

Board of Education Regular Meeting

December 9, 2013 6:00 PM

District Board Office, Central Services
Building
765 Main St
Springfield, NE 68059

Agenda

- I. Policy Committee Meeting
- II. Finance Committee Meeting
- III. Call to Order and Roll Call
- IV. Notice of Open Meetings Act - Posted
- V. Consent Agenda
 - V.A. Minutes of the Previous Month's Meetings
 - V.B. Treasurer's Report
 - V.C. Statement of Activity Fund Accounts
 - V.D. Recommendation for Bill Payment
- VI. Items From Patrons on Agenda Items
- VII. Presentation- Manhattan School of Music Distance Learning
- VIII. Old Business
 - VIII.A. Adoption of State Social Studies Standards- 2nd Reading
 - VIII.B. Superintendent Evaluation
 - VIII.C. Out of State Travel Policy- 6271- 2nd Reading
- IX. New Business
 - IX.A. Superintendent Contract 2014-15; 2015-16
- X. Reports
 - X.A. School District Boundaries Discussion
 - X.B. Board member openings and election filing deadlines
 - X.C. Policy Committee Report
 - X.D. Student and Staff Successes
 - X.E. Holiday Luncheon for Staff Recognition
- XI. Items from Patrons on Items Not on Agenda
- XII. Advance Planning
- XIII. Executive Session
 - XIII.A. Personnel- Negotiations
 - XIII.B. Leave Executive Session
- XIV. Adjourn

Business OperationsFund Balance Reporting

Fund balance classification shall be recorded in accordance with governmental accounting standards as promulgated by the Governmental Accounting Standards Board (GASB), including GASB #54.

The order of spending and availability of the fund balance shall be to reduce funds from the listed areas in the following order: restricted, committed, assigned, and unassigned. Negative amounts shall not be reported for restricted, committed, or assigned funds.

Fund Balance shall mean the gross difference between governmental fund assets and liabilities reflected on the balance sheet. Governmental fund assets are those of the General Fund, Special Revenue Funds, Debt Service Funds, and Capital Project Funds.

The fund balance of the general fund finances most functions in the District. The fund balance of the general fund shall mean the gross difference between general fund assets and liabilities reflected on the balance sheet.

The five classifications of governmental fund balances are as follows:

1. Non-spendable fund balance means the portion of the gross fund balance that is not expendable (such as inventories) or is legally earmarked for a specific use (such as the self-funded reserves program).

Examples of non-spendable fund balance reserves for which fund balance shall not be available for financing general operating expenditures include: inventories, prepaid items, deferred expenditures, long-term receivables, and outstanding encumbrances.

2. Restricted fund balance includes amounts constrained to a specific purpose by the provider, such as a grantor. Examples of restricted fund balances include: child nutrition programs, technology programs, construction programs, and resources from other granting agencies.
3. Committed fund balance means that portion of the fund balance that is constrained to a specific purpose by the Board. Examples include: potential litigation, claims, and judgments and activity funds.
4. Assigned fund balance means that portion of the fund balance that is spendable or available for appropriation but has been tentatively earmarked for some specific purpose by the Superintendent or designee. Such plans or intent may change and

may never be budgeted, or may result in expenditures in future periods of time. Examples include: insurance deductibles program start-up costs; and other legal uses.

5. Unassigned fund balance includes amounts available for any legal purpose. This portion of the total fund balance in the general fund is available to finance operating expenditures.

The unassigned fund balance shall be the difference between the total fund balance and the total of the non-spendable fund balance, restricted fund balance, committed fund balance, and assigned fund balance.

Date of Adoption: [Insert Date]

**Notice of Eligibility and Rights & Responsibilities
Family and Medical Leave Act**

In general, to be eligible an employee must have worked for an employer for at least 12 months, meet the hours of service requirement in the 12 months preceding the leave, and work at a site with at least 50 employees within 75 miles. This form is to be provided within five business days of the employee notifying the employer of the need for FMLA leave. Part B provides employees with information regarding their rights and responsibilities for taking FMLA leave.

Part A - NOTICE OF ELIGIBILITY

TO: _____
Employee

FROM: _____
Employer Representative

DATE: _____

On _____, you informed us that you needed leave beginning on _____ for:

_____ The birth of a child, or placement of a child with you for adoption or foster care;

_____ Your own serious health condition;

_____ Because you are needed to care for your _____ spouse; _____ son or daughter; _____ parent due to his/her serious health condition.

_____ Because of a qualifying exigency arising out of the fact that your _____ spouse; _____ son or daughter; _____ parent is on covered active duty or call to covered active duty with the Armed Forces.

_____ Because you are the _____ spouse; _____ son or daughter; _____ parent next of kin of a covered service member with a serious injury or illness.

This Notice is to inform you that you:

_____ Are eligible for FMLA leave (See Part B below for Rights and Responsibilities).

_____ Are **not** eligible for FMLA leave, because (only one reason need be checked, although you may not be eligible for other reasons):

_____ You have not met the FMLA's 12-month length of service requirement. As of the first date of requested leave, you will have worked approximately _____ months towards this requirement.

_____ You have not met the FMLA's hours of service requirement.

_____ You do not work and/or report to a site with 50 or more employees within 75-miles.

If you have any questions, contact _____ or view the FMLA poster located in _____.

Part B-RIGHTS AND RESPONSIBILITIES FOR TAKING FMLA LEAVE

As explained in Part A, you meet the eligibility requirements for taking FMLA leave and still have FMLA leave available in the applicable 12-month period. **However, in order for us to determine whether your absence qualifies as FMLA leave, you must return the following information to us by _____.** (If a certification is requested, employers must allow at least 15 calendar days from receipt of this notice; additional time may be required in some circumstances). If sufficient information is not provided in a timely manner, your leave may be denied.

_____ Sufficient certification to support your request for FMLA leave. A certification form that sets forth the information necessary to support your request **is** / **is not** enclosed.

_____ Sufficient documentation to establish the required relationship between you and your family member.

_____ Other information needed (such as documentation for military family leave):

_____ No additional information requested.

If your leave **does qualify** as FMLA leave you will have the following responsibilities while on FMLA leave (only checked blanks apply):

_____ Contact _____ at _____ to make arrangements to continue to make your share of the premium payments on your health insurance to maintain health benefits while you are on leave. You have a minimum 30-day (or, indicate longer period, if applicable) grace period in which to make premium payments. If payment is not made timely, your group health insurance may be cancelled, provided we notify you in writing at least 15 days before the date that your health coverage will lapse, or, at our option, we may pay your share of the premiums during FMLA leave, and recover these payments from you upon your return to work.

_____ You will be required to use your available **sick**, **vacation**, and/or **other leave** during your FMLA absence. This means that you will receive your paid leave and the leave will also be considered protected FMLA leave and counted against your FMLA leave entitlement.

_____ Due to your status within the company, you are considered a “key employee” as defined in the FMLA. As a “key employee,” restoration to employment may be denied following FMLA leave on the grounds that such restoration will cause substantial and grievous economic injury to us. We **have** / **have not** determined that restoring you to employment at the conclusion of FMLA leave will cause substantial and grievous economic harm to us.

_____ While on leave you will be required to furnish us with periodic reports of your status and intent to return to work every _____.
(Indicate interval of periodic reports, as appropriate for the particular leave situation).

If the circumstances of your leave change, and you are able to return to work earlier than the date indicated on this form, you will be required to notify us at least two workdays prior to the date you intend to report for work.

If your leave does qualify as FMLA leave you will have the following **rights** while on FMLA leave:

- You have a right under the FMLA for up to 12 weeks of unpaid leave in a 12-month period calculated as a “rolling” 12-month period measured backward from the date of any FMLA leave usage.
- You have a right under the FMLA for up to 26 weeks of unpaid leave in a single 12-month period to care for a covered servicemember with a serious injury or illness. This single 12-month period commenced on _____
- Your health benefits must be maintained during any period of unpaid leave under the same conditions as if you continued to work.
- You must be reinstated to the same or an equivalent job with the same pay, benefits, and terms and conditions of employment on your return from FMLA-protected leave. (If your leave extends beyond the end of your FMLA entitlement, you do not have return rights under FMLA.)
- If you do not return to work following FMLA leave for a reason other than: (1) the continuation, recurrence, or onset of a serious health condition which would entitle you to FMLA leave; (2) the continuation, recurrence, or onset of a covered servicemember’s serious injury or illness which would entitle you to FMLA leave; or (3) other circumstances beyond your control, you may be required to reimburse us for our share of health insurance premiums paid on your behalf during your FMLA leave.
- If we have not informed you above that you must use accrued paid leave while taking your unpaid FMLA leave entitlement, you have the right to have ____ **sick**, ____ **vacation**, and/or ____ **other leave** run concurrently with your unpaid leave entitlement, provided you meet applicable requirements of the leave policy. Applicable conditions related to the substitution of paid leave are referenced or set forth below. If you do not meet the requirements for taking paid leave, you remain entitled to take unpaid FMLA leave.

____ For a copy of conditions applicable to sick/vacation/other leave usage please refer to _____ available at: _____.

____ Applicable conditions for use of paid leave: _____

Once we obtain the information from you as specified above, we will inform you, within five business days, whether your leave will be designated as FMLA leave and count towards your

FMLA leave entitlement. If you have any questions, please do not hesitate to contact: _____
_____ at _____.

Students

Admission Requirements

Minimum Age:

A child shall be eligible for admission into kindergarten at the beginning of the school year if the child is five years of age or will be five years of age on or before October 15 of the current school year (for school year 2012-13 and each school year thereafter; age of five years on or before July 31 of the calendar year in which the school year for which the child is seeking admission begins). The School Board ~~may~~ shall admit a child who will reach the age of five between October 16 and February 1 of the current school year (for school year 2012-13 and each school year thereafter; age of five years on or after August 1 and on or before October 15 of such school year) if the parent or guardian requests such entrance and provides an affidavit stating that (i) the child attended kindergarten in another jurisdiction in the current school year; (ii) the family anticipates a relocation to another jurisdiction that would allow admission within the current year; or (iii) the child is capable of carrying the work of kindergarten which can be demonstrated through a recognized assessment procedure approved by the Board.

Early admission based on assessment procedures is not permitted in the absence of an assessment procedure approved by the School Board. The School Board shall approve and make available a recognized assessment procedure for determining if a child is capable of carrying the work of kindergarten on or before January 1, 2012 and thereafter update the approved procedures as the School Board deems appropriate.

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

Graduates:

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

Age 21:

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

Birth Certificate, Physical, Visual Evaluation and Immunization:

The parents or legal guardian shall furnish:

- (1) A certified copy of the student's birth certificate issued by the state in which the child was born, upon admission of a child for the first time, shall be provided within 30 days of enrollment. Other reliable proof of the child's identify and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
- (2) Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
- (3) Evidence of a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.
- (4) Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox) and Haemophilus Influenzae type b (Hib) and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement refusing immunization or meets other exceptions established by law.
- (5) Every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

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

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

Enrollment of Expelled Students

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

Neb. Rev. Stat. § 79-214
Neb. Rev. Stat. §§ 79-217 to 79-223
Neb. Rev. Stat. § 79-266.01
173 NAC Chapters 3 and 4 (HHS Regulations)

Date of Adoption: October, 10, 2011

StudentsOption EnrollmentA. Process and Time Lines to Option In

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

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

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

Option 1 (Waiver unless at capacity):

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

Option 2 (No Deadline Waiver):

The application deadline will **not** be waived by the School Board for applications to option into the [Name] Public School District.

Option 3 (Limited Deadline Waiver):

The application deadline will **not** be waived by the School Board for applications to option into the [Name] Public School District, except in the following circumstances:

1. **Siblings:** The application deadline will be waived where the application is for a student who is the sibling of a student attending [Name] Public Schools as of the time the application is filed, provided the application is filed at least 30 days prior to the semester in which first enrollment is sought. A "sibling" for this purpose means a child who resides in the same household on a permanent basis with a student who is currently attending [Name] Public Schools and who has the same natural or adoptive parent or who is a stepbrother or stepsister.

2. Kindergarten: The application deadline will be waived where the application is for a student who is seeking to enroll and attend the Kindergarten grade level provided the application was filed on or before June 1 prior to the first semester of the next school year.
3. Release Approval: For the foregoing exceptions, the application must contain a release approval from the resident district.
4. Other Conditions: The waiver of the deadline in the above circumstances does not require acceptance of the application, as such applications may be rejected for reasons other than late filing.
5. Capacity: For the foregoing exceptions, the application deadline shall not be waived if the application is for enrollment in any program, class, grade level or school building or in any special education programs operated by this School District which have been determined by the School Board to be at capacity in accordance with the capacity standards (Appendix “1”), and no waiver of the deadline shall be made for such an application regardless of whether such capacity determinations are declared invalid for any reason.
6. Capacity for Late Filed Applications: Where an application is filed for enrollment in the same school year in which enrollment is sought, the “projected enrollment” determinations made pursuant to paragraph D shall be replaced with the “actual enrollment” as of the first day of school for the year of application, as determined by the Superintendent or the Superintendent’s designee, but only in the event such actual enrollment is higher than the projected enrollment. Actual enrollment shall include all students in attendance and all students registered to attend (even if not in actual attendance on the first day).

B. Rejection of Applications; Reasons

1. Capacity: An option enrollment application shall be rejected in the event the capacity of a program, class, grade level, or school building or the availability of appropriate special education programs operated by the School District would be exceeded by acceptance of the application, and an option enrollment application shall be rejected in the event the application is for enrollment in a program, class, grade level, or school building which has been declared unavailable to option students due to lack of capacity.
2. Timeliness: An option enrollment application shall be rejected in the event the application is not filed on a timely basis and the filing deadline has not been waived.

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

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

C. Priority of Acceptance

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

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

D. Determination of Capacity

The School Board will determine and set, on an annual basis, the maximum number of option enrollment applications the School District will accept in any program, class, grade level or school building or in any special education programs operated by this School District, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this School District will contract based on existing contractual arrangements, and availability of appropriate special education programs, and may declare a program, class or school unavailable to option students due to lack of capacity. Such determinations may be made in the form of an Appendix “1” to this Policy. The determination

and declaration made for any school year shall continue in effect for the next and subsequent school years unless otherwise determined and/or declared.

E. Releases for Options Out

Provisions for Release (Choose one or modify as desired):

Option 1 (No Release):

A request for release of a resident student of the [Name] Public School District who submits an enrollment option application after March 15 or any other statutory deadline will not be granted.

Option 2 (Release unless Expulsion is Pending):

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

Option 3 (Release Conditions):

A request for release of a resident student of the [Name] Public School District who submits an enrollment option application after March 15 or any other statutory deadline will be granted only on the following conditions:

1. Kindergarten: A release will be granted where the application is for a student who is seeking to enroll and attend the Kindergarten grade level provided the application was filed on or before June 1 prior to the first semester of the next school year.
2. Siblings: A release will be granted where the application would allow the student to attend the same school as a sibling, provided the application is filed at least 30 days prior to the semester in which first enrollment is sought. A “sibling” for this purpose means a child who resides in the same household on a permanent basis with a student who is currently enrolled in the option district and who has the same natural or adoptive parent or who is a stepbrother or stepsister.
3. Educational Programming: A release will be granted where the needs of the student require the District to obtain additional staffing or equipment and it is in the best interests of the District and the student to enroll in the option district. The determination of whether this condition is met shall be made by the Superintendent or the Superintendent’s designee.
4. No Pending Expulsion: The deadline shall not be waived if the administration is

considering or has recommended expulsion of the student at the time the application is filed, and the administration determines it is appropriate to complete the expulsion process.

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

F. Notification of Acceptance or Rejection

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

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

G. Applications Subsequent to Relocations or Mergers

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

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

H. Status of Option Student

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

building assignment for an option student, as well as classroom and grade level assignments, shall be determined by the administration.

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

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

As part of the option enrollment program, the administration shall make information about the [Name] Public Schools and its school, programs, policies and procedures available to

all interested persons and shall have a copy of the option enrollment policy and regulations available at each school building.

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

Date of Adoption: [Insert Date]

StudentsStudent AttendanceAttendance Policy and Excessive Absenteeism

Regular and punctual student attendance is required. The administration is responsible for developing further attendance rules and regulations, and all staff are expected to implement this policy and administrative rules and regulations to encourage regular and punctual student attendance. The Principals and teachers are required to maintain an accurate record of student attendance.

A. Attendance and Absences.

1. Absences from School - Definitions. An absence from school will be reported as:
(a) an excused absence or (b) an unexcused absence.
 - a. Excused Absence. Absences should be cleared through the Principal's office in advance whenever possible. All absences, except for illness and/or death in the family, require advance approval.

An absence for any of the following reasons may be excused, provided the required procedures have been followed:

- (1) Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents),
- (2) Illness which causes a student to be absent from school,
- (3) Doctor or dental appointment which require student to be absent from school,
- (4) Court appearances that are required by a court order,
- (5) School sponsored activities which require students to be absent from school,
- (6) Family trips in which student accompanies parent(s)/legal guardian(s), and
- (7) Other absences which have received prior approval from the Principal.

The Principal shall have the discretion to deny approval for any of the foregoing reasons, depending on circumstances such as the student's number of other absences, the student's academic status, the tests or other projects which may be missed, and in the case of a family trip, whether the

trip could be taken during non-school time and the educational nature of the trip.

- b. Unexcused Absence. An absence which is not excused is unexcused. A student who engages in unexcused absences may be considered truant as per state law Neb. Rev. Stat. ' 79-201. Truancy is a violation of school rules. Students are subject to disciplinary consequences for trancies.
2. Absence Procedure. A student will not be allowed to enter class after an absence until an admit slip, based upon a written or verbal parental excuse, is issued by the Principal's office.

Two school days will be allowed to make up work for each day missed, with a maximum of 10 days allowed to make up work.

3. Mandatory Ages of Attendance. A child is of mandatory age if the child will reach age 6 prior to January 1 of the then-current school year and has not reached 18 years of age.

Exceptions for Younger Students. Attendance is not mandatory for a child who has reached the age of 6 years of age prior to January 1 of the then-current school year, but will not reach age 7 prior to January 1 of such school year, if the child's parent or guardian has signed and filed with the school district in which the child resides an affidavit stating either: (1) that the child is participating in an education program that the parent or guardian believes will prepare the child to enter grade one for the following school year; or (2) that the parent or guardian intends for the child to participate in a school which has elected or will elect pursuant to law not to meet accreditation or approval requirements and the parent or guardian intends to provide the Commissioner of Education with a statement pursuant to section 79-1601(3) on or before the child's seventh birthday.

Exceptions for Older Students. Attendance is also not mandatory for a child who: (1) has obtained a high school diploma by meeting statutory graduation requirements; (2) has completed the program of instruction offered by a school which elects pursuant to law not to meet accreditation or approval requirements; or (3) has reached the age of 16 years and has been withdrawn from school in the manner prescribed by law.

Early Withdrawal for Students Enrolled in Accredited or Approved Schools. A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if an exit interview is conducted and a withdrawal form is signed.

Exit Interview. The process is initiated by a person who has legal or actual charge or control of the child submitting a withdrawal form. The form is to be as prescribed by the Commissioner of Education. Upon submission of the form, the Superintendent or Superintendent's designee shall set a time and place for an exit interview if the child is enrolled in [Name] Public Schools or resides in [Name] Public Schools and is enrolled in a private, denominational, or parochial school.

The exit interview shall be personally attended by:

- The child, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable;
- the person who has legal or actual charge or control of the child who requested the exit interview;
- the Superintendent or Superintendent's designee;
- the child's principal or the principal's designee if the child at the time of the exit interview is enrolled in a school operated by the school district; and
- any other person requested by any of the required parties who agrees to attend the exit interview and is available at the time designated for the exit interview which may include, for example, other school personnel or the child's principal if the child is enrolled in a private school.

At the exit interview, the person making the written request must present evidence that (a) the person has legal or actual charge or control of the child and (b) the child would be withdrawing due to either:

- financial hardships requiring the child to be employed to support the child's family or one or more dependents of the child, or
- an illness of the child making attendance impossible or impracticable.

The Superintendent or Superintendent's designee shall identify all known alternative educational opportunities, including vocational courses of study, that are available to the child in the school district and how withdrawing from school is likely to reduce potential future earnings for the child and increase the likelihood of the child being unemployed in the future. Any other relevant information may be presented and discussed by any of the parties in attendance.

At the conclusion of the exit interview, the person making the written request may sign a withdrawal form provided by the school district agreeing to the withdrawal of the child OR may rescind the written request for the withdrawal.

Withdrawal Form. Any withdrawal form signed by the person making the written request shall be valid only if:

- the child also signs the form, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable, and
- the Superintendent or Superintendent's designee signs the form acknowledging that the interview was held, the required information was provided and discussed at the interview, and, in the opinion of the Superintendent or Superintendent's designee, the person making the written request does in fact have legal or actual charge or control of the child and the child is experiencing either (i) financial hardship, or (ii) an illness making attendance impossible or impracticable.

Early Withdrawal for Students Enrolled in an Exempt School (Home Schools). A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if such child has been enrolled in a school that elects not to meet the accreditation or approval requirements by filing with the State Department of Education a signed notarized release on a form prescribed by the Commissioner of Education.

4. Reporting and Responding to Truant Behavior. Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child of mandatory school attendance age to attend school regularly without lawful reason, shall within three days report such violation to the superintendent or such person(s) who the superintendent designates to be the attendance officer (hereafter, "attendance officer"). The attendance officer shall immediately cause an investigation into any such report to be made. The attendance officer shall also investigate any case when of his or her personal knowledge, or by report or complaint from any resident of the district, the attendance officer believes that any child is unlawfully absent from school. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to address the problem of excessive absenteeism. Such services shall include, as appropriate, the services listed below under "Excessive Absenteeism" and "Reporting Excessive Absenteeism."
5. Excessive Absenteeism. Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, the following procedures shall be implemented:
 - a. One or more meetings shall be held between a school attendance officer, school social worker, or the school principal or a member of the school

administrative staff designated by the school administration, if the school does not have a school social worker, the child's parent or guardian and the child, if necessary, to report and to attempt to solve the excessive absenteeism problem. If the parent/guardian refuses to participate in such meeting, the principal shall place documentation of such refusal in the child's attendance records.

- b. Educational counseling to determine whether curriculum changes, including but not limited to, enrolling the child in an alternative education program that meets the specific educational and behavioral needs of the child, would help solve the problem of excessive absenteeism.
- c. Educational evaluation, which may include a psychological evaluation, to assist in determining the specific condition, if any, contributing to the problem of excessive absenteeism, supplemented by specific efforts by the school to help remedy any condition diagnosed.
- d. Investigation of the problem of excessive absenteeism by the school social worker, or if such school does not have a school social worker, the school principal or a member of the school administrative staff designated by the school administration, to identify conditions which may be contributing to the truancy problem. If services for the child and his or her family are determined to be needed, the person performing the investigation shall meet with the parent/guardian and the child to discuss any referral to appropriate community agencies for economic services, family or individual counseling, or other services required to remedy the conditions that are contributing to the problem of excessive absenteeism.

6. Reporting Excessive Absenteeism to the County Attorney.
 - a. Twenty Excused Absences. If a student accumulates more than twenty (20) absences per year and all of the absences are due to documented illness that makes attendance impossible or impracticable or are otherwise excused by school authorities, the attendance officer may report such information to the county attorney of the county in which the person having control of the student resides.
 - b. Twenty Unexcused Absences. If a student accumulates more than twenty (20) absences per year, and any of the absences are not excused, the attendance officer shall file a report with the county attorney of the county in which the person having control of the student resides. The report shall be made on a form which includes the following two statements, one of which must be designated by the school representative signing the report: (a) The school representative requests additional time to work with the student prior to intervention by the county attorney; and (b) the school representative believes that the school has used all reasonable efforts to resolve the student's excessive absenteeism without success and recommends county attorney intervention. If further action is necessary to address the child's attendance, the initial meeting between the parent or guardian of the child, the school, and the county attorney or his or her designee shall be at a location determined by the school.
 - c. Other. A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined.
7. Reporting to the Commissioner. The Superintendent or designee shall report on a monthly basis to the Commissioner of Education as directed by the Commissioner regarding the number of and reason for any long-term suspension, expulsion, or excessive absenteeism of a student; referral of a student to the office of the county attorney for excessive absenteeism; or contacting of law enforcement officials (other than law enforcement officials employed by or contracted with by the District as school resource officers) by the District relative to a student enrolled in the District.

Legal Reference: Neb. Rev. Stat. " 79-201 and 79-209; Neb. Rev. Stat. ' 79-527

Date of Adoption: [Insert Date]

InstructionAssessments—Academic Content Standards

The Board of Education adopts the academic content standards of the State Board of Education (“State Board”). The adoption of the academic content standards includes the Language Arts (reading and writing) standards that were adopted by the State Board on December 11, 2008 and revised by the State Board on April 2, 2009, the Mathematics standards that were approved by the State Board on October 8, 2009, the Science standards that were adopted by the State Board on October 6, 2010 and the Social Studies standards that were adopted by the State Board on December 7, 2012.

Unless other action is taken, the Board of Education adopts the standards of the State Board as such standards are subsequently adopted or amended by the State Board.

The administration shall be responsible for implementing assessments on the state standards in accordance with the procedures established by the State Board and the Department of Education, including conducting assessments in the same subject areas and the same grade levels as established in the state standards, and the reporting of scores and sub-scores.

This policy does not supersede the existing standards adopted by the Board of Education except as set forth herein.

Date of Adoption: [Insert Date]

InstructionInitiations, Hazing, Secret Clubs and Outside Organizations

Initiations. Initiations by classes, clubs or athletic teams are prohibited except with the approval of the administration. Any student who engages in or encourages initiations that have not been approved by the administration is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.

The administration may only give consent to initiation activities that are consistent with student conduct expectations and that do not present a risk of physical or mental injury or belittlement.

Hazing. Hazing by classes, clubs, athletic teams or other student organizations are prohibited. Hazing means any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any school organization. Such prohibited hazing activities include but are not limited to whipping, beating, branding, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, sexual conduct, nudity, or any brutal treatment or the performance of any act which endangers the physical or mental health or safety of any person. Hazing is prohibited even though the person who has been the subject of the hazing consents to the activity. Any student who engages in or encourages hazing is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.

Secret Organizations. It is unlawful for students to participate in or be members of any secret fraternity or secret organization that is in any degree a school organization. Any student who violates this restriction is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.

Outside Organizations. It is unlawful for any person, whether a student of the District or not, to enter upon the school grounds or any school building for the purpose of rushing or soliciting, while there, any student to join any fraternity, society, or association organized outside of the schools. Any person who violates this restriction is subject to criminal prosecution and removal and exclusion from school grounds.

Legal Reference: Neb. Rev. Stat. §§ 79-2,101 to 79-2,103
Student Discipline Act, Neb. Rev. Stat. §§ 79-254 to
79-296
Reference Neb. Rev. Stat. §§ 28-311.06 to 28-311.07 (post-
secondary)

Date of Adoption: [Insert Date]

Springfield Platteview Community Schools

Policy Committee Agenda 12-9-13

- 1) Policy to consider at January 13, 2014 Board Meeting for 1st Reading:
 - a. Policy 4131- Certified Employees Agents/ Tutors
 - b. Policy 3011- Governmental Accounting Standards Board #54
 - c. Policy 4007- FMLA Forms
 - d. Policy 5001- Admission Requirements
 - e. Policy 5006- Option Enrollment- LB 410
 - f. Policy 5008- Excessive Absenteeism
 - g. Policy 6212- Academic Standards
 - h. Policy 6284- Initiations, Hazing

- 2) Policy updates on all district policies and name change revisions.

- 3) Date for next meeting
 - a. February 10, 2014- start review of 1000s

- 4) Adjourn

Personnel - Certificated Employees Agents/Tutors

A teacher may not provide private tutoring or professional services in exchange for compensation from a source other than the District without advance approval of the Superintendent:

- A. In a facility owned or under the control of the District; or
- C. During the employee's duty hours

Professional employees who accept engagement to provide private tutoring or professional services are to make clear that the services are not being provided on behalf of the District to the extent the recipient of the services may in any way otherwise be caused to believe the services are provided through the District.

Cash Comparisons	November 2013				
	Aug	General Fund	\$4,833,068.31	\$5,195,318.65	\$5,323,954.10
		Emp. Benefit Fund	\$ 722,846.39	\$ 709,896.74	\$ 670,052.57
		Building Fund	\$1,572,344.69	\$1,198,410.01	\$1,108,225.73
		School Lunch	\$ 102,932.61	\$ 134,422.71	\$ 83,025.24
		Bond Fund	\$ 482,885.56	\$ 464,056.95	\$ 494,321.08
		Depreciation Fund	\$ 210,169.24	\$ 210,496.58	\$ 235,729.26
		Aug Total	\$7,924,246.80	\$7,912,601.64	\$7,915,307.98
	Sept	General Fund	\$4,432,866.89	\$4,338,547.54	\$5,002,123.12
		Emp. Benefit Fund	\$ 639,876.30	\$ 509,943.64	\$ 667,140.77
		Building Fund	\$1,553,887.83	\$1,198,414.51	\$1,108,167.93
		School Lunch	\$ 127,739.95	\$ 120,376.89	\$ 114,579.06
		Bond Fund	\$ 503,167.36	\$ 486,936.11	\$ 511,640.08
		Depreciation Fund	\$ 210,206.52	\$ 210,516.77	\$ 215,963.32
		Sept Total	\$7,467,744.85	\$6,864,735.46	\$7,619,614.28
	Oct.	General Fund	\$4,102,405.39	\$3,985,892.18	\$4,403,101.64
		Emp. Benefit Fund	\$ 639,960.45	\$509,996.66	\$ 667,190.85
		Building Fund	\$1,528,891.40	\$1,196,850.31	\$1,103,328.56
		School Lunch	\$ 129,934.79	\$123,243.39	\$ 139,403.48
		Bond Fund	\$ 507,728.09	\$490,608.31	\$ 514,272.80
		Depreciation Fund	\$ 210,238.54	\$210,540.56	\$ 215,979.53
		Oct. Total	\$7,119,158.66	\$6,517,131.41	\$7,043,276.86
	Nov	General Fund	\$3,501,467.31	\$3,536,230.31	\$3,905,659.00
		Emp. Benefit Fund	\$ 640,039.35	\$ 510,049.06	\$ 667,236.00
		Building Fund	\$1,530,268.01	\$1,195,272.72	\$1,101,382.00
		School Lunch	\$ 126,046.09	\$ 111,385.34	\$ 142,105.00
		Bond Fund	\$ 120,219.94	\$ 444,637.53	\$ 91,303.00
		Depreciation Fund	\$ 210,268.78	\$ 210,562.19	\$ 215,994.00
		November Total	\$6,128,309.48	\$6,008,137.15	\$6,123,679.00

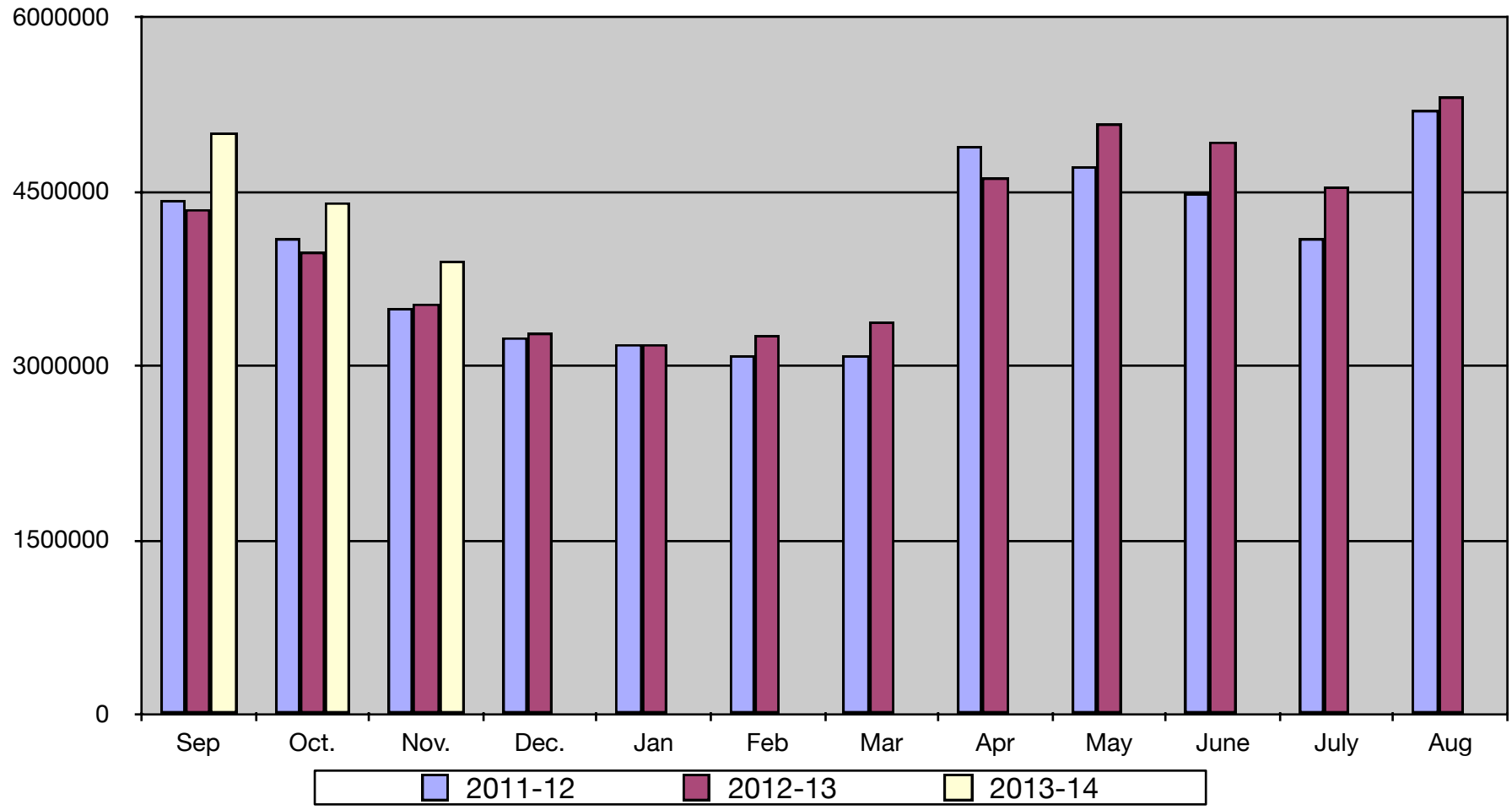


14801 S. 108th St.
Springfield, NE 68059
402-592-1300
www.springfieldplatteview.org

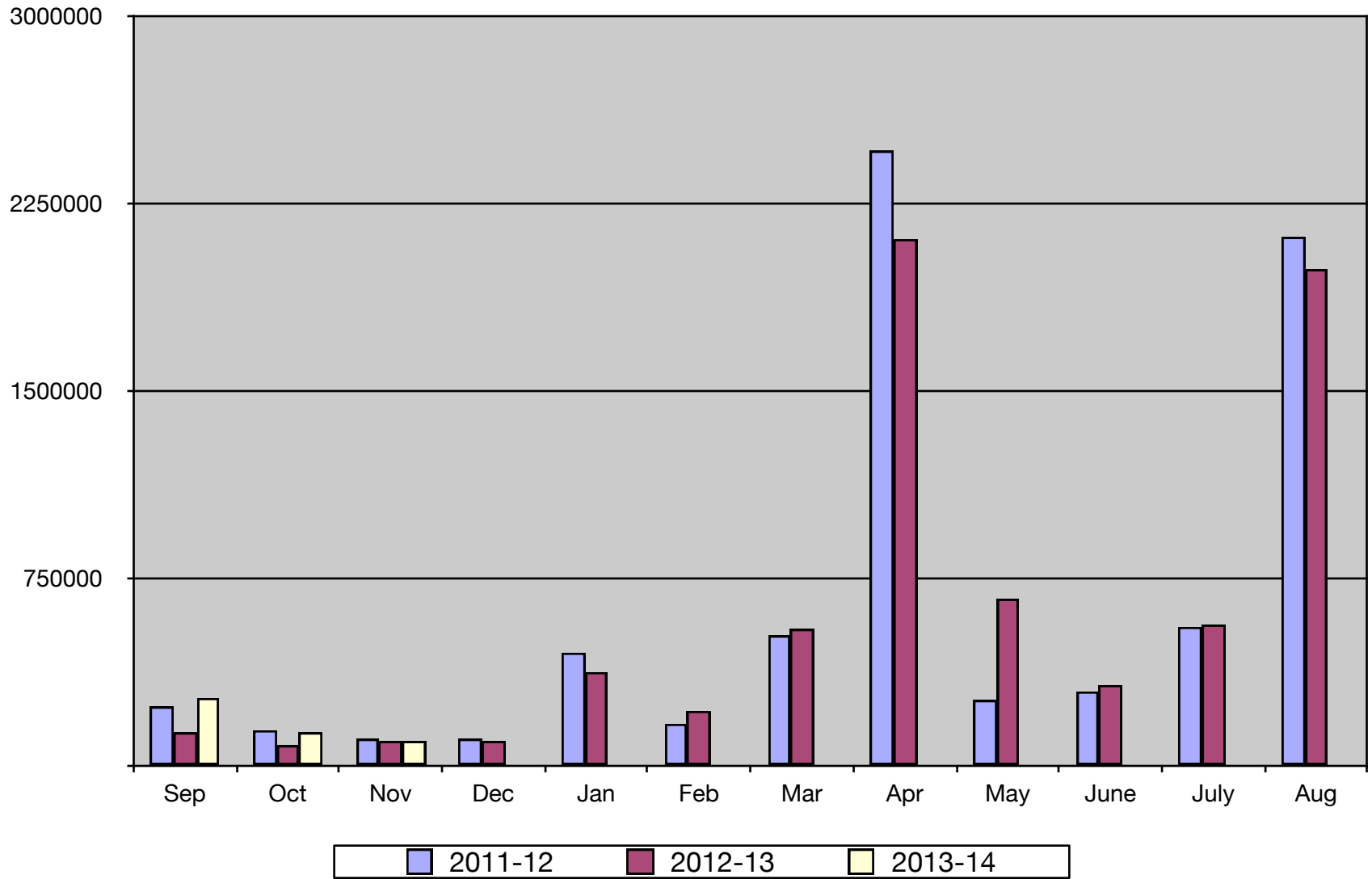
Finance Committee Report
November 2013

- Our cash balance from the General Fund is \$3,905,658.51. This \$369,429 higher than a year ago. This is the time when our cash reserve acts as our line of credit since we do not have tax dollars coming in at a high level until March and April.
- The Employee Benefit Fund is up to \$667,235.91 with only interest activity for the month.
- The Lunch Fund continues to rebound and is at a high from where it has been over the past few years.
- In the bill pay section, we are recommending the Board pay Cornerstone Christian \$14,647.67, or 1/3 of the amount due (\$43,943 total due) for facility improvements at La Platte. They have spent \$26,000 on asbestos removal and another \$12,000 on the plumbing of the building. This week they are starting with the painting of the inside of the building. Let me know if you need another copy of the whole project list they are doing at La Platte.
- State aid funding continues each month for ten months at \$435,877.30 a month.
- Costs from the bond election are being paid this month at over \$6,000.
- We had a check from the Bond fund this month go towards a payment of \$424,215, which gives us a remainder to be paid this school year of \$25,395 in June of 2014. Bond revenue will start coming in December to replenish funds in the Bond account.
- An item on the horizon will be around \$3,000 for mulch at the elementary playgrounds. It was delivered late last week. We had overlooked this over the summer as a project that needed to take place.
- Overall, spending and revenues are at where we have planned for this school year. No surprises.

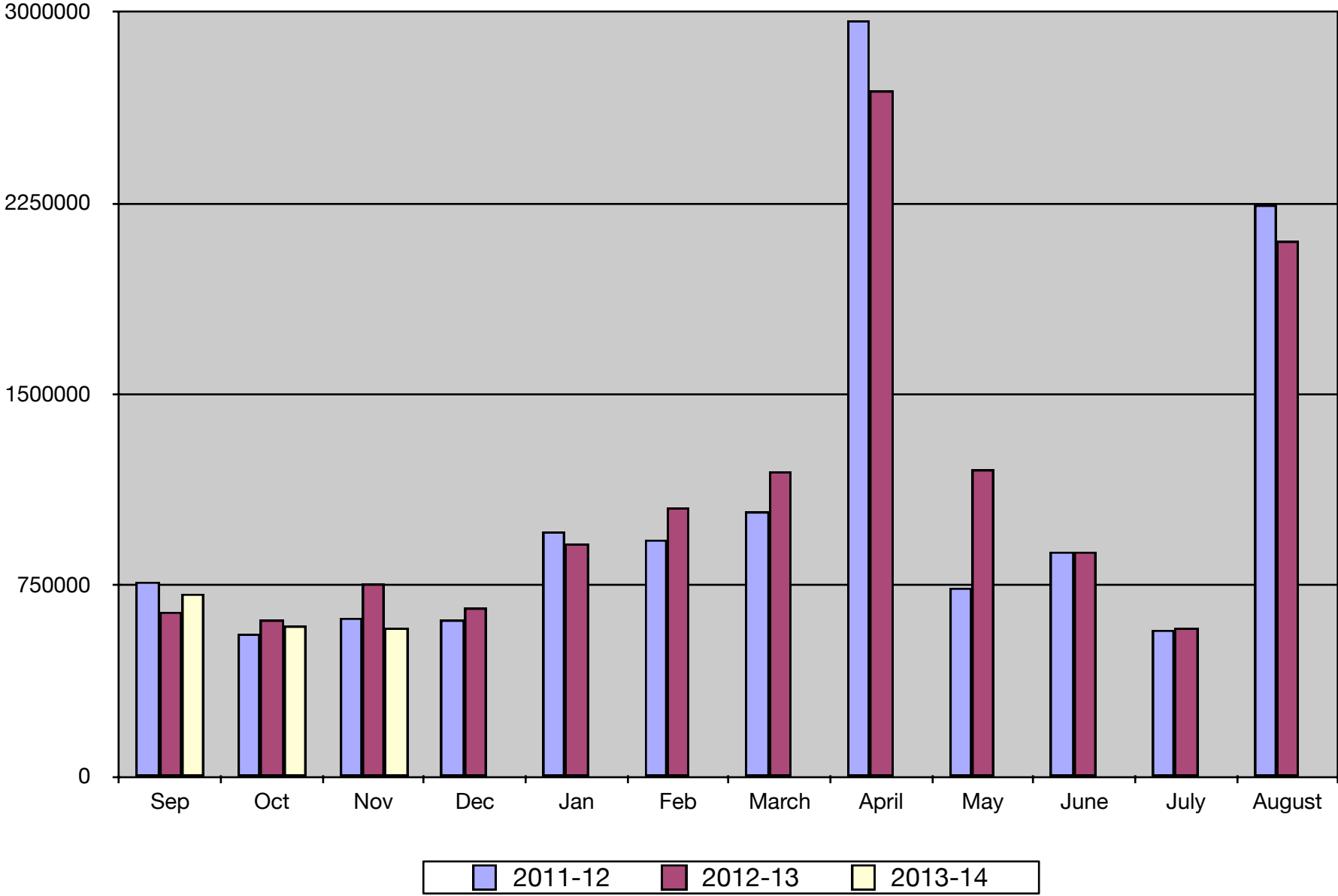
General Fund Balance 2012-13



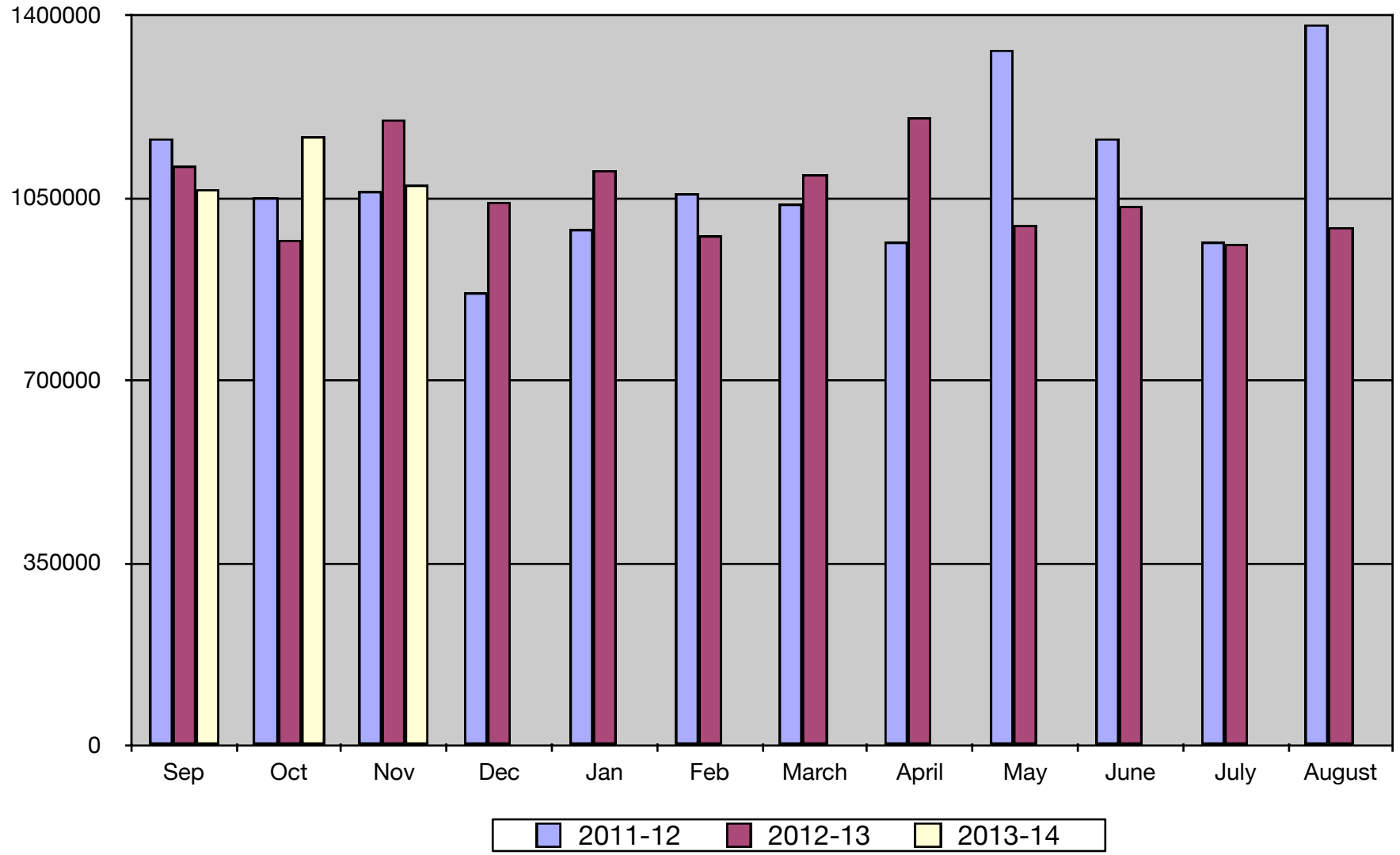
General Fund Tax Draws 2012-13



General Fund Receipts 2012-13



General Fund Expenses 2012-13



Board of Education Regular Meeting
November 11, 2013

The Site Committee started at 6:02 p.m. Brian Wichman, Lori Bartels and Kyle Fisher were present. Bob Icenogle joined the meeting at 6:09 p.m. The committee discussed an RFP for construction management. The Site Committee Meeting ended at 6:25 p.m.

The Finance Committee started at 6:27 p.m. Brian Wichman, Lori Bartels, Kyle Fisher, Brenda Sherman and Bob Icenogle were present. Finance reports were reviewed by the committee. Discussion of the bills took place. The committee meeting adjourned at 6:47 p.m.

A meeting of the Board of Education of Springfield Platteview Community Schools in the County of Sarpy, in the State of Nebraska, was convened in open and public session at 7:00 p.m., Monday, November 11, 2013, at the District Board Office, Central Services Building. Present: Lori Bartels, Kyle Fisher, Bob Icenogle, Brenda Sherman, and Brian Wichman. Absent: Jennifer Kreifels.

Notice of the meeting and committee meetings were given in advance thereof by posting in at least five public places as shown by the certificate of posting notice attached to these minutes. Notice of this meeting was simultaneously given to all members of the Board of Education, and a copy of their acknowledgment of receipt of notice and the agenda was communicated in the advance notice and in the notice to the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

Statute 84-1407 to 84-1414 require that the Open Meetings Act be posted in the meeting room. President Sherman informed the board and the public that the Act is located on the west wall of the board room.

Action to approve the Consent Agenda as presented passed with a motion by Bartels and a second by Wichman. Vote: Yeas - Bartels, Fisher, Icenogle, Sherman, Wichman. Nays - None.

Jenny Kreifels joined the meeting at 7:02 p.m.

There were no items from patrons on agenda items.

Andrew Hopp and Julie Lodes gave a presentation on digital materials.

According to Policy 4119.3, the Board must decide each year before January 1st if they wish to offer any Voluntary Separation Program (VSP) incentives during that budget year. If the Board decides to offer VSP incentives, it must also decide how many to offer. Action to approve the offering of Voluntary Separation Program incentives for the 2013-14 school year and to offer up to 2 Voluntary Separation Program incentives for eligible certified employees during the 2013-14 school year passed with a motion by Fisher and a second by Wichman. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

The Board reviewed a proposed Policy 6271 on in and out of state travel for students and to give staff and administration procedures and guidance on these types of travel. This serves at the 1st reading as required by policy. Policy 6271 will be approved at a future meeting.

Superintendent Richards shared information regarding the upcoming hearing on school district boundaries.

The Springfield Platteview Education Association has requested to be recognized as the exclusive bargaining agent for the district's non-supervisory certificated staff for both the 2015-2016 school year. The request is made for all non-supervisory certified staff, as defined in Article I of our 2013-14 Negotiated Agreement with the Association. Action to recognize the Springfield Platteview Education Association as the exclusive bargaining agent for the 2015-16 school year for the school district's certified employees as defined in Article I of the 2013-14 Negotiated

Agreement passed with a motion by Bartels and a second by Fisher. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

Tom Bauer has submitted a letter of resignation effective immediately. The administration recommended approving his resignation. Action to approve the resignation of Mr. Tom Bauer as teacher for Springfield Platteview Community Schools effective immediately passed with a motion by Fisher and a second by Bartels. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

The week of November 18 through November 22, 2013 has been designated as American Education Week. This week is set aside each year to honor the accomplishments of American public schools, and to recognize the hard work and dedication of all public school staff members. The Board of Education commits this week, through the passage of a resolution, to honor those who work in our school district, and celebrate the many accomplishments of our students and our staff. President Sherman read the resolution. Action to approve the American Education Resolution as presented passed with a motion by Kreifels and a second by Bartels. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

Mr. Richards reported on Parent-Teacher Conference attendance, Brian Wichman reported on the Site Committee Meeting, **and** Mr. Richards shared student and staff success.

There were no items from patrons on items not on the agenda.

Board members reviewed their upcoming schedule of meetings, trainings, and conventions. Significant school calendar items were also discussed.

Action to go into executive session at 7:42 p.m. for the purpose of protecting the public interest and for the prevention of needless injury to the reputation of an individual regarding the Superintendent's evaluation passed with a motion by Fisher and a second by Wichman. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

The board reconvened in regular session at 8:56 p.m.

Action to adjourn the meeting at 8:56 p.m. passed with a motion by Kreifels and a second by Bartels. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

Thoma Bumgardner, Recording Secretary

Accepted: Jenny Kreifels, Secretary Board of Education

Board of Education Work Session
November 25, 2013

A meeting of the Board of Education of Springfield Platteview Community Schools in the County of Sarpy, in the State of Nebraska, was convened in open and public session at 7:00 p.m., Monday, November 25, 2013, at the District Board Office, Central Services Building. Present: Kyle Fisher, Bob Icenogle, Jennifer Kreifels, and Brenda Sherman. Absent: Lori Bartels and Brian Wichman.

Notice of the meeting and committee meetings were given in advance thereof by posting in at least five public places as shown by the certificate of posting notice attached to these minutes. Notice of this meeting was simultaneously given to all members of the Board of Education, and a copy of their acknowledgment of receipt of notice and the agenda was communicated in the advance notice and in the notice to the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

Statute 84-1407 to 84-1414 require that the Open Meetings Act be posted in the meeting room. President Sherman informed the board and the public that the Act is located on the west wall of the board room.

Lori Bartels joined the meeting at 7:02 p.m.

Gene Stoltenberg addressed the Board regarding the data center, cemetery, building rental, and Bellevue build plans.

Brian Wichman joined the meeting at 7:24 p.m.

Items of discussion included extra-curricular activity recognition, the 12-13 Audit Report, facility improvements, the State Education Conference, legislative issues, and Holiday Staff Recognition.

Board members reviewed their upcoming schedule of meetings, trainings, and conventions. Significant school calendar items were also discussed.

Action to enter into executive session at 7:50 p.m. for the purpose of discussing district boundaries and negotiations for the protection of the public interest and for the prevention of needless injury to the reputation of an individual passed with a motion by Sherman and a second by Kreifels. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

The board reconvened in regular session at 9:21 p.m.

Action to adjourn the meeting at 9:21 p.m. passed with a motion by Kreifels and a second by Bartels. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

Thoma Bumgardner, Recording Secretary

Accepted: Jenny Kreifels, Secretary Board of Education

Nebraska Public Agency Investment Trust

**PO Box 82529
Lincoln, NE 68501
(800) 640-8817
(402) 323-1615**

Account Activity for November 01, 2013 to November 30, 2013

Participant Name:

SOUTH SARPY SCHOOL DISTRICT #46
14801 S 108TH ST
SPRINGFIELD NE 68059-4925

Account Number: 126649-001

Beginning Balance: \$68,526.17

Date	Description	Authorization	Amount	Balance
11/30/2013	Auto-Post November Interest, Purchase		\$1.36	\$68,527.53

Ending Balance: \$68,527.53

Nebraska Public Agency Investment Trust
Daily Balance and Interest Report for: November 2013

Name: SOUTH SARPY SCHOOL DISTRICT #46

Account Number: 126649-001

Date	Daily Yield (Annualized)	Balance	Daily Accrual
11/01/2013	0.00020	\$68,526.17	\$0.04
11/02/2013	0.00019	\$68,526.17	\$0.04
11/03/2013	0.00019	\$68,526.17	\$0.04
11/04/2013	0.00030	\$68,526.17	\$0.06
11/05/2013	0.00030	\$68,526.17	\$0.06
11/06/2013	0.00030	\$68,526.17	\$0.06
11/07/2013	0.00030	\$68,526.17	\$0.06
11/08/2013	0.00030	\$68,526.17	\$0.06
11/09/2013	0.00030	\$68,526.17	\$0.06
11/10/2013	0.00030	\$68,526.17	\$0.06
11/11/2013	0.00030	\$68,526.17	\$0.06
11/12/2013	0.00020	\$68,526.17	\$0.04
11/13/2013	0.00020	\$68,526.17	\$0.04
11/14/2013	0.00020	\$68,526.17	\$0.04
11/15/2013	0.00020	\$68,526.17	\$0.04
11/16/2013	0.00020	\$68,526.17	\$0.04
11/17/2013	0.00020	\$68,526.17	\$0.04
11/18/2013	0.00020	\$68,526.17	\$0.04
11/19/2013	0.00020	\$68,526.17	\$0.04
11/20/2013	0.00020	\$68,526.17	\$0.04
11/21/2013	0.00020	\$68,526.17	\$0.04
11/22/2013	0.00020	\$68,526.17	\$0.04
11/23/2013	0.00020	\$68,526.17	\$0.04
11/24/2013	0.00020	\$68,526.17	\$0.04
11/25/2013	0.00020	\$68,526.17	\$0.04
11/26/2013	0.00020	\$68,526.17	\$0.04
11/27/2013	0.00020	\$68,526.17	\$0.04
11/28/2013	0.00020	\$68,526.17	\$0.04
11/29/2013	0.00020	\$68,526.17	\$0.04
11/30/2013	0.00020	\$68,526.17	\$0.04
Average Weighted Rate		Average Balance	Total Interest
0.02415 %		\$68,526.17	\$1.36

SPRINGFIELD STATE BANK
 600 MAIN ST
 SPRINGFIELD, NE 68059
 Tel: (402)253-2222

SPRINGFIELD PLATTEVIEW COMM
 STUDENT FEE ACCOUNT
 14801 S 108TH ST
 SPRINGFIELD NE 68059

Statement Date: 11/29/2013 Enclosures: (0)

Account No.: 4151129 Page: 1

REGULAR CHECKING ACCOUNT SUMMARY

Category	Type :	REG	Status :	Active
	Number			Amount
Balance Forward From 10/31/13				7.58
Debits				0.00
Ending Balance On 11/29/13				7.58 ✓
Average Balance (Collected)				7.58+

AVERAGE AND MINIMUM BALANCES

Average Ledger Balance :	7.58	Minimum Ledger Balance :	7.58
Average Collected Balance :	7.58	Minimum Collected Balance :	7.58
Average Available Balance :	7.58	Minimum Available Balance :	7.58

OVERDRAFT FEE SUMMARY

	Total For This Period	Total Year-To-Date
Total Overdraft Fees	\$0.00	\$0.00
Total Returned Item Fees	\$0.00	\$0.00

This Statement Cycle Reflects 29 Days

CHRISTMAS OPEN HOUSE - FRIDAY, DECEMBER 13TH - 9AM-6PM.
 PLEASE JOIN US FOR REFRESHMENTS, ENTERTAINMENT AND REGISTER
 TO WIN CASH. \$25 DRAWING EVERY HOUR. PRIZE DOUBLES
 IF PRESENT. SANTA WILL BE VISITING FROM 4:45PM-5:45PM.

ADMINISTRATIVE REVOLVING - Nov 2013

11/1/2013 through 11/30/2013

12/2/2013

Page 1

Date	Account	Num	Description	Memo	Category	Clr	Amount
BALANCE 10/31/2013							3,297.17
11/4/2013	Administrative	5300	NAHPERD	1-21-1100-630	REGISTR FEE	R	-120.00
11/14/2013	Administrative	5301	WINDSTREAM	1-01-2510-342	PHONE	R	-1,022.11
11/14/2013	Administrative	TXFR	TRANSFER F...			R	1,354.26
11/22/2013	Administrative	5302	POSTMASTE...	1-01-2510-341	POSTAGE	R	-46.00
11/26/2013	Administrative	5303	UNIVERSITY ...	1-22-1100-630	REGISTR FEE		-200.00
11/1/2013 - 11/30/2013							-33.85
BALANCE 11/30/2013							3,263.32
TOTAL INFLOWS							1,354.26
TOTAL OUTFLOWS							-1,388.11
NET TOTAL							-33.85

SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS			
Treasurer's Report			
For the month ended November, 2013			
General Fund Now Account			
Bank Balance: Beginning of Reporting Period			\$ 292,100.41
Deposits:			
Springfield State Bank - Interest	\$ 43.46		
Transfer from Employee Benefit	\$ 0.00		
Transfers from Investment Account	\$ 1,428,998.93		
Transfer from Bond Fund	\$ 0.00		
Deposit from NPERS	\$ 116,174.31		
Transfers from Lunch Fund Investment	\$ 0.00		
Transfers from Building Fund Investment	\$ 2,020.80		\$ 1,547,237.50
			\$ 1,839,337.91
Disbursements			\$ 1,013,101.31
Bank Balance: End of Reporting Period			\$ 826,236.60
Outstanding Checks: End of Reporting Period			\$ 579,326.05
			\$ 246,910.55
General Fund Investment Account			
Available Balance: Beginning of Reporting Period			\$ 4,149,747.79
Deposits:			
Springfield State Bank - Interest	\$ 258.43		
Sarpy County Treasurer - Local Taxes	\$ 2,911.95		
Learning Community Common Taxes	\$ 7,919.47		
Sarpy County- MVT	\$ 89,754.44		
Liquor License	\$ 900.00		
State Aid	\$ 435,877.30		
SPED School Age Reimb.	\$ 0.00		
IDEA/Federal Grants/ Title	\$ 30,418.00		
Medicaid	\$ 10,535.13		
Rentals	\$ 750.00		
Pre-School / Summer School Tuition	\$ 525.00		
Refunds and Reimbursements	\$ 676.06		
iPad Fees	\$ 175.00		
Postage	\$ 31.30		\$ 580,732.08
			\$ 4,730,479.87
Disbursements			
Transfers to General Fund NOW	\$ 1,074,784.72		
Administrative Revolving	\$ 1,354.26		
Returned checks/ fees	\$ 0.00		
Bank and other Service Charges	\$ 118.50		\$ 1,076,257.48
			\$ 3,654,222.39
General Fund Administrative Revolving Account			
Available Balance: Beginning of Reporting Period			\$ 4,903.97
Deposits:			
Transfers From General Fund Investment Acc't	\$ 1,354.26		
Transfers From Lunch Fund Investment Acc't	\$ 0.00		
Transfers From Building Fund	\$ 0.00		
			\$ 1,354.26
			\$ 6,258.23
Disbursements			\$ 1,766.51
Bank Balance: End of Reporting Period			\$ 4,491.72
Outstanding Checks: End of Reporting Period			\$ 1,360.37
Outstanding Deposits: End of Reporting Period			\$ 1,394.22
			\$ 4,525.57
Admin. Revolving Account Balance: End of Reporting Period			
General Fund Administrative Revolving Account			\$ 4,525.57
General Fund NOW Account			\$ 246,910.55
General Fund Investment Account			\$ 3,654,222.39
			\$ 3,905,658.51
TOTAL GENERAL FUND BALANCE			
Employee Benefit Fund			
Available Balance: Beginning of Reporting Period			\$ 667,190.85
Deposits:			
Springfield State Bank - Interest		\$ 45.06	
Transfers From General Fund Investment Acc't		\$ 0.00	
Bank Balance: End of Reporting Period			\$ 667,235.91
Certificate of Deposit			
Available Balance: End of Reporting Period			\$ 667,235.91
Disbursements			\$ 0.00
			\$ 667,235.91
TOTAL EMPLOYEE BENEFIT BALANCE			
Special Building Fund Investment Account			
Available Balance: Beginning of Reporting Period			\$ 1,103,328.56
Deposits:			
Springfield State Bank - Interest	\$ 74.44		
Sarpy County Treasurer - Local Taxes	\$ 0.03		\$ 74.47
			\$ 1,103,403.03
Disbursements			\$ 2,020.80
Available Balance: End of Reporting Period			\$ 1,101,382.23
			\$ 1,101,382.23
TOTAL SPECIAL BUILDING FUND BALANCE			
School Lunch Investment Account			
Available Balance: Beginning of Reporting Period			\$ 139,403.48
Deposits:			
Springfield State Bank - Interest	\$ 9.30		
Hot Lunches	\$ 34,714.81		
State/Federal Aid	\$ 14,151.83		
Miscellaneous	\$ 0.00		\$ 48,875.94
			\$ 188,279.42
Disbursements			
Transfers to NOW	\$ 46,173.52		\$ 46,173.52
Available Balance: End of Reporting Period			\$ 142,105.90
			\$ 142,105.90
TOTAL SCHOOL LUNCH FUND BALANCE			
Bond Fund Investment Account			
Available Balance: Beginning of Reporting Period			\$ 514,272.80
Deposits:			
Springfield State Bank - Interest	\$ 18.99		
Sarpy County Treasurer - Local Taxes	\$ 1,226.65		\$ 1,245.64
			\$ 515,518.44
Disbursements			\$ 424,215.00
Transfer to NOW			\$ 0.00
Available Balance: End of Reporting Period			\$ 91,303.44
			\$ 91,303.44
TOTAL BOND FUND BALANCE			
Depreciation Fund Account			
Available Balance: Beginning of Reporting Period			\$ 215,979.53
Deposits:			
Springfield State Bank - Interest	\$ 14.59		
Transfers from General Fund	\$ 0.00		\$ 14.59
			\$ 215,994.12
Disbursements			
Transfer to NOW			\$ 0.00
Available Balance: End of Reporting Period			\$ 215,994.12
			\$ 215,994.12
TOTAL DEPRECIATION FUND BALANCE			

Bank Statement Reconciliation

Description

Adjustment Date

Adjustment Amount

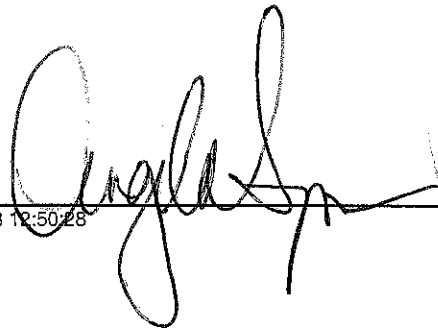
Platteview High School

11/01/2013 through 11/30/2013

Checking

Bank Statement Reconciliation Summary

1. Statement Balance	\$ 168,929.94
2. - Outstanding checks	\$ 9,538.13
3. + Outstanding Deposits	\$ 0.00
4. + Outstanding Adjustments	\$ 0.00
5. Total	\$ 159,391.81
6. + Investments	\$ 0.00
7. Book Balance	\$ 159,391.81



SPRINGFIELD STATE BANK
 600 MAIN ST
 SPRINGFIELD, NE 68059
 Tel: (402)253-2222

SPRINGFIELD PLATTEVIEW COMM
 PLATTEVIEW ACTIVITY FUND
 14801 S 108TH STREET
 SPRINGFIELD NE 68059

Statement Date: 11/29/2013 Enclosures: (91)

Account No.: 104812 Page: 1

NOW CHECKING ACCOUNT SUMMARY

Category	Number	Type :	REG	Status :	Active	Amount
Balance Forward From 10/31/13						171,331.41
Deposits	9					27,502.21+
Debits	82					29,915.04
Interest Added This Statement						11.36+
Ending Balance On 11/29/13						168,929.94
Annual Percentage Yield Earned					0.09%	
Interest Paid This Year					134.51	
Interest Paid Last Year					161.32	
Average Balance (Collected)					168,157.83+	

STATEMENT PERIOD ACTIVITY

Date	Check/Description	Amount	Check/Description	Amount	Balance
11/01/13	41816	30.00	41825	130.00	171,171.41
11/04/13	41861	42.50	41865	421.10	170,707.81
11/04/13	41854	444.20	41857	1,610.25	168,653.36
11/05/13	41867	15.60	41870	16.95	168,620.81
11/05/13	41874	67.80	41862	130.00	168,423.01
11/05/13	41826	130.00	41866	211.94	168,081.07
11/05/13	41856	275.15	31452	449.97	167,355.95
11/05/13	41859	590.06			166,765.89
11/06/13	41869	37.94	41860	60.00	166,667.95
11/06/13	41873	72.00	41858	194.88	166,401.07
11/06/13	41872	487.92	41836	813.60	165,099.55
11/07/13	DEPOSIT	5,724.50+			170,824.05
11/08/13	DEPOSIT	1,060.50+			171,574.55
11/12/13	41822	14.00	41675	40.00	171,520.55
11/12/13	41864	80.23	41855	153.50	171,286.82
11/12/13	41837	1,644.64	41890	1,796.67	167,845.51
11/13/13	DEPOSIT	1,800.00+	DEPOSIT	1,912.40+	171,557.91
11/13/13	41886	30.00	41871	36.00	171,491.91
11/13/13	41884	175.00	41888	342.24	170,974.67
11/13/13	41891	380.42	41887	620.50	169,973.75
11/13/13	41880	3,043.45			166,930.30
11/14/13	41883	100.00	41844	450.00	166,380.30
11/14/13	41889	1,521.15			164,859.15
11/15/13	41878	34.50	41845	135.06	164,689.59
11/15/13	41754	200.00			164,489.59
11/18/13	41868	7.52	41846	125.64	164,356.43
11/18/13	41900	150.00	41835	228.38	163,978.05

Continued

01/156/1

Adjustment Detail

Detail report. Sorted by Group ID.
From 11/01/2013 to 11/30/2013.

Group	Group Description				Amount
Activity ID	Site ID	Adj. Date	Description		
A	Athletics				
100	SpringPlat	11/30/2013	reimburse contest expenses for fall season		-\$ 9,487.09
125	SpringPlat	11/30/2013	reimburse contest expenses for fall season		\$ 490.50
130	SpringPlat	11/30/2013	reimburse contest expenses for fall season		\$ 2,955.00
140	SpringPlat	11/30/2013	reimburse contest expenses for fall season		\$ 1,132.50
160	SpringPlat	11/30/2013	reimburse contest expenses for fall season		\$ 1,841.09
150	SpringPlat	11/30/2013	reimburse contest expenses for fall season		\$ 1,468.00
184	SpringPlat	11/30/2013	reimburse contest expenses for fall season		\$ 810.00
190	SpringPlat	11/30/2013	reimburse contest expenses for fall season		\$ 790.00
Group A Totals:					\$ 0.00
E	Miscellaneous				
710	SpringPlat	11/04/2013	drinks for College App pizza party		\$ 24.00
780	SpringPlat	11/04/2013	drinks for College App pizza party		-\$ 24.00
Group E Totals:					\$ 0.00
Report Totals :					\$ 0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 11/01/2013 to 11/30/2013.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
	Activity ID Activity Name					
SpringPI Platteview High School						
A	Athletics					
100	Athletics	30,618.43	1,261.00	1,101.86	-9,487.09	21,290.48
105	Baseball Contest	0.00	0.00	0.00	0.00	0.00
106	Baseball Equip/Supplies	13,775.00	0.00	0.00	0.00	13,775.00
110	Boys Basketball Contest	0.00	0.00	0.00	0.00	0.00
111	Boys Basketball Equip/Supplies	1,513.39	1,644.50	1,667.49	0.00	1,490.40
115	Boys Golf Contest	-850.00	0.00	0.00	0.00	-850.00
116	Boys Golf Equip/Supplies	1,000.00	0.00	0.00	0.00	1,000.00
120	Boys Soccer Contest	-45.50	0.00	0.00	0.00	-45.50
121	Boys Soccer Equip/Supplies	3,100.00	0.00	0.00	0.00	3,100.00
125	Cross Country Contest	-490.50	0.00	0.00	490.50	0.00
126	Cross Country Equip/Supplies	469.75	0.00	0.00	0.00	469.75
130	Football Contest	-2,835.00	0.00	120.00	2,955.00	0.00
131	Football Equip/Supplies	-5,902.87	0.00	0.00	0.00	-5,902.87
135	Girls Basketball Contest	0.00	0.00	0.00	0.00	0.00
136	Girls Basketball Equip/Supplies	2,366.38	1,644.50	3,133.43	0.00	877.45
140	Girls Golf Contest	-1,132.50	0.00	0.00	1,132.50	0.00
141	Girls Golf Equip/Supplies	700.00	0.00	0.00	0.00	700.00
145	Girls Soccer Contest	-45.50	0.00	0.00	0.00	-45.50
146	Girls Soccer Equip/Supplies	2,100.00	0.00	0.00	0.00	2,100.00
150	Softball Contest	-1,468.00	0.00	0.00	1,468.00	0.00
151	Softball Equip/Supplies	5,828.88	0.00	0.00	0.00	5,828.88
155	Track Contest	-170.00	0.00	0.00	0.00	-170.00
156	Track - Boys Equip/Supplies	2,131.77	0.00	0.00	0.00	2,131.77
157	Track - Girls Equip/Supplies	2,048.24	0.00	0.00	0.00	2,048.24
160	Volleyball Contest	-1,895.00	53.91	0.00	1,841.09	0.00
161	Volleyball Equip/Supplies	928.71	0.00	0.00	0.00	928.71
165	Wrestling Contest	-241.90	0.00	120.00	0.00	-361.90
166	Wrestling Equip/Supplies	4,068.75	0.00	3,043.45	0.00	1,025.30
180	PC Boys Basketball Contest	0.00	0.00	390.00	0.00	-390.00
181	PC Boys Basketball Equip/Supplies	0.00	0.00	0.00	0.00	0.00
182	PC Boys Track Contest	0.00	0.00	0.00	0.00	0.00
183	PC Boys Track Equip/Supplies	-55.00	0.00	0.00	0.00	-55.00
184	PC Football Contest	-810.00	0.00	0.00	810.00	0.00
185	PC Football Equip/Supplies	0.00	0.00	0.00	0.00	0.00
186	PC Girls Basketball Contest	0.00	0.00	0.00	0.00	0.00
187	PC Girls Basketball Equip/Supplies	0.00	0.00	0.00	0.00	0.00
188	PC Girls Track Contest	0.00	0.00	0.00	0.00	0.00
189	PC Girls Track Equip/Supplies	-55.00	0.00	0.00	0.00	-55.00
190	PC Volleyball Contest	-790.00	0.00	0.00	790.00	0.00
191	PC Volleyball Equip/Supplies	0.00	0.00	0.00	0.00	0.00
192	PC Wrestling Contest	0.00	0.00	0.00	0.00	0.00
193	PC Wrestling Equip/Supplies	0.00	0.00	0.00	0.00	0.00
A	Totals:	53,862.53	4,603.91	9,576.23	0.00	48,890.21

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 11/01/2013 to 11/30/2013.

Site ID Group ID	Site Name Group Name Activity ID Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
B	Clubs & Organizations					
200	Baseball Club	773.20	0.00	0.00	0.00	773.20
203	Boys Basketball Club	356.97	0.00	0.00	0.00	356.97
205	Boys Golf Club	0.00	0.00	0.00	0.00	0.00
210	Boys Soccer Club	1,576.36	0.00	0.00	0.00	1,576.36
220	Cheer	1,691.56	0.00	180.00	0.00	1,511.56
230	Cross Country Club	164.50	0.00	0.00	0.00	164.50
240	Dance Team	5,054.53	126.00	507.21	0.00	4,673.32
245	Drama Club	1,159.23	0.00	0.00	0.00	1,159.23
250	FBLA	378.05	1,800.00	1,205.00	0.00	973.05
260	Football Club	8,423.44	0.00	270.21	0.00	8,153.23
270	Girls Basketball Club	844.97	7,986.00	5,694.55	0.00	3,136.42
280	Girls Golf Club	24.98	0.00	0.00	0.00	24.98
290	Girls Letter Club	3,174.43	50.00	0.00	0.00	3,224.43
300	Girls Soccer Club	2,265.58	0.00	0.00	0.00	2,265.58
330	National Honor Society	608.08	0.00	0.00	0.00	608.08
340	P Club	1,320.48	0.00	0.00	0.00	1,320.48
342	Platteview Tech Club	0.00	0.00	142.64	0.00	-142.64
345	Softball Club	288.50	0.00	0.00	0.00	288.50
350	Skills USA	183.43	0.00	0.00	0.00	183.43
360	Spanish Club	811.93	5.00	0.00	0.00	816.93
370	Spirit Club	858.06	0.00	0.00	0.00	858.06
380	Student Council	769.84	0.00	45.30	0.00	724.54
390	Thespian	0.00	0.00	0.00	0.00	0.00
400	Track Club	236.68	648.00	0.00	0.00	884.68
410	Volleyball Club	5,171.02	0.00	0.00	0.00	5,171.02
420	Wrestling Club	2,498.68	55.00	175.00	0.00	2,378.68
	B Totals:	38,634.50	10,670.00	8,219.91	0.00	41,084.59
C	Classes					
500	Art	2,508.07	0.00	58.30	0.00	2,449.77
505	Band	4,969.55	2,548.35	1,438.71	0.00	6,079.19
510	Choir	4,030.26	0.00	1,249.54	0.00	2,780.72
515	Class of 2016	1,788.12	0.00	0.00	0.00	1,788.12
520	Class of 2017	0.00	0.00	0.00	0.00	0.00
530	Class of 2014	2,494.42	0.00	0.00	0.00	2,494.42
540	Class of 2015	1,326.92	745.20	351.40	0.00	1,720.72
550	Construction Tech	152.82	0.00	0.00	0.00	152.82
570	Family Consumer Science	1,319.41	20.00	0.00	0.00	1,339.41
580	Industry Tech	2,834.61	300.00	1,600.40	0.00	1,534.21
590	Yearbook	11,850.71	3,067.00	0.00	0.00	14,917.71
	C Totals:	33,274.89	6,680.55	4,698.35	0.00	35,257.09
D	Activities					

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 11/01/2013 to 11/30/2013.

Site ID Group ID	Site Name Group Name Activity ID Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
600	Activities	1,943.99	0.00	0.00	0.00	1,943.99
650	Mock Trial	46.57	0.00	0.00	0.00	46.57
655	Musical	0.00	0.00	0.00	0.00	0.00
660	Play Production	3,203.82	48.00	1,089.73	0.00	2,162.09
670	Speech	0.00	0.00	0.00	0.00	0.00
D Totals:		5,194.38	48.00	1,089.73	0.00	4,152.65
E	Miscellaneous					
700	Alumni	2,877.15	0.00	0.00	0.00	2,877.15
705	Capital Improvement	5,000.00	0.00	0.00	0.00	5,000.00
710	Concessions	7,871.29	5,324.35	4,522.92	24.00	8,696.72
720	Faculty Courtesy Fund	957.18	0.00	0.00	0.00	957.18
730	Fine Arts	1,523.95	0.00	200.00	0.00	1,323.95
740	Guidance	430.80	0.00	0.00	0.00	430.80
750	Library	737.40	0.00	0.00	0.00	737.40
760	Principal	3,107.88	186.76	227.76	0.00	3,066.88
770	Textbook Fines	1,451.66	0.00	0.00	0.00	1,451.66
780	College Access Grant	5,199.22	0.00	1,222.69	-24.00	3,952.53
E Totals:		29,156.53	5,511.11	6,173.37	0.00	28,494.27
F	Dual Credits					
805	Math	1,513.00	0.00	0.00	0.00	1,513.00
F Totals:		1,513.00	0.00	0.00	0.00	1,513.00
N	Non-Active Accounts					
90001	AV - Graduation	0.00	0.00	0.00	0.00	0.00
90002	Class of 2010	0.00	0.00	0.00	0.00	0.00
90003	Class of 2011	0.00	0.00	0.00	0.00	0.00
90004	Class of 2012	0.00	0.00	0.00	0.00	0.00
90005	Class of 2013	0.00	0.00	0.00	0.00	0.00
90060	General Fund	0.00	0.00	0.00	0.00	0.00
90061	German	0.00	0.00	0.00	0.00	0.00
90062	Government	0.00	0.00	0.00	0.00	0.00
90063	Lit Mag	0.00	0.00	0.00	0.00	0.00
N Totals:		0.00	0.00	0.00	0.00	0.00
SpringPI Totals:		161,635.83	27,513.57	29,757.59	0.00	159,391.81
Report Totals:		161,635.83	27,513.57	29,757.59	0.00	159,391.81

Statement of Activity Fund
Springfield Elementary
For the Period of Nov. 1, 2013 - Nov. 30, 2013

Activity	Balance Last Report	Receipts	Expenditures	Transactions In-Out	Balance On Hand
Library	\$ 1,712.17	\$ 1,929.05	\$ 1,485.46	\$ -	\$ 2,155.76
Pop	\$ 349.93	\$ 91.25	\$ 97.44	\$ -	\$ 343.74
General	\$ 2,673.15	\$ 0.60	\$ 110.46	\$ -	\$ 2,563.29
Student Council	\$ 2,022.59	\$ -	\$ 191.85	\$ -	\$ 1,830.74
Walk - a - Thon	\$ 3,287.12	\$ 20.00	\$ 739.20	\$ -	\$ 2,567.92
D.I.	\$ 241.50	\$ -	\$ 0	\$ -	\$ 241.50
Total	\$ 10,286.46	\$ 2,040.90	\$ 2,624.41	\$ -	\$ 9,702.95

Previous Bank Balance	\$ 10,394.46
Deposits made this month	\$ 2,040.90
Checks Paid this Month	\$ 1,993.21
New Bank Balance	\$ 10,442.15
Minus Outstanding Cks.	\$ 739.20
Plus Outstanding Deposits	\$ -
Final Account Balance	\$ 9,702.95

Wes Reed

Wes Reed, Principal
December 2, 2013

STATEMENT OF ACTIVITY FUND				
WESTMONT ELEMENTARY				
FOR THE PERIOD: Nov. 2013				
Activity	Balance Last Report	Receipts	Expenditures	Balance On Hand
Library Fund	\$3,438.55	\$1,942.03	\$1,130.46	\$4,250.12
General Fund	\$4,157.93	\$0.00	\$762.22	\$3,395.71
Pop	\$1,490.00	\$45.18	\$133.34	\$1,401.84
Student Council	\$892.71	\$50.00	\$0.00	\$942.71
Destination Imag.	\$ 989.56	88.95	37.38	1041.13
Totals	\$10,968.75	\$2,126.16	\$2,063.40	\$11,031.51
Previous Bank Balance	\$12,959.25			
Deposits Made This Month	\$2,126.16			
Checks Paid This Month	\$4,014.70			
New Bank Balance	\$11,070.71			
Minus Outstanding Checks	\$39.20			
Plus Outstanding Deposits	\$0.00			
Final Account Balance	\$11,031.51			
			<i>Melissa Hasty</i>	
			MELISSA HASTY	
			Principal	

Reconciliation Summary

BANK STATEMENT -- CLEARED TRANSACTIONS:

Previous Balance:			3,652.05
Checks and Payments	2	Items	-178.78
Deposits and Other Credits	0	Items	0.00
Service Charge	0	Items	0.00
Interest Earned	0	Items	0.00
Ending Balance of Bank Statement:			3,473.27

YOUR RECORDS -- UNCLEARED TRANSACTIONS:

Cleared Balance:			3,473.27
Checks and Payments	1	Item	-55.95
Deposits and Other Credits	0	Items	0.00
Register Balance as of 11/29/2013:			3,417.32
Checks and Payments	0	Items	0.00
Deposits and Other Credits	0	Items	0.00
Register Ending Balance:			3,417.32

Uncleared Transaction Detail up to 11/29/2013

Date	Num	Payee	Memo	Category	Clr	Amount
Uncleared Checks and Payments						
11/26/2013	636	Susan Dolezal		Supplies		-55.95
Total Uncleared Checks and Payments				1 Item		-55.95
Uncleared Deposits and Other Credits						
Total Uncleared Deposits and Other Credits				0 Items		0.00
Total Uncleared Transactions				1 Item		-55.95

BILLS BY FUND FOR PAYMENT 12/9/2013			
GENERAL FUND			
Payee	Account Code	Reason	Amount
Prime Communications, Inc.	1-01-1100-318	BRONZE:PRIME CARE MAINT. 20	\$ 3,500.00
Prime Communications, Inc.	1-01-1100-318	SECURITY DOOR @ PHS	\$ 217.50
Reliance Communications, LLC	1-01-1100-318	SCHOOL MESSANGER 13/14	\$ 2,250.00
State of NE-Office of CIO	1-01-1100-318	ON-LINE SERVICE	\$ 233.21
AMAZON	1-01-1100-410	SUPPLIES	\$ 215.94
Mahoney, Jeremy R	1-01-1100-670	REIMBR. MILEAGE	\$ 73.45
Staskiewicz, Frank	1-01-1100-670	REIMBR. CONFERENCE	\$ 732.83
Kids On The Move Inc	1-01-1210-318	SPED SERVICE	\$ 2,160.00
Dill, Shellee L	1-01-1210-670	REIMBR. MILEAGE	\$ 219.22
Belsky, Anita C	1-01-1240-670	REIMBR. MILEAGE	\$ 119.52
Quill Corp	1-01-2130-410	SUPPLIES	\$ 20.59
Feldhacker, Heather L	1-01-2130-670	REIMBR. MILEAGE	\$ 116.78
Kathoi, DeAnne R	1-01-2130-670	REIMBR. MILEAGE	\$ 12.37
Feldhacker, Heather L	1-01-2130-690	REIMBR. MILEAGE	\$ 88.14
ACT	1-01-2210-318	EXPLORE REPORTING	\$ 934.50
ACT	1-01-2210-318	PLAN REPORTING	\$ 1,113.70
Manhattan School of Music	1-01-2210-318	DISTANCE LEARNING MUSIC	\$ 1,950.00
AMAZON	1-01-2210-410	SUPPLIES	\$ 156.94
HyVee Food & Drug Store	1-01-2210-410	SUPPLIES	\$ 78.91
Mahoney, Jeremy R	1-01-2210-410	REIMBR. SUPPLIES	\$ 33.84
PDK International	1-01-2210-630	MEMBERSHIP-H.KIRWAN	\$ 85.00
Kirwan, Hollis S	1-01-2210-670	REIMBR. MILEAGE	\$ 138.99
McCracken, Michelle L	1-01-2210-670	REIMBR. MILEAGE	\$ 93.58
American Express	1-01-2310-690	CREDIT CARD PAYMENT	\$ 69.75
HyVee Food & Drug Store	1-01-2310-690	SUPPLIES	\$ 149.85
Harding & Shultz, P.C.,L.L.O.	1-01-2320-317	LEGAL SERVICE	\$ 3,554.00
Perry,Guthery,Haase & Gessford,P.	1-01-2320-317	LEGAL SERVICE	\$ 280.00
Omaha World Herald	1-01-2320-350	LEGALS/EMPLOYMENT AD	\$ 630.60
Harris	1-01-2320-630	NE 2013 APTA MTG-MOLZER & BU	\$ 150.00
NE Council of School Administrators	1-01-2320-630	MEMBERSHIP-T.BUMGARDNER	\$ 125.00
Richards, Brett A	1-01-2320-670	REIMBR. MILEAGE	\$ 384.77
Lukas Partners, Inc.	1-01-2330-318	PR SERVICE	\$ 595.00
Bishop Business	1-01-2510-318	PROF. SERVICE	\$ 75.00
First Management Inc.	1-01-2510-318	LEASING FEE @ LP	\$ 1,650.00
Mailfinance	1-01-2510-318	LEASE POSTAGE MACHINE	\$ 210.00
Midwest Office Automations	1-01-2510-318	COPIER LEASE	\$ 2,765.99
One Source	1-01-2510-318	BACKGROUND CHECKS	\$ 700.00
Frankel, Zacharia	1-01-2510-319	2013 AUDIT	\$ 13,906.50
Sarpy County Election Commission	1-01-2510-319	SPECIAL ELECTION 11/12/13	\$ 6,192.84
Stamp Fulfillment Services	1-01-2510-341	PRE-STAMP ENEVELOPES @ PH	\$ 799.65
CenturyLink	1-01-2510-342	PHONE @ CO	\$ 226.05
CenturyLink	1-01-2510-342	PHONE @ SP	\$ 398.89
Verizon Wireless	1-01-2510-342	CELL PHONE	\$ 160.52
Culligan Us Filter	1-01-2510-410	SUPPLIES	\$ 75.00
Infinity Printing Supplies	1-01-2510-410	TONER	\$ 173.01
Molzer, Lori A	1-01-2510-410	REIMBR. SUPPLIES	\$ 29.28
American Institute of Professional B	1-01-2510-630	MEMBERSHIP-L.MOLZER	\$ 45.00
Harris	1-01-2510-630	NE 2013 APTA MTG-MOLZER & BU	\$ 150.00
NE Council of School Administrators	1-01-2510-630	MEMEBERSHIP-MOLZER	\$ 125.00
American Express	1-01-2520-336	CREDIT CARD PAYMENT	\$ 443.78
Buskirk, Richard	1-01-2520-337	REPAIR TIRE	\$ 16.50
Gerhad L. Steinhauer	1-01-2520-337	REPAIR 08 CHEVY	\$ 88.76
Great Plains Pest Services In	1-01-2620-318	PEST CONTROL	\$ 150.00
Johnson, Charles E	1-01-2620-318	WATER OPERATOR	\$ 900.00
Sterrett Bros Sanitation	1-01-2620-318	SANITATION PICK UP	\$ 2,016.00
Greater Omaha Refrigeration	1-01-2620-319	REPAIR WALKIN @ PHS	\$ 2,305.61
Greater Omaha Refrigeration	1-01-2620-319	REPAIR WALKIN COOLER @ PHS	\$ 446.00
Hayes Mechanical, LLC	1-01-2620-319	REPAIR BOILER LEAKS @ PHS	\$ 1,288.40
Hayes Mechanical, LLC	1-01-2620-319	REPAIR HOT WATER @ PHS	\$ 888.16
Leading Edge Lawn & Landscape, L	1-01-2620-319	TREE REMOVAL & CLEAN UP @ I	\$ 1,075.00
Rainbow Glass And Supply	1-01-2620-319	DOOR SWEEPS @ SP	\$ 380.00

BILLS BY FUND FOR PAYMENT 12/9/2013			
Decker, Inc.	1-01-2620-410	SUPPLIES	\$ 52.28
Electrical Engineering & Equipment	1-01-2620-410	SUPPLIES	\$ 1,047.02
Grainger	1-01-2620-410	SUPPLIES	\$ 262.20
Home Depot/GECF	1-01-2620-410	SUPPLIES	\$ 45.49
Interstate Electric Supply Co. of Co	1-01-2620-410	SUPPLIES	\$ 861.00
Molzer, Lori A	1-01-2620-410	REIMBR. SUPPLIES	\$ 58.39
Quill Corp	1-01-2620-410	SUPPLIES	\$ 69.99
Balsillie, Lois	1-01-4406-318	SPED PRESCHOOL EVALUATION	\$ 747.30
Metropolitan Utilities Dist	1-02-2610-321	LEVEL PAYMENT	\$ 500.00
Omaha Public Power District	1-02-2610-322	LEVEL PAYMENT	\$ 389.47
First Student	1-02-2750-318	FACILITY RENT	\$ (1,000.00)
First Student	1-02-2750-318	FUEL ESCALATOR	\$ 3,942.38
First Student	1-02-2750-318	REGULAR ROUTES	\$ 35,840.84
First Student	1-02-2750-318	ROUTE EXTENSIONS	\$ 269.60
First Student	1-02-2760-318	ADDTL SPED ROUTES NON DIST	\$ 451.54
First Student	1-02-2760-318	SPED ROUTES	\$ 21,448.15
Happy, Yellow and Checker Cab Cor	1-02-2760-318	SPED TRANSPORTATION	\$ 1,978.05
First Student	1-02-2790-318	LC HOURS	\$ 4,482.10
Metropolitan Utilities Dist	1-03-2610-321	LEVEL PAYMENT	\$ 640.00
Omaha Public Power District	1-03-2610-322	LEVEL PAYMENT	\$ 370.76
Educational Service Unit #3 (ADMIN	1-10-1100-120	INTERLOCAL SUBS	\$ 8,060.00
Educational Service Unit #3 (ADMIN	1-10-1100-210	INTERLOCAL SUBS	\$ 616.59
Educational Service Unit #3 (ADMIN	1-10-1100-290	INTERLOCAL SUBS	\$ 49.16
Quill Corp	1-10-1100-410	SUPPLIES	\$ 8.10
Educational Service Unit #3 (SPED)	1-10-1200-318	SPED SERVICE	\$ 1,113.37
AccuPrint Laser Services Inc	1-10-1200-410	TONER	\$ 94.95
Educational Service Unit #3 (SPED)	1-10-1230-362	SPED SERVICE	\$ 1,885.59
Emily R Wadhams, HPMT,MT-BC	1-10-1230-362	SPED SERVICE	\$ 280.00
Educational Service Unit #3 (SPED)	1-10-1290-318	SPED SERVICE	\$ 4,503.04
Kids On The Move Inc	1-10-1290-318	SPED SERVICE	\$ 1,125.00
HyVee Food & Drug Store	1-10-1290-410	SUPPLIES	\$ 278.12
Pearson-Clinical Assessment	1-10-1290-410	Shipping	\$ 20.94
Pearson-Clinical Assessment	1-10-1290-410	SUPPLIES	\$ 349.00
TEACHER DIRECT	1-10-1290-410	Birthday Crowns	\$ 17.76
TEACHER DIRECT	1-10-1290-410	Blue Sparkles Terrific Trimmers	\$ 6.96
TEACHER DIRECT	1-10-1290-410	Green Sparkle Terrific Trimmers	\$ 6.96
TEACHER DIRECT	1-10-1290-410	Happy Birthday Awards	\$ 4.96
TEACHER DIRECT	1-10-1290-410	SAFE-T Measures Retractable Tape	\$ 15.36
TEACHER DIRECT	1-10-1290-410	Star Badges-It's My Birthday	\$ 3.48
Destination ImagiNation, Inc.	1-10-1310-410	SUPPLIES	\$ 27.00
Miller, Vanessa A	1-10-1310-410	REIMBR. SUPPLIES	\$ 113.48
McGraw-Hill Companies (The)	1-10-1320-410	SUPPLIES	\$ 806.89
Culligan Us Filter	1-11-1100-318	SUPPLIES	\$ 77.50
Metropolitan Omaha Educational Cd	1-11-1100-318	13/14 CADRE 1ST INTALLMENT	\$ 13,750.00
Quill Corp	1-11-1100-410	SUPPLIES	\$ 10.69
AccuPrint Laser Services Inc	1-11-1100-560	TONER	\$ 310.90
AMAZON	1-11-1100-560	SUPPLIES	\$ 218.00
National Association for Music Educ	1-11-1100-630	MEMBERSHIP-M.JANAK	\$ 117.00
Educational Service Unit #3 (ADMIN	1-11-1220-120	INTERLOCAL SUBS	\$ 287.50
Educational Service Unit #3 (ADMIN	1-11-1220-210	INTERLOCAL SUBS	\$ 22.00
Educational Service Unit #3 (ADMIN	1-11-1220-290	INTERLOCAL SUBS	\$ 1.73
AccuPrint Laser Services Inc	1-11-1220-410	TONER	\$ 123.90
Educational Service #3	1-11-2230-318	A/V REPAIR	\$ 70.56
Reed, Wesley S	1-11-2410-670	REIMBR. MILEAGE	\$ 48.87
Metropolitan Utilities Dist	1-11-2610-321	LEVEL PAYMENT	\$ 1,180.00
Omaha Public Power District	1-11-2610-322	LEVEL PAYMENT	\$ 3,558.69
City Of Springfield	1-11-2610-323	WATER & SEWER @ SP	\$ 185.40
Egan Supply Company	1-11-2610-410	SUPPLIES	\$ 381.33
Hillyard/Sioux Falls	1-11-2610-410	SUPPLIES	\$ 58.00
Metropolitan Omaha Educational Cd	1-12-1100-318	13/14 CADRE 1ST INTALLMENT	\$ 13,750.00
AccuPrint Laser Services Inc	1-12-1100-410	TONER	\$ 63.95
AMAZON	1-12-1100-410	SUPPLIES	\$ 44.90
American Express	1-12-1100-410	CREDIT CARD PAYMENT	\$ 99.00

BILLS BY FUND FOR PAYMENT 12/9/2013			
Creative Mathematics	1-12-1100-410	SUPPLIES	\$ 242.00
Creative Product Sourcing, Inc	1-12-1100-410	SUPPLIES	\$ 290.00
Engaging Technologies LLC	1-12-1100-410	DUAL BOARD	\$ 210.00
American Express	1-12-1100-630	CREDIT CARD PAYMENT	\$ 90.00
Educational Service Unit No 6	1-12-1100-630	WORKSHOP-J.LITTLE	\$ 70.00
Janak, Marla J	1-12-1100-670	REIMBR. MILEAGE	\$ 165.55
Educational Service Unit #3 (ADMIN	1-12-1220-120	INTERLOCAL SUBS	\$ 860.90
Educational Service Unit #3 (ADMIN	1-12-1220-210	INTERLOCAL SUBS	\$ 65.86
Educational Service Unit #3 (ADMIN	1-12-1220-290	INTERLOCAL SUBS	\$ 8.31
Educational Service Unit #10	1-12-1220-410	WORKSHOP-M.FOWLER	\$ 32.00
Engaging Technologies LLC	1-12-1220-410	MIMIOTEACH	\$ 819.00
Quill Corp	1-12-1220-410	SUPPLIES	\$ 99.99
Apple, Inc.	1-12-1220-530	S4745LL/A AppleCare+Single Purch	\$ 99.00
Omaha Public Power District	1-12-2610-322	LEVEL PAYMENT	\$ 4,251.29
Egan Supply Company	1-12-2610-410	SUPPLIES	\$ 346.38
Hillyard/Sioux Falls	1-12-2610-410	SUPPLIES	\$ 58.00
Educational Service Unit #3 (ADMIN	1-20-1100-120	INTERLOCAL SUBS	\$ 6,555.00
Educational Service Unit #3 (ADMIN	1-20-1100-210	INTERLOCAL SUBS	\$ 501.46
Educational Service Unit #3 (ADMIN	1-20-1100-220	INTERLOCAL SUBS	\$ 79.52
Educational Service Unit #3 (ADMIN	1-20-1100-290	INTERLOCAL SUBS	\$ 35.44
Quill Corp	1-20-1100-410	SUPPLIES	\$ 16.20
Educational Service Unit #3 (SPED)	1-20-1230-362	SPED SERVICE	\$ 7,659.00
Heartland Foundation	1-20-1230-362	SPED SERVICE	\$ 2,898.00
Ollie Webb Center, Inc.	1-20-1230-362	SPED SERVICE	\$ 16,100.00
Vocational Development Center, Inc	1-20-1230-362	SPED SERVICE	\$ 1,077.00
American Express	1-21-1100-630	CREDIT CARD PAYMENT	\$ 130.00
Culligan Us Filter	1-21-1100-690	SUPPLIES	\$ 98.30
Subscription Serv Of America	1-21-2220-440	MAGAZINE RENEWAL	\$ 78.90
Egan Supply Company	1-21-2610-410	SUPPLIES	\$ 380.80
Hillyard/Sioux Falls	1-21-2610-410	SUPPLIES	\$ 58.00
King, Elizabeth Eno	1-22-1100-318	CHOREOGRAPHY	\$ 350.00
AMAZON	1-22-1100-410	SUPPLIES	\$ 44.90
Lowe's	1-22-1100-410	SUPPLIES	\$ 18.35
Nebraska Scientific	1-22-1100-410	SUPPLIES	\$ 122.15
Quill Corp	1-22-1100-410	SUPPLIES	\$ 700.27
Walmart Community/GECRB	1-22-1100-410	SUPPLIES	\$ 231.44
Nasco	1-22-1100-530	Mobile Demonstration Table	\$ 1,395.00
Nasco	1-22-1100-530	Shipping	\$ 233.87
Nat Council Teachers English	1-22-1100-630	MEMBERSHIP-J.MORGENSON	\$ 75.00
King, Matthew T	1-22-1100-670	REIMBR. ALL-STATE @ LINCOLN	\$ 156.36
Educational Service Unit #3 (ADMIN	1-22-1220-120	INTERLOCAL SUBS	\$ 115.00
Educational Service Unit #3 (ADMIN	1-22-1220-210	INTERLOCAL SUBS	\$ 8.80
Educational Service Unit #3 (ADMIN	1-22-1220-290	INTERLOCAL SUBS	\$ 0.69
Quill Corp	1-22-1220-410	SUPPLIES	\$ 58.22
Target	1-22-1220-410	SUPPLIES	\$ 31.63
NE Safety Center @ UNK	1-22-1220-630	LEVEL I-C.BROWN	\$ 150.00
OverDrive, Inc.	1-22-2220-430	LIBRARY BOOKS	\$ 76.49
Jostens	1-22-2410-318	SUPPLIES	\$ 1,016.60
Harris	1-22-2410-410	SUPPLIES	\$ 296.45
Office Depot Inc	1-22-2410-410	SUPPLIES	\$ 53.78
Quill Corp	1-22-2410-410	SUPPLIES	\$ 33.56
Harris	1-22-2410-460	AAWEB MAINTENANCE	\$ 1,110.24
Educational Service #3	1-22-2410-630	WORKSHOP-A.DOSTAL	\$ 39.00
NE Council of School Administrators	1-22-2410-630	MEMBERSHIP-A.SIMPSON	\$ 585.00
Case, Jacki L	1-22-2410-670	REIMBR. MILEAGE	\$ 27.69
Joekel, Steven K	1-22-2410-670	REIMBR. MILEAGE	\$ 813.83
Simpson, Angela M	1-22-2410-670	REIMBR. MILEAGE	\$ 299.90
Metropolitan Utilities Dist	1-22-2610-321	LEVEL PAYMENT	\$ 4,140.00
Omaha Public Power District	1-22-2610-322	LEVEL PAYMENT	\$ 15,619.79
Egan Supply Company	1-22-2610-410	SUPPLIES	\$ 725.06
Hillyard/Sioux Falls	1-22-2610-410	SUPPLIES	\$ 116.00
			\$ 256,389.08

BILLS BY FUND FOR PAYMENT 12/9/2013			
FOOD SERVICE			
Payee	Account Code	Reason	Amount
Taher, Inc.	2-23-6000-470	OPERATING EXPENSES OCT 201	\$ 53,484.97
			\$ 53,484.97
BUILDING FUND			
Payee	Account Code	Reason	Amount
Cornertone Cougars Inc.	3-06-2515-000	1/3 ASBESTOS & PLUMBING PAY	\$ 14,647.67
			\$ 14,647.67
BUILDING BOND FUND			
Payee	Account Code	Reason	Amount
Union Bank & Trust Company	6-06-0006-001	ADMIN. ANNUAL FEE	\$ 512.00
			\$ 512.00
			\$ 325,033.72



Prepared For
BRETT RICHARDS
 SO SARPY SCHOOL 46

Account Number
 XXXX-XXXXX7-21006

Closing Date
 11/22/13

Page 3 of 3

Activity Continued

002 002 02364 R047A2D 0140 68059 000
 002 002 02364 R047A2D
 07109 R047A2D 02864
 (000)

Card Number	XXXX-XXXXX7-22020	Reference Code	Amount \$
10/23/13	B & B PITSTOP REF# 000020212 PURCHASE ROC NUMBER 000020212	SPRINGFIELD NE GAS STATION 10/22/13 00002021200	58.09
10/25/13	B & B PITSTOP REF# 000020411 PURCHASE ROC NUMBER 000020411	SPRINGFIELD NE GAS STATION 10/24/13 00002041100	54.33
10/26/13	B & B PITSTOP REF# 000020511 PURCHASE ROC NUMBER 000020511	SPRINGFIELD NE GAS STATION 10/25/13 00002051100	82.68
10/29/13	PAYPAL *NEBRASKAMUS REF# 53011818 PROFESSIONAL SEVICE ROC NUMBER 53011818	4029357733 CA 402-935-7733 10/29/13 53011818000	90.00
10/31/13	INTLREADING REF# 62906044 EDUCATIONAL ROC NUMBER 62906044	3027311600 DE CHARITABLE ORG 10/30/13 62906044000	99.00
10/31/13	PAYPAL *HISTORY BEE REF# 64256565 PROFESSIONAL SEVICE ROC NUMBER 64256565	4029357733 CA 402-935-7733 10/30/13 64256565000	130.00
11/01/13	SOUTHWEST AIRLINES (DALLAS TKT# 5262168592196 PASSENGER TICKET LAYHER/GERALD DEAN SOUTHWEST AIRLINES (DALLAS FROM OMAHA NE TO MIDWAY ARPT IL TO OMAHA NE TO UNAVAILABLE TO UNAVAILABLE	(DALLAS TX AIRLINE/AIR C 11/01/13 SOUTHWEST AIRLINES (MAS TX CARRIER CLASS WN T WN R YY 00 YY 00	78001082770 253.30
11/07/13	B & B PITSTOP REF# 000021749 PURCHASE ROC NUMBER 000021749	SPRINGFIELD NE GAS STATION 11/06/13 00002174900	22.46
11/09/13	B & B PITSTOP REF# 000021981 PURCHASE ROC NUMBER 000021981	SPRINGFIELD NE GAS STATION 11/08/13 00002198100	47.72
11/13/13	B & B PITSTOP REF# 000022312 PURCHASE ROC NUMBER 000022312	SPRINGFIELD NE GAS STATION 11/12/13 00002231200	75.00
11/15/13	JIMMY JOHNS - 1779 8 PAPIILLION REF# 490890 FAST FOOD RESTAU	NE 11/14/13 49089000000	69.75
11/19/13	B & B PITSTOP REF# 000022998 PURCHASE ROC NUMBER 000022998	SPRINGFIELD NE GAS STATION 11/18/13 00002299800	60.30
11/21/13	B & B PITSTOP REF# 000023228 PURCHASE ROC NUMBER 000023228	SPRINGFIELD NE GAS STATION 11/20/13 00002322800	43.20

Fuel

1-12-1100-630

1-12-1100-410

1-21-1100-630

*PHS
Activity
Fund ck. #
041943*

Fuel

Fuel

Total for BRETT A. RICHARDS

New Charges/Other Debits 1,085.83
 Payments/Other Credits 0.00

Fuel = 443.78

NEBRASKA SOCIAL STUDIES/HISTORY STANDARDS

Grades K-12

Adopted by the State Board of Education
September 2003



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Nebraska Social Studies/History Standards

Grades K-1

1.1 UNITED STATES HISTORY, GEOGRAPHY, CIVICS/GOVERNMENT, ECONOMICS

1.1.1 By the end of first grade, students will demonstrate an understanding that history relates to events and people of other times and places.

Example indicators:

- Use calendars and timelines to show sequence and change.
- Identify past events and people in legends, historical fiction, and biographies, e.g., Johnny Appleseed, Betsy Ross, etc.
- Describe the people and events honored in commemorative holidays.
- Compare school and community life in America in different places and times.
- Recognize that people, places, and things change over time.

1.1.2 By the end of first grade, students will compare and contrast the past and present contributions of cultures to school and family.

Example indicators:

- Explain the past and the present through pictures, oral history, letters, or journals.
- Students will identify ways that people grow and change over time.

1.1.3 By the end of first grade, students will compare the relative location of people, places, and things

Example indicators:

- Use objects to show position, e.g., near/far, up/down, left/right, behind/in front.
- Identify map symbols, e.g., legend references to land, water, roads, and cities.
- Name community symbols, e.g. traffic signs, traffic lights, and street and highway markers.
- Locate land and water on simple maps, globes, or other models using cardinal directions and map symbols.
- Recognize the physical shape of our state and nation.

1.1.4 By the end of first grade, students will recognize that climate, location, and physical surroundings affect the lives of people.

Example indicators:

- Discuss how the environment influences their food, clothing, shelter, transportation, and recreation.
- Recognize that Nebraska's seasons vary from other places in the United States and the world.

1.1.5 By the end of first grade, students will identify uses of technology, such as transportation and communication.

Example indicators:

- Identify what inventions are.
- Describe a helpful invention.
- Explain why they are important.

1.1.6 By the end of first grade, students will identify basic economic concepts.

Example indicators:

- Recognize the difference between basic needs and wants, e.g. food, clothing, shelter, and affection.
- Explain differences between buyers and sellers/goods and services.

1.1.7 By the end of first grade, students will explain how families and individuals earn, spend, and save.

Example indicators:

- Match simple descriptions of work that people do with the names of those jobs
- Recognize the importance of work.
- Demonstrate the exchange of money for goods and services
- Identify ways to save money

1.1.8 By the end of first grade, students will recognize good citizenship and its importance.

Example indicators:

- Explain why it is important to show respect for self, family, and others, e.g., taking care of his/her own things and respecting what belongs to others.
- Identify examples of honesty, courage, patriotism, and other admirable character traits seen in American history.
- Identify how choices and actions affect themselves and others, e.g., making class rules, participating in classroom chores.
- Identify community groups of which students are members, e.g., family, school, church, girl/boy scouts, and classroom.
- Participate in classroom elections.
- Name the President or other elected leaders.

1.1.9 By the end of first grade, students will identify patriotic symbols and actions.

Example indicator:

- Name those associated with the United States, e.g., the flag, the Pledge of Allegiance, etc.

Grades 2-4

4.1 UNITED STATES HISTORY, NEBRASKA HISTORY, GEOGRAPHY, CIVICS/GOVERNMENT, ECONOMICS

4.1.1 By the end of fourth grade, students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Example indicators:

- Identify and describe cultural holidays and events in their communities, Nebraska, and United States.
- Identify changes in daily life past and present, e.g., roles, jobs, communication, technology, schools, and cultural traditions.

4.1.2 By the end of fourth grade, students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

Example indicators:

- Identify regional characteristics, e.g., Navaho, Amish, and Polynesian.
- Identify important men and women from different cultural and ethnic groups.
- Identify famous inventors.
- Identify contributions of special groups, e.g., labor unions, buffalo soldiers, and farmers' co-ops.

4.1.3 By the end of fourth grade, students will describe social and economic development of Nebraska in the 20th century.

Example indicators:

- Identify the accomplishments of 20th century Nebraskans.
- Explain the impact of advance in transportation, communication, immigration, and economic development.

4.1.4 By the end of fourth grade, students will describe the interaction between Native Americans and their environment on the plains prior to European contact.

Example indicators:

- Explain how Native Americans used the resources for daily living.
- Identify different types of shelters used by Native Americans.
- Describe the daily life of a Native American.

4.1.5 By the end of fourth grade, students will describe Nebraska's history, including geographic factors, from European contact to statehood.

Example indicators:

- Explain how historic and geographic factors affected the expansion and development of Nebraska.
- Locate on a map, forts, missions, settlements, trails, cities, transportation routes, and migration patterns.
- Describe the exploration of the Great Plains.
- Describe the impact of westward expansion on tribal nations.
- Describe Spanish, French, and English settlements.

4.1.6 By the end of fourth grade, students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

Example indicators:

- Identify and describe the past and present contributions of Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.
- Identify members of Nebraska’s Hall of Fame.
- Identify accomplishments of prominent Nebraskans, e.g., Black Elk, Malcolm X, and Evelyn Sharp.
- Identify groups that have impacted Nebraska’s history, e.g., buffalo soldiers, cowboys, and sodbusters and immigrant settlers.
- Identify symbols associated with Nebraska, e.g., the flag, tree, and bird.

4.1.7 By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

Example indicators:

- Identify, analyze, and make generalizations using primary sources, e.g., artifacts, diaries, letters, photographs, art, and newspapers.
- Compare documentary sources on historical figures, events, with fictionalized characters and events to distinguish fact from fiction.

4.1.8 By the end of fourth grade, students will describe characteristics of a market economic system and the interactions of consumers and producers.

Example indicators:

- Describe the concepts of scarcity, choice, and the use of limited natural, capital, and human resources in an economic system.
- Explain the specialization and interdependence of producers and consumers involved in producing goods and services.
- Demonstrate how markets and prices help consumers buy and producers supply products and services in an economic system.
- Identify how changing modes of transportation and communication by entrepreneurs have changed the economic system of the United States and Nebraska.
- Explain the purpose of taxes and their use and collection in an economic system.

4.1.9 By the end of fourth grade, students will demonstrate an understanding of money and the financial system used in the United States.

Example indicators:

- Identify the concepts of earning, saving, spending, checking accounts and credit used by financial institutions and consumers.
- Describe the functions of money in an economic system.

4.1.10 By the end of fourth grade, students will identify and use essential map elements.

Example indicators:

- Distinguish between longitude and latitude.
- Use the equator and prime meridian to identify the hemisphere.
- Use the grid system to find locations.
- Use cardinal directions.
- Understand map keys, e.g., scale, symbols, compass rose.

4.1.11 By the end of fourth grade, students will use maps and globes to acquire information about people, places, and environments.

Example indicators:

- Locate and identify on maps and globes his/her local city or county, Nebraska, the United States, the seven continents, and four oceans.
- Sketch maps to illustrate places described in narratives, e.g., neighborhoods, rooms, routes, regions, states, countries, continents.
- Explain how physical characteristics, transportation routes, climate, and specialization influenced the variety of crops, products, industries, and the general patterns of economic growth in Nebraska.
- Illustrate how Nebraska communities differ in physical features, e.g., land use, population density, architecture, services, and transportation.
- Construct physical maps and three-dimensional models that include the essential map elements, political areas, and the geographic regions of Nebraska and the United States, e.g., Coastal Plains, Appalachian Mountains, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Ridge, and Coastal Range.
- Explain the directional flow of rivers.

4.1.12 By the end of fourth grade, students will identify the geographic and human characteristics of the regions of the United States and Nebraska.

Example indicators:

- Name the major geographic regions of the United States.
- Identify the states within each region.
- Identify capital cities and major cities.
- Identify mountains, lakes, and rivers in each region.
- Name the countries and bodies of water, which border the United States.
- Identify geographic and historic features unique to each region.

4.1.13 By the end of fourth grade, students will describe the process of making laws, carrying out laws, and determining if laws have been violated.

Example indicators:

- Describe the constitutional rights and responsibilities of being a citizen.
- Explain the role of citizenship in the promotion of laws.
- Describe the election process.
- Identify the consequences of violating the law.
- Identify local, county, and state representatives.
- Explain the process of contacting a representative

4.1.14 By the end of fourth grade, students will identify the uniqueness of the Nebraska Unicameral compared with other state legislatures.

Example indicators:

- Describe the difference between bicameral and unicameral legislatures.
- Identify the contribution of George Norris.

4.1.15 By the end of fourth grade, students will identify and describe the responsibilities of the elected mayor, governor and president on the local, state, and federal level.

Example indicator:

- Name the mayor, governor, and the President of the United States and list several responsibilities of each.

Grades 5-8

8.1 UNITED STATES HISTORY

8.1.1 **By the end of eighth grade, students will analyze major cultures in the Americas before the 17th century.**

Example indicators:

- Describe the regional culture groups of early Native Americans in North America, e.g., the Northern, Northwestern, Plains, Mound Builders, Eastern Woodlands, and Southwestern Native Americans, etc.
- Describe selected civilizations in Central and South Americas, e.g., the Mayan, Olmecs, Aztec, Incas, Chibchas, and Toltecs.
- Explain how geography and climate influenced the way Early American cultural groups lived.

8.1.2 **By the end of eighth grade, students will analyze the major people, events, and ideas that led to the exploration and settlement of the Americas by Europeans.**

Example indicators:

- Explain the motivations, obstacles, and accomplishments of sponsors and leaders of key expeditions from Spain, France, Portugal, and England.
- Identify the economic, ideological, religious, and nationalist forces that led to competition among European powers for control of the Americas.
- Identify the political, economic, and social impact of the encounter between European and early cultures in the Americas.
- Identify explorers, e.g., Columbus, Leif Ericsson, Amerigo Vespucci, Champlain, and Hudson.
- Describe Spanish, French, and English settlements.

8.1.3 **By the end of eighth grade, students will describe key people, events, and ideas from colonial America.**

Example indicators:

- Explain the factors that led to the founding of the colonies, e.g., the escape from religious persecution, economic opportunity, release from prison, and military adventure.
- Describe geographic, political, economic, and social contrasts in the three regions of New England, the mid-Atlantic, and the South.
- Describe life in the colonies in the 18th century from the perspectives of Native Americans, large landowners, farmers, artisans, women, and slaves.
- Explain the principal economic and political connections between the colonies and England.
- Describe sources of dissatisfaction that led to the American Revolution.
- Identify key individuals and events in the American Revolution, e.g., King George, Lord North, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, Patrick Henry, and Thomas Paine.
- Explain major military campaigns of the Revolutionary War and reasons why the colonies were able to defeat the British.

8.1.4 By the end of eighth grade, students will analyze challenges faced by the new United States government.

Example Indicators

- Explain the writing of a new Constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights.
- Describe major issues facing Congress and the first four presidents.
- Explain conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties.

8.1.5 By the end of eighth grade, students will describe growth and change in the United States from 1801-1861.

Example indicators:

- Describe territorial exploration, expansion, and settlement, e.g., Lewis and Clark, Louisiana Purchase, and acquisition of southern and western territories.
- Describe how the physical geography and various incentives influenced the movement of people, goods, and services
- Describe the political relationships between the Americas and Europe, which led to the Monroe Doctrine.
- Describe the impact of inventions, e.g., the cotton gin, McCormick reaper, etc.

8.1.6 By the end of eighth grade, students will identify and analyze causes, key events, and the effects of the Civil War and Reconstruction.

Example indicators:

- Describe economic and philosophical differences between the North and South.
- Identify key events leading to secession and war.
- Identify key people during this period, e.g., Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, William Lloyd Garrison, Harriet Tubman, Harriet Beecher Stowe, John Brown, Clara Barton, etc.
- Identify key events during the Civil War, e.g., major battles, the Emancipation Proclamation, and Lee's surrender at Appomattox.
- Describe life on the battlefield and on the homefront from multiple perspectives.
- Explain the basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the United States Constitution.
- Describe the impact of Reconstruction policies on the South.

8.1.7 By the end of eighth grade, students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Example indicators:

- Describe federal policies of expansion and how they affected various culture groups and individuals, e.g., Native Americans, Asian Americans, etc.
- Explain why people immigrated to the United States, describe their obstacles and contributions.
- Describe the growth of American cities and the impact on societies.
- Describe the United States participation in key world events, e.g., the Spanish-American War, World War I, etc.

8.1.8 By the end of eighth grade, students will describe key, social, economic and cultural developments from WWI through the Great Depression.

Example indicators:

- Describe the arts in the United States, e.g., the Harlem Renaissance, the works of F. Scott Fitzgerald, Louis Armstrong, etc.
- Describe the social changes, e.g., women’s suffrage, prohibition, etc.
- Describe the economic factors that led to the Great Depression.
- Describe the extent and depth of business and farm failures, unemployment, and poverty.
- Describe the New Deal, the Depression, and the future role of government in the economy.
- Identify key people of the period, e.g., Eleanor and Franklin Roosevelt, Charles Lindbergh, etc.

8.1.9 By the end of eighth grade, students will describe key people, events, and ideas since World War II.

Example indicators:

- Explain segregation, desegregation, and the Civil Rights Movement.
- Describe the changing role of women in America.
- Describe the technology revolution and its impact on communication, transportation, and new industries.
- Describe the consumer economy and increasing global markets.
- Describe the increases in violent crime and illegal drugs.
- Explain the effects of increased immigration.
- Describe political leaders of the period, trend in national elections, and differences between the two major political parties.

8.2 WORLD HISTORY TO 1000 A.D.

8.2.1 By the end of eighth grade, students will describe human culture in the Paleolithic and Neolithic Eras.

Example indicators:

- Describe how archeological discoveries change our knowledge of early peoples.
- Compare the characteristics of Paleolithic and Neolithic societies and the adaptation to physical geography of various areas had on those groups.
- Describe how tool making, use of fire, agricultural revolution, and other technological and social advancements improved life for early people.

8.2.2 By the end of eighth grade, students will describe the impact of ancient river valley civilizations (Mesopotamia, Egypt, India, and China) on the development of world cultures.

Example indicators:

- Describe the geography and history of each civilization.
- Describe the location in time and place.
- Identify social, political, and economic institutions.
- Describe religious traditions and written language.
- Identify significant contributions and legacies.

8.2.3 By the end of eighth grade, students will describe the impact of history, culture, and geography of Greece and Rome on later civilizations.

Example indicators:

- Describe the influence of physical geography, climate, and soils on the Greek economic, social, and political development and the impact on the commerce of the Mediterranean regions.
- Describe the development of Greek democracy.
- Identify and describe the contributions of Greek culture, e.g., mythology and philosophy.
- Describe important Greek military campaigns, e.g., the Persian Wars and conquests by the Macedonians.
- Describe the influence of geography on Roman economic, social, and political development.
- Relate Roman mythology and religion.
- Describe the development of the Roman government.
- Identify and describe the economic and political contributions of Roman culture, e.g., mythology and architecture.
- Describe important Roman military campaigns, e.g., military domination of the Mediterranean and Western Europe.
- Describe the fall of the Republic and the rise of imperial monarchs.
- Describe the impact and spread of Christianity and Judaism.
- Describe, analyze, and evaluate the history of the Byzantine Empire from about 300 BCE to 1000 C.E., e.g., Constantinople, Codification of Roman law, Greek Orthodox churches, and Byzantine art and architecture.

8.2.4 By the end of eighth grade, students will describe the development and cultural impact of major religions.

Example indicators:

- Describe the origins, customs, beliefs, and spread of the major religions
- Identify the theological and cultural differences and similarities among the major religions.
- Describe the effect of religious, political, and economic competition.
- Identify the historical turning points that affected the spread and influence of these religious cultures.

8.2.5 By the end of eighth grade, students will describe the impact of life in Medieval Europe on later civilizations.

Example indicators:

- Describe the structure of feudal society and identify economic, social, and political effects.
- Describe the Age of Charlemagne.
- Describe the impact of Magyars and the Vikings.
- Analyze the influence of Christianity throughout Europe.

8.2.6 By the end of eighth grade, students will describe the impact of selected civilizations in Asia and Africa on the development of later cultures.

Example indicators:

- Describe chronology, location, geography, social structures, forms of government, economy, and religion of each civilization.
- Identify key characteristics of the kingdoms of Kush and (Axum) Aksum in Ethiopia.
- Describe how geography of Africa shaped the various cultures of trading empires in Western Africa.
- Describe the culture and contributions of ancient Arabia.

- Identify cultural characteristics of Japan’s feudal system.
- Identify various Chinese dynasties and their legacies to later generations.
- Describe the role of geographic factors in limiting or encouraging the movement of people and ideas.

8.3 CIVICS AND ECONOMICS

8.3.1 By the end of eighth grade, students will explain and compare the structures, functions, and powers of the three branches of government at the national, state, and local levels.

Example indicators:

- Explain the election and appointment of officials.
- Describe the division and sharing of powers among and within levels of government.
- Chart the separation and sharing of powers within levels of government.
- Describe the process of amending the United States and Nebraska Constitutions.
- Outline the powers granted to Congress, the President, the Supreme Court, and those reserved to the states.

8.3.2 By the end of eighth grade, students will compare the election process at the local, state, and national levels of government.

Example indicators:

- Explain nomination and promotion of candidates for elective office.
- Describe similarities and differences between the major political parties.
- Describe voter turnout.
- Evaluate the accuracy of campaign advertising.
- Discuss bias and identify how media reports, analysis, and editorials are different.

8.3.3 By the end of eighth grade, students will compare the policy-making process at the local, state, and national levels of government.

Example indicators:

- Chart the basic law-making process within the respective legislative bodies.
- Explain the interaction between the chief executives and the legislative bodies.
- Explain the functions of departments, agencies, and regulatory bodies.
- Describe the roles of political parties at the state and national levels.
- Explain the ways that individuals and cultural, ethnic, and other interest groups can influence government policy makers.
- Describe the impact of the media on public opinion and policy makers.

8.3.4 By the end of eighth grade, students will distinguish between the judicial systems established by the Nebraska Constitution and United States Constitution.

Example indicators:

- Diagram the organization and jurisdiction of Nebraska and United States courts.
- Describe the exercise of the power of judicial review.
- Describe the process of bringing and resolving criminal and civil cases in Nebraska’s judicial system.
- Describe the function and process of the juvenile justice system in Nebraska.

8.3.5 By the end of eighth grade, students will explain the structure and operation of the United States economy and the role of citizens as producers and consumers.

Example indicators:

- Define the concepts of scarcity, choice, trade-offs, specialization, entrepreneurship, productivity, inflation, profits, markets, supply and demand, inflation, and unemployment and incentives.
- Analyze the effect of producer and consumer behavior on markets.
- Describe the role of individuals and businesses as consumers, savers, investors, and borrowers.
- Explain how various institutions help individuals and groups accomplish economic goals.
- Describe common forms of credit, savings, investments, purchases, and contractual agreements, e.g., warranties, and guarantees.
- Analyze skills necessary for career opportunities, e.g., individual abilities, skills, and education, and the changing supply and demand for those skills in the economy.
- Describe the development of money, savings, and credit.

8.3.6 By the end of eighth grade, students will compare the United States economic system to systems in other countries.

Example indicators:

- Describe the government's role in the United States economy, e.g., provision of public goods and services, protection of consumer rights, and the promotion of competition.
- Describe the impact of government policies, on individuals and businesses, taxation, and government borrowing
- Explain how the government addresses third-party costs and benefits, e.g., pollution and medical research.
- Explain the differences between traditional command and market economics.
- Analyze the costs and benefits of instituting different degrees of market, command, and traditional characteristics in mixed economic systems.

8.3.7 By the end of eighth grade, students will summarize the rights and responsibilities of United States citizens.

Example indicators:

- Describe ways individuals participate in the political process, e.g., registering and voting, communicating with government officials, participating in political campaigns, and serving on juries and in voluntary appointed positions.
- Identify the way individuals of cultural, ethnic, and other interest groups can influence governments.
- Describe the election process and appointment of officials.
- Describe the impact of the media on public opinion and policy.
- Compare the election process at the local, state, and national levels of government, e.g., nomination and promotion of candidates for elective office similarities and differences between the major political parties; voter turnout; evaluate the accuracy of campaign advertising; and recognize bias and identify how media reports, analysis, and editorials are different.

8.3.8 By the end of eighth grade, students will describe the purpose and function of the United States Constitution, including the Bill of Rights.

Example indicators:

- What are inalienable rights?
- What does "life, liberty, and the pursuit of happiness," mean?

- What is the rule of law, justice, and equality under the law?
- Describe the Native American heritage, e.g., Iroquois Five Nations Confederacy, "Great Binding Law."
- Explain the British and American heritage, e.g., the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Articles of Confederation.
- Explain the philosophy of government expressed in the Declaration of Independence.

8.4 **SKILLS**

8.4.1 **By the end of eighth grade, students will explain the meaning of patriotic slogans and excerpts from notable speeches and documents.**

Example indicators:

- Explain the statement "Give me liberty or give me death."
- Explain the meaning of "E Pluribus Unum."
- Discuss the importance of the Gettysburg Address.
- Explain the Preamble to the Constitution.
- Explain the Declaration of Independence.
- Who said ". . . December 7, 1941, a date which will live in infamy"?
- Explain the statement "Ask not what your country can do for you"
- Who said "Mr. Gorbachev, tear down this wall!"?

8.4.2 **By the end of eighth grade, students will demonstrate skills for historical analysis.**

Example indicators:

- Identify, analyze, and interpret primary sources, e.g., artifacts, diaries, letters, photographs, art, documents, newspapers, and contemporary media, e.g., television, movies, and computer information systems to better understand events and life in United States history to 1877.
- Identify characters, settings, and events from narratives of Nebraska, America, and world history.
- Construct various time lines of American history from pre-Columbian times to 1877, highlighting landmark dates, technological changes, major political and military events, and major historical figures.
- Locate on a United States map major physical features, bodies of water, exploration and trade routes; the states that entered the Union up to 1877; and, identify the states that formed the Confederacy during the Civil War.
- Identify, analyze, and interpret primary sources, e.g., artifacts, diaries, letters, photographs, art, documents, newspapers, contemporary media, and computer information systems, making generalizations about events and life in United States history since 1877.
- Recognize and explain nationalism, race, religion, and ethnicity have influenced different points of view.
- Distinguish fact from fiction by examining documentary sources.
- Construct various time lines of United States history since 1877, e.g., landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections.
- Locate on a United States map all 50 states, the original 13 states, the states that formed the Confederacy, and states which entered the Union after 1877.

8.4.3 By the end of eighth grade, students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Example indicators:

- Explain the historical perspectives of people, e.g., Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans; settlers, slaves, and slave holders; Patriots and Tories; Federalists and Anti-Federalists; Confederates and Yankees; Republicans and Democrats; and rural and urban.
- Describe the causes, costs, and benefits of major events in American history up to 1877, e.g., American Revolution, the Constitutional Convention, the Civil War, and Reconstruction.

8.4.4 By the end of eighth grade, students will evaluate different assessments of the causes, costs, and benefits of major events in recent American history to develop discussion, debate, and persuasive writing skills.

8.4.5 By the end of eighth grade, students will interpret economic and political issues as expressed in various visuals.

8.4.6 By the end of eighth grade, students will improve their skills in historical research and geographical analysis.

Example indicators:

- Identify, analyze, and interpret primary sources and secondary sources to make generalizations about events and life in world history up to 1000 A.D.
- Identify, analyze, and interpret global population distribution in the Middle Ages.
- Identify and compare contemporary national political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1000 A.D.
- Identify and compare the distribution of major religious culture in the contemporary world with the origin and spread of Judaism, Christianity, Islam, Hinduism, and Buddhism up to 1000 A.D.

Grades 9-12

12.1 UNITED STATES HISTORY

12.1.1 By the end of twelfth grade, students will analyze and explain the causes and effects of the Age of Discovery, contacts between Native Americans and European settlers, and the creation of the American colonies.

Example indicators:

- Explain the economic and cultural characteristics of the groups.
- Summarize the motives and strategies of the explorers and settlers.
- Explain the impact of European settlement on the Native Americans.
- Relate the legacies of contact, cooperation, and conflict from that period.
- Explain the motivation of ethnic and religious groups, and how immigrants influenced the settlement of colonies.
- Summarize the economic activity.
- Describe the political developments.
- Compare the social customs, the arts, and religious beliefs.

12.1.2 By the end of twelfth grade, students will analyze and explain the events and ideas of the Early National Period.

Example indicators:

- Relate changes in British policies that provoked the American colonists.
- Discuss the debate within America concerning separation from Britain.
- Compare the Declaration of Independence and "Common Sense."
- Describe the roles played by the individual leaders.
- Summarize key battles, military turning points, and key strategic decisions.
- Compare The Articles of Confederation and the Declaration of Independence.
- Discuss the issues and policies affecting relations among existing and future states, e.g., the Northwest Ordinance.
- Explain the Constitutional Convention, e.g., the leadership of James Madison and George Washington.
- Compare and contrast the struggle for ratification of the Constitution, the Federalist Papers, and Anti-Federalists arguments.
- Explain the addition of the Bill of Rights to the Constitution.
- Relate the organization of the national government under the new Constitution.
- Explain the major domestic and foreign affairs issues facing the first presidents and Congress.
- Summarize the development of political parties.
- Explain how the impact of Supreme Court cases, e.g., Marbury v. Madison and McCulloch v. Maryland, affected the interpretation of the Constitution.
- Explain foreign relations and conflicts, e.g., the War of 1812 and the Monroe Doctrine.
- Discuss the Louisiana Purchase and the acquisition of Florida.
- Summarize the economic development, trade, tariffs, taxation, and trends in the national debt.

12.1.3 By the end of twelfth grade, students will analyze the causes and effects of major events of the Civil War and Reconstruction.

Example indicators:

- Discuss the causes and effects of slavery.
- Explain the States' Rights Doctrine.

- Discuss tariffs and trade.
- Describe the settlement of the Western United States.
- Explain Secession.
- Compare and contrast the military advantages of the Union and the Confederacy.
- Explain the threat of foreign intervention.
- Discuss the economic and political impact of the war.
- Explain the roles played by the individual leaders.
- Relate the impact of Reconstruction policies on the South.

12.1.4 By the end of twelfth grade, students will analyze the impact of immigration on American life, identifying factors.

Example indicators:

- Contributions of Native Americans, Hispanic Americans, African Americans, European Americans, Asian Americans, and immigrant groups and individuals.
- Ethnic conflict and discrimination.
- The United States domestic policies.

12.1.5 By the end of twelfth grade, students will summarize causes and effects of the Industrial Revolution.

Example indicators:

- Describe new inventions and industrial production methods.
- Summarize new technologies in transportation and communication.
- Explain incentives for capitalism and free enterprise.
- Describe the impact of immigration on labor supply and the movement to organize workers.
- Describe improvements in standards of living, life expectancy, and living conditions.
- Explain child labor, working conditions, and the rise of organized labor.
- Summarize government policies affecting trade, monopolies, taxation, and money supply.
- Summarize muckraking literature and the rise of the Progressive Movement.
- Describe women's suffrage and temperance movements, describing their impact on society.
- Summarize political changes at the local, state, and national levels.

12.1.6 By the end of twelfth grade, students will analyze the origins and effects of World War I.

Example indicators:

- Describe the end of the Ottoman Empire and the creation of new states in the Middle East.
- Relate the declining role of Great Britain and the expanding role of the United States in world affairs.
- Summarize the political, social, and economic change in Europe and the United States.
- Explain the causes of World War I.

12.1.7 By the end of twelfth grade, students will analyze and explain the Great Depression.

Example indicators:

- Explain the causes and effects of changes in business cycles.
- Describe the weaknesses in key sectors of the economy in the late 1920's.
- Summarize United States government's economic policies in the late 1920's.
- Explain the causes and effects of the Stock Market Crash.
- Describe the impact of the Depression on the American people.
- Explain the impact of New Deal economic policies.
- Explain the impact of the expanded role of government in the economy since the 1930's.

12.1.8 By the end of twelfth grade, students will recognize and explain the origins and effects of World War II.

Example indicators:

- Describe the rise of and aggression of totalitarian regimes in Germany, Italy, and Japan.
- Summarize the rise of Fascism, Nazism, and Communism in the 1930's and 1940's and the response of Europe and the United States.
- Explain the role of the Soviet Union.
- Explain appeasement, isolationism, and the war debates in Europe and the United States prior to the outbreak of war.
- Relate the impact of mobilization for war, at home and abroad.
- Summarize the major battles, military turning points, and key strategic decisions.
- Explain the Holocaust and its impact.
- Describe the reshaping of the United States' role in world affairs after the war.
- Summarize the major changes in Eastern Europe, China, Southeast Asia, and Africa following the war.

12.1.9 By the end of twelfth grade, students will analyze and explain United States foreign policy since World War II.

Example indicators:

- Summarize the origins of the Cold War and the foreign and domestic consequences.
- Describe Communist containment policies in Europe, Latin America, and Asia.
- Describe McCarthyism and the fear of communist influence within the United States.
- Explain Strategic and economic factors in Middle East policy.
- Describe the relations with South Africa and other African nations.
- Describe the collapse of communism and the end of the Cold War.
- Explain the new challenges to America's leadership role in the world.
- Analyze the confrontations with the Soviet Union in Berlin and Cuba.
- Explain NATO and other alliances and the United States role in the United Nations.
- Describe nuclear weapons and the arms race.
- Summarize the military conflicts in Korea, Vietnam, and the Middle East.

12.1.10 By the end of twelfth grade, students will evaluate developments in federal civil rights and voting rights since the 1950's.

Example indicators:

- The Brown v. Board of Education decision and its impact on education.
- Civil rights demonstrations and related activity leading to desegregation of public accommodations, transportation, housing, and employment.
- The impact of reapportionment cases and voting rights legislation on political participation and representation.
- Affirmative action.

12.1.11 By the end of twelfth grade, students will demonstrate an understanding of domestic policy issues in contemporary American society.

Example indicators:

- Compare conservative and liberal economic strategies.
- Compare the positions of political parties and interest groups on major issues.

12.1.12 By the end of twelfth grade, students will explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.

Example indicators:

- Locate and explain the location and expansion of the original colonies.
- Trace the territorial expansion of the United States, explaining how the physical environment influenced it.
- Locate new states as they were added to the Union.
- Demonstrate an understanding of the settlement patterns, migration routes, and cultural influence of various racial, ethnic, and religious groups.
- Compare patterns of agricultural and industrial development in different regions as they relate to natural resources, markets, and trade.
- Analyze the political, social, and economic implications of demographic changes in the nation over time.

12.1.13 By the end of twelfth grade, students will develop skills for historical analysis.

Example indicators:

- Analyze documents, records, and data, e.g., artifacts, diaries, letters, photographs, journals, newspapers, and historical accounts.
- Evaluate the authenticity, authority, and credibility of sources.
- Formulate historical questions and defend findings based on inquiry and interpretation.
- Develop perspectives of time and place, such as the construction of various time lines of events, periods, and personalities in American history.
- Communicate findings orally, in brief analytical essays, and in a comprehensive paper.

12.1.14 By the end of twelfth grade, students will demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.

Example indicators:

- Discuss civil disobedience v. the rule of law.
- Analyze the role of government to the individual in economic planning and social programs.
- Debate freedom of the press v. the right to a fair trial.
- Analyze the tension between majority rule and minority rights.
- Debate problems of intolerance toward racial, ethnic, and religious groups in American society.
- Discuss the evolution of rights, freedoms, and protections through political and social movements.
- Interpret aspects of “United States Constitution”, “Bill of Rights”, “Letter from Birmingham”, “Speak softly and carry a big stick...”, “Gettysburg Address”, etc.

12.2 WORLD HISTORY: 1000 C.E. TO THE PRESENT

12.2.1 By the end of twelfth grade, students will demonstrate an understanding of the state of the world about 1000 C.E.

Example indicators:

- Summarize the institution of feudalism in Europe, Asia, and Africa.
- Summarize the growth of trade between civilizations, e.g., silk trade, gold and salt trade.
- Describe the location and leadership of major kingdoms in Europe, Africa, Asia, and Latin America

- Describe the location and culture of the Byzantine and Muslim empires.
- Summarize the role of religion in a civilization, e.g., the Roman Catholic Church, Buddhism, Islam, and animism.
- Describe the conflict between religions, e.g., Crusades and the Great Schism.
- Summarize the technological advances in Asia and Latin America, e.g., calendars and metallurgy.

12.2.2 By the end of twelfth grade, students will analyze the patterns of social, economic, political change, and cultural achievement in the late Medieval period.

Example indicators:

- Explain the emergence and distinctive political developments of nation-states, e.g., Spain, France, England, and Russia.
- Describe the conflicts among Eurasian powers, e.g., the Crusades, the Mongol conquests, and the expansion of the Ottoman Turks.
- Explain the patterns of crisis and recovery, e.g., the Black Death.
- Explain the preservation of Greek and Roman philosophy, medicine, and science.

12.2.3 By the end of twelfth grade, students will analyze the historical developments of the Renaissance.

Example indicators:

- Explain the economic foundations of the Renaissance, such as European interaction with Muslims, increased trade, role of the Medici's, and new economic practices.
- Discuss the rise of Italian city-states.
- Compare the artistic, literary, and intellectual creativity, e.g., Leonardo DaVinci, Michelangelo, and Shakespeare, as contrasted with the Medieval period.
- Explain the Machiavelli's theory of government as described in *The Prince*.
- Describe the differences between the Italian and the Northern Renaissance.

12.2.4 By the end of twelfth grade, students will analyze the historical developments of the Reformation.

Example indicators:

- Explain the influence of religious conflicts on government actions, such as the Edict of Nantes in France.
- Discuss the evolution of laws that reflect religious beliefs, cultural values, traditions, and philosophies, e.g., the beginnings of religious toleration and the growth of democracy.

12.2.5 By the end of twelfth grade, students will analyze the impact of European expansion into the Americas, Africa, and Asia.

Example indicators:

- Discuss the roles and motivations of explorers/conquistadors.
- Explain the migration, settlement patterns, and cultural diffusion.
- Explain the exchange of technology, ideas, and agricultural practices.
- Discuss the trade in slaves, tobacco, rum, furs, and gold.
- Relate the introduction of new diseases.
- Discuss the influence of Christianity.
- Explain the economic and cultural transformations created by the emergence of plant-like tobacco and corn in new places and the arrival of the horse in the Americas.
- Describe the competition for resources and the rise of the Commercial Revolution and mercantilism.
- Explain the cultural changes in indigenous societies.

12.2.6 By the end of twelfth grade, students will compare and contrast Judaism, Christianity, Islam, Buddhism, Hinduism and Confucianism.

Example indicators:

- Compare and contrast major leaders and events.
- Compare and contrast sacred writings.
- Compare and contrast traditions, customs, and beliefs.
- Explain monotheistic versus polytheistic views.
- Discuss geographic distribution at different times.
- Compare and contrast political, social, and economic influences of each.
- Discuss the long-standing religious conflicts and recent manifestations in places, e.g., Ireland, Middle East, and Bosnia.

12.2.7 By the end of twelfth grade, students will analyze the scientific, political, and economic changes of the 16th, 17th, 18th, and 19th centuries.

Example indicators:

- Explain the impact of scientific ideas on political institutions, social movements, and religion.
- Discuss the establishment of absolute monarchies by individuals, e.g., Louis XIV, Frederick the Great, and Peter the Great.
- Compare and contrast the Glorious Revolution in England and the French Revolution.
- Explain the ideas of significant people, such as Hobbes, Locke, Montesquieu, Rousseau, and Jefferson.
- Explain the new scientific theories, e.g., those of Newton, Kepler, Copernicus, Galileo, Harvey, and Franklin.
- Discuss how technological changes brought about social, political, and cultural changes in Europe, Asia, and the Americas.
- Explain how the arts, philosophy, and literature were influenced by people, such as Voltaire, Diderot, Delacroix, Bach, and Mozart.
- Discuss the influence of religious beliefs on art, politics, science, and commerce.

12.2.8 By the end of twelfth grade, students will describe 19th century political developments in Europe, and their impact on the world.

Example indicators:

- Summarize the Congress of Vienna and its influence on the political geography of Europe.
- Describe the attempts at expansion of democracy in Europe, e.g., Chartist Movement, British Reform Laws, and liberal revolutions.
- Relate the growth of nationalism, e.g., unification of Germany and Italy.
- Describe the scramble for empire in Europe, Africa, and Asia Latin America.
- Address the feminist issues, e.g., divorce, property, and suffrage.
- Outline the abolition of slavery and slave trade.

12.2.9 By the end of twelfth grade, students will analyze and explain the effects of the Industrial Revolution.

Example indicators:

- Describe the rise of industrial economics and their link to imperialism and colonialism.
- Explain how scientific and technological changes, e.g., the inventions of Watt, Bessemer, and Whitney, brought about massive social and cultural change.
- Outline the responses to capitalism, e.g., utopianism, socialism, and communism.
- Relate how the status of women and children reflected societal changes.

- Explain the evolution of work and labor, e.g., the slave trade, mining and manufacturing, and the union movement.
- Explain how Asia and Africa were transformed by European commercial power.
- Summarize the dominance of global economic systems by European powers.

12.2.10 By the end of twelfth grade, students will analyze major 20th century historical events.

Example indicators:

- Relate ethnic conflicts, e.g., Bosnia, Arab-Israeli conflict, Biafra and Rwanda, Northern Ireland and Kashmir, and Zapatistas and Mexico.
- Compare trends in global populations, growth and distribution over time.
- Differentiate the development of collective security organizations, e.g., League of Nations, the United Nations, NATO, and Warsaw Pact.
- Differentiate the development of world economic associations, e.g., E.C., NAFTA, WTO, World Bank, IMF.
- Discuss the extension of human rights, e.g., women and all nationalities.
- Compare the causes and effects of World War I and World War II.
- Summarize the Russian Revolution.
- Relate the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan.
- Summarize the political, social, and economic impact of the 1930's worldwide depression.
- Describe the Nazi Holocaust and other examples of genocide.
- Explain how new technologies, e.g., atomic power, influenced patterns of conflict.
- Discuss the economic and military power shifts since 1945, e.g., the rise of Germany and Japan as economic powers.
- Relate the revolutionary movements in Asia and its leaders, e.g., Mao Tse-tung and Ho Chi Minh.
- Explain how African and Asian countries achieved independence from European colonial rule, e.g., India under Gandhi and Kenya under Kenyatta, and how they have fared under self-rule.
- Describe regional and political conflicts, e.g., Korea and Vietnam.
- Summarize the end of the end of the Cold War and the collapse of the Soviet Union.

12.2.11 By the end of twelfth grade, students will demonstrate historical research and geographical skills.

Example indicators:

- Identify, analyze, and interpret primary and secondary sources and artifacts.
- Validate sources as to their authenticity, authority, credibility, and possible bias.
- Construct various time lines of key events, periods, and personalities since the 11th century.
- Identify and analyze major shifts in national political boundaries in Europe since 1815.
- Identify the distribution of major religious cultures in the contemporary world.
- Apply geography to interpret the past by using maps of time, place events to put together the shifts in boundaries and culture/religious groups through time.

12.3 THE GOVERNMENTS AND ECONOMIES OF THE UNITED STATES AND NEBRASKA

12.3.1 By the end of twelfth grade, students will compare historical forms of democratic governments that influenced the United States Constitution of 1789.

Example indicators:

- Describe forms of democracy that existed in ancient Greece and Rome.
- Describe the constitutional monarchy in Great Britain.
- Describe governments in early American colonies.
- Describe governments in early United States in the 18th century.

12.3.2 By the end of twelfth grade, students will identify examples of fundamental United States political principles contained in the Declaration of Independence, Articles of Confederation, Federalist Papers, Common Sense, and the United States Constitution.

Example indicators:

- Examine Locke, Hobbes, Montesquieu, Rousseau, Blackstone, Jefferson, Paine, and Machiavelli's theory of government as described in *The Prince*.
- Describe constitutionalism, limited government, rule of law, republicanism, and democracy.
- Identify how the political ideas of the Enlightenment and the ideas of religion affected the founders of the United States.
- Define sovereignty and consent of the governed.
- Describe separation of powers, federalism, and checks and balance.
- Compare the Declaration of Independence and "Common Sense."

12.3.3 By the end of twelfth grade, students will analyze the significance of amendments to the United States Constitution.

Example indicators:

- Identify factors, e.g., the conflicts they addressed and the reasons for their adoption.
- Analyze fundamental liberties, rights, and values outlined by the United States Constitution.
- Identify various factors addressed by the constitution, e.g., religion, speech, press, assembly and petition, due process, equality under the law, individual worth and dignity, and majority rule and minority rights.

12.3.4 By the end of twelfth grade, students will evaluate and summarize landmark Supreme Court interpretations of the United States Constitution and its amendments.

Example indicators:

- Describe how *Marbury v. Madison* and *McCulloch v. Maryland* affected the Constitution.
- Examine federal civil and voting rights since 1950's, e.g., *Brown v. Board of Education*, demonstrations leading to desegregation, reapportionment, and voting rights legislation.
- Explain current patterns and evaluate the impact of Supreme Court decisions on domestic policy issues.

12.3.5 By the end of twelfth grade, students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Example indicators:

- Explain equality of all citizens under the law.
- Examine worth and dignity of the individual.
- Debate majority rule and minority rights.
- Identify individual freedoms.
- Explain the necessity of compromise.
- Analyze individual rights v. public interests.

12.3.6 By the end of twelfth grade, students will analyze the structure, and function of the United States national governments and its relationship to state governments.

Example indicators:

- Describe the organization, and authority of each branch.
- Examine the principles of federalism, e.g., concurrent, delegated, and reserved powers.
- Examine separation of powers, and checks and balances.
- Explain procedures for constitutional amendment, e.g., Article IV.
- Identify specific policies related to foreign affairs, civil rights, and economics and the budget.
- Identify how political parties, interest groups, the media, individuals, and government institutions influence public policy.
- Describe levels of taxation and the expectation of public services.

12.3.7 By the end of twelfth grade, students will analyze structure and function of Nebraska state and local governments.

Example indicators:

- Describe the organization and authority of each branch.
- Explain procedures for state constitutional and local charter amendments.
- Explain how Nebraska's legislative, executive, and judicial institutions make public policy, e.g., legislation, regulations, executive orders, and judicial review.
- Compare Nebraska's unicameral with a bicameral form of government.
- Identify and distinguish units of local governments in Nebraska, e.g., counties, cities, towns, and regional authorities by analyzing a local public issue.
- Identify fundamental American political principles in Nebraska constitution, fundamental liberties, rights, and values, e.g., sovereignty, consent of the governed, separation of powers, federalism, and checks and balance.
- Identify how political parties, interest groups, the media, individuals, and government institutions influence public policy.
- Describe levels of taxation and the expectation of public services.

12.3.8 By the end of twelfth grade, students will describe and explain the election process in the national, state, and local governments.

Example indicators:

- Describe the organization of political parties and role in the nominating process.
- Explain campaign funding and spending.
- Identify the influence of media coverage, campaign advertising, public opinion polls, and the use of propaganda techniques.
- Explain demographic causes and political effects of reapportionment and redistricting, e.g., gerrymandering.

- Describe voter turnout and constituencies of the major political parties
- Explain the development of political parties and Electoral College.

12.3.9 By the end of twelfth grade, students will explain the rights, freedoms, responsibilities, and benefits of citizenship in the United States.

Example indicators:

- Participate in debates, discussions, and readings by analyzing public issues, communicating with candidates, and evaluating performance of public officials and candidates.

12.3.10 By the end of twelfth grade, students will compare the United States political and economic systems with those of major democratic and authoritarian nations.

Example indicators:

- Compare the structures, functions, and powers of political and economic systems.
- Describe the rights, responsibilities, and powers of the governed, e.g., grass roots citizens' movements.
- Compare the relationship between economic and political freedom.
- Explain the allocation of resources and its impact on productivity.
- Describe the development and implementation of personal economic decision-making skills in a democratic society.

12.3.11 By the end of twelfth grade, students will analyze characteristics of the United States free market economy.

Example indicators:

- Define labor, capital resources, and natural resources.
- Describe the role of private ownership, private enterprise, profits, and entrepreneurship.
- Compare the relationship between households, firms, and government.
- Explain the labor and management relationships.
- Discuss opportunity costs, scarcity, and balancing unlimited wants versus limited resources.
- Explain supply and demand, and the formation of basic economic questions, including what to produce, how to produce, and for whom to produce.

12.3.12 By the end of twelfth grade, students will analyze the role of the national, state, and local government in the United States economy.

Example indicators:

- Compare interstate commerce and trade policies.
- Discuss promoting economic growth by providing favorable conditions for markets.
- Compare providing public goods, services, and protection of the environment.
- Explain the interrelationship of producers, consumers, and government in the United States economic system.
- Discuss the impact of fiscal and monetary policy.
- Identify the basic economic goals in a free market system, including growth, stability, full employment, and efficiency versus equity and justice.

12.3.13 By the end of twelfth grade, students will examine the basic economic indicators and fundamentals of international trade.

Example indicators:

- Define Gross Domestic Product
- Define Consumer Price Index, employment statistics, and other measure of economic conditions.

- Explain comparative and absolute advantage.
- Discuss exchange rates.
- Explain international trade policies, and the United States relationship to the global economy.

12.4 WORLD GEOGRAPHY

12.4.1 By the end of twelfth grade, students will demonstrate geographical skills.

Example indicators:

- Recognize the different map projections and explain the effects of distortion.
- Show how maps reflect particular historical and political perspectives.
- Apply the concepts of scale, orientation, and latitude and longitude.
- Create and compare political, physical, and thematic maps of countries and regions.

12.4.2 By the end of twelfth grade, students will analyze how selected physical and ecological processes impact the earth's surface.

Example indicators:

- Identify natural hazards describe the characteristics, explain their impact on physical and human systems, and assess efforts to manage their consequences in developed and less developed regions.
- Identify regional climatic patterns and weather phenomena, relating them to events in the contemporary world.
- Explain how humans influence and are influenced by the environment.
- Relate how people's ideas and relationship to the environment change over time, particularly in response to new technologies.

12.4.3 By the end of twelfth grade, students will compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

Example indicators:

- Analyze past and present migration trends.
- Analyze the social, economic, political, and environmental factors that influence cultural interaction.
- Analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.

12.4.4 By the end of twelfth grade, students will analyze the patterns of urban development, such as site and situation; the function of towns and cities; and problems related to human mobility, social structure, and the environment.

12.4.5 By the end of twelfth grade, students will analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean, such as physical, economic, and cultural characteristics and historical evolution from 1000 A.D. to the present.

Example indicators:

- Analyze the patterns and networks of economic interdependence, e.g., formation of multinational economic unions; international trade; the theory of competitive advantage; job specialization; competition for resources; and access to labor, technology, transportation, and communications.
- Locate and identify by name the major countries in each region, the world's major rivers, mountain ranges, and surrounding bodies of water.

- Classify and describe the spatial distribution of major economic systems and evaluate their relative merits in terms of productivity and the social and economic well being of workers.
- Explain how geographic regions change over time.
- Explain how characteristics of regions have led to regional labels.
- Explain how regional landscapes reflect the cultural characteristics of their inhabitants as well as historical events.
- Explain how technological advances have led to increasing interaction among regions.
- Distinguish between developed and developing countries, identifying and relating the level of economic development to the quality of life.
- Analyze how certain cultural characteristics can link or divide regions, e.g., language, ethnic heritage, religion, political philosophy, shared history, and social and economic systems.

12.4.6 By the end of twelfth grade, students will analyze the forces of conflict and cooperation.

Example indicators:

- Explain the way in which the world is divided among independent and dependent countries.
- Describe disputes over borders, resources, and settlement areas.
- Describe the historic and future ability of nations to survive and prosper.
- Explain the role of multinational organizations.

12.4.7 By the end of twelfth grade, students will apply geography to interpret the past, understand the present, and plan the future.

Example indicators:

- Explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems by using a variety of maps, charts, and documents.
- Relate current events to the physical and human characteristics of places and regions.

Springfield Platteview Community School District #46
 Superintendent's Appraisal

INDICATOR

<u>Indicator: Fiscal Responsibility</u>	(1) Does Not Meet Standards	(2) Meets Standards	(3) Exceeds Standards
Effectively organizes expenditures into a comprehensive budget that matches the district's operational needs, the Board of Education's goals, and the educational plan of the district.			x
Is knowledgeable of major expenditures and controls expenditures so major budget areas are not overspent unless there is an emergency.			x
Stays knowledgeable about state, federal, and local funding issues, so that a comprehensive 3-year projection of costs and revenue can be maintained. Previous forecasts were accurate.			x
Correctly manages personnel salary and benefit costs, placing certified staff correctly on the salary schedule, and managing classified staff rates. Is knowledgeable of all benefits' costs and budgets costs correctly.			x
Develops budgets that adequately funds each area of costs, so that equipment, technology, hardware, buildings and grounds are maintained to a high level.		x	
Range Totals	5-7	8-12	13-15
Grand Total	14		

Springfield Platteview Community School District #46
 Superintendent's Appraisal

INDICATOR

Indicator: Educational Program	(1) Does Not Meet Standards	(2) Meets Standards	(3) Exceeds Standards
Sets and communicates a clear vision for student learning, including school improvement goals, curriculum goals, student assessments and data, instructional techniques, and behavior expectations. Continuously evaluates programs, and student achievement scores are excellent.			x
Attends trainings on student learning and stays alert to all advances in education pedagogy.		x	
Completely supports equal access of all students in the comprehensive educational program of the district, including the inclusion of students with special needs to the extent allowed by each students Individual Education Plan.		x	
Maintains a district-wide culture that promotes outstanding student achievement and continuous improvement for all staff in all areas of the district.		x	
Successfully, yet efficiently provides professional development opportunities for all employees that enhances growth in employees' capacities for his/her position.		x	
Range Totals	5-7	8-12	13-15
Grand Total	11		

Springfield Platteview Community School District #46
 Superintendent's Appraisal

INDICATOR

<u>Indicator: Human Resources</u>	(1) Does Not Meet Standards	(2) Meets Standards	(3) Exceeds Standards
Maintains an effective system of personnel recruitment, selection, and induction that provides excellent, high-achieving staff members.		x	
Maintains an effective system of professional development, so that staff training improves staff performance and a continuous improvement attitude.		x	
Maintains a system of job descriptions and staff appraisal that supports high expectations for all personnel. When appropriate, makes recommendations for dismissal.		x	
Works cooperatively with all staff to achieve goals and maintain a productive environment. All staff are motivated to succeed and are positive about the possibilities of student success. Personnel, collectively, have a positive morale, and efforts of both staff and students are honored.			x
Deals with personnel emergencies in a timely and professional manner.			x
Range Totals	5-7	8-12	13-15
Grand Total	12		

Springfield Platteview Community School District #46
 Superintendent's Appraisal

INDICATOR

<u>Indicator: Community Relations</u>	(1) Does Not Meet Standards	(2) Meets Standards	(3) Exceeds Standards
Effectively serves as district spokesperson and organizes a district public relations program.			x
Maintains good relationships with a wide spectrum of publics in the district.			x
Gets input from community members on district improvement efforts and develops programs that are a unifying force in the district.			x
Works cooperatively with the local and regional news media, participates in state education leadership associations, develops positive relationships with state legislators, and provides input to state leaders for the district's benefit.			x
Is highly visible in the community by attending school district, city, and county events. Works with city and county elected officials to enhance school district positions.			x
Range Totals	5-7	8-12	13-15
Grand Total	15		

Springfield Platteview Community School District #46
 Superintendent's Appraisal

INDICATOR

Indicator: Board Relations	(1) Does Not Meet Standards	(2) Meets Standards	(3) Exceeds Standards
Keeps board members informed of school district issues and activities. Uses appropriate communication tools to reach all board members. Is available to answer Board member questions. Provides research when requested.			x
Advises board on school policies and procedures and maintains abreast with changes in school laws. Reports input from school attorney as required.			x
Cultivates positive relationships with Board members. Works dilligently to meet Board goals for the district. Prepares worthwhile Board meeting agendas using input from members.			x
Effectively advises school board members regarding negotiations and provides successful leadership as spokesperson during negotiations.		x	
Is valuable at providing management strategies, school improvement plans, action steps and day to day operations that mirror the goals of the Board.			x
Range Totals	5-7	8-12	13-15
Grand Total	14		

Springfield Platteview Community School District #46
 Superintendent's Appraisal

INDICATOR

Indicator: Buildings & Grounds	(1) Does Not Meet Standards	(2) Meets Standards	(3) Exceeds Standards
Is the custodian of all properties owned and operated by the school district. As such, effectively maintains all buildings and campuses in such a way as to provide the most positive learning environment possible.		x	
Develops useful short-term and yearly building and grounds improvement plans including maintenance projects, cost projections and outcomes.		x	
Develops useful long-term building plans, using enrollment projections and educational programs as a basis for planning. Effectively advises the Board on new construction.		x	
Creates and implements a school safety program that promotes safe school environments. Workplace injuries are at a minimum and safety concerns are quickly resolved.			x
Successfully maintains all equipment owned by the district. Keeps records on equipment inventory and use, so equipment replacement is scheduled in an efficient and cost effective way.		x	
Range Totals	5-7	8-12	13-15
Grand Total	11		

Springfield Platteview Community School District #46
Superintendent's Appraisal

INDICATOR

Summative Score

Points

Fiscal Responsibility	14
Education Program	11
Human Resources	12
Community Relations	15
Board Relations	14
Building and Grounds	11
Total	77

30-43	44-74	75-90
(1) Does Not Meet Standards	(2) Meets Standards	(3) Exceeds Standards

Instruction

6271- Travel for All Students In and Out of State

The Board recognizes the educational importance of field trips for academics and activities. Field trips ordinarily will be confined to the Omaha/Lincoln area. The Board further recognizes that activity including travel may provide worthwhile learning experiences for more mature students. The Principal or Superintendent will approve any field trips involving students within a 250 mile radius. The Board of Education will approve of any trips requiring travel outside of 250 miles.

The district may pay, or assist in paying, or not pay for trips outside of the state. Fundraising may be required for certain groups to travel for state and national competitions.

Charter busses may be used for activities when deemed appropriate by administrators and are recommended for late night or extended travel. All other transportation will be arranged through the bus company providing district transportation or district vehicles.

When deemed appropriate by administration, students may transport themselves within the metro area if they are a licensed insured driver and have parent permission. Whenever students travel on district secured transportation, there shall be adult supervision and the transportation carrier must follow the regulations in the Nebraska Administrative Code.

Cost of Travel

The cost of travel shall be kept as low as reasonably possible without compromising the safety of the students and chaperones involved. Schools shall adhere to the Student Fees Policy regarding waiver of student fees for any school sponsored activity. When a fee is required for travel, a written parent permission form and written costs of the trip must be provided to the students and parents.

Travel Conditions

Travel shall not be approved if unsafe conditions exist. If unsafe conditions arise after travel has been approved, travel shall be cancelled or changed accordingly. Prior to trip departure, the Principal and the Superintendent reserve the right to cancel a trip if conditions warrant such action. Unsafe conditions include, but are not limited to, adverse weather conditions, outbreaks of serious communicable diseases, and actual or threatened violence or terrorism. Should a trip be cancelled due to safety concerns, the school and/or district will not reimburse travelers for unrecoverable lost fees. The district encourages travelers to secure cancellation insurance, at the individual's expense.

Emergencies and Accidents

In case of an emergency occurring during the activity and/or trip, the sponsor is authorized to make those adjustments necessary to insure the safety and well-being of students and will report the emergency to the appropriate administrator as soon as possible after the safety and security of students has been secured. In non-emergency situations, contact with the appropriate administrator shall be made prior to making any decisions or adjustments of the travel itinerary. In the event of a serious illness or injury, 911 should be called and the parent notified of the situation. If there is only (1) coach or sponsor, the highest priority of supervision will determine whether a coach or sponsor will accompany the student(s) to the hospital. The appropriate administrator will be made aware of the situation.

Student Conduct

The rules and regulations of the building and the Springfield Platteview Community Schools regarding students and student conduct shall be in effect from the time of departure until the time of return. In the case of a serious violation, the sponsor shall immediately notify the appropriate administrator. The parent(s)/ guardian shall be contacted and one of the following responses will be required: (1) the parent/ guardian will be required to pick up the student; (2) the student will be sent home by the public carrier with a chaperone (if needed) at the parent(s)/ guardian expense; or (3) student will be kept with the group under adult supervision and may lose the privileges associated with the reason for travel.

Approval

All requests for travel must be approved by a principal or activities director. All requests for travel outside of the 250 mile radius of the district, must have principal approval and be submitted to the Board of Education for approval. Board approval must be granted for out of state travel prior to final acceptance of any invitations to perform or compete and/or finalizing any travel arrangements. Any contracts associated with this travel, must be signed by the principal or activities director, not the coach or sponsor.

Chaperones

Every effort must be made to find teacher or parent chaperones. Volunteers who are not a teacher or a parent, must have a volunteer form on file and be screened by the central office before chaperoning an overnight trip.

At least (1) certified employee of the district is to accompany any student group during a field trip or overnight stay. A minimum of one additional adult chaperone is required per every 12 students. Based on the location of the trip, the number of chaperones may be increased. Certified employees are on duty during the entire time of the travel and activity. The coach or sponsor shall provide the principal or activities director a travel itinerary including daily activities, travel arrangements, costs, lodging arrangements, and any additional requests by the administrator. Students need to be supervised at all times. Volunteer chaperones will report any behavior problems immediately to the certified staff member on duty. Certified staff members will discuss the specific responsibilities with the volunteer chaperones and provide written guidelines.

Transportation

School Vans

The use of school vans are normally limited to a 250 mile radius from the district office. Activities requesting a van for greater distances will require approval of the Board of Education. A request for van use must be made at least three weeks prior to the trip on 250 mile or more mile trips.

Private Vehicles

Use of a sponsor's vehicle for trips is prohibited, unless in a dire or an emergency situation with administrator approval.

Activities where the use of a private vehicle is the only option feasible may be used only if the following requirements are met:

1. The private vehicle must be a motor vehicle designed to carry no more than (8) passengers (including the driver) with functional seatbelts for each person.
2. No more passengers (including the driver) may be transported in the private vehicle than the vehicle was designed to carry.
3. Any person requesting to transport students in a private vehicle must receive prior written permission from the principal or activities director and a parent or legal guardian of the students being transported.
4. No employee may transport any student without written consent from the principal or activities director and parent/ legal guardian of the student.
5. The principal or activities director shall ensure that the driver holds a valid driver's license and bodily injury and liability protection insurance.
6. The principal or activities director must retain a photocopy of the driver's license and insurance documentation.
7. No (15) passenger vans shall be used to transport students or staff.
8. Completion of the District Driver's Certification Form and filing with the District's Business Office prior to transporting any students.

Overnight Travel

Activities involving overnight travel shall be scheduled to avoid any absences from regularly scheduled classes if at all possible. Most out of state travel will need to be paid through fundraising efforts. Out of state travel will be limited to the United States.

K-8 Travel

K-8 overnight travel is not recommended as part of the K-8 educational program. The district does allow travel for the 6th grade Outdoor Education program and Destination Imagination state and national contests. Additional K-8 overnight activities and travel out of state may be granted for a student or group of students that qualify for a state or national competition by placing in a local competition that is sanctioned by the district. K-8 students participating in approved competitions requiring overnight travel must be

accompanied by a legal parent or guardian or sign a waiver releasing the district of any liabilities associated with the student's well-being. The Board of Education may approve additional travel if a request is made and appropriate staff personnel are able to attend.

9-12 Travel

9-12 students may be granted to travel out of state only for individual or group competitions in which they have qualified for a state or national competition by placing in a local competition that is sanctioned by the district. NSAA sponsored activities or competitions are restricted to in-state only, except during extended school breaks.

Non-School Sponsored Trips

Non-school sponsored trips are defined as any travel involving district employees acting as independent contractors/agents which involve students on a volunteer, self-supporting basis. These trips are not part of the curriculum and are not related to or approved in any way by the Springfield Platteview Community School administration or Board of Education.

The district assumes no legal or financial liability for such trips. Total responsibility for privately planned trips or tours rests with the individual(s) and/or agency supporting them.

To safeguard the district from liability, the following procedure shall be followed and enforced:

1. The promotion and advertisement of the activity shall conform to district policies and guidelines for public participation in the school district. Use of the school name/logo for the promotion or advertisement of the non-school sponsored activity or trip is prohibited.
2. All materials developed to advertise the activity trip shall clearly inform parents that the activity is not sponsored by Springfield Platteview Community Schools, including emails.
3. There shall be no relationship between involvement in the activity and course grades or credit.

Date of Adoption: _____



**Board of Education
Future Planning
Dec. 9, 2013**

1. 12/18/13- Holiday luncheon for staff at each school
 2. 12/20/13- Last day of first semester
 3. 1/3/13- Teacher Training/ Prep Day
 4. 1/6/14- First day of second semester
 5. 1/13/14- Regular Board Meeting 7 PM: 6 PM- Site Cmte.; 6:30 PM- Finance
 6. 1/15/14- District data for administrators- NASB- Lincoln
 7. 1/26-27/14- Legislative Issues- NASB - Lincoln
 8. 1/27/14- Board Work Session 7 PM
 9. 2/10/13- Regular Board Meeting 7 PM; Site Cmte- 6 PM; Finance Cmte 6:30 PM
 10. 2/18/13- Incumbent filing date for upcoming Board elections
 11. 2/24/13- Board Work Session 7 PM
 12. 2/27-28/13- Education Forum- NASB Kearney
- NSBA National Conference- New Orleans, April 5-7, 2014

