

## 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
  - V.E. Open and Option Enrollment Applications
- VI. Recognize State Champion in Track- Seth Starks
- VII. Items From Patrons on Agenda Items
- VIII. Old Business
  - VIII.A. Facility Planning Options
  - VIII.B. Summer Maintenance Plan
- IX. New Business
  - IX.A. Lunch Prices 2014-15
  - IX.B. Scrubber Purchase
  - IX.C. Teacher Resignations
  - IX.D. New Teacher Contracts for 2014-15
- X. Reports
  - X.A. 2015-16 Calendar Discussion
  - X.B. Summer School Programs
  - X.C. Summer Professional Development
  - X.D. Policy Committee Report
  - X.E. School Handbooks Discussion
  - X.F. Board Retreat Planning
  - X.G. School Law NASB Workshop Report
  - X.H. Student and Staff Successes
- XI. Items from Patrons on Items Not on Agenda
- XII. Advance Planning
- XIII. Adjourn

Community RelationsTobacco Policy

The use of tobacco products is prohibited in all school buildings and all school vehicles. Smoking shall also be prohibited in any area where school staff, students or members of the public may be present or may be affected by smoke, including without limitation the stands and bleachers of outdoor athletic fields and near the entry of school buildings. For purposes of this policy, tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes, non-medical, and other vapor dispensers-regardless whether such products contain nicotine), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect.

Legal Reference: Neb. Rev. Stat. " 71-5716 to 5734 (Nebraska Clean Indoor Air Act)

Date of Adoption: [Insert Date]

Business OperationsProcedures—Bidding Construction Projects

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for the project is over \$40,000.00. The bidding procedures shall comply with the requirements of state law and shall include the following:

1. Notice to Bidders: The Administration shall prepare a notice to bidders containing a general description of the scope of the project being bid; the location of the project; the means of obtaining project documents, including plans and specifications; the date and hour bids will close; and the date, hour and place bids are to be returned, received and opened, and a provision that such bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders, when the hour is reached for the bids to close.
2. Regular Manner of Advertisement for Bids: The notice to bidders shall be published one time in a newspaper of general circulation in the School District. The notice shall be published at least seven (7) days prior to the date designated for the opening of such bids. The Board of Education or Administration may, in its sole discretion, elect to utilize further advertisement for bids as it may determine appropriate to secure a sufficient number of qualified bidders for the scope of the project.
3. Bid Opening: When the hour is reached for such bids to close, bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders.
4. Contract Award: The contract shall be awarded to the lowest responsible bidder as to the extent required by law. When not so required, the award shall be made on the basis of consideration of the contract award criteria determined appropriate by the Board or administration.
5. Performance and Payment Bonds. Whenever any contract is entered into for the erecting, furnishing, or repairing of any building or other public structure or improvement, the contractor shall be required, before commencing such work, to furnish a performance, labor and material payment bond. The bond requirement shall not apply, however, to any project bid or proposed which has a total cost of \$10,000 or less unless the School Board or Administration includes a bond requirement in the specifications for the project. The bond shall be in an amount not less than the contract price. The bond shall be conditioned on the faithful performance of the contract and the payment by the contracting party of all laborers and mechanics for labor that is performed and of all material and equipment rental that is actually used or rented in connection with the improvement project and the

performance of the contract. Such bond shall contain such provisions as are required by statutes, and be in a form prescribed and required by the district.

6. Retention of an Architect or Engineer. The School District shall not engage in the construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect, professional engineer, or those under the direct supervision of an architect or professional engineer; provided that such requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed one hundred thousand dollars (\$100,000), as adjusted from time to time by § 81-3445 or other applicable law.
7. Additional Procedures. Each bid for which a labor and material bond is required shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid unless the School Board or Administration waives such requirement. The Board of Education or Administration may provide for additional procedures for the procurement, opening and acceptance of bids as deemed appropriate for a particular project.

Legal Reference: Neb. Rev. Stat. ' 52-118; Neb. Rev. Stat. ' 73-101 *et seq.*; Neb. Rev. Stat. ' 73-106; Neb. Rev. Stat. ' 81-3445

Date of Adoption: [Insert Date]

StudentsStudent Discipline

A. Development of Uniform Discipline System. It shall be the responsibility of the Superintendent to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent contacts and parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.

1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

- a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
- b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
- c. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the

student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.

- d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference.
  - e. A student who on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.
2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.
3. Expulsion:
- a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.
  - b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory

reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.

- c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
- d. Alternative Education: Students who are expelled may be provided an alternative education program that will enable the student to continue academic work for credit toward graduation. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
- e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., “stayed”) for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.
- f. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal’s designee shall meet with the student’s probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal’s designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent,

upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

4. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.
- B. Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.
- C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.
1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
  2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.

3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes, non-medical, and other vapor dispensers- regardless whether such products contain nicotine)), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or

- had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes.
  13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
  14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
  15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
  16. Willfully violating the behavioral expectations for riding school buses or vehicles.
  17. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:
    - a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
    - b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.
  18. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may

readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device.” The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
- c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.
- d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.

D. Additional Student Conduct Expectations and Grounds for Discipline. The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

1. Student Appearance: Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:
  - a. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
  - b. Shorts, skirts, or skorts that do not reach mid-thigh or longer.

- c. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
- d. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horse-play” or that would damage property (e.g. cleats).
- e. Head wear including hats, caps, bandannas, and scarves.
- f. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
- g. Clothing or jewelry that is gang related.
- h. Visible body piercing (other than ears).

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school’s guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal’s office.

Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.

On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.

## 2. Academic Integrity.

- a. Policy Statement: Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student’s level of learning and progress, to provide a level playing field for all students, and to develop appropriate values.

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

- b. Definitions: The following definitions provide a guide to the standards of academic integrity:
- (1) “Cheating” means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:
    - (a) Tests (includes tests, quizzes and other examinations or academic performances):
      - (i) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.
      - (ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
      - (iii) Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.
      - (iv) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
      - (v) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student

engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.

(b) Papers (includes papers, essays, lab projects, and other similar academic work):

i) Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.

(ii) Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.

(iii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.

(iv) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.

(v) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.

(c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.

- (2) “Plagiarism” means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:
- (a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
  - (b) Falsely Presenting Work as One’s Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student’s paper.
- (3) “Contributing” to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.
- c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:
- (1) Academic Sanction. The instructor will refuse to accept the student’s work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.
  - (2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student’s parents or guardian.
  - (3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule

violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

3. Electronic Devices

a. Philosophy and Purpose. The District strongly discourages students from bringing and/or using electronic devices at school. The use of electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.

b. Definitions.

(1) “Electronic devices” include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, lap top computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.

(2) “Sexting” means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:

(i) Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or

(ii) Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,

(iii) Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.

c. Possession and Use of Electronic Devices.

(1) Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging.

(2) Students are permitted to possess and use electronic devices before school hours, at lunch time, and after school hours, provided that the student not commit any abusive use of the device (see paragraph (d)(1). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further

restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.

(3) Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a lap top computer for a class presentation).

(4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).

d. Violations

(1) Prohibited Use of Electronic Devices: Students shall not use electronic devices for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; (f) recording others (photographs, videotaping, sound recording, etc.) without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public; (g) "sexting;" or (h) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

(2) Disposition of Confiscated Electronic Devices: Electronic devices possessed or used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school's main office to be identified, placed in a secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.

(i) First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student personally comes to the school's main office and retrieves the electronic device.

(ii) Second Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum

may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

(iii) Third Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and suspension of the student from school. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

(3) Penalties for Prohibited Use of Electronic Devices: Students who receive a "sexting" message are to report the matter to a school administrator and then delete such message from their electronic device. Students shall not participate in sexting or have any "sexting" message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who violate the prohibitions of this policy shall be subject to the imposition of appropriate disciplinary action, up to and including expulsion, provided that at a minimum the following penalties shall be imposed:

(i) Students found in possession of a "sexting" message shall be subject to a one (1) day suspension from school.

(ii) Students who send or encourage another to send a "sexting" message shall be subject to a five (5) day suspension from school.

(4) Reporting to Law Enforcement: Violations of this policy regarding the prohibited use of electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or the Nebraska Child Pornography Prevention Act shall be reported to appropriate legal authorities and law enforcement.

- e. Responsibility for Electronic Devices. Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

- E. Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:
1. 1st Offense: Student will be confronted and directed to cease.
  2. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
  3. 3rd Offense: Student will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and/or counselor.
- If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.
- F. Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion:
1. Students are not given locker passes, restroom passes or telephone passes to leave a classroom or study hall unless special circumstances arise.
  2. Students in the hallway during class time must have a pass with them.
  3. Gum, candy, seeds, etc. are not allowed in the school building or classrooms. The pop machine is closed until after school and pop is to be drunk outside.
  4. Students are expected to bring all books and necessary materials to class. This includes study halls.
  5. Assignments for all classes are due as assigned by the teacher.
  6. Students are not to operate the mini-blinds or the windows.
  7. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
  8. Students are to be in their seats and ready for class on the tardy bell.
  9. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to students by that teacher which must be followed.
  10. Students are not to bring “nuisance items” to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
  11. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.
  12. Snow handling is prohibited.
- G. Law Violations
1. Cases of law violations or suspected law violations by students will be reported to the police and to the student's parents or guardian as soon as possible.
  2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to

make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent,

guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

3. In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it is the District's policy to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:
  - (a) Knowingly possessing illegal drugs or alcohol.
  - (b) Aggravated or felonious assault.
  - (c) Vandalism resulting in significant property damage.
  - (d) Theft of school or personal property of a significant nature.
  - (e) Automobile accident.
  - (f) Any other behavior which significantly threatens the health or safety of students or other persons, and such other offenses which are required to be reported by law.

When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made.

Legal Reference: Neb. Rev. Stat. " 79-254 to 79-296

Date of Adoption: [Insert Date]

Students

High School Credit for Middle School Courses

High school credit may be awarded to students in a middle grades course if the course content and requirements are equivalent to a course offered in the high school.

Legal Reference: NDE Rule 10.003.05B

Date of Adoption: [Insert Date]

StudentsSafe Pupil Transportation Plan**Springfield Platteview Community Schools Safe Pupil Transportation Plan**

This Safe Pupil Transportation Plan sets forth the District's plan for providing safe transportation to students being transported in pupil transportation vehicles.

1. **Weapons-** Upon becoming aware of a weapon aboard a pupil transportation vehicle, the driver will make every attempt to:
  - A. Radio transportation dispatch and notify them of the situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location. Examples of a safe haven include, but are not limited to, any school building site, emergency service station (law enforcement or fire department), community service agency, etc.
  - B. Pull vehicle over to safe and secure area.
  - C. Confiscate weapon (if it doesn't jeopardize student or driver safety).
  - D. Give description of weapon and participating parties to dispatch.
  - E. Dispatch will immediately notify appropriate law enforcement agencies and school administration.
  
2. **Pupil behavior-** Students are expected to follow student conduct rules while in a pupil transportation vehicle. The pupil transportation driver is responsible for controlling behavior which affects safety and for reporting rule violations to school administration. In the event a student's behavior jeopardizes safety, the driver will make every attempt to:
  - A. First seek to resolve incident through discussion with the student(s) involved.
  - B. Radio transportation dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
  - C. Activate emergency flashers.
  - D. Bring vehicle to a safe stop. Seek to resolve the incident, using physical force only as necessary to protect students or yourself.
  - E. Report and document discipline problems to the school administrator on a Bus Conduct Report/Incident Form.
  
3. **Terrorist threats-** A person commits a terroristic threat if the person threatens to commit a crime of violence with the intent to terrorize another or with the intent of causing evacuation of a building, place of assembly or facility of public transportation or in reckless disregard of the

risk of causing such terror or evacuation. Upon becoming aware of a terroristic threat relating to a pupil transportation vehicle, the driver will make every attempt to:

- A. Radio transportation dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
- B. Make every attempt to keep passengers calm (this may mean complying with the terrorist).
- C. Dispatch will immediately notify appropriate law enforcement agencies and school administration.
- D. Driver should wait for instructions from dispatch *if possible*.

**4. Severe weather-** Upon becoming aware of severe weather while aboard a pupil transportation vehicle, the driver will make every attempt to:

- A. Radio transportation dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
- B. Return to the school if less than five minutes away and follow the directions of the school administrator.
- C. If more than five minutes away from school, go to the nearest school and follow the directions of the school administrator.
- D. If more than five minutes away from the nearest school or there is immediate danger, get to the nearest basement or underground shelter with all students.
- E. If there is no shelter and there is immediate danger the driver and passengers are to follow evacuation procedures and get everyone off the vehicle into the nearest ditch or culvert at least 100 feet away from the vehicle.

**5. Hazardous materials-** Upon becoming aware of a hazardous material aboard a pupil transportation vehicle, the driver will make every attempt to:

- A. Radio transportation dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
- B. Pull vehicle over to safe and secure area.
- C. Give description of hazardous materials in question to dispatch.
- D. Dispatch will immediately notify appropriate law enforcement and school administration.
- E. Driver should wait for instructions from dispatch *if possible*.

**6. Medical emergencies-** Upon becoming aware of a medical emergency aboard a pupil transportation vehicle, the driver will make every attempt to:

- A. Radio transportation dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
- B. Dispatch will immediately notify appropriate medical agencies and school administration.
- C. Driver should follow instructions from dispatch, school officials, and parents when such information can be obtained quickly enough. If not available, follow emergency first aid procedures.
- D. **Only if necessary**, the driver should move passengers only enough to get them out of danger of traffic or fire. If moved, the driver and aide are to keep them where placed until a medical agency arrives, unless a parent has taken charge of their child.
- E. Driver should try to keep student passengers as calm as possible.

**7. Procedures in the event of mechanical breakdowns of the vehicle-** Upon becoming aware of a mechanical breakdown aboard a Pupil transportation vehicle, the driver will make every attempt to:

- A. Pull vehicle over to safe and secure area *if possible*
- B. Radio transportation dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
- C. Activate emergency flashers and place warning flares/reflectors in accordance with safety guidelines, if not in secure area.
- D. Driver should try to keep student passengers as calm as possible.
- E. Dispatch will arrange for assistance and a relief vehicle *if needed*.

**8. Procedures in the event the drop-off location is uncertain or appears unsafe to leave students.** In the event the drop-off location is uncertain or appears unsafe to leave students, the driver will make every attempt to:

- A. Radio transportation or otherwise communicate with dispatch to notify them of the situation if possible.
- B. Release children only if an adult responsible for the children is present. If not, keep children who are to be released in the vehicle, continue with route, and return children who were to be released to the school.
- C. Dispatch will notify appropriate law enforcement agencies and school administration if appropriate given the circumstances.

**9. Documentation under Safe Pupil Transportation Plan.** Each pupil transportation driver is required to complete and submit to the school administration a bus conduct report or incident report involving the pupil transportation vehicle operated by the driver or any pupils transported in it. Documentation is to include the occurrence of any of the following events: weapons, student behavior which affects safety, terroristic threats, severe weather, hazardous

materials, or medical emergencies. Documentation of such events shall be completed and submitted as soon as practicable after the incident.

**10. Transportation of Unsafe Items.** Drivers shall not permit pupil transportation vehicles to transport any items, animals, materials, weapons or look-a-like weapons or equipment which in any way would endanger the lives, health or safety of the children or other passengers and the driver. Look-a-like weapons associated with a school sponsored or approved activity may be transported only with written permission of a school administrator. Any items that would break or could produce injury if tossed about inside the pupil transportation vehicle when involved in an accident or sudden stop shall be secured.

**11. Supplemental Information.** A copy of this plan shall be placed in each pupil transportation vehicle, kept at each school building, and made available upon request. Supplemental information with respect to operational and procedural guidelines used to administer this plan can be found in the District's safety and security plan adopted pursuant to 92 NAC10 and in the Nebraska Department of Education Pupil Transportation Guide.

Legal Reference: Neb. Rev. Stat. §§ 79-318, 79-602, 79-607 and 79-608  
Title 92, Nebraska Administrative Code, Chapter 91

Date of Adoption: [Insert Date]

# BRIDGING THE GAP

From  
**CONCUSSION**  
To the  
**CLASSROOM**

February 2014



NEBRASKA DEPARTMENT OF EDUCATION

*Return  
to  
Learn*



## **BRIDGING THE GAP FROM CONCUSSION TO THE CLASSROOM: RETURN TO LEARN**



On April 8, 2011, the Nebraska Legislature passed the Concussion Awareness Act on a vote of 43- 0. The Concussion Awareness Act became effective in Nebraska on July 1, 2012. The goal of the Act is to provide a consistent means to identify and manage concussions and help ensure the safety of those involved in youth sports.

The Concussion Awareness Act contains the three tenets of model legislation as described by the Brain Injury Association and the National Football League.

1. Education: Coaches, Parents and Student Athletes
2. Removal from Play – If a concussion is reasonably suspected
3. Clearance by a Licensed Health Care Professional

While Nebraska law requires a specified Return to Play protocol, equally important in the academic setting is a Return to Activity policy. “Bridging the Gap from Concussion to the Classroom: Return to Learn” was developed to provide guidance to assist Nebraska school districts in developing a concussion management policy, including the provision of appropriate classroom adjustments for concussed students facing learning challenges.

Just as effective concussion management requires communication and collaboration, this document has been developed, reviewed and edited collaboratively by a Concussion Task Force comprised of Nebraska Brain injury School Support Teams (BIRSST) and the following individuals representing several disciplines:

**Nova Adams**, Educational Liaison, Madonna Rehabilitation Hospital

**Cindy Brunken**, Southeast BIRSST Team, Special Education Supervisor, Lincoln Public Schools

**Michelle Hawley-Grieser**, Parent, Nebraska Brain Injury Advisory Council

**Crystal Kjar**, Lincoln Southwest High School, Head Athletic Trainer

**Rusty McKune**, Coordinator, the Nebraska Medical Center, Sports Medicine Program

**Kody Moffatt**, MD, Pediatrics and Pediatric Sports Medicine

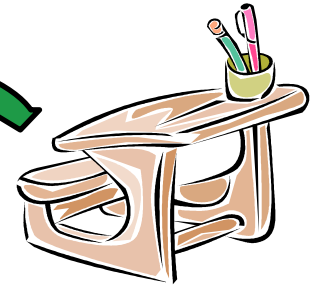
**Peg Ogea-Ginsburg**, Nebraska Department of Health and Human Services, Office of Injury Prevention

**Peggy Reisher**, Executive Director, Nebraska Brain injury Association

**Rose Dymacek**, Education Specialist, Nebraska Department of Education, Office of Special Education



## BRIDGING THE GAP FROM CONCUSSION TO THE CLASSROOM: RETURN TO LEARN



### What is a Brain Injury?

#### Acquired Brain Injury (ABI)

- An acquired brain injury is an injury to the brain, which is not hereditary, congenital or degenerative that has occurred after birth. (Includes anoxia, aneurysms, infections to the brain and stroke.)

#### Traumatic Brain Injury (TBI)

- A TBI is caused by a bump, blow or jolt to the head or a penetrating head injury that disrupts the normal function of the brain. Not all blows or jolts to the head result in a TBI. The severity of a TBI may range from "mild," i.e., a brief change in mental status or consciousness to "severe," i.e., an extended period of unconsciousness or amnesia after the injury. The majority of TBIs that occur each year are concussions or other forms of mild TBI.

#### Concussions

- A concussion is a type of **traumatic brain injury**, or TBI, caused by a bump, blow, or jolt to the head. A concussion is **any head trauma that causes an altered mental state that may or may not involve a loss of consciousness. Only 10 percent of concussions involve a loss of consciousness!**
- Concussions can also occur following a fall or a blow to the body that causes the head and brain to move back and forth quickly.
- This sudden movement can cause the brain to bounce around in the skull, stretching and damaging the brain cells and creating chemical changes in the brain.
- Health care professionals may describe a concussion as a "mild" brain injury because concussions are usually not life-threatening. Even so, their effects can be serious. (Centers for Disease Control & Prevention)



**A CONCUSSION  
IS  
A BRAIN INJURY!**

# Incidence of Youth Concussions in Nebraska

Figure 1. Concussion rates among persons aged 5-19 years, by month – Nebraska 2008-2012

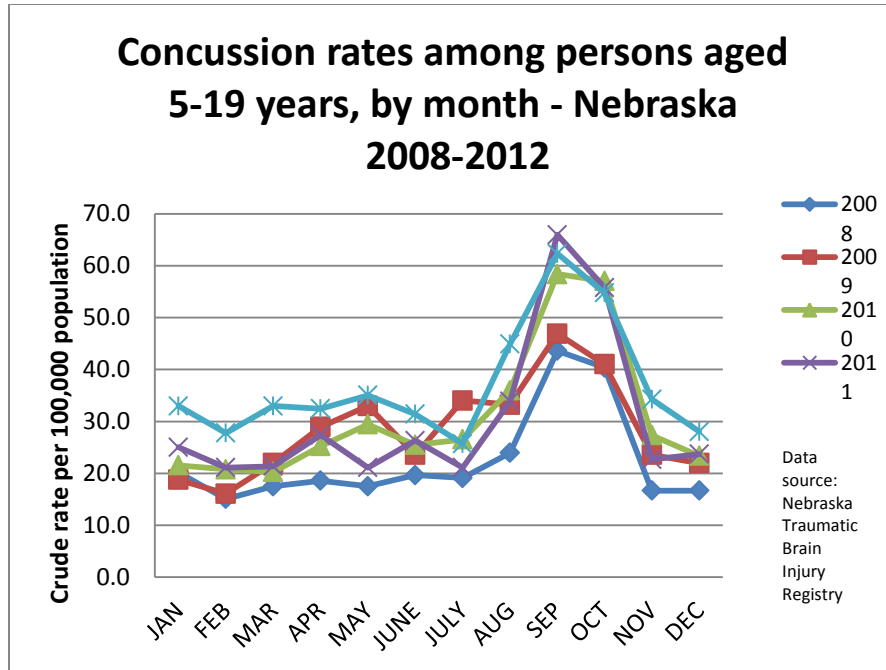
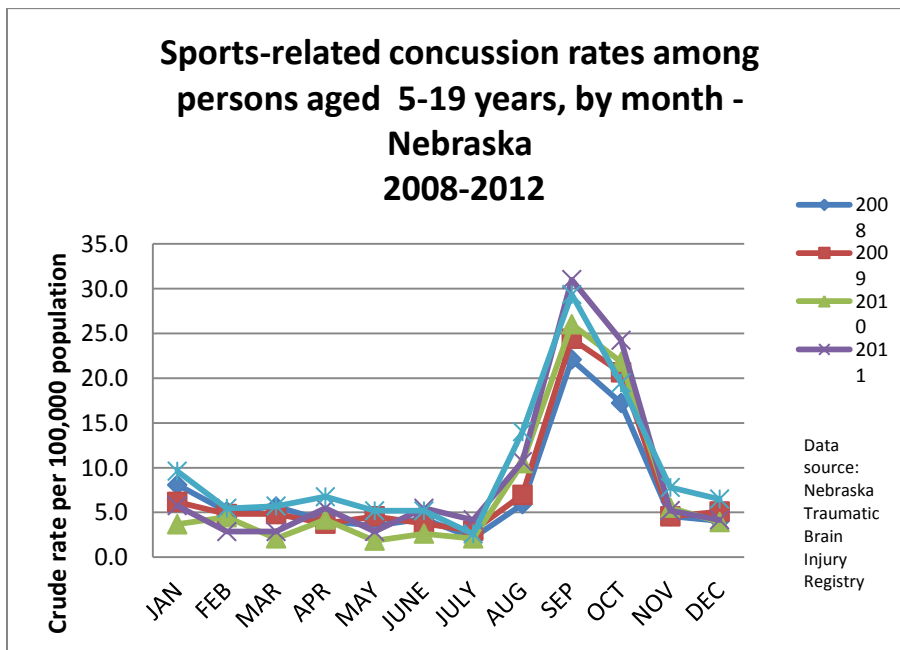


Figure 2. Sports-related concussion rates among persons aged 5-19 years, by month – Nebraska 2008-2012



**Nebraska Department of Health and Human Services, 2013**

Both figures above show a peak in concussion rates among school-aged Nebraskans in September and October. This trend has been consistent over the past 5 years. Figure 1 also shows that higher rates of concussions were diagnosed in 2012. These graphs represent persons treated in the office of a physician or psychologist or admitted to or treated at a hospital or a rehabilitation center located within a hospital in Nebraska.

## Why are Concussions Such a Big Deal?

- **A CONCUSSION IS A BRAIN INJURY!**
- A concussion can occur from an impact to the head. The most common cause of a concussion is a whiplash type injury, a rapid acceleration of the head.
- Most concussions (90%) occur without loss of consciousness!
- A “ding,” “getting your bell rung,” or what seems to be a mild bump, blow or jolt to the head can be serious and can change the way the brain normally works! (Center for Disease Control 2013).
- Because of changes in the neurophysiology of the brain, symptoms may continue to develop over the next few hours following an injury.
- After a concussion, among other effects, connections within the brain become stressed, resulting in the breaking of some connections between different brain areas and limiting the ability of the brain to process information efficiently and quickly. (Molfese 2013)
- These changes can lead to a set of symptoms affecting the student’s cognitive, physical, emotional and sleep functions, which may result in reduced ability to do tasks at home, at school, or work.
- During this time, returning to play or full-time academics before symptoms have cleared can result in **prolonged recovery time or risk of further injury.**
- Ignoring the symptoms and trying to “tough it out” often makes symptoms worse!
- “Second Impact Syndrome” may occur when a brain already injured takes another blow or hit before the brain recovers from the first –usually within a short period of time (hours, days, or weeks). A repeat concussion can slow recovery or increase the likelihood of having long-term problems. In rare cases, repeat concussions can result in edema (brain swelling), permanent brain damage and even death. (Center for Disease Control 2013)
- As the chemistry of the brain returns to normal, the symptoms begin to subside and for most people, they resolve within 1 to 6 weeks.
- **During the recovery period, it is very important that individuals are monitored for full resolution of symptoms and referred if further evaluation or treatment is needed.** (Terryberry-Spohr 2013)



## Symptoms of TBI/Concussion

School professionals can best support a student's return to school by understanding the effects of concussion and providing the needed academic adjustments and supports. Knowledge of concussion symptoms can help the student and the school team identify the specific needs of the student, monitor changes and provide appropriate accommodations to facilitate the student's recovery and minimize the pressure to return to activities too soon. (CDC 2013)

Symptoms of TBI/Concussion that may affect school performance fall into four categories:

- Thinking/Cognitive/Remembering
- Sleep
- Physical Symptoms
- Emotional/Mood Symptoms



### **Thinking/Cognitive Red Flags**

Look for increased difficulty with:

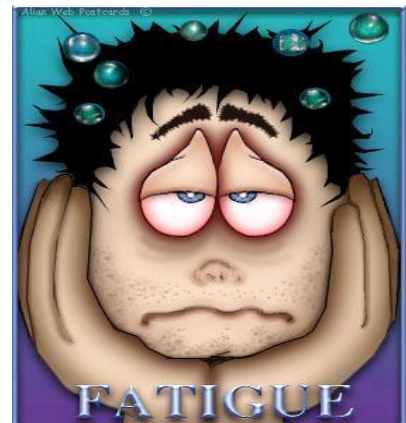
- Thinking clearly
- Concentrating, Staying on task
- Remembering new information
- Slowed response or processing of information (Feeling slowed down)
- Reduced academic performance



### **Sleep Red Flags**

Sleep symptoms tend to last longer than other symptoms. Look for increased:

- Drowsiness
- Sleeps more than usual
- Sleeps less than usual
- Difficulty falling asleep
- Fatigue – tired, having no energy





## Physical Red Flags

Look for increased difficulty with:

- Headaches
- Fuzzy or Blurred Vision (visual problems)
- Balance problems
- Dizziness
- Nausea, vomiting
- Sensitivity to light
- Sensitivity to noise
- Disorientation



## Social Emotional Red Flags

Look for increased difficulty with:

- Irritability
- Sadness
- More emotional
- Changes in mood
- Nervousness
- Anxiety



**Return to Activity = Return to Learn + Return to Play**

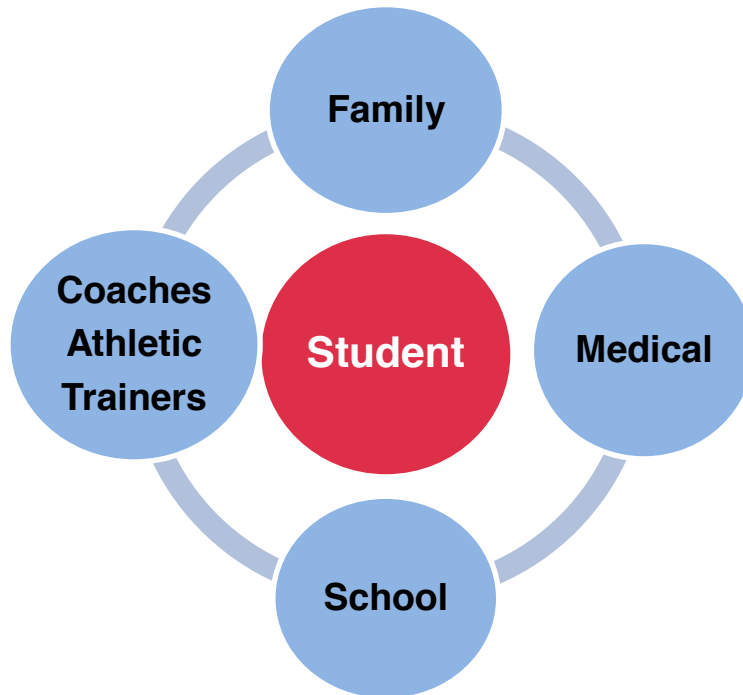


- The Center for Disease Control estimates that 1.7 million traumatic brain injuries occur annually and that 75% of those injuries are mild TBIs (concussions). Concussions occur from sports, falls, playground and bicycle accidents as well as motor vehicle accidents.
- Attention has been given to sports-related concussions because concussion laws have been passed in nearly every state and procedures for Return to Play are familiar to parents, schools and medical personnel.
- Equally important is Return to Learning in the classroom!
- After a concussion, the child or adolescent does not appear to be ill or physically injured. In fact, they may “look” just fine. Nonetheless, a concussion can have direct effects on learning and evidence suggests that using a concussed brain to learn may worsen concussion symptoms and may prolong recovery. (Halstead, McAvoy, et al 2013)
- As the brain is recovering, reducing demands on the brain and avoiding overexertion of the brain at home and at school through a reduction in physical and cognitive activity is beneficial to the recovery of the student
- **Every student and every concussion is different!** No two concussions are the same! The amount of time needed between the injury and the commencement of return to learn activities will vary not only between students, but also between concussions (should a student suffer more than one).
- A Return to Activity plan is composed of two parts:
  - Return to Academics – a gradual return to school and academic requirements implemented by the teaching staff
  - Return to Play – a gradual return to sports implemented by the athletic staff.
- Both the return to academics, and when appropriate, the return to play progression should be allowed to progress over time and as symptoms subside.
- **Please refer to the Return to Academics Progression and Return to Play Progression suggestions at the end of this document. \*\*\***

## Concussion Management: Recommended Best Practice for Nebraska Schools

- Once a concussion has been diagnosed by a healthcare professional, managing the concussion is best accomplished by creating a support system for the student/athlete. **Communication and collaboration** among parents, school personnel, coaches and athletic trainers, and healthcare providers in overseeing both the return to academics and return to play progressions is essential for the recovery process. Teamwork is required to adjust the treatment and management of the concussion. **Best practice indicates that the student should return to school with a RELEASE OF INFORMATION SIGNED BY THE PARENTS that allows for two-way communication between school personnel and the healthcare provider.** (McAvoy, 2012)

## A collaborative approach with the student as the CENTER OF FOCUS!



- Each school district creates a **Concussion Management policy** that incorporates:
  - **Knowledge** about concussion as a mild traumatic brain injury
  - **Training** for all coaches, athletes, parents, and school staff about concussion management
  - **A Concussion Management Team** with a designated contact person.



### The Concussion Management Team

#### Members may include:

**Health Care Professional\***  
**Parent(s)\***  
**School Administrator or designee\***  
Athletic Director  
Athletic Trainer  
Coach  
School Nurse  
Teacher(s)

Speech Language pathologist  
School Psychologist  
School Counselor  
Occupational Therapist  
Physical Therapist  
Student Athlete

**Essential members\***

## Concussion Management Team (CMT) Responsibilities:

- The CMT ensures that every student who suffers a concussion is monitored for a safe return to activity. The CMT designs the Return to Activity Plan with input from the healthcare provider.
- **CMT** contact person is notified of concussion (by parents or athletic trainers, coaches); CMT contact person notifies parent if concussion occurs during school activity;
- CMT contact person notifies school nurse, athletic trainer/coach and teachers as appropriate;
- **Assess** and document the physical, cognitive, behavioral, emotional and sleep **symptoms** and **needs** of a concussed student/athlete;
- Design an **individual plan** for schedule **adjustments**, supports, academic adjustments (i.e., reduced assignments) and physical activity, including PE, dance, active recess, as appropriate and share with school personnel, student and parents;
- **Teachers, Parents, Coaches, Medical providers & Student** communicate, monitor the effectiveness of the plan and document symptoms and academic progress;
- CMT (SAT) meets regularly to **review the student's symptoms and progress**, make adjustments and notifies school staff and health care professional of updates;
- **Adjustments continue until the student no longer needs academic adjustments as a result of the concussion;**
- CMT offers resources on concussions to parents;
- Contact **Brain Injury Regional School Support Team (BIRSST)** for assistance or resources;
- Follow a **gradual Return-to-Activity** for academics and athletics;
- **After symptoms subside and CMT certifies there are no academic concerns or adjustments needed and family and coaches agree student is symptom-free without medication, then**
- Written clearance from a medical provider is given if student/athlete is "back to baseline" on neurocognitive measures and
- Written permission for Return to Activity from parents is obtained;
- Student/athlete returns to academic activities without adjustments and begins Return to Play Protocol; **a successful Return to Learn is necessary before approval for Return to Play. (McAvoy, 2012).**
- Document concussion in student's education file;
- If symptoms last more than 3 – 4 weeks, follow-up assessment and academic adjustments may need to be strengthened or remain in place longer;
- If problems persist, academic accommodations and student supports may be provided through an (Response to Intervention (RtI) Plan, a Health Plan or a 504 Plan;
- The majority of concussed students will not require an IEP; however, a small percentage of students may require a special education referral.
- Parents and medical professions seek medical explanation and treatment for slowed recovery and schools continue to provide appropriate supports.

- **Keep in mind that progression is individual for each student!**

## **Return to Learn BEFORE Return to Play!**

**If a student athlete continues to receive academic adjustments due to the presence of any symptoms, they should be considered symptomatic and not be allowed to resume physical activity.** McAvoy, Returning to Learn: Going Back to School Following a Concussion. Communique on line, April 2011.

### **Brain Injury Regional School Support Teams (BIRSST)**

- Nebraska has five regional BIRSST teams
  - Refer to attached **map** for **BIRSST team locations and contacts**
- BIRSST teams can assist school districts in:
  - Identifying strategies to support student success
  - Providing information on brain injury and resources
  - Providing training and consultation for Concussion Management Team



### **Tips for Teachers**

Symptoms of concussion often create learning difficulties for students. Immediately after diagnosis of a concussion, an individualized plan for learning adjustments should be initiated with a gradual, monitored return to full academics as symptoms clear. Typical classroom adjustments and accommodations include:

- Reduce course workload
- Decrease homework
- Allow breaks during the day, i.e. rest in quiet area
- Allow additional time to complete assignments
- Provide instructor's notes, outline or study guide for student
- Avoid over-stimulation (noise and light)
- Avoid testing or completion of major projects during recovery time when possible



Refer to **Tips for Teachers** in Appendices for additional adjustments or accommodations.

## Tips for Parents

- Parents play a key role in maximizing the child's recovery from a concussion.
- Parents take student to ER or contact the child's healthcare provider immediately after the concussion.
- After the diagnosis of a concussion by the healthcare professional, parents monitor symptoms and activities at home.
- Parents enforce rest, both physical and cognitive, and ensure that the child receives sufficient sleep and engages in quiet, restful activities immediately after a concussion.
- Parents take student to follow-up appointments with the healthcare provider.
- For the first few days, the student/athlete may have symptoms that interfere with concentration and may need to stay home from school to rest for a day or two and refrain from:

- Watching TV
- Playing video games
- Texting
- Working/playing on computer
- Driving
- Use of Cell phone
- Blowing on a musical instrument
- Piano lessons



- Light mental activities can resume as long as symptoms do not worsen. When the student/athlete can tolerate 30-45 minutes of light mental activity, a gradual return to school can commence.
- Parents monitor and track symptoms at home and communicate regularly with the school Concussion Management Team (CMT) Coordinator and/or health care provider.
- Parents sign Permission for two-way Release Information between the medical provider and the school district.
- Parents may request information from the school CMT on concussions.
- Parents are aware of academic adjustments in the school setting.
- Deliver medical clearance from the healthcare provider to the CMT when appropriate.

## References

1. Centers for Disease Control and Prevention - *Returning to School After a Concussion: A Fact Sheet for School Professionals*.  
[http://www.cdc.gov/concussion/pdf/TBI\\_Returning\\_to\\_School-a.pdf](http://www.cdc.gov/concussion/pdf/TBI_Returning_to_School-a.pdf)
2. Giza C., Kutcher J., *et al.* Summary of evidence-based guideline update: Evaluation and management of concussion in sports. *Neurology*, 2013: 10.1212/WNL.0b013e31828d57dd.
3. Halstead, M., McAvoy, K., *et al.* *Returning to Learning Following a Concussion*. *Pediatrics*: originally published online October 27, 2013.  
<http://pediatrics.aappublications.org/content/early/2013/10/23/peds.2013-2867>
4. McGrath, N. (2010). Supporting the Student-Athlete's Return to the Classroom after a Sport Related Concussion. *Journal of Athletic Training*, 45(5), 492-498.
5. McAvoy, K. (2013). *REAP the benefits of good concussion management*. Centennial, CO: Rocky Mountain Sports Medicine Institute Center.
6. McAvoy, K. (2012). Return to Learning: Going Back to School Following a Concussion. *NASP Communique* online. March/April.
7. McCrory P., Meeuwisse W., Aubry M., *et al.* Consensus Statement on Concussion in Sport: the 4<sup>th</sup> International Conference on Concussion in Sport. *Br J Sports Med*. 2013; 47: 250-258
8. Orcas (2011). *Brain Injury 101: Concussion Management. Policy and Resource Handbook*. Retrieved from <http://brain101orcasinc.com>
9. The Center on Brain Injury Research and Training. *Max's Law: Concussion Management Implementation Guide*. Retrieved from <http://www.cbirt.org>

## WHAT CAN **YOU** DO TO CHANGE THE CULTURE OF CONCUSSION IN NEBRASKA?

- ✓ Educate
- ✓ Communicate
- ✓ Collaborate



- Parents
- Students
- Schools
- Physicians

# Wear your helmet!



InstructionActivitiesConcussions1. Training.

The Superintendent or designee shall make available training approved by the chief medical officer of the State on how to recognize the symptoms of a concussion or brain injury and how to seek proper medical treatment for a concussion or brain injury to all coaches of school athletic teams.

2. Education.

The Superintendent or designee shall require that concussion and brain injury information be provided on an annual basis to students and the students' parents or guardians prior to such students initiating practice or competition. The information provided to students and the students' parents or guardians shall include, but need not be limited to:

- a. the signs and symptoms of a concussion;
- b. the risks posed by sustaining a concussion; and
- c. the actions a student should take in response to sustaining a concussion, including the notification of his or her coaches.

3. Response to Concussions.

- a. Removal. A student who participates on a school athletic team shall be removed from a practice or game when he or she is reasonably suspected of having sustained a concussion or brain injury in such practice or game after observation by a coach or a licensed health care professional who is professionally affiliated with or contracted by the school.
- b. Return-to-Play. A student who has been removed from a practice or game as a result of being reasonably suspected of having sustained a concussion or brain injury shall not be permitted to participate in any school supervised team athletic activities involving physical exertion, including, but not limited to, practices or games, until the student: (i) has been evaluated by a licensed health care professional, (ii) has received written and signed clearance to resume participation in athletic activities from the licensed health care professional, and (iii) has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian.

The coach or administration may require that the student's return to full activities be on a stepwise progression back to full participation, or otherwise establish conditions for return to participation that are more restrictive than those defined by the licensed health care professional if the coach or an administrator reasonably deems such to be appropriate.

The signature of an individual who represents that he or she is a licensed health care professional on a written clearance to resume participation that is provided to the school shall be deemed to be conclusive and reliable evidence that the individual who signed the clearance is a licensed health care professional. The school is not required to determine or verify the individual's qualifications.

- c. Parent Notification. If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity per the preceding paragraph, the parent or guardian of the student shall be notified by the Superintendent or designee of the date and approximate time of the injury suffered by the student, the signs and symptoms of a concussion or brain injury that were observed, and any actions taken to treat the student.
- d. Return to Learn. The Superintendent or designee shall develop a return to learn protocol for students who have sustained a concussion. The return to learn protocol shall recognize that students who have sustained a concussion and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.

#### 4. Responsibility of Coaches.

Coaches shall comply with this policy and apply their safety and injury prevention training. A coach who fails to do so is subject to disciplinary action, including but not limited to termination of employment.

#### 5. Students and Parents.

It is recognized that coaches cannot be aware of every incident in which a student has symptoms of a possible concussion or brain injury. As such, students and their parents have a responsibility to honestly report symptoms of a possible concussion or brain injury to the student's coaches on a timely basis.

Legal Reference: Neb. Rev. Stat. §§ 71-9102 to 71-9106

Date of Adoption: [Insert Date]

## **Concussions: Return to Learn Protocol- Policy 6283- Regulations**

Students who sustain a concussion and return to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.

The school administration of Springfield Platteview Community Schools adopts the NDE Guidance entitled “Bridging the Gap from Concussion to the Classroom,”<sup>1</sup> and accompanying Appendix,<sup>2</sup> as its return to learn protocol, with the recognition that each student who has sustained a concussion will require an individualized response.

---

<sup>1</sup> <http://www.education.ne.gov/sped/birsst/BRIDGING%20THE%20GAP%20February%202014%20final.pdf>.

<sup>2</sup> <http://www.education.ne.gov/sped/birsst/Concussion%20Appendix%20final%20February%202014.pdf>.

**BRIDGING THE GAP**  
**From CONCUSSION To The CLASSROOM**

**APPENDICES**

**Nebraska Concussion Awareness Act – Quick Facts**

**Concussion Resources**

**Return to Academics Progression**

**Return to Play Progression**

**Post-Concussion Symptom Checklist**

**Tips for Teachers**

**NE Concussion Management Recommended Best  
Practice**

**Information from Teachers for CMT**

**BIRSST Team Map and Team Contacts**



## Nebraska Concussion Awareness Act – Quick Facts

### Return to Play

- **Goal: To provide a consistent means to identify and manage concussions and help ensure the safety of those involved in youth sports.**
- Legislation passed by Nebraska Legislature - Final Reading on April 8, 2011 (43-0)
- Effective July 1, 2012
- The Concussion Awareness Act contains the three tenets of model legislation as described by the Brain Injury Association and the National Football League.
  1. Education: Coaches, Parents and Student Athletes
  2. Removal from Play – If a concussion is reasonably suspected
  3. Clearance by a Licensed Health Care Professional
- Concussion Awareness Act applies to:
  - ✓ Approved or accredited public, private, denominational or parochial schools (does not include higher education/college and university) Section 4.
  - ✓ Athletes 19 years of age or younger that participate in organized sports (“any city, village, business or nonprofit that organizes sports, charges a fee or is sponsored by a business or nonprofit organization.”) Section 5
- Education provided for:
  - ✓ Coaches. Training approved by the Chief Medical officer must be made available to all coaches.
  - ✓ Parents and student athletes. Concussion and brain injury information must be provided:
    - On an annual basis and
    - Prior to the start of practice or competition.
- Removal from Play
  - ✓ Any student athlete or athlete shall be removed from play when they are reasonably suspected of having a concussion by a coach or licensed health care professional.
  - ✓ If an athlete is removed from activity due to reasonable suspicion of suffering a concussion:
    - Parents or Guardians must be notified of the date and approximate time of the injury and the signs and symptoms that were observed, as well as any actions taken to treat.
- Return to Play
  - ✓ A student-athlete or athlete may be allowed to return to play when:
    - They have been evaluated by a licensed health care professional
    - They have received written clearance from the licensed health care professional;
    - They have submitted the written and signed clearance to resume participation in athletic activities accompanied by written permission to resume participation from the student’s parent or guardian.
- For more information, please refer to:
  - ✓ Nebraska Department of Health and Human Services  
<http://dhhs.ne.gov/publichealth/concussion/Pages/Home.aspx>



# CONCUSSION RESOURCES

1. **Nebraska Department of Education**

<http://www.education.ne.gov/sped/birsst.html>

- **Bridging the Gap from Concussion to Classroom: Return to Learn**

2. **Nebraska Department of Health and Human Services**

<http://dhhs.ne.gov/publichealth/concussion/Pages/Home.aspx>

- Concussion Awareness Act – Training for Coaches, Parents, Students

3. **Concussion ABCs posted by the Centers for Disease Control and Prevention**

<http://www.cdc.gov/concussion/HeadsUp/schools.html>

- Heads Up to Schools, Know Your Concussion ABC's
- A Fact Sheet for Teachers, Counselors, and School Professionals
- A Fact Sheet for School Nurses
- Parent/Athlete Concussion Information Sheet
- Returning to School After a Concussion: A Fact Sheet for School Professionals

4. **The Center on Brain Injury Research and Training, University of Oregon**

<http://www.cbirt.org>

- **The Center on Brain Injury Research and Training. *Max's Law: Concussion Management Implementation Guide*.** Retrieved from <http://www.cbirt.org>
- <http://cbirt.org/tbi-education/school-reentry/returning-school-after-tbi/>
- <http://cbirt.org/tbi-education/school-reentry/supports-consider-during-school-reentry/>
- <http://cbirt.org/news/concussion-frequently-asked-questions-parents/>

5. **School-wide Concussion Management cartoon video: "What's a Concussion, Anyway? (15 minute cartoon video)** <http://brain101.orcasinc.com/>

- Concussion Management Program and information for coaches, schools, parents and students
- Return to Academics Progression, Return to Play Progression and Sample Return to Activity Documentation

6. REAP Guidelines

<http://www.rockymountainhospitalforchildren.com/sports-medicine/concussion-management/reap-guidelines.htm>

- McAvoy, K. (2013) REAP the benefits of good concussion management. Centennial, CO: Rocky Mountain Sports Medicine Institute Center for Concussion.

7. The BrainSTEPS Program – Pennsylvania [www.brainsteps.net](http://www.brainsteps.net)

- [Concussion Webinar](#)
- [Concussion Return to School Protocol](#)
- [Protocol Flow Chart](#)
- [Why every school should have a Concussion Management Team](#)
- [Teacher's Desk Reference: Concussion](#)

8. Colorado Department of Education

[http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/tbi\\_concussionguidelines.pdf](http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/tbi_concussionguidelines.pdf)

- [Concussion Management Guidelines 2012](#)

9. Brain Injury Association of Nebraska [www.biane.org](http://www.biane.org)

10. Halstead, M., McAvoy, K., *et al.* *Returning to Learning Following a Concussion*. *Pediatrics*: originally published online October 27, 2013.

<http://pediatrics.aappublications.org/content/early/2013/10/23/peds.2013-2867>

11. Nebraska Brain Injury Advisory Council [www.braininjury.ne.gov](http://www.braininjury.ne.gov)

12. brainline.org - <http://www.brainline.org/content/2010/06/general-information-for-parents-educators-on-tbi.html>

13. Information for Parents

[http://www.brainline.org/landing\\_pages/categories/concussion.html](http://www.brainline.org/landing_pages/categories/concussion.html)

<http://cbirt.org/news/concussion-frequently-asked-questions-parents/>

## RETURN TO ACADEMICS PROGRESSION

Progression is individual. All concussions are different. Students may start at any of these steps, depending on symptoms, and may remain at a step longer if needed. If symptoms worsen, the CMT should reassess. If symptoms quickly improve, a student may also skip a step or two. Be flexible!

Steps	Progression	Description
1	<b>HOME – Cognitive and physical rest</b>	<ul style="list-style-type: none"> <li>➤ Stay at home</li> <li>➤ No driving</li> <li>➤ Limited mental exertion – computer, texting, video games, homework</li> </ul>
2	<b>HOME – Light Mental Activity</b>	<ul style="list-style-type: none"> <li>➤ Stay at home</li> <li>➤ No driving</li> <li>➤ Up to 30 minutes mental exertion</li> <li>➤ No prolonged concentration</li> </ul>

**Progress to Step 3 when student handles up to 30 minutes of sustained mental exertion without worsening of symptoms.**

3	<b>SCHOOL – Part Time</b>  Maximum adjustments  Shortened day/schedule  Built-in breaks	<ul style="list-style-type: none"> <li>➤ Provide quiet place for scheduled mental rest</li> <li>➤ Lunch in quiet environment</li> <li>➤ No significant classroom or standardized testing</li> <li>➤ Modify rather than postpone academics</li> <li>➤ Provide extra time, help, and adjustment of assignments</li> </ul>
---	---	---

**Progress to Step 4 when student handles 30-40 minutes of sustained mental exertion without worsening of symptoms.**

4	<b>SCHOOL – Part Time</b>  Maximum adjustments  Shortened day/schedule	<ul style="list-style-type: none"> <li>➤ No standardized testing</li> <li>➤ Modified classroom testing</li> <li>➤ Moderate decrease of extra time, help, and modification of assignments</li> </ul>
---	--	---

**Progress to Step 5 when student handles 60 minutes of mental exertion without worsening of symptoms.**

5	<b>SCHOOL – Part Time</b>  Minimal adjustments	<ul style="list-style-type: none"> <li>➤ No standardized testing; routine tests are OK</li> <li>➤ Continued decrease of extra time, help, and adjustment of assignments</li> <li>➤ May require more support in academically challenging subjects</li> </ul>
---	--	---

**Progress to Step 6 when student handles all class periods in succession without worsening of symptoms AND receives medical clearance for full return to academics and athletics.**

6	<b>SCHOOL – Full Time</b>  Full academics  No adjustments	<ul style="list-style-type: none"> <li>➤ Attends all classes</li> <li>➤ Full homework and testing</li> </ul>
---	---	--

**When symptoms continue beyond 3-4 weeks, prolonged in-school supports are required. Request a 504 meeting to plan and coordinate student supports.**

## RETURN TO PLAY PROGRESSION

Return to play is a medical decision. The CMT will be familiar with state concussion laws and understand which healthcare providers may clear a student. **To begin the Return to Play Plan, the student must be free of all symptoms (see Signs and Symptoms of Concussion), have no academic adjustments in place, and be cleared by a healthcare provider.** The student may spend 1-2 days at each step before advancing to the next. If post-concussion symptoms occur at any step, stop activity and have the CMT reassess.

Rehabilitation Stage	Functional exercise at each stage of rehabilitation	Objective of each stage
1. No activity	Symptom limited physical and cognitive rest.	Recovery
2. Light aerobic exercise	Walking, swimming or stationary cycling keeping intensity <70% maximum permitted heart rate.  No resistance training.	Increase HR
3. Sport-specific exercise	Skating drills in ice hockey, running drills in soccer. No head impact activities.	Add movement
4. Non-contact training drills	Progression to more complex training drills, e.g., passing drills in football and ice hockey. May start progressive resistance training.	Exercise, coordination and cognitive load
5. Full-contact Practice	Following medical clearance.  Participate in normal training activities.	Restore confidence and assess functional skills by coaching staff
6. Return to play	Normal game play	

Recommendations from 2012 Zurich Consensus Statement on Concussion – McRory, P., Meeuwisse, WH, Aubry, M, et. al., *Br. J Sports Med* 2013; 47:250-258.

© 2013 ORCAS [www.orcasinc.com](http://www.orcasinc.com) Adapted with permission from Oregon Concussion and Management Program (OCAMP) and Slocum Sports Concussion Program)

# Post-Concussion Symptom Checklist

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please indicate how much each symptom has bothered you over the past 2 days.

	Symptoms	None	Mild		Moderate		Severe	
<b>PHYSICAL</b>	Headache	0	1	2	3	4	5	6
	Nausea	0	1	2	3	4	5	6
	Vomiting	0	1	2	3	4	5	6
	Balance Problem	0	1	2	3	4	5	6
	Dizziness	0	1	2	3	4	5	6
	Blurry or double vision	0	1	2	3	4	5	6
	Sensitivity to Light	0	1	2	3	4	5	6
	Sensitivity to Noise	0	1	2	3	4	5	6
	Balance Problems	0	1	2	3	4	5	6
	Pain other than headache	0	1	2	3	4	5	6
<b>THINKING/ COGNITIVE</b>	Feeling "in a fog"	0	1	2	3	4	5	6
	Feeling Slowed Down	0	1	2	3	4	5	6
	Difficulty concentrating	0	1	2	3	4	5	6
	Difficulty Remembering	0	1	2	3	4	5	6
<b>SLEEP ISSUES</b>	Trouble Falling Asleep	0	1	2	3	4	5	6
	Fatigue or low energy	0	1	2	3	4	5	6
	Drowsiness	0	1	2	3	4	5	6
<b>EMOTIONAL</b>	Feeling more Emotional	0	1	2	3	4	5	6
	Irritability	0	1	2	3	4	5	6
	Sadness	0	1	2	3	4	5	6
	Nervousness	0	1	2	3	4	5	6

Do symptoms worsen with physical activity? Yes \_\_\_\_\_ No \_\_\_\_\_ Not Applicable \_\_\_\_\_

Do symptoms worsen with thinking/cognitive activity? Yes \_\_\_\_\_ No \_\_\_\_\_ Not Applicable \_\_\_\_\_

Activity Level: Over the past two days, compared to what I would typically do, my level of activity has been \_\_\_\_\_% of what it would normally be.



# TIPS FOR TEACHERS

## Concussion Symptoms, Possible School Problems & Adjustments/Accommodations

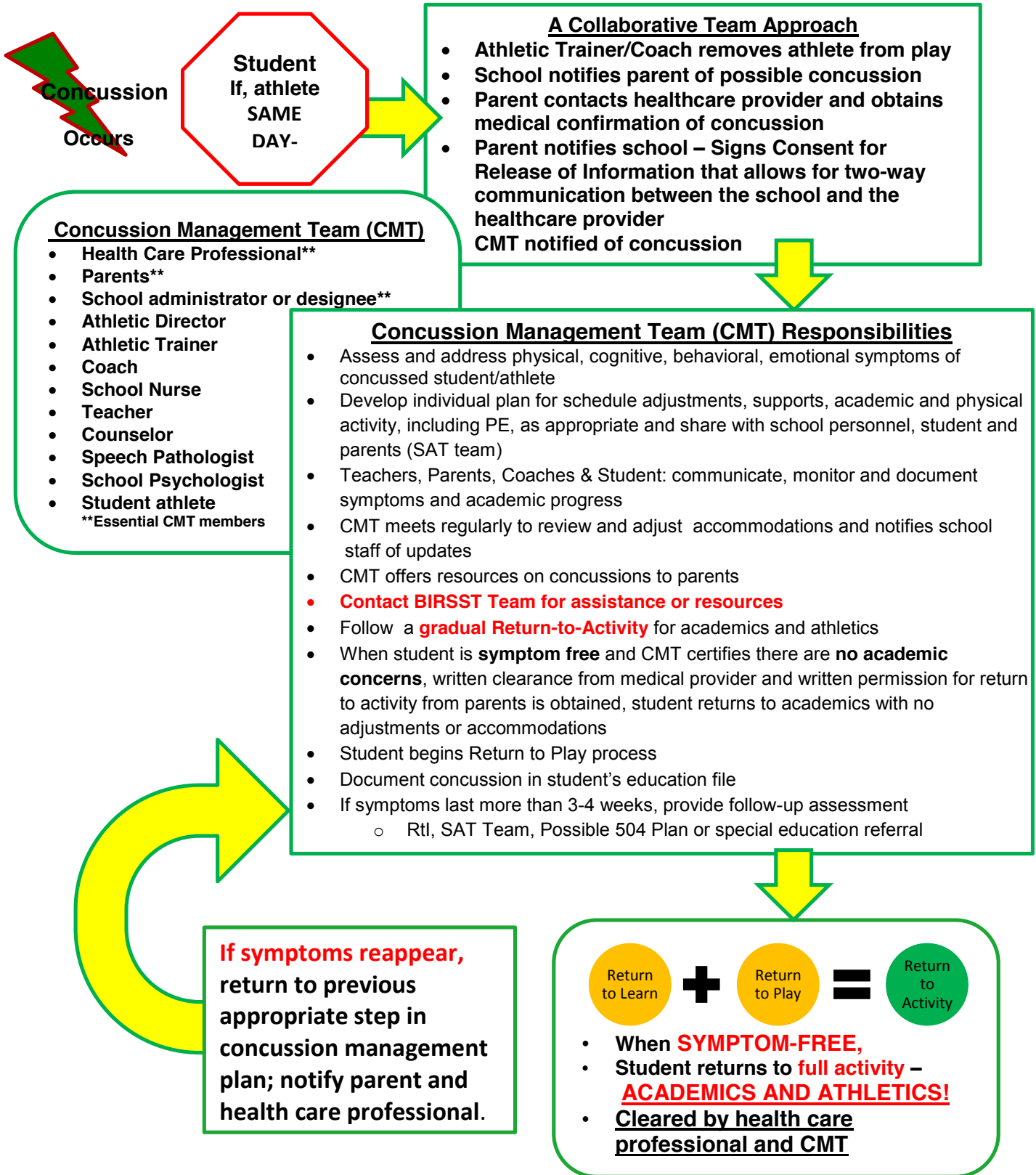
Concussion Symptoms	Implications at school	Potential Adjustments in School Setting
<b>PHYSICAL SYMPTOMS</b> <ul style="list-style-type: none"> <li>• <b>Headache (most common symptom reported in concussions)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Poor concentration - may vary throughout day;</li> <li>• Can be triggered by fluorescent lighting, loud noises and focusing on tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent breaks</li> <li>• Reduce exposure to aggravators, i.e., turn off fluorescent lights</li> <li>• Rest as needed in nurse's office or quiet area</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Dizziness/ Lightheadedness</b></li> </ul>	<ul style="list-style-type: none"> <li>• Standing quickly or walking in crowded environment may present a challenge</li> <li>• Often provoked by visual stimulus (rapid movements, videos, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Allow student to put head down if symptoms worsen</li> <li>• Early dismissal from class and extra time to get from class to class to avoid crowded hallways</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Visual Symptoms</b> <ul style="list-style-type: none"> <li>○ <b>Light sensitivity</b></li> <li>○ <b>Double vision</b></li> <li>○ <b>Blurry vision</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Trouble seeing slide presentations, movies, smart boards, computers, handheld computers (tablets)</li> <li>• Difficulty reading &amp; copying</li> <li>• Difficulty paying attention to visual tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce brightness on the screens</li> <li>• Student may wear hat or sunglasses in school</li> <li>• Audiotapes instead of books</li> <li>• Seat student close to center of classroom activities (preferential seating if blurry vision)</li> <li>• Turn off fluorescent lights</li> <li>• Cover one eye with patch/ tape or one lens if glasses are worn (double vision)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Noise Sensitivity</b></li> </ul>	<ul style="list-style-type: none"> <li>• Troubles with various noises in several school settings: Lunchroom, shop classes, music classes (band, choir), physical education classes, hallways</li> <li>• Organized sports practice</li> </ul>	<ul style="list-style-type: none"> <li>• Allow student to eat lunch in quiet area with classmate</li> <li>• Limit or avoid band, choir or shop classes</li> <li>• Avoid noisy gyms and organized sports practices and games</li> <li>• Consider use of earplugs</li> <li>• Early dismissal from class to avoid crowded, noisy hallways</li> </ul>
<b>THINKING/COGNITIVE SYMPTOMS</b> <ul style="list-style-type: none"> <li>• <b>Difficulty concentrating or remembering</b></li> </ul>	<ul style="list-style-type: none"> <li>• Challenges learning new tasks and comprehending new material (slowed processing speed)</li> <li>• Difficulty recalling and applying previously learned material</li> <li>• Lack of focus in the classroom</li> <li>• Difficulties with test taking, including standardized tests</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid testing or completion of major projects during recovery time when possible</li> <li>• Provide extra time to complete non-standardized tests in a quiet environment</li> <li>• Postpone standardized testing when possible</li> <li>• Consider one test per day during exam periods</li> <li>• Assess knowledge using multiple-choice instead of open-ended questions</li> </ul>

<b>Concussion Symptoms</b>	<b>Implications at school</b>	<b>Potential Adjustments in School Setting</b>
<b>THINKING/COGNITIVE SYMPTOMS (cont'd)</b>		<ul style="list-style-type: none"> <li>• Consider use of preprinted notes, note taker, scribe or reader for oral testing</li> <li>• Consider tape recorder for note taking</li> <li>• Reduce the cognitive load &amp; focus on the most important concepts for student to know – quality vs. quantity</li> <li>• Consider decreasing homework and reducing make-up work</li> <li>• Provide both oral and written instructions; clarify instructions</li> </ul>
<b>SLEEP ISSUES</b>	<ul style="list-style-type: none"> <li>• Excessive fatigue can hamper memory for new or past learning or ability to attend and focus</li> <li>• Insufficient sleep can lead to tardiness or excessive absences</li> <li>• Difficulty getting to sleep or frequent waking at night may lead to sleeping in class</li> <li>• Excessive napping due to fatigue may lead to further disruptions of the sleep cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for late start or shortened school day to catch up on sleep</li> <li>• Allow rest breaks during day if needed</li> </ul>
<b>EMOTIONAL/MOOD SYMPTOMS</b>	<ul style="list-style-type: none"> <li>• Sadness, Irritability, changes in mood, nervousness, anxiety may affect social relationships with adults and peers</li> <li>• Student may feel scared, angry or depressed as a result of the concussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an emotional support plan for the student. This may include an adult with whom the student can talk if feeling overwhelmed</li> <li>• Mental fatigue may result in emotional meltdowns</li> <li>• Allow “signal” for student to remove himself/herself from classroom to de-escalate</li> <li>• Provide reassurance that what they are feeling is typical in the course of recovery – i.e., concern about getting behind in school work and/or grades</li> <li>• Share difficulties and progress with parents, CMT contact person, medical personnel, athletic coaches/ trainers as appropriate</li> </ul>

Sources: Halstead, M., McAvoy, K., *et al.* ***Returning to Learning Following a Concussion.***  
*Pediatrics*: originally published online October 27, 2013.  
<http://pediatrics.aappublications.org/content/early/2013/10/23/peds.2013-2867>  
**Oregon Concussion Awareness and Management Program (OCAMP)**  
[http://media.cbirt.org/uploads/files/sports\\_concussion\\_management\\_guide.pdf](http://media.cbirt.org/uploads/files/sports_concussion_management_guide.pdf)

# NE Concussion Management Recommended Best Practices

(Adapted from CDC, OCAMP Advisory group June 2010 and Oregon Concussion Awareness and Management Program)





Information from Teachers for CMT

Date:  Student Name:

Date of Concussion:

**To Teachers:** The above named student has been diagnosed with a concussion. Please indicate if you are seeing physical, cognitive, emotional or sleep/energy symptoms in your classroom related to this concussion, or if you have concerns about this student's progress, please state them below. Thank you for your valuable feedback.

Class: Teacher:	What academic adjustments, if any, is the student still receiving in your classroom?	Has the student reported or have you noticed any concussion symptoms in the last two days? (Headaches, dizziness, difficulty concentrating, remembering, more irritable, fatigued than usual?) If YES, please explain:	Is this student performing at their pre-concussion learning level? Yes or No? If NO, please explain:

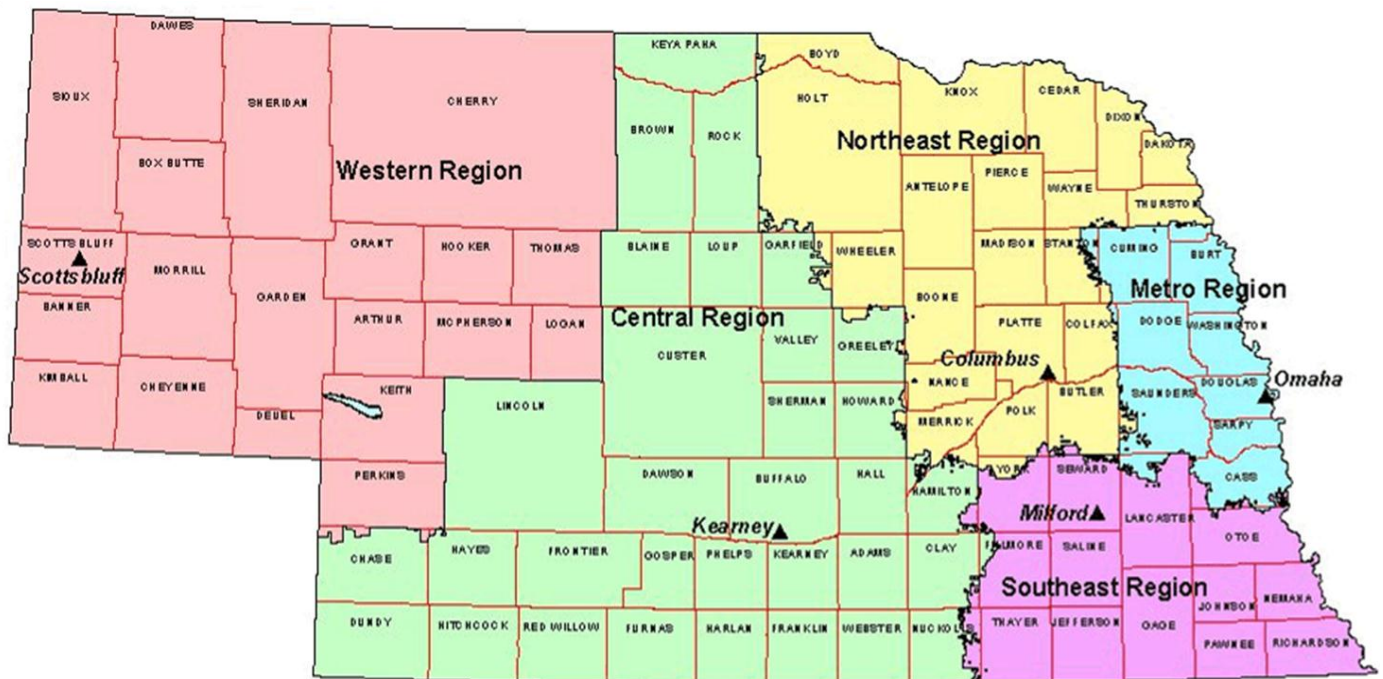
A fillable version of this document is available at: <http://www.education.ne.gov/sped/birsst.html>



## BIRSST - Brain Injury School Support Team Contacts 2013-2014

<b>Central Region</b>	<b>Kristine Einspahr</b> ESU #10 76 Plaza Boulevard Kearney, NE 68848	(308) 237-5927 X 314 keinspahr@esu10.org
<b>Metro Region</b>	<b>Greg Gaden</b> ESU #3 6949 S. 10th Omaha, NE 68128  <b>Andrea McDonald</b> ESU #2, #3 and \$19  <b>Lou Bauer</b> ESU #2	(402) 597-4934 (402) 610-4240 (cell) ggaden@esu3.org  (402) 350-5622 andrea.mcdonald30@gmail.com  (402) 721-7710 X 209 lbauer@esu2.org
<b>Northeast Region</b>	<b>Cathy Schroeder</b> ESU #1 211 Tenth Street Wakefield, NE 68756	(402) 287-2061 (712) 490-6571 cschroeder@esu1.org
<b>Southeast Region</b>	<b>Cindy Brunken</b> Lincoln Public Schools 5905 O Street Lincoln, NE, 68510	(402) 436-1902 cbrunk@lps.org
<b>Western Region</b>	<b>Steve Helgeland</b> ESU #13 4215 Avenue I Scottsbluff, NE 69361	(308) 635-3696 shelgeland@esu13.org

## BIRSST Region Map – 2013-2014



InstructionStudent Participation in Athletic Contests Between Schools

Students in kindergarten through sixth grade may not participate in athletic contests between schools within a school system or between school systems. Annual field or play days are excluded from this restriction.

Students in seventh and eighth grades may participate in interscholastic competitions subject to and in a manner consistent with the bylaws of the Nebraska School Activities Association. The scholastic eligibility rules for seventh and eighth grades shall be the same as established by the school board for high school interscholastic competitions and, in the absence of such rules, shall be the minimum established by the Nebraska School Activities Association.

Legal Reference: NDE Rule 10.004.02C  
Nebraska School Activities Association Middle Level Activities Bylaws,  
Article 9

Date of Adoption: [Insert Date]



**Policy Committee Meeting**  
**June 9, 2014 6 PM**

**Members:**

Jenny Kreifels (chair)  
Brenda Sherman  
Brian Wichman

**Agenda:**

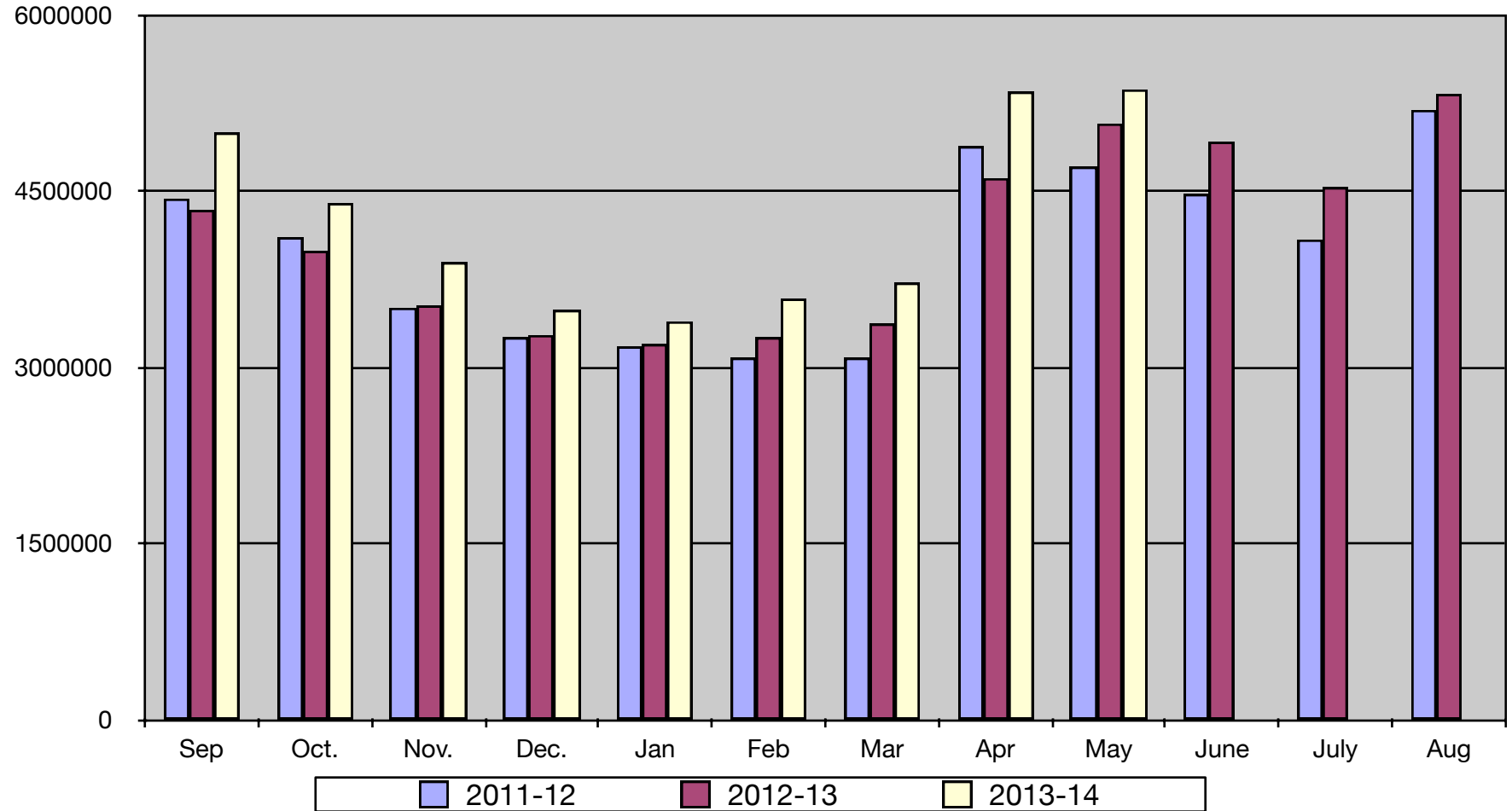
- 1) Policy 1120- ecigarettes added
- 2) Policy 5101- ecigarettes added to student discipline section
- 3) Policy 3540- Construction- increase dollar amount which require supervision by architect or engineer.
- 4) Policy 5008- Attendance- revised to align to new statutes
- 5) Policy 5208- High School Credits- allows middle graders opportunity to earn high school credit if course content and requirements are equivalent to high school course.
- 6) Policy 5506- Safe Pupil Transportation Plan- drop-ft locations- safety
- 7) Policy 6283- Concussions- return to learn protocol
- 8) Policy 6285- Middle School Sports- academic eligibility standards
- 9) Other

		Cash Comparisons	April 2014		
			2012	2013	2014
	<b>Feb</b>	General Fund	\$3,089,942.69	\$3,024,391.41	\$3,543,807.96
		Emp. Benefit Fund	\$ 496,579.96	\$ 478,811.92	\$ 667,377.31
		Building Fund	\$1,529,348.03	\$1,184,853.71	\$1,062,896.78
		School Lunch	\$ 126,163.76	\$ 94,878.08	\$ 131,318.17
		Bond Fund	\$ 150,724.76	\$ 134,471.78	\$ 123,783.10
		Depreciation Fund	\$ 210,356.21	\$ 210,623.63	\$ 216,039.90
		February Total	\$5,603,115.41	\$5,128,030.53	\$5,745,223.22
	<b>Mar</b>	General Fund	\$3,089,521.96	\$3,378,625.93	\$3,721,366.63
		Emp. Benefit Fund	\$ 502,861.67	\$ 478,849.96	\$ 667,425.49
		Building Fund	\$1,486,866.58	\$1,184,947.85	\$1,063,141.52
		School Lunch	\$ 123,723.58	\$ 95,332.74	\$ 122,063.44
		Bond Fund	\$ 167,973.22	\$ 152,291.31	\$ 141,251.60
		Depreciation Fund	\$ 210,382.15	\$ 210,640.37	\$ 216,055.50
		March Total	\$5,581,329.16	\$5,500,688.16	\$5,931,304.18
	<b>Apr</b>	General Fund	\$4,886,114.31	\$4,615,835.43	\$5,347,733.20
		Emp. Benefit Fund	\$502,915.06	\$478,891.94	\$ 667,472.12
		Building Fund	\$1,485,961.46	\$1,185,065.51	\$1,060,131.44
		School Lunch	\$130,182.01	\$112,494.23	\$ 127,670.67
		Bond Fund	\$345,556.43	\$322,893.16	\$ 314,811.61
		Depreciation Fund	\$210,407.94	\$210,658.84	\$ 216,070.59
		April Total	\$7,561,137.21	\$6,925,839.11	\$7,733,889.63
	<b>May</b>	General Fund	\$4,715,150.89	\$5,074,928.65	\$5,371,706.25
		Emp. Benefit Fund	\$502,968.45	\$478,932.61	\$ 667,518.75
		Building Fund	\$1,447,336.63	\$1,175,056.50	\$1,045,557.27
		School Lunch	\$123,235.45	\$104,209.24	\$ 125,020.38
		Bond Fund	\$302,480.43	\$323,217.79	\$ 347,803.28
		Depreciation Fund	\$210,430.28	\$210,676.73	\$ 216,085.69
		May Total	\$7,301,602.13	\$7,367,021.52	\$7,773,691.62

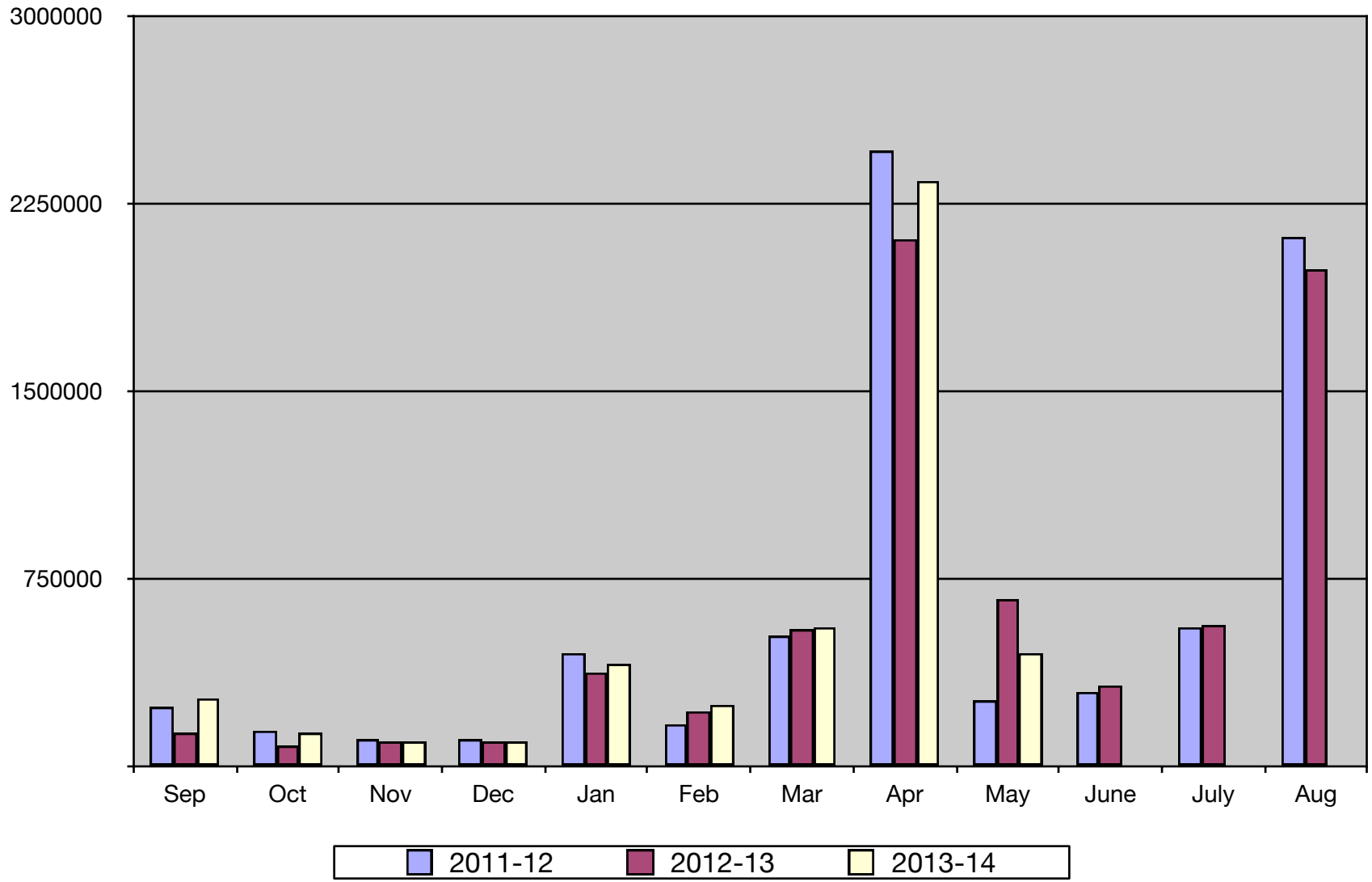
**Finance Committee Report**  
**June 2013**

- Our cash balance from the General Fund is up from a year ago from \$4,933,927 to \$5,371,706. Up \$437,779.
- The projected spending for 2013-14 is \$12.8 million down from the \$13.1 million originally planned for. We spent close to \$12.7 million a year ago.
- We have receipts so far this year at \$9,738,569 compared to last year at this time at \$9,736,509.. We are expecting somewhere between \$12.9 and \$13.1 million. There is a big tax draw that comes in August that will take our revenue up to somewhere in that range.
- Our other funds continue to stay at solid levels with little to no spending, other than our Building Fund which is starting to see some spending due to our summer projects.
- I will begin putting together our budget with the state forms this month and will start to have some discussions with the Board on budget matters for 2014-15. Please be thinking about whether you want me to build in \$.03 or more in the Building Fund for 2014-15. We will be able to do this because of our excess in cash reserve. My recommendation will be to do at least this much as part of a comprehensive plan to address some of our building issues.
- Summer maintenance items are progressing well. There is a quote for a scrubber that we'd like to purchase on tonight's Board agenda for \$12,391.58. Greg got three quotes and this one is about \$600 less expensive than the other two.
- The Lunch Fund looks good when compared to the same time last year. Over \$10,000 higher which is what Taher guaranteed. I will figure this out once I make sure all bills have been paid and reimbursements have gone through in June.
- I have the Budget 14-15 down as an agenda item for our June work session to review with an expenditure budget versus a allowable budget from the state. I see this as a possible comprehensive recommendation from administration to include Building Fund and other strategies to get at some of our most pressing facility issues.

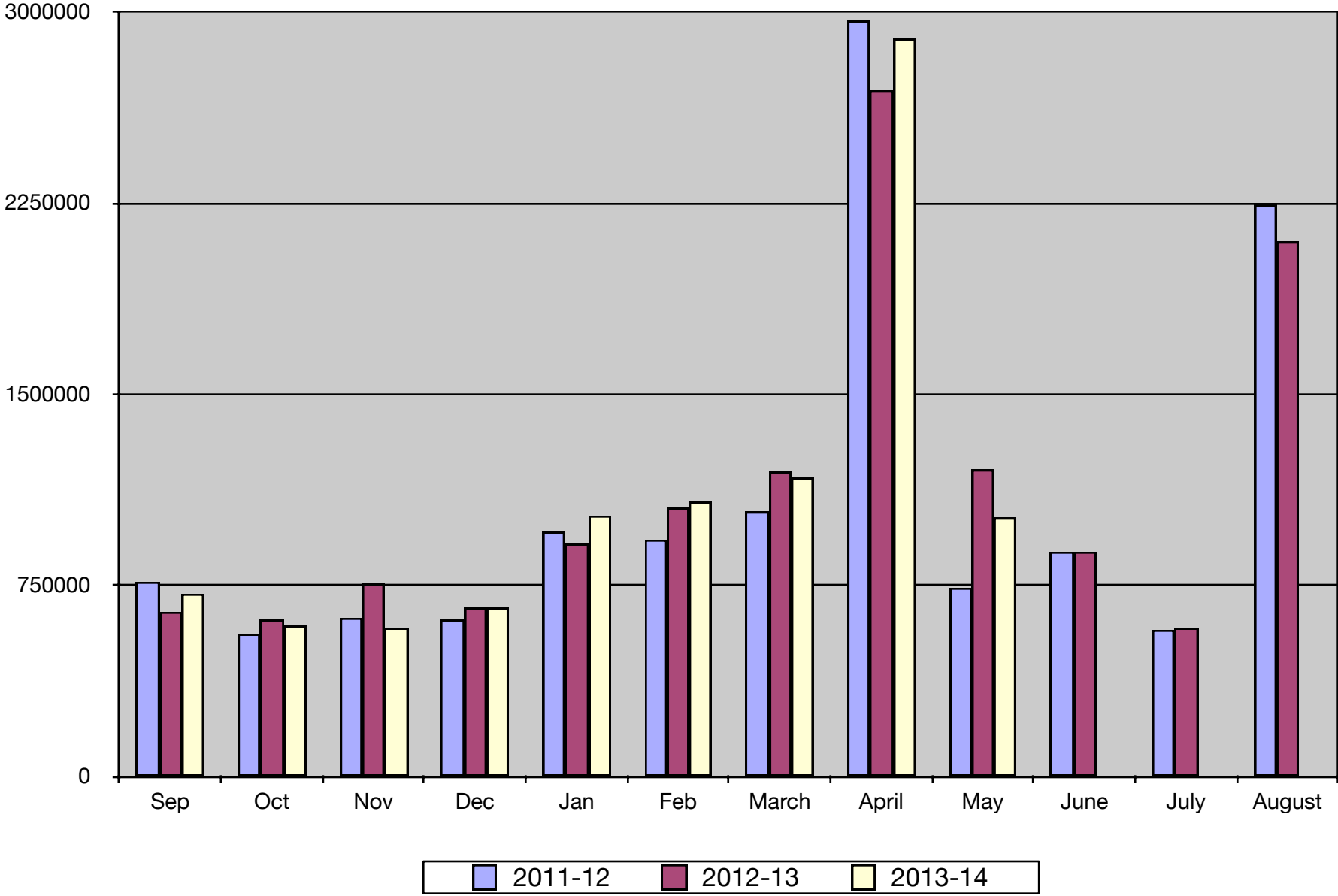
General Fund Balance 2014-15



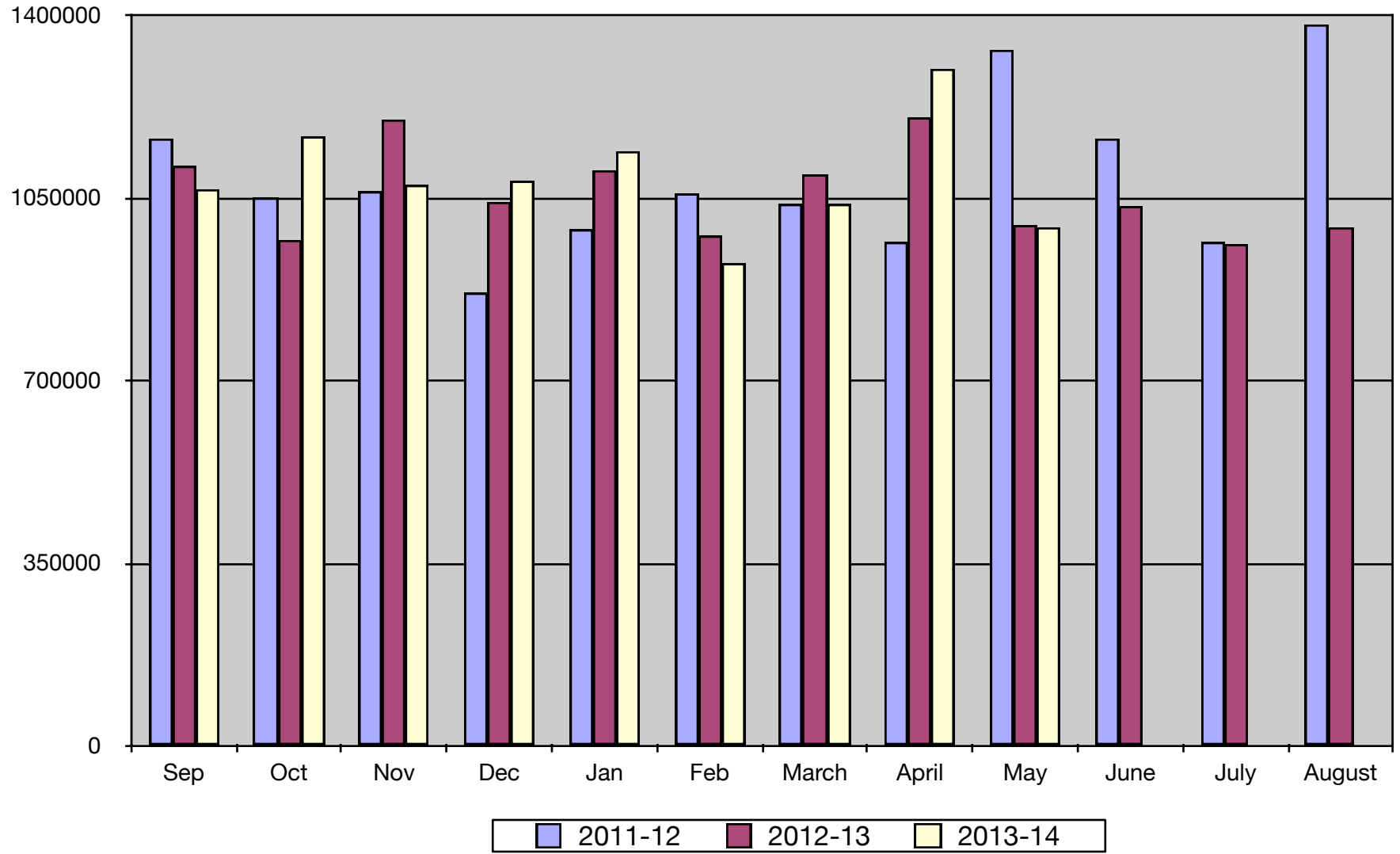
General Fund Tax Draws 2014-15



General Fund Receipts 2014-15



General Fund Expenses 2014-15





Fund	Budget 13-14	Expenditures	Ending Balance	% spent
1100-Instruction	\$6,574,235	\$4,842,354	\$ 1,731,881	73.66%
1150- Limited English	\$10,000	\$0	\$10,000	0.00%
1160- Poverty Programs	\$77,616	\$53,250	\$24,366	68.61%
1200- SPED Instruction	\$199,608	\$138,793	\$60,815	69.53%
1210- SPED School Psych	\$122,650	\$87,900	\$34,750	71.67%
1220- SPED	\$1,013,271	\$686,028	\$327,243	67.70%
1230- SPED tuition paid	\$280,000	\$276,875	\$3,125	98.88%
1240- SPED Clerical/ Aide	\$172,406	\$124,870	\$47,536	72.43%
1290- SPED/ Early Childhood	\$75,997	\$76,784	-\$787	101.04%
1310- Gifted	\$75,945	\$51,693	\$24,252	68.07%
1320- Special Reading	\$36,646	\$29,085	\$7,561	79.37%
2120- Guidance Services	\$290,069	\$215,719	\$74,350	74.37%
2130- Health Services	\$172,288	\$121,500	\$50,788	70.52%
2190- Other Pupil Services	\$10,000	\$8,666	\$1,334	86.66%
2210- Learning Improvement	\$231,743	\$153,382	\$78,361	66.19%
2220- Libraries	\$256,203	\$197,615	\$58,588	77.13%
2230- Audio Visual Fund	\$16,500	\$4,539	\$11,961	27.51%
2310- Board of Education	\$35,000	\$18,507	\$16,493	52.88%
2320- Executive Admin	\$316,111	\$223,562	\$92,549	70.72%
2330- Public Relations	\$30,800	\$18,073	\$12,727	58.68%
2410- Office of the Principal	\$909,982	\$658,686	\$251,296	72.38%
2510- Gen. Admin Business Services	\$298,485	\$190,451	\$108,034	63.81%
2520- Vehicle Acquisition	\$13,000	\$7,340	\$5,660	56.46%
2610- Operation of Plant	\$869,509	\$652,302	\$217,207	75.02%
2620- Maintenance	\$368,001	\$244,652	\$123,349	66.48%
2750- Regular Transportation	\$490,500	\$385,147	\$105,353	78.52%
2760- SPED Transportation	\$237,000	\$200,262	\$36,738	84.50%
2790- Learning Community Transportation	\$30,000	\$27,938	\$2,062	93.13%
3135- High Ability	\$8,263	\$7,331	\$932	88.73%
4100- Title I	\$55,120	\$40,454	\$14,666	73.39%
4320- Title IIA	\$27,155	\$20,864	\$6,291	76.83%
4404- IDEA Base	\$82,542	\$61,124	\$21,418	74.05%
4406- IDEA Pre-Schools	\$16,064	\$12,193	\$3,871	75.90%
4410- IDEA Poverty	\$124,025	\$100,140	\$23,885	80.74%
4700- Carl Perkins	\$4,500	\$37	\$4,463	0.82%
6000- Summer School	\$22,717	\$0	\$22,717	0.00%
8000- Transfers	\$346,049	\$0	\$346,049	0.00%
<b>Totals</b>	\$13,900,000	\$9,938,116	\$3,961,884	71.50%
<b>Spending Goal</b>	\$ 12,800,000			77.64%

Board of Education Regular Meeting  
May 12, 2014

The Site Committee started at 6:00 p.m. Brian Wichman, Kyle Fisher, Brenda Sherman, and Bob Icenogle were present. Summer maintenance plans and building projects were discussed. The committee meeting ended at 6:27 p.m.

The Finance Committee started at 6:30 p.m. Brenda Sherman, Brian Wichman, Kyle Fisher, Bob Icenogle, and Lori Bartels were present. Finance reports were reviewed by the committee. Discussion of the bills took place. The committee meeting adjourned at 6:45 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, May 12, 2014, at the District Board Office, Central Services Building. Present: Lori Bartels, Kyle Fisher, Bob Icenogle, Jennifer Kreifels, Brenda Sherman, and Brian Wichman. Absent: None.

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

There were no items from patrons on agenda items.

Arlis Scanlan gave an interactive demonstration on how iPads are used in the classroom.

Superintendent Richards reviewed a list of projects that will need to be completed this summer. Some of the items will be contingent on the outcome of the bond issue. Richards recommended expenditures of up to \$98,200 for necessary summer projects. Further discussion will take place after the election is complete. Action to approve the expenditure's of up to \$98,200 of summer maintenance items as presented passed with a motion by Wichman and a second by Fisher. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

After checking references, the administration recommended selecting Dana F. Cole as the district auditor for 2014-15. They had the lowest prices for auditing services with good recommendations. They bid \$6,545 for the main audit and \$2,100 for single audit (federal) if needed. They would also handle our district's AFR for an additional \$350 if needed. Prices for 14-15 would be \$6,675; 15-16 would be \$6,800 if the district chooses to continue our relationship after the 13-14 audit. Action to approve Dana F. Cole as the district's auditor for the 2014-15 school year passed with a motion by Fisher and a second by Wichman. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

Resignation letters from Jennifer Eickmeier, Stephanie Gade, and Keegan Korf were presented. Action to accept resignations as presented passed with a motion by Fisher and a second by Wichman. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

Administration recommended teaching contracts be offered to Tara Mahoney, Amber Murphy, Andrew Soneson, Alexis Hoagland, and Michele Harvat. Molly Dembinski and Kathleen Ferrel were recommended as CADRE hires. Action to approve teacher contracts and CADRE selections for the 2014-15 school year as

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

Superintendent Richards presented two options for the 2015-16 school calendar and requested input from board members. Brian Wichman gave a Site Committee report. Richards reported on student and staff successes. Kyle Fisher reported on the M.A.B.E. committee activities, and Richards reported on the Learning Community activities.

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 adjourn the meeting at 9:43 p.m. Passed with a motion by Lori Bartels and a second by Brian Wichman. 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 May 01, 2014 to May 31, 2014**

**Participant Name:**

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

---

**Account Number: 126649-001**

**Beginning Balance: \$68,532.99**

<b>Date</b>	<b>Description</b>	<b>Authorization</b>	<b>Amount</b>	<b>Balance</b>
5/31/2014	Auto-Post May Interest, Purchase		\$0.62	\$68,533.61

**Ending Balance: \$68,533.61**

**Nebraska Public Agency Investment Trust  
Daily Balance and Interest Report for: May 2014**

Name: SOUTH SARPY SCHOOL DISTRICT #46

Account Number: 126649-001

Date	Daily Yield (Annualized)	Balance	Daily Accrual
5/01/2014	0.00010	\$68,532.99	\$0.02
5/02/2014	0.00010	\$68,532.99	\$0.02
5/03/2014	0.00010	\$68,532.99	\$0.02
5/04/2014	0.00010	\$68,532.99	\$0.02
5/05/2014	0.00010	\$68,532.99	\$0.02
5/06/2014	0.00010	\$68,532.99	\$0.02
5/07/2014	0.00010	\$68,532.99	\$0.02
5/08/2014	0.00010	\$68,532.99	\$0.02
5/09/2014	0.00010	\$68,532.99	\$0.02
5/10/2014	0.00010	\$68,532.99	\$0.02
5/11/2014	0.00010	\$68,532.99	\$0.02
5/12/2014	0.00010	\$68,532.99	\$0.02
5/13/2014	0.00010	\$68,532.99	\$0.02
5/14/2014	0.00010	\$68,532.99	\$0.02
5/15/2014	0.00010	\$68,532.99	\$0.02
5/16/2014	0.00010	\$68,532.99	\$0.02
5/17/2014	0.00010	\$68,532.99	\$0.02
5/18/2014	0.00010	\$68,532.99	\$0.02
5/19/2014	0.00010	\$68,532.99	\$0.02
5/20/2014	0.00010	\$68,532.99	\$0.02
5/21/2014	0.00010	\$68,532.99	\$0.02
5/22/2014	0.00010	\$68,532.99	\$0.02
5/23/2014	0.00010	\$68,532.99	\$0.02
5/24/2014	0.00010	\$68,532.99	\$0.02
5/25/2014	0.00010	\$68,532.99	\$0.02
5/26/2014	0.00010	\$68,532.99	\$0.02
5/27/2014	0.00010	\$68,532.99	\$0.02
5/28/2014	0.00010	\$68,532.99	\$0.02
5/29/2014	0.00010	\$68,532.99	\$0.02
5/30/2014	0.00010	\$68,532.99	\$0.02
5/31/2014	0.00010	\$68,532.99	\$0.02
<b>Average Weighted Rate</b>			<b>Total Interest</b>
<b>0.01065 %</b>			<b>\$0.62</b>
<b>Average Balance</b>		<b>\$68,532.99</b>	

# Student Fee

5/1/2014 through 5/30/2014

6/4/2014

Date	Account	Num	Description	Memo	Category	Clr	Amount
<b>BALANCE 4/30/2014</b>							<b>3,253.45</b>
5/5/2014	STUDENT FE...	1162	GOOD LIFE ...		OUTDOOR ED	R	-85.00
5/5/2014	STUDENT FE...	1164	EASTERN NE...		OUTDOOR ED	R	-2,750.10
5/20/2014	STUDENT FE...	1163	SPRINGFIEL...		OUTDOOR ED	R	-411.35
<b>5/1/2014 - 5/30/2014</b>							<b>-3,246.45</b>
<b>BALANCE 5/30/2014</b>							<b>7.00</b>
<b>TOTAL INFLOWS</b>							<b>0.00</b>
<b>TOTAL OUTFLOWS</b>							<b>-3,246.45</b>
<b>NET TOTAL</b>							<b>-3,246.45</b>

Admin. Revolving  
5/1/2014 through 5/30/2014

6/4/2014

Date	Account	Num	Description	Memo	Category	Clr	Amount
<b>BALANCE 4/30/2014</b>							<b>3,924.33</b>
5/2/2014	Administrative	5340	NE UC FUND	1-01-2510-285 UNEMPLOYM...		R	-336.73
5/12/2014	Administrative	5341	BECKMAN & ...	1-10-1200-630 REGISTR FEE		R	-500.00
5/14/2014	Administrative	TXFR	TransFER FR...			R	896.10
5/15/2014	Administrative	5342	HOME DEPOT	1-01-2620-410 SUPPLIES		R	-11.40
5/15/2014	Administrative	5343	BROWNELL ...	1-01-2210-630 REGISTR FEE		R	-300.00
5/23/2014	Administrative	5344	PostMASTER...	1-01-2510-341 POSTAGE		R	-22.22
5/30/2014	Administrative	5345	PostMASTER...	1-01-2510-341 POSTAGE			-145.03
<b>5/1/2014 - 5/30/2014</b>							<b>-419.28</b>
<b>BALANCE 5/30/2014</b>							<b>3,505.05</b>
<b>TOTAL INFLOWS</b>							<b>896.10</b>
<b>TOTAL OUTFLOWS</b>							<b>-1,315.38</b>
<b>NET TOTAL</b>							<b>-419.28</b>

<b>SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS</b>			
<b>Treasurer's Report</b>			
<b>For the month ended May 2014</b>			
<b>General Fund Now Account</b>			
Bank Balance: Beginning of Reporting Period			\$ 408,175.18
Deposits:			
Springfield State Bank - Interest	\$ 28.88		
Transfer from Admin Revolving	\$ 0.00		
Transfers from Investment Account	\$ 1,046,742.96		
Transfer from Bond Fund	\$ 0.00		
Deposit from NPERS	\$ 0.00		
Transfers from Lunch Fund Investment	\$ 0.00		
Transfers from Building Fund Investment	\$ 0.00		\$ 1,046,771.84
			\$ 1,454,947.02
Disbursements			
			\$ 1,048,970.48
Bank Balance: End of Reporting Period			\$ 405,976.54
Outstanding Checks: End of Reporting Period			\$ 140,462.44
<b>NOW Account Balance: End of Reporting Period</b>			<b>\$ 265,514.10</b>
<b>General Fund Investment Account</b>			
Available Balance: Beginning of Reporting Period			\$ 5,082,516.25
Deposits:			
Springfield State Bank - Interest	\$ 351.12		
Sarpy County Treasurer - Local Taxes	\$ 102,383.07		
Learning Community Common Taxes	\$ 269,310.53		
Sarpy County- MVT	\$ 86,365.21		
Medicaid	\$ 0.00		
State Aid	\$ 435,877.30		
SPED School Age Reimb.	\$ 114,627.00		
Liquor License	\$ 500.00		
IDEA/Federal Grants/ Title	\$ 0.00		
Rentals	\$ 1,157.68		
Pre-School / Summer School Tuition	\$ 730.00		
Refunds and Reimbursements	\$ 411.35		
iPad Fees	\$ 1,789.00		
Postage	\$ 21.50		\$ 1,013,523.76
			\$ 6,096,040.01
Disbursements			
Transfers to General Fund NOW	\$ 993,378.71		
Administrative Revolving	\$ 896.10		
Returned checks/ fees	\$ 0.00		
Bank and other Service Charges	\$ 106.50		\$ 994,381.31
<b>Investment Account Balance: End of Reporting Period</b>			<b>\$ 5,101,658.70</b>
<b>General Fund Administrative Revolving Account</b>			
Available Balance: Beginning of Reporting Period			\$ 5,012.73
Deposits:			
Transfers From General Fund Investment Acc't	\$ 896.10		
Transfers From Lunch Fund Investment Acc't	\$ 0.00		
Transfers From Building Fund	\$ 0.00		
			\$ 896.10
			\$ 5,908.83
Disbursements			
			\$ 1,230.35
Bank Balance: End of Reporting Period			\$ 4,678.48
Outstanding Checks: End of Reporting Period			\$ 145.03
Outstanding Deposits: End of Reporting Period			\$ 0.00
<b>Admin. Revolving Account Balance: End of Reporting Period</b>			<b>\$ 4,533.45</b>
General Fund Administrative Revolving Account			\$ 4,533.45
General Fund NOW Account			\$ 265,514.10
General Fund Investment Account			\$ 5,101,658.70
<b>TOTAL GENERAL FUND BALANCE</b>			<b>\$ 5,371,706.25</b>
<b>Employee Benefit Fund</b>			
Available Balance: Beginning of Reporting Period			\$ 667,472.12
Deposits:			
Springfield State Bank - Interest			\$ 46.63
Transfers From General Fund Investment Acc't			\$ 0.00
Bank Balance: End of Reporting Period			\$ 667,518.75
Certificate of Deposit			
Available Balance: End of Reporting Period			\$ 667,518.75
Disbursements			
			\$ 0.00
<b>TOTAL EMPLOYEE BENEFIT BALANCE</b>			<b>\$ 667,518.75</b>
<b>Special Building Fund Investment Account</b>			
Available Balance: Beginning of Reporting Period			\$ 1,060,131.44
Deposits:			
Springfield State Bank - Interest	\$ 73.48		
Sarpy County Treasurer - Local Taxes	\$ 0.01		\$ 73.49
			\$ 1,060,204.93
Disbursements			
			\$ 14,647.66
Available Balance: End of Reporting Period			\$ 1,045,557.27
<b>TOTAL SPECIAL BUILDING FUND BALANCE</b>			<b>\$ 1,045,557.27</b>
<b>School Lunch Investment Account</b>			
Available Balance: Beginning of Reporting Period			\$ 127,670.67
Deposits:			
Springfield State Bank - Interest	\$ 8.81		
Hot Lunches	\$ 24,363.05		
State/Federal Aid	\$ 11,754.44		
Miscellaneous	\$ 0.00		\$ 36,126.30
			\$ 163,796.97
Disbursements			
Transfers to NOW	\$ 38,776.59		\$ 38,776.59
Available Balance: End of Reporting Period			\$ 125,020.38
<b>TOTAL SCHOOL LUNCH FUND BALANCE</b>			<b>\$ 125,020.38</b>
<b>Bond Fund Investment Account</b>			
Available Balance: Beginning of Reporting Period			\$ 314,811.61
Deposits:			
Springfield State Bank - Interest	\$ 23.68		
Sarpy County Treasurer - Local Taxes	\$ 32,967.99		\$ 32,991.67
			\$ 347,803.28
Disbursements			
Transfer to NOW			\$ 0.00
Available Balance: End of Reporting Period			\$ 347,803.28
<b>TOTAL BOND FUND BALANCE</b>			<b>\$ 347,803.28</b>
<b>Depreciation Fund Account</b>			
Available Balance: Beginning of Reporting Period			\$ 216,070.59
Deposits:			
Springfield State Bank - Interest	\$ 15.10		
Transfers from General Fund	\$ 0.00		\$ 15.10
			\$ 216,085.69
Disbursements			
Transfer to NOW			\$ 0.00
Available Balance: End of Reporting Period			\$ 216,085.69
<b>TOTAL DEPRECIATION FUND BALANCE</b>			<b>\$ 216,085.69</b>

# Bank Statement Reconciliation

Description

Adjustment Date

Adjustment Amount

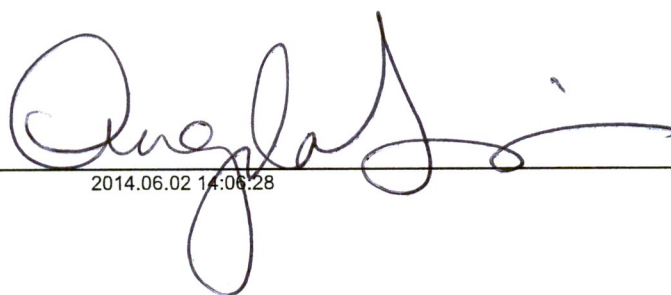
Platteview High School

05/01/2014 through 05/31/2014

Checking

## Bank Statement Reconciliation Summary

1. Statement Balance	\$ 175,015.44
2. - Outstanding checks	\$ 10,797.97
3. + Outstanding Deposits	\$ 0.00
4. + Outstanding Adjustments	\$ 0.00
5. Total	\$ 164,217.47
6. + Investments	\$ 0.00
7. Book Balance	\$ 164,217.47



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: **05/30/2014** Enclosures: ( 99)

Account No.: **104812** Page: **1**

**NOW CHECKING ACCOUNT SUMMARY**

Category	Number	Type :	REG	Status :	Active	Amount
Balance Forward From 04/30/14						164,989.51
Deposits	12					38,777.42+
Debits	87					28,762.97
Interest Added This Statement						11.48+
Ending Balance On 05/30/14						<b>175,015.44</b>
Annual Percentage Yield Earned					0.09%	
Interest Paid This Year					57.19	
Interest Paid Last Year					146.95	
Average Balance (Collected)					164,305.86+	

**STATEMENT PERIOD ACTIVITY**

Date	Check/Description	Amount	Check/Description	Amount	Balance
05/01/14	42423	40.00	42417	60.00	164,889.51
05/01/14	42425	777.30			164,112.21
05/02/14	42419	391.16	42428	539.80	163,181.25
05/02/14	42379	1,500.00			161,681.25
05/05/14	42440	35.00	4229	223.00	161,423.25
05/05/14	42438	590.00	42316	914.82	159,918.43
05/06/14	42436	209.97	42435	733.59	158,974.87
05/07/14	42434	60.00	42427	782.60	158,132.27
05/09/14	42350	60.00	42472	332.40	157,739.87
05/12/14	42454	30.00	42459	48.00	157,661.87
05/12/14	42456	50.00	42433	60.00	157,551.87
05/12/14	42397	100.00	42082	150.00	157,301.87
05/12/14	42471	190.00	42437	450.00	156,661.87
05/13/14	42467	15.00	42455	30.00	156,616.87
05/13/14	42464	55.00	42432	60.00	156,501.87
05/13/14	31488	60.26	42453	72.00	156,369.61
05/13/14	42451	103.00	42452	103.00	156,163.61
05/13/14	42463	105.00	42342	115.00	155,943.61
05/13/14	42422	134.25	42421	187.16	155,622.20
05/13/14	42444	204.00	42399	229.50	155,188.70
05/13/14	42446	251.50	42450	375.30	154,561.90
05/13/14	42466	597.50			153,964.40
05/14/14	DEPOSIT	1,219.00+	DEPOSIT	1,443.90+	156,627.30
05/14/14	DEPOSIT	4,142.76+	DEPOSIT	4,151.10+	164,921.16
05/14/14	DEPOSIT	9,414.72+			174,331.67
05/14/14	42465	130.00	42457	4.21	174,051.67
05/15/14	42380	54.86	42457	150.00	173,876.81
			42459	120.00	
				<b>Continued</b>	<b>01/164/1</b>

# Adjustment Detail

Detail report. Sorted by Group ID.  
From 05/01/2014 to 05/31/2014.

Group	Group Description		Description	Amount
Activity ID	Site ID	Adj. Date		
<b>B</b>	<b>Clubs &amp; Organizations</b>			
220	SpringPlat	05/07/2014	5/1 concessions profits	\$ 153.44
240	SpringPlat	05/07/2014	5/2 concessions profits	\$ 145.20
270	SpringPlat	05/07/2014	5/6 concessions profits	\$ 326.20
<b>Group B Totals:</b>				\$ 624.84
<b>C</b>	<b>Classes</b>			
580	SpringPlat	05/06/2014	band comp. plaques created by IT class	\$ 240.00
505	SpringPlat	05/06/2014	band comp. plaques created by IT class	-\$ 240.00
<b>Group C Totals:</b>				\$ 0.00
<b>D</b>	<b>Activities</b>			
670	SpringPlat	05/23/2014	reimburse concession profits	\$ 378.40
670	SpringPlat	05/23/2014	Reimburse State Speech expenses	\$ 387.30
600	SpringPlat	05/23/2014	reimburse concession profits	-\$ 378.40
600	SpringPlat	05/23/2014	Reimburse State Speech expenses	-\$ 387.30
<b>Group D Totals:</b>				\$ 0.00
<b>E</b>	<b>Miscellaneous</b>			
710	SpringPlat	05/07/2014	5/1 concessions profits	-\$ 153.44
710	SpringPlat	05/07/2014	5/2 concessions profits	-\$ 145.20
710	SpringPlat	05/07/2014	5/6 concessions profits	-\$ 326.20
710	SpringPlat	05/15/2014	Pep rally beverages	\$ 768.88
780	SpringPlat	05/15/2014	Pep rally beverages	-\$ 768.88
<b>Group E Totals:</b>				-\$ 624.84
<b>Report Totals :</b>				\$ 0.00

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 05/01/2014 to 05/31/2014.

Site ID Group ID	Site Name Group Name Activity ID    Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>SpringPI Platteview High School</b>						
<b>A</b>	<b>Athletics</b>					
100	Athletics	27,779.70	3,075.60	2,972.87	0.00	27,882.43
105	Baseball Contest	-1,207.00	0.00	386.00	0.00	-1,593.00
106	Baseball Equip/Supplies	5,103.13	0.00	0.00	0.00	5,103.13
110	Boys Basketball Contest	403.02	0.00	0.00	0.00	403.02
111	Boys Basketball Equip/Supplies	378.15	114.98	114.98	0.00	378.15
115	Boys Golf Contest	-1,181.60	180.00	132.00	0.00	-1,133.60
116	Boys Golf Equip/Supplies	1,000.00	0.00	0.00	0.00	1,000.00
120	Boys Soccer Contest	-1,045.50	0.00	33.83	0.00	-1,079.33
121	Boys Soccer Equip/Supplies	929.50	0.00	687.63	0.00	241.87
125	Cross Country Contest	0.00	0.00	0.00	0.00	0.00
126	Cross Country Equip/Supplies	287.38	0.00	0.00	0.00	287.38
130	Football Contest	0.00	0.00	0.00	0.00	0.00
131	Football Equip/Supplies	-3,006.95	1,624.47	1,128.04	0.00	-2,510.52
135	Girls Basketball Contest	0.00	0.00	0.00	0.00	0.00
136	Girls Basketball Equip/Supplies	293.06	114.97	114.97	0.00	293.06
140	Girls Golf Contest	0.00	0.00	0.00	0.00	0.00
141	Girls Golf Equip/Supplies	700.00	0.00	0.00	0.00	700.00
145	Girls Soccer Contest	-1,525.50	0.00	325.00	0.00	-1,850.50
146	Girls Soccer Equip/Supplies	1,900.00	0.00	0.00	0.00	1,900.00
150	Softball Contest	0.00	0.00	0.00	0.00	0.00
151	Softball Equip/Supplies	5,722.68	0.00	0.00	0.00	5,722.68
155	Track Contest	-1,565.85	640.00	1,060.10	0.00	-1,985.95
156	Track - Boys Equip/Supplies	-744.98	0.00	0.00	0.00	-744.98
157	Track - Girls Equip/Supplies	83.34	0.00	0.00	0.00	83.34
160	Volleyball Contest	0.00	0.00	0.00	0.00	0.00
161	Volleyball Equip/Supplies	898.76	0.00	0.00	0.00	898.76
165	Wrestling Contest	-82.50	0.00	0.00	0.00	-82.50
166	Wrestling Equip/Supplies	0.00	0.00	0.00	0.00	0.00
180	PC Boys Basketball Contest	0.00	0.00	0.00	0.00	0.00
181	PC Boys Basketball Equip/Supplies	0.00	0.00	0.00	0.00	0.00
182	PC Boys Track Contest	-501.70	0.00	280.00	0.00	-781.70
183	PC Boys Track Equip/Supplies	-55.00	0.00	0.00	0.00	-55.00
184	PC Football Contest	0.00	0.00	0.00	0.00	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	-156.30	0.00	378.43	0.00	-534.73
189	PC Girls Track Equip/Supplies	-55.00	0.00	0.00	0.00	-55.00
190	PC Volleyball Contest	0.00	0.00	0.00	0.00	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
<b>A</b>	<b>Totals:</b>	<b>34,350.84</b>	<b>5,750.02</b>	<b>7,613.85</b>	<b>0.00</b>	<b>32,487.01</b>

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 05/01/2014 to 05/31/2014.

Site ID Group ID	Site Name Group Name Activity ID    Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>B</b>	<b>Clubs &amp; Organizations</b>					
200	Baseball Club	2,366.61	20.00	243.42	0.00	2,143.19
203	Boys Basketball Club	265.72	1,680.00	300.00	0.00	1,645.72
205	Boys Golf Club	288.00	13.50	301.50	0.00	0.00
210	Boys Soccer Club	1,650.03	0.00	153.56	0.00	1,496.47
220	Cheer	1,548.77	13,081.70	2,100.00	153.44	12,683.91
230	Cross Country Club	636.50	0.00	0.00	0.00	636.50
240	Dance Team	1,915.70	0.00	0.00	145.20	2,060.90
245	Drama Club	1,327.64	0.00	0.00	0.00	1,327.64
250	FBLA	1,473.86	339.41	1,090.00	0.00	723.27
260	Football Club	8,008.23	0.00	0.00	0.00	8,008.23
270	Girls Basketball Club	2,171.33	850.00	1,188.79	326.20	2,158.74
280	Girls Golf Club	24.98	0.00	0.00	0.00	24.98
290	Girls Letter Club	3,096.48	0.00	0.00	0.00	3,096.48
300	Girls Soccer Club	3,879.20	50.00	2,197.56	0.00	1,731.64
330	National Honor Society	640.30	0.00	0.00	0.00	640.30
340	P Club	1,320.48	0.00	0.00	0.00	1,320.48
342	Platteview Tech Club	465.78	0.00	33.00	0.00	432.78
345	Softball Club	288.50	0.00	0.00	0.00	288.50
350	Skills USA	43.63	0.00	0.00	0.00	43.63
360	Spanish Club	477.68	0.00	0.00	0.00	477.68
370	Spirit Club	868.06	0.00	0.00	0.00	868.06
380	Student Council	858.92	0.00	0.00	0.00	858.92
390	Thespian	0.00	0.00	0.00	0.00	0.00
400	Track Club	1,738.50	1,692.00	1,934.35	0.00	1,496.15
410	Volleyball Club	4,464.50	750.00	0.00	0.00	5,214.50
420	Wrestling Club	3,136.04	0.00	0.00	0.00	3,136.04
	<b>B    Totals:</b>	<b>42,955.44</b>	<b>18,476.61</b>	<b>9,542.18</b>	<b>624.84</b>	<b>52,514.71</b>
<b>C</b>	<b>Classes</b>					
500	Art	1,950.38	75.00	0.00	0.00	2,025.38
505	Band	7,876.65	6,029.46	4,416.02	-240.00	9,250.09
510	Choir	3,761.96	1,952.67	1,370.62	0.00	4,344.01
515	Class of 2016	1,333.34	0.00	0.00	0.00	1,333.34
520	Class of 2017	124.49	0.00	0.00	0.00	124.49
530	Class of 2014	3,274.42	0.00	150.00	0.00	3,124.42
540	Class of 2015	2,471.76	0.00	0.00	0.00	2,471.76
550	Construction Tech	152.82	0.00	0.00	0.00	152.82
570	Family Consumer Science	597.88	29.00	51.23	0.00	575.65
580	Industry Tech	2,545.03	160.00	209.43	240.00	2,735.60
590	Yearbook	13,530.22	550.00	0.00	0.00	14,080.22
	<b>C    Totals:</b>	<b>37,618.95</b>	<b>8,796.13</b>	<b>6,197.30</b>	<b>0.00</b>	<b>40,217.78</b>

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 05/01/2014 to 05/31/2014.

Site ID Group ID	Site Name Group Name Activity ID    Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>D    Activities</b>						
600	Activities	1,169.19	0.00	0.00	-765.70	403.49
650	Mock Trial	31.57	0.00	0.00	0.00	31.57
655	Musical	393.54	769.80	421.00	0.00	742.34
660	Play Production	2,716.67	0.00	0.00	0.00	2,716.67
670	Speech	-285.15	0.00	0.00	765.70	480.55
<b>D    Totals:</b>		4,025.82	769.80	421.00	0.00	4,374.62
<b>E    Miscellaneous</b>						
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	10,311.30	2,909.25	283.42	144.04	13,081.17
715	D.C. Tour	1,000.00	-1,000.00	0.00	0.00	0.00
720	Faculty Courtesy Fund	957.18	0.00	0.00	0.00	957.18
730	Fine Arts	1,323.95	0.00	0.00	0.00	1,323.95
740	Guidance	430.80	55.00	55.00	0.00	430.80
750	Library	795.15	0.00	0.00	0.00	795.15
760	Principal	3,993.31	1,417.71	2,071.69	0.00	3,339.33
770	Textbook Fines	1,456.66	114.38	0.00	0.00	1,571.04
780	College Access Grant	4,274.06	0.00	407.60	-768.88	3,097.58
<b>E    Totals:</b>		32,419.56	3,496.34	2,817.71	-624.84	32,473.35
<b>F    Dual Credits</b>						
803	Government	0.00	325.00	0.00	0.00	325.00
805	Math	1,650.00	175.00	0.00	0.00	1,825.00
<b>F    Totals:</b>		1,650.00	500.00	0.00	0.00	2,150.00
<b>N    Non-Active Accounts</b>						
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	GovernmentTrip	0.00	0.00	0.00	0.00	0.00
90063	Lit Mag	0.00	0.00	0.00	0.00	0.00
<b>N    Totals:</b>		0.00	0.00	0.00	0.00	0.00
<b>SpringPI Totals:</b>		153,020.61	37,788.90	26,592.04	0.00	164,217.47
<b>Report Totals:</b>		153,020.61	37,788.90	26,592.04	0.00	164,217.47



Statement of Activity Fund  
Springfield Elementary  
For the Period of May 1 - May 31, 2014

Activity	Balance Last Report	Receipts	Expenditures	Transactions In-Out	Balance On Hand
Library	\$ 2,516.20	\$ -	\$ 143.16	\$ -	\$ 2,373.04
Pop	\$ 465.47	\$ -	\$ -	\$ -	\$ 465.47
General	\$ 2,910.49	\$ 2,064.97	\$ 1,759.46	\$ -	\$ 3,216.00
Student Council	\$ 2,239.08	\$ -	\$ 180.68	\$ -	\$ 2,058.40
Walk - a - Thon	\$ -	\$ -	\$ -	\$ -	\$ -
D.I.	\$ 699.40	\$ -	\$ -	\$ -	\$ 699.40
<b>Total</b>	<b>\$ 8,830.64</b>	<b>\$ 2,064.97</b>	<b>\$ 2,083.30</b>	<b>\$ -</b>	<b>\$ 8,812.31</b>

Previous Bank Balance	\$ 8,906.62
Deposits made this month	\$ 2,064.97
Checks Paid this Month	\$ 2,016.12
New Bank Balance	\$ 8,955.47
Minus Outstanding Cks.	\$ 143.16
Plus Outstanding Deposits	\$ -
Final Account Balance	\$ 8,812.31

*Wes Reed*

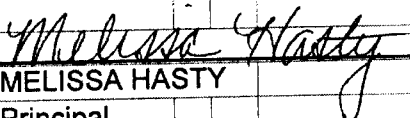
Wes Reed, Principal  
June 2, 2014

**STATEMENT OF ACTIVITY FUND**

**WESTMONT ELEMENTARY**

**FOR THE PERIOD: May-14**

<b>Activity</b>	<b>Balance Last Report</b>	<b>Receipts</b>	<b>Expenditures</b>	<b>Balance On Hand</b>
-----				
Library Fund	\$4,575.13	\$38.84	\$0.00	\$4,613.97
General Fund	\$6,708.11	\$0.00	\$2,027.17	\$4,680.94
Pop	\$1,286.87	\$0.00	\$0.00	\$1,286.87
Student Council	\$1,085.29	\$0.00	\$52.40	\$1,032.89
Destination Imag.	\$4,575.35	\$17,562.56	\$11,874.74	\$10,263.17
<b>Totals</b>	<b>\$18,230.75</b>	<b>\$17,601.40</b>	<b>\$13,954.31</b>	<b>\$21,877.84</b>
<b>Previous Bank Balance</b>	<b>\$18,305.25</b>			
<b>Deposits Made This Month</b>	<b>\$17,601.40</b>			
<b>Checks Paid This Month</b>	<b>\$13,213.66</b>			
<b>New Bank Balance</b>	<b>\$22,692.99</b>			
<b>Minus Outstanding Checks</b>	<b>\$815.15</b>			
<b>Plus Outstanding Deposits</b>	<b>\$0.00</b>			
<b>Final Account Balance</b>	<b>\$21,877.84</b>			

  
**MELISSA HASTY**  
 Principal

Reconciliation Summary

BANK STATEMENT -- CLEARED TRANSACTIONS:

Previous Balance:			1,938.59
Checks and Payments	1	Item	-14.12
Deposits and Other Credits	1	Item	35.00
Service Charge	0	Items	0.00
Interest Earned	0	Items	0.00
Ending Balance of Bank Statement:			1,959.47

YOUR RECORDS -- UNCLEARED TRANSACTIONS:

Cleared Balance:			1,959.47
Checks and Payments	0	Items	0.00
Deposits and Other Credits	0	Items	0.00
Register Balance as of 5/30/2014:			1,959.47
Checks and Payments	0	Items	0.00
Deposits and Other Credits	1	Item	35.00
Register Ending Balance:			1,994.47

**BILLS BY FUND FOR PAYMENT JUNE 9, 2014**

<b>GENERAL FUND</b>			
<b>Payee</b>	<b>Account Code</b>	<b>Reason</b>	<b>Amount</b>
Prime Communications, Inc.	1-01-1100-318	ARUBA SUPPORT RENEWAL 2014	\$ 2,305.00
State of NE-Office of CIO	1-01-1100-318	ON-LINE SERVICE	\$ 233.21
AMAZON	1-01-1100-410	SUPPLIES	\$ 206.75
American Express	1-01-1100-420	CREDIT CARD PAYMENT	\$ 49.95
Houghton Mifflin Harcourt School Publishers	1-01-1100-420	Civics in Practice	\$ 5,010.75
Houghton Mifflin Harcourt School Publishers	1-01-1100-420	GRADE 2	\$ 2,318.14
Houghton Mifflin Harcourt School Publishers	1-01-1100-420	GRADE K	\$ 3,674.58
Houghton Mifflin Harcourt School Publishers	1-01-1100-420	Grade K	\$ 630.00
Houghton Mifflin Harcourt School Publishers	1-01-1100-420	HIGH SCHOOL GOV.	\$ 83.35
Houghton Mifflin Harcourt School Publishers	1-01-1100-420	High School Govenment	\$ 1,764.05
Houghton Mifflin Harcourt School Publishers	1-01-1100-420	Patterns of Interaction	\$ 2,148.75
Houghton Mifflin Harcourt School Publishers	1-01-1100-420	Psychology	\$ 1,598.75
Houghton Mifflin Harcourt School Publishers	1-01-1100-420	S/H	\$ 1,170.65
Quill Corp	1-01-1100-420	SUPPLIES	\$ 1,127.76
Kids On The Move Inc	1-01-1210-318	SPED SERVICE	\$ 1,305.00
National Association of School Psychology	1-01-1210-630	MEMBERSHIP-S.DILL 14/15	\$ 199.00
Dill, Shellee L	1-01-1210-670	REIMBR. MILEAGE	\$ 255.92
Educational Service Unit #3 (SPED)	1-01-1240-318	SRS SYSTEM	\$ 2,569.00
Teaching Strategies	1-01-1240-318	SUBSCRIPTION RENEWAL	\$ 783.75
Belsky, Anita C	1-01-1240-670	REIMBR. MILEAGE	\$ 436.00
Feldhacker, Heather L	1-01-2130-410	REIMBR. MILEAGE/SUPPLIES	\$ 148.06
HyVee Food & Drug Store	1-01-2130-410	SUPPLIES	\$ 32.56
American Express	1-01-2130-630	CREDIT CARD PAYMENT	\$ 600.00
Buettner, Sarah L	1-01-2130-670	REIMBR. MILEAGE	\$ 40.32
Feldhacker, Heather L	1-01-2130-670	REIMBR. MILEAGE/SUPPLIES	\$ 60.48
Northwest Evaluation Association	1-01-2210-318	MAP ASSESS. RENEWAL	\$ 12,350.00
AMAZON	1-01-2210-410	SUPPLIES	\$ 431.99
Parr, Michelle M	1-01-2210-670	REIMBR. MILEAGE	\$ 276.08
NE Assoc Of School Boards	1-01-2310-630	LAW SEMINAR-FISHER,RICHARDS	\$ 150.00
American Express	1-01-2310-690	CREDIT CARD PAYMENT	\$ 1,352.26
Anderson Awards & Engraving	1-01-2310-690	SUPPLIES	\$ 128.80
Borsheim's	1-01-2310-690	2014 REC. DINNER	\$ 369.00
Eddie's Catering	1-01-2310-690	RECOG. DINNER	\$ 2,082.50
Omaha World Herald	1-01-2320-350	LEGAL/EMPLOYEMENT AD	\$ 1,130.79
Omaha World Herald	1-01-2320-350	LEGALS	\$ 142.68
American Express	1-01-2320-630	CREDIT CARD PAYMENT	\$ 170.00
Harris	1-01-2320-630	APTA Workshop	\$ 40.00
NE Assoc Of School Boards	1-01-2320-630	ADMIN. ASST. WORKSHOP-BUMGARDNER	\$ 65.00
NE Assoc Of School Boards	1-01-2320-630	LAW SEMINAR-FISHER,RICHARDS	\$ 150.00
American Express	1-01-2320-670	CREDIT CARD PAYMENT	\$ 99.95
Richards, Brett A	1-01-2320-670	REIMBR. MILEAGE	\$ 243.04
HyVee Food & Drug Store	1-01-2320-690	SUPPLIES	\$ 103.91
Papillion Times	1-01-2320-690	SUBSCRIPTION RENEWAL	\$ 50.00

Lukas Partners, Inc.	1-01-2330-318	PR SERVICE	\$ 596.05
Morningfire, Inc.	1-01-2330-350	OUTDOOR ADV. 4/21-5/18-2014	\$ 735.00
Educational Service #3	1-01-2510-318	LASER USAGE 3RD Q 2014	\$ 6.41
Mailfinance	1-01-2510-318	LEASE POSTAGE MACHINE	\$ 231.57
Midwest Office Automations	1-01-2510-318	COPIER LEASE	\$ 2,765.99
One Source	1-01-2510-318	BACKGROUND CKS	\$ 105.00
Harris	1-01-2510-319	AE MAINT. AUG/2014-JUL/2015	\$ 1,417.50
CenturyLink	1-01-2510-341	PHONE @ CO	\$ 238.83
Stamp Fulfillment Services	1-01-2510-341	PRE-STAMP @ SP	\$ 286.20
Stamp Fulfillment Services	1-01-2510-341	PRE-STAMP @ WM	\$ 286.20
Totalfunds by Hasler	1-01-2510-341	POSTAGE	\$ 500.00
CenturyLink	1-01-2510-342	PHONE @ SP	\$ 399.70
MCI	1-01-2510-342	LONG DISTANCE	\$ 84.40
Verizon Wireless	1-01-2510-342	CELL PHONES	\$ 183.64
Windstream	1-01-2510-342	PHONES	\$ 1,009.63
Culligan Us Filter	1-01-2510-410	SUPPLIES	\$ 36.00
Midlands Printing & Business Forms, Inc.	1-01-2510-410	SUPPLIES	\$ 217.48
Omaha World Herald-Cirrculation	1-01-2510-410	SUBSCRIPTION	\$ 91.00
Quill Corp	1-01-2510-410	SUPPLIES	\$ 75.09
NE Assoc Of School Boards	1-01-2510-630	ADMIN. ASST. WORKSHOP-MOLZER	\$ 65.00
Richards, Lindy M	1-01-2510-670	REIMBR. MILEAGE	\$ 17.80
American Express	1-01-2520-336	CREDIT CARD PAYMENT	\$ 941.63
Buskirk, Richard	1-01-2520-337	REPAIR TIRE	\$ 10.00
Buskirk, Richard	1-01-2520-337	TIRE	\$ 21.00
Great Plains Pest Services In	1-01-2620-318	PEST CONTROL	\$ 150.00
Rosser Lawn Care, Inc.	1-01-2620-318	MOWING @ PHS	\$ 1,980.00
Rosser Lawn Care, Inc.	1-01-2620-318	MOWING @ SP	\$ 560.00
Rosser Lawn Care, Inc.	1-01-2620-318	MOWING @ WM	\$ 700.00
ARR-Boone Brothers Roofing	1-01-2620-319	REPAIR @ PHS	\$ 284.00
Hayes Mechanical, LLC	1-01-2620-319	COOLING @ LP	\$ 452.42
Hayes Mechanical, LLC	1-01-2620-319	HEAT PUMP @ WM	\$ 385.00
Kulm, Travis	1-01-2620-319	WEED SPRAY @ SP	\$ 475.00
Millard Sprinkler	1-01-2620-319	SPRINKLER @ PHS	\$ 481.10
Rainbow Glass And Supply	1-01-2620-319	FRONT ENTRANCE @ WM	\$ 300.00
AMSAN NOGG CHEMICAL	1-01-2620-410	SUPPLIES	\$ 808.25
Grainger	1-01-2620-410	SUPPLIES	\$ 395.72
Hillyard/Sioux Falls	1-01-2620-410	SUPPLIES	\$ 136.00
Home Depot/GECF	1-01-2620-410	SUPPLIES	\$ 154.99
Mark's Plumbing Parts	1-01-2620-410	SUPPLIES	\$ 248.24
Pioneer Manufacturing Company	1-01-2620-410	SUPPLIES	\$ 71.80
Gentile, Greg	1-01-2620-690	REIMBR. SUPPLIES	\$ 8.55
Jennings, James P	1-01-4700-670	REIMBR. MILEAGE	\$ 37.26
FBLA-PBL	1-02-2190-630	Registration # 181	\$ 380.00
Metropolitan Utilities Dist	1-02-2610-321	LEVEL PAYMENT	\$ 250.00
Omaha Public Power District	1-02-2610-322	LEVEL PAYMENT	\$ 385.47
First Student	1-02-2750-318	ACTIVITY TRIPS	\$ 8,704.01
First Student	1-02-2750-318	FACILITY RENT	\$ (1,000.00)

First Student	1-02-2750-318	FUEL EXCALATOR	\$ 6,315.97
First Student	1-02-2750-318	REGULAR ROUTES	\$ 33,954.48
Copple Chevrolet-GMC Inc	1-02-2760-318	REPAIR SPED VAN	\$ 190.68
First Student	1-02-2760-318	ADDTL. ROUTES NON DIST. DAYS	\$ 903.08
First Student	1-02-2760-318	ROUTE EXTENTIONS	\$ 977.30
First Student	1-02-2760-318	SPED ROUTES	\$ 20,319.30
Happy, Yellow and Checker Cab Companies	1-02-2760-318	SPED TRANSPORTATION	\$ 2,299.85
First Student	1-02-2790-318	LC HOURS	\$ 3,639.60
Metropolitan Utilities Dist	1-03-2610-321	LEVEL PAYMENT	\$ 320.00
Omaha Public Power District	1-03-2610-322	LEVEL PAYMENT	\$ 367.03
Midwest Office Automations	1-10-1100-410	STAPLES	\$ 124.57
Quill Corp	1-10-1100-410	SUPPLIES	\$ 11.64
School Datebooks	1-10-1100-410	SUPPLIES	\$ 467.62
Educational Service Unit #3 (SPED)	1-10-1200-318	SPED SERVICE	\$ 1,113.37
Bellevue Public Schools	1-10-1230-362	SPED SERVICE	\$ 714.00
Educational Service Unit #3 (SPED)	1-10-1230-362	SPED SERVICE	\$ 1,113.37
Emily R Wadhams, HPMT,MT-BC	1-10-1230-362	SPED SERVICE	\$ 400.00
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	\$ 2,925.00
Educational Service #3	1-10-1290-410	PRE-SCHOOL FIELD TRIP	\$ 357.75
First Student	1-10-1290-410	ACTIVITY TRIPS	\$ 236.77
HyVee Food & Drug Store	1-10-1290-410	SUPPLIES	\$ 96.01
Lee, Sandra R	1-10-1290-410	REIMBR. SUPPLIES	\$ 58.61
Lee, Sandra R	1-10-1290-410	REIMBR. SUPPLIES	\$ 54.13
Mid-States Performance Films, Inc.	1-10-1290-410	PRE-SCHOOL BLINDS	\$ 279.00
Taher, Inc.	1-10-1290-410	PRE-SCHOOL SUPPLIES	\$ 1,349.80
Ward's Natural Science Establishment, LLC	1-10-1290-410	SUPPLIES	\$ 67.24
Miller, Vanessa A	1-10-1310-410	REIMBR. SUPPLIES	\$ 102.32
AccuPrint Laser Services Inc	1-11-1100-318	TONER	\$ 189.95
CDWG	1-11-1100-318	PROJECTOR	\$ 626.29
Culligan Us Filter	1-11-1100-318	SUPPLIES	\$ 68.00
Curriculum Associates	1-11-1100-410	I-READY MATH SUM SCH SUB	\$ 299.70
Learning A-Z	1-11-1100-410	RAZ-KIDS	\$ 499.75
Learning A-Z	1-11-1100-410	Reading A-Z for Joanne Hisek and Michele M	\$ 199.90
AccuPrint Laser Services Inc	1-11-1100-560	TONER	\$ 189.95
Janak, Marla J	1-11-1100-670	REIMBR.MILEAGE	\$ 34.61
Reed, Wesley S	1-11-2410-670	REIMBR. MILEAGE	\$ 151.12
Metropolitan Utilities Dist	1-11-2610-321	LEVEL PAYMENT	\$ 590.00
Omaha Public Power District	1-11-2610-322	LEVEL PAYMENT	\$ 3,522.11
City Of Springfield	1-11-2610-323	WATER & SEWER @ SP	\$ 184.56
Hillyard/Sioux Falls	1-11-2610-410	SUPPLIES	\$ 164.52
AccuPrint Laser Services Inc	1-12-1100-410	TONER	\$ 950.70
IXL	1-12-1100-460	MATH LICENSE	\$ 1,400.00
Janak, Marla J	1-12-1100-690	REIMBR. MILEAGE	\$ 135.32
Arnauskas, Kathleen M	1-12-2120-670	REIMBR. MILEAGE	\$ 19.04
Omaha Public Power District	1-12-2610-322	LEVEL PAYMENT	\$ 4,207.80
S I D #23	1-12-2610-323	WATER & SEWER @ WM	\$ 58.56

Hillyard/Sioux Falls	1-12-2610-410	SUPPLIES	\$ 164.53
Midwest Office Automations	1-20-1100-410	STAPLES	\$ 177.70
Educational Service Unit #3 (SPED)	1-20-1230-362	SPED SERVICE	\$ 7,700.00
Heartland Foundation	1-20-1230-362	SPED SERVICE	\$ 2,415.00
NE Department of Education	1-20-1230-362	SPED SERVICE	\$ 12,909.25
Ollie Webb Center, Inc.	1-20-1230-362	SPED SERVICE	\$ 7,700.00
Scanlan, Arlis J	1-21-1100-410	REIMBR. SUPPLIES	\$ 54.43
Thomas, Tina M	1-21-1100-410	REIMBR. SUPPLIES	\$ 50.32
Educational Service #3	1-21-1100-630	PROF. DEV. M.TILLER	\$ 70.00
Culligan Us Filter	1-21-1100-690	SUPPLIES	\$ 134.10
Hillyard/Sioux Falls	1-21-2610-410	SUPPLIES	\$ 164.53
Edgenuity Inc.	1-22-1100-318	VIRTUAL CLASSROOM & WEB LICENSES	\$ 1,100.00
Schmitt Music Center	1-22-1100-318	REPAIR	\$ 108.00
AMAZON	1-22-1100-410	SUPPLIES	\$ 51.24
American Express	1-22-1100-410	CREDIT CARD PAYMENT	\$ 69.95
API Inc.	1-22-1100-410	SUPPLIES	\$ 108.89
Home Depot/GEFCF	1-22-1100-410	SUPPLIES	\$ 45.15
Janda, Michelle M	1-22-1100-410	REIMBR. SUPPLIES	\$ 8.55
Pepper Of Minneapolis	1-22-1100-410	SUPPLIES	\$ 424.22
Quill Corp	1-22-1100-410	SUPPLIES	\$ 176.67
Schmitt Music Center	1-22-1100-410	SUPPLIES	\$ 39.00
Walmart Community/GEGRB	1-22-1100-410	SUPPLIES	\$ 804.95
King, Matthew T	1-22-1100-630	REIMBR. SUPPLIES	\$ 212.00
NE Choral Directors Association	1-22-1100-630	2014 SUMMER CONFERENCE-M.KING	\$ 212.00
NETA	1-22-1100-630	NETA CONFERENCE	\$ 25.00
Platteview High School	1-22-1100-630	REIMBR. ACTIVITY FUND	\$ 500.00
Baymont Inn & Suites	1-22-1100-670	ROOMS-N.PEDELISKI	\$ 248.40
Jennings, James P	1-22-1100-670	REIMBR. MILEAGE	\$ 36.40
Target	1-22-1220-410	SUPPLIES	\$ 66.23
ACT	1-22-2120-410	PHS SCORE REPORTING	\$ 250.00
AMAZON	1-22-2410-410	SUPPLIES	\$ 164.91
Quill Corp	1-22-2410-410	SUPPLIES	\$ 686.68
Wenger Corporation	1-22-2410-410	SUPPLIES	\$ 880.00
Friends of the Springfield Library	1-22-2410-690	SUPPLIES	\$ 775.00
Metropolitan Utilities Dist	1-22-2610-321	LEVEL PAYMENT	\$ 2,070.00
Omaha Public Power District	1-22-2610-322	LEVEL PAYMENT	\$ 15,459.59
Hillyard/Sioux Falls	1-22-2610-410	SUPPLIES	\$ 329.06
			\$ 227,901.87
<b>FOOD SERVICE</b>			
<b>Payee</b>	<b>Account Code</b>	<b>Reason</b>	<b>Amount</b>
AMAZON	2-23-6000-410	SUPPLIES	\$ 40.09
Taher, Inc.	2-23-6000-318	OPERATING EXPENSES APRIL 2014	\$ 46,342.54
Kristi Bolling	2-23-6000-690	REFUND LUNCH ACCOUNT	\$ 13.35
Michelle Keyes	2-23-6000-690	REFUND LUNCH ACCOUNT	\$ 16.05
			\$ 46,412.03

<b>BUILDING FUND</b>			
<b>Payee</b>	<b>Account Code</b>	<b>Reason</b>	<b>Amount</b>
Jensen Gardens, Inc.	3-06-2515-000	MULCH @ PHS	\$ 320.00
Omaha Stage & Equipment Inc	3-06-2515-000	STAGE CURTAINS @ PHS	\$ 10,916.00
Pacheco, Joseph F. (Flooring)	3-06-2515-000	GYM FLOORS @ PHS	\$ 5,500.00
ZIMCO	3-06-2515-000	SUPPLIES	\$ 815.00
			\$ 17,551.00
<b>BUILDING BOND FUND</b>			
<b>Payee</b>	<b>Account Code</b>	<b>Reason</b>	<b>Amount</b>
Union Bank & Trust Company	6-06-0006-001	PRINCIPAL & INTR. ACCT. 2005368	\$ 20,996.25
Union Bank & Trust Company	6-06-0006-001	PRINCIPAL & INTR. DUE ACCOUNT # 2005	\$ 4,398.75
			\$ 25,395.00
<b>DEPRECIATION FUND</b>			
<b>Payee</b>	<b>Account Code</b>	<b>Reason</b>	<b>Amount</b>
Houghton Mifflin Harcourt School Publishers	7-06-0007-000	GRADE 1	\$ 10,444.38
Houghton Mifflin Harcourt School Publishers	7-06-0007-000	Grade 1	\$ 630.00
Houghton Mifflin Harcourt School Publishers	7-06-0007-000	GRADE 3	\$ 6,942.46
Houghton Mifflin Harcourt School Publishers	7-06-0007-000	Grade 3	\$ 630.00
Houghton Mifflin Harcourt School Publishers	7-06-0007-000	GRADE 5	\$ 1,161.44
Houghton Mifflin Harcourt School Publishers	7-06-0007-000	Grade 5	\$ 5,980.00
Houghton Mifflin Harcourt School Publishers	7-06-0007-000	HIGH SCHOOL GEOG.	\$ 2,070.50
Houghton Mifflin Harcourt School Publishers	7-06-0007-000	High School Geography	\$ 917.20
Houghton Mifflin Harcourt School Publishers	7-06-0007-000	S/H	\$ 228.31
			\$ 29,004.29
			\$ 346,264.19



Prepared For  
**BRETT RICHARDS**  
 SO SARPY SCHOOL 46

Account Number  
 XXXX-XXXXX7-21006

Closing Date  
 05/23/14

Page 3 of 4

**Activity Continued**

002 002 05425 R04A7A2B

0140 68059 000

Card Number	XXXX-XXXXX7-22020	Reference Code	Amount \$
04/25/14	B & B PITSTOP SPRINGFIELD NE REF# 000015432 GAS STATION 04/24/14 PURCHASE ROC NUMBER 000015432	00001543200	93.13
04/25/14	B & B PITSTOP SPRINGFIELD NE REF# 000015433 GAS STATION 04/24/14 PURCHASE ROC NUMBER 000015433	00001543300	45.64
04/25/14	HAMPTON INN KEARNEY NE FOL# 00000403 LODGING 04/25/14 ARRIVAL DATE DEPARTURE DATE 04/23/14 04/24/14 00 ROOM RATE \$99.95 ROC NUMBER 00000403		99.95
04/26/14	B & B PITSTOP SPRINGFIELD NE REF# 000016501 GAS STATION 04/25/14 PURCHASE ROC NUMBER 000016501	00001650100	111.00
04/29/14	NEBRASKA METHODIST C 402-3542127 NE REF# 999000545 4023542127 04/29/14	99900054500	300.00
04/30/14	B & B PITSTOP SPRINGFIELD NE REF# 000003285 GAS STATION 04/29/14 PURCHASE ROC NUMBER 000003285	00000328500	80.70
05/02/14	JUST POP'D PAPILLION NE REF# 85101594122 402-592-7673 05/02/14 ROC NUMBER 8510159412298000	85101594122	200.00
05/05/14	ULTIMATE GLOBES 8777456237 FL REF# 30463441 DURABLE GOODS 05/05/14 DURABLE GOODS ROC NUMBER 30463441	30463441000	49.95
05/06/14	B & B PITSTOP SPRINGFIELD NE REF# 000024385 GAS STATION 05/05/14 PURCHASE ROC NUMBER 000024385	00002438500	200.01
05/09/14	NEBRASKA METHODIST C OMAHA NE REF# 107500084 4023542127 05/08/14	10750008400	300.00
05/10/14	B & B PITSTOP SPRINGFIELD NE REF# 000031050 GAS STATION 05/09/14 PURCHASE ROC NUMBER 000031050	00003105000	74.52
05/14/14	B & B PITSTOP SPRINGFIELD NE REF# 000039035 GAS STATION 05/13/14 PURCHASE ROC NUMBER 000039035	00003903500	81.49
05/14/14	THE GREAT COURSES 800-832-2412 VA REF# B3425485 AUDIO/VIDEO 05/14/14		69.95
05/15/14	B & B PITSTOP SPRINGFIELD NE REF# 000041032 GAS STATION 05/14/14 PURCHASE ROC NUMBER 000041032	00004103200	62.65
05/15/14	SHRM*MEMBER600228625 ALEXANDRIA VA REF# 519003333 18004445006 05/14/14	51900333300	170.00
05/16/14	B & B PITSTOP SPRINGFIELD NE REF# 000043013 GAS STATION 05/15/14 PURCHASE ROC NUMBER 000043013	00004301300	110.00
05/21/14	CERTIF A GIFT 000000 ARLINGTON HTS IL REF# 04000010807 8477180300 05/20/14 REFER TO RECEIPT ROC NUMBER 04000010807	04000010807	1,152.26

10084 R04A7A2B 05425

(000)

> fuel

Butt?

1-01-2320-670

> fuel

1-01-2130-630 S. Perke

> fuel

1-01-2310-690 staff app.

1-01-1100-420 46/11

> fuel

1-01-2130-630 S. Bauer

> fuel

1-22-1100-410 PHS

> fuel

Thomas - 1-01-2320-630

> fuel

rec. dinner  
1-01-2310-690

Activity Continued					Reference Code	Amount \$
05/22/14	B & B PITSTOP REF# 000055021 PURCHASE ROC NUMBER 000055021	SPRINGFIELD GAS STATION	NE 05/21/14	00005502100	<i>fuel</i>	82.49
<b>Total for BRETT A. RICHARDS</b>					New Charges/Other Debits Payments/Other Credits	3,283.74 0.00

*fuel = 941.63*

DATE 6/4/14  
INITIAL BR





**PLATTEVIEW HIGH SCHOOL TRACK STATE CHAMPION-  
SETH STARKS PROCLAMATION**

June 9, 2014

Whereas, Springfield Platteview Community Schools’ slogan is “Connecting Passion with Potential”

Whereas, Platteview High School Seth Starks ignited his passion, diligently worked hard, and achieved championship potential

Whereas, Seth was encouraged and assisted by the support of his coaches, Greg Gentile, Kevin Wilson, Brent Ribble, James Shada Sr., Christina Elder, Laura Hilkemann, and Volunteer Coach Larry Meyer, as well as his parents, the community, and his fellow student body

Whereas, his persistence and hard work earned a state championship at the Nebraska Class B state championship track meet in the high jump

Therefore, let it be resolved that we, The Springfield Platteview Board of Education, recognize Seth Starks for his tremendous effort and accomplishment as his name will forever be recorded in the history of the district, and the high school. #GR82BATROJAN!

Congratulations!

Signed by:

Brenda Sherman, President \_\_\_\_\_

Brian Wichman, Vice President \_\_\_\_\_

Jenny Kreifels, Secretary \_\_\_\_\_

Lori Bartels, Board Member \_\_\_\_\_

Kyle Fisher, Board Member \_\_\_\_\_

Bob Icenogle, Board Member \_\_\_\_\_

Attested by:

Brett Richards, District Superintendent \_\_\_\_\_







## 2014-15 Certified Staffing

### Leaving

Tara Mahoney (CADRE) – SPED – SP  
Amber Murphy (CADRE) 4<sup>th</sup> Grade - WM  
Rachel Soe – Social Science – PC  
Jennifer Eickmeier – 5<sup>th</sup> Grade - WM  
Lindsay Gatewood (CADRE) – 6<sup>th</sup> Grade - WM  
Ted Brandt – Science – PHS  
Melissa Damme – Speech Language Path  
Keegan Korf – English – PHS  
Stephanie Gade- 6<sup>th</sup> Grade- WM  
Randy Newmyer- SPED- PHS  
Amanda Dickey- Spanish- PHS  
Julie Little- Westmont Reading Specialist

### Replacement

Tara Mahoney  
Amber Murphy  
Andrew Soneson  
Kathleen Ferrel (CADRE)  
Molly Dembinski (CADRE)  
Alexis Hoagland  
Michele Harvat  
Shannon Clayton  
Alison Follmer  
Darin Cheney  
Kim Zeleny  
Teather Roesler to Reading/ Heidi  
Ronning

**OPTION 1**

**Springfield Platteview Community Schools  
2015 - 2016**

July 2015							August 2015							September 2015						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4							1			1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	<del>7</del>	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	<del>14</del>	15	16	17	18	19
19	20	21	22	23	24	25	16	17	<del>18</del>	19	20	21	22	20	<del>21</del>	22	23	24	25	26
26	27	28	29	30	31		23	<del>24</del>	25	26	27	28	29	27	<del>28</del>	29	30			
							30	<del>31</del>												

October 2015							November 2015							December 2015						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3										1	2	3	4	5
4	<del>5</del>	6	7	8	9	10	8	<del>9</del>	10	11	12	13	14	6	<del>7</del>	8	9	10	11	12
11	<del>12</del>	13	14	15	<del>16</del>	17	15	<del>16</del>	17	18	19	20	21	13	<del>14</del>	15	16	17	18	19
18	<del>19</del>	20	21	22	<del>23</del>	24	22	<del>23</del>	24	25	<del>26</del>	<del>27</del>	28	20	<del>21</del>	<del>22</del>	<del>23</del>	<del>24</del>	<del>25</del>	26
25	<del>26</del>	27	28	29	30	31	29	<del>30</del>						27	<del>28</del>	<del>29</del>	<del>30</del>	<del>31</del>		

January 2016							February 2016							March 2016						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					<del>4</del>	2										1	2	3	4	5
3	4	<del>5</del>	6	7	8	9	7	<del>8</del>	9	10	11	<del>12</del>	13	6	<del>7</del>	8	9	10	<del>11</del>	
10	<del>11</del>	12	13	14	15	16	14	<del>15</del>	16	17	18	19	20	13	<del>14</del>	15	16	<del>17</del>	18	19
17	<del>18</del>	19	20	21	22	23	21	<del>22</del>	23	24	25	26	27	20	<del>21</del>	22	<del>23</del>	<del>24</del>	<del>25</del>	26
24	<del>25</del>	26	27	28	29	30	28	<del>29</del>						27	<del>28</del>	29	30	31		
31																				

April 2016							May 2016							June 2016								
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa		
						1	2												1	2	3	4
3	<del>4</del>	5	6	7	8	9	8	<del>9</del>	10	11	12	13	14	5	6	7	8	9	10	11		
10	<del>11</del>	12	13	14	15	16	15	<del>16</del>	17	<del>18</del>	19	20	21	12	13	14	15	16	17	18		
17	<del>18</del>	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25		
24	<del>25</del>	26	27	28	29	30	29	30	31					26	27	28	29	30				

**Bold** Contract Day - No Classes      **Double** No Classes, - No Teachers         1<sup>st</sup> Day of Quarter  
**Strike** Early Dismissal      **Bold-Strike** One (1) Hour Late Start         Last Day of Quarter

**Note:** All Mondays that school is in session is a one hour late start.

**First Semester**

8/12 New Teacher Workshop  
 8/13-14, 17 All Staff Report  
 8/18 First Day of Classes  
 9/7 Labor Day – No Classes  
 10/16 Early Dismissal – End of 1<sup>st</sup> Quarter

(43 Student Days/47 Teacher Days)

10/19 1<sup>st</sup> Day of 2<sup>nd</sup> Quarter  
 10/21-22 Early Dismissal – Parent-Teacher Conferences  
 10/23 Comp Day – No Class  
 11/25 Early Dismissal – ½ Teacher Contract Day  
 11/26-27 No School - Thanksgiving  
 12/18, 21-22 Early Dismissal – Semester Finals  
 12/22 ½ Teacher Contract Day  
 12/23-1/4 Break

(44 Student Days/45 Teacher Days - 44 Teacher Contract Days)

178 Total Student Days  
 187 Total Teacher Days (186 Total Teacher Contract Days)

**Second Semester**

1/5 1<sup>st</sup> day of 3<sup>rd</sup> Quarter - 2<sup>nd</sup> semester  
 1/18 No School – Martin Luther King Day  
 2/10-11 Early Dismissal – Parent-Teacher conferences  
 2/12 Comp Day – No Classes  
 2/15 No School – President's Day  
 3/11 Early Dismissal – End of 3<sup>rd</sup> Quarter

(46 Student Days/48 Teacher Days)

3/17 1<sup>st</sup> Day of 4<sup>th</sup> Quarter  
 3/23-25, 28 Spring Break  
 4/22 Teacher In-Service – No Classes  
 5/10 Last Day for Seniors  
 5/15 Commencement  
 5/17-18 Early Dismissal – Finals  
 5/19 Early Dismissal – Finals – Last Day  
 5/20 Teacher Work Day

(45 Student Days/47 Teacher Days)

OPTION 2

Springfield Platteview Community Schools  
2015 - 2016

July 2015							August 2015							September 2015						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4							1			1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	<b>7</b>	8	6	<del>7</del>	8	9	10	11	12
12	13	14	15	16	17	18	9	<b>10</b>	<b>11</b>	<b>12</b>	<u>13</u>	14	15	13	<del>14</del>	15	16	17	18	19
19	20	21	22	23	24	25	16	<del>17</del>	18	19	20	21	22	20	<del>21</del>	22	23	24	25	26
26	27	28	29	30	31		23	<del>24</del>	25	26	27	28	29	27	<b>28</b>	29	30			
							30	<del>31</del>												

October 2015							November 2015							December 2015						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3										1	2	3	4	5
4	<del>5</del>	6	7	8	9	10	8	<del>9</del>	10	11	12	13	14	6	<del>7</del>	8	9	10	11	12
11	<del>12</del>	13	14	15	<u>16</u>	17	15	<del>16</del>	17	18	19	20	21	13	<del>14</del>	15	16	17	18	19
18	<del>19</del>	20	21	22	<del>23</del>	24	22	<del>23</del>	24	25	<del>26</del>	<del>27</del>	28	20	<del>21</del>	<u>22</u>	<del>23</del>	<del>24</del>	<del>25</del>	26
25	<del>26</del>	27	28	29	30	31	29	<del>30</del>						27	<del>28</del>	<del>29</del>	<del>30</del>	<del>31</del>		

January 2016							February 2016							March 2016						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					<del>1</del>	2										1	2	3	4	5
3	<del>4</del>	<u>5</u>	6	7	8	9	7	<del>8</del>	9	10	11	<del>12</del>	13	6	<del>7</del>	8	9	10	<u>11</u>	
10	<del>11</del>	12	13	14	15	16	14	<del>15</del>	16	17	18	19	20	13	<del>14</del>	<del>15</del>	<del>16</del>	<u>17</u>	18	19
17	<del>18</del>	19	20	21	22	23	21	<del>22</del>	23	24	25	26	27	20	<del>21</del>	22	23	24	<del>25</del>	26
24	<del>25</del>	26	27	28	29	30	28	<del>29</del>						27	<del>28</del>	29	30	31		
31																				

April 2016							May 2016							June 2016								
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa		
						1	2												1	2	3	4
3	<del>4</del>	5	6	7	8	9	8	<del>9</del>	10	11	12	13	14	5	6	7	8	9	10	11		
10	<del>11</del>	12	13	14	15	16	15	<del>16</del>	17	18	<u>19</u>	<b>20</b>	21	12	13	14	15	16	17	18		
17	<del>18</del>	19	20	21	<b>22</b>	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25		
24	<del>25</del>	26	27	28	29	30	29	30	31					26	27	28	29	30				

**Bold** Contract Day - No Classes      **Double** No Classes, - No Teachers         1<sup>st</sup> Day of Quarter  
**Strike** Early Dismissal      **Bold-Strike** One (1) Hour Late Start         Last Day of Quarter

Note: All Mondays that school is in session is a one hour late start.

**First Semester**

- 8/6 New Teacher Workshop
- 8/7, 10-12 All Staff Report
- 8/13 First Day of Classes
- 9/7 Labor Day – No Classes
- 9/28 Teacher In-Service – No Classes
- 10/16 Early Dismissal – End of 1<sup>st</sup> Quarter

(45 Student Days/50 Teacher Days)

- 10/19 1<sup>st</sup> Day of 2<sup>nd</sup> Quarter
- 10/21-22 Early Dismissal – Parent-Teacher Conferences
- 10/23 Comp Day – No Class
- 11/25 Early Dismissal – ½ Teacher Contract Day
- 11/26-27 No School - Thanksgiving
- 12/18, 21-22 Early Dismissal – Semester Finals
- 12/22 ½ Teacher Contract Day
- 12/23-1/4 Break

(44 Student Days/45 Teacher Days - 44 Teacher Contract Days)

178 Total Student Days  
 187 Total Teacher Days (186 Total Teacher Contract Days)

**Second Semester**

- 1/5 1<sup>st</sup> day of 3<sup>rd</sup> Quarter - 2<sup>nd</sup> semester
- 1/18 No School – Martin Luther King Day
- 2/10-11 Early Dismissal – Parent-Teacher conferences
- 2/12 Comp Day – No Classes
- 2/15 No School – President's Day
- 3/11 Early Dismissal – End of 3<sup>rd</sup> Quarter

(46 Student Days/47 Teacher Days)

- 3/14-16 Break
- 3/17 1<sup>st</sup> Day of 4<sup>th</sup> Quarter
- 3/25 No School
- 3/28 No School
- 4/22 Teacher In-Service – No Classes
- 5/10 Last Day for Seniors
- 5/15 Commencement
- 5/16-17 Early Dismissal – Finals
- 5/18 Early Dismissal – Finals – Last Day
- 5/19 Teacher Work Day

(43 Student Days/45 Teacher Days)



14801 South 108<sup>th</sup> St.  
Springfield, NE 68059  
Phone: 402-592-1300  
Fax: 402-597-8551

## Future Planning June 9, 2014

1. 6/20/14- Foundation Golf Tourney- Tregaron 1 PM
2. 6/23/14- Board Work Session 7 PM?
3. 6/29/14- Board Retreat 9 AM- 3 PM- check schedules
4. 7/11/14- Foundation Dinner/ Auction
5. 7/16/14- NASB Budget and Finance Workshop- Lincoln
6. 7/23/14- Board Work Session 7 PM
7. 8/7/14- New Teachers Report
8. 8/8/14- All Teachers Report
9. 8/14/14- First Day of Classes 2014-15