ARP 3-4 YR OLDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6423	ARP NON-PUBLIC								
01 6423 591 001	IDEA ARP for Non-Pub	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
591	ESU SERVICES IN-STATE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6423	ARP NON-PUBLIC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6700	FED VOC & APP TECH ED (CARL PERKINS)								
01 6700 111 000	VOC & PERKINS SALARY	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
111	SALARY TEACHERS/PROFESSIONAL STAFF	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
01 6700 221 000	VOC & PERKINS FICA	100.00	0.00	0.00	0.00	100.00	0.00	0.00	100.00
221	TEACHERS/PROF. FICA	100.00	0.00	0.00	0.00	100.00	0.00	0.00	100.00
01 6700 231 000	VOC & PERKINS RTR	100.00	0.00	0.00	0.00	100.00	0.00	0.00	100.00
231	RETIRE TEACHERS/PROFESSIONAL	100.00	0.00	0.00	0.00	100.00	0.00	0.00	100.00
01 6700 610 000	VOCATIONAL &CARL PERKINS	1,500.00	0.00	0.00	0.00	1,500.00	0.00	0.00	1,500.00

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
	TECH								
610 GENERAL SUPPLIES		1,500.00	0.00	0.00	0.00	1,500.00	0.00	0.00	1,500.00
6700 FED VOC & APP TECH ED (CARL PERKINS)		2,700.00	0.00	0.00	0.00	2,700.00	0.00	0.00	2,700.00
6969 TITLE IV, PART A ESSA STUDENT SUPPORT & ACADEMIC ENRICHMENT									
01 6969 111 001	TITLE IV PART A ESSA STUDENT SUPPORT	500.00	0.00	1,037.76	207.55	(537.76)	0.00	0.00	(537.76)
01 6969 111 002	TITLE IV PART A ESSA STUDENT SUPPORT	2,000.00	0.00	1,902.56	95.13	97.44	0.00	0.00	97.44
111 SALARY TEACHERS/PROFESSIONAL STAFF		2,500.00	0.00	2,940.32	117.61	(440.32)	0.00	0.00	(440.32)
01 6969 221 001	TEACHERS/PROF. FICA	500.00	0.00	79.42	15.88	420.58	0.00	0.00	420.58
01 6969 221 002	TEACHERS/PROF. FICA	0.00	0.00	145.53	0.00	(145.53)	0.00	0.00	(145.53)
221 TEACHERS/PROF. FICA		500.00	0.00	224.95	44.99	275.05	0.00	0.00	275.05
01 6969 231 001	RETIRE TEACHERS/PROFESSIONAL	0.00	0.00	55.90	0.00	(55.90)	0.00	0.00	(55.90)
01 6969 231 002	RETIRE TEACHERS/PROFESSIONAL	0.00	0.00	153.74	0.00	(153.74)	0.00	0.00	(153.74)
231 RETIRE TEACHERS/PROFESSIONAL		0.00	0.00	209.64	0.00	(209.64)	0.00	0.00	(209.64)
01 6969 237 001	RETIRE TEACHERS/PROFESSIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6969 237 002	RETIRE TEACHERS/PROFESSIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237 INCREASED RTR CONTR.		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6969 TITLE IV, PART A ESSA STUDENT SUPPORT & ACADEMIC ENRICHMENT		3,000.00	0.00	3,374.91	112.50	(374.91)	0.00	0.00	(374.91)
6990 GEERS									
01 6990 610 000	GEERS-SUPPLIES DISTRICT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6990 610 002	GEERS-SUPPLIES ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
610 GENERAL SUPPLIES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6990 GEERS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6992 REAP									
01 6992 220 000	REAP FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
220 SOCIAL SECURITY		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6992 610 000	REAP-SUPPLIES DIST.	39,686.00	0.00	0.00	0.00	39,686.00	0.00	0.00	39,686.00
01 6992 610 001	REAP-SUPPLIES SEC.	0.00	2,261.00	16,866.45	0.00	(16,866.45)	0.00	0.00	(16,866.45)
01 6992 610 002	REAP-SUPPLIES ELEM	0.00	0.00	18,362.61	0.00	(18,362.61)	0.00	0.00	(18,362.61)
610 GENERAL SUPPLIES		39,686.00	2,261.00	35,229.06	88.77	4,456.94	0.00	0.00	4,456.94
6992 REAP		39,686.00	2,261.00	35,229.06	88.77	4,456.94	0.00	0.00	4,456.94
8000 TRANSFERS (OUTGOING)									
01 8000 912 000	NUTRITION FUND TRANSFER	20,000.00	0.00	0.00	0.00	20,000.00	0.00	0.00	20,000.00
912 TRANSFERS TO THE SCHOOL LUNCH FUND		20,000.00	0.00	0.00	0.00	20,000.00	0.00	0.00	20,000.00
01 8000 913 000	ACTIVITIES SUPPORT TRANSFER	30,000.00	0.00	40,000.00	133.33	(10,000.00)	0.00	0.00	(10,000.00)
913 TRANSFERS TO THE ACTIVITY FUND		30,000.00	0.00	40,000.00	133.33	(10,000.00)	0.00	0.00	(10,000.00)
01 8000 914 000	Bond SUPPORT TRANSFER	0.00	0.00	100.00	0.00	(100.00)	0.00	0.00	(100.00)
914 TRANSFERS TO THE BOND FUND		0.00	0.00	100.00	0.00	(100.00)	0.00	0.00	(100.00)
8000 TRANSFERS (OUTGOING)		50,000.00	0.00	40,100.00	80.20	9,900.00	0.00	0.00	9,900.00
9000 NON-PROGRAM EXPENDITURES									
01 9000 890 000	NON-PROG CHARGES MISC	0.00	1,539.84	16,938.24	0.00	(16,938.24)	0.00	0.00	(16,938.24)
890 OTHER MISC EXPENSES		0.00	1,539.84	16,938.24	0.00	(16,938.24)	0.00	0.00	(16,938.24)
9000 NON-PROGRAM EXPENDITURES		0.00	1,539.84	16,938.24	0.00	(16,938.24)	0.00	0.00	(16,938.24)
9001 9001									

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
01 9001 001 000	INTERFUND LOAN	0.00	0.00	100,000.00	0.00	(100,000.00)	0.00	0.00	(100,000.00)
001 Special Bldg Transfer		0.00	0.00	100,000.00	0.00	(100,000.00)	0.00	0.00	(100,000.00)
01 9001 002 000	INTERFUND LOAN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
002 QCPUF INTERFUND LOAN		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9001 9001		0.00	0.00	100,000.00	0.00	(100,000.00)	0.00	0.00	(100,000.00)
9002 INTERFUND LOAN TO BOND									
01 9002 003 000	INTERFUND LOAN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
003 BOND FUND INTERFUND LOAN		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9002 INTERFUND LOAN TO BOND		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 GENERAL FUND		5,780,000.00	398,521.01	4,788,038.90	83.19	991,961.10	0.00	20,620.44	971,340.66

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	PO's Outstanding	Unencumbered Balance
Grand Total:		5,780,000.00	398,521.01	4,788,038.90	83.19	991,961.10	0.00	20,620.44	971,340.66

Regular; Processing Month 06/2026; Accounts to Include Accounts with Activity; Fund Number 01

Fund: 01 GENERAL FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
01 1100 0001	BUFFALO COUNTY TAXES	4,010,911.00	258,553.25	2,589,256.59	64.56	1,421,654.41
01 1100 0002	SHERMAN COUNTY TAX	0.00	0.00	36,912.45	0.00	(36,912.45)
01 1120	DAWSON POWER 5%-BUF	10,000.00	0.00	11,188.58	111.89	(1,188.58)
01 1125	MOTOR VEHICLE	200,000.00	14,696.69	206,433.24	103.22	(6,433.24)
01 1140	PENALTIES/INTEREST ON TAXES	5,000.00	197.35	4,813.66	96.27	186.34
01 1370	PRESCHOOL TUITION	40,000.00	0.00	46,250.00	115.63	(6,250.00)
01 1510	INTEREST ON INVESTMENTS	26,000.00	5,011.02	44,077.95	169.53	(18,077.95)
01 1800	CHILD CARE PAYMENTS	23,000.00	7,584.34	21,996.96	95.64	1,003.04
01 1910	RENTAL OF SCHOOL EQUIP. & FACILITIES	4,000.00	0.00	5,060.00	126.50	(1,060.00)
01 1911	LOCAL LICENSE FEES	500.00	0.00	530.00	106.00	(30.00)
	Subtotal: LOCAL RECIEPTS	4,319,411.00	286,042.65	2,966,519.43	68.68	1,352,891.57
01 2110	COUNTY FINES AND LICENSE	18,000.00	3,465.03	19,081.71	106.01	(1,081.71)
01 2210	ESU RECEIPTS	0.00	0.00	3,030.00	0.00	(3,030.00)
	Subtotal: COUNTY AND ESU RECEIPTS	18,000.00	3,465.03	22,111.71	122.84	(4,111.71)
01 3110	STATE AID	638,514.00	63,855.00	638,512.77	100.00	1.23
01 3120	SPECIAL ED PROGRAMS	500,000.00	64,933.00	476,482.00	95.30	23,518.00
01 3125	SP ED TRANSPORTATION	0.00	0.00	1,474.00	0.00	(1,474.00)
01 3130	HOMESTEAD EXEMPTION	35,000.00	9,316.59	35,862.54	102.46	(862.54)
01 3131	PROPERTY TAX CREDITS	0.00	0.00	1,430,850.77	0.00	(1,430,850.77)
01 3180	PRO-RATE MOTOR VEHICLE	6,000.00	0.00	7,721.44	128.69	(1,721.44)
01 3180 0002	PRO-RATE MOTOR VEHICLE	0.00	0.00	26.53	0.00	(26.53)
01 3400	STATE APPORTIONMENT	79,475.00	0.00	74,013.45	93.13	5,461.55
01 3535	HIGH ABILITY LEARNERS	2,000.00	0.00	3,791.00	189.55	(1,791.00)
01 3551	CAREER EDUCATION	3,000.00	0.00	7,500.00	250.00	(4,500.00)
01 3599	OTHER STATE CATEGORICAL PROGRAM	5,000.00	0.00	0.00	0.00	5,000.00
	Subtotal: STATE RECEIPTS	1,268,989.00	138,104.59	2,676,234.50	210.90	(1,407,245.50)
01 4301	CLSD GRANT	0.00	300.00	2,610.00	0.00	(2,610.00)
01 4310	REAP PAYMENT	35,000.00	0.00	38,364.00	109.61	(3,364.00)
01 4423	IDEA PART B BASE/ENROLL B-21	2,000.00	0.00	0.00	0.00	2,000.00
01 4505	TITLE I	26,000.00	0.00	24,279.00	93.38	1,721.00
01 4509	TITLE II-NOCHILD LB	2,000.00	0.00	600.00	30.00	1,400.00
01 4510	TITLE IV, PART A ESSA STUDENT SUP. ENR	2,000.00	300.00	300.00	15.00	1,700.00
01 4516	IDEA BASE PART B B-4 YR OLD	1,500.00	0.00	0.00	0.00	1,500.00
01 4518	IDEA PART B ENROLLMENT/POVERTY	100,000.00	0.00	0.00	0.00	100,000.00
01 4518 2425	IDEA PART B ENROLLMENT/POVERTY	0.00	0.00	55,217.00	0.00	(55,217.00)
01 4521	IDEA PROPORTIONATE	100.00	0.00	0.00	0.00	100.00
01 4525	VOCATIONAL & CARL PERKINS TECHNOLOG	0.00	0.00	300.00	0.00	(300.00)
01 4708	MIPS	4,000.00	627.95	8,008.46	200.21	(4,008.46)
01 4709	MEDICAID ADMINISTRATIVE ACTIVITIES	1,000.00	0.00	365.21	36.52	634.79
01 4969	TITLE IV, PART A	0.00	0.00	600.00	0.00	(600.00)
	Subtotal: FEDERAL RECEIPTS	173,600.00	1,227.95	130,643.67	75.26	42,956.33
01 5300	SALE OF PROPERTY	0.00	0.00	1,003.85	0.00	(1,003.85)
01 5301	INSURANCE PROCEEDS	0.00	17,304.75	17,304.75	0.00	(17,304.75)
01 5690	OTHER NON-REV RECEIPTS	0.00	0.00	2,093.73	0.00	(2,093.73)
	Subtotal: NON-REVENUE RECEIPTS	0.00	17,304.75	20,402.33	0.00	(20,402.33)
01 9000	NON-PROGRAM RECEIPTS	0.00	1,539.84	13,858.56	0.00	(13,858.56)
	Subtotal: NON-PROGRAM RECEIPTS	0.00	1,539.84	13,858.56	0.00	(13,858.56)
	Fund Total:	5,780,000.00	447,684.81	5,829,770.20	100.86	(49,770.20)

Regular; Processing Month 06/2026; Accounts to Include Accounts with Activity; Fund Number 01

	Revised Budget	During Month	To Date	% of Budget	Budget Balance
Grand Total:	5,780,000.00	447,684.81	5,829,770.20	100.86	(49,770.20)

2025-2026 Monthly/Historical Financial Information

General Fund Budget	$5,780,000							
Monthly Expenditures	25-26	% Budget	Running Total	24-25		**Monthly Tax Revenue**	**25-26**	**24-25**	**23-24**
September	$393,020	6.8%	6.8%	6.8%		September	$577,025	$730,155	$739,778
October	$475,501	8.2%	15.0%	7.9%		October	$258,909	$377,004	$254,388
November	$432,708	7.5%	22.5%	8.0%		November	$49,585	$26,378	$42,542
December	$533,025	9.2%	31.7%	7.3%	91.1%	December	$23,029	$28,078	$24,473
January	$437,692	7.6%	39.3%	7.3%	$512,686.00	January	$526,248	$488,310	$666,630
February	$414,945	7.2%	46.5%	7.1%		February	$191,600	$217,171	$379,397
March	$402,297	7.0%	53.4%	6.8%		March	$756,180	$706,886	$117,370
April	$438,342	7.6%	61.0%	7.7%		April	$127,426	$106,690	$102,620
May	$455,220	7.9%	68.9%	7.4%		May	$1,551,618	$1,384,590	$1,039,092
June	$406,764	7.0%	75.9%	7.1%		June	$286,106	$249,448	$316,469
July		0.0%	75.9%	6.6%	24-25	July		$31,896	$41,126
August		0.0%	75.9%	17.1%	73.3%	August		$45,438	$45,552
Totals	$4,389,514	75.94%		97.0%		Total	$4,347,726	$4,392,044	$3,769,437

General Fund Balance	**25-26**	**24-25**	**23-24**
September	$2,161,330	$1,497,689	$1,125,167
October	$2,027,712	$1,541,312	$1,039,337
November	$1,718,196	$1,181,408	$722,193
December	$1,346,800	$1,054,758	$599,769
January	$1,651,782	$1,325,278	$1,082,688
February	$1,580,035	$1,336,995	$1,296,006
March	$2,081,259	$1,928,100	$1,195,777
April	$1,980,944	$1,785,315	$1,052,148
May	$3,228,259	$2,869,871	$1,869,972
June	$3,269,179	$3,000,342	$1,829,245
July		$2,699,241	$1,597,638
August		$1,828,927	$1,286,739

	$5,780,000		**$5,500,000**	
Monthly Revenue	.	% Budget	**24-25**	% Budget
September	$725,423	12.55%	$839,815	14.53%
October	$341,883	5.91%	$477,455	8.26%
November	$123,192	2.13%	$78,898	1.37%
December	$161,628	2.80%	$273,516	4.73%
January	$742,674	12.85%	$669,754	11.59%
February	$343,198	5.94%	$403,256	6.98%
March	$903,521	15.63%	$963,740	16.67%
April	$338,028	5.85%	$282,182	4.88%
May	$1,702,535	29.46%	$1,490,237	25.78%
June	$447,684	7.75%	$523,366	9.05%
July		0.00%	$60,229	1.04%
August		0.00%	$71,923	1.24%
Total	$5,829,766	100.86%	$6,134,371	

June	Reciept Totals	MONTHLY EXPENSES		Expense Totals	*Revenue Expense Difference*	*Expenses Running Total*	*Receipts Running Total*	Running Balance
		Payroll	Bill Roster					
2026	**$1,702,535**	**$358,311**	**$96,908**	**$455,219**	***$1,247,316***	***$3,983,123***	**$5,382,082**	**$3,228,268**

Clearing Account Ledger

JUNE 2026

$ - $ 957.34 $ 5.94

RECEIVE	DISBURSE	$ 4,048.60 BALANCE	NO.	DATE	EXPLANATION	BUDGET CODE	RCV	DSB	STUDENT REPAY	BUDGET REPAY	INTEREST
		$ 4,048.60									
$957.34		$ 5,005.94		6/9/26	GEN. FUND REIMBURSEMENT	OK	$957.34			-$957.34	
	$83.87	$ 4,922.07	3513	06/10/26	Michael Steele-Machine rent menards	2610 610		$83.87		$83.87	
$0.58		$ 4,922.65		06/30/26	TCBANK INTEREST	OK	$0.58				$0.58
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$ 4,922.65									
		$4,922.65									
$957.92	$83.87						$957.92	$83.87	$0.00	-$873.47	$0.58
							$4,922.65	$957.34	$0.00	$83.87	$6.52
							$5,000.00				

Employee Name	Account Number	Earnings	Benefit Expense	Total Expense	Net Check
AHRENS, HEATH					
	01 1100 111 001	5,966.67	3,169.19	9,135.86	4,867.17
	01 1100 151 001	815.22	185.61	1,000.83	674.08
		6,781.89	3,354.80	10,136.69	5,541.25
AHRENS, TAMMI					
	01 1100 120 001	100.00	7.65	107.65	92.35
		100.00	7.65	107.65	92.35
ALBERS, ALLISON					
	01 1100 111 002	5,683.33	3,183.54	8,866.87	3,847.55
	01 1100 151 000	66.67	9.98	76.65	47.71
		5,750.00	3,193.52	8,943.52	3,895.26
ALBRECHT, AMBER					
	01 2410 110 001	255.75	19.57	275.32	236.18
		255.75	19.57	275.32	236.18
ARENSDORF, JORDAN					
	01 1100 111 001	2,783.34	1,577.69	4,361.03	1,943.05
	01 1100 111 002	2,633.33	1,555.22	4,188.55	1,831.50
	01 1100 151 001	1,446.66	216.57	1,663.23	1,076.08
		6,863.33	3,349.48	10,212.81	4,850.63
BLEVINS, DEBRA					
	01 1100 111 002	5,400.00	2,528.92	7,928.92	3,724.16
		5,400.00	2,528.92	7,928.92	3,724.16
BOYD, JASON					
	01 1100 151 001	540.00	80.85	620.85	355.52
	01 2410 111 001	9,833.33	3,784.69	13,618.02	6,147.70
		10,373.33	3,865.54	14,238.87	6,503.22
BRUMMER, JOHN					
	01 1100 111 001	6,250.00	3,265.91	9,515.91	4,462.57
	01 1100 151 001	866.66	129.15	995.81	636.26
		7,116.66	3,395.06	10,511.72	5,098.83
BYDALEK, MITCHELL					
	01 2620 114 000	4,179.00	1,439.56	5,618.56	3,132.65
	01 2620 130 000	86.10	29.66	115.76	64.54
		4,265.10	1,469.22	5,734.32	3,197.19
CARPENTER, CAYLEY					
	01 1100 111 002	5,118.00	1,564.79	6,682.79	3,621.81
		5,118.00	1,564.79	6,682.79	3,621.81
DIXON, STEFANIE					
	01 1100 111 002	3,616.67	2,727.04	6,343.71	2,482.09
	01 1100 151 001	233.33	175.93	409.26	161.22
		3,850.00	2,902.97	6,752.97	2,643.31
DRAKE, JOLENE					
	01 1100 111 001	5,683.33	1,702.53	7,385.86	4,023.41
	01 1100 151 001	66.67	9.98	76.65	47.50
		5,750.00	1,712.51	7,462.51	4,070.91
DUGAN, RYLEY					
	01 1100 111 001	4,450.00	2,266.40	6,716.40	2,996.15
	01 1100 151 001	533.33	223.69	757.02	364.15
		4,983.33	2,490.09	7,473.42	3,360.30
FISHER, LISA					
	01 1100 111 002	4,150.00	603.91	4,753.91	2,787.10
		4,150.00	603.91	4,753.91	2,787.10
GIBBONS, BRENDON					
	01 1100 111 001	2,216.66	331.83	2,548.49	1,626.18

Employee Name	Account Number	Earnings	Benefit Expense	Total Expense	Net Check
	01 1100 111 002	2,216.67	331.84	2,548.51	1,626.17
	01 1100 151 001	200.00	29.94	229.94	147.64
		4,633.33	693.61	5,326.94	3,399.99
HEINS, PATRICIA					
	01 1100 151 001	66.67	20.37	87.04	52.48
	01 2220 111 000	5,400.00	1,649.00	7,049.00	4,228.17
		5,466.67	1,669.37	7,136.04	4,280.65
HIGGINS, TERRA					
	01 1100 111 001	6,133.33	3,182.08	9,315.41	4,195.38
	01 1100 151 001	333.33	100.35	433.68	239.20
		6,466.66	3,282.43	9,749.09	4,434.58
JONES, MEGAN					
	01 2620 114 000	3,767.40	2,213.47	5,980.87	2,848.15
	01 2620 130 000	27.30	16.05	43.35	20.64
		3,794.70	2,229.52	6,024.22	2,868.79
JORGENSEN, JUSTIN					
	01 1100 111 001	3,333.33	499.00	3,832.33	2,527.53
	01 1100 151 001	150.00	22.46	172.46	114.44
		3,483.33	521.46	4,004.79	2,641.97
KEANE, BRENNER					
	01 1100 111 001	4,750.00	2,460.52	7,210.52	2,966.51
	01 1100 151 001	1,216.67	182.14	1,398.81	775.24
		5,966.67	2,642.66	8,609.33	3,741.75
KEASCHALL, LEAH					
	01 1200 111 002	3,733.33	520.92	4,254.25	2,592.54
		3,733.33	520.92	4,254.25	2,592.54
KOHLSCHEEN, LINDA					
	01 2510 110 000	6,172.20	2,543.17	8,715.37	4,322.81
	01 2510 130 000	220.73	90.95	311.68	154.58
		6,392.93	2,634.12	9,027.05	4,477.39
KRAUSE, TRACY					
	01 1160 111 002	5,683.33	3,181.97	8,865.30	4,167.19
		5,683.33	3,181.97	8,865.30	4,167.19
LAMMERS, VICKIE					
	01 1100 111 002	8,374.00	3,400.96	11,774.96	4,739.51
	01 1100 151 000	66.67	9.98	76.65	45.64
		8,440.67	3,410.94	11,851.61	4,785.15
LEITHOFF, MEGAN					
	01 2410 110 000 903	2,011.80	1,129.83	3,141.63	1,676.98
		2,011.80	1,129.83	3,141.63	1,676.98
LIGHTLE, NATHAN					
	01 2320 105 000	13,333.33	4,468.06	17,801.39	9,469.28
		13,333.33	4,468.06	17,801.39	9,469.28
LINDAU, PAIGE					
	01 1100 151 001	100.00	14.97	114.97	76.20
	01 1160 111 002	3,333.33	499.00	3,832.33	2,524.76
		3,433.33	513.97	3,947.30	2,600.96
LOOMIS, CASEY					
	01 1100 111 001	6,116.67	3,234.21	9,350.88	4,240.32
	01 1100 151 001	1,033.33	154.69	1,188.02	766.06
	01 2710 110 001	140.00	20.98	160.98	103.77
		7,290.00	3,409.88	10,699.88	5,110.15
LOPEZ, FABIAN					
	01 1100 120 001	500.00	38.25	538.25	461.75

Employee Name	Account Number	Earnings	Benefit Expense	Total Expense	Net Check
		500.00	38.25	538.25	461.75
MOORE, CELIE					
	01 1100 111 002	3,466.67	518.96	3,985.63	2,599.44
	01 1100 151 001	433.33	64.87	498.20	326.91
		3,900.00	583.83	4,483.83	2,926.35
NICHOLS, TAYLOR					
	01 1100 111 001	5,350.00	3,139.97	8,489.97	4,044.93
	01 1100 123 001	252.00	37.73	289.73	194.05
	01 1100 151 000	433.42	64.50	497.92	327.66
		6,035.42	3,242.20	9,277.62	4,566.64
NORDBY, SHANE					
	01 1100 111 002	6,250.00	3,276.79	9,526.79	4,632.06
	01 1100 151 001	533.33	79.85	613.18	400.13
		6,783.33	3,356.64	10,139.97	5,032.19
NOVOA ARREDONDO, MAYRA					
	01 3300 112 002	1,707.55	255.62	1,963.17	1,403.75
		1,707.55	255.62	1,963.17	1,403.75
OLSON, MITCHELL					
	01 1100 151 001	700.00	104.79	804.79	515.52
	01 1200 111 001	5,266.67	1,640.15	6,906.82	3,854.51
		5,966.67	1,744.94	7,711.61	4,370.03
PAITZ, BRENDA					
	01 1100 111 002	4,016.67	2,924.44	6,941.11	2,690.57
	01 1100 151 000	66.67	9.98	76.65	48.62
	01 1100 151 001	500.00	74.85	574.85	364.63
		4,583.34	3,009.27	7,592.61	3,103.82
QUADHAMER, BROOKE					
	01 1100 111 002	3,333.33	499.00	3,832.33	2,525.22
	01 1100 151 001	233.33	34.93	268.26	177.83
		3,566.66	533.93	4,100.59	2,703.05
RESPI, CALLEIGH					
	01 3300 112 002	517.50	0.00	517.50	516.86
		517.50	0.00	517.50	516.86
RILEY, BRANDI					
	01 1100 111 002	3,866.67	2,913.44	6,780.11	2,559.28
		3,866.67	2,913.44	6,780.11	2,559.28
RIPP, TRESSA					
	01 1100 111 001	4,716.67	1,551.85	6,268.52	3,433.02
	01 1100 151 001	366.67	54.89	421.56	273.46
		5,083.34	1,606.74	6,690.08	3,706.48
RODRIGUEZ, STEPHANIE					
	01 1200 112 001 901	36.00	14.79	50.79	28.18
	01 3300 112 002	3,330.00	1,319.83	4,649.83	2,606.05
		3,366.00	1,334.62	4,700.62	2,634.23
SHAFTO, BECKY					
	01 2710 110 000	1,678.00	1,079.25	2,757.25	1,390.70
		1,678.00	1,079.25	2,757.25	1,390.70
STEELE, MICHAEL					
	01 2620 110 000	5,416.67	1,640.05	7,056.72	4,021.68
		5,416.67	1,640.05	7,056.72	4,021.68
TRAMPE, ANDREA					
	01 1100 111 001	2,436.00	1,821.18	4,257.18	1,833.53
	01 1100 111 002	1,430.67	1,069.60	2,500.27	1,076.85
	01 1100 151 001	233.33	54.84	288.17	186.71

Employee Name	Account Number	Earnings	Benefit Expense	Total Expense	Net Check
		4,100.00	2,945.62	7,045.62	3,097.09
WESTLAND, JAMES					
	01 2410 111 002	9,666.67	3,761.49	13,428.16	6,719.63
		9,666.67	3,761.49	13,428.16	6,719.63
WILKE, BETH					
	01 1100 111 001	1,700.00	254.50	1,954.50	1,283.89
	01 1100 151 000	66.67	9.98	76.65	50.36
	01 1100 151 001	100.00	14.96	114.96	75.41
	01 2120 111 000	6,449.10	3,251.82	9,700.92	4,226.46
		8,315.77	3,531.26	11,847.03	5,636.12
	Total:	225,941.06	92,343.92	318,284.98	160,719.52

Batch Description: JULY 2026 GEN FUND INV FOR BOE Processing Month: 07/2026 Credit Card Vendor ID: End of Fiscal Year Expense Invoices:

Vendor ID: ACEHARD **ACE HARDWARE & GARDEN CENTER** **PO Number:** **Invoice Number: 47544/7** **Amount: 34.99**

Description: vac hose & brush Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000	vac hose & brush		34.99		N	

Vendor ID: AKRSRAVE **AKRS EQUIPMENT SOLUTIONS** **PO Number:** **Invoice Number: 864738** **Amount: 99.31**

Description: spindle for mower Invoice Date: 07/09/2026 Due Date: 07/09/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000	spindle for mower		99.31		N	

Vendor ID: AMAZON **AMAZON** **PO Number:** **Invoice Number: 116D-MDHL-JYV1** **Amount: 41.99**

Description: DOODLEBUG PADS Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000	DOODLEBUG PADS		41.99		N	

Vendor ID: AMAZON **AMAZON** **PO Number:** **Invoice Number: 11MP-G16K-J3VY** **Amount: 8.54**

Description: ADAPTER FOR SOCKETS Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000	ADAPTER FOR SOCKETS		8.54		N	

Vendor ID: AMAZON **AMAZON** **PO Number:** **Invoice Number: 169H-4K9X-KW9X-KWMX** **Amount: 52.24**

Description: TRAMPE EAKES REPLC. PENCIL SHARPENER Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 002 004	TRAMPE EAKES REPLC. PENCIL SHARPENER		52.24		N	

Vendor ID: AMAZON **AMAZON** **PO Number:** **Invoice Number: 19WH-Y4LR-FP3C** **Amount: 695.97**

Description: SCHOOL SUPPLIES FOR CUPBOARDS Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 001	SCHOOL SUPPLIES FOR CUPBOARDS		347.99		N	
01 1100 610 002	SCHOOL SUPPLIES FOR CUPBOARDS		347.98		N	

Vendor ID: AMAZON **AMAZON** **PO Number:** **Invoice Number: 1DTN-MTKR-KHPV** **Amount: 38.66**

Description: LINDAU CLASSROOM SUPPLY Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1190 610 002	LINDAU CLASSROOM SUPPLY		38.66		N	

Vendor ID: AMAZON **AMAZON** **PO Number: 25-26-0235** **Invoice Number: 1DTN-MTKR-L493** **Amount: 324.20**
Description: 2nd Grade supplies Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 002	Rolling Storage Utility Cart Organizers		59.99		N	Final
01 1100 610 002	Vtopmart Clear Desk Organizer, 4-Tier As		32.28		N	Final
01 1100 610 002	Storex Large Book Bin - Interlocking Pla		69.81		N	Final
01 1100 610 002	2 Pcs Magnetic Dry Erase Marker Holder f		7.99		N	Final
01 1100 610 002	30 Pcs Home School Folders with Clear Fr		31.99		N	Final
01 1100 610 002	SUNEE 2 Pocket Folders with Prongs (25 P		14.39		N	Final
01 1100 610 002	SUNEE 2 Pocket Folders with Prongs (25 P		14.39		N	Final
01 1100 610 002	6 Pack Classroom Caddy Organizer with Ha		54.38		N	Final
01 1100 610 002	GAMENOTE 6 Pack Magnetic Dry Erase Lap B		16.99		N	Final
01 1100 610 002	Magnetic Letters 234Pcs with Magnetic Bo		21.99		N	Final

Vendor ID: AMAZON **AMAZON** **PO Number:** **Invoice Number: 1FC3-C1Q4-LHMF** **Amount: 181.82**
Description: WILKENS CLASSROOM SUPPLIES Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 002	WILKENS CLASSROOM SUPPLIES		181.82		N	

Vendor ID: AMAZON **AMAZON** **PO Number:** **Invoice Number: 1QXL-D3NH-KJCL** **Amount: 47.49**
Description: WILKENS CLASSROOM SUPPLY Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 002	WILKENS CLASSROOM SUPPLY		47.49		N	

Vendor ID: AMAZON **AMAZON** **PO Number:** **Invoice Number: 1Y67-YNNQ-HGV6** **Amount: 9.97**
Description: ELMERS GLUE STICKS Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 001	ELMERS GLUE STICKS		9.97		N	

Vendor ID: APPLCOMP **APPLE COMPUTER, INC** **PO Number: 25-26-0217** **Invoice Number: MC79057560** **Amount: 1,199.00**
Description: I Tech teacher computer Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 6992 610 001	13-inch MacBook Air: Apple M5 chip with		1,199.00		N	Final

Vendor ID: AXMAHEAT **AXMANN HEATING & AIR** **PO Number:** **Invoice Number: 16396** **Amount: 4,289.50**
Description: REPL FILTERS AND WASH OUT COILS Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full

01 2610 431 000	REPL FILTERS AND WASH OUT COILS	4,289.50	N	

Vendor ID: BLICART **BLICK ART MATERIALS** **PO Number: 25-26-0202** **Invoice Number: 8119202** **Amount: 825.07**
Description: Art-High School Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 001	Boxwood Clay Double ended tool-6"		11.15		N	Final
01 1100 610 001	Kemper Ribbon Tool-R2		17.79		N	Final
01 1100 610 001	Kemper Ribbon Tool-R5		17.79		N	Final
01 1100 610 001	Amaco No 77 Terra Cotta Stoneware Clay		242.00		N	Final
01 1100 610 001	Blick Wht. Sulphite Drawing paper 50lb-9		67.95		N	Final
01 1100 610 001	Creativity Street Pulp Mask-Human Face		31.10		N	Final
01 1100 610 001	Blick Readycut 4x6		101.40		N	Final
01 1100 610 001	Speedball blk lino set#1		85.15		N	Final
01 1100 610 001	Blick Economy Baren		89.95		N	Final
01 1100 610 001	Blick water soluble block printing ink 5		35.79		N	Final
01 1100 610 001	SHIPPING		125.00		N	

Vendor ID: BLICART **BLICK ART MATERIALS** **PO Number: 25-26-0206** **Invoice Number: 8234948** **Amount: 149.32**
Description: Art-Elementary Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 002 004	Sharpie ultimate packs 115ct		149.32		N	Final

Vendor ID: BUFFELEC **BUFFALO COUNTY ELECTION COMM** **PO Number:** **Invoice Number: 2026 PRIMARY** **Amount: 100.00**
Description: 2026 PRIMARY ELECTION Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2310 310 000	2026 PRIMARY ELECTION		100.00		N	

Vendor ID: BUILWARE **BUILDERS WAREHOUSE** **PO Number:** **Invoice Number: 6672945** **Amount: 246.97**
Description: VAC & LIQ NAILS Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000	VAC & LIQ NAILS		246.97		N	

Vendor ID: CLEAACCT **CLEARING ACCOUNT** **PO Number:** **Invoice Number: JUNE 2026** **Amount: 83.87**
Description: MCH RENT, MENARDS Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000	MCH RENT, MENARDS		83.87		N	

Vendor ID: COMPHARD **COMPUTER HARDWARE INC** **PO Number: 25-26-0168** **Invoice Number: 169293** **Amount: 1,062.00**
Description: Chromebook cases Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 6992 610 001	HIGHER GROUND SHUTTLE 3.0 CARRYING CASE		812.50		N	Final
01 6992 610 001	HIGHER GROUND POWER POCKET CS		124.75		N	Final
01 6992 610 001	SS002CS		124.75		N	Final

Vendor ID: EAKEOFC **EAKES OFFICE SOLUTIONS** **PO Number:** **Invoice Number: 9346072-0** **Amount: 66.24**
Description: METERED AIR FUSION Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000	METERED AIR FUSION		66.24		N	

Vendor ID: EAKEOFC **EAKES OFFICE SOLUTIONS** **PO Number:** **Invoice Number: 9357209-0** **Amount: 18.93**
Description: GALLON OF STRIPPER Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000	GALLON OF STRIPPER		18.93		N	

Vendor ID: EAKEOFC **EAKES OFFICE SOLUTIONS** **PO Number:** **Invoice Number: 9360459-0** **Amount: 544.82**
Description: TRASH BAGS,LINERS, TOWELS, SOAP Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000	TRASH BAGS,LINERS, TOWELS, SOAP		544.82		N	

Vendor ID: EAKEOFC **EAKES OFFICE SOLUTIONS** **PO Number:** **Invoice Number: 9360497-0** **Amount: 18.93**
Description: GALLON OF STRIP Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000	GALLON OF STRIP		18.93		N	

Vendor ID: EAKEOFC **EAKES OFFICE SOLUTIONS** **PO Number:** **Invoice Number: INV780887** **Amount: 42.34**
Description: FAX Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2410 610 000	FAX		42.34		N	

Vendor ID: ESU11 **ESU 11** **PO Number:** **Invoice Number: 5014** **Amount: 200.00**
Description: CIP WORKSHOP Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2213 330 000	CIP WORKSHOP		200.00		N	

Vendor ID: KEANBREN **KEANE, BRENNER** **PO Number:** **Invoice Number: FBLA OMAH AIRPORT** **Amount: 263.20**
Description: TO OMAHA AIRPORT Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 333 001	TO OMAHA AIRPORT		263.20		N	

Vendor ID: KEARQUAL **KEARNEY QUALITY SEW & VAC, INC** **PO Number:** **Invoice Number: 76576** **Amount: 4.99**
Description: vac belt Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000	vac belt		4.99		N	

Vendor ID: KNOECHRI **KNOELL, CHIRSTOPHER** **PO Number:** **Invoice Number: 2026-PPS-001** **Amount: 1,750.00**
Description: ANNUAL SUBS. TEACHER SURVEY Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2211 320 000	ANNUAL SUBS. TEACHER SURVEY		1,750.00		N	

Vendor ID: MENARDS **MENARDS** **PO Number:** **Invoice Number: 10500** **Amount: 250.28**
Description: custodial supply Invoice Date: 07/08/2026 Due Date: 07/08/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000	custodial supply		250.28		N	

Vendor ID: MENARDS **MENARDS** **PO Number:** **Invoice Number: 8842** **Amount: 41.62**
Description: STAIN PAD, MASKS Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000	STAIN PAD, MASKS		41.62		N	

Vendor ID: MENARDS **MENARDS** **PO Number:** **Invoice Number: 9492** **Amount: 37.66**
Description: CAULK GUN,,ADHESIVES,VINEGAR,TILE ADH. Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000	CAULK GUN,,ADHESIVES,VINEGAR,TILE ADH.		37.66		N	

Vendor ID: MENARDS **MENARDS** **PO Number:** **Invoice Number: 9501** **Amount: 23.93**
Description: FLOOR STRIPPER, SCRAPER, SPR BOTTLE Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000	FLOOR STRIPPER, SCRAPER, SPR BOTTLE		23.93		N	

Vendor ID: MENARDS **MENARDS** **PO Number:** **Invoice Number: 9704** **Amount: 98.71**
Description: HOSE, FLOOR PADS, SPR FOAM Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000	HOSE, FLOOR PADS, SPR FOAM		98.71		N	

Vendor ID: MIDWFLOOR **MIDWEST FLOOR SPECIALIST, INC** **PO Number:** **Invoice Number: 546** **Amount: 4,595.00**
Description: refinishing both gym floors Invoice Date: 07/09/2026 Due Date: 07/09/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 431 000	refinishing both gym floors		4,595.00		N	

Vendor ID: NEFIRESP **NE FIRE SPRINKLER** **PO Number:** **Invoice Number: 14948** **Amount: 504.00**
Description: REPL SPRINKLER HEAD Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2660 431 000	REPL SPRINKLER HEAD		504.00	0.00	N	

Vendor ID: NCSA **NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS** **PO Number:** **Invoice Number: 91705** **Amount: 350.00**
Description: NCE CONF. Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2213 330 000	NCE CONF.		350.00		N	

Vendor ID: NCSA **NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS** **PO Number:** **Invoice Number: RW ADMIN DAYS** **Amount: 235.00**
Description: RW ADMIN DAYS IN JULY 26 Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2410 330 002	RW ADMIN DAYS IN JULY 26		235.00		N	

Vendor ID: NSTA **NEBRASKA SCHOOL TRANSPORTATION ASSOCIATION** **PO Number:** **Invoice Number: 0093** **Amount: 300.00**
Description: HOUCHINS SUMMER CONF. Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2710 330 000	HOUCHINS SUMMER CONF.		300.00		N	

Vendor ID: NRCSA **NRCSA** **PO Number:** **Invoice Number: 26-27 renewal** **Amount: 850.00**
Description: 26-27 dues Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2310 810 000	26-27 dues		850.00	0.00	N	

Vendor ID: PLEAIRRI **PLEASANTON IRRIGATION INC** **PO Number:** **Invoice Number: 3285** **Amount: 7.96**
Description: PAINT BRUSHES Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000	PAINT BRUSHES		7.96		N	

Vendor ID: PROVANTAGE **PROVANTAGE LLC** **PO Number: 25-26-0244** **Invoice Number: 10025434** **Amount: 1,752.00**
Description: Additional Classroom Phones Invoice Date: 07/09/2026 Due Date: 07/09/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
08 4100 890 000 025	HP Poly VVX 250 4-Line IP Phone and PoE-		1,752.00		N	Incomplete

Vendor ID: RAVENEWS **RAVENNA NEWS** **PO Number:** **Invoice Number: 22679** **Amount: 60.71**
Description: MAY PROCEEDINGS Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2310 540 000	MAY PROCEEDINGS		60.71		N	

Vendor ID: RIVERSTOP **RIVER STOP LLC** **PO Number:** **Invoice Number: 1670654** **Amount: 49.30**
Description: Gas Invoice Date: 07/09/2026 Due Date: 07/09/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2710 626 000	Gas		49.30		N	

Vendor ID: RIVERSTOP **RIVER STOP LLC** **PO Number:** **Invoice Number: 1670655** **Amount: 67.63**
Description: Gas Invoice Date: 07/09/2026 Due Date: 07/09/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2710 626 000	Gas		67.63		N	

Vendor ID: RIVERSTOP **RIVER STOP LLC** **PO Number:** **Invoice Number: 1672700** **Amount: 37.54**
Description: Gas Invoice Date: 07/09/2026 Due Date: 07/09/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2710 626 000	Gas		37.54		N	

Vendor ID: RIVERSTOP **RIVER STOP LLC** **PO Number:** **Invoice Number: 1672702** **Amount: 37.20**
Description: Gas Invoice Date: 07/09/2026 Due Date: 07/09/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2710 626 000	Gas		37.20		N	

Vendor ID: RIVERSTOP **RIVER STOP LLC** **PO Number:** **Invoice Number: 1674722** **Amount: 67.21**
Description: Gas Invoice Date: 07/09/2026 Due Date: 07/09/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2710 626 000	Gas		67.21		N	

Vendor ID: RIVERSTOP **RIVER STOP LLC** **PO Number:** **Invoice Number: 1675831** **Amount: 61.65**
Description: gas for van Invoice Date: 07/09/2026 Due Date: 07/09/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2710 626 000	gas for van		61.65		N	

Vendor ID: RIVERSTOP **RIVER STOP LLC** **PO Number:** **Invoice Number: 1676162** **Amount: 20.00**
Description: FUEL
Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2710 626 000	FUEL		20.00		N	

Vendor ID: RIVERSTOP **RIVER STOP LLC** **PO Number:** **Invoice Number: 1678168** **Amount: 61.20**
Description: water
Invoice Date: 07/09/2026 Due Date: 07/09/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000	water		61.20		N	

Vendor ID: SHERCLER **SHERMAN COUNTY CLERK** **PO Number:** **Invoice Number: 26 PRIMARIES** **Amount: 100.00**
Description: 26 PRIMARY
Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2310 310 000	26 PRIMARY		100.00		N	

Vendor ID: SHERWILL **SHERWIN-WILLIAMS** **PO Number:** **Invoice Number: 4396-6** **Amount: 242.78**
Description: PAINT
Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000	PAINT		242.78		N	

Vendor ID: SHERWILL **SHERWIN-WILLIAMS** **PO Number:** **Invoice Number: 4531-8** **Amount: 143.44**
Description: PAINT
Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000	PAINT		143.44		N	

Vendor ID: SOFTWAREUN **SOFTWARE UNLIMITED, INC** **PO Number:** **Invoice Number: 20260628-128** **Amount: 7,550.00**
Description: ANNUAL FEE
Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2510 643 000	ANNUAL FEE		7,550.00		N	

Vendor ID: STUDYWEEK **STUDIES WEEKLY** **PO Number: 25-26-0229** **Invoice Number: 561033** **Amount: 361.38**
Description: 4th grade Social Studies Cancel PO 218
Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 640 002	Nebraska Studies Weekly: Past and Presen		318.40		N	Final
01 1100 640 002	Shipping		42.98		N	Final

Vendor ID: TNTMOBI **T&T MOBILE WASHING** **PO Number:** **Invoice Number: 8498** **Amount: 125.00**
Description: MIN STOP CHG, 2 VANS, EXPEDITION Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2730 431 000	MIN STOP CHG, 2 VANS, EXPEDITION		125.00		N	

Vendor ID: TEACHINGST **TEACHING STRATEGIES** **PO Number:** **Invoice Number: Q-367493** **Amount: 353.75**
Description: 26-27 renewal Invoice Date: 07/10/2026 Due Date: 07/10/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1190 610 002	26-27 renewal		353.75		N	

Vendor ID: TRANE **TRANE US, INC** **PO Number:** **Invoice Number: 990525145** **Amount: 810.00**
Description: RELOCATE STAT, ISSUES RTU Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 431 000	RELOCATE STAT, ISSUES RTU		810.00		N	

Vendor ID: UNITEDWAY **UNITED WAY OF THE MIDLANDS** **PO Number:** **Invoice Number: 26-27 JAG** **Amount: 10,000.00**
Description: 26-27 SCHOOL FEE Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 320 001	26-27 SCHOOL FEE		10,000.00	0.00	N	

Vendor ID: USBANK **US BANK** **PO Number:** **Invoice Number: Admin GF card 06-26** **Amount: 590.81**
Description: indeed, Chat gpt,MarkersDC, gas Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 3300 610 002	markers/crayons daycare		54.16		N	
01 2320 810 000	chat		20.00		N	
01 2710 626 000	gas- Lincoln Civics Bee		66.65		N	
01 2570 540 000	indeed help wanted		450.00		N	

Vendor ID: USBANK **US BANK** **PO Number:** **Invoice Number: GEN CARD JUNE26** **Amount: 190.19**
Description: totes for files, Daycare supply, Mainten Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2510 610 000	totes for files		45.99		N	
01 2610 610 000	harbor freight items		60.95		N	
01 3300 610 002	daycare items, sunscreen, bubbles		83.25		N	

Vendor ID: WAYNESTATE **WAYNE STATE COLLEGE** **PO Number:** **Invoice Number: SEPT 26 CAR. FAIR** **Amount: 50.00**
Description: sept 2026 career fair booth Invoice Date: 07/06/2026 Due Date: 07/06/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2320 810 000	sept 2026 career fair booth		50.00		N	

Vendor ID: WPCI **WPCI** | **PO Number:** | **Invoice Number: S174568** | **Amount: 68.00**
Description: BUS DRIVERS RANDOM DS | Invoice Date: 07/06/2026 | Due Date: 07/06/2026 | Status: A | 1099 Amount: 0.00
Sequence: 1 | Check Type: | Checking Account ID: | Check Number: | Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2710 590 000	BUS DRIVERS RANDOM DS		68.00		N	

Vendor ID: WPCI **WPCI** | **PO Number:** | **Invoice Number: s174978** | **Amount: 68.00**
Description: BS Drug testing Random | Invoice Date: 07/09/2026 | Due Date: 07/09/2026 | Status: A | 1099 Amount: 0.00
Sequence: 1 | Check Type: | Checking Account ID: | Check Number: | Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2710 590 000	BS Drug testing Random		68.00		N	

Batch 1099 Total: 0.00 Batch Total: 42,562.31

Batch Description: MONTHLY INVOICES Processing Month: 07/2026 Credit Card Vendor ID: End of Fiscal Year Expense Invoices:

Vendor ID: VISIINSU **AMERITAS** | **PO Number:** | **Invoice Number: BM Vision ins.** | **Amount: 20.32**
Description: Board member self paid vision insurance | Invoice Date: 07/07/2026 | Due Date: 07/07/2026 | Status: A | 1099 Amount: 0.00
Sequence: 1 | Check Type: | Checking Account ID: | Check Number: | Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 9000 890 000	Board member self paid vision insurance		20.32	0.00	N	

Vendor ID: AXIS **AXIS** | **PO Number:** | **Invoice Number: 8787** | **Amount: 77.90**
Description: Monthly fee | Invoice Date: 07/04/2026 | Due Date: 07/04/2026 | Status: A | 1099 Amount: 0.00
Sequence: 1 | Check Type: | Checking Account ID: | Check Number: | Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2510 810 000	monthly fee		77.90	0.00	N	

Vendor ID: BLACHILL **BLACK HILLS ENERGY** | **PO Number:** | **Invoice Number: MONTHLY** | **Amount: 698.95**
Description: NAT. GAS 5896 9393 08 | Invoice Date: 07/07/2026 | Due Date: 07/15/2026 | Status: A | 1099 Amount: 0.00
Sequence: 1 | Check Type: | Checking Account ID: | Check Number: | Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 621 000	NAT. GAS		698.95	0.00	N	

Vendor ID: BLUECROS **BLUE CROSS BLUE SHIELD** | **PO Number:** | **Invoice Number: BM ins** | **Amount: 1,519.52**
Description: Health & Dental Insurance | Invoice Date: 07/12/2026 | Due Date: 07/12/2026 | Status: A | 1099 Amount: 0.00
Sequence: 1 | Check Type: | Checking Account ID: | Check Number: | Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 9000 890 000	BM Health & Dental		1,452.82	0.00	N	
01 9000 890 000	dental		66.70		N	

Vendor ID: DASCENT **DAS STATE ACCOUNTING-CENTRAL FINANCE** | **PO Number:** | **Invoice Number: MONTHLY** | **Amount: 2,211.43**
Description: NETWORK PARTICIPATION FEE ACCT1553657 | Invoice Date: 07/25/2026 | Due Date: 07/25/2026 | Status: A | 1099 Amount: 0.00
Sequence: 1 | Check Type: | Checking Account ID: | Check Number: | Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2580 382 000	NETWORK PARTICIPATION FEE		317.87	0.00	N	
01 2610 621 000	NAT. GAS		1,893.56		N	

Vendor ID: DCPPD **DAWSON PUBLIC POWER DISTRICT** **PO Number:** **Invoice Number: MONTHLY** **Amount: 4,476.44**

Description: ELECTRICITY Invoice Date: 07/21/2026 Due Date: 07/21/2026 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 621 000 002	ELECTRICITY		4,106.47	0.00	N	
01 2610 621 000 002	ballfield		249.64	0.00	N	
01 2610 621 000 002	concessions		67.82	0.00	N	
01 2610 621 000 002	outlets p.lot		52.51	0.00	N	

Vendor ID: ESU10 **ESU 10** **PO Number:** **Invoice Number: MAY 2026** **Amount: 24,667.54**

Description: APRIL ESU SERVICES Invoice Date: 07/09/2026 Due Date: 07/09/2026 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2213 330 000	TEACHER TRAININGS		40.00	0.00	N	
01 2230 591 000	ESU Technology-CHROMEBOOK REPAIR		123.42	0.00	N	
01 2151 591 001	SPEECH SA SEC.		1,121.26	0.00	N	
01 2151 591 002	SPEECH SA ELEM		5,830.57	0.00	N	
01 2151 591 001	AUDIO SEC.		68.77	0.00	N	
01 2151 591 002	AUDIO ELEM		68.77	0.00	N	
01 2161 591 001	OT SEC.		1,072.30	0.00	N	
01 2161 591 002	OT ELEM		1,072.30	0.00	N	
01 2141 591 001	PSYCH SEC		1,826.00	0.00	N	
01 2141 591 002	PSYCH ELEM		1,826.00	0.00	N	
01 2171 591 001	PT SEC		592.63	0.00	N	
01 2171 591 002	PT ELEM		592.63	0.00	N	
01 1200 591 001	SPED SUPERVISION SEC		786.52	0.00	N	
01 1200 591 002	SPED SUPERVISION ELEM		786.52	0.00	N	
01 1200 591 001	VOCATIONAL SEC		100.21	0.00	N	
01 2140 591 001	LIC. MENTAL HEALTH SERVICES SEC		625.00	0.00	N	
01 2140 591 002	LIC. MENTAL HEALTH SERVICES ELEM		625.00	0.00	N	
01 2172 591 002	PT 3-4		148.16	0.00	N	
01 1291 591 002	SPED PREK SUPERVISION 3-4		177.68	0.00	N	
01 2162 591 002	OT 3-4		268.07	0.00	N	
01 2153 591 002	SPEECH B-2		224.25	0.00	N	
01 2152 591 002	SPEECH 3-4		1,794.02	0.00	N	
01 2152 591 002	AUDIO 3-4		17.19	0.00	N	
01 2153 591 002	AUDIO B-2		17.19	0.00	N	
01 2163 591 002	OT B-2		268.07	0.00	N	
01 2142 591 002	PSYCH 3-4		456.50	0.00	N	

01 1292 591 002	SPED PREK SUPERVISION B-2	177.68	0.00	N
01 1200 591 000	SRS INSERVICE	993.00	0.00	N
01 2181 591 001	O & M SEC	426.21	0.00	N
01 2143 591 002	PSYCH B-2	456.50	0.00	N
01 2181 591 002	VISION ELEM	1,291.77	0.00	N
01 2173 591 002	PT B-2	148.16	0.00	N
01 2181 591 001	VISION SEC	645.19	0.00	N
01 3535 610 001	quiz bowls	0.00	0.00	N

Vendor ID: HOMELEAS **HOMETOWN LEASING** **PO Number:** **Invoice Number: MONTHLY** **Amount: 614.96**

Description: COPIER LEASE Invoice Date: 07/21/2026 Due Date: 07/21/2026 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2530 443 000	Leased Copiers		614.96	0.00		N

Vendor ID: MBBSTOR **MBB STORAGE** **PO Number:** **Invoice Number: Monthly** **Amount: 80.00**

Description: STORAGE Invoice Date: 07/21/2026 Due Date: 07/21/2026 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 733 000	STORAGE		40.00	0.00		N
01 2610 733 000	10x10 unit added		40.00	0.00		N

Vendor ID: PLUNKETT **PLUNKETT'S** **PO Number:** **Invoice Number: Monthly** **Amount: 157.98**

Description: MONTHLY PEST SERVICE--2083424 Loc Invoice Date: 07/05/2026 Due Date: 07/05/2026 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 431 000	MONTHLY PEST SERVICE		157.98	0.00		N

Vendor ID: RAVESANI **RAVENNA SANITATION** **PO Number:** **Invoice Number: MONTHLY** **Amount: 496.80**

Description: GARBAGE Invoice Date: 07/21/2026 Due Date: 07/21/2026 Status: A 1099 Amount: 496.80

Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 410 000	GARBAGE		496.80	496.80		N

Vendor ID: SCHUBRIT **SCHUSTER, BRITTANY** **PO Number:** **Invoice Number: MILEAGE** **Amount: 140.00**

Description: MILEAGE FOR STUDENT Invoice Date: 07/07/2026 Due Date: 07/07/2026 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2712 334 000	MILEAGE FOR STUDENT FEB		140.00	0.00		N

Vendor ID: TMS **TIME MANAGEMENT SYSTEMS** **PO Number:** **Invoice Number: 369154** **Amount: 138.00**

Description: Time clock & support agreement Invoice Date: 07/10/2026 Due Date: 07/10/2026 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2510 643 000	MONTHLY FEE		138.00	0.00		N

Vendor ID: VERIZON **VERIZON** **PO Number:** **Invoice Number: 605000084294** **Amount: 127.00**

Description: MONTHLY CHG FOR VERIZON CON ON VEH.
Invoice Date: 07/04/2026 Due Date: 07/04/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2710 530 000	MONTHLY CHG FOR VERIZON CON ON VEH.		127.00	0.00		N

Vendor ID: VILLAPLEAS **VILLAGE OF PLEASANTON** **PO Number:** **Invoice Number: MONTHLY** **Amount: 805.80**

Description: WATER
Invoice Date: 07/21/2026 Due Date: 07/21/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 410 000	WATER school		507.00	0.00		N
01 2610 410 000	water fb field		204.80	0.00		N
01 2610 410 000	FB Conc.		26.00	0.00		N
01 2610 410 000	GREENHOUSE		68.00	0.00		N

Vendor ID: WEBELAWN **WEBER LAWN SERVICE, INC** **PO Number:** **Invoice Number: 11732** **Amount: 3,193.08**

Description: MOW/TRIM, FERTILIZE
Invoice Date: 07/04/2026 Due Date: 07/09/2026 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2630 420 000	MOW/TRIM, FERTILIZE		1,596.54	0.00		N
01 2630 420 000	June Mow Trim #11773		1,596.54			N

Batch 1099 Total:	496.80	Batch Total:	39,425.72
Report 1099 Total:	496.80	Report Total:	81,988.03

PLEASANTON PUBLIC SCHOOLS
CLAIMS
July 13, 2026

ACE HARDWARE & GARDEN CENTER	34.99
AFLAC	2,064.18
AKRS EQUIPMENT SOLUTIONS	99.31
AMAZON	1,400.88
AMERITAS	350.80
AMERITAS	20.32
APPLE COMPUTER, INC	1,199.00
AXIS	2,449.33
AXIS	77.90
AXIS PLUS	3,969.74
AXMANN HEATING & AIR	4,289.50
BLACK HILLS ENERGY	698.95
BLICK ART MATERIALS	974.39
BLUE CROSS BLUE SHIELD	57,841.79
BLUE CROSS BLUE SHIELD	1,519.52
BRENNER KEANE	263.20
BRITTANY SCHUSTER	140.00
BUFFALO COUNTY COURT	411.60
BUFFALO COUNTY ELECTION COMM	100.00
BUILDERS WAREHOUSE	246.97
CHIRSTOPHER KNOELL	1,750.00
CLEARING ACCOUNT	83.87
COLONIAL LIFE	165.65
COMPUTER HARDWARE INC	1,062.00
DAS STATE ACCOUNTING-CENTRAL FINANCE	2,211.43
DAWSON PUBLIC POWER DISTRICT	4,476.44
EAKES OFFICE SOLUTIONS	691.26
ELECTRONIC FEDERAL TAX PAYMENT	50,104.62
ESU 10	24,667.54
ESU 11	200.00
HOMETOWN LEASING	614.96
KEARNEY QUALITY SEW & VAC, INC	4.99
MBB STORAGE	80.00
MENARDS	452.20
MIDWEST FLOOR SPECIALIST, INC	4,595.00
NE FIRE SPRINKLER	504.00
NEBRASKA COUNCIL OF SCHOOL	585.00
NEBRASKA DEPARTMENT OF REVENUE	6,385.70
NEBRASKA SCHOOL RETIREMENT SYS	32,341.91
NEBRASKA SCHOOL TRANSPORTATION	300.00
NRCSA	850.00
PLEASANTON IRRIGATION INC	7.96
PLUNKETT'S	157.98
PRINCIPAL FINANCIAL GROUP	780.14
RAVENNA NEWS	60.71
RAVENNA SANITATION	496.80
RIVER STOP LLC	401.73
SECURITY BENEFIT	700.00
SHERMAN COUNTY CLERK	100.00
SHERWIN-WILLIAMS	386.22
SOFTWARE UNLIMITED, INC	7,550.00
STUDIES WEEKLY	361.38
T&T MOBILE WASHING	125.00
TEACHING STRATEGIES	353.75
TIME MANAGEMENT SYSTEMS	138.00
TRANE US, INC	810.00
UNITED WAY OF THE MIDLANDS	10,000.00
US BANK	781.00
VERIZON	127.00
VILLAGE OF PLEASANTON	805.80
WAYNE STATE COLLEGE	50.00
WEBER LAWN SERVICE, INC	3,193.08
WPCI	136.00

Account Number: 4485 5945 5558 9066
Unique ID: XXXX XXXX XXXX 2254
SCH DIST. PLEASANTON PUB
Statement Date: 06-25-2026

Corporate Account Summary

Previous Balance	$9,478.78
Purchases and Other Charges	$1,894.46
Cash Advances	$0.00
Cash Advance Fees	$0.00
Late Payment Charges	$0.00
Credits	$0.00 CR
Payments	$9,478.78 PY
New Balance	**$1,894.46**
Disputed Amount	$0.00

Payment Information

Amount Due $1,894.46

Payment due in accordance with your agreement with U.S. Bank.

QUESTIONS OR TO REPORT A LOST OR STOLEN CARD, CALL CUSTOMER SERVICE: **1-800-344-5696**

To overnight or courier a payment, please send to:
Corporate Payment Systems
3180 Rider Trail S, Department 790428
Earth City, MO 63045-1518

Corporate Account Activity

SCH DIST. PLEASANTON PUB
Account Number: 4485 5945 5558 9066
Unique ID: XXXX XXXX XXXX 2254

Total Corporate Activity
$9,478.78 CR

Post Date	Tran Date	Reference Number	Transaction Description			Amount
05-27	05-23	74798266147000000000093	PAYMENT - THANK YOU	00000	C	41.64PY
05-27	05-23	74798266147000000000101	PAYMENT - THANK YOU	00000	C	1,740.44PY
05-27	05-23	74798266147000000000119	PAYMENT - THANK YOU	00000	C	3,216.31PY
06-15	06-12	74798266166000000000024	PAYMENT - THANK YOU	00000	C	4,480.39PY

New Activity

ACTIVITIES
Account Number: 4485 5910 0242 6132
Unique ID: XXXX XXXX XXXX 3247

Purchases	$649.10	**Total Activity**	$649.10
Cash Advances	$0.00		
Cash Advances Fees	$0.00		
Credits	$0.00 CR		

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-26	05-25	24011346145100116733245	AMAZON MARK* FI3PE0YC3 AMAZON.COM/MA WA	418.12
06-09	06-08	24431066160446022032131	CHIPOTLE 4276 LINCOLN NE	15.59
06-09	06-08	24789306159878601082205	RUNZA 56TH HOLDGREGE LINCOLN NE	10.81

(transactions continued on next page)

Payment may be made electronically or by check made payable to Corporate Payment Systems.

CORPORATE PAYMENT SYSTEMS
P.O. BOX 6343
FARGO, ND 58125-6343

4485594555589066 000189446 000189446

Account Number: 4485 5945 5558 9066
Unique ID: XXXX XXXX XXXX 2254
Amount Due: $1,894.46

Amount Enclosed $

If paying by check, include coupon with payment to address below.

CORPORATE PAYMENT SYSTEMS
P.O. BOX 790428
ST. LOUIS, MO 63179-0428

000062258 TUSB05DD062626245669 01 01000000 019804 002

SCH DIST. PLEASANTON PUB
ATTN ACCTS. PAYABLE
PO BOX 190
PLEASANTON NE 68866-0190

000062258 63607 0001 0002 TUSB05DD062626245669 001 00019804 STNDSOME

New Activity cont

06-11	06-09	2442629616103004083841 1	MR.HUI'S LINCOLN NE	22.86
06-12	06-10	2471705616226162424408 1	UNL STARBUCKS UNION LINCOLN NE	8.79
06-15	06-12	2471705616426164860830 1	UNL STARBUCKS UNION LINCOLN NE	6.51
06-15	06-12	2478930616389920192540 7	LEXINGTON RUNZA 308-9912132 NE	12.19
06-22	06-19	2401134617010007887209 6	AMAZON MARK* NU8PC61Z3 AMAZON.COM/MA WA	154.23

Mr Jones Lincoln
Bus- Cushion Conc, Bus drivers Proceeds

FFA CARD
Account Number: 4485 5900 0894 6200
Unique ID: XXXX XXXX XXXX 0821

Purchases	$39.36	Total Activity	$39.36
Cash Advances	$0.00		
Cash Advances Fees	$0.00		
Credits	$0.00 CR		

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-18	06-17	2411641616979084104677 6	PUMP & PANTRY #56 KEARNEY NE — FFA treats	39.36

ADMIN G-FUND 2
Account Number: 4485 5900 0702 0338
Unique ID: XXXX XXXX XXXX 1730

Purchases	$590.81	Total Activity	$590.81
Cash Advances	$0.00		
Cash Advances Fees	$0.00		
Credits	$0.00 CR		

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-03	06-02	2479338615300091986709 2	INDEED US!26-04419843 800-4625842 TX Help Wanted Ad	450.00
06-04	06-03	2443106615444281487312 9	TARGET.COM * 800-591-3869 MN Daycare Supplies	54.16
06-23	06-22	2449216617310005871044 6	OPENAI *CHATGPT SUBSCR OPENAI.COM CA - Super-Subs	20.00
06-25	06-23	2444500617530074054690 1	CASEYS #1934 LINCOLN NE gas-Lincoln	66.65

GENERAL FUND
Account Number: 4485 5910 0378 9744
Unique ID: XXXX XXXX XXXX 2698

Purchases	$190.19	Total Activity	$190.19
Cash Advances	$0.00		
Cash Advances Fees	$0.00		
Credits	$0.00 CR		

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-27	05-26	2444500614740021165804 8	WM SUPERCENTER #598 KEARNEY NE Daycare — sunscreen Bubbles	83.25
06-08	06-05	2423168615777682449608 0	HARBOR FREIGHT TOOLS3333 KEARNEY NE Maintenance	60.95
06-19	06-18	2444500617040003954167 3	WM SUPERCENTER #598 KEARNEY NE	20.31
06-22	06-21	2444500617230080505693 0	TARGET T-0857 KEARNEY NE office — notes + File Boxes	25.68

(transactions continued on next page)

00062258 63603 0002-0002 DUSB05DD0626262456639 00 L 00019804 STNDSOME

New Activity cont

LUNCH FUND	Purchases	$425.00	**Total Activity**	**$425.00**
Account Number: 4485 5904 0003 9539	Cash Advances	$0.00		
Unique ID: XXXX XXXX XXXX 8369	Cash Advances Fees	$0.00		
	Credits	$0.00 CR		

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-28	05-27	24445006147300713759163	FSP*NEBRASKA SCHOOL NUTRI 402-322-2938 NE	425.00

Department: 00000 Total: $1,894.46
Division: 00000 Total: $1,894.46

mtg for M Jones

00

Casey's
Store #1934
550 W CORNHUSKER
LINCOLN, NE 68508

Date 06/23/2026
Time 10:39

VISAFL
############0338

Pump	Gallons	Price
04	19.725	$ 3.379

Product	Amount
87E10	$ 66.65

Total Sale $ 66.65

Auth # 037157
Visa Fleet

Seq # 63

Visit
caseys.com/survey
Take a Short Survey
and be entered to
Win a $500 Caseys
Gift Card!

Survey Code:
1934-9904059717-1039

Thank You !!!
Please Come Again.
402-356-5158

PLEASANTON PUBLIC SCHOOL

Linda Kohlscheen <lkohlscheen@pleasantonbulldogs.org>

Fwd: We received your payment of $450.00

1 message

Nathan Lightle <nlightle@pleasantonbulldogs.org> Tue, Jun 2, 2026 at 7:26 AM
To: Linda Kohlscheen <lkohlscheen@pleasantonbulldogs.org>

FYI

---------- Forwarded message ---------
From: **Indeed Billing** <usbilling-no_reply@indeed.com>
Date: Tue, Jun 2, 2026 at 3:23 AM
Subject: We received your payment of $450.00
To: <nlightle@pleasantonbulldogs.org>

indeed

Payment confirmation

We received your payment

$450.00

Invoice USI26-04419843 • Pleasanton Public Schools

View Invoice

View itemized report

Charges	Amount
May 2026 Sponsored Jobs on Indeed.com	$450.00
General Sales and Use Tax	$0.00
General Sales and Use Tax	$0.00

Charges

May 2026 Sponsored Jobs on Indeed.com

Amount

$450.00

Charges

General Sales and Use Tax

Amount

$0.00

Charges

General Sales and Use Tax

Amount

$0.00

Total amount

$450.00

Total amount

$450.00

Payment method	Charge date
Payment ending in 0338	06/02/2026

target

Invoice 1 of 1

Ship to
Pleasanton Public School
303 W Church St
Pleasanton, NE 68866

Invoice date: Wed, Jun 3, 2026
Invoice number: 61543991100049457

Item	Qty.	Unit price	Amount
50534436 - Crayola Colored Pencil Set, 100ct, School Supplies, Coloring Stocking Stuffers, Classroom Must Haves, Art Gift for Kids, 5+	**2**	**$15.29**	**$30.58**
		Purchase $35 or more get free ship	-$2.99
		Item subtotal	**$27.59**
		Standard shipping	$2.99
		Item total	**$30.58**

Item	Qty.	Unit price	Amount
90469283 - Crayola 12ct Washable Paint Sticks: Non-Toxic Kids' Craft Paint, Water-Based Acrylic, Multicolored, Ages 3+	**2**	**$11.79**	**$23.58**
		Purchase $35 or more get free ship	-$3.00
		Item subtotal	**$20.58**
		Standard shipping	$3.00
		Item total	**$23.58**

Invoice total **$54.16**

VISA Visa*0338

Give us feedback @ survey.walmart.com
Thank you! ID #:7WS8OL6GTWW

Walmart

WM Supercenter
308-234-8448 Mgr. CHRISTEL
5411 2ND AVE
KEARNEY NE 68847
ST# 00598 OP# 002577 TE# 14 TR# 03089

ITEMS SOLD 3
TC# 9969 6517 8485 1894 2770

STOR/FILE3PK	043859746210	10.37 N
FILECRATEBK	073149169390	4.97 N
FILECRATEBK	073149169390	4.97 N

SUBTOTAL	20.31
TOTAL	20.31
VISA TEND	20.31
CHANGE DUE	0.00

VISA CREDIT- 9744 I 1 APPR#091843
20.31 TOTAL PURCHASE
REF # UI5IWC780219
TRANS ID - 306169815105837
VALIDATION - BM5V
PAYMENT SERVICE - E
AID A0000000031010
TERMINAL # 56240492
*No Signature Required
06/18/26 17:38:29

598

KEARNEY NE 68847-2435

771106
PLEASANTON PUBLIC SCHOOLS
PO BOX 100

Kearney - 308-237-0644
4800 3rd Ave
Kearney, Nebraska 68845-2892
06/21/2026 10:14 AM

HOME
002027492 Brightroom T $24.00
2 @ $12.00 ea
Regular Price $15.00

SUBTOTAL	$24.00
T = NE TAX 7.00000 on $24.00	$1.68
TOTAL	$25.68
*9744 VISA CHARGE	$25.68

AID: A0000000031010
VISA CREDIT
AUTH CODE: 027079

WHEN YOU RETURN ANY ITEM, YOUR RETURN CREDIT WILL NOT INCLUDE ANY PROMOTIONAL DISCOUNT OR COUPON APPLIED TO THE ORIGINAL ORDER.

YOUR TOTAL SAVINGS THIS TRIP: $6.00

REC#2-6172-0857-0071-3423-6

Help make your Target Run better.
Take a 2 minute survey about today's trip

informtarget.com
User ID: 7382 7914 3992
Password: 865 764

CUÉNTENOS EN ESPAÑOL

Please take this survey within 7 days

Give us feedback @ survey.walmart.com
Thank you! ID #:7WRYFT6GWN8

Walmart

WM Supercenter
308-234-8448 Mgr. CHRISTEL
5411 2ND AVE
KEARNEY NE 68847
ST# 00598 OP# 000423 TE# 14 TR# 04775

ITEMS SOLD 13
TC# 4217 7060 9691 2437 6584

BUBBLER	840359711050		4.98 N
USA BUBBLE	840359711030		4.98 N
USA BUBBLE	840359711030		4.98 N
EQ KIDS 50 1	681131109670	H	4.88 N
EQ KIDS 50 1	681131109670	H	4.88 N
REP MAX BNS	011423841010		4.97 N
ROV HE AA16	012800540130		13.36 N
640Z BUBBLES	695219272640		2.82 N
EQ SPORT50SP	681131081630	H	7.48 N
EQ SPORT50SP	681131081630	H	7.48 N
EQ SPORT50SP	681131081630	H	7.48 N
EQ SPORT50SP	681131081630	H	7.48 N
EQ SPORT50SP	681131081630	H	7.48 N

SUBTOTAL	83.25
TOTAL	83.25
VISA TEND	83.25
CHANGE DUE	0.00

VISA CREDIT- 9744 I 1 APPR#057033
83.25 TOTAL PURCHASE
REF # UGYX83743825
TRANS ID - 306146811764544
VALIDATION - D3FH
PAYMENT SERVICE - E
AID A0000000031010
TERMINAL # 56240492
*No Signature Required
05/26/26 17:32:55

598

KEARNEY NE 68847-2435

Maintenance

HARBOR FREIGHT

KEARNEY NE #03333
5003 2nd Ave. Suite Bay 40
Kearney, NE 68847
Telephone: (308) 270-2100

SALE

Customer Name:	Mitch Bydalek
Customer Number:	999096470866

57099 2PC GLASS SCRAPER SET	$13.99E
57136 RAZOR BLADE SCRAPER	$2.99E
57915 HARD TERRAIN KNEE PADS	$11.99E
70306 MASTER TECHNICIAN IMPACT	$24.99E
39748 100 PK RAZOR BLADES	$6.99E
Subtotal	$60.95
Tax Exempt No.651761	
Total	**$60.95**
Visa	$60.95

SALE

**********9744 VISA
Entry Method: Chip Read Contactless
Appr Code: 086930
Payment Type: CREDIT
Cardholder: CARDHOLDER/VISA
Application Pan:**********9744
Invoice: 002135004122025
Mode:Issuer
Result:CAPTURED
Ref: 260605122028
Response: Approved
Approved: Online
CID Code:0x80 (ARQC)
VISA CREDIT
SEQUENCE: 00000020
AID: A0000000031010
TVR: 0000000000
TSI: 0000
AC: B077D4E301638704
IAD: 06011203A00000
ARC: 00
TTQ:36C04000

Customer Copy

Please Retain for records.

Store: 03333 Reg: 02 Tran: 135004
Date: 6/5/2026 12:20:34 PM Assoc: XXXXXX
Ticket: 02135004

Item(s) Sold: 5
Item(s) Returned: 0

===RepeatPrint===

Mr. Hui's
3255 Cornhusker Hwy Suite B6
Lincoln NE 68504
Tel:402-465-0007 / 0333

Date:6/9/2026 8:50PM Server:小仙女

WalkIn(外等) #42

****

鸡炒饭

Chicken FR 11.95

蟹角馄饨 (8)

Crab Rangoon (8) 7.95

甜酸汁/ 大

Sweet&SourSauce/L 1.00

Tax(%): (9.395%)

Item#: 3
SubTotal: 20.90
Tax: 1.96
Total: 22.86

****

Thank You Very Much!

STARBUCKS
Univ of Nebraska-Lincoln
East Campus Union
5201 SB E 1 AM

8515
JUN10'26 9:58AM

1 VT IC CM	6.25
1 BISCOTTI VAN ALM	1.95
Food Prepared	6.25
Food Packaged	1.95
Sales Tax w/ Are	0.46
Arena Tax	0.13
Total Paid	8.79
061321606106004784 6	
Visa	8.79

RUNZA

56th & Holdrege
1555 North 56th Street
(402) 466-1087

6/8/2026, 12:04 PM Drive Thru
MID: 152327812149459401 9 1014
Josiah S.

FRY		
@$3.39	x 1	$3.39
BCH BURGER		
@$6.49	x 1	$6.49
Bacon Burger:		
K		
O		
P		

Subtotal	$9.88
OCC Tax @ 2.0%	$0.20
Sales @ 7.25%	$0.73
Total	**$10.81**
Paid via Credit/Debit Card	$10.81
VISA xxxxxxxxxxx6132	

Card: **********6132
Auth Code: 039995
Ref: 22
SIGNATURE VERIFIED

Tell us how we did. Visit WWW.RUNZA.COM/CONTACT and be entered to win Free Runza! Forgot to scan for Runza Rewards points? Visit the Rewards tab and tap Scan. Use the Forgot to Scan button and this QR code.

* 576503188948 *

Items sold: 2

1014

Please retain for your records

CUSTOMER COPY

FFA

PUMP & PANTRY

Pump & Pantry #56
3004 US-30
Kearney, NE 68845
308-234-6550

#ORIGINAL
Reg #1- Transaction # 1532059
Sale Associate: Kenneth

Qty	Name	Price	Total
4	DOUBLE SCOOP DISH	$ 4.99	$ 19.96
3	DOUBLE SCOOP WAFF	$ 5.49	$ 16.47

Subtotal	36.43
Tax	
Occupation	0.36
State	2.02
City	0.55
Total	39.36

Re[illegible]
Visa Flt 39.36
[illegible] INSERT
Approved
Auth Number: 056706
[illegible] Numbe : 10076790
[illegible]

Visa Fleet
Card N[illegible] : XXXXXXXXXXXX6200
Chip Read
Terminal : XXXXXXXX1001
Approval : 056706
[illegible]ence : 054229

SALE 39.36

Visa CREDIT
Mode Issuer
AID: A0000000031010
TVR: [illegible]0008000

Pumped Up Rewards

You could have ear[illegible]u were
a Pumped Up Reward[illegible]s that
can be redeemed for [illegible] fuel.
Not to worry, we have your back.

Here is what you do:
1. Grab a card.
2. Have the cashier activate it.
3. Register card at PumpandPantry.com.

Or go cardless with the Pump & Pantry app.

06/17/2026 5:24:30 PM

Questions or comments call 855-395-3883
Thank You For Your Business

AS REAL AS IT GETS

4465 N 27TH STREET
Lincoln, NE 68521
531 248-4839

Host: Linsey 06/08/2026
ORDER #399 7:15 PM
10300

Chicken Bowl	9.35
Chips & Queso Blanco	4.90

How're we doing? Let us know at ChipotleFeedback.com
Unique Code:

392 006 100 084 010 706 10

Subtotal	14.25
Tax	0.29
Tax	1.05
TAKE OUT Total	15.59
CP Exact	15.59
Authorizing...	
Balance Due	15.59

Bathroom Code: 3874
Get Rewards On Repeat

Scan QR Code To Join Chipotle Rewards And Get Free Chips And Guac Reward Instantly*

*$5 Min. Purchase Req'd.
Full Terms:
chipotle.com/free-chips-guac

amazon.com

Details for Order #113-4484011-3613064

Paid By: Pleasanton Public Schools
Placed By: Pleasanton School
Order Placed: May 20, 2026
PO number : 25-26-0213 SN
Amazon.com order number: 113-4484011-3613064
Order Total: $418.12

Not Yet Shipped	
Items Ordered	**Price**
2 of: *Motionchic Volleyball Blocker Volleyball Hitting Trainer Training Aid for Hitting and Blocking 40" x 30" Sturd y T Style for Improving Hit Placement* Sold by and invoiced on behalf of: Geiyeier (seller profile) Business Price Condition: New	$79.11
10 of: *Tachikara SV18S Composite Leather Volleyball, Red/White/Black* Sold by and invoiced on behalf of: Amazon (seller profile) Business Price Condition: New	$25.99

Shipping Address:
Pleasanton Public Schools
303 West Church Street
Pleasanton, NE 68866
United States

Shipping Speed:
FREE Shipping

Payment information

Payment Method:
Visa | Last digits: 6132

Item(s) Subtotal:	$418.12
Shipping & Handling:	$6.99
Promotion applied:	-$6.99
Total before tax:	$418.12
Estimated Tax:	$0.00
Grand Total:	**$418.12**

To view the status of your order, return to Order Summary .

Conditions of Use | Privacy Notice © 1996-2020, Amazon.com, Inc.

amazon.com

Details for Order #113-7499082-4321004

Paid By: Pleasanton Public Schools
Placed By: Pleasanton School
Order Placed: June 15, 2026
PO number : 25-26-0231 BS
Amazon.com order number: 113-7499082-4321004
Order Total: $154.23

Not Yet Shipped

Items Ordered	Price
1 of: *Purple Ultimate Seat Cushion | Pressure Reducing Grid Designed for Ultimate Comfort | Designed for Gaming | Made in The USA* Sold by and invoiced on behalf of: Purple Innovation (seller profile) Seller Credentials: 889 Certification Business Price Condition: New	$154.23

Shipping Address:
Pleasanton Public Schools
303 West Church Street
Pleasanton, NE 68866
United States

Shipping Speed:
FREE Shipping

Payment information

Payment Method:
Visa | Last digits: 6132

Item(s) Subtotal:	$154.23
Shipping & Handling:	$6.99
Promotion applied:	-$6.99
Total before tax:	$154.23
Estimated Tax:	$0.00
Grand Total:	**$154.23**

To view the status of your order, return to Order Summary .

Conditions of Use | Privacy Notice © 1996-2020, Amazon.com, Inc.

Wilkins Architecture Design Planning LLC

2204 University Drive Suite 130
Kearney, NE 68845
Tel: 308-237-5787 Fax: 308-236-6929
krussell@wilkinsadp.com
www.wilkinsadp.com

INVOICE

INVOICE DATE: 6/26/2026
INVOICE NO: 7449
BILLING THROUGH: 6/26/2026

Nathan Lightle
Pleasanton Public Schools
303 West Church Street
Pleasanton, NE 68866

2526 Pleasanton Public Schools - Addition & Renovation

Managed By: Jacob M Sertich

DESCRIPTION	CONTRACT AMOUNT	% COMPLETE	BILLED TO DATE	PREVIOUSLY BILLED	CURRENT AMOUNT
2526 Pleasanton Public Schools - Addition & Renovation	$737,745.60	88.68	$654,232.80	$647,814.41	$6,418.39
TOTAL	**$737,745.60**		**$654,232.80**	**$647,814.41**	**$6,418.39**

EXPENSES

DATE	DESCRIPTION	AMOUNT
6/1/2026	829 - MILEAGE	$28.81
	TOTAL EXPENSES	**$28.81**
	SUBTOTAL	**$6,447.20**
	AMOUNT DUE THIS INVOICE	**$6,447.20**

This invoice is due on 7/26/2026

ACCOUNT SUMMARY

INVOICED TO DATE	PAID TO DATE	BALANCE DUE
$656,322.82	$649,875.62	$6,447.20

We appreciate your business

Core Standard Invoice Copyright © 2026 BQE Software

APPLICATION AND CERTIFICATION FOR PAYMENT

TO OWNER: Buffalo County School District 10-010
11009 Pleasanton Public Schools
320 West Church Street-PO Box 190
Pleasanton, NE 68866

PROJECT: Pleasanton Public Schools-Addition

APPLICATION NO: 10 6/30/2026
PERIOD TO: 6/30/2026
INVOICE DATE: 7/6/2026
INVOICE NO: 800970

Distribution to:
X OWNER
X ARCHITECT

FROM CONTRACTOR:
BD Construction, Inc./Kearney
PO Box 726
Kearney, NE 68848

VIA ARCHITECT:
Wilkins Architectural Design Planning
2204 University Drive Suite 130
Kearney, NE 68845

CONTRACT FOR:
Pleasanton Public Schools-Addition

PROJECT NOS: 24-02-023 16100

CONTRACTOR'S APPLICATION FOR PAYMENT

Application is made for payment, as shown below, in connection with the Contract.
Continuation Sheet, AIA Document G703, is attached.

1. ORIGINAL CONTRACT SUM			9,895,787.38
2. Net change by Change Orders		$	0.00
3. CONTRACT SUM TO DATE (Line 1 ± 2)		$	9,895,787.38
4. TOTAL COMPLETED & STORED TO DATE (Column G on G703)		$	5,070,826.14
5. RETAINAGE:			
a. 5 % of Completed Work (Column D + E on G703)	$ 253,541.31		
b. % of Stored Material (Column F on G703)	$		
Total Retainage (Lines 5a + 5b or Total in Column I of G703)		$	253,541.31
6. TOTAL EARNED LESS RETAINAGE (Line 4 Less Line 5 Total)		$	4,817,284.83
7. LESS PREVIOUS CERTIFICATES FOR PAYMENT (Line 6 from prior Certificate)		$	4,181,510.41
8. CURRENT PAYMENT*		$	635,774.42
9. BALANCE TO FINISH, INCLUDING RETAINAGE		$	4,824,961.25

The undersigned Contractor certifies that to the best of the Contractor's knowledge, information and belief the Work covered by this Application for Payment has been completed in accordance with the Contract Documents, that all amounts have been paid by the Contractor for Work for which previous Certificates for Payment were issued and payments received from the Owner, and that current payment shown herein is now due.

Kent Cordes 7/6/2026
Kent Cordes, Project Manager Date

Linette Butler 7/6/2026
Linette Butler, General Manager Date

Architect Approval Date

CHANGE ORDER SUMMARY	ADDITIONS	DEDUCTIONS
Total changes approved in previous months by Owner	$0.00	$0.00
Total approved this Month	$0.00	$0.00
TOTALS	$0.00	$0.00
NET CHANGES by Change Order	$0.00	$0.00

BD construction

* TERMS: NET 10 DAYS

Thank you for choosing BD Construction, Inc./Kearney

Schedule of Values

Project: Pleasanton Public Schools-Addition
Location: Pleasanton, NE 68866
Date: 6/30/2026

CSI	Description	Contractor / Supplier	Total Sheet	Billed To Date	Balance To Finish	Percent Complete	Draw #10
01	**Pre-Construction General Conditions**		$ 34,760.00	$ 34,750.00	$ 10.00	100%	
01-3113-10	Sr. Accounting		$ 160.00	$ 62.50	$ 97.50	39%	
01-3113-80	Marketing		$ -	$ 8,305.00	$ (8,305.00)	#DIV/0!	
01-3113-20	Accounting		$ 300.00	$ -	$ 300.00	0%	
01-3113-30	Construction Op Director (Sr. Estimating)		$ 20,000.00	$ 16,425.00	$ 3,575.00	82%	
01-3113.42	Scheduler		$ -	$ 2,875.00	$ (2,875.00)	#DIV/0!	
01-3113-50	Project Manager		$ -	$ 3,717.50	$ (3,717.50)	#DIV/0!	
01-3113-75	Contract Administration		$ 1,500.00	$ 125.00	$ 1,375.00	8%	
01-3113-80	Project Executive		$ 12,800.00	$ 3,240.00	$ 9,560.00	25%	
01	**General Conditions**		$ 442,902.50	$ 325,999.75	$ 116,902.75	74%	
	PROJECT DURATION	16 Months					
01-3113-10	Sr. Accounting		$ 11,040.00	$ 6,040.00	$ 5,000.00	55%	$ 540.00
01-3113-20	Accounting		$ 10,350.00	$ 8,250.00	$ 2,100.00	80%	$ 1,650.00
01-3113-30	Construction Op Director (Sr. Estimating)		$ -	$ 4,215.00	$ (4,215.00)	#DIV/0!	$ 990.00
01-3113-42	Scheduler		$ -	$ 3,437.50	$ (3,437.50)	#DIV/0!	
01-3113-85	Field Operations Director (Mgr)		$ 34,500.00	$ 31,597.50	$ 2,902.50	92%	$ 2,722.50
01-3113-50	Project Manager		$ 60,350.00	$ 61,430.00	$ (1,080.00)	102%	$ 7,425.00
01-3113-55	Assistant Project Manager		$ 19,320.00	$ 12,965.00	$ 6,355.00	67%	
01-3113-60	Superintendent		$ 248,400.00	$ 141,275.00	$ 107,125.00	57%	$ 21,600.00
	Overtime		$ 38,122.50	$ 18,900.00	$ 19,222.50	50%	$ 5,400.00
	Meals		$ -	$ -	$ -		
	Lodging		$ -	$ -	$ -		
	Monthly Bonus		$ -	$ -	$ -		
	Mileage		$ -	$ 3,461.50	$ (3,461.50)	#DIV/0!	$ 1,078.00
	Travel - Administration			$ -	$ -		
	Mileage		$ -	$ 2,212.00	$ (2,212.00)	#DIV/0!	$ 146.30
01-3113-65	Assistant Superintendent		$ -	$ 22,065.00	$ (22,065.00)	#DIV/0!	$ 5,250.00
	Overtime			$ 593.75	$ (593.75)		
01-3113-70	Safety Consultant		$ 2,760.00	$ 390.00	$ 2,370.00	14%	
01-3113-75	Contract Administration		$ 1,500.00	$ 2,875.00	$ (1,375.00)	192%	
	Overtime			$ -	$ -		
01-3113-80	Project Executive		$ 16,560.00	$ 6,292.50	$ 10,267.50	38%	$ 1,072.50
01-3113-90	Administration Support		$ -	$ -	$ -		
01	**General Requirements**		$ 304,935.55	$ 133,090.97	$ 171,844.58	44%	
01-3100-40	Incidental Construction Services		$ 16,000.00	$ 7,125.82	$ 8,874.18	45%	$ 48.14
01-3100-50	Plan Documents		$ 1,500.00	$ 109.96	$ 1,390.04		
01-3113-85	Marketing	Const. Entrance Sign	$ -	$ 478.91	$ (478.91)		
01-3300-10	Electronic Shop Drawing Reviewal Process	Submittal Exhange & Autodesk Bu	$ 16,500.00	$ 11,020.00	$ 5,480.00	67%	
	Project Specific software		$ 5,600.00	$ 4,118.61	$ 1,481.39		$ 500.00
01-4126-10	Permits Up to 10,000 SF		$ 10,378.90	$ 20.00	$ 10,358.90		
01-4126-20	Fire Marshall Permit	Fire Marshall	$ 500.00	$ -	$ 500.00		
01-4523-10	Soil Compaction Testing	Architects Allowance	$ -	$ 3,530.00	$ (3,530.00)	#DIV/0!	$ 570.00
01-4523-20	Geotech services / site investigation / Staking	Allowance	$ 7,500.00	$ -	$ 7,500.00	0%	
01-4523-30	Concrete Testing		$ 3,500.00	$ 3,267.50	$ 232.50		
01-4710-10	Builders Risk Insurance	Allowance - Hub Int'l	$ -	$ -	$ -	#DIV/0!	
01-4710.10	Project Specific Liability Insurance		$ 3,750.00	$ 2,115.00	$ 1,635.00	56%	$ 235.00
01-4710.99	Project Software		$ -	$ -	$ -	#DIV/0!	
	Temporary Utilities			$ -	$ -		
01-5113-10	Temporary Electrical		$ 6,000.00	$ -	$ 6,000.00	0%	
01-5113-10	Power Office Trailer		$ 1,500.00	$ -	$ 1,500.00	0%	
01-5123-10	Temporary Heat		$ 6,000.00	$ 287.64	$ 5,712.36	5%	

CSI	Description	Contractor / Supplier	Total Sheet	Billed To Date	Balance To Finish	Percent Complete	Draw #10
01-5123-10	Sheltering/Winterization		$ 64,507.45	$ 13,382.19	$ 51,125.26	21%	
01-5133-10	Temporary Telephone / Internet		$ 4,400.00	$ 1,477.80	$ 2,922.20	34%	$ 309.56
01-5136-10	Temporary Water Drinking		$ 560.00	$ 362.78	$ 197.22	65%	$ 65.76
01-5213-10	Prjt Field Office Delivery		$ 380.00	$ -	$ 380.00	0%	
01-5213-20	Project Field Office Rent		$ 10,400.00	$ 4,550.00	$ 5,850.00	44%	$ 650.00
01-5219-10	Sanitary Facilities		$ 4,590.00	$ 1,394.04	$ 3,195.96	30%	$ 410.90
	Temporary Barriers		$ -	$ 634.12	$ (634.12)	#DIV/0!	
	Fencing			$ -	$ -	#DIV/0!	
01-5626-10	Temp Chain Link Fence		$ 18,000.00	$ 12,343.52	$ 5,656.48		
01-5813-10	Project Signage	*BY OWNER*		$ -	$ -		
01-7113-10	Mobilization & DeMobilization		$ 4,000.00	$ 3,795.04	$ 204.96	95%	
01-7113-20	Closeout Procedures		$ 5,000.00	$ -	$ 5,000.00	0%	
01-7419-10	Refuse Collection & Disposal		$ 8,000.00	$ 1,749.41	$ 6,250.59	22%	$ 1,093.48
01-7423-10	Rough Cleaning		$ 9,520.00	$ 3,651.40	$ 5,868.60	38%	$ 201.04
01-7423-10	Final Cleaning	*29,073*	$ 11,629.20	$ -	$ 11,629.20	0%	
60-1000-99	Survey (Site Plan)		$ 4,000.00	$ 8,900.83	$ (4,900.83)		$ 1,476.20
70-7000-99	Vehicle Use and Fuel		$ 20,000.00	$ 11,250.00	$ 8,750.00	56%	$ 1,250.00
70-1000-20	Fuel		$ 500.00	$ 841.46	$ (341.46)	168%	$ 173.75
70-7000-99	Equipment - All Other including Fuel		$ 60,720.00	$ 36,684.94	$ 24,035.06	60%	$ 4,425.00
02	**Existing Conditions**		$ 123,800.00	$ 51,518.63	$ 72,281.37		
02	*Temporary Walls / Enclosures*	1	$ 25,000.00	$ 8,018.63	$ 16,981.37	32%	
02-4100.99	*Interior Demolition*	*Oneill Transportation*	*$ 79,000.00*	$ 35,500.00	$ 43,500.00	45%	
02-4100.99	*Alt #3: LVT Corridor 512C*	*Oneill Transportation*	*$ 3,100.00*	$ -	$ 3,100.00	0%	
02-4100.99	*Alt #4: LVT Commons*	*Oneill Transportation*	*$ 8,700.00*	$ -	$ 8,700.00	0%	
02-4100.99	*Additional Floor Grinding*	*Allowance (Oneill)*	*$ 8,000.00*	$ 8,000.00	$ -	100%	$ 8,000.00
02-4100.99	*Interior Demolition -MEP*	*Included in Site prep*		$ -	$ -		
03	***Concrete***		$798,585.35	$ 628,722.24	$ 169,863.11	79%	
03-3000.99	*Building Concrete*	*TL Sund*	*$ 450,792.00*	$ 369,325.75	$ 81,466.25	82%	$ 82,417.75
03-3500.99	*Gyp Crete Topping*	*Stephens and Smith*	*$ 15,180.00*	$ -	$ 15,180.00	0%	
03-3000.40	*Reinforcing Steel (including mesh)*	*Concrete Industries*	*$ 24,766.35*	$ 24,766.35	$ -	100%	
03-3000.99	*Misc Concrete*	*1 lot*	*$ 25,000.00*	$ 5,108.14	$ 19,891.86	20%	$ 5,079.40
03-3000.99	*Concrete Floor R&R*	*1 lot*	*$ 15,000.00*	$ -	$ 15,000.00		
	Precast Concrete Panels	*Enterprise Concrete*	*$ 232,347.00*	$ 224,347.00	$ 8,000.00	97%	
	Precast Concrete Panels - Electrical allowances	*Allowance*	*$ 15,000.00*	$ -	$ 15,000.00	0%	
	Precast Concrete Panels - grout	*Allowance*	*$ 20,500.00*	$ 5,175.00	$ 15,325.00	25%	
	Anchor Bolts	*Included in Concrete Above*		$ -	$ -		
04	**Masonry**		$ 235,940.00	$ 203,295.00	$ 32,645.00	86%	
04-2000.99	*Masonry -*	*Masonry Unlimited*	$ 235,940.00	$ 203,295.00	$ 32,645.00	86%	$ 16,190.00
05	**Metals**		$780,568.53	$ 643,181.94	$ 137,386.59	82%	
	Structural Steel (misc steel - lintels etc…)			$ -	$ -		
05-1000.99	*Structural Steel - misc*	*1 lot*	*$ 20,000.00*	$ 4,520.76	$ 15,479.24	23%	
05-1000.99	*Structural Steel Fab*	*4G*	*$ 428,800.00*	$ 425,600.00	$ 3,200.00	99%	
05-1000.20	*Structural Steel Erection*	*Patriot Steel Erection*	*$ 331,768.53*	$ 213,061.18	$ 118,707.35	64%	
06	**Wood, Plastics & Composites**		$ 399,975.00	$ 137,207.11	$ 262,767.89	34%	
06-1000.10	*Rough Carpentry*	*BD Construction*	*$ 249,380.00*	$ 57,357.40	$ 192,022.60	23%	$ 12,469.00
	Wood Framing (mezzanine)	*BD Construction*	*Included in Carpetnry*				
06-4100.99	*Casework*	*Architectural Arts*	*$ 150,595.00*	$ 79,849.71	$ 70,745.29		$ 11,557.00
	Base Cabinets						
	Upper Cabinets						
	Raised service counter						
	Shelving						
	Stand alone Cabinets (wardrobe, linen, vanity)						
	Installation	*BD Construction*	*Included in Carpentry*				
07	**Thermal & Moisture Protection**		$ 508,778.00	$ 264,904.53	$ 243,873.47	52%	
07-2100.10	*Insulation (Spray foam insulation)*	*Weathertight Insulation*	*$ 39,903.00*	$ -	$ 39,903.00		
07-2500.10	Waterproofing	*Absolute Waterproofing*	*$ 17,397.00*	$ 19,097.00	$ (1,700.00)	110%	$ 19,097.00
07-9513.99	*Expansion Joint Covers*	*Construction Specialties*	*$ 21,866.00*	$ -	$ 21,866.00		

CSI	Description	Contractor / Supplier	Total Sheet	Billed To Date	Balance To Finish	Percent Complete	Draw #10
07-4213.99	Wall Panels	Obermiller Seamless	$ 22,497.00	$ -	$ 22,497.00		
07-2400.10	EIFS	Geiser Construction	Included in Drywall				
07-5000.10	Roofing						
	Membrane Roofing - Addition	Dynasty Roofing	$ 314,415.00	$ 245,807.53	$ 68,607.47		$ 32,000.00
	Membrane Roofing - Existing / Reno	1	$ 35,000.00	$ -	$ 35,000.00		
	Roof Hatch w/ access ladder	NONE					
07-7123.10	Gutter and Downspouts	Included in Roofing					
	Sealants						
07-9200.10	Sealants	Kucera	$ 57,700.00	$ -	$ 57,700.00		
07-9200.10	Sealants - Base Site Concrete	Included in site concrete below					
	Firestopping	Included in Various Divisions					
08	**Openings**		$ 548,544.00	$ 88,751.85	$ 459,792.15		
	Doors and Hardware						
08-1000.20	Doors	Midwest Door & Hardware	$ 197,873.00	$ 22,251.85	$ 175,621.15	11%	
08-1000.20	Door Installation	BD Construction	Included in Carpentr	$ -	$ -	#DIV/0!	
	Coiling door - R&R	?	$ 2,500.00	$ -	$ 2,500.00	0%	
	Overhead Sectional Doors	Overhead Door	$ 19,880.00	$ -	$ 19,880.00		
08-3000.10	Operable Partition	NONE					
08-5100.99	Exterior Windows	Glass Edge	Included in Aluminum				
08-5100.99	Interior Windows	Glass Edge	Included in Aluminum				
08-6000.99	Solatubes	SGH	$ 22,419.00	$ -	$ 22,419.00		
08-4113.10	Aluminum Storefront & Glazing	Glass Edge	$ 305,872.00	$ 66,500.00	$ 239,372.00		$ 25,000.00
08-4113.10	Alum celestory	Glass Edge	Included in Aluminur	$ -	$ -		
08-4113.10	Alum Storefront	Glass Edge	Included in Aluminur	$ -	$ -	#DIV/0!	
08-4113.10	Alum Storefront - relocate existing	Glass Edge	Included in Aluminur	$ -	$ -		
08-4113.10	Alum Storefront Doors - Single	Glass Edge	Included in Aluminur	$ -	$ -	#DIV/0!	
08-4113.10	Alum Storefront Doors - Double	Glass Edge	Included in Aluminur	$ -	$ -		
08-7000.99	Aluminum Door Hardware	Glass Edge	Included in Aluminur	$ -	$ -		
08-8000.10	Glazing (interior doors / windows)	Glass Edge	Included in Aluminur	$ -	$ -		
	Push Button Door Openers	Hardware Supplier		$ -	$ -		
09	**Finishes**		$ 1,262,136.00	$ 449,268.00	$ 812,868.00	36%	
	Gypsum Drywall	Geiser Construction		$ -	$ -		
	Gypsum Drywall - Warehouse & Offices	Included in drywall above	$ 742,000.00	$ 179,300.00	$ 562,700.00	24%	$ 60,500.00
	Painting	Kucera					
09-9100.10	Acoustical Ceilings	TC Ceilings	$ 139,923.00	$ 29,700.00	$ 110,223.00	21%	
09-5100.10	FRP	BD Construction	$ 71,980.00	$ -	$ 71,980.00	0%	
09-7200.10	Flooring		Included in Carpentry				
09-6000.10	Alt #3: LVT Corridor 512C	Midwest Floor Covering	$ 237,700.00	$ 240,268.00	$ (2,568.00)	101%	$ 36,698.00
09-6000.10	Alt #4: LVT Commons	Midwest Floor Covering	$ 17,800.00	$ -	$ 17,800.00		
09-6000.10	Painting - Ware Resilient	Midwest Floor Covering	$ 44,600.00	$ -	$ 44,600.00	0%	
09-6000.10	Sealed Concrete	Kucera	Included in Flooring				
09-6000.10	ACT & Clouds / Carpet Tile	Midwest Floor Covering	$ 8,133.00	$ -	$ 8,133.00	0%	
09-6000.10	Tile	Midwest Floor Covering	Included in Flooring				
09-6000.10	Wall Tile	Kucera	Included in Flooring				
09-6000.10	Rubber, LVT,Ca walk-off flooring	Midwest Floor Covering	Included in Tiling				
09-6000.10	Sealed Concrete & RSConc3	Midwest Floor Covering	Included in Flooring				
10	**Specialties**		$ 96,755.41	$ 5,775.00	$ 90,980.41	6%	
	Specialty Items						
	Specialty Installation	BD Construction	Included in Carpentry				
10-1100.10	Display Boards	EPCO	$ 34,480.00	$ -	$ 34,480.00	0%	
10-1100.10	Display Boards - MB5	Allowance	$ 7,500.00	$ -	$ 7,500.00	0%	
	Additional Tackable surface	Allowance	$ 4,500.00	$ -	$ 4,500.00	0%	
10-2600.99	Corner Guards	EPCO	$ 6,474.00	$ -	$ 6,474.00	0%	
10-2600.99	Wall Protection	NONE - Wall tile					
10-4400.10	Fire Extinguishers	EPCO	$ 1,278.00	$ -	$ 1,278.00	0%	
10-2800.10	Toilet Accessories	EPCO	$ 1,284.00	$ -	$ 1,284.00	0%	
10-2113.19	Toilet Paritions	EPCO	$ 5,303.00	$ -	$ 5,303.00	0%	
10-5100.10	Lockers	Storage and Design	$ 7,700.00	$ 5,775.00	$ 1,925.00	75%	
10-5100.10	Locker Installation	Storage and Design	Included in Lockers				
10-7500.99	Flagpole	Allowance	$ 6,500.00	$ -	$ 6,500.00	0%	
10-1400.10	Plaque	Inpro	Included in Signage				
10-1400.30	Interior Room Signage	Inpro	$ 6,736.41	$ -	$ 6,736.41	0%	

CSI	Description	Contractor / Supplier	Total Sheet	Billed To Date	Balance To Finish	Percent Complete	Draw #10
10-1400.10	*Exterior Signage*	*Allowance*	*$ 15,000.00*	$ -	$ 15,000.00	0%	
11	**Equipment**		$ 30,603.36	$ -	$ 30,603.36	0%	
11-2100.99	*Welding Booths*	*FumeeXtractors*	*$ 30,603.36*	$ -	$ 30,603.36		
	Food Service Equipment	*BY OWNER*					
12	**Furnishings**		$ 12,893.00	$ -	$ 12,893.00	0%	
12-2000.99	*Window Coverings*	*Budget Blinds*	*$ 12,893.00*	$ -	$ 12,893.00		
21	**Fire Suppresion**		$ 116,600.00	$ 33,660.00	$ 82,940.00	29%	
21-1300.99	*Automatic Fire Sprinkler System*	*NE Fire Sprinkler*	*$ 116,600.00*	$ 33,660.00	$ 82,940.00	29%	
22	**Plumbing**		$ 2,565,000.00	$ 1,438,752.50	$ 1,126,247.50	56%	
22-1000.99	*Plumbing*	*Waggoner Plumbing*	$ 2,565,000.00	$ 1,438,752.50	$ 1,126,247.50	56%	$ 269,285.50
23	**HVAC**		$ -	$ -	$ -		
23-2000.99	*HVAC*	*Waggoner Plumbing*	*Included in Plumbing*	$ -	$ -		
26	**Electrical**		$ -	$ -	$ -	#DIV/0!	
26-0500.99	*Electrical -*	*Waggoner Plumbing*	*Included in Plumbing*				
27	**Communications**		$ -	$ -	$ -		
	Access Control - Card Readers and devices	*BY OWNER*			$ -		
	Access Control - Rough-ins	*Included in Electrical Above*					
	Communications (data cabling, racks, patch panels / c	*Included in Electrical Above*					
	Communications (Switches, servers, electronics)	*BY OWNER*					
	WAPs	*BY OWNER*					
	Clock System	*Included in Electrical Above*					
	PA System	*Included in Electrical Above*					
	Phone Integration	*Included in Electrical Above*					
27-0100.99	Radio Communications - Testing	*0*					
27-0100.99	Radio Communications - Equipment	*0*					
28	**Electronic Safety & Securlty**						
08-3100.10	*Fire Alarm*	*Included in Electrical*					
08-3100.10	*Video Surveillance*	*Rough-in ONLY by electrical sub (all other by OWNER)*					
31	**Earthwork**		$ 492,235.00	$ 379,868.78	$ 112,366.22	77%	
01-3100-40	Site Maintenance	16 months	$ 24,000.00	$ -	$ 24,000.00	0%	
31-2313.10	*Site Prep*	*Morten Construction*	*$ 445,055.00*	$ 376,325.00	$ 68,730.00	85%	
31-2500.99	*Erosion Control*	*Allowance*	*$ 20,000.00*	$ 363.78	$ 19,636.22	2%	
31-3116.99	*Termite Control*	*Bear Services*	*$ 3,180.00*	$ 3,180.00	$ -		
	Aggregate	*Morten Construction*	*Included in Site Prep*				
32	**Exterior Improvements**		$ 63,152.53	$ -	$ 63,152.53	0%	
32-1300.10	*Site Concrete*	*Bigzby's*	*Included in Building Concrete*				
	Handicap Signs	*Kucera*	*Included in sealants*				
32-3100.99	*Fencing*	*American Fence*	*$ 63,152.53*	$ -	$ 63,152.53	0%	
32-9000.99	*Landscaping*	*BY OWNER*					
		Net	$ 8,818,164.23	$ 4,818,746.30	$ 3,999,417.93	55%	$ 637,576.78
	70-1100.20	Post Bid Inflation	$ 100,000.00	$ 2,553.12	$ 97,446.88	3%	
	70-1100.30	Aid to Construction	$ 175,131.95	$ 4,918.00	$ 170,213.95	3%	$ 210.00
		Owner's Contingency	$ 150,000.00	$ 4,403.00	$ 145,597.00	3%	
	70-1100.10	Estimating Adjustment -3%	$ 275,451.89	$ 21,773.90	$ 253,677.99	8%	$ 10,383.90
		Contractors Fee - 3.25%	$ 309,359.31	$ 157,702.82	$ 151,656.50	51%	$ 21,065.55
		CONSTRUCTION TOTAL	**$ 9,828,107.38**	**$ 5,010,097.14**	**$ 4,818,010.25**		**$ 669,236.23**
		CM Bond Cost	$ 67,680.00	$ 60,729.00	$ 6,951.00		
		CONTRACTED CONSTRUCTION AMOUNT	**$ 9,895,787.38**	**$ 5,070,826.14**	**$ 4,824,961.25**	**52%**	**$ 669,236.23**
						Retainage Held	**$ (33,461.81)**
						Invoiced Amount w/ Retainage Held	**$ 635,774.42**

Pleasanton Public Schools-Addition
Labor Hours - Mileage - Equipment - Other
Through June 30, 2026

CSI Division	Description		Quantity	Rate	Amount
01	***Pre-Construction General Conditions***				
		Total Preconstruction General Conditions			***$ -***
01	***General Conditions***				
01-3113.10	*Sr. Accounting*		*4*	*$ 135.00*	*$ 540.00*
01-3113.20	*Accounting*		*15*	*$ 110.00*	*$ 1,650.00*
01-3113.30	*Construction Op Director (Sr. Estimating)*		*6*	*$ 165.00*	*$ 990.00*
01-3113.44	*Field Operations Director (Mgr)*		*16.5*	*$ 165.00*	*$ 2,722.50*
01-3113.50	*Sr. Project Manager*		*45*	*$ 165.00*	*$ 7,425.00*
01-3113.60	*Superintendent*		*160*	*$ 135.00*	*$ 21,600.00*
	Overtime		*32*	*$ 168.75*	*$ 5,400.00*
01-3113.65	*Assistant Superintendent*		*50*	*$ 105.00*	*$ 5,250.00*
01-3113-80	Project Executive		*5.5*	*$ 195.00*	*$ 1,072.50*
70-1000.99	*Mileage :*	*Week of 5/25/26 - BD024*	*49*	*$0.70*	*$ 34.30*
		Week of 6/01/26 - BD09	*48*	*$0.70*	*$ 33.60*
		Week of 6/08/26 - BD09	*48*	*$0.70*	*$ 33.60*
		Week of 06/16/26 - BD4	*64*	*$0.70*	*$ 44.80*
		Total Admin Mileage			***$ 146.30***
		Week of 5/25/26 - BD033	*270*	*$0.70*	*$ 189.00*
		Week of 6/01/26 - BD033	*270*	*$0.70*	*$ 189.00*
		Week of 6/08/26 - BD033	*430*	*$0.70*	*$ 301.00*
		Week of 06/15/26 - BD33	*330*	*$0.70*	*$ 231.00*
		Week of 06/22/26 - BD33	*240*	*$0.70*	*$ 168.00*
		Total Superintendent Mileage			***$ 1,078.00***
		Total General Conditions			***$ 47,874.30***
02	***General Requirements***				
01-3100.40	*Incidental Const Services*				
		Other Misc Costs			*$ 48.14*
		Total Incidental Const Services			***$ 48.14***
01-3300-10	Project Software				*$ 500.00*
01-4523.10	Testing - Soil Compaction & Concrete				*$ 570.00*
01-4710.10	Monthly Liability Insurance		*1*	*$ 235.00*	*$ 235.00*
01-5133.10	Temporary Telephone/Internet				*$ 309.56*
01-5136.10	Temporary Water - Drinking				*$ 65.76*
01-5219.10	Sanitary Facilities				*$ 410.90*
01-7419.10	Refuse and Disposal				*$ 1,093.48*
01-7423.10	Rough Cleaning				201.04
		BD Equipment:		*Monthly*	
		Office Trailer	*1*	*$650.00*	*$ 650.00*
		Vehicle Use	*1*	*$1,250.00*	*$ 1,250.00*
		All Other:			
		Forklift - Telehandler	*1*	*$2,500.00*	*$ 2,500.00*
		Skid Steer - Tracked	*1*	*$1,500.00*	*$ 1,500.00*
		Ranger	*1*	*$425.00*	*$ 425.00*
		Fuel - Equipment			*$ 173.75*
		Total Equipment - All Other			***$ 4,598.75***
60-1000.99	*Survey*				*$ 1,476.20*
		TOTAL General Requirements			***$ 11,408.83***
		TOTAL Preconstruction, General Conditions & General Requirements			***$ 59,283.13***
70-1500.99	***Aid to Construction***				
		Leadman	*2*	*$ 105.00*	*$ 210.00*
		Total Aid to Const Services			***$ 210.00***

All Invoices

Invoice	Invoice Date	Description		Original Amount
24-02-023 Pleasanton Schools - CM@R				
01-4523-30 Concrete Testing				
13011 Mid-State Eng. & Testing				
PO Box 153				
Columbus		NE 68601		
4014-0	06-09-2026	concrete testing		570.00
			CSI Total	570.00*
01-5100-99 Temporary Utilities				
6545 First National-9948-MR				
PO Box 2818				
Omaha		NE 68103		
2026-06-11	06-11-2026	Job Site Internet		74.78
2026-06-23	06-23-2026	Job Site internet		74.78
			CSI Total	149.56*
01-5133-10 Temporary Telephone (Cell Phon				
6545 First National-9948-MR				
PO Box 2818				
Omaha		NE 68103		
2026-06-09vz	06-06-2026	Verizon 4/21/26 to 05/20/26		160.00
			CSI Total	160.00*
01-5136-10 Temporary Water Drinking				
3082 Culligan Water Conditioning				
211 W 19th St				
Kearney		NE 68847		
2026-05-133702	05-26-2026	drinking water-pleasanton		17.66
2026-05-72116	05-26-2026	drinking water		48.10
			CSI Total	65.76*
01-5219-10 Sanitary Facilities				
3127 Comfy Bowl Inc				
PO Box 274				
Gibbon		NE 68840		
91940	05-31-2026	porta jon rental		410.90
			CSI Total	410.90*

All Invoices

Invoice	Invoice Date	Description		Original Amount
24-02-023 Pleasanton Schools - CM@R				
01-7419-10 Refuse Collection & Disposal				
18120 Ravenna Sanitation				
PO Box 122				
Pleasanton		NE 68866		
94263	06-09-2026	landfill		1,093.48
			CSI Total	1,093.48*
01-7423-10 Rough Cleaning				
6516 First National-0606-NO				
PO Box 2818				
Omaha		NE 68103		
2026-05-28	05-28-2026	mats/toolbox/trans fluid		179.65
2026-05-29	05-29-2026	sweep compound		21.39
			CSI Total	201.04*
02-4100-99 Demolition				
13061 Midwest Floor Covering Inc				
3725 Touzalin Ave				
Lincoln		NE 68507		
28317	06-25-2026	Draw 02-PLPS		8,000.00
			CSI Total	8,000.00*
03-3000-99 Cast In Place Concrete				
9045 Isaac Construction, LLP				
6 Rolling Hills Road				
Kearney		NE 68845		
3030	05-26-2026	cut concrete floor		5,079.04
20285 TL Sund Constructors,Inc				
PO Box 826				
Lexington		NE 68850		
PLPS-06	06-20-2026	Draw 06-PLPS		82,417.75
			CSI Total	87,496.79*

All Invoices

Invoice	Invoice Date	Description		Original Amount
24-02-023 Pleasanton Schools - CM@R				
04-2000-99 Unit Masonry				
13371 Masonry Unlimited LLC 306 East 6th Street Kearney NE 68847				
PLPS-06	06-19-2026	Draw 06-PLPS		16,190.00
			CSI Total	16,190.00*
06-1000-10 Rough Carpentry				
2000 BD Construction Inc/Kearney PO Box 726 Kearney NE 68848				
800957	06-20-2026	Draw 05-PLPS SP		12,469.00
			CSI Total	12,469.00*
06-4100-99 Architectural Wood Casework				
1180 Architectural Arts Inc 2200 E. Ovid Des Moines IA 50313				
PLPS-03	06-18-2026	Draw 03-PLPS		11,557.00
			CSI Total	11,557.00*
07-2400-10 EIFS				
7054 Geiser Construction Inc 480 W 98th St Kearney NE 68845				
PLPS-04	06-22-2026	Draw 04-PLPS		60,500.00
			CSI Total	60,500.00*
07-2500-10 Waterproofing				
1209 Absolute Waterproofing & Concr 200 Lipton St Tea SD 57064				
PLPS-01	05-20-2026	Draw 01-PLPS		19,097.00
			CSI Total	19,097.00*

All Invoices

Invoice	Invoice Date	Description		Original Amount
24-02-023 Pleasanton Schools - CM@R				
07-5000-10 Membrane Roof				
4152 Dynasty Roofing Co.				
2219 U.S Hwy 30				
Grand Island		NE 68801		
PLPS-03	06-10-2026	Draw 03-PLPS		32,000.00
			CSI Total	32,000.00*
08-4113-10 Aluminum Storefront / Windows				
7160 The Glass Edge Inc				
1220 Saltillo Rd				
Roca		NE 68430		
C1324	06-19-2026	Draw 02-PLPS		25,000.00
			CSI Total	25,000.00*
09-6000-99 Flooring				
13061 Midwest Floor Covering Inc				
3725 Touzalin Ave				
Lincoln		NE 68507		
28317	06-25-2026	Draw 02-PLPS		36,698.00
			CSI Total	36,698.00*
22-1000-99 Plumbing Piping and Pumps				
4002 Waggoner Plumbing & Heating				
2617 1/2 W 24th St				
Kearney		NE 68845		
13443	06-19-2026	Draw 08-PLPS		269,285.50
			CSI Total	269,285.50*
60-1000-99 Survey (Site Plan)				
15015 Olsson Associates/Lincoln				
P.O. Box 84608				
Lincoln		NE 68501-4608		
582467	06-25-2026	surveying		1,476.20
			CSI Total	1,476.20*

All Invoices

Invoice	Invoice Date	Description		Original Amount
24-02-023 Pleasanton Schools - CM@R				
70-1000-20 Equipment Fuel				
6516 First National-0606-NO				
PO Box 2818				
Omaha		NE 68103		
2026-05-04	05-04-2026	equipment fuel		13.46
2026-06-02	06-02-2026	equipment fuel		61.15
2026-06-05	06-05-2026	equipment fuel		28.74
2026-06-14	06-14-2026	equipment fuel		20.11
2026-06-17	06-17-2026	equipment fuel		50.29
			CSI Total	173.75*
70-1100-10 Estimating Adjustment				
13061 Midwest Floor Covering Inc				
3725 Touzalin Ave				
Lincoln		NE 68507		
28317	06-25-2026	Draw 02-PLPS		10,095.00
23151 Warren-T Plumbing				
1400 W 22nd St				
Kearney		NE 68845		
30105	04-17-2026	camera/recording		288.90
			CSI Total	10,383.90*
70-6000-99 Small Tools				
6517 First National-3604-RP				
PO Box 2818				
Omaha		NE 68103		
2026-05-26b	05-26-2026	sladge hammer		48.14
			CSI Total	48.14*
Report Totals:				593,026.02*

BD Construction, Inc. | Kearney
PO Box 726 | 209 E 6th St
Kearney, NE 68848
308.234.1836 | BDconstruction.com

CMR

To: Pleasanton Public Schools
303 W Church Street
Pleasanton, NE 68866

Number: COR 15
Date: 7/7/26
Job: 24-02-023 Pleasanton Schools - CM@R
Phone:

Description: PR 012 Add wall to divide IT Office 511

Source: PR # 012

We are pleased to offer the following specifications and pricing to make the following changes:

Per PR 012, provide a cost to construct a metal stud wall with GWB to divide IT 511 into two rooms.

Description				Price
OC - Metal stud framing and drywall				$1,400.00
OC - Acoustical Ceilings patch and repair				$350.00
OC - Flooring patch and repair - allow				$500.00
OC - Painting				$660.00
OC - GCs, GRs, EFA, Bond				$323.00
			Subtotal:	$3,233.00
	CM Fee	$3,233.00	3.25%	$105.07
			Total:	**$3,338.07**

If you have any questions, please contact me at .

Submitted by: BD Construction Inc/Kearney

Approved by: _____

Change Order

Geiser Construction Inc.

480 West 98th
Kearney Ne 68845
phone: 308-236-5088
fax: 308-237-9080

Date: 5/6/2026

Project Pleasanton PS

GCI change # 3

Change order request #: PR 12

Change (add or delete) the following work to the original contract:	
Add wall at IT 511	1400

Change the original contract amount by: **$ $1,400**

Payment to be made as follows:

We agree to furnish labor & materials complete in accordance with the above specifications at above stated price.		Above additional work to be performed under the same conditions as specified in original contract unless otherwise stipulated.	
RG	**5/6/2026**		
Geiser Construction	Date	Approved by:	Date

Note: This change order becomes part of and in accordance with the original contract.

T-C Ceilings, Inc.
3236 Bachman St. PO Box 879
Grand Island, NE 68802

(308) 389-4954 Office
(308) 384-3998 Fax

June 1, 2026

BD Construction
Kearney, NE

RE: Pleasanton Public Schools Additions & Renovation
Pleasanton, NE

ACOUSTICAL CEILINGS

Proposal Request #12

ADD $350.00

Add this amount to provide and install/patch the necessary existing ceilings where the new wall is being added between rooms 511 and 511D. Existing tile is to be salvaged and reused for this patch area.

Please call if any questions.

Scot Fletcher
sfletcher@tcceilings.com

All quotes not signed & returned within 45 days of quote will have to be re-quoted.
Acceptance of quotes- the above prices & conditions are satisfactory and are hereby accepted.

Date of acceptance _____

Signature _____

Kent Cordes

To: Rick Kucera
Subject: RE: Pleasanton PRs - pricing needed ASAP

From: Rick Kucera <kucerapainting@gmail.com>
Sent: Tuesday, July 7, 2026 7:26 AM
To: Kent Cordes <kcordes@bdconstruction.com>
Subject: Re: Pleasanton PRs - pricing needed ASAP

Caution! This message was sent from outside your organization. Block sender | Report

PR 8: Painting wall covering graphic labor $6,595.00, material $2,955.00, profit and overhead $955.00 total $10,505.00

PR 12 labor $500.00 material $100.00 profit and overhead $60.00 total $660.00

On Mon, Jul 6, 2026 at 11:10 PM Kent Cordes <kcordes@bdconstruction.com> wrote:

> Rick,
>
> Could you please get me pricing for paining for PRs 8 and 12 for Pleasanton? I've attached the PRs here for your reference.
>
> Thanks,
>
> Kent

BD Construction, Inc. | Kearney
PO Box 726 | 209 E 6th St
Kearney, NE 68848
308.234.1836 | BDconstruction.com

CMR

To: Pleasanton Public Schools
303 W Church Street
Pleasanton, NE 68866

Number: COR 16
Date: 7/7/26
Job: 24-02-023 Pleasanton Schools - CM@R
Phone:

Description: PR 014 - Deduct light fixtures from welding booths

Source: PR # 014

We are pleased to offer the following specifications and pricing to make the following changes:

Per PR 014, deduct the cost of light fixtures included with the welding booths since lighting is provided above the booths per the design

Description				Price
OC - Deduct cost of light fixtures from welding booths				$-1,230.00
			Subtotal:	$-1,230.00
	CM Fee	-$1,230.00	3.25%	$-39.98
			Total:	**$-1,269.98**

If you have any questions, please contact me at .

Submitted by: BD Construction Inc/Kearney

Approved by: _____

Fixed Shelf For 5x5 WB

Fixed Shelf For 5x5 Universal WB - Shims Installed And Hardware Included For Mounting

SKU: FXP-WB-FXDSHLF5

Video

Unit Price:	$185.00
Quantity:	6
Total:	$1,110.00

Wall-Mountable Work Light

Wall-Mountable Work Light For Welding Booths, Downdraft Tables And Other Compatible Products. 80 Watt LED Full Cutoff Wall Pack Features A 6' Cord From Light To Switch Box And 10' Cord From Switch Box To A Standard 15A Wall Plug. Switch Box Is Rated For Wet Locations And Features A Large Toggle Switch Which Is Easy To Operate While Wearing Work Gloves. (*Hardward For Install Not Included)

- 80 Watt
- 10300 Lumens
- 5000K Color Temp
- IP65 Rated
- 50k Hour Life
- 11.7 In L X 3.6 In W X 8.6 In D

SKU: FXP-WRKLIGHT

Video

Unit Price:	$205.00
Quantity:	6
Total:	$1,230.00

Remove this item from order for each of the 6 welding booths. Deduct $1,230.00 from cost.

BD Construction, Inc. | Kearney
PO Box 726 | 209 E 6th St
Kearney, NE 68848
308.234.1836 | BDconstruction.com

CMR

To: Pleasanton Public Schools
303 W Church Street
Pleasanton, NE 68866

Number: COR 17
Date: 7/7/26
Job: 24-02-023 Pleasanton Schools - CM@R
Phone:

Description: PR 015 - Furr out walls in Guidance 506 & 507

Source: PR # 015

We are pleased to offer the following specifications and pricing to make the following changes:

Per PR 015 furr out the perimeter walls of Guidance 506 and 507

Description				Price
OC - metal stud framing and drywall				$5,900.00
OC - GCs, GRs, EFA, Bond				$554.00
			Subtotal:	$6,454.00
	CM Fee	$6,454.00	3.25%	$209.76
			Total:	**$6,663.76**

If you have any questions, please contact me at .

Submitted by: BD Construction Inc/Kearney

Approved by: _____

Change Order

Geiser Construction Inc.

480 West 98th
Kearney Ne 68845
phone: 308-236-5088
fax: 308-237-9080

Date: 6/4/2026

Project Pleasanton PS

GCI change # 4

Change order request #: PR15

Change (add or delete) the following work to the original contract:		
Add wall F at Guidance office	506 and 507	5900

Change the original contract amount by: **$ $5,900**

Payment to be made as follows:

We agree to furnish labor & materials complete in accordance with the above specifications at above stated price.		Above additional work to be performed under the same conditions as specified in original contract unless otherwise stipulated.	
RG	**6/4/2026**		
Geiser Construction	Date	Approved by:	Date

Note: This change order becomes part of and in accordance with the original contract.

BD Construction, Inc. | Kearney
PO Box 726 | 209 E 6th St
Kearney, NE 68848
308.234.1836 | BDconstruction.com

CMR

To:

Number: COR 18
Date: 7/7/26
Job: 24-02-023 Pleasanton Schools - CM@R
Phone:

Description: PR 018 Furr out west wall of Concession 503 & East wall of Classroom 517

We are pleased to offer the following specifications and pricing to make the following changes:

Per PR 018, furr out the west wall of Concession 503 and the east wall of Classroom 517. At classroom 517, install expansion joint material and covers as detailed in the PR

Description				Price
OC - Carpentry for backing and expansion joint installation				$3,183.00
OC - metal study framing and drywall				$3,200.00
OC - GCs, GRs, EFA, Bond				$658.00
			Subtotal:	$7,041.00
	CM Fee	$7,041.00	3.25%	$228.83
			Total:	**$7,269.83**

If you have any questions, please contact me at .

Submitted by: BD Construction Inc/Kearney

Approved by: _____

Change Order

Geiser Construction Inc.

480 West 98th
Kearney Ne 68845
phone: 308-236-5088
fax: 308-237-9080

Date: 7/2/2026

Project Pleasanton PS

GCI change # 6

Change order request #: PR 18

Change (add or delete) the following work to the original contract:	
Add wall A.1N at rooms 503 and 517	3200

Change the original contract amount by: **$ $3,200**

Payment to be made as follows:

We agree to furnish labor & materials complete in accordance with the above specifications at above stated price.		Above additional work to be performed under the same conditions as specified in original contract unless otherwise stipulated.	
RG	**7/2/2026**		
Geiser Construction	Date	Approved by:	Date

Note: This change order becomes part of and in accordance with the original contract.

BD Construction, Inc. | Kearney
PO Box 726 | 209 E 6th St
Kearney, NE 68848
308.234.1836 | BDconstruction.com

CMR

To: Pleasanton Public Schools
303 W Church Street
Pleasanton, NE 68866

Number: COR 19
Date: 7/9/26
Job: 24-02-023 Pleasanton Schools - CM@R
Phone:

Description: PR 016 - Area C Corridor 108C new flooring

Source: PR # 016

We are pleased to offer the following specifications and pricing to make the following changes:

Per PR 016, demo existing flooring in cooridor 108C and install new LVT flooring

Description				Price
OC - PR-016 Demo flooring in Corr. 108C				$2,810.00
OC - PR-016 Floor Grinding (Allowancd)				$1,000.00
OC - PR 016 Install LVT Corr. 108C				$5,964.00
OC - GCs, GRs, EFA, Bond				$974.00
			Subtotal:	$10,748.00
	CM Fee	$10,748.00	3.25%	$349.31
			Total:	**$11,097.31**

If you have any questions, please contact me at .

Submitted by: BD Construction Inc/Kearney

Approved by: _____

O'NEILL TRANSPORTATION & EQUIPMENT

Date: July 7, 2026
Client: BD Construction
Address:
City, State: Kearney, NE

Proposal Number: 26-211
Job Location: Pleasanton PS
Work Site: PR 016
Price Valid: 10 days

O'Neill Transportation and Equipment, LLC proposes the following on a fixed fee basis:

Base Bid: **$2,810**

- Demolish approx 1,400 SQ FT of floor coverings. No surface grinding
- Disposal in BD Dumpster

Truck and trailer with fuel for Mobilization	$250
Ride on floor scraper	$400
Labor from GI, work, and back 36 x $60	$2,160

Schedule: Negotiable, work to take about 1 day

Owner's/Contractor's/Others' Responsibilities: All utility caps and disconnections by others, mark private utilities
Terms: This bid is subject to the following conditions. Please read them carefully as they directly affect the scope of work and contract terms:

Unless otherwise specified above this proposal excludes:

1. Removal or relocation of salvage items whether shown on demolition sheet or not.
2. Any work related to fire protection systems. All fire sprinkler systems will need to be disabled in our work area unless specified otherwise in this quote.
3. Any patching or preparatory work for finishes.
4. HVAC, plumbing, electrical demolition or demolition related to other trades.
5. Toothing of CMU, brick or masonry or cutting of beam pockets.
6. Any saw cutting, coring or demolition work for other trades including electrical, mechanical, steel or others. This includes penetrations in walls, floors, and ceilings shown anywhere in the drawings.
7. Shoring design or construction

Owner / GM / CM responsibilities:

8. Cut, cap and make safe all utilities
9. Mark any utilities to remain
10. Mark locations for saw cuts and demolition of items requiring precise location or tolerances including doorways, windows, trenches, etc….

Miscellaneous terms include:

PO Box 290 Alda, NE 68810
P 308-384-1690 F 308-381-1697
pat@oneillwr.com

11. Mastic removal shall include mechanical means only. Floors will be scraped but no chemical mastic remover will be used unless specified otherwise.
12. We include disposal in all of our prices except during sub phases. Any mobilization where less than 5% of the project is being completed we reserve the right to use the GC/CM dumpster with no change in pricing.
13. Salvage materials not specifically shown on the drawings to be returned become the property of O'Neill Transportation and Equipment. If the bid specification include a general term that indicates the owner has a blanket salvage right they must remove the salvage materials prior to our arrival.
14. Cleaning is limited to our work area only and will include broom cleaning. Vacuuming, HEPA vacuuming, or mopping is an additional charge.
15. Remove of floor and ceiling finishes is limited to the number of layers shown on the drawings. Additional layers of flooring, ceilings or walls is subject to an additional charge. The owner / contractor will be made aware of any additional charges prior to the work commencing.
16. Insurance coverage is limited to the certificate attached. Any additional requests (waiver of subrogation, etc...) is subject to an additional charge.
17. No retainage to be held on projects under $30,000.00. Retainage on projects over 1 year shall be released at the end of each phase.

Payment and Performance Bond: Available upon request for an additional 2.0%

Invoices: Invoices will be submitted as follows: Monthly

Proposed: Accepted:

Patrick O'Neill - President Owner

PO Box 290 Alda, NE 68810
P 308-384-1690 F 308-381-1697
pat@oneillwr.com

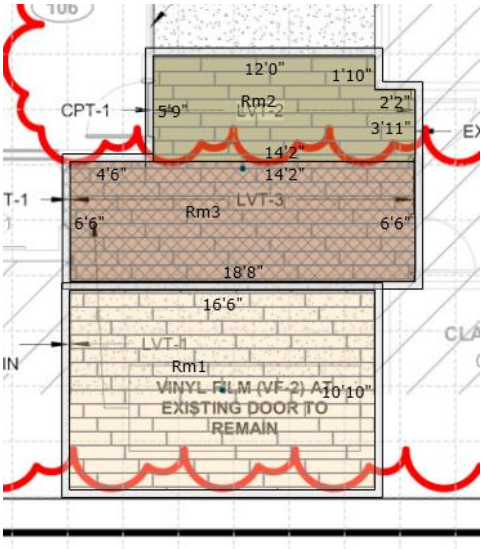
MIDWEST FLOOR COVERING
COMMERCIAL FLOORING CONTRACTORS

DATE: July 7, 2026
TO: BD Construction
CONTACT: Kent Cordes
FROM: Dustin Simpson
PROJECT: Pleasanton Public Schools
SUBJECT: PR 016

Costs associated with adding LVT & WB1 per PR 016 at Corridor 108C:

Material Cost:		$ 4,186.00
Labor Cost:		$ 1,236.00
	SUBTOTAL:	$ 5,422.00
	10% O&P:	$ 542.20
	TOTAL ADD:	**$ 5,964.00**

NOTES:
All bid notes apply.
All material is special order and cannot be returned.
Material order to be placed once approved change order is issued.



BD Construction, Inc. | Kearney
PO Box 726 | 209 E 6th St
Kearney, NE 68848
308.234.1836 | BDconstruction.com

CMR

To: Pleasanton Public Schools
303 W Church Street
Pleasanton, NE 68866

Number: COR 13
Date: 7/6/26
Job: 24-02-023 Pleasanton Schools - CM@R
Phone:

Description: PR 008 Trophy Room

Source: PR # 008

We are pleased to offer the following specifications and pricing to make the following changes:

Per PR 008, provide costs to construct a trophy room in the expanded commons area near the activities entrance

Description				Price
OC - Install Casework				$3,840.00
OC -Furnish Casework Est				$12,500.00
OC - Glass for trophy cases				$40,349.00
OC - Drywall and metal stud framing				$5,300.00
OC - Painting and wall graphics				$10,505.00
OC - Acoustical Ceilings				$575.00
OC- Flooring				$4,843.00
OC - Electrical				$12,427.00
OC - Window Film Allow				$1,800.00
OC -GCs, GRs. EFA, Bond				$9,915.00
			Subtotal:	$102,054.00
	CM Fee	$102,054.00	3.25%	$3,316.76
			Total:	**$105,370.76**

If you have any questions, please contact me at .

Submitted by: BD Construction Inc/Kearney

Approved by: _____

GLASS EDGE INC

323 E. HWY 30 • SHELTON, NE 68876
PHONE. (308) 647-5144 • FAX. (308) 647-5104

Date: 5/7/2026

BD Construction
Kent Cordes

RE: Pleasanton Public School

PR 008

WE PROPOSE TO FURNISH MATERIALS AND LABOR FOR THE FOLLOWING:

All Glass Trophy Cases
Furnish and Install all glass trophy cases in 501C Commons Expansion using aluminum channel locking door rails, ½" clear tempered glass, and shelf track and brackets.

Material	32,861.00	
Labor	4,000.00	(80hrs x $50/hr)
OP	3,668.00	
Total:	$40,349.00	

Base Bid **$40,349.00**

Clarifications:
Standard clarifications from original bid included

Respectfully Submitted,

Curtis Mishleau
Glass Edge Central

Change Order

Geiser Construction Inc.

480 West 98th
Kearney Ne 68845
phone: 308-236-5088
fax: 308-237-9080

Date: 4/2/2026

Project Pleasanton PS

GCI change # 2

Change order request #: PR 08

Change (add or delete) the following work to the original contract:	
Add bulkhead at Trophy Room	5300

Change the original contract amount by: **$ $5,300**

Payment to be made as follows:

We agree to furnish labor & materials complete in accordance with the above specifications at above stated price.		Above additional work to be performed under the same conditions as specified in original contract unless otherwise stipulated.	
RG	**4/2/2026**		
Geiser Construction	Date	Approved by:	Date

Note: This change order becomes part of and in accordance with the original contract.

Kent Cordes

To: Rick Kucera
Subject: RE: Pleasanton PRs - pricing needed ASAP

From: Rick Kucera <kucerapainting@gmail.com>
Sent: Tuesday, July 7, 2026 7:26 AM
To: Kent Cordes <kcordes@bdconstruction.com>
Subject: Re: Pleasanton PRs - pricing needed ASAP

Caution! This message was sent from outside your organization. Block sender | Report

PR 8: Painting wall covering graphic labor $6,595.00, material $2,955.00, profit and overhead $955.00 total $10,505.00

PR 12 labor $500.00 material $100.00 profit and overhead $60.00 total $660.00

On Mon, Jul 6, 2026 at 11:10 PM Kent Cordes <kcordes@bdconstruction.com> wrote:

> Rick,
>
> Could you please get me pricing for paining for PRs 8 and 12 for Pleasanton? I've attached the PRs here for your reference.
>
> Thanks,
>
> Kent

T-C Ceilings, Inc.
3236 Bachman St. PO Box 879
Grand Island, NE 68802

(308) 389-4954 Office
(308) 384-3998 Fax

June 1, 2026

BD Construction
Kearney, NE

RE: Pleasanton Public Schools Additions & Renovation
Pleasanton, NE

ACOUSTICAL CEILINGS

Proposal Request #8

ADD $575.00

Add this amount to provide and install the necessary existing ceilings where the new bulkhead/wall is being added between Vestibule 500V and Commons Expansion 501C. Existing tile is to be salvaged and reused for this patch area.

Please call if any questions.

Scot Fletcher
sfletcher@tcceilings.com

All quotes not signed & returned within 45 days of quote will have to be re-quoted.
Acceptance of quotes- the above prices & conditions are satisfactory and are hereby accepted.

Date of acceptance _____

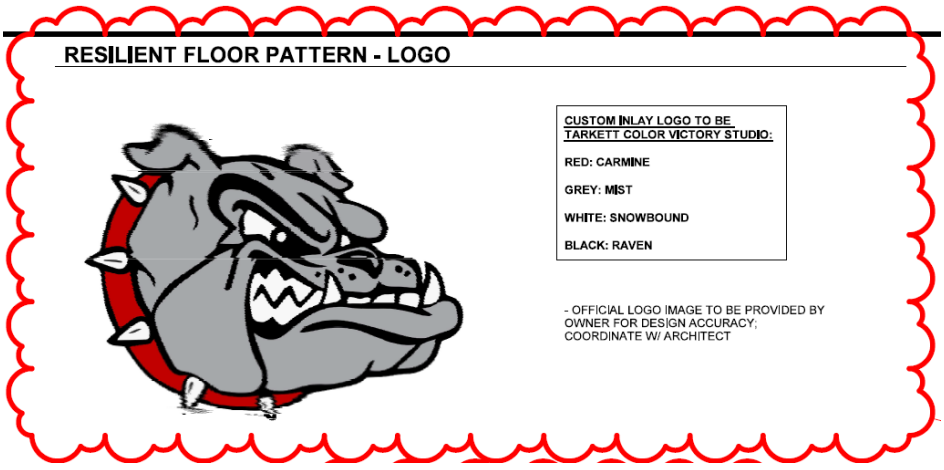
Signature _____

MIDWEST FLOOR COVERING
COMMERCIAL FLOORING CONTRACTORS

DATE: June 18, 2026
TO: BD Construction
CONTACT: Kent Cordes
FROM: Dustin Simpson
PROJECT: Pleasanton Public Schools
SUBJECT: PR 008

The following price is for including a waterjet logo per PR 008:

Material Cost:		$ 3,058.00
Shipping:		$ 770.00
Labor Cost:		$ 575.00
	SUBTOTAL:	$ 4,403.00
	10% O&P:	$ 440.30
	TOTAL ADD:	**$ 4,843.00**



NOTES:
All bid notes apply.
All material is special order and cannot be returned.
Material order to be placed once approved change order is issued.

Waggoner Plumbing & Heating Inc.
2617 ½ W. 24th Street
Kearney, NE 68845
Phone: 308-236-6850 Fax: 308-237-6875

CHANGE ORDER PROPOSAL

TO: BD Construction
DATE: 4/17/2026
JOB: Pleasanton Public Schools
LOCATION: Pleasanton, NE

BID INCLUDES: PR-008

ELECTRICAL: Labor, material and equipment for installation of added tape lighting and lighting controls per PR-008.

PRICE FOR ABOVE: $ 12,427.00

BID DOES NOT INCLUDE: Cutting floors, removal of concrete, pour back of floors, cutting/opening walls, patching walls, asbestos abatement, anything previously excluded.

Propose hereby to furnish material and labor complete in accordance with above specifications
Note: We may withdraw this proposal if not accepted within 10 days

X X

AUTHORIZED SIGNATURE

ACCEPTED BY
DATE _____

All accounts are due and payable upon receipt of the invoice. A finance charge of 1 1/3% per month shall be charged on all accounts that remain unpaid 30 days following rendition of the statement of accounts. All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from the above specifications involving extra cost will be executed only upon written orders, and will become and extra charge over and above the estimate. Owner to carry Builders Risk Insurance.

PROJECT NAME
PLEASANTON PUBLIC SCHOOL

Date 4/17/2026

Description of Work PR-08

Labor Breakdown				
Labor Classification	# of People	Hours	Labor Rate/Hr.	Labor Amount
			$ -	$ -
PM	1	1	$ 100.00	$ 100.00
PLUMBER			$ 85.00	$ -
LABORER			$ 65.00	$ -
			$ -	$ -
			$ -	$ -
			$ -	$ -
	Total Labor Costs			$ 100.00

Material Breakdown				
Material Description	Quantity	Unit	Unit Cost	Material Amounts
			$ -	$ -
			$ -	$ -
			$ -	$ -
			$ -	$ -
			$ -	$ -
			$ -	$ -
			$ -	$ -
			$ -	$ -
			$ -	$ -
			$ -	$ -
			$ -	$ -
	Subtotal Material Costs			$ -
	Sales Tax 7 %		If applicable	$ -
	Total Material Costs			$ -

Other Costs (Subcontractors, Equipment, Travel, Performance & Payment Bonds, etc.)				
	Quantity	Unit	Unit Cost	Other Cost Amounts
			$ -	$ -
A&E ELECTRIC LABOR	1		$ 3,400.00	$ 3,400.00
A&E ELECTRIC MATERIAL	1		$ 849.00	$ 849.00
TAPE LIGHTS & CONTROLS	1		$ 7,476.00	$ 7,476.00
			$ -	$ -
	Total Other Direct Costs			$ 11,725.00

1. Total Labor Direct Costs	**$ 100.00**		
2. Total Material Direct Costs	**$ -**		
3. Total Other Direct Costs	**$ 11,725.00**		
4. Total Labor, Material & Other Direct Costs		**$ 11,825.00**	
6. Profit & Overhead of Direct Costs		**$ 15.00**	
7. Profit & Overhead of Other Costs		**$ 586.25**	
8. Grand Total (Lines, 4, 5, 6 & 7)			**$ 12,426.25**

Subcontractor WAGGONER PLUMBING & HEATING Signed By: *Kyle Fedorchik*

Meeting agenda

Meeting 11: Pleasanton OAC

Date: Jul 7, 2026 **Time:** 1:30 PM - 2:30 PM CDT **Meeting location:** Pleasanton Public Schools

Invitees & Attendance

Organizers

Kent Cordes (BD Construction)

Description

OAC Meeting June 1, 2026
Attendees:

Meeting Discussion

6-Week Look Ahead Schedule:

Overall Schedule:

1. *Review Overall Schedule:* Information

Created on Apr 6, 2026 by Kent Cordes (BD Construction) **Last updated on** Jun 29, 2026 by Lora Deeds (BD Construction)

Items Potentially Impacting Schedule:

1. *Cabinet was damaged and has been reordered.*
   Mark Board have been ordered but no confirmed delivery date yet- will be close to school starting Open

Created on May 23, 2026 by Lora Deeds (BD Construction) **Last updated on** Jul 6, 2026 by Kent Cordes (BD Construction)

Review Budget:

1. Review budget/EFA/Allowance Log: Information
   a. EFA #5 - Floor grinding to remove mastic and thinset: $10,095.00
   ($8,000 applied to allowance for grinding)

Created on Dec 1, 2025 by Kent Cordes (BD Construction) **Last updated on** Jul 6, 2026 by Kent Cordes (BD Construction)

2. Review CORs: Ongoing
   a. COR 12 - PR 010 - Add Solatube lights (previously app'd): $15,359.47
   b. COR 13 - PR 008 - Trophy Room at commons: $105,370.76
   c. COR 14 - PR 012 - Add wall to divide IT office 511: $3,338.07
   d. COR 16 - PR 014 - Deduct light fixtures from welding booths: -$1,269.98
   e. COR 17 - PR 015 - Furr out walls in Guidance 506 & 507: $6,663.76
   f. COR 18 - PR 018 - Furr out walls in Concessions 503 & CR 517: $7,269.83

Created on Dec 2, 2025 by Lora Deeds (BD Construction) **Last updated on** Jul 7, 2026 by Kent Cordes (BD Construction)

3. Review PBIs: None Ongoing

Created on Jan 5, 2026 by Kent Cordes (BD Construction) **Last updated on** Jul 7, 2026 by Kent Cordes (BD Construction)

Review Submittals/RFI's/ASI's/PR's:

1. Review Open RFIs: Review RFI Log Ongoing

Created on Dec 1, 2025 by Kent Cordes (BD Construction) **Last updated on** Jul 7, 2026 by Kent Cordes (BD Construction)

2. Review Open PRs: Ongoing
   a. PR 009 - Add base cabinets and SS countertop to Spanish Room - *Waiting on costs from subs/ suppliers*
   b. PR 013 - Add vinyl film to office glass 105 &106 -
   c. PR 016 - Area C corridor flooring - waiting on pricing
   d. PR 017 - HVAC work in Guidance offices - RFI uploaded today

Created on Dec 1, 2025 by Kent Cordes (BD Construction) **Last updated on** Jul 7, 2026 by Kent Cordes (BD Construction)

Owner & Misc.:

1. *A PR will be issued for a trophy case overhaul. Ben anticipates having that out soon as Molly is just finishing up.* ***Pricing is presented above in COR #13*** Open

Created on Mar 11, 2026 by Lora Deeds (BD Construction) **Last updated on** Jul 7, 2026 by Kent Cordes (BD Construction)

2. **Schedule demonstration/training for door hardware (Mr Lightle). To take place during Area D timeframe.** Open

Created on Mar 11, 2026 by Lora Deeds (BD Construction) Last updated on Jun 28, 2026 by Lora Deeds (BD Construction)

3. **Outlets on light poles & relabel electrical boxes (Mr Lightle).** ***A RFI has been issued to add power source for the bus on the west side of the building on a light pole or on the wall.*** Open

Created on Mar 25, 2026 by Lora Deeds (BD Construction) Last updated on Jun 28, 2026 by Lora Deeds (BD Construction)

4. ***Windows will be removed and PR has been issued. Credit is listed above under budget discussion.*** Closed

Closed on Jul 7, 2026 by Kent Cordes (BD Construction)

5. PE area to the north Open

Created on Jun 30, 2026 by Lora Deeds (BD Construction) Last updated on Jun 30, 2026 by Lora Deeds (BD Construction)

6. Rock for the parking lot Open

Created on Jun 30, 2026 by Lora Deeds (BD Construction) Last updated on Jun 30, 2026 by Lora Deeds (BD Construction)

7. Flooring near Area C Open

Created on Jun 30, 2026 by Lora Deeds (BD Construction) Last updated on Jun 30, 2026 by Lora Deeds (BD Construction)

8. Pea gravel near the retaining wall Open

Created on Jun 30, 2026 by Lora Deeds (BD Construction) Last updated on Jun 30, 2026 by Lora Deeds (BD Construction)

9. Water faucet outside the athletic training room Open

Created on Jun 30, 2026 by Lora Deeds (BD Construction) Last updated on Jun 30, 2026 by Lora Deeds (BD Construction)

10. Important Dates: Information
    School resumes August 19, 2026
    Turn over no later than August 14, 2026 for 2nd Grade, Area D, and corridor/commons flooring

Created on Mar 11, 2026 by Lora Deeds (BD Construction) **Last updated on** Jun 30, 2026 by Lora Deeds (BD Construction)

Review Status of Pay Request:

1. Pay app #10 Information

Created on Dec 1, 2025 by Kent Cordes (BD Construction) **Last updated on** Jun 29, 2026 by Lora Deeds (BD Construction)

Next meeting date:

1. The next OAC meeting will be August 3 , 2026 at 2:00 p.m. Information

Created on Dec 1, 2025 by Kent Cordes (BD Construction) **Last updated on** Jun 29, 2026 by Lora Deeds (BD Construction)

Meeting Summary

This meeting has no summary

Meeting minutes

Meeting 10: Pleasanton OAC

Date: Jun 1, 2026 **Time:** 2:00 PM - 3:00 PM CDT **Meeting location:** Pleasanton Public Schools

Invitees & Attendance

Organizers

Kent Cordes (BD Construction)

Description

OAC Meeting June 1, 2026
Attendees: Kent Cordes, Scott Kralik, Ben Van Broklin, Nathan Lightle
Nate Oberg absent - Jury Duty

Meeting Discussion

6-Week Look Ahead Schedule:

1. Review 6-week Schedule: *They are working on the high roof in Area A and started framing. Mr Lightle did mention there was minor water accumulation back in Area A when the heavy rains hit. Nate did make a temporary barrier and that seemed to help. Framing is taking place on the mezzanine of Area A. There were some questions on the joist hangers that were called out and are being used. The hangers called out appear to be a face frame hanger. A top hanger is probably what should be used by the I-Beam. Kent reached out to Lange and left a voicemail with Stephen to verify. Roof drains are being installed and wall rough-ins for MEP is taking place. In 2-3 weeks Glass Edge is supposed to get started. Drywall should be taking place about the same time in Area B. Geiser should be working on the framing for the concessions area. Midwest Flooring should be working on the flooring throughout . TL Sund will be working on footings later this week for the entrances and new activity centers. Demo is taking place in Area C (library area). EIFS is being applied to Area D now and doors and windows are schedule for next week with floors following up the following week. The marker boards are shown on the 6-week look ahead but they might not make in as indicated as they had a resubmittal and they just got submitted. After review it will take about five weeks to get the boards (end of July). Countertops are shipping tomorrow. Cabinets and plumbing in Area D got finished up. Flooring in Area D corridor got placed but just need grouted. Nate is hoping to have Johnson Landscaping start landscaping next.*

Information

Created on Apr 6, 2026 by Kent Cordes (BD Construction) **Last updated on** Jun 28, 2026 by Lora Deeds (BD Construction)

Overall Schedule:

1. *Review Overall Schedule: Nothing has changed the overall schedule. Still showing mid-to-end of December for completion. Mr Lightle did ask how the punch list will be set up. Kent and Mr Lightle discussed options. More details on how this one will be handled will be upcoming. Area D will be the first and then Area C with the library will follow.* Information

Created on Apr 6, 2026 by Kent Cordes (BD Construction) **Last updated on** Jun 28, 2026 by Lora Deeds (BD Construction)

Items Potentially Impacting Schedule:

1. *Cabinet was damaged and has been reordered. Mark Board had a resubmittal and is expected to run 5 week lead time.* Open

Created on May 23, 2026 by Lora Deeds (BD Construction) **Last updated on** Jun 28, 2026 by Lora Deeds (BD Construction)

Review Budget:

1. Review budget/EFA/Allowance Log: Information

Created on Dec 1, 2025 by Kent Cordes (BD Construction) **Last updated on** May 12, 2026 by Lora Deeds (BD Construction)

2. Review CORs: Ongoing
   a. COR 9 - Sod and sprinklers: $60,741.98 previously approved
   b. COR 10 - PR 007 interior sign changes: $4,120.36
   c. COR 11 - PR 011 - High window reduction Area A: -$2,665.92

Created on Dec 2, 2025 by Lora Deeds (BD Construction) **Last updated on** Jun 1, 2026 by Kent Cordes (BD Construction)

3. Review PBIs: None Ongoing

Created on Jan 5, 2026 by Kent Cordes (BD Construction) **Last updated on** Apr 6, 2026 by Kent Cordes (BD Construction)

Review Submittals/RFI's/ASI's/PR's:

1. Review Open RFIs: Review RFI Log Ongoing

Created on Dec 1, 2025 by Kent Cordes (BD Construction) Last updated on Jun 1, 2026 by Kent Cordes (BD Construction)

2. Review Open PRs: Ongoing
   a. PR 008 - Add trophy room - *Waiting on costs from subs/suppliers*
   b. PR 009 - Add 3 Solatube lights - *Waiting on costs from roofing,*
   d. PR 010 - Add base cabinets and SS countertop to Spanish Room - *Waiting on costs from subs/ suppliers*
   e. PR 012 - IT Office 511 wall - cost received today, will get this put together
   f. PR 013 - Add vinyl film to office glass 105 &106 - reached out for princing
   g. PR 014 - welding booth lighting credit - waiting for response from booth supplier, A&E Electric can't return their fixtures

Created on Dec 1, 2025 by Kent Cordes (BD Construction) Last updated on Jun 1, 2026 by Kent Cordes (BD Construction)

Owner & Misc.:

1. *A PR will be issued for a trophy case overhaul. Ben anticipates having that out soon as Molly is just finishing up.* ***A PR has been sent out - pricing has not been received from all subs yet.*** Open

Created on Mar 11, 2026 by Lora Deeds (BD Construction) Last updated on Jun 23, 2026 by Kent Cordes (BD Construction)

2. **Schedule demonstration/training for door hardware (Mr Lightle). To take place during Area D timeframe.** Open

Created on Mar 11, 2026 by Lora Deeds (BD Construction) Last updated on Jun 23, 2026 by Lora Deeds (BD Construction)

3. **Outlets on light poles & relabel electrical boxes (Mr Lightle).** ***A RFI has been issued to add power source for the bus on the west side of the building on a light pole or on the wall.*** Open

Created on Mar 25, 2026 by Lora Deeds (BD Construction) Last updated on Jun 23, 2026 by Lora Deeds (BD Construction)

4. ***Windows will be removed and PR has been issued. Credit is listed above under budget discussion.*** Open

Created on May 4, 2026 by Lora Deeds (BD Construction) Last updated on Jun 28, 2026 by Kent Cordes (BD Construction)

5. Important Dates: Information
   School resumes August 19, 2026

, Turn over no later than August 14, 2026 for 2nd Grade, Area D, and corridor/commons flooring

Created on Mar 11, 2026 by Lora Deeds (BD Construction) Last updated on Jun 23, 2026 by Lora Deeds (BD Construction)

Review Status of Pay Request:

1. Pay app #9 is not completed yet, will be sent by Wednedsday this week. Information

Created on Dec 1, 2025 by Kent Cordes (BD Construction) Last updated on Jun 1, 2026 by Kent Cordes (BD Construction)

Next meeting date:

1. The next OAC meeting will be July 6 , 2026 at 2:00 p.m. Information

Created on Dec 1, 2025 by Kent Cordes (BD Construction) Last updated on Jun 28, 2026 by Lora Deeds (BD Construction)

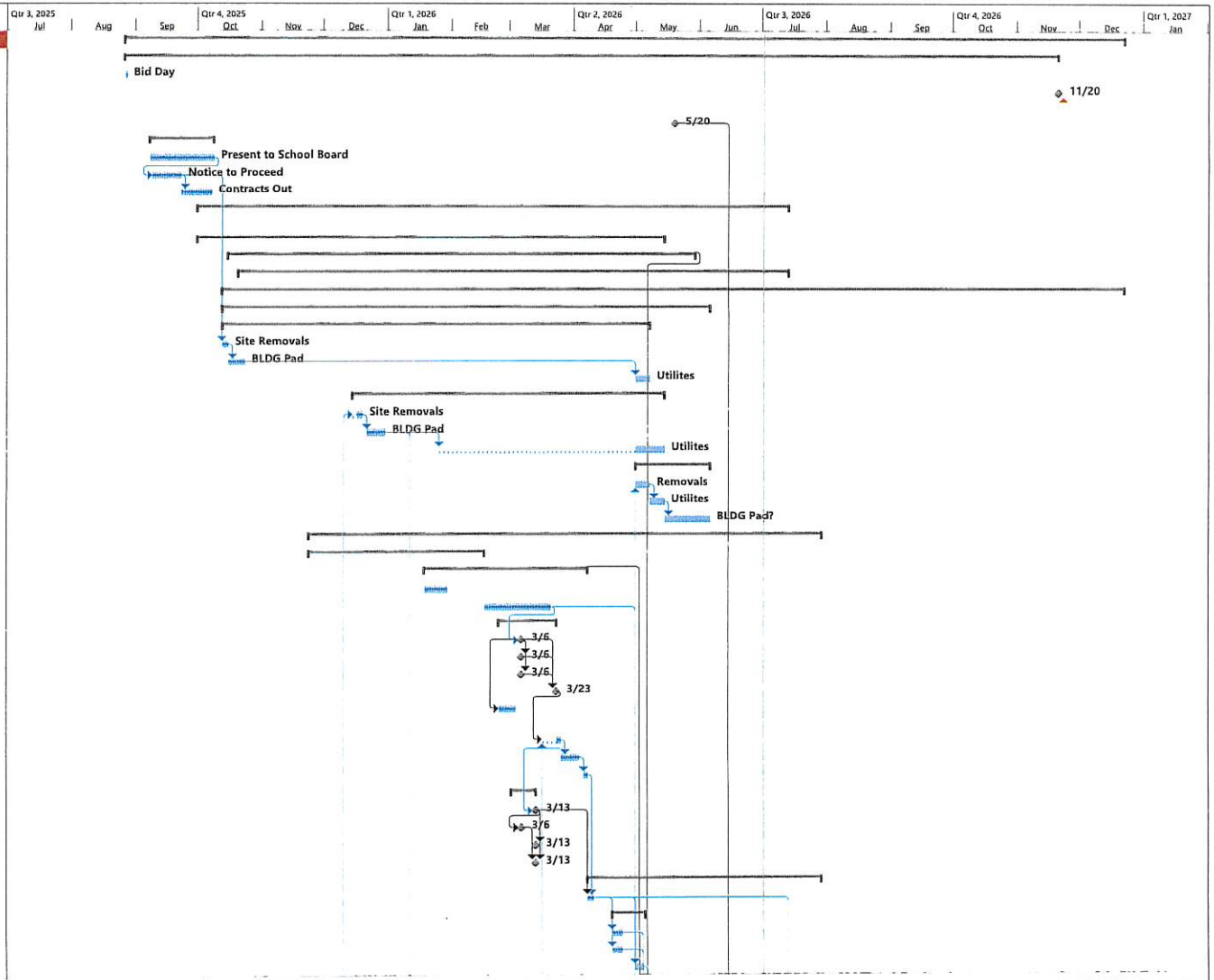
Meeting Summary

This meeting has no summary

6 Week Look Ahead

Project: Pleasanton	COMPANY	7/6	7/7	7/8	7/9	7/10	7/11	7/12	7/13	7/14	7/15	7/16	7/17	7/18	7/19	7/20	7/21	7/22	7/23	7/24	7/25	7/26	7/27	7/28	7/29	7/30	7/31	8/1	8/2	8/3	8/4	8/5	8/6	8/7	8/8	8/9	8/10	8/11	8/12	8/13	8/14	8/15	8/16	NOTES
Superintendent: Nate	7/6/2026	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
Area A																																												
Interior Framing	Geiser	x	x	x	x	x			x	x	x	x	x																																
Doors and windows	Glass Edge	x	x	x	x	x																																						
Wall Rough ins	MEP	x	x	x	x	x			x	x	x	x	x			x	x	x	x	x																									
Drywall	Geiser	x	x	x	x	x			x	x	x	x	x			x	x	x	x	x			x	x	x	x	x			x	x	x	x	x			x	x	x	x	x			
Exterior sidewalks	TL sund	x	x	x	x	x																																						
AREA B																																												
Entry slab	TL sund	xx	x																																									
Flooring	Midwest															x	x	x	x	x			x	x	x	x	x																	
Framing	Geiser			x	x	x			x	x	x	x	x																															
Wall Rough ins	MEP								x	x	x	x	x																															
Drywall	Geiser															x	x	x	x	x			x	x	x																			
Ceiling	TC								x	x	x	x	x																															
Paint	Kucera	x	x	x																						x	x																		
Area C Media Center																																												
Structural Steel	Patriot	x	x	x	x	x			x	x	x	x	x																																
Slab Rough in	MEP															x	x	x	x	x																								
Slab Pour	TL Sund																						x	x	x																			
Door reinstall	Glass Edge																									x	x			x	x	x	x	x										
Framing	Geiser																													x	x	x	x	x			x	x	x	x	x			
Roofing	Dynasty																																											
Area C 2nd Grade																																												
Ceilings	TC								x	x	x	x	x																															
Finish paint	Kucera	x	x	x	x	x			x	x	x	x																																
PUNCHLIST																							x	x	x	x	x																	
Area D																																												
Power	A&E								x	x	x	x	x																																
Efis	Geiser	x	x	x	x	x			x	x	x	x	x																																
ceiling Tile	TC															x	x	x	x	x																								
Door Frame	Glass Edge	x	x	x	x	x																																						
Corridoor Flooring	MW Floors	x	x	x	x	x																																						
Marker/Tack boards									x	x	x	x	x																															
PUNCHLIST																							x	x	x	x	x																	
Landscape	Johnson	x	x	x	x	x			x	x	x	x	x			x	x	x	x	x																								

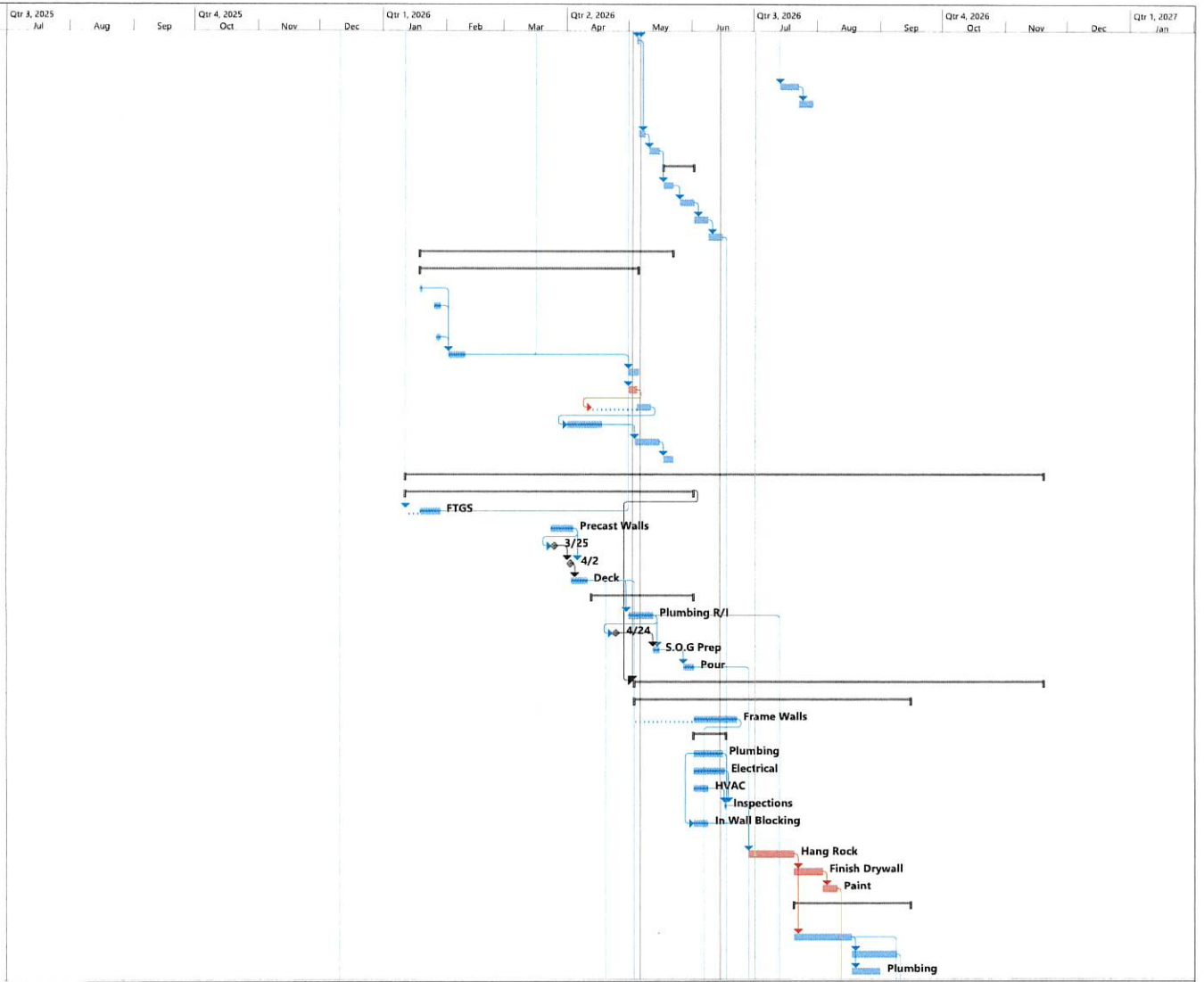
ID	Task Mode	Task Name	Duration	Start	Finish	Predecessors
1		**Pleasanton Public Schools**	**333 days**	**Wed 8/27/25**	**Tue 12/22/26**	
2		**Milestones**	**313 days**	**Wed 8/27/25**	**Fri 11/20/26**	
3		Bid Day	1 day	Wed 8/27/25	Wed 8/27/25	
4		Substantial Completion	0 days	Fri 11/20/26	Fri 11/20/26	253
5		School Out	0 days	Wed 5/20/26	Wed 5/20/26	
6		**Preconstruction**	**23 days**	**Mon 9/8/25**	**Wed 10/8/25**	
7		Present to School Boar	23 days	Mon 9/8/25	Wed 10/8/25	
8		Notice to Proceed	10 days	Tue 9/9/25	Mon 9/22/25	7
9		Contracts Out	11 days	Tue 9/23/25	Tue 10/7/25	8
10		**Priority Submittal Procurement**	**196 days**	**Wed 10/1/25**	**Mon 7/13/26**	
11		**Submittal Procuremen**	**156 days**	**Wed 10/1/25**	**Thu 5/14/26**	
19		**Design Review**	**155 days**	**Thu 10/16/25**	**Fri 5/29/26**	
27		**Material Procurement**	**182 days**	**Tue 10/21/25**	**Mon 7/13/26**	
35		**Construction**	**301 days**	**Mon 10/13/25**	**Tue 12/22/26**	
36		**Initial Site Work**	**163 days**	**Mon 10/13/25**	**Fri 6/5/26**	
37		**South**	**143 days**	**Mon 10/13/25**	**Thu 5/7/26**	
38		Site Removals	3 days	Mon 10/13/25	Wed 10/15/25	8
39		BLDG Pad	6 days	Thu 10/16/25	Thu 10/23/25	38
40		Utilites	5 days	Fri 5/1/26	Thu 5/7/26	39
41		**North**	**105 days**	**Mon 12/15/25**	**Thu 5/14/26**	
42		Site Removals	3 days	Mon 12/15/25	Fri 12/19/25	247
43		BLDG Pad	5 days	Mon 12/22/25	Tue 12/30/25	42
44		Utilites	10 days	Mon 1/26/26	Thu 5/14/26	43
45		**Center**	**25 days**	**Fri 5/1/26**	**Fri 6/5/26**	
46		Removals	5 days	Fri 5/1/26	Thu 5/7/26	108
47		Utilites	5 days	Fri 5/8/26	Thu 5/14/26	46
48		BLDG Pad?	15 days	Fri 5/15/26	Fri 6/5/26	47
49		**Area D**	**170 days**	**Mon 11/24/25**	**Wed 7/29/26**	
50		**Structure**	**55 days**	**Mon 11/24/25**	**Mon 2/16/26**	
61		**Interior Build Out**	**57 days**	**Mon 1/19/26**	**Tue 4/7/26**	
62		Frame Exterior W	9 days	Mon 1/19/26	Thu 1/29/26	60
63		Frame Walls	24 days	Tue 2/17/26	Fri 3/20/26	57
64		**MEP Wall R/I**	**20 days**	**Tue 2/24/26**	**Mon 3/23/26**	
65		Plumbing	0 days	Tue 2/24/26	Fri 3/6/26	63
66		Electrical	0 days	Tue 2/24/26	Fri 3/6/26	65
67		HVAC	0 days	Tue 2/24/26	Fri 3/6/26	65
68		Inspections	0 days	Mon 3/23/26	Mon 3/23/26	65,66,67
69		In Wall Blocking	6 days	Tue 2/24/26	Tue 3/3/26	65SS
70		Hang Rock	2 days	Tue 3/17/26	Wed 3/25/26	68,99
71		Finish Drywall	7 days	Wed 3/25/26	Fri 4/3/26	70
72		Paint	2 days	Mon 4/6/26	Tue 4/7/26	71
73		**MEP Ceiling R/I**	**10 days**	**Mon 3/2/26**	**Fri 3/13/26**	
74		HVAC	0 days	Mon 3/2/26	Fri 3/13/26	70
75		Electrical	0 days	Mon 3/2/26	Fri 3/6/26	74
76		Plumbing	0 days	Mon 3/9/26	Fri 3/13/26	74
77		Fire Sprinkler	0 days	Mon 3/9/26	Fri 3/13/26	74,75
78		**Finishes**	**79 days**	**Wed 4/8/26**	**Wed 7/29/26**	
79		ACT Grid	3 days	Wed 4/8/26	Fri 4/10/26	72,74
80		**Ceiling Trim Out**	**12 days**	**Mon 4/20/26**	**Tue 5/5/26**	
81		HVAC	5 days	Mon 4/20/26	Fri 4/24/26	79
82		Lights	5 days	Mon 4/20/26	Fri 4/24/26	79
83		Fire Sprinkler	2 days	Fri 5/1/26	Mon 5/4/26	79



Project: 7.1.26 Pleasanton Mast
Date: Thu 7/2/26

Task
Split
Milestone
Summary
Project Summary
Inactive Task
Inactive Milestone
Inactive Summary
Manual Task
Duration-only
Manual Summary Rollup
Manual Summary
Start-only
Finish-only
External Tasks
External Milestone
Deadline
Critical
Critical Split
Progress
Manual Progress

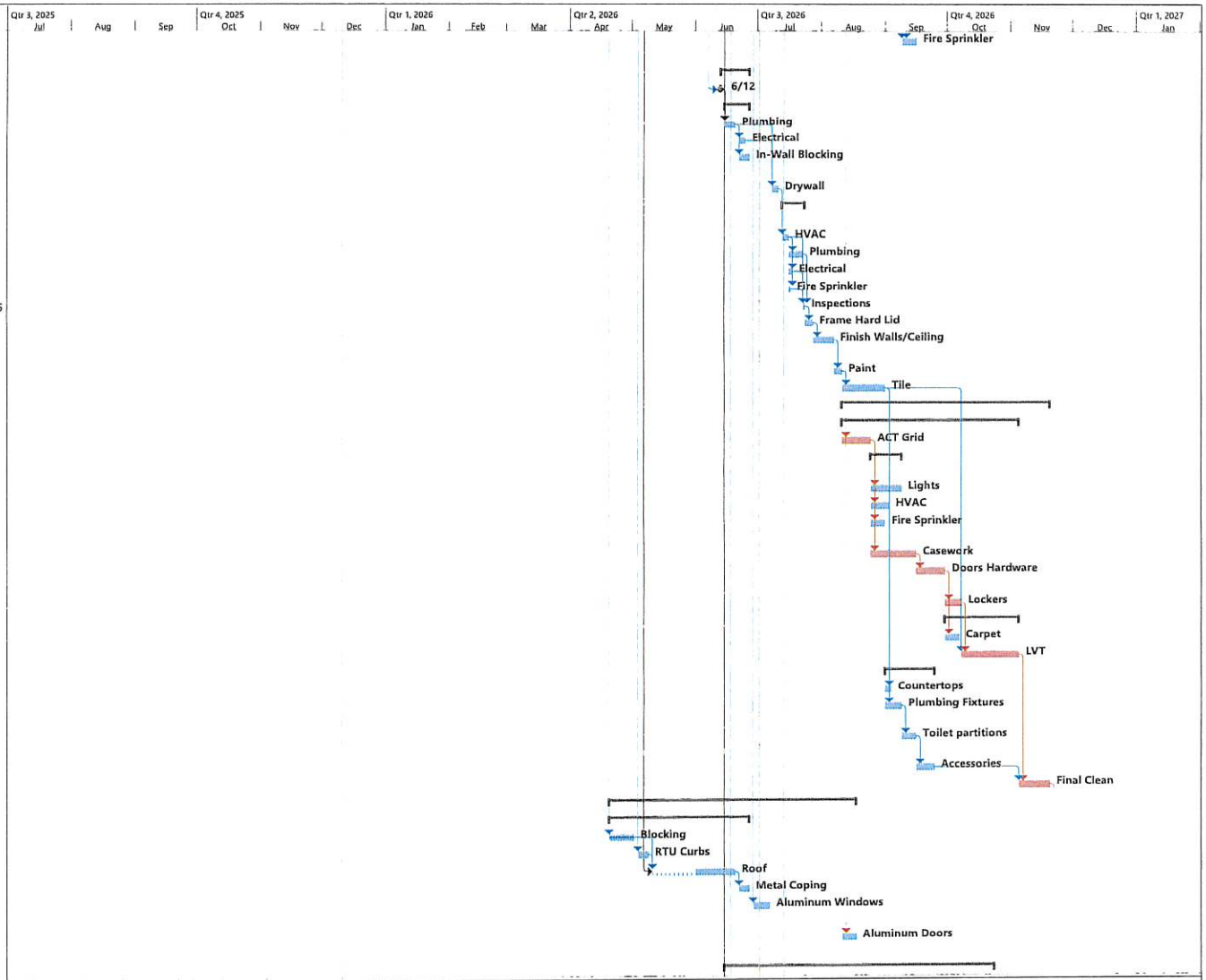
ID	Task Mode	Task Name	Duration	Start	Finish	Predecessors
84		Above Ceiling Inspection	1 day	Tue 5/5/26	Tue 5/5/26	81,82,83
85		Casework	7 days	Tue 7/14/26	Wed 7/22/26	33,79
86		Doors and Hardware	5 days	Thu 7/23/26	Wed 7/29/26	85
87		Pad Out	3 days	Wed 5/6/26	Fri 5/8/26	84
88		MEP Start up	5 days	Mon 5/11/26	Fri 5/15/26	87
89		**Flooring**	**10 days**	**Mon 5/18/26**	**Mon 6/1/26**	
90		Carpet	5 days	Mon 5/18/26	Fri 5/22/26	88
91		Rubber	5 days	Tue 5/26/26	Mon 6/1/26	90
92		Final Paint	5 days	Tue 6/2/26	Mon 6/8/26	91
93		Final Clean	5 days	Tue 6/9/26	Mon 6/15/26	92
94		**Exterior Envelope**	**90 days**	**Mon 1/19/26**	**Fri 5/22/26**	
95		**Roof**	**77 days**	**Mon 1/19/26**	**Tue 5/5/26**	
96		HVAC Curb	1 day	Mon 1/19/26	Mon 1/19/26	60
97		Parapet Blocking	3 days	Mon 1/26/26	Wed 1/28/26	60
98		Roof Drains	2 days	Tue 1/27/26	Wed 1/28/26	60
99		Roofing	6 days	Mon 2/2/26	Mon 2/9/26	96,97,98
100		Metal Coping	3 days	Fri 5/1/26	Tue 5/5/26	99
101		Air Barrier	2 days	Fri 5/1/26	Mon 5/4/26	63
102		Windows	5 days	Mon 4/13/26	Mon 5/11/26	101
103		Brick	13 days	Wed 4/1/26	Fri 4/17/26	102
104		Effis	10 days	Mon 5/4/26	Fri 5/15/26	103
105		Aluminum Doors	5 days	Mon 5/18/26	Fri 5/22/26	104
106		**Area A**	**221 days**	**Mon 1/12/26**	**Thu 11/19/26**	
107		**Structure**	**100 days**	**Mon 1/12/26**	**Mon 6/1/26**	
108		FTGS	8 days	Mon 1/12/26	Wed 1/28/26	43
109		Precast Walls	9 days	Mon 3/23/26	Fri 4/3/26	30
110		West Structural St	0 days	Wed 3/18/26	Wed 3/25/26	109
111		Bar Joist	0 days	Fri 3/27/26	Thu 4/2/26	110,109
112		Deck	6 days	Fri 4/3/26	Fri 4/10/26	111
113		**S.O.G**	**35 days**	**Mon 4/13/26**	**Mon 6/1/26**	
114		Plumbing R/I	8 days	Thu 4/30/26	Tue 5/12/26	112
115		Electrical R/I	0 days	Mon 4/13/26	Fri 4/24/26	114
116		S.O.G Prep	3 days	Wed 5/13/26	Fri 5/15/26	114,115
117		Pour	3 days	Thu 5/28/26	Mon 6/1/26	116
118		**Interior Build Out**	**141 days**	**Mon 5/4/26**	**Thu 11/19/26**	61,107
119		**Classrooms**	**94 days**	**Mon 5/4/26**	**Tue 9/15/26**	
120		Frame Walls	15 days	Mon 5/4/26	Mon 6/22/26	
121		**MEP Wall R/I**	**12 days**	**Tue 6/2/26**	**Wed 6/17/26**	
122		Plumbing	10 days	Tue 6/2/26	Mon 6/15/26	
123		Electrical	11 days	Tue 6/2/26	Tue 6/16/26	
124		HVAC	5 days	Tue 6/2/26	Mon 6/8/26	
125		Inspections	1 day	Wed 6/17/26	Wed 6/17/26	122,123,124
126		In Wall Blocking	5 days	Tue 6/2/26	Mon 6/8/26	122SS
127		Hang Rock	15 days	Mon 6/29/26	Mon 7/20/26	125,126
128		Finish Drywall	10 days	Tue 7/21/26	Mon 8/3/26	127
129		Paint	5 days	Tue 8/4/26	Mon 8/10/26	128
130		**MEP Ceiling R/I**	**40 days**	**Tue 7/21/26**	**Tue 9/15/26**	
131		HVAC	20 days	Tue 7/21/26	Mon 8/17/26	127
132		Electrical	15 days	Tue 8/18/26	Tue 9/8/26	131
133		Plumbing	10 days	Tue 8/18/26	Mon 8/31/26	131



Project: 7.1.26 Pleasanton Mast
Date: Thu 7/2/26

Task | Summary | Inactive Milestone | Duration-only | Start-only | External Milestone | Critical Split
Split | Project Summary | Inactive Summary | Manual Summary Rollup | Finish-only | Deadline | Progress
Milestone | Inactive Task | Manual Task | Manual Summary | External Tasks | Critical | Manual Progress

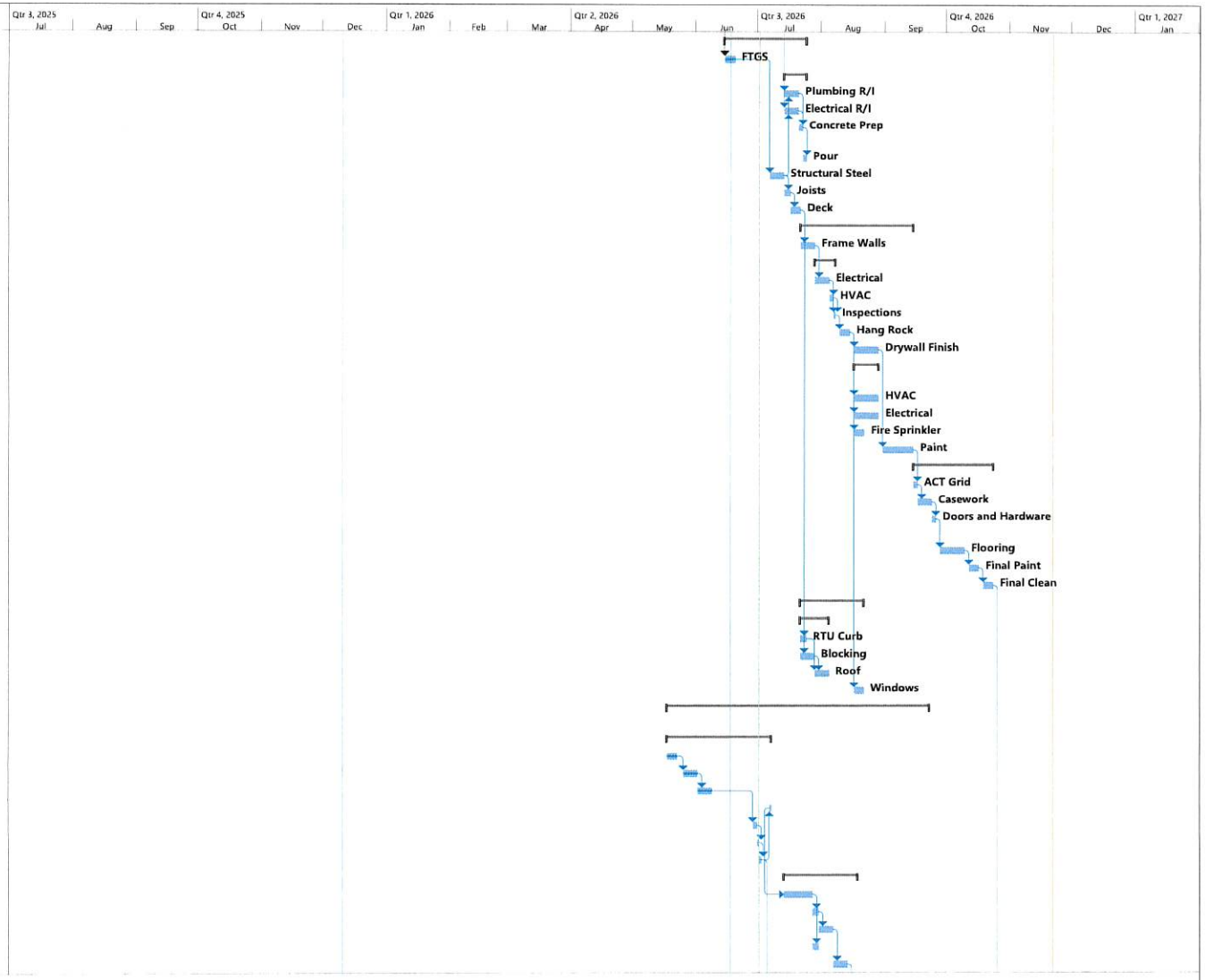
ID	Task Mode	Task Name	Duration	Start	Finish	Predecessors
134		Fire Sprinkler	5 days	Wed 9/9/26	Tue 9/15/26	131,132
135		**Restrooms**	**10 days**	**Fri 6/12/26**	**Fri 6/26/26**	
136		Frame Walls	0 days	Fri 6/12/26	Fri 6/12/26	120
137		**MEP Wall R/I**	**10 days**	**Mon 6/15/26**	**Fri 6/26/26**	
138		Plumbing	5 days	Mon 6/15/26	Fri 6/19/26	136
139		Electrical	3 days	Mon 6/22/26	Wed 6/24/26	138
140		In-Wall Blocking	5 days	Mon 6/22/26	Fri 6/26/26	138
141		Drywall	3 days	Wed 7/8/26	Fri 7/10/26	138,139
142		**Above Ceiling R/I**	**9 days**	**Mon 7/13/26**	**Thu 7/23/26**	
143		HVAC	3 days	Mon 7/13/26	Wed 7/15/26	141
144		Plumbing	5 days	Thu 7/16/26	Wed 7/22/26	143
145		Electrical	2 days	Thu 7/16/26	Fri 7/17/26	143
146		Fire Sprinkler	1 day	Thu 7/16/26	Thu 7/16/26	143
147		Inspections	1 day	Thu 7/23/26	Thu 7/23/26	143,144,145,146
148		Frame Hard Lid	2 days	Fri 7/24/26	Mon 7/27/26	147
149		Finish Walls/Ceiling	8 days	Tue 7/28/26	Thu 8/6/26	148
150		Paint	2 days	Fri 8/7/26	Mon 8/10/26	149
151		Tile	15 days	Tue 8/11/26	Mon 8/31/26	150
152		**Finishes**	**72 days**	**Tue 8/11/26**	**Thu 11/19/26**	
153		**Classrooms**	**61 days**	**Tue 8/11/26**	**Wed 11/4/26**	
154		ACT Grid	10 days	Tue 8/11/26	Mon 8/24/26	129
155		**Ceiling Trim Out**	**10 days**	**Tue 8/25/26**	**Tue 9/8/26**	
156		Lights	10 days	Tue 8/25/26	Tue 9/8/26	154
157		HVAC	7 days	Tue 8/25/26	Wed 9/2/26	154
158		Fire Sprinkler	5 days	Tue 8/25/26	Mon 8/31/26	154
159		Casework	15 days	Tue 8/25/26	Tue 9/15/26	154
160		Doors Hardware	10 days	Wed 9/16/26	Tue 9/29/26	159
161		Lockers	6 days	Wed 9/30/26	Wed 10/7/26	160
162		**Flooring**	**26 days**	**Wed 9/30/26**	**Wed 11/4/26**	
163		Carpet	5 days	Wed 9/30/26	Tue 10/6/26	160
164		LVT	20 days	Thu 10/8/26	Wed 11/4/26	161,151
165		**Restrooms**	**17 days**	**Tue 9/1/26**	**Thu 9/24/26**	
166		Countertops	3 days	Tue 9/1/26	Thu 9/3/26	151
167		Plumbing Fixtures	5 days	Tue 9/1/26	Tue 9/8/26	151
168		Toilet partitions	5 days	Wed 9/9/26	Tue 9/15/26	167
169		Accessories	7 days	Wed 9/16/26	Thu 9/24/26	168
170		Final Clean	11 days	Thu 11/5/26	Thu 11/19/26	169,164
171		**Exterior Envelope**	**84 days**	**Mon 4/20/26**	**Mon 8/17/26**	
172		**Roof**	**49 days**	**Mon 4/20/26**	**Fri 6/26/26**	
173		Blocking	10 days	Mon 4/20/26	Fri 5/1/26	112
174		RTU Curbs	5 days	Mon 5/4/26	Fri 5/8/26	112
175		Roof	15 days	Mon 5/11/26	Fri 6/19/26	173,174,19
176		Metal Coping	5 days	Mon 6/22/26	Fri 6/26/26	175
177		Aluminum Windows	5 days	Mon 6/29/26	Mon 7/6/26	117
178		Aluminum Doors	5 days	Tue 8/11/26	Mon 8/17/26	129
179		**Area C**	**93 days**	**Mon 6/15/26**	**Fri 10/23/26**	



Project: 7.1.26 Pleasanton Mast
Date: Thu 7/2/26

Task
Split
Milestone
Summary
Project Summary
Inactive Task
Inactive Milestone
Inactive Summary
Manual Task
Duration-only
Manual Summary Rollup
Manual Summary
Start-only
Finish-only
External Tasks
External Milestone
Deadline
Critical
Critical Split
Progress
Manual Progress

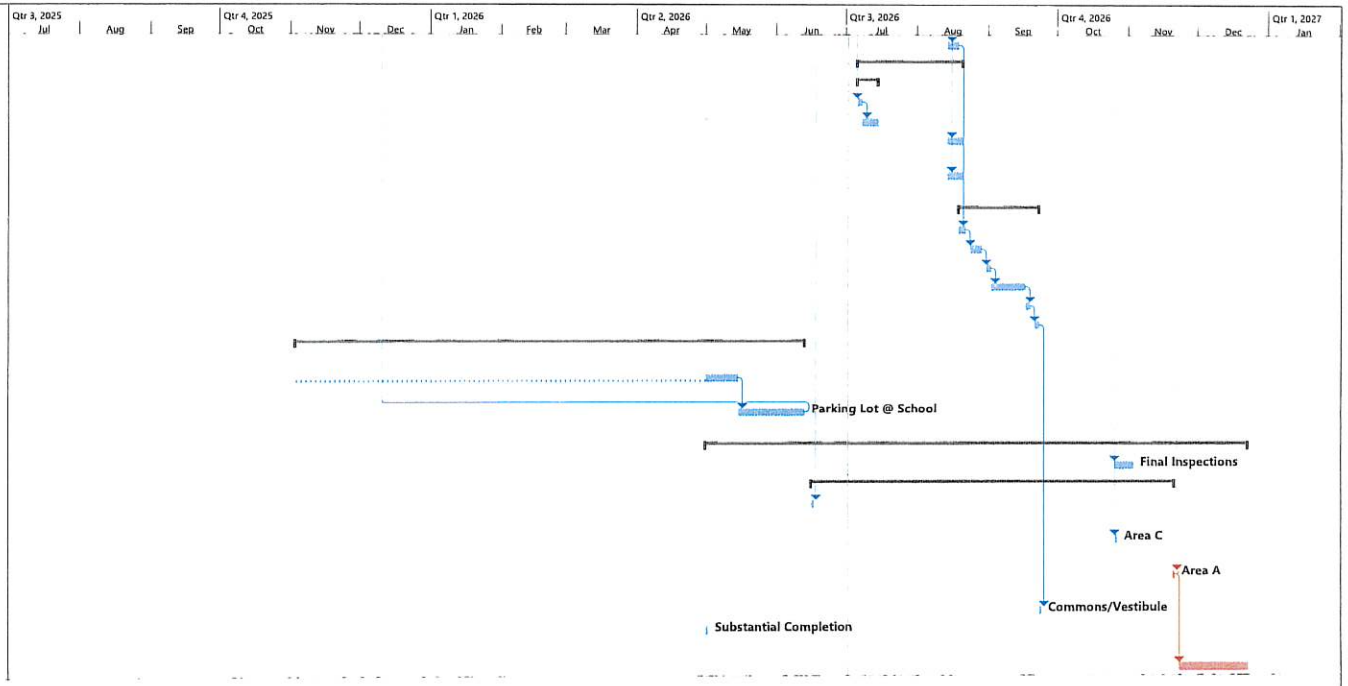
ID	Task Mode	Task Name	Duration	Start	Finish	Predecessors
180		**Structure**	**29 days**	**Mon 6/15/26**	**Fri 7/24/26**	
181		FTGS	5 days	Mon 6/15/26	Fri 6/19/26	5
182		**S.O.G**	**9 days**	**Tue 7/14/26**	**Fri 7/24/26**	
183		Plumbing R/I	5 days	Tue 7/14/26	Mon 7/20/26	114,187
184		Electrical R/I	5 days	Tue 7/14/26	Mon 7/20/26	114,187
185		Concrete Prep	2 days	Tue 7/21/26	Wed 7/22/26	183,184
186		Pour	2 days	Thu 7/23/26	Fri 7/24/26	185
187		Structural Steel	5 days	Tue 7/7/26	Mon 7/13/26	181
188		Joists	3 days	Tue 7/14/26	Thu 7/16/26	187
189		Deck	3 days	Fri 7/17/26	Tue 7/21/26	188
190		**Interior Build Out**	**38 days**	**Wed 7/22/26**	**Mon 9/14/26**	
191		Frame Walls	5 days	Wed 7/22/26	Tue 7/28/26	189
192		**MEP Wall R/I**	**8 days**	**Wed 7/29/26**	**Fri 8/7/26**	
193		Electrical	5 days	Wed 7/29/26	Tue 8/4/26	191
194		HVAC	2 days	Wed 8/5/26	Thu 8/6/26	193
195		Inspections	1 day	Fri 8/7/26	Fri 8/7/26	193,194
196		Hang Rock	5 days	Mon 8/10/26	Fri 8/14/26	195
197		Drywall Finish	10 days	Mon 8/17/26	Fri 8/28/26	196
198		**Above Ceiling R/I**	**10 days**	**Mon 8/17/26**	**Fri 8/28/26**	
199		HVAC	10 days	Mon 8/17/26	Fri 8/28/26	196
200		Electrical	10 days	Mon 8/17/26	Fri 8/28/26	196
201		Fire Sprinkler	5 days	Mon 8/17/26	Fri 8/21/26	196
202		Paint	10 days	Mon 8/31/26	Mon 9/14/26	197
203		**Finishes**	**29 days**	**Tue 9/15/26**	**Fri 10/23/26**	
204		ACT Grid	2 days	Tue 9/15/26	Wed 9/16/26	202
205		Casework	5 days	Thu 9/17/26	Wed 9/23/26	204
206		Doors and Hardware	2 days	Thu 9/24/26	Fri 9/25/26	205
207		Flooring	10 days	Mon 9/28/26	Fri 10/9/26	206
208		Final Paint	5 days	Mon 10/12/26	Fri 10/16/26	207
209		Final Clean	5 days	Mon 10/19/26	Fri 10/23/26	208
210		**Exterior Envelope**	**23 days**	**Wed 7/22/26**	**Fri 8/21/26**	
211		**Roof**	**10 days**	**Wed 7/22/26**	**Tue 8/4/26**	
212		RTU Curb	3 days	Wed 7/22/26	Fri 7/24/26	189
213		Blocking	5 days	Wed 7/22/26	Tue 7/28/26	189
214		Roof	5 days	Wed 7/29/26	Tue 8/4/26	212,213
215		Windows	5 days	Mon 8/17/26	Fri 8/21/26	196
216		**East Vest/Commons Expansion**	**89 days**	**Mon 5/18/26**	**Tue 9/22/26**	
217		**Structure**	**35 days**	**Mon 5/18/26**	**Tue 7/7/26**	
218		Demo	5 days	Mon 5/18/26	Fri 5/22/26	
219		BLDG Pad	5 days	Tue 5/26/26	Mon 6/1/26	218
220		FTGS	5 days	Tue 6/2/26	Mon 6/8/26	219
221		Concrete Floor	1 day	Tue 7/7/26	Tue 7/7/26	224
222		Structural Steel	2 days	Mon 6/29/26	Tue 6/30/26	220
223		Bar Joist	1 day	Wed 7/1/26	Wed 7/1/26	222
224		Decking	1 day	Thu 7/2/26	Thu 7/2/26	223
225		**Interior Build Out**	**26 days**	**Tue 7/14/26**	**Tue 8/18/26**	
226		Frame Walls	10 days	Tue 7/14/26	Mon 7/27/26	221SS+5 days
227		Electrical R/I	3 days	Tue 7/28/26	Thu 7/30/26	226
228		Drywall	5 days	Fri 7/31/26	Thu 8/6/26	227
229		Frame Bulkhead	3 days	Tue 7/28/26	Thu 7/30/26	226
230		Drywall Finish	5 days	Fri 8/7/26	Thu 8/13/26	228



Project: 7.1.26 Pleasanton Mast
Date: Thu 7/2/26

Task	Summary	Inactive Milestone	Duration-only	Start-only	External Milestone	Critical Split
Split	Project Summary	Inactive Summary	Manual Summary Rollup	Finish-only	Deadline	Progress
Milestone	Inactive Task	Manual Task	Manual Summary	External Tasks	Critical	Manual Progress

ID	Task Mode	Task Name	Duration	Start	Finish	Predecessors
231		Paint	3 days	Fri 8/14/26	Tue 8/18/26	230
232		**Exterior Envelope**	**34 days**	**Mon 7/6/26**	**Thu 8/20/26**	
233		**Roof**	**7 days**	**Mon 7/6/26**	**Tue 7/14/26**	
234		Roof Blocking	2 days	Mon 7/6/26	Tue 7/7/26	224
235		Roofing	5 days	Wed 7/8/26	Tue 7/14/26	234
236		Aluminum Doors	5 days	Fri 8/14/26	Thu 8/20/26	230
237		Aluminum Windows	5 days	Fri 8/14/26	Thu 8/20/26	230
238		**Finishes**	**24 days**	**Wed 8/19/26**	**Tue 9/22/26**	
239		ACT Grid	3 days	Wed 8/19/26	Fri 8/21/26	231
240		MEP Trim Out	5 days	Mon 8/24/26	Fri 8/28/26	239
241		Pad Out	2 days	Mon 8/31/26	Tue 9/1/26	240
242		Flooring	10 days	Wed 9/2/26	Wed 9/16/26	241
243		Final Paint	2 days	Thu 9/17/26	Fri 9/18/26	242
244		Final Clean	2 days	Mon 9/21/26	Tue 9/22/26	243
245		**Exterior Improvements**	**153 days**	**Mon 11/3/25**	**Fri 6/12/26**	
246		Utilites Under Parking Lot	10 days	Mon 11/3/25	Thu 5/14/26	
247		Parking lot @ school	20 days	Fri 5/15/26	Fri 6/12/26	246
248		**Close Out**	**163 days**	**Fri 5/1/26**	**Tue 12/22/26**	
249		Final Inspections	6 days	Mon 10/26/26	Mon 11/2/26	209
250		**Punch List**	**112 days**	**Tue 6/16/26**	**Fri 11/20/26**	
251		Area D Punch List	1 day	Tue 6/16/26	Tue 6/16/26	93
252		Area C Punch List	1 day	Mon 10/26/26	Mon 10/26/26	209
253		Area A Punch List	1 day	Fri 11/20/26	Fri 11/20/26	170
254		Commons/Vestibule	1 day	Wed 9/23/26	Wed 9/23/26	244
255		Substantial Completion	1 day	Fri 5/1/26	Fri 5/1/26	
256		Corrective Punch Lis	20 days	Mon 11/23/26	Tue 12/22/26	253



Project: 7.1.26 Pleasanton Mast
Date: Thu 7/2/26

Task
Split
Milestone
Summary
Project Summary
Inactive Task
Inactive Milestone
Inactive Summary
Manual Task
Duration-only
Manual Summary Rollup
Manual Summary
Start-only
Finish-only
External Tasks
External Milestone
Deadline
Critical
Critical Split
Progress
Manual Progress

B|D construction

Budget Log

Project Name: Pleasanton Public Schools - Additions and Renovation

Project Number: 24-02-023

Original Contract GMP Amount	**$**	**9,895,787.38**

CO #	CMR #	Description	Amount

APP'D CMR	Description	Amount

PEND' CMR	Description		Amount
COR #13	PR 008 - Trophy Room	$	105,370.76
COR #15	PR 012 - Add wall to IT 511	$	3,338.07
COR #16	PR 014 - Deduct lights from welding booth	$	(1,269.96)
COR #17	PR 015 - Furr walls in Guidance 506 & 507	$	6,663.76
COR #18	PR 018 - Furr walls in Concession 503 & CM 517	$	7,269.83

Total of Change Orders and Appr'd CMRs	**$**	-	
Revised GMP w/ C.O.s and CMR's			**$ 9,895,787.38**
Total of Pending CMRs	**$**	**121,372.46**	

Rejected CMR	Description

BD construction

Estimating Fund Log

Project Name: Pleasanton Public Schools - Additions and Renovation
Project Number: 24-02-023

Original Project Estimating Fund Amount $ 275,451.89

EFA#	Description	Amount	Remaining Est. Fund
1	Retaining wall excv. & backfill - scope gap	$ 11,390.00	$ 264,061.89
	Transfer $25,000 to Owner's Contingency	$ 25,000.00	$ 239,061.89
2	Change out 3 exist. 2 pole 20 amp breakers for gym lights	$ 766.00	$ 238,295.89
3	T&M for temp receptacles in temp media area	$ 1,186.00	$ 237,109.89
4	Roof exp. Joint insulation	$ 6,850.00	$ 230,259.89
5	Floor grinding to remove thinset and black mastic	$ 10,095.00	$ 220,164.89
			$ 220,164.89
			$ 220,164.89

ClaBD

Cummulative Total of EFAs: $ 55,287.00

BD construction

Owner's Contingency Log

Project I **Pleasanton Public Schools - Additions and Renovation**
Project I **24-02-023**

Original Pı $ 150,000.00

Item	Description	Amount	Remaining Est. Fund
COR #1	Dispose of trees on site in lieu of hauling off	$ (18,166.84)	$ 168,166.84
COR #2	Use Black Rock in lieu of gravel for parking	$ 21,007.55	$ 147,159.29
COR #3	PR 002 - Connect yard hydrant to area D	$ 3,900.79	$ 143,258.50
COR #4R	PR 001 - SFM Changes to eliminate mezzanine	$ 52,024.94	$ 91,233.56
COR #7	PR 006 - Eliminate wall demo at 161 & 161.1	$ (949.90)	$ 92,183.46
COR #8	PR 003 - Window and shade in Media office	$ 1,799.34	$ 90,384.12
COR #6	PR 005 - Replace Egress Doors N. Side Gym	$ 32,309.00	$ 58,075.12
	Transfer from Estimating Fund	$ (25,000.00)	$ 83,075.12
	Transfer from Post Bid Inflation	$ (50,000.00)	$ 133,075.12
COR #5	PR 004 - Add sink and flooring to Science room	$ 22,292.66	$ 110,782.46
COR #9	Sod and Sprinklers near south playground	$ 60,741.98	$ 50,040.48
COR #10	PR 007 - Revised interior signage	$ 4,120.38	$ 45,920.10
COR #11	PR 011 - High window reduction area A	$ (2,665.92)	$ 48,586.02

Cummulative Total of EFAs: **$ 101,413.98**

BD construction

Allowance Log

Project Name: Pleasanton Public Schools - Additions and Renovation
Project Number: 24-02-023

Allowance		Offset Amout	Orig. Amount	Remaining Amount
	Winterization	$ 13,382.19	$ 64,507.45	$ 51,125.26
	Floor Grinding		$ 8,000.00	$ -
EFA #5		$ 8,000.00		
	Misc. Concrete	$ 5,108.14	$ 25,000.00	$ 19,891.86
	Precast Panel Electrical Rough-in		$ 15,000.00	$ 15,000.00
	Grout Precast and stuructural	$ 5,175.00	$ 20,500.00	$ 15,325.00
	Display Board MB5 and Tack surface		$ 12,000.00	$ 12,000.00
	Flagpole		$ 6,500.00	$ 6,500.00
	Exterior Signage		$ 15,000.00	$ 15,000.00
	Erosion Control	$ 363.78	$ 20,000.00	$ 19,636.22
	Sum of Remaining BD Allowance Items	**$ 32,029.11**	**$ 186,507.45**	**$ 154,478.34**

Post Bid Inflation Log

Project Name: Pleasanton Public Schools - Additions and Renovation
Project Number: 24-02-023

Original Project Post Bid Inflation amount $ 100,000.00

PBI #	Description	Amount	Remaining Est. Fund
1	Rebar for Stairs and light pole bases	$ 2,553.12	$ 97,446.88
	Transfer $50,000 to Owner's Contingency	$ 50,000.00	$ 47,446.88

Cummulative Total of PBIs: $ 52,553.12

Report By: Kent Cordes

Report Type: Open Items
Date: 7/06/2026
Project: Pleasanton Public Schools School Expansion
Total Items: 5
Log: Submittal
Days Open Calculated by: Calendar Days since date Initially Created

Section	Item#	Description	Supplier or Manufacturer	Date from Subcontractor	Date from CM	Review by Consultant	Review by Architect	Return to Subcontractor	Action	B-I-C	Days Open
101400 Signage	140	Schedule		12/16/2025	12/16/2025					Consultant, Owners Rep, Arch	202
101400 Signage	141	Sign Location Map	Inrpo	12/16/2025	12/16/2025					Consultant, Owners Rep, Arch	202
101400 Signage	142	Shop Drawngs	Inpro	12/16/2025	12/16/2025					Consultant, Owners Rep, Arch	202
101400 Signage	143	Product Data - Architectural Signage	Inpro	12/16/2025	12/16/2025					Consultant, Owners Rep, Arch	202
101400 Signage	144	Product Data - Room Signage	Inpro	12/16/2025	12/16/2025					Consultant, Owners Rep, Arch	202

Change Order Tracking Sheet

#	Title	Description	Price	Status
1	Tree Removal	Bury trees on the school property	-$18,166.84	Complete
2	Parking Lot Rock	Use rock instead of gravel on parking lot	$21,007.55	Complete
3	Connect Water Hydrant	Connect the Ag hydrant to new construction	$3,900.79	Complete
4	Elimnate Mezzanine	Revise mezzanine plan in shop to meet code	$52,024.94	Accepted
5	Science Room	Remodel Business Room to turn into science room	$22,292.66	Accepted
6	Gym Doors	Replace North Gym Doors	$32,309.00	Accepted
7	Demo Wall	Leave the wall between SLP and current Elem SPED	-$949.90	Accepted
8	Window Shade	Install shade interior shade in media center space	$1,799.34	Accepted
9	Sod and Sprinkler - Plaground	Add sprinklers and sod around playground area	$60,741.98	Accepted
10	Signage	Revised Interior Signage	$4,120.38	Accepted
11	Upper Shop Windows	Reduce Windows in shop storage area	-$2,665.92	Accepted
12	Solar Tubes	Add solatube lights to 3 classrooms	$15,359.47	Accepted
13	Trophy Room	Convert additional cafeteria in trohpy room	$105,370.76	Pending
14	Spanish Room Casework	Add counter top to cabinets		
15	Add Wall in IT Room	Add wall to divide IT office	$3,338.07	Accepted
16	Deduct Lightfixture for Welding Booth	Deduct light fixture from welding booths	-$1,269.98	Accepted
17	Furr out walls in guidance	Furr out wall in guidance	$6,663.76	Complete
18	Furr out walls in Concessions	Furr out walls in classroom (517)	$7,269.83	Complete
19	Flooring in Corridor	Area C Corridor - by Pod	$11,097.31	Accepted
			$324,243.20	
		Total excluding Pending	$218,872.44	

--YOUR ANNUAL MEMBERSHIP PROVIDES SUPPORT FOR --

Nebraska Rural Community Schools Association

STATE LEGISLATIVE ADVOCACY NRCSA is active in representing rural public schools in the Unicameral. The Executive Director is the main spokesperson for NRCSA, but is also represented by the lobbying firm of Nowka and Edwards. NRCSA's Legislative Committee includes 20 Superintendents/ ESU Administrators and 6 Board of Education members from member schools/ESUs. Former NRCSA Presidents serve as ex officio members.	**RURAL ADVOCACY** NRCSA is the only organization that speaks solely on behalf of public rural schools in the State of Nebraska. Other groups do a great job of representing their members, but at times cannot take a stand as they represent both very large and smaller districts. NRCSA is not necessarily tied down along those lines.	**SUPERINTENDENT/PRINCIPAL SEARCHES** NRCSA's Superintendent and Principal Search Servics are conducted by veteran Superintendents whose professional lives were involved in rural education in Nebraska. The service is available to all Nebraska school districts, with member districts paying a lower rate than non-member districts. A professional cost effective proposal and fee structure is available upon request.
PLANNING WORKSHOPS The NRCSA Planning Support Service is an elective service that assists districts in planning and goal-setting. The service is conducted by veteran Superintendents whose professional lives were involved in rural education in Nebraska.	**NATIONAL ADVOCACY** NRCSA is a member of the National Rural Education Advocacy Consortium (NREAC), which represents the interests of rural public schools in national forums where education issues are decided.	**DISTRICT MEETINGS** Each fall NRCSA conducts a meeting in each of the six membership districts. These meetings provide an opportunity for rural schools to connect with NRCSA leadership on a face-to-face basis.
COMMUNICATIONS NRCSA provides regular updates from the Executive Director to member schools. A more in-depth update is provided to all members just prior to monthly Board of Education meetings. The NRCSA webpage is www.nrcsa.net. NRCSA also has a social media presence on Twitter (@ NRCSA1980) and on Facebook (www.facebook. com/nrcsahome).	**SPRING CONFERENCE** NRCSA offers an annual conference in Kearney in March. The conference targets issues and interests of rural schools. An opportunity is created to network with other rural school districts and to interact directly with policymakers and NRCSA leaders.	**TEACHER SCHOLARSHIPS** New for this year, NRCSA provies six $1,000 scholarship to employees of member districts/ ESUs who are working to attain teacher certification either through a recognized "para to teacher" program such as offered by the state colleges or a transitional program such as offered by UNK.
DIGITAL CITIZENSHIP NRCSA recently partnered with ***a-plum creative*** to provide an opportunity for rural districts to provide monthly digital citizenship materials to their students, parents, and staff. This is a purchased service.	**US BANK ONE CARD PROGRAM** NRCSA has partnered with US Bank to provide this unique purchase card program for school districts. Individual school districts decide which staff members receive purchase cards. The district has control over where purchases can be made and for what amounts. This can be especially helpful when sending sponsors out with student groups.	**NRCSA AWARDS** NRCSA annually recognizes individuals who are outstanding at serving member districts. At the Spring Conference each year NRCSA recognizes an Outstanding Elementary Teacher, Secondary Teacher, Classified Staff Member, ESU Staff Member, Music Teacher, Principal, Board of Education Member, and Superintendent/ESU Administrator.
NRCSA EXECUTIVE BOARD The 10-member Executive Board provides leadership and direction for the organization. Each of the six NRCSA districts is represented by at least one Superintendent from a district within the district.	**NRCSA SCHOLARSHIPS** NRCSA annually awards 20 $2,000 scholarships to high school seniors from NRCSA-member schools who are entering college with the goal of becoming school teachers. NRCSA also presents two $2,000 Gary Fisher Scholarships to high school seniors going into the fine arts	**EXCESS EQUIPMENT CLEARINGHOUSE** A free service to member districts and ESUs is the opportunity to post items for sale to all other members. Items such as vehicles, scoreboards, weight equiqment, school furniture, and text books have been posted on behalf of members.
NEBRASKANS UNITED NRCSA is a strong member of this group which includes most education and ag-related organizations in the State. The purpose is to work to provide property tax relief, as well as to protect and promote funding to public education.	**NEW LEAF TELETHERAPY** Beginning with the 2023-24 school year, NRCSA has partnered with New Leaf to provide another tool in helping to provide cost effective Mental Health teletherapy services for their staff and students.	**LEADERSHIP OPPORTUNITIES** Each year there are over 70 leadership positions on the Executive Committee or other NRCSA committees that provide opportunities for member Superintendents/ESU Administrators.
EDUCATION ASSOCIATIONS COALITION NRCSA is an active member of this group that is comprised of all of the major education associations in the state. The purpose of the group is to work together on legislative issues facing public education.	**NATIONAL RURAL EDUCATION ASSOCIATION** NRCSA is a strong member of the NREA. The NREA provides leadership on issues facing rural education on the national level.	**RURAL TEACHER SHORTAGE** NRCSA has started a Rural Teacher Committee that was established to find ways to address the shortage of teachers in rural schools. Twelve member Superintendents work with representatives from Chadron State College, Wayne State College, and Peru State College in this work.

Nebraska Rural Community Schools Association

Invoice

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

Invoice #: 1758

Date: 7/1/2026

Bill To:

Pleasanton Public Schools
PO Box 190
Pleasanton NE 68866

For: 2026-27 NRCSA Membership Dues

Item	Amount
2026-27 NRCSA Dues Renewal	*$850.00*

Invoice Total *$850.00*

Make all checks payable to **NRCSA**

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

INDICATES COMPLETED OR PART OF OUR SYSTEM
INDICATES IN PROGRESS AND WORKING TO IMPLEMENT

L= Lighttle, W=Westland, G= Guidance, B=Bentley A=Admin, BOE = Board of Education

	Assignee	Year	
			Pleasanton Public Schools' Guiding Principle I: High-Quality Learning Experiences
Priority 1	**Assignee**	**Year**	**Strategy 1.1: Assess and consider expansion and improvement of learning opportunities to support student engag**
	L	21-22	1.1(a Provide mentorships, internships, and/or job shadowing opportunities for the secondary students.
	L	21-22	1.1(b Expand partnerships with post-secondary institutions to explore educational opportunities and options for partnering to increase curricular offerings for students.
	W-G	23-24	1.1(c Integrate relational skill building characteristics including leadership, communication, conflict resolution, respectfulness, and collaboration through life skills and career/life readiness instruction.
	W- G	23-24	1.1(d Emphasize the importance of personal skills including work ethic, character, integrity, and personal confidence.
	L-G	21-22	1.1(e Consider and assess the value of expanding course offerings to include, but not limited to: Agriculture classes, FFA, Welding, Family Consumer Science, and Technology classes.
	A	24-25	1.1(f) Evaluate the effectiveness of modifications made to instruction and curriculum and the overall impact to learning and students' post-graduate opportunities.
			Strategy 1.2: Build capacities that include the community, students, families, universities, and industries working together for students' college
	L	22-23	1.2(a Create a communications plan to enhance the district's use of external and internal mechanisms of communication focused on college and careers to gather equitable perceptions and viewpoints from diverse business and industry segments of society.
	L	23-24	1.2(b Build partnerships with higher education, business, and service providers who can support the district's efforts.
	L-G	21-22	1.2(c Collaborate with industry and community representatives for job shadow opportunities, career pathways exploration, student internships, and teacher externships to increase awareness of career opportunities.
	L-G	24-25	1.2(d Evaluate the effectiveness of expanding knowledge and capacity of programs and services to enhance college/career readiness.
			Strategy 1.3: Build district resource capacities that include the community, students, families, college/universities, and industries working together for overall diversity of curricular offerings.
	L	22-23	1.3(a Designate internal leaders and champions to study the scope and feasibility of internal and external opportunities to grow diverse district offerings such as partnerships, staffing, course alignment, space allocation, resource expenditures, etc.
	W-G	23-24	1.3(b Implement a district-wide academic plan that includes rigorous Advanced Placement courses and dual credit opportunities.
	L	23-24	1.3(c Evaluate the effectiveness of expanding knowledge and capacity of programs and services that grow district resources and challenging, creative, and rigorous curriculum and instruction.
	B	22-23	1.3(d Ensure new and existing curriculum and instruction across all courses contain materials that reflect the contributions, perspectives, and experiences of diversity across race, ethnic, gender, language, and religious backgrounds.
	L	22-23	1.3(e Ensure effective use of a variety of instructional strategies, materials, and resources in new and existing courses to equitably support the success of each learner.
			Strategy 1.4: Create improvements and increased student achievement opportunities for High-Ability L
	W- MTSS	24-25	1.4(a Create and implement a preassessment of HAL students to lead to targeted curriculum design.
	W- MTSS	24-25	1.4(b Implementation of professional development to ensure staff is equipped to instruct.
	W- MTSS	24-25	1.4(c Modified curriculum designed to take into account integration of basic skills and higher-level thinking.
	W- MTSS	24-25	1.4(d Evaluation of HAL student outcomes using multi-method criteria of self-evaluation and standardized tools with flexible pacing and supportive differentiated learning environments.
			Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction
			Strategy 2.1: Set high expectations to ensure the integrity, quality and rigor of the curriculum provided supports diverse learning opportunities for the students at Pleasanton Public Schools.
	L	21-22	2.1(a Research, identify, and adopt a common curriculum in English Language Arts, Math, and Science to support consistent instruction and improved student academic learning.
	L-G	23-24	2.1(b Increase elective course offerings and modify life and career readiness programs, as well as class choice opportunities to enhance the learning opportunities for PPS students.
	L-G	22-23	2.1(c Integrate career, college, and technical training curriculum and learning experiences throughout the district.
	L-G	21-22	2.1(d Provide mentorships, internships, and job shadowing opportunities to support career-college readiness.
	L	21-22	2.1(e Collaborate with community partners and post-secondary institutions to explore opportunities for partnering to increase curricular offerings for students and to maximize the use of community resources in the educational pro
	B	22-23	2.1(f) Utilize the curriculum review cycle policy to provide a systematic process to examine content and to ensure the curriculum is aligned to the standards and meeting the learning needs of students.
	B	24-25	2.1(g Evaluate the effectiveness of the modifications and updates to district curriculum.
			Strategy 2.2: Challenge and engage students in learning experiences that improve the quality of instruction and enable personal growth and learning for all students
	A	21-22	2.2(a Through the fidelity of the instructional framework, all teachers will engage students and elevate the depth of understanding to support student learning.
	L-B	21-22	2.2(b Provide professional development to equip and prepare staff for success through the integration and implementation of the instructional framework.
	A	21-23	2.2(c Align the teacher evaluation tool and process to the use and integration of the instructional framework to support staff success and learning outcomes.
	A	23-24	2.2(d Identify and adopt appropriate learning strategies and interventions to support the success of all students.
	A	24-25	2.2(e Ensure a culture of inclusivity, for students with verified needs.
	A	24-25	2.2(f) Evaluate the effectiveness of the district instructional framework and teacher evaluation.
			Strategy 2.3: Commit and maintain the utilization of data to inform decisions at the classroom, building, and district levels.
	B	23-24	2.3(a Utilize the integration of formative and summative assessments throughout the district to support next steps for learning and student success.
	L-BOE	21-22	2.3(b Allocate time and resources to ensure curriculum is aligned to the state learning standards and staff is equipped with scope and sequence pacing guides.
	L-B	22-23	2.3(c Develop the capacity of staff to effectively use purposeful data to guide instruction, revise school strategies and interventions, assess program effectiveness, and prioritize learning needs.
	L-B-BOE	21-22	2.3(d Engage the board of education in the review and analysis of student performance data to support informed decision making.
	A	21-22	2.3(e Evaluate the impact of data informed decision making on student performance.
			Strategy 2.4: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality
	B	21-23	2.4(a Ensure the adopted curriculum is vertically and horizontally aligned across lessons, courses, subject areas, and grade levels.
	B	21-23	2.4(b Identify and design PPS Vertical and Horizontal Subject-Area Teams made up of teachers from multiple grade levels andspecified subject areas.
	L-BOE	21-23	2.4(c Commit in-service time to the collaboration and development of the PPS Vertical and Horizontal Subject-Area Teams.
	L-G- B	21-23	2.4(d Empower the PPS Vertical and Horizontal Subject-Area Teams to address curriculum alignment and instruction and academic and social-emotional needs to determine concepts and skills that students must master for successful transitions.
	L-B	21-23	2.4(e Empower the PPS Vertical and Horizontal Subject-Area Teams to set grade-level goals, establish short and long- term plans for action, gather data, and report out to district administration in a timely and scheduled fashion.
			Strategy 2.5: Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.
	A	22-23	2.5(a Review and update the teacher evaluation instrument to ensure it is aligned to the instructional framework, measures accountability through defined rubric and criteria consistent with district expectations for effective instruction.
	A	21-23	2.5(b Utilize the teacher evaluation to provide timely and authentic feedback to reinforce growth, identify opportunities to refine professional skills and knowledge, and create pathways for leadership succession.
	A	21-22	2.5(c Require all certified staff to develop and affirm personalized goals to guide their personal/professional growth as part of the evaluation process with their assigned supervisor.
	W-B	22-23	2.5(d Train staff in the evaluation rubric and process to support success.
			Pleasanton Public Schools' Guiding Principle IV: Culture and Connectedness
			Strategy 4.1: Implement measures for the superintendent, administrators, staff, and students to connect through a culture that embraces equity, accountability, inspires excellence, and promotes learning.
	A	21-22	4.1(a Create and commit to consistent expectations for staff and students, holding everyone equally accountable.

Priority 2	A	21-22	4.1(b	Engage appropriate staff for guidance and support when addressing issues that impact classroom instruction, curriculum, and/or matters that will add value to their role and responsibilities.
	L	21-23	4.1(c	Develop protocol and procedures to ensure timely, consistent, and purposeful communication to all staff when appropriate and to improve staff engagement.
	L	21-23	4.1(d	Create a plan for communicating, distributing, and updating all staff (inclusive of both certified and classified) through ongoing communication focused on the progress and success of the PPS Strategic Plan. Consider and address obstacles that may limit staff member's access to the communication methods.
	L	21-22	4.1(e	Implement and provide equitable communication and access to an engagement system to enable stakeholders to engage the district in hot topic questions and/or inquiries with a plan for responding in a timely manner.
	L	21-22	4.1(f	Assess current communication methods and other platforms to ensure the district is utilizing effective, timely, and purposeful means of communication.
	L	22-23	4.1(g	Provide opportunities to collect, consider, and evaluate internal stakeholders' perceptions of communications and strategies for improving, as necessary.
	L	21-22	4.1(h	Evaluate the effectiveness of cooperative efforts to improve and grow staff relations district-wide to increase positive working relationships, the climate, and student learning.
				Strategy 4.2: Collaborate with the board to review, update, and communicate policies to ensure a foundation for equitable succ
	L	21-22	4.2(a	Research, consider, and utilize consistent protocol/procedures to assess each policy on equity and impact for students and staff, enabling opportunities for impacted groups to provide input.
	L	23-24	4.2(b	Consider, create, and/or update an equity policy to reflect the district's approach to equity.
	L	21-23	4.2(c	Create a communication plan for promoting policy changes to establish unified expectations and accountability for all staff, students, and parents/guardians.
	L	23-24	4.2(d	Establish a follow-up plan to ensure policy changes have been successfully established.
				Strategy 4.3: Create an Equity Committee composed of diverse stakeholders to advocate for the needs of and growth opportunities for staff and marginalized populations within the district.
	B	22-23	4.3(a	Review disaggregated data to assess priority areas to enhance equitable support and opportunities for marginalized populations within the district.
	L-BOE	22-23	4.3(b	Work in conjunction with administration to research, consider, and implement equity training to equip each administrator and educator to more effectively instruct and advocate for each student's success.
	L	21-22	4.3(c	Consider and address opportunities to evolve equitable opportunities for staff that affirms everyone receives equal opportunities, treatment, and recognition for their contributions and role in providing an equitable school environment.
	L	23-24	4.3(d	Regularly conduct an equity audit and align resulting priorities to the strategic plan to ensure equitable representation and advocacy for all students and staff.
	L	22-23	4.3(e	Evaluate measures taken to provide an equitable instructional and learning environment for staff and students.
Priority 3				**Pleasanton Public Schools' Guiding Principle III: Whole Child Focus**
				Strategy 3.1: Provide social-emotional and behavioral supports for all students integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centere
	G-B	22-23	3.1(a	Develop student outcome goals and competencies to support social-emotional learning for the purpose of enhancing student decision-making skills, responsible behavior, and a student's independent role personally, at school, and as a community member.
	L	22-23	3.1(b	Assess current staffing to ensure that the district provides adequate and essential staff and training to support the integration and implementation of social-emotional supports.
	L-G-B	22-23	3.1(c	Integrate social-emotional learning into the academic and extra-curricular activities through consistent curriculum, skills development, service learning, and community service.
	L-G	22-23	3.1(d	Provide district guidance and resources for staff involved in the district initiatives for social-emotional learning.
	L-G	22-23	3.1(e	Evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum and instruction.
				Strategy 3.2: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective and purp
	L-W	23-24	3.2(a	Identify and implement the most effective methods by which to engage parents/guardians in the education of their child.
	L-W	23-24	3.2(b	Consider methods of improving Parent-Teacher Conference format, teacher communication with parents/guardians, and expectations of the conference.
	L-W	23-24	3.2(c	Provide opportunities for parents/guardians to access strategies and resources available to engage their child in learning outside of the classroom.
	L-W	23-24	3.2(d	Evaluate the effectiveness of enhanced communications with parents/guardians.
				Strategy 3.3: Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, a
	L-G	23-24	3.3(a	Create a system to support and equip staff with tools and techniques to address social-emotional skills, behavior, and providing equitable handling of student issues and problems.
	L-G	23-24	3.3(b	Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional supports district-wide.
	L-G	23-24	3.3(c	Encourage and sustain open dialogue and feedback opportunities with staff to address the unforeseen obstacles that evolve through the implementation and as a result of the social-emotional education initiative.
	L-G	23-24	3.3(d	Evaluate the effectiveness of how the Initiative has impacted the climate and learning environment.
				Strategy 3.4: Engage staff in PLCs for the purpose of learning and implementing instruction, communication and engagement of students and families.
	L-W	23-24	3.4(a	Through PLC teams, implement a study to empower staff to integrate the supports needed for students, modifications to general communications with parents and guardians, and adapt parent-teacher engagement to overcome obstacles that prevent connections needed to support student success.
	L-W	23-24	3.4(b	Explore opportunities and successful communication processes that enable staff to build and foster relationships with their students and families that provide a source of consistency built upon mutual respect and trust.
	L-W	23-24	3.4(c	Provide instructional supports to engage students with positive social-emotional skills to enable students to regulate their feelings and transition to a mindset ready for successful learning.
	L-W	23-24	3.4(d	Modify parent/guardian communication to foster effective engagement through school to home communications, parent teacher conferences, and growth of a school-parental partnership to support the success of the whole child.
	L-W	23-24	3.4(e	Evaluate the effectiveness of the PLCs and growth of parent/guardian engagement.
Priority 4				**Pleasanton Public Schools' Guiding Principle V: District Resources and Personnel Effectiveness**
				Strategy 5.1: Align district resources to support a quality education system meeting the needs of current students and in anticipation of enrollment growth for a
	L-BOE	24-25	5.1(a	Utilize the Facility Master Plan to address short and long-term facility and grounds needs to support the growth of enrollment, maintenance of facilities, and plans for the extra lot, parking, and football/track.
	L-BOE	24-25	5.1(b	Secure finance resources for construction and/or renovation projects for PPS facilities including, but not limited to grants, bond referendums, private funding, tax levies, etc.
	L-BOE	21-24	5.1(c	Maintain balanced enrollment procedures, evaluating enrollment trends, and providing a yearly enrollment report to school board.
	L-BOE	21-22	5.1(d	Embrace community engagement and allow external stakeholders regular opportunities to provide input and feedback on facilities' updates and changes.
	L-BOE	21-24	5.1(e	Evaluate the overall effectiveness of the district facilities.
				Strategy 5.2: Align resources to support a progressive learning environment and to build upon and attract quality educators to the d
	L	21-22	5.2(a	Provide a structured PPS Professional Development Plan to encourage the use of best practice, support programs and initiatives and enhance staff knowledge and skills.
	L-BOE	21-22	5.2(b	Budget and allocate resources to support the PPS Professional Development Plan.
	L-W	22-24	5.2(c	Engage classified staff in professional development opportunities to enhance their skills, knowledge, and experience when providing support to students and staff.
	W	21-22	5.2(d	Utilize a teacher evaluation system aligned to the instructional framework and to provide timely and authentic feedback to reinforce growth, identify opportunities to encouraged educators to examine inequalities in their interactions with students, refine professional skills and knowledge, and create pathways for leadership succession.
	L-W	23-24	5.2(e	Engage staff and administration to assess personal development progress, impact, and benefits to PPS initiatives, instruction, and personal development.
	L-W	23-24	5.2(f	Review and refine the new teacher/administrator on-boarding and training model to ensure the process aligns to district standards and practice.
	L-W	22-23	5.2(g	Evaluate the effectiveness of the PPS Professional Development Plan.
				Strategy 5.3: Develop and implement a leadership succession program within the district, and a transition process to proactively identify and transition new leadership to the district.
	L-BOE	23-24	5.3(a	Creation of a district administration succession plans to ensure that the school district is prepared for maintaining organizational stability.
	L	23-24	5.3(b	Purposeful planning by the board of directors and district administration team in creating an onboarding transition process for the new superintendent that includes the current and future needs of the district and community — including a focus on instructional programs, financial issues, AQuESTT and NSCAS scores, community relations, and the identification and
	L	23-24	5.3(c	Create opportunities to educate and inform community stakeholders and patrons of the leadership changes to the district and identified needs and plans for anticipating future growth strategies.

Overview Committee - District Strategic Planning Process

	Name	Phone	Email
M	Mr. Bob Bednar	308-440-7417	bbednar@pleasantonbulldogs.org
W	Mr. Shane Nordby	308-390-2978	snordby@pleasantonbulldogs.org
M	Mrs. Tara Smith	308-870-2743	tsmith@pleasantonbulldogs.org
M	Linda Kohlscheen	308-627-4920	lkohlscheen@pleasantonbulldogs.org
W	Lisa Berggren	402-480-4052	jlberggren97@gmail.com
D	~~Jenna or~~ Kyle Pritchard	~~308-470-0895~~ 308-440-0849	pritchardjenna@outlook.com
Y ✓ D	Jill Hadwiger	308-627-5892	jillhadwiger@gmail.com
W	Hillary Deets	970-620-1652	thdeets@outlook.com
M	Tana Miller	402-416-7688	tananelsen@yahoo.com
W	Pam Gibbs		firefarmer1@gmail.com
Y ✓ D	Michael Unick	308-627-5310	~~munick4@outlook.com~~
✓ D	John Martin Jr.	308-233-4845	jlmartin@frontiernet.net
M	Justin Cruise	308-627-4598	jtncruise@yahoo.com
M	Jordan Axmann	308-293-3464	axmann.jordan@gmail.com
✓ D	Lance Hehner	308-388-4501	hehnerlg@gmail.com
Y ✓ D	Sue Klein	308-627-7884	
M	Dean Smith	308-440-3774	smithdean@hotmail.com

don.klein@pleasantonbulldogs.org

Pleasanton Public School SOC Invite

PLEASANTON PUBLIC SCHOOLS

STRATEGIC PLAN 2020-2024

Jeff Vetter, Superintendent of Schools

Pleasanton Public Schools

Strategic Plan - Table of Contents

Board of Education	Page 2
Introduction	Page 3
Strategic Process	Page 3
Mission, Vision, and Motto	Page 4
Guiding Principle Overview	Page 5
Guiding Principle I: High-Quality Learning Experiences	Page 8
Guiding Principle II: Curriculum and Instruction	Page 19
Guiding Principle III: Whole Child Focus	Page 30
Guiding Principle IV: Culture and Connectedness	Page 34
Guiding Principle V: District Resources and Personnel Effectiveness	Page 58

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools

Jeff Vetter
Superintendent

Ricci Westland
Principal

Board of Education

Matt Pawloski - President

Wendy Kingston – Vice President

Bruce Loeffelholz - Treasurer

Don Klein - Secretary

Lisa Nichols

Diane Hand

© 2020 Nebraska Association of School Boards – All rights reserved.

Introduction

This strategic plan is a recognition by the PPS Community Schools Board of Education that its mission requires not only the commitment and contributions of the teachers, administrators, and staff of PPS, but also the commitment and contributions of our district's internal and external stakeholders: parents, students, community leaders, and citizens of our community. We all have a stake in the success of PPS and we should all have the opportunity to help shape the idea of what success looks like for our district. Therefore, it was central to this entire strategic planning process that we engage all stakeholder groups.

We would like to thank members of the Strategic Overview Committee for their considerable contributions to the creation of this strategic plan.

Strategic Process

Working with facilitators from the Nebraska Association of School Boards, we established a Strategic Overview Committee comprised of board members, administrators, teachers, students, parents, and community leaders. The Strategic Overview Committee reexamined our district mission and vision for our future and helped guide the strategic planning process. We conducted meetings with business and community leaders, parents, and students at the middle school and high school. We met with staff in every building in the district. We asked all of these groups to share their thoughts, ideas, and concerns about the district. We listened.

This process allowed us, as a community, to closely examine where we are now as a district. We examined our strengths, but also had frank conversations about what our most pressing needs are today and the challenges we are sure to face in the days ahead. To be clear, while we reaffirmed that we have much to be proud of in our district, we also learned that we have many areas in which we must improve if we are to fulfill our mission.

Because all of us – the Pleasanton Board of Education, administrators, teachers, and staff – are committed to doing all we can to improve our district, we used those identified areas of need to form the structure of this strategic plan. These are the priorities we have set for our district for the next three years. The effort to address these priorities – by setting goals, defining specific strategies, and completing concrete actions – will inform much of what the district does over the next three years: methodologies employed in individual classrooms, programs enacted in buildings, district-wide initiatives implemented by district administration, and policy set by the Pleasanton Public Schools' Board of Education will all be influenced by this plan.

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Mission Statement

Welcome to Pleasanton Public Schools. The Board of Education, administration and staff are committed to providing an environment where every child can grow and learn in a positive environment.

© 2020 Nebraska Association of School Boards – All rights reserved.

Guiding Principle Overview

I. High-Quality Learning Experiences

II. Curriculum and Instruction

III. Whole Child Focus

IV. Culture and Connectedness

V. District Resources and Personnel Effectiveness

© 2020 Nebraska Association of School Boards – All rights reserved.

Guiding Principles

Careful and collaborative analysis of the data collected through the strategic planning needs assessment process resulted in the identification of a number of priorities. These identified priorities, in turn, informed the creation of several areas of focus that form the structure of the <District Name Initials> Strategic Plan.

High-Quality Learning Experiences

Relevant curriculum and effective instructional methods are critical to student learning and support the PPS goals and objectives to instructional and activities programming that focuses on achievement and provides for the needs of all students, thus maximizing student betterment. Through adopted core curriculum, vertical and horizontal alignment, the district promotes effective transitions for students at each grade and level throughout the PK-12system. Furthermore, enhancing expanded learning opportunities will help foster students' problem-solving abilities to prepare for their future successes. The success of the PPS district and its ability to bring the mission and vision to life for the students is predicated on the district's most valuable assets — the dedicated and professional teachers, administrators, and staff. As the PPS staff is supported and challenged they will grow as professionals, and PPS students will ultimately benefit.

Curriculum and Instruction

Relevant curriculum and effective instructional methods are critical to student learning and support the PPS vision to "review and make certain the Strategic Plan and Performance Indicators align to a "community that prides itself on commitment, growth and achievement" by maximizing student betterment. Through adopted core curriculum, vertical and horizontal alignment, the district promotes effective transitions for students at each grade and level throughout the PK-12 system. Furthermore, enhancing expanded learning opportunities will help foster students' problem-solving abilities to prepare for their future successes.

The success of the PPS district and its ability to bring the mission and vision to life for the students is predicated on the district's most valuable assets — the dedicated and professional teachers, administrators, and staff. As the PPS staff is supported and challenged they will grow as professionals, and PPS students will ultimately benefit.

Whole Child Focus

To ensure the district prepares students through educational experiences to be responsible, respectful, and safe. PPS will assure students in their abilities to recognize their accomplishments and model confidence in their abilities. The district believes we must inspire students to contribute to society as knowledgeable, responsible, and well-rounded citizens; therefore, we must encourage students through opportunities to learn and grow in a safe, positive, and supportive learning environment.

Culture and Connectedness

© 2020 Nebraska Association of School Boards – All rights reserved.

We must create the necessary partnerships and shape the narrative that emphasizes the importance of the school district to the future of the community — renewing our efforts to model high expectations that inspires excellence and promotes learning for all students. PPS must recruit, retain, and provide the professional development opportunities by establishing and maintaining a culture that inspires excellence where students are safe, healthy, and engaged.

District Resources & Personnel Effectiveness

The success of the PPS district and its ability to sustain the district, providing the resources that enable all that we do to educate our students while bringing the mission and vision to life for the students and staff. As the PPS staff is supported and challenged, they will grow as professionals, and PPS students will ultimately benefit. We have a responsibility to continue to be good stewards of the funding our generous community provides.

We must prioritize our many needs through the lens of the finite financial resources available and work to ensure that our investments are designed to have the largest possible impact on our most pressing student needs.

Guiding Principles, Objectives, Strategies, and Performance Indicators

Our process enabled us to identify needs and establish priorities (guiding principles). To have an impact on student learning, however, a strategic plan must include a plan of action for affecting change. In the following strategic plan, each Guiding Principle is further defined in the form of an objective. Each objective state with specificity a goal that, when achieved, will have a direct impact on PPS' ability to meet our mission. For each objective, strategies have been created that define the action necessary to meet the objective. Each strategy is expressed through manageable and measurable action steps (performance indicators).

© 2020 Nebraska Association of School Boards – All rights reserved.

Implementation of the Strategic Plan

This strategic plan represents our collective resolve to inspire and empower students. The guiding principles, objectives, and strategies set forth below are the building blocks of the path we have laid out to reach the 2020-2024 benchmarks for student learning. Meeting those benchmarks depends on more than just designing a path – we must be dedicated, at every level, to the consistent and effective implementation of the specific strategies and measurable action steps (performance indicators) and work to integrate the strategic plan into the regular operation of the district.

To ensure the success and implementation of the PPS Strategic Plan, district leadership will:

A. Assign staff to manage and oversee Measures and Objectives
B. Monitor and assess the implementation, making necessary and appropriate adjustments as needed
C. Commit resources needed to ensure the progress and success of the plan
D. Align the plan to the board's annual calendar and monthly meeting agenda to measure progress and success of the plan
E. Communicate progress of the plan to internal and external stakeholders annually

© 2020 Nebraska Association of School Boards – All rights reserved.

Guiding Principles

The guiding principles highlight the areas PPS will build upon to support the mission and vision of the school district.

Objective

The objective states the area of focus and outcome that PPS will achieve.

Strategy

The strategy provides detail of how the objective will be met

Performance Indicator

The performance indicators identify specific tasks, assignments, or action staff members will follow to realize the stated objective and strategy.

Program/Building Level

The Program/Building Level identifies the point of impact.

Responsible

The assigned responsibility is to ensure progress/success of the Indicator.

Target Date

The Target Date identifies when the indicator is to be assessed for progress and/or a target completion date.

Funding

The Funding identifies an approximate figure for how the program/service will impact district resources.

Evidence of Progress

The Evidence of Progress identifies the action that has been taken to meet the Indicator.

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle I: High-Quality Learning Experiences

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access, Postsecondary, Career, and Civic Readiness
Nebraska Framework: Teaching and Learning; Resource and Support Systems; Stakeholder Communications and Relationships; Commitment to Continuous Improvement

Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction that accelerate the growth of each student.

- **Strategy 1.1: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.**

Priority 1
(Tied in priority with Guiding Principle II)

PERFORMANCE INDICATOR

1.1(a) Provide mentorships, internships, and/or job shadowing opportunities for the secondary students.

Target Date	Priority	Program, Level, or Bldg.	Responsible

Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
What will you do to accomplish the Indicator? *Be specific, measurable, achievable, realistic, and time bound.*			

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle I: High-Quality Learning Experiences

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access, Postsecondary, Career, and Civic Readiness
Nebraska Framework: Teaching and Learning; Resource and Support Systems; Stakeholder Communications and Relationships; Commitment to Continuous Improvement

Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction that accelerate the growth of each student.

Strategy 1.1: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

Priority 1
(Tied in priority with Guiding Principle II)

PERFORMANC			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.1(b) Expand partnerships with post-secondary institutions to explore educational opportunities and options for partnering to increase curricular offerings for students.			***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible				

© 2020 Nebraska Association of School Boards – All rights reserved.

E I N D I C A T O R							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle I: High-Quality Learning Experiences	**AQuESTT Tenets Aligning to Strategy:** Educational Opportunities and Access, Postsecondary, Career, and Civic Readiness **Nebraska Framework:** Teaching and Learning; Resource and Support Systems; Stakeholder Communications and Relationships; Commitment to Continuous Improvement
Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction that accelerate the growth of each student.	
Strategy 1.1: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.	**Priority 1** ***(Tied in priority with Guiding Principle II)***

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR				Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.1(c) Integrate relational skill building characteristics including leadership, communication, conflict resolution, respectfulness, and collaboration through life skills and career/life readiness instruction.				***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible					
SIT Progress Report: (date)								

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle I: High-Quality Learning Experiences

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access, Postsecondary, Career, and Civic Readiness
Nebraska Framework: Teaching and Learning; Resource and Support Systems; Stakeholder Communications and Relationships; Commitment to Continuous Improvement

Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction that accelerate the growth of each student.

Strategy 1.1: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

Priority 1
(Tied in priority with Guiding Principle II)

PERFORMANCE INDICATOR				Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.1(d) Emphasize the importance of personal skills including work ethic, character, integrity, and personal confidence.				***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible					

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle I: High-Quality Learning Experiences

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access, Postsecondary, Career, and Civic Readiness
Nebraska Framework: Teaching and Learning; Resource and Support Systems; Stakeholder Communications and Relationships; Commitment to Continuous Improvement

Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction that accelerate the growth of each student.

Strategy 1.1: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

Priority 1
(Tied in priority with Guiding Principle II)

PERFORMANC			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.1(e) Consider and assess the value of expanding course offerings to include, but not limited to: Agriculture classes, FFA, Welding, Family Consumer Science, and Technology classes.			***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible				

© 2020 Nebraska Association of School Boards – All rights reserved.

E I N D I C A T O R							

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle I: High-Quality Learning Experiences	**AQuESTT Tenets Aligning to Strategy:** Educational Opportunities and Access, Postsecondary, Career, and Civic Readiness **Nebraska Framework:** Teaching and Learning; Resource and Support Systems; Stakeholder Communications and Relationships; Commitment to Continuous Improvement

Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction that accelerate the growth of each student.

Strategy 1.1: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.	**Priority 1** *(Tied in priority with Guiding Principle II)*

P E	1.1(f) Evaluate the effectiveness of modifications made to instruction and	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR	curriculum and the overall impact to learning and students' post-graduate opportunities.					
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*		
SIT Progress Report: (date)						

Pleasanton Public Schools' Guiding Principle I: High-Quality Learning Experiences

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Postsecondary, Career, and Civic Readiness
Nebraska Framework: Resource and Support Systems; Stakeholder Communications and Relationships; Commitment to Continuous Improvement

© 2020 Nebraska Association of School Boards – All rights reserved.

Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction that accelerate the growth of each student.

Strategy 1.2: Build capacities that include the community, students, families, universities, and industries working together for students' college and career readiness.

Priority 1
(Tied in priority with Guiding Principle II)

PERFORMANCE INDICATOR

1.2(a) Create a communications plan to enhance the district's use of external and internal mechanisms of communication focused on college and careers to gather equitable perceptions and viewpoints from diverse business and industry segments of society.

Target Date	Priority	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
		Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle I: High-Quality Learning Experiences

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Postsecondary, Career, and Civic Readiness
Nebraska Framework: Resource and Support Systems; Stakeholder Communications and Relationships; Commitment to Continuous Improvement

Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction that accelerate the growth of each student.

Strategy 1.2: Build capacities that include the community, students, families, universities, and industries working together for students' college and career readiness.

Priority 1
(Tied in priority with Guiding Principle II)

PERFORMANC			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
				What will you do to accomplish the Indicator? *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible				

© 2020 Nebraska Association of School Boards – All rights reserved.

E I N D I C A T O R							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle I: High-Quality Learning Experiences	**AQuESTT Tenets Aligning to Strategy:** Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Postsecondary, Career, and Civic Readiness **Nebraska Framework:** Resource and Support Systems; Stakeholder Communications and Relationships; Commitment to Continuous Improvement
Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction that accelerate the growth of each student.	
Strategy 1.2: Build capacities that include the community, students, families, universities, and industries working together for students' college and career readiness.	**Priority 1** ***(Tied in priority with Guiding Principle II)***

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.2(c) Collaborate with industry and community representatives for job shadow opportunities, career pathways exploration, student internships, and teacher externships to increase awareness of career opportunities.			***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible				
SIT Progress Report: (date)							

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle I: High-Quality Learning Experiences

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Postsecondary, Career, and Civic Readiness
Nebraska Framework: Resource and Support Systems; Stakeholder Communications and Relationships; Commitment to Continuous Improvement

Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction that accelerate the growth of each student.

Strategy 1.2: Build capacities that include the community, students, families, universities, and industries working together for students' college and career readiness.

Priority 1
(Tied in priority with Guiding Principle II)

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
1.2(d) Evaluate the effectiveness of expanding knowledge and capacity of programs and services to enhance college/career readiness.				***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
Target Date	Priority	Responsible					

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle I: High-Quality Learning Experiences

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Postsecondary, Career, and Civic Readiness
Nebraska Framework: Vision and Purpose; Resource and Support Systems; Stakeholder Communications and Relationships; Commitment to Continuous Improvement

Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction that accelerate the growth of each student.

Strategy 1.3: Build district resource capacities that include the community, students, families, college/universities, and industries working together for overall diversity of curricular offerings.

Priority 1
(Tied in priority with Guiding Principle II)

PERFORMANC							
	1.3(a) Designate internal leaders and champions to study the scope and feasibility of internal and external opportunities to grow diverse district offerings such as partnerships, staffing, course alignment, space allocation, resource expenditures, etc.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
				What will you do to accomplish the Indicator? *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible				

© 2020 Nebraska Association of School Boards – All rights reserved.

E I N D I C A T O R							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle I: High-Quality Learning Experiences	**AQuESTT Tenets Aligning to Strategy:** Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Postsecondary, Career, and Civic Readiness **Nebraska Framework:** Vision and Purpose; Resource and Support Systems; Stakeholder Communications and Relationships; Commitment to Continuous Improvement

Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction that accelerate the growth of each student.

Strategy 1.3: Build district resource capacities that include the community, students, families, college/universities, and industries working together for overall diversity of curricular offerings.	**Priority 1** *(Tied in priority with Guiding Principle II)*

P E	1.3(b) Implement a district-wide academic plan that includes rigorous	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR	Advanced Placement courses and dual credit opportunities.					
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*		

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle I: High-Quality Learning Experiences

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Postsecondary, Career, and Civic Readiness
Nebraska Framework: Vision and Purpose; Resource and Support Systems; Stakeholder Communications and Relationships; Commitment to Continuous Improvement

© 2020 Nebraska Association of School Boards – All rights reserved.

Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction that accelerate the growth of each student.

Strategy 1.3: Build district resource capacities that include the community, students, families, college/universities, and industries working together for overall diversity of curricular offerings.

Priority 1
(Tied in priority with Guiding Principle II)

PERFORMANCE INDICATOR

1.3(c) Evaluate the effectiveness of expanding knowledge and capacity of programs and services that grow district resources and challenging, creative, and rigorous curriculum and instruction.

Target Date	Priority	Program, Level, or Bldg. / Responsible

Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
What will you do to accomplish the Indicator? *Be specific, measurable, achievable, realistic, and time bound.*			

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle I: High-Quality Learning Experiences

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Postsecondary, Career, and Civic Readiness
Nebraska Framework: Vision and Purpose; Resource and Support Systems; Stakeholder Communications and Relationships; Commitment to Continuous Improvement

Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction that accelerate the growth of each student.

Strategy 1.3: Build district resource capacities that include the community, students, families, college/universities, and industries working together for overall diversity of curricular offerings.

Priority 1
(Tied in priority with Guiding Principle II)

PERFORMANC			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
				What will you do to accomplish the Indicator? *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible				

© 2020 Nebraska Association of School Boards – All rights reserved.

E I N D I C A T O R							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle I: High-Quality Learning Experiences	**AQuESTT Tenets Aligning to Strategy:** Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Postsecondary, Career, and Civic Readiness **Nebraska Framework:** Vision and Purpose; Resource and Support Systems; Stakeholder Communications and Relationships; Commitment to Continuous Improvement
Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction that accelerate the growth of each student.	
Strategy 1.3: Build district resource capacities that include the community, students, families, college/universities, and industries working together for overall diversity of curricular offerings.	**Priority 1** ***(Tied in priority with Guiding Principle II)***

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR	1.3(e) Ensure effective use of a variety of instructional strategies, materials, and resources in new and existing courses to equitably support the success of each learner (including but not limited to students with verified needs, high ability learners, low socio-economic learners, English Language Learners (ELL), and other individual learner needs).		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
				What will you do to accomplish the Indicator? *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible				
SIT Progress Report: (date)							

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle I: High-Quality Learning Experiences

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access; Student Achievement and Growth
Nebraska Framework: Teaching and Learning; Commitment to Continuous Improvement

Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction that accelerate the growth of each student.

Strategy 1.4: Create improvements and increased student achievement opportunities for High-Ability Learners (HAL).

Priority 1
(Tied in priority with Guiding Principle II)

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.4(a) Create and implement a preassessment of HAL students to lead to targeted curriculum design.			***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible				

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle I: High-Quality Learning Experiences	**AQuESTT Tenets Aligning to Strategy:** Educational Opportunities and Access; Student Achievement and Growth **Nebraska Framework:** Teaching and Learning; Commitment to Continuous Improvement

Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction that accelerate the growth of each student.

Strategy 1.4: Create improvements and increased student achievement opportunities for High-Ability Learners (HAL). — **Priority 1** *(Tied in priority with Guiding Principle II)*

PERFORMANC			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.4(b) Implementation of professional development to ensure staff is equipped to instruct.			***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible				

© 2020 Nebraska Association of School Boards – All rights reserved.

E I N D I C A T O R							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle I: High-Quality Learning Experiences	**AQuESTT Tenets Aligning to Strategy:** Educational Opportunities and Access; Student Achievement and Growth **Nebraska Framework:** Teaching and Learning; Commitment to Continuous Improvement
Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction that accelerate the growth of each student.	
Strategy 1.4: Create improvements and increased student achievement opportunities for High-Ability Learners (HAL).	**Priority 1** ***(Tied in priority with Guiding Principle II)***

P E		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR	1.4(c) Modified curriculum designed to take into account integration of basic skills and higher-level thinking.					
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*		
SIT Progress Report: (date)						

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle I: High-Quality Learning Experiences

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access; Student Achievement and Growth
Nebraska Framework: Teaching and Learning; Commitment to Continuous Improvement

Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction that accelerate the growth of each student.

Strategy 1.4: Create improvements and increased student achievement opportunities for High-Ability Learners (HAL).

Priority 1
(Tied in priority with Guiding Principle II)

PERFORMANCE INDICATOR

1.4(d) Evaluation of HAL student outcomes using multi-method criteria of self-evaluation and standardized tools with flexible pacing and supportive differentiated learning environments.

Target Date	Priority	Responsible

Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	What will you do to accomplish the Indicator? *Be specific, measurable, achievable, realistic, and time bound.*			

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access; Student Achievement and Growth
Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 2.1: Set high expectations to ensure the integrity, quality and rigor of the curriculum provided supports diverse learning opportunities for the students at Pleasanton Public Schools.

Priority 1
(Tied in priority with Guiding Principle I)

PERFORMANCE IN				Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	2.1(a) Research, identify, and adopt a common curriculum in English Language Arts, Math, and Science to support consistent instruction and improved student academic learning.				***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible					

© 2020 Nebraska Association of School Boards – All rights reserved.

D I C A T O R							

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction	**AQuESTT Tenets Aligning to Strategy:** Educational Opportunities and Access; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness **Nebraska Framework:** Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 2.1: Set high expectations to ensure the integrity, quality and rigor of the curriculum provided supports diverse learning opportunities for the students at Pleasanton Public Schools.	**Priority 1** *(Tied in priority with Guiding Principle I)*

P E	2.1(b) Increase elective course offerings and modify life and career readiness	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR	programs, as well as class choice opportunities to enhance the learning opportunities for PPS students.					
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*		
SIT Progress Report: (date)						

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness
Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 2.1: Set high expectations to ensure the integrity, quality and rigor of the curriculum provided supports diverse learning opportunities for the students at Pleasanton Public Schools.

Priority 1
(Tied in priority with Guiding Principle I)

PERFORMANCE INDICATOR				Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	2.1(c) Integrate career, college, and technical training curriculum and learning experiences throughout the district.				***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible					

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness
Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 2.1: Set high expectations to ensure the integrity, quality and rigor of the curriculum provided supports diverse learning opportunities for the students at Pleasanton Public Schools.

Priority 1
(Tied in priority with Guiding Principle I)

PERFORMANC			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	2.1(d) Provide mentorships, internships, and job shadowing opportunities to support career-college readiness.			***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible				

© 2020 Nebraska Association of School Boards – All rights reserved.

E I N D I C A T O R							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness
Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 2.1: Set high expectations to ensure the integrity, quality and rigor of the curriculum provided supports diverse learning opportunities for the students at Pleasanton Public Schools.

Priority 1
(Tied in priority with Guiding Principle I)

		Program,	Action	Funding/Evidence	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR							
	2.1(e) Collaborate with community partners and post-secondary institutions to explore opportunities for partnering to increase curricular offerings for students and to maximize the use of community resources in the educational process.		Level, or Bldg.	Plan	of Progress 2020-21		
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
SIT Progress Report: (date)							

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness
Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 2.1: Set high expectations to ensure the integrity, quality and rigor of the curriculum provided supports diverse learning opportunities for the students at Pleasanton Public Schools.

Priority 1
(Tied in priority with Guiding Principle I)

PERFORMANCE INDICATOR

2.1(f) Utilize the curriculum review cycle policy to provide a systematic process to examine content and to ensure the curriculum is aligned to the standards and meeting the learning needs of students.

Target Date	Priority	Program, Level, or Bldg.	Responsible

Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
What will you do to accomplish the Indicator? *Be specific, measurable, achievable, realistic, and time bound.*			

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness
Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 2.1: Set high expectations to ensure the integrity, quality and rigor of the curriculum provided supports diverse learning opportunities for the students at Pleasanton Public Schools.

Priority 1
(Tied in priority with Guiding Principle I)

PERFORMANC			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	2.1(g) Evaluate the effectiveness of the modifications and updates to district curriculum.			***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible				

© 2020 Nebraska Association of School Boards – All rights reserved.

E I N D I C A T O R							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction	**AQuESTT Tenets Aligning to Strategy:** Educational Opportunities and Access; Student Achievement and Growth **Nebraska Framework:** Teaching and Learning; Documenting and Using Results; Commitment to Continuous Improvement
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.	
Strategy 2.2: Challenge and engage students in learning experiences that improve the quality of instruction and enable personal growth and learning for all students.	**Priority 1** ***(Tied in priority with Guiding Principle I)***

		Program, Level, or	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR							
	2.2(a) Through the fidelity of the instructional framework, all teachers will engage students and elevate the depth of understanding to support student learning.		Bldg.				
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
SIT Progress Report: (date)							

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access; Student Achievement and Growth
Nebraska Framework: Teaching and Learning; Documenting and Using Results; Commitment to Continuous Improvement

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 2.2: Challenge and engage students in learning experiences that improve the quality of instruction and enable personal growth and learning for all students.

Priority 1
(Tied in priority with Guiding Principle I)

PERFORMANCE INDICATOR

2.2(b) Provide professional development to equip and prepare staff for success through the integration and implementation of the instructional framework.

Target Date	Priority	Program, Level, or Bldg.	Responsible

Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
What will you do to accomplish the Indicator? *Be specific, measurable, achievable, realistic, and time bound.*			

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access; Student Achievement and Growth
Nebraska Framework: Teaching and Learning; Documenting and Using Results; Commitment to Continuous Improvement

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 2.2: Challenge and engage students in learning experiences that improve the quality of instruction and enable personal growth and learning for all students.

Priority 1
(Tied in priority with Guiding Principle I)

PERFORMANC			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	2.2(c) Align the teacher evaluation tool and process to the use and integration of the instructional framework to support staff success and learning outcomes.			***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible				

© 2020 Nebraska Association of School Boards – All rights reserved.

E I N D I C A T O R							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction	**AQuESTT Tenets Aligning to Strategy:** Educational Opportunities and Access; Student Achievement and Growth **Nebraska Framework:** Teaching and Learning; Documenting and Using Results; Commitment to Continuous Improvement
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.	
Strategy 2.2: Challenge and engage students in learning experiences that improve the quality of instruction and enable personal growth and learning for all students.	**Priority 1** ***(Tied in priority with Guiding Principle I)***

		Program, Level, or	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR							
	2.2(d) Identify and adopt appropriate learning strategies and interventions to support the success of all students.		Bldg.				
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
SIT Progress Report: (date)							

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access; Student Achievement and Growth
Nebraska Framework: Teaching and Learning; Documenting and Using Results; Commitment to Continuous Improvement

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 2.2: Challenge and engage students in learning experiences that improve the quality of instruction and enable personal growth and learning for all students.

Priority 1
(Tied in priority with Guiding Principle I)

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	2.2(e) Ensure a culture of inclusivity, for students with verified needs.			***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible				

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access; Student Achievement and Growth
Nebraska Framework: Teaching and Learning; Documenting and Using Results; Commitment to Continuous Improvement

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 2.2: Challenge and engage students in learning experiences that improve the quality of instruction and enable personal growth and learning for all students.

Priority 1
(Tied in priority with Guiding Principle I)

PERFORMANC			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	2.2(f) Evaluate the effectiveness of the district instructional framework and teacher evaluation.			***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible				

STRATEGIC®

© 2020 Nebraska Association of School Boards – All rights reserved.

E I N D I C A T O R							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access; Transitions; Student Achievement and Growth
Nebraska Framework: Teaching and Learning; Documenting and Using Results; Commitment to Continuous Improvement

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 2.3: Commit and maintain the utilization of data to inform decisions at the classroom, building, and district levels.

Priority 1
(Tied in priority with Guiding Principle I)

		Program,	Action	Funding/Evidence	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR			Level, or Bldg.	Plan	of Progress 2020-21		
	2.3(a) Utilize the integration of formative and summative assessments throughout the district to support next steps for learning and student success.						
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
SIT Progress Report: (date)							

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access; Transitions; Student Achievement and Growth
Nebraska Framework: Teaching and Learning; Documenting and Using Results; Commitment to Continuous Improvement

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 2.3: Commit and maintain the utilization of data to inform decisions at the classroom, building, and district levels.

Priority 1
(Tied in priority with Guiding Principle I)

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	2.3(b) Allocate time and resources to ensure curriculum is aligned to the state learning standards and staff is equipped with scope and sequence pacing guides.						
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			

STRATEGIC®
© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction

AQuESTT Tenets Aligning to Strategy: Educational Opportunities and Access; Educator Effectiveness; Student Achievement and Growth
Nebraska Framework: Teaching and Learning; Documenting and Using Results; Commitment to Continuous Improvement

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 2.3: Commit and maintain the utilization of data to inform decisions at the classroom, building, and district levels.

Priority 1
(Tied in priority with Guiding Principle I)

PERFORMANC			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	2.3(c) Develop the capacity of staff to effectively use purposeful data to guide instruction, revise school strategies and interventions, assess program effectiveness, and prioritize learning needs.			***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible				

© 2020 Nebraska Association of School Boards – All rights reserved.

E I N D I C A T O R							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction

AQuESTT Tenets Aligning to Strategy: Leadership; Educational Opportunities and Access; Educator Effectiveness; Student Achievement and Growth
Nebraska Framework: Governance and Leadership; Teaching and Learning; Documenting and Using Results; Commitment to Continuous Improvement

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 2.3: Commit and maintain the utilization of data to inform decisions at the classroom, building, and district levels.

Priority 1
(Tied in priority with Guiding Principle I)

		Program,	Action	Funding/Evidence	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR			Level, or Bldg.	Plan	of Progress 2020-21		
	2.3(d) Engage the board of education in the review and analysis of student performance data to support informed decision making.						
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
SIT Progress Report: (date)							

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction

AQuESTT Tenets Aligning to Strategy: Leadership; Educational Opportunities and Access; Educator Effectiveness; Student Achievement and Growth
Nebraska Framework: Governance and Leadership; Teaching and Learning; Documenting and Using Results; Commitment to Continuous Improvement

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 2.3: Commit and maintain the utilization of data to inform decisions at the classroom, building, and district levels.

Priority 1
(Tied in priority with Guiding Principle I)

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	2.3(e) Evaluate the impact of data informed decision making on student performance.			***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible				

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction

AQuESTT Tenets Aligning to Strategy: Leadership; Educational Opportunities and Access; Educator Effectiveness; Student Achievement and Growth
Nebraska Framework: Governance and Leadership; Teaching and Learning; Documenting and Using Results; Commitment to Continuous Improvement

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 2.4: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Priority 1
(Tied in priority with Guiding Principle I)

PERFORMANC			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	2.4(a) Ensure the adopted curriculum is vertically and horizontally aligned across lessons, courses, subject areas, and grade levels.			***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible				

© 2020 Nebraska Association of School Boards – All rights reserved.

E I N D I C A T O R							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction	**AQuESTT Tenets Aligning to Strategy:** Leadership; Educational Opportunities and Access; Transitions; Educator Effectiveness; Student Achievement and Growth **Nebraska Framework:** Governance and Leadership; Teaching and Learning; Documenting and Using Results; Commitment to Continuous Improvement
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.	
Strategy 2.4: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.	**Priority 1** ***(Tied in priority with Guiding Principle I)***

		Program,	Action	Funding/Evidence	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR			Level, or Bldg.	Plan	of Progress 2020-21		
	2.4(b) Identify and design PPS Vertical and Horizontal Subject-Area Teams made up of teachers from multiple grade levels and specified subject areas.						
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
SIT Progress Report: (date)							

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction

AQuESTT Tenets Aligning to Strategy: Leadership; Educational Opportunities and Access; Educator Effectiveness; Student Achievement and Growth
Nebraska Framework: Governance and Leadership; Teaching and Learning; Documenting and Using Results; Commitment to Continuous Improvement

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 2.4: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Priority 1
(Tied in priority with Guiding Principle I)

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	2.4(c) Commit in-service time to the collaboration and development of the PPS Vertical and Horizontal Subject-Area Teams.			***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible				

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction

AQuESTT Tenets Aligning to Strategy: Leadership; Educational Opportunities and Access; Educator Effectiveness; Student Achievement and Growth
Nebraska Framework: Governance and Leadership; Teaching and Learning; Documenting and Using Results; Commitment to Continuous Improvement

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 2.4: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Priority 1
(Tied in priority with Guiding Principle I)

PERFORMANC			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	2.4(d) Empower the PPS Vertical and Horizontal Subject-Area Teams to address curriculum alignment and instruction and academic and social-emotional needs to determine concepts and skills that students must master for successful transitions.			***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible				

© 2020 Nebraska Association of School Boards – All rights reserved.

E I N D I C A T O R							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction	**AQuESTT Tenets Aligning to Strategy:** Leadership; Educational Opportunities and Access; Educator Effectiveness; Student Achievement and Growth **Nebraska Framework:** Governance and Leadership; Teaching and Learning; Documenting and Using Results; Commitment to Continuous Improvement
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.	
Strategy 2.4: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.	**Priority 1** ***(Tied in priority with Guiding Principle I)***

		Program,	Action	Funding/Evidence	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR							
	2.4(e) Empower the PPS Vertical and Horizontal Subject-Area Teams to set grade-level goals, establish short and long- term plans for action, gather data, and report out to district administration in a timely and scheduled fashion.		Level, or Bldg.	Plan	of Progress 2020-21		
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
SIT Progress Report: (date)							

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction

AQuESTT Tenets Aligning to Strategy: Leadership; Educational Opportunities and Access; Educator Effectiveness; Student Achievement and Growth
Nebraska Framework: Governance and Leadership; Teaching and Learning; Documenting and Using Results; Commitment to Continuous Improvement

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 2.5: Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.

Priority 1
(Tied in priority with Guiding Principle I)

PERFORMANCE INDICATOR				Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	2.5(a) Review and update the teacher evaluation instrument to ensure it is aligned to the instructional framework, measures accountability through defined rubric and criteria consistent with district expectations for effective instruction.				***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible					

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction

AQuESTT Tenets Aligning to Strategy: Leadership; Educational Opportunities and Access; Educator Effectiveness; Student Achievement and Growth
Nebraska Framework: Governance and Leadership; Teaching and Learning; Documenting and Using Results; Commitment to Continuous Improvement

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 2.5: Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.

Priority 1
(Tied in priority with Guiding Principle I)

PERFORMANC			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	2.5(b) Utilize the teacher evaluation to provide timely and authentic feedback to reinforce growth, identify opportunities to refine professional skills and knowledge, and create pathways for leadership succession.			***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible				

© 2020 Nebraska Association of School Boards – All rights reserved.

E I N D I C A T O R							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction	**AQuESTT Tenets Aligning to Strategy:** Leadership; Educational Opportunities and Access; Educator Effectiveness **Nebraska Framework:** Governance and Leadership; Teaching and Learning; Documenting and Using Results; Commitment to Continuous Improvement
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.	
Strategy 2.5: Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.	**Priority 1** ***(Tied in priority with Guiding Principle I)***

		Program, Level, or	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR							
	2.5(c) Require all certified staff to develop and affirm personalized goals to guide their personal/professional growth as part of the evaluation process with their assigned supervisor.		Bldg.				
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
SIT Progress Report: (date)							

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle II: Curriculum and Instruction

AQuESTT Tenets Aligning to Strategy: Leadership; Educational Opportunities and Access; Educator Effectiveness
Nebraska Framework: Governance and Leadership; Teaching and Learning; Documenting and Using Results; Commitment to Continuous Improvement

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

Strategy 2.5: Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.

Priority 1
(Tied in priority with Guiding Principle I)

PERFORMANCE INDICATOR

2.5(d) Train staff in the evaluation rubric and process to support success.

Target Date	Priority	Program, Level, or Bldg.	Responsible

Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
What will you do to accomplish the Indicator? *Be specific, measurable, achievable, realistic, and time bound.*			

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle IV: Culture and Connectedness

AQuESTT Tenets Aligning to Strategy: Leadership; Educational Opportunities and Access; Educator Effectiveness; Student Achievement and Growth
Nebraska Framework: Vision and Purpose**;** Governance and Leadership; Teaching and Learning; Documenting and Using Results; Commitment to Continuous Improvement

Objective: To create and sustain a district culture of connectedness through effective educational leadership and highly effective staff development to support the long-term success of the district and students.

Strategy 4.1: Implement measures for the superintendent, administrators, staff, and students to connect through a culture that embraces equity, accountability, inspires excellence, and promotes learning. **Priority 2**

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
4.1(a) Create and commit to consistent expectations for staff and students, holding everyone equally accountable.				***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible				

© 2020 Nebraska Association of School Boards – All rights reserved.

INDICATOR							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle IV: Culture and Connectedness						**AQuESTT Tenets Aligning to Strategy:** Leadership; Educational Opportunities and Access; Educator Effectiveness; Student Achievement and Growth **Nebraska Framework:** Vision and Purpose**;** Governance and Leadership; Teaching and Learning; Documenting and Using Results; Commitment to Continuous Improvement
Objective: To create and sustain a district culture of connectedness through effective educational leadership and highly effective staff development to support the long-term success of the district and students.						
Strategy 4.1: Implement measures for the superintendent, administrators, staff, and students to connect through a culture that embraces equity, accountability, inspires excellence, and promotes learning.						**Priority 2**
PE	4.1(b) Engage appropriate staff for guidance and support when addressing	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR	issues that impact classroom instruction, curriculum, and/or matters that will add value to their role and responsibilities.					
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*		
SIT Progress Report: (date)						

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle IV: Culture and Connectedness

AQuESTT Tenets Aligning to Strategy: Leadership; Educational Opportunities and Access; Educator Effectiveness; Student Achievement and Growth
Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Commitment to Continuous Improvement

Objective: To create and sustain a district culture of connectedness through effective educational leadership and highly effective staff development to support the long-term success of the district and students.

Strategy 4.1: Implement measures for the superintendent, administrators, staff, and students to connect through a culture that embraces equity, accountability, inspires excellence, and promotes learning. **Priority 2**

PERFORMANCE INDICATOR

4.1(c) Develop protocol and procedures to ensure timely, consistent, and purposeful communication to all staff when appropriate and to improve staff engagement.

Target Date	Priority	Program, Level, or Bldg.	Responsible

Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
What will you do to accomplish the Indicator? *Be specific, measurable, achievable, realistic, and time bound.*			

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle IV: Culture and Connectedness

AQuESTT Tenets Aligning to Strategy: Leadership; Educational Opportunities and Access; Educator Effectiveness; Student Achievement and Growth
Nebraska Framework: Vision and Purpose**;** Governance and Leadership; Teaching and Learning; Documenting and Using Results; Commitment to Continuous Improvement

Objective: To create and sustain a district culture of connectedness through effective educational leadership and highly effective staff development to support the long-term success of the district and students.

Strategy 4.1: Implement measures for the superintendent, administrators, staff, and students to connect through a culture that embraces equity, accountability, inspires excellence, and promotes learning. **Priority 2**

PERFORMANCE

4.1(d) Create a plan for communicating, distributing, and updating all staff (inclusive of both certified and classified) through ongoing communication focused on the progress and success of the PPS Strategic Plan. Consider and address obstacles that may limit staff member's access to the communication methods.

Target Date	Priority	Responsible

Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	What will you do to accomplish the Indicator? *Be specific, measurable, achievable, realistic, and time bound.*			

© 2020 Nebraska Association of School Boards – All rights reserved.

INDICATOR							

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle IV: Culture and Connectedness						**AQuESTT Tenets Aligning to Strategy:** Leadership; Positive Partnerships, Relationships, and Success **Nebraska Framework:** Vision and Purpose**;** Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement
Objective: To create and sustain a district culture of connectedness through effective educational leadership and highly effective staff development to support the long-term success of the district and students.						
Strategy 4.1: Implement measures for the superintendent, administrators, staff, and students to connect through a culture that embraces equity, accountability, inspires excellence, and promotes learning.						**Priority 2**
PE	4.1(e) Implement and provide equitable communication and access to an	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR	engagement system to enable stakeholders to engage the district in hot topic questions and/or inquiries with a plan for responding in a timely manner.					
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*		
SIT Progress Report: (date)						

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle IV: Culture and Connectedness

AQuESTT Tenets Aligning to Strategy: Leadership; Positive Partnerships, Relationships, and Success
Nebraska Framework: Vision and Purpose; Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement

Objective: To create and sustain a district culture of connectedness through effective educational leadership and highly effective staff development to support the long-term success of the district and students.

Strategy 4.1: Implement measures for the superintendent, administrators, staff, and students to connect through a culture that embraces equity, accountability, inspires excellence, and promotes learning. **Priority 2**

PERFORMANCE INDICATOR

			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
4.1(f) Assess current communication methods and other platforms to ensure the district is utilizing effective, timely, and purposeful means of communication.				***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
Target Date	Priority	Responsible					

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle IV: Culture and Connectedness

AQuESTT Tenets Aligning to Strategy: Leadership; Positive Partnerships, Relationships, and Success
Nebraska Framework: Vision and Purpose; Governance and Leadership; Stakeholder Communications and Relationships; Documenting and Using Results; Commitment to Continuous Improvement

Objective: To create and sustain a district culture of connectedness through effective educational leadership and highly effective staff development to support the long-term success of the district and students.

Strategy 4.1: Implement measures for the superintendent, administrators, staff, and students to connect through a culture that embraces equity, accountability, inspires excellence, and promotes learning. **Priority 2**

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
4.1(g) Provide opportunities to collect, consider, and evaluate internal stakeholders' perceptions of communications and strategies for improving, as necessary.		***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			

Target Date	Priority	Responsible

© 2020 Nebraska Association of School Boards – All rights reserved.

INDICATOR							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle IV: Culture and Connectedness

AQuESTT Tenets Aligning to Strategy: Leadership; Positive Partnerships, Relationships, and Success; Student Achievement and Growth
Nebraska Framework: Vision and Purpose**;** Governance and Leadership; Stakeholder Communications and Relationships; Documenting and Using Results; Commitment to Continuous Improvement

Objective: To create and sustain a district culture of connectedness through effective educational leadership and highly effective staff development to support the long-term success of the district and students.

Strategy 4.1: Implement measures for the superintendent, administrators, staff, and students to connect through a culture that embraces equity, accountability, inspires excellence, and promotes learning. **Priority 2**

PE	4.1(h) Evaluate the effectiveness of cooperative efforts to improve and grow	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR							
	staff relations district-wide to increase positive working relationships, the climate, and student learning.						
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
SIT Progress Report: (date)							

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle IV: Culture and Connectedness

AQuESTT Tenets Aligning to Strategy: Leadership; Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth
Nebraska Framework: Vision and Purpose; Governance and Leadership; Stakeholder Communications and Relationships; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To create and sustain a district culture of connectedness through effective educational leadership and highly effective staff development to support the long-term success of the district and students.

Strategy 4.2: Collaborate with the board to review, update, and communicate policies to ensure a foundation for equitable success for all students and staff. **Priority 2**

PERFORMANCE INDICATOR

4.2(a) Research, consider, and utilize consistent protocol/procedures to assess each policy on equity and impact for students and staff, enabling opportunities for impacted groups to provide input.

Target Date	Priority	Program, Level, or Bldg.	Responsible

Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
What will you do to accomplish the Indicator? *Be specific, measurable, achievable, realistic, and time bound.*			

STRATEGIC®

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle IV: Culture and Connectedness

AQuESTT Tenets Aligning to Strategy: Leadership; Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth
Nebraska Framework: Vision and Purpose**;** Governance and Leadership; Stakeholder Communications and Relationships; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To create and sustain a district culture of connectedness through effective educational leadership and highly effective staff development to support the long-term success of the district and students.

Strategy 4.2: Collaborate with the board to review, update, and communicate policies to ensure a foundation for equitable success for all students and staff. **Priority 2**

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
				What will you do to accomplish the Indicator? *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible				

© 2020 Nebraska Association of School Boards – All rights reserved.

INDICATOR							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle IV: Culture and Connectedness						**AQuESTT Tenets Aligning to Strategy:** Leadership; Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth **Nebraska Framework:** Vision and Purpose**;** Governance and Leadership; Stakeholder Communications and Relationships; Resource and Support Systems; Commitment to Continuous Improvement
Objective: To create and sustain a district culture of connectedness through effective educational leadership and highly effective staff development to support the long-term success of the district and students.						
Strategy 4.2: Collaborate with the board to review, update, and communicate policies to ensure a foundation for equitable success for all students and staff.						**Priority 2**
PE	4.2(c) Create a communication plan for promoting policy changes to establish	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR							
	unified expectations and accountability for all staff, students, and parents/guardians.						
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
SIT Progress Report: (date)							

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle IV: Culture and Connectedness

AQuESTT Tenets Aligning to Strategy: Leadership; Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth
Nebraska Framework: Vision and Purpose**;** Governance and Leadership; Stakeholder Communications and Relationships; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To create and sustain a district culture of connectedness through effective educational leadership and highly effective staff development to support the long-term success of the district and students.

Strategy 4.2: Collaborate with the board to review, update, and communicate policies to ensure a foundation for equitable success for all students and staff. **Priority 2**

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
4.2(d) Establish a follow-up plan to ensure policy changes have been successfully established.				***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
Target Date	Priority	Responsible					

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle IV: Culture and Connectedness

AQuESTT Tenets Aligning to Strategy: Leadership; Educational Opportunities and Access; Student Achievement and Growth
Nebraska Framework: Vision and Purpose; Governance and Leadership; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To create and sustain a district culture of connectedness through effective educational leadership and highly effective staff development to support the long-term success of the district and students.

Strategy 4.3: Create an Equity Committee composed of diverse stakeholders to advocate for the needs of and growth opportunities for staff and marginalized populations within the district. **Priority 2**

PERFORMANCE				Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	4.3(a) Review disaggregated data to assess priority areas to enhance equitable support and opportunities for marginalized populations within the district.				***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible					

© 2020 Nebraska Association of School Boards – All rights reserved.

INDICATOR							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle IV: Culture and Connectedness	**AQuESTT Tenets Aligning to Strategy:** Leadership; Educational Opportunities and Access; Student Achievement and Growth **Nebraska Framework:** Vision and Purpose**;** Governance and Leadership; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement
Objective: To create and sustain a district culture of connectedness through effective educational leadership and highly effective staff development to support the long-term success of the district and students.	
Strategy 4.3: Create an Equity Committee composed of diverse stakeholders to advocate for the needs of and growth opportunities for staff and marginalized populations within the district.	**Priority 2**

PE	4.3(b) Work in conjunction with administration to research, consider, and	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR							
	implement equity training to equip each administrator and educator to more effectively instruct and advocate for each student's success.						
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
SIT Progress Report: (date)							

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle IV: Culture and Connectedness

AQuESTT Tenets Aligning to Strategy: Leadership; Educational Opportunities and Access; Student Achievement and Growth
Nebraska Framework: Vision and Purpose; Governance and Leadership; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To create and sustain a district culture of connectedness through effective educational leadership and highly effective staff development to support the long-term success of the district and students.

Strategy 4.3: Create an Equity Committee composed of diverse stakeholders to advocate for the needs of and growth opportunities for staff and marginalized populations within the district. **Priority 2**

PERFORMANCE INDICATOR				Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	4.3(c) Consider and address opportunities to evolve equitable opportunities for staff that affirms everyone receives equal opportunities, treatment, and recognition for their contributions and role in providing an equitable school environment.							
	Target Date	Priority	Responsible		***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle IV: Culture and Connectedness

AQuESTT Tenets Aligning to Strategy: Leadership; Educational Opportunities and Access; Student Achievement and Growth
Nebraska Framework: Vision and Purpose; Governance and Leadership; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To create and sustain a district culture of connectedness through effective educational leadership and highly effective staff development to support the long-term success of the district and students.

Strategy 4.3: Create an Equity Committee composed of diverse stakeholders to advocate for the needs of and growth opportunities for staff and marginalized populations within the district. **Priority 2**

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
4.3(d) Regularly conduct an equity audit and align resulting priorities to the strategic plan to ensure equitable representation and advocacy for all students and staff.				***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
Target Date	Priority	Responsible					

© 2020 Nebraska Association of School Boards – All rights reserved.

INDICATOR							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle IV: Culture and Connectedness						**AQuESTT Tenets Aligning to Strategy:** Leadership; Educational Opportunities and Access; Student Achievement and Growth **Nebraska Framework:** Vision and Purpose**;** Governance and Leadership; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement
Objective: To create and sustain a district culture of connectedness through effective educational leadership and highly effective staff development to support the long-term success of the district and students.						
Strategy 4.3: Create an Equity Committee composed of diverse stakeholders to advocate for the needs of and growth opportunities for staff and marginalized populations within the district.						**Priority 2**
PE	4.3(e) Evaluate measures taken to provide an equitable instructional and	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR	learning environment for staff and students.					
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*		
SIT Progress Report: (date)						

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle III: Whole Child Focus

AQuESTT Tenets Aligning to Strategy: Leadership; Educational Opportunities and Access; Student Achievement and Growth

Nebraska Framework: Vision and Purpose; Governance and Leadership; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To enhance the learning experience and social-emotional supports for the health, safety, and well-being of the whole child and to attain the best physical and emotional health possible.

Strategy 3.1: Provide social-emotional and behavioral supports for all students integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative.

Priority 3

PERFORMANCE INDICATOR

3.1(a) Develop student outcome goals and competencies to support social-emotional learning for the purpose of enhancing student decision-making skills, responsible behavior, and a student's independent role personally, at school, and as a community member.

Target Date	Priority	Program, Level, or Bldg.	Responsible

Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
What will you do to accomplish the Indicator? *Be specific, measurable, achievable, realistic, and time bound.*			

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle III: Whole Child Focus

AQuESTT Tenets Aligning to Strategy: Leadership; Educator Effectiveness
Nebraska Framework: Vision and Purpose; Governance and Leadership; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To enhance the learning experience and social-emotional supports for the health, safety, and well-being of the whole child and to attain the best physical and emotional health possible.

Strategy 3.1: Provide social-emotional and behavioral supports for all students integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative. **Priority 3**

PERFORMANCE I

3.1(b) Assess current staffing to ensure that the district provides adequate and essential staff and training to support the integration and implementation of social-emotional supports.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
			What will you do to accomplish the Indicator? *Be specific, measurable, achievable, realistic, and time bound.*			
Target Date	Priority	Responsible				

STRATEGIC®

© 2020 Nebraska Association of School Boards – All rights reserved.

N D I C A T O R							

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle III: Whole Child Focus						**AQuESTT Tenets Aligning to Strategy:** Leadership; Educator Effectiveness; Student Achievement and Growth **Nebraska Framework:** Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement
Objective: To enhance the learning experience and social-emotional supports for the health, safety, and well-being of the whole child and to attain the best physical and emotional health possible.						
Strategy 3.1: Provide social-emotional and behavioral supports for all students integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative.						**Priority 3**
P E	3.1(c) Integrate social-emotional learning into the academic and extra-	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR	curricular activities through consistent curriculum, skills development, service learning, and community service.					
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*		
SIT Progress Report: (date)						

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle III: Whole Child Focus

AQuESTT Tenets Aligning to Strategy: Leadership; Educator Effectiveness; Student Achievement and Growth
Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To enhance the learning experience and social-emotional supports for the health, safety, and well-being of the whole child and to attain the best physical and emotional health possible.

Strategy 3.1: Provide social-emotional and behavioral supports for all students integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative. **Priority 3**

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
3.1(d) Provide district guidance and resources for staff involved in the district initiatives for social-emotional learning.				***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
Target Date	Priority	Responsible					

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle III: Whole Child Focus

AQuESTT Tenets Aligning to Strategy: Leadership; Educator Effectiveness; Student Achievement and Growth
Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To enhance the learning experience and social-emotional supports for the health, safety, and well-being of the whole child and to attain the best physical and emotional health possible.

Strategy 3.1: Provide social-emotional and behavioral supports for all students integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative. **Priority 3**

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
3.1(e) Evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum and instruction.				***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
Target Date	Priority	Responsible					

© 2020 Nebraska Association of School Boards – All rights reserved.

N D I C A T O R							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle III: Whole Child Focus	**AQuESTT Tenets Aligning to Strategy:** Leadership; Positive Partnerships, Relationships, and Successes; Educator Effectiveness; Student Achievement and Growth **Nebraska Framework:** Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communications & Relationships; Commitment to Continuous Improvement

Objective: To enhance the learning experience and social-emotional supports for the health, safety, and well-being of the whole child and to attain the best physical and emotional health possible.

Strategy 3.2: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective and purposeful communications. **Priority 3**

P E	3.2(a) Identify and implement the most effective methods by which to engage	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR							
	parents/guardians in the education of their child.						
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
SIT Progress Report: (date)							

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle III: Whole Child Focus

AQuESTT Tenets Aligning to Strategy: Leadership; Positive Partnerships, Relationships, and Successes; Educator Effectiveness; Student Achievement and Growth
Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communications & Relationships; Commitment to Continuous Improvement

Objective: To enhance the learning experience and social-emotional supports for the health, safety, and well-being of the whole child and to attain the best physical and emotional health possible.

Strategy 3.2: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective and purposeful communications. **Priority 3**

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	3.2(b) Consider methods of improving Parent-Teacher Conference format, teacher communication with parents/guardians, and expectations of the conference.						
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle III: Whole Child Focus

AQuESTT Tenets Aligning to Strategy: Leadership; Positive Partnerships, Relationships, and Successes; Educator Effectiveness; Student Achievement and Growth
Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communications & Relationships; Commitment to Continuous Improvement

Objective: To enhance the learning experience and social-emotional supports for the health, safety, and well-being of the whole child and to attain the best physical and emotional health possible.

Strategy 3.2: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective and purposeful communications. **Priority 3**

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
3.2(c) Provide opportunities for parents/guardians to access strategies and resources available to engage their child in learning outside of the classroom.				***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
Target Date	Priority	Responsible					

© 2020 Nebraska Association of School Boards – All rights reserved.

INDICATOR							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle III: Whole Child Focus	**AQuESTT Tenets Aligning to Strategy:** Leadership; Positive Partnerships, Relationships, and Successes; Educator Effectiveness; Student Achievement and Growth **Nebraska Framework:** Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communications & Relationships; Commitment to Continuous Improvement
Objective: To enhance the learning experience and social-emotional supports for the health, safety, and well-being of the whole child and to attain the best physical and emotional health possible.	
Strategy 3.2: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective and purposeful communications.	**Priority 3**

PE		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR							
	3.2(d) Evaluate the effectiveness of enhanced communications with parents/guardians.						
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
SIT Progress Report: (date)							

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle III: Whole Child Focus

AQuESTT Tenets Aligning to Strategy: Leadership; Positive Partnerships, Relationships, and Successes; Educator Effectiveness; Student Achievement and Growth
Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To enhance the learning experience and social-emotional supports for the health, safety, and well-being of the whole child and to attain the best physical and emotional health possible.

Strategy 3.3: Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior. **Priority 3**

PERFORMANCE INDICATOR

3.3(a) Create a system to support and equip staff with tools and techniques to address social-emotional skills, behavior, and providing equitable handling of student issues and problems.

Target Date	Priority	Program, Level, or Bldg.	Responsible	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
				What will you do to accomplish the Indicator? *Be specific, measurable, achievable, realistic, and time bound.*			

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle III: Whole Child Focus

AQuESTT Tenets Aligning to Strategy: Leadership; Positive Partnerships, Relationships, and Successes; Educator Effectiveness; Student Achievement and Growth
Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communications & Relationships; Commitment to Continuous Improvement

Objective: To enhance the learning experience and social-emotional supports for the health, safety, and well-being of the whole child and to attain the best physical and emotional health possible.

Strategy 3.3: Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior. **Priority 3**

PERFORMANCE		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	3.3(b) Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional supports district-wide.		***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date / Priority / Responsible					

© 2020 Nebraska Association of School Boards – All rights reserved.

INDICATOR							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle III: Whole Child Focus						**AQuESTT Tenets Aligning to Strategy:** Leadership; Positive Partnerships, Relationships, and Successes; Educator Effectiveness; Student Achievement and Growth **Nebraska Framework:** Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communications & Relationships; Commitment to Continuous Improvement
Objective: To enhance the learning experience and social-emotional supports for the health, safety, and well-being of the whole child and to attain the best physical and emotional health possible.						
Strategy 3.3: Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior.						**Priority 3**
PE	3.3(c) Encourage and sustain open dialogue and feedback opportunities	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR	with staff to address the unforeseen obstacles that evolve through the implementation and as a result of the social-emotional education initiative.					
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*		
SIT Progress Report: (date)						

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle III: Whole Child Focus

AQuESTT Tenets Aligning to Strategy: Leadership; Positive Partnerships, Relationships, and Successes; Educator Effectiveness; Student Achievement and Growth
Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communications & Relationships; Commitment to Continuous Improvement

Objective: To enhance the learning experience and social-emotional supports for the health, safety, and well-being of the whole child and to attain the best physical and emotional health possible.

Strategy 3.3: Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior. **Priority 3**

PERFORMANCE INDICATOR

3.3(d) Evaluate the effectiveness of how the Initiative has impacted the climate and learning environment.

Target Date	Priority	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
			What will you do to accomplish the Indicator? *Be specific, measurable, achievable, realistic, and time bound.*			

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle III: Whole Child Focus

AQuESTT Tenets Aligning to Strategy: Leadership; Positive Partnerships, Relationships, and Successes; Educator Effectiveness; Student Achievement and Growth
Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communications & Relationships; Commitment to Continuous Improvement

Objective: To enhance the learning experience and social-emotional supports for the health, safety, and well-being of the whole child and to attain the best physical and emotional health possible.

Strategy 3.4: Engage staff in PLCs for the purpose of learning and implementing instruction, communication, and engagement of students and families. **Priority 3**

PERFORMANCE INDICATOR

3.4(a) Through PLC teams, implement a study to empower staff to integrate the supports needed for students, modifications to general communications with parents and guardians, and adapt parent-teacher engagement to overcome obstacles that prevent connections needed to support student success.

Target Date	Priority	Responsible

Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	What will you do to accomplish the Indicator? *Be specific, measurable, achievable, realistic, and time bound.*			

STRATEGIC®
© 2020 Nebraska Association of School Boards – All rights reserved.
BdLdrV9.16.20

N D I C A T O R							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle III: Whole Child Focus	**AQuESTT Tenets Aligning to Strategy:** Leadership; Positive Partnerships, Relationships, and Successes; Educator Effectiveness; Student Achievement and Growth **Nebraska Framework:** Governance and Leadership; Resource and Support Systems; Stakeholder Communications & Relationships; Commitment to Continuous Improvement

Objective: To enhance the learning experience and social-emotional supports for the health, safety, and well-being of the whole child and to attain the best physical and emotional health possible.

Strategy 3.4: Engage staff in PLCs for the purpose of learning and implementing instruction, communication and engagement of students and families.	**Priority 3**

P E	3.4(b) Explore opportunities and successful communication processes that	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR							
	enable staff to build and foster relationships with their students and families that provide a source of consistency built upon mutual respect and trust.						
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
SIT Progress Report: (date)							

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle III: Whole Child Focus

AQuESTT Tenets Aligning to Strategy: Leadership; Positive Partnerships, Relationships, and Successes; Educator Effectiveness; Student Achievement and Growth
Nebraska Framework: Governance and Leadership; Resource and Support Systems; Stakeholder Communications & Relationships; Commitment to Continuous Improvement

Objective: To enhance the learning experience and social-emotional supports for the health, safety, and well-being of the whole child and to attain the best physical and emotional health possible.

Strategy 3.4: Engage staff in PLCs for the purpose of learning and implementing instruction, communication and engagement of students and families.

Priority 3

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
3.4(c) Provide instructional supports to engage students with positive social-emotional skills to enable students to regulate their feelings and transition to a mindset ready for successful learning.				***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
Target Date	Priority	Responsible					

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle III: Whole Child Focus

AQuESTT Tenets Aligning to Strategy: Leadership; Positive Partnerships, Relationships, and Successes; Educator Effectiveness; Student Achievement and Growth
Nebraska Framework: Governance and Leadership; Resource and Support Systems; Stakeholder Communications & Relationships; Commitment to Continuous Improvement

Objective: To enhance the learning experience and social-emotional supports for the health, safety, and well-being of the whole child and to attain the best physical and emotional health possible.

Strategy 3.4: Engage staff in PLCs for the purpose of learning and implementing instruction, communication and engagement of students and families.

Priority 3

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	3.4(d) Modify parent/guardian communication to foster effective engagement through school to home communications, parent teacher conferences, and growth of a school-parental partnership to support the success of the whole child.			***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
	Target Date	Priority	Responsible				

© 2020 Nebraska Association of School Boards – All rights reserved.

INDICATOR							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle III: Whole Child Focus	**AQuESTT Tenets Aligning to Strategy:** Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Successes; Educator Effectiveness; Student Achievement and Growth **Nebraska Framework:** Governance and Leadership; Resource and Support Systems; Stakeholder Communications & Relationships; Commitment to Continuous Improvement

Objective: To enhance the learning experience and social-emotional supports for the health, safety, and well-being of the whole child and to attain the best physical and emotional health possible.

Strategy 3.4: Engage staff in PLCs for the purpose of learning and implementing instruction, communication and engagement of students and families. **Priority 3**

PE		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR							
	3.4(e) Evaluate the effectiveness of the PLCs and growth of parent/guardian engagement.						
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
SIT Progress Report: (date)							

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle V: District Resources and Personnel Effectiveness

AQuESTT Tenets Aligning to Strategy: Leadership
Nebraska Framework: Governance and Leadership; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, anticipated changes in leadership, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.1: Align district resources to support a quality education system meeting the needs of current students and in anticipation of enrollment growth for a high-level learning environment. **Priority 4**

PERFORMANCE INDICATOR				Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
5.1(a) Utilize the Facility Master Plan to address short and long-term facility and grounds needs to support the growth of enrollment, maintenance of facilities, and plans for the extra lot, parking, and football/track.			Program, Level, or Bldg.	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
Target Date	Priority	Responsible					

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle V: District Resources and Personnel Effectiveness

AQuESTT Tenets Aligning to Strategy: Leadership
Nebraska Framework: Governance and Leadership; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, anticipated changes in leadership, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.1: Align district resources to support a quality education system meeting the needs of current students and in anticipation of enrollment growth for a high-level learning environment. **Priority 4**

PERFORMANCE

5.1(b) Secure finance resources for construction and/or renovation projects for PPS facilities including, but not limited to grants, bond referendums, private funding, tax levies, etc.

Target Date	Priority	Program, Level, or Bldg.	Responsible

Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
What will you do to accomplish the Indicator? *Be specific, measurable, achievable, realistic, and time bound.*			

© 2020 Nebraska Association of School Boards – All rights reserved.

N D I C A T O R							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle V: District Resources and Personnel Effectiveness						**AQuESTT Tenets Aligning to Strategy:** Leadership **Nebraska Framework:** Governance and Leadership; Resource and Support Systems; Documenting and Using Results; Commitment to Continuous Improvement
Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, anticipated changes in leadership, safe and effective learning facilities, and model fiscal responsibility.						
Strategy 5.1: Align district resources to support a quality education system meeting the needs of current students and in anticipation of enrollment growth for a high-level learning environment.						**Priority 4**
P E	5.1(c) Maintain balanced enrollment procedures, evaluating enrollment	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR							
	trends, and providing a yearly enrollment report to school board.						
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
SIT Progress Report: (date)							

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle V: District Resources and Personnel Effectiveness

AQuESTT Tenets Aligning to Strategy: Leadership; Positive Partnerships, Relationships, and Success
Nebraska Framework: Governance and Leadership; Resource and Support Systems; Stakeholder Communications & Relationships; Commitment to Continuous Improvement

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, anticipated changes in leadership, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.1: Align district resources to support a quality education system meeting the needs of current students and in anticipation of enrollment growth for a high-level learning environment. **Priority 4**

PERFORMANCE INDICATOR

5.1(d) Embrace community engagement and allow external stakeholders regular opportunities to provide input and feedback on facilities' updates and changes.

Target Date	Priority	Program, Level, or Bldg.	Responsible

Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
What will you do to accomplish the Indicator? *Be specific, measurable, achievable, realistic, and time bound.*			

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle V: District Resources and Personnel Effectiveness

AQuESTT Tenets Aligning to Strategy: Leadership
Nebraska Framework: Governance and Leadership; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, anticipated changes in leadership, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.1: Align district resources to support a quality education system meeting the needs of current students and in anticipation of enrollment growth for a high-level learning environment. **Priority 4**

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
5.1(e) Evaluate the overall effectiveness of the district facilities.				***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
Target Date	Priority	Responsible					

© 2020 Nebraska Association of School Boards – All rights reserved.

N D I C A T O R							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle V: District Resources and Personnel Effectiveness	**AQuESTT Tenets Aligning to Strategy:** Leadership; Educator Effectiveness **Nebraska Framework:** Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement
Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, anticipated changes in leadership, safe and effective learning facilities, and model fiscal responsibility.	
Strategy 5.2: Align resources to support a progressive learning environment and to build upon and attract quality educators to the district.	**Priority 4**

P E	5.2(a) Provide a structured PPS Professional Development Plan to	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

STRATEGIC®

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR							
	encourage the use of best practice, support programs and initiatives and enhance staff knowledge and skills.						
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
SIT Progress Report: (date)							

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle V: District Resources and Personnel Effectiveness

AQuESTT Tenets Aligning to Strategy: Leadership; Educator Effectiveness
Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, anticipated changes in leadership, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.2: Align resources to support a progressive learning environment and to build upon and attract quality educators to the district. **Priority 4**

PERFORMANCE INDICATOR

5.2(b) Budget and allocate resources to support the PPS Professional Development Plan.

Target Date	Priority	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
			What will you do to accomplish the Indicator? *Be specific, measurable, achievable, realistic, and time bound.*			

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle V: District Resources and Personnel Effectiveness

AQuESTT Tenets Aligning to Strategy: Leadership; Educator Effectiveness
Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, anticipated changes in leadership, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.2: Align resources to support a progressive learning environment and to build upon and attract quality educators to the district. **Priority 4**

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
5.2(c) Engage classified staff in professional development opportunities to enhance their skills, knowledge, and experience when providing support to students and staff.				***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
Target Date	Priority	Responsible					

© 2020 Nebraska Association of School Boards – All rights reserved.

N D I C A T O R							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle V: District Resources and Personnel Effectiveness	**AQuESTT Tenets Aligning to Strategy:** Leadership; Educator Effectiveness **Nebraska Framework:** Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement
Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, anticipated changes in leadership, safe and effective learning facilities, and model fiscal responsibility.	
Strategy 5.2: Align resources to support a progressive learning environment and to build upon and attract quality educators to the district.	**Priority 4**

P E	5.2(d) Utilize a teacher evaluation system aligned to the instructional framework	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR	and to provide timely and authentic feedback to reinforce growth, identify opportunities to encouraged educators to examine inequalities in their interactions with students, refine professional skills and knowledge, and create pathways for leadership succession.					
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*		
SIT Progress Report: (date)						

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle V: District Resources and Personnel Effectiveness

AQuESTT Tenets Aligning to Strategy: Leadership; Educator Effectiveness
Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, anticipated changes in leadership, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.2: Align resources to support a progressive learning environment and to build upon and attract quality educators to the district. **Priority 4**

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
5.2(e) Engage staff and administration to assess personal development progress, impact, and benefits to PPS initiatives, instruction, and personal development.				***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
Target Date	Priority	Responsible					

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle V: District Resources and Personnel Effectiveness

AQuESTT Tenets Aligning to Strategy: Leadership; Educator Effectiveness
Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, anticipated changes in leadership, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.2: Align resources to support a progressive learning environment and to build upon and attract quality educators to the district. **Priority 4**

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
5.2(f) Review and refine the new teacher/administrator on-boarding and training model to ensure the process aligns to district standards and practice.				***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			
Target Date	Priority	Responsible					

© 2020 Nebraska Association of School Boards – All rights reserved.

N D I C A T O R							
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle V: District Resources and Personnel Effectiveness				**AQuESTT Tenets Aligning to Strategy:** Leadership; Educator Effectiveness **Nebraska Framework:** Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement		
Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, anticipated changes in leadership, safe and effective learning facilities, and model fiscal responsibility.						
Strategy 5.2: Align resources to support a progressive learning environment and to build upon and attract quality educators to the district.					**Priority 4**	
P E	5.2(g) Evaluate the effectiveness of the PPS Professional Development Plan.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR							
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			

SIT Progress Report: (date)

© 2020 Nebraska Association of School Boards – All rights reserved.

Pleasanton Public Schools' Guiding Principle V: District Resources and Personnel Effectiveness

AQuESTT Tenets Aligning to Strategy: Leadership; Transitions
Nebraska Framework: Vision and Purpose; Governance and Leadership; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, anticipated changes in leadership, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.3: Develop and implement a leadership succession program within the district, and a transition process to proactively identify and transition new leadership to the district. **Priority 4**

PERFORMANCE INDICATOR

5.3(a) Creation of a district administration succession plans to ensure that the school district is prepared for maintaining organizational stability.

Target Date	Priority	Program, Level, or Bldg.	Responsible

Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
What will you do to accomplish the Indicator? *Be specific, measurable, achievable, realistic, and time bound.*			

© 2020 Nebraska Association of School Boards – All rights reserved.

SIT Progress Report: (date)

Pleasanton Public Schools' Guiding Principle V: District Resources and Personnel Effectiveness

AQuESTT Tenets Aligning to Strategy: Leadership; Transitions
Nebraska Framework: Vision and Purpose; Governance and Leadership; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, anticipated changes in leadership, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.3: Develop and implement a leadership succession program within the district, and a transition process to proactively identify and transition new leadership to the district. **Priority 4**

PERFORMANCE	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
5.3(b) Purposeful planning by the board of directors and district administration team in creating an onboarding transition process for the new superintendent that includes the current and future needs of the district and community — including a focus on instructional programs, financial issues, AQuESTT and NSCAS scores, community relations, and the identification and development of internal leaders as a way to deepen their relationship as they begin to lead the new district.		***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*			

© 2020 Nebraska Association of School Boards – All rights reserved.

N D I C A T O R	Target Date	Priority	Responsible				
SIT Progress Report: (date)							

Pleasanton Public Schools' Guiding Principle V: District Resources and Personnel Effectiveness	**AQuESTT Tenets Aligning to Strategy:** Leadership; Transitions; Positive Partnerships, Relationships, and Success **Nebraska Framework:** Vision and Purpose; Governance and Leadership; Stakeholder Communications and Relationships; Resource and Support Systems; Commitment to Continuous Improvement

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, anticipated changes in leadership, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.3: Develop and implement a leadership succession program within the district, and a transition process to proactively identify and transition new leadership to the district.	**Priority 4**

P E	5.3(c) Create opportunities to educate and inform community stakeholders and	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23

© 2020 Nebraska Association of School Boards – All rights reserved.

PERFORMANCE INDICATOR	patrons of the leadership changes to the district and identified needs and plans for anticipating future growth strategies.					
	Target Date	Priority	Responsible	***What will you do to accomplish the Indicator?*** *Be specific, measurable, achievable, realistic, and time bound.*		
SIT Progress Report: (date)						

© 2020 Nebraska Association of School Boards – All rights reserved.

PLEASANTON PUBLIC SCHOOLS
STRATEGIC PLANNING
NEEDS ANALYSIS

Prepared by: Board Leadership
NEBRASKA ASSOCIATION OF SCHOOL BOARDS

Pleasanton Public Schools Mission Statement:

Through cooperation of students, staff, family, and community our mission is to offer everyone educational opportunities to excel and become responsible citizens in an ever-changing world.

I.	**Introduction and Purpose of the Needs Analysis**	**Page 1**
II.	**District Data and Background**	**Page 5**
III.	**Extant Data**	**Page 6**
IV.	**Data Collection Process**	**Page 14**
V.	**Summary of Identified Needs**	**Page 15**
VI.	**Comprehensive Needs Index (CNI) Overview**	**Page 16**
VII.	**Strategic Overview Committee (SOC) Identified Needs**	**Page 17**
VIII.	**Board of Education Identified Needs**	**Page 20**
IX.	**Community Identified Needs**	**Page 22**
X.	**Parent Identified Needs**	**Page 24**
	a. Parent/Guardian Survey Responses	
XI.	**Certified Staff – District-Wide Identified Needs**	**Page 27**
	a. Certified Staff Statistical Summary	
XII.	**Classified Staff Identified Needs**	**Page 33**
	a. Classified Staff Statistical Summary	
XIII.	**Administrator Identified Needs**	**Page 38**
	a. Administrator Interview Responses	
XIV.	**Student Identified Needs**	**Page 39**
	a. Student Statistical Summary	
XV.	**Glossary of Terms**	**Page 43**

Introduction and Purpose of the Needs Analysis

The Pleasanton Public Schools District and the community are teaming up to strengthen district-wide efforts to improve student achievement and create an environment where every child can grow and learn. As a publicly elected body, one of the most vital roles of the board of education is to gather input and take direction from stakeholders on issues related to students, their academic achievement, and the environment in which they learn. While it is the board's responsibility to establish a vision as well as operational and instructional goals for the district, they should regularly engage internal and external stakeholders to ensure that those goals align with the community's values and aspirations for the school district. In short, stakeholder engagement is an opportunity for the board to gain feedback and to help envision a path to improvement and growth.

Chief among these stakeholders are the students and staff themselves. What do the students need to be safe, nurtured, challenged, and prepared for the future? What do the teachers and staff need to do their jobs effectively? What does the community expect from the school district? To facilitate the engagement of stakeholders and develop a comprehensive strategic plan derived from the district's identified needs and priorities, the district engaged the support of the Nebraska Association of School Boards (NASB). The Association utilized focus group discussion, surveys, interviews, and data collection from various sources and stakeholders to produce a comprehensive view of the district, gathering as many opinions, concerns, suggestions, and hopes along the way.

The strategic plan will ultimately outline the priorities, objectives, strategies, and performance indicators to support the district's mission to provide a quality education in a safe and supportive learning environment. The assessment of current needs, practices, and processes provide guidance to the Association, board, and district leadership team to develop a meaningful plan to be adopted, implemented, monitored, and evaluated for effectiveness and success. The careful analysis of collected data ensures informed decision-making about what to change and how to institute systemic change.

What is the Needs Analysis?

The Needs Analysis is a comprehensive reflection on the study of perceived and present needs and potential and unrecognized needs. As a result, the information contained in this document sets forth the identified needs which enables the district to confront and discuss the objectives and planned outcomes. It is a distinct and necessary phase of the strategic planning process to ensure the board and administration model educational accountability through purposeful planning and measurable goals to support the growth of student learning district wide.

This Needs Analysis is the distillation of all the data the Association collected through the stakeholder engagement process. The compiled feedback is intended to assist in determining the current, most-pressing district needs and what are likely to be priorities moving forward. These identified needs inform the facilitators, board of education, and district administrators to create an action plan to optimize the district's organizational effectiveness through long-term strategic goals for improving and growing the school district.

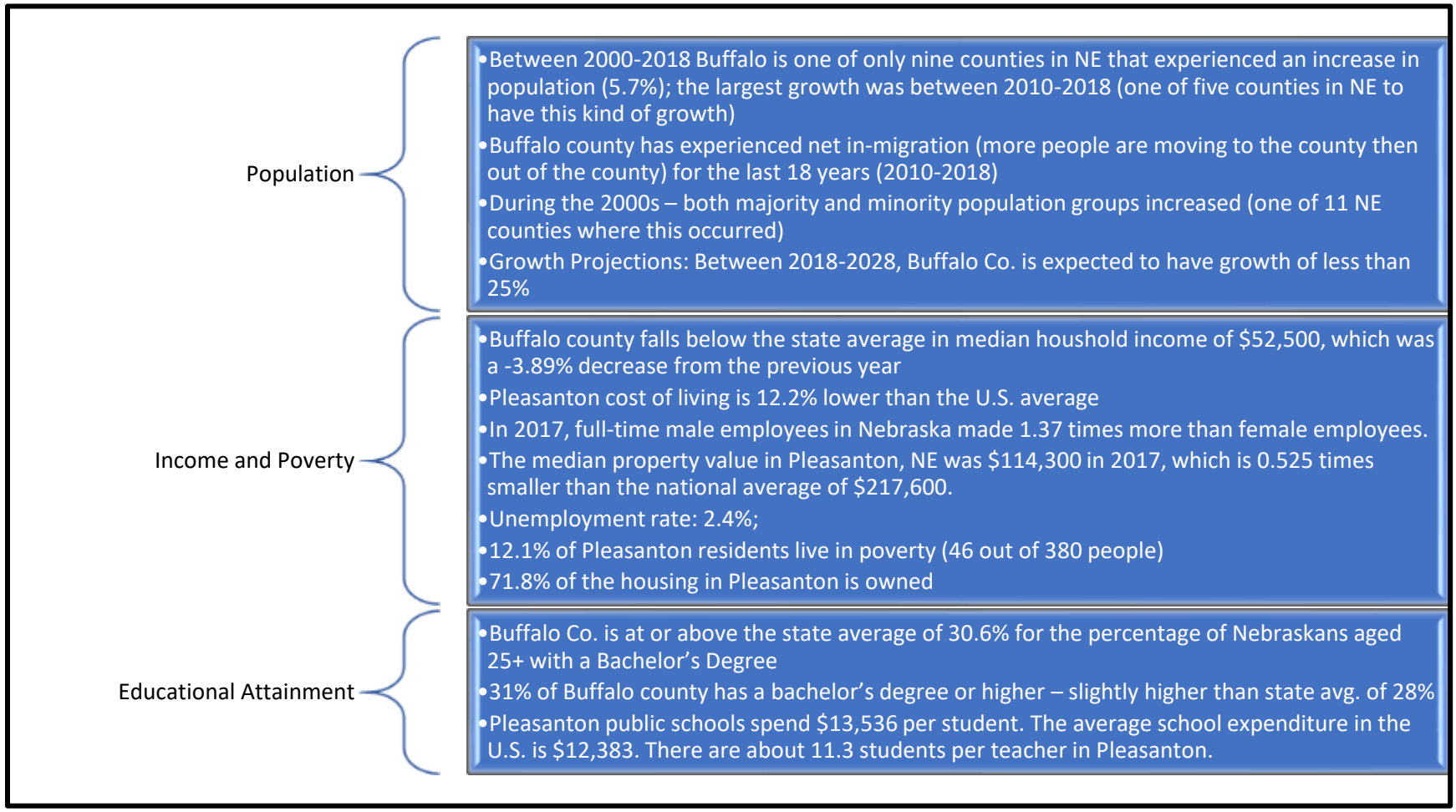
Developing the Needs Analysis

The Needs Analysis is developed based upon the data gathered to understand the environment in which the district is operating. The analysis ensures the development of a meaningful and achievable strategic plan to chart a course for successful delivery of curriculum, programs, and services of the Pleasanton School District.

To gather the needed data in the analysis, NASB facilitated conversations with diverse stakeholder groups through individual interviews and surveys. Association staff analyzed the data collected for trends and patterns. Open-ended questions and supporting comments were reviewed for suggestions and recommendations that might better inform the strategic plan. The results are outlined in the following pages of this report.

District Data and Background

Pleasanton Public Schools (PPS) is a Class D, two-school district 20 miles north of Kearney, NE in north Buffalo County. Buffalo County is the fifth-most populated county in Nebraska with 49,659 residents (2019) and covering 968 square miles. Pleasanton has a population of 380 people and averages about 4% growth each year, with a median age of 35 years old.



U.S. Census Bureau and Heartland United Way

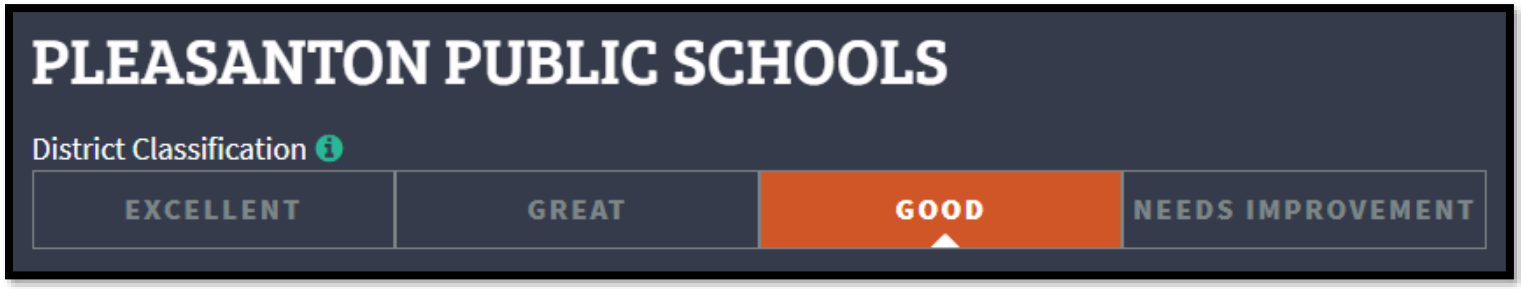
Extant Data

The following data was obtained from the Pleasanton Public Schools' Report Card from Nebraska Department of Education for the 2018-19 school year.

According to AQuESTT (Accountability for a Quality Education System, Today and Tomorrow), Pleasanton Public Schools is classified as a Good district (classifications levels are Excellent, Great, Good, and Needs Improvement). AQuESTT is the statewide Nebraska Department of Education accountability system; a system of support built around a combination of scores in six tenet areas: Positive Partnerships, Relationships, and Student Success; Transitions; Educational Opportunities and Access; College and Career Readiness; Assessment; and Educator Effectiveness.

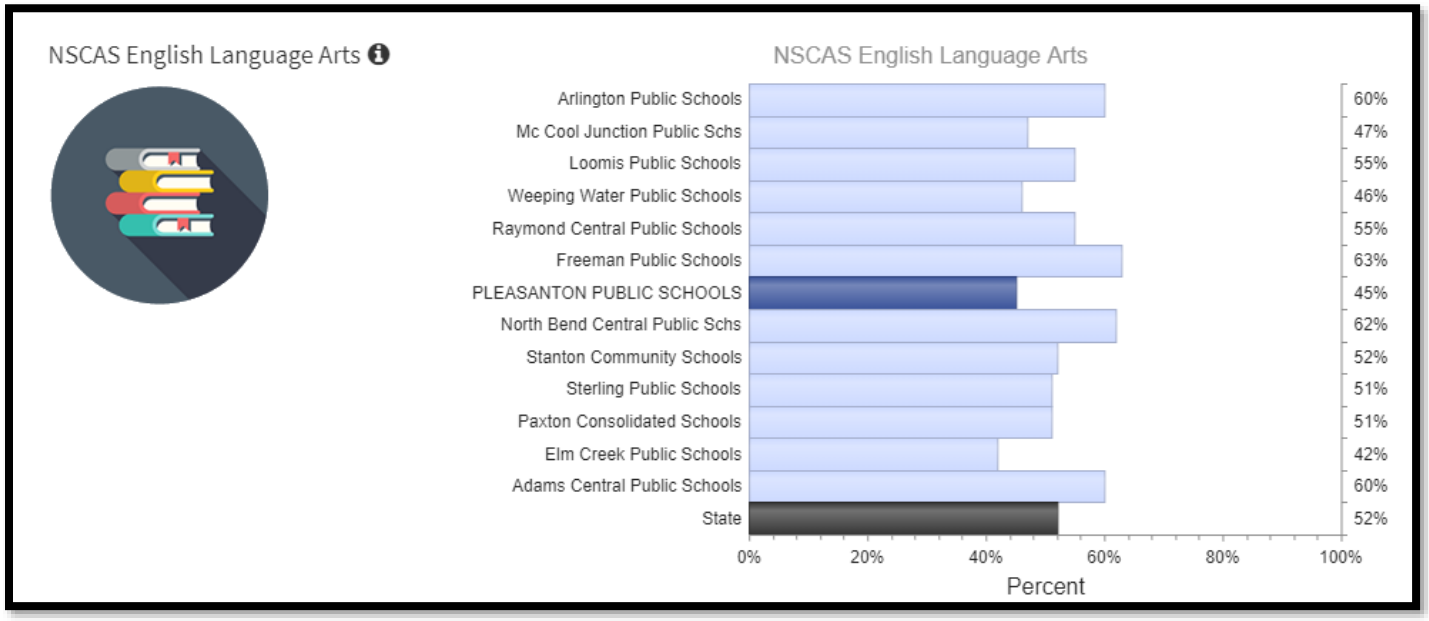
Many metrics are used in this classification — from graduation rates (Pleasanton's graduation rate is 100%, which is higher than the state average of 88%), college-going rate of 88%, absenteeism, as well as summative academic achievements in Math, English Language Arts, and Science. The academic achievement scores are collected by The Nebraska Student-Centered Assessment System (NSCAS), a statewide assessment system to provide educators and decision makers at all levels with the insights they need to support student learning. Pleasanton currently scores below the state average on all academic assessment measures --- English Language Arts proficiency at 45% (state average 52%), Mathematics proficiency at 43% (state average 52%), and Science proficiency at 81% (state average 66%).

Nebraska Department of Education – Pleasanton Public School District

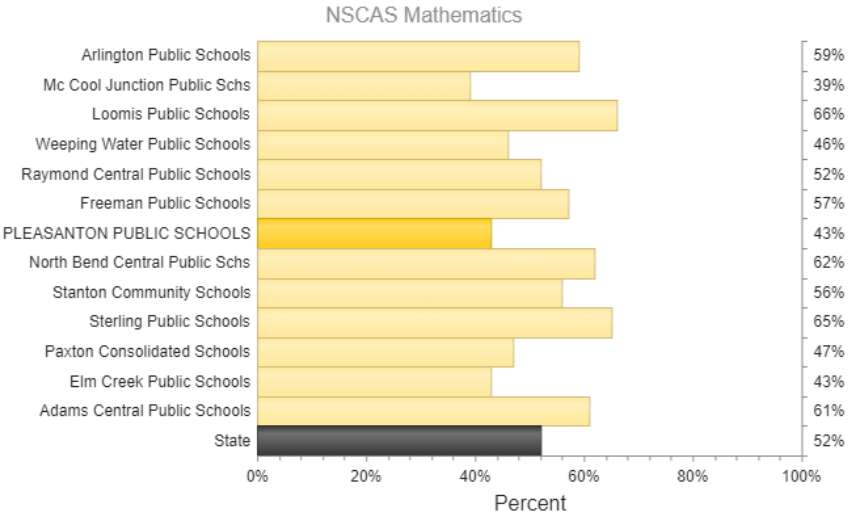


Performance Comparisons:

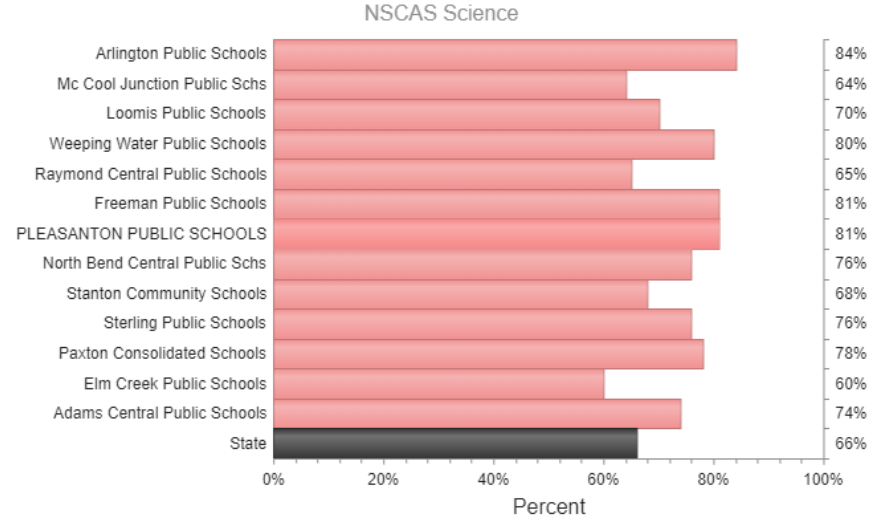
12 Nebraska public schools or districts most similar to this school/district based on a range of variables, including: school, district, and community characteristics.



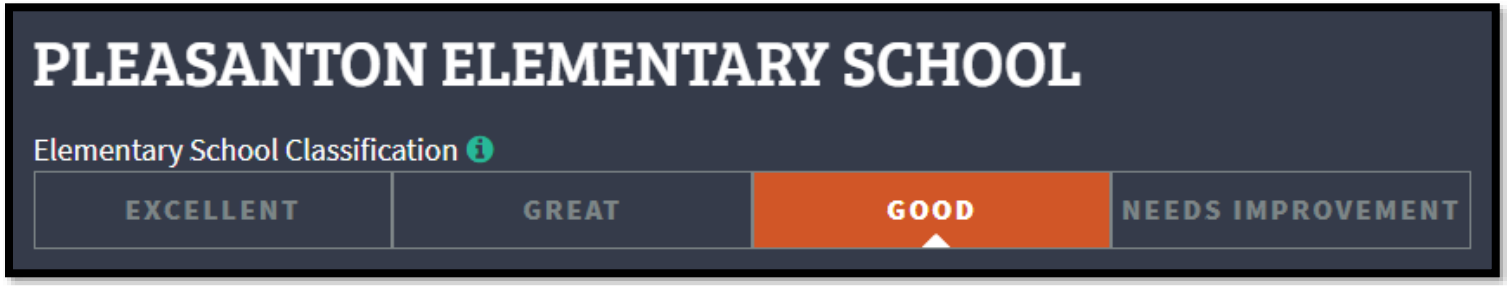
NSCAS Mathematics



NSCAS Science

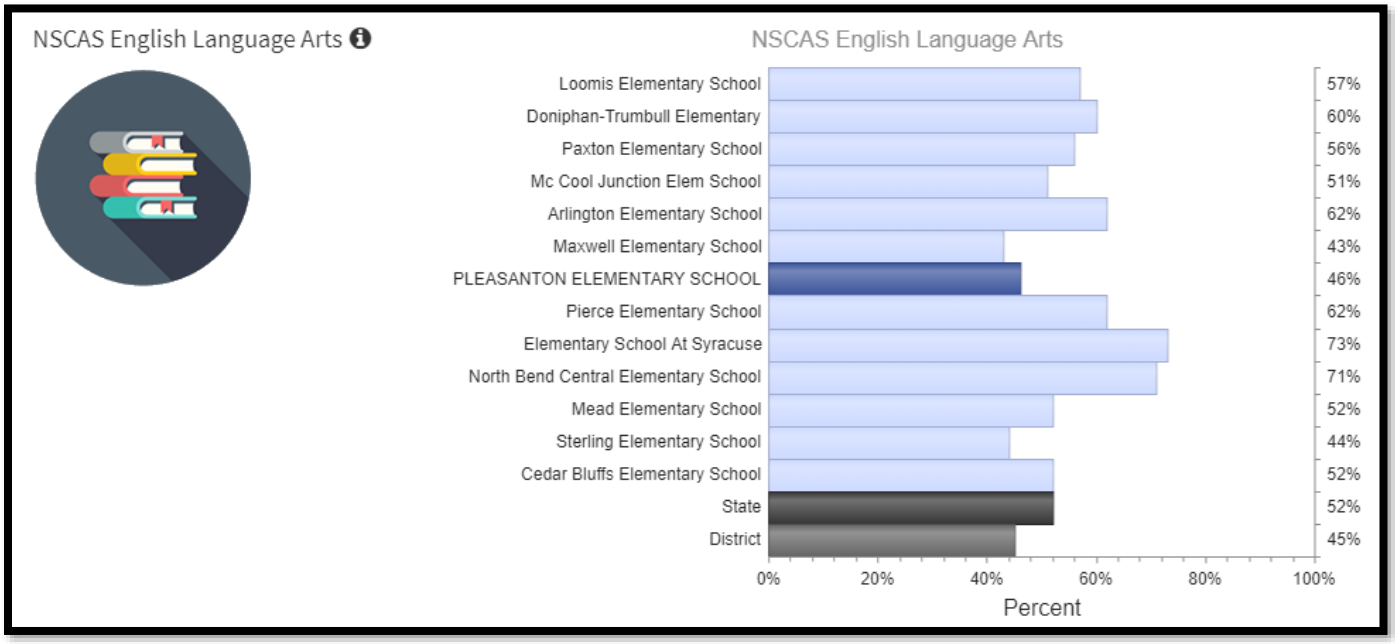


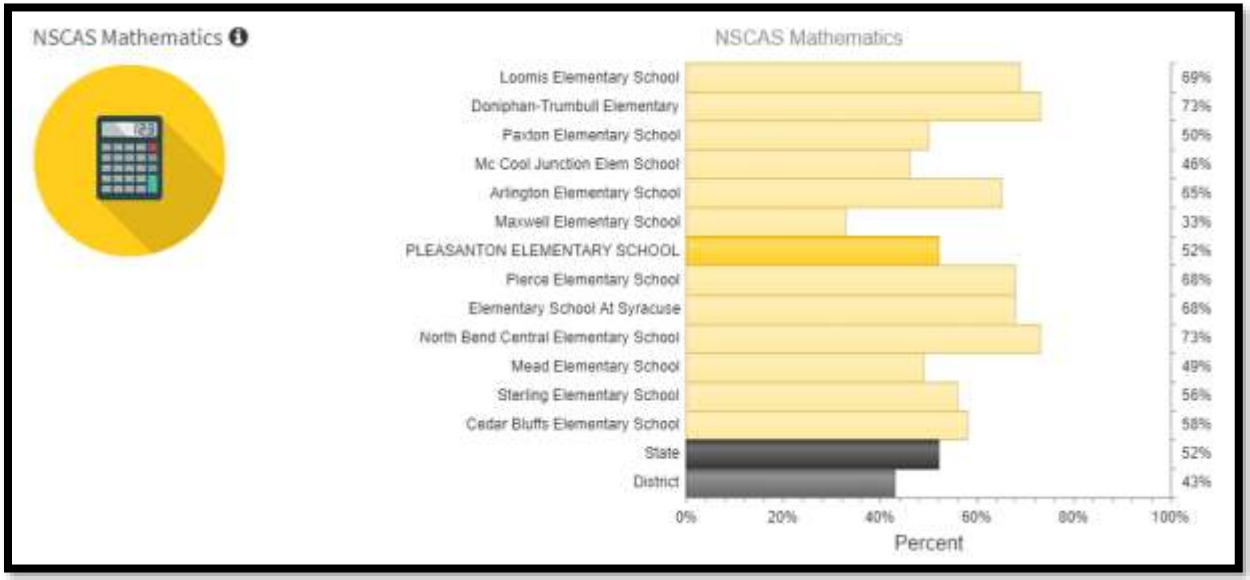
Nebraska Department of Education – Pleasanton Elementary School



Performance Comparisons

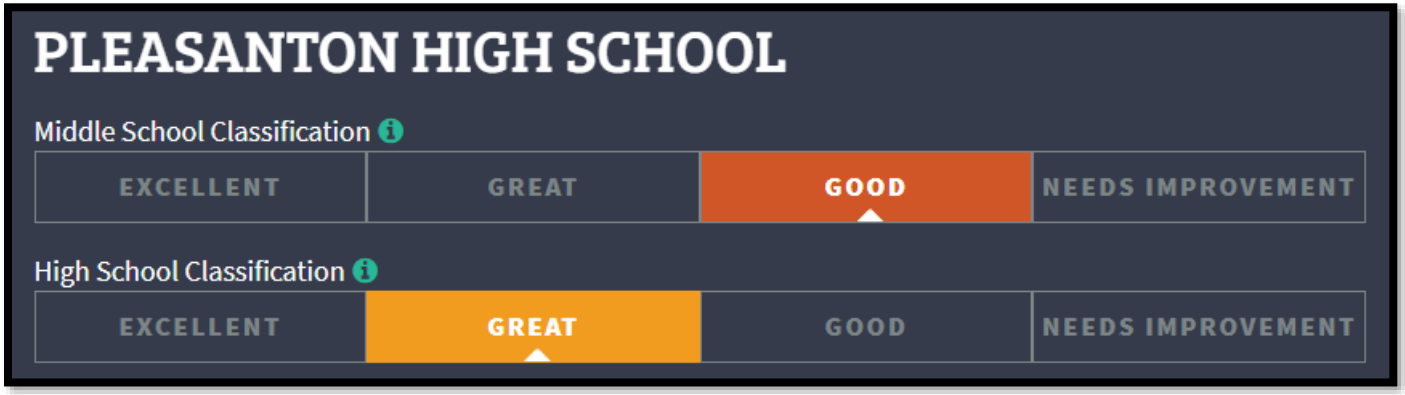
12 Nebraska public schools or districts most similar to this school/district based on a range of variables, including: school, district, and community characteristics.





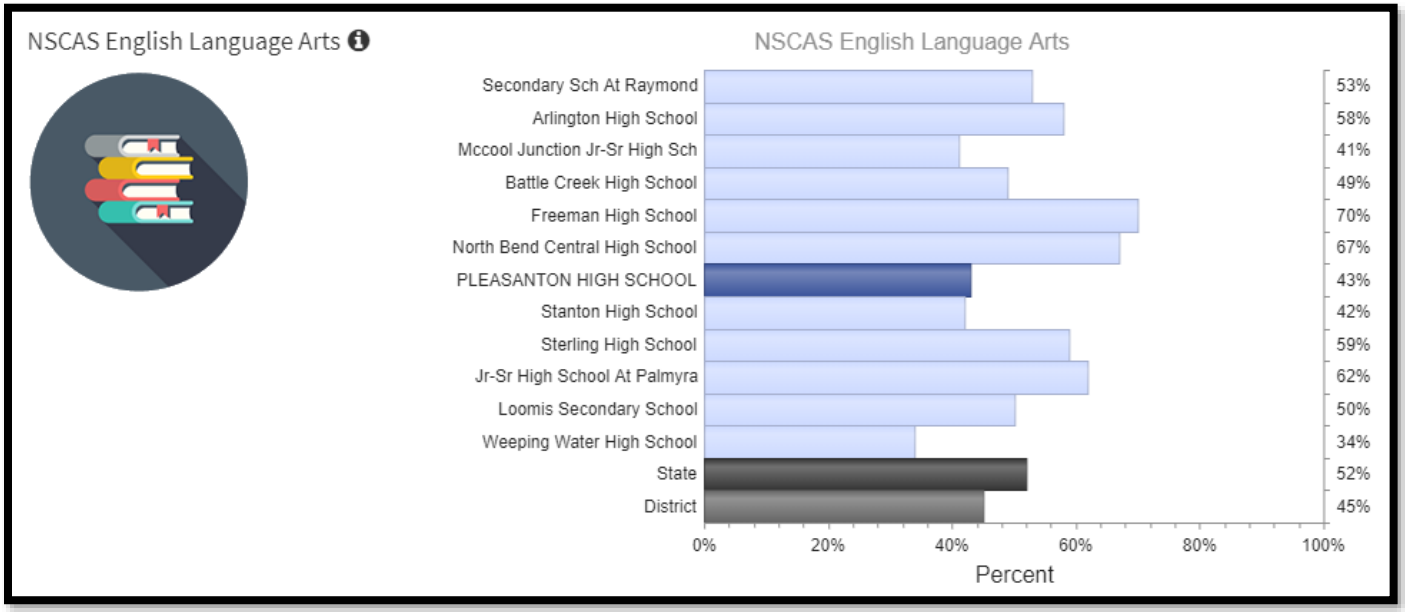
Pleasanton Elementary Science Comparison Not Available

Nebraska Department of Education – Pleasanton High School

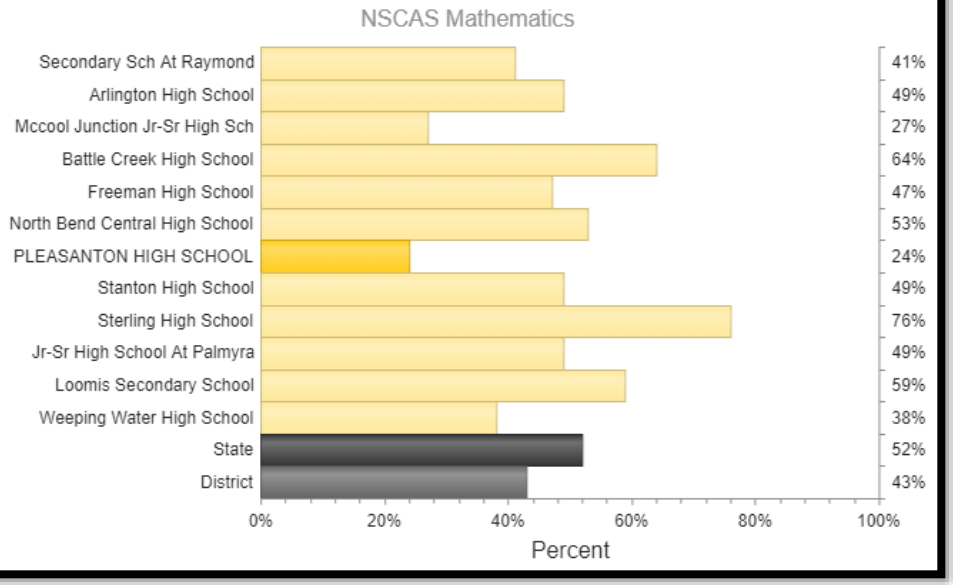


Performance Comparisons

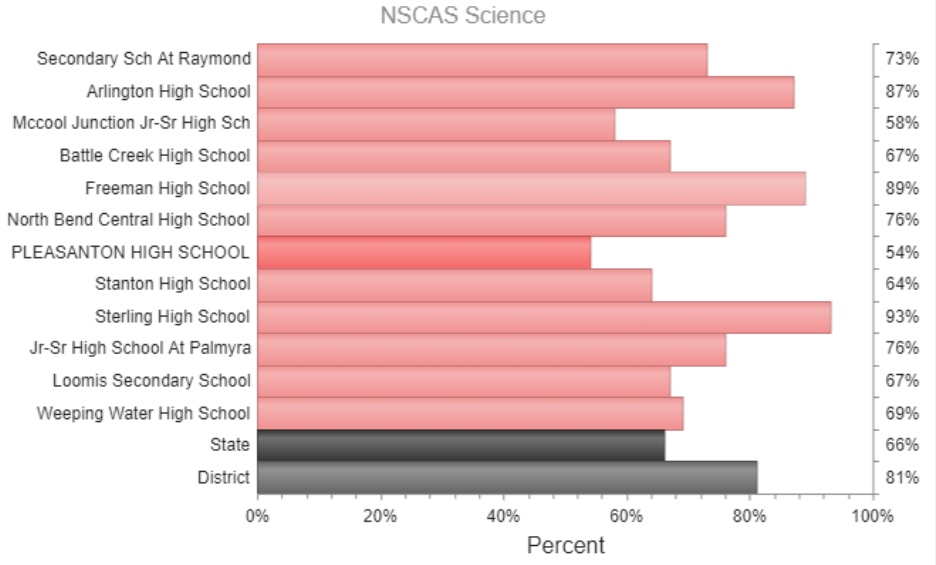
12 Nebraska public schools or districts most similar to this school/district based on a range of variables, including: school, district, and community characteristics.



NSCAS Mathematics



NSCAS Science



Student Demographics

Student Membership

Pleasanton's student body totals 303 students, which has experienced steady growth averaging about 7% a year over the last 15 years. Over 98% of the student body identified as white and 2% as Hispanic; less than 1% of the student body is identified with limited English proficiency.

Within Pleasanton's student body, 5% is characterized with high mobility, which is slightly higher the state average and correlated with a higher rate of poverty. Any student who enrolls in two or more public schools during an academic year is considered a highly mobile student. Students who are highly mobile move six or more times in the course of their K-12 education, come from a variety of backgrounds, and experience lower student achievement and lower test scores regardless of the quality of the school's instructional programs. They include the children of migrant workers, of families experiencing domestic violence, of families in unstable work and home situations that result from high poverty, and of military and immigrant families.

Free/Reduced Lunch

Pleasanton's free/reduced lunch rate is 30%, which is lower than the state average of 45%. A child is eligible for a free/reduced-price meal based on family size and income. Children are eligible for free meal benefits because they, or any household members, receive benefits under Medicaid by income eligibility. Children from households with incomes between 131%-185% of the Federal poverty level are eligible for reduced-price meals.

Teacher Demographics

Staff and Teacher Experience and Retention

There are currently 22 teachers serving on staff at Pleasanton; of those 22 teachers, 47.8% have a master's degree, which is 8.2% lower than the state average of 56%. Of the current 22 teachers, the average years of teaching experience is 17.4 years, which is higher than state average of 14 years. In the 2015-16/2016-17 school years, teacher retention at Pleasanton was 72.7%; 22.7% of the teaching staff during those two years either left teaching and/or continued teaching outside the Pleasanton school district

Data Collection Process

Stakeholder Engagement

The data developed over the course of the stakeholder engagement process was carried out from August 2019 - April 2020. The district engaged both internal and external stakeholders to gather feedback on setting the district's academic and operational goals for the next five years. With the support of the Association, the district formed a Strategic Overview Committee (SOC) made up of board members, administrators, principals, teachers, students, parents, community members, and business leaders. In addition, the Association staff facilitated focus group discussion, surveys, and one-on-one interviews to hear from the broader community.

The Needs Analysis outlines the district's current state based on the data collected through the stakeholder engagement process which included community members, certified staff, classified staff, administrators, and parents, as well as middle school and high school students. Association staff analyzed the data collected for trends and patterns. Open-ended questions and supporting comments were reviewed for suggestions and recommendations that might better inform the development of the strategic plan.

A Foundation for Success

Pleasanton Public Schools has many great qualities to build upon to benefit both the staff and students. The leadership demonstrated by Superintendent Jeff Vetter, the administrators, and board has paved the way for long-term planning. The strategic plan will serve as a guide for our collective efforts to close the opportunity gap and meet the current and future challenges to deliver on encouraging excellence in Pleasanton's student body. Stakeholders will find a plan that supports and fosters a culture of high expectations and provides the strategies necessary for nurturing equity and excellence. By implementing systemic change, the strategic plan will enable all students to be successful, regardless of circumstance, which is a fundamental belief inherent in this plan.

Summary of Identified Needs

The significant needs identified by the district's leadership and certified staff are listed in the table, below; more detailed versions of the data summaries are also provided throughout this document.

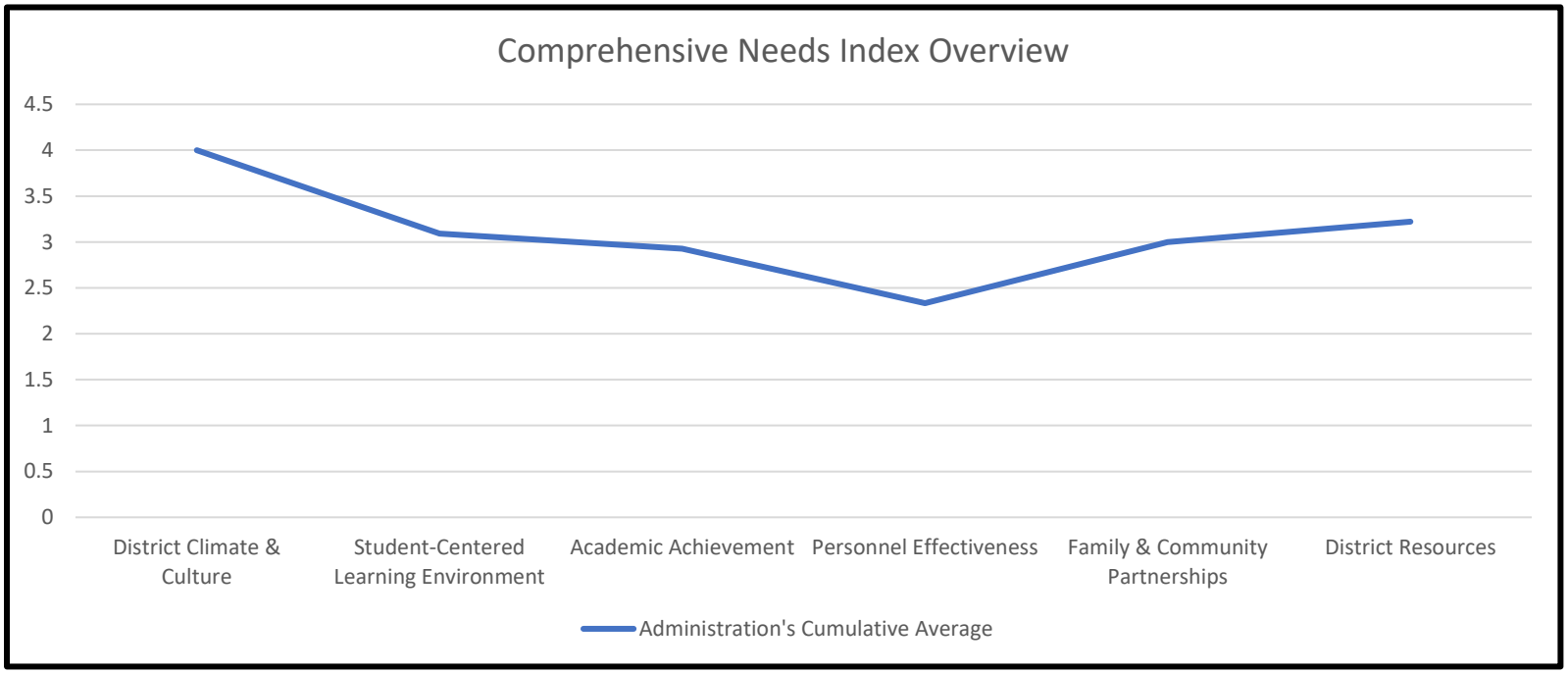
At each stage of the needs assess process, the various stakeholder groups raised many strengths, points of pride, accomplishments, and positive attributes of the district. The purpose of this Needs Analysis, however, is to summarize the needs and challenges that emerged through the needs assessment process, which are as follows:

No.	Identified Need	Stakeholders* Groups Identified Needs
1	Student Achievement Opportunities, Programming, and Expansion of Non-Sport Opportunities – e.g. FFA, HAL, Extracurriculars, Advanced Placement/Dual Credit, Life and Career Readiness, Class Choices	A, C, P, SOC, B, Ce, S, Cl
2	Curriculum – Horizontal and Vertical Curriculum Alignment, ELA & Math Curriculum, Curriculum Training, Data-based Decisions, Improve AQuESTT Standings	A, C, P, SOC, B, Ce
3	Climate and Culture – Student Well-Being/Social-Emotional Learning, Behavior Problems, Favoritism; Cultural Unification, Cohesive Vision, and Improvement of Communications	A, Ce, P, Cl, B, S, C
4	Facilities - Plan for Anticipated Growth in Enrollment, Plan for Extra Lot, Paved Parking, Football/Track	A, B, C, SOC, P, Ce
5	Professional Development & Succession Planning – Succession Plan for Mr. Vetter and Mr. Bednar, Key Staff Retirement Planning, Retention of Teachers, Technology Training, Staffing Needs (Classified – Paras & Bus Drivers, Elementary Math & English, Middle School Staff, Behavioral Specialist/Additional Counselor)	A, B, C, Ce, Cl, P
6	Strengthen Community, Business, and Parent Partnership/Engagement	A, C, B
7	Long-Term Financial Stability – Budget Alignment	B, P, C
*A=District Administration, B = Board of Education, C=Community, Ce=Certified Staff, Cl=Classified Staff, P=Parent, S=Students, SOC=SOC Committee		

Comprehensive Needs Index (CNI)

The Comprehensive Needs Index (CNI) is a secondary mechanism provided to the administrators to identify needs that possibly did not surface in the stakeholder engagement data. The CNI provides an extensive list of criteria grouped into six major categories including: District Climate/Culture, Student-Centered Learning Environment, Academic Achievement, Personnel Effectiveness, Family and Community Partnerships, and District Resources. The graph above indicates the average ratings for all indicators assessed by the administrators across the six main categories. The rating scale for the CNI is a 1-5 scale with a 5 indicating an area of excellence. Ultimately, the CNI provides an additional lens to confirm, compare, and contrast the identified stakeholder needs by building level and across the district. The two Pleasanton administrators completed the CNI in October 2019.

For specific criteria averages and ratings, the category-specific graphs are included following the Administration Identified Needs.



Strategic Overview Committee Identified Need

The SOC committee identified needs through Pleasanton Public Schools' Mission, Values, Goals, and Objectives.

I. **Mission:** Welcome to Pleasanton Public School. The Board of Education, administration and staff are committed to providing an environment where every child can grow and learn in a positive environment.

II. **Values:**

We believe:

- that everyone can learn and excel in a positive environment.
- the quality of education improves with cooperation of student, staff, parents, and community.
- in offering the tools necessary for life-long learning.
- in instilling attitudes to produce responsible citizens who can cope and adapt in an ever-changing global community.
- in encouraging excellence.

III. **District Goals and Objectives:**

The goals and objectives of the Pleasanton Public Schools are to provide:

1. **A curriculum that is based on state standards; comprehensive, coordinated, and sequential and is directed toward locally approved goals and standards for student learning.** It draws upon research, best practice, and reputable theory and provides the foundation for standards-based instruction. **The instructional program focuses on achievement and provides for the diverse learning needs of all students including learners with disabilities and high ability learners. Curriculum and instruction help students develop content and skill mastery, analytical thinking, problem solving, work ethics, creativity, and respect for diversity.**

2. **An instructional program that focuses on achievement and provides for the needs of all students including learners with disabilities and high ability learners.** It draws upon research, best practice, and reputable theory broad enough yet with sufficient depth to allow education for all of the students.

3. **Assessment procedures and results that assist teachers in planning and providing appropriate instruction for all students.** Assessment results also provide information for monitoring program success, and for reporting to parents, policy makers, and the community. The school periodically reviews procedures to improve assessment quality and increase student learning. The information assists schools in establishing and achieving improvement goals.

4. **A library/media/technology program that provides a wide range of accessible print and electronic resources that expand opportunity for learning, contribute to information literacy, support the local curriculum, and enhance and enrich learning experiences for all students.** The program provides materials through onsite and electronic access that complement, supplement, and

enrich curriculum and instruction. It facilitates research, supports and encourages personal interest reading and the study of current events, and develops technological and other skills for accessing, evaluating, and using resources.

5. **Instructional staff who have appropriate training and preparation to work with the students assigned to them**, who are knowledgeable of principles of child growth and development and of the curriculum content for which they are responsible, who use teaching strategies that engage students actively in learning, and who help students understand and apply content across subject areas. Staff development activities that support the school's efforts in curriculum development, instructional improvement, assessment, and general school improvement to achieve school improvement goals. Ways and means to encourage professionalism among its staff members.

6. **Administration that exercises leadership in the development and implementation of school goals and policies**. Administrators who demonstrate leadership in management and operation of the school system and in the improvement of curriculum and instruction. Building administrators who provide leadership to curriculum, instruction, assessment, and school improvement. They guide staff and students in achieving goals and fulfill other functions supportive of quality learning.

7. **A systematic ongoing process that guides planning, implementation, and evaluation and renewal of school improvement activities to meet local and statewide goals and priorities. The school improvement process focuses on improving student learning.** The process includes a periodic review by visiting educators who provide consultation to the school/community in continued accomplishment of plans and goals.

8. **A school system that demonstrates accountability to the school community.** School staff periodically assesses and report student progress toward accomplishment of academic content standards. Results are used to plan and make needed changes to improve instruction for all students.

9. **School facilities and a general environment that supports quality learning. Facilities and grounds are safe, orderly, and well maintained, and facilities that have adequate space, lighting, and furnishings.** The system has plans or provisions for climate-controlled buildings to the extent feasible. The environment is emotionally safe and supportive and promotes respect, trust, and integrity. The means whereby the community can make use of its facilities.

10. **A Board of Education that governs through orderly procedures which focus efforts of the school upon quality learning**, result in equitable opportunities for learning for all students, and insure accountability to the local community.

11. **An activities program** that is scheduled outside the regular school day, focuses on active participation of all students involved in the activity, and promotes a positive image of the school and community.

12. **A total program, academic and extra-curricular activities, which will contribute to the life-long cultural, social, and leadership qualities of the student. A welcoming environment for parents and community.**

SOC SWOT (*Strengths, Weaknesses, Opportunities, Threats*) Identified Needs:

In the completed analyses, the following top themes emerged – listed in descending order:

- **STRENGTHS**
  - *Community Support*
  - *Daycare*
  - *Clean, Quality Facilities*
  - *Small Class Sizes*
  - *Great Teachers*
  - *Distance Learning*
  - *All-Day Preschool*
- **WEAKNESSES**
  - *Paved Parking Lot*
  - *Football Field and Track*
  - *FFA Program*
  - *College/Career Prep*
  - *Home Economics/ Life Skills Course*
  - *Ag Education*
- **OPPORTUNITIES**
  - *Job Shadowing and Internships*
  - *Proximity to UNK and CCC*
  - *Promote Our School, Utilize Social Media*
  - *Volunteers from Community*
  - *FFA/Ag Community Support & Education*
  - *Student Mentors, Big Brother Big Sister*
- **THREATS**
  - *Road Conditions – Hwy 10*
  - *Housing*
  - *Workforce*
  - *Room to Accommodate Growth*
  - *Taxes*
  - *Option Enrollment*

Board of Education Identified Needs

NASB conducted interviews with each member of the board in August 2019. In the completed analyses, the following top themes emerged for the strategic plan:

- **Student Achievement**
  - Ensure all curriculum is adhered to in the classroom and aligned to state standards
  - Increase AQuESTT standings
  - Continued MAP focus and test scores
  - Student achievement focus

- **Superintendent Oversight and Future Staffing Needs**
  - Superintendent evaluation tool
  - Future of superintendent position – replacement for when Mr. Vetter retires
  - Succession planning for Bob Bednar

- **Communication and Community Dynamics**
  - Need community involvement for long-term direction; particularly in growth of enrollment decisions when Hwy 10 improvements are competed
  - Board engagement, soliciting, and responding to key stakeholders, parents, and business leaders
  - Usage of purchased land/ sports complex
  - Creating a FFA program
  - District relationship with business community
  - Option enrollment decisions to be made
  - Address needs of changing student demographics – growth of student body

- **Financial Stability**
  - Budget is aligned and allocates resources to meet needs
  - More purposeful budgeting
  - Effective use of tax dollars

- **Board's Oversight and Administration-Driven Cultural Alignment**
  - Aligning needs of the district to the work of the board
  - Increase number of committees/increase work of the board outside of the board meetings
  - Better utilization of board self-assessment results
  - Better meeting effectiveness - continue policy review and focus on curriculum; less activity recap
  - Board role clarity and cohesive working relationship with administration; need to set code of conduct

- **Students Well-Being**
  - Social-Emotional Learning
  - Mental Health resources of the students
  - Understanding and targeting areas of improvement
  - Safe culture --- culture of safety and respect

Community Identified Needs

A community engagement meeting was held at the district on January 23, 2020, and a facilitated discussion with question and answer was held to generate feedback. NASB facilitated a meeting of 57 members of the community, parents, staff, students, and board members; these participants were asked to identify themselves by which title best represented them:

Parent = 29
Teacher/Staff = 12
Community member = 4
Business leader = 4
Student = 1
Board members = 5
Administrators = 2

- Overwhelmingly, the participants identified the challenges facing district capacity and the potential growth to the community of Pleasanton and how it affects/could affect Pleasanton Public Schools – listed in descending order of response:
  - Accommodating increased enrollment
  - Class sizes
  - Funding/Spending/Budgeting
  - Farm economy
  - Tax increases
  - Pre-K waitlist
  - Road conditions
  - Adding more extracurricular activities
  - After school programs/tutoring
  - Lack of local jobs
  - Connecting with single parents
  - Transportation costs

- Staffing concerns were an additional area of note among the participants:
  - Retaining/hiring quality teacher
  - Retirement of key staff
  - Lack of bus drivers
  - School leadership turnover
  - Pressure on staff/supporting staff

- The well-being of students and the student culture of Pleasanton Public Schools was a noted area of concern – specifically mentioned:
  - Mental health issues
  - Taking in Kearney's behavioral students
  - Whole child development
  - Drugs and vaping
  - Cooperation and positivity
  - Loss of small-town values

- Knowledge and skills for the students' preparation for post-graduate success and to most benefit student success identified include:
    - Personal Skills – problem-solving skills, good work ethic, adaptability, willingness to learn, humility, respect
    - Relational Skills – build caring relationships, serve in organizations, mentorships
    - Business Acumen – communication, technical/trade, technology, business, personal finance
    - Expectations for Student Success – raising expectations of all students, regardless of ability, to succeed and thrive

- If you could implement one change to benefit student success, what would it be? Responses listed in descending order of response:
    - More core class junior high teachers
    - Job shadowing/work study/vocational training
    - Ag education
    - Behavioral specialist for elementary
    - Add another counselor position
    - More technology training
    - More life skills preparation
    - Mentoring/tutoring
    - Improve science classes
    - Ensure non-athletic kids feel important too

Parent Identified Needs

Parents/guardians were given the opportunity to provide their feedback between January & February 2020, via an online survey. NASB received a total of 114 completed survey responses. The distribution of parents/guardians according to the building in which their child(ren) attend(s):

Elementary = 73 (51%)
Middle/High School = 65 (45.8%)
Other = 4 (2.8%)

Responses below listed in descending order based on total number of responses:

- Knowledge and skills identified for the students' preparation for post-graduate success and to most benefit student success:
  - Life Skills – personal finance knowledge, social skills, kindness, respect, interview and study skills, etc.
  - Communication
  - Core Curriculum Competency – English, math, science, government, history
  - Critical Thinking
  - CTE/Career Preparation
  - College Readiness
- Challenges that will impact the district over the next three to five years:
  - Increase in Enrollment and Class Size
  - Decreased Funding/Budget Cuts
  - Not Enough Qualified Staff
  - Increased Need in Facilities and Size of Facilities
  - Declining Population
  - Lack of Classified Staff
  - Mental Health Issues
  - Need Emotional/Behavioral Support
- Climate/Culture
  - Responses based on experiences parents/guardians had with district staff:
    - Respondents answering strongly agree/somewhat agree
      - I feel I can ask any question I have: 82.4%

- Most positive: Elementary Parents
- I am treated with respect: 78.1%
  - Most positive: Elementary Parents
- My students' differences are embraced: 64%
  - Most positive: Elementary Parents

Net Promoter Score: *On a scale from 0 to 10, how likely would you be to recommend this district to a friend?*

All Responses: 31.4

Elementary Parents: 37.9

Middle/High School Parents: 18.3

The NPS is determined by subtracting the percentage of respondents who are detractors from the percentage who are promoters. What is generated is a score between -100 and 100 called the Net Promoter Score.

- Promoters gave a score of 9 or 10 and would recommend the district.
- Passive gave a score of 7 or 8; they are somewhat satisfied but would not go out of their way to recommend the district to others.
- Detractors gave a score lower or equal to 6, which indicates they would not recommend the district to others.

Academic Achievement

- Responses based on whether the district is meeting the academic expectations of parents/guardians for their student(s): (Parents/guardians of middle/high school students answered *less* positively on all statements)
  - Respondents answering strongly agree/somewhat agree
    - The district is meeting my ***educational expectations*** for my student(s): 76.3%
      - Most positive: Elementary Parents
    - The district is meeting the ***extracurricular expectations*** I have for my student(s): 71.1%
      - Most positive: Elementary Parents
    - ***Technology*** is effectively integrated to enhance student learning: 72%
      - Most positive: Elementary Parents

District Resources

- The ***top two*** most important areas identified the district might focus on to ***improve and expand learning facilities and grounds***:
  - Site Access and Parking: 22.1%
  - Educational Learning Spaces: 20.6%

Student Success

- Top responses for what one change would be most impactful to student success – *top three responses listed in descending order*:
  - District-wide:
    - Stop Favoritism
    - Social-Emotional/Behavioral Curriculum
    - All Tied for 3rd:
      - Add an Ag/FFA Program
      - Communication Between Staff and Teachers
      - Expand Extracurricular Activities/Non-Sports
      - More STEM Programs
  - Elementary Parents:
    - Add an Ag/FFA Program
    - Expand Extracurricular Activities/Non-Sports
    - Stop Favoritism
  - Middle/High School Parents:
    - Stop Favoritism
    - Communication Between Staff and Teachers
    - Tied for 3rd:
      - More STEM Programs
      - Social-Emotional/Behavioral Curriculum

Certified Staff – District Comparative Overview of Identified Needs

As a key component of the strategic planning process, certificated staff members were given the opportunity to provide their feedback in January 2020. NASB received a total of 23 completed survey responses, reflecting 100% of Pleasanton Certified Staff.

Elementary School Staff = 11
Middle/High School Staff = 12

Climate/Culture

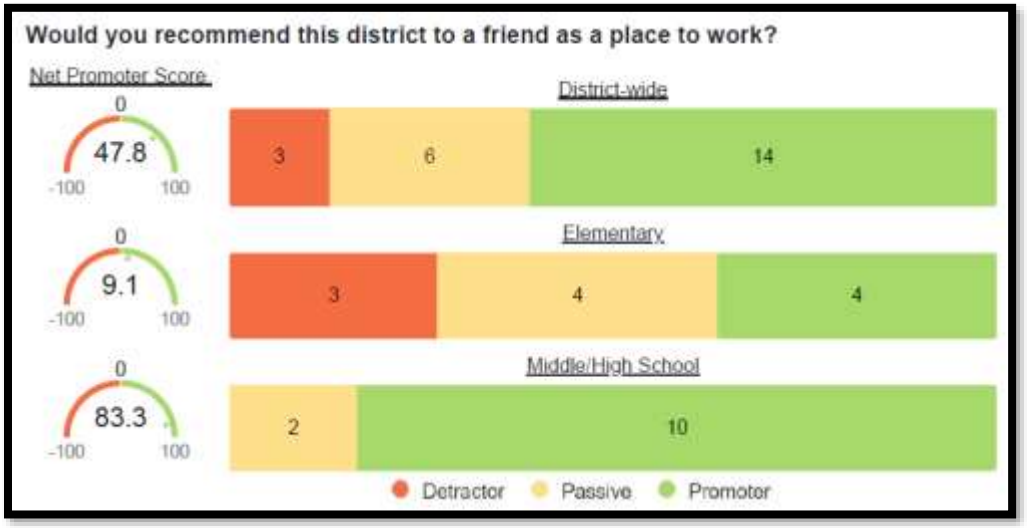
- Positivity of climate and culture on a building-level and a district-level:
  - Building level: 100% strongly agree or agree
  - District level: 91.3% strongly agree or agree
    - Higher: Middle/High School
- Culture dynamics **among colleagues** district-wide:
  - I can be myself at work
    - District-wide: 95.7% strongly agree/agree
    - Higher: Middle/High School
  - My differences are embraced
    - District-wide: 78.2% strongly agree/agree
    - Higher: Middle/High School
  - My opinions are valued
    - District-wide: 78.2% strongly agree/agree
    - Higher: Middle/High School

- Culture dynamics between **staff and administration** district-wide:
  - I can bring my whole self to work
    - District-wide: 100% strongly agree/agree
    - Higher: Middle/High School
  - My differences are embraced
    - District-wide: 82.6% strongly agree/agree
    - Higher: Middle/High School
  - My opinions are valued
    - District-wide: 82.6% strongly agree/agree
    - Higher: Middle/High School

Communication

- **District**
  - Communication is positive: 86.9% strongly agree/agree (*highest overall*)
    - Higher: Middle/High School
  - Communication is effective: 73.9% strongly agree/agree
    - Higher: Middle/High School
- **Building**
  - Communication is positive: 82.7% strongly agree/agree
    - Higher: Middle/High School
  - Communication is effective: 69.5% strongly agree/agree
    - Higher: Middle/High School
  - I am well informed: 65.2% strongly agree/agree (*lowest overall*)
    - Higher: Middle/High School

Net Promoter Score



District: 47.8
Elementary: 9.1
Middle School/High School: 83.3 (*no detractors*)

- Promoters gave a score of 9 or 10 and would recommend the district.
- Passive gave a score of 7 or 8; they are somewhat satisfied but would not go out of their way to recommend the district to others.
- Detractors gave a score lower or equal to 6, which indicates they would not recommend the district to others.

- At 40% of responses, communication was the top response across all levels in the district when asked what can be done to make the climate better. The top three responses district-wide are listed:

District-wide

Field		Choice Count
Communication	40.0%	12
Climate is Overall Good	23.3%	7
More Teambuilding/Staff Outings	10.0%	3

Student-Centered Learning Environment

- Adequate Resources to Support Students' Well-Being
  - District-wide: 91.3% strongly agree/agree
  - Elementary School: 90% strongly agree/agree
  - Middle/High School: 92% strongly agree/agree

- District Provides Training to Equip <u>Staff/Students to Cope with Social-Emotional/Behavior Issues</u>
  - District-wide: Equip Staff: 73.9% strongly agree/agree
    Equip Students: 52.2% strongly agree/agree
  - Elementary School: Equip Staff: 54.5% strongly agree/agree
    Equip Students: 36% strongly agree/agree ***(low)***
  - Middle/High School: Equip Staff: 91.6% strongly agree/agree ***(high)***
    Equip Students: 66.6% strongly agree/agree

Greatest Student Need

- Top Responses:
  - District-wide:
    - Social-Emotional Support/Training (24%)
  - Elementary School – (tie 30.8%)
    - Behavioral Support/Training
    - Social-Emotional Support/Training
  - Middle/High School – (all tied at 16.7%)
    - Additional JH/HS Teacher for Math/Science
    - Social-Emotional Support/Training
    - Improve Student Apathy
    - Mental Health
    - Nothing

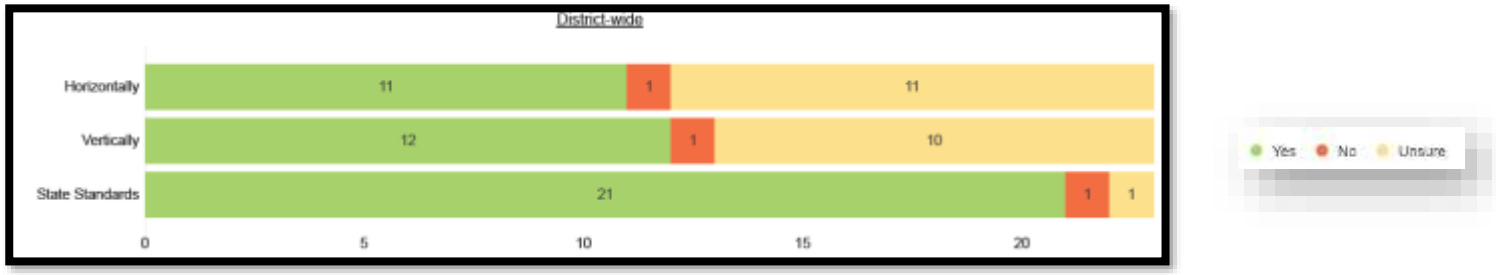
- What Can be Done to Support the Whole Child/Whole Student?
    - Top Responses:
        - Elementary –
            - More Training for Staff 28.6%
        - Middle/High School –
            - I Don't Know 25%

District-wide

Field	Choice Count	
More Training for Staff	15.4%	4
I Don't Know	11.5%	3
More Staff	11.5%	3
Social/Emotional Support	11.5%	3

Academics

- Technology and Data
    - 87% answered strongly agree/somewhat agree that technology is effectively integrated to enhance student learning.
    - 78.2% answered strongly agree/somewhat agree that data is used effectively to support instruction and learning.
- Curriculum, Instruction, and Assessment
    - An almost even split consists among the staff regarding whether the district utilizes an adopted instructional framework/model:
        - Yes: 52.2%
        - No: 47.8%
    - There was continuing uncertainty when asked whether the curriculum is aligned horizontally and vertically; this may be an area for improvement.
    - There was certainty among staff regarding their affirmation of adherence to the state standards.



    - Keeping up with technology was the top response to improve instruction and student learning district-wide (16.4%). Correspondingly, more staff collaboration time (17.4%), assess/update curriculum; more computers for elementary (8.7%) round out the top responses.

Programming

- Identify a district program you would expand/grow:
  - Top Responses by Building:
    - Elementary – HAL 50%
    - Middle/High School – (14.3% tied for top response)
      - HAL; I don't know; Nothing; We don't offer many programs

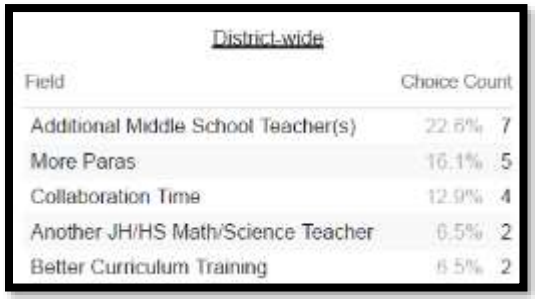
District-wide

Field	Choice Count
HAL	8
Expanded Learning Opportunities	2
I Don't Know	2
Nothing	2
Social-Emotional Development	2
We Don't Offer Many Programs	2

Personnel Effectiveness

- Personnel Development
  - District-wide, 74% of respondents strongly agree/somewhat agree that professional development they receive meets their needs.
    - Elementary – 84% strongly agree/somewhat agree
    - Middle/High School – 63% strongly agree/somewhat agree

- Greatest Staffing Need
  - Top Responses by Building:
    - Elementary – Collaboration Time 26.7%
    - Middle/High School – More Middle School Teachers 43.8%



District-wide

Field	Choice Count
Additional Middle School Teacher(s)	7
More Paras	5
Collaboration Time	4
Another JH/HS Math/Science Teacher	2
Better Curriculum Training	2

  - Top five responses for improving the effectiveness of staff:
    - Collaboration Time 17.2%%
    - Curriculum Training 10.3%
    - Additional Middle School Teachers 6.9%

      Better Evaluation Process

      Enforce Staff Rules

      Keep Improving Communication

      More Staff

District Resources

- Learning Facilities
  - 95.7% answered strongly agree/agree that the students' needs are met by the learning facility.
  - The top two facilities and grounds improvements identified by the staff were *educational learning space (23.9%)* closely followed with *capacity to support district enrollment (19.6%).*
  - When asked to expound upon what improvements the district should make, the staff provided these answers (provided as open-ended comments; in no particular order):
    - Develop the land that we bought football and track, parking
    - Hire more teachers
    - More teachers
    - Social/emotional programming
    - Increased staff
    - Additional Teachers for Middle School
    - Greater technology use; communicate positives to public via newsletter/social
    - Media

- Change to Benefit Student Success
  - Top Responses by Building:
    - Elementary – 18.2% for each response
      - More Social/Emotional Training
      - More Staff
      - Title Math
    - Middle/High School – 16.7% for each response
      - Additional Middle School Teacher(s)
      - I Don't Know
      - More Non-Sport Activities

District-wide

Field	Choice Count
More Staff	3
Additional Middle School Teacher(s)	2
I Don't Know	2
More Non-Sport Activities	2
More Social/Emotional Training	2
Nothing	2
Title Math	2

Classified Staff Identified Needs

Classified staff were given the opportunity to provide their feedback between January 2020 through an online survey. NASB received a total of 12 completed survey responses.

Elementary School Staff = 6
Middle/High School Staff = 6

Climate/Culture

- Positivity of climate and culture on a building-level and a district-level:
  - District-wide: 91.7% strongly agree/agree
  - Building-level: 100% strongly agree/agree

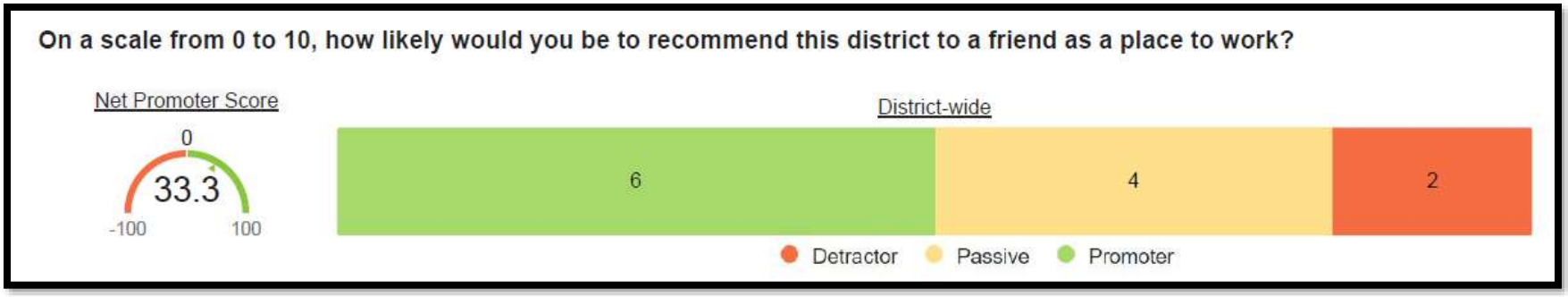
- Culture dynamics among colleagues district-wide:
  - I can be myself at work
    - District-wide: 100% strongly agree/agree
  - My differences are embraced
    - District-wide: 100% strongly agree/agree
  - My opinions are valued
    - District-wide: 91.7% strongly agree/agree

- Culture dynamics between staff and administration district-wide:
  - I can be myself at work
    - District-wide: 100% strongly agree/agree
  - My differences are embraced
    - District-wide: 100% strongly agree/agree
  - My opinions are valued
    - District-wide: 91.7% strongly agree/agree

Communication

- Building communication is positive (*highest overall*)
  - District-wide: 91.6% strongly agree/agree
- Building communication is effective
  - District-wide: 83.3% strongly agree/agree
- District communication is positive
  - District-wide: 91.6% strongly agree/agree
- District communication is effective
  - District-wide: 66.7% strongly agree/agree
- I am well informed (*lowest overall*)
  - District-wide: 58.4% strongly agree/agree

Net Promoter Score - District-wide: 33.3



- Promoters gave a score of 9 or 10 and would recommend the district.
- Passive gave a score of 7 or 8; they are somewhat satisfied but would not go out of their way to recommend the district to others.
- Detractors gave a score lower or equal to 6, which indicates they would not recommend the district to others.

- At 21.4% of responses district-wide, “more communication from administration” was the top response when asked what can be done to make the climate better. A close second at 14.3% was “keep us informed the same as the certified staff.”

Student-Centered Learning Environment

- Adequate Resources to Support Students' Well-Being
  - District-wide: 83.3% strongly agree/agree
- District Provides Training to Equip Staff to Cope with Social-Emotional/Behavior Issues
  - District-wide: 75% strongly agree/agree

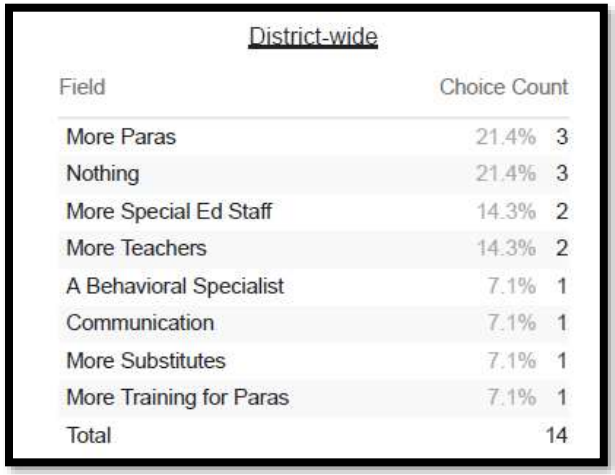
- **What Can be Done to Support the Whole Child/Whole Student?**

District-wide

Field	Choice Count	
More Social-Emotional Training	23.1%	3
Nothing	15.4%	2
Resources are Good	15.4%	2
Unsure	15.4%	2
Inform Staff of Student Issues	7.7%	1
Post Assignment to PowerSchool Earlier	7.7%	1
Staff Considers Student Well-Being in Decisions	7.7%	1
Standardized Grading	7.7%	1
Total		13

Personnel Effectiveness

- Personnel Development
  - District-wide, 58.3% of respondents strongly agree/somewhat agree that professional development they receive meets their needs.
- Greatest Staffing Need:



District-wide

Field	Choice Count	
More Paras	21.4%	3
Nothing	21.4%	3
More Special Ed Staff	14.3%	2
More Teachers	14.3%	2
A Behavioral Specialist	7.1%	1
Communication	7.1%	1
More Substitutes	7.1%	1
More Training for Paras	7.1%	1
Total		14

  - Top four responses for improving the effectiveness of staff:
    - Unsure – 33%
    - More Training for Paras – 16.7%
    - Team Building – 16.7%
    - Better Communication – 16.7%

District Resources

- Students' needs are met by the learning facility.
    - District-wide – 92% answered strongly agree/agree

- The top facilities and grounds improvements identified by the staff was educational learning space (33.3%).
    - When asked to expound upon what improvements the district should make, the staff provided this answer (provided as open-ended comments):
        - "Behavior Room"/ Behavior Specialist- for difficult students

Administration Identified Needs

NASB conducted interviews with each member of the board in August 2019. In the completed analyses, the following top themes emerged for the strategic plan:

- Curriculum
  - Decrease in vocabulary, comprehension and writing scores
  - Alignment to the state standards
  - Math curriculum
  - Social Studies
  - Fidelity to the utilize an adopted instructional framework/model
  - Implement Advanced Placement education opportunities
- Facilities and Grounds
  - Parking
  - Plan for the purchased land north of the school for athletic complex
  - Track
  - Pole vault pit
- Students
  - Increase motivation and engagement
  - Mental health needs/SEL training for upper elementary – 7th and 8th grade
  - Resiliency of students
  - Cliques/social stigmas stressors
- Staff
  - Alignment of ESU 10 teacher evaluation to state standards and curriculum requirements
  - Elementary math/English teacher
  - Additional counselor
- Support from Parents and Community
  - Need to generate parent support and trust
  - Increase purposeful dialogue with the parents and community
- Programmatic
  - Ag Program – currently co-op with Ravenna

Student Identified Needs

As a key component of the strategic planning process, secondary students were given the opportunity to provide their feedback from October & November 2019. NASB received a total of 112 completed survey responses, reflecting 91% of the Pleasanton secondary student population.

7th grade:	16.1% (18)	10th grade:	17.9% (20)
8th grade:	20.5% (23)	11th grade:	18.8% (21)
9th grade:	12.5% (14)	12th grade:	14.3% (16)
		Total:	112

- When asked if they feel welcomed and comfortable in the classroom and/or at school the overwhelming response from the students was that they *do* feel welcomed and comfortable at school.

- Relationship between the staff and students:

    - I can be myself at school: 84.9% strongly agree/agree
        - Middle School: 83% strongly agree/agree
        - High School: 86% strongly agree/agree

    - I am accepted for who I am: 85.8% strongly agree/agree
        - Middle School: 90% strongly agree/agree
        - High School: 83% strongly agree/agree

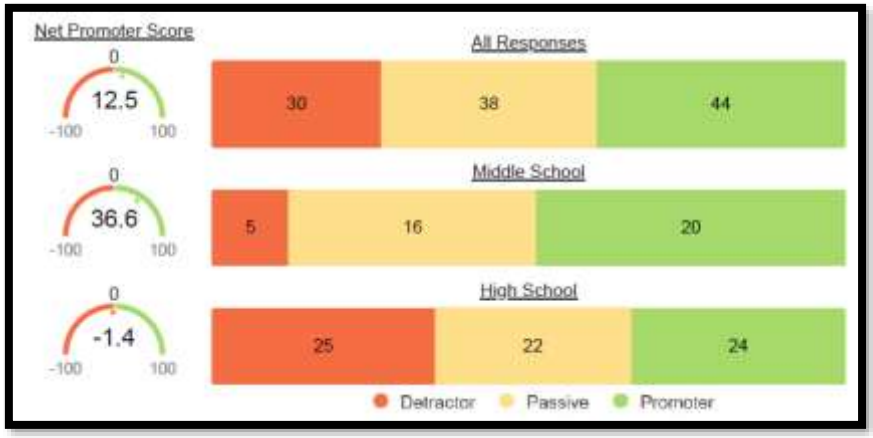
    - My opinions are valued: 69.6% strongly agree/agree (***lowest***)
        - Middle School: 75% strongly agree/agree
        - High School: 65% strongly agree/agree

    - I am respected by staff: 76% strongly agree/agree
        - Middle School: 83% strongly agree/agree
        - High School: 73% strongly agree/agree

    - I respect staff: 93% strongly agree/agree (***highest***)
        - Middle School: 100% strongly agree/agree
        - High School: 88% strongly agree/agree

- Relationship among the students:
    - I can be myself at school: 85% strongly agree/agree
        - Middle School: 95% strongly agree/agree
        - High School: 80% strongly agree/agree
    - I am accepted for who I am: 82% strongly agree/agree
        - Middle School: 92% strongly agree/agree
        - High School: 76% strongly agree/agree
    - My opinions are valued: 77% strongly agree/agree (***lowest***)
        - Middle School: 90% strongly agree/agree
        - High School: 69% strongly agree/agree
    - I am respected by other students: 83% strongly agree/agree
        - Middle School: 90% strongly agree/agree
        - High School: 80% strongly agree/agree
    - I respect other students: 95% strongly agree/agree (***highest***)
        - Middle School: 100% strongly agree/agree
        - High School: 93% strongly agree/agree

On a scale from 0 to 10, how likely would you be to recommend this school to a friend?



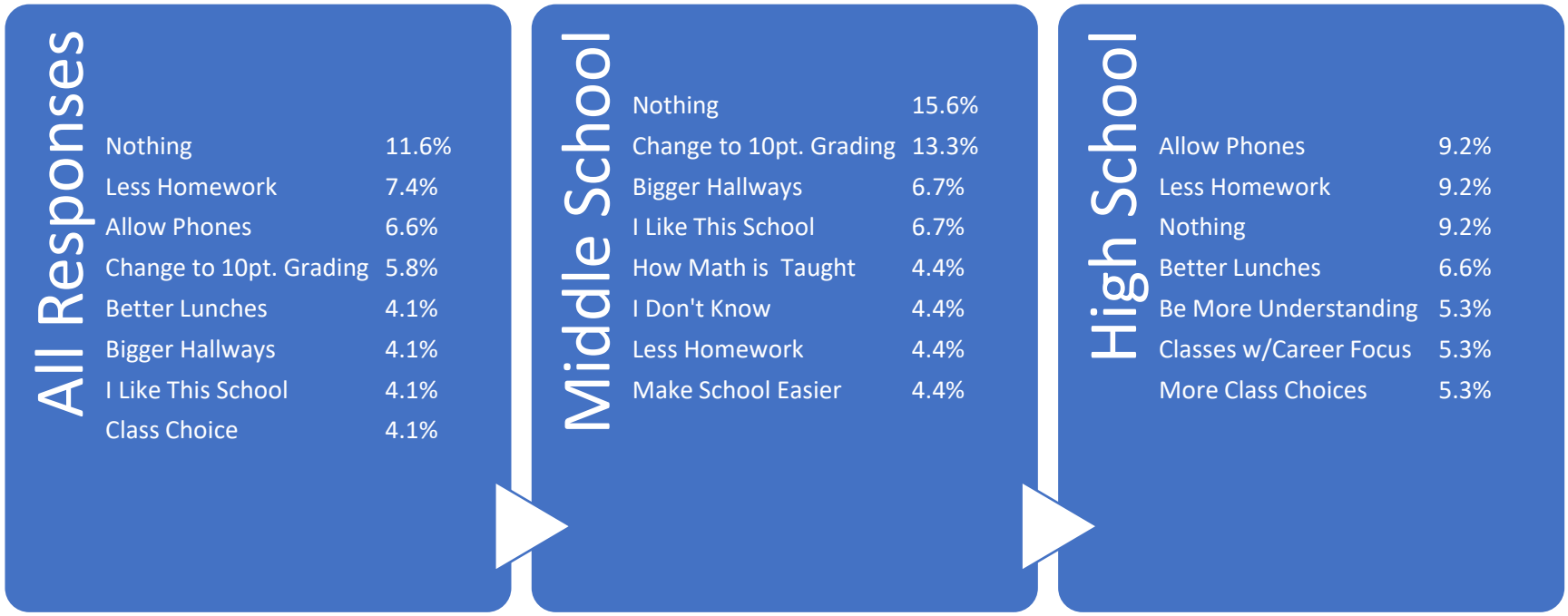
Net Promoter Score: All: 12; Middle School: -4; High School: -29

- Promoters gave a score of 9 or 10 and would recommend the district.
- Passive gave a score of 7 or 8; they are somewhat satisfied but would not go out of their way to recommend the district to others.
- Detractors gave a score lower or equal to 6 and have indicated they would not recommend the district to others.

- 88.4% of students surveyed responded that they feel safe at school. When asked if there was someone they could turn to in a problem - 27.6% said counselor, followed by another student 24.5% and a teacher at 16.1%.

- Among all responses, 76% of students indicated that they feel they are being prepared well for their future goals/plans.
  - Generally, the responses were more positive in the middle school respondents than the high school respondents.

- The students were asked the one change they would make about the school — the top responses are provided below:


All Responses
Nothing 11.6%
Less Homework 7.4%
Allow Phones 6.6%
Change to 10pt. Grading 5.8%
Better Lunches 4.1%
Bigger Hallways 4.1%
I Like This School 4.1%
Class Choice 4.1%
Middle School
Nothing 15.6%
Change to 10pt. Grading 13.3%
Bigger Hallways 6.7%
I Like This School 6.7%
How Math is Taught 4.4%
I Don't Know 4.4%
Less Homework 4.4%
Make School Easier 4.4%
High School
Allow Phones 9.2%
Less Homework 9.2%
Nothing 9.2%
Better Lunches 6.6%
Be More Understanding 5.3%
Classes w/Career Focus 5.3%
More Class Choices 5.3%

Glossary of Terms

Needs Analysis Terms

Strategic Needs Analysis
A comprehensive, multifaceted reflection of the district as well as it's perceived and potential needs. The collected data and summary of needs enable the district to address and discuss the objectives and planned outcomes. It is a distinct and necessary phase of the strategic planning process to ensure the board and administration model educational accountability through purposeful planning and measurable goals to support growth of student learning districtwide.

District Leadership
A group comprised of the superintendent, other specified district administrators, and the school board.

External Stakeholders
May include, but not be limited to parents, community leaders, local business leaders, elected officials, representatives from community service organizations, local and state government officials, representatives from local or regional institutions of higher education, any and all interested members of the community.

Internal Stakeholders
Include superintendent, assistant superintendent(s), district directors, coordinators, administrators, building administrators, certified staff, classified staff, and students.

Strategic Overview Committee (SOC)
A diverse group of 15 to 25 internal and external stakeholders identified by district leadership. The SOC meets multiple times throughout the process and plays a critical role in guiding the creation of the strategic plan by defining the district's mission and vision, reviewing collected data, and helping to set guiding principles. Individuals to consider for the SOC may include, but are not limited to:

- Board Members
- District Level Directors
- Building Level Administrators
- Staff Leaders
- Parents
- Business Leaders
- Community Leaders
- Students

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

For various stakeholder engagement sessions, we ask the participants to discuss what they perceive to be the SWOT of the district. This is a very effective approach for initiating purposeful discussion and conversations as the stakeholder groups begin to identify needs.

Program and Service Overview

The analysis by district-level and building-level administrators of district effectiveness in programs, services, and instruction to support the district's mission while efficiently utilizing all resources (i.e. funding, facilities, technology, personnel, time, graduation rates, etc.). The process enables administrators to answer fundamental questions about the district's programs and services:

- Are we mastering the learning process the curriculum is designed to achieve?
- Are we providing the professional development needed to ensure success in our classrooms?
- Do we have appropriate policies and procedures in place?
- Do we create, review, implement, and disseminate our policies and procedures consistently throughout the district?

Educational Terms

Curriculum

A systematic plan that describes the content taught in the classroom.

Aligned Curriculum

Curriculum that consistently meets the state content area standards for education at all levels.

Horizontal Curriculum Alignment

Curriculum that provides consistent content within a grade level, especially across multiple classrooms.

Vertical Curriculum Alignment

Curriculum that effectively and logically builds on the content taught in the previous grade level and effectively prepares the student for the following grade level.

Curriculum Scope and Sequence

The level of depth, order, and pacing of curriculum in a classroom.

Instructional Framework

A shared understanding of instructional principals and implementation within and across classrooms to which all members of the school community are committed and accountable.

Teacher Evaluation
The method by which teachers are assessed. Two evaluation types exist: formative and summative. Formative evaluation is a tool used to improve instruction. Summative evaluation is a tool used to make personnel decisions.

Social-Emotional Learning (SEL)
The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (as defined by Collaborative for Academic, Social, and Emotional Learning).

High Ability Learners (HAL)
A student who gives evidence of high-performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires accelerated or differentiated curriculum programs in order to develop those capabilities fully [as defined in Nebraska Revised Statute Sec. 79-1107 (3)].

Professional Development (PD)
Specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.

Parent Engagement Data

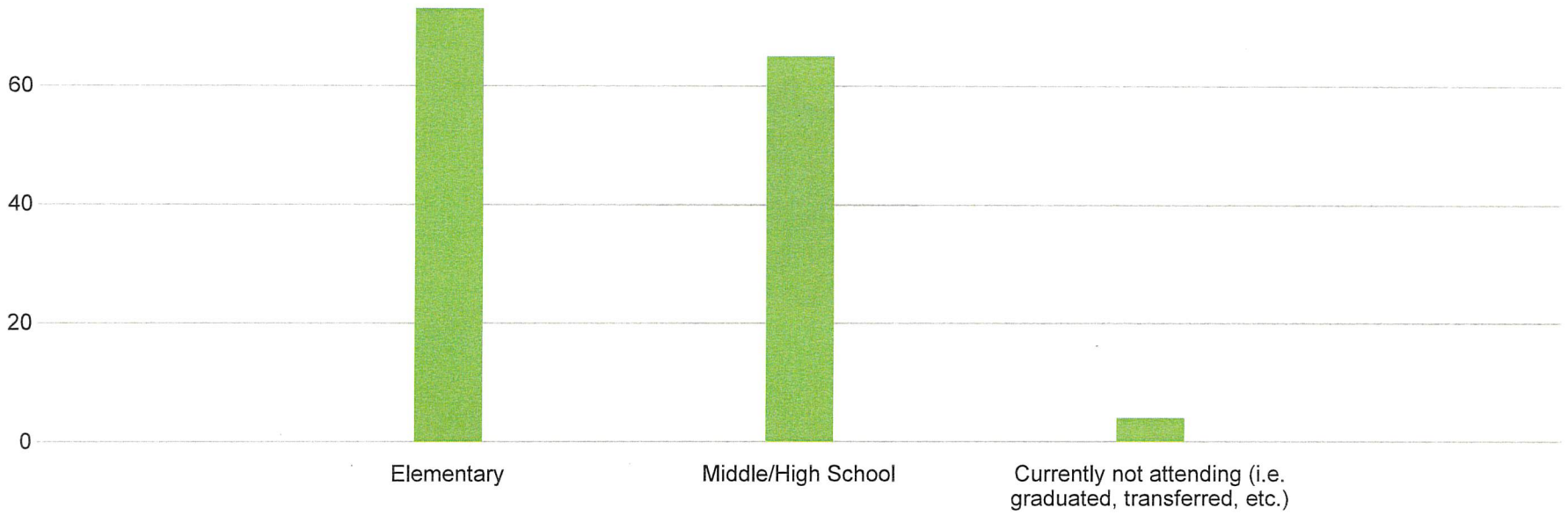
January-February 2020 (pre-pandemic)

Pleasanton Public Schools

STRATEGIC PLANNING
NEBRASKA ASSOCIATION OF SCHOOL BOARDS

Pleasanton Parent/Guardian Survey Responses

The distribution of parents/guardians according to the building in which their child(ren) attend(s) is reflected in the graph below.



Field		Choice Count
Elementary	51.4%	73
Middle/High School	45.8%	65
Currently not attending (i.e. graduated, transferred, etc.)	2.8%	4
Total		142*

***Participant Total: 114 Responses**

Parents were able to select multiple options if they had children in more than one level.

Identify the knowledge and skills a student should possess as a graduate of this school district.

Note: The total number of tags does not equal the total number of comments, as a comment may have multiple tags.

All Responses

Field	Choice Count	
Life Skills	14.3%	16
Communication Skills	12.5%	14
Satisfactory Core Subject Knowledge	10.7%	12
Critical Thinking	8.9%	10
Social/Soft Skills (ie: Respect, Empathy)	8.9%	10
College-Ready	7.1%	8
Comprehensive Knowledge of Technology	5.4%	6
Ability to Contribute to Society	3.6%	4
Career-Ready	3.6%	4
Good Study Skills	3.6%	4
Interview Skills	2.7%	3
Self-Confidence	2.7%	3
Strong Work Ethic	2.7%	3
Ag Knowledge	1.8%	2
Research and Writing Skills	1.8%	2
Teamwork/Collaboration	1.8%	2
Understanding of Government/Civics	1.8%	2
Community Service	0.9%	1
Love for Learning	0.9%	1
Questioning Board President's Motives	0.9%	1
Reading Comprehension	0.9%	1
Self-Discipline	0.9%	1
Understand the Importance of Higher Ed	0.9%	1
Understanding of Consequences	0.9%	1
Total		112

Elementary Parents

Field	Choice Count	
Life Skills	17.9%	10
Communication Skills	14.3%	8
Satisfactory Core Subject Knowledge	12.5%	7
Critical Thinking	10.7%	6
Ability to Contribute to Society	5.4%	3
College-Ready	5.4%	3
Social/Soft Skills (ie: Respect, Empathy)	5.4%	3
Ag Knowledge	3.6%	2
Good Study Skills	3.6%	2
Self-Confidence	3.6%	2
Interview Skills	1.8%	1
Love for Learning	1.8%	1
Questioning Board President's Motives	1.8%	1
Research and Writing Skills	1.8%	1
Self-Discipline	1.8%	1
Strong Work Ethic	1.8%	1
Teamwork/Collaboration	1.8%	1
Understand the Importance of Higher Ed	1.8%	1
Understanding of Consequences	1.8%	1
Understanding of Government/Civics	1.8%	1
Total		56

Middle/High School Parents

Field	Choice Count	
Communication Skills	11.9%	8
Life Skills	11.9%	8
Satisfactory Core Subject Knowledge	10.4%	7
Social/Soft Skills (ie: Respect, Empathy)	10.4%	7
College-Ready	9.0%	6
Comprehensive Knowledge of Technology	9.0%	6
Critical Thinking	7.5%	5
Career-Ready	6.0%	4
Good Study Skills	6.0%	4
Interview Skills	4.5%	3
Ability to Contribute to Society	1.5%	1
Ag Knowledge	1.5%	1
Community Service	1.5%	1
Reading Comprehension	1.5%	1
Research and Writing Skills	1.5%	1
Self-Discipline	1.5%	1
Strong Work Ethic	1.5%	1
Teamwork/Collaboration	1.5%	1
Understanding of Consequences	1.5%	1
Total		67

Identify the challenges that may impact the district in the next three to five years.

Note: The total number of tags does not equal the total number of comments, as a comment may have multiple tags.

All Responses

Field		Choice Count
Increase in Enrollment/Class Size	24.0%	18
Funding	9.3%	7
Not Enough Qualified Staff	8.0%	6
Need More/Larger Facilities	5.3%	4
Declining Population	4.0%	3
Lack of Classified Staff	4.0%	3
Mental Health Issues	4.0%	3
Need Emotional/Behavioral Support	4.0%	3
Ability to Improve Test Scores	2.7%	2
Economy	2.7%	2
New Highway is Safer	2.7%	2
Parking	2.7%	2
School Board	2.7%	2
Track/Football Facilities	2.7%	2
Adding Staff and Classes	1.3%	1
Administration	1.3%	1
Cyber Bullying	1.3%	1
Early Childhood Education	1.3%	1
Failure to Provide Quality Learning Materials	1.3%	1
Grading System	1.3%	1
Inclusion Among Students	1.3%	1
Need Better STEM Program	1.3%	1
Need to Add FFA Program	1.3%	1
Nothing	1.3%	1
Property Taxes	1.3%	1
Safety	1.3%	1
Student Accountability	1.3%	1
Student Confidence	1.3%	1
Teacher Retention	1.3%	1
Too Much Technology	1.3%	1
Total		75

Elementary Parents

Field		Choice Count
Increase in Enrollment/Class Size	27.9%	12
Funding	11.6%	5
Lack of Classified Staff	7.0%	3
Need More/Larger Facilities	7.0%	3
Economy	4.7%	2
Need Emotional/Behavioral Support	4.7%	2
Adding Staff and Classes	2.3%	1
Cyber Bullying	2.3%	1
Declining Population	2.3%	1
Failure to Provide Quality Learning Materials	2.3%	1
Mental Health Issues	2.3%	1
Need to Add FFA Program	2.3%	1
New Highway is Safer	2.3%	1
Not Enough Qualified Staff	2.3%	1
Nothing	2.3%	1
Parking	2.3%	1
Safety	2.3%	1
School Board	2.3%	1
Student Accountability	2.3%	1
Teacher Retention	2.3%	1
Too Much Technology	2.3%	1
Track/Football Facilities	2.3%	1
Total		43

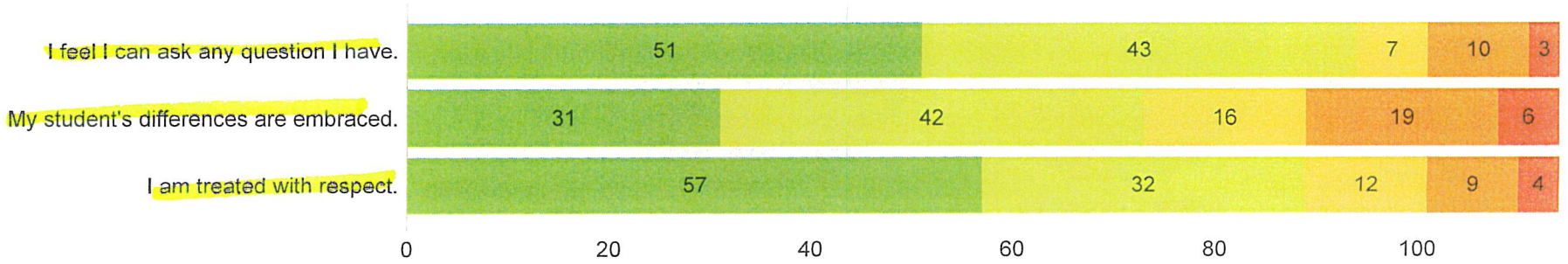
Middle/High School Parents

Field		Choice Count
Increase in Enrollment/Class Size	17.4%	8
Not Enough Qualified Staff	13.0%	6
Funding	8.7%	4
Mental Health Issues	6.5%	3
Need Emotional/Behavioral Support	6.5%	3
Ability to Improve Test Scores	4.3%	2
Lack of Classified Staff	4.3%	2
Need More/Larger Facilities	4.3%	2
Administration	2.2%	1
Cyber Bullying	2.2%	1
Declining Population	2.2%	1
Grading System	2.2%	1
Inclusion Among Students	2.2%	1
Need Better STEM Program	2.2%	1
Need to Add FFA Program	2.2%	1
New Highway is Safer	2.2%	1
Parking	2.2%	1
Property Taxes	2.2%	1
School Board	2.2%	1
Student Accountability	2.2%	1
Student Confidence	2.2%	1
Teacher Retention	2.2%	1
Too Much Technology	2.2%	1
Track/Football Facilities	2.2%	1
Total		46

Climate/Culture

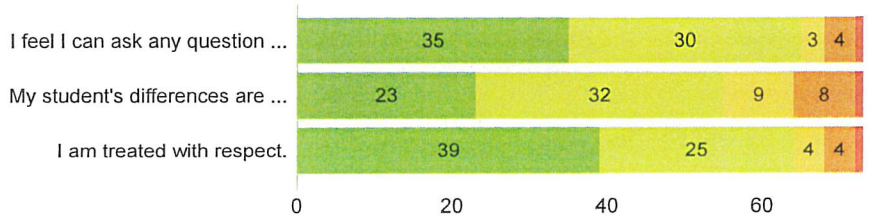
Consider your experiences with district staff and assess the following statements:

All Responses

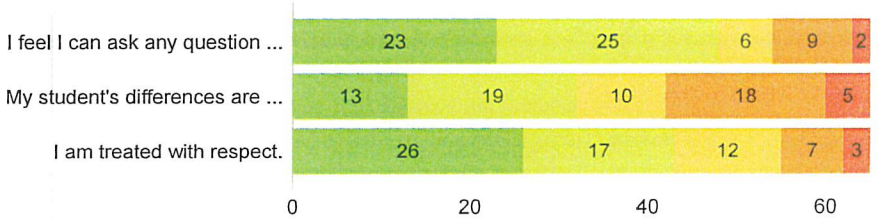


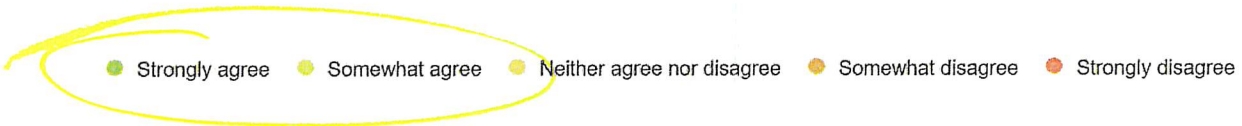
Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
I feel I can ask any question I have.	44.7% 51	37.7% 43	6.1% 7	8.8% 10	2.6% 3	114
My student's differences are embraced.	27.2% 31	36.8% 42	14.0% 16	16.7% 19	5.3% 6	114
I am treated with respect.	50.0% 57	28.1% 32	10.5% 12	7.9% 9	3.5% 4	114

Elementary Parents



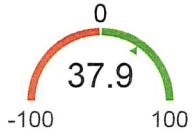
Middle/High School Parents

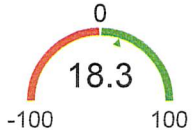




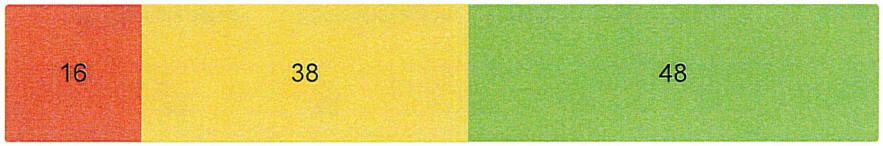
On a scale from 0 to 10, how likely would you be to recommend this district to a friend?

Net Promoter Score

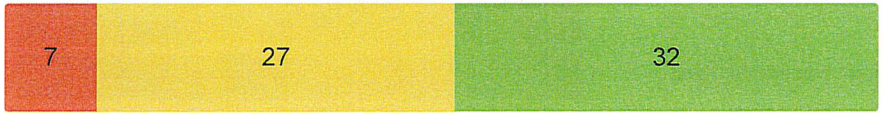




All Responses



Elementary Parents



Middle/High School Parents

The **Net Promoter Score (NPS)** is an index ranging from -100 to 100 that is used to gauge a respondent's willingness to recommend the district to others by rating on a scale of 0-10. Based on the numerical rating given, the respondent is classified into one of three categories: detractors, passives and promoters. The NPS is determined by subtracting the percentage of respondents who are detractors from the percentage who are promoters. What is generated is a score between -100 and 100 called the Net Promoter Score.

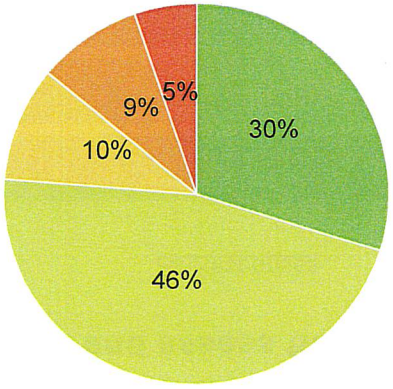
'Detractors' gave a score lower or equal to 6 and have indicated they would not recommend the district to others.
'Passives' gave a score of 7 or 8; they are somewhat satisfied but would not go out of their way to recommend the district to others.
'Promoters' gave a score of 9 or 10 and would recommend the district.

Student-Centered Learning Environment

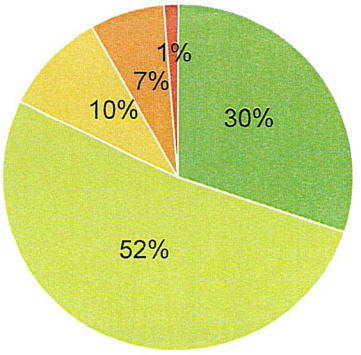
The district provides adequate resources to support the well-being of students.

Field	Choice Count	
Strongly agree	29.8%	34
Somewhat agree	46.5%	53
Neither agree nor disagree	9.6%	11
Somewhat disagree	8.8%	10
Strongly disagree	5.3%	6
Total		114

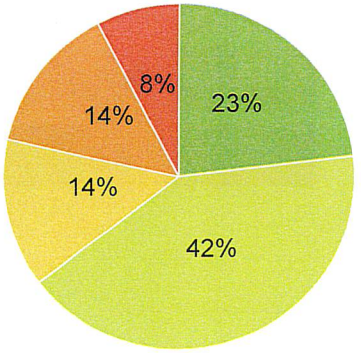
All Responses

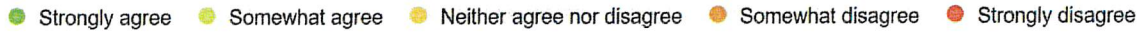


Elementary Parents



Middle/High School Parents



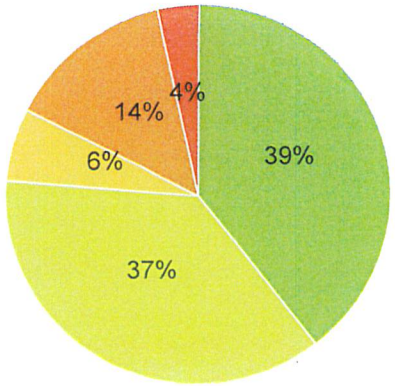


Academic Achievement

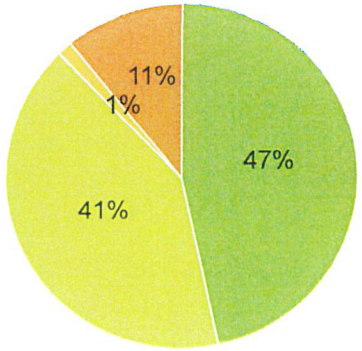
The district is meeting my educational expectations for my student(s).

Field	Choice Count	
Strongly agree	39.5%	45
Somewhat agree	36.8%	42
Neither agree nor disagree	6.1%	7
Somewhat disagree	14.0%	16
Strongly disagree	3.5%	4
Total		114

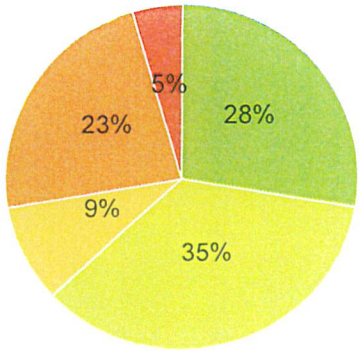
All Responses



Elementary Parents



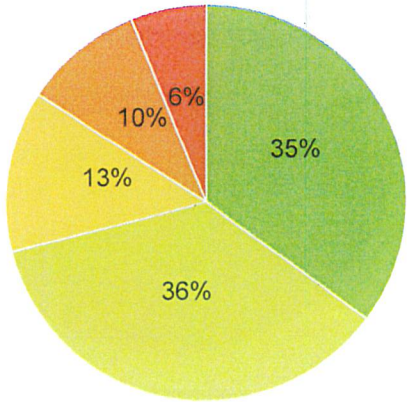
Middle/High School Parents



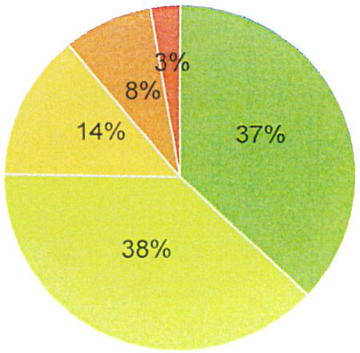
The district is meeting my extracurricular expectations for my student(s).

Field	Choice Count	
Strongly agree	35.1%	40
Somewhat agree	36.0%	41
Neither agree nor disagree	13.2%	15
Somewhat disagree	9.6%	11
Strongly disagree	6.1%	7
Total		114

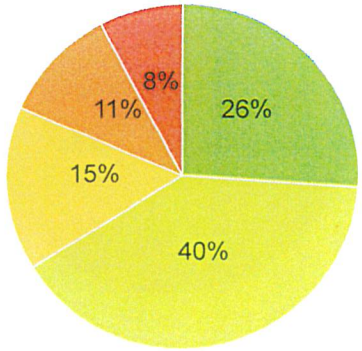
All Responses



Elementary Parents



Middle/High School Parents

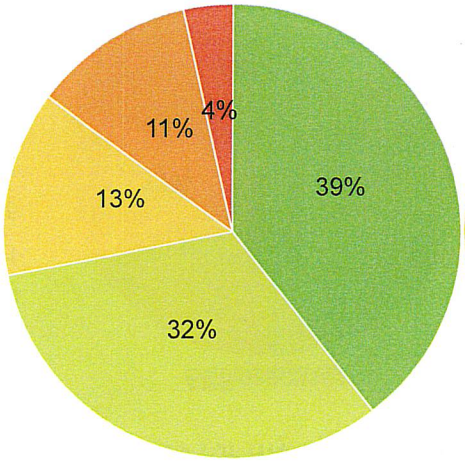


Strongly agree · Somewhat agree · Neither agree nor disagree · Somewhat disagree · Strongly disagree

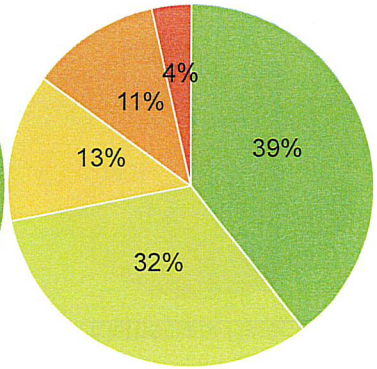
Technology is effectively integrated to enhance student learning.

Field	Choice Count	
Strongly agree	39.5%	45
Somewhat agree	32.5%	37
Neither agree nor disagree	13.2%	15
Somewhat disagree	11.4%	13
Strongly disagree	3.5%	4
Total		114

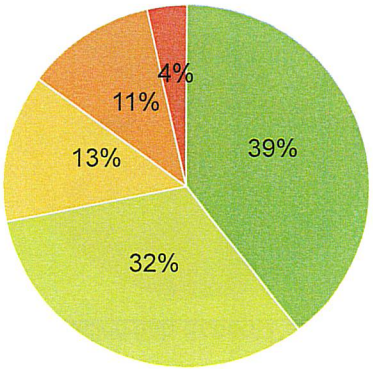
All Responses



Elementary Parents



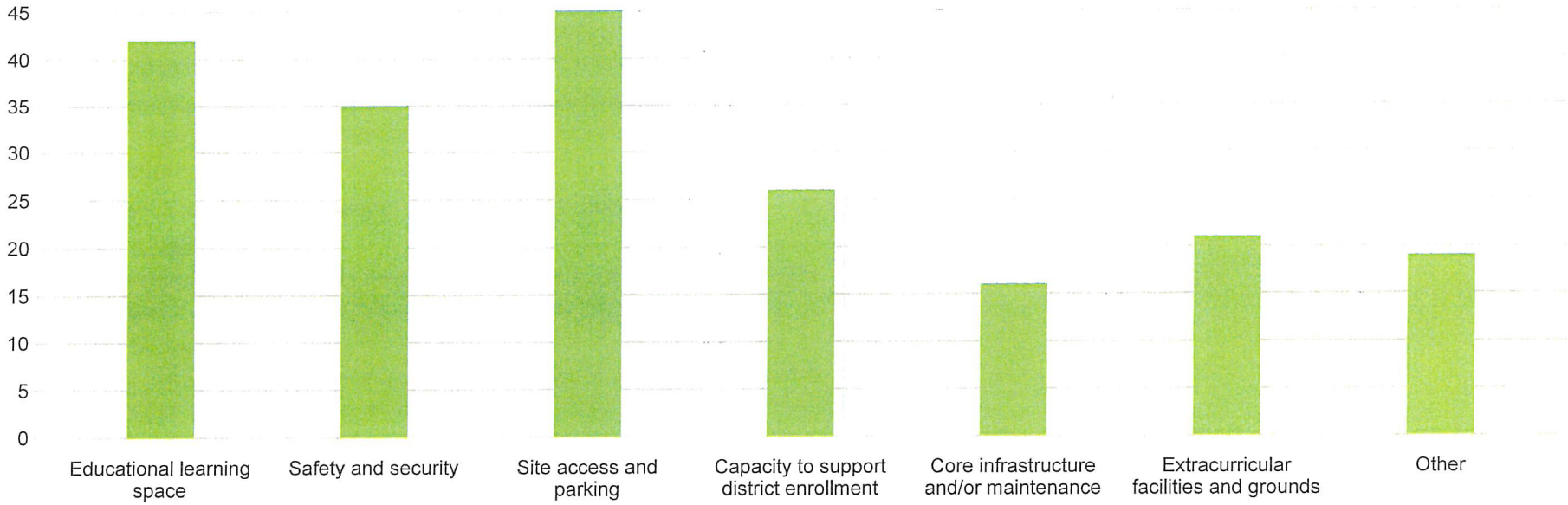
Middle/High School Parents



Strongly agree · Somewhat agree · Neither agree nor disagree · Somewhat disagree · Strongly disagree

District Resources

Identify what you believe are the top two most important areas the district might focus on to improve and expand learning facilities and grounds. *(Continues on following page)*



Field	Choice Count	
Educational learning space	20.6%	42
Safety and security	17.2%	35
Site access and parking	22.1%	45
Capacity to support district enrollment	12.7%	26
Core infrastructure and/or maintenance	7.8%	16
Extracurricular facilities and grounds	10.3%	21
Other (please explain)	9.3%	19
Total		204

Write-in answers are listed on the following page.

Other (please explain*): *Note: these answers will be included word-for-word in the report.

The facilities are great. They are the district makes of them.

free inservice @ code.org

All kids don't learn the same! Help parents and kids with options they have to learn

Have our own FFA chapter and advisor

Coaches so it would free up principal superintendent

Ag Education Program and improved hot lunch program

Full time pay for bus drivers so they don't have to look for employment elsewhere to make ends meet between routes. This will help our students get to and from school in a timely matter instead of being stuck on long bus routes.

Class sizes

I believe we have the facilities.

Social emotional skills—if this is implemented effectively data proves increased in other important areas (academic alignment, violence prevention, substance abuse prevention)

Expanding options for High school students and not just offering distance learning or college classes. On-site classes adding a teacher even looking at an Ag program and FFA.

Separating roles of administrators being allowed to coach sports

teach other lifeskills

Wider diversity of extracurricular activities that are not sports related. Life Skills that include technology, relational, financial, etc preparedness.

Because we have a beautiful school the parking lot is my only concern

The school needs a track

Front entrance and roundabouts need trees shrubs flowers signage, curb appeal. 2) permanent art work

STEM programs (robotics, technical, science)

Communication from teachers to parents needs addressed.

Conclusion

If you could implement one change to benefit student success what would it be? *(List continues on the following page.)*

Note: The total number of tags does not equal the total number of comments, as a comment may have multiple tags.

All Responses

Field		Choice Count
Stop Favoritism	9.4%	6
Social-Emotional/Behavioral Curriculum	6.3%	4
Add an Ag/FFA Program	4.7%	3
Communication Between Staff and Teachers	4.7%	3
Expand Extracurricular Activities/Non-Sports	4.7%	3
More STEM Programs	4.7%	3
Address Bullying	3.1%	2
Giving a Great Education	3.1%	2
More Focus on Core Subjects	3.1%	2
More Teachers	3.1%	2
Parent/Student Fear of Retribution	3.1%	2
Teach More Life Skills	3.1%	2
A Better Board President	1.6%	1
A Greenhouse for Hands-On Learning	1.6%	1
ACT Prep	1.6%	1
Add Study Hall	1.6%	1
Administrators Should Not Be Coaches	1.6%	1
After School Tutoring	1.6%	1
Better Pay	1.6%	1
Bigger/Better Classrooms	1.6%	1
Caring Teachers	1.6%	1
Coding Courses	1.6%	1
Don't Take Away Recess as Punishment	1.6%	1
EL Education Counselor for Youth	1.6%	1

Elementary Parents

Field		Choice Count
Add an Ag/FFA Program	7.9%	3
Expand Extracurricular Activities/Non-Sports	7.9%	3
Stop Favoritism	7.9%	3
Communication Between Staff and Teachers	5.3%	2
More STEM Programs	5.3%	2
More Teachers	5.3%	2
Social-Emotional/Behavioral Curriculum	5.3%	2
Teach More Life Skills	5.3%	2
A Better Board President	2.6%	1
A Greenhouse for Hands-On Learning	2.6%	1
Address Bullying	2.6%	1
Better Pay	2.6%	1
Bigger/Better Classrooms	2.6%	1
Caring Teachers	2.6%	1
EL Education Counselor for Youth	2.6%	1
Encourage Active Learning Opportunities	2.6%	1
Improve Technology	2.6%	1
Less Computers, More Research-Based Materials	2.6%	1
Less Elementary Homework	2.6%	1
More Focus on Core Subjects	2.6%	1
More Paras	2.6%	1
New Parent Outreach	2.6%	1
Remove Tenure	2.6%	1

Middle/High School Parents

Field		Choice Count
Stop Favoritism	12.8%	5
Communication Between Staff and Teachers	7.7%	3
More STEM Programs	7.7%	3
Social-Emotional/Behavioral Curriculum	7.7%	3
Address Bullying	5.1%	2
Giving a Great Education	5.1%	2
More Focus on Core Subjects	5.1%	2
Parent/Student Fear of Retribution	5.1%	2
ACT Prep	2.6%	1
Add Study Hall	2.6%	1
Administrators Should Not Be Coaches	2.6%	1
After School Tutoring	2.6%	1
Caring Teachers	2.6%	1
Coding Courses	2.6%	1
Expand Extracurricular Activities/Non-Sports	2.6%	1
Less Emphasis on Sports	2.6%	1
More Career Fairs	2.6%	1
More In-Person Class Options	2.6%	1
Remove Tenure	2.6%	1
Standardize Rules for All JH/HS	2.6%	1
Teach Kids How to Research	2.6%	1
Teacher Autonomy in Instruction Methods	2.6%	1
Title for Math	2.6%	1

Encourage Active Learning Opportunities	1.6%	1
Improve Technology	1.6%	1
Less Computers, More Research-Based Materials	1.6%	1
Less Elementary Homework	1.6%	1
Less Emphasis on Sports	1.6%	1
More Career Fairs	1.6%	1
More In-Person Class Options	1.6%	1
More Paras	1.6%	1
New Parent Outreach	1.6%	1
Remove Tenure	1.6%	1
Smaller Class Sizes	1.6%	1
Standardize Rules for All JH/HS	1.6%	1
Teach Kids How to Research	1.6%	1
Teacher Autonomy in Instruction Methods	1.6%	1
Title for Math	1.6%	1
Training New Teachers	1.6%	1
Willingness from Teachers to Help IEP Students	1.6%	1
Work with Parents of Stuggling Students	1.6%	1
Total		64

Smaller Class Sizes	2.6%	1
Standardize Rules for All JH/HS	2.6%	1
Title for Math	2.6%	1
Work with Parents of Stuggling Students	2.6%	1
Total		38

Training New Teachers	2.6%	1
Willingness from Teachers to Help IEP Students	2.6%	1
Total		39

S.O.C. "un-scrubbed" List 11/11/19

Administration- Mr. Vetter & Mr. Westland. Mr. Bednar

Board-All or some?

Certified Staff-
Mr. Nordby
Miss Ripp
Mrs. Smith
Mrs. Riley
Mr. Bednar
Ms Deines
Mrs. Krause

Classified Staff-
Steph Rodriguez
Kim Boucher
Linda Kohlscheen

Students-
Maybe class officers or student council members
Wyatt Reese
Taryn Flood
Kobe Martenson
Payden Tracy
Marinna Zweiner
Michael Geisler
Caleb Brummer
Paige Weisdorfer
Cadee Nichols
Grady Chandler

Parents-
Joel or Lisa Berggren(new to the community)
Heidi Reissland
Jenna Pritchard - Also a teacher, but in a different school district
Julie Keaschall
Jill Hadwiger - Also a teacher, but in a different school district
Heidi Darby - I believe she is also a teacher, but in a different school district
Nate or Lori Mollring
Hillary Deets
Lauri Chandler
Angie Kucera
Levi Griffitths
Doug Geisler
Tana Miller (Social & Mental Health)
Scott Claussen
Jena Schroll

Business Leaders-
Pam Gibb-Realtor
Larry Lindner - Banking
Kyle Pritchard-store owner
Don Axmann - Pleasanton Seed
Pete Dixon - Dixon Seed
Kyle Pritchard - Pleasanton Feed
Scott Phillips - Phillips Insurance and Farmer
Ronnie Reese - Reese Farms and Construction
Michael Unick - Farmer
Kyle Cruise
Jordan Axmann

Community Members:
Corliss Dixon - Retired Teacher
Diane Axmann - Retired Pre-School
Lisa Phillips
Lisa Paitz
Lance Hehner - Semi retired / Part time farmer
Sue Klein
Nathan Phillips

Ministerial Leaders-
E-Free Pastor

Veteran org.
James Renzelmen

Government-

Sheriff-

Pleasanton Public Schools
Strategic Planning
2023 Progress Analysis Summary

with Certified Staff Responses

© 2023 Nebraska Association of School Boards. All rights reserved.

Table of Contents

Guiding Principle I: High-Quality Learning Experiences. . . . . .Page 4

Guiding Principle II: Curriculum and Instruction . . . . . .Page 9

Guiding Principle III: Whole Child Focus. . . . . .Page 16

Guiding Principle IV: Culture and Connectedness . . . . . Page 21

Guiding Principle V: District Resources and Personnel Effectiveness. . . . . Page 25

© 2023 Nebraska Association of School Boards. All rights reserved.

Strategic Plan Progress Analysis
Guiding Principle Averages
(listed highest to lowest)

Guiding Principle II: Curriculum and Instruction - 2.73 *(Developing)*

Guiding Principle I: High-Quality Learning Experiences - 2.53 *(Developing)*

Guiding Principle V: District Resources and Personnel Effectiveness - 2.50 *(Developing)*

Guiding Principle IV: Culture and Connectedness - 2.25 *(Developing)*

Guiding Principle III: Whole Child Focus - 2.13 *(Developing)*

Accomplished (4) *- This strategy has been realized and is sustainable.*
Progressing (3) *- Some measurable progress has been made, but this strategy has not been fully realized.*
Developing (2) *- This strategy has been initiated.*
Not Met (1) *- This strategy has not been addressed.*

Guiding Principle Priority Ranking
Note: The following table reflects the prioritization rankings for the guiding principles from September 2020.

Ranked Priority	Guiding Principle ID	Guiding Principle	Impact Average	Urgency Average	Overall Average
1*	1	High-Quality Learning Experiences	3.0	2.38	2.69*
1*	2	Curriculum and Instruction	2.5	2.88	2.69*
2	4	Culture and Connectedness	2.88	2.88	2.88
3	3	Whole Child Focus	3.0	3.38	3.19
4	5	District Resources and Personnel Effectiveness	3.63	3.5	3.56

© 2023 Nebraska Association of School Boards. All rights reserved.

Guiding Principle I: High-Quality Learning Experiences

Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction that accelerate the growth of each student.

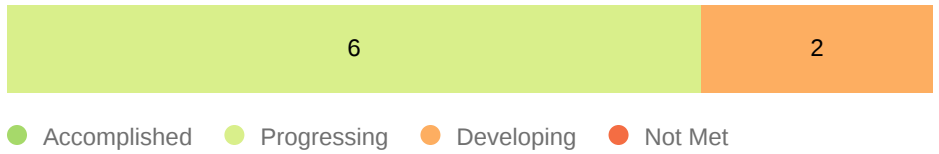
Overall Progress: Developing

Please rate and explain the district's progress for planning and implementing the following strategies:

Strategy 1.1: Build district resource capacities that include the community, students, families, college/universities, and industries working together for overall diversity of curricular offerings.

1.1(a) Designate internal leaders and champions to study the scope and feasibility of internal and external opportunities to grow diverse district offerings such as partnerships, staffing, course alignment, space allocation, resource expenditures, etc.
1.1(b) Implement a district-wide academic plan that includes rigorous Advanced Placement courses and dual credit opportunities.
1.1(c) Evaluate the effectiveness of expanding knowledge and capacity of programs and services that grow district resources and challenging, creative, and rigorous curriculum and instruction.
1.1(d) Ensure new and existing curriculum and instruction across all courses contain materials that reflect the contributions, perspectives, and experiences of diversity across race, ethnic, gender, language, and religious backgrounds.
1.1(e) Ensure effective use of a variety of instructional strategies, materials, and resources in new and existing courses to equitably support the success of each learner (including but not limited to students with verified needs, high ability learners, low-socioeconomic learners, English Language Learners (ELL), and other individual learner needs).

Ranked Priority	Strategy	Avg
3	Strategy 1.1:	2.75



Please describe some of the steps you are taking to accomplish this strategy:

1. The hiring of a curriculum specialist. 2. We offer several college level classes to Juniors and Seniors. 3. Curriculum is slowly being updated. 4. More curriculum needs to be found for new teachers and/or new classes - do not expect teachers to go find their own materials on their own time and at their own expense.

I feel that we go above an and beyond to reach student needs and and offerings, we are limited as far as financial and personnel resources go to be accomplished in this strategy.

I feel that we have started in this area with the work study program, but with the lack of educators in the school system the time and energy that can be put into this is limited yet.

Implementation of Work Study opportunities in high school. Participating in UNK's NextGen course. Evaluating and adopting high-quality English Language Arts curriculum. Walk Through document that principals utilize.

© 2023 Nebraska Association of School Boards. All rights reserved.

Internal leaders continue to grow and develop continued community, student and family support. Great gains have been made with new math curriculum in the elementary, as well as the selection of a new reading curriculum for this coming school year. Teachers continue to grow in these areas. In my opinion, the LETRS training that has been completed thus far has provided teachers with an abundance of new ideas and teaching techniques that some teachers have already begun to implement. This will continue to help with reading instruction, small group work, interventions, and the MTSS process.

My biggest contribution would be the class discussion regarding the current events impacting Nebraska, the US, and the world. Within these conversations, many different areas are covered. I make sure that I ask the students questions that make them think outside the box and also bring a perspective that is different than the one they are exposed to on a daily basis.

The high school has implemented a job shadow experience for students. We have researched ELA materials and chosen a new curriculum for next year. There is the HAL group for high ability students in the elementary.

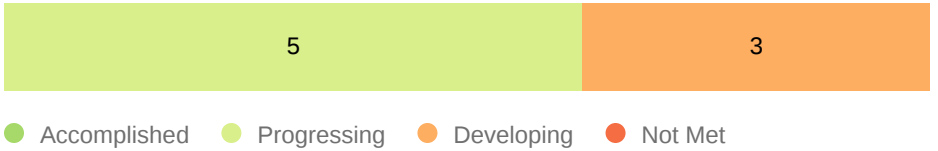
We are limited on AP but are continually working to prove high quality dual credit opportunities. We continue our focus on providing a rigorous curriculum. It is my belief the district decision to hire a curriculum director/elementary principal will allow us to quicky move forward in this area.

© 2023 Nebraska Association of School Boards. All rights reserved.

Strategy 1.2: Build capacities that include the community, students, families, universities, and industries working together for students' college and career readiness.

1.2(a) Create a communications plan to enhance the district's use of external and internal mechanisms of communication focused on college and careers to gather equitable perceptions and viewpoints from diverse business and industry segments of society.
1.2(b) Build partnerships with higher education, business, and service providers who can support the district's efforts.
1.2(c) Collaborate with industry and community representatives for job shadow opportunities, career pathways exploration, student internships, and teacher externships to increase awareness of career opportunities.
1.2(d) Evaluate the effectiveness of expanding knowledge and capacity of programs and services to enhance college/career readiness.

Ranked Priority	Strategy	Avg
2	Strategy 1.2:	2.63



Please describe some of the steps you are taking to accomplish this strategy:

I do my best to prepare our students for college by giving them projects to enhance their critical thinking skills.

High school students have partnered with some area businesses for a work study program.

Again with the work study program on the high school side these have been started and progress should be seen in the next couple years.

1. We offer several college level classes for Juniors and Seniors. 2. This year we started a work release program for upper level students also which pairs them with a local business/career.

Job Shadowing has been put in place for the high school students. High school students can take college classes for credit.

I feel that we are moving forward to reach student needs and and offerings, we have implemented a work study program this year but would like to fine tune this program with prerequisites.

Work Study program for high school juniors and seniors. Growing Ag/FFA classes and offerings.

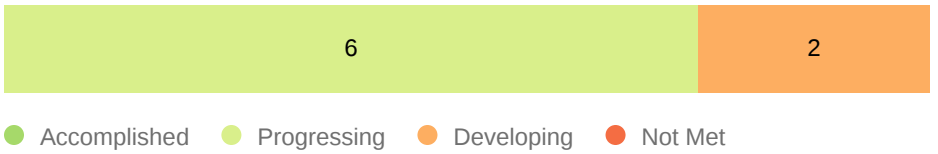
This past year we implemented our plan to get our juniors and seniors participating in internships and job shadows. We still need to continue to work with our business community to provide more in house support like guest speakers and partnerships. We are still also not at the sustainable level at this point.

© 2023 Nebraska Association of School Boards. All rights reserved.

Strategy 1.3: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

1.3(a) Provide mentorships, internships, and/or job shadowing opportunities for the secondary students.
1.3(b) Expand partnerships with post-secondary institutions to explore educational opportunities and options for partnering to increase curricular offerings for students.
1.3(c) Integrate relational skill building characteristics including leadership, communication, conflict resolution, respectfulness, and collaboration through life skills and career/life readiness instruction.
1.3(d) Emphasize the importance of personal skills including work ethic, character, integrity, and personal confidence.
1.3(e) Consider and assess the value of expanding course offerings to include, but not limited to: Agriculture classes, FFA, Welding, Family Consumer Science, and Technology classes.
1.3(f) Evaluate the effectiveness of modifications made to instruction and curriculum and the overall impact to learning and students' post-graduate opportunities.

Ranked Priority	Strategy	Avg
1	Strategy 1.3:	2.75



Please describe some of the steps you are taking to progress/develop this strategy:

Every day I discuss the importance of leadership with our students. I also discuss the importance of communication and its impact on a project's overall success. With students, I try to relate everything we do in class to what the expectations will be like when they get a job.

FFA has really taken off this year. This has provided high school students with the opportunity to develop skills specific to agriculture, as well as leadership, collaboration and communicative skills. They have reached out to elementary teachers and students and have done a fabulous job of creating a sense of togetherness, not only in the school, but the community.

I think the work-study program is a start as well as offering Agriculture classes, but the school didn't expand its offerings it just changed what was offered. The lack of staff is making that difficult to expand the course offerings as well as getting qualified staff to do this positions. I think the 1.3 will be addressed in future years, but not yet currently.

1. This year we have offered upper level students the opportunity to do work releases from the school in order to pair up with a business in our community. 2. We need to improve on curriculum to cover some of those social-emotional skills and relational skills needed for "life". 3. We now have Agriculture and FFA classes. 4. We used to have Family Consumer Science classes and those were mostly eliminated years ago. They need to be brought back! 5. Technology classes need curriculum and we need to bring back basic skills such as typing.

The school has started an FFA program. Students can take college classes for credit. We have students job shadowing different careers.

FFA has taken off after installing the program 2 years ago, along with adding a senior seminar to introduce the soft skills needed in this world beyond high school.

Work Study program for high school students. Agriculture and FFA classes and opportunities continue to grow.

We have implemented Ag eductions and are working to improve in our technology class offerings. We are also in the planning process to provide college visits to all students 9-12 before they graduate.

© 2023 Nebraska Association of School Boards. All rights reserved.

Strategy 1.4: Create improvements and increased student achievement opportunities for High-Ability Learners (HAL).

1.4(a) Create and implement a preassessment of HAL students to lead to targeted curriculum design.
1.4(b) Implementation of professional development to ensure staff is equipped to instruct.
1.4(c) Modified curriculum designed to take into account integration of basic skills and higher-level thinking.
1.4(d) Evaluation of HAL student outcomes using multi-method criteria of self-evaluation and standardized tools with flexible pacing and supportive differentiated learning environments.

Ranked Priority	Strategy	Avg
4	Strategy 1.4:	2.00

Please describe some of the steps you are taking to progress/develop this strategy:

NA

I think some great things are happening in the media center in this area. Students are excited about learning and those high-ability learners and being challenged!

I feel like we are just beginning to explore High-Ability Learners and opportunities for them. Nothing, to my knowledge, has been totally organized and implemented yet.

We have started a HAL group for the elementary students.

Started an elementary (grades 4-6) HAL program this school year (22-23).

With the addition of the elementary principal she has taken on the role of HAL coordinator and we have begun the process of creating a HAL program at the elemetnery level.

Please describe why this strategy has not been met:

I am not aware of any changes at this time with HAL.

We are working on the implementation of a pre assessment and support for these differentiated learning environments.

© 2023 Nebraska Association of School Boards. All rights reserved.

Guiding Principle II: Curriculum and Instruction

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

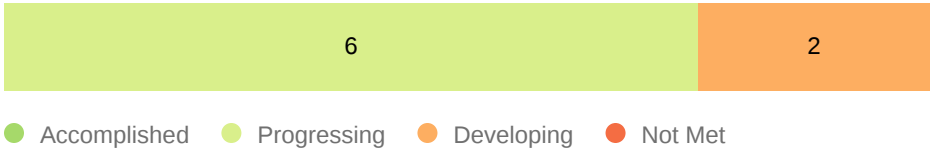
Overall Progress: Developing

Please rate and explain the district's progress for planning and implementing the following strategies:

Strategy 2.1: Set high expectations to ensure the integrity, quality and rigor of the curriculum provided supports diverse learning opportunities for the students at Pleasanton Public Schools.

2.1(a) Research, identify, and adopt a common curriculum in English Language Arts, Math, and Science to support consistent instruction and improved student academic learning.
2.1(b) Increase elective course offerings and modify life and career readiness programs, as well as class choice opportunities to enhance the learning opportunities for PPS students.
2.1(c) Integrate career, college, and technical training curriculum and learning experiences throughout the district.
2.1(d) Provide mentorships, internships, and job shadowing opportunities to support career-college readiness.
2.1(e) Collaborate with community partners and post-secondary institutions to explore opportunities for partnering to increase curricular offerings for students and to maximize the use of community resources in the educational process.
2.1(f) Utilize the curriculum review cycle policy to provide a systematic process to examine content and to ensure the curriculum is aligned to the standards and meeting the learning needs of students.
2.1(g) Evaluate the effectiveness of the modifications and updates to district curriculum.

Ranked Priority	Strategy	Avg
1	Strategy 2.1:	2.75



Please describe some of the steps you are taking to accomplish this strategy:

1. We are working on updating curriculum in all areas. 2. We have limited selections of classes as we only have so many staff members and time periods. 3. Again, we have started a work release program this year.

I feel that Pleasanton has always been at the top of their game in this strategy with quality, however, those stakeholders that call for an increased rigor are the first to balk at its implementation when there child encounters those changes.

© 2023 Nebraska Association of School Boards. All rights reserved.

In the elementary we have made some great strides in adopting curriculum with quality and rigor. We are completing out third year with Eureka Math and I am really starting to see a change in how my students even approach a math problem. They have really developed their problem solving skills and number sense, since we first adopted this curriculum.

We have selected a new reading/language arts curriculum for next year and I hope that this will also address some of our science needs. CKLA appears to have a good bit of science and social studies mixed in that aligns with state standards. CKLA also aligns with the Science of Reading and our LETRS training.

The 2.1 a and b have not been met as a district. We have changed the course offerings, but with no additional staff the elective course offerings have not increased. The 2.1d,e&g I feel are in the beginning stages of being met with the job shadowing and work study that is trying to be implemented.

The expectations that I set for my students are always high.

This spring we will finalize our adoption of the ELA curriculum materials. We have hired additional math FTE so we now offer 3 additional 7-12 math courses. We have also reorganized our English/Spanish course offerings to provide addtional ELA offerings.

We researched and adopted a new ELA curriculum. I have a community member come into the classroom to teach the students about careers through the Junior Achievement Program. The high school has job shadowing opportunities.

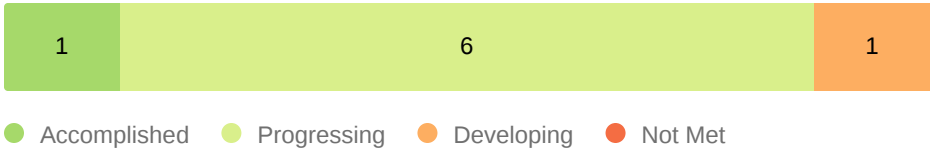
Work study for high school students. Evaluate and adopt an ELA instructional material during the 22-23 school year.

© 2023 Nebraska Association of School Boards. All rights reserved.

Strategy 2.2: Challenge and engage students in learning experiences that improve the quality of instruction and enable personal growth and learning for all students.

2.2(a) Through the fidelity of the instructional framework, all teachers will engage students and elevate the depth of understanding to support student learning.
2.2(b) Provide professional development to equip and prepare staff for success through the integration and implementation of the instructional framework.
2.2(c) Align the teacher evaluation tool and process to the use and integration of the instructional framework to support staff success and learning outcomes.
2.2(d) Identify and adopt appropriate learning strategies and interventions to support the success of all students.
2.2(e) Ensure a culture of inclusivity, for students with verified needs.
2.2(f) Evaluate the effectiveness of the district instructional framework and teacher evaluation.

Ranked Priority	Strategy	Avg
2	Strategy 2.2:	3.00



Please describe how this strategy has been accomplished:

In 2021-2022 we adopted a new instructional framework. Professional development was provided for all staff to ensure high quality implementation. Both building principals are also completing weekly walkthroughs to ensure fidelity and accountability.

Please describe some of the steps you are taking to progress/develop this strategy:

1. We have updated and streamlined the teacher evaluation tool and process in the last year. 2. We need to be sure all teachers are teaching with more "drop-ins" and "walk-throughs". 3. Be sure teachers have the materials and curricula they need in order to be successful teachers.

Via walkthroughs and formal evaluations I have noted improvement across the board as far as our staff seeking to grow our students knowledge to deeper levels and beyond the normal surface level engagement.

We have aligned the teacher evaluation tool and instructional framework to support staff and learning outcomes.

We have started to dig into more interventions, such as Hegerty. The MTSS team has made great strides in this area. I hope we can continue to look through student data and make informed decision on appropriate interventions. LETRS training has provided us with some great tools to use in this area, such as the PAST screener. We are becoming more aware of our students needs and as we all continue to grow in this area.

I feel several of these areas have great progress. I think the ones lacking would be maybe 2.2 d. It might be happening, just with some of the classes being larger or taught differently this one could use more support. I also feel that the 2.2 f is in progress, just in the early phases.

The strategy that the school put into place is the one that I will use in my classroom. In the last couple of years, there has been some change so it is a work in progress.

There is a new teacher evaluation tool in place and we are using this year. Many elementary teachers are using Heggerty for a reading intervention.

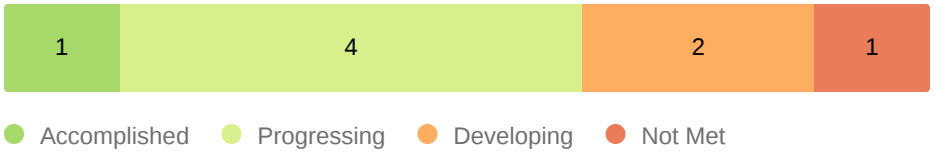
Updated, adopted, and received PD our evaluation tool during the 21-22 school year, and began implementing it during the 22-23 school year.

© 2023 Nebraska Association of School Boards. All rights reserved.

Strategy 2.3: Commit and maintain the utilization of data to inform decisions at the classroom, building, and district levels.

2.3(a) Utilize the integration of formative and summative assessments throughout the district to support next steps for learning and student success.
2.3(b) Allocate time and resources to ensure curriculum is aligned to the state learning standards and staff is equipped with scope and sequence pacing guides.
2.3(c) Develop the capacity of staff to effectively use purposeful data to guide instruction, revise school strategies and interventions, assess program effectiveness, and prioritize learning needs.
2.3(d) Engage the board of education in the review and analysis of student performance data to support informed decision making.
2.3(e) Evaluate the impact of data informed decision making on student performance.

Ranked Priority	Strategy	Avg
3	Strategy 2.3:	2.63



Please describe how this strategy has been accomplished:

Our district does a great job of utilizing the data we have acquired to make better decisions to steer us into the future. The only piece that all districts seem to struggle with is the time away from instruction that is needed to comb through this data.

Please describe some of the steps you are taking to progress/develop this strategy:

I use both formative and summative assessments in my classroom. I use a number of different assessment techniques to ensure the students are learning the skills I am looking for.

This is another area in which I have seen great gains. I feel as though I am able to use purposeful data to drive instruction and intervention. Administration has made a point to provide us with inservice training to better analyze MAP data and student growth. LETRS training has provided us with a number of tools to assess students needs, as well as growth.

I think we are improving on all of these.

We look at data from Dibels & MAP testing to support learning needs.

Provide updates to the board of education on student data after testing periods. January 2023 all staff received professional development on MAP Growth. The elementary MTSS team meets after each testing period to evaluate student data and progress monitoring of students.

The addition of a curriculum director has provided the district to really move forward in using data to drive our instruction. This will be a long process to get where we use data on a daily basis but we have laid the groundwork for success.

© 2023 Nebraska Association of School Boards. All rights reserved.

Please describe why this strategy has not been met:

2.3 a - I feel could be met to some degree.
2.3 b, c and d - I don't feel are being met and with our increase in size it becomes more and more difficult to fine the time with our staff size.
2.3 e - This could be happening with Mrs. Rasmussen, but as far as a classroom teacher I haven't seen this.

© 2023 Nebraska Association of School Boards. All rights reserved.

Strategy 2.4: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

2.4(a) Ensure the adopted curriculum is vertically and horizontally aligned across lessons, courses, subject areas, and grade levels.
2.4(b) Identify and design PPS Vertical and Horizontal Subject-Area Teams made up of teachers from multiple grade levels and specified subject areas.
2.4(c) Commit in-service time to the collaboration and development of the PPS Vertical and Horizontal Subject-Area Teams.
2.4(d) Empower the PPS Vertical and Horizontal Subject-Area Teams to address curriculum alignment and instruction and academic and social-emotional needs to determine concepts and skills that students must master for successful transitions.
2.4(e) Empower the PPS Vertical and Horizontal Subject-Area Teams to set grade-level goals, establish short and long- term plans for action, gather data, and report out to district administration in a timely and scheduled fashion.

Ranked Priority	Strategy	Avg
4	Strategy 2.4:	1.88

Please describe some of the steps you are taking to progress/develop this strategy:

It would be nice to have someone review the curriculum in my subject area to see if I am on the right path. I am the only one that teaches it in the school so it would be nice for some outside input.

In the elementary, we have made sure that any newly adopted curriculum is aligned with state standards. We have specifically gone over any areas of weakness in the Eureka Math curriculum and we have made any necessary adjustments to lessons in order to better align with state standards.

I do not know much about these Vertical and Horizontal Subject-Area Teams. As far as collaboration, I feel like the elementary do well with this through their MTSS process. The high school teachers pretty much stay with themselves as we don't really have more than one teacher in each subject area.

I have worked on aligning curriculum but we haven't had many chances to work together as a team

Developing: Many curricular areas are covered solely by one educator in the Jr/Sr High, therefore our subject-teams consist of a lone instructor.

I feel we are behind here as we have only aligned our Math Curriculum PreK-6. We will have our ELA curriclum aligned PreK-12 next year.

Please describe why this strategy has not been met:

I haven't seen much of this on the high school side is why I answered this way.

No time or resources have been spent on this strategy.

© 2023 Nebraska Association of School Boards. All rights reserved.

Strategy 2.5: Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.

2.5(a) Review and update the teacher evaluation instrument to ensure it is aligned to the instructional framework, measures accountability through defined rubric and criteria consistent with district expectations for effective instruction.
2.5(b) Utilize the teacher evaluation to provide timely and authentic feedback to reinforce growth, identify opportunities to refine professional skills and knowledge, and create pathways for leadership succession.
2.5(c) Require all certified staff to develop and affirm personalized goals to guide their personal/professional growth as part of the evaluation process with their assigned supervisor.
2.5(d) Train staff in the evaluation rubric and process to support success.
2.5(e) Evaluate the success of the evaluation process and tool.

Ranked Priority	Strategy	Avg
5	Strategy 2.5:	3.38

Please describe how this strategy has been accomplished:

Yes! I feel like our new teacher evaluation system gives authentic and automatic feedback. I appreciated being asked to make a professional goal and I enjoyed getting to meet with administration after my formal evaluation. I feel like this has opened doors of communication and has eased my mind during the entire evaluation process. I feel like this has made the entire process more personal and I look forward to bettering myself with the support of administration!

We have worked hard to update the teacher evaluation instrument and process and I feel like it has been implemented successfully this year.

We have implemented Vector Solutions Evaluations as an instrument to house our data base for evaluations along with a Google Form to collect and communicate Walkthrough data.

I feel comfortable that we have accomplished many of the items on this list with the only exception the evaluation of the process and tool since this is only our 1st year.

Please describe some of the steps you are taking to progress/develop this strategy:

The evaluation system in place is very detailed, and it can be difficult to understand what the administration is looking for. I do like the feedback that the evaluation system provides it does allow me to grow as a teacher.

This is making progress, but with a small staff I also feel this should be happening on a daily basis with administrative walk through. We have been trained in the use of our evaluation tool.

I filled out personal evaluation forms and set a personal goal.

We are in year 1 (22-23) of our new and updated teacher evaluation model and tool. We will continue to grow in this area as all involved become more comfortable with the model and tool.

© 2023 Nebraska Association of School Boards. All rights reserved.

Guiding Principle III: Whole Child Focus

Objective: To enhance the learning experience and social-emotional supports for the health, safety, and well-being of the whole child and to attain the best physical and emotional health possible.

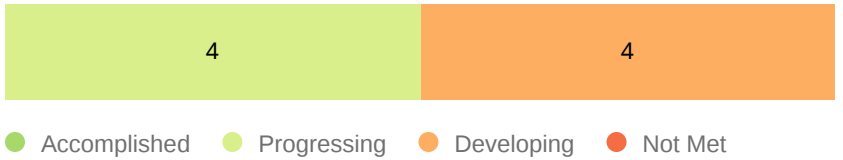
Overall Progress: Developing

Please rate and explain the district's progress for planning and implementing the following strategies:

Strategy 3.1: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective and purposeful communications.

3.1(a) Identify and implement the most effective methods by which to engage parents/guardians in the education of their child.
3.1(b) Consider methods of improving Parent-Teacher Conference format, teacher communication with parents/guardians, and expectations of the conference.
3.1(c) Provide opportunities for parents/guardians to access strategies and resources available to engage their child in learning outside of the classroom.
3.1(d) Evaluate the effectiveness of enhanced communications with parents/guardians.

Ranked Priority	Strategy	Avg
2	Strategy 3.1:	2.50



Please describe some of the steps you are taking to accomplish this strategy:

While we have moved forward with a new website this is definitely and are where we need to continue to improve.

Updated our district website during the 22-23 school year. This streamlined our process of sharing information with our stakeholders. During the elementary PT Conferences, we began utilizing SignUpGenius for parents to select their preferred conference time with teachers.

We are progressing to find ways to better identify and implement t effective methods by which to engage parents/guardians in the education of their child, however, we are coming to the conclusion per parental input that this is going to be quite a task a we may have to find wats to individually tailor the wishes for the means of communication with each individual family.

I visit with parents at parent teacher conferences. I use remind app to stay in touch with parents and make phone calls when i need to visit about students.

1. We do so many types of communication now - email, call, weekly all-calls, newsletter, Facebook, calendars, etc. We continue to hold 2 Parent-Teacher conferences each year also.

© 2023 Nebraska Association of School Boards. All rights reserved.

I think we work as a staff to do some of these things, but as a parent, I haven't seen progress in the areas listed above.

I feel the most lacking area is the 3.1(c), I feel that we have pushed parents away from our school setting and have become less personable with the approach. We are a small school and the involvement of parents, staff, and students all matter in the education of each student. We need to improve in this area.

As a whole, the school is really progressing in this area. Our school web page has had a complete overhaul and consists of some great information that is right at everyone's fingertips. Regular "all calls" have provided parents/guardians with the appropriate information necessary. In the elementary, teachers continue to send additional information and reminders through various apps and websites, in addition to the "all calls" and school webpage.

I do not know if we can communicate better with the parents in our school district. We use emails, phone calls, and notes at home. Parents have access to PowerSchool to see their student's grades and progression. Parents also have access to the school lesson plans to see what is coming up.

© 2023 Nebraska Association of School Boards. All rights reserved.

Strategy 3.2: Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior.

3.2(a) Create a system to support and equip staff with tools and techniques to address social-emotional skills, behavior, and providing equitable handling of student issues and problems.
3.2(b) Provide consistent and on-going professional development to all staff to prepare and effectively implement the social- emotional supports district-wide.
3.2(c) Encourage and sustain open dialogue and feedback opportunities with staff to address the unforeseen obstacles that evolve through the implementation and as a result of the social-emotional education initiative.
3.2(d) Evaluate the effectiveness of how the Initiative has impacted the climate and learning environment.

Ranked Priority	Strategy	Avg
3	Strategy 3.2:	2.00

Please describe some of the steps you are taking to progress/develop this strategy:

Next year we will be implementing Second Step - a social emotional curriculum. We have also contracted for a LMHP to be onsite at least one day a week.

This is an area we are excited to develop, we have an academic eligibility standard to participate in activities and would like to move forward with a behavioral model that is similar to promote positive behavior throughout the school.

I have open communication with administration in regards to my students social emotional needs. We have a counselor that comes to the school to work with all students that want or need to see her. I use mindfulness curriculum in my classroom.

I don't feel like at the high school level that we have had much training in social-emotional learning. Several teachers have taken ESU workshops and other trainings but none through our school or during in-services.

I feel we are doing the basics in this area, and as time goes will fall behind. I don't think there is enough time for the open dialogue and feedback opportunities with staff.

Teachers need to be provided with more consistent and on-going professional development to promote social-emotional support for all students.

I really do not know.

Please describe why this strategy has not been met:

We do not have a district wide system related to social-emotional skills and positive behavior supports.

© 2023 Nebraska Association of School Boards. All rights reserved.

Strategy 3.3: Provide social-emotional and behavioral supports for all students integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative.

3.3(a) Develop student outcome goals and competencies to support social-emotional learning for the purpose of enhancing student decision-making skills, responsible behavior, and a student's independent role personally, at school, and as a community member.
3.3(b) Assess current staffing to ensure that the district provides adequate and essential staff and training to support the integration and implementation of social-emotional supports.
3.3(c) Integrate social-emotional learning into the academic and extra-curricular activities through consistent curriculum, skills development, service learning, and community service.
3.3(d) Provide district guidance and resources for staff involved in the district initiatives for social-emotional learning.
3.3(e) Evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum and instruction.

Ranked Priority	Strategy	Avg
1	Strategy 3.3:	2.13

Please describe some of the steps you are taking to progress/develop this strategy:

Our team comes up with a learning plan, and we implement it to try and help each student individually. Most of the students in our school participate in some type of extra-curricular activities, which I belive helps their overall well-being.

In the elementary, some teachers have reached out to other staff members to assist with social-emotional curriculum and instruction for specific students or specific classes. I think we need to continue to grow in this area so that all staff members have a common language to use with all students.

I feel the district is getting some of the resources in place for this strategy and have been able to do so with help from the ESU.

I don't feel like at the high school level that we have had much training in social-emotional learning. Several teachers have taken ESU workshops and other trainings but none through our school or during in-services.

I have been part of the MTSS process with my students.

This is in a developmental phase for the Jr/Sr High, the targeted areas of need are those student who consistently show up on our screeners for academic struggle, organization (late or missing assignments), and those with behavioral changes or inconsistencies.

We utilize ESU 10 to provide Mental Health counseling to students. Our ESU 10 support providers also provide Tier 1 SEBL supports to our Kindergarten students.

Our elementary has a strong MTSS system but our 7-12 MTSS system is currently non existent.

© 2023 Nebraska Association of School Boards. All rights reserved.

Strategy 3.4: Engage staff in PLCs for the purpose of learning and implementing instruction, communication and engagement of students and families.

3.4(a) Through PLC teams, implement a study to empower staff to integrate the supports needed for students, modifications to general communications with parents and guardians, and adapt parent-teacher engagement to overcome obstacles that prevent connections needed to support student success.
3.4(b) Explore opportunities and successful communication processes that enable staff to build and foster relationships with their students and families that provide a source of consistency built upon mutual respect and trust.
3.4(c) Provide instructional supports to engage students with positive social-emotional skills to enable students to regulate their feelings and transition to a mindset ready for successful learning.
3.4(d) Modify parent/guardian communication to foster effective engagement through school to home communications, parent-teacher conferences, and growth of a school-parental partnership to support the success of the whole child.
3.4(e) Evaluate the effectiveness of the PLCs and growth of parent/guardian engagement.

Ranked Priority	Strategy	Avg
4	Strategy 3.4:	1.88

Please describe some of the steps you are taking to progress/develop this strategy:

Once again we need to look at how we communicate with our families and engage students who may have social emotional isssues.

I feel we are progressing within this strategy, our weekly Jr/Sr High admin/teacher meetings unify us as a team and gives the teachers a voice when discussing instruction, communication, engagement, etc...anything pertaining improving student support.

I don't feel like at the high school level that we have had much training in social-emotional learning. Several teachers have taken ESU workshops and other trainings but none through our school or during in-services.

I think we could focus more on PLCs. I know it is always difficult to find the time in smaller districts to make this happen but I feel like this is key if we want all staff to buy into the implementation of specific ideas. As staff, we need to take ownership of these opportunities and I think we will get more out of them.

Parents are very engaged in the activities that we do at our school. The most frequent form of communication is via email. The school provides opportunities for parents to interact with teachers. It is probably a 50/50 split on the number of parents that participate.

Please describe why this strategy has not been met:

PLCs are currently not implemented at Pleasanton.

I am not aware of the PLC team

I think this Strategy has a lot wrapped up in it. I don't think on the high school level we have PLC's in place or use.

© 2023 Nebraska Association of School Boards. All rights reserved.

Guiding Principle IV: Culture and Connectedness

Objective: To create and sustain a district culture of connectedness through effective educational leadership and highly effective staff development to support the long-term success of the district and students.

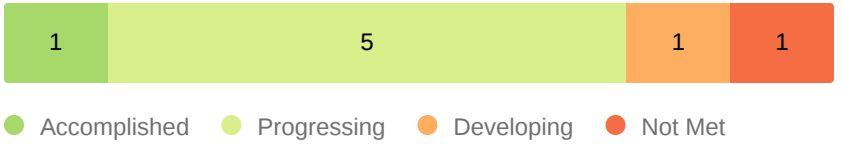
Overall Progress: Developing

Please rate and explain the district's progress for planning and implementing the following strategies:

Strategy 4.1: Implement measures for the superintendent, administrators, staff, and students to connect through a culture that embraces equity, accountability, inspires excellence, and promotes learning.

4.1(a) Create and commit to consistent expectations for staff and students, holding everyone equally accountable.
4.1(b) Engage appropriate staff for guidance and support when addressing issues that impact classroom instruction, curriculum, and/or matters that will add value to their role and responsibilities.
4.1(c) Develop protocol and procedures to ensure timely, consistent, and purposeful communication to all staff when appropriate and to improve staff engagement.
4.1(d) Create a plan for communicating, distributing, and updating all staff (inclusive of both certified and classified) through ongoing communication focused on the progress and success of the PPS Strategic Plan. Consider and address obstacles that may limit staff member's access to the communication methods.
4.1(e) Implement and provide equitable communication and access to an engagement system to enable stakeholders to engage the district in hot topic questions and/or inquiries with a plan for responding in a timely manner.
4.1(f) Assess current communication methods and other platforms to ensure the district is utilizing effective, timely, and purposeful means of communication.
4.1(g) Provide opportunities to collect, consider, and evaluate internal stakeholders' perceptions of communications and strategies for improving, as necessary.
4.1(h) Evaluate the effectiveness of cooperative efforts to improve and grow staff relations district-wide to increase positive working relationships, the climate, and student learning.

Ranked Priority	Strategy	Avg
1	Strategy 4.1:	2.75



Please describe how this strategy has been accomplished:

I feel through the hiring of a new elementary principal, new website and focus on increased accountabiity we have met many of the benchmark of this strategy. Both the elementary and high school staff meet every week. We have both an elementary newsletter and a weekly all call fo the high school. We need to continue to work to provide a positive working climate for all staff.

Please describe some of the steps you are taking to accomplish this strategy:

Agenda items during the board of education meetings have the strategic plan goals connected to items. Teaching staff have weekly meetings to provide opportunities for ongoing communication and planning for school-related items.

To accomplish one phase of this standard I feel that we will need to simply the school's voice in terms of a communication platform. We tend to be judged and criticized by parents and stakeholder due to not meeting their preferred form of communication. We would serve our district much better if we'd choose one means of communication or platform and not paralyze ourselves by over analyzing how to please every individual. Set a standard and stick with it.

© 2023 Nebraska Association of School Boards. All rights reserved.

The school uses one call phone system to keep patrons, parents, and staff informed. Every week there is a staff meeting to keep us informed of activities and upcoming events.

1. I feel like we need to work on accountability and general communication. 2. This year we implemented weekly staff meetings.

I think we have made great growth in the area of communication.

The school needs to become more consistent with the expectation of the students.

Please describe why this strategy has not been met:

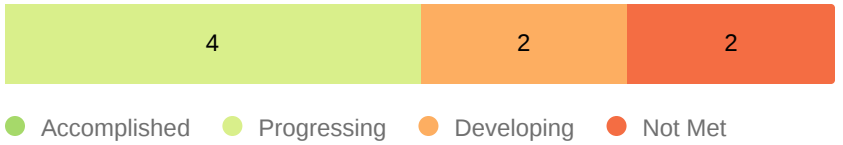
I don't feel this one has been addressed from my perspective. I had to print the Strategic Plan out again to see what was in it. I don't think that we could say 4.1d has been addressed at all.

© 2023 Nebraska Association of School Boards. All rights reserved.

Strategy 4.2: Collaborate with the board to review, update, and communicate policies to ensure a foundation for equitable success for all students and staff.

4.2(a) Research, consider, and utilize consistent protocol/procedures to assess each policy on equity and impact for students and staff, enabling opportunities for impacted groups to provide input.
4.2(b) Consider, create, and/or update an equity policy to reflect the district's approach to equity.
4.2(c) Create a communication plan for promoting policy changes to establish unified expectations and accountability for all staff, students, and parents/guardians.
4.2(d) Establish a follow-up plan to ensure policy changes have been successfully established.

Ranked Priority	Strategy	Avg
2	Strategy 4.2:	2.25



Please describe some of the steps you are taking to progress/develop this strategy:

Our board does a good job of supporting the teachers in our school. Our school is behind in some areas that our board is going to have to address in order for us to get caught up.

To my knowledge, we are collaborating with the board to update and communicate policies.

We are slowly working to update and change handbook rules as things come up and we see a need for something. Students and parents are made aware of these changes at the beginning of each school year.

The board reviews policies and makes changes when needed.

With the change in leadership of our school board, the collaboration between the board, administration, and teachers has already improved. During this round of our strategic planning I feel staff members will not feel as targeted as they did in the initial phase of the strategic survey due to the improved relationship between the leadership of the board and other parties.

The Board of Education and Superintendent work together with our law firm to update policies.

Please describe why this strategy has not been met:

This maybe happening, but from my position I haven't seen it. I know they work on the policies.

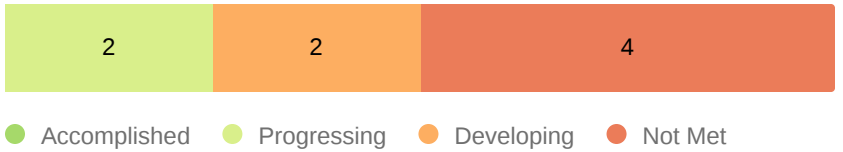
The district works to ensure all students are successful. We have not necessarily focused on this strategy due to the challenges that come with "equity policy".

© 2023 Nebraska Association of School Boards. All rights reserved.

Strategy 4.3: Create an Equity Committee composed of diverse stakeholders to advocate for the needs of and growth opportunities for staff and marginalized populations within the district.

4.3(a) Review disaggregated data to assess priority areas to enhance equitable support and opportunities for marginalized populations within the district.
4.3(b) Work in conjunction with administration to research, consider, and implement equity training to equip each administrator and educator to more effectively instruct and advocate for each student's success.
4.3(c) Consider and address opportunities to evolve equitable opportunities for staff that affirms everyone receives equal opportunities, treatment, and recognition for their contributions and role in providing an equitable school environment.
4.3(d) Regularly conduct an equity audit and align resulting priorities to the strategic plan to ensure equitable representation and advocacy for all students and staff.
4.3(e) Evaluate measures taken to provide an equitable instructional and learning environment for staff and students.

Ranked Priority	Strategy	Avg
3	Strategy 4.3:	1.75



Please describe some of the steps you are taking to progress/develop this strategy:

NA
I think we have made progress in this area. This could be a more regular occurrence.
I am not aware of an Equity Committee being established.
Create Stakeholder Meetings?

Please describe why this strategy has not been met:

I am not aware of an Equity Committee
Again, I haven't seen from my position.
Not familiar with anything that has been worked on to meet this strategy.
We believe the school is small enough we do not need an "equity committee". The district works to provide all students access to high quality learning opportunities.

© 2023 Nebraska Association of School Boards. All rights reserved.

Guiding Principle V: District Resources and Personnel Effectiveness

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, anticipated changes in leadership, safe and effective learning facilities, and model fiscal responsibility.

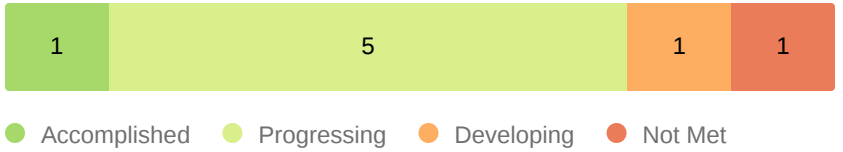
Overall Progress: Developing

Please rate and explain the district's progress for planning and implementing the following strategies:

Strategy 5.1: Align district resources to support a quality education system meeting the needs of current students and in anticipation of enrollment growth for a high-level learning environment.

5.1(a) Utilize the Facility Master Plan to address short and long-term facility and grounds needs to support the growth of enrollment, maintenance of facilities, and plans for the extra lot, parking, and football/track.
5.1(b) Secure finance resources for construction and/or renovation projects for PPS facilities including, but not limited to grants, bond referendums, private funding, tax levies, etc.
5.1(c) Maintain balanced enrollment procedures, evaluating enrollment trends, and providing a yearly enrollment report to school board.
5.1(d) Embrace community engagement and allow external stakeholders regular opportunities to provide input and feedback on facilities' updates and changes.
5.1(e) Evaluate the overall effectiveness of the district facilities.

Ranked Priority	Strategy	Avg
1	Strategy 5.1:	2.75



Please describe some of the steps you are taking to accomplish this strategy:

Our school needs to update many areas of our curriculum so that the teachers have the tools needed to meet the standards set forth by the state.
I think we have done a great job keeping lines of communication open and we have encouraged all stakeholders to provide input.
The bleachers have been replaced. There is a policy for enrollment however our numbers are increasing beyond the 25 students in a class. The community is asked to complete surveys on occasion.
Community engagement with this piece and been a huge plus!
Continued work in progress in this area.
This stategy is a definitie ongoing challenge. We have implemented a facitily plan and have long range finanacial goals. We have secured multiple grants to help ease the financial burden on our taxpayers but we are still working to get caught up financially.

© 2023 Nebraska Association of School Boards. All rights reserved.

Please describe why this strategy has not been met:

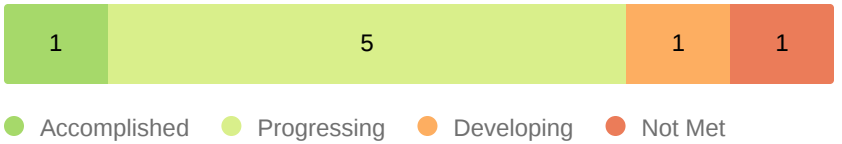
I feel this is our weakest Strategy. We are not preparing for the growth in our enrollment. We are teaching classes out of area and hopes to get by, when we know there are bigger classes coming up. I don't feel we have met many of these areas. The report may go to the school board, but input and evaluating our facilities is needed to figure out what we can do as a district to meet our growing needs.

© 2023 Nebraska Association of School Boards. All rights reserved.

Strategy 5.2: Align resources to support a progressive learning environment and to build upon and attract quality educators to the district.

5.2(a) Provide a structured PPS Professional Development Plan to encourage the use of best practice, support programs and initiatives and enhance staff knowledge and skills.
5.2(b) Budget and allocate resources to support the PPS Professional Development Plan.
5.2(c) Engage classified staff in professional development opportunities to enhance their skills, knowledge, and experience when providing support to students and staff.
5.2(d) Utilize a teacher evaluation system aligned to the instructional framework and to provide timely and authentic feedback to reinforce growth, identify opportunities to encouraged educators to examine inequalities in their interactions with students, refine professional skills and knowledge, and create pathways for leadership succession.
5.2(e) Engage staff and administration to assess personal development progress, impact, and benefits to PPS initiatives, instruction, and personal development.
5.2(f) Review and refine the new teacher/administrator on-boarding and training model to ensure the process aligns to district standards and practice.
5.2(g) Evaluate the effectiveness of the PPS Professional Development Plan.

Ranked Priority	Strategy	Avg
2	Strategy 5.2:	2.75



Please describe how this strategy has been accomplished:

We have attracted quality educators and we will continue to improve those educators through our newly drafted instructional tool and with other supports.

Please describe some of the steps you are taking to progress/develop this strategy:

Our staff is going. Through the process of being educated in new teaching techniques. This is a work in progress, but in the long term it should be beneficial.

We have utilized a new teacher evaluation system that, in my opinion, has encouraged teachers to take ownership of their goals and grow in a nurturing environment that has been provide by administration.

Professional Development needs to be worked on. We have allowed days for it but there hasn't been any trainings on best practices and support programs yet. The teacher evaluation system has been updated and is being implemented this year. On-boarding needs to be looked at for new teachers.

There is professional development opportunities for the teachers. There is a new teacher evaluation system we are using this year.

Professional development opportunities:
2021-2022 teacher evaluation model
2022-2023 LETRS training for PK-12 ELA staff

The district has a 3-5 year professional development plan with resources allocated. We have implemented a new instructional framework model and an teacher evalution model. We need to continiue to improve our teacher mentoring program and on boarding model for new staff.

Please describe why this strategy has not been met:

I have not seen these areas met from the educator perspective.

© 2023 Nebraska Association of School Boards. All rights reserved.

Strategy 5.3: Develop and implement a leadership succession program within the district, and a transition process to proactively identify and transition new leadership to the district.

5.3(a) Creation of a district administration succession plans to ensure that the school district is prepared for maintaining organizational stability.
5.3(b) Purposeful planning by the board of directors and district administration team in creating an onboarding transition process for the new superintendent that includes the current and future needs of the district and community — including a focus on instructional programs, financial issues, AQuESTT and NSCAS scores, community relations, and the identification and development of internal leaders as a way to deepen their relationship as they begin to lead the new district.
5.3(c) Create opportunities to educate and inform community stakeholders and patrons of the leadership changes to the district and identified needs and plans for anticipating future growth strategies.

Ranked Priority	Strategy	Avg
3	Strategy 5.3:	2.00

Please describe some of the steps you are taking to progress/develop this strategy:

NA

To my knowledge, this is a work in progress.

I am guessing that these things are being done. I do not have first-hand knowledge of them since I have not been part of any "new-hire" process.

Pleasanton has partnered with UNK's Next Gen Academy.

This is an area we have not talked much about at this time.

Please describe why this strategy has not been met:

I am not aware of the leadership succession program

I have not seen from my position.

This has not been developed.

© 2023 Nebraska Association of School Boards. All rights reserved.

MyFreePPT

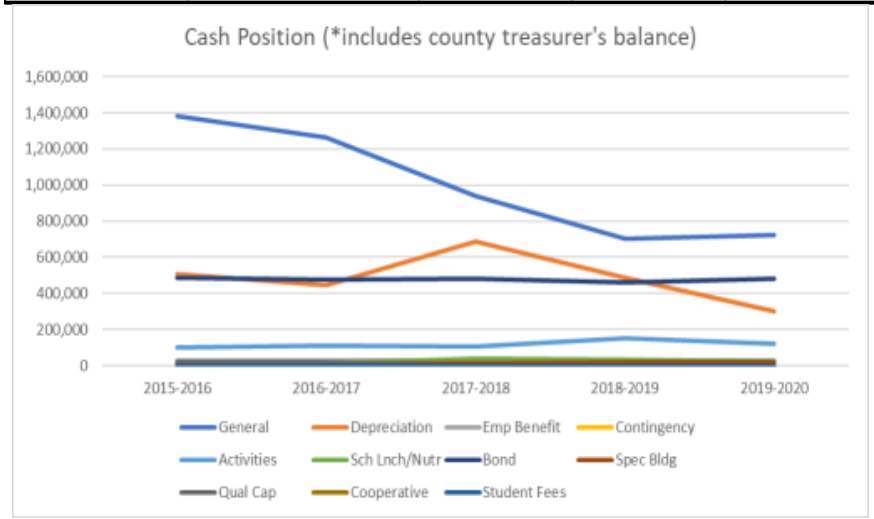
How are we going to financially support the Strategic Plan?

Our Financial Strategic Plan

- The Pleasanton School District has worked hard to complete a comprehensive strategic plan. Included in the following slides are the areas that were included in the plan but will need financial support for its successful implementation.
- This is a brief overview. Once we have a better understanding of how we are going to meet our objectives we will discuss a more detailed cost analysis/budget.
- The one area that was not a focus in the strategic plan is the need to plan for growth. While not a priority in the plan this is a topic that has been discussed and will need to discussed with any financial plan moving forward.
- Strategic Plan

Budget History

	Year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
01-0-Combined	General	1,381,670	1,262,534	940,548	703,303	724,722
02-0-CSHOH-End	Depreciation	507,250	443,154	688,124	485,508	302,338
03-0-CSHOH-End	Emp Benefit	28,354	26,838	26,955	27,101	27,200
04-0-CSHOH-End	Contingency	0	0	0	0	0
05-0-CSHOH-End	Activities	98,662	110,152	105,560	152,113	120,516
06-0-CSHOH-End	Sch Lnch/Nutr	20,832	14,542	37,250	33,863	25,270
07-0-Combined	Bond	485,428	477,508	483,633	463,463	480,667
08-0-Combined	Spec Bldg	14,942	12,103	12,647	16,198	16,285
09-0-Combined	Qual Cap	18,083	18,151	0	0	0
10-0-CSHOH-End	Cooperative	0	0	0	0	0
12-0-CSHOH-End	Student Fees	0	0	0	0	0
Total		2,555,221	2,364,982	2,294,717	1,881,549	1,696,998
Total Cash on Hand		1,744,739	1,612,495	1,517,353	1,188,721	1,036,191
Total County Treasurer Balance		810,482	752,487	777,364	692,828	660,807
Grand Total		2,555,221	2,364,982	2,294,717	1,881,549	1,696,998



MyFreePPT

Curriculum and Instruction Guiding Principal II

Relevant curriculum and effective instructional methods are critical to student learning and support the PPS vision to “review and make certain the Strategic Plan and Performance Indicators align to a “community that prides itself on commitment, growth and achievement” by maximizing student betterment. Through adopted core curriculum, vertical and horizontal alignment, the district promotes effective transitions for students at each grade and level throughout the PK-12 system. Furthermore, enhancing expanded learning opportunities will help foster students’ problem-solving abilities to prepare for their future successes.

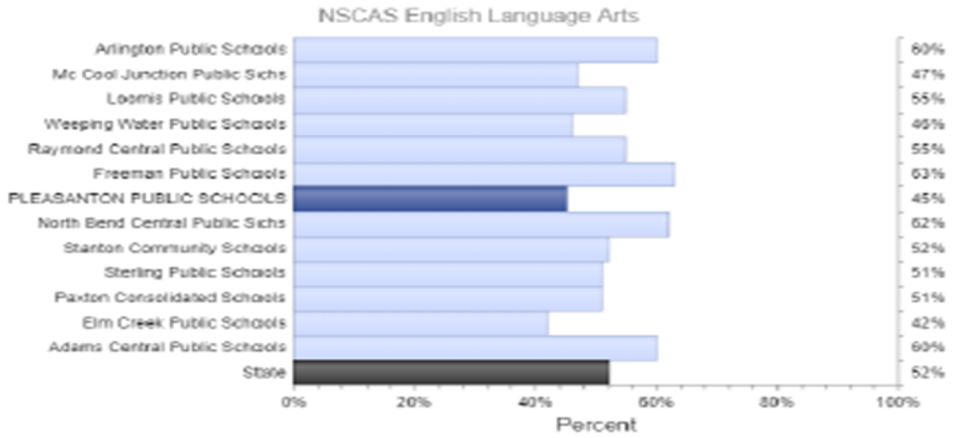
The success of the PPS district and its ability to bring the mission and vision to life for the students is predicated on the district’s most valuable assets — the dedicated and professional teachers, administrators, and staff. As the PPS staff is supported and challenged they will grow as professionals, and PPS students will ultimately benefit.

- We currently spend ???? in the area of curriculum and instruction. This cost is a total that includes our partnership with the ESU, stipends, outside PD, curriculum purchases and various other expenditures.
- It will be important to understand and discuss the financial ramification of implementing the strategic plan. Listed next to each of the needs will be an estimated cost in (red). Some of the resources we may currently have in place while others will need to be additional expenditures as discussed earlier.

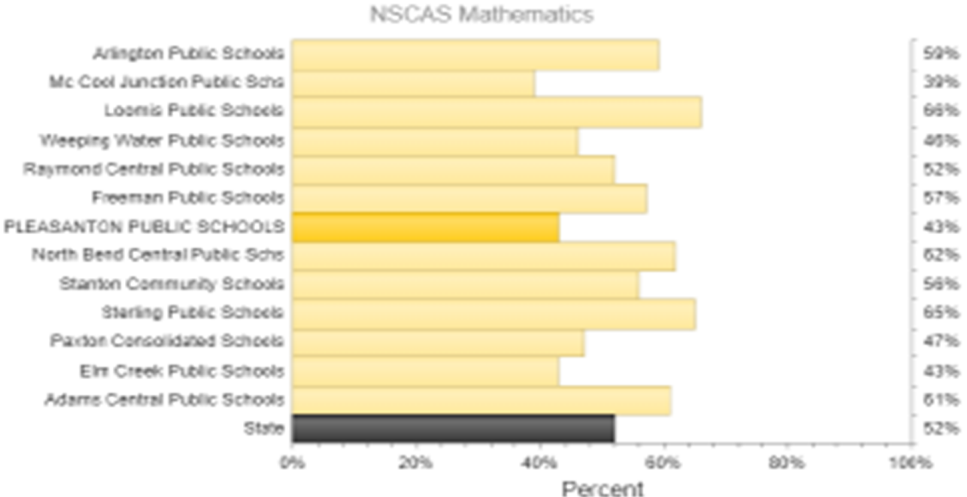
Needs Analysis - Academics

12 Nebraska public schools or districts most similar to this school/district based on a range of variables, including: school , district, and community characteristics.

NSCAS English Language Arts

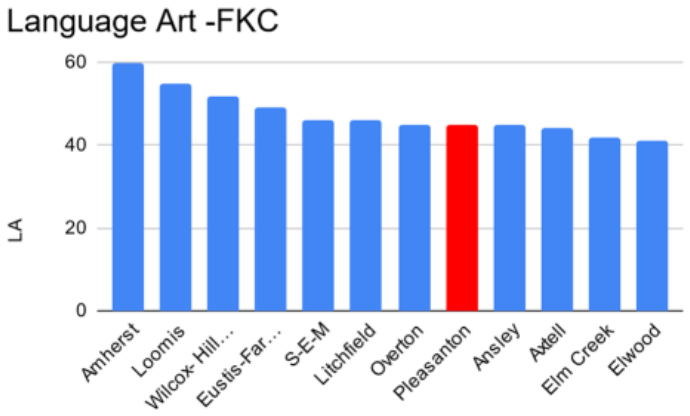


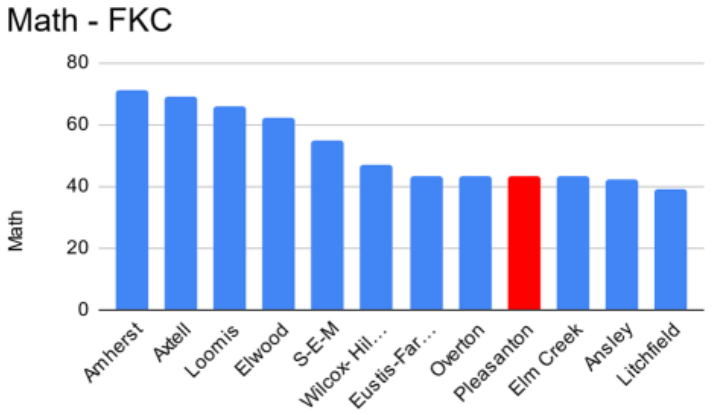
NSCAS Mathematics

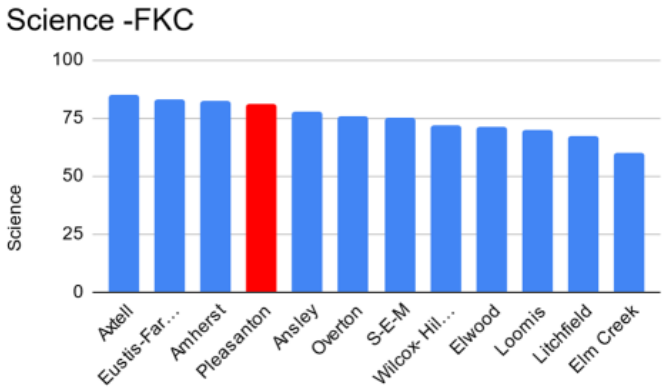


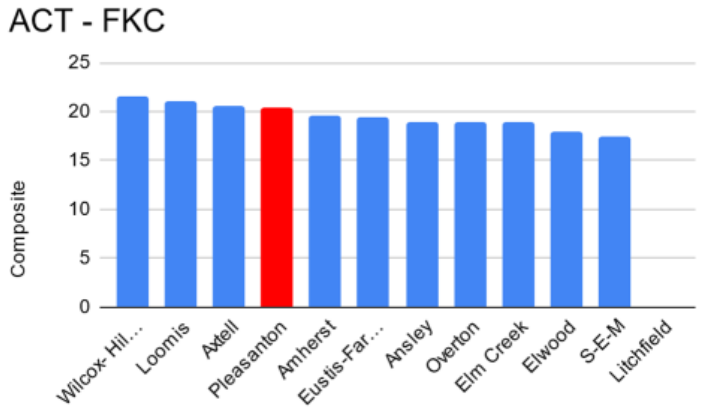
MyFreePPT

How do we compare to conference schools? – Assessment Data vs FKC Schools (1 Year Data Only!)









Curriculum Needs

Priority 1

- Curriculum Opportunities - MS/HS
  - Staff (what areas?) ($65,000-$90,000 per FTE)
  - Space (where do we house these programs?) (TBD)
  - Materials (what equipment/materials will we need to purchase?) ($25,000?)
- Post Secondary Opportunities
  - Tuition Support? (??)
  - UNK/CCC or Other
- Job Shadowing
  - Staff to implement and supervise? ($30,000)
- HAL
  - Curriculum (?)/Staff ($30,000-$65,000?)
- Social Emotional Learning
  - Curriculum ($6000)/Staff ($30,000 .5 FTE)

Professional Development

- Instructional Model Adoption (ESU Provided Training/Outside Expert)
- Curriculum Alignment
  - Calendar
    - Additional Days (Cost?)
  - Stipends
  - Outside Trainers
  - Materials
- Onboarding for New Staff
  - Calendar
  - Trainers/Stipends (ESU Provided)

Hitting the Strategic Target

Traditional Method

- Minimal Cost Increase
  - Allow for additional FTE $ in other areas if needed.
- Long term support from ESU-Partnership?
- In House ownership
- Content area experts
- More large chunks of outside PD time for staff.
- Need additional Calendar Days??

Learning Coach

- Minimal Calendar Adjustment
- Will allow us to train all staff
- On demand training. Research indicates most effective for long term success.
- Can help partner with businesses to create additional learning opportunities for HS.
- Cost ($170,000 ESSERS $)
  - $65,000-$90,000
- Right Fit
  - 3 Year Position

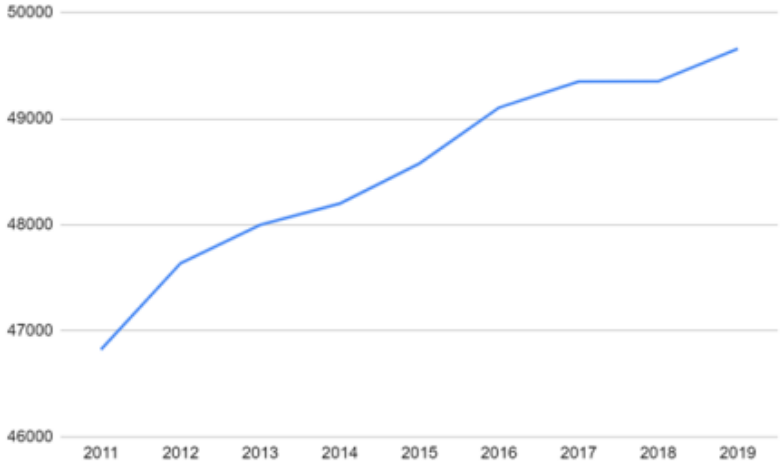
Growth
Guiding Principal V.
Priority - 4

This is a very large topic will include a very large budget adjustment. It is important to remember that while we will incur additional expenses we will also get additional revenue through the state aid formula, possible valuation growth and bond election. We may not be able to make many decisions in this area in the short term but it is very important to continue to talk and plan for growth in the Pleasanton School District.

- Staff
  - Certified ($65,000-$90,000 per new staff)
  - Classified ($30,000)
- Facilities
  - Classrooms At All Levels (TBD)
  - Common Spaces (TBD)
- Transportation
  - Additional Routes/Bus ($50,000 - $80,000)
  - Additional Drivers (???)
- Kitchen/Cafeteria
  - Staff ($20,000) and Space (TBD)
- Activities
  - More students means we need to provide additional extra curricular opportunities (TBD)

Needs Analysis - Growth

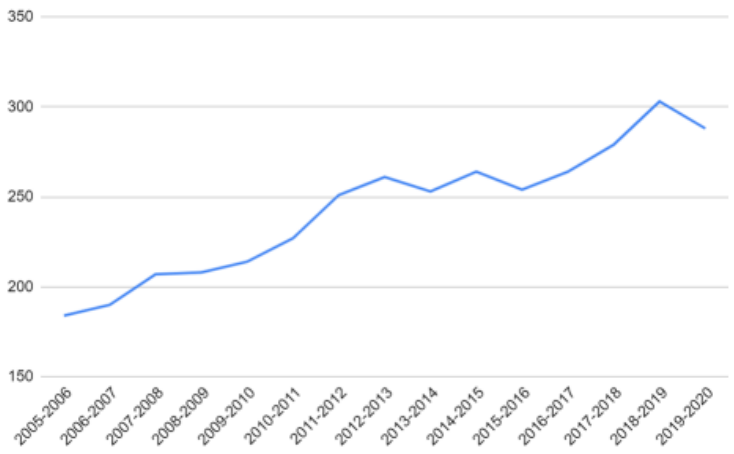
- New Lots Approved North of the School and the Golf Course.
- Buffalo County Population Growth



PSD Growth

Data Years	PK	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
2019-2020	21	21	25	26	13	19	24	19	23	24	15	21	21	16	288
2018-2019	28	24	27	17	18	24	20	22	24	14	21	23	20	21	303
2017-2018	28	24	12	18	21	18	20	23	12	20	23	19	21	20	279
2016-2017	26	12	17	21	18	18	23	11	19	22	20	20	20	17	264
2015-2016	17	19	21	17	19	23	12	17	21	18	18	22	16	14	254
2014-2015	20	21	23	20	22	12	18	19	19	17	20	16	16	21	264
2013-2014	25	21	19	24	12	18	19	18	19	16	17	17	18	10	253
2012-2013	34	22	24	14	19	20	18	18	19	17	15	22	9	10	261
2011-2012	33	28	13	19	20	18	18	18	18	15	21	8	8	14	251
2010-2011	31	12	19	21	16	16	17	17	16	19	9	10	12	12	227
2009-2010	14	15	23	16	17	14	16	18	18	12	12	12	10	17	214
2008-2009	16	23	16	16	13	16	16	16	12	12	13	11	15	13	208
2007-2008	22	14	16	12	16	15	16	11	12	12	8	15	15	23	207
2006-2007	10	13	11	14	14	16	10	9	12	10	13	15	23	20	190
2005-2006	0	11	13	12	15	10	8	11	11	13	15	23	19	23	184

PSD Enrollment – All Grades



PSD Enrollment – All Grades

Conclusion

We all know this is going to be a big task to take on but also a very important one. My hope is to begin implementing some strategies right away to address some of the needs. Many of the items will need additional planning to be able to have successful implementation.

Please remember some of the items we discussed already have a line item in the budget. The current allocations will not cover all the needs so we need to plan for additional expenditures or discuss reallocating some of our current resources. We understand the urgency to get moving so look forward to discussions regarding our financial plan at our upcoming meetings.

Kordica
COMMUNICATIONS

Pleasanton Public Schools
Strategic Planning

Empowering Schools with Expert Communication Solutions

Executive Summary

On behalf of Kordica Communications, thank you for this opportunity to submit a proposal to support your strategic planning process. We know and understand the importance of strategic planning in a public-school setting and believe you will find this proposal includes the best communication and research practices in the industry. It is our pleasure to present this proposal to Pleasanton Public Schools for your consideration. We have worked hard to present you with a proposal that best meets your needs at a cost-effective price. Should you select Kordica Communications as your partner on this project, you will find us quick to respond, highly qualified, and a pleasure to work with.

We look forward to working with you.
Annette Eyman, APR
Kordica Communications, President

About Kordica

Kordica Communications is a full-service communication group that specializes in supporting public schools. As a subsidiary of QAT Global, Kordica Communications has a team of marketing and IT experts at its fingertips to support all project needs.

Project Goals

Pleasanton Public Schools is seeking a partner to support their strategic planning efforts. If selected as a partner in this process the goals will be to:

- Partner with Pleasanton Public Schools to facilitate a process resulting in a research based strategic plan.
- Collect solid data to use for decision making.
- Collect feedback through a focus group process.
- Facilitate a large group meeting resulting in goals for the strategic plan.

Methodology

The strategic plan process outlined in this proposal will be conducted in phases.

Optional Survey Questions

A few questions specific to strategic planning may be included on an existing Pleasanton survey of staff and parents. These questions will be written to collect data on strengths & weaknesses as well as hopes for future direction. If there is not a current survey being conducted, we can discuss alternative arrangements or go directly to the focus groups.

Focus Groups

Up to 6 focus groups will be conducted. These focus groups will include both internal and external stakeholders. Each focus group will be like groups and will be held to one hour. The questions for the focus groups will be determined based on survey results and wishes from the Pleasanton Leadership team.

Administrative/BOE Checkpoint

A meeting with the designated leadership team will be held to review the themes obtained in the previous phases. This will be an interactive meeting and may include training or fun engaging teambuilding like activities. The goal of this meeting is to collect feedback from the leadership team on the information obtained so far and the future direction the strategic planning may go.

Culminating Large Group Meeting

Data collected from the survey, focus group sessions and the leadership team will then be used to structure a large group meeting. The purpose of this meeting will be to review the data collected and identify goals for the strategic plan. This large group meeting will include a cross section of key stakeholders including parents, community, staff and students.

Final Report

All of the information will be compiled in a final report that will include the structured goals and a template to begin the action planning process.

Deliverables:

Kordica Communications

To complete this project, Kordica Communications will:

Provide Questions for an Online Internal & External Survey

Develop the questions with final approval from Pleasanton.
Support Pleasanton Public Schools with the implementation of the survey.
Analyze the survey results.
Note: if a current survey is not conducted we discuss alternative options or go directly to focus groups.

Conduct Focus Groups

Complete up to six focus groups with various stakeholders.
Provide analysis of focus group results.

Administrative Checkpoint

Organize and arrange a mtg with designated leadership team for the purpose of collecting their feedback on data collected thus far.
This meeting may include training or interactive team building activities.

Large Group Meeting

Conduct a large group meeting that will result in goals used for the strategic plan. This meeting will be engaging and interactive for all participants.

Present Final Report

A final report including detailed information from all three phases will be given to Pleasanton Public Schools along with a template that can be used for action planning.

Pleasanton Public Schools

To complete this project, Pleasanton Public Schools will deliver the following.

Implement Online Internal & External Survey

Approve strategic plan survey questions.
Communicate the survey instrument to intended audiences.

Support Focus Group

Assist with determining makeup of up to 6 focus groups.
Invite representatives to participate in focus groups.
Provide location for focus group meetings.

Administrative Checkpoint

Identify any training or teambuilding needs.
Invite attendees and coordinate mtg time and location.

Support Organization of Large Group Meeting

Determine final invite list for large group meeting.
Invite all participants.
Provide a place for the meeting along with necessary food or beverage for meeting participants.

Consultants Assigned to Pleasanton Strategic Planning

A full service team of marketing and technology experts is available to serve Pleasanton Public Schools through the Strategic Planning process. However, the primary consultant will be Annette Eyman APR, President of Kordica and Virginia Moon Ed.D Project Manager. Annette has over 30 years of experience in school communications and specialized training in collecting community feedback. She has worked with small and large districts, assisting with the development of communication strategies and strategic planning. Annette has specific expertise in conducting research and using that research to drive decision making and overall communications for school districts.

Virginia has extensive experience in public education with most of that experience at the Superintendent level. She has worked in small and very large districts where her strengths have been leadership, strategic planning, and board relations. Virginia has led many successful strategic planning processes. Virginia's primary role will be overall project management and assisting with strategy development.

Project Timeline:

The timeline for the process will be driven by Pleasanton Public Schools and how fast you would like to complete it. At a minimum the entire process will take at least two and half months to complete. The project can begin as soon as the agreement is signed.

Project Cost:

The not-to-exceed cost to complete the entire scope of the process as outlined in this proposal is **$8,500.** However, if you choose to narrow or expand the scope of services outlined in this proposal, we can adjust the cost accordingly.

Expenses

Included

The estimate includes all expenses associated with the outlined strategic planning process including survey development and administration.

Not Included

Travel expenses for onsite work or presentations are not included.

Budget Planning 2026-2027

Pleasanton Financial Goals

2023-2024 Goals

- Maintain High Quality Staff
- Maintain Safe High Quality Facilities
- Build Cash Reserves/Depreciation Fund
- Be Prepared To Support Additional Growth
  - Facilities
  - Staff

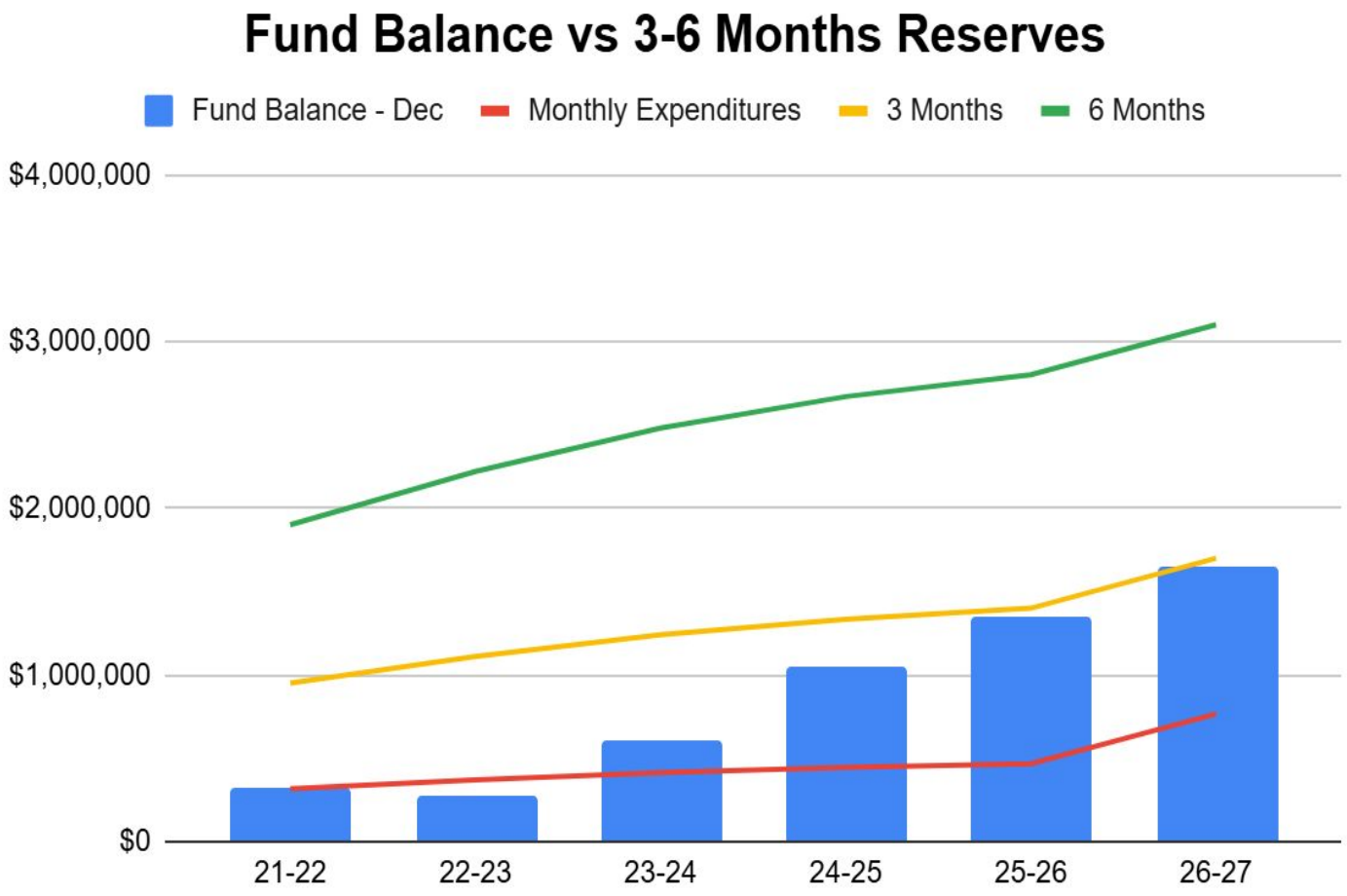
2026-2027 Goals

- Maintain High Quality Staff
- Maintain Safe High Quality Facilities
- Maintain Cash Reserves/Depreciation Fund
- Manage our tax asking as we lose state aid.

Budget Building Process

1. Budget Builder Document
    a. 2025-2026 Expenses
        i. Approx $500,000 more revenue than expenses
        ii. Will need to determine transfer amounts
    b. 2025-2026 Revenue
        i. Approx $50,000 more than budgeted
    c. 2026-2027 Expenses
        i. Increase of $430,000 (7.5% Increase in Budget)
    d. Decision in August:
        i. Transfer to Depreciation of Grow General Fund

We have to look into the future with our budget. Staff growth should level off but state aid will also decrease. We have to know where we need resources to meet our goals and how each year's budget will impact our financial status in the future


Fund Balance vs 3-6 Months Reserves
Fund Balance - Dec
Monthly Expenditures
3 Months
6 Months
$4,000,000
$3,000,000
$2,000,000
$1,000,000
$0
21-22
22-23
23-24
24-25
25-26
26-27

Backup Info

Depreciation Fund

			$100,000 Transfer	$100,000 Transfer	$100,000 Transfer	$230,000 Transfer	$500,000 Transfer	
		8/31/20	8/31/21	8/31/22	8/31/23	8/31/24	8/31/25	6/22/26
2710	Transportation	$40,400	$120,400	$170,400	$85,632	$158,832	$164,632.00	$42,116
2610/2620	Operations/Maintenance of the Building	$25,000	$25,000	$25,000	$25,000	$52,000	$52,000.00	$49,461.00
4700	Building Improvement	$200,000	$220,000	$220,000	$220,000	$234,420	$456,633.65	$456,633.35
1100	Textbook	$0	$0	$49,287	$15,576	$65,576	$83,844.00	$29,158.69
2230	Technology Purchases					-$22,456	$29,158.69	$34,541.51
	Interest/Misc				$3,077	$7,381	$18,619.84	$29,437.51
		$265,400	**$365,400**	**$464,687**	**$349,285**	**$495,753**	**$804,888.18**	**$641,348.06**

- New Bus - not this year
- New Van - this year?

2026-2027 Budget

State Aid

- 2025-2026 State Aid $638,514
- 2026-2027 State Aid $1,479,728

More in State Aid this Year $814,214

Tax Asking - 7% Override

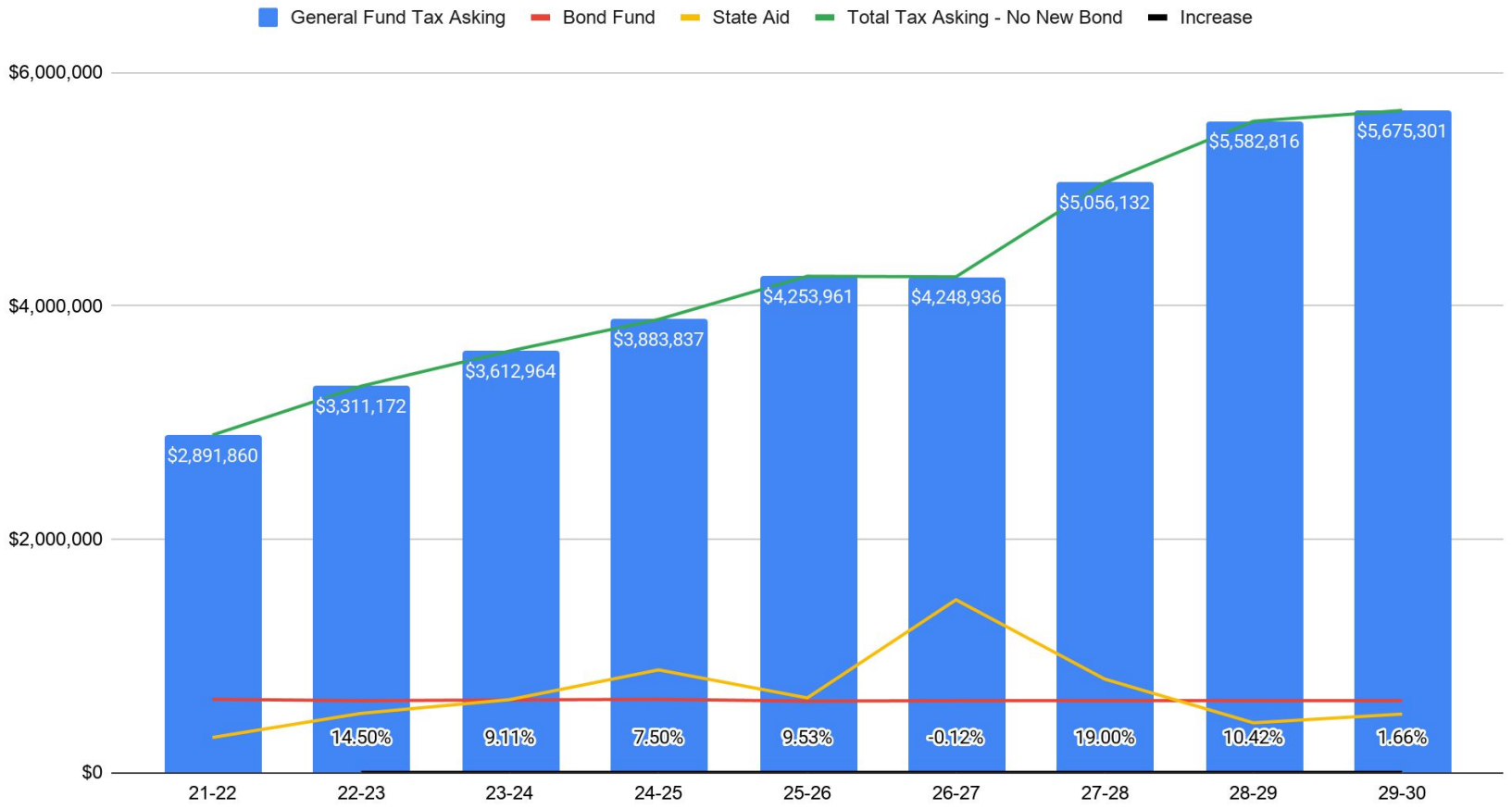
- 2025-2026 General Fund and SBF Tax Asking $4,362,969
- 2026-2027 General Fund and SBF Tax Asking $4,248,936

Less $114,033

Future Budgeting Plan

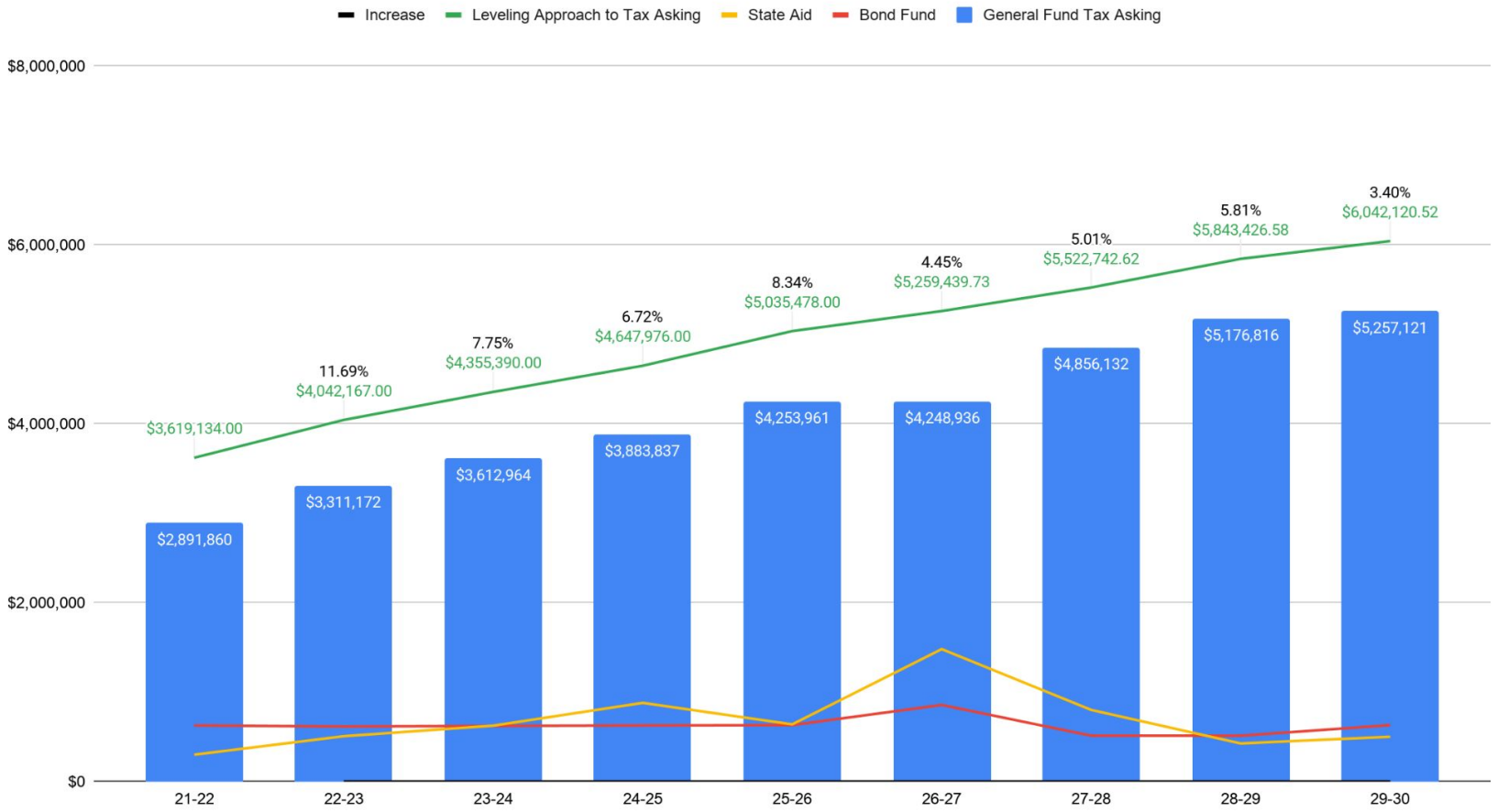
Future Tax Asking

Backup Info



Future Budget Plan - Tax Asking- Leveling Approach

Backup Info



5048
Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)

School employees will comply with the requirements of the NDE Rule 59 protocol entitled, "Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)" (Protocol) to address incidents of anaphylaxis involving students at school when those students do not have existing response plans. For students with individual self-management plans, Section 504 plans, or Individualized Education Programs (IEP) addressing asthma or anaphylaxis responses, school employees will comply with those plans. The district shall procure and maintain the equipment and medication necessary to implement the Protocol.

The superintendent shall obtain the required signature(s) of one or more Prescribing Health Care Practitioners on the Protocol form. The superintendent shall publish this policy and Protocol in each student and employee handbook.

The superintendent shall arrange to have a qualified medical professional train employees, and for training updates as necessary. This may be a medical doctor, qualified school nurse, or other person qualified to train staff on the medication of students.

Adopted on: _____
Revised on: _____
Reviewed on: _____

6009
Grade Placement and Academic Credits of Transfer Students

~~Subject to a determination on grade placement based on the criteria set forth below, a~~The district will use the criteria outlined below to determine both the grade-level placement and the academic credit awarded to transfer students. The administration is the final decision-maker and decisions made pursuant to this policy may not be appealed to the board of education.

Transfer from an Accredited School District.

A student transferring from an accredited school generally will be placed at the grade level that is comparable to the placement in the school from which the student is transferring. Temporary placement may be made until a student's records are received to verify the placement.

~~**Elementary Level Students**~~

The ~~appropriate level of placement for elementary level students may be determined by, but not limited to, consideration of~~ student's building principal may place a student into a grade level that is different from the accredited school from which the student is transferring after considering the following information:

~~Chronological~~

- Student's chronological age
- Previous ~~public school or private~~ school experience

~~• Diagnostic test data~~
~~• Achievement test data~~
~~• Criterion-referenced test data~~

~~**Secondary Level Students**~~

~~The appropriate level of placement for secondary students may be determined by, but not limited to, consideration of the following information:~~

- ~~Chronological age~~
- ~~Previous public school or private school experience and~~ Academic transcript received from the accredited school of origin
- ~~Standardized~~Testing data from the accredited school of origin, including but not limited to, standardized achievement test data
- ~~Criterion, criterion~~-referenced test data, classroom testing data, and diagnostic test data
- ~~Final examination test~~Testing data
- ~~Diagnostic test data~~

- ~~The district will accept credits toward graduation that were awarded by an accredited school district and which, in the professional judgment of the administrative team, are sufficiently rigorous and comparable to the district's offered courses of study. A student transferring into~~ from any tests or assessments conducted by the school district ~~in grades 9-12 will be responsible for meeting all graduation requirement in order to be awarded a diploma from the district.~~

~~Students who transfer from~~All credits awarded to a student by an ~~exempt (home) school and/or a non-~~accredited ~~school may be awarded credits to~~ institution will be counted ~~toward high school~~ towards applicable graduation requirements ~~at~~ for the transferring student.

Transfer From a Non-Accredited School.

A student or a parent/guardian of a student who is transferring into the ~~discretion of the building principal in consultation~~ district from a non-accredited school must provide the district with copies of all materials that have been used to provide instruction to the ~~superintendent of schools. The~~ student that the family would like the district to consider in determining the appropriate grade level at which to place the student and credits to be awarded to the student. The student's building principal will ~~consider all of the factors listed above and will also~~then consider ~~the student's performance on the district's internal benchmark tests.~~ those materials and the following factors in determining the grade level placement for the student:

Commented [1]: Do we need to define what we men by accredited? I could see (and I think we have had) a parent say, "No, really. This online program has been accredited by the national associate of fake virtual schools. You HAVE to recognize these credits!!"

- Student's chronological age
- Previous school experience
- Materials submitted by the student or family pursuant to this policy
- Testing data from any tests or assessments conducted by the school district

The district will only award credit toward graduation from courses while the student was in a non-accredited school if the student can demonstrate mastery of the concepts required for completion of that course. Mastery will be assessed by standard and nonstandardized testing, at the discretion of the administration.

Multiple Enrollments and Re-enrollments In the Same Semester

Students from non-accredited schools who disenroll and then re-enroll in the district multiple times during the same semester will be permitted to resume the grade placement that the student was in at the time of the prior enrollment. However, students who fail to attend the total number of days per semester required of enrolled students will not be eligible to receive credit for the partial semester of enrollment.

The district will not retroactively award credit for time spent in exempt or non-accredited status.

A student's eligibility to participate in extracurricular activities upon re-entry is subject to all eligibility rules and the district's policies governing extracurricular eligibility.

Placement of International Students.

The district administration, in conjunction with the building principal, will determine the appropriate grade level/credit status of a student transferring from a ~~foreign~~ country~~.~~ other than the US.

Graduation Requirements

Regardless of the school(s) previously attended, a student transferring into the school district in grades 9-12 will be responsible for meeting all graduation requirements to be awarded a diploma from the district.

Adopted on: _____
Revised on: _____
Reviewed on: _____

6009
Grade Placement and Academic Credits of Transfer Students

The district will use the criteria outlined below to determine both the grade-level placement and the academic credit awarded to transfer students. The administration is the final decision-maker and decisions made pursuant to this policy may not be appealed to the board of education.

Transfer from an Accredited School District

A student transferring from an accredited school generally will be placed at the grade level that is comparable to the placement in the school from which the student is transferring. Temporary placement may be made until a student's records are received to verify the placement.

The student's building principal may place a student into a grade level that is different from the accredited school from which the student is transferring after considering the following information:

- Student's chronological age
- Previous school experience
- Academic transcript received from the accredited school of origin
- Testing data from the accredited school of origin, including but not limited to, standardized achievement test data, criterion-referenced test data, classroom testing data, and diagnostic test data
- Testing data from any tests or assessments conducted by the school district

All credits awarded to a student by an accredited institution will be counted towards applicable graduation requirements for the transferring student.

Transfer From a Non-Accredited School

A student or a parent/guardian of a student who is transferring into the district from a non-accredited school must provide the district with copies of all materials that have been used to provide instruction to the student that the family would like the district to consider in determining the appropriate grade level at which to place the student and credits to be awarded to the student. The student's building principal will then consider those materials and the following factors in determining the grade level placement for the student:

- Student's chronological age
- Previous school experience
- Materials submitted by the student or family pursuant to this policy

- Testing data from any tests or assessments conducted by the school district

The district will only award credit toward graduation from courses while the student was in a non-accredited school if the student can demonstrate mastery of the concepts required for completion of that course. Mastery will be assessed by standard and nonstandardized testing, at the discretion of the administration.

Multiple Enrollments and Re-enrollments In the Same Semester

Students from non-accredited schools who disenroll and then re-enroll in the district multiple times during the same semester will be permitted to resume the grade placement that the student was in at the time of the prior enrollment. However, students who fail to attend the total number of days per semester required of enrolled students will not be eligible to receive credit for the partial semester of enrollment.

The district will not retroactively award credit for time spent in exempt or non-accredited status.

A student's eligibility to participate in extracurricular activities upon re-entry is subject to all eligibility rules and the district's policies governing extracurricular eligibility.

Placement of International Students.

The district administration, in conjunction with the building principal, will determine the appropriate grade level/credit status of a student transferring from a country other than the US.

Graduation Requirements

Regardless of the school(s) previously attended, a student transferring into the school district in grades 9-12 will be responsible for meeting all graduation requirements to be awarded a diploma from the district.

Adopted on: _____
Revised on: _____
Reviewed on: _____

6038

Use of Artificial Intelligence by StudentsStudent Use of AI Tools

As used in this policy, artificial intelligence tools ("AI Tools") mean machine-based resources that use computer science, algorithms, large language models, and/or machine learning to perform tasks, answer questions, collect information, and respond to human-directed tasks, queries, and objectives. AI Tools include, but are not necessarily limited to, commercially-available resources like ChaptGPT, Gemini, Claude Google Bard, and similar programsother chatbots.

The board recognizes that among other resources, when properly used, AI Tools may be useful to student learning. However, students and staff must ensure that provide valuable source information to students and teachers in relation to the district's academic curriculum and assignments. Sstudent use of AI Tools should focus on using such tools as a resource and for background material, rather than using the AI Tools to complete the assignment. Therefore, AI Tools may only be used by students in accordance with the following requirements:

1. Students may not use AI tools on any assignment, test, or project unless the staff member has given express permission for the student to do so. Staff Member permission to use an AI tool on one assignment does not carry over to other assignments. Unless an individual teacher affirmatively communicates to students that AI Tools may be used for a specific assignment, then AI Tools may not be used. Individual teachers staff members will decide for each individual assignment the extent to which students may use AI Tools for such assignment. Teachers are encouraged to make such a decision in advance of students being given the individual assignment in question.

2. Teachers will communicate to all students responsible for completing an assignment the extent to which such students may use AI Tools in connection with such assignment. Teachers will endeavor to include in such communications examples of permissible and impermissible uses of AI Tools.

3.2. If a student uses any AI Tools in connection with a school assignment, the student must comply with the following:

   a. Tell the teacher The student must explicitly disclose to the teacher in writing that the student used an AI Tool and identify the specific AI Tool used.

~~b.~~a. Give ~~In any student work (whether hard copy, electronic, digital, or otherwise), the student shall~~ give proper attribution to the specific AI Tool(s) used to the same extent that students are expected to give proper attribution to other sources of information such as books, texts, encyclopedias, secondary sources, and other traditional media. Such attribution may include, but is not necessarily limited to, accurate quotations, citations, footnotes, endnotes, and/or bibliography entries.

~~c.~~b. Never copy and paste ~~In no instance may~~ the output from ~~one~~ the ~~or more~~ AI Tool ~~s be copied and placed within~~into the ~~a~~ student's work as if the student wrote such section himself or herself. ~~For example and not limitation, students may not outsource the organization or the writing of any written work to any AI Tool.~~

3. Students may never use AI Tools to:
   a. Cheat on any assignment, test, or quiz;
   b. Help answer questions on a test or quiz without staff member permission;
   c. Make or share deepfakes or fake images, audio, or video of any real person;
   d. Make or share sexual, nude, or intimate images of any real person—even if the image is fake or AI-made;
   e. Bully, harass, threaten, intimidate or impersonate any person;
   f. Place another student or staff member name, photo, voice, or personal information into an AI Tool without staff member authorization;
   g. Use AI Tools to bypass accommodations, content filers, or school security.

4. A student may use AI Tools as an accommodation if his/her IEP team or Section 504 committee has approved use of the tool. The student must disclose the use of AI Tools to the staff member grading the assignment.

~~4.~~5. A student's failure to meet the requirements stated in this policy will constitute a violation of the district's prohibitions against cheating plagiarism and/or academic dishonesty, including but not necessarily limited to such prohibitions stated in the Student Handbook, which violation will subject the student to discipline up to and including expulsion.

~~5.~~6. ~~The student requirements stated above are the minimum requirements for any student assignment. An individual teacher may~~

~~impose more stringent requirements for any specific academic assignment or coursework.~~

Adopted on: _____
Revised on: _____
Reviewed on: _____

6038

Student Use of AI Tools

As used in this policy, artificial intelligence tools ("AI Tools") mean machine-based resources that use computer science, algorithms, large language models, and/or machine learning to perform tasks, answer questions, collect information, and respond to human-directed tasks, queries, and objectives. AI Tools include, but are not necessarily limited to, commercially-available resources like ChatGPT, Gemini, Claude and similar programs.

AI Tools may be useful to student learning. However, students and staff must ensure that student use of AI Tools should focus on using such tools as a resource and for background material, rather than using the AI Tools to complete the assignment. Therefore, AI Tools may only be used by students in accordance with the following requirements:

1. Students may not use AI tools on any assignment, test, or project unless the staff member has given express permission for the student to do so. Staff Member permission to use an AI tool on one assignment does not carry over to other assignments. Individual staff members will decide for each individual assignment the extent to which students may use AI Tools.

2. If a student uses any AI Tools in connection with a school assignment, the student must:

    a. Give proper attribution to the specific AI Tool(s) used to the same extent that students are expected to give proper attribution to other sources of information such as books, texts, encyclopedias, secondary sources, and other traditional media. Such attribution may include, but is not necessarily limited to, accurate quotations, citations, footnotes, endnotes, and/or bibliography entries.
    b. Never copy and paste the output from the AI Tool into the student's work as if the student wrote such section himself or herself.

3. Students may never use AI Tools to:

    a. Cheat on any assignment, test, or quiz;
    b. Help answer questions on a test or quiz without staff member permission;
    c. Make or share deepfakes or fake images, audio, or video of any real person;

d. Make or share sexual, nude, or intimate images of any real person—even if the image is fake or AI-made;
e. Bully, harass, threaten, intimidate or impersonate any person;
f. Place another student or staff member name, photo, voice, or personal information into an AI Tool without staff member authorization;
g. Use AI Tools to bypass accommodations, content filers, or school security.

4. A student may use AI Tools as an accommodation if his/her IEP team or Section 504 committee has approved use of the tool. The student must disclose the use of AI Tools to the staff member grading the assignment.

5. A student's failure to meet the requirements stated in this policy will constitute a violation of the district's prohibitions against cheating plagiarism and/or academic dishonesty, including but not necessarily limited to such prohibitions stated in the Student Handbook, which violation will subject the student to discipline up to and including expulsion.

Adopted on: _____
Revised on: _____
Reviewed on: _____

6046
Right to Access to School Library Materials

Definitions. As used in this policy,

- "Parent" means the parent, guardian, or educational decisionmaker of any student currently attending the school district; and
- "Educational decisionmaker" means a person designated or ordered by a court to make educational decisions on behalf of a child.

Catalog of Library Books. The superintendent or designee shall create and maintain a catalog of all books in the school district's library, categorized by school building, that shall be accessible by a Parent.

Opportunity for Notification. A Parent shall have the opportunity to be notified when the Parent's student checks out a book from the school library, which notification shall include the title of the book, the author(s) of the book, and the date the book is due to be returned to the school library. The administration may elect to allow a Parent to exercise the opportunity to receive such notifications by means of a website, application notification, or by opting into email notifications.

Nothing in this policy shall be construed to create any rights of access or rights to notification in favor of any person that does not meet the definition of Parent stated above.

Adopted on: _____
Revised on: _____
Reviewed on: _____

2008
Meetings

The formation of policy is public business and will be conducted openly in accordance with the Nebraska Open Meetings Act.

1. Types of Meetings

   a. The board shall hold its regular meetings on or before the third Monday of each month.

   b. Special and emergency meetings may be called as provided by law.

   c. The board may schedule work sessions and retreats in order to provide board members and administrators with the opportunity to plan, research, and engage in discussion.

2. Notice

~~The board shall give reasonable advance publicized notice of the time and place of each of its meetings, which generally will be 48 hours or more in advance of the meeting. Such notice shall be transmitted to all members of the board and to the public.~~

Method of Publishing Notice of Meetings. The board will publish reasonable advanced notice of all meetings on its website. The notice will contain a statement that the current agenda is available for inspection at the Superintendent's office during normal business hours. The Superintendent or designee may but is not required to provide information about meetings in other ways, such as social media or posting notices in physical locations in the district.

Publication of Notice Method and Regular Meeting Schedule. Four times per year, in a newspaper of general circulation, the board will publish its regular meeting schedule, location of regular meetings, and the designated method of publishing meeting notices.

Pleasanton Public Schools generally schedules regular board meetings for the second Monday of each month. Regular meetings are typically held at the Pleasanton Schools, 303 W Church Street, Pleasanton NE. Official meeting notices for each regular and special meeting, including the date, time, and location, will be posted on the school district's website. Please check our website for all meeting notices as the date, time, or

location may change.

~~**Publication Procedure if the Newspaper Will Be Finalized for Printing Prior to the Time and Date of the Meeting.** Notice of regular and special meetings shall be (1) published in a newspaper of general circulation within the district that is finalized for printing prior to the time and date of the meeting, (2) posting on the newspaper's website, if available, and (3) posting on a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers.~~

~~**Publication Procedure if the Newspaper Will Not Be Finalized for Printing Prior to the Time and Date of the Meeting.** Notice of regular and special meetings shall be (1) posting on the newspaper's website, if available, and (2) posting on a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of a newspaper of general circulation within the school district's jurisdiction is to be finalized for printing prior to the time and date of the meeting.~~

~~Newspapers of general circulation in the district include the _____. Such notice shall contain a statement that the agenda shall be readily available for public inspection at the administration office of the school during the normal business hours. In addition, the superintendent is authorized, but not required, to publish the notice of any meeting on the school district's website, posting in three prominent places within the school district, or by any other appropriate method designated by the board.~~

~~In case of refusal, neglect, or inability of the newspaper to timely publish the notice, the school district will (1) post the notice on its website, if available, (2) request the newspaper submit a post on a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers, and (3) post the notice in a conspicuous public place in the school district's jurisdiction. The school district will keep a written record of the posting and the written request to the newspaper.~~

When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes of the meeting, and any formal action taken in such meeting shall pertain only to the emergency. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public no later than the end of the next regular business day.

~~3. Weather Delays~~

~~In the event of inclement weather which makes it dangerous or unreasonable for board members or members of the public to attend a meeting for which notice has already been given, such meeting may be postponed by the board president. The board will communicate the delay to members of the public by posting it on the district's website and by following the same communication protocol that the district follows when student attendance at school is called off due to inclement weather. When possible, the board president and superintendent will attempt to communicate the information to local media members and business owners to assist in notifying the public of the delay. Notice of the date, time, and location of the postponed meeting will be advertised as required in the "Notice" section above.~~

~~4.~~3. Minutes

a. The board shall keep minutes of all meetings showing the time, place, members present and absent, the method(s) and date(s) of the meeting notice, and the substance of all matters discussed.

b. Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the board in open session, and the record shall state how each member voted, or if the member was absent or not voting.

c. ~~The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public record~~The ~~and~~meeting minutes shall be published on the school district's website within ten working days of the last meeting or prior to the next convened meeting, whichever occurs earlier. The minutes shall be available on the website for at least six months.

The Superintendent will make a copy of the Open Meetings Act available at all meetings.

Adopted on: _____
Revised on: _____
Reviewed on: _____

2008
Meetings

The formation of policy is public business and will be conducted openly in accordance with the Nebraska Open Meetings Act.

1. Types of Meetings

    a. The board shall hold its regular meetings on or before the third Monday of each month.

    b. Special and emergency meetings may be called as provided by law.

    c. The board may schedule work sessions and retreats in order to provide board members and administrators with the opportunity to plan, research, and engage in discussion.

2. Notice

Method of Publishing Notice of Meetings. The board will publish reasonable advanced notice of all meetings on its website. The notice will contain a statement that the current agenda is available for inspection at the Superintendent's office during normal business hours. The Superintendent or designee may but is not required to provide information about meetings in other ways, such as social media or posting notices in physical locations in the district.

Publication of Notice Method and Regular Meeting Schedule. Four times per year, in a newspaper of general circulation, the board will publish its regular meeting schedule, location of regular meetings, and the designated method of publishing meeting notices.

> *Pleasanton Public Schools generally schedules regular board meetings for the second Monday of each month. Regular meetings are typically held at the Pleasanton Schools, 303 W Church Street, Pleasanton NE. Official meeting notices for each regular and special meeting, including the date, time, and location, will be posted on the school district's website. Please check our website for all meeting notices as the date, time, or location may change.*

When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the

minutes of the meeting, and any formal action taken in such meeting shall pertain only to the emergency. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public no later than the end of the next regular business day.

3. Minutes

   a. The board shall keep minutes of all meetings showing the time, place, members present and absent, the method(s) and date(s) of the meeting notice, and the substance of all matters discussed.

   b. Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the board in open session, and the record shall state how each member voted, or if the member was absent or not voting.

   c. The meeting minutes shall be published on the school district's website within ten working days of the last meeting or prior to the next convened meeting, whichever occurs earlier. The minutes shall be available on the website for at least six months.

The Superintendent will make a copy of the Open Meetings Act available at all meetings.

Adopted on: _____
Revised on: _____
Reviewed on: _____

Karen A. Haase NE, SD, IA, WY, KS
Steve Williams NE, SD
Bobby Truhe NE, SD
Coady H. Pruett NE, CO, SD, KS
Jordan Johnson NE, WY, NE

Tyler Coverdale SD
Sara Hento NE, SD
Amanda Dabney NE, WY
Shari Russell, Paralegal

M E M O R A N D U M

To: KSB Policy Service Subscribers

From: KSB School Law

Date: May 26, 2026

Re: Annual Policy Updates

It's time for the 2026 KSB School Law policy updates. Below, we discuss the policy changes, the changes to our standard forms, and some issues raised by certain laws that do not require a policy change but present new obligations or information to know. As usual, we have broken these down into 3 sections: "Policy Changes;" "Forms Changes;" and "Other Issues to Consider."

Please keep in mind that most approved bills go into effect 3 months after the legislature adjourns. This year the Unicameral adjourned sine die on April 17, so the effective date of most bills will be July 17, 2026. If a bill has a specific effective date or an emergency clause, we'll note that. There are also a few bills that passed in previous sessions but go into effect this summer or for the 2026-27 school year. We'll note those, too.

To assist subscribers in implementing these changes and the other considerations laid out in this Memo, **KSB will hold a webinar on Monday, June 2, 2026, at 9:00 a.m. Central Time**. The link to join us live is here. In the webinar, we will give a brief overview of the changes and then answer questions from attendees regarding the policies, forms, and other items noted. *We will also record the webinar and post it in the KSB School Law portal in the Policy Updates section*. Please contact us if you have any additional questions about the policy updates or portal.

Policy Changes

REVISION OF POLICY 2008: MEETINGS

LB 596 eliminates the requirement to publish notice of meetings in a newspaper. Instead, the board selects the method. We *strongly encourage* all schools to provide official notice on the school's website. You can provide information about meetings in other ways, such as on social media or in your local paper, but this should be voluntary. The law requires your selected method of notice to be published in your meeting minutes, so be sure your minutes include the meeting notice publication method (website) when you implement this change.

Instead of newspaper publication for all meeting notices, the law adds a "notice of notice" publication requirement. Four times per year, in a newspaper of general circulation in the district, you must publish (1) your regular meeting schedule, (2) the location of regular meetings, and (3) your method of publishing meeting notices (website). There is no requirement that this occurs quarterly, just 4 times per year. In theory, you could publish this "notice of notice" 4 straight weeks in a weekly paper and be done for the year. Something like this would be sufficient:

> *[SCHOOL] generally schedules regular board meetings for the second Monday of each month. Regular meetings are typically held [LOCATION]. Official meeting notices for each regular and special meeting, including the date, time, and location, will be posted on the school district's website. Please check our website for all meeting notices as the date, time, or location may change.*

We recommend that you publish your first "notice of notice" in your preferred newspaper of general circulation starting in July 2026 so that all future meeting notices (regular and special) after July 17, 2026, can be published on your website.

This revision is required.

REVISION OF POLICY 3003: BIDDING FOR CONSTRUCTION, REMODELING, REPAIR, OR SITE IMPROVEMENT

In general, when a school district "expends public funds for the construction, remodeling, or repair of any school-owned building or for site improvements," the school district is required to advertise for and solicit competitive bids. However, the law provides an exception to this competitive bidding requirement when the "contemplated expenditure for the complete project" will not exceed a specific dollar amount. This statutory dollar amount is subject to adjustment by the State Board of Education every fifth year. In August 2025, the State Board updated the dollar amount of this threshold to $136,000. Our recommended changes to Policy 3003 reflect this higher dollar amount for the projects that are exempt from the competitive bidding requirements.

This change is required.

REVISION OF POLICY 3003.1: BIDDING FOR CONSTRUCTION REMODELING REPAIR OR RELATED PROJECTS FINANCED WITH FEDERAL FUNDS

Effective October 1, 2025, the federal government updated the dollar thresholds for micro-purchases (from $10,000 to $15,000) and for purchases made pursuant to the simplified acquisition procedures (from $250,000 to $350,000). This policy has been updated to reflect these new dollar thresholds. We also updated some regulatory citations.

This change is required.

REVISION OF POLICY 3004.1: FISCAL MANAGEMENT FOR PURCHASING AND PROCUREMENT USING FEDERAL FUNDS

The federal government changed the micro-purchase (from $10,000 to $15,000) and simplified acquisition (from $10,000 to $15,000 and from $250,000 to $350,000) dollar amounts. In addition, NDE conducted desk audits and concluded that travel costs must now be included in this policy. The policy has been updated to reflect these changes.

This change is required.

REVISION OF POLICY 3048: COMMUNICABLE DISEASE

We revised this policy to align better with the admittedly confusing DHHS requirements in the DHHS regulations. The revisions give staff clearer steps to assess and respond to signs and symptoms of communicable disease. These revisions are timely given rising absenteeism rates, falling immunization rates, and more frequent reports of the potential transmission of communicable diseases (measles schmeasles, right?). You'll want to review this policy with your school nurse and other staff with health screening and reporting obligations.

This change is required.

REVISION OF POLICY 3057: TITLE IX (FULL VERSION)

The federal regulations (upon which the full version of Policy 3057 is based) define "sexual assault" by reference to a federal statute, which itself references the FBI's "uniform crime reporting system." This reporting system was updated in 2025, and the updates modified how certain sex offenses are defined. The prior, separate subdefinitions for sodomy, sexual assault with an object, and fondling have been removed in favor of more broad definitions of "rape" and "criminal sexual contact." The policy updates reflect the updated definitions.

If you use the full version of the policy, make sure your Title IX team members review and understand these new definitions. They replace definitions we encountered frequently over the last several years.

This change is required *if you use the "full" version of this policy*.

NEW POLICY 3061: ACH ORIGINATOR POLICY

If your school sends electronic payments through your bank, such as payroll direct deposits or vendor payments, your school is an ACH Originator under NACHA Operating Rules. The easiest way to confirm your status is to call your bank and ask whether you have an Originator Agreement on file. If the

answer is yes, you are an Originator. Simply receiving electronic payments does not make you an Originator.

Effective June 19, 2026, NACHA (the organization that governs the ACH network) requires all Originators to have a written fraud monitoring process in place for ACH transactions. This is a new requirement based on a rule change. We recommend you contact your bank(s) to determine if this policy is needed. Some or all of these measures may already be captured in your Originator Agreement with your bank. Your bank may also want to review the policy to determine if it aligns with their Originator Agreement.

We considered adding fraud monitoring and prevention measures to this policy. We know many banks include prevention procedures in their own systems. They vary, so we did not include a specific monitoring or verification system in the policy. We did not want to put something in writing that won't align with your practices. However, now is a good time to review and establish your own fraud protection and internal control measures. For example, your school may consider practices such as: 1) before sending any ACH payment, the District will receive a written, signed authorization and keep it on file; 2) the District will submit all ACH files through its bank's online portal using multi-factor authentication; 3) before acting on any new payment or any change to existing payment instructions over $X, the District will confirm the information by a separate method, such as a phone call to a known number; 4) the District stores banking data securely and limits access to authorized staff only.

This policy is required if your district is an ACH Originator.

REVISION OF POLICY 4017: RELATIONS WITH EMPLOYEE COLLECTIVE BARGAINING ASSOCIATIONS

LB 429 basically requires schools to treat all "professional employee organizations" equally. They must have equal access to things like physical mailboxes, email, and bulletin boards. Schools cannot designate certain days or breaks by reference to a specific organization. For example, you can't designate a time during inservice days as "XYZ Education Association Presentation."

The existing policy accomplished some of these requirements already, but we made a few small tweaks to comply with some of the more vague concepts in LB 429. For example, a "professional employee organization" is one which offers "liability coverage" or "collective bargaining" assistance. In

theory, a local insurance agent (think Farm Bureau) could say they are a "professional employee organization" and thereby want access to your commons area during inservice days, email, mailboxes, etc. We'll explain some of the intended and unintended consequences of the bill when we cover it during the policy webinar.

This change is required.

REVISION OF POLICY 4019: WORKPLACE INJURY PREVENTION AND SAFETY COMMITTEE

Every public employer subject to the Nebraska Workers' Compensation Act is required to establish a safety committee that must adopt and maintain an effective written injury prevention program. This requirement has not changed. Previously, schools were required to establish the safety committee through the collective bargaining process. **LB 397** changes this requirement and now allows, but does not require, that the safety committee be established through the collective bargaining process. Policy 4019 has been updated to reflect this change.

This change is required.

REVISION OF POLICY 4056: RESIGNATION OF CERTIFICATED STAFF

This revision replaces an outdated reference to the Professional Practices Commission.

KSB NOTE: If you have not reviewed this policy recently, it's a great time to do so. We strongly encourage schools to adopt the first option in the policy which uses the legal defaults for renewals and resignations. Schools that use the second option and include a specific date, especially if it's after April 15, have been stung with late resignation requests even after staff have signed a renewal agreement for the next school year.

This change is required.

NEW POLICY 4065: STAFF USE OF AI TOOLS

We have had a student AI policy for several years, but staff are using ChatGPT, Gemini, Claude, and AI tools built into other software every day, and the risks are different from student use. This new policy is designed to work in concert with Policy 4012 on staff computer and internet use.

This policy has an AI tool approval process so that staff must obtain the permission of an upline administrator before putting student information into an AI tool. The same requirements for using student data with other classroom and educational apps (under COPPA, FERPA, etc.) apply equally to AI tools, yet most staff members are not vetting them the same way.

This policy also prohibits staff from using AI to make decisions like student grading that should be based on professional judgment. Finally, this policy includes detailed prohibitions on misuse of AI tools and guidelines on when it is permissible to use an AI recording or transcription tool.

This policy is not required, but you should strongly consider it in light of the existing legal requirements for vetting education software and apps.

REVISION OF POLICY 5001: COMPULSORY ATTENDANCE AND EXCESSIVE ABSENTEEISM

LB 937 provides more concrete processes for the excusal of absences for physical or mental illness. We updated the policy to reflect the process, which calls for verification from a certified medical professional. Additionally, LB 937 requires educational stability for students whose parents, guardians, or educational decisionmakers are subject to an active child abuse or neglect investigation from the Department of Health and Human Services and/or law enforcement. It prohibits their disenrollment or transfer for fourteen days, or unless otherwise permitted by the Department.

This change is required.

REVISION OF POLICY 5003: ADMISSION OF PART-TIME STUDENTS

LB 937 revised the part-time enrollment statute, yet again. This law has been changed more than Karen's shoes. Thankfully, this year's changes are fairly straightforward. The law has always allowed part-time enrollment of resident students, including for activity participation. Last year, the law created new enrollment rights for students attending private and exempt schools in other districts. Those rules have not changed.

This year, the Unicameral divided sports and activities into 3 buckets, with each bucket having a different number of minimum credit hours required to participate as a part-time enrollee. These are:

(1) Activities regulated by an athletic/activities association (like NSAA): 5 credit hours;

(2) Activities regulated by some other governing body (like FFA): the number of credit hours the school offers based on what the governing body requires; and

(3) Activities not regulated by any governing body or athletic/activities association (like prom and chess club): the board may require up to 5 credit hours but can require fewer, even 0.

This change is required.

REVISION OF POLICY 5004: OPTION ENROLLMENT

LB 653 revised the option enrollment laws. Starting July 17, 2026, the law now requires school districts to "automatically accept" option enrollment applications of "siblings of options students enrolled in the option school district without regard to capacity limitations." In other words, from a practical standpoint, the only point in time at which a school district can deny an option application for all children who are considered siblings of one another is at the time that the first sibling applies for option enrollment.

By doing so, the new laws now make it relevant to a school district evaluating an option application whether granting the application of the individual student applying—or admitting the siblings of any such student

now or in the future—will exceed the district's capacity limitations. We heard from many of you with questions and concerns about what this means.

We have prepared *optional* policy revisions. These say that a school district evaluating the application of any individual student can also consider whether admitting the student's siblings (even if not applying at the moment) will exceed any capacity limitations. We've also developed updated versions of our option resolution, denial letter, and a new supplemental "application" you would use for this purpose.

If you do not choose to go with this new approach, there's no updating you have to do to policy 5004. The new sibling acceptance requirement does not need to be in policy.

This change is optional. If you do not adopt this approach, there are no changes required to your option policy.

REVISION OF POLICY 5035: STUDENT DISCIPLINE

LB 653 revised the Student Discipline Act yet again this year. On the positive side, lawmakers added an exception to the suspension prohibition for pre-K through second-grade students. Schools may now suspend students in this age range for violent behavior "capable" of causing physical harm.

On the challenging side, LB 653 also heightened notice standards for both short- and long-term discipline, requiring additional disclosures about how a school responds to behaviors.

For short-term suspensions specifically, the requirements are more difficult to comply with at a practical level. Schools must now provide oral *and written* notice to the student and their parent, guardian, or educational decisionmaker *before* the suspension begins ("*Goss v. Lopez*") and give the student an opportunity to present evidence prior to the suspension. Prior to this change, a simple conversation with the student was sufficient. Now, in theory, the student will have to sit in your office or remain in the building so you can provide this new "oral and written" notice to the student and parent, before sending the student home and starting the suspension. Keep in mind this new pre-suspension notice does not replace the requirement to send a letter home after the decision is made.

The law already requires principals to schedule a meeting with the student and parent(s) prior to the student returning to school from a short-term suspension. Now, the law says if a principal has not arranged that meeting, the parent can request one.

If these changes feel overwhelming and like you'll have to tweak your discipline processes and forms, welcome to the club. KSB will host a student discipline workshop to unpack these changes on June 18, which will include updated discipline forms. It will also be recorded if you can't make it that day. Consider registering now if you have not done so.

This change is required.

REVISION OF POLICY 5048: EMERGENCY RESPONSE TO LIFE THREATENING ASTHMA OR SYSTEMIC ALLERGIC REACTIONS (ANAPHYLAXIS)

LB 457 (2025), now in statute section 79-227, requires schools to implement a policy to address general incidents of anaphylaxis involving students at school. The policy must be implemented as of July 1, 2026.

As discussed in the form change below, NDE and DHHS updated the standard anaphylaxis response protocol contained in NDE Rule 59. Policy 5048 already required the school district to comply with the protocol. LB 457 required slight tweaks to the policy, including (1) that a general response protocol does take the place of existing self-management plans, 504 plans, or IEPs already in place for specific students; and (2) that a copy of the policy and the protocols be included in every school handbook.

We also receive a lot of questions about who can sign the protocol form and who can train staff on any individual plans or the protocols. The protocol form requires the signature of a "Prescribing Health Care Practitioner," defined as "a certified registered nurse anesthetist, a certified nurse midwife, a dentist, an optometrist, a nurse practitioner, a pharmacist, a physician assistant, a physician, or a podiatrist credentialed under the Uniform Credentialing Act."

The training requirements are less strict. Someone like a school nurse, or other individual who can train staff on the medication of students, may provide the staff training. If you or your school nurse have any questions or concerns, reach out to one of us.

This policy revision (and updated protocol form) is required.

REVISION OF POLICY 6009: GRADE PLACEMENT AND ACADEMIC CREDITS OF TRANSFER STUDENTS

A few subscribers have flagged a recurring headache with students transferring back from exempt (home) schools or non-accredited schools: no verified curriculum, no transcript, and an increasingly familiar revolving-door pattern (family flips into exempt status after a truancy report or a teacher dispute, asks to re-enroll later, often timed around activity eligibility). We have revised 6009 for more clarity, including two new sections that apply only to non-accredited school students and returns from non-accredited schools.

The revision more explicitly decouples grade placement from credit. The principal can place a student at a high school grade for enrollment, activities eligibility, and age-cohort purposes—which addresses the NSAA constraint—while only awarding actual credit toward graduation on a course-by-course basis. This may be after the student demonstrates proficiency on a district-administered or district-approved assessment and/or based on a review of the curriculum, student work, and transcripts provided. That remains administrator discretion, just like it was in the pervious version of this policy.

The revision also adds an assessment battery selected by the principal, written placement notice to parents, a provisional placement option so the student can start school while assessments are completed, a ten-day parent appeal to the superintendent, a default re-entry timing of "start of a semester" with superintendent discretion to allow exceptions, and a cross-reference to the applicable state activities association rules for extracurricular eligibility.

This policy revision is optional.

REVISION OF POLICY 6038: STUDENT USE OF AI TOOLS

AI has changed a lot since we first drafted 6038, and the policy needed to catch up. The revised version keeps the rule that has been working—students cannot use AI on an assignment unless the teacher has

specifically approved it. The major additions are an explicit list of prohibited uses (AI deepfakes and other AI-generated harassment, nonconsensual intimate images of real people, putting classmates' personal information into AI tools, and using AI to get around accommodations or content filters); a carve-out for AI approved as assistive technology through the IEP or Section 504 process; and authority to reach off-campus AI conduct that disrupts school.

This policy, and the changes, are optional.

NEW POLICY 6046: RIGHT TO ACCESS SCHOOL LIBRARY MATERIALS

LB 390 (2025) requires each school board of a public school district to adopt a policy relating to access by a parent, guardian, or educational decisionmaker to certain school library information. The new policy provides parents, guardians, and educational decisionmakers the right to access a catalog of all books in the school district's library and the right to opt into certain notifications when their student checks out a library book.

The law does not specify a specific method by which school districts must distribute the request for notification form, or how parents can submit such requests. We recommend that you think about whether you want to require submission of a written form or will allow an alternative method of requesting notification. We have included a simple placeholder in the student handbook, as well, in the event you choose to handle the "opt in" process via handbooks.

The deadline for adopting this policy is "for implementation at the beginning of the 2026-27 school year."

This policy is required.

Form Changes

Special Education Procedures

Special education compliance is, unfortunately, an ever-moving target. We revised the procedures slightly, adding timelines for initial evaluations—districts must complete them within 45 school days or 60 calendar days, whichever comes first. This has always been the law, but it wasn't spelled out in the procedures (because it has always been the law). Please note: if the Department ordered your district to modify its procedures, this draft may not reflect what you currently have in place. We have maintained, and continue to maintain, that these procedures comply with the law and meet all required legal standards. **This procedure change is required.**

Policy 5004 - Related Option Enrollment Resources

These optional policy updates include three update resources for your option enrollment program: (1) an update board resolution on option enrollment; (2) a supplemental application for parents applying for option enrollment to supplement the information on the NDE form; and (3) an updated supplemental denial letter that many schools use alongside NDE's form when an application is denied.

You should only use these updated documents if you implement the optional policy changes. *If you implement the optional policy changes, you must approve the updated option resolution prior to using those new sibling criteria*.

This supplemental application is designed to provide you with the relevant information that you will need in order to be in a position to accept or reject an application, in light of all of the siblings who may gain the right to automatic acceptance once the first sibling is accepted. **These form changes are required if you adopt the new sibling consideration provisions**.

Policy 5048 - Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)

DHHS and NDE have updated this protocol form. You should replace your existing form with this updated version if you haven't already. The differences are subtle but important. For example, the student's weight

dictating when to use a junior epinephrine dose compared to an adult dose increased from 50 to 60 pounds. NDE Rule 59 is the binding regulation on schools, so that is the version of the form we have now included in the policy service. This protocol form is functionally your policy and what will be used to train staff. As noted above, the policy and form must also be in "all" school handbooks. **This form change is required.**

Policy 6046 - Right to Request Notification of Library Books

These updates include an optional form for you to use for parents who decide to request notification that their student has checked out a library book, as addressed in new Policy 6046. **This form isn't required** if you choose to allow opt-ins another way.

Other Issues To Consider

LB 258: Minimum Wage

LB 258 revises the way in which the state minimum wage is calculated. The current state minimum wage is $15.00 per hour. The minimum wage must be increased each January 1st by one and three-quarters percent. Different, lower rates may be paid to student learners and "youth" (14- and 15-year-olds who are not emancipated minors). ***Section 48-1202(2) specifically excludes Nebraska public school districts from the definition of "employer" to which the minimum wage applies***. Therefore, the federal minimum wage of $7.25 per hour applies to Nebraska school districts. ***However***, there are retirement implications if the school does not pay at least the state minimum wage. Section 79-902 says that "[c]reditable service does not include . . . services rendered for which the retirement board determines that the member was paid less in compensation than the minimum wage as provided in the Wage and Hour Act." In other words, if your school pays classified staff a rate below NE minimum wage, there won't be creditable service given for those activities under the school plan. That may also mean modifying wages mid-school year, when the state minimum wage changes.

LB 383 (2025): Sexting Laws and Parent Consent for Social Media Accounts

LB 383, enacted in 2025, created the Child Sexual Abuse Material Prevention Act. This is the law that now contains many of Nebraska's

"sexting" statutes, new and old. For example, it criminalizes the creation of AI or "computer-generated" content depicting minors. You often hear these referred to as "deep fakes." While the law raises some interesting constitutional issues in terms of criminal enforcement, it actually helps schools address "deep fakes" and similar generated content. The Student Discipline Act permits discipline for a violation of Nebraska law, including these laws. None of these changes made by LB 383 required policy updates last year, but they will continue to shape our digital citizenship presentations and your digital citizenship education efforts.

Here's what's new. LB 383 also created the Parental Rights in Social Media Act. It is set to take effect July 1, 2026. Essentially, any person creating a social media account must go through an age verification process. The law prohibits any "minor" from creating a social media account. "Minor" is defined as an individual "known or reasonably believed by a social media platform to be under eighteen years of age." The law only permits a minor to have an account if a parent consents, signs an oath, and completes an age verification process on behalf of the child. Even a 17-year-old senior in high school will need parent consent to hold an account if the law takes effect. Any social media company that violates the new consent requirements can be fined up to $2,500 per violation.

Of course, social media companies including Meta (Facebook, Instagram) and TikTok filed a lawsuit in Nebraska seeking to stop the law from taking effect on July 1. They have stopped the enforcement of similar laws in other states. If they are ***not*** successful in Nebraska, this will be a significant change across the state. Under current law, most students aged 13 or older can establish their own accounts without parental consent or oversight. The only real safeguard is external parental controls (human and technological), which rely on the diligence of busy parents who are less technologically sophisticated than their kids. If the law goes into effect, we think it presents a good opportunity to educate parents on its requirements and also their role as digital parents.

LB 745: High School Equivalency Diploma

LB 745 removes the age restriction and waiting period previously required to obtain a high school equivalency diploma in Nebraska. Under the old law, applicants had to be at least 18 years old and wait until their former graduating class had been out of school for at least one year. The new law eliminates both of those requirements entirely. The bill retains the existing eligibility criteria: applicants must still establish 30-day Nebraska residency

(or have last earned credits at a Nebraska high school), and they must demonstrate educational achievement equivalent to a typical high school graduate through approved testing.

LB 803: Pink Postcards for Everyone!

LB 803 made changes to school districts' budget adoption procedures. Among other details, this will require all school districts (including at least one member of the board) to participate in a joint public hearing that must occur between July 1 and July 14. Although different components of LB 803 have different effective dates, the provisions affecting school district budget procedures will be **effective January 1, 2027**. In other words, school districts need not make changes to their budget adoption procedures for adopting the 2026–27 budget (by the end of September 2026). But you will see this again next year as we update policies and send out information on its impact for 2027-28 budgeting processes.

LB 824: NPERS 120 Days

LB 824 takes effect May 1, 2026 and changes the separation period for School Plan members from 180 days to 120 days. The new law also tightens the rules significantly. During the 120-day period, a member who terminates service and takes a distribution cannot perform any work for a School Plan employer, including substitute teaching, volunteering, independent contracting, or working through a third-party organization that serves School Plan employers. Schools need to pay close attention, because even informal arrangements like training a replacement, coaching, officiating/reffing, or participating in programs like Teammates can be a violation. If NPERS finds that a true separation did not occur, the district must pay back contributions plus interest. Members who filed a valid distribution application before May 1, 2026 follow the old 180-day rules, which allow up to 8 days per calendar month of substitute or volunteer service. More information is available here.

LB 935: Swatting

LB 935 creates a new criminal offense of swatting. A person commits the offense of swatting if such person:

- Knowingly makes, causes to be made, or directs a false or misleading report of criminal activity or a need for emergency medical services or assistance from firefighters;

- Such report is made to a law enforcement agency, public safety answering point, or any other emergency response organization;
- The person knows or reasonably should know the report is false or misleading; and
- The report results in the dispatch of law enforcement, firefighters, or emergency response personnel.

A typical violation is a Class I misdemeanor. However, a violation of the new law will be a Class II felony if the violation proximately: (1) results in serious bodily injury to any person or (2) causes a law enforcement officer to deploy or threaten to deploy deadly force. A violation of the new law will be a Class IB felony if the violation proximately results in the death of any person.

LB 935: Attorney Fees

LB 935 allows a political subdivision to request an award of costs and attorney's fees if: (1) the political subdivision is a defendant against a claim that is frivolous or intended primarily to harass the political subdivision or its public officials; or (2) another party asserts a defense against a claim of the political subdivision and such defense is frivolous or intended primarily to harass the political subdivision or its public officials.

LB 940: Color Additives

Beginning August 1, 2027, public schools may not offer or make available to any student any food served as part of a school meal that contains the following color additives: Blue No. 1; Blue No. 2; Green No. 3; Red No. 40; Yellow No. 5; or Yellow No. 6. A "school meal" means a meal served pursuant to the federal Richard B. Russell National School Lunch Act or the federal Child Nutrition Act of 1966, and does not include any other food offered or made available to students.

LB 1126: Public-Private Partnership Contracts

Part of LB 1126 amended the *Political Subdivisions Construction Alternatives Act* to add a new project delivery system: public–private partnership contracts. The new law contemplates that school districts can enter into a public-private partnership contract as a method "for construction or financing of capital projects or procurement of services" in response to unsolicited proposals. If a school district is interested in using this project delivery system, the law requires that it adopt specific policies for entering into these contracts. We will have such optional policies available in the future for your use. If you have more questions about this alternative, please contact us.

KSB Evaluation Platform Suite

We are also excited to announce that the KSB Board Self Evaluation Platform is now live and available for use. Board self evaluation is essential to overall school district success and we've worked closely with several prominent administrators across the state to make sure this tool is a valuable resource for you and your district. We have a short video about the board self evaluation here.

This addition completes our suite of evaluation platforms aligned across all of your district leadership - superintendent, principal and building administrator, and board self evaluation. If you subscribed to the evaluation platform during the 2025-26 school year, your district has access to this module at no additional charge. If you have not yet subscribed to the evaluation portion of the platform, please visit our website for more information and don't hesitate to reach out.

CONCLUSION

It is all too easy to adopt policies that look good but that do not actually reflect how the school operates or assist the school in accomplishing its goals. Every year, we stress that it is very important to us to provide you with a working, useful set of policies and ongoing ***policy service***. For our Complete Service subscribers, there is no additional charge for revisions to our policies or consultation about them. Please don't hesitate to contact any of us with questions about the updates or other policies. Our group e-mail address is ksb@ksbschoollaw.com.

3003
Bidding for Construction, Remodeling, Repair, or Site Improvement

I. Applicability of this policy.

Construction and contracts undertaken with federal funds, whether those funds are derived directly from the federal government (e.g. award of a federal grant) or are derived by pass-through awards from the Nebraska Department of Education (e.g. special education funds, school lunch funds, Title I funds) are subject to the policy on Construction with Federal Funds, which is found elsewhere in this section.

This policy applies to all other purchases and contracts made by the school district for construction, remodeling, repair and other site improvements.

II. Projects with an Estimated Cost of Less than $136,000

A. The school district will solicit quotes and/or estimates for all projects with an estimated cost of less than $136,000.
B. Prior to solicitation of the quotes and/or estimates, the superintendent will determine whether the district will accept oral submissions.
C. Quotes and/or estimates may be solicited by the superintendent or his/her designee without board action.
D. The terms of any construction project undertaken pursuant to this policy will be memorialized in a written contract which has been reviewed by the district's legal counsel and approved by the board.
E. The district may use a Nebraska state-wide cooperative purchasing program in lieu of obtaining quotes or bids under this policy to the extent such a bid or quote is not otherwise independently required by law.
F. Nothing in this subsection prohibits or requires the use of the formal bidding procedures. If the district is going to solicit formal bids for projects of less than $136,000 they must follow the formal procedures outlined in this policy.

III. Formal Bidding for Major Purchases and Construction

A. Pursuant to section 73-106 of the Nebraska statutes, the board will advertise for bids when the contemplated expenditure of the project exceeds $136,000 for the construction, remodeling or repair of a

school-owned building or for site improvement.

B. In projects that involve professional engineering or architecture, the board will have a registered professional engineer or architect prepare the plans, specifications, and estimates when the anticipated cost of the project exceeds $144,000.

C. Advertising for Bids

1. The superintendent or designee will arrange to advertise for bids under this section by publishing notice in any newspaper of general circulation within the school district at least 7 calendar days prior to the date on which bids are due.

2. Nothing in this policy shall prevent the superintendent or designee from advertising in additional media outlets or for a longer period of time.

D. Bid Documents

1. The bid documents shall identify the day upon which the bids shall be returned, received or opened and shall identify the hour at which the bids will close or be received or opened.

2. The invitation for bids will be sufficiently certain and specific, will include any specifications and pertinent attachments, and will define the items or services in order to allow the bidder to properly respond.

3. The bid documents shall also provide that such bids shall be opened simultaneously in the presence of the bidders or their representatives.

4. Bids received after the date and time specified in the bid documents shall be returned to the bidder unopened.

5. If bids are being opened on more than one contract, the board, in its discretion, may award each contract as the bids are opened.

6. Sealed bids will be opened in a place and at the specific time stated in the bid form. Bidders shall be notified of the opening

and invited to be present.

7. The board shall have discretion in determining which bidders are responsible and responsive and shall award the contract to the lowest, responsible, and responsive bidder whose bid meets the bid specifications.

E. Any or all bids may be rejected if there is a sound documented reason

F. The terms of any construction project undertaken pursuant to this policy will be memorialized in a written contract which has been reviewed by the district's legal counsel and approved by the board.

Adopted on: _____
Revised on: _____
Reviewed on: _____

3003.1
Bidding for Construction, Remodeling, Repair, or Related Projects Financed with Federal Funds

I. Applicability of the Policy

This policy applies only to construction and contracts undertaken with federal funds which are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department and General Administration Regulations (EDGAR) and the United States Department of Agriculture (USDA) regulations governing school food service programs. In the event this policy conflicts or is otherwise inconsistent with mandatory provisions of the UGG, EDGAR or other applicable federal law, the mandatory provisions of the laws shall control.

The District will also comply with the requirements of the public lettings laws (NEB. REV. STAT. §§ 73-101 through 73-106) when the contemplated expenditure for the complete project exceeds $~~109~~136,000, the Political Subdivisions Construction Alternatives Act (NEB. REV. STAT. §§ 13-2901 through 13-2914), energy financing contracts (NEB. REV. STAT. §§ 66-1062 through 66-1066), other applicable state laws, and the board's general policy on Bidding for Construction and Related Projects. In addition, all procurement and construction shall comply with the rules and requirements of 2 CFR part 200.317 through 200.~~326~~327 and 34 CFR sections 75.601 through 75.615. In the event of a conflict between state and federal law, the more stringent requirement shall apply.

II. All projects undertaken pursuant to this policy will be subject to the following bond requirements

A. A bid guarantee from each bidder equivalent to five percent of the bid price. The "bid guarantee" must consist of a firm commitment such as a bid bond, certified check, or other negotiable instrument accompanying a bid as assurance that the bidder will, upon acceptance of the bid, execute such contractual documents as may be required within the time specified.

B. A performance bond on the part of the contractor for 100 percent of the contract price. A "performance bond" is one executed in

connection with a contract to secure fulfillment of all the contractor's obligations under such contract.

C. A payment bond on the part of the contractor for 100 percent of the contract price. A "payment bond" is one executed in connection with a contract to assure payment as required by law of all persons supplying labor and material in the execution of the work provided for in the contract.

III. Construction Projects with an Anticipated Cost of Under $~~250~~350,000

A. Methods of Bidding/Soliciting Quotations or Estimates

The type of procedures required depends on the anticipated cost of the project.

1. Construction with an Anticipated Cost of up to $~~10,000~~15,000 (Micro-Purchases)

Micro-purchase means an individual procurement transaction for supplies or services using simplified acquisition procedures, the annual aggregate amount of which does not exceed $~~10,000~~15,000. Micro-purchases may be made or awarded without soliciting competitive quotations, to the extent district staff determine that the cost of the purchase is reasonable. For purposes of this policy "reasonable" means the purchase is comparable to market prices for the geographic area.

To the extent practicable, the District distributes micro-purchases equitably among qualified suppliers. The District will follow its standard policy on purchasing.

2. Construction with an Anticipated Cost of between $~~10,000~~15,000 and $~~250~~350,000 (Simplified Acquisition Procedures)

For construction projects subject to this policy, simplified acquisitions are purchases that, in the aggregate amount, is more than $~~10,000~~15,000 and less than $~~250~~350,000 annually. For simplified acquisitions, price or rate quotes shall be obtained in advance from a reasonable number of qualified sources as detailed in the district's standard policies on purchasing and on bid letting and contracts.

B. Construction Projects with an estimated cost of between $~~109~~136,000 and $~~23~~49,999 will be made pursuant to the District's Policy on Bid Letting and Contracts.

Pursuant to Nebraska law, construction projects which have an anticipated aggregate cost of $~~109~~136,000 or more are subject to state public lettings laws (NEB. REV. STAT. §§ 73-101 through 73-106). The board will follow its standard policy on bid letting and contracts for construction projects financed with federal funds which have an anticipated aggregate cost of between $~~109~~136,000 and $~~250~~350,000.

IV. Construction Projects with an Anticipated Cost Over $~~250~~350,000

A. Sealed Bids: All constructions projects subject to this policy with an anticipated cost of $~~250~~350,000 or more will be publicly solicited using the sealed bid method

1. Bids must be solicited from an adequate number of known suppliers, providing them sufficient response time prior to the date set for opening the bids, for state, local, and tribal governments, the invitation for bids must be publicly advertised;

2. The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;

3. Sealed bids will be publicly opened in a place and at the specific time stated in the bid solicitation. Bidders shall be notified of the opening and invited to be present.

4. The contract will be awarded to the lowest responsive and responsible bidder.

a) Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest.

b) Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of.

c) Any or all bids may be rejected if there is a sound documented reason.

5. The board shall have discretion in determining which bidders

are responsible and responsive and shall award the contract to the lowest, responsible, and responsive bidder whose bid meets the bid specifications. This means that the board will select the bid that offers the best value and award a contract based upon the amount of the bid and the bidder's ability and capacity to carry on the work, its equipment and facilities, honesty, integrity, skills, business judgment, experience, equipment, facilities, financial stability, past performance, and other relevant factors.

6. The board will generally complete its review of bids and select a vendor within 30 days of bid submission.

B. Advertising for Bids.

1. The superintendent or designee will arrange to advertise for bids by publishing notice in any newspaper of general circulation within the school district at least 7 calendar days prior to the date on which bids are due.

2. Nothing shall prevent the superintendent or designee from advertising in additional media outlets or for a longer period of time.

C. Bid Documents

1. The bid documents shall identify the day upon which the bids shall be returned, received, or opened and shall identify the hour at which the bids will close or be received or opened.

2. The bid documents shall also provide that such bids shall be opened simultaneously in the presence of the bidders or their representatives.

3. Bids received after the date and time specified in the bid documents shall be returned to the bidder unopened.

4. If bids are being opened on more than one contract, the board, in its discretion, may award each contract as the bids are opened.

5. Sealed bids will be opened in a place and at the specific time stated in the bid solicitation. Bidders shall be notified of the opening and invited to be present.

6. Bids will be reviewed by the Superintendent and/or designee

and submitted to the board for approval.

7. The board shall have discretion in determining which bidders are responsible and responsive and shall award the contract to the lowest, responsible, and responsive bidder whose bid meets the bid specifications. This means that the board will select the bid that offers the best value and award a contract based upon the amount of the bid and the bidder's ability and capacity to carry on the work, its equipment and facilities, honesty, integrity, skills, business judgment, experience, equipment, facilities, financial stability, past performance, and other relevant factors.

8. The board will generally complete its review of bids and select a vendor within 30 days of bid submission.

D. The terms of any construction project undertaken pursuant to this policy will be memorialized in a written contract which has been reviewed by the district's legal counsel and approved by the board.

V. Other Contract Matters.

A. Required Terms

The non-Federal entity's contracts must contain the applicable provisions required by section 200.~~322~~327 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards. This includes a "Buy American" provision that provides that as appropriate and to the extent consistent with law, the District and contractor should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of the Buy American provision must be included in all subawards including all contracts and purchase orders for work or products under this award.

B. Contracting with Certain Vendors

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are used when possible and consistent with state law.

To the maximum extent practicable, the school food program shall purchase domestic commodities or products produced in the U.S. or processed in the

U.S. substantially using agricultural commodities produced in the U.S.

C. Full and Open Competition

The district's procurement transactions will be conducted in a manner providing full and open competition consistent with 2 C.F.R §200.319.

D. Debarment and Suspension

The District awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, public policy compliance, proper classification of employees (see the Fair Labor Standards Act, 29 U.S.C. 201, chapter 8), record of past performance, and financial and technical resources when conducting a procurement transaction.

The District may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over $25,000 the District verifies that the vendor with whom the District intends to do business with is not excluded or disqualified. 2 C.F.R. Part 200, Appendix II(1) and 2 C.F.R. §§ 180.220 and 180.300.

The District will verify debarment or suspension by ~~revising~~ reviewing the excluded parties list on SAM.gov, collecting a certification through the bidding process, and/or by including a debarment and suspension provision in the bid and contract documents. The Superintendent or his/her designee shall be responsible for such verification.

E. Settlements of Issues Arising Out of Contract

The District alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the District of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

F. Record Keeping

1. Record Retention

a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.

b) The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records regarding construction projects for a minimum of five (5) years after the sale or demolition of the building. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.~~333~~334.

c) Records will be destroyed in compliance with Schedule 10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.

2. Maintenance of Construction Records for Projects Financed with Federal Funds

a) The District must maintain records sufficient to detail the history of all construction projects financed with federal funds. These records will include, but are not necessarily limited to the following: rationale for the method of construction, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

b) Retention of construction records shall be in accordance with applicable law and Board policy.

VI. Conflict of Interest and Code of Conduct

A. Board and staff member conflicts of interest are governed by the district's conflict of interest policies.

B. Contracts covered by this policy are subject to the following additional provisions.

1. Employees, officers, and agents engaged in the selection, award, and/or administration of district contracts which are prohibited from engaging in such actions if a real or apparent conflict of interest is present.

2. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

3. The board may determine at its discretion that a financial interest is not substantial enough to give rise to a conflict of interest.

C. Favors and Gifts

An employee, officer, agent, and board member of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, with the limited exception of unsolicited items of nominal value.

D. Enforcement

Disciplinary Actions will be applied for violations of such standards by officers, employees, board members, or agents of the District at the board's discretion.

VII. Financial Management

A. Identification.

The District will identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and award identification include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and, if applicable, name of the pass-through entity.

B. Financial Reporting

The District will make an accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the financial reporting requirements set forth in the Education Department General Administrative Regulations (EDGAR).

C. Accounting Records

The District maintains records which adequately identify the source and application of funds provided for federally-assisted activities. These records must contain information pertaining to grant or subgrant awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation.

D. Internal Controls

The Superintendent or his/her designee must maintain effective control and accountability for all funds, real and personal property, and other assets through board review and approval of claims, an annual audit of the district's finances pursuant to the applicable Nebraska Department of Education and federal rules and regulations, and comparison of expenditures and outlays to budgeted amounts. The

District adequately safeguards all such property and assures that it is used solely for authorized purposes.

E. Budget Control

Actual expenditures or outlays will be compared with budgeted amounts for each federal award at least annually and more often as required by law or deemed prudent by the board or administrative staff.

F. Payment Methods

The District will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the District, in accordance with the Cash Management Improvement Act at 31 CFR Part 205. Generally, the District receives payment from the Nebraska Department of Education on a reimbursement basis. 2 CFR § 200.305. However, if the District receives an advance in federal grant funds, the District will remit interest earned on the advanced payment quarterly to the federal agency. The District may retain interest amounts up to $500 per year for administrative expenses. 2 CFR § 200.305(b)(9).

Consistent with state and federal requirements, the District will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for the Nebraska Department of Education to review upon request.

G. Allowability of Costs

Expenditures must be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval.

When determining how the District will spend its grant funds, the Superintendent or his/her designee will review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 CFR Part 3474 and 2 CFR Part 200, Subpart E. The Superintendent or his/her designee must consider these factors when making an allowability determination.

The Superintendent or his/her designee will consider Part 200's cost guidelines when federal grant funds are expended. The Superintendent or his/her

designee will also consider whether all state - and District-level requirements and policies regarding expenditures have been followed.

H. Use of Program Income – Deduction, Addition, or Cost Sharing or Matching

The default method for the use of program income for the District is the deduction method. 2 C.F.R. § 200.307(e). Under the deduction method, program income is deducted from total allowable costs to determine the net allowable costs. Program income will only be used for current costs unless the District is otherwise directed by the federal awarding agency or pass-through entity. 2 C.F.R. § 200.307(e)(1). The District may also request prior approval from the federal awarding agency to use the addition method. Under the addition method, program income may be added to the Federal award by the Federal agency and the non-Federal entity. The program income must then be used for the purposes and under the conditions of the Federal award. 2 C.F.R. § 200.307(e)(2). The District may also request prior approval from the federal awarding agency to use the cost sharing or matching method.

While the deduction method is the default method, the District always refers to the grant award notice prior to determining the appropriate use of program income.

I. Cost Sharing or Matching

For all Federal awards, any shared costs or matching funds and all contributions, including cash and third-party in-kind contributions, must be accepted as part of the non-Federal entity's cost sharing or matching when such contributions meet all of the following criteria:

(1) Are verifiable from the non-Federal entity's records;
(2) Are not included as contributions for any other Federal award;
(3) Are necessary and reasonable for accomplishment of project or program objectives;
(4) Are allowable under subpart E (Cost Principles) of this part;
(5) Are not paid by the Federal Government under another Federal award, except where the Federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
(6) Are provided for in the approved budget when required by the Federal awarding agency; and
(7) Conform to other provisions of this part, as applicable.

J. Documentation of Personnel Expenses

Records that reflect charges to federal awards for salaries and wages will comply with the rules and requirements of 2 CFR 200.430.

VIII. Other Contract Matters.

A. Required Terms

The non-Federal entity's contracts must contain the applicable provisions required by section 200.~~326~~ 327 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards.

B. Contracting with Certain Vendors

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are used when possible consistent with state law.

To the maximum extent practicable, the school food program shall purchase domestic commodities or products produced in US or processed in US substantially using agricultural commodities produced in US.

C. Record Keeping

1. Record Retention

a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.

b) The U.S. Department of Education is authorized to

recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records regarding federal awards for a minimum of six (6) years. Consequently, the District shall retain records for a minimum of six (6) years from the date on which the final Financial Status Report is submitted, unless otherwise notified in writing to extend the retention period by the awarding agency, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.333.

c) Records will be destroyed in compliance with Schedule 10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.

2. Maintenance of Procurement Records

a) The District must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

b) Retention of procurement records shall be in accordance with applicable law and Board policy.

D. Privacy

The District has protections in place to ensure that the personal information of both students and employees is protected. These include the use of passwords that are changed on a regular basis; staff training on the requirements of the Family Educational Rights and Privacy Act (FERPA) and State confidentiality requirements; and training on identifying whether an

individual requesting access to records has the right to the documentation.

Adopted on: _____
Revised on: _____
Reviewed on: _____

3003.1
Bidding for Construction, Remodeling, Repair, or Related Projects Financed with Federal Funds

I. Applicability of the Policy

This policy applies only to construction and contracts undertaken with federal funds which are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department and General Administration Regulations (EDGAR) and the United States Department of Agriculture (USDA) regulations governing school food service programs. In the event this policy conflicts or is otherwise inconsistent with mandatory provisions of the UGG, EDGAR or other applicable federal law, the mandatory provisions of the laws shall control.

The District will also comply with the requirements of the public lettings laws (NEB. REV. STAT. §§ 73-101 through 73-106) when the contemplated expenditure for the complete project exceeds $136,000, the Political Subdivisions Construction Alternatives Act (NEB. REV. STAT. §§ 13-2901 through 13-2914), energy financing contracts (NEB. REV. STAT. §§ 66-1062 through 66-1066), other applicable state laws, and the board's general policy on Bidding for Construction and Related Projects. In addition, all procurement and construction shall comply with the rules and requirements of 2 CFR part 200.317 through 200.327 and 34 CFR sections 75.601 through 75.615. In the event of a conflict between state and federal law, the more stringent requirement shall apply.

II. All projects undertaken pursuant to this policy will be subject to the following bond requirements

A. A bid guarantee from each bidder equivalent to five percent of the bid price. The "bid guarantee" must consist of a firm commitment such as a bid bond, certified check, or other negotiable instrument accompanying a bid as assurance that the bidder will, upon acceptance of the bid, execute such contractual documents as may be required within the time specified.

B. A performance bond on the part of the contractor for 100 percent of the contract price. A "performance bond" is one executed in

connection with a contract to secure fulfillment of all the contractor's obligations under such contract.

C. A payment bond on the part of the contractor for 100 percent of the contract price. A "payment bond" is one executed in connection with a contract to assure payment as required by law of all persons supplying labor and material in the execution of the work provided for in the contract.

III. Construction Projects with an Anticipated Cost of Under $350,000

A. Methods of Bidding/Soliciting Quotations or Estimates

The type of procedures required depends on the anticipated cost of the project.

1. Construction with an Anticipated Cost of up to $15,000 (Micro-Purchases)

Micro-purchase means an individual procurement transaction for supplies or services using simplified acquisition procedures, the annual aggregate amount of which does not exceed $15,000. Micro-purchases may be made or awarded without soliciting competitive quotations, to the extent district staff determine that the cost of the purchase is reasonable. For purposes of this policy "reasonable" means the purchase is comparable to market prices for the geographic area.

To the extent practicable, the District distributes micro-purchases equitably among qualified suppliers. The District will follow its standard policy on purchasing.

2. Construction with an Anticipated Cost of between $15,000 and $350,000 (Simplified Acquisition Procedures)

For construction projects subject to this policy, simplified acquisitions are purchases that, in the aggregate amount, is more than $15,000 and less than $350,000 annually. For simplified acquisitions, price or rate quotes shall be obtained in advance from a reasonable number of qualified sources as detailed in the district's standard policies on purchasing and on bid letting and contracts.

B. Construction Projects with an estimated cost of between $136,000 and $349,999 will be made pursuant to the District's Policy on Bid Letting and Contracts.

Pursuant to Nebraska law, construction projects which have an anticipated aggregate cost of $136,000 or more are subject to state public lettings laws (NEB. REV. STAT. §§ 73-101 through 73-106). The board will follow its standard policy on bid letting and contracts for construction projects financed with federal funds which have an anticipated aggregate cost of between $136,000 and $350,000.

IV. Construction Projects with an Anticipated Cost Over $350,000

A. Sealed Bids: All constructions projects subject to this policy with an anticipated cost of $350,000 or more will be publicly solicited using the sealed bid method

1. Bids must be solicited from an adequate number of known suppliers, providing them sufficient response time prior to the date set for opening the bids, for state, local, and tribal governments, the invitation for bids must be publicly advertised;

2. The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;

3. Sealed bids will be publicly opened in a place and at the specific time stated in the bid solicitation. Bidders shall be notified of the opening and invited to be present.

4. The contract will be awarded to the lowest responsive and responsible bidder.

a) Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest.

b) Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of.

c) Any or all bids may be rejected if there is a sound documented reason.

5. The board shall have discretion in determining which bidders are responsible and responsive and shall award the contract to the

lowest, responsible, and responsive bidder whose bid meets the bid specifications. This means that the board will select the bid that offers the best value and award a contract based upon the amount of the bid and the bidder's ability and capacity to carry on the work, its equipment and facilities, honesty, integrity, skills, business judgment, experience, equipment, facilities, financial stability, past performance, and other relevant factors.

6. The board will generally complete its review of bids and select a vendor within 30 days of bid submission.

B. Advertising for Bids.

1. The superintendent or designee will arrange to advertise for bids by publishing notice in any newspaper of general circulation within the school district at least 7 calendar days prior to the date on which bids are due.

2. Nothing shall prevent the superintendent or designee from advertising in additional media outlets or for a longer period of time.

C. Bid Documents

1. The bid documents shall identify the day upon which the bids shall be returned, received, or opened and shall identify the hour at which the bids will close or be received or opened.

2. The bid documents shall also provide that such bids shall be opened simultaneously in the presence of the bidders or their representatives.

3. Bids received after the date and time specified in the bid documents shall be returned to the bidder unopened.

4. If bids are being opened on more than one contract, the board, in its discretion, may award each contract as the bids are opened.

5. Sealed bids will be opened in a place and at the specific time stated in the bid solicitation. Bidders shall be notified of the opening and invited to be present.

6. Bids will be reviewed by the Superintendent and/or designee

and submitted to the board for approval.

7. The board shall have discretion in determining which bidders are responsible and responsive and shall award the contract to the lowest, responsible, and responsive bidder whose bid meets the bid specifications. This means that the board will select the bid that offers the best value and award a contract based upon the amount of the bid and the bidder's ability and capacity to carry on the work, its equipment and facilities, honesty, integrity, skills, business judgment, experience, equipment, facilities, financial stability, past performance, and other relevant factors.

8. The board will generally complete its review of bids and select a vendor within 30 days of bid submission.

D. The terms of any construction project undertaken pursuant to this policy will be memorialized in a written contract which has been reviewed by the district's legal counsel and approved by the board.

V. Other Contract Matters.

A. Required Terms

The non-Federal entity's contracts must contain the applicable provisions required by section 200.327 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards. This includes a "Buy American" provision that provides that as appropriate and to the extent consistent with law, the District and contractor should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of the Buy American provision must be included in all subawards including all contracts and purchase orders for work or products under this award.

B. Contracting with Certain Vendors

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are used when possible and consistent with state law.

To the maximum extent practicable, the school food program shall purchase domestic commodities or products produced in the U.S. or processed in the

U.S. substantially using agricultural commodities produced in the U.S.

C. Full and Open Competition

The district's procurement transactions will be conducted in a manner providing full and open competition consistent with 2 C.F.R §200.319.

D. Debarment and Suspension

The District awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, public policy compliance, proper classification of employees (see the Fair Labor Standards Act, 29 U.S.C. 201, chapter 8), record of past performance, and financial and technical resources when conducting a procurement transaction.

The District may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over $25,000 the District verifies that the vendor with whom the District intends to do business with is not excluded or disqualified. 2 C.F.R. Part 200, Appendix II(1) and 2 C.F.R. §§ 180.220 and 180.300.

The District will verify debarment or suspension by reviewing the excluded parties list on SAM.gov, collecting a certification through the bidding process, and/or by including a debarment and suspension provision in the bid and contract documents. The Superintendent or his/her designee shall be responsible for such verification.

E. Settlements of Issues Arising Out of Contract

The District alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the District of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

F. Record Keeping

1. Record Retention

a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.

b) The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records regarding construction projects for a minimum of five (5) years after the sale or demolition of the building. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.334.

c) Records will be destroyed in compliance with Schedule 10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.

2. Maintenance of Construction Records for Projects Financed with Federal Funds

a) The District must maintain records sufficient to detail the history of all construction projects financed with federal funds. These records will include, but are not necessarily limited to the following: rationale for the method of construction, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

b) Retention of construction records shall be in accordance with applicable law and Board policy.

VI. Conflict of Interest and Code of Conduct

A. Board and staff member conflicts of interest are governed by the district's conflict of interest policies.

B. Contracts covered by this policy are subject to the following additional provisions.

1. Employees, officers, and agents engaged in the selection, award, and/or administration of district contracts which are prohibited from engaging in such actions if a real or apparent conflict of interest is present.

2. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

3. The board may determine at its discretion that a financial interest is not substantial enough to give rise to a conflict of interest.

C. Favors and Gifts

An employee, officer, agent, and board member of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, with the limited exception of unsolicited items of nominal value.

D. Enforcement

Disciplinary Actions will be applied for violations of such standards by officers, employees, board members, or agents of the District at the board's discretion.

VII. Financial Management

A. Identification.

The District will identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and award identification include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and, if applicable, name of the pass-through entity.

B. Financial Reporting

The District will make an accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the financial reporting requirements set forth in the Education Department General Administrative Regulations (EDGAR).

C. Accounting Records

The District maintains records which adequately identify the source and application of funds provided for federally-assisted activities. These records must contain information pertaining to grant or subgrant awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation.

D. Internal Controls

The Superintendent or his/her designee must maintain effective control and accountability for all funds, real and personal property, and other assets through board review and approval of claims, an annual audit of the district's finances pursuant to the applicable Nebraska Department of Education and federal rules and regulations, and comparison of expenditures and outlays to budgeted amounts. The

District adequately safeguards all such property and assures that it is used solely for authorized purposes.

E. Budget Control

Actual expenditures or outlays will be compared with budgeted amounts for each federal award at least annually and more often as required by law or deemed prudent by the board or administrative staff.

F. Payment Methods

The District will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the District, in accordance with the Cash Management Improvement Act at 31 CFR Part 205. Generally, the District receives payment from the Nebraska Department of Education on a reimbursement basis. 2 CFR § 200.305. However, if the District receives an advance in federal grant funds, the District will remit interest earned on the advanced payment quarterly to the federal agency. The District may retain interest amounts up to $500 per year for administrative expenses. 2 CFR § 200.305(b)(9).

Consistent with state and federal requirements, the District will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for the Nebraska Department of Education to review upon request.

G. Allowability of Costs

Expenditures must be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval.

When determining how the District will spend its grant funds, the Superintendent or his/her designee will review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 CFR Part 3474 and 2 CFR Part 200, Subpart E. The Superintendent or his/her designee must consider these factors when making an allowability determination.

The Superintendent or his/her designee will consider Part 200's cost guidelines when federal grant funds are expended. The Superintendent or his/her

designee will also consider whether all state - and District-level requirements and policies regarding expenditures have been followed.

H. Use of Program Income – Deduction, Addition, or Cost Sharing or Matching

The default method for the use of program income for the District is the deduction method. 2 C.F.R. § 200.307(e). Under the deduction method, program income is deducted from total allowable costs to determine the net allowable costs. Program income will only be used for current costs unless the District is otherwise directed by the federal awarding agency or pass-through entity. 2 C.F.R. § 200.307(e)(1). The District may also request prior approval from the federal awarding agency to use the addition method. Under the addition method, program income may be added to the Federal award by the Federal agency and the non-Federal entity. The program income must then be used for the purposes and under the conditions of the Federal award. 2 C.F.R. § 200.307(e)(2). The District may also request prior approval from the federal awarding agency to use the cost sharing or matching method.

While the deduction method is the default method, the District always refers to the grant award notice prior to determining the appropriate use of program income.

I. Cost Sharing or Matching

For all Federal awards, any shared costs or matching funds and all contributions, including cash and third-party in-kind contributions, must be accepted as part of the non-Federal entity's cost sharing or matching when such contributions meet all of the following criteria:

(1) Are verifiable from the non-Federal entity's records;
(2) Are not included as contributions for any other Federal award;
(3) Are necessary and reasonable for accomplishment of project or program objectives;
(4) Are allowable under subpart E (Cost Principles) of this part;
(5) Are not paid by the Federal Government under another Federal award, except where the Federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
(6) Are provided for in the approved budget when required by the Federal awarding agency; and
(7) Conform to other provisions of this part, as applicable.

J. Documentation of Personnel Expenses

Records that reflect charges to federal awards for salaries and wages will comply with the rules and requirements of 2 CFR 200.430.

VIII. Other Contract Matters.

A. Required Terms

The non-Federal entity's contracts must contain the applicable provisions required by section 200.327 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards.

B. Contracting with Certain Vendors

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are used when possible consistent with state law.

To the maximum extent practicable, the school food program shall purchase domestic commodities or products produced in US or processed in US substantially using agricultural commodities produced in US.

C. Record Keeping

1. Record Retention

a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.

b) The U.S. Department of Education is authorized to

recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records regarding federal awards for a minimum of six (6) years. Consequently, the District shall retain records for a minimum of six (6) years from the date on which the final Financial Status Report is submitted, unless otherwise notified in writing to extend the retention period by the awarding agency, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.333.

c) Records will be destroyed in compliance with Schedule 10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.

2. Maintenance of Procurement Records

a) The District must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

b) Retention of procurement records shall be in accordance with applicable law and Board policy.

D. Privacy

The District has protections in place to ensure that the personal information of both students and employees is protected. These include the use of passwords that are changed on a regular basis; staff training on the requirements of the Family Educational Rights and Privacy Act (FERPA) and State confidentiality requirements; and training on identifying whether an

individual requesting access to records has the right to the documentation.

Adopted on: _____
Revised on: _____
Reviewed on: _____

3004.1
Fiscal Management for Purchasing and Procurement Using Federal Funds

I. Applicability of Policy

This policy applies only to non-construction related purchases undertaken with federal funds which are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department and General Administration Regulations (EDGAR) and the United States Department of Agriculture (USDA) regulations governing school food service programs. In the event this policy conflicts or is otherwise inconsistent with mandatory provisions of the UGG, EDGAR or other applicable federal law, the mandatory provisions of the laws shall control.

All other non-construction purchases will be governed by the Board's general purchasing policy, which can be found earlier in this subsection. In the event of a conflict between state and federal law, the more stringent requirement shall apply.

This procurement policy shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. The district's goal is to fully implement all required procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and 3019, and by the Nebraska Department of Education.

II. Procurement System

The District maintains the following purchasing procedures.

A. Responsibility for Purchasing

The authority to make purchases shall be governed by the District's purchasing policy, which can be found elsewhere in this section. Except as otherwise provided in the District's purchasing policy, the acquisition of services, equipment, and supplies shall be centralized in the administration office under the supervision of the superintendent of schools, who shall be responsible for developing and administering the purchasing program of the school district. Purchases or commitments of district funds that are not authorized by this policy will be the responsibility of the person making the commitment.

B. Methods of Purchasing

The type of purchase procedures required depends on the cost of the item(s) being purchased.

1. Purchases up to $~~10,000~~15,000 (Micro-Purchases)

Micro-purchase means an individual procurement transaction for supplies or services using simplified acquisition procedures, the annual aggregate amount of which does not exceed $~~10,000~~15,000. Micro-purchases may be made or awarded without soliciting competitive quotations, to the extent district staff determine that the cost of the purchase is reasonable. For purposes of this policy "reasonable" means the purchase is comparable to market prices for the geographic area.

To the extent practicable, the District distributes micro-purchases equitably among qualified suppliers. The District will follow its standard policy on purchasing, which can be found earlier in this subsection.

2. Purchases between $~~10,000~~15,000 and $~~250,000~~350,000 (Simplified Acquisition Procedures)

Simplified acquisitions are purchases that, in the aggregate amount, are more than $~~10,000~~15,000 and less than $~~250,000~~350,000 annually. For simplified acquisitions, price or rate quotes shall be obtained in advance from a reasonable number of qualified sources as detailed in the district's standard policies on purchasing and on bid letting and contracts, which can be found earlier in this subsection.

3. Purchases Over $~~250,000~~350,000

a) Sealed Bids (Formal Advertising)

For purchases over $~~250,000~~350,000, the district will generally follow the bidding process outlined in the board's policy on Bidding for Construction, Remodeling, Repair or Site Improvement. If sealed bids are not accepted for a purchase of over $~~250,000~~350,000, the district will retain an explanation for that decision.

b) Contract/Price Analysis

The District performs a cost or price analysis in connection with every procurement action in excess of $~~250,000~~350,000, including contract

modifications. The district will make an independent estimate of costs prior to receiving bids or proposals.

4. **Noncompetitive Proposals (Sole Sourcing)**

a) Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

1) The procurement transaction can only be fulfilled by a single source;

2) The public exigency or emergency for the requirement will not permit a delay resulting from providing public notice of a competitive solicitation;

3) The federal awarding agency or pass-through entity expressly authorizes written approval of noncompetitive proposals in response to a written request from the District; or

4) After solicitation of a number of sources, competition is determined inadequate.

b) Noncompetitive proposals may only be solicited with the approval of the superintendent or the board. Sufficient and appropriate documentation that justifies the sole sourcing decision must be maintained by the superintendent or designee.

c) A cost or price analysis will be performed for noncompetitive proposals when the price exceeds $~~250,000~~350,000.

5. **Competitive Proposals.**

a) The technique of competitive proposals is normally conducted with more than one source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. If this method is used, the following requirements apply:

1) Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered;

2) Proposals must be solicited from an adequate number of qualified sources; and

3) Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

b) The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used to procure A/E professional services. The method may not be used to purchase other services provided by A/E firms are a potential source to perform the proposed effort.

c) The District may select a proposal that offers the best value and that is based upon the proposer's responsiveness to the proposal, experience, reputation, staff qualifications, ability and capacity to carry on the work, price, honesty, integrity, skills, business judgment, financial stability, past performance, and other relevant factors. The evaluation may be conducted by the school board, a designated committee, or another designee of the school board.

C. Use of Purchase (Debit & Credit) Cards

District use of purchase cards is subject to the policy on purchase cards which can be found elsewhere in this subsection.

D. Federal Procurement System Standards

The district's procurement transactions will be conducted in a manner providing full and open competition consistent with 2 C.F.R §200.319.

The District will maintain and follow general procurement standards consistent with 2 C.F.R. §200.318.

E. Debarment and Suspension

The District awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, public policy compliance, proper classification of employees (see the Fair Labor Standards Act, 29 U.S.C. 201, chapter 8), record of past performance, and financial and technical resources when conducting a procurement transaction.

The District may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over $25,000 the District verifies that the vendor with whom the District intends to do business with is not excluded or disqualified. 2 C.F.R. Part 200, Appendix II(1) and 2 C.F.R. §§ 180.220 and 180.300.

The District will verify debarment or suspension by revising the excluded parties list on SAM.gov, collecting a certification through the bidding process, and/or by including a debarment and suspension provision in the bid and contract documents. The Superintendent or his/her designee shall be responsible for such verification.

F. Settlements of Issues Arising Out of Procurements

The District alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the District of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

III. Conflict of Interest and Code of Conduct

A. Board and staff member conflicts of interest are governed by the district's conflict of interest policies.

B. Purchases covered by this policy are subject to the following additional provisions.

1. Employees, officers, and agents engaged in the selection, award, and/or administration of district contracts which are prohibited from engaging in such actions if a real or apparent conflict of interest is present.

2. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

3. The board may determine at its discretion that a financial interest is not substantial enough to give rise to a conflict of interest.

C. Favors and Gifts

An employee, officer, agent, and board member of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, except that this provision does not prohibit the receipt of unsolicited items of nominal value. For purposes of this policy, "nominal value" means a fair market value of $25 or less.

D. Enforcement

Disciplinary Actions including, but not limited to, counseling, oral reprimand, written reprimand, suspensions without pay, or termination of employment, will be applied for violations of such standards by officers, employees, board members, or agents of the District.

IV. Property Management Systems

A. Property Classifications

1. Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost that equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes, or $10,000.

2. Supplies means all tangible personal property other than those described in §200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the

capitalization level established by the District for financial statement purposes or $10,000, regardless of the length of its useful life. 2 C.F.R. §200.94.

3. Computing Devices means machines that acquire, store, analyze, process, and publish data and other information electronically, including accessories (or "peripherals") for printing, transmitting and receiving, or storing electronic information. 2 C.F.R. §200.20.

4. Capital Assets means tangible or intangible assets used in operations having a useful life of more than one year which are capitalized in accordance with GAAP. Capital assets include:

    a) Land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases; and

    b) Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance). 2 C.F.R. §200.12.

B. Inventory Procedure

Newly purchased property shall be received and inspected by the staff member who ordered it to ensure that that it matches the purchase order, invoice, or contract and that it is in acceptable condition.

Equipment, Computing Devices, and Capital Assets must be tagged with an identification number, manufacturer, model, name of individual who tagged the item, and date tagged).

C. Inventory Records

For equipment, computing devices, and capital assets purchased with federal funds, the following information is maintained in the property management system:

1. Serial number;
2. District identification number;
3. Manufacturer;

4. Model;
5. Date tagged and individual who tagged it;
6. Source of funding for the property;
7. Who holds title;
8. Acquisition date and cost of the property;
9. Percentage of federal participation in the project costs for the federal award under which the property was acquired;
10. Location, use and condition of the property; and
11. Any ultimate disposition data including the date of disposal and sale price of the property.

The inventory list shall be adjusted by the superintendent of schools or his/her designee for property that is sold, lost, stolen, cannot be repaired, or that cannot be located.

D. Physical Inventory

1. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.

2. The Superintendent or his/her designee will ensure that the physical inventory is performed. The physical inventory will generally occur during the months of June or July, but may be conducted during other time periods with the approval of the superintendent.

E. Maintenance

In accordance with 2 C.F.R. 313(d)(4), the District maintains adequate maintenance procedures to ensure that property is kept in good condition.

F. Lost or Stolen Items

The District maintains a control system that ensures adequate safeguards are in place to prevent loss, damage, or theft of the property. The District will notify the Federal agency or pass-through entity of any loss, damage, or theft of equipment that will have an impact on the program.

G. Use of Equipment

Equipment must be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the federal award, and the District will not encumber the

property for any non-federal program use without prior approval of the federal awarding agency and the pass-through entity.

H. Disposal of Equipment

When it is determined that equipment acquired under a federal award is no longer needed for the original project or program or for other activities currently or previously supported by a federal awarding agency, the Superintendent or his/her designee will contact the awarding agency (or pass-through for a state-administered grant) for disposition instructions.

If the item has a current fair market value of $10,000 or less, it may be retained, sold, or otherwise disposed of with no further obligation to the federal awarding agency or pass-through entity. The Superintendent or his/her designee will utilize sales procedures which ensure the highest possible return on the disposal of the equipment.

I. Equipment Retention

When included in the terms and conditions of the Federal award, the Federal agency may permit the recipient to retain equipment, or authorize a pass-through entity to permit the recipient to retain equipment, with no further obligation to the Federal Government unless prohibited by Federal statute or regulation.

J. Equipment and Capital Expenditures

All equipment and capital expenditures shall comply with the rules and requirements of 2 CFR 200.439.

K. Depreciation

All depreciation shall comply with the rules and requirements of 2 CFR 200.436.

L. Reporting and Recording Federal Property Interest

The district will comply with federal interest reporting and submit annual reports, if required, regarding a real property interest due to a renovation, major remodeling, construction, or real property project funded by federal grant funds.

V. Financial Management

A. Identification

The District will identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and award identification include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and, if applicable, name of the pass-through entity.

B. Financial Reporting

The District will make an accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the financial reporting requirements set forth in the Education Department General Administrative Regulations (EDGAR).

C. Accounting Records

The District maintains records which adequately identify the source and application of funds provided for federally-assisted activities. These records must contain information pertaining to grant or subgrant awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation.

D. Internal Controls

The Superintendent or his/her designee must maintain effective control and accountability for all funds, real and personal property, and other assets through board review and approval of claims, an annual audit of the district's finances pursuant to the applicable Nebraska Department of Education and federal rules and regulations, and comparison of expenditures and outlays to budgeted amounts. The District adequately safeguards all such property and assures that it is used solely for authorized purposes. The District takes reasonable cybersecurity and other measures to safeguard information including protected personally identifiable information.

E. Budget Control

Actual expenditures or outlays will be compared with budgeted amounts for each federal award at least annually and more often as required by law or deemed prudent by the board or administrative staff.

F. Payment Methods

The District will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the District, in accordance with the Cash Management Improvement Act at 31 CFR Part 205. Generally, the District receives payment from the Nebraska Department of Education on a reimbursement basis. 2 CFR § 200.305. However, if the District receives an advance in federal grant funds, the District will remit interest earned on the advanced payment quarterly to the federal agency. The District may retain interest amounts up to $500 per year for administrative expenses. 2 CFR § 200.305(b)(9).

Consistent with state and federal requirements, the District will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for the Nebraska Department of Education to review upon request.

G. Allowability of Costs

Expenditures must be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval.

When determining how the District will spend its grant funds, the Superintendent or his/her designee will review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 CFR Part 3474 and 2 CFR Part 200, Subpart E. The Superintendent or his/her designee must consider these factors when making an allowability determination.

The Superintendent or his/her designee will consider Part 200's cost guidelines when federal grant funds are expended. The Superintendent or his/her designee will also consider whether all state - and District-level requirements and policies regarding expenditures have been followed.

H. Use of Program Income – Deduction, Addition, or Cost Sharing or Matching

The default method for the use of program income for the District is the deduction method. 2 C.F.R. § 200.307(e). Under the deduction method, program income is deducted from total allowable costs to determine the net allowable costs. Program income will only be used for current costs unless the District is otherwise directed by the federal awarding agency or pass-through entity. 2 C.F.R. § 200.307(e)(1). The District may also request prior

approval from the federal awarding agency to use the addition method. Under the addition method, program income may be added to the Federal award by the Federal agency and the non-Federal entity. The program income must then be used for the purposes and under the conditions of the Federal award. 2 C.F.R. § 200.307(e)(2). The District may also request prior approval from the federal awarding agency to use the cost sharing or matching method.

While the deduction method is the default method, the District always refers to the grant award notice prior to determining the appropriate use of program income.

I. Cost Sharing or Matching

For all Federal awards, any shared costs or matching funds and all contributions, including cash and third-party in-kind contributions, must be accepted as part of the non-Federal entity's cost sharing or matching when such contributions meet all of the following criteria:

(1) Are verifiable from the non-Federal entity's records;
(2) Are not included as contributions for any other Federal award;
(3) Are necessary and reasonable for accomplishment of project or program objectives;
(4) Are allowable under subpart E (Cost Principles) of this part;
(5) Are not paid by the Federal Government under another Federal award, except where the Federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
(6) Are provided for in the approved budget when required by the Federal awarding agency; and
(7) Conform to other provisions of this part, as applicable.

J. Documentation of Personnel Expenses

Records that reflect charges to federal awards for salaries and wages will comply with the rules and requirements of 2 CFR 200.430.

VI. Written Compensation Policies

A. Time and Effort Standards

All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities. This includes an employee whose salary is paid with state or local

funds but is used to meet a required "match" in a federal program. These documents, known as time and effort records, are maintained in order to charge the costs of personnel compensation to federal grants. Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:

(1) Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
(2) Be incorporated into official records;
(3) Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities;
(4) Encompass both federally assisted and all other activities compensated by the District on an integrated basis;
(5) Comply with the established accounting policies and practices of the District and
(6) Support the distribution of the employee's salary or wages among specific activities or costs objectives.

B. Time and Effort Procedures

Time and effort procedures will follow and comply with 2 CFR 200.430(i).

C. Fringe Benefits

Except as provided otherwise by federal law, the costs of fringe benefits will be allowable provided that the benefits are reasonable and required by law, a district-employee agreement, or another policy of the District.

D. Leave

The cost of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if they are provided under established written District leave policies.

E. Unexpected or Extraordinary Circumstances

In the event of a pandemic or other unexpected or extraordinary circumstance, the District may close school or individual buildings. In such case, the District may compensate federally funded or other employees during such closure to ensure the return of staff to employment after the closure as allowed by state or federal law.

F. Documentation for Personnel Expenses

Records that reflect charges to federal awards for salaries and wages will comply with the rules and requirements of 2 CFR 200.430.

VII. Other Contract Matters.

A. Required Terms

The non-Federal entity's contracts must contain the applicable provisions required by section 200.326 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards.

B. Contracting with Certain Vendors

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are used when possible consistent with state law.

Buy American. The District participates in the National School Lunch Program and School Breakfast Program and is required to use the nonprofit food service funds, to the maximum extent practicable, to buy domestic commodities or products for Program meals. A "domestic commodity or product" is defined as one that is either produced in the U.S. or is processed in the U.S. substantially using agricultural commodities that are produced in the U.S. as provided in 7 CFR 210.21(d). The District may deviate from this general requirement only if:

- The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; or
- Competitive bids reveal the costs of a U.S. product are significantly higher than the non-domestic product.

C. Record Keeping

1. Record Retention

    a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to

facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.

b) The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records regarding federal awards for a minimum of six (6) years. Consequently, the District shall retain records for a minimum of six (6) years from the date on which the final Financial Status Report is submitted, unless otherwise notified in writing to extend the retention period by the awarding agency, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.333.

c) Records will be destroyed in compliance with Schedule 10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.

2. Maintenance of Procurement Records

a) The District must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

b) Retention of procurement records shall be in accordance with applicable law and Board policy.

D. Privacy

The District has protections in place to ensure that the personal information of both students and employees is protected. These include the use of passwords that are changed on a regular basis; staff training on the requirements of the Family Educational Rights and Privacy Act (FERPA) and State confidentiality requirements; and training on identifying whether an individual requesting access to records has the right to the documentation.

E. Travel Costs

All travel expenses paid with federal grant funds shall meet the federal requirements such as:

(1) All travel costs must be reasonable and necessary;
(2) All travel costs must be consistent with District policy; and
(3) All travel costs must be directly related to the grant award.

In addition, all travel expenses funded with federal grant funds must be preapproved by the Superintendent or designee. The state per diem rates for lodging shall be used to determine that maximum amount charged to a federal grant. For reimbursement of meals, the per diem rate and rules set by the State of Nebraska through the Nebraska Department of Administrative Service's Expense Reimbursement Document "ERD" Guidelines will apply. There will be no reimbursement for breakfast if the staff member's lodging provides continental breakfast at no cost. For reimbursement for mileage or fuel, the State of Nebraska mileage rate will apply. If a District-owned vehicle is available for travel, the District-owned vehicle must be utilized unless preapproved by the Superintendent or designee. All expenditures claimed by staff must include receipts and a completed voucher.

Adopted on: _____
Revised on: _____
Reviewed on: _____

3004.1
Fiscal Management for Purchasing and Procurement Using Federal Funds

I. Applicability of Policy

This policy applies only to non-construction related purchases undertaken with federal funds which are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department and General Administration Regulations (EDGAR) and the United States Department of Agriculture (USDA) regulations governing school food service programs. In the event this policy conflicts or is otherwise inconsistent with mandatory provisions of the UGG, EDGAR or other applicable federal law, the mandatory provisions of the laws shall control.

All other non-construction purchases will be governed by the Board's general purchasing policy, which can be found earlier in this subsection. In the event of a conflict between state and federal law, the more stringent requirement shall apply.

This procurement policy shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. The district's goal is to fully implement all required procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and 3019, and by the Nebraska Department of Education.

II. Procurement System

The District maintains the following purchasing procedures.

A. Responsibility for Purchasing

The authority to make purchases shall be governed by the District's purchasing policy, which can be found elsewhere in this section. Except as otherwise provided in the District's purchasing policy, the acquisition of services, equipment, and supplies shall be centralized in the administration office under the supervision of the superintendent of schools, who shall be responsible for developing and administering the purchasing program of the school district. Purchases or commitments of district funds that are not authorized by this policy will be the responsibility of the person making the commitment.

B. Methods of Purchasing

The type of purchase procedures required depends on the cost of the item(s) being purchased.

1. Purchases up to $15,000 (Micro-Purchases)

Micro-purchase means an individual procurement transaction for supplies or services using simplified acquisition procedures, the annual aggregate amount of which does not exceed $15,000. Micro-purchases may be made or awarded without soliciting competitive quotations, to the extent district staff determine that the cost of the purchase is reasonable. For purposes of this policy "reasonable" means the purchase is comparable to market prices for the geographic area.

To the extent practicable, the District distributes micro-purchases equitably among qualified suppliers. The District will follow its standard policy on purchasing, which can be found earlier in this subsection.

2. Purchases between $15,000 and $350,000 (Simplified Acquisition Procedures)

Simplified acquisitions are purchases that, in the aggregate amount, are more than $15,000 and less than $350,000 annually. For simplified acquisitions, price or rate quotes shall be obtained in advance from a reasonable number of qualified sources as detailed in the district's standard policies on purchasing and on bid letting and contracts, which can be found earlier in this subsection.

3. Purchases Over $350,000

a) Sealed Bids (Formal Advertising)

For purchases over $350,000, the district will generally follow the bidding process outlined in the board's policy on Bidding for Construction, Remodeling, Repair or Site Improvement. If sealed bids are not accepted for a purchase of over $350,000, the district will retain an explanation for that decision.

b) Contract/Price Analysis

The District performs a cost or price analysis in connection with every procurement action in excess of $350,000, including contract modifications. The district will make an independent estimate of costs prior to receiving bids or proposals.

4. **Noncompetitive Proposals (Sole Sourcing)**

a) Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

1) The procurement transaction can only be fulfilled by a single source;

2) The public exigency or emergency for the requirement will not permit a delay resulting from providing public notice of a competitive solicitation;

3) The federal awarding agency or pass-through entity expressly authorizes written approval of noncompetitive proposals in response to a written request from the District; or

4) After solicitation of a number of sources, competition is determined inadequate.

b) Noncompetitive proposals may only be solicited with the approval of the superintendent or the board. Sufficient and appropriate documentation that justifies the sole sourcing decision must be maintained by the superintendent or designee.

c) A cost or price analysis will be performed for noncompetitive proposals when the price exceeds $350,000.

5. **Competitive Proposals.**

a) The technique of competitive proposals is normally conducted with more than one source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. If this method is used, the following requirements apply:

1) Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered;

2) Proposals must be solicited from an adequate number of qualified sources; and

3) Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

b) The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used to procure A/E professional services. The method may not be used to purchase other services provided by A/E firms are a potential source to perform the proposed effort.

c) The District may select a proposal that offers the best value and that is based upon the proposer's responsiveness to the proposal, experience, reputation, staff qualifications, ability and capacity to carry on the work, price, honesty, integrity, skills, business judgment, financial stability, past performance, and other relevant factors. The evaluation may be conducted by the school board, a designated committee, or another designee of the school board.

C. Use of Purchase (Debit & Credit) Cards

District use of purchase cards is subject to the policy on purchase cards which can be found elsewhere in this subsection.

D. Federal Procurement System Standards

The district's procurement transactions will be conducted in a manner providing full and open competition consistent with 2 C.F.R §200.319.

The District will maintain and follow general procurement standards consistent with 2 C.F.R. §200.318.

E. Debarment and Suspension

The District awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, public policy compliance, proper classification of employees (see the Fair Labor Standards Act, 29 U.S.C. 201, chapter 8), record of past performance, and financial and technical resources when conducting a procurement transaction.

The District may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over $25,000 the District verifies that the vendor with whom the District intends to do business with is not excluded or disqualified. 2 C.F.R. Part 200, Appendix II(1) and 2 C.F.R. §§ 180.220 and 180.300.

The District will verify debarment or suspension by revising the excluded parties list on SAM.gov, collecting a certification through the bidding process, and/or by including a debarment and suspension provision in the bid and contract documents. The Superintendent or his/her designee shall be responsible for such verification.

F. Settlements of Issues Arising Out of Procurements

The District alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the District of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

III. Conflict of Interest and Code of Conduct

A. Board and staff member conflicts of interest are governed by the district's conflict of interest policies.

B. Purchases covered by this policy are subject to the following additional provisions.

1. Employees, officers, and agents engaged in the selection, award, and/or administration of district contracts which are prohibited from engaging in such actions if a real or apparent conflict of interest is present.

2. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

3. The board may determine at its discretion that a financial interest is not substantial enough to give rise to a conflict of interest.

C. Favors and Gifts

An employee, officer, agent, and board member of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, except that this provision does not prohibit the receipt of unsolicited items of nominal value. For purposes of this policy, "nominal value" means a fair market value of $25 or less.

D. Enforcement

Disciplinary Actions including, but not limited to, counseling, oral reprimand, written reprimand, suspensions without pay, or termination of employment, will be applied for violations of such standards by officers, employees, board members, or agents of the District.

IV. Property Management Systems

A. Property Classifications

1. Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost that equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes, or $10,000.

2. Supplies means all tangible personal property other than those described in §200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the

capitalization level established by the District for financial statement purposes or $10,000, regardless of the length of its useful life. 2 C.F.R. §200.94.

3. Computing Devices means machines that acquire, store, analyze, process, and publish data and other information electronically, including accessories (or "peripherals") for printing, transmitting and receiving, or storing electronic information. 2 C.F.R. §200.20.

4. Capital Assets means tangible or intangible assets used in operations having a useful life of more than one year which are capitalized in accordance with GAAP. Capital assets include:

    a) Land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases; and

    b) Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance). 2 C.F.R. §200.12.

B. Inventory Procedure

Newly purchased property shall be received and inspected by the staff member who ordered it to ensure that that it matches the purchase order, invoice, or contract and that it is in acceptable condition.

Equipment, Computing Devices, and Capital Assets must be tagged with an identification number, manufacturer, model, name of individual who tagged the item, and date tagged).

C. Inventory Records

For equipment, computing devices, and capital assets purchased with federal funds, the following information is maintained in the property management system:

1. Serial number;
2. District identification number;
3. Manufacturer;

4. Model;
5. Date tagged and individual who tagged it;
6. Source of funding for the property;
7. Who holds title;
8. Acquisition date and cost of the property;
9. Percentage of federal participation in the project costs for the federal award under which the property was acquired;
10. Location, use and condition of the property; and
11. Any ultimate disposition data including the date of disposal and sale price of the property.

The inventory list shall be adjusted by the superintendent of schools or his/her designee for property that is sold, lost, stolen, cannot be repaired, or that cannot be located.

D. Physical Inventory

1. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.

2. The Superintendent or his/her designee will ensure that the physical inventory is performed. The physical inventory will generally occur during the months of June or July, but may be conducted during other time periods with the approval of the superintendent.

E. Maintenance

In accordance with 2 C.F.R. 313(d)(4), the District maintains adequate maintenance procedures to ensure that property is kept in good condition.

F. Lost or Stolen Items

The District maintains a control system that ensures adequate safeguards are in place to prevent loss, damage, or theft of the property. The District will notify the Federal agency or pass-through entity of any loss, damage, or theft of equipment that will have an impact on the program.

G. Use of Equipment

Equipment must be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the federal award, and the District will not encumber the

property for any non-federal program use without prior approval of the federal awarding agency and the pass-through entity.

H. Disposal of Equipment

When it is determined that equipment acquired under a federal award is no longer needed for the original project or program or for other activities currently or previously supported by a federal awarding agency, the Superintendent or his/her designee will contact the awarding agency (or pass-through for a state-administered grant) for disposition instructions.

If the item has a current fair market value of $10,000 or less, it may be retained, sold, or otherwise disposed of with no further obligation to the federal awarding agency or pass-through entity. The Superintendent or his/her designee will utilize sales procedures which ensure the highest possible return on the disposal of the equipment.

I. Equipment Retention

When included in the terms and conditions of the Federal award, the Federal agency may permit the recipient to retain equipment, or authorize a pass-through entity to permit the recipient to retain equipment, with no further obligation to the Federal Government unless prohibited by Federal statute or regulation.

J. Equipment and Capital Expenditures

All equipment and capital expenditures shall comply with the rules and requirements of 2 CFR 200.439.

K. Depreciation

All depreciation shall comply with the rules and requirements of 2 CFR 200.436.

L. Reporting and Recording Federal Property Interest

The district will comply with federal interest reporting and submit annual reports, if required, regarding a real property interest due to a renovation, major remodeling, construction, or real property project funded by federal grant funds.

V. Financial Management

A. Identification

The District will identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and award identification include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and, if applicable, name of the pass-through entity.

B. Financial Reporting

The District will make an accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the financial reporting requirements set forth in the Education Department General Administrative Regulations (EDGAR).

C. Accounting Records

The District maintains records which adequately identify the source and application of funds provided for federally-assisted activities. These records must contain information pertaining to grant or subgrant awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation.

D. Internal Controls

The Superintendent or his/her designee must maintain effective control and accountability for all funds, real and personal property, and other assets through board review and approval of claims, an annual audit of the district's finances pursuant to the applicable Nebraska Department of Education and federal rules and regulations, and comparison of expenditures and outlays to budgeted amounts. The District adequately safeguards all such property and assures that it is used solely for authorized purposes. The District takes reasonable cybersecurity and other measures to safeguard information including protected personally identifiable information.

E. Budget Control

Actual expenditures or outlays will be compared with budgeted amounts for each federal award at least annually and more often as required by law or deemed prudent by the board or administrative staff.

F. Payment Methods

The District will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the District, in accordance with the Cash Management Improvement Act at 31 CFR Part 205. Generally, the District receives payment from the Nebraska Department of Education on a reimbursement basis. 2 CFR § 200.305. However, if the District receives an advance in federal grant funds, the District will remit interest earned on the advanced payment quarterly to the federal agency. The District may retain interest amounts up to $500 per year for administrative expenses. 2 CFR § 200.305(b)(9).

Consistent with state and federal requirements, the District will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for the Nebraska Department of Education to review upon request.

G. Allowability of Costs

Expenditures must be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval.

When determining how the District will spend its grant funds, the Superintendent or his/her designee will review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 CFR Part 3474 and 2 CFR Part 200, Subpart E. The Superintendent or his/her designee must consider these factors when making an allowability determination.

The Superintendent or his/her designee will consider Part 200's cost guidelines when federal grant funds are expended. The Superintendent or his/her designee will also consider whether all state - and District-level requirements and policies regarding expenditures have been followed.

H. Use of Program Income – Deduction, Addition, or Cost Sharing or Matching

The default method for the use of program income for the District is the deduction method. 2 C.F.R. § 200.307(e). Under the deduction method, program income is deducted from total allowable costs to determine the net allowable costs. Program income will only be used for current costs unless the District is otherwise directed by the federal awarding agency or pass-through entity. 2 C.F.R. § 200.307(e)(1). The District may also request prior

approval from the federal awarding agency to use the addition method. Under the addition method, program income may be added to the Federal award by the Federal agency and the non-Federal entity. The program income must then be used for the purposes and under the conditions of the Federal award. 2 C.F.R. § 200.307(e)(2). The District may also request prior approval from the federal awarding agency to use the cost sharing or matching method.

While the deduction method is the default method, the District always refers to the grant award notice prior to determining the appropriate use of program income.

I. Cost Sharing or Matching

For all Federal awards, any shared costs or matching funds and all contributions, including cash and third-party in-kind contributions, must be accepted as part of the non-Federal entity's cost sharing or matching when such contributions meet all of the following criteria:

(1) Are verifiable from the non-Federal entity's records;
(2) Are not included as contributions for any other Federal award;
(3) Are necessary and reasonable for accomplishment of project or program objectives;
(4) Are allowable under subpart E (Cost Principles) of this part;
(5) Are not paid by the Federal Government under another Federal award, except where the Federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
(6) Are provided for in the approved budget when required by the Federal awarding agency; and
(7) Conform to other provisions of this part, as applicable.

J. Documentation of Personnel Expenses

Records that reflect charges to federal awards for salaries and wages will comply with the rules and requirements of 2 CFR 200.430.

VI. Written Compensation Policies

A. Time and Effort Standards

All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities. This includes an employee whose salary is paid with state or local

funds but is used to meet a required "match" in a federal program. These documents, known as time and effort records, are maintained in order to charge the costs of personnel compensation to federal grants. Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:

(1) Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
(2) Be incorporated into official records;
(3) Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities;
(4) Encompass both federally assisted and all other activities compensated by the District on an integrated basis;
(5) Comply with the established accounting policies and practices of the District and
(6) Support the distribution of the employee's salary or wages among specific activities or costs objectives.

B. Time and Effort Procedures

Time and effort procedures will follow and comply with 2 CFR 200.430(i).

C. Fringe Benefits

Except as provided otherwise by federal law, the costs of fringe benefits will be allowable provided that the benefits are reasonable and required by law, a district-employee agreement, or another policy of the District.

D. Leave

The cost of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if they are provided under established written District leave policies.

E. Unexpected or Extraordinary Circumstances

In the event of a pandemic or other unexpected or extraordinary circumstance, the District may close school or individual buildings. In such case, the District may compensate federally funded or other employees during such closure to ensure the return of staff to employment after the closure as allowed by state or federal law.

F. Documentation for Personnel Expenses

Records that reflect charges to federal awards for salaries and wages will comply with the rules and requirements of 2 CFR 200.430.

VII. Other Contract Matters.

A. Required Terms

The non-Federal entity's contracts must contain the applicable provisions required by section 200.326 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards.

B. Contracting with Certain Vendors

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are used when possible consistent with state law.

Buy American. The District participates in the National School Lunch Program and School Breakfast Program and is required to use the nonprofit food service funds, to the maximum extent practicable, to buy domestic commodities or products for Program meals. A "domestic commodity or product" is defined as one that is either produced in the U.S. or is processed in the U.S. substantially using agricultural commodities that are produced in the U.S. as provided in 7 CFR 210.21(d). The District may deviate from this general requirement only if:

- The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; or
- Competitive bids reveal the costs of a U.S. product are significantly higher than the non-domestic product.

C. Record Keeping

1. Record Retention

    a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to

facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.

b) The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records regarding federal awards for a minimum of six (6) years. Consequently, the District shall retain records for a minimum of six (6) years from the date on which the final Financial Status Report is submitted, unless otherwise notified in writing to extend the retention period by the awarding agency, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.333.

c) Records will be destroyed in compliance with Schedule 10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.

2. Maintenance of Procurement Records

a) The District must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

b) Retention of procurement records shall be in accordance with applicable law and Board policy.

D. Privacy

The District has protections in place to ensure that the personal information of both students and employees is protected. These include the use of passwords that are changed on a regular basis; staff training on the requirements of the Family Educational Rights and Privacy Act (FERPA) and State confidentiality requirements; and training on identifying whether an individual requesting access to records has the right to the documentation.

E. Travel Costs

All travel expenses paid with federal grant funds shall meet the federal requirements such as:

(1) All travel costs must be reasonable and necessary;
(2) All travel costs must be consistent with District policy; and
(3) All travel costs must be directly related to the grant award.

In addition, all travel expenses funded with federal grant funds must be preapproved by the Superintendent or designee. The state per diem rates for lodging shall be used to determine that maximum amount charged to a federal grant. For reimbursement of meals, the per diem rate and rules set by the State of Nebraska through the Nebraska Department of Administrative Service's Expense Reimbursement Document "ERD" Guidelines will apply. There will be no reimbursement for breakfast if the staff member's lodging provides continental breakfast at no cost. For reimbursement for mileage or fuel, the State of Nebraska mileage rate will apply. If a District-owned vehicle is available for travel, the District-owned vehicle must be utilized unless preapproved by the Superintendent or designee. All expenditures claimed by staff must include receipts and a completed voucher.

Adopted on: _____
Revised on: _____
Reviewed on: _____

3048
Communicable Disease

The ~~school~~ district strives to provide a safe environment for both students and staff while safeguarding the rights of all students and employees, including those with communicable diseases. The district complies with Neb. Rev. Stat. §§ 79-217 to 79-223 and Title 173 Nebraska Administrative Code, Chapter 3.

~~**Communicable Diseases.** Communicable diseases are defined by the Nebraska Department of Health and Human Services in Title 173 Nebraska Administrative Code Chapter 1 and include HIV/AIDS, Hepatitis (A, B, and E), Measles, Mumps, and Tuberculosis.~~

~~**School Attendance and Participation in School Sponsored Activities.** A student who has been~~**Definitions.** Terms used in this policy have the meanings given in 173 NAC 3-002. A "reportable communicable disease" means a disease that must be reported under 173 NAC, Chapter 1.

Signs and Symptoms; Sending Students Home. Staff will watch for signs and symptoms of contagious or infectious disease. These signs and symptoms include fever, flushed face, headache, body aches, unexplained tiredness, loss of appetite, stomach ache, nausea, vomiting, diarrhea, convulsions, sore throat, nasal congestion or discharge, unexplained skin eruption, and sore or inflamed eyes. The district will notify the parent or guardian of the student's signs or symptoms. Upon notice, the parent or guardian must immediately cooperate with the district to arrange safe transportation home or another appropriate caregiver for the student. The district will report any failure to reasonably cooperate with the district to the Department of Health and Human Services or local law enforcement as appropriate.

Notice to School Authority. When the district sends a student home for a suspected contagious or infectious disease, the principal or school nurse will notify the superintendent or designee without delay.

Reports to Public Health. The school nurse, or a person acting in the capacity of a school nurse, will report each case or suspected case of a reportable communicable disease. The report must go to the local public health department or the Nebraska DHHS Division of Public Health as provided in 173 NAC 1-007.04.

Exclusion From School. The district will exclude a student with a confirmed communicable disease for at least the minimum isolation period in Attachment 1 to 173 NAC, Chapter 3. The student must be free of acute signs and

symptoms. The student must be fever-free for 24 hours without fever-reducing medication before returning to school.

School Attendance and Participation in School Sponsored Activities. The district will provide educational services to a student diagnosed with a communicable disease ~~shall be provided with educational services in accordance with state law and board policy. Generally, individuals with a communicable disease will be restricted only to the extent necessary~~as required by law. The district will restrict the student as needed to prevent the ~~transmission~~spread of ~~the~~ disease, to protect ~~their~~the student's health and ~~rights of~~ privacy, and to protect ~~the health and safety of~~ others. ~~The decision regarding a student's education program and placement shall be made on an individual basis in light of current medical and educational information and recommendations. These will be determined by the superintendent, the student's Section 504 or Individualized Education Program (IEP) team, or the district's Crisis Team. In addition, participation in Nebraska School Athletic~~Participation in Nebraska School Activities Association (NSAA) events ~~will be~~is subject to ~~its~~NSAA rules and ~~procedures, if any~~the provisions of the district activity handbook.

Infection and Exposure Control Procedures/Universal Precautions. The district will monitor the information available through the Federal Centers for Disease Control, the Nebraska Department of Health and Human Services, and the Occupational Safety and Health Administration. This policy and any procedures, universal precautions, or exposure control ~~plan~~plans will be modified, if appropriate, based upon the best new medical information provided by the above sources.

~~The superintendent will take appropriate measures if there is an~~ **Outbreaks.** In an outbreak or epidemic ~~or outbreak~~ of a communicable disease ~~which may include, but is not limited to~~, the ~~emergency exclusion or alternative placement of~~ superintendent may exclude students, reassign students, or close one or more schools. The superintendent will coordinate with the ~~closure of a school building or the entire school district.~~ local health department and the Nebraska Department of Health and Human Services as needed.

Confidentiality. The ~~existence of an individual's~~district will keep information about a person's communicable disease ~~shall be treated as~~ confidential ~~and will be limited to school~~. The district will share information only with staff on a ~~"~~need-to-know~~"~~ basis. ~~If it is necessary to~~When the district must inform a person ~~of another's~~about another person's condition ~~(due to exposure, for instance), the person will be notified of,~~ the ~~confidentiality of~~district will inform that ~~disclosure. In addition, any communication~~person of the duty to keep the information confidential. The district will communicate about a student's

communicable disease ~~shall be~~ consistent with ~~that~~the student's IEP or Section 504 Plan, if any.

Staff Training. Staff will receive training regarding communicable diseases and the requirements of this policy and any adopted procedures as part of the training received under the Workplace Injury Prevention and Safety Committee policy.

~~**Reporting.** School staff who learn that an individual has a communicable disease will report it to the proper authority as required by Title 173 Nebraska Administrative Code Chapter 1~~

Adopted on: _____
Revised on: _____
Reviewed on: _____

3048
Communicable Disease

The district strives to provide a safe environment for both students and staff while safeguarding the rights of all students and employees, including those with communicable diseases. The district complies with Neb. Rev. Stat. §§ 79-217 to 79-223 and Title 173 Nebraska Administrative Code, Chapter 3.

Definitions. Terms used in this policy have the meanings given in 173 NAC 3-002. A "reportable communicable disease" means a disease that must be reported under 173 NAC, Chapter 1.

Signs and Symptoms; Sending Students Home. Staff will watch for signs and symptoms of contagious or infectious disease. These signs and symptoms include fever, flushed face, headache, body aches, unexplained tiredness, loss of appetite, stomachache, nausea, vomiting, diarrhea, convulsions, sore throat, nasal congestion or discharge, unexplained skin eruption, and sore or inflamed eyes. The district will notify the parent or guardian of the student's signs or symptoms. Upon notice, the parent or guardian must immediately cooperate with the district to arrange safe transportation home or another appropriate caregiver for the student. The district will report any failure to reasonably cooperate with the district to the Department of Health and Human Services or local law enforcement as appropriate.

Notice to School Authority. When the district sends a student home for a suspected contagious or infectious disease, the principal or school nurse will notify the superintendent or designee without delay.

Reports to Public Health. The school nurse, or a person acting in the capacity of a school nurse, will report each case or suspected case of a reportable communicable disease. The report must go to the local public health department or the Nebraska DHHS Division of Public Health as provided in 173 NAC 1-007.04.

Exclusion From School. The district will exclude a student with a confirmed communicable disease for at least the minimum isolation period in Attachment 1 to 173 NAC, Chapter 3. The student must be free of acute signs and symptoms. The student must be fever-free for 24 hours without fever-reducing medication before returning to school.

School Attendance and Participation in School Sponsored Activities. The district will provide educational services to a student diagnosed with a

communicable disease as required by law. The district will restrict the student as needed to prevent the spread of disease, to protect the student's health and privacy, and to protect others. Participation in Nebraska School Activities Association (NSAA) events is subject to NSAA rules and the provisions of the district activity handbook.

Infection and Exposure Control Procedures/Universal Precautions. The district will monitor the information available through the Federal Centers for Disease Control, the Nebraska Department of Health and Human Services, and the Occupational Safety and Health Administration. This policy and any procedures, universal precautions, or exposure control plans will be modified, if appropriate, based upon the best new medical information provided by the above sources.

Outbreaks. In an outbreak or epidemic of a communicable disease, the superintendent may exclude students, reassign students, or close one or more schools. The superintendent will coordinate with the local health department and the Nebraska Department of Health and Human Services as needed.

Confidentiality. The district will keep information about a person's communicable disease confidential. The district will share information only with staff on a need-to-know basis. When the district must inform a person about another person's condition, the district will inform that person of the duty to keep the information confidential. The district will communicate about a student's communicable disease consistent with the student's IEP or Section 504 Plan, if any.

Staff Training. Staff will receive training regarding communicable diseases and the requirements of this policy and any adopted procedures as part of the training received under the Workplace Injury Prevention and Safety Committee policy.

Adopted on: _____
Revised on: _____
Reviewed on: _____

3061
ACH Originator

The District sends electronic payments through the ACH (Automated Clearing House) Network such as payroll direct deposits and/or vendor payments. Because of these payments, the District is classified as an ACH Originator. As an ACH Originator, the District complies with the National Automated Clearing House Association (NACHA) Operating Rules which govern the ACH Network. The District's bank requires compliance with the Rules as a condition of the District's ability to send ACH Payments.

Responsibilities. The District follows all terms of its Originating Depository Financial Institution/Originator Agreement with its bank. The District obtains a written authorization before sending any ACH payment. The District meets all processing deadlines set by the bank and NACHA. The District gives authorization records to the bank upon request within NACHA's required timeframes. The District keeps all sensitive banking information secure. When the District receives a Notification of Change, it updates the payment record before the next ACH transaction. When the District receives a return due to an error or unauthorized activity, it stops all related subsequent payments until instructions are received from the Bank. The District keeps its computer systems and network secure in line with its bank agreement. The District uses procedures to spot unauthorized payments. All employees with ACH duties will complete training, if required by the Bank or NACHA, and respond to audit requests. The District will implement internal controls and procedures to mitigate errors and risk of unauthorized ACH entries.

Fraud Monitoring. The District reviews ACH transactions for unusual patterns or amounts before submitting each file. If the District suspects an error or unauthorized ACH transaction, the District will: determine whether the problem is fraud, a scam, or an internal error; notify the bank right away; contact law enforcement if needed; and stop all related future ACH transactions.

Employee Training. All employees with ACH duties will complete any ACH origination training required by the District's designated bank(s).

ACH Safety Procedures

1. Verify Before You Pay - Confirm new vendors or changes to bank account information using a trusted phone number.
2. Never rely on email for payment changes.
3. Submit all ACH files through the bank's online portal using multi-factor authentication

4. For each ACH file submitted, you will receive an email notification. If you receive an email that you weren't expecting, contact the bank immediately.
5. Watch for red flags
    a. Payment requests that feel rushed or secretive.
    b. Vendor bank account changes that do not match past behavior.
    c. Payments that are larger or more frequent than normal.
    d. Payments that go to a new or recently changed account.
    e. Keep your credentials secure.

Adopted on: _____
Revised on: _____
Reviewed on: _____

4017
Relations with Employee Collective Bargaining Associations

The board of education recognizes the right of staff members to belong to professional employee organizations ~~for bargaining purposes pursuant to state statutes~~. The board will negotiate with ~~employee associations~~ organizations that have been ~~established~~ certified or recognized in accordance with public employee bargaining statutes ~~and will negotiate with local collective bargaining unit representatives at mutually agreeable times~~. The board or administration will coordinate with certified or recognized organizations for purposes of collective bargaining.

~~To facilitate an amicable relationship between the district and any local employee associations, the~~The district will allow professional employee ~~associations~~ organizations to make reasonable use of district facilities for meetings outside the ~~school's~~ district's and the employees' work hours. With administrative approval, ~~associations~~ organizations may use district resources, post notices of meetings, and provide other information on bulletin boards designated for this purpose, and use district e~~-~~mail and ~~mail boxes~~mailboxes for delivery of ~~employment-related~~ information specific to the organization. ~~Associations~~ Organizations must pay for all supplies used, damage caused, or the loss or theft of borrowed property.

For purposes of recruiting new members, organizations may host or attend certain meetings of certificated staff outside the district's and the employees' work hours. Attendance at any staff meetings does not include all-staff, building-level, committee, or other meetings called by the district, unless those meetings are open to other organizations or if required by law.

Unless otherwise specified in this policy or permitted law, organizations will be treated equally, and the district will not designate any day or break by reference to any specific organization.

Adopted on: _____
Revised on: _____
Reviewed on: _____

4017
Relations with Employee Collective Bargaining Associations

The board of education recognizes the right of staff members to belong to professional employee organizations. The board will negotiate with organizations that have been certified or recognized in accordance with public employee bargaining statutes. The board or administration will coordinate with certified or recognized organizations for purposes of collective bargaining.

The district will allow professional employee organizations to make reasonable use of district facilities for meetings outside the district's and the employees' work hours. With administrative approval, organizations may use district resources, post notices of meetings, and provide other information on bulletin boards designated for this purpose, and use district email and mailboxes for delivery of information specific to the organization. Organizations must pay for all supplies used, damage caused, or the loss or theft of borrowed property.

For purposes of recruiting new members, organizations may host or attend certain meetings of certificated staff outside the district's and the employees' work hours. Attendance at any staff meetings does not include all-staff, building-level, committee, or other meetings called by the district, unless those meetings are open to other organizations or if required by law.

Unless otherwise specified in this policy or permitted law, organizations will be treated equally, and the district will not designate any day or break by reference to any specific organization.

Adopted on: _____
Revised on: _____
Reviewed on: _____

4019
Workplace Injury Prevention and Safety Committee

The school district is committed to providing and maintaining a safe work environment, and to taking reasonable precautions for the safety of the students, employees, visitors, and all others having business with this school district. Every employee should show concern for the safety of fellow employees, students, and members of the public. The district shall have a safety committee as required by Nebraska law. Members of the safety committee ~~shall~~ may be established through the collective bargaining process.

The committee ~~shall~~ will adopt and maintain a written injury prevention program. The committee ~~shall~~ will participate in the development of safety education, training, and the establishment of safety rules, policies and procedures pursuant to this policy, the district's written injury prevention program, or as otherwise provided by law. Training for employees ~~shall~~ will be conducted annually.

The workplace injury prevention and safety committee ~~shall~~ will maintain minutes of all meetings and file them in the district office. The committee ~~shall~~ will implement accident investigation, record keeping procedures, safety rules, safety and health training, and policies. The district ~~shall~~ will maintain records for at least three years, or longer if directed by the Department of Labor.

The committee ~~shall~~ will meet at least once every three months or more frequently in the event of an employee complaint or of a job-related injury or death. The workplace injury prevention and safety committee ~~shall~~ will keep written minutes of all meetings, and provide a copy to the superintendent or designee who ~~shall~~ will maintain the minutes in the district's administrative offices for a period of at least three years, unless otherwise instructed by the Department of Labor.

The workplace injury prevention and safety committee ~~shall~~ will develop an injury prevention plan and present it to the board. The plan should be developed and presented in the spirit of employees working together in a cooperative, non-adversarial effort to promote safety at the work sites within the district.

The superintendent or designee ~~shall~~ will assure that the safety training for employees is reviewed annually or more frequently, if needed. He or she ~~shall~~ will provide the following, as set forth in the initial written Employer's Injury Prevention Plan:

1. Initial safety orientation on rules, policies, and job specific procedures for new employees or employees who are assuming new and different duties within the school district, if appropriate.
2. Job specific training for employees before they perform potential hazardous work.
3. Periodic refresher training and dissemination of information on an annual basis, or more frequently if so designated by the administrator, for employees regarding the injury prevention plan of the unit and safety rules, policies, and procedures pertaining to safety within the school district.

In the event of a death in the workplace, the workplace injury prevention and safety committee ~~shall~~ will forward to the Department of Labor within 15 working days a copy of any review of the matter made by the workplace injury prevention and safety committee.

The superintendent or designee ~~shall~~ will establish or cause to be established record-keeping procedures to control and maintain all accident and injury records pertaining to accidents and injuries within the district or activities under the control of the district. Such records ~~shall~~ will be kept for at least three years, or longer if so advised by the Department of Labor.

The workplace injury prevention and safety committee will confer with the district's crisis team and ~~shall~~ will review the district's All-Hazard School Safety Plan upon its adoption by the crisis team.

Adopted on: _____
Revised on: _____
Reviewed on: _____

4019
Workplace Injury Prevention and Safety Committee

The school district is committed to providing and maintaining a safe work environment, and to taking reasonable precautions for the safety of the students, employees, visitors, and all others having business with this school district. Every employee should show concern for the safety of fellow employees, students, and members of the public. The district shall have a safety committee as required by Nebraska law. Members of the safety committee may be established through the collective bargaining process.

The committee will adopt and maintain a written injury prevention program. The committee will participate in the development of safety education, training, and the establishment of safety rules, policies and procedures pursuant to this policy, the district's written injury prevention program, or as otherwise provided by law. Training for employees will be conducted annually.

The workplace injury prevention and safety committee will maintain minutes of all meetings and file them in the district office. The committee will implement accident investigation, record keeping procedures, safety rules, safety and health training, and policies. The district will maintain records for at least three years, or longer if directed by the Department of Labor.

The committee will meet at least once every three months or more frequently in the event of an employee complaint or of a job-related injury or death. The workplace injury prevention and safety committee will keep written minutes of all meetings and provide a copy to the superintendent or designee who will maintain the minutes in the district's administrative offices for a period of at least three years, unless otherwise instructed by the Department of Labor.

The workplace injury prevention and safety committee will develop an injury prevention plan and present it to the board. The plan should be developed and presented in the spirit of employees working together in a cooperative, non-adversarial effort to promote safety at the work sites within the district.

The superintendent or designee will assure that the safety training for employees is reviewed annually or more frequently, if needed. He or she will provide the following, as set forth in the initial written Employer's Injury Prevention Plan:

1. Initial safety orientation on rules, policies, and job specific procedures for new employees or employees who are assuming new and different duties within the school district, if appropriate.
2. Job specific training for employees before they perform potential hazardous work.
3. Periodic refresher training and dissemination of information on an annual basis, or more frequently if so designated by the administrator, for employees regarding the injury prevention plan of the unit and safety rules, policies, and procedures pertaining to safety within the school district.

In the event of a death in the workplace, the workplace injury prevention and safety committee will forward to the Department of Labor within 15 working days a copy of any review of the matter made by the workplace injury prevention and safety committee.

The superintendent or designee will establish or cause to be established record-keeping procedures to control and maintain all accident and injury records pertaining to accidents and injuries within the district or activities under the control of the district. Such records will be kept for at least three years, or longer if so advised by the Department of Labor.

The workplace injury prevention and safety committee will confer with the district's crisis team and will review the district's All-Hazard School Safety Plan upon its adoption by the crisis team.

Adopted on: _____
Revised on: _____
Reviewed on: _____

4065
Staff Use of AI Tools

As used in this policy, artificial intelligence tools ("AI Tools") means machine-based resources that use computer science, algorithms, large language models, and/or machine learning to perform tasks, answer questions, collect information, and respond to human-directed tasks, queries, and objectives. AI Tools include, but are not necessarily limited to, commercially-available resources like ChatGPT, Gemini, Claude, and similar technologies. The board wants to encourage staff to use AI tools to support student learning in safe and lawful ways.

This policy works together with the district's policies on Student Use of AI Tools, Staff Internet and Computer Use, and Staff and District Social Media Use.

Tool Approval. Staff may not use an AI Tool with students or with student information unless a member of the district's administration has approved it. To use a new tool, staff must request approval from his/her supervising administrator first. Before approving a tool, the district will review the vendor's privacy and security practices, the kind of student information the tool would use, and whether a written data-sharing agreement with the vendor is required. The district will keep a list of approved AI Tools and the allowed uses for each.

I. Staff Expectations for Use of AI Tools in Education

A. Acceptable Use of AI Tools. Staff members must use their own professional oversight for any task they use AI Tools to complete and must carefully review the outputs of all AI Tools. Staff may use approved AI Tools to help with things like:

1. Drafting lesson plans, learning goals, and activities;
2. Assisting in initial review and feedback of student work;
3. Making reading passages or practice problems at different levels;
4. Drafting general messages like newsletters or announcements;
5. Finding resources or summarizing public information;
6. Drafting routine communications.

B. Protecting Student Information. Staff may upload student information into an AI Tool only when (a) the tool is district-approved, and (b) the vendor is bound by a written data-sharing agreement with terms that meet FERPA, COPPA, PPRA, and applicable state student data privacy laws. For this purpose, student information includes student names, ID numbers, education records, IEPs, Section 504 plans, evaluations, health records, and discipline records. This rule applies whether the staff member uses a district account, a personal account, a free version, or a paid version.

C. Recording and Transcription Tools. Staff may use AI recording or transcription tools only if:

1. The transcription tool has been approved by an administrator for use in the school context; and
2. All participants to the meeting are informed that the staff member is recording or transcribing the meeting.

The resulting recording or transcript may be subject to the district's retention and confidentiality policies.

D. Unacceptable Use of AI Tools in Education. Staff may never use AI tools to:

1. Upload FERPA-protected information about students without the express, written authorization from administrators who have assured themselves that such disclosure is lawful;
2. Relying solely on an AI Tool to grade student work that counts toward a grade or transcript or otherwise evaluate student academic progress;
3. Make or share deepfakes or fake images, audio, or video of any real person.
4. Make or share sexual or intimate images of any real person—even if the image is AI-generated;
5. Use AI to harass, bully, threaten, or impersonate any student, staff member, parent, board member, or community member;
6. Use AI to watch, track, or scan faces of students or staff outside of systems the board has approved;
7. Upload materials to AI if the copyright or license does not allow it;

8. Share district AI accounts or passwords with students or others;
9. Use district AI accounts for personal or business reasons; or
10. Use AI to bypass district network security, content filters, or device controls.

If any staff member is uncertain about the application of this policy to any AI Tool use, the staff member will check with a supervising administrator before use.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5001

Compulsory Attendance and Excessive Absenteeism

Required Attendance

Every person residing in the school district who has legal or actual charge or control of any child who is of mandatory attendance age shall cause that child to attend a public or private school regularly unless the child has graduated from high school or has been allowed to disenroll pursuant to this policy.

Mandatory Attendance Age

All children who are or will turn six years old before January 1 of the current school year are of mandatory attendance age. Children who have not turned eighteen years of age are of mandatory attendance age.

Exceptions

This policy does not apply when attendance is made impossible or impracticable by severe weather conditions or by the mental or physical illness of the student or a child whom the student is parenting.

A child who will not reach age 7 before January 1 of the current school year may be excused from mandatory attendance if the child's parent or guardian completes an affidavit affirming that alternative educational arrangements have been made for the child. A copy of the required affidavit is attached to this policy.

Discontinuing Enrollment – 5 Year Old Students

The person seeking to discontinue the enrollment of a student who will not reach six years of age prior to January 1 of the current school year shall submit a signed, written request to the superintendent using the form which is attached to this policy. The school district may request written verification or documentation that the person signing the form has legal or actual charge or control of the student. The school district shall discontinue the enrollment of any student who satisfies these requirements. Any student whose enrollment is discontinued under this subsection shall not be eligible to reenroll in this school district until the beginning of the following school year unless otherwise required by law.

Discontinuing Enrollment – 16 and 17 Year Old Students

Only children who are at least 16 years of age may be disenrolled from the district. The person seeking to discontinue the child's enrollment shall submit a signed, written request and submit it to the superintendent using the form which is attached to this policy. The district will follow the procedures outlined on the attached form in considering requests to disenroll.

Only children disenrolling to attend ~~a exe mpt~~an exempt school may be exempt from this policy. The person with legal or actual charge or control of the child must provide the superintendent with a copy of the signed request submitted to the State Department of Education for attending exempt schools. The superintendent may confirm the validity of the submission with the State Department of Education.

Prohibition on Discontinuing Enrollment – Abuse or Neglect Investigation

Upon notice from the Department of Health and Human Services, the District shall not facilitate the transfer or disenrollment of a student whose parent, guardian, or educational decisionmaker is subject to an active investigation by the Department for fourteen days or until further notice from the Department, whichever occurs first.

Attendance Officer

Each building principal is designated as an attendance officer for the district. Each building principal, at his or her discretion, may delegate these responsibilities to any other qualified individual. The attendance officer is responsible for enforcing the provisions of state law relating to compulsory attendance. This responsibility includes but is not limited to filing a report with the county attorney of the county in which a student resides. Compensation for the duties of attendance officer is included in the salary for the superintendent or designee.

Excused Absences – Physical or Mental Illness

Absences shall be excused by a parent, guardian, or educational decision maker, as defined in section 79-530, of the child for physical or mental illness and as documented by a credentialed health professional, provided the

documentation supports such absence. In the instance of chronic illness, documentation shall be reviewed each semester.

Excused Absences – Others

The following additional absences will be considered excused if they are confirmed by communication to the school from the student's parent/guardian:

~~1. Physical or mental illness of the student (a physician's verification is required after four (4) consecutive days of absence for illness)~~

~~2.~~1. Severe weather

~~3.~~2. Medical appointments for the student

~~4.~~3. Death or serious illness of the student's family member

~~5.~~4. Attending a funeral, wedding or graduation

~~6.~~5. Appearance at court or for other legal matters

~~7.~~6. Observance of religious holidays of the student's own faith

~~8.~~7. College planning visits for Juniors and Seniors - 2 visits per year count as present.

Commented [1]: For Pleasanton

~~9.~~8. Personal or family vacations

Excessive Absenteeism

When a student receives 5 absences or the hourly equivalent ~~during the school year~~ 1st Quarter, the Principal ~~may~~ will send written notification and make contact with the students parents ~~of the student's total absences to the student's parent~~ or guardian. During second through fourth quarters, when a student's ~~receives 10 absences~~ absences are equal or greater than 10% of the school days in session to date or the the hourly equivalent, the Principal ~~may~~ will send written notification and will make contact with the parents. ~~of the student's total absences to the student's parent or guardian and shall schedule a meeting with relevant stakeholders~~ to discuss and address any barriers to the student's attendance, ~~unless the Principal determines that such a meeting would not be productive in facilitating the student's regular attendance.~~

When a student receives 5 absences or the hourly equivalent 1st Quarter, the Principal will send written notification and make contact with the student's parents or guardian. During second through fourth quarters, when a student's absences are equal or greater than 10% of total school days in session to date or the hourly equivalent, the Principal will send written notification and will make contact with the parents.

When a student is absent more than 20 days per year or the hourly equivalent, the Attendance Officer may file a report with the county attorney of the county in which the student resides. For example, if the student accumulates 18 days of excused absences due to documented illness, the Principal may file a report with the appropriate county attorney.

If it is determined that a student is on track to be identified as chronically absent (miss 10% of the school year), the student may risk (at the principal's discretion) participation in a variety of extracurricular activities, including field trips, field day, prom, homecoming dance or other special events.

~~When a student receives 5 unexcused absences or the hourly equivalent in any semester, the Attendance Officer may send written notification of the student's total absences to the student's parent or guardian. When a student receives 10 unexcused absences or the hourly equivalent in any school year, the Attendance Officer will send written notification of the student's total absences to the student's parent or guardian and offer to meet with the student's parents or guardians to discuss any barriers to the student's attendance. When a student receives 15 unexcused absences or the hourly equivalent in any school year, the Attendance Officer will send written notification of the student's total absences to the student's parent or guardian and shall schedule a meeting with relevant stakeholders to discuss and address any barriers to the student's attendance, unless the Attendance Officer determines that such a meeting would not be productive in facilitating the student's regular attendance.~~

~~When a student is absent more than twenty days per year or the hourly equivalent and any portion of the absences is unexcused, the Attendance Officer~~

Making Up Absences ~~(Optional – Remove or revise based on your District's practices.)~~

~~When a student receives [X] unexcused absences or the hourly equivalent in any semester, the student shall be required to make up those absences through attendance in [insert program]. Absences shall be made up at a rate of [insert rate.]~~

Adopted on: _____
Revised on: _____
Reviewed on: _____

5001
Compulsory Attendance and Excessive Absenteeism

Required Attendance

Every person residing in the school district who has legal or actual charge or control of any child who is of mandatory attendance age shall cause that child to attend a public or private school regularly unless the child has graduated from high school or has been allowed to disenroll pursuant to this policy.

Mandatory Attendance Age

All children who are or will turn six years old before January 1 of the current school year are of mandatory attendance age. Children who have not turned eighteen years of age are of mandatory attendance age.

Exceptions

This policy does not apply when attendance is made impossible or impracticable by severe weather conditions or by the mental or physical illness of the student or a child whom the student is parenting.

A child who will not reach age 7 before January 1 of the current school year may be excused from mandatory attendance if the child's parent or guardian completes an affidavit affirming that alternative educational arrangements have been made for the child. A copy of the required affidavit is attached to this policy.

Discontinuing Enrollment – 5 Year Old Students

The person seeking to discontinue the enrollment of a student who will not reach six years of age prior to January 1 of the current school year shall submit a signed, written request to the superintendent using the form which is attached to this policy. The school district may request written verification or documentation that the person signing the form has legal or actual charge or control of the student. The school district shall discontinue the enrollment of any student who satisfies these requirements. Any student whose enrollment is discontinued under this subsection shall not be eligible to reenroll in this school district until the beginning of the following school year unless otherwise required by law.

Discontinuing Enrollment – 16 and 17 Year Old Students

Only children who are at least 16 years of age may be disenrolled from the district. The person seeking to discontinue the child's enrollment shall submit a signed, written request and submit it to the superintendent using the form which is attached to this policy. The district will follow the procedures outlined on the attached form in considering requests to disenroll.

Only children disenrolling to attend an exempt school may be exempt from this policy. The person with legal or actual charge or control of the child must provide the superintendent with a copy of the signed request submitted to the State Department of Education for attending exempt schools. The superintendent may confirm the validity of the submission with the State Department of Education.

Prohibition on Discontinuing Enrollment – Abuse or Neglect Investigation

Upon notice from the Department of Health and Human Services, the District shall not facilitate the transfer or disenrollment of a student whose parent, guardian, or educational decisionmaker is subject to an active investigation by the Department for fourteen days or until further notice from the Department, whichever occurs first.

Attendance Officer

Each building principal is designated as an attendance officer for the district. Each building principal, at his or her discretion, may delegate these responsibilities to any other qualified individual. The attendance officer is responsible for enforcing the provisions of state law relating to compulsory attendance. This responsibility includes but is not limited to filing a report with the county attorney of the county in which a student resides. Compensation for the duties of attendance officer is included in the salary for the superintendent or designee.

Excused Absences – Physical or Mental Illness

Absences shall be excused by a parent, guardian, or educational decision maker, as defined in section 79-530, of the child for physical or mental illness and as documented by a credentialed health professional, provided the documentation supports such absence. In the instance of chronic illness, documentation shall be reviewed each semester.

Excused Absences – Others

The following additional absences will be considered excused if they are confirmed by communication to the school from the student's parent/guardian:

1. Severe weather
2. Medical appointments for the student
3. Death or serious illness of the student's family member
4. Attending a funeral, wedding or graduation
5. Appearance at court or for other legal matters
6. Observance of religious holidays of the student's own faith
7. College planning visits for Juniors and Seniors- 2 visits per year count as present
8. Personal or family vacations

Excessive Absenteeism

When a student receives 5 absences or the hourly equivalent during the 1st Quarter, the Principal will send a written notification and make contact with the student's parents or guardian. During the second through fourth quarters, when a student's absences are equal to or greater than 10% of the school days in session to date or the hourly equivalent, the Principal will send written notification and will make contact with the parent to discuss and address any barriers to the student's attendance,

When a student is absent more than 15 days per year or the hourly equivalent, the Attendance Officer may file a report with the county attorney of the county in which the student resides. For example, if the student accumulates 18 days of excused absences due to documented illness, the Principal may file a report with the appropriate county attorney.

If it is determined that a student is on track to be identified as chronically absent (miss 10% of the school year), the student may risk (at the principal's discretion) participation in a variety of extracurricular activities, including field trips, field day, prom, homecoming dance or other special events.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5035
Student Discipline

Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in this policy and the Student Discipline Act, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, referral to restorative justice practices or services, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a ~~parent or guardian~~Parent to such counseling or evaluation. Disciplinary consequences may also include in-school suspension, Saturday School, and any other consequence authorized by law. District administrators may develop building-specific protocols for the imposition of student discipline.

Any disciplinary action taken by staff must be consistent with the requirements of other applicable laws, including but not limited to the IDEA, Section 504, and Title IX.

In this policy, references to "Principal" shall include building principals, the principal's designee, or other appropriate school district administrators.

"Parent" means parent, guardian, or educational decisionmaker of the student. "Educational decisionmaker" means a person designated or ordered by a court to make educational decisions on behalf of a child.

Any statement, notice, recommendation, determination, or similar action specified in this policy shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her ~~parent or guardian~~Parent.

Any student who is suspended or expelled from school pursuant to this policy may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

Pre-Kindergarten through Second Grade Students

Notwithstanding any other provision of this policy, an elementary school shall not suspend a student in pre-kindergarten through second grade unless the student:

1. Bbrings a deadly weapon as defined in section 28-109 onto school grounds, into a vehicle owned, leased, or contracted by a school being used for a school purpose or into a vehicle being driven for a school purpose by a school employee or his or her designee, or at a school-sponsored activity or athletic event; or
2. Engages in violent behavior capable of causing physical harm to another student or school employee.

As an alternative to suspension, the school district may take any action authorized by law, including those provided in section 79-258.

Makeup Work for Suspended Students

Any student who is suspended must be given an opportunity to complete any classwork and homework missed during the period of suspension, including, but not limited to, examinations ("makeup work"). Any makeup work must be completed and turned in within 2 school days after completion of the suspension. This makeup guideline shall be provided to the student and a ~~parent or guardian~~Parent at the time of suspension. Suspended students may not be required to attend the school's alternative program for expelled students in order to complete classwork or homework.

Short-Term Suspension

The Principal may exclude students from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Conduct constituting grounds for expulsion as hereinafter set forth; or,
2. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, that occur on or off school grounds, if such conduct interferes with school purposes or there is a connection between such conduct and school.

The following process applies to short-term suspension:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to

further school purposes, or to prevent an interference with school purposes.

2. ~~Prior~~ After the principal has determined that a short-term suspension is necessary, but prior to commencement of the short-term suspension, the student and the Parent will be given oral ~~or~~ and written notice of the charges against the student. They ~~student~~ will be advised of what ~~he or she~~the student is accused of having done, be given an explanation of the evidence the authorities have, and be given an opportunity to ~~explain~~ and present evidence of the student's version of the facts.

3. Within 24 hours or such additional time as is reasonably necessary, not to exceed an additional 48 hours, following the suspension, the Principal will send a written statement to the student, and the student's ~~parent or guardian~~Parent, describing:

   a. ~~T~~the student's conduct, misconduct or violation of the rule or standard ~~and~~ ;

   b. ~~T~~the reasons for the action taken;

   c. The actions made by the school to try to discontinue or alleviate the behavior of the student prior to considering suspension;

   d. Resources the school is able to provide or recommend to assist the student; and

   e. How the school plans to handle such behavior in the future, including an actionable plan aimed at maximizing strategies to keep the student in school.~~.~~

~~3.~~4. ~~.~~ An opportunity will be given to the student, and the student's ~~parent or guardian~~Parent, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school and shall document such effort in writing. The Principal shall determine who, in addition to the ~~parent or guardian~~Parent, is to attend the conference. If no conference has been held, a Parent may submit a written request to the suspending principal before the student returns to school.

~~4.~~5. Students who are short-term suspended must be given the opportunity to complete classwork and homework missed during the period of suspension, including but not limited to examinations, as provided herein.

Emergency Exclusion

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

Weapons and/or Firearms

Weapons. No student may possess, handle, or transmit any weapon while on school grounds, in a school vehicle, or at any school activity or event off school grounds except as permitted by this policy. ***Definition of Weapon.*** The term "weapon" means any object, device, instrument, material, or substance which is capable of causing injury in the manner it is used or intended to be used.

Firearms. No student may bring, possess, handle or transmit a firearm on school grounds, in a school owned vehicle, or at a school activity or event off school grounds, except as permitted by this policy. ***Definition of Firearm.*** The term "firearm, as defined in 18 U.S.C. 921, means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, or any destructive device (excluding an antique firearm).

Exceptions Regarding Firearms and Weapons. The only exceptions for a student to bring or possess a weapon, including a firearm, are as follows:

1. The issuance of firearms to or possession of firearms by members of the Reserve Officers Training Corps when training or
2. Firearms which may lawfully be possessed by the person receiving instruction under the immediate supervision of an adult instructor who may lawfully possess firearms.

Consequences - Firearm. Any student who brings a firearm, as that term is defined in 18 United States Code 921, to school will be expelled from school for one calendar year. The superintendent of schools and the board of education shall have the authority to modify the expulsion requirement on a case-by-case basis.

Consequences – Weapon. State law and this policy provide that any student who violates this policy by knowingly bringing, possessing, handling or transmitting a weapon, other than a firearm, on school grounds, in a school owned vehicle, or at a school activity or event off school grounds may be suspended on a long-term basis, mandatorily reassigned, or expelled for the remainder of the school year in which the expulsion takes effect (if the misconduct occurs during the first semester) or the remainder of the second semester, summer school, and the first semester of the following school year (if the misconduct occurs during the second semester).

Confiscation of Firearms and Weapons. Administrative and teaching personnel are statutorily authorized, without a warrant, to confiscate any firearm or weapon possessed in violation of this policy. Any firearm that is

confiscated by school personnel shall be delivered to a peace officer as soon as practicable. Such firearms are subject to being destroyed by law enforcement authorities.

Report to Law Enforcement Authorities. All school personnel are required to report any violation of this policy to a principal or the superintendent of schools. Pursuant to state and federal law, school personnel are required to report to law enforcement authorities when a student brings a firearm to school.

Long-Term Suspension

Students may be excluded by the Principal from school or any school function for a period of more than five school days but less than twenty school days (long-term suspension) for any conduct constituting grounds for expulsion as hereinafter set forth. The process for long-term suspension is set forth below.

Expulsion

1. **Meaning of Expulsion.** Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.
2. **Summer Review**. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's ~~parent or guardian~~Parent. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted

for the upcoming school year. If the school board or board of education or a committee of such board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise the student may be readmitted by action of the Superintendent.

3. **Suspension of Enforcement of an Expulsion**: Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.
4. **Alternative School or Pre-expulsion Procedures.** The school shall either provide an alternative school, class or educational program for expelled students, or shall follow the pre-expulsion procedures outlined in NEB. REV. STAT. 79-266.
5. **Conclusion of Expulsion.** At the conclusion of an expulsion, the school district will reinstate the student and accept nonduplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution or institution accredited by one of the six regional accrediting bodies in the United States.

Grounds for Long-Term Suspension, Expulsion or Mandatory Reassignment:

The following conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, NEB. REV. STAT. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes. The board has determined that the use of synthetic media such as deepfakes may constitute "similar conduct";
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;

4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules if such violations constitute a substantial interference with school purposes:
    a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion;
    b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health

and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;

c. Violating school bus rules as set by the school district or district staff;
d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, an electronic nicotine delivery system, or a tobacco imitation substance or packaging, regardless of form, including cigars, cigarettes, chewing tobacco, and any other form of tobacco, tobacco derivative product or imitation or electronic cigarettes, vapor pens, etc.;
e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
f. Possession of pornography, including creation, possession, dissemination, accessing, sale, or any other use of synthetic media, such as deepfakes;
g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically), including creation, possession, dissemination, accessing, sale, or any other use of synthetic media, such as deepfakes;
h. Engaging in hazing, defined as any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate. Hazing activities are generally considered to be: physically abusive, hazardous, and/or sexually violating and include but are not limited to the following: personal servitude; sleep deprivation and restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; branding; physical beatings; binge drinking and drinking games; sexual simulation and sexual assault;
i. Bullying which shall include cyberbullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and

posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;

j. Violations of the district's acceptable computer use policy;
k. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a simulated or "look-a-like" weapon;
l. Using any object to simulate possession of a weapon;
m. Knowingly making a false statement or knowingly submitting false information during the Title IX grievance process or any other school investigation or making a materially false statement in bad faith in the course of a Title IX grievance proceeding or any other school investigation;
n. Violation of the school's audio and video recording policy; and
o. Any other violation of any board policy, handbook provision, or rule or regulation established by a school district staff member pursuant to authority delegated by the board.

Due Process Afforded to Students Facing Long-term Suspension or Expulsion

The following procedures shall be followed regarding any long-term suspension, expulsion, or mandatory reassignment:

1. The decision to recommend discipline shall be made within two school days after learning of the alleged student misconduct. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.
2. The Principal shall serve the student and the student's ~~parents or guardian~~Parent with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The notice shall include the following:

    a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;

b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;

c. Resources the school is able to provide or recommend to assist the student;

~~b.~~d. How the school plans to handle such behavior in the future, including an actionable plan aimed at maximizing strategies to keep the student in school;

~~c.~~e. A statement that, before long-term suspension, expulsion, or mandatory reassignment can be invoked, the student has a right to a hearing, upon request, and that if the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations, missed during the period of suspension pursuant to district guidelines which shall not require the student to attend the school district's alternative programs for expelled students in order to complete classwork or;

~~d.~~f. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;

~~e.~~g. A statement that the principal, legal counsel for the school, the student, the student's ~~parent~~Parent, or the student's representative ~~or guardian~~ has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and

~~f.~~h. A form on which the student, the student's ~~parent, or the student's guardian~~Parent may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail to the address provided on the form.

3. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.

4. Nothing in this policy shall preclude the student, the student's ~~parents, guardian~~Parent, or representative from discussing and settling the

matter with appropriate school personnel prior to the time the long-term suspension, expulsion, or mandatory reassignment takes effect.

5. If a hearing is requested within five days after receipt of the notice, the Superintendent shall recommend appointment of a hearing examiner within two school days after receipt of the hearing request. The student or the student's ~~parent or guardian~~Parent may request designation of a hearing examiner other than the hearing examiner recommended by the superintendent if notice of the request is given to the superintendent within two school days after receipt of the superintendent's recommended appointment. Upon receiving such request, the superintendent must provide one alternative hearing examiner who is not an employee of the school district or otherwise currently under contract with the school district and whose impartiality may not otherwise be reasonably questioned. The student or the student's ~~parent or guardian~~Parent must, within five school days, select a hearing examiner to conduct the hearing who was recommended or provided as an alternative hearing examiner, and shall notify the superintendent in writing of the selection. The superintendent must appoint the selected hearing examiner upon receipt of such notice.
6. The hearing examiner must, within two school days after being appointed, give written notice to the principal, the student, and the student's ~~parent or guardian~~Parent of the time and place for the hearing.
7. The hearing shall be held within a period of five school days after appointment of the hearing examiner, but such time may be changed by the hearing examiner for good cause with consent of the parties. No hearing shall be held upon less than two school days' actual notice to the principal, the student, and the student's ~~parent or guardian~~Parent, except with the consent of all the parties.
8. The principal or legal counsel for the school, the student, ~~and~~ the student's ~~parent, guardian,~~Parent, or representative have the right to receive a copy of all records and written statements referred to in the Student Discipline Act as well as the statement of any witness in the possession of the school board or board of education no later than forty-eight hours prior to the hearing.
9. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing examiner. The hearing will be held according to the requirements of section 79-269. The student shall be entitled to a hearing but the consequence imposed may continue in effect pending final determination.
10. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (NEB. REV. STAT. § 79-254 to 79-294).

Reporting Requirement to Law Enforcement

Violations of this section will result in a report to law enforcement if:

1. The violation includes possession of a firearm;
2. The violation results in child abuse;
3. It is a violation of the Nebraska Criminal Code that the administration believes cannot be adequately addressed solely by discipline from the school district;
4. It is a violation of the Nebraska Criminal Code that endangers the health and welfare of staff or students;
5. It is a violation of the Nebraska Criminal Code that interferes with school purposes;
6. The report is required or requested by law enforcement or the county attorney.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5035
Student Discipline

Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in this policy and the Student Discipline Act, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, referral to restorative justice practices or services, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a Parent to such counseling or evaluation. Disciplinary consequences may also include in-school suspension, Saturday School, and any other consequence authorized by law. District administrators may develop building-specific protocols for the imposition of student discipline.

Any disciplinary action taken by staff must be consistent with the requirements of other applicable laws, including but not limited to the IDEA, Section 504, and Title IX.

In this policy, references to "Principal" shall include building principals, the principal's designee, or other appropriate school district administrators.

"Parent" means parent, guardian, or educational decisionmaker of the student. "Educational decisionmaker" means a person designated or ordered by a court to make educational decisions on behalf of a child.

Any statement, notice, recommendation, determination, or similar action specified in this policy shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her Parent.

Any student who is suspended or expelled from school pursuant to this policy may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

Pre-Kindergarten through Second Grade Students

Notwithstanding any other provision of this policy, an elementary school shall not suspend a student in pre-kindergarten through second grade unless the student:

1. Brings a deadly weapon as defined in section 28-109 onto school grounds, into a vehicle owned, leased, or contracted by a school being used for a school purpose or into a vehicle being driven for a school purpose by a school employee or his or her designee, or at a school-sponsored activity or athletic event; or
2. Engages in violent behavior capable of causing physical harm to another student or school employee.

As an alternative to suspension, the school district may take any action authorized by law, including those provided in section 79-258.

Makeup Work for Suspended Students

Any student who is suspended must be given an opportunity to complete any classwork and homework missed during the period of suspension, including, but not limited to, examinations ("makeup work"). Any makeup work must be completed and turned in within 2 school days after completion of the suspension. This makeup guideline shall be provided to the student and a Parent at the time of suspension. Suspended students may not be required to attend the school's alternative program for expelled students in order to complete classwork or homework.

Short-Term Suspension

The Principal may exclude students from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Conduct constituting grounds for expulsion as hereinafter set forth; or,
2. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, that occur on or off school grounds, if such conduct interferes with school purposes or there is a connection between such conduct and school.

The following process applies to short-term suspension:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a

determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.

2. After the principal has determined that a short-term suspension is necessary, but prior to commencement of the short-term suspension, the student and the Parent will be given oral and written notice of the charges against the student. They will be advised of what the student is accused of having done, be given an explanation of the evidence the authorities have, and be given an opportunity to present evidence of the student's version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary, not to exceed an additional 48 hours, following the suspension, the Principal will send a written statement to the student, and the student's Parent, describing:
    a. The student's conduct, misconduct or violation of the rule or standard;
    b. The reasons for the action taken;
    c. The actions made by the school to try to discontinue or alleviate the behavior of the student prior to considering suspension;
    d. Resources the school is able to provide or recommend to assist the student; and
    e. How the school plans to handle such behavior in the future, including an actionable plan aimed at maximizing strategies to keep the student in school.
4. An opportunity will be given to the student, and the student's Parent, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school and shall document such effort in writing. The Principal shall determine who, in addition to the Parent, is to attend the conference. If no conference has been held, a Parent may submit a written request to the suspending principal before the student returns to school.
5. Students who are short-term suspended must be given the opportunity to complete classwork and homework missed during the period of suspension, including but not limited to examinations, as provided herein.

Emergency Exclusion

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

Weapons and/or Firearms

Weapons. No student may possess, handle, or transmit any weapon while on school grounds, in a school vehicle, or at any school activity or event off school grounds except as permitted by this policy. ***Definition of Weapon.*** The term "weapon" means any object, device, instrument, material, or substance which is capable of causing injury in the manner it is used or intended to be used.

Firearms. No student may bring, possess, handle or transmit a firearm on school grounds, in a school owned vehicle, or at a school activity or event off school grounds, except as permitted by this policy. ***Definition of Firearm.*** The term "firearm, as defined in 18 U.S.C. 921, means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, or any destructive device (excluding an antique firearm).

Exceptions Regarding Firearms and Weapons. The only exceptions for a student to bring or possess a weapon, including a firearm, are as follows:

1. The issuance of firearms to or possession of firearms by members of the Reserve Officers Training Corps when training or
2. Firearms which may lawfully be possessed by the person receiving instruction under the immediate supervision of an adult instructor who may lawfully possess firearms.

Consequences - Firearm. Any student who brings a firearm, as that term is defined in 18 United States Code 921, to school will be expelled from school for one calendar year. The superintendent of schools and the board of education shall have the authority to modify the expulsion requirement on a case-by-case basis.

Consequences – Weapon. State law and this policy provide that any student who violates this policy by knowingly bringing, possessing, handling or transmitting a weapon, other than a firearm, on school grounds, in a school owned vehicle, or at a school activity or event off school grounds may be suspended on a long-term basis, mandatorily reassigned, or expelled for the remainder of the school year in which the expulsion takes effect (if the misconduct occurs during the first semester) or the remainder of the second semester, summer school, and the first semester of the following school year (if the misconduct occurs during the second semester).

Confiscation of Firearms and Weapons. Administrative and teaching personnel are statutorily authorized, without a warrant, to confiscate any firearm or weapon possessed in violation of this policy. Any firearm that is confiscated by school personnel shall be delivered to a peace officer as soon as practicable. Such firearms are subject to being destroyed by law enforcement authorities.

Report to Law Enforcement Authorities. All school personnel are required to report any violation of this policy to a principal or the superintendent of schools. Pursuant to state and federal law, school personnel are required to report to law enforcement authorities when a student brings a firearm to school.

Long-Term Suspension

Students may be excluded by the Principal from school or any school function for a period of more than five school days but less than twenty school days (long-term suspension) for any conduct constituting grounds for expulsion as hereinafter set forth. The process for long-term suspension is set forth below.

Expulsion

1. **Meaning of Expulsion.** Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.
2. **Summer Review**. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's Parent. This review shall be limited to newly discovered evidence or evidence of

changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the school board or board of education or a committee of such board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise the student may be readmitted by action of the Superintendent.

3. **Suspension of Enforcement of an Expulsion**: Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.
4. **Alternative School or Pre-expulsion Procedures.** The school shall either provide an alternative school, class or educational program for expelled students, or shall follow the pre-expulsion procedures outlined in NEB. REV. STAT. 79-266.
5. **Conclusion of Expulsion.** At the conclusion of an expulsion, the school district will reinstate the student and accept nonduplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution or institution accredited by one of the six regional accrediting bodies in the United States.

Grounds for Long-Term Suspension, Expulsion or Mandatory Reassignment:

The following conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, NEB. REV. STAT. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes. The board has determined that the use of synthetic media such as deepfakes may constitute "similar conduct";
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by

accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;

4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules if such violations constitute a substantial interference with school purposes:
    a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended

to be derogatory toward a group or individual based upon race, gender, national origin, or religion;

b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
c. Violating school bus rules as set by the school district or district staff;
d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, an electronic nicotine delivery system, or a tobacco imitation substance or packaging, regardless of form, including cigars, cigarettes, chewing tobacco, and any other form of tobacco, tobacco derivative product or imitation or electronic cigarettes, vapor pens, etc.;
e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
f. Possession of pornography, including creation, possession, dissemination, accessing, sale, or any other use of synthetic media, such as deepfakes;
g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically), including creation, possession, dissemination, accessing, sale, or any other use of synthetic media, such as deepfakes;
h. Engaging in hazing, defined as any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate. Hazing activities are generally considered to be: physically abusive, hazardous, and/or sexually violating and include but are not limited to the following: personal servitude; sleep deprivation and restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; branding; physical beatings; binge drinking and drinking games; sexual simulation and sexual assault;
i. Bullying which shall include cyberbullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing

to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;

j. Violations of the district's acceptable computer use policy;
k. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a simulated or "look-a-like" weapon;
l. Using any object to simulate possession of a weapon;
m. Knowingly making a false statement or knowingly submitting false information during the Title IX grievance process or any other school investigation or making a materially false statement in bad faith in the course of a Title IX grievance proceeding or any other school investigation;
n. Violation of the school's audio and video recording policy; and
o. Any other violation of any board policy, handbook provision, or rule or regulation established by a school district staff member pursuant to authority delegated by the board.

Due Process Afforded to Students Facing Long-term Suspension or Expulsion

The following procedures shall be followed regarding any long-term suspension, expulsion, or mandatory reassignment:

1. The decision to recommend discipline shall be made within two school days after learning of the alleged student misconduct. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.
2. The Principal shall serve the student and the student's Parent with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The notice shall include the following:

a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;
b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
c. Resources the school is able to provide or recommend to assist the student;
d. How the school plans to handle such behavior in the future, including an actionable plan aimed at maximizing strategies to keep the student in school;
e. A statement that, before long-term suspension, expulsion, or mandatory reassignment can be invoked, the student has a right to a hearing, upon request, and that if the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations, missed during the period of suspension pursuant to district guidelines which shall not require the student to attend the school district's alternative programs for expelled students in order to complete classwork or;
f. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;
g. A statement that the principal, legal counsel for the school, the student, the student's Parent, or the student's representative has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and
h. A form on which the student, the student's Parent may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail to the address provided on the form.

3. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a

personal injury to the student himself or herself, other students, school employees, or school volunteers.

4. Nothing in this policy shall preclude the student, the student's Parent, or representative from discussing and settling the matter with appropriate school personnel prior to the time the long-term suspension, expulsion, or mandatory reassignment takes effect.
5. If a hearing is requested within five days after receipt of the notice, the Superintendent shall recommend appointment of a hearing examiner within two school days after receipt of the hearing request. The student or the student's Parent may request designation of a hearing examiner other than the hearing examiner recommended by the superintendent if notice of the request is given to the superintendent within two school days after receipt of the superintendent's recommended appointment. Upon receiving such request, the superintendent must provide one alternative hearing examiner who is not an employee of the school district or otherwise currently under contract with the school district and whose impartiality may not otherwise be reasonably questioned. The student or the student's Parent must, within five school days, select a hearing examiner to conduct the hearing who was recommended or provided as an alternative hearing examiner, and shall notify the superintendent in writing of the selection. The superintendent must appoint the selected hearing examiner upon receipt of such notice.
6. The hearing examiner must, within two school days after being appointed, give written notice to the principal, the student, and the student's Parent of the time and place for the hearing.
7. The hearing shall be held within a period of five school days after appointment of the hearing examiner, but such time may be changed by the hearing examiner for good cause with consent of the parties. No hearing shall be held upon less than two school days' actual notice to the principal, the student, and the student's Parent, except with the consent of all the parties.
8. The principal or legal counsel for the school, the student, the student's Parent, or representative have the right to receive a copy of all records and written statements referred to in the Student Discipline Act as well as the statement of any witness in the possession of the school board or board of education no later than forty-eight hours prior to the hearing.
9. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing examiner. The hearing will be held according to the requirements of section 79-269. The student shall be entitled to a hearing but the consequence imposed may continue in effect pending final determination.

10. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (NEB. REV. STAT. § 79-254 to 79-294).

Reporting Requirement to Law Enforcement

Violations of this section will result in a report to law enforcement if:

1. The violation includes possession of a firearm;
2. The violation results in child abuse;
3. It is a violation of the Nebraska Criminal Code that the administration believes cannot be adequately addressed solely by discipline from the school district;
4. It is a violation of the Nebraska Criminal Code that endangers the health and welfare of staff or students;
5. It is a violation of the Nebraska Criminal Code that interferes with school purposes;
6. The report is required or requested by law enforcement or the county attorney.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5048
Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)

School employees will comply with the requirements of the NDE Rule 59 ~~"Protocol:~~protocol entitled, "Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)" (Protocol) to address incidents of anaphylaxis involving students at school when those students do not have existing response plans. For students with individual self-management plans, Section 504 plans, or Individualized Education Programs (IEP) addressing asthma or anaphylaxis responses, school employees will comply with those plans. The district shall procure and maintain the equipment and medication necessary to implement the ~~protocol~~Protocol.

The superintendent shall obtain the required signature(s) of one or more ~~physicians~~ Prescribing Health Care Practitioners ~~licensed to practice medicine in Nebraska~~ on the Protocol form ~~entitled "Protocol: Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)" ("Protocol")~~. The superintendent shall publish this policy and Protocol in each student and employee handbook.

The superintendent shall arrange to have a qualified medical ~~person~~ professional train employees, and for training updates as necessary. This may be a medical doctor, qualified school nurse, or other person qualified to train staff on the medication of students.

Adopted on: _____
Revised on: _____
Reviewed on: _____

SUPPLEMENTAL APPLICATION FOR STUDENT TRANSFER
NEBRASKA ENROLLMENT OPTION PROGRAM

Student Name: (Last, First, M.I.)
Student Birthdate: (mm/dd/yyyy)
Parent/Guardian Name: (Last, First, M.I.)

I am the parent/guardian of the student listed above ("Student") who has applied for option enrollment in _____ Public Schools (the "Option School District") beginning in the _____ school year. I am submitting this complete form to supplement a Nebraska Department of Education Application for Student Transfer that I have also submitted to the Option School District.

As used in this document, "siblings" means all children residing in the same household on a permanent basis who have the same mother or father or who are stepbrother or stepsister to each other who have not received a high school diploma or its equivalent. The following individuals are siblings of Student:

SIBLING 1	
Name: (Last, First, M.I.)	Birthdate: (mm/dd/yyyy)
School District in which currently enrolled:	Currently has an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP): Yes / No

SIBLING 2	
Name: (Last, First, M.I.)	Birthdate: (mm/dd/yyyy)
School District in which currently enrolled:	Currently has an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP): Yes / No

SIBLING 3	
Name: (Last, First, M.I.)	Birthdate: (mm/dd/yyyy)
School District in which currently enrolled:	Currently has an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP): Yes / No

FOR INTERNAL USE ONLY

RECEIVED BY: _____ DATE: _____

SIBLING 4	
Name: (Last, First, M.I.)	Birthdate: (mm/dd/yyyy)
School District in which currently enrolled:	Currently has an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP): Yes / No

SIBLING 5	
Name: (Last, First, M.I.)	Birthdate: (mm/dd/yyyy)
School District in which currently enrolled:	Currently has an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP): Yes / No

SIBLING 6	
Name: (Last, First, M.I.)	Birthdate: (mm/dd/yyyy)
School District in which currently enrolled:	Currently has an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP): Yes / No

Use additional sheets if necessary.

I understand that my failure to submit a complete form and the requested documentation may inhibit, delay, or prevent the Option School District from having the information that it needs to timely accept or reject my Student's application. I hereby certify that the information that I have submitted on this form is complete and accurate.

FERPA RELEASE. By signing below, I further authorize the following educational agencies or institutions to release education records about Student or any of Student's siblings to the Option School District:

(1) any and all educational agencies or institutions in which Student or any of Student's siblings are currently (or have ever been) enrolled,
(2) any and all educational agencies or institutions that are providing (or have ever provided) services to Student or any of Student's siblings, and/or
(3) any and all educational agencies or institutions to which Student or any of Student's siblings have ever applied for enrollment.

It is my intention for this release to allow the Option School District to access all education records of Student or any of Student's siblings without limitation. I understand that this authorization will be effective until I revoke it in writing.

Signature of Parent/Guardian

Date

5004
Option Enrollment

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

1. Definitions

a. Option Student Defined. Option student means a nonresident student who has chosen to attend the school district under the provisions of the option enrollment program.

b. Resident School District Defined. Resident school district means the school district in which a student resides or in which the student is admitted as a resident of the school district pursuant to state law.

c. Option School District Defined. Option school district means the school district that a student chooses to attend other than his or her resident school district.

d. Elementary School Defined. Elementary school means grades K - _____.

e. Middle School Defined. Middle school means grades _____ - _____.

f. High School Defined. High school means grades _____ through 12.

g. Individual Student Defined. Individual Student means the individual person seeking to begin attendance as an option student in the school district and who such person's parent or legal guardian has identified in a written~~n~~ application for option enrollment submitted to the school board.

h. Applicants Defined. Applicants means the Individual Student together with all siblings of the Individual Student.

i. Siblings Defined. Siblings means all children residing in the same household on a permanent basis who have the same mother

or father or who are stepbrother or stepsister to each other who have not received a high school diploma or its equivalent.

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

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

4. **Automatic Acceptance.** The option school district must automatically accept applications of Individual Students under the following circumstances:

   a. The Individual Student relocates in a different school district but wants to continue attending his or her original resident school district and the Individual Student has been enrolled in his or her original resident school district for the immediately preceding two years (in which case the time deadlines are waived);

   b. The Individual Student relocates in a different school district but wants to continue attending the option school district (in which case the time deadlines are waived); or

   ~~3.~~c. The Individual Student is a sibling of an option student enrolled in the option school district.

~~4.~~5. **Standards for Acceptance or Rejection of All Other Option Students.** ~~N~~For Individual Students not entitled to automatic acceptance as described in the preceding section, no application for option enrollment may be accepted if enrollment in the school district if any of the Applicants would exceed the school district's capacity as described in this section.

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

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

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

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

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

i. Would increase the operating costs of the school district, such as by requiring the hiring of new staff or contracting with outside entities to provide services to any of the ~~student~~Applicants;
ii. Would require the procurement of new equipment, technology, or furnishings;
iii. Would cause or require the rearrangement of caseloads for staff and contracted professionals;

iv. Is reasonably deemed by appropriate school staff to pose a potential risk to the health or safety of students or staff;

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

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

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

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

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

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

~~5.~~6. **False or Misleading Option Applications.** If, prior to the ~~student's~~Individual Student's attendance as an option student, the school district discovers that a previously accepted option application contained false or substantively misleading information about any of the Applicants, the option application will be rejected.

~~6.~~7. **Academic Credits and Graduation.** The school district shall accept credits toward graduation that were awarded by another school district, and shall award a diploma to an option student if the student meets the graduation requirements of the school district.

~~7.~~8. **Information Regarding Schools, Programs, Policies and Procedures.** The school district, its officers and employees, shall make information about the school district and its schools, programs, policies and procedures available to all interested people.

~~8.~~9. **Procedure for Students Optioning Into or Out of the School District.**

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

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

~~9.~~10. **Late Applications and Requests for Release**

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

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

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

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

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

i. When the resident district has released the student, or if the student is an option student at the time of such application and applying to become an option student at a subsequent option school district, a release approval from the option school district the student is attending at the time of such application;

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

OR

b. The board of education will deny all applications to option into the district that are received by the district after March 15 of the school year prior to the student's requested enrollment.

c. The superintendent will notify parents or guardians who have submitted properly completed option applications after March 15th no later than 60 days following submission of the application of the board's acceptance or rejection of the application.

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

a. A student does not need to be released from his/her resident district or the option school district the student is attending at the time of application under the following circumstances:

i. When the student has relocated to a different resident school district after February 1

ii. When a student's option school district merges with another district effective after February 1

b. The school district shall accept or reject an application from a student under this paragraph using the criteria set forth in this policy and will accept or reject the application within forty-five days.

11. Cancellation of Option.

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

a. Attend the option school district until graduation or relocation/re-option in a different resident school district unless the student

chooses to return to the resident school district, in which case the student's parent or legal guardian shall timely submit a cancellation form to the school board or board of education of the option school district and the resident school district for approval for the following year.

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

12. Authority of Superintendent.

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

Adopted on: _____
Revised on: _____
Reviewed on: _____

5004
Option Enrollment

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

1. Definitions

a. Option Student Defined. Option student means a nonresident student who has chosen to attend the school district under the provisions of the option enrollment program.

b. Resident School District Defined. Resident school district means the school district in which a student resides or in which the student is admitted as a resident of the school district pursuant to state law.

c. Option School District Defined. Option school district means the school district that a student chooses to attend other than his or her resident school district.

d. Elementary School Defined. Elementary school means grades K -6.

e. Middle School Defined. Middle school means grades 7-8.

f. High School Defined. High school means grades 9 through 12.

g. Individual Student Defined. Individual Student means the individual person seeking to begin attendance as an option student in the school district and who such person's parent or legal guardian has identified in a written application for option enrollment submitted to the school board.

h. Applicants Defined. Applicants means the Individual Student together with all siblings of the Individual Student.

i. Siblings Defined. Siblings means all children residing in the same household on a permanent basis who have the same mother or father or who are stepbrother or stepsister to each other who have not received a high school diploma or its equivalent.

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

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

4. **Automatic Acceptance.** The option school district must automatically accept applications of Individual Students under the following circumstances:

   a. The Individual Student relocates in a different school district but wants to continue attending his or her original resident school district and the Individual Student has been enrolled in his or her original resident school district for the immediately preceding two years (in which case the time deadlines are waived);

   b. The Individual Student relocates in a different school district but wants to continue attending the option school district (in which case the time deadlines are waived); or

   c. The Individual Student is a sibling of an option student enrolled in the option school district.

5. **Standards for Acceptance or Rejection of All Other Option Students.** For Individual Students not entitled to automatic acceptance as described in the preceding section, no application for option enrollment may be accepted if enrollment in the school district if any of the Applicants would exceed the school district's capacity as described in this section.

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

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

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

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

d. **Other Standards for Acceptance or Rejection of Option Enrollment Applications.** In addition to the numeric and programmatic capacity standards outlined above, the school district shall not accept any application for option enrollment when enrollment of any of the Applicants:

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

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

e. Prohibited Standards. The school district shall not base the decision to accept or reject the application of the Individual Student on any of the Applicants' previous academic achievement, athletic or other extracurricular ability, disabling condition(s), proficiency in the English language, or previous disciplinary proceedings.

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

i. in the order in which written applications were received by the school district.

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

6. False or Misleading Option Applications. If, prior to the Individual Student's attendance as an option student, the school district discovers that a previously accepted option application contained false or substantively misleading information about any of the Applicants, the option application will be rejected.

7. Academic Credits and Graduation. The school district shall accept credits toward graduation that were awarded by another school district, and shall award a diploma to an option student if the student meets the graduation requirements of the school district.

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

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

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

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

10. Late Applications and Requests for Release

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

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

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

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

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

i. When the resident district has released the student, or if the student is an option student at the time of such application and applying to become an option student at a subsequent option school district, a release approval from the option school district the student is attending at the time of such application;

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

b. The superintendent will notify parents or guardians who have submitted properly completed option applications after March 15th no later than 60 days following submission of the application of the board's acceptance or rejection of the application.

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

a. A student does not need to be released from his/her resident district or the option school district the student is attending at the time of application under the following circumstances:

i. When the student has relocated to a different resident school district after February 1

ii. When a student's option school district merges with another district effective after February 1

b. The school district shall accept or reject an application from a student under this paragraph using the criteria set forth in this policy and will accept or reject the application within forty-five days.

11. Cancellation of Option.

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

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

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

12. Authority of Superintendent.

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

Adopted on: _____
Revised on: _____
Reviewed on: _____

4056
Resignation of Certificated Staff

Certificated staff members who know they will not be returning to employment at the school district for the following school year are encouraged to submit their resignations as early as possible, to enable the board to find suitable replacements. Unless otherwise required by law or contract, the following resignation requirements apply.

Staff members who submit their resignations to the board of education by the earlier of (a) April 15th or (b) the date designated in a written request of the school board or the administrators to accept employment for the next school year pursuant to section 79-829 (provided that such acceptance date may not be earlier than March 15th of each year) will be released from the next school year's contract. Staff members who refuse to fulfill their contractual obligations will be reported to the Commissioner of Education~~Professional Practices Committee of the Nebraska Department of Education~~.

Adopted on: _____
Revised on: _____
Reviewed on: _____

4056
Resignation of Certificated Staff

Certificated staff members who know they will not be returning to employment at the school district for the following school year are encouraged to submit their resignations as early as possible, to enable the board to find suitable replacements. Unless otherwise required by law or contract, the following resignation requirements apply.

Staff members who submit their resignations to the board of education by the earlier of (a) April 15th or (b) the date designated in a written request of the school board or the administrators to accept employment for the next school year pursuant to section 79-829 (provided that such acceptance date may not be earlier than March 15th of each year) will be released from the next school year's contract. Staff members who refuse to fulfill their contractual obligations will be reported to the Commissioner of Education.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5003
Admission of Part-Time Students

A student may be permitted to enroll on a part-time basis pursuant to this policy and applicable curricular practices when enrollment is appropriate for reasons that include but are not limited to the following: the student attends another education institution on a primary basis; is enrolled for a limited number of credit hours needed to graduate; has a modified schedule because of a disability or as part of an individualized education plan; or is a student who attends a private, denominational, or parochial school or a school that elects not to meet accreditation or approval requirements (referred to herein as an exempt school student or an exempt school, respectively).

Eligibility and Application for Enrollment. A student may be eligible for part-time enrollment if the student:

1. is of appropriate age to attend school;
2. is a resident of this school district;
3. is ~~or~~ a resident of another school district attending a private, denominational, parochial, or exempt school, but only~~. For residents of another school district, the student is only eligible to part-time enroll~~ if
    a. this school district is the closest to the student's residence that offers the extracurricular sport or activity they desire to participate in, and their resident school district does not offer that sport or activity;~~,~~ or
    b. the school building the student would attend if accepted for part-time enrollment is closer than the school building the student attends or would attend at the resident district;
4. has not graduated from high school; and
5. has not received a graduate equivalency diploma.

The parent or guardian must meet all of the district's admission requirements and file an application for enrollment on forms provided by the school district by March 15 prior to the year of enrollment. For second semester high school courses, the application must be filed by March 15. For students who move into the district mid-semester, the application must be filed within 20 days of moving into the district. The administration shall review the application, determine whether to approve or deny it, notify the parent or guardian, and schedule enrollment at an educationally appropriate time in the building or attendance center of the administration's choice. Enrollment does not carry over from one school year to the next, and the parent or guardian must apply for enrollment each school year.

Limitations Based on Resources. The part-time enrollment of students is subject to limitations for grades, classes, courses, and programs based on the limited resources available to the school district. Full-time students shall be given priority for enrollment in grades, classes, courses, and programs.

Placement of Students. Students accepted for part-time enrollment shall be placed in courses for which they have adequate preparation and which are determined to be educationally appropriate based on criteria that include, but are not limited to the student's age, achievement test scores, academic record, evaluation by school personnel and any other standards used by the district for the placement of students.

Grades and Academic Honors. Students accepted for part-time enrollment shall receive grades, report cards, and transcripts, but shall not be eligible to graduate, receive a diploma or qualify for class ranking unless they meet all district requirements including earning a sufficient number of credit hours and semesters of attendance.

Applicability of School Rules. Students accepted for part-time enrollment are subject to all rules and standards of the board of education and administration as set forth in policy, handbooks or other communications, as well as the rules and directives of the building administration and staff. They must remain on the school campus during scheduled classes but must leave the school campus when not engaged in a course, course-related activity, or an extracurricular activity or sport, unless the building principal approves their presence. Students who violate school policies, rules, or directives shall be subject to disciplinary procedures up to and including suspension and expulsion.

Extracurricular Sports and Activities. [OPTION 1: accredited private school students can't participate] Students who are enrolled in a private, denominational, or parochial school may not participate in extracurricular sports and activities sponsored by the school district.

[OPTION 2: accredited private school students can participate]. Students who are enrolled in a private, denominational, or parochial school may not participate in extracurricular sports and activities sponsored by the school district if they participate in extracurricular sports and activities at any other public, private, denominational, or parochial school. Any such students who desire to participate in extracurricular sports and activities at the school district must enroll in the following number of credit hours from the school district:

1. For extracurricular sports and activities regulated by an athletics or activities association in which this school district is a member: 5 credit hours.
2. For extracurricular sports and activities governed by a national or state organization other than an athletics or activities association, such as FFA: the minimum number of credit hours offered by the school district as required by that national or state organization.
3. For extracurricular sports and activities not regulated or governed by any such entity: [INSERT NUMBER 0-5 credit hours]. ~~must be enrolled in 5 credit hours in this school district to participate. [Choice A: let them participate in non-regulated activities without enrolling in classes] Students seeking to participate in extracurricular sports and activities not regulated by such an entity may participate without enrolling in any classes at the school district but must still fill out the application form. [Choice B: require some number of credit hours from the district to participate in non-regulated activities]. Students seeking to participate in extracurricular sports and activities not regulated by such an entity may only participate if they enroll in at least [insert your number here] credit hours on a part-time basis.~~

Exempt school students may only participate in extracurricular sports and activities if they are enrolled in at least 20 total credit hours per semester, when combining the exempt school credit hours and credit hours taken on a part-time basis at the school district. ~~and enrolled in the number of credit hours at this school district set out below.~~ Exempt school students are not eligible to participate in extracurricular sports and activities sponsored by the school district if they participate in any sport or activity sponsored by any other public, private, denominational, or parochial school. Any such students who desire to participate in extracurricular sports and activities at the school district must enroll in the following number of credit hours from the school district:

1. For extracurricular sports and activities regulated by an athletics or activities association in which this school district is a member: 5 credit hours.
~~1.~~2. For extracurricular sports and activities governed by a national or state organization other than an athletics or activities association, such as FFA: the minimum number of credit hours offered by the school district as required by that national or state organization.
~~2.~~3. For extracurricular sports and activities not regulated or governed by any such entity: [INSERT NUMBER 0-5 credit hours]~~Any such students who desire to participate in extracurricular sports and activities regulated by an athletics or activities association in which this school district is a member must be enrolled in 5 credit hours in this school district to participate. [Choice A: let them participate non-~~

~~regulated activities without enrolling in classes]~~ ~~Students seeking to participate in extracurricular sports and activities not regulated by such an entity may participate without enrolling in any classes at the school district but must still fill out the application form.~~ ~~[Choice B: require some number of credit hours from the district to participate in non-regulated activities]~~. ~~Students seeking to participate in extracurricular sports and activities not regulated by such an entity may only participate if they enroll in at least [insert your number here] credit hours on a part-time basis~~.

All students permitted to participate in extracurricular sports and activities under this policy must also meet all other eligibility requirements set by the board, administration, and coach/sponsor prior to participating and for continued participation in the sport or activity. This includes but is not limited to rules for completing courses; up/down lists for deficient grades and/or incompletes; and all eligibility and other requirements of the Nebraska School Activities Association and any other governing bodies for the activity or sport.

Transportation. Part-time school students are not entitled to transportation or reimbursement for transportation to and from the school for class attendance purposes, unless required by law. Eligible part-time students are entitled to transportation to and from practices and extracurricular events to the same extent as the school district's full-time students, but part-time students must arrange their own transportation and arrive timely to the designated pick-up point for such transportation.

Option Enrollment. Students may not enroll on a part-time basis pursuant to the school's option enrollment program.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5003
Admission of Part-Time Students

A student may be permitted to enroll on a part-time basis pursuant to this policy and applicable curricular practices when enrollment is appropriate for reasons that include but are not limited to the following: the student attends another education institution on a primary basis; is enrolled for a limited number of credit hours needed to graduate; has a modified schedule because of a disability or as part of an individualized education plan; or is a student who attends a private, denominational, or parochial school or a school that elects not to meet accreditation or approval requirements (referred to herein as an exempt school student or an exempt school, respectively).

Eligibility and Application for Enrollment. A student may be eligible for part-time enrollment if the student:

1. is of appropriate age to attend school;
2. is a resident of this school district;
3. is a resident of another school district attending a private, denominational, parochial, or exempt school, but only if
    a. this school district is the closest to the student's residence that offers the extracurricular sport or activity they desire to participate in, and their resident school district does not offer that sport or activity; or
    b. the school building the student would attend if accepted for part-time enrollment is closer than the school building the student attends or would attend at the resident district;
4. has not graduated from high school; and
5. has not received a graduate equivalency diploma.

The parent or guardian must meet all of the district's admission requirements and file an application for enrollment on forms provided by the school district by March 15 prior to the year of enrollment. For second semester high school courses, the application must be filed by March 15. For students who move into the district mid-semester, the application must be filed within 20 days of moving into the district. The administration shall review the application, determine whether to approve or deny it, notify the parent or guardian, and schedule enrollment at an educationally appropriate time in the building or attendance center of the administration's choice. Enrollment does not carry over from one school year to the next, and the parent or guardian must apply for enrollment each school year.

Limitations Based on Resources. The part-time enrollment of students is subject to limitations for grades, classes, courses, and programs based on the

limited resources available to the school district. Full-time students shall be given priority for enrollment in grades, classes, courses, and programs.

Placement of Students. Students accepted for part-time enrollment shall be placed in courses for which they have adequate preparation and which are determined to be educationally appropriate based on criteria that include, but are not limited to the student's age, achievement test scores, academic record, evaluation by school personnel and any other standards used by the district for the placement of students.

Grades and Academic Honors. Students accepted for part-time enrollment shall receive grades, report cards, and transcripts, but shall not be eligible to graduate, receive a diploma or qualify for class ranking unless they meet all district requirements including earning a sufficient number of credit hours and semesters of attendance.

Applicability of School Rules. Students accepted for part-time enrollment are subject to all rules and standards of the board of education and administration as set forth in policy, handbooks or other communications, as well as the rules and directives of the building administration and staff. They must remain on the school campus during scheduled classes but must leave the school campus when not engaged in a course, course-related activity, or an extracurricular activity or sport, unless the building principal approves their presence. Students who violate school policies, rules, or directives shall be subject to disciplinary procedures up to and including suspension and expulsion.

Extracurricular Sports and Activities.

Students who are enrolled in a private, denominational, or parochial school may not participate in extracurricular sports and activities sponsored by the school district if they participate in extracurricular sports and activities at any other public, private, denominational, or parochial school. Any such students who desire to participate in extracurricular sports and activities at the school district must enroll in the following number of credit hours from the school district:

1. For extracurricular sports and activities regulated by an athletics or activities association in which this school district is a member: 5 credit hours.
2. For extracurricular sports and activities governed by a national or state organization other than an athletics or activities association, such as FFA: the minimum number of credit hours offered by the school district as required by that national or state organization.

3. For extracurricular sports and activities not regulated or governed by any such entity: 5 credit hours.

Exempt school students may only participate in extracurricular sports and activities if they are enrolled in at least 20 total credit hours per semester, when combining the exempt school credit hours and credit hours taken on a part-time basis at the school district. Exempt school students are not eligible to participate in extracurricular sports and activities sponsored by the school district if they participate in any sport or activity sponsored by any other public, private, denominational, or parochial school. Any such students who desire to participate in extracurricular sports and activities at the school district must enroll in the following number of credit hours from the school district:

1. For extracurricular sports and activities regulated by an athletics or activities association in which this school district is a member: 5 credit hours.
2. For extracurricular sports and activities governed by a national or state organization other than an athletics or activities association, such as FFA: the minimum number of credit hours offered by the school district as required by that national or state organization.
3. For extracurricular sports and activities not regulated or governed by any such entity:5 credit hours.

All students permitted to participate in extracurricular sports and activities under this policy must also meet all other eligibility requirements set by the board, administration, and coach/sponsor prior to participating and for continued participation in the sport or activity. This includes but is not limited to rules for completing courses; up/down lists for deficient grades and/or incompletes; and all eligibility and other requirements of the Nebraska School Activities Association and any other governing bodies for the activity or sport.

Transportation. Part-time school students are not entitled to transportation or reimbursement for transportation to and from the school for class attendance purposes, unless required by law. Eligible part-time students are entitled to transportation to and from practices and extracurricular events to the same extent as the school district's full-time students, but part-time students must arrange their own transportation and arrive timely to the designated pick-up point for such transportation.

Option Enrollment. Students may not enroll on a part-time basis pursuant to the school's option enrollment program.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5045
Student Fees

The school district shall provide free instruction in accordance with the Nebraska State Constitution and the Nebraska statutes. The district also provides activities, programs, and services that extend beyond the minimum level of constitutionally required free instruction. Under the Public Elementary and Secondary Student Fee Authorization Act, the district is permitted to charge students fees for these activities or to require students to provide specialized equipment and attire for certain purposes. This policy is subject to further interpretation or guidance by administrative or board regulations. Students are encouraged to contact their building administration, their teachers or their coaches, and sponsors for further specifics.

A. Definitions.

1. "Students" means students, their parents, guardians or other legal representatives.

2. "Extracurricular activities" means student activities or organizations that (1) are supervised or administered by the district; (2) do not count toward graduation or advancement between grades; and (3) are not otherwise required by the district.

3. "Post-secondary education costs" means tuition and other fees associated with obtaining credit from a post-secondary educational institution.

B. Listing of Fees Charged by this District.

1. Guidelines for Clothing Required for Specified Courses and Activities.

Students are responsible for complying with the district's grooming and attire guidelines and for furnishing all clothing required for any special programs, courses or activities in which they participate. The teacher, coach, or sponsor of the activity will provide students with written guidelines that detail any special clothing requirements and explain why the special clothing is required for the specific program, course or activity.

2. Safety Equipment and Attire.

The district will provide students with all safety equipment and attire that is required by law. Building administrators will assure that (a) such equipment is available in the appropriate classes and areas of the school buildings, (b) teachers are directed to instruct students in the use of such devices, and (c) students use the devices as required. Students are responsible for using the devices safely and as instructed.

3. Personal or Consumable Items.

The district does/does not provide students with personal or consumable items for participation in courses and activities including, but not limited to, pencils, paper, pens, erasers and notebooks. Students who wish to supply their own personal or consumable items may do so, as long as those items comply with the requirements of the district. The district will provide students with facilities, equipment, materials and supplies, including books. Students are responsible for the careful and appropriate use of such property. Students will be charged for damage to school property caused by the student and will be held responsible for the reasonable replacement cost of any school property that they lose.

4. Materials Required for Course Projects.

The district will provide students with the materials necessary to complete all basic curricular projects. In courses where students choose to produce a project that requires materials beyond the basic materials provided by the district, the students will furnish the materials, purchase the materials from the school, or purchase the materials from an outside vendor with an order form provided by the school.

5. Technological Devices

The district will provide students with the technological devices necessary to complete all basic curricular projects. To the extent that a student is not required by the district's curriculum to utilize a device off district property, the district may charge students a convenience fee to take the device off district property. The maximum dollar amount of this convenience fee charged by the district will be $100.

As with all school property, students may be charged for damage to such devices. To protect against such potential losses, students and parents may,

but are not required, to purchase insurance coverage for the devices. The maximum dollar amount of this insurance coverage facilitated by the district will be $100. The district may also charge a damage deposit which will be returned or may be rolled to cover the damage deposit for the next year if it is not needed to cover the costs of any damage to the device. The maximum dollar amount of this damage deposit will be $100.

Additionally, the district may allow students to purchase technological devices by arranging for the students to purchase these devices through a single, or series of, payments.

6. Extracurricular Activities.

The district may charge students a fee to participate in extracurricular activities to cover the district's reasonable costs in offering such activities. The district may require students to furnish specialized equipment and clothing that is required for participation in extracurricular activities, or may charge a reasonable fee for the use of district-owned equipment or attire. Attached to this policy is a list of the fees charged for particular activities. The coach or sponsor will provide students with additional written guidelines detailing the fees charged, the equipment and/or clothing required, or the usage fee charged. The guidelines will explain the reasons that fees, equipment and/or clothing are required for the activity.

The following list details the maximum dollar amount of all extracurricular activities fees and the specifications for any equipment or attire required for participation in extracurricular activities:

Program	**General Description of Fee or Material**	**$ Amount of Fee (Anticipated or Maximum) or Specific Material Required**
Elementary Program		
Art	Old T-Shirt	Less than $20.00
Separate Class	Field Trip	Less than $20.00
Band	Book	Less than $25.00
Secondary Program	**General Description of Fee or Material**	**$ Amount of Fee (Anticipated or Maximum) or Specific Material Required**
Art	Take home project	Less than $100.00
Shop	Take home project	Cost of materials $1000
Band	Reeds, etc	Less than $50.00
PE	Clothing/Shoes	Less than $150.00
Shop	Welding Fee	$50.00 Per Quarter

Shop	Jr High Project Fee	$50.00
Choir	Skirt (Pants)/Blouse (Shirt)	$75.00
Choir	Audition Fees	Less than $50.00
All areas	Computer use fee/insurance	Less than $100
Extracurricular and other programs		
Activities	Admission	$6.00 Districts and State will be higher
Sports	Shoes	Less than $200.00
Sports	Clothing (undergarments)	Less than $100.00
Sports	Personal shirts with printed name	Less than $50.00 each
Sports	Ankle, knee, etc braces as needed	Cost of brace
Band	Uniform cleaning	Less than $50.00
Band	Lunches after marching	Less than $30.00
Band	Marching Shoes	Less than $50.00
Band	Audition Fees	Less than $30.00
Sports	Meals after games	Less than $100.00
Drama/Speech/Sports	Meals at meets/contests	Less than $50.00
Cheerleader/Dance Team	Uniforms	Less than $2,000.00
Drama	Team T-Shirts	Less than $30.00
Drama	Entry Reimbursement Fee	Under $20 per event

Additional Specification of Fees Which May Be Charged and Materials Which May be Required Pursuant to the Student Fee Policy:

7. Post-Secondary Education Costs.

Some students enroll in postsecondary courses while still enrolled in the district's high school. As a general rule, students must pay all costs associated with such post-secondary courses. However, for a course in which students receive high school credit or a course being taken as part of an approved accelerated or differentiated curriculum program, the district shall offer the course without charge for tuition, transportation, books, or other fees. Students who choose to apply for post-secondary education credit for these courses must pay tuition and all other fees associated with obtaining credits from a post-secondary educational institution. The costs of these items will naturally vary, but the maximum dollar amount of the fee is anticipated to be $500 per course.

8. Transportation Costs.

The district will charge students reasonable fees for transportation services provided by the district to the extent permitted by federal and state statutes and regulations.

The maximum dollar amount of the transportation fee charged by this district shall be $200.

9. Copies of Student Files or Records.

The district will charge a fee for making copies of a student's files or records for the parents or guardians of such student. The Superintendent or the Superintendent's designee shall establish a schedule of student record fees. Parents of students have the right to inspect and review the students' files or records without the payment of a fee, and the district shall not charge a fee to search for or retrieve any student's files or records.

The district will charge a fee of $.25 per page for reproduction of student records.

10. Participation in Before-and-After-School or Pre-Kindergarten Services.

The district will charge reasonable fees for participation in before-and-after school or pre-kindergarten services offered by the district pursuant to statute.

The maximum dollar amount charged by the district for these services shall be $40.

11. Participation in Summer School or Night School.

The district will charge reasonable fees for participation in summer school or night school and may charge reasonable fees for correspondence courses.

The maximum dollar amount charged by the district for these services shall be $40/ hour.

12. Charges for Food Consumed by Students.

The district will charge for items that students purchase from the district's breakfast and lunch programs. The fees charged for these items will be set according to applicable federal and state statutes and regulations. The district will charge students for the cost of food, beverages, and the like that students purchase from a school store, vending machine, booster club or from similar sources. Students may be required to bring money or food for field trip lunches and similar activities.

The maximum dollar amount charged by the district for the breakfast and lunch programs is as follows:

- Breakfast Program – Grades PreK-8
  - Regular Price $2.35
  - Reduced Price $ Free
- Breakfast Program – Grades 9-12
  - Regular Price $2.35
  - Reduced Price $ Free
- Lunch Program – Grades PreK-6
  - Regular Price $3.60
  - Reduced Price $ Free
- Lunch Program – Grades 7-12
  - Regular Price $3.85
  - Reduced Price $ Free

C. Waiver Policy.

Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for (1) participation in extracurricular activities, (2) materials for course projects, and (3) the use of a musical instrument in optional music courses that are not extracurricular activities. Actual participation in the free or reduced-price lunch program is not required to qualify for the waivers provided in this section. The district is not obligated to provide any particular type or quality of equipment or other material to eligible students. Students who wish to be considered for waiver of a particular fee must submit a completed fee waiver application to their building principal.

D. Distribution of Policy.

This policy will be published in the Student Handbook or its equivalent that will be provided to students at no cost.

E. Voluntary Contributions to Defray Costs.

The district will, when appropriate, request donations of money, materials, equipment or attire from parents, guardians and other members of the community to defray the costs of providing certain services and activities to students. These requests are not requirements and staff members of the

district are directed to clearly communicate that fact to students, parents and patrons.

F. Fund-Raising Activities

Students may be permitted or required to engage in fund-raising activities to support various curricular and extracurricular activities in which they participate. Students who decline to participate in fund-raising activities are not eligible under this policy for waiver of the costs or fees which the fund-raising activity was meant to defray.

G. Student Fee Fund.

The school board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund that will not be funded by tax revenue, and that will serve a depository for all monies collected from students for (1) participation in extracurricular activities, (2) post-secondary education costs, and (3) summer school or night school courses. Monies in the Student Fee Fund shall be expended only for the purposes for which they were collected from students.

Adopted on: July 10, 2023
Revised on: _____
Reviewed on: _____

5018
Parent Involvement in Education Practices

For purposes of this policy, "parent" includes a parent, guardian, or educational decisionmaker (a person designated or ordered by a court to make educational decisions on behalf of a student).

The school district recognizes the importance of parental involvement in the education of their children. To the extent practicable, the school district will make a reasonable effort to make any learning materials, including original materials, available for inspection by a parent upon request.

The school district will take the following steps to ensure that the rights of parents to participate in the education of their children are preserved.

1. Parents will be provided access to textbooks, tests, activities information; digital materials; websites or applications used for learning; training materials for teachers, administrators, and staff; procedures for the review and approval of training materials, learning materials, and activities; and other curriculum materials ("curricular materials") as follows:

    a. A parental request to review specific curricular materials (written, visual, or audio) should be made to the principal of the building where the curricular materials are used.
    b. The building principal will assess the request and determine the allowable volume and time frame of the review to prevent disruption to the efficient operations of the district.
    c. The purpose of this provision is to allow reasonable access to the extent practicable. Individuals who make requests (a) for the purpose of adding staff burden; (b) at an unreasonable frequency or volume; or (c) for purposes inconsistent with the efficient operations of the district may be denied access to materials.
    d. A parental request to review specific standardized and criterion-referenced tests used in the district should be made in writing to the building principal. Copies of the most recent tests used in the district will be available for parent review. Parents wishing to review statewide assessments will be provided with sample questions and a copy of a practice test, but will not be provided with copies of the actual assessment due to testing security. In the case of other secure tests such as the ACT, parents must contact the publisher to obtain copies of the test.

2. Parents will be permitted, within district procedures, to attend and observe courses, assemblies, counseling sessions, and other instructional activities.

    a. Parents are invited to make appointments with the building principal to visit classes, assemblies, and other instructional activities. The principal shall give permission after determining that parental observation would not disrupt the activity. Observations that last more than 60 minutes or occur on consecutive days are typically disruptive and will not be permitted absent unusual circumstances, in the sole discretion of the building principal.

    b. Parents may contact the building principal to request permission to attend counseling sessions in which their child is involved.

3. Parents may request that their children be excused from testing (except as provided below), classroom instruction, learning materials, activities, guest speaker events, and other school experiences ("school events") that parents find objectionable.

    a. Parents must submit this request in writing to the building principal for consideration.

    b. Building principals may excuse a student from any school events at the parent's written request if, in the principal's professional judgment, excusal from the activity would not result in diminution of the student's educational experience.

    c. When the building principal determines it appropriate, alternative experiences may be provided for the student by the school.

4. Parents will be informed through the student handbook and district policies of the manner that the district will provide access to records of students.

5. Parents will be informed of the standardized and criterion-referenced district testing program. Parents may request additional information from the building principal.

6. Parents will be informed of the circumstances under which they may opt-out of state and federal assessments.

a. In accordance with federal law, at the beginning of the school year, the District shall provide notice of the right to request a copy of this policy to parents of students attending schools receiving Title I funds. The District will provide a copy of this policy to a requesting parent in a timely manner.

b. State Assessments

State and federal law simultaneously require students to take state assessments, with few exceptions, but also permit parents to request to opt their students out of these assessments. Approval of opt out requests is contrary to the mandatory testing laws, so the District cannot "approve" the request. Parents who do not present their child for testing will result in the child receiving the lowest score possible on the assessment.

c. National Assessment of Educational Progress

As a condition of receiving federal funds, the District participates in the National Assessment of Educational Progress (NAEP). To help ensure that the District has a representative sample of students taking the NAEP, which will allow the District to assess the quality and effectiveness of its programming on a national level, the District strongly encourages all eligible students to participate. However, student participation in NAEP is voluntary.

The District shall provide parents of eligible students with reasonable notice prior to the exam being administered. Parents wishing to opt their students out of the NAEP assessment must notify the district in writing at least three days prior to the exam date to ensure that the District can coordinate supervision and alternative activities for students who have opted out.

7. Parents will be notified of their right to remove their children from surveys prior to district participation in surveys.

a. The principal must approve all surveys intended to gather information from students before they are administered to students.

b. Students' participation in surveys is voluntary. Parents may restrict their child from participating in any survey.

c. If the school administers (1) a survey requesting that students provide sexual information, mental health information, medical information, information on health-risk behaviors, religious information, information of political affiliation, or any other information that the school board deems to be sensitive in nature or (2) a non-anonymous survey requesting students provide information relating to drug, vape, alcohol, or tobacco use, the school district shall, at least fifteen days prior to the administration of the survey, notify parents, guardians, and educational decisionmakers of students that are to receive such survey. The notice will be made through the school's electronic notification system or by physical mail to the address on file for the student. The notice will describe the nature and types of questions included in the survey, the purposes and age-appropriateness of the survey, how information collected by the survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results of such survey will be disclosed.

d. Parents have the right to: (1) request that a copy of the survey be sent through the school's electronic notification system or physical mail to the address on file for the student, (2) review the survey in person at the school, and (3) exempt their child from participating in the survey.

e. Unless required by federal or state law or regulation, school personnel administering any survey shall not disclose personally identifiable information of a child.

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

g. The district will also comply with any survey requirements found in the district's policy on Protection of Pupil Rights.

8. The district will make this policy accessible by a prominently displayed link on its public website. Any amended policy will be made accessible within a reasonable time of its amendment.

Adopted on: ___July 10, 2023_____
Revised on: ___July 14, 2025_____
Reviewed on: _____

5057
District Title I Parent and Family Engagement Policy

The school district will jointly develop with parents a School-Parent-Student Compact that outlines how the parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

The written District Parent and Family Engagement Policy will be jointly developed and distributed to parents and family members of participating children and the local community in an understandable format and to the extent practicable, in a language the parents can understand. An annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy will be used to design evidence-based strategies for more effective parental involvement, to revise the Parent and Family Engagement Policy and to remove barriers to participation.

The school district recognizes the unique needs of students who are being served in its Title I program, and the importance of parent and family engagement in the Title I program. Parent and family engagement in the Title I Program shall include, but is not limited to:

1. An annual meeting to which all parents of participating children will be invited to inform parents of their school's participation under this part, to explain the requirements of this part, and the right of the parents to be involved. Invitations may take the form of notes sent with students or announcements in the school newsletter. Additional meetings may be scheduled, based upon need and interest for such meetings.

2. An explanation of the details for the child's and parents' participation, including but not limited to: curriculum objectives, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards, type and extent of participation, parental input in educational decisions, coordination and integration with other Federal, State, and district programs, and evaluations of progress.

3. Opportunities for participation in parent involvement activities such as training to help parents work with their children to

improve achievement. A goal of parent activities is to provide parents with opportunities to participate in decisions relating to the education of their students, where appropriate.

4. The district will, to the extent practicable, provide parents of limited English proficiency, parents with disabilities, parents with limited literacy, are economically disadvantaged, are of a racial or minority background or parents of migratory children with opportunities for involvement in the Title I Program. Communication to parents about student progress and the district's other Title I Program communications will be provided in the language used in the home to the extent practicable. Responses to parent concerns will be provided in a timely manner.

5. Opportunities for parent-teacher conferences, in addition to those regularly scheduled by the school district, if requested by the parents or as deemed necessary by school district staff.

6. The district will coordinate and integrate parental involvement programs and activities with other programs in the community. These may include cooperation with other community programs such as Head Start and preschools and other community services such as the public library.

7. Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

This policy shall be reviewed annually at the annual meeting where concerned parties can have a conversation about possible changes to the Parent and Family Engagement Policy.

Adopted on: July 10, 2023
Revised on: _____
Reviewed on: July 14, 2025